

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

Нижегородский государственный университет им. Н.И. Лобачевского

СПОРТ: английский язык для профессиональной коммуникации

Практикум

Рекомендовано методической комиссией филологического факультета
для студентов ННГУ, обучающихся по направлению
подготовки 0343000.62 «Физическая культура»

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Авторы: Поваренкина И.А., Глухотаренко А.С., Насонова И.А., Савицкая А.О. /
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Рецензент: к.п.н., доцент **Н.Х. Фролова**

Настоящее пособие содержит практические задания и упражнения, которые способствуют овладению студентами как общекультурными, так и профессиональными компетенциями. Пособие направлено на овладение необходимыми поисковыми и аналитическими навыками. Каждый урок включает активный словарь, основной текст, послетекстовые упражнения, дополнительное чтение, а также грамматические упражнения. В конце разработки имеется список высказываний для выражения своей точки зрения, а также основные фразы для подготовки презентаций на английском языке. Все это способствует повышению уровня образования студентов и слушателей ННГУ в соответствии с международными стандартами.

Практикум предназначен для студентов и слушателей ННГУ, обучающихся по направлениям подготовки 0343000.62 «Физическая культура».

Ответственный за выпуск:
председатель методической комиссии филологического факультета ННГУ,
к.ф.н., доцент **И.В.Кузьмин**

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Unit 1

Vocabulary

spear – копье	to dribble-вести мяч
to hunt – охотиться	to kick–забить гол
to bring – приносить	crucial– решающий
to bring – приносить	to lay claims to– чтобы претендовать на
supply – припасы	glory– слава
javelin throwing – метание копья	amazing– удивительный
essential – существенный	feat–проявление большой ловкости
skill – умение	excel– превосходить
survival – выживание	significance– значение
to aim – стремиться	to perform– выполнять
to shoot – стрелять	to exist– существовать
terrain – местность	vital – жизненно важно
pursuit – стремление	reason– причина
prey– добыча	to promote– продвигать
to prove – доказывать	health– здоровье
accurately– точно	to engage in– заниматься
competitor– соперник	to build up–создавать
to outrun– опережать	mental– умственный
excellence– превосходство	strength– сила to fight off–отгонять
desire– желание	illness– болезнь
purpose– цель	to mean– значить
to be armed with– вооружиться	to cycle–ездить на велосипеде
to be armed with– вооружиться	to demand– требовать
indomitable– неукротимый	drain–канавы
spirit– дух	to complete– завершить
determination– решительность	various– различный
to reach– достигать	exercise– упражнение
to dream– мечтать	effort– усилие
to capture– захватить	to train– тренировать
to outsmart– перехитрить	integral–неотъемлемый
opposing team– команда– соперник	to try– пытаться
	to encourage– поощрять

Exercise 1. Before you read the passage, talk about these questions.

What is your favorite sport? Why?

Do you think everybody should practice sports?

Exercise 2. Read the text.

Sport

The evolution of sports in the modern world is an interesting one. In the past, men took up spears to hunt animals for food. He who could use the spear most expertly would usually bring home a bigger supply of food. Nowadays, men take up spears only in sports, in what we now call 'javelin throwing'.

What used to be essential skills in survival, such as running, shooting and jumping, are now skills that are tested primarily in the sports arena. Man no longer has to aim well to shoot at a deer grazing in the grassland or jump over difficult terrain in pursuit of his prey. What he does have to do now is to prove to others that he can shoot further or more accurately than the other competitors, or outrun his opponents in a race.

The pursuit of excellence in sports has become the desire and purpose of every true sportsman today. Sportsmen have to be armed with an indomitable spirit of determination and discipline in order to reach heights ordinary men can only dream of. Carl Lewis, one of the world's fastest men, ran the 100-meter race under ten seconds. Michael Jordan outjumped and outscored his opponents in many basketball matches in the United States. Michael Owen captured the hearts of millions of fans when he outsmarted the opposing team to dribble and kick home a crucial goal during the 1998 World Cup. These sportsmen lay claims to glory through their amazing feats in the sports they play and excel in.

However, what significance does sport hold for the ordinary people – people who cannot perform extraordinary feats like the above-mentioned sports icons of modern times? Thankfully, sports exist for another very vital reason. They promote health. When we engage in a sport, whether it is cycling, swimming, playing football or tennis, it helps to build up our physical as well as mental strength. When the body is strong, it means that we are able to fight off infections or illnesses, such as cold or fever, better and faster than someone who is not physically healthy.

Sports also help to build up our mental strength. Engaging in any type of sports demands focus. One would not want to cycle right into the drain or be hit by a tennis ball coming right at you. Similarly, we need discipline to complete the various exercises. It takes time and effort to train to play basketball or to complete a long distance run.

Hence, sports have become an integral part of our lives and it is no wonder that the Government is trying to encourage a nation of healthy living by promoting sports.

Exercise 3. Answer the questions

1. What are the most essential skills in sports?
2. What is the purpose of every true sportsman today?
3. What do sportsmen need in order to reach heights ordinary men can only dream of?
4. What is Michael Jordan famous for?
5. What significance does sport hold for the ordinary people?
6. What does a strong body mean?
7. How can sports help to build up our mental strength?
8. Why is sport promoted all over the world?

Exercise 4. Translate from English into Russian.

The modern world, to hunt animals for food, use the spear, a bigger supply of food, javelin throwing, essential skills, jump over difficult terrain, in pursuit of, to prove to others, purpose, outrun his opponents, to be armed with, an indomitable spirit of determination, in order to, lay claims to glory, amazing feats, excel in, vital reason, promote health, mental strength, to fight off infections, it means that, to cycle right into the drain, to complete the various exercises, time and effort, it is no wonder that, to encourage a nation of healthy living.

Exercise 5. Translate from Russian into English.

1. Спорт – организованная по определённым правилам деятельность людей, состоящая в сопоставлении их физических и интеллектуальных способностей.
2. Массовый спорт даёт возможность миллионам людей совершенствовать свои физические качества и двигательные возможности, укреплять здоровье и продлевать творческое долголетие.
3. Цель спорта высших достижений – это достижение максимально возможных спортивных результатов или побед на крупнейших спортивных соревнованиях.
4. Спорт стал неотъемлемой частью нашей жизни.
5. Спортсмену необходима дисциплина, чтобы достичь высот в спорте.
6. Занятие спортом помогает нам бороться с инфекциями и разного рода заболеваниями.
7. В спорте стрелок из лука доказывает другим, что он стреляет точнее своих соперников.

Exercise 6 Match the words with the definitions.

- | | |
|-----------------|---|
| 1. strength | a. the quality or state of being physically strong |
| 2. competitor | b. someone who is trying to win or do better than all others especially in business or sports |
| 3. skill | c. a contest of speed |
| 4. race | d. public praise, honor, and fame |
| 5. glory | e. the quality of being important |
| 6. significance | f. the condition of being well or free from disease |
| 7. health | g. the ability to do something that comes from training, experience, or practice |

Exercise 7 Complete the text with an appropriate word from the box.

strength competitor skill race glory significance health

1. Apple is winning for a very simple reason – it is making terrific products that no other ___ can match.
2. Athletes use their ___ to achieve athletic objectives e.g. sprinting a 10.0 second 100 meters.
3. A vote of the top sports requiring ___ has the obvious sport of weightlifting ranked highest.
4. The competitors in a ___ try to complete a given task in the shortest amount of time.
5. Greece reached the height of its ___ and power in the 5th century B.C.
6. Ancient Egyptians regarded the heart as the center of intelligence and emotion, and believed the brain to have no ___ whatsoever.
7. We even have ___ insurance.

Exercise 8. Complete the following sentences by using the correct form of do (do, don't, does, doesn't).

1. My mother likes chocolate, but she ___ like biscuits.
2. What ___ the children wear at your school?
3. Lynn's father watches badminton on TV, but he ___ watch judo.
4. Where ___ the Masons buy their fruit?
5. ___ the cat like to sleep on the sofa?
6. Dogs love bones, but they ___ love cheese.
7. Where ___ Sam and Ben hide their CDs?
8. We eat pizza, but we ___ eat hamburgers.
9. ___ Mrs. Miller read magazines?
10. ___ the boys play cricket outside?

Exercise 9. Fill in the gaps with am, is, are, aren't, isn't, do, does, doesn't, don't

1. They ___ (be/not) home they ___ (be) at their son's home.
2. Where ___ (be) John? He ___ (be) at the movies.
3. ___ you like sushi? No, I ___
4. ___ (be) you a generous person?
5. ___ your sister walk to school everyday. Yes, she...
6. Mr. Fiend ___ (not/work) on Sundays, but his wife ___
7. ___ you always happy? Yes, I...
8. I ___ happy to be here.
9. Tim ___ always at the club on the weekend.
10. Who ___ (not/walk) to school?
11. Mary ___ (not /study) history.
12. Ann ___ (now/ know) how to swim.
13. Ann ___ (walk) in the park everyday.
14. James ___ (be/not) in a band.

Exercise 10. Choose the best tense for each space, present simple or present continuous.

1. John lives and works in Florida but he ___ (have) a holiday in England at the moment.
2. I wonder why the neighbor's dog ___ (bark) again. Maybe there is a burglar!
3. Alan ___ (get up) at seven o'clock every morning.
4. Then he ___ (go) to have a shower before breakfast.
5. Then he ___ (drive) to the beach and stays all day.
6. He ___ (not/work) because he won the lottery last year.
7. Why ___ (you/learn) English this year?
8. I ___ (live) with my sister for a month because she is pregnant and I can help her.
9. Tell me – what ___ (you/wear). That way, I will recognise you at the station.
10. Jane is in the kitchen and very stressed! She ___ (cook) dinner for 20 people.

Exercise 11. Make a short summery on the topic "Sport".

Exercise 12. Comment on the statements.

1. The health of people is really the foundation upon which all their happiness and all their power as a state depend.
2. He who has health has hope, and he who has hope has everything.
3. A man too busy to take care of his health is like a mechanic too busy to take care of his tools.
4. The human body is the best picture of the human soul.

5. A runner must run with dreams in his heart, not money in his pocket.

Exercise 13. Discuss with a partner.

People don't play sports because its fun. Ask any athlete, most of them hate it, but they couldn't imagine their life without it. It's part of them, the love/hate relationship. It's what they live for. They live for the practices, parties, cheers, long bus rides, invitations, countless pairs of different types of shoes, water, Gatorade, & coaches you hate but appreciate. They live for the way it feels when they beat the other team, and knowing those two extra sprints they ran in practice were worth it. They live for the way they become a family with their team, they live for the countless songs they sing in their head while training all those hours. They live for the competition, they live for the friends, the practices, the memories, the pain, and it's who they are. It's who we are.

Exercise 14. With a partner act out a conversation. Talk about:

- what you like about sport
- your career in sport: opportunities and threats

Exercise 15. Choose one topic for a presentation.

1. Sport clubs
2. Sport management
3. Sport psychology
4. Sport tourism

Exercise 16. Translate with a dictionary

Breaking into the sports-management game

Tomorrow, millions of Super Bowl viewers will return to day jobs that have nothing to do with athletic pursuits. But for Bethesda resident Ricky Mattei, 24, every workday is sports-related.

In January, Mattei began working as an account executive for Washington's professional men's soccer team, D.C. United, for which his job focuses on persuading more Hispanic fans to attend games. "I said I'd never go into sales, but I love it," he said.

Sports management is a \$221 billion industry, up from \$182.8 billion in 1999, according to the Charlotte-based Sports Business Journal. The field includes advertising, endorsements, facility construction, apparel, broadcast rights, concessions, ticket sales, community recreation programs and much more.

But insiders caution that being an athlete or avid sports fan doesn't automatically mean you are cut out for employment in the sports world. "There's a naive sex appeal sometimes among people who read the sports section or watch ESPN SportsCenter three times a day and think that because they know players' batting averages they should be working in sports," said Jeff Yocom, vice president for executive search and placement of the Tualatin, Ore., sports-marketing firm Game Face Inc. "At the end of the day, sports is a business," Yocom said.

The doors to a sports career are more open than they used to be to people of all backgrounds, experts said. "For years, people got into sports because they had an uncle on the team or knew someone or because they had a letter jacket," said G. Lynn Lashbrook, president and founder of Sports Management Worldwide, an online sports-management training and placement organization in Portland, Ore. "But now it's more business-oriented," with more opportunities for women and minorities.

Still, it's not easy to get into or succeed in this industry. "There is still a much larger supply of candidates than places in the field," said Yocom.

In applying for jobs, it's an advantage to have taken relevant courses and have an undergraduate or graduate degree in sports management. Alternatively, you can complete a training program that specializes in the sports business. Mattei attended such a program at Game Face's Executive Academy, which he describes as "mostly a sales training camp." Although he had no prior sports-related work experience other than as a professional volleyball player in Puerto Rico, he landed a job with D.C. United shortly after completing the two-week program.

An internship is another path to a sports job, said Ronald Dick, assistant professor of sports management at James Madison University in Harrisonburg, Va. "It helps you get your feet wet," he said, noting that internships are usually unpaid, last two to three months and vary in the duties assigned.

When seeking an internship or entry level sports job, think broadly, including minor league and college teams, high school athletic departments and community recreation programs, Dick said. "There are only 30 general managers in Major League Baseball in the world and only a handful of real-life Jerry Maguires," he said, referring to the fictional sports agent in the 1996 film.

Matt Goldberg, a senior at James Madison University who is majoring in sports management and business, spent last summer as an unpaid intern at Octagon, a McLean sports- and entertainment-marketing firm. His tasks were mostly menial, including making copies, sending letters and shipping merchandise, he recalled. "You definitely have to put in your time," he said, noting that he loves the "behind-the-scenes aspects of sports" and hopes to become a professional team's general manager.

To build your career, seek out teams that need your help rather than ones that are already winning championships, advised Robert Cornilles, president of Game Face. "Ask yourself, 'where can I make the most difference?'" he said. Also, keep in mind that sports is a mobile industry. "Your first job is not likely to be where you will retire," he said. "Very few people start and end with the Redskins."

And even though some professional athletes draw millions of dollars, don't expect anyone to show you that kind of money. Sports management "is primarily a young person's industry, with long hours and relatively low pay," Cornilles said.

But there are perks, he noted, such as the opportunity to be around exceptional athletes or attend games frequently. Besides, he said, "you've got the coolest business card in town when you work in sports."

Unit 2

Vocabulary

distinct- определенный	serve–подавать
to trace – прослеживать	surface– поверхность
root– корень	attractive– привлекательный
primarily– в первую очередь	to remain– оставаться
soldier– солдат	hallmark– отличительный признак
familiar– знакомые	shot–удар
initial–первоначальный	challenge– вызов
introduction– введение	smash–удар по мячу сверху вниз
be regarded as– можно рассматривать как	agility– проворство
society– общество	command–владение
genteel– благовоспитанный	deft– ловкий
pastime– времяпровождение	dimension–величина
rule– правило	advantage– преимущество
to remain– оставаться	championship– чемпионат
virtually– фактически	genetic– генетический
unaltered– неизменный	trait– черта
member– член	slight– незначительный
to contest– оспаривать	build–телосложение
double–парный	stature– рост
event–соревнование	ancestry– родословная
circuit–лига спортивных команд	to suit–подходить
to involve– включать	lateral –боковой
recreational– развлекательный	quickness– проворство
deceptively– обманчиво	capacity–способность
simple– простой	explosive– взрывной
to require– требовать	essential– существенный
net– сеть	pure– чистый
lightweight– легкий	leap– прыжок
feathered–покрытый перьями	scissor kick– ножницеобразный удар
shuttlecock– волан	impact– влияние
to deliver– доставлять	to convert– преобразовывать
intent– намерение	to combine–объединять
view–поле зрения	feature– особенность
relatively– относительно	stretching– растягивание

to achieve– достигать	flexibility– гибкость
execution– выполнение	joint–сустав
precise– точный	groin tissues– ткани паха
nature– природа	common– общий
to score–подсчитывать очки	to extend– расширить
point–очко	recovery– восстановление
to permit– разрешить	exertion– напряжение

Exercise 1. Before you read the passage, talk about these questions.

What do you need to have to be a knockout badminton player?

What equipment is used to play badminton?

Exercise 2. Read the text.

Badminton

The game of badminton is one with two distinct histories. Badminton can trace its roots over 2,500 years to a number of cultures, primarily China and India (where the game was known as *poona*). The modern game takes its name from Badminton House, in Gloucester, England, where soldiers familiar with the game through their service in India played the game on their return home. In the initial years of its introduction to English society, the game was regarded as a genteel pastime; the rules of the sport were codified in 1895, and remain virtually unaltered today.

The International Badminton Federation (IBF) was formed in 1934. The IBF has over 140 member countries. Badminton is contested in a singles' competition format for both men and women, doubles events for both men and women, and mixed doubles. An international professional circuit, involving significant prize money, has grown significantly since 1990. In 1992, badminton was introduced to the Summer Olympics as a full medal sport.

Badminton has been played in many parts of the world as a recreational activity. It is a deceptively simple sport, requiring a net, two or four people with lightweight metal or composite material rackets made in a similar shape to that of a tennis racket, and a lightweight, feathered object called the shuttlecock or shuttle. The goal is to deliver the shuttle over the net, with the intent to place it where it cannot be returned by the opponent. Badminton was traditionally viewed as a sport that anyone could play.

As with many sports with relatively simple rules, sporting excellence in badminton is achieved through execution and precise movement by the athlete. As with the sports of tennis and volleyball, the badminton net regulates the nature of the game. The badminton court is a relatively small space at 44 ft by 17 ft (13.4 m by 5.2 m) or 20 ft (6.1 m) wide for four players. The net stands 5 ft (1.5 m) high. The games are scored to 15 points (women's singles play is scored to 11 points), with points only permitted to be scored on the player's serve. The shuttle may not be touched while in the air above the opponent's court, and the shuttle may not touch the surface of the court.

The simplicity of badminton that makes it an attractive recreational activity remains its hallmark at the elite level. The speed and the power of the shots transform badminton from recreation to a significant athletic challenge. The sport requires extremely well-developed agility and hand-eye coordination. The tactics of the game demand a command of a deft touch, to drop a shot into a precise area of the opposing court, as well as the power to deliver a smash; elite competitors can deliver the shuttle at speeds in excess of 150 mph (250 km/h). The placement of shots and the tactics to be employed are also important components of badminton success.

Given the height of the net and the dimensions of the court, a tall player would seem to be at an advantage in badminton. However, the Olympics badminton championships and recent world championships have been dominated by athletes from Asian countries. The genetic traits of these athletes, which include slighter builds and smaller statures than most persons of European or North American ancestry, are ideally suited to the sport. Lateral quickness, balance, and a capacity for explosive movement are essential to badminton success. The technique required to deliver the primary power shot, the smash, is not a pure strength movement. When the player sees an opportunity to return the shuttle forcefully, the player will often leap, combining a scissor kick and fast arm action with the racket at the point of impact with the shuttle. The jump effectively transfers significant potential energy to a position where, on impact, the athlete converts that energy store into kinetic energy, most of which transfers to the shuttle.

The physical training program for effective badminton will combine several features. Stretching and flexibility is of primary importance, as the lateral movement and explosive reactions required place a significant stress on the lower leg joints and groin tissues. Exercises that assist in plyometrics training and intervals will support the movements required in a small space. While the sport is primarily anaerobic in terms of its energy demands, it is common for badminton matches to be extended over multiple sets, with more than one match played per day. Aerobic fitness assists these athletes in their recovery from the anaerobic exertions of the sport.

Exercise 3. Answer the questions.

1. How does the modern game take its name?
2. When was the IBF formed?
3. How many members are there in the IBF?
4. How is badminton contested?
5. When was badminton introduced to the Summer Olympics?
6. What equipment is needed for playing badminton?
7. What is the goal of the game?
8. How is sporting excellence achieved in badminton?
9. What regulates the nature of the game?
10. How are the games scored?
11. What skills does badminton require?
12. What do the tactics of the game demand?
13. What is essential to badminton success?

14. What is important for effective training program?
15. Why is it common for badminton matches to be extended over multiple sets?

Exercise 4. Complete the sentences.

1. Badminton can trace its roots to ...
2. The modern game takes its name from...
3. The International Badminton Federation...
4. Badminton is contested in ...
5. In 1992, badminton ...
6. It is a deceptively simple sport, requiring a net, ...
7. The goal is ...
8. The games are scored ...
9. The shuttle may not touch ...
10. The sport requires ...
11. The tactics of the game demand ...
12. Lateral quickness, balance, and...
13. When the player sees an opportunity to return the shuttle forcefully ...
14. The physical training program ...

Exercise 5. Translate from English into Russian.

Trace its roots, takes its name from, was regarded as a genteel pastime, remain virtually unaltered, an international professional circuit, as a full medal sport, as a recreational activity, shuttlecock, goal, to deliver the shuttle over the net, sporting excellence, with points only permitted to be scored on the player's serve, above the opponent's court, the surface of the court, remains its hallmark, the speed and the power of the shots, a significant athletic challenge, well-developed agility, hand-eye coordination, demand a command of a deft touch, the power to deliver a smash, in excess of, to be at an advantage, genetic traits, slighter builds, smaller statures, are ideally suited to, lateral quickness, a capacity for explosive movement, leap, a scissor kick, on impact, stretching and flexibility, lower leg joints, groin tissues, anaerobic exertions.

Exercise 6. Translate from Russian into English.

1. Бадминтон — вид спорта, в котором игроки располагаются на противоположных сторонах разделённой сеткой площадки и перекидывают волан через сетку ударами ракеток, стремясь выиграть партию.
2. Соперничают два игрока или две пары игроков.
3. Входит в программу летних Олимпийских игр с 1992 года.
4. Современная традиция игры берет начало в Англии, в старинной усадьбе Бадминтон-хаус, владелец которой, герцог Бофорт, соорудил в 1873 году первую площадку для игры в бадминтон.
5. Всемирная федерация бадминтона была создана в 1934 году.

6. С 1947 года проводится крупнейшее командное соревнование среди мужчин – *Кубок Томаса*.

7. Среди женщин главный командный старт — *Кубок Убер* проводится с 1955 года.

8. По традиционным (старым) правилам: одно очко начисляется при выигрыше розыгрыша подающим игроком.

9. В случае если подающий игрок проиграл розыгрыш, подача переходит к сопернику.

10. В парной встрече у каждой команды имеется 2 подачи, при потере обеих подач подача переходит к сопернику.

11. Игра идёт до 15 очков.

12. В настоящее время на планете доминируют азиатские спортсмены (Китай, Республика Корея, Индонезия), которые завоёвывают до 90% медалей на мировых первенствах.

Exercise 7. Complete the sentences. Use the present simple of the verbs in brackets.

1. The speed and the power of the shots ___ badminton from recreation to a significant athletic challenge.(transform).

2. Stretching and flexibility ___ of primary importance.(be)

3. The modern game ___ its name from Badminton House.(take)

4. The tactics of the game ___ a command of a deft touch.(demand)

5. Aerobic fitness ___ these athletes in their recovery from the anaerobic exertions of the sport.(assist)

6. The server ___ the shuttlecock so that it would land in the receiver's service court.(hit)

7. It ___ her block out some of the things that can be stressful.(not help)

8. They ___ to play the semi-final against each other.(not want)

9. She ___ it look effortless, but she ___ very hard.(make, work)

10. ___ you ___ any pressure from your coach?(feel)

11. What ___ you ___ of the new rally points scoring system?(think)

12. Who ___ he ___ as the all time best player?(regard)

13. ___ they ___ being a professional badminton player a rewarding career?(consider)

14. When ___ she ___ expect a breakthrough on the international level?(expect)

Exercise 8. Complete the sentences. Use the present simple or the present continuous.

1. She ___ (run) because she's late for her lesson.

2. Our teacher always ___ (give) us lots of homework.

3. We ___ (not want) to go to the concert.

4. What time ___ (you / meet) Pete tomorrow?

5. I ___ (not work) today. I'm on holiday.
6. People ___ (speak) English in Jamaica.
7. Archie ___ (not use) his computer at the moment.
8. ___ (Tony/live) near the park?

Exercise 9. Complete the sentences. Use the present simple or the present continuous.

1. While Tom ___ (read), Anna ___ (watch) a documentary on TV.
2. Marvin ___ (come) home, ___ (switch) on the computer and ___ (check) his emails.
3. The thief ___ (sneak) into the house, ___ (steal) the jewels and ___ (leave) without a trace.
4. Nobody ___ (listen) while the teacher ___ (explain) the tenses.
5. While we ___ (do) a sight-seeing tour, our friends ___ (lie) on the beach.
6. He ___ (wake) up and ___ (look) at his watch.

Exercise 10. Complete the sentences. Use the past simple.

1. The tutor group ___ a prize.(to win)
2. Peter ___ for Emily's ticket.(to pay)
3. The bird ___ high in the sky.(to fly)
4. Jake ___ his arm.(to break)
5. The doctor ___ him some medicine.(to give)
6. They ___ the good news.(to hear)
7. Ben ___ his taxi through London.(to drive)
8. The friends ___ in front of the café.(to meet)
9. The man ___ all the answers.(to know)
10. She ___ the newspaper.(to read)

Exercise 11. Write questions with *was*, *were* or *did*.

1. We went to the park.
2. ___ we go to the park?
3. My friend was at home.
4. ___ my friend at home?
5. It was your party last week.
6. ___ it your party last week?
7. They made a lot of toast.
8. ___ they make a lot of toast?
9. The neighbours were nice.
10. ___ the neighbours nice?
11. The film was interesting.
12. ___ the film interesting?
13. Ron did all the exercises.

14. ___ Ron do all the exercises?
15. The girls felt hungry.
16. ___ the girls feel hungry?
17. The class ate hamburgers.
18. ___ the class eat hamburgers?
19. The information was in the newspaper.
20. ___ the information in the newspaper?

Exercise 12. Match the words with the definitions.

- | | |
|----------------|---|
| 1. fault | a. unit of scoring or counting |
| 2. rally | b. shot that initiates the play; should be low and short or high and deep |
| 3. serve | c. denotes an infraction of the rules resulting in a point for the other team |
| 4. smash | d. the object hit back and forth over the net in badminton |
| 5. kill | e. an exchange of the shuttle between opponents by a series of strokes |
| 6. score | f. the total number of points made by each competitor or side in a contest, either final or at a given stage |
| 7. point | g. powerful downward stroke using wrist snap to end the point by hitting the bird in front of the opponent half |
| 8. shuttlecock | h. barrier of meshwork cord or rope strung between two posts to divide a court in |
| 9. net | i. fast downward shot that cannot be returned |

Exercise 13

Complete the text with an appropriate word from the box.

court fault point net players server trick
rally shot margin score shuttlecock doubles

How the game works

Badminton is played on a **(1)** ___ marked for both singles and **(2)** ___ matches. The doubles court is 6.1 metres (20 feet) wide and 13.4 m (44 ft) long, and the singles court is a little smaller. The **(3)** ___ is 1.55 m (5 ft 1 inch) high at the edges and 1.524 m (5 ft) high in the centre.

To begin a singles game, **(4)** ___ stand in diagonally opposite *service courts* (see diagram at right) and the **(5)** ___ then serves the **(6)** ___ underhand from below the waist. If the receiver thinks the serve is a **(7)** ___, meaning it will land outside the receiver's service court, he or she can leave it and win the point if it does go out. But if the receiver thinks the serve is good, he or she must return it before it bounces. If the return is good, a **(8)** ___ begins. The rally continues until someone wins it by hitting a good **(9)** ___ which their opponent cannot return, or until someone loses it by hitting a fault. Faults include hitting the shuttlecock into the net, hitting it outside the court, or hitting it twice with two separate shots before it goes over the net. Whoever wins the rally earns one **(10)** ___, and serves to start the next point. Players

can use a range of shots during a rally, including drop shots, drives, clears, smashes, kills, net shots and push shots. Top players learn to disguise their shots, and try to **(11)** ___ the opponent into thinking they're about to hit one type of shot, but then hit a very different type of shot, hoping to win the point by surprising the opponent.

Play continues until one player wins the game by being the first to earn 21 points, with a **(12)** ___ of at least 2 points. For example, if the **(13)** ___ is 21 to 19, the game is over. But if the score is 21 to 20, the game continues. If the player with 21 points then wins a point, the score is 22 to 20 and the game is over. Matches are usually the best of three games. This means the first player to win two games wins the match.

Exercise 14. Choose the correct answer.

1. The official name for the "Birdie" is:
 - a. Robin
 - b. Eagle
 - c. Shuttle
 - d. Bus

2. If the score is 8-3 for you, what side of the court should you serve from?
 - a. left
 - b. right
 - c. back
 - d. front

3. Which of the following correctly describes a double playing court?
 - a. long and wide
 - b. short and narrow
 - c. long and narrow
 - d. short and wide

4. Even if your team does not serve you still receive a point.
 - a. True
 - b. False

5. If the bird lands on the line it is considered in bounds.
 - a. True
 - b. False

6. You serve overhand in the game of badminton.
 - a. True
 - b. False

7. In badminton you must win the game by how many points?

- a. 0
- b. 1
- c. 2
- d. 3

8. Badminton is played to ___ points.

- a. 13
- b. 15
- c. 21
- d. 25

9. What type of scoring is used when playing badminton?

- a. serving team scores
- b. rally
- c. double bounce
- d. continuous

10. The official name for the equipment that is hit back and forth during the game is called...

- a. Robin
- b. Eagle
- c. Shuttle
- d. Birdie
- e. Bus

11. At the beginning of a doubles game, the server serves a fault. Who is the next server?

- a. the server gets a second attempt at the serve
- b. the first servers partner serves next
- c. the opponent in the right service court serves next
- d. the opponent in the left service court serves next

12. In badminton this is an overhand hit that is powerfully hit down into the opponent's court.

- a. smash
- b. clear
- c. drive
- d. drop

13. In badminton this is the hit that begins each play.

- a. fault
- b. let

- c. serve
- d. shuttlecock

14. In badminton this hit is a high, deep hit that sends the opponent to back of the court so you can establish better position in your court.

- a. smash
- b. clear
- c. drive
- d. drop

15. In badminton this hit is a hit that is lightly tapped over the net and lands softly just over the net in the opponent's court.

- a. smash
- b. clear
- c. drive
- d. drop

16. If it is unclear if a birdie landed in or out, or something rolls on the court during the game, how should you handle this situation?

- a. Call a let and have the team re-serve
- b. Argue until somebody wins
- c. Keep playing
- d. Ask a bystander

17. When serving a player must serve it diagonally to their opponent.

- a. True
- b. False

18. On a serve, the player serving must make sure that the "birdie" is hit.

- a. under the net
- b. to the tallest player
- c. below their waist
- d. straight ahead
- e. short of service line in opponent's court

18. How many points do you have to win a game by?

- a. 5
- b. 1
- c. 0
- d. 2

19. A player may reach over the net to hit the birdie.

- a. True
- b. False

Exercise 15. Make a short summary on the topic “Badminton”.

Exercise 16. Comment on the statements.

1. Blame everyone else when you don't play very well.
2. Badminton is great fun for all the family and is great way to keep fit.
3. Make sure every shot has a purpose and try to keep an eye on as much of the court as possible at all times.
4. Don't try to control your nerves on court.
5. Stand tall, keep your head held high and see how much that helps your game!

Exercise 17. Discuss with a partner.

Champions aren't made in the gyms. Champions are made from something they have deep inside them -- a desire, a dream, a vision.

Exercise 18. With a partner act out a conversation. Talk about:

- upcoming badminton tournament
- what types of tournaments you prefer
- what you like about badminton tournaments

Exercise 19. Choose one topic for a presentation.

1. Badminton psychology.
2. The International Badminton Federation.
3. Badminton rules.
4. Real-Life badminton celebrities.

Exercise 20. Translate with a dictionary

Diet, behavior modification

Dietary habits are a complex amalgam of personal preference, ingrained custom, and societal influences. The modification of behaviors in relation to the pattern of food consumption is an intricate process, as these diverse factors are not readily addressed with one dietary tactic or approach.

Diet is both the summary of the foods consumed by an individual, as well as the actual or predicted schedule of such consumption. When constructed in advance of any ingestion of food, the diet is a planning and organizational tool: athletes, persons with restrictions regarding food allergies or medication, or persons endeavoring to either gain or to lose weight employ diet in this fashion. When used as a review of precisely what a person may have consumed over a designated period, a diet is an analytical device, where past consumption can be compared to physical or performance changes noted in the body.

For these reasons, diet is a powerful tool for the modification of behavior. The most common desired form of behavior modification in relation to food is the curbing

of overeating and resultant obesity. The most straightforward method of weight reduction is based upon simple physics—if human caloric output exceeds caloric intake (where activity/exercise energy demands are greater than the food energy consumed), the human body will lose mass, because it must convert mass into energy.

As with many simple, direct solutions, diet quantity restrictions alone have proven to be generally unsuccessful in controlling excess weight, especially over an indefinite period. A simple diet that proposes to reduce 500 calories per day will not succeed in a vacuum; the societal pressure to eat, as evidenced by the appearance of mass-marketed and sometimes unhealthy food choices, makes the maintenance of the required willpower to unilaterally cut back on food consumption a very difficult task for many people. Further, even those persons who have previously reduced weight in this fashion often discover their eating habits to have been only temporarily modified. This incomplete behavioral change often results in a "yo-yo" dieting scenario, where excess body mass is gained and lost on a number of occasions. A yo-yo weight gain and weight loss places significant additional stresses on the musculoskeletal structure.

Initiatives to build a better diet must be supported by one or more additional behavior modifiers. These include exercising, maintaining a food diary, creating a list of foods to avoid, and counting calories.

Exercise is key, especially those activities that require elements of endurance exercise, in increments of at least 30 minutes per day, four times per week. Endurance exercise, which utilizes the aerobic energy system to power the body during the activity, tends to have both higher energy requirements as well as providing a metabolic "afterglow," where the body will experience an increase in its resting metabolic rate, meaning more energy will be consumed at rest.

Within a food diary, individuals record the types and quantities of food consumed. These records serve to reinforce good dietary habits as well as provide a reference point on a review of the diet progress. Also, it can help individuals identify foods that stimulate excess appetite so that they can avoid them.

Finally, it is important to count the calories both anticipated in a scheduled diet, as well as those actually consumed. Most national food guides and other nutritional sources provide accurate information as to the caloric value of foods, by portion size.

The principles of behavior modification in relation to diet apply to all persons seeking a definable physical result in the performance of their bodies. Athletes who are outwardly very lean and fit, especially in aerobic sports where the body's energy is derived from the consumption of carbohydrates, can fall into poor dietary practices and not be aware of certain vitamin and mineral deficits based on their weight or body shape alone. For the athlete, it is sluggish performance, or a corresponding desire to improve performance, that will provide incentive to modify dietary behavior.

Athletes and less active people also share the temptation to seek out a quick fix to their dietary concerns, often in the form of a supplement. For the athlete, the supplement may be vitamins, minerals, or weight-gaining, protein-type additives such

as creatine. For the weight-loss person, there are numerous so-called diet or weight-loss formulas. Research into the efficacy of weight-loss formulas confirms that a broad-based modification of diet behavior is a far better long-term solution, as the modification is being made with the body's well understood and natural mechanism, food.

Appetite suppressants are sometimes employed by people who wish to lose weight on a long-term basis, as well as athletes such as boxers and jockeys, who must intermittently qualify for competition in a specific weight category. Such suppressants, which are often significant amounts of caffeine or other stimulants, are the antithesis of a modified behavior, representing an ultimately short-term solution to an ongoing dietary problem.

Unit 3

Vocabulary

sheet – площадка, «поляна»	conventional- обычный
brush – щетка	tournament– турнир
sweep–зд. тереть	to occur– происходить
stone– камень	appeal–привлекательность
target– цель	simultaneously– одновременно
to locate– располагать в определенном месте	to deteriorate– ухудшаться
parlance–язык	"hog line"–зачётная линия
alternately– попеременно	push off–отталкиваться
allotted– распределять	"hack"–колодка
to shift– менять	to slide–скользить
depend on– зависит от	forward– вперед
object–цель	gently –осторожно
conclusion–заключение	to release– освободить
even–четный	to accompany– сопровождать
century– век	twist–кручение
indeed–действительно	handle– ручка
bulls–eye–яблоко мишени	to spin–крутить
unique– уникальный	to cause– вызывать
to concern–относиться	direction– направление
facet–аспект	concave– вогнутый
ability– способность	underside– нижняя часть
to treat–обрабатывать	to affect– влиять
to provide – предоставлять	debris–частицы
friction– трение	broom–щетка
solid– твердый	curl– свал, дугообразная траектория движения камня по льду
to freeze–замораживать	defined– определенный
pebbled–зернистый	order–порядок
in contrast– в противоположность	"vice"– игрок, который руководит игрой команды во время выполнения скипом своих бросков и помогает капитану в выборе стратегии
smooth– гладкий	"skip"– капитан команды, определяющий стратегию игры. Находится в доме и своей щеткой выставляет «прицел» для броска

to wear down– изнашиваться, стираться	literally– буквально
to alter– изменить	squad– команда
to adjust to– приспособиться к	furthermore– более того
condition– условия	add– добавить

Exercise 1. Before you read the passage, talk about these questions.

What is curling?

What is so special about the rocks?

Exercise 2. Read the text.

Curling

Curling is a sport that is played on a sheet of ice. Long a popular wintertime sport in northern countries such as Canada (it is the official sport of the province of Saskatchewan), Sweden, Norway, Scotland, Switzerland, Denmark, Scandinavia, and the United States, it has become global and is now played in Japan, China, New Zealand, and Korea.

Brushes sweep the ice in front of a stone during the 2005 European Curling Championship.

Curling has been a medal sport at the Winter Olympics since 1998.

Curling involves the controlled release and aim of heavy granite stones toward a target located at the other end of the ice (which, in the parlance of the sport, is called a "sheet"). Two teams of four alternately each "curls" their allotted two stones at the target. During the period of time when each team delivers the total of eight stones (called an "end"), team strategy can shift from trying to guide a stone nearest to the bulls-eye of the target (the house) to attempting to hit and remove the stones of the opposition. Depending on the number of stones nearest the target, a team can score no, one, or several points in an end. The object of curling is to outscore the opponent at the conclusion of the even number of ends (typically eight or ten).

Curling dates back centuries. It may have begun in Scotland in the sixteenth century, or even earlier, in the Netherlands. By the seventeenth century, the sport was an active part of Scottish wintertime sports. Canada's curling roots are just as deep. Indeed, the first organized sporting club in North America is the Royal Montreal Curling Club, which was founded in 1907. Just 25 years later, the first curling club was formed 1932 in the United States.

One of the unique aspects of curling concerns the playing surface. While hockey and figure skating also take place on ice, the nature of the surface is much different in curling. Because an important facet of the sport is the ability to control the movement of the curling stones, the ice is specially treated to provide friction. This is done by spraying a mist of water over the solid ice surface. The spray freezes to create a pebbled texture. In contrast, the ice surface for skating and hockey is designed to be as smooth and frictionless as possible.

As a curling match progresses, the ice pebbles are worn down by the stones. This changes the character of the ice during the match, which in turn alters the

movement of the curling stones. Having to adjust to these changing conditions provides another challenge for the curlers.

The ice sheet used for a curling match is 146 ft (45.5 m) long, almost as long as a conventional hockey rink, but at 14 ft 2 in (4.3 m) it is only about a third the width of the hockey surface. Indeed, in a curling tournament such as occurs at the Olympics, three ice sheets can be placed on the ice surface. Part of the appeal of a curling tournament (called a *bonspiel*) is being able to see three matches in progress simultaneously.

The object of curling is to aim the stones to the center of the house. An ice sheet contains two houses, near each end (this allows play to be shifted from one end of the ice to the other end as the ice deteriorates). The bull's-eye of each house is centered by a line drawn down the middle of the sheet. Two other lines called "hog lines" are drawn at a right angle to the center line. Each hog line is located 37 ft (11.3 m) from each end of the sheet.

To score a point, a rock delivered from one end of the sheet must cross the hog line at the other end. If it does not, it is removed from play.

A granite curling stone is heavy. At a maximum of 44 lb (20 kg), it is difficult to manipulate. To deliver the stone, a curler holds onto a handle positioned on top of the rock and then, by lifting the rock slightly as they push off from a foot-stop (the "hack"), the curler slides forward and gently releases the stone. The release, which has to occur before the nearest hog line, is often accompanied by a gentle twist of the handle, which spins the stone. It is this spin that will cause the stone to move in the direction of the spin as the stone slows and the small portion of the concave underside that actually contacts the ice is affected by the pebbly ice surface.

As the stone moves down the sheet, the ice in front of it can be kept clear of debris by two of the team members (usually the "lead" and "second") who sweep the ice. Originally, brooms were used for this function. Now, specialized brushes are used.

All four members of a team curl stones. Each member has two attempts in each end. They curl in a defined order; the lead, second, third (also called the "vice," or the "mate"), and the "skip" (who is in charge of the squad and literally calls the shots). The last stone delivered (the "hammer") alternates between the two teams with each end.

The ability to accurately deliver the heavy curling stone to within inches of the intended target requires great skill and makes curling exciting to watch. Furthermore, in each end of a match, the constantly shifting strategy as different combinations and locations of stones occur add another dimension to the sport.

Exercise 3. Complete the sentences.

1. Curling is a sport that ...
2. Curling involves ...
3. During the period of time when...
4. Depending on the number of stones nearest the target ...
5. The object of curling is ...

6. One of the unique aspects of curling concerns ...
7. The object of curling is to aim the stones ...
8. An ice sheet contains ...
9. To score a point ...
10. To deliver the stone...
11. Each member has...
12. They curl in a defined order ...

Exercise 4. Answer the questions.

1. What kind of sport is curling?
2. What does curling involve?
3. How many players are there in each team?
4. What is the object of curling?
5. When did curling begin?
6. What is the unique feature of curling?
7. How is the surface in curling different from the hockey one?
8. How is the ice treated to provide friction?
9. How many ice sheets can be placed on the ice surface at the Olympics?
10. How many houses does an ice sheet contain?
11. How is a point scored?
12. When is a rock removed from play?
13. What are the characteristics of a stone?
14. How is the stone delivered?
15. Why do team members sweep the ice?
16. Do all members curl stones?
17. How many attempts does each member have?
18. What is the order of curling stones?
19. What skills and abilities are required in curling?

Exercise 5. Translate from English into Russian.

Sweep, parlance, target, shift, to guide a stone, the bulls-eye of the target, to hit and remove, team can score, object, outscore the opponent, unique, the playing surface, an important facet of the sport, specially treated to provide friction, ice pebbles, alters the movement, to adjust to these changing conditions, provides another challenge, simultaneously, "hog lines", to score a point, remove, push off from a foot-stop, "hack", release, a gentle twist of the handle, spins the stone, the concave underside, be kept clear of debris, brooms, attempt, in a defined order, in charge of the squad, "hammer", requires great skill, locations of stones, add another dimension.

Exercise 6. Translate from Russian into English.

1. Кёрлинг — командная спортивная игра на ледяной площадке.
2. Участники двух команд поочередно пускают по льду специальные тяжёлые гранитные снаряды («камни») в сторону размеченной на льду мишени («дома»).
3. В каждой команде — четыре игрока.
4. Кёрлинг возник в Шотландии в начале XVI века.
5. Площадка для кёрлинга представляет собой прямоугольное поле.
6. Камень весом 44 фунта (19,96 кг) изготавливается из определенного вида гранита, добываемого на острове Эйлса-Крейг в Шотландии.
7. Он имеет цилиндрическую форму (с некоторым переходом в тор) и кольцеобразную скользящую поверхность.
8. Сверху у камня имеется ручка.
9. Каждый из игроков вооружён специальной щёткой, которой он может натирать лёд перед движущимся камнем.
10. В игре участвуют две команды по четыре человека: Скип, вице-скип, первый и второй.
11. В течение одного энда команды по очереди выпускают по 8 камней.
12. При розыгрыше камня игрок отталкивается от стартовой колодки и разгоняет по льду камень.
13. При этом он пытается либо добиться остановки камня в определённом месте, либо выбить из зачётной зоны камни противников, в зависимости от текущей тактической цели.
14. Другие игроки команды могут с помощью специальных щёток тереть лёд перед камнем, тем самым слегка подправляя его движение.
15. Такие манипуляции щёткой называются свипованием.

Exercise 7. Match the words with the definitions.

- | | |
|-------------|--|
| 1. tee | a. the space within the outermost circle drawn round the tee. |
| 2. hack | b. an implement for sweeping the ice in the game of curling. |
| 3. bonspiel | c. a notch cut in the ice, or a peg inserted, to steady the foot when delivering a stone in curling. |
| 4. house | d. the mark, a cross made on the ice and surrounded by circles, at which the stones are aimed. |
| 5. rock | e. a curling tournament. |

Exercise 8. Complete the text with an appropriate word from the box.

awarded brush button consists curler delivers house match pebbled
score skip smooths stones

Curling, a game similar to lawn bowls but played on ice. Two teams of four players (given the titles lead, second, third, and (1) ___ participate in a curling match. Each player slides round (2) ____, concave on the bottom and with a handle on the

top, across the ice of a rink or a natural ice field toward the tee, or (3) ____, which is a fixed mark in the centre of a circle called the (4) ____ marked with concentric bands. The object of the game is for each side to get its stones closest to the centre.

Each player (5) ____ two stones alternately with the opponent beginning with the lead of each team and ending with the skip, who is also the team captain. One point is (6) ____ for each stone that comes to rest nearer the tee than does any rival stone. A team can (7) ____ up to eight points with the 16 stones delivered in an end, or inning, unless no stone is in the house or the nearest opposing stones are equidistant, in which case there is no score. Blocking and knocking out an opponent's stones are important strategies of the sport. The usual number of ends in a (8) ____ is 8 to 12. In international competition a match always (9) ____ of 10 ends; ties are broken by the addition of extra ends until a winner emerges.

A distinctive part of the game is the use of a (10) ____, or broom, to sweep the ice in front of the sliding stone. This is a tradition carried over from the days when curling was played outdoors on frozen lakes; it was necessary to clear the snow to provide a path for the oncoming rock. Sweeping is still used today on indoor rinks because it both removes stray ice particles and (11) ____ the surface of the ice, thus assuring the stone a longer ride. The broom is also used by the (12) ____ for balance during delivery of the stone and by the skip to indicate where the curler should aim. The ice is meticulously groomed to keep it completely level. Prior to competition, a mist of water is applied to the ice to create a (13) ____ surface that helps guide the stones.

Exercise 9. Complete the sentences. Use the correct future tense – will, going to or present continuous.

1. They ____ (drive) to New York tomorrow morning.
2. I hope the weather ____ (be) nice.
3. I offered him this job. I think he ____ (take) it.
4. I promise I ____ (not tell) your secret to anyone
5. Take your umbrella with you. It ____ (rain).
6. They ____ (play) cards this evening.
7. I ____ (go) to the cinema tomorrow.
8. They ____ (fly) to Seattle next summer holidays.
9. I ____ (invite) 50 people to the party, and I hope everyone ____ (come).
10. That exercise looks difficult. I ____ (help) you.
11. ____ he ____ (go) to the football match?
12. Are you sure they ____ (win) the match?
13. She probably ____ (stay) till Thursday.
14. He ____ (not leave) tomorrow.
15. We think he ____ (come) home late in the night.

Exercise 10. Choose the correct option

1. We ____ to London tomorrow.
a) will fly b) are flying c) are going to fly

2. Have you heard that Tom ___ abroad next month?
a) will go b) is going to go c) is going
3. I expect you ___ a good decision.
a) will make b) are making c) are going to make
4. I'm sure I ___ to this job.
a) will be up b) am going to be up c) will be going up
5. She has a lot of work to do. I doubt she ____.
a) is going to come b) will come c) is coming
6. The car is broken down. It ____.
a) won't work b) is not going to work c) isn't working
7. Enough! I ___ with your behaviour any longer.
a) won't put up b) am not going to put up c) am not putting up
8. ___ your car?
a) Will you sell b) Are you going to sell c) Are you selling
9. Don't be afraid, I ___ you.
a) won't hurt b) am not going to hurt c) am not hurting
10. Have you heard the news? The government ____.
a) is going to demit b) will demit c) is demitting
11. I ___ today. I ___ you.
a) will clean ... will help b) am cleaning ... am going to help c) am going to clean ... will help
12. I ___ to the country. Do you think it's a good idea?
a) will move b) am going to move c) am moving
13. I don't know how to use it. Don't panic, I ___ you.
a) will show b) am showing c) am going to show
14. Today we have a special offer. This PC costs only 1000\$. Well, I ___ it.
a) will buy b) am going to buy c) am buying
15. The sky is dark. It ___ a storm.
a) will be b) is going to be c) is being

Exercise 11. Choose the correct answer.

1. When a rock is touched while in motion by the team who threw it, the rock is:
a. Put where it was touched
b. Taken out of play
c. Re-thrown
2. Precisely where did curling begin?
a. Scotland
b. Germany
c. Unknown

3. What is the center of the house called?
 - a. The bulls-eye
 - b. The button
 - c. The middle

4. What country is considered as the "cradle of curling"?
 - a. Scotland
 - b. Canada
 - c. Germany

5. When a skip is shooting, who is holding the broom?
 - a. The lead
 - b. The second
 - c. The third

6. What is the "hammer"?
 - a. The first shot of the end
 - b. The last shot of the end
 - c. The closest rock to the center

7. How do they decide who gets the "hammer"?
 - a. A fight
 - b. Rock paper scissors
 - c. A coin toss

8. Who won this game?

- a. Red
- b. Yellow
- c. Tie

	1	2	3	4	5	6	7	8	9	10
●	1	3		4	5	7				
●			2		6		8			

9. How many points did red score in the 6th end?

- a. 2
- b. 5
- c. 6

	1	2	3	4	5	6	7	8	9	10
●	1	3		4	5	7				
●			2		6		8			

10. An "out turn" goes from:

- a. 10 O'clock to 12 O'clock
- b. 10 O'clock to 11 O'clock
- c. 2 O'clock to 12 O'clock

11. How many rocks does the skip throw in the second end?
- 2
 - 4
 - 1
12. In the house, what is the outer most ring called?
- The 8 foot
 - The 12 foot
 - The 4 foot
13. When the game is over, what team cleans the ice?
- The winning team
 - The red team
 - The losing team
15. If you are a lefty, what hack do you normally want to push out of?
- The left hack
 - The right hack
 - Both of them
14. If the red team scores in the first end, who gets the hammer in the second end?
- Coin toss
 - Red team
 - Yellow team
16. What is the first thing you do during a curling game?
- Sing a song
 - Shake hands with your opponents
 - Have a beer
17. The _____ from both teams decide the number of points at the end of an end.
- Thirds
 - Skips
 - Leads
18. The line going down the center of the curling sheet is called?
- The middle line
 - The button line
 - The center line

19. Your playing curling using the free guard zone rule. Red team has a guard up and yellow hits it out of play or in the house. What are you supposed to do?

- a. Keep it there
- b. Re-throw
- c. Move it back to where it was

20. When the game is over, it is ended with...

- a. A beer
- b. A dance
- c. A handshake

Exercise 12. Make a short summery on the topic “Curling”.

Exercise 13. Comment on the statements.

1. Curling is not a sport. I called my grandmother and told her she could win a gold medal because they have dusting in the Olympics now.

2. You are never a loser until you quit trying.

3. For the wise person, there are only two types of experiences on life's road: winning and learning.

4. A good coach will make his players see what they can be rather than what they are.

5. Don't feed your mind with negative thoughts. If you do, you will come to believe them.

Exercise 14. Read the story and discuss it with your partner.

A long time ago there was a boy

A long time ago there was a boy. He was smart, talented and handsome. However, he was very selfish and his temper was so difficult, that nobody wanted to be friends with him. Often he got angry and said various hurtful things to people around him.

The boy's parents very concerned about his bad temper. They considered what they could do and one day the father had an idea. He called his son and gave him a hammer and a bag of nails. The father said: „Every time you get angry, take a nail and drive into that old fence as hard as you can.”

The fence was very tough and the hammer was heavy, nevertheless the boy was so furious that during the very first day he has driven 37 nails.

Day after day, week after week, the number of nails was gradually decreasing. After some time, the boy started to understand that holding his temper is easier that driving nails into the fence.

One day the boy didn't need hammer and nails anymore as he learned to hold his temper perfectly. So he came to his father and told about his achievement. „Now every time, when you hold your temper all day long, pull out one nail“.

Much time has passed. At last the boy could be proud of himself as all the nails were gone. When he came to his father and told about this, he offered to come and

take a careful look at the fence. „You did a good job, my son, but pay your attention to the holes that left from the nails. The fence will never be the same. The same happens when you say hurtful things to people, as your words leave scars in their hearts like those holes in the fence. Remember, we need to treat everyone with love and respect, because it doesn't matter, that you say you are sorry, the scars will not disappear.

Exercise 15. With a partner act out a conversation. Talk about:

- how you both played
- good scores for Student B
- how you can play better

Exercise 16. Choose one topic for a presentation.

1. Curling culture
2. Curling is a game of strategy
3. Olympic curling
4. Curling in Russia
5. World Curling Federation

Exercise 17. Translate with a dictionary

Sleep

Sleep is as essential to health as air, food, and water. Human performance, in everyday life and in sports, will depend on the quality and the regularity of sleep. From a technical perspective, sleep may be defined as the natural state of rest where the person sustains a partial or complete loss of consciousness. The body during sleep is less responsive to external stimuli, and the brain activity is altered during sleep, where the brain sometimes engages in dreams.

The primary purposes of sleep are to rest the body, to permit the repair of musculoskeletal tissues, and for the body to generally recover from the stresses imposed on it during the waking hours. The amount of sleep that an individual requires will vary from person to person; as a general proposition, an adolescent will requires over nine hours of sleep per day, a consequence of their body's growth. An adult typically requires between seven and nine hours of sleep per night. Persons who are active in sports will generally require a greater quality, if not quantity, of sleep each night.

The effectiveness and the duration of sleep is governed by two distinct factors. Sleep/wake homeostasis is balance that the body strives to maintain between its wakefulness and sleep as a restorative process. When the body has been subjected to a very demanding period of activity, it will seek to have the sleep period be one of corresponding quality and duration to achieve homeostasis (balance).

The second factor governing sleep patterns is the circadian biological clock, sometimes referred to as the body's circadian rhythms. The circadian biological clock tells the body when it is most alert and when it is required to sleep. These rhythms are

governed by the hypothalamus, the region of the brain that governs a diverse group of functions, including body temperature, hormonal release, and how the body responds to light and darkness. Most adults experience their most powerful desire to sleep between 2:00 a.m. and 4:00 a.m., with a lesser rhythm present between 1:00 p.m. 3:00 p.m. daily.

Circadian rhythms are not constant; external factors such as prior sleep quality and jet lag will disrupt the rhythms. The desire to nap during the course of a given day is tied in part to the presence of the rhythms; the afternoon *siesta* that is a part of the culture of many warm-weather countries is consistent with these natural rhythms.

Sleep can be disrupted by a multitude of conditions, some of which are a consequence of physical illness or disease, others more transient and often environmental in nature. Snoring, which disrupts the quality of sleep for both the snorer and any sleep partner, can be caused by a number of physical factors; overweight persons tend to snore more frequently. Medications, particularly those that have a steroid in their formulation, may disrupt sleep. Caffeine consumption (or other stimulants) artificially counters the effects of fatigue, the body's natural signal to rest. Alcohol is a central nervous system depressant, creating an artificial desire to sleep and a disruption of the body's cycle.

Jet lag is the well-known expression for the effect on the circadian biological clock caused by travel to different global time zones. Jet lag can be particularly disruptive to the achievement of peak athletic performance. The athlete's body, which may be accustomed to afternoon or evening performance times, is essentially tricked by the imposition of a lengthy time difference. Jet lag generally affects athletes who are competing in a time zone more than four hours apart from their home time zone.

Restless leg syndrome is a nervous system condition where the legs move spasmodically through sleep, affecting sleep quality. Another condition, sleep apnea, is a breathing disorder that creates temporary obstructions of breath as the sleeper inhales and exhales. In a rare worst-case scenario, sleep apnea could lead to a cardiopulmonary disruption; sleep apnea contributes to poor quality sleep. Nocturia is a need to urinate at night; a number of kidney disorders and medication side effects will disrupt the sleep of persons in this fashion.

Sleep inertia is a condition that may arise in persons who enjoy a full night's sleep. In some persons, sleep inertia can create a state where the person suffers from an impairment of the cognitive abilities that may last as long as two hours upon awakening. The portion of the brain responsible for the formulation of plans and the solving of problems, the prefrontal cortex, does not reach an active level at the same speed as other parts of the brain. Caffeine, through coffee, is the typical manner in which people counter the effects of sleep inertia.

Unit 4

Vocabulary

to combine -объединять	appear– появиться
cross-country skiing – лыжные гонки	to approve– утвердить, одобрить
rifle– винтовка	appearance– появление
rigorous–точный	to participate– участвовать
cardiovascular– сердечно– сосудистый	to languish–ослабевать
exertion– напряжение	rather than– скорее, чем; а не
to follow–следовать	demise–кончина
immediately– немедленно	exclusion– исключение
need– необходимость	To resolve–принимать решение
breathing– дыхание	to govern–управлять
steady–постоянный	to return– вернуть
necessary– необходимо	to consist of– состоять из
duathlon– дуатлон	outer–внешний
generic– общий	ring –круг
to refer to– ссылаться на	inner– внутренний
to exist– существовать	prone– склонный
to comprise– состоять	to retain– удерживать
origin– происхождение	modify–видоизменять
military– военный	to permit– разрешить
advantageous–полезный	entirely– полностью
to allow– позволять	to add– добавит
troops– войска	extra–дополнительный
relatively– относительно	to miss–промахиваться
swiftly– быстро	penalty– штраф
silently– молча	lap– круг
rough – ухабистый	equipment– оборудование
terrain– местность	stock–запас, инвентарь
strapped to– привязанный к	hollow – полый
offensive –наступательный	to reduce– уменьшить
defensive– оборонительный	weight– вес
to include– включать	to reload– перезагружать
competition– соревнование	varied– разнообразный
example– пример	relay–эстафетный
border – граница	schedule– график
guard–защитник	separately– отдельно

to expand– расширять	according to– в соответствии с
pleasure– удовольствие	to catch up – догнать
to call up for–призывать	to pass– пройти
	to remain– оставаться

Exercise 1. Before you read the passage, talk about these questions.

What is biathlon?

Is it hard to train for biathlon?

Exercise 2. Read the text.

Biathlon

The biathlon is an athletic event that combines cross-country skiing with rifle shooting. The event's combination of cycles of rigorous cardiovascular exertion of skiing, followed immediately by the need for controlled breathing and steady nerves necessary for target shooting, is very challenging and demands a high level of physical fitness.

A biathlon is a form of duathlon, a generic term that refers to a sporting event that is made up of two different athletic disciplines. However, the term biathlon refers to the specific wintertime combination of skiing and rifle shooting. A summertime biathlon also exists, which comprises cross-country running and rifle shooting.

The origin of the biathlon was as a military training tool for soldiers in Norway's army. Centuries ago, when today's armored machinery was nonexistent, it was advantageous for Norwegian soldiers to learn how to quickly move about and do battle in the winter. Cross-country skiing would allow troops to move relatively swiftly and silently through rough terrain. When in position, they could use the rifles strapped to their backs for offensive or defensive action.

This military training grew to include competitions. The first-known example was in 1767, and involved border guards from Norway and Sweden. As time went on, these competitions expanded to include rifle and ski clubs throughout Norway and other Scandinavian countries, and Switzerland. Aside from the pleasure of competition, the sport kept club members, many of whom could be called up for active military service, fit and trained.

Biathlon first appeared at the Winter Olympics as a demonstration sport in 1924. Then, it was known as "military ski patrol." By the next Olympics in 1928, the sport had been approved as an official medal sport.

In the early appearance of the Olympic biathlon, only a few Scandinavian countries participated in the sport. As well, there were few agreed-upon rules. The biathlon languished and was dropped from the Olympics after the 1948 competition.

Rather than the signal of the sport's demise, its exclusion from the Olympics galvanized resolve to organize the biathlon. In 1948, the Union Internationale de Pentathlon Modern et Biathlon was formed to standardize the rules governing both the biathlon and pentathlon (a sport involving five track and field events).

A biathlon world championship was held in 1957, and the sport returned to the Winter Olympics in 1960 as a men's event and in 1992 as a women's event.

In its original form, the biathlon consisted of a skiing over a 12.2-mi (20 km) course with four target-shooting stops between the fifth and eighteenth kilometers. At the first and third stops, each competitor shot while lying down. Then, the target was 9.8 in (25 cm) in diameter with an inner 4.9 in (12.5 cm) diameter ring. At the second and fourth stops, shots were taken while the competitor was standing. Then, because aiming the rifle was more difficult, the target was larger; a 17.7-in (45 cm) outer ring with an inner ring of 13.7 in (35 cm) in diameter.

In more recent times, while the prone and standing shooting positions have been retained, the targets have been modified. As of the early 2000s, during each round of shooting, a competitor tries to hit five 1.7-in (45 mm) diameter targets positioned 4.5 in (115 mm) off of the ground and 164 ft (50 m) away, with only one shot per target permitted.

The object of the biathlon is to complete the course in as short a time as possible. Shooting accuracy contributes to a quick time; originally, a shot that hit the outer rings of either target added one minute to a competitor's time, while missing a target entirely added extra two minutes. Currently for each one of the five targets missed, a competitor either has one minute added to the time or must ski around a 492-ft (150 m) penalty oval (each lap takes elite athletes from 20 to 30 seconds to complete), prior to reentering the race course. As well, a competitor is supplied with three extra rifle cartridges that he/she can use to hit a missed target without incurring a penalty. Once these extra cartridges have been used, penalty times/laps apply for any additional missed target.

During the cross-country portion of a biathlon, athletes must carry their rifle and ammunition. As with other athletic equipment, biathlon rifles have been especially designed for the competition. The rifle stock is typically hollow to reduce the gun's weight. No automatic or semiautomatic rifles are permitted; the rifle must be manually reloaded between shots.

Modern Olympics added more varied distances and team relay events to the biathlon schedule. These include a sprint of 6 mi (10 km) for men and 4.6 mi (7.5 km) for women; individual 12.4 mi (20 km; men) and 9.3 mi (15 km; women); races where competitors begin separately; mass start races of 9.3 mi (15 km; men) and 7.7 mi (12.5 km; women); relays consisting of teams of four competitors who each ski 4.6 mi (7.5 km) and have two target stops; and pursuit races of 7.7 mi (12.5 km; men) and 6 mi (10 km; women). In the latter, athletes begin the race according to their finishing times in a previous race, with slower competitors starting first. The object is to catch up and pass competitors during the race.

Biathlon largely remains a sport of more northerly nations, although at the 1987 Calgary Olympics one competitor represented Puerto Rico.

Exercise 3. Complete the sentences.

1. The biathlon is an athletic event ...
2. The origin of the biathlon was ...
3. Biathlon first appeared at the Winter Olympics ...
4. In its original form, the biathlon consisted of ...

5. The object of the biathlon is ...
6. Originally, a shot that hit the outer rings of either target...
7. Missing a target entirely...
8. Currently for each one of the five targets missed ...
9. During the cross-country portion of a biathlon, athletes must carry ...
10. As with other athletic equipment, biathlon rifles ...
11. No automatic or semiautomatic rifles ...
12. Modern Olympics added more varied distances and team relay events to the biathlon schedule. These include...
13. The object is to catch up and ...

Exercise 4. Answer the questions.

1. What does the biathlon combine?
2. What does the term biathlon refer to?
3. What is the difference between a summertime biathlon and a wintertime biathlon?
4. What was the origin of the biathlon?
5. What is the object of the biathlon?
6. How do the penalties work in the biathlon?
7. What equipment is needed for the biathlon?
8. What distances and team relay events are added to Modern Olympics?

Exercise 5. Translate from English into Russian.

cross-country skiing, rifle shooting, challenging, athletic disciplines, cross-country running, a military training tool, use the rifles strapped to their backs, offensive or defensive action, sport had been approved, sport's demise, to standardize the rules, target-shooting stops, the prone and standing shooting positions, shooting accuracy, missing a target, penalty oval, supplied with three extra rifle cartridges, rifle stock, schedule, separately, mass start races, previous race, object, to catch up and pass.

Exercise 6. Translate from Russian into English.

1. Биатлон — зимний олимпийский вид спорта, сочетающий лыжную гонку со стрельбой из винтовки.
2. Прародителем биатлона считаются соревнования военных патрулей.
3. Длина лыж зависит от роста спортсмена — они не должны быть короче, чем рост спортсмена минус 4см, максимальная длина не ограничена.
4. При стрельбе стоя засчитывается попадание в любую зону кружка, при стрельбе лёжа только в чёрный кружок диаметром 45мм, центр которого совпадает с центром кружка 115мм.
5. Для стрельбы применяются винтовки с минимальным весом 3,5кг, которые во время гонки транспортируются на спине.
6. Запрещено автоматическое и самозарядное оружие.

7. На сегодняшний день в рамках крупнейших международных биатлонных соревнований проводится шесть видов гонок: индивидуальная, спринт, гонка преследования, масс-старт, эстафета и смешанная эстафета.

8. Что касается штрафов за промахи, то только в одном виде гонки — в индивидуальной гонке — он равен штрафной минуте, в остальных биатлонистам приходится преодолевать штрафной круг, равный 150 метрам.

Exercise 7. Match the words with the definitions.

- | | |
|---------------|---|
| 1. penalty | a. a contest of speed |
| 2. rifle | b. narrow wood or metal or plastic runners used in pairs for gliding oversnow |
| 3. target | c. a gun with a long barrel |
| 4. loop | d. a time or score punishment for making an error or breaking a rule |
| 5. biathlon | e. a circular track |
| 6. competitor | f. the object you are aiming for |
| 7. shot | g. the contest you hope to defeat |
| 8. race | h. a ski race that involves cross-country skiing and shooting at targets |
| 9. ski | i. the act of firing a projectile |

Exercise 8. Complete the text with an appropriate word from the box.

arenas contestants loop penalty prone round targets track weather

Basic concepts

A biathlon competition consists of a race in which (1) ___ ski around a cross-country trail system, and where the total distance is broken up by either two or four shooting rounds, half in (2) ___ position, the other half standing. Depending on the shooting performance, extra distance or time is added to the contestant's total running distance/time. The contestant with the shortest total time wins.

For each shooting (3) ___, the biathlete must hit five (4) ___; the skier receives a (5) ___ for each missed target, which varies according to the competition rules, as follows:

- Skiing around a 150-metre (490ft) penalty loop—typically taking 20–30 seconds for elite biathletes to complete, depending on (6) ___ and snow conditions.
- Adding one minute to the skier's total time.
- Use of an extra cartridge (placed at the shooting range) to hit the target; only three such extras are available for each round, and a penalty (7) ___ must be made for each target left standing.

In order to keep (8) ___ 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 (9) ___, 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.

Exercise 9. Choose the correct option.

1. Where ___ you born?
a) were b) have c) are d) did

2. A: Where ___ that jacket? B: In that new clothes shop in Piazza Kennedy.
a) have you bought b) did you buy

3. How long ___ your best friend?
a) do you know b) did you know c) have you known

4. A: I lived in Milan when I was younger. B: Really? How long ___ there?
a) did you live b) have you lived c) lived you

5. Gladstone ___ the Prime Minister of Great Britain 5 times during the reign of Queen Victoria.
a) has been b) had been c) was

6. My grandmother, who died five years ago, ___ abroad.
a) was never going b) never went c) has never been

7. A: Would you like a coffee? B: No thanks. ___ one.
a) I just had b) I've just had c) I was just having

8. J.K. Rowling's "Harry Potter" books ___ in many countries.
a) have been published b) were published c) had been published

9. Many of Dickens's novels ___ in monthly magazines.
a) were first published b) have been first published c) had been first published

10. (at 10.30 a.m.) ___ Julie this morning?
a) Did you see b) Have you seen c) Had you seen

11. (at 4.30 p.m.) ___ Julie this morning?
a) Did you see b) Have you seen

12. Oh no! ___ my keys!
a) I've lost b) I lost

13. ___ my keys last week.
a) I've lost b) I lost

4. Oberhof is a famous place of competition. In which country is Oberhof situated?

- a. Germany
- b. Austria
- c. Switzerland
- d. Italy

5. How long is a penalty loop?

- a. 100 m
- b. 150 m
- c. 200 m
- d. 260 m
- e. 300 m

6. In which event are you allowed to use extra cartridges, when missing a shot?

- a. 10 km
- b. 15 km
- c. 20 km
- d. 4 x 7,5 km

7. Which was the first distance to become an Olympic event?

- a. 10 km
- b. 15 km
- c. 20 km
- d. 4 x 7,5 km

8. How big is the target in standing position?

- a. 55 mm
- b. 70 mm
- c. 85 mm
- d. 100 mm
- e. 115 mm
- f. 130 mm

9. In which order come the shooting positions in a race over 20 km?

- a. prone, standing, prone, standing
- b. standing, prone, standing, prone
- c. prone, standing, standing, prone
- d. standing, prone, prone, standing
- e. prone, prone, standing, standing
- f. standing, standing, prone, prone

Exercise 12. Make a short summary on the topic “Biathlon”.

Exercise 13. Comment on the statements.

1. “Each of us has a fire in our hearts for something. It’s our goal in life to find it and keep it lit.”
2. Never put an age limit on your dreams
3. You have to train your mind like you train your body
4. An athlete cannot run with money in his pockets. He must run with hope in his heart and dreams in his head.
5. The more difficult the victory, the greater the happiness in winning.

Exercise 14. Discuss with a partner.

Champions do not become champions when they win the event, but in the hours, weeks, months and years they spend preparing for it. The victorious performance itself is merely the demonstration of their championship character.

Exercise 15. With a partner act out a conversation. Talk about:

- your favorite winter sport
- the difference between similar sports
- common mistakes people make

Exercise 16. Choose one topic for a presentation.

1. Nordic Skiing
2. Alpine Skiing
3. Freestyle Skiing

Exercise 17. Translate with a dictionary

Back Injuries

It is remarkable that the back—a complex structure that is an essential component of effective athletic performance—is exposed to a variety of serious risks, and yet tends to be injured in a rather limited number of ways. The back consists of four regions: the cervical spine, the thoracic spine, the lumbar spine, and the sacral spine. Approximately 20% of all sports injuries involve either the lumbar spine (the lower portion of the back) or the cervical spine, which is the neck area. Outside of athletics, between 50% and 80% of all people will sustain a back injury at some time during their lives.

The injury commonly known as a lumbar strain, or low back strain, arises in one of two ways: a repetitive motion or a weight-bearing motion. A repetitive motion is when lumbar spine is required to perform a twisting motion that generates significant forces upon the spine and the supporting muscles, without a corresponding degree of control of the motion. The swing of a golf club or the motion required to produce a tennis serve are examples of this type of action. A weight-bearing motion can be a series of repetitive actions or a single movement such as when an athlete lifts a weight that is either more than the body is capable of lifting or the lifting technique

employed places the lower back in a position where the strain of the weight overloads the lower back structure. Weight training or the movement of any heavy object, such as improper blocking technique in American football, may cause a lumbar strain.

Cervical spine injuries include neck injuries, which are more commonly caused by direct application of force to the neck, causing the neck to move when it and the supporting cervical structure are not in a position to bear or absorb the force applied. The common term "whiplash" is a description of a type of cervical spine injury. More serious cervical spine injuries occur when an extreme degree of force is applied, such as a blow to the head, or when the head is struck, causing it to move in one direction while the body is traveling in another, as often occurs in alpine ski racing crashes and motor vehicle collisions. A blow delivered to a receiver by a defensive back in American football or to a rugby player by an opponent as they move with the ball in a direction opposite to the force applied are also examples of the kinds of applications of force that can cause a neck injury.

Injuries to the thoracic spine, sometimes referred to as the upper back or mid back, are less common. As the purpose of this component of the spine is primarily to protect and to stabilize, there is little movement by the spine. What injuries do occur in this area are most often blows delivered to the muscles of this region in contact sports, or when there is a dysfunction in one of the joints.

A more debilitating back injury is a herniated disk. Any of the disks throughout the spine can become herniated; the most common is the herniated lumbar disk. This injury can occur through either repetitive stresses placed on the structure, such as in repetitive lifting or by direct trauma. The hernia arises when the soft gel within the disk ruptures and then pushes into a nerve root, causing pain. A herniated disk will often require surgery or other significant medical attention.

Other common injuries to the low back region are sciatica, an irritation of the sciatic nerve that radiates

Lumbar strain is a common injury in tennis, as motion required to produce a tennis serve generates significant forces upon the spine and the supporting muscles from the back into the buttocks; coxodymia, an injury to the coccyx, or tailbone; and fractured vertebrae, where a vertebra sustains a fracture as a result of a direct blow.

As with most sports-related injuries, there are a number of preventative measures that an athlete may take to limit the risk of a damaged back. Such measures are of added importance when the athlete has sustained a previous back injury. A stretching program, aimed at the improved flexibility of the back and its supporting structures, is essential. Back stretches should be performed on a daily basis, as well as part of a warm up prior to training or a competition. In addition to enhancing the flexibility of the structure, stretching will develop improved circulation in the back muscles.

For persons who wish to become active in sport generally or those who wish to seek an athletic outlet that represents a lesser risk of back injury, sports in which the back is not subjected to high impact or twisting motions include road cycling and cross country skiing. Moderate levels of back stress will be found in sports such as soccer, distance running, volleyball, or basketball. Sports such as Alpine skiing,

American football, wrestling, and weightlifting all present a greater risk to the health of the back and spine.

Back injuries will require treatment commensurate with the nature of the injury. Minor back strain is often treated with minimally invasive measures such as ice, rest, and the use of an anti-inflammatory such as ibuprofen to reduce pain. For more serious spinal injuries, chiropractic manipulations have often been found to be helpful, as have deep-tissue massage and acupuncture. There are few drug therapies that provide any long-term assistance for a back injury, particularly lumbar injuries. Surgery is typically reserved for worst-case situations.

Low back stabilization exercises, designed to strengthen the lumbar region, are essential to aid in recovery from a back injury.

Unit 5

Vocabulary

sled – санки	To spend – проводить
sleigh–сани	to lubricate– смазывать
constructed– построенный	to heat–нагревать
wood– дерево	fashion– мода
steel– сталь	to create–создавать
efficient– эффективный	track–трасса
device– устройство	artificial–искусственный
downward – вниз	to construct–строить
force– сила	banked –накрененный
to support– поддерживать	turn–поворот
entire – весь	straight–примо
length– длина	average–средний
to reduce– уменьшить	speed–скорость
friction– трение	male–мужской
resort– курорт	crucial– ключевой
visitor– посетитель	performance–эффективность
to rode –ездить	approximately–приблизительно
invention– изобретение	constantly –постоянно
to descend	to evolve– развиваться
available– доступный	wind–ветер
hill– холм	drag–торможение
crude–грубый, необработанный	air –воздух
to attach– прикреплять	sleek– гладкий
to derive–получать	to wear– носить
bobbing –подскакивающий	helmet–шлем
motion–движение	resistance–сопротивление
occupant– житель, временный владелец	uniform–форма
attempt– попытка	to push –толкать
footnote–примечание	gate–ворота
history–история	sequence– последовательность
science–наука	cumulative–накопленный
law–закон	to gain–получать
to support–поддерживать	traction–сила сцепления
proposition– предложение	to load– загружать
to slide–скользить	responsibility– обязанность
deviation– отклонение	various – различный

path–путь	angle–угол
related– связанный	curve–изгиб
distinct– отчетливый	subtle– неуловимый
to employ– использовать	error– ошибка
single– один racer –гонщик	measure– измерение to exceed– превышать
to propel– приводить в движение	extremely– чрезвычайно
to govern– управлять	fit–в хорошей форме
inaugural–вступительный	to expect–ожидать
annual–ежегодный	paramount– первостепенный
to declare– объявлять	repetition– повторение
modern–современный	to enhance–увеличивать
to prescribe–предписывать	explosion– взрыв
crew– экипаж	<u>plyometrics</u> – плиометрика (система тренировки, основанная на чередовании растяжения и быстрого сокращения мускулов, развивает взрывную мощь спортсмена)

Exercise 1. Before you read the passage, talk about these questions.

Who invented the bobsled?

What's the difference between luge, bobsled and skeleton?

Exercise 2. Read the text.

Bobsled

Sleds and sleighs have been a part of the winter transportation used in cold climates for many hundreds of years. Two thin runners, first constructed of wood and later of steel, are an efficient device for travel over snow or ice. The downward force of the weight supported by the sled is applied over the entire length the runners, which reduces the friction.

At the Swiss resort town of St. Moritz in 1897, the bobsled was used for the first time. Visitors rode the invention for fun and recreation, descending along a natural ice track that was available on a hill at the resort. The early machines were simply a crude steering device attached to the runners of a sled; the name bobsled (spelled bobsleigh in Europe) derived its name from the rocking or bobbing motion that the occupants of the sled made in their attempts to make the sled go faster. It is a footnote of history that the name was the result of poorly applied science, as the laws of physics support the proposition that when sliding downhill, the less motion inside the sled, the less deviation from the optimal path of travel.

The International Bobsleigh and Toboggan Federation, known by its French language acronym of FIBT, was founded in 1923. The related but distinct sport of skeleton racing, which a small sled operated by a single racer propelled headfirst down the race course, is also governed by the FIBT. The bobsled event was a part of

the inaugural Winter Olympics in 1924. An annual bobsled World Cup circuit gained popularity in the 1980s, where the competitors race in a series that declares an annual world champion, in both two-man and four-man categories. Once exclusively a male sport, women's bobsled became popular in the 1990s and is now included as a two-person category at the Olympics.

The modern bobsleds are a product of intense technological development, where science operates to the very limit of the prescribed rules of the sport. The two-man sleds are a maximum of 8.3 ft (2.7 m) long, and weigh 858 lb (390 kg); the four-man sleds are 11.8 ft (3.5 m) long, weighing a maximum of 1,386 lb (630 kg); the permitted weights are that of crew and sled combined. The steel runners must not be lubricated or heated in any fashion that would create less friction as the sled travels along the track.

The modern bobsled run is an artificial ice track, constructed with a series of banked turns and straight sections. The modern St. Moritz run is a typical bobsled track configuration, with a length of 1.05 mi (1,772 m), a vertical drop of 399 ft (129 m), and an average grade of 8.1%. A four-man bobsled will typically reach a top speed of approximately 85 mph (140 km/h) during a run.

The aerodynamics of the sled and the crew are crucial to bobsled performance. The sleds are a constantly evolving shape, a product of both racing and wind tunnel technology concerning the minimizing of drag on the sled. Drag is the force of the air resistance applied to both the bobsled and its crew as it moves through the air. The surface of the sled also generates skin friction, which can reduce the speed of the sled. The sleds for this reason are sleek and aerodynamically efficient; the crew members behind the driver take positions where their heads are below the line of the driver's head, who sits at a height where only the eyes are above the top of the sled. The crew all wear sleek helmets, with uniforms constructed from materials that also reduce drag.

Bobsled speed is a result of the power developed at the start and the piloting skills of the driver along the course. The start is initiated by the push from the gate, over a 165 ft (50 m) distance, within which the bobsled is pushed as hard as is possible, with the crew members "loading" into the sled in a synchronized sequence. As a general rule, every 0.1 seconds lost at the start, a cumulative 0.3 seconds will be lost in finishing time. The crew members wear specialized shoes with which to gain traction on the ice.

Once loaded, the race is the responsibility of the driver, who must pilot the sled through the various angles and curves of the course. A driver often does not reach a competitive peak until after 10 or more years of competition, as the subtlest of driving errors in the selection of the line of the bobsled through a curve can mean the hundredths of seconds between victory and a fifth place finish. Bobsled is scored cumulatively, meaning that the total time for four runs is the measure of the competition. Drivers will typically spend hundreds of hours per year studying the courses where they will race. Modern bobsled simulators have made this aspect much easier, as the simulators may be programmed with the specifications of any bobsled run in the world, and the driver can pilot the simulator over the virtual course. Much

like a flight training simulator, the devices can replicate the effect of gravity on the driver, which on a world-class run will sometimes exceed 4.0 g forces.

All members of a crew must be extremely fit. However, the drivers' responsibilities create a specialized role for them, and they are not expected to be as powerful as the crew. Given the paramount importance of the starting push, the crew must be very fast and very powerful. In recent years, a number of former 100 m sprinters and American football players have been recruited into the bobsled for this reason. The bobsled start is a classic anaerobic exercise, lasting no more than approximately six seconds. Repetition of the sprinting starts, weight training directed at the development of muscle mass and strength (the heavier the crew, the lighter the sled and the easier the sled is to push faster), and plyometrics exercises to enhance explosion are all a part of bobsled physical training.

Exercise 3. Answer the questions.

1. What means of transport have been used in cold climates?
2. Where was the bobsled used for the first time?
3. What is the origin of the name?
4. When was The International Bobsleigh Federation founded?
5. What is the modern bobsled run?
6. What is crucial to bobsled performance?
7. What equipment is needed for bobsled?
8. How is the start initiated?
9. What helps the crew members to gain traction on the ice?
10. Who is responsible for the race?
11. How is bobsled scored?
12. What is the use of bobsled simulators?
13. What skills and abilities are important for bobsled?

Exercise 4. Complete the sentences.

2. Sleds and sleighs have been a part of ...
3. At the Swiss resort town of St. Moritz ...
4. The early machines were ...
5. An annual bobsled World Cup circuit ...
6. The modern bobsleds are ...
7. The modern bobsled run is ...
8. The aerodynamics of the sled and the crew are ...
9. Drag is the force of ...
10. Bobsled speed is ...
11. The start is initiated by ...
12. As a general rule, every 0.1 seconds lost at the start, ...
13. The crew members wear ...
14. The race is the responsibility of ...
15. Bobsled is scored ...
16. All members of a crew must be ...

17. The bobsled start is ...

Exercise 5. Translate from English into Russian.

Sleds and sleighs, an efficient device, reduces the friction, invention, ice track, available, footnote of history, the laws of physics, support the proposition, the permitted weights, an artificial ice track, a series of banked turns and straight sections, crew, crucial, drag, reduce the speed, sleek helmets, the piloting skills of the driver, the push from the gate, in a synchronized sequence, gain traction on the ice, responsibility, various angles and curves of the course, the subtlest of driving errors, the measure of the competition, replicate the effect of gravity, the paramount importance, enhance.

Exercise 6. Translate from Russian into English.

1. Бобслэй — зимний олимпийский вид спорта, представляющий собой скоростной спуск с гор по специально оборудованным ледовым трассам на управляемых санях — бобах.

2. Родиной бобслея является Швейцария.

3. Первые в мире особые сани были сконструированы в 1904 году и сделаны из дерева.

4. Деревянные сани были заменены стальными, которые стали называть «бобами» из-за способа, которым команды качались назад и вперёд для увеличения скорости на прямых.

5. Команда состоит из пилота, одного брейкмана и двух разгоняющих в бобах-четверках.

6. Трасса для бобслея представляет собой ледяной жёлоб на железобетонном основании, имеющий различные по крутизне повороты и виражи.

7. Международная федерация бобслея и тобоггана — ФИБТ была основана в 1923 году.

8. Для проведения соревнований по бобслею необходимы три вещи: экипаж, боб и трасса.

9. Каждый боб имеет аэродинамическую конструкцию и гладкие полозья, чтобы ехать как можно быстрее.

10. Спортсмен-бобслеист должен быть отважным и обладать хорошим чувством равновесия.

11. Чтобы выиграть соревнования, экипаж с быстрым бобом должен обеспечить хороший старт, который задаст и скорость, и инерцию.

Exercise 7. Match the words with the definitions.

1. bob a. something you can sit on that slides over snow or ice

2. brakeman b. all members of the team lean backward at an extreme angle then snap forward in unison.

3. driver c. the person in control of the bobsled who steers it around

- the course by using steering ropes attached to the front axle.
4. sled d. the term used to describe a fully completed course by a team.
 5. tie e. the person who sits at the back of the bob, whose role is to slow the bob down at certain stages
 6. crew f. occurs when the times are exactly the same for more than one team at the end of a run.
 7. helmet g. a protective head covering made of hard material, such as leather, metal, or plastic
 8. heat h. a group of people working together

Exercise 8. Complete the text with an appropriate word from the box.

achieve brakeman consists driver equipment heats race

The start of the (1) _____ is crucial to a team's success. Riders, wearing cleated shoes, run alongside the sled, pushing it to (2) _____ maximum velocity. As it builds speed, the riders jump in, the (3) _____ in front and the (4) _____, pushing the back of the sled, entering last. The heavier four-person sleds attain speeds approaching 160 km (100 miles) per hour; the smaller, lighter two-person sleds are only slightly slower. A race (5) _____ of four descents by each team, the total time for the four (6) _____ determining the winner. Electric timing (7) _____ measures elapsed time to 0.01 second.

Exercise 9. Change the sentences into the passive form. Choose the correct answer.

1. They were interviewing her for the job.

She _____ for the job.

- a. was being interviewed
- b. was interviewed
- c. has been interviewed

2. Tom is writing the letter.

The letter _____ by Tom.

- a. was written
- b. is being written
- c. has been written

3. Everyone understands English.

English _____ by everyone.

- a. is understood
- b. has been understood
- c. was understood

4. The employees brought up this issue during the meeting.

- This issue _____ by the employees during the meeting
- a. has been brought up
 - b. is brought up
 - c. was brought up
5. The professor told him not to talk in class.
He _____ by the professor not to talk in class.
- a. has been told
 - b. was told
 - c. was being told
6. They say that women are smarter than men.
Women _____ to be smarter than men.
- a. were being said
 - b. were said
 - c. are said
7. The fire has destroyed the house.
The house _____ by the fire.
- a. has been destroyed
 - b. was being destroyed
 - c. is destroyed
8. She would have told you.
You _____ by her.
- a. would have been told
 - b. would be told
 - c. were being told
9. She would reject the offer.
The offer _____ by her.
- a. will have been rejected
 - b. would be rejected
 - c. will be rejected
10. This surprises me.
I _____ by this.
- a. would have been surprised
 - b. will be surprised
 - c. am surprised

Exercise 10. Rewrite the following sentences in the passive form

1. The boy writes poems.
2. The girl drove the blue car.
3. They have collected enough money.
4. They will open a new restaurant.
5. The little boy can draw pictures.
6. The guard watched the prisoner.
7. They will not play soccer.
8. They believe that he writes good poems.

Exercise 11. Complete the sentences. Use the active or the passive form of the verb and the correct tense.

1. That door ___ (paint) yesterday.
2. Michelangelo ___ (paint) the Sistine Chapel.
3. Michael Schumacher ___ (drive) for Ferrari in 2003.
4. In the UK, everyone ___ (drive) on the left.
5. Inter-city trains ___ (usually/drive) by men.
6. The 'La Stampa' newspaper ___ (read) by two million people in Italy.
7. My car ___ (steal)! Call the police!!!!
8. The thieves ___ (steal) the gold last week.
9. The Queen ___ (open) the bridge tomorrow.
10. The bridge ___ (destroy) by the storm last night.
11. I ___ (learn) Japanese when I was in Tokyo.
12. I ___ (teach) by an old Japanese man.
13. This letter ___ (should/type), not handwritten!
14. The new secretary ___ (type) at 100 wpm.

Exercise 12. Make a short summery on the topic “Bobsled”.

Exercise 13. Comment on the statements.

1. Always remember, your bones will not break in a bobsled. No, no, no. They shatter.
2. Fall seven times, stand up eight.
3. Only he who can see the invisible can do the impossible.
4. When you cease to dream you cease to live.
5. If you can't accept losing, you can't win.

Exercise 14. Read the story and discuss it with your partner.

One day a son came to his father for an advice:– Dad, I can't do this anymore, – he said, – those lessons only exhaust me, and the result doesn't change. It must be not destined for me to play football and my dream will never come true. The father looked at his son with loving eyes and said:– You know son, every person in life has a dream, a goal of his life. They are the ones that make us do what we are doing, because it's what we should do. We have to fight for what we believe in, what we

feel. In other case, you will simply brake. Once – and for all. As though you were never there. The easiest way is to quit everything and not go until the end, because the path is difficult and we are not used to inconveniences. We want everything to be easy and at once. But the wishes are fleeting! This is how our dream dies, and the goal becomes unreachable. Gradually, life becomes a routine without depth and meaning. Then one day, we try to forget and start everything from the beginning, we wait for a new day to make our life different. But new obstacles come in our way, and we stop again. We become full of despair and anger for our own helplessness. But you only need to remember one thing: never give up, fight, battle. It doesn't matter that you have lost one battle and even dozens of battles. Life goes on! Your biggest enemies are hiding in you – laziness, fear, doubt, indecision. Be a warrior of your dream, a knight of your goal and a soldier of your wishes.

Exercise 15. With a partner act out a conversation. Talk about:

- what to practice
- what can be practiced later
- what skills the team is improving at

Exercise 16. Choose one topic for a presentation.

1. Russian bobsled
2. Olympic bobsled
3. Skeleton
4. Luge
5. Best Olympic Athletes in Bobsleigh

Exercise 17. Translate with a dictionary

Mental stress

Mental stress is a component of sport that is more pronounced in its effects on the athlete the more significant the event. Mental stress is the pressure brought to bear on the existing mental balance or emotional equilibrium of any person; the symptoms of mental stress will most commonly be exhibited when the demands of a situation are seen as exceeding the personal resources that the individual can bring to bear on them at that moment.

Mental stress is distinct from the broad variety of mental health conditions that are defined as illnesses, such as depression or a post-traumatic stress disorder. Stress is a more transient and focused circumstance, usually tied to well-defined and identifiable factors that are close to the subject. Stress is also a distinct psychological condition from anxiety, which is a feeling of a lack of control over one's future circumstances. Stress is usually related to the pending present event.

Most sport psychology techniques used to harness the energy of mental stress center on the ability of the athlete to focus on the event to the exclusion of all other thoughts and distractions.

Mental stress is commonly regarded as a negative circumstance in sport as well as daily living. It is often the response of the person to stress that determines how the

stress ought to be characterized. Many athletes in particular train to channel their stress into positive influences on the outcome of an athletic event; this concept is better known as "healthy stress." Stress is a combination of instinctive and learned reactions. Mental stress represents a delicate balancing act for the athlete; when the athlete feels little or no stress in an important circumstance, he or she is often too relaxed and not sufficiently activated to achieve the best result. When the athlete feels the effect of mental stress in a fashion that he or she cannot control or harness for his/her own benefit, it is equally unlikely that a strong result will be achieved.

Stress arises in a number of different circumstances for an athlete, irrespective of ability level or athletic experience; elite competitors often tend to feel the effects of stress more profoundly. Stressful situations often result from a number of conditions, including: competitive pressure, the desire and the drive to succeed; training pressures, the ongoing stress of adherence to daily targets, mileages, or performance standards; the external pressures created by coaches or teammates to achieve; financial pressures created through either the cost of participation in a sport or as a career component; or the consequences of an injury, accompanied by the stresses of rehabilitation or fears of recurrence.

As a companion to the internal emotions associated with mental stress, this condition has a number of physiological reactions. Most of these consequences are triggered by the body's recognition of a dangerous circumstance, which initiates what is often referred to as the "fight or flight" response. The brain signals the adrenal gland to release the hormone adrenaline as a first-line response to a stressful circumstance. Adrenaline almost instantly creates a rise in both the heart rate and blood pressure, preparatory to any required muscle action. The body automatically raises its blood sugar level, and blood is directed to the extremities of the body, preparatory for physical action. The negative consequences of the release of adrenaline are increased excitability and a reduction in motor control skills. Controlling the impacts of stress is therefore of crucial importance to athletic success.

Of fundamental importance to athletes and their ability to separate the positive aspects of stress from the negatives is the distinction between mental stress and physiological or training stresses. Physical discomfort and fatigue associated with training are inherent in sport and must not be a source of mental stress. Increased physical fitness will act as a barrier to the negative consequences of undue mental stress.

The channeling of mental stress by the athlete from that of a limiting condition into a positive force can take a number of directions; an entire body of science, sport psychology, has evolved to assist the sports world in better understanding the principles underlying the control of mental stress in athletes. Most sport psychology techniques used to harness the energy of mental stress center on the ability of the athlete to focus on the event to the exclusion of all other thoughts and distractions. Catch phrases such as "blocking out pressure," "getting into the zone," and "positive self-talk" are tools employed by athletes to put their mind in an optimum position to assist the body.

Simulation is an important stress-defending mechanism, useful in many athletic disciplines. When athletes know the obstacles to be faced in a particular event, their stress over performance will generally be reduced. It is also important for an athlete to appreciate that the strengthening of one's abilities to counter the harmful consequences of mental stress is not an instantaneous process; stress-channeling strategies take time to develop and require experience in their execution, in the same way that an athlete develops motor skills.

Unit 6

Vocabulary

archery– стрельба из лука	deceptive– обманчивый
diverse– разнообразный	core– основной
indigenous– местный	abdominal– брюшной
value– ценность	lumbar– поясничный
bow– лук	groin– пах
arrow– стрела	flexibility– гибкость
firearms – огнестрельное оружие	corresponding– соответствующий
cannon– пушка	heart rate– частота сердцебиения
to contest– оспаривать	to offset –компенсировать
roster– список	fatigue– усталость
wheelchair– инвалидная коляска	imagery– образность
ancient– древний	general –общий
medieval– средневековый	proposition– предложение
execution– выполнени	steady– постоянный
projectile –метательный	involuntary– непроизвольный
weapon– оружие	respiration– дыхание
to defeat– наносить поражение	deep – глубоко
enemy– враг	breathing – дыхание
carbon– углерод	prior– предшествующий
fiber– волокно	to draw back– натягивать
bowstring– тетива	shoulder– плечо
velocity– скорость	resistance– сопротивление
to contribute– внести вклад	

Exercise 1. Before you read the passage, talk about these questions.

What equipment is needed for archery?

Is archery a safe sport?

Exercise 2. Read the text.

Archery

Archery is a sport that is among the oldest of recorded competitive activities. Cultures as diverse as the Chinese, indigenous North American people, and early Europeans placed value on the ability of men to skillfully use a bow and arrow. The legends of William Tell and Robin Hood centered upon the talent of each character to shoot an arrow with unerring accuracy. When archers were displaced in English armies through the development of firearms and cannon in the 1600s, archery gained popularity as a competitive sport.

Archery was introduced to the Olympics in 1900, and the sport was contested through the Games of 1920, when it was removed from the Olympic roster as a result of disputes among the competing nations regarding the appropriate rules for competition. Archery was reinstated to Olympic status at the Summer Games of 1972. Archery is also included at the Summer Paralympics as a wheelchair sport. As with the sports of the ancient Olympics that are still part of the modern games, archery is a sport that has not changed to a significant degree since medieval times.

FITA, the international archery federation, is the governing body for the sport worldwide. Modern archery is organized into men's and women's divisions, both as individual competitions and as team events. The usual international events require a competitor to deliver a prescribed number of arrows into a target from a variety of distances. For men, the distances are 30 m, 50 m, 70 m, and 90 m; for women, the maximum competitive distance is 70 m. The targets are divided into ten zones, with zone widths varying depending on the distance from which the archer shoots. The sport is very simple in its execution, as the archer with the most arrows delivered closest to the bulls' eye, the center of the target, is the winner. While physical strength and general fitness are important to an elite-level archery competitor, archery is a sport where physical size is not of primary importance.

As a machine, a bow is any stringed projectile weapon designed to shoot arrows. The modern bow used in archery competition is of the same approximate shape and dimension as the long bows first used by the English army at the Battle of Crecy in 1346 to defeat their French enemy. The modern bow is constructed from carbon fiber and other similar composite materials to create a maximum degree of response to the pull of the archer. The shooting of an arrow involves the application of a series of physical principles. The expression, "translation of energy," is important in the understanding of how the arrow is delivered with maximum effect. As the archer prepares to draw back the bowstring, the potential energy available to the arrow rests in the muscles of the archer's arm and shoulders. Once the bowstring is drawn, the potential energy is transferred from the archer to the bowstring. When the bowstring is released, virtually all of the stored potential energy in the bowstring is transferred to become the kinetic energy that powers the arrow into flight.

The flight of the arrow is a product of a number of physical factors. The velocity at which the arrow is released, the angle (calculated as the number of degrees above horizontal that the bow and arrow are aimed), the mass of the arrow, and the impact of air resistance and wind all contribute to the manner in which the arrow will travel.

Archery is a deceptive sport in terms of the approach to physical training and fitness required of the competitive archer. The general desirable physical qualities in an archer are strength, particularly in the core strength elements of the abdominal, lumbar (lower back), and groin, to provide stability to the archer as the arrows are shot. Flexibility is also an important quality, as is muscular strength in the upper body, to effectively draw back and deliver the arrows.

Aerobic fitness and a corresponding ability to control the heart rate of the athlete in the stress of competition is of critical importance to the competitive archer.

Aerobic fitness assists an archer in offsetting the fatigue that results from standing for several hours through a competition, where during the delivery of the arrows the athlete must be strong and physically prepared to compete. The high level of mental focus required to concentrate during every attempt at a target (the archer may deliver over 50 arrows in a single session) is best supported by a body that is fit.

Archers employ a variety of mental conditioning techniques to prepare themselves for an event. Many of these devices include both visualization of the physical movements that the archer will complete to shoot a perfect arrow; other techniques encourage the athlete to use imagery to relax prior to the event.

As a general proposition, the lower an archer's heart rate, the steadier the aim. The rate at which the heart beats is a function of the autonomic nervous system, which controls other involuntary systems such as respiration. Most competitive archers employ one of a variety of deep breathing techniques prior to the actual delivery of an arrow to take the pulse to its lowest possible rate to create the greatest degree of stability and control over the delivery of the arrow.

Exercise 3. Answer the questions

1. What is archery?
2. What cultures paid special attention to the use of a bow and arrow?
3. Why was archery displayed in English armies?
4. When did it gain popularity as a competitive sport?
5. When was archery introduced to the Olympics?
6. Has archery changed a lot since ancient times?
7. What is the governing body for archery?
8. How is modern archery organized?
9. What are the rules of the international events?
10. Why is this sport simple in its execution?
11. What is important to an elite-level archery competitor?
12. What is a bow used for?
13. What is a modern bow constructed from?
14. What does the expression "translation of energy" mean?
15. How is the flight of an arrow produced?
16. Why is archery a deceptive sport?
17. What qualities are desirable in an archer?
18. What role does aerobic fitness play?
19. What mental techniques are important to prepare for an event?
20. How can an archer create the highest degree of stability?
21. What is the bull's eye?

Exercise 4. Complete the sentences.

1. Archery is the oldest sport among ...
2. Archery gained popularity as a competitive sport when ...
3. Archery was introduced ...
4. Archery is a sport that has not changed to a significant degree ...

5. The international archery federation is ...
6. Modern archery is organized into ...
7. The usual international events require a competitor ...
8. Archery is a sport where physical size ...
9. A bow is any stringed projectile weapon ...
10. The general desirable physical qualities in an archer are ...
11. Archers employ a variety of mental conditioning techniques ...

Exercise 5. Translate from English into Russian.

Competitive activities, skillfully use a bow and arrow, to shoot an arrow with unerring accuracy, the development of firearms and cannon, to gain popularity, the appropriate rules for competition, to a significant degree, the international archery federation, men's and women's divisions, individual competitions, team events, to deliver a prescribed number of arrows into a target, a variety of distances, the bulls' eye, of primary importance, to draw back the bowstring, the potential energy is transferred from the archer to the bowstring, the flight of the arrow, the impact of air resistance, a deceptive sport, flexibility, assists an archer in offsetting the fatigue.

Exercise 6. Translate from Russian into English.

1. Стрельба из лука — вид спорта, в котором производится стрельба из лука стрелами на точность или дальность.
2. Победителем является спортсмен или команда, которая наберёт больше очков, согласно правилам соревнований.
3. Центральным управляющим органом стрельбы из лука, как вида спорта в мире, является — Международная федерация стрельбы из лука.
4. Стрельба из лука - олимпийский вид спорта с 1900 года.
5. Крупнейшие международные соревнования по стрельбе из лука проводятся для различных типов лука (блочный и классический) как в помещении, так и на открытом воздухе.
6. Стандартными на международных соревнованиях являются дистанции, измеряемые в метрах.
7. Стрельба ведётся сериями по три или по шесть стрел.
8. По стандартам FITA на серию из 3 стрел даётся 2 минуты, на серию из 6 стрел 4 минуты.
9. Большое внимание необходимо уделять безопасности, так как спортивный лук потенциально смертельно опасное оружие.
10. Неопытному человеку лучше даже не пытаться натянуть тетиву.
11. Запрещено направлять лук (даже без стрел) в людей.
12. Запрещено стрелять вертикально вверх, где бы то ни было.
13. Начинать стрельбу и следовать к мишеням за стрелами можно только по командам судей или лиц ответственных за проведение тренировки.

Exercise 7. Complete the sentences. Use the passive (present or past) of the verbs in brackets.

1. Archery ___ to the Olympics in 1900. (introduce)
2. Archers ___ in English armies through the development of firearms and cannon in the 1600s. (displace)
3. Archery ___ to Olympic status at the Summer Games of 1972. (reinstate)
4. Archery ___ also ___ at the Summer Paralympics as a wheelchair sport. (include)
5. Modern archery ___ into men's and women's divisions. (organize)
6. The targets ___ into ten zones. (divide)
7. The modern bow ___ from carbon fiber and other similar composite materials. (construct)
8. Once the bowstring ___, the potential energy ___ from the archer to the bowstring. (draw, transfer)

Exercise 8

Match the words with the definitions.

1. back	a. to pull back the bowstring and arrow in preparation to shoot.
2. bull's eye	b. the part of the bow handle that faces the target when the archer is shooting.
3. Robin Hood	c. an archer.
4. scoring hit	d. the part of the bow handle that faces the archer when shooting
5. spotter	e. to place an arrow on a bow string.
6. belly	f. splitting the shaft of an arrow already in the target with another arrow.
7. nock	g. any arrow that hits the target and counts for points.
8. draw	h. a person who identifies each archer's score with a telescope and enters the score.
9. bowmen	i. the central spot on the target

Exercise 9. Complete the text with an appropriate word from the box

attention competition hunter mind opportunity participate
release shoot target

Fringe benefits

If an archer is not a (1) ___, but shoots solely for (2) ___ and recreation, there is plenty for him to (3) ___ in. There are many traditional archery clubs across the world, that have regular competitions and events to get involved with.

If an archer is a hunter he also has the (4) ___ to test his woodsmanship to the extreme. It's comparatively easy to (5) ___ an animal from tens, if not hundreds, of yards with a scoped rifle, or shoot a blast of "boom-stick" at your (6) ___ than it is to step into the home of the wild creatures, get within a handful of yards without being

detected by them, and (7) ___ an arrow that will put them down in an ethical and efficient manner. Again, there's nothing wrong (or inherently easy) with hunting with firearms, it is just different.

For many, this centuries old activity is a form of therapy. Concentrating on their form, method of release, and accuracy demands a great deal of (8) ___ and concentration. If they can clear their (9) ___ in this practice, they can begin again on the more "stressful" things in life with a clean slate.

Exercise 10. Choose the correct answer.

1. What is the correct name for container holding arrows?
 - a. box
 - b. quiver
 - c. holder
 - d. arrow holder

2. When removing the arrow from the target you should:
 - a. Grab the arrow and pull
 - b. Let your instructor remove them:
 - c. Stabilize the target with one hand and pull the arrow out with the other
 - d. Leave them until the end of class

3. What is the purpose of the wait line?
 - a. get in front of the line and wait for whistle commands
 - b. get behind the line and wait for whistle commands
 - c. straddle the line and wait for whistle commands

4. What do 2 whistles mean?
 - a. get bow
 - b. shoot arrows
 - c. go get arrows
 - d. bow on toe

5. What are the meters used to shoot from in competition?
 - a. 5m and 10m
 - b. 10m and 15m
 - c. 15m and 20m
 - d. 6m and 12m

6. Where does an archer place their feet while at the shooting line?
 - a. Both feet on the line
 - b. Both feet behind the line
 - c. Both feet over the line
 - d. Feet straddling the line

7. When the arrow is exactly on the line separating 2 different scores, What score does the archer get?
- The higher score
 - The lower score
 - The average of the two scores
 - The archer must re-shoot
8. What does 1 whistle blast mean in Archery?
- Get bow
 - Shoot
 - Go get arrows
 - Immediately stop what you are doing
9. What do 3 whistle blasts mean in archery?
- Get bow
 - shoot
 - Go get arrows
 - Immediately stop what you are doing

Exercise 11. Make a short summery on the topic “Archery”.

Exercise 12. Comment on the statements.

- 90% of archery is half mental.
- The more you practice, the luckier you are.
- Listen to everything, try what makes sense, use what works.
- Sometimes the way to win is to forget to take score.
- There is no excellence in archery without great labour.

Exercise 13. Discuss with a partner.

"If archer shoots just for fun he has all his skill. If he shoots for score his hands tremble and his breath is uneasy. If he shoots for a golden price he becomes mad and blind. His skill was not lessened, but the vision of the target changed him."

Exercise 14. With a partner act out a conversation. Talk about:

- what it takes to be a good archer
- what you like about competing
- what it takes to balance sport with study
- who you respect and admire

Exercise 15. Choose one topic for a presentation.

- Types of archery.
- The international archery federation.
- Archery Championships.
- Real-Life Archery Celebrities.

Exercise 16. Translate with a dictionary

Doping tests

Doping is the generic term used to describe a broad variety of prohibited or unethical acts involving the use of a drug or a blood product to improve athletic performance.

While doping in a number of forms has received widespread international publicity since the 1960s, the use of performance-enhancing substances has a much longer athletic history. Long-distance swimmers in the nineteenth century experimented with stimulant use. Road-racing cyclists in the early days of European racing employed caffeine, ether, and sugar mixtures, and in the 1960s, barbiturates use was common among cyclists to delay the onset of fatigue and to sharpen their reflexes. The use of "greenies," or amphetamines, was commonplace in many team sports in North America; major league baseball players in the United States were a prominent example of such users until such stimulants were banned in 2005. Doping in many respects has represented a reflection of the desire of athletes to find the limit of their performance capabilities.

The science of doping tests, as an enforcement mechanism, has typically lagged behind the ability of athletes to take a performance-enhancing substance with impunity. The International Olympic Committee (IOC) banned the practice of doping in 1928; at that time, the IOC had only the word of the competitor that they were not taking any illegal substances, as there were no reliable scientific tests available, nor was there a protocol for the administration of any tests. The chasm between the ability of athletes to secretly use performance-enhancing substances, and the power of governing bodies to regulate the practice through detection narrowed in the 1970s as various international sports bodies, including the IOC and the International Amateur Athletics Federation (IAAF), began to provide organizational resources to develop efficient and trustworthy testing processes.

International scandals such as the positive steroid test of 100-m sprint champion Ben Johnson at the Seoul Olympics in 1988 created an impression that doping primarily involved steroid use. Doping tests can involve the detection of the following types of performance enhancing substances: anabolic steroids (in a multitude of formulations); stimulants (including amphetamines and cocaine); tetrahydrogestinone (also known as TGH, a growth hormone); modafinil (a sleep disorder medication with stimulant properties); erythropoietin (also called EPO, a synthetic form of a naturally occurring hormone produced in the kidneys that is essential to the production of red blood cells; EPO is known as a blood-doping agent); diuretics (used to increase the creation and excretion of urine, and to flush out the traces of various substances otherwise detectable in doping tests); and gene doping (the modification of muscle structure through genetic means).

In its first formulation, doping was a cottage industry without formal scientific research or experimentation. Athletes, through individual trial and error, ingested substances that today seem unbelievable — an example was the combination of strychnine (a poison believed to have stimulant qualities) and alcohol taken by an

Olympic marathoner during the 1904 Games. When the approach to doping became a scientific endeavor, doping testing acquired a greater importance. The use of substances such as steroids was a part of prescribed athletic schedules, carefully scrutinized in the same fashion as event technique and diet. Not only was testing necessary to ensure the hypothetical level playing field for all athletes in a particular competition, testing was seen as an instrument to preserve the broader ethical aspects of fair play in sport.

In recent years, the rationale behind doping tests has expanded to the preservation of athlete health. There is a clear intersection of competitive fair play, ethical purity, and athlete safety and education in the practices and procedures in modern doping tests.

Doping tests are a highly scrutinized process themselves. Testing science has been made a cornerstone of many athletic institutions, including the IOC, WADA, the IAAF, the international soccer body FIFA, and many professional sports organizations. National championships conducted in most sports throughout the world also provide for a form of doping testing. In the national and professional examples, it is the competitive pressure to succeed to the next lucrative and professional level of the sport that often has prompted performance-enhancing drug use. The commercialization of sport has created a downward pressure on amateur athletes to engage in doping practices; doping testing is not common in amateur team sports such as North American college football, club rugby, or cricket. Athletes at some levels believe that if they can achieve professional status, doping will no longer be necessary and the testing to which they are likely to be exposed will not be a serious hindrance to their career.

After it was formed in 1999, WADA took the international lead in the formulation of anti-doping policies and procedures. WADA invited all major international sport organizations to sign its codes of practice regarding doping testing, both in and out of competition. After some resistance, particularly from the international cycling body UCI, the WADA standards of practice became the accepted world standards of doping testing as regards the physical procedures used, the substances sought for detection, and the process to resolve complaints or appeals. The umbrella document that organizations sign as indicative of their agreement with WADA-prescribed practice is the World Anti-Doping Code.

There are two broad types of doping testing conducted. "In competition testing" are those tests conducted under the authority of the event organizers, such as an Olympic Games, World Cup, or Tour de France competitions. The event publicizes in advance its rules regarding who will be tested, for what substances, and in what circumstances. Typically in an athletics competition, there will be some measure of random testing of competitors, as well as specified testing of the top finishers in each event. In team sports, most testing is by way of random selection of representative team members for testing after each game.

Most international events now work in conjunction with WADA regarding both testing procedures and the determination of the substances that shall be banned from a particular competition. WADA publishes a list of prohibited substances on a

yearly basis, with updates or modifications where required. The time lag between the publication of the targeted substances and the competitions to which they shall apply is to ensure that no athlete has been using a substance that is legitimately believed to be legally employed. An example of such a substance is ephedrine, the naturally occurring stimulant found in ephedra plants and elsewhere. Banned by WADA, ephedra formed a part of many herbal and other supplements that may not have been as clearly marked regarding composition. The publication of the WADA rules encourages athletes to make appropriate due-diligence investigations as to the contents of all foods and supplements that they ingest.

The second type of doping testing employed is "out of competition testing." This test is carried out in the same technical fashion as the testing conducted at the athletics event venue; the purpose of this testing is to monitor athletes to ensure ongoing compliance with national and international doping rules. Athlete monitoring throughout of competition testing has a number of possible applications. Effective and transparent doping testing by a national sports organization that sends teams or athletes to international events provides credibility to the organization. In many countries, the sponsorship and support of the athlete by state or federal governments is tied to the athlete's regular participation and compliance with random doping testing. Increasingly, the collective bargaining agreements between major professional sports and their player associations make provision for random, out of competition testing. It is clear that in North American professional sport, such testing is as much to secure favorable public opinion as it is engaged for competitive, fair play issues. American football and major league baseball have been the subject of widespread public commentary regarding a perceived lack of institutional desire to combat steroid and amphetamine use by players.

Doping testing can technically be carried out with samples of blood, tissue biopsy, or other bodily products such as feces or semen. However, international WADA-sanctioned testing will center on the securing of a urine sample, or less commonly, a blood sample, from an athlete immediately after the completion of the event. The typical in competition doping test follows precise procedures. All testing is conducted under the authority of a doping control officer, who has authority regarding who is tested and the chain of custody over the physical sample, from production by the athlete to publication of a result. WADA procedures are predicated upon a principle of no-advance notice to the subject athlete. A chaperone escorts the athlete to a doping control station, where the urine sample is physically collected from the athlete. Prior to testing, the chaperone is responsible for verifying the identity of the athlete.

The athlete, once notified after an event that he or she will be tested, is responsible for any foods or fluids consumed, as well as notifying the doping officials of any medications consumed (certain medications that may legally be consumed by athletes may impact upon the testing process). The athlete may also have a representative present to assist with any forms to be completed. Then the sample collection team obtains two samples of urine, designated as the A and the B samples, using sterile equipment and approved scientific methods. A witness or other member

of the collection team must be permitted to observe the urine enter the collection equipment; 100 ml of urine is the desired testing volume. Each athlete must personally seal both the A and the B containers.

The samples are stored in an appropriate facility under the direction of the doping control officer. A WADA-accredited laboratory is assigned to test the samples. International organizations, in accordance with WADA guidelines, each determine what the limits of performance-enhancing substances that may be permitted in the system of an athlete. Designated A samples are tested first; when a positive test results with the A sample, the athlete is notified and the B sample is then tested.

With increased attention paid to proper scientific procedures, the defense of mistake and lab error are extremely rare where a positive test is indicated. The penalties for a positive doping violation are significant: disqualification, loss of awards, team disqualification, suspension from competition, and loss of government support are all likely consequences of a positive doping test.

The next frontier for doping testing is that of genetic manipulation of the athlete, a practice known as gene doping. The genetic manipulation of a human system such as the production of erythrocytes (red blood cells), with a corresponding increase in oxygen-carrying capacity, is a science in its infancy. As was the case with steroids, EPO, and other doping mechanisms, the determined gene-doping athlete will likely have a jump start of detection.

Appendix 1

Useful words to express your opinion

In my opinion, ...

In my eyes, ...

To my mind, ...

As far as I am concerned, ...

Speaking personally, ...

From my point of view, ...

As for me / As to me, ...

My view / opinion / belief / impression / conviction is that

I hold the view that ...

I would say that ...

It seems to me that ...

I am of the opinion that ...

My impression is that ...

I am under the impression that ...

It is my impression that ...

I have the feeling that ...

My own feeling on the subject is that ...

I have no doubt that ...

I am sure / I am certain that ...

I think / consider / find / feel / believe / suppose / presume / assume that ...

I hold the opinion that ...

I dare say that ...

I guess that ...

I bet that

I gather that ...

It goes without saying that ...

Useful words to express your agreement

I agree with you / him ...

I share your view.

I think so.

I really think so.

He is quite right / absolutely right

He may be right.

I have no objection.

I approve of it.

I have come to the same conclusion

I hold the same opinion.

We are of one mind / of the same mind on that question.

I am at one with him on that point.

It is true.
That is right.
That's just it !
Fair enough !
Quite so !
Just so !
Yes of course !

Useful words to express your disagreement

I don't agree.
I disagree.
I don't think so.
You are / he is wrong.
I think otherwise.
I don't think that's quite right.
I don't agree with you/him.
I don't agree with what you say.
I am afraid that is not quite true.
I take a different view.
I don't share his/her/your view.
This argument does not hold water.
Not at all !
Nonsense !

Appendix 2

Making a presentation: language and phrases

Welcoming

Good morning and welcome to[name of company,name of conference hall, hotel, etc.].

Thank you all very much for coming today.

I hope you all had a pleasant journey here today.

Introducing yourself

My name is Mark Watson and I am responsible for

My name is Mark Watson from [name of company], where I am responsible for

Let me introduce myself; my name is Mark Watson and I am responsible for ...

Introducing your presentation

The purpose of today's presentation is to

The purpose of my presentation today is to

In today's presentation I'd like to ...show you / explain to you how

In today's presentation I'm hoping to ...give you an update on... / give you an overview of

In today's presentation I'm planning to ...look at / explain

You can also outline your presentation to give the audience a clear overview of what they can expect:

In today's presentation I'm hoping to cover three points:

firstly, ... , after that we will look at ... , and finally I'll

In today's presentation I'd like to cover three points:

firstly, ... , secondly ... , and finally

Explaining that there will be time for questions at the end

If you have any questions you'd like to ask, please leave them until the end, when I'll be happy to answer them.

If there are any questions you'd like to ask, please leave them until the end, when I'll do my best to answer them.

Starting the presentation

To begin with

To start with

Let's start/begin by looking at

I'd like to start by looking at

Let's start with / start by looking at

Closing a section of the presentation

So, that concludes [title of the section]... .

So, that's an overview of

I think that just about covers

Beginning a new section of the presentation

Now let's move on to

Now let's take a look at

Now I'd like to move on to

Next I'd like to take a look at

Moving on to the next part, I'd like to

Moving on to the next section, let's take a look at

Concluding and summarising the presentation

Well, that brings us to the end of the final section. Now, I'd like to summarise by

That brings us to the end of the final section. Now, if I can just summarise the main points again.

That concludes my presentation. Now, if I can just summarise the main points.

That's an overview of Now, just to summarise, let's quickly look at the main points again.

Finishing and thanking

Thank you for your attention.

That brings the presentation to an end.

That brings us to the end of my presentation.

Finally, I'd like to finish by thanking you (all) for your attention.

Finally, I'd like to end by thanking you (all) for coming today.

I'd like to thank you (all) for your attention and interest.

Inviting questions

If anyone has any questions, I'll be pleased to answer them.

If anyone has any questions, I'll do my best to answer them.

If anyone has any questions, please feel free to ask them now.

If anyone has any questions, please feel free to ask them and I'll do my best to answer.

Referring to a previous point made

As I mentioned earlier

As we saw earlier

You may recall that we said

You may recall that I explained

Dealing with (difficult) questions

I'll come back to that question later if I may.

I'll/We'll come back to that question later in my presentation.

I'll / We'll look at that point in more detail later on.

Perhaps we can look at that point at the end/a little later.

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Авторы:

И.А.Поваренкина

А.С.Глухотаренко

И.А.Насонова

А.О.Савицкая

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Федеральное государственное автономное образовательное учреждение
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