

**Ольга Романчук, Наталія Базиляк,
Ольга Матвіяс, Уляна Проценко**

АНГЛІЙСЬКА МОВА

**ДЛЯ СПЕЦІАЛЬНОСТІ
“ОЛІМПІЙСЬКИЙ ТА ПРОФЕСІЙНИЙ СПОРТ”**

ЛЬВІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ ФІЗИЧНОЇ
КУЛЬТУРИ

Ольга Романчук, Наталія Базиляк, Ольга Матвіяс,
Уляна Проценко

АНГЛІЙСЬКА МОВА

для спеціальності
“олімпійський та професійний спорт”

Навчальний посібник
для магістрантів та аспірантів

Львів–2010

УДК 796.011.1:811.111 (07)

ББК 81.2 англ.

Р 17

*Рекомендовано до друку Вченою радою
Львівського державного університету фізичної культури
(протокол № 1 від 1 грудня 2009р.)*

Рецензенти:

Денисенко С. Н. – доктор філологічних наук, професор, академік АН вищої школи України, професор кафедри іноземних мов для природничих факультетів Львівського національного університету імені І. Франка.

Сирко І. М. – кандидат філологічних наук, доцент кафедри практики англійської мови Дрогобицького державного педагогічного університету імені І. Франка.

Романчук О. Англійська мова : навч. посіб. для магістрантів та аспірантів спеціальності “олімпійський та професійний спорт” / **Ольга Романчук, Наталія Базиляк, Ольга Матвіяс, Уляна Проценко.** – Л. : Норма, 2010. – 64 с.

Навчальний посібник укладений на основі програми курсу підготовки магістрів спеціальності “олімпійський та професійний спорт”. Підібрані тексти та розширений лексичний матеріал спрямовані на розвиток навичок різних видів читання, реферування, письмового перекладу й усного мовлення. Призначений для магістрантів й аспірантів спеціальності “олімпійський та професійний спорт”.

УДК 796.011.1:811.111 (07)

ББК 81.2 англ.

© О. Романчук, Н. Базиляк,
О. Матвіяс, У. Проценко

CONTENTS

UNIT 1. FUTURE OF THE OLYMPIC GAMES

<i>Text A.</i>	4
<i>Text B.</i>	11
<i>Text C.</i>	12

UNIT 2. SPORT FOR PERSONS WITH A DISABILITY

<i>Text A.</i>	15
<i>Text B.</i>	22
<i>Text C.</i>	23

UNIT 3. COMPETITION

<i>Text A.</i>	26
<i>Text B.</i>	32
<i>Text C.</i>	33

UNIT 4. PAYMENTS TO ATHLETES

<i>Text A.</i>	36
<i>Text B.</i>	41
<i>Text C.</i>	43

UNIT 5. SPORTS SCIENCE

<i>Text A.</i>	45
<i>Text B.</i>	51
<i>Text C.</i>	53

READER	54
---------------------	----

UNIT 1

Text A

FUTURE OF THE OLYMPIC GAMES

Pre-text exercises

I. Read the Glossary.

Access, <i>n</i>	1) the act of approaching or entering 2) the condition of allowing entry;
advanced, <i>adj</i>	being ahead in development, knowledge, progress, etc;
assume, <i>v</i>	1) to take for granted; accept without proof; 2) to take upon oneself; undertake or take on or over (a position, responsibility, etc.);
award, <i>v</i>	to give (something due), esp as a reward for merit to award prizes;
award, <i>n</i>	something awarded, such as a prize or medal;
campaign, <i>n</i>	a series of coordinated activities, such as public speaking and demonstrating, designed to achieve a social, political, or commercial goal;
credibility, <i>n</i>	the quality of being believed or trusted;
essence, <i>n</i>	1) the characteristic or intrinsic feature of a thing, which determines its identity; fundamental nature 2) the most distinctive element of a thing;
implicate, <i>v</i>	1) to show to be involved; 2) to involve as a necessary inference;
implication, <i>n</i>	1) the act of implicating or the state of being implicated 2) something that is implied; suggestion;
issue, <i>n</i>	1) the act of sending or giving out something; supply; delivery; 2) a topic of interest or discussion; 3) an important subject requiring a decision;
obey, <i>v</i>	1) to carry out (instructions or orders); 2) to behave or act in accordance with (one's feelings, whims, etc.);

override, <i>v</i>	to set aside or disregard with superior authority or power;
pride, <i>n</i>	a feeling of honour and self-respect; a sense of personal worth;
profit, <i>n</i>	(often plural) excess of revenues over outlays and expenses in a business enterprise over a given period of time, usually a year;
prosecute, <i>v</i>	to bring a criminal action against (a person) for some offence;
prosecution, <i>n</i>	the act of prosecuting or the state of being prosecuted;
value, <i>n</i>	the desirability of a thing, often in respect of some property such as usefulness or exchangeability: worth, merit, or importance;
vigilant, <i>adj</i>	very careful to notice any signs of danger or trouble;
vigilance, <i>n</i>	the fact, quality, or condition of being vigilant.

II. Give the definition of the words and word combinations. Consult the dictionary.

Fair play, Olympic spirit, Olympiad, daily, ideal, philosophy, show, law.

III. Read and give Ukrainian equivalents of the following international words. Define parts of speech.

Future, commercial, image, political, opponent, character, campaign, standard, act, aspect, talent, amateur, guarantee, technically, scientifically, philosophy, promotion, commission, media, morality, focus, effect, imbalance, sponsor.

IV. Form the appropriate nouns from the following verbs.

To play, to lead, to support, to promote, to act, to transfer, to respect, to punish, to define, to ensure, to observe, to create, to consider, to establish, to provide.

V. Read and translate the text:

Future of the Olympic Games

Importance of fair-play

Fair play is very important to the future of the Olympic Games, as

it is one of the most important values of Olympism. Due to increasing commercial and political influences, fair play is essential for the continuation of the Olympic Spirit. Fair play means more than just obeying the rules. It is also about sportsmanship and respect for rules and opponents. Athletes should lead by example, showing respect for other cultures and demonstrating fair play in their character, not only on the playing field but also in their daily lives.

Educating people about fair play should be based on culture. Athletes, officials, organizers and supporters must be educated in fair play values. NFs should assume this educational role. Additional fair play awards for athletes, teams and supporters should be established and promoted by organizers of all competitions. There should be a Fair Play Campaign during the Olympiad.

Professionalism

Professionalism can be defined as making a living from sport or a standard which brings out the athlete's best. In regards to the future of the Games there are both positive and negative aspects to this issue.

Positive aspects

- the best performers can act as role models and encourage new talent;
- promotion of the Olympic ideals.

Negative aspects

- the increase of the athletes transferred from developing to developed countries decreases the opportunity for equal participation;
- the rising number of individual contracts conflicts with the contracts of national teams;
- as competing for different countries becomes easier, national pride decreases;
- professional athletes' access to more competitions than amateurs results in imbalance in their motivation and performance.

Anti-doping campaign

An anti-doping campaign is very important to the future of the Olympic Games for the following reasons:

- to ensure that the image and credibility of the Olympic Games are maintained;
- to guarantee that the ideals of fair play are observed and preserved.

Anti-doping campaigns should:

- be technically and scientifically advanced. Administer testing by one international body that also makes the rulings in each case;
- educate children, parents, coaches, and the media as to implications of the misuse of drugs (morality issues and physical dangers);
- educate societies based on their respective cultures;
- set positive examples for youth;
- all organizations and individuals, specifically coaches and officials, should take responsibility and show leaderships and vigilance;
- promote “clean” sport rather than the “win at all costs” philosophy;
- provide the necessary funds for the prosecution of doping cases and also for the defense of the accused athletes;
- create an anti-doping commission in cooperation with the Medical Commission.

International Law

In regard to international law and its effect on the future of the Games, the following points were suggested:

- it should override national systems, to control the negative issues of sports;
- there must be specialist sports lawyers;
- there should be punishment for boycotting the Games;
- professional athletes should be obligated to participating in the Games by law;
- strict laws for the media and sponsors should be established;
- the United Nations should establish the sports law;
- serious consideration should be given legally to changing athletes’ citizenship.

Commercialization and sponsorship**Positive Effect**

- Greater competition among sponsors increases the profits.

Negative Effect

- The media with their enormous and uncontrollable influence focus more on the show than the real essence of the Games.

(originated from Sport Administration Manual)

Post-text exercises

I. Combine the words in as many word combinations as possible.

- | | |
|------------------|-----------------|
| 1 sports | a law |
| 2 uncontrollable | b countries |
| 3 real | c participation |
| 4 serious | d case |
| 5 international | e influence |
| 6 morality | f lawyer |
| 7 political | g consideration |
| 8 physical | h issues |
| 9 developing | i essence |
| 10 equal | j system |
| 11 doping | k dangers |

II. Match the words according to similar meaning. Study synonyms.

- | | |
|----------------------------|--|
| 1 law, <i>n</i> | a gain, income, revenue, benefit, value, return, yield. |
| 2 support, <i>n</i> | b objective, legitimate, right, proper, honest, honorable. |
| 3 fair, <i>adj</i> | c officer, agent, representative, functionary, executive. |
| 4 issue, <i>n</i> | d skilled, proficient, experienced, trained, qualified, paid. |
| 5 official, <i>n</i> | e sustain, maintain, carry, prop, brace. |
| 6 dope, <i>n</i> | f dilettante, nonprofessional, novice, learner. |
| 7 amateur, <i>n</i> | g topic, subject, point, matter, affair, concern, question. |
| 8 professional, <i>adj</i> | h statute, rule, regulation, order, act, code charter, constitution. |
| 9 profit, <i>n</i> | i authority, effect, pressure, control, guidance, power. |
| 10 influence, <i>n</i> | j drug, narcotic, opiate, barbiturate, sedative, stimulant. |

III. Match antonyms from the both columns.

- | | |
|------------------------|-----------------------------|
| 1 advanced, <i>adj</i> | a negative, <i>adj</i> |
| 2 amateur, <i>adj</i> | b absolve, <i>v</i> |
| 3 accuse, <i>v</i> | c harmony, <i>n</i> |
| 4 positive, <i>adj</i> | d professional, <i>adj</i> |
| 5 rise, <i>v</i> | e retarded, <i>adj</i> |
| 6 serious, <i>adj</i> | f fall, <i>v</i> |
| 7 conflict, <i>n</i> | g insignificant, <i>adj</i> |

IV. Fill the blanks with the necessary words:

- _____ is very important to the future of the Olympic Games, as it is one of the most important _____ of Olympism.
- In regards to the _____ of the Games there are both positive and negative aspects to _____.
- Fair play means more than just _____ the rules. It is also about _____ and _____ for rules and opponents.
- Anti-doping campaigns should be _____ and _____ advanced. It should educate children, parents, coaches, and the media as to implications of the _____ of drugs (morality _____ and physical _____).
- There must be specialist sports _____.
- Serious consideration should be given legally to changing athletes' _____.

V. Match the ending to the sentences beginnings.

- | | |
|---|--|
| 1 An anti-doping campaign is very important ... | a ...should be established and promoted by organizers of all competitions. |
| 2 Professionalism can be defined as ... | b ... focus more on the show than the real essence of the Games. |
| 3 Fair play awards for athletes, teams and supporters ... | c ... promotion of the Olympic ideals. |

4 Fair play is very important to the future of the Olympic Games

...

5 Positive aspect of professionalism is ...

6 Professional athletes should be obligated ...

7 The media with their enormous and uncontrollable influence

...

d ... to participating in the Games by law.

e ... to the future of the Olympic Games for many reasons.

f ...making a living from sport or a standard which brings out the athlete's best.

g ... as it is one of the most important values of Olympism.

VI. Give English equivalents to the following phrases. Use them in your own sentences.

Фінансовий вплив _____

чесна гра _____

заробляти на життя
спортом _____

країна, що розвивається _____

національна гордість _____

антидопінгова комісія _____

змінювати громадянство _____

зміст Олімпійських ігор _____

позитивний приклад _____

створювати _____

дотримуватися правил _____

поважати суперника _____

заохочувати нові таланти _____

звинувачувати _____

юристи у галузі спорту _____

VII. Make up 10 questions to the text. Answer them.

VIII. Retell the text.

Text B

I. Translate the following words and phrases without dictionary.

National Olympic Committee, International Olympic Committee, Olympic Movement, Olympic Charter, organisation, International Federation.

II. Put these paragraphs from the story in right order. Name the story.

A. National Olympic Committees (NOCs), which regulate the Olympic Movement within each country (eg. USOC, the NOC of the United States)

B. A number of organisations are involved in organising the Olympic Games. Together they form the Olympic Movement. The rules and guidelines by which these organisations operate are outlined in the Olympic Charter.

C. Organising Committees for the Olympic Games (OCOGs), which take care of the organisation of a specific celebration of the Olympics.

D. Three groups of organisations operate on a more specialised level: International Federations (IFs), the governing bodies of a sport (e.g. FIFA, the IF for football (soccer), and the FIVB, the international governing body for volleyball.)

E. At present, 202 NOCs and 35 IFs are part of the Olympic Movement. OCOGs are dissolved after the celebration of each Games, once all subsequent paperwork has been completed. More broadly speaking, the term Olympic Movement is sometimes also meant to include everybody and everything involved in the Olympics, such as national sport governing bodies, athletes, media, and sponsors of the Olympic Games.

F. At the heart of the Olympic Movement is the International Olympic Committee (IOC), currently headed by Jacques Rogge. It can be seen as the government of the Olympics, as it takes care of the daily problems and makes all important decisions, such as choosing the host city of the Games, and the programme of the Olympics.

III. Find synonyms to the following words. Consult the dictionary.

At present, a number of, guideline, to head, to outline, currently, important.

IV. Pick key words out of the text.

V. Write the abstract to the text.

Text C

I. Read the text.

Disruption to the Olympics

War

Despite what Coubertin had hoped for, the Olympics did not stop wars from happening. In fact, three Olympiads had to pass without Olympics because of war; due to World War I the 1916 Games were cancelled, and the games of 1940 and 1944 were cancelled because of World War II.

Terrorism

In 1972, when the Summer Games were held in Munich, West Germany, eleven members of the Israeli Olympic team were taken hostage by Palestinian terrorists. A bungled liberation attempt led to the deaths of the nine abducted athletes who had not been killed prior to the rescue as well as that of a policeman, with five of the terrorists also being killed. This event is known today as the Munich massacre.

During the Summer Olympics in 1996 in Atlanta, Georgia, USA, a bomb was set off at the Centennial Olympic Park, killing two and injuring more than 100. The bomb was planted by Eric Robert Rudolph, who is an alleged adherent of the extremist philosophy Christian Identity.

The 2002 Winter Olympics in Salt Lake City, Utah, USA, were the first Olympic games since September 11, 2001. Olympic games since then required an extremely high degree of security due to the fear of possible terrorism.

Politics

Politics also interfered with the Olympics on several other occasions, the most well-known of which was the 1936 Summer Olympics in Berlin; the games were used as propaganda by the German Nazis.

The Soviet Union did not participate in the Olympic Games until the 1952 Summer Olympics in Helsinki. Instead, the Soviets organised

an international sports event called Spartakiads, from 1928 onward. Many athletes from associations organised by Communists or close to them chose not to participate or were even barred from participating in Olympic Games, and instead participated in Spartakiads.

A political incident on a smaller scale occurred at the 1968 Summer Olympics in Mexico City. Two African American track-and-field athletes, Tommie Smith and John Carlos, performed the Black Power salute on the victory stand of the 200-meter track and field race. As a result, the IOC told the USOC to either send the two athletes home, or withdraw the complete track and field team. The USOC opted for the former.

In 1963, various newly independent nations set up a challenge to the IOC called Games of the New Emerging Forces (GANEF), which openly espoused politics in sport. The IOC declared participants in GANEF “*personae non gratae*” for the Olympic Games.

Between 1999 and 2002, Afghanistan’s National Olympic Committee was suspended from the Olympic Movement. Afghanistan returned to Olympic competition in 2004 after the 2001 U.S. invasion of Afghanistan and subsequent overthrow of the Taliban regime.

Boycotts

The 1956 Melbourne Olympics were boycotted by: the Netherlands, Spain and Switzerland, because of the repression of the Hungarian Uprising by the Warsaw Pact, and Cambodia, Egypt, Iraq, and Lebanon, because of the Suez Crisis.

In the 1972, and 1976, a large number of African countries threatened the IOC with a boycott, to force them to ban respectively South Africa, Rhodesia, and New Zealand. The IOC conceded in the first 2 cases, but refused in 1976 because the boycott was prompted by a New Zealand rugby union tour to South Africa, and rugby was not an Olympic sport. The countries withdrew their teams after the games had started; some African athletes had already competed. A lot of sympathy was felt for the athletes forced by their governments to leave the Olympic Village; there was little sympathy outside Africa for the governments’ attitude. Twenty-two countries (Guyana was the only non-African nation) boycotted the Montreal Olympics, because New Zealand wasn’t banned.

Also in 1976, Canada told the team from Taiwan that it could not compete at the Montreal Summer Olympics under the name “Republic of

China”, despite a compromise that would have allowed Taiwan to use the ROC flag and anthem. Taiwan refused and as a result did not participate until 1984, when it returned under the name “Chinese Taipei”.

In 1980 and 1984, the Cold War opponents boycotted each other’s games. The United States and 64 other Western nations refused to compete at the Moscow Olympics in 1980, because of the Soviet invasion of Afghanistan, but 16 other Western nations did compete at the Moscow Olympics. The Soviet Union and 14 of its Eastern Bloc partners countered by skipping the Los Angeles Olympics in 1984, arguing the safety of their athletes could not be guaranteed there.

In 1988, North Korea boycotted the Seoul Olympics to protest at not being made co-host with South Korea. Three other nations, Cuba, Ethiopia and Nicaragua (due mostly to economic problems of sending athletes to compete) stayed away in solidarity, though in order to avoid censure by the IOC it was not officially announced as a boycott.

Iran’s general sporting boycott of Israel is manifest not in explicit refusal to compete (which would attract sanctions) but in withdrawals due to “injuries” and similar reasons. During the 2004 Athens Games, Iranian judoka Arash Miresmaeili intentionally over-ate, exceeding the weight limit and forfeiting his match against Israeli Ehud Vaks, the first time this had happened at the Olympics.

II. Find in the text information about the influence of Cold War upon Olympic movement.

III. Pick up 6 – 8 key sentences out of the text.

IV. Make a plan to the text and retell it.

V. Agree or disagree with the statements below, express your confirmation or uncertainty.

1. According ancient Olympics tradition Modern Olympic Games should stop wars from happening.
2. To participate in the Olympic Games is dangerous because of terrorism.
3. Politics don t influence and interfere with the Olympic Movement.
4. The reasons for the Olympic Games to be boycotted are economical and financial ones.

UNIT 2

Text A

HISTORY OF SPORT FOR PERSONS WITH A DISABILITY

Pre-text exercises

I. Read the Glossary.

Aegis, <i>n</i>	the protection or support of a particular organization or person;
amputee, <i>n</i>	a person who has had an arm or a leg amputated;
blind, <i>adj, n</i>	not able to see; people who cannot see;
civilian, <i>n</i>	a person who is not a member of the armed forces or the police;
contribution, <i>n</i>	the act of giving sth, especially money, to help a person or an organization;
cerebral palsy	a medical condition usually caused by brain damage before or at birth that causes the loss of control of movement in the arms and legs;
deaf, <i>adj, n</i>	unable to hear or unable to hear very well; people who cannot hear;
disability, <i>n</i>	the state of not being able to use a part of your body completely or easily; the state of not being able to learn easily;
immobility, <i>n</i>	the state of not being able to move;
impaired, <i>adj</i>	damaged or not functioning normally; having the type of physical or mental problems mentioned;
internal, <i>adj</i>	connected with the inside of sth;
merge, <i>v</i>	to combine or make two or more things combine to form a single thing;

orthopedics, <i>n</i>	the branch of medicine concerned with injuries and diseases of the bones or muscles;
paraplegia, <i>n</i>	loss of control or feeling in the legs and lower body;
paraplegic, <i>n</i>	a person who suffers from paraplegia;
spinal, <i>adj</i>	connected with the spine (the long bone in the back);
surgery, <i>n</i>	medical treatment of injuries or diseases that involves cutting open a persons body and often removing or replacing some parts; the branch of medicine connected with this treatment;
treatment, <i>n</i>	something that is done to cure an illness or injury, to make sb look and feel good;
venue, <i>n</i>	a place where people meet for an organized event, for example concert, sporting event or conference;
wheelchair, <i>n</i>	a special chair with wheels, used by people who cannot walk because of illness, an accident.

II. Transcribe the following words. Train your pronunciation.

Aegis, amputee, civilian, consequence, orthopedics, palsy, paraplegia, paraplegic, physiotherapy, surgery, visual.

III. Read and give Ukrainian equivalents of the following international words. Define parts of speech.

Act, athlete, ceremony, championship, club, committee, cycle, format, found, global, idea, manner, medicine, minimize, organize, person, physical, recreational, rehabilitative, visual.

IV. Form the appropriate nouns from the following verbs.

Compete, contribute, co-ordinate, educate, involve, exist, follow, join, injure, introduce, move, participate, perform, supervise, teach, treat.

VI. Give the definition of the words. Consult the dictionary.

Deaflympics, ex-serviceman, Paralympics, physiotherapy, rehabilitation.

V. Read and translate the text:

History of Sport for Persons with a Disability

While sport has value in everyone's life, it is even more important in the life of a person with a disability. This is because of the rehabilitative influence sport can have not only on the physical body but also on rehabilitating people with a disability into society. Furthermore, sport teaches independence. Nowadays, people with a disability participate in high performance as well as in competitive and recreational sport.

Sport for athletes with a disability has existed for more than 100 years. In the 18th and 19th centuries, contributions were made which proved that sport activities were very important for the re-education and rehabilitation of persons with a disability. After World War I, physiotherapy and sports medicine became as important as orthopedic and internal surgery.

Sports clubs for deaf were already in existence in 1888 in Berlin. The world organization of sport for the deaf – CISS – was founded in 1922 and the deaf still organize their own world games, the Deaflympics.

Sport for people with a physical disability was introduced after World War II, to assist the medical and psychological needs of the large number of injured ex-servicemen, -women and civilians. In researching new methods to minimize the consequences of their immobility, it provided a new and great possibility for reviving the idea of sport as a means of treatment and rehabilitation.

In 1944 Dr. Ludwig Guttmann, at the request of the British Government, opened a spinal injuries centre at the Stoke Mandeville Hospital. A new approach introduced sport as a paramount part of the remedial treatment and total rehabilitation of persons with a disability. Rehabilitation sport evolved rather quickly to recreational sport and the next step to competitive sport was only a matter of some years.

On 28 July 1948, the day of the Opening Ceremony of the 1948 Olympic Games in London, Dr. Guttmann organized the first competition for wheelchair athletes which he named the Stoke Mandeville Games. In 1952, Dutch ex-servicemen joined the movement and the International Stoke Mandeville Games Committee (ISMGC) was founded. In 1960 the first Paralympic Games were held directly following the Olympic Games in Rome, Italy. The event used the same venues and format as the Olympic

event and included 400 athletes from 23 countries. This event was to continue in this manner every four years following the Olympic cycle. A number of different disability groups were merged in competition in 1976 and in the same year the first Paralympic Winter Games took place.

Also in 1960, under the aegis of the World Federation for Ex-servicemen, an International Working Group on Sport for the Disabled was set up to study the problems of sport for persons with a disability. It resulted in the creation, in 1964, of an international sport federation called ISOD: International Sport Organization for the Disabled. ISOD offered opportunities for those athletes who could not affiliate to ISMGF: visual impaired, amputees, persons with cerebral palsy and paraplegics. At the start, 16 countries were affiliated to ISOD and the organization pushed very hard to include blind and amputee athletes into the 1976 Paralympics in Toronto and persons with cerebral palsy in 1980 in Arnhem. Its aim was to embrace all disabilities in the future and to act as a Co-ordinating Committee. Nevertheless, other disability-orientated international organizations such as CPISRA and IBSA were founded in 1978 and 1980.

The four international organizations experienced the need of coordinating the Games. So they created the "International Co-ordinating Committee Sports for the Disabled in the World" (ICC) in 1982. The ICC was originally composed of the four presidents of CPISRA, IBSA, ISMGF and ISOD, the general secretaries and one additional member (in the beginning it was the Vice-President, and later on the Technical Officer). CISS and INAS-FMH joined in 1986, but the deaf still maintained their own organization. However, the member nations demanded more national and regional representation in the organization. This finally led to the foundation of a new, democratically organized institution, the International Paralympic Committee (IPC).

The International Paralympic Committee (IPC) is the global governing body of the Paralympic Movement. The IPC organizes the Summer and Winter Paralympic Games, and serves as the International Federation for 12 sports, for which it supervises and co-ordinates the World Championships and other competitions.

(originated from Paralympics," Microsoft® Encarta® Encyclopedia 2000. ©)

Post-text exercises

I. Combine the words in as many word combinations as possible.

- | | | | |
|----|----------------|---|------------|
| 1 | rehabilitative | a | athletes |
| 2 | sport | b | sport |
| 3 | governing | c | influence |
| 4 | visual | d | medicine |
| 5 | competitive | e | treatment |
| 6 | wheelchair | f | federation |
| 7 | spinal | g | needs |
| 8 | remedial | b | injuries |
| 9 | sports | i | body |
| 10 | psychological | j | impaired |

II. Match the words according to similar meaning. Study synonyms.

- | | | | |
|----|-------------------|---|---|
| 1 | aim, n | a | superior, supreme, outstanding |
| 2 | affiliate, v | b | hurt, wound, damage, impairment |
| 3 | disability, n | c | treatment, therapy, remedy, physiotherapy |
| 4 | evolve, v | d | opportunity, occasion, chance, prospect |
| 5 | event, n | e | develop, grow, advance |
| 6 | injury, n | f | place, location |
| 7 | paramount, adj | g | happening, occasion, matter, fact, incident |
| 8 | possibility, n | h | join, unite, combine, incorporate |
| 9 | rehabilitation, n | i | handicap, disorder, incapacity, unfitness |
| 10 | venue, n | j | intention, plan, target, objective |

III. Match antonyms from the both columns.

- | | |
|-----------------|---------------|
| 1 creation, n | a deter |
| 2 disability, n | b fitness |
| 3 immobility, n | c external |
| 4 internal, adj | d slowly |
| 5 push, v | e civilian, n |
| 6 quickly, adv | f destruction |
| 7 serviceman, n | g mobility |

IV. Fill the blanks with the necessary words:

1. Sport for athletes with a _____ has existed for more than 100 years.
2. After World War I, _____ and _____ became as important as orthopedic and internal surgery.
3. Sport for people with a physical disability was introduced after World War II, to assist the medical and psychological needs of the large number of injured _____ and _____.
4. The Paralympic Games use the same _____ and _____ as the Olympic events.
5. International Sport Organization for the Disabled offered opportunities for those athletes who could not affiliate to ISMGF: _____, _____, _____ and _____.
6. Other disability-orientated international organizations such as _____ and _____ IBSA were founded in 1978 and 1980
7. The IPC organizes the _____ and _____, _____, and serves as the International _____ for 12 sports, for which it supervises and co-ordinates the World Championships and other competitions.
8. The _____ is the global governing body of the Paralympic Movement.

V. Match the ending to the sentences beginnings.

- | | |
|--|---|
| 1. Sport can have the rehabilitative influence not only on the physical body ... | a) ... was created in 1964. |
| 2. The International Paralympic Committee (IPC) ... | b) ... was founded in 1952. |
| 3. The international sport federation called ISOD: International Sport Organization for the Disabled ... | c) ... were held In 1960. |
| 4. The International Stoke Mandeville Games Committee (ISMGF) ... | d) ... but also on rehabilitating people with a disability into society |
| 5. The first Paralympic Games directly following the Olympic Games ... | e) ... were organized in 1948. |
| 6. The first competition for wheelchair athletes named the Stoke Mandeville Games ... | f) ... is the global governing body of the Paralympic Movement. |

VI. Give English equivalents to the foiiowing phrases. Use them in your own sentences.

- Неповносправні люди _____
- Спорт для неповносправних _____
- Фізіотерапія та спортивна медицина _____
- фізичні та психологічні потреби _____
- Засіб лікування _____
- Травма хребта _____
- Справа кількох років _____
- Спортсмени в інвалідних візках _____
- Під егідою _____
- Надавати можливість _____
- Церебральний параліч _____

Параплегія _____

Вади зору _____

Вади слуху _____

Керувати та координувати _____

VII. Make up 10 questions to the text. Answer them.

VIII. Retell the text.

Text B

I. Translate the following words and phrases without dictionary.

Latin word, motion, represent, vision, inspirational character, elite performance, message, Executive Board, centre point, symbol, motto, will.

II. Read and translate the text.

Paralympic Symbol and Motto

The new Paralympic Symbol consists of three elements in red, blue and green - the three colours that are most widely represented in national flags around the world. It is a symbol that is in motion, with three Agitos (from the Latin word "agito", meaning "I move") encircling a centre point; emphasizing the role that the IPC has of bringing athletes from all corners of the world together and enabling them to compete. It also emphasizes the fact that Paralympic athletes are constantly inspiring and exciting the world with their performances - always moving forward and never giving up - as embodied in the new Paralympic vision "To Enable Paralympic Athletes to Achieve Sporting Excellence and to Inspire and Excite the World".

"Spirit in Motion" is the new Paralympic Motto, expressing the inspirational character of the Paralympic Movement as well as elite performance of Paralympic athletes. It also stands for the strong will of every Paralympian. The word "Spirit" implies that the IPC is not limited to only staging high performance sport, but that there is a strong message behind our Movement. "Motion" on the other hand implies, that the IPC is an organization on the move.



The current Paralympic Symbol was created by the internationally renowned agency “Scholz & Friends”, and approved at the IPC Executive Board meeting held in Athens 4 to 6 April 2003, when the Committee decided on a new corporate identity. The previous symbol remained in limited use through the Athens 2004 Paralympics.

(originated from Paralympics,” Microsoft® Encarta® Encyclopedia 2000. ©)

III. Find synonyms to the following words. Consult the dictionary.

Element, to move, motion, constantly, to give up, elite, to approve, meeting.

IV. Pick key words out of the text.

V. Write the abstract to the text.

Text C

I. Read the text.

The achievements of athletes with disabilities remain largely unknown to most people. A high jump of nearly two metres by a person who has had a leg amputated, or less than an hour and a half for the wheelchair marathon, show that people with disabilities are capable of considerable athletic performance. It is important that these achievements should be recognised by the medical profession for two major reasons. Firstly, that these people are athletes in their own right who have their own sports medicine needs. Secondly, to help alter attitudes to patients with disabilities, in relation to physical activity, in which many doctors are restrictive rather than prescriptive with exercise.

The beneficial effects of exercise are well established in relation to general health and in regard to prevention or management of specific disease processes – for example, non-insulin dependent diabetes. People with physical disabilities are less likely to avail themselves of these benefits for a variety of reasons that include cultural and social

factors, facilities, and access. Participation in sport is not essential but it is important that people with disabilities are encouraged to remain physically active. Accumulating evidence shows that people with disabilities who are more physically active visit doctors less and have fewer medical complications and hospitalisations than their sedentary counterparts. Paraplegic athletes are more successful than non-athletes in avoiding major medical complications of spinal cord injury. The same message of the accumulation of at least 30 minutes of moderate intensity activity on at least five days of the week is equally applicable to someone with a disability. The same principles of training – that is, the graded increase in duration, intensity, and frequency apply, but more thought may be required as to the mode of exercise according to the disability. The social and psychological benefits of exercise and participation in sport are not exclusive to the able bodied and major improvements in self esteem and social integration may occur through an active lifestyle.

In reality, people with disabilities can take part in virtually every sport available including high risk sports such as mountain climbing, subaqua diving, and skiing. Some sports are conventional sports in which little or no modification is required – for example, swimming. Other sports may require specific adaptation – for example, wheelchair basketball – or may be specifically developed for a certain disability – for example, goalball for the visually impaired. For those who are counselling people with disabilities regarding the potential benefits of sport it is important to establish their aims. If the aim is primarily for physical health benefits for a general health or disease modification then one has to consider the difference between exercise and sport. These terms are often incorrectly used interchangeably. Sport is not always exercise and vice versa. Sport implies competition and the physiological demands are determined by the sport – for example, wheelchair sprint racing (anaerobic) compared with wheelchair road racing (aerobic) compared with pistol shooting (skill). Sport may also involve trauma, which will be particularly undesirable in some conditions. Alternatively the focus may be on socialisation and building self esteem. Although the ability to achieve one of these aims is not necessarily exclusive of the others it is helpful to consider the person's goals. Not all sports need to be organised or competitive. The choice of sport will be influenced by various factors that include:

- the personal preference of the person – an emphasis on enjoyment and participation in a sport that stimulates the person may be important for continued participation;
- the characteristics of the sport – physiological demands, collision potential, team or individual, coordination requirements;
- the medical condition – beneficial and detrimental aspects;
- conditions associated with the condition – although motor dysfunction may initially appear to be the major limitation to participation there may be for example an associated cardiac condition to consider. The cognitive ability and social skills of the person – ability to follow rules and interact with others;
- availability of facilities;
- availability of appropriate coaching and support staff – for example, lifting and handling;
- equipment availability and cost – as disability sport has evolved, so has the technology. Specialist chairs are available for sports such as tennis, rugby, and basketball. Although sport specific chairs are not necessary for initial participation it does become a consideration as people develop their interest and feel more limited by their equipment.

(originated from Sport Administration Manual)

II. Find in the text information about factors which influence the choice of an activity or sport.

III. Pick 6 – 8 key words out of the text.

IV. Translate the text into Ukrainian.

UNIT 3

Text A

COMPETITION

Pre-text exercises

I. Read the Glossary.

Advantage, <i>n</i>	a good or useful quality or condition that something has; something that helps you to be more successful;
evaluation, <i>n</i>	a judgement about how good, useful or successful something is (syn. <i>assessment</i>);
reward, <i>n</i>	something that you get because you have done something good or helpful or have worked hard (syn. <i>benefit, prize</i>);
skill, <i>n</i>	an ability to do something well especially because you have learned or practised it;
ability, <i>n</i>	the state of being able to do something; someone's level of skill of doing something;
failure, <i>n</i>	a lack of success in achieving or doing something;
mastery, <i>n</i>	thorough understanding or great skill; complete control or power over someone or something;
prototype, <i>n</i>	the first form that a new design of a car, machine etc. has, or a model of it used to test; someone or something that is one of the first and most typical examples of a group or situation;
carve, <i>v</i>	to make an object or pattern;
judgement, <i>n</i>	an opinion that your form, especially after thinking carefully about; an official decision given by a judge or a court;
strive, <i>v</i>	to make a great effort to achieve something;
occur, <i>v</i>	to happen;
ultimate, <i>n</i>	the best or the most modern example of something;
paramount, <i>adj</i>	more important than anything else;
tack, <i>n</i>	the way of doing something; the way you deal with a particular situation or a method that you use to achieve something;

standard, <i>n</i>	accepted as normal or usual; regular and usual in shape, size, and quality;
perform, <i>v</i>	to do something, especially something difficult or useful;
equate, <i>v</i>	to consider that two things are similar or connected.
talent, <i>n</i>	a natural ability to do something well.

II. Give the definition of the words. Consult the dictionary.

System, discuss, level, marathon, event, society, win, lose, loser, goal, cost.

III. Read and give Ukrainian equivalents of the following international words. Define parts of speech.

Prize, structure, system, local, regional, national, note, automatically, typical, choreographed dance, presentation, physical activities, prototype, practice time, predetermined model, phenomenon, effort, aquatic art, select, theoretically, goal, notion, reality, positive.

IV. Form the appropriate nouns from the following verbs.

To refer, to perform, to evaluate, to determine, to note, to win, to lose, to present, to participate, to master, to achieve, to learn, to enter, to accomplish, to organize, to obtain, to define, to select.

V. Read and translate the text:

Competition

The dictionary refers to competition as a contest for a prize or advantage. How well one person performs in comparison to the performance of others is competition. The evaluation or reward system may be a highly structured event – a formal competition at a local, regional, or national level. At times the evaluation system is one’s personal system; this can occur when a performer determines his or her skill and ability within a specific group of people. Other times it is the judgment of members of the group that determines who is the best performer. In discussing competitive reward structures, it is noted that in “competition not everyone can be a winner. The success of one participant or team automatically causes the failure of others.” This is the typical situation in most team and individual sports and games.

Choreographed dance and swimming presentations are forms of physical activity that allow for mastery rather than competition. When one sets out to participate in a production, one has a prototype of what an outstanding performer looks like and thus one spends practice time attempting to achieve that predetermined model. Learning of most skills needs to be placed on a mastery level rather than a competitive level.

Two recent phenomena in the United States need to be mentioned. One is the number of people who enter marathons with the hope of finishing, not winning, as the objective and the number that run only to achieve a predetermined personal best time. These people, although competing in an event in which only one person is a winner, have carved out a new form of accomplishment that does not involve competition as society traditionally views it. Another phenomenon is the effort of sport organizations to place judgment standards on aquatic art, gymnastics, free exercise, and figure skating routines so that a single winner can be selected. In aquatic art, for example, a performer is striving for a Class I, II, or III award. Theoretically, all performers in a competition could receive a Class I or none could receive a Class I. Success, if achieved, is obtained by the reaching of a certain, very difficult level.

True competition occurs when only one individual or group can win. Accepting this type of contest, winning or winning at all costs, becomes the goal. The notion of ultimate in competition, or becoming number one, is paramount. A participant must eventually realize that as one continues to compete, one will eventually lose even if the first loss is in international competition. Eventually only one person can be a winner in a particular event in any one year. All others are losers.

There is also a different tack in defining competition and in attempting to bring it into reality or everyday life. It is stated that "competition consists of activities directed more or less consistently toward meeting a standard or achieving goals in which performance by a person or by group is compared and evaluated relative to that of selected other persons or groups." Here competition is identified as a process of equating one's skill or talent with others. It is not defined as a product or a win at all costs.

(originated from A. Clement, B. G. Hartman The Teaching of Physical Skills).

Post-text exercises

I. Combine the words in as many word combinations as possible.

- | | | | |
|---|------------|---|--------------|
| 1 | evaluation | a | level |
| 2 | formal | b | form |
| 3 | new | c | organization |
| 4 | free | d | class |
| 5 | sport | e | system |
| 6 | national | f | exercises |
| 7 | top | g | competition |
| 8 | typical | h | tack |
| 9 | different | i | situation |

II. Match the words according to similar meaning. Study synonyms.

- | | | | |
|----|---------------------|---|---|
| 1 | award, <i>n</i> | a | understand, comprehend, be aware of, perceive, recognize, appreciate; |
| 2 | advantage, <i>n</i> | h | frustration, defeat, breakdown, collapse, fiasco, miscarriage; |
| 3 | failure, <i>n</i> | c | struggle, attempt, stain, compete, fight; |
| 4 | judgment, <i>n</i> | d | verdict, ruling, decision, adjudication, arbitration; |
| 5 | exercise, <i>n</i> | e | help, assistance, benefit, profit, gain, avail; |
| 6 | tack, <i>n</i> | f | come to, attain, get to; |
| 7 | strive, <i>v</i> | g | direction, course, way, approach, method; |
| 8 | reach, <i>v</i> | h | happen, take place, come about, appear, exist; |
| 9 | realize, <i>n</i> | i | prize, trophy, grant, gift, reward, medal, bestowal; |
| 10 | occur, <i>v</i> | j | exertion, workout, activity, drill, training, practice. |

III. Match antonyms from the both columns.

- | | |
|-------------|---------------|
| 1 To enter | a to remove |
| 2 to finish | b to save |
| 3 to allow | c to punish |
| 4 to bring | d to commence |
| 5 to spend | e to forbid |
| 6 to reward | f to lose |
| 7 to obtain | g to leave |

IV. Fill the blanks with the necessary words:

1. The dictionary refers to competition as a contest for a _____ or _____.
2. The evaluation system is one's personal system; this can _____ when a performer determines his or her _____ and _____ within a specific group of people.
3. The number of people who enter _____ with the hope of finishing, not _____, as the objective and the number that run only to _____ a predetermined personal best _____.
4. Another _____ is the effort of sport organizations to place _____ on aquatic art, gymnastics, free exercise, and figure skating routines so that a single _____ can be selected.
5. True competition occurs when only one _____ or _____ can win.
6. It is stated that "competition consists of _____ directed more or less consistently toward meeting a _____ or achieving _____ in which performance by a person or by group is _____ and _____ relative to that of selected other persons or groups."

V. Match the ending to the sentences beginnings.

- 1 One person performs a ... – a formal competition at
in comparison to the a local, regional, or national
performance of others... level.
- 2 Competition is identified as ... b ...automatically 'causes' the
failure of others.
- 3 Learning of most skills needs... c ...is paramount.
- 4 The evaluation or reward d ...a process of equating one's
system may be a highly skill or talent with others.
structured event...
- 5 The success of one participant e ...is competition.
or team ...
- 6 The notion of ultimate in f ...to be placed on a
competition, or becoming mastery level rather than a
number one,... competitive level.

VI. Give English equivalents to the following phrases. Use them in your own sentences.

- Система оцінювання _____
- Найкращий виконавець _____
- Поразка спортсменів _____
- Фізична активність _____
- Визначена модель _____
- Зусилля спортивних _____
організацій
- Суддівські стандарти _____
- Обирати єдиного _____
переможця
- Досягати високого рівня _____
- Перемагати будь-якою _____
ціною
- Різні підходи _____
- Порівнювати майстерність _____

Вільні вправи

Національні змагання

Оцінювати техніку виконання

VII. Make up 10 questions to the text. Answer them.

VIII. Retell the text.

Text B

I. Translate the following words and phrases without dictionary.

Cooperation, person, energy, context, physical activity, learning environment, particular standard, activity organization, to provide competitive challenges.

II. Read and translate the text.

COMPETITION AND COOPERATION

Competition is the capacity to outplay another person or group; cooperation is the capacity to join one or more persons in directing energy toward a common goal. Competition and cooperation can be examined from the standpoint of the desire of the performer or from the context that advanced forms of physical activity demand certain types of behaviors. Some people enjoy competition and appear to be able to maintain a higher level of skill when confronted with competition. Placing a person whose skills are not fully learned in a competitive or distractive situation may cause the skills to deteriorate. Research (Butt 1987, 59) confirms this theory.

Deutsch (1982), who has conducted research on cooperation and competition for nearly forty years, states that the notion of competition in our society must be placed in an appropriate perspective and reduced. Today's classroom literature contains a plea for teaching cooperation and avoiding competition.

Cooperation is easily included in the physical skill learning environment as the professional implements the practice progression.

Competition, or the stressing of an individual or a group of individuals to outperform another group, is introduced to advanced or skilled

physical activity performers. At this point, the performer is challenged either to reach a particular standard of skill or to, for example, produce the best balance beam routine in an instructional environment, local competition, or the Olympic Games. Competition is the objective in many activity organizations. Nearly all games, and all sports involving teams, draw upon the competitive elements for achievement and bringing the game to a completion. The nature of the activity organization is to provide competitive challenges to performers.

(originated from A. Clement, B. G. Hartman The Teaching of Physical Skills).

III. Find synonyms to the following words. Consult the dictionary.

Competition, capacity, to outplay, goal, to appear, to confirm, achievement.

IV. Pick key words out of the text.

V. Write the abstract to the text.

Text C

I. Read the text.

SPORT PSYCHOLOGY

The use of psychology in sport is varied because psychological concepts encompass a wide range of scientific facts and theories. Gill (1986, 6) defines sport psychology as the “scientific study of human behavior in sport.” Within the sport psychology community there are further subdivisions. The North American Society for the Psychology of Sport and Physical Activity (NASPSPA) has three interest groups: (1) sport psychology, (2) motor learning/control, and (3) motor development. Sport psychology draws from the personality and social elements of psychology. Motor learning and control involves the learning process: cognition, perception, and kinesthetic acuity. They draw from experimental psychology. Motor development deals with the physical growth and development of the person. People are different. Each person is an individual. Some people enjoy every moment of competition and cannot wait for the opportunity; other people are in fear right up to the start of an event but choose to compete in spite of their feelings. Others will not compete because of the stress associated with the

activity and with competition. When the activity involves risk, such as gymnastics or skiing, many people will believe they possess the skills and are ready to perform effectively. Others who possess comparable skills avoid participation because they believe they will not succeed. Some people enjoy scrambling and engaging in other forms of body contact while other people avoid body contact at all cost. Personality is usually described as the relatively consistent behavior of an individual. Butt (1987, 95) states that personality is “the unique expression and character of the individual.” Some people are consistently shy and timid; other people may be consistently aggressive. Personality is usually thought to be a description of the individual’s social skill. Personality also includes the individual’s ability to concentrate and the desire to excel. Personality is influenced by inherited biological characteristics, by unique life experiences, and by environmental influences. Through the years psychologists have evolved a number of theories. Many early theories focused on abnormal behavior while today’s theories are often dedicated to understanding healthy, normal human beings. Personality testing has evolved from the theories and has been used in research. Coaches and persons working with adult activity programs may decide to use personality tests with their clients or athletes. Personality tests may be useful when followed up with personal counseling and guidance; if such support is not available; administering personality tests is not recommended. Research on sport participants has been extensive. Do certain kinds of people participate in certain sports? Results of research suggest that a sound mental health has a positive relationship with athletic success. Browne and Mahoney (1984, 609) note that “extroverts are more socially inclined, more adventurous, take higher risks, and in general are more involved in sports ... at least in those where there is a high level of incoming stimulation.” Some evidence also suggests that drive and determination can be measured by pencil and paper tests. The use of personality tests to screen participants for the opportunity for instruction that will permit them to become elite athletes is not recommended. The potential for eliminating outstanding performers is great. Another factor to be considered is that nearly all the research has been conducted on elite athletes or those with aspirations of becoming elite athletes. Little research has been conducted on the general public.

Smith and Theberge (1987, 86-88), in examining personality research with people in general, were able to identify only three studies. Although they clearly state that the research techniques were shaky at best, they concluded that among the general public, physical activity or sport participation tends to be higher “for persons with greater extroversion, especially in team rather than individual sport, greater ego strength and adjustment, greater emotional stability, greater emotional detachment and less emotional closeness, greater assertiveness, greater sense of efficacy and need for achievements, greater need for prominence or prestige, greater morality and altruism, greater flexibility, greater energy level, greater deliberateness, greater stimulation need and greater self actualization and creativity.”

(originated from A. Clement, B. G. Hartman The Teaching of Physical Skills).

II. Divide the text into logic parts. Put headings to them.

III. Find in the text information about the role of sport psychology.

IV. Pick 6 – 8 key sentences out of the text.

V. Translate the text into Ukrainian.

AMATEURISM AND PROFESSIONALISM

Pre-text exercises

I. Read the Glossary.

Amateur, <i>n</i>	a person who takes part in a sport or other activity for enjoyment, not as a job;
avocation, <i>n</i>	(<i>formal</i>) a hobby or other activity that you do for interest and enjoyment;
argue, <i>v</i>	1) speak angrily to sb because you disagree with them; 2) (<i>formal</i>) to show clearly that sth exists or is true;
breed, <i>n</i>	a type of person;
commercial, <i>adj</i>	1) connected with the buying and selling of goods and services; 2) making or intended to make a profit;
commit, <i>v</i>	1) to promise sincerely that you will definitely do sth, keep to an agreement or arrangement, etc.; 2) to give an opinion or make a decision openly so that it is then difficult to change it;
connote, <i>v</i>	(<i>formal</i>) (of a word) to suggest a feeling, an idea, etc. as well as the main meaning;
eligibility, <i>n</i>	person who is eligible for sth or to do sth, is able to have or do it because they have the right qualifications, are the right age, etc;
entertainer, <i>n</i>	a person whose job is amusing or interesting people, for example, by singing, telling jokes or dancing;
prevalent, <i>adj</i>	that exists or is very common at a particular time or in a particular place;
sacrifice, <i>n</i>	the fact of giving up sth important or valuable to you in order to get or do sth that seems more important; sth that you give up in this way;
support, <i>n</i>	encouragement and help that you give to sb/sth because you approve of them and want them to be successful.

II. Give the definition of the words and word combinations. Consult the dictionary.

Amateurism, full-time training, massive interest, professionalism, performance, work-out.

III. Read and give Ukrainian equivalents of the following international words. Define parts of speech.

Form, financial, replace, opposite, trend, term, sponsor, seriously, prize, massive, interest, dominate, volunteer, version, management, minor.

IV. Form the appropriate nouns from the following verbs.

To link, to believe, to compete, to appear, to, utilize, to train, to govern, to employ, to view, to connote, to fund, to cover, to generate, to manage, to find.

V. Read and translate the text:

Amateurism and professionalism

No one seriously believes that athletes can compete in high performance sport without some form of financial support. The word "amateurism", so prevalent in sport for the first 80 years of last century, has now essentially disappeared. From the decision in 1981 by IOC to replace the attempt to define "amateur" to utilising of "eligibility", rapid changes in a direction opposite to "amateur" are seen. There is now a trend toward professionalism, as defined both in monetary and full-time training terms. Coaches, administrators and athletes at the highest level of competition are essentially full-time, with various supports from governments, their association, sponsors and from employment as athletes. Some can receive prize money for appearances and performance.

The IOC and IFs have permitted fully professional athletes to compete in the Games (e.g. basketball, tennis, ice hockey) because they are best in the world; the television and other sponsors of the Games believe there will be massive viewer interest in these name athletes at the Games.

The word "amateur" also connotes an attitude and a traditional justification for being involved in sport. Some believe that all sports, including high performance sport, should be an avocation, a calling that fits into and does not dominate the rest of a person's life. Sport, they argue, is an apprenticeship for life, a training for the real thing. Pierre de Coubertin certainly saw it like this. Of real concern to many, however, is

that as athletes and coaches find new ways to obtain greater finding, to train full-time, many volunteers in the system might have little interest in seeing athletes competing for reason of financial rewards. Other would argue, probably rightly, that the great majority of Olympic athletes do not have anywhere near enough funding to cover their expenses and have to make many difficult sacrifices, including financial ones, as they commit themselves to two and three-a-day work-outs, or balancing school or work with extensive training.

Sport and commercial world are now wholly interlinked. Elite sportsmen and women must be professional in their approach to sport. Some train full-time, many take extended leave from work in order to prepare for major competition. It could be argued that we have progressed from the true amateur through to the professional, and now a new version of the professional, the commercial athlete, is emerging.

Commercial athlete tends to be talented, successful, entertainers, having public appeal, receiving extensive media coverage and having an ability to generate significant income both within and outside of their sport. Commercial athletes are created by events and by good management. This new breed of athlete is currently restricted to a few sports such as figure skating or track and field, but with increasing exposure on television for many “minor” sports, commercial influence will soon become a reality for many more.

(originated from Sport Administration Manual)

Post-text exercises

I. Combine the words in as many word combinations as possible.

- | | | | |
|---|--------------|---|-----------|
| 1 | significant | a | influence |
| 2 | financial | b | work |
| 3 | massive | c | appeal |
| 4 | full-time | d | income |
| 5 | professional | e | training |
| 6 | public | f | rewards |
| 7 | commercial | g | changes |
| 8 | rapid | h | interest |
| 9 | extensive | i | approach |

II. Match the words according to similar meaning. Study synonyms.

- | | |
|---------------------------|---|
| 1 fit, <i>v</i> | a match, correspond, agree, suit, adapt, prepare; |
| 2 argue, <i>v</i> | b debate, discuss, reason, contend, dispute, quarrel; |
| 3 trend, <i>v</i> | c tend, lean, incline, veer, turn; |
| 4 commit, <i>v</i> | d do, perform, enact, execute, carry out; |
| 5 view, <i>v</i> | e watch, observe, see, look at, scan, examine, inspect; |
| 6 prevalent, <i>adj</i> | f general, common, usual, accepted, popular, fashionable; |
| 7 breed, <i>n</i> | g kind, race, variety, sort; |
| 8 progress, <i>v</i> | h advance, proceed, move on, develop, improve; |
| 9 exposure, <i>n</i> | i airing, publication, display, exhibition; |
| 10 professional, <i>n</i> | j expert, master, pro, specialist, authority. |

III. Match antonyms from the both columns.

- | | |
|----------------------|--------------------------|
| 1 rapid, <i>adj</i> | a minor, <i>adj</i> |
| 2 amateur, <i>n</i> | b disability, <i>n</i> |
| 3 best, <i>adj</i> | c agree, <i>v</i> |
| 4 major, <i>adj</i> | d professional, <i>n</i> |
| 5 argue, <i>v</i> | e retrogress, <i>v</i> |
| 6 progress, <i>v</i> | f slow, <i>adj</i> |
| 7 ability, <i>n</i> | g worst, <i>adj</i> |

IV. Fill the blanks with the necessary words:

1. The word _____ has now essentially disappeared.
2. Coaches, _____ and _____ at the highest level of competition are essentially _____, with various supports from

- governments, their association, sponsors and from employment as athletes.
3. Sport is an _____ for life, a _____ for the real thing.
 4. Elite sportsmen and women must be professional in their _____ to sport.
 5. _____ athletes are created by events and by good management.
 6. With increasing _____ on television for many “minor” sports, commercial _____ will soon become a reality for many more.

V. Match the ending to the sentences beginnings.

- | | | | |
|---|--|---|---|
| 1 | The IOC and IFs have permitted a fully professional athletes to compete in the Games ... | a | ...to cover their expenses. |
| 2 | The word “amateur” also connotes ... | b | ...there will be massive viewer interest in these name athletes at the Games. |
| 3 | The great majority of Olympic athletes do not have anywhere near enough funding ... | c | ...because they are best in the world. |
| 4 | The television and other sponsors of the Games believe ... | d | ...has now essentially disappeared. |
| 5 | The word “amateurism”, so prevalent in sport for the first 80 years of last century, ... | e | ...to generate significant income both within and outside of their sport. |
| 6 | Commercial athlete tends... | f | ...an attitude and a traditional justification for being involved in sport. |

VI. Give English equivalents to the following phrases. Use them in your own sentences.

- Фінансова підтримка _____
- Загальна зацікавленість _____
- Грошові винагороди _____
- Значні здобутки _____
- Професійний підхід _____
- Швидкі зміни _____
- Виступи спортсменів _____
- Волонтерська діяльність _____
- Зацікавлення преси _____
- Успішне керівництво _____
- Комерційний вплив _____
- Займатися спортом _____
- Інтенсивне тренування _____
- Допомога уряду _____
- Давати дозвіл на участь _____

VII. Make up 10 questions to the text. Answer them.

VIII. Retell the text.

Text B

I. Translate the following words and phrases without dictionary.

II. Read and translate the text.

COMMERCIAL ATHLETES

The commercial athlete is subject to additional stresses in the already stressful atmosphere of the Olympic Games. They bring with them many problems for their coaches, association and an Olympic Games mission to solve. These problems are from the media, their promoters and handlers, who all want a large part of the athlete's time and energy. The athletes, as media stars, often want extra attention. Some are given

hotel rooms as part of their sponsorship deals and they may therefore wish to live outside the Olympic village. They maybe given cars to use and want vehicle accreditation. Most have an entourage, such as their manager, coach, masseur, physiotherapist, significant other, lawyers and accountants - all having requests for accreditation and tickets. Sponsors place serious demands on athletes. The sponsor's world is about spectators and mass television audiences, nationally and internationally. This is why sponsors insist that the athletes fulfil their contractual obligations and duties, such as attending functions and entertaining corporate clients. Will the contract would be a code of conduct demanding a high standard of behaviour, with termination the contract if a doping offence was committed and penalties for wearing a rival company's product. The bottom line for the sponsors is a return on their often substantial investment. That return comes in the form of sales and maximum exposure of their logo, name and products. At the Olympic Games, the opportunities are multiplied many times over and companies battle for the public's attention. The IOC has its own world-wide Olympic Sponsors, who pay vast sums of money for exclusive the Games emblems. Each NOC has its own sponsors who pay for the exclusive rights for their product to be the Olympic team product. And now athletes have their own sponsors who pay for the exclusive rights to that athlete. There is a potential for conflict between these competing sponsors, certainly as far as the athlete and their sponsor are concerned. If the NOC had its contract with one clothing company and an athlete had his/her contract with another, that inevitably leads to difficulties. These contracts have both been signed, in good faith on the basis of "product and service exclusivity". Exclusivity is the key because sponsors believe they are buying exclusivity.

(originated from Sport Administration Manual)

III. Find synonyms to the foiiowing words. Consult the dictionary.

Competition, capacity, to outplay, goal, to appear, to confirm, achievement.

IV. Pick key words out of the text.

V. Write the ahstract to the text.

I. Read the text.

AGENTS, AGREEMENTS, CONTRACTS AND UNIONS IN SPORT

As more and more people around the world view the Olympic Games and as the television rights fees increase astronomically, International Federations are increasingly coming to grips with the world of professional sports and its agents and unions. The “Dream Team” from the USA in Barcelona and Atlanta reflect the interest in having the best players in the world compete in the greatest sport event in the world. The National Basketball Association has its own marketing interests in being at the Games. as does the International Basketball Association. Similarly, the presence of the National Hockey League players in the ice hockey competition in Nagano again reflects the complex interests of marketing and promotion that professional leagues, their unions, players and agents have in this exposure. Individual super-star athletes are no exception to this opportunity. Fortune and fame can be made by one outstanding performance and those marketers, agents and promoters of these athletes have become a part of the Olympic scene. Donovan Bailey, winner of the 100 meters in Atlanta competed the next year against Michael Johnson, winner of the 200 meters and 400 meters in a 150 meter race in Toronto. Their prize in this two person race? The winner (Bailey) won \$ 1 million dollars. Sport is employment (the entertainment business) for some Olympic athletes. Are agents illegal? No. Agents provide a variety of services, such as contract negotiations, personal marketing, financial planning, investment advising, tax planning and career planning for the athlete. Are trust funds illegal? No. Each International Federation can devise its own rules on these matters and most of them allow prize money for performances, payments for training and competition expenses and the like. There are a number of athletes now who are competing in their third or fourth Olympic Games, because they can earn sufficient money in their sport to allow them to do so. This is also the case with some national sport associations. Whereas the majority of international athletes do not have an agent working on their behalf, many do have to sign agreements with their national association that outlines the business relationship between the two parties including obligations of the athlete

for appearances, to wear certain clothing and to behave appropriately. Unions are not a major feature of international sport yet, but that issue may not be far away. Certainly, the players unions of the NHL and NBA are critical to the negotiations of their players involvement in the Olympic Games. Athletes' councils are a long step away from the power of unions who negotiate on behalf of their collective, but these councils are very important to express their points of view to their associations. It is felt by many that if "amateur" athletes interests are respected through clear rules and fair procedures, more drastic reforms such as collective action or the use of labour law will be avoided.

(originated from Sport Administration Manual)

II. Divide the text into logic parts. Put headings to them.

III. Find in the text information about the role of sport agents.

IV. Pick 6 – 8 key sentences out of the text.

V. Translate the text into Ukrainian.

UNIT 5

Text A

SPORTS SCIENCE

Pre-text exercises

I. Read the Glossary.

Academic, <i>adj</i>	relating to an educational or scholarly institution or environment;
accept, <i>v</i>	1) consent to receive or undertake (something offered), 2) believe or come to recognize (a proposition) as valid or correct.
accredited physiotherapist	officially recognized or authorized physiotherapist;
acquire, <i>v</i>	buy or obtain (an asset or object) for oneself;
application, <i>n</i>	the action of putting something into operation;
capable, <i>adj</i>	(capable of doing something) having the ability, fitness, or quality necessary to do or achieve a specified thing;
carry out, <i>v</i>	perform a task or planned operation;
core, <i>n</i>	the central or most important part of something, in particular the part of something that is central to its existence or character;
draft, <i>n</i>	a preliminary version of a piece of writing;
further training	professional development, advanced training;
integrate, <i>v</i>	1) combine (one thing) with another to form a whole, 2) bring into equal participation in or membership of a social group or institution;
nutritionist, <i>n</i>	a person who studies or is an expert in nutrition;
performance, <i>n</i>	1) the action or process of performing a task or function, 2) an act of presenting a play, concert, or other form of entertainment;
postgraduate course	relating to or denoting a course of study undertaken after completing a first degree;

postgraduate student	a student engaged in a postgraduate course.
provide, <i>v</i>	make available for use; supply;
publication, <i>n</i>	1) the preparation and issuing of a book, journal, or piece of music for public sale, 2) the action of making something generally known, a book or journal issued for public sale;
related, <i>adj</i>	belonging to the same family, group, or type; connected;
relevant, <i>adj</i>	closely connected or appropriate to the matter in hand;
review, <i>v</i>	1) assess (something) formally with the intention of instituting change if necessary, 2) write a critical appraisal of (a book, play, film, etc.) for publication in a newspaper or magazine;
thesis, <i>n</i>	a long essay or dissertation involving personal research, written by a candidate for a university degree;
undergraduate, <i>n</i>	a student at a college or university who has not yet earned a bachelor's or equivalent degree.

II. Give the definition of the words and word combinations. Consult the dictionary.

Degree, knowledge, stage, science, research, human, movement, assistance.

III. Read and give Ukrainian equivalents of the following international words. Define parts of speech.

Discipline, physiologist, consultant, technique, procedure, report, number, academic, principle, popular, final, programme, performance, physiology, institution, standard, original.

IV. Form the appropriate nouns from the following verbs.

To educate, to improve, to move, to graduate, to employ, to integrate, to acquire, to reflect, to contribute, to provide, to advise, to know, to review.

V. Read and translate the text.

Sports Science

Sports science is a discipline that studies the application of scientific principles and techniques with the aim of improving sporting performance. Human movement is a related scientific discipline that studies human movement in all contexts including that of sport.

Higher-education degrees in sports science or human physiology are also becoming increasingly popular with many universities now offering both undergraduate and postgraduate degrees in the discipline. Opportunities for graduates in these fields include employment as a physical education teacher, dietician or nutritionist, sports coach, sports therapist, fitness center manager or sports administrator. Graduates may also be well positioned to undertake further training to become an accredited physiotherapist.

Higher educational institutions successfully integrate education with research. The final stages of the programme include acquiring skills in research. The students carry out research mainly for the graduation paper, which reflects the knowledge and the practical skills in their particular field of science. Research can be led out under the guidance of a scientific adviser.

A great number of postgraduate students undertake a programme of study and research under the supervision of senior staff members who hold candidate's or doctor's degree. The postgraduate course lasts three years during which the young scientists and researchers carry out their investigations and prepare thesis on it. Higher degree thesis should show that the research has been conducted with a high level of technical skill, that you have employed the most suitable techniques, and that the procedures are clearly of a high academic standard. The work should be an original contribution to knowledge and the results of it should be capable of practical application.

The postgraduate course programme provides for attending seminars and conferences, taking qualifying exams in the core subject, in philosophy and foreign language, preparing research publications and written reports on the work carried out.

The postgraduate research may be theoretical and applied, often both. The scientific adviser assists his postgraduate students in many ways. He

regularly meets them to discuss the progress in their work and to advise them in solving their current problems.

While the thesis is being written the scientific adviser reviews its major sections and makes critical comments on each draft. And it is with the advisor's assistance that you prepare articles and papers on matters relevant to your investigation.

If the thesis meets all necessary requirements it is accepted by the Academic Council which takes the decision to award the postgraduate the higher academic degree.

(Originated from Wikipedia, the free encyclopedia)

Post-text exercises

I. Combine the words in as many word combinations as possible.

- | | |
|----------------------|----------------|
| 1 human | a degree |
| 2 physical education | b student |
| 3 scientific | c requirements |
| 4 doctor's | d problems |
| 5 postgraduate | e teacher |
| 6 current | f articles |
| 7 to prepare | g adviser |
| 8 necessary | h technique |
| 9 sporting | i movement |
| 10 suitable | j performance |

II. Match the words according to similar meaning. Study synonyms.

- | | |
|--------------------------|---|
| 1 aim, <i>n</i> | a donation, gift, grant; |
| 2 research, <i>v</i> | b opinion, reaction, reference, remark, response, observation; |
| 3 contribution, <i>n</i> | c alive, contemporary, continuing, existing, fashionable; |
| 4 include, <i>v</i> | d part, portion, segment, sector, unit; |
| 5 current, <i>adj.</i> | e ambition, aspiration, desire, goal, hope, intention, wish, target, objective; |
| 6 comment, <i>n</i> | f administer, direct, govern, manage, rule, run, handle; |

- | | |
|----------------------|---|
| 7 thesis, <i>n</i> | g advice, direction, hint, instruction, supervision, counsel; |
| 8 section, <i>n</i> | h comprise, contain, embrace, encompass, incorporate; |
| 9 guidance, <i>n</i> | i composition, dissertation, essay, paper, treatise; |
| 10 conduct, <i>v</i> | j analyse, examine, explore, investigate, look into, study, test, review. |

III. Match antonyms from the both columns.

- | | |
|---------------------------|-----------------|
| 1 suitable, <i>adj</i> | a disintegrate |
| 2 foreign, <i>adj</i> | b irrelevant |
| 3 particular, <i>adj</i> | c applied |
| 4 senior, <i>adj</i> | d irregularly |
| 5 integrate, <i>v</i> | e native |
| 6 regularly, <i>adv</i> | f complimentary |
| 7 theoretical, <i>adj</i> | g oral |
| 8 critical, <i>adj</i> | h unfit |
| 9 written, <i>adj</i> | i junior |
| 10 relevant, <i>adj</i> | j general |

IV. Fill the blanks with the necessary words:

1. Sports science is a ___ that studies the ___ of scientific principles and ___.
2. The ___ course lasts three years.
3. The ___ should show that the ___ has been conducted with a high level of ___.
4. The postgraduate course programme provides for preparing research ___ and written reports.
5. The postgraduate research may be theoretical and ___.
6. Investigation can be led out _____ a scientific adviser.
7. Graduates may become an _____, exercise physiologist or clinical exercise ___.
8. The young scientists carry out their ___ and prepare thesis.
9. The work should be an _____ to knowledge.
10. Higher educational ___ successfully integrate education with research.

V. Match the ending to the sentences beginnings.

- | | |
|--|--|
| 1. The students carry out research ... | a) ... under the supervision of a scientific adviser. |
| 2. Higher degree thesis should show that the research ... | b) ... both undergraduate and postgraduate degrees in the discipline. |
| 3. The scientific adviser reviews its major sections and makes ... | c) ... has been conducted with a high level of technical skills. |
| 4. The Academic Council takes the decision ... | d) ... advise them how to solve the current problems. |
| 5. Higher education degrees in sports science offer ... | e) ... that studies human movement in all contexts. |
| 6. Opportunities for graduates ... | f) ... which reflects the knowledge and practical skills in their particular field of science. |
| 7. The postgraduate course programme provides for ... | g) ... include employment as a sport coach, sport therapist or sports administrator. |
| 8. The scientific adviser regularly meets them ... | h) ... critical comments on each draft. |
| 9. Research can be led out ... | i) ... attending seminars and conferences. |
| 10. Human movement is a related scientific discipline ... | j) ... to award the postgraduate the higher academic title. |

VI. Give English equivalents to the following phrases. Use them in your own sentences.

- | | |
|--------------------------------|-------|
| Науковий керівник | _____ |
| галузь науки | _____ |
| кандидатський мінімум | _____ |
| вчена рада | _____ |
| прикладна наука | _____ |
| основний навчальний предмет | _____ |
| писати роботу під керівництвом | _____ |

підвищення кваліфікації _____
проводити наукове _____
дослідження _____
аспірантура _____
опубліковане видання _____
набувати умінь, навичок _____
акредитований _____
фізіотерапевт _____
передбачати _____
практичне застосування _____

VII. Make up 10 questions to the text. Answer them.

VIII. Retell the text.

Text B

I. Translate the following words and phrases without dictionary.

Practice, theoretical, experimental, publish, analyze, phenomena, interdisciplinary, empirical, generation, natural, social, science, specific, data, conclusion, differentiate.

II. Read and translate the text.

Basic Classifications of Science

Science (from the Latin *scientia*, meaning “knowledge”) is, in its broadest sense, any systematic knowledge base or prescriptive practice that is capable of resulting in a prediction or predictable type of outcome. In this sense, science may refer to a highly skilled technique or practice. In its more restricted contemporary sense, science is a system of acquiring knowledge based on scientific method, and to the organized body of knowledge gained through such research.

Science is sometimes called experimental science to differentiate it from applied science, which is the application of scientific research to specific human needs - although the two are commonly interconnected. Science is a continuing effort to discover and increase human knowledge and understanding through the research. Using controlled methods, scientists collect observable evidence of natural or social phenomena, record measurable data relating to the observations, and analyze this information to construct theoretical explanations of how things

work. The methods of scientific research include the generation of hypotheses about how phenomena work, and experimentation that tests these hypotheses under controlled conditions. Scientists are also expected to publish their information so other scientists can do similar experiments to double-check their conclusions. The results of this process enable better understanding of past events, and better ability to predict future events of the same kind as those that have been tested. Scientific fields are commonly divided into two major groups: natural sciences, which study natural phenomena (including biological life), and social sciences, which study human behavior and societies. These groupings are empirical sciences, which mean the knowledge must be based on observable phenomena and capable of being tested for its validity by other researchers working under the same conditions. There are also related disciplines that are grouped into interdisciplinary and applied sciences, such as engineering and health sciences. Within these categories are specialized scientific fields that can include elements of other scientific disciplines but often possess their own terminology and body of expertise. Mathematics, which is classified as a formal science, has both similarities and differences with the natural and social sciences. It is similar to empirical sciences in that it involves an objective, careful and systematic study of an area of knowledge; it is different because of its method of verifying its knowledge, using a priori rather than empirical methods. Formal science, which also includes statistics and logic, is vital to the empirical sciences. Major advances in formal science have often led to major advances in the empirical sciences. The formal sciences are essential in the formation of hypotheses, theories, and laws, both in discovering and describing how things work (natural sciences) and how people think and act (social sciences).

(Originated from Wikipedia, the free encyclopedia)

III. Find synonyms to the following words. Consult the dictionary.

Essential, need, contemporary, ability, objective, major, formal, similar, research.

IV. Pick key words out of the text.

V. Write the abstract to the text.

I. Read the text.

Scientific Method

A scientific method seeks to explain the events of nature in a reproducible way, and to use these reproductions to make useful predictions. It is done through observation of natural phenomena, and/or through experimentation that tries to simulate natural events under controlled conditions. It provides an objective process to find solutions to problems in a number of scientific and technological fields.

Based on observations of a phenomenon, a scientist may generate a model. This is an attempt to describe or depict the phenomenon in terms of a logical physical or mathematical representation. As empirical evidence is gathered, a scientist can suggest a hypothesis to explain the phenomenon. This description can be used to make predictions that are testable by experiment or observation using scientific method. When a hypothesis proves unsatisfactory, it is either modified or discarded.

While performing experiments, scientists may have a preference for one outcome over another, and it is important to ensure that this tendency does not bias their interpretation. A strict following of a scientific method attempts to minimize the influence of a scientist's bias on the outcome of an experiment. This can be achieved by correct experimental design, and a thorough peer review of the experimental results as well as conclusions of a study. After the results of an experiment are announced or published, it is normal practice for independent researchers to double-check how the research was performed, and to follow up by performing similar experiments to determine how dependable the results might be.

(Originated from Wikipedia, the free encyclopedia)

II. Find in the text information about influence of scientific methods.

III. Pick 6 – 8 key words out of the text.

V. Translate the text into Ukrainian.

READER

WOMEN AND SPORT

The International Olympic Committee strives to promote women's participation in sports activities and in the Olympic Games. Sport, whether competition sport or sport for all, has become a social force with a major impact on the structure of society and the condition of women.

Sport belongs to all human beings. It is important to women and men as sport provides opportunities to learn, to experience success, teamwork and moments of excellence. Women are still under-represented in countries where cultural traditions limit their advancement. However, we will see more and more women choosing to take up a sport, either breaking with the norms of their society or staying within them. The speed of women's advancement in sport which has been started does of course vary, but it is important that it is underway more or less everywhere. However, many obstacles remain to be overcome. At the political level, and particularly in developing countries, the process is hampered by economic difficulties which place access to sport well behind the fight against hunger and poverty, and the improvement of health and education. Another handicap is government policies on sport, which do not always view increased participation by women as a priority, for although the sporting world and the Olympic Movement in general are firmly convinced of the need to make sport more accessible to women and are trying to work towards this goal, governments should remain the main players in this matter, developing policies which take account of this need. Moreover, despite the increasing number of performances by female athletes in this century, women continue to see their athletic accomplishments distorted by both print and electronic media, which often under-report and trivialise women's sport. Developing women's participation in sport calls for collaboration and effort from every source: sports organisations, political authorities, economic powers and the media.

(Originated from Sport Administration Manual)

CHALLENGES FACING COUNTRIES

Sport in all countries is changing with the times, but not uniformly for all. The gap in resources between wealthy and poorer countries is growing. Even once powerful nation states who strongly promoted sport have seen their sport success erode within a decade. The advances in technology are available to those with resources and not to others. A striking example is in cycling, where research and space-age materials combine to create bicycles that are lighter and faster than others. Kevlar or carbon fibre pursuit bikes with composite disc wheels and tires inflated at 250 pounds per square inch with helium are tested in a wind tunnel. Quality athletes in sports like athletics, football and basketball may leave a country to receive better training and competition and greater resources elsewhere. The athlete is not directly available to help develop sport in the country. On the other hand, he/she may develop to a much higher level elsewhere and be available to represent his/her country at international competitions. African football players who play in Europe, Finnish ice hockey players who play in the North American National Hockey League and sprinters who come to the USA to train, are examples. This exodus to preferred training environments is not limited to moving from poorer countries to richer ones. Athletes from developed countries move wherever they can find the best conditions. There is no question that the availability of quality facilities is necessary for proper training and where these do not exist, it becomes more difficult to excel. There is a great advantage to have high physicians, physiotherapists, nutritionists, sport science support (biomechanics, exercise physiology, psychology) to assist athletes in their training. Prevention of injury or the rehabilitation from injury is enormously enhanced with quality care, including diagnostic and medical equipment.

Coaches are the most important element for the success of high performance athletes. Training these individuals and retaining them in your sport system with the proper conditions necessary for their work must be the first priority for developing communities. These individuals, with their energy, enthusiasm and commitment, are key to finding creative ways to resolve other resource problems. They will identify what is really needed.

(Originated from Sport Administration Manual)

FAIR PLAY

At the Opening Ceremony of the Olympic Games, one of the athletes takes an oath on behalf of all the athletes. One of the officials takes a similar oath on behalf of all judges and officials. These oaths bind athletes and officials to abide by the rules which govern the Games “in the true spirit of sportsmanship”. There are thus two parts to the Olympic oaths - observing the rules and behaving in a sporting spirit. The term “fair play” covers both of them although sometimes it refers more to keeping the rules and at other times it refers to showing a sporting spirit. Fair play demonstrates attitudes and behaviours in sport consistent with the belief that sport is an ethical pursuit. It does not include acts of violence, cheating, drug abuse, or any form of exploitation in an effort to win. When elements such as these are introduced, the true competitive spirit is lost, and there remains no purpose for sport. Fair play does not only mean adherence to written rules; rather it describes the right attitudes of sportsmen and sportswomen and the right spirit in which they conduct themselves; showing respect for the other and care for his or her freedom from bodily or psychological harm. Fairness is trying to put oneself in the place of the other and acting accordingly. Fair play is first of all a matter of personal commitment of the individual.

Sports federations at regional, national and international levels contribute importantly to the fair play environment, through rules and regulations and the training of coaches, referees, judges and other officials.

The governments and especially the public and private educational institutions are also responsible for education and attitude formation towards fair play. The educational process should not only address the active participant in sport but also the consumer, the spectator. The parent plays a vital role in instilling a spirit of fair play in children. Spectators and the mass media have a role to promote fair play. One should not forget that not only the good but also the bad examples in sports have a strong effect on the socialisation process of human beings. The International Committee for Fair Play (CIFP) is concerned about developments in sport all over the world which undermine fair play.

(Originated from Sport Administration Manual)

THE RULES

Sport without rules is impossible, and a sport in which the rules are frequently broken disintegrates and will be abandoned. It is therefore in the interests of every athlete that rules should be kept and that they should be enforced with penalties when they are broken. In the ancient Olympic Games, penalties for breaking rules and for cheating, that is, for breaking a rule with intent to avoid the penalty, were very heavy. A bronze statue had to be donated by the culprit. In the modern Games, a serious and intentional breach of a rule would result in disqualification as happened when a fencer adapted his weapon to give him an illegal advantage. There were few instances of cheating in the ancient Games and there have been very few in the modern Games. Efficient judging and officiating can and does prevent most cheating during the contests. The oaths, however, are not just administrative devices; they are solemn promises and they place personal responsibility for keeping the rules upon athletes and officials because throughout human history keeping a promise has been accepted as a duty even if and when there might be an immediate advantage in not keeping it. This personal responsibility for observing the rules is at the centre of Olympism.

Breaking the Rules

Some players deliberately break a rule and accept the penalty because it would be more advantageous in certain circumstances, for instance, to handle the ball in a game of soccer and have a free kick given against your team than to allow play to go on. Some players might argue that this is provided for in the rule and that it is therefore an approved feature of the game. However, a deliberate intention to break certain rules, even if the penalty is readily accepted, is contrary to the Olympic oath.

Unfair Judging

Sometimes mistakes are made in judging, especially in the style events such as diving, skating and gymnastics, where a judge may make an unintentional error of judgement. Occasionally, a judge may depart from impartiality, to favour competitors from a particular country, group of countries, continent or ethnic group. Such favouritism, if confirmed, would quickly destroy an event as an Olympic contest. Impartial administration of the rules is the prime duty of all officials and is included in the oath for all judges and officials. It is also an elementary principle of justice in any civilised society.

Rules for Training

Some rules have to be observed before an athlete ever reaches the Olympic arena. Notable among these are rules about eligibility, formerly called “amateurism”, and rules about the use of medical and pharmaceutical aids to performance. The Olympic Games today include professional athletes, and those who train as professionals (i.e. full-time). Both are eligible.

The rules on eligibility have often been changed to try to ensure that however much money it costs to reach the top and whatever the rewards of success, only those athletes who compete for the love of their sport enter the Olympic arena. Perfect rules have not yet been drawn up. Avery Brundage, President of the IOC from 1952 until 1972, once said that you could not legislate for things of the spirit.

Scientific Approach to Training

Medical science is playing an increasing role in the proper preparation of the elite competitor. The coach and the competitor should be aware that sports science plays a significant role in the training methods of the elite competitor.

a) Physiological testing

Through a series of physiological tests, the sports scientists can monitor the preparation of the competitor.

b) Biomechanical analysis

Through the use of video film monitoring and force measuring devices, the movements of the body can be analysed for mechanical efficiency, and faults scientifically rectified.

c) Psychological help

Sports psychologists assist in the mental preparation of the competitor to ensure that the mental approach to the sport, to training, and especially to competition are optimised.

(Originated from Sport Administration Manual)

SPORT MEDICINE

Fitness and good health are terms which can be readily associated with sport. Recreational sport can do much to contribute to good health and fitness, and the association between the sport, health and fitness can do much to persuade governments to provide facilities for the playing of sport.

For the top level and competitive sportsman and woman, it is vital that the body is healthy and in peak working order despite the extra work and stress that is placed upon it. Therefore, the involvement of the medical profession in the preparation for competition is of vital importance. The IOC Medical Commission, with the assistance of Olympic Solidarity, have created a Sport Medicine Manual and courses that assist the training of physicians who might not have had specialist training with athlete issues. Those interested in this should contact the IOC Medical Commission.

The requirements of sports medicine by high level sport can be summarised as follows:

1. Monitoring of General Health

The competitor, before beginning the regimen of high intensity training, should have proper checks to ensure that as far as possible, the body is free of rectifiable ailments, defects and diseases. Furthermore, it is important that a proper regimen of regular checks is built into the programme of the competitor to monitor his/her general health and condition. Through such regular checks, defective teeth can be rectified by dental treatment, poor nutritional conditions rectified by a balanced diet and supplements, and niggling and chronic soft tissue injuries can be treated through appropriate physiotherapy.

More and more frequently, top-level athletes have access to designated and trained sport medicine physicians who provide very regular monitoring, and who get to know the athlete and the requirements of his/her sport. So, when the stress of daily training leads to indications of chronic fatigue or overtraining, flus or colds, lethargy or other symptoms, the physician can work with the coach and other health care professionals to try to maximise medical service to keep the athlete training effectively.

2. An Injury Service

Inevitably, competitors and sports people become injured either through traumatic incidents, or through stress placed on the body due to the intensity and frequency of the training or competition. It is vital for the competitor after having received the injury that he/she is properly rehabilitated and in the shortest possible time. Many potential gold medal winners have not performed to their true potential due to an injury received either near the date of competition or even at a time when it caused serious disruption to their training and preparation.

Creating a training regime where prevention of injury is fully factored is a necessary first step. When an injury, muscle soreness or pain, a possible muscle tear, back pain or other symptom arises, early diagnosis by, for example, a soft tissue injury specialist and a proper programme of treatment and rehabilitation is critical. The process of bringing the competitor back to full fitness, following an injury, is a matter of collaboration between the doctor, the physiotherapist, the coach, and the competitor.

3. An Educational & Information Service

It is vitally important that in the process of training and fine tuning of a competitor that the coach and the competitor develop good healthy habits. Frequently, the doctor, physiotherapist and other medically associated personnel can play a vital role in safeguarding against injury and poor health. The doctor can advise on correct habits of hygiene, sleep, awareness of travel associated problems, and on the significance of symptoms (imagined or otherwise) and what to do about them. The physiotherapist can advise on the importance of warming up exercises, of stretching and of good posture and mechanics of motion; and the dietician of good and bad eating habits.

Education of athletes and coaches concerning doping in sport, and advice on what medications and supplements are safe to use is a very important. Unit 11, Doping Control, provides further elaboration of this issue. As well, there are now several excellent websites that can assist a NOC and their athletes.

(Originated from Sport Administration Manual)

PARALYMPIC GAMES

The fundamental philosophy guiding the paralympic movement is that elite level athletes with physical disabilities should have opportunities and experiences equivalent to those afforded elite athletes without disabilities.

The Paralympic Games bring elite disabled athletic competition to the forefront of public consciousness. Competitive sports have proven to be an effective vehicle to promote equality, inclusion, accessibility and awareness about the capabilities of those with physical disability. Competitive sports dispel the stigma surrounding disability and illuminate the realm of possibility.

The Paralympics are recognised by the IOC and governed and sanctioned by the International Paralympic Committee (IPC). International organisations affiliated to the IPC represent five disability groups and provide the technical guidelines for classification of athletes.

The first Paralympic Games were created in 1948 by Sir Ludwig Guttman, a neurosurgeon at Stoke Mandeville Hospital in Aylesbury, England, when he organised the International Wheelchair Games to coincide with the 1948 London Olympics. The first deliberate attempt to connect the Olympics and Paralympics was made in 1960 when the first Paralympic Games were held in Rome, just a few weeks after the Rome Olympics. In the first year of the Games, 400 athletes from 23 nations competed in wheelchair events.

Since the 1988 Games in Seoul, and the 1992 Albertville Winter Games, the Paralympic Games have taken place shortly after the Olympics in the same host city. Today, there is only one organising committee staging both events. In fact, the word «Paralympic» is derived from Greek: «para» meaning «parallel» and the word «Olympic». On June 19, 2001, an agreement was signed between the IOC and the IPC that from 2008 on, the paralympic Games would always shortly follow the Olympic Games, using the same sporting venues and facilities. Since 2002, one Organising Committee is responsible for hosting both the Olympic and Paralympic Games. Athletes from both Games will live in the same village, and have the same catering, transport, ticketing, technology and other systems.

A total of 3826 athletes (approximately 1200 women) from 136

countries competed in the Athens 2004 Paralympic Games in 19 sports: archery, goalball, volleyball, athletics, judo, wheelchair basketball, boccia, powerlifting, wheelchair fencing, cycling, sailing, wheelchair rugby, equestrian, shooting, wheelchair tennis, football 5 and 7 -a-side, swimming, and table tennis.

Fifteen of these 19 sports are equivalents to Olympic sports, the four unique Paralympic sports being boccia, goalball, powerlifting and wheelchair rugby. Through the years, the Games were expanded to include amputees, persons with cerebral palsy, persons with vision impairments and other athletes, including dwarfs. In today's Paralympic Summer Games, some four thousand athletes from 140 nations participate. Spectator numbers are also growing rapidly, and 800,000 bought tickets for the Athens Paralympic Games. A total of 3100 media were accredited including representatives from more than 50 broadcasters. Ten million Chinese and 8 million Japanese watched the opening ceremonies. In Britain, 2 million watched the first Sunday Paralympic programme. In Spain, 650,000 watched the final summary programme. Overall, a study conducted of coverage from 17 countries indicated that 1.82 billion people watched the Games.

Beijing Paralympic Games

Beijing is planning 18 competition venues and 17 training venues for the 19 sports. Except for sailing that will be held at Quindao, the other 18 sports will be in Beijing, 12 of which will be held within the Olympic Green, adjacent to the Paralympic Village, the MPC and the IBC. The Games will last 12 days. The Village will be open a week before the Games, and will accommodate 7,700 people, including 4,000 athletes, 2,000 team officials and nearly 1,000 technical officials. The Paralympic Games are not the Special Olympics Organisation, which is also recognised by the IOC. The Paralympics is truly a competition of elite, world class, well-trained, disabled athletes. The Special Olympics provides year-round sports training and competition to those with intellectual disabilities in more than 150 countries. All who enter their competitions receive a medal for involvement.

(Originated from Sport Administration Manual)

CURRICULUM VITAE

Name: Last, First _____

Date and Place of Birth _____

Citizenship: _____

Permanent Residence Address _____

Telephone/ Fax _____

Position/Affiliation _____

Office address _____

E-mail: _____

Educational Background (in reverse chronological order)

Dates	University/Institute	Field of Study	Degree

Employment History (in reverse chronological order)

Dates	Employer	Address	Position

Professional Activities, Membership in Professional Associations

Fields of interests

Academic Degrees and Awards

Participation in Conferences and Seminars

Major Publications (in chronological order)

Language Proficiency

Native Language _____

Foreign Languages. (Rate your skills using Good, Fair, Poor)

Language	Reading	Writing	Listening	Speaking

Signature _____

REPORT WRITING

Reports are very important ways of recording information and presenting information to meetings. You can save a great deal of time by sending reports to committee members prior to meetings.

Report writing is a skill, the golden rule is to write reports that are accurate and to the point. For example, here are two content outlines for typical reports.

1. To brief a committee on a particular topic, or following some inquiry, include the following:

- Introduction – reasons for report, historical background, list of persons involved and their roles
- methodology – how you operated, what you did
- results – findings, what happened, what was observed
- conclusions – and any recommendations

2. Report of a team visit

- introduction – identify the purpose, location, dates, those involved and your role
- pre-visit arrangements
- transportation to venue
- accommodation
- local arrangements and conditions and effect on team
- how team and management reacted and related
- full results and description of competition
- medical report
- media contacts and exposure
- conclusions and recommendations, if any.

(Originated from Sport Administration Manual)

REFERENCE LIST

1. A. Clement, B. G. Hartman. The Teaching of Physical Skills. – Brown and Benchmark Publishers Madison, Wisconsin, 1994. – 353 p.
2. Microsoft® Encarta® Encyclopedia 2000.
3. Sport Administration Manual, 2005. – 455 p.
4. Wikipedia, the free encyclopedia, 2009.