

Е.Н. Воронова

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ ИНСТИТУТА ФИЗИЧЕСКОЙ  
КУЛЬТУРЫ И СПОРТА (БАКАЛАВРИАТ)

Саратов  
2013

**УДК 811.111 (072.8)**  
**ББК 81.2 Англ я 73**  
**В 75**

Автор-составитель: Воронова Е.Н.

**Учебное пособие: Английский язык для студентов Института физической культуры и спорта (Бакалавриат).** – Саратов, ИЦ «Наука», 2013. - 115 с.

**ISBN**

Предлагаемое учебно-методическое пособие предназначено для обучения иностранному языку студентов-бакалавров Института физкультуры и спорта Саратовского государственного университета им. Н.Г.Чернышевского. Основной целью пособия является развитие навыков чтения литературы по специальности и навыков говорения. Подобранный текстовый материал с комплексом упражнений даёт возможность развивать навыки чтения с разной полнотой извлечения информации. Обучение говорению на профессионально-значимые темы производится на базе изученных текстов.

Рецензент:

зав. кафедрой английского языка и методики его преподавания, к.филол.наук,  
доцент Т.А.Спиридонова

**УДК 811.111 (072.8)**  
**ББК 81.2 Англ я 73**

**ISBN**

© Воронова Е.Н., 2013

## Предисловие

Предлагаемое учебно-методическое пособие состоит из предисловия, 6 параграфов с текстовым материалом и упражнениями, раздела по обучению аннотированию и реферированию текстов, краткого грамматического справочника, раздела с упражнениями по грамматике, лексико-грамматических тестов с ключами, банка текстового материала для дополнительного чтения по специальности обучающихся, примерного перечня тем для написания проектов и рефератов, списка спортивных выражений, словаря спортивных терминов, списка использованной литературы и электронных источников.

Первые шесть параграфов включают:

### 1. Текст для изучающего чтения.

Предтекстовые упражнения направлены на изучение новой лексики. Перед текстом даётся список новых лексических единиц с переводом, а также список слов с транскрипцией, трудных для произношения, с целью облегчения чтения и понимания прочитанного. В ряде случаев студентам предлагается самим найти перевод новых слов в словаре.

Форма проверки понимания содержания прочитанного построена по логической схеме: выделение ключевых слов и выражений - составление плана текста - составление структурной схемы текста - реферирование и аннотирование - пересказ текста. Послетекстовые упражнения включают: вопросно-ответные упражнения, различные речевые упражнения, упражнения тестового характера, упражнения на обсуждение прочитанного, составление собственных высказываний и коротких рассказов на основе изученных грамматических конструкций, лексических единиц и речевых клише из прочитанных текстов.

### 2. Текст для чтения на понимание прочитанного с контрольными упражнениями различного типа.

### 3. Текст для письменного перевода со словарём.

Раздел по обучению аннотированию и реферированию английских текстов направлен на формирование навыков аннотирования и реферирования текстов по специальности обучающихся и содержит справочный материал, список выражений и клише, необходимых для этого вида учебной деятельности, описание основных этапов процесса аннотирования и реферирования, алгоритм свёртывания текста. Дана подборка текстов, рекомендованных для самостоятельной работы студентов.

Изучение грамматики предполагает повторение и систематизацию изученного в школе материала и введение нового на основе таблиц и схем с примерами, а также упражнений на усвоение грамматического материала с использованием текстовой лексики соответствующего параграфа. Описание грамматических явлений английского языка студент может найти в кратком грамматическом справочнике.

Раздел по изучению грамматики содержит набор упражнений на закрепление повторенных и изученных грамматических явлений английского языка. Упражнения, носящий тестовый характер, снабжены ключами для самопроверки.

Банк текстового материала для дополнительного чтения по специальности обучающихся предназначен для чтения и проработки во внеаудиторное время в качестве индивидуального, домашнего задания. Студентам предлагаются примерные темы проектов и рефератов.

Пособие дополнено словарём спортивных терминов, знание которых необходимо как для самостоятельной, так и для аудиторной работы студентов.

## Содержание

Unit I. Sports in Great Britain and in the USA.....	5
Unit II. Olympic Games.....	11
Unit III. Striving.....	16
Unit IV. Training programs.....	21
Unit V. Coaching as a social and pedagogical phenomenon.....	26
Unit VI. Football.....	32
Unit VII. Summary-writing, synopsis – writing.....	39
Unit VIII. Grammar.....	50
Exercises.....	69
Tests.....	73
Supplementary Reading.....	80
Projects.....	96
Sport expressions.....	97
Glossary.....	98
Ключи к тренировочным упражнениям.....	106
Ключи к тестовым заданиям.....	110
Список использованной литературы и электронных источников.....	112

## UNIT I.

### TEXT: SPORTS IN GREAT BRITAIN

#### ADDITIONAL TEXT 1: WHAT MAKES ALL PEOPLE KIN

#### ADDITIONAL TEXT 2: SPORTS IN THE USA

### VOCABULARY EXERCISES

EXERCISE 1. Translate the following international words without a dictionary.

nation, form, organize, associate, enthusiasm, seriously, progress, popularity, professional, distance, special, club, public, park

EXERCISE 2. Translate the word combinations including the words given in EXERCISE 1.

sports-loving nation, organized competitive sports, associated with England, to accept seriously, to make a progress in popularity, professional team, considerable distances, tennis club, public parks.

### PHONETIC EXERCISES

#### Difficulties in reading

huge	[hju:dʒ]	occasion	[ə'keɪʒən]	accept	[ək'sept]
crowd	[kraʊd]	peculiarly	[pɪ'kju:ljəli]	soccer	['sɒkə]
encourage	[ɪn'kʌrɪdʒ]	origin	['ɔrɪdʒɪn]	suburb	['sʌbəb]

#### Word-list

huge	-	огромный
crowd	-	толпа
tournament	-	турнир
Commonwealth	-	Британское Содружество (Наций)
suburb	-	пригород
to pick up	-	поднимать, подбирать
hole	-	отверстие, ямка
club	-	клюшка, клуб
stroke	-	удар
spectator	-	зритель

### TEXT

Read the title of the text and say what you know about sports in Great Britain.

#### SPORTS IN GREAT BRITAIN

England is a sports-loving nation. Sports in England take many forms: organized competitive sports, which attracts huge crowds to encourage their favourite team to victory, athletic games played for recreation and others.

Some sports are called spectator sports, when the number of spectators is greater than the number of people playing the game. Other sports are called participant, sports attracting crowds only on special occasions such as tournament.

The game peculiarly associated with England is cricket. Many other games too are English in origin, but have been accepted with enthusiasm in other countries; cricket has been seriously and extensively accepted only in the Commonwealth, particularly in Australia, India, Pakistan.

Cricket is slow, and a spectator, sitting in the afternoon sun after his lunch, may be excused for having a little sleep for half an hour. Cricket is making no progress in popularity. Association football or soccer is very popular. Nearly 40 million spectators each year attend matches between the great professional teams organized by the Football League. The biggest event in England is the Cup Final played at the Empire Stadium, Wembley, in a London suburb.

Rugby football (or rugger) has existed in Britain since the beginning of the 19th century, when a teacher at Rugby school, while playing football, decided that it would be better to pick up the ball and run with it.

Rugby football is played with an egg-shaped ball which may be carried and thrown (but not forward).

The games of golf and tennis are played by great numbers of people. Golf is played in the countryside. It consists in driving a small ball towards and into holes separated by considerable distances, by means of special golf clubs. The aim is to “go round” using as few strokes as possible.

There are many tennis clubs, but every town provides tennis courts in public parks. The world championship tennis matches are held at Wimbledon in London, during June and July.

### COMPREHENSIVE EXERCISES

EXERCISE 1. Answer the questions.

1. What forms do sports take in England?
2. What is the difference between spectator sports and participant sports?
3. Is cricket making a progress in popularity?
4. Where is the Cup Final played?
5. What are the rugby football rules?
6. Where is golf played?
7. What is the aim of this game?
8. Where are the world championship tennis matches held?

EXERCISE 2. Entitle each passage of the text and make a plan of the text.

### SPEECH EXERCISES

EXERCISE 1. Say what information the text gives about:

1. classification of sports; 2. cricket; 3. the popularity of association football; 4. the history of rugby; 5. golf; 6. the world tennis championship.

EXERCISE 2. Think and answer.

1. What sports and games were originated in England?
2. Why hasn't cricket been exported to other countries?
3. What names of sports and sporting terms are English in origin?
4. Can you name any internationally known English sportsmen?
5. Are rugby and golf popular in our country? Why?

EXERCISE 3. Speak on the following topics.

1. Spectator sports and participants sports in England and in Russia.
2. The game peculiarly associated with England.
3. The game peculiarly associated with Russia.

EXERCISE 4. Read the text again; make up a dialogue about sports in Great Britain.

## VOCABULARY AND GRAMMAR EXERCISES

EXERCISE 1. Fill in the blanks with proper words.

1. England is a \_\_\_\_ nation.
2. Participant sports attract crowds only on special occasions such as \_\_\_\_ .
3. Cricket and many other games are English \_\_\_\_ .
4. The biggest football event in England is \_\_\_\_ .
5. Rugby football has existed in Britain since \_\_\_\_ .
6. Rugby football is played with \_\_\_\_ ball.
7. Golf consists in driving a small ball towards and into holes by means of \_\_\_\_ .
8. Every town \_\_\_\_ tennis courts in public parks.

EXERCISE 2. Substitute the underlined words with their synonyms.

1. Organized competitive sports attract huge crowds.
2. Some sports are called spectator sports, when the number of spectators is greater than the number of people playing the game.
3. The game peculiarly associated with England is cricket.
4. Association football is very popular.
5. Nearly 40 million spectators each year attend matches between the great professional teams.

EXERCISE 3. Transform the sentences into negative and interrogative forms.

1. Sports in England take many forms.
2. Cricket has been seriously accepted only in the Commonwealth.
3. Cricket is making no progress in popularity.
4. The games of golf and tennis are played by great numbers of people.
5. There are many tennis clubs in England.

EXERCISE 4. Find in the text the sentences with the modal verb «may» and translate them.

### ADDITIONAL TEXT 1.

Read the text and make up a list of the kinds of sports mentioned in the text. What other kinds of sports do you know?

#### WHAT MAKES ALL PEOPLE KIN

People all over the world are very fond of sports and games. That is one thing in which people of every nationality and class are united.

The most popular outdoor winter sports are shooting, hunting, hockey and in the countries where the weather is frosty and there is much snow - skating, skiing and tobogganing. Some people greatly enjoy figer-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interest; this game is played in all the countries of the world. The other games that have firmly established themselves in favour in different countries are golf, lawn-tennis, cricket, volley-ball, basket-ball and so on. At the moment badminton is very popular.

All year round many people indulge in boxing, wrestling, athletics, gymnastics and track and field events. Scores of young girls and women go in for callisthenics.

Among indoor games the most popular are billiards, table tennis, draughts and some others, but the great international game is chess of course. The results of chess tournaments are studied and discussed by thousands of enthusiasts in different countries.

So we may say that sports is one of the thing that makes all people kin.

EXERCISE 1. What do you call a person who goes in for: wrestling, cycling, swimming, running, mountaineering, boxing, skiing, racing, playing football, playing chess, playing draughts, athletics, skating, playing volley-ball, playing basket-ball, playing hockey

EXERCISE 2. Classify the kinds of sport supplying the table:

outdoor sports	indoor sports	spectator sports	participant sports	dangerous sports	professional sports	team sports	individual sports
----------------	---------------	------------------	--------------------	------------------	---------------------	-------------	-------------------

EXERCISE 3. Correct the wrong statements:

Example: A. Football is played only in a few countries nowadays.

B. Oh, no. It is popular in almost all the countries of the world.

- There is no difference between «soccer» and «rugby» as far as I know.
- Badminton can be played only indoors.
- The goalkeeper acts as a judge in football.
- A tennis ball is struck with a club.
- We use balls when playing badminton.
- Golf is played on ice fields.
- Table-tennis and lawn tennis are one and the same game.
- In hockey a handball and rackets are used.
- Boxers fight with bare hands.
- Track and field events are never included in Olympic Games.

EXERCISE 4. Learn the proverb: «In sports and journeys men are known». This means that a good sportsman will always help other member of his team to win in a competition and he knows that his comrades will never let him down.

EXERCISE 5. a) Answer the questions.

- What have you heard about sports?
- Why do you think sport is a part of cultural and public life?
- What kinds of sport are popular with our people?
- Does sport help to develop character?
- Does sport stand in the way of what is important and useful in life?
- Do you do any sports?
- How often do you do them?
- Why do people do sports?
- How do different sports make you strong?

b) Discuss how you must find time for everything (to try to do homework quickly, not to break your routine, to have only useful hobbies and interests)?

EXERCISE 6. Ask your neighbour about his or her favourite sports. Fill in the table below.

	Likes doing	Likes watching	Favourite TV sports programme
Often			
Seldom			
Never			

EXERCISE 7. Match the words in English and in Russian.



- |                   |                        |
|-------------------|------------------------|
| 1. roller-skating | А катание на роликах   |
| 2. skiing         | В плавание             |
| 3. swimming       | С гибкий               |
| 4. hiking         | Д велоспорт            |
| 5. cycling        | Е катание на коньках   |
| 6. skating        | Ф катание на лыжах     |
| 7. tournament     | Г горный туризм        |
| 8. improve        | Н мускулы              |
| 9. keep fit       | І улучшать             |
| 10. muscles       | Ј турнир               |
| 11. flexible      | К быть в хорошей форме |

EXERCISE 8. Do you know that there are two types of exercises: anaerobic and aerobic? Football and squash are anaerobic exercises. In anaerobic exercises you move suddenly and quickly. They make your muscles stronger but they don't help your heart very much. Swimming and running are aerobic exercises. In aerobic exercises you move all the time. They make your heart stronger and they improve your blood circulation. Aerobic exercises are better for you. You breath more oxygen, your heart works hard and this helps your body.

1. You breath oxygen into your lungs.
2. The oxygen goes into your blood and then to your heart.
3. The heart sends your blood around your body.
4. Your body takes oxygen out of your blood and puts carbon dioxide (CO<sub>2</sub>) into it.
5. Your blood goes back to your heart and then to your lungs.
6. You breath CO<sub>2</sub> out of your lungs.

Is the kind of sport which you do anaerobic or aerobic?

EXERCISE 9. Read the text and fill in the gaps. Choose the words from the box.

fans                      net                      racket                      outdoors                      matches                      exercise  
tournament                      score                      double                      court                      clubs

Tennis is a game in which players use \_\_\_\_\_ to hit a ball over the net. The game is played on a flat surface called a \_\_\_\_\_. Each player tries to \_\_\_\_\_ points by hitting the ball so that the opposing player cannot return it over the \_\_\_\_\_ and inside the court. Tennis may be played indoors or \_\_\_\_\_. If two people play, the game is called \_\_\_\_\_. If four people play, it is called \_\_\_\_\_. In most \_\_\_\_\_, men play against men and women against women. Millions of people throughout the world play tennis for \_\_\_\_\_ and recreation. They play it on courts in public parks and in private tennis \_\_\_\_\_. Tennis is one of the world's most popular spectator sports as well as a favourite participant sport. Thousands of \_\_\_\_\_ attend many \_\_\_\_\_ held each year.

EXERCISE 10. Answer the questions and write a short paragraph about your favourite kind of sport.

1. How is the sport good for your health?
2. What do you like about it?
3. Where and when can you do it?
4. How often can you do it?
5. How much energy do you need?
6. Is it anaerobic or aerobic?
7. Is it an outdoor or indoor sport?
8. Is it a spectator sport?
9. Is it a participant sport?
10. Is it a dangerous sport?

11. Is it a team or individual sport?

EXERCISE 11. Think about a sports person or sports team that you like. Write a short paragraph about them. You can say:

- 1) What they play
- 2) Who they play for
- 3) How good they are
- 4) Why you like them
- 5) What their best game is
- 6) What you want them to do.

ADDITIONAL TEXT 2  
DIALOGUE  
SPORTS IN THE USA

Read and translate the dialogue. Do the exercises after it.

Here is the interview given by Mr. Brown, an American sports commentator, to a European reporter.

Reporter: As I understand, American sports are in many ways different from European sports. Would you mind answering a few questions?

Brown: Sure. But I'm not an expert, remember.

Reporter: Don't worry about that. My questions are only very general ones. For example, which sport in America is most popular?

Brown: That's difficult to say. It depends on your meaning of popular. We consider baseball our national sport. But football, too, is extremely popular and attracts crowds of spectators.

Reporter: Would you give me a few basic facts about these two?

Brown: Sure. Let's start with baseball. This typical American game dates back long before the Civil War. Baseball is mainly a professional sport. In other words, the players receive a salary. There are sixteen major teams and each one represents an American city.

Reporter: Do all sixteen teams play each other?

Brown: No, they don't. There are two leagues of eight teams each and in autumn, the winner of one league plays the winner of the other. We call this content the World Series, though it's a national competition.

Reporter: Do only students attend these college games?

Brown: By no means. The college teams attract the general public. Nearly all the major schools have built huge stadiums to take care of the spectators. It's not at all unusual for eighty or ninety thousand people to attend a game. Besides, there are some professional teams.

Reporter: And in what ways does your football differ from European football?

Brown: In many ways. Our football is much slower. Football players play with an oval ball, using their feet and hands. And we have a special name for European football. It's called «soccer» in the United States.

Reporter: You've given me a very good over-all picture. I really want to thank you.

Brown: You're more than welcome. I was only too glad to help you.

EXERCISE 1. Say what information the text gives about:

1. baseball and the organization of baseball championship in the USA;
2. American football.

EXERCISE 2. Act out the dialogue.

EXERCISE 3. Act out a similar dialogue. Ask about popular English sports.

## UNIT II.

TEXT: THE HISTORY OF THE OLYMPIC GAMES

ADDITIONAL TEXT 1: THE OLYMPIC PROGRAMME FOR  
WOMEN

ADDITIONAL TEXT 2: SEVENTEEN CITIES BID FOR HOSTING  
THE 2004 OLYMPICS

### VOCABULARY EXERCISES

EXERCISE 1. Read and translate the following words without a dictionary.

diplomat, neutral, organize, athletic, stop, special, era, accompany, hymn, orator, religious, public, club, practise, international, congress, committee, administration, programme, festival.

EXERCISE 2. Translate the derivatives given below; state what part of speech each word belongs to.

prepare - preparation - preparative - preparatory - preparedness

participate - participation - participator - participial

organize - organization - organizer - organized

olympic - olympian - olympiad

compete - competition - competitor - competitive

practice - practicability - practicable - practical - practically - practitioner

### PHONETIC EXERCISES

Difficulties in reading

ancient [ˈeɪnfənt]

neighbour [ˈneɪbə]

feud [fju:d]

honestly [ˈɒnɪstli]

wreath [ri:θ]

amateur [ˈæmətə:]

cycling [ˈsaɪklɪŋ]

début [ˈdeɪbu:]

Word-list

herald - герольд, посланник

chariot races - бега (chariot - колесница)

to take oath - поклясться (oath - клятва)

wreath - венок

sacred - священный

was spared the penalty - была избавлена от наказания

The first Games saw the competition - на первых Играх были представлены соревнования

athletes seemed to work miracles - казалось, атлеты творили чудеса

in 394 A.D. - в 394 г. н.э.

### TEXT

#### THE HISTORY OF THE OLYMPIC GAMES

Long ago ancient Greeks often waged wars. Small states suffered and lost much even if they did not take any side and stayed out of wars. The ruler of such a small state, Elis, wanted to live in peace with all neighbours. He was a good diplomat because his negotiations were successful and Elis was recognized a neutral state. To celebrate this achievement, he organized athletic games.

In the beginning this feast lasted one day, but later a whole month was devoted to it. All wars and feuds were stopped by special heralds who rode in all directions of Greece.

The games were held every four years in Olympia on the territory of Elis. This four-year period was called the Olympic year or the Olympiad. The first games which later were called the Olympic Games were held about a thousand years before our era.

Usually the Olympic Games began before the middle of the summer. Best athletes arrived from many Greek states to Olympia to compete in running, long jumps, throwing of discus and javelin and wrestling. In the course of time fist fighting (boxing) and chariot races were also included in the Games.

All athletes took an oath that they had been preparing well for the Games in gymnasiums and promised to compete honestly and keep the rules of the sacred Olympics. The athletes took part in all kinds of competitions. Winners were called "olympionics", they were awarded olive wreaths and cups of olive oil. This tradition has survived.

The Olympic Games were accompanied by arts festivals. Poets recited their poems, singers sang hymns, dancers danced and orators pronounced speeches - all this in honour of the sacred Games.

Only men could take part in the Olympic Games. Women were not allowed even to watch the competitions at the stadium under the fear of death penalty. There was a single exception, when a woman coached her son and accompanied him to the stadium in men's clothes. That brave woman was spared the penalty because her son won in many events. But from that time all athletes and their coaches had to compete without any clothes.

The Olympic Games had been held for about eleven hundred years, until the emperor Theodosius banned them for religious reasons in 394 A.D.

The revival of the Olympic Games began long time afterwards, in 1892, when a young French teacher Pierre de Coubertin made a public speech before the Union of French sports clubs in Paris. At that time many people in many countries practised various kinds of sports and games. They wanted to make friends and compete with sportsmen from other lands. Pierre de Coubertin understood the importance of sports which unified people of the world and served the cause of peace like in ancient time.

On the 23rd of June 1894 the International Congress of amateur sportsmen made an important decision: to revive the Olympic Games and to establish the International Olympic Committee which would be responsible for the administration of the modern Olympic Games.

The first Olympics of the modern times were held in 1896 in Athens, Greece. Thousands of spectators watched the historic event when after fifteen hundred years the Games of the first modern Olympiad were announced open. The first Games saw the competitions in nine kinds of sports: athletics, swimming, gymnastics, weight lifting, wrestling, tennis, fencing, cycling and shooting.

Winter sports made their Olympic début in 1908, when ice figure-skating was included in the Olympic programme among summer sports. In 192 the International Olympic Committee made the decision to consider the International Winter Sports Week that had taken place in 1924 at Chamonix, France, as the first Winter Olympic Games and to hold them since that time on.

At first only men took part in the Games. Later rules were changed many times. Women and girls were allowed to participate in the competitions, many new sports and games were added to the Olympic programme, several sports were stricken off. One thing remains unchanged - the popularity of these international festivals of health, youth and beauty. Sometimes athletes seemed to work miracles on the sports grounds, and often the Games were called after the most outstanding sportsmen's names. Modern Olympics keep old traditions of equality, honour and justice of the international competitions.

### COMPREHENSIVE EXERCISES

EXERCISE 1. Find in the text and read the sentences where it is said about:

1. the causes of organization of the first Olympoic Games;
2. the winners' prizes;
3. a participation of women in the Olympic Games;
4. the establishment of the International Olympic Committee;

5. the change of the Games' rules;
6. traditions of the Olympic Games.

EXERCISE 2. Answer the questions.

1. Where were the first Olympic Games organized?
2. When did the Olympic Games begin?
3. What kinds of sports were in the programme of ancient Olympic Games?
4. Who could take part in the Olympic competitions?
5. What accompanied ancient Olympic Games?
6. For how long have Olympic Games been forgotten by people?
7. Whose efforts helped to revive the Olympic Games?
8. When and where were the first Olympics of modern time held?
9. What have you learnt about Winter Olympic Games?

### SPEECH EXERCISES

EXERCISE 1. Write out the key-sentences from the text.

EXERCISE 2. Using the key-sentences make up the plan of the text.

EXERCISE 3. Using the plan of the text write a brief summary of the text.

EXERCISE 4. Answer the question: "What is the difference between modern and ancient Olympic Games?"

EXERCISE 5. What Olympic champions do you know?

EXERCISE 6. Make up a short report about the results of the Russian team in the last Olympic Games.

### GRAMMAR EXERCISES

EXERCISE 1. Translate the following word combinations into Russian.

Elis was recognized, a whole month was devoted, wars were stopped, games were held, this period was called, were included, they were awarded, were accompanied, women were not allowed, were announced open, rules were changed

EXERCISE 2. Find out the Passive Voice sentences in the text. Count them.

EXERCISE 3. Give negative and interrogative forms.

1. The Olympic Games were accompanied by arts festivals.
2. Art festivals accompanied the Olympic Games.

### ADDITIONAL TEXT 1

Read the text using a dictionary and be ready to answer the questions after it.

#### THE OLYMPIC PROGRAMME FOR WOMEN

It is often asserted that the Olympic Movement is one of the most significant social forces of our age. There can be no doubt that women's emancipation is one of the major features of social progress.

Since the beginning in the 19th century, sport has been a primary vehicle of this progress. The Olympic Games themselves, because of their growing influence, have made a considerable contribution towards the realization that women, like men, are able to scale the heights of top-level competition.

The exemplary participation of women in the Games is the work of the International Olympic Committee, which, since the end of the Second World War, has regularly expanded the women's Olympic programme.

Pierre de Coubertin, taking the Games of Antiquity as an example, was opposed to women's participation in the modern Games. But in 1928 in Amsterdam they were able to compete in athletics events for the first time.

Besides athletics, only swimming (since 1912), fencing, gymnastics, tennis and archery were also open to women.

The number of sports in which women were able to take part in successive Games or the Olympiad (not counting demonstration sports) has been increasing constantly since 1948. For example, in Seoul in 1988 women were able to take part in 18 out of the 23 sports on the programme: athletics, rowing, basketball, canoe/kayak, cycling, equestrian event, fencing, gymnastics, handball, hockey, judo, swimming, table tennis, shooting, archery, volleyball and yachting except boxing, weightlifting, football, wrestling and the modern pentathlon.

It will be noted that three sports are designated as "mixed": yachting, equestrian sports and shooting. In these sports, men and women take part in certain events side by side. There are usually less women than men in these competitions but that does not prevent them from winning medals.

At the Winter Games, five out of eight disciplines are open to women: luge, speed-skating, artistic skating, Alpine skiing, cross-country skiing. The biathlon, the bobsleigh and ice hockey remain male for the time being. There are no mixed sports at the Winter Games, but pair skating and ice dancing are two Olympic events in which men and women take part together, complementing each other. The number of mixed events at the Games of Olympiad is diminishing. In fact, the International Shooting and Yachting Federation took the view that they could best further the participation of women by creating events specially for them.

To conclude, we may observe a regular increase in women's participation from all points of view.

1. What women's Olympic sports do you know?
2. What sports are designated as "mixed"?
3. Are there mixed sports at the Winter Games?
4. The number of mixed events at the Games of Olympiad is increasing, isn't it?

#### ADDITIONAL TEXT 2.

Read and translate the text. What cities hosted the Olympic Games in 2004, 2008, 2012?

#### MODERN OLYMPIC GAMES

The inspiration for the modern Olympic Games came from the games held in ancient Greece over 2,000 years ago. These games, held at Olympia in honour of the Greek god Zeus, were a regular event from 776 B.C. until A.D. 393.

It was the determined efforts of a young French nobleman, Baron Pierre de Coubertin, that led to the beginning of the modern Olympic Games. The first modern Olympiad was held in the Greek city of Athens in 1896.

Since then, the Olympics have generally been held every four years, except during the First and Second World Wars. The Olympic symbol of five interlocking rings represents the five continents of the world. The number of events and competitors has grown dramatically over the years. At the 1992 Olympics held in Barcelona, Spain, 9369 competitors (6659 men and 2710 women) from 169 nations strove for medals in 31 sports.

Many people would now agree that the Olympic ideal held by Coubertin, of "the most important thing in the Olympic Games is not winning but taking part" has been somewhat "lost" over the years.

The Games are now watched on TV by millions of people all around the world, and Olympic champions become household names and are able to earn vast amounts of money from sponsorship and advertising.

Also, political boycotts, protests and acts of terrorism – such as the murder of 11 Israeli athletes at Munich in 1972 by Palestinian terrorists – has tarnished the spirit of the Games.

However, the main theme of the Olympics is still individual skill and courage, team spirit and friendship among all the competing athletes. No one nation wins, and it is cities rather than countries that are chosen by the International Olympic Committee (IOC) to host the Games. The athletes do not compete for money but for medals that signify their talents – gold for first place, silver for second and bronze for third.

An important part of the opening ceremony of the Olympic Games is the lighting of the Olympic flame from a burning torch. Teams of runners carry the torch from Olympia, Greece, to the stadium where the games are to be held. The flame is a symbol of the revived Olympic spirit.

#### OLYMPIC VENUES

1896	Athens	1956	Mtlbourne
1900	Paris	1960	Rome
1904	St. Louis	1964	Tokyo
1906	Athens	1968	Mexico City
1908	London	1972	Munich
1912	Stockholm	1976	Montreal
1920	Antwerp	1980	Moscow
1924	Paris	1984	Los Angeles
1928	Amsterdam	1988	Seoul
1932	Los Angeles	1992	Barcelona
1936	Berlin	1996	Atlanta
1948	London	2000	Sydney
1952	Helsinki		

## UNIT III.

### TEXT: THE NEED FOR ETHICAL LIMITS TO STRIVING ADDITIONAL TEXT 1.

### ADDITIONAL TEXT 2. PRESSURE TO PERFORM

#### VOCABULARY EXERCISES

EXERCISE 1. Translate the following international words without a dictionary.

chance, psychological, olympic, traditional, standard, sociological, political, motive, focus, social, person, figure, formulate, peak, system, conduct, act, technology, chaos.

EXERCISE 2. Translate the word combinations including the words given in EXERCISE 1

to take the chance, psychological approach, traditional standard, olympic goals, sociological or political motive, focused on sport, sports figures, to formulate the rules, training system, distant peak, to teach right conduct

EXERCISE 3. Find in each line of words with the same root the word which translation is given in the beginning of the line.

критический	- critic, critical, criticism, criticize
моральный	- morale, voral, morally, morality
граница, предел	- limitary, limit, limitation
этический	- ethics, ethical
оппозиция	- oppose, opposite, opposition

#### PHONETIC EXERCISES

Difficulties in reading

striving	[straɪvɪŋ]	ensure	[ɪnˈʃʊə]
amount	[əˈmaʊnt]	legitimately	[lɪˈdʒɪtɪmɪtli]
abusing	[əˈbju:zɪŋ]	valuable	[ˈvæljuəbl]
psychological	[ˌsaɪkəˈlɒdʒɪkəl]	bound	[baʊnd]
pastime	[ˈpɑ:staim]	propriety	[prəˈpraɪəti]
appreciation	[əˌpri:ʃiˈeɪʃən]	chaos	[ˈkeɪɔs]

Word-list

сruh - затруднение (зд: сruh of my concern - суть дела, вопроса)

striving - стремление к победе

to abuse the body with something - злоупотреблять чем-либо

drugs - лекарство, наркотик

to set limits - определить границы (пределы)

pastime - приятное времяпрепровождение, развлечение, игра

avocation - основное занятие, призвание

obsession - одержимость

to make a vast investment - вносить огромный вклад

legitimately - законно, правильно, разумно

justice - справедливость

propriety - правильность

ultimate question - основной вопрос



## TEXT

Read and translate the text using a dictionary and do exercises after it.

### THE NEED FOR ETHICAL LIMITS TO STRIVING

The crux of my concern is a growing belief that we should set ethical limits to striving. That is, we must agree that sport success should not be simply a matter of who can spend the greatest amount of money and time to train, nor of who is willing to take the most chances with their future health by abusing their body with training, or with drugs, or with questionable psychological approaches.

Why should we set limits? After all, our Olympic Goal is that noble standard of Citius, Altius, Fortius. How can we accept even the concept of a limit to our striving? I want to make just two small points.

First, the traditional amateur standard that developed in Coubertin's time, regardless of any sociological or political motive, focused on sport as a worthy pastime, not as an avocation or an obsession. I do not believe that social snobbery was the only reason behind the opposition to making a vast investment in time, effort, and money in the hope of sporting success. I believe that the root motive was the ideal of the well-rounded person, enjoying and benefitting from numerous activities. Today's ill-educated, unaware sports figures who know only their own tiny competitive world would have been viewed with far less appreciation than they are today.

Second, we must ensure that success in 21st century sport is legitimately worth striving for. Citius, Altius, Fortius should mean something more valuable than simply "I won because my whole life has been nothing except training and competition".

A critical question is: "What are the moral and ethical training bounds of our training system?" When we formulate the rules, we are making ethical judgments. We are dealing with matters of justice and propriety in an imperfect world. Our rules set the limits; they tell us how much is too much.

#### Why are Ethical Limits Important?

The Olympic Goal of Citius, Altius, Fortius sets no limits, so we must decide that ultimate question in sports and in life: "What won't we do to win?" Should there be our striving for the distant peak of Olympic success?

When far more people are in a system, that system's obligation to be ethically bound becomes enormous, for the core value systems of the participants are affected by both example and practice. Just as we expect our schools to teach right conduct, so should we expect the same of our sport system. Otherwise, it acts like a loaded gun in our midst, threatening the very fabric of what we claim to believe.

As we move towards that day when technology will play a major part in directing the training program, there by saying what is right and wrong to do as a part of training, we must ensure that ethical standards are firmly a part of the foundation of the system. Such technology without an ethical foundation is societal chaos, for without it we will continue to teach today's lesson: "It doesn't matter what you do, as long as you win".

Can we afford that in a rapidly shrinking world of diverse, contentious cultures?

### COMPREHENSIVE EXERCISES

EXERCISE 1. Read about

1. the Olympic Goal; 2. today's sports figures; 3. success in 21th century sports; 4. the role of ethical standards in the sport system; 5. the necessity of ethical foundation in the training program.

EXERCISE 2. Complete the sentences.

1. Sport success should not be simply...
2. Citius, Altius, Fortius should mean something more valuable than...
3. When we formulate the rules, we are making...
4. Ethical standards are firmly a part of...

5. Technology without an ethical foundation is...

EXERCISE 3. Find in the text the phrases which help the author to express his attitude to the problem.

### SPEECH EXERCISES

EXERCISE 1. Answer the following questions.

1. What traditional amateur standard was developed in Coubertin's time?
2. What leads to sporting success?
3. What is the ultimate question in sports and life?
4. What affects the sport systems?
5. What is the role of technology in the training program?

EXERCISE 2. Speak on the following topics.

1. Sport in the 21st century.
2. Technology in sport.
3. Sport as a pastime.
4. Sport as an avocation.

### VOCABULARY AND GRAMMAR EXERCISES

EXERCISE 1. Point out the word-building elements.

simply, questionable, psychological, regardless, avocation, simply, investment, well-rounded, numerous, ill-educated, unaware, saying, training, rapidly.

EXERCISE 2. Give the translation of the following sentences and find the modal verbs in them.

1. We should set ethical limits to striving.
2. We must agree that sport success should no be simply a matter of who can spend the greatest amount of money and time to train.
3. Why should we set limits?
4. Today's sports figures would have been viewed with far less appreciation than they are today.
5. We must decide that ultimate question in sports and life: "What won't we do to win?"
6. Should there be limits?
7. We must ensure that ethical standards are firmly a part of the foundation of the system.
8. Can we afford that in a rapidly shrinking world of diverse, contentious cultures?

EXERCISE 3. Translate the word combinations into Russian and make up your own sentences with them.

viewed, would have been viewed, are affected, affected.

EXERCISE 4. Translate the sentence with the Infinitive Construction and define its type.

We expect our schools to teach right conduct.

### ADDITIONAL TEXT 1

Read the text, translate it and give the title to it. Answer the question after the text.

We are just past the dawn of the era of sport-specific computer software. Most such software falls into the categories of games, training records, and low-level pedagogy. We have all seen computer sport games, but they are of little interest in this context.

Most working software is a variation of the flat-life data base, devoted to a single event or category. Its common function is to record the athlete's workouts. It may summarize those records into training

categories, allowing some training analyses, though not in an advanced manner. Such programs are more commonly used by the “hobby” athlete or general fitness trainer.

These programs may include some teaching materials on the disk, adding a basic pedagogical function. This educational function may even share traits with a type of program called “explorations”, that falls between the categories of entertainment and education, mixing elements of stimulation and role-playing in an semi-educational context. Computers are increasingly moving into the basic training and rehabilitative process in sport.

Sport scientists use computer research with mathematical analysis and modeling techniques to isolate the factors that contribute to performance in a sporting event. When the model is developed, data from the athletes’ performances in training and competition can be used to direct their training and to refine the theoretical event model. However, the training process itself is not yet programmed. The current software is more of a record-keeping and analysis system.

What is the main function of computers in sports?

## ADDITIONAL TEXT 2.

Read and translate this text and give your own point of view on this problem.

### PRESSURE TO PERFORM

Cesil Smith

Canada

Angella Issajenko gave a rare talk at a local Toronto high school. Her topic was Pressure to Perform. Here is a version of what she had to say:

“I wanted to be the best sprinter in the world, and I don’t think there is anything wrong in wanting to be the best although I realize that a lot of people won’t agree with me. I believed I had to take performance enhancing drugs in order to keep up with others and to try and become the best in the world, the Olympic champion on the number one sprinter. Unfortunately I failed to achieve either, but at least I tried very hard”.

When asked about the new IAAF rulings on athletes admitting to drugs use she said: “I believe the message that they - the IAAF - is sending out to athletes is keep your mouth shut. Nobody, in my opinion, is ever going to admit to taking drugs again. Conversely it can be interpreted as go ahead and do it but don’t get caught. I decided to tell the truth of what happened”.

A (draft) manuscript from her book “Running Risks”.

“The abbreviated draft manuscript commences in 1980, a couple of days before the National Championships after we had received news that Canada would boycott the Olympics in Moscow”.

Before the National Championships, I visited the doctor and he gave me the injection of 30 mgs. of testosterone (a pure male hormone). He injected me again with 75 mgs. The testosterone was an aide to training. Besides, during my two years in the track the message about European athletes was strong and clear...they were all using steroids. There were even grizzly stories that the Russians had discovered that the testosterone level can double in a pregnant woman. It has now been learned that after the 1964 Olympics, 10 of 26 medal winners were pregnant when they competed. training. Besides, during my two years in the track the message about European athletes was strong and clear...they were all using steroids. There were even grizzly stories that the Russians had discovered that the testosterone level can double in a pregnant woman. It has now been learned that after the 1964 Olympics, 10 of 26 medal winners were pregnant when they competed. The rumor was that the pregnancies were planned so that the athlete would be 6 to 10 weeks pregnant during the Olympic Games... I wondered, were they artificially inseminated and did they get state funded abortions when the Olympics were over? Questions, questions.

Looking back, if there is a flaw in the argument it would be that, I had raw talent and speed to begin with and that a year of coaching would have produced the same results anyway. But at that time, I perceived that the testosterone and the vitamin B-12 injections were an integral part of my training, and

partly responsible for my astounding progress, perhaps, and more importantly I had begun to fear my workouts and the steroids became a kind of shield for my fear. I was afraid of the pain I had to work through. I was terrified of the injuries and the focus of my daily workouts was beginning to flatten my personality. I didn't read books any more, I didn't go to the movies. I was bored, but obsessed by the very thing that bored me. It took a tremendous amount of mental energy to turn this into the will to win. Therefore the steroids seemed to help like a magic potion day after day, meet after meet, even if it was all in my mind.

(from "Inside Track Athletics")

Answer the questions.

What do sportsmen use drugs for? What do you know about the testosterone? What other steroids do you know? How do steroids influence athletes?

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

## UNIT IV.

TEXT: USING THE SPRINT TRAINER

ADDITIONAL TEXT 1: THE GROWTH AND IMPACT OF TECHNOLOGY IN TRACK AND FIELD

ADDITIONAL TEXT 2: HORIZONTAL VELOCITY AND HURDLING

### VOCABULARY EXERCISES

EXERCISE 1. Translate the following words without a dictionary.

practice, method, start, interval, muscle, meter, disqualify, show, form, distance, elastic, dramatically, contact, factor, condition, repeat, session, position, program, season.

EXERCISE 2. Give the translation of the following word combinations.

to practice exercise, early methods, to start interval training, well muscled sportsman, to be disqualified, to show strength training, a form of training, middle distance runners, elastic cord, to uncrease dramatically, ground contact time, primary factor, to get into condition, sessions per week, body position, training program.

EXERCISE 3. Read the words given below; state what part of speech each word belongs to. Give their Russian equivalents.

train - trainer - training - trained

sprint - sprinter

form - formal - formalism - formalist - formality - formalize

use - usable - usage - useful - useless - user - using

run - runner - running

### PHONETIC EXERCISES

Difficulties in reading

weight	[weɪt]	ground	[graʊnd]
muscle	[ˈmʌsl]	primary	[ˈpraɪməri]
logistics	[ləʊˈdʒɪstɪks]	variable	[ˈvɛəriəbl]
frequency	[ˈfri:kwənsɪ]	recover	[rɪˈkʌvə]

### Word-list

1. to see the changes - претерпевать изменения
2. to drop - бросать, прекращать
3. to creep in something - подкрадываться (зд: внедряться, присоединяться)
4. to be currently used - использоваться в последнее время
5. to some extent - в некоторой степени
6. "break through" - прорыв, зд: достижение
7. to reduce - уменьшать, сокращать
8. to adjust - приспособливать, пригонять, регулировать
9. to warm up - разминаться
10. to recover - зд: восстанавливать силы
11. in return - в свою очередь

## TEXT

Read and translate the text. Do exercises after it.

### USING THE SPRINT TRAINER

Join Tansley

Cal-State University, Los Angeles

Training for the sprints has seen many changes since it's beginning around the turn of the century. Practice sprints, exercise, stretching and jogs were the early methods.

In the 1920's and 30's Europeans started interval training and sprint times, especially in the long sprints, dropped.

In the 1950's and 60's weight training began to creep in to sprint training and a well muscled Bob Hayes ran away with the 100 meters in Tokyo and Ben Johnson (although disqualified) showed in Rome and Seoul what strength training can do.

In the 70's Valerie Borsov of the Soviet Union became the Olympic Champion Using a form of training known as «plyometrics».

All the above training methods are important and are currently used for sprinters, jumpers and to some extent, middle distance runners.

The next important «break through» in sprint training is «Tow Training» through the use of the «Sprint Trainer». The development of the «Sprint Trainer» has simplified the logistics of using this training method. The sprint trainer consists of two harness and a 50 foot (15.2 meters) elastic stretchable cord. With one runner running away and the other being «towed» to extremely high speeds. It allows sprint training to be done at speeds faster than humanly possible at distances up to 10 meters.

Frequency of stride is increased dramatically and ground contact time is reduced. Dr. Ralph Mann has shown that ground contact time, and in turn, frequency of stride is the primary factor in sprint speed.

«Tow Training» works. You will definitely have your runners running faster, they will be more durable and will get into condition faster.

The variables in using the sprint trainer are:

1. Amount of repeats.
2. Distance run.
3. Length of the stretch.
4. Speed of the outgoing runner.
5. Development of skill in using the sprint trainer.
6. Sessions per week.

#### Some Coaching Points

1. The runner must learn to «go» with the trainer and not lean back against it.
2. Body position must be upright, eyes down the track, with good arm action.
3. Adjust the training program to the sex, age, speed and how the athlete adapts to a sprint trainer.
4. Be in reasonable shape before beginning this programme and warm up well. Recover between repetitions.
5. Continue using the «Tow Trainer» through the season, at least once a week.

## COMPREHENSIVE EXERCISES

EXERCISE 1. Answer the questions choosing the correct sentence.

1. What changes has training for the sprints seen since it's beginning around the turn of the century?
  - a) Training for the sprints has seen no changes.
  - b) Training for the sprints has seen few changes.

- c) Training for the sprints has seen many changes.
2. In what stage of development was sprint in the 1920's and 30's in Europe?
  - a) Sprint started to develop in the 1920's and 30's in Europe.
  - b) Sprint times dropped in the 1920's and 30's in Europe.
  - c) Sprint was developed well in the 1920's and 30's in Europe.
3. How many runners are there in «Tow Training»?
  - a) There are two runners in «Tow Training».
  - b) There are three runners in «Tow Training».
  - d) There is one runner in «Tow Training».

EXERCISE 2. Complete the sentences.

1. All of the above training methods are currently used for...
2. The important “breakthrough” in sprint training is...
3. The development of the “sprint trainer” has simplified ...
4. The sprint trainer consists of ...
5. Ground contact time and frequency of stride is...
6. “Tow Training” works. You will definitely have your runners running faster, they will be...

EXERCISE 3. Write out the key-words from each passage.

EXERCISE 4. Using these key-words entitle the logical parts of the text. How many parts are there in the text?

EXERCISE 5. Make up a plan of the text.

### SPEECH EXERCISES

EXERCISE 1. Answer the questions.

1. What methods using in sprint training are mentioned in the text?
2. What sportsmen do you know who used these methods?
3. What does the sprint trainer consist of?
4. What is the primary factor in sprint speed?
5. How does “Tow Training” work?
6. What are the variables in using the sprint trainer?
7. What are coaching points in “Tow Training”?

EXERCISE 2. Speak on the following topics.

1. Changes in training for the sprints during the century.
2. Methods in sprint training.
3. “Tow Training”.

### GRAMMAR EXERCISES

EXERCISE 1. Read the text again. Find and translate the sentences with ing-forms. State whether the ing-form is a Gerund or a Participle.

EXERCISE 2. Transform the sentences from the Active Voice into the Passive Voice.

1. In the 1920's and 1930's Europeans started interval training.
2. The development of the “sprint trainer” has simplified the logistics of using this training method.

EXERCISE 3. Find in the text all the Infinitives and state their forms and functions.

## ADDITIONAL TEXT 1

Read and translate the text. Answer the questions after it.

### THE GROWTH AND IMPACT OF TECHNOLOGY IN TRACK AND FIELD

We are beginning to see training programs appear in the West in sports such as track and field athletics. In West Germany, Edward Harnes has developed a program to assist in planning training for the throwing events in athletics (Assistant Coach), while Mike Weissenborn has developed a program for training sprinters (The Sprint Master). Again, these efforts are relatively recent and are generally analysis systems.

In the United States, many sporting applications are in use at a more general level. Sport administrators use computers to improve their facility and personnel scheduling and to track complicated planning processes, such as the computer network used by the Oakland (California) to organize its 300 events per year, including the Oakland Athletics professional baseball team. The coach of that team, Tony La Russa, is noted for his extensive use of computers to record game details for later analyses, which in turn are used to plan his team's strategy in later games.

A small number of programs are designed for athletes at higher skill levels. Those programs often are written with reputable exercise for physiologists and coaches. They allow a higher order of analysis of the training program. One includes modules of information on 28 subjects, written by a world-class marathoner. Even so, no elite athletes are known to use these programs. They appeal primarily to the dedicated jogger and recreational racer.

A more ambitious project is Ladislav Pataki's Olympic Training Management system, being developed with the cooperation of the United States Olympic Committee. It may be the first significant attempt to develop a sport-specific expert system for training. It will allow an individual athlete's training data to be compared to data stored on the other athletes. It will be able to answer the questions and recommend training changes to the athlete. It is still in the developmental stage, however. Pataki is also working with several national sporting bodies to develop more advanced record-keeping and analysis systems for their sports.

In Canada, a system called Hermann was designed to help plan and analyze running training. Joan Vickers of the University of Calgary is working with expert systems to develop models for teaching sport skills in physical education classes. This may be the first effort to apply this technology for the benefit of the ordinary student. Her model is being used as the basis for a growing series of activity-course texts for students and teachers.

Expert systems software may have great potential for coaching sports and for increasing opportunities for athletes.

Answer the questions.

1. What training programs in sports are mentioned in the text?
2. How are computers used in sports in the United States?
3. What programs are designed for athletes at higher skill level?
4. What can you say about Ladislav Pataki's Olympic Training Management System?
5. What was a system called Hermann designed for?
6. What may expert systems have great potential for?



## ADDITIONAL TEXT 2

Read and translate the text. Do the exercises after it.

### HORIZONTAL VELOCITY IS HURDLING!

Marshall Goss

Indiana University

Hurdling is an event that incorporates generating and maintaining as much speed as possible while negotiating ten barriers as quickly as possible. In order to accomplish the above, one must possess the following physical characteristics:

1. Flexibility - Suppleness
2. Total Strength
3. Technique
4. Speed
5. Determination
6. Coordination
7. Leg Length

This would probably be my order of importance in selecting a hurdler.

My indecision is based on experience that very few beginning athletes come with all of the above. Therefore, one must set forth a course to enrich and improve as many of the above qualities as possible. Keep in mind that some young athletes may lack more than others, but may have a greater pain threshold and willingness to learn. Such an athlete will many times surpass athletes with many more physical characteristics.

Keeping in mind that the hurdler must negotiate the ten hurdles and get to the finish line as quickly as possible maintaining horizontal velocity. Let's work on improving the above characteristics.

EXERCISE 1. Answer the question.

What physical characteristics must the hurdler possess?

EXERCISE 2. Give the translation of the following words.

accuracy, dexterity, agility, will-power, collective spirit, endurance, stamina, strength, grace, precision, body and nervous control, calm, composure, courage, fast (swift) reaction.

These are the qualities which any sportsman must possess.

What of these qualities do you possess?

What of these qualities do you lack?

What other qualities must any sportsman possess?

## UNIT V.

### TEXT: THE ROLE OF THE COACH

#### ADDITIONAL TEXT 1: COACHING AS A SOCIAL AND PEDAGOGICAL PHENOMENON

#### ADDITIONAL TEXT 2: THE CHANGING FACE OF THE AMERICAN TRACK AND FIELD COACH

### VOCABULARY EXERCISES

EXERCISE 1. Give Russian equivalents to the following words without using a dictionary.  
potential, series, aspect, master, indifference, professional, result, contact, integral, athletic, positive, negative, to communicate, to confront, to realize.

EXERCISE 2. Translate the word combinations including international words.  
true potential, in principle, ability to communicate, aspect of coaching, top class competition, an integral part of athletics, athletic performance, ideal model to follow, close emotional contact, negative comments.

EXERCISE 3. Guess the meaning of the underlined words from the context.

1. They are not professional sportsmen. They are amateurs. 2. An “intelligence test” is supposed to measure a child’s inborn “intelligence”, or “mental ability”. 3. At every lecture students learn some essential facts from this or that field of science. 4. A younger teacher must try to overcome all the difficulties in his work. 5. A good coach has to create an atmosphere of trust, to establish the relationship of trust with his sportsmen. 6. We should admit mutual understanding as one of the most important features in relations between a coach and a sportsman. Their relations should be based on mutual trust.

EXERCISE 4. Translate the derivatives given below; state what part of speech each word belongs to.

consider - considerable - considerate - consideration

determine - determinism - determination - determinate - determinative - determinant

compete - competition - competitor - competitive - competitor

communicate - communicable - communicant - communicating - communication - communicative - communicator

enjoy - enjoyable - enjoyment

confidence - confident - confidential - confidentially

cheer - cheerful - cheerfulness

EXERCISE 5. How are the following words formed? Translate them into Russian.

trust - to trust; concern - to concern; respect - to respect; demand - to demand; influence - to influence; care - to care; result - to result; earn - to earn.

EXERCISE 6. Translate the following words into Russian. Pay attention to the prefixes over- and under-.

over-familiarity, underplay, overcome, undermine.

### PHONETIC EXERCISES

Difficulties in reading

amateur [ˈæmətə:]

consequently [ˈkɒnsɪkwəntli]

require [rɪˈkwaɪə]

honestly [ˈɒnɪstli]

circus [ˈsə:kəs]

inconceivable [ˌɪnkənˈsi:vəbl]

patience [ˈpeɪjəns]

touchiness [ˈtʌtʃɪnɪs]

#### Word-list

Read and remember the following words and their translation.

instil - воспитывать, прививать

patience - упорство, терпение

determination - решимость, решительность

cheerfulness - бодрость, радость

good-cheer - сердечность, доброта

inconceivable - немыслимый

setback - неудача

moodiness - плохое настроение

touchiness - раздражительность, обидчивость

undermine - подрывать, подтачивать

rift - трещина (в отношениях)

confident - уверенный

welfare - благосостояние, благополучие

indifference - безразличие, равнодушие

trust - доверие

available - пригодный, имеющийся в наличии

incompatible - несовместимый с чем-либо; противоречащий здравому смыслу

#### TEXT

Read the title of the text and the first sentences of each passage. Tell in Russian what this text is about.

#### THE ROLE OF THE COACH

1. Whatever the level, the demands placed upon a coach are considerable and the responsibilities are great. In truth, he or she is as much a teacher as anything else and therefore his knowledge of his event should be considerable and expanding all the time, for one of his greatest responsibilities is to learn along with his pupils in order that the true potential of each may be realized.

2. Although the amateur coach may not be able to meet the demands that are placed on the fulltime professional, in principle, these demands are the same and each must do his best to measure up to them to the degree that their abilities require of them. The preparation of a young athlete for competition in any sport is not simply a matter of training the body to perform a series of demanding "circus tricks".

On the contrary, the coach must train the minds of his athletes as well as the bodies. He must possess the ability to communicate with them on more than a surface level, instilling in them the patience, consistency, determination and cheerfulness of which he is the model.

3. Cheerfulness, especially, is one aspect of coaching which is often (mistakenly) underplayed. If a coach is to be successful, it is essential that he be able to create an atmosphere of enjoyment and optimism. The rigors of consistent, hard training should always be tempered with an element of good-cheer; indeed, top class competition would be virtually inconceivable without a considerate amount of optimism. In this way the defeats, setbacks and injuries which are an integral part of athletics can be more easily overcome.

4. Serious training and competition confront the coach with a myriad of situations of which he is expected to be (and indeed should be) the master. Any indication of incapability, moodiness or undue touchiness on his part will not only undermine his own authority, but also create rifts between athlete and coach which are often impossible to repair at a later date.

5. Coaching is, of course, a two-way relationship and consequently the athlete should feel close to his or her coach and remain confident in the knowledge that the coach bears a genuine concern for his

welfare in general, as well as his athletic performance. In short, there is a friendly relationship moderated with a positive educational influence.

Indifference to any athlete under a coach's care is often accompanied by indifferent athletic performances and, of course, reflects not only on the athlete himself but also on the ability of the coach to do his job.

6. In cooperation with his athletes the coach has an opportunity to establish a relationship of mutual trust and respect despite the fact that he may only see them for a few hours each week. The time that is available for the coach and athlete to work together is often so short that it is essential their relationship be based on mutual trust if consistent improvement is to result.

7. It is often the case that the athlete looks up to his coach as the ideal model to follow in his pursuit of sporting success; this is especially true if the coach was, at one time, a successful athlete. This leads to close emotional contact between athlete and coach, helps the athlete better to cope with joys, failures and disappointment.

8. It would be a mistake to convey the impression that it is only the athlete who makes demands in the relationship between coach and pupil. The coach also makes great demands of those under his care, stemming from his genuine concern for their all-round development.

Criticism and negative comments should therefore have no effect on the relationship itself but only serve to enhance it through the gains that are made by critical appraisal.

This fundamental concern of the coach for his athletes is not something that should be feigned, as this is as incompatible with a true and steady relationship as are false-confidence and over-familiarity. The complete and utter trust of the athlete to his coach is something that can never be demanded - only earned honestly.

### COMPREHENSIVE EXERCISES

EXERCISE 1. Answer the questions.

1. Must a good coach be a good teacher? Why?
2. What traits must the coach train in his athletes?
3. What atmosphere has a successful coach to create?
4. What situations does the coach often confront?
5. Is coaching a two-way relationship? Why?
6. Why is mutual trust so important in relationship between the coach and the athlete?
7. What helps the athlete to cope better with joys, failures and disappointment?

EXERCISE 2. Write out the key sentences of each passage of the text.

EXERCISE 3. Find the passage where the main demands that are placed on the coach are described.

EXERCISE 4. Find the passage where the negative traits of the coach are mentioned.

EXERCISE 5. Number the demands that are placed on the athlete.

EXERCISE 6. Complete the sentences using the expressions from the right column.

- |  |   |
|--|---|
| 1. The demands placed upon the coach are                                 | the minds of his athletes as well as the bodies   |
| 2. He must learn along with his pupils in order that                     | considerable and are expanding all the time   |
| 3. To prepare a young athlete for competition in any sport he must train | create an atmosphere of cheerfulness and optimism when coaching thus helping his pupils to overcome |

- |  |   |
|--|---|
| 4. He must possess the ability                     | defeats, setbacks and injuries<br>the true potential of each may be realized  |
| 5. To be successful he coach must                  | not to undermine his authority  |
| 6. He must be the master of any situation          | to communicate with them instilling the patience, consistency, determination and cheerfulness of which he is a model    |
| 7. The athlete should feel close to his coach and  | a positive educational influence and based on mutual trust and respect  |
| 8. Their friendly relations must be moderated with | remain confident in his coach's knowledge and his genuine concern for athlete's welfare as well as athletic performance |

### SPEECH EXERCISES

EXERCISE 1. Speak on the following topics.

1. The demands placed upon a coach.
2. To train the minds as well as the bodies.
3. The role of an atmosphere of enjoyment.
4. The basis of the coach's authority.
5. Athlete's demands of the coach.
6. Mutual trust and respect in collaboration between the coach and the athlete.
7. Coach - an ideal model to follow.
8. Coaching - a two-way relationship.

EXERCISE 2. Write the annotation to the text and compare your variant with the variant given below.

The author discusses the relationship between a coach and an athlete from a philosophical point of view, emphasizing the personal qualities of the coach that can make or break the relationship with his pupils.

### GRAMMAR EXERCISES

EXERCISE 1. Choose the sentences with Participle I and translate them. State the functions of Participle I.

1. The coach's knowledge of his event should be considerable and expanding all the time.
2. The preparation of a young athlete for competition is not simply a matter of training the body to perform a series of demanding "circus tricks".
3. The coach must possess the ability to communicate with his athletes on more than a surface level, instilling in them the patience, consistency, determination and cheerfulness of which he is the model.
4. Cheerfulness is one aspect of coaching which is often underplayed.
5. The rigors of consistent, hard training should always be tempered with an element of good-cheer.
6. Often the athlete works up to his coach as the ideal model to follow in his pursuit of sporting success.
7. The coach makes great demands of those under his care, stemming from his genuine concern for their all-round development.

EXERCISE 2. Insert modal verbs or their equivalents.

1. The coach's knowledge of his event \_\_\_\_be considerable and expanding all the time.

2. The amateur coach \_\_\_\_not\_\_\_\_to meet the demands that are placed on the full-time professional.
3. The coach \_\_\_\_train the minds of his athletes as well as the bodies.
4. The coach \_\_\_\_possess the ability to communicate with his athlete on more than a surface level.

#### ADDITIONAL TEXT 1

Read the text and give titles to each passage. Do the exercise after it.

#### COACHING AS A SOCIAL AND PEDAGOGICAL PHENOMENON

1. Coaching is fundamentally a didactic and educational activity associated with social and physical development of fitness and health. Hence the coach operates first in the pedagogical and recreational field and moves towards the sanitary and functional values as and when higher sport objectives are kept in mind.

2. The striving for self-expression and constant perfection of man, are facilitated by the process of coaching. Talent and ambition alone are not enough for winning a championship. It is necessary to submit oneself absolutely to a planned concept of coaching which involves not only hard work but also assistance and care by a team of persons concerned. In general physical education and sport are social values which form an important component of the culture. Physical education has a favourable effect on health and so it is one of the other activities. But to make its best contribution to the society, a long period of systematic work is needed. In general an athlete with the best coach achieves the best result.

3. Physical education and sport are a basis for health, physical perfection, increased working ability, as well as moral and aesthetic teaching. A general development of sport increases the creative mankind and influences economic and cultural development. Numerous studies have shown that college students who practise sports regularly are also better able to cope with their work; workers in industry, who practise sport, fall ill 3-4 times less frequently than others; they are more productive, produce fewer rejects and suffer fewer injuries.

4. Sport offers opportunities for purposeful movement, compensating for the insufficiency of the physical activity which decreases as a result of conveniences and facilities of modern life. To become perfect in physical ability and fitness is a virtue desirable for personal - and socio-cultural reasons. Sport provides opportunities for satisfying our needs, like need for movement, need for competition, need for security and self-sufficiency as well as need for physical skills. Not all athletes experience all these needs and not all needs can be satisfied without difficulty; but all of them are present, real and powerful.

EXERCISE. Make a report on the topic "The role of sport in a person's formation".

#### ADDITIONAL TEXT 2

Translate the text and answer the questions after it.

#### THE CHANGING FACE OF THE AMERICAN TRACK AND FIELD COACH

Half a century ago, the American track and field coach held a job that was usually a lifetime sinecure. For the most part, there was no emphasis on results because track was a "minor" sport (in Olympic years). The most common coaching credential was the Athletic Director's question: Was he a good athlete? The result was that we largely wasted America's sport resources. We succeeded despite our system, not because of it. Our large network of pre-college teams was a vast "learn-by-doing" lab that produced thousands of experienced competitors.

Yesterday is gone. Today we have the Movable Coach. For him or her, forever is just a year away. The college coach is facing the Age of Results. In the 1970s we first heard of something unknown: Track coaches fired for not winning. It was rare, but it began to happen. In the 1980s another new development appeared: The killing of successful major track programs to save money for other sports.

Coaches in Division I now often become little more than recruiters and program administrators. Proposed NCAA rules designed to conserve financial resources (primarily for football and basketball) threaten to remove serious track and field from the college athletic program.

At the high school level, we are facing the Age of Cut-Backs. General budget problems have combined with other factors to produce the first serious drop in high school participation in track and field. At the same time, high school and middle school administrators are dealing with The Coach Who Isn't There. We have few people to act as coaches, and our reserve of knowledgeable coaches is disappearing.

At both levels, the required coaching credential has not changed. It is still often a question of one's own success as an athlete. Often elite performers are far less knowledgeable about events other than their specialty. Most sprint coaches don't put the same effort into learning about the distances and developing long runners. Distance coaches don't produce jumpers. Jumping coaches don't produce throwers (almost no one produce throwers). The result is that we are still largely wasting our talent resources. Unfortunately, the rest of the world learned how to organize training systems, while we are relying on our fource of numbers to float talent to the top. Thus, we are losing ground at the international level. We succeed primarily in the "raw talent" (less technical) events.

EXERCISE. Answer the questions.

1. Is there any difference between the American track and field coach's job half a century ago and now?
2. What was the most common coaching credential?
3. What can you say about coaching of 1970s and 1980s?
4. What is "The Coach Who Isn't There"?
5. Does the reserve of knowledgeable coaches disappear?
6. Has the required coaching credential changed?

## UNIT VI.

TEXT: FOOTBALL

ADDITIONAL TEXT 1: WATCHING FOOTBALL

ADDITIONAL TEXT 2: FOOTBALL. SOCCER.

### VOCABULARY EXERCISES

EXERCISE 1. Translate the following international words without a dictionary.

popular, record, era, sport, engineering, occupy, officially, modern, argument, club, demonstratively, opponent, form, discuss, innovation, referee, sportsman, match, national, visit, final, mark, central, flag, minute, period, interval, attack, protection.

EXERCISE 2. Read the words given below; state what part of speech each word belongs to. Mark the suffixes. Give their Russian equivalents, please.

play - playable - playful - player

achieve - achievable - achievement

allow - allowable - allowance - allowedly

accept - acceptability - acceptable - acceptance - acceptor

add - adder - addition - additional

propose - proposal - proposition

support - supporter - supporting

train - trainer - training - trained

intercept - interception - interceptor

### PHONETIC EXERCISES

Difficulties in reading

era	[ˈɪərə]	dangerous	[ˈdeɪndʒərəs]
Japan	[dʒəˈpæn]	allow	[əˈlaʊ]
China	[ˈtʃaɪnə]	circle	[səːkl]
ancient	[ˈeɪnfənt]	touch	[tʌtʃ]
conquer	[ˈkɒŋkə]	push	[puʃ]
Empire	[ˈempaɪə]	knee	[niː]
score	[skɔː]		

### Word-list

Consult a dictionary, translate the following words and practise their pronunciation.

foot-and-ball games	to leave a deep impression with smb
«feet-and-hands» rules post	post
to cane	crossbar
cruel	to tackle
pitch	to hack
kick	to trip
draw	to push
to make the finals	to score
award	

### TEXT FOOTBALL

This game is one of the most popular among other games more than a hundred years. The game itself is not new. There are many records that foot-and-ball games were known and played during many



centuries before our era. In old Japan and China a game like football was very popular. The winners were awarded flowers or vases and losers... caned.

Two thousand years later in Greece a football-like game was popular among both boys and girls. Beside players there was an arbiter. When ancient Romans conquered Greece, they learned and use different Greek achievements in engineering, arts and sports too. The foot-and-ball game called «harpastum» was played all over the Roman Empire, which occupied most of Europe including England.

Football in England was widely spread among peasants. The game was cruel and dangerous, that is why football was officially banned by King Edward II and several others. In one of Shakespeare's play we learn that «footballer» was used as a swear-word. In spite of royal orders football remained the game of English common people. Sometimes football matches lasted for several days!

The history of modern football began in the end of the 19th century. At that time the football rules allowed to play by both feet and hands. There were arguments between players. One side demanded that only feet should be used, while the other insisted on “feet-and-hands” rules.

The argument was so hot that when the representatives of several football clubs gathered in October 1863 in London, their opinions parted. The supporters of the “feet-and-hands” rules demonstratively left the meeting, and their opponents formed their own “Football Association”. A week later new rules were discussed and accepted. Those rules were changed, and many times. Almost every year there were innovations and additional rules.

The football referees appeared only in 1878. They signalled with a bell which later was changed for a whistle. The first goal nets were first seen in 1891, when sportsmen from Liverpool proposed to use them so that the ball would not fly out of the pitch. In the same year the 11-metres penalty kick was also introduced. The numbers of the player's shirts appeared in 1939.

Football found its supporters not only in England. The first international match between the teams of England and Scotland was held in 1872. The International Football Federation (FIFA) was formed in 1904 in Paris, France.

The Federation decided to held the football world championships in 1906, but in due time there was no country wishing to send its national football team. That is why world football championships began only in 1930. Olympic championships began earlier, in 1908.

In our country first football teams appeared in 1897 in Petersburg. Before the First World War it was played in 33 Russian towns. There were 155 football clubs with more than 7 thousand sportsmen. In 1912 the national team of Russia took part in the Olympic Games and lost, because its players were not well trained. The team consisted of the players from Moscow and Petersburg who met for the first time...on the ship on their way to Stockholm.

Football became more popular in the young Soviet Republic where the first championship was held right after the end of the Civil War in 1922.

After the war the Soviet football team “Dynamo” visited England and played four matches, winning two and ending two other games in a draw. Soviet football players took their Olympic start in 1952, and at once could make the finals. They lost to the team of Yugoslavia only to win four years later in Melbourne.

During those years our famous forwards Beskov, Bobrov and Kartsev with the world-known goalkeeper Yashin and other sportsmen left a deep impression with all football fans of the world. When the European Nations Cup football competitions were held in Paris in 1960, our team was the first winner of this award.

Major international competitions are the World Cup, the Olympic championship, the European Cup-winners Cup, and the European Champions Cup.

Football is played on a pitch 90-120 m long and 45-90 m wide, usually covered with grass. In the middle of the shorter side is the goal made of two posts and a crossbar between their upper ends. The

pitch is marked with chalk. There are the central circle, two goal areas and two penalty spots. In the corners there are four flags.

The object of the game is to drive a round (about 70 cm in circumference) leather ball into the goal. A football team has ten field players and a goalkeeper. A football match is played 90 minutes in two periods with a 10 minute interval. Nobody, except goalkeeper, is allowed to play or even touch the ball with hands. The play begins from the centre of the pitch. The players may pass the ball to each other or drive it with feet and other parts of the body except hands. Their opponents may either intercept the ball or tackle it from the players. Tackling must be fair.

The players should not kick, hack, trip or push the opponent who has the ball. All these tricks as well as hand playing are penalized by a free kick. If the offence happened in the penalty area, the 11 m penalty kick is given. The opposing goalkeeper must stand still without moving his feet until the kick is made. Smaller offences are penalized by an indirect free kick. The goal cannot be directly scored from such a kick.

There is an important "offside" rule in football. A player is offside (out of play) if at the moment when his team-mates play the ball there is only one member of the opposing team before him. In other words a player should have no less than two opposing players between him and the goal when he gets the ball from his friends.

When the ball crosses the side or "touch" line, it is thrown back by the player opposing those who sent it out. If it crosses the goal line (except the part between the goal posts) from the attacking team's players, the defenders take the indirect free kick. If it was the defender who sent the ball over his own goal line, then the attackers take a corner kick from which the goal can be scored.

The goal is scored when the ball has passed over the goal line between the goal posts and under the crossbar. Three referees conduct the game: one in the field and his two assistants at the opposing touch lines.

The players wear jersey shirts, shorts, knee-socks and special boots with pikes on the soles. The goalkeeper's shirt should be of different colour than the shirts of field players. Besides, the goalkeeper has gloves for hand-protection.

### COMPREHENSIVE EXERCISES

EXERCISE 1. Mark wrong and correct statements.

1. Football appeared in the last century.
2. Football in England was widely spread among peasants.
3. The rules of the game were never changed.
4. World football championships began earlier than Olympic championships.
5. Football was always very popular in Russia.
6. In 1912 the national team of Russia took part in the Olympic Games and won.
7. A football team has ten field players and a goalkeeper.
8. A football match is played 80 minutes.

EXERCISE 2. Answer the questions.

1. What kind of ancient football have you learnt?
2. When did football in its modern form appear?
3. What were the first rules of football and why were they changed?
4. When was the International Football Federation formed?
5. Was football popular in Russia?
6. How did Soviet players take their Olympic start?
7. What are the major international football competitions?
8. What is the object of the football game?
9. Who is allowed to play with hands?
10. When penalty kicks are given?

11. What is an «offside» rule?
11. When is the goal scored?

EXERCISE 3. Copy out from the text the sentences containing the words and word combinations given before the text and translate them into Russian.

### SPEECH EXERCISES

EXERCISE 1. Use words and word combinations given before the text in the sentences of your own.

EXERCISE 2. Make up the plan of the text.

EXERCISE 3. Write a precis of the text.

EXERCISE 4. Speak on the following topics.

1. Ancient football.
2. Football rules.
3. Famous football players.
4. Football in Russia.
5. Football pitch.

### GRAMMAR EXERCISES

EXERCISE 1. Translate the sentences from the text including Constructions with Participle I and Participle II. What kind of Constructions are they?

1. The foot-and-ball game called «harpastum» was played all over the Roman Empire.
2. The Federation decided to held the football world championships in 1906, but in due time there was no country wishing to send its national football team.
2. After the war the Soviet football team «Dinamo» visited England and played four matches, winning two and ending two other games in a draw.

EXERCISE 2. Find in the text the sentences with modal verbs and translate them into Russian.

EXERCISE 3. Tell your friends the football joke and ask them if they get it.

A football manager died and went to heaven, where he was given charge of an ideal team. The only drawback was that there was no opposition. Then he got a call from the hell. «How about fixing a game with my team?» asked the devil. «By all means, but I must warn you that I have the greatest players of all on my side», said the honest manager. «Perhaps», replied the devil, «but I have all the referees!»

Read the text and discuss the behaviour of fans at the stadiums. Do exercises after the text.

### ADDITIONAL TEXT 1 WATCHING FOOTBALL

(A humorous view on the behaviour of fans at the stadium)

Twenty-two men play a game of football and eighty thousand watch them, and yet those who play are the only ones who follow certain rules and regulations. This is, of course, ridiculous. A set of official rules for spectators at football games is therefore reproduced below. In the first place, there is the question of shouting encouragement at the players. There must be no more random shouting. It is of course understood that the players are entirely dependant on the advice of the spectators, and how is a player to know what to do if, for example, he hears a man shouting, «Wait for them, Willy!» and another man shouting, «Try a pass, Willy!»

The official advisers in the stands must work together. Before each player goes to do something, there should be a conference among the fans and as soon as the majority have come to a decision, their advice should be shouted to the player in unison.

In the matter of hostile remarks addressed at an unpopular player on the visiting team it would probably be better to leave the wording entirely to individual fans. Each man has his own talent in this sort of thing.

For those fans who are occasionally obliged to take inexperienced lady-friends to a game, a special set of rules has been prepared. These include the compulsory purchase of tickets in what is called the «Explaining Section».

The view of the field from this section is not very good, but it doesn't matter, as the man will be too busy explaining to see anything of the game anyway, and the women can see just enough to give them material for questions.

Absolutely no gentlemen with uninformed ladies will be admitted to the main stand. In order to enforce this regulation a short examination on the rules of the game will take place at the gate, in which ladies will be expected to answer briefly the following questions:

1. What game is being played on this field?
2. How many games have you seen before?
3. What is a goalkeeper in football?
4. What colour uniform does the home team wear?
5. What is the name of the home team?
6. Do you cry easily?
7. Is there anything else you would rather be doing this afternoon?
8. If so, please go, and do it.

(After R. Benchley)

EXERCISE 1. What is there in the text to suggest that:

1. the behaviour of the fans is ridiculous;
2. in most cases ladies are not prepared to watch the game.

EXERCISE 2. Think and answer the questions,

1. Does this humorous story reflect the real situation at the stadiums?
2. Which of the fan's habits are most ridiculous in your opinion?
3. Are ladies as hopeless as the author makes them?

## ADDITIONAL TEXT 2

Read the text and do exercises after it.

### FOOTBALL

quarterback - боковой судья  
to kick - ударять ногой  
bump - ударять

Football is a field game between two teams, played with an oval-shaped ball. The quarterback starts by throwing, or passing, the ball to one of the players, called a receiver. The receiver then tries to run with it towards the goal. The players of the other team try to tackle him to prevent him from reaching the goal line. The team with the most points wins.

### SOCCER

Soccer is a field game between two teams, played with a white round ball. The goalkeeper is the only one who can touch the ball with his or her hands. The other players are only allowed to kick the ball or bump it with their heads. The object of the game is to kick the ball past the goalkeeper into the goal. The team with the most points, or goals, wins.

## COMPARE

British English	American English
football	soccer
American football	football

## FOOTIE TALK

By Yuri Shulakov, Moscow State University graduate

It would be interesting to have a look at the language that football supporters use to discuss their favourite game. Footie fans have their unique slang – a very colourful and ever-changing idiom with its own grammar and vocabulary, its own set of imagery, its own poetry and literature. As a part of my academic research, I have put together some of the words used by supporters in their conversations. Here are a few that I found the most interesting or the most humorous.

### **Every true football fan should know these!**

#### **A**

ANORACK – A person who watches the game bedecked in replica shirts, scarves and hats.

ARMCHAIR – Someone who talks endlessly at work about football but who actually supports their team from the comfort of their front room.

ARMY – A name for a team and its supporters, chanted a lot at the stadiums.

#### **B**

BOOT – Kick the ball.

BOYS – Players of your team.

#### **C**

CULTUREDLEFT FOOT – Plays well with his left foot (footballers are traditionally left-footed).

#### **D**

DONKEY – A player with no skill.

#### **E**

EARLY BATH – Player is sent off (and can go to take a shower, or bath, early).

#### **F**

FOOTIE, FOOTY – Diminutive of football.

#### **G**

GAFFER – Manager.

GOALIE – goalkeeper .

GOES IN WHERE THE BOOTS ARE FLYING – A striker who is not afraid to commit himself in a goal mouth scramble.

GOOD ENGINE – An industrious player with a lot of energy.

GYPO – An opposing player with long hair. Usually chanted from the stands.

#### **H**

HANG UP ONE'S BOOTS – Stop playing football, retire from the game.

HEADCASE – A player or a fan who is very tough to the point of being dangerous because of extreme commitment.

HONEST – A player with limited skill but who tries hard.

HUG THE TOUCHLINE – Play very wide on the pitch.

#### **K**

KEEP A CLEAN SHEET – Play the game without conceding any goals (about the goalkeeper).

KEEP IT ON THE CARPET – Play the ball along the ground.

#### **L**

LADS – Another way to call the players of your team.

LETHAL IN THE AIR – A player who is good at scoring with his head.

LILIPOP – Putting the ball through the goalie's legs.

**M**

MAN BETWEEN THE STICKS - Goalkeeper.

**N**

NET-BUSTER – A very powerful shot.

**P**

PEACH – A good shot.

POLICEMAN – Stopper.

PSYCHO – Dirty player who plays the game to injure people.

**R**

REF – Referee.

**S**

SCABBY GOAL – A lucky goal.

SCREAMER - An unstoppable goal from a powerful shot

SCUM – A term used to refer to the away team and fans or to describe close rivals.

SOCKS AROUND THE ANKLES – A player has worked hard through a tiring game.

SON – Used to refer to a player from your team, showing affection.

SQUARE – Across the field.

SUICIDE BALL – A hopeless pass.

**T**

TWO LEFT FEET – A player who is not skillful, one who is as bad with his foot as with the foot he doesn't use (players are traditionally left-footed).

**W**

WALKOVER – An easy win.

WIDE – Across the field.

## UNIT VII.

### КАК СОСТАВИТЬ АННОТАЦИЮ

Аннотация – это сжатая характеристика статьи, книги, монографии.

Рекомендации для составления аннотации

1. Прочитайте текст. 2. Разбейте его на смысловые части. 3. Выделите в каждой части основную мысль. 4. Сформулируйте её своими словами. 5. Перечислите основные мысли, проблемы, затронутые автором, его выводы, предложения. Определите значимость текста. 6. Используйте глаголы констатирующего характера (автор анализирует, доказывает, излагает, обосновывает и т.д.), а также оценочные стандартные словосочетания (уделяет особое внимание, важный актуальный вопрос (проблема), особенно детально анализирует, убедительно доказывает).

### КАК СОСТАВИТЬ РЕФЕРАТ

Реферат – краткое изложение содержания статьи, монографии или книги по определённой теме.

Основные принципы составления реферата:

1. Реферат представляет собой конспективное изложение существенных положений оригинала и отвечает на вопрос: «Какая основная информация заключена в реферируемом документе?» В реферате отражаются все основные проблемы реферируемого материала. 2. При составлении реферата не ставится задача что-то доказать читателю или в чём-то его убедить; реферат не содержит критической оценки; в нём объективно излагается то, что содержится в первичном документе. 3. Общие требования к языку реферата: точность, краткость, ясность, простота. Быстрому и точному восприятию содержания реферата способствуют простые законченные предложения. Употреблять в реферате сложные, громоздкие предложения не рекомендуется; их надо расчленять на несколько простых. 4. Текст реферата включает большое количество перечислений. Это способствует компактному изложению основных данных из первоисточника без их аргументации. 5. Текст реферата не имеет абзацев, разделов, рубрик, т.к. реферат представляет собой логически компактное изложение сути содержания первичного документа.

Реферат, в отличие от обычного пересказа, может включать в себя некоторые сведения, касающиеся автора текста, времени его написания, указание на главную идею текста, на его жанр.

Основные этапы работы над рефератом:

1. Внимательно прочитайте текст. 2. Мысленно определите для себя основной смысл текста. 3. Определите основные структурные составляющие текста (абзацы). 4. Определите основной смысл каждого из абзацев. 5. Определите ключевые слова и выражения, которые несут смысловую нагрузку во всём тексте и в каждом из абзацев. 5. Запишите полученную структурно-смысловую схему (смысловый каркас, «корпус текста»), представляющую собой основу реферата (сюда включается формулировка главной мысли, озаглавливание каждого абзаца, составление плана реферата). 7. Попробуйте определить, насколько полно выделенные ключевые слова и выражения передают основной смысл текста и его структурные составляющие. Если происходит утрата существенной части смысла, нужно найти средства её восполнить (например, подберите краткие и ёмкие слова для передачи содержания сразу нескольких выражений или реплик). 8. Редактирование смыслового каркаса заключается в установлении тех или иных связей между ключевыми эпизодами каждого абзаца, т.е. выстраивается сквозная логика всего реферата. 9. При работе необходимо уяснить общее содержание текста, его смысловые связи в целом, последовательность развития мысли автора, установить причинные, временные и другие виды связей.

ДИФФЕРЕНЦИАЛЬНЫЙ АЛГОРИТМ  
(выделение смысловых опорных слов текста)

БЛОКИ ДИФФЕРЕНЦИАЛЬНОГО АЛГОРИТМА

1. Выделение ключевых слов (КС) в каждом смысловом абзаце текста, несущих основную смысловую нагрузку (как правило, ими являются существительные и глаголы). Ключевые слова могут повторяться в предложении, абзаце, тексте в целом, что сигнализирует об их ключевом значении для данного текста. Для текстов по специальности ключевыми словами также будут термины.

2. Составление смысловых рядов (СР). Смысловые ряды – это словосочетания или предложения, которые состоят из ключевых слов и некоторых определяющих и дополняющих их вспомогательных слов, представляющие собой сжатое содержание абзаца и являющиеся основой для выявления темы (доминанты) текста. На этом этапе текст подвергается количественному преобразованию – сжатию, свёртыванию.

3. Выявление доминанты (Д). Доминанта – это основное значение текста, которое возникает в результате перекодирования прочитанного содержания с опорой на ключевые слова и смысловые ряды. Это этап качественного преобразования текста.

Для того чтобы сформировать навык чтения по данному алгоритму, вы можете воспользоваться следующей таблицей.

№ абзаца	Ключевые слова (КС)	Смысловые ряды (СР)	Значение текста (Д)
1.			
2.			
3.			

№ 12

СЛОВА И ВЫРАЖЕНИЯ, ИСПОЛЗУЕМЫЕ ПРИ АННОТАЦИОННОМ И РЕФЕРАТИВНОМ СПОСОБЕ ИЗЛОЖЕНИЯ

В реферате внимание фиксируется прежде всего на указании темы данного сообщения, его целей и задач. Осуществляют представление темы такие выражения, как:

The title of the text (article) is ...

The author of the text (article) is ...

The article is from the newspaper “...”

The text (article) is about ...

The author tells us about ...

The text (article) opens (begins, starts) with ...

The text (article) carries material about ...

The material of the text (article) is devoted to ...

The text (article) covers the recent events in ...

The text (article) touches upon the problem of ...

The text (article) says (writes, reports) that ...

The text (article) gives figures, illustrating ...

The text (article) calls upon the reader to ...

The text (article) voices the protest against ...

basic idea/theme/topic/principles/notion/characteristics of ... are discussed/reviewed

main aspects of description

guiding principle

principle concepts/aim of ...



areas of ...  
source of  
to adopt/to put an idea  
to set a task  
to introduce/to raise a point/an issue  
to come into view  
to face a problem  
this problem can be solved  
the problem of ... is discussed/considered/analysed/touched upon here

После вводных рассуждений следует основная часть. Уточнения, связь с вышесказанным, переход от одной части рассуждения к другой, порядок изложения, иллюстрация и т.д. выражаются следующими словосочетаниями:

From the first paragraph we get to know about (that) ...  
The first (second, third ...) paragraph deals with the problem of...  
The main idea of the first (second, third ...) paragraph is that ...

to take into account	to present a description
to arouse a discussion	to place emphasis on ...
to arise/to stem from ...	to go into detail
to raise a question	to make an observation/a contribution
to be caused by ...	to make a remark
to formulate/to solve a problem	to offer an opinion
to accept the view that ...	to hold a view
to share one's view	to find a way
to draw attention on ...	it is suggested
to formulate a problem of ...	to make a suggestion(s)
to give an explanation	to make mention on ...

Необходимо также указать синонимичные способы логического расположения событий в тексте:

At first (firstly);  
Then;  
After that;  
At last (finally).

В заключительной части работы, делая обобщения аннотируемого или реферируемого материала, можно использовать следующие выражения:

The text (article) ends (finishes) with ...	
At the end of the text (article) we know about ...	
At the end of the text (article) the author makes a conclusion	
in short	to get information
in general	to present/to gain a result
finally	on the basis of the result
in connection with	to sum up a point
in conclusion	to summarize evidence for
to emerge/to derive from the text/article	to give a resume
it can be concluded that ...	to give a picture
to arrive/to reach at a conclusion	

## SPORTING LIFE

segregate – разделять

sedentary lifestyle – сидячий образ жизни

grass roots – рядовые граждане

spectator sport – зрелищный спорт

hold dear – высоко ценить

bagpiper – волынщик

About 20 million people in Britain over the age of 16 regularly take part in sport or exercise, the most popular activities are walking (including rambling and hiking), swimming, snooker pool, keep-fit, yoga and cycling.

For schoolchildren up to the age of 16, sport is a compulsory part of school life. All pupils have PE (Physical Education) lessons once or twice a week. Pupils are usually segregated according to sex and activities for boys and girls. For example, boys play rugby and football while girls play netball and go in for gymnastics. Both boys and girls take part in basketball, athletics, badminton and hockey. The government believes it is very important to promote sport as a means of becoming healthier.

Youngsters nowadays are often unfit due to major changes in their lifestyle. For example, children are often driven to school whereas in the past many would walk. They have an increasingly sedentary lifestyle. In the past, children almost always played outside in parks and playgrounds. Today, many parents don't want to let their children outside on their own. More that, television and video games have become the most popular pastimes and children themselves often choose to stay indoors rather than indulge in outdoor activities.

Nevertheless, there is still interest in sport and recreation among young people. Local authorities are the main providers of basic sport and recreation facilities for the local community. Each local authority is responsible for developing a strategy to ensure that the services they provide meet the needs of the local community. As well as promoting sport for general fitness, the government aims to provide facilities for training and competition at the highest level and to attract major sporting events to Great Britain.

Sport is a major industry in the UK with an estimated £10,400 million spent every year. More than 2,000 British companies make investment in sport sponsorship, contributing over £340 million a year. The National Lottery is also making a major contribution towards financing, sport, at both grass roots and elite levels. Lottery funds have been awarded to more than 3,000 projects. These range from the provision of small items of equipment to the building of major sports venues such as the Olympic-sized swimming complex in Manchester.

The British claim the credit for pioneering many of the sports now played worldwide including football (soccer), cricket, tennis and golf. In some international tournaments, including football and athletics, Britain sends four separate teams representing the countries of England, Scotland, Wales and Northern Ireland. In football – one of the most popular spectator sports in Britain today – each national team represents a separate national sporting association, affiliated to FIFA (Federation International Football Association) which controls world football. The last time a British football team competed at the Olympics was 1971. This is because the four countries of the United Kingdom wish to maintain separate national teams but under the Olympic rules, Britain is only allowed to send one team to the Olympics. Here is, however, a single rugby union team, the British Lions, which represents England, Scotland, Wales and Northern Ireland and the republic of Ireland. This team was established at the end of the 19<sup>th</sup> century and was named the British Lions because of the lion symbol the players wore in their ties.

Another sport that British people hold dear is tennis. Indeed, the Wimbledon international tennis tournament is famous throughout the world and is considered by many to be the most prestigious tennis tournament in the world. The first Championship was held in Wimbledon in south-west London in 1877, but only in 1922 did the All England Lawn Tennis and Croquet Club, which hosts the championship, move to its present ground. Another famous sporting tradition that takes place in Britain is the Highland Games. Highland clans held annual gatherings including traditional sports and games for centuries but only in the last century did they gain widespread popularity. It is said that their popularity grew under Queen Victoria, who was an enthusiastic spectator.

Sport in Britain today combines the ancient and the modern and includes a wealth of national customs and traditions.

Exercise 1. How many paragraphs are there in the text?

Exercise 2. Answer the questions.

1. What is the text about?
  1. Sport as a school subject in Britain.
  2. Sport life of British people.
  3. The most popular sports in Great Britain.
2. What is the main idea of the first paragraph?
  1. The most popular activities are walking, swimming and cycling.
  2. People in Britain over the age of 16 don't do sports.
  3. A lot of people in Great Britain are fond of sports.
3. What is the main idea of the second paragraph?
  1. Sport plays a very important role in the life of schoolchildren
  2. Pupils have PE lessons every week.
  3. Boys have their PE lessons separately from girls.
4. What is the main idea of the third paragraph?
  1. Many parents don't want to let their children outside.
  2. Television and video games have become the most popular pastimes.
  3. Changes in modern society influence on sport life of modern children.
5. What is the main idea of the fourth paragraph?
  1. There is still interest in sport and recreation among young people.
  2. Local authorities try to improve access to sport.
  3. Local authorities are the main providers of basic sport.
6. What is the main idea of the fifth paragraph?
  1. Sport is a favourable investment for companies.
  2. The National Lottery is making a major contribution towards financing sport.
  3. Lottery funds have been awarded to more than 3,000 projects.
7. What is the main idea of the sixth and the seventh paragraphs?
  1. Football and tennis are the two most popular sports in Great Britain.
  2. Britons always take part in the Olympics.
  3. The first Tennis Championship was held in Wimbledon.
8. What is the conclusion of the text?
  1. Sport in Britain is an ancient activity.
  2. Sport in Britain is a modern activity.
  3. Sport in Britain has its own customs and traditions.

Exercise 3.

Write out the key words and expressions from each paragraph in their logical order.

Exercise 4. Try to write the summary of the text.

Try to write the summary of the texts given below.

### HIGHLIGHTS OF THE MODERN GAMES

One of the most dramatic feats of the Olympics was the triumph of the United States track and field team in 1896. Competing as unofficial representatives, the ten-man squad reached Athens barely in time to participate. They won nine out of 12 events.

In 1912 Jim Thorpe, a Native American, became the only man to win both the decathlon and pentathlon in one year. Officials canceled his record and took back his medals when they learned that he had played professional baseball. His medals were restored posthumously in 1982. In track and field, Jesse Owens, a black American, won four gold medals including a team medal in 1936. The first woman to win three individual gold medals was Fanny Blankers-Koen of The Netherlands. The first athletes to win the decathlon twice were Bob Mathias of the United States, in 1948 and 1952, and Daley Thompson of Great Britain, in 1980 and 1984. The first perfect 10.0 in Olympic gymnastics was scored by Nadia Comaneci of Romania, who received seven perfect scores and three gold medals in 1976.

In the 1964 Winter Games the Soviet speed skater Lidya Skoblikova was the first athlete to win four individual gold medals. Her feat was duplicated in the 1968 Summer Games by the Czech gymnast Vera Caslavská. In 1972 the United States swimmer Mark Spitz won a record seven gold medals at a single Olympics. Swimmers John Naber of the United States and Kornelis Ender of the East Germany each won four gold medals in the Summer Games in 1976. The all-time individual medal winner was the American track athlete Ray C. Ewry, who won eight events in the 1900, 1904 and 1908 Games.

The 1972 Summer Games in Munich, West Germany, became a tragedy when Palestinian terrorists murdered 11 Olympic team members from Israel. In a protest against a New Zealand rugby tour of South Africa about 30 African nations boycotted the 1976 Summer Games in Montreal, Quebec. To protest the 1979 Soviet invasion of Afghanistan more than 60 countries, led by the United States, withdrew from the 1980 Summer Games in Moscow. The Soviet Union, which first participated in 1952, withdrew from the 1984 Summer Games in Los Angeles.

Scandals rocked the 1988 Summer Games in Seoul. Ten athletes were disqualified after drug tests revealed steroid abuse. Charges of bias and incompetence in the officiating at the boxing events led to two-year suspensions for five Korean boxers and officials and several other judges and referees.

The 1992 Games were unusual in that there were no more Soviet teams; the Soviet Union had split up in December 1991. The teams that participated from its former republics, sometimes still wearing the old Soviet uniforms, represented either now-independent Baltic states or the Commonwealth of Independent States, which had been formed from 11 of the former Soviet republics. Nevertheless, at the Winter Games in Albertville, USA, the Commonwealth's United Team came in second, after Germany, in number of medals won.

In the 1896 Olympic Games there were fewer than 500 athletes representing 13 nations. In 1988 the Seoul Games drew entries from a record total of 160 countries. While the number of athletes who competed in Los Angeles did not surpass the high of 10,000 set at Munich in 1972, the 1984 Games set records for the largest total attendance – almost 5.8 million people – and the most gold medals for one country – 83 for the United States.

The centennial Olympic Games opened in Atlanta, Georgia, with more than 10,000 athletes from a record 197 nations in attendance. The opening ceremonies, which began 16 days of athletic competition, featured a tribute to the ancient Greek games and slain civil rights leader Martin Luther King, Jr. Former world heavyweight boxing champion and Olympic gold medalist Muhammad Ali lit the Olympic torch, which completed a 84-day, 15,000-mile (24,000-kilometer) trek across the United States. The Games featured 28 delegations that were participating for the first time, including athletes from the Czech Republic, Macedonia, and Burundi, and Palestinians competing under the name Palestine. Tight security

and Atlanta's hot and humid August weather were major concerns for Olympic organizers and those attending the games. In spite of security precautions, a home-made pipe bomb loaded with nails and screws exploded at a late-night concert in Centennial Olympic Park, killing one person and wounding more than 100 others. In addition, a Turkish television cameraman died of heart attack while running to film the blast. No one claimed responsibility for the attack.

### A SPORTING LIFESTYLE

In Australia's sporting life, anything is possible. If it involves competition, Australians will compete in it, or even gamble on it. It has been this way from the start.

A generally temperate climate, relatively low-cost access to tennis courts, golf courses and other sporting facilities, and the presence of beaches and waterways, open spaces and bushland, encourage Australians to take up outdoor activities as part of their lifestyle.

Australians are not seduced simply by newer sports, like rollerblading and Base jumping. They are impressed not only by traditional sports with passionate fans around the globe, like football (soccer). Their enthusiasm is not restricted only to sports defined by the country's climate and environment, like swimming or surfing. In Australia, sport encompasses all those activities and many more.

Australia has more than 6,5 million registered players of organized sports and 1,5 million volunteers involved in sport and recreational activities. Australian sport is based on over 30,000 local clubs, each of which focuses on a single sport. The clubs are run for and by their members, and many are affiliated with one of more than 100 national sporting organizations. Professional clubs exist outside this system in the four football codes, basketball and cricket.

Australia has more than 120 national sporting organizations and thousands of State, regional and club bodies. It is estimated that 6.5 million people, about a third of the population, are registered sports participants.

Many more are involved in activities such as fishing, bushwalking, recreational boating, horse riding and fitness programs. Water sports have a huge following and the high interest in sailing is reflected in Australia's entry in every America's Cup challenge since 1967.

Australians are also enthusiastic sports watchers. Crowds of more than 100,000 are common in Melbourne for the grand final of the Australian Football competition.

Australia has produced international champions and world record holders in many sports.

The Australian Sports Commission, a statutory authority funded by the Australian Government, was established in 1984. The commission has primary responsibility for the Government's efforts on behalf of sport at both the elite and community and participation levels. The Women in Sport unit in the commission aims to raise the participation and status of women and girls in all aspects of sport in Australia.

### PHYSICAL EDUCATION AND RECREATION

Most national sporting organizations are affiliated with the Confederation of Australian Sport, a national forum, while the Sport and Recreation Ministers' Council (SRMC) is the main mechanism for liaison between governments on these matters. Its membership is apparent from its name.

Australia has long participated in international sport and has built a fine record, particularly when the size of its population and its geographic remoteness from other centres of competition are considered. It is one of only three nations (Britain and Greece are the others) to have competed at every modern Olympics and has competed in all 12 Commonwealth Games.

The country's enormous coastline and numerous waterways are used by swimmers, surfers, 150,000 competitive yachtsmen and large numbers of powerboat enthusiasts, and surfboard and sailboard riders. Most Australians learn to swim before they are 10 years old. A survey indicated a few years ago that fishing – including underwater fishing – was Australia's most popular outdoor activity. Australia has more than 1000 public swimming pools and probably more than a million private ones.

If swimming has done most to bring Australia international sporting acclaim, tennis is its nearest rival. Squash, cricket, golf, rugby, hockey, netball and track and field follow.

Horse racing was one of the first sports properly organized in Australia. The first official race was run near Sydney in 1810, only 22 years after the first colony was established, and the Sydney Turf Club was formed 15 years later. Today, racing is extremely popular and a major industry. The Melbourne Cup, a handicap race over 3200 m, is the country's richest race and best-known sporting event, having been run every year since 1861 – which makes it the oldest event on Australia's calendar. The day on which it is run, the first Tuesday in November, is a public holiday in Melbourne, and work ceases throughout Australia when the horses jump at 2.40 p.m.

“Punting” – gambling on sporting contests – is also part of Australian culture. Gambling is legal at Totalisation Agency Boards (TABs) and through racecourse bookmakers. The Melbourne Cup horse race brings workplaces throughout Australia to a stop for a few minutes on the first Tuesday afternoon every November.

Cricket is Australia most played and watched summer team sport. It has an estimated 500,000 registered players. Test matches and one-day internationals played between teams of Commonwealth nations sometimes attract crowds of 80,000. The game in Australia underwent a revolutionary change in 1977 when a commercial organization, World Series Cricket, entered full-scale promotion of international matches. It signed most top Australian cricketers as well as leading players from Pakistan, England and the West Indies. Some of its innovations were immediately successful and have been retained, including games under lights, coloured clothing and white balls. After two seasons, the promoter withdrew and the board once again controls all first-class cricket.

Australians play and watch four codes of football – Soccer, Rugby Union, Rugby League and Australian Rules, a game devised and played onle in Australia (although it is similar in some respects to Irish Football). It is the most popular code in Victoria, Western Australia, South Australia, Tasmania, the Australian Capital Territory and the Northern Territory. Perhaps 500,000 people play the fast-moving game and it attracts far more spectators than any other event. Soccer (460,000 registered players) gained in strength and popularity with the postwar influx of European migrants and since 1977 has had a national league. Rugby Union (100,000 players) and Rugby League (154,000) have their strongest following in Queensland. Australia is generally considered the world's leading Rugby League nation and it is ranked highly in Rugby Union.

Most of Australia's population lives within 100 km of the coast and there has always been a keen interest in sailing. Australian designers have created several internationally recognized classes of craft, including the Australia-type catamaran and the Australian 18-footer, one of the fastest and most exciting open yachts in the world.

The nation's international yachting reputation leapt when, 1983, Australia II became the first foreign yacht in 132 years to win the America's Cup. Australia first accepted the America's Cup challenge in 1962 and has engaged the United States in most of the finals since then.

The most famous yachting event on the Australian calender is the Sydney-to-Hobart race, which has been run annually since 1945. It is a handicap race over 630 nautical miles and attracts entries from many parts of the world.

The diversification of Australian society in the past 50 years has stimulated interest in a wide range of other soirts, including basketball, baseball and volleyball, orienteering, ice hockey and, in the high country in the south-east corner, alpine and cross-country skiing attract about 300,000 regulars.

## TAEKWON-DO

My love story with Taekwon-Do began two years ago. When I decided to start training, I knew almost nothing about the subject – only that it was an Eastern type of wrestling. Finally, one day I decided to ring up a club and a young woman's pretty voice on the phone told me that I could come on one of free days.

When I came to the indicated address, I found out that the club was situated in the building of a school. I entered it and sat down on a bench. I was waiting there looking at the walls, covered with photos and logos of Taekwon-Do. Suddenly I heard somebody behind my back:

– Have you come for registration? – I was asked.

– Yes, – I said and saw it was a guard.

– You have made a good choice, my boy! – he said with joy.

– Have I? – I asked him with astonishment.

He started telling me about the school, its masters, the people who were training there. All these stories were breathtaking and the time passed very quickly. Finally, registration started. While subscribing, I was asked about my interests, especially about the sport I had done in the past. I said that I had never trained anywhere, but, as I found out later, this was not a big problem. At the end of that evening I was invited to a performance, which was going to take place in two weeks.

When I came to see this event, I saw some pupils showing different kinds of techniques. After the performance, the experts told all the guests about the founder of the school and about some more details of working in the class. By that time I was already sure I wanted to go to the club, but when I knew who would be my master, all my expectations broke down like a crystal vase. It was a girl! An ordinary girl! She looked neither very big nor strong. I thought: “Oh, my God! What is it? They deceived me!” You understand that after this meeting I had mixed feelings. On the one hand, I was happy because I wanted to start training as soon as possible, but on the other hand, the presence of the girl was a bit embarrassing for me. Only now, after 2 years of training, when I can compare the teachers I have had, I can say she is a very good teacher – maybe ever better than the majority of men in this profession.

Having started training, I was getting more and more interested in the origins of the martial art. I learned that China gave the world tens and even hundreds of various schools and styles of fighting without weapons. Today the country is considered to be the cradle of the U-SHU, but China's southern neighbors continue to contest this affirmation. For example, Korean people have good reason to defend their sovereignty in classic wrestling, because long before the creation of the U-SHU, Korea had already had a system of fisticuffs as well as that of wrestling.

The most important contribution to the development of the classic Korean system of fighting with weapons, as well as without them, was brought by natives from the country Silla, which was situated on the territory of Korea. Since the 7<sup>th</sup> century it was the home to a military and religious institute of “*hvarans*” (which means “flowers-youth”).

In 634 the throne in Silla was passed to a new queen. The institute of *hvarans* was created during her reign and its goal was to support the country. Education of *hvarans* started very early. The youth studied all courses of the Chinese sciences, which included philosophy, literature, rhetoric, music and other subjects. In addition to them, they learnt fencing, archery and martial arts. Later, all the whole complex of knowledge got the name Hvaran-Do (Hvaran's way). A lot of Korean and western researches consider this to be the prototype of the widely known Samurai code of honour (Busi-Do).

By the end of the 7<sup>th</sup> century all elements of *hvarans* fighting were analyzed by sages and reduced to a united system. The consequences of this policy brought good results, as later, with the help of *hvarans*, Silla's emperors managed to conquer some other states.

Nevertheless, in the 9<sup>th</sup> century the institute of *hvarans* split and ceased to exist. *Hvarans* turned into nothing but small armies, ready to help some feudal lords or even peasant chiefs.

The next centuries preserved stories about knights without fear, those who had before been called “flowers-youth”.

Despite the fact that the *hvarans* institute seemed to have been forgotten, there were, however, some small schools left, where one could learn the secrets of the ancient military art. Except for general training, future warriors studied sciences, available only for their separate groups. This included, for example, such exotic courses as breathing exercise and life energy accumulation.

In the 12<sup>th</sup> century a new branch of the martial art was born. It was based on yoga and everyone who wanted to join the newborn school had to go to the mountains, having forgotten worldly life. Such men ate nothing but wild berries, fruits, honey, rice, roots and grass. Those who practiced yoga could stay without food for several days.

New features of the martial art appeared in Korea during the wars of the 10-11<sup>th</sup> centuries. Northern nomads brought wrestling with belt, which resembled the Japanese Sumo.

Until the last quarter of the 19<sup>th</sup> century the Korean army was organized like the Chinese one. It was armed with swords, bows and spears. Only a small number of warriors had flint weapons.

In the 20<sup>th</sup> century, Korea was the home to different fighting styles, such as Dzu-Do, Karate and Bo-Dzutsu. But almost all of them were combined and formed a unique national complex, called *Taekwon-Do* (*tae* – leg kick, *kwon* – hand kick, *do* – way). The founder of the Taekwon-Do system was the South Korean general Choi Hon He. He mixed national styles with Chinese and Japanese elements.

Today, Taekwon-Do is based on the rich history of traditional martial arts, where the belt was widely used. The general peculiarity of Taekwon-Do is that it attracts people with different interests. It is an effective system of self-defense as well as a popular sport.

There are many types of kicks used in Taekwon-Do (more than 3000) where special attention is paid to leg technique. One of the most unusual kicks is one when a man kicks his enemy with both legs in a jump of more than 2 meters.

#### Taekwon-Do in Russia

The spread of Taekwon-Do in Russia began in 1989. Since then there have been national and regional federations created in the country and big competitions have been held. Many specialists from Northern Korea came to work in Russian cities, different kinds of seminars are regularly carried out in our country, and the best Russian sportsmen take part in world competitions. They show good results and can compete with the best sportsmen of our planet. Who knows, maybe one day, in some sports news, you will see a young man, who got a gold medal in a Taekwon-Do competition and, after hearing his name, you will remember this article and its modest author.

*By Kirill Mikhaylov*

#### EXTREME SPORTS

I would like to tell you about extreme sports that have recently appeared. On the one hand, they do not attract a great number of participants, because of the expensive equipment and high risk. On the other hand, they are very spectacular and ideal for those who need an adrenaline rush. Some of the best-known extreme sports that I would mention are: skydiving, BASE jumping, skateboarding, scuba diving, paragliding and whitewater rafting.

Skydiving includes both tandem jumping and freestyle diving. Tandem jumping is for beginners. This kind of parachuting has been around since 1983. It's the easiest way to get into skydiving, because you are physically attached to an instructor by a harness. After about 20 minutes of training you will ascend to 4200 m in an aircraft. As you are wearing a harness connected directly to the Tandem parachute system, you will jump together with your instructor, freefalling for about 60 seconds and then landing.

In contrast, freestyle diving combines the dynamic of gymnastics with the elegance of dance in the air 13,000 feet above the ground. It's only for highly experienced parachute jumpers. The freestylist executes precise acrobatic manoeuvres, including loops and twist, poses and spins, while falling at speeds up to 150 mph. Group skydiving is the most spectacular.

BASE jumping is a sport using a parachute to jump from fixed objects. "BASE" is an acronym that stands for the four categories of objects from which one can jump; (B)uilding, (A)ntenna, (S)pan (the word used for a bridge), and (E)arth (the word used for a cliff). The vast majority of people who will try to BASE jump are those who have already learned to skydive.



The legal issues (вопросы правопорядка) that a BASE jumper must consider are: the permission to utilise the object that is being jumped from as well as the area used for landing. BASE jumps are generally from much lower heights than a traditional airplane parachute jump. Most BASE jumps are made from less than 1,000 feet (305 m). A BASE jump from a 500 foot (152 m) object is about 6 seconds from the ground if the jumper remains in freefall.

Skateboarding is a land alternative to surfing. It was developed in California in the 1960s and became a craze in the 1970s. Skateboarding is practised in urban environments on a single flexible board mounted on wheels and steerable (управляемый) by weight positioning.

Skateboarding has enjoyed a revival since the late 1980s when teenagers started to form communities of skateboarders with their own values, beliefs and special activities, such as skateboarding shows. Since then it has become an extreme sport rather than a hobby, because now skateboarders practice ramp and rail (перила) skateboarding.

Scuba diving has become very popular recently. In the early days of scuba diving (roughly 1950-1970), participants were predominately young men. Today, the sport is enjoyed by people in all age groups and both sexes. And why not? Just about any teenager or adult who enjoys the water and can swim, and who does not have heart or lung problems, can learn to scuba dive. It does not take great physical strength. All it takes is the desire, plus some basic classroom and in-water training. It's becoming a leisure sport in Russia.

Scuba is an acronym for "self-contained (независимый, автономный) underwater breathing apparatus". For extreme divers there are several ways they can go under water (breath-hold, helmet diving, submarine, etc.). "Diving with cuba" signifies using an apparatus that is completely carried by the diver and not connected to the surface.

Paragliding is the simplest form of human flight. A paraglider is a non-motorised, foot-launched inflatable wing (надуваемое потоком воздуха крыло). It's easy to transport, easy to launch, and easy to land. The paraglider itself is constructed of rip-stop (не рвущийся) nylon from which the pilot is suspended by sturdy lines. The pilot is clipped into a harness and oriented in a sitting position for maximum comfort. With a paraglider you actually fly like a bird, soaring (парящий) upwards on currents of air. Paraglider "pilots" stay aloft (в воздухе) for 3 hours or more, climb to elevations of 15,000 feet, and glide cross-country for vast distances.

Whitewater rafting is ideal for adventure vacations. And, of course, there are serious competitions for experienced rafters taking place in some famous rafting areas, for example, in the Altai region in Siberia. Today, rafters use inflatable (надувной), unsinkable boats for their trips down a river. Holiday-makers usually get all the necessary equipment (снаряжение) from outfitters (турбаза с пунктом проката снаряжения) and use reliable water flows. Those who like extra risk may choose especially dangerous rapids (опасные пороги).

Rafting has become the modern-day centrepiece for outdoor enthusiasts, encompassing a world of activities, both on the river and off. The key ingredient (главный компонент), of course, is still the tremendous whitewater that usually courses through spectacular mountain scenery. Sometimes rapids come in quick succession. Rafters catch their breath from one rapid just in time to hear the low rumble (гул) that lets them know the next one is near.

## UNIT VIII. GRAMMAR: (СПРАВОЧНИК)

### № 1. КАК УСТРОЕН СЛОВАРЬ

Слова в словаре расположены гнёздами. В гнезде даны различные значения слова; каждая группа значений английского слова отмечается арабской цифрой со скобкой, например: cloth [ ] 1) ткань; 2) сукно; 3) скатерть. После каждого слова в квадратных скобках дана его фонетическая транскрипция; в круглых скобках даются вторая и третья формы неправильных глаголов (Past Indefinite, Past Participle): know [nəʊ] (knew; known). Если обе формы (Past Indefinite, Past Participle) совпадают, в круглых скобках даётся только одна форма: feed [ ] (fed).

Разные части речи и их формы имеют свои условные обозначения: n. – существительное; v. – глагол; a – прилагательное; adv. – наречие; p.p. – причастие прошедшего времени; prep. – предлог; num. – числительное; pass. – страдательный залог и т.п.

Внутри словарного гнезда заглавное (корневое) слово заменяется знаком (~) тильда, например: cut [ ] 1. v. (cut) 1) резать; разрезать; ~ in two разрезать пополам.

В случае изменения окончания слова тильда заменяет часть слова, отделённую двумя параллельными линиями, например: div//e [ ] 1. v. 1) нырять; погружаться; ... 2. n. ныряние; ~ er водолаз

Во многих словарных гнёздах используется знак ◆ ромб. За этим знаком даются фразеологические единицы, идиомы, например: cross...◆ one's path а) встретиться; б) встать поперёк дороги.

В отдельных гнёздах даются слова, которые обозначаются римскими цифрами (I, II и т.д.). Эти слова называются омонимами, т.е. это – разные, но одинаково звучащие и одинаково пишущиеся слова (ср. в русском: «рысь» – бег и «рысь» – животное семейства кошачьих). Например: crop I [ ] 1. n. 1) урожай; жатва; хлеб на корню; crop II зоб (птицы).

Итак, следует помнить, что одна и та же словоформа повторяется в словаре несколько раз; она может выступать в качестве различных частей речи (конверсия), иметь прямое и переносное значение, которое соответствует общему содержанию текста и вписывается в контекст предложения.

### № 2. О РАБОТЕ С АНГЛО-РУССКИМ СЛОВАРЁМ

Умение пользоваться словарём состоит в том, чтобы, во-первых, быстро находить нужное слово, а, во-вторых, из всех значений слова выбирать нужное по смыслу. Как быстро находить слова? Для этого нужно твёрдо знать английский алфавит, т.к. слова расположены в словаре по алфавиту, причём твёрдое знание алфавита помогает при нахождении слова не только по первой букве, но и по всем остальным буквам. Целесообразно начинать искать нужное слово по напечатанным на крайних углах словаря словам: в левом углу даётся первое слово левой страницы, а в правом углу – последнее слово правой страницы. Это сразу определяет, что именно можно найти на развороте этих страниц.

Важно также уметь сразу определить основную форму слова, которую также называют словарной (исходной) именно потому, что в таком виде слово даётся в словаре: для имени существительного - общий (именительный) падеж единственного числа; для прилагательного и наречия - положительная степень; для глагола - неопределённая форма (инфинитив). Прежде всего, необходимо установить, есть ли в составе слова префикс, суффикс или какое-то окончание. Если таковые имеются, то исходную форму мы получим, отделив эти части слова от корня и совершив ещё ряд преобразований (изменение тех или иных букв и буквосочетаний). В английском языке словоизменяющих суффиксов пять: -(e)s, -(e)r, -(e)st, -(e)d, -ing. Предположим, что вы встречаете слово letting. При попытке найти его в словаре вы потерпите

неудачу – такого слова в нём нет. Слово *letting* оканчивается на *-ing* – суффикс прежде всего причастия и герундия. Следовательно, чтобы найти в словаре глагол, от которого образовано это причастие или герундий, надо отбросить суффикс. Получается *lett*. Перед *-ing* согласная буква иногда удваивается. Отбросив второе *t*, получаем глагол *let* позволять, который нетрудно найти в словаре. Надо помнить также, что в тексте многие существительные имеют окончания множественного числа, а глаголы – окончания 3-го лица единственного числа, т.е. *-(e)s*. В словарь эти окончания не входят, поэтому, скажем, глагол *plays* нужно искать под словом *play*, а существительное *processes* под словом *process*.

Следует помнить основное правило, что при отбрасывании суффикса слово не должно изменяться в чтении. Например, чтобы найти исходную форму слова *produced*, надо отбросить лишь окончание *d*, а отнюдь не *ed*, т.к. иначе вместо *produce* основа слова станет читаться *produc* [prə´dʌk] (такого слова, правда, не существует).

Ниже дана таблица изменения орфографии слов в связи с прибавлением суффиксов и окончаний, которая поможет вам быстро найти в словаре нужное слово.

Основная форма	Изменённая форма	Изменения орфографии слов
<i>body</i>	<i>bodies</i>	Множественное число существительных: у после согласной переходит в <i>i</i> .
<i>easy</i>	<i>easier</i>	Степени сравнения прилагательных и наречий: после согласной у переходит в <i>i</i> .
<i>to try</i>	<i>he tries</i>	Глагол: перед окончаниями <i>-es</i> , <i>-ed</i> буква <i>y</i> переходит в <i>i</i> , если перед <i>y</i> стоит согласная.
<i>easy</i>	<i>easily</i>	То же при образовании наречий с суффиксом <i>-ly</i> .
<i>die</i>	<i>dying</i>	Глагол: <i>ie</i> меняется на <i>y</i> .
<i>hope</i>	<i>hoping</i>	«Немое» <i>e</i> выпадает перед <i>-ing</i> .
<i>to put</i>	<i>putting</i>	Конечная согласная слов с одной корневой гласной.
<i>hot</i>	<i>hotter</i>	Удваивается перед <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> .

Жирным шрифтом в словаре выделены «слова» (вокабулы), за которыми по существу скрывается несколько слов, нередко даже разных частей речи. Возьмём, например, предложения: *Hope is eternal. I hope to see you tomorrow.* Первое *hope* – существительное надежда; всё предложение обозначает поэтическую мысль о вечности надежды. Второе *hope* – глагол надеяться; предложение значит: Я надеюсь завтра увидеться с вами. Поэтому нужно уточнять, какой частью речи является данное слово, и смотреть его значение в соответствующем разделе словарного «гнезда» (статьи). Для этого необходимо твёрдо знать условные обозначения частей речи.

Наибольшую трудность представляет установление значения слова. В англо-русских словарях против каждого английского слова в большинстве случаев приводится несколько значений этого слова на русском языке. Среди них вы должны отыскать подходящее для данного контекста, т.е. адекватное слово. Дополнительные значения полезно выписывать только тогда, когда они поясняют первое значение, т.е. дают разные синонимы, или уточняют его.

Значение слова, подходящее для данного контекста, не всегда стоит в словаре первым. Следует внимательно просмотреть всё гнездо, исходя при отборе значения из общего смысла всего высказывания. Не все производные слова включаются в словарь. Если в словаре не указано значение производного слова, его можно установить на основе правил словообразования, исходя из значения слова-основы. Например, значение наречия *repeatedly* определяем в соответствии с правилами образования: *repeat* повторять, *repeated* повторный, *repeatedly* повторно, неоднократно. Если в словаре не даётся значения слова, которое подходило бы к данному контексту, следует самостоятельно подобрать такое русское слово, которое

наиболее отвечало бы общей мысли переводимого предложения, характеру текста и стилю русской речи.

Групповые предлоги следует искать по основному слову, просматривая все значения этого слова в окружении предлогов или в сочетании с другими словами. Например, для определения значения сочетания *in spite of* ищем слово *spite*. Когда находим его, смотрим, нет ли специального значения для группового предлога, и находим *in spite of* несмотря на.

Помните, что многие глаголы могут быть переходными и непереходными. Например, глагол *keep* означает и держать, и держаться; и хранить, и храниться.

В английском языке существует явление конверсии (переход слова из одной части речи в другую). Так, зная значения существительного *water* вода, вы легко сможете перевести совпадающий с ним по форме и родственный ему глагол *to water* поливать (цветы), поить (животных). С другой стороны, слово *to fall* падать имеет аналогичное по смыслу существительное: *a fall* падение. Это существительное, к тому же, имеет с США также значение осень.

Суммируя вышесказанное, можно заключить, что для правильного и быстрого пользования словарём нужно: 1. Знать алфавит наизусть. 2. Выучить и знать значение сокращений в словаре. 3. Помнить условные обозначения частей речи. Обращать внимание на словарные пометы, чтобы знать, какой частью речи является данное слово. 4. Стараться запомнить самые основные значения слова. Не брать первое значение слова, а выбирать наиболее подходящее по смыслу. При выборе значения слова опираться на общий смысл предложения и, в первую очередь, на уже известные слова и словосочетания. 5. Встречая в тексте знакомое слово, которое как будто «не подходит по смыслу», проверять по словарю, не имеет ли оно ещё какого-нибудь значения. 6. Дочитывать каждую словарную статью («гнездо») до конца. 7. Если в словаре нет искомого слова, постараться догадаться о его значении, исходя из контекста, словообразовательных элементов (суффиксов, префиксов), однокоренных слов.

### № 3. ОСОБЕННОСТИ ФОНЕТИЧЕСКОГО СТРОЯ АНГЛИЙСКОГО ЯЗЫКА ПРАВИЛА ЧТЕНИЯ ЧТЕНИЕ УДАРНЫХ ГЛАСНЫХ

Тип слога	A a	E e	I i	O o	U u	Y y
Открытый слог	/eɪ/ case	/i:/ she	/aɪ/ line	/ou/ bone	/ju:/ mule	/aɪ/ shy
Закрытый слог	/æ/ cat	/e/ men	/ɪ/ bit	/ɔ/ lot	/ʌ/ cut	/ɪ/ myth
Гласн.+ г Гласн.+ г + согл.	/ɑ:/ car	/ə:/ her	/ɜ:/ sir	/ɔ:/ or	/ə:/ burn	/ə:/ Byrd
Гласн.+ г +гласн.	/ɛə/ vary	/ɪə/ mere	/aɪə/ hire	/ɔ:/ story	/juə/ pure	/aɪə/ tyre

В английском языке один и тот же звук имеет несколько способов буквенного выражения:

/i:/	ee – see; ea – sea; ie – receive		
/ɑ:/	a+ss – grass; a+st – last; a+sk – task; asp – grasp; a +lm – calm; ea+r - heart		
/ɔ:/	au – author; aw – saw; oo+r – door; a+ll, lk – ball, talk; augh – taught; ough – thought; wa+r - warm	/ɔ/ wa - want	
/u:/	oo – too; ou – group	/ju:/ ew – new	/u/ oo - book
/ə:/	ea+r – learn; wo+r - work		
/ʌ/	o – son; ou – country; oo - blood		
/eɪ/	ai – rain; ay – day; ey – they; eigh - eight		

/aɪ/	i+gn – sign; i+ld – child; i+nd – blind; igh - night
/ɔɪ/	oi – oil; oy - toy
/aʊ/	ou – out; ow - down
/oʊ/	oa – coat; ow – know; o+ll, ld – toll, cold
/ɪə/	ea+r – near; ee+r - engineer
/ɛə/	ai+r – chair; e+re – there; ea+r - bear
/uə/	oo+r – poor; our - tour

#### Чтение сочетаний согласных букв

ck /k/ luck	th /ð/	kn /n/ knife
sh /ʃ/ she	th /θ/ thin	ng / / long
ch /tʃ/ chess	ph /f/ phone	nk / k/ think
tch /tʃ/ catch	qu /kw/ question	
wh+o /h/ who		
wh+остальные гласные /w/ what		
wr в начале слова перед гласными /r/ write		

#### Согласные буквы, имеющие два чтения

c	1. перед e, i, y читается /s/: nice, city, icy; 2. в остальных случаях /k/: come, cup.
g	1. перед e, i, y читается /dʒ/: large, engine, gymnasium; исключения: get, give, begin; 2. в остальных случаях /g/: good, gay.

#### № 4. ТРАНСЛИТЕРАЦИЯ

Транслитерация - передача букв английского языка посредством букв русского языка. Наиболее трудные случаи: й – y; ц – ts; ш – sh; щ – sch; ы – y; ж – zh; я – ya (ja); ч – ch; ю – yu (ju); ё – yo (jo).

#### № 5. УДАРЕНИЕ В СЛОВЕ

В английских словах ударение может падать на любой слог слова, но чаще всего ударным бывает первый слог в словах, состоящих из двух слогов. В словах, состоящих их трёх и более слогов, ударение чаще всего падает на третий слог от конца слова. Приставки и суффиксы обычно являются безударными.

В фонетической транскрипции ударение обозначается значком [´] перед ударным слогом. В многосложных словах могут быть два ударения – основное и дополнительное (второстепенное). Это второстепенное, более слабое ударение обозначается тем же знаком, но внизу: [ˌ]. Например: [ˌ mæθɪ ˈ mætɪks] математика.

#### №6. АРТИКЛЬ

Неопределённый артикль **a (an)** – перед существительным, который начинается с гласного звука: an apple) оформляет единичный, отдельный предмет, который мы не выделяем из класса ему подобных. Употребляется только в единственном числе, когда лицо или предмет незнакомы или употребляются впервые. This is a picture.

Определённый артикль **the** выделяет предмет из класса ему подобных. Употребляется как в единственном, так и во множественном числе, когда лицо или предмет знакомы или известны говорящим.

The picture is nice.

Случаи употребления только определённого артикля.

1. The Russians, the English, the Americans. 2. The Browns, the Petrovs. 3. The USA, the United Kingdom of Great Britain and Northern Ireland, the Netherlands. 4. The Pacific Ocean, the Black Sea,

the Thames, the Volga. 5. The British Isles, the Rocky mountains, the Urals. 6. The first of September, the best film, the most interesting book. 7. The North, the South, the East, the West. 8. The sun, the moon, the earth.

Артикль не употребляется. 1. Pushkin Square; house number 40; page 15; room 20. 2. Queen Elizabeth, doctor Smith. 3. Europe, Africa, France, Russia, Great Britain. 4. London, Moscow, Washington. 5. From time to time, from morning till night, from beginning to end. 6. To have breakfast (lunch, dinner).

#### № 7. ПОРЯДОК СЛОВ В ПРЕДЛОЖЕНИИ

1	2	3	4	5	6
Подлежащее	Сказуемое	Дополнение	Обстоятельство		
			действия	места	времени
Everybody	studies	languages	intensively	at school	now

#### № 8. СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ И НАРЕЧИЙ

Прилагательные и наречия могут иметь форму положительной степени, сравнительной степени и превосходной степени.

Основа Base form	Сравнительная степень Comparative	Превосходная степень Superlative
Односложные прилагательные и наречия и двусложные с окончаниями <b>-y, -ow, -er, -le</b>		
short короткий early рано	shorter короче earlier раньше	the shortest самый короткий the earliest раньше всего
Конечная согласная после краткого гласного звука удваивается		
sad грустный	sadder грустнее	the saddest самый грустный
Конечная <b>-y</b> после согласной меняется на <b>-i</b> перед <b>-er</b> и <b>-est</b>		
easy легко	easier легче	the easiest легче всего
Немое <b>e</b> опускается в сравнительной и превосходной степенях		
simple простой	simpler проще	the simplest самый простой
Прилагательные и наречия из трёх и более слогов и двусложные, не оканчивающиеся на <b>-y, -ow, -er, -le</b>		
interesting интересный	more interesting более интересный	the most interesting самый интересный

#### ОБРАЗОВАНИЕ СТЕПЕНЕЙ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ И НАРЕЧИЙ НЕ ПО ОБЩЕМУ ПРАВИЛУ (Irregular forms)

Основа Base form	Сравнительная степень Comparative	Превосходная степень Superlative
good хороший well хорошо	better лучший лучше	the best самый лучший лучше всего (всех)
bad плохой badly плохо	worse худший хуже	the worst самый плохой хуже всего (всех)
much много many	more больше	the most наибольшее количество, больше всего (всех)
little мало	less меньше	the least наименьшее количество, меньше всего (всех)
far далёкий далеко	farther более далёкий, дальше further	the farthest самый далёкий, the furthest дальше всего (всех)

## СРАВНИТЕЛЬНЫЕ КОНСТРУКЦИИ

Русскому обороту «такой же .... как» соответствует английский оборот **as ... as**, обороту «не такой ... как» – оборот **not so ... as**, оборотам «более ... чем», «менее ... чем» – конструкция с **than**.

This study is as light as that one. Этот кабинет такой же светлый, как тот.

This auditorium is not as large as that one. Эта аудитория не такая большая, как та.

This hostel is higher than that one. Это общежитие выше, чем то.

## № 9. УПОТРЕБЛЕНИЕ ЧИСЛИТЕЛЬНЫХ

1. Числительные hundred, thousand, million множественного числа не имеют, окончание –s к ним не приписывается! two (three, four) hundred – двести, триста, четыреста; five (six, seven) thousand – пять (шесть, семь) тысяч; eight (nine, ten) million – восемь (девять, десять) миллионов.
2. Англичане отделяют запятой тысячи, а не десятичные дроби! 5,000 – пять тысяч пятьсот; 6,573,960 – шесть миллионов пятьсот семьдесят три тысячи девятьсот шестьдесят.
3. Англичане отделяют десятичные дроби не запятой, а точкой (point)! 3.5 (three point five); 6.75 (six point seventy five) – шесть целых семьдесят пять тысячных.
4. Посмотри, как читаются по-английски большие числа: 99 – ninety-nine; 999 – nine hundred and ninety-nine; 9,999 – nine thousand nine hundred and ninety-nine; 999,999 – nine hundred and ninety nine thousand nine hundred and ninety-nine.
5. При чтении обозначений года называют две первые и две последние цифры обозначения (порядковые числительные): 1968 – nineteen sixty-eight; 1705 – seventeen o [ou] five. В 1917 году по-английски будет in nineteen seventeen. Круглые даты читаются так: 1900 – nineteen hundred. Слово год (year) при этом обычно не употребляется. Однако год 2000 читается year two thousand. Даты и дни обозначаются и читаются следующим образом: 21st January, 1989 – The twenty-first of January, nineteen eighty-nine. January 21, 1989 – January the twenty-first, nineteen eighty-nine.
6. Трёхзначные и более номера (страниц книги, рейсов самолётов) часто читаются по одной-две цифры: рейс 368 – flight three-sixty eight; страница 126 – page one-twenty six или page one-two-six.
7. По-английски телефонные номера произносятся по одной цифре: 312-59-36 – three-one-two-five-nine-three-six.
- 8.

## № 10. НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА

Неличные формы глагола – это неизменяемые по лицам и числам, не имеющие наклонения глагольные формы, которые не употребляются самостоятельно в функции сказуемого, а могут лишь входить в его состав. К неличным формам глагола относятся инфинитив, причастие и герундий. Они имеют формы залога и временной отнесённости. Наряду с глагольными свойствами они имеют свойства имени существительного (инфинитив, герундий), прилагательного и наречия (причастие) и, следовательно, могут выполнять их функции в предложении.

	Инфинитив	Герундий	Причастие I																																													
Определение	Неопределённая форма глагола; неличная форма глагола, сочетающая свойства глагола и существительного, выражающая название действия	Неличная форма глагола, сочетающая свойства глагола и существительного, выражающая название действия, представленного как процесс	Неличная форма глагола, сочетающая свойства глагола, прилагательного и наречия, обозначающая действие, приписываемое лицу или предмету как их признак																																													
Показатель	Частица to (кроме модальных глаголов)	Суффикс -ing	Суффикс -ing																																													
Формы	<table border="0"> <tr> <td></td> <td>Active</td> <td>Passive</td> </tr> <tr> <td>Indef.</td> <td>to ask</td> <td>to be asked</td> </tr> <tr> <td>Cont.</td> <td>to be</td> <td>---</td> </tr> <tr> <td></td> <td>asking</td> <td></td> </tr> <tr> <td>Perf.</td> <td>to have</td> <td>to have</td> </tr> <tr> <td></td> <td>asked</td> <td>been asked</td> </tr> <tr> <td>Perf.</td> <td>to have</td> <td></td> </tr> <tr> <td>Cont.</td> <td>been</td> <td>---</td> </tr> <tr> <td></td> <td>asking</td> <td></td> </tr> </table>		Active	Passive	Indef.	to ask	to be asked	Cont.	to be	---		asking		Perf.	to have	to have		asked	been asked	Perf.	to have		Cont.	been	---		asking		<table border="0"> <tr> <td></td> <td>Active</td> <td>Passive</td> </tr> <tr> <td>Indef.</td> <td>asking</td> <td>being asked</td> </tr> <tr> <td>Perf.</td> <td>having asked</td> <td>having been asked</td> </tr> </table>		Active	Passive	Indef.	asking	being asked	Perf.	having asked	having been asked	<table border="0"> <tr> <td></td> <td>Active</td> <td>Passive</td> </tr> <tr> <td>Indef.</td> <td>asking</td> <td>being asked</td> </tr> <tr> <td>Perf.</td> <td>having asked</td> <td>having been asked</td> </tr> </table>		Active	Passive	Indef.	asking	being asked	Perf.	having asked	having been asked
	Active	Passive																																														
Indef.	to ask	to be asked																																														
Cont.	to be	---																																														
	asking																																															
Perf.	to have	to have																																														
	asked	been asked																																														
Perf.	to have																																															
Cont.	been	---																																														
	asking																																															
	Active	Passive																																														
Indef.	asking	being asked																																														
Perf.	having asked	having been asked																																														
	Active	Passive																																														
Indef.	asking	being asked																																														
Perf.	having asked	having been asked																																														
Функции в предложении	<ol style="list-style-type: none"> <li>1. подлежащее;</li> <li>2. часть сложного сказуемого;</li> <li>3. дополнение;</li> <li>4. определение;</li> <li>5. обстоятельство (цели, следствия)</li> </ol>	<ol style="list-style-type: none"> <li>1. подлежащее;</li> <li>2. часть сложного сказуемого;</li> <li>3. дополнение;</li> <li>4. определение;</li> <li>5. обстоятельство (времени, образа действия, прочие обстоятельства)</li> </ol>	<ol style="list-style-type: none"> <li>1. определение;</li> <li>2. обстоятельство;</li> <li>3. объектный причастный оборот;</li> <li>4. субъектный причастный оборот;</li> <li>5. независимый причастный оборот</li> </ol>																																													
Способы перевода	<ol style="list-style-type: none"> <li>1. инфинитив;</li> <li>2. существительное;</li> <li>3. неопределённая форма глагола;</li> <li>4. деепричастие;</li> <li>5. придаточное предложение</li> </ol>	<ol style="list-style-type: none"> <li>1. существительное;</li> <li>2. инфинитив;</li> <li>3. деепричастие;</li> <li>4. придаточное предложение</li> </ol>	<ol style="list-style-type: none"> <li>1. действительное причастие настоящего времени;</li> <li>2. действительное причастие прошедшего времени;</li> <li>3. деепричастие;</li> <li>4. глагол в личной форме (в оборотах)</li> </ol>																																													



№ 11. ИНФИНИТИВ (INFINITIVE). FUNCTIONS OF THE INFINITIVE.

Функции	Пример	Способы перевода
1. Подлежащее.  necessary It is+important+Inf. difficult pleasant	To reshaw films is sometimes an effective procedure of instruction.- Повторный показ фильмов служит иногда эффективным способом обучения.  It is difficult to win this game. - Трудно выиграть эту игру.	1. существительным 2. неопределённой формой глагола
2. Сказуемое (часть составного глагольного сказуемого)	She must do it at once. - Она должна это сделать сразу же.	3. неопределённой формой глагола
3. обстоятельство (цели или следствия)	This procedure is recommended in teaching beginners to give them more playing experience. - Этот способ рекомендуется при обучении начинающих для того, чтобы увеличить их опыт в игре.	4. придаточным предложением
4. Определение	This type of serving the ball is only a surprise to be used seldom. - Этот способ подачи мяча является неожиданным, применять его следует изредка.	
5. Дополнение	To know much does not mean to do much. - Знать много не означает делать много.	

№ 12. CONSTRUCTIONS WITH THE INFINITIVE  
OBJECTIVE WITH-THE-INFINITIVE

We believe (believed)	him	to finish this work tomorrow
		to be finishing this work now
		to have finished this work (already)
Мы полагаем, что (полагали)	он	to be sent to the conference
		to have been sent to the conference
		закончит работу завтра
Мы полагаем, что (полагали)	его	заканчивает работу сейчас
		закончил эту работу (уже)
		пошлют на эту конференцию
		послали на эту конференцию

SUBJECTIVE WITH-THE-INFINITIVE

She is expected to come tomorrow. Ожидают, что она придет завтра.  
It is expected that she will come tomorrow.

Radio is known to have been invented in Russia. Известно, что радио было изобретено в России.  
It is known that radio was invented in Russia.

№ 13. ГЕРУНДИЙ (THE GERUND)  
FUNCTIONS OF THE GERUND

Функции в предложении	Пример	Способы перевода
1. Подлежащее	Reading books is useful. - Читать (чтение) книги полезно.	1. существительное 2. инфинитив. 3. деепричастие 4. придаточное предложение
2. Часть сложного сказуемого	Her greatest pleasure is reading such books. - Самое большое удовольствие для неё - это чтение (читать) таких книг.	
3. Определение	I don't like his manner of reading. - Мне не нравится его манера чтения (читать).	
4. обстоятельство (времени, образа действия и др.)	After having read the letter, she put it into her bag. - Прочитав письмо, она положила его в сумочку.	
5. Дополнение	I like reading books. - Я люблю читать книги.	

14. ING-FORMS

The Gerund	The Participle I
1. Перед герундием может стоять предлог, существительное в притяжательном падеже, притяжательное местоимение. on coming - по приезде John's coming - приезд Джона their coming - их приезд	1. Причастие входит в состав времён группы Continuous. they are coming - они приезжают
2. Если герундий выполняет функцию обстоятельства, перед ним стоит предлог. Eat something before starting. - Съешь что-нибудь до отъезда.	2. Причастие в функции обстоятельства употребляется без предлога.
3. Перед названием предмета герундий обычно указывает на назначение этого предмета, отвечая на вопрос для чего? a sleeping bag - спальный мешок	3. Перед названием предмета причастие обычно является его определением, отвечая на вопрос какой? a sleeping bird - спящая птица

№ 15. ПРИЧАСТИЕ I (PARTICIPLE I)  
FUNCTIONS OF PARTICIPLE I

Функции в предложении	Пример	Способы перевода
1) Часть сказуемого (времена Continuous)	We shall be waiting for you at 5. – Мы будем ждать вас в 5 часов.	1) действительное причастие настоящего времени 2) действительное причастие прошедшего времени 3) деепричастие 4) глагол
2) Определение	The falling leaves remind us of the coming autumn.- Падающие листья напоминают нам о наступающей осени.	
3) обстоятельство	Watching the ball closely, take a short step toward the ball. - Внимательно наблюдая за мячом, сделайте небольшой шаг по направлению к мячу.	

2) В составе сложного дополнения (the Objective-Participial Construction)	I see my friend coming. - Я вижу, как подходит мой друг.	5) придаточное Дополнительное предложение
---	--	---

№16. CONSTRUCTIONS WITH PARTICIPLE I  
OBJECTIVE PARTICIPIAL CONSTRUCTION

Subject	Predicate	Objective Participial Construction	
I	see	my friend	coming.
I	see	him	coming.
		Noun (pronoun) in the Objective case	
Я	вижу,	как мой друг (он)	подходит.

SUBJECTIVE PARTICIPIAL CONSTRUCTION

Subject	Passive Voice	Participle I
The ship	was seen	coming.
Видели (было видно), как корабль приближается.		

ABSOLUTE PARTICIPIAL CONSTRUCTION

Absolute Participial Construction	Subject	Predicate	secondary parts
Time permitting	I	shall go	to the match.
Если время позволит,	я	пойду	на матч.

№ 17. PARTICIPLE II  
FUNCTIONS OF PARTICIPLE II  
(CONSTRUCTIONS WITH PARTICIPLE II)

Функции в предложении	Пример	Способы перевода
1) Определение (может входить в определительный причастный оборот)	Physical education is the phase of education, concerned with the teaching of skills, knowledge and habits in activities dealing with body movement. - Физическое обучение - это аспект образования, связанный с обучением различным умениям, знаниям и навыкам, необходимым для деятельности, связанной с движением тела.	1) причастие 2) прилагательное
2) В составе сказуемого: а) часть простого сказуемого: (для образования the Passive Voice и the Perfect Tenses) б) именная часть именного составного сказуемого в) часть сложного	This book is translated into many languages. - Эта книга переведена на многие языки. In Sarajevo in 1984 the Russian sportsmen Z.Ekmanis, V.Alexandrov, J.Malkov, K.Ivanova had won Olympic gold medals. - В Сараево в 1984 г. российские спортсмены Экманис, Александров, Иванова завоевали олимпийские золотые медали. She was very excited before competitions. - Она очень волновалась перед соревнованиями. I was relaxed in the chair. - Я сидел в кресле и отдыхал.	3) краткое страдательное причастие 4) глагол в личной форме 5)прида-

3. Обстоятельство (независимый причастный оборот). The Absolute Participle Construction	Trained by an experienced coach the sportsman could improve his results. - Так как спортсмена тренировал опытный тренер, то он смог улучшить свои результаты.	точное предложение (причины, цели, времени, дополнительное)
4. В составе сложного дополнения. The Objective Participle Construction	I saw my brother trained on the sports ground. - Я видел, как мой брат тренируется на спортивной площадке.	

№ 18. СИСТЕМА ВРЕМЕН (TENSES)  
АКТИВНЫЙ ЗАЛОГ (ACTIVE VOICE)

<b>Tense</b> (Время)	<b>Indefinite</b> (Неопределённое)	<b>Continuous</b> (Продолженное)	<b>Perfect</b> (Завершённое)	<b>Perfect Continuous</b> (Завершённо-длительное)
<b>Present</b> (Настоящее)	Словарная форма (инфинитив без частицы to) 3 л. ед. ч.- «-S» I write Я пишу (вообще, обычно)	be (am, is, are) + Participle I I am writing Я пишу (сейчас)	have/has + Participle II I have written Я (уже) написал	have/has+ been+ Participle I I have been writing Я пишу (некоторое время)
<b>Past</b> (Прошедшее)	Стандартный глагол – основа + <b>-ed</b> Нестандартный глагол – <b>2 форма</b> I wrote Я (на)писал (вчера)	be (was, were) + Participle I I was writing Я писал (в тот момент)	had+Participle II I had written Я написал (уже к тому моменту)	had + been + Participle I I had been writing Я писал (к тому моменту некоторое время)
<b>Future</b> (Будущее)	shall/ will + словарная форма (инфинитив без частицы to) I shall/will write Я напишу, буду писать (завтра)	shall/will + be + Participle I I shall/will be writing Я буду писать (в тот момент)	shall/will+have+ Participle II I shall/will have written Я напишу (уже к тому моменту)	shall/will+have+ been+Participle I I shall/will have been writing Я буду писать (к тому моменту некоторое время)

Случаи употребления	1. Действие как факт; 2. Обычное, регулярно повторяющееся, постоянное действие или состояние; 3. Последовательные действия	Длительное (незаконченное) действие, процесс	Действие завершённое, приведшее к определённому результату (или к его отсутствию)	Действие, которое совершалось некоторое время до определённого момента и всё ещё продолжалось (или могло) совершаться после этого момента
Наличие указателей времени	usually, every day, often, never, always, sometimes, at first, then, yesterday, two days ago, last week, in 1990, tomorrow, next week	now, at the present time, at the moment, from... till, all day long, the whole month, союзы when, while	never, ever, yet, already, lately, recently, since, by ... o'clock, before	for 2 days (weeks, years), since, в вопросах, начинающихся со слов How long? Since when?

Participle I (Причастие I) – основа глагола + ing reading

Participle II (Причастие II) – стандартные глаголы: основа + ed looked

нестандартные глаголы: III форма глагола (III колонка в таблице неправильных глаголов)

has – 3 лицо, ед. ч.; have – все остальные лица и числа

does – 3 лицо, ед. ч.; do – все остальные лица и числа

was – ед. ч., were – множеств. ч. и 2 лицо

shall – 1 лицо (ед. и множеств. ч.) – может иметь модальное значение, придавать оттенок должествования, обещания, приказания, угрозы будущему действию

will – может употребляться во всех лицах и числах

#### № 19. ПАССИВНЫЙ ЗАЛОГ (PASSIVE VOICE) to be + Participle II

<b>Tense</b> <b>(Время)</b>	<b>Indefinite</b> <b>(Неопределённое)</b>	<b>Continuous</b> <b>(Продолженное)</b>	<b>Perfect</b> <b>(Завершённое)</b>	<b>Perfect Continuous</b> <b>(Завершённо-длительное)</b>
<b>Present</b> <b>(Настоящее)</b>	be (am, is, are) + Participle II is built строится (обычно, всегда, каждый день)	be (am, is, are) + being + Participle II is being built строится, строят (сейчас, всё ещё)	have/has+ been+ Participle II has been built построен, построили (в этом году, уже)	Вместо отсутствующих форм

<b>Past (Прошедшее)</b>	be (was, were) + Participle II was built строился (вчера, в прошлом году)	be (was, were) + being + Participle II was being built строили, строился (когда я приехал)	had + been + Participle II had been built был построен, построили (прежде, чем я приехал)	Perfect Continuous употребляются формы
<b>Future (Будущее)</b>	shall/will + be + Participle II will be built будет построен (завтра, в будущем году)	Вместо отсутствующей формы Future Continuous употребляется форма Future Simple	will+have+been + Participle II will have been built будет построен (к январю)	Perfect

**№ 20. ПЕРЕВОД ГЛАГОЛОВ В СТРАДАТЕЛЬНОМ ЗАЛОГЕ НА РУССКИЙ ЯЗЫК**

Способ перевода	Пример
1. Соответствующей страдательной конструкцией	Many pictures were destroyed by the fire. Огнём было уничтожено много картин.
2. Глаголом в действительном залоге в 3-ем лице множественного числа с неопределённо-личным значением	The question has been discussed. Вопрос уже обсудили.
3. Возвратной формой глагола на «-ся», «-сь» в соответствующем времени	The house is being built in our street. Дом строится на нашей улице.

**№ 21. ВСПОМОГАТЕЛЬНЫЕ ГЛАГОЛЫ (АКТИВНЫЙ ЗАЛОГ – ACTIVE VOICE)**

Tense (Время)	Indefinite (Неопределённое)	Continuous (Продолженное)	Perfect (Завершённое)	Perfect Continuous (Завершённо-длительное)
<b>Present (Настоящее)</b>	do does	be (am, is, are)	have has	have has
<b>Past (Прошедшее)</b>	did	be (was, were)	had	had
<b>Future (Будущее)</b>	shall will	shall will	shall will	shall will

**№ 22. ВОПРОСИТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ**

Who? - Кто?	Who is this girl? - She is my sister.
- Что?	What is this?
What? - (Кто) по профессии?	What are you? - I am a doctor.
- Какой? (перед существительным)	What films do you like?
Whom? - Кого, кому?	Whom do you love?
Where? - Где?	Where do you live?
- Куда?	Where are you going?

Why? - Почему?	Why are you angry?
Which? - Какой (из)? - Который, кто из?	Which hat do you like better? Which of you can answer the question?
How? - Как?	How can I get to the theatre?
Whose? –Чей?	Whose book is it?
How many? с исчисл. сущ. Сколько? How much? с неисчисл. сущ.	How many books are there on the shelf? How much milk is there in the bottle?
When? - Когда?	When did you go to Moscow?

### № 23. КАК ЗАДАТЬ ВОПРОС

1. Найти в предложении сказуемое-глагол.
2. Определить время глагола (по таблице «Времена (Tenses)»).
3. Подобрать соответствующий вспомогательный глагол (по таблице «Вспомогательные глаголы»).
4. Задать нужный тип вопроса (по таблице «Типы вопросов»).

Если в предложении есть только один глагол to be, то вопросы задают без вспомогательных глаголов: He is in the library. Is he in the library? Who is in the library? Where is he? Is he in the library or in the classroom? He is in the library, isn't he?

Если в предложении есть модальный глагол, то вопросительная форма такого предложения образуется без вспомогательного глагола: She can write a book. Can she write a book? Who can write a book? Can she write a book or an article? She can write a book, can't she?

### № 24. ТИПЫ ВОПРОСОВ (кроме глагола to be и модальных глаголов)

#### My brother studies at school.

Тип вопроса	Пример	Общая схема
1. Общий	Does my brother study_ at school?	Вспомогательный глагол Сказуемое      Подлежащее      Основной глагол      Остальные члены предложения ?
2. Специальный к подлежащему	Who studies at school?	Вопросительное слово вместо подлежащего (who, what)      Предложение без изменений ?
3. Специальный к второстепенным членам предложения	Where does my brother study_?	Вопросительное слово      Вспомогательный глагол Сказуемое      Подлежащее      Основной глагол      Остальные члены предложения ?
4. Альтернативный	Does my brother study_ at school or at the University?	Общий вопрос      or      ...      ?

5. Разделительный	My brother studies at school, <b>doesn't he?</b>	Утвердительное предложение , целиком	Вспомогательный глагол в отрицательной форме	Личное местоимение вместе подлежащего ?
		Отрицательное предложение , целиком	Вспомогательный глагол	Личное местоимение вместе подлежащего ?

### № 25. КРАТКИЕ ОТВЕТЫ

Ответы на вопросы могут быть полными или краткими, утвердительными или отрицательными. Вот образцы полного ответа:

Do you live in Moscow?

Yes, I live in Moscow.

No, I do not live in Moscow.

(No, I don't live in Moscow.)

Краткий ответ по-русски может состоять из одного слова «да» или «нет». Односложные ответы **yes** и **no** возможны, но более характерен ответ с повторением первого (вспомогательного) глагола, содержащегося в вопросе. Приведём образцы утвердительных и отрицательных кратких ответов:

Is he a good worker?

Он хороший работник?

Yes, he is. No, he is not. (No, he isn't.)

Have you a blue pencil?

Есть у вас синий карандаш?

Yes, I have.

No, I have not. (No, I haven't.)

Do you work here?

Вы здесь работаете?

Yes, I do.

No, I do not. (No, I don't.)

### № 26. МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ

Модальные глаголы	Значение	Возможные переводы на русский язык	Эквиваленты	Синонимичные слова и словосочетания
may (might)	разрешение, предположение с оттенком неуверенности, упрёка	могу, можно, возможно, может быть	to be allowed to	may be, perhaps



can (could)	умение, способность, возможность, разрешение, предположение с оттенком удивления, недоверия, сомнения	могу, умею  не может быть, вряд ли, неужели	to be able to (в состоянии)	It`s impossible, I don`t believe
must	обязанность, приказание, необходимость, предположение с оттенком уверенности	должен, нужно, надо  должно быть, наверное, вероятно	have to (вынужден) be to	probably, I think, I`m sure

## ГРАММАТИЧЕСКИЕ УПРАЖНЕНИЯ

### MODAL VERBS

EXERCISE. Refer to the Past and Future Indefinite.

1. I can do it.
2. They can swim very fast.
3. You must go to the swimming-pool every day.
4. She must take her exam in English.
5. You may take a shower.
6. He may begin his training.

### PASSIVE VOICE

EXERCISE. Use the proper English form of the verb from the right column corresponding to the verb in the Russian sentence from the left column.

- |   |   |
|---|---|
| 1. Этот дом был построен в прошлом году.            | a) built b) was built c) has been built                                   |
| 2. Этот дом строился, когда я вернулся в город.     | a) was built b) was being built c) had been build) was building           |
| 3. Новые дома строятся каждый день.                 | a) are being built b) are built c) have been built                        |
| 4. Я уверен, что дом построят к новому году.        | a) will be built b) is being built c) will have been built                |
| 5. Сейчас здесь строится новый дом.                 | a) is being built b) is building c) is built                              |
| 6. Этот дом был уже построен, когда я приехал сюда. | a) has been built b) was built c) had been built                          |
| 7. Много домов будет построено в следующем месяце.  | a) will built b) will be built c) will have been built d) will have built |
| 8. Этот дом выстроили в этом году.                  | a) had built b) has been built c) is built d) was built                   |
| 9. Этот дом строится уже пять месяцев.              | a) has been built b) is being built c) is built                           |

**ОСНОВНЫЕ СЛОВООБРАЗОВАТЕЛЬНЫЕ МОДЕЛИ  
ПРОИЗВОДНЫХ СУЩЕСТВИТЕЛЬНЫХ  
(WORD-BUILDING)**

EXERCISE 1. Give Russian equivalents for the following words.  
competition, situation, institution, association, action.

EXERCISE 2. Form nouns using the suffixes -er (-or), -ist, -ing, -ment, -ness, -ity, -age.  
play, walk, run, defend, strategy, move, achieve, kind, fresh, dark, personal, pack, link.

EXERCISE 3. Find in the dictionary all the derivatives of the following words, name the suffixes and translate them.  
break, human, practise, play, make.

EXERCISE 4. Form the adjectives from the following words using the given suffixes and prefixes.

event, force, defence	- less
power, truth, shame	- full
eat, control, achieve	- able
educate, conduct, distribute	- ive
tooth, leaf, bell	- ed
grass, silk, health	- y
home, book, cold	- ish
happy, clean, comfortable	un-
possible, polite, legal	im-, in-, il-

EXERCISE 5. Translate the following words. What parts of speech are they?  
finalize, professionalize, formulate, deep, fresh, wide.

EXERCISE 6. Form the verbs from the following ones using the prefix re-. Translate them.  
play, do, elect, educate, write, build, count, explain, visit, use, celebrate, house.  
What does the prefix re- mean?

EXERCISE 7. Form the verbs from the following ones using the prefix dis-. Translate them.  
unite, connect, arm, charge, believe, agree, courage, order.  
What does the prefix dis- mean?

EXERCISE 8. Form the verbs from the following ones using the prefix un-. Translate them.  
pack, tie, fix, close, make, fasten, arm.  
What does the prefix un- mean?

EXERCISE 9. Translate the following compound words.  
rain-water, oil-ship, notice-board, oil-lamp, match-box, clock-face, button-hole.

**INFINITIVE**

EXERCISE 1. Give all forms of the Infinitive of the following verbs:  
train, use, perform, serve, watch.

EXERCISE 2. Translate the following sentences. State the function of the Infinitive.

1. They were all glad to have won the competition. 2. I am sorry to be so slow. 3. This is a good field to train on. 4. The equipment to be used in the competition is available to all. 5. To come home with golden medals was really a pleasure.

### OBJECTIVE WITH-THE-INFINITIVE

EXERCISE 1. Read and translate the sentences into Russian. Mark the Objective with-the-Infinitive Constructions.

1. I knew him to be a champion. 2. They wanted my coach to train them. 3. I want you to hold these rackets for me. 4. We didn't wait for the coach and started training by ourselves.

EXERCISE 2. Transform the following sentences according to the model.

Model. We expect her to come tomorrow.

We expect that she will come tomorrow.

1. She wants me to go to Moscow with them. 2. Nobody wanted the meeting to be put off. 3. I heard somebody to speak in the next room. 4. Nobody noticed him to leave the room.

### SUBJECTIVE WITH-THE-INFINITIVE

EXERCISE 1. Translate the sentences into Russian.

1. They were seen to go home together. 2. All the books were ordered to be returned within five days. 3. This article is expected to be published next month. 4. He was said to be writing a new play.

EXERCISE 2. Make up sentences using the table. Pay attention to the Subjective with-the-Infinitive Constructions.

The coach	to be known	to be very efficient
The referee	to be said	to end in a draw
Our team	to be seen	to have arrived
The opponent	to be reported	to be suffering defeat
Our tennis players	to be expected	to have scored a magnificent goal

### THE GERUND

#### FORMS OF THE GERUND

EXERCISE 1. Form Gerunds from the following verbs (Indefinite and Perfect Active).

to swim, to train, to play, to skate, to go, to take

EXERCISE 2. Form Gerunds from the following verbs (Indefinite and Perfect Passive).

to ask, to show, to read, to spend

EXERCISE 3. Translate the words in brackets into English using Gerund.

1. Go on (тренироваться). 2. (Плавание) is my favourite kind of sport. 3. (Курить) is harmful to one's health. 4. (Играть в футбол) in such weather is unpleasant. 5. I am afraid of (потерять очко). 6. He said she was fond of (кататься на коньках).

#### FUNCTIONS OF THE GERUND

EXERCISE . Underline the Gerunds in the following sentences and state their functions.

1. Swimming develops all parts of the body. 2. He insisted on my participating in the contest. 3. Diving is closely linked with swimming. 4. Fencing is the most durable kind of sport. 5. Start by standing in the water and then practise simply bobbing the head under water. 6. The essentials of diving are usually taught in swimming lessons.

## ING-FORMS

EXERCISE. State whether the ing-form is a Gerund or a Participle. Translate the sentences into Russian.

1. He insisted on his friend being allowed to participate in the game. 2. Being allowed to participate in the game he went to bring the rest of the players. 3. Your playing in the team won't help much. 4. Playing in the team he tried to establish a lead. 5. After catching 5 balls the goalkeeper had some rest. 6. Catching the ball the goalkeeper jumped deftly.

## PARTICIPLE I

EXERCISE. State the forms and functions of Participle I and translate the following sentences into Russian.

1. A group of laughing people came up to us. 2. Approaching the city they gathered by the windows to watch the view. 3. He stood talking to her in a soft voice. 4. They used to train much repeating the same exercise many times until it was done to perfection. 5. Not understanding what they wanted he repeated his question. 6. Hearing his name among the winners John ran towards the stand.

## OBJECTIVE PARTICIPIAL CONSTRUCTION

EXERCISE. Point out the Objective Participial Construction in the following sentences. Translate the sentences into Russian.

1. I see the ship coming. 2. I saw the ship approaching the lighthouse. 3. We heard an airplane flying somewhere not far from the island. 4. I saw him running along the street. 5. We saw her approaching the house.

## SUBJECTIVE PARTICIPIAL CONSTRUCTION

EXERCISE. Make up sentences using the table. Pay attention to the Subjective Participial Construction.

Model: The opponent is said arriving.

The opponent	to be reported	arriving
Our team	to be seen	suffering defeat
The coach	to be known	scoring a magnificent goal
The referee	to be said	being very efficient
Our tennis players	to be expected	ending in a draw

## ABSOLUTE PARTICIPIAL CONSTRUCTION

EXERCISE. Translate the sentences into Russian.

1. The competitions approaching, the players started their three-day session with a practice game at the sports centre. 2. The cup holders having been photographed, the reporters left the field. 3. The weather being bad, the match was suspended. 4. The first goal being scored, the game became more enjoyable. 5. His left knee being hurt, the forward had to leave the field.

## PARTICIPLE II

EXERCISE 1. Translate the sentences from English into Russian and define the function of Participle II.

1. Properly directed physical activity helps to maintain the body in good health. 2. The coach should understand the educational theory and the practice based on it. 3. This young sportsman has scored two goals. 4. In 1908 Panin had held the Olympic title. 5. Many Russian athletes have broken world records. 6. The general muscle tone of the body is improved through exercise.

EXERCISE 2. Find in the sentences Constructions with Participle II and state what kinds of Constructions they are.

1. When played strenuously table tennis provides plenty of exercises. 2. You may find such articles in the magazine published monthly by our research Institute. 3. Look at the drawing shown above. 4. We are discussing the article written by you. 5. The book taken by me from the library is very interesting. 6. Asked to help me he rang me up at once. 7. If given a dictionary he will translate this article. 8. I heard my name pronounced. 9. I like to watch a clock regulated.

### **ТРЕНИРОВОЧНЫЕ УПРАЖНЕНИЯ**

Exercise 1. Перепишите предложения, поставив глаголы в Past Indefinite.

1. The teacher asks them many questions.
2. The students answer the teacher's questions.
3. We study grammar.
4. His children speak French and English.
5. He lives opposite me.
6. They bring us some new books.
7. My father comes home at seven o'clock.
8. He moves to Washington.

Exercise 2. Перепишите предложения, сделав их отрицательными.

1. He translated the text yesterday.
2. They understood it.
3. We wanted to make a general plan.
4. We read his poetry.
5. They taught us grammar.
6. We knew many Latin words.
7. He brought me his textbooks.
8. We bought the exercise-books yesterday.

Exercise 3. Перепишите предложения, сделав их отрицательными.

1. Young people liked to go to the fitness room.
2. University Student Club organized many activities for students.
3. In Russia many school-leavers studied with tutors before applying to a prestigious University.
4. A large number of students worked throughout summer and winter breaks.
5. The cost of education varied.
6. They used university facilities: the swimming pool and tracks.
7. I shared the room with him last year.
8. He worked in a computer lab every day.

Exercise 4. Перепишите предложения, сделав их вопросительными.

1. He translated the text yesterday.
2. They understood it.
3. We wanted to make a general plan.
4. We read his poetry.
5. They taught us grammar.
6. We knew many Latin words.
7. He brought me his textbooks.

8. We bought the exercise-books yesterday.

Exercise 5. Перепишите предложения, сделав их вопросительными.

1. Young people liked to go to the fitness room.
2. University Student Club organized many activities for students.
3. Many school-leavers studied with tutors before applying to a prestigious University.
4. A large number of students worked throughout summer and winter breaks.
5. The cost of education varied.
6. They used university facilities: the swimming pool and tracks.
7. I shared the room with him last year.
8. He worked in a computer lab every day.

Exercise 6. Восстановите правильный порядок слов в вопросительных предложениях. Напишите предложения.

1. you did you know law this?
2. the teacher did you see?
3. they the same use dictionary did?
4. well work did he?
5. his translation you did like?
6. ask did about the last exam you?
7. he did become an engineer?
8. your translation did you bring?

Exercise 7. Заполните пропуски в предложениях, используя вопросительные слова: What, Where, Why, When, How, Whom.

- ...did they listened to music?
- ...did the students go to the University every day?
- ...did Mary stay last summer?
- ...did they wait last Sunday?
- ...did you arrive home late last night?
- ...did we hear on the radio yesterday?
- ...did she meet at the library yesterday?
- ...did you write your test?

Exercise 8. Задайте вопросы к словам в скобках.

1. I went back (home) for vocation.
2. Many international students wanted to study (in the US).
3. The age of the students varied (from 18 to 65).
4. The departments offered (many different degrees and programs).
5. Russian students studied (in permanent groups).
6. Students always got (home assignment).
7. We often worked (in the library and labs).
8. International students shared rooms with American students (because they acquired the language and culture more quickly).

Exercise 9. Задайте вопросы к словам в скобках.

1. (Last month) I took the entrance examinations.
2. I passed the examinations (successfully).

3. A great number of students received (scholarship).
4. Many of the students lived (in the modern hostels).
5. (At the end of the each term) we took our tests and examinations.
6. We studied (many) subjects.
7. (Practical studies) helped the students to be qualified specialists after graduating from the University.
8. (My friend) never cut any lectures.

Exercise 10. Подберите вторую часть разделительного вопроса и составьте разделительный вопрос.

1. The students got a quality education in order to seek a well-paid job, .....?
2. The University consisted of several departments, .....?
3. We read the text again to understand it, .....?
4. Our group went to the town to visit the museum, .....?
5. In order to get a diploma my brother studied for 5 years, .....?
6. American students earned a Bachelor's degree during 4 or even 3 years, .....?
7. School-leavers having a gold medal took only one admission exam, .....?
8. My sister went through the interview last month, .....?

Exercise 11. Напишите краткие утвердительные ответы на вопросы.

1. Did you fill out the application form?
2. Did your American friend take SAT – Scholastic Aptitude Test last year?
3. Did International students take TOEFL instead of SAT?
4. Did education cost much money?
5. Did the teacher find any errors in Sue's English composition?
6. Did the teacher correct the errors in your English composition?
7. Did the students make their own schedule?
8. Did you present your home assignment to professors in a written form?

Exercise 12. Напишите краткие отрицательные ответы на вопросы.

1. Did you fill out the application form?
2. Did your American friend take SAT – Scholastic Aptitude Test last year?
3. Did International students take TOEFL instead of SAT?
4. Did education cost much money?
5. Did the teacher find any errors in Sue's English composition?
6. Did the teacher correct the errors in your English composition?
7. Did the students make their own schedule?
8. Did you present your home assignment to professors in a written form?

Exercise 13. Задайте вопросы к подлежащему, используя вопросительное слово Who.

1. American students took classes together from their first semester until graduation.
2. Some students worked for 2 degrees at a time.
3. Legal residents of Missouri paid twice less per semester.
4. American students paid for using a library.
5. My friends lived in the dormitory.
6. I studied in the day department.
7. We lived on campus.
8. Every day we ate in the cafeteria.

Exercise 14. Образуйте сравнительную степень прилагательных, данных в скобках.

1. The first exercise is (difficult) than the second one.
2. My textbook is (expensive) than yours.
3. My Physics course is (difficult) than my Maths course.
4. My Institute is (near) than Helen's.
5. You've got a (busy) life than I have.
6. Physics is (interesting) than Chemistry.
7. English grammar is (easy) than Japanese.
8. He is (intelligent) than I am.
9. Read (far)!
10. Your task is (important) than his task.

Exercise 15. Образуйте превосходную степень прилагательных, данных в скобках.

1. He is the (hard) student in our group.
2. Give me the (easy) book in the library.
3. This test is the (difficult) I have ever done.
4. My computer is (modern) than yours.
5. The (large) college of the University of Oxford, Trinity, was founded by King Henry VIII in 1546.
6. The (old) college in Scotland, St David's University College in Lampeter, was founded in 1822.
7. Oxford and Cambridge are the (famous) universities in Britain.
8. The (long) break lasts for 30 minutes and we can rest a lot..
9. Our teachers told us only the (necessary) things.
10. Higher education in the United States was still regarded for the elite: the (talented), the (wealthy) attended college or a university.

Exercise 16. Образуйте сравнительную или превосходную степень прилагательных и наречий, данных в скобках.

1. His English is (good) than mine.
2. My hostel is (far) than his.
3. It is the (good) of all these books.
4. It was the (bad) mistake I've ever done.
5. I've made (little) mistakes.
6. I study (many) than you.
7. My English is the (good) in the group.
8. Pete's test paper is the (bad) test paper of all.

Exercise 17. Образуйте сравнительную или превосходную степень прилагательных и наречий, данных в скобках.

1. Jane is studying (hardly) for her examinations than I am.
2. The list of specialities is (long) than the list of faculties, because some faculties have departments.
3. The Saratov State University is one of the (big and old) universities in our country.
4. The qualifications for entering a college of education in Britain are somewhat (low) than those needed for going to university.
5. Summer holidays are (long) than winter holidays.
6. This exercise is (good) than that one.
7. My computer is (modern) than yours.
8. Secondary modern schools provide (general and technical) education than other schools.
9. The Government and the business sponsors finance the (large) proportion of the capital costs of City Technology Colleges.



10. It's the (sharp) pencil I have.

Exercise 18. Заполните следующие предложения, используя as ... as и прилагательные и наречия, данные в скобках.

1. In the nineteenth century many children (young) nine years old worked and didn't go to school.
2. This book is (interesting) that one.
3. Kate is (lazy) her brother.
4. A man is (old) he feels.
5. He worked (hard) the others.
6. The first question is (difficult) the second one.
7. Pete knows English (well) his friend.
8. He lives (near) our teacher.
9. She did (much) work you.
10. The children and your colleagues teach you (much) the college.

Exercise 19. Заполните следующие предложения, используя not so ... as и прилагательные и наречия в скобках.

1. This test is (difficult) that test.
2. My room in the hostel is (big) your room.
3. This study is (light) that one.
4. She has not (many) mistakes you have.
5. The old dictionary is (good) the new one.
6. The traffic in this town is (heavy) the traffic in London.
7. Allen is (old) Mike.
8. A computer is (cheap) a calculator.
9. Your task is (important) my task.
10. This textbook is (thick) that one.

### ТЕСТОВЫЕ ЗАДАНИЯ

Choose the right answer.

Тест 1.

If you want a cup of tea, make it \_\_\_\_\_.

- a) yourself      b) yours      c) you      d) your

2. Lisa and Frank have no money. \_\_\_\_\_ of them is rich.

- a) Neither      b) None      c) All      d) Both

3. Where are the \_\_\_\_\_ coats?

- a) children'      b) children      c) childrens      d) childrens'

4) She is the \_\_\_\_\_ swimmer in the team.

- a) slowest      b) slower      c) slowly      d) slow

5) I earn \_\_\_\_\_ money than he does.

- a) littler      b) more little      c) less      d) littlest

6) The government \_\_\_\_\_ take care of old people.

- a) may      b) can      c) to be able to      d) must

7) Little children like books with large print. They \_\_\_\_\_ read them more easily.

- a) are to      b) must      c) can      d) have to

8) The plane leaves \_\_\_\_\_ 9 o'clock tomorrow.

- a) on      b) at      c) in      d) to

9) She has been in Rome \_\_\_\_\_ 1998.

- a) while      b) for      c) since      d) ago

10) \_\_\_\_\_ birthday is it today?

- a) Which      b) Whom      c) What      d) Whose
- 11) He can play golf well, \_\_\_\_\_?  
a) doesn't he?    B) can he?      C) can't he?    D) does he?
- 12) Have you got any time for me?  
a) Yes, it is.      B) Yes, there is. C) Yes, I do.    D) Yes, I am.
- 13) Are there a lot of students in your group?  
a) Yes, they are. B) Yes, they do. C) Yes, there are. D) Yes, there is.
- 14) I'm hungry but there's \_\_\_\_\_ in the fridge for me to eat!  
a) something    b) nothing      c) anything      d) no
- 15) I want to go \_\_\_\_\_ hot on holiday. I think I'll go to Spain.  
a) nowhere      b) anywhere    c) where          d) somewhere
16. My brother \_\_\_\_\_.  
a) isn't smoke    b) doesn't smoke c) don't smoke    d) don't smokes
- 17) The match \_\_\_\_\_ at half past nine, so I will be at home by ten o'clock.  
a) will finish    b) has finished    c) finishes      d) is finishing
18. While my son \_\_\_\_\_ for my call, somebody knocked at the door.  
a) waited      b) was waiting    c) is waiting     d) will wait
19. I hope it \_\_\_\_\_ snowing by tomorrow morning.  
a) will stop    b) will be stopping c) will have stopped d) stops
20. He's tired. He \_\_\_\_\_ since 9 o'clock.  
a) has been studying b) studies      c) has studied    d) studied

Тест 2.

1. When I entered the room, she (read) \_\_\_\_\_ the book.  
a) read              b) is reading      c) was reading    d) will read
2. We are going for a walk. Who (want) \_\_\_\_\_ to go with us?  
a) is wanting      b) does want      c) want            d) wants
3. She never drinks strong coffee, \_\_\_\_\_?  
a) ..., doesn't she? b) ..., is she?    c) ..., does she    d) ..., isn't she?
4. Can you come (early) \_\_\_\_\_ next time?  
a) more early      b) the earliest    c) the earlier      d) earlier
5. This film (much / speak about) \_\_\_\_\_.  
a) is much spoken about b) is speaking much about c) speak much about d) speak much about
6. My room is (comfortable) \_\_\_\_\_ one in our flat.  
a) the comfortablest b) more comfortable c) the most comfortable d) most comfortable
7. I liked \_\_\_\_\_ essay you had brought the other day very much.  
a) an                b) the                c) a                    d) –
8. – Granny has lost her passport.  
– Where (she / lose) \_\_\_\_\_?  
a) has she lost it    b) had she lost it    c) she lost it      d) did she loose it
9. I saw you buy a bunch of flowers this morning. Who (you / buy \_\_\_\_\_ it for?  
a) Who did you buy it for? b) Who bought you it? c) Who bought it for you? d) Who did buy you it for?
10. When she sees \_\_\_\_\_ you have done, she will be angry with you.  
a) that              b) -                    c) what              d) so
11. This isn't my text-book, \_\_\_\_\_ is at home.  
a) my                b) mine                c) mine book      d) mine one
12. The weather is (good) \_\_\_\_\_ it was last month.  
a) the better than    b) the best than    c) as better as     d) better than
13. Neither Dad nor Mom (speak) \_\_\_\_\_ English.

- a) don't speak      b) speak      c) speaks      d) doesn't speak
14. Geneva is one of (modern) \_\_\_\_\_ cities in the world.  
 a) the modernest      b) the most modern      c) the most modern of      d) more modern
15. Where is Jane? I'm tired \_\_\_\_\_ waiting.  
 a) with      b) about      c) at      d) of
16. When I phoned my friend at ten o'clock this morning, he was \_\_\_\_\_ in bed.  
 a) already      b) yet      c) still      d) always
17. It was \_\_\_\_\_ cold outdoors that I decided to stay at home.  
 a) so much      b) such a      c) such      d) so
18. Harry's room is (expensive) \_\_\_\_\_ of all the rooms.  
 a) most expensive      b) so expensive      c) expensivest      d) the most expensive
19. There was nobody at home, \_\_\_\_\_?  
 a) was there      b) were they      c) weren't they      d) wasn't there
20. You (sing) \_\_\_\_\_ a lovely song when I entered the room. What was it?  
 a) sang      b) had sung      c) was singing      d) were singing

Тест 3.

1. The black widow is (dangerous) \_\_\_\_\_ spider because its bite can kill a man in a few minutes.  
 a) most dangerous      b) the most dangerous      c) the dangerousest      d) the more dangerous
2. She looked out of the window. It (still/snow) \_\_\_\_\_.  
 a) was still snowing      b) still snowed      c) has still snowed      d) has still being snowing
3. I'll look \_\_\_\_\_ your children if you are busy tomorrow.  
 a) for      b) at      c) like      d) after
4. What's wrong \_\_\_\_\_ Henry? He looks tired.  
 a) about      b) with      c) of      d) in
5. He is proud \_\_\_\_\_ his son's achievements.  
 a) at      b) on      c) of      d) about
6. I have \_\_\_\_\_ seen Julia \_\_\_\_\_ written to her.  
 a) neither...nor      b) either...or      c) or...or      d) never...or
7. Chris is trying to \_\_\_\_\_ smoking.  
 a) leave      b) give up      c) give off      d) give out
8. What is the \_\_\_\_\_ news of today?  
 a) fresh      b) last      c) latest      d) late
9. The day before yesterday we \_\_\_\_\_ to the restaurant by our friends.  
 a) are invited      b) were invited      c) invite      d) invited
10. In Ancient Greece the Olympic Games \_\_\_\_\_ once in four years.  
 a) were held      b) are being held      c) are held      d) hold
11. The man is \_\_\_\_\_ least 70 years old.  
 a) in the      b) on the      c) in      d) at
12. A lot of people (lock) \_\_\_\_\_ in the Tower.  
 a) were locked      b) have been locked      c) are locked      d) are being locked
13. He was so tired that he couldn't \_\_\_\_\_ with us.  
 a) to go      b) went      c) go      d) going
14. What colour \_\_\_\_\_? It's red.  
 a) your car is      b) is your car      c) is your car      d) are your car
15. I usually get up early, but this morning I \_\_\_\_\_ at 9.30.  
 a) getted up      b) get up      c) got up      d) gotted up
16. We went to the cinema but we \_\_\_\_\_ the film.  
 a) didn't enjoy      b) didn't enjoyed      c) don't enjoy      d) don't enjoyed

17. When I was young I \_\_\_\_\_ very fast.

- a) can run                      b) could run                      c) could to run                      d) might run

18. I don't like hot weather but Sue \_\_\_\_\_.

- a) does                      b) doesn't like                      c) likes doesn't                      d) do like

19. You speak \_\_\_\_\_.

- a) very good English                      b) English very well                      c) very well English                      d) English very good

20. The more I thought about the plan \_\_\_\_\_.

- a) I liked it less                      b) less I liked it                      c) the less I liked it                      d) I liked it the less

Тест 4.

1. Will you be here next weekend?

- a) No, I won't                      b) No, I don't                      c) No, I'm not                      d) No, I haven't

2. \_\_\_\_\_ of brothers Grimm was the eldest?

- a) Who                      b) What                      c) Which                      d) Why

3. Mr. Evans is speaking over the phone, \_\_\_\_\_?

- a) ..., is he?                      b) ... isn't he?                      c) ..., doesn't you?                      d) are you?

4. Nick \_\_\_\_\_ the best runner.

- a) he is                      b) do                      c) is                      d) are

5. What \_\_\_\_\_ doing now?

- a) Ann is                      b) Ann                      c) does Ann                      d) is Ann

6. \_\_\_\_\_ to the swimming pool on your days off?

- a) You usually go                      b) Do you go usually                      c) Do you usually go                      d) Are you go

7. Where \_\_\_\_\_ yesterday?

- a) Ann did go                      b) did Ann go                      c) Ann went                      d) was Ann go

8. Where \_\_\_\_\_ next summer?

- a) were you                      b) will you go                      c) you will go                      d) are you go

9. The Eiffel is \_\_\_\_\_ structures in the world.

- a) a very high one                      b) one of the highest                      c) highest one                      d) the highest one

10. \_\_\_\_\_ people go to the cinema now than ten years ago.

- a) less                      b) few                      c) lesser                      d) fewer

11. He has three sons, \_\_\_\_\_ are doctors.

- a) all of those                      b) all of whom                      c) all of whose                      d) that all of them

12. Have you got any time for me?

- a) Yes, it is.                      b) Yes, there is.                      c) Yes, I do.                      d) Yes, I am.

13. - \_\_\_\_\_ birthday is it today?

- It's Janet's birthday today. She is 19.

- a) Which                      b) Whom                      c) What                      d) Whose

14. He can play golf well, \_\_\_\_\_?

- a) ..., doesn't he?                      b) ..., can he?                      c) ..., can't he?                      d) don't he?

15. I have \_\_\_\_\_ job in the world.

- a) a good                      b) goodest                      c) better                      d) the best

16. There were trains a hundred years ago. There \_\_\_\_\_ any planes.

- a) wasn't                      b) weren't                      c) hasn't been                      d) hadn't

17. Goods can be collected at \_\_\_\_\_ time, which means you can collect them whenever you like.

- a) some                      b) every                      c) any                      d) no

18. She's never been to Spain before, \_\_\_\_\_?

- a) is she                      b) hasn't she                      c) isn't she                      d) has she

19. I don't share the widespread belief \_\_\_\_\_ women are bad drivers.

- a) that                      b) how                      c) if                      d) which

20. Tom and I are going to the library, but \_\_\_\_\_ friends are going to the cinema.

- a) our                      b) ourselves                      c) ours                      d) us

Тест 5.

1. Most crocodiles will eat anything \_\_\_\_\_ capture .

- a) can                      b) they can                      c) which can                      d) and

2. I will break it into two \_\_\_\_\_ both of you may have a half.

- a) so that                      b) in case                      c) providing                      d) now that

3. Hurry up! The train \_\_\_\_\_ here shortly.

- a) was                      b) is                      c) has been                      d) will be

4. I'll go home \_\_\_\_\_ Frank's car.

- a) by                      b) with                      c) in                      d) by means of

5. \_\_\_\_\_ he did was of great significance.

- a) That                      b) Since                      c) Whether                      d) What

6. The invention of the computer is one of \_\_\_\_\_ achievement of all time.

- a) the remarkable                      b) most remarkable                      c) the most remarkable                      d) the more remarkable

7. \_\_\_\_\_ in the country, Join is accustomed to the sight of farm animal.

- a) Living                      b) That he lives                      c) By living                      d) Though he lives

8. There are a number of differences \_\_\_\_\_ the two rooms.

- a) among                      b) between                      c) from                      d) than

9. \_\_\_\_\_ mountains that we saw were high.

- a) The most                      b) Most of the                      c) Most                      d) Mostly

10. We don't like to think of \_\_\_\_\_ in thar way.

- a) us                      b) we                      c) ourselves                      d) our

11. When I \_\_\_\_\_ my project, I gave it to my suoervisor for his evaluation.

- a) have completed                      b) was completing                      c) was completed                      d) had completed

12. Call in and say hello \_\_\_\_\_ you are in town.

- a) however                      b) whenever                      c) that                      d) no matter

13. You will never make friends \_\_\_\_\_ you go out and meet people.

- a) after                      b) when                      c) if                      d) unless

14. "Bill and Bob look so much alike".

"Yes, it's difficult to distinguish one twin \_\_\_\_\_ another".

- a) to                      b) by                      c) for                      d) from

15. I doubt \_\_\_\_\_ the company will make any profit this year.

- a) when                      b) whether                      c) since                      d) so that

16. \_\_\_\_\_ children are often late for school.

- a) Whether                      b) None                      c) Neither                      d) Both

17. My brother \_\_\_\_\_ very interesting presents on his birthday.

- a) was given                      b) was giving                      c) gave                      d) who was given

18. \_\_\_\_\_ Bill nor his friend is concerned with international trade.

- a) Either                      b) Neither                      c) Nor                      d) Not

19. We always \_\_\_\_\_ a test when we finish a lesson.

- a) have                      b) are having                      c) had                      d) will have

20. Einstein was a slow learner \_\_\_\_\_ he was a child.

- a) when                      b) until                      c) after                      d) before

Тест 6.

1. A driver should wait at a red light \_\_\_\_\_ it turns green.

- a) until                      b) before                      c) when                      d) after

2. His mother was angry when she saw what \_\_\_\_\_.
- a) has happened      b) is happening      c) had happened      d) happens
3. Mrs. Tura \_\_\_\_\_ help her son do his homework. He can do it himself.
- a) would rather      b) needn't      c) had better      d) didn't need
4. Mary used to work for the railways, \_\_\_\_\_ she?
- a) didn't      b) hadn't      c) used      d) wasn't
5. The moon \_\_\_\_\_ the only natural satellite of the earth.
- a) as      b) being      c) is      d) which
6. Dinosaurs dominated the earth for 150 million years \_\_\_\_\_ suddenly vanished 65 million years ago.
- a) until they      b) that they      c) until      d) because
7. The window was so high up that \_\_\_\_\_ you could see was the sky.
- a) only      b) all      c) just      d) everything
8. Tom plays the piano beautifully and \_\_\_\_\_ does his brother.
- a) also      b) even      c) usually      d) so
9. She always goes swimming, \_\_\_\_\_ cold it is.
- a) however      b) even if      c) though      d) how much
10. An orphan is a child \_\_\_\_\_ parents are dead.
- a) whom his      b) who      c) that      d) whose
11. I haven't quite finished the book yet, but I've got \_\_\_\_\_ page 260.
- a) until      b) as far      c) up to      d) through
12. We arrived \_\_\_\_\_ the airport two hours before our flight was due to leave.
- a) at      b) under      c) by      d) on
13. He never uses his car except when it's necessary, \_\_\_\_\_?
- a) ..., doesn't he?      b) ..., does he?      c) ..., isn't it?      d) ..., is it?
14. The place \_\_\_\_\_ is fifty miles from here.
- a) the accident occurred there      b) that the accident occurred there  
c) where did the accident occur      d) where the accident occurred
15. I have made five serious mistakes in my composition, but some of my friends have made \_\_\_\_\_ more.
- a) even      b) quite      c) fairly      d) little
16. What happened was different from \_\_\_\_\_ we had expected.
- a) what      b) that      c) which      d) whether
17. The longer the sun shines, \_\_\_\_\_.
- a) the earth is warmer      b) the more warmly is the earth  
c) it makes the earth warm      c) the warmer the earth is
18. I didn't buy the car because it was damaged. \_\_\_\_\_, its engine didn't run well.
- a) Moreover      b) on the contrary      c) Nonetheless      d) Indeed
19. The human brain \_\_\_\_\_ only two percent of an adult's weight.
- a) which makes up      b) makes up      c) which it makes up      d) that makes up
20. James Dickey's first poem was published \_\_\_\_\_ he was still a senior in college.
- a) during      b) whom      c) then      d) while

Тест 7.

1. They sent a letter the day before yesterday, ...?
- a) ..., did they?      b) ..., hadn't they?      c) ..., didn't they?      d) ..., had they?
2. The flamingo is a beautiful water bird \_\_\_\_\_.
- a) the long legs      b) which long legs      c) has long legs      d) with long legs
3. Works written by Vladimir Nabokov often contain heroes and heroines \_\_\_\_\_ in many places.

- a) who have lived      b) which has lived      c) whom lived      d) that they have lived
4. \_\_\_\_\_ his life, Eugene O'Neill was regarded as the foremost American dramatist.
- a) During      b) By the time      c) When      d) Before
5. The black cherry tree, \_\_\_\_\_ fine cabinets and furniture are made is found all across North America.
- a) which      b) from which      c) at which      d) in which
6. The first domesticated bird \_\_\_\_\_ earth was probably the goose.
- a) in      b) of      c) on      d) at
7. \_\_\_\_\_ categorized as lipids.
- a) Fats and also oils      b) Because fats and oils      c) Fats and oils are      d) That fats and oils are
8. \_\_\_\_\_ born, a baby Kangaroo measures less than three inches in length.
- a) One is      b) When      c) It is      d) When it is
9. Antarctica is \_\_\_\_\_, but it has no native human population.
- a) larger than Europe      b) the largest than Europe      c) the larger than Europe      d) larger Europe
10. Today office managers expect accuracy, efficiency and \_\_\_\_\_ from those they supervise.
- a) dedication      b) dedicated      c) dedicatedly      d) dedicate
11. Before the dam \_\_\_\_\_, the river overflowed its banks every spring.
- a) builds      b) built      c) was built      d) had built
12. We were in \_\_\_\_\_ with our supplier.
- a) agree      b) agreeing      c) agreed      d) agreement
13. This line is for the passengers \_\_\_\_\_ bought their tickets in advance.
- a) whose      b) whom      c) which      d) who
14. Flight 201 will be arriving at Gate 7 B \_\_\_\_\_ time.
- a) by      b) at      c) within      d) on
15. Mr. Yung sent a reminder to customers \_\_\_\_\_ didn't pay their bills.
- a) which      b) whom      c) what      d) who
16. Our team got \_\_\_\_\_ several times this year.
- a) reserved      b) abandoned      c) beaten      d) introduced
17. I \_\_\_\_\_ know her.
- a) isn't      b) don't      c) am not      d) haven't
18. How much \_\_\_\_\_ to fly to New York?
- a) costs it      b) it costs      c) does it cost      d) cost
19. We \_\_\_\_\_ good specialists in a few years.
- a) are      b) were      c) shall be      d) was
20. I am busy at the moment. I \_\_\_\_\_ for my exam.
- a) have prepared      b) prepares      c) am preparing      d) was preparing

## SUPPLEMENTARY READING

### TEXT 1

#### SPORTS AND GAMES

What is the difference between “game” and “sport”? Read and translate the dialogue and then compare your point of view with the author’s one.

M. : Can you tell me something about the words “game” and “sport”, please? I’m never quite certain about how to use them .

N. : What's the difficulty, Mike?

M. : Well, football and tennis are games, aren't they? Swimming and rowing and mountain-climbing are not games, are they? What's boxing? Is it a game or a sport? They have running and jumping and all sorts of things at the Olympic Games. But running and jumping are not games. That's the difficulty.

N.: There are many things at the Olympic Games that are not games. They are athletic events. Let's take the word «game» first. Football and tennis are games. When we use the word «game» we generally think of some kind of sport in which there are 2 sides or teams, the 11 men in a football team, for example, or fifteen if it's Rugby football.

M.: It's right to say that most outdoor games are played with balls, isn't it?

N.: Yes, most of them are. Ice hockey's an exception.

M.: Games are played. That's a useful thing to remember. But what about boxing?

N.: Boxing's a sport, not a game. It's true that we talk about boxing matches and football matches. You can say: «Do you play football?» But if you ask about boxing, you must say: «Do you box?» or «Are you a good boxer?»

### TEXT 2

#### KINDS OF COMPETITIONS

Read and translate the text. Answer the questions after it.

Competitions are an integral part of the pedagogical process in the system of physical education.

Competitions may be individual, team or individual-team kind. An individual competition is held to determine a champion. The competition of this kind is called a championship. From time to time national, European, world, international, indoor, open championships take place. The greatest championships in sports are called the Olympic Games. They are organized every four years with representatives from more than 120 nations competing.

There are Summer Olympic Games, revived in Greece in 1896 and Winter Olympic Games originated in 1924. They are held during the winter preceding the Summer Olympic Games. Competitions in the Summer Games normally include archery, basket-ball, boxing, canoeing, cycling, equestrian sports, fencing, field hockey, gymnastics, judo, modern pentathlon, rowing, sailing, shooting, soccer, swimming, diving, team handball, track-and-field, volley-ball, water polo, weight-lifting and wrestling. Competitions in the Winter Games include biathlon, bobsleigh, speed skating, nordic combination, cross-country skiing, ski jumping, luge (luge tobogganing), downhill slalom, figure-skating, ice-hockey.

Champion is the winner of the first place or first prize in competition by defeating the other contestant in his division in a contest or tournament.

Tournament is a series of games or contests that make up a single unit of competition. The most common tournament is the single elimination tournament in which competitors are paired off for individual rounds, with winners advancing to the next round. Losers are eliminated until there is a single champion.



European Cup, a major team championship, open to European national associations affiliated to the International Amateur Athletic Federation. First staged in 1965 at Stuttgart (men) and Kassel (women), this competition consists of a qualifying round in three groups, followed by a semifinal round and six-nation final. Each nation enters one competitor per event. The result is determined on a point-scoring basis. The European Cup final was staged at Kiev in 1967, at Stockholm in 1970, at Edinburgh in 1973 and must be held in a four-year cycle.

European Cup Winners' Cup, an annual interclub competition. The competition is open to the clubs which have won the national cup in the preceding season. It is organized in the following events: football, basket-ball and water polo. World Cup is quadrennial competition organized every four years by international federations in such sports as wrestling, gymnastics, athletics, fencing and others.

EXERCISE. Answer the questions.

1. What is called a championship?
2. What kinds of championships do you know?
3. What kinds of Games do you know?
4. Give the definition of the term «champion».
5. What is tournament?
6. What kinds of Cup competitions do you know?
7. How often are they held?

### TEXT 3

Read the text, make up 10 questions about its contents.

#### ENGLISH GAMES: SQUASH

Squash is a peculiarly English ball game. It was once confined to Britain and her colonies and played almost exclusively by members of the upper classes, but it must now be one of the world's fastest growing sports, for the numbers of participants has increased three or fourfold in the last few years, and new courts are springing up in almost every corner of the world.

The court consists of a square room in which two players, equipped with rackets similar in shape to tennis rackets, have to strike a small rubber ball. When a player strikes the ball, it may rebound from any of the four walls, but it must strike the front wall of the room before it touches the ground. His opponent then has to hit the ball in his turn. The ball must not bounce on the floor more than once before each player hits it; if a player fails to return the ball to the front wall or to hit the ball before it bounces twice, he loses the point.

One advantage of the game is that, since the court is covered, you don't have to rely on the weather. Moreover you needn't be a great athlete and it isn't necessary to possess exceptional coordination to play the game competently. At top level players have to be extremely fit and talented, but the average person can get good exercise and enjoy himself thoroughly even at his first attempt.

### TEXT 4

Read the text and speak about: a) tennis in England; b) tennis in our country.

You can trace origins of tennis back to the 11th century. Already at that time balls were being hit over nets using only the hand, the arm being protected by leather. In the 16th century a strung wooden frame was introduced.

Until about 100 years ago «tennis» was played only in halls, since the balls, being made of leather, stone, cork or linen, did not jump on natural surfaces. In Europe there were hundreds of «ball houses», especially among the royal families.

When, towards 1850, the first rubber balls were used, it was possible for this game to be played in the open air using a more traditional racket and ball.

It was not too long after this - in 1874 - that a major in the British army patented the game of lawn tennis that everybody knows today. The rules, which have been changed little since, were drawn in 1877 and used for the first time at the very first Wimbledon tournament. In 1884 a ladies championship was started and in 1888 the Lawn Tennis Association was founded.

#### TEXT 5

Read the text and describe English pub games.

##### SPORT IN A PUB

There are many public houses in London and elsewhere, where beer, wine and spirits may be bought and drunk at certain times of the day. These are suitable for all classes of the community and provide a place where people may meet together and talk, and perhaps play at darts or other games, as well as drink.

In the bar of every English «pub» there is a dart-board, and on most evenings the game of darts is being played. This is a traditional English game, and it developed from archery, which was much encouraged for military reasons during the Middle Ages. The first record of something like the modern game appeared in a sixteenth century description of a tournament where people threw missiles at a target by hand, instead of using a bow. The Pilgrim Fathers who sailed to America in 1620 in search of greater freedom, played darts during the voyage.

The dart board has numbered sections and the score depends on the section in which the dart lands. The darts are small, about 12 cm long, and have a steel point, a metal body and three feathers. A set of three darts is used and each player throws them in turns. Expert players usually have their own private set of darts, but pubs always provide a set for occasional players. If you hit the very middle - you hit the bull's eye, which gives you the highest score.

Pubs are really an essential part of English life. Most customers in the smaller ones play games such as dominoes, darts and snooker, which is a variation of billiards played with 15 red balls and 6 variously coloured ones. And in many local pubs there are teams of players of these indoor games who play matches against teams from other public houses all organized in local leagues, and the idea has developed so far that there are even national championships in snooker and darts, all arising from these innocent indoor games of England's pubs.

#### TEXT 6

Read and translate the text; give a brief summary of it.

##### SPORT IN LONDON

History records that football was played in London in the 12th century. Cricket came a little later, in 1719, when the first country match was played between London and Kent. The Great London Council helps to keep this tradition in its 47 parks and open spaces, most of which have an area set aside for recreation.

London has three major open-air stadiums - White City, Wembley and Crystal Palace - and there are indoor arenas at the Royal Albert Hall, Earls Court and Wembley Arena. Between them they stage some of the greatest sporting events in Britain, and in the past have been involved with events that made sporting history.

The White City Stadium was built in 1908 as part of the Franco-British Exhibition, and in the same year was the site of the 14th Modern Olympic Games. It became London's principal athletics stadium and remained so for nearly 60 years. London's first greyhound meeting was held at the White City and in the 1930s a speedway track was added. These two sports are the only events now held there regularly; greyhound racing's most important event, the Greyhound Derby, is held there each June.

##### Cup Final Stadium

Wembley Stadium, properly called the Empire Stadium, was opened in 1923. It was designed specifically as a permanent home for the Football Association Cup Final, which until then had been played at various grounds in the country. The arena was designed to hold 127000 spectators, but for the first Cup Final held nearly 200000 people. The match was delayed by 40 minutes because spectators had over-run the pitch, and the game was played with crowds lining the touchline. Since then the accommodation has been limited to 100000. In 1962 the roofing was extended to cover the entire spectator area, making Wembley the largest covered stadium in Britain. In 1948, Wembley staged the 14th Olympic Games.

#### All-weather Track

Athletics meetings moved from the White City in 1964 to the National Sports Centre at Crystal Palace. The stadium holds 17000 spectators, and the modern rubber and tarmac track allows meetings to take place in all weathers. An Olympic-size swimming pool stands near the athletics track. At one time London's largest pool was the Empire Pool, Wembley, now called Wembley Arena. The pool is now covered and the arena is used for boxing, show-jumping, ice-skating, indoor tennis, etc.

In winter, thousands of amateur footballers take the field at weekends, but on Saturday afternoon soccer fans hurry to see their favourite professional teams play at London's 12 football stadiums. The largest is Highbury Stadium, home of Arsenal FC, with a capacity of 60000. Soccer - association football - has been played in London since the end of the last century; Fulham FC is the oldest London club, founded in 1880.

#### Longest Racecourse

Oxford and Cambridge Universities also give way to their sporting rivalry once a year on London's longest racecourse - the River Thames. The University Boat Race is held in early spring and is rowed over a 4.5 mile course. The race has been held on the Thames since 1829, and has become a traditional event. Thousands of spectators, most of whom take no interest in rowing for the rest of the year, line the banks to watch the two teams battle against each other, the weather and the river's tricky currents.

#### National Summer Game

In spring the sport fans' mind turns to thoughts of cricket and tennis - and in London that means Lord's and Wimbledon. Lord's Cricket Ground is the headquarters of the game throughout the world.

The world's top tennis players compete at Wimbledon for the All-England Lawn Tennis Championships. The championships were started in 1877 and have become a social as well as a sporting event. There are 16 grass courts at Wimbledon and 10 hard courts. The centre court, scene of the final in the championship has a spectator capacity of about 14000. Number 1 court seats about 7500 spectators.

### TEXT 7.

#### AUSTRALIA'S LONG LOVE AFFAIR WITH SPORT

The Australian passion – some say obsession – for sport began in the nation's colonial infancy, seeded on goldfields where diggers indulged in footraces, bareknuckle fights and football matches that possessed an Irish accent but not many rules. It was nourished by distance, a sense of inferiority and a desire for oneness in that loose federation of colonies.

The first Australian world champion was the sculler Ned Trickett, who won the title on the Thames in 1876. The following year, in the first Test cricket match of all, an Australian team humbled the all-England XI on the Melbourne Cricket Ground. Later came a parade of early heroes: cricketers like Warwick Armstrong and Victor Trumper, the tennis player Norman Brookes, the jockey Tommy Corrigan, the racehorse Carbine. The boxer Young Griffio, the sculler Henry Searle and the swimming Cavill brothers.

Among all the champions whose deeds have punctuated Australian sports history, Sir Donald Bradman is generally recognised as the greatest. Other have included Herb Elliott, arguably the finest middle-distance runner ever; the swimmers Murray Rose and Kieren Perkins; the unbeatable billiards player Walter Lindrum; Rod Laver, winner of two tennis Grand Slams; the golfers Peter Thomson and

Greg Norman; triple world driving champion Jack Brabham; and four times world champion motor cyclist Michael Doohan.

A talent for innovation has flourished. Australian riders took horses from lonely paddocks to the Olympic Games, and three times won team gold medals. Lifesavers translated their surfpaddling skills to the canoe, and won gold too. Swimmers introduced a new stroke, the Australian crawl, and it became universally known as freestyle.

The greatest collective expression of the nation's sport talent has been in the summer Olympic Games. Australia has competed at every Games of the modern era. Its strongest discipline has been swimming; once, in 1956, Australia won every freestyle event, male and female.

Australia's Olympic success has been mirrored in the Paralympic Games. Louise Sauvage, winner of three gold medals in Barcelona and four in Atlanta became a dominant force in world wheelchair racing – on both track and road.

#### TEXT 8 SPORT AT SCHOOL

Sport has for a long time been a very important part of a child's education in Britain not just as you may think to develop physical abilities, but also to provide a certain kind of moral education! Team games in particular encourage such social qualities as enthusiasm, cooperation, loyalty, unselfishness. Above all, absolute fairness (no cheating!) and being able to lose without anger (being "good loser") are considered important.

Most secondary schools have playing fields, and boys normally play rugby or soccer in winter and cricket in summer. Girls play tennis and rounders (similar to baseball) in summer and netball and hockey in winter. Hockey is also becoming more and more popular at boy's schools; there are many men's amateur hockey clubs. Men's basketball is played by a tiny minority.

Choose the correct variant.

1. Sport has been an important part of a child's education \_\_\_\_\_  
A. to develop physical abilities  
B. to provide a certain kind of moral education  
C. to develop intellectual abilities
2. Team games encourage such social qualities as \_\_\_\_\_  
A. selfishness and greed  
B. enthusiasm, cooperation, loyalty, unselfishness  
C. being a "good loser"
3. Boys in secondary schools play \_\_\_\_\_  
A. baseball and ice-hockey  
B. rugby, soccer and cricket  
C. tennis and rounders
4. Girls in secondary schools play \_\_\_\_\_  
A. tennis, hockey and rounders  
B. rugby, soccer and cricket  
C. baseball and basketball

#### TEXT 9 THE SOCIAL IMPORTANCE OF SPORT

The importance of participation in sport has legal recognition in Britain. Every local authority has a duty to provide and maintain playing fields and other facilities, which are usually very cheap to use and sometimes even free. Spectator sports is also a matter of official public concern. For example, there is a law which stipulates that the most famous annual sporting occasions, such as the Cup Final, must be available to all television channels.

Sometimes the traditions which accompany an event can seem as important as the actual sporting contest. Wimbledon, for instance, is not just a tennis tournament. It means summer fashions, strawberries and cream, garden parties and long, warm English summer evenings.

The long history of such events has meant that many of them, and their venues, have become world-famous. Therefore, it is not only the British who tune in to watch. The Grand National, for example, attracts a television audience of 300 million. This worldwide enthusiasm has little to do with the standard of British sport. The cup finals of other countries often has better quality and more entertaining football on view – but more Europeans watch the English cup Final than any other. The standard of British tennis is poor, and Wimbledon is only the one of the world's major tournaments. But if you ask any top tennis players, you find that Wimbledon is the one they really want to win. Every footballer in the world dreams of playing at Wembley, every cricketer in the world of playing at Lord's. Sport is a British export!

Say if the sentences are true or false; correct the false sentences.

1. The importance of sport has no legal recognition in Britain.
2. The most famous annual sporting events are available to all television channels.
3. Wimbledon is more than just a tennis tournament.
4. British sport is of very high standards, that is why British sporting events on TV are watched by millions of spectators outside Britain.
5. Wimbledon is the world's major tennis tournament.
6. The world's top tennis players don't care about winning Wimbledon.
7. Many more Europeans watch the English Cup Final than any other cup final.
8. Every footballer of the world dreams of playing at Lord's.

#### TEXT 10 SPORTING EVENTS

A number of sporting events in Britain are national institutions. Some are popular occasions, attended by thousands of spectators from all levels of society and watched on television by millions. Others are elegant and exclusive outdoor parties for the rich and their friends, where sport is secondary to social enjoyment. The Cup Final is an example of one extreme, Ascot of the other. Some, such as Wimbledon, are an interesting mixture of both.

Most of these events are attended by members of the Royal Family as well as by politicians, film stars, singers and business people. The venues are equipped with luxurious "hospitality suites", used by companies to promote their business and thank important clients for their loyalty. Tickets for most of these events can be expensive, but not usually beyond the reach of ordinary people. They are often hard to find, however, because there is great demand.

There are of course, hundreds more events which draw large crowds – notably in football, cricket, golf, sailing and moto-racing – and everyone has their favourites. The historical traditions, the holiday atmosphere, and the pleasure and excitement of the spectators (often with an element of suspense provided by the weather) make these some of the most enjoyable and friendly occasions of the year.

Choose the correct variant.

1. The English Cup Final is an example of \_\_\_\_\_.
  - A. British poor sport standards.
  - B. a highly exclusive social event.
  - C. A sporting event watched by spectators from all levels of society.
2. Ascot is an example of \_\_\_\_\_.
  - A. a high standard of British tennis players.
  - B. a popular sporting event watched on TV by millions of spectators.

- C. an elegant an exclusive outdoor party fo the rich.
3. Tickets for most famous sporting events are expensive, \_\_\_\_\_.
- A. but not beyond the reach of ordinary people.  
B. so that ordinary people have to watch these events on TV.  
C. because these events are only for the rich.
4. \_\_\_\_\_ make sporting events some of the most enjoyable occasions of the year.
- A. The weather and beautiful landscapes.  
B. The historical traditions and the holiday atmosphere.  
C. The presence of the Royal Family and specially equipped venues

## TEXT 11

### WELL KNOWN SPORTING EVENTS

The first major sporting event of the year is the Five Nations Championship, played since 1910 between the national rugby teams of England, Scotland, Wales, Ireland and France. This takes place over five Saturday between January and March, with matches at Twickenham (in London), Murrayfield (Edinburgh), Arms Park (Cardiff), Lansdowne Road (Dublin) and Parc des princes (Paris). Fans of each side travel to support their team, and the atmosphere in a city on the night before a match is full of excitement and high spirits. In 1998 Italy was invited to join the Championship – making it Six Nations from January 2000.

The Boat race between Oxford and Cambridge universities is held on the last Saturday of March from Putney to Mortlake on the River Thames in west London. Although this is an amateur contest, it is physically very difficult: the course is almost 7 km, the crews train hard under professional coaches, and the competition is intense. There are no tickets for the Boat Race – anyone can go and watch from the river banks and bridges over the Thames. The first Boat race was in 1829.

Also in March is the Grand National, a horse race held every year at Aintree in Liverpool since 1839. This is the most popular race in Britain, and millions of pounds are taken in bets. The course is long (over 7 km). There are 30 jumps – high wooden fences and ditches filled with water – and horses and jockeys frequently fall. Perhaps of the risks and difficulties horses that win the Grand National often become popular heroes.

The football season ends in May with the FA Cup final (“FA” stands for Football Association). The FA Cup final is played at Wembley, the English national stadium, and the winners’ trophy and medals are traditionally presented by the King or Queen. The FA Cup is a knockout competition open to all football clubs in England. Five hundred clubs take part, and little-known teams sometimes beat famous clubs like Arsenal or Manchester United. The Cup Final, like the Grand National, is immensely popular. It was first held in 1872. There is also a Scottish Cup Final, at the national stadium of Hampden Park, which was first played in 1874.

From June to August a series of international cricket matches, known as “Test Matches”, are played between England and a visiting national team from another country where cricket is professionally played: Australia, India, New Zealand, Pakistan, South Africa, Sri Lanka, the West Indies, Zimbabwe. The first test Match was between England and Australia at Melbourne in 1877. The matches last five days, and are played at various grounds, including Lord’s – “the home of cricket” in St. John’s Wood, London. Lord’s is the headquarters of the historic Marylebone Cricket club (MCC), founded in 1787, which formulated the rules of cricket.

June is the height of the flat-racing season (horse races on flat courses, without jumps). The most fashionable and exclusive sporting event of the year is Roal Ascot, a four-day race meeting at Ascot heath near Windsor in Berkshire, first held under Queen Anne in 1711. Ascot is traditionally attended by the monarchs. Newspapers, society magazines and TV always show pictures of the smartest and most extravagantly dressed spectators: people compete as much as the horses.

The first Saturday in June is Derby Day. The Derby is a 2.4 km race which has been held at Epsom Downs race-course, south of London, since 1780. This is a more popular event than Ascot.

At the end of June is the All-England Championship in lawn tennis, better known as Wimbledon. This two-week event is one of the major international tennis competitions. It attracts 250,000 spectators each year, with millions more watching on TV. The first Championship was held on a croquet lawn at the All-England Croquet and Lawn Tennis Club in the south London suburb Wimbledon in 1877. Part of the tradition of Wimbledon is the sale of strawberries and cream to the crowd, and the rain which usually interrupts play.

At the start of July is the Henley Royal Regatta, founded in 1839. This is held over four days at Henley-on-Thames in Oxfordshire. Officially it is an international rowing competition, but also a major social event where ladies in summer dresses and men in blazers and rowing caps stroll along the banks of the river, or cruise up and down in smart motor-boats, partying and drinking champagne.

Choose the correct variant.

1. The Five Nations Championship is \_\_\_\_\_.
  - A. a series of international cricket matches.
  - B. is a good opportunity for gambling.
  - C. a contest between rugby teams of England, Scotland, Wales, Ireland and France.
2. The Boat race between Oxford and Cambridge universities is \_\_\_\_\_.
  - A. a highly professional contest.
  - B. held in March on the River Thames in West London.
  - C. a major sporting event of the year.
3. The Grand National \_\_\_\_\_.
  - A. takes place at Ascot.
  - B. is the most popular race in Britain.
  - C. the Football Association Cup Final.
4. Royal Ascot is \_\_\_\_\_.
  - A. the All-England Championship in lawn tennis.
  - B. the most fashionable and exclusive sporting event of the year.
  - C. held at Epsom Downs race-course, south of London.
5. The Henley Royal Regatta \_\_\_\_\_.
  - A. is held in March on the River Thames in West London.
  - B. is a boat race between Oxford and Cambridge universities.
  - C. is a four-day international rowing competition.

## TEXT 12

### THE PARALYMPICS AND THE SPECIAL OLYMPICS

The Paralympic Games are a biennial event for athletes with any disability. They follow the Olympic Games every two years, with summer and winter Games. They generally take place in the city or country hosting the Olympic Games. More than 3,500 disabled athletes from 120 nations participate in the Paralympics. These Games are not the same as the Special Olympics, for athletes with mental retardation.

Competition and winning are very important to all. However, in the case of Special Olympics and Paralympics, participation has other benefits. It encourages year-round training or "Training for life", as they called. Research shows that participation results in higher social competence and better self-esteem.

#### WHEELCHAIR ATHLETE'S REWARD

The Paralympic Games in Athens 2004 has been a fantastic success for Canadian athlete, Chantal Petitclerc. Chantal, who competes in a wheelchair, won every race that she competed in and broke four

world records and six Paralympic records. As a reward for her success, Chantal has now been chosen to carry the Canadian flag at the Closing Ceremony.

Chantal's performance is certainly an inspiration for those in the disabled community and her achievements will be recognised by all athletes around the world.

(Special Olympic Sports. 2006. December 14.)

### TEXT 13

#### GOLF

Golf was probably invented in Holland but has been played in Scotland for at least 400 years. At first it was played with balls made of wood, then of leather stuffed with feathers. The earliest rules were drawn up in 1754 at the Royal and Ancient course in St. Andrews.

Golf courses are popular meeting places of the business community; it is, for example, very desirable for a bank manager to play golf.

#### TENNIS

Tennis is another popular game in Britain. Every summer, in June, the biggest international tennis tournament takes place at Wimbledon, a suburb of London. There are strawberries and cream for sale, and everyone hopes the rain will stay away.

Tennis was originally called "sphairistike"! The first rules were drawn up by the All-England Lawn tennis and Croquet club when it held its first tournament in the London suburb of Wimbledon in 1877. Wimbledon is still the world's most famous tennis event.

There are plenty of tennis clubs, but most towns provide tennis courts in public parks, and anyone may play tennis cheaply on a municipal court.

#### HIGHLAND GAMES

Over 70 Highland Games meetings are held in Scotland each year. The most famous take place at Braemar in Aberdeenshire, Scotland in September and are attended by the Royal family. Events include throwing the hammer and tossing the caber (a pole 6m long, weighing over 50 kg).

#### SAILING AND ROWING

Many British people who live near the sea, a lake or a river enjoy sailing. If you are really enthusiastic, and rich enough to buy your own boat, you can take part in one of the annual sailing races or "regattas" at Cowes, near Portsmouth, for example, or at Henley on the river Thames.

Rowing is one Olympic sport which has a great history in Britain, beginning in some schools and universities. Some regattas on the Thames have been social events for well over a hundred years, and today's best rowers have had international successes.

Choose the correct variant.

1. Golf courses are popular meeting places of
  - A. middle class.
  - B. hairdressers.
  - C. bank managers.
2. At first golf was played with
  - A. a ball and a bat.
  - B. with balls made of wool.
  - C. with balls stuffed with feathers.
3. Wimbledon is
  - A. a suburb of London .
  - B. a place where you can buy strawberries and cream.
  - C. the place of the biggest international tennis tournament.
4. At the Wimbledon tournament, everyone hopes
  - A. that the rain will stay away.



- B. that the English will win.
  - C. that the Queen will attend the tournament.
5. Highland Games meetings
- A. are not attended by the Royal family.
  - B. include running and jumping.
  - C. take place in Scotland each year.
6. You can take part in one the annual regattas if
- A. you live in Henley at the River Thames.
  - B. you are really enthusiastic.
  - C. you are rich enough to buy a boat.

TEXT 14  
ANIMALS IN SPORT

Traditionally, the favourite sports of the British upper class are hunting, shooting and fishing. The world "hunting" usually means fox hunting. This is a popular pastime among some members of the higher social classes.

Killing birds with guns is known as shooting in Britain. The birds which people try to shoot may be only shot during certain specified times of the year. The upper class often organizes "shooting parties" during the "season".

The one kind of hunting which is popular among all social classes is fishing (angling). On a Sunday afternoon many people go to a muddy canal in northeast London, where they sit for hours beside their rods and wait for fish to bite the worms on the hooks. They do not often take fish home but usually throw them back alive into the canal: they taste of mud. They pay nothing for their day of fishing.

Some people fish for salmon in the fast-flowing mountain streams of Scotland. They use an artificial fly which throw onto the surface of water. Fly-fishing is a sport that needs skills, so many return home with empty bags. Salmon-fishers have to pay a high fee to the owner of the river.

Horse-racing is a long-established and popular sport in Britain. Some members of the Royal family own racehorses and attend certain annual race meetings (Ascot, for example); some are also active participants in the sports of polo and show-jumping (both involve riding a horse). The chief attraction of horse-racing for most people is the opportunity it provides for gambling.

Say if the sentences are true or false; make the false sentences correct.

1. "Hunting" for the British means deer-hunting.
2. Hunting is a popular pastime among the members of middle class.
3. On a Sunday afternoon, many people in London go fishing.
4. Fishing is popular among all social classes.
5. Fly-fishing is a sport that needs skill.
6. Some people fish for salmon in the sea.
7. Salmon-fishers pay nothing for a day of fishing.
8. Members of the Royal family don't attend annual race meeting.
9. The chief attraction of horse racing for many people is gambling.
10. Members of the Royal family never participate in races.

TEXT 15

Read the text, make up 10 questions about its contents.

## SPORTS IN GREAT BRITAIN

National sports in Great Britain... It is a very interesting question, because many kinds of sport have taken the origin in England. The Englishmen love sports, they are called sports-lovers in spite of the fact that some of them neither play games nor even watch them. They only like to speak about sports. Some kinds of sport are professional in England.

Many traditional sporting contests take place in England, for example, cricket. It is played from May till September. This game is associated with England. There are many cricket clubs in this country. English people like to play cricket. They think that summer without cricket isn't summer. Cricket is the English national sport in summer. If you want to play cricket you must wear white boots, a white shirt and white long trousers. There are two teams. Each team has eleven players. Cricket is popular in boys' schools. Girls play cricket too.

Football. It has got a long history. Football was played by the whole village teams in the middle ages in England. Now football is the most popular game in Britain. It is a team game. There are some amateur teams but most of the teams are professional ones in England. Professional football is a big business. Football is played at schools too. Rugby football. You can see a ball in this game, but it is not round. It is oval. This is a team game. There are fifteen players in each team. It is a popular game in England. There are many amateur rug-by football teams in this country. If we speak about football we can mention an American football too. It is a game that is played between two teams of players using an oval ball that can be handled or kicked. The captain of the team must be the oldest or best player.

Table tennis or ping-pong. Englishmen heard about table tennis in 1880. Then the International Table Tennis Association was formed and the international rules were worked out. Many people like to play table tennis. This game is played by men and women. There are some tennis clubs in England, but if you play there it is necessary to pay money for it. Englishmen like playing tennis but many of them prefer to watch this game. Wimbledon. It is the centre of lawn tennis. Some years ago Wimbledon was a village, now it is a part of London. The most important tennis competition takes place there every summer.

Englishmen pay much attention to swimming, rowing and walking. Usually the Oxford—Cambridge Boat Race takes place at the end of March or at the beginning of April. It is an interesting contest between the universities of Oxford and Cambridge. It is usually held on the Thames River. The first such race was held in 1820. There were a lot of people watching this race.

There are some racing competitions in England. They are motor-car racing, dog-racing, donkey-racing, boat-racing, horse-racing. All kinds of racings are popular in England. It is interesting to see the egg-and-spoon race. The runner, who takes part in this competition, must carry an egg in a spoon. It is not allowed to drop the egg.

We must speak about the Highland Games in Scotland. All competitors wear Highland dress. There are such competitions as putting the weight, tossing the caber and others. The English are great lovers of sports.

maxenglish.ru

### TEXT 16

#### SPORT IN BRITAIN

Think of your favourite sport. Whatever it is, there is a good chance that it was first played in Britain and even better chance that its modern rules were first drawn in Britain. Sport is Britain's gift to the world. Cricket, soccer, rugby, tennis, squash, table tennis, badminton, canoeing and snooker were all invented in Britain. The first rules for such sports as boxing, golf, hockey, yachting and horse-racing also originated from Britain.

The public schools of the Victorian era believed that organized competitive games had many psychological benefits. These games developed the British sense of "fair play". To be a cheat was shameful, but to lose was just "part of the game". You had to be "a good loser". Team games were best because they developed "team spirit".

Modern sport in Britain is very different. "Winning isn't everything" and "it's only a game" are still well-known sayings, but to modern professionals, sport is clearly not just a game. These days, top

players in any sport talk about having a “professional attitude” and “doing their job well”, even if, officially their sport is still an amateurs one.

Say if the sentences are true or false.

1. Badminton, rugby and squash were invented in Britain.
2. The rules for ice-hockey originated from Britain.
3. Organized competitive games don't have any psychological benefits.
4. In Victoria era, fair play was even more important than a victory.
5. Since Victorian times, the British sport hasn't changed.
6. Modern sportsmen are mostly amateurs.

#### TEXT 17

#### SPORT IN THE USA

Sport in the USA is very noisy and colourful. There is also a lot of money in it. In 1992 the basketball player Michael Jordan got more than \$30 million. Television is very important in American sport. Advertising companies pay \$2 million per minute for TV time during sporting events. American football is good for television, because there's a break every fifteen minutes – just right for the advertisement!

When Americans say “Let's go see a ball game”, they mean baseball. Baseball is the most popular summer sport in America. The first American baseball match was in 1839 in New York, but some people think that baseball coming from a much older game called rounders, played in Europe for many years.

To play baseball, you need two teams of nine players. The “pitcher” throws the ball, and the “batter” hits it with a bat.

Americans start playing baseball young. There are “leagues” which children of eight can join. The top players become big stars and earn a lot of money every year. The top pitches and batters get more than \$1 million a year. Baseball is very important in American society.

Americans play tennis, hockey and most other international sports, but they do not play football in the same way as the rest of the world. American football is a very different game. The players can run with the ball, touch and push each other. The field looks different, and even the ball is a different shape. Players wear special clothes for American football, with helmets on their heads, because the game can be dangerous. Like international football teams, American teams have eleven players.

At college football matches each team has an army of girls all dressed the same. They march up and down to the music and have a sort of leader at the front, waving a stick. The girl with the stick is the cheer leader. It takes a long time to learn how to handle the stick. The players need the girl's cheers - they help them. And at Super Bowl – the biggest game of the year – there's always music, dancing and cheerleaders.

Basketball is another popular game in America. Only five people play in each team. At George Washington high school in Chicago, basketball is a very serious business. Some boys fail their exam because they play basketball too much. The game are very noisy, with cheerleaders and all the kids shouting. A lot of kids, especially the black kids, want to be basketball players and get rich, like Michael Jordan. It's a dream – there are 500,000 kids playing high school basketball, and only 300 become professional each year. But it is good for them. They learn to work together. They learn discipline. And they get very fit.

Americans love winter sports, and ice hockey is a great favourite. This game, the national sport of Canada, is very fast, and can be dangerous. So if you play ice hockey, remember to wear your helmet!

American attitude to sport is different. They are very “professional” about it. They don't waste time and energies training without coaching. They have the first class coaches who know exactly how to get the best out of the sportsmen. Top stars have computers to help them – what's the best speed for the first 200 meters; at what point they should start the final sprint and so on.

The climate has something to do with it. You can train out of doors the whole year, while training in the rain and grey skies in Northern Europe would upset any athlete! Then there's the question of money. If a promising athlete is discovered, somebody somewhere will provide the money for the very best training, however poor he or she is. Many of American black athletes are among the very best. Americans are also first-class at football, basketball and baseball. They wouldn't succeed if they weren't given sports scholarships to college. Sports still give blacks a better chance of success than most things.

The attitude to the Olympics has changed – the “enjoy yourself” attitude has gone. Winning has become a part of national pride, and many of the winners become world-famous and rich!

Say if the sentences are true or false; correct the false sentences.

1. Sport in the USA is very dull, so nobody wants to invest money in it.
2. The most popular sports games in America are football, baseball and basketball.
3. When Americans say “Let's go see a ball game”, they mean basketball.
4. Football is the most popular in America.
5. Nine people play in each ice-hockey team.
6. American football is no different from football, played in England.
7. American attitude to sport is very professional.
8. Top stars in sport never use computers.
9. Sports give blacks better chance of success than any other carrier.
10. American black athletes are among the very best in the world.
11. American attitude to the Olympics hasn't changed for many years.

## TEXT 18 SNOWBOARDING

Snowboarding is the fastest-growing winter sport. It's catching on all over the world and is now included in the Olympic Games. Did we say sport? Snowboarding is also a way of life, with its own equipment, style, music, clothing and even language.

The “father” of snowboarding is Jake Burton. He became hooked on the idea when he was a teenager and took 15 years to create the perfect snowboard. Now he owns the largest snowboard business in the world.

Snowboarding is different from skiing. “The only thing skiing has in common with snowboarding is the snow,” says one snowboarding fan. Many people believe it's easier for you to learn snowboarding when you didn't ski before.

A snowboard looks like a big skateboard without wheels. While standing up with both feet on a board, a snowboarder slides down a slope, controlling the direction with the same small movements that a snowboarder uses. The most difficult thing is, of course, to keep balance.

Skiers, however, aren't happy about the latest craze. They say that snowboards ruin the surface of the snow and that snowboarders frighten them as they fly down hills at amazing speeds.

But snowboarders will give you a long list of reasons why snowboarding is better than skiing.

Snowboarding is especially popular with teenagers and college students (some say as many as 90% of snowboarders are between the ages 10 and 25). “Skiing is for old people,” says a student from Colorado. “Snowboarding is for the young. You can go crazy when you snowboard and that's cool”.

### The advantages of Snowboarding

- Simplicity to “ride”, the only equipment you need is a snowboard, which you can carry on your shoulders. Because you don't need poles, your hands are free – so you can wave to friends, take photos and throw snowballs.

- Easy to learn: you don't need to be as physically fit to snowboard as to ski. The first thing is to learn how to stand up, then to keep balance. Also, if you fall, you are less likely to hurt yourself, and you don't have to crawl back up the slope to pick up your equipment.

- Comfort: snowboarding boots are soft, light and comfortable. Also, you can wear whatever you want – but the looser and brighter the clothes, the better.
- Flexibility: unlike skiers, riders don't care whether the condition of the snow and the slopes is good or not – they can snowboard on almost any snow-covered surface.

#### Do you speak Snowboard?

Here are some words for you to know if you want to be a snowboarder:

Burton: a snowboard named after Jake Burton.

freshie: fresh snow

going fat: flying high into the air

goofy-footed: people who stand on the board with their left foot first (most people have their right foot first).

a hit: a jump

pow pow: powder snow

to ride: to snowboard

sick: scary or excellent – or both

### TEXT 19

#### ZORBING

##### What is Zorbing?

Do you want to have fun? Do you dream of something new? Then Zorbing is just what you need.

Zorbing is a new exciting sport. A zorb itself is a huge plastic ball (3-3,5 metres tall) which contains another ball. There is a small entrance hole so you can squeeze into the smaller ball. The ball rolls down the hill and so do you. Exciting, isn't it? A zorb can reach up to 50-60 km an hour when it's rolling down.

##### Who invented Zorbing?

The “parents” of this crazy sport are Dwaine van der Sluis and Andrew Akers. They invented it in the 1990s just for fun. Now Zorbing is very popular in New Zealand, Australia and in many other countries. You can do it in Russia, too.

##### Is it safe?

Zorbing is very safe. You are strapped inside the ball, and there is a cushion of air between you and the ground. But... all zorbonauts usually scream. Why? It's a tradition.

##### Choose your own way

- You can go zorbing with a friend. There're zorbs to fit in 2 or even 3 people.
- You can also try Hydro-zorbing, a more recent development of this crazy sport. Two or three buckets of water are thrown inside the zorb and you are not strapped!
- If you are very, very brave, you can try rolling off a waterfall.

##### Who can do Zorbing?

All people from children to their grandparents can do it. Kids are usually braver than their parents.

### TEXT 20

#### BOG SNORKELLINGS: THE CRAZIEST SPORT IN THE WORLD

Bog snorkelling (подводное плавание и болоте) is probably the craziest and dirtiest sport in the world. It takes place every August in Llanwrtyd Wells, the smallest town in Wales. Competitors put on masks, snorkels (трубка акваланга) and flippers (ласты) and swim through the thick and muddy waters of the Waen Rhydd peat bog (торфяное болото). Their aim is to move along the 55-metre trench (канавка, ров) which is just a metre deep.

The competition is not as easy as you think. You're not allowed to use normal swimming strokes, you have to keep your arms straight in front of you or do a doggy paddle (плавать по-собачьи) . You can use flippers but you have to breathe through a snorkel.

“The water is so thick – it's like swimming through tea leaves!” said one of the competitors.

This loony (сумасшедший) sport was invented by Gordon Green, who decided to attract some more attention to his native town.

The first competition took place in 1985 and drew 20 enthusiasts. The event became such a success that today, nearly 100 competitors take part and some come from as far away as Australia, the USA and Russia!

The winner is entered in the Guinness Book of Records. And even the slowest competitor gets a prize!

In 2000, Gordon Green came up with a new version of bog snorkelling – for mountain bikers. Competitors must madly pedal through a 2-metre-deep trench in the bog on specially prepared mountain bikers! They also wear special weight belts to avoid floating off the bike.

In the wheeled version («колёсная версия»), you start at one end of the trench, ride your bike to the other end, cycle your bike around a pole (шест), then come back to the start.

The Bog Snorkelling Triathlon was introduced in 2005. The event consists of a run of about 19 km, a bog snorkel of about 110 m and a 40-km mountain bike ride.

These bog snorkelling events are so interesting that they attract journalists, film and TV teams from all over the world. The money goes to charity.

#### TEXT 21

#### ETON WALL GAME

The Eton wall game is one of the oldest and strangest ball games in the world. And it's played only at Eton College.

It's unknown when it was invented, but the first recorded game took place in 1766. Its rules were changed several times up to 1849, but remained unchanged ever since.

The field of play is a rather narrow strip, about 5 metres wide and about 110 metres long. It runs along a brick wall which was built in 1717 and is not quite straight.

Each team consists of 10 players. As in all forms of football, each team tries to get the ball to the far end and then score. Players are not allowed to handle the ball, to let any part of their bodies except feet and hands touch the ground and to hit or hold their opponents. There are also very strict "offside" rules: no passing back and no playing in front. As you can imagine, scoring a goal under these conditions can be rather difficult. In fact, the last one was scored in 1909.

It is said that the game of Quidditch, played in the Harry Potter books and films, was inspired by the Eton Wall Game.

#### Спорт в английских идиомах

sports day - день спортивных состязаний (в школах; обычно с приглашением родителей в качестве зрителей)

football widow - шутл. "футбольная вдова" (женщина, которая во время футбольных соревнований оказывается полностью лишённой внимания со стороны своего мужа - футбольного фаната)

football firm - брит., разг. банда футбольных фанатов

political football - объект политических манипуляций, спекуляций

football - амер., полит., жарг. "ядерный чемоданчик" (портфель с секретными кодами при президенте США; для управления ядерным арсеналом страны)

it is not cricket - не по правилам

to take in sail - умерить пыл; сбавить спеси

sail through - легко преодолеть (что-л.), пройти без потерь

to make sail - уходить, убираться восвояси

to strike sail - признать свою неправоту; признать себя побеждённым

sail into - разг. набрасываться на что-л., налетать

to swim against the tide / stream - плыть против течения

to be in the swim - быть в курсе дела; быть в центре событий

to skate on thin ice - скользить по тонкому льду, ходить по краю пропасти  
 to get one's skates on - брит., разг. торопиться, поторапливаться  
 skate over / (a)round - избегать; касаться вскользь (какой-л. темы и т. п.)  
 rat race - неодобр. "крысиные бега", бешеная погоня за богатством, успехом; ожесточённая конкуренция  
 to be in the race - австрал., разг. иметь возможность, шанс  
 to race away - уст. промотать на скачках (состояние и т. п.)  
 race meeting - брит. день скачек  
 a fishing expedition - попытка получить информацию, сбор компрометирующей информации  
 ball and chain - шутол. супруга, жена (ядро на цепи; чугунный шар, прикованный к ноге каторжника)  
 ball boy - мальчик, подбирающий и подающий мячи (на корте)  
 the ball is in your court - "мяч теперь на твоём поле", теперь всё зависит от тебя  
 to ball the jack - амер., разг. вести себя опрометчиво, рискованно, не обращая ни на что внимания; очень быстро ехать, гнать  
 to have the ball at one's feet - быть господином положения; иметь шансы на успех  
 to strike the ball under the line - потерпеть неудачу  
 to catch / take the ball before the bound - действовать слишком поспешно  
 to get / set / start the ball rolling - начинать  
 to keep up the ball - поддерживать разговор; продолжать делать что-л.  
 ball of fortune - игрушка судьбы  
 on the ball - амер., разг. расторопный; толковый  
 out in left field - не из той оперы, не по делу  
 field of honour - место дуэли; поле битвы  
 to move the goalpost - менять правила по ходу игры  
 to have all bases covered - разг. предусмотреть все возможные нюансы, случайности  
 to get to first base - амер., разг. сделать первый (успешный) шаг к достижению какой-л. цели  
 to change one's base - амер., разг. отступать, удирать

### **Пословицы и афоризмы о спорте на английском языке с переводом**

#### **Афоризмы о спорте**

- I don't know anything that builds the will to win better than competitive sports. Richard M. Nixon  
 - Я не знаю ничего, что воспитывало бы волю к победе лучше, чем спортивные состязания.  
 Ричард Никсон
  
- Serious sport has nothing to do with fair play. Serious sport is war minus the shooting. George Orwell  
 - Серьёзный спорт не имеет ничего общего с честной игрой. Серьёзный спорт - это война минус убийство. Джордж Оруэлл
  
- Talent wins games, but teamwork and intelligence wins championships. Michael Jordan  
 - Талант добывает победу в игре, но чемпионство добывают команда и интеллект. Майкл Джордан
  
- Academe, n.: An ancient school where morality and philosophy were taught.  
 Academy, n.: A modern school where football is taught. Ambrose Bierce  
 - В древности академия - место, где обучали этике и философии. Сегодня академия - место, где обучают футболу. Амброс Бирс
  
- All sports for all people. Pierre de Coubertin  
 - Спорт для всех людей. Пьер де Кубертен

- Baseball has the great advantage over cricket of being sooner ended. George Bernard Shaw  
 - Бейсбол имеет большое преимущество перед крикетом - быстрее заканчивается. Джордж Бернард Шоу

- Golf is a good walk spoiled. Mark Twain  
 - Гольф - это испорченная прогулка. Марк Твен  
 - I regard golf as an expensive way of playing marbles. Gilbert K. Chesterton  
 - Я считаю гольф дорогой игрой в шарики (детская игра). Гилберт Честертон  
 - I don't understand American football at all. It looks like all-in wrestling with crash helmets. Sting  
 - Я совершенно не понимаю американский футбол. Это выглядит как вольная борьба в шлемах. Стинг.

### Пословицы о спорте

A sound mind in a sound body. В здоровом теле здоровый дух.

After dinner sit a while, after supper walk a mile. После обеда посиди, после ужина милю пройди.

The best of the sport is to do the deed and to say nothing. Лучший спорт - совершать поступки без лишних слов.

In sports and journeys men are known. Люди познаются в спорте и в путешествиях.

It's not whether you win or lose that matters, it's how you play the game. Неважно, выигрываешь ты или проигрываешь, важно, как ты играешь.

War is a sport of kings. Война - спорт королей.

Stumbling is not falling. Споткнуться - не упасть.

Sport to the cat is death to the mouse. Спорт для кошки - смерть для мыши.

EnglishOn-line.ru englishon-line.ru

### **ВЫПОЛНЕНИЕ ПРОЕКТА (тема по выбору студента)**

Темы проектов и рефератов	Формы контроля
<p>Используя материалы вебсайта <a href="http://www.projectbritain.com/sport.html">http://www.projectbritain.com/sport.html</a>, выполните следующие задания:</p> <ol style="list-style-type: none"> <li>1. Назовите самые популярные в Британии виды спорта.</li> <li>2. Охарактеризуйте один из видов спорта более подробно.</li> </ol> <p>Олимпийское и паралимпийское движение.  <a href="http://www.paralympic.org">www.paralympic.org</a></p> <p>Современные методы подготовки спортсменов в России и за рубежом.          Спортивный менеджмент: возможности получения современной профессии в России и за рубежом.          Спорт в России. Зимние и летние виды спорта.          Спорт в школах Англии и Америки.          Известные спортсмены: биографии и спортивные достижения.          Спорт зарубежом. Олимпийские игры и чемпионаты.          Мои личные спортивные достижения.          Современные виды спорта: история, причины популярности, перспективы развития в России и за рубежом.  <a href="http://www.adventuresports.com">www.adventuresports.com</a></p> <p>Достижения и знаменитые спортсмены нашего факультета.</p>	<p>Постер, РР-презентация, устное или письменное сообщение (по выбору студента)</p>



## SPORT EXPRESSIONS

to go in for sport/to take up sport	заниматься спортом
to keep fit/to feel fit	чувствовать себя в хорошей форме
to participate/to take part in competitions	участвовать в соревнованиях
to take the first place	занять первое место
to perfect smb's skill	совершенствовать мастерство
to know one's ABC	знать основы чего-либо
to master technique	овладевать техникой
to decorate with orders and medals	награждать орденами и медалями
to win gold, silver and bronze medals	завоёвывать золотые, серебряные и бронзовые медали
to hold records	устанавливать рекорды
to concentrate attention on	сконцентрировать внимание на
proved to be the winner	оказался победителем
to forge ahead	вырваться вперёд
to move into the lead	выдвинуться на первое место
to win on points	выиграть по очкам
to win a title	завоевать звание
to set up a record	установить рекорд
to qualify for the finals	выходить в финал
to get past an opponent	чтобы обойти противника
to address the referee	обращаться к судье
The score is in favour of our team	Счёт в пользу нашей команды.
to open the score	открывать счёт
to lose a game or a match	проиграть игру или матч
to encourage one's favourite team to victory	болеть за любимую команду
to end in a draw	закончиться вничью
sporting ties	спортивные связи
record-holders	рекордсмены
holders of medals (medal winners)	медалисты
title holder	обладатель звания
world (national, individual) championship	первенство мира (страны, личное первенство)
National anthem	национальный гимн
trainer's instructions	инструкции тренера
to score a goal	забить гол
to pass the ball	передавать мяч
actual play	чистое время
to even the score	сравнять счёт
match cheat	протокол соревнований
to be sent off the field	быть удалённым с поля
What team do you root for? /	За какую команду вы «болеете»?
What team do you support?	
indoor and outdoor sports grounds	закрытые и открытые спортивные площадки
sports halls	спортивные залы
sport facilities	спортивные сооружения
Palace of sports	Дворец спорта

## GLOSSARY

### - A -

ability	[ə' bɪlɪtɪ]	n	способность, умение
achieve	[ə'tʃi:v]	v	достигать, выполнять
adamant	[ˈædəmənt]	a	твёрдый, непреклонный
adviser	[əd'vaɪzə]	n	советник, консультант
aim	[eɪm]	n	цель, прицел
alert	[ə'lɜ:t]	a	бдительный, проворный
amateur	[ˈæmətə:]	n	любитель
ancient	[ˈeɪnfənt]	a	античный, древний
apparatus	[ˌæpə'reɪtəs]	n	1) прибор; 2) гимнастический снаряд
aquatic	[ə'kwætɪk]	a	водный
archery	[ˈɑ:tʃəri]	n	стрельба из лука
assemble	[ə'sembəl]	v	созывать, собирать
association	[ə'soʊsɪ'eɪʃən]	n	общество, ассоциация
athlete	[ˈæθli:t]	n	спортсмен, атлет
attention	[ə'tenʃən]	n	внимание
attract	[ə'trækt]	v	привлекать

### - B -

badminton	[ˈbædmɪntən]	n	бадминтон
ball	[bɔ:l]	n	мяч, пуля
barrier	[ˈbæriə]	n	барьер, препятствие
behaviour	[bi'heɪvjə]	n	поведение
biathlon	[baɪ'æθlən]	n	биатлон
bobsleigh	[ˈbɒbsleɪ]	n	бобслей
body	[ˈbɒdi]	n	тело, основная часть (чего-л.)
boxing	[ˈbɒksɪŋ]	n	бокс

### - C -

callisthenics	[ˌkæli'sθenɪks]	n	ритмическая гимнастика
calm	[kɑ:m]	n	спокойствие
canoe	[kə'nu:]	n	каное, байдарка
capacity	[kə'pæsɪtɪ]	n	вместимость, способность
chariot-racing	[ˈtʃæriət, reɪsɪŋ]	n	бега на колесницах
championship	[ˈtʃæmpjənʃɪp]	n	1) первенство, чемпионат; 2) звание чемпиона
check	[tʃek]	n	1) препятствие; 2) контроль
cheerfulness	[ˈtʃiəfʊlnɪs]	n	бодрость, весёлость
chess	[tʃes]	n	шахматы
cloak-room	[ˈkloukrʊm]	n	гардероб, раздевалка
club	[klʌb]	n	1) клюшка, бита; 2) клуб
coach	[kəʊtʃ]	n	тренер, инструктор
collaboration	[kə'læbə'reɪʃən]	n	сотрудничество
combative	[ˈkɒmbətɪv]	a	боевой
committee	[kə'mɪtɪ]	n	комитет, комиссия
compete	[kəm'pi:t]	v	состязаться, соревноваться

competition	[ˌkɒmpɪˈtɪʃən]	n	соревнование, состязание
composure	[kəmˈpɒzə]	n	спокойствие, самообладание
compulsory	[kəmˈpʌlsəri]	a	обязательный
consistency	[kənˈsɪstənsɪ]	n	1) последовательность; 2) постоянство; 3) согласованность
contest	[ˈkɒntest]	n	1) спор; 2) соревнование
cope	[kəʊp]	v	справиться
courage	[ˈkʌrɪdʒ]	n	храбрость, смелость
court	[kɔ:t]	n	1) двор; 2) суд; 3) площадка для игр, корт
crew	[kru:]	n	команда
crossbar	[ˈkrɒsbɑ:]	n	1) распорка; 2) планка (для прыжков); 3) штанга (в футболе)
cross-country	[ˈkrɒsˈkʌntri]	n	пересечённая местность
cup	[kʌp]	n	кубок
cycling	[ˈsaɪklɪŋ]	n	велосипедный спорт
<b>- D -</b>			
dart	[dɑ:t]	n	метание дротика, стрелы, дарт
decision	[dɪˈsɪʒən]	n	1) решение; 2) решительность
defeat	[dɪˈfi:t]	n	поражение
degree	[dɪˈɡri:]	n	степень, ступень
delegate	[ˈdelɪɡət]	n	делегат, представитель
demand	[dɪˈmɑ:nd]	n	требование
depend (on)	[dɪˈpend]	v	зависеть (от)
derive	[dɪˈraɪv]	v	происходить
determination	[dɪˈtɜ:mɪˈneɪʃən]	n	1) определение; 2) решительность
develop	[dɪˈveləp]	v	развивать(ся)
disappoint	[ˌdɪsəˈpɔɪnt]	v	1) разочаровывать; 2) лишать
distance	[ˈdɪstəns]	n	дистанция
divert	[dɪˈvɜ:t]	v	1) отклонять; 2) отвлекать (внимание); 3) развлекать
diving	[ˈdaɪvɪŋ]	n	прыжки в воду
draughts	[dra:fts]	n	шашки
<b>- E -</b>			
elect	[ɪˈlekt]	v	выбирать
emulate	[ɪˈmjuleɪt]	v	соревноваться, соперничать
encourage	[ɪnˈkʌrɪdʒ]	v	ободрять, поддерживать
endurance	[ɪnˈdʒʊərəns]	n	выносливость, стойкость
energy	[ˈenədʒɪ]	n	энергия, сила
ensure	[ɪnˈʃʊə]	v	1) обеспечивать; 2) ручаться
enthusiastic	[ɪnˌθju:zɪˈæstɪk]	a	восторженный
entry	[ˈentri]	n	1) вступление; 2) вход, ворота
environment	[ɪnˈvaɪənmənt]	n	окружающая обстановка, среда
envy	[ˈenvɪ]	v	завидовать
equal	[ˈi:kwəl]	a	1) равный; 2) способный; 3) спокойный
equestrian	[ɪˈkwestriən]	a	конный

equipment	[i'kwɪpmənt]	n	1) оборудование; 2) снаряжение
essential	[i'senʃəl]	a	существенный, необходимый
event	[i'vent]	n	1) событие; 2) номер (в программе состязаний); 3) соревнование
excellent	[ˈeksələnt]	a	превосходный, отличный
exclude	[ɪks'klud]	v	исключать
exercise	[ˈeksəsaɪz]	n	1) упражнение, тренировка; 2) физ.зарядка, моцион
exhaust	[ɪg'zɔ:st]	v	истощать, изнурять
experience	[ɪks'pɪəriəns]	n	опыт
<b>- F -</b>			
fan	[fæn]	n	болельщик
fast	[fɑ:st]	a	1) прочный; 2) быстрый
favour	[ˈfeɪvə]	n	1) благосклонность; 2) польза, интерес, помощь
favourite	[ˈfeɪvərɪt]	a	любимый
feature	[ˈfi:tʃə]	n	особенность
fencing	[ˈfensɪŋ]	n	фехтование
fighting	[ˈfaɪtɪŋ]	n	1) бой; 2) борьба
fitness	[ˈfɪtnɪs]	n	пригодность, соответствие
fix	[fɪks]	v	1) укреплять; 2) определять
flame	[fleɪm]	n	пламя, яркий свет
flexibility	[ˈfleksə'bɪlɪtɪ]	n	гибкость
forbid	[fə'brɪd]	v	запрещать
<b>- G -</b>			
gain	[geɪn]	n	1) прибыль, выигрыш; 2) pl. достижения
game	[geɪm]	n	игра
general	[ˈdʒenərəl]	a	общий
glide	[glɑɪd]	v	скользить
goal	[gəʊl]	n	1) цель; 2) ворота; 3) гол
goalkeeper	[ˈgəʊl ki:pə]	n	вратарь
gold	[gəʊld]	n	золото
grace	[ɡreɪs]	n	грация
great	[ɡreɪt]	a	великий
ground	[ɡraʊnd]	n	sport- спорт.площадка
guarantee	[ˌɡærənti:]	v	гарантировать
gymnasium	[dʒɪm'neɪzjəm]	n	1) гимнастический (спортивный) зал; 2) гимназия
gymnastics	[dʒɪm'næstɪks]	n	гимнастика
<b>- H -</b>			
hack	[hæk]	v	спорт. "подковать" (в футболе - ударить противника по голени)
half	[hɑ:f]	n	половина
hardly	[ˈhɑ:dlɪ]	adv	едва, с трудом
harmoniously	[hɑ:'mɔunjəsli]	adv	гармонично
heat	[hi:t]	n	1) жара; 2) спорт. забег, заезд

heavy	[ˈhevi]	a	1) тяжёлый; 2) сильный
high	[haɪ]	a	1) высокий; 2) большой (о скорости)
highway	[ˈhaɪweɪ]	n	большая дорога, шоссе
honour	[ˈɒnə]	n	честь
human	[ˈhju:mən]	a	человеческий
hurdle	[ˈhɜ:dl]	n	барьер
hurdle-race	[ˈhɜ:dlreɪs]	n	барьерный бег
hygienic	[haɪˈdʒi:nɪk]	a	гигиенический, здоровый
hymn	[hɪm]	n	церковный гимн
<b>- I -</b>			
ice-hockey	[ˈaɪsˈhɒki]	n	хоккей на льду
important	[ɪmˈpɔ:tənt]	a	важный, значительный
improve	[ɪmˈpru:v]	v	улучшать, совершенствовать
impulse	[ˈɪmpʌls]	n	побуждение, толчок, импульс
include	[ɪnˈklu:d]	v	включать, заключать
indirect	[ˌɪndɪˈrekt]	a	непрямой, побочный
indoor	[ˈɪndo:]	a	находящийся или происходящий внутри дома
ineffective	[ˌɪnɪˈfektɪv]	a	1) безрезультатный; 2) недействительный
injury	[ˈɪndʒəri]	n	повреждение, рана, ушиб
innovation	[ˌɪnəʊˈveɪʃən]	n	нововведение
insistent	[ɪnˈsɪstənt]	a	настойчивый
instruction	[ɪnˈstrʌkʃən]	n	1) обучение; 2) pl. инструкции
integral	[ˈɪntɪgrəl]	a	цельный
international	[ˌɪntəˈnæʃənəl]	a	международный
introduce	[ˌɪntrəˈdju:s]	v	1) вводить; 2) представлять
<b>- J -</b>			
javelin	[ˈdʒævlɪn]	n	метательное копьё, дротик
join	[dʒɔɪn]	v	соединять, присоединять
judo	[ˈdʒu:dou]	n	дзюдо
jump	[dʒʌmp]	v	прыгать, перескакивать
junior	[ˈdʒu:njə]	n	юниор
<b>- K -</b>			
kayak	[ˈkaɪæk]	n	каяк
kick	[kɪk]	n	удар ногой
<b>- L -</b>			
laud	[lɔ:d]	v	хвалить, прославлять
level	[ˈlevl]	n	уровень, высота
long-jumping	[ˈlɒŋˈdʒʌmpɪŋ]	n	прыжок в длину
loose	[lu:s]	v	распускать, развязывать
lose	[lu:z]	v	1) терять; 2) проигрывать
low	[ləʊ]	a	низкий
<b>- M -</b>			
main	[meɪn]	a	главный
manager	[ˈmænɪdʒə]	n	управляющий

marathon	[ˈmæɪrəθən]	n	марафонский бег
masculine	[ˈmɑːskjʊlɪn]	a	1) мужской; 2) мужественный
master	[ˈmɑːstə]	n	1) хозяин; 2) учитель; 3) мастер
match	[mætʃ]	n	1) спичка; 2) матч
measure	[ˈmeɪzə]	n	мера, мерка
medal	[ˈmedl]	n	медаль
member	[ˈmembə]	n	член
mental	[ˈmentl]	a	1) умственный; 2) душевный
mile	[maɪl]	n	миля
modify	[ˈmɒdɪfaɪ]	v	видоизменять
motivate	[ˈmɒtɪveɪt]	v	побуждать, мотивировать
motto	[ˈmɒtəʊ]	n	девиз
move	[muːv]	v	двигать(ся)
movement	[ˈmuːvmənt]	n	движение
muscle	[ˈmʌsl]	n	мускул, мышца
mutual	[ˈmjuːtʃuəl]	a	взаимный, общий
<b>- N -</b>			
national	[ˈnæʃənəl]	a	народный, национальный
nearly	[ˈniəli]	adv	близко, почти
negative	[ˈnegətɪv]	a	отрицательный
negotiate	[niˈɡəʊʃieɪt]	v	договариваться, обсуждать
neighbour	[ˈneɪbə]	n	сосед
nerve	[nɜːv]	n	1) нерв; 2) присутствие духа, мужество
network	[ˈnetwɜːk]	n	сеть, система
notice	[ˈnəʊtɪs]	v	замечать, отмечать
number	[ˈnʌmbə]	n	число, номер
<b>- O -</b>			
Olympic	[ouˈlɪmpɪk]	a	- games Олимпийские игры
opponent	[əˈpəʊnənt]	n	противник
opportunity	[ˌɒpəˈtjuːnɪti]	n	удобный случай, возможность
opposition	[ˌɒpəˈzɪʃən]	n	сопротивление, оппозиция
option	[ˈɒpʃən]	n	право выбора, опция
optional	[ˈɒpʃənəl]	a	необязательный
outdoor	[ˈaʊtdɔː]	a	находящийся или совершающийся на открытом воздухе
overcome	[ˌəʊvəˈkʌm]	v	побороть, преодолеть
overestimate	[ˌəʊvərˈestɪmɪt]	v	переоценивать
<b>- P -</b>			
participant	[pɑːˈtɪsɪpənt]	n	участник
partner	[ˈpɑːtnə]	n	участник, партнёр
patience	[ˈpeɪʃəns]	n	терпение
pattern	[ˈpætən]	n	образец
pentathlon	[ˈpenˈtæθlɒn]	n	пятиборье
perfect	[pəˈfekt]	v	совершенствовать
physical	[ˈfɪzɪkəl]	a	физический, телесный
pit	[pɪt]	v	выставлять в качестве

pitch	[pɪtʃ]	v	устанавливать, бросать, кидать
polo	[ˈpɒləʊ]	n	поло
potential	[pəˈtenʃəl]	a	потенциальный
prevent	[prɪˈvent]	v	предотвращать, препятствовать
prize	[praɪz]	n	приз, награда
promotion	[prəˈmɒʃən]	n	продвижение, содействие
promulgate	[ˈprɒməleɪt]	v	обнародовать, опубликовывать
protection	[prəˈtekʃən]	n	защита, покровительство
puck	[pʌk]	n	шайба
pull	[pʊl]	n	1) натяжение; 2) усилие; 3) гребля
purpose	[ˈpɜ:pəs]	n	цель, целеустремлённость
<b>- Q -</b>			
qualification	[ˌkwɒlɪfɪˈkeɪʃən]	n	квалификация
quality	[ˈkwɒlɪti]	n	качество, достоинство
quarter	[ˈkwɔ:tə]	n	четверть
quickly	[ˈkwɪkli]	adv	быстро
quite	[kwaɪt]	adv	вполне, совсем
<b>- R -</b>			
race	[reɪs]	n	соревнование в скорости
racket	[ˈrækɪt]	n	ракетка
raise	[reɪz]	v	1) поднимать; 2) воспитывать
rapid	[ˈræpɪd]	a	быстрый
react	[riːˈækt]	v	реагировать, противодействовать
receive	[rɪˈsi:v]	v	получать, принимать
recreation	[ˌrekriˈeɪʃən]	n	отдых, восстановление сил, развлечение
referee	[ˌrefəˈri:]	n	судья
rehabilitate	[ˌri:əˈbɪlɪteɪt]	v	реабилитировать, восстанавливать здоровье
relay	[riˈleɪ]	n	1) смена; 2) спорт. эстафета
representative	[ˌreprɪˈzentətɪv]	n	представитель
restore	[rɪsˈtɔ:]	v	возвращать, восстанавливать
restrain	[rɪsˈtreɪn]	v	сдерживать, удерживать
result	[rɪˈzʌlt]	n	результат
reversion	[rɪˈvɜ:ʃən]	n	возвращение (к прежнему состоянию)
riding	[ˈraɪdɪŋ]	n	верховая езда
ring	[rɪŋ]	n	1) кольцо, круг; 2) площадка (для борьбы), ринг, беговой круг
rowing	[ˈraʊɪŋ]	n	гребля
rugby	[ˈrʌɡbi]	n	регби
running	[ˈrʌnɪŋ]	n	бег
<b>- S -</b>			
sailing	[ˈseɪlɪŋ]	n	парусный спорт
schedule	[ˈʃedju:l]	n	расписание, график
score	[skɔ:]	n	счёт очков (в игре)

serve	[sə:v]	v	1) служить; 2) подавать мяч
setback	[ˈsetbæk]	n	задержка, регресс, препятствие
shooting	[ˈʃu:tɪŋ]	n	стрельба
shower	[ˈʃaʊə]	n	1) ливень; 2) душ
significant	[sɪgˈnɪfɪkənt]	a	значительный, важный
skate	[skeɪt]	v	кататься на коньках
skating-rink	[ˈskeɪtɪŋrɪŋk]	n	каток
ski	[ski:]	v	ходить на лыжах
skill	[skɪl]	n	искусство, мастерство, умение
soccer	[ˈsɒkə]	n	футбол
spectator	[spekˈteɪtə]	n	зритель
speed	[spi:d]	n	скорость
sphere	[sfɪə]	n	сфера, социальная среда
spirit	[ˈspɪrɪt]	n	дух, характер, храбрость
sprint	[sprɪnt]	n	бег на короткую дистанцию, спринт
stadium	[ˈsteɪdɪəm]	n	стадион
stamina	[ˈstæmɪnə]	n	выносливость, выдержка
strength	[streŋθ]	n	сила, прочность
strenuous	[ˈstrenjuəs]	a	сильный, энергичный
stretch	[stretʃ]	v	растягивать, увеличивать
strive	[straɪv]	v	стремиться к победе, бороться
stroke	[straʊk]	n	1) удар, взмах; 2) загребной
strong	[strɒŋ]	a	сильный, здоровый
success	[səkˈses]	n	успех
support	[səˈpɔ:t]	n	поддержка, опора
swimming	[ˈswɪmɪŋ]	n	плавание
swimming-pool	[ˈswɪmɪŋpu:l]	n	бассейн для плавания
- T -			
table-tennis	[ˈteɪblˈtenɪs]	n	настольный теннис
tackle	[ˈtækl]	n	1) принадлежности; 2) нападающий (в футболе)
tactics	[ˈtæktɪs]	n	тактика
team	[ti:m]	n	команда
technique	[tekˈni:k]	n	техника, технические приёмы
throw	[θrou]	v	1) бросать, метать; 2) положить на обе лопатки (в борьбе); 3) спорт. разг. проиграть
tire	[ˈtaɪə]	v	утомляться, уставать
toboggan	[təˈbɒɡən]	n	тобогган (вид саней)
toss	[tɒs]	n	жеребьёвка
total	[ˈtəʊtl]	a	целый, полный
tournament	[ˈtuənəmənt]	n	турнир
track-and-field	[ˈtrækəndˈfi:ld- (athletics) (æθˈletɪks)]	n	лёгкая атлетика
train	[treɪn]	v	воспитывать, тренировать



trainer	[ˈtreɪnə]	n	инструктор, тренер
training	[ˈtreɪnɪŋ]	n	воспитание, тренировка
trait	[treɪ(t)]	n	штрих, черта
treat	[tri:t]	v	обращаться, трактовать
trip	[trɪp]	n	1) путешествие; 2) ошибка; 3) спорт. подножка
tumbling	[ˈtʌmblɪŋ]	n	акробатика
- U -			
ultimately	[ˈʌltɪmɪtli]	adv	в конечном счёте
unavoidable	[ˌʌnəˈvɔɪdəbl]	a	неизбежный
undergo	[ˌʌndəˈɡoʊ]	v	испытывать, подвергаться
uniform	[ˈjuːnɪfɔːm]	n	форма
universal	[ˌjuːnɪˈvɜːsəl]	a	всеобщий, универсальный
unreasonable	[ʌnˈriːznəbl]	a	неблагоразумный, чрезмерный
use	[juːs]	n	употребление, использование
- V -			
variable	[ˈvɛəriəbl]	a	изменчивый, переменный
vault	[vɔːlt]	n	прыжок (с упором или шестом)
velocity	[vɪˈləsɪti]	n	скорость, быстрота
venue	[ˈvenjuː]	n	1) судебный округ; 2) разг. место сбора, встречи
volley-ball	[ˈvɒlibɔːl]	n	волейбол
- W -			
warming-up	[ˈwɔːmɪŋˈʌp]	n	разминка
warn	[wɔːn]	v	предупреждать, предостерегать
way	[weɪ]	n	путь, направление, метод
weight-lifting	[ˈweɪtˈlɪftɪŋ]	n	тяжёлая атлетика
whole	[həʊl]	a	целый, весь
win	[wɪn]	v	выиграть, победить
wreath	[riːð]	n	венок, гирлянда
wrestling	[ˈreslɪŋ]	n	спорт. борьба
- Y -			
yachting	[ˈjɑːtɪŋ]	n	яхтенный спорт
young	[jʌŋ]	a	молодой
- Z -			
zero	[ˈziərəʊ]	n	нуль

## КЛЮЧИ К ТРЕНИРОВОЧНЫМ УПРАЖНЕНИЯМ

### Exercise 1.

1. The teacher asked them many questions.
2. The students answered the teacher's questions.
3. We studied grammar.
4. His children spoke French and English.
5. He lived opposite me.
6. They brought us some new books.
7. My father came home at seven o'clock.
8. He moved to Washington.

### Exercise 2.

1. He did not translate the text yesterday.
2. They did not understand it.
3. We did not want to make a general plan.
4. We did not read his poetry.
5. They did not teach us grammar.
6. We did not know many Latin words.
7. He did not bring me his textbooks.
8. We did not buy the exercise-books yesterday.

### Exercise 3.

1. Young people didn't like to go to the fitness room.
2. University Student Club didn't organize many activities for students.
3. In Russia many school-leavers didn't study with tutors before applying to a prestigious University.
4. A large number of students didn't work throughout summer and winter breaks.
5. The cost of education didn't vary.
6. They didn't use university facilities: the swimming pool and tracks.
7. I didn't share the room with him last year.
8. He didn't work in a computer lab every day.

### Exercise 4.

1. Did he translate the text yesterday?
2. Did they understand it?
3. Did we want to make a general plan?
4. Did we read his poetry?
5. Did they teach us grammar?
6. Did we know many Latin words?
7. Did he bring me his textbooks?
8. Did we buy the exercise-books yesterday?

### Exercise 5.

1. Did young people like to go to the fitness room?
2. Did University Student Club organize many activities for students?
3. Did many school-leavers study with tutors before applying to a prestigious University?
4. Did a large number of students work throughout summer and winter breaks?
5. Did the cost of education vary?
6. Did they use university facilities: the swimming pool and tracks?

7. Did I share the room with him last year?
8. Did he work in a computer lab every day?

Exercise 6.

1. Did you know this law?
2. Did the teacher see you?
3. Did they use the same dictionary?
4. Did he work well?
5. Did you like his translation?
6. Did you ask about the last exam?
7. Did he become an engineer?
8. Did you bring your translation?

Exercise 7.

1. When did they listened to music?
2. How did the students go to the University every day?
3. Where did Mary stay last summer?
4. Whom did they wait last Sunday?
5. Why did you arrive home late last night?
6. What did we hear on the radio yesterday?
7. Whom did she meet at the library yesterday?
8. When did you write your test?

Exercise 8.

1. Where did I go back for vocation?
2. Where did many international students want to study?
3. How did the age of the students vary?
4. What did the departments offer?
5. How did Russian students study?
6. What did students always get?
7. Where did we often work?
8. Why did international students share rooms with American students?

Exercise 9.

1. When did I take the entrance examinations?
2. How did I pass the examinations?
3. What did a great number of students receive?
4. Where did many of the students live?
5. When did we take our tests and examinations?
6. How many subjects did we study?
7. What helped the students to be qualified specialists after graduating from the University?
8. Who never cut any lectures?

Exercise 10.

1. The students got a quality education in order to seek a well-paid job, didn't they?
2. The University consisted of several departments, didn't it?
3. We read the text again to understand it, didn'd we?
4. Our group went to the town to visit the museum, didn'd it?
5. In order to get a diploma my brother studied for 5 years, didn't he?

6. American students earned a Bachelor's degree during 4 or even 3 years, didn't they?
7. School-leavers having a gold medal took only one admission exam, didn't they?
8. My sister went through the interview last month, didn't she?

Exercise 11.

1. Yes, he did.
2. Yes, they did.
3. Yes, it did.
4. Yes, she did.
5. Yes, she did.
6. Yes, they did.
7. Yes, I did

Exercise 12.

1. No, I didn't.
2. No, he didn't.
3. No, they didn't.
4. No, it didn't.
5. No, she didn't.
6. No, she didn't.
7. No, they didn't.
8. No, I didn't.

Exercise 13.

1. Who took classes together from their first semester until graduation?
2. Who worked for 2 degrees at a time?
3. Who paid twice less per semester?
4. Who paid for using a library?
5. Who lived in the dormitory?
6. Who studied in the day department?
7. Who lived on campus?
8. Who ate in the cafeteria every day?

Exercise 14.

1. This exercise is more difficult than the second one.
2. My textbook is more expensive than yours.
3. My Physics course is more difficult than my Maths course.
4. My Institute is nearer than Helen's.
5. You've got a busier life than I have.
6. Physics is more interesting than Chemistry.
7. English grammar is easier than Japanese.
8. He is more intelligent than I am.
9. Read further!
10. Your task is more important than his task.

Exercise 15.

1. He is the hardest student in our group.
2. Give me the easiest book in the library.
3. This test is the most difficult I have ever done.

4. My computer is more modern than yours.
5. The largest college of the University of Oxford, Trinity, was founded by King Henry VIII in 1546.
6. The oldest college in Scotland, St David's University College in Lampeter, was founded in 1822.
7. Oxford and Cambridge are the most famous universities in Britain.
8. The longest break lasts for 30 minutes and we can rest a lot..
9. Our teachers told us only the most necessary things.
10. Higher education in the United States was still regarded for the elite: the most talented, the most wealthy attended college or a university.

Exercise 16.

1. His English is better than mine.
2. My hostel is farther than his.
3. It is the best of all these books.
4. It was the worst mistake I've ever done.
5. I've made less mistakes.
6. I study more than you.
7. My English is the best in the group.
8. Pete's test paper is the worst test paper of all.

Exercise 17 .

1. Jane is studying more hardly for her examinations than I am.
2. The list of specialities is longer than the list of faculties, because some faculties have departments.
3. The Saratov State University is one of the biggest and oldest universities in our country.
4. The qualifications for entering a college of education in Britain are somewhat lower than those needed for going to university.
5. Summer holidays are longer than winter holidays.
6. This exercise is better than that one.
7. My computer is more modern than yours.
8. Secondary modern schools provide more general and technical education than other schools.
9. The Government and the business sponsors finance the largest proportion of the capital costs of City Technology Colleges.
10. It's the most sharp pencil I have.

Exercise 18.

1. In the nineteenth century many children as young as nine years old worked and didn't go to school.
2. This book is as interesting as that one.
3. Kate is as lazy as her brother.
4. A man is as old as he feels.
5. He worked as hard as the others.
6. The first question is as difficult as the second one.
7. Pete knows English as well as his friend.
8. He lives as near as our teacher.
9. She did as much work as you.
10. The children and your colleagues teach you as much as the college.

Exercise 19.

1. This test is not so difficult as that test.
2. My room in the hostel is not so big as your room.
3. This study is not so light as that one.

4. She has not so many mistakes as you have.
5. The old dictionary is not so good as the new one.
6. The traffic in this town is not so heavy as the traffic in London.
7. Allen is not so old as Mike.
8. A computer is not so cheap as a calculator.
9. Your task is not so important as my task.
10. This textbook is not as thick as that one.

**КЛЮЧИ К ТЕСТОВЫМ ЗАДАНИЯМ:**

Тест 1.

- |       |       |
|-------|-------|
| 1. a  | 11. c |
| 2. b. | 12. c |
| 3. a  | 13. c |
| 4. a  | 14. b |
| 5. c  | 15. d |
| 6. d  | 16. b |
| 7. c  | 17. a |
| 8. b  | 18. b |
| 9. c  | 19. c |
| 10. b | 20. a |

Тест 2.

- |       |       |
|-------|-------|
| 1. c  | 11. b |
| 2. d  | 12. d |
| 3. c  | 13. c |
| 4. d  | 14. b |
| 5. a  | 15. d |
| 6. c  | 16. c |
| 7. b  | 17. d |
| 8. d  | 18. d |
| 9. a  | 19. a |
| 10. c | 20. d |

Тест 3.

- |       |       |
|-------|-------|
| 1. b  | 11. d |
| 2. a  | 12. a |
| 3. d  | 13. c |
| 4. b  | 14. c |
| 5. c  | 15. c |
| 6. a  | 16. a |
| 7. b  | 17. b |
| 8. c  | 18. a |
| 9. b  | 19. b |
| 10. a | 20. c |

Тест 4

- |      |       |
|------|-------|
| 1. a | 11. b |
| 2. a | 12. c |
| 3. b | 13. d |
| 4. c | 14. c |
| 5. d | 15. d |
| 6. c | 16. b |

7. b
8. b
9. b
10. a

17. c
18. d
19. a
20. a

Тест 5.

1. b
2. a
3. d
4. c
5. d
6. c
7. a
8. b
9. b
10. c

11. d
12. b
13. d
14. d
15. b
16. d
17. a
18. b
19. a
20. a

Тест 6.

1. a
2. c
3. b
4. a
5. c
6. a
7. b
8. d
9. a
10. d

11. c
12. a
13. b
14. d
15. a
16. a
17. d
18. a
19. b
20. d

Тест 7.

1. c
2. d
3. a
4. a
5. b
6. c
7. d
8. d
9. a
10. a

11. c
12. d
13. d
14. d
15. d
16. c
17. b
18. c
19. c
20. c

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Литература:

1. Английский язык. Развитие навыков речевого общения. – М.: СГУ, 2005.
  2. Васильев К. Easy English. Лёгкий английский. СПб.: Авалон, Азбука-классика. 2007.
  3. Грамматика английского языка в таблицах и схемах. Изд.2-е. СПб, ООО «Виктория плюс», 2007.
  4. Драгункин А. Быстрый английский для энергичных лентяев. СПб.: Респекс, 2008.
  5. Миловидов В.А. 10 консультаций по английскому языку. М.: Айрис-пресс: Рольф, 2002.
  6. Петрова А.В. Самоучитель английского языка. СПб.: ГИС, 2010.
  7. Писаренко А.Н. Пособие по реферированию для студентов второго курса педагогических специальностей. – Саратов: Научная книга., 2004.
  8. Рогова Г.В., Рожкова Ф.М. Английский язык за два года. М.: Просвещение, 2007.
  9. Совершенствуйте свой английский. – Саратов: ИЦ «Наука», 2008.
  10. Сорокина И.В. Приложение к сборнику английских текстов. Англо-русский словарь ключевых терминов и алгоритм аннотирования и реферирования текстов: Учеб.- метод. пособие для студентов. – Саратов: Изд-во Сарат.ун-та, 2003.
  11. Хведченя Л.В., Хорень Р.В. Английский язык для поступающих в вузы. Минск: Современная школа, 2008.
- Журнал “Speak out”. М.: «Глосса-пресс», 2008- 2012.  
Topics. Humanities. Pearson Education Limited. 2006. [www. longman.com](http://www.longman.com)  
Special Olympic Sports. 2006.  
EnglishOn-line.ru [englishon-line.ru](http://englishon-line.ru)  
[www.paralympic.org](http://www.paralympic.org)  
[www.adventuresports.com](http://www.adventuresports.com)  
[Ranez.Ru](http://Ranez.Ru)  
[maxenglish.ru](http://maxenglish.ru)

Учебное издание

Воронова Елена Николаевна

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ ИНСТИТУТА ФИЗИЧЕСКОЙ КУЛЬТУРЫ И  
СПОРТА (БАКАЛАВРИАТ)

Издано в авторской редакции

Подписано в печать 10.09.2013 г. Формат 60x84<sup>1</sup>/<sub>16</sub>. Бумага офсетная. Ризопечать.  
Усл.-печ. л. 7,25. Тираж 300 экз. Гарнитура Таймс. Заказ № 88.

ООО "Издательский Центр "Наука" 410600, г. Саратов, ул. Пугачевская, 117, к. 50.

Отпечатано в типографии "Эстамп" тел: (8452)37-47-85  
410028, г.Саратов, ул. Заулошнова, д.3, оф.108.