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E N G L I S H

**FOR THE STUDENTS OF PHYSICAL CULTURE
INSTITUTES AND FACULTIES**

A SOUND MIND IN A SOUND BODY

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*Затверджено до друку на засіданні вченої ради
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**Куліш І.М., Безкопильний О.П. Англійська мова для студентів
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Навчальний посібник сформований у відповідності до програми з іноземної мови для студентів факультетів та інститутів фізичного культури.

Навчальний матеріал розташовано за тематичним принципом (за циклами). Робота за темою в межах одного циклу організовується на базі декількох основних текстів, зразків усного мовлення та завдань комунікативного характеру, текстів для додаткового читання, системи граматичних вправ репродуктивного та творчого характеру. Посібник вміщує індивідуальні творчі ігри для самостійної роботи студентів та тести для контролю знань студентів.

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ПЕРЕДМОВА

Навчальний посібник призначається для студентів факультетів фізичного виховання (Intermediate Level). Мета посібника – формувати у студентів навички читання та розуміння літератури фахової професійної тематики на основі активізації знань загальнонавчальної лексики та основ граматики. Поряд з цим у посібнику реалізується мета комплексного оволодіння студентами всіма видами мовленнєвої діяльності на основі комунікативного підходу до вивчення іноземної мови.

Навчальний матеріал посібника розподілено на десять тематичних циклів, текстовий матеріал яких згруповано за темами, які охоплюють життя студентів, специфіку тренувань та занять з фізичної культури, особливості різних видів спорту, інформацію про олімпійські ігри, їх історію та символіку, досягнення видатних спортсменів, загальнонаукові та спеціальні професійні знання. Кожний цикл, в свою чергу, вміщує декілька основних текстів, які з різних сторін висвітлюють тему, та текстів, які несуть додаткову інформацію за певною тематикою. Останній розділ посібника включає 14 текстів для додаткового читання, які можуть бути застосовані як матеріал для домашнього читання, для самостійного опрацювання студентами.

Кожний цикл включає серію лексичних та граматичних вправ, призначених для формування мовленнєвих, лексичних, граматичних навичок та тренування вживання мовних явищ на різних етапах оволодіння англійською мовою. Вправи включають також ситуативні, рольові та ділові ігри, які виконують функцію створення ситуацій для вживання засвоєного лексичного та граматичного матеріалу. Дидактичні ігри мають різноплановий вплив на навчальний процес та стимулюють пізнавальний інтерес особистості студента.

Граматичні вправи вміщують основні програмні явища англійської мови, які необхідні для розуміння даного лексичного матеріалу, тобто, основну інформацію про всі частини мови, їх особливості та специфіку вживання. Граматичні вправи спрямовані на засвоєння необхідного граматичного матеріалу, ефективне його повторення та практичне застосування отриманих знань.

Посібник вміщує також навчальний матеріал для засвоєння фонетичних особливостей мови, зокрема, англійські прислів'я та приказки, висловлювання та вірші, які несуть в собі певний пізнавальний зміст та можуть бути використані як “фонетична зарядка”.

TYPES OF SYLLABLES AND READING RULES OF VOWELS

Aa :	Face make space take date late	Bad bat band hand match catch	Far star part card start large	Rare care air hair fair chair
Oo :	no go note smoke bone rose	box fox clock not hot dog	form storm sport port for fork	more bore shore ore roar board
Ii :	fine line mile time white quite	it lift fill film sit stick	bird firm girl first sir third	fire firing hire mire siren wire
Ee :	me mete deep cheek wheat meat	pen ten leg chess send spend	term serve nerve learn heard earth	here mere sphere hear clear ear
Uu :	tune tube use mule cube cute	sun run shun cup but jump	turn burn curve nurse purple turkey	cure during lure mural pure sure

PROVERBS AND SAYINGS

1. **An apple a day keeps a doctor away.** – Яблуко в день і лікар не потрібний.
2. **A friend in need is a friend indeed.** – Друг пізнається в біді.
3. **It's early bird that catches a worm.** – Хто рано встає, тому бог дає.
4. **Early to bed and early to rise makes a man healthy, wealthy and wise.** – Хто рано лягає й рано встає, у того здоров'я, заможність і розум є.
5. **A sound mind in a sound body.** – У здоровому тілі здоровий дух.
6. **Health is better than wealth.** – Найбільше багатство – здоров'я.
7. **Live and learn.** – Вік живи, вік учись.
8. **It is never too late to learn.** – Учитися ніколи не пізно.
9. **Knowledge is power.** – Знання – сила.
10. **To know everything is to know nothing.** – Знати все – значить нічого не знати.
11. **Money spent on the brain is never spent in vain.** – Гроші, витрачені на освіту, завжди окуповуються.
12. **A new language – a new world.** – Нова мова – новий світ.
13. **So many languages you know, so many times you are a man.** – Скільки мов ти знаєш, стільки разів ти людина.
14. **Time flies.** – Час летить.
15. **Time is a great healer.** – Час – найкращий лікар.
16. **Better late than never.** – Краще пізніше, ніж ніколи.
17. **Time is money.** – Час – гроші.
18. **Times change and we change with them.** – Часи змінюються й ми змінюємось разом із ними.
19. **Don't waste your time, it flies.** – Не гайте часу, він летить.
20. **One today is worth two tomorrows.** – Одне сьогодні варте двох завтра.
21. **One cannot put back the clock.** – Не можливо перевести годинник назад.
22. **Time cures all things.** – Час – найкращий цілитель.
23. **Every day is not Sunday.** – Не кожен день неділя.
24. **He that laughs on Friday, will weep on Saturday.** – В п'ятницю сміється, а в суботу плаче.
25. **Lost time is never found again.** – Втрачений час ніколи не вернеш.
26. **When two Sundays meet together.** – На Миколи та й ніколи.
27. **He laughs best who laughs last.** – Добре сміється останній.
28. **When two Englishmen meet, their first talk is about the weather.** – Коли зустрічаються два англійці, вони починають розмову про погоду.
29. **After rain or clouds comes fair weather.** – Після бурі настає тиша.
30. **Rain before seven, fine before eleven.** – Сім п'ятниць на тиждень.
31. **The morning sun never lasts a day.** – Ніщо не вічне.
32. **Christmas comes but once a year.** – Різдво буває раз на рік. (Двічі на рік літа не буває).
33. **There is no bad weather, there are bad clothes.** – Немає поганої погоди, є поганий одяг.

34. **As you sow, so you will mow.** - Що посієш, те й пожнеш.
35. **All work and no play makes Jack a dull boy.** - Треба не тільки працювати, але й розважатися.
36. **Business before pleasure.** - Спочатку справа, потім розвага.
37. **The hardest work is to do nothing.** - Найважча робота - нічого не робити.
38. **Idleness is the mother of all evil.** - Без діла псується сила.
39. **He that would eat the fruit must climb the tree.** - Хто хоче з'їсти плід, має вилізти на дерево.
40. **What is worth doing at all is worth doing well.** - Якщо вже щось і робити, так робити добре.
41. **If you want a thing is done well, do it yourself.** - Якщо хочеш зробити справу добре, зроби її сам.
42. **Jack of all trades is a master of none.** - За все братися - нічого не зробити.
43. **A bad workman blames his tools.** - У поганого майстра завжди інструмент винен.
44. **Ninety per cent of inspiration is respiration.** - Дев'яносто відсотків натхнення - потіння.
45. **Trough hardships to the stars.** - Через терни до зірок.
46. **No man is born wise or learned.** - Ніхто не народжується мудрецем і вченим.
47. **Speech is silver, but silence is gold.** - Слово - срібло, мовчання - золото.
48. **Don't trouble trouble till trouble troubles you.** - Не буди лиха, доки воно тихе.
49. **Custom is a second nature.** - Звичка - другий характер.
50. **The very best medicine that a family can have in the house is cheerfulness.** - Найкращі ліки в будь-якій родині - бадьорість.

QUOTES

1. *"Language is fossil poetry."* R.W.Emerson
2. *"Language is the dress of thought."* S. Johnson
3. *"I am always sorry when any language is lost because languages are the pedigrees of nations."* S.Johnson
4. *"Brevity is the soul of wit."* W. Shakespeare, "Hamlet"
5. *"The main thing is just to go!"* Marek Kaminski, Polish explorer
6. *"Serious sport is war minus the shooting."* George Orwell, English writer (1903-1950)
7. *"Adventure is the champagne of life."* G.K.Chesterton, English writer
8. *"Drama is life with the dull bits left out."* Alfred Hitchcock, British film maker
9. *"He travels the fastest who travels alone."* Rudyard Kipling, English writer
10. *"It was long ago in my life, as a simple reporter, that I decided that facts must never get in the way of truth."* James Cameron, British journalist
11. *"People come and ask for autographs, but they don't bug you."* John Lennon, the day before he was shot by a fan

12. *"Advertising is the greatest art form of the twentieth century."* Marshal McLuhan.
13. *"Intellect has powerful muscles, but no personality."* Albert Einstein
14. *"Be nice to people on the way up because you'll meet them on the way down."* Wilson Mizner, American Businessman
15. *"Don't criticise what you can't understand."* Bob Dylan
16. *"Education is what remains when we have forgotten all we have been taught."* Lord Halifax (1633 – 95)
17. *"The best advice given to the young is: Find out what you like doing best and get someone to pay you for doing it."* Katherine Whitehorn, British journalist
18. *"To live in Australia permanently is like going to a party and dancing all night with one's mother."* Barry Humphries, Australian comedian
19. *"Modern man is educated to understand foreign languages and misunderstand foreigners."* G.K.Chesterton, English writer (1874 – 1936)
20. *"Science has a potential for both Good and Evil."* Maurice Wilkins
21. *"Someone said that God gave us memory so that we might have roses in December."* J.M. Barrier
22. *"Those who cannot remember the past are condemned to repeat it."* George Santayana
23. *"In plucking the fruit of memory one runs the risk of spoiling its bloom."* Joseph Conrad
24. *"Reminiscences make one feel so deliciously aged and sad."* George Bernard Shaw
25. *"Can anybody remember when the times were not difficult and money not scarce?"* Ralph Waldo Emerson
26. *"A liar should have a good memory."* Quintillian (1st century AD)
27. *"There is only one thing worse than being talked about, and that is not being talked about."* Oscar Wilde
28. *"Politics are too serious a matter to be left to the politicians."* Charles de Gaulle
29. *"A celebrity is a person who works hard all his life to become well-known, then wears dark glasses to avoid being recognised."* Fred Allen
30. *"A politician is an acrobat - he keeps his balance by saying the opposite of what he does."* Maurice Barres
31. *"When it is not necessary to change, it is necessary not to change."* Lucius Cary, English royalist politician
32. *"Money can't buy friends, but you get a better class of enemy."* Spike Milligan, Irish comedian
33. *"Tis better to have loved and lost than never to have loved at all."* Lord Tennyson
34. *"Failure is not falling down, it is not getting up again to continue life's journey."* Richard Nixon

POEMS

FOUR LITTLE WORDS

There are four little words
That can help you a lot,
When you hurt your friend
On purpose or not.
So, say these words,
Don't wait too long.
If you've hurt your friend
Say: "I'm sorry. I'm wrong".

ONE THING AT A TIME

Work while you work,
Play while you play.
That is the way
To be happy and gay.
All that you do
Do with your might,
Things done by halves
Are never done right.
One thing at a time
And that done well,
Is a very good rule
As many can tell.
Edith Seagal

THE ARROW AND THE SONG

I shot an arrow into the air –
It fell to earth, I knew not where;
For so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air -
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of a song?

Long, long, afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

Henry Wadsworth Longfellow

SIX SERVING MEN

I have six honest serving men –	As well as breakfast, lunch and tea
They taught me all I knew.	For they are hungry men.
Their names are what and why and	But different folk have different views;
When and how and where and who.	I know a person small,
I send them over land and sea,	She keeps ten million serving men,
I send them East and West;	Who get no rest at all!
But after they have worked for me,	She sends them on her own affairs
I give them all a rest.	From the second she opens her eyes -
I let them rest from nine till five	One million hows, ten million wheres,
For I am busy then,	And seven million whys!

Rudyard Kipling

WHAT IS GOOD?

“What is the real good?”	“Home”, said the sage;
I asked in musing mood.	“Fame”, said the soldier;
“Order”, said the law court;	“Equity”, the seer; -
“Knowledge”, said the school;	Spake my heart full sadly
“Truth”, said the wise man;	“The answer is not here.”
“Pleasure”, said the fool;	Then within my bosom
“Love”, said the maiden;	Softly this I heard:
“Beauty”, said the page;	“Each heart holds the secret;
“Freedom”, said the dreamer;	Kindness is the word.”

John Boyle O'Reilly

JINGLE BELLS

Dashing through the snow,	Bells on bobtail ring,
In a one horse open sleigh,	Making spirits bright.
Over the fields we go,	What fun it is to ride and sing
Laughing all the way.	A sleighing song tonight.

Jingle bells, jingle bells, jingle all the way.
Oh! What fun it is to ride in a one horse open sleigh.

A day or two ago,	The horse was lean and bank,
I thought I'd take a ride,	Misfortune was his lot.
And soon Ms. Funny Bright	He got into a snow bright bank
Was sitting by my side.	And we got upset.

Jingle bells, jingle bells, jingle all the way.
Oh! What fun it is to ride in a one horse open sleigh.

So now the moon is bright, Just get a bobtail nag
Enjoy it while you are young. And give him extra feed.
Invite your friends tonight Then hitch him to an open sleigh,
To sing this sleighing song. In a crack you'll take the lead.

Jingle bells, jingle bells, jingle all the way.
Oh! What fun it is to ride in a one horse open sleigh.

UNIT 1

STUDENTS' LIFE

LESSON 1

OUR UNIVERSITY

Universities are sources of scientific knowledge and culture. There are some establishments of higher education in our city. Cherkasy National University is the oldest one.

It was founded in 1921 as a Pedagogical Institute that trained teachers of secondary schools. In 1996 the University named after B. Hmelnitskiy celebrated its 75 anniversary. The University has three buildings now and possesses excellent training facilities - auditoriums and lecture-rooms fitted out with the latest equipment. Various laboratories, subject rooms and reading-rooms give students every opportunity to develop their abilities.

The University has some departments: Day-Time Department, Extra-Mural Department and Preparatory Department. The Day-Time Department includes

12 faculties: three Philological Faculties (Ukrainian, Russian and Roman-German), Historical, Biological, Chemical, Economic, Psychological Faculties, Faculties of Physics, Mathematics, Physical Training and Information Technologies and Biomedical Cybernetics.

More than 4000 students attend Day Department and more than 1000 students of Extra-Mural Department acquire higher education without leaving their jobs. The Preparatory Department provides possibilities for school-leavers to refresh or acquire knowledge before entering the University.

More than 300 highly-qualified tutors and lecturers work at more than 30 chairs of the University. Measures were and are taken to draw students into independent research work and to improve the organization of the educational process and practical training. Consequently, university instruction is based on the unity of training educational work and research. The teachers of the University publish scientific papers and defend theses.

The students take part in the scientific work carried out by the University. They take part in the scientific conferences which are held at the University every year. The University regularly organizes refresher courses for school -teachers.

The University has some hostels, dining-rooms, a botanical garden, a library, a sport camp in Sokirno. The University library contains thousands of volumes on its shelves.

VOCABULARY EXERCISES

1. Translate the following words and word-combinations:

Sources of scientific knowledge and culture; an establishment of higher education; to train teachers of secondary schools; to possess excellent training

facilities; to develop one's abilities; to attend Day Department; Extra-Mural Department; to acquire higher education; to refresh knowledge; research work.

2. Read the text and fill in the blanks:

1. It was founded in ... as a ... Institute that trained ... of secondary schools.
2. In ... the University named after ... celebrated its ... anniversary.
3. More than ... highly-qualified tutors and lectures work at more than ... chairs of the University.
4. The teachers of the University publish ...and defend....
5. The students take part in the ... carried out by the University.
6. The University regularly organizes ... for school -teachers.
7. The University library contains ... on its shelves.

3. Answer the following questions:

1. Are Universities sources of scientific knowledge?
2. When was the Cherkasy National University founded?
3. What training facilities does it possess?
4. What departments has the University?
5. What faculties does it include?
6. How many students attend Day Department?
7. How many students of Extra-Mural Department acquire higher education without leaving their jobs?
8. What possibilities does the Preparatory Department provide?
9. How many highly-qualified tutors work at about 30 chairs?
10. What is university instruction based on?

4. Work in pairs. Imagine that one of you is a foreign student who came to Cherkasy National University and is asking his new friend about his *alma mater*.

GRAMMAR EXERCISES

5. Remember the word-combinations with the indefinite article and make up your own sentences with them:

At a quarter past five; in a loud voice; in a low voice; in an angry voice; in a thin voice; in a trembling voice; in a weak voice; to have a good time; a lot of; a great deal; to go for a walk; such a ...; after a while; in a day; in a week; in a month; in a year; What a good boy! What a long story! What a day!

6. Remember the word-combinations with the definite article and make up your own sentences with them:

In the middle; in the corner; to the right; to the left; in the morning; in the afternoon; in the evening; to play the piano; to play the guitar; in (to) the north; in (to) the south; in (to) the east; in (to) the west; What's the use? At (to) the cinema; at (to) the theatre; at (to) the shop; at (to) the market; the same; in (to) the country; the rest of the...

7. Remember the word-combinations without any article and make up your own sentences with them:

At school; at home; at work; in front of; at night; to go home; to leave home; at half past five; to come home; to go to bed; to go to work; to go to school; after work; from work; after school; from school; to have (cook, make, prepare) breakfast (lunch, tea, dinner, supper); after (before, at, for) breakfast (lunch, tea, dinner, supper); to watch TV; to play chess (football); out of doors; from morning till night; all day long; on horseback; on board a ship; in fact; it's high time; to take care of; at sunrise (sunset); in (to) town; by bus (tram, train, car); in spring (summer, autumn, winter); from place to place; for life.

8. Complete the sentences with articles where necessary:

Swift, ... famous English writer, was travelling one day on ... horseback with his servant. ... weather was bad, it was raining, and ... roads were muddy. In ... evening the two men came to ... inn. Before going to ... bed Swift told his servant to clean his boots. But ... servant was lazy and did not do it. In ... morning Swift asked ... servant why he had not cleaned ... boots. "What's ... use cleaning ... boots now?" said ... servant. "... roads are muddy, and ... boots will soon be dirty again." "All right," said ... writer. "Let's go. We must continue ... journey." "But I haven't had ... breakfast," said ... displeased servant. "Well, what's ... use giving you ... breakfast now?" said Swift. "You will soon be hungry again."

9. Complete the sentences with articles where necessary:

... English king Richard the Lion Heart was ... tall, strong man. He was very proud of his strength and liked to show ... people how strong he was. Once, as he was riding on ... horseback in ... countryside, his horse lost ... shoe. Luckily he was not far from ... village and soon he found ... blacksmith. "Give me ... good horseshoe", he said to ... man. ... blacksmith gave ... king ... horseshoe. Richard took it in his hand and broke it in two. "This horseshoe is no good", he said, "give me ... better one." ... blacksmith did not say ... word. He gave ... king ... other horseshoe, but Richard broke it too. ... blacksmith gave him a third shoe. This time Richard was satisfied and ordered ... blacksmith to shoe his horse. When ... work was done, Richard offered ... man ... coin. ... blacksmith took ... coin between his fingers and broke it in two. Now it was Richard's turn to be surprised. He took ... larger coin out of his pocket and handed it to ... blacksmith. ... man broke it too, saying: "This coin is no good, give me ... better one." Richard smiled and gave ... man ... gold coin.

10. Choose the right form of the noun from the brackets:

1. Two (child/children) were playing on the doorstep.
2. A (woman/women) looked round the corner of the house.
3. The (room/rooms) was large, and had faded Morris wallpaper.
4. A tall (man/men) of about fifty-seven came into sight.
5. But (people/peoples) who read my books know what he's like.
6. The (water/waters) ran twinkling across the road.
7. Why do (painter/painters) represent in pictures the faces of their fellow-men?
8. The (company/companies) was supposed to assemble at seven-thirty in the Common Room.
9. The (door/doors) opened to admit Sir Leopold.
10. The (remnant/remnants) of the feast had been removed.
11. The (new/news) from Geneva is not very good.

11. Put the sentences into the plural form:

1. It's a very difficult question to answer.
2. I think I'll take that cake on the right.
3. Look at this pumpkin! It's the biggest one I've seen this year.
4. Is this your scarf?
5. What is the child's name?
6. The cat has caught a mouse.
7. There was a lady, a gentleman, a boy and a girl in the room.
8. In the farmyard we could see an ox, a sheep, a cow and a goose.
9. Is this worker an Englishman or a German? – He is a Frenchmen.
10. Can you see a bird in that tree?
11. Does your tooth still ache?
12. I held up my foot to the fire to warm it.

12. Paraphrase the following using the Possessive case:

The pen that belongs to Jack; the camera that belongs to my friend; the books that belong to her pupils; the shoes that belong to the girl; the flats that belong to the workers; the car that belongs to this miner; the coat that belongs to his brother; the watch that belongs to the teacher.

13. Paraphrase the following word-combinations:

Model: the shore of the lake - the lake shore

holidays in winter – winter holidays

a house made of bricks – a brick house

a plant producing tractors – a tractor plant

A gate made of iron; a dress made of silk; a town situated near the border; a forest in which pines grow; winds blowing from the west; the leader of the party; a gallery in which pictures are shown; a strike in London; a conference held in Paris;

a mistake in spelling; disease of liver; the policy of the government; a farm where chickens are raised; the movement for peace.

LESSON 2 MY NATIVE TOWN - CHERKASY

Cherkasy is my native town. Founded in the 12th century it stands on the right bank of the Dnieper. It was from Cherkasy that Hetman Bohdan Khmelnytsky sent his first message to Moscow in 1648. The letter expressed the will of the Ukrainian people to reunite with Russia forever.

Cherkasy is the centre of Cherkasy region which was created on the 7th of January 1954. The city occupies the territory of 70 sq.km and its population is more than 300 000 people.

The Cherkasy region is closely associated with the name of T.G. Shevchenko. Here in the village of Morintsy he was born in 1814. He was buried on the bank of the Dnieper near Kaniv. Now the monument to T.G. Shevchenko stands in the Theatrical Square in the center of the city.

The citizens of Cherkasy remember the soldiers and officers who liberated the city from fascist invaders in December 1943. Many streets of Cherkasy are named after the fallen heroes. The monument to the fallen heroes stands on the Hill of Glory in the very centre of Cherkasy.

After the war Cherkasy was transformed into one of the major industrial and cultural center of the country. The Artificial Fibre Plant, the Silk Combine, the “Azot” Combine, the Telegraph Equipment Works and the Machine Building Plant export their goods to foreign countries.

Cherkasy is a significant educational and cultural center of Ukraine. Thousands of young people study in two Universities, various institutes and other higher educational establishments of the city.

Cherkasy is very old and very young at the same time. Great housing construction is going on in the city. New residential areas with multi-storeyed buildings, shopping centres, recreation areas which look quite up-to-date have been built within a short period of time.

There is much greenery in Cherkasy. The city parks are popular with the residents and guests for their wonderful scenery.

VOCABULARY EXERCISES

1. Translate the following words and word-combinations:

On the right bank; to send a message; to express the will; to reunite forever; to be founded; to be created; to occupy the territory; to be closely associated; to be born; to be buried; to remember soldiers; to liberate from invaders; the fallen heroes; to be transformed; to export goods; a residential area; a recreation area; to look up-to-date; residents and guests; wonderful scenery.

2. Read the text and fill in the blanks:

1. Founded in the ... century it stands on the ...bank of the Dnieper.
2. It was from ...that Hetman Bohdan Khmelnitsky sent his first ... to Moscow in 1648.
3. Cherkasy is the center of ... region which was created on
4. The city occupies the territory of ... and its population is ... people.
5. The Cherkasy region is closely associated with the name of ...
6. Now the monument to T.G.Shevchenko stands in ... in the center of the city.
7. The monument to the fallen heroes stands on ... in the very center of Cherkasy.
8. After the war Cherkasy was transformed into ...
9. Cherkasy is a significant ... centre of Ukraine.
10. The city parks are popular with the ... for their wonderful scenery.

3. Answer the following questions:

1. When was Cherkasy founded?
2. What is the territory of the city?
3. What is the population of Cherkasy?
4. When was Cherkasy region created?
5. Where and when was T.G.Shevchenko born?
6. Where was he buried?
7. Where does the monument to T.G.Shevchenko stand?
8. When was the city liberated from fascist invaders?
9. Where does the monument to the fallen heroes stand?
10. Where do Cherkasy enterprises export their goods?
11. What higher educational institutions are there in the city?
12. Why is Cherkasy very old and very young at the same time?
13. Is there much or little greenery in the city?
14. Why are the city parks popular within the residents and guests?

4. Imagine a situation: a foreign delegation came to your city. Tell them about Cherkasy and answer their questions.

GRAMMAR EXERCISES

5. Complete the sentences using the correct form of the adjectives in brackets:

1. As the day went on, the weather got (bad).
2. She has been to Britain, her English is (good) than mine.
3. Ann's younger sister is still at school. Her (old) sister is a nurse.
4. His illness was (serious) than we thought.
5. My toothache is (painful) than it was yesterday.
6. Sorry I am late. It took me (long) to get there than I expected.
7. Health and happiness are (important) than money.

8. I like the countryside. It is (healthy) and (peaceful) than living in the town.
9. This clock is ten minutes (fast) than mine.
10. Today your marks are (bad) than they were yesterday.

6. Complete the sentences using the correct form of the adjectives in brackets:

1. It is the (cheap) restaurant in the town.
2. She is the (intelligent) students in the group.
3. He is the (good) player in this volleyball team.
4. It is the (old) building in the city.
5. It was the (popular) song of the year.
6. What is the (large) city in your country?
7. What was the (happy) day in your life?
8. What is the (bad) habit that you have?
9. Who is the (good) student in your group?
10. What is the (expensive) thing that you have ever bought?

7. Answer the following questions:

1. What is the biggest country in the world?
2. What is the deepest lake in the world?
3. What is the highest mountain in the world?
4. What is the longest river in the world?
5. Which month is longer: March or April?
6. When are days longer: in winter or in summer?
7. Which is the longest day of the year?
8. Which is the shortest day of the year?
9. Which is the shortest month of the year?
10. When is it colder: in October or November?

8. Paraphrase the following sentences using *as...as*, *not so ... as*, *not as...as*:

1. The Dnieper is long. The Volga is longer than the Dnieper.
2. My room is neither larger nor smaller than his room.
3. This watch is neither better nor worse than that.
4. Snowdon is high. Ben Nevis is higher.
5. Paul is neither older nor younger than his friends.
6. It is warm today. But it was warmer yesterday.
7. July is neither longer nor shorter than August.
8. I shall be busy tomorrow. Today I am busier.
9. English is difficult. German is also difficult.
10. His songs are popular. The Beatles' songs are more popular.

9. Translate into English:

1. Він не такий стомлений як вона.
2. Вправа 2 така ж важка, як і вправа 3.
3. Вона думає, що бокс такий же небезпечний вид спорту, як і боротьба.

4. Сьогодні вода в річці не така тепла, як учора.
5. Індія не така велика, як Китай.
6. Темза така ж красива, як Нева.
7. Російський музей такий же багатий, як Ермітаж.
8. Минулого року серпень був такий же спекотний, як і липень.
9. Екзамен був не таким важким, як ми очікували.
10. Цей пристрій такий же потужний, як і той.

10. Write in words what time it is:

11.05; 22.10; 3.15; 5.25; 7.30; 9.40; 10.35; 11.45; 12.55; 6.50; 1.05; 2.20.

11. Write in words:

- a) 13, 14, 40, 80, 19, 90, 82, 67, 79, 53, 82, 35;
- b) 143, 258, 414, 331, 972, 205, 101, 557, 999, 313;
- c) 15 500, 57 837, 45 971, 92 017, 65 331, 11 443, 4 125 963.

12. Form ordinal numerals from the following:

- a) 7, 4, 8, 9, 5, 12, 1, 2, 13, 15, 11, 10;
- b) 20, 21, 30, 32, 40, 43, 50, 54, 60, 75, 80, 98;
- c) 100, 120, 125, 200, 230, 231, 300, 450, 563, 892.

13. Read and write the following dates:

9.03.1814; 22.06.1941; 9.05.1945; 23.11.1928; 12.04.1961; 27.10.1977;
1.12.1991; 28.06.1996.

14. Answer the following questions:

1. How much is 17 plus 19? 2. How much is 25 plus 33? 3. How much is 120 plus 205? 4. How much is 13 minus 4? 5. How much is 200 minus 45? 6. How much is 7 multiplied by 8? 7. How much is 42 divided by 6?

LESSON 3

MY SPECIALITY



We are students of the Physical Training Faculty. The students of our faculty began to go in for sport before entering the University. At the University they get various sporting specialities. Some students specialize in sport games such as basketball, volleyball, football, handball and others. Other students specialize in swimming, rowing, track-and-field athletics, gymnastics, wrestling, boxing, weightlifting and others. They train regularly and take part in the competitions. Our students occupy first places and win medals. After graduating from the University they become coaches and teachers of Physical Culture.

Track-and-field athletics is one of the most popular sports. It includes many different events such as running, jumping, throwing, walking and others. Nowadays it is called “the Queen of Sport”. Athletes can train at the stadiums, sports grounds and in the Palaces of Sport.

Sport makes people healthy and strong. We must go in for sport to keep fit. Enjoy your sport and success will come your way.

VOCABULARY EXERCISES

1. Translate the following words and word-combinations:

Факультет фізичного виховання, займатися спортом, отримувати спортивні спеціалізації, спортивна гра, брати участь у змаганнях, займати перше місце, завойовувати медалі, поступити в університет, закінчити університет, стати тренером, стати вчителем фізкультури, бути здоровим і бадьорим.

2. Find the equivalents in the first and second columns:

плавання	weightlifting
веслування	jumping
легка атлетика	rowing
гімнастика	wrestling
боротьба	swimming
бокс	throwing
важка атлетика	walking
біг	boxing
стрибки	track-and-field athletics
метання	gymnastics
спортивна ходьба	running

3. Ask your friend to answer these questions:

1. When did the students begin to go in for sport?
2. What sporting specialities do they get at the University?
3. Do they train regularly?
4. What results do they show at the competitions?
5. What professions do they get after graduating from the University?
6. How does track-and-field athletics called?
7. What does track-and-field athletics include?
8. Where do athletes train?
9. What must we do to keep fit?

4. Tell you friend about:

- a) the students of your faculty and their sporting specialities;
- b) track-and-field athletics;

c) healthy way of life.

GRAMMAR EXERCISES

5. Insert personal pronouns in the necessary case:

1. On my way home I met Peter and told ... about the trip.
2. I need this book badly. I can't prepare my report without
3. I don't know the way to the railway station. Couldn't you show ... to ...?
4. We are going to spend the summer in the country. Will you join ...?
5. Wait for ... at the bus stop. ... shall be back in no time.
6. If you give me your address, ... shall write to
7. I know this woman. ... works at the factory with my mother.
8. If I see Helen, I'll ask ... to ring ... up tomorrow.
9. I like this radio set very much. Where did you buy ...?
10. You are to be here at 7. We shall wait for

6. Put in the missing possessive pronouns:

1. She had a bird on ... shoulder.
2. I have eaten all ... apples and Tom has eaten one of ...
3. John has lost ... book. Ask Mary if she will lend him ...
4. We've had ... breakfast. Have they had ... ?
5. Have you had from that friend of ... who went to England?
6. Mr. Smith wants her to send back that dictionary of ... which he lent her.
7. Jane wants to know if you have seen a book of ... that she had lost.
8. Mary and John and an old friend of ... are coming to dinner today.
9. He will bring ... book. Would you bring ...?
10. My mother has a lot of hats so I borrowed one of ...

7. Complete the sentences by adding reflexive pronouns:

1. I have repaired my TV set ...
2. I shall go to the post-office and send the telegram ...
3. Usually she cooks breakfast and supper ..., she has dinner at her office.
4. We shall water the flowers ..., don't worry about it.
5. The soldiers got an order and built the bridge ...
6. Mother said to the boy that he had to make his bed ...
7. In your place, I should go there ... and know everything about this case.
8. The professor performed the operation ... and explained the consequences.
9. The chief engineer went to Lviv ... and signed an agreement.
10. Can you translate this text ... without any dictionary?

8. Replace the pronoun *any* or its derivatives by *no* or its derivatives making other necessary changes:

1. The little boy hasn't any toys and he can't play any game.
2. There isn't any water in the jug on the shelf.
3. There aren't any fruit trees in the garden of this strange man.

4. We haven't any classes on Sunday and usually work at books in the library.
5. It was so dark and we couldn't see anything.
6. We haven't learned any new words at our French lessons this week.
7. She didn't ask anyone to help her and was proud of it.
8. I didn't see anyone here who could solve that problem.
9. I didn't know anything about it. Ask somebody else.
10. There wasn't any theatre in our town before the revolution.

9. Fill in the blanks with much, many, little, a little, few, a few:

This is my mother's favourite recipe for fruitcake, and everybody says it's out of this world!

1. Put ... cups of flour into a mixing bowl.
2. Add ... sugar.
3. Slice ... apples.
4. Cut up ... oranges.
5. Pour in ... honey.
6. Add ... baking soda.
7. Chop up ... nuts.
8. Add ... salt.
9. Mix in ... raisins.
10. Bake for 45 minutes.

Enjoy, dear!

10. Transform the following sentences using adverbs instead of the given adjectives:

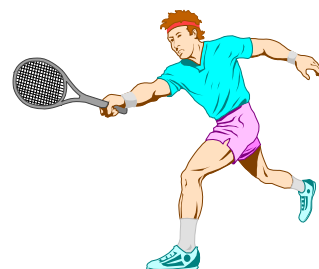
Model: His answer was good. – He answered well.

1. John is a slow eater. 2. Mary's translation of the sentence is correct. 3. My companion was a quick walker. 4. She was a careless cook. 5. His arrival was unexpected. 6. My friend is an excellent dancer. 7. His death was sudden. 8. Her speech at the meeting was wonderful.

LESSON 4

OUR TRAINING

We study at the Physical Training Faculty. We train in different places. Gymnasts practise in the gymnasiums; track-and-field athletes and football players – at the stadiums, swimmers – in the swimming-pools, tennis players – on the tennis courts, cyclists – on the highway or cycling tracks; volleyball, basketball and



handball players – on the outdoor playgrounds or in the indoor sport halls; wrestlers – in the wrestling halls, boxers – in the boxing halls, etc.

Usually we have training three times a week. Our training lasts about two hours. As a rule we begin our training with a warming-up, which is very useful for our body. It prevents injuries and pulling muscles. Usually a warming-up consists of slow running, fast running and free standing exercises. During our training we perform various exercises depending on the kind of sport in which we engage.

We train according to our coach's instructions. We participate in different contests and tournaments. Sometimes the students of our faculty win gold, silver or bronze medals.

We always remember the proverb "A sound mind in a sound body".

VOCABULARY EXERCISES

1. Translate the following words and word-combinations into Ukrainian:

Gymnasium, swimming-pool, outdoor playground, three times a week, warming-up, fast running, to prevent injuries and pulling muscles, to depend on the kind of sport, according to our coach's instructions, win gold, silver or bronze medals, "A sound mind in a sound body".

2. Translate the following words and word-combinations into English:

Факультет фізичної культури, стадіон, велотрек, закритий спортивний зал, тривати, повільний біг, вільні вправи, виконувати вправи, займатися спортом, брати участь у змаганнях і турнірах, пам'ятати прислів'я.

3. Ask your friend the following questions:

1. Where do you train?
2. How often do you have your training?
3. How long does your training last?
4. What do you usually begin your training with?
5. Why is warming-up so important?
6. What does warming-up consist of?
7. What do you do during your training?
8. What contests do you participate in?
9. What proverb about sport do you remember?

4. Tell you friend about your training.

GRAMMAR EXERCISES

5. Put the verb in brackets into the right form of the Present Indefinite Tense:

1. You (to be) rather old-fashioned in your views, I think.

2. His wife (to be) a fine lady from London.
3. His wife (to have) a headache and has gone to lie down.
4. By the way, you (to be) a friend of the Eliots, I believe.
5. The whole thing (to seem) fantastic.
6. Her father (to work) at one of the local farms – Paterson's, I think.
7. "I really (to know) nothing about her", said Miss Brewes.
8. I (to be) not mad and I (to be) not drunk", said Mrs. Oliver.
9. Life (to be) full of surprises.
10. Well, they (to seem) a very nice young couple.
11. The police (to be), I believe, very efficient. They (to have) ample facilities for tracing the whereabouts of missing persons.
12. She (to wait) for him to return.

6. Write three forms of the following verbs:

Break, catch, choose, draw, fall, fight, keep, lose, run, set, shoot, spread, swim, throw, win.

7. Put the verb in brackets into the right form of the Past Indefinite Tense:

1. I (to see) my friends yesterday and (to accept) their invitation.
2. I (to write) to my cousin three weeks ago and (to get) no reply.
3. She (to look) pleased because George (to give) that lovely ring to her.
4. He (to meet) you both in here about two month ago.
5. I (to call) you at five, but you (to be) not in.
6. I (to teach) that girl to drive myself when she (to be) fifteen.
7. His mother (to die) three or four years ago but he (not to tell) anybody about it.
8. I should like to tell you what (to happen) eighteen months ago.
9. I'm not much of a theatre-goer myself, but my wife (to go) along and (to see) the play last week.

8. Make the sentences negative:

1. The policeman suspects Ralph, I think.
2. They know everyone in this densely populated district.
3. The coach repeated his strict instruction twice.
4. Ronald set the record for short distance.
5. Steven broke the record some months ago.
6. Usually my friend repeats these rules before the examination.

9. Put questions to the italicized words:

1. Devonshire is a very lovely place *when it doesn't rain*.

2. I know *some exciting stories* about the Inspector.
3. Jane entered this Department *because she went in for gymnastics at school*.
4. Cyclists usually train *on highway or cycling track*.
5. *Alex took part in the 26th Olympic Games in Atlanta*.

10. Translate the following sentences into English;

1. Коли ви почали вивчати англійську мову? – Ми почали вивчати англійську мову шість років тому.
2. Що ви робите на уроці англійської мови? – Ми читаємо та перекладаємо тексти, виконуємо вправи та складаємо діалоги.
3. Де ви були вчора? – Ми брали участь у шаховому турнірі.
4. Ви часто берете участь у змаганнях? – Ми регулярно змагаємося між групами та факультетами.
5. Хто подолав дистанцію першим? – Я думаю, це спортсмен з команди університету.

LESSON 5

PHYSICAL TRAINING LESSON

As we are students of the Physical Culture Faculty we have a Physical Training Lesson almost every day. Before a lesson we put on our sport suits and gym shoes and come to the gym. At the beginning of the lesson the coach gives the command “Line up!” and we line up in a single or double file. Then the coach gives such commands as “Dress!”, “Shun!”, “Eyes right!”, “Look at your tiptoes! Stand your tiptoes in a straight line!”



One of the students of our group gives a report. He said: “Our group is ready for a Physical Training Lesson!” We hear our coach’s command “At ease!” and the coach explains the object of the lesson.

During our lesson the coach gives us different commands: “Right turn! Forward march! Double time march! Slow down! Keep in step! Count in twos! Break! Ready go!” etc. We perform various exercises depending on the kind of sport in which we engage. We always begin our lesson with free standing exercises.

At the end of the lesson we again line up in a single line and say good-bye to our coach. Our lesson is over.

VOCABULARY EXERCISES

1. Remember the following commands:

Line up! (Fall in!) – Шикуйсь!
Dress! – Рівняйся!
Shun! – Струнко!
Eyes right! (left, front) – Рівняння направо!
At ease! – Вільно!
Right turn! – Направо!
Forward march! – Кроком руш!
Double time march! – Бігом!
Slow down! – Сповільнити крок!
Keep in step! – Тримати ногу!
Count in twos! – На перший-другий розрахуйсь!
Break! – Розійдись!
Ready go! – Увага! Руш!

2. Find English equivalents of these words and word-combinations:

Факультет фізичної культури, урок фізичного виховання, надягнути спортивний костюм та спортивне взуття, прийти до гімнастичного залу, давати команду, здавати рапорт, пояснювати тему уроку, виконувати вправи, вільні вправи, шикуватися в одну шеренгу.

3. Answer the following questions:

1. What faculty do you study at?
2. What lesson do you have almost every day?
3. What do you do before you come to the gym?
4. What command does the coach give at the beginning of the lesson?
5. What commands does he give during the lesson?
6. What do you always begin the lesson with?
7. What do you perform during the lesson?
8. What do you do at the end of the lesson?

4. Imagine that you are a coach. Give different commands and ask the students to perform them.

5. Retell about your Physical Training Lesson to your friend from the other faculty.

GRAMMAR EXERCISES

6. Put the verb in brackets into the right form of the Future Indefinite Tense:

1. But I (to be) fine tomorrow, I (to do) everything you (to tell) me.
2. Queenie, you (to go) with me tomorrow?
3. I (not to do) anything to make him mad, I promise.
4. I (to explain) everything tomorrow, about six.
5. I (to say) something to the press in some days, not now, later.

6. You have no business to sit up so late. You (to be) very sleepy tomorrow morning.
7. "You (to go) and (to get) his things ironed", he ordered.
8. They (to come) back in half an hour. Wait and you (to talk) to them then.
9. You fear he never (to return). But I know he (to return).
10. It (to be) clear tomorrow and hot as in June.

7. Put the verb in brackets into the right form:

1. I (to catch) the train if I (to take) a taxi.
2. You (to miss) the train if you (not to hurry).
3. I (to ring) him when I (to get) tickets.
4. I (to go) skating if it (not to be) very cold.
5. Mother said: "We (to have) dinner as soon as father (to come)".
6. He said: "I (to wait) till the clock (to strike) nine".
7. The teacher said: "Paul (to fail) at the examination if he (not to work) hard".
8. The pupils said: "We (to work) in our village after we (to finish) school".
9. I (to go) there now and I (to go) to bed before the boats (to start).
10. They (to keep) my luggage till I (to give) my new address.

8. Put the verb *to be* into the right form:

Ronald Frank ... a managing director of the First Bank of Kingsville on Main Street. He ... always on a business trip. Yesterday he ... in Geneva. Tomorrow he ... in London. Last week he ... in Chicago. Next week he ... in New Orleans. At the moment he ... in Amsterdam. In two hours he ... in Paris. Three days ago he ... in London. At the end of his trip he ... usually very tired but happy. He ... with his family now. Everybody in the family ... very glad to see him at home again.

9. Rewrite the text in the Past Indefinite Tense:

Boris wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Boris jumps out of bed and runs to the bathroom. He has just time to take a cold shower and drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train.

At the railway station he meets three other boys from his group. They all have small backpacks and fishing-rods. In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake. The boys spend the whole day there fishing, boating and swimming.

They return home late at night, tired but happy.

10. Put different questions to the sentences:

1. The policeman knows everyone in this tiny village.
2. She promised to have dinner with me any time I wanted.

3. Harry will teach her to drive a motor cycle next week.

11. Translate the following sentences:

1. Мій друг дуже добре знає іспанську й охоче вам допоможе.
2. Хто телефонував вам дві години тому?
3. Ви витратили багато часу, щоб знайти цей будинок?
4. Єлизавета друга народилася у 1926 році, а стала королевою Англії у 1952.
5. Він обіцяв, що ми прибудемо до Едінбургу до початку конгресу.
6. Ви запізнилися на збори й робите це щоразу, принаймні, протягом останнього місяця.
7. Коли ви будете піклуватися про цю стару привітну леді?
8. Вони завжди зберігають багаж протягом двох годин?
9. Я думаю, це буде приємна несподіванка для його шефа.
10. Лікар сказав, що прийде завтра, якщо я почуватиму себе погано й зателефоную йому.

UNIT 2

OLYMPIC GAMES

LESSON 1

FROM THE HISTORY OF THE OLYMPIC GAMES



The Olympic Games are the oldest competitions. They were originated by the Greeks long before our era.

While the origin of the Olympic Games is not known exactly, there is a historical record of the ancient games beginning in 776 BC. Thereafter they were held at four year intervals until 393 AD, when they were abolished by the Roman emperor Theodosius after Greece had lost its independence.

The ancient Olympiad was a festive time. For a period of about a month poets, sculptors, artists and historians made Olympia a cultural center. At first the program was confined to one day and consisted only of a single event – a race the length of the stadium. Then a race of a half mile was added and later – an endurance race. Afterwards additional races, the discus throw, the javelin throw, the long jump, boxing, wrestling, pentathlon, chariot racing and other events were added and the duration, including the religious ceremonies, was extended to seven days.

Women were not allowed as competitors or spectators. Women got on the Olympic program after World War 1, in a time of women's rights legislation in all fields.

Before the contests opened all the competitors and their families, the trainers and the judges swore a solemn oath to keep the competition clean and fair and to give just decisions.

The Games occupied such an important position in the life of Greece that the time measured by the four-year interval between them was called an "Olympiad".

VOCABULARY EXERCISES

1. Translate the following words and word-combinations:

To be originated, long before our era, historical record, to be held, to be abolished, to lose independence, a festive time, to be confined, to be added, endurance race, the discus throw, the javelin throw, the long jump, boxing, wrestling, pentathlon, chariot racing, duration, to be extended, not to be allowed as competitors or spectators, women's rights legislation, to swear a solemn oath, to keep the competition clean and fair, to give just decisions.

2. Answer the following questions:

1. Whom were the Olympic Games originated?
2. When did the Olympic Games begin?

3. Whom were the Olympic Games abolished?
4. What did the first program of the Olympic Games consist of?
5. What events were added later?
6. Were women allowed as competitors or spectators?
7. When did women get on the Olympic program?
8. What did all the competitors and their families, the trainers and the judges do before the contests opened?
9. What position did the Games occupy in the life of Greece?

GRAMMAR EXERCISES

3. Choose the right form of the verb in brackets:

1. I'm interested in what you (say/says/is saying/are saying) about yourself.
2. "I'm not going to take it, Herb. You (to waste) my time, really."
3. I don't think we (to speak) of the same person.
4. He laughed. She glanced quickly over: "Why (to laugh) you?"
5. I say, listen! Someone (to have) a bath.
6. Water (to boil) at 100 C but your milk (to boil) now.
7. Take along your umbrella. It (to rain). It often (to rain) in England.
8. I want an honest answer. You (to tell) the truth? - I always (to do) so.
9. We (to start) tomorrow morning. He may join us if he (to want).
10. The teacher (to be going) to explain this rule again.

4. Answer the following questions:

1. What were you doing when I rang you up?
2. What was Ann doing when you came to her place?
3. Was it raining the whole day yesterday?
4. Was it snowing when you got off the trolley-bus?
5. What was your friend writing when I entered the room?
6. What were you thinking about when you asked me this question?
7. What were you planning when you made no reply?
8. What was the man passing when the clock struck eleven?

5. Turn the following into the Future Continuous:

1. They were having dinner at three yesterday.
2. I am sending him an invitation to dinner now.
3. The children will ski in some days.
4. The girl was reciting a poem when the delegation entered the hall.
5. I shall wait for you at the metro station.
6. This team play hockey twice a day.
7. The students will discuss the article on Friday.

6. Put the verb in brackets into Past Indefinite or Past Continuous:

We (to walk) down the street in the direction of Mike's house, when we (to see) him in the window of a bus that (to pass) by. He (to recognize) us, too, but he couldn't get off as the bus (to be) overcrowded. We (to be) very sorry that we (to have) no chance to speak to him. But we could do nothing and (to decide) to go back. At that very moment we (to hear) Mike's voice behind us. "How funny," he (to say), "I (to go) to your place when I suddenly (to see) you here. I am so glad to meet you."

7. Put the verb in brackets into Past Indefinite or Past Continuous:

The sun (to go) down behind the hills when I (to reach) a village which (to be) only a few miles from the sea. The working day (to be) over, and the villagers (to come) home from the fields. Along the road two boys (to drive) cows and sheep in the direction of the village.

I (to approach) a group of people standing near the road and (to ask) them if I could find a place in the village to spend the night. An old man (to say) he would help me. He (to take) me to his small cottage at the far end of the street. A fire (to burn) in the stove when we (to enter) the house. One girl of about eighteen (to prepare) supper in the kitchen while two other girls still (to do) something in the kitchen garden near the house.

The old man (to invite) me to have supper with them. They all (to seem) to be nice people and we (to have) a friendly talk. After supper my new friends and I (to go) out into the garden. The moon (to shine) high in the sky, and the night (to be) warm and beautiful. That evening (to be) very pleasant, and I shall remember it a long time.

8. Put six different questions to the text of exercise 7.

9. Translate the following sentences:

1. Вони слухали новини по радіо, коли задзвонив телефон.
2. Я шукаю гарну пару рукавичок.
3. Ваш потяг від'їжджає через пів години, покваптеся.
4. Зараз автомобілі стають все більш дорожчими.
5. Йшов сніг та повівав легенький вітерець.
6. Вони були на мосту, коли почули сильний гуркіт.
7. Я відчуваю, що він втрачає контроль над машиною.
8. Я обіцяю, що робитиму доповідь протягом 30 хвилин.
9. Він сказав, що вестиме машину дуже обережно, оскільки дуже слизько.
10. Ти завжди виконуєш те, що плануєш?

LESSON 2

MODERN OLYMPIC GAMES

After nearly 300 Olympiads the Roman Emperor Theodosius banned the Games. In 1896, after a lapse of 1.500 years, the Games were revived in Athens,

Greece, and have been staged every four years since, except for interruptions caused by World War I and II. It was due to the efforts of the Baron Pierre de Coubertin (1853-1937) of France, a brilliant educator and scholar but not an athlete, that the Olympic Games were revived.

He summoned an international conference at the Sorbonne, Paris, in 1894. Russia was among the 12 countries which decided, at the international congress on sports in 1894, to revive the Olympic Games and found the International Committee. Its representative was elected one of the 14 IOC members. The Winter Olympics were born in 1924 at Chamonix, France. Russian competitors have been competing in the Olympic Games since 1902.

The 1st Athens Olympics were participated in by 285 athletes from 12 countries. The nine sports on the program were cycling, fencing, gymnastics, lawn tennis, shooting, swimming, track-and-field athletics, weight-lifting and wrestling. With its close links to Greek history, the marathon has always been the star event of successive Olympic meetings and it retains this position today.

VOCABULARY EXERCISES

1. Translate the following words and word-combinations:

To ban the Games, a lapse, to be revived, to be staged every four years since, except for interruptions, due to the efforts, a brilliant educator and scholar, to summon an international conference, to be elected, to compete, to participate, cycling, fencing, gymnastics, lawn tennis, shooting, swimming, track-and-field athletics, weight-lifting, wrestling, close links, star event, a successive Olympic meeting, to retain this position.

2. Answer the following questions:

1. Who banned the Olympic games? 2. When were they revived? 3. Due to whose efforts were the Olympic Games revived? 4. What was the Baron Pierre de Coubertin? 5. Where did he summon an international conference? 6. What did the conference decide? 7. When were the Winter Olympic Games born? 8. Since when have Russian competitors been competing in the Olympic Games? 9. How many athletes were the 1st Athens Olympics participated in by? 10. What sports were on the program of the first Olympics? 11. What is the star event of successive Olympic meetings?

GRAMMAR EXERCISES

3. Answer the questions using Present Perfect:

Model: Are the students writing a dictation? – No, they have already written it.

1. Is your friend helping you to solve a difficult problem?
2. Is she learning a poem by heart?
3. Is Kate sweeping the floor?
4. Is the waiter putting a bottle of lemonade in front of him?

5. Is he bringing them some meat and vegetables?
6. Are they having tea?
7. Is she taking the dirty plates from the table?
8. Are you putting the dishes on the table?
9. Are you looking for more CDs with good music?
10. Are you recording your favourite film on his video recorder?

4. Use the verbs in brackets in Present Continuous or Present Perfect:

1. Who (to write) this article already?
2. They (to learn) a lot of English words.
3. What she (to teach) them now?
4. What you (to look) for?
5. You (to find) the book already?
6. What you (to talk) about?
7. They (to ask) me several questions.
8. I (to answer) the telephone right now.
9. You just (to hear) tomorrow's weather forecast?
10. He (to fix) his car and now he (not to have) any trouble with the brakes anymore.

5. Use the verbs in brackets in Past Indefinite or Present Perfect:

1. The rain (to stop) half an hour ago.
1. The rain (to stop) and the sun is shining in the sky again.
2. The wind (to blow) off the man's hat and he cannot catch it.
3. The weather (to change) and we can go for a walk.
4. The wind (to change) in the morning.
5. Yesterday they (to decide) to help him with his research.
6. The man already (to decide) what to do with the information.
7. I (not yet to eat) today.
8. You (to play) the piano yesterday?
9. When the lecture (to begin)?

6. Use the verbs in brackets in Past Indefinite or Past Perfect:

1. He (to think) that he (to lose) the money.
2. When father (to return) from work, we already (to do) our homework.
3. When the teacher (to enter) the lecture room, the students (to finish) their work.
4. Kate (to give) me the dictionary which she (to buy) the day before.
5. Nick (to show) the teacher the picture which he (to draw).
6. The boy (to give) the goats the grass which he (to bring) from the field.
7. Mother (to see) that Nick (not to wash) his hands.
8. The supervisor (to understand) that the postgraduate (not yet to finish) his research.
9. I (to know) that our delegation (not yet to arrive).
10. By two o'clock the teacher (to examine) all the students.

7. Use the verbs in brackets in Past Indefinite, Past Continuous or Present Perfect:

Last night we (to go) to a football match. We (to take) a bus. The bus (to be) full of people as many fans (to want) to see the match. We (to get) off the bus and (to go) in the direction of the stadium. While we (to cross) the road, I (to see) Victor. He (to stand) at the corner. He said he (to wait) for his friend who (to come) to our city the day before and (to wish) to see the new stadium. A man (to come) up to me and asked if I (to have) a spare ticket for the match. Victor told us that two boys just (to ask) him whether he (to have) a spare ticket. We (to enter) the stadium just as the football players (to come) out on to the field. At the entrance to the stadium we (to meet) Sergiy. He (to show) us to our seats and we (to agree) to meet in the snack bar during the interval. He (to ask) me if I (to play) football in my childhood.

8. Use the verbs in brackets in Future Indefinite, Future Continuous or Future Perfect:

1. I (to do) my homework at six tomorrow.
2. I (to do) all my work by the time he (to come) and we (to go) for a walk together.
3. When I (to come) home tomorrow, my family (to have) supper.
4. Don't come to my place tomorrow. I (to write) a composition the whole evening.
5. What you (to do) on Sunday?
6. What you (to do) at six on Sunday?
7. You (to do) this work by next Sunday?
8. When you (to go) to see your friends next time?
9. How many pages you (to read) by the end of the week?
10. I (not to go) to the University library next week.

9. Translate the sentences into English:

1. Він був щасливий: він написав чудовий твір.
2. Я шукаю тебе весь вечір. Де ти був?
3. На щастя, дощ уже перестав, коли ми вийшли.
4. Я вже тричі сказав тобі, що треба переписати вправу.
5. Я не прийду. Я писатиму доповідь увесь вечір.
6. Коли вона була у поїзді, вона згадала, що забула документи вдома.
7. Ви отримали від нього якісь листи?
8. Коли ти почав працювати над цим дослідженням?
9. Ви багато працювали сьогодні?
10. Невже вони грають у шахи зараз?
11. Вони виконають ці вправи до понеділка?
12. Він ще не спакував пристрій у коробку.

LESSON 3

WINTER OLYMPIC GAMES

The Winter Games are “younger” than the Summer Olympics. The Olympic Games had been held in ancient Greece 293 times, those of our time date back to 1896. Winter sportsmen have been holding “their own” Games only since 1924. True, figure skaters have been taking part in Summer Games twice (in 1908 and 1920) and ice-hockey players once (in 1920).

Although ice skating was included in the 4th Olympic Games in London in 1908, the first formal Winter Games with a representative group of winter sports which included skiing were held at Chamonix, France, in 1924.

The modern Winter Olympic Games include bobsleigh, biathlon, lugening, speed-skating, figure skating and ice hockey for men and skiing, lugening, speed-skating and figure-skating for women.

In 1970 the IOC passed a decision which stated that a winter sport may be considered Olympic if it is extensively practised on two continents in no less than 25 countries for men or 20 countries for women. The Winter Olympic Games are held in accordance with the rules and regulations of the Olympic Games and the Technical Regulations of the International Federations.

VOCABULARY EXERCISES

1. Translate the following words and word-combinations:

A representative group of winter sports, bobsleigh, biathlon, lugening, speed-skating, figure skating, to pass a decision, to state, to be practised extensively, to be held, in accordance with the rules and regulations.

2. Answer the following sentences:

1. What Games are “younger”: Winter or Summer? 2. When were the first Modern Olympic Games held? 3. When were the first Winter Games held? 4. What do the Winter Olympic Games include? 5. What winter sport may be considered Olympic? 6. Are the Winter Olympic Games held in accordance with the rules and regulations of the Olympic Games and the Technical Regulations of the International Federations?

GRAMMAR EXERCISES

3. Express the same idea in one sentence instead of two by using the Present Perfect Continuous Tense:

Model: I began to do this exercise a quarter of an hour ago. I am still doing it. – I have been doing this exercise for a quarter of an hour.

1. My sister began to learn French two years ago. She is still learning it.
2. Our teacher began to teach English fifteen years ago. She is still teaching it.
3. I began to look for this magazine half an hour ago. I am still looking for it.

4. His father began to work at the railway station in 1985. He is still working there.
5. The boy fell asleep at ten o'clock. He is still sleeping.

4. Put questions to the italicized words:

1. He has been playing chess *since childhood*.
2. His younger brother *has been skating* for an hour.
3. *Mary* has been looking after the baby since her mother went to the market.
4. We have been looking for you *for half an hour*.
5. Ann has been speaking over the telephone *for the last ten minutes*.

5. Replace the infinitives in brackets by the Present Indefinite, Present Continuous, Present Perfect or Present Perfect Continuous Tense:

1. Where are the pupils? – They (to plant) trees. They (to plant) them since the morning. They always (to plant) trees in October. They already (to plant) several hundred trees this year.
2. Ann (to have) her music lesson now. She (to have) her music lessons twice a week.
3. I am going to take a walk. I (to do) all my home exercises already. I (to do) them for three hours.
4. Since when they (to build) this house?
5. At last I (to find) the book I need. I (to look) for it for a quarter of an hour.
6. Don't shout. Helen (to read) an English book. She (to work) at her English every day. She (to learn) this language for three years. She (to read) many English stories this year.
7. What you (to do) in the morning? What you (to do) since the morning?

6. Turn the following into the Past Perfect Continuous, adding other words indicating a past moment as in the model:

*Model: I **have been waiting** for you for half an hour. – I **had been waiting** for you for half an hour when you came.*

1. I have been packing my things for an hour and a half.
2. He has been working in the laboratory for two years.
3. They have been quarrelling for a long time.
4. The children have been skating for an hour.
5. He has been wearing this suit for a year.
6. My brother has been serving in the army for two years.

7. Translate into English:

1. Коли я увійшов в аудиторію, студенти обговорювали план екскурсії. Вони обговорювали його вже 20 хвилин.
2. Коли Ольга закінчила інститут, її сестра вже 5 років викладала англійську мову.
3. Його батьки залишили квартиру, в якій вони прожили двадцять років.
4. Я шукав свій зошит півгодини, перш ніж знайшов його під газетою.

5. Вчора листоноша приніс мені лист. Я чекав на нього три тижні.
6. Коли ми вийшли з дому, йшов дощ. Він ішов уже дві години.

8. Use the verb in brackets in correct tense form and read the dialogue:

- What you (to do) now?
- I (to write) a letter.
- How long you (to write) it?
- I (to write) it for half an hour.
- You (to write) it when I rang you up?
- Yes, I (to be).
- How long you (to write) the letter when I rang you up?
- I (to write) it for ten minutes by that time.
- By what time you (to write) it?
- I hope I (to write) it by six o'clock.

LESSON 4

THE OLYMPIC SYMBOL

Five rings or circles originally represented five continents, Europe, Asia, Africa, Australia, North and South America. Their true concept is the sporting friendship of all peoples on the earth.

THE OLYMPIC MOTTO

The motto of the Olympic Games is "Citius, Altius, Fortius". The words citius, altius, fortius mean faster, higher, stronger.

THE OLYMPIC CREED

The most important thing in the Olympics is not to win but to take part, just as the most important thing in life is not the triumph but the struggle.

THE OLYMPIC OATH

"In the name of all competitors I promise that we will take part in these Olympic Games, respecting and abiding by the rules which govern them, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams". For the first time the Olympic Oath rang out at the opening ceremony of the Olympic Games in the Belgian city of Antwerp (1920). The idea of the reviving the ancient tradition of pronouncing an oath of allegiance to the Olympic ideals was Pierre de Coubertin's.

THE OLYMPIC FLAG

The Olympic flag, a white silk square with five intersecting rings embroidered on it in blue, yellow, black, green and red, was raised for the first time at the Games opening ceremony in the Belgium city of Antwerp (1920).

The idea behind it was simple: the five rings represented the five continents, the six colours (including the white background of the panel) represented the national colours of all countries without exception.

THE OLYMPIC AWARD

From 1896 the medal (gold, silver and bronze) became the sole official Olympic award. At the first Games in 1896 sportsmen contested medals in 12 events. At the 1980 Games the men competed in 24 disciplines and the women in 14.

THE OLYMPIC CHAMPION

The title of the Olympic champion is the only title that is awarded for life. The prefix “ex” cannot be added to a sportsman name that has been inscribed in gold in the Olympic chronicle: there are no ex-champions of the Olympic Games and never will be. Every four years new names of victors appear in the Eternal Book of Olympic history to continue the list begun by the great sportsmen in 1896.

VOCABULARY EXERCISES

1. Find the English equivalents:

П'ять кілець, традиційно представляти, справжній зміст, девіз, швидше, вище, сильніше, кредо, тріумф, боротьба, клятва, дух спортивної дружби, церемонія відкриття, відродження стародавньої традиції, білий шовковий квадрат; кільця, що перетинаються; єдина офіційна нагорода, змагатися за медалі, єдине звання, вічна книга олімпійської історії.

2. Make up 6 questions to the text and ask your friends to answer them.

3. Organize a conference “Olympic Games”. Topics for reports and discussions:

- From the History of the Olympic Games
- Modern Olympic Games
- Winter Olympic Games
- Olympic Symbols
- Olympic Champions

GRAMMAR EXERCISES

1. Use the correct form of the verb in Present Simple, Present Continuous or Present Perfect:

1. In the evening George often (to go) to see his friends.
2. He just (to meet) them at the stadium.
3. They (to play) a friendly match with the team “Navigator” now.
4. Michael (to like) to read a colourful exciting magazine “Ring”.

5. He (to buy) a new issue already.
6. My friend (to read) an interesting article about brothers Klychko now.

2. Use the correct form of the verb in Past Simple, Past Continuous or Past Perfect:

1. When I (to come) to the hostel, my friends (to watch) a Wimbledon tournament.
2. They (to translate) two articles before the tournament started.
3. My brother (to play) computer games the whole evening yesterday.
4. I (to take part) in the Faculty competitions last month.
5. Peter (to set) a record before his team arrived.
6. When Henry (to train) in the swimming-pool he met a world champion.
7. While Oliver (to run), his friend (to jump) at the stadium.

3. Use the correct form of the verb in Future Simple, Future Continuous or Future Perfect:

1. Jennifer (to participate) in the chess tournament next season.
2. She (to arrive) to Sydney a week before the competitions (to start).
3. Brian (to skate) in the skating-rink from 6 till 8 tomorrow.
4. You (to do) these exercises at the next lesson.
5. They (to translate) some articles before the English guest (to arrive) to the University.

4. Translate the following sentences into English:

1. Олена вивчає англійську мову. Вона вивчає її вже чотири роки. В школі вона вивчала також німецьку.
2. Я зустрів Петра в читальному залі. Він читав статтю, коли я його побачив. Він читав уже сорок хвилин. Петро завжди проглядає останні спортивні новини.
3. Іван тренується на веслувальній станції зараз. Він братиме участь у чемпіонаті світу. Він завтра тренуватиметься з 11 до 15 години. Іван вже потренується, коли команда прийде на станцію.

LESSON 5 THE CHAMPION OF CHAMPIONS

Ivan Piddubny achieved unprecedented wrestling greatness having won the title of world champion in 1905 and retaining the crown for almost thirty years. Nowadays wrestling tournaments are held to commemorate his name. Medals showing his mighty form are now the most coveted prize of the great wrestlers from many lands.

Ivan Piddubny was born on September 26, 1871 in the village of Krasenivka (Cherkasy region now). From the age of 12 he tended sheep for the local landowner. With time Ivan's muscles grew stronger and his shoulders broader and

before long he was able to lift the cursed ram clear from the ground. At the age of 15 he began challenging his father to a bout of wrestling. At the age of 22 Ivan left his home village for the Crimea moving to Odesa then and to Sevastopol where he worked as a stevedore in the local port. Ivan could effortlessly carry huge sackfuls of top quality wheat that could break the back of any of his fellow-stevedores.

It was in Feodosia that Ivan had his first introduction to what was later to become known as “Physical Culture” – the art of adding perfection to native strength by means of various exercises. Also while in Feodosia he met quite by accident Antonin Preobrazhensky who attended the local nautical school. Urged on by his new friend Ivan read the book written for Carl Abs by a sportswriter. The book said that by daily well-designed exercise anyone could treble his native strength. And Preobrazhensky began to coach Piddubny. Together they raced daily, lifted dumb-bells and did all manner of gymnastic exercises.

The year of 1903 marked the beginning of a new era in professional and amateur wrestling. Ivan Piddubny was invited by the St. Petersburg’s Athletic Society. This society in the Russian capital knew Ivan well, they knew in particular that he neither smoked nor drank, was modest and hard-working. He was introduced to Eugene de Paris, the society’s head coach. Without further ado Piddubny was measured and weighted: height – 184 cm, weight – 120 kg, chest expansion – 134 cm. Incredible, and that when he exhaled. Eugene de Paris often said: “Admittedly, you are a very strong man, but don’t rely on your physical power alone. Wrestling is nothing without tactics and strategy. Before each bout try and find out all you can about your opponent. Get his photo and study carefully his muscle structure and divine a plan for the coming bout. A good wrestler during a bout should always keep his brain engaged and he should be a fast thinker. Oh, believe me, wrestling is a science!”

By winning a brilliant victory at the international championships, Ivan Piddubny paved the way for other Russian wrestlers to European championships where they won many prizes and titles.

In 1925 Ivan Piddubny sailed for America. He was 54 but could not be given more than 40. In the USA the Greco-Roman wrestling style was not popular. The Americans preferred the style, in which all holds and grips were allowed. So Piddubny had to learn the new style and he made a triumphal march across America.

In 1937 the country celebrated his forty years in the professional ring. At 75 he was still going strong. In 1949 he died of a myocardial infarction. The tombstone bears the simple inscription: “Here rests a Russian giant”.

VOCABULARY EXERCISES

1. Say what sentences are right, what sentences are wrong:

1. When Preobrazhensky began to coach Piddubny they ran daily, swim and did all manner of gymnastic exercises together.
2. At the age of 18 he began challenging his father to a bout of wrestling.
3. Ivan was a sailor in the ports of Odesa and Sevastopol.
4. Wrestling is nothing without tactics.
5. It's not necessary to know everything about your opponent before the bout.
6. During a bout a good wrestler should always be a fast thinker.
7. In the USA the Greco-Roman wrestling style was very popular.
8. Ivan Piddubny paved the way for other Russian wrestlers to European championships where they won many prizes and titles.

2. Ask your friend to answer the following questions:

1. For how long did Ivan Piddubny retain the title of the world champion?
2. What did he do from the age of 12?
3. Where did he work in Odesa and Sevastopol?
4. What did he read in the book by a sportswriter?
5. Who was his first coach?
6. What was the result of Ivan Piddubny's victories at the international tournaments?
7. What did he do in America?
8. What inscription does his tomb-stone bear?

3. Retell the text according to the plan:

1. Childhood of Ivan Piddubny.
2. Beginning of a sport career.
3. Ivan's victories and their results.
4. Travelling to America.
5. Returning to Russia.

GRAMMAR EXERCISES

4. Transform the Active Voice into Passive:

1. They sent for a doctor.
2. They looked for the book everywhere.
3. They listened to the lecture with great interest.
4. They always look at this picture.
5. They will look through these letters tomorrow.
6. They often laughed at him.

5. Change the following into the Passive Voice. Leave out the subject of the action.

1. The girls water the flowers every day.
2. They publish this magazine in Paris.
3. We do not discuss such questions at our meeting.

4. Somebody built this castle in the 16th century.
5. They did not show this film last week.
6. They will not finish this work tomorrow.
7. We shall invite him to take part in the concert.
8. The workers repaired this road last year.
9. They write compositions regularly.
10. The travellers made camp not far from the village.

6. Change the following into the Passive Voice, without leaving out the subject of the action.

1. My sister teaches me English.
2. Peter drives the car.
3. The fascists killed her father.
4. His assistant will meet the delegation.
5. Alan opened the door.
6. He put the letter in the envelope.
7. The hunter killed the bear.
8. The guide showed us the monuments of Lviv.
9. The waitress offered me a cup of tea.
10. He showed me the way to the railway station.

7. Choose the right form of the verb.

1. This house (to build) by my great-grandfather in 1790.
2. As a result of an earthquake the house (to burn down) there.
3. The door of this house (to close) for you tomorrow.
4. He (to recognize) by the policeman two days ago.
5. The Paris newspapers declared that the child (to call) Juliet.
6. That building (to paint) yellow some years ago.

8. Fill in the blanks with the necessary verb form:

1. A huge housing program ... (to carry out) now.
2. Something important ... (to announce) over the radio now.
3. Don't enter the room. It is ... (to clean) now.
4. What question ... (to discuss) when you came to the meeting.
5. Your papers ... (to type) from 5 till 6 tomorrow.
6. He ... (to wait for) downstairs.

9. Translate into English:

1) Переклад вже закінчено. 2) Лист щойно відправлено. 3) За останні роки в нашому місті побудовано багато нових будинків. 4) Стаття ще не опублікована. 5) Це запитання вже обговорено? 6) Мене тільки що запитали про це. 7) Делегацію вже зустріли? 8) Вчора до цього часу робота вже була завершена. 9) Ми зрозуміли, що наш лист ще не отримали. 10) До того часу, коли вони приїхали, питання було вже вирішено.

10. Use articles where necessary and discuss the text:

William Shakespeare, ... greatest English playwright, was born in 1564 in ... Stratford-upon-Avon in ... England Stratford is ...small country town in ...farming district near ... centre of ... England. ... Avon, which is ... pretty river with ... grass and ... trees all along its banks, runs through ... Stratford. Not much is known of ... Shakespeare's father. He was ... farmer who, at ... different times of his life, sold ... meat and bought and sold ... wool. He was poor and was often in ... money difficulties. Very little is known about ... life of his only son William also. ... little house in which ... great writer was born still stands. It is now ... museum. William went to ... school in ... Stratford. In 1586 he went to ... London. Probably ... first work he did there was at one of the two theatres that there were in ... London at that time. Then he became ... actor and soon began to write ... plays for ... company of actors to which he belonged. Shakespeare bought ... largest house in his home town in 1597, but he did not spend much time there till 1610. He spent ... last years of his life mostly in ... Stratford, but he often visited ... London. He died in 1616.

UNIT 3

SPORT IN OUR LIFE

LESSON 1

GYMNASTICS



Types of Gymnastics

Gymnastics is a systematic form of physical exercise designed for therapeutic, educational, and competitive purposes. *Therapeutic or remedial gymnastics* is a series of selected exercises that help relieve physical discomfort or restore function to disabled people. *Educational gymnastics* is a programme that challenges students to master tactics involving strength, rhythm, balance, flexibility, and agility. *Competitive gymnastics* consist of prescribed sets of events for men and for women, each of which is scored separately in order to determine a winner.

Modern Competitive Gymnastics

In international gymnastics men's teams compete in six different events, each of which requires one compulsory routine (a prescribed series of exercises) and one optional routine (an original series of exercises). The events are as follows:

Floor exercise—a routine of dance-like movements with acrobatic skills, performed without apparatus on a mat 12 m (39.4 ft) sq.

Pommel horse—a routine performed on a leather-covered apparatus, in the centre of which are inserted two wooden pommels, or handles, 40 to 45 cm (15.7 to 17.7 in) apart. The routine consists of a series of continuous swinging and circular motions with the trunk and legs as the athlete travels from one end of the horse to the other, using only his hands for support.

Vaulting horse—a routine in which the apparatus, 1.6 m (5.2 ft) long and 1.35 m (4.4 ft) high, without pommels, is approached lengthwise. The athlete takes off from a springboard, places both hands on the surface of the “horse”, then completes his flight with an acrobatic manoeuvre before making a controlled landing.

Parallel bars—a routine performed on two flexible parallel wooden rails 42 to 52 cm (16.5 to 20.4 in) apart. The routine is a series of swinging moves, balances, and changes in grip.

High bar—a routine performed on a single steel bar suspended 2.57 m (8.4 ft) above the floor mat. The routine requires continuous swinging and vaulting motions around the bar with frequent changes in direction and in grip. In the

dismount the athlete casts himself off the bar, soars through the air, and then makes a stable landing.

Rings—a routine performed while grasping one wooden ring in each hand; the rings are suspended from straps and hung parallel to each other 2.57 m (8.4 ft) above the floor mat. The routine combines static positions with rapid movements designed to test strength and precision.

Women's teams compete in four events, each of which also requires one compulsory and one optional routine. The events are as follows:

Vaulting horse—the routine is the same as in the men's event, except that the horse, similar to that used by the men, is lowered to a height of 1.2 m (3.9 ft) and is approached sideways.

Asymmetric bars—a routine performed on a set of two highly flexible oval wooden bars. The upper bar is 2.3 m (7.5 ft) from the floor; the lower bar, parallel to it, is 1.5 m (4.9 ft) above the floor. The routine demands continuous swinging and vaulting over, under, and between the bars with a formal mounting and dismounting.

Balance beam—a routine performed on a single wooden beam 10 cm (4 in) wide. The routine consists of continuous tumbling moves, half-turns and full turns, and jumps and leaps. A formal dismount is required.

Floor exercise—a routine performed without apparatus on a floor mat 12 m (39.4 ft) sq. The routine is similar to the men's floor exercise except that it is performed to music.

Current fashion in judging women's gymnastics favours the flexible, acrobatic movements best performed by young girls; as a result, the age of competitors has lowered appreciably in recent years.

VOCABULARY EXERCISES

1. Translate the following terms and terminological expressions:

Remedial gymnastics, to restore function, to master tactics, prescribed sets of events, to determine a winner, acrobatic skills, compulsory routine, optional routine, to perform on a mat, circular motion, springboard, flexible parallel wooden rails, grip, vaulting motion, to make a stable landing, static position, formal mounting (dismounting), tumbling move, half-turn, full turn, jump, leap.

2. Find the equivalents of the following words and word-combinations:

Змагальна мета, серія підібраних вправ, полегшити фізичний дискомфорт, люди з фізичними вадами, охоплювати гнучкість та спритність, оцінювати окремо, вид (дисципліна), вимагати, змагатися, танцювальні рухи, покритий шкірою прилад, вставлені ручки, рухи тулубом і ногами, бути розміщеним у довжину, маневр,

3. Find the definitions to the terms:

Gymnastics	a programme for mastering sport skills such as strength, rhythm, balance, flexibility, and agility
Remedial gymnastics	prescribed sets of events for sportsmen's contest
Educational gymnastics	physical exercises with the aim of therapy, education or competition
Competitive gymnastics	a set of definite exercises relieving physical discomfort or restoring body function

4. Answer the following questions:

1. How many sport events do international gymnastics competitions include?
2. What events do men's teams compete in?
3. How many events do women's teams contest in?
4. What are compulsory and optional routines?
5. Does floor exercise perform with apparatus?
6. What is the difference between men's and women's floor exercise?
7. What apparatus has handles: pommel horse or vaulting horse?
8. What is the difference between the position of vaulting horse for men and women?
9. What does a routine on parallel bars include?
10. Does high bar require frequent changes in direction and in grip?
11. What does static position on rings test?
12. What is the width of balance beam?

5. Make up a dialogue asking your friend when he began to go in for gymnastics, his favourite events and famous gymnasts and tell him about your likes and difficulties.

6. Read and translate the text.

FROM THE HISTORY OF GYMNASTICS COMPETITIONS

A gymnastics competition for men was part of the 1896 **Olympic Games**: a women's competition was first included in 1928. In Olympic competition, performance is scored on a 10-point scale by six judges. For some events, a level of difficulty is figured into the score, which is then averaged. Standards for each event are determined by the International Gymnastics Federation. Teams of six competitors (with one reserve) earn points towards a team total. Since 1952

Olympic gymnastics have been dominated to a remarkable degree by gymnasts from the former Union of Soviet Socialist Republics, Eastern Europe, and Japan.

World championships were first held in 1903 and every two years until 1913. They began again in 1922 and were held every four years; since 1979 they have been held biennially. The first women's championships were held in 1934. They have been dominated by gymnasts from the former USSR and Eastern Europe.

Other important competitions include the World Cup (first held in 1975), the World Individual Championships (begun in 1992), and the European Championships (begun in 1955).

Modern rhythmic gymnastics were developed in the late 1950s. In this sport for females only, disciplines are characterized by the use of accessories such as a ball, clubs, hoop and rope, and ribbons, to the accompaniment of music. World Championships were first held in 1963 and the sport was included in the 1984 Olympics. A World Cup was instituted in 1983, held again in 1986, and every four years from then on. Again, performers from the former USSR and Eastern Europe were dominant.

7. Write down 10 terms or terminological word-combinations.

8. Make up 10 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

9. Change these sentences into the Passive. Make the underlined words subjects of the passive sentences.

1. The police fined the driver for speeding.
2. People have sent her lots of birthday cards this year.
3. The lights went out when they were serving the meal.
4. Journalists asked the prime minister a lot of difficult questions.
5. Nobody has told me what to do.
6. The police were following him until he got to the office.

10. Use an appropriate tense of the verb in brackets.

1. He ____ just ____ (offer) a well-paid job with Radio Four.
2. The ceremony ____ (report) in the news last night.
3. I think cinema ____ (replace) gradually by TV and computers in the next century.
4. This programme became very popular after the main presenter ____ (vote) the most interesting TV personality of the year.
5. Her latest series of articles ____ (publish) in a national newspaper at the moment.
6. Some films should ____ (not watch) by children and they ____ (show) on TV before 22.00.

7. Look at those men in dark glasses! I think we ____ (watch).

11. Choose the correct verb form.

1. The news ____ by James Cook tomorrow (will read, was read, will be read).
2. Three men ____ now about last month's bank robbery in Weymouth (are questioned, are being questioned, were being questioned).
3. According to a report, hundreds of people ____ in the streets every day (attack, are attacked, were attacked).
4. The law about TV stations ____ in parliament today (was passed, has passed, has been passed).
5. The scandal ____ by two reporters from *The Washington Post* (was uncovered, covered, was being uncovered).

12. Translate the sentences, using Passive Voice.

1. Цю статтю написав англійський журналіст.
2. Переклад буде закінчено вчасно.
3. Наш будинок зараз ремонтують.
4. Обід варили, коли я прийшов додому.
5. Цей театр було побудовано до того, як ми приїхали сюди.
6. Про вас щойно говорили.
7. Твори англійських письменників публікуються у всьому світі.

13. Translate the sentences.

1. Грабіжника було заарештовано на місці злочину.
2. Пацієнта було прооперовано одразу після нещасного випадку.
3. Машину щойно вкрали.
4. Скульптуру перефарбовували весь вечір.
5. Це рішення вже прийнято міністром Берtrandом Осборном.
6. Нове попередження було надано вченими вулканічної обсерваторії до 5 години вчора.

LESSON 2

TRACK-AND-FIELD ATHLETICS



Track and Field, term denoting a group of athletic events held as contests between individuals or teams—generally amateurs—at both indoor and outdoor meetings. Outdoor meetings usually are held in a **stadium** or athletic field built around a track; the track is usually a 400-

m oval with two turns and two long straights. Most of the field events are contested in the area enclosed by the oval. Special events include the decathlon for men, consisting of five track events and five field events, and the heptathlon for women, consisting of four field events and three running events.

Track Events

The shortest and swiftest *running events* are sprints. Runners may employ various strategies during sprints. Races ranging from 600 m (indoors) to 3,000 m are known as middle-distance events. Competitors in the longer middle-distance runs must regulate their speed carefully in order to avoid exhaustion. Runs longer than 3,000 m are considered to be distance events. Distance running is especially popular in Europe. *Marathons* usually are run on paved roads. Relay races are events for teams of four in which an athlete runs a given distance, called a leg, then passes a rigid hollow tube called a baton to the succeeding team member.

Hurdling events are sprints in which competitors must clear a series of ten metal and wood (or metal and plastic) barriers called hurdles. Good hurdling form consists in leaning far forwards and clearing each barrier smoothly without breaking the rhythm of the running stride. Running speed, flexibility, and superior coordination are important elements of success.

The *steeplechase* is an obstacle race, usually run over a 3,000-m course containing hurdles, water jumps, and other hazards.

The *walking* events are usually held for distances ranging from 1,500 to 50,000 m and are especially popular in Europe as well as in the United States.

Field Events

The aim in *high jumping* is to *clear* (leap over) a crossbar resting between two upright standards about 4 m apart. The contestant is allowed three attempts to clear each height.

In *pole vaulting* the athlete attempts to clear a high crossbar with the aid of a flexible pole, generally from 4 to 5 m.

In 1988 **Sergei Bubka**, considered the greatest pole vaulter in history, became the first to clear 6 m; in 1991 he became the first to exceed 6.1 m. Pole vaulting requires good running speed, powerful shoulder muscles, and all-around gymnastic ability.

In *long jumping* (formerly called broad jumping), the contestant dashes along a runway and springs into the air from a takeoff board, with the aim of covering the greatest possible distance. Competitors take three jumps for distance, after which the best seven performers get three more jumps. The athletes are rated on their longest jump. Long jumping requires strong leg and abdominal muscles, running speed, and leg spring.

The aim in the *triple jump* (formerly called the hop, step, and jump) is to cover the greatest distance possible in a series of three quick leaps.

The aim in *shot-putting* is to propel a solid metal ball through the air for a maximum distance. The action in shot-putting is confined to a circle 2.1 m in diameter.

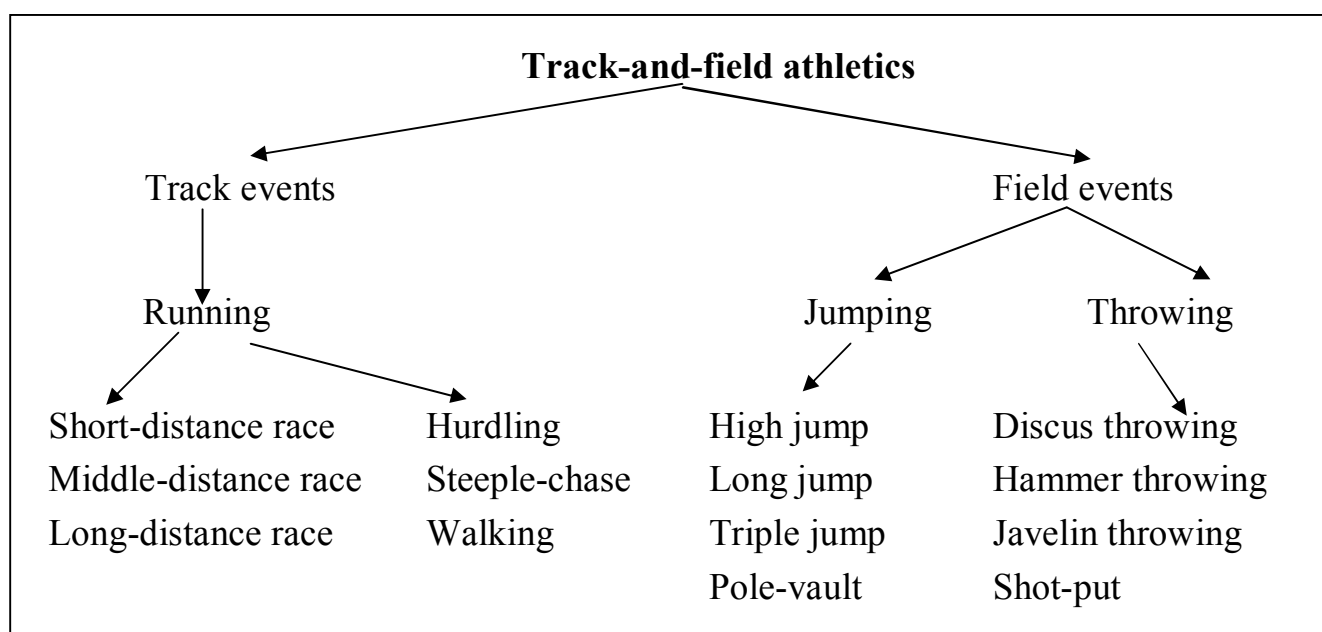
Throwing involves discus, hammer and javelin throw.

The men's *decathlon* is a two-day, ten-event contest involving the 100-m dash, long jump, shot put, high jump, 400-m run, 110-m high hurdles, discus throw, pole vault, javelin throw, and 1,500-m run. The events in the women's *heptathlon*, also a two-day event, are the 100-m hurdles, shot put, high jump, long jump, 200-m run, 800-m run, and the javelin throw.

VOCABULARY EXERCISES

1. Look at the scheme and answer the question:

What does track-and-field athletics (running, jumping, throwing, pentathlon) include?



2. Answer the following questions:

1. What is track-and-field?
2. Where are field events contested?
3. What do special events include?
4. What races do middle-distance events involve?
5. Where is marathon run?
6. What is hurdling?
7. What obstacles do steeple-chase include?
8. What distances is walking held for?

3. Find the definitions:

High jump	A two-day, ten events contest for men
Pole-vault	Propelling a solid metal ball through the air for a maximum distance
Long jump	A leap over high crossbar with the aid of a flexible pole
Triple jump	Propelling a heavy ball attached to a length of wire with a metal handle in a circle 2.1 m in diameter
Shot-put	A leap over a crossbar resting between two upright standards about 4 m apart
Discus throwing	Covering the greatest distance possible in a series of three quick leaps
Hammer throwing	A two-day, seven events contest for women
Javelin throwing	Propelling a steel metal spear into the air at the check line
Decathlon	A spring into the air from a takeoff board, with the aim of covering the greatest possible distance
Heptathlon	Propelling the metal platter outward with a whipping motion of the arm from a circle 2.5 m in diameter

4. Make up a dialogue with your friend asking:

when he began to go in for track-and-field training;

about his favourite event of track-and-field;

about his warming-up and training;

about the usual place for training;

about competitions he took part;

about his best results in running, jumping and throwing.

5. Read and translate the text.

FROM THE HISTORY OF TRACK-AND-FIELD ATHLETICS

Athletics, the oldest organized sports, have been held for thousands of years. The first organized meetings known to history were the **Olympian Games**, which the Greeks initiated in 776 BC. For many years the chief Olympian competition was the **pentathlon**, which comprised discus and javelin throwing, foot racing, long jumping, and **wrestling**. Other contests, including foot races for men clad in full armour, were



later added to the programme. The Romans continued to hold the Olympian contests after they conquered Greece in 146 BC. In AD 394 the games were abolished by the Roman emperor **Theodosius I**. For eight centuries thereafter no organized track and field competitions were held. Revived in England about the middle of the 19th century, athletic events gradually became a favourite English sport. In 1834 a group of English enthusiasts agreed on the minimum standards of performance expected in certain events, notably the 440-yd run (60 seconds), 1-mi run (5 minutes), 2-mi run (10 minutes), long jump (20 ft), and high jump (5 ft 6 in). Other 19th-century landmarks include the first university meeting, held in 1864 between Oxford and Cambridge universities; the first national meeting, in London in 1866; and the first US amateur meeting, which was held indoors in 1868.

Track and field subsequently gained a large following in Europe and the United States. In 1896 the **Olympic Games**, a modified revival of the Olympian Games, were initiated in Athens. Thereafter the games have been held in various countries at intervals of four years, except in time of war. In 1913 the International Amateur Athletic Federation (IAAF) was organized. With headquarters in London, the IAAF is the governing body of track and field competition at the international level; it establishes rules and approves world records.

6. Write down 10 terms or terminological word-combinations.

7. Make up 8 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

8. Use the verbs in brackets in the correct tense form of the Active

Voice:

- Hello, Kate. I am so glad you (to come) at last. Where you (to spend) your morning?
- Hello, Ann. I (to be) in the bookstore choosing new books in English.
- It (to rain) still? It (to be) rather dark in the room.
- No, the rain (to stop), but the wind (to blow). On my way to your place I (to meet) Mary. You (to know) her?
- Of course I ... I (to know) her since childhood. When we (to be) children, we often (to play) together. Where you (to meet) her? I (not to see) her for a long time. What she (to look) like?
- She (not to change) a bit. She (to go) to the library when I (to meet) her.
- What she (to tell) you?
- She (to tell) me she recently (to return) from a very interesting trip and that she (to travel) a lot and (to see) many interesting things. She (to want) to see all her friends soon.
- Oh, then she (to come) to see me, too, I (to think).

- Yes, that (to be) a pleasant meeting, I (to be) sure. But what (to be) the time? My watch (to stop) and I (not to know) the exact time.
- It (to be) ten minutes to three.
- Oh, then let's begin working at once. At four o'clock I must go. My mother (to wait) for me at the metro station at a quarter past four.

9. Use the verbs in brackets in the Active or Passive Voice:

1. Nobody (to see) him yesterday.
2. The telegram (to receive) tomorrow in the evening.
3. He (to give) me this book next week or in a week.
4. The answer to this question can (to find) in the encyclopaedia.
5. We (to show) the historical monuments of the capital to the delegation.
6. You can (to find) interesting information about the life in the USA in this book.
7. Budapest (to divide) by the Danube into two parts: Buda and Pest.
8. Yuri Dolgoruki (to found) Moscow in 1147.
9. Moscow University (to found) by Lomonosov.
10. We (to call) Zhukovski the father of Russian aviation.

10. Translate into English using Passive Infinitive after modal verbs:

1. Руки треба мити перед кожною їжею.
2. Кімнати треба регулярно провітрювати.
3. Кішку слід годувати рибою.
4. Собаку можна годувати м'ясом та овочами.
5. Дітям треба регулярно давати фрукти та овочі.
6. Книжки треба класти в шафу або на книжкову полицю.
7. Цю картину можна повісити над каміном.
8. Як можна перекласти це слово?
9. Куди можна поставити валізи?
10. На що потрібно звернути увагу?
11. Треба записати твій номер телефону про всяк випадок.
12. Потрібно виміряти ваш кров'яний тиск та температуру.
13. Його треба запросити на мій день народження.
14. Їй можна запропонувати нову посаду або нову роботу.

LESSON 3

WRESTLING



Wrestling is a sport in which one contestant competes with another using various holds and techniques in an attempt to force the shoulders of the opponent against a mat, thus scoring a fall, and winning the match. If a wrestler cannot score a fall within the time limit, a winner is determined based

on a point scoring system. All wrestling matches are supervised by officials, who impartially enforce the rules of the sport.

Two basic styles of amateur wrestling are generally employed around the world, Greek-Roman and freestyle. Other forms of wrestling are common within different cultures.

Greek-Roman wrestling is especially popular in Europe, but it is practised throughout the world. The distinctive feature of Greek-Roman wrestling is that contestants must apply all holds above the waist, and the use of the legs in scoring or defending is prohibited. Tripping, tackling, and using the legs to secure a hold are not permitted. Greek-Roman wrestlers begin their bout in a standing position, and attempt either to throw their opponent to the mat or to use holds to drop them to the mat.

The rules of **freestyle wrestling** permit an athlete to use his entire body in competition, allowing a greater variety of holds than in the Greek-Roman style. Holds below the waist and the use of the legs are both permitted. Freestyle is the most popular style in the world, with more nations participating at the annual World Championships than in Greek-Roman.

Women's freestyle wrestling is a growing sport around the world. A World Championship for women was created in the 1980s, and more nations are fielding women's wrestling teams each year.

VOCABULARY EXERCISES

1. Translate the following terms and terminological expressions:

A wrestler, a contestant, to use a hold, to force the shoulders against a mat, to score a fall, a point scoring system, a point scoring system, Greek-Roman wrestling, freestyle, to apply all holds above the waist, the use of the legs in scoring or defending, tripping, tackling, using the legs to secure a hold, a bout, a standing position, to throw an opponent to the mat, to use holds to drop an opponent to the mat, to use an entire body, holds below the waist.

2. Find the English equivalents in the text:

Змагатися, спроба, вести у рахунку (вигравати), в межах часу, визначати переможця, неупереджено застосовувати правила, основні стилі, аматорська боротьба, бути спільним, особливість (особлива риса), дозволяти, забороняти, щорічний чемпіонат.

3. Answer the following questions:

1. What is the object of wrestling contest?
2. How is a winner determined if a wrestler cannot score a fall within the time limit?

3. Whom are wrestling matches supervised by?
4. What are the basic styles of wrestling?
5. Where is Greek-Roman wrestling popular?
6. What is the distinctive feature of Greek-Roman wrestling?
7. What is not permitted in Greek-Roman wrestling?
8. How do Greek-Roman wrestlers begin their bout?
9. What is the aim of the bout?
10. Where is freestyle wrestling popular?
11. What is permitted in freestyle wrestling?
12. When was a World Championship for women created?

4. Find the appropriate definitions of the general wrestling scoring procedures:

Takedowns	is a scoring technique in all styles of wrestling
Reversals	are scored when one wrestler brings his opponent down to the mat from a standing position
Exposing an opponent's back to the mat	are scored when a wrestler, controlled by his opponent on the mat, frees himself and moves to a standing position, facing the opponent
Escapes	are scored when a wrestler, controlled by his opponent on the mat, executes a move that allows him to assume a controlling position on top of the opponent, thus reversing the situation

5. Imagine that you are a wrestler. Tell your friends about your speciality.

6. Read and translate the text.

FROM THE HISTORY OF WRESTLING

Wrestling has been popular throughout recorded history. Early Egyptian and Babylonian reliefs depict wrestlers using most of the holds known to the modern sport. In ancient Greece, wrestling occupied a prominent place in legend and literature; wrestling competition, brutal in many aspects, was the supreme contest of the **Olympian Games**. The Romans borrowed heavily from Greek wrestling, eliminating much of its brutality but otherwise adding little that was new. Japan has a tradition of wrestling which goes back some 2,000 years. The first recorded bout in Japanese annals was in 23 BC.

During the Middle Ages, it remained popular and received the patronage of many royal houses, notably those of England, France, and Japan. In England there developed a variety of regional styles such as Devon and Cornwall, Cumberland and Westmoreland, and Lancashire “catch-as-catch-can” (a form of freestyle). These were introduced to America by settlers, although early colonists had already found that wrestling was a popular sport among the Native Americans. The catch-as-catch-can style survives in the United States, and is practised in a modified form. During the 19th century amateur wrestling was a favoured sport in rural areas of the United States and professional wrestling became increasingly popular. In Great Britain and Europe, wrestling became more widespread during the 19th century. Some countries have developed distinctive styles.

A very high proportion of the world's champion wrestlers have come from Bulgaria, Finland, Hungary, Iran, Japan, the former Soviet Union, Sweden, Turkey, and the United States. The Japanese have tended to be more successful in the lighter divisions, and their skills owe much to their **martial arts**, especially **judo** and **sumo** wrestling.

7. Write down 10 words or word-combinations.

8. Make up 8 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

9. Turn the following into the Passive Voice:

1. They looked for the girl everywhere. 2. They did not listen to the boy. 3. She looked after the patients well. 4. They asked for our address. 5. My father looked through these papers this morning. 6. He will give my brother English lessons. 7. A friend of his has shown me an interesting magazine. 8. His friend told him everything. 9. The students greeted the famous lecturer warmly. 10. They have recently built a huge plant in the town. 11. We must finish the work by tomorrow. 12. When I fell ill, my mother sent for the doctor. 13. They showed Helen the nearest way to the theatre. 14. He gave his patient some good advice. 15. Mary has told me the news. 16. The people looked at the little boy with interest. 17. They examined the paper attentively.

10. Turn the following into the Active Voice:

1. Invitations have been sent to all the old pupils to be present at the school's thirtieth anniversary. 2. All the passengers in the bus were listening to the story of the boy who had been saved from drowning by the quickness of the driver. 3. The work was finished in time. 4. The child is taken care of. 5. This book must be read by every student. 6. This film can be seen in the Picture Palace. 7. Spartan children were taught by their parents to endure all hardships. 8.

Which article was translated by your brother? 9. They were being taught drawing at that lesson. 10. This name was seldom mentioned in his novels.

11. Turn the following into the Active Voice:

1. I am often told about it. 2. This man has been much spoken of. 3. When was it done? 4. What museums were visited last year? 5. Have your compositions been handed in? 6. What has been said is true. 7. After the facts had been thoroughly explained to her, she no longer felt worried. 8. He was fined for crossing the street in the wrong place. 9. The Greeks were attacked by the Persians from the sea. 10. This mountain has been climbed before. 11. She told me that those newspapers had been carefully put away where they would not be lost. 12. Why have these cups been put here in this cupboard? 13. Nick was told to go home at once. 14. Whom were these letters written by?

12. Use the article where necessary and discuss the text:

Robert Burns, ... son of ... small farmer in Ayrshire, was born on ... 25th of ... January, 1759. His parents were poor, so that Burns could not get a good education. He worked hard as ... plough-boy. He was fond of reading and always had ... ballad-book before him at ... dinner. After ... death of his father Robert and his brother and sisters took over ... farm together. Working in ... fields Burns wrote many wonderful songs. However, things became so bad on ... farm, that ... poet decided to go to ... Jamaica hoping to get ... job on ... plantation there. Luckily some friends helped Burns to publish ... book of poems. ... book was noticed and praised highly. In 1786 Burns went to ... Edinburgh, and his book of poems unlocked ... doors of ... rich Edinburgh houses to a peasant with such a wonderful talent. In 1788 he married Jean Armour and spent ... peaceful and happy year. ... rest of his life-story is ... tale of ... poet's hardships. ... hard life ruined ... poet's health, and on ... 21st of ... July, 1796 he died at ... age of thirty-seven.

LESSON 4

BOXING



Boxing, athletic contest between two persons, each of whom uses the fists to try to knock the other unconscious or to inflict enough punishment to cause the opponent either to quit or to be judged beaten. A boxing match is conducted under established rules and procedures and has a referee, judges, and timekeeper. The primary aim of each participant is to strike blows to the front of the head and torso of the opponent that will knock down and

render the boxer incapable of rising to a standing position and defending himself within ten seconds. Many fights are decided on points scored. A point system was first established in England by the Amateur Boxing Association. Today several systems are used throughout the world. For many years professional boxing in Britain preferred the 5-point system, but in 1973 adopted the 10-point system which had been used in the United States and elsewhere for some time. The better fighter is given the maximum 10 points in each round; if judged equal then both boxers must be given the maximum. A fighter who loses a round is normally awarded 8 or 9 points. Points are generally awarded for clean hits with the knuckle part of the glove delivered with the clenched fist to any part of the front or sides of the head, or body above the belt. Points are also awarded for good defensive work in guarding, slipping, or ducking. Where contestants are equal in these respects, maximum marks go to the one who is the most aggressive or displays the better technique. Professional boxing in Britain is scored by the referee: in most other countries, the referee and two judges score the fight and the decision is given on a majority vote. Originally the term *prizefighting* was used when money was at stake, but the term *professional boxing* now bears the same meaning. Amateur boxing refers to bouts in which prize money is not at stake. The term *pugilism* (from Latin *pugil*, meaning “a boxer”) is sometimes used for the sport.

VOCABULARY EXERCISES

1. Translate the following terms and terminological expressions:

To use the fists, to knock the opponent, a timekeeper, to strike blows, to knock down, standing position, a fight, a point system, to lose a round, a clean hit, the knuckle part of the glove, clenched fist, a head, a torso, a body, defensive work, guarding, slipping, ducking, contestants, to score the fight, professional boxing, amateur boxing, a bout, pugilism, pugilist.

2. Find the English equivalents in the text:

Атлетичні змагання, проводиться, встановлені правила, першочергова мета, нездатний піднятися, захищатися, надавати перевагу 5-бальній системі, показувати кращу техніку, за більшістю голосів, бути на кону, суддя, мати подібне значення.

3. Ask your friend to answer the following questions:

1. What does the boxer use to knock the opponent?
2. Who judges a boxing match?
3. What is the aim of the participants?
4. How are the fights decided?
5. What is the better fighter given in each round?

6. What is a fighter who loses a round awarded?
7. What is a clean hit?
8. What kinds of defensive work are there in boxing?
9. What does the term “professional boxing” mean?
10. What does the term “pugilism” mean?

4. **Imagine that you are a boxer. Tell your friends about your speciality.**
5. **Read and translate the text.**

History of Boxing

In ancient Greece, boxing was a popular sport and was included in the **Olympic Games**. In ancient Rome, boxers often wore the *cestus*, a metal-studded leather hand covering with which they maimed and even killed their opponents, sometimes as part of gladiatorial spectacles. The sport declined in popularity after the fall of the Roman Empire. The first record of a boxing match in modern times is in England in 1681 when the Duke of Albemarle organized a fight between his butler and his butcher. In the 18th century, boxing was revived in London in the form of bare-knuckle prizefights in which the contestants fought for money and the spectators made wagers on the outcome.

The first boxer to be recognized as a heavyweight champion was the Englishman James Figg, in 1719. In 1743 a later champion, John Broughton, formulated a set of rules standardizing some practices and eliminating others, such as hitting opponents when they are down or seizing opponents by the hair. Broughton's rules governed boxing until 1838, when the Original London Prize Ring rules, based on those of Broughton, were devised. Modifications known as the Revised London Prize Ring rules were drawn up in 1853, and they controlled the sport until the end of the 19th century, when the Queensberry rules came into use. These rules were drafted in 1857 under the auspices of **John Sholto Douglas, 8th**

9. **Write down 10 words or word-combinations.**
10. **Make up 8 questions to the text and ask your friend to answer them.**

GRAMMAR EXERCISES

11. Translate the sentences using the modal verb *can* or its equivalent *to be able to*:

1. Вона не може вас зрозуміти, спробуйте пояснити ще раз.
2. У минулому році я абсолютно не вмів кататися на лижах, а зараз я умію.
3. Вона не зможе вчасно дістатися до аеропорту.

4. Чи зможеш ти відправити йому повідомлення електронною поштою?
5. Я думаю, вона не зуміє розв'язати цю задачу.
6. Ти зможеш полагодити мій магнітофон?
7. Боюся, він не зможе допомогти мені переїхати в новий будинок наступної неділі.
8. Учора я не зміг побачити директора, тому що він був на конференції, але сьогодні після роботи я зможе це зробити.

12. Remember the meaning of the modal verb *may* (дозвіл, припущення), e.g. *You may take my pen. It may rain soon.* Translate the following sentences:

1. Якщо ти не надягнеш пальто, ти можеш захворіти.
2. Не йди з дому: мама може скоро прийти, а в неї немає ключа.
3. Будь обережним: ти можеш упасти.
4. Якщо твоя робота готова, можеш іти додому.
5. Вчитель сказав, що ми можемо обговорити це питання разом.
6. Чи мені можна увійти?

13. Translate into English, using the equivalent of the verb *may* - *to be allowed to*:

1. Палити заборонено.
2. В Англії вам дозволяють водити машину, якщо вам 17 років.
3. У США дозволяють продовжувати їздити на машині навіть у віці 90 років.
4. Їм дозволяють користуватися магнітофоном у фонолабораторії.
5. Учора їм дозволили прийти на тренування трохи пізніше.
6. Я думаю, тобі не дозволять закінчити роботу без експерименту.

12. Use the verb *may* (*might*) or *to be allowed to*, where *may* cannot be used:

1. He ... go home if he likes.
2. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside.
3. ... I bring me sister to the party?
4. He ... join the sports section as soon as he is through with his medical examination.
5. If you pass your examinations, you ... go to the south.
6. He asked if he ... borrow my car.

14. Use the modal verbs *may* (*might*) or *can* (*could*):

1. Most children ... slide on the ice very well.
2. Be careful: you ... spill the milk if you carry it like that.
3. I ... not imagine her speaking in public: I knew she was so shy.
4. She asked me if she ... use my telephone.
5. A fool ... ask more questions than a wise man ... answer.

6. You ... read this book: you know the language well enough.
7. You ... take this book: I don't need it.
8. The school was silent: nothing ... be heard in the long dark corridors.
9. Waiting ... be endless, you know.
- 10.... you tell me the nearest way to the city museum?

15. Remember the meaning of the modal verb *must* (необхідність, обов'язок, припущення), e.g. *You must respect your parents. It must be cold outside.* Translate the following sentences:

1. Ти повинен виїхати завтра вранці?
2. Він, мабуть, дуже втомився.
3. Ви не повинні спізнюватися.
4. Я повинна наполегливо працювати над англійською.
5. Ви не повинні забувати про свої обов'язки.
6. Ви напевно дуже голодні.
7. Я мушу визнати, що я неправий.

**16. Remember the equivalents of the modal verb *must*:
to have to – вимушена необхідність,
to be to – необхідність за домовленістю, наміченим планом, наказ.
 Fill in the blanks with *to have to* or *to be to*:**

1. If I don't ring you up before six o'clock, you ... to go to the concert hall alone and wait for me at the entrance. Is that clear?
2. The planters ... to gather their cotton at once, as they had been warned that heavy rains were expected.
3. I ... to wear glasses as my eyesight is very weak.
4. She ... to send a telegram because it was too late to send a letter.
5. You ... to learn all the new words for the next lesson.
6. Who ... to go to the library to get the new books? – I was, but I couldn't because I ... to finish some work at the phonetics laboratory.
7. It is raining. You ... to put on your raincoat.

LESSON 5

SWIMMING



Swimming is an art of self-support or self-movement, using arms or legs, in or on the water, usually for sport or recreation. Because human beings do not swim instinctively, it must be learnt. Unlike other land animals that propel themselves through water by what is essentially a form of walking, human beings have developed a variety of strokes and body movements that propel them through water with speed and power. They are the

basis for the evolution of competitive swimming as a sport.

Swimming may take place in any body of water large enough to allow free movement and not too hot, cold, or turbulent.

Swimming was highly esteemed in ancient Greece and Rome, especially as a form of training for warriors. Competitions were held in Japan in the 1st century BC. Swimming fell into disuse almost entirely, however, in Europe in the **Middle Ages** when immersion in water was associated with the recurrent epidemic diseases of the time. By the 19th century that prejudice was dispelled, and by the 20th century swimming had become known not only as a means of survival or saving lives in emergencies, but as a valuable tool in physical therapy and as the most beneficial form of general exercise. No other form of exercise uses so many muscles in the body so fully. In addition, greater affluence and improved building and heating techniques have enormously increased the number of indoor and outdoor swimming pools constructed for public use worldwide; and the private pool, once a symbol of exceptional privilege, is now more common.

VOCABULARY EXERCISES

1. Translate the following terms and terminological expressions:

To swim instinctively, to propel oneself through water, a stroke, body movement, competitive swimming, to allow free movement, physical therapy, muscles of the body, indoor (outdoor) swimming-pool.

2. Find the English equivalents of the following words and word-combinations:

Використовувати для відпочинку (розваг, відновлення сил), форма ходьби, високо оцінюватися (поважатися), форма тренування для воїнів, занурення у воду, розвіяти упередження, засіб виживання, рятування життя у випадках небезпеки, цінний засіб, будувати для загального вжитку (публічного використання).

3. Make up a dialogue with your friend asking and answering the following questions:

1. What is swimming?
2. Why must swimming be learnt?
3. What is the basis for evolution of competitive swimming?
4. Where may swimming take place?
5. Was swimming popular in ancient world?
6. What beneficial effect has swimming?
7. What have various techniques increased?

4. Retell the information of the text to your friends.

5. Read and translate the text.

Techniques

The chief obstacle to learning to swim is fear of the water or extreme nervousness, which produces muscular tension. Considerable progress has been made in developing methods to reduce this psychological barrier. Teaching often now begins with very young children. Although it is possible to teach people of an advanced age, the earlier a person learns to swim, the easier it is. Formal swimming instruction is important in order to learn how to correctly coordinate arm and leg movements and breathing. The teaching of swimming has been widely incorporated into the school curriculum in many parts of the world. Techniques for mass teaching were developed during World War II, when courses were developed for teaching troops functional swimming as part of their battle training.

Five recognized strokes have evolved since the late 19th century. They are the *crawl* (also known as freestyle because it is the stroke of choice in freestyle competition), the first version of which was developed in the 1870s by the English swimmer John Arthur Trudgen; the *alternating arm backstroke*, first used in the 1912 **Olympic Games** by the American swimmer Harry Hebner; the *breaststroke*, the oldest style of swimming (known since the 17th century); the *butterfly*, developed in the 1930s by Henry Myers and other American swimmers and recognized in the 1950s as a separate kind of stroke; and the *sidestroke*, which was the basic stroke in the early years of competition but is now used only in noncompetitive swimming.

6. Write down 10 words or word-combinations.

7. Make up 6 questions to the text and ask your friend to answer them.

8. Find the descriptions to each swimming style.

Swimming style	Description
Crawl	The swimmer lies front down, arms pointed straight ahead with palms down, and executes the following sequence of horizontal movements. The arms are swept backwards in line with the shoulders, always on or under the surface of the water. The legs are drawn up close to the body, with knees and toes turned out, and are then thrust outwards as the arms are brought back to the starting point—at which the entire cycle begins again. The swimmer exhales underwater. The arm strokes must be lateral, not vertical, an important and much debated point of style in competitive swimming.
Breaststroke	One of the swimmer's arms moves through the air, the hand

	turning palm downwards ready to catch the water, elbow relaxed, as the other arm pulls back under the water. The legs move in what has evolved in recent years as the flutter kick, an alternating up-and-down movement from the hips, legs relaxed, toes pointed, feet turned inwards. Four to eight kick strokes per single arm movement are used. Proper breathing is very important in this stroke. One full breath can be taken in each arm cycle, with the swimmer inhaling through the mouth by turning the head to the side as the arm passes, then exhaling underwater as the arm comes forward again.
Butterfly	The swimmer, lying on either side of the body, moves the arms alternately. The arm under the water pulls from below the body, up above the head, forwards and out, and then back down to the thigh; the upper arm sweeps down to the thigh and then pulls forwards again up to the chest. The legs open slowly and then come together sharply, giving a propelling scissor kick before extending straight out.
Backstroke	Both arms are brought forwards together over the water and then brought backwards simultaneously. The movement of the arms is continuous and is accompanied by an undulating movement of the hips. The leg kick, called the dolphin kick, is a whip-like downwards motion of the unseparated feet. It has many uses in noncompetitive swimming. It is helpful as a lifesaving technique and, because it is less physically demanding than other swimming strokes, is appropriate for long-distance swimming. It is also popular for recreational swimming because the head remains constantly above water.
Sidestroke	The swimmer's back is turned to the water. Alternately, one arm is lifted, palm facing outwards, from beside the leg and is brought up behind the head while the other arm pulls the body through the water. The legs flutter kick.

9. Ask your friend to describe the swimming style he likes and give the definition of your favourite swimming style.

GRAMMAR EXERCISES

10. Remember the meaning of the verb
need – необхідність (треба, потрібно),
need not – відсутність необхідності,
Need ... ? – Чи треба? Чи потрібно?

Compare *cannot* and *need not*, e.g.

You cannot do it. – Ти не можеш робити цього.

You need not do it. – Ти можеш не робити цього.

You need not have done it. – Ти міг і не робити цього (але зробив).

Translate the following sentences:

1. Вони не можуть перекласти цю статтю.
2. Моя сестра може не писати цього листа, я можу зателефонувати їм.
3. Він не міг залишитися там на ніч.
4. Він міг і не залишатися там на ніч.
5. Вона не могла приготувати такий великий обід.
6. Вона могла й не готувати такий великий обід.

11. Compare the verbs in the meaning of supposition:

must – мабуть, напевно;

may – можливо;

might – можливо (але мало ймовірно);

can't – не може бути.

Translate the following sentences:

1. Вони, напевно, працюють за кордоном.
2. Вони, можливо, працюють за кордоном.
3. Можливо, вони й працюють за кордоном.
4. Не може бути, що вони працюють за кордоном.
5. Вони, напевно, працювали за кордоном.
6. Вони, можливо, працювали за кордоном.
7. Можливо, вони й працювали за кордоном.
8. Не може бути, щоб вони працювали за кордоном.

12. Compare the sentences: *He must train.* – Він повинен тренуватися.

***He must be training.* – Він, напевно, тренується. *He had to go.* – Йому**

довелося піти. *He must have gone.* – Він, напевно, пішов.

Translate the following sentences:

1. Вони повинні поговорити з нею.
2. Напевно, вони зараз розмовляють про це.
3. Мені довелося написати про це сестрі.
4. Вона, напевно, написала сестрі.
5. Я повинен прочитати цю книжку.
6. Вона, напевно, читає цю книжку.
7. Він, напевно, прочитав цей твір.

13. Compare the sentences: *You should do it.* – Вам слід було б зробити це

(менер). *You should have done it.* – Вам слід було б зробити це (раніше).

You should not do it.* – Вам не слід було б робити цього (менер). *You

should not have done it.* – Вам не слід було б робити цього (раніше). *You

***needn't have done it.* – Ви могли й не робити це.**

Translate the following sentences:

1. Треба було сказати їй по це.
2. Вам не слід було залишатися там так пізно.
3. Їй слід зараз же піти до лікаря.
4. Їм слід було почати цю роботу раніше.
5. Вам не слід було говорити з нею англійською.
6. Треба було повернути праворуч.
7. Треба було раніше сказати кому-небудь про це.

14. Comment the actions using *should, shouldn't or needn't*:

Model: Your aunt is running a temperature. – You should consult a doctor.

What will you say to the person who:

- 1) crossed the street under the red light?
- 2) bought bread which was not necessary?
- 3) went out without his coat and caught a cold?
- 4) apologised for asking you a question?
- 5) didn't attend a very important lecture?
- 6) hasn't returned the books to the library?

15. Translate the following sentences:

1. He must have sold his piano. 2. He may have sold his piano. 3. He might have sold his piano. 4. He can't have sold his piano. 5. He should have sold his piano. 6. He shouldn't have sold his piano. 7. He needn't have sold his piano. 8. He had to sell his piano. 9. He was to sell his piano.

LESSON 1

VOLLEYBALL



Volleyball is a court game played by hitting an inflated ball back and forth over a high net. Points are scored by successfully landing the ball in the court of the opponents without its being returned. The volleyball court is divided into two sides by a net higher than the heads of the players.. The volleyball is an inflated sphere with a laceless leather cover. The volleyball is smaller and lighter than a basketball.

The six players on a volleyball team include three forwards, who stand near the net, and three backs. The server starting the game stands behind the right third of the rear line. He serves over the net into the court of the opponents by tossing the ball into the air and striking it with the hand or fist. Only one attempt is allowed on the serve. The ball must be returned by a side over the net after no more than three hits, and no player may hit the ball twice in succession. A point may be scored only by the team that is serving; a player continues to serve as long as his or her team continues to score points. On a service shift, all members of the new serving team immediately rotate, moving clockwise one position.

The team first scoring 15 points, or the most points in 8 minutes of actual ball-in-play time, wins the game. A volleyball match consists of the best two out of three games. Officials in competitive volleyball include a referee, scorer, umpire, timekeeper, and lines officials.

A vital part of volleyball offence is the so-called spike, a powerful smash over the net. To spike the ball a player must jump high in the air. Defensively, single or multiple blocks are sometimes employed in volleyball.

VOCABULARY EXERCISES

1. Find the English equivalents in the text:

Відбивати м'яч назад та вперед, розділятися на дві сторони сіткою, надута куля (сфера), шкіряне покриття, нападник, захисник; той, хто подає; подавати, підкидати м'яч у повітря, бити рукою чи кулаком, спроба, подача, двічі поспіль, набирати очки, перехід подачі, суддя, лічильник, хронометрист, суддя на лінії, напад, захист, удар по високому м'ячу, блок.

2. Translate the terms and expressions:

A court game, the court of the opponents, an inflated sphere, to stand near the net, the right third of the rear line, to serve over the net, tossing the ball into the air, to strike with the hand or fist, one attempt, to be allowed on the serve, to hit the ball twice in succession, to score points, a service shift, to rotate

immediately, to move clockwise, actual ball-in-play time, volleyball offence, a powerful smash, jump high in the air, to spike the ball, defensively, single or multiple blocks.

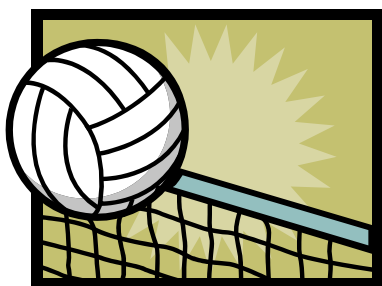
3. Answer the following questions:

1. Where is volleyball played?
2. What is the volleyball court divided by?
3. What kind of ball is volleyball played with?
4. What does a volleyball team consist of?
5. Who starts a game?
6. How does a server serve a ball?
7. How must a ball be returned?
8. What team wins a game?
9. What is a vital part of volleyball offence?
10. What is employed defensively?

4. Make up dialogues with your friends using the questions of exercise 2.

5. Read and translate the text.

FROM THE HISTORY OF VOLLEYBALL



The game was invented in 1895 as a recreational pastime by the American William G. Morgan, physical education director of the Young Men's Christian Association in Holyoke, Massachusetts. His game, which he originally called Mintonette, quickly became popular not only in the United States but also around the world.

It was first played at an international games when it appeared at the 1913 Far Eastern Games in Manila, the Philippines. The International Volleyball Federation (FIVB) was formed in 1947, and the first world championships were staged in 1949 and then quadrennially from 1952. In the men's competition the former Union of Soviet Socialist Republics (USSR) and the former Czechoslovakia have been preeminent. In the women's competition the former USSR, Japan, and China have been the most successful. It was included in the **Pan-American Games** in 1955 and has featured in the **Olympic Games** since 1964. The European Championships (instituted in 1948 for men and 1949 for women) have been almost completely dominated by the former Soviet teams (for both men and women). There is also a World Cup held every four years from

1965 for men and 1973 for women; and there is also a World League which was first held in 1990 and now consists of ten countries. A women's World Grand Prix for the top eight nations was introduced in 1993.

6. Write down 10 terms or terminological word-combinations.

7. Make up 8 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

8. Read the text and complete it with these words: articles (a, the); prepositions (of, to, from in); quantity expressions (some, all).

Welsh

Welsh is ... Celtic language that is spoken in ... principality of Wales, with ... speakers in Patagonia in ... south ... Argentina. It is very different ... English. For example, "Welcome ... Wales" is "Croesu i Cymry" in Welsh.

The Celts arrived ... Europe in ... fifth century BC. When ... Anglo-Saxons invaded Britain, the British Celts moved west and northwards. Before ... sixteenth century, Wales had ... rich literary tradition and everybody in Wales spoke Welsh.

After ... unification of Wales with England in 1536, Welsh was banned and it declined rapidly. Until the 1960s, Welsh was not taught in schools and English was the only official language. A few years ago only 500,000 out ... a population of nearly three million spoke Welsh and ... people thought that ... language was dying out. However, now it is growing again: Welsh is used in government, there is ... Welsh TV station and it is now taught in nearly ... schools.

9. Complete the text with these adverbs:

Immediately, certainly, luckily, suddenly, unfortunately.

Yesterday was ... a lucky day for me, but it began badly. I left my house. ... I realised I had no money for the bus. I went to ask our neighbours for help. ... they were out. I began walking to school. I ... remembered we had an exam, and I would be late. I ran all the way. ... my teacher was also late – and she cancelled the exam!

10. Choose the correct word from the brackets:

The trekkers were walking (slow/slowly) up the mountain path. Suddenly, they saw a large figure about them. It looked very (strange/strangely), with a large head and thick black hair. The creature screamed (loud/loudly). It sounded (horrible/horribly), like the scream of a mad person. Then the figure ran (quick/quickly) behind a rock. When the trekkers got there, they saw big

footprints in the snow and some black hair on the rocks. The hair was dirty and smelt (terrible/terribly). The trekkers (careful/carefully) took photos. From that moment they started to feel (nervous/nervously) and they slept (bad/badly) that night. When they got back home, they developed the photos. There was nothing there – only snow and rocks!

11. Complete the sentences using *must* or *can't*:

1. They have got two houses and three cars. They ... be rich.
2. There was no answer when I phoned. They ... be at home.
3. Fiona is very brown. She ... have just got back from holiday.
4. I can't find my pen. I ... have left it at school.
5. His light's on. He ... have gone to bed yet.
6. The letter's not here. She ... have taken it.

12. Complete the sentences with *will*, *may*, *might* or *won't*:

1. Most people ... do their shopping on the Internet.
2. We ... find life on another planet.
3. Doctors ... find a cure for Aids.
4. Traffic pollution ... be a bigger problem.
5. An African team ... win the football World Cup.
6. People ... live in Antarctica.
7. A woman ... become President of the USA.
8. Cigarette smoking ... be illegal.

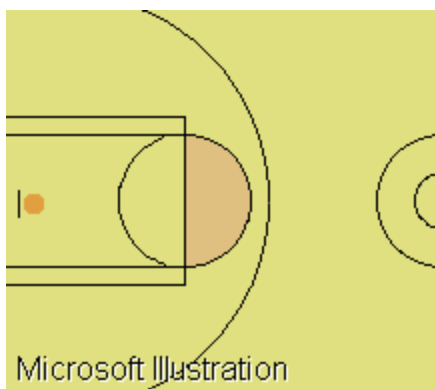
13. In pairs speculate about the following situations using *must*, *might*, *may* or *can't*:

Example:

A: He scored three goals in one match. He must be a good player.

B: Or he might have been lucky.

1. Paul hasn't come to school today.
2. Miriam knows a lot about dinosaurs.
3. He crashed into a bus.
4. Kate's crying.



Basketball is usually played on an indoor court. Two competing teams consist of five players each. The goal of the game is to score points or “baskets” by throwing a ball through one of two baskets at each end of the court, above their heads. The team scoring the most such points wins the game. Because of its continuous action and frequent scoring, basketball is one of the most popular spectator as well as participant sports in the world.

The basketball court is a rectangular area ranging in size from about 29 m by 15 m. The baskets are attached firmly to the backboards about 3 m above the playing surface. Each basket is about 46 cm in diameter. The regulation basketball is an inflated, leather- or nylon-covered sphere that weighs from 567 to 624 g and has a circumference of about 76 cm.

A conventional basketball team, which is directed by a coach, is made up of two forwards, two guards, and a centre.

The game commences with the *tip-off*, when the referee tosses the ball into the air over the centre circle, in which the opposing centres stand face to face. The centres then leap into the air and attempt, with their hands, to tap the ball to their teammates. A player may advance the ball by passing it to a teammate or by bouncing (dribbling) it continually along the floor while running towards the basket. If a player walks or runs with the ball without dribbling it—a violation called *travelling*—that player's team surrenders possession of the ball. After a basket is scored, the opposing team puts the ball into play from behind its end line and in turn tries to move the ball upcourt to score.

The principal attacking skills necessary to any player, besides adept dribbling or ball control, are passing and shooting. The main types of defensive strategy in basketball are the so-called zone and man-to-man defenses.

VOCABULARY EXERCISES

1. Translate the following terms and terminological expressions:

Indoor court, competing teams, to score points or “baskets”, to throw a ball through a basket, a rectangular area, a backboard, playing surface, a forward, a guard, tip-off, to toss a ball, opposing centres, to leap into the air, to tap the ball to their teammates, to advance the ball, to pass a ball to a teammate, bouncing (dribbling), traveling, to surrender possession of the ball, to put the ball into play, a shot, man-to-man defense.

2. Find the English equivalents in the text:

Мета гри, виграти гру, безперервна дія, часті забивання, спорт для глядачів та учасників, мати розмір, кріпитися до щита, мати окружність, стояти обличчям до обличчя, порушення, по черзі, основні навички атаки, стратегія захисту.

3. Answer the following answer:

1. Where is basketball played?
2. How many players does a team consist of?
3. What are they?
4. What is the goal of the game?
5. What team wins the game?
6. Why is basketball one of the most popular game?
7. Whom is a conventional team directed by?
8. How may a player advance a ball?
9. What are principle attacking skills necessary to any player?
10. What are the main types of defensive strategy?

4. Tell your friends about basketball using the questions of exercise 3 as your plan.

5. Read and translate the text.

FROM THE HISTORY OF BASKETBALL

Basketball was invented in December 1891 by the Canadian clergyman, educator, and doctor **James Naismith**. Naismith introduced the game when he was an instructor at the **Young Men's Christian Association** (YMCA) Training School in Springfield, Massachusetts, where he organized a vigorous recreation suitable for indoor winter play. The game involved elements of **American football, soccer, and hockey**, and the first ball used was a soccer ball. Teams had nine players, and the goals were wooden peach baskets affixed to the walls. By 1897-1898, teams of five became standard. The game rapidly spread nationwide and to Canada and other parts of the world, played by both women and men.

The first professional league, the National Basketball League, was formed in 1898 to protect players from exploitation and to promote a less rough game. . One of the first and greatest pro teams was the Original Celtics, organized about 1915 in New York. They played as many as 150 games a season and dominated basketball until 1936.

In 1949 two subsequent professional leagues, the National Basketball League (formed in 1937) and the Basketball Association of America (1946)

merged to create the National Basketball Association (NBA). The Boston Celtics, led by their centre Bill Russell, dominated the NBA from the late 1950s through the 1960s. By the 1960s, pro teams from coast to coast played before crowds of many millions annually.

The NBA suffered a drop in popularity during the late 1970s, but was resuscitated, principally through the growing popularity of its most prominent players. During the late 1980s **Michael Jordan** of the Chicago Bulls rose to stardom and helped the Bulls dominate the NBA during the early 1990s. A new generation of basketball stars, including Shaquille O'Neal of the Orlando Magic and Larry Johnson of the Charlotte Hornets, have sustained the NBA's growth in popularity.

6. Write down 10 terms or terminological word-combinations.

7. Make up 8 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

8. State the forms and functions of the Infinitive and translate the following sentences into Ukrainian:

1. Present day standards of experimental techniques make it possible to obtain antiparticles in laboratory conditions.
2. Scientists have set a centre for launching meteorological rockets in the Antarctic to cover an extensive programme of research into the upper layers of the Antarctic atmosphere.
3. People of all ages use the reading-room to prepare for exams, work on a thesis for a degree, keep up with the latest publications in their field or look at rare editions.
4. This experiment is too serious to be explained in a few words.
5. To irrigate deserts we build canals.
6. To use welding for joining metal parts means to obtain products which possess higher strength, better quality and lower cost.
7. M. Lomonosov was the first to find that heat, light and electricity are different forms of motion.

9. Translate the following sentences into English and state the forms of the Infinitive:

1. Я завжди радий поговорити з вами.
2. Дуже радий, що розмовляю зараз з вами.
3. Я радий, що поговорив з вами.
4. Я радий, що весь цей час розмовляю з вами.
5. Я завжди радий, коли зі мною розмовляють.
6. Я радий, що зі мною розмовляють.

10. Transform the sentences using the Infinitive Complex:

1. I have only a few minutes *in which I can explain these words to you*.
2. There was nothing *that he could do* except go home.
3. Don't forget that she has a babe *which she must take care of*.
4. Is there anybody *who will help you with your spelling*?
5. King Lear decided to have a hundred knights *who would serve him* after he had divided up his kingdom.
6. Here are some more facts *which will prove* that your theory is correct.
7. Here are some tablets *which will relieve your headache*?

11. Remember the word-combinations with the Infinitive and translate the sentences:

- **to cut a long story short** – коротше кажучи;
 - **to tell the truth** – правду кажучи;
 - **to say nothing of** – не говорячи вже про;
 - **to put it mildly** – м'яко кажучи;
 - **to say the least of it** – принаймні, щонайменше;
 - **to begin with** – почнемо з того, що;
 - **The book leaves much to be desired.** – Книга залишає бажати кращого.
 - **He is difficult to deal with.** – З ним важко мати справу.
 - **She is pleasant to look at.** – На неї приємно дивитися.
1. М'яко кажучи, він був не ввічливий.
 2. Ваша праця залишає бажати кращого.
 3. Вашій сестрі важко догодити.
 4. Почнемо з того, що я зайнятий.
 5. Всі аспіранти були дуже раді, не говорячи вже про їх керівника.
 6. Це дуже дивно, принаймні.
 7. Правду кажучи, ви мене здивували.
 8. На цих дітей приємно дивитися.
 9. Коротше кажучи, вони одружилися.

12. Change the following complex sentences into simple ones using the Objective Infinitive Complex:

1. We watched the dockers as they unloaded the ship.
2. They expect that their football team will win the game.
3. I suppose that he is a good engineer.
4. He believes that you are an honest man.
5. My wish is that you should tell me about it.
6. I desire that he should stop smoking.
7. Nobody noticed her as she went away.

13. Transform the following complex sentences into simple ones using the Subjective Infinitive Complex:

1. It is believed that she knows several foreign languages.

2. It is reported that the cosmonauts feel well.
3. It is said that the painter is working at a new picture.
4. It is said that he is writing a historical novel.
5. It is reported that the spaceship has reached the moon.
6. It is said that she has been teaching mathematics for thirty years.
7. It is expected that he will arrive on Monday.
8. It seems that he is composing a new symphony.
9. It proved that you were right.
10. He must know French.

14. Transform the following complex sentences into simple ones using the Prepositional Infinitive Complex:

1. It is necessary that we should start early in the morning.
2. It is necessary that she should come here in time.
3. It is important that he should work systematically.
4. It is necessary that you should air the room twice a day.
5. It is necessary that you should go in for sports.

15. Translate into English using infinitive complexes:

1. Вони бачили, як приземлився літак.
2. Всі чули, як ти це сказав.
3. Я хочу, щоб ви зробили це сьогодні.
4. Мені не подобається, коли він говорить так повільно.
5. Я не думав, що ти запізнишся.
6. Вчені вважають, що це місто було засноване у 18 столітті.
7. Що примусило вас іти туди в таку погану погоду?
8. Я не змушує вас робити це.
9. Вважають, що ця фортеця була збудована в 10 столітті.
10. Кажуть, він дуже освічена людина.
11. Вона, здається, знає французьку.
12. Він виявився здібним математиком.
13. Він, напевно, прийде сьогодні ввечері.
14. Навряд, щоб вона дістала цю книгу.



Football is a field game played by two teams with a ball of various types. Usually it is an inflated bladder or rubber bag in a leather or rubber cover (an increasing number of balls are plastic), which is spherical or ellipsoidal in shape. The object of the game is to score points by kicking the ball through, into, or over the goal of the opponents, or by carrying the ball across the goal line of the opponents and there grounding it. There are seven main codes today: **American football**, **association football**, **Australian Rules football**, **Canadian football**, **Gaelic football**, **Rugby League football**, and **Rugby Union**.

Football, of one kind or another, is a very ancient game. Some 2,500 years ago the Chinese played a form of it called *Tsu chu*, in which they kicked a ball of stuffed leather. Natives of Polynesia are known to have played a variety with a ball made of bamboo fibres. The **Inuit** had another form with a leather ball filled with moss. However, much of the game's development came about in England where it was known in the 12th century. It became so popular that kings, including Edward II and Henry VI, tried to ban it on the grounds that it distracted men from the necessary military duty of regular **archery** practice. Such edicts had little effect.

Varieties developed in England and in Europe (in 14th-century Florence there was a form called *calcio*). A traditional version in England was known as Shrovetide football, common in the Midlands and the north of England for centuries. Such games might involve scores of hundreds of men on each side and were usually a free-for-all between sections of a town, villages, or adjoining parishes and might easily develop into a brawl. Many schools played football and some, notably **Eton**, **Harrow**, Winchester, and **Rugby**, evolved codes of their own, particularly Rugby, which established a code from which others (American football, for example) developed. In general, during the 19th century there were concerted efforts to organize and structure the different form and provide acceptable rules.

VOCABULARY EXERCISES

1. Translate the following words and word-combinations:

Inflated bladder, rubber bag, leather cover, to be spherical in shape, the object of the game, to score points, to kick the ball into the goal, the goal line, to be made of bamboo fibres, to be filled with the moss, **archery** practice, to ban the game, to evolve codes.

2. Find English equivalents in the text:

Польова гра, набирати очки, вдарити м'яч, перенести м'яч, покласти м'яч на землю, дуже стародавня гра, відволікати чоловіків від військового обов'язку, традиційна версія, заснувати систему правил, узгоджені зусилля, забезпечити прийнятними правилами.

3. Answer the following questions:

1. What kind of game is football?
2. What is the object of the game?
3. Is football an old game?
4. What countries was football played in?
5. What schools evolved their own football codes?
6. When was football organized, structured and provided with acceptable rules?

4. Make up a dialogue with your friend asking him:

- when he began to go in for football;
- whether he likes to play or to watch football matches;
- what football team consists of;
- about his favourite football clubs and players;
- about World Cups and championships.

5. Read and translate the text.

A FAMOUS FOOTBALL PLAYER



Pele (1940-), Brazilian **football** player, who led Brazil to three World Cup titles and is considered one of the greatest players of all time. Born Edson Arantes do Nascimento in **Brazil**, Pele was noted for his powerful kicking and skilful ball control and for his brilliant passing and field strategy. He joined the Santos Football Club in 1956, and in 1962 he led the team to its first world club championship. Pele became the only player to participate in three World Cup victories when he led the Brazilian national team to titles in 1958, 1962, and 1970. By 1970 he had scored his 1,000th goal, becoming the most prolific goal-scorer in history. By 1974, when he retired for

the first time, Pele had scored 1,200 goals in 1,253 games and had become a Brazilian national hero. From 1975 to 1977 he came out of retirement to play with the New York Cosmos of the North American Soccer League, leading them to a league championship in 1977. Pele's contract with the Cosmos made him the highest-paid athlete in the world at the time. He is credited with popularizing soccer in the United States. After his subsequent retirement in 1977, Pele became an international ambassador for the sport, working to promote peace and understanding through friendly athletic competition.

6. Write down 8 words and word-combinations.

7. Make up 5 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

8. Transform the following sentences using participle phrases instead of subordinate clauses:

1. Many students who learn English are members of our English club.
2. The man who is making the report is the postgraduate of this chair.
3. As I entered the laboratory, I saw my friends making the experiment.
4. When I read this text, I came across many new terms.
5. As we had booked tickets beforehand, we went to the theatre half an hour before the performance began.
6. The decisions which were adopted at the conference are supported by many scientists.

9. Transform the following complex sentences into simple ones using the Objective Participle Complex:

1. I saw him as he was picking flowers in the park.
2. We watched them as they were playing hockey.
3. The teacher observed the pupils as they were writing compositions.
4. I saw the girl as she was crossing the street.
5. She watched him as he was repairing his car.
6. We saw wild geese as they were flying to the South.

10. Paraphrase the following using the Objective Participial Complex.

Model: *The hairdresser did her hair. – She had her hair done.*

1. The tailor made a suit for him.
2. The photographer took a photograph of him.
3. The typist typed my article for me.
4. The waitress brought them dinner.
5. His wife washed and ironed his shirt.

6. Their daughter cooked supper for them.
7. The porter brought his luggage into the car.

11. Transform the following complex sentences into simple ones using the Absolute Participle Complex.

Model: *As the weather was fine, we went for a walk.*

1. As the play was very popular, it was difficult to get tickets.
2. As my friend had bought the tickets beforehand, we did not need to worry.
3. After the sun had risen, we continued our way.
4. As the bridge was destroyed, we couldn't cross the river.
5. As houses are built very quickly nowadays, we'll soon get a new flat.
6. As the key had been lost, she couldn't get into the room.
7. As all the tickets had been sold out, we couldn't see the performance.

12. Translate into English using the Objective Participial Complex:

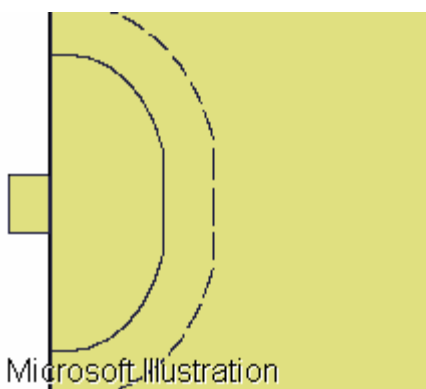
1. Я бачила, як вони пили чай у затишному кафе.
2. Вони чули, як вона розмовляла німецькою мовою з незнайомцем.
3. Ми бачили, як він сідав у трамвай.
4. Я спостерігав, як човен наближався до берега.
5. Ми помітили, як вона сміялася під час вистави.
6. Інспектор бачив, як приземлявся літак.
7. Нарешті мені відремонтували обладнання для експериментальної частини мого дослідження.
8. Їй зробили досить дивну зачіску.
9. Нам надрукували статті для науково-практичної конференції.
10. Цій групі записали всі необхідні тексти у фонолабораторії.

13. Translate into English using the Absolute Participial Complex:

1. Оскільки вітер дув з півночі, було дуже холодно.
2. Коли лист був написаний, я відніс його на пошту.
1. Оскільки було вже пізно, ми не могли починати новий варіант.
2. Оскільки телефон був несправний, ніхто не міг вам повідомити.
3. Оскільки гуртожиток досить далеко від цього корпусу, він добирається туди автобусом.

LESSON 4

HANDBALL



Handball is a noncontact court or field game which has features in common with **basketball** and **football**; but is not to be confused with Irish handball which is related to the three different forms of fives. As a field game it is played 11-a-

side; as an indoor court game (this is by far the commonest) it is 5- or 7-a-side. The ball has a circumference of 58 to 60 cm and weighs 425 to 480 g.

A game lasts an hour and has two 30-minute halves. There are a scorer and time-keeper and two referees, one in each half of the court or field. It begins with a throw-off from the centre and play proceeds by throwing, passing, and dribbling the ball. Players may stop, throw, catch, bounce, or strike the ball with their hands, arms, head, body, thighs, or knees. The goalkeeper is allowed to use his feet but only to stop the ball travelling goalwards. The only person who can use the goal area is the goalkeeper. Players may hold the ball for a maximum of three seconds and may take a maximum three steps while holding it. These restrictions do not apply to the goalkeeper. The ball can be passed in any direction and also rolled along the ground. A player may fist the ball but may not throw it up and then fist it. There is no offside rule and this helps to make it a very fluid and fast game with the ball moving from one end of the court or field to the other with great speed. There is not much midfield or midcourt play and most of the action is concentrated round the goal areas.

VOCABULARY EXERCISES

1. Translate the following terms and terminological expressions:

A field game, an indoor court game, ball circumference, a scorer, a time-keeper, a referee, a throw-off, throwing (passing, dribbling) the ball, the goal area, a goalkeeper, offside rule, midfield (midcourt) play.

2. Find the equivalents to the following words and word-combinations:

Мати особливості спільні з..., тривати, зупиняти (кидати, ловити, бити) м'яч, долоня, рука, голова, тіло, стегна, коліно, використовувати стопи, летіти в напрямку воріт, тримати м'яч, обмеження, застосовувати до воротаря, бити м'яч кулаком (рукою), швидка гра.

3. Answer the following questions:

1. What game is handball?
2. What features has this game?
3. How many players take part in the game/
4. How long does the game last?
5. Who controls the game?
6. What may the players do with a ball?
7. What is a goalkeeper allowed to do?
8. Where is most of the action concentrated?

4. **Imagine that you are a coach; tell your students about the features of handball.**

5. **Read and translate the text.**

From the History of Handball

The game originated in the 1890s when a German gymnastics instructor named Konrad Koch worked out its structure and rules. After World War II two other Germans (Hirschman and Schelenz) made it popular. It caught on quickly in many academic institutions in Western Europe. The first international match was in fact played at Halle/Salle in 1925 between **Austria** and **Germany**. It was introduced at the Berlin **Olympic Games** in 1936 as an 11-a-side outdoor game. When it was reintroduced at the Munich Olympics in 1972 it was as an indoor 7-a-side game. This version has predominated since 1952.

The current governing body is the International Handball Federation (IHF) founded in 1946. There are now over 130 member federations. World Championships were first held in 1938 for men and 1949 for women. The European Cup was first held for men in 1957 and for women in 1961. There are also the European Cup Winners (for men 1976, for women 1977), and the IHF Cup, first staged in 1982. In both men's and women's competitions, teams from Germany, the former Union of Soviet Socialist Republics (USSR), the former Yugoslavia, **Romania**, and Hungary have been the strongest contenders. However, **South Korea** were Olympic champions in 1988 and 1992.

6. **Write down 8 words and word-combinations.**

7. **Make up 5 questions to the text and ask your friend to answer them.**

GRAMMAR EXERCISES

8. **Transform the following sentences using gerundial phrases:**

*Model 1: I think I'll go to Minsk next week. - I think of **going** to Minsk next week.*

1. I think I'll go to the theatre tomorrow.
2. I think I'll join them.
3. I thought I would buy that coat.
4. Tom thinks he would play hockey on Saturday.
5. She thought she would take a taxi.
6. We think we shall visit him in the hospital.

*Model 2: After he finished school, he worked at a plant. - After **finishing** school he worked at a plant.*

1. After they passed their exams, they went to the Caucasus.
2. Before we moved to this town we lived in Kyiv.
3. After she wrote the letter, she went to the post-office.
4. Before you cross the street, you must look to the left and then to the right.

5. I turned off the light before I left home.
6. We met him after we walked about two miles.

*Models 3: She insisted that she should go to the library. - She insisted on **going** to the library. She insisted that she should be sent to the library. - She insisted on **being sent** to the library.*

1. He insisted that he should show them the way.
2. He insisted that he should be shown the way.
3. They insisted that they should help me.
4. They insisted that they should be helped with their work.
5. I insisted that I should examine them in the afternoon.
6. I insisted that I should be examined first.

*Model 4: I want very much to get a letter from you. - I am looking forward to **getting** a letter from you.*

1. I want very much to visit that exhibition.
2. She wanted very much to go to the country.
3. He wants very much to be offered this job.
4. We want very much to see this performance.
5. I want very much to be invited to the conference.

*Model 5: It gave me much pleasure to see this performance. - I enjoyed **seeing** this performance.*

1. It gave me much pleasure to work with you.
2. It gave me much pleasure to read this story.
3. It gave me much pleasure to play tennis.
4. It gives him much pleasure to ride a bicycle.
5. It will give him much pleasure to listen to this lecture.

*Model 6: It is useless to learn rules without examples. - It is no use **learning** rules without examples.*

1. It is useless to invite her. She won't come.
2. It is useless to grow tomatoes in this region.
3. It is useless to teach her to play the piano. She has no ear for music.
4. It is useless to go shopping now. Most of the shops are closed.
5. It is useless to go to the theatre now. The tickets are sold out.

*Model 7: I am sorry that I trouble you. - Excuse me for **troubling** you.*

1. I am sorry that I ring you up so late.
2. I am sorry that I turned on the radio when you are working.
3. I am sorry that I came so late.
4. I am sorry that I broke your pencil.
5. I am sorry that I went home without waiting you.

*Model 8: I am sorry that I didn't tell you about it. - I'm sorry for **not telling** you about it.*

1. I am sorry that I did not help you yesterday.
2. I am sorry that I did not wait for you.
3. I am sorry that I did not do my homework.
4. I am sorry that I did not ring you up.
5. I am sorry that I did not answer your letter.

LESSON 5

TENNIS



Tennis, a sport that is played either outdoors or indoors with rackets and balls, by two or four people. It is played on a court of turf or some hard, even substance such as clay, concrete, wood composition matter, or artificial turf. It is traditionally known as lawn tennis. Most major matches are now played outdoors on hard-surfaced courts. When played by two contestants, the game is known as singles, and when played by four, as doubles. A tennis match is composed of games and sets. The first player or side to win six games, provided that the opposition has won no more than four games, is said to have taken the set.

The court, on which either singles or doubles may be played, is marked out with white lines to indicate the different dimensions and service courts for singles and doubles.

The game begins with a player serving the ball—that is, striking it across the net to the opponent's side. The player who initiates play for each point in the particular game is called the server, and the one who receives the ball is called the receiver. The player or pair to serve the first game is determined by the toss of a coin or a spin of the racket.

The basic strokes used in tennis are the forehand and the backhand. A forehand drive is one in which the ball is met on the racket-hand side of the body. The more difficult backhand stroke entails extending the racket hand across the body and turning the body to the ready position.

The scoring in a tennis game goes by a sequence of four points specified as 15, 30, 40. Six games win a normal set, but just as a game must be won by two points, a set must be won by at least two games and continues until this occurs. In championship matches the victor is the side that wins the most sets out of a possible three or five. Championship matches are judged by 15 officials: one umpire who calls the plays, assisted by one referee, one net judge, two foot-fault judges, and ten line judges.

VOCABULARY EXERCISES

1. Translate the following terms and terminological expressions:

Lawn tennis, hard-surfaced court, singles, doubles, service court, to serve a ball, serving, a server, a receiver, a toss, the basic strike, forehand, backhand, an umpire, a referee, a net judge, a foot-fault judge, a line judge.

2. Find the English equivalents to the following words and word-combinations:

Великий теніс, тверда рівна речовина, різноманітні виміри, сторона суперника, через сітку, розпочинати гру, визначатися жеребкуванням, обертання ракетки, сторона руки з ракеткою, послідовність чотирьох очок, судити.

3. Ask your friend to answer the questions:

1. Where is tennis played?
2. What is tennis equipment?
3. What is tennis match composed of?
4. How does the game begin?
5. What is a server (a receiver)?
6. What are the basic strokes in tennis?
7. What are championship matches judged by?

4. Imagine that you are a tennis coach. Tell the students about lawn tennis.

5. Read and translate the text:

History

Lawn tennis apparently was invented in 1873 by Major Walter Clopton Wingfield, a British army officer. Although Wingfield claimed that he modelled the game after an ancient Greek game, many authorities believe that, in reality, he adapted for outdoor play the principles of **real tennis** as well as of the games of **squash** and **badminton**. The early players preferred to call Wingfield's game tennis-on-the-lawn, or lawn tennis.

The first world amateur championships were held at the All-England Lawn Tennis and Croquet Club, Wimbledon, England (men, 1877; women, 1884). Tennis in Australia started in Melbourne in 1880, and by the last decade of the 19th century, lawn tennis had been introduced into British colonies all over the world and into many other nations. Today tennis is one of the most popular

games in the world, partly because it can be played from childhood until middle and even old age.

The International Lawn Tennis Federation, founded in 1912, and with headquarters in London, governs play throughout the world. The most important tournaments on the international circuit each year are the British Open championships for men and women, played annually at Wimbledon, and the French, American, and Australian national championships. These tournaments are known as the grand slam events. Formerly, to earn the grand slam a player had to win all of these tournaments within one calendar year; in 1982, the International Tennis Federation decreed the grand slam to be a victory by one player in each of four successive grand slam events. By 1994, only six players had won the grand slam: the Americans **Don Budge** (1938), **Maureen Catherine Connolly** (1953), and **Martina Navratilova** (1984); the Australians **Rod Laver**, who won the grand slam twice (1962, 1969), and Margaret Court Smith (1970); and **Steffi Graf** (1988, 1994) of West Germany (now part of Germany). The first international championships were the Davis Cup global matches, held annually since 1900 to determine the champion national men's team of the world. The Davis Cup matches and the four grand slam tournaments, once restricted to amateurs, are now open to professional players. Among important international women's championships are the annual Wightman matches, played between teams from the United States and Great Britain. In 1988 tennis was admitted to the **Olympic Games** as a medal sport.

6. Write down 10 words and word-combinations.

7. Make up 10 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

8. Combine the following couples of sentences into one using the gerund:

*Model 1: I am his pupil. I am proud of this. - I am proud of **being** his pupil.*

*I was his pupil. I am proud of it. - I am proud of **having been** his pupil.*

1. He works with Professor Collins. He is proud of it.
2. He worked with Professor Collins. He is proud of it.
3. He is playing chess with a champion. He is proud of it.
4. He was playing chess with a champion. He is proud of it.
5. She made many mistakes. She is ashamed of it.
6. She makes many mistakes. She is ashamed of it.

*Model 2: I am often invited there. I am proud of it. - I am proud of **being** often **invited** there. I was invited there. I am proud of this. - I am proud of **having been** **invited** there.*

1. He is given an important task. He is proud of it.
2. He was given an important task he is proud of it.

3. She is loved by the pupils. She is proud of it.
4. She was loved by the pupils. She is proud of it.
5. The boy is praised by the teacher. He is proud of it.
6. The boy was praised by the teacher. He is proud of it.

*Model 3: They went home. They did not wait for me. – They went home **without waiting** for me.*

1. I translated the text. I did not use the dictionary.
2. Mary left home. She did not lock the door.
3. He went to bed. He did not take off his shirt.
4. The boy continued to speak. He did not look at us.
5. The man saved the child. He did not give his name.

*Model 4: I did not take a taxi. I went there by bus. – **Instead of taking** a taxi, I went there by bus.*

1. We did not go to the Crimea. We spent the summer in the country.
2. He was not preparing for his exam. He was playing chess.
3. I did not learn the story by heart. I prepared to retell it.
4. I shall not go to the cinema. I shall watch television.
5. I shan't write her a letter. I'll send her a telegram.

*Model 5: Mother is busy. She is cooking dinner. – Mother **is busy cooking** dinner.*

1. Tom is busy. He is repairing his bicycle.
2. Jane is busy. She is washing her dress.
3. I was busy. I was preparing my report.
4. The children are busy. They are cleaning the room.
5. The teacher was busy. She was correcting our tests.

*Model 6: This radio set is good. I advise you to buy it. – This radio set **is worth buying**.*

1. This book is interesting. I advise you to read it.
2. This film is good. I advise you to see it.
3. This house is not very old. I advise you to repair it.
4. This museum has many interesting things. I advise you to visit it.
5. Many scientific works are published in this language. I advise you to learn it.

LESSON 1

SKIING



J. M. Barey/Agence Vandystad

Skiing is a sport and technique of traversing snow-covered surfaces with the feet attached to long, narrow runners known as skis. The skis distribute the wearer's weight over a larger area, thus preventing the skier from sinking into the snow. Three kinds of skiing have developed: alpine, Nordic, and freestyle. *Alpine*, or downhill, skiing is movement down steep slopes; in races, victory is decided by elapsed time. *Nordic*, or cross-country, skiing, is movement over relatively level surfaces; racing involves covering short and long courses in the shortest time. An important subcategory of Nordic ski races is ski jumping, movement down a vertical surface (called a ski jump) culminating in flight; the distance jumped and the skier's form are evaluated. Since the 1980s *freestyle skiing*, for fun and in competition, has become popular.

The basic equipment, although it varies somewhat, is essentially similar for all types of skiing. Skis are made of strips of shaped wood, metal, or synthetic material that can be attached to a specially designed ski boot; the hard resistant surface of the skis, maintained by application of special ski waxes, produces high speed in moving over packed snow. Skis vary in length according to the skier's height and can reach 1.8 to 2.1 m long. Ski width also varies, from 7 to 10 cm in the front, tapering slightly inward in the middle and widening at the rear; the front tip of the ski curves upwards. Downhill skis are shorter and wider than cross-country skis.

Flat-soled, generally ankle-high boots are an important item of equipment; rigid leather and plastic boots are used for downhill skiing and lighter, more flexible boots, with nylon or leather uppers, for cross-country. Ski poles, commonly 1.2 to 1.5 m in length, are used for balance and to facilitate movement; they are made of light metal tubing, with handgrips and straps and a small disc at the bottom for holding in the snow.

VOCABULARY EXERCISES

1. Translate the following terms and terminological expressions:

To distribute the wearer's weight, downhill skiing, cross-country skiing, ski jumping, freestyle skiing, skis, ski boot, ski waxes, moving over packed snow, flat-soled ankle-high boots, rigid leather and plastic boots, flexible boots, ski poles.

2. Find the English equivalents to the following words and word-combinations:

Перетинати поверхню, вкриту снігом; запобігти зануренню в сніг; крутий нахил; витрачений час; рівна поверхня; вертикальна поверхня; основне обладнання; створювати велику швидкість.

3. Ask your friend to answer the questions:

1. What kind of sport is skiing?
2. What do the skis allow?
3. What kinds of skiing have developed?
4. What is Alpine skiing?
5. What is Nordic skiing?
6. What is ski-jumping?
7. What does the basic equipment include?
8. What is the difference between downhill skis and cross-country skis?

4. Imagine that you are a skiing coach. Tell the students about kinds of skiing and the main equipment.

5. Read and translate the text:

History of Skiing

The use of some kind of equipment for travel over snow is ancient. Greek historians mention skins, sliders, or shoes used for this purpose, and similar references occur in Norse myths. The earliest skis of which any record exists were found in bogs in Sweden and Finland. They are thought to be between 4,000 and 5,000 years old and consist of elongated curved frames covered with leather.

Modern sports skiing began in the middle of the 19th century in Norway and soon spread throughout Scandinavia. The first ski races were held in Norway (and also in Australia) in the 1850s and 1860s, after Sondre Nordheim had developed techniques and skis in the the province of Telemark, Norway. The Norwegian Ski Association was formed in 1883, and the first international ski tournament was held in 1892 near Christiania (now **Oslo**, Norway).

Cross-country and downhill skiing were eventually separated for purposes of competition, although prizes were given for the combined result. In the 1880s and 1890s, skiing began to gain popularity in other countries of Europe, in large part because of the written account by the Norwegian explorer **Fridtjof Nansen** of his trip across **Greenland** on skis in 1888.

The first Swiss ski club was formed in 1893, and at the turn of the century the golden period of ski mountaineering began in the **Alps**. The technique of Alpine skiing was pioneered by Mathias Zdarsky of Austria at the end of the 19th century, and British enthusiasts did much to popularize skiing and develop winter sports and races. Most of the important ski expeditions were accomplished in these years, all the Alpine terrain being explored and marked out. The first ski club in Germany was formed in 1890, and ski competitions were held there in 1896. After a slow beginning, skiing became established in France in **Chamonix** in 1898 and thereafter steadily gained popularity. In central Europe and Russia, where favourable terrain and snow quality exist, skiing also rapidly gained enthusiasts.

6. Write down 10 words and word-combinations.

7. Make up 6 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

8. Translate into English using the Gerund:

1. Пробачте, що взяв вашу книжку.
2. Дякую вам за те, що ви показали мені дорогу до міста.
3. Я пам'ятаю, що бачив його в Києві.
4. Він наполягав на тому, щоб усі прийшли завтра о восьмій годині.
5. Учитель заперечував проти того, щоб йти сьогодні у кіно.
6. Мене дивує, що вона робить так багато орфографічних помилок.
7. Це залежить від того, чи прийде він вчасно.
8. Ми з нетерпінням чекали, коли він повернеться.
9. Вона пішла з дому, не вимкнувши телевізора.
10. Замість того, щоб іти до нього, ви можете зателефонувати йому.
11. Цей будинок вимагає ремонту.
12. Мій товариш зайнятий ремонтом телевізора.
13. Цей фільм варто подивитися.
14. Він пишався тим, що його запрошували на всі конференції.

9. Translate into English using the Gerund:

1. Пробачте, що я запізнився.
2. Дякую тобі, що ти допоміг мені дістати квитки.
3. Вона пам'ятає, що читала цю книжку.
4. Мені дивно, що ти пропустив так багато уроків.
5. Вони не заперечують проти того, щоб я приєднався до них.
6. Вона наполягала на тому, щоб я пішов до лікаря.
7. Учні з нетерпінням чекають, коли вони поїдуть на екскурсію.
8. Замість того, щоб купити цю книжку, я взяв її в бібліотеці.
9. Підлогу треба пофарбувати.
10. Вона зайнята перекладом статті.

11. Цей роман варто прочитати.
12. Він пишався тим, що працював у цій фірмі.
13. Він не міг підготувати доповідь, не прочитавши цих статей.
14. Все залежить від того, чи погода буде хороша.

10. Translate into English using the Gerund:

1. Пробачте, що ми турбуємо вас знову.
2. Дякую, що ви провели мене додому.
3. Мене дивує, що він сказав це.
4. Ви не заперечуєте проти того, щоб я відкрив вікно.
5. Я наполягаю на тому, щоб вона негайно поїхала до Києва.
6. Ваша поїздка залежить від того, чи дістанете ви квитки.
7. Вона з нетерпінням чекає, коли її запросять на вечір.
8. Студенти пішли додому, не обговоривши це питання.
9. Замість того, щоб іти до лісу, вони залишилися дома.
10. Діти потребують догляду.
11. Ми зайняті: обговорюємо дуже важливе питання.
12. Це оповідання заслуговує на те, щоб його переклали на українську мову.
13. Вона пишалася тим, що зробила доповідь за цією темою.
14. Він думав, щоб повернутися додому негайно.

11. Translate into English using the Gerund:

1. Пробачте, що ми не прийшли вчасно.
2. Дякую, що розбудив мене.
3. Мені дивно, що ви так часто запізнюєтесь.
4. Я заперечую, щоб це питання обговорювалося сьогодні.
5. Я наполягаю на тому, щоб її негайно послали до Києва.
6. Успіх нашої роботи залежатиме від того, чи допомагатимете ви нам.
7. Ми з нетерпінням чекаємо, коли буде видана ця книжка.
8. Ми не можемо піти до театру, не купивши квитки заздалегідь.
9. Замість того, щоб їхати трамваєм, він пішов туди пішки.
10. Черевики треба полагодити.
11. Учні зайняті: садять дерева в шкільному саду.
12. Ці факти варто згадати.
13. Він пишається тим, що закінчив цей університет.
14. Я мріяв запросити її потанцювати.

12. Translate into English using the Gerund:

1. Пробачте, що я перебиваю вас.
2. Дякую, що ви пояснили мені це правило.
3. Мені дивно, що вони програли матч.
4. Я заперечую проти того, щоб вирішувати цю проблему за нього.
5. Ми наполягаємо на тому, щоб цей булинок було відремонтовано.
6. Це залежить від того, чи буде відчинений магазин.
7. Я з нетерпінням чекаю, коли буду працювати на заводі.

8. Він пішов, не сказавши “до побачення”.
9. Замість того, щоб послати туди телеграму, я напишу йому лист.
10. Цей фільм треба обговорити.
11. Вона зайнята: готує доповідь для конференції.
12. Цей телевізор варто купити.
13. Після того, як вони прибули у місто, вони одразу поїхали в готель.
14. Вона мріяла, щоб її обрали лідером цієї групи.

LESSON 2

ICE SKATING



Ice Skating, movement across a tract of ice by means of skates, each of which is composed of a steel blade fastened to the sole of a boot. Now popular both as a sport and a recreational pastime, ice skating usually takes place on artificially formed ice in indoor and outdoor arenas known as rinks.

There are three basic forms of ice skating: speed skating, figure skating, and ice dancing. In *speed skating* the skater travels as fast as possible over a prescribed course ranging from 500 m to 10,000 m.

Figure skating is for solo and pair skaters. In major competitions the participants are required to skate compulsory prescribed figures; and in the free skating part of the competition the skaters perform a series of movements based on the traditional figures including balletic leaps, spirals, jumps, spins, steps, and linking movements. There are many of these, all of which have technical names (for example, bracket, three jump, loop jump, axel, flip jump, lutz, salchow, split jump, lay back spin, etc.). In pair skating competitions there are compulsory and freestyle divisions. In the freestyle there are many technical terms for the movements (for example, death spiral, single lasso lift, axel lift, split lutz lift, catch-waist, camel spin, etc.).

Ice dancing has evolved movements based on traditional figures such as the above. Skates for figure skating and dancing have a blade which is shorter and more curved than those used for racing. The blades for the latter are very thin: about 0.794 mm (1/32 in).

VOCABULARY EXERCISES

1. Translate the following terms and terminological expressions:

A steel blade, the sole of a boot, artificially formed ice, indoor (outdoor) rink, speed skating, figure skating, ice dancing, a solo skater, pair skaters, to

skate compulsory prescribed figures, balletic leaps, spirals, jumps, spins, steps, linking movements, bracket, skates.

2. Find the English equivalents to the following words and word-combinations:

Льодова смуга, розвага задля відпочинку, складатися, кріпитися, основна форма, якомога швидше, довільна програма, виконувати серію рухів, технічний термін для руху, охоплювати рухи, базуватися на традиційних фігурах, ковзани, лезо.

3. Ask your friend to answer the questions:

1. What is ice-skating?
2. Is ice-skating a pastime or a sport?
3. What are the basic forms of ice-skating?
4. What is the goal of speed skating?
5. What divisions are there in figure skating?
6. What is the difference of compulsory and freestyle parts?
7. What is the difference of skates for dancing and racing?

4. Imagine that you are an ice skating coach. Tell the students about the basic forms of skating.

5. Read and translate the text:

History of Skating

Skating in a primitive form is probably prehistoric. It is not certain where it originated, though it is likely it was in Scandinavia or the Low Countries. As a recreation it became popular on the frozen canals in the **Netherlands** about 300 years ago. Figure skating originated in Britain and the first known skating club was the Edinburgh Skating Club formed about 1742. The first recorded race was in the Fens of **East Anglia** in 1763 and the earliest artificial rink was opened in Baker Street, London, in 1842 (though the surface was not ice). The first artificial ice rink was opened at the Glaciarium, London, in 1876, three years before the creation of the National Skating Association of Great Britain. The world governing body for both speed skating and ice skating is the International Skating Union (ISU) which was founded in 1892 and now has its headquarters in Switzerland. By the end of the 19th century ice skating was well established in the United States, Canada, and in many European countries, all of which had their governing bodies. Races were held in all these areas of the world.

The sport was included in the 1908 **Olympics** in London, and ever since, there have been Olympic competitions for men, women, and pairs. Ice dancing was first included in 1976. Speed skating events were first included in the Olympics from 1924 (for men) and 1960 (for women). For the men, 500 m, 1,000 m, 1,500 m, 5,000 m, 10,000 m; for women, 500 m, 1,000 m, 15,000 m, 3,000 m, and 5,000 m. World Championships were first held at **St Petersburg**, Russia in 1896 (for men), and in 1906-1907 (for women); they have been staged annually.

Speed skating World Championships were first held in Amsterdam in 1889 for men, and for women from 1936. Official Ice Dance World Championships began in 1952. For speed skating there are also World Sprint Championships (first in 1970) for men and women over 500 m and 1,000 m; plus a World Cup and a short-track speed skating World Championship. As might be expected, a high proportion of champion skaters come from countries which enjoy easily accessible ice for several months a year—particularly Sweden, Norway, Finland, the former USSR, Germany, Switzerland, Holland, Canada, and the United States.

Since the mid-1900s, ice skating has become popular as an entertainment in the form of lavishly staged ice shows, with large casts of skaters, music, and exotic costumes.

6. Write down 10 words and word-combinations.

7. Make up 8 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

8. Translate the following sentences into Ukrainian, paying attention to sequence of tenses.

1. He says that he lived in Lviv.
2. He said that he lived in Lviv.
3. He said that he had lived in Lviv.
4. He said that he would live in Lviv.
5. She knew that Peter was in Kyiv.
6. She knows that Peter was in Kyiv in 1990.
7. She knew why Peter had been to Kyiv several times.
8. He said he liked the city.
9. He showed me which exercises he had done.
10. All the students knew what they had to revise for the examinations.
11. Didn't you know who had done it?
12. We didn't know whose things they were.

9. Translate the following sentences into English, paying attention to conjunctions.

1. Ви знаєте, де зараз ваш товариш?
2. Я чув, як він розмовляє англійською.
3. Ви знаєте, як часто у нас будуть заняття з англійської?
4. Ви не отримали листа, яке я надіслав вам тиждень тому?
5. Я закінчив те, що він наказав мені зробити.
6. Ви знаєте, що він не відповів на мій лист?
7. Ви знаєте, що він віповів?
8. Ви можете сказати, коли ви звільнетесь?
9. Ви можете сказати, коли ми зможемо читати англійські книги?
10. Він сказав, що зможе прийти, як тільки звільниться.

10. Translate the following sentences into English, paying attention to sequence of tenses.

1. Я не знав, що ви зайняті.
2. Він сказав мені, що знає три іноземних мови.
3. Викладач запитав нас, скільки нових слів у восьмому уроці.
4. Він запитав мене, скільки часу нам потрібно, щоб доїхати до університету.
5. Вона відповіла, що буде зайнята завтра.
6. Він сказав, коли повернеться з роботи?
7. Він запитав, хто з нас вміє говорити німецькою?
8. Він сказав, що ніколи не був в Ужгороді.
9. Він відповів, що звільниться, як тільки закінчить перекладати статтю.
10. Він сказав, що захворів та не зможе прийти сьогодні.

LESSON 3

BODY BUILDING



Body Building is a sport concerned with increasing musculature through repetitive exercise with weights, and adherence to strict nutritional plans. It was originally known as progressive weight training, because participants use progressively heavier weights to stimulate muscle growth. Body building developed from **weight lifting**, but bodybuilders attempt to increase **muscle** size and sculpt the body rather than strive for increases in strength. Body building, weight lifting, and power lifting are closely allied and some bodybuilders participate in the other disciplines. Body building as a sport is popular worldwide, national championships being held in most countries and international championships on every continent. The principal international organization is the International Federation of Bodybuilders (IFBB). Body building

has been included in the World Games: a quadrennial championship where sports under consideration for inclusion in the Olympic Games are viewed.

A standard diet is high in calories and fibre and would typically consist of 60 per cent of carbohydrates, 35 per cent of protein, and 5 per cent of fat. Such a diet helps increase muscle mass and body-weight.

Bodybuilders use a large variety of *equipment*, the main ones being barbells, dumb-bells, and machines. These machines are described as “selectorized machines”, because trainees can easily select different weights without needing to lift discs on and off the machines. Various horizontal and inclined benches are also used.

Training Schedules vary from 30 minutes three times a week, for the beginner, to two hours twice a day for six days per week, for a professional. Schedules can be for the complete body, or may be a split routine, or “split”. In a split routine two or three parts of the body are trained at each session, and typical combinations may be legs, chest, and abdomen or, alternatively, shoulders, back, and arms. Bodybuilders divide the physique into parts of the body, devising a system of exercises for each area. Great care should be taken when taking any programme of exercises, and it is advisable that beginners train under expert supervision in a gymnasium or health club.

VOCABULARY EXERCISES

1. Make up a plan of the text.

2. Read the statements and say whether they are right or wrong:

1. Body building developed from wrestling.
2. Body building, weight lifting, and power lifting are closely connected and some bodybuilders take part in the other disciplines.
3. A special diet helps increase lean muscle mass and body-weight.
4. Bodybuilders attempt to increase their strength.
4. Body building does not require any special equipment.
5. The training session for a professional lasts for two hours twice a day.
6. The beginners can train independently every day.

3. Translate the following terms and terminological expressions:

Increasing musculature, repetitive exercise with weights, nutritional plans, to use progressively heavier weights, to stimulate muscle growth, body building, weight lifting, power lifting, IFBB, carbohydrates, protein, fat, muscle mass, body-

weight, a barbell, dumb-bells, horizontal and inclined benches, a split routine, to divide the physique into parts of the body.

4. Find the English equivalents:

Тренування набирання ваги; намагатися збільшити розмір м'язів; чемпіонат, який проходить раз на чотири роки; різноманітність обладнання; розклад тренувань, ноги, руки, груди, живіт, спина, плечі, розробити систему вправ для кожної ділянки, під наглядом експерту.

5. Look through the text again and answer the questions:

1. What kind of sport is body building?
2. What sport was it developed from?
3. What sports is it connected with?
4. What is the difference between weight lifting and body building?
5. What is the principle organization for body building?
6. What is the use of standard diet?
7. What is the main equipment for bodybuilders?
8. What is the training schedule for beginners and professionals?
9. What does a split routine mean?
10. What is it advisable for beginners training?

6. Using the answers to the questions (ex.5) try to tell your friend about body building, its diet, equipment and training schedules.

7. Read and translate the text.

Amateur Competition

Male bodybuilders compete in six classes designated by maximum body-weight: 65 kg, 70 kg, 75 kg, 80 kg, 90 kg, and over 90 kg. Female classes are 52 kg, 57 kg, and over 57 kg. Competitions are divided into three rounds: Symmetry, Muscularity, and Free Posing. Judges score the competitors according to how they think they should place, for example, one point for first place, two points for second, and so on. The bodybuilder who scores the lowest combined total is the winner.

Bodybuilders compete in regional contests for qualification into national championships. At national championships the winners of the classes compete against each other to become overall national champion. Class winners compete at the World Championships. The winner of the overall national title is given the option of becoming a professional. World championship class winners can also become professionals.

Professional Competition

Professionals compete for monetary prizes, and generate income by making personal appearances at body building events around the world.

Professional contests have no weight classes. Professionals compete in Grand Prix contests throughout the world, and the winners qualify for the major contest in body building: the Mr Olympia. The Mr Olympia contest is usually held in the United States, but it has also taken place in the United Kingdom, Australia, Germany, and Finland. There is also a Ms Olympia for professional female bodybuilders, a Masters Olympia for professional male bodybuilders aged over 40, and a Ms Fitness Olympia for professional fitness trainers. All of these contests take place together annually.

8. Write down 8 words and word-combinations.

9. Make up 5 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

10. Choose the correct form of the verb in brackets. Mind the rules of Sequence of Tenses.

1. He said he (will come, would come) to the station to see me off.
2. I was sure he (posted, had posted) the letter.
3. I think the weather (will be, would be) fine next week. I hope it (will not, would not) change for the worse.
4. I knew that he (is, was) a very clever man.
5. He said he (is staying, was staying) at the "Ritz" Hotel.
6. They realised that they (lost, had lost) their way in the dark.
7. I thought that I (shall finish, should finish) my work at that time.
8. He says he (works, worked) at school two years ago.
9. Victor said he (is, was) very busy.
10. They say they (will write, would write) me a letter when they return home.

11. Translate into English:

1. Я боявся, що заблукую у лісі.
2. Вона знала, що ми ніколи не бачили її картини.
3. Вчений був впевнений, що знайде розв'язання проблеми.
4. Я знав, що ти приїхав у місто, і сподівався, що ти відвідаєш мене.
5. Ми не думали, що він так розсердиться.
6. Ми вчора довідалися, що вона хвора.
7. Я знав, що моя сестра вивчає французьку мову, і думав, що вона поїде у Париж.
8. Вчитель сказав, що наші друзі надіслали лист з Лондона.

9. Ми боялися, що не дістанемо квитки на цю виставу в театр.
10. Моя двоюрідна сестра сказала, що любить оперу і буде рада піти з нами в театр, хоча вже двічі слухала "Травіату".

12. Transform the sentences using indirect speech:

1. The teacher said to me: "Hand this note to your parents, please."
2. Oleh said to his sister: "Put the letter into an envelope and give it to Kate."
3. "Please help me with this work, Henry," said Robert.
4. "Please bring me some fish soup," he said to the waitress.
5. "Don't worry over such a small thing," she said to me.
6. "Please don't mention it to anybody," Mary said to her friend.
7. Peter said to them "Don't leave the room until I come back."
8. "Take my luggage to room 145," he said to the porter.
9. "Bring me a cup of black coffee," she said to the waiter.
10. "Don't be late for dinner," said mother to us.

13. Transform the sentences using indirect speech. Begin your sentences with the words in brackets.

1. Where did I put the book? (I forgot ...)
2. Who has given you this nice kitten? (She wanted to know ...)
3. Where can I buy an English-Ukrainian dictionary? (He asked me ...)
4. How long will it take your brother to get to Madrid? (He wondered ...)
5. Where is he going? (He didn't tell anybody ...)
6. Where has he gone? (Did you know ...)
7. Where is he? (Did you know ...)
8. When is he leaving school? (I wanted to know ...)
9. Where did she buy this hat? (He wanted to know ...)
10. How much did she pay for it? (I had no idea ...)

14. Transform the sentences using indirect speech. Begin your sentences with the words in brackets.

1. Have they sold the picture? (I did not know ...)
2. Do they know anything about it? (I wondered ...)
3. Has Jack given you his telephone number? (She asked me ...)
4. Is he coming back today? (I was not sure ...)
5. Have you found the book? (She asked me ...)
6. Are there any more books here? (The man asked ...)
7. Did she go shopping yesterday? (I wanted to know ...)
8. Has she bought the dictionary? (He didn't ask her ...)
9. Does she know the name of the man? (I doubted ...)
10. Did Boris see the man this morning? (I asked ...)

15. Transform the direct speech into indirect:

1. Kate said: "Mike, do you like my dress?"
2. Grandfather said to Mary: "What mark did you get at school?"
3. My sister said to me: "Will you take me to the theatre with you tomorrow?"
4. Mother asked me: "Did you play with your friends yesterday?"
5. "Why don't you play with your friends, Kate?" said her mother.
6. "Do you like chocolates?" said my little sister to me.
7. "Did you see you sister yesterday, Lena?" asked Mr. Brown.
8. The doctor asked Nick: "Do you wash your face and hands every morning?"
9. "Lock the door when you leave the house," said my elder sister to me.
10. "Please don't smoke in the room," said the old woman to her nephew.

LESSON 4

ROWING



Rowing is a method of moving a boat through water by using one or more oars. Rowing is a universal activity, practised since early human history wherever suitable bodies of water have existed. Rowing is today, therefore, primarily a form of sport and recreation.

In the 19th century crews of 8, 10, or 12 members were popular; in the 20th century crews of 2, 4, or 8 are most common. With 8 rowers (also called strokes), the vessel is steered by a nonrowing coxswain, or cox, who sits in the stern of the boat, facing the crew. The job of the coxswain is to steer the boat, decide tactics, and establish and maintain the speed and rhythm of the strokes of the rowers. There are also coxed fours and coxless fours, coxed pairs, single and double sculls, and coxed and coxless quadruple sculls.

Although the fundamental techniques of rowing have remained unchanged over the centuries, the design, construction, and weight of rowing equipment have been modified significantly, especially in the course of the 20th century. Racing craft, called shells, vary in length from 18.3 m for an 8-oared shell to 7.3 m for a single scull. The rowers' feet fit into shoes, called footboards, that are fixed to the boat's bottom. Oars are usually about 3.7 m long, with blades of 61 to 91 cm in length and 15 cm in width; in recent years the blades have become shorter and broader.

The essential beauty of the sport of rowing is found in the rhythm of the rower's strokes that propel the boat. The style and rhythm of the strokes has varied over the years, evolving, by today, into a series of clearly distinguishable movements that at the same time retain a pattern of continuous movement. This entire sequence of rhythmical, balanced movements is repeated from 32 to 40 times per min, depending on conditions, strategy, and length of the race.

VOCABULARY EXERCISES

1. Complete the sentences with the information from the text:

1. Rowing is a method of moving a boat through water by using ...
2. Today rowing is a form of sport and ...
3. The vessel is steered by a nonrowing coxswain who sits in ...
4. The rowers' feet fit into shoes, called ...
5. This entire sequence of rhythmical, balanced movements depends on ...

2. Find the definitions to the following notions:

Rowing	Members of a team in a boat (2, 4 or 8)
Crew	Nonrowing participant who sits in the stern of the boat, facing the crew
Coxswain	A method of moving a boat through water by using one or more oars
Shell	Shoes that are fixed to the boat's bottom and fit for the rowers' feet
Footboards	Racing craft

3. Find the synonyms in the first group of words to the words in the second group:

- 1) A boat, an oar, a rower, a craft, to be steered, to move, to vary, to retain.
- 2) To differ, to be governed, to propel, to maintain, a scull, a stroke, a shell, a vessel.

4. Ask your friend to answer the questions and then your friend will ask you:

1. What is rowing?
2. What is the possible number of the crew participants?
3. Whom is the vessel steered by?
4. What is the job of the coxswain?
5. What types of crews are there?
6. How long is a racing craft?

7. How long is an oar?
8. What is the frequency of the rhythmical, balanced movements?
9. What does this frequency depend on?

5. Imagine that you are a rowing coach. Tell your students about:

- Rowing in general
- Crews in rowing
- Equipment in rowing
- Strategy and techniques

6. Read and translate the text.

History of Rowing and Races



Competitive rowing by organized crews is among the oldest of sports. Races between oared galleys were held in ancient Egypt and Rome. In its present form it dates from 1715 when Thomas Doggett instituted a race on the Thames, subsequently known as Doggett's Coat and Badge Race; it is the oldest rowing contest in the world.

The first known regatta was on the Thames, at Putney in 1775. In the 19th century the Oxford and Cambridge **boat race** and the **Henley Royal Regatta** established the sport. Henley continues to attract the leading crews and scullers of the world.

In the United States rowing was an informal sport in the 18th century. The first public notice of a contest appeared in 1811. In the following years boat clubs were founded in the Atlantic Coast states and in the Midwest. By the mid-19th century many kinds of clubs, competitions, and vessels existed. Regattas became popular spectator events in cities near water. By the 1870s international competitions began to be held, involving British, Canadian, and American crews. The international governing body (FISA) was founded in 1892, two years after the Belgian Federation of Rowing Clubs has staged a "European Championship" with just one category of boat—the sculling outrigger. In the 20th century the sport caught on rapidly in Europe and also in Australasia. Professional rowing by scullers flourished throughout the 19th century and well into the 20th among watermen on the Thames and in the north of England, and also in Canada, Australia, and the United States.

Rowing was adopted as an Olympic sport in 1900 and formally incorporated in the Olympic Games in 1908. Today Olympic rowing preeminence is shared by many nations and women have increasingly taken part

in competition. The first World Championships were held at Lucerne in 1962; women's events were first included in 1974. There were 23 events in the 1994 World Championships, which were held at Indianapolis, United States. In it Matthew Pinsent and **Steve Redgrave** won the men's coxless pairs event for the fourth time in succession. In 1990 a World Cup was instituted for men's and women's single sculls over a series of races during a season.

7. Write down 10 words and word-combinations.

8. Make up 8 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

9. Make up five sentences from each table and translate them:

In your place But for him But for the bad weather	he she we you they	should would	take a rest go to the forest stay at home take part in the concert bathe in the river be sent to Lviv
---	--------------------------------	-----------------	--

he she we you they	should return the book would go to the theatre should visit the exhibition would translate the story would do it would built the bridge	tomorrow this evening this summer next winter this year next week
--------------------------------	--	--

I wish	she were at home they knew my address he were not so busy I told the truth he worked at our school I told her about it	now today at present at this time
--------	---	--

10. Answer the following questions as in the model.

*Models: Suppose you want to buy a book. Where **would** you **go**? – I **should go** to a book-shop.*

1. Suppose the ice is still very thin on the river. Would you skate on it? Why?

2. Suppose you must be in Kyiv in the shortest time possible. Would you go there by bus or by train?
3. Suppose tomorrow is your friend's birthday. What would you buy for him as a present?
4. Suppose the weather is fine tomorrow. What would you do after classes?
5. Suppose you must translate a text but you have no English dictionary. What would you do?

11. Answer the following questions as in the model.

*Models: Suppose you wanted to see a film yesterday. Where **would** you **have gone**? – I **should have gone** to the cinema.*

1. Suppose you were very busy last night. Would you have watched television?
2. The other day the librarian offered me a popular science book and a novel. What would you have chosen?
3. Yesterday I could go to the theatre or to the cinema. What would you have done in my place?
4. Last summer I could spend my holidays in the Crimea or in the Carpathians. Where would you have gone in my place?
5. Suppose you had dinner in the dinning-room yesterday. Would you have taken cutlets or fried fish for the second course?

12. Make up five sentences from the table:

he	were you	he	would	go there
she	had time	she	should	buy it
we	had money	we		read it
you	were free	you		write him a letter
they	were young	they		go home on foot
	liked it			play chess
	lived there			play football

13. Paraphrase the following sentences:

*Model: It's pity she is so indifferent to music. – I wish she **were** not so indifferent to music.*

1. It's a pity he is not at school now.
2. It's a pity you are so absent-minded.
3. I am sorry I don't speak French.
4. Unfortunately, he is busy now.
5. What a pity you are leaving our school.
6. It's a pity she is so shy.
7. I am sorry I can't help you.
8. Unfortunately, I have no Ukrainian-English dictionary.

14. Paraphrase the following sentences:

*Model: Unfortunately, I did not see him there. – I wish I had seen **him there**.*

1. I am sorry I haven't read that article. 2. It's a pity she went there yesterday. 3. What a pity she wasn't invited to take part in the concert. 4. Unfortunately, the night was very dark. 5. I am sorry I said this in his presence. 6. It's a pity the weather was so bad. 7. I am sorry I didn't learn this language in my childhood.

LESSON 5

CYCLING



Cycling is a **bicycle** riding either as a competitive sport or for recreation.

Bicycle Racing are competitive events today including road races, track or velodrome races, off-road mountain bike races, and youth BMX races.

Road racing is the oldest type of bicycle competition. There are several forms of road racing, including stage races, one-day events, time trials, criteriums, and *kermesses*.

Stage races can last for weeks and cover thousands of kilometres. Each day's race is called a stage. The rider with the lowest cumulative time after all the stages is the overall winner. The **Tour de France**, a 25- to 30-day race covering about 3,200 km or more, is the most prestigious bicycle race in the world.

One-day races usually last from four to seven hours and span from 160 to 380 km. Examples of one-day races include the world championship road race, the Olympic road race, and European spring classics such as Paris-Roubaix.

In *time trials*, the object is to cycle as fast as possible from one point to another, while being timed by a clock. There are usually two or three time trial stages in the Tour de France.

A *criterium* is a closed-circuit race around the closed streets of a town or over roads linking a group of villages. Lap distances are about 3 to 7 km. Unlike stage racing and time trialling, the emphasis in a criterium is on speed and bike handling rather than endurance. A *kermesse* is run over a very small urban or village circuit of about 750 m.

Track racing is done in a stadium-like arena called a *velodrome*. A modern velodrome is an oval track with steeply banked corners that facilitate high speed. Velodromes can be enclosed or open-air, and the tracks are constructed of wood or concrete.

An American derivative of this is *off-road racing* on mountain bikes. Off-road races are usually held on backwoods trails and roads and on dirt paths. National championships are held annually.

BMX racing, or bicycle motocross, was started in California in the late 1960s by children and teenagers imitating dirt bike motorcycle racing. Bicycle motocross takes place on indoor or outdoor dirt tracks typically between 213 and 396 m long.

Each type of cycling requires a specific type of bicycle. Road racing bikes have lightweight frames usually built of steel, **aluminium**, **titanium**, or carbon fibre. They are equipped with downward curving handlebars, thin high-pressure tyres, narrow saddles, brakes, and a front and rear derailleur gear that shifts the chain through as many as 16 different gear combinations. The bikes' overall lightness (8 to 10 kg) and short wheelbase encourage speed and quick handling.

Track bikes are similar in appearance and construction to road racing bicycles, except that they lack brakes, have no variable gear mechanism, and weigh about 7 to 9 kg. Mountain bikes are built to withstand the rigorous conditions of off-road riding.

Bicycle racers use other equipment as well. Helmets are essential for safe competition and are required in many races. Racers also use padded gloves and shorts, stiff-soled shoes, and eye protection. Mountain bike downhill racers wear the most protective gear, including goggles, face guards, chest protectors, and arm and leg pads.

VOCABULARY EXERCISES

1. Fill in the table using the information from the text:

Form of racing	Where	How long	Equipment
Stage races			
One-day races			
Criterium			
Kermesse			
Track racing			
Off-road mountain bike races			
BMX racing			

2. Find the answers to these questions:

1. What does bicycle racing include?

2. What is the oldest type of bicycle competition?
3. How is each day's race called?
4. Who is the overall winner?
5. What is the object of time trials?
6. What are road racing bikes equipped with?
7. What necessary equipment use bicycle races?

3. Make up dialogues asking your friends what type of racing they prefer and why, what they know about this type of racing, its features and equipment.

4. Read and translate the text.

History

The forerunner of the bicycle, was demonstrated at the Palais Royale, Paris, in 1791. The first treadle-propelled bicycle was designed by a Scottish blacksmith, Kirkpatrick Macmillan, in 1839; but the first practical bicycle was the *velocipede* designed and built in March 1861 by Pierre Michaux and his son Ernest, of Paris. Six years later the first cycling club was founded, the Liverpool Velocipede Club; and in 1868 the first race was staged—over 1,200 m at the Parc St Cloud, Paris. It was won by an Englishman, James Moore.

Thereafter cycling as a sport and recreation grew rapidly. In 1892 the first international organization, the International Cyclist Association (ICA), was founded. This promoted the first world championships in 1893. The current governing body, the Union Cycliste International (UCI) was created in 1900. In 1965 two federations were formed within the UCI: Amateur and Professional.

Both amateur and professional cycling is very strong in Europe and there are numerous events at international level each year. Cycling was included in the first Olympic Games of 1896 and has been part of every Games since except 1904. A women's road race was introduced in 1984, followed by the sprint in 1988 and the individual pursuit in 1992. For men the races are: the sprint, 1,000-m time trial, 4,000-m individual pursuit, 50-km points race, individual road race, 4,000-m team pursuit, team road race, and 100-km team time trial.

World Championships were first held in 1893 in Chicago. The first road race was staged in 1921 and women's events were introduced in 1959. A World Cup was first held in 1989. Riders amassed points in 12 major races, including six classics, throughout the year.

The Tour de France is the most famous and the most important road race. It was first run in 1903 and in 1994 was, for the first time, partly run in England.

There is also the Tour of Britain (1951) which was for many years known as the Milk Race.

5. Write down 10 words and word-combinations.

6. Make up 8 questions to the text and ask your friend to answer them.

GRAMMAR EXERCISES

7. Transform the following conditional sentences using the Present Subjunctive II in the subordinate clauses:

Model: If you work hard, you will pass your English exam. – If you worked hard, you would pass your English exam.

1. If the weather is fine, they will swim in the river. 2. If there is much snow in winter, they will go skating and skiing every day. 3. If the rain stops, the boys will play football. 4. If you tell the truth, he will help you with the work. 5. If he sends her a telegram, she will come to Kyiv. 6. If she is not busy, she will finish this work in time. 7. If they train hard, they will take part in the national championship.

8. Read the sentences and then put the verbs in a suitable tense:

1. People who don't work hard usually don't achieve anything in life. If people ____ (work) hard, they usually ____ (achieve) success in life.
2. It is very difficult to win a Noble prize. If my brother ____ (win) a Nobel prize, we ____ (be) surprised!
3. More and more young people are studying abroad nowadays. If I ____ (go) to France to study, I ____ (improve) my French.
4. Most teachers are women. If there ____ (be) more male teachers, teaching ____ (can) become a better-paid profession.
5. Studying at a good University usually gives a person better chances of getting a good job. If someone ____ (study) at a good university, they usually ____ (get) a good job.
6. Your friend wants to find a job straight after leaving school. If I ____ (be) you, I ____ (go) to university.

9. Paraphrase the sentences as in the model.

Model: This student doesn't know English, so I don't speak English with him. – If this student knew English, I should speak English with him.

1. It is very cold, so we shan't go skiing.
2. Our hostel is not far from the University, so we don't go there by bus.
3. My friend doesn't believe her, so he won't ask her to help him.

4. We are not free tonight, so we shan't take part in the chess tournament.
5. He is not tired, so he won't object to our travelling.

10. Paraphrase the sentences as in the model.

Model: *I have no textbook, so I can't answer these questions. – If I had a textbook, I could answer these questions.*

1. He doesn't know my telephone number, so he can't inform me in time.
2. My friend misses many lessons, so he can't pass his examination.
3. She doesn't know French, so she can't communicate with them.
4. I don't know his right address, so I can't write him a letter.
5. I have no dictionary, so I can't prepare my home-reading.

11. Transform the sentences as in the model.

Model: *He can't get all the questions, so he won't take part in the conference. – If he could get all the questions, he would take part in the conference.*

1. They can't get tickets, so they won't go to the concert.
2. She can't speak French, so she won't make a report in Paris University.
3. I can't go to the movies, so I shan't take part in the discussion.
4. He can't swim, so he won't participate in the competition.
5. My friend can't sing, so he won't take part in the Faculty Day.

12. Make up five sentences from each table.

But for the rain	I	would have	bought this camera
In his place	he	should have	slept in the open air
But for them	she		lost the match
	we		gone on an excursion
	you		been examined on Monday
	they		been sent there yesterday

I	would have done it	long ago
he	would have translated the story	yesterday
she	should have returned the book	last evening
we	would have gone to the theatre	last summer
you	should have visited the exhibition	last week
they	would have built the bridge	last month

I wish	I had finished school	last year
	she had been at home	then
	they had knew my address	yesterday
	he had not been so busy	at that time
	I had been told the truth	last time
	he had worked at our school	last winter
	he had not told her about it	last autumn

13. Answer the following questions as in the model.

Model: *Suppose you wanted to see a film yesterday. Where would you have gone? – I should have gone to the cinema.*

1. Suppose you were very busy last night. Would you stay in the laboratory?
2. Yesterday your friend offered you a detective story or adventures. What would you have chosen?
3. Some days ago I was invited to two birthday parties. What would you have done in my place?
4. Last winter I could go to Helsinki or St.Petersburg. Where would you have gone in my place?
5. Suppose you had dinner in the restaurant yesterday. Would you have taken meat dishes or fish dishes?

14. Paraphrase the following sentences as in the model.

Model: *Unfortunately, I did not see him there. – I wish I had seen him there.*

1. I am sorry I haven't read that article.
2. It's a pity she went to the library two days ago.
3. Unfortunately, he went to Kyiv last week.
4. What a pity he didn't take part in the conference.
5. It's a pity the weather was bad at the weekends.
6. Unfortunately, I didn't speak French then.

15. Make up five sentences from the table.

If	I	had	been there	I	would have	come in time
	he		received the letter	he	should have	done it
	she		known it	she		visited it
	we		been invited	we		been happy
	you		had time	you		taken a taxi
	they		had money	they		bought it

16. Make the following sentences refer to the past.

Model: *If you left your hostel earlier, you would come for your classes in time. – If you had left your hostel earlier yesterday, you would have come for your classes in time.*

1. If you worked in the laboratory, you would pronounce these words correctly.
2. If you did your homework regularly, you would write the control paper better.
3. If you wrote these words at home, you would not make so many spelling mistakes.
4. If you answered all the questions, you would know all the new expressions.
5. If you worked with a dictionary, you would translate this text.

17. Paraphrase the sentences as in the model.

Model: *I didn't go by bus, so I was late for the meeting. – If I had gone by bus, I wouldn't have been late for the meeting.*

1. They didn't train hard, so they didn't win the game.
2. She didn't call me, so I didn't know about this lecture.
3. I had no time to find necessary information, so I didn't make a report.
4. I didn't pass this examination, so I had no chance to study abroad.
5. We didn't live in Germany, so we had no oral practice.

18. Complete the sentences by putting the verbs in brackets in the correct forms:

1. If the exam ____ (not to be) so difficult, I ____ (to pass) it.
2. If he ____ (to put on) a tie, they ____ (to allow) him to enter the restaurant.
3. If he ____ (not to apologise), I ____ (not to give) him a birthday present.
4. If they ____ (not to argue), they ____ (to spend) the weekends together.
5. If I ____ (to learn) French, I ____ (to understand) what they were talking about.
6. I ____ (not to have to) visit a doctor if I ____ (not to eat) too much.

TEXTS FOR SUPPLEMENTARY READING

I. 1. Read and translate the article.



Physical Fitness, ability of the human body to meet demands imposed by the environment and daily life. Fitness is a state of body that helps develop a more positive and dynamic attitude to life and is likely to affect most phases of human existence. Efficiently working **lungs** and **heart**, general alertness, muscular strength, energy, and stamina are the overt signs of physical fitness. It is

usually measured in relation to functional expectations: that is, typically, by periodic tests which measure strength, endurance, agility, coordination, and flexibility. In addition, stress testing (for example, using an ergometer) which gauges the body's response to powerful, sustained physical stimulus, is used to analyse fitness.

Regularity of exercise is desirable, and it is important that no form of violent exercise or extreme exertion is undertaken suddenly. A gradual warming-up and preparatory process is essential to prevent injury. Becoming fit involves taking some form of regular exercise; walking is, for example, one of the most effective forms of exercise and can be included in everyday life. Swimming, cycling, **aerobics**, and dancing (plus basic exercises which can be done almost anywhere) are also very helpful. Many forms of sport and ball games can make a contribution to fitness. The practices of **yoga** and tai chi, which are increasing in popularity, are also highly beneficial.

As important as regular exercise is well-balanced **nutrition**. **Smoking** and drugs (except those prescribed as medication) are likely to seriously damage one's health, and excessive alcohol intake (*See Alcohol Units*), apart from affecting judgement and other mental processes, is also detrimental to health.

Programmes designed to help individuals attain fitness are offered in schools, gymnasiums, private salons and studios, and special professionally organized clinics that are attentive to heart and lung function. Participants must be careful in choosing a programme and should make sure it is staffed by experts in **physical education** or medicine.

Normal, healthy individuals may plan their own programmes. Some exercises, to reduce tension for example, may even be undertaken while sitting at a desk. The general rule is to stop exercise as soon as discomfort is felt: that is, as soon as breathing is laboured, circulation seems inadequate, or fatigue influences performance. Those with health problems caused by heart attacks, strokes, injuries, and illness, including conditions such as **arthritis**, should see a doctor before devising a regime or embarking on any form of strenuous exercise.

2. Write down 5 terms or terminological w-combinations.

3. Make up 5 questions to the article.

II. 1. Read and translate the article.

Physiology, study of the physical and chemical processes that take place in living organisms during the performance of life functions. It is concerned with such basic activities as reproduction, growth, metabolism, respiration, excitation, and contraction as they are carried out within the fine structure, the cells, tissues, organs, and organ systems of the body.

Physiology is closely linked with **anatomy** and was historically considered a part of **medicine**. Its emphasis on investigating biological mechanisms with the tools of physics and chemistry made physiology a distinct discipline in the 19th century; the tendency today, however, is towards a fragmentation and merging with the many specialized branches of the life sciences. Three broad divisions are recognized: general physiology, concerned with basic processes common to all life forms; the physiology and functional anatomy of humans and other animals, including pathology and comparative studies; and plant physiology, which includes photosynthesis and other processes of plant life.

History of Physiological Investigation

The first studies in animal physiology were probably undertaken about 300 BC by the Alexandrian doctor **Herophilus**, who reportedly vivisected the bodies of criminals. For about 1,900 years thereafter, few physiological studies were performed.

Beginnings of Modern Physiology

Modern animal physiology dates from the discovery of the circulation of the blood by the English doctor **William Harvey** in 1616. Shortly thereafter, the Flemish chemist **Jan Baptista van Helmont** developed the concept of gases and suggested the use of alkalis in treating digestive disturbances; the Italian biophysicist Giovanni Alfonso Borelli published studies of animal motion, suggesting that the basis of muscle contraction lay in the muscle fibres; the Dutch microscopist **Antoni van Leeuwenhoek** gave the first descriptions of red blood cells and spermatozoa; and the Italian histologist **Marcello Malpighi** demonstrated the existence of capillaries and studied the physiology of the kidney, liver, and spleen. During the second half of the century the study of glands was initiated by the English doctor Thomas Wharton, who demonstrated salivary secretion, and by the Danish anatomist Nicolaus Steno, who demonstrated the secretions of the tear glands and salivary glands. The Dutch doctor Regnier de Graaf furthered glandular study by his discovery of the follicles in the ovary; he also performed studies on pancreatic juices and bile. The English doctor Richard Lower was the first to transfuse blood from one animal to another, and the French doctor Jean-Baptiste Denis first gave a human being a successful blood transfusion.

In the 17th century advances were made in the study of respiration. The English physiologist John Mayow showed that air was not a single substance but a mixture of several, not all of which were necessary for life. In the 18th century, the British chemist Joseph Priestley showed that the proportion of oxygen essential for animal life is identical with the proportion of oxygen needed to support combustion. **Antoine Laurent Lavoisier**, the French chemist, isolated and named oxygen shortly thereafter and showed that the by-product of respiration is carbon dioxide.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the article.

III. 1. Read and translate the article.

Recent Advances

Among the most important advances of the 20th century are the discovery of new hormones; recognition of the role of vitamins; discovery of blood types; development of the electrocardiograph and electroencephalograph to record the activity of the heart and brain; discovery of the cause and cure of pernicious anaemia by the American doctors George R. Minot, William P. Murphy, and George H. Whipple; and greater understanding of metabolism, the role of enzymes, and the immune system.

The first part of the 20th century also witnessed great advances in the understanding of reflexes, first elaborated by the French philosopher **René Descartes** as a philosophic concept to distinguish involuntary reflexes of animals from the more rational reactions of humans. The concept was refined by the work of German zoologists, who described it in physical terms and divided behaviour into its component reflexes. Further understanding was facilitated by the British neurophysiologist **Charles Sherrington**, who showed that reflexes enable the nervous system to function as a unit. The concept of a conditioned response, first described in the 18th century by the Scottish physiologist Robert Whytt, a pioneer in the study of reflex action, culminated in the later work of the Russian physiologist **Ivan Pavlov** and that of the Russian neuropathologist Vladimir Bekhterev. Although there was no validity to Pavlov's attempt to extend the principles of conditioning—the method by which responses may be elicited more frequently or more predictably by reinforcement—to complex mental processes, his work had great impact on psychology and learning. It was one of the primary influences in the founding of behaviourism by the American psychologist **John B. Watson**. The work of the American psychologist **B. F. Skinner** in programmed instruction, the basis of so-called teaching machines, was also based on the theory of conditioning and reinforcement.

The 20th century has also witnessed other fundamental advances in neurology. The British physiologist Lord Edgar Douglas Adrian measured and recorded electric potentials from sense organs and motor nerve fibres. Sherrington investigated the integrative action of the nervous system. Their work was followed by that of the American physiologists Joseph Erlanger and Herbert Spencer Gasser, who demonstrated functional differences in nerve fibres and used the oscilloscope to record the variation of electrical impulses that occurs in these fibres. Later investigations by the American biochemist **Julius Axelrod**, the Swedish physiologist Ulf von Euler, and the British doctor Bernard Katz demonstrated the role of specific chemicals in the transmission of nerve

impulses. These investigations were vital to such basic processes as the control of blood pressure and the mobilization of strength to meet an emergency.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the article.

IV. 1. Read and translate the article.

Sports Medicine, branch of medicine concerned with the effects of exercise on the human body and the diagnosis, treatment, and prevention of athletic injuries. Sports medicine is not yet recognized as a medical speciality.

Exercise Physiology

Scientists recognize two kinds of exercise: *isotonic* and *isometric*. Isotonic exercise involves moving a muscle through a long distance against low resistance, as in running, swimming, or gymnastics. In isometric exercise, on the other hand, muscles are moved through a short distance against a high resistance, as in pushing or pulling an immovable object. Isometric exercise is best for developing large muscles, whereas isotonic exercise has beneficial effects on the cardiovascular system. It increases the amount of blood that the heart can pump and causes proliferation of small blood vessels that carry oxygen to the muscles. These changes make possible longer sustained activity. Neither kind of exercise increases the number of muscle fibres, but both types—and especially isometric exercise—increase the thickness of the muscle fibres and their ability to store glycogen, the fuel for muscular activity.

Athletic Injuries

Surveys have shown that most football and basketball injuries involve the knee, either through twisting or through application of lateral force. Surgery for such injuries has become much simpler with the invention of the *arthroscope*, a thin device containing a **fibre-optic** light that can be inserted into a thin slit in the knee. Repair can be accomplished through this narrow opening. Long-distance runners also suffer knee injuries, but a more common problem for runners is the *stress fracture*, which is a weakening of the front of the shinbone caused by over-use, with pain and possible bone cracking as the result. Ligament tears are more common in gymnastics. Almost all these conditions heal with rest. Prevention of injuries depends primarily on good conditioning. Athletes are also protected by the use of better padding materials and of face masks in hockey and eye protectors in squash and other racquet sports.

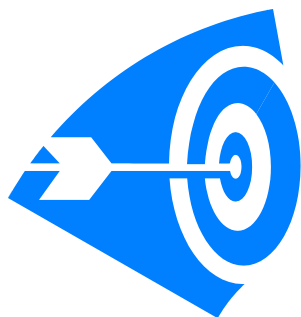
The improper or illegal use of drugs and substances such as **steroids** for the temporary enhancement of athletic performance in competitions has been a frequent subject of inquiry since the 1960s, when drug misuse by athletes to gain an unfair advantage began to rise dramatically. Anabolic steroids supposedly enhance strength and endurance, but they can also have harmful side effects such as liver damage. Tests for narcotic analgesics such as heroin and stimulants such

as the amphetamines were introduced at the Olympic Games in 1968. Anabolic steroids were not banned until 1974, when a suitable test was developed. The illegality of some drugs has not been accepted by a number of other international and national amateur athletic federations, for reasons including testing uncertainties, doubts about banning certain medicinal substances or common drugs such as caffeine, and simple lack of concern. Controversy has also arisen over the legality of the practice of “blood doping”, in which an athlete receives a blood transfusion just before an event. The resulting increase in red blood cells apparently enhances the athlete's aerobic power.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

V. 1. Read and translate the article.



Darts, a target game in which players throw small, arrow-like, weighted missiles, called darts at a round board hanging on a wall. The darts are usually about 6 in (15 cm) long and have long steel tips. Players alternate, each throwing three darts per turn from a specified distance, normally 9 ft (2.7 m) or less from the dartboard, indicated by a line called the *oche*. The board, which is made of cork, bristle, or similar material, is mounted so the *bull's-eye* is 5 ft 8 in (1.73 m) from the floor. It has concentric rings and is usually divided radially into sectors which have different point values (normally 1 to 20). The inner, or central, bull's-eye is worth 50, the outer bull 25. The outer peripheral ring is doubles; the inner, trebles. Scoring is from, say, 501 down to zero. A standard game begins and ends with a throw either into the doubles ring or inner bull's-eye. There are many different forms of the game, and other types of boards such as the Yorkshire and the Irish black.

Darts were first devised as a weapon of war in the shape of a short throwing spear and were used in battles in Ireland in the 16th century. The Pilgrim Fathers played a form of darts aboard the *Mayflower* on their way to North America in 1620. The modern game dates from 1896 when Brian Gamlin, of Bury, England, devised the present numbering system. The National Darts Association was created in 1924 and the British Darts Organization was established in 1973. Since the 1970s, darts has become an immensely popular game in pubs and clubs in Britain (where there are more than 6 million players) and elsewhere. In the 1980s it developed into a popular television sport.

There are a number of national and international competitions, notably: the World Professional Championship (inaugurated in 1978), the World Masters (1974), the World Cup (1977), the Nations Cup (1977), the British Open (1975), the News of the World Championship (1948), and the British Professional

Championship (1981). The main events for women are the World Cup (1983), the World Masters (1982), and the British Open (1979). Most of the winners (both individuals and teams) have been English, but there have been some from elsewhere.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

VI. 1. Read and translate the article.

Billiards (Fr., *billard*, “curved stick”), indoor table game for two or more players played with balls and cues. There are two basic and classic forms: pocket (or English) billiards, played on a table with pockets; carom (or French) billiards, played on a table without pockets. There are several varieties in both categories of which the most widely played are the various forms of pool.

English Billiards

Traditional English billiards is for two players. The table is 3.65 m long, 1.86 m wide, and 85 cm high. There are six pockets: two at the end corners and one in the middle of each long side.

Three balls are used: white, spot white (which has two small black spots on it), and red. The white balls are cue balls; the red is never hit with the cue. They are of equal weight with a diameter of 5.3 cm. The cues are not less than 91 cm long. A game may be played over an agreed length of time or up to an agreed points score: 100, 500, 1,000 and so forth. The player with the highest score wins.

Carom Billiards

Carom billiards is played on a pocketless table and thus consists entirely of cannons. The table is smaller than that used in English billiards: it is likely to be 3.05 m long, 1.52 m wide, and 79 cm high. The balls and cues are the same as those used in English billiards, which means that there are two white balls and a red.

Pool

Pool, sometimes called pocket billiards, is the most popular style of play in North America and is growing in popularity throughout the world including Europe and Australasia. Pool tables vary in size and dimensions but are generally smaller than a carom billiards table. They have six pockets. Rules for 24 kinds of pool games can be found in the *Rules and Record Book* published by the Billiard Congress of America. The most widely played versions, however, are eight ball, nine ball, rotation, and straight pool.

Among the amateurs who play in public rooms, private clubs, at home, and on the small coin-operated tables that became widely popular in the 1970s, eight ball is by far the most popular game. Fifteen consecutively numbered balls are used. One player is confined to the balls numbered higher than eight, the other to

those lower than eight: to win, a player must pocket all the balls in his or her assigned group, followed by the eight ball. This is the version of the game which can now be found in most British public houses.

In the United States, billiards is second only to bowling as a competitive sport. It is estimated that 40 million Americans participate in the game.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

VII. 1. Read and translate the article.

History of Billiards

The absolute origin of billiards are not known. The earliest mention of *billard* is 1429 in France. It is related to such games as **shuffleboard**, pall mall, and **croquet**. Louis XI of France is believed to have had a table. **Mary, Queen of Scots**, when in captivity, complained that her table had been taken from her. A reference in *Antony and Cleopatra* (1609) to Cleopatra's playing billiards can be considered a sly joke by Shakespeare. The game was popular in public rooms and inns, as well; in 1591 the English poet **Edmund Spenser** denounced “balyards” as a “thrifles” (thrifless) pastime.

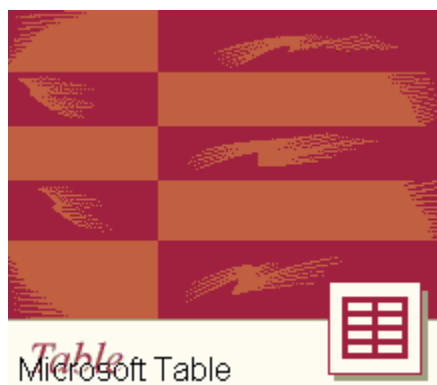
Numerous forms of the game (on variously shaped tables—even triangular) with balls and blunt wooden implements called maces on predominantly small tables, of which some were adorned with pegs and hoops, were developed in the 17th and 18th centuries. There are many pictures of different games and many references in literature. The modern game became established in the 19th century when there were vast technical improvements in tables and cues. English billiards became popular in the United States, and in British colonies such as India and Australia. During the 1870s carom billiards became established in continental Europe where three-cushion caroms remains the principal form of billiards, as it is in South America. In 1885 the Billiards Association (now the Billiards and Snooker Control Council) was formed, and in 1928 the Union Mondiale de Billiard (UMB) was created to govern the three-cushion game.

World Professional Championships were first held for English billiards in 1870 and are now held annually: the 1995 event was held in Bombay, India, and won by Peter Gilchrist of England. World Amateur Championships were inaugurated in 1926. These are now held every two years under the control of the International Billiards and Snooker Federation (IBSF). United Kingdom Professional Championships were begun in 1934. The UMB Three-Cushion Billiards Championships were first held in 1928, annually until 1938, then in 1948, 1952, 1953, 1958, and annually from 1960.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

VIII. 1. Read and translate the article.



Snooker, table game for two players (sometimes four) using cues and 22 balls. It derives from **billiards** and other similar games, and is played on a full-sized billiards table with six pockets. The 22 balls comprise 15 reds, six *colours* and the white cue ball. The reds are placed on the table in a triangular frame so that the base of the frame is parallel with and nearest to the top cushion and the apex is as near to the pink ball as possible without touching it. The black ball goes on the billiards spot (red spot in billiards), pink on the pyramid spot, blue on the centre spot, brown on the middle spot on the baulk line, green on the left-hand corner of the D, and yellow on the right-hand corner.

The white cue ball is used alternately by both players and can be placed anywhere in the D for the opening stroke of the game; from that point onwards it is played from where it comes to rest. A game is known as a *frame* after the frame used to position the red balls. Points are scored in two distinct ways: by potting balls into the table's six pockets, and by penalties. Each player must initially strike a red ball. When a player succeeds in potting a red (value one point) he must then play at a colour. Colours have the following values: black, 7; pink, 6; blue, 5; brown, 4; green, 3; yellow, 2. If the nominated colour is potted it is replaced on its own spot before another red is attempted, and so on, alternating reds and colours until all the reds have been potted. The colours are then taken in ascending numerical value—yellow first, black last, until only the cue ball is on the table. The compilation of a sequence of pots is called a *break*. A player forfeits his place at the table only when he has failed to pot a ball or has committed a foul in doing so. Failure to strike a red when that is the object ball has a penalty of four points (the minimum for any foul stroke) but the penalty points incurred increase to five, six, or seven if, instead of a red, the cue ball makes initial contact with blue, pink, or black. An “in-off” carries a four-point penalty, or more if the ball which the cue ball initially struck before falling into a pocket is of a higher value. Following an in-off, the other player (the recipient of the penalty points) may place the cue ball anywhere in the D. Failure to hit a nominated colour also has a four-point penalty, or more if the ball involved is of higher value. Thus, if pink is nominated but black is struck the penalty is 7, the maximum.

The majority of points are obtained by potting; some from the penalties mentioned. Penalties often result from carefully laid *snookers*. A snooker occurs when the balls are so placed that a player cannot strike the ball he is due to play without first hitting a cushion (the cushioned edge of the table) or making the cue ball swerve. Snookers often occur through skilful safety shots.

Other fouls are: a push shot (simultaneous contact between cue tip, cue ball, and object ball); forcing a ball off the table; playing a shot with both feet off the floor; striking or touching a ball other than with the tip of the cue; causing the cue ball to jump over any other ball; playing with the balls wrongly spotted.

A vital rule concerns the *free ball* (which may often be decisive in a frame. If a player is snookered on the reds after a foul shot by his opponent he may nominate any coloured ball as a red. This is known as a free ball. If it is potted it counts one and a colour can then be nominated in the usual way. If no red remains, a free ball is valued at the same number of points as the lowest value colour remaining and the colours are then taken in sequence.

If a player makes a foul stroke which leaves his opponent in an awkward position the opponent is entitled to ask that he play again. This rule, like the free ball rule, is intended to prevent a player from gaining any advantage from a foul stroke.

IX. 1. Read and translate the article.

History of Snooker

The game was invented in about 1875 in the Nilgiri Hills in southern **India**, by British army officers. It ultimately derived from billiards, but more immediately from other games, notably, Pyramids, which was played with a triangle of 15 reds with the apex red on what is now the pink spot, but no colours. It could be played by two or more players and the first to pot eight reds was the winner.

Colonel Sir Neville Bowes Chamberlain merged the elements of some of these games into a new game which came to be called snooker. The name originated from derogatory army slang for clumsy army cadets. Thus, when by accident or design, a player positioned the cue ball so that his opponent could not strike the object ball, the opponent was referred to as a “snooker”. From this came the verb *to snooker*—and the name of the game.

In 1885, John Roberts, the greatest billiards player of his era and a notable entrepreneur, met Chamberlain in Bangalore, India, and brought the game back to England. The John Roberts Billiard Supply Company commercialized the game with sales of snooker sets. Professional players disapproved of it, but amateurs took to it and the Amateur English Championship was inaugurated in 1916. The Billiards Association had been formed in 1885 and they recognized snooker's first set of rules in 1900.

The first professional championship was held in 1927 through the initiative of **Joe Davis**, the best player of his time. Davis won and held the championship until he retired from world championship play in 1946. His great influence and skill established the game and displayed its possibilities.

For women, billiards and snooker have been games of minority interest, but from the 1970s there was growing enthusiasm for snooker. The Women's Billiards Association, later the Billiards and Snooker Association, was founded in 1931. It ran the Women's Amateur Billiards Championship from 1931 and the Women's Amateur Snooker Championship from 1933.

Apart from Britain, the main countries where snooker is played to a good standard are Canada, Australia, New Zealand, India, Pakistan, Sri Lanka, Malta, and Malaysia.

Amateur World Championships were first held in India in 1963 and became an annual competition from 1984. These are run by the International Billiards and Snooker Federation (IBSF) which became the non-professional game's governing body in 1985. The first World Championship for women was staged in 1976 in conjunction with the men's event. The UK Women's Open Championships were first held in 1986.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

X. 1. Read and translate the article.



Golf, outdoor game in which players use specially designed clubs to propel a small, hard ball over a field of play known as a course or links. The object of the game is to advance the ball around the course using as few strokes as possible.

The Golf Course

A golf course is divided into 18 sections, called holes. The standard course is about 5,900 to 6,400 m; the individual holes may vary in length from 90 to 550 m. Each hole has at one end a starting point known as a tee and, embedded in the ground at the other end, marked by a flag, a cup or cylindrical container (also called a hole) into which the ball must be propelled in order to complete play at each hole. The cup is usually made of metal or plastic, 10.8 cm in diameter, and at least 10 cm deep.

Forms of Competition

Two basic forms of competition exist in golf: match play and stroke play (also known as medal play). In match play the player (or, if more than one player,

the team) taking the fewer number of strokes to sink the ball into any particular hole—called “to hole out”—is the winner of the hole; the contest is won by the player or team winning the most holes. If each player or team takes the same number of strokes on any hole, the hole is said to be *halved* (tied). A final score of “9 and 8” in match play means that the winner was 9 holes ahead with only 8 left to play, sufficient to win the match. When the match is equal until the last hole, the winning score is “1 up”.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

XI. 1. Read and translate the article.

History of Golf

Some historians believe that golf originated in the Netherlands (the Dutch word *kolf* means “club”), but the Romans had a game called *paganica* played with a bent stick and a ball made of feathers that may have been the original source of the game. It has been fairly well established, however, that the game actually was devised by the Scots in the 14th or 15th century. The game became so popular in Scotland that in order to keep people from playing golf and football during time that should have been employed in practising archery, a military necessity, the Scottish parliament in 1457 passed a law prohibiting both games. The Scottish people, however, largely ignored this and similar laws, and early in the 16th century **James IV** of Scotland, took up the game of golf. His granddaughter Mary, later queen of Scots, took the game to France, where she was educated. The young men who attended her on the golf links were known as *cadets* (pupils); the term was adopted later in Scotland and England and became *caddy* or *caddie*. (Caddies, once an integral feature of the game, have now been largely superseded by golf carts and buggies except for professional players.) In England the game was made popular by the attention given it by James VI of Scotland, later James I of England, and his son Charles I.

Golf is now a very popular sport throughout the world, and has probably grown most rapidly in **Japan**.

Rules and Regulations

The rules of play for golf are numerous and complex and include a code of etiquette for behaviour on the green.

The game was originally played with a ball made of feathers tightly packed in a leather cover. About 1850 a ball made of *gutta-percha* came into use. Gutta-percha is a milky liquid, derived principally from the latex of Malaysian trees, that hardens after being boiled and cooled. About 1901 a ball with a rubber core enclosed in gutta-percha, similar to the ball in use today, was developed. The pitted surface of modern golf balls acts to stabilize flight. Golf balls used in the

United States have a diameter of no less than 4.27 cm and weigh not more than 45.93 g and this is used in international tournaments. The British traditionally used balls of this same weight but with a diameter of not less than 4.11 cm, but have mainly switched to the larger ball.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

XII. 1. Read and translate the text.

Cricket, an 11-a-side bat-and-ball field game the object of which is to score more runs than one's opponents. Variants include indoor cricket, 6-a-side, and single wicket for which different rules apply. The laws are more copious and more complex than for any other game. Apart from the laws there is an inherent complexity in the possibilities of the game and how it is played, in its remarkable range of techniques and skills, in its technical, idiomatic, and slang language, in its dependence on the weather (and atmospheric conditions), and in its constantly fluctuating balance of power; it is one of the least predictable of games. It appears to be the only sport which may go on for anything from one to five, six, or more days.

Apart from Australian rules football and polo no other game requires such a large playing area—certainly at county, state, and Test match level. At humbler levels many fields are quite small. Average dimensions for a first-class cricket ground would be roughly 182 m long and 137 m wide. Approximately in the centre of the ground is the *square* (often far from square and also known as the “table” or the “middle”). This has the best surface and on this the pitches or wickets are made. Most grounds and pitches are turf, but in countries where grass does not grow easily, or hardly at all, the pitch, at any rate, is likely to be artificial.

Traditional clothing for players is white, but latterly coloured clothes have been introduced for some competitions. Batsmen wear pads to protect their legs and batting gloves to protect their hands, plus an abdominal guard or *box*.

The essential officials are two umpires who control the play. One stands at the bowler's end, the other is square on to the batting wicket so that the batsman has his back to him.

Cricket is unique among field games in that a single match may last anything from four to five hours to five or six days. Most first-class matches last three or four days (with similar periods of playing time). Most Test matches are played over five days (in some cases six). The standard playing times in most first-class cricket amount to six hours each day. Intervals are allowed for meals: usually 40 minutes for lunch and 20 minutes for tea. There may also be brief intervals for drinks, when the players do not leave the field.

As cricket is a game peculiarly susceptible to fluctuations in the weather—and the state of the light—there are specific procedures for the umpires to follow. In these, as in many other respects, the spirit in which the game is played may be of some importance. The colloquialism “it's not cricket” has long denoted anything which is unfair or unsporting.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

XIII. 1. Read and translate the text.

Bungee-Jumping, a recreation originally promoted in **New Zealand**. It involves jumping from a considerable height while attached to an elasticated rope. The harness used to strap jumpers resembles the high-tech webbing worn by rock-climbers. Screw-sealed coupling-links secure the bungee rope or cable to an ankle belt. This cable is made of multilooped lengths of natural rubber bound together by the same material (a bungee). Ropes are built to withstand 2,000 jumps. The jumper takes off from heights of between 30.5 and 91.5 m (100 to 300 ft). Jumps are made from bridges and other high structures, and even, for charity, from low-flying helicopters. It is possible to perform acrobatics such as somersaults, twists, and back-flips during the fall.

A related activity is bungee-running. For this the participant is attached to a similar form of elasticated rope which is fixed to a wall. The idea is to run as fast and as hard as possible, stretching the rope to its fullest extent in order to grasp the prize: a pint of beer.

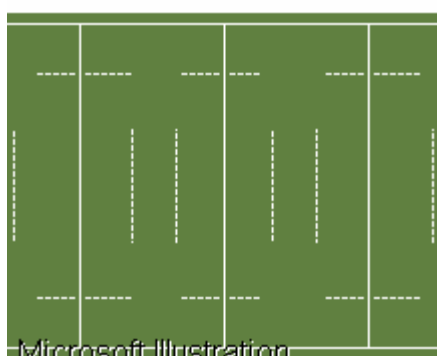
History

In about 1990 this recreation began to develop a minority cult following in New Zealand, and gained credibility in that country in 1994 when the Commonwealth Games opened with five jumpers leaping off the stadium roof. It has spread to most parts of the world, because of the simple nature of the apparatus which is usually a gantry.

It is thought that bungee-jumping may derive from traditional initiation ceremonies and rites for boys and young men on Pentecost Island, off the north-east coast of Australia. The islanders jump from bamboo towers, or platforms erected in trees, with liana strands or plaited vine stems tied to their ankles.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.



XIV. 1. Read and translate the text.

Rugby League Football, 13-a-side field game which developed from **rugby union** football, but is now radically different. It is played both by amateurs and professionals and is most popular in northern England and Australia. It is a hard, fast-moving sport which needs a high degree of fitness to play well.

The goal posts on a standard pitch are 5.64 m apart and have a crossbar which is 3 m above ground. The ball is oval and has the approximate dimensions: length—27 to 29 cm; circumference—59 to 61 cm. A game is controlled by a referee with the help of two touch judges or linesmen. In senior competitions a game has two 40-minute halves with a 5-minute interval. Points are scored in the following ways: (1) a “try”—scored by a player placing the ball on the ground in his opponents' in-goal area (worth 4 points); (2) a “goal”—achieved by kicking the ball by a place-kick over the crossbar and between the uprights. A goal can be scored after a try, when it is said to be “improved” or “converted” (2 points), and from a penalty kick (2 points). A “drop goal”—when the ball is kicked through the goal posts and over the crossbar on the half volley in open play, is worth 1 point.

A team comprises six forwards and seven backs. There are two prop forwards and a hooker, two second-row forwards, and a loose forward. The backs consist of a scrum-half, a stand-off half, two centre three-quarters, two wing three-quarters, and a full-back. A game begins with a place-kick from the middle of the centre line. It is restarted in the same way after points have been scored and at the beginning of the second half. Thereafter each side tries to gain as much possession of the ball as possible and, by passing manoeuvres, to score tries. As in rugby union football the ball must be passed backwards or laterally in order to get it forwards.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

XV. 1. Read and translate the text.

Vitaliy and Volodymyr Klychko are Truly a Phenomenon



The two brothers from Ukraine have written boxing history. Their rise into the Champions League of boxing is unique. But also outside of the ring the two sons of a colonel, who both finished their studies with a PhD in sports education, are intriguing people with their charm and intelligence. They are popular testimonials and use their positive influence to support several charity projects.

Statistics

Name	Vitaliy Klychko	Volodymyr Klychko
Date of Birth	19.07.1971	25.03.1976
Place of Birth	Belovodsk (Kyrgyzstan)	Semipalatinsk (Kazakhstan)
Father	Volodymyrr Rodionovych – General of the Air Force	
Mother	Nadiya Ulyanivna – Teacher	
Marital Status	Married (3 children)	Single
Height	6`6½”	6`5”
Weight Division	Heavyweight	Heavyweight
Religion	Orthodox	Orthodox
Alias	Dr.Ironfist	Dr. Steelhammer
Record	38 Fights, 36 Wins (35 KO), 2 Losses	55 Fights, 52 Wins (46 KOs), 3 Losses

Vitaliy Klychko



When 13-year-old Vitaliy put on a pair of boxing gloves for the very first time, nobody could have imagined that he would become one of the greatest heavyweight champions of all time. Vitaliy started his career as a successful kickboxer – he became a six-time Kickboxing-World-Champion, twice as an amateur and four times as a professional. It was not before later when Vitaliy discovered his passion for boxing and quite fast he was very successful too: As an amateur he became Ukrainian Heavyweight Champion three times, champion of the first World Military Games and winner of the silver medal at the amateur world championships. In 1996 Vitaliy left the amateur stage behind and his professional record since then is impressive: 38 fights, 36 wins with 35 KOs! Vitaliy won his first important title on October 24th 1998. In a fight for the European championship he defeated Mario Schießer by TKO in Round 2. This victory paved



the way towards his ultimate goal – a shot at the World Heavyweight Title! On June 25th 1999 this dream became reality. After knocking out Herbie Hide in round 2, Vitaliy became WBO-Heavyweight Champion of the world!

1400 days as *Champion Emeritus* Vitali Klitschko returned to the boxing ring on October, 11, 2008 in Berlin. His opponent was the reigning WBC-Champion, Samuel “The Nigerian Nightmare” Peter from Nigeria. With an impressive performance, Vitali regained the WBC-belt for the second time after 2004 by TKO when Samuel Peter did not return to the ring after round 8. Thus Vitali Klitschko is the fourth boxer alongside Muhammad Ali, Evander Holyfield and Lennox Lewis to win a heavyweight belt for the third time.



Volodymyr Klychko

Volodymyr developed his passion for boxing at the age of 14. Only three years later he was already European champion in his age division and started building a successful amateur career that included being a five time boxing champion of Ukraine and a first place in the Military World Championships. But his outstanding achievement during his amateur career was the gold medal in the super heavyweight division during the Olympic games of 1996 in Atlanta.

Volodymyr gave his professional debut on November 16th 1996 against poor Fabian Meza, who was knocked out already in the first round. On September

25th 1999 Wladimir battered a helpless Axel Schulz and became European Heavyweight Champion by knocking out the German in the eight round. He reached his ultimate goal to become Heavyweight Champion of the World by easily outpointing awkward WBO-Champion Chris Byrd on October 14th 2000. Five and a half years later Volodymyr and Byrd faced each other in the ring again, this time battling for the IBO- and IBF-Belts. And again the Ukrainian dominated the fight, this time ending the night early and scoring a brutal TKO victory. On February 23rd 2008 Volodymyr wrote a piece of boxing history by beating WBO-Champion Sultan Ibragimov over 12 rounds in the first unification bout in almost a decade.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

XVI. 1. Read and translate the text.

The Best Athlete –Recordholder

Sergey Nazarovich Bubka (born December 4, 1963) is a retired Ukrainian pole vaulter. Repeatedly voted the world's best athlete, he represented the Soviet Union until its collapse in 1991.

Bubka won 6 consecutive IAAF World Championships, an Olympics gold and broke the world record for men's pole vaulting 35 times (17 outdoor and 18 indoor records). He was the first to clear 6.0 metres and the first and only (as of March 2009) to clear 6.10 metres.

He holds the current outdoor world record of 6.14 metres, set on 31 July 1994 in Sestriere, Italy and the current indoor world record of 6.15 meters, set on 21 February 1993 in Donetsk, Ukraine.

Biography

Sergei Bubka was born and brought up in the city of Luhansk, Ukraine. His father was a soldier and his mother a medical assistant. He commented that neither of them were active in sports. He has an elder brother Vasiliy Bubka, who was also a pole vaulter. Vasiliy's personal best outdoors is 5.86 meters. Sergey had a ferocious competitive spirit which was channeled into multiple sports until he met the pole vault coach Vitaly Petrov. Bubka started pole vaulting at the age of 11, when he entered Dynamo Children and Youth Sports School in Voroshilovgrad, he was trained by Vitaly Petrov there. In 1978, aged 15, Bubka moved to Donetsk, Ukraine, with his coach for better training facilities.

Pole vaulting career

Sergey Bubka entered international athletics in 1981 participating in the European Junior Championships where he reached 7th place. But the 1983 World Championships held in Helsinki proved to be his actual entry point to the mainstream world athletics, where a relatively unknown Bubka snatched the gold, clearing 5.70 metres. The years that followed witnessed the unparalleled dominance of Bubka, with him setting new records and standards in pole vaulting.

He set his first world record of 5.85m on 26 May 1984 which he improved to 5.88m a week later, and then to 5.90m a month later. He cleared 6.00 metres for the first time on 13 July 1985 in Paris. This height had long been considered unattainable. With virtually no opponents, Bubka improved his own record over the next 10 years until he reached his career best and the current world record of 6.14 m in 1994.

He was the first (and as of January, 2009, the only) athlete ever to jump over 6.10 metres, in San Sebastián, Spain in 1991. He set the current world record of 6.14 metres in 1994 after some commentators had already predicted the decline of the great sportsman. Bubka increased the world record by 21 centimetres (8 inches) in the 4 years between 1984 and 1988, more than other pole vaulters had achieved in the previous 12 years. He cleared 6.00 meters or better on more than 44 occasions. His manager was Andrzej Kulikowski.

Bubka officially retired from his pole vault career in 2001. His son Sergei Bubka Jr. is a tennis player and is currently a regular in ATP's second string circuits.

IAAF World Championships

Bubka won the pole vault event in 6 consecutive IAAF World Championships in Athletics from 1983 to 1997:

Tournament	Venue	Result	Performance
1983 World Championships in Athletics	Helsinki	1st	5.70
1987 World Championships in Athletics	Rome	1st	5.85
1991 World Championships in Athletics	Tokyo	1st	5.95
1993 World Championships in Athletics	Stuttgart	1st	6.00
1995 World Championships in Athletics	Gothenburg	1st	5.92
1997 World Championships in Athletics	Athens	1st	6.01

Olympics curse

Though he had complete dominance on pole vaulting at his time, he was highly unlucky in the Olympic Games. The first Olympics after his introduction into international athletics was in 1984, which was boycotted by the USSR along with the other Eastern Bloc countries. Two months before the games he vaulted 12 cm higher than the eventual Olympic gold medal winner Pierre Quinon. In 1988 Bubka

entered the Seoul Olympics and won his only Olympic gold medal. In 1992 he failed to clear in his first 3 attempts and was out of the Barcelona Olympics. At the Atlanta Olympics in 1996 a heel injury caused him to withdraw from the competition without making even one jump. In 2000 at the Sydney Olympics he was eliminated from the final after three attempts at 5.70 m.

World record progression by Bubka

Bubka broke the world record for men's pole vaulting a total of 35 times in his career. He broke the outdoor world record 17 times and the indoor world record 18 times. The fact that most of the time the record he improved was his own demonstrates his absolute dominance in the event. Exactly how high he could have jumped at his best is unknown: because of the large prizes on offer from event promoters for breaking world records, the majority of his world record attempts were made at 1 cm higher than the existing record, and once achieved, he would not attempt another record jump until the next opportunity to collect a prize, even after a substantial clearance showing he could have achieved a higher height.

Technique

Bubka possessed enormous strength, speed and gymnastic abilities. Reportedly his average speed during pole vaulting approach was 35.7 km/h. He gripped the pole higher than most vaulters to get extra leverage, though Bubka himself played down the effect of grip alone. Bubka had great strength and could use a relatively heavier pole for his weight for generating more recoil force.

Along with these, his development and mastery of the Petrov/Bubka technical model is also considered as the key to his success. *A technical model is a sequence of positions and pressures that describe the method and form of a style of pole vaulting.* The Petrov/Bubka model is superior to many others today because it allows the vaulter to continuously put energy into the pole while constantly rising towards the bar. While most of the conventional models focus on heavy planting of the pole to the landing pad to create maximum bend in the pole even before they leave the ground, Petrov/Bubka model concentrates on driving the pole up rather than bending it while planting it on the landing pad. While the traditional models depended on the recoil by bending the pole, Petrov/Bubka model could exploit the recoil of the pole and it could exert more energy on the pole during the swinging action.

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.



XVII. 1. Read and translate the text.

European Footballer of the Year

Oleh Volodymyrovych Blokhin is A Ukrainian football coach¹ who was formerly a striker for the USSR national football team. He was named European Footballer of the Year in 1975.

Blokhin was born in Kyiv in 1955 to a mother of Ukrainian ethnicity and a father of Russian ethnicity. Blokhin's father was a native of Moscow.

Playing

He played during most of his career for Dynamo Kiev, becoming the USSR national championship's all-time leader and goalscorer with 211 goals, as well as making more appearances than any other player with 432 appearances. He won the championship 8 times. He led Dynamo to the UEFA Cup Winners' Cup in 1975 and 1986. Blokhin is also the USSR national football team's most capped player with 112 caps, as well as their all time leading goalscorer with 42 goals; he played in the 1982 and 1986 Football World Cups where he scored 1 goal in each. He was one of the first Soviet players to play abroad, signing for Austria's Vorwärts Steyr in 1988, he also played in Cyprus with Aris.

Coaching

After retiring as a player, Blokhin coached Greek clubs Olympiacos (Under him they won the Greek Cup twice, in 1990 and 1992, and the Greek Super Cup once, in 1992), AEK, PAOK, and Ionikos FC.

He has been serving as the head coach of the Ukrainian national team since September 2003. Under his leadership, Ukraine reached the quarter-finals of 2006 World Cup. There, Ukraine lost to Italy, the 2006 World Champion. Following the side's failure to reach Euro 2008, Blokhin stepped down as coach on 6 December 2007.

On December 14, 2007 he was named head coach of FC Moscow. The club finished 9th (from 16) and after the season ended Blokhin was fired from the club. At the end of the season, Blokhin announced that if he knew how things would go in FC Moscow, he would have never signed there. This was because the club released many important players without Blokhin's permission yet still had many high expectations. Others said that the reason Blokhin failed in FC Moscow was that he and the press didn't have a friendly relationship, and because of that the press was constantly attacking Blokhin and that hurt his status among the players.

Individual honours

- European Footballer of the Year: Winner in 1975, 5th in 1981, t-19th in 1974 and 1976
- Soviet Footballer of the Year: 1973, 1974, 1975
- Ukrainian Footballer of the Year: 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1980, 1981
- Soviet Top League top scorer: 1972, 1973, 1974, 1975, 1977
- Soviet Top League All-Time Goals and Appearances Leader
- UEFA Cup Winners' Cup 1985–86 top scorer

- European Cup 1986–87 second place on top scorers list.
- USSR national football team All-Time Goals and Caps Leader
- Ukraine's Golden Player representative

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

XVIII. 1. Read and translate the text.

Five Olympic Medals



Yana Oleksandrivna Klochkova (born August 7, 1982 in Simferopol) is a Ukrainian swimmer, who has won five Olympic medals in her career, with four of them being gold.

Her gold medals came in the 200 meter individual medley and the 400 meter individual medley at the 2000 and 2004 Summer Olympics; her silver medal came in the 800 meter freestyle at the 2000 Summer Olympics. She has also won ten titles at swimming's world championships, nineteen European championship titles. She currently holds the short-course world record in the 400 meter individual medley. Her 400 I.M. world record was broken by American Katie Hoff at the 2007 World Championships in Melbourne. In 2003 she won four golds at the Summer Universiade in South Korea. She was also awarded the Hero of Ukraine medal. In 2004, she was named by Swimming World magazine as the *World Female Swimmer of the Year*.



Personal information

Full name:	Yana Oleksandrivna Klochkova
Nationality:	Ukraine
Stroke(s):	Freestyle, Individual Medley
Club:	Dynamo
Date of birth:	August 7, 1982 (age 26)
Place of birth:	Simferopol, Krym
Height:	1.82 m
Weight:	70 kilograms

Titles

Some of Yana Klochkova's titles:

Olympic Champion

- 2000, Sydney: 200 m medley
- 2000, Sydney: 400 m medley

- 2004, Athens: 200 m medley
- 2004, Athens: 400 m medley

World Champion, Long Course

- 2001, Fukuoka: 400 m freestyle
- 2001, Fukuoka: 400 m medley
- 2003, Barcelona: 200 m medley
- 2003, Barcelona: 400 m medley

World Champion, Short Course

- 1999, Hong Kong: 400 m medley
- 2000, Athens: 200 m medley

2. Write down 10 terms or terminological w-combinations.

3. Make up 10 questions to the text.

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