

До 75-річчя від заснування

ЛЬВІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ ФІЗИЧНОЇ КУЛЬТУРИ
ІМЕНІ ІВАНА БОБЕРСЬКОГО

Ольга Романчук, Уляна Проценко,
Ольга Матвіяс, Ірина Стифанишин, Надія Юрко

АНГЛІЙСЬКА МОВА

НАВЧАЛЬНИЙ ПОСІБНИК

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



ІІІ курс

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

Львів

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

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UNIT 1

History of Physical Education Development

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

- accept, *v* - приймати, погоджуватися
- act out, *v* - здійснювати, представляти
- advance, *v* - розвивати, покращувати
- advent, *n* - виникнення, поява
- blend with, *v* - поєднувати, об'єднувати
- challenge, *v* - заперечувати, піддавати сумніву
- crop up, *v* - з'являтися, виникати
- curriculum (*pl. curricula*), *n* - курс навчання, навчальний план, програма
- derive from, *v* - виникати, походити від
- emphasis, *n* - наголос, акцент, особливе значення, увага
- established standards - встановлені, прийняті норми, стандарти
- exist, *v* - існувати, бути
- gymnasium (*pl. gymnasia*), *n* - гімнастична, спортивна зала
- institute, *v* - вводити, впроваджувати
- integrate into, *v* - включати, входити (*до складу*)
- intention, *n* - намір, прагнення, мета
- literary reference to - літературна, документальна згадка про
- martial arts - бойові мистецтва
- military power - військова сила, могутність
- mind, *n* - розумові здібності, психічне здоров'я
- physical conditioning - фізична підготовка
- preserve, *v* - зберігати
- promote, *v* - просувати, підтримувати, заохочувати
- recognize, *v* - визнавати, схвалювати
- scientific approach - науковий підхід
- spread rapidly - швидко поширювати(ся)
- suggest, *v* - пропонувати, радити
- survival skills - навички виживання
- the earliest stages - ранні етапи (*розвитку*)
- transmission, *n* - передавання, поширення
- valuable, *adj* - цінний, важливий
- warrior, *n* - воїн, боєць

2. Translate without using a dictionary:

human, stage, transmit, society, civilization, activity, tactics, aspect, history, educator, anatomy, humanistic, public, traditional, balancing, gymnastic, physical, methodologies, population, ideology, tournament, decade, fitness, private, psychologist, training, national.

3. Read and translate the text.

History of Physical Education Development

Physical education has existed since the earliest stages of human society, in form of transmission of basic survival skills, such as hunting. Later, the ancient Chinese, Indian, and Egyptian civilizations had traditions of physical education and activity, most commonly acted out in sporting competitions, military tactics and training, and martial arts. However, the real history of physical education is in the changing methodologies used to transmit physical skills, and the intentions of the educator.

The ancient Greek emphasis on anatomy, physical achievement and abilities was for the first time in the ancient world blended with a humanistic and scientific approach to balancing one's life. The first known literary reference to an athletic competition is preserved in the ancient Greek text, the Iliad, by Homer, and the ancient Greek tradition of the Olympic Games. The Japanese tradition of physical exercise integrated into daily life derived from Bushido – the Samurai code of moral principles, meaning “way of the warrior”.

During the nineteenth century, the first gymnastic school for children was opened in Germany. The first open-air gymnasium was founded in Berlin in 1811, and the movement for established standards of physical strength and abilities spread rapidly. In 1813 the Royal Gymnastic Central Institute was developed by the Swedish government, which went far to advance physical conditioning.

Soon, many European nations followed, first with private schools mostly for gymnastics. In the early twentieth century, with the advent of organized sports, public schools around the world started to develop physical education curricula.

Before physical education became popular in school systems, private gyms started to crop up in Europe and America. The first indoor gymnasium in Germany was built in 1852. In the nineteenth and early twentieth centuries, gymnasia were built in several cities of the United States with large German American population.

In the late nineteenth century, nationwide sports competitions were instituted, particularly in the middle school level, which continue in the form of national school tournaments. However, an ideology of winning became established, supporting the development of military power.

During the last decades of the nineteenth century and early twentieth century, progressive education ideas were promoted, challenging traditional education and leading to reforms that included the introduction of physical education. Educational psychologists supported the focus on physical activity in learning, suggesting it be recognized as an important aspect of children's development.

The purpose of physical education involves more than physical fitness, but it is based on the understanding that physical training helps the mind. Today physical education is accepted as a necessary aspect of education, being recognized as a valuable component of learning.

*(Originated from: New World Encyclopedia
https://www.newworldencyclopedia.org/entry/Physical_education)*

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

- 1) physical achievement
- 2) organized sports
- 3) physical education curriculum
- 4) open-air gymnasium
- 5) military tactics and training
- 6) nationwide sports competitions
- 7) progressive education ideas
- 8) indoor gymnasium
- 9) educational psychologists
- 10) national school tournaments

5. Match the words with their definitions:

- | | |
|-----------------|--|
| 1) skill | a) the quality or state of being strong; |
| 2) ability | b) bodily or mental drills for training or improvement of sth; |
| 3) fitness | c) practice to build the body up for improved performance; |
| 4) strength | d) a particular ability or expertise in something; |
| 5) tournament | e) exercises involving physical agility, flexibility and coordination; |
| 6) gymnastics | f) the state or quality of being fit; |
| 7) conditioning | g) a series of contests for an overall prize; |
| 8) gymnasium | h) the skill or power needed to do something; |
| 9) exercise | i) the act or process of preparing or being prepared for sth; |
| 10) training | j) the place where athletic exercises are practiced. |

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

- | | |
|-----------------|------------------|
| 1) survival | a) arts |
| 2) ancient | b) standards |
| 3) the earliest | c) approach |
| 4) martial | d) skills |
| 5) progressive | e) stages |
| 6) literary | f) civilizations |
| 7) organized | g) ideas |
| 8) established | h) education |
| 9) physical | i) sports |
| 10) scientific | j) reference |

7. Form derivatives from the following verbs:

educate, transmit, act, train, move, integrate, lead, develop, govern, achieve, organize, recognize, introduce, establish, learn, involve, support, progress, follow, win, compete.

8. Insert prepositions where necessary.

1. Ancient civilizations had traditions _____ physical education acted _____ military tactics and training.
2. Physical education has existed _____ the earliest stages _____ human society.
3. The emphasis _____ anatomy was blended _____ a scientific approach _____ balancing one's life.
4. The first literary reference _____ athletic competition is preserved _____ the Iliad _____ Homer.
5. The Japanese tradition _____ physical exercise derived _____ "way _____ the warrior".
6. _____ the advent _____ organized sports, public schools _____ the world started to develop physical education.
7. Private gymnasia started to crop _____ Europe and America.
8. Gymnasia were built _____ several cities _____ the United States _____ large German population.
9. The purpose _____ physical education is based _____ understanding that physical training helps _____ the mind.
10. Educational psychologists supported the focus _____ physical activity _____ learning.

9. Insert the appropriate words or word-combinations.

- | | | |
|----------------------|----------------------------|---------------------------------|
| a) <i>Gymnastic</i> | e) <i>private gyms</i> | i) <i>school tournaments</i> |
| b) <i>Bushido</i> | f) <i>development</i> | j) <i>physical exercise</i> |
| c) <i>Nationwide</i> | g) <i>physical fitness</i> | k) <i>open-air gymnasium</i> |
| d) <i>PE</i> | h) <i>curricula</i> | l) <i>progressive education</i> |

1. The real history of ___ is in the methodologies used to transmit physical skills.
2. The Japanese tradition of ___ integrated into daily life derived from ___.
3. In 1811, the first ___ was founded in Berlin, Germany.
4. In 1813, the Royal ___ Central Institute was developed by the Swedish government.
5. In the early 20th century, public schools started to develop PE ___.
6. Before physical education became popular in school, ___ started to crop up in Europe and the USA.
7. ___ sports competitions in school continue in the form of national ___.
8. During the last decades of the nineteenth and early twentieth centuries, ___ ideas were promoted.
9. Psychologists suggest physical education be recognized as an important aspect of children's ___.
10. The purpose of physical education involves more than ___.

10. Match two parts of the sentences.

- | | |
|---|---|
| 1) The first gymnastic school for children ... | a) ... to advance physical conditioning. |
| 2) The ancient traditions of PE acted out ... | b) ... the development of PE curricula. |
| 3) The Swedish government went far ... | c) ... was opened in Germany. |
| 4) Soon many European nations followed ... | d) ... a necessary aspect of education. |
| 5) The first indoor gymnasium in Germany ... | e) ... in military tactics training. |
| 6) The advent of organized sports started ... | f) ... supported by ideology of winning. |
| 7) In the late nineteenth century, nationwide ... | g) ... challenging traditional education. |
| 8) The development of military power was ... | h) ... was built in 1852. |
| 9) The progressive education ideas were ... | i) ... sports competitions were instituted. |
| 10) Today physical education is accepted as ... | j) ... with private schools for gymnastics. |

11. Answer the questions.

1. What was the simplest form of physical education?

2. What is the first known literary reference to an athletic competition?

3. Where did the Japanese tradition of physical exercise derive from?

4. In the US, gyms were built in cities with large Greek population, weren't they?

5. What led to reforms that included the introduction of PE?

6. What is the attitude of educational psychologists towards PE?

7. When did the public schools start to develop PE curricula?

8. What is the purpose of physical education?

9. How is physical education accepted today?

10. What reflects the real history of physical education?

12. Complete the sentences.

1. Physical education has existed ...

2. The ancient Greek emphasis on physical abilities was blended with ...

3. The Royal Gymnastic Central Institute was developed ...

4. Private gyms started to crop up ...

5. The first open-air gymnasium was ...

6. The first indoor gymnasium was ...

7. An ideology of winning supports ...

8. Nationwide sports competitions continue in the form ...

9. Progressive education ideas were promoted during ...

10. Today physical education is recognized as ...

1. Read the text.

Physical Culture of the Ancient Slavs

The emergence of physical exercises and games in the ancient peoples inhabiting the territory of our country refers to the time of the primitive-communal system. The physical culture of this period reflected hunting, fishing, pastoral, agricultural, military and everyday activities. The ancient Slavs used horse riding, throwing various objects, archery, various games, many of which in their original state related to ancient religious rituals associated with the young men transition to warriors, defenders of family and own land.

Physical culture during antiquity and the early Middle Ages played an important role in the life of many civilizations and cultures, ethnic groups and peoples, tribes and genera. It reigned in all spheres of human life. It influenced the formation of statehood, religion, life, helped to train the army, formed morals in society, preserved the identity of the nation, etc. The physical training system of our ancient pro-Ukrainians was not an exception. Physical culture, before the beginning of the Kievan state, had developed in the depths of the Scythian state.

The whole system of ritual initiations of ancient Kiev inhabitants coincides with the Scythian, which was described by Herodotus. The competitive element in which the best warriors were determined, was borrowed by our ancestors from the Greeks and the Byzantines. The ancient Slavic chronicle describes horse racing in Constantinople. There is also an Old Slavic translation of the Greek treatise describing fistfighting, wrestling, running, riding and objects throwing during Olympic Games. After the Invasion of the Varangians, chess became very popular among the nobility. Thus, we can speak about the physical culture of the Slavs as a system that absorbed the achievements of the physical training of many European peoples of that time.

The education of Slavic children was carried out by the whole tribal community. Boys and young men were brought up by men, and girls were brought up by women. The Slavs, like other peoples, held initiative rites, in which the main place was given to the physical training of youth. Parents brought up and educated their children, handed them skills and abilities during hunting, horseback riding, archery, throwing spears, swimming. Often, the Slavs had to wage war, or repel raids of nomadic tribes. This required the military training of young people and adults.

In times of centralization of power around the capital's town, the great Kiev princes began to create educational institutions in which young men received physical and military training. Starting with Volodymyr the Great, the education of young men was carried out in specially organized «youth houses», or «men's homes». It is known that among the public formations there were «forest schools» that operated within the framework of men's military alliances. Initiation of youth took place there, during which the main focus was on military-physical training. There is reason to believe that military-physical education was given importance in monasteries, churches and educational institutions that have been actively developing since the time of Yaroslav the Wise. These institutions, besides the religious, were also defensive in nature. The art of use of weapons was improved thanks to diverse societies, such as associations of archery, wrestling, fist fighting and fencing schools, initiated at the beginning of the XI century.

1. Translate the text in a written form.

Father of the Ukrainian physical education system

“Every generation is responsible for the physical and spiritual well-being of the next generation, it should be better than their own. Raising the body is the way to raise the spirit”, – Ivan Boberskyi. Professor Boberskyi (1873–1947) was one of the founders of the Ukrainian physical education system. However, Ivan Boberskyi’s name is not widely known among physical education teachers, sports’ icons or those who love and are engaged in physical activities.

The name of Ivan Boberskyi in the early XX century in Galicia region was associated with the «Sokil-Father» organization. He was born in Dobrogos, a village located in the Sambir region. Ivan studied at the gymnasium in Sambir, then in Lviv University. He continued his education in Graz, Austria, where he studied new methods concerning physical education for youth. He started his teaching career in Europe, and then Boberskyi returned to Lviv and worked as a teacher at the Lviv Academic Gymnasium. He wanted his students to not only be physically fit, but also devoted to ideals of national pride and Ukrainian patriotism.

In 1901 Ivan Boberskyi joined the Sokil athletic society. Having made great contributions to the development of the «Sokil» organization, he was elected deputy director. He initiated a training course and qualification criteria for physical education teachers, while also introducing sports terminology for physical education teachers to use in their classes. Ivan Boberskyi was the first Ukrainian to organize athletic societies for women. Because of a lack of physical education manuals in Ukrainian, he began publishing them in 1903. A few of the published manuals were «Motion games and amusements», «Soccer», «New approaches to physical training», «Folk exercises» and others. Also in 1903, Boberskyi organized the “Ukraine” football team.

He established Ukrainian sports terminology. Among the terms introduced by Boberskyi were “kopanyi miach” for soccer, “sitkivka” for volleyball, “hakivka” for hockey, “stusan” for boxing, “koshykivka” for basketball, “bulavka” for a Ukrainian throwing sport involving a metal cylinder and “leshchatarstvo” for skiing.

Ivan Boberskyi published hundreds of articles on sport and topics of national interest. In 1914, Boberskyi finally achieved his dream, having merged Sokil and Sich societies into the Sokil-Sich Union. In 1915 Ivan Boberskyi was a member of the Central Ukrainian Council and from 1918 to 1919 he was the propaganda advisor for the Western Ukrainian People’s Republic State Secretariat of Military Affairs. Ivan Boberskyi worked to promote Olympic ideals in hopes of seeing Ukrainian athletes in the Olympic Games.

Ivan Boberskyi was and still is for the Ukrainian people the Father of the Ukrainian physical education system. His legacy is of great importance to all Ukrainians. Ivan Boberskyi dedicated his life to promoting physical fitness ideals and a true sense of patriotism amongst the Ukrainian people.

*(Originated from: Ivan Boberskyi's life and work
<http://repository.ldufk.edu.ua/handle/34606048/1310>)*

1. Complete the terms to match the definitions:

- | | |
|---------------|--|
| 1) t _____ g | a) bodily or mental drills for training or improvement of sth; |
| 2) a _____ t | b) a brave or experienced soldier or fighter; |
| 3) e _____ e | c) practice to build the body up for improved performance; |
| 4) t _____ y | d) any instrument or device for use in attack or defence; |
| 5) g _____ s | e) a book containing instructions for doing sth. |
| 6) w _____ n | f) exercises involving physical agility, flexibility and coordination; |
| 7) c _____ g | g) belonging to the early history of the world. |
| 8) m _____ l | h) the act or process of preparing or being prepared for sth; |
| 9) g _____ m | i) the words and phrases used in a particular sphere; |
| 10) w _____ r | j) the place where athletic exercises are practiced. |

2. Insert prepositions where necessary.

- The first known literary reference _____ an athletic competition is preserved _____ the Iliad _____ Homer, and the ancient Greek tradition _____ the Olympic Games.
- Physical culture, _____ the beginning _____ the Kievan state, had developed _____ the depths _____ the Scythian state.
- _____ the advent _____ organized sports, public schools _____ the world started to develop physical education curricula.
- Ivan Boberskyi dedicated his life _____ promoting physical fitness ideals and a true sense _____ patriotism _____ the Ukrainian people.
- The purpose _____ physical education is based _____ the understanding that physical training helps _____ the mind.

3. Match two parts of the sentences.

- | | |
|---|---|
| 1) Ancient traditions of physical education acted out ... | a) ... a necessary aspect of education. |
| 2) The emergence of physical exercises refers ... | b) ... the «Sokil-Father» organization. |
| 3) Progressive education ideas were ... | c) ... in military tactics and training. |
| 4) The name of Ivan Boberskyi is associated with ... | d) ... to primitive-communal systems. |
| 5) Today PE is accepted as ... | e) ... challenging traditional education. |

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

1. The real history of _____ is in the methodologies used to transmit physical skills.
2. The great Kiev princes began to create educational institutions in which young men received _____ and _____ training.
3. Before PE became popular in school systems, _____ started to crop up in Europe and the USA.
4. Ivan Boberskyi also introduced _____ for physical education teachers to use in their classes.
5. Educational psychologists suggest physical education be recognized as an important aspect of children's _____.

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

- 1) навчальна програма з фізичного виховання
- 2) Скіфська держава
- 3) встановлені, прийняті норми, стандарти
- 4) посібники з фізичного виховання
- 5) гімнастична, спортивна зала
- 6) грецький трактат
- 7) літературна, документальна згадка про
- 8) спортивні товариства
- 9) бойові мистецтва
- 10) давньослов'янський літопис

UNIT 2

The Worth and Substance of Physical Education

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

- | | |
|----------------------------|-------------------------------------|
| • acknowledge, <i>v</i> | - визнавати, припускати |
| • adult, <i>n</i> | - дорослий |
| • attainment, <i>n</i> | - досягнення, навичка |
| • appreciate, <i>v</i> | - цінувати, оцінювати, враховувати |
| • broad, <i>adj / v</i> | - широкий, розширювати |
| • cognizant, <i>adj</i> | - пізнавальний, знаючий |
| • decision, <i>n</i> | - рішення |
| • determine, <i>v</i> | - визначати, встановлювати |
| • disease, <i>n</i> | - захворювання, несправність |
| • diverse, <i>adj</i> | - різноманітний, різний |
| • effort, <i>n</i> | - зусилля |
| • emerge, <i>v</i> | - спливати, з'являтися, з'ясовувати |
| • employment, <i>n</i> | - зайнятість, використання, праця |
| • emphasis, <i>n</i> | - наголос, акцент |
| • expand, <i>v</i> | - розширювати, збільшувати |
| • expansion, <i>n</i> | - розширення, зростання |
| • facets, <i>n</i> | - грані |
| • field, <i>n</i> | - поле, галузь |
| • growth, <i>n</i> | - зростання, приріст, розвиток |
| • impetus, <i>n</i> | - поштовх, спонукання |
| • influence, <i>n</i> | - вплив |
| • lead, <i>v</i> | - вести |
| • leisure, <i>n</i> | - дозвілля, вільний час |
| • lifespan, <i>n</i> | - тривалість життя, впродовж життя |
| • opportunity, <i>n</i> | - можливість, нагода |
| • prevention, <i>n</i> | - профілактика, відвернення |
| • promotion, <i>n</i> | - просування, сприяння, заохочення |
| • responsibility, <i>n</i> | - обов'язок, відповідальність |
| • scope, <i>n</i> | - межа, можливість, обсяг |
| • senior, <i>adj</i> | - старший |
| • settings, <i>n</i> | - налаштування, оточення |
| • substantial, <i>adj</i> | - істотний, основний |
| • tremendous, <i>adj</i> | - величезний |
| • well-being, <i>n</i> | - добробут, здоров'я, добро |
| • worth, <i>n</i> | - вартість, цінність |

2. Translate without using a dictionary:

career, communication, discipline, dynamic, era, factor, role, fitness, history, individual, management, market, optimal, physical, population, profession, program, service, special, sport, traditional.

3. Read and translate the text.

The Worth and Substance of Physical Education

The physical education profession is entering one of the most exciting, dynamic eras in its history. Traditionally the physical education profession has been viewed as providing services within the educational field, specifically to the schools and to the school-aged population. However, within the last years the scope of physical education has expanded tremendously.

This growth has led not only to substantial increases in knowledge but also to the expansion of programs and the populations served. Employment opportunities have grown from the traditional career of teaching and coaching in the schools to teaching and coaching careers in nonschool settings, health- and fitness-related careers, sport management careers, and sport media careers.

This growth has been influenced by many factors. The fitness movement and the increase in leisure time has created a market for physical education and sport programs to serve individuals of all ages and needs. The emphasis by society on achieving and maintaining optimal health and well-being throughout one's lifespan and on disease prevention and health promotion has also served as the impetus for expansion of professional opportunities. Appropriate physical activity is acknowledged to be an important factor in the attainment of optimal health for people of all ages.

Societal and educational factors have encouraged the broadening of the scope of physical education programs to a variety of settings and to include people of all ages. Specialized areas of study within the discipline of physical education have emerged. The broadening of scope and expansion of the field of study has led to the development of new and diverse career opportunities. The traditional teaching career has expanded from the school setting to nonschool settings.

Programs have been developed to reach populations other than school-aged students, such as preschoolers, senior citizens, adults, and individuals with special needs. Nonteaching careers in athletic training, exercise science, sport management, and sport communication have become popular career choices. Regardless of the career chosen, it is important as a professional to be knowledgeable about the various facets of the discipline, to be cognizant of the tremendous worth and substance of physical education, and to understand and appreciate the role of physical education and sport in our changing society.

Recommendation: "As you start your professional career and as you gain knowledge and solidify your career decision, remember that your future is in your own hands. Student has the responsibility to put forth a first rate effort. You forfeit your chance for life at the fullest when you withhold your best effort in learning. When you give only the minimum to learning, you receive only the minimum in return. In the end it is your work that determines how much and how well you learn. Make a commitment to excellence at the onset of your career. Go forth and be the best you can be".

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

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

- 1) dynamic eras
- 2) providing services
- 3) educational field
- 4) substantial increases
- 5) nonschool settings
- 6) career opportunities
- 7) health- and fitness-related careers
- 8) exercise science
- 9) popular career choice
- 10) changing society

5. Match the words with their definitions:

- | | |
|----------------|---|
| 1) history | a) an illness of people, animals, plants, etc., caused by infection or a failure of health; |
| 2) health | b) the process in which someone or something grows or changes and becomes more advanced; |
| 3) disease | c) a particular area of study, especially a subject studied at a college or university; |
| 4) society | d) the process of teaching or learning in a school, or the knowledge; |
| 5) development | e) the condition of the body and the degree to which it is free from illness, or the state of being well; |
| 6) education | f) past events considered together, especially events of a particular period, country, or subject; |
| 7) discipline | g) the internet, newspapers, magazines, television, etc., considered as a group; |
| 8) worth | h) a government system or private organization that is responsible for a particular type of activity, or for providing a particular thing that people need; |
| 9) service | i) an organization to which people who share similar interests can belong; |
| 10) media | j) having a particular value, especially in money. |

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

- | | |
|------------------------|------------------|
| 1) <i>disease</i> | a) training |
| 2) <i>health</i> | b) students |
| 3) <i>nonschool</i> | c) opportunities |
| 4) <i>remendous</i> | d) promotion |
| 5) <i>traditional</i> | e) worth |
| 6) <i>optimal</i> | f) facets |
| 7) <i>various</i> | g) prevention |
| 8) <i>employment</i> | h) career |
| 9) <i>athletic</i> | i) settings |
| 10) <i>school-aged</i> | j) health |

7. Form derivatives from the following verbs:

achieve, attain, appreciate, decide, determine, develop, grow, encourage, expand, hold, manage, prevent, respond, serve, set, specialize, train, understand.

8. Insert prepositions where necessary.

- The physical education profession is entering one _____ the most exciting, dynamic eras _____ its history.
- The growth has led _____ the expansion _____ programs and the populations served.
- The growth _____ physical education profession has been influenced _____ many factors.
- The traditional teaching career has expanded _____ the school setting _____ nonschool settings.
- The fitness movement and the increase _____ leisure time has created a market _____ physical education and sport programs.
- Non-teaching careers _____ athletic training, exercise science, sport management, and sport communications have become _____ popular career choices.
- It is important as a professional to be knowledgeable _____ the various facets _____ the discipline.
- The emphasis _____ society _____ achieving optimal health served as the impetus _____ expansion _____ professional opportunities.
- Appropriate physical activity is acknowledged to be an important factor _____ the attainment _____ optimal health _____ people _____ all ages.
- Specialized areas _____ study _____ the discipline _____ physical education have emerged.

9. Insert the appropriate words or word-combinations.

- | | |
|-------------------------|------------------------------|
| a) of optimal health | f) teaching career |
| b) career opportunities | g) of PE programs |
| c) reach populations | h) the expansion of programs |
| d) providing services | i) of physical education |
| e) career choices | j) for physical education |

1. The PE profession has been viewed as ___ within the educational field.
2. The growth has led to ___ and the populations served.
3. The fitness movement has created a market ___ and sport programs.
4. Appropriate physical activity is an important factor in the attainment ___ for people of all ages.
5. Educational factors have encouraged the broadening of the scope ___ to a variety of settings.
6. The broadening of scope has led to the development of new and diverse ___.
7. The traditional ___ has expanded from the school setting to nonschool settings.
8. Programs have been developed to ___ other than school-aged students.
9. Nonteaching careers in athletic training and sport communication have become popular ___.
10. Specialized areas of study within the discipline ___ have emerged.

10. Match two parts of the sentences.

- | | |
|---|---|
| 1) The physical education profession is entering ... | a) ... have become popular career choices. |
| 2) The PE profession has been viewed ... | b) ... to reach populations other than school-aged students. |
| 3) Physical activity is an important factor ... | c) ... as providing services within the educational field. |
| 4) The traditional teaching career has expanded ... | d) ... a market for physical education and sport programs. |
| 5) Nonteaching careers in athletic training and sport communication ... | e) ... has served as the impetus for expansion of professional opportunities. |
| 6) Programs have been developed ... | f) ... one of the most exciting eras in its history. |
| 7) The fitness has created ... | g) ... has expanded tremendously. |
| 8) Societal factors have encouraged ... | h) ... in the attainment of optimal health for people of all ages. |
| 9) The emphasis by society on achieving optimal health ... | i) ... from the school setting to nonschool settings. |
| 10) The scope of physical education ... | j) ... the broadening of the scope of physical education programs. |

II. Answer the questions.

1. What is the physical education profession?

2. How the physical education profession has been viewed?

3. How the employment opportunities have grown?

4. What is the influence of physical education profession growth?

5. What is an important factor of appropriate physical activity?

6. Which factors have encouraged broadening of the scope of PE programs?

7. What are the specialized areas of physical education discipline?

8. Which programs have been developed to reach populations?

9. Which career choices have become popular at PE profession?

10. Why do you choose physical education profession?

III. Complete the sentences.

1. The physical education profession is one of ...

2. The physical education profession has been viewed as ...

3. Employment opportunities have grown from the traditional career of teaching ...

4. Appropriate physical activity is acknowledged to be an important factor in ...

5. The traditional teaching career has expanded from the school setting to ...

6. The broadening of scope and expansion of the field of study has led to ...

7. Programs have been developed to ...

8. Nonteaching careers in athletic training have become ...

9. It is important as a professional to be knowledgeable about ...

10. Student has the responsibility to ...

1. Read the text.

What is Physical Education

Physical education is an educational process that has as its aim the improvement of human performance and enhancement of human development through the medium of physical activities selected to realize this outcome. In this definition, *education* is broadly defined as representing the ongoing process of learning and total development that occurs throughout our lifespan. Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well-being, the attainment of knowledge about physical activities and exercise, and the development of positive attitudes toward physical activity as a means to improve human performance. It also contributes to total individual development, and enhances one's quality of life.

Physical education is not only concerned with the physical outcomes that accrue from participation in activities but also with the development of knowledge and attitudes conducive to lifelong learning and lifespan participation. Physical education is concerned with the promotion of active lifestyles for people of all ages and abilities. For the benefits of physical education activities to be realized, physical educators must conduct sound physical education programs and select activities judiciously so that participants may attain the maximum benefits from participation. Sound physical education programs can be conducted in school as well as in nonschool settings such as corporate fitness centers and community agencies. A physical education program under qualified leadership enriches the participants' lives.

In recent years there has been considerable discussion among members of the physical education profession regarding whether physical education is the best name for this field of endeavor. Concern has been raised as to whether the term *physical education* best represents the focus and ever-expanding scope of this broad field. Does the term accurately reflect the practice of professionals within the field, its nature, and its jurisdiction?

Many other names have been proposed to replace the term *physical education*. These names include human movement, movement sciences, kinesiology, sport sciences, exercise science, exercise and sport science, and physical education and sport. The prestigious American Academy of Physical Education endorsed the term *kinesiology*, the study of human movement, as a descriptor for the discipline. Strong support has also been offered for the term *exercise and sport sciences*. Still other professionals are in favor of retaining the term physical education. They argue that instead of changing a title, a new image of physical education should be developed to accurately reflect its evolving nature and expanding scope.

The term *physical education* is often used in conjunction with the term *sport*. Physical education has been defined as a process that enhances the development of individuals through carefully selected physical activities. A central concern of physical education, *sport* is defined as physical activities with established rules engaged in by individuals attempting to outperform their competitors. These terms are broadly defined to reflect the contemporary status of this dynamic field. The term *physical education* and *sport* encompasses a diversity of programs ranging from traditional programs serving school-aged individuals to nontraditional programs in a variety of settings serving people of all ages.

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

2. True / false statements.

1. PE is an educational process that has as its aim the improvement of human performance.
2. Education is defined as representing process of learning and total development throughout our lifespan.
3. PE contributes to total individual development, and enhances one's quality of life.
4. PE is concerned with the promotion of active lifestyles for people of all ages and abilities.
5. Sound PE programs can be conducted in school as well as in nonschool settings.
6. Strong support has also been offered for the term *exercise and sport sciences*.
7. PE is a process that enhances the development of individuals through carefully selected physical activities.
8. The term *physical education* is often used in conjunction with the term *sport*.
9. A new image of *physical education* should be developed to accurately reflect its evolving nature and expanding scope.
10. The term PE encompasses a diversity of programs ranging from traditional programs serving school-aged individuals to nontraditional programs.

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

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

and the mechanical analysis of activities. In sport, biomechanists may work with athletes to identify specific aspects of their technique that limit performance and make suggestions for improvement.

Sports medicine is the medical relationship between physical activity and the human body. It is concerned with the scientific study of the effects of physical activity on the human body and also the factors that influence performance. Sports medicine includes the study of the influence of elements such as the environment, drugs, and growth on human physical activity. Sports medicine is also concerned with prevention of injury as well as therapy and rehabilitation.

Exercise physiology is applied physiology or the study of the impact that exercise and work conditions have on the human body. The exercise physiologist is concerned with aerobic capacity, fatigue, and the effects of various training programs on participants' physiological responses.

Sport philosophy focuses on critically analyzing issues as well as examining beliefs and values as they relate to participation in sport and physical education. The philosopher may use logic and problem solving as an aid to decision-making.

History is the study of the past with a view to describing and explaining events. The sport historian is concerned with analyzing events and explaining their significance in relation to past, concurrent, or future events.

Pedagogy is the study of teaching. Sport pedagogy is concerned with the study of curriculum, teaching, teacher education, evaluation, administration, and organization as it applies to the field of physical education and sport.

Sport psychology utilizes various principles, concepts, and facts from the field of psychology to study behavior in sport. Sport psychology concerns itself with motor learning and performance. The sport psychologist studies psychological factors that affect the learning and performance of motor skills.

Motor learning focuses on factors that influence an individual's acquisition and performance of motor skills. Understanding the stages of learning as well as how to facilitate learning are concerns of the motor learning specialist.

Motor development examines the factors that influence the development of abilities essential to movement. The motor development specialist uses longitudinal studies, that is, studies that take place over a span of many years, to analyze the interaction of genetic and environmental factors that affect an individual's ability to perform motor skills throughout their lifetime.

Adapted physical education is concerned with studying the capacities and limitations of persons with special needs or disabilities and designing appropriate physical education programs for these individuals.

Sport management encompasses the many managerial aspects of sport, including organized sport and sport enterprise or business. Professionals within this area are concerned with facility management, budgeting, programming, communication, promotion, and personnel.

1. Complete the terms to match the definitions:

- | | |
|---------------|---|
| 1) e _____ e | a) an occasion when sth gets better or when you make it better; |
| 2) g _____ n | b) extreme tiredness; |
| 3) p _____ t | c) any bodily activity that enhances or maintains physical fitness and overall health and wellness; |
| 4) p _____ e | d) physical harm or damage to someone's body caused by an accident or an attack; |
| 5) s _____ s | e) the act of stopping sth from happening; |
| 6) i _____ t | f) how well a person, machine, etc. does a piece of work or an activity; |
| 7) d _____ g | g) the process of returning to a healthy or good way of life; |
| 8) i _____ y | h) any natural or artificially made chemical that is used as a medicine; |
| 9) f _____ e | i) an accepted or official position, especially in a social group; |
| 10) c _____ n | j) a person who takes part in or becomes involved in a particular activity. |

2. Insert prepositions where necessary.

- The physical education profession is entering _____ one _____ the most exciting eras _____ its history.
- Physical education is concerned _____ the promotion _____ active lifestyles _____ people _____ all ages and abilities.
- Sport is defined as physical activities _____ established rules engaged _____ individuals attempting to outperform their competitors.
- The number _____ subdisciplines is subject _____ some disagreement _____ physical educators.
- Sports medicine is the medical relationship _____ physical activity and the human body.

3. Match two parts of the sentences.

- | | |
|--|---|
| 1) A physical education program ... | a) ... has as its primary focus the study of human movement. |
| 2) Physical education is concerned with ... | b) ... under qualified leadership enriches the participants' lives. |
| 3) Physical education is discussed with ... | c) ... between physical activity and the human body. |
| 4) The discipline of physical education ... | d) ... the promotion of active lifestyles for people of all ages and abilities. |
| 5) Sports medicine is the medical relationship ... | e) ... reference to its status as an academic discipline. |

UNIT 3

Volunteering in Sport

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

- | | |
|----------------------------|--|
| • accountability, <i>n</i> | - відповідальність |
| • be capable | - бути спроможним, могли |
| • beneficial, <i>adj</i> | - корисний, вигідний |
| • board members | - члени ради |
| • classify into, <i>v</i> | - поділяти на, класифікувати |
| • commitment, <i>n</i> | - зобов'язання, обов'язок |
| • consider, <i>v</i> | - враховувати |
| • contribute, <i>v</i> | - робити внесок |
| • current, <i>adj</i> | - діючий |
| • determine, <i>v</i> | - визначати |
| • ever-increasing need | - постійно зростаюча потреба |
| • evaluate, <i>v</i> | - оцінювати |
| • executive, <i>adj</i> | - виконавчий |
| • for a variety of reasons | - з різних причин |
| • former, <i>adj</i> | - колишній |
| • fund raising | - збір коштів |
| • handle, <i>v</i> | - (<i>тут</i>) проводити |
| • leisurely pace | - повільно, неквапливо |
| • look for, <i>v</i> | - шукати |
| • march, <i>v</i> | - підходити (<i>за якістьми</i>) |
| • meet needs | - задовольняти потреби |
| • opportunity, <i>n</i> | - можливість |
| • provide, <i>v</i> | - забезпечувати |
| • recognise, <i>v</i> | - визнавати |
| • recruit, <i>v</i> | - наймати (<i>на роботу, навчання</i>) |
| • responsible, <i>adj</i> | - відповідальний |
| • requirement, <i>n</i> | - вимога |
| • tight deadlines | - стислі терміни |
| • transportation, <i>n</i> | - перевезення |
| • treasurer, <i>n</i> | - скарбник |
| • supervisor, <i>n</i> | - керівник, контролер |

2. Translate without using a dictionary:

volunteer, to assist, organization, motive, programme, an individual, course, to classify, category, administrative, term, secretary, committee, a specialist, professional, type, project, position, an official, medical, real, priority, an idea, registration, transportation, function, qualification, students, criteria, military

3. Read and translate the text.

Working with Volunteers

There is an ever-increasing need for volunteers to assist with sport development. Put another way, there are opportunities for men and women from all walks of life to contribute to sport. People volunteer for a variety of reasons. The leadership in any sports organisation must recognise these motives and needs, evaluate them in light of programme requirements, and place the volunteer in a situation that is beneficial to both the individual and the programme. It is important that volunteers be asked why they participate, to help determine how well their needs are being met.

Before you begin to recruit volunteers you must determine where you need help. To do this, it might be helpful to classify volunteers into three categories:

1. Administrative Leadership. In this area, volunteers may serve as executive committee or board members, secretaries, treasurers, or as members of committees. The volunteers you recruit for these positions must be capable of handling this type of work as well as having the time required.

2. Sport Technical Leadership. Coaches, officials, medical and training specialists must possess real knowledge of the activities to be directed. Those with skills in teaching, demonstrating and organising should get priority. Volunteers who fit these general qualifications include former experienced athletes and coaches, and students in physical education or other professional training courses.

3. Non-Leadership Services. There is always a need for volunteers in a non-leadership capacity, whether to handle registration, help with fund raising, provide transportation, to function as supervisors or whatever. Volunteers who could fill these roles are those who do not have special qualifications or do not have the time for a prolonged commitment.

Try to match your volunteers with the specific requirements of the work to be done. Some criteria to consider are:

◆ *Short term vs long term.* Does the job require a highly qualified individual for a very short time or a long term project?

◆ *Intense vs relaxed.* Does the job requirement allow the individual to work at a leisurely pace or does it involve tough decisions, tight deadlines or attention?

• *Responsible vs non-responsible.* Does the job require an individual who will be highly accountable and responsible or is it the job with little accountability? No matter how you plan to use volunteers, they should all understand and promote the objectives of the programme. This involves specific efforts on the leader's part to communicate the programme objectives prior to a volunteer making a commitment.

Here are a few ideas of where you might begin looking for volunteers: individuals who have benefited from your programme, i.e. former athletes, participants, coaches; physical education professionals, teachers and school administrators; students undergoing professional training, i.e. university physical education students; parents and relatives of programme participants; current or retired business professionals; homemakers; citizens who appear to be interested as spectators; military or government employees.

(Originated from: Sports Administration Manual)

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

- 1) to assist with sport development
- 2) from all walks of life
- 3) motives and needs
- 4) to classify into categories
- 5) to recruit for positions
- 6) a highly qualified individual
- 7) a job with little accountability
- 8) the objectives of the programme
- 9) on the leader's part
- 10) current or retired

5. Match the words with their definitions:

- | | |
|----------------|--|
| 1) volunteer | a) a person who directs and oversees the work; |
| 2) leadership | b) a person holding public office or having official duties; |
| 3) coach | c) a person viewing anything; |
| 4) official | d) a person who handles correspondence, keeps records; |
| 5) athlete | e) a person, esp a housewife, who manages a home; |
| 6) spectator | f) a person who freely offers to take part in an enterprise; |
| 7) supervisor | g) a person trained to compete in sports or exercises; |
| 8) treasurer | h) the action of leading a group of people; |
| 9) secretary | i) an instructor or trainer in sport; |
| 10) housemaker | j) a person appointed to look after the funds. |

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

- | | |
|--------------|-------------------|
| 1) programme | a) members |
| 2) executive | b) commitment |
| 3) board | c) decisions |
| 4) prolonged | d) requirements |
| 5) school | e) courses |
| 6) tough | f) committee |
| 7) tight | g) term |
| 8) short | h) employees |
| 9) training | i) deadlines |
| 10) military | j) administrators |

7. Form derivatives from the following verbs:

need, contribute, evaluate, promote, require, appear, allow, assist, help, walk, place, determine, meet, serve, recruit, meet, consider, look, make, understand, begin.

8. Insert prepositions where necessary.

1. There is an ever-increasing need _____ volunteers to assist _____ sport development.
2. There are opportunities _____ people _____ all walks _____ life to contribute _____ sport.
3. _____ you begin to recruit volunteers you must determine where you need help.
4. People _____ skills _____ teaching, demonstrating and organising should get priority.
5. The job requirement allows the individual to work _____ a leisurely pace.
6. It might be helpful to classify volunteers _____ three categories.
7. There is always a need _____ volunteers _____ a non-leadership capacity, whether to handle registration, help _____ fund raising, provide transportation, to function as supervisors or whatever.
8. We have got a few ideas _____ where you might begin looking _____ volunteers: individuals who have benefited _____ your programme.
9. The volunteers you recruit _____ these positions must be capable _____ handling this type _____ work as well as having the time required.
10. The leadership _____ any sports organisation must recognise these motives and needs, evaluate them _____ light _____ programme requirements, and place the volunteer _____ a situation that is beneficial _____ both the individual and the programme.

II Insert the appropriate words or word-combinations.

- | | |
|------------------------------------|---|
| a) real knowledge | f) to assist with |
| b) former athletes and coaches | g) to match |
| c) the objectives of the programme | h) special qualifications |
| d) the volunteer | i) sports organisation |
| e) looking for volunteers | j) executive committee or board members |

1. The leadership in any ___ must recognise these motives and needs.
2. They place ___ in a situation that is beneficial to both the individual and the programme.
3. The volunteers may serve as ___, secretaries, treasurers, or as members of committees.
4. Coaches, officials, medical and training specialists must possess ___ of the activities to be directed.
5. Volunteers who fit these general qualifications include ___, and students in physical education or other professional training courses.
6. Volunteers who could fill these roles are those who do not have ___ or do not have the time for a prolonged commitment.
7. No matter how you plan to use volunteers, they should all understand and promote ___.
8. Try ___ your volunteers with the specific requirements of the work to be done.
9. There is an ever-increasing need for volunteers ___ sport development.
10. There are a few ideas of where you might begin ___: individuals who have benefited from your programme.

III Match two parts of the sentences.

- | | |
|--|--|
| 1) There is a need for ... | a) ... must consider the motives and needs. |
| 2) There are a lot of ... | b) ... capable of handling any type of work. |
| 3) Men and women volunteer ... | c) ... real knowledge of the work to be done. |
| 4) Any sports organisation ... | d) ... with the requirements of the activity. |
| 5) They must determine where ... | e) ... opportunities to contribute to sport. |
| 6) The volunteers must be ... | f) ... in a non-leadership capacity. |
| 7) The volunteers must possess ... | g) ... volunteers to assist with sport events. |
| 8) Try to match your volunteers ... | h) ... the objectives of the programme. |
| 9) There is always a need for volunteers ... | i) ... they need volunteers' help. |
| 10) Volunteers should all understand ... | j) ... for a variety of reasons. |

11. Answer the questions.

1. What is the aim of sport volunteering?

2. Who can be a volunteer?

3. Why do people volunteer?

4. What qualification do you need to be a volunteer?

5. How can you classify volunteers?

6. Does the job require a highly qualified individual for activities?

7. Does the job requirement allow the individual to work at a leisurely pace?

8. Does the job require an individual who will be highly accountable and responsible?

9. Have you been ever engaged in sport volunteering?

10. Would you like to be a volunteer at the top sport events?

12. Complete the sentences.

1. People volunteer because ...

2. There are a lot of opportunities for men and women ...

3. The leadership in any sports organisation must place the volunteer ...

4. It is important to ask the volunteers why ...

5. The volunteers you recruit must be capable of ...

6. Those with skills in teaching and organising should ...

7. Try to match your volunteers with ...

8. They should all understand and promote ...

9. You might begin looking for volunteers among ...

10. I'd like to be a volunteer because ...

1. Read the text.

Which skills do you need to volunteer for a sports program abroad?

If you are considering to volunteer abroad for a sports program, you're undoubtedly someone who is interested in this area. You might enjoy doing a specific sport like soccer, surfing, tennis, rugby or even kitesurfing or perhaps you are an all-rounder! It is important for you to have theoretical and practical knowledge of the sports and games you are going to teach. There are organizations and projects available in both cases. Lovers are bound to find sports volunteer opportunities abroad to their taste!

As a sports volunteer abroad, you are constantly working with people from different backgrounds. Volunteers will need to be social individuals with an open mindset eager to communicate and connect with the local society they work in. Social skills are key to a great volunteer work experience!

Do sports internships and gain study credits while you volunteer. A sports volunteer program is an excellent chance for students. When volunteering in this field, you will be teaching children of the local community a particular or various sports. It would be great if you have some experience in teaching or coaching youth. Although experience isn't a requirement, volunteers should be enthusiastic about coaching or teaching others. A sports volunteer program is an excellent chance for students. Do a sports internship and gain study credits while you volunteer. You will get the opportunity to learn during the volunteer experience and may, in some cases, receive a training from the organization when they start their program.

English is the main language on all projects so it's important that you have a good understanding of English. This is important to communicate with the staff at the project center and other volunteers. For projects in South America, it would help if you have a basic knowledge of Spanish prior to going as most locals in the district don't speak any English. Learning some Spanish words would definitely help kickstart your sports volunteer adventure!

(Originated from: Volunteer World.

<https://www.volunteerworld.com/en/volunteer-abroad/sports>)

2. True / false statements.

1. A volunteer might enjoy doing only one specific sport.
2. You mustn't have any knowledge of the sports and games you are going to teach.

2. Translate the text in a written form.

What will I do as a sports volunteer?

There are a plenty of sports volunteer opportunities dedicated to bringing sports to disadvantaged children of the local community, each focusing on a different sport. They are all aimed at uniting the youth and enjoying themselves while doing sports!

The main focus is on the children and creating a safe environment where they can exert themselves in a healthy way and learn new skills through games. Certain projects are linked to the school and used as an incentive to encourage students to finish their schoolwork.

Some are individual sports like swimming, surfing, skateboarding and tennis while other are team-based sports allowing children to improve teamwork skills. Many organizations, especially in Africa, are dedicated to coaching or training young ones in popular fields such as soccer and rugby. Volunteers with a passion for less mainstream sports such as cricket, netball or kitesurfing need not fear. There are great sports volunteer opportunities out there asking for volunteers in precisely this area!

There are many different projects abroad focused on bringing sports to the local neighborhoods but we've listed some activities which most projects will have in common:

- Interaction with the locals
- Assistance with teaching lessons and sport activities
- Playing and participating with local children
- Helping with setting up and cleaning up equipment
- Providing help and support to the organization where needed

Sports Internship. Students studying physical education can always gain international work experience by volunteering abroad for sports. A sports internship will allow you to connect with the youth of that country and give you great insight into the locals. Sports is a wonderful way to unite people and divert their attention away from some of the troubles they're facing on a daily basis. Learn things you would never learn at school while you do a sports internship. Experience what it is like to work abroad and connect with others in a meaningful and healthy way.

Best places to volunteer abroad for sports. Most organizations that are focused on bringing sports programs to the local community are located in South America, the Caribbean, and Africa.

If your passion is swimming, surfing or kitesurfing, your sports volunteer adventure will likely lead you to South Africa where incredible waves await you and your surfboard. Volunteers keen on sharing their soccer skills are welcomed with open arms in African and South American soccer-loving countries like Brazil, Ecuador, Ghana, Tanzania, and Kenya.

1. Complete the terms to match the definitions:

- | | |
|-------------|---|
| 19. f _____ | a) the combined action of a group of people; |
| 20. s _____ | b) a versatile person, esp in a sport; |
| 21. k _____ | c) an enterprise that is planned to achieve a particular aim; |
| 22. p _____ | d) an instructor or trainer in sport; |
| 23. i _____ | e) an impetus given to start or resume a process; |
| 24. e _____ | f) a person who freely offers to take part in an enterprise; |
| 25. t _____ | g) all the people employed by a particular organization; |
| 26. v _____ | h) a person appointed to look after the funds; |
| 27. c _____ | i) the period during which a person is an intern; |
| 28. i _____ | j) the necessary items for a particular purpose. |

2. Insert prepositions where necessary.

1. There are organizations and projects available _____ both cases.
2. Volunteers are constantly working _____ people _____ different backgrounds.
3. Experience isn't a requirement, volunteers should be enthusiastic _____ coaching or teaching others.
4. This is important to communicate _____ the staff _____ the project center and other volunteers.
5. The main focus is _____ the children and creating a safe environment where they can exert themselves _____ a healthy way and learn new skills _____ games.
6. Many organizations are dedicated _____ coaching or training young ones _____ popular fields such as soccer and rugby.
7. There are great sports volunteer opportunities _____ there asking _____ volunteers _____ precisely this area!
8. A sports internship will allow you to connect _____ the youth _____ that country and give you great insight _____ the locals.
9. Volunteers keen _____ sharing their soccer skills are welcomed _____ open arms _____ African and South American soccer-loving countries.
10. Sport coach volunteers are widely sought _____ _____ various countries _____ Africa and South America.

3. Match two parts of the sentences.

- | | |
|--------------------------------------|--|
| 1) Lovers are bound to find ... | a) ... to be social individuals with an open mindset. |
| 2) You will get ... | b) ... sports volunteer opportunities abroad to their taste! |
| 3) Volunteers will need ... | c) ... which most projects will have in common. |
| 4) They are all aimed at uniting ... | d) ... the opportunity to learn during the volunteer experience. |
| 5) We've listed some activities ... | e) ... the youth and enjoying themselves while doing sports! |

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

1. It is important for you to have _____ knowledge of the sports and games you are going to teach.
2. When volunteering in this field, you will be teaching children of _____ a particular or various sports.
3. English is the main language on all projects so it's important that you have a _____ of English.
4. The main focus is on the children and creating a _____ where they can exert themselves in a healthy way and learn new skills through games.
5. Sports is a wonderful way to unite people and divert their attention away from some of the troubles they're _____ a daily basis.

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

- 1) навчальна практика
- 2) досвідчені тренери і спортсмени
- 3) набувати нових навиків
- 4) набирати волонтерів
- 5) задовольняти потреби
- 6) створити безпечне довкілля
- 7) взаємодія з місцевим населенням
- 8) забезпечувати допомогу і підтримку
- 9) на щоденній основі
- 10) безкінечні можливості

UNIT 4

Safety in Physical Education and Sport

Text A

Pre-text exercises

1. Read and learn the active vocabulary:

- | | |
|--------------------------------------|--------------------------------------|
| • be aimed at | - бути спрямованим на |
| • bear in mind | - мати на увазі |
| • be unaware of the consequences | - не підозрювати про наслідки |
| • cause of hazard | - причина небезпеки |
| • the most common injuries | - найпоширеніші травми |
| • consume, v | - споживати |
| • concussion, n | - забій, контузія |
| • diminish motor ability | - зменшити рухову здатність |
| • dislocation, n | - вивих |
| • familiarize, v | - ознайомитися |
| • fractures of upper and lower limbs | - переломи верхніх і нижніх кінцівок |
| • frequently, adv | - часто |
| • important and urgent | - важливий і терміновий |
| • inevitable misadventure | - неминуче нещастя |
| • inherent part of movement | - невід'ємна частина руху |
| • insurance policy | - страховий поліс |
| • issue of safety | - питання безпеки |
| • lead to disability | - призвести до неповносправності |
| • muscle tear | - розрив м'язів |
| • nutrition, n | - харчування |
| • pose threat to health | - становити загрозу для здоров'я |
| • primary concern | - основне завдання |
| • prevent accidents | - запобігати нещасним випадкам |
| • proper management | - відповідне проведення |
| • psyche of child | - психіка дитини |
| • safety rules | - правила безпеки |
| • scheduled for the morning | - запланований на ранок |
| • stem mainly from | - виникати головним чином з |
| • substantial number of accidents | - велика кількість нещасних випадків |
| • tendonitis, n | - тендиніт |
| • unadvisable, adj | - недоцільний, небажаний |
| • vary in terms of difficulty | - відрізнятися щодо складності |

2. Translate without using a dictionary:

activity, methodology, physical, planning, regulation, instructor, number, fact, professional, result, lifestyle, motor, coordination, practice, risk, nature, basic, training, negative, reaction, person, technical, minimize, theoretical, factor, serious, fundamental.

3. Read and translate the text.

Problems of Safety in Physical Education and Sport

Safety of children and adolescents during school sports activities is the key issue in methodology of Physical Education. For this reason, safety should be the subject of primary concern while planning PE activities. Apart from basic safety rules and regulations observed in the school at PE, each physical activity has its own set of safety rules, with which all students should familiarize themselves. In the opinion of some sports instructors, misadventures are inevitable while performing physical activities as they are inherent part of movement, therefore anyone who is physically active should be aware of such risk.

Despite all the regulations and instructions on proper management of PE classes at schools, there are still a substantial number of accidents which take place at PE classes. The most common injuries are the following: fractures of upper and lower limbs, dislocations, contusions, tendonitis, muscle tear and cuts. Curiously, boys experience such injuries more frequently than girls.

The causes of hazards stem mainly from the fact that children and adolescents are unaware of the consequences of their own behaviour, which frequently poses threat to their health or life. One should also bear in mind that movements vary in terms of difficulty, which is the case not only in professional sport but also in school PE. As a result of the sedentary lifestyle, people are becoming weaker in terms of their physical fitness, which consequently lowers the level of their motor skills and abilities such as speed, strength, endurance, coordination and flexibility.

There are three causes of safety hazards in daily school practice:

- a) caused by teacher,
- b) caused by a student,
- c) technical by nature.

Analyzing the issue in terms of safety, it is necessary to refer to the basic rules of nutrition at physical training. First of all, larger portions of food such as breakfasts or lunches should be consumed 2-3 hours before training session or competitions. Eating directly before exercise can result in such negative reactions as vomiting and stomachache. If exercise is scheduled for the morning, it is unadvisable to have heavy breakfast. Such food is left over in stomach, which significantly diminishes a person's motor abilities.

The issue of safety is so large that may bring together numerous factors ranging from those technical by nature to those referring to the psyche of child. In order to minimize risks, it is extremely important and urgent to establish 'theoretical models how to prevent accidents', which would be aimed not only at the need in prevention but also at promotion of safety among students. This is especially true in case of serious accidents, which lead to disability or even death.

One of the fundamental safeguards is insurance from accidents, which solves nothing but can be some kind of protection for the future.

*(Originated from: Problems of safety and risk in physical education.
<http://dx.doi.org/10.15561/18189172.2015.1013>)*

Post-text exercises

4. Give Ukrainian equivalents to the following expressions:

- 1) caused by teacher
- 2) level of motor skills
- 3) protection for the future
- 4) children and adolescents
- 5) in terms of difficulty
- 6) fundamental safeguards
- 7) basic rules of nutrition
- 8) sedentary lifestyle
- 9) key issue
- 10) prevent accidents

5. Match the words with their definitions:

- | | |
|----------------|---|
| 1) strength | a) the ability to bend easily without breaking; |
| 2) subject | b) feelings or thoughts about sb/sth, rather than a fact; |
| 3) rule | c) pain in or near your stomach; |
| 4) opinion | d) being physically strong; |
| 5) movement | e) harm done to a person's or an animal's body; |
| 6) injury | f) the state of being safe and protected from danger or harm; |
| 7) flexibility | g) a thing or person that is being discussed or dealt with; |
| 8) stomachache | h) the fact that sb/sth is able to do something; |
| 9) safety | i) an act of moving the body or part of the body; |
| 10) ability | j) a statement of what you are advised to do in a particular situation. |

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

- | | |
|-----------------|------------------------|
| 1) basic | a) injury |
| 2) proper | b) important |
| 3) common | c) education |
| 4) professional | d) number of accidents |
| 5) have | e) instructor |
| 6) extremely | f) sport |
| 7) physical | g) active |
| 8) sports | h) breakfast |
| 9) physically | i) safety rules |
| 10) substantial | j) management |

7. Form derivatives from the following verbs:

regulate, instruct, coordinate, vary, injure, protect, refer, range, minimize, establish, plan, familiarize, move, lead, prevent, advise, react, compete, consume, perform, manage.

8. Insert prepositions where necessary.

1. Safety should be the subject _____ primary concern _____ planning PE activities.
2. Each physical activity _____ has its own set _____ safety rules.
3. There are still a substantial number _____ accidents which take place _____ PE classes.
4. There are three causes _____ safety hazards _____ daily school practice.
5. Eating directly _____ exercise can result _____ such negative reactions as stomachache.
6. All students should be _____ familiarized _____ safety rules.
7. People are becoming weaker _____ terms _____ their physical fitness.
8. Movements vary _____ terms _____ difficulty.
9. It is necessary to refer to the basic rules _____ nutrition _____ physical training.
10. One _____ the fundamental safeguards is insurance _____ accidents.

9. Insert the appropriate words or word-combinations.

- | | | | |
|---------------------|-------------------------|-------------------------------|----------------------|
| a) <i>threat</i> | d) <i>protection</i> | g) <i>physically active</i> | j) <i>Children</i> |
| b) <i>key issue</i> | e) <i>Curiously</i> | h) <i>extremely important</i> | k) <i>inevitable</i> |
| c) <i>accidents</i> | f) <i>scheduled for</i> | i) <i>sedentary lifestyle</i> | l) <i>injuries</i> |

1. _____, boys experience such _____ more frequently than girls.
2. Safety of children and adolescents is the _____ in methodology of PE.
3. Misadventures are _____ while performing physical activities.
4. Everyone who is _____ should be aware of risk.
5. _____ are unaware of the consequences of their own behaviour.

6. As a result of the ____, people are becoming weaker.
7. It is ____ to establish 'theoretical models how to prevent accidents'.
8. It is inadvisable to have heavy breakfast, if exercise is ____ the morning.
9. The causes of hazards pose ____ to children's health or life.
10. Insurance from ____ can be some kind of ____ for the future.

III. Match two parts of the sentences.

- | | |
|---|--|
| 1. Sedentary lifestyle lowers the level ... | a) ... of educational system. |
| 2. Children's absolute safety ... | b) ... defined by specific regulations. |
| 3. Safety is the state of being "safe". ... | c) ... are regulated by the relevant legal acts. |
| 4. PE is an integral part ... | d) ... of motor skills and abilities. |
| 5. Safety rules at classes of PE ... | e) ... is never guaranteed. |
| 6. Traumas and injuries incurred ... | f) ... the condition of being protected. |
| 7. Safety risk factors are embedded ... | g) ... movement, produced by skeletal muscles. |
| 8. Physical activity is defined as body ... | h) ... in all physical activities and sports. |
| 9. Rules of safety at PE classes are ... | i) ... designed to move. |
| 10. The human body is ... | j) ... as a result of accidents. |

IV. Answer the questions.

1. What is the key issue in methodology of PE?

2. What is the result of the sedentary lifestyle?

3. What is the fundamental safeguard from accidents?

4. What is the subject of primary concern while planning PE activities?

5. What basic rules of nutrition before physical training do you know?

6. What are three causes of safety hazards in daily school practice?

7. What are the most common injuries during PE classes?

8. What should you do in order to minimize risks during PE classes?

9. If exercise is scheduled for the morning, is it advisable to have heavy breakfast?

10. Who's more at risk of injuries: girls or boys?

12. Complete the sentences.

1. Safety should be the subject of ...

2. Each physical activity has its own ...

4. The most common injuries are the following: ...

5. There are three causes of safety hazards in daily school practice: ...

6. There are still a substantial number of ...

7. If exercise is scheduled for the morning ...

8. Sedentary lifestyle lowers the level of motor skills and abilities such as ...

9. In the opinion of some sports instructors ...

10. The issue of safety is so large that may bring together ...

Text 5

1. Read the text.

The Causes of Hazards at Classes of Physical Education

Causes of safety hazards, caused by the teacher

Credentials and qualifications

PE teacher ought to have background knowledge in sport sciences and in the human movement sports studies of physical education. According to this study teaching PE can be an extremely difficult job, both physically and mentally, as there are many different roles and levels of responsibility to consider each day. Classes of PE can be conducted by a person skilled in the subject, who meets the requirements, specified in regulations issued by the government. Apart from adequate qualifications in physical culture, PE teachers must be trained to first aid, the quality of which frequently affects the extent of post accidents complications and the pace of recovery. Even in case of very serious accidents or injuries, the chances for survival significantly increase, if eyewitness is skilled in first aid. For this reason, each PE teachers' staffroom should have a properly equipped first aid kit, the content of which is clearly indicated in the list of items including instructions for the use.

Badly-organized classes

This is unquestionably the weakest link of teacher's workshop, irrespective to his/her experience and career span, which is frequently connected with so-called stuck-in-the-rut approach to the classes. It is necessary to attract attention to the fact that students' safety should be guaranteed since the moment they arrive at the lesson (e.g. on their way to the swimming pool), or while they are

getting ready for the classes in the changing room, or on their way to the gym or pitch. It is also crucial that the teacher in charge is imaginative enough to predict the consequences of the students' behaviour. Prior to the classes, the teacher should instruct students on safety rules. The teacher should gradually increase difficulty of exercises and provide assistance while performing more difficult tasks. An accident might happen as a result of teacher's delayed response to the hazardous situations, in which students find themselves. Children must be aware of safety of the tasks that they perform. Accidents might occur under the following circumstances: student is afraid of performing the task, refuses to follow teacher's instructions and suggestions, has no idea of movement and how to acquire it, has no adequate body posture while performing exercises, has ill comprehension of how to place movement in time, has no proper warm-up, inadequately holds sport gear, is insufficiently prepared to perform some tasks.

Poorly-planned lesson framework

Uninteresting and badly-organized classes can cause too much chaos and disorder (badly-managed use of equipment) and can make students overactive. It should be borne in mind that each PE class or a training session consists of 3 parts: initial, main and final. In consequence, it is expected that student would go through an effective warm-up, then focus at the maximum during main part, and cool down properly during the final part. The number of organizational and cleaning activities should be reduced to the minimum so as to devote the bulk of the time to motor activities. However, this stage might be effectively managed by presenting the roles of both teachers (trainers) and students during classes of PE. It is necessary to discuss the code of conduct at PE classes, especially with the primary school pupils. Finally, it is highly unacceptable to leave children unguarded during training session.

Lack of discipline and order

Discipline and order are essential elements in preventing from hazards, particularly while performing motor activities such as: gymnastics, martial arts (judo, karate) and swimming. Lack of elementary discipline is often a cause of accidents, since the students, who start the classes without disciplining exercises (issued by means of commands), behave in a very flippant and disruptive way. Teacher should create such supportive environment so that the students' emotional and physical needs are satisfied. During the properly conducted classes every stage of the lesson is in perfect order. Classes, which are well-prepared and thought-over not only increase students' safety but also increase the pace of acquiring motor skills and abilities. Teacher is responsible for presenting not only the objectives of the classes but also health and safety rules in force in the classroom. Ill-planned and inadequately organized classes, which provide no safety of the place (running start, landing), gear and equipment (box, vaulting horse), often result in serious injuries.

*(Originated from: Problems of safety and risk in physical education.
<http://dx.doi.org/10.15561/18189172.2015.1013>)*

2. Translate the text in a written form.

Causes of accidents, which are technical by nature

The causes of accidents, which are technical by nature, can be the following: inadequately prepared sports facilities, slippery and wet surface, insufficient gear and sports outfit, poor condition of the running start and take-off area (wrong board), bad state of track, uneven surface of the track, ill-fitting shoes and clothes, uncertified sports equipment, absence of basic safety rules knowledge concerning using the equipment, unreasonable choice of places for the purpose of sports activities, negligence of the traffic code. Material base and teaching aids are other factors which significantly affect the performance of PE classes and warrant security while conducting the classes. The following places may pose threats to the students' safety:

- concrete or stone residues in the area immediately adjacent to the pitches, which in the light of the rules for team sports games disturb free security zone along the side and final lines of the pitch. Hypothetical hazards may include internal injuries or fractures incurred as a result of the student colliding with such objects,
- uneven (pre-bulldozed) surface of the pitch. Hypothetical hazards include ankle injuries, fractures of lower as well as upper limbs as a result of propping the body while falling, scratches and, in consequence, likelihood of infections,
- inadequate technical standards of athletic complexes e.g. faulty material of the board, unmarked and too high curbs, or the width of the long jump run smaller than 1,22 m. Hypothetical injuries include dislocations and fractures of lower limbs as well as pelvis injuries as a result of the slipping on the board or tripping over the curb,
- improper design and inadequate arrangement of the pitches being part of the sports complexes e.g. volleyball courts situated in the immediate proximity to the tennis courts, without any barrier. A hypothetical incident: a student playing volleyball invades the tennis court and having been hit with a tennis ball loses his sight and suffers from contusions,
- incomplete casing of the radiators placed along the wall lined with gym ladders. Hypothetical hazards include damage to the skin and soft tissue as a result of direct contact with the object or jamming of the feet between the ladder and the radiator.

Eating habits while performing physical activity

It is a widespread belief in our society that some sports drinks and their ingredients possess miraculous powers. To prove this, there appears more and more people in sport recreational facilities, gyms and fitness clubs, who resort to supplements (e.g. isotonic liquids, energizing bars, fruit juices or mineral water) while practicing sport. Such a tendency is also observed among school students, who bring various supplements to school so as to consume them during the classes of PE.

Preventing heat disorders and dehydration during physical activities

Regular fluid replacement prevents dehydration of the body through sweating. Sweating appears due to activation of thermoregulatory mechanisms, by which heat is dissipated to the environment and organism maintains a constant body temperature (approx. 37°C). Increase of body temperature by 3°C above the norm causes impairment of physical and mental functions.

*(Originated from: Problems of safety and risk in physical education
<http://dx.doi.org/10.15561/18189172.2015>)*

1. Complete the terms to match the definitions:

- | | |
|---------------|--|
| 1) e _____ n | a) an injury in which the ends of two connected bones separate; |
| 2) r _____ n | b) pain in your stomach; |
| 3) d _____ n | c) the process of taking in and using food; |
| 4) b _____ r | d) something that happens unexpectedly and unintentionally; |
| 5) f _____ y | e) an official rule or the act of controlling something; |
| 6) a _____ t | f) the physical or mental power or skill needed to do something; |
| 7) m _____ t | g) the ability to bend or to be bent easily without breaking; |
| 8) s _____ e | h) the way that someone behaves; |
| 9) n _____ n | i) the process of teaching or learning; |
| 10) a _____ y | j) the control and organization of something. |

2. Insert prepositions where necessary.

- Classes of PE can be conducted _____ a person skilled _____ the subject, who meets the requirements, specified _____ regulations issued _____ the government.
- It is a widespread belief _____ our society that some sports drinks and their ingredients _____ possess miraculous powers.
- The teacher should gradually increase difficulty _____ exercises and provide assistance _____ performing more difficult tasks.
- Discipline and order are essential elements _____ preventing _____ hazards, particularly _____ performing _____ motor activities.
- During the properly conducted classes every stage _____ the lesson is _____ perfect order.

3. Match two parts of the sentences.

- | | |
|--|---|
| 1) Children must be aware of ... | a) ... is often a cause of accidents. |
| 2) Regular fluid replacement prevents ... | b) ... knowledge in sport science. |
| 3) Lack of elementary discipline ... | c) ... task safety that they perform. |
| 4) One of the fundamental safeguards ... | d) ... dehydration of body through sweat. |
| 5) PE teacher ought to have background ... | e) ... is insurance from accidents. |

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

1. Safety of children and adolescents during school _____ activities is the _____ in methodology of _____ Education.
2. In the _____ of some sports _____, misadventures are _____ while performing physical _____.
3. If exercise is _____ for the morning, it is unadvisable to have _____.
4. An accident might happen as a result of teacher's _____ response to the _____ situations, in which students find themselves.
5. Teacher should create such _____ so that the students' _____ and physical needs are satisfied.

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

- 1) зменшити рухову здатність
- 2) призвести до неповносправності
- 3) невід'ємна частина руху
- 4) найпоширеніші травми
- 5) відрізнятися щодо складності
- 6) велика кількість нещасних випадків
- 7) не підозрювати про наслідки
- 8) недоцільний
- 9) становити загрозу для здоров'я
- 10) переломи верхніх і нижніх кінцівок

EXTRA PRACTICE

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

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

Physical Education and Sport in Greece

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

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

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

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

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

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

2. Read the text and answer the questions.

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

Physical Education and Sport in Rome

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

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

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

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

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

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

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

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

Explain your choice.

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

Physical Education and Sport during the Age of Feudalism

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

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

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

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

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

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

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

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

Physical Education and Sport during the Renaissance

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

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

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

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

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

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

- A It is important for professionals to have an understanding for the interrelatedness of sports and teaching skills.
- B Success in performing skills is an important factor in motivating to participate in an activity throughout the lifetime.
- C It is important for professionals to learn about the entire discipline of physical education and the relationship among the specialized areas.

Professional Understanding of Physical Education

It is important for professionals to be knowledgeable about the specialized areas within the discipline and to have an appreciation and an understanding for the interrelatedness of these areas. For example, a professional who is working in the area of corporate fitness certainly needs expertise in exercise physiology to be able to evaluate the fitness levels of program participants and to design exercise prescriptions for them.

The professional's philosophy will also guide the manner in which the program is conducted. Additionally, the practitioner may find knowledge from the realm of sport psychology helpful in motivating individuals to adhere to their exercise programs and to work at their fullest potential. Teaching skills (pedagogy) will assist the practitioner in clearly explaining exercises and activities to the program's participants and in educating them about the values to be derived from participation.

If as part of a corporate fitness program one teaches participants sports skills, for example, how to play racquetball, one needs to be knowledgeable about the principles of motor learning. Application of motor learning theory enables the practitioner to teach the participants the skills most efficiently and effectively and in such a way that they experience success. Success in performing skills is an important factor in motivating participants to continue to participate in an activity throughout their lifetime.

Knowledge gleaned from the area of motor development will help the practitioner design experiences appropriate for the age of the participants. Perhaps one of the program's participants complains of pain while jogging. An understanding of biomechanics will be useful in evaluating the participant's jogging technique, and knowledge from the area of sports medicine will be helpful in the prevention of injuries. As a future practitioner, it is important to learn about the entire discipline of physical education and the relationship among the specialized areas.

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

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

- A *Who volunteer abroad for sports?*
- B *Why volunteer abroad for sports?*
- C *When volunteer abroad for sports?*

Sport is a great means to unite people and promote physical activity through fun and games. It's healthy, a great stress reliever and a wonderful way to balance energy levels. Organizations focused on introducing exercise programs to local communities in Africa or South America provide sustainable opportunities for those less fortunate.

Important values such as teamwork and dedication are learned through practicing sports and have shown positive effects on disadvantaged communities. It's proven that keeping children off the streets and engaging them in something positive improves their personal development. Children who engage in sports programs are also proven to be more successful in educational environments as well.

Many children in developing countries simply don't receive the special care and support they deserve which has led to socio-economic issues like teenage pregnancy, petty crime and substance abuse. This phenomenon is especially visible in rural areas of Africa or South America. Luckily, there are organizations in place that are dedicated to community development and providing a safe space for local youth. By introducing sports programs and engaging the local youth in different opportunities, the programs are successfully bringing across values such as teamwork, structure, discipline and self-confidence.

The main aim of these programs are the following: improve the future prospects of disadvantaged children; improve health and social issues by engaging youths in physical activity; provide insight into the special importance of a healthy lifestyle, increase confidence, teach teamwork and other skills that will benefit children; create intercultural understanding where both local children and international sports volunteers in the programs can learn from each other; gain practical work experience while teaching children.

As a sports volunteer abroad, you will be a role model for the children of the local neighborhood. Besides teaching students the skills to play a certain sport, you're taking time to bond with them and helping them to learn for life. This connection will allow you to positively encourage and influence them in their future development.

(Originated from: Volunteer World

<https://www.volunteerworld.com/en/volunteer-abroad-sports>

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