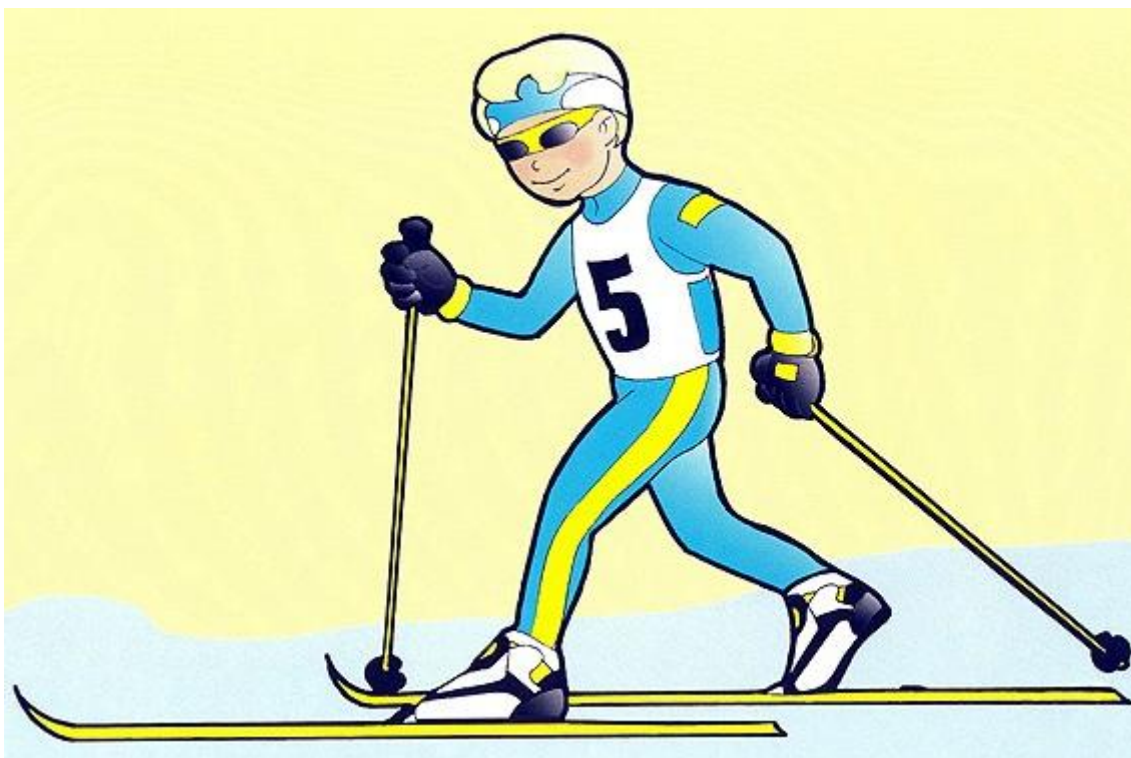


Marina Rudina

SPORT TO LIVE AND LEARN



**Ministry of Education and Science of Ukraine
State Institution
“Luhansk Taras Shevchenko National University”**

Marina Rudina

SPORT TO LIVE AND LEARN

*Manual for Studying the Course
“English for Specific Purposes”
for the first and second-year students
of the extra-mural department
of the Institute of Physical Training and Sport*

**Luhansk
State Institution
“Luhansk Taras Shevchenko National University”
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The manual consists of 8 units for learning the main peculiarities of different kinds of sports, wordlist to each unit for expansion students’ professional vocabulary, grammar section for learning grammar constructions in use. Each unit includes a number of texts on sport topics, which are intended for reading in a class and for independent students’ work. Different complication of authentic texts allows using them for reading with understanding, translation, discussion and annotating.

Various exercises will help to prepare students for speaking on professional topics, to compare truthful information about different Olympic events, improve their communicative and social competence, develop creativity and positively influence on forming of students’ motivation to study English.

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FOREWORD

The manual “ Sport to Live and Learn” is designed for studying the course “English for Specific Purposes” for the first and second-year students of the extra-mural department of the Institute of Physical Training and Sport. The aim of this manual consists of the following:

- acquaintance with a vocabulary on a sport subject;
- broadening students’ general outlook;
- development of reading, translation and understanding skills of texts in self-work devoted to various kinds of sports;
- improvement of the spoken language skills in situations which are closely connected with their future professional activity;
- forming creative thought and skills for the decision of problem situations;
- simplicity for self work;

The contents of the manual are the following:

- Foreword;
- Section I – Practical Tasks
- Section II – Grammar. Theory and Practice
- Section III – Additional texts for self work
- Section IV – Keys
- Section V – Recommended literature

The topics covered in the book include:

- Figure skating and Bobsledding
- Boxing. Wrestling
- Ice Hockey and Skeleton
- Gymnastics and Track and Field
- Skiing and Biathlon
- Football. Field Hockey
- Swimming. Water Polo
- Basketball. Volleyball
-

Section I is organized into practical tasks which correspond to different kinds of sports and consists of 8 units. Each unit has the similar structure: Pre-reading, Reading, Language Development, Speaking, Writing, Project and Vocabulary to the units.

Each unit of the manual contains realistic, high-interest reading. The readings are introduced with a pre-reading activity and are accompanied by a series of interesting exercises that allow students to demonstrate their reading comprehension.

To improve reading comprehension, students should be encouraged to complete *pre-reading activities* before reading text. Familiarity with the text improves understanding and leads to reading success. Pre-reading exercises help students to plunge into a certain kind of sport, recall main sport events, facts and famous sportsmen.

Reading activities include a wide range of texts, which are intended for reading in a class and for independent work of students. Different complication of texts allows using them for reading with understanding, translation, discussion and annotating. The authentic texts of the manual conform to cognitive and professional interests of students.

Each unit of the manual contains a variety of exercises that present and practice new language and develop speaking, reading and writing skills. The lexical items are introduced through techniques which include multiple choice, matching, gap-filling, true-false, word-formation, etc. The first two techniques measure students’ passive vocabulary and should provide practice in recognition. The latter lend themselves better to checking and broadening their knowledge of active vocabulary and should provide practice in production. There are exercises based on problem-solving, grouping words, pictures, sentence-building, opposites, synonyms, errors, quizzes, etc. They

test students' knowledge of how an item is used, where it is used, what its limitations are, how it behaves in certain situations, what other words are likely to occur with it.

Various *Language Development* exercises will help to master the sport vocabulary, prepare students for speaking on professional topics and increase their motivation to become actively involved in learning about physical culture and sport.

Speaking is connected with the improving of English speaking skills. It will help students to communicate more easily and effectively using the information from the internet or historical books/encyclopedias.

Writing deals with compositions focuses on specific topics. Students have to produce their own compositions using 150-200 words. This can be done initially in class or completed at home, as a part of their home-assignment. Students must understand the topic, because a rich language environment is the foundation for good writing.

Some units have *Project* activity which deals with a short presentation, continuing the story, reading and discussion, etc. This kind of work requires knowledge of Project PowerPoint Presentation.

Most of the new *Vocabulary* is presented at the end of each unit - *Wordlist* which is designed in the alphabetic order. The words and phrases are not translated into the students' mother tongue, so they can check the meaning of new words in their dictionaries. Each new word or phrase is printed in boldface type in the unit when it appears for the first time in the text.

Section II - – Grammar. Theory and Practice. It consists of the theoretical section with explanations and examples, grammar exercises. The exercises can be used for in-class reference or at-home study.

Section III – Additional texts for self work focuses on authentic texts which logically supplement the units.

Section IV – Keys will help students to find answers for the most difficult exercises. The answers also contain additional information on different topics.

Section V – Recommended literature covers the authentic books, sites from the internet. This section is useful for those students who want to broaden their knowledge in physical culture and sport.

SECTION I. PRACTICAL TASKS

Unit 1. Figure Skating and Bobsledding

Pre-reading

Exercise 1. Choose proper names from the list to label the pictures. Then, try to give a short information about each figure skater. As a prompt you can use Ex. 9.

1. Alexei Yagudin; **2.** Elena Berezhnaya and Anton Sikharulidze; **3.** Eugenij Pluschenko; **4.** Evan Lysacek, **5.** Ilia Kulik; **6.** Irina Slutskaya; **7.** Sarah Hughes; **8.** Sasha Cohen; **9.** Shen Xue and Zhao Hongbo; **10.** Sonja Henie; **11.** Tara Lipinski; **12.** Tatiana Navka and Roman Kostomarov;



a)



b)



c)



d)



e)



f)



g)



h)



i)



j)



k)



l)

Exercise 2. Answer the following questions:



1. What famous Olympic figure skaters do you know?
2. What kinds of figure skating are widespread nowadays?
3. When did figure skating debut as an Olympic sport?
4. Who was the creator of skating to music and brought balletic movements to ice?
5. Do you like to watch figure skating on TV? Why?

6. Do you know the most successful bobsled teams of the Olympic games? Can you name them?
7. When and where was bobsledding originated?
8. What does a two-person sled consist of?
9. When was bobsledding included in the first Olympic Winter Games?
10. Do you think bobsledding is a dangerous kind of sport? Why?



Reading

Exercise 3. Read the text “Figure Skating” and explain the words in bold.

Ice Skating, a sport brought to North America from Europe in the 1740s, takes three **basic** forms. **Figure skating**, **solo** or **in pairs**, includes jumps and **spins** with varying **degrees** of difficulty, combined with **movement** and dance. Speed skating (and short-track speed skating) is **racing** on ice. Ice hockey is a team sport played on ice. In the mid-nineteenth century, skates were made of **steel** with **straps** and clamps to **fasten** them to shoes. Later in the century, the **blade** with the **permanently** attached shoe was developed by the American ballet dancer and **vanguard** figure skater Jackson Haines, who **also introduced** the elements of dance and music into the **previously rigid** form of figure skating and in the 1860s, bringing balletic movements to ice, and creating new ones. One of the most beautiful and graceful events in all sport, international figure skating **requires** skaters to perform a short program that includes, and then a longer program of **free selection**, both set to music. **Judging** is **subjective** and often **controversial**. Skaters also compete in pairs, **seeking** through the **intricate synchronization** of moves and the performance of **lifts** and **jumps** to **impress** the **scoring** judges.



As an Olympic sport, figure skating (considered an **indoor** sport) **debuted** in the 1908 Olympic Summer Games in London, with **competitions** held for men, women, and pairs. It became a winter sport at the first-ever 1924 Winter Games in Chamonix, France. Originally, figure skating was executed in a **stiff**, formal style. Compulsory movements consisted of curves and turns, in or against the **direction** of movement, and executed to form several circle forms in a row. Although music, more **fluid** movements, **pirouettes**, spins, and ever-increasing athleticism were continually added to the performance roster, compulsory figures remained a part of Olympic competition until

1991. Ice hockey was included in the summer Olympics in 1920 and in the inaugural winter games of 1924, where men's speed skating was also an event. Women's speed-skating championships were first held in 1936 and included in the Olympics in 1960. Ice dancing, a figure skating discipline, became an Olympic event in 1976 and short-track speed skating in 1992.

Olympic gold medalist Sonja Henie did much to bring skating to wide public notice in the United States, and after she turned (1936) professional, the ice carnival became a popular American **amusement**. Since then travelling ice shows have continued to **attract** former Olympic skaters who have, since the 1970s, also competed in a series of professional competitions. In recent years, Americans have increasingly **taken up** competitive figure skating in the hope of repeating the **successes** of Olympic champions such as Peggy Fleming, Dorothy Hamill, Scott Hamilton, Brian Boitano, Kristi Yamaguchi, Tara Lipinski, and Sarah Hughes.

[http://www.answers.com/topic/ice skating](http://www.answers.com/topic/ice%20skating)

Exercise 4. Read the text “Bobsledding” and match the sentences (A-C) to the numbered spaces (1-3) in it. Then explain the words in bold.

A. Winners rely on technical sled design, powerful push-offs at the start, and intimate course **knowledge** to gain split second **advantages**.

B. Bob runs are typically about 1,500 m long, with 1520 banked turns. Four-person sleds attain speeds approaching 100 mph (160 kph).

C. A driver and three bobs, the last one being the brakeman, compose a four-member crew.



Sport of sliding down a winding **ice-covered** run on a large metal sled (bobsled). The sled is equipped with two pairs of runners, a long **seat** for two or more (usually four) people, **a steering wheel** or steering ropes, and a hand brake. **Bobsledding** originated in Switzerland in the 1890s and was included in the first Olympic Winter Games in 1924. Championship competitions are held each year. **1)**

Bobsledding, winter sport in which a bobsled—a partially enclosed **vehicle** with steerable sledlike runners, accommodating two or four persons—hurtles down a course of iced, steeply banked, **twisting inclines**. **2)** A two-person sled consists of a **driver** and the **brakeman**. A group of American and English vacationers at St. Moritz, Switzerland, developed the sport, an offspring in the late 19th cent. A part of the Winter Olympic games since their inception

in 1924, bobsledding is a sport of **exhilarating** but dangerous speed (up to 145 km per hr). **3)** Though Americans fared well in early Olympic bobsledding, since 1960, the Swiss, Germans, Italians, and Austrians have tended to **dominate** the medals. Women's bobsledding was added to the Olympics in 2002. The chief attractions of bobsledding are the speed of the sleds (approaching 90 miles per hour) and the danger to the crew (resting on a sled less than a foot above the ground while flying down an icy, mile-long course containing a series of curves designed to control speed as well as increase it). Bobsled speed is affected by three main factors: **weight**, **air resistance**, and **friction**. All things being equal, the heaviest sled/crew combination will run the fastest. Therefore, a maximum weight is set for each sled and crew combination. A four-man sled cannot exceed 630 kilograms, while two-man sleds cannot exceed 390 kilograms. Lighter crews can add weight to their sleds before a race, but heavier sleds can prove more difficult to start, a critical element to racers. Explosive starts result in fast finish times. Racers who beat a competitor's time by a fraction of a second at the beginning of the race can finish up to two or three seconds faster at the **bottom**. Considering this, adding weight to a sled for competition can be more detrimental than helpful to a lighter bobsled team.

Push time is the crucial factor - how long it takes the sledders to propel their craft and leap into it over the 50-meter starting run. A tenth of a second of saved push time can earn a third of a

second off the entire run. Because bobsled requires a lot of upper-body strength and foot speed, it attracts cross-overs from football and track.

<http://www.answers.com/topic/bobsledding>

Language development

Exercise 5. Fill in the words from the list and then make sentences using the completed phrases.

a) jumps and skills; b) by the American ballet dancer; c) is a team sport played; d) lifts and jumps; e) men, women, and pairs; f) movement and dance; g) program of free selection; h) steel with straps and clamps; i) steeply banked, twisting inclines; j) the elements of dance and music; k) the permanently attached; l) two pairs of runners; m) steerable sledlike; n) with varying degrees of difficulty

1. a course of iced,
2. a longer
3. combined with
4. competitions held for
5. equipped with
6. ice hockey on ice
7. J. Haines introduced



8. mandatory
9. performance of
10. vehicle with runners
11. the blade was developed
12. skates were made of
13. the blade with shoe
14. jumps and spins

Exercise 6. Fill in the correct preposition and particle from the box. Then make sentences using the completed phrases.

a) about; b) at; c) but; d) for; e) from; f) in; g) of; h) on; i) or; j) to; k) with



1. a long seat two more people; 2. a sport brought North America Europe; 3. a two-person sled consists a driver and the brakeman; 4. bob runs are typically 1,500 m long; 5. bobsledding originated Switzerland the 1890s; 6. combined movement and dance; 7. figure skating debuted the 1908; 8. ice hockey is a team sport played ice; 9. powerful push-offs the start; 10. winners rely technical sled design; 11. winter sport which a bobsled-a partially enclosed vehicle steerable sledlike runners; 12. bobsledding is a sport exhilarating dangerous speed; 13. varying degrees difficulty;

Exercise 7. Translate the words in bold and then match the pairs which are similar in meaning.

a) a belt; b) a circle; c) a glide; d) a group; e) a handler; f) a sport; g) a stopper; h) a triumph; i) a way; j) an action; k) an entertainment; l) heaviness m) to influence; n) to win;

1. a brakeman; 2. a direction; 3. a driver; 4. a game; 5. a movement; 6. a strap; 7. a success; 8. a team; 9. a wheel; 10. an amusement; 11. to attract; 12. to dominate; 13. to slide; 14. weight

Exercise 8. Explain the words in bold and then match them with the best definition.

a) bobsledding; b) competition; c) figure skating; d) knowledge; e) movement; f) synchronization; g) to score; h) vanguard; i) vehicle; j) winner



- 6) specific information about something
- 7) the act or an instance of moving; a change in place or position.
- 8) the foremost or leading position in a trend or movement.
- 9) to cause to occur or operate at the same time as something else
- 10) to keep a written record of the score or events of (a game or contest).

- 1) a device or structure for transporting persons or things; a conveyance
- 2) a long racing sled with a steering mechanism controlling the front runners.
- 3) a person or thing that wins
- 4) a series of games, sports events, etc.
- 5) ice skating where the skates trace outlines of selected figures;



Exercise 9. Match the list of proper names with the best definition. What do you know about these figure skaters? Make up dialogues.

- a) Alexandra "Sasha" Cohen; b) Alexei Yagudin; c) Evan Frank Lysacek; d) Evgeni Plushenko; e) Ilia Kulik; f) Irina Slutskaya; g) Mao Asada; h) Michelle Kwan*

1) He is a former Russian figure skater. His major achievements in his six years of eligible sports career include being the 2002 Olympic Champion. In 2006, after a full Olympic cycle since Salt Lake City, he performed his famous Winter program on tour and a new program Sway (music by Pussycat Dolls). In fall he took part in the Russian TV show Stars on Ice having a former gymnast, Oksana Pushkina, as his partner. In 2008, he finished the Ice Age tour and then made his debut on the stage in a theater play where he played a Russian President. His career as an actor continued with getting one of the main roles in a Russian TV series about figure skating My Hot Ice.



Michelle Kwan

2) He is a Russian figure skater. He is the 2006 Winter Olympics gold medalist, 2002 Winter Olympics silver medalist, and 2010 Winter Olympics silver medalist, three-time (2001, 2003, 2004) World champion. In March 2009, he announced that he had returned to training with longtime coach Alexei Mishin in order to prepare for the 2010 Olympics. Overall, he won the gold in his comeback with a total of 240.65 points. He finished second in the free skating and second overall, ultimately winning the silver medal with a total score of 256.36, 1.31 points behind the winner Evan Lysacek.

3) He is an American figure skater. He is the 2010 Olympic champion, the 2009 World champion, the 2005 & 2007 Four Continents champion, the 2007 & 2008 U.S. national champion, and the 2009/2010 Grand Prix Final champion. At the 2010 Winter Olympics, he placed second in the short program, with a score of 90.30. He won the free skate with a score of 167.37 and won the gold medal overall with a total score of 257.67, a margin of 1.31 over silver medalist Evgeni Plushenko. He became the first American to win the Olympic title in men's singles since Brian Boitano in 1988.



Mao Asada

4) He is a Russian figure skater. He is the 1998 Olympic Champion. At the 1998 Olympics, he placed first in both the short and long programs and won the Olympic title at the age of 20. He withdrew from the 1998 World Championships due to his recurring back injury. He retired from competitive skating and has focused on performing in shows. He has skated with the Stars on Ice tour, shows in Russia, the 2009 Ice All Stars, the 2010 Festa On Ice. In 1999, he skated a duet with his wife, Ekaterina Gordeeva.

5) She is a Japanese figure skater. She is the 2010 Winter Olympic silver medalist. At the 2010 Winter Olympics, she became the first woman to land three triple axel jumps in the same competition. From February 23-25 She competed in the ladies event at the 2010 Winter Olympic Games. In the short program on February 23, she executed a triple axel-double toe loop, a triple flip and a double axel as well as receiving level fours for all her spins and her spiral sequence. With 131.72 points from the free skate she won the Olympic silver medal with a combined score of 205.50 points. She earned a Guinness World Record for the most triple axels performed in a competition, one in the short program and two in the free skate.



6) She is a Russian figure skater. She is a two-time Olympic medalist (silver in 2002, bronze in 2006). She known for her athletic ability was the first female skater to land a triple lutz-triple loop combination. She is also known for her trademark double Biellmann spin with a foot change, which she also invented. She is generally considered to be the most successful ladies' singles skater in Russian history. At the 2006 Winter Olympics in Turin, Italy, she was one of the heavy favorites to win the gold medal. She was in second place

after the short program, behind Sasha Cohen of the United States. In the long program, she doubled a triple flip and then fell on a triple loop jump. She won the bronze medal, behind gold medalist Shizuka Arakawa of Japan and silver medalist Cohen.

7) She is a U.S. figure skater. She is the 2006 Olympic silver medalist. At the 2006 Winter Olympics in Turin, She was in 1st after the short program, leading Russia's Irina Slutskaya by a mere .03 points. In the final free skate, she fell on her first jump, a triple lutz, and had her hands down on her second jump, the triple flip. She completed the rest of her elements, including five triples. She finished with an Olympic silver medal, 7.98 points behind gold medalist Shizuka Arakawa of Japan.

8) She is an American figure skater. She is a two-time (1998 and 2002) Olympic medalist. She competed at a high level for over a decade and is the most decorated figure skater in U.S. history. Known for her consistency and expressive artistry on ice, she is widely considered one of the greatest figure skaters of all time. She and Lipinski were the co-favorites to win the 1998 Olympic Games in Nagano, Japan. She ended up winning the silver medal, with the gold medal being won by Lipinski and the bronze medal by Chen Lu.

Exercise 10. Complete the text “The Elements of Figure Skating” using words from the box. Use a dictionary to help you if necessary.

a) above; b) circular; c) hardest; d) ice; e) long; f) man; g) national; h) skating; i) spin; j) toe loops

Figure skating is an Olympic sport in which individuals, pairs, or groups perform spins, jumps, **footwork** and other intricate and challenging moves on ice skates. Figure skaters compete at various levels from beginner up to the Olympic level (senior), and at **local**, **1)**, and **international** competitions.

Olympic sports in figure skating comprise the following disciplines: **Singles** competition for men and women (who are referred to as "ladies" in ISU rulebooks), wherein skaters perform jumps, spins, **step sequences**, **spirals**, and other elements in their programs. **Pair 2)** teams consist of a

woman and a 3) Pairs perform elements specific to the discipline such as **throw jumps**, in which the man 'throws' the woman into a jump; lifts, in which the woman is held above the man's head in one of various grips and positions; pair spins, in which both skaters spin together about a common axis; **death spirals**; and other elements such as side-by-side jumps and spins in **unison**. **Ice dancing** is again for couples consisting of a woman and a man skating together. Ice dance differs from pairs in focusing on intricate footwork performed in close dance holds, in time with the music. Ice dance lifts must not go above the **shoulder**. Jumps are one of the most important elements of figure skating.

Toe jumps are **launched** by tapping the **toe pick** of one skate into the ice, and include (in order of difficulty from easiest to hardest): **4) take off from the back outside edge of the left or right foot and are launched by the opposite toe pick (toe walleys are similar, but take off from the back inside edge of the right foot); Flips**, which take off from the back inside edge of the right or left foot and are launched by the opposite toe pick; **Lutzes**, which take off from the back outside edge of the right or left foot and are launched by the opposite toe pick.

Edge jumps use no toe assist, and include:

Salchows, which take off from either the left or right back inside edge. **Allowing** the edge to come round, the opposite leg helps launch the jump into the air and land on one foot; **Loops** (also known as Rittberger jumps) take off from either the left or right back outside edge and land on the same edge;



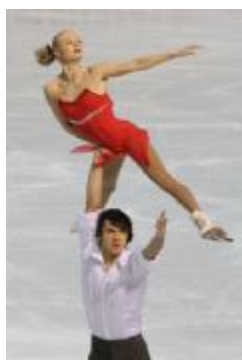
Axels, which are the only rotating jump to take off from a forward edge. Because they take off from a forward edge, they include one-half extra rotations and are considered the **5) jump of the six**. The axel jump will take a skater the longest to learn. The jump harness is a good thing to use before attempting the axel jump on the ice.

There are also a number of other jumps that are usually performed only as single jumps and in elite skating are used as transitional movements or highlights in step sequences. These include the half toe loop (ballet jump), **half loop, half flip, walley jump, split jump** (there are two kinds of split jump, Russian split, performed in a position that is similar to that of a straddle split and ladies split performed in the position of the more traditional split, facing the direction of your front leg), **waltz jump, inside Axel, and one-foot Axel**.

Spins are a required element in most figure skating competitions, and they **exist** in all four Olympic disciplines. There are three basic spin positions in figure skating – the **sit spin**, the **camel spin**, and the **upright 6)** There are a number of variations.



There are many different interpretations of these spins and skaters who create new ones may have the element named after them. They may also receive points for creativity. During a spin, the skater rotates on the round part of the blade, called the front rocker, just behind the toe pick (the ball of the foot). Spins may be performed individually or in a sequence combining different types of spins.



Lifts are a required element in pair skating and ice dancing. Pairs lifts differ from dance lifts most notably in that dancers are not allowed to lift their partners **7)** their shoulders.

Dance lifts are differentiated by the skating involved. There are seven kinds of lifts approved for ISU competitions. They are separated into **short lifts** and **8)** lifts. There are many positions the lifting and the lifted partner can take to improve the difficulty of the lift. Each position must be held for at least three seconds to count and is permitted only once a program.

Step sequences are a required element in all four Olympic disciplines. The **pattern** can be straight line, **9)**, or serpentine. The step sequence consists of a combination of **turns**, steps, **hops** and edge changes. Additionally, steps and turns can be used as transitions between elements.

A **spiral** is an element in which the skater moves across the **10)** on a specific edge with the free leg held at hip level or above. Spirals can be performed while skating forwards or backwards, and are distinguished by the edge of the blade used and the foot on they are standing on also known as the skating leg. A spiral sequence is one or more spiral positions and edges done in sequence.



http://en.wikipedia.org/wiki/Figure_skating

Speaking

Exercise 11. Read the text “Figure Skating - Timeline”. Use a dictionary to help you if necessary and explain the words in bold. Then, make up an oral summary of the text.

1850: First **Steel Bladed** Skates Were Sold by Edward Bushnell

1882: First International Figure Skating Competition Held in Vienna, Austria

1891: First Men's European Figure Skating Championships in Hamburg, Germany

1892: International Skating Union (ISU) Founded

1906: First Ladies Championships Held in Davos, Switzerland

1908: First Pairs Championships in Saint Petersburg, Russia

1908: Became the first Winter Sport of the Olympic Games Held in London, England

1948: Dick Button Performed the First Double Axel

1961: Sabena Flight 548 **crashed** in Brussels, Belgium, Killing the U. S. Figure Skating Team

1976: The Winter Olympic Games Officially Included Ice Dancing for the First Time

1995 — 1996: The ISU Champions Series (Grand Prix of Figure Skating) Formed

1997: ISU Junior Series (Junior Grand Prix) Formed

1999: Four Continents Figure Skating Championships Opened in Halifax, Canada

2004: ISU **Judging System** (Code of Points (CoP) Established



<http://www.mahalo.com/figure-skating/>

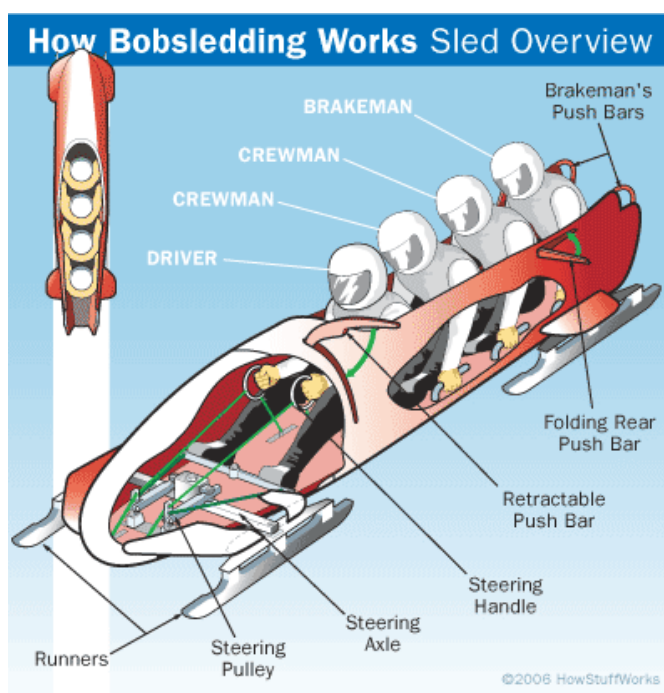
Exercise 12. Read the text about Bobsledding equipment. Use a dictionary to help you if necessary and explain the words in bold. Then, make up dialogues, using the information below.

Modern bobsled races are competitions between two-person or four-person teams. Bobsleds have the same basic components whether they are built to hold two or four athletes. Each bob has: a steel **frame**, a fiberglass **hull** that's closed in the front and open in the back, also called a **cowling**, a movable set of front **runners**, a fixed set of rear runners, collapsible **push-bars** for driver and crewmen, fixed push-bars for brakemen, a jagged metal **brake** on a lever, used only after the bob crosses the finish line, a **steering system**.

The **Federation Internationale de Bobsledding et de Tobogganing (FIBT)** sets rules for the composition and dimensions of each of these components, as well as the total weight of bobsleds. Bobsled manufacturers work closely with bobsled teams and designers to make the best sled design.

Each type of bob has a minimum weight when empty and a maximum weight with bobsledders and their equipment. Weight limits for bobsleds are: **two-man:** minimum 170 kilograms when empty, maximum 390 kilograms with crew and equipment. **Two-woman:** minimum 129 kilograms when empty, maximum 340 kilograms with crew and equipment. **Four-man:** minimum 210 kilograms when empty, maximum 630 kilograms with crew and equipment.

Heavier sleds go faster, so teams that do not reach the maximum occupied weight may add ballast to make their bob heavier. Officials weigh the sleds at the end of the run to make sure they meet the weight requirement.



Exercise 13. Use the information from the internet or sport encyclopedias and speak about:



Figure Skating: 1. First Ladies Championships Held in Davos, Switzerland; 2. The First Pairs Championships in Saint Petersburg, Russia; 3. International Skating Union (ISU); 4. Judging System; 5. Ice Dancing.

Bobsledding: 1. Bobsledding Rules; 2. The First Bobsledding Competition in Olympic Games. 3. Women's bobsledding; 4. International Bobsledding Federation; 5. Bobsledding Uniform.

Writing

Exercise 14. Make a running commentary of a figure skating/bobsledding competition.

Exercise 15. Write any of the following compositions using 150 -200 words:

Figure skating: 1. First Olympic Games, 2. Olympic gold medalist Sonja Henie, 3. Ice Dancing, 4. Disciplines, 5. Competition format and scoring, 6. Clothing, 7. Age eligibility.

Bobsledding: 1. History, 2. Races, 3. Fatal accidents, 4. The first Olympic Winter Games, 5. International Bobsled and Skeleton Federation, 6. Bobsled Olympic Champions.

Project

Exercise 16. Make a short presentation:

1. A famous figure skater. 2. A famous bobsledding team.

Vocabulary

advantage
air resistance
allowing
amusement
attract
axels
basic
blade
bobsledding
bottom
brake
brakeman
camel spin
circular
competition
controversial
cowling
crash
death spiral
debuted
degree
direction
dominate
driver
edge
exhilarating
exist
fasten
figure skating
flip
fluid
footwork
frame
free selection
friction
half flip

half loop
hop
hull
ice dancing
ice skating
ice-covered
impress
in pair
indoor
inside axel
international
intricate
introduced
judging system
jump
knowledge
launch
lift
local
long
loop
lutz
movement
national
one-foot axel
pattern
permanently
pirouette
previously
push-bar
racing
require
rigid
runner
scoring
seat

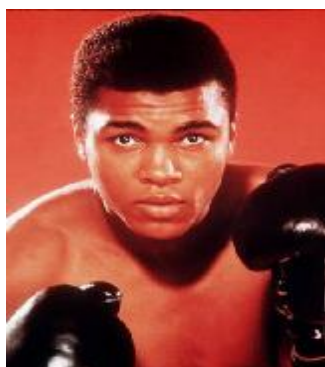
seeking
short lift
shoulder
single
sit spin
skating
slide
solo
spin
spiral
split jump
steel bladed
steering system
steering wheel
step sequence
stiff
strap
subjective
success
synchronization
take up
throw jump
toe loop
toe pick
turns
twisting incline
unison
upright
vanguard
vehicle
walley jump
waltz jump
weight
wheel
winner

Unit 2. Boxing and Wrestling

Pre-reading

Exercise 1. Choose proper names from the list to label the pictures. Then, try to give short information about each boxer. As a prompt you can use Ex. 9.

1. Evandeer Holyfield, 2. Joe Frazier, 3. Lennox Lewis, 4. Mike Tyson, 5. Muhammad Ali, 6. Nikolai Valuev, 7. Oscar De La Hoya, 8. Vitali Klitschko



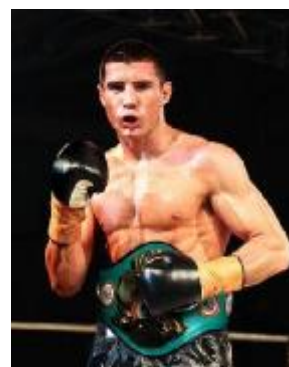
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b)



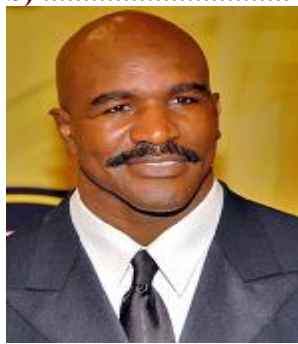
c)



d)



e)



f)



g)



h)

Exercise 2. Answer the following questions:

1. What world famous boxers do you know?
2. When were the first boxing rules introduced? Who was their author?
3. What rules were introduced in 1867?
4. What are the differences between **amateur** and professional boxing?
5. What boxing styles have you remembered? Name the main representatives.



6. What are **current** International wrestling disciplines **acknowledged** throughout the world?
7. What styles do **mixed martial arts** (MMA) include?
8. What professional wrestlers do you know?
9. What does the word FILA mean?
10. When did Men's Greco-Roman Wrestling tournament and Men's Freestyle Wrestling tournaments begin?
11. When were Women's Freestyle championships first **staged**?

Reading

Exercise 3. Read the text “Boxing” and explain the words in bold.



Boxing is a **combat sport involving** attack and defense with the **fists**. In the modern sport, boxers wear padded gloves and fight **bouts** of up to 12 three-minute rounds in a **roped-off square** known as the **ring**. In ancient Greece **fighters** used leather **thongs** on their hands and **forearms**, while in Rome gladiators used metal-**studded** leather hand coverings and usually fought to the death. Not until **implementation** of the *London Prize Ring rules* in 1839 were kicking, **gouging**, **butting**, **biting**, and **blows** below the **belt eliminated** from the boxer's standard **repertoire**.

In 1867 the *Queensberry rules* **called for** the wearing of gloves, though **bare-knuckle** boxing continued into the late 1880s. Besides calling for the wearing of gloves, the rules **forbade** wrestling **holds**, **required** a fallen man to be given a **free count** of 10 to **recover**, **established** the three-minute round with a one-minute rest period, and **disallowed seconds** from entering the ring during the round. The last of the great bare-knuckle fighters was John L. Sullivan. From Sullivan on, the USA became the **premier** boxing **venue**, partly because immigrants **supplied** a constantly renewed **pool** of boxers. Boxing has been included among the Olympic Games since 1904. Today there are 17 **primary** weight classes in professional boxing: **strawweight** (48 kg), **junior flyweight** (49 kg), **flyweight** (51 kg), **junior bantamweight** (to 52 kg), **bantamweight** (to 53,5 kg), **junior featherweight** (to 55 kg), **featherweight** (to 57 kg), **junior lightweight** (to 59 kg), **lightweight** (to 61 kg), **junior welterweight** (to 63,5 kg), **welterweight** (to 67 kg), **junior middleweight** (to 70 kg), **middleweight** (to 72,5 kg), **super middleweight** (to 76 kg), **light heavyweight** (to 79 kg), **cruiserweight** (to 86 kg) and **heavyweight**, over 85,5 kg. A bout can be won either by knocking out or **felling** one's **opponent** for a count of 10 (a KO) or by **delivering** the most **solid** blows and thus **amassing** the most points. The referee can also stop the fight when one boxer is being badly beaten (a technical knockout, or TKO) or he can disqualify a fighter for rules **violations** and award the fight to his opponent.

Amateur boxing is an Olympic and Commonwealth sport; is a common **fixture** in most of the major international games - it also has its own World Championships. Boxing is supervised by a referee over a series of one to three minute intervals called rounds. The result is decided when an opponent is **deemed incapable** to continue match by a referee or if an opponent is disqualified for breaking a rule, **resigning** by **throwing** in a **towel**, or by **judges' scorecards** at the end of the contest.

The birth hour of boxing as a sport may be its **acceptance** by the ancient Greeks as an Olympic game as early as 688 BC. Modern boxing **evolved** in Great Britain and United States.



<http://www.answers.com/topic/boxing>

Exercise 4. Read the text “Wrestling” and match the sentences (A-D) to the numbered spaces (1-4) in it. Then explain the words in bold.

- A. There are a number of **notable** national and local styles of wrestling.
- B. There are two further styles of wrestling **worthy** of note.
- C. Wrestling is a sport in which two competitors **attempt** to throw or **immobilize** each other by **grappling**.
- D. Wrestling styles can also be categorized **according to** five basic **criteria** required for a win.



1. The modern **sportive** form of wrestling, an individual **weaponless** combat activity, probably developed in prehistory from **survival** fighting, when it became **convenient** to replace death or serious injury with a more symbolic victory. There is **considerable evidence** that wrestling **existed** in all early civilizations, although it was in ancient Greece that it really developed into a sport, and was included in the Olympic Games in 704 BC.

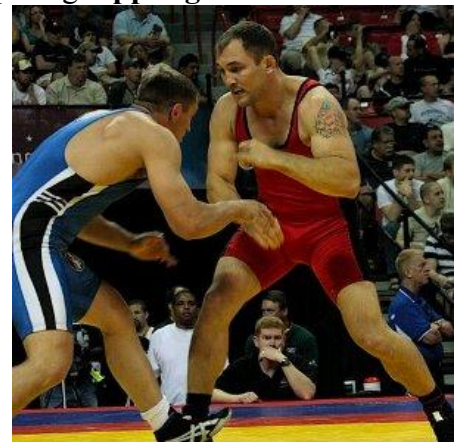
There is not one form of wrestling which is common throughout the world, but several different styles, which can be categorized into three basic types: **belt-and-jacket styles**, in which the clothing of the wrestlers - belt, jacket, or trousers - is used for grips; **catch-hold styles**, in which the wrestlers are re-

quired to **grip** each other **prior to**, and usually throughout the contest; and **loose styles**, in which the wrestlers, who can take any grip, apart from on clothing, are separated prior to the contest.

2. **Break-stance** involves forcing an opponent to **relinquish** a position; **toppling** involves forcing an opponent to touch the ground with a part of the body apart from the feet; **touch-fall** involves forcing an opponent into a specified position, usually **supine**, for a **brief** period; **pin-fall** involves holding an opponent, once thrown, in a specified position for a certain period of time; and **submission** involves forcing an opponent to **admit defeat**.

3. *Glima*, from Iceland, and *schwingen*, from Switzerland, are both belt styles, requiring toppling for victory; *kushti*, from Iran, is a catch-hold style, requiring a supine touch-fall; *yagli*, from Turkey, is a loose style requiring a supine touch-fall; *sumo*, from Japan, is a loose style requiring toppling; *Breton wrestling*, from Brittany, is a jacket style requiring a touch-fall. In Britain there are two notable local styles. *Cornish wrestling* is a jacket style requiring a touch-fall; *Cumberland and Westmorland wrestling* is a catch-hold style requiring **toppling**.

In international competition, there are only three styles of wrestling **recognized** by the *Federation Internationale des Luttes Amateurs (FILA)*. Both *freestyle* and *Greco-Roman wrestling*, which are the only styles fought in the Olympic Games, are loose styles requiring a touch-fall for victory. They **differ in** that the **former allows** any **fair** hold, throw, or **trip**, whereas the **latter** does not **permit** wrestlers to hold below the **hips**, nor to grip with the legs. There are ten weight **divisions** in both styles for international competition; light flyweight, flyweight, bantamweight, featherweight, lightweight, welterweight, middleweight, light heavyweight, heavyweight, and super heavyweight. The third style recognized by FILA is a synthesis of styles **native** to the former Soviet Union called *sambo*; the word is **composed** of the first three letters of the word *samozachita* (**self defence**) and the **initial** letters of *bez oruzhiya* (without weapons). It is a combination of loose and jacket styles requiring a submission for victory.



4. **Inter-collegiate wrestling**, which is practiced only in American colleges, is broadly similar to the freestyle and Greco-Roman styles, apart from the points system. **Professional wrestling**, based on freestyle, is more **accurately defined** as a form of **entertainment**, rather than a sport, **owing to** its 'choreographed' moves. <http://www.answers.com/topic/wrestling>

Language development

Exercise 5. Fill in the words from the list and then make sentences using the completed phrases.

a) bare-knuckle, b) boxing venue, c) competition, d) leather hand covering, e) moves, f) one-minute, g) Ring rules, h) rounds, i) styles, j) supine, k) the legs, l) two notable, m) weight, n) Westmorland wrestling

1. 12 three-minute
2. 17 primary classes
3. a great fighter
4. a rest period
5. a premier
6. a touch-fall
7. an international



8. belt-and-jacket
9. choreographed'
10. Cumberland and
11. London Prize
12. a metal-studded
13. to grip with
14. local styles

Exercise 6. Fill in the correct preposition from the box. Then make sentences using the completed phrases.

a) at, b) by, c) for, d) from, e) in, f) of, g) on, h) to, i) with

1. a constantly renewed pool boxers, 2. a free count 10 to recover, 3. a series one three minute intervals, 4. the end the contest, 5. boxing is supervised a referee, 6. developed prehistory survival fighting, 7. a certain period time, 8. the modern sport, 9. leather thongs their hands, 10. the clothing the wrestlers is used grips, 11. three styles wrestling recognized FILA, 12. to attack and defense the fists, 13. to call the wearing gloves, 14. to disqualify a fighter rules violations, 15. to grip the legs, 16. to touch the ground a part the body.

Exercise 7. Translate the words in bold and then match the pairs which are similar in meaning.

1. a fixture, 2. a referee, 3. a thong, 4. an opponent, 5. brief, 6. convenient, 7. entertainment, 8. fight, 9. implementation, 10. notable, 11. premier, 12. to amass, 13. to call for, 14. to grapple, 15. to involve, 16. to permit, 17. to recover, 18. violation

a) a belt, b) a contest, c) amusement, d) an adversary, e) an umpire, f) considerable, g) fulfillment, h) opportune, i) short, j) struggle, k) the first, l) to allow, m) to demand, n) to grip, o) to include, p) to pick up, q) to pile up, r) infringement

Exercise 8. Explain the words in bold and then match them with the best definition.

1. a combat sport, 2. a fixture, 3. an opponent, 4. boxing, 5. heavyweight, 6. mixed martial arts, 7. professional wrestling, 8. sambo, 9. sumo, 10. wrestling



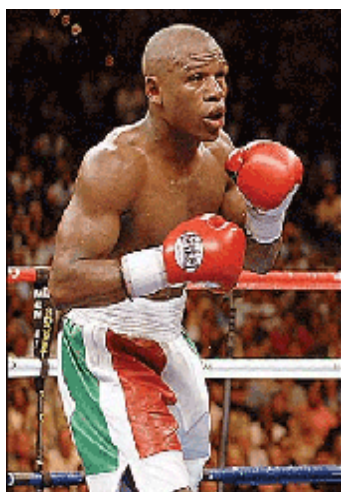
- a) a full contact combat sport that allows the use of both **striking** and grappling techniques, both standing and on the ground, including *boxing, wrestling, Brazilian jiu-jitsu, muay Thai, kickboxing, taekwondo, karate, judo, kung fu* and other styles;
- b) a Japanese form of wrestling in which a fighter loses if forced from the ring or if any part of his body except the soles of his feet touches the ground;
- c) a person who opposes another in a contest, battle, etc.;
- d) a sport in which two competitors attempt to throw or immobilize each other by grappling;

- e) a sport, such as football, hockey, or boxing, that involves physical contact between players as part of normal play;
- f) a sports match or social **occasion** and the date of such an event;
- g) a type of wrestling based on judo that originated in Russia and now features in international competitions;
- h) the act, art or profession of fighting with the fists;
- i) the heaviest weight division in professional boxing, having no upper limit, with contestants usually weighing more than 190 pounds (85.5 kilograms);
- j) wrestling for money;



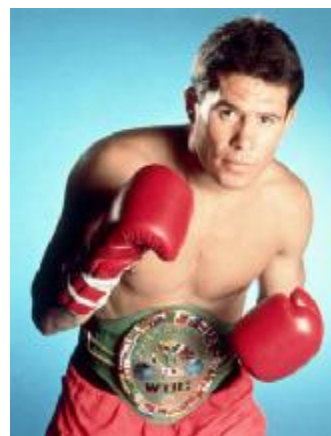
Exercise 9. Match the list of proper names with the best definition. What do you know about these persons? Make up dialogues.

1. *Evander Holyfield*, 2. *Floyd Mayweather*, 3. *Joseph Frazier*, 4. *Julio Chávez*, 5. *Lennox Lewis*, 6. *Mike Tyson*, 7. *Muhammad Ali*, 8. *Nikolai Valuev*, 9. *Oscar De La Hoya*, 10. *Vitali Klitschko*



Floyd Mayweather

- a) a retired American professional boxer of Mexican **descent** (born February 4, 1973);
- b) a retired American professional boxer. He is a former **undisputed** heavyweight champion of the world and holds the record as the youngest boxer to win the WBC, WBA and IBF heavyweight titles at 20 years (born June 30, 1966);
- c) a retired boxer and the most recent undisputed world heavyweight champion. He holds **dual** British and Canadian **citizenship** (born 2 September 1965);
- d) a retired Mexican professional boxer (born on July 12, 1962);
- e) a retired Russian professional boxer and former two-time WBA heavyweight champion (born 21 August 1973);
- f) a Ukrainian professional boxer and the reigning WBC Heavyweight Champion (born 19 July 1971);
- g) an American former professional boxer, philanthropist and social activist (born January 17, 1942);
- h) an American professional boxer and Olympic and Undisputed World Heavyweight Champion, whose professional **career** lasted from 1965 to 1976, with a one-fight comeback in 1981 (January 12, 1944 – November 7, 2011);
- i) an American professional boxer. He is a five-division world champion, where he has won eight world titles, as well as the Lineal Championship in three different weight classes (born February 24, 1977);
- j) an American professional boxer; he is a former Undisputed World Champion in both the cruiserweight and heavyweight divisions (born October 19, 1962);



Julio Chávez

Exercise 10. Complete the text “Greco-Roman wrestling” using words from the box. Use a dictionary to help you if necessary.

- a) *amateur*, b) *mat*, c) *offensive wrestler*, d) *Olympic Games*, e) *opponent*, f) *periods*, g) *scored*, h) *throws*



Greco-Roman wrestling is a style of wrestling that is practiced worldwide. It was contested at the first modern **1)** in 1896 and has been included in every edition of the summer Olympics held since 1908. Two wrestlers are **2)** for their performance in three two-minute **3)**, which can be **terminated** early by a **pinfall**. This style of wrestling forbids holds below the **waist** which is the major difference between itself and freestyle wrestling, the other form of wrestling at the Olympics. This **restriction** results in an **emphasis** on **4)**,

since a wrestler cannot use trips to take an **5)** to the ground or **avoid** throws by hooking or grabbing their opponent's leg.

Arm drags, bear hugs, and headlocks, which can be found in freestyle, have even greater **prominence** in Greco-Roman. In particular, a throw known as a **suplex** is used, in which the **6)** lifts his opponent in a high **arch** while falling backward on his own neck to a bridge in order to bring his opponent's **shoulders** down to the **mat**. Even on the mat, a Greco-Roman wrestler must still find several ways to turn his opponent's shoulders to the **7)** for a fall without legs, including (but not limited to) techniques known as the **bodylock** and the **gut-wrench**.

According to the International Federation of Associated Wrestling Styles (FILA), Greco-Roman wrestling is one of the six main forms of **8)** competitive wrestling practiced internationally today. The other five forms are Freestyle wrestling, Grappling/Submission wrestling, Beach wrestling, Pankration athlima, Alysh/Belt wrestling and Traditional/Folk wrestling.

<http://www.answers.com/topic/greco-roman-wrestling>

Speaking

Exercise 11. Read the text “Boxing technique – Stance and Punches”. Use a dictionary to help you if necessary and explain the words in bold. Then, make up an oral summary of the text.



Upright stance Semi-crouch Full crouch

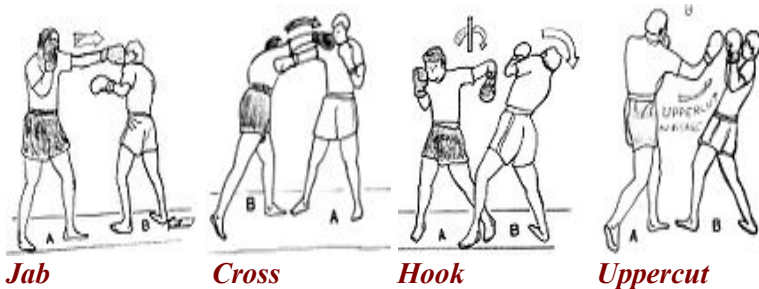
Stance. The modern boxing stance differs **substantially** from the typical boxing stances of the 19th and early 20th centuries. The modern stance has a more **upright** vertical-armed **guard**, as opposed to the more horizontal, knuckles-facing-forward guard **adopted** by early 20th century hook users such as Jack Johnson.

In a fully upright stance, the boxer stands with the legs shoulder-width apart and the **rear foot** a half-step in front of the lead man. Right-handed boxers lead with the left foot and fist. Both feet are parallel, and the right **heel** is off the ground. The lead (left) fist is held vertically about six inches in front of the face at eye level. The rear (right) fist is held beside the **chin** and the **elbow tucked** against the **ribcage** to protect the body. The chin is tucked into the chest to avoid punches to the **jaw** which commonly cause knock-outs. Wrists are slightly **bent** to avoid **damage** when punching and the elbows are kept tucked in to protect the ribcage.

Punches. There are four basic punches in boxing: the jab, straight right/left hand, hook and uppercut. If a boxer is right-handed, his left hand is the **lead hand** and his right hand is the rear hand. For a left-handed boxer or **southpaw**, the hand positions are **reversed**.

Jab – A quick, straight punch thrown with the lead hand from the guard position. The jab is **accompanied** by a small, **clockwise rotation** of the **torso** and hips, while the fist rotates 90 degrees, becoming horizontal upon **impact**.

Cross – A powerful, straight punch thrown with the rear hand. From the guard position, the rear hand is thrown from the chin, crossing the body and traveling towards the **target** in a straight line. The rear shoulder is **thrust** forward and finishes just touching the outside of the chin.



Hook – A **semi-circular** punch thrown with the lead hand to the side of the opponent's head. From the guard position, the elbow is **drawn back** with a horizontal fist and the elbow bent. The rear hand is tucked firmly against the jaw to protect the chin. The torso and hips

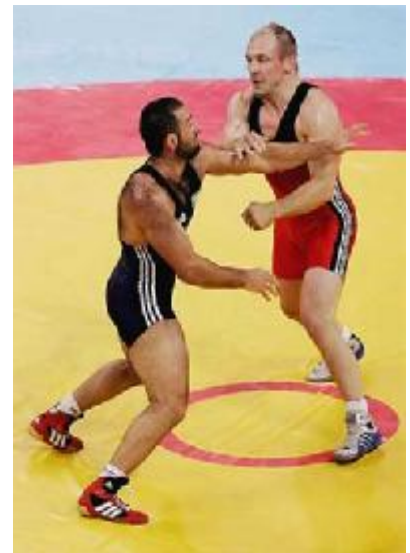
are rotated clockwise, propelling the fist through a **tight**, clockwise arc across the front of the body and **connecting** with the target.

Uppercut – A vertical, rising punch thrown with the rear hand. From the guard position, the torso **shifts** slightly to the right, the rear hand **drops** below the level of the opponent's chest and the **knees** are bent slightly. From this position, the rear hand is thrust **upwards** in a **rising arc** towards the opponent's chin or torso.

<http://en.wikipedia.org/wiki/Boxing>

Exercise 12. Use the information from the internet or sport encyclopedias and speak about:

Boxing: 1. Early history, 2. Broughton's rules (1743), 3. London Prize Ring rules (1838), 4. Marquess of Queensberry rules (1867), 5. Amateur boxing (Rules and regulations), 6. Professional boxing (Boxing in the 1990s, 2000s and 2013s), 7. Boxing styles, 8. Boxing equipment and technique, 9. Governing Body (British Boxing Board of Control, Nevada State Athletic Commission, European Boxing Union), 10. Sanctioning Body (World Boxing Association (W.B.A.), World Boxing Council (W.B.C.), International Boxing Federation (I.B.F.), World Boxing Organization.



Wrestling: 1. Wrestling history, 2. Women and wrestling, 3. Greco-Roman wrestling, 4. Wrestling weight classes, 5. Match scoring, 6. Freestyle wrestling, 7. Amateur wrestling, 8. Folk wrestling, 9. Collegiate wrestling, 10. International Federation of Associated Wrestling Styles (FILA).

Writing

Exercise 13. Write any of the following compositions using 150 -200 words:



Boxing: 1. Boxing at the Summer Olympics, 2. World Professional Boxing Federation, 3. Boxing training, 4. Women's boxing, 5. Upcoming Boxing Matches.

Wrestling: 1. Professional wrestling, 2. Main championships of professional wrestling, 3. Types of professional wrestling, 4. Professional wrestling worldwide. 5. Wrestling at the Summer Olympics.

Project

Exercise 14. Make a short presentation:

1. Weight class boxing, 2. World and Olympic Champions in Greco-Roman wrestling, 3. A famous boxer, 4. A world famous wrestler.

Vocabulary

acceptance	demand	jaw	ring
accompany	descent	judge	rising arc
according to	differ in	junior	roped-off square
accurately	disallowed second	bantamweight	rotation
acknowledge	division	junior	scorecard
admit	draw back	featherweight	self defense
adopt	drop	junior flyweight	semi-circular
adversary	dual	junior lightweight	semi-crouch
allow	elbow	junior	shift
amass	eliminate	middleweight	shoulder
amateur	emphasis	junior	solid
amusement	entertainment	welterweight	southpaw
arch	establish	knee	sportive
arm drag	evidence	latter	stage
attempt	evolve	lead hand	strawweight
bantamweight	exist	light heavyweight	strike
bare-knuckle	fair hold	lightweight	struggle
bear hug	featherweight	loose style	submission
belt	fell	mat	substantially
belt-and-jacket	fighter	metal-studded	super
style	fists	middleweight	middleweight
bent	fixture	mixed martial arts	supine
bite	flyweight	move	suplex
blow	forbid (forbade)	native	supply
bodylock	force	notable	survival
bout	forearm	occasion	target
break-stance	former	opponent	terminate
brief	free count	opportune	thong
butt	fulfillment	owing to	throw
call for	full crouch	permit	thrust
career	gouge	pick up	tight
catch-hold style	grappling	pile up	toppling
chin	grip	pinfall	torso
choreographed	guard	pin-fall	touch-fall
citizenship	gut-wrench stance	pool	towel
clockwise	headlock	premier	trip
combat	heavyweight	primary	tuck
compose	heel	prior to	undispute
connect	hip	prominence	uppercut
considerable	hold	punch	upright
convenient	hook	rear foot	upright stance
criterion (criteria)	immobilize	recognize	upward
cross	impact	recover	venue
cruiserweight	implementation	relinquish	violation
current	incapable	repertoire	waist
damage	infringement	require	weaponless
deem	initial	resign	welterweight
defeat	inter-collegiate	restriction	worthy
define	involve	reverse	
deliver	jab	ribcage	

Unit 3. Ice Hockey and Skeleton

Pre-reading

Exercise 1. Choose proper names from the list to label the pictures. Then, try to give a short information about each hockey player. As a prompt you can use Ex. 9.

1. Alexander Mogilny; 2. Alexander Ovechkin; 3. Alexei Ponikarovsky; 4. Cam Atkinson; 5. Igor Larionov; 6. Patrice Bergeron; 7. Pavel Bure; 8. Phil Esposito; 9. Ruslan Fedotenko; 10. Scott Niedermayer; 11. Vladislav Tretiak; 12. Vyacheslav Fetisov;



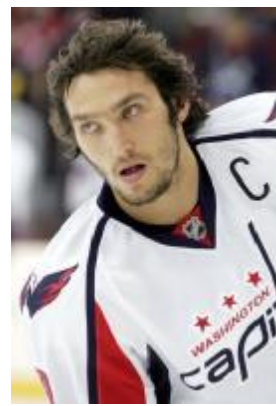
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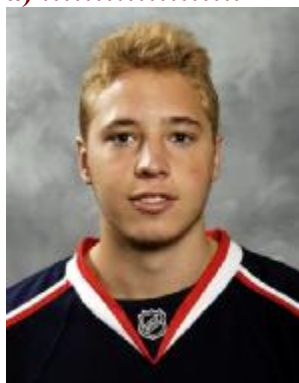
b)



c)



d)



e)



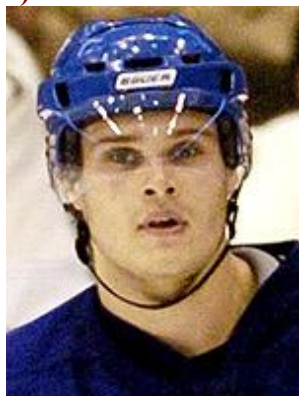
f)



g)



h)



i)



j)



k)



l)

Exercise 2. Answer the following questions:

1. Have you ever tried to play Ice Hockey?
2. What famous hockey players do you know?
3. How many players are there on the ice during the hockey game?
4. When was the first hockey game organized?
5. Can you name your favorite hockey player, what team and country does he belong to?
6. Do you think skeleton a dangerous kind of sport? Why?
7. Where and when was skeleton invented?
8. What is the difference between skeleton and Cresta sledding?
9. When was the governing body of the skeleton established?
10. Do you want to try yourself in skeleton?



Reading

Exercise 3. Read the text “Ice Hockey” and explain the words in bold.

Ice hockey, usually referred to as simply **hockey**, is a team sport played on ice, in which skaters use **wooden** or **composite sticks** to shoot a hard **rubber puck** into their opponent's net. In regions where it is popular, the game is often referred to simply as hockey. The game is played between two teams with six players on the ice. A team usually consists of four lines of three forwards, three pairs of **defensemen** and two **goalies**. Five members of each team skate up and down the ice trying to take the puck and score a goal against the opposing team. Each team has a **goaltender** who tries to stop the puck from going into the goal or "net."

A **fast-paced**, physical sport, ice hockey is most popular in areas of North America and Europe that are **sufficiently** cold for natural reliable seasonal ice cover. With the advent of indoor **artificial ice rinks** ice hockey has become a year-round pastime in some areas. In North America, the National Hockey League (NHL) is the highest level for men, and the most popular. The Canadian Women's Hockey League (CWHL) and the Western Women's Hockey League (WWHL) are the highest levels for women. It is the official national winter sport of Canada, where the game enjoys **immense** popularity. The first organized game was played on March 3, 1875 in Montreal, Canada.



While there are 68 total members of the International Ice Hockey Federation (IIHF), 162 of 177 medals at the IIHF World Championships have been taken by these seven nations: Canada, the Czech Republic, Finland, Russia, Slovakia, Sweden and the United States. Of the 66 medals awarded in men's competition at the Olympic level from 1920 on, only six medals did not go to the one of those countries. All 12 Olympic and 36 IIHF World Women's Championships medals have gone to one of these seven countries, and every gold medal in both competitions has been won by either Canada or the United States.

Since ice hockey is a full contact sport and **body checks** are allowed, injuries are a common **occurrence**. **Protective** equipment is mandatory and is enforced in all competitive situations. This includes a **helmet** (cage worn if certain age), **shoulder pads**, **elbow pads**, **mouth guard**,

protective gloves, heavily padded shorts (also known as hockey pants), athletic cup, **shin pads**, skates, and (optionally) a **neck protector**. In addition, goaltenders use different **gear**, a neck guard, chest/arm protector, **blocker**, **catch glove**, and leg pads.

One important piece of equipment is the ice skate itself. Hockey skates are **optimized** for several factors, some of which increase the effort needed to achieve the highest skating speeds (see Racing Skates). Hockey skates are optimized for physical **acceleration** (maneuverability). This includes **rapid starts**, **stops**, **turns**, and **changes** in skating **direction**. In addition they must be **rigid** and **tough** to protect the skater's feet from contact with other skaters, sticks, pucks, the boards, and the ice itself. Rigidity also improves the overall maneuverability of the skate. **Blade length**, **thickness** (width), and **curvature** (rocker/radius (front to back) and radius of hollow (across the blade width)) are quite different from speed or figure skates. Hockey players usually adjust these parameters based on their skill level, position, and body type.

http://en.wikipedia.org/wiki/Ice_Hockey

Exercise 4. Read the text “Skeleton” and match the sentences (A-C) to the numbered spaces (1-3) in it. Then explain the words in bold.

A. The track ran three-quarters of a mile from St. Moritz to Celerina and contained 10 turns still used today.

B. It originated in St. Moritz, Switzerland as a **spin-off** from the popular British sport of Cresta sledding.

C. The newly designed **bare-bones** sled **resembled** a human skeleton, and the sport adopted its modern name of skeleton, though it is still recognized as tobogganing in many countries.



Skeleton, in winter sports, a type of small, very low, **steel-frame sled** on which one person, lying face down, slides headfirst down snowy hillsides or down steeply banked, curving, iced chutes similar to those used in **luge** and **bobsledding**. **Steering** is **accomplished** by **shifting** weight or **dragging** the feet. Originally called tobogganing, skeleton was **invented** in St. Moritz, Switzerland, in the late 19th century. It was an event in the Winter Olympic Games in 1928 and 1948, when the games were held in St. Moritz, and again in 2002.

Skeleton is a fast winter **sliding** sport in which an individual person rides a small sled down a **frozen** track while lying face down, during which athletes experience forces up to 5g. **1).....** While skeleton "sliders" use equipment similar to that of Cresta "riders", the two sports are different: while skeleton is run on the same track used by bobsleds and luge, Cresta is run on Cresta-specific sledding tracks only. Skeleton sleds are steered using **torque** provided by the head and shoulders. The Cresta toboggan does not have a steering or **braking mechanism** although the Cresta riders use **rakes** on their boots in addition to shifting body weight to help steer and brake. The sport of skeleton can be traced to 1882, when soldiers in Switzerland constructed a toboggan track between the towns of Davos and Klosters. While toboggan tracks were not **uncommon** at the time, the added challenge of **curves** and **bends** in the Swiss track **distinguished** it from those of Canada and the United States.

Approximately 30 km away in the winter sports town of St. Moritz, British gentlemen had long enjoyed racing one another down the busy, winding streets of the town, causing an uproar among citizens because of the danger to **pedestrians** and visiting tourists. In 1884, Major William Bulpett, with the backing of winter sports pioneer and Kulm hotel owner Caspar Badrutt, constructed Cresta Run, the first sledding track of its kind in St. Moritz. **2).....** When the Winter Olympic Games were held at St. Moritz in 1928 and 1948, the Cresta Run was included in the program, marking the only two times skeleton was included as an Olympic event before its permanent addition in 2002 to the Winter Games.

In the 1887 Grand National competition in St. Moritz, a Mr. Cornish introduced the now traditional **head-first** position, a **trend** that was in full force by the 1890 Grand National. Until 1905, skeleton was practiced mainly in Switzerland; however, in 1905, Styria held its first skeleton

competition in Mürzzuschlag. This opened the door to other national skeleton competitions including the Austrian championship held the following year. In 1908 and 1910, skeleton competitions were held in the Semmering.

As the **popularity** of the sport grew in Europe, skeleton **evolved** into the sport recognized today. In 1892, the sled was transformed by L. P. Child, an Englishman. **3)**..... In 1923, the Federation Internationale de Bobsleigh et de Tobogganing (FIBT) was established as the governing body of the sport. Soon afterward, in 1926, the International Olympic Committee declared bobsleigh and skeleton as Olympic sports and adopted the rules of the St. Moritz run as the officially recognized Olympic rules. It was not until 2002, however, that skeleton itself was added **permanently** to the Olympic program with the 2002 Winter Olympics in Salt Lake City, Utah.

Popularity in the sport has grown since the 2002 Winter Olympics and now includes **participation** by some countries that do not have or cannot have a track because of climate, terrain or monetary limitations. Athletes from such countries as Australia, New Zealand, Bermuda, South Africa, Argentina, Iraq, Israel, Mexico, Brazil and even the Virgin Islands have become involved with the sport in recent years. However, the FIBT narrows the field greatly and only a few dozen countries compete in the Olympic Games.

<http://en.wikipedia.org/wiki/Skeleton>

Language development

Exercise 5. Fill in the correct preposition and particle from the box. Then make sentences using the completed phrases.

a) as; b) at; c) down; d) for; e) from; f) in; g) into; h) of; i) on; j) to; k) up

- 1) 66 medals awarded men's competition the Olympic level
- 2) a team usually consists four lines three forwards
- 3) equipment similar that Cresta "riders"
- 4) ice hockey is most popular areas North America
- 5) iced chutes similar those used luge
- 6) members each team skate and the ice
- 7) organized game was played March



- 8) referred as simply hockey
- 9) skeleton evolved the sport
- 10) skeleton was included an Olympic event
- 11) the highest level men
- 12) the sport adopted its modern name skeleton
- 13) to shoot a hard rubber puck their opponent's net
- 14) to stop the puck going the goal
- 15) Winter Olympics Salt Lake City

Exercise 6. Translate the words in bold and then match the pairs which are similar in meaning.

a) a head protector; b) a maneuverability; c) a protector; d) a tendency; e) a walker; f) hard; g) huge; h) to reach; i) speedy; j) strong; k) synthetic; l) to differentiate; m) to remind; n) unusual

1. a defenseman; 2. a fast-paced; 3. a helmet; 4. a pedestrian; 5. a trend; 6. an acceleration; 7. artificial ; 8. immense; 9. rigid; 10. to achieve; 11. to distinguish; 12. to resemble; 13. tough; 14. uncommon

Exercise 7. Explain the words in bold and then match them with the best definition.

a) a curvature; b) a participation; c) a popularity; d) a rubber puck; e) a torque; f) an athlete; g) an ice hockey; h) to adopt; i) to optimize; j) to provide



- 1) a hard rubber disk used in ice hockey
- 2) a sport played on ice, in which players try to hit a hard flat round object into the other team's goal with special sticks
- 3) someone who competes in sport competitions
- 4) the act of taking part in an activity or event
- 5) the force or power that makes something turn around a central point
- 6) the state of being curved
- 7) to give something to someone or make it available to them, because they need it or want it
- 8) to improve the way that something is done or used so that it is as effective as possible
- 9) to start to deal with or think about something in a particular way
- 10) when something or someone is liked or supported by a lot of people

Exercise 8. Match the items to make full sentences.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. A team usually consists of 2. Hockey players usually adjust the parameters 3. Hockey skates are optimized for several factors, 4. Ice hockey is a team sport 5. It was an event in the Winter Olympic Games in 1928 and 1948, 6. Protective equipment is mandatory 7. Skeleton evolved 8. Skeleton sleds are steered | <ol style="list-style-type: none"> a) and is enforced in all competitive situations. b) based on their skill level, position, and body type. c) four lines of three forwards, three pairs of defensemen and two goalies. d) into the sport recognized today. e) played on ice, in which skaters use wooden or composite sticks to shoot a hard rubber puck into their opponent's net. f) some of which increase the effort needed to achieve the highest skating speeds. g) using torque provided by the head and shoulders. h) when the games were held in St. Moritz, and again in 2002. |
|--|--|

Exercise 9. Match the list of proper names with the best definition. What do you know about these figure skaters? Make up dialogues.

a) Alexander Ovechkin; b) Alexei Ponikarovsky; c) Mario Lemieux; d) Pavel Bure; e) Scott Niedermayer; f) Viacheslav "Slava" Fetisov; g) Vladislav Tretiak; h) Wayne Gretzky

1) (born April 25, 1952) is a former goaltender for the Soviet Union's national ice hockey team. Considered to be one of the greatest goaltenders in the history of the sport, he was voted one of six players to the International Ice Hockey Federation's (IIHF) Centennial All-Star Team in a poll conducted by a group of 56 experts from 16 countries. He is the current president of the Ice Hockey Federation of Russia and was the general manager of the Russian 2010 Winter Olympic team.

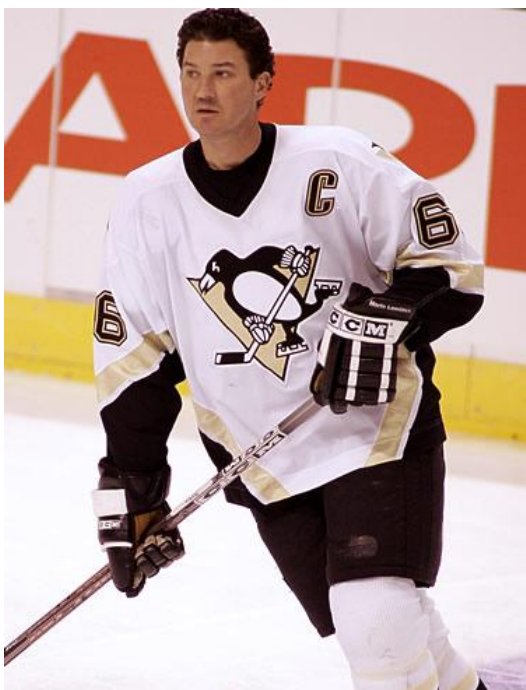
2) (born April 20, 1958) is a retired professional ice hockey defenseman. He played for HC CSKA Moscow for 11 seasons before joining the National Hockey League (NHL), where he played with the New Jersey Devils and won back-to-back Stanley Cups with the Detroit Red Wings. He was instrumental in breaking the barrier that stopped Soviet players from **joining** the NHL. Internationally, he was a long-time captain for the Soviet Union national team and won two gold medals at the Winter Olympics. Considered one of the best defensemen of all time.

3) (born January 26, 1961) is a Canadian former professional ice hockey player and former head coach. He played 20 seasons in the National Hockey League (NHL) for four teams from 1979 to 1999. Nicknamed "The Great One", he has been called "the greatest hockey player ever" by many sportswriters, players, and the NHL itself. He is the leading point-scorer in NHL history, with more **assists** than any other player has points, and is the only NHL player to total over 200 points in one season – a feat he accomplished four times.



Wayne Gretzky

4) (born October 5, 1965) is a Canadian former professional ice hockey player and **co-owner** of the National Hockey League's (NHL) Pittsburgh Penguins and the American Hockey League's (AHL) Wilkes-Barre/Scranton Penguins. He is widely acknowledged to be one of the best players of all time. He played 17 seasons as a forward for the Pittsburgh Penguins of the NHL between 1984 and 2006.



Mario Lemieux

5) (born March 31, 1971) is a retired Russian professional ice hockey right winger. Nicknamed "The Russian Rocket" for his speed, he played for 12 seasons in the National Hockey League (NHL) with the Vancouver Canucks, Florida Panthers and New York Rangers. Trained in the Soviet Union, where he was known as "Pasha", he played three seasons with the Central Red Army team before his NHL career.

6) (born August 31, 1973) is a retired Canadian ice hockey defenseman who played 18 seasons in the National Hockey League for two teams: the New Jersey Devils and the Anaheim (Mighty) Ducks. He was known for his skating **stride**, and **ability** for leading or joining the offensive rush. Though he was born in Edmonton, Alberta, he grew up in Cranbrook, British Columbia. He is the only player to win every major North American and international championship in his career; he has won the Memorial Cup, World Junior Championship gold, IIHF World Championship gold, two Olympic gold medals, four Stanley Cups and the World Cup.

7) (born April 9, 1980) is a Ukrainian Canadian professional ice hockey player with the Winnipeg Jets of the National Hockey League (NHL). Due to the 2012 NHL lockout, he signed with the Kontinental Hockey League's HC Donbass for the 2012-13 season.

8) (born September 17, 1985) is a Russian professional ice hockey left winger and captain of the Washington Capitals of the National Hockey League (NHL). Prior to playing in the NHL, he played

for HC Dynamo Moscow of the Russian Superleague for four seasons from 2001 until 2005. On September 19, 2012, he signed with Dynamo Moscow again due to the 2012 NHL lockout.

Speaking

Exercise 10. Read the text “Skeleton - Timeline”. Use a dictionary to help you if necessary and explain the words in bold. Then, make up an oral summary of the text.

Year Events

- 1883 Britons raced recreationally from St. Moritz to Celerina in Switzerland
- 1887 Cresta Run constructed Head-first riding position introduced at Switzerland’s Grand National competition
- 1892 L.P. Child introduces the “America”
- 1902 Sliding seat added to new sled design, later dropped
- 1905 Styria holds first skeleton competition in Muerzzuschlag
- 1906 Austrian Championship
- 1926 International Olympic Committee officially declares skeleton as an Olympic sport
- 1928 Jennison Heaton wins first Olympic gold in Skeleton (Germany)
- 1948 Nino Bibbia wins Olympic gold in skeleton’s 2nd winter games appearance
- 1969 1st artificially refrigerated track built in West Germany Bavarian Skeleton Club established in Munich
- 1974 Officially recognized by Deutsche Bob und Schlittensport Verband (German Bobsleigh and Luge Organisation)
- 1986 FIBT begins funding skeleton
- 1989 Skeleton is included officially in the FIBT World Championships
- 1998 Skeleton World Championship aired live on Eurosport for the first time
- 1999 Skeleton included in Olympic Games program, scheduled to debut in 2002 Winter Games
- 2000 Women's skeleton debuts at the FIBT World Championships
- 2002 First permanent Olympic skeleton competition held in Salt Lake City, Utah



<http://www.answers.com/topic/skeleton-sport>

Exercise 11. Read the text about Skeleton equipment. Use a dictionary to help you if necessary and explain the words in bold. Then, make up dialogues, using the information below.

“The ‘toboggans’ used in Alpine countries at the end of the 19th century were inspired by Canadian/Indian sleds used for transport.” Various additions and redesigning efforts by athletes have led to the skeleton sleds used today. In 1892, L. P. Child introduced the “America,” a new metal sled that revolutionized skeleton as a sport. The stripped-down design provided a compact sled with metal runners, and the design caught on quickly. In 1902, Arden Bott added a sliding seat to help athletes shift their weight forward and backward, a feature that is no longer included on modern sleds.

In 2010, the FIBT restricted the materials with which skeleton sleds are permitted to be made. Sled frames must be made of steel and may not include steering or braking mechanisms. The base plate, however, may be made of plastics. The handles and bumpers found along the sides of the sled help secure the athlete during a run.

Further specifications are included in the FIBT ruling regarding sled dimensions: Some athletes opt to attach ballasts if the combined weight of athlete and sled falls below the minimum combined weight. However, these ballasts may only be added to the sled, not the rider.

Dimensions: Length: 800-1200 mm Height: 80-200 mm Distance between runners: 340-380 mm	Equipment alpine racing helmet with chin guard, or a skeleton-specific helmet skin-tight racing speedsuit spiked shoes, similar to track spikes Goggles or face shields optional elbow and shoulder pads under their suits sled	Combined weight (athlete + sled)	
		Men	115 kg
		Women	92 kg

Exercise 12. Use the information from the internet or sport encyclopedias and speak about:



Ice Hockey: 1. International Ice Hockey Federation; 2. World Women's Championships; 3. Protective equipment; 4. Judging System; 5. The Importance of Choosing Ice Skates itself.

Skeleton: 1. Grand National competition in St. Moritz; 2. The Declaration Bobsleigh and Skeleton as Olympic Sports; 3. Skeleton Equipment; 4. International Bobsledding Federation; 5. Bobsledding Uniform.

Writing

Exercise 13. Make a running commentary of an Ice hockey/ Skeleton competition.

Exercise 14. Write any of the following compositions using 150 -200 words:

Ice Hockey: 1. Ice Hockey rules. 2. Famous Russian Hockey Player. 3. Famous Canadian Hockey Player. 4. The National Hockey League. 5. My Favorite Hockey Team.

Skeleton: 1. History. 2. Equipment. 3. Transformation of the sled. 4. Winter Olympic Games. 5. My Favorite Skeleton Team.



Project

Exercise 15. Make a short presentation:

1. A famous hockey player.

2. A famous skeleton team.

Vocabulary

ability	join
acceleration	luge
accomplish	mouth guard
artificial	neck protector
assist	occurrence
bare-bones	optimize
bend	participation
blade length	pedestrian
blocker	permanently
bobsledding	popularity
body checks	protective
braking mechanism	protective gloves
catch glove	rake
change	rapid start
composite stick	resemble
co-owner	rigid
curvature	rubber puck
curve	shifting
defenseman	shin pads
direction	shoulder pads
distinguish	skeleton
dragging	sled
elbow pad	sliding
evolve	spin-off
fast-paced	steel-frame
frozen	steering
gear	stop
goalies	stride
goaltender	sufficiently
head-first	thickness
helmet	torque
hockey	tough
ice hockey	trend
ice rink	turn
immense	uncommon
invent	wooden

Unit 4. Gymnastics and Track and Field

Pre-reading

Exercise 1. Choose proper names (Top 8 Gymnasts of all time) from the list to label the pictures. Then, try to give short information about each of them.

1. Bart Conner, 2. Dmitry Bilozerchev, 3. Larissa Latynina, 4. Mary Lou Retton, 5. Nadia Comaneci, 6. Nikolai Andrianov, 7. Olga Korbut, 8. Věra Čáslavská.



a)



b)



c)



d)



e)



f)



g)



h)

Exercise 2. Answer the following questions:

1. What women's events does competitive artistic gymnastics involve?
2. What are men's events of gymnastics?
3. Could you name other gymnastic sports?
4. What are four positions of competitive trampolining?
5. What are the events that acrobats perform?
6. What pieces of apparatus do rhythmic gymnastics individuals or teams of competitors manipulate?
7. What activities is track and field based around?
8. What running events are there in track and field?
9. What regular jumping events does track and field include?
10. What are men's/women's events at the Summer Olympics?

Reading

Exercise 3. Read the text "Gymnastics" and explain the words in bold.

Gymnastics is a competitive sport in which individuals perform **optional** and **prescribed** acrobatic exercises, mostly on special **apparatus**, in order to demonstrate strength, balance, and body control. Part of the ancient Olympic Games, gymnastics was **virtually reinvented** in the mo-



modern era by the German Friedrich Jahn (1778-1852). The sport became part of the **revived** Olympics in 1896; women's gymnastics was **instituted** in 1936. Men's events include the **horizontal bar, parallel bars, pommel horse, vaulting, rings**, and floor exercises. Women's events include the **balance beam, uneven parallel bars, vaulting, floor exercises**, and rhythmic sportive gymnastics.

Gymnastics is a graceful and artistic sport requiring a combination of strength, **suppleness**, and muscle coordination. It is increasingly popular at the **recreational** level and is particularly good as **flexibility** training. Competitive gymnastics requires very high levels of **dedication** and all-round fitness, including **stamina**.

Gymnastics is classified as a non-contact sport, but it is a high impact activity. Injuries can **occur due to** heavy **landings**, falls, or striking apparatus. Injuries tend to be most common among those with the greatest skill, because they have to practice longest, have the highest **expectations**, and perform the most dangerous **routines**.

In the past decade, gymnastics has become the fastest growing female sport in the United States. Participation usually starts at a young age, but the **length** of time that girls can take part in competitive gymnastics at a top class level is very short, and becoming shorter. The modern equipment that enables girl gymnasts to perform fast, complex, and very dynamic moves, is designed for short, light people. In 1972, the **average** female Olympian was 18 years old, weighed 46.8 kg and **measured** 1.57 m tall. In 1994, she was two years younger, 8.6 kg lighter and 12 cm shorter. This emphasis on **leanness** has put a lot of pressure on girl gymnasts to **keep** their weight **down** so that they can **emulate** the achievements of Olympians, like Olga Korbut, Nadia Comaneci, and Mary Lou Retton. Studies have shown that about 75 per cent of female gymnasts use **at least** one kind of extreme weight control technique (**fasting, vomiting, laxatives/diuretics, severe calorie restriction, excessive exercise, diet pills**) that may make them **susceptible** to eating **disorders** such as anorexia nervosa and bulimia. These girls also have a high risk of **overuse** injuries, particularly to the shoulders, **wrists**, and **back**, because their **bones** are still growing. Some training routines encourage hyperflexibility which can cause **joint disease**. Many of these problems are not **shared** by male gymnasts because their sport places more emphasis on strength than dynamic flexibility.



Although gymnastics is an excellent activity for developing fitness and **self-confidence**, **care** must be taken to coach youngsters **properly**, and to minimize the physical and psychological risks **associated with** the sport.

<http://www.answers.com/topic/gymnastics>

Exercise 4. Read the text “Track and field” and then answer the following questions:

1. *When was track and field a part of the ancient Olympic Games?*
2. *What are modern events of this sport?*
3. *What does the name of the sport derive from?*
4. *What are two most prestigious international track and field competitions?*
5. *What is the international governing body for track and field?*
6. *What are the categories of running events?*

Variety of sport competitions held on a **running track** and on the **adjacent** field. It is the oldest form of organized sports, having been a part of the ancient Olympic Games from 776 to 393. Modern events include various **sprint** and middle- and long-distance **races, relay races, hurdling, steeplechase, high jump, pole vault, long jump, triple jump, shot put, discus throw, hammer throw, javelin throw, decathlon, pentathlon, and heptathlon**. **Cross-country running, marathons, and speed walking**, which are **rarely** held on a track, are usually **considered adjuncts**



of athletics. Events are held indoors and outdoors, and records are kept **separately**; some events are **modified** or eliminated for indoor competition.

Track and field is a sport **comprising** various competitive athletic contests based around the activities of running, jumping and throwing. The name of the sport derives from the **venue** for the competitions: a stadium which features an oval running track surrounding a grass field. The throwing and jumping events generally take place within the central enclosed area.

Track and field is one of the sports which (along with road running, cross-country running and race walking) makes up the umbrella sport of athletics. It is under the **banner** of athletics that the two most **prestigious**

International track and field competitions are held: the athletics competition at the Olympic Games and the IAAF World Championships in Athletics. The International Association of Athletics Federations is the international governing body for track and field.

Track and field events are generally individual sports with athletes **challenging** each other to decide a **single victor**. The racing events are won by the athlete with the fastest time, while the jumping and throwing events are won by the athlete who has achieved the greatest distance or height in the contest. The running events are categorized as sprints, middle and long-distance events, relays, and hurdling. Regular jumping events include long jump, triple jump, high jump and pole vault, while the most common throwing events are shot put, javelin, discus and hammer. There are also "combined events", such as heptathlon and decathlon, in which athletes compete in a number of the above events.

Records are kept of the best performances in specific events, at world and national levels, right down to a personal level. However, if athletes are **deemed** to have **violated** the event's rules or regulations, they are disqualified from the competition and their marks are **erased**.

http://en.wikipedia.org/wiki/Track_and_field

Language development

Exercise 5. Fill in the words from the list and then make sentences using the completed phrases.

a) and artistic, **b)** and prescribed acrobatic exercises, **c)** balance, and body control, **d)** growing female sport, **e)** in competitive gymnastics, **f)** indoors and outdoors, **g)** one's weight, **h)** overuse injuries, **i)** parallel bars, **j)** running, **k)** the extreme weight, **l)** the International Association of , **m)** to minimize the physical, **n)** to perform the most, **o)** track and field competitions, **p)** various competitive

1. a graceful sport
2. a high risk of
3. cross-country
4. events are held
5. prestigious international
6. control technique
7. the fastest in the USA
8. Athletics Federations



9. to demonstrate strength,
10. to keep down
11. and psychological risks
12. to perform optional
13. dangerous routines
14. to take part
15. uneven
16. athletic contests

Exercise 6. Fill in the correct preposition, adverbs and particles from the box. Then make sentences using the completed phrases.

a) about, b) around, c) at, d) by, e) for, f) from, g) in, h) of, i) on, j) to, k) with

1. a part the ancient Olympic Games 776 393, 2. 75 per cent female gymnasts, 3. contests based the activities running, jumping and throwing, 4. order demonstrate strength, 5. it is popular the recreational level, 6. participation usually starts a young age, 7. risks associated the sport, 8. some events are modified indoor competition, 9. sport competitions held a running track, 10. the modern equipment is designed short, 11. the name sport derives the venue the competitions, 12. these problems are not shared male gymnasts, 13. they can emulate the achievements Olympians, 14. to compete a number events.



Exercise 7. Match the items to make full sentences.

- | | |
|--|--|
| 1. Injuries can occur due to heavy landings, | a) dedication and all-round fitness, including stamina. |
| 2. Men's events include the horizontal bar, parallel bars, | b) falls, or striking apparatus. |
| 3. Competitive gymnastics requires very high levels of | c) fast, complex, and very dynamic moves, is designed for short, light people. |
| 4. The modern equipment that enables girl gymnasts to perform | d) held on a track, are usually considered adjuncts of athletics. |
| 5. Regular jumping events include long jump, triple jump, | e) high jump and pole vault, while the most common throwing events are shot put, javelin, discus and hammer. |
| 6. Women's events include the balance beam, uneven parallel bars, | f) perform optional and prescribed acrobatic exercises |
| 7. Cross-country running, marathons, and speed walking, which are rarely | g) pommel horse, vaulting, rings, and floor exercises. |
| 8. Gymnastics is a competitive sport in which individuals | h) vaulting, floor exercises, and rhythmic sportive gymnastics. |

Exercise 8. Put the words into correct order.



- sport / the / of / the / in / part / became / revived / Olympics / 1896.
- 1936 / was / in / gymnastics / women's / instituted.
- gymnastics is classified as a non-contact sport.
- in / average / was / Olympian / old / the / 1972 / 18 / female / years.
- indoors / outdoors / events / are / kept / are / and / separately / and / held / records.
- contests / sport / athletic / is / and / competitive / comprising / a / track / field / various.
- derives / the / competition / the / venue / the / the / for / from / of / name / sport.
- events / the / the / time / the / are / by / with / won / racing /

Exercise 9. Explain the words in bold and then match the names of track and field events with the best definition.

a) decathlon, b) discus throw, c) high jump, d) javelin throw, e) marathon, f) pentathlon, g) pole vault, h) steeplechase, i) triple jump, j) vaulting

1. a competition that involves jumping as high as possible over a horizontal bar;
2. a competition that involves jumping over a high **crossbar** with the aid of a long pole;
3. a cross-country footrace of 42.195 kilometers (26 miles, 385 yards).
4. a footrace of usually 3000 meters over a closed track with hurdles and a water jump;
5. a modern athletic contest, in which each participant competes in five track and field events, usually the 200-meter and 1,500-meter runs, the long jump, and the discus and javelin throws;
6. an athletic competition in which a metal or **metal-tipped spear** is thrown for a distance as far as possible in track and field competitions;



7. an athletic contest in which a competitor must perform successively a **hop** and a step and a jump in continuous movement;
8. an athletic contest usually limited to men in which each contestant participates in the following ten track and field events: the 100-meter, 400-meter, and 1,500-meter runs; the 110-meter high hurdles; the discus and javelin throws; the shot put; the pole vault; the high jump; and the long jump;
9. **leaping** upward or over;
10. track and field sport of hurling for distance a disk-shaped object known as a discus;

Exercise 10. Match the words in the left column with their definitions in the right column.

1. a balance beam
2. a hoop
3. a horizontal bar
4. a pommel horse
5. a hurdle
6. an apparatus
7. parallel bars
8. rings



- a) a large metal ring used in gymnastics;
- b) a gymnastics apparatus consisting of a single bar **mounted** approximately 2,5 m above the ground and used for **swinging maneuvers**;
- c) a horizontal raised beam with a width of 10 centimeters and a length of 5 meters that is used in gymnastic competition for balancing exercises;
- d) a light **movable** barrier that competitors must leap over in certain races;
- e) a pair of circular metal **bands** suspended in the air for gymnastic exercises, on which balancing and swinging maneuvers are performed while holding the bands as **motionless** as possible;
- f) a sport appliance or device for a particular purpose;
- g) an apparatus for gymnastic exercises consisting of two horizontal bars set parallel to each other in **adjustable** upright supports and used mainly for swinging maneuvers;
- h) an apparatus for gymnastic exercises that consists of a padded, **loaf-shaped** object with two pommels on top and stands horizontal to the floor, usually on adjustable legs;

Exercise 11. Complete the text “Decathlon in modern Olympic Games” using words from the box. Use a dictionary to help you if necessary.

a) disciplines, b) event, c) games, d) gold, e) king, f) male, g) Olympia, h) Olympics, i) origin, j) pentathlon, k) performance, l) system, m) title, n) wins



The decathlon is a combined **1)** in athletics consisting of ten track and field events. The word decathlon is of Greek **2)**, meaning "ten" and "feat". Events are held over two consecutive days and the winners are **determined** by the combined **3)** in all. Performance is judged on a points **4)** in each event, not by the position achieved. The decathlon is contested mainly by **5)** athletes, while female athletes typically compete in the heptathlon.

Traditionally, the title of "World's Greatest Athlete" has been given to the man who **6)** the decathlon. This began when **7)** Gustav V of Sweden told Jim Thorpe, "You, sir, are the world's greatest athlete" after Thorpe won the decathlon at the Stockholm Olympics in 1912. The current

holder of the **8)** is American Bryan Clay, the **9)** medal winner of the event at the 2008 Beijing Olympics, who took the title from Athens Olympics Czech champion Roman Šebrle.

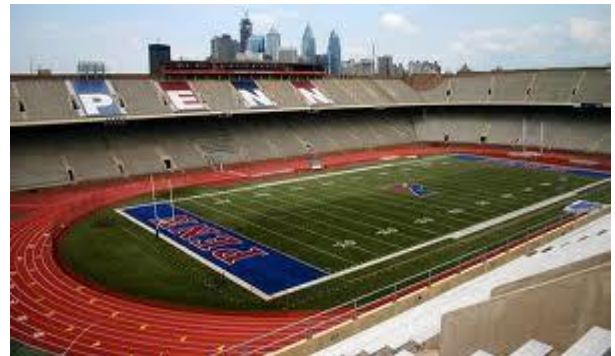
The event developed from the ancient **10)** Pentathlon competitions were held at the ancient Greek **11)** Pentathlons involved five **12)** – long jump, discus throw, javelin throw, sprint and a wrestling match. Introduced in **13)** during 708 BC, the competition was extremely popular for many centuries. By the 6th century BC, pentathlons had become part of religious **14)** The Amateur Athletic Union held "all around events" from the 1880s and a decathlon first **appeared** on the Olympic athletics program at the 1904 Games

http://en.wikipedia.org/wiki/Track_and_field

Speaking

Exercise 12. Read the text “An outdoor track and field stadium”. Use a dictionary to help you if necessary and explain the words in bold. Then, make up an oral summary of the text.

Outdoor stadium. The term track and field is **intertwined** with the stadiums which first hosted track and field competitions. The two basic features of a track and field stadium are the outer oval-shaped running track and an area of **turf** within this track – the field. In earlier competitions the lengths of the tracks varied: the *Panathinaiko Stadium* measured 333.33 metres at the 1896 Summer Olympics, while at the 1904 Olympics the distance was 536.45 m at *Francis Field*. As the sport developed, the IAAF standardized the length to 400 m and stated that the tracks must be **split into** six to eight running **lanes**. **Precise widths** for the lanes were established, as were regulations regarding the **curvature** of the track. Tracks made of flattened **cinders** were popular in the early 20th century but synthetic tracks became standard in the late 1960s. 3M's **Tartan** track (an all-weather running track of polyurethane) **gained** popularity after its use at the 1968 US Olympic **Trials** and the 1968 Summer Olympics and it began the process in which synthetic tracks became the standard for the sport. Many track and field stadiums are **multi-purpose** stadiums, with the running track surrounding a field which is built for other sports such as the various types of football.



The field of the stadium combines a number of elements for use in the jumping and throwing events. The long jump and triple jump areas comprise a straight, **narrow** 40-metre running track with a **sandpit** at one or both ends. Jumps are measured from a **take off board** – typically a small **strip** of wood with a **plasticine** marker attached – which is used to **ensure** athletes



jump from behind the measurement line. The pole vault area is also a 40-metre running track and it has an **indentation** in the ground (the box) in which poles are planted. Athletes then **propel** themselves over a crossbar before falling onto a **cushioned area** of **landing mats**. The high jump is a stripped down version of this, with an open area of track or field **leading up** to a crossbar with a square area of landing mats behind it.

The four throwing events generally all begin on one side of the stadium. The javelin throw typically takes place on a piece of track that is central

and parallel to the straights of the main running track. The javelin throwing area is a sector shape **frequently** across the Pitch (sports field) in the middle of the stadium, ensuring that the javelin has a minimal chance of causing damage or injury. The discus and hammer throw contests begin in a tall metal cage which is usually situated in one of the corners of the field. The cage **reduces** the danger of **implements** being thrown out of the field of play and throws will travel diagonally across the field in the centre of the stadium. The shot put features a circular throwing area with a **toe board** at one end. The throwing area is a sector. Some stadia also have a water jump area on one side of the field specifically for steeplechase races. http://en.wikipedia.org/wiki/Track_and_field

Exercise 13. Use the information from the internet or sport encyclopedias and speak about:

Track and field: 1. Running (sprints, middle distance, long distance, hurdling, relays), 2. Jumping (long jump, triple jump, high jump, pole vault), 3. Throwing (shot put, discus throw, javelin throw, hammer throw), 4. Track rules, 5. Field rules, 6. Road running, 7. Cross country running, 8. Race walking, 9. Athletics at the Paralympics Games

Gymnastics: 1. Artistic gymnastics, 2. Artistic gymnastics: Events for women (vault, uneven bars, balance beam, floor), 3. Artistic gymnastics: (floor, pommel horse, still rings, vault, parallel bars, high bar), 4. Rhythmic gymnastics, 5. Former apparatus and events (rope, rope climbing, flying rings), 6. International Federation of Gymnastics, 7. European Union of Gymnastics, 8. Asian Gymnastic Union, 8. African Gymnastics Union.



Writing

Exercise 14. Write any of the following compositions using 150 -200 words:

Track and field: 1. History of athletics, 2. Official world championship track and field events, 3. events, 4. The International Association of Athletics Federations

Gymnastics: 1. History of gymnastics, 2. Trampolining and tumbling, 3. Acrobatic gymnastics,

Project

Exercise 15. Make a short presentation:

Track and field: 1. Athletics at the Olympic Games, 2. The IAAF World Championships in Athletics, 3. Running in Ancient Greece, 4. World Championships, 5. A famous athlete.

Gymnastics: 1. Aerobic gymnastics, 2. A world famous gymnast.

Vocabulary

adjacent	hammer throw	prestigious
adjunct	heptathlon	propel
adjustable	high jump	properly
apparatus	hop	rarely
appear	horizontal bar	recreational level
associate with	hurdling	reduce
at least	implement	reinvent
average	indentation	relay race
back	institute	revive
balance beam	intertwine	rings
band	javelin throw	routine
banner	joint disease	running track
bone	keep down	sandpit
calorie restriction	landing	self-confidence
care	landing mat	severe
challenge	lane	share
cinder	laxative	shot put
comprise	lead up	single victor
consider	leanness	speed walking
crossbar	leap	split into
cross-country running	length	stamina
curvature	loaf-shaped	steeplechase
cushioned area	long jump	strip
decathlon	marathon	suppleness
dedication	measure	susceptible
deem	metal-tipped spear	swinging maneuver
determine	modify	take off board
diet pills	motionless	tartan
discus throw	mount	toe board
disorder	movable	trial
diuretic	multi-purpose	triple jump
due to	narrow	turf
emulate	occur	uneven parallel bars
ensure	optional	variety
erase	overuse	vaulting
excessive exercise	parallel bar	venue
expectation	pentathlon	violate
fasting	plasticine	virtually
feat	pole vault	vomiting
flexibility	pommel horse	width
frequently	precise	wrist
gain	prescribed exercises	

Unit 5. Skiing and Biathlon

Pre-reading

Exercise 1. Answer the following questions.



1. What is the definition of the skiing?
2. What were like the first skis?
3. Can you name the subtitles of the skiing?
4. Where was skiing born?
5. When and where did competitive cross-country skiing begin?
6. When alpine skiing has been contested at every winter Olympics?

7. How many disciplines are there in biathlon?
8. What are the rules of biathlon?
9. What is a biathlon competition consists of?
10. What is the equipment for biathlon track is used?
11. Are the cross-country skiing techniques permitted in biathlon?
12. What kind of sports is more interesting for you, skiing or biathlon? Why?



Reading

Exercise 2. Read the text “Skiing” and explain the words in bold.



Sport and mode of transportation **involving** moving over snow on a pair of long flat runners (skis) **attached to** shoes or boots. Skiing was born in northern Europe; the oldest skis, found in Russia, are some 6,000 years old. The earliest skis were often short and **broad**. The first written references to skiing come from the Han dynasty and describe skiing in northern China. Skiing was used in warfare in Scandinavia from the 13th century or earlier to the 20th century. The earliest mode of skiing developed into the sport now called **cross-country skiing**. Competitive cross-country skiing began in Norway in the 1840s and had **reached** California by the 1860s. Improvements on primitive bindings 1860 led to greater popularity of recreational skiing. **Ski-jumping** competitions date from the 1870s. Downhill skiing was limited by the need to **climb** the hill before or after skiing down; the building of ski lifts began in the 1930s. Skis were originally made of a single piece of wood, usually hickory; laminated construction began in the 1930s, plastic running surfaces were introduced in the 1950s, and no wood has been used in the construction of downhill skis for several decades. The business of skiing began its serious growth in the 1930s

and became explosive in the 1950s and '60s; huge resorts now dot the Austrian, Swiss, and Italian Alps, the Rocky Mountains, and other mountainous regions.

Skiing can be divided into cross-country skiing and **alpine skiing**. Cross-country skiing (or Nordic skiing) is a **low-impact**, aerobic **activity** that conditions the whole body. It is becoming **increasingly** popular. There are believed to be over 7 million enthusiasts **participating** in this sport in the United States. Although it is one of the most **physically demanding** activities (a cross-country skier has the highest recorded aerobic capacity at 80 ml/kg/min), it can be enjoyed even if you have a relatively low skill level. It does not require **exorbitant** lift fees, and it has a relatively low injury rate (cross-country skiing has an injury rate about 10 times less than alpine skiing). Unlike alpine or **downhill skiers** who use **gravity**, cross-country skiers **propel** themselves about 80-90 per cent of the time, and use muscles in the arms, legs, and trunk in about **equal** measure. This muscle activity demands a great deal of energy. It has been estimated that cross-country skiing continuously for 150 minutes burns up more than 3000 Calories.

Skiing uses more muscles than running and is less **stressful** on the legs. During the **propulsive phase**, skiing produces **impact forces** of about 1.5 times body weight; running produces forces of up to 3.5 times body weight during the driving phase. This reduces the incidence of overuse injuries common in running. Thanks to a number of manufacturers, you can now obtain the exercise benefits of cross-country skiing without leaving the **convenience** of your own home. Several home-fitness exercise machines are designed to simulate the demands of cross-country skiing.

Alpine skiing has been contested at every Winter Olympics since 1936, when a **combined** event was held in Garmisch-Partenkirchen, Germany. From 1948–80, the Winter Olympics also served as the World Championships in Olympic years (with separate competitions held in even-numbered non-Olympic years). During 1956-80, extra World Championships medals were awarded in the combined using the results of the **slalom** and **downhill**, since the combined event was absent from the Winter Olympics from 1952-84, returning in 1988. Since 1985, the World Championships have been scheduled every odd-numbered year, independent of the Winter Olympics.

Alpine or downhill skiing is a popular family sport **shared by** people of all ages and athletic **abilities**. It has fewer benefits for aerobic fitness than cross-country skiing because activity is usually in short bursts, but it is good for strengthening muscles particularly those in the upper leg. Alpine skiing is also a **tough** sport, particularly demanding on the legs. Recreational skiers often **succumb** to injuries of **knee ligaments** and **ankle tendons** because of lack of fitness or poor **technique**. Many of these injuries could be **avoided** if people conditioned themselves before **embarking** on a skiing holiday. Weight-training exercises to strengthen the muscles in the **thighs** and around the knees, and **stretching** exercises to improve overall **joint** mobility; **reduce** the risk of injury after an **awkward fall**. Simple activities, such as climbing stairs, **brisk** walking, **jogging**, and gentle running, help to develop overall **stamina** so that you can enjoy a day out on the **piste**. It is also important to warm-up **immediately prior** to skiing.

<http://www.answers.com/topic/skiing#ixzz2H12XDSVi>

Exercise 3. Read the text “Biathlon” and match the headings to the correct paragraph. Explain the words in bold.

A. Skiing details; B. Shooting details; C. Basic concepts

Biathlon is any sporting event made up of two disciplines. However, biathlon usually refers specifically to the winter sport that combines **cross-country skiing** and **rifle shooting**. Other popular variants include summer biathlon, which combines cross-country running with riflery, and biathle (also known as "modern biathlon"), which **combines** running with swimming.

1.

A biathlon competition consists of a race in which **contestants** ski around a cross-country trial system, and where the total distance is broken up by either two or four shooting rounds, half in **prone position**, the other half standing. Depending on the shooting performance, **extra** distance or

time is added to the contestant's total running distance/time. As in most races, the contestant with the shortest total time wins.

For each **shooting** round, the **biathlete** must hit five **targets**; each missed target must be "**atoned for**" in one of three ways, depending on the competition format:

- by skiing around a 150 metres penalty **loop**, typically taking 20–30 seconds for top-level biathletes to complete (running time depending on weather/snow conditions),
- by having one minute added to a skier's total time, or
- by having to use an "**extra cartridge**" (placed at the shooting range) to finish off the target; only three such "extras" are **available** for each round, and a penalty loop must be made for each of the targets left standing.

In order to keep track of the contestants' progress and relative standing throughout a race, **split times** (intermediate times) are taken at several points along the skiing track and upon finishing each shooting round. The large display screens commonly set up at biathlon arenas, as well as the information graphics shown as part of the TV picture, will typically list the split time of the fastest contestant at each intermediate point and the times and time differences to the closest runners-up.

2.

All cross-country skiing techniques are **permitted** in biathlon, which means that the free **technique** is usually the preferred one, being the fastest. No equipment other than skis and ski poles may be used to move along the track. Minimum ski length is the height of the skier less 4 centimetres. The rifle has to be carried by the skier during the race at all times.

3.

The biathlete carries the small bore rifle, which weighs at least 3.5 kilograms, excluding **ammunition** and **magazines**. The rifles use 22 LR ammunition and are **bolt** action or Fortner (straight-pull bolt) action.

The target range shooting distance is 50 metres. There are five **circular** targets to be hit in each shooting round. When shooting in the prone position the target diameter is 45 millimetres (1.8 in), when shooting in the standing position the target diameter is 115 millimetres. On all modern biathlon ranges, the targets are **self-indicating**, in that they **flip** from black to white when hit, giving the biathlete as well as the **spectators instant visual feedback** for each shot fired.

<http://en.wikipedia.org/wiki/Biathlon>



Language development

Exercise 4. Fill in the correct preposition and particle from the box. Then make sentences using the completed phrases.

a) along, b) around, c) and, d) by, e) in, f) into, g) of, h) on, i) over, j) to, k) up, l) with

- 1) cross-country skiing techniques are permitted biathlon
- 2) family sport shared people all ages



- 3) mode skiing developed the sport
- 4) moving snow a pair long flat runners (skis) attached shoes or boots
- 5) ski poles may be used to move the track
- 6) skiing can be divided cross-country skiing alpine skiing
- 7) skis were originally made a single piece wood
- 8) sporting event made two disciplines
- 9) summer biathlon combines cross-country running riflery
- 10) the contestant the shortest total time wins
- 11) the rifle has to be carried the skier
- 12) to strengthen the muscles the thighs the knees

Exercise 5. Put the word combinations in right order to make up sentences.

- 1) was the host city / St. Moritz, Switzerland / for these first sanctioned games
- 2) comprised / the only skiing events / Nordic skiing
- 3) first appeared / Alpine skiing / on the program / for both men and women / with a combined event
- 4) because of World War II / were not held again until 1948 / the winter Olympics
- 5) austrian alpine skier/ was the hero of the games / Toni Sailer
- 6) France / french hero Jean-Claude Killy / in 1968 at Chamonix / accomplished the alpine sweep
- 7) racers / more specialized / have tended to become / concentrating on certain events
- 8) are considered / Winter Olympic Games / the first official / the 1928 Olympics
- 9) was included / and more events / have been added to / skiing competition / the Olympic schedule over the years
- 10) the first celebration/ was held in Chamonix, France in 1924 / of the Winter Olympics



Exercise 6. Match the items to make full sentences.

- | | |
|--|--|
| 1) A penalty loop must be made for | a) and is less stressful on the legs |
| 2) Competitive cross-country skiing began..... | b) are self-indicating |
| 3) Downhill skiing was limited by the need..... | c) distance is 50 metres |
| 4) For each shooting round the biathlete..... | d) each of the targets left standing |
| 5) Minimum ski length is the height..... | e) in Norway in the 1840s |
| 6) On all modern biathlon ranges the targets..... | f) must hit five targets |
| 7) Skiing uses more muscles than running..... | g) of the skier less 4 centimetres |
| 8) The biathlete carries the small bore rifle..... | h) set up at biathlon arenas |
| 9) The first written references to skiing come from..... | i) the Han dynasty and describe skiing in northern China |
| 10) The large display screens commonly..... | j) to climb the hill before or after skiing down to strengthen the muscles in the thighs |
| 11) The target range shooting..... | l) which weighs at least 3.5 kilograms |
| 12) Weight-training exercises..... | |

Exercise 7. Match the list of proper names with the best definition. What do you know about these skiers? Make up dialogues.

a) Bjørn Erlend Daehlie; b) Galina Kulakova; c) Hermann Maier; d) Irina Taranenko; e) Kateryna Grygorenko; f) Larisa Lazutina; g) Lindsey Vonn; h) Lyubov Yegorova; i) Samuel Bode Miller; j) Vasily Rochev; k) Vladimir Kiselev.

1) She was born on June 1, 1965 in Kondopoga, Karelian ASSR is a former professional cross country skier who competed for Russia during several Winter Olympic Games. In the 1998 Winter Olympics in Nagano, Japan, she won five medals in skiing events: three gold, a silver and a bronze. She was the most successful athlete at the 1998 Winter Olympics. Upon her return from the Olympics, Boris Yeltsin awarded her the title Hero of the Russian Federation. However, was **banned** from competition for a period of 2 years due to a positive **drug** test result during the 2002 Winter Olympics in Salt Lake City.



Larisa Lazutina

2) He was born on December 22, 1951 in the village of Bakur, Izhemsky District, Komi ASSR is a former Soviet/Russian cross-country skier who competed in the 1970s and early 1980s, training at Dynamo in Syktyvkar. He won two medals for the USSR at the 1980 Winter Olympics in Lake Placid, New York with a gold in the 4x10 km relay and a silver in the 30 km. Married to Nina Selyunina, he is the father of who won the bronze medal in the Team **sprint** at the 2006 Winter Olympics in Turin, and four medals at the FIS Nordic World Ski Championships in Oberstdorf with a gold in the individual sprint (2005), silvers in the team sprint and **relay** (both 2007), and a bronze in the 4x10 km (2007).

3) He was born on 19 June 1967 is a Norwegian businessman and retired cross-country skier. With 8 olympic gold medals, he is the most successful winter olympic champion of all time. With nine gold medals in the Nord World Ski Championships he is **in addition** the most successful World Champion skier. He won a total of 29 medals in the Olympics and World Championships in the period between 1991 and 1999, making him the most successful cross-country skier in history.



Lindsey Vonn

4) She was born on April 29, 1942 in Logachi village, Votkinsky District, Udmurt ASSR is a **female** Soviet former cross country skier, **arguably** the best skier on distances shorter than 10 km in the early 1970s. She trained at Trud Voluntary Sports Society. She won four Olympic golds, two individual in 1972 and two relay golds in 1972 and 1976. He was the most successful athlete at the 1972 Winter Olympics, along with Ard Schenk of the Netherlands. Competing in the World Championships, she won three individual golds, two in 1974 and one in 1970, and also two relay

gold in those years. She also won the 10 km event at the Holmenkollen ski festival in 1970 and 1979. She was also 39 times *Champion of the USSR* between 1969 and 1981.

5) He was born on November 10, 1974 is a Russian biathlete, cross-country skier and two time Paralympic Champion. He compete in classification category sitting events.

He competed in biathlon and cross-country skiing at the 2006 Winter Paralympics. In biathlon, he took the gold in the men's 12.5 km individual and 7.5 km individual, sit ski. In cross-country skiing, he placed 4th in the men's 10 km, 5th in the 15 km, and 6th in the 5 km, sit ski. He placed 5th in the men's relay with Alfis Makamedinov and Kirill Mikhaylov.

He competed at the 2010 Winter Paralympics in cross-country skiing and biathlon. In cross-country skiing, he took the bronze medal in the 1 km sprint. He came in 6th place in the 10 km, sitting. In biathlon, he took the silver medal in the 12.5 km individual, sitting. He placed 4th in the men's 2.4 km **pursuit**, sitting.

6) He was born on December 7, 1972 is a former World Cup champion alpine ski racer and Olympic gold medalist from Austria. Born in Altenmarkt im Pongau in Salzburg, he ranks among the finest alpine ski racers in history, with four overall World Cup titles (1998, 2000, 2001, 2004), two Olympic gold medals (both in 1998), and three World Championship titles (1999: 2, and 2005). His 54 World Cup race **victories** (24 Super-G, 15 Downhills, 14 Giant Slaloms, 1 Combined) rank second on the men's all-time list behind Ingemar Stenmark's 86 victories. He is **nicknamed** the "Herminator".



Hermann Maier

7) She was born on October 18, 1984 is an American alpine ski racer with the United States Ski Team. She has won four overall World Cup championships – one of only two female skiers to do so, along with Annemarie Moser-Pröll – with three **consecutive** titles in 2008, 2009 and 2010, plus another in 2012. She won the gold medal in downhill at the 2010 Winter Olympics, the first ever in the event for an American woman. She has also won five consecutive World Cup season titles in the downhill discipline, four consecutive titles in Super G, and three consecutive titles in the combined as of 2012.

She is one of six women to have won World Cup races in all five disciplines of alpine skiing – downhill, super G, giant slalom, slalom, and super combined – and has won 57 World Cup races in her career through December 2012.



Vasily Rochev

8) She was born on March 31, 1966 is a former Ukrainian cross country skier who competed from 1992 to 2004. She won a bronze medal in the 5 km + 10 km combined pursuit at the 1999 FIS Nordic World Ski Championships in Ramsau.

Her best individual finish at the Winter Olympics was 4th twice at Nagano in 1998 (5 km + 10 km combined pursuit, 15 km). She also earned seven individual career victories from 1996 to 2000.

9) She was born on October 30, 1985 is a Ukrainian cross country skier who has competed since 2004. Competing in two Winter Olympics, she earned her best finish of eighth in the 4 x 5 km relay at Turin in 2006 and earned her best individual finish of 27th in the 30 km event at Vancouver four years later.

Her best finish at the FIS Nordic World Ski Championships was 38th in the 30 km event at Sapporo in 2007. Her best World Cup finish was 40th at a 10 km event in Estonia in 2009.

10) She was born on May 5, 1966, Seversk, is a Russian former cross-country Olympic ski champion, many times world champion (first time in 1991), winner of the World Cup (1993) and Hero of Russia. She won several medals at the FIS Nordic World Ski Championships with three golds (4x5 km: 1991, 1993; 30 km: 1991), one silver (5 km: 1993), and two bronzes (5 km + 10 km combined pursuit, 30 km: 1993). She also won the women's 15 km event at the Holmenkollen ski

festival in 1994. **Additionally**, she won a total of nine medals at the Winter Olympics, earning six golds and three silver. She was the most successful athlete at both the 1992 and 1994 Winter Olympics. She won the Holmenkollen medal in 1994 (shared with Vladimir Smirnov and Espen Bredesen).

11) He was born October 12, 1977 is a World Cup alpine ski racer with the U.S. Ski Team. He is an Olympic and World Championship gold medalist, a two-time **overall** World Cup champion in 2005 and 2008, and can therefore be considered the most successful **male** American alpine ski racer of all time (with only Lindsey Vonn surpassing him). He is also considered one of the greatest World Cup racers of all time with 33 victories, and is one of five other men to win World Cup events in all five disciplines. In November 2004, he became the fifth and so far last man to win World Cup races in all five disciplines: slalom, giant slalom, Super-G (Super giant slalom skiing), downhill, and combined – and today he is the only one with five or more victories in each discipline.



Samuel Bode Miller

In 2008, he and Lindsey Vonn won the overall World Cup titles for the first U.S. sweep in 25 years. He has won five medals in the Winter Olympics, the most of any U.S. skier – two silvers (giant slalom and combined) in Salt Lake City 2002, and a gold (super combined), a silver (Super G) and a bronze (downhill) in Vancouver 2010. He is one of five skiers who have won Olympic medals in four different disciplines

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Speaking

Exercise 8. “Skiing Quiz”. Learn the information about skiing. Solve the quiz. Use a dictionary to help you if necessary and explain the words in bold. Then, make up an oral summary of the information.

What takes less time? For Bode Miller to ski down the slopes or for you to finish this skiing quiz?



1. Which U.S. Olympian wants to change the anti-doping system by either banning every drug or having athletes carry cards revealing what substances they’ve taken?

- a) Daron Rahlves b) Bode Miller
c) Tommy Moe d) A.J. Kitt

2. Which U.S. athlete won silver medals in the combined and giant slalom at the 2002 Olympics in Salt Lake City?

- a) Tommy Moe b) Picabo Street
c) AJ Kitt d) Bode Miller

3. Which is the shortest alpine course?

- a) Downhill b) Super-G c) Slalom d) Combined

4. The combined consists of two slalom runs and how many downhill runs?

a) None

b) One

c) Two

d) Three



5. Which American won gold in moguls at the 1992 Games in Albertville?

- a) Donna Weinbrecht b) Jonny Moseley
c) Picabo Street d) Chris Soule

6. Which of these is a freestyle ski maneuver?

- a) Toe toucher b) Back scratcher
c) Head turner d) Knee slapper

7. What year did moguls debut at the Olympics?

- a) 1936 (Partenkirchen) b) 1992 (Albertville)
c) 1956 (Cortina d'Ampezzo) d) 1972 (Sapporo)

8. What does the "G" in super-G stand for?

- a) Gadget b) Gate c) Game d) Giant

9. In which skiing event athletes do somersaults in the air?

- a) Aerials b) Ski Jumping c) Super-G d) Slalom

10. What is the space between each set of poles on the alpine courses called?

- a) In-bounds b) Gap
c) Gate d) Passageway

11. In which event(s) does a competitor make one run, and the fastest time wins?

- a) Downhill b) Super-G
c) Giant Slalom and super-G d) Downhill and super-G



12. Which skier became the first to win the same alpine event twice, capturing gold in the giant slalom at the 1992 Winter Olympics in Albertville.

- a) Heini Hemmi b) Alberto Tomba
c) Markus Wasmeier d) Gustavo Thoeni

Exercise 9. Use the information from the internet or sport encyclopedias and speak about:



Skiing: 1. The History of Olympic Skiing; 2. World Famous Skiers; 3. Russian and Ukrainian Famous Skiers; 4. The Division of Skiing.

Biathlon: 1. A Biathlon Competition; 2. World Famous Biathletes; 3. Biathlon Equipment; 4. The Rules of Olympic Biathlon.

Writing

Exercise 10. Make a running commentary of Skiing/ Biathlon competition.

Exercise 11. Write any of the following compositions using 150 -200 words:

Skiing: 1. The Rules of Olympic Skiing. 2. The Subtitles of the Skiing. 3. Alpine skiing. 4. Cross-country Skiing. 5. My Favorite Skier.

Biathlon: 1. The Disciplines of Biathlon. 2. The Rules of Biathlon. 3. The Equipment for Biathlon Track. 4. The Rules of Olympic Biathlon. 5. My Favorite Biathlete.



Project

Exercise 12. Make a short presentation:

1. A famous skier.
2. A famous biathlete.

List of Olympic medalists in biathlon

Men Individual (20 km)

Games	Gold	Silver	Bronze
1976 Innsbruck	Nikolay Kruglov (URS)	Heikki Ikola (FIN)	Aleksandr Yelizarov (URS)
1980 Lake Placid	Anatoly Alyabyev (URS)	Frank Ullrich (GDR)	Eberhard Rösch (GDR)
1984 Sarajevo	Peter Angerer (FRG)	Frank-Peter Roetsch (GDR)	Eirik Kvalfoss (NOR)
1988 Calgary	Frank-Peter Roetsch (GDR)	Valery Medvedtsev (URS)	Johann Passler (ITA)
1992 Albertville	Eugeni Redkine (EUN)	Mark Kirchner (GER)	Mikael Löfgren (SWE)
1994 Lillehammer	Sergey Tarasov (RUS)	Frank Luck (GER)	Sven Fischer (GER)
1998 Nagano	Halvard Hanevold (NOR)	Pier Alberto Carrara (ITA)	Alexei Aidarov (BLR)
2002 Salt Lake City	Ole Einar Bjørndalen (NOR)	Frank Luck (GER)	Viktor Maigourov (RUS)
2006 Turin	Michael Greis (GER)	Ole Einar Bjørndalen (NOR)	Halvard Hanevold (NOR)
2010 Vancouver	Emil Hegle Svendsen (NOR)	Ole Einar Bjørndalen (NOR) Sergey Novikov (BLR)	Not awarded

Vocabulary

abilities
activity
Additionally
alpine skiing
Alpine skiing
ammunition
ankle tendons
arguably
atoned for
attached to
available
avoided
awkward fall
banned
biathlete
Biathlon
bolt
brisk
broad
circular
climb
combine
consecutive
contestant
convenience
country skiing
cross-country skiing
downhill
downhill skiers
drug
embarking
equal
exorbitant
extra
extra cartridge
feedback
female
flip
gravity
immediately prior
impact forces
in addition
increasingly
involving
jogging
joint
knee ligaments
loop
low-impact
magazine
male
nicknamed
overall
participate
permitted
physically demanding
prone position
propel
propulsive phase
pursuit
reach
reduce
relay
rifle shooting
self-indicating
shared by
shooting
Ski- jumping
slalom
spectators instant
split times
sprint
stamina
stressful
stretching
succumb
target
technique
thighs
tough
victory

Unit 6. Football and Field Hockey

Pre-reading

Exercise 1. Choose proper names from the list to label the pictures. Then, try to give short information about each footballer. As a prompt you can use Ex. 9.

1. Alberto Gilardino, 2. Andrei Shevchenko, 3. Cristiano Ronaldo, 4. David Beckham, 5. Diego Maradona, 6. Richardo Kaka, 7. Michael Owen, 8. Michel Platini, 9. Pele, 10. Ronaldinho, 11. Wayne Rooney, 12. Zinedine Zidane



a)



b)



c)



d)



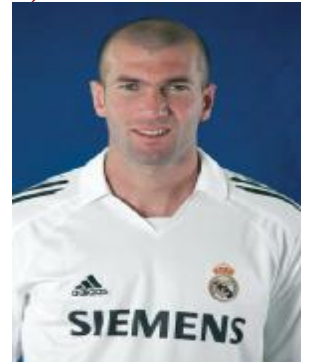
e)



f)



g)



h)



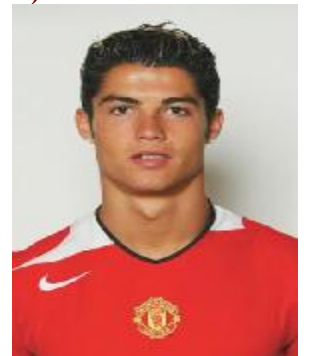
i)



j)



k)



l)

Exercise 2. Answer the following questions:



1. Do you like football, field hockey? Why?
2. What are your favourite footballers? Could you name football teams and countries they belong to?
3. Do you prefer to watch football and field hockey matches or to play these games?
4. How often do you play football and field hockey?
5. When and where was the Football League founded?

6. What does FIFA mean? What do you know about this football association?
7. What FIFA World Cup awards do you know?
8. What regular international tournaments for both men and women does field hockey include?
9. What is the highest governing body of field hockey? What do you know about it?
10. What equipment is necessary for field hockey players?

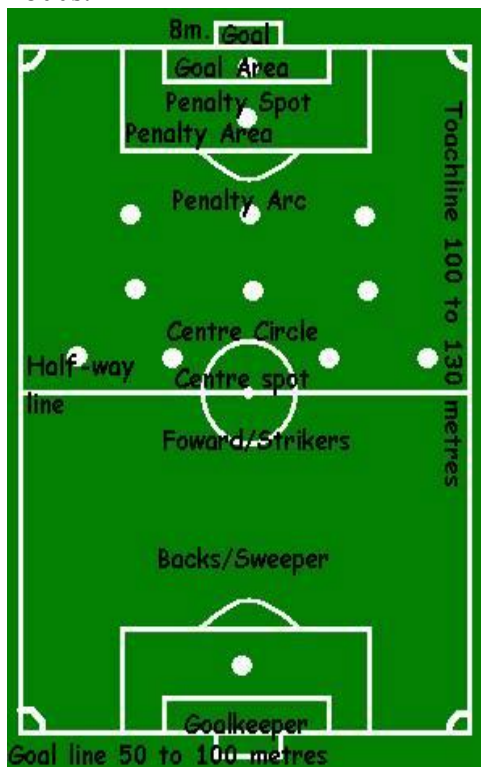


Reading

Exercise 3. Read the text “Football” and explain the words in bold.

Association football, usually known simply as football or **soccer**, has been **included** in every Olympiad except 1896 and 1932 as a men's **competition** sport. Women's football was added to the official programme in 1996.

Football is the most popular sport in the world. In America we call this **game** soccer but the rest of the world knows it as football. It was **introduced** to the world by English sailors in the late 1800s.



A football game is when you move the ball with your **feet**, your **chest**, or your head, but not your hands. The goalkeeper can use his or her hands to catch or touch the ball. The goalkeeper's job is to try to keep the opposing team from putting the ball into the **net**. The **object** of the game is to **score** a **point** by **kicking** the ball into the **goal** of the other **team**. It is played by 2 teams of 11 players each, including a goalkeeper for each team. In the Olympics the game lasts 90 minutes with two halves of 45 minutes each and a 15-minute half-time **break**. There is one **referee** and two assistant referees. The assistants run along the **touch lines** on either side of the field to help the referee. The referee makes sure the players are following the rules and **blows** his **whistle** to signal a **foul**.

To play soccer you need soccer shorts, shirt, **tall socks**, **shin guards**, **soccer cleats** (special shoes with short **spikes** on the bottom to keep the player from **slipping** on the grass). Players **dribble**, **pass**, and **shoot** the ball with their feet or sometimes their chest or head. There are no **timeouts** in soccer but play does stop for **injuries**.

A football game is **conducted** on a **rectangular** **grassy area** 105 meters long x 68 meters wide. It is called a **pitch**. The field marked by touch lines on the outside and goal lines **surrounding** the goal areas. The field's center is a **circle** with a

diameter of 9 meters. The area in front of the **goalposts** is divided into the **goal neighboring**, the goalpost and the penalty area **extending** toward the center. <http://www.olympics/football.htm>.

Exercise 4. Read the text “Field hockey” and match the sentences (A-C) to the numbered spaces (1-3) in it. Then explain the words in bold.

A. The game is played on a **level field**, measuring 46 to 55 m by 82 to 91 m, by two teams of 11 players each (five **forwards**, three **halfbacks**, two **fullbacks**, and a goalkeeper).

B. A point is scored by putting the ball through goal posts, which are 2.13 m high, 3.66 m **apart**, and joined by a net.

C. Field hockey, like many sports, is of **obscure origins**, but **traces** in one form or another **lead** to the **ancient** Egyptians and Persians, making it one of the world's oldest known sports.



Field hockey is the outdoor **stick** and ball game. **1)** London's Wimbledon Hockey Club (organized 1883) standardized the game after many centuries of informal play in England, and it **thereafter** spread to other countries, **particularly** those in Europe and the British Empire. Men have played field hockey in the United States since 1890, but the Field Hockey Association of America, which regulates men's play, was not formed until 1930, and the sport continues to **appeal** very little to American **males**. In Olympic competition,

where men's field hockey first appeared in 1908, India, Great Britain, and Pakistan have dominated. Although the sport has been very popular among high school and **collegiate** women in the United States since 1901, particularly in the East, it has been a women's Olympic event only since 1980.

Rules for men and women are **essentially** the same. **2)** A **face-off** in the center of the field starts the game. Teams direct their play toward advancing the ball-made of white **leather** over a **cork** and **twine** center and about 23 cm in **circumference** - down the field with their sticks (wooden, with a flat head on only one side of the **striking surface**). **3)** Play can be physically **punishing** and fouls result in penalty **strokes** and free **hits**.

<http://www.answers.com/topic/field-hockey>

Language development

Exercise 5. Fill in the words from the list and then make sentences using the completed phrases.

a) 2 teams of 11 players each, **b)** a diameter of 9 meters, **c)** and ball game, **d)** competition, **e)** English sailors, **f)** Field Hockey Association, **g)** grassy area, **h)** high school, **i)** his whistle to signal a foul, **j)** Hockey Club, **k)** known sports, **l)** on a level field, **m)** touch lines, **n)** two assistant referees

1. and collegiate women
2. on the outside
3. a circle with
4. a men's sport
5. a rectangular
6. it is played by
7. it was introduced by



8. London's Wimbledon
9. the of America
10. the game is played
11. the outdoor stick
12. the referee blows
13. the world's oldest
14. there is one referee and

Exercise 6. Fill in the correct preposition from the box. Then make sentences using the completed phrases.

a) by, b) for, c) in, d) into, e) of, f) on, g) since, h) through, i) with



1. a point is scored putting the ball goal posts; 2. Olympic competition; 3. men have played field hockey the USA 1890; 4. men's field hockey first appeared 1908; 5. move the ball your feet; 6. play does stop injuries; 7. putting the ball the net; 8. soccer has been included every Olympiad; 9. special shoes short spikes the bottom; 10. the game lasts 90 minutes two halves; 11. the most popular sport the world; 12. the object the game; 13. to score a point kicking the ball; 14. women's football was added to the official programme 1996.

Exercise 7. Translate the words in bold and then match the pairs which are similar in meaning.

a) a circle, b) a competition, c) a field, d) a foot, e) a hand, f) a net, g) a team, h) an injury, i) football, j) obscure, k) tall socks, l) to appeal, m) to include, n) to introduce

1. a **contest**, 2. a **crew**, 3. a **gauze**, 4. a leg, 5. a pitch, 6. a round, 7. a trauma, 8. an arm, 9. knee-length socks, 10. soccer, 11. to **attract**, 12. to **embrace**, 13. to present, 14. **vague**

Exercise 8. Explain the words in bold and then match them with the best definition.

a) a backfield, b) a forward, c) a fullback, d) a goalkeeper, e) a halfback, f) a penalty, g) a pitch, h) a referee, i) field hockey, j) football



1) a game played with a round ball and usually based on two teams competing to kick, the ball into each other's goal, territory, etc.;

2) a game played on a **turfed field** between two teams of 11 players each whose object is to direct a ball into the opponent's goal with a hockey stick;

3) a player in certain games, such as basketball, soccer, or hockey, who is part of the forward line of the offense;

4) a player who defends the goal in any of various games (as hockey, lacrosse, or soccer);

5) a punishment, **imposed on** a team or **competitor** for **infraction** of a rule;

6) an offensive backfield player whose position is behind the quarterback and halfbacks and who primarily performs offensive blocking and line **plunges**;

7) an official **supervising** the play; an **umpire**.

8) one of several players **stationed** behind the forward line;

9) the **offensive** football player who lines up behind the linemen;

10) the playing field on which football is played;



Exercise 9. Match the list of proper names with the best definition. What do you know about these footballers? Make up dialogues.

a) Alberto Gilardino, b) Cristiano Ronaldo, c) David Beckham, d) Diego Maradona, e) Lionel Messi, f) Michael Owen, g) Michel Platini, h) Pele, i) Roberto Baggio, j) Steven Gerrard



Lionel Messi

1) a former French football player and manager, and the president of the Union of European Football Associations (UEFA) since 2007 (born 21 June 1955);

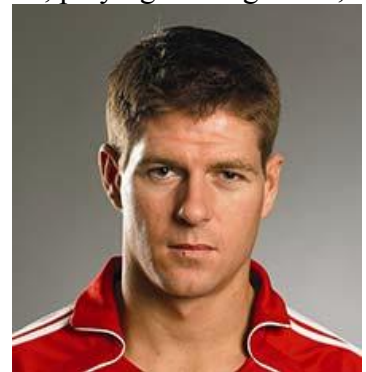
2) a Portuguese footballer who plays as a **winger** or striker for Spanish La Liga club Real Madrid and is the captain of the Portuguese national team. He became the most expensive footballer in history after moving from Manchester United to Real Madrid (born 5 February 1985);

3) a **retired** Argentine football player, and current manager of Al Wasl FC in Dubai. He is the only player in football history who set world-record contract fees twice. The first, when he was **transferred** to Barcelona for a world record £5m, and the second, when he was transferred to Napoli for another record fee £6.9m. In his international career, playing for Argentina,

he earned 91 caps and scored 34 goals (born 30 October 1960);

4) a retired Brazilian footballer, his real name is Edson Arantes do Nascimento He is widely regarded as the best football player of all time. In his career he scored 760 official goals. He is also the most successful Top Division goal scorer of all time with 541 League goals. In total he scored 1281 goals in 1363 games (born 21 October 1940);

5) a retired Italian footballer, widely **regarded** as one of the finest footballers of all time (4th in the FIFA internet poll; member of the Fifa World Cup Dream Team). He is the only Italian player ever to score in three World Cups and he is also one of the top 5 all-time **goalscorers** for Italy (born 18 February 1967);



Steven Gerrard

6) an Argentine footballer who plays for La Liga side FC Barcelona and is the captain of the Argentina national team, mainly as a striker (born 24 June 1987);

7) an English association footballer who plays for Los Angeles Galaxy. He has played for Manchester United, Preston North End, Real Madrid, Milan, and the England national team for which he holds the appearance record for an **outfield player** (born 2 May 1975);

8) an English footballer who captains and plays for Premier League club of Liverpool. He also has 91 caps for the England national team (born 30 May 1980);



Roberto Baggio

9) an English professional footballer who is currently a free agent after being **released** by Manchester United in June 2012 (born 14 December 1979);

10) an Italian World Cup-winning footballer who plays as a **striker** for Serie A club Genoa and the Italian national team. He **currently** holds the record for being the youngest player to have scored 100 goals in Serie A (born 5 July 1982);

Exercise 10. Complete the text “The History of Football” using words from the box. Use a dictionary to help you if necessary.

- a) 3000 years, b) Association, c) corner, d) different, e) era, f) FIFA, g) matches, h) Roman, i) rules
- j) Schools

The **origin** of football can be found in every 1) of the world. The Chinese, Japanese, Italian, Ancient Greek, Persian, Viking, and many more played a ball game long before our 2) The Chinese played "football" games **date back** as 3) ago. The Ancient Greeks and the 4) used football games to **sharpen warriors** for **battle**.

In 1815, a major development **took place** that made soccer popular in Universities, Colleges and **5)** The popular English School and Eton College came **forth** with a set of **6)**, known as the Cambridge Rules.

The history of modern-day soccer was established in 1863. In October 1863, eleven **representatives** from London clubs and schools met at the Freemason's Tavern to **set up** common fundamental rules to control the **7)** The **outcome** of this meeting was the formation of the Football **8)** In December 1863, the Rugby Football and Association football finally **split**.

The Football Association **strictly banned** any kind of **handling** of the ball. Soccer's popularity spread **rapidly** during the 1800s as British sailors, traders and soldiers introduced the sport to **9)** parts of the world.

10) was established in 1904 and the **championship** has been **awarded** every four years since the **inaugural** tournament in 1930, except in 1942 and 1946 when it was not held because of the Second World War. <http://www.historyofsoccer.info/>

Speaking

Exercise 11. Read the text "Football - Timeline". Use a dictionary to help you if necessary and explain the words in bold. Then, make up an oral summary of the text.



- 1848:** Cambridge Rules were drawn-up in Cambridge University.
- 1857:** The Sheffield Football Club was formed.
- 1863:** The Football Association (The FA) was formed.
- 1867:** Sheffield FA was formed.
- 1871:** The Rugby Football Union was formed.
- 1872:** The first official international football match took place between Scotland and England in Glasgow.
- 1886:** The International Football Association Board (IFAB) was formed.
- 1888:** William McGregor founded the world's first football league in England.

1904: The Federation Internationale de Football Association (FIFA), the international football body, was formed in Paris.

1913: The growing popularity of the international game led to the **admittance** of FIFA representatives to the International Football Association Board.

1930: The First World Cup took place in Uruguay. Uruguay wins it.

1931: The professional soccer era started in Chile, Argentina and Uruguay.



- 1934:** The World Cup took place in Italy. The **host team** won it.
- 1938:** The World Cup took place in France. Italy won its second World Cup.
- 1943:** Professional soccer started in Mexico.
- 1950:** The World Cup took place in Brazil. Uruguay won it.
- 1954:** The World Cup took place in Switzerland. It was the first one with a sponsor. Germany wins it.
- 1958:** The World Cup took place in Sweden. Brazil wins it with players such as Pele and Garrincha.

1959: The South American Confederation of Soccer **approved** a new inter-club cup.

1960: The Libertadores Cup was **inaugurated**. Real Madrid won against the Uruguayan team Penarol in the Intercontinental Club.

1962: The World Cup (WC) took place in Chile. Fans watched Brazil win in TV for the first time.

1966: The WC took place in England. The host team won it. The Mexican goalkeeper A. Caravajal set a record for most participation in World Cups.





1970: The World Cup took place in Mexico. Brazil won it and became the country with most championships won.

1974: The World Cup took place in Germany. The fans watched the host team win on colour TV.

1975: Independiente de Avellaneda won the Libertadores Cup for the fourth time.

1978: The World Cup took place in Argentina. Holland was the favourite to win. But the host team won it.

1979: Paraguay won a Copa America. Olimpia won the Intercontinental and Libertadores Cups.

1982: The World Cup took place in Spain. Italy won it. Countries from all continents played it. Maximum goals were scored.

1984: The new star Diego Maradona is transferred to the Italian team of Naples.

1986: The World Cup took place in Mexico. Argentina wins its second World Cup. Maradona scored the most **amazing** goal in the history of soccer.

1990: The World Cup took place in Italy. Germany won it.

1994: The World Cup took place in USA. Brazil won it.

1998: The World Cup took place in France. The host team won it.



1999: Mexico won the Confederations Cup.

2002: The World Cup took place in Japan and Korea. Brazil won it.

2005: Brazil won the Confederations Cup.

2006: The World Cup took place in Germany. Italy won it.

2007: David Beckham - one of the more popular stars in the world - made his debut in an American club, playing for the Los Angeles Galaxy.

2008: Spain **beat** Germany in the Euro Cup finals.



2010: World Cup was hosted for the first time on the African continent as the hosts South Africa played Mexico in the first match. It was Spain who **lifted** the **coveted trophy defeating** Holland in the finals.

2010: Russia and Qatar won the **bids** to host the FIFA World Cup in 2018 and 2022.

2011: Japan's **female** soccer team defeated United States in the final of World Cup in Frankfurt.

2014: The 20th FIFA World Cup, Brazil, 12 June -13 July.



<http://www.buzzle.com/articles/soccer-facts-history-and-timeline-of-soccer>

Exercise 12. Read the text about Field Hockey equipment. Use a dictionary to help you if necessary and explain the words in bold. Then, make up dialogues, using the information below.

Sticks. Each player carries a "stick", normally between 90 cm long, but they make them shorter and longer, and are traditionally made of wood with a rounded handle, **flattened** on the left side and with a **hook** at the bottom.

Balls. The ball is spherical, hard and made of plastic (sometimes over a cork **core**) and is often covered with **indentations** to **reduce** hydroplaning that can **cause** an **inconsistent** ball speed on **wet surfaces**.



General player equipment. Many players wear **mouth guards** to protect teeth and **gums** from **impacts** from the ball or stick. Some local rules **require** their use. Many players also wear shin guards, and again these may be required equipment in some areas. Many players wear **padded gloves** which are designed to protect hands from **abrasion** from contact with the ground (especially that of sand-based astro pitches), and some even protect against impact from a ball or a stick. A few competitions require **goggles** to protect the eyes. Defenders may sometimes use short corner masks; these are designed to reduce the impact of a **drag flick** from short corners.

Goalkeeping equipment. The 2007 rulebook has seen major changes regarding goalkeepers.

A fully equipped goalkeeper must wear a **helmet**, **leg guards** and **kickers**. Usually the hockey goalkeepers must wear **extensive** additional protective equipment including chest guards, padded shorts, heavily padded hand protectors, **groin protectors**, **neck guards**, arm guards, and like all players, they must carry a stick (but this type of stick must be a specialized for goalkeepers) However, such a player may not cross the 23 m line, the sole exception to this being if the goalkeeper is to take a penalty stroke at the other end of the field, when the clock is stopped. The goalkeeper can also **remove** their helmet for this action. http://en.wikipedia.org/wiki/Field_hockey

Exercise 13. Use the information from the internet or sport encyclopedias and speak about:

Football: 1. Laws of the game, 2. Players, equipment, and officials, 3. Ball in and out of play, 4. **Misconduct** (On-field, Off-field), 5. **Cautionable offences** (a yellow card), 6. Sending-off offences (a red card), 7. Association football around the world, 8. Variants of association football.

Field hockey: 1. Field of play, 2. Rules and positions, 3. Set plays (Free hits, Corner, Penalty corner, Penalty stroke), 4. **Dangerous** play and raised balls, 5. **Warnings** and **suspensions** (green, yellow and red cards), 6. Field hockey equipment, 7. Field hockey history.

Writing

Exercise 14. Make a running commentary of a football/field hockey match.

Exercise 15. Write any of the following compositions using 150 -200 words:

Football: 1. UEFA Europa League, 2. UEFA Champions League, 3. European Nations Cup, 4. World Cup, 5. Asian Cup, 6. African Cup of Nations, 7. UEFA Intertoto Cup.

Field hockey: 1. Olympic Games, 2. World Hockey Cup, 3. Field Hockey at the Asian Games, 4. Hockey Asia Cup Champions Trophy, 5. Sultan Azlan Shah Hockey Tournament, 6. Sultan Ibrahim Ismail Hockey Tournament, 7. Hockey Champions Challenge, 8. Hockey Champions Challenge II.

Project

Exercise 16. Make a short presentation:

1. A famous football-player, 2. A famous field hockey player.

Vocabulary

abrasion	goal	punish
admittance	goal neighboring	rapidly
amazing	goalkeeper	rectangular
ancient	goalpost	reduce
apart	goalscorer	referee
appeal	goggles	regard
approve	grassy area	release
attract	groin protectors	remove
award	gum	representative
ban	halfback	require
battle	handling	retire
beat	helmet	score
bid	hit	set up
blow a whistle	hook	sharpen
break	host team	shin guards
cause	impact	shoot
cautionable offence	impose on	slip
championship	inaugural	soccer
chest	inaugurate	soccer cleats
circle	include	spike
circumference	inconsistent	split
collegiate	indentation	station
competition	infraction	stick
competitor	injury	strictly
conduct	introduce	striker
contest	kick	striking surface
core	kickers	stroke
cork	lead	supervise
coveted trophy	leather	surfaces
crew	leg guard	surround
currently	level field	suspension
dangerous	lift	take place
date back	males	tall socks
defeat	misconduct	team
drag flick	mouth guard	thereafter
dribble	neck guard	timeout
embrace	net	touch lines
essentially	object	trace
extend	obscure	transfer
extensive	offensive	transfer to
face-off	origin	turfed field
female	origin	twine
flatten	outcome	umpire
foot (feet)	outfield player	vague
forth	padded gloves	warning
forward	particularly	warrior
foul	pass	wet
fullback	pitch	winger
game	plunge	
gauze	point	

Unit 7. Swimming and Water polo

Pre-reading

Exercise 1. Answer the following questions:

1. How many players does water polo team consist of?
2. What do the offensive positions include in water polo?
3. What fouls are there in water polo?
4. What are two basic passes in water polo?
5. Could you name water polo equipment?
6. What water polo championships do you know?
7. What are four main strokes in swimming?



8. What types of officials are needed to manage the competition in swimming?
9. What kind of female/male swimsuits are used in competitions?
10. Could you name swimwear?
11. Do you know any world famous swimmers?
12. What world records in events for both men and women were recognized by FINA (Fédération Internationale de Natation)?

Reading

Exercise 2. Read the text “Swimming” and explain the words in bold.

In recreation and sports, swimming is the **propulsion** of the body through water by combined arm and leg **motions**. Swimming is popular as an all-around fitness routine and as a competitive sport. It has been included in the modern Olympic Games since their **inception** in 1896. Events include freestyle (**crawl-stroke**) races at distances of 50, 100, 200, 400, 800, and 1,500 m; **backstroke**, **breaststroke**, and **butterfly** races at 100 and 200 m; individual **medley** races at 200 and 400 m; **freestyle relays**, 4 100 m and 4 200 m; and the medley relay, 4 100 m.

Long-distance swimming competitions, usually of 2459 km, are generally held on lakes and inland waters.

Swimming Strokes. Swimming strokes should create the least possible water **resistance**; there should be a minimum of **splashing** so that forward motion is **smooth** and not **jerky**. The stroke most commonly used to **attain speed** is the crawl, **standardized** in Australia and **perfected** in the United States. In the crawl the body is **prone**; **alternating overarm** strokes and the **flutter kick** are used, and the head remains in the water, the face alternating from side to side. The **trudgen** stroke (named for an English swimmer whose speed made it famous), also involves alternate overarm strokes in a prone position, but a **scissors kick** is used and the head remains on one side. The backstroke is done in a **supine** position and in racing requires alternate over-the-head arm strokes and a flutter kick. The elementary backstroke involves alternation of the **frog kick** with **simultaneous** strokes of the arms, which are extended at shoulder level and moved in an arc toward the hips. The **sidestroke**, a relaxed movement, **entails** a forward underwater stroke with the body on one side and a scissors kick. The breaststroke can also be a restful stroke and is **accomplished** in





a prone position; frog kicking alternates with a simultaneous movement of the arms from a point in front of the head to shoulder level. The most difficult and **exhausting** stroke is the butterfly; second only to the crawl in speed, it is done in a prone position and employs the **dolphin kick** with a **windmill-like** movement of both arms in **unison**. It is mastered by only the best swimmers. The **dog paddle**, a very simple stroke that takes its name from the way a dog swims, is done by reaching forward with the arms underwater and using a modified flutter kick.

In freestyle swimming any stroke may be used, but the crawl, considered the speediest, is almost always **avored**. **No matter** what the stroke, breathing should be easy and natural, since the specific **gravity** of the human body, although it varies with the individual, is almost always such that the body **floats** if the **lungs** are functioning normally. In races, **facility** in **diving** from a **firm surface** is **essential**, except in the backstroke.

Competitive Swimming. Swimming became organized as an amateur sport in the late 19th century in several countries. Its popularity **increased** with the development and **improvement** of the **swimming pool**, and swimming was part of the first modern Olympic Games (1896). Olympic events for women were included in 1912. Today Olympic swimming events comprise the 50-, 100-, 200-, 400-, 800- (women), and 1,500-meter (men) freestyle races; 200- (men), 400-, and 800-meter (women) freestyle relay races; the 400-meter medley (mixed stroke) relay; 100- and 200-meter backstroke, breast-stroke, and butterfly races; 200- and 400-meter individual medley races; **springboard** and high diving events; water polo; and women's synchronized swimming. Improvements in **swimsuits** have **contributed** to faster times in many race events, most **controversially** in 2009 when polyurethane suits led to many new records at the world championships. Polyurethane was **subsequently** banned from competition; **full-body suits** were also banned. Among the more successful American Olympic swimmers have been John Weissmuller, Buster Crabbe, Esther Williams, Don Schollander, Mark Spitz, Matt Biondi, Janet Evans, and Michael Phelps. Among non-Olympic distance events, swimming the English Channel has been most **publicized**. The first confirmed crossing was made (1875) by Matthew Webb of England; Gertrude Ederle of the United States was the first woman to perform (1926) this feat. Swimming has never achieved **sustained** success as a professional sport.



<http://www.answers.com/topic/swimming>

Exercise 3. Read the text “Water polo” and match the sentences (A-F) to the numbered spaces (1-6) in it. Then explain the words in bold.

- A.** During game play, players enter and exit in the corner of the pool, or in front of their goal; when play is stopped, they may enter or **exit** anywhere.
- B.** Game play involves swimming, **treading** water (using a sort of kicking motion known as "eggbeater kick"), players passing the ball while being defended by opponents, and scoring by throwing the ball into a net defended by a **goalie**.
- C.** However, if a team shoots the ball within the **allotted time**, and **regains** control of the ball, the shot clock is **reset** to 30 seconds.
- D.** If a foul is called outside the 5 meter line, the player is either able to shoot, pass or continue swimming with the ball.
- E.** The "five meters" line is where penalties are shot and it is designated by a yellow line.
- F.** The goalkeeper is the only player who can touch the ball with both hands at any time, and, in a **shallow** pool, the only player allowed to stand on the **bottom**.



Water polo is a team water sport. The playing team consists of six field players and one goalkeeper. The winner of the game is the team that scores the most goals.

1)

Seven players from each team (six field players and a goalkeeper) are allowed in the playing area of the pool during game play with up to four **substitutes**. Visiting team field players wear numbered and usually white caps, and home team field players wear usually blue caps; both

goalies wear red caps, numbered "1". Players may be substituted in and out after goals, during timeouts, at the beginning of each **quarter**, after ordinary fouls and after injuries. 2)

The game is divided into four periods; the length depends on the level of play.

The game clock is stopped when the ball is not 'in play' (between a foul being committed and the free throw being taken, and between a goal being scored and the **restart**). As a result, the average quarter lasts around 12 minutes 'real time'. A team may not have possession of the ball for longer than 30 seconds without shooting for the goal unless an opponent commits an **ejection foul**. After 30 seconds, possession passes to the other team. 3)

Each team may call 2 one-minute timeouts in the four periods of **regulation play**, and one timeout if the game goes into overtime. During game play, only the team in possession of the ball may call a timeout.

Dimensions of the water polo pool are not fixed and can vary between 20×10 and 30×20 meters. Minimum water depth must be least 1.8 meters, but this is often **waived** for younger age groups. The goals are 3 meters wide and 90 centimeters high. Water polo balls are generally yellow and of varying size and weight for juniors, women and men. The middle of the pool is **designated** by a white line. Before 2005, the pool was divided by 7 and 4 meter lines (distance out from the goal line). This has been **merged** into one 5 meter line since the 2005–2006 season. Along the side of the pool, the center area between the 5 meter lines is marked by a green line (if marked at all). 4)

The "two meter" line is designated with a red line and no player of the attacking team can receive a ball inside this zone.

One player on each team is designated the goalkeeper, **assigned** to block any shots at goal.

5)

Players can move the ball by throwing it to a **teammate** or swimming with the ball in front of them. Players are not permitted to push the ball underwater in order to keep it from an opponent, or push or hold an opposing player unless that player is holding the ball. Water polo is an intensely aggressive sport, so fouls are very common and result in a free throw during which the player cannot shoot at the goal unless beyond the "5 meter" line. 6)

Water polo players need **remarkable** stamina because of the considerable amount of holding and pushing that occurs during the game, some allowed, some unseen or **ignored** by the referees (usually underwater). There are two types of fouls: one (like the scenario above) only results in the "**fouler**" **giving up** the ball and **backing off**; the other results in an ejection or kick out. Ejections are usually given if someone is being a little too aggressive; i.e. **drowning** or **smacking** someone.



<http://www.answers.com/topic/water-polo>

Language development

Exercise 4. Fill in the words from the list and then make sentences using the completed phrases.

a) a visiting team players, b) aggressive, c) fitness routine, d) flutter kick, e) long-distance swimming, f) players, g) sport, h) strokes, i) the center area is marked, j) timeouts, k) to create the least possible, l) to the other team, m) underwater stroke, n) water polo pool

1. 2 one-minute
2. a modified
3. a team water
4. wear white caps
5. alternating overarm
6. an all-around
7. an intensely sport



8. dimensions of the
9. competitions
10. possession passes
11.by a green line
12. water resistance
13. to entail a forward
14. water polo

Exercise 5. Fill in the correct preposition, conjunction or particle from the box. Then make sentences using the completed phrases.

a) at, b) in, c) into, d) of, e) on, f) out, g) through, h) with, i) within



1. a forward underwater stroke the body one side;
2. a game is divided four periods;
3. a goalkeeper can touch the ball both hands;
4. a minimum splashing;
5. a team shoots the ball the allotted time;
6. the beginning each quarter;
7. the crawl the body is prone;
8. players enter and exit the corner the pool;
9. players may be substituted and after goals;
10. the backstroke is done a supine position;
11. the breaststroke is accomplished a prone position;
12. the dolphin kick a windmill-like movement both arms;
13. the propulsion the body water;
14. to throw a ball a net.

Exercise 6. Match the items to make full sentences.

- | | |
|---|--|
| 1. The trudgen stroke involves | a) alternate overarm strokes in a prone position. |
| 2. The "five meters" line is where | b) are generally held on lakes and inland waters. |
| 3. Seven players from each team are allowed | c) in the playing area of the pool during game play with up to four substitutes. |
| 4. The elementary backstroke involves alternation | d) modern Olympic Games since their inception in 1896. |
| 5. Dimensions of the water polo pool are | e) not fixed and can vary between 20×10 and 30×20 meters. |
| 6. Players can move the ball by throwing it | f) of the frog kick with simultaneous strokes of the arms. |
| 7. Swimming has been included in the | g) penalties are shot and it is designated by a yellow line. |
| 8. Long-distance swimming competitions | h) to a teammate or swimming with the ball in front of them. |

Exercise 7. Put the words into correct order.

- | | |
|--|---|
| 1. is / a / polo / water / water / team / sport. | 4. swimmers / the / is / best / the / by / butterfly / mastered / only. |
| 2. be / the / a / can / stroke / breaststroke / also / restful. | 5. is / sport / a / swimming / popular / competitive. |
| 3. when / stopped / the / ball / the / not / is / is / game / clock / 'in play'. | 6. quarter / the / around / lasts / average / 12 minutes. |

7. caps / players / blue / field / home / team / wear / usually.

8. be / in / any / used / freestyle / swimming / stroke / may.

Exercise 8. Explain the words in bold and then match them with the best definition.

a) a butterfly, b) a crawl, c) a medley race, d) a period, e) a substitute, f) a swimming pool, g) a teammate, h) stamina, i) swimming, j) water polo



1. a **division** of the playing time of a game;
2. a **fellow** member of a team;
3. a game played in a swimming pool by two teams of swimmers who try to throw an inflated ball into the opponents' goal;
4. a person that takes or can take the place of another;
5. a **rapid** swimming stroke consisting of alternating overarm strokes and a flutter kick;
6. a structure, often a **concrete-lined excavation of rectangular shape**, that is **filled with** water and used for swimming;

7. a swimming race in which a different stroke must be used for each length of the pool;

8. a swimming stroke in which the arms are thrown forward together out of the water while the feet kick up and down;

9. physical or moral strength to resist **illness, fatigue** or **endurance**;

10. to move along in water, etc., by means of movements of the body or parts of the body, especially the arms and legs.



Speaking

Exercise 9. Read and translate the text “8 World Famous Swimmers” Use a dictionary to help you if necessary and explain the words in bold. Then, make up an oral summary of the text.



1. **Dawn Fraser** (born 4 September 1937) is Australia's greatest Olympian. In November 1999, Dawn was awarded “World Athlete of the Century” at the ‘World Sport Awards’ in Vienna. In the same year was also awarded ‘Athlete of the Century’. She was **voted** the person who best symbolizes Australia and in 1998 was included as one of Australia's National Living **Treasures**. At the 2000 Sydney Olympic Games, Juan Antonio Samaranch, President of the International Olympic Committee made Dawn, First Lady of the Olympic games **partnering** him to the Opening Ceremony in which she was one of seven Australian women to run with the **Torch** in the main Stadium. She also was the **Attaché** to the Australian Olympic Team in 2000. She remains one of Australia's best-loved **identities**.

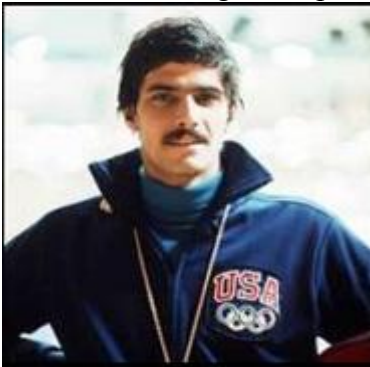
2. **Ian Thorpe** (born 13 October 1982), is an Australian swimmer who specializes in freestyle, but also competes in backstroke and the individual medley. He has won five Olympic gold medals; the most won by any Australian, and with three gold and two silver medals, was the most successful athlete at the 2000 Summer Olympics. At the 2001 World **Aquatics** Championships, he became the first person to win six gold medals in one World Championship. In total, Thorpe has won eleven World Championship gold, the second-highest number of any swimmer. Thorpe was the first person to have been named ‘Swimming World Swimmer’ of the Year four times.





3. **Jennifer Beth Thompson** (born February 26, 1973) is an American former competitive swimmer, and one of the most decorated Olympians in history, winning twelve medals, including eight gold medals (all relay), in the 1992, 1996, 2000, and 2004 Summer Olympics. She won her first world championship in 1991, as part of the USA's winning 4x100 m freestyle relay team, and held the world record in the 50 m and 100 m freestyle when she participated in the 1992 Olympics in Barcelona, Spain.

4. **Laure Manaudou** (born October 9, 1986) is a French Olympic, world and European champion swimmer. She won the gold medal in the women's 400 meter freestyle at the 2004 Athens Olympics. She has won three gold medals at the 2004 European Swimming Championships in Madrid, for the 100 metre backstroke, 400 metre freestyle, and the 4×100 metre team medley races. On 24 July 2005 at the 2005 World Aquatics Championships in Montreal, Manaudou won the women's 400 m freestyle. On 12 May 2006, she broke Janet Evans's world record in the women's 400 meter freestyle swim. Manaudou then held the same world record for nearly two years. She broke the 200 m freestyle world record at the 2007 World Swimming Championships in Melbourne in winning the final.



5. **Mark Spitz** (born February 10, 1950) is a retired American swimmer. He won seven gold medals at the 1972 Munich Olympic Games, an achievement only **surpassed** by Michael Phelps who won eight golds at the 2008 Olympics.

Between 1968 and 1972, Spitz won nine Olympic golds plus a silver and a bronze, five Pan American golds, 31 US Amateur Athletic Union titles and eight US National Collegiate Athletic Association titles. During those years, he set 33 world records. He was the most successful athlete at the 1972 Summer Olympics. He was named 'World Swimmer of the Year' in 1969, 1971 and 1972.

6. **Mary Terstegge Meagher** (born October 27, 1964 in Louisville, Kentucky) is an Olympic champion and former World Record holding swimmer from the United States. In 1981 she **bettered** her own existing World Records in the 100m (57.93) and 200m butterfly (2:05.96): these marks stood as the respective World Records for 18 and 19 years, and are considered to be among the greatest sports performances ever.



7. **Matthew Biondi** (born October 8, 1965 in Palo Alto, California) is a three-time U.S. Olympic swimmer in the 1984, 1988, and 1992 Summer Olympics, winning a total of 11 medals. He is a member of the United States Olympic Hall of Fame and the International Swimming Hall of Fame.

Biondi left Seoul with five gold medals, setting world records in four of those events.

He managed to win 5 gold, 1 silver and 1 bronze medal at the 1988 Olympics, achieving World records in 4 of those triumphs, 3 in relays and one in the 50 metre freestyle, clocking 22.14 seconds for the sprint 50. This was the third time he had broken or equalled the existing 50 metre freestyle World record.

8. Michael Phelps (born June 30, 1985) is an American swimmer who has won 16 Olympic medals - six gold and two bronze at Athens in 2004, and eight gold at Beijing in 2008, becoming the most successful athlete. He has twice **equaled** the record eight medals of any type at a single Olympics achieved by Soviet gymnast Alexander Dityatin at the 1980 Moscow Summer Games. His five gold medals in individual events tied the single Games record set by **compatriot** Eric Heiden in the 1980 Winter Olympics and equaled by Vitaly Scherbo at the 1992 Summer Games. Phelps holds the record for the most gold medals won in a single Olympics. Phelps' Olympic medal total is second only to the 18 Soviet gymnast Larisa Latynina won over three Olympics, including nine gold.



Exercise 10. Use the information from the internet or sport encyclopedias and speak about:



Swimming: **1.** Physics of swimming, **2.** Swimming at the Summer Olympic Games, **3.** FINA World Swimming Championships, **4.** Officials at the competitions, **5.** Competitive swimwear, **6.** FINA World Aquatics Championships, **7.** The Dolphin kick.

Water polo: **1.** The history of water polo, **2.** Basic skills, **3.** Fouls (major fouls, drawing the ejection, brutality fouls, a misconduct foul, a penalty shot) **4.** Ball handling skills (picking up the ball, passing, dry passing, wet passing, shooting, **baulking**), **5.** Major competitions, **5.** Water Polo World Championship

Writing

Exercise 11. Write any of the following compositions using 150 -200 words:

Swimming: **1.** Swimming styles, **2.** Open-water swimming, **3.** Records in swimming, **4.** Freestyle, **5.** Breaststroke, **6.** Backstroke, **7.** Butterfly.

Water polo: **1.** Water polo rules, **2.** The offensive strategy (Starting play of each of the quarters, Advancing the ball, Setting the ball, Man up (6 on 5), Five meter penalty, Scoring, Overtime), **3.** Defense strategy, **4.** Water polo equipment, **5.** FINA Water Polo World Cup, **6.** European Water Polo Championship



Project

Exercise 12. Make a short presentation:

Swimming: **1.** A world famous swimmer, **2.** Swimming, **3.** Water sports, **4.** Swimming innovation, **5.** Swimming as a part of the first modern Olympic Games (1896, Athens).

Water polo: **1.** Variations of water polo, **2.** Water polo at the Summer Olympic Games.

Vocabulary

accomplish
allotted time
alternate
aquatics
assign
attaché
attain
back off
backstroke
better
bottom
breaststroke
butterfly
compatriot
concrete
contribute
controversially
crawl-stroke
designate
dive
division
dog paddle
dolphin kick
drown
eggbeater kick
ejection foul
endurance
entail
equal
essential
excavation
exhaust
exit
facility
fatigue

favor
fellow
fill with
firm
float
flutter kick
fouler
freestyle relay
frog kick
full-body suit
give up
goalie
gravity
identity
ignore
illness
improvement
inception
increase
jerky
lung
medley race
merge
motion
no matter
overarm stroke
partner
perfect
prone
propulsion
publicize
quarter
rapid
rectangular
regain

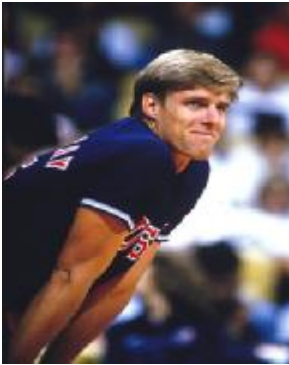
regulation play
remarkable
reset
resistance
restart
scissors kick
shallow
shape
sidestroke
simultaneous
smack
smooth
speed
splashing
springboard
standardize
subsequently
substitute
supine
surface
surpass
sustain
swimming pool
swimsuit
teammate
torch
treading water
treasure
trudgen stroke
unison
vote
waive
windmill-like

Unit 8. Basketball and Volleyball

Pre-reading

Exercise 1. Choose proper names from the list to label the pictures. Then, try to give short information about each volleyball player. As a prompt you can use Ex. 11.

1. Alessandro Fei, 2. Bartosz Kurek, 3. Giba, 4. Ivan Miljković, 5. Karch Kiraly, 6. Kerri Walsh, 7. Matey Kaziyski, 8. Maxim Mikhaylov, 9. Misty May Treanor, 10. Nancy Carrillo, 11. Paula Weishoff, 12. Yumilka Ruiz Luaces



a)



b)



c)



d)



e)



f)



g)



h)



i)



j)



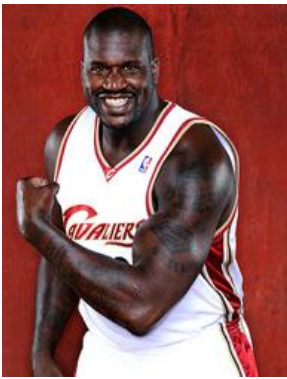
k)



l)

Exercise 2. Choose proper names from the list to label the pictures. Then, try to give a short information about each basketball player.

1. Andrew Bogut, 2. Kareem Abdul-Jabbar, 3. Larry Bird, 4. LeBron James, 5. Lisa Leslie, 6. Magic Johnson, 7. Michael Jordan, 8. Shaquille O'Neal



a)



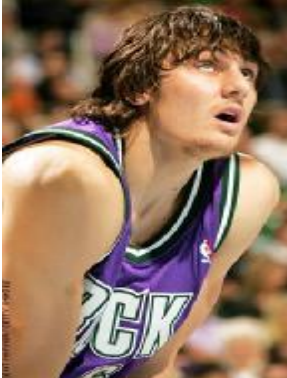
b)



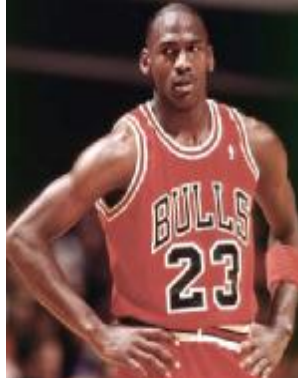
c)



d)



e)



f)



g)



h)

Exercise 3. Answer the following questions:



1. What is the highest governing body of basketball?
2. How many national teams does FIBA recognize?
3. When was FIBA Basketball World Cup founded?
4. Who was the creator of basketball? What do you know about this person?
5. When was a World Championship for men/women organized? Do they hold together with the Olympics?
6. What is the highest governing body of volleyball?
7. What international volleyball tournaments does FIVB organize?
8. Who is the creator of volleyball?
9. What volleyball player specialization do you know?
10. What variations on the basic rules of volleyball exist in the world?

Reading

Exercise 4. Read the text “Basketball” and match the sentences (A-C) to the numbered spaces (1-3) in it. Then explain the words in bold.

- A.** Players may throw, **dribble (bounce)**, or shoot the basketball (an **inflated** ball usually made of **leather** or **rubber**) but may not run with it or kick it.
- B.** The International Basketball Federation (FIBA, from its name in French), which was founded in 1932, governs international basketball competition, including the FIBA World Championship (est. 1950) and FIBA Women's World Championship (est. 1953).
- C.** The **merger** (1949) of the National Basketball League and the **rival** Basketball Association of America into the National Basketball Association (NBA) led to greater popularity.



Basketball is a game played generally **indoors** by two **opposing teams** of five players each. Basketball was **conceived** in 1891 by Dr. James Naismith, a physical education instructor at the YMCA college in Springfield, Massachusetts, as a way to **condition** outdoor athletes during the winter months. His **original list** of 13 rules has **undergone** a century of revision, leading to faster **pacing** and greater athleticism. Today basketball is one of the most popular American sports and one the rest of the world has adopted.

Basic Rules. At each end of the court-usually about 28 m long and 15 m wide-is a **bottomless** basket made of white cord net and **suspended** from a metal ring, 46 cm in diameter, which is **attached** 3.05 m above the floor (usually **hardwood**) to a **backboard** made of **fiberglass**, wood or other material. **1)**

Teams try to **advance** the ball and shoot it through one basket (the ball must enter from above) and to keep the opposition from scoring through the other. Each **field goal**, or basket, scores two points, or three points if shot from beyond a specified distance. Teams must shoot the ball within a prescribed time limit (24 sec in professional and international games; 30 sec in women's collegiate play; 35 sec in men's collegiate play). Any player making **illegal** body contact with an opposing player is **assessed** a foul; the opposing team may be given **possession** of the ball, or an opposing player awarded free throws at the basket from the foul line. Each made foul shot is worth one point. Players who **exceed** the foul limit (usually five, but six in professional and international play) are disqualified from the game. International and collegiate basketball games have two 20-min halves, professionals play four 12-min quarters, and high schoolers play four 8-min quarters.

Professional Basketball. Professional basketball began (1896) in New York City and was at one time played on **courts enclosed** by **wire mesh** (basketball players are still occasionally referred to as "**cagers**"). **2)**

Its success **inspired** the formation of several competing **leagues**, among them the American Basketball Association (ABA), founded in 1967 and merged into the NBA in 1975. In the 1980s the **emergence** of charismatic players like "Magic" Johnson, Larry Bird, and Michael Jordan, **combined** with aggressive marketing, made the NBA **hugely** successful, so that basketball often seemed the premier U.S. professional sport.

Olympic and International Basketball. An **exhibition** match was played at the 1904 Olympics, but basketball did not become an official part of the games until 1936. International rules and court **dimensions differ** slightly from U.S. standards. Still, the United States **outclassed** the rest of the world until 1972, when the Soviet Union defeated the U.S. team for the gold medal. In the 1980s, many nations **achieved parity** with the United States, which was still fielding a team of collegians. The U.S. Olympic Committee therefore **assembled** for the 1992 games a "Dream Team" **composed** of one collegian and the finest professional players, who handily won the gold medal.

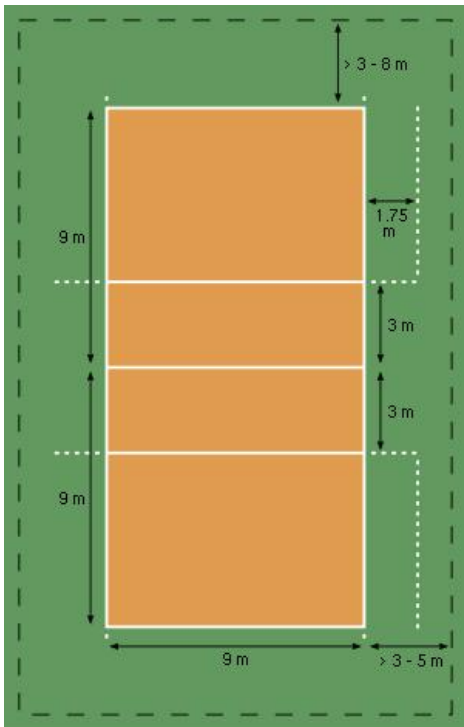


3) Contested by national teams, these **quadrennial** championships have been held during the same year since 1986. Other FIBA championships include regional titles for both national and club teams and the FIBA World Club Championship (est. 2010). Professional basketball leagues exist in Europe, Latin America, and **elsewhere**.

Women's Basketball. Women's basketball has grown **rapidly** since the 1970s. Until then, women and girls had been allowed to play only a six-player game in which offensive and defensive players were **rooted** to one half of the court. Today full court action in women's college competition and in the Women's National Basketball Association (since 1997) exhibits advanced skills and fast-paced play.

<http://www.answers.com/topic/basketball>

Exercise 5. Read the text “Volleyball” and explain the words in bold.



Volleyball is a team sport in which two teams of six players are separated by a net. Each team tries to score points by **grounding** a ball on the other team's court under organized rules. It has been a part of the official program of the Summer Olympic Games since 1964.

The complete rules are **extensive**. But simply, play **proceeds** as follows: A player on one of the teams begins a 'rally' by **serving** the ball (**tossing** or **releasing** it and then **hitting** it with a hand or arm), from behind the back **boundary** line of the court, over the net, and into the **receiving** team's court. The receiving team must not let the ball be grounded within their court. The team may touch the ball up to 3 times but individual players may not touch the ball **twice consecutively**. Typically, the first two touches are used to **set up** for an attack, an attempt to direct the ball back over the net in such a way that the serving team is **unable** to **prevent** it from being grounded in their court.

The rally continues, with each team allowed as many as three **consecutive** touches, until either 1): a team makes a **kill**, grounding the ball on the opponent's court and winning

the rally; or 2): a team **commits a fault** and loses the rally. The team that wins the rally is awarded a point, and serves the ball to start the next rally. A few of the most common faults include: causing the ball to touch the ground outside the opponents' court or without the first passing over the net; catching and throwing the ball; **double** hit: two consecutive contacts with the ball made by the same player; four consecutive contacts with the ball made by the same team; net foul: touching the net during play; foot fault: the foot crosses over the boundary line when serving.

The ball is usually played with the hands or arms, but players can legally strike or **push** (short contact) the ball with any part of the body.

A number of consistent techniques have evolved in volleyball, including **spiking** and blocking (because these plays are made above the top of the net, the vertical **jump** is an athletic skill emphasized in the sport) as well as **passing**, **setting**, and specialized player positions and offensive and defensive structures. <http://en.wikipedia.org/wiki/Volleyball>

Language development

Exercise 6. Fill in the words from the list and then make sentences using the completed phrases.

- 1. a bottomless basket
- 2. a number of techniques
- 3. a physical education
- 4. a prescribed limit
- 5. a team commits a fault
- 6. an inflated ball
- 7. each field goal
- 8. offensive and players



- 9. teams the ball
- 10. competing leagues
- 11. the International
- 12. the most popular
- 13. League
- 14. the team may touch
- 15. two with the ball
- 16. Championship

a) American sports, **b)** and loses the rally, **c)** Basketball Federation, **d)** consecutive contacts, **e)** consistent, **f)** defensive, **g)** instructor, **h)** made of white cord net , **i)** scores two points, **j)** the ball up

to 3 times, **k)** the formation of several, **l)** the National Basketball, **m)** time, **n)** try to advance, **o)** usually made of leather or rubber, **p)** Women's World.

Exercise 7. Fill in the correct preposition, conjunction or particle from the box. Then make sentences using the completed phrases.

a) at, b) by, c) during, d) from, e) in, f) of, g) or, h) to, i) with, j) within



1. a backboard made fiberglass, wood other material,
2. a basket suspended a metal ring,
3. ABA was founded 1967,
4. each end the court,
5. basketball was conceived 1891,
6. courts were enclosed wire mesh,
7. players were disqualified the game,
8. players were rooted one half the court,
9. the ball is usually played the hands arms,
10. the ball must enter above,
11. to condition outdoor athletes the winter months,
12. to keep the opposition scoring,
13. to shoot the ball a prescribed time limit,
14. two consecutive contacts the ball.

Exercise 8. Match the items to make full sentences.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Any player making illegal body 2. Basketball is a game played generally 3. Volleyball is a team sport in which 4. His original list of 13 rules has undergone 5. The team may touch the ball up to 6. Dr. James Naismith, a physical education 7. Professional basketball began in 8. Today basketball is one of the | <ol style="list-style-type: none"> a) 3 times but individual players may not touch the ball twice consecutively. b) a century of revision, leading to faster pacing and greater athleticism. c) contact with an opposing player is assessed a foul. d) indoors by two opposing teams of five players each. e) instructor at the YMCA college in Springfield, Massachusetts. f) most popular American sports and one the rest of the world has adopted. g) New York City and was at one time played on courts enclosed by wire mesh. h) two teams of six players are separated by a net. |
|--|---|



Exercise 9. Put the words into correct order.

1. are / rules / the / extensive / complete.
2. official / of / not / games / until / an / part / the / did / basketball / 1936 / become.
3. attack / are / the / used / to / up / for / an / two / first / set / touches.
4. worth / is / point / one / made / each / foul / shot.
5. basket / it / the / ball / and / try / through / to / one / teams / advance / shoot.
6. collegiate / games / two / and / basketball / have / halves / international / 20-min.
7. evolved / a / techniques / in / of / number / have / volleyball / consistent.
8. fault / a / rally / and / a / the / team / commits / loses.



Exercise 10. Explain the words in bold and then match them with the best definition.

a) a court , b) a field goal, c) a gold medal, d) a match , e) a setter, f) an outside hitter, g) basketball, h) FIBA, i) NBA , j) volleyball

1. a formal game or sports event in which people, teams, etc., compete to win;
2. a game in which two teams hit an inflated ball over a high net using their hands;
3. a game played on a court by two opposing teams of 5 players; points are scored by throwing the ball through an **elevated horizontal hoop**;
4. a score in basketball made by throwing the ball through the hoop;
5. a **trophy** made of gold or having the **appearance** of gold that is usually awarded for winning first place in a competition;



6. a volleyball player, whose main responsibility is to place the ball in the air where the attackers can place the ball into the opponents' court for a point;
7. an association of national organizations which governs international competition in basketball;
8. an open **level** area marked with **appropriate** lines, upon which a game, such as tennis, handball, or basketball, is played;
9. the most consistent hitter on the team and gets the most sets;
10. the **preeminent** men's professional basketball league in North America;

Exercise 11. Read the text “10 world famous volleyball players”. Translate and explain the words in bold. Then make up dialogues.



1. Karch Kiraly (USA). Kiraly is **arguably** the most famous volleyball player ever and is usually mentioned as the best volleyball player that ever lived. Born on November 3, 1960, he managed to find himself in a **remarkable** position in the national team of the USA which won 2 Olympic gold medals in 1984 and 1988. After a successful career indoors, he moved on to make history in beach volleyball by winning yet another gold medal in 1996. His appearance was very **unique** as he was famous for wearing a pink **cap** during his beach volleyball games. He is the only volleyball player to win gold medals in both indoor and beach volleyball. It is worth mentioning that Kiraly was named “Greatest Volleyball Player of the Century” by FIVB.

2. Giba (Brazil). Gilberto Godoy Filho or Giba, is probably the most recognized player around the world. He **possesses** a strong presence and charisma **in addition to** an amazing talent that puts him among the best volleyball players in the world **despite** being relatively short among today's players. Born December 23, 1976, he played in Italy where he won 1 Italian cup title and was awarded the most valuable player (2006). He later moved back to Brazil to win a Brazilian championship in 2001. Giba's most notable **accomplishments** are with the national team of Brazil. Giba's record with his national team includes an Olympic gold medal, three World Championships, eight World League titles, eight South American Championships, and many others.





3. Ivan Miljković (Serbia). This Serbian volleyball player currently plays for “Fenerbahçe Grundig” in Turkey. He **previously** played for different teams in Serbia, Italy, and Greece. Born on September 13, 1979, he is well-known as one of the best players in the world, and the first player to **receive** the “Most **Valuable** Player” Award 4 times in the years 2001, 2002, 2003, and 2005. His most important accomplishment is winning an Olympic gold medal with the national team of Yugoslavia. He was also awarded many personal awards such as the European championship’s “Best Scorer” title.

4. Misty Elizabeth May-Treanor (USA) is an American professional beach volleyball player, she was born on July 30, 1977. She is a two-time gold medalist, and currently the most successful **female** beach volleyball player with 110 individual championship wins in **domestic** and international competition. In 2008, at the Beijing Olympics, she again won gold. Shortly thereafter, fresh off of her Olympic win, May-Treanor participated as a **contestant** in season seven of ABC's popular competition-based reality series Dancing with the Stars. Producers paired her up with professional dancer Maksim Chmerkovskiy.



5. Andrea Giani (Italy). Giani was a very successful player during the 1990s, achieving many awards and titles with the national team of Italy. Born on April 22, 1970, Giani won 3 consecutive World titles with Italy (1990, 1994 and 1998), in addition to 4 European titles. He is currently retired but is actively involved with volleyball as a **coach**. He is 196 cm tall. After having quit the national team, Giani played for Cimone Modena until 2008, taking the reins of the team as manager starting from season 2007-2008. His nickname is Giangio.

6. Alessandro Fei (Italy). This famous Italian player was born on November 29, 1978. He currently plays for Sisley Treviso in Italy and is one of the best players in the Italian League. Fei received many personal awards such as “Most Valuable player” and “Best Server” during his participation in the CEV Champions League with his team. He also won several titles with the national team of Italy including one World Championship and four World League titles.



7. Yumilka Ruiz Luaces (Cuba). Without any doubt, she is one of the best female players in the world. She was born May 8, 1979. Ruiz represented the national team of Cuba in 4 consecutive Summer Olympics starting 1996, during which she won 2 gold medals in 1996 and 2000, in addition to a bronze medal in 2004. Among her individual achievements are World Championship “Best Scorer” in 2002 and FIVB World Grand Prix “Best Spiker” in 2004.

8. Gabrielle Reece (USA). Reece is one of the superstars that shined during the 1990s. She was born on January 6, 1970. She competed on different levels including the four-person Women’s Beach Volleyball League, Olympic Challenge series and FIVB Beach Volleyball World Tour. She made many personal records during her volleyball career, namely leading the league in kills and blocks. What’s unique about Reece is had success as a model. Her modeling career started early in 1989, and she managed to appear on the covers of different magazines such as Outside, Shape, and Elle, the latter naming her one of the five most beautiful women in the world.





9. Maxim Mikhaylov (Russia). Born March 19, 1988, this young superstar is probably on his way to make a great career. With the national team of Russia, he won the bronze medal in the 2008 Summer Olympics and a silver medal in 2010, as well as the 2011 FIVB World League gold medal during which he was awarded the “Most Valuable Player” and “Best Blocker” titles. His great hitting ability and magnificent jump place him among the best players in the world today. Mikhaylov currently plays for “Zenit Kazan.”

10. Bartosz Kurek (Poland). Kurek is another example of a young and promising superstar in the game. He was born on August 29, 1988 in Wałbrzych, Poland. He recently won the World League bronze medal in 2011 with the national team of Poland and was one of the most remarkable players of the competition as he was awarded “Best Scorer” during that championship. He was awarded the Order of Polonia Restituta, one of the highest orders in Poland, in 2009 due to his outstanding achievements in sports.



<http://famous101.com/famous-volleyball-players>

Speaking

Exercise 12. Use the information from the internet or sport encyclopedias and speak about:

Basketball: 1. History of basketball, 2. Women's basketball, 3. Rules of basketball, 4. Playing regulations, 5. Equipment, 6. A personal and technical foul, 7. Basketball at the Summer Olympics,
Volleyball: 1. The origin of volleyball, 2. Six basic skills: serve, pass, set, attack, block and dig, 3. Team play, 4. Player specialization (Setters, Liberos, Middle blockers/Middle hitters, Outside hitters/Left side hitters, Opposite hitters/Right side hitters. 5. Variations and related games.

Writing

Exercise 13. Make a commentary of a basketball/volleyball match.

Exercise 14. Write any of the following compositions using 150 -200 words:



Basketball: 1. Professional basketball, 2. International basketball, 3. Common techniques and practices, 4. Variations of basketball, 5. National Basketball Association, 6. Premier Basketball League, 7. Continental Basketball Association.

Volleyball: 1. Volleyball at the Summer Olympics, 2. Volleyball rules, 3. The three standard volleyball formations ("4-2", "6-2", "5-1"), 4. The Fédération Internationale de Volleyball (FIVB), 5. Beach volleyball. 5. Famous beach volleyball players.

Project

Exercise 15. Make a short presentation:

1. A famous basketball player, 2. A famous volleyball player.

Vocabulary

accomplishment	illegal
achieve	in addition to
advance	indoors
appearance	inflated ball
appropriate	inspire
arguably	jump
assemble	kill
assess	league
attach	leather
backboard	level area
bottomless	list
bounce	merger
boundary	opposing team
cager	original
cap	outclass
coach	pace
combine	parity
commit	passing
compose	possess
conceive	possession
condition	preeminent
consecutive	prevent
consecutively	previously
consistent	proceed
contestant	push
court	quadrennial
despite	'rally'
differ	rapidly
dimension	receive
domestic	receiving court
double hit	releasing
dribble	remarkable
elevated	rival
elsewhere	root
emergence	rubber
enclose	serving
exceed	set up
exhibition	setting
extensive	spiking
fault	suspend
female	tossing
fiberglass	trophy
field goal	twice
ground	unable
hardwood	undergo
hitting	unique
hoop	valuable
hugely	wire mesh

SECTION II. GRAMMAR. THEORY AND PRACTICE

1. Articles

There are only three articles in English: **a**, **an** and **the**. There are two *types* of articles **indefinite 'a'** and **'an'** or **definite 'the'**. You also need to know when not to use an article.

Indefinite articles - a and an (determiners) **A** and **an** are the indefinite articles. They refer to something not specifically known to the person you are communicating with. **A** and **an** are used before nouns that introduce something or someone you have not mentioned before:-

For example: "I saw **an** elephant this morning." "I ate **a** banana for lunch."

A and **an** are also used when talking about your profession:-

For example: "I am **an** English teacher." "I am **a** builder."

Note! You use **a** when the noun you are referring to begins with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y or z), for example, "**a** city", "**a** factory".

You use **an** when the noun begins with a vowel (a, e, i, o, u)

Pronunciation changes this rule. It's the sound that matters, not the spelling.

If the next word begins with a *consonant sound* when we say it, for example,

"university" then we use **a**. If the next word begins with a *vowel sound* when we say it, for example "hour" then we use **an**.

Definite article - the (determiners) There are two ways to pronounce "the". **Strong** pronunciation **ði**: Weak pronunciation **ðə**

You use **the** when you know that the listener knows or can work out what particular person/thing you are talking about.

For example: "**The** apple you ate was rotten." "Did you lock **the** car?"

You should also use **the** when you have already mentioned the thing you are talking about.

For example: "She's got two children; **a** girl and **a** boy. **The** girl's eight and **the** boy's fourteen."

We use **the** to talk about geographical points on the globe.

For example: **the** North Pole, **the** equator

We use **the** to talk about rivers, oceans and seas

For example: **the** Nile, **the** Pacific, **the** English channel

We also use **the** before certain nouns when we know there is only one of a particular thing.

For example: **the** rain, **the** sun, **the** wind, **the** world, **the** earth, **the** White House etc..

However if you want to describe a particular instance of these you should use a/an.

For example: "I could hear **the** wind." / "There's **a** cold wind blowing."

"What are your plans for **the** future?" / "She has **a** promising future ahead of her."

The is also used to say that a particular person or thing being mentioned is the best, most famous, etc. In this use, '**the**' is usually given strong pronunciation:

For example: "Harry's Bar is **the** place to go." "You don't mean you met **the** Tony Blair, do you?"

!Note - The doesn't mean all:-

For example: "**The** books are expensive." (Not all books are expensive, just the ones I'm talking about.) "Books are expensive." (All books are expensive.)

No article We usually use no article to talk about things in general:-

For example: **People** are worried about rising crime. (Note! People generally, so no article)

You do not use an article when talking about sports.

For example: My son plays **football**. **Tennis** is expensive.

You do not use an article before uncountable nouns when talking about them generally.

For example: **Information** is important to any organisation. **Coffee** is bad for you.

You do not use an article before the names of countries **except** where they indicate multiple areas or contain the words (state(s), kindom, republic, union). Kingdom, state, republic and union are nouns, so they need an article.

For example: No article - Italy, Mexico, Bolivia, England; Use the - **the** UK (United *Kingdom*), **the** USA (United *States* of America), **the** Irish *Republic*
Multiple areas! **the** Netherlands, **the** Philippines, **the** British Isles

Grammar Exercises. Articles

1. Fill in the article *a*, *an* or *the* where necessary. Choose *x* where no article is used.

- | | |
|---|--|
| <p>1. I like ____ blue T-shirt over there better than ____ red one.</p> <p>2. Their car does 150 miles ____ hour.</p> <p>3. Where's ____ USB drive I lent you last week?</p> <p>4. Do you still live in ____ Bristol?</p> <p>5. Is your mother working in ____ old office building?</p> | <p>6. Carol's father works as ____ electrician.</p> <p>7. The tomatoes are 99 pence ____ kilo.</p> <p>8. What do you usually have for ____ breakfast?</p> <p>9. Ben has ____ terrible headache.</p> <p>10. After this tour you have ____ whole afternoon free to explore the city.</p> |
|---|--|

2. Decide whether to use the definite article *the* or not. If you do not need the article *the*, use *x*.

- | | |
|--|--|
| <p>1. My grandmother likes ____ flowers very much.</p> <p>2. I love ____ flowers in your garden.</p> <p>3. See you on ____ Wednesday.</p> <p>4. I always listen to ____ radio in the morning.</p> <p>5. Alex goes to work by ____ bus.</p> | <p>6. Don't be late for ____ school.</p> <p>7. Listen! Dennis is playing ____ trumpet.</p> <p>8. We often see our cousins over ____ Easter.</p> <p>9. She has never been to ____ Alps before.</p> <p>10. What about going to Australia in ____ February?</p> |
|--|--|

3. Decide whether to use the definite article *the* or not. If you do not need the article *the*, use *x*.

Hi John,

I arrived in ____ USA last Monday. We left ____ Rome, flew over ____ Alps and made a quick stop in ____ London. There we went shopping in ____ Harrods, visited ____ Tower and enjoyed a sunny afternoon in ____ Hyde Park. On the following day we left for ____ New York. ____ time on board wasn't boring as there were two films to watch on ____ monitor. ____ people on ____ plane were all ____ Italian. Before we landed at ____ JFK airport, we saw ____ Statue of Liberty, ____ Ellis Island and ____ Empire State Building. ____ hotel I stayed in was on ____ corner of ____ 42nd Street and ____ 5th Avenue. I don't like ____ hotels very much, but I didn't have ____ time to rent an apartment.

Please say hello to Peter and Mandy.

Yours,

Peter

4. Use *a* or *an*. Write the correct forms of the indefinite articles into the gaps.

Example: We read ____ book.

Answer: We read **a** book.

- | | |
|---|---|
| <p>1. There is ____ new English book on the desk.</p> <p>2. She's reading ____ old comic.</p> <p>3. They've got ____ idea.</p> <p>4. He is drinking ____ cup of coffee.</p> <p>5. The girl is ____ pilot.</p> | <p>6. Leipzig has ____ airport.</p> <p>7. This is ____ expensive bike.</p> <p>8. Look! There's ____ bird flying.</p> <p>9. My father is ____ honest person.</p> <p>10. My friend likes to be ____ astronaut</p> |
|---|---|

5. Which article: 1) *a* or 2) *an* can be put before the following words or phrases? Write the words or phrases into the correct column.

comic, older sister, university, one-dollar bill, car, MP, blue pencil, new desk, bird, elephant

- 1)
- 2)

2. Nouns

Countable and Uncountable Nouns

The noun can be countable or uncountable. **Countable** nouns can be "counted", they have a singular and plural form .

For example: a book, two books, three books ...

Uncountable nouns cannot be counted, they are not separate objects. This means you cannot make them plural by adding -s, because they only have a singular form. It also means that they do not take a/an or a number in front of them.

For example: water, work, information, coffee, sand...

Making uncountable nouns countable

You can make most uncountable noun countable by putting a countable expression in front of the noun.

For example:-a **piece** of information; 2 **glasses** of water; 10 **litres** of coffee; three **grains** of sand; a **pane** of glass.

Sources of confusion with countable and uncountable nouns

The notion of countable and uncountable can be confusing.

Some nouns can be countable or uncountable depending on their meaning. Usually a noun is uncountable when used in a general, abstract meaning (when you don't think of it as a separate object) and countable when used in a particular meaning (when you can think of it as a separate object).

For example:-glass - A glass of water. (Countable);| A window made of glass.
(Uncountable)

Plural Forms (Regular Plurals)

The plural form of most nouns is created by adding the letter 's' to the end of the word .

For example:-bag – bags, dog – dogs, horse – horses, minute - minutes

But there are some exceptions:-

Nouns that end in *-ch*, *-x*, *-s*, *-sh* add *'-es'* to the end of the word.

For example:- box – boxes, boss – bosses, bush – bushes, church – churches, gas - gases

Most nouns ending in *-o* preceded by a consonant also form their plurals by adding *'-es'* .

For example:- potato – potatoes, tomato - tomatoes , volcano - volcanoes

Nouns ending in a consonant + *y*, drop the *y* and add *'-ies'*.

For example:- party – parties, lady - ladies

Most nouns ending in *'is'*, drop the *'is'* and add *'-es'*.

For example:-crisis – crises, hypothesis – hypotheses, oasis - oases

Most nouns ending in *-f* or *-fe*, drop the *f* and add *'ves'*.

For example:- calf – calves, half – halves, wolf - wolves

But this isn't a hard and fast rule:-belief - beliefs (believes is a verb form), brief – briefs, chef – chefs, proof – proofs, roof – roofs, cafe – cafes, safe - safes (saves is a verb form)

Irregular Plurals

There are also a lot of common nouns that have irregular plurals.

Most common nouns connected with human beings seem to be irregular.

For example:- child – children, person – people, man – men, woman - women

Other irregular common nouns are: foot – feet, goose – geese, mouse – mice, tooth - teeth

Some nouns have identical plural and singular forms.

For example:- aircraft – aircraft, fish – fish, sheep – sheep, species - species

Some nouns exist only in the plural form and take a plural verb (are / were...).

For example:- cattle, scissors, trousers, tweezers, congratulations, pyjamas

Have you seen my scissors? They were on my desk.

Nouns that stem from older forms of English or are of foreign origin often have odd plurals.

For example:- ox – oxen, index - indices or indexes

In compound nouns the plural ending is usually added to the main noun.

For example:- son-in-law - sons-in-law, passer-by - passers-by

Grammar Exercises. Nouns

1. Put in the correct form of the plural.

Example: school - _____

1. desk - _____
2. pencil - _____
3. bike - _____
4. cat - _____
5. invitation - _____

Answer: school - **schools**

6. watch - _____
7. game - _____
8. cage - _____
9. cake - _____
10. box - _____

2. Finish the sentences with the singular or plural form of the nouns.

Example: There is a _____ on the table.

1. The cat is sitting on my _____.
2. There are five _____ on my desk.
3. I have two _____.
4. They are riding their _____.
5. We have a _____.

Answer: There is a book on the table.

6. How many _____ do you have in your bag?
7. My mother has a new _____.
8. There are three windows in the _____.
9. Susan has four _____.
10. There is one _____ on the floor.

3. Put in the correct form of the plural.

Example: car - _____

1. ox - _____
2. roof - _____
3. potato - _____
4. party - _____
5. deer - _____

Answer: car - cars

6. photo - _____
7. series - _____
8. series - _____
9. wife - _____
10. brother-in-law - _____

4. Fill in the following words *advice, chocolate, jam, lemonade, meat, milk, oil, rice, tea, tennis* and form meaningful phrases.

Example: a cube of _____

1. a piece of _____
2. a packet of _____
3. a bar of _____
4. a glass of _____
5. a cup of _____

Answer: a cube of sugar

6. a bottle of _____
7. a slice of _____
8. a barrel of _____
9. a game of _____
10. a jar of _____

5. Complete with the words in the plural form.

1. How many (cinema) are there in London?
2. How many (fly) have you swatted?
3. How many (house) are there in your street?
4. Is your cat catching (mouse)?
5. How many (goose) do you have on your farm?
6. Where do (moose) live? How many (fish) are there in the sea?
7. How many (abbey) are there in the UK?
8. How many (pencil case) do we have in stock?
9. How many (sheep) do you have on your farm?

3. Adjectives, adverbs

Comparison of adjectives

There are three forms of comparison: **positive, comparative, superlative.**

Positive Form

Use the positive form of the adjective if the comparison contains one of the following expressions:

as ___ as (*Jane is as tall as John*) **not as ___ as / not so ___ as** (*John is not as tall as Arnie*)

Comparative Form and Superlative Form (-er/-est)

one-syllable adjectives (clean, new, cheap)

two-syllable adjectives ending in -y or -er (easy, happy, pretty, dirty, clever)

<i>positive form</i>	<i>comparative form</i>	<i>superlative form</i>
<i>clean</i>	<i>cleaner</i>	<i>(the) cleanest</i>

Comparative Form and Superlative Form (more/most)

adjectives of three or more syllables (and two-syllable adjectives not ending in -y/-er)

<i>positive form</i>	<i>comparative form</i>	<i>superlative form</i>
<i>difficult</i>	<i>more difficult</i>	<i>(the) most difficult</i>

Comparative Form and Superlative Form (irregular comparisons)

Good - better - best

late (time) - later - latest

bad / ill - worse - worst

late (order) - latter - last

little (amount) - less - least

near (place) - nearer - nearest

little (size) - smaller - smallest

near (order) - next

much / many - more - most

old (people and things) - older - oldest

far (place + time) - furthe - furthest

old (people) - elder - eldest

far (place) - farther - farthest

Form and Comparison of Adverbs

Form

In general: adjective + -ly (adjective – adverb = *slow – slowly*)

Comparison of adverbs

There are three forms: **positive, comparative, superlative.**

Comparison with -er/-est

all adverbs with one syllable

the adverb: early

<i>positive form</i>	<i>comparative form</i>	<i>superlative form</i>
<i>hard</i>	<i>harder</i>	<i>(the) hardest</i>

Comparison with more - most

adverbs ending on -ly (not: early)

<i>positive form</i>	<i>comparative form</i>	<i>superlative form</i>
<i>carefully</i>	<i>more carefully</i>	<i>(the) most carefully</i>

Irregular adverb

well - better - best

little - less - least

badly - worse - worst

late - later - last

much - more - most

far - farther/further - farthest/furthest

Adjective or Adverb

Adjectives are used to modify nouns

The dog is loud.

Adverbs are used to modify verbs, adjectives or other adverbs

The dog barks loudly.

Linking Verbs

Some verbs can only be used with adjectives, others might change their meaning when used with an adverb (*look – look good (= appearance) – look well (= healthy)*; *feel – feel good (= state of health/mind) – feel well (= have a good sense of touch)*).

Grammar Exercises. Adjectives, adverbs

1. Fill in the comparative and superlative forms of the adjectives.

Example: new - _____ - _____

1. old - _____ - _____

2. bad - _____ - _____

3. difficult - _____ - _____

4. large - _____ - _____

5. good - _____ - _____

Answer: new - newer - newest

6. big - _____ - _____

7. easy - _____ - _____

8. much - _____ - _____

9. little - _____ - _____

10. interesting - _____ - _____

2. Fill in the missing words into the gaps. Mind the first two words in each task.

1. strong - stronger; good - _____

2. coldest - colder; happiest - _____

3. nice - nicer; bad - _____

4. angry - angrier; much - _____

5. more boring - boring; sunnier - _____

6. more interesting - most interesting; worse - _____

7. hard - hardest; new - _____

8. most expensive - expensive; cleanest - _____

9. fast - fastest; old - _____

10. shortest - short; most difficult - _____

3. Put in the adjective from the first sentences into the second sentence in its correct form (comparative or superlative).

Example: I have a fast car, but my friend has a _____ car.

1. My father is heavy. My uncle is much _____ than my father.

2. The test in Geography was easy, but the test in Biology was _____.

3. Florida is sunny. Do you know the _____ place in the USA?

4. Stan is a successful sportsman, but his sister is _____ than Stan.

5. My mother has a soft voice, but my teacher's voice is _____ than my mother's.

Answer: I have a fast car, but my friend has a faster car.

6. Amy has a beautiful baby, but my daughter has the _____ baby on earth.

7. I live in a large family, but my grandfather lived in a _____ family.

8. We have only little time for this exercise, but in the examination we'll have even _____ time.

9. Lucy is clever, but Carol is _____ than Lucy.

10. Have you visited the old castle? It was the _____ castle we visited during our holidays.

4. Use either *as* _____ *as* or *not as* _____ *as* in the sentences below.

Example: Ben Nevis is _____ as Mont Blanc (not/high).

1. The blue car is _____ the red car. (**fast**)

2. Peter is _____ Fred. (**not/tall**)

3. The violin is _____ the cello. (**not/low**)

4. This copy is _____ the other one. (**bad**)

5. Oliver is _____ Peter. (**optimistic**)

6. Today it's _____ yesterday. (**not/windy**)

Answer: Ben Nevis is not as high as Mont Blanc.

7. The tomato soup was _____ the mushroom soup. (**delicious**)

8. Grapefruit juice is _____ lemonade. (**not/sweet**)

9. Nick is _____ Kevin. (**brave**)

10. Silver is _____ gold. (**not/heavy**)

5. Compare the following adverbs.

Example: newly - _____ - _____

1. fast - _____ - _____

2. well - _____ - _____

3. carefully - _____ - _____

4. often - _____ - _____

5. badly - _____ - _____

Answer: newly - more newly - most newly

6. hard - _____ - _____

7. clearly - _____ - _____

8. little - _____ - _____

9. much - _____ - _____

10. early - _____ - _____

4. Pronouns

A **pronoun** is a word that takes the place of a noun. Pronouns can be in one of three cases: Subject, Object, or Possessive.

Personal pronouns, Possessive determiners, Possessive pronouns

<i>Personal pronouns</i>		<i>Possessive determiners</i>	<i>Possessive pronouns</i>
<i>as subject (nominative)</i>	<i>as object (accusative and dative)</i>		
I	me	my	mine
You	you	your	yours
He	him	his	his
She	her	her	hers
It	it	its	its
We	us	our	ours
You	you	your	yours
They	them	their	theirs
<i>We have some books.</i>	<i>The books are for us.</i>	<i>These are our books.</i>	<i>The books are ours.</i>

Demonstrative pronouns

Demonstrative pronouns are used when we identify someone or something. There are four demonstrative pronouns: **this**, **that**, **these** and **those**. They are all similar in meaning; **'this'** and **'these'** tend to refer to items fairly close at hand, while **'that'** and **'those'** tend to be further away. Moreover, **'this'** and **'that'** refer to single items, while **'these'** and **'those'** are plural.

Examples: *This is my chair that is yours. These are John's pens, those are Mary's.*

Indefinite pronouns

The indefinite pronouns are the words used to give an idea of 'all', 'some' or 'none'. The most commonly used indefinite pronouns are: **anybody**, **somebody**, **nobody**, **everybody**, **anyone**, **someone**, **no-one**, **everyone**, **anything**, **something**, **nothing**, **everything**, **all**, **some**, **one**, **none**, **each**, **any**, **few**, **many**.

Examples: *Is somebody coming? Do you have any? I have nothing. Here are some.*

Note! Some of the indefinite pronouns can also be used as indefinite adjectives if there is a noun in the sentence as well. If I said *'Here are some biscuits'* then the word **'some'** would be an adjective.

Reflexive pronouns

A reflexive pronoun refers back to the subject of the sentence. There are eight reflexive pronouns: **myself**, **yourself**, **himself**, **herself**, **itself**, **ourselves**, **yourselves**, **themselves**.

Examples: *I like to check my email myself. The cat washed herself. They decided to look after themselves.*

Interrogative pronouns

Interrogative pronouns are the ones used to ask questions. **Who**, **whom**, **which** and **what** are interrogative pronouns. Also, **whoever**, **whomever**, **whichever** and **whatever** can also be used as interrogative pronouns.

Examples: *Who is on the phone? Which is the book you want? Whoever was that?*

Relative pronouns

Relative pronouns link two phrases or clauses. The relative pronouns are similar to the interrogative pronouns: **who**, **whom**, **which**, **that**, **whoever**, **whomever** and **whichever**. They are relative rather than interrogative when they are not used to ask a question.

Examples: *I do not like people who smoke. You can choose whichever you want.*

Grammar Exercises. Pronouns

1. Use the correct personal pronouns. Watch the words in brackets.

Example: ___ often reads books. (**Lisa**)

Answer: **She** often reads books.

1. ___ is dreaming. (**George**)
2. ___ is green. (the blackboard)
3. ___ are on the wall. (**the posters**)
4. ___ is running. (**the dog**)
5. ___ are watching TV. (**my mother and I**)
6. ___ are in the garden. (**the flowers**)
7. ___ is riding his bike. (**Tom**)
8. ___ is from Bristol. (**Victoria**)
9. ___ has got a brother. (**Diana**)
10. Have ___ got a computer, Mandy?

2. Choose the correct possessive determiners.

Example: I have got a sister. ___ name is Susan. Answer: I have got a sister. Her name is Susan.

Hi Daniel,

___ name is John. This is ___ friend Jason. He's 12. ___ sister is nine. ___ pet is a budgie. ___ name is Dickens. Jason and I go to the same school. There are 450 boys and girls in ___ school. Jason's form teacher is Mrs. Peterson. She has got a pet, too. ___ pet is a tortoise. Our form teacher is Mr. Smith. I like ___ lessons. He has two dogs. The dogs love to play in ___ garden. Now I have a question for you. What's ___ pet? Yours, John

3. Which object form of the personal pronoun can substitute the underlined phrase in the sentence?

1. The teacher always gives the students homework. (me, them, you)
2. My mother always cooks the child dinner. (him, them, you)
3. The boys are riding their bikes. (it, them, her)
4. My father is writing a letter to John. (me, her, him)
5. I don't know the answer. (she, her, it)
6. Sally is going to Anne. (her, him, me)
7. Open the window, please. (it, them, us)
8. Can you tell the people the way to the airport, please? (you, them, us)
9. The books are for Peter. (him, her, you)
10. Can you help my sister and me, please? (her, me, us)

4. Choose the correct reflexive pronouns from the dropdown menu.

myself - yourself - himself - herself - itself - ourselves - yourselves - themselves

1. Robert made this T-shirt ____.
2. Lisa did the homework ____.
3. We helped ____ to some cola at the party.
4. Emma, did you take the photo by ____?
5. I wrote this poem ____.
6. He cut ____ with the knife while he was doing the dishes.
7. The lion can defend ____.
8. My mother often talks to ____.
9. Tim and Gerry, if you want more milk, help ____.
10. Alice and Doris collected the stickers ____.

5. Choose one of the following relative pronouns *who, which* or *whose* from the dropdown menu.

1. I talked to the girl ___ car had broken down in front of the shop.
2. Mr Richards, ___ is a taxi driver, lives on the corner.
3. We often visit our aunt in Norwich ___ is in East Anglia.
4. This is the girl ___ comes from Spain.
5. That's Peter, the boy ___ has just arrived at the airport.
6. Thank you very much for your e-mail ___ was very interesting.
7. The man, ___ father is a professor, forgot his umbrella.
8. The children, ___ shouted in the street, are not from our school.
9. The car, ___ driver is a young man, is from Ireland.
10. What did you do with the money ___ your mother lent you?

5. Numerals

1. Whole Numbers also known as *Cardinal Numbers* - used for counting

Nought, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one..., thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, one hundred and one..., one thousand, one million

2. *Ordinal Numbers* - used for ranking

The first, the second, the third, the fourth, the fifth, the sixth, the seventh, the eighth, the ninth, the tenth, the eleventh, the twelfth, the thirteenth, the fourteenth, the fifteenth, the sixteenth, the seventeenth, the eighteenth, the nineteenth, the twentieth, the twenty-first..., the thirtieth, the fortieth, the fiftieth, the sixtieth, the seventieth, the eightieth, the ninetieth, the hundredth, the hundred and first..., the thousandth

3. **Fractions:** $\frac{1}{2}$ - a half, $2\frac{1}{2}$ - two and a half, $\frac{1}{4}$ - a quarter, $\frac{3}{4}$ - three quarters (three fourth), $\frac{1}{8}$ - one eighth (an eighth), $\frac{7}{8}$ - seven eighths.

4. *Decimals*

Note! in English a 'point', not a comma, is used in decimal fractions!

We read the digits after the point separately: 0.5 - oh (OR: nought) point five, 2.5 - two point five, 0.75 - oh point seven five, 15.735 - fifteen point seven three five.

5. **Saying *the numbers of years*:** 1066 - ten sixty-six; 1605 - sixteen oh five; 1776 - seventeen seventy-six; 1900 - nineteen hundred; 2000 - (the year) two thousand; 2001 - two thousand and one OR twenty oh one.

We don't say 'year' after the number, we may say 'the year 2005' but before the number.

6. *Dates*

a) We have two ways of saying the dates, e.g. *10 March (the tenth of March* - British English; *March (the) tenth* - American English).

b) In American English the month comes before the day, e.g. *5/3/94* (5th March in Britain; 3rd May in the USA).

7. Telling *the time*

a) *the informal*

6.10 - ten past six	9.49 - eleven minutes to ten	12.00 - noon/midday
7.03 - three minutes past seven	10.30 - half past ten	18.45 - a quarter to seven
8.55 - five to nine	11.15 - a quarter past eleven	20.00 - eight (o'clock) (in the afternoon)
		24.00 - midnight

b) *the formal* (e.g. for timetables) - the 24-hour clock

6.10 - six ten	10.30 - ten thirty	18.45 - eighteen forty-five
----------------	--------------------	-----------------------------

c) We never use 'o'clock' together with 'a.m.' or 'p.m.'.

8. *Telephone / room etc numbers*

a) They are read separately, e.g. *Room 106 - room number one oh six.*

b) 'Oh' is used in British English, whereas 'zero' is used in American English.

c) shortenings in British English: 22 - *double two*; 999 - *triple nine etc.* (American English: 22 - *two two*)

9. *Money*

a) We put the symbols before the number, e.g. \$200, PLN 500.

b) \$46.80 is read *forty-six dollars eighty cents*; £25.16 - *twenty-five pounds sixteen pence.*

Grammar Exercises. Numerals

1. Write down in words

1. 9.02.1997 _____
2. 22.06.1941 _____
3. 5.08.1975 _____
4. $7 + 5 = 12$ _____
5. $7 + 25 = 32$ _____
6. I live in Tverskaya street 25, _____
7. flat 69 _____
8. 121600 square miles _____

2. Fill in Cardinal or Ordinal numbers

1. There are _____ months in a year.
2. January is _____ month of the year.
3. May is _____ month of the year.
4. There are _____ months in winter.
5. December is _____ month of the year and _____ month of winter.
6. There are _____ days in a week: _____ one is Monday, _____ one is Tuesday, _____ one is Wednesday, _____ one is Thursday, _____ one is Friday, _____ one is Saturday and _____ one is Sunday.
7. Sunday is _____ day of the week in England and _____ one in Russia.
8. Monday is _____ day in Russia and _____ in Great Britain.
9. There are _____ hours in a day, _____ minutes in an hour and _____ seconds in a minute.
10. September, April, June and November have _____ days. All the rest have _____ except February.
11. There are _____ days in February except the leap year. It's the time when February has _____ days.

3. Write down these figures in words:

1; 2; 6; 9; 5; 8; 15; 20; 31; 42; 68; 44; 61; 82; 75; 99; 102; 120; 130; 241; 341; 1001; 2110; 17; 22; 35; 158; 10; 322; 1234; 567; 69; 87; 95; 26; 563; 679; 723; 855; 982.

4. Translate these numerals into English and write down them in figures:

Один, два, чотири, шість, сім, дев'ять, дванадцять, вісім, тринадцять, двадцять, двадцять сім, двадцять два, тридцять п'ять, сорок три, п'ятдесят вісім, шістдесят два, сімдесят дев'ять, сто, сто сорок, сто сімдесят два, двісті тридцять, тисячу п'ятсот, чотирнадцять, вісімнадцять, вісім, дві тисячі.

5. Transform the following cardinal numerals into ordinal ones:

One, two, three, five, seven, ten, eleven, twelve, sixteen, twenty two, thirty four, eight, nine, a hundred, seventy one, one hundred twenty, thirteen, fourteen, fifteen, seventeen, thirty, forty, fifty, sixty seven, ninety eight, two hundred.

6. The Present Simple and Present Continuous Tenses

Present Simple

d) Form: *to be*

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I</i>	<i>I am.</i>	<i>I am not.</i>	<i>Am I?</i>
<i>he/she/it</i>	<i>He is.</i>	<i>He is not.</i>	<i>Is he?</i>
<i>you/we/they</i>	<i>You are.</i>	<i>You are not.</i>	<i>Are you?</i>

The present simple tense is used to discuss permanent situations and the frequency of events.

Statements +	Statements -	Questions	Short answer +	Short answer -
I work.	I don't work.	Do I work?	Yes, I do.	No, I don't.
He/ she/it works.	He doesn't work.	Does he work?	Yes, he does.	No, he doesn't.
You/ we/ they work.	You don't work.	Do you work?	Yes you do.	No, you don't.

For example:

"Where do you *live*?" "I *live* in Germany."

"Where does he *live*?" "He *lives* in Germany."

"What do you do?" "I'm a teacher."

"What *does* he do?" "He's a teacher."

Frequency

The simple present tense is also used to show how often something happens with adverbs of frequency - always, usually, often, sometimes, occasionally, seldom, rarely, never, etc.... And when discussing daily, weekly, monthly etc. routines.

For example: "I *always get up* at 6.00." "I *never drink* coffee before 12.00." "I *work* on my website *every day*."

The simple present tense can also be used to discuss future events.

Present Continuous

When we talk about events that are actually happening now, we **use the present continuous tense**. This is formed by using the stem of the verb and adding -ing to the end.

Statements +	Statements -	Questions	Short answer +	Short answer -
I'm working.	I'm not working.	Am I working?	Yes, I am.	No, I'm not.
He's /She's/ It's working.	He isn't working.	Is he working?	Yes, he is.	No, he isn't.
You're / We're /They're working.	You aren't working.	Are you working?	Yes you are.	No, you aren't.

For example:

"What are you *doing*?" "I'm *building* a website."

We also use the present continuous tense to talk about things that are happening around now but are temporary.

For example:

"What are you *doing* these days?" "Unfortunately I'm *working* a lot."

The present continuous tense can also be used to discuss future events:

Note!

The present continuous is usually used with doing verbs (verbs of action) not with verbs of state. The following verbs are **not** used in the continuous form:-

Conditions: *belong, cost, need, own, seem*

Feelings: *like, love, hate, want, wish*

Beliefs: *believe, feel, know, mean, remember, think, understand*

Grammar Exercises. The Present Simple and Present Continuous Tenses

1. Negate the following phrases and write the negative forms into the gaps. You can use *long forms or short/contracted forms*.

Example: we run - we _____

Answer: we run - we do not run or we don't run

1. I sit - _____
2. Peggy washes - _____
3. they go - _____
4. you watch - _____
5. he tries - _____

6. we ask - _____
7. Mel and John learn - _____
8. she starts - _____
9. I phone - _____
10. it rains - _____

2. Put in the verb in brackets into the gap and form *negative sentences*. Use the *long forms of the auxiliaries only*.

Example: Tim _____ computer games. (not/to play)

Answer: Tim is not playing computer games.

1. Anne and Ron _____ in a helicopter. (*not/to fly*)
2. Olivia _____ her eyes. (*not/to close*)
3. They _____ through the park. (*not/to jog*)
4. The girls _____ fun at Tom's party. (*not/to have*)
5. He _____ in the sea. (*not/to swim*)

6. I _____ to the cinema. (*not/to run*)
7. We _____ a bird house. (*not/to make*)
8. Look! Christine _____. (*not/to smile*)
9. She _____ the books to the library. (*not/to take*)
10. You _____ in front of the computer. (*not/to sit*)

3. Put in the verbs in the *Present Continuous* into the gaps.

Example: _____ he _____ the newspaper? (to read)

Answer: Is he reading the newspaper?

1. _____ Richard _____ in the garden? (*to work*)
2. _____ she _____ a cup of tea? (*to have*)
3. _____ the children _____ their homework? (*to do*)
4. _____ you _____ the kitchen, Tom? (*to clean*)
5. _____ the cat _____ in the basket? (*to sleep*)

6. _____ Cliff and Oliver _____ friends? (*to meet*)
7. _____ your mother _____ sandwiches? (*to make*)
8. _____ the birds _____ water? (*to drink*)
9. _____ Carmen _____ a pullover? (*to wear*)
10. _____ they _____ a pizza? (*to eat*)

4. Put in the correct verb forms into the gaps. Use *Present Simple*.

Example: _____ they _____ their friends? (to phone)

Answer: Do they phone their friends?

1. _____ you _____ mineral water? (to drink)
2. _____ Sarah and Linda _____ their pets? (to feed)
3. _____ your teacher _____ your homework? (to check)
4. _____ they _____ in the old house? (to live)
5. _____ the cat _____ on the wall in the mornings? (to sit)

6. _____ Nina _____ computer games? (to play)
7. _____ your parents _____ TV in the afternoon? (to watch)
8. _____ your grandmother _____ the phone? (to answer)
9. _____ Andy _____ the shopping? (to do)
10. _____ Garry and Ken _____ a cup of tea in the afternoon? (to have)

5. Use the verbs in brackets in the *Present Simple* or in the *Present Continuous*.

Example: _____ Chris _____ for his brother now? (*to wait*)

Answer: **Is** Chris **waiting** for his brother now?

1. Look! This lady _____ a hamburger. (*not/to eat*)
2. Our cat seldom _____ on the sofa. (*to lie*)
3. _____ they _____ text messages at the moment? (*to send*)
4. I _____ supermarkets, but my father doesn't. (*to like*)

5. We _____ the bus to school. (*not/to take*)
6. Where _____ you _____ from? (*to come*)
7. _____ your girlfriend always _____ green T-shirts? (*to wear*)
8. I _____ a cup of tea now. (*to have*)
9. _____ the boy _____ in the pool right now? (*to swim*)

7. The Future Simple Tense and Going to

Discussing the future using *going to*

We say something is going to happen when it has already been planned.

For example:-

Are you going to fly to Germany? No, we're going to drive.

We also use it to show something has already been decided.

For example:-

"We're going to buy a new car next year."

We also use going to when we can see something is about to happen.

For example:-

"Look at that cloud. I think it's going to rain."

"Watch out! He's going to crash into that tree!"

You can also use *going to* to predict the future based upon the evidence now.

For example:-

"It looks as though Manchester United is going to win the European cup.

"I think my friend Louise is going to have a baby."

Note!

Thanks to Ken Anderson for pointing out the following:-

"I'm going to Germany." isn't really the future tense. You would have to say "I'm *going to go to* Germany."

Future Simple

a) Use

- 1) Future actions happen without the speaker's intention (*The sun will shine tomorrow*);
- 2) Predictions, assumptions (*I think Sue will arrive in Paris at 6 pm*);
- 3) Spontaneous actions (*Hang on! I'll have a word with you*).

b) Signal words: *in a year, next ..., tomorrow*

c) Form:

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I/you/we/they/he/she/it</i>	<i>I will speak.</i>	<i>I will not speak.</i>	<i>Will I speak?</i>

d) Form of going to Future. *Going to* expresses a conclusion regarding the immediate future or an action in the near future that has already been planned or prepared.

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I</i>	<i>I am going to speak.</i>	<i>I am not going to speak.</i>	<i>Am I going to speak?</i>
<i>you / we / they</i>	<i>You are going to speak.</i>	<i>You are not going to speak.</i>	<i>Are you going to speak?</i>
<i>he / she / it</i>	<i>He is going to speak.</i>	<i>He is not going to speak.</i>	<i>Is he going to speak?</i>

Discussing the future using *shall/will*

When we give information about the future or predict future events that are not certain we usually use shall/will.

For example:-

Who do you think *will win* the election?" "I'm not sure but I think the current party *will win*."

We can also use shall/will to make promises for the future.

When leaving work I would say - "Goodnight, I'll (I will) see you tomorrow."

Shall/Will is often used when we just decide to do something.

For example:-

The phone is ringing - If I decide to answer the phone I would say - "I'll (I will) get it."

It can also be used in formal situations to express planned events and is preferred in formal written English.

For example: -The party will start at 10.00pm.

Grammar Exercises. The Future Simple and Going to

1. Put in the verbs in brackets into the gaps and form sentences. Use the *going to*.

Example: She _____ a present for her mother. **(to buy)**

1. He _____ his friend. **(to phone)**
2. We _____ a new computer game. **(to play)**
3. My sister _____ TV. **(to watch)**
4. You _____ a picnic next Tuesday. **(to have)**
5. Jane _____ to the office. **(to go)**
6. They _____ to the bus stop this afternoon. **(to walk)**

Answer: She **is going to buy** a present for her mother.

7. His brother _____ a letter to his uncle today. **(to write)**
8. She _____ her aunt. **(to visit)**
9. I _____ my homework after school. **(to do)**
10. Sophie and Nick _____ their friends. **(to meet)**

2. Put in the verbs in brackets into the gaps and form negative sentences with the *going to*.

Example: She _____ her bike in the afternoon. **(not/to ride)**

1. They _____ the lunch basket. **(not/to pack)**
2. I _____ somebody the way. **(not/to ask)**
3. Rita _____ Jim's book. **(not/to borrow)**
4. We _____ a T-shirt. **(not/to design)**
5. I _____ on the red button. **(not/to click)**
6. The girls _____ at the boys. **(not/to laugh)**

Answer: She **is not going to ride** her bike in the afternoon.

7. Tim _____ Sandra's hair. **(not/to pull)**
8. Andy and Fred _____ to a song. **(not/to mime)**
9. You _____ dinner. **(not/to prepare)**
10. He _____ the hamster in the garden. **(not/to keep)**

3. Put in the verbs in brackets into the gaps. Use the *future simple*.

1. They _____ back by 6:30 pm. **(to be)**
2. _____ you _____ me? **(to help)**
3. When _____ I _____ you again? **(to see)**
4. His parents _____ him for being late. **(not/to punish)**
5. _____ they _____ the contract tonight? **(to sign)**
6. It _____ us three hours to get there. **(to take)**

7. _____ this concert _____ money for our school club? **(to raise)**
8. This van _____ with 8 people in it. **(not/to break down)**
9. The meeting _____ before tomorrow morning. **(not/to close)**
10. When _____ she _____ me a copy of her essay? **(to send)**

4. Put in the verbs in brackets into the gap. Use *the future simple or going to*.

Example: I hope, that the sun _____ tomorrow. **(to shine)**

1. Philipp _____ 15 next Wednesday. **(to be)**
2. They _____ a new computer. **(to get)**
3. I think, my mother _____ this CD. **(to like)**
4. Paul's sister _____ a baby. **(to have)**
5. They _____ at about 4 in the afternoon. **(to arrive)**

Answer: I hope, that the sun **will shine** tomorrow.

6. Just a moment. I _____ you with the bags. **(to help)**
7. In 2020 people _____ more hybrid cars. **(to buy)**
8. Marvin _____ a party next week. **(to throw)**
9. We _____ to Venice in June. **(to fly)**

5. Put in the verbs in brackets into the gaps. Use the *going to*. Mind the word order in questions.

1. _____ she _____ photos? **(to take)**
2. _____ they _____ a DVD? **(to watch)**
3. _____ Patrick _____ the phone? **(to answer)**
4. _____ you _____ this tub of ice cream? **(to eat)**
5. _____ Rebecca _____ comics? **(to read)**

6. _____ he _____ a cake? **(to make)**
7. _____ Laura and Tony _____ to music? **(to listen)**
8. _____ we _____ to school? **(to walk)**
9. _____ Yvonne _____ Spanish words? **(to learn)**

8. The Present Perfect and Past Perfect Tenses

The present perfect simple tense is used to talk about a past time, which has very strong meaning for the present.

For example: Where's Jane? She *has gone out*. She should be back in an hour.

We form the present perfect simple by using the auxiliary verb have/has and the -ed form of the regular verb (the past participle) irregular verb forms have to be learned:

Statements +	Statements -	Questions	Short answer +	Short answer -
I've worked.	I haven't worked.	Have I worked?	Yes, I have.	No, I haven't.
He's / She's /It's worked.	He hasn't worked.	Has he worked?	Yes, he has.	No, he hasn't.
You've / We've /They've worked.	You haven't worked.	Have you worked?	Yes you have.	No, you haven't.

The present perfect simple is used to discuss events that have just been completed at the moment of speaking.

For example: *Have you done your homework?* "Yes, *I've just finished it.*"

It is often used to suggest that a past action still has an effect upon something happening in the present.

For example: "The pound *has fallen* against the dollar."

It is also used to discuss unfinished time.

For example: *Have you done your homework today?* No, *I haven't done it yet.*

Note! *You are talking about today and today isn't finished, so you may do your homework later! Have you ever been to England?* "Yes *I have.*"

Note! *You are talking about something that has happened in your life and your life isn't finished!*

This tense is often used to discuss events that have been happening over a period of time, but aren't finished yet.

For example: "How long *have you studied* English for?" "I've *studied* English for 2 years now."

However it is better (grammatically speaking) to use the Present Perfect Continuous to express yourself in this way.

For example: "How long *have you been studying* English for?" "I've *been studying* English for 2 years now."

Note! It is always **for** a length of time and **since** a point in time.

The past perfect simple tense is used to go further back in time when we are already talking about the past. It can make it clear that something had already happened at the time we are talking about.

We form the past perfect simple by using the auxiliary verb had and the -ed form of the regular verb (the past participle) irregular verb forms have to be learned:

Statements +	Statements -	Questions	Short answer +	Short answer -
I'd worked ...	I hadn't worked ...	Had I worked ...?	Yes, I had.	No, I hadn't.
He'd /She'd /It had worked ...	He hadn't worked ...	Had he worked ...?	Yes, he had.	No, he hadn't.
You'd /We'd /They'd worked ...	You hadn't worked ...	Had you worked ...?	Yes you had.	No, you hadn't.

For example: "I *had already done* the shopping by the time she *came* home."

"I *was* late for work, by the time I *arrived* the client *had already left.*"

The past perfect simple can be used to show how often something happened in the past.

For example: *I'd visited* the city *many times* before.

Grammar Exercises. The Present Perfect and Past Perfect Tense

1. Put in the verbs in brackets into the gaps. Use *Present Perfect*.

1. Karen _____ me an e-mail. (*to send*)
2. Dave and Pat _____ the museum. (*to visit*)
3. I _____ at the pet shop. (*to be*)
4. They _____ already _____ their rucksacks. (*to pack*)
5. Marcus _____ an accident. (*to have*)
6. We _____ the shopping for our grandmother. (*to do*)
7. I _____ just _____ my bike. (*to clean*)
8. Emily _____ her room. (*to paint*)
9. Lisa and Colin _____ to a concert. (*to go*)
10. friends _____ smoking. (*to give up*)

2. Put in the verbs in brackets into the gaps and form negative sentences in the *Present Perfect*.

1. Our class _____ the test yet. (*not/to write*)
2. Tim and Joe _____ a box. (*not/to carry*)
3. It _____ to snow. (*not/to start*)
4. The cat _____ onto the table. (*not/to jump*)
5. I _____ the castle. (*not/to visit*)
6. We _____ out of the room. (*not/to go*)
7. Fred _____ the money. (*not/to steal*)
8. They _____ Anne about it. (*not/to tell*)
9. Steven _____ through the park. (*not/to walk*)
10. The teacher _____ to the party. (*not/to come*)

3. Put in the words in brackets into the gaps. Use the verbs in the *Past Perfect*.

1. _____ the instructions before they switched on the mobile phone? (*they/to read*)
2. _____ the new words before she texted her friend? (*the girl/to learn*)
3. _____ the office before they drove away? (*they/to ring*)
4. What _____ before she turned on the TV? (*Lucy/to do*)
5. _____ the software before he switched off the computer? (*Walter/to update*)
6. What _____ before she ran away? (*she/to find*)
7. _____ the onions before he hurried to the window? (*Tim/to cut*)
8. _____ here before? (*you/to surf*)
9. _____ to Lisa before she prepared dinner? (*Peggy/to talk*)
10. _____ London before you went there in 2008? (*you/ever/to visit*)

4. Put the words in brackets into the gaps. Use the verbs in the *Past Perfect*.

1. When I arrived at the restaurant, Victoria _____ a glass of water. (*already/to order*)
2. He noticed that Peter _____ the old chair. (*not/to paint*)
3. Before Emma laid the table, she _____ a talk with her mother. (*to have*)
4. She asked me if I _____ the new words. (*to learn*)
5. There were no sausages left when I came back. The dog _____ them. (*to eat*)
6. It _____ for three weeks, so the land was dry. (*not/to rain*)
7. I did not wait for my brother because I _____ his text message. (*to read*)
8. Linda _____ to a magic show before yesterday evening. (*never/to be*)
9. She told me that Frank _____ his room. (*not/to tidy*)
10. _____ his hamster before he left his house? (*Jack/to feed*)

5. Complete the questions in *Past Perfect Tense*.

- 1) (you / finish) your homework before you went to the cinema?
- 2) (why / you / clean) the bathroom before you bathed the dog?
- 3) (you / have) breakfast before you came here?
- 4) (she / find) a place to stay when she went to Boston?
- 5) (where / she / live) before she moved to Chicago?

9. The Past Simple and Past Continuous Tenses

The past simple tense is used to talk about actions that happened at a specific time in the past. You state when it happened using a time adverb.

You form the past simple of a verb by adding -ed onto the end of a regular verb but, irregular verb forms have to be learned.

To be Statements +	To be Statements -	Questions ?
I was.	I wasn't.	Was I?
He /She /It was.	He wasn't.	Was he?
You /We /They were.	You weren't.	Were you?

Regular Verb (to work) Statements +	Regular Verb (to work) Statements -	Questions	Short answer +	Short answer -
I worked.	I didn't work.	Did I work?	Yes, I did.	No, I didn't.
He /She /It worked.	He didn't work.	Did he work?	Yes, he did.	No, he didn't.
You /We /They worked.	You didn't work.	Did you work?	Yes you did.	No, you didn't.

For example: "Last year I took my exams." "I got married in 1992."

It can be used to describe events that happened over a period of time in the past but not now.

For example: "I lived in South Africa for two years."

The past simple tense is also used to talk about habitual or repeated actions that took place in the past.

For example: "When I was a child we always went to the seaside on bank holidays."

We use **the past continuous tense** to describe a past action over a period of time.

For example: "What *were* they *doing* yesterday?" "They *were working* all day."

It can be used to describe what someone was doing at a particular point in time.

For example: "What were you doing at 7.30 last night?" "I was watching television."

The past continuous can also be used to show that an activity frequently took place over a period of time.

For example: "What did you do on holiday?" "I went skiing a lot."

Often the past continuous is mixed with the past simple to show what was happening when something happened. The past continuous refers to the longer event and the simple past to the event that interrupted it.

For example: "I was driving to work when I crashed my car." or "As I was driving to work, I crashed my car."

Grammar Exercises. The Past Simple and Past Continuous Tenses

1. Put in the verbs in brackets into the gaps. Watch the punctuation and form sentences or questions.

1. When _____ you in London? *(to be)*
2. We _____ in a flat when we were in Paris. *(not/to live)*
3. What _____ you _____ yesterday? *(to lose)*
4. He _____ magic tricks at the party. *(not/to do)*
5. Mandy _____ her room on Thursday. *(not/to tidy up)*
6. _____ Frank _____ a room with Henry when they _____ in Rome? *(to share) (to be)*
7. I _____ Physics at school. *(not/to like)*
8. _____ the shop assistant _____ 10 percent off the price? *(to take)*
9. She _____ the correct word in the exercise. *(to use)*
10. Why _____ the baby _____ this morning? *(to cry)*

2. Put in the correct verb forms and the nouns into the gaps. Use *Past Simple*.

1. _____ after the cat? *(the dog/to run)*
2. _____ photos when you were on holiday? *(you/to take)*
3. _____ to music yesterday evening? *(Steven/to listen)*
4. _____ a cup of tea in the café? *(the ladies/to have)*
5. _____ text messages during the lesson? *(Nancy/to send)*
6. _____ pullovers last Friday? *(Melissa and Ruth/to wear)*
7. _____ hello to people in the street? *(your brother/to say)*
8. _____ the windows in your classroom? *(the teacher/to open)*
9. _____ chess two weeks ago? *(the girls in your class/to play)*
10. _____ breakfast last morning? *(your mother/to make)*

3. Write the correct verb form into the gap. Use the *Past Progressive*.

- Example: _____ she _____ a book? *(to read)*
Answer: **Was she reading** a book?
1. _____ Ashley _____ on the computer? *(to work)*
 2. _____ they _____ the bike? *(to repair)*
 3. _____ Melissa _____ out a book? *(to take)*
 4. _____ you _____ to music? *(to listen)*
 5. _____ Nicolas _____ at a picture? *(to look)*
 6. _____ Emma and Bertha _____ their friend? *(to phone)*
 7. _____ the girl _____ the window? *(to open)*
 8. _____ he _____ judo? *(to do)*
 9. _____ the friends _____ home from school? *(to come)*
 10. _____ Tyler _____ with the cooking? *(to help)*

4. Put in the verbs in brackets in the *Past Simple* or the *Past Continuous* into the gaps.

- Example: I _____ my keys while I _____ to school. *(to lose) (to walk)*
Answer: I **lost** my keys while I **was walking** to school.
1. While I _____, the school bus _____. *(to text) (to arrive)*
 2. Cindy _____ her leg while she _____. *(to break) (to snowboard)*
 3. He _____ to the radio while he _____ breakfast. *(to listen) (to prepare)*
 4. My father _____ at 70 km/h when a policeman _____ him. *(to drive) (to stop)*
 5. The girl _____ that the boy _____ her. *(to notice) (to watch)*
 6. My dad _____ the ladder while he _____ the carport. *(to fall off) (to paint)*
 7. While we _____, we _____ crossword puzzles. *(to wait) (to do)*
 8. Nick _____ sick while he _____ in Texas. *(to become) (to travel)*
 9. What _____ when you _____ about 9/11? *(to do) (to hear)*
 10. She said that she _____ happy, so I _____ to her. *(not/to feel) (to talk)*

10. Questions

A question is a request for information or action. When writing a question you should always end the sentence with a question mark (?).

Closed questions demand a yes/no, true/false or right/wrong answer.

When we want to ask **yes/no** questions we can use **do/does, am/is/are** or **have/has** as question words. Yes/no questions with the verb **be** are created by moving the verb **be** to the beginning of the sentence.

Statement:	I am from England.	Question:	Am I from England?
When forming questions in the present continuous tense use the verb be .			
I	am speaking English.	= Am	I speaking English?
He /She /It	is speaking English.	= Is	he speaking English?
You /We /They	are speaking English.	= Are	we speaking English?

Answering a Closed Question

For example: "Are you from England?"

You can answer closed questions with "Yes" or "No". You can also answer closed questions with a slightly longer answer "Yes, I am." or "No, I'm not." Or in the long form "Yes, I am from England." or "No, I'm not from England."

Open questions are often called Wh.. questions:-

There are eight wh-questions - **what, when, where, which, who, whom, whose** and **why** and to this list we usually add **how** as they are all used to elicit particular kinds of information.

Question word	Verb	+	Answer
What	is	your name?	My name is Lynne.
When	is	the party?	The party is on Tuesday.
Where	are	you from?	I'm from England.
Which	is	your car?	The red car is mine.
Who	are	you?	I'm Lynne.
Whose	is	this web site?	It's mine.
Why	is	this web site here?	Because it is!
How	are	you?	I'm fine thanks.

Alternative questions are questions that provide for two or more alternative answers. In other words, you're providing a choice

For example: Would you prefer chocolate or vanilla ice cream? Do you want coffee, tea, or soda?

Tag Questions

A tag question is a short question added to the end of a positive or negative statement. Normally a positive statement is followed by a negative tag, and a negative statement is followed by a positive tag.

For example: **You're** English, **aren't** you? **You're not** German, **are** you?

!The statement and the tag are always separated by a comma. The verb in the statement should be the same tense as the verb in the tag.

For example: You **are** a good singer, **aren't** you? You **didn't** go to work yesterday, **did** you?

If the verb used in the statement is an auxiliary verb, then the verb used in the tag must match it. If a modal (can, could, will, should, etc.) is used in the statement, then the same modal is used in the tag part. If the statement doesn't use an auxiliary verb, then the auxiliary *do* is used in the tag part.

For example: She **is** from England, **isn't** she? You **can** sing, **can't** you? He **eats** meat, **doesn't** he?

Grammar Exercises. Questions

1. Form questions from the given words or phrases.

Example: class / in / your / is / John _____

Answer: class / in / your / is / John

Is John in your class?

1. your this apple is _____?

6. sandwich box is blue your _____?

2. happy you are _____?

7. are they German _____?

3. Josephine your is name _____?

8. is chair red the _____?

4. comics the are old _____?

9. late I am _____?

5. in is Charlie class your _____?

10. are the kids clever _____?

2. Put in *do* or *does* into the gaps.

1. _____ Peter live with his father?

6. _____ the cats sit on the wall?

2. _____ you learn Spanish?

7. _____ we work in front of the computer?

3. _____ Andrew and Martin ride their bikes to school?

8. _____ you play the drums?

4. _____ they play in the garden?

9. _____ Steve wear pullovers?

5. _____ Sandy's hamster live in a cage?

10. _____ I clean the bathroom?

3. Find the correct questions tags to the sentences on the left.

1. He sometimes reads the newspaper, _____

6. The boy is from Turkey, _____

2. You are Indian, _____

7. Sue wasn't listening, _____

3. They had a nice weekend, _____

8. Andrew isn't sleeping, _____

4. Peggy didn't use the pencil, _____

9. Tom and Maria will arrive at Heathrow, _____

5. Mary has answered the teacher's question, _____

10. She has a brother, _____

2. Put in the correct question tags.

Example: Peter works in the shop, _____?

Answer: Peter works in the shop, **doesn't he?**

1. She is collecting stickers, _____?

6. They are going home from school, _____?

2. We often watch TV in the afternoon, _____?

7. Mary didn't do her homework last Monday,

3. You have cleaned your bike, _____?

_____?

4. John and Max don't like Maths, _____?

8. He could have bought a new car, _____?

5. Peter played handball yesterday, _____?

9. Kevin will come tonight, _____?

10. I'm clever, _____?

5. Put in *What*, *Where*, *Why*, *When*, *How* into the gaps and form meaningful questions.

1. _____ is the weather like today?

6. _____ do Anne and Betty get to school every day?

2. _____ don't you like apple juice?

7. _____ does your father go to work?

3. _____ about a walk through the forest?

8. _____ is the dog's bone?

4. _____ do you play volleyball?

9. _____ are we going for a holiday by the sea again?

5. _____ is my red sweat shirt, Mum?

10. _____ do you like your coffee?

3. Choose the correct prepositions.

I'm Peter and I live _____ Germany. _____ summer I like to travel _____ Italy, because _____ the weather and the people there. Last summer I took a plane _____ Munich to Rome. _____ the airport we went to our hotel _____ bus. We stopped _____ a small restaurant for a quick meal. The driver parked the bus _____ the restaurant. Nobody could find the bus and the driver, so we waited _____ the restaurant _____ one hour. The driver was walking _____ the small park _____ the restaurant which we did not know. So we were very angry _____ him. But my holidays were great. We sat _____ campfires and went dancing _____ the early mornings.

11. Prepositions

1. Time

On – days of the week (*on Monday*);
in – months / seasons (*in August / in winter*);
time of day (*in the morning*); year (*in 2006*);
after a certain period of time (when?) (*in an hour*);
at – for night, for weekend, a certain point of time (when?) (*at night, at the weekend, at half past nine*);
since – from a certain point of time (past till now) (*since 1980*);
for – over a certain period of time (past till now) (*for 2 years*);
ago – a certain time in the past (*2 years ago*);

2. Place (Position and Direction)

In – room, building, street, town, country, book, paper etc.; car, taxi; picture, world (*in the kitchen, in London, in the book, in the car, in a taxi, in the picture, in the world*);
at – meaning next to, by an object; for table; for events; place where you are to do something typical (watch a film, study, work) (*at the door, at the station; at the table; at a concert, at the party; at the cinema, at school, at work*);
on – attached; for a place with a river; being on a surface; for a certain side (left, right); for a floor in a house; for public transport; for television, radio (*the picture on the wall; London lies on the Thames; on the table; on the left; on the first floor; on the bus, on a plane; on TV, on the radio*);
by, next to, beside – left or right of somebody or something (*Jane is standing by / next to / beside the car*);
under – on the ground, lower than (or covered by) something else (*the bag is under the table*);
below – lower than something else but above ground (*the fish are below the surface*);

3. Other important Prepositions

from – who gave it (*a present from Jane*);
of – who/what does it belong to; what does it show (*a page of the book; the picture of a palace*);
by – who made it (*a book by Mark Twain*);
on – walking or riding on horseback; entering a public transport vehicle (*on foot, on horseback; get on the bus*);
in – entering a car / taxi (*get in the car*);

before – earlier than a certain point of time (*before 2004*);
to – telling the time (*ten to six (5:50)*);
past – telling the time (ten past six (6:10));
to / till / until – marking the beginning and end of a period of time (*from Monday to/till Friday*);
till / until – in the sense of how long something is going to last (*He is on holiday until Friday*);
by – in the sense of at the latest, up to a certain time (*I will be back by 6 o'clock. By 11 o'clock, I had read five pages*).

over – covered by something else; meaning more than; getting to the other side (also across); overcoming an obstacle (*put a jacket over your shirt; over 16 years of age; walk over the bridge; climb over the wall*);
above – higher than something else, but not directly over it (*a path above the lake*);
across – getting to the other side (also over); getting to the other side (*walk across the bridge*);
through – something with limits on top, bottom and the sides (*drive through the tunnel*);
to – movement to person or building; movement to a place or country; for bed (*go to the cinema; go to London / Ireland; go to bed*);
into – enter a room / a building (*go into the kitchen / the house*);
towards – movement in the direction of something (but not directly to it) (*go 5 steps towards the house*);
onto – movement to the top of something (*jump onto the table*);
from – in the sense of where from (*a flower from the garden*).

off – leaving a public transport vehicle (*get off the train*);
out of – leaving a car / taxi (*get out of the taxi*);
by – rise or fall of something; travelling (other than walking or horseriding) (*prices have risen by 10 percent; by car, by bus*);
at – for age (*she learned Russian at 45*);
about – for topics, meaning what about (*we were talking about you*).

Grammar Exercises. Prepositions

1. Choose the correct prepositions.

I'm Peter and I live ___ Germany. ___ summer I like to travel ___ Italy, because ___ the weather and the people there. Last summer I took a plane ___ Munich to Rome. ___ the airport we went to our hotel ___ bus. We stopped ___ a small restaurant for a quick meal. The driver parked the bus ___ the restaurant. Nobody could find the bus and the driver, so we waited ___ the restaurant ___ one hour. The driver was walking ___ the small park ___ the restaurant which we did not know. So we were very angry ___ him. But my holidays were great. We sat ___ campfires and went dancing ___ the early mornings.

2. Fill the gaps with the correct prepositions of place

1. We live _____ London.
2. Would you like to go ___ the cinema tonight?
3. No, thanks. I was ___ the cinema yesterday.
4. We are going ___ holiday next week.
5. There is a bridge _____ the river.
6. The flight from Leipzig to London was _____ Frankfurt.
7. _____ my wall, there are many picture postcards.
8. Who is the person _____ this picture?
9. Come _____ the sitting room, we want to watch TV.
10. Munich lies 530 meters _____ sea level.

3. Fill in the correct prepositions of time

1. Peter is playing tennis _____ Sunday.
2. My birthday is ___ the 5th of November.
3. My birthday is _____ May.
4. We are going to see my parents ___ the weekend.
5. _____ 1666, a great fire broke out in London.
6. I don't like walking in the streets ___ night.
7. What are you doing _____ the afternoon?
8. He has been living in Canada ___ two years.
9. I have been waiting for you _____ seven o'clock.
10. I will have finished this essay _____ Friday.

4. Complete the exercise with the correct prepositions.

1. Washington was born ___ Virginia ___ 1732.
2. _____ the American Revolutionary War he was the Commander-in-Chief _____ the American forces.
3. Washington played an important role ___ the founding _____ the United States.
4. He became the first President ___ the USA.
5. He was President _____ 1789 _____ 1797.
6. George Washington died _____ the age _____ 67, _____ the 14th _____ December 1799.
7. The capital ___ the United States and one federal state are named ___ George Washington.

5. Fill in the blanks with these words: against, at, by, for, from, in, like, near, of, on, to, up, with.

1. She is doing a degree course ___ a university.
2. His trousers were washed ___ the washing machine.
3. We had to climb slowly ___ the hill.
4. His house looks ___ a temple.
5. How many ___ the members will join the trip?
6. Don't lean that ladder ___ the wall.
7. I don't usually feel tired ___ the morning.
8. Have you heard anything ___ him yet?
9. My house is quite ___ to your school.
10. Put this ___ your drawer and do not let anyone see it.
11. A university is where you study ___ a degree.
12. Which of these roads will lead ___ the church?
13. He sometimes quarrels ___ the neighbour.
14. I think there is a salesman ___ the door.
15. Her next birthday will be ___ a Sunday.
16. Even the new drug could not cure him ___ his illness.
17. He was given a ten-year prison sentence ___ armed robbery.
18. The cat likes to rub its head ___ my legs.
19. My father has a car ___ yours.

12. The Passive Voice

Fundamental Rules

- The places of subject and object in sentence are inter-changed in passive voice.
- 3rd form of verb (past participle) will be used only (as main verb) in passive voice.
- Auxiliary verbs for each tense are given below in the table.

Present Simple Tense Auxiliary verb in passive voice: am/is/are

Active voice: He sings a song.

He does not sing a song. Does he sing a song?

Passive voice: A song **is** sung by him.

A song **is not** sung by him. **Is** a song sung by him?

Present Continuous Tense Auxiliary verb in passive voice: am being/is being/are being

Active voice: I am writing a letter

I am not writing a letter. Am I writing a letter?

Passive voice: A letter **is being** written by me.

A letter **is not being** written by me. **Is** a letter **being** written by me?

Present Perfect Tense Auxiliary verb in passive voice: has been/have been

Active voice: She has finished his work.

She has not finished her work.

Has she finished her work?

Passive voice: Her work **has been** finished by her. Her work **has not been** finished by her.

Has her work been finished by her?

Past Simple Tense Auxiliary verb in passive voice: was/were

Active voice: I killed a snake

I did not kill a snake. Did I kill a snake?

Passive voice: A snake **was** killed by me.

A snake **was not** killed by me. **Was** a snake killed by me?

Past Continuous Tense Auxiliary verb in passive voice: was being/were being

Active voice: He was driving a car.

He was not driving a car. Was he driving a car?

Passive voice: A car **was being** driven by him.

A car **was not being** driven by him.

Was a car **being** driven by him?

Past Perfect Tense Auxiliary verb in passive voice: had been

Active voice: They had completed the assignment. They had not completed the assignment. Had they completed the assignment?

Passive voice: The assignment **had been** completed by them. The assignment **had not been** complete by them. **Had** the assignment **been** completed by them?

Future Simple Tense Auxiliary verb in passive voice: will be

Active voice: She will buy a car.

She will not buy a car. Will she buy a car?

Passive voice: A car **will be** bought by her.

A car **will not be** bought by her. **Will** a car **be** bought by her?

Future Perfect Tense Auxiliary verb in passive voice: will have been

Active voice: You will have started the job.

You will have not started the job. Will you have started the job?

Passive voice: The job **will have been** started by you. The job **will not have been** started by you. **Will** the job **have been** started by you?

Note! The following tenses cannot be changed into passive voice. Present perfect continuous tense. Past perfect continuous tense. Future continuous tense. Future perfect continuous tense. Sentence having Intransitive verbs

Grammar Exercises. The Passive Voice

1. Write passive sentences in Simple Present.

1. the documents / print _____
2. the window / open _____
3. the shoes / buy _____
4. the car / wash _____
5. the litter / throw away _____
6. the letter / send _____
7. the book / read / not _____
8. the songs / sing / not _____
9. the food / eat / not _____
10. the shop / close / not _____

2. Write passive sentences in Simple Past.

1. the test / write _____
2. the table / set _____
3. the cat / feed _____
4. the lights / switch on _____
5. the house / build _____
6. dinner / serve _____
7. this computer / sell / not _____
8. the car / stop / not _____
9. the tables / clean / not _____
10. the children / pick up / not _____

3. Write passive sentences in Present Perfect.

1. the postcard / send _____
2. the pencils / count _____
3. the door / close _____
4. the beds / make _____
5. the mail / write _____
6. the trees / plant _____
7. the money / spend _____
8. the room / book / not _____
9. the rent / pay / not _____
10. the people / inform / not _____

4. Rewrite the sentences in passive voice.

1. He opens the door. - _____
2. We set the table. - _____
3. She pays a lot of money. - _____
4. I draw a picture. - _____
5. They wear blue shoes. - _____
6. They don't help you. - _____
7. He doesn't open the book. - _____
8. You do not write the letter. - _____
9. Does your mum pick you up? - _____
10. Does the police officer catch the thief? - _____

5. Rewrite the sentences in passive voice.

1. Jane will buy a new computer. - _____
2. Her boyfriend will install it. - _____
3. Millions of people will visit the museum. - _____
4. Our boss will sign the contract. - _____
5. You will not do it. - _____
6. They will not show the new film. - _____
7. He won't see Sue. - _____
8. They will not ask him. - _____
9. Will the company employ a new worker? - _____
10. Will the plumber repair the shower? - _____

6. Rewrite the sentences in passive voice.

- 1) I can answer the question. 2) She would carry the box. 3) You should open the window. 4) We might play cards. 5) You ought to wash the car. 6) He must fill in the form. 7) They need not buy bread. 8) He could not read the sentence. 9) Will the teacher test our English? 10) Could Jenny lock the door?

13. The Reported Speech

1. Reported commands

If you put a command into Reported speech there are some steps which are the same like in statements: (changing of the person, backshift of tenses, changing of expressions of time).

The form is mostly: **form of to tell + to + infinitive**.

Affirmative commands: Father: "**Do** your homework." – Father told me **to do** my homework.

Negative commands: Teacher. "**Don't talk** to your neighbour." – The teacher told me **not to talk** to my neighbour.

2. Reported questions

If you put a question into Reported speech there are some steps which are the same like in statements: (changing of the person, backshift of tenses, changing of expressions of time).

In Reported speech there is no question anymore, the sentence becomes a statement. That's why the word order is: **subject - verb**

Question without question words (yes/no questions): Peter: "Do you play football?" – Peter asked me whether (if) I played football. **Question with question words:** Peter: "When do you play football?" – Peter asked me when I played football.

3. Statements

1) If the sentence starts in the present, there is no backshift of tenses in Reported speech.

Example: Susan: "I work in an office." – Susan says that she works in an office.

2) If the sentence starts in the past, there is often backshift of tenses in Reported speech. Example: Susan: "I work in an office." – Susan said that she worked in an office.

Direct Speech

Indirect Speech

Present Tense (Present Simple changes into Past Simple)

They said, "we love our country"

They said that they loved their country

Present Continuous changes into Past Continuous

They said, "we are enjoying the weather"

They said that they were enjoying the weather.

Present Perfect changes into Past Perfect

I said, "she have eaten the meal"

I said that she had eaten the meal.

Present Perfect Continuous changes into Past Perfect Continuous

He said, "I have been studying since 3 O'clock"

He said that he had been studying since 3 O'clock.

Past Tense (Past Simple changes into Past Perfect)

John said, "they went to cinema"

John said that they had gone to cinema.

She said, "I didn't buy a car"

She said that she had not bought a car.

Past Continuous changes into Past Perfect Continuous

I said, "It was raining"

I said that it had been raining.

Past Perfect changes into Past Perfect (tense does not change)

She said, "She had visited a doctor"

She said that she had visited a doctor.

Future Tense (Future Simple Tense WILL changes into WOULD)

He said, "I will study the book"

He said that he would study the book.

Future Continuous Tense WILL BE changes into WOULD BE

I said to him, "I will be waiting for him"

I said to him that I would be waiting for him.

Future Perfect Tense WILL HAVE changes into WOULD HAVE

He said, "I will have finished the work"

He said that he would have finished the work.

If the sentence contains an expression of time, you must change it as well: **this (evening)** – **that (evening)**; **today/this day** – **that day**; **these (days)** – **those (days)**; **now** – **then**; **(a week) ago** – **(a week) before**; **last weekend** – **the weekend before / the previous weekend**; **here** – **there**; **next (week)** – **the following (week)**; **tomorrow** – **the next/following day**.

Grammar Exercises. The Reported Speech

1. Imagine you want to repeat sentences that you heard two weeks ago in another place.

Rewrite the sentences in reported speech. Change pronouns and expressions of time and place where necessary.

1. They said, "This is our book." → They said _____
2. She said, "I went to the cinema yesterday." → She said _____
3. He said, "I am writing a test tomorrow." → He said _____
4. You said, "I will do this for him." → You said _____
5. She said, "I am not hungry now." → She said _____
6. They said, "We have never been here before." → They said _____
7. They said, "We were in London last week." → They said _____
8. He said, "I will have finished this paper by tomorrow." → He said _____
9. He said, "They won't sleep." → He said _____
10. She said, "It is very quiet here." → She said _____

2. Rewrite the sentences in reported speech. Change pronouns and time expressions where necessary.

1. She said, "I am reading." → She said that _____
2. They said, "We are busy." → They said that _____
3. He said, "I know a better restaurant." → He said that _____
4. She said, "I woke up early." → She said that _____
5. He said, "I will ring her." → He said that _____
6. They said, "We have just arrived." → They said that _____
7. He said, "I will clean the car." → He said that _____
8. She said, "I did not say that." → She said that _____
9. She said, "I don't know where my shoes are." → She said that _____
10. He said: "I won't tell anyone." → He said that _____

3. Complete the sentences in reported speech. Note the change of pronouns in some sentences.

1. "Stop talking, Joe," the teacher said. → The teacher told Joe _____
2. "Be patient," she said to him. → She told him _____
3. "Go to your room," her father said to her. → Her father told her _____
4. "Hurry up," she said to us. → She told us _____
5. "Give me the key," he told her. → He asked her _____
6. "Play it again, Sam," she said. → She asked Sam _____
7. "Sit down, Caron" he said. → He asked Caron _____
8. "Fill in the form, Sir," the receptionist said. → The receptionist asked the guest _____
9. "Take off your shoes," she told us. → She told us _____
10. "Mind your own business," she told him. → She told him _____

4. Complete the sentences in reported speech (no backshift). Note the change of pronouns, places and verbs.

- Tom: I'm fine.
- Sue: What does he say?
- You: He says that _____
- Tom: The weather here is great.
- Sue: What does he say?
- You: He says that _____
- Tom: We have a national park here.
- Sue: What does he say?
- You: He says that _____
- Tom: We went there yesterday.
- Sue: What does he say?
- You: He says that _____

14. The Modal Verbs

Can

Ability to do sth. in the present (substitute form: to be able to). *For example:* I **can** speak English.
Permission to do sth. in the present (substitute form: to be allowed to). *For example:* **Can** I go to the cinema? Request, offer, suggestion, possibility. *For example:* **Can** you **wait** a moment, please?

Could

Ability to do sth. in the past (substitute form: to be able to). *For example:* I **could** speak English.
Permission to do sth. in the past (substitute form: to be allowed to). *For example:* I **could** go to the cinema. Polite question, polite request, polite offer, polite suggestion, possibility. *For example:* **Could** you **wait** a moment, please?

May

Possibility. *For example:* It **may** rain today. Permission to do sth. in the present (substitute form: to be allowed to). *For example:* **May** I go to the cinema? Polite suggestion. *For example:* **May** I help you?

Might

Possibility (less possible than may). *For example:* It **might** rain today. Hesitant offer. *For example:* **Might** I help you?

Must

Force, necessity. *For example:* I **must** go to the supermarket today. Possibility. *For example:* You **must** be tired. Advice, recommendation. *For example:* You **must** see the new film with Brad Pitt.

Must not/may not

Prohibition. *For example:* You **mustn't** work on dad's computer. You **may not** work on dad's computer.

Need/need not

Necessity, not necessary. *For example:* We **needn't** go to the supermarket, we're going to the restaurant tonight.

Ought to

Advice. *For example:* You **ought to** drive carefully in bad weather. Obligation. *For example:* You **ought to** switch off the light when you leave the room.

Shall (instead of will in the 1st person)

Suggestion. *For example:* **Shall** I carry your bag?

Should

Advice. *For example:* You **should** drive carefully in bad weather. Obligation. *For example:* You **should** switch off the light when you leave the room.

Will

Wish, request, demand, order (less polite than would) *For example:* **Will** you please **shut** the door?
Prediction, assumption. *For example:* I think it **will** rain on Friday. Promise. *For example:* I **will** stop smoking. Spontaneous decision, habits. *For example:* Can somebody drive me to the station? - I **will**.

Would

Wish, request (more polite than will). *For example:* **Would** you **shut** the door, please? Habits in the past. *For example:* Sometimes he **would** bring me some flowers.

Grammar Exercises. The Modal Verbs

1. Form questions from the given words or phrases.

- Example: play / they / computer games / can Answer: play / they / computer games / can **Can they play computer games?**
1. she can play the trumpet _____?
 2. can e-mails they write _____?
 3. can I TV watch _____?
 4. the cat climb can the tree _____?
 5. can pictures brother your draw _____?
 6. the talk parrot can _____?
 7. you when come can _____?
 8. do we what can _____?
 9. have where can our friends lunch _____?
 10. can sister sing how your _____?

2. Write the phrases in brackets in their correct forms into the gaps.

- Example: Yesterday I _____ a film, today I can't. (**can/to watch**) Answer: Yesterday I **could watch** a film, today I can't.
1. Last week we _____ swimming, this week we can't. (**can/to go**)
 2. Maybe the Smiths _____ a new house next year. (**can/to build**)
 3. If you try hard, you _____ your examinations. (**can/to pass**)
 4. When I was five, I _____. (**not/can/to swim**)
 5. Dennis _____ the trumpet after four months. (**can/to play**)
 6. Luke has passed his driving test, now he _____ a car. (**can/to drive**)
 7. For three weeks I _____ to him on the phone. (**not/can/to speak**)
 8. Alex _____ his homework when his desk is in such a mess. (**not/can/to do**)
 9. They were so busy, they _____ me a text message. (**not/can/to write**)
 10. Lisa _____ her dress. She can wear it again. (**can/to clean**)

3. Complete the following sentences with one of the following words: *can, could, may, might, should, ought to, shall, will*.

1. The article stated that he _____ read at the age of three.
2. You _____ take a sweater in case it gets cold.
3. It's going to rain all afternoon. _____ we go to the cinema?
4. Scott _____ be 21 at the end of the month.
5. Julie said they traffic was heavy, so she _____ be late for the meeting.
6. You look a bit confused. _____ I help you?
7. You stole a CD from a friend? You _____ be ashamed of yourself!
8. I don't know the meaning of this word. _____ I borrow your dictionary?

4. Write the phrases in brackets in their correct forms into the gaps.

1. Last week we _____ swimming, this week we can't. (**can/to go**)
2. Maybe the Smiths _____ a new house next year. (**can/to build**)
3. If you try hard, you _____ your examinations. (**can/to pass**)
4. When I was five, I _____. (**not/can/to swim**)
5. Dennis _____ the trumpet after four months. (**can/to play**)
6. Luke has passed his driving test, now he _____ a car. (**can/to drive**)
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8. Alex _____ his homework when his desk is in such a mess. (**not/can/to do**)
9. They were so busy, they _____ me a text message. (**not/can/to write**)
10. Lisa _____ her dress. She can wear it again. (**can/to clean**)

SECTION III. ADDITIONAL TEXTS FOR SELF WORK

Badminton

Badminton is a racquet sport played by either two opposing players (singles) or two opposing pairs (doubles), who take positions on opposite halves of a rectangular court that is divided by a net. Players score points by striking a shuttlecock with their racquet so that it passes over the net and lands in their opponents' half of the court. Each side may only strike the shuttlecock once before it passes over the net. A rally ends once the shuttlecock has struck the floor.

The shuttlecock (or shuttle) is a feathered projectile whose unique aerodynamic properties cause it to fly differently than the balls used in most racquet sports; in particular, the feathers create much higher drag, causing the shuttlecock to decelerate more rapidly than a ball. Shuttlecocks have a much higher top speed, when compared to other racquet sports. Because shuttlecock flight is affected by wind, competitive badminton is played indoors. Badminton is also played outdoors as a casual recreational activity, often as a garden or beach game.

Since 1992, badminton has been an Olympic sport with five events: men's and women's singles, men's and women's doubles, and mixed doubles, in which each pair consists of a man and a woman. At high levels of play, especially in singles, the sport demands excellent fitness: players require aerobic stamina, agility, explosive strength, speed and precision. It is also a technical sport, requiring good motor coordination and the development of sophisticated racquet movements.

Basics. Each game is played to 21 points, with players scoring a point whenever they win a rally regardless of whether they served (this differs from the old system where players could only win a point on their serve and each game was played to 15 points). A match is the best of three games. At the start of the rally, the server and receiver stand in diagonally opposite service courts (see court dimensions). The server hits the shuttlecock so that it would land in the receiver's service court. This is similar to tennis, except that a badminton serve must be hit below waist height and with the racquet shaft pointing downwards, the shuttlecock is not allowed to bounce and in badminton, the players stand inside their service courts unlike tennis.

When the serving side loses a rally, the serve immediately passes to their opponent(s) (this differs from the old system where sometimes the serve passes to the doubles partner for what is known as a "second serve").

In singles, the server stands in their right service court when their score is even, and in her/his left service court when her/his score is odd.

In doubles, if the serving side wins a rally, the same player continues to serve, but he/she changes service courts so that she/he serves to a different opponent each time. If the opponents win the rally and their new score is even, the player in the right service court serves; if odd, the player in the left service court serves. The players' service courts are determined by their positions at the start of the previous rally, not by where they were standing at the end of the rally. A consequence of this system is that, each time a side regains the service, the server will be the player who did not serve last time.

Details. When the server serves, the shuttlecock must pass over the short service line on the opponents' court or it will count as a fault.

If the score reaches 20-all, then the game continues until one side gains a two point lead (such as 24–22), up to a maximum of 30 points (30–29 is a winning score).

At the start of a match, the shuttlecock is cast and the side towards which the shuttlecock is pointing serves first. Alternatively, a coin may be tossed, with the winners choosing whether to serve or receive first, or choosing which end of the court to occupy, and their opponents making the leftover the remaining choice.

In subsequent games, the winners of the previous game serve first. Matches are best out of three: a player or pair must win two games (of 21 points each) to win the match. For the first rally of any doubles game, the serving pair may decide who serves and the receiving pair may decide who receives. The players change ends at the start of the second game; if the match reaches a third

game, they change ends both at the start of the game and when the leading player's or pair's score reaches 11 points.

The server and receiver must remain within their service courts, without touching the boundary lines, until the server strikes the shuttlecock. The other two players may stand wherever they wish, so long as they do not block the vision of the server or receiver.

Lets. If a let is called, the rally is stopped and replayed with no change to the score. Lets may occur because of some unexpected disturbance such as a shuttlecock landing on court (having been hit there by players on an adjacent court) or in small halls the shuttle may touch an overhead rail which can be classed as a let. If the receiver is not ready when the service is delivered, a let shall be called; yet, if the receiver attempts to return the shuttlecock, he shall be judged to have been ready.

<http://en.wikipedia.org/wiki/Badminton>

Cycling

Cycling, also called bicycling or biking, is the use of bicycles for transport, recreation, or for sport. Persons engaged in cycling are cyclists or bicyclists. Apart from ordinary two-wheeled bicycles, cycling also includes riding unicycles, tricycles, quadracycles, and other similar human-powered vehicles (HPVs).

Bicycles were introduced in the 19th century and now number about one billion worldwide. They are the principal means of transportation in many regions. Cycling is a very efficient and effective mode of transportation optimal for short to moderate distances. Bicycles provide numerous benefits compared to motor vehicles, including exercise, an alternative to the use of fossil fuels, no air or noise pollution, much reduced traffic congestion, easier parking, greater maneuverability, and access to both roads and paths. The advantages are at less financial cost to the user as well as society (negligible damage to roads, and less pavement required). Criticisms and disadvantages of cycling include reduced protection in crashes, particularly with motor vehicles, longer travel time (except in densely populated areas), vulnerability to weather conditions, difficulty in transporting passengers, and the skill and fitness required.

Road races may involve both team and individual competition, and are contested in various ways. They range from the one-day road race, criterium, and time trial to multi-stage events like the Tour de France and its sister events which make up cycling's Grand Tours.

The races typically take place from spring through to fall. Many riders from the northern hemisphere spend the winter in countries such as Australia, to compete or train. Professional races range from the multi-day "Grand Tour" stage races such as the Tour de France, Giro d'Italia, Tour of California and the Vuelta a España to single day "Classics" such as the Ronde van Vlaanderen and Milan – San Remo. The longest one-day road race sanctioned by USA Cycling is Lotoja which covers the 332 km from Logan, Utah to Jackson, Wyoming. Criteriums are races based on circuits typically less than a mile in length and sometimes run for a set time (60min, 90min, etc.) rather than a specific distance. Criteriums are the most popular form of road racing in North America. In Belgium, kermesses are popular, single-day events of usually 120+km. As well as road races in which all riders start simultaneously, individual time trial and team time trial events are also held on road-based course

Track cycling encompasses races that take place on banked tracks or velodromes. Events are quite diverse and can range from individual and team pursuits, two-man sprints, to various group and mass start races. Competitors use track bicycles which do not have brakes or freewheels.

Cyclo-cross originated as a sport for road racers during the off season, to vary their training during the cold months. Races typically take place in the autumn and winter (the international or World Cup season is September–January) and consist of many laps of a 2–3 km or 1–2 mile course featuring pavement, wooded trails, grass, steep hills, and obstacles requiring the rider to dismount, carry the bike and remount in one motion. Races for senior categories are generally between 30

minutes and an hour long, the distance varying depending on the conditions. The sport is strongest in traditional road cycling countries such as Belgium (Flanders in particular) and France.

Mountain bike races are held off-road and involve moderate to high degree of technical riding. There are several varieties; the main categories are cross-country and downhill but also 4X or four cross racing.

BMX (Bicycle motocross) takes place off-road. BMX races are sprints on purpose-built off-road single-lap tracks typically on single-gear bicycles. Riders navigate a dirt course of jumps and banked and flat corners.

Bike trials is a sport where riders navigate natural and man-made obstacles without putting down their foot, or "dabbing". It is similar to motorcycle trials. Points are awarded for bike handling skills.

Cycle speedway is bicycle racing on short outdoor dirt tracks, 70-90m in length.

Motor-paced racing and Keirin use motorcycles for pacing so bicyclists achieve higher speeds.

<http://en.wikipedia.org/wiki/BMX>

Diving

Diving is the sport of jumping or falling into water from a platform or springboard, sometimes while performing acrobatics. Diving is an internationally-recognized sport that is part of the Olympic Games. In addition, unstructured and non-competitive diving is a recreational pastime.

Diving is one of the most popular Olympic sports with spectators. Competitors possess many of the same characteristics as gymnasts and dancers, including strength, flexibility, kinaesthetic judgment and air awareness.

The success of Greg Louganis has led to American strength in diving internationally. China came to prominence several decades ago when the sport was revolutionized by national coach Liang Boxi. Other noted countries in the sport include Russia, Great Britain, Italy, Australia and Canada.

Competitive diving. Most diving competitions consist of three disciplines: 1 m and 3 m springboards, and the platform. Competitive athletes are divided by gender, and often by age group. In platform events, competitors are allowed to perform their dives on either the five, seven and a half (generally just called seven) or ten meter towers. In major diving meets, including the Olympic Games and the World Championships, platform diving is from the 10 meter height.

Divers have to perform a set number of dives according to established requirements, including somersaults and twists. Divers are judged on whether and how well they completed all aspects of the dive, the conformance of their body to the requirements of the dive, and the amount of splash created by their entry to the water. A possible score out of ten is broken down into three points for the takeoff, three for the flight, and three for the entry, with one more available to give the judges flexibility.

The raw score is multiplied by a difficulty factor, derived from the number and combination of movements attempted. The diver with the highest total score after a sequence of dives is declared the winner.

Synchronized diving. Synchronized diving was adopted as an Olympic sport in 2000. Two divers form a team and perform dives simultaneously. The dives are usually identical; however, sometimes the dives may be opposites, in what is called a pinwheel. For example, one diver may perform a forward dive and the other an inward dive in the same position; or one may do a reverse and the other a back movement. In these events, the diving is judged both on the quality of execution and the synchronicity – in timing of take-off and entry, height and forward travel.

Scoring the dive. There are rules governing the scoring of a dive. Usually a score considers three elements of the dive: the approach, the flight, and the entry. The primary factors affecting the scoring are:

- if a hand-stand is required, the length of time and quality of the hold
- the height of the diver at the apex of the dive, with extra height resulting in a higher score

- the distance of the diver from the diving apparatus throughout the dive (a diver must not be dangerously close, should not be too far away, but should ideally be within 2 feet (0.61 m) of the platform)
- the properly defined body position of the diver according to the dive being performed, including pointed toes and feet touching at all times
- the proper amounts of rotation and revolution upon completion of the dive and entry into the water
- angle of entry – a diver should enter the water straight, without any angle. Many judges award divers for the amount of splash created by the diver on entry, with less splash resulting in a higher score.

To reduce the subjectivity of scoring in major meets, panels of five or seven judges are assembled. If five judges then the highest and lowest scores are discarded and the middle three are summed and multiplied by the degree of difficulty (DD), which is determined from a combination of the moves undertaken, in which position and from what height). In major international events, there are seven judges in which case the highest and lowest scores are again discarded and the middle five are summed, then ratioed by $\frac{3}{5}$, and multiplied by the DD, so as to provide consistent comparison with 5-judge events. Accordingly, it is extremely difficult for one judge to manipulate scores.

This seven-judge procedure has been modified as of the 2012 London Olympics: rather than eliminating one high and one low award and then reducing the total by $\frac{3}{5}$ as in previous international events, the two highest awards and the two lowest are disregarded, leaving three to be summed and multiplied by the difficulty rating.

There is a general misconception about scoring and judging. In serious meets, the absolute score is somewhat meaningless. It is the relative score, not the absolute score that wins meets. Accordingly, good judging implies consistent scoring across the dives. Specifically, if a judge consistently gives low scores for all divers, or consistently gives high scores for the same divers, the judging will yield fair relative results and will cause divers to place in the correct order. However, absolute scores have significance to the individual divers. Besides the obvious instances of setting records, absolute scores are also used for rankings and qualifications for higher level meets.

In synchronized diving events, there is a panel of seven, nine, or eleven judges; two or three to mark the execution of one diver, two or three to mark the execution of the other, and the remaining three or five to judge the synchronization. The execution judges are positioned two on each side of the pool, and they score the diver which is nearer to them. The 2012 London Olympics saw the first use of eleven judges.

The score is computed similarly to the scores from other diving events, but has been modified starting with the 2012 London Olympics for the use of the larger judging panels. Each group of judges will have the highest and lowest scores dropped, leaving the middle score for each diver's execution and the three middle scores for synchronization. The total is then weighted by $\frac{3}{5}$ and multiplied by the DD. The result is that the emphasis is on the synchronization of the divers.

The synchronization scores are based on: time of take-off; height attained; synchronization of rotations and twists; time of entry to the water; forward travel from the board

The judges may also disqualify the diver for certain violations during the dive, including: receiving a score of 0 on all dives performed in the event; improper equipment usage (e.g., female divers not using hair ties).

<http://en.wikipedia.org/wiki/Diving>

Fencing

Fencing, which is also known as olympic fencing to distinguish it from historical fencing, is an activity using bladed weapons. It is usually practised with the help of a sword or mini-blade.

Fencing is one of five sports which have been featured at every one of the modern Olympic Games, the other four being Athletics, Cycling, Swimming, and Gymnastics. The sport of fencing is divided into three weapons:

Foil - a light thrusting weapon that targets the torso, including the back, but not the arms. Touches are scored only with the tip; hits with the side of the blade do not count, and do not halt the action. Touches that land outside of the target area (off-target) stop the action, and are not scored. Only a single hit can be scored by either fencer at one time. If both fencers hit at the same time, the referee uses the rules of "right of way" to determine which fencer gets the point.

Sabre - a light cutting and thrusting weapon that targets the entire body above the waist, excluding the hands. Hits with the edges of the blade as well as the tip are valid. As in foil, touches which land outside of the target area are not scored. However, unlike foil, these off-target touches do not stop the action, and the fencing continues. In the case of both fencers landing a scoring touch, the referee determines which fencer receives the point for the action, again through the use of "right of way".

Épée - a heavier thrusting weapon that targets the entire body. All hits must be with the tip and not the sides of the blade. Touches hit by the side of the blade do not halt the action. Unlike foil and sabre, *Épée* does not use "right of way", and allows simultaneous hits by both fencers. However, if the score is tied at the last point and a double touch is scored, nobody is awarded the point.

History. The rules of modern fencing originated in Spain, where the first known book on fencing, *Treatise on Arms*, was written by Diego de Valera between 1458 and 1471, shortly before dueling came under official ban by the Catholic Monarchs. When Spain became the leading power of Europe, the Spanish armies carried fencing abroad and particularly into the south of Italy, one of the main battlefields between both nations.

Modern fencing originated in the 18th century, in the Italian school of fencing of the Renaissance, and, under their influence, was improved by the French school of fencing. The Spanish school of fencing didn't become prominent until the 19th century. Nowadays, these three schools are the most influential around the world.

Dueling went into sharp decline after World War I. After World War II, dueling went out of use in Europe except for very rare exceptions. Training for duels, once fashionable for males of aristocratic backgrounds (although fencing masters such as Hope suggest that many people considered themselves trained from taking only one or two lessons), all but disappeared, along with the classes themselves. Fencing continued as a sport, with tournaments and championships. However, the need to actually prepare for a duel with "sharps" vanished, changing both training and technique.

Starting with *épée* in 1936, side-judges were replaced by an electrical scoring apparatus, with an audible tone and a red or green light indicating when a touch landed. Foil was automated in 1956, sabre in 1988. The scoring box reduced the bias in judging, and permitted more accurate scoring of faster actions, lighter touches, and more touches to the back and flank than before.

Protective clothing. Fencing outfits are made of tough cotton or nylon. Kevlar was added to top level uniform pieces (jacket, breeches, underarm protector, lamé, and the bib of the mask) following the Smirnov incident at the 1982 World Championships in Rome. However, kevlar breaks down in chlorine and UV light, complicating the cleaning process.

In recent years other ballistic fabrics such as Dyneema have been developed that resist puncture and which do not have kevlar's issues. FIE rules state that the tournament outfits must be made of fabric that resists a force of 800 newtons (180 lbf) and that the mask bib must resist double that amount.

The complete fencing kit includes:

Form-fitting jacket covering groin with strap (croissard) which goes between the legs. In sabre fencing, jackets that are cut along the waist and exclude the groin padding are sometimes used. A small gorget of folded fabric is sewn in around the collar to prevent an opponent's blade from slipping under the mask and along the jacket upwards towards the neck.

Plastron, an underarm protector, which goes underneath the jacket and provides double protection on the sword arm side and upper arm. The armpit cannot have a seam, which would line up with the jacket seam and provide a weak spot.

One glove for the weapon arm with a gauntlet that prevents blades from going up the sleeve and causing injury, as well as protecting the hand and providing a good grip

Breeches or knickers which are a pair of short trousers that end just below the knee. The breeches are required to have 10 cm of overlap with the jacket. Most are equipped with suspenders (braces).

Knee-length or thigh high socks which cover knee and thighs

Shoes with flat soles and reinforcement on the inside of the back foot and heel of front foot, to prevent wear from lunging

Mask, including a bib which protects the neck. The mask can usually support 12 kilograms on the metal mesh 350 newtons (79 lbf) of penetration resistance on the bib. FIE regulations dictate that masks must withstand 25 kilograms on the mesh and 1,600 newtons (360 lbf) on the bib. Some modern masks have a see-through visor in the front of the mask. These have been used at high level competitions (World Championships etc.), however, they are currently banned by the FIE, following a 2009 incident in which a visor was pierced during the European Junior Championship competition.

Plastic chest protector, mandatory for females. While male versions of the chest protector are also available, they were, until recently, primarily worn by instructors, who are hit far more often during training than their students. These are increasingly popular in foil, as the hard surface increases the likelihood that a hit fails to register, as well as with youth competitors.

Lamé is a layer of electrically conductive material worn over the fencing jacket that entirely covers the valid target area. It is worn only in foil and sabre, and serves to distinguish hits on target from those that are off-target. In epee, the entire body is target, so it is not necessary to have a lamé. In foil the lamé is sleeveless, while in sabre the lamé has sleeves and ends in a straight line across the waist. A body cord is necessary to register scoring: it attaches to the weapon and runs inside the jacket sleeve, then down the back and out to the scoring box. In sabre and foil the body cord connects to the lamé in order to create a circuit to the scoring box.

Fencing Masters often choose a heavier protective jacket, usually reinforced by plastic foam to cushion the numerous hits an instructor has to endure. Sometimes in practice, masters wear a protective sleeve or a leg leather to protect their fencing arm or leg.

Traditionally, the fencers' uniform is white (black for instructors). This may be due to the occasional pre-electric practice of covering the point of the weapon in dye, soot, or colored chalk in order to make it easier for the referee to determine the placing of the touches. As this is no longer a factor in electric, the FIE rules have been relaxed to allow colored uniforms (save black). The guidelines also limit the permitted size and positioning of sponsorship logos.

<http://en.wikipedia.org/wiki/Fencing>

Handball

Handball (also known as team handball, Olympic handball, European handball or Borden ball) is a team sport in which two teams of seven players each (six outfield players and a goalkeeper) pass a ball to throw it into the goal of the other team. A standard match consists of two periods of 30 minutes, and the team with the most goals scored wins.

Modern handball is usually played indoors, but outdoor variants exist in the forms of field handball and Czech handball (which were more common in the past) and beach handball (also called sand ball).

The game is quite fast and includes body contact as the defenders try to stop the attackers from approaching the goal. Contact is only allowed when the defensive player is completely in front of the offensive player; i.e., between the offensive player and the goal. This is referred to as a player sandwich. Any contact from the side or especially from behind is considered dangerous and is

usually met with penalties. When a defender successfully stops an attacking player (who loses the ball over a line), the play is stopped and restarted by the attacking team from the spot of the infraction or on the nine-meter line. Unlike in basketball, where players are allowed to commit only 5 fouls in a game (6 in the NBA), handball players are allowed an unlimited number of faults, which are considered good defense and disruptive to the attacking team's rhythm. Certain elements of the game are reminiscent of rugby: for instance, the degree of force that defense may use to stop the attacker with the ball, together with the lack of protections and helmets.

Goals are scored quite frequently; usually both teams score at least 20 goals each, and it is not uncommon for both teams to score more than 30 goals. This was not true in the earliest history of the game, when the scores were lower. But, as offensive play has improved since the late 1980s, particularly the use of counter-attacks (fast breaks) after a failed attack from the other team, goal-scoring has increased.

Origins and development. There are records of handball-like games in medieval France, and among the Inuit in Greenland, in the Middle Ages. By the 19th century, there existed similar games of håndbold from Denmark, házená in the Czech Republic, hádzaná in Slovakia, gandbol in Ukraine, torball and in Germany.

The team handball game of today was formed by the end of the 19th century in northern Europe - primarily in Denmark, Germany, Norway and Sweden. The first written set of team handball rules was published in 1906 by the Danish gym teacher, lieutenant and Olympic medalist Holger Nielsen from Ordrup grammar school north of Copenhagen. The modern set of rules was published on 29 October 1917 by Max Heiser, Karl Schelenz, and Erich Konigh from Germany. After 1919 these rules were improved by Karl Schelenz. The first international games were played under these rules, between Germany and Belgium for men in 1925 and between Germany and Austria for women in 1930. Therefore modern handball is generally seen as a game of German origins.

In 1926, the Congress of the International Amateur Athletics Federation nominated a committee to draw up international rules for field handball. The International Amateur Handball Federation was formed in 1928, and the International Handball Federation was formed in 1946.

Men's field handball was played at the 1936 Summer Olympics in Berlin. During the next several decades, indoor handball flourished and evolved in the Scandinavian countries. The sport re-emerged onto the world stage as team handball for the 1972 Summer Olympics in Munich. Women's team handball was added at the 1976 Summer Olympics. Due to its popularity in the region, the Eastern European countries that refined the event became the dominant force in the sport when it was reintroduced.

The International Handball Federation organized the men's world championship in 1938 and every 4 (sometimes 3) years from World War II to 1995. Since the 1995 world championship in Iceland, the competition has been every two years. The women's world championship has been played since 1957. The IHF also organizes women's and men's junior world championships. By July 2009, the IHF listed 166 member federations - approximately 795,000 teams and 19 million players.

Formations Players are typically referred to by the position they are playing. The positions are always denoted from the view of the respective goalkeeper, so that a defender on the right opposes an attacker on the left. However, not all of the following positions may be occupied depending on the formation or potential suspensions.

Offense.

- *Left and right wingman.* These typically are fast players who excel at ball control and wide jumps from the outside of the goal perimeter to get into a better shooting angle at the goal. Teams usually try to occupy the left position with a right-handed player and vice versa.

- *Left and right backcourt.* Goal attempts by these players are typically made by jumping high and shooting over the defenders. Thus, it is usually advantageous to have tall players with a powerful shot for these positions.

- *Center backcourt.* A player with experience is preferred on this position who acts as playmaker and the handball equivalent of a basketball point guard.

- *Pivot* (left and right, if applicable). This player tends to intermingle with the defense, setting picks and attempting to disrupt the defense formation. This position requires the least jumping skills but ball control and physical strength are an advantage.

Defense.

- Far left and far right. The opponents of the wingmen.
- Half left and half right. The opponents of the left and right backcourts.
- Back center (left and right). Opponent of the pivot.
- Front center. Opponent of the center backcourt, may also be set against another specific backcourt player.

Offensive play. Attacks are played with all field players on the side of the defenders. Depending on the speed of the attack, one distinguishes between three attack waves with a decreasing chance of success:

- *First wave.* First wave attacks are characterized by the absence of defending players around their goal perimeter. The chance of success is very high, as the throwing player is unhindered in his scoring attempt. Such attacks typically occur after an intercepted pass or a steal and if the defending team can switch fast to offense. The far left/far right will usually try to run the attack as they are not as tightly bound in the defense. On a turnover, they immediately sprint forward and receive the ball halfway to the other goal. Thus, these positions are commonly held by quick players.

- *Second wave.* If the first wave is not successful and some defending players gained their positions around the zone, the second wave comes into play: The remaining players advance with quick passes to locally outnumber the retreating defenders. If one player manages to step up to the perimeter or catches the ball at this spot he becomes unstoppable by legal defensive means. From this position the chance of success is naturally very high. Second wave attacks became much more important with the "fast throw-off" rule.

- *Third wave.* The time during which the second wave may be successful is very short, as then the defenders closed the gaps around the zone. In the third wave, the attackers use standardized attack patterns usually involving crossing and passing between the back court players who either try to pass the ball through a gap to their pivot, take a jumping shot from the backcourt at the goal, or lure the defense away from a wingman.

The third wave evolves into the normal offensive play when all defenders reach not only the zone but gain their accustomed positions. Some teams then substitute specialized offense players. However, this implies that these players must play in the defense should the opposing team be able to switch quickly to offense. The latter is another benefit for fast playing teams.

If the attacking team does not make sufficient progress (eventually releasing a shot on goal), the referees can call passive play (since about 1995, the referee gives a passive warning some time before the actual call by holding one hand up in the air, signaling that the attacking team should release a shot soon), turning control over to the other team. A shot on goal or an infringement leading to a yellow card or two-minute penalty will mark the start of a new attack, causing the hand to be taken down, but a shot blocked by the defense or a normal free throw will not. If it were not for this rule, it would be easy for an attacking team to stall the game indefinitely, as it is difficult to intercept a pass without at the same time conceding dangerous openings towards the goal.

http://en.wikipedia.org/wiki/Team_handball

Synchronized swimming

Synchronized swimming (often abbreviated to Synchro) is a hybrid form of swimming, dance and gymnastics, consisting of swimmers (either solos, duets, trios, combos, or teams) performing a synchronized routine of elaborate moves in the water, accompanied by music. Synchronized swimming demands advanced water skills, and requires great strength, endurance, flexibility, grace, artistry and precise timing, as well as exceptional breath control when upside down underwater.

Olympic and World Championship competition is not open to men, but other international and national competitions allow male competitors. Both USA Synchro and Synchro Canada allow men to compete with women. – Most European countries allow men to compete also; France even allows male only podiums, according to the number of participants. In the past decade more men are becoming involved in the sport and a global biannual competition called Men's Cup has been steadily growing.

Competitors show off their strength, flexibility, and aerobic endurance required to perform difficult routines. Swimmers perform two routines for the judges, one technical and one free, as well as age group routines and figures.

Synchronized swimming is governed internationally by FINA (Federation Internationale de Natation).

History. At the turn of the 20th century, synchronized swimming was known as water ballet. The first recorded competition was in 1891 in Berlin, Germany. Many swim clubs were formed around that time, and the sport simultaneously developed within several countries, including Australia, Canada, France, Germany, and the USA. As well as existing as a sport, it often constituted a popular addition to Music Hall evenings, in the larger variety theatres of London or Glasgow which were equipped with huge on-stage water tanks for the purpose.

In 1907, Australian Annette Kellerman popularized the sport when she performed in a glass tank as an underwater ballerina in the New York Hippodrome. After experimenting with various diving actions and stunts in the water, Katherine Curtis started one of the first water ballet clubs at the University of Chicago, where the team began executing strokes, "tricks," and floating formations. On May 27, 1939, the first U.S. synchronized swimming competition took place at Wright Junior College between Wright and the Chicago Teachers' College.

In 1924, the first competition in North America was in Montreal, with Peg Seller as the first champion.

Other important pioneers for the sport are Beulah Gundling, Käthe Jacobi, Marion Kane Elston, Dawn Bean, Billie MacKellar, Teresa Anderson, Gail Johnson, Gail Emery and Charlotte Davis. Charlotte Davis coached Tracie Ruiz and Candy Costie, who won the gold medal in duet synchronized swimming at the 1984 Olympics in Los Angeles.

Origins. In 1933–1934 Kathryn Curtis organized a show, "The Modern Mermaids," for the World Exhibition in Chicago, which the announcer introduced as "Synchronized Swimming." This was the first mentioning of the term synchronized swimming, although Curtis still used the term rhythmic swimming in her book, *Rhythmic Swimming: A Source Book of Synchronized Swimming and Water Pageantry* (Minneapolis: Burgess Publishing Co., 1936).

But it was National AAU champion swimmer, Esther Williams, who popularized synchronized swimming through (often elaborately staged) scenes in Hollywood films such as *Bathing Beauty* (1944), *Million Dollar Mermaid* (1952), and *Jupiter's Darling* (1955). In the 1970s and 80s, Ft. Lauderdale swimming champion Charkie Phillips revived water ballet on television with *The Kroffettes* in *The Brady Bunch Hour* (1976–77), NBC's *The Big Show* (1980), and then on screen with *Miss Piggy* in *The Great Muppet Caper* (1981).

Synchro as an Olympic sport. Main articles: List of Olympic medalists in synchronized swimming and Synchronized swimming at the Summer Olympics

Although first demonstrated at the 1952 Olympic Games, synchronized swimming did not become an official Olympic sport until the 1984 Summer Olympic Games. It was not until 1968 that synchronized swimming became officially recognized by FINA as the fourth water sport next to swimming, platform diving and water polo.

From 1984 through 1992, the Summer Olympic Games featured solo and duet competitions, but they both were dropped in 1996 in favor of team competition. At the 2000 Olympic Games, however, the duet competition was restored and is now featured alongside the team competition.

Basic skills.

1. Sculls. Sculls (hand movements used to propel the body) are the most essential part to synchronized swimming. Commonly used sculls include support scull, standard scull, torpedo scull,

split-arm scull, barrel scull, and paddle scull. The support scull is used most often to support the body while a swimmer is performing upside down. Support scull is performed by holding the upper arms against the sides of the body and the lower arms at 90-degree angles to the body. The lower arms are then moved back and forth while maintaining the right angle. The resulting pressure against the hands allows the swimmer to hold their legs above water while swimming.

2. *Eggbeater*. The "eggbeater kick" is another important skill of synchronized swimming. It is a form of treading water that allows for stability and height above the water while leaving the hands free to perform strokes. An average eggbeater height is usually around chest level. Using the eggbeater, swimmers can also perform "boosts", where they use their legs to momentarily propel themselves out of the water to their hips or higher. "Eggbeater" is also a common movement found in water polo as well as the "pop-up" movement. Eggbeating for a considerable period is also referred to as an "aquabob" and is used to build propulsion under water prior to a boost or pop-up.

Lifts. A lift is when swimmers use eggbeater or uses their feet and legs to propel their fellow teammates out of the water. They are quite common in routines of the older age groups.

Parts of a successful Lift. There are three separate parts to every lift in synchronized swimming: The top (or "flyer"), the base, and the pushers.

- *The Flyer*. The flyer is usually the smallest member of the team. Flyers must be agile and flexible, with a preferable gymnastics background if they are jumping off the lift.

- *The Base*. The base also tends to be relatively small. She should have good leg strength and a solid core. (when performing a platform lift, a strong core is essential)

- *The Pushers*. The pushers are usually the bigger, stronger members of the team and should be evenly spaced around the lift.

Types of Lifts.

1. *Platform Lift*: The platform lift is the oldest form of lift. In a platform, the base lays out in a back layout position underwater. The top sets in a squatting position on her torso, and stands once the lift reaches the surface. The remaining teammates use eggbeater to hold the lift out of the water.

2. *Stack Lift*: A more modern version of the platform. The base sets up in a squatting position a few feet underwater, with the pushers holding her legs and feet. The top then climbs onto her shoulders. As the lift rises, both the base and top extend their legs to achieve maximum height.

3. *Throw*: A throw lift is set up exactly like a stack lift. However, when the lift reaches its full height, the "flyer" on top of the lift will jump off of her teammate's shoulders, usually performing some sort of acrobatic movement or position. This is a very difficult lift, and should only be attempted by experienced swimmers.

Positions. There are hundreds of different regular positions that can be used to create seemingly infinite combinations. These are a few basic and commonly used ones:

- *Back Layout*: The most basic position. The body floats, completely straight and rigid, face-up on the surface while sculling at the sides.

- *Front Layout*: Much like a Back Layout, the only difference is that the swimmer is on his/her stomach.

- *Sailboat/Bent Knee*: Similar to the back layout, but one knee is bent with the toe touching the inside of the other leg, which remains parallel to the surface.

- *Ballet Leg*: Beginning in a back layout, one leg is extended and held perpendicular to the body, while the other is held parallel to the surface of the water.

- *Flamingo*: Similar to ballet leg position where bottom leg is pulled into the chest so that the shin of the bottom leg is touching the knee of the vertical leg.

- *Vertical*: Achieved by holding the body completely straight upside down and perpendicular to the surface usually with both legs entirely out of water.

- *Crane*: While holding a vertical body position, one leg remains vertical while the other is dropped parallel to the surface, making a 90-degree angle or "L" shape.

- *Bent Knee*: While holding a vertical body position, one leg remains vertical while the other leg bends so that its toe is touching the knee of the vertical leg.

- *Split position*: With the body vertical, one leg is stretched forward along the surface and the other extended back along the surface.
- *Knicht*: The body is in a surface arch position, where the legs are flat on the surface, and the body is arched so that the head is vertically in line with the hips. One leg is lifted, creating a vertical line perpendicular to the surface.
- *Side Fishtail*: Side fishtail is a position similar to a crane. One leg remains vertical, while the other is extended out to the side parallel to the water, creating a side "Y" position.
- *side "Y"*: – this is used in catilina (tier 6 and 7 figure).

http://en.wikipedia.org/wiki/Synchronized_swimming

Tennis

Tennis is a sport usually played between two players (singles) or between two teams of two players each (doubles). Each player uses a racket that is strung to strike a hollow rubber ball covered with felt over a net into the opponent's court. The object of the game is to play the ball in such a way that the opponent is not able to play a good return. Tennis is an Olympic sport and is played at all levels of society at all ages. The sport can be played by anyone who can hold a racket, including people in wheelchairs.

The modern game of tennis originated in Birmingham, England in the late 19th century as "lawn tennis". It had close connections both to various field ("lawn") games such as croquet and bowls as well as to the older raquet sport of real tennis. During most of the 19th-century in fact, the term "tennis" referred to real tennis, not lawn tennis: for example, in Disraeli's novel *Sybil* (1845), Lord Eugene De Vere announces that he will "go down to Hampton Court and play tennis. As it is the Derby (classic horse race), nobody will be there".

The rules of tennis have not changed much since the 1890s. Two exceptions are that from 1908 to 1961 the server had to keep one foot on the ground at all times, and the adoption of the tie-break in the 1970s. A recent addition to professional tennis has been the adoption of electronic review technology coupled with a point challenge system, which allows a player to challenge the line (or chair) umpire's call of a point. Players have unlimited opportunities to challenge provided the challenges made are correct. However, once three incorrect challenges are made in a set, they cannot challenge again until the next set. If the set goes to a tie-break, players are given one additional opportunity to challenge the call. This electronic review, currently called Hawk-Eye, is available at a limited number of high-level ATP and WTA tournaments.

Tennis is enjoyed by millions of recreational players and is also a hugely popular worldwide spectator sport, especially the four Grand Slam tournaments (also referred to as the "Majors"): the Australian Open played on hard courts, the French Open played on red clay courts, Wimbledon played on grass courts, and the US Open played also on hard courts.

Manner of play.

Court. Tennis is played on a rectangular, flat surface, usually grass, clay, a hardcourt of concrete and/or asphalt and occasionally carpet (indoor). The court is 23.77 m long, and 8.23 m wide for singles matches and 10.97 m for doubles matches. Additional clear space around the court is required in order for players to reach overrun balls. A net is stretched across the full width of the court, parallel with the baselines, dividing it into two equal ends. The net is 1.07 m high at the posts and 91.4 cm high in the center.

The modern tennis court owes its design to Major Walter Clopton Wingfield who, in 1873, patented a court much the same as the current one for his stické tennis (sphairstike). This template was modified in 1875 to the court design that exists today, with markings similar to Wingfield's version, but with the hourglass shape of his court changed to a rectangle.

Lines. The lines that delineate the width of the court are called the baseline (farthest back) and the service line (middle of the court). The short mark in the center of each baseline is referred to as either the hash mark or the center mark. The outermost lines that make up the length are called the doubles sidelines. These are the boundaries used when doubles is being played. The lines to the

inside of the doubles sidelines are the singles sidelines and are used as boundaries in singles play. The area between a doubles sideline and the nearest singles sideline is called the doubles alley, which is considered playable in doubles play. The line that runs across the center of a player's side of the court is called the service line because the serve must be delivered into the area between the service line and the net on the receiving side. Despite its name, this is not where a player legally stands when making a serve. The line dividing the service line in two is called the center line or center service line. The boxes this center line creates are called the service boxes; depending on a player's position, he or she will have to hit the ball into one of these when serving. A ball is out only if none of it has hit the line or the area inside the lines upon its first bounce. All the lines are required to be 51 mm in width. The baseline can be up to 100 mm wide.

Play of a single point. The players (or teams) start on opposite sides of the net. One player is designated the server, and the opposing player is the receiver. The choice to be server or receiver in the first game and the choice of ends is decided by a toss before the warm-up starts. Service alternates game by game between the two players (or teams.) For each point, the server starts behind the baseline, between the center mark and the sideline. The receiver may start anywhere on their side of the net. When the receiver is ready, the server will serve, although the receiver must play to the pace of the server.

In a legal service, the ball travels over the net (without touching it) and into the diagonally opposite service box. If the ball hits the net but lands in the service box, this is a let or net service, which is void, and the server retakes that serve. The player can serve any number of let services in a point and they are always treated as voids and not as faults. A fault is a serve that falls long or wide of the service box, or does not clear the net. There is also a "foot fault", which occurs when a player's foot touches the baseline or an extension of the center mark before the ball is hit. If the second service is also a fault, the server double faults, and the receiver wins the point. However, if the serve is in, it is considered a legal service.

A legal service starts a rally, in which the players alternate hitting the ball across the net. A legal return consists of the player or team hitting the ball before it has bounced twice or hit any fixtures except the net, provided that it still falls in the server's court. A player or team cannot hit the ball twice in a row. The ball must travel past the net into the other players' court. A ball that hits the net during a rally is still considered a legal return. The first player or team fails to make a legal return, he/it loses the point. The server then moves to the other side of the service line at the start of a new point.

Scoring.

Match. The outcome of a tennis match is determined through a best of three or five sets system. Recreational players may agree to play any number of sets, depending upon time availability or stamina. On the professional circuit, men play best-of-five-set matches at all four Grand Slam tournaments, Davis Cup, and the final of the Olympic Games and best-of-three-set matches at all other tournaments, while women play best-of-three-set matches at all tournaments. The first player to win two sets in a best-of-three, or three sets in a best-of-five, wins the match. A set consists of games, and games, in turn, consist of points.

Game. A game consists of a sequence of points played with the same player serving. A game is won by the first player to have won at least four points in total and at least two points more than the opponent. The running score of each game is described in a manner peculiar to tennis: scores from zero to three points are described as "love", "fifteen", "thirty", and "forty" respectively. If at least three points have been scored by each player, making the player's scores equal at forty apiece, the score is not called out as "forty-forty", but rather as "deuce". If at least three points have been scored by each side and a player has one more point than his opponent, the score of the game is "advantage" for the player in the lead. During informal games, "advantage" can also be called "ad in" or "van in" when the serving player is ahead, and "ad out" or "van out" when the receiving player is ahead.

The score of a tennis match during play is always read with the serving player's score first. In tournament play, the chair umpire calls the point count (e.g., "fifteen-love") after each point. At the end of a game, the chair umpire also announces the winner of the game and the overall score.

Game point. A game point occurs in tennis whenever the player who is in the lead in the game needs only one more point to win the game. The terminology is extended to sets (set point), matches (match point), and even championships (championship point). For example, if the player who is serving has a score of 40-love, the player has a triple game point (triple set point, etc.) as the player has three consecutive chances to win the game. Game points, set points, and match points are not part of official scoring and are not announced by the chair umpire in tournament play.

Break point. A break point occurs if the receiver, not the server, has a chance to win the game with the next point. Break points are of particular importance because serving is generally considered advantageous, with the server being expected to win games in which they are serving. A receiver who has one (score of 30–40), two (score of 15–40) or three (score of love-40) consecutive chances to win the game has break point, double break point or triple break point, respectively. If the receiver does, in fact, win their break point, the game is awarded to the receiver, and the receiver is said to have converted their break point. If the receiver fails to win their break point it is called a failure to convert. Winning break points, and thus the game, is also referred to as breaking serve, as the receiver has disrupted, or broken the natural advantage of the server. If in the following game the previous server also wins a break point, it is often referred to as breaking back.

Set. A set consists of a sequence of games played with service alternating between games, ending when the count of games won meets certain criteria. Typically, a player wins a set by winning at least six games and at least two games more than the opponent. If one player has won six games and the opponent five, an additional game is played. If the leading player wins that game, the player wins the set 7–5. If the trailing player wins the game, a tie-break is played. A tie-break, played under a separate set of rules, allows one player to win one more game and thus the set, to give a final set score of 7–6. Only in the final sets of matches at the Australian Open, the French Open, Wimbledon, the Olympic Games, Davis Cup, and Fed Cup are tie-breaks not played. In these cases, sets are played indefinitely until one player has a two-game lead. A "love" set means that the loser of the set won zero games, colloquially termed a 'bagel'. In tournament play, the chair umpire announces the winner of the set and the overall score.

In tournament play, the chair umpire announces the end of the match with the well-known phrase "Game, set, match" followed by the winning person's or team's name. The final score in sets is always read with the winning player's score first, e.g. "6–2, 4–6, 6–0, 7–5".

Rule variations:

1) *No ad.* From 'No advantage'. Scoring method created by Jimmy Van Alen. The first player or doubles team to win four points wins the game, regardless of whether the player or team is ahead by two points. When the game score reaches three points each, the receiver chooses which side of the court (advantage court or deuce court) the service is to be delivered on the seventh and game-deciding point.

2) *Pro set.* Instead of playing multiple sets, players may play one "pro set". A pro set is first to 8 (or 10) games by a margin of two games, instead of first to 6 games. A 12-point tie-break is usually played when the score is 8–8 (or 10–10). These are often played with no-ad scoring.

3) *Match tie-break.* This is sometimes played instead of a third set. A match tie-break is played like a regular tie-break, but the winner must win ten points instead of seven. Match tie-breaks are used in the Hopman Cup and the 2012 Olympic Games for mixed doubles, on the ATP and WTA tours for doubles and as a player's choice in USTA league play.

Another, however informal, tennis format is called Canadian doubles. This involves three players, with one person playing a doubles team. The single player gets to utilize the alleys normally reserved only for a doubles team. Conversely, the doubles team does not use the alleys when executing a shot. The scoring is the same as a regular game. This format is not sanctioned by any official body.

"Australian doubles", another informal and unsanctioned form of tennis, is played with similar rules to the Canadian doubles style, only in this version, players rotate court position after each game. As such, each player plays doubles and singles over the course of a match, with the singles player always serving. Scoring styles vary, but one popular method is to assign a value of 2 points to each game, with the server taking both points if he or she holds serve and the doubles team each taking one if they break serve.

Wheelchair tennis can be played by able-bodied players as well as people who require a wheelchair for mobility. An extra bounce is permitted. This rule makes it possible to have mixed wheelchair and able-bodied matches. It is possible for a doubles team to consist of a wheelchair player and an able-bodied player (referred to as "one-up, one-down"), or for a wheelchair player to play against an able-bodied player. In such cases, the extra bounce is permitted for the wheelchair users only.

Surface. There are five types of court surface used in professional play. Each surface is different in the speed and height of the bounce of the ball. The same surface plays faster indoors than outdoors.

Clay. Examples are red clay, used at the French Open, and green clay (an example of which is Har-Tru and used mainly in the U.S.). Almost all red clay courts are made not of natural clay but of crushed brick that is packed to make the court. The crushed brick is then covered with a topping of other crushed particles. This type of surface does not absorb water easily and is the most common in Europe and Latin America. Clay courts normally have a slower paced ball and a fairly true bounce with more spin.

Hard. Examples of hardcourts are acrylic (e.g. Plexicushion used at the Australian Open, DecoTurf used at the US Open), asphalt, and concrete. Hardcourts typically have a faster-paced ball with a very true bounce and it is the predominant surface type used on the professional tour.

Grass. Grass courts usually have a faster-paced ball, and a more erratic bounce. Grass is used at Wimbledon and until 1974 three of the four Grand Slams (Australian Open, Wimbledon, US Open) were played on grass. In 2001 Wimbledon changed the type of grass to make the courts more durable and thus better able to withstand the wear of the modern game. The new grass causes the ball to bounce higher and slows it down compared to the previous grass type.

Carpet. Any form of removable court covering, including carpeting and artificial turf. The bounce can be higher or lower than a hard court. Carpet surface has not been used on the ATP and WTA tour since 2009.

Wood. Popular from the 1880s through the first half of the 20th century, wooden surface provides a very low bounce and plays very fast. There are no longer any professional tournaments held on a wooden surface although some tournaments (e.g. Rotterdam Open and Open Sud de France), are played on a wood-based court with an acrylic layer on top.

<http://en.wikipedia.org/wiki/Tennis>

Olympic Games

The world's oldest sports spectacular, the first known Olympiad was held in 776 BC in Olympia, Greece. It is believed the festivals began before 1400 BC. The modern games, which until recently were held roughly every four years in different countries, were revived in 1896 by Baron Pierre de Coubertin of France. Those 1896 summer games took place in Athens, with 13 nations sending about 300 male athletes to compete in 42 events and 10 different sports. Now nearly 200 nations send thousands of male and female athletes to the Olympics, and hundreds of millions watch the events on television. Some winter sports were included in early years of the modern Olympics, but the Winter Games as a separate event didn't begin until 1924.

In ancient Greece, four national religious festivals-the Olympic Games, the Pythian Games, the Nemean Games, and the Isthmian Games-were major events; the Olympic Games, honoring Zeus, were especially famous. Records tell of Olympic Games every four years from 776 BC. to 217 AD. when, with Greece under Roman domination, the games had lost their religious purpose

and the athletes vied only for money. They were abolished by the Roman emperor, Theodosius I. It is generally believed, however, that the festival consisted not only of sporting contests, but of the presentation of offerings to Zeus and other gods. At first, these were simple foot races; later the long jump, discus- and javelin-throwing, wrestling, boxing, pancratium (a ferocious combination of boxing and wrestling), and chariot racing were added. Poets and dramatists also presented works. The games opened with trumpet fanfares and closed with a banquet.

Modern Olympics comprise Summer Games, held in a large city, and Winter Games, held at a resort. Since 1994, the games are still on a four-year cycle, but two years apart: Winter Games in 2002, 2006, 2010, etc., and Summer Games in 2000, 2004, 2008, etc. There are 28 approved sports for the Summer Games. The Winter Games consist of seven approved sports.

Today, the opening ceremonies highlight a parade of the athletes led by those from Greece, in honor of the original Games, followed by the athletes from the other nations, in alphabetical order according to the spelling in the country's language; the host country enters last.

After the Games are declared open, the dramatic lighting of the Olympic flame occurs. A cross-country relay runner carries a torch first lit in Olympia, and ignites the flame that burns for the 15-16 days of the games. Thousands of runners, representing each country between Greece and the host country, take part in the four-week torch relay. This is followed by a spectacular production of fireworks, strobe lights, fly-overs, music, dance, and assorted entertainment.

The Winter Games of 1992, held in Albertville, France, were historic in their reflection of dramatic political changes. The Soviet Union had broken up in August 1991, and athletes from five former Soviet republics competed as representatives of the Commonwealth of Independent States or United Team, and the Olympic flag, not that of the U.S.S.R., was raised for the winners.

The first- and second-place medals are both made of silver but the first place has a wash of gold; the third-place medal is bronze.

The Olympics are supposed to be nonpolitical but have been marked by politics. In 1936, Adolf Hitler, who called blacks an inferior race, opened the Olympics in Berlin, Germany, as a propaganda show. It was thus a great triumph for humanity when Jesse Owens, a black man from Ohio State University, won four gold (first place) medals. He won the 100- and 200-meter dashes and the running broad jump, and was on the winning 400-meter relay team. Hitler ducked out of the stadium so he wouldn't have to congratulate Owens.

In 1972, the Games in Munich, Germany, were struck with horror when 11 Israeli athletes were killed by Arab terrorists.

The 1980 Games were opened in Moscow by Communist Party chairman Leonid I. Brezhnev, but athletes from the United States, Canada, West Germany, Japan and 50 other countries didn't participate. Their countries boycotted the event in protest of the Soviet invasion of Afghanistan. Terrorism again struck the Games in Atlanta in 1996.

Prominent Olympics participants have included:

Jim Thorpe, an American Indian and one of the greatest all-round athletes of all time, won gold medals for the decathlon and pentathlon in 1912. The following year, he was stripped of the medals when an investigation showed he had played semiprofessional baseball. He died in 1953, and the medals were restored to his family in 1982.

Paavo Nurmi, known as the "Flying Finn," won nine gold medals in long-distance running in three Olympics-in 1920, 1924, and 1928. On an extremely hot day at the Paris Summer Games in 1924, Nurmi set Olympic records in the 1,500-meter and 5,000-meter runs. Two days later, he won the 10,000-meter cross-country race. In 1928, he set a record for the one-hour run, covering 11 miles and 1,648 yards. His 1924 wins were considered the greatest individual performance in the history of track and field.

The Norwegian skater Sonja Henie won three gold medals-in 1928, 1932, and 1936. In 1924, at the age of 11, she was the youngest Olympian contestant ever (she finished last that year). She thrilled crowds by incorporating balletic moves into what had been standard skating exercises.

Emil Zatopek, a Czech long-distance runner, won three gold medals in 1952 and set Olympic records for the 5,000- and 10,000-meter races and for the marathon.

Jean-Claude Killy, known as "Le Superman" in his native France, won three gold medals in Alpine ski events at Grenoble, France, in 1968.

Mark Spitz, a swimmer from California, became the first athlete to win seven gold medals in a single Olympics (1972). He set world records in four individual men's events, and won the remaining medals in team events. These teams also set world records. Spitz, 22 at the time, was so popular for a while that his photo was a pinup poster.

Michael Phelps turned in an even more spectacular performance. At the 2004 Olympics he won six gold medals, but that was just the warm up. In 2008, he set a new record by winning eight gold medals-in the 100- and 200-meter butterfly; the 200-meter freestyle; the 200- and 400-meter individual medley; the 4x100-meter medley relay; and the 4x100- and 4x200-meter freestyle relay. He set new world records in seven of those events, all but the 100-meter butterfly. In total, Phelps has won 14 Olympic gold medals and two bronze medals, for an awe-inspiring 16 medals in just two Olympic appearances.

<http://www.answers.com/topic/olympic-games>

The Olympics of Ancient Greece

Although records cannot verify games earlier than 776 B.C., the contests in Homer's Iliad indicate a much earlier competitive tradition. Held in honor of Zeus in the city of Olympia for four days every fourth summer, the Olympic games were the oldest and most prestigious of four great ancient Greek athletic festivals, which also included the Pythian games at Delphi, the Isthmian at Corinth, and the Nemean at Argos (the Panathenaea at Athens was also important). The Olympics reached their height in the 5th-4th cent. B.C.; thereafter they became more and more professionalized until, in the Roman period, they provoked much censure. They were eventually discontinued by Emperor Theodosius I of Rome, who condemned them as a pagan spectacle, at the end of the 4th century A.D.

Among the Greeks, the games were nationalistic in spirit; states were said to have been prouder of Olympic victories than of battles won. Women, foreigners, slaves, and dishonored persons were forbidden to compete. Contestants were required to train faithfully for 10 months before the games, had to remain 30 days under the eyes of officials in Elis, who had charge of the games, and had to take an oath that they had fulfilled the training requirements before participating. At first, the Olympic games were confined to running, but over time new events were added: the long run (720 B.C.), when the loincloth was abandoned and athletes began competing naked; the pentathlon, which combined running, the long jump, wrestling, and discus and spear throwing (708 B.C.); boxing (688 B.C.); chariot racing (680 B.C.); the pankration (648 B.C.), involving boxing and wrestling contests for boys (632 B.C.); and the foot race with armor (580 B.C.).

Greek women, forbidden not only to participate in but also to watch the Olympic Games, held games of their own, called the Heraea. Those were also held every four years but had fewer events than the Olympics. Known to have been conducted as early as the 6th century B.C., the Heraea games were discontinued about the time the Romans conquered Greece. Winning was of prime importance in both male and female festivals. The winners of the Olympics (and of the Heraea) were crowned with chaplets of wild olive, and in their home city-states male champions were also awarded numerous honors, valuable gifts.

<http://www.answers.com/topic/olympic-games>

The Modern Olympics

The modern revival of the Olympic Games is due in a large measure to the efforts of Pierre, baron de Coubertin, of France. They were held, appropriately enough, in Athens in 1896, but that meeting and the ones that followed at Paris (1900) and at St. Louis (1904) were hampered by poor organization and the absence of worldwide representation. The first successful meet was held at London in 1908; since then the games have been held in cities throughout the world (see Sites of the Modern Olympic Games, table). World War I prevented the Olympic meeting of 1916, and World

War II the 1940 and 1944 meetings. The number of entrants, competing nations and events have increased steadily.

To the traditional events of track and field athletics, which include the decathlon and heptathlon, have been added a host of games and sports-archery, badminton, baseball and softball, basketball, boxing, canoeing and kayaking, cycling, diving, equestrian contests, fencing, field hockey, gymnastics, judo and taekwondo, the modern pentathlon, rowing, sailing, shooting, soccer, swimming, table tennis, team (field) handball, tennis, trampoline, the triathlon, volleyball, water polo, weight lifting, and wrestling. Olympic events for women made their first appearance in 1912. A separate series of winter Olympic meets, inaugurated (1924) at Chamonix, France, now includes ice hockey, curling, bobsledding, luge, skeleton, and skiing, snowboarding, and skating events. Since 1994 the winter games have been held in even-numbered years in which the summer games are not contested.

As a visible focus of world energies, the Olympics have been prey to many factors that thwarted their ideals of world cooperation and athletic excellence. As in ancient Greece, nationalistic fervor has fostered intense rivalries that at times threatened the survival of the games. Although officially only individuals win Olympic medals, nations routinely assign political significance to the feats of their citizens and teams. Between 1952 and 1988 rivalry between the United States and the Soviet Union, rooted in mutual political antagonism, resulted in each boycotting games hosted by the other (Moscow, 1980; Los Angeles, 1984). Politics has influenced the Olympic Games in other ways, from the propaganda of the Nazis in Berlin (1936) to pressures leading to the exclusion of white-ruled Rhodesia from the Munich games (1972). At Munich, nine Israeli athletes were kidnapped and murdered by Palestinian terrorists. The International Olympic Committee (IOC), which sets and enforces Olympic policy, has struggled with the licensing and commercialization of the games, the need to schedule events to accommodate American television networks (whose broadcasting fees help underwrite the games), and the monitoring of athletes who seek illegal competitive advantages, often through the use of performance-enhancing drugs. The IOC itself has also been the subject of controversy. In 1998 a scandal erupted with revelations that bribery and favoritism had played a role in the awarding of the 2002 Winter Games to Salt Lake City, Utah, and in the selection of some earlier venues. As a result, the IOC instituted a number of reforms including, in 1999, initiating age and term limits for members and barring them from visiting cities bidding to be Olympic sites.

<http://www.answers.com/topic/olympic-games>

SECTION IV. KEYS

Unit 1. Figure Skating and Bobsledding

Ex. 1. 1-h, 2-d, 3-a, 4-c, 5-k, 6-e, 7-j, 8-i, 9-l, 10-b, 11-f, 12-g.

Ex. 2.

2. Solo and in pairs figure skating.

3. As an Olympic sport, figure skating (considered an indoor sport) debuted in the 1908 Olympic Summer Games in London, with competitions held for men, women, and pairs.

4. The American ballet dancer and vanguard figure skater Jackson Haines, who also introduced the elements of dance and music into the previously rigid form of figure skating and in the 1860s, bringing balletic movements to ice, and creating new ones.

7. Bobsledding originated in Switzerland in the 1890s.

8. A two-person sled consists of a driver and the brakeman.

9. Bobsledding was included in the first Olympic Winter Games in 1924.

Ex. 9. 1-b, 2-d, 3-c, 4-e, 5-g, 6-f, 7-a, 8-h.

Ex. 10. 1-g, 2-h, 3-f, 4-j, 5-c, 6-i, 7-a, 8-e, 9-b, 10-d.

Unit 2. Boxing and Wrestling

Ex. 1. 1-f, 2-b, 3-g, 4-e, 5-a, 6-h, 7-d, 8-c.

Ex. 2. 2. The first boxing rules, called the Broughton's rules, were introduced by champion Jack Broughton in 1743 to protect fighters in the ring where deaths sometimes occurred. Under these rules, if a man went down and could not continue after a count of 30 seconds, the fight was over. Hitting a downed fighter and grasping below the waist were prohibited. Broughton also invented and encouraged the use of "mufflers", a form of padded gloves, which were used in training and exhibitions.

3. The Marquess of Queensberry rules have been the general rules governing modern boxing since their publication in 1867.

4. **Amateur boxing.** Amateur boxing may be found at the collegiate level, at the Olympic Games and Commonwealth Games, and in many other venues sanctioned by amateur boxing associations. Amateur boxing has a point scoring system that measures the number of clean blows landed rather than physical damage. Bouts consist of three rounds of three minutes in the Olympic and Commonwealth Games, and three rounds of three minutes in a national ABA (Amateur Boxing Association) bout, each with a one-minute interval between rounds.

Competitors wear protective headgear and gloves with a white strip across the knuckle. A punch is considered a scoring punch only when the boxers connect with the white portion of the gloves. Each punch that lands cleanly on the head or torso with sufficient force is awarded a point. A referee monitors the fight to ensure that competitors use only legal blows. A belt worn over the torso represents the lower limit of punches – any boxer repeatedly landing low blows (below the belt) is disqualified. Referees also ensure that the boxers don't use holding tactics to prevent the opponent from swinging. If this occurs, the referee separates the opponents and orders them to continue boxing. Repeated holding can result in a boxer being penalized or ultimately disqualified. Referees will stop the bout if a boxer is seriously injured, if one boxer is significantly dominating the other or if the score is severely imbalanced. Amateur bouts which end this way may be noted as "RSC" (referee stopped contest) with notations for an outclassed opponent (RSCO), outscored opponent (RSCOS), injury (RSCI) or head injury (RSCH).

Professional boxing. Professional bouts are usually much longer than amateur bouts, typically ranging from ten to twelve rounds, though four round fights are common for less experienced

fighters or club fighters. There are also some two-and three-round professional bouts, especially in Australia. Through the early twentieth century, it was common for fights to have unlimited rounds, ending only when one fighter quit, benefiting high-energy fighters like Jack Dempsey. Fifteen rounds remained the internationally recognized limit for championship fights for most of the twentieth century until the early 1980s, when the death of boxer Duk Koo Kim reduced the limit to twelve.

Headgear is not permitted in professional bouts, and boxers are generally allowed to take much more damage before a fight is halted. At any time, however, the referee may stop the contest if he believes that one participant cannot defend himself due to injury. In that case, the other participant is awarded a technical knockout win. A technical knockout would also be awarded if a fighter lands a punch that opens a cut on the opponent, and the opponent is later deemed not fit to continue by a doctor because of the cut. For this reason, fighters often employ cutmen, whose job is to treat cuts between rounds so that the boxer is able to continue despite the cut. If a boxer simply quits fighting, or if his corner stops the fight, then the winning boxer is also awarded a technical knockout victory.

5. "Style" is often defined as the strategic approach a fighter takes during a bout. No two fighters' styles are alike, as it is determined by that individual's physical and mental attributes.

Boxer/out-fighter, Boxer-puncher, Brawler/sluggish, Swarmers/in-fighter, Counter puncher.

6. Wrestling disciplines defined by FILA, are broken down into two categories; International wrestling disciplines and folk wrestling disciplines. According to the International Federation of Associated Wrestling Styles, there are five current International wrestling disciplines acknowledged throughout the world. They are Greco-Roman Wrestling, Freestyle Wrestling, Grappling, Beach wrestling and MMA (Mixed martial arts).

7. Mixed martial arts (MMA) is a full contact combat sport that allows the use of both striking and grappling techniques, both standing and on the ground, including boxing, wrestling, Brazilian jiu-jitsu, muay Thai, kickboxing, taekwondo, karate, judo, kung fu and other styles.

9. The International Federation of Associated Wrestling Styles, also known in French as Fédération Internationale des Luttes Associées (FILA), is an international wrestling federation that holds events around the world. It is the governing body of international amateur wrestling.

10-11. The Men's Greco-Roman Wrestling tournament began in 1904, and the Men's Freestyle Wrestling tournament began in 1951. The Women's Freestyle championships were first staged in 1987.

Ex. 9. 1-j, 2-i, 3-h, 4-d, 5-c, 6-b, 7-g, 8-e, 9-a, 10-f.

Unit 3. Ice Hockey and Skeleton

Ex. 1. 1-k, 2-d, 3-i, 4-e, 5-h, 6-l, 7-c, 8-b, 9-g, 10-j, 11-a, 12-f.

Ex. 2.

3. The game is played between two teams with six players on the ice. A team usually consists of four lines of three forwards, three pairs of defencemen and two goalies.

4. The first organized game was played on March 3, 1875 in Montreal, Canada.

7. Skeleton was invented in St. Moritz, Switzerland, in the late 19th century.

8. The two sports are different: while skeleton is run on the same track used by bobsleds and luge, Cresta is run on Cresta-specific sledding tracks only.

9. In 1923, the Federation Internationale de Bobsleigh et de Tobogganing (FIBT) was established as the governing body of the sport.

Ex. 4. 1-B, 2-A, 3-C.

Ex. 9. 1-g, 2-f, 3-h, 4-c, 5-d, 6-e, 7-b, 8-a.

Unit 4. Gymnastics and Track and Field

Ex. 1. 1-f, 2-d, 3-b, 4-h, 5-e, 6-c, 7-g, 8-a.

Ex. 2. 1. Competitive Artistic gymnastics is the best known of the gymnastic sports. It typically involves the women's events of uneven bars, balance beam, floor exercise, and vault.

2. Men's events are floor exercise, pommel horse, still rings, vault, parallel bars, and high bar.

3. Other gymnastic sports include rhythmic gymnastics, the various trampolining sports, aerobic and acrobatic gymnastics.

4. Competitive trampolining routines consist of combinations of 10 contacts with the trampoline bed combining varying rotations, twists and shapes with take-off and landing in one of four positions: Feet, Seat, Front, Back.

5. The events that acrobats perform in are: women's pairs (two females); men's pairs (two males); mixed pairs (a male base and a female top); women's groups (three females); men's groups/quad (four males).

6. Rhythmic gymnastics is a sport in which individuals or teams of competitors (2 or more people) manipulate one or two pieces of apparatus: rope, clubs, hoop, ball, ribbon and Free.

7. Track and field is a sport comprising various competitive athletic contests based around the activities of running, jumping and throwing.

8. The running events are categorized as sprints, middle and long-distance events, relays, and hurdling.

9. Regular jumping events include long jump, triple jump, high jump and pole vault, while the most common throwing events are shot put, javelin, discus and hammer.

10. 100 metres, 200 metres, 400 metres, 800 metres, 1500 metres, 5000 metres, 10,000 metres, Marathon, 110 metres hurdles, 400 metres hurdles, 3000 metres steeplechase, 4 × 100 metres relay, 4 × 400 metres relay, 20 km walk, 50 km walk, High jump, Pole vault, Long jump, Triple jump, Shot put, Discus throw, Hammer throw, Javelin throw, Decathlon.

Ex. 8.

1. The sport became part of the revived Olympics in 1896.

2. Women's gymnastics was instituted in 1936.

3. Gymnastics is classified as a non-contact sport.

4. In 1972, the average female Olympian was 18 years old.

5. Events are held indoors and outdoors and records are kept separately.

6. Track and field is a sport comprising various competitive athletic contests.

7. The name of the sport derives from the venue for the competitions.

8. The racing events are won by the athlete with the fastest time.

Ex. 9. 1-c, 2-g, 3-e, 4-h, 5-f, 6-d, 7-i, 8-a, 9-j, 10-b

Ex. 10. 1-c, 2-a, 3-b, 4-h, 5-d, 6-f, 7-g, 8-e.

Ex. 11. 1-b, 2-i, 3-k, 4-l, 5-f, 6-n, 7-e, 8-m, 9-d, 10-j, 11-h, 12-a, 13g, 14-c.

Unit 5. Skiing and Biathlon

Ex. 1.

1. Sport and mode of transportation involving moving over snow on a pair of long flat runners (skis) attached to shoes or boots.

2. The earliest skis were often short and broad.

3. Skiing was born in northern Europe.

4. Competitive cross-country skiing began in

6. Biathlon is any sporting event made up of two disciplines.

7. A biathlon competition consists of a race in which contestants ski around a cross-country trial system, and where the total distance is broken up by either two or four shooting rounds,

Norway in the 1840s and had reached California by the 1860s.

5. Alpine skiing has been contested at every Winter Olympics since 1936, when a combined event was held in Garmisch-Partenkirchen, Germany.

Ex. 5.

1) St. Moritz, Switzerland was the host city for these first sanctioned games.

2) Nordic skiing comprised the only skiing events.

3) Alpine skiing first appeared on the program with a combined event for both men and women.

4) Because of World War II, the winter Olympics were not held again until 1948.

5) Austrian alpine skier Toni Sailer was the hero of the games.

half in prone position, the other half standing

8. No equipment other than skis and ski poles may be used to move along the track.

9. All cross-country skiing techniques are permitted in biathlon

6) In 1968 at Chamonix, France, French hero Jean-Claude Killy accomplished the alpine sweep.

7) Racers have tended to become more specialized, concentrating on certain events.

8) The 1928 Olympics are considered the first official Winter Olympic Games.

9) Skiing competition was included and more events have been added to the Olympic schedule over the years.

10) The first celebration of the Winter Olympics was held in Chamonix, France in 1924.

Ex. 7. 1-f, 2-j, 3-a, 4-b, 5-k, 6-c, 7-g, 8-d, 9-e, 10-h, 11-i.

Unit 6. Football and Field hockey

Ex. 1. 1-g, 2-i, 3-l, 4-f, 5-b, 6-a, 7-j, 8-c, 9-k, 10-d, 11-e, 12-h.

Ex. 2. 5. In 1888, the Football League was founded in England, becoming the first of many professional football competitions.

6. International Federation of Association Football, commonly known by the acronym FIFA is the international governing body of association football, futsal and beach soccer. Its membership comprises 209 national associations (the United Nations has 193 member states). Its headquarters are in Zurich, Switzerland, and its president is Sepp Blatter. FIFA is responsible for the organisation of football's major international tournaments, notably the World Cup.

7. There are currently six awards:

- the Golden Ball (currently commercially termed "adidas Golden Ball") for best player;
- the Golden Boot (also known as the Golden Shoe, commercially termed "adidas Golden Shoe" from 1982, although now referred to again as the Golden Boot) was first awarded in 1930 for top goal scorer;

- the Golden Glove Award for best goalkeeper (first awarded in 1994);

- the Best Young Player (currently commercially termed as "Hyundai Best Young Player") award for best player under 21 years of age at the start of the calendar year, first awarded in 2006.

- the FIFA Fair Play Trophy for the team with the best record of fair play (first awarded in 1970);

- the Most Entertaining Team award for the team that has entertained the public the most, during the World Cup final tournament, as determined by a poll of the general public, first awarded in 1994.

8. Hockey has several regular international tournaments for both men and women. These include the Olympic Games, the Commonwealth Games, the quadrennial Hockey World Cups, the annual Champions Trophies and World Cups for juniors.

9. The International Hockey Federation is the global governing body of field hockey and indoor field hockey. Its headquarters are located in Lausanne, Switzerland. The FIH was founded on January 7, 1924 in Paris by Paul Léauté, who became the first president, in response to field hockey's omission from the programme of the 1924 Summer Olympics. First members complete to join the seven founding members were Austria, Belgium, Czechoslovakia, France, Hungary, Spain and Switzerland.

10. Field hockey ball, field hockey stick, mouthguard, shinpads.

Ex. 4. 1-C, 2-A, 3-B.

Ex. 9. a-10, b-2, c-7, d-3, e-6, f-9, g-1, h-4, i-5, j-8.

Unit 7. Swimming

Ex. 1. 1. There are seven players in the water from each team at one time. There are six players that play out and one goalkeeper.

2. The offensive positions include: one center (a.k.a. two-meter offense, 2-meters, hole set, set, hole man, bucket, pit player or pit-man), two wings (located on or near the 2-meter), two drivers (also called "flats," located on or near the 5-meter), and one "point" (usually just behind the 5 meter), positioned farthest from the goal. The wings, drivers and point are often called the perimeter players.

3. Fouls: major fouls (exclusion fouls), drawing the ejection, brutality fouls, a misconduct foul, a penalty shot.

4. Passing: there are two basic passes in water polo: the "dry" pass and the "wet" pass.

5. Water polo equipment: a ball, a cap, a mouthguard, swimwear.

6. Water Polo World Championship, FINA World Aquatics Championships, FINA Water Polo World Cup, FINA Water Polo World League, European Water Polo Championship.

7. The four main strokes in swimming are: Freestyle, Breaststroke, Backstroke, Butterfly.

8. Referee, Starter, Clerk of course, Timekeepers, Inspectors of turns, Judges of Stroke, Finish judges.

9. Female Swimsuits: Racerback, Kneeskin, Bodyskin, LZR Racer; Male Swimsuits: Competition briefs or Speedos, Jammers, Square leg suits, Legskin, Kneeskin, Bodyskin, LZR Racer, Drag Suit.

10. Swimsuit, Swim cap, Goggles, Drag suit.

12. FINA currently recognises world records in the following events for both men and women: Freestyle: 50 m, 100 m, 200 m, 400 m, 800 m, 1500 m; Backstroke: 50 m, 100 m, 200 m; Breaststroke: 50 m, 100 m, 200 m; Butterfly: 50 m, 100 m, 200 m; Individual medley: 100 m (short course only), 200 m, 400 m; Relays: 4×100 m freestyle, 4×200 m freestyle, 4×100 m medley.

Ex. 7.

1. Water polo is a team water sport.

2. The breaststroke can also be a restful stroke.

3. The game clock is stopped when the ball is not 'in play'

4. The butterfly is mastered by only the best swimmers.

5. Swimming is a popular competitive sport.

6. The average quarter lasts around 12 minutes.

7. Home team field players wear usually blue caps.

8. In freestyle swimming any stroke may be used.

Unit 8. Basketball and Volleyball.

Ex. 1. 1-d, 2-h, 3-b, 4-f, 5-a, 6-c, 7-g, 8-k, 9-e, 10-i, 11-l, 12-j.

Ex. 2. 1-e, 2-b, 3-g, 4-h, 5-h, 6-c, 7-f, 8-a.

Ex. 3. 1. The International Basketball Federation, more commonly known as **FIBA**, from its French name Fédération Internationale de Basketball, is an association of national organizations which governs international competition in basketball.

2. FIBA recognizes 213 national teams divided into 5 zones, each roughly corresponding to a continent (North America and South America are grouped under the Americas.)

3. 1950.

4. James Naismith (November 6, 1861 – November 28, 1939) was a Canadian sports coach and innovator. He invented the sport of basketball in 1891 and is often credited with introducing the first football helmet. He wrote the original basketball rulebook, founded the University of Kansas basketball program, and lived to see basketball adopted as an Olympic demonstration sport in 1904 and as an official event at the 1936 Summer Olympics in Berlin, as well as the birth of both the National Invitation Tournament (1938) and the NCAA Men's Division I Basketball Championship (1939).

5. FIBA has organized a World Championship for men since 1950 and a World Championship for Women since 1953. Both events are now held every four years, alternating with the Olympics.

6. The Fédération Internationale de Volleyball (International Federation of Volleyball), commonly known by the acronym FIVB, is the international governing body for the sport of indoor, beach and grass volleyball. Its headquarters are located in Lausanne, Switzerland.

7. Olympic Games, Volleyball World Championship, Volleyball World Cup, Volleyball World Grand Champions Cup, Volleyball World League (Men), Volleyball World Grand Prix (Women), Volleyball Club World Championship, Beach Volleyball SWATCH World Tour, Beach Volleyball SWATCH World Championship; and the following international youth volleyball tournaments: Men's Junior World Championship (U21), Women's Junior World Championship (U20), Boys' Youth World Championship (U19), Girls' Youth World Championship (U18).

8. On February 9, 1895, in Holyoke, Massachusetts (USA), *William G. Morgan*, a YMCA physical education director, created a new game called Mintonette as a pastime to be played preferably indoors and by any number of players. The game took some of its characteristics from tennis and handball.

9. There are 5 positions filled on every volleyball team at the elite level. Setter, Outside Hitter/Left Side Hitter, Middle Hitter, Opposite Hitter/Right Side Hitter and Libero/Defensive Specialist. Each of these positions plays a specific, key role in winning a volleyball match.

10. There are many variations on the basic rules of volleyball. By far the most popular of these is beach volleyball, which is played on sand with two people per team, and rivals the main sport in popularity. Some games related to volleyball include: a) *Footvolley*: A sport from Brazil in which the hands and arms are not used but most else is like beach volleyball; b) *Hooverball*: Popularized by President Herbert Hoover, it is played with a volleyball net and a medicine ball; it is scored like tennis, but the ball is caught and then thrown back. The weight of the medicine ball can make the sport to be quite physically demanding; annual championship tournaments are held annually in West Branch, Iowa; c) *Newcomb ball* (sometimes spelled "Nuke 'Em"): In this game, the ball is caught and thrown instead of hit; it rivaled volleyball in popularity until the 1920s; d) *Prisoner Ball*: Also played with volleyball court and a volleyball, the object of the game is to get your opponents "out"; e) *Throwball* became popular with women players at the YMCA College of Physical Education in Chennai (India) in the 1940s; f) *Buka ball*: This is a rather similar game played only with the feet; g) *Beachball* volleyball: A game of indoor volleyball played with a beach ball instead of a volleyball.

Ex. 4. 1-A, 2-C, 3-B.

Ex. 9.

1. The complete rules are extensive.
2. Basketball did not become an official part of the games until 1936
3. The first two touches are used to set up for an attack.
4. Each made foul shot is worth one point.
5. Teams try to advance the ball and shoot it through one basket.
6. International and collegiate basketball games have two 20-min halves.
7. A number of consistent techniques have evolved in volleyball.
8. A team commits a fault and loses the rally.

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Рудіна М. В. Спорт для життя та навчання: Навчальний посібник для вивчення курсу «Англійська мова за професійним спрямуванням» для студентів першого та другого курсів заочного відділення Інституту фізичного виховання і спорту .

Навчальний посібник розроблено для вивчення курсу «Англійська мова за професійним спрямуванням» для студентів першого та другого курсів заочного відділення інституту фізичного виховання і спорту . Навчальний посібник складається з 8 уроків для ознайомлення з основними особливостями різних видів спорту, кожен з уроків узагальнюється спеціальною лексикою для розширення професійного лексичного запасу студентів, розділ граматики для використання граматичних конструкцій в мовленні. Кожний урок включає в себе різноманітні тексти на спортивну тематику, які застосовуються для читання в аудиторії і для самостійної роботи студентів. Різна складність автентичних текстів дозволяє використовувати їх із розумінням перекладу, обговорення та анутовання. Різноманітні вправи допоможуть підготувати студентів для спілкування за професійною тематикою, навчать використовувати правдиву інформацію про події у світі спорту, вдосконалювати комунікативну та соціокультурну компетентності, розвивати творчі навички студентів, а також позитивно впливати на формування мотивації студентів до вивчення іноземної мови.

Ключові слова: спорт, змагання, спортсмени, групові види спорту, індивідуальні види спорту.

Рудина М. В. Спорт для жизни и обучения: Учебное пособие для изучения курса «Английский язык с профессиональной направленностью» для студентов первого и второго курсов заочного отделения Института физического воспитания и спорта.

Учебное пособие разработано для изучения курса «Английский язык с профессиональной направленностью» для студентов первого и второго курсов заочного отделения института физического воспитания и спорта. Учебное пособие состоит из 8 уроков для ознакомления с основными особенностями различных видов спорта, каждый урок обобщен специальной лексикой для расширения профессионального лексического запаса студентов, раздел грамматики для использования грамматических конструкций в речи. Каждый урок включает в себя различные тексты на спортивную тематику, которые предназначены для чтения в аудитории и для самостоятельной работы студентов. Разная сложность аутентичных текстов позволяет использовать их с пониманием перевода, обсуждения и аннотирования. Различные упражнения помогут подготовить студентов для общения на профессиональную тематику, научат сопоставлять подлинную информацию об олимпийских событиях, совершенствовать коммуникативную и социокультурную компетентности, развивать творческие навыки студентов, а также положительно повлияют на формирование мотивации студентов к изучению иностранного языка.

Ключевые слова: спорт, соревнования, спортсмены, групповые виды спорта, индивидуальные виды спорта.

Rudina M.V. Sport to live and learn: Manual for Studying Course “English for Specific Purposes” for the first and second-year students of the extra-mural department of the Institute of Physical training and Sport.

The manual is designed for studying the course “English for Specific Purposes” for the first and second-year students of the extra-mural department of the Institute of Physical training and Sport. The manual consists of 8 units for learning the main peculiarities of different kinds of sports, each is generalized with special professional vocabulary, grammar section for learning grammar constructions in use. Each unit includes a number of texts on sport topics, which are intended for reading in a class and for independent students' work. Different complication of authentic texts allows using them for reading with understanding, translation, discussion and annotating. Various exercises will help to prepare students for speaking on professional topics, to compare truthful information about different Olympic events, improve their communicative and social competence, develop creativity and positively influence on forming of students' motivation to study English.

Key words: sports, competition, sportsmen, team sports, individual sports.

Навчальне видання

РУДІНА Марина Володимирівна

Спорт для життя та навчання

*Навчальний посібник для вивчення курсу
„Англійська мова за професійним спрямуванням”
для студентів першого та другого курсів
заочного відділення
Інституту фізичного виховання і спорту*

Англійською мовою

Навчальний посібник розроблено для вивчення курсу «Англійська мова за професійним спрямування» для студентів першого та другого курсів заочного відділення Інституту фізичного виховання і спорту.

Навчальний посібник складається з 8 уроків для ознайомлення з основними особливостями різних видів спорту, кожен з уроків узагальнюється спеціальною лексикою для розширення професійного лексичного запасу студентів, розділ граматики для використання граматичних конструкцій в мовленні. Кожний урок включає в себе різноманітні тексти на спортивну тематику, які застосовуються для читання в аудиторії і для самостійної роботи студентів. Різна складність автентичних текстів дозволяє використовувати їх із розумінням перекладу, обговорення та анотування.

Різнманітні вправи допоможуть підготувати студентів для спілкування за професійною тематикою, навчать використовувати правдиву інформацію про події у спорті, вдосконалювати комунікативну та соціокультурну компетентності, розвивати творчі навички студентів, а також позитивно впливати на формування мотивації студентів до вивчення іноземної мови.

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