

# 2

## A good sport

### VOCABULARY sports

1> Read the web forum entries below. Which person do you agree with? Why?

We asked for your comments about sport. Do you agree with these posters? Add your own comment below.

-  **Leocool** I'm really into sports. I love playing football, swimming, and doing a bit of everything really!
-  **Anna** I don't do much sport. I prefer watching it on TV – especially big events like the Olympics.
-  **FrodoB** I'm a bit lazy, but I'd like to do some sports, maybe start swimming or learn to play tennis.
-  **Becky17** I HATE sports!
-  **Jasper** I have loads of sports apps on my phone and I play them all the time.

2> In your notebook, match the sports below with the sports apps 1–16. Do you do any of these sports or do you know someone who does? Discuss in pairs.

boxing 12 basketball 4 football 14 swimming 2 ice hockey 8  
gymnastics 13 weightlifting 3 motor racing 9 rowing 10  
karate 15 cycling 7 surfing 5 skating 16 table tennis 1  
snowboarding 6 volleyball 11



3>  **CD 1.12** Listen and repeat the words from exercise 2.

4> Work in pairs. Which of the sports in exercise 2 are: a) team sports b) individual sports c) both?

team sports: basketball, ice hockey, volleyball, football  
individual sports: weightlifting, surfing, snowboarding, boxing, karate, skating  
both: table tennis, swimming, cycling, motor racing, rowing, gymnastics

5> Copy and complete the table in your notebook with the sports below. Then add the sports from exercise 2 to each column.

handball tennis judo rugby badminton sailing canoeing  
skating golf long jump skiing

play (team sports, games)	go (most sports ending in -ing)	do (other sports)
handball, tennis, rugby, badminton, golf, table tennis, basketball, ice hockey, volleyball, football	sailing, canoeing, skating, skiing; swimming, surfing, snowboarding, cycling, rowing	judo, long jump; weightlifting, motor racing, boxing, gymnastics, karate

6> Complete the sentences in your notebook with the correct verb + sport from exercise 5. Use the correct form of the verbs.

- 1 I often *go swimming* at the weekends at my local pool or in the sea if it's not too cold.
- 2 My best friend *goes canoeing/rowing/sailing* regularly. She likes going down rivers where bigger boats can't go.
- 3 I *go skating* with about six of my friends quite often. It's just for fun. I love moving on the ice.
- 4 My uncle *does weightlifting*. He trains every day. He's got really strong muscles now.
- 5 My family *goes skiing/snowboarding* every winter in the mountains. I learned when I was quite young and now I can go quite fast.
- 6 When you *play volleyball*, you need to be energetic to jump up and hit the ball over the net.

7>  **CD 1.13** Listen to four people talking about different sports. In your notebook, write down the names of the sports. Give reasons for your answers.

- Speaker 1: *cycling*  
Speaker 2: *surfing*  
Speaker 3: *athletics*  
Speaker 4: *boxing*

### Vocabulary challenge!

8> What do we call the people who do different sports? Copy the table in your notebook and complete it with the names of sportspeople.

sailing rugby golf cycling athletics gymnastics skiing  
climbing ski jumping horse racing wrestling

+ -er/-or	+ player	+ -ist	other
footballer sailor, golfer, skier, climber, ski jumper, wrestler	tennis player rugby player	canoeist cyclist	gymnast, jockey, athlete

9> Think about a sport and write down some information about it, but do not give its name. Use the prompts below. Read out your information for the class to guess the sport.

- This is ... an individual sport/a team sport.  
You usually play it outdoors/indoors.  
In this sport you need to fight/throw a ball/jump/run.  
You wear/don't wear special clothes.

10> **WHAT DO YOU THINK?** Work in pairs and discuss the question, using the prompts below. Give reasons for your opinion.

- Which sports do you think are good for children to do at school? Why?  
I think swimming / basketball ... is good for children because ...
- it can save lives
  - children learn how to swim / keep fit / work in a team

7) Work in pairs and discuss the questions.

- 1 What dangerous or extreme sports do you know?
- 2 Would you like to take up an extreme sport? Why?/Why not?
- 3 Do you like films about famous sportspeople? Why?/Why not?

2) In your notebook, match pictures A–D with four of the dangerous sports below. What do the other sports involve?

mountain climbing boxing **B** parachuting snowboarding **D**  
bungee jumping canyoneering **A** free running motor racing **C**

3) CD 1.14 Listen to a TV programme. In your notebook match the pictures from exercise 2 with the film titles 1–4.

- |                           |                                |
|---------------------------|--------------------------------|
| 1 Senna <b>C</b>          | 3 127 Hours <b>A</b>           |
| 2 The Crash Reel <b>D</b> | 4 Million Dollar Baby <b>B</b> |

4) CD 1.14 Listen again. In your notebook, match the statements a–e with the speakers: Holly, Davy, Kyle, Alex. There are two statements which match the same speaker.

This speaker	
a	mentions a sport that is usually more popular for men. <b>Kylie</b>
b	believes that the film teaches viewers a lot about a sport. <b>Alex</b>
c	talks about competition between two people. <b>Holly</b>
d	chooses a film about a person who doesn't become a champion. <b>Kylie</b>
e	describes a film about a person who couldn't move. <b>Davy</b>

5) What films about dangerous sports can you remember? Did you enjoy them? Discuss with your partner.

6) Complete the sentences in your notebook with the correct form of the words below.

injured support coach compete spectator  
champion train

- 1 The **spectators** were very happy when their team won the match.
- 2 Mr Briars is a boxing **coach** and he regularly **trains** several young boxers after school.
- 3 I always go to swimming competitions to **support** my sister who is very fast.

- 4 Jack got **injured** last week in a basketball game, so he can't play at the moment.
- 5 Our school volleyball team will **compete** for an important prize this month.
- 6 My dream is to become a tennis **champion** and win the big, gold cup at Wimbledon!

7) CD 1.15 Listen to Gail and Mark talking about dangerous sports. In your notebook, write down two positive and two negative points about the dangerous sports they mention.

**Positive:** it's exciting; you keep fit  
**Negative:** you take risks; you might have an accident; you can break a leg; you can bang your head

### Vocabulary challenge!

8) Choose the correct verbs to complete the text. Write the answers in your notebook.

Jamie Barton <sup>1</sup>**took** / **did** up a lot of dangerous sports when he was a teenager because he liked <sup>2</sup>**doing** / **taking** risks. One day, he <sup>3</sup>**went** / **did** climbing, but it was raining and he didn't <sup>4</sup>**look** / **check** his equipment. Jamie fell and <sup>5</sup>**kicked** / **broke** his leg. He also <sup>6</sup>**broke** / **banged** his head and he was unconscious for a few hours. Another climber, Tom Bailey, saw him and helped him. Tom <sup>7</sup>**put** / **took** his own life in danger to save Jamie. Jamie <sup>8</sup>**did** / **made** the decision to climb in bad weather. In my opinion, that was wrong.

9) WHAT DO YOU THINK? Work in pairs. Discuss the questions, using the prompts below.

- 1 What can you do to practise an extreme sport as safely as possible?  
check your equipment • wear a helmet • train well  
• go with other people • wait for good weather
- 2 Do films about extreme sports encourage young people to do dangerous things?  
**Yes:** it's fun / it's exciting to ... go fast / climb high  
• they want to imitate famous people ...  
**No:** a film is just a story • see problems • not want to take risks



## Used to and past simple

- 1> Tell your partner about a sport or a hobby that you did when you were younger but don't do now.
- 2> **LANGUAGE IN CONTEXT** Read the text. In your notebook, write down three things that have changed about tennis.

place, balls, rackets, rules

Some interesting things you might NOT know about sports!

Tennis is a very popular sport today and people play it all over the world. I **learned** to play ten years ago, when I was five years old. I **didn't belong** to a club – my dad **taught** me and I **won** lots of competitions at school. But ... **did you know** that tennis today is very different from the original game? When it **started**, people didn't use to play it outdoors. This was because in the game they used to hit the ball against the walls of a room! The balls used to be smaller and heavier and the racket used to be smaller too. The rules also used to be very different! Players could hit the balls into openings in the walls – like goals! It **was** a hard, fast game!



- 3> **ANALYSE** Look at the underlined past simple forms in the text. Then copy and complete the table in your notebook with the correct words.

## Past simple

Affirmative	I <sup>1</sup> <u>learned</u> to play tennis 10 years ago.
Negative	He <sup>2</sup> <u>didn't learn</u> to play tennis 10 years ago.
Yes/No Question	<sup>3</sup> <u>Did</u> you learn to play tennis 10 years ago?
Wh- question	When <sup>4</sup> <u>did</u> you learn to play tennis?

- 4> Which of the highlighted verbs in the text in exercise 2 are regular and which are irregular? *regular verbs: learned, started*  
*irregular verbs: taught, won, was, knew*

- 5> Copy the table in your notebook and complete it with the past simple forms of the verbs below. When do we need to double the consonant when adding the -ed ending?

hear run cry kick live carry go hope catch try see  
write hurry watch walk close play have plan

verb + -ed	verb + -d	verb ending in -y → -i + -ed	irregular verbs
<i>opened, stopped</i>	<i>loved</i>	<i>worried</i>	<i>went</i>
<i>kicked, watched, walked, played, planned</i>	<i>heard, lived, hoped, closed</i>	<i>cried, carried, tried, hurried</i>	<i>ran, caught, saw, wrote, had</i>

We double the consonant when there is a vowel before the final consonant.

- 6> Find sentences with *used to* in the text in exercise 2. Then copy and complete the table in your notebook with the correct words.

## Used to

Affirmative	They <sup>1</sup> <u>used</u> to play tennis indoors.
Negative	They <sup>2</sup> <u>didn't use</u> to play tennis outside.
Yes/No Question	<sup>3</sup> <u>Did</u> they <u>use</u> to play tennis with a hard ball?
Wh- question	Where <sup>4</sup> <u>did</u> they <u>use</u> to play tennis?

- 7> Complete the rules with *used to* or *past simple* in your notebook. Sometimes more than one answer is correct. Then match the rules with sentences a–c below.

- We use *past simple* / *used to* to talk about past actions and past states.
  - We use *used to* to stress that things that were true in the past are different now.
  - We use *past simple* for actions that happened only once.
- 1 a I went to a sports club every Friday when I was younger.  
3 b I won a swimming competition when I was eight.  
2 c We used to live near the town centre but now we don't.

- 8> **PRACTISE** In your notebook, complete the sentences with the correct form of *used to*.

- I *used to go* (go) swimming with my friend every Friday after school. It was fun.
- My brother and I *didn't use to like* (not like) sports lessons at primary school, but now we love playing football.
- Where *did you use to go* (you go) canoeing when you were younger? I'd like to try it.
- Did Mr Banks use to be* (Mr Banks / be) your football coach? He's our coach now and he's brilliant.
- We *didn't use to do* (not do) gymnastics at school. Now we've got some new equipment and we can join an after-school club.

- 9> In your notebook, complete the text with the correct form of the verbs in brackets. Use *used to* where possible.

Jenna <sup>1</sup>*started* (start) swimming when she was eight and she <sup>2</sup>*joined* (join) the local swimming club a year later. She <sup>3</sup>*trained/used to train* (train) twice a week after school, but then she <sup>4</sup>*became* (become) really fast and they asked her to train early mornings as well. She <sup>5</sup>*used to get up* (get up) at five thirty and swim for an hour and a half before school! Jenna <sup>6</sup>*swam* (swim) for the UK in the last Olympics, but she <sup>7</sup>*didn't win* (not win) a medal. The following year she <sup>8</sup>*gave up* (give up) competitive swimming and now she only swims a couple of times a week.



- 10> **NOW YOU DO IT** Write questions in your notebook from the prompts. Use the past simple (questions 1–4) or *used to* (questions 5–8).

- Where / live / 5 years ago / ? *Where did you live five years ago?*
- What TV programmes / watch / last week / ?  
*What TV programmes did you watch last week?*
- What / hate / eat / when you were younger / ?  
*What did you hate eating when you were younger?*
- Where / spend holiday / last year / ?  
*Where did you spend your holiday last year?*
- Where / spend holidays / when you were a child / ?  
*Where did you use to spend your holidays when you were a child?*
- What subjects / enjoy at school / when you were a child / ?  
*What subjects did you use to enjoy at school when you were a child?*
- What music / listen to / when you were small / ?  
*What music did you use to listen to when you were small?*
- What sports / enjoy / do / six years ago / ?  
*What sports did you use to enjoy doing six years ago?*

- 11> **Work in pairs.** Ask and answer the questions in exercise 10. Include at least two sentences in your answer.

- A *What sports did you use to enjoy six years ago?*  
B *I used to love basketball six years ago. We had classes twice a week.*

## Past continuous and past simple

1> What are you doing now? What were you doing at this exact time yesterday?

2>  **CD 1.16 LANGUAGE IN CONTEXT** Read and listen to the dialogue. How did Lola get hurt?

*She was playing volleyball and hurt her back. Someone crashed into her. They were jumping for the same ball.*

**Andy** Hi Lola! I called you half an hour ago, at 6.30.  
**Lola** I'm sorry, Andy. I left my phone in the bedroom. I was watching the women's football final downstairs. England won! Was it important?  
**Andy** No, not really. I'm going swimming later. Do you want to come?  
**Lola** I'd love to, but I can't. I hurt my back while I was playing volleyball yesterday. I've got to rest.  
**Andy** Oh no! How did it happen?  
**Lola** It was so silly, really. The sun was shining and it was a great afternoon for a match. I jumped for a ball but the sun was in my eyes. I didn't see Dani. She was jumping for it too. She crashed into me and I fell on my back.  
**Andy** Oh, poor you!

3> **ANALYSE** Find the past continuous forms in the dialogue. Then copy and complete the table in your notebook with the correct words.

Past continuous	
Affirmative	I <sup>1</sup> <i>was playing</i> volleyball yesterday. They <sup>2</sup> <i>were playing</i> volleyball yesterday.
Negative	I <sup>3</sup> <i>wasn't playing</i> volleyball yesterday. They <sup>4</sup> <i>weren't playing</i> volleyball yesterday.
Yes/No Question	<sup>5</sup> <i>Were</i> you <i>playing</i> volleyball yesterday? <sup>6</sup> <i>Was</i> she <i>playing</i> volleyball yesterday?
Wh- question	Where <sup>7</sup> <i>were</i> you / <i>was</i> he <i>playing</i> volleyball yesterday?

4> Match sentences from the dialogue a–d with the correct rules 1–4.

- We use the past continuous to talk about an action that was in progress at a particular moment in the past.
- We often use the past simple and past continuous together. We use past simple for actions in the past that happened when another action was in progress (past continuous).
- We use the past simple to talk about completed actions in the past that happened one after another.
- We use the past continuous to describe the background situation of a story.

- 3 a *She crashed into me and I fell on my back.*  
 4 b *The sun was shining.*  
 2 c *I hurt my back while I was playing volleyball yesterday.*  
 1 d *I was watching the women's football final at 6.30.*

5> **PRACTISE** Choose the correct option to complete the sentences. Write the answers in your notebook.

- I was walking / walked home when I was seeing / saw Terry and I was waving / waved at him.
- The bell was ringing / rang while the teacher was explaining / explained the rules of the game.
- When we were arriving / arrived at the football match, it was raining / rained really hard.
- At lunchtime Dave was coming / came over and was asking / asked me to play in the tennis match.

5 While Dad was driving / drove my sister to the leisure centre, a cat was running / ran across the road and they were nearly crashing / nearly crashed.

2 What's right?

- I was waiting for the bus when I met Karen.
- While I was waiting for the bus, I met Karen.
- I was waiting for the bus while I met Karen.

6> In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the past simple or past continuous.

A few years ago the Tour de France <sup>1</sup> *started* (*start*) in Yorkshire, in the UK. The sun <sup>2</sup> *was shining* (*shine*) and people all over the world <sup>3</sup> *were watching* (*watch*) the first stage of the race on TV. Thousands <sup>4</sup> *were waiting* (*wait*) for the competitors at the finish line. They <sup>5</sup> *wanted* (*want*) the famous British rider Mark Cavendish to win. Mark was nearly there! But then a disaster happened! When he <sup>6</sup> *was cycling* (*cycle*) past the leaders, he <sup>7</sup> *hit* (*hit*) another rider and they <sup>8</sup> *fell* (*fall*) to the ground. Mark <sup>9</sup> *didn't win* (*not win*), but when he <sup>10</sup> *looked* (*look*) up, all the people <sup>11</sup> *were cheering* (*cheer*). Unfortunately, he couldn't continue the race because of his fall.

### Grammar challenge!

7> Read sentences a–b and notice the difference between the past simple (completed action) and past continuous (action still in progress). Answer the question below for each sentence.

Did Jane start cooking the dinner before or after Mark came home?

- a When Mark came home, Jane was making dinner. *before*  
 b When Mark came home, Jane made dinner. *after*

8> In each pair, which sentence, a or b, goes before the sentence in bold? Write the answers in your notebook.

- a** When I got to class, Maggie was telling a joke.  
b When I got to class, Maggie told a joke.  
I didn't hear the beginning.
- a When the bell rang, we were doing the last exercise.  
**b** When the bell rang, we did the last exercise.  
We were quite late for break.

9> In your notebook, complete the sentences in your own words.

- I was getting breakfast when .
- My friends and I found a gold necklace while .
- After the last lesson I hurried home and .
- While the teacher was explaining the grammar .

10> **NOW YOU DO IT** Work in pairs. Ask and answer questions about what you were doing at the times below.

- A *What were you doing at 8.30 this morning?*  
 B *I was sitting on the bus to school.*

- at 8.30 this morning
- this time yesterday
- at 9.00 last night
- fifteen minutes ago
- this time last week
- at lunchtime on Sunday

- 1) Work in pairs. In your notebook, write down at least two sports disciplines in which the following pieces of equipment are used.

ball *football, tennis* gloves *boxing, skiing* helmet *motor racing, skiing*  
 net *volleyball, tennis* skates *skating, roller skating* racket *tennis, badminton*  
 skis *skiing, ski jumping* goal *football, ice hockey*  
 goggles *skiing, swimming* bat *table tennis, baseball*  
 wetsuit *surfing, diving*

- 2) Work in pairs. Match sentences 1–5 with pictures A–E. Then do the quiz. Check your answers on page 140.

A3



B4



C1



D2



E5



## SPORTS TRIVIA QUIZ

- 1 People did not use swimming goggles before the 20th century. *False (they were known in 14th century)* T/F
- 2 Modern wetsuits are an American invention. T/F
- 3 King of England Henry VIII (1491–1647) had a pair of football boots. T/F
- 4 Table tennis players use rackets. *False (they use bats)* T/F
- 5 The highest speed you can reach on skis is 120 km/h. *False (it's over 252 km/h)* T/F

- 3) Read texts 1–3. Choose the correct answer and write it in your notebook.

What are the three texts about?

- a famous inventors in the world of sports
- the use of technology in sport
- products which made a change

- 4) Read the texts again. Choose the correct answers and write them in your notebook.

### Text 1

**DO YOU WANT TO LEARN SOME FASCINATING FACTS ABOUT YOUR FAVOURITE SPORTS? THEN COME AND VISIT OUR MUSEUM.**

**Don't miss the exhibition about the history of the tennis ball. Learn some fascinating facts about it.**

- The tennis ball was the idea of Charles Goodyear, who spent twenty years trying to construct a rubber ball that did not smell bad or break easily.
- Goodyear's invention helped other sports like football develop, because players could now bounce and hit the ball with no problem.
- The original colour of tennis balls was white or black. They became yellow only in 1972 to be more visible for TV viewers.

**Come and play a game of tennis using old-type balls and have fun!**

**Lots of interactive displays waiting for you!**

- 1 What is the writer's purpose in writing the text?
  - a to inform about interesting sports
  - b to advertise the museum**
  - c to show the importance of sports inventions

### Text 2

**S**PORTS AND TECHNOLOGY made friends some time ago. The world of sport became terribly **competitive** because more and more **athletes** wanted to break world records. Technological inventions allow those who compete in sporting events to run or swim faster, and score or save more goals. IT also helps sports **referees** to make right decisions quickly. One such example is Hawk-Eye. This computer system uses a camera that takes photos along the lines on the football pitch. The computer analyses the information and sends it to the referee. In this way, it's easier to make sure the final result is fair and that both the **competitors** and **supporters** are happy!

- 2 The technology in sport helps
  - a mainly the athletes.
  - b both the athletes and the referees.**
  - c mainly the referees.

## Text 3



Hi,  
I love skateboarding and I can't imagine doing this sport without my Vans Sneakers. I take part in different skateboarding competitions. I believe that my favourite sneakers bring me luck. I learned not long ago that these shoes were also lucky for their designer, Paul Van Doren. Can you believe that Van Doren left school at the age of 14? He took a boring job at a shoe factory, and that's how his career began. He started to make shoes according to people's individual needs. A client could come in the morning to order the trainers and then collect them in the afternoon. What a cool idea – don't you think?

The business did very well and now the shoes break records of popularity among young people.



- 3 Why did Paul Van Doren become successful?
- His first job was very interesting.
  - He made standard types of shoes.
  - He changed sports shoe production completely.

## Reading challenge!

- 5 Read the texts again. Answer the questions a–d in your notebook. There is one question which has no answer in any of the texts.

In which text does the author

- talk about somebody who became famous all over the world? *Text 3*
- talk about something which helps more than one group of people? *Text 2*
- say it is possible to try out something? *Text 1*
- suggest that he/she is surprised by something?  
*no answer in the texts*

## Vocabulary development

- 6 In your notebook, match the nouns below with one or two verbs to make collocations. Then find the phrases in the texts in exercise 4 and check your answers.

a ball a record a sporting event a goal

- hit *a ball*
- break *a record*
- compete in *a sporting event*
- score *a goal*
- save *a goal*
- bounce *a ball*
- take part in *a sporting event*

- 7 In your notebook, complete the sentences with the phrases from exercise 6. Use the correct form of the verbs.

- In sports like tennis or squash you must *hit* the ball really hard, while in basketball you must be good at *bouncing* it.
- The team played very well. They *scored* three *goals* and their goalkeeper *saved* a lot of *goals*.
- Thirty two teams *compete/take part* in the FIFA World Cup every four years.
- All athletes want to *break* records because the fastest runners are rich and famous.

- 8 In your notebook, complete the definitions with the highlighted words from Text 2.

- Sportspeople who take part in sporting events are called *competitors*.
- Another name for 'sportspeople' is *athletes*.
- People who support their favourite teams are called *supporters*.
- People who make sure that the sportspeople follow the rules are called *referees* (e.g. in football).
- Professional sportspeople are usually very *competitive* – they always try to win and be better than others.

## Vocabulary challenge!

You *beat* somebody or something you are playing against.  
You win a game, a competition, a prize.

- 9 In your notebook, complete the headlines with the correct form of *beat* or *win*.

- GERMANY** *won/wins* **THE WORLD CUP FINAL**
- RADWAŃSKA DIDN'T** *beat* **HER BIGGEST RIVAL**
- POLAND** *won/wins* **BY TWO POINTS**
- CAN ANYONE** *beat* **THE 200M WORLD RECORD?**
- STOCH** *won/wins* **ANOTHER GOLD MEDAL**
- It's impossible to** *beat* **the champion.**  
**Usain Bolt rules!**
- ENGLAND EASILY** *beat/beats* **AUSTRALIA**  
**IN THE CRICKET MATCH**

- 10 Work in pairs. Imagine you are famous sportspeople. Take turns to ask and answer the questions below to interview each other. Use as many words and phrases from the exercises in this lesson as possible.

- What is your greatest success?
- Why do you think you are so successful?
- How often do you train? What equipment do you usually use?
- What's your dream in your sporting career?
- What sporting events do you watch on TV?

1 > Look at the cartoons. What do you think is happening?



2 > **CD 1.17** Read and listen to the dialogue. In your notebook, make a list of all the bad things which happened to Tim.

*He fell and banged his head while playing basketball, so he couldn't do any sports anymore; he ate something bad and felt sick all day long; he lost his wallet*

- Anna** Hi, Tim. How's life? How was your long weekend?  
**Tim** Don't even ask! It was the worst time of my life!  
**Anna** You must be joking. You went to **the seaside on a sports camp**, didn't you? What went wrong?  
**Tim** Well, the first day went OK. We **went swimming and played different games**, but after that it was a total disaster. While I was **playing a basketball match**, I **fell and banged my head really badly**. I couldn't do any sports anymore!  
**Anna** Oh, I'm so sorry to hear that.  
**Tim** But that was just the beginning! The next day I **ate something bad and I felt sick all day long**. The day after that I **lost my wallet**. Can you believe it?  
**Anna** Oh no! You really had bad luck. That sounds horrible!  
**Tim** Yes, it does. It was just awful. Anyway, what did you do?  
**Anna** My weekend was really great. I didn't go away but I had a great time with my friends. We **went to the cinema and to the skate park**. We **met some new friends as well**.  
**Tim** That sounds really cool. What a shame I didn't stay here!

3 > Read the dialogue again and complete the Phrase Bank in your notebook.

### Phrase Bank

#### Talking and asking about a past event

<sup>1</sup>How was your long weekend?

What went <sup>2</sup>wrong?

The first day <sup>3</sup>went OK.

But that was just the <sup>4</sup>beginning!

The <sup>5</sup>next day, I ...

#### Describing feelings and emotions

It was the worst/best time of my <sup>6</sup>life!

It was a total <sup>7</sup>disaster.

It was really awful/great.

#### Reacting to what people say

Don't even <sup>8</sup>ask! | You must be <sup>9</sup>joking!

I'm so <sup>10</sup>sorry to hear that.

That <sup>11</sup>sounds pretty horrible/cool!

4 > Work in pairs. Practise reading the dialogue, changing the words in red. Use the prompts below and your own ideas.

I fell off a chair in a restaurant.  
I got on the wrong train.  
I broke my friend's iPad.

I put on someone else's trainers.  
My wetsuit had a big hole in the middle.

5 > **CD 1.18** Listen to Liam's story. In your notebook, write the numbers of the questions you can answer based on his story. Questions that can be answered based on the text: 1, 3, 6 Questions with no answers in the text: 2, 4, 5

- Where did Liam stay during last year's camp? *in the middle of a forest*
- What happened on the first day of the camp?
- What did the trainer decide to do one night? *He took the students for a walk in the dark.*
- Why was Liam afraid of insects?
- What time did they come back from the walk?
- Why did he start to scream at night? *He screamed because he thought that there was a spider in his bed (it was a peanut).*

6 > **CD 1.18** Listen again and answer the questions in exercise 5.

7 > **CD 1.19** Listen to the sentences from the story and complete them in your notebook with the correct words and phrases.

- In the beginning*, everything was fine, but *one night* our trainer woke us up.
- I was scared like *never before*.
- Anyway*, I pretended to be brave and finished the walk.
- After that*, we went back to sleep.
- Suddenly*, I woke up and screamed, 'A spider! There's a big spider in my bed!'
- I couldn't *believe my eyes*.

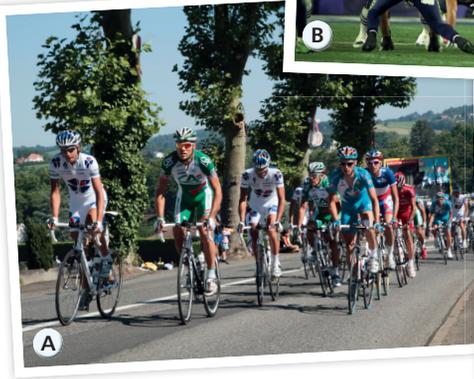
8 > Work in pairs. Role-play the dialogues, using the prompts below.

- A** Zapytaj kolegę/koleżankę, jak minął mu/jej pierwszy tydzień na obozie sportowym. *How was your first week at the sports camp?*  
**B** Powiedz, że nie był udany, ponieważ zgubiłeś/zgubiłaś jakiś sprzęt sportowy i nie mogłeś/mogłaś trenować. *It was awful. I lost my trainers/skates/racket and I couldn't train.*
- A** Zapytaj kolegę/koleżankę, co robił/robiła w zeszły weekend. *What did you do last weekend?*  
**B** Powiedz, że poszliście z kolegami do kina. *I went to the cinema with my friends.*
- A** Zapytaj, co się nie udało podczas wycieczki. *What went wrong during the trip?*  
**B** Powiedz, że zgubiłeś/zgubiłaś portfel, a następnego dnia czymś się zatrąłeś/zatrąłaś. *I lost my wallet and the next day, I ate something bad.*
- A** Powiedz, że podczas meczu przewróciłeś/przewróciłaś się i uderzyłeś/uderzyłaś się w głowę. *I fell and banged my head during the match.*  
**B** Odpowiedz. *I am so sorry to hear that.*
- A** Opowiedz koledze/koleżance, jak spędziłeś/spędziłaś wakacje letnie. *I had a great time during the summer holiday. I went to the seaside with my family.*  
**B** Odpowiedz. *That sounds really cool.*
- A** Powiedz, że na obozie sportowym trenowałeś z Leo Messim. *I trained with Leo Messi at the sports camp.*  
**B** Wyraź niedowierzanie. *You must be joking!*

9 > Work in pairs. Read the instructions and prepare a dialogue. Use the expressions from the Phrase Bank.

Opowiedz koledze/koleżance o jakimś ciekawym wydarzeniu, które miało miejsce podczas wakacji. W rozmowie:

- powiedz, gdzie i z kim spędziłeś/spędziłaś wakacje,
- opisz wakacyjne wydarzenie,
- powiedz, jak się wtedy czułeś/czułaś,
- zapytaj kolegę/koleżankę o jego/jej wakacje.



1) In your notebook, match the pictures with the names of famous sporting events below. Do you find these events interesting? Why?/ Why not?

- 1 The Wimbledon Championships **D**
- 2 A Champions League football match **C**
- 3 A cycling race in the Tour de France **A**
- 4 A Super Bowl game in the USA **B**

2) Read the email about a sporting event and say what each paragraph is about. Complete gaps 1-4 with sentences a-d in your notebook.

- a The match and the concert were absolutely fantastic!
- b It's the most exciting sporting event here in the USA.
- c It was really entertaining.
- d What a wonderful result!

Dear Piotr,  
 Thanks for your email. Here is my news.  
 Last weekend I went to watch the Sunday Super Bowl match in New Jersey. <sup>1</sup>**b** It's almost like a national holiday!  
 The atmosphere was just amazing. Everybody was chanting and cheering for their team. I was supporting the Seattle Seahawks and they won 43:8 in the end. <sup>2</sup>**d**  
 I also enjoyed the music show during the break. The concert is always one of the greatest music performances in the USA. This year it was Bruno Mars and the Red Hot Chili Peppers. <sup>3</sup>**c** I had lots of fun ☺.  
 All in all, it was the best Super Bowl ever. <sup>4</sup>**a** So, the day was just incredible!  
 Have you got similar sporting events in Poland? Let me know.  
 Bye for now,  
 Jimmy

3) Read the email again and find the adjectives used to describe the things below. Write them in your notebook.

sporting event result atmosphere concert match day

sporting event: *exciting* result: *wonderful*  
 atmosphere: *amazing* concert: *fantastic, great, entertaining*  
 match: *fantastic* day: *incredible*

### ! Watch out!

Kiedy piszesz e-mail, unikaj stosowania pospolitych przymiotników, takich jak *good, nice, interesting*. Zastąp je ciekawszymi synonimami, np.: *exciting, fascinating, amazing*.

4) In your notebook, replace the underlined words with the adjectives from the Watch out!. Use *was* if necessary.

- 1 The match was good. e.g. *exciting*
- 2 The atmosphere during the tournament was great. e.g. *amazing*
- 3 The goalkeeper played well. e.g. *was amazing*
- 4 The competition was interesting. e.g. *exciting*
- 5 The tournament was really nice. e.g. *amazing*
- 6 The race was nice to watch. e.g. *exciting*

5) Read the email. Write sentences in your notebook to develop each paragraph, using the prompts in brackets.

Hi Julia,

Possible answers:

I've got something to tell you. I went to see a volleyball match yesterday. It took place at <sup>1</sup>*the local stadium. It was the Polish school championship final, so the two best teams were playing.* (Napisz, gdzie odbył się mecz i kto brał w nim udział).

The atmosphere was <sup>2</sup>*fantastic. I supported my friends who played/were playing for our school.* (Napisz, jaka była atmosfera i komu kibicowałeś/kibicowałaś).

Guess what! I met a famous sportsperson at the game. <sup>3</sup>*Bartosz Kurek/Mariusz Wlazły came to see the match and talk to the players and coaches. It was absolutely fantastic.* (Napisz, kogo spotkałeś/spotkałaś, i opisz swoje wrażenia)

I think the match was <sup>4</sup>*incredible. Both teams played really well.* (Napisz, jak oceniasz mecz i dlaczego tak uważasz).

How are you? Please write and tell me your news.

All the best,

Jacek

6) Read the instructions and do the writing task.

Napisz e-mail do kolegi/koleżanki ze Szkocji (80-130 słów) i opisz w nim jakąś ciekawą imprezę sportową, którą oglądałeś/oglądałaś w telewizji lub w której uczestniczyłeś/uczestniczyłaś. W e-mailu:

- napisz, jaka to była impreza oraz gdzie i kiedy się ona odbyła,
- opisz atmosferę panującą podczas tej imprezy,
- zrelacjonuj jakieś ciekawe wydarzenie, które miało tam miejsce,
- wyraż swoją opinię o tej imprezie.

### ✓ Remember to use:

- past tenses (past simple and past continuous)
- different adjectives like: *exciting, fantastic, amazing* etc.

Give more information to develop each point.

1) Put the sentences in the correct order to make a logical dialogue. Write the answers in your notebook.

- 2 a It was really great!  
 4 b The fact that he talked about how to become a good footballer.  
 5 c So, what did he say about that?  
 1 d How was the meeting with Robert Lewandowski?  
 6 e Well, he gave a lot of useful tips about tactics in football.  
 3 f What did you like the most about it?  
 7 g Well, I suppose it sounds interesting if you're into football.

2) Choose the correct answers a, b or c to complete the mini-dialogues and write them in your notebook.

1 X Did you enjoy the match?

Y It was pretty boring.

X

a Sounds great.

**b** What a shame!

c Never again!

2 X How was your weekend?

Y It was a total disaster.

X

**a** What went wrong?

b What made it so good?

c Don't even ask!

3 X Let's go bungee jumping.

Y

X I'm surprised. I thought you liked them.

a Great. I'm really into that!

b I can't. I don't feel very well.

**c** I'm sorry, but extreme sports aren't my cup of tea.

4 X You were probably quite shocked when you saw him with a gold medal around his neck.

Y

X Just like me! I think it was just good luck.

a You must be joking!

**b** I couldn't believe my eyes.

c He can be ambitious, you know.

3) Choose the correct word to complete each pair of sentences.

1 He to swim regularly when he was younger.  
 I my new wetsuit and it felt very comfortable.

a went      b took      **c** used

2 Does she still yoga?  
 They didn't any sports while they were on holiday.

**a** do      b play      c compete

3 It isn't easy to world records these days.  
 How did he manage to his arm again?

a beat      b hit      **c** break

4 The team just couldn't a goal for the whole match.  
 How many points did you in this competition?

**a** score      b kick      c get

5 In the end, she the decision not to go to the sea.  
 Last year I part in a marathon, but I didn't do very well.

a made      b had      **c** took

4) In your notebook, match the sentences with the Polish translations.

b 1 I used to train for six hours every day.

a 2 I was used to training for six hours every day.

a Byłem/Byłam przyzwyczajona do trenowania po sześć godzin dziennie.

b Kiedyś trenowałem/trenowałam po sześć godzin dziennie.

**! Watch out!**

used to + infinitive      be used to + -ing form

5) In your notebook, translate the sentences, using used to or be used to.

1 Byli przyzwyczajeni do pływania w zimnej wodzie.

*They were used to swimming in cold water.*

2 Kiedy byłem młodszy, pływałem w zimnej wodzie.

*When I was younger, I used to swim in cold water.*

3 Czy graliście w różne gry w szkole podstawowej?

*Did you use to play different games in primary school?*

4 Czy byłeś przyzwyczajony do wczesnego wstawania?

*Were you used to getting up early?*

5 Nie chodziłam na mecze piłki nożnej z moim tatą.

*I didn't use to go to football matches with my dad.*

6 Nie byliśmy przyzwyczajeni do chodzenia na tak długie spacery.

*We were not/weren't used to going for such long walks.*

**Challenge!**

6) Complete the text with appropriate words in your notebook. Put one word in each space.

When Kamil Stoch became the double Olympic champion in 2014, the whole of Poland went crazy. People <sup>1</sup>*watched/followed* the competition on TV, supporting the ski jumper. His fans wanted to learn as <sup>2</sup>*much* as possible about their idol. Many were surprised that Stoch <sup>3</sup>*took* up ski jumping when he was only four! His first coach says that as a child Kamil was keen to win. He was used to <sup>4</sup>*working/training/practising* very hard because his dream was to win a medal at the Olympics. His dream came true when he <sup>5</sup>*beat* his rivals in Sochi in 2014!



7) **WHAT DO YOU THINK?** Work in pairs. Ask and answer the questions, using the prompts below.

1 Which sportsperson do you admire most? Why?

I really admire ..., because he/she ...

• be talented/very good at ... • win a lot of medals

• have a great personality/a great sense of fair play

2 How do young people keep fit?

Young people often go ... or play ...

Some of them do ...

3 Is sport an important part of your life?

I couldn't imagine my life without sport because ...

• keep me fit • help me relax • give me energy

I'm not a sporty type, so I could live without sport. I prefer ...

4 Tell us about a situation when you or a friend got injured while doing a sport.

### 1) Read the task below and answer the questions.

- 1 What's the topic of the dialogue? *you discuss joining a sports club with a friend*
- 2 How many points do you need to discuss? *four*
- 3 Who starts the conversation? *Student B*
- 4 How much time do you have to complete this task?  
*4 minutes*

🕒 4 minuty

#### Uczeń A

Podczas pobytu za granicą chciałbyś/chciałabyś wraz ze swoim kolegą/koleżanką z Anglii zapisać się do ośrodka sportowego. W rozmowie z uczniem B omów następujące cztery kwestie:

wybór dyscypliny sportowej

częstotliwość zajęć

koszt zajęć i zniżki dla uczniów

motywacja do uprawiania sportu

(Rozmowę rozpoczyna uczeń B.)

#### Uczeń B

Jesteś angielskim kolegą/angielską koleżanką ucznia A. Rozmawiasz z nim na temat uprawiania sportu w klubie sportowym. W zależności od tego, jak potoczy się rozmowa, uwzględnij wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A w jakiejś kwestii,
- nie przepadasz za sportem, który chce uprawiać uczeń A,
- nie chciałbyś/chciałabyś płacić zbyt dużo za udział w zajęciach sportowych.



#### Tip

Przeczytaj dokładnie polecenie do zadania, aby dowiedzieć się, w jakiej wystąpić roli i jakie cztery kwestie należy poruszyć. Pamiętaj, aby w swoich wypowiedziach w trakcie rozmowy odnieść się do każdej z nich.

### 2) Read the conversation between Student A and Student B. Has the student covered all the points? Which (if any) has he/she NOT included? What can you say to mention that point?

*The student has not included the point **motywacja do uprawiania sportu**. (If we go swimming three times a week, you will lose some weight and get fitter. And we can have a good time together.)*

**Student B** Let's join the leisure centre to do some sports together.

**Student A** Yeah, good idea. I'd like to learn gymnastics. I think it's a great sport.

**Student B** Why do you think so?

**Student A** I think it's exciting to watch.

**Student B** Well, I'm not too keen on it. You fall down a lot in gymnastics.

**Student A** So how about swimming? It's really good for you.

**Student B** That sounds more interesting.

**Student A** We could go three times a week when we finish school early.

**Student B** I am not sure I'd like to go so often. It may be boring.

**Student A** It isn't very expensive to join the centre. I think it's £10 a month.

**Student B** I am afraid that's too much. I don't want to pay a lot.

**Student A** Wait, look at this! We can get a student discount. Instead of £10 a month, we'll pay £7.

**Student B** OK, let's join.



#### Tip

Wykonując to zadanie, staraj się rozwinąć każdy z czterech punktów polecenia. Podawaj przykłady, argumenty i dodatkowe szczegóły. Unikaj jednozdaniowych wypowiedzi.

### 3) Read the conversation in exercise 2 again and find the parts where Student A develops the topics from the speaking task. Then answer the questions.

- 1 What do the speakers disagree about? What phrases do they use? *They disagree about the sport, the frequency, and the cost. (Well, I'm not too keen on it; I'm not sure I'd like to go so often; I am afraid that's too much.)*
- 2 When does Student B ask for more details? What phrase(s) does the student use? *Student B asks why Student A thinks gymnastics is a great sport. (Why do you think so?)*

### 4) Read the speaking task below. In your notebook, write two more sentences to develop each point. Use the questions in brackets to help you.

W przyszłym miesiącu zamierzasz wystartować w półmaratonie. Rozmawiasz na ten temat z kolegą z Anglii, który brał udział w takiej imprezie w zeszłym roku. W rozmowie z uczniem B omów następujące cztery kwestie:

- powód udziału w półmaratonie,
- Twoje przygotowanie,
- Twoje obawy związane ze startem,
- doświadczenia związane z biegiem.

- 1 I'm going to run a half marathon next month. (Where does it take place? Why would you like to take part?)
- 2 I train every day. (What do you do? How long do you spend training?)
- 3 I've never done a marathon before. (Why did you decide to do this one? What races did you run in before?)
- 4 It might be very hot. (Why is that a problem? What can you do?)

### 5) Work in pairs and do the speaking task. Then swap roles and do the task again.

**TEST IT!** 🕒 4 minuty

#### Uczeń A

Twój kolega/Twoja koleżanka z Londynu w czasie wizyty w Polsce chciałby/chciałaby obejrzeć jakąś imprezę sportową. Rozmawiacie na ten temat. W rozmowie z uczniem B omów cztery kwestie.

rodzaj imprezy

miejsce imprezy

dojazd na imprezę

koszt biletów

(Rozmowę rozpoczyna uczeń B)

#### Uczeń B

Jesteś angielskim kolegą/angielską koleżanką ucznia A. Chcesz zobaczyć jakieś wydarzenie sportowe w Polsce. W zależności od tego, jak potoczy się rozmowa uwzględnij **wszystkie/wybrane** punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii.
- Grzecznie nie zgódź się z uczniem A w jakiejś kwestii.
- Zapytaj, jak daleko od miejsca zamieszkania koleżanki odbywa się to wydarzenie.
- Nie stać Cię na zakup drogich biletów.

Complete all the exercises on this page in your notebook.

1) Complete the sentences with the appropriate words.

- 1 People use **bats** in table tennis to hit the ball.
- 2 In **motor racing** drivers wear helmets on their heads.
- 3 To go skating you need a pair of **skates**.
- 4 Skiers wear **goggles** to protect their eyes.
- 5 Boxers use boxing **gloves** to fight.
- 6 Windsurfers put on **wetsuits** before they go into the sea.
- 7 In **volleyball**, players use their hands to hit the ball over the net.
- 8 You need a boat to go **sailing**.

—/8

2) Complete the sentences with the missing words.

Use the correct form of the verbs.

- 1 When I was at school, I used to take **part** in many sporting **events**.
- 2 The footballer **scored** a goal, but the **referee** said it was offside.
- 3 Jill goes **cycling** in the country every Friday. She has a really nice, modern mountain bike.
- 4 More than 300 million **spectators** watched the final on TV.
- 5 Usain Bolt won the gold medal at the Olympic Games and became the world **champion**.

—/7

Vocabulary challenge!

3) Complete the dialogue with the correct form of the verbs below.

make take put break check bang

**Vicky** Did you really decide to sail round Europe on your own?

**Greg** Yes, I <sup>1</sup>**made/took** the decision yesterday. You know I like <sup>2</sup>**taking** risks.

**Vicky** I don't understand why people like you want to <sup>3</sup>**put** their lives in danger. Last year, when you went climbing, you <sup>4</sup>**broke** your leg and <sup>5</sup>**banged** your head in a cave. Wasn't that enough?

**Greg** Well, I just like adventure. I'm leaving next month. I just have to <sup>6</sup>**check** the equipment beforehand and I'm ready.

**Vicky** Please be careful.

—/6



4) Make sentences, using the prompts and the past simple or past continuous.

- 1 While / I / swim in the sea, I see / a shark.  
*While I was swimming in the sea, I saw a shark.*
- 2 you / go / to the gym yesterday?  
*Did you go to the gym yesterday?*
- 3 We / not win / the match because the other team / be / much better. *We didn't win the match because the other team was much better.*
- 4 My brother / fall off his bike while he / cycle.  
*My brother fell off his bike while he was cycling.*
- 5 When I / finish my training / I / go home straightaway.  
*When I finished my training, I went home straightaway.*
- 6 What / your sister / do at five o'clock yesterday?  
*What was your sister doing at five o'clock yesterday?*

—/6

5) Find and correct a mistake in each sentence.

- 1 Did Peter ~~used to~~ **use to do** much exercise when he was younger?
- 2 I used ~~to running~~ **to run** a lot when I was at university.
- 3 He ~~not used~~ **didn't use** to like football when he was a boy.
- 4 What sports ~~she used~~ **did she use** to play ten years ago?

—/4

Grammar challenge!

6) Translate the Polish parts of the sentences into English.

- 1 When I came back, *she was doing/practising karate (ona ćwiczyła karate).*
- 2 When we were young boys, *we were used to going (byliśmy przyzwyczajeni do chodzenia)* for long morning walks.
- 3 When all my friends arrived, *Dad made dinner (tata zrobił kolację).*
- 4 *I used to go skiing (Kiedyś jeździłam na nartach),* but now I prefer snowboarding.

—/4

7) Complete the mini-dialogues with the appropriate words.

- 1 **X** How was the match yesterday?  
**Y** It was a total <sup>1</sup>**disaster!** We lost really badly.
- 2 **X** Did you enjoy your sports camp?  
**Y** Yes, it was really <sup>2</sup>**great**. But I couldn't <sup>3</sup>**believe** my eyes when I saw some classmates from my primary school there!
- 3 **X** So <sup>4</sup>**how** was your weekend?  
**Y** Well, I went surfing in the ocean. A big wave came and I almost drowned. I was scared like <sup>5</sup>**never** before.

—/5

8) Replace the underlined adjectives with their synonyms.

I went to watch a volleyball match. It was really nice (*exciting*). My team played very well. They won in the end. It was a good (*wonderful*) result. The atmosphere was great (*amazing/fantastic*) too. I really liked the match. It was very interesting (*very entertaining*)!

9) Work in pairs and test each other.

**Student A:** go to page 141.

**Student B:** go to page 146.

## Sports / Dyscypliny sportowe

**athletics** /æθ'letiks/ lekkoatletyka  
**badminton** /'bædmɪntən/ badminton  
**basketball** /'bɑːskɪt,bɔːl/ koszykówka  
**boxing** /'bɒksɪŋ/ boks  
**canoeing** /kə'nuːɪŋ/ kajakerstwo  
**climbing** /'klaɪmɪŋ/ wspinaczka  
**cycling** /'saɪk(ə)lɪŋ/ jazda na rowerze, kolarstwo  
**do judo/karate/weightlifting** /,duː 'dʒuːdæʊ, kə'rɑːti, 'weɪt,lɪftɪŋ/ uprawiać dżudo/karate/ podnoszenie ciężarów  
**football** /'fʊt,bɔːl/ piłka nożna  
**go swimming/skiing** /,gəʊ 'swɪmɪŋ, 'skiːɪŋ/ uprawiać pływanie/narciarstwo  
**golf** /gɒlf/ golf  
**gymnastics** /dʒɪm'næstɪks/ gimnastyka  
**handball** /'hænd,bɔːl/ piłka ręczna  
**horse racing** /'hɔːs 'reɪsɪŋ/ jazda konna, jeździectwo  
**ice hockey** /'aɪs,hɒki/ hokej na lodzie  
**individual/team sports** /,ɪndɪ'vɪdʒuəl, 'tiːm 'spɔː(r)ts/ sporty indywidualne/zespołowe  
**long jump** /'lɒŋ,dʒʌmp/ skok w dal  
**motor racing** /'mɔːtə(r), 'reɪsɪŋ/ wyścigi samochodowe  
**play tennis/rugby** /,pleɪ 'tenɪs, 'rʌɡbi/ grać w tenisa/rugby  
**rowing** /'rəʊɪŋ/ wioślarstwo  
**sailing** /'seɪlɪŋ/ żeglarsstwo  
**skating** /'skeɪtɪŋ/ łyżwiarstwo  
**ski jumping** /'skiː, dʒʌmpɪŋ/ skoki narciarskie  
**skiing** /'skiːɪŋ/ narciarstwo  
**snowboarding** /'snəʊ,bɔː(r)dɪŋ/ jazda na snowboardzie  
**surfing** /'sɜː(r)fɪŋ/ surfing  
**swimming** /'swɪmɪŋ/ pływanie  
**table tennis** /'teɪb(ə)l 'tenɪs/ tenis stołowy  
**volleyball** /'vɒli,bɔːl/ siatkówka  
**weightlifting** /'weɪt,lɪftɪŋ/ podnoszenie ciężarów  
**wrestling** /'res(ə)lɪŋ/ zapasy

## Sports people / Sportowcy

## Challenge!

**athlete** /'æθliːt/ lekkoatleta/lekkoatletka  
**canoeist** /kə'nuːɪst/ kajakarz/kajakarka  
**climber** /'klaɪmə(r)/ alpinista/alpinistka  
**cyclist** /'saɪkɪst/ rowerzysta/rowerzystka, kolarz/kolarka  
**footballer** /'fʊt,bɔːlə(r)/ piłkarz/piłkarka  
**golfer** /'gɒlfə(r)/ golfista/golfistka  
**gymnast** /dʒɪm'næst/ gimnastyk/gimnastyczka  
**jockey** /'dʒɒki/ dżokej/dżokejka  
**rugby player** /'rʌɡbi, pleɪə(r)/ zawodnik/zawodniczka rugby  
**sailor** /'seɪlə(r)/ żeglarz/żeglarka  
**ski jumper** /'skiː, dʒʌmpə(r)/ skoczek narciarski  
**skier** /'skiːə(r)/ narciarz/narciarka  
**tennis player** /'tenɪs, pleɪə(r)/ tenisista/tenisistka  
**wrestler** /'reslə(r)/ zapaśnik/zapaśniczka

## Extreme and dangerous sports / Sporty ekstremalne i niebezpieczne

**bungee jumping** /'bʌndʒiː, dʒʌmpɪŋ/ skoki na bungee  
**canyoneering** /kænjə'nɛərɪŋ/ eksploracja kanionów, jaskiń  
**free running** /'friː, rʌnɪŋ/ bieg miejski z elementami widowiskowych akrobacji  
**mountain climbing** /'maʊntɪn, 'klaɪmɪŋ/ wspinaczka wysokogórska  
**parachuting** /'pærə'ʃuːtɪŋ/ spadochroniarstwo

## Professional sports / Sport profesjonalny

**champion** /'tʃæmpɪən/ mistrz/mistrzyni  
**coach** /kəʊtʃ/ trener/trenerka

**compete for sth** /kəm'piːt fə(r), 'sʌmθɪŋ/ walczyć, konkurować o coś  
**competition** /,kɒmpə'tɪʃ(ə)n/ zawody, konkurencja  
**get injured** /,get 'ɪndʒə(r)d/ doznać kontuzji, zranić się  
**spectator** /spek'teɪtə(r)/ widz, kibic  
**support** /sə'pɔː(r)t/ kibicować komuś  
**train** /treɪn/ trenować  
**trainer** /'treɪnə(r)/ trener/trenerka  
**win a title** /,wɪn ə 'taɪt(ə)l/ zdobyć tytuł

## Challenge!

**bang your head** /,bæŋ jə(r) 'hed/ uderzyć się w głowę  
**break your leg** /,breɪk jə(r) 'leg/ złamać nogę  
**check your equipment** /,tʃek jə(r) 'ɪkwɪpmənt/ sprawdzać swój sprzęt  
**go climbing** /,gəʊ 'klaɪmɪŋ/ wspiąć się, uprawiać wspinaczkę  
**make a decision** /,meɪk ə dɪ'sɪʒ(ə)n/ podejmować decyzję  
**put your life in danger** /,pʊt jə(r) 'laɪf ɪn 'deɪndʒə(r)/ narażać życie  
**take risks** /,teɪk 'rɪskz/ podejmować ryzyko  
**take up a sport** /,teɪk ʌp ə 'spɔː(r)t/ rozpocząć uprawianie jakiegoś sportu

## Sports equipment / Sprzęt sportowy

**ball** /bɔːl/ piłka  
**bat** /bæt/ rakieta (do tenisa stołowego), kij (do baseballu)  
**board** /bɔː(r)d/ deska (do surfingu, do snowboardu)  
**boat** /bɔːt/ łódka  
**football boot** /'fʊt,bɔːl, buːt/ but piłkarski, korek  
**gloves** /glɒvz/ rękawice  
**goal** /gəʊl/ bramka  
**goggles** /'gɒɡ(ə)lz/ gogle narciarskie, okulary pływackie  
**helmet** /'helmt/ kask  
**net** /net/ siatka  
**racket** /'rækt/ rakieta (do tenisa, badmintonu)  
**skates** /skeɪts/ łyżwy  
**ski** /skiː/ narta  
**trainers** /'treɪnə(r)z/ buty sportowe  
**wetsuit** /'wet,suːt/ pianka do nurkowania, surfowania

## Sporting events / Wydarzenia sportowe

**break a record** /,breɪk ə 'rekɔː(r)d/ pobić rekord  
**compete in/take part in a sporting event** /kəm'piːt ɪn, 'teɪk 'pɑː(r)t ɪn ə 'spɔː(r)tɪŋ ɪ'vent/ startować/brać udział w zawodach sportowych  
**competitive** /kəm'petɪtɪv/ zdolny do rywalizacji  
**competitor** /kəm'petɪtə(r)/ zawodnik/zawodniczka  
**game** /geɪm/ gra, rozgrywka  
**bounce/hit/throw a ball** /,baʊns, 'hɪt, θrəʊ ə 'bɔːl/ odbijać/uderzać/rzucać piłkę  
**match** /mætʃ/ mecz  
**race** /reɪs/ wyścig  
**referee** /,refə'riː/ sędzia sportowy  
**save/score a goal** /,seɪv, 'skɔː(r) ə 'gəʊl/ bronić/strzelać gola  
**supporter** /sə'pɔː(r)tə(r)/ kibic sportowy  
**tournament** /'tɔː(r)nəmənt/ turniej, zawody

## Challenge!

**beat another team/your rival** /,biːt ə, nʌðə(r) 'tiːm, jə(r) 'raɪv(ə)l/ pokonać inną drużynę/swojego rywala  
**beat the world record/the champion** /,biːt ðə 'wɜː(r)ld 'rekɔː(r)d, ðə 'tʃæmpɪən/ pobić rekord świata/pokonać mistrza

**win a gold medal/by two points** /,wɪn ə, 'gəʊld 'med(ə)l, baɪ tuː 'pɔɪnts/ zdobyć złoty medal, wygrać dwoma punktami  
**win the World Cup** /,wɪn ðə 'wɜː(r)ld, kʌp/ wygrać mistrzostwa świata

## Other words / Inne wyrazy

**a good sport** /ə, 'gʊd 'spɔː(r)t/ osoba, która zachowuje się wspaniałomyślnie w trudnych sytuacjach; dobry kolega/koleżanka  
**adventure** /əd'ventʃə(r)/ przygoda  
**be afraid of insects** /bi ə, freɪd əv 'ɪnsektz/ bać się owadów  
**break somebody's iPad** /,breɪk, 'sʌmbədiːz 'aɪpæd/ uszkodzić czyjś iPad  
**bring sb luck** /,brɪŋ, 'sʌmbədi 'lʌk/ przynieść komuś szczęście  
**chant** /tʃɑːnt/ skandować  
**cheer** /tʃɪə(r)/ kibicować, wiwatować  
**climb** /klaɪm/ wspiąć się  
**crash** /kræʃ/ zderzyć się, rozbić się  
**do exercise** /,duː 'eksə(r)saɪz/ wykonywać ćwiczenie, ćwiczyć  
**encourage** /ɪn'kʌrɪdʒ/ zachęcać  
**energetic** /,enə(r)'dʒetɪk/ energiczny  
**exciting** /ɪk'saɪtɪŋ/ fascynujący, ekscytujący  
**explain the rules of the game** /ɪk'spleɪn ðə 'ruːlz əv ðə, 'geɪm/ wyjaśniać zasady gry  
**fall down** /fɔːl 'daʊn/ upaść, przewrócić się  
**fall off a chair** /fɔːl, ɒf ə 'tʃeə(r)/ spaść z krzesła  
**feel sick** /,fiːl 'sɪk/ czuć się niedobrze, mieć mdłości  
**fight** /faɪt/ walczyć  
**football pitch** /'fʊt,bɔːl, pɪtʃ/ boisko do piłki nożnej  
**frightened** /'fraɪt(ə)nd/ przestraszony  
**get on the wrong train** /,get ɒn ðə, 'rɔŋ 'treɪn/ wsiąść do niewłaściwego pociągu  
**go to a sports camp** /,gəʊ tə ə 'spɔː(r)ts, 'kæmp/ jechać na obóz sportowy  
**goalkeeper** /'gəʊl,kiːpə(r)/ bramkarz/bramkarka  
**gym** /dʒɪm/ siłownia  
**have bad luck** /hæv 'bæd, 'lʌk/ mieć pecha  
**hole** /həʊl/ dziura  
**hurt your back** /,hɜː(r)t jə(r) 'bæk/ doznać urazu pleców  
**incredible** /ɪn'kredəb(ə)l/ niesamowity, niewiarygodny  
**join a swimming club** /,dʒɔɪn ə 'swɪmɪŋ, 'klʌb/ wstąpić do klubu pływackiego  
**keep fit** /,kiːp 'fɪt/ być w dobrej formie  
**leisure centre** /'leɪʒə(r), 'sentə(r)/ centrum rekreacyjne, ośrodek sportowy  
**muscles** /'mʌs(ə)lz/ mięśnie  
**play sth outdoors/indoors** /,pleɪ, 'sʌmθɪŋ, 'aʊt'dɔː(r)z, ɪn'dɔː(r)z/ uprawiać sport na zewnątrz/w hali  
**pool** /puːl/ basen  
**result** /rɪ'zʌlt/ wynik  
**run a half marathon** /,rʌn ə, 'hɑːf 'mæərəθ(ə)n/ biegać w półmaratonie  
**scream** /skriːm/ krzyzczeć, wrzeszczeć  
**skate park** /'skeɪt, 'pɑː(r)k/ plac z przeszkodami do jazdy na deskorolce  
**sporting career** /'spɔː(r)tɪŋ kə,riə(r)/ kariera sportowa  
**student discount** /'stjuːd(ə)nt 'dɪs,kaʊnt/ zniżka dla uczniów  
**unconscious** /ʌn'kɒnʃəs/ nieprzytomny  
**waves** /weɪvz/ fale  
**What a shame!** /,wɒt ə 'ʃeɪm/ Jaka szkoda!  
**wonderful** /'wʌndə(r)fʊl/ wspaniały, cudowny