

**НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ФІЗИЧНОГО ВИХОВАННЯ
І СПОРТУ УКРАЇНИ**

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(АНГЛІЙСЬКА)**

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Підручник створений на матеріалі аутентичних анломовних текстів й аудіозаписів носіїв мови. Він слугує основою для практики професійної комунікації в сфері фізичної культури. Добірка різноманітних вправ цієї розробки спрямована на розвиток мовленнєвих навичок сприйняття й розуміння загальних і спеціальних текстів, а також формування вмінь читання, слухання, говоріння і письма у повсякденному і професійному англійськомовному середовищі.

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ПЕРЕДМОВА

Пропонований Вашій увазі підручник створений на основі оригінальної фахової англomовної літератури, а саме: автентичних текстів й аудіозаписів, – і представляє авторське бачення мовної специфіки професійного спілкування у сфері фізичної культури і спорту в міжнародному контексті.

Підручник спрямований на розвиток мовленнєвих навичок сприйняття і розуміння англomовних текстів і формування вмінь читання, слухання, говоріння і письма у професійному колі з урахуванням Загальноєвропейських рекомендацій з мовної освіти (рівень B1-B2). Відтак, робота за пропонованою авторами методикою вивчення англійської мови сприяє формуванню загальних та фахових компетентностей зі спеціальності, як-от: здатність спілкуватися іноземною мовою для оволодіння сучасними знаннями з фаху: здатність діяти експертно для безпосереднього професійного розвитку; здатність використовувати широкий спектр міждисциплінарних зв'язків для забезпечення якісного освітнього процесу.

Структурно ця розробка містить 9 розділів, кожен з яких інформаційно співзвучний із робочою програмою навчальної дисципліни «Іноземна мова» для здобувачів вищої освіти ступеня бакалавра, які навчаються за спеціальністю 017 Фізична культура і спорт.

Теоретична складова підручника виявляє знання граматичного та лексичного матеріалу, здобуті студентами під час багаторічного опанування англійської мови, та спрямована на аналіз і систематизацію цієї інформації у контексті розвитку їхніх комунікативних вмінь міжкультурної взаємодії в галузях спорту й охорони здоров'я.

Практичний компонент розробок стосується виявлення комунікативно-прагматичної цінності повсякденного і професійного спілкування майбутнього фахівця в сфері фізичної культури і спорту. Відтак, система лексико-граматичних і мовно-стилістичних вправ, яка доповнює автентичні тексти завданнями репродуктивного і творчого характеру, слугує для розвитку навичок усного та письмового мовлення здобувачів з опорою на сприйняту інформацію. Запропоновані завдання мають навчальний, тренувальний і контролюючий характер. За формою вони співвідносні із тестовими завданнями єдиного вступного іспиту (ЄВІ), виконання яких сприяє підготовці здобувачів до складання вступного іспиту для подальшого навчання і здобуття вищої освіти ступеня магістр.

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Chapter I

LET'S BE ACQUAINTED



Practical Lesson 1.1 NICE TO MEET YOU!

Lesson objectives:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.

LEAD-IN. Discuss the following statements.

1. Greetings and introductions are the first words we say to people we meet...
2. How to introduce yourself in a class...
3. How to introduce yourself in casual situations...
4. How to introduce yourself in a meeting at work...
5. Do you want to meet new people?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. Read aloud, translate and remember the key words and expressions.

Words and expressions

- first name = Christian name
- second name = middle name
- family name = surname = last name
- maiden name
- nationality
- residence
- marital status
- signature
- occupation = trade = profession = job = work

- childhood
- age
- Permanent address
- Temporal address
- major
- mark
- entrance examination
- team sport
- birth
- let's be acquainted
- competition = contest
- education
- faculty
- department
- residential area
- child = kid
- employer
- suburbs = outskirts
- relatives = relation
- application
- to introduce
- to be born
- to be interested in
- to take part = to participate
- to decide
- to apply for
- to enroll
- to enter,
- to pass (to take, to fail) exams
- to be fond of
- to choose
- to dream
- to graduate from
- to leave
- to finish
- to go in for sport = to take up sport
= to practice sport = to engage in sport
- to be acquainted, to get acquainted
- to combine

Task 1.2 *When introducing oneself a person may do it not only in daily conversation, but also in writing. A CV is short for the Latin phrase “curriculum vitae” meaning “course of life”, i.e. a detailed document highlighting your professional and academic history.*

Read and analyze a Curriculum Vitae (CV) example. Write your own Curriculum Vitae (CV). Mind that you are not obliged to use Personally Identifiable Information (PII)!

	CURRICULUM VITAE
Name	Petro Ostapenko
Address	Ivan Franko St., 9
Telephone	2357692 (home), 763257 (work)
Date of birth	3 June 1978
Marital status	Single
Photograph	Enclosed
Education	Secondary school in Lviv 1985-1995 Lviv Commercial Academy
Subjects studied	Mathematics, Computer, Programming, Principles of Business, Law, Principles of Accounting, Finance, Management, Statistics, Economics, English, Ukrainian, German

Spare time activity	I like reading novels, enjoy walking and listening to music; I am interested in current affairs so I like listening to the news.
Additional information	I am a trustworthy person, reliable and honest. I have a wide range of skills and experience. I mix well with people of all ages. I believe I have the experience and the skills that will enable me to carry out any task required of me.

Task 1.3 Complete your identity card as a part of the application form.

*An **application form** - a form that you complete in order to apply for a job, a place on a course, etc.

IDENTITY CARD

First name (Christian name)

Surname

Date of birth

Nationality

Marital status (single / married)

Permanent address

Temporal address

Occupation

Date Signature

II. READING COMPREHENSION

Task 2.1 *READING FOR GENERAL INFORMATION. Read the text. Reading out loud improves your spoken fluency! Translate the text.*

LET'S BE ACQUAINTED

Let me introduce myself. My first name is Victor. My second name is Ivanovych. My family name is Petrenko. I am 17. I'm Ukrainian. I am not married yet. I was born in Kyiv, and I have been living there since my childhood. When I was 7 I started schooling. At school I was much interested in sports. First I took up swimming, then I practiced various team sports and only at the age of 14 I began to engage in basketball. It became my favourite one and I often took part in different competitions.

As I successfully combined study and sport I decided to enter the National University of Ukraine on Physical Education and Sport. After school I applied for the NUUPES, passed my entrance examinations with good marks and was enrolled to the University.

Now I am a first year student of the Olympic and Professional Sports Faculty. I like playing tennis and football, I am fond of swimming in summer and skiing in winter, but my major is basketball.

I dream to become a highly-qualified specialist in the field of sports. When I graduate from the National University of Ukraine on Physical Education and Sport and get a diploma, I'll strive for a successful career.

Task 2.2 *Answer the questions:*

- a. What is your first / second / name?
- b. How old are you?
- c. Do you come from Ukraine?
- d. When did you go to school?
- e. When did you finish school?
- f. What university did you decide to enter?
- g. Where do you study at now?
- h. What year student are you?
- i. What sport does you like and why?
- j. What does the NUUPES stand for?

Task 2.3 *READING FOR DETAILED INFORMATION. Reading will help you to improve your understanding of the language and build your vocabulary.*

- a. Read and translate the text in writing.
- b. Ask and answer the questions on the text.
- c. Make a list of all unknown words (the hard words or phrases), and Translate all your unknown words or phrases.
- d. Analyze a text and take part in discussion of the text.

Note: How to analyze a text?

- Read or reread the text with questions in mind.
- Marshal (Marshal - to bring together or organize people or things in order to achieve a particular aim) basic ideas, events and names.
- Think through your personal reaction to the text. Identify and consider most important ideas.
- Return to the text to locate specific evidence and passages related to the major ideas.

COMMUNICATION IN THE USA

Stage A

“INTRODUCTIONS AND FORMS OF ADDRESS”

In the US, there are generally three titles which can be used for women (Ms., Miss and Mrs.) and one which can be used for men (Mr.). These titles are used before last (family) names. The title “Mr.”, with the last name, can be used to refer to any man. The title “Mrs.”, used to refer to a married woman, is usually followed by the last name of her husband (Mrs. Smith, for example, wife of John Smith). The title

“Miss”, followed by a family name, is used for some unmarried women. However, the title “Ms,” which has come into use during the past twenty years, is neutral and used to address to either a married or unmarried woman.

The title “Dr.” is used in academic or medical settings as the title for those who have a high university degree (for example, Ph.D. or M.D., respectively).

In the US, when introductions are made in a formal or professional setting, titles are generally used. In formal situations, people are often introduced on a first-name basis. In the US, people tend to be informal. People may, for instance, address each other by their first names, even in professional settings.

A very common way to start a conversation is to talk about the weather. When you’re travelling, remember that there is considerable variation in climate in the US.

People often ask about health out of politeness. This is a very common way to begin a conversation.

Stage B

PERSONAL SPACE AND HANDSHAKING

In the US, the concept of individuality is connected with rights to privacy and personal space. Personal space is an empty space between an individual and other people in which the individual is free to move and which others cannot violate. People in the US tend to guard their personal space and often feel that those who do not respect it are being offensive, invasive or too intimate. Generally, people in the USA stand about two feet (about 18 cm) apart from one another, whenever possible. This is true when people are conversing, waiting in line (especially in banks), or on public transportation.

Standing closer is usually allowed for those with whom one is more intimate. Thus, when two people are introduced, the only appropriate form of physical contact is a handshake. The handshake, with right arm extended forward horizontally, allows personal space to be maintained. Other forms of physical contact (such as touching the elbow, shaking a person’s left hand with your right hand, or kissing the hand) are considered too intimate. People in the US shake hands when they are first introduced to someone, and when they haven’t seen an acquaintance for a long period of time.

When one is introduced to someone, handshaking is often appropriate. In general, people in the US shake hands more often than Europeans. People (men and women) usually shake hands when introduced in business or professional situations. In casual situations (such as one friend introducing a peer to another peer) men usually shake hands. For women in similar situations it is not customary to shake hands but, occasionally, some do.

Stage C

AT FORMAL OR INFORMAL GET-TOGETHERS

When people in the US have company or when they’re invited to formal or informal get-togethers, they usually make a point of trying to make others feel comfortable and relaxed. On the whole, they tend to be informal. Men shake hands,

but usually only when they're introduced. Male friends and business associates who haven't seen each other for a while may shake hands when they say hello. Women usually don't shake hands when being introduced to each other. When a woman and a man are introduced, shaking hands is up to the woman. Americans rarely shake hands to say goodbye, except on business occasions.

American women are used to being independent. They are used to going places by themselves, earning their own money, and often living alone. Sometimes they will ask men for help, but they usually don't want to be protected. Since the women's movement started, it's not always clear whether women expect men to open doors or help them into their coats. American women may start conversations with men or even ask them to dance.

There are a lot of Americans who don't smoke or drink, and many who don't want people to do those things in their houses. It's always best to ask permission before you bring alcohol to a dinner or before you light up a cigarette, if you're with people you don't know very well. Non-smokers have become more militant about smoking in public places. Many restaurants, for instance, have established special sections for smokers.

House guests may bring gifts when they come to visit, and they offer to help in some way. As a guest, you may want to ask your host or hostess if there's anything you can do to help in the kitchen. In many cases, the gesture is more important than actually helping. You may also want to take your friends out to dinner at the end of your stay, but it's not expected for you to do so.

III. SPEAKING PRACTICE

Task 3.1 MAKING UP A MONOLOGUE.

1. *Translate the words into English*
2. *Make up 1 sentence in English with every word from the word-lists.*
3. *Write an introduction about yourself (15 sentences) in English with these words.*

- дозвольте представитися
- ім'я,
- прізвище
- у віці 7 років
- займатися спортом
- народитися,
- з дитинства,
- захоплюватися,
- хороші оцінки
- вступати до університету
- бути зарахованим до університету
- першокурсник
- вступні іспити
- успішно
- НУФВСУ
- подавати заяву до
- мій майбутній фак
- мрію стати

Task 3.2 MAKING UP A DIALOGUE.

- *Read (out) the dialogue in pairs.*
- *Make up your own dialogue(s) on given topic (in pairs)*

Dialogue A:

WHAT IS YOUR NAME?

- What is your name?	- Excuse me.
- My name is Alec D. Spencer	- Yes? (What is it?)
- Say it again, please. Rather – spell it.	- I think we know each other.
- S-p-e-n-c-e-r.	- Well, I don't know you. Who are you?
- Good. What does the letter D stand for?	- I'm Bob Pitkin and you are Peter Small.
- The "D" stands for "Douglas". Must I spell that, too?	- I'm afraid you are mistaking me for another man. I'm Ted Miller.
- No, you needn't. Thank you, that's all right.	- Oh, I'm awfully sorry. I beg your pardon.
	- That's all right (O.K.)

Dialogue B:

"DO YOU SPEAK ENGLISH?"

- Do you speak English?
- Yes, a little.
- Do you speak German?
- No, I don't. But I speak Spanish.
- Are you from Spain?
- No, I'm Ukrainian.

Dialogue C:

"WHERE DO YOU LIVE?"

- I'm glad to meet you, Valery. I'd like to make friends with you. Please put down my address. I'll be happy to receive a letter or a postcard from you.
- And you must write down mine. I'll gladly correspond with you.
- Robert W. Scott, 16, East Street, Salisbury, England
- Thank you, Bob. Now put down my address. Valery Denisov, House 5, Flat 80, Matrosov Street, Kharkiv, Ukraine.
- Thank you very much. I'll send you a postcard as soon as I return to Britain

Practical Lesson 1.2 UNIVERSITY LIFE

Lesson objectives:

- to use vocabulary on the topic;
- to develop speaking skills.

LEAD-IN. *Discuss the following questions and statements.*

1. What is a university life?
2. How is university life different from school life?
3. What is it like to be a university student?
4. According to statistics, people create the largest number of lifelong friendships at the university...
5. One of the first challenges you may face in university is missing home.
6. You may have difficult classes, more homework, and you're now responsible for managing your own time.
7. From new friendships to romantic relationships, university is a time to meet new people and have new experiences.



I. VOCABULARY

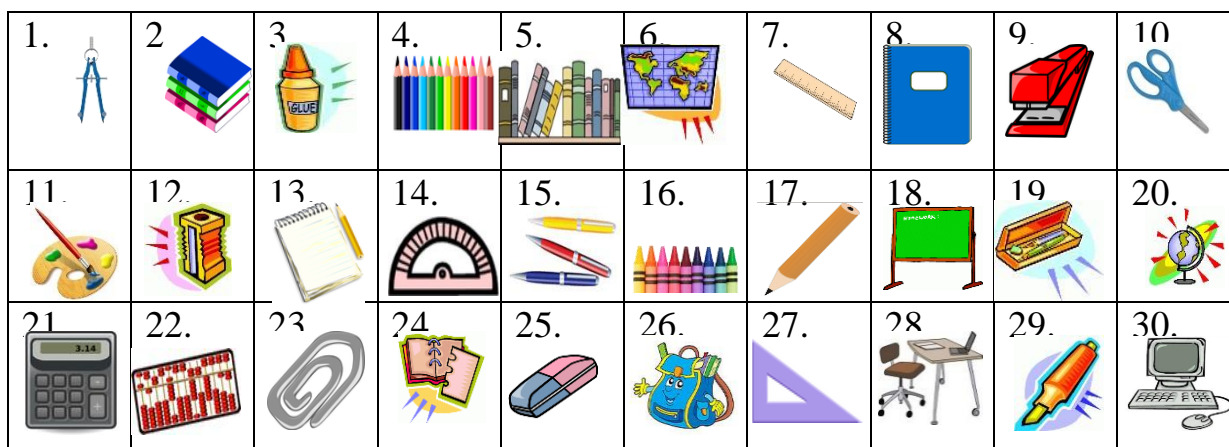
Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

- dean
- term = semester
- credit-test
- curriculum (curricula)
- scholarship = grant
- campus
- freshman
- sophomore
- degree
- to divide
- to take (pass, fail) an exam
- up-to-date = modern
- spacious
- numerous
- multi-storey
- advanced
- non-residential
- correspondence
- Outdoor
- indoor
- academic
- day-time = full-time
- optional
- pilot = leading = principal
- Subjects:
- social and humanitarian sciences
- treatment of sports injuries and massage
- biochemistry
- psychology

- pedagogics
- biomechanics (kinesiology)
- theory and teaching methods of a particular sport
- physiology
- hygiene
- sports medicine
- Olympic sports
- foreign languages: English, German, French, and Spanish
- University sport facilities:
 - a swimming pool,
 - a rowing pool,
 - a shooting gallery,
 - a ski base
 - a cycling track
 - a gymnasium (gymnasia)
 - a fencing (boxing, weightlifting, basketball, volleyball, handball, wrestling) hall
 - a billiard room
 - Fitness Center “Olympic Style”.

Task 1.2 Study the words related to stationary. Write the words under the pictures.



Globe, map, pencil, marker, paint and brush, triangle, stapler, bookshelf, calculator, blackboard, crayons, clip, eraser, sharpener, schoolbag, copy-book, scissors, glue, abacus, coloured pencil, protractor, ruler, pen, notepad, computer, pencil case, calendar, books, desk, compass

II. READING COMPREHENSION

Task 2.1 *READING FOR GENERAL INFORMATION.*

Read and translate the text. Study the key vocabulary to complete task 2.2.

The National University of Ukraine on Physical Education and Sport

General Background

The National University of Ukraine on Physical Education and Sport was founded in Kharkiv on May 20, 1930. By the Government’s decision it moved to Kyiv in March of 1944 and since that time it is located in the very center of the city.

The Aims and Objectives

The NUPESU is a leading teaching and research establishment in a field of physical education and sport not only in Ukraine but whole Europe. It trains highly qualified experts in the field of physical education and sport – PT teachers, coaches in different sports, sport managers, specialists on recreation and fitness, physical rehabilitation, exercise psychology and physiology, biomechanics.

Infrastructure - academic and sporting facilities

Nowadays the University occupies the premises of several multistorey academic buildings in Fizkultury Street 1 near the National Sports Complex “Olympyisky”. At the students’ disposal there are modern classrooms, various lecture halls, first-class laboratories, up-to-date computer facilities, a good library with a spacious reading room, a conference hall, canteens, the University polyclinics, the Museum of University Sport Glory, not speaking about the numerous outdoor and indoor sporting facilities.

All students can enjoy free access to the University sports halls and gyms, a swimming pool, a rowing pool, a shooting gallery, and a newly constructed Physical Fitness and Rehabilitation Center “Olympic Style” where the latest achievements of advanced sports technology have been implementing into practice.

Besides the students can perfect their sportive skills at the University ski base in Golosiyevsky Park, the rowing station on Trukhanov Island, a cycling track, etc.

The NUUPES provides its non-residential students with accommodation in several comfortable hostels.

Structure

The present structure of the University includes four faculties: Olympic and Professional Sport Faculty; Sports Faculty; Faculty for Recreation, Physical Rehabilitation, and Sport Medicine; Faculty for Correspondence Study and Post-Diploma Education.

With billiards as an Olympic sport the University Billiards School has launched a program on training billiards specialists for competitive and recreational activity. It has become possible owing to the efforts of top international billiards experts and remarkable billiard equipment donated by the world class sporting equipment manufacturers.

The University’s Post-Graduate and Doctorate Courses are intended for those actively engaged in research work.

At the head of each faculty there is a dean. The whole University is run by a rector.

Educational Process

A course of study lasts 4 years at the full-time department and 5 years at the correspondence faculty. Each academic year begins on September 1 and is over in June. It is divided into two terms. At the end of each semester the students are to take their credit-tests and exams. Having passed the exams the students enjoy their holidays. Almost all the students get scholarship.

Curriculum

The University curricula include taught courses in optional and compulsory subjects, such as: social and humanitarian sciences, psychology, pedagogics, history of physical culture, biomechanics, anatomy, physiology, biochemistry, statistics, hygiene, sport medicine, treatment of sport injuries and massage, one of the foreign languages – English, German, French, Spanish, and naturally many kinds of sport.

Sports Glory

There is a good tradition for elite sportsmen to study at the NUPESU. Here they can learn to use the latest research achievements of science to further improve their sports performance. Science helps them to realise their potential.

The University students and graduates successfully compete in all top international sporting events. They have already won 244 Olympic medals – 102 gold, 65 silver and 77 bronze ones. The names of L. Latynina, B. Shakhlin, I. Deryugin, V. Borzov, Yu. Sedykh, V. Klychko, V. Oleynik, etc. are well known throughout the world. The NUUPES Sports Glory Museum keeps a vivid record of their sporting feats.

The students of the National University of Physical Education and Sports of Ukraine are proud of their Alma Mater and wish it all prosperity in the third millenium.

Task 2.2 *Translate the words into English with the reference to the text above.*

- мати вільний доступ
- спортивна майстерність
- фізіологія,
- веслярська база
- декан
- за рішенням уряду,
- надавати проживання,
- знаходитися,
- просторий
- навчальний рік,
- навчальний корпус
- залік
- навчальна програма університету
- викладач фізкультури
- стипендія
- бути у розпорядженні
- готувати висококваліфікованих фахівців
- насолоджуватися канікулами
- приїзджі студенти
- їдальня у закладі
- музей спортивної слави університету
- тир
- лікування спортивних травм та масаж
- спортивні споруд,
- курс навчання
- психологія
- більярдний інвентар

Task 2.3 *READING FOR DETAILED INFORMATION. Read the text again and answer the following questions:*

1. When and where was the NUUPES founded?
2. What specialists does the NUUPES train?
3. What rooms and facilities are at the disposal of the University students?
4. Describe a structure of the NUUPES.

5. Which faculty do you study at? Who is your dean?
6. What year student are you?
7. How long does a course of study last?
8. Do you get a scholarship?
9. Which of the curriculum disciplines do you study this year?
10. What is your favourite subject? Why?

III. SPEAKING PRACTICE

Task 3.1 *MAKING UP A DIALOGUE.* Read (out) the dialogue in pairs. Make up your own dialogue(s) on given topic (in pairs)

UNIVERSITY LIFE

- Hello, Ann. Haven't seen you for ages. What are you doing now?
- Hi, Kate. I'm studying at the National University of Ukraine on Physical Education and Sport.
- Are you, really? What are you doing?
- I'm doing physical rehabilitation.
- How interesting! You know my sister is leaving school this year and her dream is to enter this University. Will you tell me some words about your university?
- Most willingly. What are you interested in?
- What disciplines are you doing?
- Anatomy and biochemistry, physiology and psychology, humanitarian ones, English, history and methodology of different sports.
- Which of them do you find more difficult?
- English grammar is easy but pronunciation is my weak point. I have to work hard at it in the language laboratory. On the whole, English is easier in my opinion than biomechanics.
- How long will your course run?
- Five years. In the third and fourth years we'll have our practice.
- How many periods do you have daily?
- As a rule we have one or two lectures, then a seminar or a class in English.
- Is it a hard job to study at your university?
- If you don't miss classes and work regularly you are sure to make a good progress.
- Do the students sometimes fail at the exams?
- They do, if they work by fits and starts.
- Thanks a lot for this useful information.
- You are welcome.

Task 3.2 *MAKING UP A MONOLOGUE.*

Basic situation: You meet students from Britain (the USA, Canada) at your university. Describe to them the structure of the University

Task 3.3 *Create a presentation at English Class!*

The topic of your presentation is

“The National University of Ukraine on Physical Education and Sport”

How to prepare for a presentation!

- Create a presentation in PowerPoint (5-7 pages) (PowerPoint is an excellent tool to support your presentation with visual information, graphics, and supplemental points).
- All types of presentations consist of three basic parts: the introduction, the body, and the conclusion.
- Practice your presentation ahead of time.
- Read and revise your presentation.
- Each presenter will be given a time slot of 3-8 minutes in total, which is distributed as 5 minutes of presentation and 3 minutes of answering questions from the auditorium.

Practical Lesson 1.3 DAILY ROUTINE

Lesson objectives:

- to talk about daily routines in general using the Present Simple Tense. The verb *to be* in the Present Simple Tense;
- to learn topic-based vocabulary.

LEAD-IN. Discuss the following questions:

1. What do you do every day?
2. What are some of the daily activities that you do in your everyday life?
3. How have your daily habits changed when you became a student?
4. What activities take up most of your time every day?
5. What time do you arrive at university or work? Are you ever late?
6. How much time do you spend on-line each day? Is it too much?
7. How do you like to relax in the evenings?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. Read aloud, translate and remember the key words and expressions.

DAILY ROUTINE

- alarm-clock,
- early-riser ('early bird')
- night owl'
- lesson = class,
- dessert = sweet, course
- morning exercises
- subway = metro = underground
- duty
- facility
- fiction,
- to relax
- to make up one's mind,
- to cope = to deal = to manage
- to improve
- to collect
- daily routine
- morning hygienic procedure
- to do shopping
- to take smb. out for a walk
- to be boring
- to be in a hurry
- to have a snack
- to be looking forward to
- to go jogging,

Task 1.2 Match the words on the left and on the right to create collocations.

1. feed the _____	a. shower
2. pay the _____	b. table
3. set the _____	c. trash
4. wake _____	d. up
5. close the _____	e. TV
6. fall _____	f. door
7. write a _____	g. teeth
8. sweep the _____	h. work
9. open the _____	i. coffee
10. brush your _____	j. clothes
11. iron your _____	k. dressed
12. take a _____	l. dishes
13. go to _____	m. floor
14. get _____	n. shopping list
15. watch _____	o. mail
16. eat _____	p. table
17. drink _____	q. breakfast
18. wash the _____	r. cat
19. take out the _____	s. bills
20. set the _____	t. asleep

II. READING COMPREHENSION

Task 2.1 *READING FOR GENERAL INFORMATION.*

Read and translate the text. Study the key vocabulary to complete task 2.2.

MY WORKING DAY

On weekdays my working day begins early in the morning. I am an early-riser. I get up at six o'clock. I do my morning exercises, clean my teeth, wash and dress. At a quarter past seven I have my breakfast – two sandwiches with butter and ham, one egg and a cup of tea. After that I listen to the latest radio or TV news and go to the University. My University is in 15-minute walk.

Normally we have three classes a day. They begin at exactly 9 a.m. and are over at twenty five minutes to three. If I have no other activities after classes I go home. At home I have dinner - a soup for the first course, some fish or meat with vegetable as the main one, juice or fruit for a desert.

After a short rest I start doing my homework. As a rule, it takes me about three or four hours to cope with them properly. Sometimes I do our shopping. Three times a week I have my swimming training in the University swimming-pool.

Once or twice a week I have private English lessons to improve my spoken English. From time to time I go to the library and work in its reading-room. I like to prepare my home assignments there because there is always necessary literature at

my disposal there. When I have free time I like to spend it with my friends. If an interesting program is on I watch TV.

After having supper (dinner), I have a bit of reading some newspapers, magazines or fiction. Then I tell everybody “Good night”, wish sweet dreams and go to bed.

Task 2.2 *Answer the questions with the reference to the text above:*

1. Are you an early-riser?
2. When do you get up as a rule on weekdays?
3. Do you do your morning exercises?
4. How long does it take you to go through morning hygienic procedure?
5. When do you have your breakfast?
6. What do you have for your breakfast?
7. When do you listen to the latest news?
8. You go to the University in the afternoon, don't you?
9. Do you go to the University on foot or by subway?
10. How long does it take you to get to the University?
11. How many lessons a day do you usually have?
12. Which subjects do you take today?
13. At what time are your classes over?
14. What do you do after them?
15. When and where do you have your dinner?
16. What do you have for dinner?
17. How long does it take you to do your homework?
18. What are your duties at home?
19. What kind of sport do you go in for?
20. How often do you train?
21. Why do you have private English lessons?
22. Do you go to the library?
23. Why do you like to work over you home-assignment in the reading-room?
24. How do you spend your spare time?
25. Do you often watch TV?
26. Are you fond of reading?
27. What do you prefer to read?
28. When do you go to bed?

Task 2.3 *READING FOR DETAILED INFORMATION. Reading will help you to improve your understanding of the language and build your vocabulary.*

1. *Read the text carefully. Reading out loud improves your spoken fluency!*
2. *Translate texts*
3. *Make a list of all unknown words (the hard words or phrases), and Translate all your unknown words or phrases*

How to Organize Your Workday and Avoid Getting Overwhelmed!

These days, it feels harder than ever to stay on top of everything. Balancing your work responsibilities with those of your day-to-day life can sometimes feel impossible. Fortunately, achieving the coveted work-life balance is possible. Let's go over some simple tips to show you how to organize your workday so you can avoid crying in the storage closet.

Perhaps you're alright with tackling a monster of a disorganized 9-to-5. Or maybe you feel like your workload just can't be wrangled into anything that resembles organization. Remember that reducing any amount of work-related stress is *worth it*. Avoiding that awful drowning-in-work feeling has important downstream affects on your entire life. Reducing work-related stress has been show to reduce stress in other parts of your life, improve your relationships, help you get better sleep, and have better health overall. Getting (and staying) organized at work has a huge impact on everything else in your life.

At its core, the decision to organize your workday with intention will lead to a reduction in day-to-day chaos. For some, organization comes naturally. For the rest of us, here are some tips to help.

Tip 1: Designate Specific Times for Core Tasks

Most of us have consistent responsibilities that are core to your role. Carve out a substantial chunk of your day dedicated to a specific, recurring task. Then start knocking things out. Certainly, high priority tasks will occasionally override your designated timeslot. But having a specific schedule will help you get into the groove. By not jumping from one task to another, you'll get more done and what you do get done will be of a higher quality. Multi-tasking is not your friend!

Tip 2: Keep a To-Do List

A great way to start your day (besides your caffeine of choice) is to make a to-do list of everything you need to accomplish. To take things to the next level, start the week with a list that cover the high-level items you need to finish this week. Then, in your daily task list, you can break large tasks into more manageable pieces. To-do lists are a great away to stay organized and keep track of all your responsibilities without forgetting anything.

Tip 3: Create a Priority Board

Based of your carefully crafted to-do list, create a priority board. This priority tracker is simple way to organize your workday. A small dry erase board is perfect for this! You can easily edit and adjust as you complete priority items. A priority board also keeps you from drowning in a sea of sticky notes – or worse, losing a crucial one!

Tip 4: Eat the Frog First

Once you have your priorities in order, it's time to hop in and get them done. This is where the time-honored advice of "eating the frog" will serve you well. The idea is to start your day doing the hardest or most intimidating task with the highest priority. Once that's out the way, the rest of your day should be smooth sailing. When you organize your workday "frog first", you'll also be less likely to procrastinate on it. Delaying the tough things feels good in the short-term but produces anxiety in the

long run. By getting your more difficult tasks done early, it's also more likely to be higher quality work. This is because you're getting it done before the afternoon slump sets in.

Tip 5: Take Breaks Regularly

Burn out is a beast best left avoided. To keep it at bay, make sure to take regular breaks away from your workstation. Taking breaks will help you recharge, relax, and avoid that drowning-in-work feeling. Breaks are good for your brain! While it initially sounds more productive to buckle down for 8 hours straight, that strategy has negative outcomes in the long run. Even short breaks at work can reduce and prevent stress, plus help you maintain performance throughout the day,

Bonus Tip for those with a flexible schedule:

Make the most of that flexibility! If you're lucky enough to have the freedom of working a specific shift, figure out what time of day you're most productive. Early bird? Rise with the sun and get that worm from 6am til 3pm. More of a night owl? Start a little later (around 11am) and work until 7pm. And the standard 9-to-5 works fine if you're anywhere in between. This tip works especially well for remote workers. As long as it's approved by your manager and you're available for team meetings, you should be able to work on your own schedule. Especially if you get more done!

If you organize your workday (and keep it organized), there will be long term benefits to your health by avoiding stress. Adding this structure has the additional bonus of drastically improving your productivity. At its core, the decision to organize your workday with intention will lead to a reduction in day-to-day chaos. For some, organization comes naturally.

Task 2.4 *Answer the following questions:*

1. So, let me ask you this — do you feel like you have enough time in your life?
2. What is a schedule?
3. Why is it important to organize your schedule?
4. How to create a daily schedule to organize your day?
5. What is a daily schedule and why it's important how to stick to your schedule?
6. Organizing your daily schedule is something that you know needs to be done, but where exactly does one start?
7. What does the start of your day look like?
8. perhaps you simply grab the first to-do on the top of the pile, regardless of its urgency or importance? Is this right?
9. Do you ever feel like your schedule is a hot mess?
10. How should I organize my day?

III. GRAMMAR

Using Indefinite Tense - Present Simple, the verb *to be* in the Present Simple to talk about your daily routine in English

This is the first tense we learn when we start studying English. The present simple is used to talk about **repeated actions** (I brush my teeth every morning), **scheduled events** (The bus leaves the bus station at 6 am, from Monday to Friday), and **things that are always true** (The Earth orbits the Sun).

In order to form affirmative sentences in the present simple tense, we use the base form of the verbs (except with the verb *to be*, which we explain down below). The only change is when forming sentences in the third person. **We add -s to the verb with sentences with the pronouns he, she, and it.** Take a look at these **present tense examples**:

Affirmative sentences

Singular subjects

I sleep early.

You sleep early.

He **sleeps** early

She **sleeps** early

It **sleeps** early.

Plural subjects

We sleep early.

You (all) sleep early.

They sleep early

When creating negative sentences and questions, we will use the auxiliary verbs *do* and *does*. The main verb does not change.

Negative sentences

Singular subjects

I don't drive.

I do not drive.

You don't drive.

You do not drive.

He doesn't drive.

She doesn't drive.

It doesn't drive.

He does not drive.

She does not drive.

It does not drive.

Plural subjects

We don't drive.

We do not drive.

You (all) don't drive.

You (all) do not drive.

They don't drive.

They do not drive.

Questions

Forming questions in the present simple tense is easy. Just remember to use an auxiliary verb like *do* or *does* with your question.

Singular subjects

Do I drive?

Do you drive?

Does he drive?

Does she drive?

Does it drive?

Plural subjects

Do we drive?

Do you (all) drive?

Do they drive?

Using the verb to BE in the Present Simple

The present simple can also be formed with the verb *to be*. In this case, we would use the following structure:

Singular subjects

I am here.

You are here.

He is here.

She is here.

It is here..

Plural subjects

We are here.

You (all) are here.

They are early

The negative is formed by adding *not* to the sentence. We can also use the contracted form.

Singular subjects

I am not here.

I'm not here.

You are not here.

You aren't here.

You're not here.

He is not here.

She is not here.

It is not here.

He isn't here.

She isn't here.

It isn't here.

He's not here.

She's not here.

It's not here

Plural subjects

We are not here.

We aren't here.

We're not here.

You (all) are not here.

You aren't here.

You're not here.

They are not here.

They aren't here.

They're not here.

To make questions, we bring the main verb *to be* to the front.

Singular subjects

Am I here?

Are you here?

Is he here?

Is she here?

Is it here?

Plural subjects

Are we here?

Are you (all) here?

Are they here?

Time expressions

In addition, you should use time words to connect the different sentences. Sometimes words are: After that, After breakfast/work/school/dinner, In the morning/afternoon/evening, ...At (time), ...Then, ...Next, and then ...When I, from (time) to (time)

Example *I get up at 7:00 and I brush my teeth. After that, I have a shower and get dressed. Then, I have breakfast and I prepare my lunch. Next, I drive to work.*

Adverbs of frequency

When talking about your daily routine in English, it is common to use **adverbs of frequency**. We use them before the verb to express how often we do something. Some **examples of adverbs of frequency are: always, usually, normally/generally, often, sometimes, occasionally, hardly ever/rarely, and never.**

There are two exceptions when it comes to the position of the adverb of frequency in a sentence. When using the verb *to be*, the adverb must come after the verb. One example is “Judy is **always** late to work”. The second exception is related to the position of the adverbs *sometimes* and *occasionally*. Unlike the others, they can go in the front, middle, or end position of a sentence.

- **Sometimes**, she drives to school.
- She **sometimes** drives to school.
- She drives to school **sometimes**.

Task 3.1 *Make the present simple sentences. Choose positive, negative or question.*

- | | |
|---------------------------------------|--|
| 1) (he / drive to work every day) | 12) (how / he / travel to work)? |
| 2) (I / not / think you're right) | 13) (they / not / like vegetables) |
| 3) (we / have enough time)? | 14) (she / catch a cold every winter) |
| 4) (I / eat cereal in the morning) | 15) (I / go out often)? |
| 5) (they / write e-mails every day)? | 16) (you / speak English)? |
| 6) (you / watch a lot of TV) | 17) (we / take the bus often) |
| 7) (he / not / read the newspaper) | 18) (she / not / walk to school) |
| 8) (she / dance often)? | 19) (what / you / buy in the supermarket)? |
| 9) (where / I / come on Mondays)? | 20) (how / he / carry such a heavy bag)? |
| 10) (what / you / do at the weekend)? | |
| 11) (you / not / drink much tea) | |

Task 3.2 *Complete the sentences. Write the short form (she's / we aren't etc.).*

1. Steve is ill. in bed.
2. I'm not hungry, but.....thirsty.
3. Mr. Thomas is a very old man.....98
4. These chairs aren't beautiful, but.....comfortable.
5. The weather is nice today.....warm and sunny.
6. '..... late.' 'No, I'm not. I'm early!'
Catherine isn't at home.at work.
7. '..... your coat.' 'Oh, thank you very much

Part 3.3 *Make questions with these words.*

1. (is / at home / your mother)
2. (your parents / are / well)
3. (interesting / is / your job)
4. (the shops / are / open today)
5. (from / where / you / are)
6. (interested in sport / you / are)
7. (is / near here / the station)

8. (at school / are / your children)

9. (you / are / late / why)

Task 3.4 *Translate the words into English. Make up 15 sentences in English with these words. Use Present Simple (every English sentence should be built in Present Simple: affirmative sentences, negative sentences, questions)*

- за звичай
- після короткого відпочинку
- я витрачаю три години на це
- закінчується,
- перша страва
- друга страва, десерт
- останні новини,
- у будні,
- робити зарядку
- робити покупки,
- вільний час
- у 15 хвилинах ходу
- побажати спокійної ночі та приємних снів
- художня література,
- вправитися з уроками належним чином,
- приватні заняття з англійської мови
- після занять,
- той, хто рано встає – «жайворонок»

IV. SPEAKING PRACTICE

EXPRESSING OPINION

Task 4.1 *Explain the meaning of the following statements. Share your opinion with others.*

1. Staying organized at work can help increase productivity and reduce stress by making it easier to know what to expect at work.
2. Organization can help you maximize your time at work, handle challenges better and increase your motivation.
3. Taking five to 10 minutes at the beginning of each day to write out a to-do list, on paper or digitally, can help promote focus and foster productivity.
4. Some people work best when they wake up early, while others find success working at night.
5. Taking 10-15 minutes every couple of hours to stretch your body and focus on something other than work can help keep you energized and excited about your job.
6. Multitasking may sound like the perfect way to get many things done at once, but unfortunately, this not true in many situations.
7. Instead of starting your day with smaller tasks like answering emails, begin by addressing your largest or most stress-inducing task.
8. Some people find success with organizing not just their workday, but their workweek.

9. A daily to-do list can work wonders for completing day-to-day tasks, but it can also be helpful to make a larger list at the beginning of each week or month to structure your time to meet your goals.
10. Effectiveness means doing the right things and the right things are those that will have a larger impact on your life in general or whatever your goal is.

Task 4.2 *Create a presentation at English Class!*

The topic of your presentation is

“Staying organized and productive allows you to stay focused and complete tasks on time.”

How to prepare for a presentation!

- Create a presentation in PowerPoint (5-7 pages) (PowerPoint is an excellent tool to support your presentation with visual information, graphics, and supplemental points).
- All types of presentations consist of three basic parts: the introduction, the body, and the conclusion
- Practice your presentation ahead of time.
- Read and revise your presentation.
- Each presenter will be given a time slot of 3-8 minutes in total, which is distributed as 5 minutes of presentation and 3 minutes of answering questions from the auditorium.

Practical Lesson 1.4 WRITING AN INFORMAL LETTER

Lesson objectives:

- to improve English writing skills.



I. WRITING

How to write an informal letter?

Informal Letter Writing: An informal letter is a non-official letter that we usually use to write to our friends, family or relatives. These letters are personal letters that are not used for official purposes.

Since, the letter is informal thus the salutation is usually given by ‘Dear’, such as Dear (name of friend/name of uncle or aunty) or Dear Father/Mother, etc. Unlike formal letters, you don’t have to mention the subject line for informal letters. But the address of senders and receivers of the letter has to be mentioned necessarily.

The format of an informal letter to a friend should include the following things:

- ✓ Address of the sender
- ✓ Date of writing a letter
- ✓ Address of receiver
- ✓ Salutation/Greeting
- ✓ Body of the letter
- ✓ Conclusion
- ✓ Signature of the sender

A format is shown below to write the letter in an informal manner.

- [Address of the Sender]
- Date:
- Dear (name of person)
- Body of the letter: (The body of the letter is the focus point of the letter. It contains the most important information in the letter.)
- Paragraph 1: Ask for the well-being of the person
- Paragraph 2: The main reason to write the letter
- Paragraph 3: Conclusion and end of the letter
- Yours lovingly,
- Name of sender

Task 1.1 Write the phrases in the correct group.

- How's everything going?
- Say hello to your family and friends
- Hope to hear from you soon.
- Sorry I haven't written sooner. I've been away on holiday.
- Take care.
- Please write back soon.
- Thanks for your letter and telling me all your news.
- It was great to hear from you the other day.

to begin a letter

to end a letter

Task 1.2 Letter to Friend advises him on how to *How To Organize Your Day For Success*. Complete the letter with your own information

Dear (Name),

I received your letter yesterday (date). In your letter, you told me that you..... (*Describe in your words*)

Well, I have to tell you that you (*Describe in your words / recommend to manage daily routine / Describe your suggestion and recommendation / Describe what show avoid and what should do / Explain all about exercise rules and daily activities*).

I hope you will follow my advice. It is guaranteed to help you lose weight. I am waiting to hear the good news.

Take care

Your good friend,

Your name...Address and Contact Info...

Task 1.3 Write an informal letter to your friend about 150 words.

You have received an email message from your English-speaking friend. He decided to enter The National University for Physical Education and Sport of Ukraine in Ukraine.

Write about The National University for Physical Education and Sport of Ukraine you are currently studying at.

Task 1.4 *Write an informal letter to your friends about 150 words.*

One of your best friends lives in the USA. Your friend is a sportsman, combines sport with study.

Write a letter to your friend and ask different questions:

- how to combine your sport career with studies;
- how to take your work day from chaos to organized;
- write about the university you are currently studying at. You can write about your university life

Chapter II

SOCIAL CONTACTS



Practical Lesson 2.1 TRAVELLING

Lesson objectives:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.

LEAD-IN. *Discuss the following questions.*

1. Why do people like travelling?
2. When is it better to travel by plane or by train? Why?
3. What countries would you like to travel to? Why?
4. What are some great places to visit in your country?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

- | | | |
|----------------------------------|-------------------|------------------------------------|
| • voyage = journey = trip = tour | • railway station | • to book (ticket, seats) |
| • ship = liner = vessel | • hostess | • to arrange (with smb about smth) |
| • boat, ferry; deck | • to board | • to miss |
| • harbour | • to stay | • to come across |

- to go sightseeing
- to discover
- to provide
- to check in
- to check out
- to sign
- to see off
- to land
- to take off
- departure vs arrival
- carriage
- customs
- luggage, baggage
- liquid
- fare
- flight
- boarding, boarding pass
- insurance
- time-table = schedule
- route
- destination
- jet lag
- hotel = inn
- hire = rent
- porter
- chambermaid = maid
- laundry
- dry cleaning
- currency exchange
- cash, change
- hiking
- mountain climbing = mountaineering
- hitch-hiking
- a happy journey! a happy landing!
- luxurious
- genuine
- additional = extra
- upset, disappointed
- to my mind
- all year round
- cheap
- to have a hard time
- East or West home is best
- Have a comfortable journey!
- Have a good crossing!

Task 1.2 Match the words and translations.

A

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. boat 2. harbour 3. to board 4. to arrange (with smb about smth) 5. to go sightseeing 6. to check in 7. to see off 8. departure 9. customs 10. fare | <ol style="list-style-type: none"> a. МИТНИЦЯ b. вартість проїзду c. реєструватись у готелі d. домовитись e. гавань; порт f. сісти в потяг, сісти в літак g. оглядати визначні пам'ятки h. човен i. проваджати j. відправлення, від'їзд |
|--|---|

B

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. boarding pass 2. route 3. hotel = inn 4. chambermaid = maid 5. currency exchange 6. hiking 7. a happy landing! 8. additional = extra 9. luxurious 10. cash | <ol style="list-style-type: none"> a. додатковий b. обмін валют c. розкішний d. посадочний талон e. готівка f. маршрут g. готель h. покоївка i. пішохідна екскурсія j. Щасливої дороги! |
|--|---|

C

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. hire = rent 2. carriage 3. departure | <ol style="list-style-type: none"> a. альпінізм b. вартість проїзду c. приземлятися |
|---|--|

4. insurance
5. to check out
6. mountain climbing
7. to discover
8. to land
9. fare
10. destination

D

1. to discover
2. to miss
3. to book (ticket, seats)
4. porter
5. railway station
6. hitch-hiking
7. ferry
8. voyage
9. to stay
10. mountaineering

- d. місце призначення
- e. відкривати, пізнавати
- f. звільнити номер у готелі
- g. відправлення, від'їзд
- h. страховка
- i. пасажирський вагон
- j. прокат, брати напрокат

- a. зупинятись
- b. залізничний вокзал
- c. альпінізм
- d. подорож
- e. пором
- f. автостоп
- g. відкривати, пізнавати
- h. носильник
- i. замовляти квиток
- j. не встигнути

Task 1.3 Match each word in the left-hand column with the best meaning in the right-hand column. Place the letter of the best definition in the space provided.

- | | |
|-----------------|---|
| 1. carriage | a) a rather long journey, especially by water |
| 2. sea voyage | b) a sea-voyage from port to port especially as a pleasure trip |
| 3. compartment | c) bags, trucks, etc. and their contents taken on a journey |
| 4. crew | d) portable flat-sided case for clothes, used when travelling |
| 5. railway | e) travelling by getting free rides in passing automobiles and walking between rides |
| 6. tour | f) a journey, an excursion; a brief one, made by land or water |
| 7. luggage | s) road or track laid by rails on which trains run. |
| 8. anchor | h) one of several separate divisions of structure, especially of a railway carriage or coach |
| 9. hitch-hiking | i) all the persons working on a ship, aircraft, train, etc. |
| 10. suitcase | j) heavy piece of iron with a ring at one end, to which a cable is fastened, used for keeping a ship fast to the ground |
| 11. cruise | k) wheeled vehicle for passengers on a railway train |

II. READING COMPREHENSION

Task 2.1 *READING FOR GENERAL INFORMATION.*

Read and translate the text. Study the key vocabulary to complete task 2.2.

Travelling

Millions of people all around the world adore travelling. We travel because we wish to see new countries and cities, visit historical places, meet new people and taste different cuisines.

There are different means of transportation. People travel by ship, airplane, train or car. All means of transportation have their advantages and disadvantages. I would like to talk briefly about each of them.

Travelling by airplane

Travelling by airplane is the fastest, but the most expensive. A lot of people prefer travelling by airplane, but some people are afraid of heights and that's why they prefer travelling by train.

Travelling by train

I have to notice that travelling by train is very popular in Ukraine. Modern trains have very comfortable carriages and seats. There is also the dining-car in each train. You can see many interesting places and enjoy nature, looking through the window.

Travelling by ship

The trips on a cruise ship have a lot of advantages. One of them is the amazing spending of time. Most cruise liners are all-inclusive packages. This includes a person's cruise fare, lodging, food and some onboard entertainment and sightseeing.

Travelling by car

And, finally, travelling by car is also very popular in our country. A lot of people choose this means of transportation. They don't need to buy tickets, book hotels and etc. They can stop whenever they wish, rest and stay at the same place as much time as they want.

Hiking

Hiking is popular means of travelling, but not as popular as abroad. Generally, young people prefer this kind of travelling. Walking tours are very exciting.

My opinion

As about me, I prefer travelling by plane. To my mind, it is the most comfortable and fast means of transportation. And finally, it is commonly known that travelling is a great thing! Nothing can give you so many positive emotions and memories as travelling to any wonderful country or city.

Task 2.2 *Answer the questions.*

1. Travelling is not a part of modern life, is it?
2. Do you sometimes get tired of daily routine?
3. What is the best remedy to have a change?
4. What types of transport can be used for travelling?
5. What can you tell about travelling by ship?
6. What is the fastest kind of travelling?

7. What are the advantages of travelling by train?
8. Would you enjoy travelling by car? Why?
9. What is your favourite means of travelling? Why?
10. Are you homesick while being away from home?

Task 2.3 READING FOR DETAILED INFORMATION. Read about different points of view on holidays and travelling and answer the True / False questions after the text.

Travelling – a new world religion?

Mr. and Mrs. Brown: “For our family camping is the purest form of recreation and the best source of enjoyment. For our big family of six (we have 4 children) it is out of the question to spend our holidays in hotels as it is far beyond our means. By camping we solve one of our financial problems. But besides that there are other advantages: we use our own car to travel and for Mr. Brown it is an idea of a perfect holiday. Cooking on the open fire is not a chore but a real pleasure for Mrs. Brown. Pitching tents, blowing up the air beds, preparing sleeping bags, unpacking cooking utensils and provision in a record time is an enjoyable challenge for our boys and girls. Fetching water and collecting brushwood for the camp fire is usually turned into a game or a competition and we are never bored as there are always so many things to do in the woods and at the river. Fishing and mushrooming are only two of the hobbies that we enjoy while we are camping.”

Sheldrake, an expert on tourism: “I always hated holidays, even as a kid. Such a waste of time, sitting on the beach, making sandpies, when you could be at home, doing some interesting hobby. Then when I got engaged, we were both students at the time, my fiancée insisted on dragging me off to Europe to see the sights: Paris, Venice, Florence, the usual things. Bored the pants off me, till one day, sitting on a lump of rock beside the Parthenon, watching the tourists milling about, clicking their cameras, talking to each other in different language, it suddenly struck me: tourism is the new world religion. Catholics, Protestants, Hindus, Muslims, Buddhists, atheists – the only thing they have in common is they all believe in the importance of seeing the Parthenon. Or the Sistine Chapel, or the Eiffel Tower.”

Sally, an English teacher: “For me the world is a classroom. When I travel, I can learn so much. A visit to an aquarium can introduce me and my students to a great variety of fish and other water animals, while a walk through a garden will help us to discover interesting and unusual plants. Hike in a national park and you will become acquainted with even more plants, trees and wildlife. Somewhere during your holiday, you will most likely notice a monument, perhaps a building or a statue cut of stone or marble honouring a person or event. Go into a museum and you will see important works in the areas of art, history or science. In some countries you can tour palaces and castles where rulers or other important people live or used to live. In some places they may be completely destroyed and you can walk around the picturesque ruins and dream about the people who lived there and the historic events that happened there.

Jeremy Freeman, a Green Party member: “The footpaths in the Lake District have become trenches. The frescoes in the Sistine Chapel are being damaged by the

breath and body heat of spectators. A hundred and eight people enter Notre Dame every minute: their feet are eroding the floor and the buses that bring them there are rotting the stonework with exhaust fumes. Pollution from cars queuing to get into Alpine resorts is killing the trees and causing landslides. The Mediterranean is like a toilet without a chain: you have a one-in-six chance of getting an infection if you swim in it. In 1987 they had to close Venice one day because it was too full. In 1963 forty-four people went down the Colorado River on a raft, now there are a thousand trips a day. In 1939 a million people travelled abroad, last year it was 400 million. By the year 2000 there could be 650 million international travellers and five times as many people travelling in their own countries.

Task 2.4 *Decide whether the following statements are true or false.*

1. The Browns don't have enough money for expensive holidays.
2. Mr. Brown doesn't enjoy driving.
3. Mrs. Brown doesn't mind cooking on the open fire.
4. The Browns' children took after their parents in their love of active rest.
5. Sheldrake used to be an enthusiastic tourist.
6. Sheldrake had a more interesting hobby than travelling.
7. Sheldrake thinks that all tourists have the same religion.
8. For Sally travelling is an important source of getting knowledge.
9. Mr. Freeman is very much concerned about the state of the Lake District and Sistine Chapel.
10. Cars and buses exhaust fumes that damage historic places of interest.
11. According to Mr. Freeman it is still safe to swim only in the Mediterranean Sea.
12. Mr. Freeman offers to take some urgent measures to decrease the number of international tourists.

III. SPEAKING PRACTICE

Task 3.1 *EXPRESSING OPINION. What is your opinion on the following statements?*

1. Tourism is a waste of everybody's time.
2. It is impossible to educate people to be good tourists.
3. It would be much better if people stayed at home instead of travelling around and polluting the world.
4. Visiting historic places and viewing great works of art makes us better people.
5. It is advisable to find something out about the history of the place you are going to visit.
6. I would rather watch travel programs on TV than travel myself
7. Camping is the cheapest way of spending your holidays.
8. Food cooked on the open fire out-of-doors tastes better.
9. Sleeping in tent is good for your health.
10. While hiking you are free to move and stop wherever you like.
11. Camping and hiking bring you closer to nature.

12. The best way to travel is on food.
13. "Wild tourism" should be banned.
14. A man gets to know his companions in a long journey.
15. When in Rome, do as the Roman do.
16. Rest is rust.
17. Hasty climbers have a sudden fall.

Task 3.2 Describe the following issues in 2 minutes.

1. Say which way you would prefer to travel and explain why. Include this information:

- Have you ever travelled by plane / by train / by ship?
- When? Where? Why?
- What are the advantages and disadvantages of these means of transport?

2. Talk about an interesting journey. It can be a real journey you've made, or you can invent one. Include this information:

- Who did you go with?
- Where did you go? (to an island? to the mountains? to a foreign city?)
- How did you get there? (by train? by plane? by car? by boat?)
- What was good and bad about your journey?

3. Your English friends are going to visit your capital city and have asked you to tell them about it. Include this information:

- history;
- interesting places;
- sightseeing.

4. Talk about a famous city in your country. Include this information:

- a title to attract the listeners' attention;
- information about interesting things to see or do there and food to try there;
- an interesting fact about it.

5. You have recently moved to a new town. Talk about a new place. Include this information:

- explain why you have moved;
- say what facilities the town has;
- say why you like / dislike living there.

6. You and your friend are planning a trip to a city to see a medieval castle. But your friend would like to visit a museum too.

- Disagree and explain why you think it is worth seeing the castle.
- Turn down his suggestion, give a reason for your choice.
- Offer him / her a compromise.

Practical Lesson 2.2 SHOPPING

Lesson objectives:

- to use vocabulary on the topic;
- to revise grammar phenomenon.

LEAD-IN. *Discuss the following questions.*

1. Do you like shopping? For what kinds of things?
2. Do you shop online? What kinds of things do you buy online? What would you rather buy in person?
3. Who does the grocery shopping in your household? How often do they do it?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

- | | | |
|--|-------------------|-----------------------------------|
| • customer = buyer | • cashier desk | • gloves, scarf |
| • seller = shop-assistant | • to go shopping | • socks |
| • goods = commodities | • to do shopping | • underwear |
| • consumer | • jewelry | • Can I try on...? |
| • to weigh | • furniture | • What size is this? |
| • to sell | • haberdashery | • Where is the fitting room? |
| • to wrap | • stationery | • It's loose |
| • to bargain | • genuine leather | • It's tight |
| • to give a change for*.. | • perfume | • It doesn't fit |
| • a rich choice | • wallet | • It fits well |
| • sale, discount | • shoplifting | • Do you have larger size? |
| • available | • clothes | • Do you have smaller size? |
| • trolley | • to wear | • footwear |
| • shopping mall | • casual clothes | • sneakers, shoes |
| • Grocer (UK) / Grocery store (USA) | • smart clothes | • flat shoes |
| • Greengrocer's | • trousers | • high-heeled shoes |
| • Butcher's | • shirt, T-shirt | • stiletto heel shoes |
| • Fishmonger's | • skirt | • wedge-heeled shoes |
| • Confectioner's shop | • long-sleeved | • flip-flops |
| • Newsagent's | • short-sleeved | • a penny saved is a penny gained |
| • Pharmacy | • jacket | |
| • Petrol station (UK) / Gas station (US) | • - hooded jacket | |
| | • fur coat | |
| | • collar | |

Task 1.2 Find the English equivalents for the words below.

Робити покупки, білизна, кондитерський магазин, меблі, споживач, товари, багатий вибір, розміняти гроші, візок для продуктів у магазині, гаманець, продавати, знижка, рибний, покупець, торгівельний комплекс, канцтовари, запакувати, гастроном, овочевий, магазин, в якому продаються газети та журнали, каса, м'ясний, аптека, галантерея, натуральна шкіра, ходити по магазинах, ювелірні вироби, парфуми, одяг на кожен день, коштовності, натуральна шкіра, крадіжка в магазині, брюки, взуття, рукавички, туфлі на шпильці, шарф, в'єтнамки, комір, сорочка, шкарпетки, туфлі на низькій підошві, копійка гривню береже, туфлі на платформі, куртка з капюшоном, футболка, нарядний одяг.

Task 1.3 Match the following: E.G.: 1-K

We generally buy:			
1.	ring, brooch, bracelet, earrings, chain, necklace, cuff-links, watch	A.	at the Sporting Goods Shop
2.	handkerchief, ribbon, safety-pin, thread, tape, hair-brush, comb, hooks and eyes, zipper, button, hand mirror, detergent (soap powder), umbrella, needle, pin, necktie suspenders (braces), shaving set, scarf, muffler	B.	at the Knitted Goods Department
3.	battery, hair dryer, heater, stereo satellite system, CD player, video recorder (VCR), hi-fi system, adapter, mixer, iron, twin deck stereo, portable (remote control) color TV, walkman, fan, bulb (lamp), cord, socket, plug, vacuum cleaner	C.	at the Perfumery & Cosmetics Shop
4.	bathing trunks, sneakers, T-shirt, skiing boots, training suit, singlet (sport jersey), shorts, tents, boats, bikes, various sporting equipment	D.	at the Hosiery Shop
5.	toothpaste, mascara, shampoo, hair dye, toothbrush, after-shave lotion, cologne, cleansing (hand, moisturizing, night, foundation) cream, deodorant, eye pencil (shadows), (face) powder, lipstick, lip pencil, (liquid) make-up, make-up bag, nail clippers / file, polish, polish remover, perfume, rouge, shampoo, shaving cream / brush, suntan oil, shower gel, soap, hair spray	E.	at the Stationary Department

6.	saucepan, stove, corkscrew, cutlery, meat-grinder, frying-pan, kettle, kitchen scale, basin, tub, barbecue frame, can opener, pepper mill, ladle, blender, rack, various kitchen utensils	F.	at the Confectionery
7.	boot (shoe), with high / medium / low heels, sandals, with / without laces, furlined / rubber boots, slippers, leather-(rubber-) soled, canvas shoes, inner sole, with long pointed toes / with no pointed toes, moccassins, low shoes, sabots, hiking shoes, shoe polish	G.	at Haberdashery Shop
8.	slip, knitted underwear, panties / knickers, cardigan (jacket) /jersey, jumper, scarf, sweater, pullover, mittens	H.	at the Fishmonger's
9.	belt, bag, brief-case, handbag, gloves, wallet, purse, trunk, suitcase	I.	at the Butcher's
10.	bowl, dish, dinner / soup plate, saucer, sugar-basin, tea set, tea pot, wine-glass, vase, mug, cup	J	at the Greengrocer's
11.	socks, stockings, pantyhose, "stretchies", tights,	K.	at the Jewelry Shop
12.	broadcloth, nylon, tweed, linen, staple, silk, wool, artificial silk (rayon), cambric lawn, velvet, tartan, linen, cotton (print), lace, all-wool cloth, thick-wool cloth, crease-proof / water-repellent / drip-dry / plain / stripped / polka dot cloth	L.	at the Baker's
13.	kerchief, felt / straw hat, bonnet, beret, shawl, fur hat	M.	at the Textiles Shop
14.	carbon paper, clips, drawing-pins (thumb-tacks), rubber (eraser), glue, Indian ink, ruler, pad, stapler, felt / ball pen, pencil, calculator, envelope, notebook, writing paper	N.	at the Grocer's
15.	fresh / salted / smoked / dried fish, herring, tinned (canned) fish, red / black soft / black pressed caviar, pike, perch, sander (perchpike), sturgeon, salmon, flatfish (plaice), sprats, trout, hake, sturgeon, crab, mackerel, eel, shrimp, lobster, sardine, tune fish, oyster, clam, halibut	0.	at the Crockery & Glassware Shop
16.	apple, apricot, banana, pear, plum, grape, pine-apple, peach, tangerine, cherry, strawberry, raspberry, currant, gooseberry, cranberry, raisins, prunes, marmalade, lime, watermelon, cantaloupe, honeydew melon, grapefruit, kiwi fruit, pomegranate	P.	at the Delis (Delicatessen or Provision Shop)

17.	table wine, dry wine, sweet (dessert) fine vintage wine, cognac, brandy, gin, champagne, vermouth, whisky, vodka, liquor, sherry, rum, beer	Q.	at the Dairy
18.	biscuits (cookies), cakes, candies, chocolates, fancy cake, pastry, sweets	R.	at the Greengrocer's
19.	brown (rye) / white (wheat) / fresh (new) / stale bread, bun, roll, bread-ring, pie, pudding	S.	at the Household Goods Shop
20.	cereals: buckwheat, millet, oatmeal, rice, macaroni, noodles, lump/cube/granulated/castor sugar, tea, salt, cocoa, mustard, laundry soap, spices, oil, coffee, vinegar	T.	at the Millinery Shop
21.	bacon, chain-sausage, frankfurters, meat rolled, ham, smoke sausage, salami, paste	U.	at the Liquor Store
22.	sweet / salt / clarified butter, cottage (soft, top) cheese, cheese spread (processed cheese), sweet cream, sour cream, milk, margarine, yoghurt, lard, mayonnaise	V.	at the Leather Goods Shop
23.	lean / fat / tender / tough meat, beef, mutton, pork, veal, chops, minced (ground) meat, sirloin, liver, heart, tongue, kidneys, fowl, poultry, chicken, broiler, duck, goose, turkey	W	at the Footwear Shop
24.	beets, cabbage, carrots, (pickled)cucumbers, cauliflower, beans, onion, potatoes, peas, sauerkraut, lettuce, tomatoes, egg-plant, radish, asparagus, fennel, garlic, spinach, turnip, pepper, marrow, celery, pumpkin, parsley	X.	at the Electrical Appliances Shop

II. USE OF ENGLISH

Task 2.1 a) Read the text below. For gaps 1 – 5 choose the correct answer (A, B, C or D).

ORDERING FOOD BY INTERNET

One night, a few co-workers at the computer data centre where I work (1) _____ late and we all started to get hungry. We (2) _____ to order in food by phone, but our boss thought that, since we work with computers, it would be more (3) _____ to order by Internet. After we contacted a fast food chain's web site and spent a long time registering as new (4) _____ for the delivery service, a message (5) _____ on the screen: "Thank you for your business. You will be able to order food in three days".

- | | | | |
|-------------|--------------|-------------|-------------|
| A. remained | B. kept | C. left | D. stayed |
| A. decided | B. suggested | C. accepted | D. insisted |

- | | | | |
|----------------|--------------|------------|--------------|
| A. appropriate | B. available | C. serious | D. important |
| A. colleagues | B. customers | C. agents | D. sellers |
| A. came | B. entered | C. showed | D. appeared |

b) Read the text below. For gaps 1 – 5 choose the correct answer (A, B, C or D).

FOOD ADVERTISING

Food stylists and photographers use many tricks to make food (1) _____ delicious for advertisements and cookbooks. For instance, milk on cereal might (2) _____ with white glue. That way the cereal (3) _____ watery. Or they may add lemon juice to a banana (4) _____ it front turning brown. “Food is basically cut flowers”, says food stylist Lisa Cherkasky. “It’s (5) _____ how fast it dries up and shrinks”.

- | | | | |
|----------------|------------------|----------------|------------------|
| A. look | B. looks | C. to look | D. looking |
| A. replace | B. have replaced | C. to replace | D. be replaced |
| A. doesn't get | B. don't get | C. haven't got | D. isn't getting |
| A. keep | B. to keep | C. to be kept | D. keeping |
| A. amaze | B. amazing | C. amazed | D. amazngly |

Task 2.2 Choose the right answer.

a) **KINDS OF SHOPS.**

- The was thronged with crowds of shoppers on Saturday.
a) tobacconist's b) kiosk c) stall d) shopping centre
- What do you think of this old oil lamp? I got it cheap at a sale.
a) deposit b) jumble c) refuse d) rubbish
- The weekly market sells mainly fruit, vegetables and dairy
a) manufactures b) output c) products d) stocks
- You can buy an iron at any shop.
a) electric b) electrical c) electrician d) electrifying
- Her uncle has a big store.
a) clothing b) dresses c) garments d) wearing
- The butcher's shop was an old-fashioned one; there was on the floor.
a) powder b) soil c) stones d) sawdust

b) **PRICE AND VALUE.**

- We advise our customers to ... advantage of bargain prices during coming week.
a) get b) have c) make d) take
- To ... their fiftieth anniversary the store held a one-week sale.
a) mark b) paint c) sign d) write
- Prices are very ... these days.
a) big b) expensive c) high d) increased
- It is a good idea to ... a bill before paying it.
a) add b) calculate c) control d) check
- The standard of our furniture is excellent , but even so, we charge only ... prices.
a) just b) moderate c) slight d) small

6. If you want to return the suit, you must bring the ... with you as proof of purchase.
a) note b) recipe c) receipt d) prescription
7. These figure will give you a ... estimate of the cost of the goods.
a) rough b) scant c) short d) superficial
8. "Fantastic sale. Everything must be sold ... of the price!"
a) despite b) in vain c) regardless d) without
9. The coat was going for a ... , reduced from \$ 100 to \$ 20.
a) flower b) laugh c) smile d) song

c) CLOTHING.

1. Lisa was wearing a pure white dress, with a gold belt round her.....
a) bust b) hips c) knees d) waist
2. Look at those holes in my fur! I am afraid the have been at it.
a) butterflies b) insects c) moths d) worms
3. That dress isn't really tight. It'll..... when you wear it.
a) bend b) expand c) squeeze d) stretch
4. The suit was badly made and didn't..... him properly.
a) fit b) frame c) meet d) round
5. To say that all Polish Americans wear brightly, coloured clothes is a
generalisation.
a) brushing b) complete c) sweeping d) thorough
6. Excuse me, but I think you've got your pullover on
- a) doubled up b) in reverse c) inside out d) upside down
7. The room was in a terrible mess with a of clothes all over the floor.
a) jumble b) huddle c) litter d) mixture
8. That's a nice dress. It..... you perfectly.
a) costumes b) goes c) matches d) suits
9. Everyone else was so smartly dressed that I felt..... in my shabby clothes.
a) ashamed b) disgraced c) embarrassed d) happy
10. The girl's dress was the first thing that..... him to her.
a) attracted b) fetched c) lured d) tempted

d) JEWELLERY AND ORNAMENTS.

1. She wore a beautiful..... of pearls round her neck.
a) band b) bracelet c) ring d) string
2. "What a beautiful pearl necklace!" "The pearls are-not..... I'm afraid."
a) actual b) good c) real d) true
3. She wore a dark red velvet dress, with a diamond round her neck.
a) bracelet b) collar c) necklace d) string
4. Cathy was wearing a black leather belt with a big silver.....
a) buckle b) button c) fastener d) link
5. Although it was only jewellery, it looked real enough.
a) fictional b) imitation c) invented d) untrue
6. Her chain was made of..... gold, unmixed with any other metal.
a) clean b) dishonest c) pure d) right

e) **FOOTWEAR.**

1. I don't know how you manage to walk with such high..... on your shoes.
a) heels b) laces c) straps d) toes
2. Her shoes were so old that her were sticking out of them.
a) fingers b) thumbs c) tips d) toes
3. What..... shoes do you take?
a) length b) measure c) scale d) size
4. No, these shoes my toes. Let me try a larger size, please.
a) break b) compress c) hold d) pinch
5. The first thing he did was to his shoelaces and take his shoes off.
a) disconnect b) mislead c) unpack d) undo
6. These leather shoes are made
- a) at hand b) by hand c) in hand d) with hand
7. If I could these shoes a little, they would be much more comfortable.
a) expand b) grow c) increase d) stretch
8. She bought some green shoes to her green dress and handbag.
a) equal b) match c) mate d) pair
9. You need a good pair of boots for mountain climbing.
a) rough b) rude c) rusty d) tough
10. You'll have to buy some new shoes as these are
- a) broken down b) gone off c) used up d) worn out
11. Your shoes are a(n)..... ! You haven't cleaned them for weeks.
a) accident b) blow c) disgrace d) shock
12. You really ought to your shoes repaired.
a) do b) get c) make d) take

III. GRAMMAR

Task 2.1 Study the rules on the grammar phenomenon.

a) Тривалі часи (Continuous Tenses)

Час	Стверджувальна форма	Питальна форма	Заперечна форма
<p>Present Continuous Позначає дії, які відбуваються в момент мовлення. <i>Слова-підказки</i> – now, at the moment, Look! Listen! і т. д.</p>	<p>I am } He } She } is } writing. It } We } are } You } They }</p>	<p>Am I } Is { he } { she } } writing? { it } Are { we } { you } { they }</p>	<p>I am } He } She } is } not writing. It } We } are } You } They }</p>
<p>Past Continuous Означає дію, яка відбувалася в певний момент у минулому. Яку дію, на тлі якого сталася інша дія, що обов'язково повинно бути виражено Past Simple.</p>	<p>I } He } She } was } writing. It } We } were } You } They }</p>	<p>Was { I } { he } } writing? { she } { it } Were { we } { you } { they }</p>	<p>I } He } She } was } not writing. It } We } were } You } They }</p>

Future Continuous Означає дію, яка відбудеться в певний момент або період часу в майбутньому. Слова-підказки – можуть бути комбінаціями слів – позначень майбутнього часу і певного моменту – <u>at this time</u> <u>tomorrow, at six</u> <u>o'clock next Friday</u> і т. д.	I shall He } She } will It } We shall You } will They }	Shall I he } she } it } we } you } they }	I shall He } She } will It } We shall You } will They }	
	} be writing.		} be writing?	
	} not be writing.			

Task 2.2 Write negative and interrogative forms of the following sentences.

- 1) Jenny is helping her mother now.
- 2) We were having lunch in the canteen.
- 3) Molly will be making a cake for our party at 3 o'clock tomorrow.
- 4) You are preparing for the conference at the moment.
- 5) The sun is appearing in the sky.
- 6) Jane and Margaret were going to the airport.
- 7) I am washing the dishes now.
- 8) Martin and Fred are swimming in the pool.
- 9) Mr. Peters will be visiting our country from Monday till Friday.
- 10) The tourists were taking photos in front of the palace.

Task 2.3 Put the words into correct order to make up sentences.

- 1) gathering / forest / We / the / mushrooms / are / in.
- 2) A man / to fish / on the bank of the river.
- 3) breakfast / sister / now / your / having / Is?
- 4) whitewashing / garden / the / They / in / trees / are / the.
- 5) Polly / cousin / to have / her / tea / and.
- 6) having / not / now / is / lunch / Roger.
- 7) Nelly and Diana / rest / Hawaii / to / in / week / time / next / this / at.
- 8) carpet / the / Vicky / Is / the / vacuuming / living-room / in?
- 9) is / coffee / Helen / for / making / not / me.
- 10) I / around / travel / Canada / to / month / two / next / for / weeks.

Task 2.4 Put the verb in brackets into the correct form.

- 1) Where ... he ... (to go)? – We ... (to go) to a new shopping centre. Why ... we ... (to go) there? – Because we ... (to look) for a mobile phone at a reasonable price.
- 2) ... you ... (to wash) the clothes at 4 o'clock yesterday? – No, I I ... (to tidy) my room at that time.
- 3) ... you ... (to cook)? What ... you ... (to cook)? – I ... (to cook) fish for supper.
- 4) I ... (to fly) to Cairo at this time next Sunday.

- 5) Why ... you ... (to slice) ham? – I ... (to make) sandwiches for you and me.
- 6) ... Lucy ... (to do) the shopping when you met her? – Yes, she
- 7) What time ... Ted ... (to jog) in the park tomorrow? – He ... (to jog) at 6 o'clock in the morning.
- 8) Where ... (to look) your cousin ... (to hurry)? – He ... (to hurry) to the airport.
Our aunt ... (to arrive) today
- 9) ... Alison and Rita ... (to sit) in a café at three o'clock? – Yes, they They ... (to eat) ice cream.
- 10) I ... (to have) lunch with our business partners from 3 to 5 o'clock tomorrow.

IV. SPEAKING PRACTICE

Task 4.1 *MAKING UP A MONOLOGUE.* Answer the questions below.

- 1) Do you like shopping for food? Why? Why not?
- 2) Where do you and the members of your family prefer to buy food: in a supermarket, at the market or at a small shop near your house?
- 3) Who does all the shopping in your family?
- 4) Do you do the shopping daily, weekly or monthly?
- 5) What do you think about tele and computer shopping?
- 6) What are, in your opinion, advantages and disadvantages of tele and computer shopping?
- 7) What goods and products would you buy using tele and computer?

Task 4.2 *Describe the following issues in 2 minutes.*

1. *You always do the shopping with your mum at the weekend. Talk about your shopping experience. Include this information:*

- what do you like to buy;
- when you go shopping;
- what kinds of shops you prefer.

2. *You ordered a jacket and a jumper from a catalogue. When your order arrived, you realized that the jumper had a hole in it, and when you tried on the jacket, you saw that one of the buttons was missing and it was not your size. Talk about your problem. Include this information:*

- what happened;
- your complaints;
- what action you expect to be taken.

Task 4.3 *Tell your group-mates about shops and shopping areas in Ukraine or your favorite country.*

Practical Lesson 2.3 MEALS

Lesson objectives:

- to use vocabulary on the topic;
- to develop listening and speaking skills.

LEAD-IN. Discuss the following questions.

1. How do you know which diet is right for you?
How many times a day should a person be eating?
2. What food would you recommend to avoid?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

Meat	Fish and seafood	Seasoning	Methods of cooking	Delicious	Dishes
beef	cod	sauce	pickled	bitter	plate
veal	flatfish	mustard	baked	sour	spoon
pork	lobster	sour cream	road, fried,	salty	fork
lamb	prawn,	mayonnaise	grilled	spicy	knife
chicken	shrimp	pepper	boiled	sweet	cup
duck	crayfish	salt	braised,	stodgy	glass
goose	calamari	sugar	stewed	tasteless	napkin
rabbit	perch	fennel	chilled	raw	teapot, kettle
turkey	tuna	bay leaf	chopped	tough	frying pan
chop	salmon	ginger	creamed	ripe	saucepan
cutlet	crab	ketchup	mashed	canned	bottle
ham	pike	peppermint	stuffed	frozen	tablecloth
pate	trout	nutmeg	well done		wineglass
	carp	olive oil	smoked		towel
	herring	sunflower			can opener
	sardine	oil			main dishes
	mussels	parsley			appetizers
	scallops	vinegar			garnishes
	oyster				beverages
	caviar	buffet			alcoholic
	pike perch	still water			drinks
	catfish	sparkling			soft drinks
		water			dessert

Task 1.2 *Choose the right answer.*

1. You shouldn't eat so many sweets; they're for you.
a) bad b) disagreeable c) unhealthy d) unsuitable
2. My aunt could tell fortunes from tea
a) buds b) grounds c) leaves d) seeds
3. Would you the salt, please?
a) carry b) deliver c) give d) pass
4. This avocado rather hard.
a) feels b) senses c) smells d) tastes
5. Oranges are said to be for me but I don't much like them.
a) appetising b) good c) healthy d) nourishing
6. "What would you like to drink, Miss Delicate, some or something stronger?"
a) brandy b) cider c) sherry d) whisky
7. In the jar there was a which looked like jam.
a) material b) powder c) solid d) substance
8. Pork chops are one of my favourite
a) bowls b) courses c) dishes d) plates
9. These are potatoes, not the end of last season's.
a) fresh b) new c) ripe d) young
10. Light were served during the interval.
a) drinks b) foods c) meals d) refreshments
11. In Mrs Conservative's , it is essential to eat a big breakfast.
a) confidence b) idea c) opinion d) principle
12. They arrived so late for the meal, that the food was
a) dried b) hard c) lost d) spoilt
13. I usually white coffee for breakfast.
a) consume b) eat c) have d) take
14. In England they eat apple with pork.
a) cream b) custard c) pudding d) sauce
15. A cool drink him after his long hot journey.
a) recovered b) refreshed c) relaxed d) rested
16. Is this water?
a) drink b) drinking c) potted d) swallow
17. No thank you, I don't sugar in tea.
a) drink b) put c) take d) use
18. Would you like me to the tea?
a) drain b) drip c) pour d) spill

II. READING COMPREHENSION

Task 2.1 *READING FOR GENERAL INFORMATION.*

Read and translate the text. Study the key vocabulary to complete task 2.2.

A. ENGLISH MEALS

The English usually have 4 meals a day: breakfast, lunch, tea (5 o'clock) and dinner. Breakfast can be a full "English breakfast" of corn flakes with milk and sugar, or bacon and eggs, toast and marmalade, tea or coffee. Some people, however, have just a cup of tea or coffee with a toast or something similar. This is usually called a "continental breakfast".

At midday everything is stopped for lunch. Most offices and small shops are closed for an hour and the city pavements are full of people on their way to cafes, coffee bars, restaurants. Factory workers usually eat in their canteens.

The English like what they call "good plain food". They must be able to recognise what they are eating. Usually they like steak, roast beef, Yorkshire pudding and fish and chips.

Afternoon tea is taken at about 5 o'clock, but it can hardly be called a meal. It is a cup of tea and cake or biscuits. At the weekends afternoon tea is a special occasion. Friends and visitors are often invited to have a chat over a cup of tea.

Dinner is the most substantial meal of the day. It is usually eaten at 7 o'clock. The first course may be soup (though the English don't like it very much). The main course will often be fish or meat, perhaps the traditional roast beef of old England, and a lot of vegetables. The next course will be something sweet and often cooked, such as fruit pie. Last of all there may be cheese, often with biscuits.

It is common knowledge that the English are very fond of tea. They like to have "a nice cup of tea" 6 or 8 times a day, sometimes even more.

On Christmas Day a roast turkey is traditionally cooked for dinner. It is usually followed by Christmas pudding. Long before Christmas housewives begin to plan what cake to make for Christmas. Usually they make fantastic Christmas cakes.

B. AMERICAN EATING CUSTOMS

Most Americans eat three times a day, plus coffee and a snack in mid-morning and mid-afternoon. A complete breakfast consists of fruit juice and cereal or eggs. Eggs are usually accompanied by toast and bacon or sausage. Adults drink coffee and children drink milk. Special breakfast dishes served less frequently (typically on weekends and holidays) include waffles, French toast, and pancakes. All of these are typically served with butter and maple syrup.

Lunch is usually eaten between noon and 1:00 p.m., or from 1:00 to 2:00 p.m. People at work and school rarely go home for lunch; rather they bring a lunch with them, typically in a paper bag or lunch box. Such portable lunches consist of one or two sandwiches, a piece of fruit and sometimes a small bag of chips (potato or corn chips are popular) and / or a few cookies. Another alternative is to eat lunch out, and many people working in offices will eat at nearby restaurants.

Dinner is the main meal in the United States and it is eaten as early in the

evening as 5:30 or 6:00 p.m. It usually consists of meat, fish or fowl dish with cooked vegetables and a starch such as rice or potatoes. Dessert is common in many homes.

In addition to breakfast, lunch and dinner, a late evening snack may also be common. Salty or sweet snacks may be eaten while watching television, or milk and cookies may be served just prior to going to bed.

C. MEALS IN UKRAINE

The hospitality of the Ukrainian people is well known throughout the world. When a foreigner sets foot in Ukraine first he gets acquainted with our cookery – national dishes and mealtimes. Frequently he gets to know that in this country they are not the same as in his. But he has to do in Ukraine as the Ukrainians do.

The usual meals in Ukraine are breakfast, lunch, dinner and supper. A number of Ukrainian families follow this order.

Breakfast is the first meal in the day. Lunch or luncheon is a light meal usually in the middle of the day.

Dinner is the chief and the most substantial meal. It isn't served at a definite hour in our country. When it is in the middle of the day, the lighter evening meal is called supper.

Working people usually have a break for dinner at their place of employment. During the break they have either dinner or lunch. In great many Ukrainian homes dinner is followed by a cup of tea with a slice of lemon, jam or home-made pastry.

If you have a special dinner, a housewarming party for example, you should know how to lay the table on such an occasion.

First you spread the table-cloth and put out table-mats to protect the table from the hot dishes: a tureen of soup, a bowl of hot vegetables, a platter of meat, a boat of sauce, etc. Then you take out of the drawer in the sideboard soup spoons for the soup, spoons for the sweet and all the cutlery – knives and forks, including a small knife for the butter, a small knife and fork for the hors d'oeuvres and a fruit knife for the dessert.

You should put the knives and the soup spoon on the right-hand side and the fork on the left, except the spoon for the sweet which you should put across the top. Then you put out the breadboard and a knife to cut the bread.

On the left of each guest you put a small plate for bread and on the right a wine-glass. Don't forget to put out the table napkins for each guest and place several salt-cellars.

Once again have a look at the table and see if it is laid for each person. Then you are ready for the friends to come and don't forget to put a bowl of beautiful flowers on the dinner table.

I remember my last receiving the guests. It was my birthday party. I had thought over a menu of that dinner-party beforehand. I began with hors d'oeuvres followed by a clear soup with meat pasties, the second course included chicken with rice and vegetables, salad and so on. Then ice-cream for the sweet and fruit for dessert. And, of course, there was a nice cake with the candles lighted. What a lovely birthday party I have had!

Task 2.2 *Answer the questions.*

1. Is there a great difference in mealtime in Ukraine, GB and the US?
2. What do the people have for breakfast in Ukraine? / Great Britain? /the USA?
3. What do the people have for lunch in Ukraine? / Great Britain? /the USA?
4. What do the people have for dinner in Ukraine? / Great Britain? /the USA?
5. What do the people have for supper in Ukraine? / Great Britain? /the USA?
6. Have you ever lay the table on special occasions?
7. What is the way of laying the table?

Task 2.3 *READING FOR DETAILED INFORMATION. Read the text "Meals in Ukraine" again and fill in the blanks in the following sentences with missing words.*

1. The ... of the Ukrainian people is well known throughout the world.
2. When a foreigner sets a foot in Ukraine first he ... with our cookery – ... and mealtimes.
3. Dinner is the ... and the most substantial meal.
4. In great many Ukrainian homes dinner is followed by a cup of tea with ... , jam and home-made
5. First you spread the ... and then put out table-mats to protect the table from the hot dishes; a ... of soup, a bowl of hot vegetables, a ... of meat, a ... of sauce.
6. You should put the knives and soup spoon on the ... side and the fork on the ... , except the spoon for the sweet which you should put across the
7. ... of each guest you put a small plate for a bread and on a wineglass.
8. Don't forget to put table ... for each guest and place several saltcellars.
9. I began with followed by a clear soup with meat pasties and the second course included ...with rice and vegetables.
10. Then ice-cream for the ... and fruit for

III. LISTENING COMPREHENSION

A STORY ABOUT FORKS

Task 3.1 *Listen to the text and put "+" or "-" near the sentence.*

- 1. In 1608 an Englishman whose name was Thomas Coryate visited the USA.
- 2. In his diary Thomas wrote, "When the Italians eat meat, they use small forks. They do not eat with hands because people do not always have clean hands".
- 3. Thomas Coryate didn't buy forks.
- 4. At home Thomas gave a dinner party to show the invention to his friends.
- 5. Everybody liked the invention.
- 6. All his friends said that the Italians were very strange people.
- 7. Coryate tried to prove that it was not nice to eat meat with one's fingers.
- 8. It was very easy to use the fork.
- 9. Thomas Coryate had to take the fork away.
- 10. Only fifty years later people in England began to use forks.

Task 3.2 Choose the right answer.

- 1. Who visited Italy in 1608?
a) Bernard Shaw b) Thomas Coryate c) James Cook
- 2. What did Coryate write in his diary?
a) “When the Italians eat meat they use small forks.”
b) “When the Italians eat meat they use spoons.”
c) “When the Italians eat meat they use only knives.”
- 3. Why did Thomas Coryate bring forks to England?
a) He wanted to make his friends surprised.
b) He believed it was not nice to eat meat with fingers.
c) Fork were beautiful.
- 4. Why did everybody look at Thomas when he began to eat like the Italians?
a) They believed it was a bad manner.
b) Everybody thought it was an amazing invention.
c) Nobody had seen a fork before.
- 5. Coryate’s friends
- a) began to eat meat with forks at once
b) became ashamed of eating meat with their hands
c) didn’t like the forks
- 6. What did Coryate’s friends say
- a) The Italians were very strange people.
b) The Italians were very clever people.
c) The Italians were very funny people.
- 7. Thomas Coryate tried to prove
- a) it was convenient to use forks
b) it was up-to-date to use forks
c) it was not nice to eat meat with fingers
- 8. Why did the first piece of meat fall to the floor when Thomas took it with the fork?
a) It was not very easy to use the fork
b) The fork was bad c) Thomas was nervous
- 9. When the first piece of meat fell to the floor Coryate’s friends began
- a) to laugh b) to use forks c) to cry
- 10. When did people in England begin to use forks?
a) in 1658 b) 1668 c) 1685

IV. SPEAKING PRACTICE

Task 4.1 *EXPRESSING OPINION.* Discuss the following questions with your group-mates.

1. Have you ever gone to the shops to buy anything and not been able to find it? If so, how did you feel and react and why? Why do shops not always have all their usual stock? What should be done to avoid such situations?
2. Is the place you eat food important for you? Why (not)? How often do you eat out and where? Describe one of the most popular and favourable restaurant / café in your city. Take about: the kind and the quality of food; the size and interior; the quality of service; the prices; the general atmosphere; the kind of people who go there; the kind of music (if any) and the customers.
3. “Honesty boxes” have been introduced in the UK. They are for people who want to buy a newspaper at the train stations and other busy areas. Do you think the idea of “honesty boxes” would work in your town, our country? Why (not)?

Practical Lesson 2.4 WRITING A FORMAL LETTER

Lesson objectives:

- to use vocabulary on the topic;
- to develop writing skills.

LEAD-IN. Discuss the following questions.

- Have you ever written any official letter? If yes, which one (letter of complaint, letter of application, etc.)?
- Who may be the addressee of formal letters?
- How can being polite when writing the letter of complaint facilitate the solution of your problem?



Letter Writing Skills

I. WRITING

How to write a formal letter?

The style of the letter varies depending on who it is addressed to. A letter to someone you do not know requires a formal style. It contains of the following:

- formal greetings and endings (Dear Sir/Madam, – Yours faithfully, name + surname; Dear Mr./Ms./Mrs. Brown, – Yours sincerely, name + surname);
- formal language, i.e. complex sentences, frequent use of passive, and advanced vocabulary;
- no abbreviated forms.

Letters of complaints

Task 1.1 Study the rules on the how to write the letters of complaint.

Letters of complaint are normally written in a formal style.

Mild or strong language can be used depending on the feelings of the writer or the seriousness of the complaint, but abusive language must never be used, e.g.:

1) mild complaint:

- Opening remarks: *I am writing to complain about a damaged item I bought at your shop. I am writing to complain about/regarding/on account of / because of/on the subject of .../ I am writing to draw your attention to ...*
- Closing remarks: *I hope you will deal with this matter/resolve this matter quickly. I hope / assume you will replace / I trust the situation will improve / I hope the matter will be resolved.*

2) strong complaint:

- Opening remarks: *I am writing to express my disgust at the appalling treatment I received while staying at your hotel.*

- Closing remarks: *I insist upon full compensation or I will be forced to take this matter further.*

Start a new paragraph for each different aspect of the topic.

You should state the reason for the complaint in the first paragraph. Any complaints you make should be supported with a justification. Complaints and justification can be linked together as follows:

- *I still haven't received the goods I ordered in spite of/despite the fact that I sent you a cheque three weeks ago.*
- *Although/Even though I have only used the automatic tin-opener once, it no longer works. I have written to you twice but you have not taken any action.*
- *I have already written to you twice. Nevertheless, /However, you have not taken any action.*

Task 1.2 *Read the letter below and state the topic of each paragraph.*

You recently bought a piece of equipment for your kitchen but it did not work. You phoned the shop but no action was taken. Write a letter to the shop manager.

In your letter

- **Describe the problem with the equipment**
- **Explain what happened when you phoned the shop**
- **Say what you would like the manager to do**

Dear Sir/Madam,

I am writing to express my dissatisfaction with one new fridge that I bought two weeks ago in your shop. After purchasing the Frigorific 5000 at your shop, it was sent to my house two days later. At the moment that I received it, the technician sent by you help me to connect it properly, and apparently it was working well. But, after two weeks it made a loud noise during the night and completely stopped working from there on.

Next day I called your shop and explained the situation described above. I was told that a technician was going to be sent in order to check the fridge as soon as possible. However, nobody has been sent so far and all that was five days ago.

I was checking my purchase warranty and according to the policies of your shop, I have the right of a full refund if the fridge fails during the first two months. Therefore, to resolve this problem I would appreciate to receive a full refund for my purchasing. Otherwise I will take legal actions about this situation.

Yours faithfully,
Richard Martinez

Task 1.3 *Read the letter below, fill in personal data to make up a complaint about your recent purchase.*

Dear Sir/Madam (or put the name of the contact person if you know it)

Re: (put here what you are writing about, for example purchase of refrigerator / washing machine repair)

On (date) I (bought / leased / rented / had repaired) a (name of the product, with serial or model number or service performed) at (location, for example, your city store) for (\$ cost).

Unfortunately, (state when the problem started, for example, upon plugging it in / upon attempting to use it), I discovered it did not work adequately because (say what the problem is. If you have already contacted them about the problem, tell them who you spoke to, when, and the results, if any, of your efforts).

I understand consumers are entitled to expect (things they buy be of merchantable quality and will last for a reasonable period of time / a service be carried out with due care and skill and be fit for the purpose for which it is acquired). As you can see from the problem I have described, the (name of product / repair or service performed) could not be reasonably considered to be of reasonable quality.

To resolve the problem, I would appreciate it if you could (say what you want, refund, repair, replacement, exchange, etc). Enclosed are copies of my records (include copies of receipts, guarantees, warranties, cancelled cheques, contracts, model and serial numbers and any other documents).

I look forward to your reply and a resolution to my problem and will wait until (set a time limit) before seeking help from Consumer Protection. Please contact me at the above address or by phone at (home and/or office numbers with area code).

Yours sincerely,
(Your signature)
(Your name)

Enclosure(s): (list the documents you are sending with your letter. Send COPIES of your documents, not originals and keep a copy of this letter for your records)

cc: (put the name of anyone else you are sending the letter to, for example, to Consumer Protection)

Task 1.4 Write the following letters in the appropriate style using 120 - 180 words.

- You stayed at a holiday resort recommended by your travel agent. However, you did not enjoy your stay due to a number of difficulties. Write a letter describing them and asking for action to be taken.
- You have recently bought a telephone, but it does not work properly. Write a letter of complaint to the manager of the shop where you bought it.

Chapter III

HEALTHY LIFESTYLE



Practical Lesson 3.1 WORK – LIFE BALANCE

Lesson objectives:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.

LEAD-IN. *Discuss the following questions.*

1. Do you think you have a healthy life style?
Is it possible to have a healthy life style in modern world?
2. What factors determine a healthy life style (specify on healthy eating, physical activity, stress management, avoiding bad habits, etc.)
3. Is there any connection between the person's style of life and the duration of their life (life expectancy)?



I. VOCABULARY.

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

- healthy lifestyle
- sedentary lifestyle
- longevity
- to get into the habit
- vigorous activity
- to stay active

- physical exercise
- lifestyle related diseases
- to improve joint stability
- to increase and improve range of movement
- to help maintain flexibility
- to maintain body mass
- to prevent osteoporosis and fractures
- to reduce the risk of heart disease, stroke and diabetes
- to improve mood
- to reduce symptoms of anxiety and depression
- to enhance self esteem
- to improve memory
- to reduce stress
- disease prevention

Task 1.2 Form the appropriate derivatives from the given words (nouns/adjectives/verbs/adverbs), add more using a dictionary if possible. Make up sentences that will contain a few derivatives.

	noun	adjective	verb	adverb
healthy, healthful, health, healthiness, healthily				
active, actively, activity, activist, activate				
promote, promotion, promoter, promoted				
prevent, preventive, prevention, preventively				
advise, advice, advisably, advisor, advisable				
develop, developer, development, developing, developed				
move, movable, motion, movement, movability				
digest, digestive, digestion				
obese, obesity				

II. READING COMPREHENSION

Task 2.1 READING FOR GENERAL INFORMATION.

Read the text. Choose a heading for each part. Two of the given headings are not needed. Discuss the suggested ideas.

Five Ways to Reach a Healthy Weight

- Watch out for portion distortion.
- Choose a slimming diet.
- Don't skip breakfast.

- D. *Reduce screen time.*
- E. *Exercise.*
- F. *Don't chat on the Net.*
- G. *Eat 5 servings of fruits and veggies a day.*

1. _____. Regular physical activity burns calories and builds muscle — both of which help you look and feel good and keep weight off. Walking the family dog, cycling to school, and doing other things that increase your daily level of activity can all make a difference. If you want to burn more calories, increase the intensity of your workout and add some strength exercises to build muscle. The more muscle you have, the more calories you burn, even when you aren't exercising.
2. _____. Fruits and veggies are about more than just vitamins and minerals. They're also packed with fibre, which means they fill you up. And when you fill up on fruits and veggies, you're less likely to overeat when it comes to high calorie foods like chips
3. _____. Serving sizes have increased over the past 10 years, and these extra calories contribute to obesity. Another key factor in weight gain is that more people drink sugary beverages, such as sodas, juice drinks, and sports drinks. So choose smaller portions (or share restaurant portions) and go for water or low-fat milk instead of soda.
4. _____. One reason people get less exercise these days is because of an increase in "screen time" — the amount of time spent watching TV, looking at the computer, or playing video games. Limit recreational screen time to less than 2 hours per day. If you're with friends at the mall, you're getting more exercise than if you're IMing them from your room.
5. _____. Breakfast kick-starts your metabolism, burning calories from the get-go and giving you energy to do more during the day. People who skip breakfast often feel so hungry that they eat more later on. So they get more calories than they would have if they ate breakfast. In fact, people who skip breakfast tend to have higher BMIs than people who eat breakfast.

Task 2. 2 *Are the following statements True or False? Support your answers with quotes from the text.*

1. Physical activity is only good for burning calories.
2. Cycling burns more calories than strength exercises.
3. Fruits and vegetables fill your stomach and give vitamins to your body.
4. If you eat a lot of vegetables, you won't feel like eating snacks.
5. Portions used to be bigger in the past.
6. Low-fat milk contains the same amount of calories as sports drinks.
7. When two of you eat out, you should order two portions of food.
8. Recreational screen time refers to playing computer games.
9. You had better meet your friends in person than chat with them.
10. It is not necessary to have breakfast.

Task 2.3 *READING FOR DETAILED INFORMATION.* Fill in the blanks with words from the box. There are **THREE** words you will not need.

affects	attacks	chemicals	cholesterol	diet	disease	doses	effects
energy	gentle	healthy	heart	mood	physical	pressure	protect
reward	weight						reduce

Scientists around the world agree that the key to staying 1) _____ and keeping fit is to eat less and do 2) _____ exercise such as walking or cycling. However, people who exercise too intensively often

3) _____ themselves by spending the rest of the day in front of the screen. At the same time, they have to eat more to give them 4) _____ for the next workout.

To avoid gaining 5) _____, researchers suggest that going for a longer walk or riding a bike for a few hours may actually be better than high-energy exercise. A low-fat 6) _____ may be good for your waistline, but research suggests it may have negative psychological 7) _____. Medical experts have found out that volunteers who followed a strict twenty-five percent fat diet reported feelings of depressions and bad 8) _____.

Many of us already know that drinking coffee raises your blood 9) _____ but according to the latest studies, it too, can make you bad-tempered. Mice that were given regular 10) _____ of caffeine by researchers turned out to be more aggressive than others. On the other hand, chemicals found in tea can 11) _____ the risk of heart 12) _____ and have a positive effect on 13) _____ levels and high blood pressure. If you're a chocolate fan, there's good news for you! Recent studies have revealed that 14) _____ found in chocolate can not only put you in a good mood but also 15) _____ you from a variety of minor illnesses including colds, coughs, depressions and even help reduce the risk of 16) _____ disease.

III. SPEAKING PRACTICE

Task 3.1 *EXPRESSING OPINION.* Tell your group-mates about your lifestyle. Do you consider it to be healthy? How can you improve your daily routine to benefit your health most? Aside from exercising what are other practices that make you healthier?

Task 3.2 *Discuss some more issues.*

1. What more do you think could be done to promote healthy living in your country?
2. How can individuals take more responsibility for their own health?

Practical Lesson 3.2 RECREATIONAL ACTIVITIES

Lesson objectives:

- to use vocabulary on the topic;
- to revise grammar phenomenon – usage of passive voice.

LEAD-IN. Discuss the following questions.

1. Do you have enough free time? What do you do in your free time?
2. Do people's leisure time activities change over the time? Share your experience.
3. How active you are when having holidays? Do you prefer active or passive rest?



I. READING COMPREHENSION

Applying READING STRATEGIES.

* Reading Strategy 1

Read a text with missing sentences once for gist, then read it again more carefully and see if you can predict what kind of information is needed to fill the gaps. Finally, see how closely the sentence options match your predictions, and try them in the gaps. Before making your final choice, check for reference words which could connect the sentences (for example, pronouns like *it* and *this*, or adverbs like *there*).

Task 1.1 Read the strategy above. Then read extracts 1 and 2 below, which have missing sentences. Try to predict what each missing sentence is about. Then look at A-D and choose the sentences that are closest to your prediction.

1. Be careful when you choose a leisure activity because some activities take up a lot of time or effort. ___ Find out what an activity needs before you begin, and you won't have wasted your time.
2. If you think you have hurt yourself while exercising, stop immediately. ___ As a result, they end up with worse injuries, so it takes them much longer to get better.
 - A This is important if a doctor has told you to rest.
 - B This means that you may become discouraged and give up because it is too demanding.
 - C Too many people try to continue, despite the pain.
 - D Then they find that it doesn't interest them as much as they thought it would.

Task 1.2 Read the text. Five sentences have been removed. Choose the correct sentences (A-G) to fill the gaps (1-5). There are two extra sentences.

Hobbies and leisure activities are an ideal way to de-stress, meet people and develop your creativity. But if you don't have a lot of spare time, it can be a challenge to find one that suits your tastes and fits into your busy life. Of course, some readers ask why they should take up a hobby at all. 1. ___ They don't realise that being more active and doing something really enjoyable can improve their energy levels and their mood.

One strategy for finding the right leisure activity is to think about what you enjoyed when you were a young child. 2. ___ Now here's your chance to try again. Perhaps you wish you could spend time exploring on your bicycle again, or wonder why you stopped drawing cartoons. Think about going back to similar activities. Another approach is to think about the hobbies your friends have taken up. 3. ___ Training together will give both of you a boost in motivation. Or if you see a friend's paintings and you fancy doing some painting as well, give it a try.

Something to keep in mind is that an activity may not interest you after you've tried it. 4. ___ So don't beg your parents to pay for a lot of equipment or a whole year's lessons right away.

Begin slowly, borrow what you need, and see if the activity is really right for you. If you still enjoy an activity after a few weeks of starting it, it might be the right hobby for you. 5. ___ And if you complete it, perhaps you can ask for some equipment for your next birthday present.

A Most people try activities they think they will be good at.

B Actually, lots of people give hobbies up within a couple of months of starting them.

C If you are interested when a classmate talks about her martial arts class, ask if you can join her.

D Only then is the time to pay for the full course.

E Parents may also have good ideas for activities too.

F After an exhausting day at school, they want to do is sit in front of TV or go online.

G Do you regret giving up those music lessons when you were ten?

* Reading Strategy 2

Read the text without thinking about the missing words. Then look at the words that come before and after the gaps and think about what type of word would grammatically fit into each gap. Check your answers by reading through the whole text again.

Task 1.3 Read the strategy above. Then read the text below and complete the missing gaps with one word only.

Holidays in the mountains

Many people enjoy spending their holidays hiking or climbing in the mountains. Their reasons vary. Some like being outdoors because 1. ___ is relaxing; others enjoy the positive effects of exercise and fresh air on their mental and

physical well-being. Some people even choose the challenge of climbing a mountain summit for the feeling of achievement at the end. Whatever your motivation, it is important to plan and prepare carefully and 2. ___ some time before the trip doing physical training, particularly 3. ___ you are planning to go on long hikes at high altitudes.

Mountain trips can bring health challenges such 4. ___ altitude sickness. This can be mild, where you might simply develop 5. ___ headache, but in some cases people need medical attention. It is also important to take into account sudden changes in weather conditions, which can be very unpredictable. If the temperature drops below 0°C, you 6. ___ easily get frostbite. It is advisable to use cream on your hands and face before your trip, and make sure you wear warm gloves and socks. Hikers and climbers may also feel unwell because of dehydration, so drinking plenty of water before and during your trip is one of the 7. ___ important things to remember. Spending a day hiking or climbing may be more demanding on your body 8. ___ you think. You ought to rest well after each trip to help your muscles recover for the following day.

II. GRAMMAR

Task 2.1 Study the rules on the grammar phenomenon.

Passive Voice

The English verbs may be used in active and passive voices:

- when we use the **active verb**, we say **what the subject does**: *John built the house in 1987.*
- when we use the **passive verb**, we say **what happens with the subject**, what is done with it: *The house was built by John.*

Passive Voice is used:

- when the person who does the action is unknown, unimportant or obvious from the context: *Rolls Royce cars are made in England.*
- When the action itself is more important than the person who carries it (is used in news reports): *Two people were injured in the car accident.*

We **form the Passive** in the following way:

to be + **the past participle of the main verb**
 (*Ved* for regular verbs **by sb/with sth**
 or *V₃* for irregular verbs)



	Present Indefinite Passive			Past Indefinite Passive			Future Indefinite Passive		
+	I he, she, it we, you, they	am is are	Ved/V ₃	I, he, she, it we, you, they	was were	Ved/ V ₃	I he, she, it we, you, they	will be	Ved/V ₃
e.g.	<i>I <u>am</u> often <u>asked</u> to help. We <u>are</u> <u>invited</u> to the party.</i>			<i>Letters <u>were</u> <u>delivered</u> by postman yesterday.</i>			<i>The students <u>will be</u> <u>informed</u> tomorrow.</i>		
-	I he, she, it we, you, they	am not is not are not	Ved/ V ₃	I, he, she, it we, you, they	wasn't weren't	Ved/ V ₃	I he, she, it we, you, they	will not be /won't	Ved/V ₃

e.g.	<i>I <u>am not</u> often <u>asked</u> to help. You <u>are not</u> invited.</i>			<i>Letters <u>were not delivered</u> by postman yesterday.</i>			<i>The students <u>won't be</u> informed tomorrow.</i>		
?	Am Is Are	I he, she, it we, you, they	Ved/ V ₃	Was Were	I, he, she, it we, you, they	Ved/ V ₃	Will	I he, she, it we, you, they	be + Ved/V ₃
e.g.	<i><u>Is</u> he often <u>asked</u> to help? <u>Are</u> they <u>invited</u> to the party?</i>			<i>When <u>were</u> the letters <u>delivered</u>?</i>			<i><u>Will</u> the students <u>be</u> informed tomorrow?</i>		

TABLE OF TENSES (Passive voice)

	Simple	Continuous	Perfect	Perfect continuous
Present	Am, are, is + V-ed/V ₃	Am, are, is + being + + V-ed/V ₃	Have(has) + been + +V-ed/V ₃	
Past	Was, were + V-ed/V ₃	Was, were + being + + V-ed/V ₃	Had + been + + V-ed/V ₃	
Future	Will + be + V- ed/V ₃		Will + have + +been + V- ed/V ₃	
Future in the past	Would(should) + be + + V-ed/V ₃		Would(should) + have + +been + V- ed/V ₃	

Task 2.2 Put the verb into the correct Present, Past, Future Active or Passive.

e.g. It is a big factory. Five hundred people are employed (employ) there.

- The room _____ (clean) yesterday.
- Water _____ (cover) most of the Earth's surface.
- The park gates _____ (lock) at 7 p.m. every evening.
- The students _____ (come) tomorrow.
- The information _____ (release) next week.
- The letter _____ (post) a week ago and it _____ (arrive) yesterday.
- The boat hit a rock and _____ (sink) quickly. Fortunately, everybody _____ (rescue).
- When I was on holiday, my camera _____ (steal).
- When I was on holiday, my camera _____ (disappear) from the hotel room.
- Many cars _____ (produce) in China.
- He _____ (invite) to her party.
- They _____ (repair) their car tomorrow.

Task 2.3 Grammar in context. Put the verbs in the brackets into the correct tense.

A. Good and A Bad Invention

Our lives (1) _____ (make) better every day thanks to inventions. But sometimes, inventions can make our lives worse. This can happen when an invention (2) _____ (not use) according to the inventor's plan. For example, Alfred Nobel, a Swedish scientist, invented a strong explosive in 1867. It (3) _____ (call) dynamite and it revolutionized the world of engineering. After its invention,

many bridges, tunnels and other structures (4) _____ (*build*) with the help of dynamite. However, dynamite (5) _____ (*also, use*) to kill people in wars. This upset Nobel. Before his death, Nobel decided to use the money from his famous invention to make the world a better place. A special fund (6) _____ (*start*) in Nobel's name. Every year, Nobel prizes (7) _____ (*give*) for extraordinary work in science, medicine, literature and the promotion of world peace.

B. Was Vaccine a Great Innovation?

give kill make need not protect not understand

Disease is one of man's greatest enemies. Between 1347 and 1351, about 25 million people in Europe (1) _____ by the Black Death. Before vaccines, people (2) _____ from disease. The first vaccine (3) _____ in about 1800, but the theory (4) _____ for another 50 years. Today, vaccines (5) _____ to most children in developed world, but more vaccines (6) _____ in poorer countries.

III. SPEAKING PRACTICE

Task 3.1 MAKING UP A MONOLOGUE. Tell your groupmates about your life experience. Describe the following issues in 2 minutes.

<p>Describe an activity that you do after studies/work. You should say:</p> <ul style="list-style-type: none"> • What it is? • When and Where you do it? • Who you do it with? • And how you feel about it? 	<p>Describe an art or craft activity that you had at school. You should say:</p> <ul style="list-style-type: none"> • What you made? • How you made it? • What it looked like? • And how you felt about the activity?
<p>Describe a habit your friend has and you want to develop. You should say:</p> <ul style="list-style-type: none"> • Who your friend is? • What habit he/she has? • When you noticed this habit? • And explain why you want to develop this habit? 	<p>Describe a creative person whose work you admire. You should say:</p> <ul style="list-style-type: none"> • Who he/she is? • How do you know him/her? • What creative things he/she has done? • And explain why you think he or she is creative?

Task 3.2 MAKING UP A DIALOGUE. *Work in pairs. Discuss the following issues.*

- 1) Which activity...
 - is better for people who are not into sport?
 - is safer?
 - seems more fun?
 - is better to do in a big group?
 - is more affordable for teenagers?



- 2) Work in pairs. You and a friend want to go cycling this weekend, but where? You have two options (A and B) to choose from. Agree on the one which you consider more appropriate, and explain why you rejected the other one.

Practical Lesson 3.3 FITNESS BENEFITS

Lesson objectives:

- to learn vocabulary on the topic;
- to develop listening and speaking skills.

LEAD-IN. Discuss the following questions.

1. Do you like sport or any other physical activity? What sport(s) do you play?
2. Have you even won a cup or a trophy?
3. Do you prefer doing sport or being a spectator?
4. Do you go to watch a local sports team?



I. VOCABULARY

Task 1.1 LEARNING VOCABULARY IN CONTEXT. *Decide which answer (A, B, C or D) best fits each space.*

Sport

Someone once said that there are three kinds of people who are (1) **C**: in sport: people who (2) ____ part, people who watch, and people who watch (3) ____ television. It's very easy to make fun of stay-at-home sports (4) ____, but on the other hand, television does enable us to enjoy all kinds of (5) ____ events. We can watch a racing car (6) ____ another, see a cyclist (7) ____ the finishing line, or enjoy the goals of our favourite football (8) ____ . The first time I watched a tennis (9) was on television, and I found it (10) ____ interesting. It's not always easy to (11) ____ long distances to football (12) ____, and television is a good solution. Of course, you can (13) ____ used to sitting indoors all the time, and this is dangerous. We should all try to (14) ____ fit, and have other interests and (15) ____.

- | | | | | |
|-----|------------|-----------------|----------------|----------------|
| 1) | A playing | B really | C interested | D succeed |
| 2) | A take | B have | C make | D get |
| 3) | A on | B with | C by | D from |
| 4) | A people | B centres | C programmes | D fans |
| 5) | A the | B future | C sports | D athlete |
| 6) | A cross | B overtake | C or | D from |
| 7) | A overtake | B and | C cross | D professional |
| 8) | A group | B class | C band | D team |
| 9) | A match | B it | C which | D that |
| 10) | A valuable | B imaginatively | C unexpectedly | D real |
| 11) | A trip | B tour | C pass | D travel |
| 12) | A areas | B grounds | C teams | D fans |
| 13) | A or | B which | C get | D is |
| 14) | A keep | B make | C do | D have |
| 15) | A customs | B habits | C pastimes | D leisure |

Task 1.2 Amateur sports and activities.

A Study the phrasal verbs in the exercise below. Complete the sentences below with these phrasal verbs:

work out = exercise **pig out** = eat a lot **build up** = increase **burn off** = eliminate
put on = increase (weight) **keep up** = maintain the same speed as others **do in** = kill/hurt
warm up = warm muscles before exercise **stretch out** = stretch **tire out** = exhaust muscles

1. Resistance exercises (e.g. weight lifting) can help to _____ your muscles.
2. Schwarzenegger must _____ a lot to maintain his physique.
3. I go to aerobics to _____ the calories I _____ at the weekend.
4. I always feel guilty after I _____ at the Chinese restaurant.
5. Yoga helps to _____ my muscles.
6. You should _____ before you exercise or you might _____ your muscles _____.
7. I think I ate too much at Christmas. I've _____ two kilograms.
8. Just the thought of exercise _____ me _____.
9. I'll never go to a circuits class again. The last one nearly _____ me _____. The other people were really fit so I struggled to _____.

B Fill in the missing words and phrases.

I suppose I'm quite lucky because I don't _____ weight easily. I never _____ in the gym and the only time I _____ is when I need something from the top shelf. I tried aerobics once but I couldn't _____ with the others. I take my dog for a walk three times a day though, and that helps to _____ the calories. I usually watch what I eat but I sometimes _____ on a pizza or a Chinese at the weekend.

My brother is real fitness fanatic. Before he works out he _____ every day with press ups, sit ups, stretches and a jog around the park. He says it's important to _____ good levels of strength, stamina and suppleness. I don't want to overdo it though. A fitness regime like his would _____ me _____ !

Task 1.3 Taking Up Professional Sports. Types of training. Choose a word from the list to fill each gap:

designed equipment healthy jogging muscles music series
sprinting strength working out

1. Aerobic exercise is exercise for fitness that is slow, steady and continues for a long time, like _____ in a park, swimming laps in a pool, or riding a bicycle.
2. Anaerobic exercise is exercise that expends a lot of energy very quickly, like _____ on a running track, swimming in short, quick bursts, or lifting heavy weights.
3. Flexibility exercise is the type of exercise that stretches the _____, like the stretching exercises that athletes do before competing, or the postures performed in yoga.
4. Fitness training is any regular exercise routine that keeps people fit and at a healthy weight, such as _____ at the gym or doing a fitness trail routine.

5. Weight training involves repeatedly lifting heavy weights using barbells or weight machines in order to increase physical _____ and build muscle mass.
6. Circuit training involves repeating a "circuit", which is a personalised _____ of exercises, some of which are for fitness, some for flexibility and some for strength building.
7. Aerobics is a fitness routine led by an instructor that combines rhythmic aerobic exercises with stretching and strength training, usually performed to _____.
8. Gymnastics is a sport that originated in Europe in which exercises requiring strength, flexibility and balance are performed on a range of _____ including bars, rings, mats and vaulting horses.
9. Pilates is an exercise system that aims to strengthen the mind and body through breathing and exercise routines, many of which are performed on pieces of equipment _____ by the system's inventor, Joseph Pilates.
10. Yoga an ancient Indian system of physical and mental exercises intended to create a _____ body and mind.

** Discuss with your groupmates which of above-mentioned types of training are the most popular in your country among young people. Which of them can be used as a part of professional training.*

II. READING COMPREHENSION

Task 2.1 *READING FOR GENERAL INFORMATION.*

Read the text. Discuss the suggested idea. Complete the multiple choice test below the blog.

GPS CHALLENGE

Dear Friends,

Sorry I haven't blogged for a while. I've been a bit busy lately. You'll find out why ... But first of all, have you ever heard of geocaching? It's a kind of treasure-hunting game that uses a GPS device - usually your smartphone - to find small containers called geocaches. These are hidden all over the world - but usually people start with geocaches that are close to their home. The great thing about geocaching is that it leads you to some beautiful and amazing places that you probably didn't know about. I can definitely recommend it - it's healthy and it's fun. Although I should warn you that it's also seriously addictive!

So how does it work, exactly? Well, the first step is to go to the geocaching website or download the geocaching app onto your phone. Then you choose a geocache and you start looking. People have been hiding geocaches for more than ten years, so there are literally millions of them around the world. There are sure to be some near your home, wherever you live. (There are geocaches across all seven continents, including Antarctica!)

Some are very hard to find. They may be hidden beside a river, up a tree, or even below the ground.

Geocaching is quite a new game: it began around the year 2000. However, similar games did exist in the past. For example, in the middle of the 19th century, a game called 'letterboxing' became popular in the south of England. People who enjoyed walking in the countryside began to hide boxes all along the route. These boxes contained postcards addressed to themselves. When other walkers found a box, they collected the cards and posted them. This often took many weeks, because the boxes were often hidden in remote places, not by the paths. In geocaching, the boxes don't contain postcards. They contain a logbook, where the person who finds it can write their name and the date. (They also record the find on the website.) As well as the logbook, geocaches often contain a toy or gift. You are welcome to take this, provided you replace it with something you have brought with you.

The basic game just involves finding a geocache and recording it online and in the logbook. However, there are lots of variations.

For example, there are multi-cache challenges, where each cache contains the co-ordinates for the next cache, until you reach the *i* final cache containing the logbook. There are also 'travelling caches', where each person who finds the cache then hides it in a different location and updates the information on the website.

And there are 'webcam caches'. When you do these, you don't find a physical container or logbook; you find a public webcam and then capture an image of yourself on the webcam as proof that you have been successful. I've tried all of these types, and personally, I've enjoyed the multi-cache challenges the most. Geocaching is an activity you can do alone or, like me, with a couple of friends. But there are also geocaching events where you can get together with hundreds of other fans of the game. For example, the 'Fumble after Dark' event is held every November in Sweden and sounds like great fun. About a thousand geocachers get together for a day of talks and presentations about geocaching. And then they head outside into the darkness for some night-time adventures! I've been enjoying my geocaching experiences so much that I'm seriously thinking about going to 'Fumble after Dark' next year. So why don't you get into geocaching too, and I might see you there!

Bye for now!!

Claudia

1. To take part in geocaching you need
 - a) a mobile phone with GPS.
 - b) a mobile phone with GPS and a toy or gift,
 - c) a mobile phone, a toy or gift and a logbook,
 - d) nothing-just yourself!
2. The activity of geocaching
 - a) began in the 19th century, but only became popular after 2000.
 - b) was originally only popular in one region of England, but now has fans all over the world,
 - c) was called 'letterboxing' when it was first invented,
 - d) has similarities with a 19th-century game.
3. When you find a gift in a geocache, you
 - a) make a note of the gift on the website,

- b) can borrow the gift, but have to return it.
 - c) are allowed to take the gift if you replace it with something else.
 - d) take a photo of the gift as proof that you have found it.
4. The writer thinks that the most enjoyable kind of geocaching is when
 - a) you have to find a public webcam,
 - b) you have to find a series of geocaches,
 - c) you have to find a geocache and then hide it in a different place.
 - d) you simply have to find one geocache.
 5. The writer believes the 'Fumble after Dark' event
 - a) is less fun than geocaching with a couple of friends,
 - b) would be a very enjoyable event to attend,
 - c) is only suitable for adventurous people,
 - d) needs to attract more people.
 6. The writer has written the blog mainly to
 - a) suggest that people try geocaching.
 - b) explain the differences between letterboxing and geocaching.
 - c) publicise a geocaching event in Sweden,
 - d) warn the reader that geocaching is addictive.

Task 2.2 *Work in pairs. Would you like to play this game? Why? / Why not? Use the constructions explaining preference:*

- I'd find it... It sounds really...
- I'd like to play it because...
- It appeals /doesn't appeal to me because...
- I'm (not) really into... I'd rather... I can't stand...
- I don't mind ..., but...

III. LISTENING COMPREHENSION

Task 3.1 A. *Listen to the first part of a radio programme about fitness (Track 2.20). Is the sentence "The speaker could not have worked harder on the exercise bike." true or false? What words did the speaker actually use?*

Task 3.1 B. *Now listen to the rest of the programme (Track 2.21). Are the sentences about High Intensity Training true or false? Write T or F.*

1. Your heart rate and breathing quickly recover afterwards.
2. It's better than many other ways of exercising.
3. The benefits aren't yet known for serious sports training.
4. Increasing the mitochondria in your body makes you fitter.
5. Your body fat is reduced.
6. You feel hungry afterwards.
7. It takes much less time than other forms of exercise.

Task 3.2 Complete the sentences (1-4) with the correct form of the words below. Then listen and check. (Track 2.22).

Exercise verbs: *ache burn convert pump*

Exercise nouns: *adrenalin burst energy intensity*

1. I was exercising so hard that my heart was _____ , and my leg muscles were_____.
2. It's good to push yourself to the absolute limit with short _____ of high-_____ exercise.
3. Mitochondria _____ fat and sugar in the body into _____.
4. This type of exercise also releases _____ - a hormone which _____fat.

Task 3.3 Listen to four speakers talking about their preferred form of exercising. Choose the correct answers (a-c). (Track 2.23). Remember the advice in the strategy.

1. Speaker 1 says that
 - a) he usually plays twice a week in winter,
 - b) his attitude makes up for his deficiencies as a player,
 - c) it's more important to enjoy yourself than to win.
2. The intention of speaker 2 is to
 - a) detail the exercise options available at her gym.
 - b) explain how she chooses to exercise and why.
 - c) advise on the best way to exercise.
3. Speaker 3 is being interviewed about
 - a) her dedication to her sport.
 - b) her reasons for choosing this particular sport,
 - c) her latest fitness craze.
4. Speaker 4 says that
 - a) a he and his friends took up this activity quite recently,
 - b) b he and his friends improve by copying others,
 - c) c his friend is always injuring himself.

Practical Lesson 3.4 WRITING AN ESSAY

Lesson objectives:

- to develop writing skills.

LEAD-IN. Discuss the following questions.

1. Share your experience of visiting sport event.
2. Discuss how to stay healthy having little time.
3. What is your favourite kind of sport? Discuss popular sports in Ukraine.



I. WRITING.

Task 1.1 Study the rules on the how to write essay.

What is an essay?

In its most basic form, an essay supports, refutes or analyses a topic through the use of examples, discussion and reason.

The purpose of an essay is to either (1) declare a position on a topic and persuade the reader to agree or (2) derive a position on a topic after discussing this topic in writing.

The most straightforward approach to write an essay is to structure the response in a logical way that allows the candidate to make and analyse claims, share and discuss examples, and draw conclusions.

This is best done using **a structure** that is divided into four or five paragraphs. Each paragraph is subdivided into several sentences, and each sentence carries out a specific job. When united, the sentences work towards a strong centralised purpose: either to argue in support of a position, or to discuss multiple positions.

Essay layout

Paragraph 1 - Introduction

- Sentence 1 - Background statement
- Sentence 2 - Detailed background statement
- Sentence 3 - Thesis
- Sentence 4 - Outline sentence

Paragraph 2 - First supporting paragraph

- Sentence 1 - Topic
- Sentence 2 - Example
- Sentence 3 - Discussion
- Sentence 4 - Conclusion

Paragraph 3 - Second supporting paragraph

- Sentence 1 - Topic
- Sentence 2 - Example
- Sentence 3 - Discussion

- Sentence 4 - Conclusion

Paragraph 4 - Conclusion

- Sentence 1 - Summary
- Sentence 2 - Restatement of thesis
- Sentence 3 - Prediction or recommendation

Task 2.2 Consider the following example. *State the purpose of each paragraph. What are the functions of linking words?*

The advent of the internet has made it possible for people to work from home. Do you feel this working arrangement has more advantages or disadvantages? Share personal examples in your essay.

The Internet has revolutionised the world in many different ways. It has provided an opportunity for people to work from home. Despite the many advantages that derive from this arrangement, I feel that working from home is predominantly disadvantageous to the professional. This will be shown by looking at how the home sets professionals up to be both distracted and unable to detach themselves from work.

For one, although working from home may be a more cost effective and independent way to work, most people are likely to get distracted under this working arrangement. *For example*, my former manager once delegated a major writing project to me and instructed me to complete it at home over the course of a month. When I went to engage the project, I found it difficult to stay focused while in an environment I normally used for relaxing, and as a result the quality of my work suffered. My experience clearly shows that for people similar to myself, working from home is disadvantageous to productivity.

In addition to this, the stay at home worker often finds it challenging to distance themselves from their work, and this can be mentally exhausting. *For instance*, my colleague has started his own business from home. Within the first few months, he was receiving telephone calls, emails and faxes at all times of the day and night. In the end, he felt forced to move to a rented office simply because it was taking over his life. As this story illustrates, the disadvantages of a home based job are numerous.

To conclude, despite the advantages of lower overhead and independence, working from home has many more drawbacks than favourable points. I thus hope that professionals everywhere think carefully before settling on this working arrangement.

Task 2.3 *Read the essay topics below. Choose the one to express your opinion in writing.*

- Some activities and sports are harmless and do not involve risks but some others involve risks and dangers and yet people are attracted to these activities. Why do you think some people are attracted to dangerous sports or

other dangerous activities?

You should give reasons for your answer using your own ideas and experience. You should write at least 250 words.

- Some people prefer to plan activities for their free time very carefully. Others choose not to make any plans at all for their free time. Compare the benefits of planning free-time activities with the benefits of not making plans. Which do you prefer – planning or not planning for your leisure time?

Use specific reasons and examples to explain your choice. You should write at least 250 words.

- The number of overweight children in developed countries is increasing. Some people think this is due to problems such as the growing number of fast food outlets. Others believe that parents are to blame for not looking after their children's health. *To what extent do you agree or disagree with these views?*

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

Chapter IV ODA TO SPORT



Practical Lesson 4.1 WE GO IN FOR SPORT

LESSON OBJECTIVES:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.

LEAD-IN. Discuss the following questions.

1. Do you take up any sport? How long do you practice it?
2. What sports are popular in your native country?
3. Do you engage in sport at amateur or professional level?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. Read aloud, translate and remember the key words and expressions.

Words and expressions

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • blessing • healthy • disease • pain • mentally • “A sound mind in a sound body” • to win • to keep oneself fit | <ul style="list-style-type: none"> • to go in for (to engage in) sport • quiet • lively • to lose • a great variety • facility • touch • character building | <ul style="list-style-type: none"> • amateur • competition • coach • fan • score • in favor of • to enjoy • amateur |
|---|---|---|

SPORTS

- track and field athletics
- fencing
- boxing
- aquatic sports
- skiing
- skating
- pole vaulting
- long jumping
- high jumping
- running (run)
- rhythmic gymnastics (calisthenics)
- artistic gymnastics
- wrestling
- cycling
- rowing
- weightlifting
- swimming
- shooting
- equestrian sport
- diving

Task 1.2 Give names for the illustrated sports.



1. _____ or
s _____
2. _____ y
3. _____ t _____
4. _____ c _____
5. _____ l _____
6. _____ m _____
7. _____ - ball
8. g _____
9. h _____ j _____
10. _____ k _____

II. READING COMPREHENSION

Task 2.1 *READING FOR GENERAL INFORMATION.*

Read the text. Choose a heading for each part. Two of the given headings are not needed. Discuss the suggested ideas.

- A. Role of PE teachers in involving youth to sport.
- B. Kinds of competitions.
- C. Sports and games.
- D. Requirement to practicing sports.
- E. Types of athletic facilities.
- F. Lifelong physical activity is the key to good health
- G. Being in good health means absence of diseases.

SPORTS AND GAMES

1. _____ Good health is great blessing. Everyone should do all he can to stay healthy. Being in good health means having both body and mind in good working order free from disease and pains. As they say, “A sound mind in a sound body”.

2. _____ All sorts of physical exercises are very helpful to make our bodies strong as well as to keep us well mentally. Therefore, if we want to keep ourselves fit, we have to go in for sports or games.

3. _____ People play games - in some games each person is for himself, in others there are teams. Some games are quiet, others are very lively. Every game has its own rules. Winning and losing are always a part of playing a game. No list could be made of all the games people play. *Games* that take a great deal of athletic skill are often called *sports*. Football (soccer), tennis, hockey, basketball, for instance, are sports. We go and may go in for a great variety of sports and games. Some kinds of sports need simple equipment and facilities, other – rather complex ones.

4. _____ First touch to sports and games we make in childhood. Later on in school we discover our favorite sports and games. As far as I am concerned, I go in for football, table tennis, swimming, wrestling, and some others. Today PE teachers in schools can have different ideas about why they are teaching sport. Should they try to produce a winning team? Should they use sport for character building? Should they teach a lot of technique? Or should they just teach the pupils to enjoy the game? No matter what the answer might be the school has always been the place for selection and training prospective athletes. Some of them becomes professionals but majority remains amateurs.

5. _____ In our country every year a great number of different competitions are held at different levels – starting with schools and finishing by national level. The winners of national competitions take part in international championships: World and European ones; Games of Olympiads; Winter Olympic Games; World University Games or World Student Games, and the like.

Task 2.2 Answer the following questions.

1. What does it mean to be healthy?
2. Do you follow the proverb "A healthy mind in a healthy body"?
3. In order to keep fit people, engage in some kind of physical activity, don't they?
4. Do people play games to enjoy their leisure time?
5. What is the difference between games and sports?
6. How many kinds of games and sports are there in the world?
7. What kind of equipment do various kinds of sport need?
8. What is the best age to start exercising?
9. What sports are considered the most popular among schoolchildren?
10. Who is responsible for promoting sports in schools?
11. Should they try to produce a winning team?

12. Should they use sport for character building?
13. Should they teach a lot of technique?
14. Should they just teach the pupils to enjoy the game?
15. What is the difference between amateurs and professionals in sports?
16. What kinds of competitions do you know?

Task 2.3 *READING FOR DETAILED INFORMATION.*

Are the following statements True or False? Support your answers with quotes from the text.

1. Physical activity is the only way to make a fortune.
2. Cycling is done in the circus.
3. If you want to keep fit, you must take up at least one sport all your life.
4. Sport is a type of physical activities which demand special technique skills
5. Health is better than wealth.
6. I am an Olympic champion in decathlon.
7. Sports activates the central nervous system, improve hear action, deepen respiration and stimulate muscular system.
8. In sports and journeys, men are known.
9. The PE teacher must instil a love of sports in children.

Task 2.4 *Match the following words and phrases with their synonyms.*

- | | | | |
|----|----------------------|---|---------------------|
| 1 | technique | A | soccer |
| 2 | to go in for sport | B | victory |
| 3 | blessing | C | elite athlete |
| 4 | complex | D | to engage in sport |
| 5 | rule | E | technical skills |
| 6 | winning | F | contest |
| 7 | coaching | G | regulation |
| 8 | to fan for | H | rhythmic gymnastics |
| 9 | professional athlete | I | gift of God |
| 10 | football | J | training |
| 11 | competition | L | to cry for |
| 12 | callisthenics | M | elite athlete |

Task 2.5 *Open the brackets and use a verb in proper Tense and Mood.*

SPORTS IN THE USA

1. The most popular spectator sports in the USA (*to be*) baseball, football, basketball, hockey, boxing, wrestling and horse racing. 2. There (*to be*) many participant sports in the USA: golf and tennis are probably the most popular of them. 3. Football the most popular sport in the fall. 4. Almost every university and college in the country (*to have*) a football team and the football stadiums of some of the largest universities (*to seat*) as many as eighty thousand people. 5. American football (*to be*) different from European football. 6. There (*to be*) professional football teams

in almost all major cities of the United States. 7. The number of spectators at professional football games (*to be*) larger than at college games, because the professional players (*to be*) more skilled and perform more spectacularly. 8. Basketball (*to be*) the winter sport in American schools and colleges. 9. There (*to be*) professional basketball teams but they are not as popular as professional baseball teams.

III. SPEAKING PRACTICE

Task 3.1 *MAKING UP A CONVERSATION. Discuss some issues.*

1. What more things should be considered in your University curriculum to promote healthy living and studying of the students there?
2. Sport for All and competitive sports in Ukraine: which of them is more important for health of nation?

Task 3.2 *Give a talk on the topic “We go in for sport”.*

Practical Lesson 4.2 OUR TRAINING

Lesson objectives:

- to use vocabulary on the topic;
- to revise grammar phenomenon – Sequence of tenses. Indirect Speech.

LEAD-IN. Discuss the following questions.

1. What are the main components of a workout?
2. Why do we warm up?
3. What do you know about cool down period?



I. READING COMPREHENSION

Task 1.1 READING FOR GENERAL INFORMATION. Listen to the text “Our Training”. Discuss the ideas mentioned in the text.

OUR TRAINING

The training process consists of many elements: motor, tactic, psychic qualities and technique. They are interconnected and none of them can be neglected.

The tactics of preparation and some psychic characteristics such as motivation, volitional qualities and emotional states are always present, but undoubtedly, the motor skills and technique are considered the most significant. In the process of training one should observe the proper succession of these elements and watch their proportions.

The training process is of cyclic character. It consists of periods of work and relaxation. There are various types of relaxation breaks: the breaks between some exercises, the breaks between training and competitions, the breaks between microcycles, between training periods etc.

One thing is sure: the shorter the period of rest a competitor needs, the better form he/she is.

The process of change of the state from fatigue to the state of relaxation is known as regeneration. This process can last from several seconds to several hours. There are some factors stimulating the process of regeneration:

- personal hygiene, hygienic conditions of work and relaxation;
- proper exercises and regulated loads and intensity;
- the activities stimulating regeneration, such as; massages, hydrotherapy, irradiation, saunas.

As a rule the process of training begins with warming-up. It is a very important period because it helps to prepare an athlete’s organism for muscular work of great intensity.

The way to success in sport is becoming more and more complicated. It requires more knowledge on the part of a coach, on the one hand, and great talent and devotion on the part of the competitor, on the other (hand).

Task 1.2 *Discuss in-group the most essential points of your training.*

1. What elements does the training process consist of?
2. Are the motor skills and technique considered the most significant?
3. What should you observe while training?
4. What psychic characteristics do you know?
5. How do you understand the notion “cyclic character of training process”?
6. What types of relaxation breaks do you know?
7. What factors stimulate the process of regeneration?
8. Why is it very important to warm up before training?
9. Does the way to success in sport become more complicated?
10. What does it require on the part of a coach and on the part of an athlete?

Task 2.3 *READING FOR DETAILED INFORMATION. Complete the sentences logically according to the text.*

1. The training process consists of many elements: 2. The ...of preparation and some psychic ... such as ... qualities and ...states are always present. 3. The ... and ... are considered the most significant. 4. In the process of training one should observe 5. The training process is of 6. It consists of periods of 7. There are various types of relaxation breaks: 8. One thing is sure: ... the period of rest a competitor needs, ... form he is. 9. The process of changing the state from fatigue to the state of relaxation is known as 10. This process can last 11. There are some factors stimulating the process of regeneration, they are -...; - ...; - 12. As a rule the process of training begins with 13. It is a very important period because 14. The way to success in sport is becoming 15. It requires more knowledge on the part of ..., and great talent and devotion on the part of the

II. SPEAKING PRACTICE

Task 2.1 *MAKING UP A DIALOGUE. Make up dialogues according to the pattern:*

- What kind of sport do you go in for?
- **I go in for boxing.**
- And **where** do the boxers train?
- They practice in the **boxing halls.**

For an idea:

swimming – swimmers – swimming pool; football – footballers – stadium; cycling – cyclists – cycling track or highway; gymnastics – gymnasts – gyms; weightlifting – weightlifters – weightlifting halls; shooting – shooters – shooting range; ice-hockey – ice-hockey players – skating rink; athletics – track-and-field athletes – stadium; wrestling – wrestlers – wrestling hall; speed skating – speed skaters – Ice Arena.

Task 2.2 *Now you have to complete the sentences using a model:*

E.g.: *It takes me twenty minutes to warm up*

1. It takes me ... to swim one hundred meters.
2. It takes him ... to run two km.
3. It took her ... to take a shower.
4. It usually takes us ... to have a rest after training.
5. It will take my friend ... to become a champion of our University.
6. It took them ... of hard training to show good results.
7. It has taken Steve ... to have breakfast.
8. As a rule it takes me ... to exercise.

Task 2.3 *Act out the conversation.*

- How long does it take you to train?
- Usually it takes me two hours to train. Not speaking about a warm-up.
- What is it “a warm-up”?
- Warming up the muscles gradually increases their elasticity and makes them ready for greater efforts. It improves the work of one’s heart, lungs and nervous system.
- What does a warm-up consist of?
- It consists of slow and fast running and stretching exercises and it depends on the event you are practicing.
- It is really so important, isn’t it?
- It goes without saying. It helps to prevent pulled muscles. Would you like to watch our training? You may stay here for a while.
- Thanks a lot. But I’m afraid, I can’t. Let’s make it for some other time.
- O.K. It’s been settled then.

III. GRAMMAR

ЧАСИ ГРУПИ PERFECT ACTIVE

1. Часи групи Perfect Active утворюються за формулою

to have + III форма дієслова = to have written

Допоміжне дієслово **to have** змінюється за часами, а III форма дієслова не змінюється. Present Perfect

2. а) Якщо допоміжне дієслово to have стоїть у Present Indefinite, час називається Present Perfect.

б) Якщо допоміжне дієслово to have стоїть у Past Indefinite, час називається Past Perfect.

3. Присудок у Present і Past Perfect перекладається минулим часом, у Future Perfect – майбутнім часом. Як правило, всі часи групи Perfect перекладаються дієсловами доконаного виду.

4. Перфектні часи показують наявність результату дії, передають завершену дію у певний момент теперішнього, минулого чи майбутнього:

Present **I have written** an article
Perfect

Дію завершено до даного моменту (тобто до моменту розмови, що відбувається).

Past Perfect Yesterday **I had written** an article by 5 o'clock.
Yesterday **I had written** an article before you came.

Дія закінчилась до певного моменту в минулому (тобто до п'ятої години вечора, до того як ви прийшли).

Future Tomorrow **I shall have written** an article by 5 o'clock.
Perfect Tomorrow **I shall have written** an article before you come.

Дія закінчиться до певного моменту в майбутньому (тобто до п'ятої години завтра; , до того як ви прийдете).

5. У питальній формі перше допоміжне дієслово виноситься на перше місце. Заперечення **not** ставиться після першого допоміжного дієслова.
6. З часами групи Perfect вживаються прислівники: **just** тільки що, **ever** коли-нибудь, **already** вже, **yet** ще, **recently** недавно, **never** ніколи, **lately** нещодавно, які ставляться після першого допоміжного дієслова.

ЧАСИ ГРУПИ PERFECT CONTINUOUS

1. Формула часів групи Perfect Continuous утворюються за формулою

to be + ing-form

Якщо дієслово **to be** в цій формулі поставити у Perfect – to have been, то вийде формула групи Perfect Continuous:

to have been + ing-form

2. а) Якщо в цій формулі допоміжне дієслово **to have** вживається у Present, такий час називається Present Perfect Continuous.

I have been cooking the meal for an hour.

- б) Якщо дієслово **to have** вжито у Past, цей час називається Past Perfect Continuous:

I had been cooking the meat for an hour when you came.

- в) Час Future Perfect Continuous в англійській мові вживається дуже рідко.

I shall have been preparing dinner for an hour when Mary comes to me.

Я буду готувати обід (уже) годину, коли до мене прийде Мері.

3. Часи Perfect Continuous позначають дію, що почалася до моменту мовлення, або до якогось моменту в минулому або майбутньому і продовжується аж до цього моменту.
4. Дієслова у часах групи Perfect Continuous перекладаються на українську мову теперішнім, минулим або майбутнім часом.

ПАСИВНИЙ СТАН ГРУПИ PERFECT

1. Формула пасивного стану

to be + III форма дієслова

(Інфінітив від дієслова to eat – **to be eaten**)

2. Якщо допоміжне дієслово **to be** з цієї формули поставити у Perfect, одержимо формулу пасивного стану групи Perfect:

to have been + III форма

(**to have been eaten** – пасивний перфектний інфінітив).

3. У формулі **Perfect Passive**

to have been + III форма

дієслова відмінюється перше допоміжне дієслово **to have**:

to have been eaten

Present	Past	Future
have been		shall
	had been eaten	} have been eaten
} eaten		will
has been		

4. Заперечення **not** ставиться після *першого* допоміжного дієслова (**to have**):

The soup has **not** been eaten yet.

При утворенні питальної форми перше допоміжне дієслово ставиться перед підметом:
Has the soup been eaten already?

Task 3.1 Complete the sentences using forms of PastTense and Present Perfect Tense - Simple and Continuous

1. Tim (WRITE) six pages of his book this morning. Here they are. Yesterday he only (WRITE) two pages.
2. Let's play tennis! - No, thanks. I (ALREADY PLAY) three matches this week and I need a rest.
3. Paul (MAKE) films since he was in High School. This year he (MAKE) two very good films about southern Germany. One of them is on TV tonight.
4. I'm sorry, Dad is not here. He (JUST LEAVE) for work.
5. (YOU FIND) your passport yet, Joe? No! I (LOOK) for it for two hours but I can't find it anywhere.
6. Nancy and Bob (GET) married five years ago.
7. Chuck, (YOU BE ABLE) to find the answer to the exercises? No, not yet, but I (THINK) about it for days.
8. (ANYBODY HEAR) from Carl? - I have. He is in London at the moment.
9. Don't forget to tidy up your room Fred. - I (ALREADY DO) it Dad.
10. Would you like something to drink? - No, thanks, I (JUST HAVE) a cup of tea.
11. How many goals (YOU SCORE) this season Graham? - Only two, but we (PLAY) only three games so far. - And last year? How many goals (YOU SCORE) last year? - Twenty one.
12. Go to bed, Danny! You (WATCH) TV for more than four hours. That's really enough.

Task 3.2 Make up 5 sentences according to similar patterns.

1. I haven't seen you since 2020. Where have you been?
2. I haven't seen you since you left Kyiv.
3. My friend left Kharkiv in 2021. We haven't met since.
4. We haven't heard from the Petrenkos for a long time.

Task 3.3 Answer the questions using the tenses discussed above.

1. Have you ever our school friends since you left school?
2. How many times have you been to your home town since you left it?
3. Which of you has been to Odessa since the pandemic was over?
4. How many new films have you seen since we went to the cinema together?
5. How many English books have you read since you began to learn English?
6. How long have you been here today?
7. How long have you known your best friend?

Practical Lesson 4.3 AT THE COMPETITIONS

LESSON OBJECTIVES:

- to learn vocabulary on the topic;
- to develop listening and speaking skills.

LEAD-IN. Discuss the following questions.

1. Competition is an integral part of both sports and life in general, isn't it?
2. Should striving to be the best at one's aspirations be encouraged from early childhood?
3. Is there any competition among the students in your group?



I. LISTENING COMPREHENSION

Task 1.1 GLOSSARY OF THE TOPIC. Get acquainted with the vocabulary of the topic.

integral; to determine; indoor; representative; to revive; to originate; archery; to eliminate; rowing; elimination tournament; equestrian sport; loser; sailing; division; preceding; on a point-scoring basis; to be paired off; speed skating; cross-country skiing; to defeat; to make up a single unit; luge; to advance to the next round; to affiliate; semifinal; i.e. = id est; annual; quadrennial; alpine skiing; downhill; to take place/to stage; common

Task 1.2 LISTENING FOR GENERAL INFORMATION. Listen to the text to answer the questions in Task 1.3.

KINDS OF COMPETITIONS

1. Competitions are an integral part of the pedagogical process in the system of physical education.

Competitions may be of individual, team or individual-team kind. An individual competition is held to determine a champion. The competition of this kind is called a championship. From time to time national, European, world, international, indoor, open championships take place. The greatest championships in sports are called the Olympic Games. They are organized every four years with representatives from more than 200 nations competing.

2. There are the Summer Olympic Games (the Games of Olympiad) revived in Greece in 1896 and the Winter Olympic Games originated in 1924. Competitions in the Summer Games normally include archery, basketball, boxing, rowing, cycling, equestrian sports, fencing, field hockey, artistic and rhythmic gymnastics, wrestling, sailing, shooting, judo, soccer, swimming, diving, handball, track-and-field

(athletics), volleyball, water-polo, weightlifting and the like. The program of the Winter Games include biathlon, bobsleigh, speed skating, figure skating, short track, cross-country skiing, ski jumping, ski board, curling, ice hockey, downhill slalom, alpine skiing, lugening (luge, tobogganing), etc.

3. Champion is a winner of the first place or first prize in competition by defeating the other contestant in his division of a contest or tournament.

4. Tournament is a series of games or contests that make up a single unit of competition. The most common tournament is an elimination tournament in which the competitors are paired off for individual rounds, with the winners advancing to the next round. Losers are eliminated until there is a single champion.

5. The European Cup, a major team championship open to the European national associations affiliated to the International Amateur Athletic Federation. First staged in 1965 at Stuttgart (men) and Kassel (women), this competition consists of a qualifying round in three groups, followed by a semifinal round and a six-nation final. Each nation enters one competitor per event. The result is determined on a point-scoring basis. The European Cup final was staged at Kyiv in 1967, at Stockholm in 1970, at Edinburgh in 1973 i. e. it must be held in a four-year cycle.

6. The European Cup Winners' Cup is an annual club competition. The competition is open to the clubs which have won the national cup in the preceding season. It is organized in the following events: football, basketball, water polo and the like. The World Cup is a quadrennial competition organized every four years by international federations in such sports as wrestling, gymnastics, athletics, fencing and others.

Task 1.3 *Answer the questions:*

1. What athletic event is called a championship?
2. What kinds of championships do you know?
3. Which international competitions are the greatest in the world?
4. Give a definition of a term "champion".
5. What is a tournament?
6. What types of Cup competitions do you know?
7. What is the difference between Cup competitions and championships?
8. What competitions are held in your sport?
9. What competition did you take part (watch) last?
10. What competition would you like to participate (watch) in the nearest future?
11. My dream is to go and see the Olympic Games. And what about you?
12. What competition impressed you most of all? Why?

Task 1.4 *READING FOR DETAILED INFORMATION. Read the text again. Give definition in one word or a phrase to the following below.*

1. the winner of the first place or the first prize at the competition;
2. a series of games or contests that make up a single unit of competitions;

3. an individual competition being held to determine a champion;
4. the greatest championship organized by the IOC every four years with about 200 nations;
5. a quadrennial competition organized by the international sports federations;
6. the competition open to the clubs which have won the national Cup in the preceding season;
7. a major team championship open to the European associations.

Task 1.5 *Respond to the following:*

1. Name all types of competitions you know.
2. What would you like better: to be a participant or a spectator at the competition?
3. Do you like to compete?
4. Have you ever been a champion or a prize-winner of some contest?
5. How do you call an athlete who has broke a record?
6. What national and international competitions would you like to see?
7. Do you agree with the principle: "It is important not to win but to struggle"?

II. SPEAKING PRACTICE

Task 2.1 *MAKING UP A DIALOGUE. Act out the conversation.*

AN INTERVIEW WITH A FOOTBALL PLAYER

- Steve: What time does your day start, Sam?
- Sam: Oh, that's an easy question! Never before 10 o'clock.
- Steve: And when do you train with the team?
- Sam: Five days a week. Not on Saturdays or Sundays.
- Steve: And how many hours do you train every week?
- Sam: About four hours a day. It's hard work.
- Steve: And how often do you travel abroad?
- Sam: Oh, once a month, sometimes twice a month.
- Steve: What do you do in you free time?
- Sam: I drive my sports car. I visit my girl-friends.
- Steve: Expensive hobbies! Er ... how much do you earn?
- Sam: A lot. Oh, in my free time I read all my fan letters of course. I get hundreds of letters a week.
- Steve: And do you answer all of them?
- Sam: I don't. I answer letters once a year at Christmas.
- Steve: Why do people like you?
- Sam: Er ... that's a difficult question. Read my fan letters. Here they are.

2.1.1. Listen to the conversation “An Interview with a Football Player”.

2.1.2 Answer the questions:

Does Sam get up early or late? How often does he train with the team? How many hours a day does he train? Does he often travel abroad? What are his hobbies? What does Sam do in his free time?

2.1.3. Role-play the conversation.

Task 2.2 Act out the conversation.

“RADIO INTERVIEW”

- Presenter: - And now on Radio 5: Sportsworld with Kevin Callaghan.
- Kevin: - Good afternoon, and welcome to Sportsworld. Today in the studio we have a special guest, an up-and-coming tennis star, winner of the Monte Carlo Cup, second in the Earls Court Indoor Championships – yes, it’s Debbie
- Ford: - Hello, Debby!
- Debbie: - Hello!
- Kevin: - Well, Debbie, you’re a very successful tennis star and you’re very young ... just how old are you?
- Debbie: - 15.
- Kevin: - Just 15! That’s fantastic! Tell me, Debbie, what’s the secret of your success? Are you all good sportsmen in your family?
- Debbie: - Well, I started playing tennis very young. My mother’s a teacher and she started me playing
- Kevin: - I see... what about your father?
- Debbie: - Oh Dad? No ... he’s a bit lazy ... he’s 49 now ... and he just doesn’t have the time.
- Kevin: - What does he do?
- Debbie: - He’s a doctor. He used to play football when he was younger...
- Kevin: - Have you got any brothers or sisters?
- Debbie: - Yes, I’ve got a brother and a sister.
- Kevin: - Tell me about them.
- Debbie: - Well, Jane ... my sister’s name Jane ... she’s 20 and she’s a secretary ... she works for the Chesterton Gazette.
- Kevin: - And what about your brother?
- Debbie: - David ... well he’s only 10 so he’s still at school.
- Kevin: - Are they good at sport?
- Debbie: - Mmm! Not bad! Jane swims quite well ... she likes swimming ... but David’s the one to watch.
- Kevin: - Oh yes?

- Debbie: - He started playing tennis two years ago and ...
- Kevin: - With your mum?
- Debbie: - Yes, Mum started him off. It's good ... we can practice together ... he's faster than ...
- Kevin: - And he's only 10!
- Debbie: - Mmm!
- Kevin: - So, we'll have to look out for David in a few years time. Now, Debbie ... tell us something about your training schedule.

Practical Lesson 4.4 CASE STUDY

Lesson objectives:

- to promote the vocabulary of the topic;
- to develop writing and speaking skills.

LEAD-IN. Discuss the following questions.

1. What is your attitude to regular exercising?
2. What is the biggest sports arena in Kyiv?
3. What is the desire of each athlete?



I. SPEAKING PRACTICE

Task 1.1 Listen to the text below and discuss with the group-mates what Agon was: a real person or the personification of an idea. Translate it in writing.

AGON - A DEITY OF THE GREEK WORLD

Agon is an ancient Greek word with several meanings. In one sense, it meant a contest, competition, especially the Olympic Games, or challenge that was held in connection with religious festivals.

In its broader sense of a struggle or contest, **agon** referred to a contest in athletics, chariot or horse racing, music or literature at a public festival in ancient Greece.

Agon was also a mythological personification of the contests listed above. This god was represented in a statue at Olympia with halteres (dumbbells) in his hands. This statue was a work of Dionysius, and dedicated by Micythus of Rhegium.

According to Pausanias, Agon was recognized in the Greek world as a deity, whose statue appeared at Olympia, presumably in connection with the Olympic Games, which operated as both religious festival in honor of Zeus and athletic competition. Agon is perhaps, more of a spirit than a god in Greek mythology, but was understood to be related to both Zelos (rivalry) and Nike (victory). More generally, Agon referred to any competitive event that was held in connection with religious festivals, including athletics, music, or dramatic performances.

** Notes: Micythus (Ancient Greek: Μίκυθος), son of Choerus, was a tyrant of Rhegium (modern Reggio Calabria), Zancle (modern Messina), and he also founded the city of Pyxus in the 5th century BC.*

Task 1.2 Which description fits which game?

- | | |
|----------------|--|
| 1. Soccer | A) The most popular English summer game, played on a green field, very slow and long by two teams of 11 players each |
| 2. Lawn tennis | B) One of the most popular English games, played from late August until the beginning of May on a large field with a |

- round leather ball.
3. Table tennis C) A very popular outdoor game played on a court with rackets in which the ball must pass back and forth over a net.
4. Cricket D) A game played by two or teams of two players on a rectangular table using wood paddles and a small plastic ball.

Task 1.3 *Here are the ten most popular sports in Great Britain. Take the sports you know something about and grade them according to how exciting or boring you think they are.*

Association football (or soccer). Cricket. Lawn tennis. Table tennis. Golf. Rugby football. Racing. Badminton. Croquet. Fishing.

Task 4.4 *Listen to the description of a fitness exercise and match it with its image. Give the name in your native language. Ask your group mate to execute the exercise.*

A Side stretch.

With the feet apart approximately shoulder width, lean to one side. Reach down with the arm on that side and reach up over your head with the opposite arm. Let your body weight stretch the muscles as you lean downward. Do not twist or arch the back. Hold. Repeat to the other side.

B Back saver toe touch (for hamstrings).

Sit on the floor. Extend one leg and bend the other knee, placing the foot flat on the floor. Bend at the hip and reach forward with both hands. Grasp one foot, ankle, or calf, depending upon how far you can reach. Pull forward with your arms trying to touch your head to your knee. Keep your knee relatively straight. Hold. Repeat with the opposite leg.

C The cardiovascular warm-up.

Before you perform a vigorous workout, walk or jog slowly for two minutes. After exercise, do the same.

D Calf stretcher for (1) gastrocnemius and (2) soleus.

Face a wall with your feet two or three feet away. Step forward on left foot to allow both hands to touch the wall.

(1) Keep the heel of your right foot on the ground, toe turned in slightly, knee straight, and buttocks tucked in. Lean forward by bending your front knee and arms and allowing your head to move nearer the wall. Hold.

(2) Bend right knee, keeping heel on floor. Hold. Repeat with the other leg.

E Leg hug (for the hip and back extensors).

Lie on your back. Bend one leg and grasp your thigh under the knee. Hug it to your chest. Keep the other leg straight and on the floor. Hold. Repeat with the opposite leg.

G Zipper (for triceps and lower “pecs”).

Lift right arm and reach behind head and down the spine (as if pulling up a zipper). With the left hand, push down on right elbow and hold. Reverse arm position and repeat.



Image 1

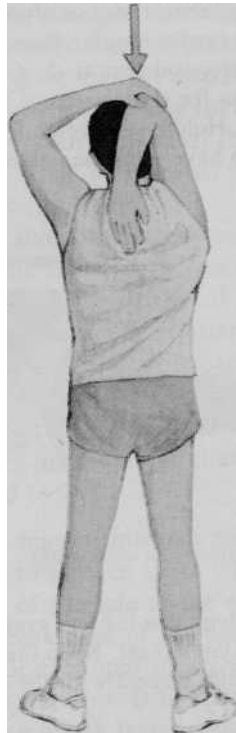


Image 2



Image 3



Image 4



Image 5



Image 6

II. WRITING

Task 2.1 *Imagine that you are taking an interview with a famous Ukrainian athlete. What would you like to ask him/her about?*

Task 2.2 *Write an essay about your favourite athlete. Consider the essay layout in Lesson 3.4.*

Task 2.3 *Do the test below.*

TEST

CHEATING AND PUNISHMENT IN ANCIENT OLYMPIA

From the earliest times the Olympic Games were organized with many rules and rituals. They were sacred to the god Zeus. Athletes, their fathers and brothers, and officials promised to obey the rules at a ceremony in front of the temple of Zeus before the Games began.

However, there were sometimes cheaters. As penalty for cheating the athlete and his city had to pay a large fine. These fines were used to build small statues of Zeus. The athlete's name, his father's name, his crime and the name of his city were carved into the statue. These statues were erected along the entrance path into the stadium. They were called "Zanes". For hundreds of years other athletes walked past these statues as they marched into the stadium.

The statues were a good reminder of the consequences of cheating. Some of the bases of these statues can be seen today at ancient Olympia. The names of the cheaters are still there for everybody to see - 3 000 years later.



Cheaters in the ancient Olympic Games were punished by having to pay for a small statue of Zeus, bearing their name.

2.3.1. Answer all questions following the text on the basis of what is stated or implied in it. For the following you are to choose the one best answer, (A), (B), (C), or (D), to each question.

- 1) *Which of the following is true?*
 - A *Those athletes who participated in the ancient Games were called "Zanes".*
 - B *There were statues of the cheaters along the entrance path into the stadium.*
 - C *Cheaters had to pay penalty.*
 - D *The cheaters' names were announced at the opening ceremony.*

- 2) *Who took an oath to abide by the rules?*
 - A *Athletes and officials.*
 - B *Athletes and their fathers.*
 - C *Athletes and their and brothers, and officials.*
 - D *Athletes, their fathers and brothers, and officials.*

- 3) *Why were the statues of "Zanes" created?*
 - A *The statues were a good reminder of the consequences of cheating.*
 - B *The statues decorated the entrance path to the stadium.*
 - C *To commemorate a sum of fine paid.*
 - D *In order the athletes walking past the statues could admire them.*

- 4) *Which of the following was carved into the statue?*
 - A *The athlete's name, his crime and the name of his city.*
 - B *The athlete's name, his father's name, his crime and the name of his city*
 - C *The athlete's name, his father's name and his crime.*
 - D *The athlete's name, his coach's name, his crime and the name of his city.*

- 5) *Why were the statues called "Zanes"?*
 - A *After the name of their first sculpture.*
 - B *Because the fines were used to build small statues of Zeus.*
 - C *It was the name of the first cheater.*
 - D *Because they were placed in front of the temple of Zeus in Olympia.*

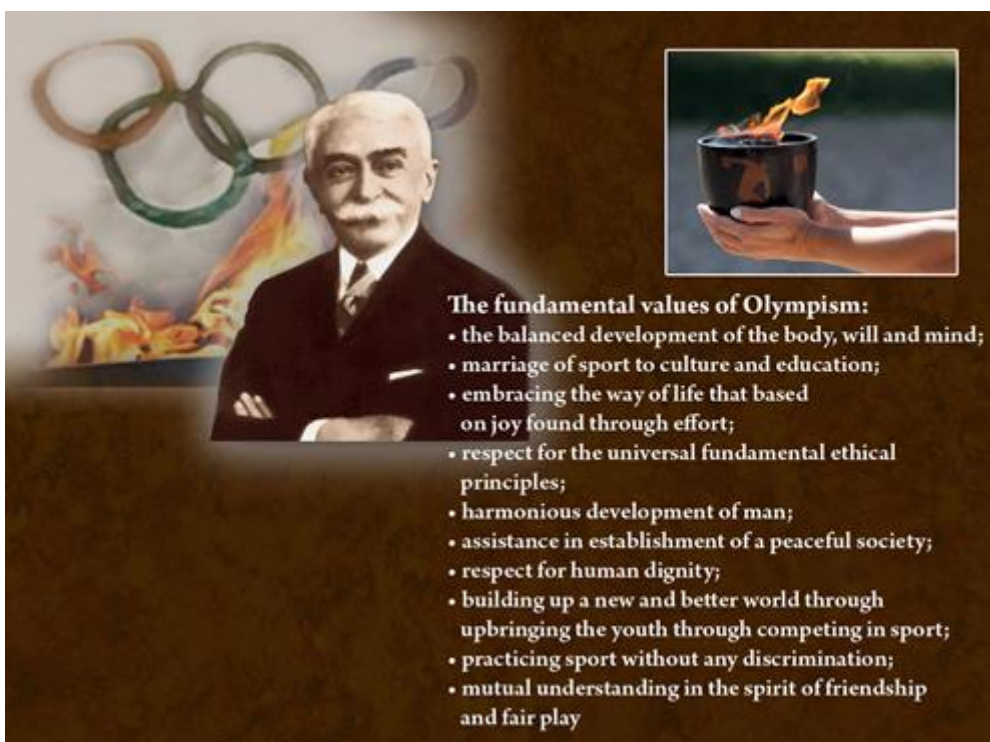
Chapter V

RECOGNITION OF SPORTING ACHIEVEMENT

Practical Lesson 5.1 OLYMPISM

Lesson objectives:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.



The fundamental values of Olympism:

- the balanced development of the body, will and mind;
- marriage of sport to culture and education;
- embracing the way of life that based on joy found through effort;
- respect for the universal fundamental ethical principles;
- harmonious development of man;
- assistance in establishment of a peaceful society;
- respect for human dignity;
- building up a new and better world through upbringing the youth through competing in sport;
- practicing sport without any discrimination;
- mutual understanding in the spirit of friendship and fair play

LEAD-IN. Discuss the following questions.

1. What is the greatest sports festival in the world?
2. Who inspired the revival of the Olympic Games nowadays?
3. Has your native city ever hosted the Olympic events of the Games?

I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. *R*Listen, read aloud, translate and remember the key words and expressions.

- a) disturbance, peace, chariot races, honour, unity, oath, flame, torch, relay, javelin throwing, logo, mascot, heritage, motto, team scoring, innovation, spirit, glory, effort, excavation, sanctuary, spring, goddess, god, deity, temple, statue, ivory, spectator, truce, hostility, passage, emphasis, mind, demand, value, significance, earthquake, flood, dignity, fervour, pursuit, sense, recognition, criterion (criteria), fairness, rivalry, exception, score, excellence, replica, mirror, message, ceremony, charter, era, anthem, diffusion, observance, establishment, cheating, violence, pressure, pitfall, affirmation, vision, diversity, aid;

- b) to ban = to forbid, to grant, to revive, to expand, to crown, to conduct = to held, to hoist, to adopt, to promise, to respect, to abide, to reveal, to flow, to expand, to originate, to involve, to layer, to schedule, to seat, to erode, to destroy, to bury, to seek, to proclaim, to devote = to dedicate, to burn, to permeate, to claim, to encompass, to belong, to contribute, to inspire, to light, to express, to invite, to excel, to recite, to extinguish, to approve, to propagate, to ensure, to encourage = to promote, to commit oneself, to prohibit, to resist, to empower, to disseminate, to entrust, to inaugurate, to reinforce, to affect, to prevail, to oppose, to supervise;
- c) sacred, modes, interlaced, forthcoming, true, pure, huge, weak, military, mutual, permanent, fertile;
- d) probably = perhaps, gradually, except for, apparently, however, in part, particularly = in particular, furthermore, among, throughout, in accordance with, otherwise, nowadays;
- e) to make one's appearance, an oath-taking ceremony, to be crowned with olive leaves, owing to the efforts, in the name of, in the true spirit of sportsmanship, the foot of the hill, city-state, to be in force, create spells, can be attributed, to reach a peak, on the occasion of 20th anniversary, B. C.; A. D.; IOC; NOC; IF; IOA.

Task 1.2 *Form the appropriate derivatives from the given words (nouns/adjectives/verbs/adverbs), add more using a dictionary if possible. Make up sentences that will contain a few derivatives.*

	noun	adjective	verb	adverb
to contribute; contribution; contributor; contributory				
appearance; to appear				
to oppose; opposite; opposition; oppositionist				
to inspire; inspiratory; inspiration, inspired; inspirator; inspirer				
to originate; origination; original; origin; original; originative				
to lose, loser, lost, losing				
to supervise; supervisor; supervision; supervisory; supervising				
rivalry; rival				
to belong; belongings				

II. LISTENING COMPREHENSION

Task 2.1 Listen to the text “Olympics Background”. Answer the questions to the text. You are supposed to choose one best answer, (A), (B), (C) or (D) to each question.

OLYMPICS BACKGROUND

In 776 B.C. the first registered Olympic Games were held at the foot of Mount Cronus to honor the Greeks’ chief god, Zeus. The Greeks emphasized physical fitness and strength in their education of youth. Therefore, contests in running, jumping, discus and javelin throwing, boxing, and horse and chariot racing were held in individual cities, and the winners competed every four years at Mount Cronors were greatly honored by having olive wreaths placed on their head and having poems sung about their deeds. Originally, these were held as games of friendship, and any wars in progress were halted to allow the games to take place.

The Greeks attached so much importance to these games that they calculated time in four-year cycles called “Olympiads” dating from 776 B. C.

- Which of the following is not true?
A Winners placed olive wreaths on their own heads.
B The games were held in Greece every four years.
C Battles were interrupted to participate in the games.
D Poems glorified the winners in song.
- For what purpose were the Olympic Games held?
A to stop wars C to crown the best athlete
B to honor Zeus D to sing songs about the athletes
- Approximately how many years ago were these games staged?
A 776 years C 2 277 years
B 1 205 years *D 2 760 years
- Which of the following contests was not mentioned in the text?
A discus throwing C skating
B boxing D running
- What conclusion can we draw about the ancient Greeks?
A They liked to fight.
B They were very athletic.
C They liked a lot of ceremonies.
D They couldn’t count, so they used “Olympiads” for dates.

Task 2.2 Give a talk on the “Olympics Background”.

III. READING COMPREHENSION

Task 3.1. READING FOR GENERAL INFORMATION. Scan-read the text below. Choose a heading for each part. Two of the given headings are not needed. Discuss the suggested ideas.

- A. First appearance of Ukraine at the Olympic Games.
- B. Background of the Ancient Games.
- C. Revival of the Olympic Games.
- D. A torch relay of the Olympic flame.
- E. The Olympic mottos adopted by the International Olympic Committee.
- F. Special symbols of the Olympic Games' host-city
- G. The adoption of main Olympic symbols.
- I. Winners of the Ancient Games.
- J. Frequency of the Olympic Games.
- K. The Olympic champions were awarded enormous money sums.
- L. Programs and ceremonies of the Ancient Games.
- M. Deaf Olympics.

THE OLYMPIC GAMES

1. The Olympic Games, an international festival of sports, originated in Ancient Greece in 776 B. C. They were held at a four year interval (called Olympiad) for nearly 12 centuries until 393 A. D. when the Roman Emperor Theodosius banned the Games as a disturbance to Roman peace and they haven't been revived for nearly 1,500 years.

2. The ceremonies of the ancient Olympic Games included contests in oratory, poetry, music and art, as well as athletic skills like wrestling, long jumping, running, discus and javelin throwing. Later, the program was expanded to include boxing and chariot races.

3. To be a victor in the ancient Olympic Games was a great honour. The winners were traditionally crowned with olive leaves from a sacred tree.

4. The Ist Games of the modern cycle were conducted in Athens, Greece in 1896 owing to the efforts of the French educator Baron Pierre de Coubertin. Then athletes competed in 9 sports and 43 events. For 100 years from a very modest beginning in Athens, the Olympic Games are now among the most respected and popular events in the world. Today the Olympic sport program has grown to more than 26 sports with over 271 events.

5. In 1920 (in Antwerp) the Olympic flag with five interlaced rings of blue, yellow, black, green and red colours on a white background - the symbol of unity of the five continents - was hoisted for the first time, and the first Olympic oath-taking ceremony was also introduced.

6. The Olympic flame makes its journey from ancient Olympia, Greece to the site of the Olympic Games in a torch relay.

7. The Olympic Games' host-city often chooses a special symbol - a logo, and a special character - a mascot, in order to say something about its culture and history heritage.

8. The motto adopted by the International Olympic Committee - "Citius, Altius, Fortius" (Faster, Higher, Stronger) - made its appearance at the Antwerp Games too. The IOC has got also another motto: "The most important thing in the Olympic Games is not to win, but to take part".

9. Since 1924 the Winter Olympic Games have been held every four years. They cover over 60 events in 9 sports.

10. Ukraine as independent state first took part in the Olympics in Barcelona, Spain in 1992. There the national team was represented with 80 athletes and collected 40 medals in individual and team scoring. Since then it has not been once when the Ukrainian athletes were honored with the highest Olympic awards. Let's wish them success at the forthcoming Olympic Games!

Task 3.2 *Answer the questions to the text.*

1. What is the greatest festival of sports in the world?
2. When did they originate?
3. Where were they held?
4. Which time interval were they conducted?
5. What events were on the program of the ancient Games?
6. Was it a great honour to be an Olympic champion?
7. When and where were the first Olympic Games of the Modern Cycle revived?
8. Who was the inspirer and organiser of the modern Olympic movement?
9. What noteworthy innovations made their appearance at the Games in Antwerp, 1920?
10. How does the Olympic flag look like?
11. What is the procedure of the Olympic flame delivering?
12. Which of the Olympic mascots do you like best of all?
13. You know two Olympic mottoes, which of them suits you better?
14. Where and when were the last summer (winter) Olympic Games held?
15. When and where will be held the next summer (winter) Olympics?
16. Would you like to visit the Games?

*** EXTRA TASKS**

Check for few extra tasks to be completed in the relevant section of Appendices.

Task 3.3 *READING FOR DETAILED INFORMATION. Ask questions to the words in italic. Retell the text.*

PIERRE DE COUBERTIN

Baron Pierre de Coubertin is regarded as the man who revived the modern Olympic Games. Coubertin believed that they would give the youth of his country and the world the



opportunity to develop in harmony their physical, mental and spiritual virtues. Moreover; the Olympic Games would create *a unique opportunity* for strong bond of friendship to develop among the peoples of the world. The excavations *in Delphi and Olympia* which brought to light the sanctuaries played a crucial role in his decision. *In 1894*, on his initiative, the First International Sports Congress was held in Paris. The members of the Congress expressed *a wish for Olympic Games to be held once every four years*, starting with Athens in 1896.

Coubertin dedicated his life to this goal and *eventually succeeded*. After his death, his *heart* was taken to the seat of the International Olympic Academy at Olympia, the place he so passionately loved, and was buried *in a stele in the «Pierre de Coubertin» grove*.

Task 3.4 *Are the following statements true or false? Support your answers with quotes from the text.*

1. The Olympic Games, an international festival of sports, originated in
2. Ancient Greece in 1776.
3. The winners were traditionally crowned with olive leaves from a sacred tree.
4. The I-st Games of the modern cycle were conducted in Athens, Greece in 1896 owing to the efforts of the French educator Baron Pierre de Coubertin.
5. The Olympic flame makes its journey from Athens, Greece to the site of the Olympic Games by plane.
6. In 1920 (Paris) the Olympic flag with five interlaced rings of blue, yellow, black, green and red colours on a white background.
7. The Olympic Games' host-city often chooses a special symbol - a logo, and a special character - a mascot, in order to say something about its culture and history heritage
8. The ceremonies of the ancient Olympic Games included contests in oratory,
9. poetry, music and art.
10. I am an Olympic champion.
11. To be a victor in the ancient Olympic Games was a great honour.
12. The motto adopted by the International Olympic Committee - "Citius, Altius, Fortius" - made its appearance at the Atlanta Games.
13. The IOC has got also another motto: "The most important thing in the Olympic Games is not to win, but to take part".

Task 3.4 *Decide whether the following statement are true or false.*

IV. USE OF ENGLISH

Task 4.1 *Fill in the blanks with words from the box. There are THREE words you will not need.*

to hoist, enhanced; the superiority; boycott; broadcast rights; ancient;

founded; the governing body; over the decades; sponsors; motto; to host

1. The modern Olympic Games were inspired by the ... Olympic Games, which were held in Olympia, Greece, from the 8th century BC to the 4th century AD. 2. Baron Pierre de Coubertin ... the International Olympic Committee (IOC) in 1894, leading to the first modern Summer Olympic Games in Athens, Greece in 1896. 3. The IOC is of the Olympic Movement, with the Olympic Charter defining its structure and authority. 4. The rise of television as a global medium for communication ... the profile of the Games. 5. It generated income via the sale of and advertising, which has become lucrative for the IOC. 6. This allowed outside interests, such as television companies and corporate .., to exert influence. 7. The IOC has had to address numerous criticisms like internal scandals, the use of performance-enhancing drugs by Winter Olympians, as well as a political ... of the Winter Olympic Games. 8. Countries have used the Winter Olympic Games as well as the Summer Olympic Games to proclaim of their political systems.

Task 4.2 *Insert prepositions.*

THE PRIZES FOR THE OLYMPIC VICTORS

1. The only prize was the *kotinos*, a wreath made ... a branch ... the sacred wild olive tree. 2. The official prize-giving ... all the victors took place ... the last day ... the Games. 3. The herald announced the name ... the victor his father's name and the city he came 4. ... the same time he tied a red ribbon round his head. 5. Olympic victors had the right to have their statues set up ... the sanctuary ... Olympia. 6. Returning ... their own cities, they enjoyed great honours. 7. Their countrymen pulled down part ... the city walls to welcome them, implying that since they had citizens like this they did not need walls.

Task 4.3 *Make a right decision in verb option.*

WOMEN AND THE GAMES

1. According to Pausanias, unmarried women (*were/was/permitted, permitted*) to watch the games. 2. However, married women (*was/were/has been prohibited*) from being spectators and were also not allowed to cross the Alpheios river during the games, the only exception (*are, were, was*) the priestess of Demeter Chamyne who was allowed to attend. 3. Any violation of this rule (*will be, was, are*) punishable by death. 4. The only instance where this rule (*is/were/was broken*) and the death sentence not carried out (*was, were, have been*) the case of Kallipateira, daughter of the Rhodian Diagoras, who (*comes, have come, came*) to the stadium disguised as a trainer to encourage her son Peisidoros who was taking part in the games.

Practical Lesson 5.2 SPIRIT OF ANTIQUITY

Lesson objectives:

- to master the vocabulary of the topic;
- to develop listening and speaking comprehension skills
- to gain more information about the Olympics.
- to revise grammar material: Sequence of Tenses. Indirect (Reported) Speech

LEAD-IN. *Discuss the following questions.*

1. What do you know about Olympics in ancient times?
2. Are winter sports popular in Ukraine?
3. What are the reasons preventing them to develop further?
4. Which of winter sports are your favorite ones?



I. READING COMPREHENSION

Task 1.1 *READING FOR GENERAL INFORMATION.*

Listen, read and translate the text below. Study the key vocabulary to complete task 1.2.

ANCIENT OLYMPIA

Ancient Olympia was a religious site long before the first recorded Games of 776 B.C. Excavations reveal that the sanctuary's age dates back before 1300 B.C. In those days a spring of pure water flowed from the foot of the hill of Kronus which rises above the site. There the oldest sanctuary was probably an altar to the great Mother Goddess, Rhea. Perhaps the first torch run involved a race of young boys to light her sacred flame. Gradually, Zeus replaced other goddesses and gods as the most important deity of Olympia. The great temple in the centre of the sanctuary, built in his honour, housed a huge statue layered in gold and ivory.

Gradually other athletic events were included in the religious festival, and they were regularly scheduled every four years. By 600 B.C. the Games included horse races, pentathlon (long jump, javelin, discus, a foot race and wrestling), body contact sports of boxing, wrestling and pankration as well as the foot races. The games then lasted 5 days.

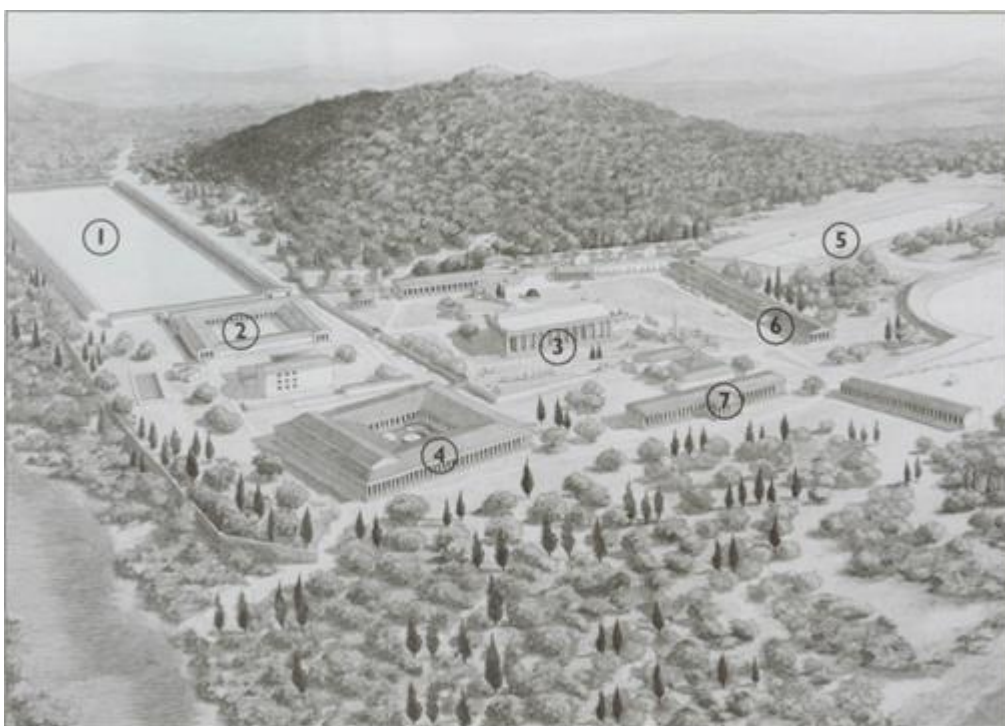
The ancient Olympic stadium seated 40,000 people. As the greatest of the Greek religious festivals these Games attracted spectators and participants from all the Greek city states and from Greek colonies all around the Mediterranean Sea. For a period of time before and after each Game a sacred truce, the "*Ekehirea*", was in force. All military conflict and all hostilities in the region hosting the Games were forbidden. Those attending the Games were usually granted safe passage through their city states. Only free Greek men and boys could compete. All women, except for the Priestess of Demeter, were forbidden to attend as either participants or spectators. Apparently, certain Greek generals thought that women could create spells that would make their soldiers weak. There were, however,

games for women, and women in Sparta were involved in all aspects of sport and military training.

Winners in the Olympic Games were awarded a crown of olive leaves, and became heroes in their cities. The success of the ancient Olympic Games can be attributed in part to the Greek love for competition (Agon), to their respect for harmony and beauty of the human body, and to the emphasis on their way of life on unity of mind, body and spirit.

Under Alexander the Great and in Roman times, sensationalism, commercialism and the demand by athletes for bigger and bigger prizes eroded the value system and religious significance of the Games. They were ended in 393 A.D. by the Christian emperor Theodosius I. In 426 A.D. on orders from Theodosius II, the buildings were destroyed. Earthquakes and a massive flood then buried the ruins.

Task 1.2 *Fill in the blanks the names of the sights you see on the plan of Olympia as it was in ancient time using the names below the picture.*



Stadium, Palaestra (wrestling hall), Temple of Zeus, Gymnasium, Leonidaion,
South Stoa, Stoa of the Echo.

- | | | | |
|----|-------|----|-------|
| 1. | _____ | 2. | _____ |
| 3. | _____ | 4. | _____ |
| 5. | _____ | 6. | _____ |
| 7. | _____ | | |

Task 1.3 *Answer the questions to the text “Ancient Olympia”.*

1. What was revealed in the ruins of ancient Olympia?
2. Where was a spring of pure water in those days?
3. Which goddess was the sanctuary’s altar devoted to?
4. What was considered a prototype of first competitive activity there?
5. Whose honour was there

a great temple in the centre of sanctuary? 6. What events were on the program of the Games by 600 B.C.? 7. How long did the games last then? 8. How many spectators did the ancient Olympic stadium seat? 9. What was in force for a period of time before and after each Game? 10. What was granted for those attending the games? 11. What were the requirements for participants and spectators of the Games? 12. Did the women engage any exercising in ancient Greece? 13. What were the winners crowned with? 14. Why were the ancient Olympic Games considered so successful? 15. What was the reason to break-up the ancient Games later on?

WINTER OLYMPICS

II. USE OF ENGLISH

Task 2.1 *Read the passage. Choose the best option of the given words below.*

1. The Olympic Charter limits ... sports to "those sports which are practiced on snow or ice." 2. Since 1992 a number of ... sports have been added to the Olympic programme; which include short track speed skating, snowboarding, freestyle and moguls skiing. 3. The addition of these events has ... the appeal of the Winter Olympics beyond Europe and North America. 4. While European powers such as Norway and Germany still ... the traditional Winter Olympic sports, countries such as South Korea, Australia and Canada are finding success in the new sports. 5. The results are: more ... in the national medal tables; more interest in the Winter Olympics; and higher global television ratings.

	A	B	C	D
1.	summer	autumn	winter	spring
2.	old	technical	commercial	new
3.	broadened	narrowed	shortened	ennobled
4.	participate	dominate	fall behind	demonstrate
5.	parity	fair play	development	boredom

Task 2.2 *Choose a right variant of the verb from those in brackets.*

WINTER OLYMPIC GAMES

1. The first Winter Olympics (take place, has taken place, took place) in 1924 in Chamonix in France. 2. They (were started, has been started, started) at the request of countries with highly developed winter sports, so that their athletes could also have the chance to take part in the Olympic Games. 3. Up to 1992, summer and winter Olympics (have been hold, were held, are holding) in the same year. 4. In order to avoid having two major athletic events happening within such a short period, it (has being decide, have been decided, was decided) that as of 1994 the Winter Olympics would be held exactly in the middle of the four years between the Summer Olympics.

Task 2.3 Read the text and translate it. Decide which option (A-D) best fits each gap.

WINTER OLYMPICS

1. The Winter Olympic Games _____ a major international multi-sport event held once every four years for sports practiced on snow and ice. 2. The first Winter Olympic Games, the 1924 Winter Olympics, were held in Chamonix, France. 3. The _____ five Winter Olympic Sports (consisting of nine disciplines) were bobsleigh, curling, ice hockey, Nordic skiing (consisting of the disciplines military patrol, cross-country skiing, Nordic combined, and ski jumping), and skating (consisting of the disciplines figure skating and speed skating). 4. The Games were held every four years from 1924 to 1936, _____ in 1940 and 1944 by World War II, and resumed in 1948. 5. Until 1992, the Summer Olympic Games and the Winter Olympic Games were held in the _____ year and in accordance with the 1986 decision by the IOC to place the Summer Olympic Games and the Winter Olympic Games on separate four-year cycles in alternating even-numbered years, the next Winter Olympic Games after 1992 were held in 1994. 6. The Winter Olympic Games _____ since their inception. 7. Sports and disciplines have been added and some of them, such as *alpine skiing, luge, short track speed skating, freestyle skiing, skeleton, and snowboarding*, _____ a permanent spot on the Olympic program. 8. Some others, including curling and bobsleigh, have been discontinued and later reintroduced; others have been _____ discontinued, such as military patrol, though the modern Winter Olympic sport of biathlon is descended from it. 9. Still others, such as speed skiing, bandy and skijoring, were _____ sports but never incorporated as Olympic sports.

- | | | | | |
|---|-----------------|------------------|---------------|-----------------|
| 1 | A is | B are | C be | D were |
| 2 | A is hold | B was hold | C are held | D were held |
| 3 | A new born | B natural | C original | D emergent |
| 4 | A broken | B interrupted | C divided | D united |
| 5 | A similar | B same | C different | D leap year |
| 6 | A have evolved | B has changed | C has stopped | D have happened |
| 7 | A take | B bought | C gain | D have earned |
| 8 | A timely | B occasionally | C permanently | D comparatively |
| 9 | A demonstration | B representative | C show | D extreme |

III. GRAMMAR. REPORTED SPEECH

Task 3.1 *Study the rules on the grammar phenomenon.*

The tense of the verb in the original sentence normally changes when this statement is reported as a past event.

Original statement

- a) "The road is closed".
- b) "They are repairing it".
- c) "The bridge has collapsed".
- d) "No one can cross it."

Reported statement

- I told you the road was closed.
- I told you they were repairing it.
- I told you the bridge had collapsed.
- I told you no one could cross it.

While the tense-change shown above is normal, it need not be made if, for example, the speaker wishes to emphasize that the situation described in the actual words spoken still exists and it can also be applied to the time of reporting. Thus:

I told you (that) { the road is closed.
they are repairing it.
the bridge has collapsed.
no one can cross it.

Bob: I'm tired.
Jim: What did you say?
Bob: I said I'm tired.

In this situation, the tense of the verb is not changed because the reported statement is given very soon after the original statement.

SAY – TELL

Direct speech

He said, "I'm Ted."
He said to me, "I'm Ted."
He told me, "I'm Ted."
(NOT: He told (that) he was Ted.)

Reported speech

He said (that) he was Ted.
He said to me (that) he was Ted.
He told me (that) he was Ted.

We can use the verbs say and tell both in direct and reported speech.

- * Tell is always followed by a personal object (told me).
- * Say is used with or without a personal object. When used with a personal object it is always followed by the preposition to (said to me).

REPORTED STATEMENT

Direct speech

Reported speech

Present simple

“I want to go to bed early,” he said.

Past simple

He said (that) he wanted to go to bed early.

Present continuous

“She is feeding the baby,” he said.

Past continuous

He said (that) she was feeding the baby.

Present perfect

“I’ve bought a new dress,” she said.

Past perfect

She said (that) she had bought a new dress.

Past simple

“I finished work early,” Alex said.

Past simple or Past perfect

Alex said (that) he (had) finished work early.

Past continuous

“I was planning to call you later,” she said

Past continuous or Past perfect continuous

She said (that) she was planning / had been planning to call me later.

Future (will)

“I’ll talk to you tomorrow.

Conditional (would)

She said (that) she would talk to me the next day.

REPORTED QUESTIONS

Case study: Yesterday, Eric had a job interview. The manager asked Eric if/whether he had had any experience. He also asked him why he wanted the job.

* Reported questions are usually introduced with the verbs **ask, inquire, wonder** or the expression **want to know**.

* When the direct question begins with a question word (**who, where, how old, how long, when, why, what, etc.**), the reported question is introduced with the same question word.

e.g. “What do you want to know?” she asked me.

She asked me what I wanted to know.

* When the direct question begins with an auxiliary (is, do, have) or a modal verb (can, may, etc.), then the reported question begins with if or whether.

e.g. Have you seen this man before?” he asked me.

He asked me if/whether I had seen the man before.

Adverbs and Demonstrative Pronouns in Reported Speech

Demonstrative pronouns and adverbs of proximity in time and space

Demonstrative pronouns and adverbs of remoteness in time and space

this (these)	-	that (those)
today	-	that day
this morning (week, month, summer)	-	that morning (week, month, summer)
now	-	then
here	-	there
tomorrow	-	the next (the following) day
next week (month, year)	-	the next week (month, year)
ago	-	before
some days (weeks, months, hours)	-	some days (weeks, months, hours)
ago	-	before
yesterday	-	the day before, the previous day
last week (month, Sunday, etc.)	-	the previous week (month, Sunday, etc.) or the week (month, year, etc.) before

Task 3.2 *Turn the following sentences into reported speech.*

Robin said, "These biscuits taste delicious".

"I can't see you this afternoon because I've got a lot to do." Ann told me.

She came into the room holding some letters in her hand and said, "I found these while I was tidying the desk drawers."

Fiona said, "That picture was painted by my great-grandfather."

"Those were good times for my family," Jack said.

"I received a parcel this morning, but I haven't opened it yet," Tom said.

You mustn't do that again," Mum said to Bob.

"These shoes are worn out. You'd better throw them away," Mum said to me.

Task 3.3 *Turn the following sentences into reported speech.*

He said, "I'm going to the station."

Tina said, "You should exercise regularly."

They said, "We had booked the room before we left."

Tom said, "This meal is delicious."

"I've written you a letter," she said to her friend.

"We've decided to spend our holidays in Jordan." They told us.

Jill said, "I'll go to the bank tomorrow."

She said to him, "We've been invited to a wedding."

She told me, "You must leave early tomorrow."

They've gone out for the evening," Jessie said to me.

They said, "We may visit Joe tonight."

"We won't be visiting Tom this evening," Sam told us.

Task 3.4 *Turn the following into reported questions.*

“Where do you live?” I asked her

“How old will you be on your next birthday?” he asked me.

“Where is your umbrella?” she asked her daughter.

“Do you like playing football?” John asked me.

The boss asked, “What time are you going home today?”

“Will you take the children to school today?” he asked.

“Who called you today?” she asked.

“When will you decorate the kitchen?” Martha asked.

“Who broke my vase?” I asked.

Father asked, “Will you help me lift these boxes, please?”

“Can you speak a foreign language?” she asked her.

“Where is the tourist information center?” we asked.

Practical Lesson 5.3 SYMBOLS AND CEREMONIES OF THE GAMES

Lesson objectives:

- to master vocabulary on the topic;
- to develop reading comprehension skills;
- to revise grammar material.

LEAD-IN. Discuss the following questions.

1. What is the most recognizable Olympic symbol?
2. Who invented its design?
3. What is the meaning of five Olympic Rings?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. Match the words with their definitions.

	Term	Definition
1	athlete	legacy
2	symbol	stress
3	flambeau	talisman
4	replicas	sportsman
5	rivalries	duplicates
6	heritage	sign
7	were forbidden	contest
8	emphasis	were banned
9	mascot	torch

II. USE OF ENGLISH

Task 2.1

Read the following text. Decide which answer (A-D) best fits each gap.



SYMBOLS AND CEREMONIES

The symbol of the Olympic Games is the 1)_____ Olympic Rings. They express the ideals and goals of the Olympic Movement which have 2)_____people for more than 100 years. This Olympic symbol represents the union of the five 3)_____ and the meeting of athletes from all over the world at the Olympic Games. The colours of the top three rings are blue, black and red (going from left hand side to the right hand side). The 4)_____ rings are yellow and green. The Olympic rings

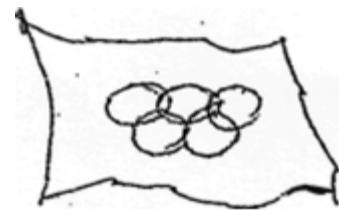
stand for fairness and friendship among all those who 5) _____ the Olympic Games from all the five continents. Coubertin, who designed this emblem in 6)_____ explained its symbolic meaning: “These five rings represent the five parts of the world now won over to Olympism and ready to accept its fertile rivalries. Also (white background included), the six colours thus combined represent those of all nations, with no 7)_____. The blue and yellow of Sweden and Ukraine, the blue and white of Greece, the French, British, American, German, Belgian, Italian, Hungarian colours, the yellow and red of Spain are beside the Brazilian and Australian innovations, and to ancient Japan and young China. This a real international 8)_____”. Everyone 9)_____ the five Olympic rings. They symbolize the highest level of excellence in sport throughout the world.

- | | | | | | | | | |
|---|---|----------|---|--------------|---|--------------|---|------------|
| 1 | A | seven | B | five | C | four | D | six |
| 2 | A | inspired | B | collected | C | involved | D | proclaimed |
| 3 | A | states | B | countries | C | associations | D | continents |
| 4 | A | left | B | right | C | bottom | D | next |
| 5 | A | enjoy | B | take part in | C | play | D | arrange |
| 6 | A | 1913 | B | 1891 | C | 1915 | D | 1896 |
| 7 | A | issues | B | cases | C | samples | D | exceptions |
| 8 | A | emblem | B | festivity | C | sign | D | union |
| 9 | A | follows | B | admires | C | likes | D | recognizes |

Task 2.2 Ask questions to the underlined words.

THE OLYMPIC FLAG

The five coloured rings on a pure white back-ground make up the Olympic Flag. It is three metres long, two metres wide, the flag has the symbol in its centre. All the flags that fly over the stadia are replicas of this one. The Olympic flag first appeared officially in 1914, in Paris, on the occasion of the 20th anniversary of the re-establishment of the Games. It was first hoisted over the Olympic stadium in 1920, during the Antwerp Games.



Task 2.3 Open the brackets and match the verb in brackets with the subject

THE OLYMPIC MOTTO

The special motto of the Olympic Games (*to be*) three words: CITIUS, ALTIUS, FORTIUS. They (*to mean*) in Latin: SWIFTER, HIGHER, STRONGER.

This (*to devise*) by the Dominican priest Father Henri Martin Didon, a friend of Pierre de Coubertin. And, since 1894, when the International Olympic Committee (*to establish*), it (*to be*) the official motto of the Olympic Movement.

The new Olympic motto (2021) (*to recognize*) the unifying power of sport and the importance of solidarity. Its essence (*to express*) in efficiency and consonant with the era: **Faster, Higher, Stronger – Together!**

This Olympic motto (*to urge*) the athletes to excel themselves in the framework of honourable competition and the spirit of the Olympic Games.

The words of the Olympic message (*to display*) on the main scoreboard at every modern Olympic Games: “The most important thing in the Olympic Games (*to be*) not to win but to take part Just as the most important thing in life is not the triumph, but the struggle.”

These words (*to express*) the message which the IOC (*to address*) to all who belong to the Olympic Movement, inviting them to excel in accordance with the Olympic spirit.



Task 2.4 Read the information below and make your choice of appropriate prepositions.

THE OLYMPIC FLAME



The sacred flame (*of; from; in*) each Olympic Games begins its journey to the Olympic city (*at; under; from*) Olympia in Greece (*about; near; below*) the spot where competitors lined up to enter the ancient stadium (*for; to; towards*) the Olympic Games. There, (*near; around; of*) the ruins, a first torch is lit (*of; from; in*) the sun reflecting off the mirror. This torch is then carried all the way (*across; over; behind*) the world, sometimes from country to country. As it passes (*to; out; from*) runner to runner, it inspires feelings (*by; of; up*) peace and friendship. Its final stop is the Olympic stadium (*towards; after; during*) Opening Ceremonies for the Olympic Games. Thousands of people watch as the last runner uses the torch to light the huge flame that burns (*throughout; while; until*) the Games.

Task 2.5 Read the text and answer the questions to it.

THE CEREMONIES OF THE GAMES

Important parts of the Opening, Closing and Medal ceremonies of the Olympic Games are described in the Olympic Charter, the rule book of the International Olympic Committee. E.g., every Opening Ceremony includes a parade of athletes from each participating country, the raising of the Olympic flag, the lighting of the sacred flame, and the reciting of the Olympic oath by an athlete and a judge. In the parade of athletes, Greece always enters first in honour of its heritage as the home of the ancient Olympic Games, and the first host of the Olympic Games (1896) in the modern era. The host country always enters last.

Medals are presented to first, second and third place winners. In honour of the athletes the medal ceremony includes the playing of the national anthem of the first place athlete and the raising of the flags of the first, second and third place winners.

Closing ceremonies include the lowering of the Olympic flag, the extinguishing of the flame and a march from the arena by the athletes as a whole group and not by nation.

1. How many ceremonies are there on the Olympic program? 2. What is the rule book of the International Olympic Committee? 3. What does every Opening Ceremony include? 4. Who recites the Olympic Oath? 5. The team of which country enters first at a parade of athletes and leaves last at the Closing ceremony? 6. What way are the first, second and third place winners awarded? 7. What do Closing ceremonies include?

Task 2.6 Find the text of the Olympic anthem in the beginning of the Chapter and translate it into your native language.

THE OLYMPIC ANTHEM

The music for the Olympic anthem was composed by Spiros Samaras, to words by Kostas Palamas, for the first Games in Athens in 1896.

The Olympic anthem was approved by the IOC at its 55th Session in 1958 in Tokyo. The score is kept at the IOC.



Task 2.7 Listen to the following text. Try to understand it without translation.

THE OLYMPIC MASCOTS

The first official mascot to gain widespread popularity in symbolizing the Olympic Games was at Munich in 1972. Mascots add personality to the Games and reflect the host country's styles, traditions and cultures in animated form. The



mascot serves as a symbol to be enjoyed and understood by the people, whose inspiration contributes to the Olympic Movement.



Mascots have included: Waldi the Dachshund – Munich 1972; Amik the Beaver – Montreal 1976; Misha the Bear – Moscow 1980; Sam the Eagle – Los Angeles 1984; Hodory the Tiger Cub – Seoul 1988; Cobi the Dog – Barcelona 1992; “Izzy” – Atlanta 1996; and Olly, Syd and Millie – Sydney 2000, and so on.

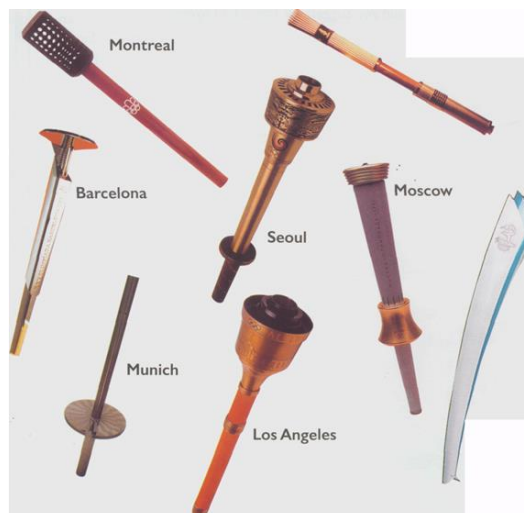


Task 2.8 Ask seven questions to the text below.

THE OLYMPIC TORCH RELAY

Karl Diem, a German professor and assistant to Pierre de Coubertin, was the man that suggested and organized the first Olympic torch relay from Olympia to Berlin. In a solemn ceremony, the torch is lit by the rays of the sun and it is taken from Olympia to the stadium of the host city, where it remains burning till the end of the Games.

The flame is carried by runners in relay and the last runner runs around the stadium track and lights the altar. The Olympic torch relay took place for the first time in 1936 and represents the bond which unites Greece and ancient Olympia with the modern Olympic Games. Kostas Kondylis was the first Olympic torch bearer.



Task 2.9 Read the following information and act out the conversation.

THE EMBLEM OF THE 2004 OLYMPICS

The 2004 Olympic Games emblem is a wreath made from an olive tree branch, or kotinos. The emblem is a reference to the ancient Olympic Games, where the kotinos was the official award of Olympic champions. In addition, the olive was the sacred tree of Athens. The colours of the emblem symbolise the shades of white and blue found in the Greek countryside.

- What is the emblem of the 2004 Olympic Games?

- It is the «kotinos». Do you know what it is?

- I am not quite sure. What does the «kotinos» mean?

- The «kotinos» is an ancient Greek name for the branch of olive and, consequently, for the winner's wreath - a spare, simple emblem but at the same time unique, bright and enduring.

- Does it symbolize anything?

- It symbolizes the historical role of ancient Greece, the everlasting cycle of life but also the character of the modern Olympic Games.

- I see. Thus the unity of the past and the present is best emphasized, isn't it?

- You have said it. This universal symbol is a creation of freedom, hope and simplicity, a source of inspiration for athletes and for all the citizens of the world.

- And what do the colours stand for?

- The dominant blue and white brings to mind the clear Greek sky, and the transparency, limpidity and movement of the Greek sea.



Task 2.10 Read the following text. Decide which answer (A-D) best fits each gap.

MEDAL CEREMONY

At the Ancient Games, winners were presented with a simple olive tree branch that was 1) _____ with a gold-handled knife from a wild olive tree. The Greeks believed that the vitality of the 2) _____ was transmitted to the recipient through the branch. At the Modern Games, medals are presented to the winning athletes who stand on a 3) _____ at the completion of their event. A GOLD medal is presented for 4) _____ place, SILVER for 5) _____ and BRONZE for third. In honour of the athletes the



medal ceremony includes the playing of the national 6) _____ of the first place athlete and the raising of the flags of the first, second and third place winners. Since the Olympic Games in Antwerp in 1928, one side of winner's medals has depicted 7) _____, the goddess of Victory, seated and holding a palm branch in one hand, while with the other she raises an 8) _____ wreath. On the back of the medal is shown an ancient stadium with a 9) _____ at its base.

Since the Olympic Games in Munich in 1972, the host country has had the right to put a theme of its 10) _____, usually on the back of the medal.

- | | | | | | | | | |
|----|---|---------------|---|-------------|---|---------------|---|-------------|
| 1 | A | broken | B | ironed | C | sharpen | D | cut |
| 2 | A | sacred tree | B | ivory tree | C | oak | D | myrtle |
| 3 | A | box | B | dais | C | deck | D | scene |
| 4 | A | third | B | fourth | C | first | D | second |
| 5 | A | third | B | fifth | C | second | D | first |
| 6 | A | classic music | B | lovely song | C | fanfare | D | anthem |
| 7 | A | Athens | B | Venus | C | Lucifer | D | Nike |
| 8 | A | olive | B | dill | C | parsley | D | coriander |
| 9 | A | horse race | B | football | C | high jump | D | Cronus |
| 10 | A | own choice | B | sudden | C | secret ballot | D | under press |
- decision

Task 2.11 *Listen to the text and carry out the test below.*

UNIQUE MASCOTS FOR UNIQUE OLYMPIC GAMES

Phevos and Athena are two modern children, a brother and a sister. Yet they were inspired by a doll from ancient Greece, as their names suggest. The boy is named after Phevos Apollo, the God of Light and Music, and the girl after Athena, the Goddess of Wisdom. In this way, Phevos and Athena symbolise the unbreakable link between the modern Olympic Games and Greek history. At the same time, they carry with them all the values that represent the Olympic ideal. They are two children who show us, through their love of play and their love of the game, that the important thing is taking part and not the result.



A brother and a sister, symbolizing the great Olympic idea of fraternity of all the world's people. A boy and a girl, ambassadors not only of cooperation and noble competition, but also more importantly of equality. And most of all, two human beings that represent Human Scale and remind us that the heart and soul of the Olympic Games is and will always be humanity. Phevos and Athena are two children, happy and simple, full of life and creativity. Two children ready to make mischief, but giving us an object lesson in how we should participate in the 2004

Olympic Games. With their laughter and their vivid presence, running around and playing together inseparably, Phevos and Athena express with enthusiasm and optimism the need that we all have to unite and share in the joy of the world's greatest celebration of humanity: the Olympic Games.

Answer the questions to the text below. You are supposed to choose one best answer: (A), (B), (C), or (D) to each question.

1. Which of the following is not true?
 - A Phevos and Athena are two ancient children.
 - B Their names are of old Greek origin.
 - C The girl's name belongs to the Goddess of Wisdom.
 - D The boy is named after Phevos Apollo, the God of Light and Music.

2. What do the names symbolize?
 - A Phevos Apollo and Athena were wife and husband according to the myth.
 - B The names were chosen to mark everlasting succession of ancient and modern Olympics.
 - C A Greek variant of American dolls Barbie and Ken.
 - D They are the most spread names in Greece nowadays.

3. What kind of nature do these children have?
 - A Phevos and Athena don't possess a love of play and a love of game.
 - B Though the children are sometimes ready to make mischief they declare the need to share in the joy of the Olympics.
 - C They are sociable and communicative but very shy.
 - D Phevos and Athena are two children, happy and simple, full of life and creativity.

4. What is the main message for these mascots selection?
 - A The most important thing is a love of play and a love of game.
 - B The heart and soul of the Olympic Games is and always will be humanity.
 - C They symbolize equality of genders at the competition.
 - D They are ambassadors of cooperation and noble competition.

5. What does the image of Phevos and Athena remind us?
 - A They are a vivid image of mischief.
 - B Their laughter and their presence, running around and playing together inseparably remind us the need to unite and share in the joy of the world's greatest celebration of humanity: the Olympic Games.
 - C They are two children who show us, through their love of play and their love of the game, that the important thing is taking part and not the result.
 - D They remind us about our childhood.

III. SPEAKING PRACTICE

Task 3.1 *Tell your group-mates about the Olympic symbols.*

- What is your favorite mascot?
- What is the difference between opening and closing ceremonies?
- When did the torch relay first appear on the program of the Games?

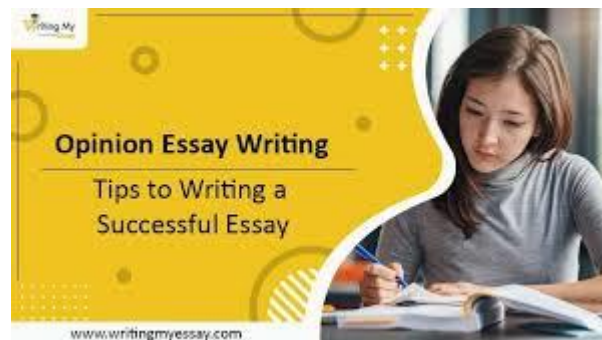
Task 3.2 *Discuss some more issues.*

- Which Olympic values do you know?
- What should be done to promote Olympic values in your country?
- When and where will be the nearest Olympic Games?

Practical Lesson 5.4 WRITING AN OPINION ESSAY

Lesson objectives:

- To reinforce vocabulary of the topic;
- to facilitate writing and speaking skills.
- to write an essay about your favorite Olympic hero



LEAD-IN. Discuss the following questions.

1. What ancient Olympic champions do you know?
2. Do you admire any of contemporary Olympic athletes?
3. What qualities do you appreciate in Olympians?

I. LISTENING COMPREHENSION

Task 1.1 Listen to the story about Milo of Croton.

MILO OF KROTON

Wrestler

Six-time Olympic victor:

Won once in boys' wrestling,
60th Olympiad, 540 BCE

five-time wrestling champion from 62nd to 66th Olympiad,
532 to 516 BCE



Milo of Croton, Milo also spelled Milon, (flourished 6th century BCE), Greek athlete who was the most renowned wrestler in antiquity. His name is still proverbial for extraordinary strength.

A greatly honoured native of Croton (now Crotona, Calabria), an Achaean Greek colony in southern Italy, Milo led the Crotoniate army to victory over the Sybarites (Greeks from Sybaris, also in southern Italy) about 510 BCE. In six Olympic Games and in seven Pythian Games (both events held quadrennially), Milo won the wrestling championship; in these and other Greek national games, he won 32 wrestling competitions.

According to legend, Milo trained by carrying a calf daily from its birth until it became a full-sized ox. He is also said to have carried an ox on his shoulders through the stadium at Olympia. According to the traditional account of his death, the aging Milo tried to tear apart with his hands a tree that had been split with a wedge; the wedge fell out and the tree closed on one hand, holding him captive until he was devoured by wolves.

Task 1.2 Discuss with your group mates what features helped Milo to become outstanding athlete.

II. WRITING

Task 2.1 Write an opinion essay about an Olympic athlete who could be a sample for you.

Chapter VI

A SOUND MIND IN A SOUND BODY



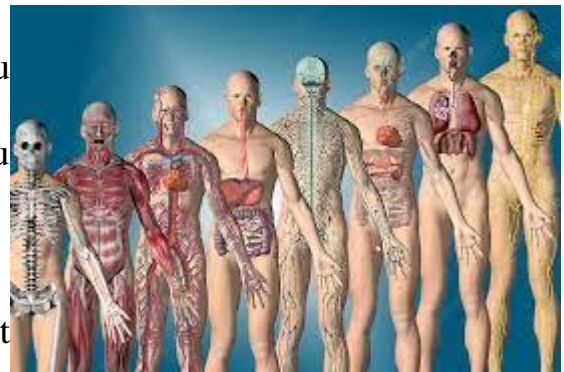
Practical Lesson 6.1 HUMAN BODY

Lesson objectives:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.

LEAD-IN. Discuss the following questions:

1. What is the human body? What do you know about it?
2. What parts of the human body do you know?
3. What does a human body need?
4. How does food influence the human body?
5. What is the water balance of the body? Is it important to maintain it?



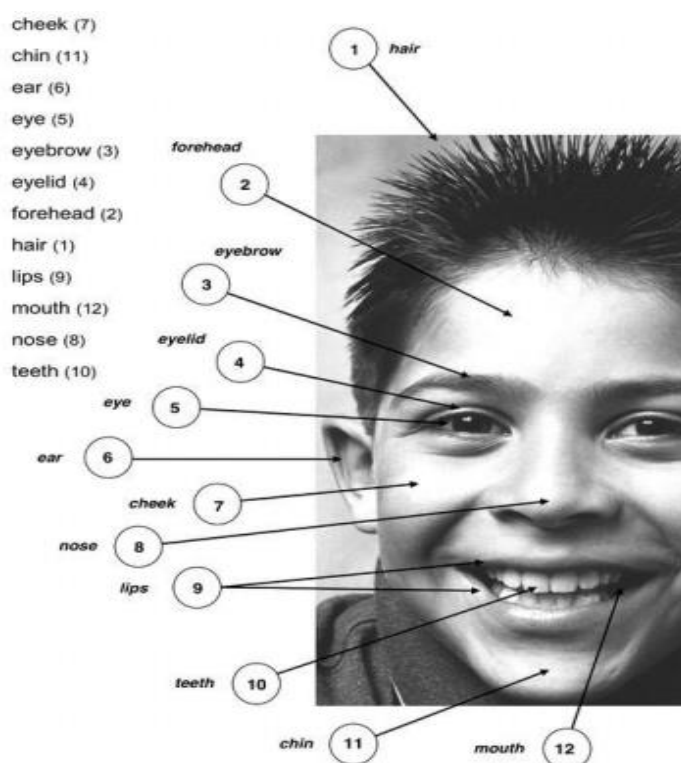
I. VOCABULARY.

Task 1.1 GLOSSARY OF THE TOPIC. Look through the parts of the face below. Study the new vocabulary and practice correct pronunciation.

Task 1.2 a) Match the words and translations.

PARTS OF THE FACE

- ніс
- рот
- око
- волосся
- губи
- вухо
- лоб
- зуби
- повіко
- підборіддя
- щока
- брова



b) Find equivalents in your native language to the body parts idioms below. Use them to make up sentences.

- **to be all ears** = listen with attention and interest
- **to show one's teeth** = use one's authority to punish
- **to be on one's last legs** = be very tired or ill
- **a slip of the tongue** = minor error in speech
- **to keep one's fingers crossed (for sb)** = wish for luck
- **to hold/keep someone at arm's length** = keep sb at a distance
- **to cry one's eyes out** = cry a lot
- **to stand on one's own two feet** = be independent
- **a heart of gold** = a very kind nature
- **from the bottom of one's heart** = sincerely
- **take it on the chin** = to accept unpleasant events bravely and without complaining
- **beat your brains out** = to spend a lot of time worrying about a problem and thinking about how to deal with it

Task 1.3 Complete the sentences with the words given below.

Hand – head – legs – mouth – teeth – eyes – eyebrows – foot – foreheads – ears

1. This toy is not recommended for little children, as there are small pieces they could put in their _____, and choke.
2. Sitting too close or too far from your computer can hurt your _____.
3. When we smile broadly, we use seventeen _____.
4. The blow to the _____ has caused a great deal of stroke to the brain.
5. I've been running for a really long time and my _____ hurt. I need to rest.
6. He could do anything for his mother. She was his Achilles _____.
7. Shut your _____, Mike. They are saying some horrible things!
8. If you move your _____, you are concentrated on what somebody is saying.
9. Women from India often have a small dot on their _____.
10. Don't be afraid. Just give me your _____ and we will walk through this bridge.

II. READING COMPREHENSION

Task 2.1 Read and translate the text. Put down and learn new words and phrases.
Make a list of all unknown words (the hard words or phrases)

THE HUMAN BODY

Many of the most exciting discoveries in all fields of science are being played out in the human body (The Guardian)

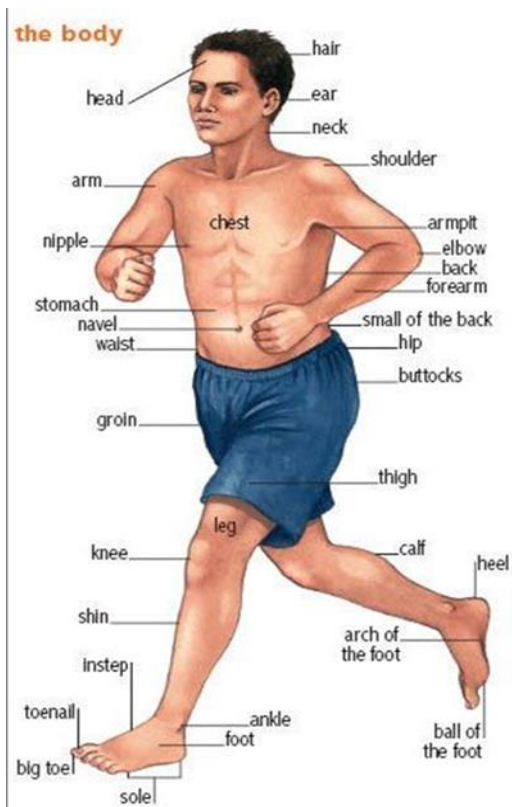
Human body is a marvel of construction. On the outside human anatomy consists of the five basic parts: a head, a torso, and limbs (*upper* and *lower*). The skeleton of the body is composed of about 208 bones, which are covered with muscles. The joints between the bones allow to perform movements.

Our head is the center of all bodily activity. The forehead, the eyes, the eyebrows and the eyelashes, the nose, the mouth, the cheeks and the chin make the face. The mouth consists of two lips, teeth and a tongue. The head is jointed to the torso by the neck.

The main parts of the torso are: the chest (its outer part *breast*), the shoulders, the blades, the back with the spinal column (**or** *spine, backbone*), stomach (**or** *tummy, abdomen*), the waist and the hips.

The leg is composed of a thigh, a calf, a knee, a shin, an ankle, and a foot. The foot in its turn consists of a heel, a sole, an instep, a ball and toes.

The arm is made up of an upper arm, an elbow, a forearm, and a hand. The wrist is the joint, which unites the arm with the hand. The hand consists of a palm, a



back of the hand, four fingers (point/fore finger, middle finger, ring finger, little finger) and a thumb.

Every part of the human body has its own duty that it performs without difficulty as long as the man takes care of his health. If we are not careful enough we may sprain an ankle, twist a blade, pull a muscle, strain the eyes, break a leg or an arm, etc.

According to their functions different organs of the human body are divided into several systems: the skeletal system, the muscular system, the digestive system (**or alimentary tract**), the respiratory system, the urinary and reproductive systems, the cardiovascular system and the nervous system. Each system has a separate function, but some work together.

The muscles and the bones are under the layer of subcutaneous fat. The muscles cover the bones.

Every organ is composed of several kinds of tissue which, in its turn, is made up of cells. The heart and the large blood vessels connected with it, as well as the lungs and oesophagus are in the thoracic cavity. The spleen, the liver, the stomach and pancreas are in the abdominal cavity under the diaphragm. The small and large intestines are in the abdominal cavity lower than the stomach, the liver and the spleen. The kidneys are on the posterior side of the abdominal cavity.

The best way to keep fit and maintain health is to go in for physical activity all our life.

Task 2.2 *Text comprehension. Answer the questions below using information from the text.*

1. What main parts does the human body consist of?
2. How many bones is the adult skeleton composed of?
3. Will you describe the face?
4. What are the parts of the foot?
5. What makes the arm and the hand?
6. What is the leg composed of?
7. Is it important to know the names of the parts of the body in English? Why?
8. What systems are the human body organs divided into?
9. Where are the muscles and the bones?
10. What is in the thoracic cavity?
11. What can be found under the diaphragm?
12. How can people maintain their health and stay fit?

III. USE OF ENGLISH

Task 3.1 Choose one of the four possibilities that best completes the sentence.

1. He must be terribly strong! Look at his
a) skin b) limbs c) muscles d) nerves
2. He stood with his hands on his daring me to go past him.
a) ankles b) knees c) shoulders d) hips
3. Every tooth in my upper seemed to be aching.
a) chin b) cheek c) jaw d) forehead
4. When Mary twisted her ankle, John carried her home on his
a) shoulders b) knees c) hands d) arms
5. His shoes were so old that his were sticking out of them.
a) fingers b) thumbs c) tips d) toes
6. The blind man ran the of his fingers over the box.
a) points b) edges c) tips d) ends
7. When people sweat, the liquid comes out through the of the skin.
a) veins b) vents c) pores d) holes

Task 3.2 Give the name to the described human parts.

1. The part of the face that sticks out above the mouth, through which you breathe and smell.
2. The joint between the hand and the forearm.
3. Short hairs that grow along the edges of the eye.
4. The first finger of your hand.
5. You have it in the middle of your leg.
6. Under your mouth it is the lowermost part of the face.
7. The part in the middle of the arm where it bends.
8. With the help of this we are able to speak and eat.
9. Either of the two organs, one on each side of the head, by which people hear sounds.
10. It helps the blood to circulate.

Task 3.3 Match the following internal organs with the jumbled definitions of their functions.

- | | | | |
|---|---------------|----|---|
| 1 | <i>kidney</i> | A. | carries nerve signals from your brain to your body and vice versa |
| 2 | <i>lung</i> | B. | long pipe leading from the stomach which takes waste matter from the body |
| 3 | <i>liver</i> | C. | short organ of little use which leads off the large intestine |
| 4 | <i>heart</i> | D. | baglike organ in which food is broken down for use by the body |
| 5 | <i>brain</i> | E. | a small, pear-shaped organ located under your liver that |

- stores and releases bile
- 6 *intestines* F. it is the part inside the body like a bag – where urine collects before being passed out of the body
- 7 *pancreas* G. organ in the chest which controls the flow of blood by pushing it round the body
- 8 *stomach* H. is an organ in the body that changes toxins (such as alcohol) into less harmful substances and produces bile, urea and cholesterol
- 9 *bladder* I. organ in the head which controls thought and feeling
- 10 *spinal cord* J. one of a pair of organs which separate waste liquid from the blood
- 11 *gallbladder* K. is one of the two organs in the chest that fill with air during breathing
- 12 *appendix* L. produces substances (enzymes) that help with digestion

Task 3.4 Read the text carefully. Fill in the sentences with the given phrases A-H, there are two extra ones.

HOW DOES YOUR BODY MOVE?

How does your body move? Does the brain send it messages? And in return, (1)_____ what they see, hear, and smell? The answer is your nerves!

Nerves are thin, threadlike structures (2)_____. Nerves run down your spine and branch out all the way to your fingers and toes. This system of nerves controls your body, tells your muscles to move, and (3)_____. Nerves are a part of your nervous system, (4)_____.

Your nerves are made of cells called neurons. Neurons send and receive messages between your brain and the other parts of your body (5)_____.

Messages flash from neuron to neuron along your nerves and inside your brain. Signals from your eyes (6)_____. The brain then sends signals that move very fast from cell to cell making sense of the message. Then the brain sends signals back down to the nerves connected to your leg muscles to say, “Run to the bus stop!”

- A might tell the brain “There is my school bus”
- B which carry messages between your brain and the rest of your body
- C lets you experience the wonderful world around you
- D which also includes your brain and spinal cord
- E how we think, dream, reason and experience emotions
- F by sending alternating electrical and chemical signals
- G might convert signals that carry information to the brain
- H how do your eyes, ears, and nose tell your brain

IV. SPEAKING PRACTICE



TOPICS DISCUSSION. BODY

Task 4.1 *Discuss the questions below with your group.*

1. Why do we have two legs, two arms, two eyes, etc., but only one head?
2. Is your body now the same as your body five years ago? Why? / Why not?
3. How can food change your body?
4. Why do people have hair on their heads?
5. How are most animal bodies different from human bodies?
6. Where are your elbows? Where are your knees? How can you maintain their health?
7. Would you like to be a doctor? Why? / Why not?
10. Why does a person's body need sleep? How much sleep do you usually get?
11. Are you left-handed or right-handed? Why can't we use both hands the same?
12. How will your body be different in five more years?
13. How can exercise change your body?
14. Why do some men have no hair on their heads - why are they "bald"?
15. Should we make robots with bodies that look human? Why? / Why not?
16. Tell me about a time that a part of your body was hurt.

Practical Lesson 6.2 AT THE OUT-PATIENT DEPARTMENT

Lesson objectives:

- to use vocabulary on the topic;
- to revise grammar – usage of Conditional Sentences
- to improve students' speaking skills

LEAD-IN. *Discuss the following questions:*

1. What does it mean to be healthy?
2. When have you felt happy to be in good health?
3. Do you worry about anyone's health?
4. What is a good gift to bring when you visit someone in a hospital?
5. Do you take vitamin supplements? protein? minerals? Why/Why not?
6. Do you take medicine soon when you don't feel well?
7. When was your last physical exam? visit to a doctor? Were you satisfied with the medical service?
8. Is a doctor's visit or a stay in hospital expensive?
9. Does your country have good medical healthcare? Explain.
10. What's the secret of living a long life?



I. VOCABULARY.

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

- | | | |
|--------------------------|------------------------|------------------------|
| • to have an accident | • operation | • fever |
| • bleed | • prescription | • heart attack |
| • burn | • stress | • insurance |
| • to catch a cold | • virus | • to be overweight |
| • to keep a diet | • to call an ambulance | • to take some aspirin |
| • to see a doctor | • blood pressure | • broken |
| • headache/
toothache | • cancer | • check-up |
| • infection | • contagious | • cough |
| | • disease | • first aid |

- home remedy
- medical
- pain
- sickness/ illness
- high temperature
- bandage
- bruise
- clinic
- diabetes
- emergency
- flu
- sore throat
- nurse
- patient
- sprain
- to use a thermometer

Task 1.2 *How many serious or **terminal** illnesses do you know? Work in a group and make a list (*terminal: cannot be cured). Are there many cases of such diseases in your country? Which of them are the most prevalent?*

II. USE OF ENGLISH

Task 2.1 *Read the text and choose the right variant.*

DOCTORS

When most people are ill with a non-life threatening condition they will most often see a General Practitioner, a GP, also called a Family Doctor. These doctors generally work in the local community in surgeries rather than in hospitals, so they are convenient for people to see for a consultation. However, other GPs can work in a very wide range of areas, such as in hospitals, in education and for insurance companies.

As the name suggests, GPs are doctors that do not have a specialty, such as a brain surgeon or cancer specialist: they are able to diagnose and treat all the possible diseases and problem that one of their patients might have. They can treat and manage most illnesses and perform some minor surgeries in their practice. Then for more serious cases they will refer the patient to a specialist that will work in a hospital.

If you are ill and need to see a GP you will normally need to make an appointment. Sometimes you can just walk into the surgery and see a doctor, but that is not very likely as GPs are normally very busy and all their appointment times will be fully booked. Often you have to wait several hours if not at least one of two days before you can get an appointment with a GP. If you are too ill to wait you have to go to a hospital and visit the accident and emergency department.

GPs also make house-calls. These are when the GP comes to your house to treat you or see a patient. Most often a GP has to make house-calls to see elderly people who cannot get to the surgery easily. They might be ill and need to doctor to give them medicine or it could be that the GP just want to check on them and make sure that they are ok.

If you are ill, the doctor will normally prescribe you some medicine and tell you to go away for a few days before you go back and visit them again if you have not started to get better. The GP will also explain how you can have a better lifestyle that could prevent you from becoming ill in the first place. They will normally

recommend that you stop smoking cigarettes (if you do), not to drink too much alcohol and to get exercise. Once you have your prescription you will need to visit a pharmacy to get the medicine the doctor prescribed you.

- 1) What is the difference between a specialist and a GP?
 - A) *There is no difference, they are both doctors.*
 - B) *The GP normally works in a hospital and the specialist works in a surgery.*
 - C) *A GP can treat patients with many different illnesses, while the specialist focuses on one area only.*
 - D) *You need to be referred to a GP but not to a specialist.*

- 2) Where do GP normally work?
 - A) *In a hospital*
 - B) *In a school*
 - C) *In a surgery*
 - D) *In a mobile vehicle*

- 3) Why will you often have to wait to see a GP?
 - A) *They are very busy, so all their appointment times get full.*
 - B) *To make sure you are really ill.*
 - C) *So the GP will have enough work to do each day.*
 - D) *You will need to travel a long way to see them and the journey will take a few days.*

- 4) What sort of person will most likely be visited by a GP in their own home?
 - A) *A new born baby.*
 - B) *An old person.*
 - C) *Someone with a serious illness.*
 - D) *GPs do not visit patients in their houses.*

- 5) What do GPs do as well as making ill people better?
 - A) *They give advice about how to not become ill in the first place.*
 - B) *They help the families of people who have died.*
 - C) *They participate in local community activities.*
 - D) *They work with people who make the medicine to sell more of it.*

Task 2.2 *Some of these words look so much alike that we often confuse them. See if you can get them straight. Here are some specialists with brief descriptions of their specialties. Check the one correct title that fits the description in each case.*

1. He treats children's diseases.
 - a) *He is an orthopaedist.*
 - b) *He is a pediatrician.*
 - c) *He is a pathologist.*
2. He corrects deformities of the body.
 - a. *He is a gynaecologist,*
 - b) *He is an orthopaedist.*
 - c) *He is a pathologist.*
3. He straightens crooked teeth.

- a) *He is an orthodontist*, b) *He is an orthopaedist*. c) *He is a pathologist*.
4. He is a medical doctor who specializes in diseases of the eye.
a) *He is an oculist*, b) *He is an optician*, c) *He is an orthopaedist*.
5. He makes your eyeglasses.
a) *He is an oculist*, b) *He is an orthopaedist*. c) *He is an optician*.
6. He specializes in disorders of the mind.
a) *He is an intern*, b) *He is a psychiatrist*, c) *He is a physiotherapist*.
7. He treats diseases by electricity.
a) *He is a pathologist*, b) *He is a physiotherapist*, c) *He is a psychologist*.
8. His specialty is taking and interpreting X rays.
a) *He is a gynaecologist*, b) *He is a neurologist*, c) *He is a radiologist*.
9. He specializes in diseases of the nervous system.
a) *He is a cardiologist*. b) *He is a dermatologist*, c) *He is a neurologist*.
10. He treats diseases of old age.
a) *He is a cardiologist*. b) *He is a geriatrician*, c) *He is a pediatrician*.
11. He specializes in skin diseases.
a) *He is a dermatologist*, b) *He is a geriatrician*, c) *He is a pathologist*.
12. He treats women's diseases.
a) *He is a dermatologist*, b) *He is a geriatrician*, c) *He is a gynaecologist*.
13. He brings children into the world.
a) *He is a gynaecologist*, b) *He is an obstetrician*, c) *He is a pediatrician*.

Task 2.3 Read the situations and circle the odd one out:

1. To disinfect a bruise, you need:
a) *antiseptic* b) *cotton* c) *sticking plaster* d) *alcohol*
2. Henry's got flu. He shouldn't.....
a) *stay in bed* b) *drink hot milk* c) *take antibiotics* d) *relax*
3. My grandfather can't hear well. He should
a) *visit a specialist* b) *play loud music* c) *use a hearing aid* d) *check his ears*
4. He needs glasses because of his
a) *squint* a) *short-sightedness* c) *myopia* d) *deafness*
5. Before buying some glasses, you have to visit the...
a) *a specialist* b) *ENT specialist* c) *ophthalmologist* d) *optician*
6. Dad smokes a lot, so he may suffer from cancer.
a) *larynx* b) *throat* c) *lung* d) *skin*
7. Carol coughs a lot. She should take some cough
a) *pills* b) *syrup* c) *medicine* d) *suppository*
8. Tom's got a terrible headache. He'd better take
a) *an aspirin* b) *alcohol* c) *a break* d) *a painkiller*
9. Emily has got asthma. She always carries
a) *a hearing aid* b) *drops* c) *an inhaler* d) *a healer*
10. If you lay in the sun without protection, you'll get.....

- a) *sunshone* b) *sunstroke* c) *sunstuck* d) *sunheated*
11. Jane fall off the bike and..... her ankle.
a) *sprained* b) *cut* c) *spread* d) *slipped*
12. Jeremy broke his leg. Now he needs to walk.
a) *a stretcher* b) *crutches* c) *a wheelchair* d) *a club*
13. My new shoes are killing me. I've got
a) *bruises* b) *breaks* c) *sprains* d) *blisters*
14. Antony broke her arm and now he needs
a) *a sling* b) *a swing* c) *a crutch* d) *a stick*
15. My brother has got measles. He shouldn't
a) *stay at home* b) *relax* c) *scratch himself* d) *put some cream on*
16. Some old people need to eat.
a) *fake teeth* c) *false tooth* c) *false teeth* d) *dental teeth*

Task 2.4 Match the illnesses and conditions with their symptoms or causes.

- | | |
|----------------------------------|---|
| 1. He has a sore throat | A He has a temperature and he aches all over. |
| 2. He has diarrhoea. | B It hurts when he talks or swallows food. |
| 3. He feels sick. | C It's so hot in the room that he's lost consciousness. |
| 4. He's fainted. | D He's been to the toilet five times this morning. |
| 5. He has a blister on his foot. | E He feels that he's going to vomit. |
| 6. He has a cold. | F He's sneezing a lot and he has a cough. |
| 7. He has flu. | G He feels that everything is spinning round. |
| 8. He feels dizzy. | H He's been walking in uncomfortable shoes. |
| 9. He's cut himself. | I He's bleeding. |

III. GRAMMAR.

CONDITIONAL SENTENCES ("IF" SENTENCES)

There are 4 main types of **if** sentences in English, often called **Conditional** sentences. These sentences are in two halves (clauses):

- the **if** part (if clause)
- the other part where you can use words such as **can, will, may, might, could** and **would** (main clause)

ZERO CONDITIONAL is a structure used for talking about general truths – things which always happen under certain conditions (note that most zero conditional sentences will mean the same thing if "**when**" is used instead of "if"). The zero conditional is used to talk about things which are always true – scientific facts, general truths, and so on.

if clause
If + Present Simple
*If you **heat** the water to 100 degrees,*

main clause
Present Simple
*it **boils**.*

FIRST CONDITIONAL is a structure used for talking about possibilities in the present or in the future. The first conditional is used to talk about things which are possible in the present or the future – things which *may happen*.

if clause
If + Present Simple
*If you **study** hard,*

main clause
Future Simple, can, may
*you **will pass** the test.*

SECOND CONDITIONAL is a structure used for talking about *unreal situations* in the present or in the future. The second conditional is used to talk about things which are unreal (not true or not possible) in the present or the future – things which *don't or won't happen*.

if clause
If + Past Simple
*If I **had** a million dollars,*

main clause
would, could, might
*I **would buy** a big house.*

THIRD CONDITIONAL is a structure used for talking about *unreal situations* in the *past*. The third conditional is used to talk about things which **DID NOT HAPPEN** in the past. If your native language does not have a similar construction, you may find this a little strange, but it can be very useful. It is often used to express criticism or regret.

if clause
If + Past Perfect

*If I had **trained** harder,*

main clause
would/could/might have + Past Participle

*I **would have won** the
championship.
(I lost the championship,
because I didn't train hard enough)*

NOTE: If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma –
Water boils if you heat it to 100 degrees.
You will pass the test if you study hard.
I would buy a big house if I had a million dollars.
I would have passed the exam if I had studied harder.

Task 3.1 *Have some practice on using all types of Conditional sentences:*

1) Make Zero Conditional sentences, use cues.

1. Jane / eat / too much chocolate / she / get / sick

2. You / not / eat / you / die

3. You / heat / ice / it / melts

2) Make 1st Conditional sentences, put the verbs in brackets in correct form.

1. If you _____ (not study), you _____ (fail) the test.

2. I _____ (lend) you my umbrella if you _____ (need) it.

3. If I _____ (be late), I _____ (call) you.

3) Write 2nd Conditional sentences, put the verbs in brackets in correct form.

1. If you _____ (leave) your job, you _____ (travel) around the world.

2. If you _____ (be) nicer to him, he _____ (lend) you the money

3. It _____ (be) nice if the rain _____ (stop)!

4) Write 3rd Conditional sentences, put the verbs in brackets in correct order.

(He crashed his car, because he fell asleep while driving.)

1. If he _____ (fall) asleep while driving, he _____ (crash) his car.

2. *(I lost my job because I was late for work.)*

3. I _____ (lose) my job if I _____ (be) late for work.

4. *(We couldn't go to the concert, because we didn't have enough money.)*

5. If we _____ (have) enough money, we _____ (go) to the concert.

5) Put the verb in brackets in correct form.

1. If I _____ (be) you, I wouldn't risk.

2. If they had waited another month, they could probably _____ (get) a better price for their house.

3. It's quite simple really. When it's cold, water _____ (freeze).

4. If he decides to accept that job, he _____ (regret) it for the rest of his life.

5. If he hadn't been driving so fast, he _____ (hit) the motorcyclist.

6. If he _____ (be) more careful, he would have spotted the mistake.

7. If she goes on passing her exams, _____ (be) qualified to practise as a lawyer.

8. If I pay you twice as much, will you _____ (able) to finish by Tuesday?
9. If only I'd invested in that company, I _____ (become) a millionaire by now.

Task 3.2 *Put the verbs in brackets into the correct tense.*

1. **A:** Mum. Dad shouted at me.
B: Well. if you ... *hadn't. been...* (not/be) naughty, he..*wouldn't have shouted...* (not/shout) at you.
2. **A:** I don't know what to do about my problem.
B: If I (be) you, I,..... .(talk) to my bass.
3. **A:** If I,..... (win) lots of money, I,..... (buy) a new house.
B: That's a nice idea. I,.....(buy) a new car.
4. **A:** I failed my exam today.
B: Well, if you.....(study) harder, you.....(not fail).
5. **A:** I've got terrible toothache.
B: If I.....(be) you, I,.....(go) to the dentist's.
6. **A:** I'd like a cup of coffee
B: Well, if you (hold) the baby for five minutes, I,.....(make) it for you.
7. **A:** I can't do everything myself.
B: Well, if you (wash) the dishes, I,..... (cook) the meal.
8. If she(get) good grades, she(go) to university.
9. If cameras (not/cost) so much, we..... .. (buy) one.
10. If you (work) hard you may be promoted.

Task 3.3 *Re-arrange the words to make correct sentences.*

1. If you are ill feeling, you doctor should see a.
If you are feeling in, you should see a doctor.
2. If you Be want to healthy, you should regularly exercise.

3. If you want to weight lose, should go you diet on a.

4. If you are stressed feeling, you a take Break should.

5. If you to stop want coughing, stop should talking you.

6. If you want lower to your Blood pressure, you should cut down salt on.

7. If have you asthma, you should smoking give up.

8. If have you heart problems, you change your diet should.
-
9. If you are feeling pressure under, you speak should to your Boss.
-
10. If you to want lower your cholesterol, you every day should go for a walk.
-
11. If you feeling are not well, you tomorrow shouldn't go to work.
-
12. If you have skin dry, you use moisturizer should.
-
13. If your headache getting is worse, you should pain-killers take.
-
14. If you want your to improve diet, you should more eat vegetables and meat less.
-
15. If suffer you from stress, you should on a holiday go.
-
16. If have you difficulty sleeping, you shouldn't coffee drink at night.
-
17. If you suffer arthritis from, you should emu oil use.
-

Task 3.4 *Make up Conditional sentences to answer the questions.*

What would you do

- If you get the flu?
- When you have a headache?
- If you have an upset stomach?
- If you have a terrible cold?
- If you have a bad cough?
- When you have fever?
- When you have allergies?
- When you get dizzy?
- If you have backache?

IV. SPEAKING PRACTICE.



TOPICS DISCUSSION. HEALTH

Task 4.1 a) *Discuss the difference between the words in each group below.*

pain hurt injure ache treat cure heal

b) *Choose the correct word in the sentences below.*

c) *Answer the questions, share your ideas.*

1. What would you do if you had a sudden pain/ache in your abdomen?
2. On a scale of 1 to 10, how much does it hurt/ache when you are being given an injection in your arm?
3. If you stay on your feet all day (in comfortable shoes), do your feet hurt/ache in the evening?
4. Have you ever stepped on something sharp and hurt/injured your foot? When? Where?
5. Have you ever worn shoes which were too tight and hurt/injured your feet?
6. Have you ever hurt/injured someone emotionally?
7. What would you do to help people who had been hurt/injured in an accident?
8. Do you think paramedics should deal with the hurt/injured at the scene of the incident or just stabilise the patient and take them to hospital?
9. When you have a cold or flu, what medication do you take to treat/cure it?
10. In your opinion, how likely is it that scientists will find a treatment/cure for the common cold?
11. To what extent do you agree that sometimes the treatment/cure is worse than the disease?
12. If you have a small cut on your hand, do you go to the doctor or wait for it to heal/cure by itself?
13. Do you believe that alternative therapies, such as acupuncture, can heal/cure addiction to alcohol, nicotine, etc.?
14. Do you believe that some people have healing/curing hands?

Practical Lesson 6.3 EMERGENCY CARE. FIRST AID MANAGEMENT

Lesson objectives:

- to learn and use new vocabulary;
- to develop reading, listening and speaking skills.

LEAD-IN. Discuss the following questions:

1. Have you ever been to hospital? (How often do you go there? Why? When did you go last?)
2. Have you ever been in an ambulance? What was/is the reason?
3. Have you ever broken any bones? How?
4. Have you ever burnt yourself? How? What did you do with it?
5. How do you feel at the sight of blood?
6. Do you know your blood group? Where there any cases when you had to inform somebody about it?
7. How do you feel about having injections?
8. Are you allergic to any drugs, e.g. paracetamol?



I. VOCABULARY

Task 1.1 Study the words and expressions. Make up 8–10 sentences with them.

SICKNESS – a condition in which you have an illness

ILLNESS – the state of feeling ill or of having a disease

MALADY – *old-fashioned* an illness

DISORDER – a situation in which a particular part of someone's body does not operate normally, often causing illness for a long period of time

AILMENT – a minor illness that may be painful or uncomfortable

BUG – an illness caused by a virus or bacteria that is not serious and that does not usually last a long time

What may happen to your body if you're not lucky enough.....

<i>Vocabulary</i>	<i>Explanation</i>	<i>Examples of use</i>
an injury (n.), to injure (v.)	<i>Damage done to a person's or an animal's body</i>	My aunt was badly injured in a car crash. She had to be hospitalised.
wound (n.)	<i>Damage to part of body, especially a cut or a hole in flesh, caused by weapon.</i>	Alex's grandfather likes to talk about his wounds caused by the enemy during the World War II.

to break (v.)	<i>If a bone breaks you are injured because in cracks or splits.</i>	Tom broke his leg as he was jumping off the stage at the rock concert.
to twist (v.)	<i>If a part of your body twists it moves into an unusual, uncomfortable or bent position for example because of being pushed or hit.</i>	I will never wear high-heel shoes again! Last week as I was wearing them I fell down and twisted my ankle.
a bruise (n.), to bruise (v.)	<i>An injury that appears on your body as a purple mark, although the skin is not broken.</i>	After a street fight his body was all bruised .
a scratch (n.)	<i>A small, shallow cut.</i>	My brother's had a car crash, but fortunately he wasn't badly hurt. Just a few scratches .
to swell, swollen	<i>If something swells it becomes larger and rounder than normally.</i>	I got stung by a bee and my leg swell up .
a fracture (n.)	<i>A slight crack or break in something, especially a bone.</i>	I can't walk very fast, I have a hip fracture .

Task 1.2 Fill the gaps below with the following words.

sprain first aid kit crutches plaster sling (plaster) cast
bruise faint stitches scar blood donor

1. A is a mark on your skin, often a white line, where the skin healed after a deep cut.
2. A is a box which contains medical equipment which is useful in an emergency.
3. If you break a bone in your leg the doctor sets the leg in awhich stays on for about six weeks.
4. If you cut yourself you put aon the cut to protect it.
5. A is someone who donates some of their own blood to help people who have lost too much blood.
6. If you have a deep cut a doctor needs to close it with
7. If you hurt your arm or shoulder you may need to rest your arm in a
8. You when you lose consciousness because your brain isn't getting enough oxygen.
9. A is a mark on your skin which appears after bumping against something hard. The skin changes colour from blue or purple to red and yellow over a few days.
10. You your wrist or ankle when you twist it too far.
11. You use a pair of to help you walk if you have hurt one of your legs or feet.

II. USE OF ENGLISH

Task 2.1 *Accidents. Match the injuries with their causes or symptoms.*

- 1) He's unconscious.
- 2) He's had an allergic reaction.
- 3) He's twisted his ankle /He's sprained his ankle.
- 4) He has high (low) blood pressure.
- 5) He has food poisoning.
- 6) He's choking.
- 7) He's burnt himself.

A *He spilt some boiling water on himself.*

B *He fell badly and now it's swollen.*

C *He's breathing, but his eyes are closed and he can't hear or feel anything.*

D *It's 18 over 14 (or 180 over 140).*

E *He ate some prawns that were off.*

F *He was eating a steak and a piece got stuck in his throat.*

G *He was stung by a wasp and now he has a rash and has difficulty breathing.*

Task 2.2 *a) Read the text. Try to perceive as much as possible.*

b) Complete the text in the last paragraph, using the words below:

uncomplaining urgent aware
non-urgent inordinately

a) Complete the sentences below using words from the text. You may have to change the form of the word.

1. Triage is a system where patients are prioritized for treatment to make sure those whose problems are most _____ are seen immediately.
2. The purpose of the triage process is to put patients into _____ according to their need medically and the resources available in the department.
3. Patients who need to be seen instantly are indicated in _____.
4. If patients do not need to be seen within two hours, they are categorized as _____ on the scale with the colour _____.

b) Read the text again and answer the following questions:

1. What qualities of a triage nurse are mentioned?
2. What examples of instant treatment are mentioned for all patients?
3. How long does triage normally take?
4. Why is triage described as a dynamic process?
5. What category change is quoted to illustrate the dynamic process, standard to very urgent or very urgent to standard?

TRIAGE

The nature of triage of Emergency department work means that some sorting system is required to ensure that patients with the most immediately life-threatening conditions are seen first. A triage process aims to categorize patients based on their medical need and the available departmental resources. The most commonly used process in the UK is the National Triage Scale where the scale of urgency is indicated by a colour for ease of reference.

National Triage Scale	Colour	Time to be seen by doctor
1 Immediate	Red	Immediately
2 Very urgent	Orange	Within 5-10 minutes
3 Urgent	Yellow	Within 1 hour
4 Standard	Green	Within 2 hours
5 Non-urgent	Blue	Within 4 hours

As soon as a patient arrives in the emergency department he or she should be assessed by a dedicated triage nurse (a senior, experienced individual with considerable common sense). This nurse should provide any immediate intervention needed (e.g. elevating injured limbs, applying ice packs or splints, and giving analgesia) and initiate investigation to speed the patient's journey through the department (e.g. ordering appropriate X-rays). Patients should not have to wait to be triaged. It is a brief assessment which should take no more than a few minutes.

Three points require emphasis:

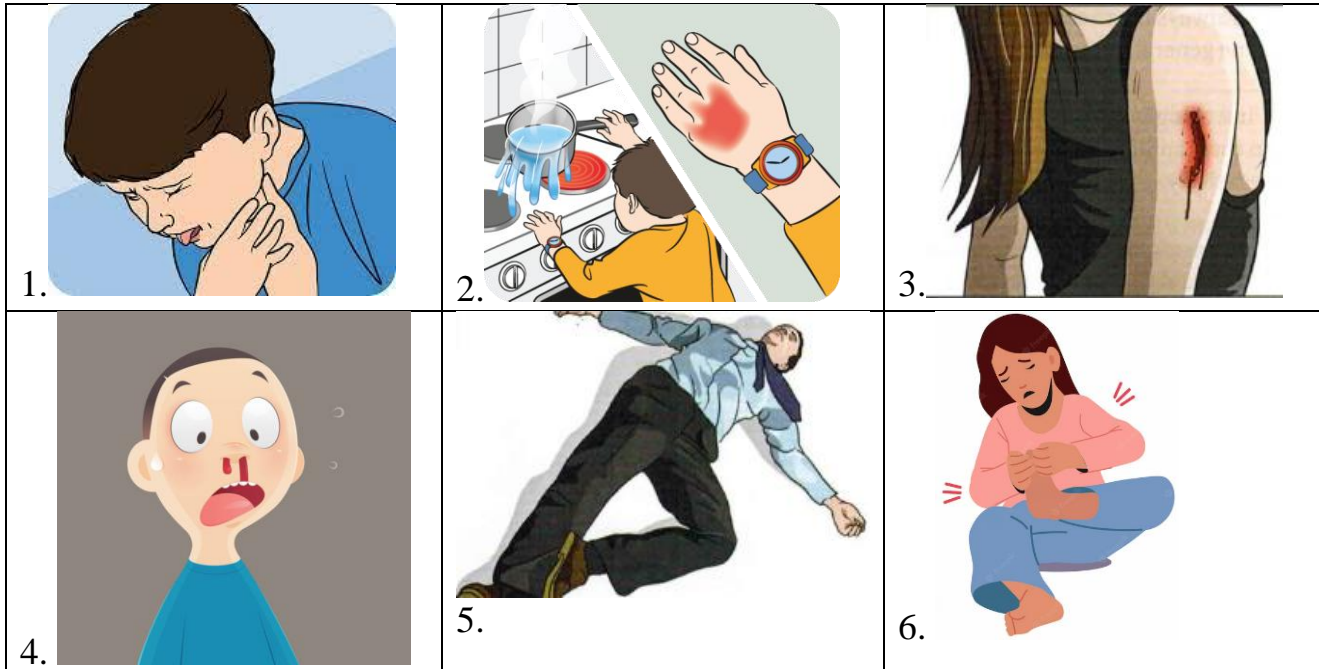
Triage is a dynamic process. The urgency (and hence the triage category) with which a patient requires to be seen may change with time. For example, a middle-aged man who hobbles in with an inversion ankle injury is likely to be placed in triage category 4 (green). If in the waiting room he becomes pale, sweaty and complains of chest discomfort, he would require prompt re-triage into category 2 (orange).

Placement in a triage category does not imply a diagnosis, nor even the lethality of a condition (e.g. an elderly patient with colicky abdominal discomfort, vomiting, and absolute constipation would normally be placed in category 3 (yellow) and a possible diagnosis would be bowel obstruction). The cause may be a neoplasm which has already metastasized and is hence likely to be ultimately fatal.

Triage has its own problems. In particular, patients in _____ categories may wait _____ long periods of time, whilst patients who have presented later, but which conditions perceived to be more _____, are seen before them. Patients need to be _____ of this and to be informed of likely waiting times. _____ elderly patients can often be poorly served by the process.

Task 2.3 Look at the six quiz questions, read them. Try to guess the meaning of the unknown words. Use the pictures to help you. Give answers to the quiz and the reasons why, and tell the group.

DO YOU KNOW WHAT TO DO IN THESE COMMON MEDICAL EMERGENCIES?



1. If someone is choking, you should ...

- a) hit them on the back
- b) lean them backwards
- c) lie them on their side

2. What is the best thing to put on a burn at first?

- a) warm running water
- b) cold running water
- c) kitchen film

3. If someone has a cut which is bleeding badly, you should first ...

- a) press on the wound
- b) cover the wound
- c) wash the wound under running water

4. Which of these is the best way to treat a nose bleed?

- a) lean your head forwards and pinch the soft part of the nose

b) lean your head forwards and pinch the hard part of the nose

c) lean your head backwards and pinch the soft part of the nose

5. If you find someone collapsed on the ground, what should you do first?

- a) put your jacket over them to keep them warm
- b) check if they are breathing
- c) run off to find someone else to help

6. If someone has fallen and you think they may have broken their leg, you should ...

- a) try to move their leg into a straight position
- b) make sure the leg is supported to prevent unnecessary movement
- c) put a bandage on their leg where you think the break is

III. LISTENING COMPREHENSION

Task 3.1 a) Listen to a conversation between a doctor and patient. What symptoms does the patient have? What does the doctor suggest?

b) Listen again and complete the gaps with the suitable phrases from audio recording.

Doctor Good morning, Mr Blaine. What's the problem?
Patient I 1) _____ well for a few days. I keep getting headaches, and
I 2) _____ a lot, too. And I have a temperature.
Doctor 3) _____ anything for the headaches?
Patient Yes, paracetamol. But they don't really help. I read on the internet that headaches can be the first symptom of a brain tumour ...
Doctor How many tablets 4) _____ so far today?
Patient I took two this morning.
Doctor And have you taken your temperature this morning?
Patient Yes. I 5) _____ it five or six times. It's high.
Doctor Let me see ... Well, your temperature seems to be perfectly normal now.
Patient I think I need a blood test. I 6) _____ one for two months.
Doctor Well, Mr Blaine, you know I think we should wait for a few days and see how your symptoms develop. Can you send the next patient in please, nurse?

Task 3.2 a) Read these conversations between Anna and the receptionist. Fill in the blanks with the correct words or phrases provided.

b) Act out the dialogues in the class.

MAKING A MEDICAL APPOINTMENT

2:30 - afternoon - patient - cash - pay - Goodbye
doctor - please - help - an appointment - sore throat - name

Receptionist: Hello, Colorado Springs Medical Offices. May I _____ you?
Anna: Hello, I want to make (2) _____ to see Doctor Lee.
Receptionist: OK. What's your (3) _____
Anna: My name is Anna Garcia. G-A-R-C-I-A
Receptionist: Are you a new (4) _____?
Anna: No, I've seen Doctor Lee before.
Receptionist: Why do you want to see the (5) _____?
Anna: I have had a very bad (6) _____ for five days.
Receptionist: When can you see the doctor?



Anna: This (7) _____ about 3 o'clock.
Receptionist: I can get you in at 2:30. Will that work for you?
Anna: Yes, I can be there at (8) _____.
Receptionist: How will you (9) _____?
Anna: I will pay with (10) _____.
Receptionist: OK, (11) _____ come in this afternoon at 2:30.
Anna: Thank you. (12) _____.

AT THE DOCTOR'S

Doctor: Come (1), please.
Patient: Thank you. Doctor, I decided to make (2)..... because yesterday I had a (3)..... headache and rash all over my body after taking pills for stomach (4).....
Doctor: Did I write out (5)..... for taking the pills?
Patient: Yes, here it is.
Doctor: These pills are very (6)..... They can trigger such symptoms as dizziness, nausea and even rash. Let me check you (7) I'll measure your blood (8)..... but firstly put (9)..... into your armpit.

(After a while)

Doctor: Your temperature is in the normal range but your blood pressure is very (10)..... Did you read the medicine label before taking those pills?
Patient: No, I thought your prescription and recommendations were enough to take them (11).....
Doctor: What (12)..... did you take at once?
Patient: I took two pills.
Doctor: So everything should have been all right then. You told me you had no allergies. What's wrong then?
Patient: Just a few days ago I was sneezing all day long but I went (13)..... taking the pills.
Doctor: As far as these pills are concerned, they mustn't be taken if you have any allergies. So taking them caused terrible side (14).....

- | | A | B | C | D |
|----|-----------|-------------|----------------|----------------|
| 1. | on | in | back | round |
| 2. | a meeting | a reception | an event | an appointment |
| 3. | awful | bad | splitting | worse |
| 4. | upset | problem | disease | pain |
| 5. | a recipe | a receipt | a prescription | a bill |
| 6. | bad | strong | hard | overdue |

7.	off	up	in	out
8.	level	rate	press	pressure
9.	a stethoscope	a medicine	a thermometer	drops
10.	low	little	less	least
11.	courteously	correctly	carefully	carelessly
12.	number	quantity	dose	amount
13.	by	further	on	up
14.	affects	effects	results	outcomes

IV. SPEAKING PRACTICE.



TOPICS DISCUSSION. EMERGENCIES

Task 4.1 *Discuss the questions below with your groupmates.*

1. Have you ever sprained your wrist/ankle? How? Did you wear a sling?
2. Do you have a first-aid kit at home, or in the car? Have you ever given anyone first aid?
3. Can you name four things usually found in a first aid kit?
4. Would you like to be a trained first aider?
5. Are you a blood donor? Would you like to give blood? Why (not)?
6. Have you ever fainted, or felt faint? Why? What happened?
7. Do you have any scars? How did you get them?
8. Have you ever had a cut which needed stitches? How many stitches did you have?
9. Have you ever needed crutches? Why? How long did you need them for?
10. Have you ever worn a plaster cast? Why? What happened? Did your friends write on it?
11. Do you bruise easily? How long does it take for your bruises to heal, usually?
12. When you need to take a plaster off, do you pull it slowly, or rip it off quickly?

Task 4.2 *Study carefully the information given below on the first aid kit content. What is the purpose of each item? Could you eliminate or, on the contrary, add anything (important, in your opinion) to the list? Discuss.*

What should I keep in my first aid kit?

It's important to have a well-stocked first aid kit in your home so you can deal with minor accidents and injuries.

Your first aid kit should be locked and kept in a cool, dry place out of the reach of children.

Many people also keep a small first aid kit in their car for emergencies.

Your basic first aid kit

A basic first aid kit may contain:

- plasters in a variety of different sizes and shapes
- small, medium and large sterile gauze dressings
- at least 2 sterile eye dressings
- triangular bandages
- crepe rolled bandages
- safety pins
- disposable sterile gloves
- tweezers
- scissors
- alcohol-free cleansing wipes
- sticky tape
- thermometer (preferably digital)
- skin rash cream, such as hydrocortisone or calendula
- cream or spray to relieve insect bites and stings
- antiseptic cream
- painkillers such as paracetamol (**or** infant paracetamol for children), aspirin (not to be given to children under 16), or ibuprofen
- antihistamine cream or tablets
- distilled water for cleaning wounds
- eye wash and eye bath

It may also be useful to keep a basic first aid manual or instruction booklet with your first aid kit.

Medicines should be checked regularly to make sure they're within their use-by dates.

Practical Lesson 6.4 WRITING AN INFORMAL EMAIL

Lesson objectives:

- Improving reading comprehension skills
- Giving a written description of the symptoms of illness
- Learning to write an informal email



I. USE OF ENGLISH

Task 1.1 You are going to read an article about how to cope with writing anxiety. For each paragraph (1-5) choose the heading (A-H) which best fit. Only ONE answer is correct, and there are THREE headings you DO NOT NEED to use.

Coping with Writing Anxiety

1. _____

Start writing at whatever point you like. If you want to begin in the middle, fine. Leave the introduction or first section until later. The reader will never know that you wrote the paper beginning with the main body. Besides, some writers routinely save the introduction until later when they have a clearer idea of what the main idea and purpose will be.

2. _____

“Talk” the paper to someone — your teacher, a friend, a roommate, a tutor in the Writing Lab. Just pick someone who’s willing to give you fifteen to thirty minutes to talk about the topic and whose main aim is to help you start writing. Have the person take notes while you talk or record your conversation. Talking will be helpful because you’ll probably be more natural and spontaneous in speech than in writing. Your listener can ask questions and guide you as you speak, and you’ll feel more as though you’re telling someone about something than completing an assignment.

3. _____

Talk into a recorder, imagining your audience sitting in chairs or standing in a group. Then, transcribe the recorded material. You’ll at least have some ideas down on paper to work with and move around.

4. _____

Pretend that you’re writing to a child, to a close friend, to a parent, to a person who sharply disagrees with you, to someone who’s new to the subject and needs to have you explain your paper’s topic slowly and clearly. Changing the audience can clarify your purpose. (*Who am I writing to when I explain how to change the oil in a car? That guy down the hall who’s always asking everyone for help.*) Changing the audience can also make you feel more comfortable and help you write more easily.

5. _____

Pretend you are someone else writing the paper. For instance, assume you are the president of a strong feminist movement and are asked to write about sexist advertising. Or, pretend you are the president of a major oil company asked to defend the high price of oil. Consider being someone in another time period, perhaps Abraham Lincoln, or someone with a different perspective from your own on things, someone living in Hiroshima at the time the bomb was dropped. Pulling yourself out of your usual perspective can help you think more about the subject than writing about the subject.

- A Aim your writing at different addressees
- B Discuss your essay with someone else
- C Re-read your notes
- D Imagine yourself in different roles
- E Record your composition
- F Write a plan of your paper
- G Try writing “backwards”
- H Bear information in your mind

Task 1.2 Look at the useful language expressions and try to complete them.

Useful language: an informal email

Opening expressions

Thanks 1) _____ your email / letter.

It was great 2) _____ hear from you.

Sorry for 3) _____ writing earlier / sorry that I haven't been in touch for a while.

I 4) _____ you and your family are well.

Responding to news

Sorry 5) _____ hear about your exam results.

Glad to 6) _____ that you're all well.

Good 7) _____ with the new job.

Hope you 8) _____ better soon.

Closing expressions

Anyway, / Well, that's all 9) _____ now.

Hope to hear from you soon.

Looking 10) _____ to hearing from you soon.

11) _____ my regards (love) to ...

Take 12) _____ / 13) _____ wishes / Regards / (Lots of) love from ...

14) _____ (= something you forgot and want to add) Please send me the photos you promised.

II. WRITING

Useful Tips

WRITING GUIDELINES

A friendly letter falls under the category of informal writing. Such a letter is written or typed to any family members, relatives, friends, cousins, etc. The purpose of writing a friendly letter is to share any information with them regarding any event or happening.

Here are some guidelines that can assist you in writing an impressive friendly letter:

Step 1: Planning

So the first step in writing a letter to your friend is planning. In this step, you would plan what to write in the letter. It could be any question from your friend, discussion about the future, details of any particular incident that happened with you, condolence on a loss, or making a plan to meet them.

It is difficult for some people to express their actual emotions through their words. This problem can also be solved by taking into consideration some of the writing prompts that could be included in your letter, which has been mentioned as follows:

- *Asking about the well-being of your friend and their family*
- *Any old joke played by the group friends in college/university.*
- *Your views about your friend when both of you met for the first time.*
- *Any secret thing which was between both of you only.*
- *A dream you had seen in which both of you were together.*
- *Asking them about their recent life events and special occasions.*
- *Any slang word or a secret code they used to speak.*
- *An exciting event or memory of the class.*
- *Recalling the recreational tour and visit to new places.*
- *Telling them about your future goals, how you would try to achieve them, and asking about theirs as well.*

Step 2: Start with a greeting

The style of writing a letter depends on your relationship with the person to whom the letter is being written. For example, while writing a letter to your friend, you can use formal or informal types of words such as “Dear”, “Hello”, “Hi”, etc. Usually, the friends have close relations so you can also write “Sweetie”, “Love”, etc.

Step 3: Body of the letter

This part of the letter is the essential one. The length of your letter body will depend on the amount of information you want to share with your friend. Some

catchy phrases, nicknames, slang words, emojis, etc. can also be added in this part of the letter.

To make the letter body more impressive and captivating, you can adopt the following strategies:

- **Explaining yourself**

The purpose of writing the letter should be mentioned in the first place. It may include explaining why you decided to write a letter to your friend, which can be any reason such as missing your friend by remembering any past event or meeting any old class fellow or colleague suddenly.

- **Starting with a question**

You can start the letter by asking any question about the well-being of your friend and his/her family members.

- **Sharing information**

You can share any news or information about your own life, including any significant or exciting event that happened in your life, your emotions, and feelings regarding different perspectives, etc.

Step 4: Closing lines

While writing a letter to your friend, the letter can be signed off by using multiple phrases such as “*Waiting to see you*”, “*Waiting for your reply*”, “*Looking forward to meeting you*”, etc.

Tip: *P.S (PostScript) section can be added at the end of your letter. In this section, the information that you have missed can be added. It will save you from re-writing or re-formatting the whole letter again. This section helps you to deliver an instant piece of information to your friend.*

Task 2.3 Writing an informal email. *Write an email to a friend explaining that you haven't been well, describe the symptoms of the illness you have recently had, and say what you've been doing.*

Chapter VII

POWER OF CORE VALUES IN SPORT

Practical Lesson 7.1 COACHING VALUES

Lesson objectives:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.

LEAD-IN. Discuss the following questions.

1. How does physical education help you in the future?
2. What words are associated with physical education?
3. What is a career option in the study of physical education?
4. What are the 10 words related to physical fitness?
5. Why is vocabulary important in physical education?
6. What are the 5 major activities in physical education?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

occupation	to work in teams towards a common goal
physical education	workplace
bundles of energy	employer
to play sports	to communicate and socialise with people in an effective way
career move	to encounter people
study of physical movement, safety and health and well-being	to analyse your own and others' performance
weight training	
to develop and maintain confidence	

Task 1.2 *Make up sentences with the following expressions and word combination:*

- | | |
|------------------------|------------------|
| ✓ bundles of energy; | ✓ a common goal; |
| ✓ to encounter people; | ✓ workplace. |
| ✓ career move; | |

II. USE OF ENGLISH

Task 2.1 Replace the word or words in italics in each sentence with a word from the box.

arranged outdoors record second captain postponed
referee side champion **professionally** score spare

- 1) Mary plays tennis as a way of earning her living (**professionally**).
- 2) Tomorrow's hockey match has been *put off* for another time.
- 3) In motor racing last year William Green was *the best driver of all*.
- 4) The player with the lowest *number of points* wins the game.
- 5) A match between the two top teams has been *fixed* for next month.
- 6) I like going swimming in my *free* time.
- 7) Jane Briggs was *the runner-up* in the 100 metres hurdles.
- 8) Who is the *player in charge* of your football team?
- 9) She won all her matches this season, which is a *best ever performance*.
- 10) Charles was sent off for punching *the person who controls the match*.
- 11) We decided to hold this year's dancing competition *in the open air*.
- 12) Everyone agreed that United were the best *team*.

Task 2.2 Underline the most suitable word.

- a) Sue came first in the 5000 metre *competition/game/race*.
- b) Jack and Eddie arranged to meet outside the football *ground/field/pitch*.
- c) Brenda goes jogging every morning to keep *exercised/fit/trained*.
- d) Our team *beat/defeated/won* the match by two goals to nil.
- e) The local stadium isn't large enough for so many *audience/viewers/spectators*.
- f) I'm afraid I don't find basketball very *interested/interesting*.
- g) The final result was *a/an draw/equal/score*.
- h) Norman won first *medal/prize/reward* in the cookery competition.
- i) All *competitors/rivals/supporters* for the race should make their way to the track.
- j) Collecting matchboxes is Rebecca's favourite *leisure/occupation/pastime*.

III. READING COMPREHENSION

Task 3.1 *READING FOR GENERAL INFORMATION. Read the text. Choose a heading for each part. Two of the given headings are not needed. Discuss the suggested ideas.*

- A. Social skills
- B. Analysis and evaluation

- C. Physical fitness
- D. Team-leading skills
- E. What is physical education (PE)?
- F. What skills will I gain from studying PE?
- G. Communications skills
- H. Friendship and support

MY FUTURE OCCUPATION IS PHYSICAL EDUCATION

If you love playing sports, have bundles of energy and enjoying learning about movement then studying PE could be a good career move for you.

Physical education isn't just about sports though. You'll learn a lot about health, well-being and the human body. 'You'll learn a range of skills from studying PE that will help you in your future career'

1. _____ Physical education, or PE for short is the study of physical movement, safety and health and well-being. There are a wide range of activities associated with PE including sports, dance and weight training. Physical education helps develop and maintain confidence, well-being and social skills that can be more difficult to achieve through other subjects.

2. _____ You'll gain many valuable skills from studying physical education that will help you in your future career.

3. _____ Many aspects of PE involves working in teams towards a common goal. Through playing team sports and problem solving with others, you'll develop clear communication skills that will help you in the workplace. Every employer looks for candidates who are able to communicate well verbally and in writing.

4. _____ *Physical education is a great way to build your social skills.* Physical education is a very social subject and can involve a lot of group work. You'll learn how communicate and socialise with people in an effective way. When you start working, you'll encounter people from a range of different backgrounds, each with different personalities. Studying PE will help you learn how to best communicate with people in a team in order to produce the best results.

5. _____ PE involves analysing your own and others' performance while looking for ways it could be improved. This is a particularly useful skill to have in your career as you'll often have to critique your own work and identify areas for improvement. If you work in management, you'll also benefit from

the soft skills that PE teaches and will learn how to deliver messages clearly and effectively.

6. _____ As a PE student, you'll also benefit from being physically fit! Not only will this help you in the physical side of the subject itself, but it'll also improve your general well-being. Doing regular exercise is proven to relieve stress and promote good mental health.

Task 3.2 *Are the following statements True or False? Support your answers with quotes from the text.*

- 1) If you are an energetic person and like to gain information about movements then studying PE could be a good choice for you.
- 2) Physical education is only about sports.
- 3) Many aspects of PE involve working as a single player towards a common goal.
- 4) PE involves analysing your achievements while looking for ways it could be improved.
- 5) Doing regular exercise is not the good option to relieve stress and promote good mental health.

Task 3.3 *Read two texts and answer the questions after them. Make contrast and comparison. Choose a heading for each part.*

What Are Some Advantages of Being a Coach?

By Priti Ramjee

- A. Education
- B. Enrichment
- C. Values
- D. The Extra Mile

If you want a career that can have a positive impact on someone else's lifestyle, attitude and morals, consider becoming a coach. The role is more than teaching a team how



to play a sport. Coaching gives you and your team a sense of personal appreciation for each other, and accomplishment. The tasks you perform and the knowledge you have are important, but you'll find that the positive changes you make in many lives is much more rewarding -- and it can even keep you feeling young.

1. _____ You are an teacher of more than just the sport; you teach values to make a positive impact in the future of your team members. You educate your players in the value of fair play and the laws of the game, and you show them how to avoid discrimination. Players can learn to trust, not just in the game arena, but in life, with a good coach. Through training, you teach the value of setting realistic goals and objectives and enjoying the feeling of accomplishment when those goals are met. You show the importance of being organized and focused. Not every day is a good day, and you show your players how not to lose their cool on a bad day, while recognizing that they made their best effort.

2. _____ As a good coach, you go the extra mile and deserve respect. You listen to each player's goals and challenges and take the time to provide constructive feedback. When training sessions become monotonous for the players and they lose motivation, you think about how to spice up the sessions with new challenges to get the team back on track. Your team relies on you to analyze the physical, mental and technical aspects of each performance and make adjustments to your training methods. Most of all, they admire you as their coach because you create a safe and enjoyable environment for them.

3. _____ Coaching is a rewarding career that gives you room to grow personally and professionally. Professionally, you can start as an assistant coach and gain experience on the path to becoming a head coach. If you're applying for an entry-level coaching position, you may not need to have a degree, just experience. As a head coach at high schools and colleges, however, you must have a bachelor's degree in the field of coaching, giving you in-depth knowledge of physical education, fitness, nutrition and other areas related to sports. You may need certification in cardiopulmonary resuscitation to respond to emergency situations. CPR may also be required for coaching at a camp or for an individual sport such as scuba diving, tennis, or golf. Your reward is not just your professional development, but also the personal growth you derive as your team grows in achievements and closeness.

4. _____ As a coach, you do more than teach the sport and bring a team to victory. You take on many roles that enrich the life of each member of your team. For instance, drugs and eating disorders can be a temptation to athletes, and you are a guide that can steer your players away from peer pressure. You are a motivator, keeping players focused on the value of their training. When teams play against other teams outside the local community, after the planning and organizing, you may even enjoy a little bit of travel.

The Disadvantages of Being a Coach

by Kimberlee Leonard-Updated December 27, 2018



- A. Underperforming Players
- B. Everyone Knows Better
- C. Worth It All?
- D. Job Security Isn't Secure
- E. Health Issues

While being an athletic coach is rewarding in many ways, there are disadvantages to the career. Downsides include uncertain job security, mounting pressure from boosters and general managers, as well as health concerns resulting from the constant demands to perform.

1. _____ Sports are by nature competitive, and coaches must keep that competitive edge in all aspects of their career. Just like top athletes vying for starting positions, coaches are always one loss away from being out of a job. There is no room for a bad day, especially for coaches of top-performing teams. It's easy to be motivational and uplifting for low-performing teams, because everyone from the athletes to directors and fans will be happy to see progress. But if your job is to win championships and you don't, it boils down to your leadership. And, as if losing a job over a bad season isn't enough, every new prospective employer is looking at your failure.

2. _____ Watch a college or professional football game while sitting at a sports bar and it is clear: Everyone from the bartender to the sorority girls in the corner think they know more about the game than those on the field. It's easy to say what a coach should have done. You may not have to deal with fans sitting at a bar, but you do have to deal with boosters or general managers questioning your every decision. As a coach, you have a vision and game plan for your team. While your team members might be on the same page as you, many others aren't, and they are happy to tell you exactly what you are doing wrong -- at least their version of it.

3. _____ There are coaches who are in great shape and those who could stand to lose a few pounds. Regardless of diet and health, more coaches are finding themselves suffering from health issues related to the job. Having to constantly withstand all the pressures of big games and the daily defense of choices, it isn't uncommon for coaches to suffer heart problems, anxiety attacks and depression. There is less downtime for coaches, with off-seasons spent recruiting or strategizing new plays. With no real rest set into the annual calendar, coaches are away from family and miss many holidays, adding to personal anxiety and stress.

4. _____ Coaches recruit players because they believe in their talent, often seeing their potential long before they have a proven track record. Working with players who don't put forth effort or just can't take things to the next level is frustrating and disappointing. It is heartbreaking to cut a player who you have spent time, money and energy developing. Coaches want to see their players win, and it hurts when they don't.

5. _____ Great coaches are as fierce and competitive as their players and live to perform under the pressure. Why? Because the execution of the perfect play or the winning season is something children dream about. The opportunity for greatness and the satisfaction of helping others achieve their dreams is what drives coaches to do what they do, in spite of any perceived disadvantage.

Questions:

- a) What are the advantages of being a sports coach?
- b) Why do I want to be a sports coach?
- c) What are disadvantages of coaching?

IV. SPEAKING PRACTICE

Task 4.1 *Discuss with your group mates the listed below meanings. Say to what extent you agree or disagree and why. Expand your ideas.*

- a) Physical education teachers in schools instruct students about general health and physical fitness. To be qualified these teachers should hold at least a bachelor's degree in a health-related subject to teach kindergarten through high school and a master's degree or doctorate to teach at a post-secondary level.
- b) Teaching career is appropriate for those people who are really interested in it one can choose one's career in elementary schools, middle schools, high schools and schools and collages according to one's educational qualification. Teachers enjoy lots of respect among their students because the teacher contributes a lot to the society. It also provides inner satisfaction.
- c) Physical education teachers are usually employed to teach children from the kindergarten level through high school. They promote physical activity and well-being through a variety of physical activities and sports.
- d) Physical education teachers promote the importance of exercise and nutrition to their students. To become a physical education teacher at an elementary or high school level requires a bachelor's degree and licensure according to state requirements. Additional training is not required for certain positions.

Practical Lesson 7.2 PE: EDUCATIONAL MISSION

Lesson objectives:

- to learn vocabulary on the topic;
- to revise grammar phenomenon – usage of Subjunctive Mood.

LEAD-IN. *Discuss the following questions.*

1. Why are you interested in becoming a PE Teacher?
2. How can you help a student who has difficulty learning a specific skill or sport?
3. What would you say are the major goals of physical education?
4. How can you collaborate with other teachers to ensure you understand your students fully?



I. USE OF ENGLISH

Task 1.1 *Read the text, get ready for a position of PE teacher job interview. Then discuss the ideas mentioned in the text. Connect the best example answer with the appropriate job interview question.*

10 PE Teacher Interview Questions and Answers

Question 1: Why are you interested in becoming a PE Teacher?

Adviser:

A PE Teacher has to be passionate about health and education. The purpose of this question is to help you gauge the attitude of the potential candidate. They should want the position because they are passionate about it and not just because of their educational background.

What to look for in an answer:

- Passion for fitness and health
- The right attitude towards the job
- Genuine love for working with children

Question 2: How can you help a student who has difficulty learning a particular skill or sport?

Adviser:

Learning a new skill or sport can be challenging for some students. It's best to hire a PE Teacher who is patient and persistent with students. They should be willing to go the extra mile to make sure children feel appreciated and motivated to participate in sports.

What to look for in an answer:

- Patience with children
- Persistence
- Willingness to go an extra mile

Question 3: What would you say are the major goals of physical education?

Adviser:

This question helps you gauge the candidate's understanding of physical education and how they plan to ensure children understand its importance. A strong candidate should have a plan to encourage students' appreciation and understanding of physical education.

What to look for in an answer:

- Understanding of physical education
- Whether the candidate knows the position's expectations
- Ability to motivate students

Question 4: How can you collaborate with other teachers to ensure you understand your students fully?

Adviser:

Students have different needs and interests. A strong candidate is willing to collaborate with other teachers to understand their students. Some teachers, especially the class teachers, are better positioned to understand student needs.

What to look for in an answer:

- Willingness to work with other teachers
- Empathy and understanding
- Interpersonal skills

Question 5: What is the most valuable lesson you have learned so far as a PE Teacher?

Adviser:

The question gives you a chance to hear about the candidate's experiences as they apply to the role. It helps you gauge their ability to learn from their past experiences.

What to look for in an answer:

- Willingness to share their experiences
- Communication skills
- Creative vision for their role

Question 6: How would you handle a student or a group of students who are constantly disruptive in class?

Adviser: Sometimes, a PE Teacher will have to handle dealing with challenging students. The question helps you gauge if the candidate can discipline children and handle difficult situations.

What to look for in an answer:

- Ability to solve conflicts
- Communication skills
- Ability to handle difficult situations

Question 7: How would you react if a parent complained about something that happened in your class?

Adviser:

Once in a while, teachers may encounter parents with a concern about something that happened to their child in school. A strong PE Teacher candidate can handle criticism without taking it personally. They are willing to listen to everyone's feedback, whether from a parent, fellow teacher or student.

What to look for in an answer:

- Ability to handle critics
- Conflict resolution skills
- Willingness to accept correction when wrong

Question 8: What do you find most challenging when dealing with students?

Adviser:

The question seeks to identify the candidate's weaknesses and how they plan on improving. A strong candidate likely knows their weakness and has a plan in place to deal with it to ensure it doesn't affect their job.

What to look for in an answer:

- Self-awareness
- Willingness to work on their weaknesses
- Creativity

Question 9: What do you do if students fight during your PE class?

Adviser:

Like any other teacher, it's the responsibility of a PE Teacher to maintain peace in their class. This question can help you see how your candidate may react in such a situation. An ideal candidate is willing to listen to the students' point of view before disciplining them.

What to look for in an answer:

- Ability to solve conflicts
- Willingness to listen and understand
- Promptness to act in difficult moments

Question 10: What strategies do you use to keep students actively involved in your PE class?

Adviser: It's essential to create a positive environment that has all students involved in the class activities. The goal is to get an idea of what methods the candidate uses to make a class lively while maintaining an educational focus.

What to look for in an answer:

- Team building strategies
- Creativity
- Ability to engage students

Job Interview Answer Examples

Example J: "If a group of students constantly disrupts the class, I would address them as per the schools' disciplinary guidelines. I would then separate them to ensure they sit or stay on different sides."

Example A: "I've always loved working and helping children learn new things. At the same time, I love to exercise and stay fit. Being a PE Teacher allows me to work on both of my passions, which are education and health."

Example F: "Students easily get disrupted, especially if the class is less than engaging. I use fun and innovative activities to keep them involved. I also engage them in teamwork to help them stay focused and learn from each other. Most importantly, I use fun activities to create rapport with students who need extra attention."

Example C: "Physical education has various goals, the main one being fitness and health. It gives children a chance to learn about collaboration and working in teams. I want my students to understand the importance of taking care of their bodies and the importance of working together as compared to competing."

Example B: "If a student has difficulty learning a certain sport, I am persistent and go out of my way to train them and ensure that they not left behind. If I try everything and the student still has no interest, I try introducing them to a different game."

Example I: "The best way to understand students is to talk with other teachers who interact with them daily. I especially talk with the class teachers to understand what their students are interested in. If a student has leadership skills, I can cultivate that by giving them leadership roles in my class."

Example H: "In my experience, getting the attention of students can be quite challenging. Many things can distract a student, and I have learnt that I have to be creative to get their attention. I try to engage them in fun things to help them remain focused."

Example G: "I understand and recognise that I can make mistakes just like any other person. If a parent complains about something that happened in school, I listen to their complaints and try to address the situation. Whether it's my mistake or not, I make sure that I understand the student's and parent's point of view and take steps to do better the next time."

Example D:

"If I find a group of students fighting, I immediately stop and separate them. I then talk to each student to understand why they engaged in the fight. I make sure they understand that fighting is not the solution to resolving problems and help them reconcile with each other."

Example E: "In my previous school, I had the chance to work with one student who was very reluctant to engage in any sport. I later learned that they had self-esteem issues, and they never thought they could be good at anything. I talked to the student and constantly motivated them to appreciate themselves and try new things. With time, they became one of the best football players in the school. Through that, I learned that it's good to get personal with students and go an extra mile before giving up on them."

II. GRAMMAR

Using Subjunctive Mood

Task 2.1 Study the rules on the Subjunctive Mood together with <https://grammarway.com/ua/subjunctive-mood>

Subjunctive Mood

УМОВНИЙ СПОСІБ В АНГЛІЙСЬКІЙ МОВІ

УМОВНИЙ СПОСІБ (Subjunctive Mood) – вид способу дієслова, що за допомогою форм смислового дієслова виражає можливість, передбачувану, бажану але не реальну дію або стан, а також суб'єктивне відношення мовця до такої дії чи стану.

➤ *Long live the king!* – *Хай живе король!*

➤ *I wish I were with my family.* – *Як би мені хотілося бути зі своєю родиною.*

➤ *Whoever you may be, Madam, I am grateful to you.* – *Хто б ви не були, мадам, я вам вдячний.*

Умовний спосіб утворюється двома шляхами: за допомогою форми **Subjunctive I** (особливі форми смислового дієслова) або за допомогою форми **Subjunctive II** (за допомогою допоміжних дієслів).

Subjunctive I

Subjunctive I утворюється за допомогою особливих форм смислового дієслова (за допомогою закінчень чи суфіксів). В сучасній англійській залишилися тільки дві форми цього способу: **The Present Subjunctive** та **The Past Subjunctive**. **Present Subjunctive**

Умовний спосіб теперішнього часу (Present Subjunctive) за способом творення збігається з формою голого інфінітиву смислового дієслова. Дієслово to be використовується в формі be для всіх осіб множини та однини.

- *It is necessary that he go to the hospital.* – Необхідно, щоб він пішов у лікарню.
- *We suggest that the meeting be postponed.* – Ми пропонуємо відкласти нараду.
- *The manager asked that I be present at the meeting.* – Менеджер попросив, щоб я був на нараді.
- *Be he generous, wise or brave, he must only be a slave.* – Яким би шляхетним, розумним та хоробрим він не був, він все одно буде рабом. (Саутлі)

The Present Subjunctive також використовується в деяких сталих виразах.

- *Be it so!* – Хай буде так!
- *God forbid!* – Боронь Боже!

Past Subjunctive

Умовний спосіб минулого часу (Past Subjunctive) має тільки одну форму для дієслова to be – форму were для всіх осіб множини та однини. **The Past Subjunctive** використовується доволі часто в сучасній англійській мові та може відноситися не тільки до нереальної дії (або стану) в минулому, але й до нереальних умов в теперішньому та майбутньому часі.

- *I wish I were rich and famous.* – Я хотіла б бути багатю та відомою.
- *I would help her if she were in need.* – Я б їй допоміг, якщо б вона потребувала цього.
- *Mom wished we were nicer to each other.* – Мама хотіла (б), щоб ми були добрішими один до одного.

Subjunctive II

Subjunctive II утворюється за допомогою допоміжних дієслів **should** (рідко **shall**), **would** або **may (might)** та форми голого інфінітиву смислового дієслова. Так як такі допоміжні дієслова утворилися від відповідних модальних, іноді вони також передають відтінок модальності.

- *I wish you would stop disturbing me.* – Я хочу, щоб ти припинив турбувати мене.
- *She moved to another town so that Jack might not find her there.* – Вона переїхала в інше містечко, щоб Джек не знайшов її там (не зміг знайти її там).
- *Mr. Harrison proposed that my car should be repaired in his garage.* – Містер Харрісон запропонував полагодити мою машину в його гаражі.

Використання Subjunctive Mood

Умовний спосіб використовується в простих реченнях для вираження побажання або привітання, нереального бажання, іноді для передачі лайки чи прокльонів, а тако в деяких сталих виразах.

В простих реченнях частіш за все використовується форма **Subjunctive I**, такі речення характерні для літературної мови.

Побажання та привітання

- *Long live the Queen!* – Хай живе королева!
- *Success attend you!* – Хай вдача буде з вами!

Нереальні бажання (тільки у випадку використання дієслова *to be*)

- *If only you were here.* – Якщо б ти тільки був тут.
- *If only I were young again!* – Якщо б я тільки був молодим знову!

Прокляття, лайка

- *Manners be hanged!* – До чорта ці манери (церемонії)!
- *Confound these mosquitoes!* – Щоб вони були прокляті, ці комарі!

Сталі вирази

- *God forbid!* – Боже борони!
- *Far be it from me to say such thing.* – У меней в думках не було сказати подібне.

Subjunctive II (форма, що утворюється за допомогою допоміжних дієслів) або ж **Past Subjunctive** (форма **were** від дієслова **to be**) використовується в складних реченнях. Зазвичай це речення умовного способу. Умовний спосіб часто використовується в умовних реченнях для вираження нереальної умови в підрядному реченні або ж нереального наслідку в головній частині складнопідрядного речення.

- *We would be healthier if every cigarette factory in the world were closed.* – Ми б були здоровіше, якщо б кожна цигаркова фабрика в світі була закрита. (умова в підрядному реченні)

Для вираження нереальної умови в теперішньому або майбутньому часі часто використовуються конструкції **were** + to-інфінітив або ж допоміжне дієслово **should** для всіх осіб множини та однини.

- *If he were to offer his hand to me, I would definitely accept his help.* – Якщо б рантом він протягнув мені руку допомоги, я б однозначно прийняла його допомогу.

В умовних реченнях, що відносяться до минулого часу, в головному реченні часто використовується форма **Subjunctive II** з допоміжними дієсловами **should** (для першої особи) або ж **would** (для другої та третьої особи) й формою доконаного інфінітиву без **to**.

- *If you had warned me, I should never have done it.* – Якщо б ти мене попередив, я б ніколи такого не зробив.
- *They wouldn't have come here if you hadn't invited them.* – Вони б не прийшли сюди, якщо б ти їх не запросила.

Task 2.1 Choose the most appropriate answer. Use Present Subjunctive.

1. I demand that he _____ immediately.

- a) apologize
- b) shall apologize
- c) will apologize
- d) has apologized

2. I suggested that she _____ her lawyer before signing the contract.
- a) consults
 - b) shall consult
 - c) will consult
 - d) should consult
3. It is necessary that everything _____ ready by two o'clock tomorrow.
- a) be
 - b) was
 - c) were
 - d) would have been
4. They recommend that she _____ to a ski resort in Spain.
- a) will go
 - b) would have gone
 - c) should go
 - d) should have gone
5. It is advisable that you _____ your application as soon as possible.
- a) submit
 - b) will submit
 - c) will have submitted
 - d) should have submitted
6. He decided to go inside the haunted house, _____ what may.
- a) come
 - b) comes
 - c) should come
 - d) would come
7. It is strange that he _____ so upset about such a trifle, isn't it?
- a) were
 - b) shall be
 - c) should be
 - d) have been
8. Far _____ it from me to criticize your plan, but I think you should change a few things in it.
- a) be
 - b) is
 - c) was
 - d) were
9. The doctor insisted that she _____ to the hospital for tests.
- a) go
 - b) goes
 - c) will go
 - d) has gone
10. She suggested that we _____ in the lobby of the hotel at 9:00 a.m.
- a) shall meet
 - b) will meet

- c) should meet
- d) would have met

Task 2.2 *Fill in the gaps using Past Subjunctive.*

- 1) If he _____ (not / to visit) his own museum, everybody would be surprised.
- 2) I wish she _____ (not / to live) near my house, it would be real happiness.
- 3) By the way, they would sooner that you _____ (not / to call) them anymore!
- 4) It's high time we _____ (not / to run) away anymore, we have to face our enemy.
- 5) It would be the end of their friendship if his friend _____ (not / to come) tonight.
- 6) This tower would be nicer if it _____ (not / to be) so high!
- 7) She behaves as if she _____ (not / to know) the dangerousness of that situation.
- 8) They would rather that you _____ (not/to lose) all their money in the fire, of course!
- 9) My commute to work would be shorter if I _____ (not /to live) outside the city.
- 10) If I _____ (not / to be) so tired, I would go with you towards new adventures.

Task 2.3 *Fill in the gaps using Subjunctive Mood.*

- 1) I wish he _____ here now. (to be)
- 2) I wish that you _____ here yesterday. (to be)
- 3) We wish you _____ tomorrow. (to come)
- 4) You will wish you _____ earlier. (to leave)
- 5) They wished he _____ with them the next day. (to come)
- 6) We wish you _____ yesterday. (to arrive)
- 7) I wish that he _____ us next year. (to visit)
- 8) She wishes that she _____ at home now. (to be)
- 9) You wish that he _____ you last week. (to help)
- 10) He will always wish he _____ rich. (to be)
- 11) The boy wished that he _____ the competition the next day. (to win)
- 12) She will wish she _____ the arrangements earlier. (to make)
- 13) I wish the weather _____ warmer now. (to be)
- 14) We always wished we _____ fluent in other languages. (to be)
- 15) They wish he _____ them next week. (to telephone)

III. SPEAKING PRACTICE

Task 3.1 Describe the pictures. Make some suggestions and guessing. Imagine real and unreal situations.



Picture A



Picture B



Picture C



Picture D

Practical Lesson 7.3 BENEFITS OF RECREATIONAL ACTIVITIES

Lesson objectives:

- to learn and use new vocabulary;
- to develop listening and speaking skills.

LEAD-IN. Discuss the following questions:

1. What is a recreational work?
2. What are the 3 types of recreation?
3. What are examples of recreational activities?



I. VOCABULARY

Task 1.1 Read, translate and study vocabulary and make sample sentences.

- recreation instructor
- area of expertise
- a wide range of facilities
- administrative duties
- to schedule facility use
- to sign equipment in and out
- to instruct outdoor activities
- to be a mentor and a supervisor
- to work on a resort or cruise ship
- to help people achieve health and fitness goals
- to offer services to individual clients or small groups
- to evaluate a client's current level of fitness
- to design a comprehensive exercise

Task 1.2 Read the text, make up 10 question to the text

What Is a Recreation Instructor?



Recreation instructors lead leisure activities for groups of students, young and old. They can find jobs in a wide range of facilities, including camps, aquatic centers, senior centers and parks. Depending on their area of expertise, they may offer

instruction in art, sports, dance, team-building, music and swimming, among other possibilities. Some recreation instructors also have administrative duties, such as scheduling facility use and signing equipment in and out. Take a look at the table below to find out the general requirements for a recreation instructor.

Education Required	High school diploma, associate's, bachelor's degree (dependent on employer)
Education Field of Study	recreation, recreation resort and management
Key Skills	ability to play or teach a sport or activity
Job Growth (2020-2030)	16% for recreation workers*
Average Salary (2020)	\$30,960 for recreation workers*

*Source: *U.S. Labor Board of Statistics' (BLS)**

Recreation Instructor Salaries

Because of the sheer number of jobs available in this career field, your salary could vary greatly. The U.S. Bureau of Labor Statistics (BLS) reports that recreation workers earned a mean annual salary of \$28,310 as of May 2018 (www.bls.gov). The highest salaries were reported in jobs in the federal executive branch and in the states of Washington, D.C, Alaska, South Dakota, Washington and New York.

Career Options

If you're interested in working with children, you could work at a before- or after-school program, camp or community center. You might teach children a sport like tennis or swimming, or creative arts like dancing and drama. At a camp, you could instruct outdoor activities like camping, archery and boating; you could also be a mentor and a supervisor of social activities. At a community center, you could teach children arts and crafts, cooking, sports and more.

Another option is a job in outdoor recreation, possibly through a parks and recreation department. In this setting, you could instruct sports programs, nature classes or classes that focus on recreation safety and park resources. You might also work on a resort or cruise ship.

What Are Some Related Alternative Careers?

If you're interested in helping people achieve health and fitness goals, you could consider becoming a personal fitness trainer who offers services to individual clients or small groups. In this job, you would evaluate a client's current level of fitness and design a comprehensive exercise and general wellness program that can help them achieve their fitness goals, such as weight loss or improved athletic performance. You need to have a high school diploma for this job. Alternatively, if you're an expert in a particular sport, you could consider becoming an official, such as a referee or umpire. Depending on the sport, you would be responsible for ensuring safe and legal play, keeping track of scores and/or judging performances. A high school diploma is the minimum education requirement, but some sports leagues require additional training.

II. LISTENING COMPREHENSION.

Task 2.1 *Study vocabulary and make sample sentences.*

“**know someone through and through**” = know very well

“Hey, I know him through and through, and I can only say he is full of integrity.”

“**true-blue friend**” = someone who is completely loyal to another

“A true-blue friend never turns against his or her friends.”

Task 2.2 *Listen to the passage. Choose the best option of the given. Check the website as follows: <https://www.esl-lab.com/intermediate/leisure-activities/>*

- a) Stuart is going to _____ with his friends.
- see a movie and have dinner
 - watch a football game
 - go for a drive and have a picnic;
- b) Why can't Amy go with her friends?
- She already has plans to attend a party.
 - She has to study for an exam.
 - She doesn't have any spending money.
- c) At the end of the evening, the friends are going to _____.
- play some games
 - watch a video
 - have a party
- d) How is Amy getting to the activity?
- She's taking the bus.
 - She's taking the bus.
 - Stuart is giving her a ride.
- e) Amy wants to be home at _____.
- midnight
 - 10:30 p.m.
 - 11:30 p.m.

Task 2.3 *Answer the questions, study vocabulary and make sample sentences. Share your opinions on the topic.*

- What are some of the most common problems for which people go to a doctor when seeking medical advice and an examination?
- Do you ever look for medical advice or medication online?
- What are your major concerns in visiting medical facilities, for example, a doctor's office or a hospital, in a foreign country?
- What differences have you noticed in the medical care, facilities, and attitudes of doctors and nurses towards patients in comparison with those in your own country?

“**keep fit**” = stay in good healthy condition: “I like to go hiking to keep fit.”

“**shed pounds**” = lose weight: “I suggest you shed a few pounds to improve your health.”

Task 2.4 Listen to the passage. Choose the best option of the given. Check the website as follows: <https://www.esl-lab.com/intermediate/medical-advice/>

- a) What is the man's name?
- a) Ronald
 - b) Russell
 - c) Randal
- b) From the conversation, how did the man probably find out about Dr. Carter?
- a) He saw the office on his way home.
 - b) He found the number in the phone book.
 - c) A friend referred him to the office.
- c) When does the man have his appointment?
- a) Tuesday
 - b) Wednesday
 - c) Thursday

The man injured his ankle when _____.

- a) a car hit him
- b) fell from a ladder
- c) stepped in a hole

The receptionist suggests that the man _____.

- a) put some ice on it
- b) take a few days off work
- c) come into the office

III. SPEAKING PRACTICE

Task 3.1 Read the statements about leisure that were written by John R. Kelly (1987) in “Freedom to Be: A New Sociology of Leisure”. - New York, Macmillan, p. 49. Discuss the statements; tell to what extent you agree or disagree.

- Leisure is decision, an act as well as a state.
- Decision is not external to the phenomenon but integral to its nature.
- Leisure is creation, a product of decision and action.
- Leisure is a process, not fixed but developing and created in its time and place.
- Leisure is situated, constructed in an ever-new context.
- Leisure is production in the sense that its meaning is always reproduced in its situation rather than appropriated from some external source.
- Leisure is an act, whole and complex with its history, emotion, interpretation, episodic development.

Task 3.2 Read the dictionary definitions of the recreation and compare them to the definitions taken from the literature. Make contrast and comparison. Tell what is similar and what is different.

Dictionary Definitions

Recreation *is* refreshment by means of some pastime, agreeable exercise, or the like.

Macquarie Dictionary

Re-create: to renew or enliven through the influence of pleasurable surroundings; to refresh after wearying toil or anxiety, usually by change or diversion; the act of recreating or the state of being recreated: refreshment of the strength and spirits after toil; diversion, play; a means of getting diversion or entertainment.

Webster's Third New International Dictionary

Any form of play, amusement, etc. used for refreshment of body or mind.

Collins Australian Pocket English Dictionary

Definitions from the Literature

Simply defined, recreation refers to experiences and activities chosen and pursued by the individual in his/her free time; the basis being that the experience sought and activities pursued, in the real sense of the word, 're-creates' the individual so that he/she may be refreshed to enable him/her to resume daily obligations, whatever those may be.

John Ap (1986) Recreation trends and implications for government. In R. Castle, D. Lewis & J. Mangan (eds) Work, Leisure and Technology. Melbourne, Longman Cheshire, 167-83 (p. 167).

Recreation is any pursuit engaged upon during leisure time, other than pursuits to which people are normally 'highly committed' ([the latter includes] such things as optional shopping, overtime, secondary work, house repairs, car maintenance, further education, homework, child care, religion and politics').

Countryside Recreation Research Advisory Group (1970) Countryside Recreation Glossary, Cheltenham, UK, Countryside Commission, p. 7.

Recreation is considered as activity through which leisure may be experienced and enjoyed but it is also seen as a social institution, socially organised for social purposes.

Grant Cushman and Allan Laidler (1990) Recreation, Leisure and Social Policy. Occasional Paper No. 4, Canterbury, NZ, Dept of Parks, Recreation & Tourism. Lincoln University, p. 2.

Practical Lesson 7.4 WRITING A MOTIVATION LETTER

Lesson objectives:

- to advertise in writing such professions as coach, physical education teacher, recreation instructor.



Task 1.1 *Read and study 10 tips to write a motivation letter. Discuss them with your groupmates.*

1. Find out more

Before writing your letter, take the time to find out about the company and possibly the job for which you are applying. Don't hesitate to insert some of this information in your letter.

2. Your letter of motivation must be personal

Adapt your letter of motivation to the company and job for which you are applying. Your letter must reflect your personal style and your personality.

3. Adopt a direct and concise style

As its name indicates, the purpose of the letter of motivation is to... show your motivation to the HR manager who will read it. Avoid convoluted sentences and go straight to the point. Explain simply and clearly what it is you are looking for and what you have to offer. Stick to what is important; the rest will be dealt with later. Make sure it is no longer than a page of A4.

4. Focus on your strong points

Your aim is to make the recruiter want to invite you for an interview, not put them off... Only mention your strong points in your letter of motivation, and preferably in the first few sentences. Your weak points will be scrutinised soon enough. As long as your letter of motivation and CV attract enough attention that is...

5. Take your CV into account

Don't fall into the trap of listing everything in your CV in your letter! Make yourself interesting and give an added value to your letter by speaking about yourself. Nevertheless, don't mention any training or jobs that don't feature on your CV. The letter of motivation and CV are two complementary documents that must coincide with each other.

6. Find the right balance

Of course you have to show yourself in the best light and convince the recruiter that it is you he/she should hire. However, don't be too arrogant. At the same time, don't do the opposite and under-estimate yourself or appear too modest.

7. Clearly explain your motivation.

This is the right job for you? Clearly explain to the recruiter why they should choose you rather than someone else. Make use of all your powers of persuasion. Look at the qualities requested in the job offer and explain they correspond to you.

8. Talk about your professional objectives.

Don't hesitate to place yourself in the future. Set out your career ambitions in a positive way. Also talk about what you have achieved and what you are proud of.

9. Support what you say.

Saying that you are organised or have a sense of responsibility isn't enough. Avoid set phrases and explain why you are organised. Give examples.

10. Address the right person.

Do you know the name of the HR manager? Use it in your letter by addressing them directly. If you don't know it, you can always look the person up on the internet or call the company in question and ask for their name.

Check for some examples of a motivation letter at the following website:

<https://resumegenius.com/blog/cover-letter-help/short-cover-letter-examples>

Task 1.2 *Write a motivation letter to support your application for Master's studies at the university of your choice on the following specialities: coach, physical education teacher, recreation instructor. Motivation letter should set out your passion for the mentioned above specialties.*

Chapter VIII

HARD SKILLS IN SPORTS



Practical Lesson 8.1 SPORT MANAGEMENT SKILLS

Lesson objectives:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.

LEAD-IN. *Discuss the following statements.*

Sports managers perform tasks related to the management of sports teams, athletic programs or sports competitions and general questions may make it easier for prospective employers to determine if you have the right skill set for the job.

Review this group of possible interview questions:

- ✓ Why do you want to work as a sports manager?
- ✓ How many years of related work experience do you have?
- ✓ What's the hardest part of working as a sports manager?
- ✓ What's your biggest strength as a sports manager?
- ✓ What makes you the right person for this job?
- ✓ How do you add to your sports management knowledge?
- ✓ What qualities do great leaders have?
- ✓ Why do you want to work for our organization?
- ✓ What salary range are you expecting?



I. VOCABULARY.

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

- sports manager job
- sport management
- coaching recreational sports
- of various business functions
- specific job title
- budget
- sports-related organization
- a professional athletic league
- a bachelor's degree
- Leadership positions
- a bachelor of business administration
- a multidisciplinary field
- expertise
- athletes
- coaches
- manager
- Sports Media
- print journalism
- photograph,
- broadcast reporting (TV and radio)
- sports information analysis
- Event Management
- Sports event management
- negotiate with vendors
- Coordinate day-of logistics.

II. READING COMPREHENSION

Task 2.1 READING FOR GENERAL INFORMATION.

Read and translate the text. Study the key vocabulary to complete task 2.2.

What Is Sport Management?

Part I

If you enjoy playing or coaching recreational sports, you may be considering a career in sport management. After all, the field is diverse and can be highly lucrative.

But what is sport management, exactly?

Sport management refers to the management of various business functions in sports and recreation organizations. Depending on their specific job title, sport management professionals might plan, direct, organize or budget within a sports-related organization.

Getting a job in sport management doesn't necessarily mean signing on with a professional athletic league. Several sports and recreational organizations employ people with sport management skills—from college teams to stadiums, sports media firms to the Paralympics.

Sport management professionals tend to have a bachelor's degree at minimum. Leadership positions in sports and recreation usually require at least a bachelor of business administration.

Sport Management Concentrations

Because sport management is a multidisciplinary field, many students pursue concentrations to deepen their expertise in a specific subtopic. If you're inclined toward a certain aspect of the industry, consider finding a program that offers a concentration in that particular field. Below are a few examples of popular sport management concentrations.

Sports Media

Sports media refers to the broadcast and reporting of sporting events, teams and sports news. Jobs in the sports media field include print journalism, photography, broadcast reporting (TV and radio), and sports information analysis and program production.

Event Management

Sports event management involves planning, coordinating, organizing and leading events for sports organizations. Putting on sporting events—from marathons to minor league baseball games—requires relentless attention to detail and quick decision-making skills. Among other key responsibilities, event managers must manage budgets, negotiate with vendors and coordinate day-of logistics.

Task 2.2 *After reading the text, answer these questions to help you to reflect upon and analyze what you have read.*

1. How would you describe the text in 15 sentences?
2. What is your opinion about what you just read?
3. How do you imagine a typical day in work of an Event Manager or Event Planner?
4. What qualities make a good sports coach or manager?
5. How are sports and media connected?
6. Do sports depend on the media? How?
7. What Is Sport Management?

III. SPEAKING PRACTICE

Task 3.1 *Discuss the advantages of sports management career.*

A career in sports management

A career in sports management can be a rewarding career where you assist athletes, coaches and other sports personnel and help develop strong teams and sports programs. Most jobs in this field require a degree in sports management or a closely-related discipline. Inside the field of sports management, you can expand into different fields depending on your area of interest.

Part 1. *Write your own answer to the question below. Make an argument. Your argument is how you express your viewpoint.*

- A. Is it hard to get a job in sport management? Make an argument!
- B. What jobs are the highest paid in sport management? Make an argument!

Common sports management jobs

Part 2. For this assignment read the example below, and then fill in the table.

Example

Job/ Profession sport management names - Sports event coordinator

Job Description - The following tasks, duties, and responsibilities majorly make up the job description of a sports events coordinator:

- Putting together an organizing committee for sports events
- Ensuring and providing adequate security for the entire process of an event
- Overseeing and inspecting the entire sporting facility in order to ensure that they are all up to standard
- Appropriate management of ticket sales and marketing by ensuring that they are readily available
- Working in relation with the organizing committee to make arrangements for guests and clients' accommodation and transportation
- Distributing different tasks to different members of the organizing committee in order to ensure that all duties are exercised effectively and everything runs smoothly
- Tackling the various issues associated with the business side of sports while ensuring that clients are focused on full participation and winning the sports events or competition.
- Making adequate preparations/laying a solid foundation for the commencement of a sporting event.

- Now fill in the table.

Job/ Profession sport management names	Job Description (English speaking countries / Ukraine)
Fitness trainer	<ul style="list-style-type: none"> - What are job roles and responsibilities? - Key Duties - Responsibilities
Fitness manager	
Facilities manager	
Fitness instructor	

Task 3.2 *Discuss your job interview questions given below.*

An interview is a discussion between you and an employer to find out if you can do the job.

You need to prepare yourself for the interview to make sure that you are successful **and answer your job interview questions!**

Note! - Top fitness instructor interview questions with detailed tips for both hiring managers and candidates. Fitness instructors assist clients in achieving fitness results and their goal weight.

Interview Questions for Fitness Instructors:

1. How do you determine the best training program for your client?
2. Why are body measurements important in fitness programs?
3. Can you describe how you would motivate a client who is overweight?
4. How do you plan to provide outstanding customer service?
5. Can you describe how you plan to retain a client that has reached their goal weight?

Task 3.3 Online research. *Conduct an online research on the given issue. Present your findings to the groupmates.*

Do sports agents make good money? - An interesting research question online
Instruction

Every student in your group must choose one country that is interesting to, for example, it could be Scotland, and research a question: “Do sports agents make good money?” in Scotland?

***Note!** - Two or more students cannot research an issue in the same country!

How to Do Internet Research

The internet has made researching easier than ever before. Following some simple rules:

- a. Decide where to start your search.
- b. Look for subject-specific databases.
- c. Choose your keywords carefully.
- d. Cast a wide net.
- e. Cite your sources.
- f. When doing research, it may include using only well-documented sources and not sharing personal information.

Practical Lesson 8.2 COUNSELING SKILLS FOR EFFECTIVE THERAPY

Lesson objectives:

- to learn key definitions of physiotherapy;
- to identify major components of this professional activity.

LEAD-IN. *Discuss the following statements.*

- Do you enjoy doing sports? Which? What sort of exercise do you take?
- Do you want to stay healthy and fit?
- What harmful habits must you give up?
- What is physical therapy?
- What is a physical therapist?
- How can a physical therapist help people?
- What types of injuries require the help of physiotherapist?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

- physical therapy
- a physical therapist
- a prescription for physical therapy
- physiotherapy
- mobility
- professionals
- to restore functional movements
- different body parts
- an effective treatment
- knee pain
- massage
- heat
- or cold therapy
- warm water therapy
- ultrasound to ease muscle pain or spasms
- limb
- corrective
- preventative
- physiotherapists
- patient
- diagnose
- body system
- cardiovascular system
- neurological system
- endocrine system
- to improve mobility, strength, and function
- function and flexibility

II. READING COMPREHENSION

Task 2.1 *READING FOR GENERAL INFORMATION.*

Read and translate the text. Study the key vocabulary to complete task 2.2.

What is physical therapy?

Physical therapy, also called physiotherapy, health profession that aims to improve movement and mobility in persons with compromised physical functioning. Professionals in the field are known as physical therapists.

Physical therapy (PT) is a medical treatment used to restore functional movements, such as standing, walking, and moving different body parts. Physical therapy can be an effective treatment for medical conditions or injuries resulting in pain, movement dysfunction, or limited mobility. For example, if you like to run and start having knee pain, a physical therapist can evaluate your movement and develop a treatment plan to help you run pain-free.

What is an example of physical therapy?

Massage, heat, or cold therapy, warm water therapy, or ultrasound to ease muscle pain or spasms. Rehab to help you learn to use an artificial limb. Practice with gadgets that help you move or stay balanced, like a cane or walker.

Physical therapy can be both corrective and preventative. Physical therapists can correct functional movement imbalances in clients with injuries or medical conditions, and they can also implement techniques to prevent injury and improve performance.

Medical professionals known as physical therapists, physiotherapists, or PTs carry out this treatment. These specialists educate, administer individualized treatments, and prescribe exercises for each patient to improve mobility, strength, and function.

What is the physical therapist?

Physical therapists are movement experts who improve quality of life through prescribed exercise, hands-on care, and patient education. Physical therapists diagnose and treat individuals of all ages, from newborns to people at the end of life.

Physical therapists can diagnose patients based on their movement patterns and tailor their treatment plans to their health issues. PTs are not only knowledgeable in how a body moves, but also how different body systems integrate with movements. They understand how the cardiovascular, neurological, and endocrine systems can all affect movement. They will most likely examine more of the patient's body than their problem areas to determine if the site of pain is causing more widespread issues. For example, if you come in with knee pain, a great physical therapist will not only evaluate your knee but your hip and ankle as well.

Where to Get Physical Therapy

Physical therapists work in a variety of different settings. Anywhere you may encounter a person who may be having difficulty with normal mobility is where you may find a physical therapist, including:

- in the hospital;
- in nursing homes;
- in outpatient clinics;

- with sports teams;
- in schools (many state laws require that children receive services in the setting that is most familiar to them and/or that allows them to stay on track with their peers);
- in your home (if you are unable to leave due to illness or injury).

What Are Physical Therapy Exercises?

Physical therapy exercises are designed to restore maximum body function with an aim on long-term benefits.

There are many different types of physical therapy exercises that you might do during your recovery process, and not all of these activities will benefit everyone equally.

Therefore, it's important to understand what kinds of exercise you should be doing and why those particular movements will help your body recover from injuries or illnesses.

Physical therapy is all about helping people regain their mobility and independence as they recover from an injury or illness. Physical therapy exercises can be defined as a series of actions that help to improve or maintain the function and mobility of one's body.

Physical therapists will often prescribe these exercises to patients to give them more independence from their injury and/or illness by:

- Strengthening core muscles
- Improving balance and stability
- Increasing range-of-motion, flexibility, and strength in the joints
- Reducing pain and stiffness

What are common physical therapy exercises?

Single Leg Hamstring Curl on Therapy Ball. Single Leg Stance with Hip Shift. Standing Forward Lunge. Standing Squat.

How does exercise differ from physical activity?

Physical activity refers to the contraction of skeletal muscle that produces bodily movement and requires energy.

Exercise is a physical activity that is planned and is performed with the goal of attaining or maintaining physical fitness. Physical fitness is a set of traits that allows an individual to perform physical activity

Therapeutic exercises are movements and physical activities designed to restore function and flexibility, improve strength and decrease pain. If you are receiving physical therapy for an injury or a chronic condition, your physical therapist may incorporate therapeutic exercises in your treatment plan.

Task 2.2 *Answer the following questions.*

1. What is physical therapy?
2. What is the purpose of PT?
3. Who are physical therapists?
4. What does the physical therapist do?

5. What is professionalism in physical therapy?
6. What are the effects of therapeutic exercise?
7. Does physical therapy hurt?
8. What is the main goal of a therapeutic exercise program?
9. How would you differentiate physical activity to therapeutic exercises?
10. Why is PT so important?

Task 2.3 READING FOR DETAILED INFORMATION. Fill in the gaps with the words from the box.

managing	relieve	techniques	well-being
strengthen	concerned	joints	functional
injury	pressing	related	immersion

Physiotherapy is a medical specialty 1) with preventing and treating musculoskeletal disorders. It uses physical approaches to promote, maintain and restore physical, psychological and social 2) This profession is dedicated to:

- Restoring strength and functions after a disease or 3)
- Improving and maintaining 4) independence and physical performance
- Correcting deformities
- Preventing and 5) pain, physical impairments, disabilities
- Promoting fitness and health.

Physiotherapy is an established, respected and evidence-based profession, which uses scientifically proven 6) to help many conditions affecting your body, such as: arthritis, back and neck pain, sports injuries, neurological conditions such as stroke, or age 7) conditions. It uses a variety of *treatment methods* as i.e. strengthening and therapeutic exercise programmes, heat treatment, massage, infrared lamps, and electric stimulation. The main branches of physiotherapy are:

Balneotherapy – deals with treatment of diseases by 8) in hot water or water containing certain chemicals. It is used i.e. to relieve discomfort and joint stiffness and improve blood flow.

Hydrotherapy – promotes the treatment with water; patients are put in hot baths or encouraged to swim. Various techniques are used for relaxation, to stimulate digestion, circulation, the immune system and to 9) pain.

Kinesitherapy – therapy involving active or passive movement of parts of the body in order to 10) and stabilize joints. Kinesitherapy is used i.e. in back and limb disorders, prevention of locomotor system disorders.

Manual therapy – these are methods of hand techniques, such as mobilization or manipulation of 11) and soft tissue. These methods are used to relieve pain, swelling and increase muscle and joint functional mobility.

Massage – deals with treatment of muscular conditions by means of rubbing, stroking or 12) a patient's body with hands. Usually it is used to relax tight and tense muscles, improve circulation and reduce stress.

III. SPEAKING PRACTICE

Task 3.1 *Discuss peculiarities of therapeutic exercise at the website below.*

<https://www.pat.nhs.uk/gps-and-partners/exercise-docs-for-printing.htm>

Consider the statements given below. Use them as a plan for your description of therapeutic exercises.

1. The goal of therapeutic exercise is to return the patient to a pain-free, fully functioning life.
2. As we age, our bodies need more stretching and exercise to continue to be able to move in the ways we are supposed to. Exercise therapy is beneficial because it ...
3. Therapeutic exercises can help injured athletes, as well as those who've been in an accident.
4. Therapeutic exercise is a way to get relief from pain.

Task 3.2 *Create a presentation at English Class. Present in during the class.*

The *topic* of your *presentation* is

“Therapeutic exercise is a treatment method that uses certain physical activities to facilitate healing and promote a healthy lifestyle.”

How to prepare for a presentation

- *Create a presentation in PowerPoint (5-7 Pages)* (*PowerPoint* is an excellent tool to support your *presentation* with visual information, graphics, and supplemental points).
- All types of *presentations* consist of three basic parts: the introduction, the body, and the conclusion.
- Practice your presentation ahead of time.
- Read and revise your presentation.
- Each presenter will be given a time slot of 3-8 minutes in total, which is distributed as 5 minutes of presentation and 3 minutes of answering questions from the auditorium

Practical Lesson 8.3 BEING GOOD AT SPORTS NUTRITION

Lesson objectives:

- to learn key definitions of sport nutrition;
- to identify major components of sports nutritionist's professional activity
- revise and practise your grammar – infinite forms of the verb.

LEAD-IN. Discuss the following statements.

1. What are your eating habits? How often and how much do you eat?
2. Have your eating habits changed since your childhood?
3. What is your national cuisine like? How often do you eat national food?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. Read aloud, translate and remember the key words and expressions.

Words and expressions

- | | | |
|------------------|---------------------|-----------------|
| • hunger | • appetite | • minerals |
| • nutrition | • life-threatening | • carbohydrates |
| • food supply | • conditions | • fructose |
| • nutrients | • over/undereating | • lactose |
| • weight gain | • fiber/fibre | • proteins |
| • (kilo)calories | • nutritional value | • glucose |
| • starvation | • vitamins | • lipid |
| • life span | • nutritionists | • amino acids |

Task 1.2 Match the columns to get the right definitions.

	Terms		Definitions
1.	Carbohydrates	A.	are nutrients that help build and maintain body cells and tissues.
2.	Fibre	B.	are compounds that help regulate many vital body processes, including the digestion, absorption, and metabolism of other nutrients.
3.	Proteins	C.	are the starches and sugars present in foods.
4.	Lipid	D.	is an indigestible complex carbohydrate that is found in the tough, stringy parts of vegetables, fruits, and whole grains.
5.	Vitamins	E.	are substances that the body cannot manufacture but that

			are needed for forming healthy bones and teeth and for regulating many vital body processes.
6.	Minerals	F.	is a fatty substance that does not dissolve in water.
7.	Food additives	G.	is a negative reaction to a food caused by a metabolic problem, such as the inability to digest parts of certain foods
8.	Food allergy	H.	or food poisoning, projectile vomiting and stomach cramps are often caused by the norovirus, a type of stomach virus.
9.	Food intolerance	I.	are substances intentionally added to food to produce a desired effect.
10.	Foodborne illness	J.	is a condition in which the body's immune system reacts to substances in some foods.
11.	Pasteurization	K.	is the spreading of bacteria or other pathogens from one food to another.
12.	Cross-contamination	L.	is the process of treating a substance with heat to destroy or slow the growth of pathogens

II. SPEAKING PRACTICE

Task 2.1 Based on the information above make a short presentation to your partner on how person's lifestyle influences their nutrition. Include one of the following aspects:

- The difference of lifestyle in the past and nowadays, its effect on nutrition;
- Food preferences in different age;
- Cultural traditions that effect food choices;
- Mass media, in particular, social media role in formation of person's tastes in food.

III. GRAMMAR

Task 3.1 Study the rules on the verbals below.

Verbals: Gerunds, Infinitives, and Participles

The three verbals—**gerunds**, **infinitives**, and **participles**—are formed from verbs, but are never used alone as action words in sentences. Instead, verbals function as nouns, adjectives, or adverbs. These verbals are important in phrases.

The gerund ends in -ing and functions as a noun.

- Jumping is fun.
- He liked skiing.
- He had a unique way of whistling.

The infinitive is the base form of a verb with to. Usually it functions as a noun, although it can also function as an adjective or adverb.

- To jump is fun. (noun; subject of the verb is)
- I like to ski. (noun; direct object of the verb like)
- She had a suggestion to offer. (adjective modifying suggestion)
- He called to warn her. (adverb modifying the verb called)

A **participle** is a verb that ends in -ing (present participle) or -ed, -d, -t, -en, -n (past participle). Participles may function as adjectives, describing or modifying nouns.

- The dancing parrots entertained the crowd.
- The wrecked sailboat washed up on shore.

But participles have another function. When used with helping verbs such as to be and to have, they are action verbs and form several verb tenses.

- She is thinking of the children.
- The conference room had been cleaned before they arrived.

Task 3.2 *Fill in the gaps with participle (present/past/perfect participle):*

1. I know the boys _____ (make) a noise there.
2. She kept me _____ (wait).
3. I saw ship _____ (come) towards us.
4. The car, _____ (break) since months, will be repaired soon.
5. The sun _____ (verb to have) set, we came back.

Task 3.3 *Fill in the gaps with infinitives:*

1. Kamal agreed _____ (come).
2. I hope _____ (see) you soon.
3. We plan _____ (finish) this shortly.
4. He offered _____ (sell) the house.
5. I want _____ (drink).

Task 3.4 *Fill in the gaps with gerund:*

1. He advised _____ (do) it.
2. I don't mind _____ (chat) with her.
3. I can't help _____ (laugh).
4. I am desirous of _____ (go) abroad.
5. Without _____ (run) faster, you can't catch the train.

Task 3.5 *Use your own ideas to complete these sentences. Use -ing.*

1. She's a very interesting person. I always enjoy talking to her .
2. I'm not feeling very well. I don't fancy _____
3. I'm afraid there aren't any chairs. I hope you don't mind _____
4. It was a beautiful day, so I suggested _____
5. The movie was very funny. I couldn't stop _____
6. My car is unreliable. It keeps _____

Practical Lesson 8.4 FILLING IN AN APPLICATION FORM

Lesson objectives:

- to practise your writing skills;
- to brush up on the basic principles of writing, grammar and spelling.

LEAD-IN. *Discuss the following statements.*



I. WRITING

Useful Tips

A **resume** - a brief written account of personal, educational, and professional qualifications and experience, as that prepared by an applicant for a job.

Task 1.1 *Study the information very carefully in order to be able to understand it fully!*

An Employment Application - a form, questionnaire or similar document or collection of documents that an applicant for employment is required by an employer to complete.

Information Required for an Employment Application

A standardized employment application form helps you learn about applicants, maintain better personnel files and compare candidates, as information is entered in the same template.

You will generally be required to provide your contact information, your work history (including companies worked for, positions held, salary, and length of employment), and your educational background.³

Some companies will also ask you to provide references with your job application. You may also be asked about your availability for work.

Important things to include in a job application

This list includes important information you may want to request on your company's job application:

- Name
- Address
- Phone number
- Email address
- Social Security number
- Work eligibility
- Information on criminal or felony convictions
- School(s) attended
- Degrees obtained
- Graduation date
- Skills
- Extracurricular activities
- Previous employer names and contact information
- Previous titles and responsibilities
- Reasons for leaving
- Permission to contact the previous employer
- References

1 - Common types of job applications

Applicants may complete solicited or unsolicited applications for jobs. Typically, employers use these methods to obtain applications:

- ✓ Online: Applicants complete job forms on company websites and job sites.
- ✓ In-person: Candidates complete a paper application form on-site
- ✓ Email: The applicant emails a cover letter and resume to the employer.

2 - Personal Information

The following is a list of the information you may be asked to provide when you apply for a job.

- Name
- Address, city, state, zip code
- Phone number
- Email address
- Social security number (state laws regarding providing social security numbers vary)
- Are you eligible to work in the United States?
- If you are under age eighteen, do you have an employment certificate?
- Have you been convicted of a felony within the last five years? (information about convictions varies based on state law and may not be legal to ask in your location)

3 - Education and Experience

- School(s) attended, degrees, graduation date
- Certifications
- Skills and qualifications
- Grade Point Average (G.P.A.)
- Extracurricular activities where you held a leadership role

4 - Employment History

- ❖ Employer
- ❖ Address, phone, email
- ❖ Supervisor
- ❖ Job title and responsibilities
- ❖ Salary
- ❖ Starting and ending dates of employment (month, day, year)
- ❖ Reason for leaving
- ❖ Permission to contact the previous employer

5 - References

- Name
- Job title
- Company
- Address, phone, email

Task 1.2 *Read Resume Examples very carefully. Examine the examples in order to find out whether it is how it should be.*

I. GROUP EXERCISE INSTRUCTOR

KARINE LANGOSH
446 Zboncak Road, San Francisco, CA
+1 (555) 824 5539

WORK EXPERIENCE

GROUP EXERCISE INSTRUCTOR

12/2017 - PRESENT

Dallas, TX

- Teach strength format group exercise class - total body strength and core conditioning
- Assist in day-to-day operations of the fitness center as needed
- Teach cardio and strength format group exercise class
- Teach cardio and/or strength format group exercise class
- Teach a variety of group exercise class
- Teach Kickbox or Zumba format group exercise class
- Teach cardio format group exercise class

PROGRAM AIDE-GROUP EXERCISE INSTRUCTOR

03/2011 - 08/2017

New York, NY

- Teach Yoga during the lunch time hours
- Motivates and encourages all class participants
- Advises participants on program and class procedures and policies, as appropriate
- Ensures that safety and injury prevention policies and procedures are adhered to by participants; reports accidents and prepares accident reports, as required
- They work directly with the class participants and need to be professional, courteous and friendly
- National certifications or experience in the instructor's specialty area is required pending availability and at the discretion of the Assistant Director
- Greets members and staff with exemplary service, a smile and empathy

EDUCATION

OHIO UNIVERSITY EASTERN CAMPUS

2006 - 2010

Mba's Degree in Exercise Physiology

PROFESSIONAL SKILLS

- Excellent customer service, punctuality, communication skills, and the ability to motivate others through fresh and safe group fitness classes required
- Willing to coach for advancement of skills and instructing
- Exhibit appropriate problem resolution skills including keeping supervisor informed

- One year prior group instruction training or experience
- Good skills in coordination, rhythm and timing. Physical strength and flexibility is needed
- Good skills in coordination, rhythm and timing. Physical strength and flexibility is needed. ~ CPR certified
- Good verbal English communication skills

II. FITNESS COACH

Richard W. Ford

4958 Pine Garden Lane

Marietta, GA 30067

Phone: 770-690-8754

Email: rwford@freemail.com

Career Objective:

Developing and maintaining the right type of fitness level requires a holistic approach and knowledge of fitness science. I want to use this technique and knowledge as a fitness coach for your fitness club and help clients in person or a in a group to gain fitness and health.

Summary of Skills:

- Experienced in teaching aerobics and weight-training according to client's body type
- Excellent knowledge of exercise science and medical terms associated with fitness and health
- Ability to motivate and inspire clients in defining and meeting fitness goals
- Extensive knowledge of fitness equipment and safety measures
- Outstanding communication, organizational, and planning skills
- Flexible to work in any time of the day and on weekends
- Ability to plan exercise routines and monitor client's fitness level

Work Experience:

Fitness Coach

Popular Health Club, Marietta, GA

November 2013 - Present

- Evaluating clients' physical conditions and planning exercise routines to match their body
- Demonstrating how to use gym equipment for weight-training to club members
- Working one-on-one basis and in group with members and teaching them aerobics
- Ensuring no member use the equipment unless performing warm up routines
- Maintaining attendance register, reminding about and collecting monthly fees
- Preparing exercise routine and diet programs for gaining weight, and losing weight Motivating members to push their limit and develop health habits

Fitness Coach

ABC Health Club, Marietta, GA

April 2012 - October 2013

- Performed fitness assessments, and provided consultations to clients
- Demonstrated aerobics and weight exercises to clients
- Instructed clients on how to use equipment safely and effectively
- Supervised clients closely and ensured they do not commit mistakes while exercising
- Created personalized exercise and diet programs for clients based on their height, weight, age, and lifestyle
- Educated clients on healthy eating habits and active lifestyle
- Assisted clients in losing and gaining weight through systematic exercise and diet plan

Education:

- Bachelor's Degree in Exercise Science
Marietta Physical Education College, Marietta, GA
2010
- Certified Personal Trainer
national Academy of Sports Medicine, Marietta, GA
2011

Reference: On request.

Task 1.3 *Create your best resume.*

Why is it important to create a strong resume?

An excellent resume has the power to open doors!

Your resume describes your qualifications and what makes you unique. To stand out among other applicants, you need a resume that markets your strengths and match for the job. A great resume: Grabs the attention of employers and recruiters.

Create your best resume!

How do I make my own resume?

1. Pick the Right Resume Format & Layout.
2. Mention Your Personal Details & Contact Information.
3. Use a Resume Summary or Objective.
4. List Your Work Experience & Achievements.
5. Mention Your Top Soft & Hard Skills.
6. (Optional) Include Additional Resume Sections - Languages, Hobbies, etc.
7. Tailor Your Information For the Job Ad.

Chapter IX

SOFT SKILLS IN SPORT



Practical Lesson 9.1 SPORTS AND PSYCHOLOGY

Lesson objectives:

- to learn vocabulary on the topic;
- to develop reading comprehension skills.

LEAD-IN. *Discuss the following questions.*

1. What stops a sportsperson from performing well?
2. How important do you think it is for sportspeople to be prepared mentally as well as physically before a competition?



I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. *Read aloud, translate and remember the key words and expressions.*

Words and expressions

- mental skills
- perform brilliantly
- under extreme pressure
- ways of thinking and behaving
- sports psychologists
- anger management
- dealing with anger
- a successful performance
- making decisions
- internal conversations
- to stay in control
- motivating self-talk

- research evidence
- a significant amount
- simple objectives
- re-focus quickly
- make a difference
- psychological techniques
- an exciting challenge
- reduce levels of stress

Task 1.2 Form the appropriate derivatives from the given words (nouns/adjectives/verbs/adverbs), add more using a dictionary if possible. Make up sentences that will contain a few derivatives.

	noun	adjective	verb	adverb
stress, stressful, stressed, stress out, stressfully				
psychology, psychological, psychologically, psychologist				
manage, manageable, unmanageable, management, manager				
performance, performed, performer, underperformance				
achieve, achiever, achieved, achievement, underachieve				
explain, explanation, explanatory, explained				
differ, different, differently, difference vs indifference				
to process, process, processed, unprocessed				
succeed, success, successful, successfully, unsuccessful				

II. READING COMPREHENSION

Task 2.1 Read the passage. According to the writer, how important is psychology for success in sport? Match the paragraphs B-F with their topics 1-5.

List of Topics

1. The importance of being positive.
2. The benefits of choosing a sport to concentrate on.
3. The importance of psychology in sports.
4. The effect of the way someone hold their bodies.
5. How the brain controls behaviour on and off the sports field?

Mind games

How footballers use sports psychology

A. Footballers are not always famous for their intelligence off the pitch, but their mental skills in the middle of a competition are usually extraordinary. Most people find it hard to imagine successfully doing even something simple while 40,000 spectators watch. Yet every weekend, Premier League players perform brilliantly in packed stadiums under extreme pressure.

B. For some players, the qualities of confidence and being calm are completely natural. But for the majority, mental skills involve ways of thinking and behaving which they have to learn and practise in the same way they learn physical or technical skills. That's why most Premier League clubs now work with sports psychologists, who teach the teams a range of mental techniques, including positive self-talk and anger management, as well as how to re-focus quickly as the game changes. The television cameras and fans cannot see these skills, but they do see the effect they have.

C. Premier League footballers learn a number of special tricks, and those methods can help people in other professions too. Bradley Busch is a sports psychologist who has also worked with, for example, businessmen, teachers and students. 'Being confident, dealing with anger and being focused are just important on football pitches as they are in the office or the classroom,' he says. 'And we now know that the key to a successful performance is the front area of the brain.' He explains that this area is very important for using information to think about what might happen next and for making decisions. If this part of the brain gets too much information or stress, then this affects the ability to decide quickly what to do next.

D. Psychologists have shown that talking to oneself in a positive way can have a very powerful effect. Research proves that a person's internal conversations affect the chemistry in the brain. Negative comments cause stress which, in return, reduces the ability of the brain to work as its best. In training, players practise taking a negative thought and changing it into a positive one. A difficult problem becomes an exciting challenge, for example. According to a study published by the Journal of Sport Behaviour in 2010, this self-talk really does make a difference. The study showed that introducing psychological techniques, such as the use of positive and motivating self-talk at half-time, improved the performance of some players in the second half. Many footballers also try to remember key words to control their behaviour. For example, a player who gets angry quickly might say 'Ice!' to remind them to stay in control. The brain finds it much easier to deal with one strong image than many complex processes, it only takes a second to get out of control, so speed is important.

E. Sportspeople can even make good use of body language to help themselves get into a positive frame of mind and increase their confidence. 'We tell players to keep their eyes up, for example, because if they have their head and shoulders down, their brain chemistry changes for the worse. Holding their head up keeps their brain active,' says Busch. There is research evidence for this here, too. Studies by Harvard

Business School showed that standing up straight can reduce levels of stress and increase confidence by a significant amount. This knowledge is something that many people who have to give presentations at work can benefit from too.

F. Psychological research suggests that when things go wrong, players should focus on three things only. They have to be things that they can control. A striker can't control goals but he can control his movement, his energy and the quality of his strikes. It is a matter of using the brain in the right way. Focusing on simple objectives can also help a player to identify and take more opportunities. 'There is so much information out there that the brain ignores what it does not need and focuses instead on what it understands to be important,' explains Busch.

G. The knowledge that sports psychologists use so effectively with players is also useful for people who want to achieve more in their studies or their working lives. They, too, can benefit from what Busch recommends for his sports clients.

Task 2.2 Answer questions 1-7 in the test task. Support your answers with quotes from the text.

1. What is the main point the writer wants to make about footballers in the first paragraph?
 - A. They respond best when people are watching them.
 - B. They are able to cope with a difficult situation.
 - C. They do something that is actually very simple.
 - D. People don't think they are very clever.
2. In the second paragraph the writer mentions sports psychology as something which:
 - A. Is used by all football clubs.
 - B. Needs to be taught to players.
 - C. Can help build team spirit.
 - D. Is more technical than people realise.
3. Busch mentions an area of the brain in order to
 - A. Contrast it with other brain functions.
 - B. Describe how things can go wrong.
 - C. Give details about what he has studied.
 - D. Show its significance for business and sport.
4. According to the writer, 'self-talk' can help players to
 - A. Forget what people say
 - B. Respond to unhelpful comments.
 - C. Perform to the same level as other players.
 - D. Stop stress from affecting their behaviour.
5. The writer uses the example of a player thinking to show that
 - A. Footballers have to be careful what they do on the pitch.
 - B. Anyone can use his easy technique to help themselves.

- C. It is best to think of something the brain can respond to quickly.
 D. Words are more powerful than actions.
6. Busch talks about a football striker to illustrate the point that
 A. Players need to take opportunities in the right time.
 B. Sport psychology is not as simple as it appears.
 C. Players should not concentrate on too many things.
 D. Self – control is important in sport.
7. What point is the writer trying to make in the passage?
 A. How skills highlighted by sports psychology are relevant for everyone.
 B. How sportspeople pay too little attention to psychological knowledge.
 C. How many useful aspects of sports psychology there are.
 D. How difficult it is to overcome psychological limits in sport.

II. USE OF ENGLISH

Emotions and Feeling

Task 2.3 a. Study adjectives that illustrate five basic emotions. How different are they?

JOY	DISGUST	FEAR	ANGER	SADNESS
cheerful	bitter	afraid	annoyed	blue
delighted	envious	alarmed	cross	depressed
eager	nasty	frightened	furious	gloomy
ecstatic	sick	scary	grumpy	homesick
glad	upset	worried	irritated	miserable

Task 2.3 b. Choose the best suitable adjective in italics for each situation described.

- Mary was a *nasty* / *cheerful* / *gloomy* person who started rumours about all kinds of people.
- I'm *irritated* / *eager* / *upset* to show you my new laptop. I love it. It's amazing!
- Mum was so *delighted* / *homesick* / *cross* with me when she saw that my room was really untidy.
- Karl is always *envious* / *afraid* / *grumpy* in the morning. He doesn't like talking to anybody.
- Rainy days make many people feel *blue* / *furious* / *scary*.
- I have felt *alarmed* / *cross* / *homesick* since she moved out. I miss my friends and my old house.
- Erin felt *ecstatic* / *gloomy* / *frightened* when she split up with her boyfriend.
- I'm really *worried* / *miserable* / *cheerful* about my exams results. The last one was so hard!
- My friend is *depressed* / *envious* / *eager* of my success. She always wants to be the best!

10. Tom was absolutely *upset* / *delighted* / *worried* with my birthday present. He smiled and thanked.
11. Ann felt *delighted* / *annoyed* / *sick* when she heard her brother shouting while she was studying.
12. The little boy feels *depressed* / *grumpy* / *glad* because his dog has just died.
13. This morning my boss was *ecstatic* / *frightened* / *irritated* when I arrived late again.
14. Dishonest people make me feel *blue* / *sick* / *gloomy*.
15. People in Paris are really *bitter* / *alarmed* / *glad* with the terrorist attacks.
16. She was *ecstatic* / *gloomy* / *grumpy* to learn that she was soon to be a grandmother. Great news!
17. Erin felt *scary* / *miserable* / *afraid* after she lied to her friend. She is really sorry now.
18. Fiona is a *bitter* / *cheerful* / *homesick* old neighbour of mine. She can't stand children!

Task 2.4 Fill in the blanks with words from the box. There are **THREE** words you will not need.

working	adrenaline	symptoms	long-term	better
anxiety	team	forces	smoke	mental
women	modest	friendliness	true	nature

How Sports Help Your Mental Health

We all know that sports are great for your physical health. But sports also have many psychological benefits.

Help moderate stress. About 75% to 90% of doctor visits are for stress-related illnesses. Sports help you manage stress. Exercise causes your body to release endorphins, the chemicals in your brain that relieve pain and stress. It also reduces the levels of stress hormones, cortisol and 1) _____ .

Studies have shown that 20 to 30 minutes of exercise each day can make people feel calmer. This calmness continues several hours after exercise.

Improve your mood. Playing a sport such as golf or skiing 2) _____ you to put aside your worries and concentrate on the task at hand. This helps you clear your mind and calm down. It also helps you sleep 3) _____ .

Produce long-term mental health effects. Participation in sports can have 4) _____ effects on your mental health. Researchers studied 9,688 children who had bad childhood experiences, such as physical abuse or emotional neglect. They found that those children who took part in 5) _____ sports had better mental well-being when they were adults.

Boost mental health with team sports. Taking part in sports in a group has a greater impact on 6) _____ health than individual sports. Researchers in Australia found that 7) _____ who played tennis and netball in clubs had better mental

health than those who exercised alone, like walking or 8) _____ out at the gym. There were no differences in physical health between the two groups.

A study of teenage athletes found that those who played individual sports more likely reported experiencing 9) _____ and depression. This may be because those in team sports often play for fun. Individual sports don't require another person to compete together and may make the athlete experience more stress than enjoyment.

Help fight addiction. A study of Norwegian teenagers found that those who played in team sports were less likely to 10) _____ cigarettes and use cannabis as adults. Researchers in Korea recommended the use of sports to help teens combat internet addiction.

Help with depression. Sports help treat depression. Studies show that exercise improves 11) _____ of depression and reduces the risk of relapse. Exercise was found to be as effective as standard antidepressant treatment in one study, with 12) _____ amounts of exercise helping to improve depression.

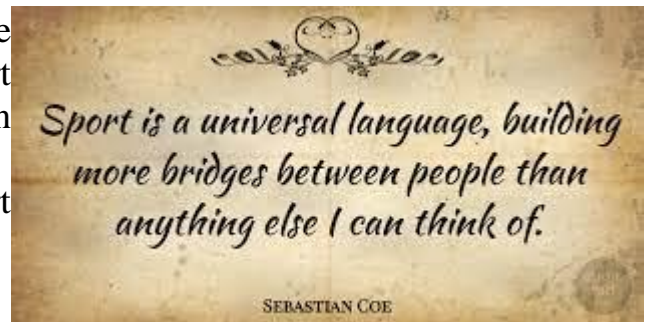
Practical Lesson 9.2 SPORT IS A UNIVERSAL LANGUAGE

Lesson objectives:

- to use vocabulary on the topic;
- to revise grammar phenomenon – usage of conditional sentences.

LEAD-IN. *Discuss the following questions.*

1. How much can sport make people friendlier to each other? Does sport promote international communication on different social levels?
2. Is English a universal language in sport sphere worldwide?
3. How can your national language reflect cultural (and sport) values of its speakers?



I. SPEAKING PRACTICE

Task 1.1 *What do the words in bold mean? Check with other students or your teacher, then think about your answers to the questions.*

- Why are you learning English? For work, exams, travel, etc.?
- Do you speak any languages apart from your **mother tongue** and English?
- Who is the best language learner in your family?
- Did you use any **learning strategies** when studying your second language? Which?
- When was the first time you used a **foreign** language outside the classroom?
- Do you have the chance to speak/write to **native speakers** regularly?

- Is it important for you to learn **slang** or **jargon** in English, or do you only want to learn standard English?
- Which is more important to you when you learn to speak a language: **fluency** or **accuracy**?
- Which **skill** is the hardest for you: speaking, listening, reading, or writing? Which is the easiest?
- Do you know anyone who is **bilingual**? What advantages do they have in life?

II. READING COMPREHENSION

Task 2.1 Read the article. *READING FOR DETAILED INFORMATION.* Which language(s)...?

- did he learn as a child
- is he studying at university
- does he like best
- is he planning to learn next
- did he wish he had been able to speak when he was a child
- was the first one he taught himself
- did he find the most difficult

He's English, but he can speak eleven languages

Alex Rawlings has been named the UK's most multilingual student, in a competition run by a dictionary publisher.

The German and Ukrainian student from London, who is only 20 years old, can speak 11 languages fluently. In a video for the BBC News website he demonstrated his skills by speaking in all of them, changing quickly from one to another. Rawlings said that winning the competition was 'a bit of a shock'. He explained, 'I saw the competition advertised and I heard something about a free iPad. I never imagined that it would generate this amount of media attention.'

As a child, Rawlings' mother, who is half Greek, used to speak to him in English, Greek, and French, and he often visited his family in Greece.

He said that he has always been interested in languages. 'My dad worked in Japan for four years and I was always frustrated that I couldn't speak to the kids because of language barrier. After visiting Holland at the age of 14 he decided to learn Dutch with CDs. 'When I went back I could talk to people. It was great.'

He taught himself many of the languages with 'teach yourself' books, but also by watching films, listening to music, and travelling to the countries themselves.

Of all the languages he speaks, Rawlings says that Ukrainian, which he has been learning for a year and a half, is the hardest. He said, 'There seem to be more exceptions than rules!' He added, 'I especially like Greek because I think it's beautiful and, because of my mother, I have a strong personal link to the country and to the language.'

'Everyone should learn languages, especially if they travel abroad. If you make the effort to learn even the most basic phrases wherever you go, it instantly shows the

person you're speaking to that you respect their culture. Going around speaking English loudly and getting frustrated at people is tactless and rude.¹

The next language Rawlings hopes to learn is Arabic, but 'only once I've finished my degree and got some more time on my hands. For now, I need to concentrate on my German and Ukrainian, so I can prepare for my finals.'

Task 2.1 *Read the text below. Which three features of a language may cause it to affect our personality? Read the text again and match the missing sentences A-H to the gaps 1-6. There are two sentences you do not need to use.*

- A French has an unusually large vocabulary, allowing the speaker to find extremely precise words with specific meanings.
- B In Ukrainian, however, the emphasis is on the shape, not the material, so all of these would merely be 'little glasses' or 'stakanchyky'.
- C Speaking it will force you to think longer and harder, and you may feel like you played a five-set tennis match after a conversation.
- D And yet, his personality seemed to vary.
- E After the first ad, they referred to her with positive words, such as 'self-sufficient' and 'strong', suggesting that they looked up to her.
- F A comparative analysis between languages shows that languages may well rewire our minds.
- G He and his mentor, Edward Sapir, compared this with English and noticed how the two languages had a completely different system for forming words.
- H He claims that it is thoughts that lead to language, and not the other way round.

New language, new personality?

When Jacques was 12 years old, his mother began speaking to him only in French, his father addressed him only in Greek, and he was sent to an English-speaking day school in Paris. Of course, the child was the same person no matter which of the three languages he was using.¹ ___ 'I felt probably ruder and more aggressive in Greek, clear and concise in French, and creative and long-winded in English,' he said.

Jacques' experience of languages seems to concur with a theory developed back in 1931 in the linguistics department of Yale University. A student by the name of Benjamin Whorf was carrying out some research into the Algonquian language, Shawnee, which was spoken by only 200 people at the time. ² ___ Their findings led them to develop the 'Sapir-Whorf hypothesis' which claims that the language we speak shapes our experience of the world.

But how is it possible for a language to determine our understanding of the world and therefore affect our personality? The answer may lie in the way that different languages are constructed. In Greek, for example, the verb usually comes first, its conjugation revealing the tone and meaning of the rest of the sentence, making it easier for the listener to interrupt. ³ ___ And in English, words tend to be more adaptable and easier to rhyme.

Yet construction of a language is not the only determining factor. A study at Baruch College, New York, suggests that culture may also play a part. Researchers showed a group of bilingual Hispanic-American women the same commercial about a woman doing housework, first in Spanish and then in English. 4 __ But when the women watched the English version, they used the derogatory terms 'traditional' and 'dependent'. Despite the striking contrast between the adjectives, it is not clear whether it was the language itself that influenced the volunteers' choices or the cultural habits associated with that language.

A third determining factor may be the way in which objects are classified in a language. Let's take Ukrainian as an example. A Ukrainian speaker learning English would associate 'glass' and 'cup' with their translations, 'stakan' and 'chashka'. Yet, in English we call all sorts of things 'cups': coffee to-go cups, Styrofoam™ cups, plastic cups, paper cups. 5 __ Therefore, in order for the Ukrainian speaker to correctly learn English (or vice versa), he must pay attention to not just direct translations but also to categorizations, in this case shape versus material.

Although there seems to be a great deal of evidence supporting the argument that language influences personality, there are obviously those who do not agree. One of the greatest opponents is Stephen Pinker of Harvard University. 6 __ Consequently, he believes that as long as we can think about something, then we can formulate a way to say it. And so the debate rages on. But as Jacques himself points out: it makes a big difference which language to choose when it comes to discussing a subject like economics!

III. GRAMMAR. Revision

Task 3.1 Read the text and fill in the gaps with the verbs given in brackets. Use past tenses.

Two foreigners 1 _____ (travel) in Spain. One morning they 2 _____ (enter) a little restaurant for lunch. They 3 _____ (not know) Spanish and the waiter 4 _____ (not know) English. So they 5 _____ (try) to make him understand that they 6 _____ (want) some milk and sandwiches.

At first they 7 _____ (pronounce) the word 'milk' many times. Then they 8 _____ (spell) it. The waiter still 9 _____ (can't understand).

At last one of the foreigners 10 _____ (take) a piece of paper and 11 _____ (begin) to draw a cow. He 12 _____ just _____ (finish) his drawing, when the waiter 13 _____ (look) at it and 14 _____ (run) out of the restaurant.

'You see,' 15 _____ (say) the traveller who 16 _____ (draw) the cow, 'what pencil can do for a man who has difficulties in a foreign country.'

After some time the waiter 17 _____ (be) back, but he 18 _____ (bring) no milk. He 19 _____ (put) two tickets for a bull- fight in front of the two men.

Task 3.2 Read the text. Complete the sentence with the correct form of the verb in the brackets.

Sport: a universal language

Millions of people all over the world _____1 (to enjoy) sport, whether they _____ 2 (to enjoy) taking part in it, or watching it. This is one of the reasons that sport is such an effective way to meet new people and make new friends: even if you _____3 (not to speak) the same language, you _____ 4 (to be able to) communicate through your shared interest.

I am one of those millions of people who enjoy sport, with climbing and running _____5 (to be) my main activities. So it _____ 6 (to make) sense that after I moved to France to work in a school that I should try to continue to do both. I _____7 (succeed) in finding a running club, and somewhere to climb, and after being here for only three weeks I have already got so much out of climbing and running with French people.

Going to the French running club for the first time was a bit daunting. What if I couldn't understand them? What if they couldn't understand me? I needn't have worried. As we were getting ready for our run, the heavens opened and rain came pouring down. Despite _____8 (to speak) a different language, it was clear we _____9 (to be) all thinking the same thing: are we really going to go running in this weather? We decided yes. Looking out of the window at the heavy rain, you _____10 (can, forgive) for thinking that we were mad to go running in such weather! I _____11 (feel) comfortable with my fellow runners straight away, and it was through our shared enthusiasm for running that we became friends.

The school I _____12 (to work) at is lucky enough to have an indoor climbing wall in its sports hall. Which means I'm lucky enough to be able to share my love for climbing with other students and teachers. Inevitably, the French words and terms _____ 13 (to use) for climbing equipment and actions are different to those used in English, yet this hasn't been a problem. My friends and I _____ 14 (to do) lots of miming to try and demonstrate what we mean, then I _____15 (to explain) what the word is in English, and my friends explain what the word is in French.

So sport _____16 (can consider) as a universal language, meaning that even if you're playing football, or climbing with someone from France, Italy, Spain, or anywhere, you'll be able to communicate, enjoy yourself, and even learn some new phrases.

Task 3.3 Discuss the opposing views below and give your own opinion. You should give reasons for your answer, and include ideas and examples from your own knowledge and experience.

- Some people believe that nowadays sport is an essential part of school life for children worldwide, while others feel it should be purely optional.

- Popular events like the Football World Cup and other international sporting occasions are essential in easing international tension and releasing patriotic emotions in a safe way.

To what extent do you agree or disagree with these statement?

III. SPEAKING PRACTICE

Task 3.1 *Tell your group-mates about your positive experience of engagement in sport. How has this activity facilitated your self-concept? Do you consider this arrangement to be healthy? How can you improve your daily routine to benefit your health most? Aside from exercising what are other practices that make you healthier?*

Task 3.2 *Discuss some more issues.*

- What more do you think could be done to promote mental health programmes in your country?
- How can individuals take more responsibility for their own mental health?

Practical Lesson 9.3 SPORT: THE ISSUE OF SUCCESS

Lesson objectives:

- to learn vocabulary on the topic;
- to develop listening and speaking skills.

LEAD-IN. *Decide which you agree and disagree with.*

Success is...

- completing what you planned, doing what you said you would, being known for what you have achieved, making other people jealous.
- making money and accumulating material possessions.
- fulfilling your potential, overcoming difficulties and setbacks, being liked and respected by other people, finding contentment.



In pairs, discuss whether it is possible to define failure.

I. VOCABULARY

Task 1.1 GLOSSARY OF THE TOPIC. *Mark the qualities below (S) if they relate to success or (F) if they relate to failure. Check any words you don't know in a dictionary.*

ambition, belief, courage, cowardice, defeatism, desire, determination, drive, faith, hesitation, hunger, indecision, insecurity, optimism, persistence, pessimism, purpose, resignation, resilience, self-confidence, self-doubt, self-pity, strength of mind, weakness, willpower

Task 1.2 *Write the adjective that describes the person who shows the qualities listed below.*

1. ambition		2. courage	
3. cowardice		4. determination	
5. drive		6. hesitation	
7. indecision		8. insecurity	
9. optimism		10. persistence	
11. purpose		12. resilience	

Task 1.3 *In each list below, ONE option is wrong. Delete it.*

1. set goals / a target / an ambition / yourself a challenge / your heart on something

2. overcome difficulties / an obstacle / a setback / a disability / a plan
3. fulfil an ambition / a dream / your potential / your optimism / your promise

Task 1.4 Delete the odd word in each fist of near-synonyms below.

success / failure / triumph / achievement
 goal / target f setback / objective
 ambition / desire / hunger / cowardice
 determination / willpower / self-pity l drive
 courage / faith / belief / optimism
 self-doubt / uncertainty / resilience / insecurity

II. LISTENING COMPREHENSION

Task 2.1 Look at the questions below and think about how you would answer them.

- Does succeeding mean doing better than other people?
- Why do you think some people succeed while others fail?
- Is it easier for people from certain backgrounds to succeed?
- Do you think success brings happiness or that happiness equals success?

Task 2.2 Listen to some students answering the questions. In pairs, decide:

- which student gives a perfectly good answer.
- what the problem with each of the other three answers is.

Task 2.3 Watch a video about playing sports and decide which type of definition (A-I) corresponds with each description and write your answers in boxes 1-6 on your answer sheet. Click the link bellow:

<https://mini-ielts.com/1136/listening/how-sports-benefits-your-body-and-your-brain>

1		The team/player who is less likely to win the match
2		A disease that is related to the related to the amount of sugar in the blood
3		An objective
4		Respect for one self
5		An attitude or particular way of thinking
6		Having a strong desire to win or be the best at something (adj)

A Anger
 B Diabetes
 C Euphoria
 D Exhaustion
 E Self-esteem

F Underdog
 G Mindset
 H Competitive
 I Goal

III. SPEAKING PRACTICE

Task 3.1 *Discuss the following paradoxes related to sports sphere. Describe the following issues in 2 minutes.*

Some people believe that success in life comes from taking risks or chances. Others believe that success results from careful planning. In your opinion, what does success come from?

Use specific reasons and examples to support your answer.

Task 3.2 *Discuss the following paradoxes related to sports sphere and social success. Describe the following issues in 2 minutes.*

Sport Paradoxes

Stanley Eitzen, a highly respected sport sociologist, argues that sport is inherently contradictory. Here are a few of the paradoxes Eitzen identifies. Do you with him that these paradoxes exist?

Social integration

Sport can unite different social classes and racial / ethnic groups VS Sport can heighten barriers that separate groups

Fair play

Sport promotes fair play by teaching the importance of following the rules. VS Sport's emphasis on winning tempts people to cheat.

Physical fitness

Sport promotes muscle strengths, weight control, endurance and coordination. VS Sport can lead to the use of steroids and other drugs, excessive weight loss or gain, and injuries.

Academics

Sport contributes to higher education through scholarships and fund raising. VS Sport takes money away from academics and emphasized athletics performance over learning and graduation.

Social mobility

Sport allows athletes who might otherwise not attend college to obtain an education. VS Only a few can achieve the promise of fame and wealth in the professional ranks.

Practical Lesson 9.4 VISUALIZING TRENDS IN SPORT

Lesson objectives:

- to learn vocabulary on the topic;
- to develop skills of graph description.

LEAD-IN. Discuss the following questions.

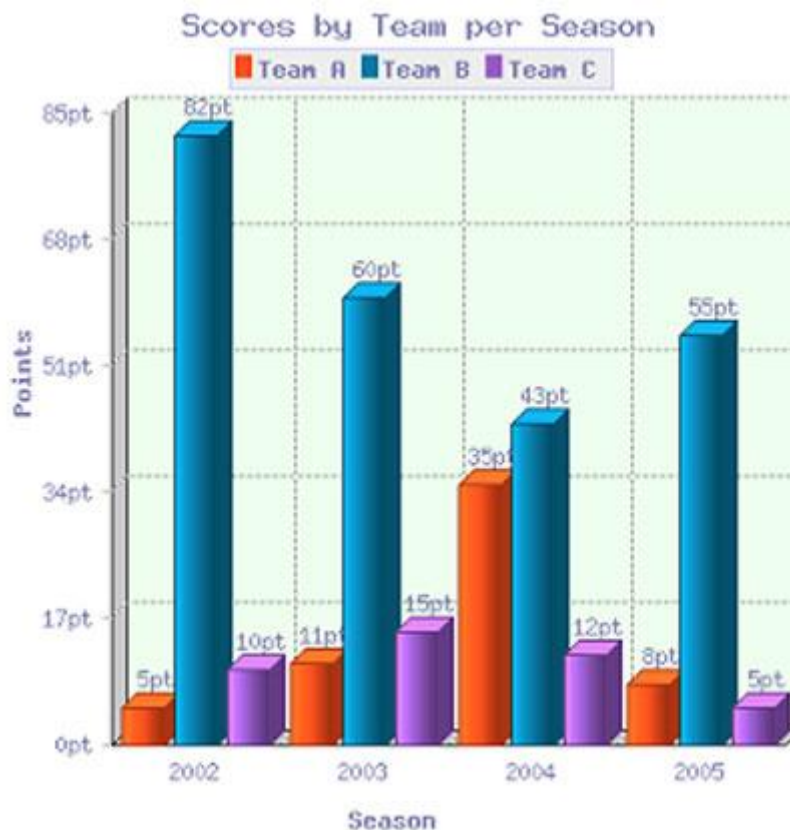
- Where can you need to visualize sport achievements (to draw charts, create visual presentations)?
- What are the major functions of charts and graphs in presenting sport results?
- What is the secret of successful visual presentation?



I. VOCABULARY. Graphs description

Task 1.1 Study the graph below. Discuss its purpose. What are the general trends shown? Summarize the information by selecting and reporting the main features and make comparisons where relevant. Then check the suggested graph description for further analysis.

The bar chart shows the scores of teams A, B and C over four different seasons.



The bar chart shows the scores of three teams, A, B and C, in four consecutive seasons. It is evident from the chart that team B scored far higher than the other two teams over the seasons, though their score decreased as a whole over the period.

In 2002, the score of team B far exceeded that of the other two teams, standing at 82 points compared to only 10 for team C and a very low 5 for team A. Over the next two years, the points for team B decreased quite considerably, dropping by around half to 43 by 2004, but they still remained above the points for the other teams.

However, though team A and C's points were lower, they were rising. Team A's points had increased by 600% from 2002 to reach 35 points by 2004, nearly equal to team B. Team C, meanwhile, had managed only a small increase over this time.

In the final year, team B remained ahead of the others as their points increased again to 55, while team A and C saw their point scores reverse and drop to 8 and 5 respectively.

Task 1.2 GLOSSARY OF THE TOPIC.

To describe the graph, follow the following plan:

Introduction + Basic/ General Trends + Details Description + Conclusion.

Each part has a specific format and therefore being equipped with the necessary vocabulary will help you to write the task 1 efficiently and will save a great deal of time.

1. **Vocabulary for the Introduction Part:**

Starting	Presentation Type	Verb	Description
The given / The supplied / The presented / The showed / The provided	diagram / table / figure / illustration / graph / figure / chart / flow chart / picture/ presentation/ pie chart / bar graph/ line graph / table data/ data / information	shows / represents / depicts / illustrates / presents/ gives / provides / describes / compares/ shows / figures / gives data on / gives information on/ presents information about/ shows data about	the comparison of the differences the number of information on data on the proportion of.... the amount of information on....

Example :

1. The provided diagram shows data on employment categories in energy producing sectors in Europe starting from 1925 to 1985.
2. The given pie charts represent the proportion of male and female employee in 6 broad categories, divided into manual and non-manual occupations.
3. The chart gives information on expenditures of 4 European countries on six consumer products namely Germany, Italy, Britain and France.

2. Vocabulary for the General trends Part:

In general, In common, As is presented, Generally speaking, As is observed.

Example:

1. In general the employment opportunity has increased till 1970 and has dropped down afterward.
2. As is observed, the figures for imprisonment in the five mentioned countries show no overall pattern of increase or decrease rather shows the considerable fluctuation from country to country.
3. Generally speaking, USA had far more standard life than all the other 4 mentioned countries.

3. Vocabulary to show the changes:

Trends	Verb form + adverb	Adjective + Noun Form
Increase	rise / increase / go up / uplift / rocket / climb / upsurge / soar	a rise / an increase / an upward trend / a growth
Decrease	fall / decrease / decline / plummet / plunge / drop / reduce	a fall / a decrease / a reduction / downward trends / a downward tendency / a decline/ a drop
Steadiness	unchanged / level out / remain constant / remain steady / plateau / remain the same / remain stable / remain static	a steadiness/ a plateau / a stability/ a static

Examples:

1. The overall sale of the Company has increased by 20% at the end of the year.
2. The expenditure of the office remained constant for the last 6 months but the profit rose by almost 25%.
3. There was a 15% drop in the student enrollment of the University.
4. The population of the country remained almost the same as it was 2 years ago.

4. Vocabulary to represent changes in graphs:

Type of Change	Adverb form	Adjective form
Rapid change	dramatically / rapidly / sharply / quickly / hurriedly / speedily / swiftly	dramatic / rapid / sharp / quick / hurried / speedy / swift
Moderate change	moderately / gradually / progressively / sequentially	moderate / gradual / progressive / sequential
Slight change	slightly / slowly / mildly / tediously	slight / slow / mild / tedious

Example:

1. The economic inflation of the country increased sharply by 20% in 2008.
2. There was a sharp drop in the industrial production in the year 2009.
3. The demand for new houses dramatically increased in 2002.

5. Vocabulary to represent frequent changes in graphs:

Type of Change	Verb form	Noun form
Rapid ups and downs	wave / fluctuate	waves / fluctuations

Example:

1. The price of the raw materials fluctuated for the first three months.
2. The graph shows the oscillations of the price of fuel from 1998 to 2002.

6. Vocabulary to write the Conclusion part:

To draw the conclusion : In conclusion / To conclude / On the whole
To Summarize : In short / In brief / To sum up / In summary

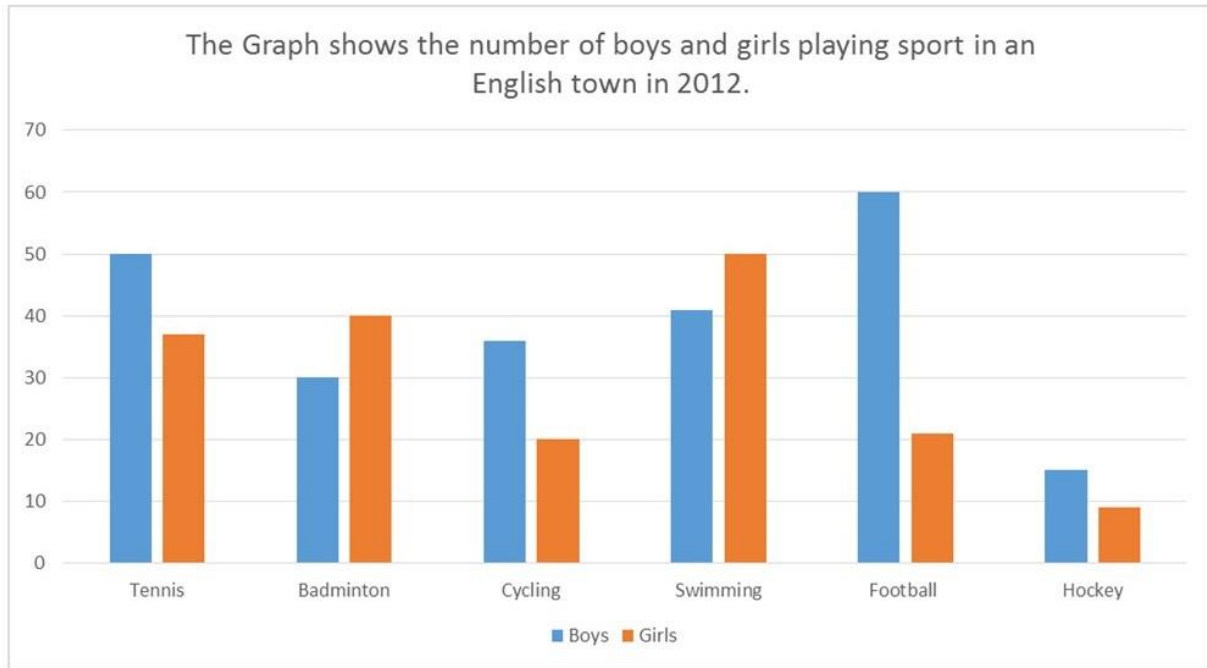
Examples:

- In conclusion, third world countries have improved their production sectors like: garments, over the last 10 years whereas the first world countries have improved their technology and research sectors in the same period.
- In brief, the overall sale of the company has improved in the last 5 years except 2005 when the sale reduced significantly due to retrenchment.

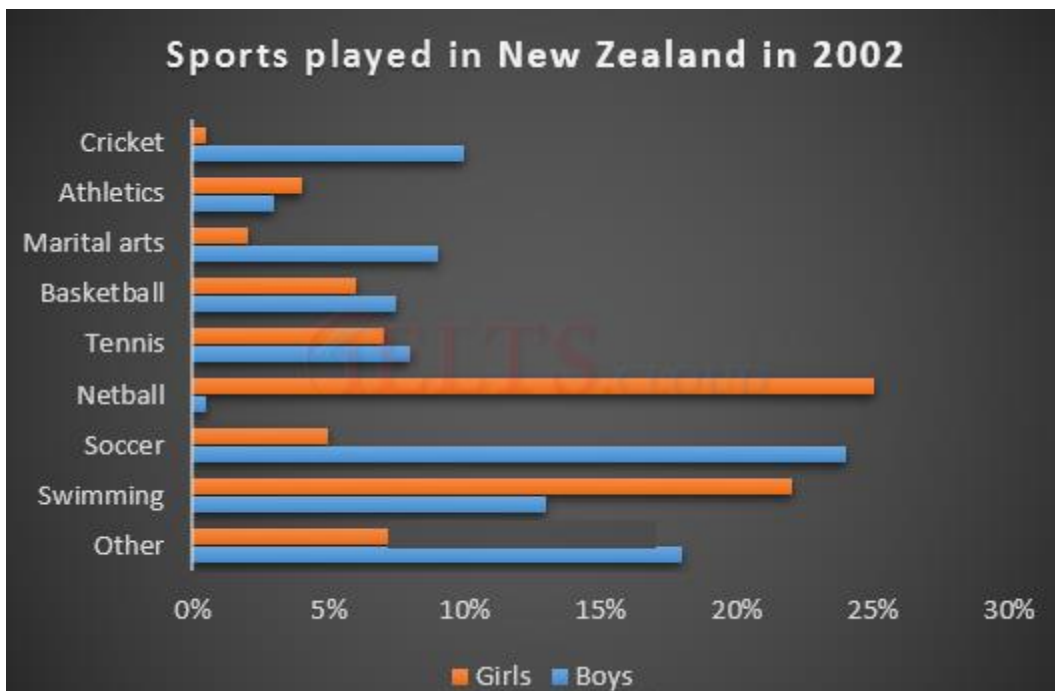
II. WRITING.

Task 2.1 Choose one of the given graphs. Provide the written description of general trends shown there.

1) Boys and girls playing sport in an English town in 2012.

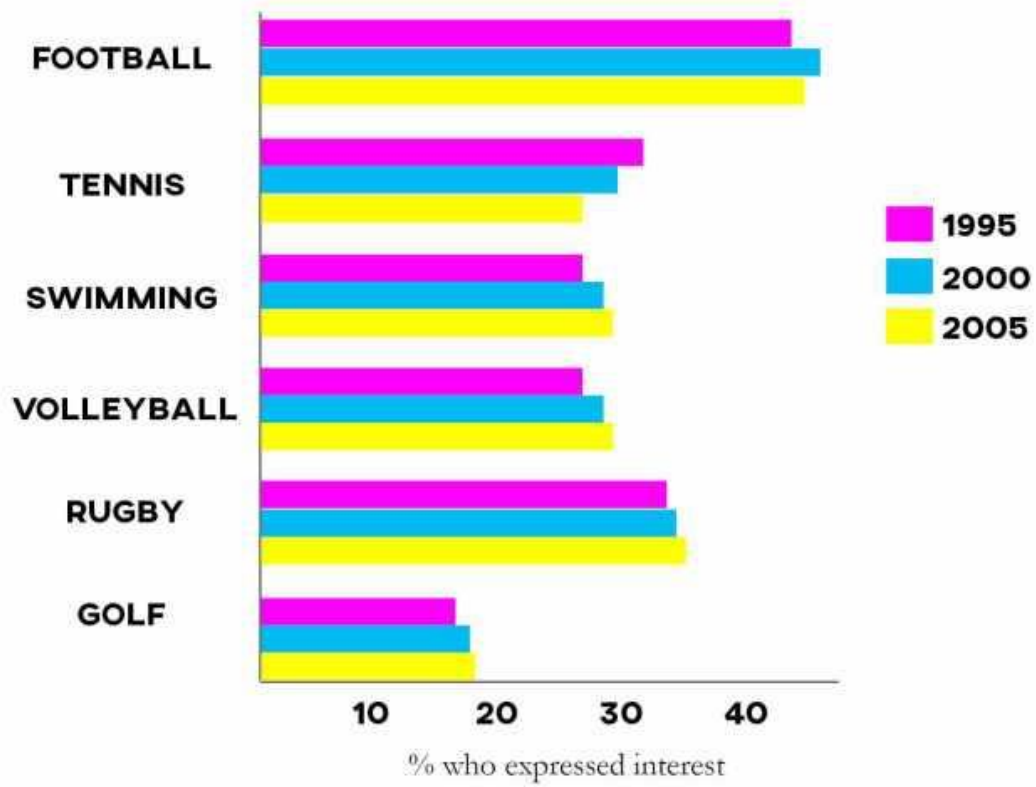


2) Sports played in New Zealand in 2002



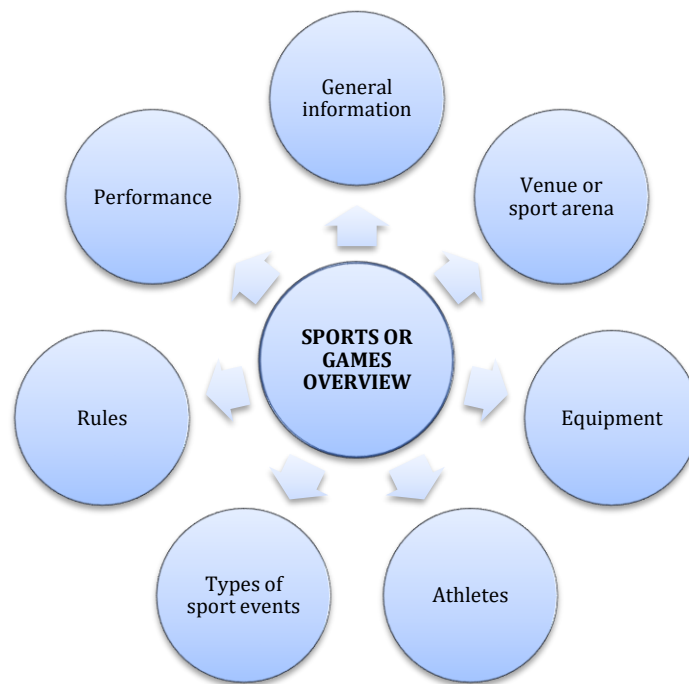
3) Level of interest in sport

The chart shows the results of a survey conducted in the UK in three different years regarding the level of interest in 6 particular sports.



TEXTS FOR HOME READING

SPORTS OR GAMES



1. TRACK AND FIELD

Sport overview. *Track and field* consists of three **types of events**: track events (running or walking), field events (jumping or throwing), and combined events, such as the pentathlon, which are a combination of both track and field events. These events are held indoors (during the winter) or outdoors (in the spring and summer), although the majority of events are held at both indoor and outdoor meets.



Accurately **measuring time and distance** is a crucial part of track and field events. For track events, athletes are timed using sensors linked to cameras, and measured using Fully Automatic Time. For the *long jump*, *triple jump*, and throwing events, distances are measured using a certified steel measuring tape.

Track and field arena. A full-size track usually measures 400 m in circumference, has six or eight *lanes*, and encircles a sports field that contains specific areas for each field sport. Most tracks have a synthetic rubber or polyurethane surface for year-round use. Indoor tracks are usually only 200 m in circumference and have four or six lanes. Whether competing indoors or outdoors, athletes always race around the track in a counter clockwise direction.

Short Distance Events

Sprints

- *Sprint* can be divided into four phases: the start (see below), acceleration (the body leans forward, so that the legs can provide maximum acceleration), stride (full speed has been achieved and is maintained via a relaxed technique, with the body now upright), and finish (the arms are pulled back so that the head and shoulders dip toward the finish line).
- Sprints are generally run over 60, 100, 200, and 400 meters. They are staged as part of larger athletics events, including the Olympic Games and the World Championships.
- The first Olympic Games (776BC) probably only featured one event—a sprint over 600 ft (182.88 m).

Relays

- The *relay* is a highly tactical race, and teams pay close attention to the order in which the runners race. Usually, the fastest runner (the *anchor*) is the last to run. Each of the four athletes race one section, or leg, of the race, handing over a *baton* to the next member of the team within a marked hand-off zone. The most common relays are the 4x100 m and the 4x400 m, in both men's and women's disciplines.
- The 4x400 m became a men's Olympic sport in 1908 (the women's competition followed in 1972). The 4x100 m relay first appeared at the Stockholm Games in 1912 (the women's event followed in 1928).



Hurdles

- The object of a *hurdles race* is to jump over a series of gate-like obstacles and reach the finish line first. There are four main outdoor events: 100 m for women and 110 m for men (both sprint hurdles), and 400 m races for both men and women.
- Indoor hurdles are held over shorter distances—typically 60 m and 300 m. In such events, the distance between the hurdles remains the same as in the outdoor events; there are just fewer of them.



Middle Distance

The most common middle distance events are the 800 m and the 1,500 m, with steeplechasing also regularly included. Many athletes compete in both the 800 m and the 1,500 m, as the training and physical requirements are similar. Tactics play a part in these races, which are often won or lost in the last few feet. Middle-distance races have always been among the core events of the Olympics and all athletic championships.

Posture and balance are important in a middle-distance runner. Middle-distance runners need both fast and slow twitch muscles, the first for speed, the second for *endurance*. Interval training, in which fast work is interspersed with short *recovery periods*, is used to build these, and to increase aerobic and anaerobic fitness. Running at race speeds as well as slower endurance runs are included in training.

Long Distance

Long-distance running events include 5,000 m and 10,000 m races, cross-country running, and marathons. The 5,000 m and 10,000 m runs and the marathon are Olympic events. The runs take place on a stadium track, while the marathon route is staged around the streets of the host city.

Long-distance runners are lighter, more slightly built than the more muscular powerhouse sprinters. Stamina and endurance are essential, as is aerobic strength: it's vital that the heart pumps blood around the body as efficiently as possible to allow more oxygen to reach tired muscles. Success in long-distance running also comes in mental endurance and tactical thinking.

Long Jump

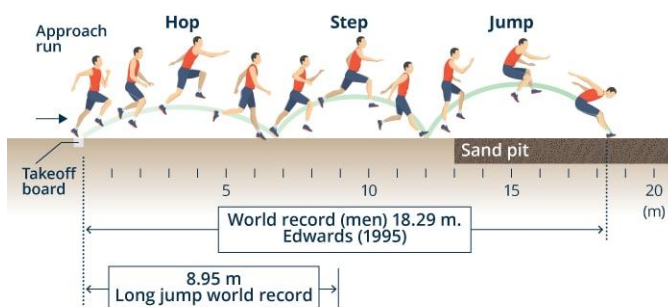
The long jump—known as the broad jump—is one of the oldest track-and-field events for men and women. Athletes compete in this technically demanding event to see which of them can leap the greatest distance through the air from a running start. There are five main elements to the long jump: the run up, the last two steps before reaching the take-off board, the take-off itself, technique through the air, and the landing.

Rules and attempts. When attempting a jump, competitors may tread on the takeoff board but they must not allow any part of their feet to go over its farthest edge, called the scratch line. If they overstep the scratch line, the jump is invalid. Each contestant has three attempts (known as trials), unless there are fewer than eight competitors, in which case they may each have six jumps. At high level events, athletes must participate in two preliminary knockout rounds; the top eight of whom contest a final. The winner is the athlete with the longest valid jump in the final round; in the event of a tie, the second-best trials are taken into consideration.



Triple Jump

This track-and-field event is also informally known as the hop, step, and jump. Each athlete runs down a track that is often the same as the one used for the long jump. On reaching the takeoff board (at full speed), the athlete jumps forward, lands on the takeoff foot, then takes a step on to the



other foot, and finally jumps into a sand-filled pit. The competitor who covers the greatest overall distance is declared the winner.

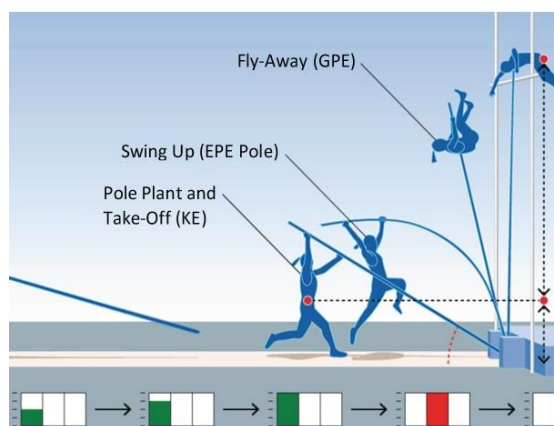
High Jump

The high jump is one of the standard track and field events that takes place at all athletic meets. Using only the strength of their bodies, competitors take running jumps to clear a horizontal bar. The high jump is very demanding, both physically and technically, and the progression of the world record shows just how much improvement there has been in the conditioning of athletes and the development of technical innovations.



High jumping has few rules. Competitors can leap off only one foot and cannot knock the bar off its supports. Touching the bar is fine, as long as it does not fall—and as long as the jumper doesn't use any part of her body to hold it up.

Pole Vault

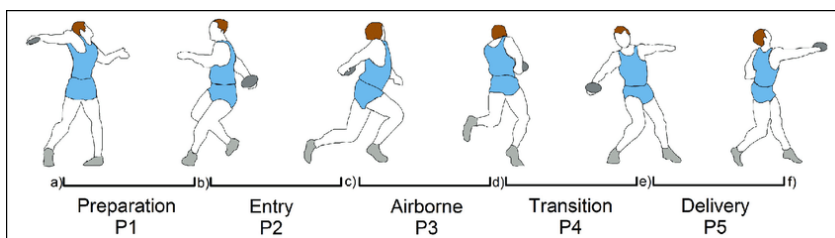


The pole vault is a field event for men and women. Competitors sprint along a runway carrying a long, flexible pole that they plant in a box and use to lever themselves over a crossbar suspended several meters above the ground between two uprights. The height of the crossbar is raised after every round and athletes are eliminated from the competition if they fail three consecutive jump attempts.

Pole vault is a series of phases that, performed perfectly, can produce jumps of over 6 m. A higher grip on the pole allows more leverage into the swing phase, while whipping the takeoff leg through to the vertical position keeps energy in the flight phase, giving the vaulter more height over the crossbar. It doesn't matter if the competitor touches the crossbar during the jump, as long as it stays in position and does not fall. Each phase of the vaulting sequence is crucial to executing a successful jump.

Discus Throwing

Originally part of the pentathlon in the ancient Olympics, the discus throw now stands alone as a field event in its own right. The aim of the competition is to throw the discus as far as possible.



Throwers have three attempts, which are called trials. They must release the discus within the circle and remain there until it has landed; they may leave only from the back half of the circle. The discus must hit the ground within the marked landing sector for the trial to be valid. The length of the throw is measured from the front of the circle to the point where the discus first lands. Distances are rounded down to the nearest centimeter below the length of the throw.

Shot Put

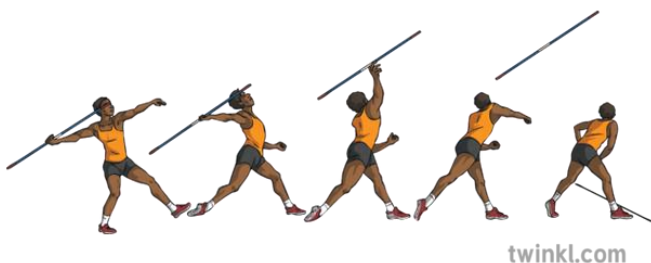


The shot put is a field event for men and women. Athletes compete to see which of them can throw (put) a heavy metal ball (shot) the farthest into the

landing sector. Men's shot put has been included in the Olympics since its inception in 1896, women's since 1948.

The two main styles of shot put delivery are the glide technique, which is a linear technique, or the rotational technique, which is similar in many respects to the spinning delivery used by discus throwers. In both techniques, explosive power and core strength are essential to gain medal-winning results.

Javelin Throwing



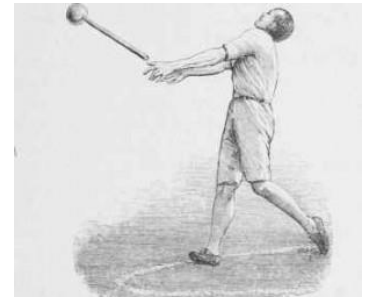
Javelin throwing is a field event for men and women. Athletes compete to see which of them can throw a spear-like projectile over the greatest distance. Despite its popularity, javelin may be omitted from track meetings at smaller venues because of the potential danger to spectators.

Athletes get three throws each, unless there are fewer than eight competitors, in which case they throw six times. For the throw to be legal, the javelin must be released before the stop board and come down point-first within the landing sector. Throws are measured from the stop board to the javelin's first contact with the ground and rounded down to the nearest 1 cm. In the event of a tie, the winner is the athlete with the longest second-best throw.

Hammer Throwing

The aim of this track and field event is to throw the hammer as far as possible from a circle into a marked target area. Although the projectile used is known as a hammer, the term is misleading: it is in fact a heavy metal ball attached by a wire to a handle.

The classic throw consists of four phases. At the start, the athlete takes up a stationary position with his or her back to the landing area, then swings the hammer back and forth in a pendulum movement. Having gained momentum, the hammer is raised above the head and whirled in what is known as the windmill sequence. This lasts for two or three rotations before the hammer is released.



Triathlon



The triathlon is an endurance event that combines three sports in one race—swimming, followed by cycling and then running. A triathlon is timed from the start of the swim to the end of the run, and the competitors seamlessly switch from one sport to the next in transition zones. Smooth transitions reduce race times, so triathletes often treat the two

transitions as a fourth discipline. The standard distance for international triathletes is the Olympic triathlon, but formats vary from short sprints to long-distance Ironman events. Held annually since 1978, Ironman Hawaii is the most prestigious event in the triathlon calendar.

Modern Pentathlon

Modern pentathlon is a combination of five events in a day—shooting, fencing, swimming, riding, and running. The sport was the brainchild of Pierre de Coubertin, the founder of the modern Olympics, who believed it to be a measure of the “complete athlete.” Men and women are awarded points for their performances in each of the first four events. The points then translate into a time advantage on the run. The overall winner is therefore the first to cross the finish line on the run.



2. GYMNASTICS

Sport overview. Gymnastics is a multidiscipline sport in which men and women compete as individuals or in teams. Individuals can compete in single disciplines or as all-arounders. The sport is split into three main sections: artistic gymnastics, rhythmic gymnastics, and trampoline. Rhythmic gymnastics is a discipline for women only. Men’s artistic gymnastics consists of six



disciplines: floor exercises, pommel, rings, vault, parallel bars, and high bar. Women's artistic gymnastics consists of four disciplines: vault, asymmetric bars, balance beam, and floor exercises.

The Gymnastics Arena. The gymnastics competition arena, known as the podium, is arranged to allow different competitions to be run at the same time. For example, the men's bars events can run at the same time as women's balance beam, as they occupy opposite ends of arena.

Competitor profile. Male and female gymnasts come in a variety of shapes and sizes, depending on their area, or areas, of expertise. The men's rings event, for example, requires extraordinary upper-body strength, while women's rhythmic gymnastics relies on flexibility and precise muscle control. Common attributes of all gymnasts are their incredible balance and power—especially remarkable considering the diminutive stature of many top level competitors.

Floor exercises. Floor exercises make up one of the four disciplines in women's artistic gymnastics, and one of the six disciplines in men's artistic gymnastics. They are among the most popular gymnastics events, giving spectators an action-packed display of skill and strength. Individual competitors perform choreographed routines on a square floor mat and are scored for both their acrobatic accomplishment and their artistic inventiveness.

Men versus women. The men's and women's routines are broadly similar, but differ in some important details. Women are expected to demonstrate tumbles, jumps, turns, and dance movements. Men are also expected to show tumbling and jumping skills, but in male competitions there is greater emphasis on strength. In order to display their physical power, male routines normally include presses such as the V-sit position, where the gymnast takes and holds his whole weight on his hands.

Bar Events

The three bar disciplines—uneven bars, parallel bars, and high bar—require different skills, but all place huge physical demands on gymnasts' ability to move seamlessly and gracefully while at times supporting their swinging body weight with only one arm. The uneven bars are exclusively for women, and only men compete on the high and parallel bars.



Pommel Horse

Gymnasts on the pommel horse perform a fluid sequence of circular and pendulum leg swings without any pauses. They touch the horse and the pommels (handles) only with their hands, which go through complex changes of position. Athletes have to perfect the artistry and technical composition of their routines. The pommel horse

is still a men-only event at top level, but women also use the apparatus, both recreationally and competitively.

Rings

The rings, or still rings, are one of the most varied gymnastic events, taking the gymnast from gravity defying holds and swings to spectacular aerial dismounts in which momentum spins him far above the height of the apparatus before he lands. Judges look for a technically difficult and varied program that is well done by the gymnast. The rings are one of the male-only gymnastics events. Ring exercises usually last around 90 seconds: they are so demanding that few gymnasts could support themselves for longer.



Beam

The beam demands a supreme display of balance. On a perilously narrow bar, gymnasts perform leaps, turns, and flips that most people would find impossible, even on the ground. Competitors must perform a mixture of compulsory and optional moves. There is a panel of judges who look for technical and artistic skills, dance elements, leaps, and held poses.



Vault

Vaulters take a fast run-up of up to 82 ft (about 25 m) before leaping off a springboard onto their hands on the vault table. They use their momentum to perform different mid-air moves, before landing squarely on both feet. From takeoff, a vault takes no more than about two seconds. Gymnasts usually take two vaults, one after the other. Judges look for clean take-offs and landings, height through the air, and precise movements at each stage.



Rhythmic Gymnastics

In this combination of gymnastics and ballet, competitors—either singly or in teams—perform graceful choreographed routines to music while working with different types of hand-held apparatus: club, hoop, ball, rope, and ribbon. The sport is dominated by women, although a few men also compete, especially in Japan.

The Apparatus. The rules and requirements for using the apparatus are precise. The rope is an explosive, dynamic apparatus that calls for leaps and skipping. The ball is gentler and more lyrical, possibly the easiest piece of apparatus to perform with, while clubs test the gymnast's coordination. With the ribbon, a performer needs

grace and dexterity to create dazzling colored images in the air. Handling the hoop arguably requires the greatest technical skill.

Trampolining



Trampolining is a recreational and competitive sport in which individuals perform acrobatics while bouncing on a spring-bound bed. With gymnastic routines full of twists, turns and elaborate moves reminiscent of diving, the sport is popular in the countries of Europe and the former Soviet Union, as well as the United States, Japan, and China. Trampolinists compete in individual and team events, including synchronized trampolining, double mini trampolining and tumble tracking.

Trampolining routines consist of a sequence of acrobatic movements in the air, punctuated with contact with the trampoline bed. The aerial movements feature rotations and jumps with three main body shapes—the tuck, straight, and pike —of varying degrees of difficulty. Longitudinal rotations create somersaults, while lateral rotations produce twists. The moves are initiated by taking off and landing manoeuvres on the bed that involve the trampolinist’s front, back, feet, or seat.

Sports Aerobics

Aerobics is a fitness programme that became a sport. Gymnasts—alone or in pairs, trios, or groups—execute routines that must show dynamic and static strength, jumping ability, flexibility, and balance. Accompanied by music that they have chosen themselves, gymnasts perform a continuous routine that should last exactly 1 minute 45 seconds. Using the entire performance area and moving rhythmically with the music, they must demonstrate at least 8 but no more than 12 compulsory elements, including supports, levers, jumps, leaps, flexibility, and turns.



3. WEIGHTLIFTING

Event Overview. Competitors lift bars, known as barbells, loaded at each end with weights. They are allowed three attempts at any one weight and after each successful lift the weight is increased. The winner is the person who lifts the heaviest weight. There are two distinct weightlifting techniques: the “snatch” and the “clean and jerk.”

Competitors are divided into categories according to their body weight. There are currently eight divisions for men—the lowest is up to 56 kg, the highest over 105 kg —and seven for women—from below 48 kg to over 75 kg.

Lifting Methods. In the snatch, athletes must lift the barbell in a single, steady movement. In the clean and jerk, they must first raise (clean) the barbell from the floor to shoulder level and then, in a separate movement, lift (jerk) the bar until their

arms are straight above their heads. While lifting they must avoid touching the floor with their knees. Once the lifts are completed, they must hold the final position until the referee tells them to put the weight down.

Powerlifting

Event Overview. Powerlifting is the ultimate test of pure strength. There are four age groups, from over-14s to over-50s. For men there are 11 weight divisions between 52 kg and 125+ kg; women have 10 bands between 44 kg and 90+ kg.



This relatively recent sport involves athletes raising weight-loaded bars in three different lifts: the “squat,” the “deadlift,” and the “bench press.”

- **BENCH PRESS.** The competitor reclines on the bench, lowers the weight until it touches the chest, then pushes it back up to its original position and replaces it on the rack.
- **DEADLIFT.** The barbell is raised until the competitor is upright with a straight back, and held until the judges signal; it must then be replaced on the ground, not dropped.
- **SQUAT.** Competitors take the barbell off the rack, step back, and squat with the weight on the shoulders until the hips are below the knees. They then return to the starting position and hold it until the judges signal.

After three failed attempts, athletes are eliminated. The winner is the competitor who lifts the highest combined weight.

TEAM SPORT

4. FOOTBALL (SOCCER)

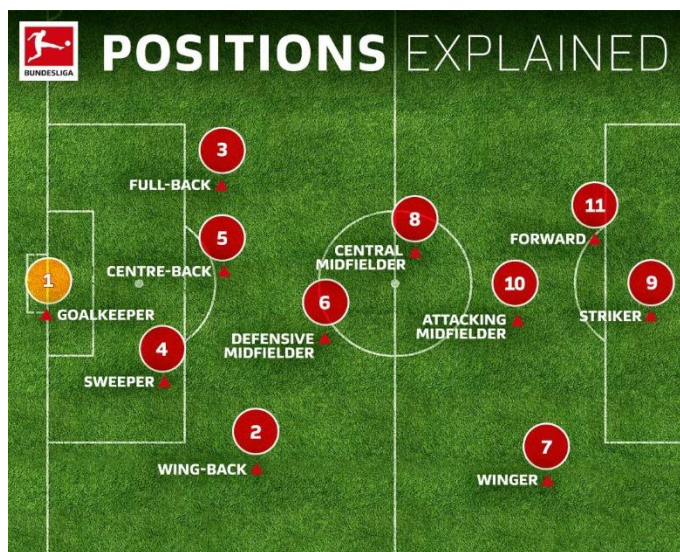
Game Overview. The beauty and popularity of soccer (or football, as it’s known in most of the world) lies in its simplicity: two teams of 11 players each attempt to kick a ball into the opposing team’s goal. Considered the world’s most popular sport, soccer is enthusiastically played and watched by men and women in just about every country on Earth.



The Field. Soccer is played on a flat, rectangular grass or artificial turf field (also known as a pitch). The outer extremes of the field are delineated by the touch lines and goal lines, and if the ball wholly crosses any of these lines it is out of play

(or a goal is scored if the ball crosses the goal line between the goalposts). If part of the ball is on the line, it is still in play.

Player Positions. A soccer team is divided into forwards, midfielders, defenders, and one goalkeeper. Team members take positions that match their skills and style of play. The main job of the forwards, or strikers, is to score goals (although any player, including the goalkeeper, may score a goal). Strikers have excellent speed, good aerial ability, skilful footwork, and an accurate shot. The midfielders provide the link between the defenders and the



forwards: their role involves both defensive and attacking play. Defenders assist the goalkeeper in protecting the goal. These players have an effective tackle, and are commanding in the air. The goalkeeper, the sole player allowed to handle the ball (but only within the penalty area), has good catching and kicking skills combined with considerable agility and sharp reflexes. Substitutes are permitted during a match, but once substituted a player may not rejoin the game.

Equipment. For an official game, it is compulsory for players to wear a shirt with sleeves, shorts, socks, shinguards, and footwear. It is forbidden to wear anything, such as jewellery, that could present a hazard. A game ball has a circumference of 68–70 cm, weighs 410–450 g. Most balls have a covering of synthetic leather panels stitched together (real leather, as used in the past, tends to absorb water and make the ball very heavy).

Playing The Game. Before the match commences, the two teams take their positions in their respective halves in any one of a multitude of set formations. Play begins with the kick-off, whereby the ball is placed on the centre mark and kicked forwards by one of the attackers. Then, very simply, each team attempts to kick the ball into the opposition's goal. The ball may be moved about the pitch using any part of the body except the hands and arms, and the winning team is the one that has scored the most goals after ninety minutes. If at the end of play neither team has scored, or if both teams have scored the same number of goals, the game is a draw. However, in order to find a winner, some competitions allow for “extra time” followed by, if necessary, a penalty shoot-out.

Attack. The team in possession of the ball and moving forward is on attack. The aim of any attacking move is to score a goal, and this can only be achieved if the player with the ball is close enough to the goal to shoot. The footballers use the tactics of passing, dribbling, crossing and shooting.

Defense. The job of the defending players is to prevent the attackers from scoring and to win back possession of the ball. Defenders can do this by intercepting attacking passes, closing down the space available to the ball carrier and other attackers, close marking of players (when a defender closely shadows the movements

of an attacker), and by gaining possession of the ball directly via tackling (using the feet to take the ball away from a player). During goalkeeping the player saves goals by catching the ball, tipping it over the crossbar or beyond the goalposts, or punching or kicking it away.

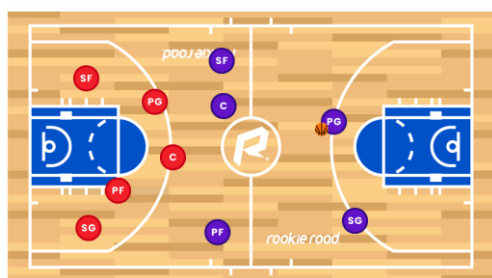
5. BASKETBALL

Game Overview. Invented in the late 19th century, basketball is a fast-paced, highly technical ball sport, whereby two teams of five players attempt to score points in the opposing side's basket. Most popular in the United States, where the National Basketball Association (NBA) runs the professional game, it also has a strong presence in Europe. Basketball has been an Olympic sport since 1976.



Player Profile. Muscular and athletic, basketball players require all-around fitness. Being such a fast-paced game players need superb stamina and agility.

Who Plays Where.



Basketball 5-On-5

Point guard. Often the fastest player on the team, the point guard organizes the team's offense by calling pre-planned offensive plays, controls the ball, and generates scoring opportunities.

Shooting guard. This player creates a high volume of shots on offense, and guards the opponent's best perimeter player on defense.

Small forward. Small forwards are primarily responsible for scoring points, and are often secondary rebounders behind power forwards and centers. Small forwards are prolific scorers

Power forward. Though not as physically imposing as power forwards and centers they need to be aggressive rebounders and score most of their points from about 6 ft (2 m) from the basket.

Center. The tallest player on the team. Uses size, either to score (on offense) or to protect the basket closely (on defense).

Equipment. All that is really required for play is a ball and two baskets. For tournament and professional play, teams wear regulation shirts and shorts bearing their chosen squad number. In this sport sneakers are carefully chosen for comfort and game-improvement. Wrist and headbands are usual, too.

Playing The Game. Following the jump off which starts the game (see right) the two sets of players simply aim to score more points than the other. Attacks are mounted via a combination of passing and dribbling and when a player feels they are in a position to score they shoot. Basketball is truly an "end-to-end" sport with

numerous baskets scored during the course of a game. Often the winning side will have accumulated more than 100 points.

Techniques. The following techniques are among the most common.

- **MOVING.** Players have unrestricted movement on the court but are prohibited from running while holding the ball.
- **PASSING.** When an opponent is positioned to block a normal chest pass, a player can bounce the ball to a teammate instead.
- **DRIBBLING.** Dribbling is the act of bouncing the ball continuously, and is a requirement for a player to take steps with the ball.
- **SHOOTING.** Shots are commonly made from a standing or jumping position, or as a lay-up shot, which requires the player to be in motion toward the basket, and to “lay” the ball in off the backboard.

6. ICE HOCKEY

7.



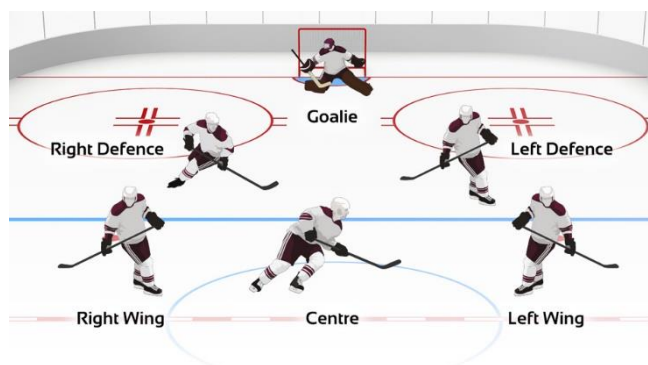
Game Overview. Ice hockey, or just “hockey” as it’s known in the United States and Canada, is a fast-paced, action-packed sport played on ice. During 60 minutes of regular time, split into three 20-minute periods, each team of six padded players tries to score by shooting a vulcanized rubber puck into the

opposition’s goal using their stick or by deflecting it off their skates. Ice hockey is a dynamic and exciting game to play and watch; it attracts huge television audiences and legions of fanatical supporters.

The Rink. Hockey rinks are specifically designed for the game. They are rectangular with rounded corners and are surrounded by “the boards” (1 m) high topped with a shatterproof plexiglass screen to protect the crowd.

What They Wear. Besides ice skates and sticks, hockey players are usually equipped with an array of safety gear to lessen the risk of injury. This includes a helmet, shoulder pads, elbow pads, mouth guard, protective gloves, heavily padded shorts, shin guards, and sometimes a neck guard. Goaltenders wear masks and much bulkier, specialized equipment designed to protect them from many direct hits from the puck.

Who Plays Where? A team consists of, at most, 22 players, including at least two goaltenders. Six players from each team take the ice at the same time. Usually one of the six is a goalie, who wears heavy-duty protective clothing and positions himself in front of the goal. His five teammates are divided into three forwards and two defensemen.



Playing The Game. Ice hockey is a crowd-pleasing, no-nonsense game of attack and defense. When in possession of the puck, players charge up the rink aiming to get into position for a shot on goal. In defense, the players try to intercept the puck and steal it from the opposition by hassling players and blocking their progress up the rink. This high-tempo game relies on players' swift movement across the ice, great passing and shooting techniques, and wily playing strategies. There are four basic shots used by ice hockey players: slap shot, snap shot, wrist shot and backhand shot.

8. VOLLEYBALL

Game Overview. Volleyball is a high-energy sport played between two teams of six players. The object is to score points by hitting a ball over a net so that the opposition cannot return it before it hits the ground. Defensive players dive around the court to get their hands under the ball and push it up toward their teammates in attack, who are ready to leap high to smash it back over the net. At top levels, teams are either all-male or all female, but volleyball is also a popular recreational sport, played by mixed teams of all ages and abilities.



The Court. The playing area is usually made of wood or synthetic material. Indoor courts must be flat, but outdoor courts can slope for drainage. Lines on the court show where players may stand at the start of each point: three defenders in the back zone (including the server, who starts anywhere behind the end line) and three attackers in the front zone close to the net. The standards supporting the net are set 1 m at either side of the sidelines and are sometimes padded to safeguard the players.

The Ball. Volleyballs should be inflated to a pressure that keeps them slightly soft, so that they have some “give.” They are then comfortable to play with using the hands.

Dig and Smash. Competitive volleyball players master six basic skills: serving, passing, setting, attacking (spike or dink), blocking, and digging.

BEACH VOLLEYBALL

Very similar to standard volleyball, this version of the game is played on sand, on a slightly smaller court, and with a team of only two players. Beach volleyball has been played professionally since the late 1960s and has been an Olympic sport since 1996.



9. TENNIS

Game Overview. Tennis in its modern form dates from 1874, when the game was codified by Major Walter Clopton Wingfield. It is now strictly known as “lawn tennis” to distinguish it from real (royal) tennis, but because the game is played on a variety of surfaces—grass, clay, cement, coated asphalt, carpet—“tennis” is the term most widely used. Both the men’s and women’s tours are split into different categories.

REAL TENNIS

Game Overview. The precursor of modern lawn tennis, real tennis is an indoor racket sport played by two people (singles) or two teams of two (doubles). The object is to hit the ball over a central net so that it cannot be returned. Many leading real tennis professionals were formerly lawn tennis players.



The Court. Although a tennis court is made of materials ranging from concrete, which is a fast-playing surface, to clay, which plays slower, its dimensions are invariable. Most courts are laid out for both singles and doubles. Many courts have now been fitted with electronic devices and large television screens to determine line calls and net cords.

Tennis Ball. The ball shall have an outer surface of a fabric cover that should be white or yellow in color. During a match the balls are replaced with new ones after an agreed odd number of games, usually after five, and then after seven.

The Racket. Whereas the ITF can govern the overall size of the racket, it cannot determine its construction. Tennis racket frames have changed a lot in recent years, as stiffer carbon materials have replaced wood and metal.

Rules & Regulations. Before a match, a coin is tossed and the winner chooses whether to serve or receive first, or the end that they want to start the match from. Players stand on opposite sides of the net; the server (the player who puts the ball into play) begins the rally by hitting the ball over the net, into the service court directly opposite, from the right of the center line, and from behind the baseline. The server plays the ball from alternate sides of the center line throughout the game, starting from the right. The receiver may stand anywhere on their own side of the net, but may not return the ball before it has bounced. After the ball is served, play continues until one player hits the ball out of play.

Games. Each player starts with “love” (zero); one point is called “15”; two points are “30,” three points are “40.” 40-all is known as “deuce.” After deuce, the player who wins the next point is said to have “advantage”; if they win the next point, the game is over. If they don’t, the score goes back to “deuce.” At this point, the game will only be won when one player has won two successive points, the “advantage” point, and the “game” point. Players change ends at the end of every odd-numbered game.

10. TABLE TENNIS

Game Overview. Also known as ping-pong, table tennis is a fast moving and physically demanding racket game. Players play as individuals or in pairs, and win points by hitting a lightweight ball over a net so that their opponents either cannot return it or are forced into an error. Most matches are short and sharp, and the rules have ways of dealing with games that go on too long.



Table Terrain. Tables are made of Masonite or a similar manufactured hardwood, and are layered with a smooth, low-friction coating. They are usually dark green. The net should extend 15.25 cm beyond the edge of the table on both sides.

Playing A Match. Matches are the best of five or seven games. Each game is won by the first side to reach 11 points or, from 10-10, two points. Play begins when one player serves the ball by throwing it up at least as high as the net and then striking it with the racket. The ball must be thrown from an open palm to rule out finger spin. The ball must bounce twice—once on each side of the net—before being returned by the other player. If the ball touches the net during service but then lands on the receiver's side, a let is played, and the server serves again. A player serves for two points, after which it is the opponent's turn. Players swap ends after each game.

11. BOXING

Sport Overview. Boxing is a sport of great skill and physical toughness. Two combatants endeavor to punch one other to score points from the judges or referee, while avoiding being hit themselves.

The Ring. A modern boxing ring is set on a raised platform. It is square, with a post at each corner to which four parallel rows of ropes are attached with a turnbuckle.



Equipment. Fighters wear shorts, boxing shoes, and padded gloves which come in two sizes—227 g and 283 g—depending on the weight of the boxer. Mouth guards are required and groin guards optional in professional boxing. In amateur bouts fighters additionally wear headguards and vests and have larger, softer gloves.

Rules and Regulations. The basic rules of boxing are that two fighters of a similar weight, under the supervision of a referee, attempt to strike one another above the waist with clenched fists with the intention of scoring more points than the opponent (to win rounds) or by knocking the opponent to the canvas for a period of 10 seconds. Blows to the back of the head or kidneys are illegal, as are blows with the open, laced part of the gloves.

Techniques and Tactics. Basic boxing training centers around physical fitness, speed of movement, throwing jabs, and footwork.

ATTACK.

Boxers must show aggression and throw punches in order to win fights so attacks—either as single punches or more usually two or three punch combinations—are essential.

- **JAB.** The staple punch of any boxer, a stiff jab keeps an opponent at bay and sets up attacks. Jabs are usually the first punch in any combination.
- **STRAIGHT.** Thrown with the “second” arm (right arm for orthodox boxers) the straight has a greater distance to travel, leaving the aggressor open to a counterpunch.
- **HOOK.** Hooks are delivered to the side of the head or body. Because of the angle of delivery the receiving fighter will often not see a hook coming.
- **UPPERCUT.** The most devastating punch in boxing, the uppercut is delivered from a crouching position onto the opponent’s chin from below with great force.

DEFENSE

The ability to keep from being hit, something the great Muhammad Ali was a master at, is probably more important than landing your own punches. The speed of movement of some fighters can make them difficult to hit. However, the best means of repelling an attack is by covering up the head and body with the arms and hands with elbows tucked into the waist.

12.WRESTLING

Event Overview. Wrestling is a combat sport in which players try to grapple their opponents to the ground using a variety of holds. It demands concentration and strategy, in addition to strength. The two main variations are freestyle, the more popular form, and Greco-Roman wrestling. Women’s wrestling is also popular in some countries, such as the United States.



Combat Area. The wrestling area must be marked. The surface, made of rubber, should be raised no more than 1.1 m above the floor. In opposite corners are red and blue triangles that mark the wrestlers’ bases at the start of the bout. Matches are observed by a referee, who joins the wrestlers on the mat, so that he can study every move at close proximity.

Rules of Engagement. Bouts are divided into two 3-minute periods, with a third period—known as the clinch—to settle ties. If a wrestler pins both his opponent’s shoulders to the ground, he wins outright. More often the bout goes to the wrestler with the higher score. Points—from 1 to 5, according to the move—are awarded by the officials for throws and getting an opponent to the floor, particularly

in the “danger position,” with his back close to the mat, from where a pin may be easily possible.

13.FENCING

Sport Overview. Fencing matches consist of bouts between two opponents armed with lightweight, blunt-tipped swords. Points are scored by hitting target areas on the opponent’s body with the tip of the weapon. The target areas are determined by the type of weapon being used. Modern fencing developed from the centuries-old tradition of sword fighting in warfare.



On The Piste. Fencing bouts are conducted on a narrow, raised platform known as a piste. There is a runback, or extension, at either end of the fighting area of the piste. The fighting area is covered with nonslip conductive mesh, which neutralizes any floor touches.

Equipment. There are three different weapons used in fencing: the foil (the sword with which novices usually learn how to fence), the épée, and the sabre. Each has its own associated scoring zone on the opponent’s body, and is played to a unique set of rules.

- **FOIL.** A lightweight weapon with a flexible blade, the foil has a push-button at its tip that must be depressed with a pressure of at least 500 g to register a hit.
- **ÉPÉE.** The épée is heavier and stiffer than the foil, requiring a pressure of 750 g on the push-button to register a hit. The whole body is a valid target.
- **SABRE.** With the sabre, points can be scored using the edge of the blade as well as the tip. There is no push-button: for safety, the sharp point is folded back.

Playing The Game. Fencing matches begin with the fencers taking up their positions behind their respective on guard lines. The referee signals the start of a bout by shouting “on guard!” Play is athletic and fast (making an electronic scoring system a necessity), consisting of a series of attacks, parries, and ripostes (counterattacks). In foil and sabre fencing, a “right of way” rule determines who receives the point if both players land a hit simultaneously. This generally means the attacking player wins the point. In épée, both players receive a point.

Techniques And Tactics. Fencing techniques focus on scoring successful touches on the legitimate target areas of the opponent’s body. Attacking and defending moves are of equal importance in contests, and a skilful fencer can parry an attack to turn it into an opportunity to launch a counterattack. In contrast to the dramatic gestures and daring attacks often seen in swashbuckling movies, small, precise movements are generally required to avoid (or land) a hit—a surreptitious attack is more difficult to anticipate than a dramatic one.

14.SWIMMING

Event Overview. No matter what the distance—and the length of events varies from 50 m to 1,500 m—the object of any swimming race is to complete the course in the shortest possible time. Each race requires a particular stroke, or combination of four swimming styles: breaststroke, backstroke, butterfly, and freestyle.

There are both individual and team races; the team races include four swimmers from each country that compete against each other, and they usually take place at the end of a meet.



The Pool. The pools used in top-class competitions are 50 m long, and 25 m wide. They are divided into eight lanes, each 2.75 m in width. The water should be a uniform 1.8 m deep throughout, and maintained at a constant temperature of 25–28°C.

What They Wear. Traditional-style swimsuits have largely been replaced by hi-tech swimwear. Suits fit tightly and reduce drag. Goggles – anti-fog, scratch-resistant lenses in a flexible PVC frame are an essential aid for improving the visibility of competition swimmers.

TECHNIQUES. Swimming styles have been developed, based around a number of basic principles. To achieve maximum speed, for example, the torso and legs should be kept parallel to the surface of the water, to reduce the amount of drag acting on the swimmer. The arms and hands should extend in front of the head as much as possible. A longer stroke generates more forward thrust, as the arm spends more time moving through the water.

Butterfly. This stroke requires a high degree of stamina and strength, particularly in the upper body. The arms must leave the water, then power back down through the water, at the same time. It can be difficult getting the right order, right: kick the legs as the hands go in; kick the legs as the hands come out; When the arms are near the thighs, lift up the torso and breathe.

Backstroke. Also known as the back crawl, the swimmer counts the number of strokes to work out when the end of the pool will be reached. When using this stroke, the swimmer should remain close to the surface of the water.

Breaststroke. To execute the breaststroke, good coordination is needed. The arm movements must be made simultaneously, as should the leg movements. The arm cycle comes first, and is followed by a kick, then a brief glide.

Front Crawl. The fastest swimming stroke, the front crawl requires the swimmer to move face-down through the water, and breathing after every two or three strokes by turning the head up through the surface. Movements should be as smooth as possible, and the legs should be kicking continuously.

15. ALPINE SKIING

Event Overview. Alpine skiing is an exciting sport of speed and skill. There are five official types of alpine-ski competitions. Two of the disciplines—downhill and super giant slalom—focus on speed. Slalom and giant slalom are more technical events, where a competitor’s skill will win the day. The fifth “combined” event tests both speed and technique.



Open and Closed. Alpine-ski courses are set out on managed slopes, or pistes, using pairs of colored flags called gates. The gates are most widely spread on the downhill courses, and placed closest together for slalom races. A gate composed of flags positioned side-by-side is called an “open” gate. A “closed” gate has one flag positioned in front of the other. Open gates show the

direction that the competitor must follow down the piste, while closed gates are used to force racers to turn across the fall line—the natural line of descent.

Piste-Wear. Alpine skiers wear as little as possible to make themselves aerodynamic. Racers are allowed to protect parts of the body with pads. Skiers usually wear ski boots, helmet, goggles and have poles.

Racing Techniques. Most alpine skiers concentrate on speed or technical disciplines.

- **TURNING.** This technique is to make so-called carving turns: for example, a racer shifts his weight onto the left ski, making its outside edge cut into the slope. The ski bends to match the shape of the slope, as the ski rotates to the left.
- **DOWNHILL.** In speed events, turning is kept to a minimum because it slows the racer. When adjustments are needed to stay on the racing line, racers rely on their strength and balance to stay on their feet.
- **SLALOM.** Racers are forced to make turns through slalom gates. Top slalomists make turns very close to the gates, so their route is as straight, and short, as possible. The racers are allowed to push the gate poles out of the way, using techniques called blocks.
- **JUMPING.** Slalom racers rarely leave the ground; however, faster races often involve competitors making jumps. Downhill skiers, traveling faster than highway traffic, can fly up to 80 m in a single jump.

16. SNOWBOARDING

Sport Overview. Developed in the United States in the 1960s, snowboarding combines the skills required for skiing, skateboarding, and surfing. Riding on a single, wide, ski-like board, to which both feet are attached, snowboarders are known for their speed and boldness on the slopes, and their agility in snowparks.

Racing And Trick Riding.

Snowboarding has a variety of different elements, including downhill riding and racing, mogul techniques, tricks performed in half- and quarter-pipes, and powder riding. Racing, known as alpine snowboarding, uses skills similar to downhill ski racing. The race course is set up with gates and is called giant slalom. The object of the race is to go as fast as possible.



Equipment. Boots and boards are the most basic requirements. There are two main types of snowboard: freestyle (free-riding) and alpine. A freestyle board is comparatively short and flexible with symmetrical nose and tail. Alpine boards are long, narrow, and rigid, with a distinct front and back. Bindings hold the feet on the board and do not release automatically.

Techniques. In a half-pipe a boarder employs a variety of techniques, such as a rolling edge (ascending on one board edge and descending on the other) and making a slide turn (on the snow or ice) or jump turn (in the air) at the top of the vertical.

- **ALLEY OOP.** This half-pipe trick involves an uphill turn through 180 degrees in the air. The rider needs to be traveling at speed to achieve enough height in the air and the board must be flat on takeoff.
- **INDY GRAB.** To make an indy grab get plenty of “air” at the lip, draw your knees up, use your trailing hand to grab the board between the bindings, and extend your leading arm.

17. BIATHLON

Event Overview. Biathlon as a winter sport combines cross-country skiing with rifle shooting. There are individual, sprint, relay, pursuit, and mass-start events. All involve racing in laps around an undulating course and firing at targets in a shooting range. Penalties are awarded for missing a target. In the individual event, there is a time penalty of one minute for each target missed. In other events, competitors must ski a 150 m penalty loop for every target missed.

The Competition. Competitors usually start at timed intervals and ski in “skating”-style against the clock, stopping to shoot at the targets.

When shooting, they alternate between standing and prone (lying down) positions. Missing a target is penalized. The distance of the race and number of shooting phases depends on the event.



Race Types. The main event is the individual race, which is 20 km for men and 15 km for women, including four shooting phases. The sprint is 10 km for men, or 7.5 km for women, with two shooting phases. In the relay, four biathletes each ski 7.5 or 6 km, and shoot twice. The pursuit is a 12.5 or 10 km race with four shooting phases.

18.HORSE RACING

Sport Overview. Race competitions usually comprise six races run over various distances. In summer, all the meetings are flat; in winter there are also jump competitions in some countries. Horses are trained to race according to their age and experience; younger horses usually run shorter distances and carry less weight. Jockeys are small, light, and highly competitive, and injuries are not uncommon particularly for jump jockeys. As a spectator sport, racing is extremely popular—classic races are watched by millions, many of whom gamble on the outcome.



Flat Racecourses. There are two types of flat racecourses. Grass tracks are sited on undulating natural terrain and vary considerably in shape and size. Some operate in a clockwise direction and others in a counterclockwise direction and many have straight sections that are long enough to accommodate shorter five furlong races.

Steeplechase Courses. National hunt racing is centered mainly in the UK, Ireland, and France. Racing is on grass over either brush fences or over hurdles, which are flexible and lower in height. The two courses are usually side by side. Racing can be either clockwise or counterclockwise depending on the course, and some racecourses have both jumping and flat facilities.

Rules of Racing. Because large amounts of money can be won or lost on a single race, there are many rules and regulations in place to reduce the likelihood of fraud. For example, no race can start before the time stated, and winning horses, like athletes, are tested for drugs. Horses that are expected to do well but run badly are also tested to check they have not been “drugged” and sometimes the trainer and jockey are interviewed by the racecourse stewards to explain the poor running of a horse.

Race Techniques. The key to racing a horse is settling it at the start of the race so it doesn’t waste energy and knowing how they run best. Some are front runners, others like to make a late challenge, and saving a horse can produce a good enough finish to win the race ahead of all its rivals.

Gallop. All races are run at a gallop. At first the pace may be quite steady, particularly if the race is a long one. The pace picks up markedly in the last mile, and

by the final the horses in contention will be running flat out, encouraged by the hands, heels, and whips of their jockeys.

Jumping. Besides running quickly, jump horses also have to clear a number of fences or hurdles at high speed without falling. Even if they negotiate the fence successfully, there is also the risk that they will be brought down by another horse falling in their path.

AUDIO SCRIPTS

Practical Lesson 2.3

A STORY ABOUT FORKS

In 1608 an Englishman whose name was Thomas Coryate visited Italy. He liked the country and noted down every interesting thing he found. But there was one thing which he found more interesting than the others. In his diary Thomas wrote, “When the Italians eat meat, they use small forks. They do not eat with hands because, as they say, people do not always have clean hands”.

Before leaving for England, Thomas Coryate bought a few forks.

At home Thomas gave a dinner party to show the invention to his friends. When the servants brought the steak, he took out a fork and began to eat like they did in Italy.

Everybody looked at him in surprise. When he told his friends what it was, they all wanted to take a good look at the strange thing. All his friends said that the Italians were very strange people because the fork was very inconvenient.

Thomas Coryate tried to prove the opposite. He said it was not nice to eat meat with one’s fingers because they were not always clean.

Everybody got angry at that. Did Mr. Coryate think that people in England always had dirty hands? And weren’t the ten fingers we had enough for us?

Thomas Coryate wanted to show that it was very easy to use the fork. But the first piece of meat he took with the fork fell to the floor. His friends began to laugh and he had to take the fork away.

Only fifty years later did people in England begin to use forks.

Practical Lesson 3.3

Transcript *Track 2.20*

Phew! Give me a minute ... Well, that was the sound of me working very hard indeed. My heart was pumping, my lungs were bursting, and I could feel the lactic acid flooding into my legs and making my leg muscles ache. And all that was happening in the space of thirty seconds – while I was pedalling as hard as I could on this exercise bike.

Transcript *Track 2.21*

Phew ... That’s better. My heart rate is already returning to normal, my breathing is getting easier and my leg muscles are relaxing. So, what was the point of all that puffing and panting, you might ask. Well, would you believe me if I told you that three of these thirty-second bursts of high-intensity exercise a couple of times a week is all it takes to keep you fit and healthy? Some experts believe that this approach to exercise is more beneficial than an hour spent jogging or working out in the gym. This is actually how our ancestors used to exercise when they were hunting

– a fast chase after an animal, followed by a short rest period before running again. And this High-Intensity Training, or HIT, has been used by athletes for a long time. But we ordinary people aren't really aware of why it might be better than longer, slower exercise.

When you push yourself briefly to the absolute limit, three things happen. Firstly, the number of mitochondria in your body is increased massively. Mitochondria are responsible for converting fat and sugar into energy. So you become fitter. They can only be increased with high-intensity training. Secondly, adrenalin is released – this is a fat-burning hormone – so you use up your body's stores of fat. Thirdly, your appetite isn't increased – unlike, say, after an hour's jog – so you don't feel you need to eat more calories afterwards. But what's the greatest advantage to this form of exercise? It's simply that it doesn't take very long! So there's no excuse for not doing it!

Transcript *Track 2.23*

1 I'm fanatical about football. I love watching it, talking about it, but most of all, playing it. I can't remember the last time I missed a session or a match. I'm in the local football team which meets throughout the winter, and I'm also in the school team. The school football club gets together on Mondays and Wednesdays after lessons finish, and sometimes we take part in tournaments with other schools. We're quite good. Our local team is more serious and trains every Thursday night. Matches are often arranged for Saturdays against other local teams. It's supposed to be just for fun, but I'm actually very competitive. I'm not a brilliant player by any means, but what I lack in skill is compensated for by my sheer enthusiasm, dedication and commitment! I like us all working together to beat our opponents. We play hard, so we usually do really well in local tournaments.

2 I absolutely love the gym in my town and I attend *all* the fitness classes – they're free to members. So, I do aerobics on a Monday night. That's one of my real favourites because the instructor plays such cool music. Then there's body pump on Tuesdays. That's where we're lifting weights, and it's hard! On Thursdays, I do yoga, which is really good for stretching after doing weights, and on Saturday mornings, it's a spinning class, where you pedal on an exercise bike to music. That's the hardest work of all because you are given short bursts of high-intensity exercise, so your heart really pumps. Classes are great for me because I prefer exercising with other people around. It's much more motivating – and fun!

3 A Tanya, you are now our number one junior gymnast in the South-West. How old are you now?

B I'm fifteen.

A Just fifteen! And would you say that it's true that you have to be completely single-minded to excel in a particular sport?

B Yes, I think that's true. I do gymnastics nearly every day, and I've been doing so for years. I get up at 5.30 and go to the gym before school three times a week. After school, I'm usually back there again from 4.00 till 7.00.

A That's a lot of hours! How hard do you usually train?

B I push myself to the limit, and I'm usually covered in bruises! But I do try to avoid injury, though it's difficult if you are being taught a new move. You're going to make mistakes!

A What's your favourite piece of equipment?

B The floor! I love jumping and tumbling. And it's great to have music to move to. It really helps.

A And what are you training for in particular?

B I've just been given the news that I've been selected for the national junior squad. I'm thrilled! And if I train hard enough, I hope to be picked for the next Olympic team. That's a complete dream for me.

4 Me and my mates are completely mad about skateboarding. I've had a board for a good while now. We used to skateboard along the roads and in the local park, but a couple of years ago a skateboard park was built on the edge of town. It's pretty cool, and we try and get there whenever we can after school and at weekends. There are often quite a lot of skaters at the park. Some of the older guys are amazing, and we watch them to pick up new tricks. We also study YouTube clips and work out the moves. You can learn a lot from them. Mikey's the best in our group, and that's because he takes the most risks. He's already broken his wrist, but it didn't stop him. He turned up a couple of days later at the skate park with his arm in a plaster cast.

Practical Lesson 4.3

KINDS OF COMPETITIONS

1. Competitions are an integral part of the pedagogical process in the system of physical education.

Competitions may be of individual, team or individual-team kind. An individual competition is held to determine a champion. The competition of this kind is called a championship. From time to time national, European, world, international, indoor, open championships take place. The greatest championships in sports are called the Olympic Games. They are organized every four years with representatives from more than 200 nations competing.

2. There are the Summer Olympic Games (the Games of Olympiad) revived in Greece in 1896 and the Winter Olympic Games originated in 1924. Competitions in the Summer Games normally include archery, basketball, boxing, rowing, cycling, equestrian sports, fencing, field hockey, artistic and rhythmic gymnastics, wrestling, sailing, shooting, judo, soccer, swimming, diving, handball, track-and-field (athletics), volleyball, water-polo, weightlifting and the like. The program of the Winter Games include biathlon, bobsleigh, speed skating, figure skating, short track, cross-country skiing, ski jumping, ski board, curling, ice hockey, downhill slalom, alpine skiing, luge, tobogganing), etc.

3. Champion is a winner of the first place or first prize in competition by defeating the other contestant in his division of a contest or tournament.

4. Tournament is a series of games or contests that make up a single unit of competition. The most common tournament is an elimination tournament in which the competitors are paired off for individual rounds, with the winners advancing to the next round. Losers are eliminated until there is a single champion.

5. The European Cup, a major team championship open to the European national associations affiliated to the International Amateur Athletic Federation. First staged in 1965 at Stuttgart (men) and Kassel (women), this competition consists of a qualifying round in three groups, followed by a semifinal round and a six-nation final. Each nation enters one competitor per event. The result is determined on a point-scoring basis. The European Cup final was staged at Kyiv in 1967, at Stockholm in 1970, at Edinburgh in 1973 i. e. it must be held in a four-year cycle.

6. The European Cup Winners' Cup is an annual club competition. The competition is open to the clubs which have won the national cup in the preceding season. It is organized in the following events: football, basketball, water polo and the like. The World Cup is a quadrennial competition organized every four years by international federations in such sports as wrestling, gymnastics, athletics, fencing and others.

Practical Lesson 5.1

OLYMPICS BACKGROUND

In 776 B.C. the first registered Olympic Games were held at the foot of Mount Cronus to honor the Greeks' chief god, Zeus. The Greeks emphasized physical fitness and strength in their education of youth. Therefore, contests in running, jumping, discus and javelin throwing, boxing, and horse and chariot racing were held in individual cities, and the winners competed every four years at Mount Cronors were greatly honored by having olive wreaths placed on their head and having poems sung about their deeds. Originally, these were held as games of friendship, and any wars in progress were halted to allow the games to take place.

The Greeks attached so much importance to these games that they calculated time in four-year cycles called "Olympiads" dating from 776 B. C.

Practical Lesson 5.4

MILO OF KROTON

Wrestler

Six-time Olympic victor:

Won once in boys' wrestling,

60th Olympiad, 540 BCE

five-time wrestling champion from 62nd to 66th Olympiad, 532 to 516 BCE

Milo of Croton, Milo also spelled Milon, (flourished 6th century BCE), Greek athlete who was the most renowned wrestler in antiquity. His name is still proverbial for extraordinary strength.

A greatly honoured native of Croton (now Crotona, Calabria), an Achaean Greek colony in southern Italy, Milo led the Crotoniate army to victory over the Sybarites (Greeks from Sybaris, also in southern Italy) about 510 BCE. In six Olympic Games and in seven Pythian Games (both events held quadrennially), Milo won the wrestling championship; in these and other Greek national games, he won 32 wrestling competitions.

According to legend, Milo trained by carrying a calf daily from its birth until it became a full-sized ox. He is also said to have carried an ox on his shoulders through the stadium at Olympia. According to the traditional account of his death, the aging Milo tried to tear apart with his hands a tree that had been split with a wedge; the wedge fell out and the tree closed on one hand, holding him captive until he was attacked and devoured by wolves.

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