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НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ

**для студентів ІІІ курсу
за напрямками підготовки
«фізичне виховання» та «спорт»**



ЛЬВІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ ФІЗИЧНОЇ КУЛЬТУРИ

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За редакцією Ольги Романчук

АНГЛІЙСЬКА МОВА

НАВЧАЛЬНИЙ ПОСІБНИК

*для студентів III курсу
за напрямами підготовки
«фізичне виховання»,
«спорт»*

Видання друге, виправлене та доповнене

Львів
«Норма»
2012

УДК 811.111:796.011.1(075)

ББК 81.2 англ. я 73

А 64

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Ухвалено до друку Вченою радою

Львівського державного університету фізичної культури

(протокол № 10 від 18 червня 2012р.)

Англійська мова : навч. посіб. для студ. III курсу за напрямами підготовки “фіз. виховання”
та “спорт”. Вид. 2-ге, виправ. та допов. / О. В. Матвіяс, У. М. Проценко, І. М. Стифанишин,

А 64 Н. А. Юрко, О. П. Коваль ; за ред. О. В. Романчук. – Л. : Норма, 2012. – 68 с.

ISBN 978-966-7775-23-0

У навчальному посібнику представлено основні розмовні теми третього року навчання. Теоретичний та практичний матеріал закріплюється розширеною системою вправ, спрямованих на формування навичок усного та письмового мовлення. Матеріали посібника доповнено розділом додаткових завдань, призначених для розширення лексичного матеріалу та продуктивного спілкування із використанням базової лексики тематичних розділів навчального курсу. Навчальний посібник призначений для студентів третього курсу за напрямами підготовки “фізичне виховання” та “спорт”, які навчаються за кредитно-модульною системою.

УДК 811.111:796.011.1(075)

ББК 81.2 англ. я 73

ISBN 978-966-7775-23-0

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Стифанишин І. М., Юрко Н. А., Коваль О. П., 2012

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UNIT 1

Physical Education Position in the General System of Education

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

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

2. Translate without using a dictionary:

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

3. Read and translate the text.

Physical Education in the Secondary School Curriculum

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

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

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

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

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

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

Notes:

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

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

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

5. Match the words with their definitions:

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

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

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

7. Form derivatives from the following verbs:

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

8. Insert prepositions where necessary.

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

8. ... one ... the major goals ... education is to prepare students to be lifelong learners, knowledge ... factors affecting movement is essential ... future learning.
9. ... physical activity habits are formed early ... life, attention must be given ... the physical education program ... helping students to incorporate physical activity ... their lifestyles ... this age.
10. ... physical education is an essential component ... any curriculum designed to educate the whole person.

9. Insert the appropriate words or word-combinations.

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

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

10. Match two parts of the sentences.

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

11. Answer the questions.

1. What is physical education devoted to?
2. What do you study at PE lessons?
3. What skills do you develop at PE lessons?
4. How do you understand the term "lifetime"?
5. What popular physical activities can you name?
6. What popular physical activities are provided in schools?
7. What is health-related fitness?
8. Why are the school years so important for physical education?
9. What is the main goal of physical education?
10. At what age are physical activity habits formed?

12. Complete the sentences.

1. Physical education is ...
2. It contributes to ...
3. Physical education makes ...
4. It is the only subject area in the school ...
5. It is concerned with the total development in ...
6. The importance of leading a physically active lifestyle ...
7. School physical education programs represent the best avenue for ...
8. During school years adolescents should have the opportunity ...
9. Since physical activity habits are formed early in life ...
10. Thus physical education is an essential component of ...

1. Read the text.**Curriculum**

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

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

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

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

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

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

2. True / false statements.

1. Outstanding programs have clear goals, and efforts are directed toward their attainment.
2. The programs have a clear focus that is communicated to school administrators only.
3. The content of these programs cannot be varied.
4. Their efforts are directed on attaining those goals identified as most important to students' needs.
5. All programs emphasize health-related fitness and wellness in their endeavours.
6. Schools without pools offer swimming in cooperation with the local YMCA.
7. Private tennis courts and commercial bowling alleys are used for instructions.
8. Careful sequencing of activities is evident in the curriculum.
9. Students are progressively introduced to less advanced skills.
10. Motivation rises when students are genuinely interested in learning.

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

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

5. Write abstract of the text.

Text C

1. Translate the text in a written form.

Senate Resolution 43 House Resolution 97

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

1. Whereas physical education is essential to the physical development of the growing child;

2. Whereas physical education helps improve the overall health of children by increasing cardiovascular endurance, muscular strength and power, flexibility, weight regulation, improved bone development, improved posture, skilful moving, increased mental alertness, active lifestyle habits, and constructive use of leisure time;

3. Whereas physical education helps improve the mental alertness, academic performance, readiness to learn, and enthusiasm for learning of children;

4. Whereas physical education helps improve self-esteem, interpersonal relationships, responsible behaviour, and independence of children;

5. Whereas children who participate in quality daily physical education programs tend to be more healthy and physically fit;

6. Whereas physically fit adults have significantly reduced risk factors for heart attacks and strokes;

7. Whereas the Surgeon General, in Objectives for the Nation, recommends increasing the number of school-mandated physical education programs that focus on health-related physical fitness;

8. Whereas the Secretary of Education, in First Lessons – A Report on Elementary Education in America, recognized that elementary schools have a special mandate to provide elementary school children with knowledge, habits, and attitudes that will equip the children for a fit and healthy life;

9. Whereas a quality daily physical education program for all children from kindergarten through grade 12 is an essential part of a comprehensive education.

Now, therefore, be it

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

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

2. Choose 3 the most important points of the Resolution. Prove your choice.

3. Imagine yourself:

a) the Secretary of Education

b) the Surgeon General

c) the Secretary of Defence

and present your Resolution supporting physical education.

1. Complete the terms to match the definitions:

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

2. Insert prepositions where necessary.

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

3. Match two parts of the sentences.

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

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

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

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

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

UNIT 2

Olympism

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

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

2. Translate without using a dictionary:

religious, originally, enthusiast, to incorporate, to expose, ethnic principles, harmonious development, to encourage, further intensive development, effort, human qualities, to ensure, constant.

3. Read and translate the text.

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

Pierre de Coubertain

"Olympism is the marriage of sport and culture"

Juan Antonio Samaranch

Olympism

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

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

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

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

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

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

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

5. Match the words with their definitions:

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

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

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

7. Form derivatives from the following verbs:

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

8. Insert prepositions where necessary.

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

9. Insert the appropriate words or word-combinations.

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

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

10. Match two parts of the sentences.

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

11. Answer the questions.

1. Where were the Olympic Games originally held in 776 BC?
2. Who began the era of Modern Olympic Games?
3. What did De Coubertin try to incorporate into his own life?
4. What is Olympism?
5. Who established the Olympic Movement?
6. What does Olympism use to promote the balanced development of the people?
7. What is the goal of Olympism?
8. What does Olympic Movement embrace?
9. What is Olympism based on?
10. Who modernized ancient Greek ideals and launched them to the rest of the world?

12. Complete the sentences.

1. Olympism uses sport ...
2. The Olympic sport is ...
3. In 1896 ...
4. Baron Pierre de Coubertin began ...
5. De Coubertin tried to ...
6. The Olympic sport is one ...
7. The Olympic Games are an international ...
8. De Coubertin studied ...
9. Beginning in 776 BC ...
10. Olympism is an inner faith of ...

1. Read the text.**The Philosophy of Olympism**

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

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

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

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

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

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

2. True / false statements.

1. The philosophy of Olympism has as its focus of interest just the elite athlete.
2. Olympism is a social philosophy which emphasises the role of sport in peaceful co-existence.
3. A universal philosophy of Olympism is relevant to everyone, regardless of nation, race, gender, social class, religion and ideology.
4. The search for a universal representation at the interpersonal and political level of our common humanity is the essence of the optimism and hope of Olympism and other forms of humanism and internationalism.
5. The ideal should seek just to sustain sports practice.

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

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

5. Write abstract of the text.

Text C

1. Translate the text in a written form.

What Is Valuable About Olympism Today?

The good intentions of Olympism are indeed well-established, but not necessarily well known. A prevailing challenge in today's world is how to capture people's attention long enough to convey important and life enhancing messages. Being the difficult job it is, merely sharing information only illustrates the size of the challenge it is to effectively educate people. Education takes quality time and the perception, too often, is that simply receiving information is the same as education. Education is the process of learning conceptual ideas that leads to behavioral awareness or change. A clear distinction needs to be understood on this matter; learning occurs only through practice.

Olympism encourages exploration of self and how self relates to community in a local sense. The smallest local actions accumulate and make an important global contribution. Also, Olympism is a tool that can better unify the people of the world. As experience is gained, the ability to see and think about the global picture becomes a natural outcome. Finally, everyone could be a role model to someone. If we have more people living with the concepts of Olympism in their daily lives, the philosophy will permeate our world at an exponential rate. The evolution of the principles of the Olympic Philosophy is essential. More importantly, there are necessary changes to be made in the moral standards and the values of people, their mentality and sentiments. The inherent values of Olympism that seem to have lost their meaning in our changing society must be identified and revised so that they match the continuous advancement of today's world. People gain experience and perspective as they advance along the continuum of life. The birth of the Modern Olympic Games spawned a formal sporting event and the growth and change that has occurred from 1896 until today is almost immeasurable. As philosophy directs individual lives and the spirit of Olympism affects those lives around the globe, the common thread the two has is embedded in founding principles. These principles are anchoring and timeless values that have endured. From where or whom we are born, the principles of life that parents teach affect their children throughout their future. The Olympic Movement is much more than just the parent of the Modern Olympic Games, it is a choice that people can undertake by which to conduct their lives.

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

1. Complete words to match the definitions:

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

2. Insert prepositions where necessary.

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

3. Match two parts of the sentences.

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

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

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

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

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

UNIT 3

Daily Physical Education

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

- | | |
|--------------------------|--|
| • agility | - жвавість, рухливість |
| • to allot | - призначати |
| • appropriate | - властивий, відповідний |
| • aptitude | - здібність |
| • to ascribe | - приписувати |
| • to assert | - стверджувати |
| • to attain | - досягати, добиватися |
| • to cause the necessity | - викликати необхідність |
| • challenge | - виклик |
| • to contribute | - сприяти |
| • to counteract | - нейтралізувати, протидіяти |
| • designed to | - створений, призначений для |
| • endurance | - силова витривалість |
| • to enhance | - збільшувати |
| • evidence | - доказ, очевидність |
| • inactive lifestyle | - пасивний спосіб життя |
| • to incorporate | - включати (до складу) |
| • judgment | - думка, розсудливість |
| • leisure | - дозвілля |
| • obesity | - ожиріння |
| • objective | - мета, завдання |
| • outlet | - вихід (перен.) |
| • provision | - забезпечення |
| • recognition | - визнання, схвалення |
| • sedentary | - сидячий |
| • self-esteem | - самоповага, почуття власної гідності |
| • skills | - навички, вміння |
| • through the lifespan | - впродовж життя |

2. Translate without using a dictionary:

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

3. Read and translate the text.

High-Quality Daily Physical Education

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

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

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

- reduced risk of heart disease: physical activity counteracts the major coronary risk factors – obesity, inactivity and hypertension;
- improved health;
- stronger bones;
- weight regulation and improved body composition;
- skill development: allows for enjoyable participation in physical activities and leisure pursuits;
- self-discipline and responsibility for one's own actions, fitness and health;
- improved judgment, self-esteem, self-confidence and peer relationships;
- promotion of mental health and reduction of depression;
- stress reduction: physical activity provides an outlet for tension;
- promotion of a more active lifestyle and a more positive attitude toward physical activity.

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

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

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

5. Match the words with their definitions:

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

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

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

7. Form derivatives from the following verbs:

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

8. Insert prepositions where necessary.

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

9. Insert the appropriate words or word-combinations.

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

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

10. Match two parts of the sentences.

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

11. Answer the questions.

1. What is the provision of high-quality daily physical education?
2. Why children and adolescents are inactive and unfit?
3. How to achieve the maximum benefits of exercise?
4. What does the program of physical education provide?
5. What is the most important way to prevent obesity?
6. What are benefits of a physical activity program?
7. What are the objectives of physical education program?
8. What are the gender differences in attitudes toward physical education?
9. Who reported more positive attitudes toward physical activity?
10. What are the relationship between attitude toward physical education and leisure-time exercise in high school students?

12. Complete the sentences.

1. The benefits and the connection of physical activity ...
2. Teachers are important in the process of ...
3. Students can increase their ...
4. Physical inactivity is a social problem that will lead to ...
5. Physically active people live ...
6. Regular physical activity can improve ...
7. The boys are ...
8. I'm physically fit because ...
9. Daily physical activity increase ...
10. National and state standards require ...

Text B

1. Read the text.

Sport Management: Business And Industry

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

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

Corporate fitness programs also demand management, motivational, and supervisory skills. Exercise and sport science and fitness specialists who possess knowledge in public relations and marketing can advance more easily into management positions within corporate fitness programs. Since employers want

the dollars spent for fitness programs to result in enhanced worker productivity, the goals are to motivate workers to adhere to fitness programs and to increase participation.

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

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

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

2. True / false statements.

1. Corporate fitness programs demand management, motivational, and supervisory skills.
2. Facility managers are associated with arenas and stadiums at universities, in communities, and with professional teams.
3. A professional team also demand management, motivational, and supervisory skills.
4. Recreation administration are essential for handling the massive budgetary, of the business.
5. There are some specialized facilities, such as aquatic or ice arenas, that are responsible for competitive and recreational uses.
6. Exercise and sport science can advance easily into management positions.
7. Depending on the size of the facility and the number of scheduled events, the individuals administering them may earn salaries of more than \$40,000.

8. Tourist attractions highlight the achievements of former heroes and heroines.
9. Some sport managers earn \$30,000 to \$50,000.
10. Aquatic or ice arenas are limited to competitive and recreational uses.

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

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

5. Write an abstract of the text.

Text C

1. Translate the text in a written form.

Sport Communication

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

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

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

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

1. Complete the terms to match the definitions:

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

2. Insert prepositions where necessary.

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

3. Match two parts of the sentences.

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

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

1. Physical activity counteracts the _____ - inactivity, and hypertension.
2. Inactive lifestyles, sedentary leisure pursuits, and the lack of quality and regular physical education programs in the schools contribute to _____ of _____ of children and youth.
3. Daily physical education in school is one of the _____ to help individuals learn the skills, knowledge.
4. There are some _____, such as aquatic or ice arenas, that are limited to competitive and recreational uses.
5. Exercise and sport science and _____ can advance more easily into management positions within corporate fitness programs.

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

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

UNIT 4

Teaching Career in Physical Education

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

- | | |
|--|---|
| • as compared to | - порівняно з |
| • to attract | - приваблювати |
| • to bask in the sun | - грітися на сонці |
| • to be fortunate | - пощастити |
| • challenge | - виклик, проблемна ситуація |
| • to educate | - виховувати, давати освіту |
| • to enter the career/
the profession | - розпочати кар'єру,
професійну діяльність |
| • to express the desire | - виявляти бажання |
| • to give a reason | - навести причину |
| • to have fun | - весело проводити час |
| • to honour | - поважати, шанувати |
| • to inspire with the desire to | - стимулювати, вселити бажання до |
| • nature of the job | - характер роботи, професії |
| • poor experience | - поганий досвід |
| • to prompt | - спонукати |
| • prospective teacher | - майбутній вчитель |
| • to pursue a career | - займатися кар'єрою,
професійною діяльністю |
| • quality | - якість |
| • ranging from ... to ... | - від ... до ... |
| • to reap the benefits | - одержати користь, відчутти переваги |
| • to reflect in words | - виразити словами |
| • responsibility | - обов'язок |
| • to seek a career | - прагнути займатися професійною
діяльністю |
| • to select / to choose a career | - обирати кар'єру, професію |
| • to share with | - поділитися з |
| • to stay physically fit | - залишатися у хорошій фізичній формі |
| • to transmit | - передавати |
| • vacations | - канікули |
| • varied | - різноманітний |

2. Translate without using a dictionary:

career, profession, produce, coach, student, athlete, individual, reason, enter, physically, program, nature, gymnasium, classroom, outdoors, active, realize, art, society, informality.

3. Read and translate the text.

Choosing a Teaching Career

The challenge to those who wish to enter the teaching or coaching professions is reflected in the words of *Aristotle*. He said that *those who educate children well are to be honoured more than those who produce them, for those who produce children give them only life, but those who educate them give them the art of living well.*

A physical educator, as well as a coach, has the responsibility to inspire his students or athletes with the desire to learn and develop their physical skills, and be physically active.

Students select teaching as a career for many reasons. Many physical educators want to teach because of their love of children and their desire to help others.

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

Many choose to teach physical education because of their love for sports and the desire to transmit this love to others. The opportunity to be outdoors, to stay physically fit, and to have fun are often given as reasons for entering the teaching profession.

The nature of the job attracts many individuals. The long vacations in school and the informality of teaching in the gymnasium as compared to the classroom are some of the benefits that prompt some people to seek a teaching career.

The reasons that individuals pursue teaching careers are varied, ranging from a desire to improve society and the quality of life to a desire to bask in the sun for several months during the vacations.

(Originated from "Foundations of Physical Education and Sport" / Deborah A. Wuest, Charles A. Bucher. - 12th ed., 1995)

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

- 1) a physical educator
- 2) while students in physical education
- 3) to realize the benefits of
- 4) to improve the physical education program
- 5) the art of living well
- 6) an opportunity to be outdoors
- 7) to produce children
- 8) the informality of teaching in the gymnasium
- 9) for many reasons
- 10) to learn and develop physical skills

5. Match the words with their definitions:

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

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

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

7. Form derivatives from the following verbs:

compare, attract, express, inspire, reflect, select, act, transmit, educate, vary, produce, develop, realize, teach, improve, range, enter, participate.

8. Insert prepositions where necessary.

1. The individuals, who had poor experiences while students ... physical education, have the desire to improve ... physical education programs.
2. Many physical educators enter ... the profession because ... their love ... children.
3. The responsibility ... every physical educator is to inspire his athletes ... the desire to develop their physical skills.
4. The ... teaching ... the gymnasium prompts ... some people to seek a teaching career.
5. A challenge ... all teachers and coaches is reflected ... the words ... Aristotle.
6. Many choose to teach physical education because ... their desire to transmit their love ... sports ... others.
7. Prospective teachers often want to share ... others the benefits ... sport.
8. Students select ... teaching as career ... many reasons.
9. The opportunity to be outdoors is often given as a reason ... entering the teaching profession.
10. Those who educate ... children give them the art ... living well.

9. Insert the appropriate words or word-combinations.

- | | | |
|------------------------------------|----------------------------------|----------------------------------|
| a) <i>prompts to seek</i> | e) <i>love of</i> | i) <i>love for</i> |
| b) <i>physical education</i> | f) <i>to reap the benefits</i> | j) <i>nature of the job</i> |
| c) <i>as compared to</i> | g) <i>to stay physically fit</i> | k) <i>select teaching</i> |
| d) <i>pursue a teaching career</i> | h) <i>prospective</i> | l) <i>reflected in the words</i> |

1. ___ physical educators may ___ as a career for many reasons.
2. Opportunity ___ is a good reason for entering the career of a physical educator.
3. The desire to ___ brought us to the faculty of physical education.
4. Challenge to those who wish to enter the teaching profession is ___ of Aristotle.
5. The ___ of a physical educator attracts many individuals.
6. The informality of teaching in the gymnasium ___ the classroom often ___ a teaching career.
7. The desire to improve ___ programs is one of the reasons to enter the teaching profession.
8. Many choose to teach because of their ___ children.
9. Students who have been fortunate ___ of participation in a physical education program usually want to share them with others.
10. Physical education is usually chosen as a career because of ___ sports.

10. Match two parts of the sentences.

- | | |
|---|---|
| 1. Many physical educators want to teach because ... | a) ... of a teaching profession. |
| 2. Those who have been fortunate to reap the benefits of physical education ... | b) ... to transmit their love for sports to others. |
| 3. Those who had poor experience in physical education ... | c) ... often want to share them with others. |
| 4. The opportunity to be outdoors and stay physically fit are often given ... | d) ... with the desire to be physically active. |
| 5. The long vacations in school are some of the benefits ... | e) ... wish to improve physical education programs. |
| 6. A physical educator should inspire his students or athletes ... | f) ... informal than in the classroom. |
| 7. Many choose to teach PE because of the desire... | g) ... that prompt to seek a teaching career. |
| 8. The desire to improve the quality of life is one of the reasons ... | h) ... as reasons for entering the teaching profession. |
| 9. Many individuals are attracted by the nature ... | i) ... of their desire to help others. |
| 10. Teaching in the gymnasium is more ... | j) ... for pursuing a teaching career. |

11. Answer the questions.

1. What are the challenges of a teaching career?
2. Should parents or educators be honoured more, according to Aristotle? What is your opinion?
3. Who must be responsible for inspiring students with the desire to develop their physical skills?
4. What benefits prompt people to seek a teaching career?
5. Can we name the opportunities to be outdoors and stay physically fit as the main reasons for entering the career of a physical educator?
6. What knowledge does a physical educator want to share with his students?
7. How can one's poor experience in physical education influence the decision to pursue a teaching career?
8. What would you like to transmit to your own students?
9. The long vacations in school are not the least reason to pursue a teaching career, are they?
10. What makes teaching an attractive career choice for you?

12. Complete the sentences.

1. A prospective physical educator should realize ...
2. One's own experience in physical education is of great / of no importance ...
3. Love of children should / should not be the main criteria in choosing a teaching career ...
4. Love for sport is essential for a physical educator because ...
5. PE are / are not able to improve the quality of life in the society ...
6. The informality of teaching in the gymnasium is significant / insignificant ...
7. I would like / dislike to improve the physical education program ...
8. Many teachers enter the profession for the reason of ...
9. Most of my group-mates seek a teaching career because ...
10. My choice of a teaching career has been attracted by ...

Text B

1. Read the text.

Teaching Responsibilities

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

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

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

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

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

*(Originated from "Foundations of Physical Education and Sport" /
Deborah A. Wuest, Charles A. Bucher. - 12th ed., 1995)*

2. True / false statements.

1. It is useless for a prospective teacher to be cognizant of all the teaching responsibilities.
2. The actual teaching does not necessarily occupy the most of a teacher's time.
3. Instructional tasks are the activities related to the administration of the class.
4. Checking students' comprehension of the material is one of the teacher's instructional tasks.
5. Institutional tasks of a teacher include setting up and dismantling equipment.
6. Managerial tasks are and activities that relate directly to teaching.
7. Explaining, demonstrating and describing the class material are some of the teacher's institutional tasks.
8. Managerial tasks of a teacher include attending departmental meetings.
9. Physical educator should exemplify a healthy, active lifestyle.
10. Teachers' responsibilities are usually limited to teaching itself.

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

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

5. Write abstract of the text.

Text C

1. Translate the text in a written form.

Teaching and Coaching

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

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

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

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

Thus, although there are some similarities between teaching and coaching, there are some striking differences, which one should take into account while choosing between the two careers.

(Originated from "Foundations of Physical Education and Sport" / Deborah A. Wuest, Charles A. Bucher. – 12th ed., 1995)

Progress Check

1. Complete the terms to match the definitions:

- | | |
|-------------|--|
| 1) e _____ | a) a particular ability that involves special training and experience; |
| 2) e _____ | b) a duty that you have to do as a part of your job or position; |
| 3) c _____ | c) to continue steadily doing sth, be busy with sth; |
| 4) i _____ | d) someone who teaches or is an expert in education; |
| 5) s _____ | e) to be a typical example of sth; |
| 6) s _____ | f) to teach sb a subject or skill; |
| 7) r _____ | g) a job or profession for which sb is trained and which he follows; |
| 8) g _____ | h) fair and honest behaviour in sport; |
| 9) c _____ | i) a person who trains sportsmen for games or competitions; |
| 10) p _____ | j) a large hall or room with special equipment for doing physical exercises. |

2. Insert prepositions where necessary.

- Many physical educators enter _____ the profession because _____ their love _____ sport.
- Managerial tasks _____ a physical educator include taking _____ attendance, dealing _____ discipline problems, setting _____ and dismantling equipment, and recording students' progress.
- All physical educators want to share _____ others the benefits _____ participation _____ a physical education program.

- Teachers must work ____ a diversity ____ skill levels and interests ____ their classes.
- Some individuals prefer the informality ____ teaching ____ the gymnasium as compared ____ the classroom.

3. Match two parts of the sentences.

- | | |
|--|---|
| 1. The decision to coach may be influenced by ... | a) ... are to be honoured. |
| 2. The responsibilities of a physical educator are ... | b) ... be characteristics of effective coaches. |
| 3. Aristotle said that those who educate children well ... | c) ... the model of one's own coach. |
| 4. The qualities that exemplify good teachers may also ... | d) ... the activities related to the administration of the class. |
| 5. Managerial tasks of a physical educator are ... | e) ... instructional, managerial, and institutional in nature. |

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

- The reasons for individuals to _____ a teaching career are varied.
- _____ tasks of a physical educator are the activities related to the institution in which teaching occurs.
- Individuals, who had _____ while students in physical education, enter the teaching profession in order to improve _____ programs.
- Both teachers and coaches are engaged in _____ activities and both must provide opportunities for the learners to attain the _____ and _____ presented.
- Prospective teachers often express the _____ to improve the society and the quality of life.

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

- вдосконалити програму фізичного виховання
- передавати свої знання іншим
- відвідувати засідання кафедри
- вчитель фізичного виховання
- працювати у напруженій атмосфері
- можливість перебувати на відкритому повітрі
- обдаровані спортсмени
- перевіряти відвідування студентів
- відвідувати заняття з фізичного виховання
- займатися професійною діяльністю вчителя

UNIT 5

Coaching Career in Physical Education and Sport

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

- | | |
|--|--|
| • to aspire to | - прагнути |
| • association with | - зв'язок із |
| • athletic teams | - спортивні команди |
| • athletics | - спорт, заняття спортом |
| • attractive career choice | - привабливочий, хороший вибір кар'єри, професії |
| • challenge | - виклик, проблемна ситуація |
| • to cite a reason | - навести причину |
| • to derive from | - одержувати від |
| • decision | - рішення |
| • to educate | - виховувати, давати освіту |
| • to emulate | - наслідувати приклад |
| • enjoyment | - задоволення, радість, насолода |
| • to enter the career / the profession | - розпочати кар'єру, професійну діяльність |
| • excitement | - хвилювання, захоплення |
| • the fullest potential | - найбільший потенціал, можливості |
| • highly skilled | - дуже здібний, обдарований |
| • highly visible occupation | - дуже помітна професія, рід занять |
| • to honour | - поважати, шанувати |
| • to inspire with the desire to | - стимулювати, вселити бажання до |
| • previous involvement on | - колишнє залучення, участь у |
| • profound influence on | - великий, сильний вплив на |
| • to provide opportunity | - надати можливість |
| • prospective coach | - майбутній тренер |
| • to pursue a career | - займатися кар'єрою, професійною діяльністю |
| • recognition | - визнання |
| • to reflect in words | - виразити словами |
| • responsibility | - обов'язок |
| • to select / to choose a career | - обирати кар'єру, професію |
| • the utmost | - якомога більше, максимум |

2. Translate without using a dictionary:

career, profession, produce, coach, student, athlete, active, individual, reason, athletic, person, motivating, factor, positive, role, physical, model, motivated, potential, institution, community, enter, physically, art.

3. Read and translate the text.

Choosing a Coaching Career

The challenge to those who wish to enter the teaching or coaching professions is reflected in the words of Aristotle. He said that *those who educate children well are to be honoured more than those who produce them, for those who produce children give them only life, but those who educate them give them the art of living well.*

A coach, as well as a physical educator, has the responsibility to inspire his students or athletes with the desire to learn and develop their physical skills, and be physically active.

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

Individuals may choose to coach because of the profound influence one of their coaches had on their lives. Having a coach who had a positive role model and a desire to emulate this individual can influence the decision to pursue a coaching career.

Many choose to coach because of their love of children. The opportunity to work with highly skilled and motivated individuals is often cited as a reason for coaching.

Many coaches enter the profession because they believe that participation in athletics can be a positive experience; they provide opportunities for young people to develop their fullest potential, both as athletes and as individuals.

Coaching is a highly visible occupation. Coaches may have a great deal of influence and power within both the institution and the community. The excitement, attention, influence, and recognition associated with coaching make it an attractive career choice.

*(Originated from "Foundations of Physical Education and Sport" /
Deborah A. Wuest, Charles A. Bucher. – 12th ed., 1995)*

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

- 1) a physical educator
- 2) the art of living well
- 3) a great deal of influence and power
- 4) a positive role model
- 5) to influence the decision
- 6) highly skilled individuals
- 7) the enjoyment derived from participation
- 8) to produce children
- 9) a strong motivating factor
- 10) associated with coaching

5. Match the words with their definitions:

- | | |
|------------------|---|
| 1) coach | a) to imitate, to copy, to try to be like sb; |
| 2) career | b) strong, often pleasant feelings, opposite to calmness; |
| 3) athletics | c) to continue steadily doing sth, to be busy with sth; |
| 4) participation | d) accepting or identification of sth or sb; |
| 5) occupation | e) impact, power or effect upon sb; |
| 6) to pursue | f) sports; the practice of bodily exercises demanding strength and speed; |
| 7) to emulate | g) a job or profession for which sb is trained and which he follows; |
| 8) influence | h) partaking or involvement in sth, particularly in sports; |
| 9) excitement | i) a person who trains sportsmen for games, competitions, etc; |
| 10) recognition | j) a job, profession, employment of a person. |

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

- | | |
|----------------|--------------|
| 1) physical | a) teams |
| 2) career | b) sport |
| 3) coaching | c) coach |
| 4) the fullest | d) influence |
| 5) love of | e) choice |
| 6) physically | f) career |
| 7) love for | g) active |
| 8) profound | h) potential |
| 9) prospective | i) children |
| 10) athletic | j) skills |

7. Form derivatives from the following verbs:

associate, provide, aspire, select, attract, derive, enter, recognize, excite, motivate, inspire, reflect, involve, occupy, educate, produce, develop, enjoy, participate, decide, emulate.

8. Insert prepositions where necessary.

1. The responsibility ... every coach is to inspire his athletes ... the desire to develop their physical skills.
2. Individuals aspire ... coaching careers ... many reasons.
3. Many coaches enter ... the profession because ... their love ... sport.
4. The desire ... continue association ... athletics is a strong motivating factor ... selecting a coaching career.
5. A good coach has a profound influence ... each ... his athletes.
6. The enjoyment derived ... participation influences greatly ... the decision to coach.
7. Every coach wants to share the utmost ... what he has learned ... athletics.
8. Work ... highly skilled individuals is often cited as a reason ... coaching.
9. A challenge ... all teachers and coaches is reflected ... the words ... Aristotle.
10. Those who educate ... children give them the art ... living well.

9. Insert the appropriate words or word-combinations.

- | | | |
|-------------------|------------------|----------------------|
| a) emulate | e) prospective | i) challenges |
| b) pursue | f) profound | j) fullest potential |
| c) highly skilled | g) career choice | k) participation |
| d) highly visible | h) role model | l) enter |

1. The desire to ___ a coaching career brought us to the faculty of sport.
2. Coaching and teaching are some of the ___ occupations.
3. A coach should provide opportunities for his athletes to develop their ___ .
4. It is much easier and more interesting to coach ___ and motivated individuals.
5. A coach should be aware of the ___ influence he may have on his athletes.
6. Love for sport is one of the necessary motivations for those who ___ the coaching profession.
7. Athletes often ___ the positive ___ of their coach.
8. There is no doubt that ___ in athletics is a positive experience.
9. To be a good specialist any ___ coach must know all the ___ of this profession.
10. The excitement, influence and recognition make coaching an attractive ___ .

10. Match two parts of the sentences.

- | | |
|--|---|
| 1. A coach often has much influence and power ... | a) ... are to be honoured. |
| 2. Individuals may choose to coach ... | b) ... common among the athletes. |
| 3. With the help of coach young people can develop ... | c) ... the model of one's own coach. |
| 4. A good reason for coaching is the opportunity ... | d) ... a highly visible occupation. |
| 5. One's own previous involvement in athletics may ... | e) ... seems to be very attractive. |
| 6. The decision to coach may be influenced by ... | f) ... both as athletes and as individuals. |
| 7. A desire to emulate his coach is usually ... | g) ... because of their love for sport. |
| 8. The attention associated with coaching ... | h) ... to work with motivated individuals. |
| 9. Aristotle said that those who educate children well ... | i) ... within the community. |
| 10. The profession of a coach is ... | j) ... aspire to a coaching career. |

11. Answer the questions.

1. What are the challenges of a coaching career?
2. Should parents or educators be honoured more, according to Aristotle? What is your opinion?
3. Who must be responsible for inspiring athletes with the desire to develop their physical skills?
4. What are the motivating factors in selecting a coaching career?
5. Can we cite the enjoyment derived from participation as a reason for coaching?
6. What amount of his knowledge does a professional coach want to share with his athletes?
7. How can your coach's model influence the decision to pursue a coaching career?
8. What other visible occupations, besides coaching, do you know?
9. Most coaches prefer to work with highly skilled and motivated individuals, don't they?
10. What makes coaching an attractive career choice for you?

12. Complete the sentences.

1. A prospective coach should realize ...
2. Previous involvement in athletics is of great / of no importance ...
3. Love for sport / love of children is essential for a coach because ...
4. A positive role model of a coach is significant / insignificant ...
5. The profound influence of a coach ...
6. As a rule many athletes like to emulate ...
7. I would like / dislike to emulate my coach because ...
8. Many coaches enter the profession for the reason of ...
9. Most of my group-mates aspire to a coaching career because ...
10. My decision to pursue a coaching career has been motivated by ...

Text B

1. Read the text.

Coaching Responsibilities

Many responsibilities are associated with coaching. These responsibilities may be classified as instructional, managerial, and institutional in nature.

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

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

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

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

Many other duties and expectations are associated with coaching. Coach often undertakes a role of counsellor with athletes or assumes the role of a surrogate parent. Athletes turn to their coach for advice about a myriad of problems. Because of their positions of leaders, coaches are viewed as role models by many individuals. Establishing and maintaining positive relationships with the community, athletes and parents is often seen as vital to the coach's success. Coach is expected to reflect a positive image and exemplify the values associated with sport.

*(Originated from "Foundations of Physical Education and Sport" /
Deborah A. Wuest, Charles A. Bucher. – 12th ed., 1995)*

2. True / false statements.

1. One of the coach's duties is to conduct practising during the game.
2. The most time-taking responsibilities of a coach are the instructional ones.
3. The results of competitions are of no use for planning the forthcoming practices.
4. Much time is spent by a coach in recruiting potential athletes.
5. Coach has no other institutional duties, except instructing his athletes.
6. The latest rule changes in sport are necessary to be known by a coach.
7. Coaches often belong to organizations related to the sport they coach.
8. Writing articles in sports journals cannot be expected of a coach.
9. Coach's advice about different problems is sometimes needed by his athletes.
10. Coach never deals with the values associated with sport.

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

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

5. Write abstract of the text.

Text C

1. Translate the text in a written form.

Coaching and Teaching

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

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

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

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

Thus, although there are some similarities between teaching and coaching, there are some striking differences, which one should take into account while choosing between the two careers.

(Originated from "Foundations of Physical Education and Sport" / Deborah A. Wuest, Charles A. Bucher. – 12th ed., 1995)

Progress Check

1. Complete the terms to match the definitions:

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

2. Insert prepositions where necessary.

1. Many coaches enter ____ the profession because ____ their love ____ sport.
2. Coach is expected ____ reflect a positive image and exemplify ____ the values associated ____ sport.
3. The enjoyment derived ____ participation influences greatly ____ the decision to coach.
4. Coaches work ____ highly skilled athletes who often possess ____ a high level ____ commitment ____ their sport.
5. Individuals aspire ____ coaching careers ____ many reasons.

3. Match two parts of the sentences.

- | | |
|--|--|
| 1. The decision to coach may ... | a) ... are to be honoured. |
| 2. The responsibilities of a coach are ... | b) ... be characteristics of effective coaches. |
| 3. With the help of coach young people can develop ... | c) ... be influenced by the model of one's own coach. |
| 4. The qualities that exemplify good teachers may also ... | d) ... instructional, managerial, and institutional in nature. |
| 5. Aristotle said that those who educate children well ... | e) ... both as athletes and as individuals. |

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

1. Any _____ coach must know all the _____ of this profession.
2. Coaches must be aware of the current _____ and latest _____ changes in the sport.
3. There is no doubt that _____ in athletics is a positive experience.
4. Both teachers and coaches are engaged in _____ activities and must provide opportunities for the learners to attain the _____ and _____ presented.
5. It is much easier and more interesting to coach _____ and motivated individuals.

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

- 1) впливати на рішення
- 2) обдаровані спортсмени
- 3) відвідувати засідання кафедри
- 4) вчитель фізичного виховання
- 5) працювати у напруженій атмосфері
- 6) сильний мотивуючий фактор
- 7) планувати наступні тренування
- 8) розвивати найбільший потенціал
- 9) відвідувати заняття з фізичного виховання
- 10) наслідувати приклад свого тренера

UNIT 6

Future of Physical Education and Sport

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

- application - застосування, використання
- to be engaged in - займатися
- cessation - припинення
- concern - турбота
- coronary heart disease - серцево-судинні захворювання
- dramatic change - ефективно, значна зміна
- due to - завдяки
- encouragement - заохочення
- exponentially - показово, значно
- facility - устаткування
- to initiate - започаткувати, покласти початок
- lack of time - брак часу
- major - спеціалізація, основний предмет
- media-reinforced appeal - вагомий заклик медіа
- to meet the needs - задовольняти потреби
- nutritional guidance - консультації з харчування
- obesity - ожиріння
- proliferation - поширення
- to pursue a career - займатися професійною діяльністю
- recreation departments - рекреаційні відділення
- retirement home - будинок пристарілих
- science - наука
- setting - (*тут*) заклад
- skyrocketing - швидкозростаючий (*про ціни*)
- work sites - робочі місця

2. Translate without using a dictionary:

traditionally, primarily, fitness specialists, activity programs, guarantee, person, unique, progressively, dramatic, career, principles, option, media, motivate, individuals, self-discipline, private, public, clubs, recreation, clinic, instruction, leaders, personnel, smoking.

3. Read and translate the text.

The Changing Nature of Physical Education and Sport

Traditionally, physical education has focused primarily on teaching sports and games to school children. Today, fitness specialists and exercise and sport scientists in various settings work with adults to help them establish and maintain lifelong activity programs. There have also been changes in school programs to guarantee that there are opportunities for all persons to meet their unique needs while engaged in progressively challenging experiences.

The most dramatic change in physical education and sport has occurred in the proliferation of exercise and sport science majors as more and more students are choosing to pursue careers related to physical activity but outside of educational settings. The study of human movement and the application of its principles has broadened beyond the classroom while the field has grown more specialized as the quantity and quality of knowledge has expanded exponentially.

Career options in fitness and exercise and sport science have increased due to the media-reinforced appeal of cosmetic fitness, concern about health conditions related to lifestyle such as coronary heart disease and obesity, and skyrocketing health care costs. Fitness specialists find their greatest challenge in trying to motivate individuals to initiate and maintain activity programs through self-discipline. The two most frequent explanations for not exercising are lack of time and poor motivation or discipline.

Fitness programs have expanded in private and public health and sports clubs, recreation departments, retirement homes, work sites, rehabilitation clinics, hotels, and resorts. Many have joined clubs specifically to receive instruction and encouragement from fitness leaders in aerobics and weight training. Besides teaching, individuals in these careers are expected to prescribe safe exercise programs, monitor members' progress, provide nutritional guidance, manage the facility, and sometimes supervise other personnel. Many fitness specialists and exercise and sport scientists are expected to provide smoking cessation classes, information about injury prevention and care, and exercise for the reduction of low back pain.

*(Originated from Angela Lumpkin
"Physical education and sport. A contemporary introduction")*

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

- 1) physical education
- 2) sport scientists
- 3) to maintain lifelong programs
- 4) career options
- 5) health conditions
- 6) to receive encouragement
- 7) to supervise the personnel
- 8) to provide classes
- 9) injury prevention
- 10) reduction of pain

5. Match the words with their definitions:

- | | |
|------------------|--|
| 1) fitness | a) a job or profession for which sb is trained and which he follows; |
| 2) adults | b) the stopping of sth; |
| 3) proliferation | c) the state of being physically healthy and strong; |
| 4) to expand | d) the reason why sb does sth; |
| 5) career | e) grown people who are responsible for their actions; |
| 6) challenge | f) the sudden increase in the number or amount of sth; |
| 7) motivation | g) to become greater in size, number or importance; |
| 8) to monitor | h) a difficult task that tests sb's ability and skill; |
| 9) cessation | i) a person who is an expert in a particular area, work; |
| 10) specialist | j) to watch sth over a period of time in order to see how it develops. |

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

- | | |
|--------------|----------------|
| 1) physical | a) science |
| 2) fitness | b) programs |
| 3) activity | c) options |
| 4) dramatic | d) conditions |
| 5) sport | e) clubs |
| 6) to pursue | f) fitness |
| 7) career | g) education |
| 8) cosmetic | h) careers |
| 9) health | i) specialists |
| 10) sports | j) change |

7. Form derivatives from the following verbs:

teach, work, help, establish, maintain, change, guarantee, meet, engage, occur, choose, pursue, broaden, grow, expand, increase, concern, find, try, motivate, initiate, exercise, lack, join, expect, prescribe, monitor, provide, manage.

8. Insert prepositions where necessary.

1. Career options ... fitness and sport science have increased due ... the media-reinforced appeal ... cosmetic fitness.
2. The changes have occurred ... physical education and sport ... the proliferation ... exercise and sport science majors.
3. PE focuses primarily ... teaching sports and games ... school children.
4. The study ... human movement and the application ... its principles has broadened ... the classroom.
5. Fitness specialists and sports scientists ... various settings work ... adults ... help them establish lifelong activity programs.
6. More and more people join clubs specifically ... receive instruction and encouragement ... fitness leaders ... aerobics and weight training.
7. There have also been changes ... school programs ... guarantee that there are opportunities ... all persons.
8. More and more students are choosing ... pursue careers related ... physical activity.
9. The explanation ... not exercising are lack ... time and poor motivation.
10. Fitness specialists find their greatest challenge ... trying ... motivate individuals ... maintain activity programs through self-discipline.

9. Insert the appropriate words or word-combinations.

- | | | | |
|----------------------|------------------------|-------------------|------------------|
| a) career options | e) fitness specialists | i) human movement | m) specialized |
| b) occurred | f) exponentially | j) changes | n) lack |
| c) smoking cessation | g) pursue | k) related to | o) school |
| d) expanded | h) health | l) motivation | p) proliferation |

1. Today, __ and sports scientists work with adults.
2. There have also been __ in __ programs.
3. The great change in PE and sport has __ in the __ of exercise and sport science.
4. Fitness programs have __ in private and public __ and sports clubs.
5. __ in fitness and exercise have increased due to the media-reinforced appeal of cosmetic fitness.
6. The two explanations for not exercising are __ of time and poor __ .
7. Fitness specialists are expected to provide __ classes.
8. The study of __ and the application of its principles has broadened beyond the classroom.
9. More and more students are choosing to __ careers __ to physical activity.
10. The field has grown more __ as the quantity of knowledge has expanded __ .

10. Match two parts of the sentences.

- | | |
|---|---|
| 1. PE focuses primarily ... | a) ... to guarantee that there are opportunities for all persons. |
| 2. Fitness specialists and sports scientists ... | b) ... beyond the classroom while the field has grown more specialized. |
| 3. There have been changes in school programs ... | c) ... on teaching sport and games to school children. |
| 4. The change in PE and sport has occurred in the ... | d) ... to receive instruction and encouragement from fitness leaders. |
| 5. The study of human movement has broadened ... | e) ... work with adults to help them establish lifelong activity program. |
| 6. Career option in fitness have increased ... | f) ... proliferation of exercise and sport science majors. |
| 7. The two explanations for not exercising are ... | g) ... in private and public health and sports clubs. |
| 8. Many have joined clubs specifically ... | h) ... due to the media-reinforced appeal of cosmetic fitness. |
| 9. Many fitness specialists ... | i) ... lack of time and poor motivation. |
| 10. Fitness programs have expanded ... | j) ... are expected to provide smoking cessation classes. |

11. Answer the questions.

1. What is physical education focused on nowadays?
2. Why have there been changes in school programs?
3. Why has the change in physical education and sport occurred?
4. What is the reason for the increase of career options in fitness and exercise?
5. What is the greatest challenge for fitness specialists?
6. Why don't people exercise?
7. Where have fitness programs expanded?
8. Why do people join fitness clubs?
9. What are the duties of fitness leaders?
10. What are fitness specialists expected to provide?

12. Complete the sentences.

1. Today, fitness specialists work ...
2. There have been changes in school programs ...
3. The most dramatic change in physical education ...
4. The study of human movement and ...
5. Career options in fitness have increased ...
6. Fitness programs have expanded ...
7. Fitness specialists are expected ...
8. Many have joined clubs ...
9. The most frequent explanations ...
10. Besides teaching, individuals ...

1. Read the text.**Legal Liability**

The risk of injury in physical education and sport settings necessitates that teachers, leaders, supervisors, and administrators understand and comply with their responsibilities. This compliance is especially important because of the predisposition of many to seek legal redress for real or perceived mistreatment.

Negligence, the most frequent claim, occurs with the teacher's or director's failure to act as a reasonable and prudent person should, resulting in injury to another person. In order to avoid liability for negligence, you must act reasonably by recognizing potentially hazardous conditions or situations and by protecting your students and clients from them.

First, general supervision is always required when activity occurs. This responsibility includes knowing what to look and listen for, where to stand, how to move around, and what to do when a problem arises.

Second, not only do you have a responsibility to eliminate hazards of which you had actual notice, but also those of which you had constructive notice, those that any reasonable and responsible person should have noticed, such as broken glass on a floor.

Third, the person in charge should make regular inspections, involve participants in taking the responsibility for their own safety, do preventive maintenance, and post warnings about using facilities.

Fourth, every participant should be warned about potential risks; specifically, each person must know, understand, and appreciate the risks and potential for injuries in the activity.

One recommendation for helping students and activity participants know, understand, and appreciate risks and safety rules is the use of an agreement to participate. An agreement to participate may help instructors in one of the defenses against negligence because it articulates what assumption of risk means.

(Originated from Angela Lumpkin "Physical Education and Sport")

2. True / false statements.

1. To avoid liability for negligence a coach should recognize hazardous conditions and protect students from them.
2. The teachers should comply with their responsibilities because of lack of injury in physical education.
3. Negligence is the failure of the teacher to act properly, resulting in injury to another person.
4. Recognizing potentially hazardous conditions and protecting students from them doesn't help teachers to avoid liability for negligence.

5. General supervision includes the rules how to behave during the lesson.
6. A teacher should only eliminate hazards of which he has actual notice.
7. Each person must appreciate the risks and potential for injuries in the activity.
8. The person in charge makes regular inspections of facilities for the safety of participants.
9. An agreement to participate helps participants in a defense against negligence.
10. Agreement to participate is a recommendation for students to realize what assumption of risk means.

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

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

5. Write abstract of the text.

Text C

1. Translate the text in a written form.

Generalists Replaced by Specialists

Traditionally physical educators were generalists who could teach a dozen or more sports, coach two or three teams, and still have time to sweep the gymnasium floor. They proudly considered themselves generalists who focused on the practical field of teaching. Today, students are more likely to specialize and study in-depth one of the applied sport sciences.

The knowledge explosion in recent years has influenced all subject areas. Expanded research efforts, technological advances, and computer-assisted data generation and analyses have aided this proliferation. The quantity and quality of information has led to increasing specializations for two primary reasons. First, the sheer volume of books, research, reports, and scholarly papers makes it difficult for individuals to gain a comprehension of any entire discipline. Second, a greater understanding of a subdiscipline encourages people to specialize in an area of particular interest. The physical education generalists who taught everything but really enjoyed teaching weight training may choose a career involving only this specialty.

As a result of the popularity of physical activity and sport throughout society, diverse careers have emerged. Colleges and universities have responded by broadening the types of majors offered. Most students today choose to specialize in athletic training, sport management, fitness, or exercise and sport science because these areas interest them and because of the availability of jobs. When hired, they will be expected to remain knowledgeable in their specialty, not the entire field of physical education and sport.

(Originated from Angela Lumpkin "Physical Education and Sport")

1. Complete the terms to match the definitions:

- | | |
|-------------|---|
| 1) r _____ | a) a thing likely to cause injury; |
| 2) e _____ | b) discreet or cautious in managing one's activities; circumspect; |
| 3) i _____ | c) a settlement, especially one that is legally enforceable; covenant; |
| 4) h _____ | d) compensation, amends or reparation for a wrong, injury; |
| 5) i _____ | e) the ability or authority to act or decide on one's own, without supervision; |
| 6) p _____ | f) to remove or take out; get rid of; |
| 7) a _____ | g) a demanding or stimulating situation; |
| 8) c _____ | h) physical damage or hurt; |
| 9) r _____ | i) to begin or originate; |
| 10) c _____ | j) the act or capacity of understanding. |

2. Insert prepositions where necessary.

- The knowledge explosion ____ recent years has influenced ____ all subject areas.
- The study ____ human movement and the application ____ its principles has broadened ____ the classroom.
- ____ order ____ avoid liability ____ negligence, you must act reasonably ____ recognizing potentially hazardous conditions.
- Career options ____ fitness and exercise have increased due ____ concern ____ health conditions related to lifestyle.
- Colleges and universities have responded ____ broadening the types ____ majors offered.

3. Match two parts of the sentences.

- | | |
|--|--|
| 1. The quantity and quality of information ... | a) ... has led to increasing specializations. |
| 2. An agreement to participate ... | b) ... is the use of an agreement to participate. |
| 3. Many have joined clubs ... | c) ... to provide exercise for the reduction of low back pain. |
| 4. One recommendation for helping students and activity participants appreciate risks and safety rules ... | d) ... specifically to receive instruction from fitness leaders in aerobics and weight training. |
| 5. Many fitness specialists are expected ... | e) ... articulates what assumption of risk means. |

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

1. The physical education _____ who taught everything but really enjoyed teaching _____ may choose a career involving only this specialty.
2. The person in charge should make _____, involve participants in _____ the _____ for their own safety.
3. The most frequent explanations for not exercising are _____ of _____ and poor _____ or _____.
4. As a result of the popularity of _____ and sport throughout society, diverse _____ have emerged.
5. The risk of _____ in physical education and _____ settings necessitates that teachers and administrators understand and _____ with their _____.

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

- 1) навчальні заклади
- 2) небезпечні ситуації
- 3) інструктори з фітнесу
- 4) проводити регулярні перевірки
- 5) проводити заняття по боротьбі з курінням
- 6) усвідомлювати ризик
- 7) добиватись юридичної компенсації
- 8) поглиблено вивчати
- 9) відповідальність за халатне ставлення
- 10) наявність робочих місць

EXTRA PRACTICE

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

- 1) very old, relating to thousands of years ago (*paragraph 1*)
- 2) a feeling of admiration and respect (*paragraph 1*)
- 3) very important, necessary or essential (*paragraph 2*)
- 4) an official public statement (*paragraph 2*)
- 5) to not approve of something (*paragraph 3*)
- 6) the shape of someone's body (*paragraph 3*)
- 7) an event that is held to celebrate a particular thing or activity (*paragraph 4*)
- 8) the most basic part of something from which the rest of it develops (*paragraph 4*)
- 9) a feeling of pleasure and satisfaction when you have something special (*paragraph 5*)
- 10) something that you plan to achieve (*paragraph 5*)

Physical Education and Sport in Greece

Physical education as well as sport experienced a “golden age” in ancient Greece. The Greeks strove for physical perfection, and this objective affected all phases of their life. It was a unifying force in Greek life, playing a major part in national festivals and helping to build strong military establishments. No country in history has held physical education or sport in such high esteem as did ancient Greece.

Physical education was a vital part of the education of every Greek boy. Gymnastics and music were considered the two most important subjects – music for the spirit, and gymnastics for the body. “Exercise for the body and music for the soul” was a common pronouncement.

Professionalism was frowned on. Individuals ran, wrestled, jumped, danced, or threw the javelin not for reward but for what it would do for their bodies. Beauty of physique was stressed, which motivated development of the “body beautiful”.

The national festivals were events that were most important in the lives of the Greeks and were also important in laying the foundations for the modern Olympic Games.

Physical education and sport in ancient Greece will always be viewed with pride by members of this profession. The high ideals that motivated the various athletic events are objectives that all persons should try to emulate.

*(Originated from “Foundations of Physical Education and Sport” /
Deborah A. Wuest, Charles A. Bucher. – 12th ed., 1995)*

2. Read the text and answer the questions.

1. An average Roman saw the value of play as an enjoyable pastime, did he not?
2. What policy was Rome following during the period of conquest?
3. How old were the Roman citizens liable for military service?
4. What was essential to be ready to serve the state at a moment's notice?
5. What kind of a training schedule did the Roman soldiers follow?
6. When were the mercenary troops used in Rome?
7. How were the Greek gymnastics received by the Romans?
8. What competitive drive did the Romans lack?
9. Was the level of athletic sports very high in Rome?
10. What kinds of contests could excite the Romans?

Physical Education and Sport in Rome

In respect to physical education and sport the average Roman believed that exercise was for health and military purposes. He did not see the value of play as an enjoyable pastime.

During the period of conquest when Rome was following its strong imperialistic policy and before the time of professional troops, citizens between the ages of seventeen and sixty years were liable for military service.

Consequently, during this period of Roman history army life was important, and physical activity was considered essential to be in good physical shape and ready to serve the state at a moment's notice. Soldiers followed a rigid training schedule that consisted of activities such as marching, running, jumping, swimming, and throwing the javelin and discus.

However, during the last century of the Republic, mercenary troops were used, with the result that the objectives of physical training were not considered as important for the average Roman.

After the conquest of Greece, Greek gymnastics were introduced to the Romans, but they were never well received. The Romans lacked the drive for clean competition. They did not believe in development the "body beautiful".

Athletic sports were not conducted on the same high level as in ancient Greece. The Romans wanted something exciting, bloody, and sensational, like the chariot races and gladiators combats.

*(Originated from "Foundations of Physical Education and Sport" /
Deborah A. Wuest, Charles A. Bucher. - 12th ed., 1995)*

3. Read the text and choose the best option to complete each sentence.

Explain your choice.

1. In the period of feudalism sons of noblemen might become either members of the clergy or ...
A *the church*
B *the chivalry*
2. ... training played a major role during feudalistic times.
A *academic*
B *physical*
3. ... learned court etiquette and participated in various forms of physical activity.
A *a squire*
B *a page*
4. Jousts and ... were two special events that were the tests of the knights' fitness.
A *amusement*
B *tournaments*

Physical Education and Sport during the Age of Feudalism

The period of feudalism came into being between the ninth and fourteenth centuries. Two careers were open to sons of noblemen during feudalistic times. They might enter training for the church and become members of the clergy, or they might become knights.

If they decided in favour of the church, they pursued an education that was religious and academic in nature. If they decided in favour of chivalry, they pursued an education that was physical, social and military in nature. To the average boy, chivalry had much more appeal than the church.

The training that a boy experienced in becoming a knight was long and thorough. Physical training played a major role during this period. At the age of seven years a boy was usually sent to the castle of a nobleman for training and preparation for knighthood. First, he was known as a page, he learned court etiquette, and participated in various forms of physical activity such as boxing, running, fencing, jumping and swimming.

At the age of fourteen years the boy became a squire and was assigned to a knight. During the time the boy was a squire, more and more emphasis was placed on physical training. He was continually required to engage in vigorous sport and exercises such as hunting, shooting with bow and arrow, running, climbing, swordsmanship and horsemanship.

If the squire proved his fitness, he became a knight at twenty-one years of age. Jousts and tournaments were two special events in which all knights engaged several times during their lives and that were tests of their fitness. These special events served both as amusement and as training for battle.

*(Originated from "Foundations of Physical Education and Sport" /
Deborah A. Wuest, Charles A. Bucher. - 12th ed., 1995)*

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

Correct any false statements.

1. The 14th – 16th centuries were known as the age of the Renaissance.
2. The Renaissance period had no impact on physical education and sport.
3. Asceticism lost its hold on the masses during the Renaissance.
4. Learning could never be promoted through good physical health.
5. The theory that the body and the soul were indivisible became more popular during the Renaissance.
6. There is no need to develop body for the purposes of warfare.
7. Rest and recreation from study and work is necessary for a person.
8. The Renaissance did not contribute to the worth of physical education.
9. A society that promotes the dignity and freedom of the individual will also highly respect the development of the human body.
10. During the Renaissance physical education became prevalent as a means of developing the body.

Physical Education and Sport during the Renaissance

The transitional period in history between the dark years of the medieval period and the beginning of modern times, the fourteenth to the sixteenth centuries, was known as the age of the Renaissance and was a time of great progress for humankind.

The Renaissance period also had an impact on physical education and sport. With more attention being placed on enjoyment of the present and the development of the body, asceticism lost its hold on the masses.

During the Renaissance the theory that the body and the soul were inseparable, that they were indivisible, and that one was necessary for the optimum functioning of the other became more popular. It was believed that learning could be promoted through good physical health. A person needed rest and recreation from study and work. The body needed to be developed for purposes of health and for preparation for warfare.

The Renaissance period helped to interpret the worth of physical education to the public in general. It also demonstrated how a society that promotes the dignity and freedom of the individual and recognizes the value of human life will also highly respect the development and maintenance of the human body. The belief that physical education is necessary for health, preparation for warfare, and as a means of developing the body became prevalent.

*(Originated from "Foundations of Physical Education and Sport" /
Deborah A. Wuest, Charles A. Bucher. – 12th ed., 1995)*

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

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

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

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

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

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

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

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

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

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

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

- A Academicisation of Physical Education
- B Physical Education Futures
- C Decontextualised Sport-Techniques

Can we imagine a future in which physical education in schools no longer exists? In his controversial and powerful meditation on physical education, David Kirk argues that a number of different futures are possible. Kirk argues that multi-activity, sport-based forms of physical education have been dominant in schools since the mid-twentieth century and that they have been highly resistant to change. The practice of physical education has focused on the transmission of decontextualised sport-techniques to large classes of children who possess a range of interests and abilities, where learning rarely moves beyond introductory levels. Meanwhile, the academicisation of physical education teacher education since the 1970s has left teachers less well prepared to teach this programme than they were previously, suggesting that the futures of school physical education and physical education teacher education are intertwined.

Kirk explores three future scenarios for physical education, arguing that the most likely short-term future is ‘more of the same’. He makes an impassioned call for radical reform in the longer term, arguing that without it physical education faces extinction.

Kirk suggests that the future for PE has 3 possible paths:

1. “More of the same ... where the multi activity, sport based programs with molecularised teaching of techniques informed by the hegemony of biomechanics” is the short to middle future, supported by teachers and schools based in a traditional, Industrial Age logic where PE was meant to be a release from academic study and a way to socialise and school the body. He sees this scenario as seductive because it fits well with the expectations of our stakeholders, but it may not produce the best outcome for our students or us as teachers.
2. Radical Reform – moving from the “physical education as skill learning” to multiple ideas of physical education (PE as sport, PE as exercise, PE as active leisure and so on) that takes into account and meshes with changes in society like the digital education revolution. It would need things like Playing Games for Understanding, Games Sense and Sport Education to become more the focus of PE programs in schools.
3. Extinction – without reform, Kirk sees this option as a possibility. “More of the same” could lead PE to reap what it sows, and be judged on its ability to change student outcomes. How many PE teachers would be prepared if “detailed, intensive testing of their work was mooted?” Although unlikely, extinction could become a reality for schools in hard economic time where funding is under review.

Kirk says that reform is a hard thing to do because of the fundamental form it must necessarily take. It also should affect not just teachers and schools, but the training institutions as well.

(Originated from Kirk D. “Physical Education Futures”, Routledge, New York, 2010)

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Навчальне видання

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**Навчальний посібник для студентів третього курсу
за напрямками підготовки “фізичне виховання” та “спорт”**

Підписано до друку 26.06.2012.

Формат 62 × 88 1/16. Ум. друк. арк. 4,17. Тираж 500 пр. Зам. № 45. Ціна договірна.
Видавець та виготовлювач видавничої продукції: приватне підприємство «Норма»,
вул. Вітовського, 18/601, м. Львів, 79011.

Свідоцтво про внесення видавця видавничої продукції до Державного реєстру видавців,
виготівників і розповсюджувачів видавничої продукції від 14.06.2007 р., серія ДК, № 2877

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ISBN 978-966-7775-23-0