

АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие

по английскому языку для студентов 1 курса БГУФК

2012

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Предисловие

Предлагаемое пособие предназначено для студентов I курса всех специальностей Белорусского государственного университета физической культуры, продолжающих изучать английский язык на базе полученных знаний, приобретённых в объёме школьной программы.

Оно построено на принципе взаимосвязанного обучения видам речевой деятельности на профессионально-ориентированном материале и написано в соответствии с требованиями программы по иностранному языку для неязыковых вузов. Пособие должно оказать обучающимся помощь в развитии коммуникативной компетенции: в умении получать, перерабатывать и передавать информацию, что является основной задачей при подготовке высококвалифицированных специалистов в области физической культуры и спорта.

Работая с ним, студент последовательно проходит разделы специальной лексики и грамматики и приобретает навыки работы с литературой по специальности и в речевой практике.

Лексика по физической культуре и спорту вводится тематически, закрепляется в разнообразных упражнениях и находит своё применение в чтении общеспортивных текстов, умении общаться, заданиях для самоконтроля и итоговых тестах.

Основной структурной единицей учебного пособия является лингвометодический цикл – тематически-завершённый Unit. Их шесть и каждый рассчитан на 18-20 часов самостоятельной работы. Цикл имеет определённую структуру: содержит подробное разъяснение грамматических явлений и структур: образования и особенностей употребления изучаемого грамматического явления, практических упражнений на закрепление и активизацию усвоенного изучения.

Каждый раздел содержит 4 текста: А, В, С, D, имеющих свои методические цели и задачи. Текст А цикла завершает серию упражнений, направленных на раскрытие и отработку основной грамматической темы и выработку умений, изучающего чтения. Работа над языковым материалом включает введение и закрепление лексики, которая относится к наиболее частотной общеспортивной лексике. Особое внимание уделяется расширению потенциального словаря обучаемого, поэтому каждый цикл содержит задания, направленные на овладение словообразовательными элементами.

Текст В предназначен для ознакомительного чтения – основной задачей работы с которым является выработка умения извлекать из текста необходимую информацию.

Текст С рекомендуется для беглого просмотра и используется для развития навыков быстрого чтения.

Текст D нацелен на выработку навыков и умений поискового чтения.

К каждому тексту даётся большое количество заданий и упражнений на обучение вышеизложенным видам чтения. Большинство упражнений имеют

коммуникативную направленность, стимулирующую устные связные, последовательные и логически стройные высказывания. Завершаются циклы заданиями для составления обобщённых устных изложений по теме цикла.

Каждый цикл заканчивается тестом и ключами к нему и наиболее сложным упражнением, позволяющими осуществлять поэтапный самоконтроль за усвоением изучаемого материала.

Методические принципы учебного пособия, его общая структура и построение циклов разработаны доцентом Жулкевской Г.В. и ст. преп. Сенько С.Р.

Цикл 1. «Физическое воспитание и спорт в современном обществе» написан доц. Жулкевской Г.В., цикл 2. «Физическое воспитание» - ст. преп. Борисевичем А.Н., цикл 3. «Спорт в республике Беларусь» - ст. преп. Сенько С.Р., цикл 4. «Спорт в Великобритании и США» - ст. преп. Ревуцкой Т.А., цикл 5. «Спортивные соревнования» - ст. преп. Сенько С.Р., цикл 6. «Олимпийские игры» - доц. Жулкевской Г.В.

UNIT 1. PHYSICAL ACTIVITY AND SPORTS IN THE SOCIETY

Grammar targets: The Tense Forms of English Verbs in Active Voice.
(Видо-временные формы английских глаголов в действительном залоге).

Texts for reading: 1A. Physical Activity and Sports in the Society.
1B. Physical Activity and Sports in the Human Life.
1C. Human Body.
1D. Sport in my life.

Lesson 1. Focus on language.

Grammar analysis:

Look at how the verbs have changed in the examples:

1. She works as a fitness instructor.
2. She is working at the “Atlant” fitness club now.
3. She has never worked at such a big fitness club before.
4. She has been working at “Atlant” since 2010.
5. Two years ago she worked as a PE teacher at school.
6. She was working in the gym when I saw her.
7. She had graduated from the University of physical culture and started working as a PE teacher at school.
8. She had been working as a PE teacher for two years before she changed her occupation.
9. She likes sport. She will definitely work in sports or recreation.
10. She will be working with a group of children this time tomorrow.
11. She will have gathered her group of children by 10 o'clock.
12. She will have been working with her group of children for 2 years before they start taking part in the competitions.
13. I said she would definitely work in sports or recreation.
14. I said she would be working with a group of children.
15. I said she would have gathered her group of children by 10 o'clock.
16. I said she would have been working with her group of children for 2 years before they started taking part in the competitions.

Grammar notes

Глагол в английском языке имеет те же категории времени, что и в русском: Present (настоящее), Past (прошедшее), Future (будущее), но помимо трех времен, имеющих в русском языке, у него есть четвертое, которого нет в русском, но эквивалент которого мы все же находим: Future in the Past (будущее в прошедшем).

Помимо категории времени английский глагол имеет категорию вида: Simple (простой), Continuous (длительный), Perfect (совершенный) и Perfect Continuous (совершенно-длительный), представляющие собой качественные характеристики.

Форма, принимаемая глаголом для того, чтобы выразить свою суть, объединяет в себе время и вид и называется видовременной. Всего английский глагол имеет 16 видовременных форм, которые, исходя из категории вида, подразделяются на 4 группы времен. Это хорошо прослеживается в таблице 1, в которой представлены русские эквиваленты английских видовременных форм.

Table 1

Tenses	Simple	Continuous	Perfect	Perfect Continuous
Present	<i>я тренируюсь</i> (обычно)	<i>я тренируюсь</i> (сейчас)	<i>я потренировался</i> (уже)	<i>я тренируюсь</i> (с самого утра)
Past	<i>я тренировался</i> (вчера)	<i>я тренировался</i> (вчера в 2 часа)	<i>я потренировался</i> (к 2 часам)	<i>я тренировался</i> (в течение часа до начала матча)
Future	<i>я буду тренироваться</i> (завтра)	<i>я буду тренироваться</i> (завтра в 10 часов)	<i>я потренируюсь</i> (к 2 часам)	<i>я буду тренироваться</i> (в течение часа до начала матча)
Future in the Past	<i>я сказал, что буду тренироваться</i>	<i>я сказал, что буду тренироваться</i> (в 10 часов)	<i>я сказал, что потренируюсь</i> (к 2 часам)	<i>я сказал, что буду тренироваться</i> (в течение часа до начала матча)

Видо-временные формы группы Simple (Present Simple, Past Simple, Future Simple, Future Simple in the Past) выражают действие или состояние безотносительно к характеру его протекания, т.е. просто описывают действие или состояние и употребляются для констатации факта. Утвердительная форма простого настоящего времени (Present Simple) выражает обычные, регулярные, повторяющиеся или постоянные действия или состояния. Present Simple совпадает с формой инфинитива (без частицы to) во всех лицах, кроме 3-го лица единственного числа, принимающего окончание -s или -es (после ss, ch, sh, x и o):

I practise (every day). Я тренируюсь (каждый день).
He practises (every day). Он тренируется (каждый день).

Утвердительная форма простого прошедшего времени (Past Simple) употребляется для выражения действий, которые имели место в прошлом, и время совершения которых истекло (yesterday – *вчера*, last year – *в прошлом*

году, two days ago – *два дня тому назад*, in 2000 – *в 2000 году* и т.п.). Past Simple правильных глаголов образуется путем прибавления во всех лицах окончания – **ed**, а неправильных – извлечения формы из второй колонки таблицы неправильных глаголов.

I practised football last year. В прошлом году я занимался футболом.

We ran a 3,000m cross-country yesterday. Вчера мы бежали кросс на 3000 метров.

Форма простого будущего времени (Future Simple) используется для выражения действий, которые будут совершаться в будущем (tomorrow – *завтра*, next week (summer, etc.) – *на следующей неделе (следующим летом и т.д.)*, in two years (days, months, etc) – *через два года (дня, месяца и т.д.)*, in 2010 – *в 2010 году* и т.д.). Future Simple образуется при помощи вспомогательных глаголов shall (с 1-м лицом единственного и множественного числа) и will (для остальных лиц) и инфинитива без частицы to.

I shall practise this element tomorrow. I am too tired today.

Я буду отрабатывать этот элемент завтра. Я слишком устал сегодня.

He will practise this element tomorrow. He is too tired today.

Он будет отрабатывать этот элемент завтра. Он слишком устал сегодня.

В разговорном английском языке принято использовать сокращенную форму 'll от вспомогательных глаголов shall и will, а will употреблять во всех лицах.

I'll go to the swimming pool on Sunday. – Я пойду в бассейн в воскресенье.

Форма простого будущего времени в прошедшем (Future in the Past Simple) выражает действие, которое рассматривается как будущее относительно момента или действия в прошлом и употребляется в сложноподчиненных предложениях с придаточными дополнительными, в которых глагол главного предложения стоит в прошедшем времени, а придаточного – в будущем. Future in the Past Simple образуется по аналогии с Future Simple, только вместо shall употребляется глагол should, а вместо will – would.

I said I should practise this element tomorrow.

Я сказал, что буду отрабатывать этот элемент завтра.

He said he would practise this element tomorrow.

Он сказал, что будет отрабатывать этот элемент завтра.

В разговорном английском принято использовать сокращенную форму 'd от вспомогательных глаголов should и would.

I said I'd do it tomorrow. – Я сказал, что буду делать это завтра.

Видо-временные формы группы Continuous (Present Continuous, Past Continuous, Future Continuous, Future in the Past Continuous) выражают действие в развитии, в процессе его протекания в точно указанный момент настоящего прошедшего или будущего времени.

I am practising now.

Я тренируюсь сейчас.

I was practising at 10 o'clock. Я тренировался в 10 часов.
 I shall be practising at 10 o'clock. Я буду тренироваться в 10 часов.
 I said I should be practising at 10 o'clock. Я сказал, что буду тренироваться в 10 часов.

Утвердительная форма времен группы Continuous состоит из вспомогательного глагола to be и причастия настоящего времени смыслового глагола, которое имеет суффикс **-ing**. Выполняя вспомогательные функции, глагол to be изменяется по временам так же, как в функциях смыслового глагола или глагола-связки (Present – am, is, are; Past – was, were; Future – shall be, will be; Future in the Past – should be, would be). Present Continuous, прежде всего, выражает действие, которое происходит непосредственно в данный момент или в период времени, включающий данный момент (now – *сейчас, теперь*, at the moment – *в настоящий момент*). Момент совершения действия в Past Continuous может быть выражен либо точным указанием времени (at 6 p.m. yesterday – *вчера в 6 часов вечера*, at this time 2 days ago – *в это же время два дня назад*, from 5 till 7 last Friday – *с 5 до 7 в прошлую пятницу*), либо другим действием в Past Simple (when something else happened – *когда случилось что-то еще*). Момент совершения действия видо-временной формы Future Continuous также может быть выражен либо точным указанием времени (at 6 p.m. tomorrow – *завтра в 6 часов вечера*, at this time in 2 days – *в это же время через два дня*, from 5 till 7 next Friday – *с 5 до 7 в следующую пятницу*), либо другим действием в Present Simple (when something else happens – *когда случится что-то еще*).

Следует иметь в виду, что некоторые глаголы не могут выражать действие как процесс, совершающийся в определенный момент и, следовательно, не могут употребляться в видо-временных формах Continuous. К ним относятся:

а) глаголы, выражающие обладание и принадлежность:

have (*иметь, владеть*), own (*владеть*), possess (*обладать*), belong (*принадлежать*) и др.

б) глаголы, выражающие чувственное восприятие:

see (*видеть*), hear (*слышать*), smell (*пахнуть*), taste (*быть на вкус*) и др.

в) глаголы, выражающие умственную деятельность:

know (*знать*), understand (*понимать*), remember (*помнить*), forget (*забывать*) и др.

г) глаголы, выражающие отношение говорящего к чему-то:

want (*хотеть*), like (*нравиться*), love (*любить*), hate (*ненавидеть*), dislike (*не нравится*) и др.

Видо-временные формы группы Perfect (Present Perfect, Past Perfect, Future Perfect, Future in the Past Perfect) выражают действие, совершенное к определенному моменту в настоящем, прошедшем или будущем.

I have already practised this element. Я уже отработал этот элемент.

I had practised this element by the previous championship. Я отработал этот элемент к прошлым соревнованиям.

I shall have practised this element by the coming tournament. Я отработаю этот элемент к предстоящему турниру.

I said I should have practised this element by the coming tournament.
Я сказал, что отработаю этот элемент к предстоящему турниру.

Утвердительная форма времен группы Perfect состоит из вспомогательного глагола to have и причастия прошедшего времени смыслового глагола, имеющего у правильных глаголов окончание **-ed**, а неправильных глаголов III форму в таблице неправильных глаголов. Вспомогательный глагол to have изменяется по временам так же, как смысловой (Present – have, has; Past – had; Future – shall have, will have; Future in the Past – should have, would have).

Основной особенностью Present Perfect является связь действия, выраженного временной формой, с настоящим моментом, поэтому Present Perfect употребляется:

1. Для выражения действия, которое закончилось до настоящего момента, но связано с ним результатом действия, полученным опытом.

I have translated this instruction. Я перевел эти правила.

Примечание: Present Perfect часто употребляется со следующими наречиями, которые подчеркивают связь действия, выраженного этой формой, с настоящим моментом:

already уже
just только что
ever когда-либо
never никогда
yet уже (в общих вопросах)
not ... yet нет еще
lately за последнее время

I have just seen my coach. Я только что видел моего тренера.

I have not met my friend lately. Я не встречал моего друга в последнее время.

Наречия just, ever, never стоят перед основным глаголом.

Наречие yet в значении «еще» употребляется в отрицательных предложениях и может стоять перед смысловым глаголом или в конце предложения.

Наречие yet в значении «уже» стоит в конце общих вопросов.

Наречие lately стоит обычно в конце предложения.

2. Для выражения законченного действия в указанный период времени, который еще не закончился. Этот период обычно выражается следующими обстоятельствами времени:

This morning (evening) – этим утром (вечером), this week – на этой неделе, this month – в этом месяце, this year – в этом году и др.

I have translated six articles this week. Я перевел 6 статей на этой неделе.

3. Для выражения не законченного к настоящему моменту действия, которое выражается глаголами, не употребляющимися во временах группы Continuous (to be, to know, to see и др.). В этих случаях часто употребляются:

а) обстоятельства времени с предлогом for «в течение» и since «с».

We have been team mates for many years.

Мы друзья по команде в течение многих лет.

I have known my coach for a long time.

Я давно знаю моего тренера.

б) придаточные предложения времени, вводимые союзом since «с тех пор как».

We have not met since I left school.

Мы не встречались с тех пор, как я закончил школу.

4. Present Perfect часто употребляется для начала разговора:

Have you heard the news?

Вы слышали новость?

Past Perfect обозначает законченное действие, предшествовавшее определенному моменту или действию в прошлом.

Утвердительная форма его образуется при помощи вспомогательного глагола to have в прошедшем времени (had) и причастия прошедшего времени смыслового глагола.

had + Participle II

She had graduated from the University of physical culture and started working as PE teacher at school.

Она окончила университет физической культуры и стала работать учителем физического воспитания в школе.

Past Perfect употребляется:

1. Для выражения действия, которое уже совершилось до определенного момента в прошлом. Этот момент может быть выражен:

а) точным указанием времени (года, числа, часа и т.д.) с предлогом времени by.

We had received the entry form by the 1st of October.

Мы получили заявочную форму к 1 октября.

I had practised this element by the previous championship.

Я отработал этот элемент к прошлым соревнованиям.

б) другим прошедшим действием

The coach had finished the conversation when I came up to him. Тренер закончил разговор, когда я подошел к нему.

Future Perfect обозначает действие, которое совершится к определенному моменту или действию в будущем.

Утвердительная форма его образуется при помощи вспомогательного глагола to have в будущем времени и причастия прошедшего времени смыслового глагола

shall (will) have + Participle II

She will have gathered her group of children by 10 o'clock. Она соберет свою группу детей к 10 часам.

Future Perfect употребляется:

1. Для выражения действия, которое совершится к определенному моменту в будущем. Этот момент может быть обозначен:

а) Точным указанием времени с предлогом by

He will have sent the entry form by the 1st of October. Он отошлет заявочную форму к 1-му октября.

2. Другим будущим действием

The sportsman will have practised this element before the coach comes. Спортсмен отработает этот элемент до того, как придет тренер.

Видо-временные формы группы Perfect Continuous (Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous, Future in the Past Perfect Continuous) употребляются для выражения длительного действия, начавшегося до определенного момента в настоящем, прошедшем или будущем и длившегося известный период времени, включая этот момент. Кроме того видо-временные формы этой группы могут также выражать длительное действие, продолжавшееся известный период времени и закончившееся непосредственно перед указанным моментом в настоящем, прошедшем или будущем.

Утвердительная форма времен группы Perfect Continuous образуется при помощи вспомогательного глагола to be в форме Perfect (Present – have been, has been, Past – had been, Future – shall have been, will have been, Future in the Past

should (would) have been) и причастия настоящего времени смыслового глагола, имеющего суффикс **-ing**.

I have been practising since morning.	Я тренируюсь с утра.
When the coach came I had been practising for an hour.	Когда тренер пришел, я тренировался уже час.
By the time the coach comes I shall have been practising for an hour.	Ко времени прихода тренера, я буду тренироваться час.
I said that by the time the coach came I should have been practising for an hour.	Я сказал, что ко времени прихода тренера я буду тренироваться час.

Видо-временные формы Perfect Continuous так же, как и Present Perfect часто употребляются с предлогами *since* – *с (определенного момента)* и *for* – *в течение (определенного периода времени)*. Однако, в отличие от Present Perfect, Present Perfect Continuous передает действия, которые начались в прошлом и длятся до настоящего момента. С этим значением связано также употребление обстоятельств времени, отражающих длительные периоды (*all the morning* – *все утро*, *all day long* – *весь день*, *all year through* – *весь год*).

В отличие от Past Perfect и Future Perfect, в которых акцентируется внимание на результате действия, Past Perfect Continuous и Future Perfect Continuous употребляются для того, чтобы подчеркнуть длительность действия. К обстоятельствам с предлогами *since* и *for* добавляется точное указание времени в прошлом (*by 6 p.m. yesterday* – *вчера к 6 часам вечера*) либо другое действие в Past Simple (*before/when/by the time something else happened* – *до того, как/когда/к тому моменту, как случилось что-то еще*) при Past Perfect Continuous, и точное указание времени в будущем (*by 6 p.m. tomorrow* – *завтра к 6 часам вечера*) или другое действие в Present Simple (*before/when/by the time something else happens* – *до того, как/когда/к тому моменту, как случится что-то еще*) при Future Perfect Continuous.

Вопросительные формы всех видо-временных форм за исключением Present Simple, Past Simple и всех Future in the Past, которые вообще отсутствуют, образуются путем перемещения вспомогательного глагола на первое место. В Present Simple и Past Simple для образования вопросительной формы в предложение вводится вспомогательный глагол *do*, которые в Present Simple имеют формы *do* и *does* (*he, she, it*), а в Past Simple II-ую форму от *do* (*did*), и занимают первое место в предложении.

Отрицательные формы всех видо-временных форм образуются при помощи частицы *not*, которую ставят после первого вспомогательного глагола, перед подлежащим. В разговорной речи *do not* и *does not* сокращаются до *don't*, *doesn't*, а *did not* – до *didn't*, форма *shall not* приобретает вид *shan't*, а *will not* – *won't*, *have not* – *haven't*, *has not* – *hasn't*, *had not* – *hadn't*. Вспомогательный глагол *to be* в отрицательной форме сокращается по тем же правилам, что и смысловой: *is not* – *isn't*, *are not* – *aren't*, *was not* – *wasn't*, *were not* – *weren't*, а в 1-м л.ед.ч. *I am not* сокращается до *I'm not*.

		Вопросительная форма	Отрицательная форма
SIMPLE	Present	Do you practise every day? <i>Ты тренируешься каждый день?</i>	I do not (don't) practise every day. <i>Я не тренируюсь каждый день..</i>
		Does he practise? <i>Он тренируется?</i>	He does not (doesn't) practise. <i>Он не тренируется.</i>
	Past	Did he practise yesterday? <i>Он тренировался вчера?</i>	He did not (didn't) practise yesterday. <i>Он не тренировался вчера.</i>
	Future	Will he practise tomorrow? <i>Будет ли он тренироваться завтра?</i>	He will not (won't) practise tomorrow. – <i>Он не будет тренироваться завтра..</i>
	Future-in-the-Past	_____	I said he would not (wouldn't) practise tomorrow. <i>Я сказал, что он не будет тренироваться завтра.</i>
CONTINUOUS	Present	Are you practising now? <i>Вы тренируетесь сейчас?</i>	I am not (I'm not) practising now. <i>Я не тренируюсь сейчас.</i>
		Is he practising now? <i>Он тренируется сейчас?</i>	He is not (isn't) practising now. <i>Он не тренируется сейчас.</i>
	Past	Were you practising at 6 a.m.? <i>Вы тренировались в 6 часов утра?</i>	We were not (weren't) practising at 6 a.m. <i>Мы не тренировались в 6 часов утра.</i>
		Was he practising? <i>Он тренировался?</i>	He was not (wasn't) practising at 6 a.m. <i>Он не тренировался в 6 часов утра..</i>
	Future	Will you be practising at 8 p.m.? <i>Вы будете тренироваться в 8 часов вечера?</i>	I shall not (shan't) be practising at 8 p.m. <i>Я не буду тренироваться в 8 часов вечера.</i>
	Future-in-the-Past	_____	I said I should not (shouldn't) be practising at 8 p.m. <i>Я сказал, что не буду тренироваться в 8 часов вечера.</i>
PERFECT	Present	Have you practised yet? <i>Вы уже потренировались?</i>	I have not (haven't) practised yet. <i>Я еще не потренировался.</i>
		Has he practised? <i>Он потренировался?</i>	He has not (hasn't) practised. <i>Он не потренировался.</i>
	Past	Had he practised by 6 a.m.? <i>Он потренировался к 6 часам утра?</i>	He had not (hadn't) practised by 6 a.m. <i>Он не потренировался к 6 часам утра.</i>
	Future	Will he have practised by 8 p.m.? <i>Он потренируется к 8 часам вечера?</i>	He will not (won't) have practised by 8 p.m. <i>Он не потренируется к 8 часам вечера.</i>
	Future-in-the-Past	_____	I said he would not (wouldn't) have practised tomorrow. by 8 p.m. <i>Я сказал, что он не потренируется к 8 часам вечера.</i>
PERFECT	Present	Have you been practising since morning? <i>Вы тренируетесь с утра?</i>	I have not (haven't) been practising since morning. <i>Я не тренируюсь с утра.</i>
		Has he been practising since morning? <i>Он тренируется с утра?</i>	He has not (hasn't) been practising since morning. <i>Он не тренируется с утра.</i>
	Past	Had he been practising all yesterday morning?	He had not (hadn't) been practising all yesterday morning.

		<i>Он тренировался все утро вчера?</i>	<i>Он не тренировался все утро вчера.</i>
Future		Will he have been practising all tomorrow morning? <i>Будет ли он тренироваться все утро завтра?</i>	He will not (won't) have been practising all tomorrow morning. <i>Завтра он не будет тренироваться все утро.</i>
Future-in-the-Past		_____	I said he would not (wouldn't) have been practising all tomorrow morning. <i>Я сказал, что завтра он не будет тренироваться все утро.</i>

Порядок слов в повествовательном предложении

Английское повествовательное предложение строится в строгой последовательности слов.

Порядок слов в утвердительном предложении

Обстоятельство	Подлежащее	Смысловой глагол	Дополнение	Обстоятельство
4	1	2	3	4
	I	study	English	at the university.

Единственный член предложения – обстоятельство, можно передвигать в начало предложения.

Порядок слов в вопросительном предложении

Общий вопрос

1	2	3	4
Вспомогательный или модальный глагол	Подлежащее	Смысловой глагол	Второстепенные члены предложения
Do Can	you	speak	English?

Специальный вопрос

1	2	3	4	5
Вопросительное слово	Вспомогательный / модальный глагол	Подлежащее	Смысловой глагол	Второстепенные члены предложения
Where	do	you	live?	
What	are	you	doing	here?
When	did	you	finish	school?
How	can	I	help	you?

Специальный вопрос к подлежащему или его определению

Вопросительное слово	Сказуемое (вспомогательный / модальный глагол + смысловой глагол)	Второстепенные члены предложения
Who	speaks	English?
Whose friend	is running	at the stadium now?
What	could happen	to her?

В специальном вопросе к подлежащему с вопросительными словами *whose* и *what* в Present Simple смысловой глагол всегда стоит в третьем лице единственного числа и не требует вспомогательного глагола. В остальных видо-временных формах в настоящем времени первый вспомогательный глагол также будет стоять в третьем лице единственного числа.

Альтернативный вопрос

Общий вопрос + *or* + альтернатива

Do you like football or ice-hockey?

Вам нравится футбол или хоккей?

Can she swim or dive?

Она умеет плавать или прыгать в воду?

Do you or your friends go jogging in the morning?

Ты или твои друзья бегаеете трусцой по утрам?

Альтернативный вопрос строится на основе общего вопроса, в котором альтернатива может быть поставлена к любому члену предложения, присоединяясь к нему с помощью союза *or* – или.

Разделительный вопрос

Повествовательное предложение + *a tag*

The film is good, isn't it?

Это хороший фильм, не так ли?

The film isn't good, is it?

Это плохой фильм, правда?

The athlete looks very fit, doesn't he?

Спортсмен в очень хорошей физической форме, не правда ли?

The athlete doesn't look very fit, does he?

Спортсмен не в очень хорошей физической форме, не так ли?

You have set the record, haven't you?

Ты установил рекорд, не так ли?

You haven't set the record, have you?

Ты ведь не установил рекорд, правда?

Мини-вопрос (tag), который мы ставим в конце предложения после запятой, состоит из вспомогательного или модального глагола и личного местоимения, соответствующего подлежащему главного предложения. Если предложение утвердительное, то мини-вопрос – отрицательный и наоборот.

Запомните:

1. После Let's... следует мини-вопрос shall we?
Let's go home, shall we? Идем домой, ладно?
2. После повелительного предложения употребляется мини-вопрос will you?
Open the window, will you? Открой окно, хорошо?
3. После формы am используется мини-вопрос aren't I?
I am late, aren't I? Я опоздал, не так ли?

Grammar practice

Ex.1. Choose the proper tense form and translate the following Russian sentences:

- | | |
|---|---|
| Model: Мой отец работает тренером.
My father works as a coach. | a) works
b) is working
c) has been working |
| 1. Я учусь в университете уже несколько месяцев. | a) am studying
b) have been studying
c) study |
| 2. Перед тем как поступить в университет, я работал в школе. | a) worked
b) had worked
c) was working |
| 3. Я окончил школу 2 года назад. | a) left
b) have left
c) had left |
| 4. В прошлом году в это время я сдавал вступительные экзамены. | a) took
b) was taking
c) had been taking |
| 5. Я уже написал курсовую работу. | a) wrote
b) was writing
c) have written |
| 6. В конце каждого семестра студенты будут сдавать несколько зачетов и экзаменов. | a) will take
b) will be taking |

- c) will have taken
7. Он напишет курсовую работу к 1 марта. a) will write
b) will have written
c) will be writing
8. Она будет работать над курсовой работой по английскому языку завтра в 5 часов вечера. a) work
b) will have worked
c) will be working
9. Я изучал английский язык в течение 6 лет перед тем, как поступить в университете. a) have studied
b) had been studying
c) had studied
10. Я сказал, что буду изучать английский язык. a) said ... should study
b) say ... shall study
c) says ... studies

Ex.2. Use the verbs in brackets in the Simple tense forms. Translate the story:

1. In 1974 Kent Waldrip a popular American football player (get) a serious injury. 2. An operation and long treatment (not, help) him. 3. "I never (walk) again", he (think). 4. Once his parents (read) a report in a magazine on a similar case. 5. After the operation the doctor (say): "You never (dance), but you (do) things at home and even (drive) a car". 6. The result (be) great. 7. After four years in bed he (take) his first steps. 8. "I (try) to work out exercises for myself but with a little success. 9. The doctors (work out) a programme which I now (use). 10. It (be) wonderful." 11. Kent (want) to write a book about sport, about the pleasure it (give) him, about the way it (change) his life.

Ex.3. Use the verbs in brackets in the Continuous tense forms. Translate the sentences.

1. Look! Tom (swim) over there!
2. When I came to the stadium Alex (run) 100 metres.
3. It's 10.30 in the morning. We (have) our training practice.
4. If you come to Jane at 9.00 tomorrow morning, she (sleep) still.
5. Listen! Susan (play) the piano.
6. While the boys (play) football, the girls (run) sprint.
7. Where was John when you came? – He was at home. He (write) a report.
8. It's early morning. We (do) our morning exercises.
9. Where is John? He (practise) at the stadium.
10. Where is Petrov? He (have dinner) at the refectory.

Ex.4. Complete the sentences. Use the Continuous or Simple tense forms:

1. Where is Ann? – She (see) _____ the doctor before the race.

2. They (leave) _____ for the World Championship tomorrow at 8.00 p.m.
3. She never (do) _____ morning exercises but looks quite fit.
4. Is Pete in? Yes, he (have) _____ dinner now.
5. He (play) _____ football when he studied at the University.
6. Stay at home. She (call) _____ between 6.00 and 7.00 p.m.
7. It is 9.00 a.m. The weight-lifters (weigh) _____ themselves before the competition.
8. He didn't come to the birthday party because he (have) _____ his training practice at the time.
9. What time _____ we (arrive) in Minsk if we take the 3.40 bus?
10. I (find) _____ students life really enjoyable.

Ex.5. Use the verbs in brackets in the Perfect tense forms. Translate the sentences:

1. We (pass) already our final exams.
2. I (come) to the University before the lectures started.
3. He (win) never at an international event.
4. We (leave) the stadium before the game began.
5. She (write) the report by the end of the year.
6. The lecture (finish) when they came to the University.
7. She (not, run) the distance yet.
8. Some prominent athletes (graduate) from the University.
9. She (get) a serious injury at the training practice.
10. He (pass) his entrance tests to the University by the end of July.

Ex.6. Complete the sentences. Use the Past Simple or the Present Perfect tense forms:

1. Five swimmers from Belarus (demonstrate) _____ top-class performance at the last World Swimming Championships.
2. Where is Bob? – He (not, come back) _____ from his training camp yet.
3. _____ you ever (take part) in the international competitions?
4. Nick (not, be) _____ at the lectures since last week.
5. Last week Nick (be) _____ at the training practice, but this week he is ill.
6. Belarusian athletes (take part) _____ in the 26th Olympic Games for the first time as a national team.
7. Some well-known players (leave) _____ our national team lately for various reasons.
8. The Ministry for Sports and Tourism (make) _____ some important changes in the regulations for championships.
9. His skiing style (change) _____ much in recent years.
10. Last year we (complete) _____ a secondary school and (enter) _____ the University of Physical Culture.

Ex.7. Fill in the correct tense. Translate the letter:

Dear Ann,

I (receive) ___ your letter about two weeks ago and (try) ___ to find time to write you back. I (be) ___ very busy lately. In the past two weeks I (have) ___ two very important tests. In addition my English friend (stay) ___ with me for two weeks. He (want) ___ to see the city, so we (spend) ___ a lot of time visiting some of the interesting places here. Between showing him the city and studying for the exams I (try) ___ not to miss my training practices. Right now it (be) ___ 3.00 p.m. and I (be) ___ at the library for two hours doing my report in physiology. My friend's plane (leave) ___ at 9:05 p.m. I (have) ___ enough time and that's why I (write) ___ to you. Next month I (have) ___ a week's vacation. I (plan) ___ to go to Kiev to visit my brother who (live) ___ there. After I (leave) ___ Kiev, I (go) ___ to Gomel to see my gymnastics team-mate who (study) ___ at a university there. I (know) ___ him for a year. He is a qualified gymnast and a good friend. I (hope) ___ we (have) ___ a good time together.

How (get) ___ you along? Please write soon.

Best regards,

Nick

Ex. 8. Complete the sentences. Use the Present Continuous or the Present Perfect Continuous tense forms:

1. Mike is at his training practice now. He (improve) _____ his jumping techniques. He (improve) _____ it since his last failure.
2. Now we're in the gym. We (warm up) _____. We (warm up) _____ for 20 minutes.
3. It's early morning. I (swim) _____ in the swimming-pool. I (swim) _____ since 6 o'clock.
4. A: You look busy now. What (you, do) _____?
 B: I (work) _____ on my experiment. It's a long and difficult experiment.
 A: How long (you, work) _____ on it?
 B: I started planning it last January. I (work) _____ on it since then.
5. Robert is going to his training camp. He (wait) _____ for the bus. He (wait) _____ for the bus for 20 minutes.
6. The boys (play) _____ soccer right now. They (play) _____ for almost two hours.
7. – Oh, Mike, is the Dean in?
 – Yes, he is. He is in the office and he (wait) _____ for you.
 – Oh, what time did he come?
 – He came at twenty to ten.
 – Twenty to ten! So he (wait) _____ for twenty minutes. I'm in trouble.
8. – Mike, what (you, watch) _____?
 – Olympic up-date.
 – How long (you, watch) _____?

- Well, let's see. I (watch) _____ since nine o'clock.
 – So you (not watch) _____ long. It's only ten past nine.
 9. – You look so slim, Jane. Do you keep to a special diet?
 – No, I (go) _____ to a fitness club since the time I saw you last.

Ex. 9. Complete the sentences. Use the Present Perfect or the Present Perfect Continuous. In some sentences two forms are possible:

1. The sports complex isn't far from here. I (walk) _____ there many times.
2. I'm tired. We (walk) _____ for more than an hour. Let's stop and rest for a while.
3. He (work) _____ as a coach for fifteen years. He likes his job.
4. I (read) _____ this chapter in my anatomy book three times and I still don't understand it.
5. She is getting tired. She (practise) _____ for two hours. I think she needs a break.
6. He (teach) _____ children swimming for twenty years. He's one of the best coaches in this swimming club.
7. – Hi, Jenny. I (not, see) _____ you for weeks. What (you, do) _____ lately?
 – Studying.
8. The coach (read) _____ a new instruction for half an hour.
9. The athlete attained very high standards at the 2004 Olympic Games and ever since (keep) _____ leading position in the international sports movement.

Lesson 2. Build your vocabulary

Look at the ways nouns can be made from verbs by adding:

- ment disappoint – disappointment
- ion react – reaction
- ation imagine – imagination
- ition repeat – repetition

a) Make nouns from these verbs and translate them.

Verb	-ment	-ion	-ation	-ition
disappoint разочаровывать	disappointment разочарование			
react реагировать		reaction реакция		
imagine вообразить			imagination воображение	
repeat повторять				repetition повторение
develop развивать				

retire ВЫХОДИТЬ (на пенсию)				
participate участвовать				
organize организовать				
equip снаряжать				
communicate общаться				
direct направлять				
discuss обсуждать				
entertain развлекать				
compete соревноваться				
combine сочетать				

b) Write down what other nouns do you know with these endings?

Focus on Reading
Step 1. Word Power

Ex.1. Read the following international words. Give their Russian equivalents.

physical	invest	media
economy	communication	institute
type	fund	game
organization	form	radio
finance	complex	politics

Ex.2. Read the words with the stress:

a) on the first syllable

b)

impact	annually	illness
influence	citizen	service
necessary	primary	income
business	government	purchase
billion	regular	complex

	yield profit		приносить прибыль
	profitable a		прибыльный
10.	savings n		сбережения
11.	equipment n		оборудование
12.	service n		услуга
13.	promote v		продвигать, содействовать, способствовать
14.	expenses n		расходы
	decrease expenses		сокращать расходы
15.	procurement n		приобретение
16.	tax n		налог
	income } tax		подоходный налог
	purchase }		налог с продаж
e.g.	Citizens' participation in physical activity creates significant funds in the form of income taxes and purchase taxes.		
17.	relate v		иметь отношение, относиться
18.	manufacture n		производство
19.	entertainment n		развлечение
e.g.	Sports provide entertainment for people throughout the world.		
20.	broadcasting n		трансляция, вещание
21.	mould v		формировать, воспитывать
22.	accustom v		приучать
23.	lifestyle n		образ жизни
	syn. way of life		
e.g.	Participation in sport helps people become accustomed to an active and healthy lifestyle.		
24.	rapprochement n		сближение (между государствами)

Step 2. Reading Practice.

Task 1. Read the text for detail and find the answers to the questions:

1. What influence do physical activity and sport have on the economy, working capacity and health?
2. What are the primary sources of finance for physical activity and sport?
3. Is participation of citizens in physical activities profitable for the society?
4. What influence does sport have on everything people do?

Text 1A

Physical Activity and Sport in the Society

Physical activity and sport have always had and continue to have a tremendous impact on the society and its members. They influence the economy, health, working and functional capacities, harmonious development of children and adolescents and

are also necessary for the defence of the nation. As a result physical education has become a compulsory subject for all types of schools.

Physical activity and sports help mould a person, make people accustomed to an active and healthy lifestyle. And these are not the only reasons why the government spends much money on promoting and supporting physical activity and sports participation, building proper facilities, and providing school physical education.

Physical activity and sport support the economy and initiative. They create jobs and prevent diseases and early retirement. Supporting physical activity is profitable for the state as active participation of population in it annually produces billions in savings. When citizens invest in physical activity, they buy special equipment, clothing and services, they travel with their favourite teams and follow sports events through mass communication. Regular participation in physical activity significantly decreases sickness expenses and prevents early retirement due to illness and improves productivity. In addition citizens' participation in physical activity creates significant funds in the form of income and purchase taxes.

Many people are employed in jobs related to sport and physical activity: in the manufacture and sales of sports equipment and clothes, teaching physical education, administering physical activity, sports complexes, communication media, and research and health institutes, travel, accommodation and health care.

Physical activity and sports constitute an essential part of the world's culture and it's almost impossible to quantify what influence sport has on everything people do. People talk about sports. They discuss sports like politics, entertainment and even religion. People who love sports get together to watch sports. For instance, watching football and hockey matches is very popular.

Sports provide entertainment for people throughout the world. Large crowds attend sporting events, millions of sports fans follow their favourite teams and athletes by listening to live broadcastings of games on the radio or watching sports competitions on television.

Sports have often been used as an instrument of national policy in the world arena promoting country's interests and improving its image. Performing the noble mission of safeguarding peace, sports play a great role in politics by strengthening international friendship and cooperation.

The Olympic Games and international competitions make a significant contribution to the promotion of mutual understanding and trust among nations. When meeting at competitions athletes learn to respect and better understand each other, and this in turn, leads to a rapprochement of the nations which these young men and women represent.

Post-reading exercises

Ex.1. Replace the following Russian words and word combinations by their English equivalents from the above text:

физическая культура и спорт, влияние, способность, развитие, юноши, гармоничное развитие личности, защита страны, физическое воспитание, обязательный предмет, предотвращать болезни, делать инвестиции,

организации и предприятия, оборудование, услуги, спортивные базы, налоги, производство, медицинское обслуживание, развлечение, спортивные мероприятия, болельщик, прямые трансляции, воспитывать, здоровый образ жизни.

Ex.2. Fill in the gaps with the words from the word box below and translate the sentences into Russian.

1. Physical activity and sport have tremendouson theand its members.
2. They influence the , , working and functional
3. They play a major role in the development of
4. They are necessary for theof the nation.
5. Physical education became asubject for all types of schools.
6. The participation of citizens in physical activities isfor the society.
7. Physical activity and sport are an essential part of the world's
8. Sport has influence on everythingdo.
9. People discuss sports like ,and even
10. Participation in sport helps people become accustomed to an active and healthy

culture	society	lifestyle	harmonious	capacities	person
entertainment	defence	compulsory	politics	impact	people
	health	profitable	economy		religion

Ex.3. Complete the following statements. Choose one of the alternatives and translate the sentences:

- | | |
|--|---|
| 1. Physical activity and sport support initiative. | personal
economic
political |
| 2. Physical education has become a compulsory subject for | secondary schools
institutes
all types of schools |
| 3. Active participation of the population annually producesin savings. | hundreds
thousands
billions |
| 4. The participation of citizens in physical activity isfor society. | unprofitable
profitable |
| 5. Regular participation in physical activity
sickness expenses. | increases
decreases
develops |

- | | |
|---|--|
| 6. Regular participation in physical activity
early retirement due to illness. | causes
leads to
prevents |
| 7. Sport has on everything people do. | little influence
great influence
no influence |
| 8. People oftenabout sports. | forget
talk
joke |
| 9. Sports provide entertainment for people | in separate countries
in Europe
throughout the world |

Ex.4. Translate the following text paying attention to the forms of the verbs.

The greatest English romantic poet Byron loved to swim more than anything else. While studying at Cambridge he dived five metres into the water and picked up objects from the bottom. He had only written a few ballads and waiting for his poetry acclamation he tried to reach fame as a swimmer. Several times a day he swam across the Thames.

At his castle in Newstead Byron built the first indoor swimming pool in the British Isles. It was in the castle's cellars and the poet swam for hours without tiring.

Byron wrote: "I am an excellent swimmer, a decent rider and was sufficient of fencing – particularly of the broadsword".

Byron twice tried to swim across the Dardanelles strait.

Remember:

dive	прыгать в воду, нырять
pick up	собирать (поднимать)
bottom	дно
acclamation	признание
castle	замок
cellar	подвал
tiring	усталость
decent	хороший
sufficient	умелый
fencing	фехтование
broadsword	широкий меч.

Ex.5. Look through Text 1A and find nouns made from verbs by adding -ment, -ion, -ation, -ition.

Ex.6. Write down the extensive answers to the following questions to produce the topic “Physical activity and sport in the society”.

1. What impact do physical activity and sports have on the society?
2. How do physical activity and sport influence the development of children and adolescents?
3. Is physical education a compulsory subject for all types of schools?
4. How do physical activity and sport support the economy?
5. How does the government further and maintain the possibilities for physical activity and sports participation?
6. Where is citizens’ participation in physical activities profitable?
7. What influence does sport have on everything people do?
8. Do physical activity and sports constitute an essential part of the world’s culture?
9. Do sports provide entertainment for people?
10. Do physical activity and sports mould a person?
11. What role do physical activity and sport play in your life?

Task 2. Check if these words and word combinations are known to you. If not, try to memorize them:

promoter n	промоутер
degenerative process	дегенеративный процесс
human body	организм человека
endurance n	выносливость
cycling n	велоспорт
beneficial a	полезный
disorder n	нарушение, расстройство
heart n	сердце
hypertensive disorders n	нарушение артериального давления
strength exercises	силовые упражнения
mobility exercises	двигательные упражнения
musculoskeletal a	костно-мышечный
premature a	преждевременный (ранний)
jog n	бег трусцой
physical working ability	физическая работоспособность
suitable a	подходящий
oxygen uptake	потребление кислорода
be susceptible	быть подверженным
hypodynamia n	гиподинамия
neglect v	игнорировать
cite v	ссылаться
brace n	ортопедический аппарат, фиксирующая скоба

Task 3. Read Text 1B to know the role physical activity and sport play in the human life.

Text 1 B. Physical Activity and Sports in the Human Life

The significance of physical activity and sport as a promoter of health was recognized very early. They make contribution to the battle against disease and degenerative processes in the human body.

Regular physical exercise performed in accordance with well defined rules can greatly improve the functioning of various body systems. Sometimes they are more effective than medicine.

Training, especially endurance training (running, cross-country skiing, swimming, cycling) has direct beneficial effect on the heart. The heart works more efficiently and is less stressed. Long-term endurance training of moderate intensity has a beneficial effect on various forms of hypertension and hypertensive disorders.

Regular strength and mobility exercises are also beneficial to health, especially to musculoskeletal system. They can prevent the premature appearance of postural defects.

According to the investigation, 78 of 1,000 men over 35 years of age are saved from coronary heart disease if they jog regularly five times a week during a period of 30 minutes. In addition a total of 1,138 days of quality lifetime is gained.

If maintaining functional capacity could prevent 100 persons of working age from early retiring, society would have saved 10-20 million US dollars.

After people reach 45 years of age, they can lose 25 per cent of their physical working ability in five years, or they can increase it by 25 per cent in a few years if they exercise regularly in a suitable type of physical activity.

If older people improve their oxygen uptake by 20 per cent, they are able to live on their own eight to nine years longer. In addition older people who are in good condition are able to live independently almost until death.

Today man and women of the most diverse occupations are susceptible to hypodynamia, the disease of the age. Numerous studies make it clear that the only way to overcome hypodynamia is by training the body, by daily physical recreation or sport. Whoever neglects, this will very soon experience the symptoms of hypodynamia: first, barely noticeable functional disturbances¹ (weight gain, rapid tiring, headaches, unpleasant sensations in the region of the heart²), then shortness of breath, palpitations of the heart occasioned by insignificant physical strain, and, finally, irreversible changes in the body³.

Physical activity and sport occupy a special place in rehabilitation programmes.

We can cite many cases in which physical activity and sport restored health and returned people to a full and active life.

For Wilma Rudolph (USA), the struggle for life began as a premature baby. She was 2.2kg at birth. Her childhood was difficult. She was one of eighteen brothers and sisters in a very poor family. After a series of illnesses she lost the use of her left leg. She had to wear a leg brace and was unable to walk. Wilma had spirit and determination and when she got a little older her brace was replaced with a special medical shoe. Wilma continued to walk and walk and walk, faster and faster. At the age of 11, to her mother's amazement, she threw away her brace and her special shoe to play basketball. By 16 she was not only a star in basketball, but also in track. At

the 1960 Olympics she was the star winning gold medals in the 100m, 200m and 4x100m relay races. Until her death in 1993, Wilma continued to tell students about how physical activity and sport had helped her become a happy married woman, mother and successful business person.

Physical activity and sport play the decisive role in all-sided and harmonious development of a person. The surest way to keep fit is to go in for sport all the life.

Notes:

- ¹ functional disturbance – функциональное нарушение;
- ² weight gain, rapid tiring, headaches, unpleasant sensations in the region of the heart – излишний вес, быстрая утомляемость, головные боли, неприятные ощущения в области сердца;
- ³ shortness of breath, palpitations of the heart occasioned by insignificant physical strain, and, finally, irreversible changes in the body – одышка, сердцебиение даже при незначительных нагрузках, и, в конечном итоге, необратимые изменения в организме.

Post-reading exercises

Ex.1. Find in the text the paragraphs describing:

- the contribution of physical activity and sport to the battle against disease;
- the beneficial effect training has on the heart;
- the beneficial effect long-term endurance training has on various forms of hypertension;
- the beneficial effect of strength and mobility exercises;
- the life the older people in good physical condition are able to live;
- the effect of physical activity and sport in rehabilitation programmes.

Ex.2. Choose any two paragraphs from the text 1B and translate them into Russian in written form.

Ex.3. Write questions to the following answers:

1. The significance of physical activity and sport as a promoter of health is great.
2. Sometimes physical activity and sport are more effective than medicine.
3. Strength and mobility exercises prevent the premature appearance of postural defects.
4. Endurance training has direct beneficial effect on the heart.
5. Training methods occupy a special place in rehabilitation programmes.

Ex.4. Read the statements below and agree to them saying “That’s right” or disagree saying “That’s wrong” and correct the mistakes.

1. Regular physical exercises are sometimes more effective than medicine.

2. Regular physical exercise performed in accordance with well defined rules cannot greatly improve the functioning of various body systems.
3. Hypodynamia is the disease of the age.
4. For Wilma Rudolf, the struggle for life began at the age of ten.
5. After a series of illnesses she lost the use of her right leg.
6. She had to wear a leg brace but was able to walk.
7. At the age 12 she threw away her brace and shoe to play volleyball.
8. By 16 she was not only a star in basketball, but also in track.
9. At the 1960 Olympics she won silver medals.
10. Wilma Rudolph died in 1995.

Ex.5. Write your comments on the role of physical activity and sport in the human life.

Task 4. Learn the following medical terms you will come across in Text 1C.

body n	тело, организм
torso n	туловище
limb n	конечность
forehead n	лоб
eyebrow n	бровь
eyelash n	ресница
cheek n	щека
lip n	губа
chin n	подбородок
neck n	шея
chest n	грудь
shoulder n	плечо
blade n	лопатка
waist n	талия
hip n	бедро, поясница
thigh n	бедро
calf n	икра
knee n	колени
shin n	голень
heel n	пятка
sole n	подошва
instep n	подъем
ball n	подушечка пальца
toe n	палец (на ноге)
upper arm n	плечо
elbow n	локоть
forearm n	предплечье
wrist n	запястье
joint n	сустав

palm n	ладонь
finger n	палец на руке
cell n	клетка
brain n	мозг
tissue n	ткань
lung n	легкое
abdomen n	живот
stomach n	желудок
kidney n	почка
urinary bladder	мочевой пузырь
gland n	железа
skull n	череп
spinal cord	спинной мозг
rib n	ребро
ligament n	связка
tendon n	сухожилия
contract v	сокращать
sprain v	растянуть
ankle n	лодыжка
skin n	кожа

Task 5. Skim Text 1 C to understand how the human body is built. Time your reading. It is good if you can read it for ten minutes (70 words per minute).

Text 1 C. Human Body

Physical education teachers and coaches need to know how the human body is built. The human body can perform amazing acts of strength and grace.

People sometimes call the human body a machine – the most wonderful one ever built. Of course, the human body is not a machine. But it can be compared to one in many ways. Like a machine, the body is made up of many parts. The main parts of it are a head, a torso and limbs.

The forehead, eyes, eyelashes, nose, mouth, cheeks and chin make the face. We see with eyes and hear with ears.

The neck joins the head to the torso.

The main parts of the torso are the chest, the shoulders, the blades, the back, the waist and hips. The leg consists of a thigh, a calf, a knee, a shin and a foot. The foot, in its turn, consists of a heel, a sole, an instep, a ball and toes.

The arm consists of an upper arm, an elbow, a forearm and a hand. The wrist is the joint which unites the arm with the hand.

The hand consists of a palm, a back of the hand and five fingers.

Each part of the body, like each part of a machine, does special jobs. But all the parts work together and so make the body or the machine run smoothly. Also like a machine, the body needs energy to work. In such a machine as a car, the energy comes from petrol. In the body, it comes from food and oxygen.

Although the human body can be compared to a machine, it is far more amazing than any machine. It can do things that no machine can do. For example, the body can grow. The body starts out as one cell. In time, this tiny cell develops into a body consisting of trillions of cells.

The most remarkable part of the human body is the brain. The human brain is so highly developed that it makes people different from all other living things. Their magnificent brain makes people able to think.

Each kind of cell has special features and jobs. Cells of the same type form tissues. The body has four chief kinds of tissues: connective, epithelial, muscle and nervous tissue.

A human has organs. Every organ consists of two or more kinds of tissues joined into one structure that has a certain task.

The skin is the largest outer organ of the body. If the skin of a 68-kilogram person was spread out flat, it would cover about 2 square metres.

The main human internal organs are: a heart, lungs, a stomach, kidneys, a urinary bladder, glands.

Groups of organs form organ systems. Each organ system carries out a major activity in the body. The skeleton forms a strong framework that supports the body. It also helps protect the internal organs. For example, the brain is shielded by the skull, the spinal cord by the spinal column, and the heart and lungs by the ribs. The skeleton system includes more than 200 bones.

The skeleton works together with the muscles in enabling the body to move.

Ligaments and tendons consist of connective tissue. Ligaments connect one bone to another. Tendons connect a muscle to a bone. When the muscle contracts, the tendon pulls the bone to which it is attached.

Every part of human body and organ has its own duty which it performs without difficulty as long as the human takes care of his (her) health.

If we are not careful enough we may sprain an ankle, pull a muscle, break an arm or a leg, etc.

Post-reading exercises

Ex.1. Continue the list of the main parts of:

human body: head, ...
 face: eyes, ...
 torso: chest, ...
 leg: foot, ...
 arm: elbow, ...
 hand: finger, ...

Ex.2. Match the name of the organ on the left with its duty on the right.

- | | |
|----------|-------------------------------|
| 1. skin | 1. makes people able to think |
| 2. brain | 2. is a powerful pump |
| 3. heart | 3. are organs of breathing |
| 4. lungs | 4. covers the human body |

- | | |
|--------------------|---|
| 5. stomach | 5. removes various wastes from the blood and flushes them from the body |
| 6. kidneys | 6. produces an acid and enzyme that break down much of the food |
| 7. urinary bladder | 7. is a hollow storage organ |

Ex.3. How much of the picture can you label without looking at the list of words.
рис.

Ex.4. Find 30 parts of the human body in the following chart (horizontally, vertically or diagonally).

C	F	O	O	T	Z	M	E	Q	W	O	T	abdomen	eyes	palm
H	I	P	H	A	N	K	L	E	A	S	I	ankle	face	rib
I	N	I	F	A	C	E	B	A	I	H	S	arm	finger	shoulder
N	G	W	G	O	J	T	O	R	S	O	S	body	foot	skin
H	E	Y	E	B	R	O	W	B	T	U	U	cheek	forehead	thigh
T	R	H	T	C	H	E	E	K	O	L	E	chest	hand	tissue
P	W	E	S	K	I	N	H	A	N	D	E	chin	hip	toe
V	A	E	A	B	D	O	M	E	N	E	Y	ear	heel	torso
Y	G	L	I	P	O	S	P	Q	A	R	E	elbow	lip	wrist
X	A	R	M	C	H	E	S	T	Y	D	S	eyebrow	nose	waist

Ex.5. Complete in written form the statements with information corresponding to the contents of the text:

1. Physical education teachers and coaches need to know
2. People sometimes call the human body
3. Like a machine the body is made up
4. The main parts of the body are made up
5. The main parts of the torso are
6. The leg consists of
7. The foot consists of
8. The arm consists of
9. The hand consists of

10. The most remarkable part of the human body is
11. A human has
12. The skin is the largest outer
13. The main human internal organs are
14. The skeleton forms a strong framework
15. Ligaments connect
16. Tendons connect
17. Every part of human body and organ has its own
18. If we are not careful enough we may

Ex.6. Look through the text once more and write why it is necessary for physical education teachers and coaches to know how the human body is built.

Task 2. Check if these words and word combinations from Text 1D are known to you. If not, try to memorize them.

compulsory a	обязательный
competition n	соревнование
syllabus n	учебный план
master v	совершенствовать
fundamentals n	основы
extracurricular sports group	внеклассные спортивная секция
student of extra-mural education	студент заочной формы обучения
syn. correspondent student	
study by correspondence	учиться заочно
lecture schedule	расписание лекций
tutorial n	консультация
estimate students' knowledge	оценивать уровень знаний студента
course paper	курсовая работа
examination session	экзаменационная сессия
take exams	сдавать экзамены
credit test	зачет

Task 3. Read Text 1D to find answers to the questions given before the paragraph.

Text 1D. Sport in My Life

1. What must PE teachers know?

Speaking about my sport biography I think back to my school years as the beginning of my sporting career. My road to sport started from the school gymnasium.

The PE lessons are compulsory for all the students (except those who have problems with health). The schoolchildren are coached by PE teachers whose standards are high. They know the theory of sport and can solve problems related to

the training process: they know how to dose physical loads¹, organize competitions, etc.

Most PE teachers are the graduates of Belarusian state university of physical culture, departments of physical education of regional universities, or specialized colleges.

2. What is the instruction in physical education based on?

Classes are taught according to the syllabus with an obligatory minimum of theory and practice. Instruction in physical culture is based on mastering the fundamentals of athletics², gymnastics, skiing; swimming and sporting games. Members of extracurricular sports groups not only take part in the school competitions but are included in school teams to participate in district, city and republican tournaments. The most gifted youngsters have an opportunity of being coached in their spare time in special sports schools.

3. What were your results in sport?

That was my PE teacher who brought me to sport. As the most schoolchildren of our school I was fond of sports and went in for track-and-field athletics. My favourite event³ was sprint. At first my performance level⁴ was not very high but I tried to improve it and practised⁵ hard. Soon a good coach noticed me and I started to attend my practices willingly. I got acquainted with the fundamentals of sport. In a while I demonstrated good performance in sprint. Certainly, they were not anything near records. But I was so fond of sport that I continued to go in for it.

Athletes are ranked⁶ as third, second or first class, or awarded the titles⁷ of Candidate Master of Sports⁸, Master of Sports⁹, Master of Sports International Class¹⁰ and Merited Master of Sports¹¹. Having participated in competitions, first I qualified¹² for the third, then the second and the first sports categories¹³.

4. What University did you enter?

When at school I decided to become a PE teacher or a coach. So after completing school I entered the Belarusian state university of physical culture. Now I am a student of extra-mural education. It is interesting for me to study by correspondence.

5. How are the students taught by correspondence?

At the beginning of each academic year correspondent students get their lecture schedule. They are also provided with tutorials, educational instructions and recommended literature on all subjects.

The teachers estimate these students' knowledge by checking their written tests and course papers.

Two times a year an examination session takes place. During this period the students attend lectures on the main topics of the subjects and have practice, take exams and credit tests. Besides they are offered lectures on subjects of the next academic year.

At present I am a part-time coach assistant¹⁴ at the local recreation centre. But my dream is to become a highly skilled specialist in physical culture and sports to be able to train the national team as a head coach in the future.

Notes:

¹ to dose physical loads – дозировать физические нагрузки;

² athletics – легкая атлетика;
syn. track-and-field athletics

³ event – дисциплина, вид спорта;

⁴ performance level – уровень мастерства;

⁵ practise – тренироваться

⁶ rank – классифицировать, ranking – спортивный разряд

⁷ award the title – присуждать звание;

⁸ Candidate Master of Sports – кандидат в мастера спорта;

⁹ Master of Sports – мастер спорта;

¹⁰ Master of Sports International Class – мастер спорта международного класса;

¹¹ Merited Master of Sports – заслуженный мастер спорта;

¹² qualify – зд. выполнить нормы на разряд;

¹³ sports category – спортивный разряд;

¹⁴ part-time coach assistant – помощник тренера, работающий неполный рабочий день.

Post-reading tasks

Task 1. Find a key sentence in each paragraph.

Task 2. Entitle each paragraph. You will have the plan for the topic “My sport biography”.

Task 3. Write your sports biography.

Task 4. Write a story about the role of sport in any famous athlete’s biography.

Task 5. Look through Texts A, B, C, D again. Write down the answers to the following questions to form the topic “Sport in my life”.

1. What impact do physical activity and sport have on people and the society?
2. What role do physical activity and sport play in your life?
3. When and where were you born?
4. When did your sporting career begin?
5. How were your PE lessons organized?
6. Who brought you to sport?

7. What is your sport?
8. Who is your coach?
9. How are athletes ranked?
10. What sports title or ranking do you have?
11. What university did you enter and when?
12. Do you study by correspondence?
13. How are correspondent students taught?
14. What are your plans for the future?

Check Up Your Skills

1. Put the words and word combinations in one of the boxes below:

hypodynamia; endurance training; degenerative processes; weight gain; strength exercises; headache; hypertension; shortness of breath; cycling; mobility; exercises; physical; recreation; jogging; coronary; heart disease; postural defects; cross-country; skiing

Health disorders	Physical activities

II. Match the nouns to the verbs and translate the word combinations:

A		prevent	1. sickness expenses
D		have	2. person
C		decrease	3. a disease
D		promote	4. physical activity/health
E		mould	5. an impact (on)
F		attend	6. sporting events

III. Complete in the chart with the correct form of the verb.

Indefinite	Past Tense	Past Partisiple
I	II	III
know		
	was (were)	
do		
lead		
	swam	
	won	
		run
study		
play		
participate		
	practised	

IV. Find a mistake in each sentence and correct it:

- 1) We have already visit this sports-complex.
- 2) He will have send the entry form by the 1st of October.
- 3) I likes both football and hockey.
- 4) My friend go jogging in the morning.
- 5) The athlete is practise now.
- 6) I practise on the stadium yesterday.

V. Write questions to the underlined words:.

- 1) Petrov works as a coach.
- 2) He has been working as a coach since 2000.
- 3) He was working in the gym when I saw him.
- 4) The coach was showing a new element to his trainees.
- 5) The gymnasts have been practising this element for an hour.

VI. Put the words in brackets in the correct tense form. Translate the text:

When I (1) ... (be) a boy my mother always (2) ... (tell) me not to run too far, not to jump too high and not too swim where it (3) ... (be) deep. And later when I (4) ... (enter) the military school and (5) ... (take up) boxing in her every letter she (6) ... (ask) me to give up boxing and to take up chess. She (7) ... (say) I (8) ... (never, will be) a boxer. All mothers (9) ... (be) the same. But I (10) ... (be fond) of boxing. I simply couldn't live without it. I (11) ... (be proud) of it. My coach (12) ... (make) a boxer of me. I (13) ... always (love) boxing. It (14) ... (teach) me much. It (15) ... (help) me develop my character. Only an honest fight (16) ... (give) the right to win.

UNIT 2. PHYSICAL EDUCATION

Grammar targets: Pronouns
Numerals

Texts for reading: 2A. Physical Education and its Goals and Objectives
2B. The History of Physical Education
2C. Physical Education in Belarus
2D. Belarusian State University of Physical Culture

Lesson 1. Focus on language

Grammar analysis

Look at how the pronouns and numerals are used in the examples:

1. This boy is an athlete. He is a qualified runner. His best time in 100m is 10.67 sec. He has got many awards.
2. Nobody will clean your room for you. You should do it yourself.
3. Are you going anywhere? – Yes. The library will be open at 9 o'clock. I'm seeing my friends there.
4. In 2010 the Belarusian athletes won three gold Olympic medals in Vancouver.
5. My university is older than yours. It was built in the early 1980s, but looks more modern.

Grammar notes:

The Pronoun (Местоимение)

Местоимения не называют предметов или их признаков, а лишь указывают на предметы, признаки, и т.д. в соответствии с тем, о чем идет речь.

В английском языке местоимения делятся на личные, притяжательные, возвратные, эмфатические (усилительные), указательные, неопределенные, вопросительно-относительные и взаимные.

Table 2.1.

Личные, притяжательные, возвратно-усилительные местоимения

Лицо	Число	Личные местоимения		Притяжательные местоимения		Возвратно-усилительные местоимения
		Именительный падеж	Объектный падеж	Простая форма	Абсолютная форма	
1-e	ед.ч.	I	me	my	mine	myself
	мн.ч.	we	us	our	ours	ourselves
2-e	ед.ч. и мн.ч.	you	you	your	yours	yourself / yourselves
3-e	ед.ч.	he	him	his	his	himself
		she	her	her	hers	herself
		it	it	its	its	itself
	мн.ч.	they	them	their	theirs	themselves

В английском языке личные местоимения имеют формы двух падежей: именительного (The Nominative Case) и объектного (The Objective Case): I (me) – я (меня, мне); we (us) – мы (нас, нам); you – ты, вы (тебе, вам, тебя, вас); he (him) – он (его, ему); she (her) – она (её, ей); it – он, она, оно, это (его, ему, её, ей, этому); they (them) – они (их, им).

Местоимение первого лица единственного числа I всегда пишется с прописной буквы. Когда местоимение I является одним из однородных подлежащих, оно ставится после других подлежащих перед глаголом-сказуемым:

My friend and I are athletes.

Мы с другом – спортсмены.

В современном английском языке нет формы местоимения 2-го лица единственного числа. Местоимение you употребляется как для единственного, так и для множественного числа.

Местоимение he обозначает лицо мужского пола, местоимение she – лицо женского пола, а местоимение it – обозначает неодушевлённые предметы, а также употребляется по отношению к животным и маленьким детям, если не указывается их пол.

Личные местоимения в именительном падеже выполняют функцию подлежащего и именной части составного сказуемого:

I saw that match.

Я видел этот матч.

It was he who did it.

Тем, кто сделал это, был он.

Однако это правило не относится к личному местоимению I. В функции именной части составного сказуемого употребляется соответствующая форма в объектном падеже me:

It's me.

Это я.

Личные местоимения в объектном падеже выполняют функции прямого и косвенного дополнений, соответствующих в русском языке местоимению в винительном падеже (кого, что?) или дательном падеже (кому?):

He knows us very well.

Он знает нас очень хорошо.

He gave me a pair of skates yesterday.

Вчера он дал мне коньки.

Личные местоимения в объектном падеже, сочетаясь с различными предлогами, образуют предложные обороты, соответствующие тем или иным падежам и предложным оборотам в русском языке, и отвечают на вопросы: by whom? – кем? to whom? – кому? with whom? – с кем? for whom? – для кого? about whom? – о ком?

That was Yulia Nesterenko, about whom we read yesterday.

Это была Юлия Нестеренко, о которой мы вчера читали.

Личным местоимениям соответствуют притяжательные местоимения, выражающие принадлежность и отвечающие на вопрос whose? – (чей? чья? чье? чьи?). В английском языке притяжательные местоимения имеют две

Возвратные и усилительные местоимения в английском языке различаются по лицам, родам и числам: myself – (я) сам, сама, себя; ourselves – (мы) сами, себя; yourself / yourselves – (ты) сам, себя / (вы) сами, себя; himself – (я) сам, себя; herself – (я) сама, себя; itself – (он, она, оно) само, сам, сама, себя; themselves – (мы) сами, себя.

Возвратные местоимения употребляются:

1. с глаголами для придания возвратного значения (в русском языке таким местоимениям соответствует частица -ся, (-сь):

The knife is sharp. You may cut yourself. Нож острый. Ты можешь порезаться.

К таким глаголам относятся: burn – обжечься, cut – порезаться, enjoy – наслаждаться, hurt – ушибиться, look – смотреться, laugh at – смеяться над, introduce – знакомиться, dry – сушиться, study – обучаться, be – являться, seem – казаться и др.

Возвратные местоимения, как правило, не употребляются при следующих английских глаголах: wash - умываться, shave – бриться, dress – одеваться, meet – встречаться, relax – расслабляться, stand up – подниматься, sit down – садиться, wake up – просыпаться и др.:

How dirty you are! Go and wash. Какой ты грязный! Пойди умойся.

2. самостоятельно в качестве прямого или предложного дополнения (в русском языке им соответствуют местоимения “себя, собой, себе”).

He did it himself.	Он сам это сделал.
He wants to buy a new bicycle for himself.	Он хочет купить себе новый велосипед.

Для большей выразительности в английском языке с возвратными местоимениями употребляется предлог by, в русском языке используются другие средства усиления, такие слова как: совершенно, абсолютно, только:

He did it all by himself. Он сделал это все самостоятельно.

Усилительные местоимения употребляются для того, чтобы выделить в потоке речи существительное или личное местоимение. Усилительные местоимения совпадают по форме с возвратными и соответствуют русским: сам, сама, само, сами. Усилительные местоимения ставятся в конце предложения и/или после слова, значение которого они усиливают:

I saw it myself.	Я видел это сам.
He himself wrote this.	Он сам это написал.

Yesterday I met A.Medved himself. Вчера я повстречал самого А.Медведя.

The Demonstrative Pronouns (Указательные местоимения)

Указательные местоимения *this* и *that* имеют формы множественного числа *these* и *those* и согласуются в числе с именем существительным, к которому относятся.

Table 2.2.

Указательные местоимения

Ед.ч.		Мн.ч.	
this	<i>этот, эта, это</i>	these	<i>эти</i>
that	<i>тот, та, то</i>	those	<i>те</i>

В случае употребления указательных местоимений *this*, *that*, *these* и *those* перед существительным артикль не ставится.

This bicycle is new.	Этот велосипед новый.
These athletes are strong.	Эти спортсмены сильные.
I liked that game.	Мне понравилась та игра.
I remember those players.	Я помню тех игроков.

Местоимения *such* (такой) и *(the) same* (такой же, тот же) форм числа не имеют, однако после местоимения *such* употребляется неопределённый артикль перед существительным в единственном числе.

She is such a good tennis player!	Она такая хорошая теннисистка!
Our team used the same strategy.	Наша команда использовала ту же стратегию.

Местоимение *such* также употребляется в конструкции *such as* (такой как, такие как), вводящей перечисление:

There are many sports facilities in our city such as gyms, sports grounds, running and cycling tracks, etc.	В нашем городе много спортивных сооружений, таких как спортивные залы, спортплощадки, беговые и велослужки и т.д.
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The Indefinite Pronouns and their Compounds (Неопределенные местоимения и их производные)

Данные местоимения обозначают одушевленные и неодушевленные предметы или их признаки обобщенно, выражают неопределенное количество, не указывают, к какому классу предметов они принадлежат, какими свойствами они обладают, а также ссылаются на общее значение отрицательного компонента предложения.

К неопределённым местоимениям относятся, прежде всего, *some*, *any*, *no*, *every* и их производные *someone*, *somebody*, *something*, *somewhere*, *anyone*, *anybody*, *anything*, *anywhere*, *no one*, *nobody*, *nothing*, *nowhere*, *everyone*,

everybody, everything, everywhere, а также местоимения much, many, little, few, one, each, other, another и т.д.

Table 2.3.

Неопределённые местоимения и их производные

	some	any			no	every
	в утвердительных предложениях	в вопросах	в отрицательных предложениях	в утвердительных предложениях	в отрицательных предложениях	в утвердительных предложениях
перед исчисл. сущ. во мн. числе (или вместо них)	<i>какие-то, какие-нибудь, кое-какие, несколько, некоторые</i>	<i>какие-то, какие-нибудь</i>	<i>нет, ни одного, никаких</i>	<i>всякий, любой</i>	<i>нет, ни одного</i>	<i>каждый, всякий, любой</i>
перед исчисл. сущ. в ед. числе	<i>какой-то, какой-нибудь</i>	—	—			
перед неисчисл. сущ.	<i>немного, некоторое количество</i>			—		
+ body / + one	somebody / someone	anybody / anyone			nobody / no one	everybody / everyone
	<i>кто-то, кто-нибудь</i>	<i>кто-то, кто-нибудь</i>	<i>никто</i>	<i>каждый, всякий, любой</i>	<i>никто</i>	<i>все, каждый</i>
+ thing	something	anything			nothing	everything
	<i>что-то, что-нибудь</i>	<i>что-то, что-нибудь</i>	<i>ничто</i>	<i>всё</i>	<i>ничто</i>	<i>всё</i>
+ where	somewhere	anywhere			nowhere	everywhere
	<i>где-то, где-нибудь, куда-то, куда-нибудь</i>	<i>где-нибудь, куда-нибудь</i>	<i>нигде, никуда</i>	<i>всюду, везде, где угодно</i>	<i>нигде, никуда</i>	<i>всюду, везде</i>

He has some books on sports.
I'd like to have some coffee.
Do you have any questions?
She doesn't have any money.
You can choose any variant you like.

He has no friends here.
We practise every day except Sunday.

Someone must have taken my ball.
I've seen it somewhere before.
She did everything right.

У него есть несколько книг по спорту.
Я бы хотел выпить (немного) кофе.
У вас есть (какие-нибудь) вопросы?
У неё нет денег.
Вы можете выбрать любой вариант, который вам нравится.
У него здесь нет друзей.
Мы тренируемся каждый день кроме воскресенья.
Кто-то должно быть взял мой мяч.
Я видел это где-то и раньше.
Она всё делала правильно.

Местоимение *no* и образованные от него *no one*, *nobody*, *nothing*, *nowhere* употребляются в отрицательных предложениях, причём сказуемое в данном предложении будет в утвердительной форме. Местоимения *someone*, *somebody*, *anyone*, *anybody*, *no one*, *nobody*, *everyone*, *everybody*, подобно существительным, имеют форму притяжательного падежа.

I see somebody's coat on the chair.

Я вижу чьё-то пальто на стуле.

He seems to be everyone's friend here.

Кажется, с ним здесь дружат все.

Местоимение *each* служит синонимом к местоимению *every*. Кроме того, оба они употребляются в связке *each and every* для усиления значения определяемого существительного, которую можно перевести: «абсолютно каждый, все без исключения».

They traveled each and every country in Europe.

Они объехали абсолютно все страны Европы без исключения.

Местоимения *some* и *any* употребляются в ответах на общие вопросы, замещая собой существительные, которые имеются в виду задающим вопрос. Местоимение *some* употребляется в утвердительных ответах, *any* – в отрицательных.

Do you have any questions?

У вас есть вопросы?

Yes, I have some.

Да, есть.

Среди неопределённых местоимений можно выделить ещё одну группу. Это количественные местоимения *many*, *much* (много), *few*, *little* (мало), *a few* (несколько), *a little* (немного), которые выражают неопределённое количество. Местоимения *many*, *few*, *a few* употребляются с исчисляемыми существительными и отвечают на вопрос *how many?* – (сколько?).

Has she got many books on sport?

У неё много книг по спорту?

Few people came to the stadium.

На стадион пришло мало людей.

It takes only a few minutes.

На это требуется лишь несколько минут.

Местоимения *much*, *little*, *a little* употребляются с неисчисляемыми существительными и отвечают на вопрос *how much?* – (сколько?).

There is much snow this winter.

Этой зимой много снега.

Hurry up! We've got very little time.

Поторопись! У нас очень мало времени.

Add a little salt and mix.

Добавь немного соли и перемешай.

Местоимения *much*, *little*, *a little* могут относиться также и к глаголу, прилагательному и причастию. В этом случае они имеют значение наречий:

He works very much.

Он работает очень много.

They were a little surprised.

Они были немного удивлены.

Местоимения *a few* и *a little* обозначают наличие небольшого количества и имеют положительное значение. Местоимения *few* и *little* подчеркивают недостаточность количества и имеют отрицательное значение. Сравните:

She has few friends.	У неё мало друзей.
She has a few friends.	У неё есть несколько друзей.

I have little salt.	У меня мало соли.
I have a little salt.	У меня есть немного соли.

Вместо *many*, *much* можно употреблять *a lot of* или *plenty of* (в избытке) как перед исчисляемыми, так и перед неисчисляемыми существительными. После глаголов вместо *much* может употребляться *a lot*:

We've still got plenty of time.	У нас всё ещё много времени.
She has a lot of books.	У неё много книг.
They did a lot yesterday.	Вчера они много сделали.

Неопределенное местоимение *one* имеет грамматические признаки существительного: оно имеет формы единственного и множественного числа, а также общего и притяжательного падежей: *one* – *ones*, *one* – *one's*.

One употребляется в роли подлежащего в неопределенно-личных предложениях:

One never knows what he thinks about.	Никогда не знаешь, о чём он думает.
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One употребляется вместо того или иного существительного во избежание повторения:

Use my pen.	Пиши моей ручкой.
Thank you, I have one.	Спасибо, у меня своя.

I don't like these black shoes.	Мне не нравятся эти чёрные туфли.
Give me red ones.	Дайте мне красные.

One может употребляться в качестве прилагательного со значениями «какой-то», «какой-нибудь», «некий»:

He will visit you one day.	Он навестит тебя в какой-нибудь день.
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The Interrogative and Relative Pronouns (Вопросительные и относительные местоимения)

Вопросительные местоимения *who* (*whom*), *whose*, *what*, *which* употребляются в вопросительных предложениях, содержащих специальные вопросы. Местоимение *who* имеет два падежа – именительный (*who*) и

объектный (whom). Местоимение who (whom) обладает функциями существительного, а местоимение whose употребляется только в функции прилагательного. Местоимения what и which могут обладать функциями как существительного, так и прилагательного.

<u>Who</u> told you that?	Кто тебе это сказал?	(подлеж.)
<u>Whom</u> did you see yesterday?	Кого ты видел вчера?	(доп.)
<u>Whose</u> book is that?	Чья это книга?	(опред.)
<u>What</u> is there?	Что там?	(подлеж.)
<u>What</u> do you see there?	Что ты там видишь?	(доп.)
<u>What</u> pen did you buy?	Какую ручку ты купил?	(опред.)
<u>Which</u> of them will come?	Кто из них придёт?	(подлеж.)
<u>Which</u> book do you want?	Какую книгу ты хочешь?	(опред.)
I have two books. <u>Which</u> do you want?	У меня две книги. Какую ты хочешь?	(доп.)

Относительные местоимения who (whom), whose, which и that вводят определительные придаточные предложения:

It was he who told me the news.	Это он сказал мне эту новость.
He's got a sister whose name is Ann.	У него есть сестра, которую зовут Аня.
The books which I like are by Maine Reed.	Книги, которые я люблю, написал Майн Рид.
My sister that lives in Kiev works as a coach.	Моя сестра, которая живёт в Киеве, работает тренером.

The Reciprocal Pronouns (Взаимные местоимения)

Взаимные местоимения each other и one another показывают, что действие происходит между двумя или большим количеством действующих лиц. На русский язык они обычно переводятся словами «друг друга», «один другого».

They help each other.	Они помогают друг другу.
They all supported one another.	Они все поддерживали один другого.

Grammar practice:

Ex. 1. Choose the correct form of the missing personal or possessive pronoun:

1. What is Alex? – ____ is our new goalkeeper. a. it; b. this; c. he
2. It was ____ who told Pete about the match. a. I; b. me; c. mine
3. John is ____ old friend. a. mine; b. me; c. my
4. – May I take your ball?
– No, ____ can't. And where is ____? a. your; b. you; c. yours
5. – Do you know anything about Jim?
– ____ is fine. I often see ____ at the stadium. a. his; b. he; c. him

6. I know ____ and ____ brother. a. he; b. his; c. him
 7. I see ____ and ____ children. a. their; b. them; c. they
 8. Take ____ pen. ____ is better. a. mine; b. my; c. me
 9. My friends and ____ train five days a week. a. me; b. I; c. mine
 10. We have just returned from the European championships. ____ team placed third. a. our; b. ours; c. us

Ex. 2. Fill in the necessary reflexive/emphatic pronouns and translate the sentences into Russian:

Model: He has been speaking only about himself all the time. – Он говорил все время только о себе.

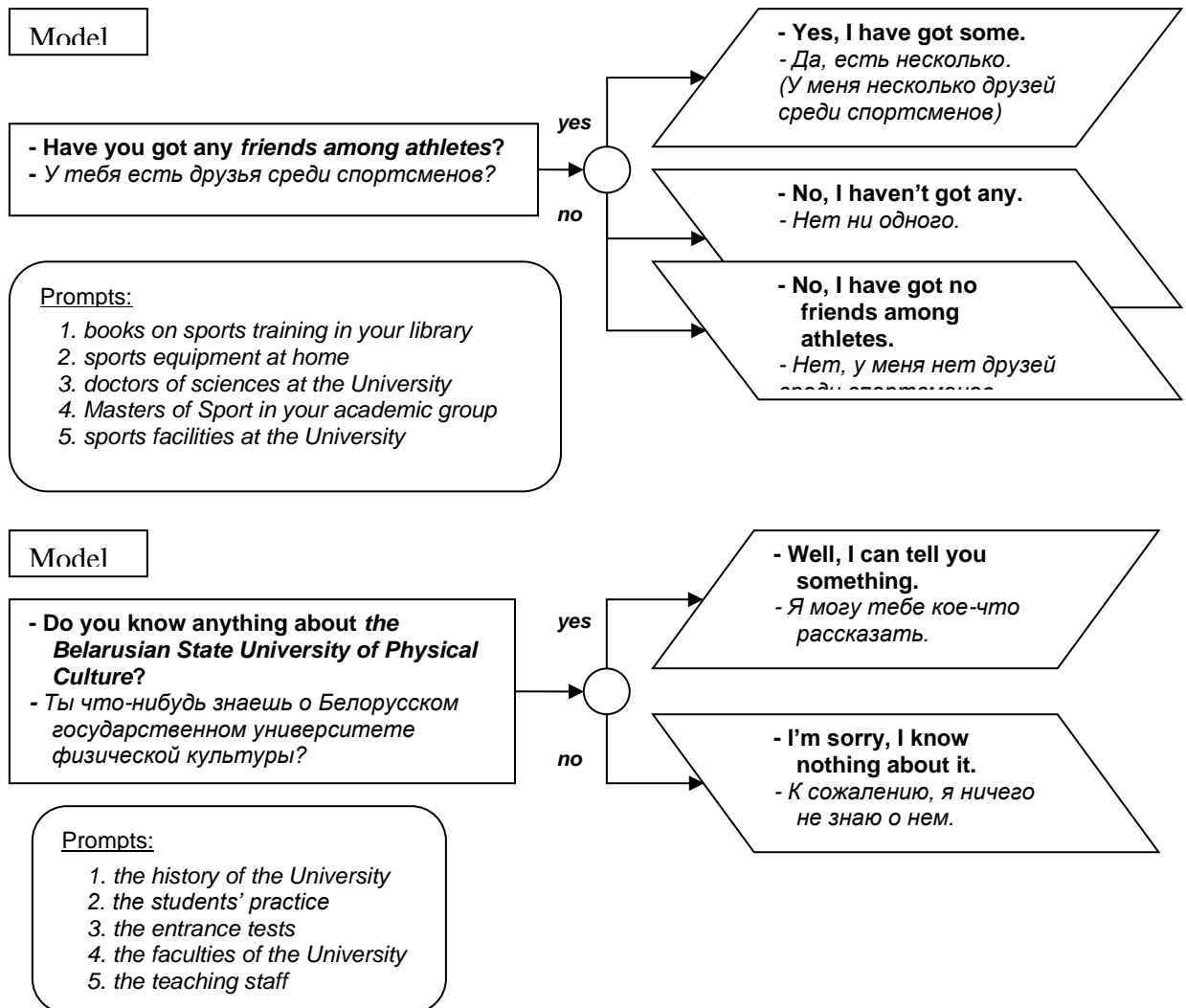
1. Let me introduce ____ . My name is Alex.
2. The problem ____ is quite simple.
3. I want to buy ____ a new car.
4. The coach and the doctor gave all the instructions ____ .
5. I'll make ____ a cup of coffee.
6. Pete ____ called me yesterday.
7. Take care of ____ when you go canoeing, Bob.
8. The boxer defended ____ actively.
9. Be careful, you can hurt ____ .
10. I saw Yulia Nesterenko ____ .

Ex. 3. Make as many sentences as possible. Translate them:

Model: Try these white tennis shoes on. – Примерь эти белые теннисные туфли.

Try on		red	sports magazines
	this	difficult	tennis shoes
Use		nice	physical exercises
	that	interesting	noise
Make		colourful	baseball cap
	these	awful	skis
Stop		black	tactics
	those	useful	track suit
Take		white	mountain bicycle
		modern	ball
		beautiful	training programme

Ex. 4. Write questions and answers as in the models. Translate the statements:



Ex. 5. Read and translate these sentences in written form into Russian:

1. He put something on the desk.
2. I had no choice but leaving at once.
3. Did Peter tell you anything about his team?
4. She left her sports bag somewhere else.
5. My coach wanted to hear nothing.
6. I think you'll find some useful information here.
7. I know nothing about him.
8. Have you ever seen any competitions in freestyle?
9. In a small town everyone knows everything.
10. There is nobody in the room. Don't be afraid.

Ex. 6. Complete these sentences:

- a) Use: many with countable nouns;
much with non-countable nouns;
a lot of, plenty of with either countable or non-countable nouns

Model: ____ people at the stadium supported their favourite team.

Many people at the stadium supported their favourite team.

1. Our training practice starts at 6.00 p.m. We haven't got ____ time. We have to hurry up.
2. He has got ____ work to do before the tests.
3. Have you got ____ friends? – Yes, I've got ____ friends among athletes.
4. How ____ books on sports have you read?
5. My native town is small. There isn't ____ traffic in it.
6. ____ students work on this project.

b) Use: few, a few with plural countable nouns;
little, a little with non-countable nouns

Model: I can't go to the international football game. I have got ____ money.

I can't go to the international football game. I have got little money.

1. He doesn't speak much English. Only ____ words.
2. I don't think Pete will be a good coach. He has got very ____ patience with children.
3. When did you see Pete last time? – Just ____ days ago.
4. Would you like some more coke? – Yes, please, but just ____.
5. I have got ____ time so I can help you.
6. He has very ____ real friends among his team-mates.

Ex. 7. Read and translate these sentences into Russian:

1. Who are these people?
2. Yesterday I met Nick, who had come from Kiev the day before.
3. Which article are you reading?
4. That was the first time, when we won the republican championship.
5. The athlete, whose foot is injured, needs medical aid.
6. My friend, who is a student, passed his exam in philosophy two days ago.
7. It is the most interesting book that I have ever read.
8. Which of you can answer this question?
9. In that game he managed to score the goal, which was the 100th in his career.
10. I don't remember, where I have seen her.

The Numeral (Имя числительное)

Имя числительное – это часть речи, которая обозначает число, количество предметов или их порядок при счёте. Для обозначения числа и количества предметов используют количественные числительные (Cardinal Numerals), которые отвечают на вопрос «сколько?». Числительные, которые обозначают порядок предметов при счёте, называются порядковыми (Ordinal Numerals) и отвечают на вопрос «какой?», «который?». Числительные используются как для обозначения целых чисел, так и для простых и десятичных дробей.

Cardinal and Ordinal Numerals (Количественные и порядковые числительные)

Количественные числительные от 1 до 12 имеют собственные названия. Каждому количественному числительному соответствует порядковое числительное. За исключением порядковых числительных *first* (первый), *second* (второй), *third* (третий), образованных от числительных *one*, *two*, *three*, все порядковые числительные образуются прибавлением суффикса *-th*. При этом числительные *five*, *eight*, *nine* и *twelve* видоизменяются:

<i>cardinal</i>	<i>ordinal</i>	<i>cardinal</i>	<i>ordinal</i>
1 one	1st first	7 seven	7th seventh
2 two	2nd second	8 eight	8th eighth
3 three	3rd third	9 nine	9th ninth
4 four	4th fourth	10 ten	10th tenth
5 five	5th fifth	11 eleven	11th eleventh
6 six	6th sixth	12 twelve	12th twelfth

Количественные числительные от 13 до 19 образуются с помощью суффикса *-teen*, который прибавляется к соответствующим числительным первого десятка. При этом числительные *three*, *five* и *eight* видоизменяются:

<i>cardinal</i>	<i>ordinal</i>	<i>cardinal</i>	<i>ordinal</i>
13 thirteen	13th thirteenth	17 seventeen	17th seventeenth
14 fourteen	14th fourteenth	18 eighteen	18th eighteenth
15 fifteen	15th fifteenth	19 nineteen	19th nineteenth
16 sixteen	16th sixteenth		

Количественные числительные, обозначающие десятки от 20 до 90, образуются с помощью суффикса *-ty*, который прибавляется к соответствующим числительным первого десятка. При этом числительные *two*, *three*, *four*, *five* и *eight* видоизменяются. Кроме того,

при образовании порядковых числительных конечная буква *-y* меняется на *-ie*:

<i>cardinal</i>	<i>ordinal</i>	<i>cardinal</i>	<i>ordinal</i>
20 twenty	20th twentieth	60 sixty	60th sixtieth
30 thirty	30th thirtieth	70 seventy	70th seventieth
40 forty	40th fortieth	80 eighty	80th eightieth
50 fifty	50th fiftieth	90 ninety	90th ninetieth

Внутри десятков, например от 21 до 29, числительные образуются следующим образом:

<i>cardinal</i>	<i>ordinal</i>
21 twenty-one	21st twenty-first
22 twenty-two	22nd twenty-second
...	...
25 twenty-five	25th twenty-fifth
...	...
29 twenty-nine	29th twenty-ninth

Для обозначения сотен, используют числительное *hundred*, для тысяч – *thousand*, для миллионов – *million*, для миллиардов – *milliard* (в Англии) и *billion* (в США). Большие разряды на письме отделяются запятой.

<i>cardinal</i>		<i>ordinal</i>	
100	a/one hundred	100th	a/one hundredth
101	one hundred and one	101st	one hundred and first
...
200	two hundred	200th	two hundredth
...
900	nine hundred	900th	nine hundredth
1,000	a/one thousand	1,000th	a/one thousandth
1,000,000	a/one million	1,000,000th	a/one millionth
1,000,000,000	a/one milliard/billion	1,000,000,000th	a/one milliardth/billionth

При обозначении количества предметов или порядкового места предмета в ряду однородных предметов числительное ставится перед определяемым им существительным. Определенный артикль при существительном, определяемом порядковым числительным, ставится перед этим порядковым числительным. При образовании составных порядковых числительных, содержащих два и более порядка, начиная с третьего десятка (21...), только последнее число имеет форму порядкового числительного, а все предшествующие числа выражаются количественными числительными.

ten students	десять студентов
the third house	третий дом
the twenty-first day	двадцать первый день

В английском языке для номеров, присвоенных предметам, используют количественные числительные, которые следуют за определяемыми ими существительными. Им в русском языке могут соответствовать как количественные, так и порядковые числительные. Слово *number* в таких английских словосочетаниях часто опускается, в переводе же слово «номер», как правило, присутствует:

player (number) 9	игрок номер девять; игрок под девятым номером
room 15	комната (номер) пятнадцать

Количественные числительные и существительные в единственном числе могут образовывать составные прилагательные, которые пишутся через дефис и иногда имеют окончание *-ed*:

two-storied building	двухэтажное здание
twelve-year cycle	двенадцатилетний цикл
ten-event competition	соревнование в десяти дисциплинах (десятиборье)

12 предметов в английском языке часто объединяют словом dozen – дюжина. Впрочем, в русском языке принято пользоваться десятками, поэтому и при переводе английского слова dozen часто используют русское слово «десяток», если имеют в виду приблизительное количество.

a dozen of eggs	десяток яиц
two dozens of tennis balls	два десятка теннисных мячей

Числительные dozen, hundred, thousand и million принимают окончание множественного числа -s только в сочетании с существительным с предлогом of, приобретая собирательное значение. Артикль перед такими словосочетаниями не ставится.

dozens of students	десятки студентов
hundreds of athletes	сотни спортсменов
thousands of spectators	тысячи зрителей
millions of people	миллионы людей

Common and Decimal Fractions (Простые и десятичные дроби)

В простых дробях, как в русском языке, числитель выражается количественными числительными, а знаменатель – порядковыми:

1/3	a/one third	(одна третья, треть)
1/5	a/one fifth	(одна пятая)

При этом дроби 1/2 и 1/4 следует читать так:

1/2	a half	(половина)
1/4	a quarter	(четверть)

Когда числитель больше единицы, знаменатель принимает окончание -s:

2/3	two thirds
3/5	three fifths
5/6	five sixths

Существительное, следующее за дробным числительным, употребляется в единственном числе. Существительное, следующее за смешанным числительным - во множественном числе:

1/8 inch –	one eighth of an inch	1/8 дюйма
3/4 foot –	three fourths of a foot	3/4 фута
2 ¹ / ₃ metres <	two and a third metres	2 ¹ / ₃ метра
	two metres and a third	

Для обозначения стадий финальной части соревнований в русском и английском языках имеются различия. В этом случае в английском языке дроби практически не используются.

1/32 финала –	Last 64	1/4 финала –	Quarter-finals (1/4 F)
1/16 финала –	Last 32	1/2 финала –	Semi-finals (1/2 F)
1/8 финала –	Last 16	Финал –	Final (F)

В десятичных дробях целое число отделяется от десятых долей точкой. При этом каждая цифра после точки читается отдельно. Точка, отделяющая десятые, читается (point). Нуль (или ноль) может передаваться словами nought или zero. Однако, в устной речи ноль, чаще всего, передается как буква O [əʊ], а понятие «ноль целых» может обозначаться, как нулем с точкой, так и одной точкой:

0.3 (.3) nought point three, или O [əʊ] point three, а также point three
 2.35 two point three five
 32.305 thirty-two point three O [əʊ] five
 0.005 point nought nought five, или nought point two Oes [əʊz] five,
 или O [əʊ] point two Oes [əʊz] five

Владеть чтением десятичных дробей необходимо для того, чтобы уметь объявлять и понимать результаты соревнований в таких видах спорта, как гимнастика, фигурное катание и др. Кроме того, в таких дисциплинах, как бег или плавание, для определения результата учитываются десятые, сотые, а иногда и тысячные доли секунды.

The Americans finished the race only 0.05 sec ahead of the French team.	Американцы опередили на финише французскую команду, лишь на пять сотых секунды.
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Чтение хронологических дат

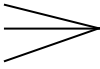
Годы передаются количественными числительными и читаются следующим образом:

1900 – nineteen hundred	2008 – two thousand (and) eight
1986 – nineteen eighty-six	2010 – twenty ten
2000 – two thousand или twenty hundred	2011 – twenty eleven

Для обозначения десятилетий употребляются числительные, обозначающие десятки, сотни и тысячи. При этом они имеют форму множественного числа и употребляются с определённым артиклем.

in the 1900s – in the nineteen hundreds	в двадцатом веке
in the 1960s – in the nineteen sixties	в шестидесятые годы двадцатого века
in the 2000s – in the two thousands twenty hundred	в двухтысячные

Даты на письме обозначаются порядковыми числительными:

16 th May, 1986		the sixteenth of May, nineteen eighty-six
May 16 th , 1986		
May 16, 1986		

Различия в неметрической и метрической системах мер.

В Великобритании, США и некоторых других странах при измерениях действует неметрическая система мер. В большинстве же стран применяется метрическая система. Соответствия мер длины и массы в двух системах.

1 inch (")	дюйм	= 2.54 cm	1 millimetre (mm)	миллиметр	= 0.039 inch
1 foot (')	фут	= 30.48 cm	1 centimetre (cm)	сантиметр	= 0.39 inch
1 yard	ярд	= 91.44 cm	1 metre (m)	метр	= 1.09 yard
1 mile	миля	= 1.609 km			= 3.28 feet
			1 kilometre (km)	километр	= 0.62 mile

1 ounce (oz)	унция	= 28,35 g	1 gram (g)	грамм	= 0,035 ounce
1 pound (lb)	фунт	= 0,454 kg	1 kilogram (kg)	килограмм	= 2,2 pounds

Счет в игровых видах спорта.

Для ведения счета в игровых видах спорта по-английски используется слово score (существительное «счет» и глагол «забить гол»). В случае превосходства одной из команд, для объявления счета часто используют предлог to. Если какая-то из команд ведет в счете, используется глагол lead или сочетание be ahead. Если же какая-то из команд отстает по ходу игры, используется сочетание be behind. Если одна из команд счет сравнивает, используют глаголы equalize и level. Ничейный результат называют словом draw, а также используют одно количественное числительное и слово all. Ноль, как правило, принято называть словом nil.

The game ended with the score 3:1
(three to one).

United is leading 3:0 (three nil).

United is 3 goals ahead.

BATE equalized and the game
finished in a draw 2:2 (two all).

Игра закончилась со счетом 3:1.

«Юнайтед» ведет в счете 3:0.

«Юнайтед» на 3 мяча опережает
соперника.

«БАТЭ» сравнял счет, и игра
закончилась вничью 2:2.

Grammar Practice:

Ex. 8. Read the following numerals:

1; 11; 10	5; 15; 50	9; 19; 90	100 000; 254 670	0.125; 1.35
2; 12; 20	6; 16; 60	61; 43; 78	1 789 000	24.705
3; 13; 30	7; 17; 70	100; 134; 245	1/2; 1/3; 1/4; 1/6	4.378
4; 14; 40	8; 18; 80	1 026; 5 693	2/5; 3/7; 4/9; 5/6	12.489

Ex. 9. Write the following numerals with the words:

104; 151; 189; 1 012; 3 038; 55 068; 103 788

Ex. 10. Read the following dates:

15.11.1893	02.11.2000	30.12.1245	08.08.2008
09.05.1945	17.07.1327	24.09.1992	22.04.2012

Ex. 11. Write as many sentences as possible:

The game finished/ended Dynamo lost Arsenal and United played BATE won	in a draw with the score	0:0, 1:1, 2:2 1:0, 2:1, 3:2 0:1, 1:2, 2:3
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Ex. 12. Read and translate the following sentences:

1. The score 58:82 was a disaster for Belarusian basketball team.
2. The game ended in a draw. The score was 3:3.
3. Dynamo was leading 5:2 until the 10th minute of the 3rd period.
4. 1:0 was the most popular score of the 1st tour.
5. Usain Bolt of Jamaica won both the 100m and 200m in astonishing world record runs of 9.69 and 19.30.
6. The American swimming team's world record of 6:58.56 broke the magical seven-minute barrier and brought Michael Phelps his fifth gold.
7. In his final attempt Aryamnov lifted 210kg at the European Weightlifting Championships in 100kg weight category.
8. The first modern Olympic Games were held in 1896.
9. Beijing hosted the Olympic Games in 2008.
10. Wembley stadium near London holds up to 100,000 spectators.
11. The name of the player 11 in Belarusian national soccer team was Vitali Kutuzov.
12. The outdoor running track is 400m long.
13. Thousands of people attend the Olympic competitions and millions watch them on TV.
14. Baron Pierre de Coubertin was born on January 1st, 1863.
15. I qualified for the 1st senior category last year.
16. Triathlon is a three-event competition for men.
17. At the World Cup our acrobats placed the 5th.

Lesson 2. Build your vocabulary.

Task 1. Form the word combinations with numerals as in the model and translate them into Russian.

Model: Ten minutes; break → ten-minute break – десятиминутный перерыв
30 seconds; interval _____

11 players; team
 4 years; cycle
 100 metres; distance
 6 times; Olympic champion
 10 points; advantage
 3 medals; victory
 45 minutes; class
 5 stages; competition

Focus on Reading
 Step 1. Word Power.

Ex.1. Read the following international words. Give their Russian equivalents.

education	problem	coordination
activity	condition	strategy
elementary	instruction	ideal
cooperation	discipline	control

Ex.2. Read the following words paying attention to the sounds:

[f] physical	[k] chemistry
philosophy	technique
emphasize	school
peripheral	scholarship

Ex.3. Learn the key-words and word combinations to the topic “Physical Education”.
 Translate the sentences.

- | | |
|------------------------------|-------------------------------------|
| 1. education n | образование, обучение, воспитание |
| educational establishment | учебное заведение |
| syn. educational institution | |
| physical education | физическое воспитание |
| 2. contemporary a | современный |
| syn. modern a | |
| 3. health n | здоровье |
| healthy a | здоровый |
| healthy lifestyle | здоровый образ жизни |
| mental health | психическое здоровье |
| 4. curriculum n | курс обучения, учебный план, |
| syn. syllabus n | расписание |
| 5. instruct v | инструктировать, обучать |
| syn. teach v | |
| 6. movement n | движение |
| body movement | движение тела |
| basic body movements | основные / простейшие движения тела |
| 7. activity (-ies) n | занятие, активность, деятельность |
| sporting | занятия спортом |
| recreational | активный отдых, занятия |

competitive	activity	физкультурой
dance		соревнования, спортивная
play		деятельность
bodybuilding		занятия танцами
strenuous		занятия в игровой форме
8. school n	school	упражнения, развивающие тело
primary		энергичные действия, интенсивная
syn. elementary		(физическая) нагрузка
secondary		школа
high		начальная школа
off-school a		средняя
9. class n		старшие классы
advanced class		внешкольный
10. course n		урок
degree course		урок с более высоким (продвинутым)
		уровнем сложности
		предмет, курс обучения
		курс обучения для получения степени
		бакалавра
11. teaching n		преподавание, обучение
teaching	diploma	диплом учителя
	methods	педагогические методы
e.g. In many countries degree courses or teaching diplomas exist in physical education.		
12. military training		военная подготовка
e.g. Physical education is an extremely important element of military training.		
13. skill n	skills	мастерство, навык, умение, искусство
basic		основные навыки
motor		двигательные
safety		навыки безопасного поведения
develop a skill		развивать навык
14. development n	development	развитие
spiritual		духовное развитие
aesthetic		эстетическое развитие
human		развитие человека
moral		нравственное развитие
intellectual		интеллектуальное развитие
15. elementary games		подвижные игры
e.g. In primary school physical education courses centre on elementary games that emphasize participation and cooperation rather than competition.		
16. condition n		состояние, кондиция, условие

	body condition		состояние организма, кондиции тела
17.	physical fitness		физическая подготовленность
	e.g. Physical exercises improve and promote physical fitness, develop motor skills, muscle tone, and body condition.		
18.	endurance n		выносливость
19.	strength n		сила
20.	flexibility n		гибкость
21.	coordination n		координация
22.	emphasize v		делать акцент, подчеркивать, выделять
23.	participation n		участие
24.	objective n		цель, задача
	social knowledge	objective	задача социализации приобретения знаний
25.	optional a		факультативный, произвольный
	ant. compulsory		обязательный
26.	degree n		степень
	Bachelor's	degree	степень бакалавра магистра доктора наук
	Master's		
	Doctor's		
27.	require v		требовать
	requirement a		требование
28.	sports techniques		спортивные технические приемы
29.	grass-roots a		массовый, на добровольных началах

Step 2. Reading Practice.

Task 1. Read Text 2A for detail and find the answers to the questions:

1. What goals and objectives does physical education have?
2. What part does physical education play in education systems?
3. What activities do PE programmes involve?
4. What is physical fitness?
5. Why is PE teacher's guidance so important when developing motor skills?
6. What social aspects does physical education deal with?
7. Why do we admire people going in for sports?

Text 2A. Physical Education: its Goals and Objectives

Schools are teaching not only the basics of various sciences these days. An important mission of modern schools is to provide students with knowledge, skills, capacities, and the enthusiasm to maintain a healthy lifestyle. This can be done by means of physical education (PE in short).

Physical education is the part of the school curriculum that instructs students in body movements, sports and games, and other physical activities. In many countries

physical education is taught in both primary and secondary schools. It is also a subject on many college syllabuses. In many countries degree courses or teaching diplomas exist in physical education. It is also a very important element of military training.

PE programmes involve a wide variety of activities, including elementary games, basic skills in movement (such as running or jumping) and exercises to improve physical fitness, to develop motor skills and body condition. Team sports and recreational activities such as swimming, dancing and gymnastic exercises, all form important aspects of physical education as a discipline. Students learn to work either as part of a team, or as individuals in competitive activities.

In primary school physical education classes help children develop and understand basic body movements. They also include elementary games that emphasize participation and cooperation rather than competition. Dance activities and exercises done to music are also included.

In the more advanced primary school classes simple competition sports, games, and exercises may be taught. The secondary and high school physical education programmes develop these activities and offer many other ones such as archery¹, athletics, badminton, cycling, soccer², swimming, tennis, etc.

Most colleges and universities offer physical education programmes and students take one or two years of physical education. At some colleges and universities these courses are optional. College students may take up the sport they played at high school or learn a new one. Big universities offer many activities not available at smaller schools like sailing³ and skiing.

There are some colleges and universities that offer Bachelor's degrees in physical education. These degrees require the study of such subjects as anatomy, sports techniques and teaching methods. Master's or Doctor's degrees in physical education are also offered at some universities.

The objectives of physical education today are as follows:

1. PE courses help build up physical fitness, increase student's endurance, strength, flexibility and coordination.
2. They develop student's motor skills and many other qualities one's life depends on.
3. People taking part in physical activities improve their mental health. They become more confident and persistent⁴, communicate and make friends easily.
4. Social objectives of physical education are closely connected with the general ideals and goals of education and form the basis of sportsmanship and fair play principles⁵.
5. Doing various sports people must know and follow the rules and techniques, use various tactics and strategies, make decisions. That is what makes knowledge objective of physical education so important.
6. Sports and athletes are very aesthetic. Everybody admires people who move with grace and ease, whose bodies are slender and well-built⁶.

Notes:

- ¹ archery n стрельба из лука;
² soccer n футбол;
³ sailing n парусный спорт;
⁴ more confident and persistent более уверенный и целеустремленный;
⁵ form the basis of sportsmanship and fair play principles формируют основу спортивного поведения и принципов фэйрплэй (честной игры);
⁶ whose bodies are slender and well-built тела которых стройные и хорошо сложены.

Post-reading exercises

Ex. 1. Replace the following Russian words and word combinations with their English equivalents from the text:

средняя школа, выносливость, подвижные игры, основные навыки, мышца, состояние организма, диплом учителя, мышечный тонус, соревнования, физическое воспитание, активный отдых, двигательные навыки, физические упражнения, учебный план, делать акцент, уверенный, физическая подготовленность, сустав, гибкость, настойчивый.

Ex. 2. Make as many word combinations as possible.

physical
technical
military
competitive
basic

fitness
activities
training
skills
education

Ex. 3. Fill in the gaps with the words from the word-box below and translate the sentences into Russian.

- Physical education is the part of the school ... that instructs students in body movements, sports and games, and other physical
- Sports shares the general ideals and ... of education.
- People taking part in games and physical activities become more ... and
- Health is more than ... from physical disease.
- In primary school physical education courses emphasize participation and cooperation rather than
- Physical education courses help build up physical
- Students learn to work either as part of a team, or as individuals in a wide ... of competitive activities.
- Sports shares the general ideals and goals of education, which are also the basis of ... and fair play principles.
- Students learn exactly what level of strenuous physical activity their bodies can
- The ... of P.E. teacher is vital when developing students' motor skills.

goals withstand freedom persistent guidance activities
 sportsmanship curriculum confident competition fitness variety

Ex. 4. Complete the following statements. Choose one of the alternatives and translate the sentences.

- | | |
|---|--|
| 1. Physical education at school instructs students ... | a. in reading literature on sports
b. in body movements, sports and games, and other physical activities
c. In their actions in emergency situations |
| 2. Physical education is a very important element of ... | a. professional growth
b. competition schedule
c. military training |
| 3. At some colleges and universities physical education courses are ... | a. optional
b. compulsory
c. complicated |
| 4. Physical activities help develop ... | a. student's technical abilities
b. student's memory
c. student's motor skills |
| 5. When we call people athletic we mean that they ... | a. are well-built and graceful
b. have health problems
c. look strange |

Ex. 5. Look through Text 2A and find sentences where personal, possessive, demonstrative and indefinite pronouns are used. Translate the sentences with them into Russian.

Ex. 6. Write down your extensive comments on the following statements about the main objectives of physical education.

- Today physical education is an integral part of the education process.
- PE programmes are directed to develop various physical qualities and skills.
- Physical activities influence moral development of a person.

Task 2. Check if these words and word combinations from Text 2B are known to you. If not, try to memorize them.

integral a	неотъемлемый
ancient a	древний, античный
magnificence n	великолепие
bring a return	вернуть
introduce v	вводить, представить
routine n	программа

substitute v	заменить, заместить
minor a	незначительный
ant. major	главный, крупный
substantially adv	существенно, значительно
extensive research	всесторонние исследования
design v	разрабатывать
disability n	инвалидность, нетрудоспособность

Task 3. Read Text 2 B to know how physical education began.

Text 2 B. The History of Physical Education

The beginning of physical education can be traced back to the ancient Greeks, who had organized physical education programmes by the 700s B.C.¹ At educational establishments called gymnasia, Greek boys practiced in discus and javelin throwing, jumping, running and wrestling². They also received instruction in mathematics, philosophy and rhetoric³.

The Greeks emphasized the idea of harmony of body and mind in education. This involved the harmonious development of the mental, physical, and spiritual aspects of human personality. Physical education was considered an integral component of the educational programme. Besides strength and courage the Greeks' ideals included grace and beauty of movement and other moral aspects. The sport festivals in ancient Greece celebrated magnificence of movement.

Although physical education was also an integral part of the general education in Roman Empire, its primary value was in military training. Later civilizations used physical training mostly for military purposes, too.

In Europe throughout the Middle Ages⁴ (from the 400s to the 1500s), the spiritual education and aesthetics were viewed most important, and physical and social aspects of human development were almost neglected, and sports and other physical activities were considered sinful⁵. However, during the Renaissance⁶, which lasted from the 1300s to the 1600s, a revival of interest in Greek and Roman culture brought a return to competitive and fitness sports and bodybuilding activities.

From the period of Enlightenment⁷ to the twentieth century, education primarily emphasized intellectual development. However, the necessity of physical education in the form of natural play or organised activities, such as gymnastics and games, was emphasized in writings of Locke, Rousseau, and Spencer⁸. During the twentieth century the philosophy of education began to change toward the return of the Greek ideals of balance and harmony between mind and body.

In the 1800s physical education programmes were introduced into schools in Germany, Sweden, the United Kingdom and the United States. German and Swedish programmes emphasized gymnastics and exercise routines. The British programmes stressed team sports. The U.S. programmes borrowed from all these European sources.

During the first decades of the twentieth century rigid gymnastic programmes dominated in school syllabuses⁹, but later in 1930s gymnastics was almost completely substituted by games as they were considered to be most important for socializing children. Only minor attention was given to skill and physical development.

From the early 1940s and until the late 1960s physical education programmes were changed substantially. Increased attention was given to the professional preparation of specialists in physical education as well as classroom teachers. Extensive research in such areas as growth and development, motor learning, and physical performance led to the creation of balanced programmes of physical activities for all levels of education. However, a special emphasis was still placed on physical fitness. Another very important development in the 1900s was the large-scale provision of physical education courses for girls and for people with disabilities.

In recent years PE programmes have been designed to develop in each child knowledge, skill, health, and fitness, and a positive attitude toward participation in recreational activities that can be continued throughout life.

Notes:

¹ by the 700s B.C. – к 8 веку до нашей эры;

² practiced in discus and javelin throwing, jumping, running and wrestling – упражнялись в метании диска и копья, прыжках, беге и борьбе;

³ rhetoric n – риторика, ораторское искусство;

⁴ throughout the Middle Ages – в средние века;

⁵ were considered sinful – считались грехом;

⁶ during the Renaissance – в эпоху Возрождения;

⁷ the period of Enlightenment – эпоха Просвещения;

⁸ Locke, Rousseau, and Spencer – Локк, Руссо и Спенсер (философы и мыслители эпохи Просвещения);

⁹ rigid gymnastic programmes dominated in school syllabuses – в школьных программах преобладали сложные гимнастические упражнения.

Post-reading exercises

Ex. 1. Find in the text the paragraphs describing:

- the Greeks' idea of harmony of body and mind;
- the return to the Greeks' ideals;
- the increase of attention given to the professional preparation of specialists in physical education.

Ex. 2. Choose any two paragraphs from the text and translate them into Russian in written form.

Ex. 3. Write questions to the following answers:

- The ancient Greeks had organized physical education programmes by the 700s B.C.
- The Greeks emphasized the idea of harmony of body and mind in education.
- Later civilizations used physical training mostly for military purposes.
- In Europe throughout the Middle Ages the spiritual education and aesthetics were viewed most important.
- From the period of Enlightenment to the twentieth century, education primarily emphasized intellectual development.
- The necessity of physical education was emphasized by Locke, Rousseau, and Spencer.
- In the 1800s physical education programmes were introduced into schools in Germany, Sweden, the United Kingdom and the United States.
- From the early 1940s and until the late 1960s extensive research in growth and development, motor learning, and physical performance led to the creation of balanced programmes of physical activities.

Ex. 4. Read the statements below and agree to them saying “That’s right” or disagree saying “That’s wrong”:

- The beginning of physical education can be traced back to the 1800s.
- The Greeks did not emphasize the idea of harmony of body and mind in education.
- The sport festivals in ancient Greece celebrated magnificence of movement.
- In Europe throughout the Middle Ages physical and social aspects of human development were most important.
- During the Renaissance a revival of interest in Greek and Roman culture brought a return to competition and fitness sports and bodybuilding activities.
- Locke, Rousseau, and Spencer stated in their writings that physical activities are not necessary in education.
- The USA created their own PE programmes completely different from all European ones.
- Physical education courses for girls and for people with disabilities were designed in the 20th century.

Ex. 5. Write your comments on the following points:

- the origin of physical education;
- the changes of attitude towards physical education from the Middle Ages to the 20th century;
- modern PE programmes.

Task 4. Learn the following school physical education terms you will come across in Text 2C.

testify v		свидетельствовать, подтверждать
syn. certify v		
sports facility		спортивное сооружение
gym n		гимнастический зал, спортзал
(сокр. от gymnasium)		
sports ground		спортплощадка
running track		беговая дорожка
court		площадка, корт
mini-football field		поле для мини-футбола
indoor	class	урок в закрытом помещении
outdoor		урок на открытом воздухе
45-minute		45-минутный урок
promote v		пропагандировать, содействовать продвижению
acquire v		приобретать
provide v		обеспечивать
to be provided (with)		обеспечиваться
opportunity n		возможность
variety n		разнообразие
full range		весь спектр
day-to-day a		повседневный, ежедневный
search n, v		поиск; искать
devote v		посвящать
graduate (from) v		заканчивать ВУЗ
department n		отделение, факультет
feature v		входить (в программу)
profile n		краткие сведения, личное дело
inclination n		склонность, предрасположенность
select v		отбирать
selection n		отбор
selectionist n		селекционер
top-class athlete		спортсмен высшего класса
coach n, v		тренер; тренировать
coaching		тренерская работа
train v		подготавливать, тренировать
training n, a		подготовка, тренировка, тренировочный

Task 5. Skim Text 2 C to understand how physical education system in Belarus is organized. Time your reading. It is good if you can read it for 10 minutes (70 words per minute).

Text 2 C. Physical Education in Belarus

The fact that physical education is a compulsory subject at all educational establishments testifies that the Belarusian state promotes sporting activities and healthy lifestyle. According to the statistics more than 1 million people are involved in off-school and grass-roots physical activities at sports groups and recreation centres, which is more than 11 per cent of the whole population.

Every school in Belarus has a gym for indoor and a sports ground for outdoor classes. In many schools there are track-and-field stadiums with 200-metre running tracks, mini football fields, courts for basketball, volleyball and tennis, and some schools even have a 25-metre swimming pool. Such a variety of sports facilities helps provide children with a full range of activities regardless of the weather conditions¹.

In total there are more than 25,000 physical culture specialists in our country, out of which 7,800 work as PE teachers, who must have a diploma certifying that they graduated from Belarusian State University of Physical Culture or a similar department at local universities. Normally in city schools there are from two to three PE teachers, however, it is typical that schools in rural areas have only one PE teacher.

At school students normally have three 45-minute classes of physical education per week. At higher educational establishments physical education features in the curriculum four hours per week. PE classes are usually held outdoors if the weather allows it. In autumn and late spring students have track-and-field, gymnastic and sports games activities. In winter and early spring they do skiing, skating along with indoor gymnastic activities. Sometimes students attend swimming pools for the swimming lessons. Every PE class starts with a 5-minute warming-up. Younger children practise a lot of elementary games.

In addition to day-to-day physical education classes schools should involve children into off-school sports activities and competitions. There usually are extracurricular sports groups at the same school where school children study, but it is also possible to find appropriate sports to go in for at other schools in the neighbourhood².

PE teachers also should take part in the search of sports talents who would devote their lives to sports. It would be ideal if school teachers had profiles of their students in which sports schools selectionists could find necessary information about their progress in sports activities and inclinations. Such cooperation should result in more efficient selecting, growing and training top-class athletes.

Physical education was introduced at schools in the 1920s. The same decade sports clubs for children began to appear, but first specialized sports schools were established only in the 1960s.

Today Belarus has a centralized system of sports schools. There are 11 Olympic reserve colleges, 165 Olympic specialized schools and 250 sports schools for children and youth. Children and teenagers are invited to specialized sports schools for children and youth³. The best of them are selected to study at Olympic specialized schools, Olympic reserve colleges⁴, and later at top-proficiency sports schools⁵. Those who would choose coaching or PE teaching as their future job are welcomed

by Belarusian State University of Physical Culture or similarly oriented departments at universities in regional centres of the Republic of Belarus.

Notes:

¹ regardless of the weather conditions – невзирая на погодные условия;

² in the neighbourhood – в микрорайоне;

³ specialized sports schools for children and youth – специализированная детско-юношеская спортивная школа;

⁴ Olympic reserve college – училище Олимпийского резерва;

⁵ top-proficiency sports school – школа высшего спортивного мастерства.

Post-reading exercises

Ex. 1. Complete in written form the statements with the information corresponding to the contents of the text.

1. Many schools provide their pupils with
2. At school pupils normally have
3. Normally in city schools there are
4. More than are involved in off-school and grass-roots physical activities.
5. There are more than working as PE teachers in our country.
6. There are sports schools for children and youth in Belarus.
7. First specialized sports schools were established only in

Ex. 2. Look through the text once more and write out the information about:

- sports facilities at Belarusian schools;
- organization of PE classes;
- types of sports schools in Belarus.

Task 6. Learn the following terms you will need to understand Text 2D.

major a	главный, крупный
highly qualified	высококвалифицированный
glorious a	славный
academy n	академия
academic n a	ученый, академический, учебный
	учебный год
	ученая степень
academic	Ученый Совет
	научная конференция
	педагогический персонал; преподавательский
syn. teaching staff	состав
	тренировка, тренировочное занятие (урок)

training		policy		зд. направление подготовки специалистов по физической культуре и спорту
physical training				1. физическая культура
syn. recreation				2. физическая подготовка
faculty n				факультет
syn. department				
Faculty Board				совет факультета
chair n				кафедра
dean n				декан
determine v				определять, устанавливать
lecturer n				преподаватель
student n				студент
day-time				студент дневного отделения
syn. full-time				
correspondence		student		студент заочного отделения
syn. extra mural				
part-time				студент вечернего отделения
undergraduate				студент выпускного курса
postgraduate				аспирант
course n				курс (лекций)
general				общий курс
science		course		курс лекций по научным дисциплинам
professional				курс лекций по профессиональным дисциплинам
compulsory				обязательный курс лекций
optional				факультатив
course of study				курс обучения
take a course				слушать курс лекций
admission n				прием, зачисление
admission requirements				приемные требования
applicant n				абитуриент
examination n (сокр.exam)				экзамен
entrance		examination		вступительный экзамен
state				государственный экзамен
sports proficiency tests				контрольные нормативы по спортивной подготовке
credit test				зачет
take		exams / tests		сдавать
pass				сдать
recreation n				активный отдых, физкультура
at the disposal				в своем распоряжении
track-and-field stadium				легкоатлетический стадион
numerous a				многочисленный
free a				зд. бесплатный
(сокр. от free of charge)				
hostel n				общежитие

grant n, v
syn. scholarship

стипендия, выделять (стипендию, грант)

Task 7. Read Text 2 D to find the answers to the questions given before each paragraph:

Text 2 D. Belarusian State University of Physical Culture

1. Where is Belarusian State University of Physical Culture situated?

Belarusian state university of physical culture is one of the major centres of training highly qualified specialists in sports and physical education. This higher educational institution is situated in Minsk, the capital of the Republic of Belarus.

2. When was Belarusian State University of Physical Culture founded?

The glorious history of the University started in 1937 when the Byelorussian Physical Training Technical School became the State Institute of Physical Culture. In 1992 the Institute was reorganized into the Academy of Physical Education and Sports, and in 2003 it got the status of a university and its present name.

3. How many faculties and chairs are there at the University?

The University has three faculties: the Faculty of Mass Sports¹, the Faculty of Sports Games and Combats², and the Faculty of Health-Oriented³ Physical Training and Tourism. They involve 27 chairs in total. Besides there is the Institute of Tourism, which is affiliated with the University.

4. How is the University management system organized?

Every faculty is headed by a dean, and the Rector carries out day-to-day running of the University in general. The University Academic Council and the Faculty Boards determine the main features of the training policy.

5. How many lecturers and students are there at the University? What degree courses does the University provide?

The teaching staff numbers about 500 lecturers. About 7,000 day-time and correspondent students, and postgraduates study at the University. Today the University offers to complete Specialist's and Master's Degree courses in PE teaching and coaching, as well as in exercise physiology, biomechanics and tourism.

6. What are the admission requirements? How long does the course of study last?

The admission requirements to the University are rather high. An applicant must complete the eleven-year school, have a high sports ranking and successfully pass

entrance exams and sports proficiency tests. The course of study lasts four years for the day-time students and five years for the correspondence students.

7. What subjects do the students study at the University?

The curriculum consists of general, science and professional courses including philosophy, history of Belarus, foreign languages, world and national culture, physiology, sports medicine, anatomy, biochemistry, psychology, pedagogy, theory and of physical training, biomechanics, etc. In addition to their compulsory disciplines students may take optional courses in sports massage, computer operating and others. During the course of study the students have educational and organizational practice at schools, sports clubs, industrial enterprises, etc.

8. What facilities do the students have at their disposal? What students get grants?

The students and lecturers have at their disposal a modern building with comfortable classes, a library, a refectory and a cafeteria, a concert hall and conference rooms. Most students are active athletes and have training practices once or twice a day where they improve their fitness and acquire professional skills in chosen sports. So they are provided with modern sports facilities for training and recreation: a new track-and-field stadium, numerous gyms, a football field, a tennis court, sports grounds. Most of the students get free education, and use the library and sports facilities free of charge. A lot of students live at a hostel. The students who demonstrate good knowledge get grants.

9. How is the examination system organized?

The academic year is divided into two semesters. Students must take credit tests and examinations at the end of each semester. At the end of the Specialist's and Master's Degree courses students pass state examinations (or finals).

Notes:

¹ mass sports – массовые виды спорта;

² sports games and combats – спортивные игры и единоборства;

³ health-oriented – оздоровительный.

Post-reading tasks

Task 1. Find a key sentence in each paragraph.

Task 2. Entitle each paragraph.

Task 3. Write the summary of the text following the outline:

- The history of Belarusian State University of Physical Culture.
- The structure of the University and its management system.

- The admission requirements to the University.
- The University curriculum and course of studies.
- The facilities for studying and training of the students.
- The examinations and degree courses at the University.

Task 4. Look through Texts 2A and B again. Write an essay on any of the following topics:

- The goals and objectives of physical education today.
- The historical development of physical education.

Task 5. Look through Texts 2C and D again. Write down the answers to the questions to form the topic “The development of physical education system in the Republic of Belarus”:

1. What testifies that the Belarusian state promotes sporting activities and healthy lifestyle?
2. When was physical education introduced into Belarusian schools?
3. When were the first specialized sports schools established?
4. What proves that Belarus has a centralized system of sports schools?
5. How many people are involved in off-school and grass-roots physical activities?
6. How many physical education specialists work in Belarus?
7. How often do the students have PE classes at schools and higher educational institutions?
8. What are the major centres of training highly qualified specialists in physical education and sports?
9. Where is Belarusian State University of Physical Culture situated?
10. When was the University founded?
11. What reformation stages has the University passed through?
12. How many faculties and chairs are there at the University?
13. Who runs the University and its faculties?
14. How many lecturers and students are there at the University?
15. What degree courses does the University provide?
16. What are the admission requirements?
17. How long does the course of study last?
18. What subjects do the students study at the University?
19. What facilities for studying and training do the students have at their disposal?
20. How is the examination system organized?

Check Up Your Skills

I. Put the words and word combinations in one of the boxes below:

general course; faculty; postgraduate; sports ground; compulsory discipline; gym; chair; undergraduate; academic council; optional subject; day-time; football field; rector; correspondence; curriculum; track-and-field stadium; credit test; dean; tennis court; first-year

Course of Study	Students	University Management and Structure	Sports Facilities

II. Match the words and word combinations from column A to their synonyms from column B:

A
course council modern primary school to instruct academic staff faculty grant correspondence student state examinations

B
scholarship to teach department contemporary extramural student discipline finals board teaching staff elementary school

III. Choose the correct pronoun:

- 1) Sally didn't want to talk to me as she was upset about _____.
a. anything; b. anywhere; c. something; d. somewhere
- 2) Does _____ remember what the admission requirements are?
a. any; b. anyone; c. no one; d. some
- 3) _____ told him when the examination starts.
a. anybody; b. anything; c. nobody; d. nothing
- 4) Has she got _____ books on biomechanics?

- a. any; b. anything; c. no; d. nothing
- 5) There are _____ active athletes among my group mates.
a. any; b. anybody; c. some; d. somebody
- 6) They had _____ to say about their poor play.
a. any; b. anything; c. no; d. nothing
- 7) _____ student has to take credit tests and exams at the end of each semester.
a. any; b. every; c. no; d. some
- 8) Serge doesn't know _____ about the new curriculum.
a. anybody; b. anything; c. nobody; d. nothing

IV. Write special questions to the underlined words using the interrogative pronouns from the box:

how long	whose	what	when	where	why	who
----------	-------	------	------	-------	-----	-----

- 1) He is going to the gym.
- 2) Jane wants to become a good coach.
- 3) My friends have training practices every morning.
- 4) She usually goes to the swimming pool after classes.
- 5) The curriculum includes general, science and professional courses.
- 6) I have been going in for athletics for eight years.
- 7) Nick didn't run the distance because he felt sick.

V. Complete the sentences with the necessary pronouns:

they	I	us	their	we	she	them	my	themselves	me	our
------	---	----	-------	----	-----	------	----	------------	----	-----

Last week (1) ... teacher told all of (2) ... to find and read articles on sports psychology for the coming seminar. Going to the library (3) ... met Helen, a friend of (4) ... , who told (5) ... not to go there. (6) ... wasn't able to find the necessary articles in the library and suggested to look for (7) ... in the internet. (8) ... both decided to visit (9) ... group-mates Rose and Lilly who sometimes allow friends to use (10) ... computer. (11) ... bought (12) ... a new notebook two months ago.

Grammar target: Comparative Degrees of Adjectives and Adverbs
(Степени сравнения прилагательных и наречий)

Texts for reading 3 A. Sports and Recreation in the Republic of Belarus

3 B. Belarusian Sporting Traditions

3 C. Sports for All in Belarus

3 D. The Belarusian National Olympic Committee

Lesson 1. Focus on language

Grammar analysis

Look at how the adjectives and adverbs have changed in the examples:

400 m distance is <u>short</u> .	100 m distance is <u>shorter</u> .	60 m distance is <u>the shortest</u> distance I've ever run.
Hurdle races are <u>difficult</u> .	Steeplechase races are <u>more difficult</u> .	Marathon is the <u>most difficult</u> running event.
He demonstrated <u>good</u> performance.	This time his performance was <u>better</u> .	It was his <u>best</u> performance.
Ann works <u>hard</u> every workout.	Mary works <u>harder</u> than Ann.	Jane works <u>hardest</u> of all in the team.
Alex ran very <u>slowly</u> at the last championship.	At this championship he runs even <u>more slowly</u> .	This time he runs <u>most slowly</u> than ever.
Tom drives very <u>carefully</u> .	Andrew drives <u>more carefully</u> than Tom.	Andrew drives <u>most carefully</u> of all my friends.

Grammar notes

Comparative Degrees of Adjectives (Степени сравнения прилагательных)

Как и в русском языке, в английском языке имена прилагательные имеют положительную (The Positive Degree), сравнительную (The Comparative Degree) и превосходную (The Superlative Degree) степени сравнения.

При сравнении прилагательные изменяются следующим образом.

Односложные и двусложные с ударением на первом слоге образуют сравнительную степень с помощью суффикса – er, а превосходную степень с помощью суффикса –est. Существительное, определяемое прилагательным в превосходной степени, употребляется с определенным артиклем:

long (длинный) - longer (длиннее) - the longest (самый длинный);

easy (легкий) - easier (легче) - the easiest (самый легкий);

big (большой) - bigger (больше) - the biggest (самый большой);

clever (умный) - cleverer (умнее) - the cleverest (самый умный).

Сравнительная степень многосложных прилагательных образуется при помощи слова more, а превосходная – (the) most.

important (важный) - more important (важнее) - the most important (самый важный).

Для того, чтобы выразить уменьшение качества или свойства предмета, употребляются слова less (менее), (the) least (наименее), например: complex (сложный) - less complex (менее сложный) - the least complex (наименее сложный).

Некоторые прилагательные образуют степени сравнения от разных основ.

Table 3.1.

Прилагательные, образующие степени сравнения не по правилам

good хороший	better лучше	(the) best наилучший, самый лучший
bad плохой	worse хуже	(the) worst худший, самый плохой
many многие	more больше	the most самый большой
much много		
little маленький	less меньше	(the) least наименьший
far далекий	farther более далекий	(the) farthest самый далекий
far дальний	further дальнейший, добавочный	(the) furthest самый дальний
old старый	older по возрасту, годам	(the) oldest старейший (по возрасту, годам)
	elder старший (из двух братьев, сестер в семье)	(the) eldest самый старший (из нескольких братьев, сестер в семье)

Сравнительная степень прилагательных может быть усилена с помощью наречий much, far, still, a great deal, которые переводятся на русский язык словами: намного, значительно, гораздо, еще.

His injury was far more serious than we at first had thought.

Его травма намного серьезнее, чем мы сначала подумали.

Превосходная степень имен прилагательных усиливается с помощью наречия by far, стоящего перед превосходной степенью, и может переводиться на русский язык прилагательным в сравнительной степени с наречием: гораздо, значительно, намного.

This method of strength training is by far the most efficient comparing with

all other methods.

Эта методика тренировки силы гораздо эффективнее по сравнению со всеми другими.

Comparative constructions with adjectives (Сравнительные конструкции с прилагательными)

1. Для сравнения двух предметов одинакового качества используется конструкция с двойным союзом *as ...as* (так же ...как)

This basketball player is as tall as his father.

Этот баскетболист такой же высокий, как его отец.

2. Двойные союзы *not so...as* и *not as ... as* (не такой как, не так ...как) употребляются в отрицательных предложениях при неравной степени качества:

This basketball player is not so tall as (not as tall as) his father.

Этот баскетболист не такой высокий, как его отец.

3. В конструкциях, в которых перед *as...as* употребляется счетное наречие или количественное числительное со словом *time* (раз), например:

<i>twice as much as</i>	в два раза больше
<i>four times as long as</i>	в четыре раза длиннее
<i>four times as high as</i>	в четыре раза выше
<i>ten times as much as</i>	в десять раз больше
<i>half as much as</i>	} вдвое меньше
<i>half as many as</i>	
<i>half the size</i>	в два раза меньше по размеру
<i>half the weight</i>	в два раза меньше по весу

The Palace of Sports in Minsk is half the size of Minsk-Arena.

Минский Дворец спорта в два раза меньше по размеру, чем Минск-Арена.

4. При сравнении часто употребляется союз *than*, который переводится словом “чем” или совсем не переводится.

This element is more difficult than the element you performed at the last competitions.

Этот элемент труднее того, который вы выполняли на прошедших соревнованиях.

Comparative Degrees of Adverbs (Степени сравнения наречий)

Наречия, в основном, образа действия и степени, как и прилагательные имеют две степени сравнения. Наречия, совпадающие по форме с прилагательными, так же как и прилагательные, принимают окончание – *er* в

сравнительной степени и – est в превосходной степени, причем в отличие от прилагательных перед наречием в превосходной степени артикль не ставится:

late	поздно	later	позднее	latest	позднее всего
early	рано	earlier	раньше	earliest	ранее всего
hard	усердно	harder	усерднее	hardest	усерднее всего

Многие наречия образуются от прилагательных путем добавления суффикса ly: warm – warmly nice – nicely
Теплый – тепло красивый – красиво

Многосложные наречия и большинство двусложных (с суффиксом - ly) образуют степени сравнения при помощи слов more (для сравнительной степени) и most (для превосходной):

comfortably	удобно
more comfortably	более удобно
most comfortably	удобнее всего
slowly	медленно
more slowly	медленнее
most slowly	медленнее всего

Некоторые наречия образуют степени сравнения от разных основ.

Table 3.2.

well хорошо	better лучше	best лучше всего
badly плохо	worse хуже	worst хуже всего
much много	more больше	most больше всего
little мало	less меньше	least меньше всего

Наречия употребляются в таких же сравнительных конструкциях, как и прилагательные.

I can't run as fast as he can / I can't run as fast as him.

Я не могу бежать так быстро, как он.

He didn't perform as well at the competitions as he had hoped. / He performed

not so well at the competitions as he had hoped. Он не выступил на соревнованиях так хорошо, как надеялся.

Grammar practice

Ex. 1. Choose the proper adjectives or adverbs and translate the sentences:

Model: Ann speaks English..... / good, well.

Ann speaks English well.

1. Nick performed ... at the previous tournament / bad, badly.
2. Nick demonstrated a ... performance at the previous tournament /bad, badly.
3. The team played ... the last game / terrible, terribly.
4. It was a really ... game / terrible, terribly.
5. Pete plays tennis... / good, well.
6. Pete is a ... tennis player / good, well.
7. Please, don't walk so ... I'm tired / quick, quickly.
8. This player is very ... and agile / quick, quickly.
9. One should think ... while playing chess / careful, carefully.
- 10.Be ... while crossing the street / careful, carefully.

Ex. 2. Read and translate these sentences:

1. This T- shirt is too small. I need a larger one.
2. I don't play tennis much now. I used to play more often.
3. She will certainly win at the championship. She works harder than her team-mates.
4. John isn't as good at physical education as Helen.
5. His injury was much more serious than the coach at first had thought.
6. The more a gymnast practises a new element the better he'll perform it.
7. This exerciser is almost twice as expensive as the one we bought last year.
8. I've decided to retire from competitions. It's the most difficult decision I've ever made.
9. Our football team played really badly in the qualifying tournament. We played worst of all other teams.
- 10.He is a very good forward. He is the best forward of the World Football Championship.

Ex. 3. Group the words into three columns A, B, C.

- 1.cold; 2. important; 3. bad; 4. slow; 5. simple; 6. good; 7. useful; 8. far; 9. much; 10. easy; 11. comfortable; 12. ancient; 13. round; 14. expressive; 15. little; 16. widely; 17. hard; 18. low. 19. certainly; 20. friendly.

A	B	C
er / est	more / most	irregular form

Ex. 4. Compare the things and people.

a) of equal size and quality

Model: The Russian language is difficult. And Belarusian?

The Belarusian language is as difficult as Russian.

1. Jack is very athletic. And Bob?
2. Football is very popular with Belarusian teenagers. And hockey?
3. Jogging is very good for health. And walking?
4. Our team's performance was very successful at the last championship. And your team's?
5. His coach is very qualified. And yours?
6. Synchronized swimming is very spectacular. And rhythmic gymnastics?
7. John did well in the exam. And Ann?
8. The coach can rely on Mary. She is very responsible. And Kate?
9. Anatomy is a difficult discipline. And biochemistry?
10. These girls are top-class gymnasts. Sue is very flexible. And Mary?

b) of different size and quality

Model: The USA is large. And Great Britain?

Great Britain isn't as large as the USA.

The USA is larger than Great Britain.

1. Soccer is very popular in Great Britain. And rugby?
2. Jack is very good at team sports. And John?
3. Wembley stadium is very modern. And Dynamo stadium?
4. The Olympic Centre Raubichi is quite far from Minsk. And Staiki?
5. Helen is very nervous before the interview. And George?
6. Jack is a slow forward. And Ronald?
7. The examination in exercise physiology was easy enough. And in sports psychology?
8. English is a useful language if you are in sport. And Italian?
9. Some years ago David was a good footballer. And at present?
10. A Porsche is an expensive car. And a Fiat?

Lesson 2. Build your vocabulary

Task 1. Look at the ways adjectives and adverbs can be made and translate the words marked with “*”:

to depend зависеть	independence независимость	independent независимый	independently независимо
to free освобождать	freedom*	free*	freely*
to succeed добиться успеха	success*	successful*	successfully*
	health здоровье	healthy*	
	sport спорт	sporting*	
	importance значение, важность	important *	importantly *
	professional профессионал	professional*	professionally*
		usual обыкновенный	usually*

Focus on Reading

Step 1. Word Power

Ex. 1. Read the following international words . Give their Russian equivalents:

promotion	infrastructure	football
priority	professional	gymnastics
economy	velodrome	hockey
resource	budget	tennis
centre	adaptation	volleyball
analogue	social	handball

Ex. 2. Read the words paying attention to the sounds

[ju:] usual	[u:] group	[] struggle
venue	revolution	club
numerous	Belarusian	budget
human		public
use		such
		multi
		adult

Ex. 3. Learn the key words and word combinations to the topic “Sports in the Republic of Belarus”. Translate the sentences.

1. achievement n достижение

sporting achievements спортивные достижения

- e.g. International sporting achievements of Belarusian athletes are acknowledged all over the world.
2. fencing n фехтование
 3. chess n шахматы
 4. checkers n шашки
 5. equestrian sport n конный спорт
 6. canoeing n гребля на каное
 7. weight-lifting n тяжелая атлетика
 8. hammer throwing n метание молота
 9. aerials n акробатические прыжки (фристайл)
 10. arena n арена

multi-sport	}	arena	универсальная	}	арена
entertainment			концертная		
 11. spectator n зритель

e.g. Minsk-Arena includes a multi-sport and entertainment arena for 15,000 spectators.
 12. venue n место (проведения соревнований)

e.g. Minsk-Arena is one of the main venues for the 2014 World Ice-Hockey Championship.
 13. recognition n признание

to win recognition завоевать признание

e.g. Belarusian sports facilities have won recognition of both Belarusian and foreign athletes.
 14. record n
 - 1) рекорд
 - 2) послужной список

e.g. Belarus has an excellent record at the Olympic Games.
 15. condition n состояние

physical condition физическая форма

to keep physical condition поддерживать физическую форму

e.g. Belarusian people try to keep themselves in good physical condition.

Step 2. Reading Practice

Task 1. Read the text for detail and find the answers to the questions:

1. What are the priorities for the present-day Belarus?
2. What is the Belarusian Ministry for Sports and Tourism responsible for?
3. What sports and games are mostly played in Belarus?
4. What sports facilities are there in Belarus?
5. Where are the funds for promoting sports in Belarus taken?
6. What is the role of the Belarusian government in promoting sports for the disabled?
7. What record does Belarus have at the Olympic Games?

Text 3 A. Sports in the Republic of Belarus

Promotion of healthy lifestyle and sports has become one of the priorities for the present-day Belarus. It is reflected in the development of sports infrastructure, particularly in small and medium-size towns, creation of world-class training facilities and international sporting achievements of Belarusian athletes.

The Ministry for Sports and Tourism is responsible for sports and physical education in the country. They form an independent branch of economy with its management structure, institutions, technical and human resources.

Over 130 sports are played in Belarus. The most popular are: track-and-field athletics, football, gymnastics, skiing, hockey, tennis, fencing, wrestling, volleyball, handball, swimming, chess and checkers.

Belarus has some extensive training facilities both for general public and professional athletes. They include 243 stadiums, 250 swimming-pools, 5140 gymnasiums, 46 athletic centres, 20 ice-rinks, etc. Such sports facility as the Raubichi Centre near Minsk is considered to be one of the best biathlon centres in the world. Minsk-Arena is a newly built multi-use indoor facility in Minsk that has no analogues in Europe. It includes a multi-sport and entertainment arena for 15,000 spectators, a skating stadium and a velodrome. It is one of the main venues for the 2014 World Ice-Hockey Championship. The Republican Olympic Equestrian Sports Centre "Ratomka" and the Olympic Camp "Staiki" have won recognition of both Belarusian and foreign athletes.

Belarusian budget allocates funds for promoting physical education and sports.¹ To improve the health of Belarusian people the government provides fee-based services.² At the same time handicapped children under 16 and orphans, the disabled children are granted such services free of charge.³

The development of sports among the disabled is an important means of their social adaptation. Belarusian disabled athletes take part in many international competitions including Olympic Games and demonstrate top performance.

The state also focuses much attention on the development of professional sports. The country has an excellent record at the Olympic Games. For the first time Belarusian athletes participated in the 1952 Olympics in Helsinki as members of the USSR team. The first Olympic medal (silver) was won by hammer thrower Mikhail Krivonosov in 1956. The first Olympic gold medals of Belarusian athletes were presented to canoeists L.Geishtor and S.Macanenko in 1960 in Rome. The first independent Belarus team took part in the 1994 Winter Olympic Games in Lillehammer and won two silver medals.

Present-day Belarus is rich in sports talents. The Republic is proud of Al.Medved (a three-time Olympic champion), V.Schcherbo (a six-time Olympic champion), Ye.Khodotovich-Karsten (a many-time World and European champion) and others. At the 2008 Beijing Olympics Belarus won 19 medals including four gold ones. The team was most successful in athletics, canoeing and weight-lifting. The participants of the 2010 Winter Olympic Games A.Grishin, S.Novikov and D.Domrachyova brought home three Olympic medals (gold, silver and bronze) in freestyle aerials, men's and women's biathlon.

Belarusian people try to keep themselves in good physical condition. More and more people are involved in regular sports exercises.

Notes:

1. Belarusian budget allocates funds for promoting physical education and sports
Бюджет Беларуси выделяет средства для развития физического воспитания и спорта.
2. ...provides fee-based services ... - обеспечивает оказание платных услуг...
3. ...are granted such services free of charge... –... получают такие услуги бесплатно...

Post-reading exercises

Ex. 1. Replace the following Russian words and word combinations with their equivalents from the above text:

содействовать здоровому образу жизни, независимая отрасль экономики, управленческая структура, широкие массы, спортивный зал, не иметь аналогов, Центр олимпийской подготовки по конному спорту, завоевать признание, выделять фонды, содействие физическому воспитанию и спорту.

Ex. 2. Fill in the gaps with the words from the word-box below and translate the sentences into Russian:

venue, free, sporting facilities, canoeing, healthy lifestyle, achievements, disabled, branch of economy, adaptation, gymnasiums

1. There are a lot of world-class ... in Belarus.
2. International sporting of Belarusian athletes are rather high.
3. Minsk-Arena is the main ... for the 2014 World Ice-Hockey Championship.
4. Belarusian ... and rowing teams are the leaders of the world rowing.
5. ... athletes actively participate in sports and demonstrate top performance.
6. More and more Belarusians are involved in regular sports activities and lead
7. Physical education and sport form an independent ...
8. Belarusian people have at their disposal numerous ..., athletic centres, swimming-pools and football fields.
9. The Belarusian government provides ... services to improve the health of Belarusian people.
10. Sports and physical exercises are important means of social ... of the disabled people in Belarus.

Ex. 3. Complete the following statements. Choose one of the alternatives and translate the sentences:

1. One of the best priorities of Belarusian people is ...	TV watching healthy lifestyle gardening
2. Even small and medium Belarusian towns have their own...	concert halls sporting educational institutions training facilities
3. Belarus develops over sports...	130 70 100
4. The most popular sport in Belarus is...	ice-hockey snooker darts
5. A multi-use indoor Minsk-Arena will be the venue for...	the 2014 World Gymnastics Championship the 2014 World Ice Hockey Championship the 2014 World Weight-Lifting Championship
6. Belarusian professional sport gets funds from ...	the public structures the budget the participants
7. Belarusian disabled people take up sports because it is...	a financial source an important means of their social adaptation a means of education

Ex. 4. Look through the text and find the examples of the superlative degree of adjectives. Translate the sentences with them into Russian.

Ex. 5. Write down the extensive answers to the following questions.

1. Do sports and physical education form an independent branch of economy in Belarus?
2. What is the development of sports and physical education in Belarus reflected in?
3. How many sports and games are played in Belarus? What are they?
4. What world-class training facilities are there in Belarus?
5. How are sports and physical education financed in Belarus?
6. What kinds of health-improving services are offered in Belarus?
7. How is professional sport developed in Belarus?
8. What is the Olympic medals record of the independent Belarus?

Task 2. Check if these words and word combinations are known to you. If not, try to memorize them:

competitive nature соревновательный характер
sailing парусный спорт

yachting n парусный спорт, яхтспорт
 vessel n судно
 authority n власть
 code of play правила игры (регламент)
 codified adj. регламентированный
 urban life городская жизнь
 unite v объединять
 registered sports club зарегистрированный спортивный клуб
 “wild” adj. «дикий»
 supply v обеспечить
 encourage v поощрять
 sports boarding school спортивная школа-интернат

Task 3. Read Text 3 B to know the history of sports in Belarus.

Text 3 B. Belarusian Sporting Traditions

Belarusian people had practised sports and games for centuries. Alongside the games of a competitive nature simulating labour activities there were early versions of modern sports like wrestling, archery, running, jumping, riding. Teaching sports and games in Belarus was closely connected with economical and political changes of the early 1700s when the first public schools and colleges were opened in Mogilyov and Vitebsk. Dances or “body movements” were part of the 18th-century public-school curriculum.

The 18th century became a decisive period in the development of physical activities in our country. The first bicycle appeared in Vitebsk in the late 1870s. In 1894 about 70 cyclists founded a club of cycling tourism. By 1901 there were cycling clubs in six major Belarusian towns. In 1895 Belarusian cyclist N.F. Devochko became the winner of the international cycling tour Peterburg-Moscow with the strongest cyclists from France, Germany and Holland participating. In 1896 he became the champion of Great Britain in cycling. Sailing, an ancestor of modern yachting, became very prestigious. In 1898 the first sailing club was founded in Vitebsk by the owners of sailing vessels.

During this period the authorities played a small part in the organization of competitive sport in the country. Most of the initiatives came from the member-clubs and associations. But several dozens of sports clubs couldn't solve the problem of physical education in the country.

After the 1905-1907 revolution the governing bodies began to develop gymnastics and sports more actively. They believed that sports activities would be more interesting for students, workers and soldiers than political struggle. In 1910s sports societies “Sokol”, “Makkabi” and “Sanitas” were founded in Minsk where athletes practised mostly lifting. Football and athletics clubs appeared at that time too. Football was gaining popularity and in 1911 the first code of play was drawn up in Mogilyov. It enabled Mogilyov football team to compete with others from all over Belarus and played a big role in promoting football in Belarus. The codified game,

requiring limited amount of time and space¹ suited well the urban life. Sport in turn united players, fans and spectators.

By 1915 there were about 70 registered sports clubs and societies in Belarus with more than 2.500 members. There were also some “wild” teams and clubs in Minsk, Gomel, Vitebsk, Borisov, Krichev etc.

Belarus was badly supplied with sports facilities. There were only some sports grounds called “tracks” and some primitive football fields. The governing bodies didn’t fund sport. Nevertheless even under such conditions Belarus produced sports talents. Weight-lifters A.Alexandrovich, I.Solonevich, wrestler N.Zuev, track-and-field athlete A.Yesmanovich were among the winners of the 2nd All-Russia Olympiade held in 1914.

After the 1917 revolution with the formation of the Byelorussian Soviet Socialist Republic the attention of the government to the development of physical culture and sport began to grow. They believed that physical culture and sport not only play a major role in the harmonious development of a person but are also necessary for the labour and defence of a nation and strongly encouraged participation in sport.

Physical education became a compulsory subject for all types of schools. In March 1931 the GTO programme which is translated as “I Am Ready for Labour and Defence” was developed. It was specially designed for children from ten to those over sixty years of age. The government provided facilities, equipment and coaching free of charge. Some sports boarding schools and specialized sports schools for children appeared, numerous swimming-pools, gyms and playing fields were built in the republic. Various competitions began to be held practically every day where our athletes perfected their performing skills.

Notes:

¹ ...limited amount of time and space... - ограниченное время и поле для игры

Post-reading exercises

Ex. 1. Find in the text the paragraphs describing:

- the first sporting traditions in Belarus;
- the first sporting structures in Belarus;
- the first code of play in Belarus;
- the first outstanding Belarusian athletes.

Es. 2. Choose any two paragraphs from the text and translate them into Russian in written form.

Ex. 3. Write questions to the following answers:

- In ancient time Belarusian people practised sports simulating labour activities.
- Teaching sports and games in Belarus began with the appearance of public schools and colleges.

- In 1895 Belarusian cyclist M.Devochko became the winner of the international cycling tour Peterburg – Moscow.
- Most of the first sports clubs in Belarus were private.
- After the 1905-1907 revolution the governing authorities began to develop sports to divert (отвлечь) young people from political struggle.
- In Belarus the first code of play appeared in football.
- By 1915 there were about 70 registered sports clubs in Belarus.
- The GTO programme was specially designed for people aged from ten to over sixty.

Ex. 4. Read the statements below and agree to them saying “That’s right” or disagree saying “That’s wrong”, correct the mistakes.

- The first competitive sports and games in Belarus simulated dancing activities.
- The 18th century was a decisive period in the development of sports and games in Belarus.
- The first sports clubs were organized in football.
- Before the revolution the authorities played an important part in the development of competitive sport in Belarus.
- The problem of physical education was practically solved due to several dozens of sports clubs that appeared in Belarus.
- The first code of play in Belarus was worked out in volleyball.
- Belarus was well supplied with sports facilities.
- Already in the early 1900s Belarus produced a number of sports talents.

Ex. 5. Write your comments on the role of the governing bodies in the development of sports in Belarus.

Task 4. Learn the following sporting terms you will come across in Text 3 C:

physical culture and health improvement centre	физкультурно-оздоровительный центр
bodybuilding gym	зал для занятий бодибилдингом
aerobics hall	зал для занятий аэробикой
massage parlour	кабинет массажа
sun parlour	студия загара
workout n	тренировочное занятие
attend workouts	посещать тренировки
master v	овладевать, совершенствовать
rifle shooting n	стрельба из винтовки
combined events n	многоборье
relay races	соревнования в эстафете (в л/атлетике, лыжах, плавании)
power-lifting n	пауэрлифтинг
round-the-year competitions	круглогодичные соревнования

Task 5. Skim Text 3 C to understand how a grass-root sport is developed in Belarus. Time your reading. It is good if you can read it for 5 minutes (70 words per minute).

Text 3 C. Sports for All in Belarus

Some would say that people in Belarus today are more devoted to sports and physical activities than ever before. Certainly the number of sports and recreational activities offered to both participants and spectators is big for such a small country.

During the last years the opportunities for participation in sports have extended due to the adopted national strategy. People of different social status, age and abilities take up sports. The support of top-class athletes by the governing bodies is essential. At the grass-root level sports facilities and opportunities are provided for people who want to keep fit, be strong and healthy.

Several physical culture and health improvement facilities have appeared in Minsk lately. People willingly exercise sports in various gyms throughout the city under the supervision of experienced instructors.¹ The sports center “Pervomaiski”, for instance, comprises two bodybuilding gyms, an aerobics hall, massage and sun parlours and a sauna. People, both adult and children, attend workouts at any of these facilities. Children master the basics of acrobatics and dance. Highly qualified instructors work here. Weight-lifting and bodybuilding are taught by the European and World champions in power-lifting. The centre offers various services and flexible pricing.²

Sports activities and healthy lifestyle are actively promoted at Belarusian industrial enterprises.³ The employees of Baranovichi “Atlant” Ltd. take part in the round-the-year competitions in 13 sports events including volleyball, mini-soccer, table tennis, billiards, darts, checkers, chess, weight-lifting, arm-wrestling, track-and-field athletics, rifle shooting, combined events and relay races. Summer tournament is usually held at the lake Gat. The winners get money bonuses.⁴ At the end of the year the best division is awarded a fitness machine or any other sports equipment.

Belarus is proud of its sporting achievements but there is much more that can and must be done to reveal its people’s potential. One way to ensure this is Sports for All.

Notes:

¹ ... under the supervision of experienced instructors - ... под наблюдением опытных инструкторов...

² The center offers various services and flexible pricing - Центр предлагает разнообразные услуги и гибкие цены.

³ ... are actively promoted at Belarusian industrial enterprises - ... активно развиваются на белорусских промышленных предприятиях

⁴ The winners get money bonuses. - Победители получают денежное вознаграждение.

Post-reading exercises

Ex. 1. Complete in written form the statements with information corresponding to the contents of the text:

1. Today people in Belarus are more devoted to ...
2. People of different social status ...
3. People who want to keep fit, be strong and healthy
4. Several physical culture and health improvement facilities ...
5. People both adult and children,
6. Highly qualified instructors
7. Sports activities and healthy lifestyle are actively promoted at
8. The employees of Baranovichi “Atlant” Ltd. take part in
9. The best division is awarded
10. One way to reveal the sporting potential of Belarusian people is

Ex. 2. Look through the text once more and write about the sports events included in the round-the-year competitions at Baranovichi “Atlant” Ltd.

Task 6. Learn the following sports management terms you will need to understand Text 3 D

1. non-governmental association общественное объединение
2. statute n устав
3. Olympic Charter Олимпийская хартия
4. Executive Committee Исполнительный комитет
5. Executive Committee Bureau Бюро Исполкома
6. revenue n доход
7. patronage n патронаж
8. commercial item здесь: товар, изделие
9. donation n пожертвование
10. licensing лицензирование
11. permanent commission постоянная комиссия

Task 7. Read Text 3 D to find answers to the questions given before each paragraph.

Text 3 D. The National Olympic Committee of the Republic of Belarus

1. What is the National Olympic Committee of Belarus?

The National Olympic Committee of the Republic of Belarus was established on March 22, 1991. It is a non-governmental association, the Statute and role of which follows the Olympic Charter and the Law of the Republic of Belarus “On Physical

Culture and Sport”. It was officially recognized at the 101st IOC Session held in Monaco in September 1993.

2. What is the main task of the NOC of Belarus?

The main task of the NOC of Belarus is to select Belarusian athletes and teams for the Summer and Winter Olympic Games, to make all the arrangements for getting teams there, to work with the governing bodies and sponsors, to train the athletes for the Games.

3. Where does the NOC of Belarus receive funding from?

The NOC receives some funding from the International Olympic Committee but mainly it is financed through its marketing programmes, the licensing of the use of its logo on commercial items, the construction of dwelling houses for athletes and coaches, the donations made by sponsors, the revenue from the functioning of sports facilities.

4. What are the main structures of the Belarusian NOC?

In accordance with the Olympic Charter the following structures were formed: the NOC Executive Committee (13 members), the Executive Committee Bureau and 10 Permanent Commissions. The Commissions are headed by the NOC Executive Committee Members.

5. What activities does the NOC of Belarus support?

True to the Olympic ideal NOC supports not only high level sport. Under its patronage various sports events, competitions, sporting festivals are annually organized in Belarus. The most popular are the “Olympic Day Run” and “The Olympians Are Among Us” Festival with thousands of participating children – the future of Belarusian sport.

Post-reading tasks

Task 1. Find a key sentence in each paragraph.

Task 2. Entitle each paragraph.

Task 3. Write the summary of the text following the outline:

- the main task of the NOC;
- the main structures of the NOC;
- the funding of the NOC;
- the activities the NOC supports.

Task 4. Look through texts A, B, C, D again. Write down the answers to the following questions to form the topic “Sports in the Republic of Belarus”.

1. What sporting traditions do Belarusian people have?
2. Why was the 18th century a decisive period in the development of physical activities in Belarus?
3. Who initiated the development of competitive sport in Belarus?
4. What are the priorities for the present-day Belarus?
5. How many sports are played in Belarus? What are the most popular ones?
6. What training facilities are there in Belarus?
7. How are physical education and sports financed in Belarus?
8. How is sports of the disabled developed in Belarus?
9. What is the international sports record of Belarus?
10. How is Sports for All promoted in Belarus?

Check Up Your Skills

1. Put the words and word combinations in one of the boxes below:

skating stadium; checkers; fencing; swimming-pool; equestrian sport; sports boarding school; health-improvement centre; aerials; bodybuilding gym; sailing; ice-rink; velodrome; yachting; rifle shooting; power-lifting

Sports events	Sports facilities

II. Match the nouns to the verbs and translate the word combinations:

A		win	1. physical condition
B		allocate	2. attention (on)
C		focus	3. funds
D		keep	4. top performance
E		demonstrate	5. recognition

III. Circle the correct adjective or adverb:

1. Did you get your exam results, Ann?
Yes, I did really good / well.
2. Shall we go swimming, Alex?
Yes, why not. It's very warm / warmly today.
3. Did you go jogging yesterday?
No. It was raining heavy / heavily, so I stayed in.
4. Nick jumps very highly / high.
Yes, his coach thinks very high / highly of him.
5. During the last championship Mike was bad / badly injured. It was the worst injury in his sports career.

IV. Choose the correct form of the adjectives in the following sentences:

1. His younger son doesn't want to be a coach like his ...brother
a) older; b) elder; c) eldest
2. John didn't do as ... as Helen in the exam.
a) better; b) good; c) best

3. Have you heard the ... news? The Belarusian football Olympic team have qualified for the London Olympics.
 - a) last; b) latest; c) least
4. We don't have any information about his ... life after he retired from competitions.
 - a) further; b) farther; c) farthest
5. The ... he practises, the ... he performs.
 - a) many; b) much; c) more
 - a) good; b) better; c) best

V. Complete the sentences with the missing parts:

twice as	than	half as	as ... as	not so ... as
----------	------	---------	-----------	---------------

1. This athlete is getting old. He can't work ... hard ... he used to.
2. These training shoes are almost ... expensive as those we bought last year.
3. She will certainly win the world champion title. Her floor exercises are more expressive ... those of her nearest rivals.
4. Our coach is ... nervous before the press-conference ... our captain.
5. The tickets to the basketball matches are ... expensive in Belarus as they are in the USA.

VI. Put the adjectives in brackets in the correct degree of comparison. Translate the text:

Belarussians enjoy playing and watching ice-hockey. The Minsk-Arena Complex is (1) ... (attractive) sports facility in Belarus. It is (2) ... (young) than any other sports arena in Minsk and certainly (3) ... (modern) and (4) ... (functional).

The building is the home rink of the Hockey Club Dynamo, Minsk, (5) ... (good) Belarusian ice-hockey team. Ice-hockey is a boom sport in Belarus now. The country's (6) ... (professional) ice-hockey players compete against foreign stars here. More than 15.000 fans attend the matches of the Continental Ice-Hockey League there, making it (7) ... (large) arena in use by a CHL team.

UNIT 3. SPORTS IN THE REPUBLIC OF BELARUS

UNIT 4. Sports in Great Britain and the USA

Grammar target: Modal Verbs (Модальные глаголы)

Texts for reading: 4A. Sports and Games in Great Britain.
 4B. From the History of the Sporting Traditions.
 4C. Sports in the USA
 4D. University Sport in the United Kingdom

Lesson 1. Focus on language.

Grammar analysis.

Look at how the modal verbs and their equivalents have changed in the examples:

I can speak and write English.	He could speak English in early childhood.	She will be able to speak English well after graduating from the University.
If you want to play football you may join a football club.	He was allowed to practise in the club gym.	He will be allowed to play with our club team next Sunday.
Athletes must attend their training practices regularly.	She had to see the doctor about her injured leg.	I'll have to be on a diet to lose some weight.

Grammar notes

Modal Verbs (Модальные глаголы)

Модальные глаголы не выражают действий, а показывают лишь отношение говорящего к действию, оценку действия, то есть возможность, необходимость, предположительность, долженствование или разрешение действия и выполняют функцию составного глагольного сказуемого.

К модальным глаголам относятся следующие глаголы: can, may, might, must, ought, а так же глаголы: to be, to have, shall, should, will, would. Последние шесть глаголов являются еще вспомогательными, а глаголы to be и to have – смысловыми.

Table 4.1.

Модальные глаголы и их эквиваленты

модальный глагол и его эквивалент	выражает	Present Настоящее время	Past Прошедшее время	Future Будущее время
can = to be able (to)	физическую или умственную способность, возможность или разрешение	can (могу, умею) am/is/are able (to)	could (мог, умел) was/were able (to)	– shall/will be able (to) (сможет, сумеет)
may = to be allowed (to)	разрешение, просьбу или предположение с небольшой степенью уверенности	may (могу, можно) am/is/are allowed (to)	might (может быть, мог бы) was/were allowed (to)	– shall (will) be allowed (to) (смогу при наличии разрешения)
must	долженствование, необходимость совершения действия или предположение с достаточно большой степенью уверенности	must	–	–
have (to)	необходимость совершения действия в зависимости от обстоятельств	have (to), has (to) (приходится, вынужден)	had (to) (пришлось, был вынужден)	shall (will) have to (нужно будет)
be (to)	необходимость совершения действия в связи с предварительной договоренностью, планом или инструкцией	am (to) is (to) are (to) (приходится, вынужден, должен, необходимо)	was (to) were (to) (пришлось, был вынужден)	–
should, ought (to)	рекомендацию к действию, совет, целесообразность выполнения действия	should/ought (to) (должен, следует, следовало бы)	should/ought (to) + Perfect Infinitive (следовало)	–

Грамматические характеристики модальных глаголов.

Модальные глаголы имеют ряд отличительных особенностей:

1. Модальные глаголы имеют одну форму для всех лиц единственного и множественного числа Simple:

She can swim very well.	Она умеет плавать очень хорошо.
He must train hard to achieve success.	Он должен упорно тренироваться, чтобы достичь успеха.

2. В вопросительной форме модальный глагол ставится в предложении перед подлежащим. В отрицательном предложении отрицательная частица not ставится после модального глагола.

May I come in?	Можно мне войти?
Must we do it at once?	Мы должны сделать это немедленно?
We cannot (can't) lift this heavy box.	Мы не можем поднять эту тяжелую коробку.
You mustn't be too late.	Ты не должен так опаздывать.

3. После модальных глаголов употребляются глаголы в форме инфинитива без частицы "to" (кроме глагола "ought").

You should do exercises every morning.
Вам следует делать зарядку каждое утро.
Cricket games can last for several days.
Некоторые игры в крикет могут продолжаться несколько дней.
He ought to be more attentive to his team-mate.
Ему следует быть внимательнее к своему товарищу по команде.

4. Модальные глаголы не имеют неличных форм (инфинитива, герундия и причастия) и употребляются только в двух временных формах: в настоящем и прошедшем времени группы Simple, а глагол "must" имеет только одну форму настоящего времени группы Simple.

I can read and speak English.	Я умею читать и говорить по-английски.
My uncle could speak five foreign languages.	Мой дядя умел говорить на пяти иностранных языках.
We must help each other.	Мы должны помогать друг другу.

Употребление

1. Глагол can (could) употребляется для выражения физической возможности или умственной способности совершить действие и переводится на русский язык словами «мочь» («мог»), «уметь» («умел»).

Peter can play football and volleyball.	Петр умеет играть в футбол и волейбол.
She can't speak English.	Она не умеет говорить по-английски.
When I was young I could run 100 metres in 11 seconds.	Когда я был молодым, я мог пробежать 100 метров за 11 секунд.

Глагол “can” не имеет формы будущего времени, вместо нее используется его эквивалент “to be able to...” – “быть в состоянии...”, “уметь...”.

I hope I'll be able to take part in the competition.

Я надеюсь, что смогу принять участие в соревновании.

Выражение “to be able to” может употребляться не только в качестве недостающей формы глагола “can”, но и как его синоним. Однако между ними есть различие: “can” означает возможность совершения действия вообще, обычно, постоянно, а “to be able” – возможность совершения действия в единичном, конкретном случае:

I can swim.

Я умею плавать.

I am able to swim across this river now.

Я могу переплыть эту реку сейчас.

В прошедшем времени различие между “can” и “to be able” проявляется отчетливее.

He was an excellent tennis player and could beat anybody.

Он был прекрасным теннисистом и мог выиграть у любого.

I am no good at tennis but yesterday I was able to beat my brother.

Я не очень хороший теннисист, но вчера я смог (мне удалось) выиграть у своего брата.

1.1. “Can” употребляется для выражения возможности действия, при этом подчеркивается, что совершение действия возможно вообще, теоретически.

We can go for a walk.

Мы можем пойти погулять.

We could go to Scotland.

Мы могли бы поехать в Шотландию.

1.2. “Can” употребляется для выражения разрешения выполнить действие так же как и глагол “may”, но в более широком значении и используется в вопросительных предложениях в разговорной речи.

Can I join your sports club?

Могу я вступить в ваш спортивный клуб?

1.3. “Can” и “could” употребляются для выражения просьбы, причем “could” выражает более вежливую просьбу.

Could you help me?

Не могли бы вы мне помочь?

2. Глагол “may” употребляется для выражения разрешения совершить действие и в этом значении соответствует русским словам: «можно», «разрешите».

May I come in?

Можно мне войти?

May I take your bicycle?

Можно мне взять ваш велосипед?

Примечание: в ответ на вопрос “May I...?” русскому слову «можно» соответствует английское: “Yes, you may”, а русскому «нельзя» - “No, you mustn’t”.

May I take your skis?

Можно мне взять твои лыжи?

No, you mustn’t. I’m going
on a ski trip tomorrow

Нет, нельзя. Я собираюсь на
лыжную прогулку завтра.

Форма прошедшего времени “might” в значении разрешения употребляется только в косвенной речи.

They asked if they might go into the gym. Они спросили, можно ли им идти в зал.

Поэтому в прошедшем и будущем времени в значении разрешения совершить действие используется эквивалент модального глагола, выражение “to be allowed to” (позволять что-либо делать).

He was allowed to come.

Ему разрешили прийти.

She will be allowed to stay with us.

Ей разрешат остаться с нами.

2.1. “May” употребляется для выражения предположения, допускаемой возможности действия и в этом значении соответствует в русском языке словам: “может”, “может быть”, “возможно”.

They may arrive tomorrow or the day after. Они возможно придут завтра или послезавтра.

Форма “might” также имеет значение предположения, но выражает меньшую степень уверенности, чем “may”.

He might win the race.

Он может быть выиграет забег.

3. Глагол “must” выражает необходимость, приказ, моральную обязанность совершения действия и переводится на русский язык словами: “должен”, “нужно”, “надо”.

I must practise every day.

Я должен тренироваться каждый день.

Примечание: в ответ на вопрос, содержащий глагол “must” в утвердительном ответе употребляется “must”, в отрицательном “needn’t”.

Must I practise in the afternoon?

Мне нужно тренироваться после обеда?

Yes, you must.

Да, нужно.

No, you needn’t.

Нет, не нужно (нет необходимости).

Наряду с глаголом “must”, а также взамен его недостающих форм, употребляется его эквивалент “to have”, если речь идет о необходимости совершения действия в силу определенных обстоятельств. Глагол “have” в модальном значении употребляется в настоящем, прошедшем и будущем времени. За глаголом “have” всегда следует инфинитив с частицей “to”. Вопросительные и отрицательные формы модального глагола “have” требуют вспомогательных глаголов: do, does, did, shall, will. На русский язык модальный глагол переводится словами: “пришлось”, “был вынужден”.

He has seriously injured his knee.
He will have to see the doctor.

Он серьезно травмировал колено.
Ему придется обратиться к врачу.

They had to run to catch the train.

Им пришлось бежать, чтобы успеть на поезд.

Эквивалент “to be” употребляется для выражения необходимости совершения действия в соответствии с намеченным планом или договоренностью. Глагол “to be” как модальный употребляется только в настоящем или прошедшем времени и требует после себя инфинитива с частицей “to”. На русский язык переводится словами: “должен”, “необходимо, следует”, “предстоит”.

The Cup Final is to be held at
Wembley Stadium in London.

Финал кубка должен состояться
на стадионе Уэмбли в Лондоне.

I was to participate in the skiing
race, but I caught cold.

Мне предстояло принять участие
в лыжной гонке, но я простудился.

4. Модальный глагол “should” употребляется для выражения рекомендации, совета, личного мнения и соответствует в русском языке словам: “следует”, “следовало бы”, “должен”, “нужно бы”. В этом же значении употребляется также глагол “ought (to)”. Однако между ними есть различие. Когда мы употребляем глагол “should”, то высказываем субъективное мнение, т.е. рекомендуем, советуем. Глагол “ought (to)” имеет значение более объективного мнения и употребляется, когда речь идет о законах, правилах, обязанностях, инструкциях, или же когда мы хотим придать нашему собственному мнению более сильный оттенок.

You shouldn't talk like that
to your coach.
People should exercise daily
to keep physically fit.

Ты не должен так разговаривать с
тренером.
Людям следует делать зарядку
ежедневно, чтобы поддерживать
хорошую физическую форму.

You ought to be more careful

Тебе следует быть внимательнее

when you drive

за рулем.

Experienced athletes ought to help the young.

Опытные спортсмены должны помогать молодым.

Grammar Practice.

Ex.1. Read and translate these sentences. Mind different meanings of “can”, “could”, “to be able to”.

1. I *can* speak and write English.
2. We *can't* lift this heavy box.
3. Mike *could* ski and skate well before he was 10.
4. The team is well-prepared. They *will be able to* take part in the coming championship.
1. John had hurt his leg and *wasn't able to* walk.
2. Can it be John? – It *can't* be John. He is at the University now.
3. Andrew is in top physical form, he *can* win the race.
4. What shall we do this evening? – We *could* go to the football match.
5. *Can* I join your sports club? – Yes, of course you *can*.
6. *Can* I use your skis? – No, I'm afraid, you *can't*

Ex.2. Write questions and answer them as in the model:

Model: Ann can play tennis very well /basketball.

Can she really play tennis very well?

No, she can't play tennis very well.

She can play basketball very well.

1. Peter can swim very well /run.
2. Our students can play golf and cricket /football and volleyball.
3. Marry can participate in the swimming race /skiing race.
4. My grandpa could speak five languages /only English and French.
5. He can run 100 metres in 11 seconds /12 seconds.
6. I can drive home in half an hour /an hour.
7. Helen could play tennis very well at the age of 10 /12.

Ex.3. Complete the phrases in column A with suitable information in column B.

Translate the sentences:

A

B

- | | |
|---|--|
| 1. Richard is very athletic | 1. you could get a better job. |
| 2. These exercises are rather difficult | 2. I was able to beat my brother yesterday. |
| 3. When I was younger | 3. he could not throw or kick the ball properly. |
| 4. If you work quickly | 4. No, thank you. I can manage. |
| 5. I'm no good at tennis, but | 5. he can win the swimming race. |
| 6. Helen has performed well this season | 6. we won't be able to do them quickly. |
| 7. In childhood he was bad at sports | 7. I could run much faster. |
| 8. If you learn English | 8. you will be able to finish on time. |
| 9. Can I help you? | 9. he can play golf and cricket very well |
| 10. Bob has trained much | 10. she could win the World Cup. |

Ex.4. Choose the proper verb: "can", "could" or "to be able". Translate the sentences:

1. In Great Britain only rich people....afford (позволить себе) to play golf.
2. Ann....take part in the competition because of her injured knee (из-за травмы колена).
3. I had some free time yesterday so I go skiing.
4. Physical exercises.... make your life more active.
5. Jack was an excellent tennis player. He....beat anybody.
6. When Bob was 16 he was a fast runner, he ... run 100 metres in 11 seconds.
7. I doubt (сомневаюсь) that he.... play football again, his injuries are so severe.
8. Anybody who wants to play basketball properly....join the sports club.
9. When she was the manager of the company she ... take holidays twice a year.
10. Cricket games are very long, some of them.... last for several days.

Ex.5. Read and translate these sentences. Mind different meanings of "may", "might", "to be allowed to":

1. May I use your car ? – I am afraid you may not.
2. May I come in? – Certainly, please, do.
3. May I participate in the school skiing race?
I am afraid you won't be allowed because of your injury.
4. If you want to play tennis you may join a tennis club or hire a public court.
5. Where is Bob? – He may be at the training session.
6. Be careful. It is very icy. You may slip.
7. What are you doing this weekend? – I haven't decided yet. – We might go to the fitness club.
8. Alex missed his training practice for the first time. – He might be ill.

Ex.6. Write sentences asking for permission and answer them as in the model:

Model: (sit here)

May I sit here?

Yes, you may (Please, do)
 Sorry, you may not.
 No, you mustn't.

1. I'm sorry. I'm late (come in).
2. (go home) I feel bad.
3. (train in the gym).
4. (miss tomorrow's training practice).
5. Mike, (borrow your skis).
6. Ann, (take your tennis racket).
7. I've got some interesting information (speak to the coach).
8. (play football) with your team next Sunday.
9. (join your sports club).
10. (ask) you a few questions now. I'm sorry, I missed part of your lecture.

Ex.7. Write the following sentences in the a) Simple Past Tense; b) Simple Future Tense replacing "may" by "to be allowed to". Translate the sentences:

Model: She may stay with us for the week-end.

She was allowed to stay with us for the week-end.

She will be allowed to stay with us for the week-end.

1. You may practise in the gym any time you like.
2. Athletes may not miss training practices.
3. Students may use the University sports facilities free of charge.
4. Students of higher educational establishments may attend physical training lessons or may join sports clubs.
5. Children may not play in the streets.
6. People may hire public courts to play tennis.
7. Tourists may not take photos in the cathedrals.
8. Any student may take an exam or make a report on the subject.

Ex.8. Mind the difference in using mustn't and needn't. Translate the sentences:

Bob: We are going to attend a ski-jumping competition in Raubichi. It begins at 12.
 Will you come?

Tom: I'd like to come, but I have an appointment at 10. Must I come at 12 sharp?

Bob: No, you needn't come at 12, but you mustn't be too late or you may miss the best jumps.

Ex.9. Complete the sentences in column A with suitable information in column B.
 Translate the sentences:

A

B

- | | |
|---|--|
| 1. Ann must work hard | 1. to be admitted to the University |
| 2. You mustn't drink alcohol | 2. to ensure PE classes. |
| 3. Our students needn't pay | 3. No, you needn't. |
| 4. Our applicants must pass sports proficiency tests successfully | 4. to pass her exam successfully. |
| 5. All schools must have playing fields, gyms and sports grounds | 5. to demonstrate excellent performance |
| 6. Must we attend training practices every day? | 6. to be in good physical condition. |
| 7. Athletes must follow their coaches' instructions | 7. when you drive. |
| 8. You needn't overeat | 8. to use a library and sports facilities. |

Ex.10. Choose the proper verb: "must", "mustn't" or "needn't". Translate the sentences.

1. You....play football in the street.
2. You.... train hard to be a success in sport.
3. All men aged between 18 and 40 in Belarus... take up military and physical training.
4. You... train much before the competition. You'd better have a rest.
5. Athletes ...attend their training sessions regularly to be in good physical condition.
6. The students of the University...keep off smoking to become top-class athletes.
7. They... do all the exercises, it will be enough if they do four of them.
8. You... sit there in your wet clothes, you'll catch cold if you do.
9. You... eat healthy food to keep fit.
10. If you want to achieve success and be the best in your sport event you... study your opponents.

Ex.11. Complete the sentences with "to have to" in a suitable way.

Translate the sentences.

1. Remember! When you play cricket you (have to) wear a white shirt and white trousers, boots are also white.
2. Athletes (not, have to) speak English and French to participate in the Olympic Games.
3. Mary has seriously injured her leg. She (have to) see the doctor.
4. We (have to) climb the stairs as there was no lift in the building.
5. Ann has fallen ill. Who (have to) take part in the meeting instead of her?
6. Mike (have to) be on a diet to lose some weight before the competition.
7. How many of your team-mates (have to) miss the next game?
8. I (have to) train hard next season as I want to qualify for the Master of Sport category.

9. You (have to) attend training practices twice a day last month? – Yes, I was getting ready for a very important race.
10. I have recently bought a car and I (not, have to) walk to the stadium now.

Ex.12. Choose “to have to” or “to be to”. Translate the sentences.

1. According to the calendar the Cup Final be held in London.
2. Why ... I always....to buy souvenirs for the opponent team?
3. When the captain was injured Miketo lead the team.
4. I....to lose some weight, the doctor says so.
5. The game ...to begin at 10:00.
6. You ... to go to the football match if you don't want to but it might be interesting.
7. The IOC ... to meet in two months.
8. Weight-lifters... to weigh before every competition.
9. I couldn't practise any more. It was getting late and I... to go.
10. Cricket players....to wear white shirts, trousers and boots.

Ex.13. Translate the sentences with the modal verbs: “should” and “ought to”.

1. It's late. You should go to bed.
2. You shouldn't use the car so much.
3. I feel I ought to treat group-mates in a different way.
4. You should go on a diet, you are putting on weight.
5. The athletes ought to have a rest before the race.
6. You are losing your physical condition, you should exercise daily.
7. You oughtn't to swim in the sea when the water is cold.
8. Experienced athletes ought to help the young.
9. Peter loses too many matches. He should follow his coach's instructions.
10. Students ought to work harder before the exams.

Ex.14. Complete the sentences with the modal verbs or their equivalents in a suitable way. Translate the sentences:

1. If you want to be a physical training teacher or a coach you... enter the University of Physical Culture.
2. Nick ... qualify for the first ranking at the last competition.
3. The students ... use the University sports facilities for training and recreation.
4. Young athletes ... train hard to achieve high performance.
5. Tom is in top physical form. He... beat his opponent.
6. This girl looks familiar to me. She... be a world champion in freestyle.
7. At present disabled people ...take part in different competitions.
8. Schoolchildren ... take up team sports as they help them develop properly.
9. Athletes... follow their daily training routine.
- 10.... the athletes follow all coaches' instructions? – No, they ... if they are experienced athletes.
11. People ... feel healthy if they don't give up bad habits.
12. If you want to make a sports career you...devote your life to sport.

Lesson 2. Build your vocabulary.

Task 1. Look at the ways nouns and adjectives can be formed and translate the words marked with “*”.

to differ отличаться	difference различие	different различный
to develop развивать	development*	developed*
to regulate регулировать	regularity *	regular*
to invent изобретать	invention*	invented*
to excite волновать	excitement*	exciting*
to participate участвовать	participant*	participatory*
	spectator зритель	spectacular*
to act действовать	activity деятельность	active*
to popularize популяризировать	popularity* popularization*	popular*
to benefit извлекать пользу	benefit*	beneficial*

Focus on Reading

Step 1. Word Power

Ex.1. Read the following international words.

Give their Russian equivalents.

golf	snooker	region	popular
cricket	darts	match	local
soccer	club	course	national
rugby	final	court	private
badminton	stadium	tournament	regular
billiards	fan	yacht	amateur
squash	interest	reputation	professional

Ex.2. Read the words with the stress:

a) on the first syllable

cricket	century	violent
climbing	leisure	special
cycling	million	several
rowing	festival	annual
badminton	outdoor	amateur
stadium	indoor	sometimes

b) on the second syllable

event	develop	spectator	activity
invent	devote	spectacular	adult
enjoy	regard	exciting	another
afford	restrict	expensive	against
attack	compete	important	adopt
appear	competitive	throughout	between

c) the words which have three and more syllables

competition	beneficial	championship
association	recreational	university
population	traditional	understand
reputation	professional	popularize

Ex.3. Learn the key words and word combinations to the topic “Sports and Games in Great Britain”. Translate the sentences.

leisure n свободное время, досуг

climbing n альпинизм

syn. mountaineering

walking n ходьба

hiking n длительные прогулки пешком, пеший туризм

angling n (спортивное) рыболовство

devote v посвящать, посвятить

e.g. Millions of people devote their leisure time to outdoor and indoor games, athletics and climbing, walking and hiking, rowing and cycling, swimming and angling.

cricket n крикет (спортивная игра)

rugby n рэгби

squash n сквош

invent v изобретать, придумывать

e.g. The list of sports and games invented and developed by the British includes football, golf, cricket, rugby, lawn tennis, badminton, squash, billiards.

enjoy v наслаждаться, хорошо проводить время

e.g. Thousands of amateur teams up and down the country enjoy playing football, etc.

violent а жесткий, грубый

e.g. Rugby is a violent game and it's highly popular in Wales.

exciting а захватывающий, увлекательный

e.g. The game looks slow but it can be exciting if you understand what's going on.

bat n v бита, бить, ударять битой

hit v ударять, ударить, бить, стукнуть

syn. strike (struck, struck)

e.g. One team bats first and tries to hit the ball and score as many points as possible.

golf n гольф

golf	club	}	клюшка для игры в гольф
	course		поле для игры в гольф

e.g. Golf is played by striking a ball with a special golf club round a golf course with 18 holes.

expensive а дорогой, дорогостоящий

lawn tennis n (большой) теннис

join v присоединиться, вступить

e.g. Some people join a tennis club, but most find a partner and go to one of the public courts.

spectator n зритель

spectacular а зрелищный, захватывающий

e.g. Large crowds of spectators attend tennis matches.

horse racing n скачки на лошадях, бега

adult n взрослый человек

e.g. Some 29 mln adults and 7 mln children take part in some kind of sport or recreational activity.

sail v плыть, плавать (под парусом)

e.g. About 3 mln British people go sailing in small boats every year.

motor	}	моторная лодка
		boat

power	}	катер
		beneficial

beneficial а полезный, благотворный, выгодный

benefit n польза, выгода, извлекать пользу

e.g. Team sports are very beneficial for schoolchildren

Step 2. Reading Practice.

Task 1. Read the text for detail and find the answers to the questions:

1. What sports and games were invented in Great Britain?
2. Which game is at the top of popularity with the British?
3. Which game was originated from football and now differs greatly from it?

4. What are the most favourite English summer games?
5. Which sport has a long history in Britain?
6. Which sport is regarded as the most popular recreational activity in Great Britain?
7. What sporting events do the British like to attend most?

Text 4 A. Sports and Games in Great Britain

Great Britain is a country where leisure time and the sporting life are taken seriously. Sport probably plays a more important part in people's lives in Britain than it does in most other countries. Millions of people all over Britain regularly take part in sport or exercise. They devote their leisure time to outdoor and indoor games, athletics and climbing, walking and hiking, rowing and cycling, swimming and angling.

The list of sports and games invented and developed by the British is a long one. It includes football, golf, lawn-tennis, cricket, badminton, rugby, squash and billiards.

At the top of the list is Association Football or "soccer" which in Britain is played by schoolboys and by thousands of amateur teams up and down the country, on Saturday and Sunday. For most of the public, however, football is a professional's game. In the annual English Football Association Cup Competition amateur clubs can compete against the professionals. The two best teams play in the Cup Final at Wembley Stadium in London. Some fans pay up to £250 for a ticket for the Cup Final. It is one of the biggest sporting events of the year.

Rugby is another popular game in Britain. It appeared in 1823 when William Webb Ellis while playing soccer at Rugby School of England picked up the ball in his hands and ran with it. So, a new game was born called rugby football or "rugger". Cambridge University immediately adopted the game, popularized it and made local rules.

Rugby is played with an oval ball by two teams, of 15 or 13 players. The ball is carried rather than kicked¹ and the players try to stop the man with the ball by holding him by the shoulders or by the legs². Rugby is a violent game and it is highly popular in many regions of the country especially in Wales.

Cricket is the English national summer game. Nobody knows exactly how old the game is but some form of cricket was being played in England in the 13th century.

The game is usually played by men or boys though there are teams of women and girls as well. Players traditionally wear white clothes. Cricket is a typically British sport. The game looks slow but it can be exciting if you understand what's going on. In cricket there are two teams of 11 players. One team bats first and tries to hit the ball and score as many runs (points) as possible³ while the other team is trying to stop them scoring. Cricket is a very long game. The most important matches can last from one to five days.

Golf is another kind of sport that is truly British. The game is played by striking a ball with a special golf club round a golf course with 18 holes. The golf player should push the ball into a hole in the ground with as few strokes as possible⁴. You

need a special field for this game, so golf is rather expensive. Now it is played mostly in private clubs and is the sport of the rich.

Lawn tennis was also born in England at the end of the 19th century. The game soon spread all over the world. The number of people who play lawn tennis is great. Some join a tennis club, but most find a partner and go to one of the public courts.

Every summer in late June, the open lawn tennis championships are held in Wimbledon, south London. The Wimbledon tournaments are regarded as the most important tennis events in the world. They draw large crowds of spectators⁵. For them Wimbledon is not just a tennis tournament. It means summer fashions, strawberries and cream⁶, garden parties and long warm English summer evenings.

Horse racing has a long history in Britain. It is sometimes called the sport of the kings because it is an expensive hobby to own a race horse⁷. Only rich people can afford to go in for this kind of sport and only the rich can afford to buy tickets for the most famous races. But interest in racing is not restricted to⁸ the rich. Gambling⁹ – especially on horses is a part of many people's lives in Britain. Over half the adult population of Great Britain places a bet on a sporting event during the year.

If you live in Britain you are never more than 100 miles from the sea and there are plenty of lakes and rivers to sail on too. About 3 mln British people go sailing in small boats every year. Sailing in yachts, motor boats and power boats takes place in clubs throughout Britain.

Swimming is also very popular. The British think that swimming is one of the most beneficial sports. Millions of people enjoy swimming both as a recreational activity and as a competitive sport.

Rowing is the most popular of all kinds of sports at the oldest English Universities. The University Boat Race¹⁰ is a traditional sporting competition between Oxford and Cambridge which is held on the Thames every spring. The Boat Race is a festival in London and on the Boat Race Saturday the banks and bridges of the Thames are crowded with people¹¹.

The British have a reputation for being mad about sports. In fact they enjoy watching sports rather than playing them. Millions take part in some kind of sports at least once a week. Many millions more are regular spectators and follow one or more sports. There are hours of televised sport¹² each week. Every newspaper, national or local devotes several pages entirely to sport¹³.

Notes:

1. The ball is carried rather than kicked ... – Мяч передают друг другу чаще руками, чем ногами.
2. ...holding him by the shoulders or by the legs ... – ... удерживая (противника) за плечи или ноги.
3. ... score as many runs (points) as possible... – выиграть как можно больше очков...
4. The golf players should push the ball into a hole in the ground with as few strokes as possible. – Игрок в гольф должен послать мяч в лунку на поле, сделав при этом как можно меньше ударов.

5. ... draw large crowds of spectators – ... привлекают большое количество зрителей.
6. ... strawberries and cream – клубника со сливками.
7. ... to own a race horse ... – иметь собственную, участвующую в скачках лошадь
8. is not restricted to ... – не ограничивается ...
9. gambling – азартная игра, ставка
10. Boat Race – соревнования по гребле
11. banks and bridges of the Thames are crowded – набережные и мосты через Темзу переполнены людьми...
12. televised sport – спортивные передачи по телевидению
13. ...entirely to sport... – всецело спорту

Post-reading exercises

Ex.1. Replace the following Russian words and word combinations by their English equivalents from the text:

регулярно заниматься спортом, посвящать свой досуг, по всей стране, для большинства людей, ежегодное соревнование, две лучшие команды, еще одна популярная игра, также, традиционно одевают белую форму, главным образом, богатые, вступать в теннисный клуб, городские корты, считаются самыми важными соревнованиями по теннису, спорт королей, позволить себе, больше половины взрослого населения, делать ставки, огромное количество озер и рек, по всей Британии, самый полезный вид спорта, наслаждаться плаванием как видом активного отдыха, быть одержимым спортом.

Ex.2. Fill in the gaps with the words from the word-box below and translate the sentences into Russian:

1. Thousands of people in Great Britain ... their leisure time to outdoor and indoor games.
2. Britain ... and developed many of the sports and games now played all over the world.
3. At the top of popularity in Great Britain is Association Football or
4. Rugby is another popular game which is played with an ... ball by two teams of 15 or 13 players.
5. ... is England's national summer game.
6. Golf is a truly British sport, it is played by striking a ball with a special golf
7. Tennis was also born in England at the end of the 19th century and originally the game was played on
8. Many children in Great Britain learn to swim at school and ... as a pastime is enjoyed by millions of people.
9. Only the rich can afford to go in for... because it is an expensive hobby to own a race horse.
10. ... is the most popular of all kinds of sports at the old English Universities Oxford and Cambridge.

soccer, rowing, lawns, horse racing, devote, swimming, invent, oval, club, cricket

Ex.3. Complete the following statements. Choose one of the alternatives and translate the sentences:

- | | |
|---|--|
| 1. The British invented and developed ... | basketball and volleyball
football, cricket, rugby, lawn tennis, golf
ski-jumping and ski races
athletics and wrestling |
| 2. Millions of schoolboys and thousands of amateur teams enjoy playing... | golf
snooker
soccer
tennis |
| 3. The Cup Final is played... | at Wimbledon
at Wembley Stadium
at Arthur Ashe Stadium |
| 4. The rules of rugby are different from soccer, there are 15 or 13 players in a team and the ball is | round
oval
light |
| 5. The British think that the most violent game is... | rugby
cricket
soccer
golf |
| 6. The most popular summer game in Great Britain is... | football
lawn tennis
golf
cricket |
| 7. Golf is another popular kind of sport that is truly British, it is played... | with clubs and light balls
with a ball and a bat
with clubs and a puck |
| 8. Lawn tennis was born in... | Greece
the United States
Great Britain |
| 9. Only the rich can afford to go in for... | soccer
rugby |

horse racing
swimming

10. The University Boat Race is a traditional competition between...
 Oxford & Sorbonne
 Oxford & Harvard
 Oxford & Cambridge

Ex.4. Look through the text and find the sentences with the modal verbs and their equivalents. Put them down and translate them into Russian.

Ex.5. Give answers, in written form, to produce the topic "Sport & Games in Great Britain".

1. Does sport play an important part in people's lives in Great Britain?
2. What sporting activities do thousands of people in Great Britain devote their leisure time to?
3. What sports and games were invented and developed by the British?
4. Which game is enjoyed by millions of schoolboys and thousands of amateur and professional teams up and down the country?
5. What is the main annual competition of the football season organized on a knock-out basis with the final match played at Wembley in London?
6. When did rugby football appear?
7. Do rugby and soccer differ a lot?
8. What is the English national summer game?
9. How is the game played?
10. And how is golf played?
11. Why is golf regarded as the sport of the rich?
12. When was lawn-tennis born?
13. Why is the number of people playing lawn tennis so great?
14. Why does the open lawn tennis tournament in Wimbledon draw large crowds of spectators?
15. Who can afford to go in for horse-racing?
16. Why are swimming and sailing so very popular in Great Britain?
17. Is rowing popular in Great Britain?
18. What traditional competition is held between Oxford and Cambridge Universities on the Thames every spring?
19. Why do the British have a reputation of being mad about sports?
20. Does television help generate interest in sport?

Ex.6. Write extensive answers to the following questions:

- why are many of the British more interested in sport than in anything else?
- do you think people should play just for the love of the game or make a lot of money?

Task 2. Check if these words and word combinations are known to you. If not, try to memorize them:

staple n основа
 alongside adv. бок о бок; рядом
 goose-riding гусиные забеги
 cock-fighting петушиные бои
 curling n керлинг
 slide v (slid) скользить, кататься
 stone n камень
 ancestor n предок
 vigorous adj. энергичный
 draw v (drew, drawn) привлекать, привлечь
 draw up составлять, составить; оформить
 flock v собираться группой
 code n кодекс, свод законов; нормы
 urban adj. городской
 embrace v обнимать
 govern v управлять
 governing body руководящий орган
 government n правительство
 employer n работодатель
 fair-minded adj. справедливый
 expansion n расширение, экспансия
 distinguished adj. выдающийся

Task 3. Read Text 4 B to know the British sporting traditions:

Text 4 B. From the History of the Sporting Traditions

Games and sports had long been a staple of life in the British Isles. Alongside goose-riding and cock-fighting there were also early versions of more familiar activities. Curling, the sliding of stones over ice – was played on Scottish lochs, from at least the 1500' s. Hurling – an ancestor of modern field hockey – was very popular in Highland Scotland and the west of Ireland. In Wales there was “cnappen” a vigorous variant of the old – age game of street football.

There was also a long tradition of watching sport. Even in the 18th century cricket drew large crowds. Some 10,000 spectators attended the Artillery Ground, Finsbury for a match in 1743. People flocked to watch classic horse races such as the St Leger (established in 1776) and the Derby (1780). And from 1829 supporters lined the banks of the Thames to enjoy the annual Boat Race between Oxford and Cambridge Universities.

By 1860 Britain had become a highly industrial mainly urban country. Established activities like racing, boxing and cricket were reorganized. Ancient forms of football and tennis were completely transformed. New codes of play were drawn up and regulatory organizations formed. These transformations enabled sportsmen or

teams to compete with others from all over the country.

Sport in turn helped to mould a new kind of popular culture, embracing both players and spectators. By 1890 for example, there were 203 amateur football clubs in Liverpool and professional football matches were attended by millions of Englishmen through the year. National governing bodies such as the Football Association (1863), the Rugby Union (1871) and the Amateur Athletic Association (1881) were founded by former public schoolboys.

At that period governments, employers and trade unionists played a surprisingly small part in the organization of competitive British sports. Most of the initiative came from private individuals of every social class, and from the clubs, associations and governing bodies which they founded.

Organized sport was an essential part of the 19th century public-school curriculum. Schoolmasters made use of sport to teach both discipline and morality. Team games in particular were believed to develop cooperation and fair-minded competition. Love of healthy sport and exercise was a good way to each pupil not only to control themselves but also to govern others.

With the expansion of the British Empire, there were increasing numbers of people to be governed. Imperial officers and administrators spread organized sport wherever they were posted. So the era of modern international sport began, a continuing era of more than a hundred years during which British sportsmen and women were to play a large and distinguished part.

Post-reading exercises

Ex.1. Find in the text the paragraphs describing:

- old-age games and sports in the British Isles;
- a long tradition of watching sports;
- the Great Victorian transformation of sports;
- the appearance of the first national governing bodies;
- organized sport at the 19th century public schools;
- the spread of the English sports and games with the expansion of the British Empire.

Ex.2. Choose any of the 2 paragraphs from the text and translate them in written form into Russian.

Ex.3. Write questions to the following answers:

- Curling, hurling and cnappen were early versions of sports and games in the British Isles;
- Watching sports has a long tradition in Great Britain;
- Cricket matches and horse races drew large crowds of spectators;
- The annual Boat Race-between Oxford and Cambridge Universities was organized in 1829;

- Sporting activities like racing, boxing, cricket, football and tennis had been reorganized and transformed by the beginning of the 20th century;
- New codes of play and regulatory organizations enabled sportsmen and teams to compete with others;
- Sport helped to mould a new kind of popular culture in Great Britain;
- Sport was used by schoolmasters to teach children discipline, morality and cooperation;
- British sportsmen and women played a large and distinguished part in the development of modern international sport.

Ex.4. Read the statements below and agree to them saying “That’s right” or disagree, saying “That’s wrong”. Correct the mistakes.

- Games and sports had always played an important part in the life of the British people.
- The tradition of watching sports appeared only in the 20th century.
- The most popular spectator events in Great Britain in the 18th century were cricket matches and horse races.
- The Boat Race on the Thames between Oxford and Cambridge Universities was established after World War II.
- Ancient forms of football, cricket and tennis were reorganized and transformed in the years between 1860 and World War I.
- Different codes of play and the absence of regulatory organizations didn’t enable British sportsmen or teams to compete with one another in the 19th century.
- The organization and development of the British competitive sports were due to the efforts of the British Governments.
- Organized sport wasn’t included into the public-school curriculum in the 19th century.
- The era of modern international sport began with the expansion of the British Empire.

Ex.5. Write your comments on the following statement: “Sport in turn helped to mould a new kind of popular culture, embracing both players and spectators”.

Task 4. Learn the following words and word combinations you will come across in Text 4 C:

different а другой, разный

differ v (from) отличаться, различаться

jogging n бег трусцой

participatory sports занятия спортом

syn. participant sports

ant. spectator sports - зрелищный спорт, посещение спортивных

соревнований

handle v владеть мячом

origin n начало, происхождение

state

national

international

} level

государственный

национальный

международный

} уровень

TV audience телезрители

pastime развлечение, приятное времяпрепровождение

Task 5. Skim Text 4 C to know about the most popular American participatory and spectator sports. Time your reading. It is good if you can read it for 5 minutes (70 words per minute).

Text 4 C. Sports in the USA

Note the pronunciation: Springfield []
 Massachusetts []

American sports are in many ways different from European sports. Hockey, baseball, football and basketball are the four most popular sports in the USA. There are many other sports and sports activities which Americans like. Among them are golf, swimming, tennis, marathon, track-and-field, skiing, skating, squash, badminton, rowing, sailing, boxing and wrestling. The size of America and the different climates in it have provided Americans with a large choice¹ of summer and winter sports. The American statistics shows that swimming, bicycling, fishing, jogging, gymnastics and bowling are Americans' favourite participatory sports.

Baseball has a reputation of being a "typically American sport". It's played with a wooden bat and hard ball by two teams of nine players. The game is played on a field with four bases at the corners of a square called diamond². Each player from one team hits a ball with a bat and then tries to run round all four bases before the other team can get the ball back.

This typical American game dates back long before the Civil War³. Baseball is mainly a professional sport, the players receive a salary⁴. There are sixteen major teams and each one represents an American city. There are two leagues of eight teams each and in the autumn of the year the winner of the league plays the winner of the other. This contest is called the World Series⁵, though it is a national competition.

American football is a very popular outdoor team sport in the USA. It's rather like rugby, played between two teams of 11 players using an oval ball that can be handled or kicked. But it still differs from European rugby and soccer. The difference is not only in the size, speed and strength of the players, but in the specific rules which the game has. The countless rules of American football which state what each player in each position may or may not do and when⁶ make people call American football the most "scientific" of all outdoor team sports.

Basketball which is one of the most popular participant sports in the world is American in origin. The first basketball game was played in Springfield,

Massachusetts in 1891. A large number of fans attend Basketball games in the USA. Live TV broadcasts⁷ of basketball matches at state, national and international levels have a wide TV audience.

Basketball is among the favourite sports of American young people. There are basketball teams almost in all American schools and universities and “shooting baskets” with friends is a pastime many young people like most.

Notes:

- ¹ ... have provided Americans with a large choice ... – предлагают американцам широкий выбор...
- ² The game is played on a field with four bases at the corners of a square called diamond. – В игру играют на поле в форме ромба с четырьмя базами по углам.
- ³ ...before the Civil War – ... перед Гражданской войной
- ⁴ ...the players receive a salary – ... игроки получают зарплату
- ⁵ The World Series – Мировая Серия (вид соревнований)
- ⁶ The countless rules of American football which state what each player in each position may or may not do and when. – Бесчисленные правила американского футбола, которые определяют, что и когда имеет право выполнять каждый игрок в каждой позиции.
- ⁷ live TV broadcasts – прямые телевизионные трансляции

Post-reading exercises

Ex.1. Complete in written form the statements with information corresponding to the contents of the text.

1. American sports are in many ways different ...
2. The territory of America and different climates found in it provided Americans with ...
3. The four most popular sports in the USA are ...
4. Baseball has a reputation of being a “typically American sport” it is played with ...
5. The game is played on a field with ...
6. American football is rather like rugby, played between ...
7. American football differs from European rugby and soccer not only in the size, speed and strength of the players but ...
8. Basketball which is one of the most popular participant sports in the world is ...
9. “Shooting baskets” with friends is ...
10. According to American statistics swimming, bicycling, fishing, jogging, gymnastics and bowling are...

Ex.2. Look through the text once more and compare American football with soccer and rugby. Write down how American football differs from

European soccer and rugby.

Task 6. Observe the following abbreviations you will need to understand Text 4 D.

1. BUCS – спортивная ассоциация университетов и колледжей Великобритании
2. UAU – студенческий спортивный союз Англии и Уэльса
3. BUSA – спортивная ассоциация университетов Великобритании
4. UCS – профессиональный студенческий спортивный союз Великобритании
5. BUSF – спортивная федерация университетов Великобритании, в состав которой входили спортивные федерации и союзы университетов Шотландии, Уэльса и Северной Ирландии

Task 7. Read Text 4 D to find answers to the questions given before each paragraph.

Text 4 D. University Sport in the United Kingdom

1. What kind of organization is BUCS?

British Universities and Colleges Sport (BUCS) is the governing body for university sport in the United Kingdom. BUCS is responsible for the promotion of inter-university sports activities. Its objective is to enhance the student experience in three key areas: performance, competition and participation. It organizes 50 inter-university sports within the UK and representative teams for the World University Championships and the World University Games.

2. What proves that BUCS is a large scale organization?

BUCS is a membership organization for 157 universities and colleges in the UK. It coordinates competitions and leagues for the 2.3 million students, organizes 150 individual final or championship events each year. In the 2009/10 season over 4000 teams competed in 16 league sports. BUCS organizes a national championships event called the BUCS Championships hosted by Sheffield. In 2009 over 5,500 student athletes competed in 24 sports over five days across 14 venues.

3. What is BUCS Overall Championship?

BUCS awards points in all its competitions towards the ‘BUCS Overall Championship¹’ – a ranking of member universities’ sporting achievements. In recent years the top three positions have been Loughborough, Bath and Birmingham, followed by other “red-brick” universities and institutes with strong sports departments.

4. How did history of British University sport begin?

Competition between various universities had existed for many decades before the twentieth century, especially the rivalries between Oxford and Cambridge, and those between the country's medical schools. However no association existed to oversee or promote more widespread inter-university competition. In February 1918, the Presidents of University Unions conference in Manchester called for establishing such an association and the following year the Inter-Varsity Board of England and Wales held its first inter-varsity meeting, with representatives of nine universities present.

5. What university sports organizations existed in the UK before BUCS was created?

In different periods there used to be a great number of separate men's and women's organizations governing sports activities at colleges, universities and polytechnic schools of four parts of Great Britain and at the national level, such as the Universities Athletic Union (UAU) established in 1930, the British Universities Sports Federation (BUSF) founded in 1962, British Universities Sports Association (BUSA) formed in 1992 as a merger² of UAU and BUSF, University and College Sport (UCS) established in 2000. In June 2008 UCS and BUSA merged to create British Universities & Colleges Sport (BUCS), one national association for university sport.

Notes:

¹ BUCS Overall Championship – общий рейтинг команд университетов и колледжей-членов BUCS, учитывающий выступления в сезоне;

² merger – слияние

Post-reading tasks

Task 1. Find a key sentence in each paragraph.

Task 2. Entitle each paragraph.

Task 3. Write the summary of the text following the outline:

- the origin of the British University sport;
- the functions of British Universities and Colleges Sport (BUCS);
- the BUCS competitions.

Task 4. What do you know about the University sport in Belarus? Write a story describing your sporting activities as a student athlete.

Task 5. Look through texts A, B, C, D again. Write down the answers to the following questions to form the topic "Sports in Great Britain and USA"

1. What is sport in people's lives in Great Britain?
2. What are the most popular athletic activities in Britain?
3. What sports and Games were invented and developed by the British?
4. What game beats the popularity of all sports in Great Britain?
5. Who plays football in Great Britain?
6. How was rugby football born in England?
7. What's the difference between soccer and rugby?
8. What game is considered to be the English national summer game?
How is it played?
9. Is golf as popular as cricket?
10. Are there many people in Great Britain playing tennis? Why?
11. Why does the Wimbledon tournament draw a large number of spectators?
12. What other sporting activities are popular in Great Britain?
13. What sports have long traditions in the British Isles?
14. When did organized games begin to appear in Great Britain?
15. What did help to mould a new kind of popular culture in Great Britain?
16. How did organized sport help schoolmasters teach pupils?
17. How is the era of modern international sport connected with the expansion of the British Empire?
18. What is the origin of the British University sport?
19. What is BUSA? What are its functions?
20. Why are American sports in many ways different from European ones?
21. What are the four most popular sports in the USA?
22. Why is baseball considered to be a "typically American sport"? How is the game played?
23. Do European and American football differ a lot? In what way?
24. What game is very popular with the American young people? Prove it.

Check Up Your Skills

I. Fill in the chart with the words and word combinations to describe a game:

Two teams of 15 or 13 players; a slow and long game; to strike a ball with a club; a wooden bad; to hold the opponents by the shoulders and by the legs; a field with four bases; to hit the ball; a violent game; two teams of 11 players; to bat the ball; to get the ball back; to carry and kick the ball; to push the ball into a hole; an oval ball; to score runs (points); to run round the four bases; two teams of 9 players; as few strokes as possible, a hard ball; a course with 18 holes.

rugby	cricket	golf	baseball

II. Complete the sentences with the missing word:

Tennis basketball rugby baseball soccer cricket golf American football

1. ... is rather like rugby. It is played between two teams of 11 players with an oval ball that can be handled or kicked.
2. ... is played by schoolboys and by thousands of amateur and professional teams up and down Great Britain. The two best teams play in the Cup Final at Wembley Stadium in London.
3. ... is typically American sport and it is played with a bat and a hard ball by two teams of nine players.
4. ... is played by two teams of eleven players. One team bats first and tries to hit the ball and score as many points as possible.
5. The number of people who play ... is great, some of them join clubs, others hire public courts.
6. ... is played by striking a ball with a special club round a course with 18 holes.
7. ... is American in origin, it is the most favourite pastime with the young Americans.

8. ... is played with an oval ball by two teams, of 15 of 13 players. It's a violent game and is highly popular in Wales.

III. Replace the modal verbs with their equivalents:

1. In rugby the players may hold their opponents by the shoulders or by the legs.
2. Tom was an experienced boxer he could beat anybody.
3. I must train hard if I want to qualify for the Master of Sport next season.
4. Victor can't take part in the next championship because of his injury.
5. I must get up at 7 o'clock tomorrow, my training practice starts an hour earlier.

IV. Fill in the right modal verb (or the equivalent) which makes the action necessary:

1. To achieve success in sport you ... study your opponents.
a) must; b) should; c) have to
2. My friend ... attend training sessions. He retired from the competitions 3 years ago.
a) mustn't; b) doesn't have to; c) isn't to
3. According to the competition schedule the final ... to be held on Saturday.
a) must; b) is to; c) has to
4. His skis had broken and the skier ... to the finish line on foot.
a) had to; b) must; c) was to
5. The coming qualifying is very important. We ... beat very strong opponents.
a) will have to; b) will be to; c) must

V. Rewrite the sentences using one of the modal verbs which makes the action possible:

can't; might have; must have; can't have; must

1. He doesn't know Minsk well. Perhaps he lost his way.
He ... lost his way.
2. I can't believe the forward was so rude. He always used to keep to the rules.
He been so rude.
3. "Don't move," the doctor said. "It is possible that you have broken your leg."
"You ... broken your leg."
4. I doubt he will demonstrate good performance.
He ... learn this element.
5. I'm almost certain he'll win the prize. His physical condition is very good.

He ... certainly win.

VI. Choose the suitable modal verbs or their equivalents. Translate the sentences:

1. He was training hard for the race and ... run 100 metres in 11 seconds.
a) could; b) was able to; c) might
2. You look overtrained. You ... have a rest before the competition.
a) must; b) should; c) ought to
3. People call American football the most scientific of all outdoor team games, as its countless rules state what each players in each position ... or ... not do and when.
a) must; b) can; b) may
4. Horse-racing is an expensive hobby, only rich people ... afford to go in for this kind of sport.
a) may; b) can; c) should
5. You ... be more active, do morning exercises go jogging or practice some sport.
a) must; b) should; c) ought to

UNIT 5. SPORTS COMPETITIONS

Grammar target: The Passive Voice

Texts for reading: 5A. Sports Competitions

5 B. The Championships, The World Gymnastics Championships.

5C. The Tournaments, Wimbledon.

5 D. The Cups, FIFA World Cup

Lesson 1. Focus on language

The Passive Voice (Страдательный залог)

Grammar analysis.

Look at how the verbs have changed in the examples:

They repair exercisers.

The exercisers are repaired.

They are repairing the exerciser.

The exerciser is being repaired.

They repaired the exerciser.

The exerciser was repaired.

They were repairing the exerciser.

The exerciser was being repaired.

They will repair the exerciser.

The exerciser will be repaired.

They have repaired the exerciser.

The exerciser has been repaired.

They had repaired the exerciser.

The exerciser had been repaired.

They will have repaired the exerciser.

The exerciser will have been repaired.

They will have to repair the exerciser.

The exerciser will have to be repaired.

They ought to have repaired the exerciser.

The exerciser ought to have been repaired.

Grammar notes

The Passive Voice (Страдательный залог)

1. Английский язык имеет два залога – активный (действительный), the Active Voice, и пассивный (страдательный), the Passive Voice, который показывает, что лицо или предмет, обозначенные подлежащим, являются объектами действия, выраженного сказуемым.

2. Как в русском, так и в английском языке страдательный залог употребляется:

а) когда неизвестно действующее лицо или по каким-либо причинам нежелательно упоминать его:

Two good athletes were discovered in this team.

В этой команде были замечены два хороших спортсмена.

Shouting is not allowed in the gym.

В спортивном зале не разрешается кричать.

в) когда предмет действия представляет больший интерес, чем действующее лицо:

This house will be built in a short time.

Этот дом будет построен в короткий срок.

Если указывается исполнитель действия, выраженный одушевленным существительным или местоимением, ему предшествует предлог «by». Если в страдательной конструкции указывается объект или материал, при помощи которого совершено действие, употребляется предлог «with».

A new record was set by this athlete.

Новый рекорд был установлен этим спортсменом.

Football is played with a ball.

В футбол играют мячом.

В таблице 5.1. представлены основные времена английского глагола в страдательном залоге.

Table 5.1.

to be + Participle II

Tenses	Present	Past	Future
Simple	I am asked He is asked She is asked	I was asked He was asked She was asked	I shall('II) be asked We shall('II) be asked
	We are asked You are asked They are asked	We were asked You were asked They were asked	He will ('II) be asked She will ('II) be asked You will ('II) be asked They will ('II) be asked
Continuous	I am being asked He is being asked She is being asked	I was being asked He was being asked She was being asked	Simple Future
	We are being asked You are being asked They are being asked	We were being asked You were being asked They were being asked	
Perfect	I have been asked We have been asked You have been asked They have been asked	I had been asked He had been asked She had been asked We had been asked You had been asked They had been asked	I shall have been asked We shall have been asked
	He has been asked She has been asked		He will have been asked She will have been asked You will have been asked They will have been asked

Временные формы страдательного залога употребляются согласно тем же правилам, что и соответствующие им формы действительного залога. В страдательном залоге не употребляются времена группы Perfect Continuous и форма Future Continuous. Вместо Future Continuous, употребляется Simple Future:

Come at 5.00 p.m. The plan of the summer training camp will be discussed at that time.

Приходи в 5 часов вечера. В это время будет обсуждаться план проведения летнего сбора.

Вместо Present и Past Perfect Continuous, которые также отсутствуют в страдательном залоге, употребляются соответственно Present и Past Perfect:

The plan has been discussed for two hours.

План обсуждают в течение двух часов.

The plan had been discussed for two hours when he came.

План обсуждали уже два часа, когда он пришел.

В этих случаях вместо страдательных оборотов с глаголом в Simple Future, Present Perfect и Past Perfect гораздо чаще употребляются обороты в действительном залоге с глаголом в Future Continuous, Present Perfect Continuous и Past Perfect Continuous. Так, вместо “The plan will be discussed at that time” говорят: “They will be discussing the plan at that time”. Аналогично вместо “The plan has been discussed for two hours” говорят: “They have been discussing the plan for two hours”. Соответственно и “They had been discussing the plan for two hours when he came”.

Способность глаголов употребляться в форме страдательного залога в английском языке тесно связана с характеристикой их переходности / непереходности. Все глаголы по характеру действия, которое они выражают, делятся на две категории:

переходные выражают действие, переходящее на другой предмет. Эти глаголы требуют прямого дополнения:

We build sports facilities.

Мы строим спортивные сооружения.

непереходные выражают действие, не переходящее на другой предмет. Эти глаголы не могут принимать прямого дополнения:

I live in Minsk.

Я живу в Минске.

В английском языке все переходные глаголы могут иметь форму действительного или страдательного залога. Непереходные глаголы не могут использоваться в страдательном залоге. Поскольку при них нет прямых дополнений, то нечему быть подлежащим при глаголе в страдательном залоге, например, глаголы to die, to arrive. Не употребляются в нем глаголы-связки to be, to become. Некоторые переходные глаголы в некоторых значениях также не могут использоваться в страдательном залоге, например, глаголы to fit –

соответствовать, to have – обладать, to lack – недоставать, to resemble – походить, to suit – подходить. Они выражают не действие, а состояние:

They have a nice house. У них хороший дом.

These running shoes don't fit me. Эти кроссовки мне не подходят.

Этот список дополняют глаголы to appear – оказываться, to belong – принадлежать, to consist – состоять, to come – возникать, to do – годиться, to last – продолжаться, to seem – казаться.

Кроме того, в английском языке существует ряд переходно-непереходных глаголов, при употреблении которых предложения имеют форму действительного залога, но выражают значение страдательного:

Your report reads well. Твой доклад читается хорошо.

New sports suits wash well. Новые спортивные костюмы хорошо стираются.

Переходно-непереходные глаголы могут иметь конструкции в действительном и страдательном залогах:

They sell fitness instruction books here.

Здесь продают книги по фитнесу.

These books sell well.

Эти книги хорошо продаются.

В английском языке любое дополнение (прямое, косвенное или предложное) может стать подлежащим в пассивных конструкциях.

Наиболее распространенным типом является пассивная конструкция, первый элемент которой соответствует прямому дополнению в предложении со сказуемым в действительном залоге, так называемый прямой пассив.

The students studied this subject last year.

Студенты изучали этот предмет в прошлом году.

This subject was studied last year.

Этот предмет изучался в прошлом году.

В английском языке имеется целый ряд переходных глаголов, которые соответствуют непереходным глаголам в русском языке:

to answer – отвечать, to approach – приближаться, to assist – помогать, to help – помогать, to follow – следовать (за), to join – присоединяться, to influence – влиять (на), to watch – следить.

In the quarter – finals they were joined by three other teams.

В четвертьфинале к ним присоединились три другие команды.

Глаголы, имеющие и прямое, и косвенное дополнение в действительном залоге, в страдательном могут образовывать две конструкции, прямой и косвенный пассив, в зависимости от того, какое дополнение становится подлежащим. К этим глаголам относятся: to ask – спрашивать, просить, to give –

давать, to invite – приглашать, to offer – предлагать, to order – приказывать, to pay – платить, to promise – обещать, to show – показывать, to tell – рассказывать, to teach – учить и др.

The coach gave the athletes the necessary instructions.

Тренер дал спортсменам необходимые указания.

The athletes were given the necessary instructions.

Спортсменам дали необходимые указания.

The necessary instructions were given to the athletes.

Необходимые указания были даны спортсменам.

Первый вариант конструкции более употребительный, чем второй.

Косвенный пассив невозможен с глаголами, требующими предложного дополнения с to-phrase. Сюда относятся глаголы to explain – объяснять, to address – обращаться, to announce – объявлять, to describe – описывать, to propose – предлагать и др. Эти глаголы употребляются только в конструкции с прямым пассивом:

The coach explained the new rules to us.

Тренер объяснил нам новые правила.

The new rules were explained to us.

Новые правила нам объяснили.

В английском языке возможна пассивная конструкция, первый элемент которой соответствует предложному дополнению активной конструкции, причем предлоги сохраняют свое место после глагола – так называемый предложный пассив:

The doctor has been sent for. За доктором послали.

Особенно часто в конструкции указанного типа употребляются следующие глаголы: to listen to – слушать кого-либо, to talk about – говорить о..., to write about – писать о..., to think of – думать о..., to speak about /of/ to – говорить о / с..., to refer to – ссылаться на ... и т.д.

3. Английские пассивные конструкции переводятся на русский язык:

А. Сочетанием глагола *быть* в прошедшем или будущем времени с краткой формой причастия в страдательном залоге:

The record was set yesterday.

Рекорд был установлен вчера.

The problem will be discussed tomorrow.

Вопрос будет обсуждаться завтра.

Б. Неопределенно-личным предложением со сказуемым в действительном залоге:

He was shown the way to the stadium.

Ему показали дорогу на стадион.

В. Глаголом, заканчивающимся на -ся, -сь:

A lot of books are published in our country every year.

Ежегодно в нашей стране издается много книг.

Grammar Practice

Ex. 1. Write down the passive infinitive of the following verbs:

to play – to be played	to take	to build	to train	to catch
to beat	to send	to win	to practise	to knock down
to show	to write	to hold	to do	to call
to pass	to read	to complete	to award	to bring

Ex. 2. Read and translate these sentences:

1. The element demonstrated by O.Korbut specialists called “Korbut’s sommersault” (сальто О.Корбут).
2. The shorts that men wear for swimming are called swimming trunks.
3. – May I take your ball?
– I’m afraid, not. It has been taken by somebody.
4. – Do you know this athlete?
– Yes, his name is known all over the world.
5. This athlete demonstrated top-class performance many times.
6. Some new elements were demonstrated by Belarusian gymnasts at the last World Gymnastics Championships.
7. During his last visit to his native sports club A. Hleb brought a new uniform for young football players.
8. Football was probably brought to England by Roman soldiers 2000 years ago.
9. The British played rugby football in the 19th century.
10. Rugby football is played with an oval ball.

Ex. 3. Choose “by” or “with” and translate the sentences.

1. Cricket is played ... a ball and a short flat stick called a bat.
2. They were beaten into the fourth place... the Italian team.
3. The Olympic oath is usually taken ... an outstanding athlete.
4. He was badly hit ... a ball.
5. The first sports facilities were built ... the ancient Greeks.
6. He was knocked down ... the player of the opponent team.
7. The World Gymnastics Championships is an event which is organized ... the International Gymnastics Federation
8. Baseball is played ... a bat and hard ball ... two teams of nine players.
9. A lot of books were written ... famous Russian weight-lifter Yu.Vlasov.
10. The international competitions will be opened ... the Mayor of Minsk.

Ex. 4. Transform the verbs in active into passive as in the model. Translate the sentences in the Passive Voice:

Model: A lot of people play football in our country.

Football is played by a lot of people in our country.

В нашей стране в футбол играет много людей.

1. She often leaves her sports bag in the gym.

2. We met the opponent team at the airport yesterday.

3. Our athletes will certainly win the game.

4. Look! John is showing a very interesting element.

5. A gymnast was demonstrating his routine on the parallel bars, when I entered the gym.

6. He had already scored a goal by the time we came to the stadium.

7. The doctor has just examined the athletes carefully.

8. The coach and the athletes will have already discussed the results of the game in an hour.

Ex. 5. Transform the verbs in active into passive as in the models. Translate the sentences in the Passive Voice:

Model 1: They sent for the doctor because one of the players was badly injured.

The doctor was sent for because one of the players was badly injured.

За доктором послали, так как один из игроков был серьезно травмирован

Model 2: They speak much about this book.

This book is much spoken about.

Об этой книге много говорят.

1. They sent for the coach 10 minutes ago.

2. Sports newspapers write much about his record.

3. The student did not listen to the lecture.

4. Sports fans will speak a lot about his victory.

5. He looks well after our club football field.

6. Every athlete should carefully study new rules and regulations.

Ex. 6. Transform the verbs in passive into active as in the model.

Model 1. The ball was passed two minutes ago.

The player passed the ball two minutes ago.

1. This instruction was written by our coach.

2. The European Gymnastics Championships will be opened tomorrow.

3. The gym has been already cleaned.

4. A lot of sports facilities have been built in Minsk over the last ten years.

5. Dynamo stadium is visited by thousands of fans every year.

6. Football was probably brought to England by Roman soldiers 2000 years ago.

7. Golf is played with small clubs.

8. The first Olympic Games were held by ancient Greeks.

9. Many sports stars are sponsored by the world's biggest sportswear companies.

Ex. 7. Complete the sentences with the correct passive tense form of the verbs in brackets and translate them.

1. Over 130 sports and games ... (play) in Belarus.

2. Athletes and fans hope that Minsk ... (choose) the host city of several major international sports events in future.

3. The first Belarusian cycling club ... (open) in Vitebsk in 1894.

4. The construction of some 5-star hotels ... (complete) by the opening of the 2014 World Ice-Hockey Championship in Minsk.

5. Riding, hunting, swimming and games ... (practise) by Belarusian people for centuries.

6. A new freestyle training centre ... (build) in Minsk now.

7. A lot of Belarusians (involve) in regular sports exercises.

8. About 70 sports clubs and societies ... (register) in Belarus by 1915.

9. When a new football coach arrived in Minsk the major city stadium ... (reconstruct) still.

10. Ice-Hockey matches Minsk-Arena ... (attend) by a large number of fans.

Lesson 2. Build your vocabulary.

Task 1. Look at the ways nouns can be formed and translate the words marked with *.

to contest соревноваться	contestant* участник соревнования	contest* соревнование
to participate участвовать	participant*	participation*
to compete соостязаться	competitor*	competition*
to win побеждать	winner*	win*
to lose проигрывать	loser*	losing*
to judge судить	judge*	judging*
to eliminate снять с соревнований		elimination*
to qualify выйти в следующий круг соревнований	qualifier*	qualification*
to admit допускать		admittance*

Focus on reading

Step 1. Word Power

Ex. 1. Read the following international words. Give their Russian equivalents:

individual
final
round
system
champion
prize
athlete
stadium
match
opponent

national
international
Olympic
medical
doping
accreditation
control
procedure
information
jury

basketball
football
hockey
tennis
gymnastics

8. tournament n турнир
 elimination tournament отборочный турнир
 syn. trial
 knockout tournament турнир по олимпийской системе (с выбыванием)
 group tournament групповой турнир
 syn. league лига
 division (*Am.E.*) дивизион
 conference (*Am.E.*) конференция
 e.g. In a group tournament all competitors play a number of matches.
9. eliminate v снять с соревнований, «выбить»
 (соперника из дальнейшей борьбы)
10. qualify v (for) 1. выйти в следующий круг соревнований
 2. соответствовать требованиям для участия в соревнованиях
 qualifying round отборочный круг (соревнований)
 e.g. In the elimination tournament losers are eliminated and winners are qualified for the next round.
11. score v (goals, points, rating) забивать (голы), набирать (очки, рейтинг)
12. admittance n допуск
 syn. admission
13. entry n 1. заявка (на участие в соревнованиях)
 2. заявленный участник
 syn. entrant
 to submit/to make entries подавать заявки
 entry form форма (бланк) для заявки
 fill in an entry form заполнять заявку
 entry fee взнос участника, вступительный взнос
 to pay an entry fee делать взнос
 e.g. To take part in the competitions athletes should fill in entry forms.
14. draw n 1. жеребьевка
 2. ничья
15. schedule v, n 1. составлять график, расписание
 2. календарь соревнований, программа соревнований
 e.g. The time and place for the draw can be found in the competition schedule.
16. judge v, n судить, судья
 syn. official
 panel of judges бригада судей, судейская коллегия
17. jury n главная судейская коллегия
 jury of appeal апелляционное жюри
 e.g. Competitions are served by a panel of judges, the Jury, the Jury of Appeal and many other officials.

Step 2. Reading Practice

Task 1. Read the text for detail and find answers to the questions:

1. What types of competitions are described in the text?
2. What is a championship?
3. What is a tournament?
4. How are the holders of the first and the second prizes called?
5. What are the main rules of admittance to competitions?
6. Who serves competitions?

Text 5 A. Sports Competitions

Competition is in human nature. People have always wanted to know who is faster, stronger, or better than others. Being an integral part of the training process, sports competitions give athletes an opportunity to do that. Competitions may be of individual, team or individual-team kinds; regional, national and international; for men or women, or even of the mixed type. Athletes may compete in different age groups; on professional and amateur levels. Competitions or tournaments can be held by either elimination or round-robin systems. A competition which is held to determine a champion is called a championship. A champion is the winner of the first place or the holder of the first prize. The second prize holder is called a runner-up.

A tournament is a competition involving a relatively large number of competitors. There are two major types of tournaments. The first type implies one or more competitions held at a single venue during a relatively short time interval. The other one is a competition involving multiple matches within subgroups of competitors. The overall tournament winner is determined on the combined results of the individual matches. It is common in most team sports, racket sports and combat sports¹. For example, all golf tournaments meet the first definition. In contrast, football (soccer) leagues like the Premier League represent the tournaments of the second type. Soccer matches are held on many stadiums over a period of up to a year. Many tournaments meet both definitions; for example, the Wimbledon tennis championship.

The most common are elimination (or knock-out) tournaments in which losers are eliminated and winners are qualified for the next rounds until there is a single champion. Elimination stages are usually quarter-finals, semi-finals and the final. But if the number of teams or players is high, earlier rounds may include last 16, last 32, etc².

In a group tournament (league, division or conference), which is common to soccer, ice-hockey, basketball, etc., all competitors play a number of matches. Points are awarded for each match, with competitors ranked on the basis of the total number of points. Usually each competitor plays an equal number of matches.

In a round-robin tournament, each competitor plays against all the others an equal number of times, once in a single round-robin tournament and twice in a double round-robin tournament for the most reliable rankings.

Many tournaments are held in multiple stages, with the top teams in one stage progressing to the next one. For example, American professional team sports have a “regular season” (group tournament) as qualification for the “post season” or “playoffs” (single-elimination tournament) which consist of series of games. Thus, in the NHL Stanley Cup teams play up to 7 matches. Better seeded teams are always given the advantage of one more home match. In the FIFA World Cup, each continent has one or more qualifying tournaments, some of them are multi-stage. The top 32 teams qualify for the final tournament where they are divided into eight round-robin groups of four. The top two in each group progress to the knockout phase, which involves four single-elimination rounds including the final.

Double-elimination tournaments imply that teams or individuals losing at the first should have an opportunity to compete in a consolation tournament held parallel to the main competition.

The greatest championships in sports are the Olympic Games. They are held every four years with the Summer and Winter Olympics taking place two years apart. Athletes qualify for the Olympics by winning the Olympic licenses in competitions called trials or according to their rating scored during the pre-Olympic season.

There are general rules for admittance to competitions of any level. To take part in the competitions athletes and teams fill in and submit entry forms and pay entry fees. Accreditation, doping and medical control are the necessary procedures which the contestants pass. In some sports weigh-in of athletes and even equipment is also necessary. The time and place for the draw, prize-giving, the starting time and other information can be found in the competition schedule.

Judging is very important too. Competitions are served by a panel of judges, the Jury, the Jury of Appeal and many other officials.

Notes:

¹ in most team sports, racket sports and combat sports – в большинстве командных видов спорта, в играх с ракетками и боевых единоборствах

² earlier rounds may include last 16, last 32, etc – более ранние стадии могут включать 1/8 финала, 1/16 финала и т.д.

Post-reading exercises

Ex.1. Replace the following Russian words and word combinations with their equivalents from the above text:

тренировочный процесс, обладатель первого приза, лично-командные соревнования, пройти в следующий круг соревнований, полуфинальные соревнования, подгруппа, жеребьевка, неотъемлемая часть, отборочный турнир, судейская коллегия, апелляционное жюри, групповой турнир, выбыть из соревнования, заявка, победитель, проигравший, командные соревнования, второй призер, личные соревнования, победитель турнира.

Ex. 2. Find in the text and write out the words which go together with:

competition →

tournament →

championship →

Ex. 3. Fill in the gaps with the words from the word-box below and translate the sentences into Russian:

1. Athletes may compete on ... and ... levels.
2. A competition which is held to determine a champion is called a
3. A competition usually takes place when two or more contestants
4. The most common tournament is an ... tournament.
5. A is common to soccer, ice-hockey and basketball.
6. In knockout rounds ... are eliminated.
7. The winner of the first place is called a
8. The time and place for prize-giving can be found in a
9. Competitions are judged by a
10. In a tournament each competitor plays against all the others an equal number of matches.

losers, group tournament, amateur, elimination, champion, schedule, championship, professional, round-robin, contests, compete, panel of judges

Ex. 4. Complete the following statements. Choose one of the alternatives and translate the sentences.

1. A competition is
 - a) a theatrical performance
 - b) a cultural event
 - c) a contest
2. The greatest sports competition is called
 - a) the NHL Stanley Cup
 - b) the Olympic Games
 - c) Premier League
3. The Summer and Winter Olympics are held
 - a) every two years
 - b) every four years
 - c) two years apart

4. The holder of the second prize is called a
 a) bronze medallist
 b) champion
 c) runner-up
5. Athletes qualify for the Olympics by winning
 a) the Olympic licenses
 b) the Olympic titles
 c) the Olympic medals
6. To take part in competitions athletes submit
 a) an application form
 b) an entry form
 c) a declaration form
7. Competitions are served by
 a) officials
 b) waiters
 c) stewards

Ex.5. Write down the extensive answers to the following questions:

1. Do you often or seldom take part in competitions?
2. When did you last take part in competitions?
3. What kind of competitions were they?
4. Where were they held?
5. What prominent athletes took part in the competitions?
6. What were the rules of admittance to the competitions?
7. What procedures did you have to pass?
8. What judges served the competitions?
9. Did you place well?
10. What trophies were you awarded?

Task 2. Check if these words and word combinations are known to you.

If not, try to memorize them:

- | | |
|--|--|
| 1. artistic gymnastics | спортивная гимнастика |
| 2. male }
female } gymnast | гимнаст
гимнастка |
| 3. apparatus n | снаряд (гимнастический) |
| 4. all-round finals | финальные соревнования в многоборье |
| 5. event finals
syn. apparatus finals | финальные соревнования на отдельных снарядах |
| 6. score n | оценка |
| 7. advance v (to) | выйти в следующий круг соревнований |
| 8. total n | сумма (баллов) |

Task 3. Read Text 5 B to know how the World Artistic Gymnastics Championships are held.

Text 5 B. The Championships, the World Gymnastics Championships

A world championship is a top achievement for any sport. It determines the best nation, team, individual in the world in a particular sport.

The World Championships in Artistic Gymnastics is an event organized by the International Gymnastics Federation or IGF. The World Championships held since 1903 remained for men only until 1934. Since 1934 women's artistic gymnastics (WAG) and men's artistic gymnastics (MAG) have been developing separately. They are different in apparatus used at major competitions and techniques. WAG as it is known today, including competition in team, all-round and apparatus final events, was introduced in 1950. Currently the World Gymnastics Championships competition is divided into team qualifying round, team finals, all-round finals and event finals which take place on different days.

During team qualifying round gymnasts compete on all four (WAG) or six (MAG) apparatus. The scores are used to determine which team advances to the team finals and which individual gymnast advances to the all-round and event finals.

In the team finals the gymnasts compete on all four /six apparatus. The scores are used to determine the medalists of the team competition.

In the event or apparatus finals the top eight gymnasts on each event compete for medals. Only two gymnasts from a country may advance to each event final.

Male and female gymnasts are judged for their execution, degree of difficulty and overall presentation skills¹. In 1989 the Newlife scoring rules² were introduced according to which a gymnast's performance in team finals does not affect his or her scores in all-round or event finals. In 1996 the team competitions began to be structured differently. Compulsories were eliminated.

To compete in senior international meets a gymnast must be at least sixteen years old. Only senior gymnasts are allowed to compete at the World Championships.

Notes:

¹ for execution, degree of difficulty and overall presentation skills - зд.за исполнение и сложность программы, а также за технику (артистизм)

² the New life scoring rules – новые правила судейства соревнований

Post-reading exercises

Ex. 1. Find in the text the paragraphs describing:

- women's (WAG) and men's (MAG) artistic gymnastics;
- the team qualifying round;
- the team finals;
- the all-round finals;
- the event finals.

Ex. 2. Choose any two paragraphs from the text and translate them into Russian in written form.

Ex. 3. Write questions to the following answers:

- The World Championship determines the best nation, team, or individual.
- The World Gymnastics Championship is organized by IGF.
- The World Gymnastics Championship was for men only until 1934.
- MAG and WAG differ in apparatus and techniques.
- During team qualifying round the gymnasts and team with the highest scores advance to the finals.
- In the all-round finals the gymnasts with the three highest totals are awarded all-round medals.
- In the event finals the top eight gymnasts compete for medals on each event.
- In 1996 compulsories were eliminated from the team competitions.
- Only senior gymnasts may compete at major competitions.

Ex. 4. Read the statements below and agree to them saying “That’s right” or disagree, saying “That’s wrong”.

- The World Championships in Artistic Gymnastics is an event organized by FIFA.
- The World Gymnastics Championships have been held for both men and women since 1903.
- The apparatus used in major competitions are the same for men and women.
- During team qualifying round the best team advances to the team final.
- Only one gymnast from a country may advance to the all-round finals.
- The top six gymnasts on each event compete in the apparatus finals.
- The New life scoring rules were introduced in 1989.

Ex. 5. Write your comments on the changes introduced into the World Artistic Gymnastics Championships’ rules and regulations.

Task 4. Learn the following sporting terms you will come across in Text 5 C:

1. Gentlemen’s Singles – мужской одиночный разряд (в теннисе)
2. Gentlemen’s Doubles – мужской парный разряд
3. Ladies’ Singles – женский одиночный разряд
4. Ladies’ Doubles – женский парный разряд
5. Mixed Doubles – смешанный разряд
6. Wheelchair Doubles – парный разряд для инвалидов-колясочников

Task 5. Skim Text 5 C to understand how Wimbledon Tennis Tournament is arranged. Time your reading. It is good if you can read it for 10 minutes (70 words per minute).

Text 5 C. The Tournaments, Wimbledon

Wimbledon is the oldest tennis tournament in the world and the most prestigious one. It is one of the four Grand Slam tennis tournaments¹ and the only one still played on grass courts for two weeks in late June and early July.

Wimbledon includes five main events (Gentlemen's Singles and Doubles, Ladies' Singles and Doubles and Mixed Doubles), four junior events (Boys' Singles and Doubles, Girls' Singles and Doubles) and four invitation events² (Gentlemen's Doubles, Senior Gentlemen's Doubles, Ladies' Doubles, Gentlemen's Wheelchair Doubles).

Wimbledon is scheduled for 13 days. Traditionally there is no play on the "Middle Sunday" which is considered a rest day. A total of 128 players feature in each Singles event, 64 pairs in each single-sex Doubles event³ and 48 pairs in Mixed Doubles. Players' admittance to the main events is on the basis of their international rankings. The Committee of Management⁴ and the Referee evaluate the applications for entry and determine the players who may be admitted to the tournament directly. The Committee may admit a player without a high enough ranking as a wild card⁵. Usually wild cards are players who have performed well enough during previous tournaments or would stimulate public interest in Wimbledon. The only wild card to win the Gentlemen's Singles was Goran Ivanisevic in 2001. Players and pairs who neither have high enough ranking nor receive wild cards may participate in a qualifying tournament held one week before Wimbledon. The Singles qualifying competitions are three-round events; the same-sex Doubles competitions last for only one round. There is no qualifying tournament for Mixed Doubles. No qualifier has ever won the Gentlemen's or the Ladies' Singles. The farthest that any qualifier has ever progressed is the semi-final: John McEnroe in 1977; Vladimir Voltchkov in 2000 (Gentlemen's Singles) and Alexandra Stevenson in 1999 (Ladies' Singles).

Players are admitted to the junior tournaments upon the recommendations of their national tennis associations, on their ITF world rankings and in case of the Singles events on the basis of a qualifying competition. The Committee of Management determines which players may enter the four invitation events. The Committee seeds the top players on the basis of their rankings. However the majority of entrants are unseeded. Only two unseeded players have ever won the Gentlemen's Singles Tournament: Boris Becker in 1985 and Goran Ivanisevic in 2001.

Notes:

¹ the Grand Slam tennis tournament – теннисный турнир Большого Шлема

² invitation event(s) – коммерческий турнир(ы)

³ single-sex doubles event – мужской (или женский) парный разряд

⁴ the Committee of Management – организационный комитет

⁵ a wild card – свободная карта

Post-reading exercises

Ex. 1. Complete in written form the statements with information corresponding to the contents of the text:

- Wimbledon is one of the four ...
- Wimbledon is played on ...
- Wimbledon is held for two weeks in ...
- Players are admitted to the main events on the basis of their ...
- Players without a high enough ranking are admitted as ...
- Players who have neither high rankings nor wild cards participate in a ...
- The farthest that any qualifier has ever progressed is the ...
- Players are admitted to the junior tournaments on ...

Ex. 2. Look through the text once more and write about the achievements of one of the Belarusian tennis players at Wimbledon.

Task 6. Learn the following sporting terms you will need to understand Text 5D:

1. group stage – групповой турнир	5. penalty shootout – штрафной удар
2. knockout stage – турнир по олимпийской системе, плей-офф	6. extra time – дополнительное время
3. point n – очко	7. attempt v – пытаться
4. loss n – поражение	8. permanently adv – постоянно

Task 7. Read Text 5 D to find answers to the questions given before each paragraph.

Text 5 D. The Cups, FIFA World Cup

1. What is the FIFA World Cup?

Certain sports do not have world championships, instead they organize world cups or sometimes both. The FIFA World Cup is an international football competition, contested by the men's national teams of the countries the members of Federation Internationale de Football Association or FIFA. The World Cup has been held every four years since 1930 except for 1942 and 1946 because of World War II. The first nation to win the World Cup was Uruguay.

2. What is the current format of the FIFA World Cup?

32 teams compete for the title at the stadiums of the host country for about a month. This phase is called the World Cup Finals. The qualification phase takes place during the preceding three years.

3. How is the group tournament held?

The final tournament is divided into two stages: a group stage and a knockout stage. In the group stage the teams compete within eight groups of four teams each. Eight teams including the host team are seeded and drawn to separate groups.¹ The other teams are assigned to different pots² based on geographical criteria. Teams in each pot are drawn at random³ to eight groups. Since 1998 groups should contain not more than two European teams and one team from any other confederation. Each team plays at least three matches in a round-robin tournament. The top two teams from each group advance to the knockout stage. Points are used to rank the teams within a group. Since 1994 three points have been awarded for a win, one for a draw and none for a loss.

4. How is the knockout stage held?

The knockout stage is a single-elimination tournament in which teams play with extra time and penalty shootouts used if necessary. It begins with the “round of 16” in which the winner of each group plays against the runner up of another group. This is followed by the quarter-finals, the semi-finals, the third-place match and the final.

5. How is the FIFA World Cup Winner awarded?

The FIFA World Cup is the most widely viewed sporting event. 198 nations attempted to qualify for the 2006 FIFA World Cup. A record number of nations (204) attempted to qualify for the 2010 FIFA World Cup. Since 1970 the FIFA World Cup Trophy has been awarded to the winning nation. This new trophy is awarded permanently but bears the engraved year and name of each FIFA World Cup Winner since 1974.

Notes:

- 1 ... are seeded and drawn to separate groups – зд. делятся на отдельные группы в соответствии с рейтингом
- 2 ... are assigned to different “pots” – зд. располагаются в разных «корзинах»
- 3 ... are drawn at random – выбираются по результатам жеребьевки

Post-reading tasks

Task 1. Find a key sentence in each paragraph.

Task 2. Entitle each paragraph.

Task 3. Write the summary of the text following the outline:

- the definition of the FIFA World Cup;
- the current format of the FIFA World Cup;

- the group and knockout tournaments;
- the FIFA World Cup Trophy.

Task 4. Look through Texts A, B, C, D again.

Write down the answers to the following questions to form the topic “Sports Competitions”.

1. What kinds of competitions do you know?
2. What are the main competition systems?
3. What is a championship?
4. Who organizes the World Championships in Artistic Gymnastics?
5. What teams and individual gymnasts advance to the World Artistic Gymnastics Championships finals?
6. What is a tournament?
7. What are the major types of tournaments?
8. What is the most prestigious tennis tournament?
9. How are players admitted to the tournament?
10. What is the most widely viewed Cup competition?
11. Who contests in the FIFA World Cup?
12. What is the current format of the FIFA World Cup?
13. What are the general rules of admittance to any competitions?
14. Who are competitions served by?
15. What last competitions did you take part in?
16. Did you place well?
17. What trophies were you awarded?
18. What international competitions are held in Belarus?

Check Up Your Skills

1. Put the words and word combinations in one of the boxes below to describe the following sports competitions:

team event apparatus all-round finals grass courts invitation event
 group stage degree of difficulty mixed doubles total wild card singles
 knockout stage ranking doubles penalty compulsories single-sex event
 qualifier host team pot unseeded player

World Gymnastics Championships	Wimbledon	FIFA World Cup

II. Match the terms from column A to their synonyms from column B:

A
competitor prize-winner runner-up to submit an entry schedule judge trials sports facilities elimination tournament apparatus finals

B
event finals second prize-holder official to make an entry prize-holder qualifying tournament competition venues knockout tournament contestant time-table

III. Rewrite the sentences in the passive:

1. It is known that ancient Greeks built the first sports facilities.
2. Every year thousands of fans attend football matches at Dynamo stadium.
3. Look! Our forward is attacking the opponents' goal.
4. The gymnast has just performed a very complicated element on the parallel bars.
5. They will discuss new competition rules at the team meeting.

IV. Fill in “by” or “with”:

1. The players had been examined ...the team doctor before the game started.
2. Tennis is played...a racket and a small ball.
3. The routine demonstrated...the gymnast on the horizontal bar impressed everybody.
4. The home football team was actively encouraged...the fans.
5. He was badly hit ... a bat.

V. Replace active with passive using the words in italics as the subject.

Translate the sentences:

1. Sports newspapers wrote a lot about *his world record*.
2. The doctor examined *the injured athlete* carefully.
3. They play mostly *baseball* in the USA.
4. The Ministry for Sports and Tourism appointed *him* head coach of the national football team.
5. Students often ask for *this book* in the university library.

VI. Put the verbs in brackets in the correct passive form. Translate the text:

Athletes like training shoes which (1) ... (make) by the world's biggest sports wear company Nike. Nike (2) ... (name) after the Greek goddess of victory. The company (3) ... (know) for its marketing activities. Such world sports start as John McEnroe in tennis and Michael Jordan in basketball (4) ... (sponsor) by Nike. The famous Nike's symbol () (5) ... (recognize – *признавать*) all over the world.

UNIT 6. THE OLYMPIC GAMES

Grammar targets: Sequence of Tenses (Согласование времен)
Direct and Reported Speech (Прямая и косвенная речь)

Texts for reading: 6A. Ceremonies of the Olympic Games
6B. History of the Olympic Games
6C. Olympic Competition
6D. The International Olympic Committee

Lesson 1. Focus on language.

Grammar analysis

Look at how the verbs have changed in the examples:

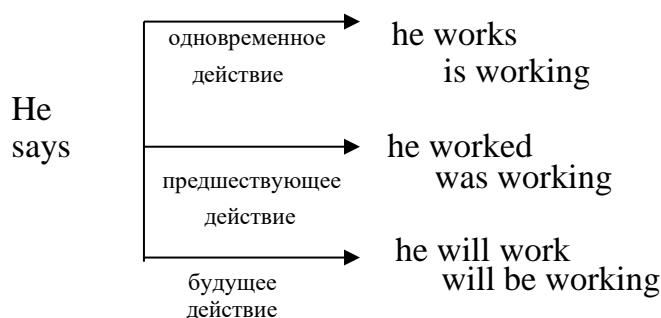
<p>I know they have their practice every Friday.</p> <p>I know they had their practice every Friday.</p> <p>I know they will have their practice every Friday.</p>	<p>I knew they had their practice every Friday.</p> <p>I knew they had already had their practice.</p> <p>I knew they would have their practice on Friday.</p>
--	--

Grammar notes

Sequence of Tenses (Согласование времен)

В английском языке существует правило согласования времен, отсутствующее в русском. Оно в основном распространяется на придаточные дополнительные предложения и заключается в следующем: время глагола придаточного предложения строго зависит от времени глагола главного предложения.

1. Если глагол главного предложения стоит в одной из форм настоящего или будущего времени, то глагол придаточного может стоять в любом требуемом по смыслу времени:

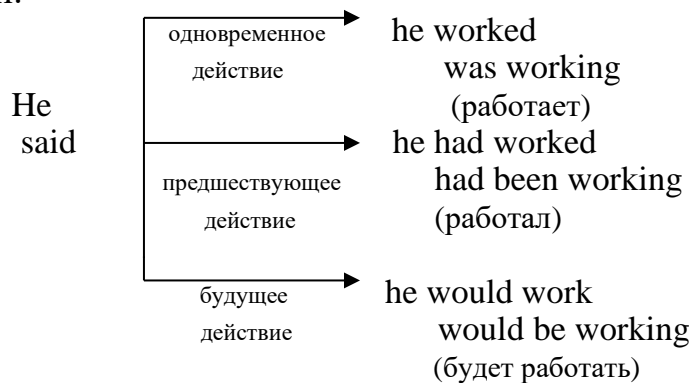


2. Но если глагол главного предложения стоит в одной из форм прошедшего времени, глагол придаточного также должен стоять в форме прошедшего времени.

а) для выражения одновременного действия – в прошедшем (Simple Past или Past Continuous), которое переводится настоящим временем.

б) для выражения предшествующего действия – в предпрошедшем Past Perfect или Past Perfect Continuous, которое переводится глаголом прошедшего времени.

в) для выражения предстоящего действия употребляется будущее в прошедшем (Future in the Past), которое переводится глаголом будущего времени.



:

3. Правило согласования времен не соблюдается, если придаточное дополнительное предложение выражает общеизвестную истину:

e.g. He knew that Minsk is the capital of the Republic of Belarus.

Он знал, что Минск столица Республики Беларусь.

4. В разговорной речи, когда между действиями, выраженными в главном и придаточном предложениях, очень небольшой временной разрыв, это правило также не соблюдается. Это же относится и к текстам газетных сообщений и теленовостей.

e.g. The coach said the team is ready for the competition.

Тренер сказал, что команда готова к соревнованиям.

Direct and Reported Speech (Прямая и косвенная речь)

Grammar analysis

Look at how the words have changed in the examples of reported speech.

Reported speech: statements (повествовательные предложения)

Direct Speech	Reported Speech
The stadium is near the railway station.	You told us (that) the stadium was near the railway station.
M.Krivososov was awarded a	The brochure said (that) M.Krivososov had

silver Olympic medal.	been awarded a silver Olympic medal.
You will have a good practice.	You said (that) we would have a good practice.

Reported speech: imperatives, requests (побудительные предложения, просьбы)

Direct Speech	Reported Speech
“Follow me!”	He told us to follow him.
“Don’t worry!”	I told him not to worry.
“Could you tell us the way?”	We asked someone to tell us the way.

Grammar notes

Reported Speech (Косвенная речь)

Переводя прямую речь в косвенную, мы получаем сложноподчиненное предложение с придаточным дополнительным, следовательно должны помнить правило согласования времен, которое заключается в следующем: если глагол в главном предложении стоит в Simple Past, Past Continuous или Past Perfect, то время глагола прямой речи должно быть заменено в соответствии с правилами согласования времен, а именно:

Direct Speech	Reported Speech
Simple Present	Simple Past
Present Continuous	Past Continuous
Simple Past	Past Perfect
Present Perfect	Past Perfect
Simple Future	Future in the Past

При переводе прямой речи в косвенную производятся следующие изменения:

а) повествовательное предложение вводится союзом *that*, который часто опускается:

He said: “I often take part in competitions”.

Он сказал: «Я часто принимаю участие в соревнованиях».

He said (that) he often took part in competitions.

Он сказал, что часто принимает участие в соревнованиях.

б) личные и притяжательные местоимения заменяются по смыслу:

Mike said: “I often take part in competitions”.

Майк сказал: «Я часто принимаю участие в соревнованиях».

Mike said (that) he often took part in competitions.

Майк сказал, что часто принимает участие в соревнованиях.

в) если после глагола *to say* имеется предложное дополнение, указывающее на лицо, к которому обращена речь, то он заменяется глаголом *to tell*:

He said to me: “I participated in the competition”.

Он сказал мне: «Я принимал участие в соревнованиях».

He told me (that) he had participated in the competition.

Он сказал мне, что принимал участие в соревнованиях».

Замене подлежат указательные местоимения и наречия места и времени:

Direct Speech	Reported Speech
this – these	that – those
now	then
today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the following day
the day after tomorrow	in two days time
next week (month, year)	the following week (month, year)
last week (year)	the previous week (year), a year (a week) ago.

He said: “Ivanov set a new record yesterday”.

Он сказал: «Вчера Иванов установил новый рекорд».

He said (that) Ivanov had set a new record the day before.

Он сказал, что вчера Иванов установил новый рекорд.

Reported Questions (Вопросы в косвенной речи)

1. При переводе прямого вопроса в косвенный он становится дополнительным придаточным предложением. Порядок слов вопросительного предложения заменяется нормальным порядком слов повествовательного предложения – глагол-сказуемое ставится после подлежащего. Личные и притяжательные местоимения заменяются по смыслу.

2. Если в главном предложении глагол-сказуемое стоит в прошедшем времени, то в косвенном вопросе необходимо соблюдать правило согласования времен.

3. При переводе общих вопросов в косвенные они присоединяются к главному предложению с помощью союзов *if* или *whether*, которые переводятся на русский язык частицей «ли».

Peter asked his team-mate: “Has the coach come back?”

Петр спросил у товарища по команде: «Тренер возвратился?»

Peter asked his team-mate whether the coach had come back.

Петр спросил товарища по команде, возвратился ли тренер.

4. Специальные вопросы в косвенной речи вводятся соответствующими относительными местоимениями.

He asked Mike: “Who won the last swimming event?”

Он спросил у Майка: «Кто победил на последних соревнованиях по плаванию?»

He asked Mike who had won the previous swimming event.

Он спросил у Майка, кто победил на последних соревнованиях по плаванию.

5. Если прямую речь вводит глагол to say, то в косвенной речи он заменяется глаголами to ask, to wonder, to want, to know.

She said: "Peter, where are you practising today?"

Она сказала: «Петр, где ты сегодня тренируешься?»

She asked Peter (she wondered, she wanted to know) where he was practicing that day.

Она спросила у Петра, где он сегодня тренируется.

Imperatives and Requests in the Reported Speech (Приказания и просьбы в косвенной речи)

Приказания и просьбы в косвенной речи вводятся глаголами to tell, to ask, to order.

За глаголами to tell, to ask, to order всегда следует косвенное дополнение, к которому относится просьба или приказание. Если предложение, вводящее прямую речь, не содержит косвенного дополнения, вводится личное местоимение, обусловленное контекстом.

The coach said: "Don't climb the rope".

Тренер сказал: «Не лазайте по канату».

The coach told me not to climb the rope.

Тренер сказал мне не лазать по канату.

Глагол в повелительном наклонении заменяется инфинитивом. Отрицательная форма инфинитива образуется путем прибавления отрицания not (to take – not to take).

Указательные местоимения, наречия времени и места заменяются в соответствии с правилами согласования времен.

Grammar Practice

Ex.1. Read and translate these sentences.

1. Johnny said that the Eskimos players had shot two pucks before the end of the first period. 2. She said she had attended professor Ivanov's lecture the previous day. 3. He said that he had met our coach on his way to the stadium. 4. Petrov said that he had defended his diploma paper the previous month. 5. He told them he would speak to the coach about including him into the team if he saw him the following day. 6. I knew that they had practices three times a week. 7. I know that they will have their practice the next day. 8. We hoped he would devote his life to sport. 9. He knew that I should tell him about my new hobby. 10. The secretary said that the manager was speaking on the phone. 11. She asked them how long they were staying in Minsk.

Ex.2. Choose the proper adverb or adverbial phrase and translate the sentences.

1. He says he enjoyed the match (yesterday, the previous day). 2. The coach said that the team would be back in Minsk (tomorrow, the following day). 3. Ivanov said that he was very busy (now, then). 4. I heard that my friend had won the competition (the day before yesterday, two days before). 5. I heard that our coach had bought new

hockey outfit for us (last week, the previous week). 6. Peter says he will book tickets for the team (tomorrow, the next day).

Ex.3. Choose the proper tense form of the verb and translate the sentences.

1. He said the story (is, was) very interesting. 2. He told her that many of the students (will go, would go) to the football match the following day. 3. My friend says he always (has supported, had supported) Dynamo. 4. The coach said that the British team (has come, had come) to take part in the competition the day before. 5. In a letter to my friend I wrote that I (am, was) very sorry he couldn't come to Minsk for a holiday. 6. Our coach told us that we (will play, would play) against the team from Moscow.

Ex.4. Transform direct speech into reported speech. Make the necessary changes and translate the sentences.

Model: He said: "Ted, I don't remember your telephone number?"

He said that he did not remember Ted's telephone number.

1. The commentator said: "The score is 2:1 to Dynamo". 2. He asked Mike: "Who won the last swimming event?" 3. "Was it a cup game?" Nick asked Mike. 4. She said: "Don't book tickets for the plane. I have already booked them." 5. The coach said: "Don't come for the practice today". 6. He said: "I have never seen anything like it."

Ex 5. Write questions 1-6 in reported speech. Begin: "She asked him ..."

1. Do you know Minsk?

2. Where is the nearest bank?

3. Can you show me the way?

4. How much is a bus ticket?

5. What time do the banks open?

6. Is it far to Dynamo stadium?

Ex.6. Complete with the correct form of say or tell.

1. "Come here" she _____ angrily.
2. They _____ us that it was time to leave.
3. Please _____ your coach that there's a message for him.
4. Excuse me, but this notice _____ that you can't smoke here.

5. Could you _____ me the way to Masherov avenue, please?
 6. Sorry, what did you _____?

Lesson 2

Build your vocabulary.

Task 1

- a) Look at two sentences below and state the difference between “exhausted” and “exhausting”.

We were exhausted after a long flight.
 The long flight was exhausting.

- b) Look at the two columns of adjectives. In pairs, for the –ed adjectives think of a situation in which you feel, e.g. exhausted. For the –ing adjectives think of something that is, e.g. exhausting

Model: I feel frightened when I see a snake.

I think horrors are frightening.

excited	exciting
opened	opening
lighted	lighting
fascinated	fascinating
tired	tiring
surprised	surprising
terrified	terrifying

- c) Add two more pairs of adjectives to the columns and translate them into Russian.

Focus on Reading

Step 1. Word Power.

Ex.1. Read the following international words. Give their Russian equivalents.

festival	continent	international
ceremony	stadium	committee
march	symbol	parade
honour	culmination	medal
cycle	flag	arena

Ex.2. Read the words with the stress:

- a) on the first syllable.

thousand	principle	ceremony	lowering
several	continent	symbol	nation
hundreds	background	cauldron	custom

ancient	language	motto	major
actively	heritage	anthem	organize

b) on the second syllable:

encourage	attract	apart	award
together	attention	revive	recite
compete	consist	parade	declare
event	resort	describe	arena

c) the words which have three and more syllables.

recreation	culmination	participate
attention	international	extinguishing

Ex.3. Learn the key words and word combinations to the topic “Olympic Games”.

Translate the sentences.

1. encourage v	поддерживать, поощрять		
to encourage	} a man	человека	
		a player	игрока
		peace	мир

2. attend v	присутствовать, посещать.		
attendance n	присутствие, посещение		
to attend	} games	игры	
		competitions	соревнования
		meetings	собрания
		lectures	лекции

e.g. Several million people attend the Olympic Games and hundreds of millions watch them on television.

3. resort n.	курорт, курортное место	
health summer winter	} resort	лечебный
		летний
		зимний

e.g. The Winter Olympic Games are held in a winter resort.

4. apart adv	отдельно, порознь	
5. draft v	написать проект,	
n	первоначальный вариант	

6. charter n хартия

e.g. Pierre de Coubertin drafted the Olympic charter.

7. symbol n СИМВОЛ

e.g. The symbol of the Olympic Games is the five Olympic rings.

8. represent v	представлять, символизировать.	
to represent	the country	страну
	the team	команду

the company фирму
 representative n представитель
 e.g. The five Olympic rings represent the continents of Africa, Australia, Europe and North and South America.

9. motto n девиз
 e.g. The motto of the Olympic Games is three words: Faster, Higher, Stronger.

10. the International Olympic Committee (the IOC) Международный
 Олимпийский комитет (МОК)
 the National Olympic Committee (the NOC) национальный
 Олимпийский комитет (НОК)

11. Olympian n олимпиец

12. sacred a священный

13. torch n факел

14. flame n огонь, пламя

e.g. The culmination of the opening ceremony is the lighting of the Olympic flame.

15. oath n клятва
 e.g. For the first time the Olympic oath rang out at the opening ceremony of the 1920 Olympic Games in Antwerp, Belgium.

16. cauldron n чаша

17. anthem n гимн

syn. hymn n

e.g. The medal ceremony includes playing of the national anthem of the first place athlete.

Step 2. Reading Practice.

Task 1. Read Text 6 A for detail and find the answers to the questions:

1. What games do the Olympic Games consist of?
2. Where have the Olympics been normally held?
3. When were the modern Olympic Games revived?
4. Who is considered to be the father of the modern Olympic Games?
5. What does the Olympic symbol present?
6. What is the Olympic motto like?
7. What parts do the opening, closing and medal presenting ceremonies include?

Text 6 A. The Ceremonies of the Olympic Games

The Olympic Games, an international festival of sports, play an important role in encouraging people to take up sports and recreation. They bring together thousands of the world's best athletes to compete against one another. No other sports event

attracts so much attention. Several million people attend the Games, and hundreds of millions throughout the world watch them on television.

The Olympic Games consist of the Summer Games and Winter Games. The Summer Games are held in a major city, and the Winter Games are held in a winter resort. The Olympics used to be held every four years, with both the Summer Games and Winter Games taking place the same year. From 1994 on the Summer and Winter Games are held on a four-year cycle two years apart.

The Olympic Games originated in ancient Greece. In modern time they were revived due to the efforts of Baron Pierre de Coubertin, a French educator, who is considered the father of modern Olympic Games. He wanted to encourage more young people to participate actively in sport. He drafted the Olympic charter with the main principles of the Olympic movement and the rules and regulations of the Games. The first modern Olympic Games took place in 1896 in Athens, Greece. The winter Games began in 1924 in Chamonix, France.

The symbol of the Olympic Games is the five Olympic rings that represent the continents of Africa, Australia, Europe and North and South America. The five interlocked rings of blue, black, red, yellow and green colours on a pure white background¹ make up the Olympic flag. A special motto of the Olympic Games is three Latin words: Citius, Altius, Fortius, which mean Faster, Higher, Stronger.

Important parts of the Opening, Closing and medal presenting ceremonies of the Olympic Games are described in the Olympic charter, the rule book² of the International Olympic Committee (the IOC).

Every opening ceremony starts with the host country's national anthem, after which a parade of the Olympians from each participating country begins. In the parade athletes of Greece always enter the stadium first in honour of its heritage³ as the home of the ancient Olympic Games and the first Olympic Games of the modern era. Sportsmen of the host country always enter last. Then a colourful show starts, which is different at every Olympics, as the organizers always try to create something special that would surprise everyone. The show combines performances of musicians, dancers and athletes, accompanied by visual effects and fireworks. Then the IOC officials make speeches and the Olympic flag is brought in to be hoisted while the Olympic hymn is played. After that the Olympic oath is pronounced on behalf of all athletes and judges of the Games. The culmination of the opening ceremony is lighting of the Olympic flame. This is the end of the four-week cross-country relay during which thousands of the best athletes carry a lighted torch from the valley of Olympia in Greece⁴ and hand it over until the sacred fire reaches the main stadium of the Games. The final runner lights a huge cauldron in which the Olympic flame is kept burning until the end of the Games. Finally the head of the host state declares the Olympic Games open.

From 1896 on the gold, silver and bronze medals became the Olympic awards presented to the first, second and third place winners respectively. In honour of the athletes the medal ceremony includes playing of the national anthem of the first place athlete and rising of the state flags of the first, second and third place winners.

The Closing ceremony includes lowering of the Olympic flag, extinguishing of the flame. The Olympic flag is handed to the NOC representative of the country

hosting the next Olympics and the athletes march from the arena as a whole group and not by nation.

Notes:

- | | |
|--|-------------------------|
| ¹ on a pure white background | зд. на белом фоне |
| ² rule book | свод правил |
| ³ in honour of heritage n | в честь наследия... |
| ⁴ the valley of Olympia in Greece | долина Олимпия в Греции |

Post-reading exercises

Ex.1. Replace the following Russian words and word combinations by their English equivalents from the text:

заниматься спортом, лучшие спортсмены, привлекать внимание, посещать игры, смотреть по телевизору, состоять из, курорт, возродить, усилия, участвовать, основные принципы, символ, представлять, кольца, девиз, Олимпийская хартия, священный огонь, Олимпийская клятва, честь, глава государства, Олимпийский огонь, включать, победитель, национальный гимн, гасить огонь.

Ex.2. Fill in the gaps with the words from the word-box below and translate the sentences into Russian.

1. The Olympic Games ... the Summer Games and Winter Games.
2. The Winter Games are held in a winter
3. The Olympic Games were ... due to the ... of Baron Pierre de Coubertin.
4. The first modern Olympic Games ... in 1896.
5. The symbol of the Olympic Games is the five Olympic
6. The motto of the Olympic Games is
7. The head of state of the host country ... the games open.
8. From 1896 on the ... became the Olympic award.
9. In honour of the athletes the medal presenting ceremony includes the playing of the ... of the first place athlete.
10. The Closing ceremony includes the ... of the Olympic flag.

medals; national anthem; efforts; consist of; rings; three words;
extinguishing; took place; declares; lowering; revived; resort

Ex.3. Complete the following statements. Choose one of the alternatives and translate the sentences:

1. At the Opening ceremony athletes of Greece always march into the stadium...

first
second
in alphabetical order by country

- | | | |
|-----|---|--|
| 2. | The athletes of the host country always enter... | first
last
second |
| 3. | ... is brought in to be hoisted while the Olympic hymn is played. | the Olympic flame
the Olympic flag
the Olympic medals |
| 4. | The flame is kept burning... | until the end of the Games
during a week
during a day |
| 5. | The culmination of the opening ceremony is ... | raising of the Olympic flag
lighting of the Olympic flame
bringing of a lighted torch |
| 6. | The Olympic symbol consists of ... | four rings
five rings
six rings |
| 7. | The Olympic oath is pronounced on behalf of | all spectators watching the Games
all people of the world
all athletes and judges of the Games |
| 8. | The Summer Games are held | in a major city
in a capital of the country
in Athens, Greece |
| 9. | ... declares the Olympic Games open. | the IOC President
the host NOC Secretary General
the head of the host state |
| 10. | Medals are presented to ... | the first place winners
the first, second and third place winners
the first and second place winners |

Ex.4. Read and reproduce in written form the dialogue in indirect speech.

R. You attended the Opening ceremony of the Olympic Games, didn't you?

A. Yes, I did. I was impressed by the Opening and Closing Ceremonies. They were very spectacular and colourful. The main stadium appeared to us very wonderful and impressive.

R. Are the important parts of the Opening, Closing and medal presenting ceremonies of the Olympic Games described in any document?

- A. They are described in the Olympic charter, the rule book of the International Olympic Committee.
- R. What did the Opening ceremony include?
- A. It included a parade of athletes from each participating country, raising of the Olympic flag, lighting of the sacred flame and reciting of the Olympic oath by an athlete and a judge.
- R. Why does Greece always enter first in the parade of athletes?
- A. Greece always enters first in honour of its heritage as the home of the ancient Olympic Games and the first Olympic Games of the modern era.
- R. Who declares the Olympic Games open?
- A. The head of state of the host country declares the Games open.
- R. What was the culmination of the Opening ceremony?
- A. The culmination of the Opening ceremony was lighting of the Olympic flame.
- R. How long is the flame kept burning?
- A. The flame is kept burning until the end of the Games.
- R. The special feeling of excitement surrounds the Olympic Games, doesn't it?
- A. Yes, it is an unforgettable feeling.

Ex.5. Look through the text and find –ed/-ing adjectives. Put them down and translate them into Russian.

Ex.6. a) write down the extensive answers to the following questions:

1. Do the Olympic Games play an important role in encouraging people to take up sports and recreation?
2. Why do the Olympic Games bring together thousands of the world's best athletes?
3. Where are the Summer Games held?
4. Where are the Winter Games held?
5. Where did the Olympic Games originate?
6. Who helped revive the Games?
7. What did Baron Pierre de Coubertin draft?
8. Where did the first modern Olympic Games take place?
9. What is the symbol of the Olympic Games?
10. What are the colours of the rings?
11. What makes up the Olympic flag?
12. What is the motto of the Olympic Games?
13. What does every Opening ceremony consist of?
14. Who declares the Games open?
15. What is the culmination of the Opening ceremony?
16. When does the medal become the Olympic award?
17. Who are the medals presented to?
18. What does the medal presenting ceremony include?
19. What does the Closing ceremony include?
20. How do the athletes march from the arena in the Closing ceremony?

b) describe in written form:

- the role played by the Olympic Games in the development of the world sports
- your feelings while watching the Olympic Games on TV

Task 2. Check if these words and word-combinations are known to you. If not, try to memorize them:

male contestants	мужчины (участники соревнований)
way of life	образ жизни
olive wreath	лавровый венок
earthquake n	землетрясение
landslide n	оползень
convene v	созывать
interlaced a	переплетенный
promise v	обещать
abide v	придерживаться, оставаться верным
electronic score board	электронное табло
inscribe v	вписывать
device n	приспособление

Task 3. Read Text 6 B to know the historical background of the Olympic Games.

Text 6 B. History of the Olympic Games

The Olympic Games are the oldest competitions. They were held by the Greeks long before our era.

The first recorded Olympic contest took place at the Stadium of Olympia in 776 B.C. in the valley of Olympia in western Greece. For many years the Olympic Games were for male contestants and male spectators only. Women first competed in the modern Games in 1900.

The only event in the first 13 Olympiads was a footrace of about 192 metres, the length of the stadium. Through the years, longer running races and other types of competition were added to the Olympic programme.

Winners in the Olympic Games were awarded the olive wreath, and became heroes in their cities.

The success of the ancient Olympic Games can be attributed to the Greek love for competition, to their respect for harmony and beauty of the human body, and to the emphasis in their way of life on the unity of mind, body and spirit.

The Roman Empire conquered Greece during the 100s B.C. In 394 A.D. Emperor Theodosius ordered the Olympic Games ended. No Olympics were held for more than 1500 years.

An earthquake destroyed the Stadium of Olympia in the A.D. 500s, and a landslide later buried its ruins. A group of German archaeologists discovered the ruins in 1875. The discovery gave Baron Pierre de Coubertin the idea of organizing modern, international Olympics.

Coubertin believed that athletics played an important part in forming a person's character. He also thought that international sports competition would promote world peace.

The International Congress for the re-establishment of the Olympic Games was convened in Sorbonne in June 1894. Seventy-nine delegates and forty-nine associations from twelve countries proclaimed the reestablishment of the Games. They decided to hold the Games in true Hellenic tradition in Athens in 1896.

The first modern Olympic Games took place in 1896 in Athens, Greece. The Winter Games began in 1924. No Games were held in 1916, 1940, or 1944 because of World Wars I and II.

In 1920 the Olympic flag with five interlaced rings on a white background – symbol of the unity of the five continents – was hoisted for the first time in Antwerp.

For the first time the Olympic oath rang out at the Opening ceremony of the 1920 Olympic Games too. The following words were pronounced: “In the name of all competitors I promise that we will take part in these Olympic Games, respecting and abiding by the rules which govern them, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams”.

The motto adopted by the International Olympic Committee – “Citius, Altius, Fortius” (Faster, Higher, Stronger) – made its appearance at the Antwerp Games too. The IOC has also a second motto. In 1908 in London while opening the IV Olympic Games Coubertin said in his speech: “The most important thing in the Olympic Games is not to win, but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well”. These words now appear on the electronic score board at the Opening ceremony of the Games.

From 1896 on a medal (gold, silver and bronze) became the Olympic award.

The title of the Olympic champion is the only sporting title that is awarded for life. The prefix “ex” can not be added to a sportsman's name that has been inscribed in gold in the Olympic chronicle. There are no ex-champions of the Olympic Games and never will be.

The Olympics have been the scene of numerous exciting individual achievements. The earliest recorded Olympic champion is Coraibos of Olis, the winner of the olive wreath in the stadium race of 192m in 776 B.C. A long jump of 7.05 m by Chionis of Sparta in the seventh century B.C. is a performance comparable with the present-day club standard, though Chionis probably propelled himself with the aid of weights, a device not permitted by modern rules. Milon of Croton won six wrestling titles between 540 and 516 B.C.

The first medal in modern Olympic competition was presented on April 6, 1896 to the American track-and-field athlete James Brenden Connolly for a triple jump of 12.71 metres. The first woman to win an Olympic medal was the tennis player Charlotte Cooper in Paris in 1900.

The first Olympic medalist (silver) of the Republic of Belarus was Mikhail Krivonosov (athletics). It happened in 1956 in Melbourne, Australia. Four athletes became the Olympic champions in 1960 in Rome: Oleg Karavaev (wrestling), Tatyana Samusenko (fencing), Leonid Geishtor and Sergei Makarenko (canoening).

A real hero of the XXV Olympic Games was Vitali Shcherbo (gymnastics) who won 6 gold medals. In 2004 Yulia Nesterenko became the first non-US athlete to win the woman's 100m race title since 1980. Belarusians have been taking part in the Olympic Games as an independent team since 1994.

Post-reading exercises

Ex.1. Find in the text the paragraphs describing:

- the ancient Olympic Games;
- the discovery of the German archeologists;
- the idea of Pierre de Coubertin about the modern Olympic Games;
- the International Congress for the re-establishment of the Olympic Games;
- the Olympic awards;
- the earliest recorded Olympic champions;
- the first medals in modern Olympic Games;
- Belarusian Olympic champions

Ex.2. Choose any two paragraphs from the text and translate them in written form into Russian.

Ex.3. Write questions to the following answers:

- The only event in the first 13 Olympiads was a footrace.
- The Roman Emperor Theodosius ordered the Olympic Games ended.
- The earthquake destroyed the stadium of Olympia.
- The first modern Olympic Games took place in 1896.
- From 1896 on the medal (gold, silver and bronze) became the Olympic award.
- The prefix "ex" can not be added to a sportsman's name that has been inscribed in gold in the Olympic chronicle.
- Belarusians have been taking part in the Olympic Games as an independent team since 1994.

Ex.4. Read the statements below and agree to them saying "That's right" or disagree, saying "That's wrong". Correct the mistakes.

- The Olympic Games take their name from the Greek city of Olympia where the Games were first held more than 2000 years ago.
- In the first Olympic Games there was only one race and the winner was awarded a medal.
- The first modern Olympic Games took place in 1896 in Rome.
- In 1920 the Olympic flag with 6 interlaced rings was hoisted for the first time in Antwerp.
- The most important thing in the Olympic Games is to win.
- The title of Olympic champion is not awarded for life.
- The first Olympic medalist (silver) of the Republic of Belarus was Mikhail Krivonosov.
- A real hero of the XXV Olympics was Vitali Shcherbo who won 6 gold medals.

Ex.5. Write your comments on the second motto of the Olympic Games “The most important thing in the Olympic Games is not to win but to take part”.

Ex.6. Study the cities that have hosted Olympic Games.

The Geography of the Olympic Games

Year	Summer	Winter
1896	Athens, Greece	
1900	Paris, France	
1904	Saint-Louis, U.S.A.	
1908	London, Great Britain	
1912	Stockholm, Sweden	
1916	Not celebrated	
1920	Antwerp, Belgium	
1924	Paris, France	Chamonix, France
1928	Amsterdam, the Netherlands	Saint-Moritz, Switzerland
1932	Los Angeles, U.S.A.	Lake Placid, U.S.A.
1936	Berlin, Germany	Garmish Partenkirchen, Germany
1940	Not celebrated	Not celebrated
1944	Not celebrated	Not celebrated
1948	London, England	Saint-Moritz, Switzerland
1952	Helsinki, Finland	Oslo, Norway
1956	Melbourne, Australia	Cortina d’Ampezzo, Italy
1960	Rome, Italy	Squaw Valley, U.S.A.
1964	Tokyo, Japan	Innsbruck, Austria
1968	Mexico City, Mexico	Grenoble, France
1972	Munich, Germany	Sapporo, Japan
1976	Montreal, Canada	Innsbruck, Austria
1980	Moscow, Soviet Union	Lake Placid, U.S.A.
1984	Los Angeles, U.S.A.	Sarajevo, Yugoslavia
1988	Seoul, South Korea	Calgary, Canada
1992	Barcelona, Spain	Albertville, France
1994		Lillehammer, Norway
1996	Atlanta, U.S.A.	
1998		Nagano, Japan
2000	Sydney, Australia	
2002		Salt Lake City, U.S.A.
2004	Athens, Greece	
2006		Turin, Italy
2008	Beijing, China	
2010		Vancouver, Canada
2012	London, Great Britain	
2014		Sochi, Russia

Task 4. Learn the following sporting terms you will come across in Text 6C:

1. amateur n	любитель
a	любительский
2. eligible a	зд. имеющий право (например, войти в состав сборной команды страны)
3. salary n	зарплата
4. point n	очко
5. official score	официальный зачет

Task 5. Skim Text 6 C to understand how Olympic competitions are arranged. Time your reading. It is good if you can read it for five minutes (70 words per minute).

Text 6 C. Olympic Competition

Every country represented in the Olympics has a National Olympic Committee that selects the athletes who compete in the Games. An athlete who represents a country at the Olympics must be a citizen of that country. Until 1988, only amateur athletes participated in the Games. Professional athletes are now eligible to compete in basketball, ice hockey, football and tennis. In addition, the IOC voted in 1974 to allow national Olympic Committees to pay athletes during an unlimited training period before the Olympic Games. Each athlete may receive expense money, plus the equivalent of the salary that he or she would earn by working instead of training.

Each National Committee provides uniforms for its country's athletes while they prepare for and compete at the Games and furnishes transportation for its team to the Games and back. The host country provides food and housing for all the athletes. Most countries use government funds to pay the expenses.

In many countries, athletes qualify for the Olympics by winning or finishing high, in competitions called selection trials. In some Olympic sports a nation may enter as many as three athletes in each individual event and one team in each team event.

Up to 12 teams can compete in each men's team sport, except for football, which involves 16 teams. No more than 20 teams take part in each team sport that has competition for both men and women. If more than the maximum number of nations want to compete in a sport, a qualifying tournament is held before the Olympics.

The top three athletes in each Olympic event receive a medal and a diploma. The next five receive only a diploma. The first- and second-place medals are made of silver, but the first-place medal has a gold coating. The third-place medal is made of bronze. All the members of a winning relay team get a medal. In team sports all the members who have played in at least one of their team's games receive one.

Olympic competition is intended to test the skill and strength of individuals, not nations. Therefore, the IOC does not keep an official score among the competing countries. No nation "wins" the Olympics. However, newspapers and television

reporters from all parts of the world tell the public, how many gold, silver, and bronze medals have been won by each country.

Post-reading exercises

Ex.1. Complete in written form the statements with information corresponding to the contents of the text.

1. An athlete who represents a country at the Olympics must be ...
2. Each athlete may receive expense money, ...
3. National Committee provides uniforms for its country's athletes ...
4. The host country provides ...
5. The top three athletes in each Olympic event receive ...
6. The next five athletes receive ...
7. All the members of a winning relay team get ...
8. In team sports all the members ...
9. Olympic competition is intended to test ...
10. No nation "wins" ...

Ex.2. Look through the text once more and write about the materials the Olympic medals are made of.

Ex.3. Learn the following sports management terms you will need to understand Text 6D:

1. headquarters n	штаб-квартира
2. governing body	руководящий орган
3. executive board	исполком
4. approve v	утвердить
5. mayor n	мэр города
6. conduct v	проводить
7. appoint v	назначать
8. elect v	избирать
reelect v	переизбирать
9. current member	действительный член (МОК)

Ex.4. Read Text 6D to find answers to the questions given before each paragraph.

Text 6 D. The International Olympic Committee

1. Where is the International Olympic Committee located?

Baron Pierre de Coubertin said that the headquarters of the IOC must be in a neutral country. So, since 1915 it has been located in Lausanne, Switzerland.

2. What is the IOC?

The International Olympic Committee (IOC) is the governing body of the Olympic Games. The Committee approves the sports to be included in the Olympic programme. The IOC also selects the host cities, one for the Summer Games and one for the Winter Games, six years in advance. The selection process includes a presentation by the Mayor of each city that wishes to host the Games.

3. Who plans the Games?

The Organizing Committee of the host city, the IOC and various international sports federations work together on planning the events within each sport, the maximum number of athletes allowed to enter, and the schedule of events. The host city has six years to prepare everything necessary for holding competitions in every event on the Olympic programme including venues, transport infrastructure, housing, catering, etc.¹ The international sports organizations conduct each event and appoint the judges and referees and host country's sports federations provide any assistance necessary for it.

4. How are new members of the IOC elected?

New members of the IOC are elected by the current members. A representative may be elected from any nation that has a national Olympic committee, but only nations that have hosted the Olympics may have two representatives. The IOC has no set rules regarding which eligible nations shall be represented. As a result, the size of the Committee varies as members die or retire and new members are chosen. In 1991, the Committee had 94 members. Originally, members were elected to the IOC for life. Today, any member elected after 1965 must retire at the age of 76. The members of the Committee accept no instructions on voting from any government or other group or individual.

5. Who does the IOC executive board consist of?

The IOC meets annually and during the Summer and Winter Games. Between the meetings, its executive board handles the Committee's business. This board consists of the President, four Vice-Presidents, and six members who serve four-year terms. The Committee elects these officials from among its members. The President serves an eight-year term² and then may be reelected to any number of four-year terms.

Notes:

¹ venues, transport infrastructure, housing, catering, etc. – спортивные сооружения, транспортная инфраструктура, жилье, питание и т.д.

² The President serves an eight-year term. – Президент избирается на восемь лет.

Post-reading tasks

Task 1. Find a key sentence in each paragraph.

Task 2. Entitle each paragraph.

Task 3. Write the summary of the text following the outline:

- the responsibilities of the IOC;
- the members of the IOC;
- the election of the IOC members.

Task 4. Write a story about famous athletes from your country.

Task 5. Look through Texts A, B, C, D again write down the answers to the following questions to form the topic “Olympic Games”.

1. When and where did the ancient Olympic Games originate?
2. How often were the ancient Olympic Games held?
3. What kind of contests did they include?
4. Why were the ancient Olympic Games banned?
5. When were the modern Olympic Games revived?
6. Who is considered to be the father of modern Olympic Games?
7. When and where it was decided to revive the Olympic Games?
8. What is the motto of the Olympics?
9. What is the symbol of the Olympics?
10. What ceremonies were introduced in 1920 in Antwerp?
11. Since when has a medal become the Olympic award?
12. Are there ex-champions of the Olympic Games?
13. What does every Olympic Opening ceremony consist of?
14. Who declares the Olympic Games open?
15. What is the culmination of the Opening ceremony?
16. How do the athletes march from the arena in the Closing ceremony?
17. Since when have Belarusians been taking part in the Olympic Games as an independent team?
18. Who was the first Olympic medalist of the Republic of Belarus?
19. Who was a real hero of the XXV Olympic Games?
20. What is the IOC?
21. Where are the headquarters of the International Olympic Committee located?

Check up your skills

I. Put the words and word combinations in one of the boxes below:

playing of the national anthem lowering of the Olympic flag interlocked rings
 motto opening charter closing parade flag visual effects oath medal
 presenting colourful show fireworks speeches lighting of the Olympic flame
 torch medals rising of the state flags olive wreath

Olympic ceremonies	Olympic symbols

II. Match the nouns to the verbs and translate the word combinations:

A		encourage	1. a flame
D		represent	2. Olympic Games
C		attend	3. a flag
D		hold	4. a player
E		hoist	5. a continent
F		light	6. competitions

III. Report these words and thoughts using the verb suggested.

1. I am going to London

He said _____.

2. The match will be interesting.

I thought _____.

3. Mike has bought the tickets for the match.

I was told _____.

4. "It took me two hours to translate this instruction."

He told me _____.

5. "It's time to start practising for the competition"

The coach told _____.

IV. Write reported questions with the introducing verb in the past tense. Vary the introducing verb: he asked, wondered, wanted to know, etc.

1. Where are you going? (He asked me...)

2. How did you perform this exercise. (They wanted to know...)

3. What is the matter?
4. How much have we paid for the football match ticket?
5. Will you still be practising at 5.00 p.m. tomorrow?

V. Put the following orders or requests into reported speech.

1. Come to my place. (She told me...)
2. Stay still!
3. Wait for me at the entrance door.
4. Don't swim in this deep river.
5. Don't be afraid of diving.

VI. Find a mistake in each sentence.

1. He said that he works hard at his new programme.
2. They told we that they often take part in competition.
3. The coach hoped he will be a good sportsman.
4. Ivanov heard that our team wins the game the day before yesterday.
5. The commentator said that the score is 3:1 to Dynamo.
6. Mr. Smith said that he never is to Minsk.

Keys to the "Check Up Your Skills" Sections

UNIT 1

III. know – knew – known

be – was/were – been

do – did – done

lead – led – led

swim – swam – swum

win – won – won

run – ran – run

study – studied – studied

play – played – played

participate – participated – participated

practise – practised – practised

IV.1. have visited

2. will have sent

3. like

4. goes jogging

5. is practicing

6. practiced

V. 1. What does Petrov do?

2. Since when has he been working as a coach?

3. What was he doing in the gym when I saw him?

4. What was the coach showing to his trainees?

5. Who has been practicing this element for an hour?

VI.1.1) was, 2) told, 3) was, 4) entered, 5) took up, 6) asked, 7) said, 8) would be, 9) are, 10) was fond, 11) was proud, 12) has made, 13) will love, 14) has taught, 15) has helped, 16) gives.

UNIT 2

III. 1) something; 2) anyone; 3) nobody; 4) any; 5) some; 6) nothing;
7) every; 8) anything

IV. 1. Where is he going to?

2. Who wants to become a good coach?

3. Whose friends have training practices every morning?

4. When does she usually go to the swimming pool?

5. What courses does the curriculum include?

6. How long have you been going in for a athletics?

7. Why didn't Nick run the distance?

- V. 1) our; 2) us; 3) I; 4) mine; 5) me; 6) she; 7) them; 8) we; 9) my; 10) their; 11) they; 12) themselves

UNIT 3

- III. 1) well, 2) warm, 3) heavily, 4) high / highly, 5) badly

- IV. 1) elder, 2) good, 3) latest, 4) further, 5) more/better

- V. 1) as...as, 2) twice as, 3) than, 4) not so...as, 5) half ...as

- VI. 1) the most attractive; 2) younger; 3) more modern; 4) more functional; 5) the Best; 6) most professional; 7) the largest

UNIT 4

- III. 1) are allowed to; 2) was able to; 3) have to; 4) won't be able to; 5) 'll have to

- IV. 1) must; 2) doesn't have to; 3) is to; 4) not to; 5) will have to

- V. 1) must have; 2) can't have been; 3) might have; 4) can't; 5) must

- VI. 1) was able to; 2) should; 3) may; 4) can; 5) ought to

UNIT 5

- III. 1. It is known that the first sports facilities were built by ancient Greeks.
 2. Every year football matches at Dynamo stadium are attended by thousands of fans.
 3. Look! The opponents' goal is being attacked by our forward.
 4. A very complicated element on the parallel bars has just been performed by the gymnast.
 5. New competition rules will be discussed at the team meeting.

- IV. 1) by, 2) with, 3) by, 4) by, 5) with

- V. 1. His world record was much written about in sports newspapers.
 2. The injured athlete was carefully examined by the doctor.
 3. Baseball is mostly played in the USA.
 4. He was appointed head coach of the national team by the Ministry for Sports and Tourism.
 5. This book is often asked for by the students in the University library.

- VI. 1) are made; 2) is named; 3) is known; 4) are sponsored; 5) recognized

UNIT 6

III. 1) was going; 2) would be; 3) had bought; 4) had taken; 5) was

IV. 1) I was going; 2) I had performed; 3) the matter was; 4) we had paid;
5) he would be practicing

V. 1) to come; 2) to stay; 3) to wait; 4) not swim; 5) not to be afraid

VI. 1) worked; 2) took part; 3) would be; 4) had won; 5) was; 6) had been

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