

2

Success and failure

VOCABULARY describing levels of performance

- 1> Read the three texts below. Which of the three sports would you be interested in seeing?

1

And that is ... point and match! Maria Lara is the winner! Maria was **in great form** again today against Kelly Tims. She **was in the lead** from start to finish, and there was no doubt that the **victory** would be hers. She has **been on** an amazing **winning streak**. In fact, she's almost **undefeated** this season with twelve **wins in a row**. She is definitely a future **champion**.



2

Well, that was quite a race! Unfortunately, Jason Lee **suffered a loss** today in the freestyle. He started out strong, but **fell behind** in the third lap and never managed to **catch up**. Sadly, Jason has **been on a losing streak** this month. In fact, coming in second in the race in Brighton was the best he has done in a long while.



3

This match between the Standers and the Rakers looks like a **fight to the finish**! With three goals on each side, it could easily **end in a draw** if neither team scores. Now the ball is in centre field and with the teams **neck and neck**, the fans are going crazy! Johnson shoots ... and, no goal! It looks like the Standers and the Rakers are an **equal match**, since this is their third tie game this season.



- 5> **CD 1.08** Listen to a retiring sportsman talking about his career. Are the statements true or false? Write the answers in your notebook.

- Jeremy won every match during his first year competing. **F**
- His period of good luck continued for several years. **F**
- Later, Jeremy failed to win any big competitions. **T**
- Jeremy now sees how fortunate he has been. **T**
- Jeremy has plans to become an instructor. **T**

- 2> Read texts 1–3 again and answer the questions.

- How clear was it that Maria Lara would win the tennis match? Why? **Very clear, because she was in great form, has been on a winning streak and is almost undefeated.**
- How is Jason Lee doing this season? How does the commentator feel about his performance? **Not very well. He is unhappy about it.**
- What does the commentator say about the abilities of the two teams? **They are equal in skill.**

- 3> In your notebook, match some of the words and phrases in bold from the texts in exercise 2 with the definitions below.

- be ahead in a competition **be in the lead**
- finish a competition with the same score on both sides **end in a draw**
- successful in competitions for a long time **be on a winning streak**
- having lost no competitions **undefeated**
- lose a competition **suffer a loss**
- move into a lower position in a competition **fall behind**
- reach a position equal to someone who was ahead **catch up**
- a competition that continues until one side wins **fight to the finish**
- be close or tied to a competitor during a competition **neck and neck**
- having the same level of skill as another competitor **equal match**

- 4> In your notebook, complete the text with the words and phrases below.

lead 4 victories 8 winning 5 undefeated 1 loss 2 fall 7 second 3 neck and neck 9 match 6

Vocabulary challenge!

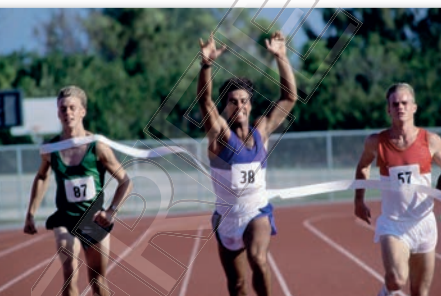
- 6> In your notebook, match the words and phrases with the sports they refer to. Can you add any other words to each group?

backboard racket flopturn lane slope penalty net poles backstroke defender slalom slam dunk dive dribble downhill serve pitch shoot header backhand

swimming	basketball	tennis	football	skiing
flip turn, backstroke, lane, dive	backboard, slam dunk, dribble, shoot	racquet, net, serve, backhand	penalty, defender, pitch, shoot, header	slope, poles, slalom, downhill

- 7> **WHAT DO YOU THINK?** Work in pairs and discuss the questions below.

- Are you a sports spectator and fan? How do you react when your team scores a big victory? How do you react when they are on a losing streak?
- How important is it to fight to the finish? Is it ever OK to give up? In what circumstances?
- Describe a situation in which you failed in something. How did you cope? How do you feel about it now?



Generally, athletes have very short careers. They can be ¹ at the age of 25, never losing a contest – then they suddenly suffer a serious ² , or just come in ³ in a type of contest where they are normally first, and it looks like the beginning of the end. Some athletes want to keep trying. Maybe they were in the ⁴ for so long that they can't accept that their ⁵

streak might be at an end. 'When you were an equal ⁶ for a competitor, and then suddenly you ⁷ behind, it's hard to accept,' one athlete says. Another retired athlete says: 'We all have to stop at some point. Just remember your ⁸ and high points, and remind yourself that you were once ⁹ with the greatest athletes in your sport. It's not failure – it's just retirement!'

LISTENING AND VOCABULARY

listening for gist and detail • competitive sports

2



Stop competing with others.
Start competing with yourself.

SOPHIA AMORUSO

I can accept failure. Everyone fails at something. But I can't accept not trying again.

MICHAEL JORDAN



1> Explain in your own words what the quotes above mean. Do they apply to your own life? How?

2> Look at the picture. What sport is being played? What do you think the rules might be? What other unusual sports can you name?



3> **CD 1.09** Listen to the interview and complete the sentences in your notebook.

- The sport they are discussing is popular in **Asia**.
- Lucy first moved to Singapore when she was **12** years old.
- Lucy first saw sepak takraw in a **gym** and she was **fascinated** by it.
- Sepak takraw is similar to **volleyball**.
- It is easy to get **injured** when playing the game.

4> **CD 1.09** Now listen again and choose the correct answers. Write them in your notebook.

- Before taking up sepak takraw, Lucy
 - knew a little about the sport.
 - had not participated much in sports.
 - had played a similar sport.**
 - had seen it played on television.
- Which sentence is true regarding the rules of sepak takraw?
 - Players must be replaced regularly during the game.
 - Players may only touch the ball with their lower limbs.**
 - The ball must never touch the floor.
 - A match can end in a draw.
- What does Lucy say about getting ready for a match?
 - It needs no preparation at all.
 - You can do a quick warm-up and stretch.
 - You should practise jumping and kicking.
 - You must take time to prepare your muscles.**
- What does Lucy say about sepak takraw in the UK?
 - It is already very well-known.
 - It is becoming increasingly popular.**
 - It interests football fans.
 - It is more or less unknown.

5> In your notebook, rewrite the sentences, using the phrasal verbs below from the recording.

get into take up put together drop out of take part in
give up warm up catch on

- Sue decided to **start playing** **take up** polo after watching a friend play.
- Do you think sepak takraw will **become popular** **catch on** in Poland?
- Tim had to **stop running** **drop out of** the race after he hurt his foot.
- I **became interested in** **got into** dance after going to see my sister perform.
- Our school doesn't have a track team, so we are going to **organise** **put together** one.
- Because of my injury, I had to **stop doing** **give up** sports for a while.
- It's important to **prepare your body slowly** **warm up** before doing strenuous exercise.
- Sue is going to **participate in** **take part in** her first swimming competition tomorrow.

Listening challenge!

6> **CD 1.10** Listen to someone talking about how we measure success. Answer the questions in your notebook.

- Is the speaker very interested in sports? **No, not particularly.**
- What activities does he take part in?
climbing, skateboarding, parkour
- What does he say is true of those activities?
They are not truly competitive activities.
- Why does he mention exam scores?
They are an example of competition.

7> **CD 1.10** Listen again and complete the sentences with the correct words in your notebook. Put one word in each space.

- Devin believes that most people who follow sports mainly focus on **winning** and losing.
- He does not consider himself a very **athletic** man.
- Devin prefers activities in which you compete against **yourself**.
- He is not sure that athletes are being **sincere** when they say they focus mainly on improving themselves.
- He feels that athletes must be influenced by the attitudes of the **public**.
- Devin would prefer to gauge athletes by how much they want to **improve**.
- Devin believes that **failure** is an important stage in becoming successful.

8> **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- Do you agree or disagree with Devin's opinions about competing/competitions? Why or why not?
- What do you think most success is based on – good luck, hard work or talent? Why?
- Do you think successful people should try to influence public opinion in fields other than their own; for example, should famous athletes talk about politics? Why?/Why not?
- Do you think that failure can be a useful part of life? Why?/Why not?

Past tenses

1> Have you ever taken part in a sporting event or other type of competition? Did you have to prepare before the competition took place? What was the result?

2> **LANGUAGE IN CONTEXT** Read the text in exercise 3 below and answer the questions.

- 1 What recently happened to Kristen? *She heard the news that the National Skating Committee had chosen her to be on the national team.*
- 2 Why didn't her teachers want her to compete at the age of thirteen? *They thought she would have problems competing because she had not been skating long enough.*
- 3 What happened in her first competition? How does she explain it? *She won a medal. She had been practising hard not to embarrass her teachers.*

3> **CD 1.11** In your notebook, complete the article with the correct past tense form of the verbs in brackets. Then listen and check.



Figure-skater Kristen Lane ¹*was practising (practise)*, as usual, early yesterday morning when she ²*heard (hear)* the news that the National Skating Committee ³*had chosen (choose)* her to be on the national team. 'I *hadn't been expecting* to hear anything for days,' the 16-year-old skater said. 'So I ⁴*was (be)* totally surprised. I actually ⁵*stopped (stop)* skating for a while and ⁶*sat (sit)* down to take in the news.'

Kristen was a late starter by the standards of the figure skating world. 'I ⁷*had never skated (never skate)* at all before I turned ten years old,' she explains. 'Then my mum ⁸*took (take)* some friends and me to an ice rink for a birthday treat, and I was instantly hooked! I worked really hard to catch up with the other students. But when I ⁹*wanted (want)* to compete at the age of thirteen, my teachers told me I *hadn't been skating* long enough. They thought I would be too nervous and have problems.' After Kristen convinced her teachers to let her enter one competition, she ¹⁰*worked (work)* harder than ever. And to everyone's surprise, she ¹¹*won (win)* a medal. 'I *had been practising* every day for about five hours, morning and evening, just because I ¹²*didn't want (not want)* to embarrass myself or my teachers. I knew I was good, but it hadn't occurred to me that I might win anything!'

4> **ANALYSE** Find examples of the following structures in the article in exercise 3.

- 1 past simple to describe a series of events that happened one after another (and finished) in the past:
I actually stopped skating for a while, sat down and took in the news.
- 2 past continuous to describe an event that was interrupted by another past event:
Kristen Lane was practising as usual early yesterday morning when
- 3 past simple to describe the event which interrupted another event in the past: *she heard the news*
- 4 past perfect to describe an event which happened before another past event: *I hadn't been skating, I had been practising*

5> Look at the highlighted examples of the past perfect continuous in the article. Complete the rules in your notebook.

- 1 The past perfect continuous is formed with **past tense of have** + **past participle of be** + the **-ing** form of the verb.
- 2 Which is true? The past perfect continuous emphasises the
a result of the action
(b) duration/length of the action.



What's right?

Did Susan win the swimming competition?

- 1 Yes, she had been practising for months.
- 2 Yes, she has been practising for months.
- 3 Yes, she was practising for months.

6> **PRACTISE** In your notebook, complete the sentences with the correct past tense form of the verbs in brackets.

- 1 *Had Colin decided (Colin / decide)* which team he *wanted (want)* to play for before he was drafted?
- 2 Jamie *went (go)* to the rink, *put (put)* on his skates and *started (start)* his warm-up routine.
- 3 Dennis *had tried (try)* to join the team three times before he was accepted.
- 4 Strangely, I *was thinking (think)* about Casey when she *called (call)* me with her news.
- 5 *Had Mia been skiing (Mia / ski)* for a long time before she decided to compete?
- 6 The fans *were cheering (cheer)* as the players came onto the pitch.
- 7 Judy *had been swimming (swim)* all morning, so she was very tired when she came to class.
- 8 *Were you watching (you / watch)* a match when the phone *rang (ring)*?
- 9 I *had never heard (never / hear)* of any famous cricket players until Sachin Tendulkar visited the US.

7> In your notebook, translate the sentences into English.

- 1 Oni nigdy przed wizytą w Anglii nie widzieli meczu krykieta.
They had never seen a cricket match before they visited England.
- 2 Lara biegła tylko rok, a już wygrała swój pierwszy wyścig.
Lara had only been running for a year when she won her first race.
- 3 Tina przyjechała do Szwajcarii, pojechała samochodem do ośrodka narciarskiego i od razu rozpoczęła trening.
Tina arrived in Switzerland, drove to the ski resort and began training immediately.
- 4 Oglądaliśmy mecz piłki nożnej w TV, kiedy zabrakło (go out) prądu.
We were watching a football match on TV when the power went out.
- 5 Całe życie podziwiałem Usainę Boltę, toteż spotkanie z nim było zaszczytem. *I had admired Usain Bolt all my life, so it was an honour to meet him.*
- 6 Kiedy Ted biegł szybko, przewrócił się, ale i tak dobiegł do mety jako drugi. *Ted was running very fast when he fell down, but he still came in second in the race.*
- 7 Jak długo trenowałaś, zanim nauczyłaś się tej sztuczki?
How long had you been practising before you learned that trick?

8> **NOW YOU DO IT** Work in pairs. Speculate about the following pictures. What had been happening before? What happened? What was the result? *Suggested answers: p168*

They had been playing football for an hour when one of the players knocked another player down. The referee decided ...



Talking about present and past habits

1> Talk about a habit you currently have that involves sport or exercise. How often do you do it? Are there any activities you did in the past that you no longer keep up?

2> **CD 1.12 LANGUAGE IN CONTEXT** Listen to two people talking about their exercise routines. Answer the questions.

- How often did David use to run? How often does he run now?
He used to run every morning. Now, he runs twice a week.
- What was Kim's opinion of exercise before?
She used to think it was boring and a waste of time.
- What offer does David make?
That Kim can join him on the mornings he goes running.

3> **ANALYSE** Go to the transcript on page 158. Copy and complete the table with the correct example sentences for each structure. Then answer the questions.

- | | |
|--|---|
| 1 used to + verb | <i>I used to run every morning; I used to run every day; you didn't use to exercise at all; I used to think</i> |
| 2 would + verb | <i>I would go to the gym</i> |
| 3 present simple with always, every day, often etc. | <i>Do you still run; I run twice a week; I go to the gym the other days; I run less often</i> |
| 4 be + always + -ing form (past and present) | <i>You're always complaining</i> |



Tip

- We use **would** to talk about habitual past actions, but not states.
I would go to the gym every morning. NOT
I would feel tired when I didn't exercise regularly.
- We don't normally use **would** in negatives and questions with this meaning.
I wouldn't go to the gym every morning.
(= I don't think it's a good idea.)

- Which structures do we use to talk about present habits?
present simple, present continuous
- Which structures do we use to talk about past habits?
used to, would
- Which structures do we use to talk about annoying habits?
be + always + -ing (past or present)

4> **PRACTISE** In your notebook, complete the blog entry with the correct form of the words in brackets. Use the correct structures to talk about habits. There may be more than one possible answer.



When I was a young child, I ¹*would get/used to get/got (get)* plenty of exercise every day without even trying. I ²*was always running around/would always run around/always ran around (always run around)* with my friends, and we ³*used to play/would play/played (play)* football or basketball in the street. But as a teenager,

I have much less free time, so I have to make an effort to keep in shape. With this in mind, I ⁴*exercise (exercise)* at the local gym every morning, and I ⁵*play (play)* tennis with friends two evenings a week. I ⁶*didn't use to worry/didn't worry (not worry)* about what I ate as a child either. Now I ⁷*choose (choose)* the healthiest foods I can find, and I ⁸*never eat (never eat)* more than I need to just feel full. I admit that I ⁹*used to believe/believed (believe)* that I would stay healthy forever without any effort, but the reason that I ¹⁰*exercise (exercise)* daily nowadays is that I realise that I was wrong. Good habits are the key to remaining strong and healthy – it doesn't happen by itself!

5> In your notebook, rewrite the underlined parts of the sentences. Use the structures for habits.

- Sam once believed *used to believe* he could be a professional footballer, but later he realised he wasn't skilled enough.
- Sarah is in the habit of doing *does* yoga every day before school.
- In the past, Kevin lost his temper *would lose/used to lose his temper* when things didn't go his way, and it got on everyone's nerves.
- Some professional tennis players have the annoying habit of shouting *are always shouting* when they hit the ball.
- When I was a child, I ran around *used to run around* for hours, but now I get tired.
- Jerzy constantly criticises *is always criticising* the way I play tennis and it drives me crazy!
- I don't enjoy exercising, but I make a habit of going *go* to the gym every day.

Grammar challenge!

- I used to swim for an hour every day. (I no longer do it.)*
I am used to swimming for an hour every day.
 (It is normal behaviour for me.)
I have got used to swimming for an hour every day.
 (It wasn't easy before, but now I am in the habit of doing it.)

6> In your notebook, complete the sentences, using the correct form of the words in brackets.

- It took me a while, but I eventually *got used to eating (used / eat)* whole grains instead of refined foods.
- Maria *used to practise (used / practise)* golf every day, but lately it's only once or twice a week.
- I *am used to running/have got used to running (used / run)* in all sorts of weather – even snow doesn't bother me!
- I will never *get used to cooling down (used / cool down)* after I exercise! I'd rather just jump into the shower.
- 'Don't you get upset when the coach shouts at you?' 'No, I *am used to hearing (used / hear)* him lose his temper.'
- Dana *used to eat (used / eat)* lots of junk food, but now she follows a healthy diet.
- I can't *get used to getting up (used / get up)* at 5 a.m. for skating practice! I'm just not a morning person.

7> **NOW YOU DO IT** Work in pairs. Talk about the following situations. Use the structures for habits.

- Talk about an activity which you didn't want to try in the past, but which you enjoy on a regular basis now.
- Describe three things which your sibling or close friend does that really get on your nerves.
- Imagine you are a professional sports star. Describe the things you do on a daily basis.
- Talk about a dream or ambition you had when you were younger which no longer seems possible.
- Describe an activity or habit which was challenging for you in the past, but seems natural now.



fouling



match-fixing



doping

1> Work in pairs and describe the pictures. Answer the questions below.

- 1 What do you think makes athletes or sports officials behave in a dishonest way?
- 2 Can you give an example of an athlete or a team who have been found guilty of such dishonesty? What happened? Were they punished? If so, how?

3> Read the texts again. Are the statements below true (T) or false (F)? Write the answers in your notebook. Give reasons to explain your answers.

Text A

- 1 Taylor Hooton was aware of the consequences of taking the drugs. **F**
- 2 Taylor Hooton's actions are uncommon among young people. **F**

Text B

- 3 Liliya Shobukhova agreed to make the payments to hide her dishonest practices. **T**
- 4 The punishment Liliya Shobukhova received made her tell the truth. **T**

Text C

- 5 Femke Van den Driessche claimed the bike she had been riding was not hers. **T**
- 6 Femke Van den Driessche had to face the financial consequences of her action. **T**

1 PAYING THE HIGHEST PRICE

2 Exposing a cheat by accident

3 GIVING THE DRUGS UP

4 BUYING SUCCESS

5 COMPETING AGAINST THE BEST

A 1

In July 2003, Taylor Hooton, a promising baseball player, committed suicide. He had just turned seventeen and had a bright future ahead of him. His parents were proud of their son's hard training regime and his achievements. However, what they did not suspect was that Taylor had turned to performance-enhancing drugs to improve his muscle strength and self-esteem. Unfortunately, the drugs made Taylor suffer from terrible mood swings. When he was unable to cope with his moods, he decided to quit taking the drugs, and that's probably what killed him. Taylor did not realise that when you give up drugs suddenly, you may become severely depressed. This case may be extreme, but it discloses a worrying trend: the use of steroids among young people, who take muscle-building pills not only to boost their athletic performance but also to gain more self-confidence and more sculpted bodies.



B 4

When Liliya Shobukhova, the second fastest female marathon runner in history, admitted to doping and bribery, it shocked the world of athletics. The disbelief was even greater when the investigation into this scandal showed that the athlete had been blackmailed by three top Russian IAAF officials who, in exchange for the money, covered up the irregularities in her biological passport (an electronic record in which the results of doping tests are compared to detect illegal substances). When, in 2014, she refused to pay, she was banned from competitive events for life. This is what made her come clean. Consequently, she was stripped of all her medals and titles. However, there was a positive outcome: the scandal exposed the enormous scale of doping and corruption in Russian athletics and made the World Anti-Doping Agency take tough action against it.



C 2

In 2016, Belgian cyclist Femke Van den Driessche became famous for all the wrong reasons. She was competing in a top-level under-23 race when she was forced to withdraw from the competition because of a mechanical problem. Her bike was examined, and it turned out that it had been fitted with a hidden motor. The 19-year-old claimed she had no idea about it and that the bikes must have been mistakenly swapped by her team mechanic before the competition. The anti-doping authorities admitted they had speculated mechanical doping was on the increase and that this discovery would prompt them to run more checks on bikes. As for the cyclist herself, she has been found guilty, suspended from further races and fined, but will this bring back faith in the sport of cycling, which is already damaged by cheating scandals?



Reading challenge!

- 4> Decide if the following statements refer to one, two or all three athletes described in texts A–C. In your notebook, match each statement with one, two or all three texts.
- This person was a successful competitor in his / her discipline. **all**
 - This person cheated to feel more self-confident. **A**
 - This person suffered the consequences of their dishonest behaviour. **all**
 - This person's actions provoked a strong reaction from the sports officials. **B, C**
 - This person blamed someone else for what had happened. **C**
 - This person's case confirmed what had already been suspected. **C**
 - This person wanted to change the situation they were in. **A**
 - This person's case shows a wider tendency to cheat. **all**
- 5> Work in pairs and answer the questions.
- Based on the texts, what are the techniques athletes use to cheat in sports competitions?
 - What punishment should dishonest sportspeople receive?
 - Does it matter whether or not athletes cheat as long as they provide us with good entertainment? Why? / Why not?
 - Some people say that 'it's winning, not taking part, that matters in sport'. To what extent do you agree with this statement?

Vocabulary development

- 6> In your notebook, match 1–8 with a–h to form phrases. Then translate the expressions into Polish.

- | | |
|------------------|--|
| d 1 turn | a to bribery <i>przyznawać się do łapówkarstwa</i> |
| f 2 quit | b of all the medals <i>zostać pozbawionym wszystkich medali</i> |
| h 3 boost | c checks on something <i>przeprowadzić kontrolę czegoś</i> |
| a 4 admit | d to performance-enhancing drugs <i>zacząć brać środki dopingowe</i> |
| g 5 be banned | e from further races <i>zostać czasowo zawieszonym w zawodach</i> |
| b 6 be stripped | f taking drugs <i>prześcić brać doping</i> |
| c 7 run | g for life <i>mieć dożywotni zakaz</i> |
| e 8 be suspended | h one's athletic performance <i>poprawić swoje wyniki sportowe</i> |

- 7> In your notebook, complete the sentences with the phrases from exercise 6.

- The athlete **admitted to bribery**. She said she had been forced to make the payments.
- Some athletes **turn to performance-enhancing drugs** because they believe the substances will help them **boost their athletic performance** and, in this way, beat their opponents.
- All the athletes **who are found guilty of cheating** should **be stripped of all their medals**. They should lose them all.
- The runner was only **suspended from further races** during this season, but I think he should have been **banned for life** and never allowed to compete again.
- The officials had been suspecting mechanical doping for a while, so they decided to **run checks on** bikes more frequently to catch any dishonest cyclists.
- When athletes decide to **quit taking drugs** suddenly, they often begin to feel severely depressed.

Vocabulary challenge!

- 8> Divide the following affixes into negative prefixes and suffixes.

ir ant able un ing il ed im dis ful
ous ive in al ory

Negative prefixes	ir- il- im- dis- in- un-	Suffixes	-ant -able -ing -ed -ful -ous -ive -al -ory
--------------------------	-----------------------------	-----------------	--

- 9> In your notebook, form adjectives from the words below, using the suffixes from exercise 8.

compete **competitive** succeed **successful** comfort **comfortable**
logic **logical** expense **expensive** respect **respected/respectful**
satisfy **satisfactory/satisfied** person **personal** tolerate **tolerant**
replace **replaceable** law **legal** prepare **prepared**
adventure **adventurous**

- 10> In your notebook, add the correct negative prefix to each of the adjectives in exercise 9.

uncompetitive, unsuccessful, uncomfortable, illogical, inexpensive, disrespected/disrespectful, unsatisfactory/dissatisfied/unsatisfied, impersonal, intolerant, irreplaceable, illegal, unprepared, unadventurous

- 11> In your notebook, rewrite the underlined parts of the sentences, using some of the adjectives from exercises 9 and 10. Make any other necessary changes.

- The swimmer felt no satisfaction **was dissatisfied** after the competition as he came in fourth in the race.
- She did not prepare **was unprepared** for the race.
- My favourite team did not succeed **was unsuccessful** in the finals.
- Using steroids is against the law **illegal**.
- The coach's decision to change the team captain had no logic to it **was illogical**.
- John is such a brilliant footballer that he simply cannot be replaced by anyone else **is irreplaceable**.
- We bought these rackets because they did not cost too much **were inexpensive**.

- 12> Read the information about steroid abuse among teens below. In your notebook, write a message for a social campaign billboard to alert young people to the dangers of steroid abuse. Include the information below.

- explain how dangerous the problem is
- say what makes young people turn to performance-enhancing drugs
- warn peers about the consequences of taking such drugs
- suggest where to turn to for help

STEROID ABUSE AMONG TEENS/YOUTH (12–19 years old)

♀♂ Number of teens who use steroids:
over 1.5 million



It takes **00:01** second to find steroids for sale online!



Reasons:

to look more attractive, to have better results in sports competitions, to boost self-esteem

Consequences:

mood swings, aggression, hair loss, depression, paranoia, hyperactivity

1> Work in pairs and describe the pictures. Which activities would you choose for a school sports day? Why?

The pictures show a tug of war, a chess tournament and a parkour demonstration.



2> **CD 1.13** Listen to students doing the task below. Which points do they agree on? Which points do they disagree on? What conclusions do they reach for each of the four issues?

Jesteś członkiem Samorządu Szkolnego, który organizuje w szkole Dzień Sportu. W rozmowie z innym członkiem Samorządu omów poniższe cztery kwestie:

- umiejętności, jakie organizatorzy pragną promować podczas Dnia Sportu, (1)
- osoby, które zaangażujecie do organizacji tej imprezy, (2)
- nie/przyszanawanie nagrody, (3)
- sposób, w jaki będziecie promować to wydarzenie. (4)

- Students disagree about the focus of the sports day (displaying students' special skills or promoting competitive contact sports) as well as giving prizes.
- Students agree to get more students involved in organising the event so that teachers have less to do. They also agree they need better promotion of the sports day.

Conclusions:

- (1) Students decide to keep most of the traditional competitive activities but also add some new ones to let students who feel left out show off some of their special skills.
- (2) Students decide to assign more students to be in charge of advertising, setting up venues, refreshments, etc.
- (3) Students decide to give gift cards as prizes.
- (4) To promote the events, students are going to put an article about the sports day on the school website and print flyers for other students.

3> **CD 1.13** Listen again. Answer the questions.

- 1 What does the girl suggest including in the activities in the end? What reasons does she give? *To keep most of the traditional activities and add some new ones because it will give students with other athletic abilities a chance to participate.*
- 2 What activities could the students do? *skateboarding, hip hop dancing, chess*
- 3 What does the boy suggest giving as prizes? Why? *gift cards, because they would be useful*
- 4 In what two ways do the pair want to promote the event? *put an article on the school website, send flyers home with students*

4> In your notebook, complete the sentences with the correct words or phrases. Check your answers in the transcript.

Phrase Bank

► Raising a point

So we're ¹here to discuss ideas for ...
What ²about organising ...? We need to
³decide how to promote the event.

► Agreeing and disagreeing

I'm not ⁴sure I agree, because ...
That's an ⁵excellent idea!
OK, we're in ⁶agreement about that.

Oh no, I can't go ⁷along with that.
I'm ⁸with you, though, if you mean ...
That would be ⁹great! That
¹⁰should work.

5> Work in pairs. You are organising an arts day at your school and discussing the organisation with a friend. Which of the ideas would you use to discuss each of the three points below? Can you think of any alternative ideas for each topic? Give reasons to support your answers.

- **Date of the event:** end of the school year / second week of the winter term
- **Location:** gymnasium / art classrooms
- **What to do to promote the event:** flyers / school website / school newspaper / local radio

6> In pairs, role-play dialogues to discuss the plans for the event as in exercise 2. Use the ideas you have chosen in exercise 5.

7> **CD 1.14** Listen to two students discussing the arts day at school. Did they reach the same solutions you did? If not, how did your ideas differ? What factors influenced your choices?

8> **CD 1.14** Listen again. Choose the correct words to complete the phrases with **WOULD** that the students use and write them in your notebook.

- 1 I **would think** / say that the end of the term ...
- 2 I'd picture / **imagine** that everyone will be less busy ...
- 3 **Wouldn't** it be / go better to do it as far from exam ...
- 4 What **would** you **think** / imagine of doing it during the second week ...?
- 5 I'd **have** / been thought that it would be pretty booked up ...
- 6 How **would** you predict / **prefer** to let parents ...
- 7 OK, if you **wouldn't** matter / **mind** typing up our ideas, ...

9> Work in pairs and role-play the speaking task below. Then swap roles and do the task again. Use the language from the lesson.

Twoją szkołę odwiedziła drużyna koszykówki ze szkoły w Anglii. Rozmawiasz z kolegą/koleżanką z klasy o przygotowaniu atrakcji, które urozmaicą wolny czas gości. W rozmowie omówcie poniższe kwestie:

- jakie zajęcia zorganizujecie,
- kogo możecie zaprosić,
- ile pieniędzy możecie wydać,
- jak istotne jest zapoznanie gości z zagranicy z polską kulturą.

1> Decide which word is the odd one out in each group because it takes a different negative prefix.

- 1 legal logical expensive
- 2 personal defeated mature
- 3 regular respectful replaceable
- 4 tolerant qualified accurate
- 5 patient able successful

2> Decide which word is the odd one out because it takes a different adjective suffix.

- 1 comfort compete enjoy
- 2 help beauty attract
- 3 disaster danger amaze
- 4 talk invent satisfy
- 5 hope believe use

3> In your notebook, complete the text with the correct form of the words below. There are two extra words.

fit enable devote protest differ health let impress

Not everybody is into sports, and not everybody is a ¹devoted sports fan.

There are millions of people in this world to whom sports competitions mean next to nothing, and who remain ²indifferent to what's going on in the world of sport. Some of these *anti-fans* are part of a community called *Sports Suck* and run their own website by the same name. They call themselves reasonable people who believe in ³fitness, but explain that they disapprove of competitive sport. They ⁴have been protesting against sports mania for some time now, and claim to have gained plenty of supporters. Indeed, their website is full of letters and articles from individuals who criticise ⁵unhealthy competition in professional sport as well as badly-behaved sports fans. The website also ⁶enables the visitors to access a variety of interesting articles supporting their cause. They may exaggerate a bit, but they certainly offer a fresh perspective on sport.

Watch out!

- We use the present perfect to talk about the first, second, third etc. time something has occurred: **It is the first / second / third time**, e.g.
It's the first time I've played cricket.
(= I've never played cricket before.)
- Similarly, when the sentence begins with **It was the first / second / third time**, we use the past perfect.
It was the second time I had come second in a race.
(= I had come second once before.)

4> In your notebook, rewrite the sentences below, using **It is / was the first time ...**

It's Natasha's first time at such a big stadium.
It's the first time Natasha has been to such a big stadium.

- 1 Jo has never taken part in a sports competition before.
It's the first time Jo has taken part in a sports competition.
- 2 It was our second time skiing in the Alps.
It was the second time we had been skiing in the Alps.

- 3 It's my first time in the gym. *It's the first time I've practised in the gym.*
- 4 It was Jack's third foul in the match.
It was the third time Jack had fouled in the match.
- 5 It's Helen's first victory in a national championship ever!
It's the first time Helen's won in a national championship.
- 6 We had already beaten the other team once before.
It was the second time we had beaten the other team.

5> In your notebook, complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- 1 Kirstin won the race because she **had been practising for months** (*practise / months*) before the competition.
- 2 **Did you use to play** (*you / use / play*) outside a lot when you were younger?
- 3 My brother **is always borrowing** (*always / borrow*) my tennis racket without asking! How annoying!
- 4 I **got into swimming** (*get into / swim*) long before I joined this club. It has always been my passion.
- 5 It was the second time this athlete **had dropped out** (*drop*) of the marathon because of an injury.
- 6 We **are not used to walking** (*not / use / walk*) long distances, so we get tired easily.
- 7 Luke **has been in the lead** (*be / lead*) since the race began. It looks like he may win it.
- 8 The cyclist **was stripped of the medals** (*strip / medals*) after the doping scandal.
- 9 When I was young, I was **in the habit of doing** (*habit / do*) a lot of physical exercise, but I have no time for this now.

Challenge!

6> Complete the second sentence so that it means the same as the first, using the words given. Use no more than five words. Do not change the word given.

- 1 Going out for a bike ride in the morning has now become part of my routine. **GOT**
I have got used to going out for a bike ride in the morning now.
- 2 Cycling to school or work is popular in Poland. **CAUGHT**
Cycling to school or work *has caught on* in Poland.
- 3 Diana has won a number of times recently. **STREAK**
Diana has been *on a winning streak* recently.
- 4 The match was two hours long by the time it finished. We were absolutely exhausted. **PLAYING**
We *had been playing for* two hours before the match finished. We were absolutely exhausted.
- 5 We spent our weekends playing outdoors when we were children. **SPEND**
We *would/used to spend our weekends* outdoors when we were children.
- 6 John was slower than the other runners and did not win anything. **FELL**
John *fell behind the other runners* and did not win anything.
- 7 It is impossible that Katie forgot about her training session. **CAN'T**
Katie *can't have forgotten* about her training session.
- 8 'I am sure you are now fully ready to take part in the competition,' said my coach. **ENCOURAGED**
My coach *encouraged me to take part* in the competition.

7> WHAT DO YOU THINK? Work in pairs and answer the questions.

- 1 Do you support the ideas expressed by the group *Sports Suck*? Why? / Why not?
- 2 Should children and teenagers be encouraged to play competitive sports? Why? / Why not?

- 1> Look at the pictures connected to a well-known competitive triathlon event called Ironman. Work in pairs and answer the questions below.

THREE RACES ONE GOAL

3.86 km swim
180.25 km bicycle ride
42.2 km marathon without a break



- 1 What information about the Ironman Triathlon can you gather from the pictures above? What aspects of this event make it so challenging?
 - 2 What may motivate people to participate in such an event?
 - 3 What preparation does this competitive sports event involve?
- 2> Read the writing task and the example article below. Find two elements of the task and answer the questions (1–2).

Niedawno obejrzałeś/obejrzałaś film dokumentalny na temat wyczynowego uprawiania sportu. Napisz do gazety młodzieżowej artykuł i podaj przykład sportowca, na życie którego sport wyczynowy wywarł negatywny wpływ, oraz doradź czytelnikom, w jaki sposób sport wyczynowy można uprawiać bezpiecznie.

- 1 Who does the writer describe in the first part of the article? What happened to this person? *The author describes his/her brother who collapsed in the gym after exercising too much.*
 - 2 What advice does the author give to people practising competitive sport? *Before you take up a competitive sport you should undergo medical tests. It is recommended that you train under professional supervision, and consult a dietician to advise you on a healthy diet. Also, you ought to take frequent breaks to let your body rest.*
- 3> Read the article in exercise 2 again and decide where each of the following paragraphs should start and end.
- 1 Introduction *Have you ever thought ... my brother's case demonstrates.*

Have you ever thought a situation in which being utterly determined to accomplish something, no matter the cost, may not be a positive thing? How about competitive sports? Shouldn't they be viewed in terms of the danger they pose to one's health? This is what my brother's case demonstrates. Julian had never been into sports until the day he announced that he had decided to enter an Ironman competition. He explained that he craved challenge. Initially, he seemed sensible about it, but in no time, he did nothing but train. The moment he finished in the pool, he would go for a run and a bike ride. By the time anyone realised it, he had become totally obsessed. Eventually, his body could not cope with so many demanding activities, and one day he collapsed in the

gym. It turned out that he was suffering from a serious heart condition. What happened to Julian should act as a warning to others who try to push their bodies to the limit at the expense of their health. First and foremost, if you are interested in a competitive sport, you should undergo medical tests to ensure that your body can handle such a demanding exercise regime. Apart from this, it is recommended that you train under professional supervision and consult a dietician to advise you on a healthy diet to support your body while you are training so hard. Moreover, you ought to take frequent breaks to let your body rest. All in all, my brother's story shows that overdoing exercise may do more harm than good, and it seems vital to consider its negative effects before it is too late.



- 2 Paragraph 1 *Julian had never been ... he was suffering from a serious heart condition.*
- 3 Paragraph 2 *What happened to Julian ... take frequent breaks to let your body.*
- 4 Conclusion *All in all, ... before it is too late.*

- 4> In your notebook, match the possible article titles below with the techniques which have been used to create them. Which two of the titles could go with the article in exercise 2? Why are the other answers wrong? *Title a and b are suitable. The others do not correspond to the content of the article.*

- | | |
|-------------------------|----------------------------|
| a Be sensible about it! | d No Pain, No Gain |
| b Ready to risk it all? | e To train or not to train |
| c Iron Man Feels Ironed | |

- 1 strong warning or a piece of advice
- 2 question directed at the readers
- 3 idiomatic expression
- 4 play on words
- 5 paraphrase of famous words/quotations

- 5> Work in pairs. Imagine you are going to write the following articles. What titles would you suggest for each one? Use some of the techniques from exercise 4.

- 1 an article about the attraction of extreme sports and reasons why people take them up
- 2 an article about a famous sportsperson's achievements and his/her influence on young people

- 6> Find the following items in the article in exercise 2 and answer the questions.

- 1 examples of three different past tenses and a structure to describe past habits *had decided, craved, was not coping, was suffering, would go*
- 2 the phrases the writer uses to give advice *you should undergo medical tests ...; it is recommended that you train under professional supervision; you ought to take frequent breaks ...*
- 3 words and phrases which mean:
 - a be dangerous to someone *pose a danger to someone*
 - b want something very much *crave*
 - c hard *demanding*
 - d practise with the help of a professional *train under professional supervision*
 - e do too much of sth *overdo*
 - f make a situation worse instead of better *do more harm than good*

Why do you think the author of the article has used such a wide range of vocabulary and grammar?

In the exam, the range of lexical and grammatical structures in the written work is assessed.

- 7> Look at the three main stages in a typical narrative sequence below. Identify which sentences in the article in exercise 2 correspond with each part of this sequence.

Set the scene (What led to the main events? What made the main character act in a particular way?) *Julian had never been into sports until the day he announced that he had decided to enter an Ironman competition. He explained that he craved challenge.*

Describe the main events (What happened? How did the main character feel?) *Initially, he seemed sensible about it, but in no time, he did nothing but train. The moment he finished in the pool, he would go for a run and a bike ride. By the time anyone realised it, he had become totally obsessed.*

Comment on what happened at the end of the story (What happened at the end?) *Eventually, his body could not cope with so many demanding activities, and one day he collapsed in the gym. It turned out that he was suffering from a serious heart condition. What happened to Julian should act as a warning to others who try to push their bodies to the limits at the expense of their health.*

- 8> In your notebook, match the highlighted phrases from the article in exercise 2 with the expressions from the Phrase Bank which have a similar meaning.

Phrase Bank

► Narrating

in the beginning, originally, one day, ¹Initially within days, ²in no time, soon afterwards when, as soon as, it wasn't long before, ³the moment in the end, finally, ⁴eventually by then, until that moment, till the time when, ⁵by the time

- 9> In your notebook, put the sentences below in the most likely order. Then use some of the expressions from exercise 8 to create a logical story. Start with the beginning provided below.

Josh had always been a sporty type, but never too self-confident. Then one day, he watched an interview with a famous runner who was like him: loved sport, but had no faith in himself.

Soon afterwards he decided to take up competitive running too. It wasn't long before he started to devote every single minute of his free time to it

As soon as he finished running, he would go to the gym to work out. His physical condition improved in no time, and he gained more self-confidence. Eventually, Josh found the courage to enter his first competition. He came in second and until that moment he had never felt so proud of himself

He started to devote every single minute of his free time to it.

His physical condition improved, and he gained more self-confidence.

He decided to take up competitive running too.

He came in second.

He finished running.

He would go to the gym to work out.

He had never felt so proud of himself before.

Josh found the courage to enter his first competition.

- 10> Find more examples of ordering linking devices in the article to complete the Phrase Bank below. Write the answers in your notebook.

Phrase Bank

► Ordering your points

- first of all, in the first place, firstly, to begin with, ¹first and foremost
- furthermore, additionally, besides (this), ²moreover
- in conclusion, to conclude, to sum up, to recap, ³all in all

- 11> In your notebook, write a paragraph of an article using the prompts below as well as the phrases from exercise 10.

Sport / may have / positive influence / one's mind and body. It / help / keep fit / lose weight. Sports activities / be said / build your character / teach you /

overcome obstacles. People / play team sports / chance / make new friends. Doing sport / certainly / benefit / individual / more ways than one.

Sport may have a positive influence on one's mind and body. First of all, it helps you keep fit and lose weight. Additionally, sports activities are said to build your character and teach you to overcome obstacles. What is more, people who play team sports have the chance to make new friends. All in all, doing sport can certainly benefit the individual in more ways than one.

- 12> Choose the correct option to complete the text. Write the answers in your notebook.

My sister ¹was feeling / had been feeling low for some time and no one had any idea how to help her. I knew she wanted a change in her life, so I said she should take up a sport. ²Initially / Eventually, she regarded the idea as 'suitable only for people with great motivation'. However, after a few days, she said that she would try. She signed up for a karate course, and ³it was not long before / as soon as she became fascinated by this sport. She did not mind all the hard training she ⁴must do / had to do. She ⁵would spend / had spent a few hours in the karate club every day, and never complained. Actually, ⁶the moment / soon afterwards she took up karate, she grew more self-confident and became a more optimistic person. Her case proved that sport can have a great effect on a person. ⁷What is more / Primarily, it can help people make a difference to their lives. All you need to do is to want a change! Then, even hard exercise is not a problem.

- 13> In your notebook, replace some of the highlighted words and expressions from the text in exercise 12, which have been repeated. Use the words below in the correct form.

Suggested answer: p168

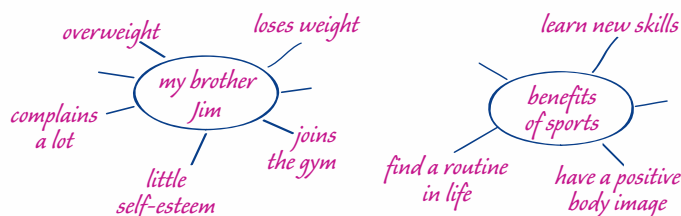
suggest incredible crave start practising announce extraordinary demanding

! Watch out!

Rozpoczynając pracę nad zadaniem pisemnym, warto poświęcić chwilę na wypisanie wszystkich pomysłów łączących się z treścią zadania, jakie przychodzą Ci do głowy (tzw. metoda burzy mózgów), a następnie na wybranie najlepszych, tzn. najciekawszych dla czytelnika pomysłów. Zastanów się również, które z nich potrafisz w pracy rozwinąć, tzn. opisać bardziej szczegółowo.

- 14> Read the writing task and a student's notes below. Add your own ideas to each diagram. Then decide which ideas you could develop in your article.

Czasopismo młodzieżowe ogłosiło konkurs na artykuł o roli sportu w życiu młodych ludzi. Napisz do gazety młodzieżowej artykuł i opisz przypadek osoby, której życie pod wpływem sportu zmieniło się na lepsze, oraz wyjaśnij, jakie korzyści przynosi uprawianie sportu.



- 15> Use the ideas in exercise 14 or your own ideas to write the article.

✓ Remember to:

- divide your article into paragraphs
- give it an engaging title
- use different phrases for narrating and ordering your arguments – avoid repetition

Complete all the exercises on this page in your notebook.

1) Complete the sentences with the correct prepositions only where necessary.

- Unfortunately, more and more sportspeople turn **to** performance-enhancing drugs to boost - their athletic performance.
- The match ended **in** a draw, but it looked like a fight **to** the finish till the last minute.
- The swimmer is **in** great form, and that's why he is **in** the lead in this race.
- The runner was stripped **of** all his medals and banned **for** life after the doping scandal.
- Mark had been **on** a winning streak for months, so when he suffered - a loss, it shocked everyone.
- The athlete was suspended **from** further races after she admitted **to** bribery and doping.

— / 12

2) Translate the Polish parts of the sentences in brackets into English, using the correct forms of the phrasal verbs below. There are two extra verbs.

get into drop out of give up warm up catch on
fall behind catch up

- Running **has recently caught on** (ostatnio stało się popularne) in Poland.
- I wasn't able to compete with the others, so I **gave up** (zrezygnowałam).
- The athlete **had dropped out of** (odpadł z) the marathon long before the race finished.
- Charlie **had been warming up** (rozgrzewał się) for an hour when it started to rain.
- When Jessica realised that she **was falling behind** (zostaje w tyle), she sped up and overtook the runner in front.

— / 5

Vocabulary challenge!

3) Choose the odd one out in each group of words related to sports. Which sport does the extra word or phrase refer to?

skiing: slope header (football) downhill
football: defender penalty slam dunk (basketball)
swimming: flipturn backboard (basketball) backstroke
tennis: net poles (skiing) serve

— / 4

4) Complete the adjectives with the correct prefixes and suffixes.

- The referee's decision was **illogical** in my opinion.
- The tennis player was **unsuccessful** in the final match and looked very **dissatisfied** with his performance.
- I feel **unprepared** for the race.
- This tracksuit was **inexpensive**, but it's **uncomfortable** to wear.
- The sports authorities are totally **intolerant** of doping practices.

— / 7

5) Complete the text with the correct form of the words in brackets. Use past tenses.

When Eric Moussambani Malonga went to the Olympics in Australia in 2000, he ¹**had never taken part** (never/take part) in a competition. In fact, he ²**was** (be) only there because the International Olympic Committee ³**had set up** (set up) a lottery system before to allow athletes from developing countries to compete on an international stage. Moussambani, who is from Equatorial Guinea in Africa, ⁴**had been swimming** (swim) in the ocean regularly since he was twelve, but he ⁵**had not trained** (not train) to compete in any sport.

By the time he arrived in Sydney, he ⁶**had been training** (train) for less than three months, and he ⁷**had still never seen** (still never/see) an Olympic-size swimming pool. Obviously, he ⁸**failed** (fail) to qualify for the main events, but some members of the public ⁹**felt** (feel) inspired by his fighting spirit.

— / 9

Grammar challenge!

6) Translate the sentences into English.

- Kiedy się jest sportowcem, trzeba się przyzwyczaić do bycia na diecie. **When you are a sportsperson you must get used to being on a diet.**
- Sportowcy są przyzwyczajeni do ćwiczenia przez kilka godzin dziennie. **Athletes are used to exercising a few hours a day.**
- Martha ciągle spóźnia się na treningi tenisa. **Marta is always late for her tennis lessons.**
- Gdy Jenny miała 12 lat, w każdy weekend szła na siłownię, aby trenować. **When Jenny was 12, she would exercise at the gym every weekend.**
- Czy Twój brat dużo pływał, kiedy był młodszy? **Did your brother use to swim a lot when he was younger?**

— / 5

7) Choose the correct option to complete the dialogue. In one case both answers are correct.

- A What would you ¹**think** / **imagine** of organising a sports day at the school gym? It is big enough.
- B I'm not sure I could ²**go along** / **agree** with you. ³**Couldn't** / **Wouldn't** it be better to hold it outside, in the schoolyard?
- A I'm ⁴**for** / **with** you, but what ⁵**about** / **how** if it rains? The gym would be a safer option.
- B I heard that the weather will be fine next week, so it ⁶**should** / **can** work.
- A Fine, we are ⁷**in** / **at** agreement.

— / 7

8) Complete the text with the correct phrases, using the prompts in brackets. Then replace the words and phrases in *italics* to avoid repetition.

Suggested answers:

I started playing squash when I was 15. In the beginning, I found it rather difficult because it's very hard to practise this sport professionally and by then I hadn't done much demanding exercise. However, as soon as I got used to it, it became easier. In fact, it was not long before I learned most of the tricks of this discipline, and enjoyed it a lot. Squash is an extraordinary sport. To begin with, it keeps you fit. Apart from this, it improves your concentration, and helps you feel incredible. All in all, it's a fantastic leisure activity. I believe it's really worth taking up as long as you do not overdo it.

I took up squash when I was 15. ¹In the beginning (beginning), I found it rather difficult because it's very hard to practise this sport professionally, and ²by then (then) I hadn't done much hard exercise. However, ³as soon as (soon) I got used to it, it became easier. In fact, it was not ⁴long before (long) I learned most of the tricks of this sport, and enjoyed it a lot. Squash is a great sport. ⁵To begin with (with), it keeps you fit. ⁶Apart from this (from) this, it improves your concentration, and helps you feel great. ⁷All in all (all), it's a great sport. I believe it's really worth taking up as long as you don't practise too much.

— / 14

9) Work in pairs and test each other.

Student A: go to page 144.

Student B: go to page 150.

Describing levels of performance / Opis osiągnięć sportowych

be an/no equal match (for sb) /bi ən, nəʊ ˈiːkwəl ˈmætʃ fə(r) ˌsambədi/ być/nie być godnym przeciwnikiem (dla kogoś)

be in great form /bi in ˈɡreɪt ˈfɔː(r)m/ być w świetnej formie

be in the lead /bi in ðə ˈliːd/ prowadzić

be neck and neck (with sb/sth) /bi ˈnek ən ˈnek wiθ ˌsambədi, ˌsambəθɪŋ/ iść łeb w łeb (z kimś/czymś)

be on a winning/losing streak /bi ɒn ə ˈwɪnɪŋ, ˈluːzɪŋ ˈstriːk/ mieć dobrą/złą passę

catch up (with sb) /kætʃ ˈʌp wiθ ˌsambədi/ nadrobić stratę, nadgonić

end in a draw /end in ə ˈdrɔː/ zakończyć się remisem

fall behind /fɔːl bi ˈhaɪnd/ pozostawać w tyle

fight to the finish /ˈfaɪt tə ðə ˈfɪnɪʃ/ walka do końca

suffer a loss /ˌsʌfə(r) ə ˈlɒs/ ponieść porażkę

undefeated /ˌʌndɪˈfiːtɪd/ niepokonany

victory /ˈvɪkt(ə)rɪ/ zwycięstwo

Challenge!

backboard /ˈbæk bɔː(r)d/ tablica (w koszykówce)

backhand /ˈbæk hænd/ bekhend

backstroke /ˈbæk strəʊk/ styl grzbietowy

defender /dɪ ˈfendə(r)/ obrońca

dive /daɪv/ nurkować

downhill /ˌdaʊn ˈhɪl/ zjazd, narciarstwo zjazdowe

dribble /ˈdrɪb(ə)l/ koźlować (w koszykówce); dryblować (w piłce nożnej)

flipturn /ˈflɪptɜː(r)n/ nawrót (w pływanii)

header /ˈhedə(r)/ główka (w piłce nożnej)

lane /leɪn/ tor (np. na basenie)

net /net/ siatka

penalty /ˈpen(ə)ltɪ/ (rzut) karny

pitch /pɪtʃ/ boisko

poles /pəʊlz/ kijki (narciarskie)

racket /ˈrækt/ rakieta (tenisowa)

serve /sɜː(r)v/ serwis; serwować

shoot /ʃuːt/ strzelać

slalom /ˈslɑːləm/ slalom

slam dunk /ˈslæm dʌŋk/ wsad (w koszykówce)

slope /sləʊp/ stok (narciarski)

Competitive sports / Sporty wyczynowe

Phrasal verbs Czasowniki złożone

catch on /kætʃ ˈɒn/ przyjąć się, zyskać popularność

drop out of /drɒp ˈaʊt əv/ odpaść z, wycofać się z

get into /get ˈɪntə/ zacząć coś, zainteresować się czymś

give up /ɡɪv ˈʌp/ zarzucić, przestać

put together /pʊt tə ˈɡeðə(r)/ zebrać, utworzyć (drużynę)

take part in /teɪk ˈpɑː(r)t ɪn/ brać udział w

take up /teɪk ˈʌp/ zacząć (uprawiać), zainteresować się

warm up /wɔː(r)m ˈʌp/ rozgrzewać się, robić rozgrzewkę

Dishonesty in sports / Nieuczciwość w sporcie

admit to bribery /əd ˈmɪt tə ˈbraɪb(ə)rɪ/ przyznać się do łapówkarstwa

be banned for life /bi ˈbænd fə(r) ˈlaɪf/ mieć dożywotni zakaz

be stripped of all the medals /bi ˈstript əv ɔːl ðə ˈmed(ə)lz/ zostać pozbawionym wszystkich medali

be suspended from further races /bi sə ˈspendɪd frəm ˈfɜː(r)ðə(r) ˈreɪsɪz/ zostać czasowo zawieszonym w zawodach

boost your athletic performance /buːst jə(r) æθ ˈletɪk pə(r)ˈfɔː(r)məns/ poprawić swoje wyniki sportowe

quit taking drugs /kwɪt teɪkɪŋ ˈdrʌgz/ przestać stosować doping

run checks on sth /rʌn ˈtʃeks ɒn ˌsʌmθɪŋ/

przeprowadzać kontrole (czegoś)

turn to performance-enhancing drugs /ˌtɜː(r)n tə pə(r)ˈfɔː(r)məns ɪn ˈhɑːnsɪŋ ˈdrʌgz/ sięgnąć po środki dopingowe

Challenge!

adventurous / unadventurous /əd ˈventʃ(ə)rəs, ˌʌnəd ˈventʃ(ə)rəs/ żądny przygód / banalny,

konwencjonalny

comfortable / uncomfortable /ˈkʌmfətb(ə)l, ˌʌn ˈkʌmfətb(ə)l/ wygodny / niewygodny

competitive / uncompetitive /kəm ˈpetətɪv, ˌʌnkəm ˈpetətɪv/ wyczynowy, konkurencyjny /

niekonkurencyjny

expensive / inexpensive /ɪk ˈspensɪv, ɪnɪk ˈspensɪv/ drogi / niedrogi

legal / illegal /ˈliːɡ(ə)l, ɪˈliːɡ(ə)l/ legalny / nielegalny

logical / illogical /ˈlɒdʒɪk(ə)l, ɪˈlɒdʒɪk(ə)l/ logiczny /

nielogiczny

personal / impersonal /ˈpɜː(r)s(ə)nəl, ɪm ˈpɜː(r)s(ə)nəl/

osobisty / bezosobowy

prepared / unprepared /prɪ ˈpeə(r)d, ʌnpri ˈpeə(r)d/

przygotowany / nieprzygotowany

replaceable / irreplaceable /rɪ ˈpleɪsəb(ə)l, ɪrɪ ˈpleɪsəb(ə)l/ wymienialny / niezastąpiony

respected / disrespected /rɪ ˈspektɪd, dɪsɪ ˈspektɪd/

szanowany, uznany / ignorowany, nieszanowany

respectful / disrespectful /rɪ ˈspektf(ə)l, dɪsɪ ˈspektf(ə)l/

pefen szacunku / lekceważący, obraźliwy

satisfactory / unsatisfactory /sætɪs ˈfækt(ə)rɪ, ʌnsætɪs ˈfækt(ə)rɪ/

satysfakcjonujący / niezadowolający

satisfied / dissatisfied / unsatisfied /sætɪsfaɪd, dɪs ˈsætɪsfaɪd, ʌn ˈsætɪsfaɪd/

usatsyfikcjonowany / niezadowolony / niezadowolony

successful / unsuccessful /sək ˈsesf(ə)l, ʌnsək ˈsesf(ə)l/

odnoszący sukcesy / nieudany, przegrany

tolerant / intolerant /ˈtɒlərənt, ɪn ˈtɒlərənt/

tolerancyjny / nietolerancyjny

Other words / Inne wyrazy

assign /ə ˈsaɪn/ przydzielić, wyznaczyć

at the expense of sth /ət ði ɪk ˈspens əv ˌsʌmθɪŋ/ kosztem czegoś

athletic /æθ ˈletɪk/ sportowy, wysportowany

be on the increase /bi ɒn ðə ˈɪŋkriːs/ wzrastać, rosnać

birthday treat /ˈbɜː(r)θdeɪ ˈtriːt/ prezent

urodzinowy, niespodzianka urodzinowa

blackmail /ˈblæk meɪl/ szantażować

booked up /bʊkt ˈʌp/ całkowicie zarezerwowany

cheer /tʃɪə(r)/ dopingować, kibicować

collapse /kə ˈlæps/ zasłabnąć, zemdleć

come clean /kʌm ˈkliːn/ przyznać się, wyznać

prawdę

competitor /kəm ˈpetɪtə(r)/ uczestnik, zawodnik

cool down /kuːl ˈdaʊn/ uspokoić się, ochłoniąć

cover up /ˌkʌvə(r) ˈʌp/ tuszować (fakty), ukrywać (prawdę)

crave /kreɪv/ pragnąć, łaknąć

demanding /dɪ ˈmɑːndɪŋ/ wymagający, trudny

dietitian /ˈdaɪə ˈtɪʃ(ə)n/ dietetyk

do more harm than good /dʊ ˈmɔː(r) ˈhɑː(r)m ðən ˈɡʊd/

przynosić więcej szkody niż pożytku

exercise regime /ˈeksə(r)saɪz reɪ ʒɪːm/ program

ćwiczeń fizycznych

expose /ɪk ˈspəʊz/ ujawniać, demaskować

extraordinary /ɪk ˈstrɔː(r)d(ə)n(ə)rɪ/ niezwykle,

zadziwiający

faculty /ˈfæk(ə)ltɪ/ wydział (na uczelni)

failure /ˈfeɪljə(r)/ porażka

fighting spirit /ˈfaɪtɪŋ ˈspɪrɪt/ duch walki

flier /ˈflaɪə(r)/ ulotka

from start to finish /frəm ˈstɑː(r)t tə ˈfɪnɪʃ/

od początku do końca

heart condition /ˈhɑː(r)t kən ˈdɪʃ(ə)n/ choroba serca

ice rink /ˈaɪs rɪŋk/ lodowisko

in a row /ɪn ə ˈrəʊ/ kolejno, z rzędu

incredible /ɪn ˈkredəb(ə)l/ niewiarygodny,

niezwykły

irregularity /ɪ ˈregjʊ ˈleərətɪ/ nieprawidłowość

jump in /dʒʌmp ɪn/ wkroczyć, rzucić się w wir

keep in shape /kiːp ɪn ˈʃeɪp/ utrzymywać w formie

lap /ləp/ okrążenie

mood swings /muːd swɪŋz/ wahania nastroju

no pain, no gain /nəʊ ˈpeɪn, nəʊ ˈɡeɪn/ bez pracy

nie ma kołaczy

overcome obstacles /əʊvə(r) ˌkʌm ˈɒbstəkl(ə)lz/

pokonywać przeszkody

overdo /ˌəʊvə(r) ˈduː/ przesadzić (z czymś)

pose a danger /pəʊz ə ˈdeɪndʒə(r)/ stanowić

zagrożenie

pursuit /pə(r) ˈsjuːt/ zajęcie, hobby

push your body to the limit /pʊʃ jə(r) ˈbɒdi

tə ðə ˈlɪmɪt/ doprowadzać ciało do kresu

wytrzymałości

put on an event /pʊt ɒn ən ɪ ˈvent/ zorganizować

imprezę

score /skɔː(r)/ wynik, punkt; zdobyć punkt

self-esteem /self ɪ ˈstiːm/ poczucie własnej

wartości

show off your skills /ʃəʊ ɒf jə(r) ˈskɪlz/ popisywać

się umiejętnościami

stretch out muscles /streɪtʃ aʊt ˈmʌs(ə)lz/

rozciągać mięśnie

tie game /ˈtaɪ geɪm/ gra zakończona remisem

train under professional supervision /treɪn ʌndə(r) ˌprə ˈfeʃ(ə)nəl ˌsuːpə(r) ˈvɪʒ(ə)n/

trenować pod okiem profesjonalisty

undergo medical tests /ʌndə(r) ˌɡəʊ ˈmedɪk(ə)l

ˈtestz/ przechodzić badania lekarskie

upside down /ˌʌpsaɪd ˈdaʊn/ do góry nogami

wing /wɪŋ/ skrzydło (budynku)

withdraw from sth /wɪð ˈdrɔː frəm ˌsʌmθɪŋ/

wycofywać (się) z czegoś