



SPORT

1 In your notebook, match each photo A-F with a name of the sport in the box.

Answers: see photos A-F

- (beach) volleyball • athletics • baseball • boxing
- canoeing • climbing • cricket • cycling • diving
- football • golf • weightlifting • horse-riding
- ice hockey • ice-skating • rollerblading • rugby
- running • skateboarding • skiing • squash
- snowboarding • surfing • swimming • tennis
- table tennis • gymnastics • wrestling

2 Find sports from the box in exercise 1 which match categories 1-6.

- 1 four water sports *canoeing, diving, surfing, swimming*
- 2 two sports connected with fighting *boxing, wrestling*
- 3 three sports where you usually sit down to do the sport *cycling, horse-riding, canoeing*
- 4 two sports which involve a number of different activities *athletics, gymnastics*
- 5 sports which you can do on your own *canoeing, climbing, cycling, diving, gymnastics, horse-riding, ice-skating, rollerblading, running, skateboarding, skiing, snowboarding, surfing, swimming, weightlifting*
- 6 sports which you play in teams *(beach) volleyball, baseball, cricket, football, ice hockey, rugby*

SPORTS EQUIPMENT

3 In your notebook, match the words in the box with pictures 1-8.

- 7 net • 4 boots • 8 goggles • 1 helmet • 2 racket
- 5 bat • 6 skis • 3 strip



- 4 What equipment do you need for sports 1–7? Use the words from exercise 3 and the words in the box. *Suggested answers:*

• ball • board • club • costume / trunks
• goal • wetsuit

- tennis *racket, net, ball*
- baseball *bat, ball, helmet (sometimes)*
- swimming *costume/trunks, wetsuit (sometimes), goggles (sometimes)*
- golf *club, ball*
- surfing *board, costume/trunks (sometimes), wetsuit (sometimes), goggles (sometimes)*
- football *boots (sometimes), ball, strip (sometimes), net/goal*
- skiing *skis, boots, goggles (sometimes), helmet (sometimes)*

SPORTS FACILITIES

- 5 In your notebook, complete the phrases for different sports facilities with the words in the box. Some words may be used more than once. Which of these facilities do you have access to?

• centre • court • pitch • pool • ring • rink
• slope • stadium

- athletics *stadium*
- Olympic-size swimming *pool*
- football *pitch*
- health and fitness *centre*
- dry ski *slope*
- tennis *court*
- ice-skating *rink*
- boxing *ring*

- 6 Work in groups. One of you chooses a sport. Describe it for the others to guess, using the questions below or your own ideas.

- Is it a team game?
- What equipment do you need?
- Where do people do it?
- Do people compete or usually do it just for fun?
- Does it involve several different sports?
- Is it dangerous?
- Have you ever done / played it?
- Would you like to do / play it? Why (not)?



Why do people do sports?



▶ VIDEO 19

SPORTSPEOPLE

- 7 In your notebook, write the names of people who do the sports in the box. Can you think of any famous examples of each person?

- athletics *athlete* • boxing *boxer* • cycling *cyclist*
- diving *diver* • football *footballer*
- gymnastics *gymnast* • running *runner*
- swimming *swimmer* • weightlifting *weightlifter*

SPORTS TRAINING AND EVENTS

- 8 In your notebook, complete the sentences using the correct form of the words in the box.

• catch • hit • kick • score • throw • win

- In football, the players *score* goals by *kicking* the ball into the net.
- In baseball and cricket, if you *hit* the ball with your bat and a player from the other team *catches* it, you're out.
- In basketball, you get points when you *throw* the ball into the net. The team with the most points *wins*.

- 9 04 Listen to three students talking about sport. In your notebook, match each speaker (1–3) with two statements (a–f).

a	I like watching it, not playing it.
b	I have an important position in my team.
c	I've only just started playing.
d	I've done very well in this sport.
e	I really need to practise more.
f	I got slightly better with the help of a trainer.

Speaker 1 *b d* Speaker 2 *e f* Speaker 3 *a c*

- 10 04 Listen again and complete gaps 1–6 in your notebook.

Speaker 1

I'm the (1) *captain* of my football team. Last year we were (2) *(the) champions*.

Speaker 2

I know I don't (3) *train* enough. I had a few sessions with our (4) *coach*.

Speaker 3

I think it's nice to watch, but I'm not an enthusiastic (5) *player*. Sometimes I go to the local court but I'm not very (6) *athletic*!

- 11 Choose the correct words and write them in your notebook.

- The young tennis star should *(beat)* / *win* her opponent in tomorrow's match.
- I'm going to win the game and you're going to *miss* / *(lose)*!
- Why don't you *join* / *(enter)* the 100-metre race in our school sports day?
- Who do you *cheer* / *(support)*, Manchester United or Manchester City?
- Our team *(drew)* / *competed* 1–1 with Cracovia in yesterday's game.

1 Work in pairs. Which opinions do you agree with?

- Team sports are more fun than sports you do on your own.
- Everyone at school should do sports.
- Winning is not the most important thing.

2 Quickly read the texts in exercise 3 and answer questions 1–4 in your notebook. *Suggested answers:*


- 1 In Text A, why do Suze and Brian send their emails?
to invite friends to an event
- 2 In Text B, why were the fans annoyed? *because they thought/believed the wrong team (had) won*
- 3 In Text C, is 55 cm a lot or a little? *a lot*
- 4 In Text D, what is Ted doing now? *playing tennis*

TIP

Zwróć uwagę, że zadanie 3. zawiera pytania, które wymagają określenia głównej myśli tekstu (pytanie 1.) oraz intencji autora tekstu (pytanie 2.). W trakcie czytania skup się na zrozumieniu sensu lub celu całej wypowiedzi, a nie na szczegółowych informacjach.

3  Zapoznaj się z tekstem z ramki TIP. Przeczytaj teksty A–D. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą (A, B lub C), zgodną z treścią tekstu. Odpowiedzi zapisz w zeszytcie.


Text A

 New message

Hi Anna!

There's an athletics tournament next month. It would be so cool to go together! It won't be like sports day at school. There will be professional athletes and they might break some records. Also the TV cameras will be there, so we might be on TV! Let me know.

Suze

 New message

Hi Paul,

I've got two tickets for the match on Wednesday. It won't be on TV, so this is our only chance to watch the game. I think our team will win because they haven't lost a match since January! We'll leave at 7 pm so we'll get back late. We've got school the next day, but I'm sure it won't be a problem. Are you interested?

Brian

- 1 Both emails are about
 - A watching sport on TV.
 - B** attending a live sporting event.
 - C taking part in sports at school.

Text B

Football supporters are calling for the use of video technology after a referee made a terrible mistake in a recent game. The match was nearly over when the referee gave a penalty, and the fans were angry because they believed that the wrong team won.

- 2 The writer wrote this text
 - A to explain why the players didn't play well.
 - B to warn readers about using video technology.
 - C** to show that referees can make wrong decisions.

Text C

The long jump world record

When an athlete breaks a world record, we know that he or she will probably jump a little further or run a little faster. But in the 1968 Olympics, Bob Beamon broke the previous long jump record by an incredible 55 cm! His world record of 8.90 metres stood for 22 years, until Mike Powell jumped 8.95 metres at the World Athletics Championship. However, nobody has ever jumped further than Beamon during the Olympic Games.

- 3 Bob Beamon
 - A made the second longest jump.
 - B still holds the world record for the long jump.
 - C** has jumped the furthest in the Olympic Games.

Text D

Morning Sam,

- 1 See you soon.
 - 2 when you wake up, come and join us.
 - 3 I've gone to play tennis with Gina.
 - 4 Please bring your racket and balls.
- Ted

- 4 The correct order of the sentences in the message is
 - A 3-2-1-4.
 - B** 3-2-4-1.
 - C 2-1-4-3.

1 In pairs or as a group, answer the questions.

- What things did your teacher tell you to do in your last class?
- What are you not allowed to do at school?
- What have your parents told you to do or not to do recently?

2 In your notebook, complete the Phrase Box with the words in the box.

• what • careful • forget • again • law

PHRASE BOX

Giving orders

- Tidy your room now!
- Don't (ever) do that (1) *again!*
- Do (2) *what* I tell you!

Giving instructions

- First / Firstly / Secondly / Then, ...
- Make sure you ...
- Don't (3) *forget* to ...

Giving warnings

- Be (4) *careful!*
- Watch out! / Look out! / Mind out!

Forbidding

- Don't touch the ball!
- You mustn't / must not touch the ball.
- ... is not / isn't allowed. / is forbidden.
- ... is against the (5) *law* / rules.

3 Quickly read the mini-dialogues in exercise 4. Which gaps in the dialogues match these functions?

- 5 A dawanie instrukcji
 2 B składanie gratulacji
 4 C zgadzanie się
 1 D zakazywanie
 3 E ostrzeganie

4 **OPEN TASK** Uzupełnij luki w poniższych minidialogach (1–5) tak, aby otrzymać logiczne i spójne wypowiedzi. Odpowiedzi zapisz w zeszyte.

- 1 X: What are you doing?
 Y: I'm just taking a few photographs.
 X: I'm sorry. Taking photographs *is against* the rules here.
- 2 X: I came first in my race and won a prize!
 Y: *Congratulations! / Well done!* You deserve it!
- 3 X: When's Mum's birthday?
 Y: It's on Wednesday. *Make sure you / So* don't forget!
- 4 X: That decision was completely wrong!
 Y: I *(totally/completely) agree with* you. The referee is awful today.

5 X: Shall I help you?

Y: Yes, please. Firstly, could you bring the rest of the sports equipment out here? And *then I'll / I will* tell you what I want you to do next.

5 Study responses A–E in exercise 6. In what situations might people say these things? What do you think the other person has just said?

6 **05** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszyte.

A	Okay, but be very careful on the road!
B	Yes, of course. Understood.
C	First, you control the ball. Then you choose your moment and shoot.
D	No, sorry. It's not allowed.
E	Their goalkeeper's good at stopping the ball going into the goal.

Speaker 1 **C** Speaker 2 **D**
 Speaker 3 **A** Speaker 4 **B**

7 Study the phrases in the Teen Talk box. How do you say similar things in your own language?

Possible answers:

TEEN TALK

- **Checking if someone has understood instructions:** Got that? / Did you get (all) that? *Czaisz? / Wszystko jasne?*
- **Positive reply:** Got it. / Yeah, think so. / Done! *Czaję. / Kumam. / Tak myślę. / Jasne!*
- **Uncertainty:** Come again? / One more time. / Sorry, I didn't catch that. *Że jak? / Powtórz raz jeszcze. / Przepraszam, ale nie łąpię.*

8 Work in pairs or small groups. What would you say in the following situations? Suggest as many ideas as possible.

- You're in charge of a group of small children. They are not listening to you.
- You need to tell some students to get the gym ready for a match.
- A friend is going to visit you in the afternoon. You need to warn your friend that there is a dangerous dog next door.

Comparison of adjectives and adverbs



▶ VIDEO 20

- Przymiotnik nazywa cechy osób lub rzeczy i odpowiada na pytania: jaki? jaka? jakie?

Stopniowanie przymiotników

- Aby porównać dwie osoby lub rzeczy, użyj przymiotnika w stopniu wyższym oraz słowa *than*.
- Do przymiotników krótkich (jednosylabowych, np. *long, great*) dodajemy końcówkę *-er*, aby utworzyć stopień wyższy, a końcówkę *-est*, aby utworzyć stopień najwyższy.
- W przypadku przymiotników dłuższych (wielosylabowych, np. *interesting*) ich stopień wyższy tworzymy przez dodanie przed nimi *more* (np. *more colourful*), a najwyższy – przez dodanie *the most* (np. *the most colourful*).

This T-shirt is more colourful than the other one.

'Royal Mile' is the most popular restaurant in the city.

Zasady stopniowania przymiotników przedstawia poniższa tabela.

Przymiotniki krótkie (jednosylabowe):		
	Stopień wyższy	Stopień najwyższy
long	longer	the longest
nice	nicer	the nicest
heavy	heavier	the heaviest
big	bigger	the biggest
Przymiotniki dłuższe (dwu- i wielosylabowe)		
expensive	more expensive	the most expensive
Przymiotniki nieregularne		
good	better	the best
bad	worse	the worst

- Przysłówek opisuje sposób wykonania czynności i odpowiada na pytanie: jak? Aby utworzyć przysłówek, dodaj do przymiotnika końcówkę *-ly*, np. *quick - quickly, easy - easily*.

Stopniowanie przysłówków

- Aby utworzyć stopień wyższy przysłówków z końcówką *-ly*, dodaj *more* przed przysłówkiem (*more easily*);
- aby utworzyć stopień najwyższy dodaj *the most* przed przysłówkiem (*the most easily*).

carefully	more carefully	the most carefully
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Uwaga!

Niektóre przysłówki mają taką samą formę, jak przymiotniki, np. *hard, little, early, late, fast*, i tworzą stopień wyższy w ten sam sposób, co przymiotnik, czyli *harder, less, earlier, later, faster*.

Comparative structures

- Aby porównać dwie osoby lub rzeczy, użyj przymiotnika lub przysłówka w stopniu wyższym oraz słowa *than* (niż).

This jacket is nicer than the blue one.

This dress is shorter than the red one.

He can speak German more fluently than other students.

- Aby powiedzieć, że jakaś osoba lub rzecz jest najlepsza, najdroższa itp., użyj przymiotnika w stopniu najwyższym.

That's the tallest building in the town centre.

Sam spends his money the most carefully of us all.

1 In your notebook, write sentences from the prompts using the comparative form of adjectives.

Steve / fast / Stanley

Steve is faster than Stanley.

1 Jake / strong / Bill *Jake is stronger than Bill.*

2 Jill / good / sportswoman / Peggy

Jill is a better sportswoman than Peggy.

3 ski jumping / dangerous / cross-country skiing

Ski jumping is more dangerous than cross-country skiing.

4 ice-skating / nice to watch / boxing

Ice-skating is nicer to watch than boxing.

5 golf / expensive to play / volleyball

Golf is more expensive to play than volleyball.

6 tennis racket / big / table tennis racket

A tennis racket is bigger than a table tennis racket.

2 In your notebook, complete sentences 1–9 with a comparative or superlative form of the adjectives in brackets.

1 In Poland, August is (*hot*) *hotter* than April.

2 Jack is good at maths. Actually, he is (*good*) *the best* in our class.

3 I'm busy at the moment, so maybe we could meet at a (*late*) *later* time?

4 I like this jacket, but it's (*expensive*) *more expensive* than I expected.

5 For me, shopping is one of (*exciting*) *the most exciting* free time activities.

6 Novak Djokovic is one of (*talented*) *the most talented* tennis players in the world.

7 Unfortunately, it's one of (*bad*) *the worst* meals I've ever had in a restaurant.

8 These shoes don't fit. I think I need a (*big*) *bigger* size.

9 The Ice Cream Farm (UK) is (*large*) *the largest* ice cream centre in the world.

- 3 Choose the correct answers and write them in your notebook.
- 1 My cousin drives his sports car very **fast** / **fastly**.
 - 2 The Bears won the match **easy** / **easily**.
 - 3 We were really **sad** / **sadly** after we lost the match.
 - 4 Jack worked **hard** / **hardly** to win the gold medal.
 - 5 Bolt came **late** / **lately** out of the starting blocks, but reached the finishing line first.
 - 6 Some athletes have to practise **near** / **nearly** every day to be champions.
 - 7 Professional athletes often earn very **high** / **highly** salaries.
 - 8 My sister can play tennis really **good** / **well**.

as ... as

- Aby porównać dwie osoby lub rzeczy, użyj konstrukcji **as + przymiotnik/przysłówek (w stopniu równym) + as (tak ... jak)**.
These jeans aren't as nice as the other ones.
I cannot dance as beautifully as my sister.

Too and enough

- Przysłówka **enough** użyj w znaczeniu „dosyć”, „wystarczająco”, po przymiotniku, np.
He isn't fast enough to win the race.
- Przysłówka **too** użyj przed przymiotnikiem lub przysłówkiem w znaczeniu „zbyt”, np.
This smartphone is too expensive for me.

- 4 In your notebook, complete the second sentence so that it means the same as the first. Use **as ... as**. Use no more than three words.

- 1 The red trainers cost £20. The blue ones cost the same.
The red trainers cost **as much as** the blue ones.
- 2 Mike saves some pocket money every month, but Peter hardly ever saves any money.
Peter can't save **as much** money as Mike.
- 3 Jack is the strongest boy in our school.
No other boy in the school is **as strong as** Jack is.
- 4 I find learning English easier than learning Japanese.
Learning Japanese isn't **as easy as** learning English, in my opinion.
- 5 Jason arrived at the meeting at eight. Robert came one hour after Jason.
Robert didn't arrive at the meeting **as early as** Jason.
- 6 I am a worse dancer than my sister.
I cannot dance **as well as** my sister can.

- 5 In your notebook, complete sentences 1–5 with **too** or **enough** and the words in brackets.

- 1 The shop closes at six, so I'm afraid we haven't got **(time)** **enough time** to get there.
- 2 She didn't want to buy the dress because she said it wasn't **(trendy)** **trendy enough**.
- 3 The weather isn't **(warm)** **warm enough** for us to go jogging.
- 4 The cake is **(sweet)** **too sweet** to eat.
- 5 He speaks French **(fast)** **too fast** and I don't understand him.

So and such / What and how

- **So** (tak) stosujemy przed przymiotnikiem lub przysłówkiem
The tea is so sweet.
Maria sang so beautifully.
- **Such** (taki) stosujemy przed rzeczownikami niepoliczalnymi, a **such a/an** przed rzeczownikami policzalnymi, np.
That was such excellent food.
It was such an amazing match.
- Zdania wykrzyknikowe możemy tworzyć za pomocą poniższych konstrukcji:
 - **What** + adjective + noun
What a great athlete! (Jaki świetny sportowiec!)
 - **How** + adjective
How interesting! (Ależ to ciekawe!)

- 6 In your notebook, complete sentences 1–7 with **so** or **such / such a(n)**.

- 1 My friend has a wonderful sense of humour.
He is **such a** funny guy.
- 2 We decided to stay at home. It was **so** cold.
- 3 You shouldn't read **such** magazines! There's nothing interesting in them.
- 4 It was **such an** easy test that we all wrote it in half an hour.
- 5 The sweatshirt was **so** expensive that I couldn't afford it.
- 6 You've got **such** beautiful furniture in your room.
- 7 Agnes played **so** badly that she lost the game.

- 7 In your notebook, complete the sentences with **what**, **what a(n)** or **how**.

- 1 **What a** beautiful butterfly!
- 2 **What a** great trip!
- 3 **How** nice of you to bring the flowers!
- 4 **What a** funny joke!
- 5 **How** interesting!
- 6 **How** silly of me to ask him this question!
- 7 **What an** amazing story!
- 8 **What a** mess!

- 1 Work in pairs. How do you imagine the sports in the pictures are played? Which country do you think they are from? Are they similar to sports played in your country? Use some of these words in the box to help you.

• stick • net • pitch • goal • ball • posts • hit



- 2 **OPEN TASK** Usłyszysz dwukrotnie tekst dotyczący popularnych w Irlandii dyscyplin sportowych. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3. Odpowiedzi zapisz w zeszycie.

- How many players are there in a Gaelic football team? *15/fifteen (players)*
- What is above the net in both sports? *two posts*
- How is the ball in Gaelic football different to the ball in hurling? *It's / It is bigger.*

- 3 Choose the best meaning for each word in bold. Write the answers in your notebook.

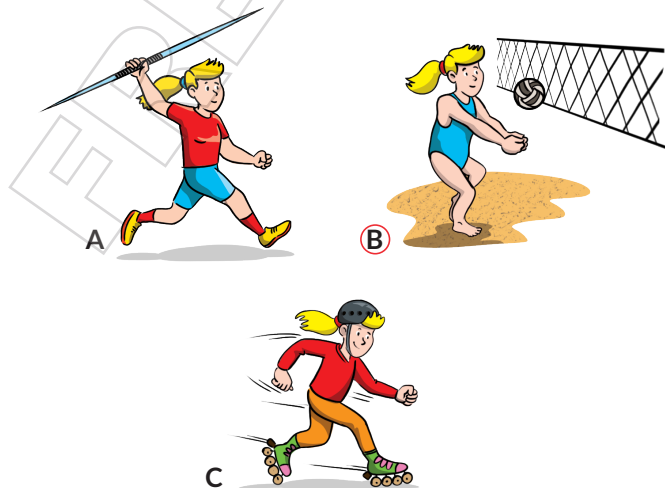
- The first thing I do after a match is wash my kit.
a hair **(b)** clothes
- If you play a match in the rain, you'll probably get very **muddy**.
(a) dirty b clean
- I was running to the tennis court when I **tripped**. I hurt my knee quite badly.
(a) fell b jumped
- When people fall, they usually put their hands out to **protect** their face.
a show **(b)** avoid hurting
- How many **laps** do you have to run in this race?
a minutes **(b)** times around the track

- 4 **07** Usłyszysz dwukrotnie pięć tekstów. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, wybierz właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszycie.

- 1 Where are the people talking?



- 2 What has the girl enjoyed most?



- 3 What time will the match begin?



- 4 What are they mainly talking about?

- (A)** How to skate safely
B A skating accident
C Where to buy equipment

- 5 The girl is

- A warning about accidents in sport.
(B) describing something that happened to her.
C complaining about someone's behaviour.

- 5 Work in pairs or small groups. Do you agree or disagree with these statements? Why?

- We should all try different sports – you might enjoy something new!
- Sports camps are a great idea.
- Every town should have a public swimming pool.

check your GRAMMAR

- 1 Choose the correct answers and write them in your notebook.

Comparison of adjectives and adverbs

- 1 This game is **more difficult** / **difficult** than I thought!
 2 Betty runs **more fast** / **faster** than I do.

Comparative structures

- 3 Throwing the discus isn't as easy **than** / **as** it looks.
 4 George is much better **than** / **from** me so he always wins.

The superlative

- 5 Zack is the **taller** / **tallest** boy in the team.
 6 This is the **worst** / **worse** game in the world!

Too and enough

- 7 He'll never score from there – he's **far enough** / **too far** from the goal.
 8 I don't think I'm **enough tall** / **tall enough** to play basketball.

- 2 In your notebook, complete the sentences with **so**, **such**, **how** and **what**.

So, such, how and what

- 1 After **such** a hard game, we were all exhausted.
 2 Once you try badminton, you'll see **how** exciting it is.
 3 Pete hit the ball **so** far that we couldn't find it.
 4 **What** an exciting tennis match!

See Grammar pp. 28–29 »

- 3 **OPEN TASK** Uzupełnij każde zdanie z luką tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna. Odpowiedzi zapisz w zeszytcie.

- 1 I'm not a good player, but Gary is. **THAN**
 Gary is a **better player than** I am.
 2 By training more, you can run faster. **BE**
 If you trained more, you **would be a** faster runner.
 3 This ball isn't better than that one. **AS**
 This ball is **as good as** that one.
 4 The weather was so hot that we had to stop for a drink. **SUCH**
 It was **such a hot** day that we had to stop for a drink.
 5 I need to be sixteen to join that club – I'm too young. **ENOUGH**
 I'm **not old enough** to join that club – I need to be sixteen.

- 4 **OPEN TASK** Przetłumacz na język angielski podane w nawiasach fragmenty zdań tak, aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność ortograficzna. Odpowiedzi zapisz w zeszytcie.

- 1 Until I tried hockey, I didn't realise (**jak męczący**) **how tiring** it was.
 2 Gregor is (**tak szybki**) **so fast (that)** nobody can catch him.
 3 It was (**za późno**) **too late** for us to get tickets, so we watched the match on TV.
 4 Watching a sport on TV is not (**tak ciekawe jak**) **as interesting as** going to the stadium.
 5 In netball, you (**nie wolno biegać**) **mustn't run / must not run** with the ball.
 6 I'm not (**wystarczająco dobry**) **good enough** to play in the school team.

- 5 In pairs or as a group, discuss the questions.
- In which Olympic events does Poland usually do best?
 - What would you say are the most popular sports in Poland?
 - Which famous Polish sportspeople can you name? What are they famous for?


- 6 **OPEN TASK** Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszytcie odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A bad	B good	C tall
D scored	E short	F won

Jerzy Klempel (1953–2004)

Klempel began his sports career as an ice hockey player but changed to handball in 1970. The highlight of his career was when he represented his country at the 1976 Olympics, where he (1) **D** a total of 23 goals and helped his team get a bronze medal. In the 1980 Olympics, he was the top scorer of the tournament, but the team's performance was not (2) **B** enough to win a medal. At 1 metre, 92 centimetres, Klempel was so (3) **C** that he could jump higher than the other players and shoot above their heads.

- 1 Read the advertisement and answer the questions. *Students' own answers*




COME TO OUR GYM



and we guarantee that you'll feel better. If you don't feel healthier and fitter after one month, we'll give you your money back!

- All you need is half an hour a day.
- You're sure to make friends.
- Keeping fit is fun!



- 1 Why do people go to the gym?
- 2 What sort of things can you do at the gym?
- 3 Why might going to the gym make you feel better?

- 2 Read Bill's blog entry and answer the questions.

x My blog x
x

< previous
18th September
next >

You won't believe it, but I've joined a gym! **C** I joined in order to get fit. **E**

I usually spend half an hour on the exercise bike or the treadmill to build up my legs. **B**

I really like going there because it's cheap and it makes me feel good! **A D**

Which sentence says ...

- 1 what Bill likes about the gym?
I really like going there because it's cheap and it makes me feel good!
- 2 why Bill joined a gym?
I joined in order to get fit.
- 3 what Bill does at the gym?
I usually spend half an hour on the exercise bike or the treadmill to build up my legs.

- 3 The model blog entry in exercise 2 is too short. In pairs, discuss where you could include these sentences to add extra information.

Answers: see exercise 2

- A** I've also met some really nice people.
- B** Then I use the other equipment to make my arms and back stronger.
- C** It's near my house and I go there three times a week after school.
- D** In my next blog entry, I'll tell you about them.
- E** I also wanted to exercise more in order to keep active during the winter months.

Po napisaniu pracy zawsze sprawdzaj, czy mieści się ona w wymaganym limicie słów (50–120). Jeśli jest zbyt długa, ponownie przeczytaj polecenie i wykreśl z pracy zbędne informacje. Jeśli jest zbyt krótka, zastanów się, w jaki sposób możesz dodatkowo rozwinąć informacje podane w poleceniu.

- 4 Read the writing task. Copy the chart into your notebook and use the questions in the box to complete it. Then make notes to answer the questions about each bullet point in the task.

OPEN TASK Od jakiegoś czasu uprawiasz nową dyscyplinę sportu. Piszesz o tym na swoim blogu.

- Wyjaśnij, dlaczego wybrałeś/wybrałaś tę dyscyplinę sportu.
- Opisz zasady, jakie w niej obowiązują.
- Napisz, w jakich zawodach sportowych ostatnio brałeś/brałaś udział.

Post powinien zawierać od 50 do 120 słów.

Can you score points? How?
Where / When was the sporting event?
Why did you choose that sport?
What equipment do you use?
Do you throw / hit / kick a ball?
What happened? Did you win?
What is the aim of sport?

Suggested answer:

	Questions to ask and answer	Your notes
1	<i>Why did you choose that sport?</i>	
2	<i>What equipment do you use? Do you throw/hit/kick a ball? What is the aim of the sport? Can you score points? How?</i>	
3	<i>Where/When was the sporting competition/event? What happened? Did you win?</i>	

- 5 In your notebook, make a paragraph plan for the writing task in exercise 4.

Students' own answers

- 6 In your notebook, match the sentence halves in the Phrase Box.

PHRASE BOX

- 1 You wear a helmet in **c**
 - 2 I go running so **d**
 - 3 I wear knee pads so as **a**
 - 4 You put the ball in the net to **b**
- a** not to get hurt.
b get a point.
c order to protect your head.
d as to keep fit.

- 7 Write the blog entry in your notebook, using your notes in exercise 4, your plan in exercise 5, and some of the phrases in the Phrase Box.

Students' own answers

x My blog x
x

< previous
15th February
next >

Today I'm going to tell you about a sport I've recently taken up.

VOCABULARY, pp. 24-25

Sport / Sport

athletics /æθ'letiks/ lekkoatletyka
baseball /'beɪsbɔ:l/ baseball
boxing /'bɒksɪŋ/ boks
canoeing /kə'nu:ɪŋ/ kajakarstwo
climbing /'klaɪmɪŋ/ wspinaczka
cricket /'krɪkɪt/ krykiet
cycling /'saɪklɪŋ/ kolarstwo
diving /'daɪvɪŋ/ nurkowanie
football /'fʊtbɔ:l/ piłka nożna
golf /gɒlf/ golf
gymnastics /dʒɪm'næstɪks/ gimnastyka
horse-riding /'hɔ:(r)s raɪdɪŋ/ jazda konna, jeździectwo
ice hockey /'aɪs hɒki/ hokej na lodzie
ice-skating /'aɪs skeɪtɪŋ/ łyżwiarstwo
rollerblading /'rɒlə(r) bleɪdɪŋ/ jazda na łyżworolkach
rugby /'rʌŋbi/ rugby
running /'rʌnɪŋ/ bieganie
skateboarding /'skeɪtbɔ:(r)dɪŋ/ jazda na deskorolce
skiing /'ski:ɪŋ/ narciarstwo
snowboarding /'snəʊbɔ:(r)dɪŋ/ jazda na snowboardzie
squash /skwɒʃ/ squash
surfing /'sɜ:(r)fɪŋ/ surfing
swimming /'swɪmɪŋ/ pływanie
table tennis /'teɪb(ə)l tenɪs/ tenis stołowy
tennis /'tenɪs/ tenis ziemny
(beach) volleyball /bi:tʃ 'vɒlɪbɔ:l/ siatkówka (plażowa)
weightlifting /'weɪtlɪftɪŋ/ podnoszenie ciężarów
wrestling /'res(ə)lɪŋ/ zapasy
Sports equipment / Sprzęt sportowy
ball /bɔ:l/ piłka
bat /bæt/ kij (do baseballa, krykieta)
board /bɔ:(r)d/ deska
boots /bu:ts/ buty (np. korki)
club /klʌb/ kij golfowy
costume / trunks /'kɒstju:m / trʌŋks/ strój kąpielowy/kąpielówki
goal /gəʊl/ bramka
goggles /'gɒg(ə)lz/ gogle, okulary ochronne
helmet /'helmit/ kask
net /net/ siatka, kosz (w koszykówce)
racket /'rækɪt/ rakieta
skis /ski:s/ narty
strip /stri:p/ strój sportowca
wetsuit /'wetsu:t/ pianka do nurkowania
Sports facilities / Obiekty sportowe
(athletics / sports) stadium /æθ'letɪks / spɔ:(r)ts 'steɪdɪəm/ stadion lekkoatletyczny/sportowy
(boxing) ring /'bɒksɪŋ rɪŋ/ ring (bokserski)
(dry) (ski) slope /draɪ 'ski: sləʊp/ (sztuczny) stok (narciarski)
(football / rugby) pitch /'fʊtbɔ:l / 'rʌŋbi pɪtʃ/ boisko do piłki nożnej/rugby

(health and fitness / sports) centre /helθ ənd 'fɪtnəs / 'spɔ:(r)ts sentə(r)/ klub fitness/sportowy

(ice-skating) rink /'aɪs skeɪtɪŋ rɪŋk/ lodowisko

(Olympic-size) (swimming) pool /ə'lɪmpɪk saɪz 'swɪmɪŋ pu:l/ basen (olimpijski/pływakki)

tennis / basketball court /'tenɪs / 'bɑ:skɪtbɔ:l kɔ:(r)t/ kort tenisowy/boisko do koszykówki

Sportspeople / Sportowcy

athlete /'æθli:t/ lekkoatleta

boxer /'bɒksə(r)/ bokser

cyclist /'saɪklɪst/ kolarz

diver /'daɪvə(r)/ nurek

footballer /'fʊtbɔ:lə(r)/ piłkarz

gymnast /'dʒɪmnæst/ gimnastyk

runner /'rʌnə(r)/ biegacz

swimmer /'swɪmə(r)/ pływak

weightlifter /'weɪtlɪftə(r)/ sztangista

Sports training and events / Trening i zawody sportowe

athletic /æθ'letɪk/ wysportowany

beat /bi:t/ pokonać, wygrać z kimś

captain /'kæptɪn/ kapitan

catch /kætʃ/ złapać

champion /'tʃæmpiən/ mistrz

cheer /tʃɪə(r)/ wiwatować, wznosić okrzyki

coach /kəʊtʃ/ trener

compete /kəm'pi:t/ konkurować

draw /drɔ:/ zremisować, remis

enter /'entə(r)/ brać udział (w zawodach)

hit /hɪt/ uderzyć

join /dʒɔɪn/ przyłączyć się

kick /kɪk/ kopnąć

lose /lu:z/ przegrać

miss /mɪs/ chybić, nie trafić

player /'pleɪə(r)/ gracz

position /pə'zɪʃ(ə)n/ pozycja

practise /'præktɪs/ ćwiczyć

score goals /skɔ:(r) 'gəʊlz/ strzelać gole

support /sə'pɔ:(r)t/ kibicować

team /ti:m/ zespół, drużyna

throw /θrəʊ/ rzucać

train /treɪn/ trenować

trainer /'treɪnə(r)/ instruktor, trener

win /wɪn/ wygrywać

READING, p. 26

tournament /'tʊə(r)nəmənt/ turniej

professional athlete /prəfeɪ(ə)nəl 'æθli:t/ zawodowy sportowiec

supporter /sə'pɔ:(r)tə(r)/ kibic

referee /refə'ri:/ sędzia (np. w piłce nożnej)

LISTENING, p. 30

get muddy /get 'mʌdi/ pobrudzić się błotem

kit /kɪt/ komplet, zestaw

lap /læp/ okrążenie (np. wokół stadionu)

protect /prə'tekt/ chronić

trip /trɪp/ potknąć się

OTHER WORDS

break a record /breɪk ə 'rekɔ:(r)d/ pobić rekord

bronze medal /brɒnz 'med(ə)l/ brązowy medal

come second /kʌm 'sekənd/ zająć drugie miejsce

crash into sb /'kræʃ ɪntu: səmbədi/ wpaść na kogoś

focused /'fəʊkəst/ skoncentrowany, skupiony

get hurt /get 'hɜ:(r)t/ zranić się

highlight /'haɪlaɪt/ ważny moment

incredible /ɪn'kredəb(ə)l/ niezwykły

involve /ɪn'vɒlv/ obejmować

opponent /ə'pəʊnənt/ przeciwnik

penalty /'pen(ə)ltɪ/ kara, punkty karne, karny

record holder /'rekɔ:(r)d həʊldə(r)/ rekordzista

rule /ru:l/ reguła, zasada (gry)

sports camp /'spɔ:(r)ts kæmp/ obóz sportowy

stage /steɪdʒ/ etap


tactics /'tæktɪks/ taktyka

take turns /teɪk 'tɜ:nz/ zmieniać się

- 1 In pairs or groups, discuss these questions. Give reasons for your answers.
- What do you do to keep fit?
 - Do you prefer individual or team sports? Why?
 - Would you like to take up a new sport? Which one?
 - Do you prefer to do sport for fun or for competition?
 - Have you ever tried or heard of any unusual sports?


- 2 In pairs or groups, talk about the quote below. What does it mean? What sport does it describe? Do you agree with it? Why (not)? *Chess; Students' own answers*

“One bad move nullifies forty good ones.
(I.A. Horowitz)

- 3  **OPEN TASK** Uzupełnij każdą lukę (1–5) jednym wyrazem tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.



This photograph shows two men who are sitting in a boxing (1) *ring*. They are both wearing trunks and special (2) *helmets* on their heads. They look like boxers, but they are not fighting now. In fact, they are playing a (3) *game* of chess. This unusual sport is called chess boxing and involves two different activities: boxing and chess. In order to (4) *win*, a player must be (5) *better* than the opponent at one of those sports.

- 4  Przeczytaj tekst, z którego usunięto cztery zdania. Do każdej luki (1–4) dopasuj zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Odpowiedzi zapisz w zeszycie.

CHES! CHES! CHES!

Fancy seeing a crowd of people cheering “Chess! Chess! Chess!”? – go to a chess boxing fight. It was first played in 2003 in Berlin. The rules aren’t too complicated. Two players take turns to do a round of boxing and then play a four-minute-long game of chess. (1) *B* One player must beat the other either at chess or at boxing.

For first-time spectators, chess boxing may seem a bit strange. (2) *E* The crowd is cheering and supporting their favourite. Then, the players take off their gloves, and sit down at the chess table. They suddenly look calm and focused. (3) *A* But it gets more difficult in the later stages of the match when the players are more tired from the physical rounds of boxing.

Chess boxing is not an easy sport to practise. (4) *C* And if you want to enter professional tournaments, you must be really good at both sports. This hybrid sport* might seem unusual, but it is becoming popular among those who look for new ways to compete and win.

* A hybrid sport is one which combines two or more sports in order to create a new sport.

- A This is not surprising, because speed chess requires the players to concentrate.
- B The boxing rounds, in turn, last three minutes each.
- C You need to train both the body and the mind.
- D Chess boxing may become an Olympic sport in the future.
- E First, you see two people dressed in their boxing strips, fighting fiercely in the ring.

- 5 In pairs or groups, discuss the questions below.
- In your opinion, what is more important in chess boxing: to be good at boxing or to be good at chess? Why?
 - Would you go to see a chess boxing event? Why (not)?
- 6 In pairs, look at the names of other hybrid sports. Talk about the facilities and equipment you think people need to do these sports.
- cycleball a sport similar to football played on bicycles; the ball is controlled by the bike and the head*
 - frisbee golf frisbee golf is played in a similar fashion to ball golf; instead of using a ball and club, a Frisbee is thrown towards a basket which serves as the hole*
 - footvolley a sport which combines aspects of beach volleyball and football, e.g. players are not allowed to use their hands*
 - tennis polo a sport in which players use a tennis ball to score goals by throwing the ball into a goal defended by a keeper who holds a racket*

- 7 In groups, invent a new hybrid sport from the ones you learnt in the unit and present it to the class. Think about:
- how many players will be involved;
 - what the players will have to do to win;
 - what the rules will be;
 - what equipment and/or facilities will be required.


VOCABULARY

- 1 The words in *italics* are in the wrong sentences. In your notebook, put them in the correct sentences.
- Ten teams *missed* *competed* in the tournament, but our team came first and won the trophy.
 - I'd like to be fitter and stronger – that's why I *competed* *joined* the gym.
 - I couldn't go diving with my friends because I forgot to take my *bat* *wetsuit*.
 - Wesley tried to learn how to play cricket, but he didn't even know how to hold a *coach* *bat*.
 - The goalkeeper tried to catch the ball, but he *joined* *missed* it and his team lost the match.
 - One of the boxers was warming up in the *wetsuit* *ring*, waiting for his opponent.
 - Mr Smith is the best *slope* *coach* our team has ever had. No one supported us like he does.
 - Skiing isn't much fun today because there is too little snow on the *ring* *slope*.

GRAMMAR

- 2 Choose the correct answers and write them in your notebook.
- Snowboarding is much easier / *more easier* / *as easy* than I thought.
 - Jill is more athletic and stronger *as* / from / than me.
 - The pitch was such / such a / so wet that the boys couldn't play football.
 - I'm not *so fast* / fast enough / *too fast* to become a runner.
 - Gary is the *most big* / biggest / *more bigger* weightlifter I've ever seen.
 - Roger Federer is *so* / *what* / such a great tennis champion that thousands of fans all over the world admire him.
 - I think cycling is *more boring* / the most boring / *so boring* sport to watch on TV.
 - A tennis court is not *too small* / *small enough* / as small as it may seem.

USE OF ENGLISH

- 3  Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki (1–4). Odpowiedzi zapisz w zeszycie.

10th October, 2020

THE QUEEN OF PARIS



Meet Iga Świątek, a 19-year-old tennis player from Poland, who has just (1) her first Grand Slam tournament in Paris. On her way to victory, she managed to (2) other players without even losing a set. Even if you don't know too much about tennis, you have to admit that this is a great achievement for (3) a young player. Not too many people were able to enter Roland-Garros stadium to watch her play because of the pandemic, but those who were lucky to be there, admired (4) fast and strong she was.

- | | | |
|--|--|---|
| 1 A played | <input checked="" type="radio"/> B won | C entered |
| 2 A cheer | B train | <input checked="" type="radio"/> C beat |
| 3 A so | B too | <input checked="" type="radio"/> C such |
| 4 <input checked="" type="radio"/> A how | B so | C enough |

CUMULATIVE REVIEW

- 4 Choose the correct words and write them in your notebook.

x My blog x

JIMMY'S BLOG – SPORT AND ME

When I (1) have been / was / *am* a kid, I wanted to become a professional basketball player. It's been my favourite sport (2) *for* / *from* / since early childhood. I wanted to be like LeBron James – (3) so / *such* / *how* strong, fast and tall. I (4) used to practise / *practise* / *was going to practise* every day. I didn't (5) *afford* / *shop* / spend my pocket money on anything, just to be able to buy basketball shoes and the (6) strips / *costumes* / *clubs* that LeBron James wore. Unfortunately, I'm not (7) *too tall* / tall enough / *so tall* to play basketball professionally. But even though I'm (8) *short* / shorter / *shortest* than many other boys my age, I am really, really fast. Two years ago, my PE teacher suggested that I (9) *will* / should / *can* try table tennis. It turned out that I'm really good at it. I still watch a lot of basketball, but I love playing table tennis, too. I've already (10) *beaten* / *passed* / won quite a lot of tournaments! Does anyone have a similar story to tell? Share it!

VOCABULARY

- 1 In your notebook, match each pair of words to a person. Then add one more word to each pair.

Suggested answers in brackets:

- | | |
|--|--------------------|
| e 1 instrument, orchestra (<i>concert</i>) | a swimmer |
| b 2 stage, theatre (<i>play</i>) | b actor |
| d 3 clothing, runway (<i>collection</i>) | c tennis player |
| h 4 portrait, colours (<i>brush</i>) | d fashion designer |
| a 5 pool, goggles (<i>trunks</i>) | e musician |
| f 6 stadium, track (<i>lap</i>) | f runner |
| g 7 pitch, team (<i>strip</i>) | g footballer |
| c 8 racket, ball (<i>court</i>) | h painter |

- 2 In your notebook, complete sentences 1–8 with the words in the box.

• put • draw • perform • catch • cheer • beat
• set • score

- The novel is *set* in London during the 1960s.
- Michelle is going to *perform* a dance in the school concert.
- She used a pencil to *draw* the landscape.
- We've decided to *put* on a play at the end of term.
- Mark tried to *catch* the ball but dropped it at the last moment.
- If they *score* one more point, they'll win the game.
- Our team might win if we *cheer* loudly for them.
- You won the last game, but I'm going to *beat* you in the next.

- 3 Choose the correct answers and write them in your notebook.

- Helen is taking a class to learn how to take better pictures.
a drama b drawing photography
- I love the to this film – I could listen to it all day.
a plot b sketch soundtrack
- The characters in the book were interesting, but I thought the was a bit boring.
a article plot c performance
- My mum is a and writes for a national newspaper.
a presenter journalist c headline
- They're opening a new fitness in my neighbourhood.
 centre b stadium c rink

- If you're going to ride a bike, you need to wear a .
a kit helmet c board
- Jack wants to a gym in order to get fit.
 join b support c enter
- We're going along the river this weekend.
a surfing b skiing canoeing

GRAMMAR

- 4 In your notebook, complete sentences 1–8 with the words in the box.

• such • soon • how • after • enough • so
• until • too

- I'll practise my flute *until* it's time for dinner.
- The play will start as *soon* as everyone's seated.
- Her performance was *so* incredible that the audience stood and clapped.
- Once you play tennis, you'll learn *how* hard it is.
- It's *too* wet to train outdoors today.
- She wasn't fast *enough* to win the race.
- You can practise your guitar *after* you do your homework.
- It was *such* a terrible concert that they wanted their money back.

- 5 In your notebook, complete sentences 1–10 with the correct form of the words in brackets. Write no more than three words in each gap.

- They usually cancel the parade if it (*rain*) *rains*.
- If we arrive at the theatre late this evening, we (*not get*) *will not / won't get* good seats.
- Swimming as a sport is not as (*fun*) *fun as* it looks.
- The lead actress was (*tall*) *taller* than all the other people on stage.
- If the gallery doesn't sell your paintings, what (*do*) *will you do*?
- Do you think science is (*exciting*) *more/less exciting than / as/so exciting as* art?
- That is (*bad*) *the worst* song I have ever heard!
- I'll call you when I (*get*) *get* home after the play this evening.
- If you were rich and famous, (*you / move*) *would you move* house?

USE OF ENGLISH

- 6 **OPEN TASK** Uzupełnij każdą lukę (1-4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. Odpowiedzi zapisz w zeszytcie.



This is a photo of me with my teammate Patrick at a (1) **baseball** match. Patrick is on the right of the picture, and as you can see, he's a little (2) **taller/bigger** than me. Of course, he's 13 and I'm only 11. We're (3) **happy/smiling** in the photo because we won our match that day against the other team. Next week, we're going to play against a tough opponent, the Tigers. I (4) **hope** we do well!

- 7 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1-3). Zapisz w zeszytcie odpowiednią literę (A-F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A continue B main C performers
D presenters E stand F top

★ ARE STARS PAID TOO MUCH? ★

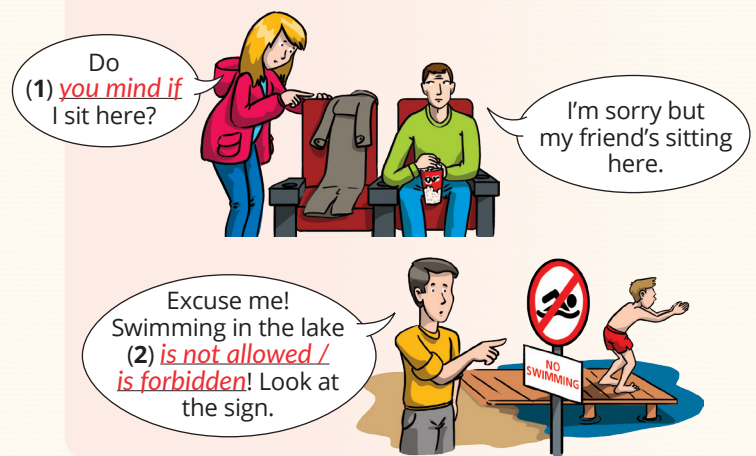
In film, music, and sport, the best (1) **C** are paid millions every year to entertain us. Some people believe they're worth it. People will spend money on a film if their favourite actor is in the (2) **B** role. The same is true for sporting or musical events. When a famous singer puts on a concert, some fans will (3) **E** in a queue for hours to get the best tickets. If people want to pay a lot of money to see a star, shouldn't that star be well-paid? What do you think?

LANGUAGE FUNCTIONS

- 8 Do każdej z opisanych sytuacji (1-3) dobierz właściwą reakcję (A-C). Odpowiedzi zapisz w zeszytcie.

- Wybierasz się na mecz piłki nożnej z tatą. Chcesz zaprosić swojego kolegę. Co powiesz?
 - A May I go to a match with my friend?
 - B** Can I invite a friend to join us?
 - C Are you planning to invite my friend?
- Twoja koleżanka pyta cię, jak nakręcić film na YouTube. Co powiesz, aby jej to wyjaśnić?
 - A Here's a good webcam.
 - B** First, you need a good webcam.
 - C I recently bought a new webcam.
- Twój kolega zaprosił cię na koncert, ale nie ma czasu odebrać biletów. W jaki sposób zaoferujesz mu pomoc?
 - A** I'll go and collect the tickets if you want.
 - B Go and collect the tickets.
 - C We should get the tickets soon.

- 9 **OPEN TASK** Uzupełnij dialogi. Wpisz w każdą lukę (1-2) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Odpowiedzi zapisz w zeszytcie.



WRITING

- 10 Read the instructions and do the writing task. *Students' own answers*

OPEN TASK Niedawno wzięłeś/wzięłaś udział w szkolnym przedstawieniu. Napisz wpis na bloga.

- Opisz, o czym był spektakl i jaką rolę w nim grałeś/graaś.
- Napisz, jaka była reakcja publiczności.
- Zachęć czytelników do obejrzenia nagrania wideo z przedstawienia na YouTube.

Post powinien zawierać od 50 do 120 słów.

