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І СПОРТУ УКРАЇНИ**

**ІНОЗЕМНА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ
(АНГЛІЙСЬКА)**



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Навчальний посібник створений на матеріалі аутентичних анломовних текстів і відеозаписів носіїв мови. Він слугує основою для практики професійної комунікації в сфері фізичної культури і спорту. 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 анломовному середовищі.

Навчальний посібник рекомендований для здобувачів вищої освіти ступеня бакалавр за спеціальностями А7 Фізична культура і спорт і А4.11 Середня освіта

ПЕРЕДМОВА

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

Навчальний посібник 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). 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 навчальний посібник містить 4 розділи, кожен з яких інформаційно співзвучний із робочою програмою навчальної дисципліни «Іноземна мова професійного спрямування» для здобувачів вищої освіти ступеня бакалавра, які навчаються за спеціальностями А7 Фізична культура і спорт і А4.11 Середня освіта.

Тематичні розділи “ODA to Sport”, “Recognition of Sporting Achievement”, “Power of Core Values in Sport”, “Hard and Sort Skills in Sport” у свою чергу містять 4 практичні заняття, завдання яких спрямовані на розвиток комунікативних вмінь аналітичного читання, слухання, говоріння і письма. До завдань авторами виокремлено лексичні одиниці, розуміння яких може викликати труднощі у здобувачів, з тлумаченням їх лексичного значення, що сприяє розширенню фахового лексичного складу. Також варто зауважити наявність великої кількості практичних завдань репродуктивного і творчого характеру, які слугують 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 другого (магістерського) рівня вищої освіти.

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Chapter I

ODA TO SPORT



Practical Lesson 1.1 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

- | | | |
|----------------------------------|-------------------------------------|----------------------|
| • blessing | • to keep oneself fit | • touch |
| • healthy | • to go in for (to engage in) sport | • character building |
| • disease | • quiet | • amateur |
| • pain | • lively | • competition |
| • mentally | • to lose | • coach |
| • “A sound mind in a sound body” | • a great variety | • fan |
| • to win | • facility | • 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.

- Role of PE teachers in involving youth to sport.
- Kinds of competitions.
- Sports and games.
- Requirement to practicing sports.
- Types of athletic facilities.
- Lifelong physical activity is the key to good health
- 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 DELIVERING A SHORT SPEECH. *Discuss some issues. Take a minute to think of the sports related issues below. Then comment on each of them.*

<p>Describe a sport or exercise that is popular in your country. You should say:</p> <ul style="list-style-type: none"> • what the sport or exercise is • how it is played or performed • why it is popular in your country <p>and explain why you think this sport or exercise benefits people’s health.</p>	<p>Describe a workout routine you think people should follow to stay fit. You should say:</p> <ul style="list-style-type: none"> • what the workout routine is • how it is performed • why you think this workout routine is effective for staying fit <p>and explain how this workout routine can be incorporated into a busy lifestyle.</p>
<p>Describe a sport you would like to learn more about. You should say:</p> <ul style="list-style-type: none"> • what sport it is • how it is played or performed • why you would like to learn more about it <p>and explain what benefits this sport can bring to people’s health.</p>	<p>Describe an exciting competition or sporting event you have witnessed. You should say:</p> <ul style="list-style-type: none"> • what the competition or sporting event was • when and where it took place • who won <p>and explain why it was exciting.</p>

Task 3.2 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 1.2 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.

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.*

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> <u>invited</u>.</i>			<i>Letters <u>were not</u> <u>delivered</u> by postman yesterday.</i>			<i>The students <u>won't be</u> <u>informed</u> 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> <u>informed</u> tomorrow?</i>		

TABLE OF TENSES (Passive voice)

	Simple	Continuous	Perfect	Perfect continuous
Present	Am, are, is + V-ed/V3	Am, are, is + being + V-ed/V3	Have(has) + been + V-ed/V3	
Past	Was, were + V-ed/V3	Was, were + being + V-ed/V3	Had + been + V-ed/V3	
Future	Will + be + V-ed/V3		Will + have + been + V-ed/V3	
Future in the past	Would(should) + be + V-ed/V3		Would(should) + have + been + V-ed/V3	

Let's practise!

Task 3.1 Rewrite each sentences using a passive.

They told me I couldn't take my bag into the shop. I was told I couldn't take my bag into the shop.

1. They caught him stealing some perfume.
2. They send me junk emails all the time.
3. They usually make it with lamb, but you can use beef.
4. They introduced a new tax on luxury goods last year.
5. They've built a huge shopping centre nearby.

Task 3.2 Complete 1-5 by adding one verb in the active form and one in the passive.

1. teach

a My mum _____ me to always say 'Please'.

b I _____ to always say 'Please'.

2. leave

A My granddad _____ me his car when he died.

b Apparently, she _____ a fortune when her dad died.

3. show

a We _____ round this morning, so we won't get lost.

b We'll be fine. Tom _____ us how everything works.

4. wake up

a I _____ at three by some noise outside.

b I've been in a rush all morning because I _____ late.

5. give

- a My gran _____ me some socks for my birthday.
b It _____ to me as a leaving present.

Task 3.3 Find the four mistakes and correct them.

1. The Internet didn't exist when I was at university.
2. How was the accident happened?
3. A dog was suddenly appeared in front of me.
4. Fortunately, none of us badly was hurt.
5. Prices in the shops have risen a lot recently.
6. Those batteries weren't lasted very long.

Task 3.4 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.

1. The room _____ (clean) yesterday.
2. Water _____ (cover) most of the Earth's surface.
3. The park gates ____ (lock) at 7 p.m. every evening.
4. The students _____ (come) tomorrow.
5. The information __ (release) next week.
6. The boat hit a rock and _____ (sink) _____ quickly.
Fortunately, everybody (rescue).
7. When I was on holiday, my camera _____ (disappear) from the hotel room.
8. Many cars _____ (produce) in China.
9. He _____ (invite) to her party.
10. They _____ (repair) their car tomorrow.

Task 3.5 Choose the correct alternative

1. This book ... by Charles Dickens.
a) was written b) wrote c) is written
2. Cookies ... from milk, eggs and flour.
a) are made b) makes c) made
3. Napoleon ... in 1815.
a) defeated b) defeat c) was defeated
4. Many buildings ... by the fire in 1980.
a) destroys b) destroyed c) were destroyed
5. The president ... tomorrow.
a) will elect b) elected c) will be elected
6. The door ... 2 hours ago.
a) breaks b) was broke c) was broken
7. These shoes ... in Italy.
a) were make b) were made c) made
8. The Beatles ... all over the world.
a) are known b) knew c) are knew
9. America ... in 1492.
a) discovered b) was discover c) was discovered

10. Everybody ... about the accident tomorrow.
a) informs b) will inform c) will be informed

Task 3.6 *Fill in the correct tense. Use passive or active according to the context.*

1. When she heard that her dog _____ (**KILL**), she burst into tears.
2. We hope that the missing money _____ (**FIND**) soon.
3. A new bridge _____ (**BUILD**) at the moment.
4. I didn't go to the party because I _____ (**INVITE**)
5. When she discovered that Tom _____ (**EAT**) all the biscuits she got very angry.
6. It's no use trying. You _____ (**WASTE**) your time.
7. A million people _____ (**VISIT**) the cathedral every year.
8. John Higgins _____ (**AWARD**) a science prize last month.
9. A lot of money _____ (**SPEND**) on weapons nowadays.

Task 3.7 *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.

Practical Lesson 1.3 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. READING 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 READING FOR GENERAL INFORMATION. Read 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.

III. LISTENING PRACTICE

Task 3.1 PRE-LISTENING EXERCISE. A. Read and translate the words.

- | | |
|-----------------|--------------------|
| 1. Endurance | 6. Dedication |
| 2. Agility | 7. Resilience |
| 3. Stamina | 8. Adaptability |
| 4. Precision | 9. Competitiveness |
| 5. Acceleration | 10. Consistency |

Task 3.2 Match the word with its explanation

	Word		Definition
1.	Endurance	A.	The process of gaining speed quickly.
2.	Agility	B.	The ability to continue doing something difficult for a long time.
3.	Stamina	C.	The strong desire to be more successful than others in sports.
4.	Precision	D.	The strong commitment to training and improving in a sport.
5.	Acceleration	E.	The ability to recover quickly from difficulties or failure.
6.	Dedication	F.	The ability to move quickly and easily.
7.	Resilience	G.	The ability to maintain a high level of performance over time.
8.	Adaptability	H.	The skill of adjusting to different situations or strategies in sports.
9.	Competitiveness	I.	The physical or mental strength to keep going for a long time.
10.	Consistency	J.	The quality of being exact and accurate in movement or performance.

Task 3.3 Listen to the TED Talk and answer some multiple-choice questions based on the video:

https://www.ted.com/talks/david_epstein_are_athletes_really_getting_faster_better_stronger/transcript?referrer=playlist-super_nerdy_talks_about_sports&autoplay=true



1. **What was Jesse Owens' race surface in 1936?** a) Synthetic track
b) Cinders (ash from burnt wood)
c) Grass
d) Concrete
2. **What technological change made a huge difference to the 100-meter freestyle swim?** a) Electronic starting blocks
b) Introduction of flip turns
c) Faster swimsuits
d) Gutter systems
3. **What was the original distance for the hour cycling record before technological improvements?** a) 28 miles
b) 30 miles
c) 32 miles
d) 35 miles
4. **In the 1920s, what was the average body type of elite athletes in different sports?** a) Tall and slim
b) Medium height and weight
c) Short and muscular
d) Tall and heavy
5. **What is the "Big Bang of Body Types" referring to?** a) The expanding diversity of body types in elite athletes
b) The invention of new sports
c) The technology improvements in sport
d) The introduction of performance-enhancing drugs
6. **What advantage do Kenyan runners have in distance events?** a) Stronger muscles
b) Long and thin legs for energy-efficient running
c) Better training programs
d) Advanced footwear technology

7. **Which factor contributes to the improved performance of athletes, according to the text?** a) Only genetic evolution
b) Only better technology
c) A combination of changing technology, specialized body types, and new mindsets
d) Increased financial rewards
8. **What has happened to the size of athletes in sports like basketball and gymnastics?** a) They have remained the same
b) Athletes are now larger in some sports and smaller in others
c) Athletes are now mostly the same size
d) All athletes have become shorter
9. **How does Kilian Jornet's ultra-endurance race on the Matterhorn exemplify human capability?** a) It shows the limits of human endurance
b) It shows that the human body is perfectly suited for ultra-endurance
c) It highlights the importance of technology in sports
d) It indicates that only a few athletes can push physical limits
10. **What does the Olympic motto "Citius, Altius, Fortius" mean?** a) "Stronger, Faster, Smarter"
b) "Faster, Higher, Stronger"
c) "Winning Above All"
d) "Strength, Speed, Victory"

Practical Lesson 1.4 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.*

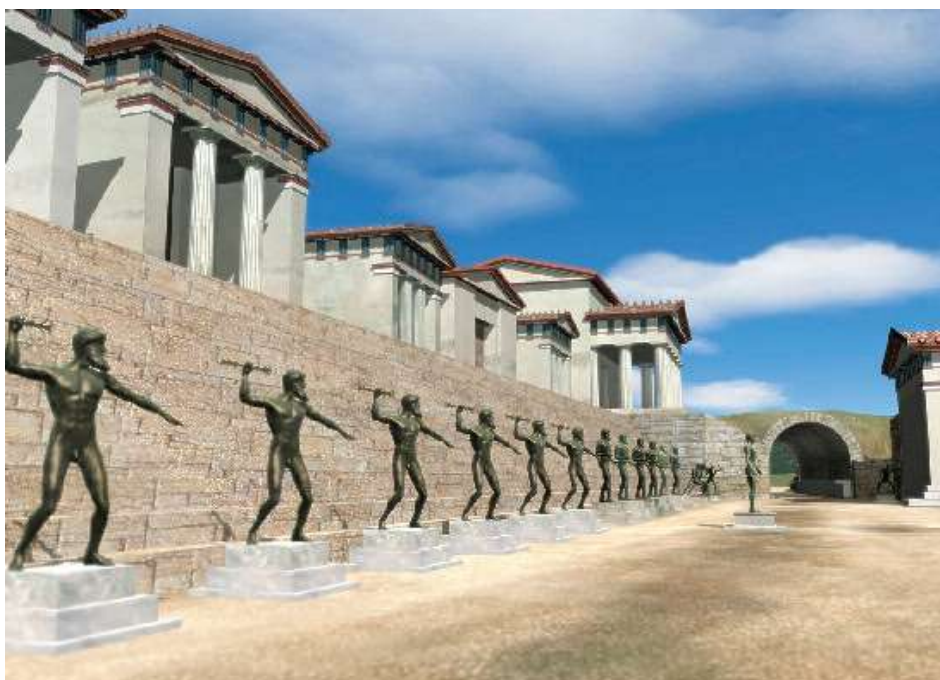
TEST

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.*

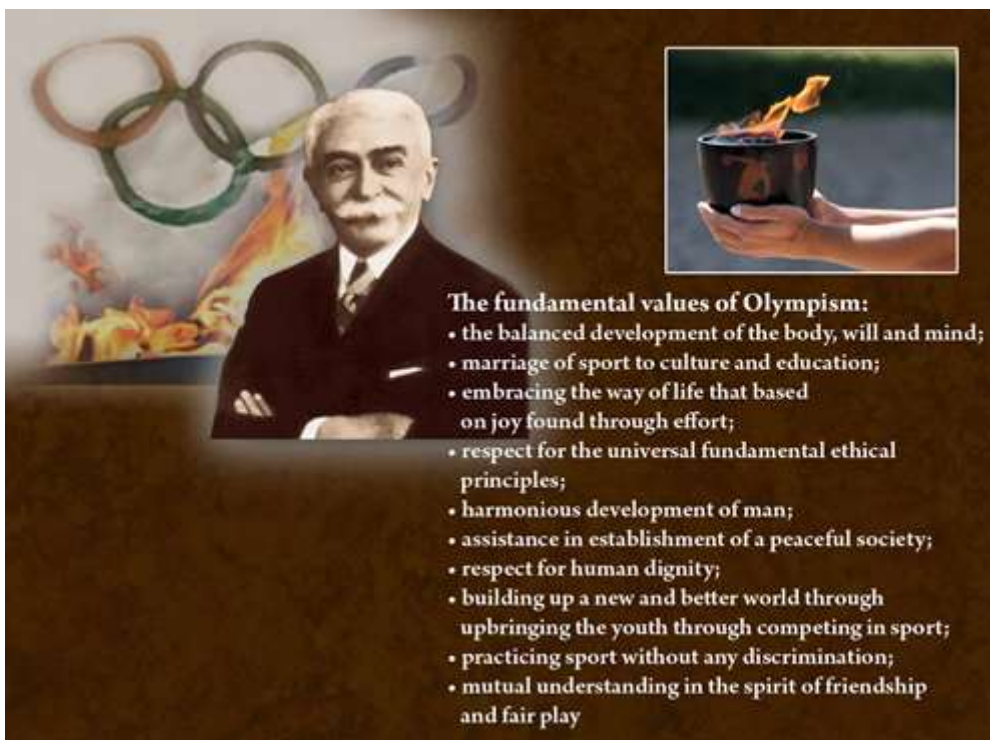
Chapter II

RECOGNITION OF SPORTING ACHIEVEMENT

Practical Lesson 2.1 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. READING COMPREHENSION

Task 2.1 Read 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 Cronus 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”.

Task 2.3 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 BCE. 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 1st 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. Now it is modified to “Citius, Altius, Fortius – Communis”. 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 2.4 *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 2.5 *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 2.6 *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 Ancient Greece in 1776.
2. The winners were traditionally crowned with olive leaves from a sacred tree.
3. 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.
4. The Olympic flame makes its journey from Athens, Greece to the site of the Olympic Games by plane.
5. In 1920 (Paris) the Olympic flag with five interlaced rings of blue, yellow, black, green and red colours on a white background.
6. 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
7. The ceremonies of the ancient Olympic Games included contests in oratory, poetry, music and art.
8. I am an Olympic champion.
9. To be a victor in the ancient Olympic Games was a great honour.
10. The motto adopted by the International Olympic Committee - "Citius, Altius, Fortius" - made its appearance at the Atlanta Games.
11. The IOC has got also another motto: "The most important thing in the Olympic Games is not to win, but to take part".

Task 2.7 *Decide whether the following statement are true or false.*

III. USE OF ENGLISH

Task 3.1 *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 3.2 *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 3.3 *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 2.2 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 BCE. 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 BCE 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.

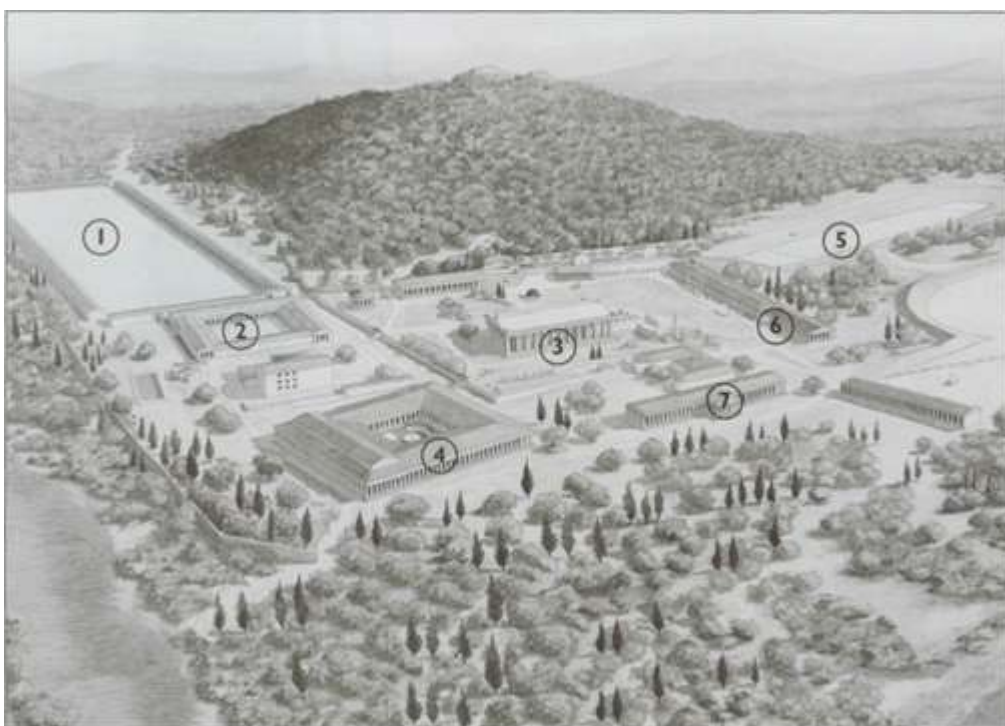
The ancient Olympic stadium seated 40,000 people. As the greatest of the Greek religious festivals these Games attracted spectators and participants from all the Greek city states and from Greek colonies all around the Mediterranean Sea. For a period of time before and after each Game a sacred truce, 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

Check the rules!

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

Let's practise!

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 2.3 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. USE OF ENGLISH

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

Task 1.2

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.

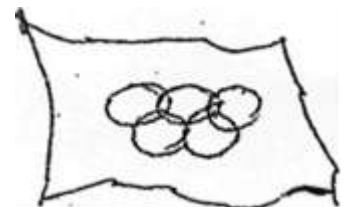


- | | | | | | | | | |
|---|---|----------|---|--------------|---|--------------|---|------------|
| 1 | A | seven | B | five | C | four | D | six |
| 2 | A | inspired | B | collected | C | involved | D | proclaimed |
| 3 | A | states | B | countries | C | associations | D | continents |
| 4 | A | left | 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 1.3 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 1.4 *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 1.4 *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 1.6 *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.

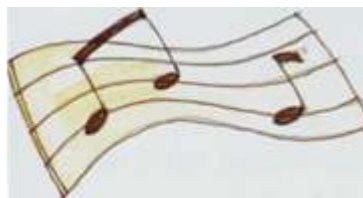
1. How many ceremonies are there on the Olympic program? 2. What is the rule book of the International Olympic Committee? 3. What does every Opening Ceremony include? 4. Who recites the Olympic Oath? 5. The team of which country enters first at a parade of athletes and leaves last at the Closing ceremony?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

Task 1.7 *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 1.8 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 1.9 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 1.10 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 1.11 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 1.12 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.

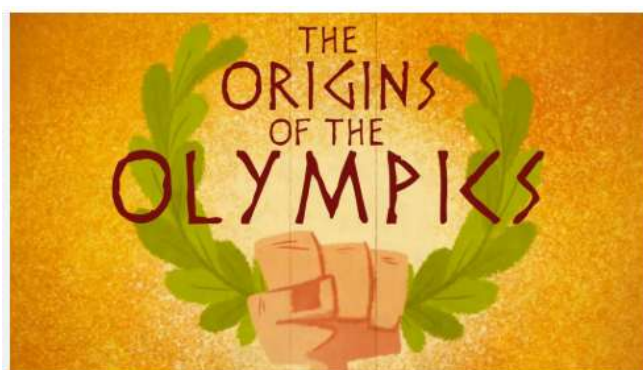
1. Which of the following is not true?
 - A Phevos and Athena are two ancient children.
 - B Their names are of old Greek origin.
 - C The girl's name belongs to the Goddess of Wisdom.
 - D The boy is named after Phevos Apollo, the God of Light and Music.
2. What do the names symbolize?
 - A Phevos Apollo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

II. LISTENING PRACTICE

Task 2.1 A. *Read and translate the words.*

- the greatest show of sporting excellence
- inception date
- four-year increments
- to entice
- to prohibit
- unimpeded,
- inaugurating
- pagan practices,
- bid a fond farewell
- kicked off



B. *Give the synonyms to these words and word combinations. Make the sentences of your own.*

Task 2.3 *Watch the video and Fill in the Blanks. One word can be used twice.*

Olympia, pentathlon, four, Zeus, Athens, 1.200, tore away his loincloth, baker, Coroebus.

https://www.ted.com/talks/armand_d_angour_the_ancient_origins_of_the_olympics?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare



1. The first Olympic Games took place in the Greek town of_____.
2. In 776 BC, the first Olympic champion was _____, a local baker.
3. Orsippus of Megara was known for running unimpeded because he _____.
4. The _____, a combination of running, jumping, wrestling, javelin throwing, and discus throwing, was a major part of the games.
5. The Olympic Games were revived in 1896 in the city of _____, Greece.

6. The word Olympiad refers to a period of _____ years.
7. The first Olympic champion was a _____ by profession.
8. The Olympic Games were originally held to honor the Greek god _____.
9. The _____ is an event that combines wrestling, running, and other skills.
10. The Ancient Olympic Games lasted for nearly _____ years before being banned.

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?

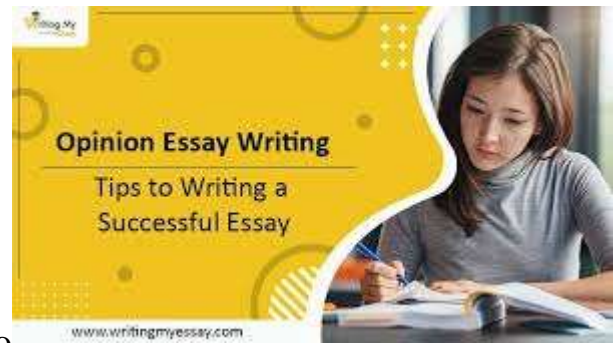
Task 3.2 *Discuss some more issues.*

- 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 2.4 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.

Task 1.3 Scan-read the article below. Compare the highlighted features of athletes with those you've recently discussed.

5 Key Characteristics of All Successful Athletes

I've trained well over a thousand athletes of all levels (*grade school up through college and even into the professional level*) and in my time it's become obvious that there were 5 Key Characteristics of ALL Successful Athletes.

#1: Consistency – I can't think of one single great athlete that doesn't show up 100% of the time. Obviously, life gets in the way sometimes but no matter what, these athletes show up or make it up in the very near future. ***You won't find a great athlete who takes off 2-3 months a year from training.*** You won't find a great athlete that doesn't train in season. And you won't find a great athlete that isn't consistent in the training, nutrition and sleep.

Daily, they ***eat, sleep, train and recover.***

#2 A Desire to be Better – Great athletes don't blame the refs, coaches, parents or their team. Great athletes know that there is 1 person in this world that they can control, and that's themselves. Knowing that, they work vigorously on their craft.

They thirst for improvements and strive to be better against all odds.

#3 Supporting Family & Friends – One of my most favorite quotes reads, ***“you become like those you surround yourself with.”*** Great athletes know this is 100% true. If you walk with lions, you begin to act like a lion. Great athletes aren't worried about being the big fish in their small pond. Great athletes are fixated on surrounding themselves with other bigger fish.

Iron sharpens iron, surround yourself with those who will push you and make you better.

#4 Focus – When it's time to practice or train, all other distractions go away. Side conversations are removed and the cell phone goes away. For the next 90 minutes it's their time to be better and work on their craft.

No excuses, no distractions.

#5 Adaptability – All great athletes display the ability to be adaptable. Very rarely will things go as planned, but great athletes don't hang themselves up over it. Great athletes ***analyze the situation, adapt, and respond.*** There won't be any blame being placed anywhere, rather, great athletes find a way to overcome.

There is no obstacle too big for a successful athlete.

[Retrieved from: <https://athleteacademynd.com/5-key-characteristics-of-all-successful-athletes/>]

II. WRITING



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

* For more information on Olympic athletes' biographies and sport career achievements, check the link below:

<https://www.olympics.com/en/athletes/>



Chapter III

POWER OF CORE VALUES IN SPORT

Practical Lesson 3.1 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 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 3.2 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

Check the rules!



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 багатою 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.

Let's practise!

Task 2.1 Choose the most appropriate answer. Use Present Subjunctive.

- I demand that he _____ immediately.
 - apologize
 - shall apologize
 - will apologize
 - has apologized
- I suggested that she _____ her lawyer before signing the contract.
 - consults
 - shall consult
 - will consult
 - should consult
- It is necessary that everything _____ ready by two o'clock tomorrow.
 - be
 - was
 - were
 - would have been
- They recommend that she _____ to a ski resort in Spain.
 - will go
 - would have gone
 - should go
 - should have gone
- It is advisable that you _____ your application as soon as possible.
 - submit
 - will submit
 - will have submitted
 - should have submitted
- He decided to go inside the haunted house, _____ what may.
 - come
 - comes
 - should come
 - would come
- It is strange that he _____ so upset about such a trifle, isn't it?
 - were
 - shall be
 - should be
 - have been

8. Far _____ it from me to criticize your plan, but I think you should change a few things in it.
- be
 - is
 - was
 - were
9. The doctor insisted that she _____ to the hospital for tests.
- go
 - goes
 - will go
 - has gone
10. She suggested that we _____ in the lobby of the hotel at 9:00 a.m.
- shall meet
 - will meet
 - should meet
 - would have met

Task 2.2 *Fill in the gaps using Past Subjunctive.*

- If he _____ (not / to visit) his own museum, everybody would be surprised.
- I wish she _____ (not / to live) near my house, it would be real happiness.
- By the way, they would sooner that you _____ (not / to call) them anymore!
- It's high time we _____ (not / to run) away anymore, we have to face our enemy.
- It would be the end of their friendship if his friend _____ (not / to come) tonight.
- This tower would be nicer if it _____ (not / to be) so high!
- She behaves as if she _____ (not / to know) the dangerousness of that situation.
- They would rather that you _____ (not/to lose) all their money in the fire, of course!
- My commute to work would be shorter if I _____ (not /to live) outside the city.
- 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.*

- I wish he _____ here now. (to be)
- I wish that you _____ here yesterday. (to be)
- We wish you _____ tomorrow. (to come)
- 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 3.3 RECREATION: ENTERTAINMENT THAT CAN TURN INTO CAREER

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?
4. What are the most popular recreational activities in your country?
5. Are there many career opportunities in the area of recreation and tourism?

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 SKILLS FOR RECREATIONAL AIDE. *Fill in the blanks using the words from the word bank:*

Word Bank: leadership, communication, stamina, diploma, experience, creativity, CPR, interpersonal, training, participants

1. To become a recreation aide, a high school _____ or equivalent is usually required.
2. Some roles may require first aid and _____ certification, especially when working with vulnerable populations.
3. Prior _____ in recreational or leisure activities can be an advantage but is not always necessary.
4. Many employers provide on-the-job _____ to help new hires learn their responsibilities.
5. Strong _____ skills help recreation aides lead activities and manage group dynamics effectively.
6. _____ skills are essential for explaining activities, enforcing rules, and making participants feel heard.
7. Recreation aides interact with a diverse range of _____ and their families.
8. _____ is important for developing new and engaging activities that keep participants interested.
9. Having good physical _____ is necessary for staying active throughout the job.
10. A recreation aide should have strong _____ skills to connect with people and create a welcoming environment.

II. READING COMPREHENSION

Task 2.1 *Read the text below to answer the questions. Consider your opportunities of becoming a recreation worker.*

What is a Recreation Worker?

Recreation workers play a vital role in enhancing the quality of life for individuals and communities by providing opportunities for leisure, social interaction, skill development, and overall well-being.

A recreation worker plans, organizes, and leads recreational activities for various groups of people. These individuals work in a variety of settings, including community centers, parks and recreation departments, schools, retirement communities, and other organizations that offer leisure programs. Their goal is to provide enjoyable and stimulating experiences that enhance



physical, mental, and social well-being.

Recreation workers often have a diverse set of responsibilities, including developing and implementing activity programs, managing facilities and equipment, supervising participants, and evaluating program effectiveness. They may specialize in a particular area, such as sports, arts and crafts, or outdoor activities, and tailor their programs to the interests and abilities of their participants. Additionally, they may be responsible for maintaining records and budgets, coordinating with other staff and volunteers, and promoting their programs to the community. Successful recreation workers are creative, organized, and skilled communicators who can inspire and engage individuals of all ages and backgrounds.

Types of Recreation Workers

There are various types of recreation workers, each specializing in different areas to meet the diverse leisure and wellness needs of the population. Here are some common types of recreation workers:

- **Camp Counselors:** Camp counselors work at summer camps, outdoor retreats, and recreational facilities. They lead campers in various activities such as hiking, swimming, arts and crafts, and team-building games. Camp counselors ensure campers' safety and create a positive and inclusive environment for a memorable camp experience.
- **Activity Directors:** Activity directors plan and coordinate recreational programs for senior centers, assisted living facilities, and retirement communities. They organize events, exercise classes, social gatherings, and outings to promote social engagement and enhance the quality of life for older adults.
- **Youth Recreation Workers:** These professionals specialize in creating recreational programs for children and teenagers. They organize after-school activities, sports leagues, arts and crafts workshops, and educational outings to keep young individuals engaged and active.
- **Therapeutic Recreation Specialists:** Therapeutic recreation specialists focus on using recreational activities to improve the physical, emotional, and cognitive well-being of individuals with disabilities or special needs. They design programs that are tailored to each individual's abilities and goals.
- **Fitness Instructors:** Fitness instructors lead group exercise classes, such as aerobics, yoga, Pilates, and dance. They guide participants through workouts, provide motivation, and ensure proper technique to promote physical fitness and overall health.
- **Event Coordinators:** Event coordinators plan and organize special events, such as community festivals, fairs, and themed parties. They handle logistics, vendor coordination, and entertainment to create memorable and engaging experiences.
- **Sports Coaches:** Sports coaches lead and train athletes in various sports, ranging from team sports like soccer and basketball to individual sports like tennis and track and field. They provide skill development, strategy coaching, and motivation.

- **Arts and Crafts Instructors:** These instructors lead creative workshops in arts and crafts, pottery, painting, and other artistic activities. They help participants express their creativity and develop new skills.

[Adapted from: <https://www.careerexplorer.com/careers/recreation-worker/>]

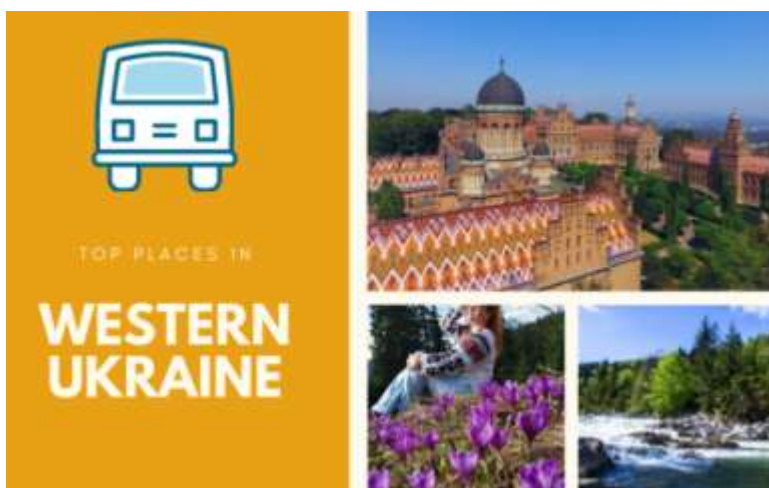
1. What is the primary role of a recreation worker?
2. In what types of settings do recreation workers typically work?
3. What are some of the key responsibilities of a recreation worker?
4. How do recreation workers contribute to individuals' physical, mental, and social well-being?
5. What qualities and skills are important for a successful recreation worker?
6. How do activity directors support senior citizens in assisted living facilities?
7. What is the main focus of therapeutic recreation specialists?
8. What types of activities do camp counselors typically lead?
9. How do fitness instructors promote health and well-being among participants?
10. What are some examples of specialized areas that recreation workers may focus on?

Task 2.2 READING FOR GENERAL INFORMATION. *Decide whether the following statements are True or False.*

Ukraine: Activities – Rock Climbing, Cycling and so much more!

As in any country, there are many activities in Ukraine that visitors can enjoy. These cater to both mild and wild tastes and the more you look, the more you will find. There is so much to do in Ukraine that you may even have a tough time trying to decide what sort of Ukrainian activities you'd most like to try. It is advisable that you choose carefully since the activity should suit both your personality and your state of health in order to be enjoyed to the fullest.

One very popular activity in Ukraine is that of **cycling**. Whether you are cycling from one village to the next or you are trying your hand at guiding a mountain bike through the rugged terrain easily found in the wilderness areas of Ukraine, you will find that cycling is a great activity to partake in. There are quite a number of cycling shops in



Ukraine which are willing to offer you the loan of a bike for such occasions. If you wish to enjoy cycling in Ukraine, you may want to ask your travel guide to suggest the best place to hire a bicycle as well as the best place to go cycling or mountain biking.

Another great activity in Ukraine is that of **rock climbing**. This adrenaline-pumping sport is not for everyone since it requires physical strength and good health. Of

course it also helps if you are not afraid of heights. There are a number of great spots which are perfect for recreational rock climbing in Ukraine and once again, the best way to find them is probably through your travel agent.

Ukraine has a great diversity of natural landscapes and wildlife, suitable for **hiking**. For this reason areas of Ukraine have been declared protected areas, nature reserves and National parks. National Parks in Ukraine are vital for preserving large natural areas and provide the country with great opportunities to develop ecotourism. All Ukrainian national parks are different but once you see them you will fall in love. Visitors may explore them both in summer and winter seasons, as it is an unforgettable all-year round experience.

Visitors may also want to explore the possibilities of scuba diving, horse riding, skiing, carting, yachting, swimming and sunbathing. Of course, it helps if you already have some skill in these specific activities since it is time consuming to try and learn about the activity before you even have a chance to attempt it.

[<https://www.ukraine.com/activities/>]

Decide whether the following statements are True or False:

1. Cycling is not a popular activity in Ukraine.
2. There are many cycling shops in Ukraine where visitors can rent a bicycle.
3. Rock climbing is suitable for everyone, regardless of physical strength or health.
4. Ukraine has diverse natural landscapes that make it great for hiking.
5. All national parks in Ukraine look the same.
6. Ecotourism in Ukraine is supported by its national parks and nature reserves.
7. Visitors can enjoy national parks in Ukraine only during the summer season.
8. Scuba diving, horse riding, and skiing are some of the activities available in Ukraine.
9. It is always easy to learn a new activity while traveling in Ukraine.
10. Travel guides and agents can help visitors find the best places for activities.

III. LISTENING COMPREHENSION

Task 3.1 FREE TIME PLANS. *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 3.2 *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 3.3 *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?

IV. SPEAKING PRACTICE

Task 4.1 *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 4.2 *Here are some case studies for you to consider. Think of some ideas to introduce for different age groups to have fun at their free time. How can recreational worker facilitate this process?*



Task 1: Recreational Activities for Children (Ages 5-12)

Title: *Fun and Adventure for Kids: Best Activities in Ukraine*

Instructions: Create a presentation about the best recreational activities for children in Ukraine. Include information on amusement parks, children’s camps, zoos, interactive museums, and safe outdoor activities. Use pictures, videos, or personal experiences if possible.

Task 2: Recreational Activities for Teenagers (Ages 13-18)

Title: *Exciting Adventures for Teens: Where to Go and What to Do*

Instructions: Research and present the top recreational activities for teenagers in Ukraine. Focus on adventure parks, extreme sports (rock climbing, cycling, karting), water sports, and cultural experiences. Provide examples of popular locations and explain why these activities are exciting for teens.

Task 3: Recreational Activities for Adults (Ages 19-45)

Title: *Thrill, Relaxation, and Culture: Recreation for Adults in Ukraine*

Instructions: Prepare a presentation on recreational opportunities for adults, including hiking, yachting, skiing, wellness retreats, and cultural festivals. Include details on costs, locations, and accessibility. Suggest options for different interests, such as adventure seekers versus relaxation lovers.

Task 4: Recreational Activities for Seniors (Ages 60 and Above)

Title: *Leisure and Well-being: Recreational Opportunities for Seniors in Ukraine*

Instructions: Design a presentation about the best recreational activities for older adults. Discuss health-focused activities such as nature walks, spa resorts, cultural tourism, and social clubs. Include recommendations on accessibility and the benefits of these activities for physical and mental well-being.

Practical Lesson 3.4 WRITING A MOTIVATION LETTER

Lesson objectives:

- to advertise in writing such professions as coach, physical education teacher, recreation instructor.



I. SPEAKING PRACTICE

Task 1.1 *Read and study 10 tips to write a motivation letter. Discuss them with your groupmates.*

Here are my five tips for writing a successful motivation letter:

1. Your motivation letter has to be personal

You are writing a letter about yourself, therefore it has to be unique and tell YOUR story. Wherever you are, you have interesting experiences, you lived in interesting cities, and you have a passion for something and that is worth mentioning to your reader. Find out which story you would like to tell, and share it. This will allow the reader to grasp who you are! Drop the sample letters, they do not stand out and they are very fast forgotten.

The letter has to be unique for you but also for your reader. I would avoid every standard phrase about universities and establishments and write specifically for the university you are applying for.

2. Simple and concise

It is not really important to have fancy words here I believe. Do not overthink the writing style of your letter. Go for simple and concise. Write meaningful sentences and erase what doesn't add to your story. It also helps to have a clear structure and clear paragraphs that help you organize the content of the letter.

3. Present yourself

The reader that you are actually writing to have no clue about who you are. They might have checked your grades or your previous diplomas but this is a perfect opportunity for you to present yourself. Cast light on some important education or work experience and don't forget volunteer work. In other words, what you have studied as well as extracurricular work and activities. In my letter, I mentioned my architectural studies but also internships and volunteer work at some organizations.

4. Say why you are applying and what you expect

Your reader is interested to know why you chose the programme at this specific university and your motivations to attend this course. Was it the high ranking of the

university that was appealing to you? Was it the ambition to be in a city that drives you? Is it because it completes your previous degrees and adds up to your career objectives? Write down what you aim for but also what you are expecting from the university and the programme. What kind of outcomes do you think you will reach? What will you learn from them?

5. Talk about the future in your motivation letter

End the letter by talking about the future. In this section, you would project yourself some years later when you have graduated. Where would you like to be? What would you like to work with? Do you want to pursue a Ph.D.? Are you hoping to work for a specific company or organization? Do you want to save (or destroy) the world with that degree? This helps the reader or admissions committee to understand what your long term objectives are and that the programme you are applying for is actually important to the vision you have in mind. It is okay of course to not have a clear idea about the future, and it will eventually change along the way, but I believe giving a hint about your future ambitions is important.

[Retrieved from: <https://studyinsweden.se/blogs/2020/12/16/5-tips-to-a-successful-motivation-letter/>]

Task 1.2 *Read and study the motivation letter of Anna Makarenko, who is currently studying at Medical University, but would like to change the field of expertise. What are the strong points in his letter? What does he focus on to explain his decision?*

Motivation Letter

Dear Sir / Madam,

My name is Anna Makarenko and I would like to express my interest in applying for Business with Finance Undergraduate Program at UT Health Austin (University of Texas at Austin). I am looking to pursue a career of a financial manager in a large international company or to develop a successful business, and I believe your University offers a wide array of tools to help me build a solid basis for future success.

Being 19 years old, I'm currently the second-year student at Medical University in Ukraine and I'm striving to gain the Bachelor's Degree in Medical Psychology.

Looking back at my childhood, I should admit that I have always wanted to help people. Starting from a young age I've been trying to cure all my relatives, make diagnosis or give health advice. Actually, long before the end of high school studies I started thinking about the profession I'd like to develop in. To be honest, it was difficult for me to make a right choice. In 11th grade of school I became more interested in medicine, especially in aesthetic one. I started reading books, articles on dermatology and cosmetology, because working with the skin, in my opinion, is very interesting. Watching videos of surgeries, doctors' podcasts helped me to plunge into medicine and understand in what particular area I would like to work. Then I realized that I wanted to make people more beautiful, self-confident and healthier, what could be better?

Now, having almost completed 2 years of my university studies, I feel that I've taken the right choice. While I was studying at Medical Psychology Faculty I didn't waste any time. I decided to get practical experience, and I remember how happy I was at that time. I gained so much knowledge and experience in a short time.

I really appreciate this experience so much, not only because in this way my childhood dream comes true, but also because I've already overcome so much to reach this result. To tell the truth, at first I failed to enter the desired Medical Faculty. I was missing only one score in Mathematics that prevented me from the chance to enter for this specialty at first, but I don't regret it. This gave me even more motivation to achieve higher results later on.

Apart from my studies, I am also greatly involved in creative activities. Starting from my school time, I've been writing poems, songs, playing in the drama club. With my best friend Anna made up performances for concerts, which I liked very much. I've even won few dance and vocal competitions. By the way, music still remains my hobby, I enjoy playing the piano and singing.

Unfortunately, my happy and peaceful life has not lasted long, as a war broke out in Ukraine. This war has changed my and others lives, destroyed all the plans and dreams, that I have built, it has left me halfway. Due to the situation that has developed in our country, unfortunately now it is very difficult to continue studying at the desired faculty, to receive high-quality practice and knowledge, because of the war.

So I decided to get a high-quality education and start my studies at the University of Texas, I'm ready to invest whole my time in studies, to become a good specialist in medicine.

I will do my best to justify your confidence and trust! Thank you in advance for considering my request.

Faithfully yours,
Anna Makarenko

II. WRITING

* Check for some examples of a motivation letter at the following website:

<https://resumegenius.com/blog/cover-letter-help/short-cover-letter-examples>



Task 2.1 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 specialities.

Chapter IV

HARD AND SOFT SKILLS IN SPORTS



Practical Lesson 4.1 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.

Task 1.2 PERSONAL TRAITS FOR SUCCESSFUL SPORT MANAGER. *Choose the correct option.*

1. _____ is one of the most important managerial skills, as it includes speaking, active listening, and non-verbal communication.
 - a) Adaptability
 - b) Communication
 - c) Negotiation
 - d) Creativity
2. A sport manager with strong _____ skills can effectively solve disputes and maintain a positive team environment.
 - a) Conflict resolution
 - b) Critical thinking
 - c) Adaptability
 - d) Creativity
3. The ability to adjust to unexpected challenges and changes in the sports industry is known as _____.
 - a) Critical thinking
 - b) Adaptability
 - c) Communication
 - d) Negotiation
4. Good _____ skills help managers secure contracts, sponsorships, and agreements with players and stakeholders.
 - a) Negotiation
 - b) Adaptability
 - c) Creativity
 - d) Conflict resolution
5. To analyze situations objectively and make logical decisions, sport managers need strong _____ skills.
 - a) Creativity
 - b) Adaptability
 - c) Critical thinking
 - d) Communication
6. A manager who can predict and prevent disputes, as well as solve them efficiently, has excellent _____.

- _____ skills.
- Conflict resolution
 - Communication
 - Creativity
 - Adaptability
7. _____ allows sport managers to develop innovative strategies and unique solutions to challenges.
- Creativity
 - Critical thinking
 - Negotiation
 - Adaptability
8. Effective _____ ensures a positive team atmosphere and a strong connection between an organization and its stakeholders.
- Negotiation
 - Communication
 - Conflict resolution
 - Critical thinking
9. Managers use _____ to explore alternative solutions when faced with unexpected setbacks in sports management.
- Negotiation
 - Communication
 - Adaptability
 - Conflict resolution
10. A sport manager must balance _____ to ensure fairness while also making decisions that align with the organization's goals.
- Communication and conflict resolution
 - Creativity and adaptability
 - Negotiation and critical thinking
 - Adaptability and communication

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?

Task 2.3 Part 1. *Check some opportunities of career choice in the sphere of sport management. Discuss the advantages of sports management career.*

Sports Management Jobs

Sport management can be an exciting career path for people who want to combine their passion for athletics with business know-how. In most cases, becoming a sports manager encompasses multiple career options. Each one requires unique degrees, experience, and skills. Each one also has unique requirements when it comes to education and skills needed.

1. Athletic director. Athletic directors typically work at the collegiate level, though some may work for high schools with extensive sports programs. A bachelor's degree is generally required, but some larger programs may require a master's degree. As an athletic director, you might hire coaches, set budgets, coordinate with the school's academic departments, raise team funds, and ensure a team has everything it needs, including equipment, uniforms, and transportation to away games. You'll also ensure your school follows all rules and ethics set by the conference in which your teams play. You'll also ensure all facilities and venues are in top shape for games and practices. People who work as athletic directors must have a mind for numbers, be organized, and be able to communicate with coaches and other staff.

2. Facility manager. Rather than manage a team or organization, facility managers are in charge of the venues where teams play and practice. That means keeping up with day-to-day activities at that location and ensuring everything is ready for game time. You'll likely manage facility staff, make decisions about new designs, maintain facility upkeep, ensure the facility stays clean, and possibly even handle ticket sales.

Facility managers must be good leaders with excellent decision-making and strategic skills. This is one area where experience can matter as much as your education.

3. Event coordinator. While facility managers take care of the physical facility, an event coordinator arranges the events that will take place there. Some of these job duties may overlap, depending on where you work. Responsibilities include marketing, ticket sales, scheduling, contacting the media, and coordinating with the facility manager to ensure everything is ready for events.



Depending on where you work, you may also be responsible for some non-sporting events. Event coordinators must be great problem solvers and multitaskers. People skills are also a must.

4. Sports agent. Sports agents represent individual athletes as they navigate their careers. They might help them get drafted, negotiate contracts, handle sponsorships, and handle their public relations. Essentially, you are your athletes' guide through their careers. Your ultimate goal is to help them achieve as much success as possible. Sports agents must be team players who want to win. They must be great negotiators and excellent communicators. Many have advanced degrees, or even law degrees, and may be required to become licensed to work in various sports and leagues.

[Retrieved from: <https://www.coursera.org/ca/articles/sports-management>]

Part 2. 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!

III. SPEAKING PRACTICE

Task 3.1 Part 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.

Task 3.2 Check for more details:

- consider the algorithm of an Internet research:

<https://www.wikihow.com/Do-Internet-Research>

- consider how to apply AI wisely within your research:

<https://scispace.com/resources/using-ai-for-research/>



Practical Lesson 4.2 COUNSELING SKILLS FOR EFFECTIVE THERAPY

Lesson objectives:

- to learn key definitions of health-related jobs: 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 Study the vocabulary from the text below.

1	career opportunities	=	1	можливості працевлаштування
	employment opportunities			
2	realm = setting		2	сфера, область
3	available		3	доступний
4	to exist		4	існувати
5	in recent years = currently		5	останнім часом
6	expertise		6	знання та досвід; компетенція
7	likely		7	ймовірно
8	liability		8	зобов'язання; відповідальність
9	to expand		9	розширювати
10	avenue		10	шлях; засіб
11	to anticipate		11	передбачити; чекати
12	venue		12	місце знаходження будь-чого
13	to evaluate		13	оцінювати
14	concerned		14	зацікавлений; заклопотаний
15	to treat		15	лікувати
16	cost effective		16	економний
17	enterprise		17	підприємство
18	affiliated with hospitals		18	філія лікарні

Task 2.2 *READING FOR GENERAL INFORMATION.* Read the text below to answer the following questions.

HEALTH-RELATED CAREERS

Health-related career opportunities in the realm of physical education have expanded. Careers in the athletic training have become increasingly available. Career opportunities also exist for physical educators in health and weight control clubs and spas.

In recent years, employment opportunities have increased for physical educators with expertise in athletic training. Traditional employment opportunities can be found at the college and professional levels. Employment opportunities at the secondary school level also exist, although fewer than 10% of the nation's high schools currently employ certified athletic trainers. It is likely that employment opportunities at this level will increase in the near future as states and school systems, concerned about the safety of their athletes and their legal liability, mandate the hiring of certified athletic trainers for interscholastic sports.

Another venue of employment that is available to athletic trainers is in sports medicine clinics. These clinics can be commercial enterprises, affiliated with hospitals, or associated with physical therapy practices. The increase in sport participation by all segments of society has resulted in the need for qualified individuals to evaluate, treat, and rehabilitate injuries.

A new avenue of employment for athletic trainers is in the corporate setting. Companies are realizing that in-house rehabilitation programs, like fitness programs, are cost effective. Some companies are hiring athletic trainers to work on-site fitness/rehabilitation centers. It is anticipated that employment opportunities within this setting will expand within the next 10 years.

Answer the questions to the text.

1. Is there any expansion for health-related career opportunities in the realm of physical education? 2. What areas do career opportunities exist in? 3. Where can physical educators with expertise in athletic training employ? 4. Why will the employment opportunities at high school level increase in the near future? 5. Is that available to athletic trainers to work in sports medicine centers? 6. What has the increase in sport participation by all segments of society resulted in? 7. What is a new avenue of employment for athletic trainers? 8. Do companies prefer to develop in-house rehabilitation programs or to hire athletic trainers to work on-site fitness-rehabilitation centers? 9. Employment opportunities within this setting will not expand within the next 10 years, will they?

Task 2.3 READING FOR GENERAL INFORMATION. *Read the*

1. *Health-related career opportunities in the realm of physical education have... .*
 - A. increased
 - B. appeared
 - C. diminished
 - D. reduced
2. *Career opportunities don't exist for physical educators*
 - A. at college and professional levels;
 - B. in health and weight control clubs and spas;
 - C. in sports medicine clinics;
 - D. at the commercial enterprises.
3. *A new avenue of employment for athletic trainers is*
 - A. nursery schools health programs;
 - B. space programs;
 - C. corporate setting;
 - D. beauty saloons.
4. *Which of the statements is NOT true?*
 - A. Fewer than 10% of the nation's high schools currently employ certified athletic trainers.

- B. Physical educators with expertise in athletic training are often fired.
 - C. Schools mandate the hiring of certified athletic trainers for interscholastic sports.
 - D. Some companies are hiring athletic trainers to work on-site fitness centres.
- 5 *The increase in sport participation by all segments of society resulted in... .*
- A. reduction of conflicts of all types;
 - B. changes in clothes fashion – everybody wears sporting apparel and sneakers;
 - C. the need for qualified individuals to evaluate, treat, and rehabilitate injuries;
 - D. the success at the Olympic Games.

Task 2.4 SCAN-READING. Read the text below to answer the following questions.



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.

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.

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 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.

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 2.5 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.

Task 2.6 SCAN-READING. Read the text below to answer the following questions.



SPORTS MEDICINE

Sports medicine is an area of study closely associated with exercise physiology. A growing area, sports medicine encompasses both the medical and the scientific aspects of exercise and sport performance. The primary concern of the sports medicine specialist is the prevention and treatment of sport injuries.

This includes planning activities to prevent injuries, using various treatment approaches to rehabilitate injuries, and designing equipment to assist athletes in staying healthy. Nutrition, drugs, ergogenic aids, and ethical matters pertaining to the training, exercise, and treatment of athletes also are concerns of the sports medicine specialist.

In addition to medical training, sports medicine specialists must have a thorough understanding of the principles of exercise physiology. Because exercise is an essential component of sports conditioning as well as being important for injury prevention and rehabilitation, adherence to the principles of exercise physiology in designing programs to accomplish these goals is critical.

Answer the questions to the text.

1. Is sports medicine associated with biochemistry or exercise physiology? 2. What aspects does sports medicine encompass? 3. What is the primary concern of the sports medicine specialist? 4. Who plans activities to prevent injuries, using various treatment approaches to rehabilitate injuries, and designs equipment to assist athletes in staying healthy? 5. What is the concern of a sports medicine specialist? 6. What

additional knowledge does a future sports medicine specialist possess? 7. What is critical in accomplishing the goals on sports conditioning, injury prevention and rehabilitation?

III. SPEAKING PRACTICE

Task 3.1 *Imagine taking a job interview for the position of a rehabilitation assistant. How would you comment on the following questions, based on your knowledge and experience?*



* For more information study the link below:

https://www.physio-pedia.com/Rehabilitation_Interventions

1. Can you give an example of when you used creative problem solving in a patient's rehabilitation?
2. How do you handle stressful situations in a healthcare setting?
3. How would you approach a person who resists treatment or exercises?
4. Describe a situation where you worked as part of a team to facilitate a patient's recovery.
5. What are some recent developments in rehabilitative care that interest you?
6. How do you manage a patient's emotional or psychological challenges during rehabilitation?
7. What precautions do you take to ensure patient safety and comfort during exercises?
8. In your view, what are the key elements in creating a successful rehabilitation plan?

Task 3.2 A *Scan-read the information below. Discuss the key communication strategies to deal with patients, developed by R. Zalman. How effective might they be for specialists in the sphere of sport and healthcare?*

Randa Zalman, chief strategy officer and partner at marketing-communications firm Redstone, said during a presentation at the 2015 AMA Annual Meeting. Zalman has devised an easy way to help medical students remember the communication skills they need for practice, summed up in a catchy acronym RESPECT.



Here are the 6 things you need to know in this acronym:

- **R—Rapport.** “This is imperative,” Zalman said, noting that the smallest details—such as physical appearance, your level of eye contact with patients or how often you use their names in conversation—can shape your relationships with patients. When it comes to treatment, you want patients to feel that “we’re in this together,” Zalman said. To boost team morale, she recommends providers give patients their “full, undivided attention,” listen carefully and “hear their stories.”
- **E—Explain.** Ask patients a variety of questions that encourage them to explain more about their health and habits outside their appointments, Zalman recommended. Questions such as, “Can you tell me more about yourself? What is important to you? And what can I do to help you?” can incite patients to fully engage in conversation.
- **S—Show.** Regardless of your specialty or practice setting, it’s best to show patients “collaborative thinking, and work with them in an active way rather than telling them what to do,” Zalman said. With the proper approach, a critique can become an opportunity to bond with your patient. For instance, try a “7:1 compliment ratio.” Give your patients seven compliments for every one statement of criticism, Zalman said. She also suggests providers show—not tell—how supportive they are by giving patients educational materials, websites, resources and information about support groups that may help them better understand medical terms or issues that apply to their treatment.
- **P—Practice.** The old adage rings true for a reason. Practice may not always “make perfect,” but it certainly can help physicians in training get ahead of tough conversations with patients. Practice good communication as much as possible. Ask patients for raw feedback, identify communication roadblocks and review communication techniques with others, Zalman said.
- **E—Empathy.** Avoid being judgmental by providing encouragement to your patients. This can be expressed through verbal and non-verbal cues, Zalman said.

- C—Collaboration. Partner with your patients, Zalman said, noting that people are far more likely to positively respond to recommendations and questions in collaborative settings. “Explain your recommendations, what you’re doing and how you’re doing it,” she said. She also recommended that providers identify potential “barriers”—such as an overbearing spouse or a hearing difficulty—that may interfere with patients’ communication.
- T—Technology. Because technology gives providers so many ways to communicate with patients, it’s a particularly important consideration. But don’t overdo it, Zalman cautioned. Instead of inundating patients with messages from multiple platforms, “choose no more than three communication channels, and [use] them well,” she said.

Task 3.2 B *Think of another acronym that can be coined to represent basic principles of successful cooperation in the area of sport and medicine. Share your ideas with your groupmates.*

REVISION

* For more information, check “English Grammar” (Murphy R. (2005). English Grammar [Handbook]. Cambridge: Cambridge University Press, 391 p.)

TEST 1. (TENSES)

1. He _____ the room and _____ the door behind him.
a) enters, closed b) entered, close c) entered, closed
2. I _____ my husband till the morning.
a) didn't see b) didnt see c) didn't saw
3. The news of another terrorist bomb attack _____ received here early on Monday.
a) were b) was c) will have d) has been
4. When Patricia _____ into her car, she remembered she _____ the water boiler on.
a) was getting, has left b) got, had left c) got, was leaving
5. Grandpa _____ his last car for thirty years when he _____ it last year
a) was having, sold b) had, had sold c) had had, sold
6. Vegetables and fruits don't taste as delicious as they _____ when I _____ a kid.
a) did, have been b) wered doing, had been c) used to do, was
7. Next month I have a week's vacation. _____ on going on a trip to the Rockies
a) I am planning b) will plan c) will be planning
8. Measles _____ considered a dangerous disease _____ longer.
a) are not, any b) is not any c) are, much d) is, any
9. There _____ some ketchup around his mouth because he _____ spaghetti.
a) was, had been eating b) is, had been eating c) had been, has eaten
10. It's against the law to kill whales. They _____ extinct.
a) have become b) become c) are becoming
11. Lola looked down to discover a snake at her feet. When she saw it she _____.
a) screamed b) had screamed c) screams
12. I borrowed four books on gardening the last time I _____ to the library.
a) go b) went c) had gone d) have gone
13. Mark Twain _____ up in a small town in Mississippi.
a) was growing up b) had grown up c) grew up
14. When my parents _____ tomorrow, they will see our new baby for the first time.
a) will arrive b) arrive c) will have arrived
15. My grandfather _____ in an airplane before, so this is his first time.

- a) never flies b) had never flown c) has never flown d) never flew
16. While I _____ TV last night a small mouse ran across the room.
a) watched b) was watching c) have watched
17. When I got to the party, many people _____.
a) were already dancing b) already danced c) have already danced
18. Right now we _____ a heat wave. It's been so hot for almost a week.
a) have b) have been having c) are having
19. When I go and see the doctor this afternoon I _____ him to take a look at my throat.
a) will ask b) asked c) will have asked d) ask

TEST 2. (CONDITIONALS)

1. I hadn't fought for our relationship, we _____ together now.
a) wouldn't be b) wouldn't have been c) weren't
2. If you don't tell her the truth, she _____ angry with you!
a) is b) will be c) are
3. Soap dissolves if you _____ it in water.
a) leave b) leaves c) will leave
4. If I didn't love you, I _____ you last year.
a) wouldn't have married b) wouldn't marry you c) hadn't married
5. Would you go out more often if you _____ so much in the house?
a) don't have to do b) didn't have to do c) hadn't had to do
6. I could go anywhere, it _____ New Zealand.
a) will be b) would be c) would have been
7. If there are plenty of people, _____ a great party.
a) would be b) has been c) it'll be
8. If I get up at six, _____ to the airport on time.
a) I had got b) I'll get c) I would get
9. He won't sing if you _____
a) are b) aren't c) be d) were
10. If I _____ you, you wouldn't understand.
a) tell b) told c) will tell d) would tell

TEST 3. (USED TO or Past Simple?)

1. I _____ (see) Marcus at the library working hard. He told me to say hello to you.
2. She _____ (be) a lot happier, but then she lost her job.
3. There _____ (be) three restaurants in this town, but two closed down leaving only 1.
4. If you look over there, you can see the field where they _____ (fight) the Battle of Harris Hill in 1509.
5. How many hours a day did you _____ (go) to school when you were ten?
6. Soldiers _____ (build) this bridge near the end of the Second World War.

TEST 6. PASSIVE

1. The report _____ two days ago.
 - a. *should been finished*
 - b. *should finish*
 - c. *should have been finished*
 - d. *should have being finished*
2. The new product _____ by the FDA.
 - a. *is now examined*
 - b. *is now examining*
 - c. *is now been examined*
 - d. *is now being examined*
3. Why _____ about the meeting yesterday?
 - a. *didn't I tell*
 - b. *hasn't I being told*
 - c. *wasn't I told*
 - d. *wasn't I been told*
4. When we arrived the car _____.
 - a. *had been disappeared*
 - b. *had disappeared*
 - c. *was being disappeared*
 - d. *was disappear*
5. _____ soon? Do you think you'll get the job?
 - a. *Will you been interviewed*
 - b. *Will you interview*
 - c. *Will you being interviewed*
 - d. *Will you be interviewed*
6. Lots of free gifts _____ away among the participants.
 - a. *will been given*
 - b. *are give*
 - c. *are being given*
 - d. *are giving*
7. She _____ of the accident yet.
 - a. *hasn't informed*
 - b. *hasn't been informed*
 - c. *hasn't being informed*
 - d. *wasn't been informed*
8. The industry _____ by the state.
 - a. *is controlled*
 - b. *is been controlled*
 - c. *has controlled*
9. The note _____ with a pencil, it was difficult to read it.
 - a. *is being written*
 - b. *was written*
 - c. *wrote*
10. This picture _____ in the 16th century.
 - a. *is painted*
 - b. *painted*
 - c. *was painted*

TEST 7. Complete the sentences using forms of Past Simple Tense and Present Perfect Tense

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.

TEST 9. 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.

TEST 10. 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 it's 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.

Practical Lesson 4.3 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.

III. USE OF ENGLISH

Emotions and Feeling



Task 3.3 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 3.3 b. Choose the best suitable adjective in italics for each situation described.

1. Mary was a *nasty* / *cheerful* / *gloomy* person who started rumours about all kinds of people.
2. I'm *irritated* / *eager* / *upset* to show you my new laptop. I love it. It's amazing!
3. Mum was so *delighted* / *homesick* / *cross* with me when she saw that my room was really untidy.
4. Karl is always *envious* / *afraid* / *grumpy* in the morning. He doesn't like talking to anybody.
5. Rainy days make many people feel *blue* / *furious* / *scary*.
6. I have felt *alarmed* / *cross* / *homesick* since she moved out. I miss my friends and my old house.
7. Erin felt *ecstatic* / *gloomy* / *frightened* when she split up with her boyfriend.

8. I'm really *worried* / *miserable* / *cheerful* about my exams results. The last one was so hard!
9. 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 3.4 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.

IV. LISTENING COMPREHENSION

Task 4.1 *Read and translate the words.*

- head handler
- summon
- desalinization plant
- brimming with innovation
- accomplishment
- undeniable
- regret
- to be worthwhile
- surreal
- obstacles
- perseverance

Task 4.2 *Transform the exercises using the provided words.*

Example:

Original: She completed the marathon (Accomplishment).

Transformed: Completing the marathon was a significant accomplishment for her.

1. The evidence is clear (Undeniable).
2. He wishes he hadn't made that decision (Regret).
3. The project is worth the effort (Worthwhile).
4. The experience felt like a dream (Surreal).
5. They faced many challenges (Obstacles).
6. She kept going despite difficulties (Perseverance).



7. He called the waiter to the table (Summon).
8. The facility removes salt from seawater (Desalinization Plant).
9. The new design is very innovative (Brimming with Innovation).
10. The chief supervisor gave the instructions (Head Handler).

Task 4.3 Watch the video and answer the comprehension questions.

https://www.ted.com/talks/diana_nyad_never_ever_give_up?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare



1. How many times had the author attempted to swim from Cuba to Florida before the successful attempt?
2. Who is Bonnie in the context of the article, and what role did she play in the author's journey?
3. What are some of the dangers mentioned that swimmers face when attempting the Cuba to Florida swim?
4. Why did the author choose "Find a way" as the mantra for this particular swim?
5. What challenges did the author encounter during the swim, and how were they addressed?
6. How did the author mentally cope with the long hours of swimming, especially during the night?
7. What was the significance of the lights of Key West to the author during the swim?
8. Upon completing the swim, what were the three messages the author conveyed?
9. How does the author reflect on the concept of pursuing dreams at any age?
10. What does the author mean by stating that "every day of our lives is epic"?

Practical Lesson 4.4 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. SPEAKING

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.

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)

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.

II. WRITING

Task 2.1 *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.

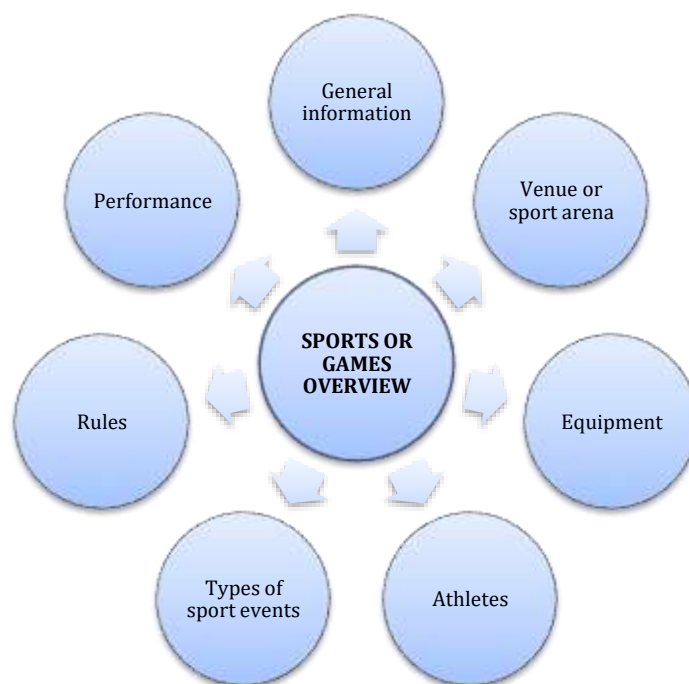
Create your best resume!

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.

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

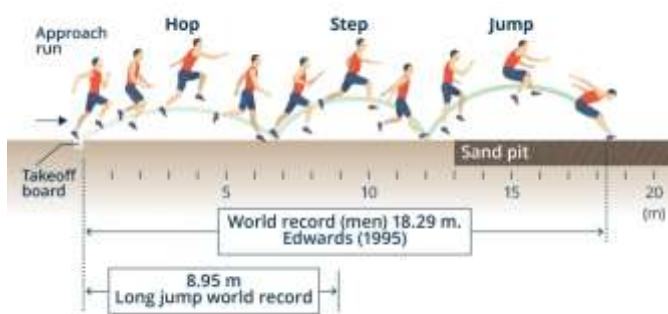
The long jump—known as the broad jump—is one of the oldest track-and-field events for men and women. Athletes compete in this technically demanding event to see which of them can leap the greatest distance through the air from a running start. There are five main elements to the long jump: the run up, 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.

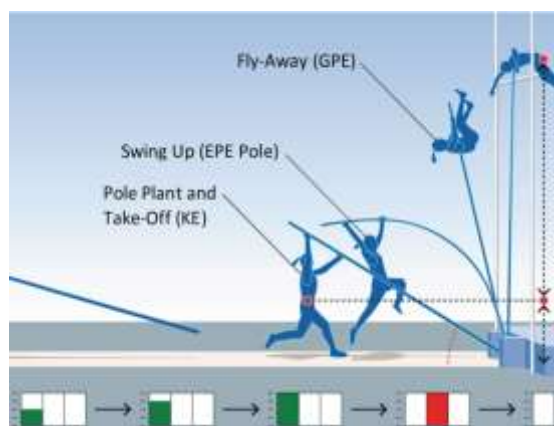
High Jump

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

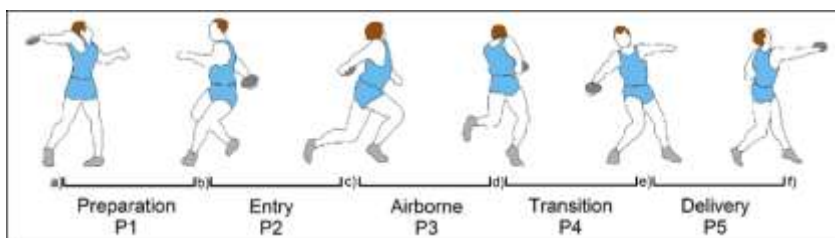


The pole vault is a field event for men and women. Competitors sprint along a runway carrying a long, flexible pole that they plant in a box and use to lever themselves over a crossbar suspended several meters above the ground between two uprights. The height of the crossbar is raised after every round 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.



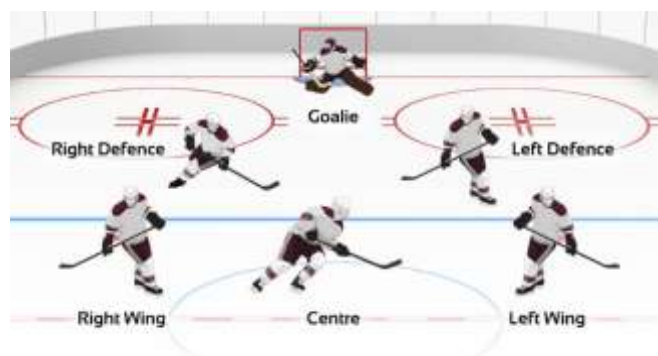
Game Overview. Ice hockey, or just “hockey” as it’s known in the United States and Canada, is a fast-paced, action-packed sport played on ice. During 60 minutes of regular time, split into three 20-minute periods, each team of six padded players tries to score by shooting a vulcanized rubber puck into 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.

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