

ЛЬВІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ ФІЗИЧНОЇ КУЛЬТУРИ

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# **НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ**

**ДЛЯ СТУДЕНТІВ ІІ КУРСУ  
ФАКУЛЬТЕТІВ ФІЗИЧНОГО ВИХОВАННЯ ТА СПОРТУ**

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У посібнику представлено основні розмовні теми другого року навчання. Теоретичний та практичний матеріал закріплюється розширеною системою вправ. Матеріали посібника спрямовані на формування навичок усного та письмового мовлення.

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# **C O N T E N T S**

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# MODULE 1

## TRAINING

*Text A*

### *Pre-text exercises*

#### **1. Read and learn the active vocabulary:**

cause, v	- спричиняти
compete, v	- змагатися
conditioning, n	- засоби покращення фізичного стану (підготовленість)
contraction, n	- скорочення
elevate, v	- підвищувати, піднімати
endurance, n	- витривалість
derive, v	- отримувати
fatigue, n	- втома
fitness, n	- фізичний стан
flexibility, n	- гнучкість
injury, n	- травма, пошкодження
jogging, n	- біг підтюпцем
precaution, n	- застереження
prevent, v	- запобігати
property, n	- властивість, якість
satisfaction, n	- задоволення
soreness, n	- слабкість
strength, n	- сила, міць
stretch, v	- розтягувати
sweating, n	- пітніння, потові виділення
velocity, n	- швидкість
view, v	- розглядати
vigorous, adj	- енергійний, інтенсивний
workout, n	- тренування (основна частина)

## **2. Translate without using a dictionary:**

athlete, conditioning, cooperatively, minimize, maximize, principle, cardiorespiratory, prevent, effective, motivator, activity, contrast, aspect, physiologically, skeletal, muscles, temperature, metabolic, relaxation, nerve, impulse, elastic, viscous, static, intensity, effect, indication, body, specific.

## **3. Give Ukrainian equivalents to the following word-combination:**

- 1 musculoskeletal injury
- 2 to bring sb. into competition
- 3 poor warm-up
- 4 physical work bout
- 5 core body temperature
- 6 static stretching exercises
- 7 to direct toward
- 8 precaution against injury
- 9 to speed up process
- 10 to be preceded by
- 11 to sustain an injury
- 12 to work cooperatively
- 13 early season injury
- 14 sound understanding
- 15 to be followed by

## **4. Read the text and translate it into Ukrainian.**

### **TRAINING**

To compete successfully at a high level, the athlete must be fit. An athlete who is not fit is more likely to sustain an injury. Coaches recognize that improper conditioning is one of the major causes of sports injuries. Thus coaches should work cooperatively to supervise training and conditioning programs that minimize the possibility of injury and maximize performance.

Fitness does not develop overnight. It takes time and careful preparation to bring an athlete into competition at a level of fitness that will preclude early-season injury. Both the coach and the athlete must possess sound understanding of the principles of training and conditioning relative to flexibility, strength, and cardiorespiratory endurance.

Warm-ups have been found to be important in preventing injury and muscle soreness. Muscle injury can result when vigorous exercises are not preceded by a related warm-up. An effective, quick warm-up can also be an effective motivator. If athletes derive satisfaction from a warm-up, they probably will have a stronger desire to participate in the activity. By contrast, a poor warm-up can lead to fatigue and boredom, limiting athletes' attention and ultimately resulting in a poor program. A good warm-up may also improve certain aspects of performance.

The function of the warm-up is to prepare the body physiologically for some upcoming physical work bout. Most coaches view the warm-up period as a precaution against unnecessary musculoskeletal injury and possible muscle soreness. The purpose is to very gradually stimulate the cardiorespiratory system to a moderate degree, thus producing an increased blood flow to working skeletal muscles and resulting in an increase in muscle temperature.

Moderate activity speeds up the metabolic processes that produce an increase in core body temperature. An increase in the temperature of skeletal muscle causes an increased speed of contraction and relaxation, probably because nerve impulse conduction velocity is increased. The elastic properties (the length of stretch) of the muscle are increased, whereas the viscous properties (the rate at which the muscle can change shape) are decreased.

Every workout should be preceded by a warm-up. This activity should include a general warm-up followed by a specific warm-up. The general warm-up elevates the core temperature through the use of static stretching exercises. The specific warm-up involves actions related to the activity to be performed. These actions are sport specific and should gradually increase in intensity. For example, soccer players use the upper extremity considerably less than the lower extremity, so their general

warm-up should be directed more toward the lower extremity, perhaps by adding some stretching exercises for the lower extremity. The specific warm-up also relates to the sport: A basketball player should warm up by shooting layups and jump shots and by dribbling, for example, or a tennis player should hit forehand and backhand shots and serves.

The warm-up should last approximately ten to fifteen minutes. Athletes should not wait longer than fifteen minutes after the warm-up to get started in the activity, although the effects will generally last up to about forty-five minutes. In general, sweating is a good indication that the body has been sufficiently warmed up and is ready for more strenuous activity.

The warm-up should begin with two or three minutes of light jogging to increase metabolic rate and core temperature. The jogging should be followed by flexibility exercises in which the muscles are stretched to take advantage of the warm-up should be increased gradually by performing body movements and skills associated with the specific activity in which the athlete is going to participate.

*(originated from Arnhem, Daniel D. Essentials of athletic training. – 4<sup>th</sup> ed.).*

### *Post-text exercises*

#### **1. Find nouns that mean the following in the text:**

- 1) a person who competes in sports
- 2) harm done to a person's body
- 3) a person who trains a person or a team in sports
- 4) the state of being physically healthy and strong
- 5) the ability to continue doing sth painful or difficult for a long period of time
- 6) a short series of exercises that you do to prepare yourself for doing a particular sport
- 7) a feeling of being extremely tired, usually because of hard work or exercise
- 8) the activity of running slowly and steadily as a form of exercise
- 9) ways of resting and enjoying yourself

10) the state of being covered with drops of liquid that appear on the surface of your skin

**2. Give English equivalents to the following word-combinations:**

- 1) головна причина
- 2) погана програма
- 3) травма опорно-рухового апарату
- 4) загальна розминка
- 5) сильне бажання
- 6) підвищувати температуру
- 7) верхні (нижні) кінцівки
- 8) серйозна підготовка
- 9) обмеження уваги
- 10 покращити виконання (виступ)

**3. Form word-combination and use them in your own sentences:**

- |                      |                |
|----------------------|----------------|
| 1) high              | a) program     |
| 2) major             | b) injury      |
| 3) conditioning      | c) bout        |
| 4) careful           | d) exercises   |
| 5) early-season      | e) causes      |
| 6) cardiorespiratory | f) flow        |
| 7) work              | g) preparation |
| 8) blood             | h) jogging     |
| 9) stretching        | i) level       |
| 10) light            | j) endurance   |

**4. Insert prepositions where necessary.**

1. It takes careful preparation to bring an athlete ...competition ... a level of fitness.
2. Athletes should derive satisfaction ... a warm-up.

3. Coaches view the warm-up period as a precaution ... unnecessary musculoskeletal injury.
4. Workout should be preceded ... a warm-up.
5. Warm-ups elevate the core temperature ... the use ... static stretching exercises.
6. General warm-ups should be directed ... the lower extremities.
7. The effects will generally last ... .. forty-five minutes.
8. The warm-up should begin ... two or three minutes ... light jogging.
9. Moderate activity speeds ... the metabolic processes.
10. Athletes shouldn't wait longer than fifteen minutes ... the warm-up to get started ... the activity.

**5. Insert the appropriate words and word-combinations:**

- |                      |                     |                   |                 |
|----------------------|---------------------|-------------------|-----------------|
| a) preventing injury | e) core temperature | i) flexibility    | m) warm-up      |
|                      |                     | exercises         |                 |
| b) an increase       | f) to compete       | j) metabolic rate | n) conditioning |
| c) through the use   | g) elevates         | k) light jogging  | o) sweating     |
| of                   |                     |                   |                 |
| d) sports injuries   | h) the body         | l) speeds up      | p) upcoming     |

1. The athlete must be fit ... successfully at a high level.
2. Improper ... is one of the major causes of ....
3. Warm-ups have been found to be important in ... and muscle soreness.
4. An effective, quick ... can also be an effective motivator
5. The function of the warm-up is to prepare ... for some ... physical work bout.
6. Moderate activity ... the metabolic processes that produce ... in core body temperature.
7. The general warm-up ... the core temperature ... static stretching exercises.
8. ... is a good indication that the body has been sufficiently warmed up.
9. The warm-up should begin with two or three minutes of ... to increase ... and ... .
10. The jogging should be followed by ... in which the muscles are stretched.

## 6. Write definitions of the following nouns:

conditioning, performance, overnight, flexibility, strength, motivator, boredom, precaution, layup, shot, dribbling, skill, property, injury, endurance.

*Example: training – the process of preparing to take part in a sports competition by doing physical exercises*

## 7. Form derivatives from the following verbs:

compete, supervise, develop, preclude, possess, derive, result, prepare, desire, prove, increase, elevate, involve, direct, add, wait, begin, associate.

*Example: prevent – prevention n., preventive adj., preventative adj., preventable adj.,*

## 8. Match the words with their definitions.

- |                  |  |
|------------------|--|
| 1) successfully  | a) used to show that sth is almost, but not completely accurate or correct |
| 2) sufficiently  | b) giving a lot of attention to details                                    |
| 3) cooperatively | c) slowly, over a long period of time                                      |
| 4) improper      | d) involving doing sth together with others towards a shared aim           |
| 5) careful       | e) not suited or appropriate to the situation; wrong, not correct          |
| 6) approximately | f) achieving your aims or what was intended                                |
| 7) vigorous      | g) not good; of a quality that is lower than expected                      |
| 8) poor          | h) going to happen soon  |
| 9) upcoming      | i) enough for a particular purpose; as much as you need                    |
| 10) gradually    | j) very active, determined or full of energy                               |

### **9. Match two parts of the sentences.**

- 1) Coaches and athletes recognize that ... a) ... improve certain aspects of performance.
- 2) An effective, quick warm-up can ... b) ... to prevent injury and muscle soreness.
- 3) The function of the warm-up is ... c) ... to supervise conditioning programs.
- 4) Sweating is a good indication that ... d) ... fitness does not develop overnight.
- 5) Coaches should work cooperatively ... e) ... an athlete is ready for strenuous activity.

### **10. Answer the questions.**

1. What is the main purpose of a proper warm-up?
2. Why should an athlete start his/her workout with a warm-up?
3. Who is responsible for effective training and conditioning program?
4. What does a poor warm-up lead to?
5. What is the function of the warm-up?
6. What is the difference between the general warm-up and specific one?
7. Why do the soccer players need extra stretching exercises for the lower extremities?
8. What is the specific warm-up directed to?
9. How long does the warm-up usually last?
10. How should you start your warm-up?

### **11. Complete the sentences.**

1. To compete successfully ...
2. An athlete who is not fit ...
3. Coaches should work cooperatively ...
4. It takes time and careful preparation ...
5. The function of the warm-up is ...

6. Moderate activity speeds up ...
7. The general warm-up elevates ...
8. The specific warm-up involves ...
9. The warm-up should begin with ...
10. Sweating is a good indication that ...

***Text B***

**1. Read the text below and choose the correct word for each space.**

**WHY IS IT IMPORTANT TO HAVE GOOD FLEXIBILITY?**

*Flexibility* may (1) be defined as the range of motion possible about a given joint or series of joints. Flexibility can be discussed (2) relation to movement (3) only one joint, such as in the knees, or movement involving a whole series of joints, such as the spinal vertebral joints, which (4) all move together to allow smooth bending, or rotation, of the trunk. Flexibility is specific to a given joint or movement. A person may have good range of motion in the ankles, knees, hips, back, and one shoulder joint. However, if the other shoulder joint lacks (5) movement, then this person has a problem that needs to be corrected before he or she can function normally.

For an athlete, good flexibility is (6) essential for both successful performance and injury prevention. Lack of flexibility may result in uncoordinated or awkward movements and may predispose a person to muscle strain.

A lack of flexibility in an athlete will likely impair performance. For example, a sprinter with tight, inelastic hamstring muscles may have a problem sprinting at maximum (7) because tight hamstrings restrict the ability to flex the hip joint, thus shortening stride length. Most activities in sport require relatively normal (8) of flexibility. However, some athletic activities, such as gymnastics, ballet, diving, karate, and yoga, require increased flexibility for superior performance. Increased flexibility may increase (9) performance through improved balance and reaction time. Experts in the field of training and conditioning generally agree that good flexibility is essential to successful physical performance.

Most coaches feel that maintaining good flexibility is important in prevention of injury to muscles and tendons, and they will generally insist that stretching exercises be included as part of the warm-up before engaging in strenuous activity.

*(originated from Arnheim, Daniel D. Essentials of athletic training. – 4<sup>th</sup> ed.).*

- |     |                     |                       |                       |                      |
|-----|---------------------|-----------------------|-----------------------|----------------------|
| 1.  | <b>A</b> good       | <b>B</b> best         | <b>C</b> worse        | <b>D</b> bad         |
| 2.  | <b>A</b> in         | <b>B</b> on           | <b>C</b> about        | <b>D</b> of          |
| 3.  | <b>A</b> to involve | <b>B</b> involved     | <b>C</b> involves     | <b>D</b> involving   |
| 4.  | <b>A</b> must       | <b>B</b> can          | <b>C</b> may          | <b>D</b> should      |
| 5.  | <b>A</b> usual      | <b>B</b> normal       | <b>C</b> natural      | <b>D</b> common      |
| 6.  | <b>A</b> considered | <b>B</b> to consider  | <b>C</b> considers    | <b>D</b> considering |
| 7.  | <b>A</b> rate       | <b>B</b> velocity     | <b>C</b> speed        | <b>D</b> level       |
| 8.  | <b>A</b> number     | <b>B</b> amounts      | <b>C</b> quantity     | <b>D</b> range       |
| 9.  | <b>A</b> an athlete | <b>B</b> the athletes | <b>C</b> an athlete's | <b>D</b> the athlete |
| 10. | <b>A</b> have felt  | <b>B</b> feel         | <b>C</b> felt         | <b>D</b> are feeling |

## **2. True/false statements.**

1. Flexibility is particular to a given joint or movement.
2. Poor flexibility may cause uncoordinated or awkward movements.
3. A lack of flexibility in an athlete won't likely impair performance.
4. Some athletic activities require decreased flexibility for superior performance.
5. All coaches feel that maintaining good flexibility is important in prevention of injury to muscles and tendons.

## ***Text C***

### **1. Read the text.**

No longer do serious athletes engage in just preseason conditioning and in-season competition. Sports conditioning is a year-round endeavor. The concept of **periodization** is an approach to conditioning that attempts to bring about peak performance while reducing injuries and overtraining in the athlete by developing a training and conditioning program to be followed throughout the various seasons.

Periodization takes into account athletes' different needs relative to training and conditioning during different seasons and modifies the program according to individual needs. For the athlete, the conditioning program often encompasses four training seasons: postseason, off-season, preseason, and in-season. This plan is especially appropriate for collision sports such as football. This approach is referred to as the quadratic training cycle.

#### *Postseason Conditioning*

Conditioning during the postseason is commonly dedicated to physical restoration. This application is particularly appropriate when the athlete has been injured during the in-season. Postsurgical rehabilitation takes place during this time, and detailed medical evaluations can be obtained.

#### *Off-Season Conditioning*

It is essential that athletes continue with a conditioning program during the off-season. The coach should encourage athletes to participate in another sport during this period. Such an activity should make certain physical demands embodying strength, endurance, and flexibility by means of running and general all-around physical performance. This activity will assist athletes in maintaining their level of fitness. In other words, the sport must be sufficiently demanding and require a good level of fitness for effective participation. An excellent off-season sport for the football player would be wrestling or gymnastics. Track, especially cross-country, is a conditioner.

A weekly workout of moderate-to-strong intensity is usually all that is required, because physical fitness is retained for a considerable length of time after an active program of competition ends. The physically vigorous athlete tends to be quite active in the off-season too and, as a rule, will stay in reasonably good condition throughout the year. Establishing regular training routines for the off-season enables the coach to keep a close check on athletes even if they are seen only at two-week or three-week intervals.

### *Preseason Conditioning*

Coaches should impress on their athletes the need for maintaining a reasonably high level of physical fitness during the off-season. If such advice is followed, the athlete will find preseason work relatively rewarding and any proneness to potential injury considerably diminished. The athlete should experience no difficulty in reaching a state of athletic fitness suitable for competition within six to eight weeks. During this preliminary period flexibility, endurance, and strength should be emphasized in a carefully graded developmental program. Such a program must make wise and constant use of established physiological bases for improving physical condition and performance.

Many athletes, particularly in one-season sports, tend to reach their highest level of performance halfway through the season. As a result, they are truly efficient only half the time. Conference and federation restrictions often hamper or prohibit effective preseason training, especially in football, and therefore compel the athlete to come into early-season competition before being physically fit for it. At the high school level, six to eight weeks of preseason conditioning affords the best insurance against susceptibility to injury and permits the athlete to enter competition in a good state of physical fitness, provided a carefully graded program is established and adhered to conscientiously. Recently, physicians have been adding their voices to the demands for a realistic approach to proper conditioning, and school administrators and the general public may see the need for and effectiveness of permitting adequate and properly controlled preseason training.

### *In-Season Conditioning*

Intensive preseason conditioning programs, which bring the athlete to the competitive season, may not be maintained by the sport itself. Unless strenuous conditioning is undergone throughout the season, a problem of deconditioning may occur. Athletes who do not undergo maintenance conditioning may lose their entry level of physiological fitness.

## *Cross Training*

The concept of cross training is an approach to training and conditioning for a specific sport that involves substitution of alternative activities that have some carryover value to that sport. For example, a swimmer could engage in jogging, running, or aerobic exercise to maintain levels of cardiorespiratory conditioning. Cross training is particularly useful in both the postseason and the off-season to help athletes maintain fitness levels and avoid the boredom that would typically occur from following the same training regimen and using the same techniques for conditioning as during the preseason and competitive season.

*(originated from Arnheim, Daniel D. Essentials of athletic training. – 4<sup>th</sup> ed.).*

**2. Give a title to the text.**

**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 to the text.**

## ***Text D***

**1. Translate the text in a written form.**

### **Principles of Conditioning**

*1. Warm-up/cooldown.* Give the athletes time to do an appropriate warm- up before engaging in any activity. Do not neglect the cooldown period following a training bout.

*2. Motivation.* Athletes are generally highly motivated to work hard because they want to be successful in their sport. By varying the training program and incorporating different aspects of conditioning, the program can remain enjoyable rather than becoming routine and boring.

3. *Overload*. To see improvement in any physiological component, the system must work harder than it is accustomed to working. Gradually, that system will adapt to the imposed demands.

4. *Consistency*. The athlete must engage in a training and conditioning program on a consistent, regularly scheduled basis if the program is to be effective.

5. *Progression*. Increase the intensity of the conditioning program gradually and within the individual athlete's ability to adapt to increasing workloads.

6. *Intensity*. Stress the intensity of the work rather than the quantity. Coaches and athletic trainers too often confuse working hard with working for long periods of time. They make the mistake of prolonging the workout rather than increasing tempo or workload. The tired athlete is prone to injury.

7. *Specificity*. Specific goals for the training program must be identified. The program must be designed to address specific components of fitness (i.e., strength, flexibility, cardiorespiratory endurance) relative to the sport in which the athlete is competing.

8. *Individuality*. The needs of individual athletes vary considerably. The successful coach is one who recognizes these individual differences and adjusts or alters the training and conditioning program accordingly to best accommodate the athlete.

9. *Stress*. Expect that athletes will train as close to their physiological limits as possible. Push the athletes but consider other stressful aspects of their lives; allow them time to be away from the conditioning demands of their sport.

10. *Safety*. Make the training environment as safe as possible. Take time to educate athletes about proper techniques, how they should feel during the workout, and when they should push harder or back off.

*(originated from Arnheim, Daniel D. Essentials of athletic training. – 4<sup>th</sup> ed.).*

**1. Match the words with their definitions:**

- |                 |  |
|-----------------|--|
| 1) performance  | a) training to become used in a particular situation         |
| 2) conditioner  | b) feeling as if everything is spinning around you           |
| 3) program      | c) the act or process of performing the task, an action      |
| 4) regimen      | d) the act of stopping sth bad from happening                |
| 5) routine      | e) a plan of things that will be done                        |
| 6) workload     | f) a set of rules about food and exercise                    |
| 7) dizziness    | g) the act of bringing back a system that existed previously |
| 8) prevention   | h) the act of regularly changing the things                  |
| 9) rotation     | i) the normal order and way in which you regularly do things |
| 10) restoration | j) the amount of work that has to be done                    |

**2. Insert prepositions where necessary.**

1. The concept ..... periodization is an approach ..... conditioning that attempts to bring ..... peak performance while reducing ..... injuries and overtraining ..... the athlete ..... developing a training and conditioning program to be followed ..... the various seasons.
2. Most coaches generally insist that stretching exercises be included as part ..... the warm-up ..... engaging ..... strenuous activity.
3. Many athletes, particularly ..... one-season sports, tend to reach their highest level ..... performance halfway ..... the season.
4. .... the high school level, six ..... eight weeks ..... preseason conditioning affords the best insurance ..... susceptibility to injury and permits the athlete to enter competition ..... a good state ..... physical fitness, provided a carefully graded program is established and adhered ..... conscientiously.
5. Periodization takes ..... account athletes' different needs relative ..... training and conditioning ..... different seasons and modifies the program according ..... individual needs.

### 3. Match two parts of the statements.

- |                                     |   |
|-------------------------------------|---|
| 1. After a vigorous workout...      | a) ... without a cooldown period.                   |
| 2. Dizziness or faintness may occur | b) ... the body to return to a resting state.       |
| 3. The cooldown enables ...         | c) ...not only for successful physical performance. |
| 4. Cooldown period should ...       | d) ... a cooldown is essential.                     |
| 5. Flexibility is important ...     | e) ... last about five to ten minutes.              |

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

1. The conditioning program often encompasses four \_\_\_\_\_: postseason, off-season, preseason, and in-season.
2. Postsurgical rehabilitation \_\_\_\_\_ during this time, and detailed medical evaluations can be obtained.
3. Coaches should impress on their athletes the need for maintaining a reasonably high level of \_\_\_\_\_ during the off-season.
4. The athlete should experience no difficulty in reaching a state of athletic fitness suitable for \_\_\_\_\_ within six to eight weeks.
5. Unless strenuous conditioning is undergone throughout the season, a problem of \_\_\_\_\_ may occur.

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

- 1) підготувати спортсмена
- 2) втратити рівень підготовки
- 3) збільшувати навантаження
- 4) наполегливо тренуватися
- 5) помірна фізична діяльність
- 6) рухи і навички
- 7) брак гнучкості
- 8) фізична підготовленість
- 9) успішний виступ/виконання
- 10) інтенсивне тренування

## Module 2

### PHYSICAL EDUCATION LESSON

*Text A*

*Pre-text exercises*

#### 1. Read and learn the active vocabulary:

accumulation, <i>n</i>	- нагромадження, накопичення
adjustment, <i>n</i>	- регулювання, узгодження
appropriateness, <i>n</i>	- відповідність, доречність
behaviour, <i>n</i>	- поведінка
completion, <i>n</i>	- завершення, закінчення
consist in, <i>v</i>	- полягати у
content, <i>n</i>	- суть, основний зміст
correlation, <i>n</i>	- співвідношення, взаємозв'язок
define, <i>v</i>	- визначати, характеризувати
determine, <i>v</i>	- визначати, вирішувати
elaborate, <i>v</i>	- старанно розробляти, виробляти
enumerate, <i>v</i>	- перелічувати, підраховувати
evaluation, <i>n</i>	- оцінка, оцінювання
immediate, <i>adj</i>	- негайний, невідкладний
imply, <i>v</i>	- припускати, мати на увазі
interconnect, <i>v</i>	- ( <i>взаємно</i> ) зв'язувати
interdependent, <i>adj</i>	- взаємозалежний
obligatory, <i>adj</i>	- обов'язковий
predetermine, <i>v</i>	- визначати наперед
prerequisite, <i>n</i>	- передумова
quality, <i>n</i>	- якість, особливість
reflect, <i>v</i>	- відображати
stipulate, <i>v</i>	- обумовлювати, ставити умову
subdivision, <i>n</i>	- підрозділ

succession, <i>n</i>	- послідовність
temporary, <i>adv</i>	- тимчасовий
unity, <i>n</i>	- єдність, спільність

## 2. Read and learn.

At ease!	- Вільно!
Attention!	- Увага! Струнко!
Break!, Dismiss!	- Розійдись!
Count in twos!	- На перший другий розподілись!
Double time march!	- Бігом!
Dress!	- Рівняйся!
Eyes right (left, front)!	- Рівняння направо (наліво, прямо)!
Forward march!	- Кроком руш!
Keep in step!	- Тримати крок!
Line up! (Fall in!)	- Шикуйся!
Look at your tiptoes!	- Рівняйся!
Ready, steady, go!	- На старт, увага, руш!
Right turn! Left turn!	- Праворуч! Ліворуч!
Round about turn!	- Кругом!
Slow down!	- Сповільнити крок!
Shun!	- Струнко!
Load!	- Заряджай!

## 2. Translate without using a dictionary:

abstract, physiological, component, physical, activity, aspect, intellectual, problem, analysis, tactical, process, function, system, organism, culture, state, psychological, organization, accumulation, optimum.

### 3. Give Ukrainian equivalents to the following word-combinations:

- |                |                  |
|----------------|------------------|
| 1) complete    | 8) certain       |
| 2) achieve     | 9) interrelation |
| 3) educational | 10) successful   |
| 4) perform     | 11) major        |
| 5) various     | 12) submit       |
| 6) solve       | 13) syllabus     |
| 7) arrange     | 14) objective    |

### 4. Read and translate the text.

#### PHYSICAL EDUCATION LESSON

The content of a physical education lesson reflects the unity of four main components that determine the quality of classes. These components are interdependent and consist in the following:

- *Physical exercises.* They shape the content of the whole lesson and solve its educational tasks.
- *The content of the pupil's activity.* This aspect consists of various intellectual and physical acts of the pupils: listening to the teacher, watching, abstract projecting of future actions, immediate performing of these actions, controlling the movements and their evaluation etc. All these activities of the pupils are considered as the main aspect of lesson.
- *The content of the teacher's activity.* It consists in setting and explaining educational problems, defining immediate tasks and solving them, watching pupils' actions, their analysis and evaluation, adjustment of the load, tactical directing the pupils' behaviour, regulating relationship among the pupils etc.
- *Physiological and psychological process and transformations of the pupils.* These processes and transformations that lead to the accumulation of the shifts in the functions of different systems of the organism, in the knowledge, skills and habits.

All aspects of the lesson enumerated are interconnected and mutually stipulating. Therefore it is very important that the teacher should achieve complete correlation.

The term structure of the lesson implies several components that are characteristic according to the content, interdependent and arranged in a certain temporary succession: succession and necessary interrelation of all actions of the teacher and pupils. These actions predetermine the successful completion of exercises and shift to the next ones.

Physical education lesson is divided into three parts: preparatory, major and concluding. They are obligatory and always arranged in the submitted succession. Singling out of these parts is preconditioned by the physiological, psychological and educational appropriateness of the successive introduction of the pupils into the educational process.

*The objective of the preparatory part of the lesson:* to create necessary prerequisites for the main educational work and for the organization and preparation of the pupils to the next activity.

*The objective of the major part of the lesson.* Educational and sanitary tasks, preplanned in the program and syllabus are actualized in the main part of the lesson.

*The objective of the concluding part of the lesson.* The final part of the lesson is meant for the completion of the lesson, bringing the organism to the functional state that is optimum for the next stage of activities.

*Post-text exercises*

**1. Find nouns in the text that mean the following:**

- 1) a period of time in which somebody is taught something;
- 2) a section, piece or feature of something;
- 3) physical or mental activity that you do to stay healthy or become stronger;
- 4) an act of moving the body or part of the body;
- 5) the information, understanding and skills that you gain through education;
- 6) a person whose job is teaching, especially in a school;
- 7) the ability to do something well;
- 8) a person who is being taught, especially a child in a school;
- 9) the act or process of getting ready for something or making something ready;
- 10) a piece of work that somebody has to do, especially a hard or unpleasant one.

## **2. Give Ukrainian equivalents to the following word-combinations:**

- 1) a concluding part
- 2) an educational task
- 3) a main component
- 4) mutually stipulating
- 5) a pupil's behaviour
- 6) to achieve complete correlation
- 7) according to the content
- 8) temporary succession
- 9) content of the pupil's activity
- 10) psychological appropriateness

## **3. Form word-combinations and use them in your own sentences:**

- |                       |                  |
|-----------------------|------------------|
| 1) physical           | a) lesson        |
| 2) functional         | b) aspects       |
| 3) successive         | c) exercise      |
| 4) pupils'            | d) components    |
| 5) physical education | e) action        |
| 6) physiological      | f) introduction  |
| 7) sanitary           | g) process       |
| 8) interconnected     | h) state         |
| 9) necessary          | i) task          |
| 10) several           | j) interrelation |

## **4. Insert prepositions where necessary.**

1. Physical education lesson is divided ... three parts.
2. This aspect consists ... various intellectual and physiological acts ... the pupils.
3. Educational and sanitary tasks are actualized ... the main part ... the lesson.
4. Physical exercises shape the content ... the whole lesson.
5. These components are interdependent and consist ... the some aspects.

6. The concluding part ... the lesson is meant ... the completion ... the lesson.
7. The content ... the pupil's activity consists ... various intellectual and physical acts ... the pupils.
8. The term structure ... the lesson implies ... several components that are characterized according ... the content.
9. All aspects ... the lesson are interconnected and mutually stipulating.
10. The content ... the teacher's activity consists ... setting and explaining ... educational problems.

**5. Insert the appropriate words and word-combinations.**

- |                  |             |             |               |
|------------------|-------------|-------------|---------------|
| a) behaviour     | e) activity | i) Physical | m) teacher    |
| b) educational   | f) actions  | j) major    | n) completion |
| c) prerequisites | g) content  | k) abstract | o) organism   |
| d) preparatory   | h) lesson   | l) reflects | p) determines |

1. \_\_\_ exercises shape the content and solve its \_\_\_ tasks.
2. The content of the teacher's \_\_\_ consists in the tactical directing the pupils' \_\_\_.
3. It is very important that the \_\_\_ should achieve complete correlation.
4. These actions predetermine the successful \_\_\_ of exercises and shift to the next ones.
5. The final part of the lesson is meant for the bringing the \_\_\_ to the functional state.
6. The unity of four main components \_\_\_ the quality of classes.
7. The objective of the \_\_\_ part of the lesson is to create necessary \_\_\_ for the main educational work.
8. The \_\_\_ of a physical education lesson \_\_\_ the unity of four main components.
9. The content of the pupils' activity consists in \_\_\_ projecting of future \_\_\_.
10. Physical education \_\_\_ is divided into three parts: preparatory, \_\_\_ and concluding.

## 6. Write definition of the following nouns:

succession, interrelation, completion, adjustment, evaluation, transformation, behaviour, action, accumulation, function, activity, habit, objective.

*Example: **introduction** - the act of bringing something into use or existence for the first time.*

## 7. Form derivatives from the following verbs:

reflect, determine, perform, move, create, define, stipulate, know, achieve, prepare, educate, introduce, organize, complete, arrange, accumulate, explain.

## 8. Match the words with their definitions:

- |                    |  |
|--------------------|--|
| 1) quality         | a) a series of actions or steps taken in order to achieve a particular end;                                  |
| 2) enumerate       | b) a point, period or step in a process or development;  |
| 3) load            | c) to name things on a list one by one;  |
| 4) knowledge       | d) a complete change in sth/sb;  |
| 5) process         | e) the amount of weight that is pressing down on sth;  |
| 6) obligatory      | f) that you must do because of the law, rules, etc.  |
| 7) syllabus        | g) the standard of sth when it is compared to other things like it; how good or bad sth is;                  |
| 8) stage           | h) the information, understanding and skills that you gain through education or experience;                  |
| 9) sanitary        | i) a list of the topics, books etc. that students should study in a particular subject at school or college; |
| 10) transformation | j) clean; not likely to cause health problems.   |

### 9. Match two parts of the sentences.

- |  |   |
|--|---|
| 1) Physiological and psychological process ...     | a) ... listening to the teacher.                                    |
| 2) The content of the teacher's activity ...       | b) ... are interconnected.  |
| 3) The content of a physical education lesson ...  | c) ... lead to the accumulation of the shifts in skills and habits. |
| 4) All aspects of the lesson ...                   | d) ... reflects the unity of four main components.                  |
| 5) The content of pupil's activity consists in ... | e) ... consists in watching pupil's actions.                        |

### 10. Answer the questions.

1. What does content of the pupil's activity consist in?
2. What does term structure of the lesson imply?
3. What is the objective of the concluding part of the lesson?
4. What does content of the teacher's activity consist in?
5. What is the objective of the major part of the lesson?
6. What does the content of physical education lesson reflect?
7. How many parts is physical education lesson divided into?
8. What is the objective of the preparatory part of the lesson?
9. What activities are considered as the main aspect of the lesson?
10. What components does physical education lesson consist of?

### 11. Complete the sentences.

1. Physical exercises shape ...
2. The content of a physical education lesson reflects ...
3. Educational and sanitary tasks are ...

4. The content of the pupil's activity consists of ...
5. Physical education lesson is divided into ...
6. The term structure of the lesson implies ...
7. All aspects of the lesson are ...
8. The final part of the lesson ...
9. The objective of the preparatory part of the lesson ...
10. The components of physical education lesson consist in ...

**1. Read the text below and choose the correct word for each space.**

**EXERCISE FOR A BETTER LIFE**

Learning (1) ... your body and the many reasons why it needs to stay fit and healthy are some main lessons of physical education. It is important that we (2) ... a balance between our body and mind, and regular exercise can provide us with that balance and (3) ... .

Many find a particular sport so interesting that they become world (4) ... athletes and sportsmen in due course, while others keep a low profile and exercise just for good health. Whatever you may choose to do, it is important you exercise as often as three times a week for at least 30 minutes a day.

Eating healthy and exercising has long been the doctor's favourite (5) ..., try and apply it too and see for yourself that you will indeed have an improved (6) ... of life. Most exercises naturally improve the state of your mind, body and soul when done with moderation.

Physical education will help you learn which exercise is (7) ... for your body and age as there might be exercises that will (8) ... your muscles and/or injure your spinal cord if not done the right way. The best way to start exercising is in a class with a fitness instructor who can attend to your needs and guide you through the basics.

Physical education is an important part of every student's day. With more and more children becoming (9) ... due to sedentary lifestyles, physical activity is very (10) ... . As a coach and teacher, you probably want to devise physical education lesson plans that will get the kids moving and motivated.

- |                |              |             |               |
|----------------|--------------|-------------|---------------|
| 1. A before    | B about      | C also      | D from        |
| 2. A maintains | B maintained | C maintain  | D maintaining |
| 3. A harmony   | B harmonic   | C harmonica | D harmonise   |
| 4. A know      | B knew       | C known     | D knowing     |
| 5. A mottle    | B motte      | C mottoes   | D motto       |

- |     |                 |               |                  |                   |
|-----|-----------------|---------------|------------------|-------------------|
| 6.  | A quantity      | B quality     | C qualified      | D qualification   |
| 7.  | A unfriendly    | B unfavorable | C beneficial     | D unprofitable    |
| 8.  | A damage        | B cure        | C heal           | D recover         |
| 9.  | A lean          | B slender     | C skinny         | D overweight      |
| 10. | A insignificant | B important   | C inconsiderable | D inconsequential |

## 2. True / false statements.

1. Physical education is a significant part of our life.
2. Many people find a particular sport so boring that they don't go in for it.
3. Physical activity helps to prevent the sedentary lifestyle.
4. The best way to start exercising is with a fitness instructor.
5. It is very important to know which exercise is beneficial for your body and which will damage you.

## *Text C*

### 1. Read the text.

Physical education (PE) is the interdisciplinary study of all area of science relating to the transmission of physical knowledge and skills to an individual or a group, the application of these skills, and their results. Included, among other subjects, are aspects of anthropology, biology, chemistry, physics, psychology, and sociology. Some treatments of the discipline also include spirituality as an important aspect.

In most educational systems, physical education class, also called physical training (PT) or gym, though each with a very different connotation, is a course in the curriculum which utilizes learning in the cognitive, affective and psychomotor domains your name in a play or movement exploration setting. The term physical education is most commonly used in this way; however, this denotes rather that "they have participated in the subject area, not *studied* it."

The primary aims of physical education vary historically, based on the needs of the time and place. Often, many different types of physical education occur simultaneously, some intentionally and others not. Most modern school systems

claim their intent is to equip students with the knowledge, skills, capacities, and values along with the enthusiasm to maintain a healthy lifestyle into adulthood. Some schools also require physical education as a way to promote weight loss in students. Activities included in the program are designed to promote physical fitness, to develop motor skills, to instill knowledge and understanding of rules, concepts, and strategies, and to teach students to work as part of a team, or as individuals, in a wide variety of competitive activities.

Physical education has existed since the earliest stages of humanity, in areas as simple the transmission of knowledge of basic survival skills, such as hunting. However, the real history of physical education is in the changing methodologies used to transmit physical skills and, to a lesser extent, the varying intentions of the educator. The first known literary reference to an athletic competition is preserved in the ancient Greek text, the Iliad, by Homer. While by no means is this the beginning of physical activity, it marks an important point in the study of the history of physical education. Other cultures that existed before the Greeks, including the ancient Chinese, Indian, and Egyptian civilizations had traditions of physical education and activity, but the Greek influence is argued to be the most fundamental to how the discipline is viewed today. The ancient Greek tradition of the Olympic Games, which originated in the early 8th century BC, even continues today. Physical education is a good class to attend because it helps to look better and feel better. This class helps you to understand why you look a certain way.

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

**3. Pick up 5 keywords and explain them in English.**

**4. Write abstract of the text.**

*Text D*

**1. Translate the text in a written form.**

### **PHYSICAL EXERCISE**

Physical exercise is manual activity that develops or maintains physical fitness and overall health. It is often practiced to strengthen muscles and the cardiovascular

system, and to hone athletic skills. Frequent and regular physical exercise boosts the immune system, and helps prevent diseases of affluence such as heart disease, cardiovascular disease, Type 2 diabetes and obesity. It also improves mental health and helps prevent depression. Exercises are generally grouped into three types depending on the overall effect they have on the human body:

- Flexibility exercises such as stretching improve the range of motion of muscles and joints.
- Aerobic exercises such as cycling, walking, running, hiking, and playing tennis focus on increasing cardiovascular endurance.
- Anaerobic exercises such as weight training, functional training or sprinting increase short-term muscle strength.

Physical exercise is important for maintaining physical fitness and can contribute positively to maintaining a healthy weight; building and maintaining healthy bone density, muscle strength, and joint mobility; promoting physiological well-being; reducing surgical risks; and strengthening the immune system.

Frequent and regular aerobic exercise has been shown to help prevent or treat serious and life-threatening chronic conditions such as high blood pressure, insomnia, and depression. Strength training appears to have continuous energy-burning effects that persist for about 24 hours after the training, though they do not offer the same cardiovascular benefits of aerobic exercises. Exercise can also increase energy and raise one's threshold for pain.

Not everyone benefits equally from exercise. There is tremendous variation in individual response to training: where most people will see a moderate increase in endurance from aerobic exercise, some individuals will as much as double their oxygen uptake, while others will never get any benefit at all from the exercise. Similarly, only a minority of people will show significant muscle growth after prolonged weight training, while a larger fraction experience improvements in strength. This genetic variation in improvement from training is one of the key physiological differences between elite athletes and the larger population.

**1. Match the words with their definitions:**

- |               |   |
|---------------|---|
| 1) unity      | a) a small change made to something in order to correct or improve it;  |
| 2) motto      | b) a list of the topics, books, etc. that students should study in a particular subject at school or college; |
| 3) sedentary  | c) a short sentence or phrase that expresses the aims and beliefs of a person, a group, an institution, etc;  |
| 4) transmit   | d) spending a lot of time sitting down and not moving;  |
| 5) fitness    | e) belonging to a period of history that is thousands of years in the past;                                   |
| 6) adjustment | f) the state of being physically healthy and strong;  |
| 7) athlete    | g) physical harm caused to something which makes it less attractive, useful or valuable                       |
| 8) syllabus   | h) a person who is proficient in sports and other forms of physical exercise;                                 |
| 9) ancient    | i) the state of being joined or united as a whole;  |
| 10) damage    | j) to pass something from one person to another.  |

**2. Insert prepositions where necessary.**

1. Physical exercise is important \_\_\_ maintaining physical fitness.
2. The primary aims \_\_\_ physical education \_\_\_ vary historically, based \_\_\_ the needs \_\_\_ the time and place.
3. Physical education will help you learn which exercise is beneficial \_\_\_ your body.
4. Physical education lesson is divided \_\_\_ three parts.
5. The content of the teacher's activity consists \_\_\_ setting and explaining educational \_\_\_ problems.

### 3. Match two parts of the sentences.

- |  |   |
|--|---|
| 1. Physical education is an important part ... | a) ... since the earliest stages of humanity. |
| 2. Flexibility exercises improve the ...       | b) ... implies several components.            |
| 3. Physical exercises shape the content ...    | c) ... of the whole lesson.                   |
| 4. The term structure of the lesson ...        | d) ... of every student's day.                |
| 5. Physical education has existed ...          | e) ... range of muscles and joints motion.    |

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

1. Eating healthy and \_\_\_\_\_ has long been the doctor's favorite motto.
2. The \_\_\_\_\_ of a physical education lesson reflects the \_\_\_\_\_ of four main components.
3. The best way to start exercising is in a class with a \_\_\_\_\_.
4. Physical exercise is manual activity that develops or maintains \_\_\_\_\_ and overall health.
5. The content of the pupil's activity consists of various \_\_\_\_\_ and \_\_\_\_\_ acts of the pupils.

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

- 1) поміркованість
- 2) малорухомий спосіб життя
- 3) ризик хірургічного втручання
- 4) взаємозалежний
- 5) регулювання навантаження
- 6) фізіологічний та психологічний процес
- 7) визначати наперед
- 8) величезні зміни
- 9) відповідність
- 10) навички виживання

**Module 3**  
**OLYMPIC GAMES**

*Text A*

**Pre-text exercises**

**1. Read and learn the active vocabulary:**

adopt, <i>v</i>	– приймати
allegiance, <i>n</i>	– вірність, відданість, лояльність
ancient, <i>adj.</i>	– стародавній, древній, античний
award, <i>v</i>	– нагороджувати
call, <i>n</i>	– <i>тут</i> заклик
ceaselessly, <i>adv.</i>	– безперервно
chariot, <i>n</i>	– колісниця
citizen, <i>n</i>	– громадянин
coexistence, <i>n</i>	– співіснування
contest, <i>n</i>	– змагання
deepen, <i>v</i>	– поглиблювати
depict, <i>v</i>	– зображати
emperor, <i>n</i>	– імператор
encourage, <i>v</i>	– стимулювати, заохочувати
enemy, <i>n</i>	– ворог
goal, <i>n</i>	– мета, ціль
god/gods, <i>n</i>	– бог/боги
hold, <i>v</i>	– проводити
immunity, <i>n</i>	– недоторканість
missioner, <i>n</i>	– особа, яка працює на користь своєї держави/релігії у чужій країні
nation, <i>n</i>	– нація, держава
occasion, <i>n</i>	– святкування, нагода
patron, <i>n</i>	– покровитель

peace, <i>n</i>	– мир
pioneer, <i>n</i>	– піонер, перший
provide, <i>v</i>	– забезпечувати
race, <i>n</i>	– перегони, змагання з бігу
recruit, <i>v</i>	– набирати, призивати (до війська, на роботу)
represent, <i>v</i>	– виявляти, показувати
requirement, <i>n</i>	– вимога
revival, <i>n</i>	– відродження
ruler, <i>n</i>	– правитель
solidarity, <i>n</i>	– солідарність, єдність
temple, <i>n</i>	– храм
tomb, <i>n</i>	– могила, місце захоронення
track, <i>n</i>	– бігова доріжка
society, <i>n</i>	– товариство
symbolize, <i>v</i>	– символізувати, виявляти
ultimate, <i>adj.</i>	– найвищий, кінцевий
win, <i>v</i>	– завоювати, перемогти, вибороти
yard, <i>n</i>	– ярд, міра довжини = 0,9144м

## 2. Remember the following names:

Zeus	– Зевс (верховний бог у давньогрецькій міфології)
Greek	– грецький
Corius	– Коріус, Коройб
Kenica	– Кініска, Кініка
Sparta	– Спарта
Mediterranean Sea	– Середземне море
Saqqara Temple	– храм Саккара
Zoser	– Зосер
Egyptian King Philip	– єгипетський правитель Пилип

Alexander the Great	– Олександр Великий / Македонський
Roman Emperor Theodosius	– римський імператор Теодозій
Baron de Coubertin	– барон де Кубертен
Sorbonne University	– університет Сорбона / Франція
Athens	– Афіни
World War I	– Перша Світова війна
World War II	– Друга Світова війна
United Nations	– Організація Об'єднаних Націй
Moscow	– Москва

### **3. Translate without using vocabulary:**

idea, national, religious, occasions, symbolize, solidarity, nation, gladiator, patron, history, pioneer, document, position, pharaoh, recruit, promoting, cooperation, bases, conference, delegate, modern, organize, centered, regularly, show, propagate, culture, international, sportive, institution, discuss, topic, recommendation, propagation, principle, philosopher, immunity, continental, diplomatic, extremism, art.

### **4. Give Ukrainian equivalents to the following word combinations:**

- ancient games
- peaceful coexistence
- national days
- four-horse chariot
- tombs and temples
- clear evidence
- promoting peace
- all over the world
- thanks to efforts
- a call for revival
- educational societies
- modern games
- ultimate goal
- sportive institutions
- international level
- diplomatic immunity
- sportive spirit
- sportive field
- different age-groups
- to encourage participation

## **5. Read and translate the text.**

### **THE OLYMPIC MOVEMENT AND ITS ROLE IN MAINTAINING PEACE IN THE NEW CENTURY**

#### **Ancient Olympic Games**

The idea of the ancient Olympic Games originated in 776 B.C. Rationale behind the idea was organizing sport competitions among citizens, since these competitions represented peaceful coexistence among nations. These contests were looked upon as national days and religious occasions, symbolizing solidarity among nations, and deepening champions' allegiances towards their countries, their rulers, and their gods.

Rulers or gods as they were called were proud of their gladiators (wrestlers and runners) who won in these great sportive occasions. Zeus was the father of Greek sports, and patron of the ancient Olympic Games. Coriambus, the runner, was the first ancient Olympic champion in the first Olympic Games, winning the 200 yards race. Kyniska, daughter of the ruler of Sparta, was the first star in the ancient Olympic history. In 396 B.C. she won the four-horse Olympic chariots race.

The Mediterranean Sea countries, particularly Egypt, participated in the ancient Olympic Game. Ancient Egyptians were pioneers in the field of sports. An excellent document in Saqqara Temple depicts Zoser, the pharaoh, running in a track in the temple. Winning such a contest was one requirement of the positions of pharaoh.

All tombs and temples of ancient Egyptians provide clear evidence they were pioneers in the field of games and sports. Many Egyptian missions participated in the ancient games in Olympia, Greece. It was not strange that King Philip, father of Alexander the Great, recruited an Egyptian sportive trainer for his son. Peace, and promoting peace all over the world, was main characteristics of the ancient Olympic Games, until stopped in 396 A.D. by order of the Roman Emperor Theodosius.

#### **Modern Olympic Games**

In 1894, thanks to efforts of Baron de Coubertin, there was a call for revival of the Olympic Games, on the bases of peace and cooperation among nations. On June 23, 1894, a conference was held at Sorbonne University (Paris) to set an International

Olympic Committee. Seventy-nine delegates, representing 14 countries and 49 of the world's educational societies, attended, and agreed to hold the first modern Olympic Games in 1896, in Athens, Greece.

Cities, rather than states, were chosen to organize these games. This makes the games people-centered rather than government centered. The first modern Olympic Games were held in Athens from April 6-13, 1896. Since they have been held regularly once every four year in one chosen cities of the world. This continued ceaselessly during the 20<sup>th</sup> century, except during World War I (1916), and World War II (1940 and 1944). This showed war as the great enemy of Olympic Games. In the same breath it showed peace among nations of the world as the ultimate goal of the Olympic Games.

### **Recommendations**

- To propagate Olympic peace culture, the International Olympic Committee (IOC), and international sportive institutions, should call for a conference to discuss this topic, and make recommendations to be submitted to the United Nations to act accordingly at the international level.
- A recommendation should be adopted by the IOC that Olympic Games for youth under 18 are held once every four years. The first Olympic Games for youth were organized in Moscow in 1999. The younger the participants, the easier propagation of basic principles and philosophers.
- Provide immunity for sportsmen/women during Olympic Games and continental championships, just as diplomatic immunity.
- Fight all forms of extremism and exceeding the sportive spirit among fans in international sportive matches.
- Expand range of interest in international sportive institutions for international competitions in other fields, beside the sportive field, such as different varieties of art, literature, and scientific interests for different age-groups. Prizes should be awarded to encourage participation.

### **Notes:**

1. *Rationale behind the idea was ... – Суть ідеї/задуму полягала в...*

2. ... *were looked upon as* ... – ... *розглядалися як* ...
3. *The Mediterranean Sea countries* – *країни Середземномор'я*
4. *Cities rather than states* ... – *Шведше міста, а не держави* ...
5. *In the same breath* ... – *Одночасно* ...

*Post-text exercises*

**1. Find nouns in the text that mean the following:**

- 1) a person who has the legal right to a particular country
- 3) a country considered as a group of people with the same language/culture/history
- 4) a person who governs
- 5) a man trained to fight in order to entertain the public
- 6) a competition between people to see which is the fastest
- 7) a building used for the worship of a god/gods
- 8) a meeting at which people have formal discussion
- 9) a person who is chosen to represent the views of a group of people
- 10) a person who hates sb or who acts against sb/sth

**2. Give Ukrainian equivalents to the following word combinations:**

- 1 ancient games
- 2 peaceful coexistence
- 3 national days
- 4 four-horse chariot
- 5 tombs and temples
- 6 clear evidence
- 7 promoting peace
- 8 all over the world
- 9 thanks to efforts
- 10 a call for revival
- 11 educational societies

- 12 modern game
- 13 ultimate goal
- 14 sportive institution
- 15 international level
- 16 diplomatic immunity
- 17 sportive spirit
- 18 sportive field
- 19 different age-groups
- 20 to encourage participation

**3. Form word combinations and use them in your own sentences:**

- |               |                  |
|---------------|------------------|
| 1) Olympic    | a) race          |
| 2) ancient    | b) occasions     |
| 3) chariot    | c) movement      |
| 4) basic      | d) mission       |
| 5) sport      | e) enemy         |
| 6) religious  | f) competition   |
| 7) first      | g) centered      |
| 8) Egyptian   | h) Olympic Games |
| 9) government | i) star          |
| 10) great     | j) principles    |

**4. Insert prepositions where necessary.**

1. The idea ... the ancient Olympic Games originated ... 776 B.C.
2. These contests were looked ... .. national days.
3. Rulers were proud ... their gladiators who won ... these great sportive occasions.
4. Ancient Egyptians were pioneers ... the field ... sports.
5. Many Egyptian missions participated ... the ancient games ... Olympia.

6. Peace all ... the world was main characteristics ... the ancient Olympic Games, ... stopped ... 396 A.D. ... order ... the Roman Emperor Theodosius.
7. ... 1894, thanks ... efforts ... Baron de Coubertin, there was a call ... revival ... the Olympic Games, ... the bases ... peace and cooperation ... nations.
8. A conference was held ... Sorbonne University.
9. The first Olympic Games ... youth were organized ... Moscow ... 1999.
10. Fight all forms ... extremism and exceeding the sportive spirit ... fans ... international sportive matches.

**5. Insert the appropriate words and word combinations.**

- |                      |                 |                     |                  |
|----------------------|-----------------|---------------------|------------------|
| a) thanks to efforts | e) IOC          | i) were held        | m) since         |
| b) were chosen       | f) on the bases | j) in one chosen    | n) representing  |
| c) was held          | g) during       | k) call for revival | o) societies     |
| d) great enemy       | e) rather than  | l) peace            | p) among nations |

1. In 1894, \_\_\_ of Baron de Coubertin, there was a \_\_\_ of the Olympic Games, \_\_\_ of peace and cooperation \_\_\_.
2. On June 23, 1894, a conference \_\_\_ at Sorbonne University (Paris) to set an \_\_\_
3. Seventy-nine delegates, \_\_\_ 14 countries and 49 of the world's educational \_\_\_, attended, and agreed to hold the first Modern Olympic Games in 1896, in Athens, Greece.
4. Cities, rather than states \_\_\_ to organize these games.
5. This makes the games people-centered \_\_\_ government centered.
6. The first modern Olympic Games \_\_\_ in Athens from April 6-13, 1896.
7. \_\_\_ they have been held regularly once every four year \_\_\_ cities of the world.
8. This continued ceaselessly \_\_\_ the 20<sup>th</sup> century, except during World War I (1916), and World War II (1940 and 1944).
9. This showed war as the \_\_\_ of Olympic Games.
10. In the same breath it showed \_\_\_ among nations of the world as the ultimate goal of the Olympic Games.

## 6. Write definitions of the following nouns:

competition, citizen, occasion, champion, patron, game, race, temple, pharaoh, tomb, trainer, conference, delegate, society, government, youth, extremism, institution.

*Example: competition – an event in which people compete with each other to find out who is the best at something.*

## 7. Form derivatives from the following verbs:

originate, present, win, participate, provide, agree, choose, continue, propagate, discuss, submit, expand, encourage, award.

## 8. Match the words with their definitions:

- |                  |  |
|------------------|--|
| 1) ancient       | a) in a way that is appropriate to what has been done or said              |
| 2) excellent     | b) at regular intervals or times   |
| 3) regularly     | c) happening in the end of a long process                                  |
| 4) ceaselessly   | d) not involving a war, violence or argument                               |
| 5) ultimate      | e) especially; more than usual or more than others                         |
| 6) continental   | f) of the present time or recent times                                     |
| 7) modern        | g) extremely good  |
| 8) accordingly   | h) of or in the continent of Europe  |
| 9) peaceful      | i) not stopping, seeming to have no end                                    |
| 10) particularly | j) belonging to a period of history that is thousands of years in the past |

### 9. Match two parts of the sentences

- |                                  |   |
|----------------------------------|---|
| 1. The ancient Olympic Games     | a) ... of their athletes.                 |
| 2. The contests were looked upon | b) ... the four-horse chariot race.       |
| 3. Rulers were proud of          | c) ... in 396 A.D.                        |
| 4. Corius was the first          | d) ... in 1894.                           |
| 5. Kenica won                    | e) ... originated in 776 B.C.             |
| 6. Egyptians were                | f) ... the easier propagation of sport.   |
| 7. King Philip recruited         | g) ... of the Olympic Games.              |
| 8. Ancient Olympic Games stopped | h) ... an Egyptian trainer for his son.   |
| 9. There was a call for revival  | i) ... the ultimate goal of the Olympics. |
| 10. A conference was held        | j) ... extremism.                         |
| 11. Cities were chosen           | k) ... as national days.                  |
| 12. It showed peace as           | l) ... a conference on Olympic topic.     |
| 13. IOC should call for          | m) ... pioneers in the fields of sports.  |
| 14. The younger the participants | n) ... rather than states.                |
| 15. Fight all forms of           | o) ... ancient Olympic champion.          |

### 10. Answer the questions.

1. What year did the ancient Olympic Games originate in?
2. What idea did the ancient Olympic Games originate from?
3. Who was the patron of the ancient Olympic Games?
4. Who was the first ancient Olympic champion?
5. Who are considered to be the pioneers in the field of sports?
6. What requirement of the position of pharaoh was extremely important?
7. Who did King Philip recruit for his son?
8. When were the ancient Olympic Games stopped?
9. When were Modern Olympic Games revived?
10. How many delegates attended the conference at Sorbonne?
11. When and where were the first modern Olympic Games held?
12. How often are the Olympic Games held?

13. What caused the Olympic Games interruption (1940 and 1944)?
14. What is the ultimate goal of the Olympic Games?
15. Which recommendation is to your mind the most important?

***Text B***

**1. Read the text below and choose the correct word for each space.**

1. The ancient Greeks first had the idea of getting men together **(1)** ... four years to hold and witness sporting events (in those days women did not participate, though they had their own, independent events). The idea was to have the best **(2)** ... from all over Greece gather in one field and compete every four years. All wars and fighting had to stop while the athletes and their supporters came together in the town of Olympia for a few days to compete in a few events, mostly related to warfare (throwing the javelin, running, wrestling, boxing and chariot racing).

2. The Olympic Games have many important **(3)** ... that most people recognize. The five rings that appear on the Olympic flag (coloured yellow, green, blue, black and red) were introduced in 1914. They represent the five continents of Africa, the Americas, Australia, Asia and Europe. The flag is raised in the host city and then flown to the next one where it is kept until the next Games.

3. The Olympic torch, a major part of the ancient Games, was brought **(4)** ... in 1928 and is carried with great fanfare and publicity to the host city where it **(5)** ... the burning flame of the Games. It is kept burning until the close of the Games. The torch symbolizes purity, the drive for perfection and the struggle for victory.

4. The rousing Olympic anthem is the simply named "Olympic Music" by John Williams, who **(6)** ... it for the 1984 Olympics, held in Los Angeles. What you hear first are the forty or so notes played on horns which form the "Bugler's Dream" (also called "Olympic Fanfare") by Leo Arnaud, first played in the 1968 Games.

5. The torch, fanfare and flag are clearly evident in the Opening Ceremony, when everyone formally welcomes the participants and the Games **(7)** ... begin. Here we find the dramatic and colourful March of Nations, in which all the athletes from

each country go into the venue to the sound of their country's anthem and march behind their flags, thus becoming representatives of their countries.

6. The part of the Opening Ceremony that tries to keep the spirit of the Games and sportsmanship alive is when one athlete, representing all those participating, takes the Athlete's Oath: "(8) ... the name of all the competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, in the true spirit of sportsmanship, for the glory of sport, and the honour of our teams."

7. In the ancient Games, only the winner was celebrated. Each winner was given a simple crown of olive leaves (9) ... on his head. This was the only reward for his victory. Those who came in second or third got nothing. Interestingly, when the Games started again in 1896, silver medals were given to the first place winners. Later in 1904 in the St. Louis Games, gold was the top prize. Now, of course we have gold for first prize, silver for second and bronze for third.

8. The Olympics' official motto is "Citius, Altius, Fortius". This is Latin (10) ... "Swifter, Higher, Stronger". This is said to represent the Olympic spirit, supposed to be present throughout the Games and generally held to be a celebration of brotherhood, competition, sportsmanship, goodwill and peace. The Games help us see similar we are, and help us celebrate our humanity.

- |              |               |            |             |
|--------------|---------------|------------|-------------|
| 1. A all     | B whole       | C each     | D every     |
| 2. A racers  | B runners     | C athletes | D wrestles  |
| 3. A signals | B symbols     | C signs    | D features  |
| 4. A back    | B out         | C off      | D away      |
| 5. A burns   | B lights      | C switches | D turns     |
| 6. A write   | B was written | C wrote    | D had wrote |
| 7. A must    | B may         | C should   | D can       |
| 8. A For     | B After       | C In       | D On        |
| 9. A wears   | B wear        | C wearing  | D to wear   |
| 10. A of     | B for         | C on       | D about     |

## **2. True/false statements.**

1. The flag is raised in the capital city.
2. All wars had to stop while the athletes were competing.
3. All the athletes go into the venue to the sound of their sporting anthem
4. In the modern Games, only the winner was celebrated.
5. The Olympics' official slogan is "Citius, Altius, Fortius".

## **3. Give titles to the text and every paragraph.**

### *Text C*

#### **1. Read the text.**

The origin of the Olympic Games is linked with many myth referred to in ancient sources. According to tradition, the Olympic Games began in 776 B.C. As a reward for the victors was the wreath made from a branch of wild olive tree. The Olympics were held after the completion of four years during the month of July or August.

The time in-between two Olympic Games was called an Olympiad. In the beginning the games lasted only one day and comprised only one event, the running of one Stadion. Gradually more events were added resulting, towards the 5<sup>th</sup> century B.C., in the games lasting for five days. In total the Olympic Games consisted of 10 events: running, the pentathlon, jumping, discus, "ekebolon", javelin, wrestling, boxing, the pancration, chariot racing, and horse racing. All Greeks who were free citizens and had not committed murder or heresy, had the right to take part in the Olympic Games. Women were not entitled to take part, except as owners in the horse races, while being strictly prohibited from watching the games. The athletes presented themselves one month before the games. The ceremonies began with the official oath that was taken by the athletes. The victors enjoyed great honours and on returning to their cities their compatriots pulled down part of the walls for them to enter. The institution of the Olympic Games lasted for 12 continuous centuries and was abolished in 393 A.D. (the 293<sup>rd</sup> Olympiad) by order of Theodosius I. The

national, racial and spiritual unity of the Greeks was forged thanks to the Olympic Games.

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

**3. Pick up 5 keywords and explain them in English.**

**4. Write abstract of the text.**

### ***Text D***

**1. Translate the text in a written form.**

Doping is defined by the USOC in its 1989-92 drug-education handbook as follows:

According to the International Olympic Committee (IOC), “doping” is the “administration of or use by a competing athlete of any substance foreign to the body or any physiological substance taken in abnormal quantity or taken in abnormal route of entry into the body with the sole intention of increasing in an artificial and unfair manner his/her performance in competition. When necessity demands medical treatment with any substance which, because of its nature, dosage, or application is able to boost the athlete’s performance in competition in an artificial and unfair manner, this too is regarded as doping.” To implement the concept, the IOC has derived a list of substances banned for use by athletes in competition, and has developed a drug testing program at the Olympics and related competitions to deter the use of these substances. (USOC. 1989. – Drug Free. Colorado Springs).

The actual word *doping* has an interesting history of its own. Centuries ago, in the native Kaffir dialect of South Africa, *dop* referred to stimulating liquor used by tribesmen in religious ceremonies. Through assimilation with the language of Afrikaners, the final “e” was added to form the word *dope*. A Dutch form of the word *dop* also surfaced several hundred years ago, yet it wasn’t until 1889 that *dop*

first appeared in an English dictionary. At that time, dop was defined as a narcotic mixture of opium used for racehorses.

The earliest accounts of doping among human athletes actually go far back to the ancient Olympic Games, whose documents reveal that athletes drank various brandy or wine concoctions or ingested mushrooms to enhance performance. There are even accounts of alkaloids such as strychnine being mixed with alcohol for a stimulant effect. Roman gladiators are said to have taken drugs to enhance performance in the arena, and medieval knights frequently ingested stimulants to prepare them for their jousts. Like modern stimulants, they were used to mask fatigue and pain signals emitted by the central nervous system.

*(Originated from Voy, Robert O., Drugs, sport, and politics. 1991..)*

**1. Match the words with their definitions:**

- |            |   |
|------------|---|
| 1) oath    | a) a shot loud piece of music                                 |
| 2) anthem  | b) a person, a team, etc. that wins sth                       |
| 3) medal   | c) a piece of cloth with a special coloured design            |
| 4) event   | d) a long piece of wood with a fire to give light             |
| 5) flag    | e) a formal promise to do sth                                 |
| 6) symbol  | f) a song which has a special importance to the country       |
| 7) torch   | g) an object in the shape of a circle                         |
| 8) fanfare | h) a flat piece of metal given to the winner of a competition |
| 9) crown   | i) one of the races or competitions in a sports programme     |
| 10) winner | j) an object that represents a more general quality/situation |

**2. Insert prepositions where necessary.**

1. Sport pioneered international thinking \_\_\_ globalization to invite exchange, understanding, cooperation, and peace \_\_\_ people.
2. I had the pleasure to be \_\_\_ those who prepared the Charter \_\_\_ Physical Education and Sport \_\_\_ 1978, \_\_\_ Paris, France, \_\_\_ supervision of UNESCO.
3. Mass media should have positive impacts on physical education and sport participation for all.
4. Impact \_\_\_ sport is multiple, ranging \_\_\_ political \_\_\_ economic, \_\_\_ social \_\_\_ educational, and \_\_\_ communication \_\_\_ commercialization.
5. Sport has functioned to serve profitability \_\_\_ national and international interests.

**3. Match two parts of the sentences.**

- |   |  |
|---|--|
| 1. Physical education and sport should... | a) ...language understood by most.       |
| 2. Africa has had no single chance...     | b) ...contribute to health and wellness. |
| 3. Sport is a global...                   | c) ...are, and celebrate our humanity.   |
| 4. The Games help us see similar we...    | d)...to organize the Olympic Games.      |
| 5. The torch is kept burning...           | c) ...until he close of the Games.       |

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

1. \_\_\_\_\_ were not entitled to take part, except as owners in the horse races, while being strictly prohibited from watching the games.
2. When necessity demands \_\_\_\_\_ \_\_\_\_\_ with any substance which, because of its nature, dosage, or application is able to boost the athlete's performance in competition in an artificial and unfair manner, this too is regarded as \_\_\_\_\_.
3. Roman \_\_\_\_\_ are said to have taken drugs to enhance \_\_\_\_\_ in the arena, and medieval knights frequently ingested stimulants to prepare them for their jousts.
4. The listed sensitive problems require careful reassessment and reevaluation to rebuild the \_\_\_\_\_ \_\_\_\_\_ as one of the most humanistic attractive, and artistic movements.
5. Spread of illegal acts by athletes, \_\_\_\_\_, and managers in pursuing drugs, alcoholism, gambling, smoking, accepting commissions, are wrong examples for new \_\_\_\_\_.

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

- 1) олімпійський рух
- 2) мирне співіснування
- 3) очевидне свідчення
- 4) завдяки зусиллям
- 5) кінцева мета
- 6) міжнародний рівень
- 7) недоторканість
- 8) заохочувати до участі
- 9) різні вікові групи
- 10) квадрига

**Module 4**  
**SPORTS COMPETITIONS**

*Text A*

*Pre-text exercises*

**1. Read and learn the active vocabulary:**

advertising, <i>n</i>	- реклама, рекламування
appeal, <i>n</i>	- апеляція, оскарження
arrange, <i>v</i>	- упорядкувати, класифікувати
behaviour, <i>n</i>	- поведінка
break the rules	- порушувати правила
certain, <i>adj</i>	- певний
contain, <i>v</i>	- містити
create, <i>v</i>	- створювати
completely or partially	- повністю або частково
depend (upon, on) , <i>v</i>	- залежати від
direct, <i>v</i>	- спрямовувати, скеровувати
due to, <i>adj.</i>	- завдяки, зважаючи на
elimination, <i>n</i>	- відбір
experience, <i>n</i>	- досвід
exist, <i>v</i>	- існувати
forbidden, <i>adj.</i>	- заборонений
keep the rules	- дотримуватися правил
loading, <i>n</i>	- навантаження
many-sided training	- усестороннє тренування
means, <i>n</i>	- засіб
movable qualities	- рухові якості
perfection	- удосконалення
permit, <i>v</i>	- дозволяти
previous, <i>adj</i>	- попередній
solve, <i>v</i>	- вирішувати

## **2. Translate without using a dictionary:**

regulate, specific, norm, referee, protest, tradition, organization, economic, commercial, popular, professional, training, control, stabilization, stimulate, tactics, modulate, mechanism, program.

## **3. Give Ukrainian equivalents to the following word-combinations:**

- |                  |                   |
|------------------|-------------------|
| 1) participant   | 8) circlic        |
| 2) competition   | 9) judge          |
| 3) achievement   | 10) importance    |
| 4) technique     | 11) procedure     |
| 5) psychological | 12) create        |
| 6) rational      | 13) effectiveness |
| 7) increase      | 14) adaptation    |

## **4. Read and translate the text.**

### **SPORTS COMPETITIONS**

Sports competitions are regulated by the rules, specific for every kind of sport.

Keeping the rules of the competitions by sportsmen and judges is of a great educational importance because these rules determine the norms of the sportsmen's behaviour in the sports fight and contain the list of the forbidden actions. In case of nonobjectiveness of a referee the appeals and protests may be directed to the Main Referee Board in accordance with a certain procedure.

The choice of a certain system of holding the competitions depends upon a kind of sport and traditions of their organization, aim and a number of participants. These conditions are determined by the rules of the competitions and the referee rules of a certain kind of sport. The rules of the competitions are arranged by an organization which holds the competition.

The most popular systems of the organization of the competitions are: circlic, elimination-circlic, the quitted (the Olympic "play-off") and a mixed one. A system of holding the competitions is often chosen due to the economic reasons.

TV uses sports programmes with a commercial and an advertising aim.

For example, a mixed system (elimination-circle and "play - off") is very popular in ball games of a professional sport, and it is very spectacular and economically effective. The main official competitions, the Olympic Games, a peak of many-years' training of a sportsman and a team, exist in the Olympic training system. Another competitions are of an effective means of many-sided training of a sportsman, the control of his training state and sports form, which can solve the task of the sportsmen elimination for their participation in the main competitions.

The main task of preparatory competitions is stabilization of a rational technique and tactics of a competitive sportsman activity, the perfection of the adaptation mechanisms towards the condition of the competitive fight. They increase the level of sportsman fitness; promote the achievement of general experience.

The control competitions permit to determine and stimulate a sportsman fitness. During such competitions the level of the achievement of technique, tactics, the development of specific movable qualities, psychological fitness to the competitive loadings, the effectiveness of the previous stage of training can be controlled. The results of the control competitions permit to create a training process.

The task of the model competitions is the achievement of the peak sports form of sportsmen to the main competitions of a year, or four years. Such competitions must completely or partially modulate the main competitions. The aim of the elimination competitions is to choose the participants of the individual competitions of a higher level.

### *Post-text exercises*

#### **1. Find nouns in the text that mean the following:**

1. a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity;
2. a piece of work to be done or undertaken;
3. a number of connected items or names written or printed consecutively, typically one below the other;

4. a cause, explanation, or justification for an action or event;
5. a set of principles or procedures according to which smth. is done;
6. a position on a scale of amount, quantity, extent, or quality;
7. a favourable outcome of an undertaking or contest;
8. a group of players forming one side in a competitive game or sport;
9. a purpose or intention;
10. a specified state of growth or advancement.

**2. Give Ukrainian equivalents to the following word-combinations::**

- 1) to be of a great educational importance
- 2) in accordance with
- 3) to be determined by
- 4) elimination-circlic system
- 5) quitted system
- 6) to create a training process
- 7) to be arranged by
- 8) forbidden actions
- 9) number of participants
- 10) an advertising aim

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

- |               |                 |
|---------------|-----------------|
| 1) training   | a) training     |
| 2) economic   | b) procedure    |
| 3) sports     | c) games        |
| 4) general    | d) reasons      |
| 5) sportmen's | e) competitions |
| 6) ball       | f) system       |
| 7) certain    | g) means        |
| 8) effective  | h) behaviour    |
| 9) many-sided | i) qualities    |
| 10) movable   | j) experience   |

#### **4. Insert prepositions where necessary.**

1. Sports competitions are regulated ... the rules.
2. Keeping the rules ... the competitions ... sportsmen and judges is ... a great educational importance.
3. A system ... holding the competitions is often chosen due to the economic reasons.
4. The choice ... a system ... holding the competitions depends ... a kind of sport.
5. The rules ... the competitions are arranged ... an organization which holds the competitions.
6. TV uses sports programmes ... a commercial and advertising aim.
7. The main task ... preparatory competitions is the perfection ... the adaptation mechanisms ... the condition ... the competitive fight.
8. A mixed system is very popular ... ball games ... a professional sport.
9. The main official competitions exist ... the Olympic training system.
10. The results ... the control competitions ... permit to create a training process.

#### **5. Insert the appropriate words and word-combinations.**

- |                      |                            |                      |
|----------------------|----------------------------|----------------------|
| a) sportsmen fitness | e) rational technique      | i) increase          |
| b) directed          | f) elimination             | j) forbidden actions |
| c) sports fight      | g) spectacular             | k) Olympic Games     |
| d) main              | h) completely or partially | l) participants      |

1. A mixed system is very \_\_\_ and economically effective.
2. The control competitions permit to determine and stimulate \_\_\_.
3. The appeals and protests may be \_\_\_ to the Main Referee Board.
4. The main task of preparatory competitions is stabilization of a \_\_\_ and tactics of a competitive sportsman activity.
5. The aim of the \_\_\_ competitions is to choose the \_\_\_ of the individual competitions.
6. The model competitions must \_\_\_ modulate the \_\_\_ competitions.
7. The rules determine the norms of the sportsman's behaviour in the \_\_\_.
8. The preparatory competitions \_\_\_ the level of sportsman fitness.
9. The rules contain the list of the \_\_\_.
10. The \_\_\_ exist in the Olympic training system.

## 6. Write the definitions of the following nouns:

competition, elimination, condition, sportsman, perfection, tradition, participation, activity, loading, fitness, behaviour, action.

*Example: introduction - the act of bringing something into use or existence for the first time.*

## 7. Form derivatives from the following verbs:

regulate, determine, behave, forbid, direct, participate, organize, eliminate, train, achieve, stimulate, move, permit, modulate.

## 8. Match the words with their definitions:

- |                |   |
|----------------|---|
| 1) achievement | a) skill or ability in a particular field;  |
| 2) competition | b) an event in which people compete with each other to find out who is the best at something;   |
| 3) promote     | c) the degree of excellence of smth;  |
| 4) sport       | d) the knowledge or skill acquired by a period of practical experience of something;  |
| 5) judge       | e) an action or strategy carefully planned to achieve a specific end;   |
| 6) tactic      | f) a thing done successfully with effort, skill, or courage;  |
| 7) technique   | g) to support or actively encourage;  |
| 8) condition   | h) a person who decides the results of a competition;   |
| 9) quality     | i) an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment; |
| 10) experience | j) the state of something with regard to its appearance, quality, or working order.   |

### 9. Match two parts of the sentences.

- |  |  |
|--|--|
| 1. The control competitions permit ...   | a) ... a kind of sport and traditions of their organization, aim and a number of participants.                   |
| 2. The main official competitions, the Olympic Games ...                       | b) ... specific for every kind of sport.   |
| 3. The choice of a certain system of holding the competitions depends upon ... | c) ... the achievement of the peak sports form of a sportsman to the main competitions of a year, or four years. |
| 4. Sports competitions are regulated by the rules ...                          | d) ... exist in the Olympic training system.   |
| 5. The task of the model competitions is ...                                   | e) ... to determine and stimulate a sportsman fitness.   |

### 10. Answer the questions.

1. What determines the norms of the sportsmen behaviour in the sports fight?
2. When may the appeals and protests be directed to the main Referee Board?
3. Who arranges the rules of the competitions?
4. What are the most popular systems of the organization of the competitions?
5. How is the system of holding the competitions often chosen?
6. What system is very popular in ball games?
7. What system do the Olympic Games exist in?
8. What is the main task of the preparatory competitions?
9. What do the control competitions permit to do?
10. What is the task of the model competitions?

### 11. Complete the sentences.

1. The most popular systems of the organization of the competitions are ...
2. A mixed system is very popular in ...
3. The results of the control competitions permit to ...

4. TV uses sports programmes with a ...
5. The main official competition is ...
6. The main task of preparatory competitions is ...
7. The aim of the elimination competitions is ...
8. The task of the model competitions is ...
9. Sports competitions are regulated by ...
10. Keeping the rules of the competitions is ...

### ***Text B***

#### **1. Read the text below and choose the correct word for each space.**

The Latin root for the verb "to compete" is "competere" which means "to seek together" or "to strive together."

Competition is the act of striving ... others for the purpose of achieving dominance or ... a goal. It is a term that is commonly used in numerous fields, including business, ecology, economics, music, politics, and sports.

While some sports, such as fishing, have been viewed as primarily recreational, most sports are considered ... . The majority involve competition between two or more persons, (or animals and/or mechanical devices typically controlled by humans as in horse racing or auto racing). For example, in a game of basketball, two teams compete against one another ... who can score the most points. While there is no set reward for the winning team, many ... gain an internal sense of pride. In addition, ... rewards may also be given. Athletes, besides competing against other humans, also compete against nature in sports such as whitewater kayaking or mountain climbing, where the goal is to reach a destination, with only natural barriers impeding the process.

While professional sports have been usually viewed as ... and extremely competitive, recreational sports, which are often less intense, are considered a healthy option for the competitive urges in humans. Sport ... a relatively safe venue for converting unbridled competition into harmless competition, because sports competition is restrained. Competitive sports are governed by codified rules agreed

upon by the participants. Violating these rules is considered to be unfair competition. Thus sports provide artificial not natural competition; for example, competing for control of a ball or defending territory on a playing field is not an innate biological factor in humans. Athletes in sports like gymnastics and competitive diving "compete" against a conceptual ideal of a perfect performance, which ... measurable criteria and standards that are translated into numerical ratings and scores.

Sports competition is generally broken down into three categories: ... sports, such as archery, dual sports, such as doubles tennis, or team sports competition, such as football. While most sports competitions are recreation, there exists several major and minor professional sports leagues throughout the world. The Olympic Games, held every four years, is regarded as the international pinnacle of sports competition.

*[From Wikipedia, the free encyclopaedia]*

- |     |                      |                        |                       |                        |
|-----|----------------------|------------------------|-----------------------|------------------------|
| 1.  | <b>A</b> about       | <b>B</b> against       | <b>C</b> also         | <b>D</b> although      |
| 2.  | <b>A</b> attain      | <b>B</b> attaining     | <b>C</b> attained     | <b>D</b> attains       |
| 3.  | <b>A</b> compete     | <b>B</b> competition   | <b>C</b> competence   | <b>D</b> competitive   |
| 4.  | <b>A</b> determine   | <b>B</b> dedicate      | <b>C</b> develop      | <b>D</b> detach        |
| 5.  | <b>A</b> prayers     | <b>B</b> player        | <b>C</b> players'     | <b>D</b> players       |
| 6.  | <b>A</b> extrinsic   | <b>B</b> extrinsically | <b>C</b> extraneous   | <b>D</b> intrinsic     |
| 7.  | <b>A</b> intenser    | <b>B</b> intensely     | <b>C</b> intense      | <b>D</b> intensesness  |
| 8.  | <b>A</b> provide     | <b>B</b> provided      | <b>C</b> provides     | <b>D</b> provision     |
| 9.  | <b>A</b> incorporate | <b>B</b> incorporated  | <b>C</b> incorporates | <b>D</b> incorporation |
| 10. | <b>A</b> team        | <b>B</b> individual    | <b>C</b> independent  | <b>D</b> group         |

### **3. True/false statements.**

1. Competition is the act of striving against others for the purpose of achieving dominance or attaining a goal.
2. All of sports are competitive.
3. Athletes, besides competing against other humans, also compete against nature in sports such as whitewater kayaking or mountain climbing, where the goal is to reach a destination, with only natural barriers impeding the process.

4. While recreational sports have been usually viewed as intense and extremely competitive, professional sports, which are often less intense, are considered a healthy option for the competitive urges in humans.

5. Sports competition is generally broken down into three categories: individual sports, dual sports, or team sports competition.

### *Text C*

#### **1. Read the text.**

In professional sports, athletes receive payment for their performance, as opposed to amateur sports and college sports where they do not. Only in recent years has it become common that women are paid, professional athletes. Professional athleticism has come to the fore through a combination of developments. Mass media and increased leisure have brought larger audiences, so that sports organisations or teams can command large incomes. As a result, more sportspeople can afford to make athleticism their primary career, devoting the training time necessary to increase skill, physical condition and experience to modern levels of achievement. This proficiency can also boost the popularity of a sport.

Most sports played professionally also have amateur players far outnumbering the professionals. Professional athleticism is seen by some as a contradiction of the central ethos of sport, competition performed for its own sake and pure enjoyment, rather than as a means of earning a living. Consequently, many organisations and commentators have resisted the growth of professional athleticism, saying that it has impeded the development of sport. For example, rugby union was for many years a part-time sport engaged in by amateurs, and English cricket has allegedly suffered in quality because of a "non-professional" approach.

*[From Wikipedia, the free encyclopedia]*

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

**3. Pick up 5 keywords and explain them in English.**

**4. Write abstract of the text.**

**1. Translate the text in a written form.**

**Athletics** (Greek *athlos*, "contest"), games or contests, played individually or in teams, involving physical strength, skill, and endurance. In the United States, the term is used synonymously with sports; in Britain, however, it refers specifically to track and field events. In general, athletic contests can be divided into contact and noncontact sports.

Contests involving physical prowess or simulated combat date from prehistoric times and are probably as old as community life; the origin of such organized athletics as the Olympian Games (776?BC) in Greece is shrouded in legend. Although most early peoples engaged in games simulating combat, such as boxing and wrestling, some developed organized noncombative sports. The Native Americans of North America, for example, played games resembling modern lacrosse, field hockey, and lawn bowls. They also engaged in foot racing and, after the introduction of the horse into North America, horse racing.

In historical times a great development of organized games took place in ancient Greece and Rome (*see Games, Ancient*). Among the games were foot racing, wrestling, boxing, horse racing, chariot racing, and the pentathlon. After the fall of the Roman Empire in the 5th century AD, organized sports declined in popularity until the 11th century, when the tournament, also known as joust, became a favourite pastime of the nobility. In England, especially, the sport of the common people was archery. The English also engaged in various forms of football and such field sports as throwing the bar or the hammer, but these were considered detrimental distractions from the military sport of archery and were sometimes actually forbidden by law. Not until the middle of the 19th century did the schools and colleges of England and the United States begin a revival of athletics, which continues today, reinforced by medical proof of the benefits of physical exercise. Many games formerly played only by men now are also played by women.

Historically, a rigid distinction has been made, especially in the United States, between amateur athletics and professional sports played for money or valuable

prizes. This distinction has become less rigid with time, however, and the issue is a source of controversy, particularly in collegiate and international competitions. The principal amateur team sports in the United States today are college football and basketball. Major league baseball, basketball, and football are the chief professional games. Skiing, swimming, and the various forms of tennis and running rank as the most popular individual amateur sports. On a worldwide basis, soccer ranks as the most popular sport.

*(Athletics," Microsoft® Encarta® Encyclopedia 2000. © )*

**1. Match the words with their definitions:**

- |                 |  |
|-----------------|--|
| 1) eliminate    | a) firmly believing something; having no doubts;   |
| 2) purpose      | b) a thing that you are given because you have done something good, worked hard, etc;                            |
| 3) procedure    | c) a way of doing something, especially the usual or correct way;  |
| 4) amateur      | d) not allowed;  |
| 5) choice       | e) to remove or get rid of something/somebody;   |
| 6) certain      | f) the intention, aim or function of something; the thing that something is supposed to achieve;                 |
| 7) recreational | g) a person who takes part in a sport or other activity for enjoyment, not as a job;                             |
| 8) forbidden    | h) the activity and industry of advertising things to people on television, in newspapers, on the Internet, etc; |
| 9) reward       | i) to defeat a person or a team so that they no longer take part in a competition, etc.;                         |
| 10) advertising | j) connected with activities that people do for enjoyment when they are not working.                             |

**2. Insert prepositions where necessary.**

1. Sports competition is generally broken \_\_\_\_ \_\_\_\_ three categories.
2. \_\_\_\_ case \_\_\_\_ nonobjectiveness \_\_\_\_ a referee the appeals and protests may be directed to the Main Referee Board.
3. \_\_\_\_ historical times a great development \_\_\_\_ organized games took place \_\_\_\_ ancient Greece and Rome.
4. The choice \_\_\_\_ a certain system \_\_\_\_ holding the competitions depends \_\_\_\_ a kind \_\_\_\_ sport.
5. Competitive sports are governed \_\_\_\_ codified rules \_\_\_\_ agreed \_\_\_\_ \_\_\_\_ the participants.

### 3. Match two parts of the sentences.

- |   |   |
|---|---|
| 1. The Olympic Games is ...                           | a) ... now are also played by men.                                    |
| 2. The rules of the competitions are arranged ...     | b) ... specific movable qualities can be controlled.                  |
| 3. The competitions are an effective means ...        | c) ... regarded as the international pinnacle of sports competitions. |
| 4. Many games formerly played only by men ...         | d) ... by an organization which holds the competitions.               |
| 5. During control competitions the development of ... | e) ... of many-sided training of a sportsman.                         |

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

1. Competition is the act of striving against others for the purpose of achieving \_\_\_\_\_ or attaining \_\_\_\_\_.
2. Athletics, games or contests involving physical \_\_\_\_\_, skill and \_\_\_\_\_.
3. A system of holding the competitions is often chosen due to the \_\_\_\_\_ \_\_\_\_\_.
4. The principal amateur team sports in the United States today are \_\_\_\_\_ \_\_\_\_\_ and \_\_\_\_\_.
5. The results of the control competitions permit to create a \_\_\_\_\_ \_\_\_\_\_.

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

- 1) дотримуватися правил
- 2) повністю або частково
- 3) головна суддівська колегія
- 4) усестороннє тренування
- 5) нечесні змагання
- 6) Олімпійська відбіркова система
- 7) попередня стадія тренування
- 8) правила суддівства
- 9) заборонені дії
- 10) вирішувати завдання

# READER

## Module 1

### What Structures in the Body Can Limit Flexibility?

A number of different anatomical structures may limit the ability of a joint to move through a full, unrestricted range of motion. Normal bone structure, fat, and skin or scar tissue may limit the ability to move through a full range of motion.<sup>23</sup>

Muscles and their tendons are most often responsible for limiting range of motion. Performing stretching exercises for the purpose of improving a particular joint's flexibility is an attempt to take advantage of the highly elastic properties of a muscle. Over time it is possible to increase the elasticity, or the length, that a given muscle can be stretched. Athletes who have a good range of motion at a particular joint tend to have highly elastic and flexible muscles.

Connective tissue surrounding the joint, such as ligaments or the joint capsule, may be subject to contractures. Ligaments and joint capsules do have some elasticity; however, if a joint is immobilized for a period of time, these structures tend to lose some elasticity and actually shorten. This condition is most commonly seen after surgical repair of an unstable joint, but it can also result from long periods of inactivity.

On the other hand, it is also possible for an athlete to have slack ligaments and joint capsules. These individuals are generally referred to as being loose-jointed. An example of this condition would be an elbow or knee that extends beyond being straight. Frequently the instability associated with loose-jointedness may present as great a problem in movement as a joint that is too tight.

### Active and Passive Range of Motion

When a muscle actively contracts, it produces a joint movement through a specific range of motion. However, if passive pressure is applied to an extremity, it is capable of moving farther in the range of motion. *Active range of motion* refers to that portion of the total range of motion through which a joint can be moved by an active muscle contraction. The ability to move through the active range of motion is not necessarily a good indicator of the stiffness or looseness of a joint because it applies to the ability

to move a joint efficiently, with little resistance to motion. *Passive range of motion* refers to the portion of the total range of motion through which a joint may be moved passively. No muscle contraction is needed to move a joint through a passive range of motion. Passive range of motion begins at the end of and continues beyond active range of motion.

It is essential in sport activities that an extremity be capable of moving through a nonrestricted range of motion.<sup>1</sup> For example, a hurdler who cannot fully extend the knee joint in a normal stride is at a considerable disadvantage because stride length and thus speed will be reduced significantly. Passive range of motion is important for injury prevention. Sports contain many situations in which a muscle is forced to stretch beyond its normal active limits. If the muscle does not have enough elasticity to compensate for this additional stretch, the muscle or its tendon will likely be injured.

### **Agonist versus Antagonist Muscles**

Before discussing the three different stretching techniques, it is essential to define the terms *agonist muscle* and *antagonist muscle*. Most joints in the body are capable of more than one movement. The knee joint, for example, is capable of flexion and extension. Contraction of the quadriceps group of muscles on the front of the thigh causes knee extension, whereas contraction of the hamstring muscles on the back of the thigh produces knee flexion. The muscle that contracts to produce a movement, in this case the quadriceps, is referred to as the agonist muscle. Conversely, the muscle being stretched in response to contraction of the agonist muscle is called the antagonist muscle. In this example of knee extension, the antagonist muscle would be the hamstring group.

Some degree of balance in strength must exist between agonist and antagonist muscle groups. This balance is necessary for normal, smooth, coordinated movement as well as for reducing the likelihood of muscle strain due to the muscular imbalance. Understanding the relationship between agonist and antagonist muscles facilitates the following discussion of the three techniques of stretching.

## What Are the Different Stretching Techniques?

Maintaining a full, non-restricted range of motion has long been recognized as an essential component of "being fit. Flexibility is important not only for successful physical performance but also in the prevention of injury. The goal of any effective flexibility program should be to improve the range of motion around a given joint by altering the extensibility of the muscles and tendons that produce movement at that joint. Exercises that stretch these muscles and tendons over a period of time will increase the range of movement possible about a given joint.

Stretching techniques for improving flexibility have evolved over the years. The oldest technique for stretching is called **ballistic stretching**, which makes use of repetitive bouncing motions. A second technique, known as **static stretching**, involves stretching a muscle to the point of discomfort and then holding it at that point for an extended time. This technique has been used for many years. Recently another group of stretching techniques known collectively as **proprioceptive neuromuscular facilitation (PNF)**, involving alternating contractions and stretches, has also been recommended. Researchers have had considerable discussion about which of these techniques is most effective for improving range of motion.

## Module 2

### Trends in physical education

Physical education trends have developed recently to incorporate a greater variety of activities besides typical sports. Introducing students to activities like bowling, walking/hiking, or frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga, deep-breathing and tai chi. Tai chi, an ancient martial arts form focused on slow meditative movements is a relaxation activity with many benefits for students. Studies have shown that tai chi enhances muscular strength and endurance, cardiovascular endurance, and provides many other physical benefits. It also provides psychological benefits such as improving general mental health, concentration, awareness and positive mood. It can

be taught to any age student with little or no equipment making it ideal for mixed ability and age classes. Tai chi can easily be incorporated into a holistic learning body and mind unit.

Another trend is the incorporation of health and nutrition to the physical education curriculum. The Child Nutrition and WIC Reauthorization Act of 2004 required that all school districts with a federally funded school meal program develop wellness policies that address nutrition and physical activity. While teaching students sports and movement skills, P.E. teachers are now incorporating short health and nutrition lessons into the curriculum. This is more prevalent at the elementary school level, where students do not have a specific Health class. Recently most elementary schools have specific health classes for students as well as physical education class. With the recent outbreaks of diseases such as swine flu, school districts are making it mandatory for students to learn about practicing good hygiene along with other health topics. Today many states require Physical Education teachers to be certified to teach Health courses. Many colleges and Universities offer both Physical Education and Health as one certification. This push towards health education is beginning in the intermediate level, including lessons on bullying, self-esteem and stress and anger management.

### **Physical education and sport**

Physical education and sport, although closely linked, are not synonymous. Sport is formalised physical activity involving competition or challenges against oneself, others or the environment, with an emphasis on winning. It begins in play and develops through games and challenges. The focus in the physical education curriculum is on the child's holistic development, stressing personal and social development, physical growth, and motor development. Goal-setting, within the curriculum, focuses on individual improvement and not on winning or being the best.

#### *The place of competition in the physical education programme*

Since children mature at different rates, programmes should reflect the great differences often evident within a single age group. Where the children can adapt and

find their own level of activity in spontaneous and co-operative play, the different levels of maturity may have no serious consequences. In the competitive situation, however, children are sometimes grouped with little regard for discrepancies of size and strength, the size of the playing area, the length of the game or the equipment used. Unless competition is de-emphasised, those who compare less favourably will always be at risk of withdrawal and are likely to become inactive adults.

Also, gifted or physically stronger children who survive on a menu of competitive sports may have no substitute when, in later years, success in sports is harder to achieve and therefore the desire to participate may diminish.

However, competition is not incompatible with the holistic development of the child if the opportunities presented are such that the child is progressing towards the achievement of his/her potential. It is in the primary school years that the movements and skills necessary for progressing to formalised sport are acquired. During this time also the child learns to officiate at games and to develop respect for opponents, officials, rules and spectators. A balanced approach to competition can make a significant contribution to the child's development while at the same time providing fun, enjoyment and satisfaction. *Promoting gender equity through physical education*. In the planning of the physical education curriculum consideration should be given, on an equitable basis, to the needs and interests of both girls and boys, helping to build positive attitudes towards all activities.

### **Module 3**

#### **Towards A New Universal Sport System**

*Director—Adel Elnasher*

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Wars' decisions are not left to military experts alone; economic decisions not left to economists alone; social reforms are the product of participation of people with

experts. People are the core of final decisions. Sport decisions are also products of participants and sport leaders.

Sport pioneered international thinking for globalization to invite exchange, understanding, cooperation, and peace among people. There is strong evidence of this in ancient civilizations, such as Egyptians, Greeks, and Romans. In modern times Baron de Coubertin invited the world to reorganize the Olympic Games, demonstrating globalization before the world exercised that in other ways.

I had the pleasure to be among those who prepared the *Charter of Physical Education and Sports* in 1978, in Paris, France, under supervision of UNESCO. The Charter included—

- ***Physical education and sport participation is the right of all.***
- Physical education and sport are important foundations for development in the framework of education.
- ***Physical education and sport should contribute to health (wellness), recreation, and leisure in wholesome manners, and help humans resist troubles of life.***
- Mass media should have positive impacts on physical education and sport participation for all.
- ***International cooperation is a condition for balanced collective development of physical education and sport.***

#### ***Facts and Problems Facing Sport in Contemporary Times***

- Sport is an international phenomenon.
- ***Sport is a global language understood by most.***
- Soccer is the most dominant sport in almost all nations.
- ***In terms of globalization, made the globe a big sport field.***
- Impact of sport is multiple, ranging from political to economic, from social to educational, and from communication to commercialization.
- ***Unfortunately, sport has functioned to serve profitability beyond national and international interests.***

- Sport impacts on human values; creates disruptions, fanatic behaviors, violence, hormones, and victory at any expense.
- ***Professionalism reduces values of humans, making them merchandize to be bought, and sold like slaves in the old days. Beneficiaries defend commercialization at the expense of the noble goals of sport.***
- Spread of illegal acts by athletes, coaches, and managers in pursuing drugs, alcoholism, gambling, smoking, accepting commissions, are wrong examples for new generations.
- ***In organizing the Olympic Games, Africa has no fair show to contribute to this movement as one of the five rings, Africa has had no single chance to organize the Olympic Games!***

Despite these observations, we find the Olympic Games are an **international symphony** that has lasted for 106 years (1896-until the present). Unfortunately, the Olympic Games are suffering, deviating from developmental goals, requiring new actions.

### ***Suggested Solutions***

- The listed sensitive problems require careful reassessment and reevaluation to rebuild the sport movement as one of the most humanistic attractive, and artistic movements. Specifically, there is strong need to invite **ICHPER'SD** to study the international sport movement, cooperating with other concerned organizations to catch up with contemporary changes and developments.
- ***Reemphasize concepts, such as sports for all, fitness, wellness, and quality of life as products of sport involvement.***
- Collaboration among nations is vital for sharing strategies information, policies, and resources for improving the movement.
- ***The new sport movement should be utilized to close gaps among nations and peoples, creating a culture of peace and understanding each other; and fighting drugs, alcoholism, violence, and international terrorism.***
- Make sure there is no gap between accepted goals and actual implementations.

- *Create awareness and more positive attitudes toward sport, and its vital contributions to human health, wellness, and control of stress.*

- Stabilize national and international sport policies to improve performances, fair play, respect with emphasis on achievements, seriousness, teamwork, and sport behaviors.

**Conclusion** There is accumulated evidence competition, and desire to win had taken sport to new grounds never meant before. All of this coincided with advent of television, computers, and modern technologies that created new unknown impacts. There is no doubt that many changes have been positive, but the sport movement, people's fitness and their wellness are suffering. This situation requires reassessment and evaluation as bases for policies and strategies for benefits of the human race.

## **Module 4**

### **Tournament**

A tournament is a competition involving a relatively large number of competitors, all participating in a sport or game. More specifically, the term may be used in either of two overlapping senses:

1. One or more competitions held at a single venue and concentrated into a relatively short time interval.
2. A competition involving multiple matches, each involving a subset of the competitors, with the overall tournament winner determined based on the combined results of these individual matches. These are common in those sports and games where each match must involve a small number of competitors: often precisely two, as in most team sports, racket sports and combat sports, many card games and board games, and many forms of competitive debating. Such tournaments allow large numbers to compete against each other in spite of the restriction on numbers in a single match.

### **Knock-out tournaments**

A knockout tournament is divided into successive rounds; each competitor plays in at least one fixture per round. The top-ranked competitors in each fixture progress

to the next round. As rounds progress, the number of competitors and fixtures decreases. The final round, usually known as the final or cup final, consists of just one fixture; the winner of which is the overall champion.

In a single-elimination tournament, only the top-ranked competitors in a fixture progress; in 2-competitor games, only the winner progresses. All other competitors are eliminated. This ensures a winner is decided with the minimum number of fixtures. However, most competitors will be eliminated after relatively few matches; a single bad or unlucky performance can nullify many preceding excellent ones.

A double-elimination tournament may be used in 2-competitor games to allow each competitor a single loss without being eliminated from the tournament. All losers from the main bracket enter a losers' bracket, the winner of which plays off against the main bracket's winner.

### **Regulation of sport**

The regulation of sport is usually done by a sport governing body for each sport, resulting in a core of relatively invariant, agreed rules. People responsible for leisure activities often seek recognition and respectability as sports by joining sports federations such as the International Olympic Committee, or by forming their own regulatory body. In this way sports evolve from leisure activity to more formal sports: relatively recent newcomers are BMX cycling, snowboarding, wrestling, etc. Some of these activities have been popular but uncodified pursuits for different lengths of time. Indeed, the formal regulation of sport is a relatively modern and increasing development. This method promotes a sport globally, in a very successful way. It also promotes the universality of each sport, by ensuring that the same game play rules are being practiced worldwide, using a standardized/homogenous international game play rule system (sanctioned by the respective international sports governing bodies) that is applied uniformly on all member associations and recognized leagues. Examples are FIFA in soccer and FIBA in basketball, which have regulated international game play rules that are even practiced within US sports leagues today, despite not

practicing them historically. In the sport of basketball the defender/defense cannot call foul.

Formula One motor racing is an example of strict and changing regulation, where the regulating body appears to control rather than to simply define the sport. There have been major changes in the rules of F1 recently, almost on an annual basis, and more are planned. Sometimes this is done for safety reasons, sometimes to make the racing more interesting as a spectator sport, and sometimes to promote competition through involvement of smaller teams. Some changes make overtaking more probable for example or reduce the probability of an overwhelming technical advantage by any one team. Although heavily regulated, most people agree that the sport has thereby greatly benefitted, not least through dramatic leaps in safety.

The degree of organization can vary from national or worldwide competitions for the sport, or it can occur in a purely ad hoc, spontaneous way. A sport may be played individually (e.g. time trialling in cycling) or in a team, or just for recreation and well being (e.g. swimming).

## GLOSSARY

### Module 1

**Abduction** *noun* a movement of a body part away from the midline of the body

**Adduction** *noun* a movement of a body part toward the midline of the body

**Agonist muscles** muscles directly engaged in contraction as related to muscles that relax at the same time

**Body composition** percent body fat plus lean body weight

**Cardiorespiratory endurance** ability to perform activities for extended periods of time

**Circuit training** exercise stations that consist various combinations of weight training, flexibility, calisthenics, and aerobic exercises

**Collision sport** athletes use their bodies to deter or punish opponents

**Contact sport** athletes make physical contact, but not with the intent to produce bodily injury

**Core temperature** internal or deep body temperature

**Duration** *noun* length of time that an athlete works during a bout of exercise

**Frequency** *noun* number of times per week that an athlete exercises

**Injury** *noun* an act that damages or hurts

**Intensity** *noun* increasing the workload

**Interval training** alternating periods of work with active recovery

**Joint** *noun* point at which two bones join together

**Muscle** *noun* tissue that when stimulated contracts and produces motion

**Muscular endurance** the ability to perform repetitive muscular contractions against some resistance

**Muscular strength** the maximum force that can be applied by a muscle during a single maximum contraction

**NOCSAE** National Operating Committee on Standards for Athletic Equipment

**Noncontact sport** athletes are not involved in any physical contact

**Power** *noun* ability to accelerate load, depending on the level of strength and velocity of a muscle contraction

**Psychosomatic** *adjective* showing effects of mind-body relationship; physical disorder caused or influenced by the mind or emotions

**Rotation** *noun* turning around an axis in an angular motion

**Static stretching** passively stretching an antagonist muscle by placing it in a maximum stretch position and holding it there

**Strength** *noun* ability of a muscular to exert force to move an object or to perform work against a fixed object

**Training effect** stroke volume increases while heart rate is reduced at a given exercise load

**Traumatic** *adjective* pertaining to the course of an injury or wound

**Variable resistance** resistance is varied throughout the range of motion

## Module 2

**Adjustment** *noun* a small change made to sth in order to correct or improve it.

**Aerobic exercise** *noun* exercise such as walking, jogging, cycling and swimming that increases respiration and heart rates.

**Aim** *noun* a goal or objective.

**Anaerobic exercise** *noun* exercise that involves the exchange of energy in the muscles without the use of oxygen.

**Application** *noun* the practical use of something, especially a theory, discovery, etc.

**Arrange** *verb* to put something in a particular order; to make something neat or attractive.

**Benefit** *noun* something that has a good effect or promotes wellbeing.

**Cardiovascular** *adjective* relating to the heart and the blood circulation system.

**Cognitive** *adjective* relating to the process of acquiring knowledge by the use of reasoning, intuition or perception.

**Concept** *noun* an idea or a principle that is connected with something abstract.

**Contribute** *verb* to give something, especially money or goods, to help somebody/something.

**Domain** *noun* an area of knowledge or activity; especially one that somebody is responsible for.

**Education** *noun* a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills.

**Endurance** *noun* the ability or power to bear prolonged exertion, pain or hardship.

**Exercise** *noun* **1.** physical or mental activity, especially the active use of the muscles as a way of keeping fit, correcting a deformity or strengthening a part.

**Fit** *adjective* strong and physically healthy.

**Fitness** *noun* the fact of being strong and healthy.

**Flexibility** *noun* **1.** the amount or extent to which something can be bent.

**Habit** *noun* a thing that you do often and almost without thinking, especially something that is hard to stop doing.

**Health** *noun* the fact of being well or being free from any illness.

**Immediate** *adjective* happening or done without delay.

**Instill** *verb* to gradually make somebody feel, think or behave in a particular way over a period of time.

**Intention** *noun* happening or done without delay.

**Knowledge** *noun* the information, understanding and skills that you gain through education or experience.

**Mind** *noun* the part of a person that makes them able to be aware of things, to think and to feel.

**Mobility** *noun* the ability to move about.

**Motto** *noun* a short sentence or phrase that expresses the aims and beliefs of a person, a group, an institution, etc. and is used as a rule of behaviour.

**Movement** *noun* an act of moving the body or part of the body.

**Obesity** *noun* the condition of being seriously overweight.

**Oxygen** *noun* a common colourless gas that is present in the air and essential to human life.

**Preserve** *verb* to keep a particular quality, feature, etc; to make sure that something is kept.

**Prevent** *verb* to stop somebody from doing something; to stop something from happening.

**Promote** *verb* to help something to happen or develop.

**Provide** *verb* to give something to somebody or make it available for them to use.

**Reflect** *verb* to show the image of somebody/something on the surface of something such as a mirror, water or glass.

**Range of motion** *noun* the direction in which, and distance for which, a joint can be moved comfortably. Abbreviation ROM.

**Sedentary** *adjective* spending a lot of time sitting down and not moving.

**Skill** *noun* an ability to do perform an action well, acquired by training.

**Spinal cord** *noun* the part of the central nervous system that runs from the brain down the spine to the lower back, protected by the vertebral canal.

**Spirituality** *noun* the quality of being concerned with religion or the human spirit.

**Strength training** *noun* training that aims to build muscle strength, usually resistance training.

**Succession** *noun* a number of people or things that follow each other in time or order.

**Syllabus** *noun* a list of the topics, books, etc. that students should study in a particular subject at school or college.

### Module 3

**Abolish** *verb* to officially end a law, a system or an institution

**Award** *verb* to make an official decision to give sth to sb as a payment, prize, etc.

**Celebrate** *verb* to show that a day or an event is important by doing sth special on it

**Champion** *noun* a person, a team, etc that has won a competition, especially in a sport

**Commit** *verb* to do sth wrong or illegal

**Compatriot** *noun* a person who was born in, or is a citizen of, the same country as sb else

**Conference** *noun* a large official meeting, usually lasting for a few days, at which people with the same work or interests came together to discuss their views

**Contest** *noun* a competition in which people try to win sth

**Cooperation** *noun* the fact of doing sth together or of working together towards a shared aim

**Delegate** *noun* a person who is chosen or elected to represent the views of a group of people that vote and make decisions for them

**Dope** *noun* a drug that is taken illegally for pleasure; a drug that is taken by a person or given to an animal to affect their performance in a race or sport

**Encourage** *verb* to give sb support, courage or hope; to persuade sb to do sth by making it easier for them and making them believe it is good things to do

**Event** *noun* a thing that happens, especially sth important; one of the races or competitions in a sports programme

**Extremism** *noun* political, religious, etc. ideas or actions that are extreme, and not normal, reasonable or acceptable to most people

**Glory** *noun* fame, praise or honour that is given to sb because they have achieved sth important

**Honour** *noun* the great respect and admiration for sb

**Host** *noun* a country, a city or an organization that holds and arranges a special event

**Joust** *verb* to fight on horses using a long stick to try to knock the other person off their horse, especially as part of a formal contest in the past

**Mask** *verb* to hide a feeling, smell, fact, etc. so that it cannot be easily seen or noticed

**Occasion** *noun* a particular time when sth happens; a special event, ceremony or celebration

**Peace** *noun* a situation or a period or time in which there is no war or violence in a country or an area

**Pioneer** *noun* a person who is the first to study and develop a particular area of knowledge, culture, etc. that other people then continue to develop

**Prohibit** *noun* to stop sth from being done or used especially by law

**Promote** *verb* to help sth to happen or develop

**Propagate** *verb* to spread an idea, a belief or a piece of information among many people

**Race** *noun* a competition between people, animals, vehicles, etc. to see which one is the faster or fastest

**Recruit** *verb* to find new people to join a company, an organization, the armed forces, etc.

**Requirement** *noun* sth that you need or want; sth that you must have in order to do sth else

**Society** *noun* people in general, living together in communities; a particular community of people who share the same customs, laws, etc.; a group of people who join together for a particular purpose

**Sportsmanship** *noun* fair, generous and polite behavior, especially when playing a sport game

**Supporter** *noun* a person who supports a political party, an idea, etc.; a person who supports a particular sports team

**Track** *noun* a piece of ground with a special surface for people, cars, etc. to have races on

**Warfare** *noun* the activity of fighting a war, especially using particular weapons or methods; the activity of competing in an aggressive way with another group, etc.

**Welcome** *verb* to be pleased that sb has come or has joined an organization

**Witness** *verb* to see sth happen

#### **Module 4**

**Adaptation** *noun* the process by which a sense organ becomes less sensitive to a stimulus after repeated contact.

**Appeal** *noun* a formal request to a court or to somebody in authority for a judgment or a decision to be changed.

**Approach** *verb* to come near to somebody/something in distance or time.

**Artificial** *adjective* made or produced to copy something natural; not real.

**Athleticism** *noun* the fact of being athletic.

**Audience** *noun* a group of people assembled to watch and listen to an event.

**Boost** *verb* to make something increase, or become better or more successful.

**Combat** *noun* a physical struggle between opposing individuals or forces.

**Competition** *noun* an event in which people compete with each other to find out who is the best at something

**Contact sport** *noun* any sport in which physical contact between players is an integral part of the game, e.g. boxing, rugby or taekwondo.

**Cricket** *noun* an outdoor sport played by two teams of 11 players using a flat bat, a small hard ball, and wickets. A player scores by batting the ball and running, while the defenders can get a player out by bowling and hitting the wicket, catching a hit ball, or running the player out.

**Destination** *noun* a place to which somebody/something is going or being sent.

**Distraction** *noun* a thing that takes your attention away from what you are doing or thinking about.

**Detrimental** *adjective* harmful.

**Endurance** *noun* the ability or power to bear prolonged exertion, pain or hardship.

**Experience** *noun* the knowledge and skill that you have gained through doing something for a period of time; the process of gaining this.

**Field sports** *plural noun* outdoor country sports that involve killing or capturing animals, especially hunting, shooting, and fishing.

**Foot race** (*athletics*) a **race** run on foot.

**Innate** *adjective* that you have when you are born.

**Income** *noun* the money that a person, a region, a country, etc. earns from work, from investing money, from business, etc.

**Leisure** *noun* time that is spent doing what you enjoy when you are not working or studying.

**Load** *noun* **1.** a weight or mass which is supported **2.** the force that a body part or structure is subjected to when it resists externally applied forces **3.** the amount of something, usually weight, that a body part can deal with at one time.

**Lacrosse** *noun* a sport in which two teams of ten players use sticks with a net pouch (**crosse**) at one end to throw and catch a small hard rubber ball. The aim is to score a goal by throwing the ball into the opposing team's goal net. Lacrosse was originated by Native North Americans.

**Lawn bowls** (*bowls*) the outdoor game, as distinct from (indoor bowls (*bowls*) a form of the game played indoors on a carpet with a single rink).

**Nobility** *noun* people of high social position who have titles such as that of duke or duchess.

**Non-contact** ( *general* ) a sport such as handball or netball in which no personal contact with the opponent is allowed.

**Payment** *noun* a sum of money paid or expected to be paid.

**Pentathlon** (*Olympics*) (1) in ancient Greece, an athletic contest in leaping, running, discus-throwing, spear-throwing, and wrestling; (2) shortening of modern pentathlon [Greek *pente*, "five," and *athlon*, "contest"]

**Performance** *noun* the level at which a player or athlete is carrying out their activity, either in relation to others or in relation to personal goals or standards.

**Pinnacle** *noun* the most important or successful part of something.

**Point** *noun* ( *general* ) a unit of count in scoring or judging.

**Procedure** *noun* a way of doing something, especially the usual or correct way.

**Recreational** *adjective* done or used for pleasure or relaxation rather than work.

**Score** *noun* **1.** the total number of points gained by a player or team at the end of or during a match or game **2.** a record of the number of points gained by a player or team in a match or game **3.** an action that leads to the gaining of a point or points in a match or game \_ *verb* to gain a point or goal.

**Technique** *noun* a way of performing an action.

Tournament

**Track event** (*athletics*) any form of foot race, as the middle-distance race, long-distance race, sprint, hurdles, relay, and steeplechase.

**Tournament** (*general*) a series of games to determine a winner (or winning team) by process of elimination.

**Whitewater** (*canoeing*) the type of foaming water created by rapids.

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