



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

DONBASS STATE ENGINEERING ACADEMY

PHYSICAL EDUCATION AND SPORT

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UNIT I

PHYSICAL EDUCATION AND SPORT

I. *Read, translate and learn the key words and phrases of the unit:*

- a) foundation, decision, choice, upheaval, cutback, unemployment, concern, environment, implementation, measure, pollution, destruction, quality, a call for = need, growth, area = field, implication, segment, boom, coverage, ability, desire, awareness, responsibility, attainment, well-being, exploration = study = research, insight, endeavor, willingness, issue, challenge, educator;
- b) to face, to occur = to happen, to result in, to generate, to lead to, to emphasize, to witness, to typify, to boom, to be aware, to explore, to attain, to guide, to rest, to require, to address, to take on, to enrich, to fulfill;
- c) extremely, inner, inflated, mounting, increased, recent, provided, few, sound, lifelong;
- d) to make the choice, a work place, projected future development, to have implication for, wellness movement, to receive worldwide coverage, as a result, as a possible career, developing trends, a true meaning.

II. *Text.*

PHYSICAL EDUCATION AND SPORT

The person choosing a career in today's world is faced with critical decision.

Many

changes have occurred in the last few years that make the choice extremely difficult. The nation's economy has been in a state of upheaval, resulting in problems such as budget cutbacks, inflated prices, inner city difficulties, unemployment, and mounting government deficits. Increased technology has resulted in changes in the work place. Concern for the environment has generated the implementation of protective measures against noise, radiation, and the pollution or destruction of land, forests, and waterways. Concern about the quality of education provided for young people has led to calls for educational reform. The growth of knowledge in recent years and projected future developments in the areas of information and technology have led educators to emphasize the need for lifelong learning.

Many changes in the culture that have taken place in the past few years have implications for physical education and sport. We have witnessed the growing interest in sport by all segments of society typified by the fitness boom and the wellness movement. More people are engaging in physical activities of all types, the number of spectators at sport events is growing, and the sale of sport equipment is booming. Sport events receive worldwide coverage. More people of all ages and abilities are aware of more and different kinds of sport and physical activities and have a desire for instruction in skills to participate. New interest has been generated in health and fitness. The wellness movement has increased people's awareness of their responsibility for their own health and has drawn attention to the role of fitness and health in the attainment of optimal well-being. The interest in sport and fitness by people of all ages and abilities has stimulated the growth of

nonschool physical education and sport programs for all segments of the population.

Most young persons like sport and other forms of physical activity. They are also concerned with the nation's health and fitness. As a result many young persons are exploring the field of physical education and sport as a possible career. As part of this exploration process they want to know the developing trends in the field, and the personal and professional qualities that will help them attain success if they choose physical education and sport as a career. Young persons want information that will give them new insights into the true meaning of physical education and sport, a sound philosophy that will guide them in their future endeavors, knowledge of the history of this field and its influence, and an understanding of the physiological, psychological, sociological, and biomechanical foundations on which this profession rests. Preparation for the 21st century requires a willingness to address the issues and take on the challenges confronting physical educators if the potential of physical education and sport to enrich the lives of all people is to be fulfilled.

2.1. *Answer the questions.*

1. Is it easy today to choose a career? 2. Why is it difficult to make a decision? 3. Is the interest in physical education and sport growing by all segments of society? 4. Are more people of all ages and abilities aware of more and different kinds of sport and physical activities or not? 5. Why do young people choose physical education and sport as a possible career? 6. What kind of information must a proficient physical education specialist possess? 7. What tasks confront physical education and sport in XXI century?

2.2. *Find the English equivalents in the text for the following:*

перспективні напрямки у цій галузі; усвідомлення відповідальності за своє здоров'я; турбота про довкілля; рух за здоровий спосіб життя; дійсне значення; у результаті; спортивні змагання транслиуються на весь світ; перспективи у найближчому майбутньому; забруднення довкілля; нам очевидна зростаюча зацікавленість у; як майбутня кар'єра; робоче місце; скорочення бюджету; здорова філософія; безробіття; зростаючий державний дефіцит; необхідність в освітній реформі; корозія (руйнування) земляних угідь; які знайшли втілення у різкому зростанні активності на заняттях фітнесом; набуття оптимального здоров'я; різного віку та можливостей; вимагати готовність; спірні питання та проблеми; стоять перед; підґрунтя фізичного виховання та спорту; захисні заходи; за останні роки; якість освіти.

2.3. *Make up questions beginning with the words.*

1. Do /does / did _____?
2. Have / has / had _____?
3. Is / Are / Was/ Were _____?
4. Do / Does / Did _____ or _____?
5. Have / Has / Had _____ or _____?

6. _____, don't / doesn't / didn't _____?
7. _____, haven't / hasn't / hadn't _____?
8. _____, isn't / aren't / wasn't / weren't _____?
9. When / What / Where / Why / How _____?

2.4. *Put all possible questions to the words in the sentence.*

The growth of sport in recent years has created interest among young and old alike.

2.5. *Make the following sentences negative and interrogative.*

1. Aerobic dancing contributes to cardiorespiratory fitness, muscular fitness, and flexibility.
2. The expansion of physical education and sport has created a diversity of career options for professionals.
3. Physical education and sport is a growing and expanding profession.

2.7. *Open the brackets and put the verbs into correct tense form.*

1. The profession of physical education (*to change*) dramatically in the last two years.
2. It (*to be*) important to have a philosophy of physical education and sport.
3. Philosophy (*to guide*) the profession, (*to improve*) professional practices, and (*to explain*) the values and contributions of physical education and sport to society and education.
4. Development of a philosophy of physical education and sport (*to be*) an important task for every professional within the field.
5. Traditional philosophies (*to include*) idealism, realism, pragmatism, naturalism, and existentialism.
6. The breadth and depth of knowledge within the discipline of physical education (*to grow*) as well.
7. The expansion of the discipline of physical education and sport (*to promote*) the growth of specialized areas of study within physical education and (*to lead*) to the development of new employment opportunities.

2.8. *Give the main idea of the text in few words.*

2.9. *Write a plan of the text.*

2.10. *Retell the text using the plan above.*

III. *Translate the following into English.*

Цей підручник про фізичне виховання та спорт. Тут дається визначення фізичного виховання та спорту, опис суміжних дисциплін, вплив різних філософій на програми з фізичного виховання та спорту, задачі фізичного виховання та спорту, роль фізичного виховання та спорту у суспільстві та освіті, розглядається його наріжний камінь – рух. Ця книга дає ґрунтовну інформацію, яка необхідна для розуміння природи та масштабу фізичного виховання та спорту, ролі спорту у світі сьогодні, внесок, який роблять фахівці з фізичного виховання та спорту у життя суспільства. Фізичне

виховання та спорт є професією, яка зростає та розвивається. Це зростання зумовлюється розширенням наукової бази та розвитком прикладних наук. Розширення галузі послуг з фізичного виховання та спорту створило сприятливі можливості для збільшення робочих місць у ній.

V. *Act out the following conversation:*

- I hear you've decided to enter the fifth year, haven't you?
- Exactly. Here I can improve my proficiency in the chosen profession.
- What area are you going to specialize in?
- As for me my option is the nation's health and fitness. Nowadays there are a lot of job opportunities here because more and more people of all ages and abilities are aware of different sport physical activities.
- Right you are! That is why they have a desire for instruction in skills to participate.
- I think this course of study can develop my personal and professional qualities.
- Good luck to you!
- Thanks.

VI. *Retell.*

NATURE AND SCOPE OF PHYSICAL EDUCATION AND SPORT

Physical education can be defined as an educational process that has as its aim the improvement of human performance and enhancement of development through the medium of physical activities selected to realize this outcome. Physical education is concerned with the acquisition of motor skills and the maintenance of fitness for optimal health as well attainment of knowledge and the development of positive attitudes toward physical activity.

The growth of knowledge in physical education has led to specialized areas of study, such as sport psychology, sport pedagogy, exercise physiology, and motor learning. Each practitioner should be knowledgeable about these specialized areas of study as well as appreciate their interrelatedness and their contribution to the discipline.

UNIT II

PHYSICAL EDUCATION AS A DISCIPLINE

I. *Read, translate and learn the key words and phrases of the text:*

- a) discipline = subject, body, scope, effect, study = science, force, application = use, motion = movement, performance, improvement, relationship, drugs, injury, impact = influence, significance, curriculum, evaluation, behavior, disability, enterprise, promotion, personnel = staff, emergence, facet = aspect,

interrelatedness, fatigue, contribution, separateness, response, belief, value, aid, practitioner, consequence, effort, realm, success, technique, prevention, relationship, pain, jogging;

b) to emerge, to define, to be concerned = to deal with, to influence = to affect, to act, to produce, to identify, to limit, to relate, to solve, to describe, to examine, to explain, to apply = to use = to utilize, to facilitate = to promote = to enhance, to broad, to overemphasize, to stress, to be knowledgeable, to be delivered, to need, to adhere, to complain, to glean from, to conduct;

c) applied, primary, tremendous(ly), subsequent(ly), common, musculoskeletal, concurrent, essential, longitudinal, appropriate, particular, narrow, fully, entire;

d) with reference; primary focus; job opportunities; i.e. = id est; to make suggestions; as well as; job opportunities = career opportunities; with a view to (of); motor skills, over span of many years; adapted physical culture; to design a program; problem solving; decision-making; aerobic capacity; applied physiology;

e) throughout, within, despite, albeit, rather.

II. Text I.

DISCIPLINE OF PHYSICAL EDUCATION

Frequently physical education is discussed with reference to its status as an academic discipline. A discipline is an organized, formal body of knowledge. The discipline of physical education has as its primary focus the study of human movement.

Within the past two decades the knowledge in this field has grown tremendously. As the scope of physical education broadened, physical educators became interested in specific areas of study within physical education. Subsequently, subdisciplines or specialized areas of study emerged. One effect of this growth and subsequent specialization is the increase of job opportunities within the physical education and sport field.

It is useful to define the most common subdisciplines and areas of specialization within physical education.

Sport sociology is the study of the role of sport in society. Sport sociologists are concerned with how sport influences and is influenced by institutions (i.e., educational institutions), politics, religion, economics, and the mass media.

Biomechanics is the study of the various forces that act on the human body and the effects that such forces produce. Biomechanics is concerned with the scientific study of movement and areas such as the musculoskeletal system, the application of principles of physics to human motion and sport object motion, and the mechanical analysis of activities. In sport, biomechanics 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 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 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.

The emergence of subdisciplines and specialized areas of study has broadened our knowledge base tremendously. Despite the specialization of these fields of study, their focus is still the study of human movement, albeit of a particular facet. The separateness of these specialized fields of study should not be overemphasized; rather, their interrelatedness and their contribution to the discipline of physical education should be stressed.

2.1. Answer the questions.

1. Does the discipline of physical education focus on the study of human movement? 2. Has the knowledge in the field of physical education and sport

grown or lessened lately? 3. Which subdisciplines or specialized areas of study emerged in the result of the discipline of physical education development? 4. Has it led to the increase of job opportunities within the physical education and sport field?

2.2. Find the English equivalents in the text for the following words and phrases:

фахівець з формування рухових умінь; нездатність; хоча; вплив; результативність; з точки зору; рухові вміння; вірування; протягом багатьох років; першочергове значення; довготерміновий; сприяти; робочі вакансії; кадри; передбачати; реакція/відповідь; з наміром/метою; відповідний; виникати; охоплювати; наука; перебільшувати; навчальна програма; у межах; аеробне споживання; особливий/спеціальний; втома; поведінка; аспект; взаємозалежність; розширювати; оцінка; масштаб; поява; опорно-руховий апарат.

2.3. Read and translate the text with help of dictionary.

2.4. Open the brackets and put the verbs into right tense form.

1. Physical education (*be*) an educational process that (*have*) as its aim the improvement of human performance and enhancement of human development through the medium of physical activities selected to realize this outcome. 2. In this definition, “education” (*be*) broadly defined as representing the ongoing process of learning and total development that (*occur*) throughout our lifespan. 3. Physical education (*include*) 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 development of positive attitudes toward physical activity as a means to improve human performance. 4. It also (*contribute*) to total individual development, and (*enhance*) one’s quality of life. 5. Physical education (*be, 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. 6. Physical education (*be*) concerned with the promotion of active lifestyles for people of all ages and abilities. 7. 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.

2.5. Put questions to the words in italics.

1. Many names have been proposed to replace the term “physical education”.

2. These names include human movement, movement sciences, kinesiology, sport sciences, exercise science and sport science, and physical education and sport. 3. The prestigious American Academy of Physical Education endorsed the term “kinesiology”, the study of human movement, as a descriptor for the discipline. 4.

Strong support has also been offered for the term “exercise and sport science”. 4. Still other professionals are in favor of retaining the term “physical education”. 5. 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. 6. The term “physical education”, often in conjunction with the term sport, is used in the text. 7. Physical education has been defined as a process that enhances the development of individuals through carefully selected physical activities.

2.6. Match the words and notions from the columns.

A	<i>Sport sociology</i>	1	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.
B	<i>Adapted physical education</i>	2	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. It includes the study of the influence of elements such as the environment, drugs, and growth on human physical activity. It is also concerned with prevention of injury as well as therapy and rehabilitation.
C	<i>Sport philosophy</i>	3	is concerned with studying the capacities and limitations of persons with special needs or disabilities and designing appropriate physical education programs for these individuals.
D	<i>Biomechanics</i>	4	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. It 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 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.
E	<i>History</i>	5	is the study of the role of sport in society. It is concerned with how sport influences and is influenced by institutions (i.e., educational institutions), politics, religion, economics, and the mass media.
F	<i>Pedagogy</i>	6	is the applied science studying the impact that exercise and work conditions have on human body. The specialist is concerned with aerobic capacity, fatigue, and the effects of various training programs on participants’

			physiological responses.
G	<i>Exercise physiology</i>	7	is the study of the past with a view to describing and explaining events. The specialist is concerned with analyzing events and explaining their significance in relation to past, concurrent, or future events.
H	<i>Sport psychology</i>	8	is the study of teaching. It 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.
J	<i>Motor learning</i>	9	utilizes various principles, concepts, and facts from the field of psychology to study behavior in sport. It concerns itself with motor learning and performance. The specialist studies psychological factors that affect the learning and performance of motor skills.
K	<i>Sports medicine</i>	10	is the study of the various forces that act on the human body and the effects that such forces produce. It is concerned with the scientific study of movement and areas such as the musculoskeletal system, the application of principles of physics to human motion and sport object motion, and the mechanical analysis of activities. In sport, it may work with athletes to identify specific aspects of their technique that limit performance and make suggestions for improvement.
L	<i>Sport management</i>	11	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.

IV. *Translate the following into English.*

Дуже часто фізичне виховання розглядається як навчальна дисципліна, тобто як організована та сформована сукупність знань. Ця дисципліна, головним чином, зосереджує свою увагу на вивченні рухів людини.

За останнє десятиліття ця галузь знань значно розширилась. Із розширенням сфери застосування фізичного виховання зростає інтерес до спеціалізованих напрямків у ній. Так виникають та розвиваються такі напрями, як спортивна психологія, спортивна медицина, біомеханіка тощо. Одним з наслідків цього процесу є збільшення кількості робочих місць у галузі фізичного виховання та спорту.

UNIT III

HUMAN MOVEMENT PHENOMENA

I. *Read, translate and learn the key words and phrases of the unit:*

- a) depiction, *phenomenon* (-ena), setting, attainment, fulfillment, leisure, endeavor, star, pursuit, focus, enhancement, quality, aim, expression, experience, realm, segment, practitioner, expansion, promotion;
- b) to seek, to label, to be subsumed, to couple, to describe, to propose = to offer, to comprise, to add, to share, to reflect, to involve, to ally, to depend on, to define, to include;
- c) nonschool, multifaceted, unskilled, meaningful, scholarly, typical, atypical, skilled, worthy, creative, specific, overall;
- d) through, while, throughout;
- e) provided by, throughout one's lifespan, leisure-time activities.

II. *Text I.*

HUMAN MOVEMENT PHENOMENA

In 1972 professionals seeking to describe the theoretical structure of physical education as an area of scholarly study proposed the term *human movement phenomena*. Human movement phenomena may be defined as the broad category under which the body of knowledge labeled physical education can best be subsumed. Some other areas that comprise the human movement phenomena include human ecology, physical therapy, recreation, and human engineering. A depiction of the discipline – body of knowledge relationship is shown by the model in Figure 1-1. Many other disciplines could be added to form a multifaceted star. While the areas that comprise the human movement phenomena each have a specific focus, they also share a meaningful relationship with other areas.

The second illustration in Figure 1-1 shows that physical education as part of the human movement phenomena is for all people throughout their lifespan – the typical and atypical, the skilled and unskilled, the young and the old. This belief is reflected today in the expansion of physical education programs to nonschool settings and to all segments of the population.

Health, recreation, and dance are allied fields to physical education and sport. The overall focus of these fields of endeavor is the development of the total individual and the enhancement of each person's quality of life. Attainment of these aims involves health promotion, pursuit of worthy leisure-time activities, and creative expression through dance. These experiences, coupled with the movement activities that comprise the realm of physical education and sport, offer the potential to enhance the lives of people of all ages. Fulfillment of this potential will depend on the quality of leadership provided by practitioners of health, recreation and leisure, dance, physical education, and sport.

2.1. *Answer the questions.*

1. When did the term "*human movement phenomena*" appear? 2. What does it mean? 3. What areas does human movement phenomena comprise? 4. Is physical education for all people throughout their lifespan? 5. What is this belief reflected today in? 6. Which are allied fields to physical education and sport? 7. What is the overall focus of these fields of endeavor? 8. What does attainment of

these goals involve? 9. What kind of potential do these experiences offer? 10. What does fulfillment of this potential depend on?

2.3. *Read and translate the text. Analyze its vocabulary.*

2.4. *Find the English equivalents in the text for:*

нетиповий; протягом усього життя; шукати; явище/феномен; пропонувати (2); зображення; навішувати ярлик/відносити до будь-якої категорії; позашкільні заходи; прагнення/старанність; багатопроектна зірка; розповсюдження; покращувати; здійснення; охоплювати/включати в себе; значний; відображати; близький/суміжний; прагнення/пошук; невмілий; поєднувати/асоціювати; залучати; вартий/цінний; активне дозвілля; галузь академічної науки; загальний; досягнення мети; творче вираження; залежати від; галузь (3).

2.5. *Put the questions to the words and phrases in italics.*

Reaching your potential

1. The number of individuals involved in endurance sports is *rapidly* growing. 2. The characteristics of this group *are changing*. 3. *Some* are interested in international competition. 4. Others *are after personal development, challenge, and variety through sports*. 5. Still others are interested *in peak fitness and health*. 6. They find *that endurance sports offer the benefits of cardiovascular fitness, strength, and flexibility*. 7. Regardless of your goals, you will follow *a plan*. 8. It's just that some people decide what their plan is *5 minutes before they walk out the door for the workout*. 9. *The systematic approach* will help you organize your goals and objectives and guide you in planning program that will help you reach those goals.

III. Translate the following into English.

У тренування своя особлива мова. Як і будь-яка розмовна мова, вона вміщує багато різноманітних «діалектів», кожний з яких має і свої нюанси і тлумачення в інтерпретації найбільш розповсюджених виразів, які використовуються у тренувальному процесі. Не дивно, що ми іноді не розуміємо один одного, коли говоримо про тренування. Наприклад, деякі тренери використовують термін “speed work” для позначення деяких типів тренування на час та інтенсивність, що варіюються, включаючи короткі 8-секундні “speed bursts”, 5-хвилинні інтервали та “race/pace sessions”. Інші вкладають зовсім інше значення у “speed work”, так наприклад, 200-“meter leg-speed drills”. Подібних прикладів велика кількість.

Коли спортсмену доводиться їхати на збори та починати працювати з новим тренером, недостатній обсяг тренувальної лексики стає для нього серйозною проблемою.

TERMINOLOGY FOR PHYSICAL EDUCATION AND SPORT AS A DISCIPLINE

- I. *Read, translate and learn the key words and phrases of the unit:*
- a) contribution, expenditure, objective, improvement, maintenance, diversity, stamina = endurance; resource, emergency, fatigue, vitality, component, flexibility, agility, balance, coordination, power, reaction time, prevention, remediation, disease = illness, ability, adults, wellness, dimension, absence, definition, perspective, emphasis, state, well-being, responsibility, promotion, degree, consideration, ethics, value, spirituality, achievement = attainment, nutrition, adherence, elimination, premise, behavior, effort, alternation;
 - b) to recognize, to distinguish, to define, to possess, to engage in, to perform, to classify, to maintain, to prosper, to grow, to expand, to view, to realize, to emphasize, to lead, to require, to achieve, to adopt, to affect, to interact, to utilize, to reduce, to contribute;
 - c) occupational, structured, repetitive, unforeseen, undue, pertaining, cardiovascular, efficiently = effectively, conductive, competitive, skilled, rapidly, expanded, lay, synonymous, broad, mental, spiritual, healthy, sick, multidimensional, satisfactory, proper, appropriate, adequate, sound, safety, controllable, increased, holistic, virtually, genetic, environmental, incorporate;
 - d) through, however, according to, thus, thereby;
 - e) daily living tasks; conditioning activities; to be physically fit; leisure-time pursuits; at the fullest capacity; health-related-fitness; motor-performance-related fitness; motor-skill performance; body composition; in recent years; segments of population; the Paralympics; the individuals with disabilities; given this perspective; to make decision; to be closely related; must be considered; to become aware; self-responsibility, behavioral intervention; to assume the responsibility; to make choice.

II. *Text I.*

TERMINOLOGY.

PHYSICAL ACTIVITY, EXERCISE, AND PHYSICAL FITNESS

The contribution of physical activity and exercise to physical fitness and the health of the individual is well recognized. It is important to distinguish between the terms physical activity, exercise, and physical fitness.

Physical activity is defined as any bodily movement produced by the skeletal muscles that results in the expenditure of energy. Some examples of physical activities are daily living tasks, occupational tasks, conditioning activities, and sport activities. Exercise is physical activities.

Exercise is physical activity that is planned, structured, and repetitive and has as its objective the improvement or maintenance of physical fitness.

Physical fitness has been defined in many different ways throughout the years and from a diversity of perspectives. Individuals who are physically fit possess the stamina to perform daily tasks, the energy to engage in active, leisure-

time pursuits, the physical resources to meet unforeseen emergencies without undue fatigue, and the vitality to perform at their fullest capacity. Physical fitness is comprised of health-related and motor-performance-related fitness.

2.1. Answer the questions.

1. Is the contribution of physical activity and exercise to physical fitness and the health of the individual well recognized? 2. Is it important to distinguish between the terms physical activity, exercise, and physical fitness? 3. How is physical activity defined as? 4. What does a term exercise mean? 5. What is physical fitness? 6. Is it comprised of health-related and motor-performance-related fitness?

2.2. Find the English equivalents for the words and phrases:

оздоровчий фітнес; бути фізично здоровим; повсякденна побутова діяльність; у повному обсязі; різноманітність/розмаїття; володіти; витрата; задача/мета; професійні обов'язки; кондиційне тренування; розрізняти; внесок; визнавати; фізична діяльність; спортивно-змагальний фітнес; займатися (чим-небудь); життєздатність/енергія; дозвілля; поліпшення; структуризований; підтримувати фізичну форму; витривалість; ресурси/можливості; виконувати; непередбачений випадок; надмірний; втома.

2.3. Open the brackets and put the verbs into right tense form.

The human organism (be designed) to be active. In search of food, primitive people sometimes (have to) fight with other predators or to flee for safety. Even our more recent ancestors (be required) to do vigorous activity as a relatively major part of their normal daily routine. However, automation and technology (free) modern civilization from the exhausting physical labor required of earlier generations. Even though physical exertion (become) less necessary as a part of the normal work of many adults, the need for regular exercise (not, decrease). If anything, it (increase). Lack of regular physical activity (result) in poor physical fitness. Those who (not, be) physically fit often (suffer) from hypokinetic diseases or conditions.

2.4. Put the sentence below into Present Perfect and give its negative and interrogative forms.

Good health is of primary importance to most adults in our society.

2.5. Translate the following into English.

Фізичний фітнес – це можливість тіла функціювати ефективно.

Він складається з оздоровчого та спортивно-змагального фітнесу, що певною мірою вміщують одинадцять різних компонентів, кожний з яких впливає на якість життя. Фізичний фітнес асоціюється з можливістю людини працювати ефективно, насолоджуватися дозвіллям, бути здоровим, протидіяти гіпокінетичним захворюванням, бути готовим до

екстраординарних ситуацій. Він пов'язаний певним чином з психологічним, соціологічним, емоційним та духовним фітнесом, з компонентами здоров'я та загального самопочуття.

2.6. *Listening comprehension.*

When polled about important social values, 99 % of American adults identified “being in good health” as one of their major concerns. The three concerns expressed most often were good health, good family life, and good self-image. The one percent who did not identify good health as an important concern had no opinion on any social issues. Among those polled, none felt that good health was unimportant.

2.6.1. *Listen to the passage and answer the questions.*

1. Which social value did the American adults identify as one of their major concerns? 2. Which were the concerns expressed most often? 3. How many per cents did not identify good health as an important concern? 4. Which social value do you identify as the most significant for you?

2.8.2. *Discuss the text in class.*

2.8.3. *Give a talk on the text.*

III. *Text II.*

TERMINOLOGY.

HEALTH-RELATED AND MOTOR-PERFORMANCE-RELATED FITNESS

Fitness comprises many different components. These components can be classified into two categories: those pertaining to health and those pertaining to motor-skill performance. (See a box below).

COMPONENTS OF FITNESS	
<i>Health-related Fitness Components</i>	<i>Motor-performance-related Fitness Components</i>
Body Composition Cardiovascular Endurance Flexibility Muscular Endurance Muscular Strength	Agility Balance Coordination Power Reaction Time Speed

Health-related fitness is concerned with the development and maintenance of the fitness components that can enhance health through prevention and redemption of disease and illness.

Health-related fitness enhances one’s ability to function efficiently and maintain a healthy lifestyle. Thus, health-related fitness is important for all individuals throughout life.

Motor-performance-related fitness is concerned with the development and maintenance of those fitness components that are conducive to performance of physical activities such as sport.

3.1. *Listen to the text and answer the questions.*

1. How can the fitness components be classified? 2. What is health-related fitness concerned with? 3. What does health-related fitness enhance? 4. What is the motor-performance-related fitness concerned with?

3.2. *Find the English equivalents for the following:*

реакція; можливість функціонувати ефективно; гнучкість; будова тіла; належати до якої-небудь категорії; серцево-судинна витривалість; сприятливий; спритність; координація; рівновага; потужність/сила; компонент; профілактика.

3.3. *Open the brackets and put the verbs into right tense form.*

Hypokinetic Diseases or Conditions

1. *Hypo* (mean) “under” or “too little”, and *kinetic* (mean) movement or activity. 2. Thus, hypokinetic (mean) “too little activity.” 3. A hypokinetic disease or condition (be) associated with lack of physical activity or too little regular exercise. 4. Examples of such conditions (include) heart disease, low back pain, adult-onset diabetes, and obesity.

3.4. *Put all types of questions to the sentence below.*

Participation in sports can contribute to good health-related physical fitness.

IV. *Text IV.*

HEALTH AND WELLNESS

Health comprises several dimensions: physical health, mental health, social health, spiritual health, and emotional health. Traditionally, the public has viewed good health as the absence of disease. Given this perspective, if an individual was not sick, he or she was, by definition, healthy.

Today, however, this perspective is different; the emphasis is on wellness. It is realized that not being ill is only one aspect of being healthy. Wellness is a state of optimal well-being. Wellness emphasizes each individual's responsibility for making decisions that will lead not only to the prevention of disease but to be promotion of a high level of health. Wellness is multidimensional. Achieving a high degree of wellness requires developing and maintaining a satisfactory level of fitness, expressing emotions effectively, maintaining good relationships with others, maintaining one's mental health, and consideration of ethics, values, and spirituality.

According to wellness philosophy, the achievement of a healthy lifestyle is the responsibility of the individual. Attainment of a healthy lifestyle is achieved

through proper nutrition, regular and appropriate exercise, adequate rest and relaxation, effective stress management, adherence to sound safety practices, and elimination of controllable risk factors as smoking or drug use. Those individuals who adopt a healthy lifestyle may experience an optimal state of well-being, while those who choose to practice an unhealthy lifestyle may be at an increased risk for disease, such as coronary heart disease.

Holistic health is closely related to wellness. Holistic health is based on the premise that an individual's health is affected by virtually all aspects of an individual's life. Physical, psychological, emotional, spiritual, environmental, genetic, and social factors all interact to influence an individual's state of health. Thus, all of these factors must be considered when helping an individual achieve a state of optimal health.

Health promotion programs have grown within the past decade. These programs focus on helping individuals make changes in behaviors and alterations in their lifestyle that will encourage and support an optimal state of health. For example, a health promotion program may assist an individual to become aware of the health risks associated with leading an inactive lifestyle. Then education and behavioral interventions are utilized to assist the individual to incorporate physical activity into his or her lifestyle, thereby reducing the individual's risk of disease and contributing to a more favorable health status. Self-responsibility is central to any health promotion efforts; individuals must assume the responsibility for making choices that contribute to the attainment and maintenance of health.

4.1. *Read the text and do its translation in writing.*

4.2. *Find the English equivalents in the text for the following words and phrases:*

духовний; бути вразливим до; виміри/параметри; відповідний; відсутність; здоровий; етика; генетичний; усвідомлювати; почуття відповідальності; взаємодіяти; сприятливий; поведінкові інтервенції; взяти на себе відповідальність; впроваджувати; досягати стану оптимального здоров'я; багатомірний; цінності; прихильність до; цілісний; фактично; правильний/вірний; ступінь; надавати особливого значення/підкреслювати; за визначенням; у тісному взаємозв'язку; вести здоровий спосіб життя; оптимальний стан; відмова від чинників ризику; що контролюються; однак; докільля; задовільний; харчування; передумова/поняття; зміни; заохочувати; зусилля з пропаганди здоров'я; використовувати; поведінка; пасивний спосіб життя; відповідно до; ефективно долати стрес; таким чином; останнє десятиліття; сприяти.

4.3. *Put 15 questions to the text (general, alternative, disjunctive and special).*

4.4. *Open the brackets and put the verbs into proper tense form.*

In recent years many people (*discover*) that active living (*contribute*) significantly to good health and wellness. Regular physical activity (*be*), however,

only one of many different life-style patterns that (*can, enhance*) health and quality of life. Recent scientific evidence (*suggest*) that a healthy life-style, more than any other single factor, (*be*) responsible for optimal wellness. The implication (*be*) that each of us (*can, learn*) to alter our life-styles to foster lifetime fitness and wellness.

4.5. Complete each sentence with a word from the box.

freedom, important, optimal, well-being, heredity

1. Health is optimal ... that contributes to quality of life.
2. It is more than freedom from disease and illness, though ... from disease is ... to good health.
3. ... health includes high-level mental, social, emotional, spiritual, and physical fitness within the limits of one's ... and personal disabilities.

UNIT V

PHYSICAL EDUCATION AND PHILOSOPHY

I. Read, translate and learn the key words and phrases of the unit:

- a) aim = objective, medium = means = way, acquisition, growth, enhancement, attitude, outcome = result = consequence = issue, maintenance, interrelatedness, endeavor = effort, metaphysics, epistemology, axiology, ethics, aesthetics, logic, professional = practitioner, shift, contribution, adult, source, realm, value, improvement, accomplishment, behavior, humanity, approach, employee, drug;
- b) to be knowledgeable about = to be aware of, to appreciate, to attain, to aid = to help, to seek, to guide, to influence, to confront, to define, to determine, to need, to utilize, to enable, to provide, to require;
- c) critical, humanistic, major = main, selected, critical, acceptable, own, essential, careful, sound, knowledgeable, illegal, injured, relevant;
- d) within, as a whole, toward, as well as, whether, between, through;
- e) to assist in resolving problems; improvement of human performance; a logical means of determining; especially true; to make society aware; worthwhile services; motor skills; segments of population.

II. Text I.

PHYSICAL EDUCATION AND PHILOSOPHY

Physical education can be defined as an educational process that has as its main aim the improvement of human performance and enhancement of development through the medium of physical activities selected to realize this outcome. Physical education is concerned with the acquisition of motor skills and the maintenance of fitness for optimal health as well as attainment of knowledge and the development of positive attitudes toward physical activity.

The growth of knowledge in physical education has led to specialized areas of study, such as sport psychology, sport pedagogy, sport sociology, exercise physiology, and motor learning. Each practitioner should be knowledgeable about these specialized areas of study as well as appreciate their interrelatedness and their contribution to the discipline as a whole.

Philosophy is critical to our endeavors. The major components of philosophy include metaphysics, epistemology, axiology, ethics, aesthetics, and logic. Philosophy can aid practitioners by guiding their efforts and assisting them in resolving problems that may confront them. Philosophies such as idealism, realism, pragmatism, and existentialism have influenced the nature and practice of education and physical education and sports programs. Within the last 25 years a shift from the traditional philosophy of education and physical education and sport to a more modern, humanistic philosophy has been seen.

Each professional should develop his or her own philosophy. One's philosophy influences the objectives or outcomes sought from one's programs and the methods by which these objectives are attained.

2.1. *Read the text "Physical Education and Philosophy" and answer the questions.*

1. How can physical education be defined? 2. What is physical education concerned with? 3. Where has the growth of knowledge in physical education led to? 4. What should each practitioner be knowledgeable about? 5. Which are the main components of philosophy? 6. How can philosophy aid practitioners? 7. How has the traditional philosophy of physical education and sport been changed within the last 25 years? 8. What does each professional develop? 9. Does one's philosophy influence the objectives and methods of the programs?

2.2. *Find the English equivalents for:*

тракувати; удосконалення людської діяльності; посилення/покращення; результат/висновок; бути обізнаним; спрямовувати зусилля; позитивне ставлення; фахівець; гідно оцінювати; за допомогою; набуття рухових якостей; підтримка фітнесу, оптимального здоров'я; взаимозв'язок; допомагати у розв'язанні проблем; за останні 25 років; гуманістична філософія; спостерігається рух від ... до; набуття знань; досягати; в цілому.

2.3. *Read, translate and analyze the information below. Answer the questions you'll meet in the text in writing.*

PHILOSOPHY AND PHYSICAL EDUCATION AND SPORT – WHY HAVE A PHILOSOPHY?

In today's changing society a sound philosophy of life and physical education and sport is necessary for the professional to be effective. Physical educators must themselves the following important questions:

- *What has value in today's society?*
- *What is relevant to the needs of today's youths and adults?*

Physical educators also may find a philosophy helpful in addressing more specific questions confronting them.

For example:

- *Should youth sport programs mandate equal playing time for all participants?*
- *Should intercollegiate athletes be required to maintain a certain grade-point average to participate?*
- *Should athletic trainers be required to report illegal drug use by an athlete?*
- *Should the coach, athletic trainer, or athlete make the final determination if an injured athlete can play?*
- *Should employees be required to participate in a corporate fitness program?*
- *Should individuals who have tested HIV (human immunodeficiency virus) positive be allowed to participate in physical education classes and on athletic teams?*
- *Should the media scrutinize the private lives of professional athletes?*
- *Should physical educators be role models and "practice what they preach?"*

A philosophy of physical education and sport can help physical educators resolve these and other questions and concerns confronting them. A philosophy of physical education and sport serves several functions:

- articulates the worth of physical education and sport;
- results in the improvement of professional practices;
- is essential to professional education;
- guides the professional;
- provides direction for the profession and individual programs;
- makes society aware that physical education and sport contributes to its values;
- aids in bringing members of the profession closer together;
- explains the relationship between physical education and sport and general education;
- is essential for all physical educators.

2.4. *Open the brackets and put the verbs into proper tense form.*

A philosophy of physical education and sport articulates the worth of physical education and sport.

1. Philosophy (be) a process through which people (search) for truths, reality, and values. 2. Through philosophy, physical educators (be) able to study

the meaning, nature, importance, and source of values in physical education. 3. Philosophy (guide) the physical educator in determining the aims, objectives, and content of physical education and sport programs and (provide) a logical means of determining whether or not physical education and sport (be) providing worthwhile services in the formal and informal continuing education of human beings.

1.5. *Insert the articles where it is necessary.*

A philosophy of physical education and sport results in the improvement of professional practices.

If professional practices are based on ... intuition or emotional whim and fancy, they are usually not sound; however, if they are based on ... well-defined philosophy, they are more likely to be correct. This is especially true if ... physical educators develop their philosophies in ... rational, logical, and systematic manner and if they represent ... best interest of ... human beings.

1.6. *Complete the sentences with the words from a box.*

motivated, the public, encourage, physical educators, profession, essential

1. A philosophy of physical education and sport is ... to professional education. 2. Persons who claim to be ... should carefully develop their philosophies. 3. Doing so will help them to have a common basis for thinking about their 4. It will also assist them to properly articulate the meaning and worth of their field of endeavor to ... at large, ... them to become ...to achieve greater professional accomplishments, and enable them to better evaluate physical education and sport programs and practices.

2.7. *Complete each sentence with the most appropriate word.*

1. A philosophy of physical education and sport ... the professional (guides; governs). 2. To function as an intelligent being, a philosophy of life is needed to guide ... (one's thoughts; one's one's actions). 3. Knowledge about what is acceptable is needed before any program ... (can be performed; can be created). 4. ... will help the professional to decide what outcomes should be attained by the program's participants and the manner in which they will be realized. (A psychology; A philosophy).

III. *Study the following table and answer the questions from the last column.*

BRANCHES OF PHILOSOPHY			
<i>Branch</i>	<i>Focus</i>	<i>General Questions</i>	<i>Questions to Physical Education and Sport</i>

Metaphysics	Nature of reality	What is the meaning of existence? What is real?	What experiences in a physical education program will better enable the individual to meet the challenges of the real world?
Epistemology	Nature of knowledge and methods	What is true?	What is validity of the knowledge pertaining to physical activity and its influence on the development of the individual?
Logic	Systematic and orderly reasoning	What is the method of reasoning that will lead to the truth?	What process should a researcher use to determine the value of physical education to program participants?
Axiology	Aims and values of society	How do we determine what has value, and on what criteria is this judgment based?	What is the value of physical education programs to the individual?
Ethics	Issues of conduct, right and wrong	What is the highest standard of behavior each person should strive to attain?	How can sport be utilized to develop ethics?
Aesthetics	Nature of beauty and art	What is beauty?	Why are skilled performer's movements beautiful to view?

V. *Translate the following into English.*

Філософія фізичного виховання та спорту дуже важлива для всіх фахівців у галузі фізичного виховання та спорту. Традиційно значення філософії акцентується під час створення спортивних програм для навчальних закладів, однак очевидно, що вона необхідна і для програм з фізичного виховання поза школою. Філософія фізичного виховання та спорту також повинна бути прийнятною (applicable) для цих програм.

UNIT VI

OBJECTIVES FOR PHYSICAL EDUCATION AND SPORT

I. *Read, translate and learn the key words and phrases of the unit:*

a) objective, goal, leadership, offering, priority, characteristic, extent, evaluation, conduct, statement, purpose, intent, accomplishment, direction, outcome, fashion, nature, behaviour, a means, achievement, needs, routine, technique, appreciation, necessity, reason, involvement, outcome, issue;

- b) to interpret, to broad = to expand, to measure, to evaluate = to assess, to attain, to provide, to improve = to enhance, to reflect, to achieve, to optimise, to state, to conduct, to enrol in, to involve in, to lead to, to need, to follow, to arise;
- c) desired, carefully, cognitive, equally, numerous, general, primary, specific, short-term, long-term, cumulatively, precise, well-constructed, measurable, designed, proper, affective, unsupervised, vigorous, identified, relevant, meaningful, qualified, cognitive;
- d) to make decisions; field of endeavour; motor skill; to broad scope; nonschool settings; conceptual approach; to gain attention; human performance; clearly defined; relevant, tennis forehand, scoring system, to provide a guide;
- e) relative to, regardless, whether.

II. *Text I.*

OBJECTIVES FOR PHYSICAL EDUCATION AND SPORT

Objectives are goals or desired outcomes that can be realized from participation in carefully planned physical education and sport programs under qualified leadership. Objectives can assist the physical educator to better understand the goals toward which participants in the program are striving, to understand better the worth of the field, to make decisions, and to better interpret this field of endeavor to the public. The four traditional objectives of physical education and sport are the physical fitness development objective, the motor skill development objective, the cognitive development objective, and the affective development objective.

Traditionally, objectives have been defined for schools and the school-aged population. Since physical education has broadened its scope to include people of all ages and expanded its offerings to nonschool settings, its objectives must be defined relative to the population served and the nature of the program. The priority of our objectives and the characteristics of a physically educated student have been discussed. The use of the conceptual approach to physical education has also gained attention in recent years. While it is important to have objectives, it is equally as important to measure and evaluate the extent to which they have been attained. Numerous tests to measure the various physical education and sport objectives have been developed. Evaluation of the test results provides information that can be used to improve the conduct of the program.

2.1. Listen to the text "Objectives for Physical Education and Sport" and answer the questions.

1. What are the objectives? 2. How can objectives assist the physical educator?
3. Which are the four traditional objectives of physical education and sport? 4. What have objectives been traditionally defined for? 5. To which extent are they

expanded now? 6. The use of what has also gained attention in recent years? 7. What is equally important there? 8. What does evaluation of test results provide?

2.2. *Read and translate the text. Look for the sentences with a verb in Perfect Tense, copy them out, analyze and translate them in writing.*

2.3. *Find the English equivalents for the following:*

оцінка результатів тестів; пізнавальний; пропозиція/внесок; характерні риси; масштаб/галузь/межі; оцінювати; тлумачити/інтерпретувати; сумлінно; кваліфіковане керівництво; розширювати; задачі емоційного розвитку; позашкільні заклади; задачі повинні формуватися з урахуванням інтересів населення, яке обслуговується; поліпшувати; численний; приділяти увагу; концептуальний підхід; досягати; ступінь/тривалість; проведення програми; область спрямування зусиль; вимірювати.

2.4. *Find in the text sentences with the verb in Passive Voice. Copy them out and analyze.*

2.5. *Translate each of the sentences and put into negative and interrogative form.*

1. Physical fitness has long been recognized as one of the primary objectives of physical education and sport.

2. Historically, this objective may have been described in terms of the development of organic vigor or physical development.

3. Today the development and promotion of health-related fitness in a diversity of populations is an important outcome of many programs in our field.

4. Health-related fitness encompasses the development of cardiorespiratory efficiency, flexibility, muscular strength and endurance, and appropriate body composition.

5. The evidence supporting the contribution of health-related fitness to the health and quality of life of individuals continues to mount.

6. Individuals who are physically fit benefit from improved cardiorespiratory function, extended range of motion, which contributes to efficiency in movement, and increased muscular strength and endurance, which aids in moving effectively.

7. A progressive, systematic approach to the development of physical fitness should be utilized.

2.6. *Translate the following into English.*

Розвиток рухових вмінь спрямований на допомогу індивідуумам навчитися рухатися ефективно, щоб виконати задачі, які були поставлені перед ними, і за можливості, з найменшою витратою енергії. Розвиток рухових вмінь продовжується все життя. Програми повинні відповідати інтересам та потребам людей різного віку, від дошкільного до похилого. Варто враховувати можливі обмеження у набутті рухових умінь людьми з обмеженими фізичними можливостями.

III. Text II.

WHAT DO WE MEAN BY THE TERMS “GOALS” AND “OBJECTIVES”?

Goals are statements of purposes, intents, and aims that reflect desired accomplishments. Goals are expressed as general statements and are very broad in their direction. They state long-term outcomes to be achieved by participants in the program. Some of our primary goals today are to optimize individual's quality of life, and to enhance human performance. Goals provide direction and a focus for our efforts.

Objectives are statements of desired outcomes and are typically expressed in a more specific fashion than goals. They are short-term statements of specific outcomes that build cumulatively to a goal. They are precise in nature, setting forth the outcomes to be achieved by the individual. Well-constructed objectives define the behavior that the participant will demonstrate when the desired outcome is achieved. When objectives are stated in terms that are measurable, they provide a means to assess the participant's progress toward achievement of the goal.

- 3.1. Listen to the text. Give its main idea in 5 sentences.
- 3.2. Put all type of the questions to the text. (15)
- 3.3. Put the sentence below into Past and Future Indefinite A.V. (both negative and interrogative).

The objectives of physical education and sport contribute to the growth of healthy individuals.

- 3.4. Match the words using a sample.

Sample: **1-Н**

1	Формулювання/твердження	A	primary
2	Проблема/питання	B	general
3	Залучення/участь	C	accomplishment
4	Намір	D	specific fashion
5	Відобразити	E	meaningful
6	Короткотерміновий	F	outcome
7	Поліпшувати	G	human performance
8	Першочерговий	H	statement
9	Точно сформульована мета	J	to enhance
10	Завершення/досягнення	K	to provide
11	Загальний характер	L	to reflect
12	Оптимізувати	M	involvement
13	Людська діяльність	N	short-term
14	Забезпечувати	O	issue

15	Результат/вихід	P	to optimize
16	Значний/осмислений	Q	intent

3.5. *Listening comprehension.*

EXAMPLES OF PHYSICAL EDUCATION AND SPORT OBJECTIVES

Regardless of the setting in which they are conducted, all physical education and sport programs should have objectives that are clearly defined and relevant to the needs and interests of the participants.

Physical Fitness Development Objective

- The participant will complete a 20-minute aerobic dance routine designed to improve cardiovascular fitness.

Motor Skill Development Objective

- The participant will demonstrate the proper technique in executing the tennis forehand.

Cognitive development Objective

- The participant will be able to explain the scoring system used in golf.

Affective Development Objective

- The participant will demonstrate an appreciation for the contribution of exercise to his or her life by participating in an unsupervised program of vigorous physical activity three times a week.

3.5.1. *Listen to the text and answer the questions.*

- 1) Can you identify the program associated with these objectives?
- 2) Are these objectives for students in a secondary school physical education program, employees in a corporate fitness program, clients enrolled in a commercial fitness club, or adults involved in a community fitness and recreation program?

VI. *Retell the oral topic.*

OBJECTIVES FOR PHYSICAL EDUCATION AND SPORT

Objectives are goals that can be realized from participation in carefully planned physical education and sport programs under qualified leadership. Objectives can assist the physical educator to better understand the goals toward which participants in the program are striving, to understand better the worth of the field, to make decisions, and to better interpret this field of endeavor to the public.

Traditionally, objectives have been defined for schools and the school-aged population. Now they must consider participation in exercise programs of people of all ages and segments of society.

While it is important to have objectives, it is equally as important to measure and evaluate the extent to which they have been attained. Numerous tests to measure the various physical education and sport objectives have been developed. Evaluation of the test results provides information that can be used to improve the conduct of the program.

UNIT VII

SPORT AND SOCIETY

I. Read, translate and learn the key words and phrases of the unit:

- a) society, trend, existence, domain, implication, impetus, emphasis, series, basic, curriculum, percentage, frequency, duration, keystone, taxonomy;
- b) to influence, to describe, to take place, to conduct = to hold, to receive, to decry, to identify, to call for, to disagree, to eliminate, to emphasize, to appear, to participate, to sustain to engage in, to be up; to support;
- c) contemporary, meaningful, self-directed, societal, cognitive, affective, lifelong, psychomotor, considerable, own, tremendous, integral, vigorous, sufficient, adequate, appropriate;
- d) in many ways; to make a strong case; health promotion; disease prevention; individual responsibility; on a regular basis; to offer strong support;
- e) as well, thus, within, however, regardless.

II. Text I.

ROLE OF PHYSICAL EDUCATION AND SPORT IN SOCIETY AND EDUCATION

The education of a society's citizens is influenced by contemporary societal needs and trends. Today one of the primary purposes of education is to prepare individuals for a meaningful, self-directed existence. The education of the individual can be described as taking place through three learning domains: the cognitive domain, the affective domain, and the psychomotor domain. Carefully planned programs of physical education conducted by qualified professionals can contribute in many ways to learning in each of these domains. Three societal trends that hold considerable implications for the conduct and status of physical education and sport in our society are the educational reform movement, the wellness movement, and the fitness movement.

The educational reform movement received its impetus from a series of reports decrying the status of education in America's schools and identifying specific areas for reform. These reports called for a greater emphasis on the "new basics" of English, science, social studies, math, and computer science. Lifelong learning was stressed as well. These reports disagreed on the status of physical education as an educational basic. Thus it is up to physical educators to make a

strong case for physical education as a basic, before physical education is eliminated from the educational curriculum.

The wellness and fitness movements also hold several implications for physical education and sport. The wellness movement emphasized health promotion and disease prevention through lifestyle modification and individual responsibility for one's own health. Physical activity and exercise are integral parts of a health lifestyle. Within the past decade tremendous interest has been shown in physical activity and exercise. However, it appears that only a small percentage of the population participates in vigorous physical activity of sufficient frequency, intensity, and duration to sustain an adequate level of health-related fitness. Professionals need to increase the number of individuals within all segments of the population who engage in appropriate physical activity on a regular basis.

The wellness and fitness movements offer strong support for the development of nonschool physical education and sport programs. The emphasis on lifelong learning by educational reform leaders supports the need for physical education and sport programs for individuals of all ages.

Regardless of the setting and the population served, movement is the keystone of physical education and sport.

1.1. Listen to the text "Role of Physical Education and Sport in Society and Education" and answer the questions.

1. Is education of a society's citizens influenced by contemporary societal needs and trends? 2. What are the primary purposes of education today? 3. What learning domains can the education of individual be described as taking place through? 4. What societal trends influence the conduct and status of physical education and sport? 5. Is physical education a basic on the US educational curriculum now? 6. Why must physical educators make a strong case for their discipline? 7. Do wellness and fitness movements emphasize health promotion and disease prevention? 8. What do professionals need to increase? 9. Who offers strong support for the development of physical education and sport programs?

1.2. Find the English equivalents for the following:

не дивлячись на; брати участь; також; наріжний камінь/основний принцип; підтримувати; на все життя; акцент/особлива увага; тенденція; сучасний; описувати; галузь пізнання; емоційна сфера; існування; цілеспрямований; імпульс; вимагати/передбачати; усвідомлений; отримувати; психомоторна область; бути не згодним; невід'ємна частина; відповідний; відсоток; це справа фахівців з фізичного виховання; довести свою правоту; знищити; велетенський; на регулярному підґрунті; енергійний/інтенсивний; достатній; особиста відповідальність; низка/цикл/серія; тривалість; частота; відповідний; профілактика захворювань; пропаганда здоров'я; підтримувати; сумлінно; обезцінювати/зменшувати; класифікація.

1.3. Open the brackets and put each verb into proper tense form.

1. Educational objectives (be) often classified into three domains or areas of behavior: cognitive (thinking), affective (feeling), and psychomotor (doing). 2. The affective domain (include) the promotion of values and social and emotional development. 3. The psychomotor domain (involve) the development of motor skills and physical fitness. 4. It (be) important that educators (consider) all three domains when planning learning experiences to meet individuals' needs. 5. Separation of behaviors into domains (facilitate) the development of objectives. 6. However, we (must, remember) that these domains (be) interrelated, and as educators we (be) really dealing with the needs of the whole person. 7. Thus, individuals' levels of development in each domain (must, be) taken into account in the design and implementation of learning activities.

1.4. Put questions to the words /phrases in italics.

1. The cognitive domain is concerned with the acquisition of knowledge and the development of intellectual skills. 2. The objectives here reflect *an increase* in complexity at each level of development. . 3. Learning basic facts is *the initial objective* . 4. *And from this* grows understanding and application of concepts, critical analysis, synthesis, and evaluation.

1.5. Make each of the sentences negative.

1. Many factors influence individuals' learning, including their feelings about themselves, the learning experience, and the subject. 2. The taxonomy for affective domain reflects the development of values, appreciations, attitudes, and character. 3. As individuals demonstrate the characteristics of the levels within this domain, they move from a concern about themselves to a value structure that embraces concern for others. 4. At the highest level, their internalized values directly influence their choices and actions.

1.6. Try to use each of the sentences in Past Tense.

The taxonomy of objectives in the psychomotor domain shows a progression of development that provides the foundation for programs of physical activities. The lower order objectives reflect the acquisition of basic movements and perceptual abilities. The higher order objectives emphasize the development of fitness and highly skilled movements as well as increased creativity in the use of movements.

1.7. Fill in with articles where it is necessary.

1. People today are taking ... more active role in protecting and enhancing their health than ever before. 2. We have become increasingly ... health-conscious. 3. There is ... growing realization that our health and our quality of ... life are significantly influenced by the manner in which we live our lives. 4. Many of ... lifestyle choices we make (e.g., whether to smoke tobacco or to exercise on ... regular basis) influence our potential for health, function, and well-being both on a day-to-day basis and across our lifespan. 5. This realization is accompanied by ... greater understanding of the important role of personal responsibility, that is,

informed and responsible behavior, in achieving good health, both on ... personal and national level. 6. Within ... two last decades we have seen a change in our orientation to health care. 7. Instead of health care on ... treatment of disease, there has been ... shift to ... emphasis on health promotion and disease prevention.

III. Have a dictation.

A concerted effort by professionals must be made to reach all segments of the adult population and to provide them with the necessary skills, knowledge, and attitudes to develop and maintain adequate levels of health-related fitness. Interest in fitness has led to the development of a wide range of job opportunities. There has probably never been a time in society with greater opportunities in sport and recreation than there are now. The growth of interest in fitness and exercise has opened up jobs in community physical education and sport programs, corporate fitness centers, health clubs, and the sporting goods industry, to name just a few.

IV. Listening comprehension.

FITNESS MOVEMENT IN THE US

Enthusiasm for exercise and fitness is at an unprecedented level in the US today, with millions of people spending countless hours and billions of dollars on exercise and sport. Men and women of all ages are participating in fitness and sport activities to an extent not witnessed before in this country. The fitness movement, initially perceived by some as a fad or a short-lived phenomena, has grown for over two decades, becoming perhaps a historically significant trend. It appears that exercise and fitness for many adults has become ingrained in American life.

V. Translate the following into English.

ВНЕСОК ФІЗИЧНОЇ АКТИВНОСТІ У ЗАГАЛЬНЕ ЗДОРОВ'Я (WELLNESS)

Заняття різними видами фізичної діяльності:

- * сприяє змінам у структурі головного мозку та функцій у дітей та підлітків. Сенсорна стимуляція за допомогою фізичних вправ особливо важлива для оптимального росту та розвитку молоді нервової системи;
- * є важливим регулятором ожиріння, так як збільшується витрата енергії, пригнічується апетит, посилюється метаболізм, підвищується відсоток м'язової маси;
- * покращує роботу серця, якщо судити за збільшенням систолічного об'єму серця (stroke volume), хвилинного об'єму серця (cardiac output blood volume) і загального гемоглобіну;
- * є основною рушійною силою для соціалізації особистостей у дитячому та підлітковому віці.

VI. Retell the oral topic.

ROLE OF PHYSICAL EDUCATION AND SPORT IN SOCIETY AND EDUCATION

The education of individuals is influenced by contemporary needs and trends of the society. One of the primary tasks of education is a meaningful, self-directed existence. The education is placed in three domains: cognitive, affective, and psychomotor. Carefully planned programs of physical education can contribute in many ways to learning in each of these domains. There are three considerable societal trends: the educational reform movement, the wellness movement, and the fitness movement. The educational reform movement leaders want to see physical education as a basic discipline in educational system. Wellness and fitness movements emphasized health promotion and disease prevention through lifestyle modification and individual responsibility for health.

UNIT VIII

MOVING IS LIVING

I. Listen, read, translate and learn the key words and phrases of the unit:

- a) concept, key, keystone, performance, ability, variety, awareness, approach, responsibility, dimension, bending, stretching, exertion, foundation, lever, contraction, force, gravity, effect, flexibility, endurance, advantage, skill, fear, anxiety, self-concept, desire, impact, impulse;
- b) to represent, to strive, to enhance, to affect, to explore, to differ, to strive to, to obtain, to allow, to receive, to utilize, to involve, to attain, to provide, to produce, to govern, to reduce, to generate, to impede, to leave, to compete, to perform, to base;
- c) fundamental = basic = essential, spatial, locomotor, nonlocomotor, manipulative, complex, creative, poor, deterring, general;
- d) since, with respect, throughout, in terms, as well as, thus, among, furthermore;
- e) the key concern; human being; to construct meaningful movement experiences; body awareness; spatial awareness; to obtain stated objectives; to attain proficiency; fundamental motor skills; problem-solving situation; skeletal levers; muscular contraction for force; small in stature; in positive or negative way; effective performance; desire for social mobility; to leave one's impact; motor performance.

II. Text I.

MOVEMENT: THE KEYSTONE OF PHYSICAL EDUCATION AND SPORT

Movement is the keystone of physical education and sport. Human movement may be affected by a variety of factors, including biomechanical, physiological, psychological, and sociological factors. Understanding of the basic concepts of movement – body awareness, spatial awareness, qualities of movement, and relationships – is essential for physical educators and their students. Physical educators must also be concerned about individuals'

development skills (locomotor, nonlocomotor, and manipulative skills), for they form the foundation for participation in a variety of activities throughout life.

Movement education, a system based on the theories of Laban, is an important part of physical education. Movement education explores the science of movement and helps people of all ages move more effectively. Movement education differs from the traditional approach to physical education in terms of the roles and responsibilities of the teacher and the students as well as the conduct of the program.

1.1. Listen to the text and answer the questions.

1. What is movement? 2. How may human movement be affected by? 3. What is essential for physical educators and their students? 4. Why must physical educators also be concerned about individual's development skills? 5. What part of physical education is movement education? 6. What does movement education explore? 7. How does movement education differ from the traditional approach to physical education?

1.2. Find the English equivalents for:

важливий момент/наріжний камінь; відрізняється; з точки зору; локомоторні вміння; впливати; низка/велика кількість; головна концепція; маніпулятивні вміння; пізнання/усвідомлення; важливий; протягом; дослідити; просторова орієнтація; який ґрунтується на; рухатися ефективно; традиційний підхід; координація тіла.

1.3. Open the brackets and put a verb into proper tense form.

WALK

1. A walk (be) a series of balance and loss of balance motions or a series of weight transfers from one foot to the other as the individual (move) through space. 2. One foot (move) forward ahead of and slightly to the side of the other foot, with the heel of the forward foot touching the ground or landing before the toe of the opposite foot (push) off. 3. The person (push) or (exert) force against the ground or the floor in order to initiate each step. 4. The resistance of the floor or ground (provide) the force necessary to move the body forward. 5. This action (be) best explain by Newton's third law of motion – for every action there (be) an equal and opposite reaction.

1.4. Insert articles where it is necessary.

1. Running is ... exaggerated form of walking and results as ... performer attempts to increase speed. 2. ... major difference between walking and running is that in running, ... body is moving in space for ... long period of time with no support from either foot and at no time are both feet in contact with the ground. 3. In walking, there is no ... period of moving in space because one foot is in ... contact with ... ground at all times. 4. To increase speed, ... runner exerts greater force in ... extensor muscles of ... driving leg and foot against ... resistive surface, and ... leg swings forward and starts back as ... ball of ... foot is placed back on ... ground. 5. ... body is then pushed into ... air toward ... next step. 6. In landing

, ... foot strikes ... ground under ... center of gravity. 7. Absorption of force by bending ... knee is essential to successful landing and is used to build momentum as ... leg extends for ... next step.

1.5. Put questions to the words and phrases in italic.

1. Fundamental movement *describes* changes in body position sufficiently distinct to permit classification. 2. The execution of *the movements* is seldom goal-directed or focused on a particular purpose. 3. Instead, they are the basis *for the development of the goal-oriented movement found in specialized skills*. 4. Emphasis is placed on *the gestalt (целостное восприятие объекта) of the movement or the tracing of the action in space*. 5. Timing, reaction to the others, and other fine motor points are *not important* at this stage.

1.6. Translate the following into English.

1. Рух є підґрунтям фізичного виховання. 2. Фахівці з фізичного виховання та спорту повинні обов'язково вивчити теоретичне підґрунтя, щоб правильно навчати своїх вихованців ефективно виконувати той чи інший рух. 3. Слід надавати можливість дітям випробовувати весь спектр рухів, щоб навчитися розуміти та усвідомлювати своє тіло.

III. Text II.

MOVEMENT CONCEPTS

Movement represents the key concern of physical educators. Movement is the central focus of this field of endeavor. Physical educators strive to help human beings to move efficiently, to increase the quality of their performance, to enhance their ability to learn, and to promote their health. Movement may be affected by biomechanical, physiological, sociological, and psychological factors. Since movement represents the keystone of physical education and sport, it is important that professionals in this field understand some of its dimensions.

Understanding of movement concepts such as body awareness (What can the body do?), spatial awareness (Where does the body move?), qualities of movements (How does the body move?), and relationships (With whom or what does the body move?) helps physical educators construct meaningful movement experiences to obtain their stated objectives. Such experiences allow their students to understand the capabilities of the body with respect to movement. It is also important that children receive instruction in fundamental motor skills. Fundamental motor skills include locomotor skills such as running and jumping, nonlocomotor skills such as bending and stretching, and manipulative skills such as throwing and kicking. These fundamental skills serve as a foundation for the development of more complex and specialized skills that are utilized in sports and other physical education activities, work, and life situations in which human beings are involved in movement.

One approach that may be used to help individuals develop an understanding of movement concepts and attain proficiency in fundamental motor skills is movement education. Movement education provides persons with a variety of

problem-solving situations carefully designed to help them to explore the body's movement abilities and to develop movement skills.

2.1. *Listen to the text "Movement Concepts". Give its main idea in a few words.*

2.2. *Read and translate the text in writing. Put all types of questions. (15).*

2.3. *Find the English equivalents for the following:*

найважливіший предмет; знаходитися у центрі уваги; докласти зусилля/намагатися допомогти; функціональні можливості; підвищувати/посилювати; параметри; концепція руху; координація тіла; формувати навички різноманітних рухів; надавати можливість; відносно/стосовно; згинання; розтяжки; кидки; пинки; підґрунтя; складний; використовувати; залучати; підхід; набути вправності; основні рухові вміння; теорія фізичного виховання; досліджувати.

2.4. *Listening comprehension text.*

PUSHING AND PULLING

Push is an application of force by the body or by a body segment used to move an object. Pushing involves the exertion of the body's force against a resistant force. The purpose of pushing movements is to move objects away from their base of support. The body may also be moved away from its base of support by pushing it against an object.

In pushing, the performer's center of gravity is placed behind the object and in line with the object's center of gravity. In pulling, the performer maintains a position ahead of the object and draws the object toward his or her body. Pulling involves directing an object toward the body. Children usually pull wagons or toys and during play might pull one another. Pulling and pushing are usually done with the hands and arms, although one can use the legs and feet.

2.4.1. *Listen to the text and answer the questions.*

1. Does pushing involve exertion of the body's force to or against resistant force? 2. The purpose of pushing movements is to move objects to their base of support, isn't it? 3. Is the performer's center of gravity placed behind the object in pushing? 4. Where is the position of the performer while pulling? 5. Which extremities do you use for pulling and pushing?

2.4.2. *Retell the text "Pushing and Pulling".*

2.5. *Put the sentences below into Present, Past and Future Perfect, A.V. Make up negative and interrogative forms.*

Bending movements are frequently used in gymnastic activities.

2.6 *Put questions to the words/phrases in italic.*

1. Fundamental movement actions refer to those *locomotor and nonlocomotor* skills that are the foundation for successful participation in games of low organization, sports, dance, tumbling, gymnastics, and aquatic and other physical activities. 2. Locomotor skills are *those in which the body moves through the space*. 3. And nonlocomotor skills are those positions *that the body*

assumes without moving the base of support. 4. Fundamental movement skills must be combined with manipulative skills to create the specialized movement necessary in many activities. 5. Manipulative skills are body activities involving objects; throwing and catching, striking, and kicking an object are examples of manipulative skills. 6. One example of a combined skills is the softball throw. 7. The softball throw requires a combination of slide stepping (locomotor skills) and throwing (manipulative skills) and nonlocomotor movements such as stretching, swinging, twisting, and turning. 8. Other specialized sport skills require more complex combinations of movements.

2.7. Give a talk on “Movement Concepts”.

UNIT IX

HISTORICAL FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT

I. Listen, read, translate and learn the key words and phrases of the unit:

a) heritage, forerunner, pronouncement, era, content, source, existence, city-state, populace, catalyst, deterrent, esteem, deer, evidence, entity, artifact, pottery, courage, spirit, soul, reward, ordeal, antithesis, emphasis, manhood, deity, isthmus, truce, excuse, wreath, enemy, hero, contestant, reason;

b) to experience, to justify, to unearth, to point, to grapple, to repeat, to discern, to be frowned on, to exemplify, to exist, to temper, to trust, to attend, to deprive, to die, to fail, to enroll, to bestow (privileges/honor), to abolish, to resume, to emulate, to believe, to feast, to swear, to crown, to approach, to hunt, to recognize, to defend;

c) unifying, military, inherent, recurring, apparent, rigidly, obviously, vital, truly, approximately, subservient, common, responsible, compulsory, powerful;

d) to provide one with appreciation; an adage states; “history tends to repeat itself”; “a golden age”, to strive for physical perfection; a unifying force; in the nude; sense of fair play; physical conditioning; rigidly regulate; to enjoy the freedom; open space activities; to be in overall charge of; chief official; in keeping with close association; in honor; physical prowess; the main attraction; drawing force; the guilty would be visited by the wrath of the gods; a rigid set of requirements; a perfect physique; a criminal record; to swear to an oath; illegal tactics; to view with pride; to be second to none; javelin throwing;

e) however, instead, furthermore, thereafter, in accordance with, although, whereas.

II. Text I.

HISTORICAL FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT

History provides the foundation for the discipline of physical education. Many of today's activities have their forerunners in the past. Many of our physical education and sport programs and activities today have been shaped by our past heritage. Studying history also provides one with an appreciation for other cultures and the role of physical education and sport in these societies.

An adage states that "history tends to repeat itself." Recurring themes are apparent throughout the history of physical education and sport. For example, wars frequently served as the impetus for societies to intensify their physical education program or to justify its existence. Physical fitness was promoted among the populace to prepare for these war efforts.

However, obviously not all history repeats itself. Changes are apparent too. The impact of different philosophies on the content and structure of physical education and sport programs and changes in the nature and the importance of objectives can be discerned throughout the years. It is important that one be aware of the events that served as catalysts and deterrents to the growth of physical education and sport.

Physical education and sport today is entering one of the most exciting eras in its history. The fitness movement, the emphasis on preventive medicine, the increased specialization of the field, and the broadening of physical education and sport programs to reach all segments of the population are some of the significant developments in physical education and sport today. By understanding the history of physical education and sport a professional can better understand the nature of the profession, appreciate the significant developments of today, and project trends for the future.

2.1. *Listen to the text "Historical Foundations of Physical Education and Sport".*

2.2. *Answer the questions on the text.*

1. What contribution does history make into the discipline of physical education? 2. How do you understand a saying "history tends to repeat itself"? 3. Does all history repeat itself? 4. Why is it important to be aware of the events of the past? 5. Does physical education and sport enjoy exciting or decay era in its history? 6. How can professional better understand the nature of the profession?

2.3. *Find the English equivalents for the words and phrases below:*

охопити всі верстви населення; напями розвитку у майбутньому; які передбачаються; історія має тенденцію повторюватися; висловлення/приказка; засіб стримання/перешкода; стимул/імпульс; очевидно; дає розуміння інших культур; очевидний; вплив; розпізнати; спадщина; попередник/предтеча; ера; інтенсифікувати; хвилюючий; підтверджувати/пояснювати/знаходити виправдання; служити каталізатором; значний/важливий; існування.

2.4. *Put the questions to the words and phrases in italic.*

1. The beliefs and experience of physical educators today *rest* on the history of this field of endeavor. 2. It is a source of *physical education's identity*. 3. In a sense, *little* basis exists for this professional field, except its past. 4. *The experiences of yesteryear* help to guide physical educators' endeavors today. 5. The only professional maturity is that which is built on *the events of days and years gone by*.

2.5. *Open the brackets and put the verbs in proper tense form and voice.*

1. The nature of physical education and sport in the US today (*influence*) by the contributions of many different cultures. 2. The influence exerted by the US leaders (*be*) also profound. 3. By knowing the accomplishments of leaders in the past, today's physical educators (*can, attempt*) to build on their achievements. 4. One qualification (*exist*) – physical educators (must, use) only that from the past which (*be*) true, significant, and applicable to the present and the future. 5. Each professional (should, be) aware of the history of physical education and sport from ancient times to recent developments. 6. Much (*can, be*) learned about physical education and sport from a critical analysis of its history.

2.6. *Put questions to the words and phrases in italic.*

1. The influence *of the various philosophical schools of thought* on physical education throughout history will be evident. 2. Traditionally the objectives of physical education have been categorized *as either promoting "education of the physical" or "education through the physical."* 3. Education of the physical *focused* on the development of the body as an end in itself, that is, precedence was given to the development of the body and physical skills rather than outcomes that could be accomplished through physical activities. 4. *Education through the physical* emphasized the acquisition of physical skills and bodily development as well as attainment of other educational outcomes, such as affective, social, and intellectual objectives, through physical activity. 5. This approach utilizes *carefully selected* physical activities as a medium through which various desirable objectives can be achieved. 6. The emphasis on these two approaches may be discerned throughout *the history of physical education and sport*.

2.7. *Put the sentence below into Present, Past and Future Indefinite Tense. Civilization has brought the need for an organized physical education and sport program.*

2.8. *Have a dictation.*

Members of primitive societies did not think of physical education as people do today. No organized physical education program was found in primitive society or in the cultures of the ancient Oriental nations. In regard to better physical development, primitive people did not need to set aside a period during the day when they could participate in various forms of activity since being active was part of their daily regimen. Well-developed bodies and sound organic systems were

commonplace among primitive people. Their physical activity consisted of hunting and searching for food, erecting shelters, and protecting themselves from the hostile environment.

III. Text II.

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 influenced the political and educational systems, sculpture and painting, and the thinking and writings of that day. 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.

Evidence exists of physical education and sport activities being popular in Cretan

culture as early as 2 500 B.C. Archeological investigations at Mycenae and other centers of Aegean civilization have unearthed buildings, pottery, and other artifacts that point to the importance placed on education and sport in this ancient culture. Literature, such as Homer’s *Iliad* and *Odyssey*, also is a source of this information. Lion hunting, deer hunting, bull grappling, boxing, wrestling, dancing, and swimming are commonly referred to by historians who have written about these ancient civilizations.

Physical education was a vital part of the education of every Greek boy.

Gymnas-

tics 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. Gymnastics, it was believed, contributed to courage, discipline, and physical wellbeing. Furthermore, gymnastics stressed a sense of fair play, development of the individual’s aesthetic values, amateurism, and the utilitarian values inherent in the activity. 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, and boys and men participated in the nude, which motivated development of the “body beautiful.”

Because of the topography of the land and for various political reasons, Greece was composed of several city-states, each exercising its own sovereignty and existing as a separate entity. It waged war and conducted all its affairs separately from the other city-states. This situation influenced not only the political aspects of each city-state but also the objectives of physical education and sport within each state. Sparta and Athens exemplify two such city-states.

In Sparta, a city-state in the Peloponnesus district of Greece, the main objective of physical education and sport was to contribute to a strong and powerful army. The individual in Sparta existed for the state. Each person was subservient to the state and was required to help defend it against all enemies.

Women, as well as men, were required to be in good physical condition. It was believed that healthy and strong mothers would bear healthy and strong sons. Spartan women may have begun their physical conditioning as early as 7 years of age and continued gymnastics in public until they were married. Newborn infants, if found to be defective or weak, were left on Mount Taygetus to die. Thomas Woody, an educational historian, points out that mothers bathed babies in wine to test their bodies and to temper them for future ordeals. A boy was allowed to stay at home only for the first six years of his life. After this he was required to stay in the public barracks and entered the *agoge*, a system of public, compulsory training, in which he underwent an extremely vigorous and rigid training schedule. If he failed in this ordeal, he was deprived of all future honors. A major part of this training consisted of physical activities such as wrestling, jumping, running, throwing the javelin and discus, marching, horsecback riding, and hunting. This Spartan conditioning program developed a strong army that was second to none.

Athens, a city-state in eastern Greece, was the antithesis of Sparta. Here the democratic way of life flourished, and consequently it had a great bearing on the objectives of physical education and sport. Athens did not control and regulate the individual's life as rigidly as Sparta. In Athens the people enjoyed the freedom that is characteristic of a truly democratic government. Although the military emphasis was not as strong as in Sparta, the emphasis on physical education and sport was just as great or greater. Athenians engaged in physical activity to develop their bodies, for aesthetic value, and to live a fuller and more vigorous life. An ideal of Athenian education was to achieve a proper balance in moral, mental, physical, and aesthetic development. To the Hellenes, each person was a whole and was only as strong as his or her weakest part.

Gymnastics for the youth were practiced in the *palaestra*, a building that provided rooms for various physical activities, for oiling and sanding of bodies, and an open space for activities such as jumping and wrestling.

Some of the more noted palaestras were those of Taures, Timeas, and Siburtios. The *paidotribe*, or proprietor of the palaestra, was similar to a present day physical educator. He taught many activities, understood how certain exercises should be adapted to various physical conditions, knew how to develop strength and endurance, and was an individual who could be trusted with children in the important task of making youthful bodies serve their minds. As a boy approached manhood, he left the palaestra and attended the gymnasium.

Gymnasia became the physical, social, and intellectual centers of Greece. Although the first use was for physical activity, men such as Plato, Aristotle, and Antisthenes were responsible for making gymnasia such as the Academy, Lyceum, and Kynosarges outstanding intellectual centers as well. Youths usually entered the gymnasium at about 14 to 16 years of age. Here special sports and exercises received the main attention under expert instruction. Although activities that had been engaged in at the palaestra were continued, other sports such as riding, driving, racing, and hunting were added. Instruction in the gymnasium was given by a paidotribe and also a *gymnast*. The paidotribe had charge of the general physical training program, whereas the gymnast was a specialist responsible for

training youth in gymnastic contests. The chief official at the gymnasium, in overall charge of the entire program, was called a *gymnasiarch*. In keeping with the close association between physical education and sport and religion, each gymnasium recognized a particular deity. For example, the Academy recognized Athena; the Lyceum, Apollo; and the Kynosarges, Hercules.

The national festivals were events that were most important in the lives of the Greeks and were also important in laying the foundation for the modern Olympic Games. These national festivals were in honor of some hero or deity and consisted of feasting, dancing, singing, and events involving physical prowess. Although many of these national festivals were conducted in all parts of Greece, four of them were of special importance and attracted national attention. The first and most famous was the Olympia festival in honour of Zeus, the supreme god, which was held in the western Peloponnesus district. The second was the Pythia festival in honor of Apollo, the god of light and truth, held at Delphi, which was located north of the Corinthian Gulf. The third was the Nemea festival in honor of Zeus held in Argolis near Cleonae. The fourth was the Isthmia festival in honor of Poseidon, the god of sea, held on the isthmus of Corinth. Athletic events were the main attraction and drawing force at each festival. People came from all over Greece to see the games. The stadium at Olympia provided standing space for approximately 40,000 spectators.

During the time of the games were held, a truce was declared by all the city-states in Greece, and it was believed that if this truce were broken, the guilty would be visited by the wrath of the gods. By the middle of the fifth century this truce probably lasted for 3 months.

A rigid set of requirements had to be met before anyone could participate as a contestant in the games. For example, the contestant had to be in training for 10 months; he had to be a free man; he had to have a perfect physique and be of good character; he could not have a criminal record; he had to compete in accordance with the rules. The contestants, as well as their fathers, brothers, and trainers, had to swear to an oath that they would not use illegal tactics to win. Once enrolled for a contest, the athlete had to compete. Physical unfitness was not a good excuse. Events included foot racing, throwing the javelin, throwing the discus, wrestling, broad jumping, weight throwing, boxing, and horse racing.

The victor in these events did not receive any material reward for his victory. Instead a wreath of olive branches was presented. However, he was a hero in everyone's eyes and had many receptions given in his honor. Furthermore, he had many privileges bestowed on him by his home city-state. To be crowned a victor in an Olympic event was to receive the highest honor that could be bestowed in Greece. The Olympic games were first held in 776 BC, and continued every fourth year thereafter until abolished by the Romans in AD 394. However, they have since been resumed and today are held every 4 years in a different country.

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 gymnastic events are objectives that all persons should try to emulate.

5.1. *Read and translate the text "Physical Education and Sport in Greece".*

5.2. *Answer the questions on the text.*

1. What was the primary purpose of physical activity, physical education, and sport in ancient Greece? 2. Was it for the purpose of survival, health benefits, religious reasons, nationalist reasons, military preparedness, contribution to education, recreational pursuits, or for some other reason? 3. Did the objectives emphasize education of the physical or education through the physical? 4. What were the significant contributions of the time period to the profession? 5. What events served to promote the growth of physical education and sport in that society? 6. What served as a deterrent to its development? 7. What parallels and similarities may be discerned between the events of that time period and today?

3.3. *Find the English equivalents for the following:*

«золоте століття»; прагнути фізичної досконалості; сила, яка об'єднує; грати головну роль; в жодній країні світу фізичне виховання та спорт не користувалися такою повагою, як у Стародавній Греції; наявне; предмет матеріальної культури; гончарні вироби; поєдинок з биком; античні цивілізації; життєво важлива частина; дух; душа; сприяти; надавати особливого значення; дивитися несхвально; нагорода; у голому вигляді; міста-поліси; є прикладом; існувати; фізичне загартування; новонароджені; загартовувати; суворе випробування; обов'язкова підготовка; верхова їзда; контраст; суворо регламентувати; користуватися свободою; дійсний; особлива увага; жити повним енергійним життям; досягти потрібної гармонії у; моральний, розумовий, фізичний та естетичний розвиток; заняття на відкритому повітрі; кому можна довірити дітей; важлива задача, як навчити молоді тіла підкорятися; змужніння; відвідувати; основна увага приділяється окремим видам спорту та вправам; під керівництвом фахівця; нести відповідальність; програма із загальної фізичної підготовки; головний керівник; відповідно до тісних зв'язків; у кожного гімназія було своє божество; закладати; на честь; заходи з демонстрації фізичної доблесті; верховне божество; перешийок; основна приманка; рушійна сила; приблизно; на стадіоні могли поміститися; перемир'я; винного покарають боги; до середини; висувалися суворі вимоги; відмінні фізичні дані; кримінальне минуле; змагатися з; дати клятву; заборонені прийоми; зареєструвавшись для участі у змаганні; фізичне нездужання не є виправданням; замість того вручався вінок з оливкових гілок; на його честь влаштовувалися прийоми; більше того; йому надавалися великі пільги; отримати лаври переможця в олімпійському виді програми; вважалося великою честю, яка надавалася у Греції; включно до їх відміни; були поновлені; з гордістю розглядати; високі ідеали, які надихають різні спортивні змагання; є метою прагнень всіх людей.

3.4. *Open the brackets and put the verbs into proper tense form.*

1. In respect to physical education and sport the average Roman (believe) that exercise was health and military purposes. 2. He (not, see) the value of play as an enjoyable pastime. 3. During the period of conquest when Rome (be) following its strong imperialistic policy and before the time of professional troops, citizens between the ages of 17 and 60 years (be) liable for military service. 4. Consequently, during this period of Roman history army life (be) important, and physical activity (be) considered essential to be in good physical shape and ready to serve the state at a moment's notice. 5. Soldiers (follow) a rigid training schedule that (consist) of activities such as marching, jumping, swimming, and throwing the javelin and discus. 6. However, during the last century of the Republic, mercenary troops were used, with the result that objectives of physical training (not, be) considered as important for the average Roman.

IV. Listening comprehension text.

PHYSICAL EDUCATION AND SPORT IN ROME

While the Hellenes were settling in the Grecian peninsula about 200 BC, another Indo-European people was migrating to Italy and settling in the central and southern parts of this country. One of these wandering tribes, known then as Latins, settled near the Tiber River, a settlement that later became known as Rome. The Romans were to have a decided effect not only on the objectives of physical education and sport in their own state but also on those of the Greek world, which they conquered.

The Romans, through their great leaders and well-disciplined army, extended their influence throughout most of the Mediterranean area and all of Europe. This success on the battlefield brought influence into Roman life that affected Roman ideals. They were not truly interested in the cultural aspects of life, although often some of the finer aspects of Hellenic culture were taken on as a means of show. Particularly during the latter days of the Roman Empire, wealth became the objective of most citizens, and vulgar displays became the essence of wealth. Luxury, corruption, extravagance, and vice became commonplace.

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 developing the "body beautiful". They did not like nakedness of performers; they preferred to be spectators rather than participants; they preferred professionalism to amateurism.

Athletic sports were not conducted on the same high level as in ancient Athenian Greece. The Romans wanted something exciting, bloody, ghastly, and sensational. At the chariot races and gladiatorial combats, excitement ran high. Men were pitted against wild animals or against one another and fought until death to satisfy the spectators' cravings for excitement and brutality. The rewards and incomes of some individuals who engaged in the chariot races were enormous.

4.1. *Listen to the text "Physical Education and Sport in Rome" and answer the questions.*

1. Did the Latins settle near the Tiber River or in the Grecian peninsula? 2. Did the Romans extend their influence throughout the Mediterranean area and Europe? 3. Were they truly interested in cultural aspects of life? 4. How did the average Roman consider physical education and sport? 5. What aspects of Greek concept to physical education and sport did the Romans reject? 6. What kind of shows did the Romans like?

4.2. *Tell about physical activities in ancient Rome.*

UNIT X

EXERCISE PHYSIOLOGY AND FITNESS

I. Listen, read, translate and learn the key words and phrases of the unit:

- a) response, adaptation, level, modification, duration, wealth, guideline, prescription, procedure, advance, equipment, expansion, elderly, overview, adjustment, dynamics, proliferation, depth, breadth, research, endurance, benefit, warm-up, nutrition, fatigue, deterrent, alleviating;
- b) to range, to last = to continue, to enable, to encompass, to investigate, to include, to examine, to describe, to explain, to bring about, to trace, to facilitate, to educate, to derive from, to depend on, to lead to, to enhance, to be sure, to alleviate, to employ;
- c) rapid(ly), subcellular, short-term, , sophisticated, coupled, virtual(ly), acute, immediate, respiratory, variable, desirable, essential, cognizant, beneficial, sedentary;
- d) whether, while, both ... and, than ever before, less than;
- e) exercise physiology; specifically; on a regular basis; to guide one's endeavors; to meet each individual's needs and goals; new research procedures; measurement technique; elite performer; a key concern; in recent years; individuals with disabilities; exercise session; primary function; is more fitness-minded; to take advantage; in essence; health-related fitness; performance-related fitness; on the other hand; is strongly supported; to follow medical guidelines; sound training principles; sedentary lifestyle; high-fat diet.

II. Text I.

EXERCISE PHYSIOLOGY AND FITNESS

One of the most rapidly growing fields of specialization in physical education is that of exercise physiology. Exercise physiology is the study of the effects of exercise on the body. Specifically, exercise physiology is concerned with the body's responses and adaptations to exercise, ranging from the system to the subcellular levels. These modifications can be short term, that is, lasting only for the duration of the activity, or long term, present as long as the activity is

continued on a regular basis. Knowledge of exercise physiology is essential for the practitioner.

The field of exercise physiology provides practitioners a wealth of information to guide their endeavors. Practitioners, whether they are teachers in a school or nonschool setting, coaches fitness leaders employed in commercial club, or exercise physiologists working in a corporate fitness setting or a hospital, must understand the body's responses to exercise. Knowledge of the principles governing different types of training programs and the guidelines to be followed in constructing an exercise prescription enables practitioners to design programs to meet each individual's needs and goals.

The field of exercise physiology has become increasingly sophisticated. New research procedures and measurement techniques coupled with advances in equipment, computer technology, and other related disciplines such as biochemistry have contributed to rapid expansion of the knowledge base. Fitness is a major area of study for the exercise physiologist. While fitness and the elite performer long have been a key concern of the exercise physiologist, interest in recent years has encompassed virtually all aspects of human performance and people of all skill abilities and of all ages, from very young to the elderly, including individuals with disabilities.

2.1. *Read the text "Exercise Physiology and Fitness".*

2.2. *Answer the questions:*

1. What is one of the most rapidly growing fields of specialization in physical education? 2. What is exercise physiology concerned with? 3. Is knowledge of exercise physiology essential for the practitioner? 4. What principles must practitioners follow in constructing programs to meet each individual's needs and goals? 5. What has made the field of exercise physiology increasingly sophisticated lately? 6. What aspects of human performance is the exercise physiologist interested in?

2.3. *Find the English equivalents for the words and phrases:*

складний /витончений; новітня наукова методика; спортсмен високого класу; інвалід/індивід з фізичними вадами; маса (інформації); швидко; зокрема/особливо; знання фізіології; на постійному підґрунті; внутрішньоклітинний; продовжується; реакція організму; у діапазоні; працювати за наймом; тренувальні рекомендації; установка/директива; відповідати вимогам та запитам кожного; складати програми; спрямовувати прагнення; адаптація до фізичної діяльності; вимірювальна техніка; разом з; дійсно/фактично; вміщувати/охоплювати.

2.4. *Complete each sentence with a word from a box.*

differences; metabolism; Effects; areas; activity; Exercise physiology; Effectiveness; factors; performance; injured athletes; aids; nutrition
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SCOPE AND STATUS OF EXERCISE PHYSIOLOGY

... .. encompasses a broad range of topics. Examples of some typical ... of study are listed below:

- ... of various exercise programs on the systems of the body, including circulatory, respiratory, nervous, skeletal, muscle, and endocrine systems.
- Relationship of energy metabolism to performance.
- ... of various training programs in promoting gains in specific components of fitness (e.g., effects of Nautilus training on strength).
- Effects of various environmental ... such as temperature, humidity, altitude, pollutants, and different environments (e.g., space or undersea) on physiological responses to exercise and performance.
- Effects of individual ... such as age, sex, initial level of fitness, or disability on fitness development and performance.
- Identification of factors that limit
- Effectiveness of various rehabilitation programs on the recovery of, on diseased individuals, and on individuals with disabilities.
- Effects of ergogenic ... such as drugs or music on performance.
- Health and therapeutic benefits to be accrued from engaging in appropriate levels of physical ...
- Effects of ... on performance.

2.5. *Put the sentence below into Present Continuous and Perfect Tenses A.V. (Negative and Interrogative also) and translate it into your native language.*

An increasingly large number of people of all ages engage in physical activity on a regular basis to improve fitness.

2.6. *Put questions to the words and phrases in italic.*

1. Motor-performance fitness emphasizes the development of those qualities that enhance the performance of physical activities such as sport. 2. Whereas health fitness is concerned with living better, motor-performance fitness is concerned with performing skills better and more efficiently. 3. Moreover, motor-performance fitness is specific to the sport or activity in which the individual engages. 4. Different combinations of motor-performance fitness components are needed, depending on the specific motor activity. 5. For example, the degree of power, agility, and speed needed by a football player is different from that required by a tennis player, even though both individuals need all of those qualities to perform at an optimal level.

2.7. *Have a dictation.*

Proper development and maintenance of physical fitness requires the application of knowledge from the realm of exercise physiology. Because exercise

physiology is concerned with both the body's immediate and long-term responses to exercise, the design and conduct of fitness programs to meet an individual's specific fitness needs should be guided by knowledge from this field. Elite athletes preparing for the competition, health adults desiring to work out on a regular basis, adults recovering from heart disease, youth sport athletes rehabilitating from injury, elderly citizens aspiring to live independent lives, and individuals with a disability who are striving to fully meet the challenges of life can all benefit from participation in a well-designed physical fitness program based on the principles of exercise physiology.

2.8. Study the information from the table below.

PHYSICAL FITNESS COMPONENTS DEFINED

<i>Fitness Component</i>	<i>Definition</i>
	Health fitness components
Body composition	Amount of body fat expressed as a percentage.
Cardiorespiratory endurance	Maximum functional capacity of the cardiorespiratory system to sustain work or physical activity involving large muscle groups over an extended period.
Flexibility	Range of movement possible at a joint or joints.
Muscular endurance	Ability of a muscle or muscle group to repeat muscular contractions against a force or to sustain a contraction over time.
Muscular strength	Maximum amount of force that can be exerted by a muscle or muscle group against a resistance during a single contraction.
	Motor-performance fitness components
Agility	Ability to change direction rapidly with control.
Balance	Ability to maintain equilibrium while stationary or moving.
Coordination	Ability to execute movements smoothly and efficiently.
Power	Ability to produce force at a fast speed; a combination of strength and speed usually applied during a short period.
Reaction time	Time elapsed between the administration of a stimulus and the body's response to the stimulus.
Speed	Ability to move the body quickly.

III. Text II

EXERCISE PHYSIOLOGY: AN OVERVIEW

Exercise physiology is the study of the body's response and its adaptation to the stress of exercise. Exercise physiologists are concerned with investigating both the immediate (acute) and the long term (chronic) effects of exercise on all aspects of body functioning. These effects include the responses of the muscular system, the action of the nervous system during physical activity, the adjustments of the respiratory system, and the dynamics of the cardiovascular system. Improving the body's response to exercise also is an important area of study. The effects of exercise are examined at different levels, ranging from the subcellular level to the

systemic level. Describing and explaining the myriad of functional changes brought about by exercise sessions of variable duration and intensity is one of the primary functions of exercise physiologists.

As a subdiscipline, exercise physiology is one of the largest and most popular area of study within the realm of physical education and sport. It has one of the richest traditions; interest in the effects of exercise on the body can be traced to ancient times. Today the depth and breadth of knowledge in exercise physiology is growing rapidly because of the proliferation of research, which is facilitated by increasingly sophisticated technology and by the widespread interest of professionals in this field.

3.1. *Listen to the text “Exercise Physiology: An Overview”.*

3.2. *Answer the questions:*

1. What kind of study is Exercise physiology? 2. What are exercise physiologists concerned with? 3. What do these effects include? 4. At what levels are the effects of exercise examined? 5. How popular is exercise physiology as an area of study? 6. How is this discipline developing now?

3.3. *Match the words:*

1	proliferation	сприяти
2	immediate	дихальна система
3	to range from	огляд
4	primary functions	описувати
5	depth	відбуватися/здійснюватися
6	overview	варіюватися
7	to facilitate	швидке збільшення/розповсюдження
8	adjustment	тренувальне заняття
9	respiratory system	терміновий/швидкий
10	to trace	регулювання дихальної системи
11	exercise session	прослідковувати
12	variable duration	покрашувати реакцію організму
13	to bring about	глибина
14	to improve the body's response	різної тривалості
15	to describe	головні обов'язки

3.4. *Open the brackets and put a verb into proper tense form.*

1. The relationship between physical activity and health (give) physical educators the opportunity to make a significant contribution to the health of the nation. 2. Physical educators (ca, help) people of all ages and in a diversity of settings (incorporate) physical activity into their lives and (improve) their health. 3. One of

our primary missions (should, be) to assist people to lead a physically active lifestyle so that they (may, accrue) desirable health benefits.

3.5. *Put questions to the words and phrases in italic.*

1. Professionals also must make concerted efforts *to reach adults and other segments of the population* that historically have a low level of participation in physical fitness and physical activity. 2. *Special attempts* are needed to reach minority ethnic groups, less educated adults, older adults, individuals with disabilities, and individuals with chronic diseases. 3. Corporate fitness programs, commercial health and fitness clubs, community-sponsored programs, and continuing education programs can play an *important* role in educating all segments of the population about physical fitness, physical activity, and health. 4. *To reach a greater number of people*, programs at worksites and community settings are needed to provide easy and inexpensive access to services that will facilitate the promotion of lifelong physical activity in these population groups.

3.6. *Give a talk on “Exercise Physiology: An Overview”.*

IV. *Listening comprehension.*

PRINCIPLES OF FITNESS TRAINING

Knowledge from the field of exercise physiology offers guidelines for physical educators to use when planning and conducting programs to improve fitness. These principles should be followed whether the exercise program is being designed by an elementary physical educator to improve students' health fitness, by a coach to improve athletes' performance, by an exercise leader to enhance adult's fitness, or by an exercise specialist as part of a patient's cardiac rehabilitation program. Several physiological and behavioural factors must be taken into account if the sought-after benefits – improvement and maintenance of fitness – are to be realized. There are the most important of them:

- Principle of overload.
- Principle of specificity.
- The individual's initial level of fitness must be considered.
- Warm-up and cool-down activities are important.
- Progression should be followed in planning a program.
- Individual differences must be taken into account.
- Safety is paramount.

4.1. *Listen to the text “Principles of Fitness Training”.*

4.2. *Answer the questions.*

1. Do physical educators use knowledge from the field of exercise physiology when planning and conducting programs to improve fitness? 2. What kind of exercise programs should take into consideration physiological and behavioural factors? 3. Name the main physiological principles of fitness training.

4.3. *Retell the text.*

V. *Retell the oral topic.*

EXERCISE PHYSIOLOGY AND FITNESS

Exercise physiology is one of the most rapidly growing areas in physical education today. Exercise physiology is the study of the effects of exercise on the body ranging from the system to the subcellular levels. Knowledge of the body's responses to exercise is needed by the practitioner to design meaningful exercise programs.

One concern of the exercise physiologists is fitness. The public today is more fitness-minded than ever before. Professionals should take advantage of this interest to improve the fitness levels of all segments of the population. In essence, physical educators should educate the nation about fitness.

Within the profession, interest has increased in health-related fitness as opposed to performance-related fitness. The components of health-related and performance-related fitness are different. And, the extent to which these components are developed depends on individuals' goals. The health fitness components are cardiovascular function, body composition, muscular strength and endurance, and flexibility. Less than desirable levels of these components can lead to health problems. On the other hand, attainment of desirable levels of these components can enhance one's health and well-being.

Many benefits are derived from participation in exercise and physical activity. The belief that being active is essential for good health is strongly supported. Participants should follow medical guidelines and be sure that their programs follow sound training principles. Individuals should be cognizant that exercise performance can be affected by warm-up and nutrition and that exercise can be beneficial in alleviating stress and fatigue. Several deterrents to fitness are a sedentary lifestyle, high-fat diets, and use of tobacco, alcohol, and drugs.

UNIT XI

SPORT AND CAREER

I. *Read, translate and learn the key words and phrases of the unit:*

- a) consideration, apparel, running shoe, opportunity, pathway, decision, source, preference, self-assessment, requirement = demand, preschooler, citizen, population, employment, perseverance, challenge, need, experience, capacity, credential, desire, skills, emphasis, option, media;
- b) to employ, to pursue, to design, to test, to require, to involve, to gather, to evaluate, to discern, to explore, to consider, to encourage, to possess, to honor, to inspire, to ensure, to produce, to reflect, to exhibit, to attain, to develop, to recognize, to present;
- c) community, available, careful, appropriate, senior, successful, alternative, cardiac;

- d) in addition; related experience; open minded; the work to be performed; in choosing a career; to make an informed decision; the art of living well; to have responsibility;
- e) although, moreover, such as, as well, through.

II. *Text I.*

CAREERS AND PROFESSIONAL CONSIDERATIONS IN PHYSICAL EDUCATION AND SPORT

Traditionally careers in physical education and sport have focused on teaching and coaching in schools and universities. In addition, teaching and coaching careers in nonschool settings such as community centers and commercial clubs (e.g., gymnastics, tennis, or swimming clubs) have become increasingly available. Interest in nonteaching careers has been great as well. Many physical educators are pursuing careers in the fitness field working in health clubs or corporate fitness centers. Still other physical educators are employed in the areas of sport management, sports medicine, and sport media. The increased specialization within the field of physical education has created additional careers opportunities. For example, biomechanists may work for sporting goods companies designing and testing sport equipment and apparel such as running shoes. Exercise physiologists may be employed in corporate fitness center, hospital cardiac rehabilitation program, or a sports medicine clinic. Career opportunities for a student who has studied physical education have never been greater.

Selecting a career pathway from the many available options requires careful consideration of many factors. Choosing a career involves the process of decision making. To make an informed decision, information must be gathered from the appropriate sources and evaluated. Your personal strengths, interests, goals, and preferences are the most important considerations in choosing a career. Discerning this information requires a process of self-assessment. In selecting a career you must also consider information about the career itself. This information may be gathered through research and by talking to practitioners in your prospective career.

Professional preparation for a career involves academic studies, related experiences, and professional activities. Planning for a career demands understanding of the nature of the work to be performed and the requirements of the job. As you read about different career opportunities in physical education and sport, be flexible and open minded and explore career opportunities that interest you.

2.1. Listen to the text "Careers and professional considerations in physical education and sport".

2.2. Answer the questions to the text.

1. What are traditional careers in physical education and sport? 2. What else areas can physical educators be employed? 3. What must be taken into consideration while choosing a career? 4. What does professional preparation for a

career involve? 5. Have the career opportunities for a student who has studied physical education never been greater?

2.3. Find the English equivalents for the words and phrases:

вимагати; самооцінка; будувати/робити кар'єру; також; найматися на роботу; стежка/дорога; перспективний; вимоги; прийняти інформоване рішення; враховувати; доступний; суспільний/муніципальний центр; спортивна форма; оцінювати; кар'єрні можливості; включати академічну підготовку; гнучкий; перевага; під час вибору кар'єри; відповідне джерело; збирати; характер роботи; яка виконується; вивчити можливості кар'єри; вміння розпізнати; неупереджений; розгляд/обговорення.

2.4. Open the brackets and put a verb into right tense form.

1. Within the past decade opportunities for physical educators desiring to pursue a career as a fitness or exercise specialist (*increase*) tremendously. 2. Career opportunities (*exist*) in preventive and rehabilitative exercise programs. 3. Preventive exercise programs (*be conducted*) by corporations, community agencies, and commercial fitness clubs. 4. Rehabilitative exercise programs typically (*be conducted*) in a hospital setting, but may be affiliated with corporate fitness programs and community agency programs.

2.5. Study the following table and compare the job opportunities in the field of physical education in the US and in your country.

“PHYSICAL EDUCATION AND SPORT CAREER OPPORTUNITIES”

<i>Teaching opportunities</i>	
School Setting	Nonschool setting
Elementary School	Community Recreation
Junior High School	Sport Programs
High School	Corporate Recreation Programs
Junior/Community College	Commercial Sport Clubs
College and University	Youth-Serving Agencies
Basic Instruction Programs	Preschools
Professional Preparation Programs	Health Clubs
Adapted Physical Education	Military Personnel Programs
Overseas School Programs	Resort Sport Programs
Military School Programs	Geriatric Programs
	Correctional Institution Programs
<i>Coaching Opportunities</i>	
Interscholastic Programs	Commercial Sport Clubs
Intercollegiate Programs	Community Sport Programs
Commercial Sport camps	Military Sport Programs
<i>Fitness and Health-Related Opportunities</i>	

Cardiac Rehabilitation Sports Medicine Movement Therapy Health Clubs Community Fitness Programs Worksite Health Promotion	Space Fitness Programs Corporate Fitness Programs Sports Nutrition Athletic Training Weight Control Spas Military Personnel Programs
<i>Sport Management Opportunities</i>	
Athletic Administration Sport Facility Management Commercial Sport Club Management Community Recreation/ Sport Management Intramurals/Campus Recreation	Sport Organization Administration Health Club Management Sports Information Sport Retailing Corporate Recreation Resort Sport Management
<i>Sport Media Opportunities</i>	
Sport Journalism Sport Photography Sport Writing	Sport Broadcasting Sport Art
<i>Sport-Related Opportunities</i>	
Sport Law Professional Athlete Entrepreneur Research	Sport Officiating Dancer Sport Statistician Consulting

2.6. Put questions to the words and phrases in italic.

1. Opportunities for physical educator to pursue health-related careers have also grown *rapidly*. 2. Professionals possessing qualifications in athletic training may find employment working with athletic *programs at the professional, collegiate, and increasingly at the secondary* level. 3. *Employment opportunities* also are available in sports medicine clinics, physical therapy clinics, and hospitals. 4. Physical educators have also been successful in securing employment *in health and weight control spas and clubs*.

2.7. Define and name the tense form of the verb in each sentence.

1. The recognition that participation in movement and physical activities has therapeutic and psychological benefits as well as physical benefits has stimulated the growth of therapy-related careers. 2. These include careers as dance therapists, movement therapists, and recreational therapists. 3. Physical educators seeking employment in fitness-and health-related careers can increase their marketability by taking additional course work in health, business, and psychology. 4. Gaining as much practical experience as possible will also be an asset in securing employment. 5. It appears that opportunities for qualified physical educators in fitness- and health-related careers will continue to increase in the future.

III. Text II.

TEACHING AND COACHING IN PHYSICAL EDUCATION AND SPORT

Teaching and coaching opportunities for physical educators have expanded from school to the nonschool setting and from school-aged populations (i.e., 5 to 18 years) to people of all ages, ranging from preschoolers to senior citizens. Although traditional opportunities in the public school are available, professionals are seeking other avenues of teaching and coaching careers. The national interest in fitness and sport has contributed to the opening of these alternative areas of employment. Moreover, the continued emphasis on fitness, physical activities, and sport opportunities for all age groups presents an encouraging employment picture to potential physical education teachers and coaches. Professionals interested in pursuing a career in these areas will find that attaining a position is possible for those physical educators who possess the appropriate credentials and exhibit perseverance.

The challenge to those who wish to enter the teaching or coaching professions is reflected in the words of Aristotle. He said that those who educate children well are to be honored more than those who produce them, for those who produce children give them only a life, but those who educate them give them the art of living well. A physical education teacher or coach has the responsibility to inspire students or athletes with the desire to learn, to have them recognize the need to develop physical skills and be physically active, to see that each one develops to his or her capacity, and to ensure that each one has a successful experience.

3.1. Listen to the text "Teaching and Coaching in Physical Education and Sport".

3.2. Read and translate in writing the text.

3.3. Find the English equivalents in the text for the following:

нести відповідальність; забезпечувати; хоча; дошкільнята; альтернативні галузі працевлаштування; більш за те; простягатися; обнадійлива картина зайнятості; виявляти наполегливість; бажання навчатися; мистецтво життя; поважати; проблема/задача; надихати; визнавати необхідність; навички/уміння; підвищувати свій потенціал; успішний досвід.

1.3. Ask 15 questions of all types on the text.

1.4. Put the sentence below into Present, Past and Future Perfect. Give its negative and interrogative forms too.

Physical educators find teaching and coaching opportunities in nonschool settings.

- 3.6. *Give a talk on “Teaching and Coaching in Physical Education and Sport”.*
- 3.7. *Get acquainted with this useful information and discuss it in class. Study a sample resume of a physical educator. Try to create a similar one of your own.*

ATTAING A PROFESSIONAL POSTION

Whether you are seeking full-time employment following graduation, part-time or summer employment, an internship, a graduate assistantship, or a position as a volunteer, obtaining the desired position requires a well-planned, concerted effort. Highly desirable positions may attract numerous applicants, and competition may be strong. Therefore it is important to market yourself effectively and prepare thoroughly for this effort.

Early in your education career you should begin the process of developing a resume. A resume is a summary of your qualifications and experiences. To facilitate the writing of your resume, keep a record of all your activities on an ongoing basis throughout your career. People who fail to do so often inadvertently exclude important activities or honors from their resume because they have been forgotten. Some examples of activities that are important to include are honors, athletic participation, employment, professional memberships, and volunteer activities.

SAMPLE RESUME

ROBIN LEE WEST

<p>School Address 221 Eastview Road, Apt. 1 Ithaca, NY 14856 Phone: 607-111-5555</p>	<p>Permanent Address 312 Cherry lane Floral Estates, NY 11003 Phone: 516-222-5555</p>
CAREER OBJECTIVE	To teach physical education in an elementary school, work with children with disabilities to improve their motor performance, and coach soccer and track
EDUCATION	Ithaca College, Ithaca, NY, May 1994 Bachelor of Science in Physical Education Provisional certification K-12 Minor in Health Concentration in Adapted Physical Education

PROFESSIONAL EXPERIENCE	<p>Student teacher, Pine Elementary School (1/2-3/7 1994)</p> <p>Student teacher, Cayuga High School (3/10-5/14 1994)</p> <p>Fieldwork in adapted physical education, United Children's Center (1/4-5/2 1993)</p> <p>Youth Bureau volunteer soccer coach (Fall 1992-1994)</p> <p>Counselor for children with special needs, Floral Estates Youth Summer Camp (Summers 1990-1994)</p>
HONORS AND AWARDS	<p>Dean's List (Fall 1991, 1993, 1993, 1994; Spring 1991, 1993)</p> <p>Who's Who in American Colleges and Universities</p> <p>Ithaca College HPER Professional Achievement Award</p>
COLLEGE ACTIVITIES	<p>Physical Education Majors' Club (1990-1994; Vice-President 1993)</p> <p>Intercollegiate Soccer Team (1990-1993; Captain 1993)</p> <p>Intercollegiate Track and Field Team (1991-1993)</p> <p>Peer counselor, Health Center (1992-1994)</p> <p>President's Host Committee for Admissions (1992-1994)</p>
CERTIFICATIONS	<p>American Red Cross Community First Aid Instructor</p> <p>American Red Cross Water Safety Instructor</p> <p>American Red Cross Adapted Aquatics Instructor</p> <p>Rated official in volleyball and basketball</p>
PROFESSIONAL AFFILIATIONS	<p>American Alliance for Health, Physical Education, Recreation, and Dance</p> <p>New York State Association for Health, Physical Education, Recreation, and Dance</p> <p>Finger Lakes Board of Officials</p>
REFERENCES	<p>Available from Placement Office, School of health Sciences and Human Performance, Ithaca College</p>

UNIT XII

COACHING CAREERS IN SPORT

I. Read, translate and learn the key words and phrases of the unit:

a) ambition, stimulus(i), responsibility, reason, enjoyment, desire, involvement = participation, elite, influence, belief, occupation, power, excitement, recognition, choice = option, drawback, benefit, reward, respect, indication, amount, salary, encounter, stipend, pressure, alumni(us), demand, burnout, criterion (a), lack, competency, discrepancy, welfare, establishment, certification, foundation, familiarity, realm, assumption, workshop, clinic, marketability, asset, rating, membership, credential, resume, employment;

b) to aspire, to enroll, to seek, to desire, to view, to attain, to notice, to exist, to be available, to associate, to expect, to hire, to derive from, to share, to select = to choose, to emulate, to cite, to commit, to strive, to review, to recruit, to vary = to range, to depend on, to counsel, to fire, to overwhelm, to exhaust, to suffer, to disenchant, to possess, to fulfil, to lack, to enhance;

c) prospective, dual, sole(ly), tremendous(ly), previous, ultimate, profound, visible, intrinsic, arduous, untold, voluntarily, desirous, necessarily, sound, safe, carefully, relevant, several, invaluable, additional;

d) because of, whereas, within, similar to, between, perhaps, like, accorded to, unlike, although, furthermore;

e) as a means; the line of demarcation; to teach classes; a strong motivating factor; to enter the profession; to have a great deal of; side by side; giving the best of oneself; a high turnover rate; a lackluster win-loss record; to hold a position; task force; this holds true; in one's favor; supervised field experiences; volunteer work; part-time employment.

II. Text I.

COACHING CAREERS IN PHYSICAL EDUCATION AND SPORT

Many prospective physical educators aspire to a career as a coach. Because a teaching certificate is required by many states to coach, many aspiring coaches enroll in a program of study leading to a teaching certificate in physical education. Some of these prospective coaches seek a dual career as a teacher and a coach, whereas others desire solely to coach and view a teaching career as a means to attain their ultimate ambition.

Within the last decade coaching opportunities have increased tremendously. There has been noticed the growth of interscholastic and intercollegiate competition for women. The increased interest in sport by people of all ages also served as a stimulus to increase opportunities in competitive athletics.

Similar to teaching, opportunities to coach today exist in both the school and nonschool setting. At the interscholastic level, opportunities are available to coach at several levels, including middle school, junior school, and high school. Intercollegiate coaching opportunities are found in 2-year community colleges as well as 4-year colleges and universities. In nonschool settings coaching opportunities are available with professional teams, commercial sport clubs, and community recreation and sport programs. The line of demarcation between coaching and teaching is fine at some commercial clubs and community centers. Teaching or coaching elite gymnasts and working with age-group swimmers are examples of opportunities in these fields.

Teaching responsibilities may be associated with coaching. At the interscholastic level it is expected that coaches will teach classes in the school; often coaches teach physical education. At the collegiate level some coaches are hired solely to coach and have no teaching responsibilities. At other higher

education institutions coaches may have teaching responsibilities in the general physical education program or in the professional preparation program. Administrative responsibilities also may be associated with coaching.

2.1. *Listen to the text “Coaching careers in Physical Education and Sport”.*

2.2. *Read and translate it.*

2.3. *Answer the questions:*

1. Do you need to have a certificate to be a coach? 2. Why have coaching opportunities increased lately? 3. Where do the coaching opportunities exist? 4. May teaching responsibilities be associated with coaching? 5. What are coach's responsibilities at school? 6. What are coach's responsibilities at collegiate level? 7. What else responsibilities may be associated with coaching?

2.4. *Find English equivalents from the text for the words and phrases below:*

асоціюватися; адміністративні обов'язки; наймати на роботу; від тренерів очікують; що вони будуть вести уроки; лише/виключно для того; перспективний; засіб; елітний/вищих досягнень; демаркаційна лінія/розділ/розмежування; подібно; підкреслювати; доступний; існувати; прагнути кар'єри; подвійний/двоєкий; задовольняти амбіції; рівень; досягати; розглядати; бажати.

2.5. *Open the brackets and use the verbs in proper tense form.*

CHOOSING A COACHING CAREER

1. Individuals (*aspire*) to a coaching career for many reasons: their love for the sport, their own previous involvement on athletic teams, and the enjoyment they derived from participation. 2. The desire to continue this involvement and association with athletics, perhaps to share some of what one (*learn*) through athletics, (*be*) a strong motivating factor in selecting a coaching career. 3. Individuals (*may, choose*) to coach because of the profound influence one of their coaches had on their lives. 4. Having a coach who was a positive role model and a desire to emulate this individual (*can, influence*) one's decision to pursue a coaching career. 5. Many (*choose*) to coach because of their love of children. 6. The opportunity to work with highly skilled and motivated individuals (*be*) often cited as a reason for coaching. 7. Many coaches (*enter*) the profession because of their belief that participation in athletics can be a positive experience. 8. They (*be committed*) to providing opportunities by which young people can develop to their fullest potential, both as athletes and as individuals. 9. Coaching (*be*) a highly visible occupation. 10. Coaches (*may, have*) a great deal of influence and power within both the institution and the community. 11. The excitement, attention, influence, and recognition associated with coaching (*make*) it an attractive career choice.

2.6. *Put questions to the words and phrases in italic.*

BURNOUT

1. *Burnout* is becoming increasingly prevalent among teachers and coaches. 2. Burnout is defined as physical, emotional, and attitudinal *exhaustion*. 3. Because burnout can have a devastating effect on dedicated individuals, young professionals need to be aware *of the causes and consequences* of burnout and strategies they can use to prevent its occurrence. 4. There are *many* causes of teacher burnout. 5. *Lack of administrative support, lack of input into the curriculum process, and public criticism and the accompanying lack of community support* are all factors contributing to burnout. 6. Inadequate salaries, discipline problems, too little time to do the ever-growing amount of work, large classes, and heavier teaching loads may also contribute to *this* problem. 7. In coaching realm, burnout may be caused by *seasons that seem to go on without end, administrative and community pressures, and time pressures*. 8. Teacher-coach role conflict may also *lead* to burnout. 9. This role conflict occurs *when a disparity exists between the expectations associated with being a teacher and a coach*. 10. This results in a *multitude of simultaneous, somewhat diverse demands*. 11. The teacher-coach, *unable to satisfy these demands*, experiences role conflict.

2.7. *Give a talk on “Coaching careers in Physical Education and Sport”.*

III. Text II.

WHAT ARE THE BENEFITS AND DRAWBACKS OF COACHING

Like teaching, a coaching career has both advantages and disadvantages. Many intrinsic rewards are associated with coaching. The opportunity to work with athletes and strive side by side with them to achieve their fullest potential, the excitement of winning and the satisfaction associated with giving the best of oneself, and the respect accorded to a coach are some of the intrinsic benefits of coaching.

There are several drawbacks associated with coaching. The hours are often long and arduous. The practice hours and the hours spent coaching during a competition are the most visible indications of the amount of time involved in coaching. Untold hours may be spent in preparing practices, reviewing the results of games and planning for the next encounter, counseling athletes, performing public relations work, and, at the collegiate level, recruiting.

Salaries vary greatly, depending on the level coached, the sport coached, and the coach's position as head or assistant coach. Salaries at the high school level can range from a small stipend to a few thousand dollars, whereas coaches at the collegiate and professional levels may have contracts worth hundreds of thousands of dollars.

A high turnover rate is associated with coaching. Unlike teaching, coaches are often placed under tremendous pressure to achieve – to have a winning season. Many coaches are fired because of a lackluster win-loss record or for having a poor working relationship with the administration or alumni. Other coaches choose to

leave the profession voluntarily, overwhelmed by the pressures and exhausted by the demands, suffering from burnout, disenchanted with the profession, or desirous of a career change.

3.1. *Listen to the text “What Are the Benefits and Drawbacks of Coaching?” and answer the question in the title”.*

3.2. *Translate the text into your native language in writing. Put 10 questions of all types on the text.*

3.3. *Find the English equivalents for the following:*

разом; важкий; платня; суттєвий/вагомий; користь; збудження; підопічний/вихованець; переповнювати; висока «текучість»; проводити набір; заспокоювати; змагання/зустріч/поєдинок; велика самовіддача; численний; зарплата/стипендія; видимий, варіюватися, прагнути перемоги; нагорода; подібно; показники; звільняти, тоді як; велетенський, страждати; виснажений, вимога; добровільно; розчаровувати; той, хто прагне; на відміну від.

3.4. *Open the brackets and put the verbs into proper tense form.*

1. Many responsibilities (*be*) associated with coaching. 2. They (*include*) conducting practice and coaching during the game. 3. Although the coach (*work*) with highly skilled athletes, the coach (*must, be*) a good teacher to instruct the athletes in the more advanced skills and strategies necessary to perform at this level. 4. During practices and games the coach (*must, motivate*) the athletes to put forth their best effort so that their optimal level of performance can be achieved. 5. In many cases these instructional responsibilities (*may, be*) the least time consuming of all the coach’s responsibilities. 6. Many coaches (*spend*) untold hours in evaluating practices and the results of competitions. 7. The coach (*be expected*) to reflect a positive image and exemplify the values associated with sport. 8. Coaches (*must, attend*) sport and rules clinics so that they (*be aware*) of the current trends and latest rule changes in the sport.

3.5. *Translate into English.*

Обов’язками тренера також є встановлення зв’язків з громадськістю, що передбачає оголошення результатів змагань, участь в інтерв’ю, виступи перед публікою. Дуже багато часу тренер витрачає на проведення набору. Бесіди по телефону з перспективними спортсменами, організація проведення зборів, розмови з батьками, проведення змагань скаутів для виявлення потенційних спортсменів значно збільшують тривалість його робочого дня на багато годин.

3.6. *Give a talk on “What Are the Benefits and Drawbacks of Coaching?”*

IV. Text III.

CERTIFICATION OF COACHES

Criteria for certification of coaches at the interscholastic level vary from state to state, as does certification for teaching. Only about half of the states require interscholastic coaches to possess a teaching certificate, although not necessarily in physical education. Furthermore, the increased need for coaches and the lack of teachers available to fulfil these needs had led to the hiring of many nonteacher coaches. As a result, many individuals hold coaching positions who lack the professional preparation and competencies so necessary to conduct educationally sound and safe programs.

Discrepancies in the requirements necessary to coach and concern about the safety and welfare of the participants were two reasons for the establishment of the AAHPERD (American Alliance for Health, Physical Education, Recreation, and Dance) Task Force on the Certification of High School Coaches. The task force recommended that for certification, coaches should have knowledge of the medical aspects of coaching, an understanding of the psychological and sociological foundations of coaching, familiarity with the kinesiological foundations of coaching, understanding of the physiological aspects of coaching, and knowledge of coaching theory and techniques.

Young professionals aspiring to coach should prepare carefully for assumption of this important responsibility. This may be accomplished by enrolling in relevant courses and by attending workshops and clinics. Athletic participation and gaining practical experience by working as an assistant coach or a volunteer youth coach in a community program may enhance the professional qualifications of prospective coaches. There are also several coaching certification programs sponsored by private and professional organizations. Prospective coaches can use these programs to enhance their effectiveness in this critical area.

4.1. Listen to the text "Certification of Coaches".

4.2. Read and translate the text. Answer the questions:

1. Are the criteria for certification of coaches the same everywhere? 2. What had led to the hiring of many nonteacher coaches? 3. What were the reasons for the establishment of the AAHPERD? 4. What did the task force recommend for certification? 5. How should young professionals enhance their qualifications of prospective coaches?

1.1. Find the English equivalents for the following:

ефективність; невідповідність; набувати практичного досвіду; тематична конференція/короткі курси; володіти; виконувати/досягати; найм на роботу; добробут; відсутність/недостатність; хоча; нормативні вимоги; добра обізнаність; семінар/симпозіум; підвищувати професійну майстерність; кілька; взяти на себе відповідальність; підґрунтя; не обов'язково; проходження відповідних курсів.

1.2. *Entitle the paragraphs of the text.*

1.3. *Give the negative and interrogative forms of the following sentences:*

1. Certification programs offered by professional organizations have grown within the last 10 years.

2. These programs try to ensure that individuals who receive certification have the necessary skills and knowledge to competently plan and administer programs.

1.4. *Compare the ways of coach certification in the USA and in your country. Discuss the issue with your group mates in class.*

4.7. *Give a talk on “Certification of Coaches”.*

UNIT XIII

LEADERSHIP AND PROFESSIONAL ORGANIZATIONS IN PHYSICAL EDUCATION AND SPORT

I. *Read, translate and learn the key words and phrases of the unit:*

a) leadership, growth, dedication, vitality, goal, quality, sense, art, achievement, purpose, direction, enthusiasm, integrity, friendliness, respect, affection, mastery = skill, decisiveness, intelligence, faith, articulation, personality, desire, advantage, finding, membership, fellowship, resource, resolution, nature;

b) to experience, to ensure, to emerge, to prosper, to deteriorate, to prosper, to identify, to achieve, to belong to, to disseminate, to provide, to exist, to find out, to be aware of, to enhance;

c) continued, creative, accountable, applied, numerous;

d) as well as, together, among;

e) to have an interest in research; to provide opportunities; to provide a means; to facilitate communication, specific area of interest.

II. *Text I.*

LEADERSHIP AND PROFESSIONAL ORGANIZATIONS IN PHYSICAL EDUCATION AND SPORT

Physical education and sport is experiencing one of the most dynamic periods in its history. Professional leadership is needed to ensure the continued growth and vitality of the profession. It is critical that leaders emerge from among students now preparing for this profession. If leaders emerge, the profession will prosper; if not, the profession will deteriorate.

Leadership is the art of influencing people to work together harmoniously in the achievement of professional as well as personal goals. Several personal qualities have been identified as necessary for leadership. These qualities include

energy, a sense of purpose and direction, enthusiasm, integrity, friendliness and affection, technical mastery, decisiveness, intelligence, teaching skill, and faith.

To find the answers to many problems confronting the profession, physical education and sport leaders need to be creative, to have an interest in research, and to be accountable. To achieve leadership status, professionals must have good health and personality, applied intelligence, good articulation, dedication and hard work, respect for other people, and desire. Leaders need to become actively involved in their profession, and one means to do this is to belong to professional organizations.

There are many advantages to belonging to a professional organization. Professional organizations provide opportunities for service, facilitate communication among professionals, and provide a means to disseminate research findings and other information to professionals. Membership in a professional organization provides opportunities for fellowship, a resource for resolution of personal and professional problems, and may enhance one's employment opportunities.

Numerous professional organizations exist. To find out about professional organizations in his or her specific area of interest, a student can consult a professor or practitioner in this field. One should be aware of their purposes, nature, and membership.

2.1. *Listen to the text "Leadership and Professional Organizations in Physical Education and Sport".*

2.2. *Answer the questions to the text "Leadership and Professional Organizations in Physical Education and Sport".*

1. What kind of periods in its history is physical education and sport experiencing? 2. Why is professional leadership needed? 3. When will the profession prosper? 4. What is leadership? 5. What qualities have been identified as necessary for leadership? 6. What kind of persons do sport leaders need to be in order to find answers to problems confronting the profession? 7. What must the sport leaders have to achieve leadership status? 8. What benefits are there from belonging to a professional organization? 9. What does membership in a professional organization provide? 10. What should one be aware of when finding out about professional organizations?

2.3. *Find the English equivalents from the text "Leadership and Professional Organizations in Physical Education and Sport" for the following words and phrases:*

усвідомлювати; бажання; численний; перевага; членство; повага; забезпечувати можливості; нести відповідальність; конкретний/окремиий; віра; мета/результат; характер; дружелюбність; творчий; спосіб/засіб; сприяти спілкуванню між професіоналами; розв'язання особистих та професійних проблем; виявляти зацікавленість до наукових досліджень;

хороша артикуляція; прикладний розум; надавати засоби розповсюдження наукових відкриттів; самозречення; належати; рішучість; напрям; існувати; любов; майстерність; мета; особистість; товариство/братерство; процвітати; прямота/чесність; разом; зростання; постійний; забезпечувати; цілеспрямованість; випробовувати/пізнавати; з'являтися/виникати; приходити у занепад; лідерство.

2.4. *Open the brackets and put the verbs into proper tense form.*

DEFINITION OF LEADERSHIP

The term **leadership** (*represent*) the art of influencing people to work together

harmoniously in the achievement of professional goals that they (*endorse*). Leadership (*influence*) a person's feelings, beliefs, and behavior. A leader (*can, help*) a group to achieve goals with a sense of unity, and provides an opportunity for self-realization. Leadership (*involve*) motivating and vitalizing the members of the profession to contribute a maximum effort. It (*tap*) vital resources and (*encourage*) higher levels of achievement. It (*eliminate*) inertia, apathy, and indifference and (*replace*) them with inspiration, enthusiasm, and conviction. It (*provide*) for self-fulfillment and satisfying endeavor. It (*result*) in power **with** the members, not power **of** the leader.

2.5. *Ask questions to the words and phrases in italic.*

1. The leader should be very conscious of *the need* for self-realization on the part of each member of an organization or profession. 2. *Each individual* needs to believe that he or she counts for something, is recognized, and has a sense of worth. 3. At the same time the leader should recognize that *each individual has different interests, urges, abilities, attitudes, talents, capacities, and creative powers to contribute*. 4. These traits must be by the leader, *who must show how the profession and each individual in the profession, profit as a result of such an association*. 5. Practitioners should be involved *in determining* what goals the profession is trying to accomplish. 6. The *true* test of leadership is the number of people's lives it enriches. 7. It is a process *of helping people to discover themselves*. 8. It is not a *process* of exploitation.

2.6. *Use the sentence below in Past and Future Indefinite Tense (Negative and Interrogative either).*

Leaders need energy to cope with the many demanding hours of work required.

2.7. *Have a dictation.*

SENSE OF PURPOSE AND DIRECTION

There are some qualities that students should develop if they wish to be leaders. One of them is sense of purpose and direction. Leaders must have conviction regarding what they espouse, what has to be done, and where they want

to go professionally. The leader's goals are clear and definite, and the road ahead is clearly delineated. This conviction, sense of purpose, and direction requires knowledge and understanding of one's profession and the objectives to be achieved.

2.8. Give a talk on "Leadership and Professional Organizations in Physical Education and Sport".

III. *Listening comprehension text.*

PROFESSIONAL ORGANIZATIONS IN PHYSICAL EDUCATION AND SPORT

Professional organizations are the heartbeat of the profession. The greatest changes in the profession have their beginnings in organizational meetings and conferences. Scholarly research, curriculum development, certification requirements, and hundreds of other topics are discussed in detail at conferences. The physical education and sport profession, both in the United States and in other countries of the world, has an imposing list of associations concerned with every aspect of the field. If all physical educators belonged to and worked for their professional organizations, the concerted effort of such a large professional group would result in greater benefits and more prestige for the profession. Belonging to a professional organization has many advantages. From many organizations available, you should select carefully those that best meet your needs and interests. Become involved – be a committed, active professional willing to work hard to shape the direction and future of this dynamic field.

Factors that every physical educator should recognize about such membership include the following:

- They provide opportunity for service.
- They provide an opportunity to shape the future of the profession.
- They provide a channel of communication.
- They provide a means for interpreting the profession.
- They provide a source of help in solving professional and personal problems.
- They provide an opportunity for fellowship.
- They yield a feeling of belonging.
- They provide a forum for research.
- They provide a means for distributing costs.
- They are valuable in gaining employment.

3.1. Listen to the text "Professional Organizations in Physical Education and Sport".

1. Are there any professional organizations in physical education and sport?
2. Where have the greatest changes in the profession their beginning?
3. What topics are discussed there?
4. Has belonging to a professional organization any

advantages? 4. List as many as possible factors that every physical educator should recognize about membership in professional organization.

3.2. *Answer the questions to the text “Professional Organizations in Physical Education and Sport”.*

3.3. *Retell the text “Professional Organizations in Physical Education and Sport” and answer the questions*

IV. *Retell the oral topic.*

LEADERSHIP AND PROFESSIONAL ORGANISATIONS IN PHYSICAL EDUCATION AND SPORT

Physical education and sport is experiencing one of the most dynamic periods in its history. Professional leadership is needed to ensure the continued growth and vitality of the profession. It is critical that leaders emerge from among students now preparing for this profession. If leaders emerge, the profession will prosper; if not, the profession will deteriorate.

Leadership is the art of influencing people to work together harmoniously in the achievement of professional as well as personal goals. Several personal qualities have been identified as necessary for leadership. These qualities include energy, a sense of purpose and direction, enthusiasm, integrity, friendliness and affection, technical mastery, decisiveness, intelligence, teaching skill, and faith.

To find the answers to many problems confronting the profession, physical education and sport leaders need to be creative, to have an interest in research, and to be accountable. To achieve leadership status, professionals must have good health and personality, applied intelligence, good articulation, dedication and hard work, respect for other people, and desire. Leaders need to become actively involved in their profession, and one means to do this is to belong to professional organizations.

UNIT XIV

ISSUES, CHALLENGES AND THE FUTURE OF PHYSICAL EDUCATION AND SPORT

I. Read, translate and learn the key words and phrases of the unit:

a) issue, challenge, query, commitment, growth, vitality, fragmentation, title, gap, public relations, task, characteristic, trend, opportunity, public, contribution, jurisdiction, domain, credentials;

b) to confront, to perceive, to face, to depend on, to identify, to stress, to examine, to involve, to market, to set forth, to attain, to focus, to accomplish, to exemplify, to enhance, to deal with, to require, to influence, to establish, to obtain, to provide, to determine;

c) cognizant, up-to-date, current, accurate, knowledgeable, visible, daily, willing, essential, rapid excellent, appropriate, proper;

- d) as such, through, between, lastly, more than ever before, as well;
- e) in an easily understood manner; to keep abreast of, to take an active role in meeting these challenges; following an overview of the issues; being of great importance; fitness consumer movement; health status; to be a role model; promoting lifespan involvement; to assume leadership positions; decision makers; expanding frontiers; habitual universe; in several ways; actively seeking leadership positions; the delivery systems; for space and underwater living; what the future will be like.

II. Text I.

ISSUES, CHALLENGES AND THE FUTURE OF PHYSICAL EDUCATION AND SPORT

I

Many issues and challengers confront the physical education and sport profession today. As professionals we need to be cognizant of the issues concerning the profession at all levels. As a physical educator you may be perceived by the public as an expert in matters involving physical education and sport. As such you need up-to-date information on current issues so that you may give accurate and knowledgeable answers to the public's queries in an easily understood manner. This requires that you keep abreast of events and developments through newspapers, television, professional journals, and professional meetings and conferences.

The professional is also facing a great number of challenges. As professionals we must take an active role in meeting these challenges. This requires commitment and professional leadership at all levels. The continued growth of the profession, its vitality and its future depends on practitioners' commitment and leadership.

There exist a lot of issues and challengers confronting the physical education and sport profession today. The widespread interest in sport by people in our society and the media has made many of these issues very visible.

Following an overview of the issues in physical education and sport today, three issues identified by the American Academy of Physical Education as being of great importance to the profession were discussed. First, the Academy stressed that professionals need to become more active in the physical activity and fitness consumer movement. Second, physical educators must place more emphasis on teaching ethical and moral values through physical education and sport programs. Third, the Academy perceived a need for physical educators to become more active in the conducting of youth sport programs. Two additional issues were also discussed. As the discipline of physical education continues to grow, professionals are concerned about the fragmentation of the field and the title of the discipline. The final issue examined was the gap between research and practice.

Many challenges face physical educators. First, physical educators are faced with the challenge of promoting daily high-quality physical education in the schools. The second challenge is to become more actively involved in public relations. Professionals in all settings must market their programs. The third

challenge is to attain the goals set forth in the reports “Objectives for the Nation” and “Healthy People 2000”. These specific fitness and exercise objectives focus on improving the health status of all Americans. If these objectives are to be achieved, each physical educator must make a personal commitment to work with professional organizations to accomplish this task and to be a role model exemplifying a healthy, active lifestyle. Lastly, promoting lifespan involvement in physical activity requires physical educators to provide a diversity of services to individuals of all ages. Physical education and sport has the potential to enhance the health and quality of life of people of all ages. Helping individuals to realize this potential is one of our biggest challenges.

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

Planning and knowing what the future will be like is essential if physical educators are to take an active part in the direction and shaping of the future. Professionals must start planning for the future now. Such planning requires that professionals recognize that rapid change is characteristic of our way of life.

Several societal trends will influence the future of physical education and sport. The wellness movement and the fitness movement present excellent opportunities for physical educators to involve individuals of all ages in appropriate physical activity. The educational reform movement and the changing nature of education indicates that physical educators, more than ever before, need to inform the public and decision makers about the contribution of physical education to the educational process. Expanding frontiers of the habitual universe, developments in communications, and other technological developments will influence the future of physical education and sport as well.

Physical educators can prepare for the future in several ways. First, physical educators need to establish jurisdiction over their domain by obtaining the proper credentials and actively seeking leadership positions. Second, physical educators need to improve the delivery systems. We must provide for people of all ages and utilize technological advances to facilitate learning. We must take an active role in helping individuals prepare for space and underwater living. The future of physical education and sport is *coming*, but only physical educators can determine where it is going.

2.2. *Answer the questions.*

1. Do any issues and challenges confront the physical education and sport profession today?
2. What must the professionals be cognizant of?
3. How should the physical educators communicate with the public?
4. What helps professionals to meet the challengers?
5. What makes the issues very visible?
6. What issues are considered as being of great importance to the profession?
7. Do any challenges face physical educators?
8. Name some of them.
9. What will influence the future of physical education and sport?
10. How can physical

educators prepare the future? 11. Who can determine where the future of physical education is going?

2.3. Find the English equivalents from the text for the following:

проблеми та задачі; стоять перед; бути обізнаним; сприймати; громадськість; сучасний/новітній; фахівець з питань фізичного виховання та спорту; поточні питання; точний/влучний; питання; у доступній манері; компетентний; іти в ногу/бути в курсі; як такий; стояти обличчям до; посідати активну позицію у роз'язанні цих проблем; співучасть; життєстійкість; залежати від; вимагати; видимий; ідентифікувати; галузь споживання фітнес-послуг; відводити більше місця; етичні та моральні цінності; фрагментація; останнє питання; яке розглядається; розрив/щілина; активно залучатися до суспільних стосунків; викладати; досягати; статус здоров'я; нарешті/на завершення; виконувати задачу; бути прикладом; рольова модель; протягом усього життя; сприяти заняттям фізичною активністю; різноманітність; готовий (охоче зробити щось); суттєвий; швидкий; характерна особливість/риси; тенденція; відповідний; горизонти; які розширюються; середовище проживання; люди, які приймають рішення/керівники; відмінні можливості; також; встановити юрисдикцію; системи забезпечення; галузь; належні повноваження; технологічні досягнення; сприяти навчанню; охопити людей різного віку; використовувати; вирішувати/з'ясовувати/визначати; майбутнє йде.

2.4. Put questions to the words and phrases in italic.

1. Numerous issues confront professional in physical education and sport *today*.
2. Problems within sport *exist* at all levels. 3. *At the professional level*, gambling and drug abuse have commanded a great deal of attention, as have astronomical player salaries and striking players and game officials. 4. *Increased player violence* has raised concern. 5. *Fan* violence has led some teams to curb the sale of alcohol at events. 6. The overemphasis on winning at all cost can deter the *development of values* in sport. 7. *"Burning out"* at an early age has led to attempts to curtail the playing schedules of young athletes and to establish minimum age requirements for players to join the tour.

2.5. Use the sentence below into Present Indefinite Active Voice. Give its negative and interrogative forms.

Human beings have always been interested in the future.

2.6. Open the brackets and put the verbs into appropriate tense form.

1. Physical educators (*need*) to prepare themselves to assist individuals to attain their optimal level of fitness while living in these space and underwater environments. 2. Space travelers to distant planets (*need*) help in keeping fit while living for long periods of time under conditions of zero gravity. 3. Physical

educators (*must, conduct*) research concerning the effects of weightlessness on the body and artificial gravity. 4. Designing exercise programs to deal with differences in the environment (*fall*) within the realm of the physical educator.

2.7. *Have a dictation.*

Racism is another issue that must be confronted. Desegregation of sports has opened doors for participation of minorities in sport. However, participation has not led to the elimination of prejudice, stereotyping, and exclusionary practices. Discrimination and exclusionary practices have limited opportunities for minorities in administrative and coaching positions in sports. Professionals in physical education and sport have spoken strongly about the need to recruit minorities into higher education and prepare them for a multitude of careers in this field.

2.8. Give a talk on “*Issues, Challenges and the Future of Physical Education and Sport*”.

III. *Listening comprehension texts.*

3.1. *Text I.*

YOUNG ATHLETES’ BILL OF RIGHTS

Much dissatisfaction with youth sport programs may be attributed to the disparity between their outcomes and the interests and expectations of the program participants. The overwhelming on winning and competition makes it difficult to realize the objectives of motor, psychological, and social development of the children. The Bill of Rights for young athletes offers coaches and parents guidance in structuring the sport experience to achieve more positive outcomes.

1. Right of the opportunity to participate in sports regardless of ability level.
2. Right to participate at a level that is commensurate with each child’s developmental level.
3. Right to have qualified adult leadership.
4. Right to participate in safe and healthy environments.
5. Right of each child to share in the leadership and decision-making of their sport participation.
6. Right to play as a child and not as an adult.
7. Right to proper preparation in the sport.
8. Right to have an equal opportunity to strive for success.
9. Right to be treated with the dignity by all involved.
10. Right to have fun through sport.

3.1.1 *Listen to the text “Young Athletes’ Bill of Rights”.*

3.1.2. *Answer the questions.*

Do youth sport programs completely satisfy the needs of children? Why?

3.1.3. *Listen to the text once more and try to translate “The Bill” in writing in pauses between the bill’s articles.*

3.1.4. *Discuss “Issues, Challenges and the Future of Physical Education and Sport” in class.*

3.2.1. *Text II.*

THE FUTURE

As they prepare for the future, physical educators must do the following:

- Provide themselves with the proper credentials to establish jurisdiction over their domain.
- Utilize technological advances to improve the delivery system.
- Prepare for space and underwater living and for changes in our society.
- Become a positive role model for a fit and healthy lifestyle, so that others will be favorably influenced to emulate this lifestyle.
- Help persons to become increasingly responsible for their own health and fitness.
- Recognize that individuals will live longer and become more fit and active in the years to come.
- Provide for all persons, regardless of age, skill, disabling condition, and socioeconomic background, throughout their lifespan.
- Remember that we are involved with the development of the whole person as a thinking, feeling, moving human being.
- Make a commitment to conduct high-quality programs that are sensitive to individual needs so that physical education and sport’s potential to enhance the health and quality of life for all people can be achieved.

3.2.2. *Listen to the text “The Future”.*

3.2.3. *Write in your own words what physical educators must do as they prepare for the future.*

IV. *Act out the dialogue below.*

- I hear you have joined the Association for Fitness in Business.
- Exactly. There are many advantages to belonging to a professional organization.
- How can it succeed your career?
- Oh, AFB provides professional support and assistance in the development and promotion of quality health and fitness programs in business and to create an awareness of the benefits of maintaining a high level of fitness and health among employees.
- How interesting! Does the organization recommend certification standards for fitness personnel.
- It goes without saying! Besides AFB sponsors seminars, annual convention, and regional meetings for professionals.

- I wish I were a member of such organization!

V. *Retell the oral topic.*

FUTURE OF PHYSICAL EDUCATION AND SPORT

Planning and knowing what the future will be like is essential if physical educators are to take an active part in the direction and shaping of the future. Professionals must start planning for the future now. Such planning requires that professionals recognize that rapid change is characteristic of our way of life.

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I. *Listen, read, translate, and remember the key words and phrases on the unit:*

- a) injury, distress, lack, acceptance, pain, condition, competitor, opponent, patient, welfare, whim, command, failure, staff, anger, frustration, response, restriction, detriment, guidelines, effort, negligence, sign, challenge, concern, slogan, scheme, behaviour, praise, reward, consideration, adjustment, attitude, performance; personnel; maturation, denial, anger, depression, acceptance, empathy, thinking, adherence, establishment, opportunity, commonplace, consequence, value, disbelief, brunt, release, frustration, blotter, treatment, outsider, stands, anxiety, success, resolution; commitment, attitude, soul, self-concept, self-confidence, support, encouragement, nightmare, doubt, emergence, escape, courage, identity, embarrassment, fear;
- b) to sustain, to recover, to worry, to fail, to lay, to cause, to attend, to maintain, to

- get through, to reach, to accept, to deal, to encourage, to demand, to result in, to deserve, to lash out, to head off, to point, to push, to believe, to enhance, to view, to negate, to foster, to interpret; to plague, to incorporate, to misinterpret, to revamp, to reinforce, to monitor, to remain, to manage, to determine, to adjust, to require, to guide, to cope with, to achieve, to vent, to bear, to seek, to aggravate, to reason, to regain, to swing, to interrelate, to bargain, to slack off, to solidify, to drop, to avoid, to comprise, to ignore, to cure, to suffer, to adapt, to hurt, to revolve, to discourage, to relish;
- c) ruptured, recent, considerable, hectic, dependent, firmly, inappropriate, proud, continual, available, literally, painful, severe, obvious, vulnerable, intimidated, legal, awful, intolerable, far, ached, occasional, chronic, healthy, excited, same, certain, possible, integral, irrational, extremely, speedy, prolonged, minimal, early, anxious, isolated, lonely, imminent, merely, further, initial, rarely, shrugged, upset, alike, exact, evident, current, self-confident, mild, moderate, proper, inner, ready, career-threatening, disastrous, high-salaried;
- d) ahead, because of, within, through, whereas, versus, between, whenever, toward, however, whoever, wherever, whom, whereas, nowhere, within;
- e) Achilles tendon; floor exercise; physical therapy session; to take\assume responsibility; to take care; to be responsible; to meet need; to take advantage; at the sacrifice; in terms of; with wishful thinking; overuse injuries; as opposed to; to set goals; “no pain, no gain”; “Train hard and smart”; life’s stressful events; to take into consideration; on the part of; to have a direct bearing; injury management; relaxation training; though stoppage; visual rehearsal; emotional rehearsal; body rehearsal; interpersonal relationships; short-and long-term realistic goals; to come down; to exert power; to have access; You have said it; if needs arise above the abilities; It goes without saying;

II. Text I.

PRESENTING PROBLEM

Shelley is a 17-year-old gymnast who sustained a ruptured Achilles tendon while performing on the floor exercise during a recent international competition. With this being the first serious injury of her career, Shelley was worried. She had seen other gymnasts try to recover from injuries and could only remember the ones who failed to return to competition. Early in her rehabilitation, Shelley had no idea of what lay ahead for her. It was causing her considerable distress because of her lack of understanding of rehabilitation. She had already started to give up on the program by not attending all her physical therapy sessions. Shelley was also

wearing herself out trying to maintain her usual hectic school schedule and social life. Shelley thinks she has lost any chance of making the Olympic team next year.

2.1. *Read and translate the text "Presenting the Problem".*

2.2. *Answer the questions on the text:*

1. What sport does Shelley take up? 2. How did she sustain an injury? 3. Why was Shelly worried? 4. How can you increase her understanding of what rehabilitation will involve? 5. How can you make rehabilitation seem more realistic and attainable? 6. What can you do to ensure that she adheres to her rehabilitation program? 7. How can you impress upon her the importance of adjusting her lifestyle to be sure that she has the energy to rehabilitate? 8. What can you do to change her negative perspective about rehabilitation?

2.3. *Find the English equivalents for the following:*

втратити/упустити шанс, вільні вправи, розрив ахіллового сухожилля, стурбований/стривожений, виснажувати, підтримувати звичний напружений ритм життя, не мати уявлення, що чекає її, відновлюватися після травм, сеанси фізіотерапії, потрапити до олімпійської збірної, приводити у відчай, зазнати невдачі, виконувати, відступати від програми, відвідувати, одержувати (травму/ушкодження), намагатися.

2.4. *Write a short essay on Shelly's problem.*

III. Text II

IT IS THE ATHLETE'S INJURY

The athlete who has reached the acceptance phase should take the responsibility for the injury. It is not the sports therapist's injury. The athlete has to accept the responsibility for the pain and the condition and deal with it. At this time the athlete is

encouraged to transfer the time and energy given to the sport into the rehabilitation process. The athlete has to become an active and not a passive participant. The knee injury is now the competitor rather than the next week's opponent. Care should be taken so the athlete does not become a dependent patient. Some athletes want the sports therapist to be responsible for their welfare and to meet their every need at their whim and command. They demand more time be spent on them. Failure of one staff member to meet their demands results in their selecting a staff member who will meet their demands. Staff members with the greatest need to help others will be easily taken advantage of at the sacrifice of time needed for other athletes.

When these dependent patients no longer receive the special attention they feel they deserve, they often lash out in anger or frustration. The sports therapist needs to head off this response by firmly explaining the restrictions on time and what is required of the athlete in terms of rehabilitation. This response should

be pointed out to the athlete as inappropriate and needs examination on the part of the sports therapist and the athlete if it becomes a continual problem, since it is only a detriment to recovery.

The athlete is guided in rehabilitation but must push within these guidelines. The athlete has to be encouraged and believe in future success. All efforts should point toward a positive result with the athlete working with what is available and not with wishful thinking.

3.1. *Read and translate the text "It is the Athlete's Injury".*

3.2. *Answer the questions on the text.*

1. Should the athlete who has reached the acceptance phase take the responsibility for the injury? 2. Where is the athlete encouraged to transfer the time and energy to? 3. What kind of participant does the athlete have to become? 4. Is the knee injury now a problem of the competitor or the next week's opponent? 5. What should be taken so the athlete does not become a dependent patient? 6. What do some athletes expect from the sports therapist? 7. What happens with dependent patients if they no longer receive the special attention? 8. In what way can the sports therapist help such athletes? 9. Where should all efforts point toward?

3.3. *Find English equivalents from the text for the words below:*

переносити/переміщати, залежний, травма коліна, суперник/конкурент, обережність, легко, прийняття бажаного за дійсне, реакція, бути спрямованим на, нести відповідальність, приймати/допускати/визнавати, заохочувати/підтримувати, зусилля, обмеження, недоречний/невідповідний, з боку, перешкоджати/заважати, біль, пожертвувавши чим-небудь, дотримуватися меж рекомендацій, керувати/спрямовувати, вибухнути гнівом або впасти у відчай, не отримувати особливої уваги, користуватися перевагами, невдача/провал, персонал, відповідати вимогам, благополуччя/благоденство, призводити до, дотримуватися обережності, примха, заслуговувати, наполегливо пояснювати, збиток/школа.

IV. Text III

INJURY PAIN AND TRAINING DISCOMFORT

Sharon Taylor coaches a swimming team that over the years has been plagued by overuse injuries. Yet her team is proud of its hard work ethic. Incorporating swimming psychologist Keith Bell's guidelines (1980), Sharon has taught the team to view the normal discomfort of training (pain) as a sign of growth and progress, as opposed to something awful or intolerable. For her team, normal training discomfort is not a signal to stop but a challenge to do more.

Because Sharon's swimmers have taken their training philosophy too far and misinterpreted Bell's point, Sharon set a goal of having her swimmers distinguish

between the discomfort of training and injury pain. At the start of the season she discussed her concerns and asked swimmers who had received overuse injuries the season before to talk about the differences between pushing through workouts (overcoming discomfort) and injury pain (e.g., not stopping or telling the coach when a shoulder ached). She changed the team slogan from "No pain, no gain" to "Train hard and smart." She also revamped the training cycling scheme to include more off days and initiated a team rule that no one could swim or lift weights on the off days. She discussed injury versus discomfort with her swimmers periodically during the season and reinforced correct behavior with praise and occasional rewards. Sharon also informed parents of the need to monitor their children's chronic pains.

As the season progressed, the swimmers began to understand the difference between injury pain and the normal discomfort of hard training. By the end of the season, most of her swimmers remained healthy and excited about the State meet.

4.1. *Read and translate the text "Injury Pain and Training Discomfort".*

4.2. *Answer the questions to the text.*

1. What team does Sharon Taylor coach? 2. Over the years she has been plagued by overuse injuries, hasn't she? 3. How does Sharon consider training pain? 4. Is normal training discomfort a signal to stop or a challenge to do more for her team? 5. Do her swimmers distinguish between the discomfort of training and injury pain? 6. How has Sharon Taylor changed the team slogan? 7. Why did she revamp the training cycle scheme? 8. What did she discuss with her swimmers periodically? 9. What did Sharon Taylor inform parents about? 10. How do swimmers feel by the end of the season? 11. Do you share Sharon Taylor's approach to pain?

4.6. *Match the words from both columns.*

E.g.: 1 - Q

1	to monitor	А	порівняно, на противагу
2	a sign	В	травми, викликані перетренованістю
3	intolerable	С	відрізняти, розрізняти
4	slogan	Д	звинувачувати, таврувати
5	to plague	Е	пишатися
6	to lift weights	Ф	нагорода
7	to reinforce	Г	час від часу
8	praise	Н	виклик, проблема
9	to revamp	І	піднімати тяжкості
10	reward	Ж	нестерпний
11	occasional	К	зміцнювати

12 to distinguish	L розглядати
13 to be proud of	M гасло
14 overused injuries	N переглядати, переробляти
15 to view	O похвала, схвалення
16 as opposed to	P ознака
17 challenge	Q контролювати, перевіряти

4.7. *Write a short essay on “Injury Pain and Training Discomfort”*

V. ORAL TOPIC

PSYCHOLOGICAL CONSIDERATIONS FOR REHABILITATION

Athletes do not deal with injuries in the same way. The sports therapist has to understand their views of injury. The manner in which the sports therapist manages these athletes often determines their time away from the sport. Life's stressful events play an important role in the adjustment to a certain system or coach. The successful program takes this factor into consideration and adjusts to the individual player whenever possible. Attitudes on the part of coaches and staff have a direct bearing on the performance of the athlete. These personnel direct the athlete in the right direction for successful maturation and athletic competition. After injury the athlete must adjust to denial, anger, depression, and acceptance. Each phase requires empathy on the part of all rehabilitation personnel. The athlete must take responsibility for the injury and deal with it as such. Guiding the athlete toward this goal is an integral part in injury management. Irrational thinking on the part of the athlete is natural after injury. The role of rehabilitation personnel is to change this thinking through such strategies as relaxation training, thought stoppage, visual rehearsal, emotional rehearsal, and body rehearsal. The interpersonal relationships of the athlete and sports therapist are highly important and often the key to the return for the athlete. Coping with the injury and adherence to the rehabilitation program are extremely important, is the establishment of short- and long-term realistic goals.

5.1. *Read and translate the text “Psychological Considerations for Rehabilitation”.*

5.2. *Make up 10 questions to the text.*

5.3. *Find English equivalents in the text for the following.*

мати справу з, коли б не, конкретний/певний, успішний, точка зору/сприйняття, визначати/вирішувати, час відлучення від спорту, пристосовність, стресові явища, довготривалий, надзвичайно важливий, персонал, брати до уваги/враховувати, ставлення з боку тренерів, невід'ємна частина, ставлення, виступ, ухиляння/відмова, злість, депресія, прийняття,

вимагати, мета, співчуття/співпереживання, приймати відповідальність, спрямовувати/вести, хід думки, візуалізація або ідеомоторні акти, тренування релаксації, позитивна внутрішня мова, однаково, можливий, досягнення успішного повного розвитку, міжособистісні стосунки, впоратися, прихильність/дотримання, стресові життєві ситуації, організація лікування травми.

5.4. Complete the sentences.

possible situations, feels, closely, four, speedy, the best opportunity, career, commonplace, will be fine, the injury
--

PHASES OF INJURY

1. The athlete has to deal with ... phases of injury: denial, anger, depression, and acceptance. 2. These ... follow Elisabeth Kubler-Ross's model of the stages of death and dying. 4. After injury, the athlete faces three 3. The injury may be minimal and allow a ... return, the athlete may have a prolonged period of rehabilitation, or the playing ... may be at an end. 5. The athlete must be encouraged along positive avenues to have ... to achieve complete rehabilitation, both emotionally and physically. 6. Early denial of the injury is ..., since the athlete attempts to rationalize that everything will be all right. 7. The athlete feels that the injury ... the next day and that the early diagnosis is wrong. 8. However, when the next day arrives and ... is not better, the athlete begins to have difficulty dealing with recovery not being imminent. 9. As a consequence, the athlete often ... anxious, isolated, and lonely.

GRAMMAR INSIGHT

PRESENT TENCES

I. Put the verbs in the box into the correct gaps. Use Present Simple in positive or negative forms. One word is extra.

go	have	walk	live	buy	cost
like		be	eat	drink	buy

Jennie usually (1)_____ to the cinema once a week with a friend. She (2)_____ to the cinema because she (3)_____ next to it. The tickets (4)_____ \$4 and she (5)_____ them at the bak of the cinema in the booking office. She (6)_____ all kinds of films, especially comedies. Her favourite film (7)_____ "Pretty woman". She (8) _____ (anything but she usually (9) _____ a coke, if she (10) _____ enough time to (11) _____ it.

II. Put the verbs in the brackets into Present Simple or Present Continuous.

1. Look up! The sun _____ (shine) so brightly.
2. My uncle usually _____ (read) newspapers in the evening.
3. As a rule, my sister _____ (do) all housework in the evening.
4. Go and see! Our children _____ (sleep) soundly.
5. Our family usually _____ (go) out of town on Saturdays.
6. What _____ (students / do) at the moment?
7. Hello! Where _____ (you / go)?
8. _____ (your nephew / read) English books in the original?
9. I _____ (not / attend) classes at the university in the morning.
10. _____ (she / understand) the words of this English song?
11. Whom _____ (you / see)?
12. My parents _____ (look) for a new flat in a quiet place.
13. Why _____ (they / want) to change their books?
14. Both my sisters _____ (like) sport.

III. Circle the correct answers.

1. Cara's in the kitchen. She **is baking** / **bakes** a cake for Mum's birthday.
2. What **do you take** / **are you taking** a photo of? There's nothing to see here at the moment.
3. Visitors **usually come** / **are usually coming** to see the dolphins.
4. Helen **always plays** / **is playing** tennis on Tuesday.

5. It **doesn't snow / isn't snowing** at the moment.
6. I'm **not coming / don't come** right now, but I'll see you later.
7. My family **recycles / is recycling** rubbish every week.
8. Our cousins **are staying / stay** with us at the moment.
9. Peggy **leaves / is leaving** school right now.

IV. Write the sentences and questions. Use the Present Simple and Present Continuous.

1. Mum / always / shop / at the market.

2. I / act / in the play / at the moment.

3. Judy and Tina / do a jigsaw / at the moment.

4. That player / never / score any goals.

5. Sidney / do his homework / right now.

6. Why / Kim / laugh now?

7. They boys / play football / right now.

8. What tools / we / often / need?

PAST TENCES

I. Open the brackets and put the verbs into Past Simple and Past Continuous

1. I _____ (meet) Tom and Ann at the airport a few weeks ago. They (2) _____ (go) to Berlin and I (3) _____ (go) to Madrid. We (4) _____ (have) a chat while we (5) _____ (wait) for our flights.
6. I _____ (have) a ride by bicycle home yesterday when suddenly a man (7) _____ (step) out into the road in front of me. I (8) _____ (go) quite fast but luckily I (9) _____ (manage) to stop in time and (10) _____ (not / hit) him.
11. Jane _____ (wait) for me when I (12) _____ (arrive).
13. "What _____ (you / do) this time yesterday?" – "I was asleep."
14. " _____ (you / go) last night?" – "No, I was too tired."
15. How fast _____ (you / drive) when the accident (16) _____ (happen)?

17. John _____ (take) a photo of me while I (18) _____
(not / look).
19. We were in a very difficult position. We _____ (not / know) what to
do.
20. I _____ (walk) along the street when suddenly I (21)
_____ (hear) footsteps behind me. Somebody (22)
_____ (follow) me. I was frightened and I (23) _____
(start) to run.
24. When he was young he _____ (want) to be a bus driver.

II.

1. Nina _____ (celebrate) her birthday yesterday. Her
room looked very beautiful, there _____ (be) many flowers in it.
When I _____ (come) in, somebody _____ (play) the
piano, two or three pairs _____ (dance).
2. Listen! Somebody _____ (play) the violin.
3. I _____ (like) music very much.
4. When I _____ (look) out of the window, it _____
(rain) heavily and people _____ (go) along the streets.
5. What _____ (you / do) at seven o'clock yesterday? – I
_____ (have) supper.
6. When I _____ (come) home yesterday, I
_____ (see) that all my family _____ (sit)
round the table. Father _____ (read) a letter from my uncle who
_____ (live) in Kiev.
7. Where _____ (you / be) yesterday? – How strange. I
_____ (ring) you up at 2 o'clock, nobody _____
(answer). – Oh, I _____ (be) in the garden. I _____
(read) your book and _____ (not / hear) the telephone.

III. Simple / Continuous

1. What _____ (you / do) at five o'clock yesterday? – I
_____ (not / work) in the library. – I _____ (be) there
too but I _____ (not / see) you.
2. Yesterday he _____ (work) at my English from 5 to 7.
3. It _____ (rain) the whole day yesterday.
4. Where _____ (your sister / be)? – She _____
(be) in her room. She _____ (do) her homework.
5. Every day the boss _____ (enter) the office at 8.30.
6. When _____ (the secretary / come) tomorrow?

IV.

1. While I _____ (ring) up my friend, he (2) _____ (sleep).
3. When my friend _____ (come) to see me, I (4)
_____ (do) my housework.

5. When I _____ (go) to the stadium, I (6) _____ (meet) Kate and Ann.
7. When the children _____ (walk) through the wood, they (8) _____ (see) a fox.
9. When I _____ (come) home, my sister (10) _____ (wash) the floor.
11. When Mike _____ (play) in the yard, he (12) _____ (find) a ball.
13. When I _____ (draw) yesterday, I (14) _____ (break) two pencils.
15. They _____ (play) in the yard the whole day yesterday.
16. We _____ (go) to the wood last summer.
17. What _____ (you / do) at 6 p.m. yesterday?
18. Yesterday the lesson _____ (begin) at 9 a.m.
19. The cat _____ (take) a piece of fish and then (20) _____ (run) away.
21. What _____ (you/ do) when your sister (22) _____ (come) home yesterday?

V. Past Simple / Present Perfect

1. Where is your key?" – "I don't know. I _____ (lose) it."
2. I did most German at school but I _____ (forget) most of it.
3. They are building the new road. They _____ (not / finish) it yet.
4. "Is Helen still here?" – "No, she _____ (just / go).
5. The police _____ (arrest) three people last week.
6. The Chinese _____ (invent) printing.
7. How many play _____ (Shakespeare / write)?
8. _____ (you / read) any of Shakespeare's plays?
9. Aristotle _____ (be) a Greek philosopher.
10. Ow! I _____ (cut) my finger. It's bleeding.
11. Where _____ (he / be) born?
12. Einstein _____ (be) the scientist who (13) _____ (develop) the theory of relativity.
14. Look! Somebody _____ (drop) a cup on the floor.

VI. Past Simple / Present Perfect

1. I _____ (lose) my key. I can't find it anywhere.
2. _____ (you / see) the news on television last night?
3. I _____ (buy) a new car. Do you want to see it?
4. Where _____ (she / be) yesterday evening?
5. Jenny _____ (leave) school in 1991.
6. He _____ (buy) a new house last week.
7. I'm looking for Mike. _____ (you / see) him?

8. I'm hungry. I _____ (not / eat) anything today.
9. Diana _____ (not / be) at work yesterday.
10. Your car looks very clean. _____ (you / wash) it?
11. George _____ (not / be) very well last week.
12. Mr Clark _____ (work) in a bank for 15 years.
13. _____ (you / go) to the cinema last night?

VII. Make up sentences (past simple / present perfect)

1. it / not / rain / this week.

2. the weather / be / cold / recently.

3. it / be / cold / last week.

4. I / not / read / a newspaper yesterday.

5. I / not / read / an article today.

6. Ann / earn / a lot of money / this year?

7. she / not / earn so much / last year.

8. you / have / a holiday recently?

FUTURE TENCES

I. Choose the right version

1. Many people believe that in the future television *will / is going to* disappear.
2. I think you *will / are going to* be very happy if you marry Leslie.
3. You are learning German at the Goethe Institute. *Will you / are you going to* work a German company in the future?
4. There are no clouds in the sky; it *will not / is not going to* rain.
5. I don't think Mary *will / is going to* make a good decision if she decides to leave school now.
6. Don't call me in the morning. Since it's Sunday tomorrow I *will / am going to* stay in bed till 10 o'clock.
7. We are not sure yet but we think we *will / are going to* emigrate to Canada next year.
8. They have worked hard, so they *will / are going to* pass all the exams.

9. I don't think you *will / are going to* make a good decision if you resign from this job.
10. Mary is six months pregnant. She *will / is going to* have a baby in May.
11. I hope every child in Poland *will / is going to* have a computer at home soon.
12. He looks pale. I'm afraid he *will / is going to* faint.

II. Complete the dialogue.

Becky: Hi, Pam.

Pam: Hello, Becky. Are we all ready for the big meeting tomorrow. It _____ (is/is going to be) at eleven in the morning, right?

Becky: Yes, in meeting room B.

Pam: _____ (Are you working/do you work) on that today?

Becky: Yes, just a few things to finish off. Mr. Satusu rang to say he _____ (isn't/won't be) there.

Pam: Oh, that's a shame. _____ (I'll call/I'm going to call) Lyndsay in the sales department to see if we _____ (can/are going to) get a replacement for him.

Becky: There's one more problem, I'm afraid.

Pam: The caterers? Please don't tell me there _____ (isn't/won't be) any food there.

Becky: No, that's fine. They _____ (ring/are ringing) me at 5 today to confirm the order.

Pam: So what's the other problem.

Becky: I can't come!

Pam: Why not, Becky. I _____ (need/am needing) you!

Becky: I told you my daughter _____ (has/is having) her baby tomorrow.

Pam: Of course she is! I forgot completely!

III. Complete the text with the most appropriate form of the verbs, using *will, be going to* or *the present simple*.

be give have make not start not stop

I was standing at the bus stop reading my horoscope in the newspaper. It said "You _____ good moments and bad moments today." I looked up and saw the bus coming. Then I realized it _____ because it was already full. "Oh, no", I thought. "If I _____ walking fast, I _____ late for my first class!" I had just started walking when a car pulled up beside me and one of my classmates leaned out. "Hey, Jean, get in, we _____ you a lift." It's

amazing how the bad moments_____the good moments feel so much better.

IV. Some of the sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

1. They're probably going to knock the building down.
_____ ✓ _____

2. We are be going to get a dog soon.
_____ be _____

3. The bus is leaves at eight twenty.

4. The doors of the theatre are about to open.

5. The meeting will be start at half past seven.

6. The festival is for to take place in June.

7. My friend will be calling here tomorrow morning.

V. Complete the conversation. Use *will*, *be going to* or a present tense. Choose the best form.

Peter: Hello. Where are you going?

Polly: To my evening class. I'm learning Swedish. And next week I _____ (have) a chance to speak it for real. I _____ (go) to Sweden for three weeks. I _____ (visit) some friends there.

Peter: That _____ (be) nice.

Polly: Well, I'd rather hurry. My lesson _____ (start) at half past seven, and it's twenty-five past now.

Peter: OK. Come and see me when you _____ (get) back from Sweden.

Polly: Thanks. I _____ (send) you a postcard.

VI. The Present Continuous and the Future Simple (Will).

Tom: Where you (go) _____ for your next holiday? (where have you arranged to go?)

Ann: I don't know yet but we probably (go) _____ to Spain.

We (have) _____ a drink with Peter tonight. (he has invited us). It's his last night. He (leave) _____ tomorrow.

Ann: Do you think we (see)_____Bill tomorrow?

Mary: I hope so. He probably (look in)_____on his way to the airport.

I (see)_____my bank manager tomorrow. (I have arranged this). I'm going to ask him for a loan but I expect he (refuse)_____.

Ann: I've scorched Bill's shirt. Whatever he (say)_____?

Mary: Oh, he (not mind)_____. He just (buy)_____another shirt. He has plenty of money.

VII. The Present Continuous and Be Going To.

Tom: I hear you've bought a new house.

Ann: Yes. I (move)_____in next week.

Tom: You (have)_____a house warming party?

Ann: Not just yet. I (paint)_____the house first. The paintwork's terrible.

Tom: You (have)_____it done? (have you arranged to have it done?)

Ann: No, I (do)_____it myself. I (use)_____that non-drip paint so it shouldn't be too difficult.

Mary: Where you (travel)_____for your holidays?

Bill: I (travel)_____to Norway.

Mary: What you (do)_____there?

Bill: I (fish)_____.

CONDITIONALS

I. Finish these sentences with your own ideas.

1. If the world was going to end next week, _____
2. If I could go anywhere in the world, _____
3. If I were a bird, _____
4. If I had magic powers, _____
5. If I could speak perfect English, _____
6. If I were the richest person in the world, _____
7. If it rains tomorrow, _____
8. If I could go to the Moon, _____
9. If I were invisible (невидимый), _____
10. If I win the lottery next week, _____
11. If aliens landed on Earth, _____
If I could be any animal, _____

II. Put the verbs in the brackets into a proper tense.

1. They would be upset, if we _____(not / go) to see them.

2. If you took more exercises, you _____(feel) better.
3. If I was given a job, I _____(take) it.
4. I'm sure Ann will lend you money. I would be surprised, if she _____(refuse).
5. If I sold my car, I _____(not / get) much money for it.
6. A lot of people would be without work, if the factory _____(close) down.
7. What would happen, if I _____(press) that button?
8. If someone _____(come) in here with a gun, I will be very frightened.
9. We would need a car if we _____(live) in the country.
10. You're always tired. If you _____(go) to bed earlier, you will get up without any problems.
11. If I _____(be) you, I would not buy this dress.
12. If I knew his number, I _____(phone) him.

III. Finish the sentences.

- I'd feel very angry if
- If I didn't go to school tomorrow
- Would you go to the party if
- If you bought some new clothes
- Will you meet him if

IV. Circle the letter of the correct answer.

1. If it rains tomorrow, we _____go to the beach.

a. can	b. will	c. won't
--------	---------	----------
2. If you _____all your money on clothes, you won't have any left for food.

a. are spending	b. spend	c. spent
-----------------	----------	----------
3. _____dinner at 6:00 if you get home by then.

a. We'll have	b. We have	c. We had
---------------	------------	-----------
4. They _____to school if the weather is nice.

a. will walk	b. walked	c. walk
--------------	-----------	---------
5. I might visit my friend on the way home if I _____enough time.

a. will have	b. have	c. am having
--------------	---------	--------------
6. If I _____to bed early, I won't be tired tomorrow.

a. went	b. will go	c. go
---------	------------	-------
7. Allen _____the test if he studies hard.

a. pass	b. will pass	c. would pass
---------	--------------	---------------
8. If Celia _____at home, she will answer the phone.

a. is	b. would be	c. will be
-------	-------------	------------

V. Complete the sentences using the correct forms of the verbs from the box.

watch	have	buy	fall	drive
learn	be	eat		

1. If you _____ less TV, you might have more time to study.
2. If I _____ you, I wouldn't eat that sandwich.
3. Sarah _____ to drive in a few weeks if she took lessons.
4. My brother would buy a new car if he _____ the money.
5. If you didn't run, you _____ down the stairs.
6. If they _____ that big house, they would need to buy a lot of new furniture.
7. You could borrow my car if you _____ more carefully.
8. If we had more money, we _____ in that fancy restaurant.

VI. Open the brackets.

1. If Tom burnt his hands, he _____ (see) the doctor.
2. If the doorbell rings, she _____ (pick) up the phone.
3. If we saw an accident, we _____ (call) the police.
4. If Mary didn't fall asleep, she _____ (hear) all the news.
5. If I learnt to read when I was 5, I _____ (be) the best student.
6. If I win the lottery at the weekend, I _____ (buy) a ticket to America.
7. If I saved all my money for the year, my family _____ (not / become) poor.
8. If he _____ (not / have) such a good education, he would not become the lawyer.
9. If my mother _____ (meet) my father, I would be born.
10. If the writer didn't have perfect inspiration, he _____ (not / write) this perfect story.
11. If he _____ (manage) to stop the car, there would be the accident.
12. If you _____ (find) a wallet in the street, what would you do with it?
13. I must hurry. My friend will be annoyed if I _____ (not / be) on time.
14. I can't decide what to do? What would you do if you _____ (be) in my position?
15. What shall we do tomorrow? – Well, if it _____ (be) a nice day, we can go to the beach.
16. Let's go to the beach! – No, it's too cold. If it _____ (be) warmer, I wouldn't mind going there.
17. My friend will be angry with me, if I _____ (be) late.
18. If the phone _____ (ring), will you answer it?
19. If I had a lot of money, I _____ (go) to France.
20. If you lose in a forest, you _____ (shout) in a loud voice.
21. I would be surprised, if Ann _____ (see) us next week.

VII. Translate these sentences from Russian into English using Conditionals.

1. Если вы истратите все деньги на путешествие, вы не поедете в Египет.
2. Если я сдам экзамен на вождение, я куплю себе машину.
3. Если завтра будет солнечно, мы пойдем на пляж.
4. Если ты купишь себе дорогой телефон, он станет мишенью для воров.
5. Если вы будете долго разговаривать по телефону, батарейка «умрет».
6. Если вы простудитесь, вас никто не навестит, потому что у вас нет ни с кем дружеских отношений.
7. Если она не сдаст экзамен, ее выгонят из школы.
8. Если они придут завтра на собрание, их снабдят всей необходимой информацией по этому делу.
9. Если вы не выступите с речью, против вас выступит весь коллектив.

PASSIVE VOICE

I. Use Present Simple Passive

1. Our pizzas _____ (make) with fresh ingredients.
2. This book _____ (write) by a very famous author.
3. Football is the only sport that _____ (play) in almost every country.
4. He _____ (stop) by custom officer every time he enters the country.
5. I _____ (take) to work by taxi every morning.
6. Most of our money _____ (spend) on food and drink.
7. The dirty clothes _____ (wash) in the washing machine.
8. I _____ (give) £20 pocket money every week by my parents.
9. The newspaper _____ (deliver) every day in the morning.
10. Our office _____ (clean) every evening.
11. These houses _____ (build) in just three weeks.
12. Most children's toys _____ (make) in China.
13. The bottle _____ (recycle) to help the planet.
14. The work _____ (do) by professionals.

II. Open the brackets into the correct Passive voice.

1. A lot of money _____ (steal) in the robbery last week.
2. This house _____ (build) by my grandfather thirty years ago.
3. I _____ (not / invite) often to the parties.
4. Many accidents _____ (cause) by careless driving.
5. _____ (this room / clean) every day?

III. Complete the sentences using one of these verbs in the correct form, present or past.

Cause	Damage	Hold	Invite	Make
Overtake	Show	Surround	Translate	Write

1. Many accidents _____ (cause) by dangerous driving.
2. Cheese _____ from milk.
3. The roof of the building _____ in the storm a few days ago.

4. You _____ to the wedding. Why didn't you go?
5. A cinema is a place where films _____.
6. In the USA elections for president _____ every four years.
7. Originally the book _____ in Spanish, and a few years ago it _____ into English.
8. We _____ by a lot of other cars when we were driving quite fast.
9. You can't see the house from the road. It _____ by trees.

IV. Put the verb into the most suitable passive form.

1. There's somebody behind us. I think we _____ (follow).
2. A mystery is something that _____ (can't / explain)
3. We didn't play football yesterday. The match _____ (cancel)
4. The television _____ (repair). It's working again now.
5. The church tower _____ (restore). The work is almost finished.
6. "How old is the tower?" "It _____ (believe) to be over 600 years ago."
7. If I didn't do my job properly, I _____ (would / sack).
8. I left some papers on the desk last night and I can't find them now. – They - _____ (might / throw) away.
9. I learnt to swim when I was very young. I _____ (teach) by my mother.
10. After _____ (arrest), I was taken to the police station.
11. " _____ (you / ever / arrest)?" "No, never."
12. Two people _____ (report) to _____ (injure) in an explosion at a factory in Birmingham early this morning.

VI. Put the verb into the correct form, active or passive.

1. This house is quite old. It _____ (build) over 100 years ago.
2. My grandfather was a builder. He _____ (build) this house many years ago.
3. "Is your car still for sale?" "No, I _____ (sell) it."
4. "Is the house at the end of the street still for sale?" – "No, it _____ (sell)."
5. Sometimes mistakes _____ (make). It's inevitable.
6. I would not leave your car unlocked. It _____ (might / steal).
7. I can't find my hat. Somebody _____ (must / take) by mistake.
8. My bag has disappeared. It _____ (must / steal).
9. It's a serious problem. I don't know how it _____ (can / solve).
10. We didn't leave early enough. We _____ (should / leave) earlier.
11. Every time I travel by plane, my flight _____ (delay).
12. A new bridge _____ (build) across the river. Work started last year and the bridge _____ (expect) to open next year.

MODALS

I. Complete the sentences with the correct form of “have to, don’t have to, can, can’t”

<p><i>Library 9 a.m. – 5 p.m.</i> No eating or drinking Switch off mobile phones Photocopy machine</p>	<p><i>Wacky club 9 a.m.- 2 p.m.</i> Over 18s only Free entry Thursday Until 10 p.m. Jeans are OK</p>
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1. You _____ drink in the library.
2. You _____ wear jeans at the Wacky Club, if you like.
3. You _____ eat sandwiches in the library.
4. You _____ leave the library at 5 p.m.
5. You _____ make photocopies in the library.
6. You _____ use your mobile phone in the library.
7. You _____ pay at the Wacky Club before 10 p.m. on Thursdays.
8. You _____ pay at the Wacky Club after 10 p.m.
9. You _____ leave the Wacky Club at midnight.
10. You _____ go to the Wacky Club if you are seventeen.
11. You _____ wear jeans at the Wacky Club if you don’t want to.

II. Complete the sentences with the correct form of “have to, don’t have to, can, can’t”

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III. Complete the sentences with the correct form of “have to, don’t have to, can, can’t”

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IV. Make up the questions

1. I had to go to **hospital** last week. 2. She has to get up early **tomorrow**. 3. **Ann** gas to go somewhere now. 4. George had to pay **parking fine** yesterday. 5. I had to wait **a long time** for the bus. 6. I have to phone **my sister** now. 7. Paul has to **leave** soon.

V. Put "have to / don't / does not have to / must / mustn't / can / can't"

1. I don't want anyone to know. You _____ tell anyone.
2. Jack left the end of the meeting. He _____ go home early because his child was ill.
3. Don't make so much noise. We _____ wake the baby.
4. In Britain many children _____ wear uniform when they go to school
5. I'm sorry I couldn't come yesterday. I _____ work late.
6. He _____ wear a suit to work but he usually does.
7. Paul doesn't like his new job. Sometimes he _____ work at the weekends.
8. Julia wears glasses. She _____ wear glasses since she was very young.
9. I can stay in bed tomorrow morning because I _____ go to work.
10. You _____ keep it a secret. Nobody should know about it.
11. My dad is a very clever man. He _____ speak five languages.
12. Sandra _____ drive but she hasn't got a car.
13. Whatever you do, you _____ touch that switch. It's very dangerous.
14. I haven't phoned Ann for ages. I _____ phone her tonight.
15. There's a lift in the building, so we _____ climb the stairs.
16. _____ you speak Chinese?
17. You _____ forget what I told you. It's very important.
18. You _____ be a good player to enjoy a game of tennis.
19. I _____ eat too much. I'm on a diet.
20. Sue _____ get up early. She gets up early because she wants to.

VI. Put modals appropriately.

1. According to the manager's order you _____ wear jeans in the office.
2. I wanted to discuss a very important problem with John but he _____ talk to me because he didn't have much time.
3. Sharks _____ swim all the time not to sink.
4. I _____ borrow 10 pounds from Nick because I left my purse at home.
5. She was very busy last week. She _____ even find the time to watch the news on TV.
6. The guide told us that we _____ drink the river water unboiled.
7. My brother says that he _____ the car tomorrow: he will go on foot.
8. You _____ cover your head if you're an Indonesian woman.
9. You are so intelligent. How many languages _____ you speak?
10. There is a box at the entrance to the reception and you _____ put money into it. But don't worry, it (11) _____ be a lot of money.
12. You _____ go to the ceremony because it is only for close family.
13. I _____ come to the dinner party tomorrow, because my boss says I (14) _____ work late.
15. You _____ accept the lift from a person if you don't know him.
16. You _____ wear jeans at our school. We (17) _____ wear school uniform.
18. I think we _____ invite Tom and Julie – they're good friends.
19. He _____ be kind to the child. He is very rude to him.

VII. Translate.

1. Современный человек должен много читать и быть образованным, чтобы понимать развитие нашего общества (society). 2. В наше время мы не можем обойтись без электричества. 3. Если вы не изучите инструкцию тщательно, вы можете сломать машину. 4. Он был не прав. Ему пришлось согласиться с нами, хотя ему это не понравилось. 5. Нет необходимости повторять одно и то же. Я просто не могу сделать то, что вы хотите. 6. Мне приходится выезжать самым ранним поездом, иначе я могу опоздать на первый урок. 7. Поскольку вы здесь, можно мне задать вам несколько вопросов? 8. В такую солнечную погоду мы не можем обойтись без солнечных очков. 9. Вы можете помочь мне с вещами? 10. Здесь курить нельзя. Это небезопасно! 11. Неужели вы не видите, что ей нужно работать?

VIII. Fill in the gaps with the modal verbs (must / mustn't / have to / don't have to / can / can't).

1. You _____ hurry. I'm sure they'll wait for you.
2. You _____ park here. Can't you see the sign? Parking is forbidden.
3. Tell them they _____ wash the carrots. I've already done it.
4. I _____ help you. I'm not busy now and I think I know how to repair your car.
5. Don't argue with me, son! You _____ do it right now!
6. I'm sorry, I _____ talk to you right now. I'm in a hurry.
7. You _____ have a visa to go to Germany. You need only a passport.

8. Tell Mark and Tony that they _____ stay in bed till 9 o'clock if they want. They don't have school today.
9. I'm afraid you _____ take all your toys with you, girls. The car is too small.
10. The symptoms look very serious. You _____ stay in bed for five days and take these pills three times a day.
11. You _____ bring a friend if you want.
12. Fortunately we _____ take warm clothes with us. It's very hot in Greece at this time of the year.

SEQUENCE OF TENSES

I. Complete the following sentences using an appropriate form of the verb

1. Suddenly she gave a loud scream and to the ground. (fell / had fallen / has fallen)
2. After questioning heto go home. (allowed / was allowed / had allowed)
3. They would have won if they a bit harder. (played / had played / play)
4. Sheto say that she disagreed. (heard / was heard / had heard)
5. Although theydefeated, they did not lose heart. (were / are / have been)
6. Our teacher taught us that virtue its own reward. (is / are / will be)
7. The teacher asked the boys whether they the problems. (had solved / have solved / will solve)
8. He declared that he would not believe it even if he it with his own eyes. (see / saw / would see)
9. The room but the police failed to find anything suspicious. (searched / was searched / had searched)
10. The government has announced that taxes (would be raised / will be raised / will raise)

II. Rewrite the following sentences into the Past

1. My uncle says he has just come back from the Caucasus.
2. He says he has spent a fortnight in the Caucasus.
3. He says it did him a lot of good.
4. He says he feels better now.
5. He says his wife and he spent most of their time on the beach.
6. He says they did a lot of sightseeing.
7. He says he has a good camera.
8. He says he took many photographs while travelling in the Caucasus.
9. He says he will come to see us next Sunday.
10. He says he will bring and show us the photographs he took during his stay in the Caucasus.

III. Open the brackets using the appropriate tense form of the verb

1. I knew they (to wait) for me at the metro station and I decided to hurry.
2. I didn't know that you already (to wind) up the clock.
3. I was afraid that the little girl (not to be) able to unlock the front door and (to go)

upstairs to help her.

4. He says that he (to know) the laws of the country.
5. Sarie un-derstood why Lanny (not to come) the previous evening.
6. She asked me whether I (to remember) the legend about a faithful lion.
7. He understood that the soldiers (to arrest) him.
8. He could not understand why people (not to want) to take water from that well.
9. I suppose they (to send) a dog after the burglar immediately.
10. He said he (to leave) tomorrow morning.
11. She says she already (to find) the book.
12. He stopped and listened: the clock (to strike) five.
13. She said she (can) not tell me the right time, her watch (to be) wrong.
14. I asked my neighbour if he ever (to travel) by air before.
15. The policeman asked George where he (to run) so early.
16. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.

IV. Translate into English. Pay attention to the Sequence of Tenses.

1. Я знала, що вона працює на заводі, що у неї є чоловік і двоє дітей, що сім'я у неї дуже дружна і вона щаслива.
2. Він сказав мені вчора, що раніше він навчався в університеті.
3. Ми вирішили минулого тижня, що наступного літа ми всі поїдемо в Крим.
4. Сестра сказала, що хоче приїхати до нас сама.
5. Я знала, що вона дуже зайнята.
6. Ніхто не знав, що ви чекаєте тут. Підемо в будинок.
7. Гід попередив нас, що в цій частині міста рух досить сильний.
8. Секретар не помітив, що директор з кимось розмовляє.
9. Всі ми знали, що її родина знову в Санкт-Петербурзі.
10. Олена сказала, що вона дарує нам цю картину.
11. Вона сказала, що її колеги завжди дають їй прекрасні поради.
12. Том сказав, що любить цю п'єсу.
13. Торік вони думали, що ніколи не будуть добре читати по-англійськи, але вчора вони побачили, що читають тексти досить добре.
13. Він сказав мені вчора, що його батько - професор і живе в Києві.

V. Translate into English. Pay attention to the Sequence of Tenses

1. Я боявся, що заблукаю в лісі.
2. Вона знала, що ми ніколи не бачили її картини.
3. Учений був упевнений, що знайде рішення проблеми.
4. Я знав, що ти приїхав до Санкт-Петербурга і надіявся, що ти відвідаєш мене.
5. Ми не думали, що він так розсердиться.
6. Ми вчора дізналися, що вона хвора.
7. Він думав, що вона не прийде до школи.
8. Я знав, що моя сестра вивчає французьку мову, і думав, що вона поїде в Париж.

9. Мені сказали, що ти мені дзвонив.
10. Я думав, що ти в Москві.
11. Я не знав, що ти вже повернувся в Санкт-Петербург.
12. Ми сподівалися, що поїдемо в Лондон.
13. Учитель сказав, що наші друзі прислали лист з Лондона.
14. Вона сказала, що її подруга запросила її в театр.
15. Ми боялися, що не купимо квиток в театр.
16. Ми побачили, що діти грають в піску.
17. Вона сказала, що більше не буде купатися, бо вода холодна.
18. Моя двоюрідна сестра сказала, що любить оперу і буде рада піти з нами в театр, хоча вже двічі слухала "Травіату".

VI. Open the brackets. Pay attention to the Sequence of Tenses

1. I did not know that you already (to read) this book
2. He did it better than I (to expect).
3. He said that the bus (to be) here soon.
4. I think it all happened soon after the meeting (to end).
5. They decided that they (to bring) us all the necessary books.
6. He said that he (can) not do it without my help.
7. He asked the students whether they ever (to see) such a book.
8. It was decided that we (to start) our work at eight o'clock.
9. I told you that I (to leave) for Minsk on the following day.
10. The boy did not know that he already (receive) a good mark.
11. He wanted to know what (to become) of the books.
12. The visitors were told that the secretary just (to go out) and (to come back) in half an hour.

VII. Translate into English. Pay attention to the Sequence of Tenses

1. Я думав, що він почекає мене.
2. Він боявся, що йому буде важко зробити доповідь.
3. Він сказав нам, що коли він увійшов до кімнати, його друг уже сидів на дивані. Він читав газету.
4. Ми сподівалися, що вона скоро прийде.
5. Він сказав, що не знає, коли почнеться конференція.
6. Я був упевнений, що якщо ми поспішатимемо, ми не запізнимося на потяг.
7. Він запитав мене, що я буду робити ввечері. Я відповів, що не знаю, чи буду я вільний ввечері, але сказав, що якщо буду вільний, то подзвоню йому годин у вісім.
8. Всі були впевнені, що Борис добре здасть іспити.
9. Він говорив, що Джек Лондон - його улюблений письменник.
10. Я знав, що ви живете в Києві, але не знав вашої адреси.
11. Він сказав, що кине палити.
12. Усі знали, що вона поїде до Риму.
13. Вибачте, ми не думали, що ви чекаєте нас.

14. Я не знав, що ви теж любите футбол.

COMPLEX OBJECT

I. Complete the following sentences using the infinitive with or without to.

1. The teacher asked us _____ (listen) to his explanations.
2. He made the students _____ (write) the composition.
3. The teacher let us _____ (use) the dictionaries.
4. The teacher noticed me _____ (open) my dictionary several times.
5. I made myself _____ (write) as neatly as I could.
6. The teacher watched us _____ (work) and didn't say anything.

II. Open the brackets and use the Complex Object.

1. Do you want (they / stay) at the hotel?
2. I would like (the professor / look through) my report.
3. We considered (he /be) an honest person.
4. I would like (the dress / buy) by Sunday.
5. He doesn't want (they / be late) for dinner.

III. Combine the sentences using the Complex Object.

1. They didn't notice us. We passed by.
2. Mike heard Sam. She was playing the violin.
3. I felt her hand. It was shaking.
4. I heard them. They were arguing.
5. We many times heard him. He told this story.

IV. Fill in the correct form of the Infinitive to make Complex Object.

1. Our teacher made us _____ (do) this exercise all over again.
2. The teacher advised us _____ (rewrite) the test.
3. Please, let me _____ (know) when your sister returns from Paris.
4. I find your story _____ (be) very unusual and interesting.
5. Nick doesn't want me _____ (tell) everybody this news.
6. I watched the cat _____ (crawl) to the flock of sparrows.
7. I would like you _____ (be) very accurate and attentive.

V. Choose the correct ending of the sentences.

- The doctor wanted the patient ...
 1. to be examined
 2. to examine
 3. examined
 4. being examined
- Noone expected him ... to the party.
 1. coming
 2. come
 3. came
 4. to come
- I saw him ... round the corner and ...
 1. Turn / disappear
 2. To turn / to disappear
 3. Turned / disappeared

▪ I want his article ... in November.

1. published
2. be published
3. to be published
4. publishing

▪ We didn't want her speech

1. to be interrupted
2. to interrupt
3. interrupted

VI. Translate the sentences using Complex Object.

1. Я бы хотел, чтобы вы доставили товары к концу месяца.
2. Вы сегодня услышите, как она поет.
3. Я не ожидал, что Майк – такой невежливый.
4. Я слышал, что его имя упоминали на собрании.
5. Он не заметил, как мы подошли к нему.
6. Я бы хотел, чтобы никто не брал мои вещи.

VII. Translate the following sentences.

1. Я хочу, чтобы ты просмотрела эти письма.
2. Мы не ожидали, что он согласится с ними.
3. Мне бы хотелось, чтобы вы были готовы через час.
4. Что заставило его переехать на новую квартиру?
5. Интересно, что его так рассердило?
6. Я никогда не слышал, чтобы он говорил неправду.
7. Никто не заметил, что я открыл дверь и вышел.
8. Он хочет, чтобы вы ему помогли.
9. Она попросила Анн показать ей письма.
10. Я полагаю, что они раньше следующей пятницы не вернутся.
11. Все считают его способным художником.
12. Он велел помощнику все приготовить.
13. Тебе бы хотелось, чтобы они передумали?
14. Они не ожидали, что погода изменится.
15. Ты не хочешь, чтобы это было забыто?
16. Хотите ли вы, чтобы их познакомили с вами?
17. Ваша история меня очень огорчила.
18. Эта новость сделала меня совсем счастливым.
19. Я хочу, чтобы вы познакомились с моим братом.
20. Он хочет, чтобы я поехал в Лондон на днях.
21. Они хотят, чтобы мы перевели 3 статьи на английский.
22. Мне бы хотелось, чтобы он стал юристом.
23. Она бы хотела, чтобы они пригласили ее на обед.
24. Вы хотите, чтобы я сказал правду?
25. Он хочет, чтобы вы сделали доклад?
26. Она хочет, чтобы Петра повысили по службе.
27. Хотели бы вы, чтобы я показал вам достопримечательности?
28. Хотели бы вы, чтобы Елена присоединилась к нам?

29. Я видел, что вы вышли из дома.
30. Он видел, что я вошел в комнату.
31. Он слышал, как она пела.
32. Они слышали, как мы кричали друг на друга.
33. Они заметили, что Петр побежал за угол.
34. Вы видели, как они садились на 10-й автобус?
35. Он видел, как я сошел с автобуса?
36. Они слышали, как ты кричишь на Анну?
37. Вы заметили, что он на все смотрит?
38. Ее слова разозлили меня.
39. Его речь осчастливила нас.
40. Кто вас заставил сделать это?
41. Почему вы всех так нервируете?
42. Что его заставляет так рано вставать?
43. Кто разрешил вам брать мои книги?
44. Почему вы разрешаете дочери ложиться так поздно?
45. Я никому не разрешаю пользоваться моей машиной.
46. Он не разрешает нам смотреть телевизор по утрам.
47. Позвольте мне помочь вам.

COMPLEX SUBJECT

I. Translate the following sentences.

1. The head-mistress is expected to make a speech at the farewell party.
2. The picture that has no signature is believed to have been painted by Repin.
3. After the Romans left England in 409 A.D.*, London appeared to have been more or less deserted for about a hundred years.
4. He seemed to be enjoying the performance.
5. No man of science is likely to achieve anything great unless he is prepared to follow the truth wherever it leads him.
6. There seems to be no one who would be indifferent to the theatre.
7. The artist is thought by most people to be a genius.
8. Nothing seems to have changed.
9. It seemed simpler to call here than to ask him to visit me.
10. However, lying on your couch seems to have relieved the discomfort.

II. Paraphrase the following sentences so as to use a construction with the complex subject.

A. They are expected to arrive tomorrow.

1. It is expected Peter will establish a record tomorrow.
2. It is known Mr. Evans will deal with the matter.
3. It is said Bill prefers boating to swimming.
4. It is believed Ann's son is a promising physicist.

B.1. She was seen so: she entered the garden through a side gate.

2. The phone was heard: it was buzzing in the next room.
3. The plane was watched: it climbed gracefully and disappeared in the white clouds.

4. It was heard: the taxi was giving repeated signals down in the street.
5. Jimmy was heard so: he shouted something to the people on the bridge.

III. Translate the sentences into English using the Infinitive.

A

1. Предполагают, что река течет в этом направлении.
2. Говорят, у него детство было очень трудным.
3. Кажется, она сделала это специально для вас.
1. Мне бы хотелось чтобы вы предложили Р. свою помощь.
2. Мы не ожидали, что обсуждение будет таким интересным.
3. Вы возьмете покупки с собой или хотели бы, чтобы их вам доставили домой?
4. Не позволяйте ей читать в постели.
5. Что заставило его сделать этот шаг?
6. Надеюсь, я не заставил вас долго ждать.
7. Говорят, водопады очень красивы.

B

1. Говорят, он установил еще один рекорд (другой).
2. Известно, что компания сейчас репетирует новую пьесу.
3. Оказалось, что Bill хороший переводчик.
4. Маловероятно, что они доберутся до станции вовремя.
5. Известно, что делегация уже выехала домой.
6. Полагают, что перевод уже напечатан.

C

1. Казалось он забыл истинную цель своего прихода.
 2. Его считают одним из наиболее опытных специалистов (по истории театра)
 3. Предполагалось, что докладчик прочтет лекцию об экономическом развитии страны.
 4. Казалось, не было никого кто бы решил эту проблему.
- Кажется он знает географию лучше, чем другие.
Их планы, вероятно, в будущем изменятся.
По-видимому я вас не понимаю.
Мне кажется, я вас неправильно понял.

IV. Open the brackets and use the Complex Subject.

Example: He is thought (study) now. – He is thought to be studying now.

1. He is considered (be) a good musician.
2. They are thought (go away) some days ago.
3. James is expected (make) a report next Wednesday.
4. Steve is known (help) them to solve a problem when they were in trouble.
5. Mozart is known (compose) a lot of wonderful pieces of music.
6. The film is considered (be) the worst of the year.
7. She is supposed (work) in the laboratory from 2 to 6 p.m. tomorrow.
8. They are known (make) a new discovery a month ago.
9. He is expected (manage) the business himself.
10. He is said (be) at the customs office now.
11. The delegation is reported (leave) Prague tonight at 11 a.m.
12. They are know (live) in Egypt for a long time.

13. He is believed (work) at an urgent problem now.

V. Open the brackets and use the Complex Subject.

A Make sentences in bold type less definite and express one's uncertainty of the following.

Example: Do you remember his name? – Unfortunately, I don't remember his name. – I don't seem/appear to remember his name.

1. They got married a month a month ago. Is she happy? – No, she is not happy.
2. Does she have a key to her suitcase? – No, she has lost it.
3. We are so late. I am sure he has gone. – No, he is waiting for us.
4. She looks nice. – Yes, but she has put on weight.
5. I want to be introduced to Mrs. Smith. – Peter will help you. He knows her well.
6. I have much trouble with my new washing machine. – No problem. I know this type very well.
7. Does he work at the same office? – No, he changed his job.
8. Is she still abroad? – No, she returned two months ago and now is working at her new book.
9. Look, this man is overhearing us. Speak more quietly.
10. The president has left his country residence and is returning to the capital.

B Change your sentences using the verb happen with the verbs in bold type.

Example: Do you know Mr. Brown? – Do you happen to know Mr. Brown?

1. I'll visit Trafalgar Square if I am London.
2. If anybody knows him, call the police.
3. If you see Kate, ask her to phone me.
4. Do you know how to get to the Tower?
5. He'll arrange everything if he goes on a tour.
6. Does he know with whom Mary has gone to the Canaries?
7. Have you see them leave?
8. Can you change a pound?
9. Has she seen where they parked their car?
10. If I meet them, I'll phone the police.

C Change your sentences using verbs turn out or prove.

Example: He know Mr. Brown. – He turned out/proved to know Mr. Brown.

1. The interview with the young artist was rather interesting.
2. The prices at the hotel were reasonable.
3. The conversation with them was rather unpleasant.
4. The young man was a smuggler.
5. He was a qualified economist.
6. The student's knowledge of mathematics was above the average.
7. Yesterday's party was entertaining.
8. The weather in this part of the country was rainy.
9. The workshop was rather useful for economists, but for managers it was rather dull.
10. I bought a book which was a best-seller.
11. This unpleasant man who found faults with me during the interview was my manager.

VI. Translate into English using the Complex Subject.

1. Стивен обязательно выиграет эту игру.

2. Известно, что Питер уехал.
3. Предполагают, что президент выступит на конференции.
4. Эту пьесу считают самой интересной в театре.
5. Кажется, что она готовит яблочный пирог (apple pie). Пахнет очень вкусно.
6. Боб, наверное, нам поможет. – Он наверняка нам поможет.
7. Полагают, что они уехали вчера.
8. По-видимому, переговоры (talks) закончатся завтра.
9. Полагают, что эта работа была выполнена успешно.
10. Вряд ли этот факт имеет большое значение (be of great importance).
11. Это, вероятно, случится, если ветер не перемениться.
12. Говорят, что делегаты на конференцию уже приехали.
13. Известно, что этот комитет был создан несколько лет тому назад.
14. Он, по-видимому, пишет новую книгу.
15. Предполагают, что они смогут решить этот вопрос тотчас же.
16. Известно, что Джек Лондон написал много прекрасных книг.

VII. Translate into English using the Complex Object.

1. Я не ожидал, что этот полицейский будет таким невежливым (impolite) человеком. 2. Мы бы хотели, чтобы вы доставили (deliver) товары к концу июня. 3. Я ожидал, что ее пригласят туда. 4. Они не ожидали, что его спросят об этом. 5. Я слышал, как его имя несколько раз упоминалось на собрании. 6. Он не заметил, как мы подошли к нему. 7. Вы выдели, как они над чем-то смеялись? 8. Мы не ожидали, что об этом объявят (announce) по радио. 9. Мне хотелось, чтобы она сказала нам, что она будет делать сегодня вечером. 10. Я думаю, что сегодня вы услышите, как она поет. 11. Когда он услышал, что его сын плачет, он встал и пошел в детскую комнату (nursery). 12. Я бы хотел чтобы никто не брал мои вещи.

GERUND OR INFINITIVE

I. Fill the gaps with the verb in brackets in the appropriate form.

- 1 I can't stand _____ in queues. (to wait)
- 2 I wouldn't like _____ in his shoes. (to be)
- 3 Jim loves _____ in Thailand. (to work)
- 4 I hate _____ the shopping on Saturday. (to do)
- 5 Blast! I forgot _____ milk. (to buy)
- 6 In the end we decided _____ in. (to stay)
- 7 I need _____ some information about Portugal. (to find)
- 8 My parents like _____ for long walks at the weekend. (to go)
- 9 Tony gave up _____ years ago. (to smoke)
- 10 I wanted _____ and see Troy but no one else was interested. (to go)
- 11 Mrs Leith offered _____ us to the airport. (to take)
- 12 Clare refused _____ clean up after the party. (to help)
- 13 I tried _____ him to come but it was no use. (to persuade)
- 14 Do you mind not _____? (to smoke)
- 15 Everybody really enjoyed _____ the cha-cha-cha. (to dance)

16 Lionel admitted _____ my chocolate mousse. (to eat)

II. Use the verbs in brackets to fill the gaps.

- 1 We arranged _____ under the station clock at half nine. (to meet)
- 2 I always try to avoid _____ him whenever I can. (to see)
- 3 I long _____ in Scotland again. (to be)
- 4 My Mum demanded _____ the manager. (to see)
- 5 My brother denied _____ my chocolate mousse. Maybe his hamster ate it. (to eat)
- 6 I tried _____ but I just couldn't. (to understand)
- 7 In the end I gave up _____ to persuade her. (to try)
- 8 Charlie was pretending _____ a chicken. (to be)
- 9 They chose _____ in a cheap hotel but spend more money on meals. (to stay)
- 10 We like Galicia so much that we keep _____ back there. (to go)
- 11 He deserves _____ severely punished. (to be)
- 12 When we visit my aunt, they expect me _____ on my best behaviour. (to be)
- 13 I didn't mean _____ her feelings. I'm really sorry. (to hurt)
- 14 I always put off _____ my homework until the last possible moment. (to do)
- 15 He goes on _____ me the same thing over and over again. (to tell)
- 16 I can't stand _____ in the queue at the baker's. (to wait)
- 17 The firemen managed _____ the fire pretty quickly. (to put out)
- 18 I never risk _____ through that part of town. (to go)
- 19 Clare offered _____ me to the airport, which was very kind of her. (to take)
- 20 Dad threatened _____ my pocket money if I didn't do my homework. (to stop)

III. Put the verb into the gerund or the infinitive with 'to':

1. It appears _____ (be) raining.
2. We intend _____ (go) to the countryside this weekend.
3. I pretended _____ (be) sick so I didn't have to go to work.
4. Can you imagine _____ (live) without TV?
5. They tolerate _____ (smoke) but they prefer people not to.
6. I anticipate _____ (arrive) on Tuesday.
7. A wedding involves _____ (negotiate) with everyone in the family.
8. He denies _____ (steal) the money.
9. He claims _____ (be) a millionaire but I don't believe him.
10. I expect _____ (be) there about seven.
11. Julia reported _____ (see) the boys to the police.
12. It tends _____ (rain) a lot in Scotland.
13. Do you recall _____ (meet) her at the party last week?
14. She mentioned _____ (go) to the cinema, but I don't know what she decided to do in the end.
15. The teenager refused _____ (go) on holiday with his parents.
16. I understand _____ (be) late once or twice, but every day is too much!

17. I would prefer you _____(come) early if you can.
18. That criminal deserves _____(get) a long sentence.
19. She completed _____(paint) her flat.
20. We arranged _____(meet) at four but at four thirty she still hadn't arrived.

IV. Put the verb into the gerund or the infinitive with 'to':

1. I couldn't sleep so I tried _____(drink) some hot milk.
2. She tried _____(reach) the book on the high shelf, but she was too small.
3. They tried _____(get) to the party on time but the bus was delayed.
4. We tried _____(open) the window, but it was so hot outside it didn't help.
5. He tried _____(get) a job in a newspaper firm but they wouldn't hire him.
6. He tried _____(get) a job in a newspaper firm but he still wasn't satisfied.
7. You should stop _____(smoke), it's not good for your health.
8. We stopped _____(study) because we were tired.
9. They will stop _____(have) lunch at twelve.
10. We stopped _____(have) a rest, because we were really sleepy.
11. Oh no! I forgot _____(buy) milk.
12. Please don't forget _____(pick) up some juice on your way home.
13. I forget _____(lock) the door, but I'm sure I must have locked it.
14. Have we studied this before? I've forgotten _____(learn) it.
15. Please remember _____(bring) your homework.
16. I remember _____(go) to the beach as a child.
17. Finally I remembered _____(bring) your book! Here it is.
18. Do you remember _____(eat) steak in that little restaurant in Rome?
19. I regret _____(tell) you that the train has been delayed.
20. I regret _____(tell) Julie my secret; now she has told everyone.