

До 75-річчя від заснування

ЛЬВІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ ФІЗИЧНОЇ КУЛЬТУРИ
ІМЕНІ ІВАНА БОБЕРСЬКОГО

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АНГЛІЙСЬКА МОВА

НАВЧАЛЬНИЙ ПОСІБНИК

ДЛЯ СТУДЕНТІВ ІІ КУРСУ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ
ГАЛУЗІ ФІЗИЧНОЇ КУЛЬТУРИ І СПОРТУ



ІІ курс

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*для студентів II курсу закладів вищої освіти
галузі фізичної культури і спорту*

Львів
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У навчальному посібнику представлено основні розмовні теми другого року навчання. Теоретичний та практичний матеріал закріплюється розширеною системою вправ, спрямованих на формування навичок усного та письмового мовлення. Матеріали посібника доповнено розділом додаткових завдань, призначених для розширення лексичного матеріалу та продуктивного спілкування із використанням базової лексики тематичних розділів навчального курсу. Навчальний посібник призначений для студентів другого курсу закладів вищої освіти галузі фізичної культури і спорту, які навчаються за кредитно-модульною системою.

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UNIT 1

Physical Education Position in the General System of Education

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

- acquisition, *n* - набування (*знань, навичок*)
- adolescent, *n* - підліток; юнак, юнка
- affective, *adj* - емоційний
- be essential to - бути необхідним, обов'язковим
- be exposed to - бути ознайомленим з
- cognitive, *adj* - пізнавальний
- commonly acknowledged goal - загально визнана мета
- conducive, *adj* - благотворний, сприятливий
- curriculum, *n* - навчальна програма
- develop competence - оволодіти, освоїти
- domain, *n* - царина, область, сфера
- effects of exercises on - вплив вправ на
- encompass, *v* - охоплювати, включати
- gain knowledge - набувати знань
- have a beneficial effect on - мати благотворний вплив на
- health-related fitness - оздоровчі фізичні вправи
- incorporation, *n* - об'єднання
- integral component - невід'ємна частина
- lifelong learner - той, хто вчиться впродовж цілого життя
- lifetime, *n* - життя, тривалість життя
- motor skills - рухові навички
- the only subject area - єдиний навчальний предмет
- overall goals - загальні цілі
- physical education experience - знання (*досвід*) у галузі фізичного виховання
- physically active lifestyle - фізично активний стиль (*спосіб*) життя
- promotion of fitness - сприяння заняттям фізичними вправами
- psychomotor, *adj* - психомоторний
- total education - загальна освіта
- vigorous activity - енергійна діяльність

2. Translate without using a dictionary:

total, to contribute, unique contribution, human, fitness, an individual, regular, active lifestyle, associated, aquatics, effect, avenue, classes, forming, positive, nation, competence, incorporate, promote, satisfaction, mastery, formation, designed, person.

3. Read and translate the text.

Physical Education in the Secondary School Curriculum

Physical education is an important part of the secondary school curriculum. As an integral component of the total education of students, it contributes to overall goals of education. Additionally, physical education makes a unique contribution to the education of the students; it is the only subject area in the school devoted to the study of human movement, the acquisition of motor skills, and the promotion of fitness. It is concerned with the total development in the psychomotor, cognitive and affective domains. The development of motor skills, fitness knowledge, and attitudes conducive to a lifetime of participation is a commonly acknowledged goal of the secondary school education program.

The importance of leading a physically active lifestyle is increasingly recognized. The incorporation of regular and appropriate physical activity, such as that associated with participation in sports, aquatics, dance, outdoor, and fitness activities, can have a beneficial effect on one's health.

School physical education programs represent the best avenue for reaching millions of adolescents and educating them about health-related fitness and the effects of exercises on the human body. Involving students with vigorous activity during classes, teaching the motor skills for use outside the school, and providing experiences conducive to forming positive attitudes toward physical activity are some of the important contributions that physical education can make to the health of the nation.

The secondary school years are an important time for physical education. During this time adolescents should have the opportunity to be exposed to a variety of sports, dance, and outdoor activities and to develop competence in a few selected ones. Gaining knowledge about human movement is an important part of the physical education experience. Since one of the major goals of education is to prepare students to be lifelong learners, knowledge of factors affecting movement is essential for future learning. Since physical activity habits are formed early in life, attention must be given within the physical education program to helping students to incorporate physical activity into their lifestyles at this age. Experiences that promote mastery, enjoyment and satisfaction contribute to formation of positive activity habits.

Thus physical education is an essential component of any curriculum designed to educate the whole person.

(Originated from: Deborah A. Wuest, Bennett J. Lombardo. Curriculum and ...)

Notes:

1. ... is a commonly acknowledged goal ... – ... загально визнана мета ...
2. ... is increasingly recognized. – Все більше визнають ...
3. ... can have a beneficial effect on ... – ... має благотворний вплив на ...
4. ... the best avenue for reaching ... – ... найкращий шлях приблизитися до ...
5. Involving with vigorous activity ... – Залучення до енергійної діяльності ...
6. ... providing experiences conducive to ... – ... набування досвіду, який сприяє ...
7. ... to develop competence in a few selected ones ... – ... оволодіти кількома обраними ...

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

- 1) an important part of
- 2) an integral component of
- 3) the best avenue for
- 4) to develop competence in
- 5) to incorporate into
- 6) to make a contribution to
- 7) to have a beneficial effect on
- 8) to have the opportunity to
- 9) attention must be given
- 10) to be designed to

5. Match the words with their definitions:

- | | |
|----------------|---|
| 1) curriculum | a) an area of knowledge or activity; especially one that sb is responsible for; |
| 2) education | b) a young person who is developing from a child into an adult; |
| 3) domain | c) the subjects that are included in a course of study or taught in a school, college, etc; |
| 4) lifelong | d) the knowledge and skill that you have gained through doing sth for a period of time; |
| 5) fitness | e) the state of being physically healthy and strong; |
| 6) vigorous | f) lasting or existing all through your life; |
| 7) opportunity | g) great knowledge about or understanding of a particular thing; |
| 8) mastery | h) a time when a particular situation makes it possible to do or achieve; |
| 9) experience | i) very active, determined or full of energy; |
| 10) adolescent | j) a process of teaching, training and learning to improve knowledge. |

6. Form word-combinations and use them in your own sentences:

- | | |
|-------------------|-----------------|
| 1) unique | a) habits |
| 2) active | b) fitness |
| 3) positive | c) development |
| 4) physically | d) activities |
| 5) beneficial | e) skills |
| 6) health-related | f) contribution |
| 7) vigorous | g) effect |
| 8) outdoor | h) activity |
| 9) motor | i) healthy |
| 10) total | j) lifestyle |

7. Form derivatives from the following verbs:

devote, affect, contribute, associate, participate, represent, use, expose, select, form, help, promote, design, educate, enjoy, develop, know, move, involve, act, prepare, reach, teach.

8. Insert prepositions where necessary.

1. As an integral component ... the total education ... students, it contributes ... overall goals ... education.
2. PE makes a unique contribution ... the education ... the students.
3. It is concerned ... the total development ... the psychomotor, cognitive and affective domains.
4. The incorporation ... regular and appropriate physical activity, such as that associated ... participation ... sports, aquatics, dance, outdoor, and fitness activities, can have a beneficial effect ... one's health.
5. School PE programs represent the best avenue ... reaching millions ... adolescents and educating them ... health-related fitness and the effects ... exercises ... the human body.
6. Involving students ... vigorous activity during classes, teaching the motor skills ... use ... the school, and providing experiences conducive ... forming positive attitudes ... physical activity are some ... the important contributions that PE can make ... the health ... the nation.
7. ... this time adolescents should have the opportunity to be exposed ... a variety ... sports, dance, and outdoor activities and to develop competence ... a few selected ones.
8. ... one ... the major goals ... education is to prepare students to be lifelong learners, knowledge ... factors affecting movement is essential ... future learning.

9. ... physical activity habits are formed early ... life, attention must be given ... the PE program ... helping students to incorporate physical activity ... their lifestyles ... this age.
10. PE is an essential component ... any curriculum designed to educate the whole person.

9. Insert the appropriate words or word-combinations.

- | | |
|-------------------------------|---|
| a) <i>avenue</i> | f) <i>to educate</i> |
| b) <i>years</i> | g) <i>physically active lifestyle</i> |
| c) <i>unique contribution</i> | h) <i>positive activity habits</i> |
| d) <i>Physical education</i> | i) <i>regular and appropriate physical activity</i> |
| e) <i>human movement</i> | j) <i>secondary school curriculum</i> |

1. Physical education is an important part of the ____ .
2. Physical education makes a ____ to the education of the students.
3. ____ is concerned with the total development in the three main domains.
4. The importance of leading a ____ is increasingly recognized.
5. The incorporation of ____ can have a beneficial effect on one's health.
6. School PE programs represent the best ____ for reaching millions of adolescents.
7. The secondary school ____ are an important time for physical education.
8. Gaining knowledge about ____ is an important part of the PE experience.
9. Experiences that promote mastery, enjoyment and satisfaction contribute to formation of ____ .
10. PE is an essential component of any curriculum designed ____ the whole person.

10. Match two parts of the sentences.

- | | |
|--|--|
| 1) PE makes a unique contribution ... | a) ... exposed to a variety of sports. |
| 2) The importance of leading a physically active lifestyle ... | b) ... is to prepare students to be lifelong learners. |
| 3) The incorporation of regular and appropriate physical activity ... | c) ... contribute to formation of positive activity habits. |
| 4) The secondary school years are ... | d) ... to educate the whole person. |
| 5) Adolescents should have the opportunity to be ... | e) ... to the education of the students. |
| 6) Gaining knowledge about human movement is ... | f) ... can have a beneficial effect on one's health. |
| 7) One of the major goals of education ... | g) ... is increasingly recognized. |
| 8) Experiences that promote mastery, enjoyment and satisfaction ... | h) ... of adolescents and educating them about health-related fitness. |
| 9) PE is an essential component of any curriculum designed ... | i) ... an important time for physical education. |
| 10) School PE programs represent the best avenue for reaching millions ... | j) ... an important part of the physical education experience. |

11. Answer the questions.

1. What is physical education devoted to?

2. What do you study at PE lessons?

3. What skills do you develop at PE lessons?

4. How do you understand the term “lifetime”?

5. What popular physical activities can you name?

6. What popular physical activities are provided in schools?

7. What is health-related fitness?

8. Why are the school years so important for physical education?

9. What is the main goal of physical education?

10. At what age are physical activity habits formed?

12. Complete the sentences.

1. Physical education is ...

2. It contributes to ...

3. Physical education makes ...

4. It is the only subject area in the school ...

5. It is concerned with the total development in ...

6. The importance of leading a physically active lifestyle ...

7. School physical education programs represent the best avenue for ...

8. During school years adolescents should have the opportunity ...

9. Since physical activity habits are formed early in life ...

10. Thus physical education is an essential component of ...

1. Read the text.

Curriculum

Outstanding programs have well-defined goals, and efforts are directed toward their attainment. Whether the curriculum emphasizes sport education, motor skill acquisition and noncompetitive activities, outdoor pursuits, or an integrated academic approach, these programs have a clear focus that is communicated to school administrators, parents, and students. Moreover, there is a clear expectation that students will achieve these goals and an accountability system that furthers their attainment. Additionally, these programs tend to marshal their efforts toward pursuit of well-defined objectives; rather than trying to accomplish a multitude of goals, their efforts are focused on attaining those goals identified as most important to students' needs.

The content of these programs is varied. Some schools embrace a traditional multiactivity team sport approach at the junior high-school level, moving toward an in-depth approach to lifetime activities at the high school. Other programs emphasize health-related fitness and wellness in their endeavours.

Activities such as aerobic dance, weight training, yoga, and progressive relaxation training are offered, drop-in and recreational fitness opportunities are available, and information about wellness is integrated within the curriculum. Yet other schools offer activities that focus on outdoor pursuit, such as Project Adventure, climbing, rappelling, and orienteering.

Increasingly, schools are broadening their curriculum offerings by using community facilities. Schools without pools offer swimming in cooperation with the local YMCA, community tennis courts and commercial bowling alleys are used for instructions, and the natural resources associated with the community provide opportunities for instructions in sailing, canoeing, skiing, hiking, and other outdoor pursuits. Community members with expertise in specific activities, such as karate, are being used to conduct classes for secondary school students in another effort to broaden activity offerings.

Careful sequencing of activities is evident in the curriculum. From the foundation in basic skills, students are progressively introduced to more advanced skills. The tenth-grade curriculum builds on the ninth-grade, and is different from the eleventh-grade curriculum, and so on. In many successful programs, choice is a salient feature. At the upper secondary level, students can choose from an array of activities. Allowing student enables a better match between students' abilities, needs, and interests and the activity. Motivation is also enhanced when students are genuinely interested in learning.

(Originated from: Deborah A. Wuest, Bennett J. Lombardo. Curriculum and ...)

1. Translate the text in a written form.

Senate Resolution 43
House Resolution 97

To encourage state and local governments and local educational agencies to provide quality daily physical educational programs for all children from kindergarten through grade 12;

1. Whereas physical education is essential to the physical development of the growing child;
2. Whereas physical education helps improve the overall health of children by increasing cardiovascular endurance, muscular strength and power, flexibility, weight regulation, improved bone development, improved posture, skilful moving, increased mental alertness, active lifestyle habits, and constructive use of leisure time;
3. Whereas physical education helps improve the mental alertness, academic performance, readiness to learn, and enthusiasm for learning of children;
4. Whereas physical education helps improve self-esteem, interpersonal relationships, responsible behaviour, and independence of children;
5. Whereas children who participate in quality daily physical education programs tend to be more healthy and physically fit;
6. Whereas physically fit adults have significantly reduced risk factors for heart attacks and strokes;
7. Whereas the Surgeon General, in Objectives for the Nation, recommends increasing the number of school-mandated physical education programs that focus on health-related physical fitness;
8. Whereas the Secretary of Education, in First Lessons – A Report on Elementary Education in America, recognized that elementary schools have a special mandate to provide elementary school children with knowledge, habits, and attitudes that will equip the children for a fit and healthy life;
9. Whereas a quality daily physical education program for all children from kindergarten through grade 12 is an essential part of a comprehensive education.

Now, therefore, be it

Resolved by the Senate (the House of Representatives concurring), that Congress encourages state and local governments and local educational agencies to provide quality daily physical education programs for all children from kindergarten through grade 12.

(U.S. House of Representatives and the U.S. Senate Resolution ... 1987)
(Originated from: Deborah A. Wuest, Bennett J. Lombardo. Curriculum and ...)

1. Complete the terms to match the definitions:

- | | |
|-------------|---|
| 1) c _____ | a) a young person who is developing from a child into an adult; |
| 2) l _____ | b) the condition of human's body or health; |
| 3) a _____ | c) the state of being healthy; |
| 4) f _____ | d) a school or class to prepare children aged five to school; |
| 5) h _____ | e) the state of being healthy and strong; |
| 6) a _____ | f) the subjects included in the course of study or taught in a school or college; |
| 7) w _____ | g) a fully grown person who is legally responsibe responsible for his actions; |
| 8) k _____ | h) time that is spent doing what you enjoy; |
| 9) a _____ | i) the length of time that sb lives or that sth lasts lasts; |
| 10) l _____ | j) activities connected with water. |

2. Insert prepositions where necessary.

- These programs tend _____ marshal their efforts _____ pursuit _____ well-defined objectives.
- Schools _____ pools offer swimming _____ cooperation _____ the local YMCA.
- It is concerned _____ the total development _____ the psychomotor, cognitive and affective domains.
- Involving students _____ vigorous activity _____ classes, teaching the motor skills _____ use _____ the school, and providing experiences conducive _____ forming positive attitudes _____ physical activity are some _____ the important contributions that PE can make _____ the health _____ the nation.
- They have to provide quality daily physical education programs _____ all children _____ kindergarten _____ grade 12.

3. Match two parts of the sentences.

- | | |
|--|--|
| 1) The secondary school years are ... | a) ... is increasingly recognized. |
| 2) The importance of leading a physically active lifestyle ... | b) ... an important part of the physical education experience. |
| 3) Gaining knowledge about human movement is ... | c) ... when students are genuinely interested in learning. |
| 4) At the upper secondary level ... | d) ... an important time for physical education. |
| 5) Motivation is also enhanced ... | e) ... students can choose from an array array of activities. |

4. Complete the sentences with appropriate words or word-combinations.

1. Physical education makes a _____ to the education of the students.
2. School physical education programs represent the best avenue for reaching millions of adolescents and educating them about _____ - _____.
3. Careful _____ of _____ is evident in the curriculum.
4. Outstanding programs have _____, and efforts are directed toward their attainment.
5. Experiences that promote mastery, enjoyment and satisfaction contribute to formation of _____.

5. Translate the following words or word-combinations and use 5 of them in your own sentences.

- 1) єдиний навчальний предмет
- 2) оздоровчі фізичні вправи
- 3) загальна освіта
- 4) виконання навчальної програми
- 5) зорієнтований на школу
- 6) загальний стан здоров'я
- 7) Міністр освіти
- 8) Міністр охорони здоров'я
- 9) Міністр оборони
- 10) початкова школа

UNIT 2

Olympism

Text 4

Pre-text exercises

1. Read and learn the active vocabulary:

- appreciate, *v* - цінити, гідно оцінювати
- in accordance with - відповідно до, згідно з
- blend sport and culture - об'єднувати спорт і культуру
- comprise, *v* - містити в собі, охоплювати
- contribute to, *v* - вносити, робити внесок
- combine, *v* - об'єднувати, поєднувати
- create, *v* - творити, утворювати, створювати
- doctrine, *n* - доктрина, теорія, вчення
- embrace an opportunity - скористатися нагодою
- encourage, *v* - підбадьорювати, підтримувати, надихати
- be exposed to - натрапляти, стикатися, ознайомитися (з чимось)
- ensure independence - забезпечувати незалежність
- fascinate, *v* - зачаровувати, приводити в захоплення
- fraternity, *n* - братерство, громада
- honour, *v* - шанувати, поважати, вшановувати
- human dignity - людська гідність
- implement, *v* - виконувати, здійснювати
- inner faith - внутрішня віра, довіра
- mutual relations - взаємовідносини, взаємини
- mutual understanding - взаєморозуміння
- mankind, *n* - людство
- promote, *v* - підтримувати, сприяти, заохочувати
- regard to, *n* - увага, повага, піклування, відношення
- require, *v* - вимагати, потребувати
- respect, *n* - повага, відношення, причетність
- revive, *v* - відроджувати
- peaceful society - мирне суспільство
- phenomenon, *n* (pl. phenomena) - явище, феномен
- physical and intellectual enhancement - фізичний та інтелектуальний розвиток
- unite, *v* - об'єднувати

2. Translate without using a dictionary:

religious, originally, enthusiast, to incorporate, balanced, ethnic principles, harmonious development, philosopher, further intensive development, constant, human qualities, to modernise, fundamental.

3. Read and translate the text.

"Olympism is a doctrine of the fraternity between the body and the soul"

Pierre de Coubertin

"Olympism is the marriage of sport and culture"

Juan Antonio Samaranch

Olympism

The Olympic sport is one of the most fascinating phenomenon in the history of the mankind. The Olympic Games, or Olympics, are an international multisport event taking place every four years and comprising summer and winter games. Beginning in 776 BC, they were originally held in Olympia, Greece until 393 AD. In 1896 they were revived by a French sports enthusiast, Baron Pierre de Coubertin, thus beginning the era of the Modern Olympic Games.

De Coubertin studied Greek philosophy, which was popular at the time. He read that the model citizen of ancient Greece was talented as an artist, athlete, soldier, statesman and philosopher. De Coubertin tried to incorporate these things into his own life. He wanted the children and youth of the world to be exposed to these qualities as well. He wished to honour individual athletes, and to unite communities of the world peace. It was his hope that through sports, young people would appreciate other countries and their people without regards to their gender, race, color or religious beliefs.

Olympism has its roots in the beliefs of the ancient Greeks, who encouraged people to develop their physical, moral, intellectual, cultural and artistic qualities harmoniously. Olympism is a philosophy of life, where blending sport and culture with art and education aims to combine in a balanced whole the human qualities of body, will and mind. Olympism is a way of life based on respect for human dignity and fundamental universal ethnic principles, on the joy of effort and participation, on the educational role of good example, a way of life based on mutual understanding. Olympism is an inner faith of a man in himself, a constant effort of physical and intellectual enhancement.

Frenchman Pierre de Coubertin, who in 1894 established the Olympic Movement, is recognised as the father of modern Olympism. He modernised ancient Greek ideals and launched them to the rest of the world through the staging of Modern Olympic Games. Olympism uses sport to promote the balanced development of people as an essential step in building a peaceful society that places a high value on human dignity.

(Originated from: Deborah J. Olympism for the 21st Century: New Life to a Timeless Philosophy)

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

- 1) an essential step
- 2) the most fascinating phenomenon
- 3) an international multi-sport event
- 4) to unite communities
- 5) religious beliefs
- 6) artistic qualities
- 7) philosophy of life
- 8) a constant effort
- 9) physical enhancement
- 10) a good example

5. Match the words with their definitions:

- | | |
|------------------|--|
| 1) phenomenon | a) to recognize the good qualities of sth; |
| 2) to establish | b) one of the main groups that humans can be divided into according to physical differences, e.g. color of the skin; |
| 3) community | c) a fact or event in nature or society, that is fully understood; |
| 4) doctrine | d) to start or create an organization, a system, etc; |
| 5) solidarity | e) all the people who live in a particular area, country, etc; |
| 6) fraternity | f) a sense of your own importance and value; |
| 7) dignity | g) a belief or set of beliefs held and taught by a Church or a political party; |
| 8) mutual | h) support by one person or group of people for another because they share feelings, opinions, aims, etc; |
| 9) to appreciate | i) shared by two or more people; |
| 10) race | j) a feeling of friendship and support that exists between the members of a group. |

6. Form word-combinations and use them in your own sentences:

- | | |
|-----------------|------------------|
| 1) mutual | a) athletes |
| 2) fascinating | b) faith |
| 3) constant | c) development |
| 4) inner | d) communities |
| 5) intensive | e) qualities |
| 6) intellectual | f) phenomenon |
| 7) Olympic | g) effort |
| 8) cultural | h) enhancement |
| 9) to honour | i) understanding |
| 10) to unite | j) Movement |

7. Form derivatives from the following verbs:

originate, participate, educate, enhance, discriminate, involve, conglomerate, move, develop, promote, communicate, compete, incorporate, require, govern, establish, comprise, appreciate, understand, celebrate.

8. Insert prepositions where necessary.

1. The supreme authority ... the Olympic Movement is the International Olympic Committee, created ... the Paris Congress ... 23rd June 1884.
2. A number of organizations are involved ... organizing the Olympic Games.
3. De Coubertin studied Greek philosophy, which was popular ... the time.
4. The Olympic sport is one ... the most fascinating phenomenon ... the history ... the mankind.
5. Pierre de Coubertin modernized ancient Greek ideals and launched them to the rest ... the world ... the staging ... Modern Olympic Games.
6. The Olympic Games were revived ... a French sports enthusiast.
7. Olympism is a way ... life based ... respect ... human dignity, ... the joy ... effort and participation, ... the educational role ... good example, based ... mutual understanding.
8. The International Olympic Movement aims ... practical implementing the Olympic ideas ... a conglomeration ... organizations and individuals.
9. Olympic spirit requires mutual understanding ... a spirit ... friendship, solidarity and fair play.
10. Olympism has its roots ... the beliefs ... the ancient Greeks.

9. Insert the appropriate words or word-combinations.

- | | | |
|---------------------------|------------------|----------------|
| a) harmonious development | e) to unite | i) inner faith |
| b) to honour | f) organizations | j) fraternity |
| c) doctrine | g) competitions | k) recognized |
| d) promotion | h) encourages | l) component |

1. Pierre de Coubertin wished ___ individual athletes and ___ communities of the world peace.
2. Olympism is an ___ of a man in himself.
3. The goal of Olympism is to place sport at the service of the ___ of a man.
4. Pierre de Coubertin is ___ as the father of Modern Olympism.
5. Olympism is a ___ of the ___ between the body and the soul.
6. The intensive development of these sports ___ shaped the notion of Olympism.
7. The number of ___ are involved in organizing the Olympic Games.
8. The IOC ___ the development of sport on all levels.
9. Pierre de Coubertin believed sports should be a ___ of all children's education.
10. The IOC's role is to lead the ___ of Olympism in accordance with the Olympic Charter.

10. Match two parts of the sentences.

- | | |
|---|---|
| 1) The Olympic Games are ... | a) ... a constant effort of physical and intellectual enhancement. |
| 2) The supreme authority of the Olympic Movement ... | b) ... marriage of sport and culture. |
| 3) The IOM aims at practical implementing the Olympic ... | c) ... the IOC, the NOCs, the International Federations, athletes, sport officials and coaches. |
| 4) Olympism is the ... | d) ... are free of discrimination. |
| 5) The Olympic Movement embraces ... | e) ... unite communities of the world peace. |
| 6) Olympic spirit requires ... | f) ... ideas through a conglomeration of organizations and individuals. |
| 7) The IOC encourages the development of sport ... | g) ... mutual understanding with the spirit of friendship, solidarity and fair play. |
| 8) The Olympic Games ... | h) ... is the IOC. |
| 9) De Coubertin wished to ... | i) ... an international multi-sport event. |
| 10) Olympism is ... | j) ... taking place every four years. |

11. Answer the questions.

1. Where were the Olympic Games originally held in 776 BC?

2. Who began the era of Modern Olympic Games?

3. What did De Coubertin try to incorporate into his own life?

4. What is Olympism?

5. Who established the Olympic Movement?

6. What does Olympism use to promote the balanced development of the people?

7. What is the goal of Olympism?

8. What does Olympic Movement embrace?

9. What is Olympism based on?

10. Who modernized ancient Greek ideals and launched them to the rest of the world?

12. Complete the sentences.

1. Olympism uses sport ...

2. The Olympic sport is ...

3. In 1896 ...

4. Baron Pierre de Coubertin began ...

5. De Coubertin tried to ...

6. The Olympic sport is one ...

7. The Olympic Games are an international ...

8. De Coubertin studied ...

9. Beginning in 776 BC ...

10. Olympism is an inner faith of ...

Text B

1. Read the text.

The Philosophy of Olympism

The philosophy of Olympism has as its focus of interest not just the elite athlete, but everyone; not just a short truce period, but the whole of life; not just competition and winning, but also the values of participation and co-operation; not just sport as an activity, but also as a formative and developmental influence contributing to desirable characteristics of individual personality and social life. Olympism is a social philosophy which emphasises the role of sport in world development, international understanding, peaceful co-existence, and social and moral education.

A universal philosophy by definition sees itself as relevant to everyone, regardless of nation, race, gender, social class, religion or ideology, and so the Olympic movement has worked for a coherent universal representation of itself – a concept of Olympism which identifies a range of values to which each nation can sincerely commit itself whilst at the same time finding for the general idea a form of expression which is unique to itself, generated by its own culture, location, history, tradition and projected future.

The contemporary task for the Olympic Movement is to further this project: to try to see more clearly what its Games (and sport in wider society) might come to mean. This task will be both at the level of ideas and of action. If the practice of sport is to be pursued and developed according to Olympic values, the theory must strive for a conception of Olympism which will support that practice.

The ideal should seek both to sustain sports practice and to lead sport towards a vision of Olympism which will help to deal with the challenges which are bound to emerge.

The search for a universal representation at the interpersonal and political level of our common humanity seems to be the essence of the optimism and hope of Olympism and other forms of humanism and internationalism.

(Originated from: Deborah J. Olympism for the 21st Century: New Life to a Timeless Philosophy)

2. True / false statements.

1. The philosophy of Olympism has as its focus of interest just the elite athlete.
2. Olympism is a social philosophy which emphasises the role of sport in peaceful co-existence.
3. A universal philosophy of Olympism is relevant to everyone, regardless of nation, race, gender, social class, religion and ideology.
4. The search for a universal representation at the interpersonal and political level of our common humanity is the essence of the optimism and hope of Olympism and other forms of humanism and internationalism.
5. The Olympic movement has worked for a coherent universal representation of itself.
6. A concept of Olympism identifies a range of values to which some nations can sincerely commit themselves.
7. The contemporary task for the Olympic Movement is to further the project both at the level of ideas and of action.
8. The practice must strive for a conception of Olympism which will support the theory.
9. The ideal should seek just to sustain sports practice.
10. The practice of sport is to be pursued and developed according to Olympic values.

3. Work in pairs. Ask and answer your own questions on the text.

4. Pick up 5 keywords and explain them in English.

1. Complete the terms to match the definitions:

- | | |
|-------------|--|
| 1) p _____ | a) the effect that sb/sth has on the way sb thinks or behaves or the way that sth works or develops; |
| 2) i _____ | b) person who competes in sports, person who is good at sports and physical exercise; |
| 3) c _____ | c) to start to exist; to appear or become known; |
| 4) e _____ | d) happening often; existing in large numbers or in many places; |
| 5) s _____ | e) one of the main groups that humans can be divided into according to physical differences; |
| 6) r _____ | f) to help or to encourage sb/sth by saying or showing that you agree with them/it; |
| 7) u _____ | g) the act of taking part in an activity or event; |
| 8) i _____ | h) the study of nature and meaning of the universe and of human life; |
| 9) p _____ | i) done by or involving all the people in the world or in particular group; |
| 10) a _____ | j) a plan, thought or suggestion, especially about what to do in a particular situation. |

2. Insert prepositions where necessary.

- Olympism is a doctrine _____ the fraternity _____ the body and the soul.
- The search _____ a universal representation _____ the interpersonal and political level of our common humanity seems to be the essence _____ the optimism and hope _____ Olympism and other forms _____ humanism and internationalism.
- Olympism is a tool that can better unify the people _____ the world.
- The Olympic sport is one _____ the most fascinating phenomenon _____ the history _____ the mankind.
- If we have more people living _____ the concept _____ Olympism _____ their daily lives, the philosophy will permeate our world _____ an exponential rate.

3. Match two parts of the sentences.

- | | |
|---|--|
| 1) The Olympic Movement is much more than just the parent of the Modern Olympic Games ... | a) ... in world development, international understanding, peaceful co-existence, social and moral education. |
| 2) Education is the process of learning conceptual ideas ... | b) ... and fundamental universal ethnic principles. |
| 3) Olympic spirit requires ... | c) ... that leads to behavioral awareness or change. |
| 4) Olympism is a way of life based on respect for human dignity ... | d) ... mutual understanding with the spirit of friendship, solidarity and fair play. |
| 5) Olympism is a social philosophy emphasizing the role of sport ... | e) ... it is a choice that people can undertake to conduct their lives. |

4. Complete the sentences with appropriate words or word-combinations.

1. The good _____ of Olympism are indeed _____, but not necessarily well known.
2. Olympism is the marriage of _____ and _____.
3. The _____ of Olympism has as its focus of interest not just the elite _____, but everyone.
4. Olympism is a constant _____ of _____ and intellectual _____.
5. The _____ of the Modern Olympic Games spawned a formal sporting _____ and the growth and change that has occurred from 1896 until today is _____.

5. Translate the following words or word-combinations and use 5 of them in your own sentences.

- 1) взаємовідносини
- 2) об'єднати суспільство
- 3) скористатися нагодою
- 4) поєднувати спорт і культуру
- 5) державний діяч
- 6) гармонійний розвиток
- 7) людська гідність
- 8) взаєморозуміння
- 9) мирне суспільство
- 10) забезпечувати незалежність

UNIT 3

Daily Physical Education

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

- *agility, n* - жвавість, рухливість
- *alot, v* - призначати
- *appropriate, adj* - властивий, відповідний
- *aptitude, n* - здібність
- *ascribe, v* - приписувати
- *assert, v* - стверджувати
- *obtain, v* - досягати, добиватися
- *attitude, n* - ставлення
- *behavior, n* - поведінка, манера
- *benefit, n* - користь
- *raise the necessity* - викликати необхідність
- *challenge, n* - виклик
- *contribute, v* - сприяти
- *counteract, v* - нейтралізувати, протидіяти
- *core, n* - ядро, серцевина, сутність
- *decade, n* - десятиліття
- *designed to, adj* - створений, призначений для
- *emphasize, v* - наголошувати, підкреслювати
- *endurance, n* - силова витривалість
- *enhance, v* - збільшувати, підвищувати
- *evidence, n* - доказ, очевидність
- *implement, v* - впроваджувати
- *inactive lifestyle* - пасивний спосіб життя
- *incorporate, v* - включати (до складу)
- *judgment, n* - думка, розсудливість
- *leisure, n* - дозвілля
- *obesity, n* - ожиріння
- *objective, n* - мета, завдання
- *outlet, n* - вихід (перен.)
- *provision, n* - забезпечення
- *recognition, n* - визнання, схвалення
- *sedentary, adj* - сидячий
- *self-esteem, n* - самоповага
- *skills, n* - навички, вміння
- *through the lifespan* - впродовж життя

2. Translate without using a dictionary:

actions, aging process, design, depression, fitness, heart disease, lifestyle, nation, hypertension, program, physical activity, physical educator, regular, risk factors, self-discipline, specifically, superior, unfit.

3. Read and translate the text.

High-Quality Daily Physical Education

The provision of high-quality daily physical education programs in the nation's schools is a challenge to all physical educators. There is evidence that many of the nation's children and youth are inactive and unfit. Inactive lifestyles, sedentary leisure pursuits, and the lack of quality and regular physical education programs in the schools contribute to the poor level of fitness of children and youth.

There is increasingly strong support that regular and appropriate physical activity can contribute to good health and enhance the quality of life for individuals of all ages. There is also increased recognition that to achieve the maximum benefits of exercise an individual must begin to exercise early in life and continue to exercise throughout the lifespan. Daily physical education in school is one of the best means to help individuals learn the skills, knowledge, and values necessary to incorporate physical activity into their lifestyle.

Many benefits are ascribed to participation in regular and appropriate physical activity. Whether students can attain these benefits through participation in school physical education programs depends on the time allotted to the program and the quality of the program. The physical education program must be specifically designed to attain these objectives. The benefits of participation in a program of regular and appropriate physical activity are as follows:

- reduced risk of heart disease: physical activity counteracts the major coronary risk factors – obesity, inactivity and hypertension; improved health; stronger bones; weight regulation and improved body composition; skill development: allows for enjoyable participation in physical activities and leisure pursuits;

- self-discipline and responsibility for one's own actions, fitness and health; improved judgment, self-esteem, self-confidence and peer relationships; promotion of mental health and reduction of depression; stress reduction; physical activity provides an outlet for tension;

- health promotion through the prevention of the onset of some diseases and the postponing of the debilitating effects of the aging process;

- promotion of a more active lifestyle and a more positive attitude toward physical activity.

Each physical education teacher must be willing to take responsibility for promoting the crusade for daily high-quality physical education. Evidence supporting the value of regular and appropriate physical activity continues to mount. Furthermore, there is recognition that health behaviors are formed at an early age and that it is easier to shape positive health behaviors in children than to change unhealthy ones in adults. Moreover, while the current societal interest in wellness and fitness remains strong, now is the time to engender support for daily high-quality physical education programs. Improving the status of physical education in the schools and helping make the dream of daily high-quality physical education a reality for all children and youth is an important professional priority.

So, physical education is at the core of a comprehensive approach to promoting physical activity through schools. All children should participate in quality physical education classes every school day. Physical education helps students develop the knowledge, attitudes, skills, behaviors, and confidence needed to be physically active for life, while providing an opportunity for students to be active during the school day. Leading professionals in the field of physical education have developed a new kind of physical education that is fundamentally different from the stereotypical "roll out the balls and play" classes of decades past that featured little meaningful instruction and lots of humiliation for students who were not athletically coordinated. Professional associations, academic experts, and many teachers across the country are promoting and implementing quality physical education programs that emphasize participation in lifelong physical activity among all students.

*(Originated from: Deborah A. Wuest, Charles A. Bucher.
Foundations of Physical Education and Sport)*

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

- 1) inactive lifestyle
- 2) increasingly strong support
- 3) to achieve the maximum benefits
- 4) to ascribe to
- 5) to attain benefits
- 6) to improve the health
- 7) daily physical education
- 8) to increase recognition
- 9) an outlet for tension
- 10) reduction of depression

5. Match the words with their definitions:

- | | |
|---------------------|---|
| 1) circuit training | a) the fastest time, most points that a sportsman has ever achieved; |
| 2) to commit a foul | b) a series of many different exercises done quickly after each other in order to increase your fitness; |
| 3) personal best | c) the person or team that is the winner of an important sports competition; |
| 4) to outdistance | d) an exciting moment in a sports game that is shown again on television immediately after it happens, sometimes at a slower speed; |
| 5) title holder | e) to run, ride faster than other people, especially in a race, so that you are ahead; |
| 6) match fixing | f) to do something during a match that is against the rules; |
| 7) action replay | g) arranging games dishonestly, so that you get the result you want; |
| 8) contact sports | h) sports such as rugby in which players have physical contact with each other; |
| 9) depression | i) a medical condition in which your blood pressure is too high; |
| 10) hypertension | j) a feeling of sadness that makes you think there is no hope for the future. |

6. Form word-combinations and use them in your own sentences:

- | | |
|--------------|----------------|
| 1) education | a) development |
| 2) skill | b) attitude |
| 3) improved | c) bones |
| 4) positive | d) program |
| 5) stronger | e) health |
| 6) regular | f) lifestyle |
| 7) inactive | g) activity |
| 8) maximum | h) regulation |
| 9) leisure | i) benefit |
| 10) weight | j) pursuit |

7. Form derivatives from the following verbs:

achieve, act, attain, contribute, compose, depend, depress, develop, enjoy, help, incorporate, improve, participate, promote, provide, reduce, regulate, support.

E. Insert prepositions where necessary.

1. School PE programs provide a context ... regular and structured physical activity and serve as a means ... the government ... intervene.
2. PE can increase student participation ... moderate ... vigorous physical activity and skills they need ... engage ... lifelong physical activity.
3. ... achieve the maximum benefits ... exercise ... individual must begin ... exercise early ... life and continue ... exercise throughout the lifespan.
4. The National Association ... Sport and Physical Education recommend that children be engaged ... at least 60 minutes ... age-appropriate physical activity ... all or most days ... the week.
5. The lack ... quality and regular physical education programs ... the schools contribute ... the poor level ... fitness ... children and youth.
6. Many studies have demonstrated the positive effects ... physical education and physical activity ... school performance.
7. Several studies have stated that providing increased time ... physical activity can lead ... better concentration, reduced disruptive behaviors.
8. 20% ... all elementary schools ... the U.S. have abolished recess ... favor ... increased classroom time under pressure ... improve student achievement.
9. Even when PE programs are ... place, most students are not engaged ... vigorous physical activity ... the majority ... their class time.
10. It is estimated that boys only spend ... 18 minutes engaged ... moderate and vigorous activity and girls spend ... 16 minutes.

E. Insert the appropriate words or word-combinations.

- a) *adolescents* c) *learning* e) *unique role* g) *Inactivity* i) *important*
b) *Curriculum* d) *quality* f) *PE* h) *challenges* j) *to increase*

1. Nearly 10 million children and ___ in the US aged 6–19 are overweight.
2. One important way to prevent obesity is ___ physical activity.
3. ___ not only gives children an opportunity to be active but it teaches them the skills they need to be active throughout their lifetime.
4. Thus, investing in quality PE in all schools for all grades is a logical and ___ step toward improving the health of the next generation.
5. Schools should develop standards for student ___ in physical education that reflect national and state standards.
6. The ___ of quality PE programs is to develop the health-related fitness.
7. Today's ___ PE programs are important because they provide learning experiences that meet the developmental needs of youngsters.
8. Two important ___ in preparing youth for the 21st century are physical fitness and good health.
9. ___ among adolescents is a contributing factor to the increasing trends in overweight.
10. ___ should emphasize participation in physical activities for all students and help students gain the knowledge, attitudes and motor skills.

10. Match two parts of the sentences.

- | | |
|--|--|
| 1) The most positive experiences in PE classes ... | a) ... activity because they had no positive sport experiences in adolescence. |
| 2) The benefits of physical activity are not only in ... | b) ... have included providing a variety of activities, winning and enjoyment. |
| 3) Students tend to ... | c) ... reasons for losing body functions. |
| 4) Adults have chosen not to participate in physical ... | d) ... linked to improved strength, decreased body fat, and building bone density. |
| 5) Physically active people live longer and have ... | e) ... participate in activities they most enjoy. |
| 6) PE programs have been recognized as ... | f) ... lower premature death rates than people who are physically inactive. |
| 7) For teenagers, regular physical activity has been ... | g) ... improving physiological functions, but also are good for emotional health. |
| 8) Inactivity is one of the primary ... | h) ... positive attitudes towards physical activity than girls. |
| 9) Teacher's behavior and content of the curriculum ... | i) ... ideal environments for the promotion of health-related physical activity. |
| 10) Boys generally reported more ... | j) ... influenced students' attitude in positive or negative ways to PE. |

11. Answer the questions.

1. What is the provision of high-quality daily physical education?

2. Why children and adolescents are inactive and unfit?

3. How to achieve the maximum benefits of exercise?

4. What does the program of physical education provide?

5. What is the most important way to prevent obesity?

6. What are benefits of a physical activity program?

7. What are the objectives of physical education program?

8. What are the gender differences in attitudes toward physical education?

9. Who reported more positive attitudes toward physical activity?

10. What are the relationship between attitude toward physical education and leisure-time exercise in high school students?

12. Complete the sentences.

1. The benefits and the connection of physical activity ...

2. Teachers are important in the process of ...

3. Students can increase their ...

4. Physical inactivity is a social problem that will lead to ...

5. Physically active people live ...

6. Regular physical activity can improve ...

7. The boys are ...

8. I'm physically fit because ...

9. Daily physical activity increase ...

10. National and state standards require ...

Text B

1. Read the text.

Sport Management: Business and Industry

Sports entertain millions of people every year, but the world of sports goes far beyond engaging fans. The industry represents an enormous business landscape. Media and television rights, ticket sales, apparel sales, and sponsorships add up to an estimated domestic value of approximately \$75 billion, according to Forbes.

As sports have grown from pastimes to multibillion-dollar businesses, so has the need for business-minded employees in the front offices of leagues, brands, and franchises. Marketing, sales, public relations, management, information *technology*, and *human resources* are all disciplines applied to the world of sports.

Golf courses, bowling lanes, gymnastics schools, tennis camps, swimming centres, racquetball clubs, and health spas all require managers who have administrative skills in addition to knowledge about physical skills.

Directors in each of these settings must possess budgetary skills, personnel management abilities, planning knowledge, and supervisory capabilities. Although these organizations are primarily interested in producing profits and thus maintaining high enrolments or large attendance, they must hire qualified instructional staff. These sport managers may earn \$30,000 to \$50,000.

Corporate fitness programs also demand management, motivational, and supervisory skills. Exercise and sport science and fitness specialists who possess knowledge in public relations and marketing can advance more easily into management positions within corporate fitness programs. Since employers want the dollars spent for fitness programs to result in enhanced worker productivity, the goals are to motivate workers to adhere to fitness programs and to increase participation.

Theme parks and resorts have become multimillion-dollar ventures providing leisure for people of all ages. Recreation administration and sport management backgrounds are essential for handling the massive budgetary, management, and personnel aspects of these businesses. More than 150 sport halls of fame and museums each year host millions of people who examine sports memorabilia and photographs and recall stars of the past. These tourist attractions highlight the achievements of former heroes and heroines and periodically elect new enshrines; some host events to promote their respective sports. Sport historians and administrative curators are needed for these careers.

Facility managers are associated with arenas and stadiums at universities, in communities, and with professional teams. To be cost-efficient, large facilities must be multipurpose because audiences must be attracted to several different sporting events as well as to concerts, speeches, and conventions. There are some specialized facilities, such as aquatic or ice arenas, that are limited to competitive and recreational uses. Facility managers must have planning and organizational abilities foremost, but also must possess personnel management skills as well. Facility managers either work for a university, private corporation, or a professional team and then schedule events around the major team(s) or work for a municipality that rents time to teams. Depending on the size of the facility and the number of scheduled events, the individuals administering them may earn salaries of \$40,000 to \$80,000.

So, people who work in sports management are interested in both sports and business. In school, sports management professionals learn about finance, marketing, law, and business as they apply to the world of sports. After completing their education, graduates can work in amateur, collegiate, or professional athletics in just about any type of sport and often find jobs as managers, scouts, coaches, and marketing and public relations specialists. Sports management is a great opportunity for many professionals to have very successful careers.

*(Originated from: Deborah A. Wuest, Charles A. Bucher,
Foundations of Physical Education and Sport)*

2. True / false statements.

1. Corporate fitness programs demand management, motivational, and supervisory skills.
2. Facility managers are associated with arenas and stadiums at universities, in communities, and with professional teams.

1. Translate the text in a written form.

Sport Communication

The rapid development of the mass media, closely connected with the information technology revolution, has changed the way people think, produce, consume, buy and sell goods, manage companies and other people, communicate with one another, live, die, fight wars and show love. Almost everything has changed and become new.

We are under the influence of a force which we cannot see or realise and which has a massive effect on our behaviour and attitudes. This force is the symbolic culture, most notably the mass media which have become a constitutive part of our lives.

Sports communications is the fastest-growing segment of the mass communications field. The links and interrelations between sport and the mass media are many and multi-layered and opinions on them differ greatly. It is not possible to unequivocally decide whether they are good or bad as far as contemporary people and the modern civilisation are concerned. Like most social and cultural phenomena, they certainly can be both. The mass media and sport are two domains which influence each other and each of them has changed because of the other. One could say that nowadays, the mass media and sport form an almost perfect union.

The interdependence of the media and sports has created numerous opportunities in the glamour careers of sport broadcasting, sport journalism, and sport photography. Broadcasting opportunities vary from prime-time, national telecasts to special events coverage to sports reporting for a local network. On-the-air experience, expertise in play-by-play announcing, an aptitude for interviewing, and a smooth delivery in reading sports news overshadow an educational degree. Willingness to start in small markets is a key to advancement. Cable networks provide another avenue for aspiring sport broadcasters.

Since sports sell newspapers and magazines and increase television ratings, thereby selling commercial time, professional and college teams are especially sensitive to the media. The sportswriting field attracts a large number of people, although the percentage who succeed in it is small. Many sportswriters have earned college degrees in journalism, but some secure newspaper or magazine jobs because of their past experiences in college sports information offices, their own sports careers, or their background in physical education. A sportswriter must possess an inquiring mind, a desire to talk with people, the ability to listen, and the willingness to work unusual hours while under the pressures of deadlines and space limitations.

A sport photographer may start by taking pictures for a college newspaper or yearbook and then progress to assignments with a major publication. A thorough understanding of the intricacies of various sports provides a photographer with the insight necessary to capture the essence and meaning of sports as well as the outcome of a particular event. Generally, long hours, low compensation, and little glamour may eventually be rewarded with extensive travel for a national publication.

1. Complete the terms to match the definitions:

- | | |
|------------|---|
| 1) l _____ | a) the process of teaching and learning, usually at school, university; |
| 2) f _____ | b) a place where a lot of people go for holidays; |
| 3) m _____ | c) the business of making television and radio programmes; |
| 4) e _____ | d) the way a person or group of people live, including the place they live in, the things they own, the job they do, the activities they enjoy; |
| 5) l _____ | e) all the organizations, such as television, radio, and newspapers, that provide news and information for the public; |
| 6) b _____ | f) the average length of time that someone will live or that something will continue to work; |
| 7) r _____ | g) someone who is in charge of training and organizing a sports team; |
| 8) m _____ | h) the job or activity of writing news reports for newspapers, magazines; |
| 9) j _____ | i) the state of being physically healthy and strong; |
| 10) s ____ | j) a place where the water has special minerals in it, and where people go to improve their health. |

2. Insert prepositions where necessary.

- An important aspect ____ education is providing a program ____ activities to help ____ the socialisation ____ the individual.
- Recent evidence suggests that ____ the amount ____ physical activity required ____ enjoy health benefits may be less than originally believed.
- Participation ____ the team games teaches the individual ____ work ____ others ____ the best advantage ____ the team and ____ control emotions.
- Participation ____ an interesting sport takes the mind ____ other things and prevents it ____ dwelling ____ problems.
- Willingness to start ____ small markets is a key ____ advancement.

3. Match two parts of the sentences.

- | | |
|---|---|
| 1) Corporate fitness programs demand ... | a) ... to good health and enhance the quality of life for individuals of all ages. |
| 2) Appropriate physical activity can contribute ... | b) ... an individual must begin to exercise early in life and continue to exercise throughout the lifespan. |
| 3) To achieve the maximum benefits of exercise ... | c) ... one of the best means to help individuals learn the skills, knowledge. |
| 4) Many sportswriters have ... | d) ... management and supervisory skills. |
| 5) Daily PE in school is ... | e) ... earned college degrees in journalism. |

4. Complete the sentences with appropriate words or word-combinations.

1. Physical activity counteracts the _____ – inactivity, and hypertension.
2. _____, sedentary leisure pursuits, and the lack of quality and regular physical education programs in the schools contribute to _____ of _____ of children and youth.
3. Daily physical education in school is one of the _____ to help individuals learn the skills, knowledge.
4. The rapid development of the mass media is _____ with the information technology revolution.
5. The links and interrelations between _____ and the _____ are many and multi-layered and opinions on them differ greatly.

5. Translate the following words or word-combinations and use 5 of them in your own sentences.

- 1) забезпечення якісними програмами
- 2) пасивний спосіб життя
- 3) сидяче дозвілля
- 4) низький рівень працездатності
- 5) фізичні вправи
- 6) впродовж всього життя
- 7) отримати максимальну користь від вправ
- 8) необхідні для впровадження фізичної діяльності
- 9) протидіяти
- 10) фактор ризику

UNIT 4

Coaching and Teaching Careers in Physical Education and Sport

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

- aspire to, *v* - прагнути
- association with - зв'язок із
- athletic teams - спортивні команди
- athletics, *n* - спорт, заняття спортом
- attractive career choice - привабливочий, хороший вибір кар'єри, професії
- be fortunate - пощастити
- choose / select a career - обирати кар'єру, професію
- cite / give a reason - навести причину
- derive from, *v* - одержувати від
- emulate, *v* - наслідувати приклад
- enter the career / the profession - розпочати кар'єру, професійну діяльність
- express the desire - виявляти бажання
- the fullest potential - найбільший потенціал, можливості
- highly skilled - дуже здібний, обдарований
- highly visible occupation - дуже помітна професія, рід занять
- inspire with the desire to - стимулювати, вселяти бажання до
- nature of the job - характер роботи, професії
- physical educator - вчитель фізичного виховання
- poor experience - поганий досвід
- previous involvement on - колишнє залучення, участь у
- profound influence on - великий, сильний вплив на
- prompt, *v* - спонукати
- prospective coach / teacher - майбутній тренер / вчитель
- provide opportunity - надати можливість
- pursue a career - займатися професійною діяльністю
- ranging from ... to ... - від ... до ...
- reap the benefits - одержати користь, відчути переваги
- seek a career - прагнути займатися професійною діяльністю
- share with, *v* - поділитися з
- stay physically fit - залишатися у хорошій фізичній формі
- the utmost, *adv* - якомога більше, максимум
- varied, *adj* - різноманітний

2. Translate without using a dictionary:

career, profession, coach, individual, reason, person, physically, potential, factor, positive, physical, motivated, institution, educator, program, nature, gymnasium, classroom, outdoors, active, society, informality.

3. Read and translate the text.

Coaching and Teaching Careers in Physical Education and Sport

Students choose coaching and teaching careers in physical education and sport for many reasons. A physical educator, as well as a coach, has the responsibility to inspire his students or athletes with the desire to learn and develop their physical skills, and be physically active.

Prospective teachers who have been fortunate to reap the benefits of participation in a physical education program often express the desire to share with others the same benefits that they themselves have realized. Other individuals, who had poor experiences while students in physical education, enter the teaching profession because of the desire to improve physical education programs.

Many choose to teach physical education because of their love for sports and the desire to transmit this love to others. The opportunity to be outdoors and stay physically fit are often given as reasons for entering the teaching profession. The nature of the job attracts many individuals. The long vacations in school and the informality of teaching in the gymnasium as compared to the classroom are some of the benefits that prompt people to seek a teaching career.

Individuals aspire to coaching careers because of their love for the sport, their own previous involvement on athletic teams, and the enjoyment they derived from participation. The desire to continue this involvement and association with athletics, and to share the utmost of what the prospective coach himself has learned through athletics, is a strong motivating factor in selecting a coaching career.

Many coaches enter the profession because they believe that participation in athletics can be a positive experience; they provide opportunities for young people to develop their fullest potential, both as athletes and as individuals. The opportunity to work with highly skilled and motivated individuals is often cited as a reason for coaching. Individuals may choose to coach because of the profound influence one of their coaches had on their lives. Having a coach who had a positive role model and a desire to emulate this individual can influence the decision to seek a coaching career.

The reasons that individuals pursue coaching and teaching careers are varied, ranging from their love of children and love for sports to the desire to improve society and the quality of life. Teaching and coaching are highly visible occupations with a great deal of influence within the institution and the community. The attention, influence, and recognition associated with the professions make them an attractive career choice.

(Originated from: Deborah A. Wuest, Charles A. Bucher. Foundations of Physical Education and Sport)

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

- 1) a positive role model
- 2) to influence the decision
- 3) a strong motivating factor
- 4) to learn and develop physical skills
- 5) the informality of teaching in the gymnasium
- 6) an opportunity to be outdoors
- 7) for many reasons
- 8) while students in physical education
- 9) a great deal of influence
- 10) to work with motivated individuals

5. Match the words with their definitions:

- | | |
|-------------------|--|
| 1) coach | a) a particular ability that involves special training; |
| 2) gymnasium | b) an advantage that you get from sth; |
| 3) participation | c) to continue steadily doing sth, to be busy with sth; |
| 4) skill | d) someone who teaches or is an expert in education; |
| 5) educator | e) a duty that you do as a part of your job or position; |
| 6) responsibility | f) to cause or encourage sb to do sth; |
| 7) to pursue | g) a job or profession which sb follows; |
| 8) benefit | h) an involvement in sth, particularly in sports; |
| 9) career | i) sb who trains sportsmen for games or competitions; |
| 10) to prompt | j) a hall with equipment for doing physical exercises. |

6. Form word-combinations and use them in your own sentences:

- | | |
|----------------|-----------------|
| 1) physical | a) coach |
| 2) profound | b) sport |
| 3) varied | c) potential |
| 4) to improve | d) influence |
| 5) love of | e) the benefits |
| 6) physically | f) reasons |
| 7) love for | g) educator |
| 8) the fullest | h) fit |
| 9) prospective | i) children |
| 10) to share | j) the society |

7. Form derivatives from the following verbs:

associate, attract, express, decide, reflect, select, act, recognize, vary, educate, motivate, develop, occupy, teach, improve, range, involve, participate.

2. Insert prepositions where necessary.

1. Individuals aspire ... coaching and teaching careers ... many reasons.
2. Many teachers enter ... the profession because ... their love ... children.
3. The enjoyment derived ... sport influences greatly ... the decision to coach.
4. The informality ... teaching ... the gymnasium prompts ... some people to seek a teaching career.
5. Every coach wants to share the utmost ... what he has learned ... athletics.
6. Many choose to teach physical education because ... the desire to transmit their love ... sports ... others.
7. The responsibility ... every coach and physical educator is to inspire his students or athletes ... the desire to develop their physical skills.
8. A good coach has a profound influence ... each ... his athletes.
9. The individuals, who had poor experiences while students ... physical education, have the desire to improve ... physical education programs.
10. Work ... highly skilled individuals is often cited as a reason ... coaching.

3. Insert the appropriate words or word-combinations.

- | | | | |
|-------------------|-------------------|------------------|----------------------|
| a) emulate | d) highly visible | g) career choice | j) fullest potential |
| b) physically fit | e) prospective | h) role model | k) select teaching |
| c) highly skilled | f) profound | i) love for | l) love of |

1. Teaching and coaching are some of the ___ occupations.
2. A coach should be aware of the ___ influence he may have on his athletes.
3. Athletes often ___ the positive ___ of their coach.
4. In fact, ___ physical educators may ___ as a career for many reasons.
5. Actually, ___ sport is one of the motivations for a coaching profession.
6. Many choose to teach because of their ___ children.
7. It is more interesting to coach ___ and motivated individuals.
8. Staying ___ is a good reason to enter the career of a physical educator.
9. A coach should provide opportunities for his athletes to develop their ___.
10. The attention and recognition make coaching and teaching an attractive ___.

11. Match two parts of the sentences.

- | | |
|--|--|
| 1) Teaching and coaching careers are ... | a) ... informal than in classroom. |
| 2) Teachers and coaches have much ... | b) ... common among athletes. |
| 3) Prior involvement on sports teams ... | c) ... by model of one's own coach. |
| 4) Long vacations are benefits that ... | d) ... pursued for varied reasons. |
| 5) Decision to coach may be affected ... | e) ... of the reasons for coaching. |
| 6) Many are attracted by the nature ... | f) ... prompt to seek teaching career. |
| 7) Desire to emulate the coach is ... | g) ... teaching and coaching benefits. |
| 8) Teaching in gymnasium is more ... | h) ... of a teaching profession. |
| 9) Association with athletics is one ... | i) ... influence within community. |
| 10) Improving quality of life is among ... | j) ... may aspire to coaching career. |

11. Answer the questions.

1. What are the challenges of a teaching career?

2. What are the motivating factors in selecting a coaching career?

3. What benefits prompt people to seek a teaching career?

4. Most coaches prefer working with highly skilled individuals, don't they?

5. Can we cite love for sport as the main reason for entering the coaching and teaching careers?

6. Long vacations are not the least reason for pursuing teaching career, are they?

7. How can one's own experience in PE influence the career choice?

8. What would you like to transmit to your own students or athletes?

9. What other highly visible occupations do you know?

10. What makes teaching or coaching an attractive career choice for you?

12. Complete the sentences.

1. Teaching and coaching have a great deal of influence within ...

2. Coaches provide opportunities for young people to develop ...

3. Those who have been fortunate to reap the benefits of PE program ...

4. Individuals who had poor experiences while students in PE ...

5. A positive role model of the coach can influence ...

6. A physical educator, as well as a coach, has the responsibility ...

7. Individuals choose to teach physical education because ...

8. Many coaches enter the profession for the reason of ...

9. Most of my group-mates aspire to a teaching / coaching career because ...

10. My career choice has been motivated by ...

1. Read the text.

Teaching and Coaching Responsibilities

Teachers perform a myriad of tasks every day. Prospective teachers need to be cognizant of their responsibilities. The activities of teachers can be mainly grouped into: instructional tasks, managerial tasks, and institutional tasks.

Instructional tasks are responsibilities and activities that relate directly to teaching. These tasks include explaining and demonstrating how to perform a skill, describing how to execute a particular strategy in a game, evaluating students' performance, motivating students through the use of various techniques, and using questions to check students' comprehension of a material.

Managerial tasks are activities related to the administration of the class. These activities may include taking attendance, dealing with discipline problems, setting up and dismantling equipment, and recording students' progress.

Institutional tasks are activities related to the institution in which teaching occurs. They usually include attending departmental meeting and conducting parent-teacher conferences. In some situations managerial and institutional responsibilities occupy more of a teacher's time than actual teaching.

Additionally, teachers may have such professional and community responsibilities as conducting scientific researches, and exemplifying a role model of a healthy, active lifestyle. Thus, we can surely state that teachers' responsibilities are not only limited to teaching itself. They also perform a wide variety of activities during the course of their working day.

Many responsibilities are associated with coaching as well. The coach's instructional responsibilities include conducting practice and coaching during the game. Although the coach is working with highly skilled athletes, he must be a good teacher to instruct the athletes in the more advanced skills and strategies necessary to perform at this level.

In some cases these instructional responsibilities may be the least time consuming of all the coach's responsibilities. Many coaches spend untold hours in evaluating practices and the results of competitions, and then using this information to plan the forthcoming practices and competitions. Recruiting also occupies a tremendous amount of time. Phoning prospective athletes, talking with parents, arranging campus meeting and contests for potential athletes add many hours to the working day of the coach.

The institutional responsibilities are many as well. Coaches are expected to take part in many institutional activities in addition to their teaching responsibilities. They are to attend athletic department meetings or represent the institution in some community committees.

Coaches must fulfil many professional responsibilities. They may be asked to write an article for a professional journal. They are often active in professional organizations related to the sport they coach. And they must be aware of the current trends and latest rule changes in the sport.

1. Translate the text in a written form.

Teaching and Coaching

Since coaching is in essence teaching, the qualities that exemplify good teachers may also be characteristics of effective coaches. An effective coach possesses skills common to an effective teacher: skills in organization, communication, instruction, motivation, and human relations. Patience, understanding, kindness, honesty, sportsmanship, sense of right and wrong, courage, cheerfulness, humour, energy, and enthusiasm are imperative.

Both teachers and coaches must be able to organize their practices to provide maximum opportunities to learn the essential skills and strategies. They must be actively engaged in monitoring the efforts, communicate in a clear manner, and provide an appropriate feedback to improve the performance. They should also be able to instill a feeling of self-worth and self-confidence, and motivate to put forth the utmost effort to achieve the goals.

Although coaching is similar in nature to teaching, there are some dissimilarities. Both teachers and coaches are engaged in instructional activities and both must provide opportunities for the learners – students and athletes – to attain the skills and knowledge presented. However coaches must have the expertise to teach their athletes more advanced skills and are much more accountable for their athletes' learning than the teachers are for their students'.

If the coach is deemed to be inadequate in the preparation of the athletes or their learning by the often used standard of the win-loss record, then the coach may be dismissed. Teachers, on the other hand, have less pressure and less accountability for their students' learning and even if their success rate is not high, will most likely be allowed to retain their position. The coach must work in a pressure-filled arena, whereas the teacher works in a less stressful environment.

Teachers must work with a diversity of skill levels and interests within their classes. Students are made to take athletic classes and may be difficult to motivate. In contrast, coaches work with highly skilled athletes who often possess a high level of commitment to their sport. Their decision to participate is voluntary, and they may be united in their effort toward a common goal.

1. Complete the terms to match the definitions:

- | | |
|-------------|---|
| 1) s _____ | a) to imitate, to copy, to try to be like sb; |
| 2) e _____ | b) finding people to join some organization; |
| 3) c _____ | c) to continue doing sth, be busy with sth; |
| 4) p _____ | d) fair and honest behaviour in sport; |
| 5) r _____ | e) a job or profession which sb follows; |
| 6) o _____ | f) sports; bodily exercises; |
| 7) c _____ | g) to be a typical example of sth; |
| 8) e _____ | h) to teach sb a subject or skill; |
| 9) a _____ | i) a person who trains sportsmen; |
| 10) i _____ | j) a job or employment of a person. |

2. Insert prepositions where necessary.

- All physical educators want to share _____ others the benefits _____ participation _____ a physical education program.
- Coach is expected _____ reflect a positive image and exemplify _____ the values associated _____ sport.
- Teachers must work _____ a diversity _____ skill levels and interests _____ their classes.
- Coaches work _____ highly skilled athletes who often possess _____ a high level _____ commitment _____ their sport.
- Some individuals prefer the informality _____ teaching _____ the gymnasium as compared _____ the classroom.

3. Match two parts of the sentences.

- | | |
|---|---|
| 1) The teaching and coaching responsibilities are ... | a) ... both as athletes and as individuals. |
| 2) The decision to coach may be influenced ... | b) ... characteristics of effective coaches. |
| 3) Managerial tasks of a physical educator are ... | c) ... by the model of one's own coach. |
| 4) With the help of coach young people can develop ... | d) ... the activities related to the administration of the class. |
| 5) The qualities that exemplify good teachers may also be ... | e) ... instructional, managerial, and institutional in nature. |

EXTRA PRACTICE

1. Read the text and find words which are similar in meaning to the following. Use them in your own sentences.

- 1) main; coming or happening before other things (*paragraph 1*)
- 2) serious, useful or important (*paragraph 1*)
- 3) a particular area of activity (*paragraph 1*)
- 4) continuing sth or keeping it in existence (*paragraph 2*)
- 5) to announce sth loudly or in a public way (*paragraph 2*)
- 6) the final or possible results of sth (*paragraph 2*)
- 7) the ability to do sth in effective way (*paragraph 3*)
- 8) to change sth slightly, esp in order to improve it (*paragraph 3*)
- 9) to ignore or fail to give enough attention to sth (*paragraph 4*)
- 10) the length of time that sb lives or sth exists (*paragraph 4*)

Psychomotor Development in Educational Curriculum

The psychomotor development of the individual is the primary contribution of physical education to the educational curriculum. Although physical education can contribute in many meaningful ways to development in other domains, psychomotor development in the schools is the unique responsibility of the physical educator. Psychomotor development is concerned with two of the primary objectives of physical education: development of physical fitness and development of motor skills.

Development and maintenance of physical fitness has long been heralded as one of the most important outcomes of the physical education program. An individual's health status directly affects his or her ability to lead a productive life. Thus, promotion of fitness as well as the skills and knowledge to maintain it throughout one's lifetime are important contributions of physical education to educational goals.

Physical education is the only area within the school that assists students in developing their motor skills. Through a progressive curriculum, students move from competency in the basic movements to the performance of skilled movements, including sport skills. They are provided with opportunities to learn how to modify these movements to meet changing situational demands and unique personal needs.

Even though many current physical education curriculums are emphasizing fitness promotion, the development of motor skills should not be neglected. Students should have the opportunity to develop competency in lifetime sports that are personally meaningful to them. This is essential for lifespan participation.

*(Originated from: Deborah A. Wuest, Charles A. Bucher.
Foundations of Physical Education and Sport)*

2. Read the text. What is its main aim? Explain your opinion.

- A Olympic Games brought into life Olympic movement and Olympism.
- B The system of the ideas of Olympism was created by Pierre de Coubertin.
- C The objective of Olympism is to make sports the main tool for developing of an individual.

Olympism as a Significant Cultural Factor for Bringing Changes into Human Life

Modern sports are a complicated, full of contradictories, developing process, undergoing the process of integrity revealing its characteristics in the course of long time. Sports do not only mean the realia of modern life, but what it was in the past, in particular in the 20th century. Various phenomena of social life, emerging in the turn of the centuries were its conditions.

The powerful impulse was given to the sports by the reviving of the Olympic Games in the end of the 19th century. Olympic Games which brought into life Olympic movement and Olympism as a part of spiritual life became immensely important for modern sports as new organic integrity.

In the late XIX century when the system of the ideas of Olympism was created by Pierre de Coubertin sports rose up to the level of self-consciousness. This outstanding person managed not only to revive the Olympic Games which had existed nearly one thousand years and then disappeared but to generate and fix in the Olympic Chart a certain system of ideas. They became the basis for the doctrine and brought about powerful movement which established the main features of modern sports.

The term «Olympism» was introduced in 1912 by Pierre de Coubertin himself, who explained it as following: «Olympism unites as a bunch of sun rays all those principles which facilitate an individual's perfection». Pierre de Coubertin believed that «the cult of efforts, competition on the edge of risks, love for the Motherland, the spirit of knighthood, contacts with literature and painting are the basis of Olympism». According to him Olympic movement is «movement generated by human's aspiration to peace and brotherhood», it became the school for bringing up both morality and physical strength.

Olympism is based on humanistic values of sports, competitions and training. The objective of Olympism is to make sports the main tool for the developing of an individual to encourage the development of peaceful society which will be taking care of preserving human dignity. The idea of Olympic education comprises physical culture and sports as a means of young people's health improving and what is more important their perfection as citizens who are more honest and strong persons.

By creating the Olympic movement Pierre de Coubertin intended to encourage the development of social, pedagogical and moral values based on sports. Pierre de Coubertin made his dream came true having revived the Olympic Games in our era. Olympic ideals, symbols, rituals are a big part of modern epoch. Olympism reflects new ideology of sports as an important cultural factor in changing the quality of an individual's life.

(Originated from: Gostev R.G., Guskov C.I. Transformation of Olympic ideals // Sport for everyone, 2000)

3. Read the text. Are the statements true (T) or false (F).

Correct any false statements.

- 1) Professionals must be more active in the fitness consumer movement.
- 2) Physical educators should pay more attention to ethical and moral values.
- 3) Professionals are concerned about the growth of PE discipline.
- 4) The gap between research and practice is one of the issues in field of PE.
- 5) Physical educators are faced with the challenge of promoting daily high-quality PE in the schools.
- 6) Physical educator should be a role model exemplifying a healthy lifestyle.
- 7) PE and sport generally enhance the quality of life of the young people.
- 8) Promoting lifespan involvement in physical activity requires a diversity of services to individuals of all ages.
- 9) One of the biggest challenges is to market PE programs in all settings.
- 10) The manner of dealing with the issues affects the future of PE and sport.

Issues and Challenges of Daily Physical Education

Many issues and challenges confront professionals in physical education and sport today. The widespread interest in sport by people in our society and the media has made many of these issues very visible.

Professionals need to become more active in the physical activity and fitness consumer movement. Physical educators must place more emphasis on teaching ethical and moral values through physical education and sport programs. There is also a need for physical educators to become more active in the conducting of youth sport programs. As the discipline of physical education continues to grow, professionals are concerned about the fragmentation of the field and the title of the discipline. Another issue is closing the gap between research and practice.

Many challenges face physical educators. They are faced with the challenge of promoting daily high-quality physical education in the schools. The second challenge is to become more actively involved in public relations. Professionals in all settings must market their programs. Each physical educator must make a personal commitment to work with professional organizations to be a role model exemplifying a healthy, active lifestyle. Lastly, promoting lifespan involvement in physical activity requires physical educators to provide a diversity of services to individuals of all ages. Physical education and sport has the potential to enhance the health and quality of life of people of all ages. Helping individuals to realize this potential is one of the biggest challenges.

The issues and challenges confronting professionals are many. To deal with them, physical educators must be knowledgeable about the discipline of physical education and be willing to assume leadership positions. The manner in which the profession deals with these issues and meets the challenges confronting it will influence the future of physical education and sport.

*(Originated from: Deborah A. Wuest, Charles A. Bucher.
Foundations of Physical Education and Sport)*

4. Read the text and choose the best title. Justify your choice.

- A *PE and Sport Professionals for School-Aged Populations*
- B *Professional Considerations of Teaching and Coaching in PE and Sport*
- C *PE and Sport Career Considerations in the Nonschool Settings*

Teaching and coaching opportunities have broadened from the traditional school setting to the nonschool setting and from school-aged populations to people of all ages, ranging from preschoolers to senior citizens. Teaching opportunities in the school setting are available at the elementary level, secondary level, and in higher education. Prospective teachers may also teach physical education in adapted physical education programs and in professional preparation programs.

In the nonschool setting, opportunities exist in commercial sport clubs, community and youth agencies, resorts, corporate fitness programs, etc. Many individuals choose a teaching career because of their strong desire to work with people, because of personal interests, and because of the nature of the job. Individuals desiring to pursue a teaching career regardless of setting, should be cognizant of the numerous advantages and disadvantages of such a career.

Many prospective physical educators aspire to a career as a coach. Some seek a dual career as a teacher and a coach, whereas others desire solely to coach, and view a teaching career as a means to attain their ultimate ambition. The prospective coach should be knowledgeable of the benefits and drawbacks of this career.

In an effort to improve teaching, researchers have sought to identify characteristics of effective teachers. They determined that effective teachers possess organizational, communication, human relations, instructional, and motivational skills. Coaching is similar in many respects to teaching. Effective coaches possess many of the characteristics of effective teachers and must assume many of the same responsibilities as well.

One problem that has become increasingly prevalent among teachers and coaches is burnout. Burnout is physical, mental, and attitudinal exhaustion. The causes of burnout are many, and personal problems may interact with professional problems to exacerbate burnout. There are a variety of solutions to this problem.

Many strategies can be used by prospective teachers and coaches to enhance their marketability. They can build on their talents and interests, take additional course work in a supporting area, and gain much practical experience as possible.

*(Originated from: Deborah A. Wuest, Charles A. Bucher
Foundations of Physical Education and Sport)*

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НАВЧАЛЬНИЙ ПОСІБНИК

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