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ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
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TRAINING PROCESS

Учебно-методическое пособие
для студентов 4 курса (7 семестр) СПО ВГАС

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Введение

Настоящее учебно-методическое пособие по английскому языку предназначено для аудиторных и внеаудиторных занятий студентов 4 курса (7 семестр) СПО ВГАС и соответствует требованиям дисциплины «Иностранный язык».

Целью этого учебно-методического пособия является совершенствование знаний, приобретенных на предыдущем этапе обучения и выработка на их основе навыков лексико-грамматического оформления высказываний (как устных, так и письменных); формирование активных коммуникационных навыков, позволяющих общаться на английском языке – понимать речь собеседника и адекватно выражать свои мысли как в повседневной, так и в профессиональной деятельности; формирование и совершенствование речевых процессов (говорения, слушания, чтения и письма); систематическое расширение активного словаря, а также дальнейшее совершенствование навыков самостоятельной работы.

Учебное пособие состоит из 3 тем, включающих в себя 13 занятий, в соответствии с содержанием рабочей программы. Пособие снабжено грамматическим материалом и серией грамматических упражнений, нацеленных на автоматизацию навыков употребления различных грамматических структур.

Каждая тема включает профессионально-ориентированные тексты и пред- и послетекстовые задания, направленные на контроль понимания языкового материала.

Характер учебного материала и его организация позволяют обучать всем видам речевой деятельности на иностранном языке и обеспечивают подготовку к общению на английском языке в рамках дисциплины «Иностранный язык».

Section 5
Training process

Unit 5.1.
Chosen sport

Lesson 1
History of chosen sport

Задание 1. Прочитайте текст, попытайтесь понять его без словаря.

The History of Basketball.

1. The game of basketball has evolved a great deal throughout the years. Basketball was invented on December 21, 1891. The inventor of the game was a Canadian clergyman, James Naismith.

2. The game of basketball was fashioned from fragments of other games, seeking to eliminate flaws of rugby, soccer.

3. Basketball was first played in the United States at one training school, now called Springfield College.

4. Basketball is a simple game. The equipment used in the game is also very simple. In addition to the field itself, all that is needed for a game is a ball. The first basketball ball was slightly smaller, about 30 inches in diameter. The first baskets that were used, were two peach baskets hung from the balcony of the gymnasium.

5. In 1893, the backboard was invented. The first backboard was constructed out of wire mesh, then wood and now it is made out of glass so the backboard does not interfere with the viewing of the game. Around that time, there was no name for this game. By 1906, the peach baskets were replaced by metal baskets with holes in the bottom. This was better than in the early days, when a ladder was used to climb and fetch the ball out of the basket. Finally, in 1913 a hoop with a net was invented. This invention was a major step in the developing of the game of basketball.

6. In 1921, one man named the game «basketball» and it has been called basketball ever since.

7. In the very beginning Naismith introduced thirteen original rules for the game of basketball, in which 12 out of the 13 original rules were still used up to 1934. The only rule, which changed, was that a player was now allowed to dribble a basketball. The rule of dribbling the basketball was first used in 1896 at a basketball game at Yale University. Also Naismith created four fundamental principles, which stayed in the game from 1891 to 1937. These four fundamental principals stated, players with the ball must not make progress, the goal is above the head of the players, roughness is eliminated and a player may not receive the ball by use of contact.

8. Through the years of 1891 to the 1940's, there were many rule changes as well as addition of rules to the game of basketball. By 1898, basketball leagues were starting to form in the United States. In 1898, professional basketball was being played. The league was called the National Basketball League (NBL). The National Basketball League was made up of four teams like New York, Philadelphia, Brooklyn and New Jersey.

9. By 1932, basketball was officially gaining international status with the founding of the International Amateur Basketball Federation in Geneva, Switzerland. In 1946, the Basketball Association of America was formed but it did not go far well because it was competing against the National Basketball League. But in 1949, the Basketball Association of America and the National Basketball League joined together.

10 They changed their name to the National Basketball Association (NBA). Throughout the formation of the league there were many rules that were added to the game of basketball In 1930's, Kenny Sailor invented the jump shot. Also in the 1940's, Bob Kurland used block - shots. In 1952, the foul lane was widened and the three-second rule was put into effect, so centres could not station themselves in front of the basket all the time.

11. During the 1950's, the National Basketball Association was on the rise. At this time, basketball was increasing in popularity. Nowadays it is played by 176 nations.

Задание 2. Выпишите незнакомую лексику и выучите ее.

Задание 3. Найдите в тексте эквиваленты следующих слов и словосочетаний:

был изобретён, священнослужитель, с целью устранения недостатков, снаряжение, гимнастический зал, баскетбольный щит, проволочная сетка, вынуть мяч из корзины, обруч с сеткой, вести баскетбольный мяч, Йельский университет, грубость, силовой контакт, бросок в прыжке, штрафная зона, введено.

Задание 4. Переведите письменно в тетрадь 3 абзаца по выбору.

Задание 5. Поставьте к тексту 10 вопросов разного типа.

Задание 6. Подготовьте краткий рассказ об истории своего вида спорта с использованием заданных вопросов и материалов из интернет - источников.

Grammar revision

Правило согласования времен состоит в следующем: если сказуемое главного предложения стоит в настоящем или будущем времени, то сказуемое придаточного предложения употребляется в любом времени, которое требуется по смыслу.

При наличии прошедшего времени в главном предложении в дополнительном придаточном предложении настоящее и будущее время заменяется одним из прошедших времен, т.е. Past Simple, Past Progressive, Past Perfect, Future-in-the-Past.

Если сказуемое главного предложения стоит в прошедшем времени, то и глагол придаточного предложения стоит в одном из прошедших времен.

1. Для выражения действия, ***одновременного*** с действием главного предложения, в придаточном предложении употребляется форма Past Simple или Past Continuous, которая переводится на русский язык глаголом в настоящем времени:

*She **said** that she **went** in for track-and-field athletics* - Она сказала, что **занимается** легкой атлетикой.

2. Для выражения ***предшествующего*** действия в придаточном предложении употребляется форма Past Perfect (или Past Perfect Continuous), которая переводится на русский язык глаголом в прошедшем времени:

***He said** that he **had lost** his prizes.* - Он сказал, что **потерял** свои призы.

3. Для выражения ***последующего*** (***будущего***) действия в придаточном предложении употребляется форма Future-in-the Past (should / would + инфинитив), которая переводится на русский язык глаголом в будущем времени:

*I was sure that these rowers **would be** here.* - Я был уверен, что эти гребцы **будут** здесь.

Правило согласования времен ***не*** соблюдается:

а) если сказуемое главного глагола стоит в настоящем или будущем времени;

б) если сказуемое придаточного предложения выражено модальными глаголами **must, ought, should** с инфинитивом:

*I knew that he **must visit** his coach.* - Я знал, что он **должен навестить** своего тренера.

в) если сказуемое придаточного предложения выражает общеизвестный факт:

Galileo proved that the Earth **moves** *round the Sun.* - Галилей доказал, что Земля **вращается** вокруг солнца.

1. Раскройте скобки и поставьте глагол в нужном времени.

1. I cannot believe my parents (buy) a new car the two days before yesterday.
2. Alice said that she (love) reading books in the evening but (hate) to do this in the morning.
3. The brother of my friend said that he (see not) this disgusting and horrible film before in his life.
4. I knew that young Tomas (to pass) his examination at that time.

2. Переведите данные предложения, используя правило согласования времён.

1. Мила сказала, что он поедет в Лондон на следующей неделе вместе с Джимом.
2. Денис сказала, что он очень хороший спортсмен, а его друзья нет.
3. Мой учитель сказал, что он умеет играть на гитаре и на фортепиано.
4. Маленький мальчик сказала, что он не смог победить в игре.

3. Перепишите данные предложения в прошедшем времени, используя правило согласования времён.

1. She knows that you are a good friend but a really strange person.
2. Marisa tells that her parents are very strict. But I think she is lying.
3. Peter asks me where his girlfriend goes every day.
4. Sam is not sure his school is pretty well but he continues to go there.
5. I tell you that your friends are very dangerous people. You should stop to talk with them.

Lesson 2

Rules and equipment of chosen sport

Задание 1. Прочитайте текст, попытайтесь понять его без словаря.

Basketball basic rules and equipment

Object. The game is played with 2 teams. Each team consists of 5 players on the court at a time. The object of the game is to outscore your opponent by shooting the ball into your basket and preventing them from putting the ball into theirs. The ball can be advanced up the floor with the hands only, either by dribbling or passing to teammates.

Playing Area. The basketball court layout is rectangular in shape and is split in half by a mid-court line. There are 2 baskets, one located at each end of the court. The standard basketball rim is 10 feet off of the ground.

Equipment. To play a regulation game, you need a basketball and 2 basketball goals.

The game begins with a jump ball at center court between one player from each team. Other players line up in alternating fashion around the center circle. Once the ball is touched by either player, the game begins. The team in possession of the ball is on offense and takes the ball toward their basket to score against their opponent who is on defense.

Fundamentals

The fundamental skills involved in the game, include:

- Dribbling
- Passing and catching
- Shooting
- Rebounding
- Jumping
- Defending
- Moving without the ball

Points are scored any time the ball goes through the basket.
3 points = shot made beyond the 3-pt line
2 points = shot made from anywhere else on the court
1 point = free throw

Games are divided into time segments known as periods. The length and number of each period differs between leagues. For example, college men's games are divided into 2 20-minutes halves; college women's games are split into 4 10-minute quarters, while high school games are made up of 4 8-minute quarters.

Fouls

Basketball fouls are penalties assessed by the referees for rough play to keep a player from gaining an advantage over another player. A player who is fouled is awarded the ball out of bounds unless the foul occurred during the act of shooting, in which case the player who is fouled is awarded 2 free throws.

Each player is allowed 5 fouls before they are removed from the game.

Задание 2. Выпишите незнакомую лексику и выучите ее.

Задание 3. Переведите письменно в тетрадь 3 абзаца по выбору.

Задание 4. Перечислите основные навыки игры в баскетбол.

Задание 5. Используя клише для аннотирования и реферирования, кратко перескажите текст.

Задание 6. Подберите фото или видео материал и создайте презентацию по теме « Правила и экипировка моего вида спорта».

Grammar revision

Косвенная речь. Правило согласования времен соблюдается при переводе прямой речи в косвенную. Правило согласования времен необходимо в косвенной речи, когда мы своими словами пересказываем содержание того, что было сказано другими:

Прямая речь	Косвенная речь
He **said, «I shall run tomorrow».** - Он сказал: «Я буду бегать завтра».	He **said** that **he would run the next day. -** Он сказал, что будет бегать завтра.

She **said** to me, «I **trained** in **this** gym». - Она сказала мне: «Я тренировалась в этом зале».	She **told** me that **she had trained** in **that** gym. - Она сказала мне, что она тренировалась в этом зале.
He asked me, **«Do you know my** new record?» - Он спросил меня: «Ты знаешь мой новый рекорд?»	He asked me **if** (whether) **I knew his** new record. - Он спросил меня, знаю ли я его новый рекорд.
He asked me, «When **will you come** to see **my pool?»** - Он спросил меня: «Когда ты придешь посмотреть мой бассейн?»	He asked me when **I would come** to see **his pool.** - Он спросил меня, когда я приеду посмотреть его бассейн.

Указательные местоимения и наречия времени и места в прямой речи заменяются в косвенной речи по смыслу другими словами, как и в русском языке:

Прямая речь		**Косвенная речь**	
this	этот	that	тот, этот
these	эти	those	те, эти
now	теперь	then	тогда
here	здесь	there	там
today	сегодня	that day	в тот день
tomorrow	завтра	the next day	на следующий день
the day after tomorrow	послезавтра	two days later	через два дня
yesterday	вчера	the day before	накануне
the day before yesterday	позавчера	two days before	двумя днями раньше
ago	тому назад	before	раньше
next year	в будущем году	the next year, the following year	в следующем году
last night	вчера вечером	the previous night	предыдущим вечером

1. Переведите предложения на русский язык, обращая внимание на правила согласования времен.

1. The coach asked me if I had gone in for any other sport besides wrestling. 2. The reporter asked me who my main opponent at the Games was. 3. He said that he was not interested in ski jumping. 4. She asked me if I took up speed skating. 5. The coach said that lie had not been completely satisfied with my results. 6. When our competition was over the doctor asked me if I had any serious injuries. 7. He asked me how much I should train next year. 8. The coach asked me whether I should go in for any other sport besides skiing.

2.Измените предложения по образцу, используя косвенную речь.

Образец: It is a nice place to go.
- He said (that) it was a nice place to go.

1. The fish is very good. 2. I'll have a chicken. 3. The chicken is not properly cooked. 4. I'm very sorry. 5. I'll get you another book. 6. We come here quite often. 7. I'll never come here again. 8. I have seen this film. 9. We visited this place on Monday. 10. It was raining heavily all day yesterday.

Lesson 3
Terminology in a selected sport

Задание 1. Письменно переведите текст.

Basketball basic terminology

Dribbling - advancing the ball up the court by *bouncing* it with one hand.

Passing and catching - moving the ball around the court by throwing it to teammates.

Shooting - putting the ball through the hoop.

Rebounding - gaining possession of the ball from a missed shot that bounces off the backboard or rim.

Jumping - an important skill used in rebounding, shooting, and blocking shots.

Defending - keeping the opponent with the ball from scoring.

Moving without the ball - to get open for a pass or shot, players must break away from their defenders and cut to openings on the court.

Here are some common basketball *fouls*:

Blocking – A personal foul caused when the defender makes illegal personal contact with an opponent who may or may not have the ball. Blocking is called when the defender *impedes* the progress of the opponent.

Charging (or Player Control Foul) – A personal foul occurring when an offensive player makes contact with a defender who has already established a set position. A player with the ball must avoid contact with a stationary defender by stopping or changing direction.

Elbowing – It is a violation for a player to swing the elbows excessively.

Flagrant Foul – A personal or technical foul, which is violent in nature. Examples are fighting, striking, kicking, or kneeing an opponent.

Hand Check – A personal foul caused by a defender making repeated contact with her hands on her opponent.

Holding – A personal foul caused by illegal contact with an opponent, which interferes with his freedom of movement.

Intentional Foul – A personal or technical foul, which keeps the opponent from *capitalizing* on an advantageous situation. It could be contact away from the ball or contact when a defender is not making a *legitimate* attempt to play the ball or a player. It also occurs when a player causes *excessive* contact with an opponent.

Offensive Foul – A foul caused by an offensive player, usually in the form of charging.

Personal Foul – illegal contact with an opponent while the ball is live, which hinders the opponent's offensive or defensive movement. A personal foul also includes contact by or on an airborne shooter when the ball is dead.

Technical Foul – A non-contact foul by a player; an intentional or flagrant contact foul while the ball is dead; or a violation charged to the head coach because of violations on the sideline or from bench personnel.

Team Foul – Any foul charged to a team. Once a team reaches 7 team fouls, its opponent is in a bonus free throw situation.

Violations

The basketball basic rules include numerous ball handling and time violations that cause a team to lose possession of the ball. Here are some common violations:

Back-court Violation – If a player is the last one on her team to touch the ball before it goes into the back-court, she cannot be the first player to touch it in the back-court.

Closely Guarded (or Five-second Violation) – Violation that occurs when a ball handler in his team's front-court is continuously guarded by any opponent who is within 6 feet of him while he is either dribbling or holding the ball. The offensive player has 5 seconds to either get rid of the ball or drive past the defender.

Double Dribble - When a dribbler touches the ball with both hands at the same time or when the dribbler picks up the ball and then starts dribbling again.

Goal-tending – Occurs when a player touches a shot ball while it is in its downward flight above the rim. It also occurs when a defender touches a free throw attempt outside the basket.

Lane Violation – A violation called (вызванное) during a free throw situation against a player who enters the lane too soon.

Ten Seconds in the *Back-court* – A team has 10 seconds to advance the ball from their back-court past the half-court line to the front-court.

Three Seconds in the Lane – An offensive player cannot remain in the free throw lane for longer than 3 seconds while her team is in control of the ball in the front-court. She has to clear the lane completely with both feet to stop the official's

count. If she receives the ball while she is in the lane, she is allowed to stay beyond 3 seconds in order to drive toward the goal for a shot.

Traveling – A violation caused by moving the feet in any direction without properly dribbling the ball. It results in a turnover, and the ball is given to the opposing team. While holding the ball, a player has to establish a *pivot foot* which has to remain on the floor at all times until he passes, shoots, or dribbles. While holding the ball, his knee cannot touch the floor and if he falls, he must get rid of the ball before attempting to get up.

Задание 2. Выпишите в тетрадь термины, выделенные курсивом, и их перевод.

Задание 3. Поставьте к тексту 10 вопросов разного типа.

Задание 4. Найдите в интернете и предоставьте информацию на английском языке на тему: «Основная терминология моего вида спорта»

Grammar revision

Косвенная речь (продолжение)

1. Переведите предложения с прямой речи в косвенную.

1. My coach has just said, «I want to speak to you». 2. These athletes have said, «We have finished our training». 3. He will say, «I will do it at once». 4. The runner said, «This distance is very easy». 5. He said to her, «I met that champion last year». 6. He said, «He is going to take part in national competitions tomorrow». 7. I said to him, «I have been waiting for you at this sports club since two o'clock». 8. He said, «I began to take up boxing at the age of 6». 9. The gymnast said, «I'm afraid I can't perform there now but I shall probably be able to do it tomorrow». 10. The referee said to him, «Don't break the rules». 11. The coach said to us, «Cover this distance for an hour».

2. Переведите вопросительные предложения прямой речи в косвенную.

1. She asked me, «Would you like to see the new stadium?» 2. I asked him, «What will you do if you miss your training?» 3. He asked a sportsman, «Is your father a boxer?» 4. She asked him, «Have the athletes returned from the sports ground?» 5. I asked her, «Did he set any records in the track-and-field events?» 6. They asked us, «Do these sportsmen specialize in swimming?» 7. She asked me, «Are these wrestlers mastering new sports technique and tactics now?»

Lesson 4
My favourite sport

Задание 1. Изучите следующие слова по теме «Спорт»

1. sports — 1. виды спорта 2. спортивный
2. sports club — спортивная секция
3. sports school — спортивная школа
4. do sports — заниматься спортом
5. sports dress — спортивная форма
6. sports festival — спортивный праздник
7. do wrestling — заниматься борьбой
8. play sports (games) — играть в спортивные игры
9. go in for — заниматься
10. go in for swimming — заниматься плаванием
11. football player — футболист
12. be a fan of … — болельщик
13. become a professional … — стать профессиональным
14. become a champion — стать чемпионом
15. join a sports club — записаться в спортивный кружок (клуб)
16. to take part in…. (competitions) — принимать участие в … (соревнованиях)
17. participate in = take part in — участвовать
18. participant — участник
19. to take place in…. — проходить в …
20. to win / to lose — выиграть / проиграть …
21. to win a prize / a cup — выиграть приз / кубок
22. win against – выиграть у …
23. set a record — установить рекорд
24. a winner / a loser — победитель / проигравший
25. win a gold (siver) medal — выиграть золотую (серебряную) медаль
26. be awarded with — были награждены
27. record holder — рекордсмен
28. perform well at… — хорошо выступить на
29. fail to become — не стать …
30. take up — заняться (to take up swimming)
31. give up — бросить (to give up swimming)
32. be fit — быть в хорошей физической форме
33. keep fit — поддерживать хорошую форму
34. warm-up - разминка
35. match — матч
36. competition — соревнование
37. compete — соревноваться
38. train / do training = work out — тренироваться
39. regularly/ daily/ from time to time — регулярно / ежедневно/ время от времени

40. miss trainings — пропускать тренировки
41. at/in the skating rink — на катке
42. at/in the stadium — на стадионе
43. at the football pitch — на футбольном поле
44. at the sports ground — на спортивной площадке
45. in the gym — в спортивном зале
46. in the swimming pool — в бассейне
47. shout for – болеть (за команду)
48. support — поддерживать
49. national team – сборная
50. coach — тренер
51. referee — судья
52. opponent — противник
53. champion — чемпион
54. championship — чемпионат
55. tournament — турнир
56. at the court — на корте
57. victory — победа
58. defeat — поражение
59. draw — ничья
60. end in a draw — закончиться в ничью
61. score — счет
62. point — очко
63. goal — гол
64. score a goal — забить гол
65. locker (dressing) room - раздевалка
66. change into (put on) - переодеваться
67. score board - табло
68. stands - трибуны
69. take much time —занимать много времени
70. worldwide – по всему миру

Задание 2. Переведите задание и скажите.

Say what sport you played when you were … years old and what sport you are playing now.

Например:

1. When I was… years old, I played …
2. Now I am playing …

Задание 3. Переведите задание и скажите.

Say something about a competition that you saw in this kind of sport. If you know, say who the Russian champion is and who the world champion is in this kind of sport.

Используйте**:**

- basketball game; hockey game;
- tennis match; boxing match; football match; table-tennis match;
- swimming competition; racing competition; figure-skating competition; speed-skating competition.

Например: I like to watch racing competitions. I am a racing competition fan. I saw an interesting racing competition last Thursday. … is the Russian racing champion.

Задание 4. Ответьте на вопросы:

1. What sport do you go in for?
2. How good are you at it?
3. Why do you think that you are good/ not very good at it?
4. How often do you go in for sports?
5. Why do you go in for that sport?

Задание 5. Замените подчеркнутое слово.

1. Football is popular in almost all the countries in the world.
2. If it begins to rain the children give up their programme and go back to school.
3. When they come to their gym they change into their sports clothes.
4. He does sports every day.

Задание 6. Переведите на русский:

a famous sportsman, kinds of sports, join a sports club, do sports, go in for wrestling, take part in competitions, take place at the stadium, win a cup, lose a game, do training.

Задание 7. Переведите на русский язык.

1. I go in for water sport.
2. Of all outdoor games I prefer volleyball.
3. Of all indoor games I like chess best.
4. I go to the school gym three times a week.
5. I couldn’t go to the gym yesterday as I had many things to do.
6. My friend Nick does (has) his training daily.
7. He is good at wrestling.

8. I don’t like to watch boxing
9. I am fond of watching football matches.
10. I never miss matches of my favourite team.
11. What sports do your friends go in for?
12. Who is good at gymnastics?
13. Where does he train?
14. How often does he go to the gym?
15. What kind of sport do you like best ? most of all?
16. Do you spend much time on sport?
17. Sport makes people strong and healthy.
18. If you want to keep fit you must go in for one kind of sport or another.
19. Almost every day I do some training.
20. In summer I go swimming.

Задание 8. Переведите на английский язык.

1. Я занимаюсь плаванием.
2. Каждый день я хожу в бассейн.
3. Мои друзья тоже любят плавать.
4. Часто мы ходим в бассейн вместе.
5. Я бы хотел, чтобы Алексей присоединился к нам.
6. Они часто играют в футбол.
7. Я тоже люблю играть в футбол.
8. В футбол играют на футбольном поле (at the football pitch).
9. Футболисты тренируются каждый день.
10. Я хочу, чтобы они одержали победу в матче.

Задание 9. Переведите на русский язык.

1. I am keen on chess.
2. Show me how to play volleyball.
3. When did he take up sport?
4. Who is the leader in your team?
5. Who is leading?
6. What is the score?
7. There is still no score.
8. What’s the final score?
9. Who has scored?
10. What was the result of the game?
11. The score is 5: 3 (five to three) in favour of the (*name of the team*).
12. They won by a score of two to one.
13. Who scored the first goal for our team?
14. The score was 3: 3; the game ended in a draw.

15. Each player won five games: the chess tournament ended in a draw.
16. Both opponents were very skilful, the competition was hard, and ended in a draw.
17. A new stadium was built in our town last year.
18. The stadium holds about ten thousand people.
19. Now all the most important sports competitions will be held at the stadium.
20. The stadium is always full.
21. This athlete does not lose composure in critical situations.
22. He is known for his will to win and self-discipline.

Задание 10. На основе изученного материала сделайте презентацию о своем избранном виде спорта, сопроводив её устным рассказом на английском языке.

Grammar revision

Выполните следующий тест на тему «*Косвенная речь»*

Выберите правильный вариант.

1. She ... me she didn't agree.
   a) said; b) told.
2. He ... they had never met before.
   a) said; b) told.
3. I ... them I wasn't happy with their work.
   a) said; b) told.
4. She ... me a story about her parents.
   a) said; b) told.
5. He ..., "Are you feeling OK?"
   a) said; b) told; c) asked.
6. She smiled and ... to me, "I'm very pleased to meet you."
   a) said; b) told.
7. I didn't hear: what did she ... ?
   a) say; b) tell.
8. Could you ... me the time, please?
   a) say; b) tell.
9. They ... me they were going to a meeting.
   a) said; b) told.
10. I ... the policeman my address.
    a) said; b) told.
11. I... I wanted to buy a magazine.
    a) said; b) told.
12. He ... he wasn't interested in politics.
    a) said; b) told.
13. Could you ... me your name again, please?

a) say; b) tell.

14. Do you think he's ... the truth?
    a) saying; b) telling.
15. Would you ... them to come early tomorrow?
    a) say; b) tell.
16. If he ... that again there'll be trouble.
    a) says; b) tells.

Unit 5.2
Training process

Lesson 1
The main directions of athlete's training

Задание 1. Прочитайте текст, переведите его на русский язык и выпишите из него незнакомые слова.

The word «Training» has been a part of human language since ancient times. It denotes the process of preparation for some task. This process invariably extends to a number of days and even months and years. The term «Training» is widely used in sports. There is, however, some disagreement among sports coaches and also among sports scientists regarding the exact meaning of this word. Some experts, especially belonging to sports medicine, understand sports training as basically doing physical exercises.

Sport training is done for improving sports performance. The sports performance, as any other type of human performance, is not the product of a single system or aspect of human personality. On the contrary, it is the product of the total personality of the sports person. The personality of a person has several dimensions e.g., physical, physiological, social and psychic. In order to improve sports performance the social and psychic capacities of the sports person also have to be improved in addition to the physical and physiological ones. In other words the total personality of a sportsman has to be improved in order to improve his performance. Sport training, therefore, directly and indirectly aims at improving the personality of the sportsman. No wonder, therefore, sports training is an educational (i.e., pedagogical) process.

There are several different training methods that can be used to improve ability in different sports. The different types of training involve activities that last for different periods of time. Anaerobic exercise lasts for a brief duration while aerobic exercise lasts much longer.

There are many different styles of exercise, hundreds of different ways to train the body. The types of training methods are as follows:

Strength Training: Strength training or resistance training as it is often referred to is about increasing or maintaining muscle mass and keeping bone density.

Muscles and bone are what keep our whole body up, without a healthy skeletal system we cannot run, walk, or even stand effectively. Strength training is essential for everyone.

Cardiovascular Training: Cardio refers to the heart, the engine that keeps this whole machine we call our body running. Without a strong, healthy heart and vascular system we run a very high risk of death.

Circuit Training: Circuit training is a combination of both Strength training and Cardio training. The idea is to cause muscles resistance then add short bursts of cardio to keep the heart rate elevated between sets or at the end of each circuit.

Flexibility Training: Most people do not understand the importance of flexibility. When the muscles are stretched properly, they can help improve posture, reduce muscle soreness and increase blood flow and nutrients to tissues.

Post Rehabilitation Training: Post rehab is an essential time to continue your training program. Most people end their sessions with their physiotherapists and forget to continue to strengthen and stretch their injury.

Sports Specific Training: The goal behind sports specific training is not only to prepare the athlete for effective play, but to also keep the body healthy and functional as whole.

vocabulary

aerobic — аэробный
anaerobic — анаэробный
burst — пульс
capacity — способность
cardiovascular — сердечно-сосудистый
circuit — цикл
denote — означать
density — удельный вес
dimension — измерение
disagreement — разногласие
duration — длительность
elevate — поднимать
extend — расширяться
heart rate — частота сердечных сокращений
injury — повреждение
nutrients — питательные вещества
performance — выступление
posture — положение, состояние
reduce — снижать
resistance — сопротивление
soreness — боль
strength training — силовая тренировка
tissues — ткани

Задание 2. Дайте ответы на следующие вопросы.

1. What does «Training» denote?
2. What is Post rehab?
3. What are the styles of exercises?
4. What is the difference between anaerobic and aerobic exercises?
5. Why is cardiovascular training so important?
6. What role does flexibility training play?
7. What is the goal of sports specific training?

Задание 3. Скажите, являются ли следующие утверждения верными (true) или неверными (false) согласно содержанию текста. Приведите верный вариант.

1. There is no disagreement regarding the exact meaning of the word «training».
2. The personality of a person has several dimensions.
3. Strength training helps to increase or maintain muscle mass.
4. We don't need strong vascular system.
5. Circuit training consists of Cardio training.
6. Post rehab is an essential time to finish your training program.

Задание 4. Дайте русский эквивалент для следующих слов и словосочетаний.

Brief duration, invariably extends, short bursts, posture, bone density, the heart rate, widely used, cardiovascular training, to elevate, psychic capacities, to improve ability, healthy skeletal system, anaerobic exercises, circuit, to increase blood.

Задание 5. Найдите в тексте эквиваленты следующих слов и словосочетаний.

Мышечная масса, процесс подготовки, некоторое разногласие, точное значение, выступление, виды упражнений, означать, ткани, физические упражнения, не удивительно, упражнения на сопротивление, силовая тренировка, снижать мышечную боль, питательные вещества, повреждения.

Задание 6. Используя материал текста, составьте словосочетания и переведите их на русский язык**.**

Essential...; human...; sports...; different...; high...; ancient...; total...; several...; vascular...; specific...; educational...; aerobic ...; circuit....

Задание 7. Найдите определения следующих слов**.**

1	training	a	the length of time that something lasts or continues
2	performance	b	the state or quality of being physically or mentally strong
3	dimension	c	able to be bent easily without breaking
4	injury	d	the act, process, or art of performing
5	flexibility	e	a position or attitude of the limbs or body
6	duration	f	a series of tournaments in which the same players regularly take part
7	resistance	g	the process of bringing a person, etc., to an agreed standard of proficiency
8	strength	h	a measurement of the size of something in a particular direction
9	posture	i	physical damage or hurt
10	circuit	j	the act of resisting

Задание 8. Соедините слова в пары синонимов.

1	exact	a	short
2	dimension	b	proper
3	brief	c	mean
4	posture	d	involve
5	soreness	e	measure
6	reduce	f	capability
7	denote	g	decrease
8	capacity	h	position
9	include	i	pain

Задание 9. Найдите в тексте предложения, в которых говорится:

1. об улучшении спортивной деятельности;
2. о социальных и психических способностях личности;
3. о различных методах обучения;
4. об упражнениях на сопротивление;
5. о сердечно-сосудистой системе;
6. о важности упражнений на гибкость;
7. о необходимости программ по восстановлению.

Задание 10. Переведите следующие предложения на английский язык.

1. Существует много разновидностей упражнений.

2. Необходимо выполнять упражнения для укрепления сердечнососудистой системы.

3. Силовые тренировки необходимы для увеличения мышечной массы.

4. Многие люди не понимают важности упражнений для развития гибкости.

5. Спортивная тренировка является образовательным процессом.

6. Аэробные упражнения длятся дольше, чем анаэробные.

Lesson 2
The Training process

Задание 1. Прочитайте текст, переведите его на русский язык.

The training process consists of many elements: motor, tactic, psychic qualities and technique. They are interconnected and none of them can be neglected.

The tactics of preparation and some psychic characteristics such as motivation, volitional qualities and emotional states are always present, but undoubtedly the motor skills and technique are considered the most significant. In the process of training one should observe the proper succession of these elements and watch their proportions.

The training process is of cyclic character. It consists of periods of work and relaxation. There are various types of relaxation breaks: the breaks between some exercises, the breaks between trainings and competitions, the breaks between micro cycles, between training periods, etc.

One thing is sure: the shorter the period of rest a competitor needs, the better form he is in.

The process of change of the state from fatigue to the state of relaxation is known as regeneration. This process can last from several seconds to several hours. There are some factors stimulating the process of regeneration:

1) personal hygiene, hygienic conditions of work and relaxation;

2) proper exercises and regulated loads and intensity;

3) the activities stimulating regeneration such as: massages, hydrotherapy, saunas.

As a rule the process of training begins with warming-up. It is a very important period because it helps to prepare an athlete’s organism for muscular work of great intensity.

The way to success in sport is becoming more and more difficult. It requires more knowledge on the part of the coach, on the one hand, and a great talent and devotion on the part of the competitor, on the other hand.

Задание 2. Скажите по-английски следующие слова и словосочетания:

тактика подготовки, пауза для релаксации, соблюдать надлежащую последовательность, психические характеристики, эмоциональные состояния, волевые качества, двигательные умения, циклический характер.

Задание 3. Скажите следующие предложения, употребляя английские слова вместо русских.

1. The training process consists of двигательных, тактических и психических качеств и техники.
2. The tactics of preparation and some psychic characteristics such as мотивация, волевые качества и эмоциональные состояния are always present.
3. In the process of training one should observe надлежащую последовательность of these elements.
4. The motor skills and technique считаются the most significant.
5. The training process consists of periods of работы и релаксации.
6. Процесс изменения состояния от усталости к релаксации is known as regeneration.
7. As a rule the process of training begins с разминки.
8. It is a very important period because it to prepare an athlete's organism к мышечной работе большой интенсивности.
9. Путь к успеху в спорте is becoming more and more difficult.

Задание 4. Скажите, являются ли следующие утверждения верными (true) или неверными (false) согласно содержанию текста. Приведите верный вариант.

1. The process of training begins with stretching.
2. There are some elements of the training process: motor, tactic, psychic qualities and technique.
3. The training process consists only of period of relaxation.
4. The longer the period of rest a competitor needs the better form he is in.
5. The way to success in sport is becoming more and more difficult.
6. The training process is of cyclic character.

Задание 5. Дайте ответы на следующие вопросы.

1. Are the elements of the training process interconnected?
2. What is the beginning of the process of training?
3. What should an athlete observe in the process of training?
4. What are the types of relaxation breaks?
5. What are the activities stimulating regeneration?
6. What does the process of training begin with?
7. Why is warming-up a very important period?

8. What must a competitor have to be successful in sport?

Grammar revision

Условные предложения I типа. Придаточные предложения условия соединяются с главным предложением союзами if если, unless если ... не, provided (that), providing (that), on condition (that) при условии если, при условии что, supposing (that), suppose (that) предположим (что).

Первый тип условных предложений

Условные предложения первого типа выражают вполне ***реальные, осуществимые предположения*** и соответствуют в русском языке условным предложениям с глаголом в изъявительном наклонении. Такие условные предложения чаще всего выражают предположения, относящиеся к будущему времени.

В условных предложениях первого типа, относящихся к будущему, глагол в придаточном предложении (условии) употребляется в Present Simple, а в главном предложении (следствии) - в Future Simple.

If I ***become*** a member of the national team, I ***shall take part*** in the European championship.

- Если я стану членом национальной команды, я приму участие в чемпионате Европы.

Глагол главного предложения может стоять в повелительном наклонении:

If you ***see*** our coach, ***ask*** him to ring me up.

- Если вы увидите нашего тренера, попросите его позвонить мне по телефону

1 Соедините предложения в одно с помощью when или if так, чтобы получилось условное предложениеI типа

Example: Jack will come. We shall play chess. — When Jack comes, we shall play chess.

1. All the pupils will come to school tomorrow. We shall write a test then.
2. I'll meet Ann after school. I'll give her my album.
3. You'll not do your homework. The teacher will be angry.
4. Mike won't come today. We'll play football without him.
5. I'll finish school with good marks. My father will take me to the seaside. .
6. My school record may not be very good. Mom will be very upset.

2. Соедините два предложения, используя if.

1. It will rain today. We shall not go for a walk.
2. Don’t move. You’ll fall down.
3. The wind will change. There will be snow.
4. I’ll be careful. I will not break the cups.
5. You have free time now. Come for a walk with me.
6. I’ll go hiking in summer. I’ll see a lot of interesting things.
7. He’ll go shopping. He’ll buy some exercise-books for me.

3. Составьте условное предложение I типа, используя ***if.***

Example: Molly leave now / catch the bus.
- If Molly leaves now, she’ll catch the bus.

1. stay in bed / feel better
2. work hard / get a job
3. go shopping / spend much money
4. ride a bike / get there quickly —
5. eat carrots/see well in the dark
6. come now/go out together

Lesson 3
Training in different sports

Задание 1. Прочитайте текст, выпишите незнакомую лексику и переведите её.

The main categories of training are:

- Training to develop flexibility and mobility.
- Stabiliser muscle training and recovery training
- Strength training

Training of a swimmer is characterized by a variety of tools and methods. Intrinsically, training solves several problems:

1. Setting and development of technique
2. Improving functionality
3. Development of strength, endurance, speed qualities and flexibility
4. Mastering the tactics of overcoming the distance in competitions

5. Training of moral and volitional qualities

In the system of swimmers training the following types of training can be distinguished: physical, technical, tactical, theoretical and psychological.

Physical training of a swimmer is aimed at all-round development of the body, health promotion, improvement of physical qualities and thereby creating a solid functional base for sports specialization.

In the process of physical training, General and Special physical exercises, special exercises in the water, swimming in all styles and other sports are used: running, rowing, skiing, sports games.

The swimmer's physical training is divided into General (GPT) and Special (SPT).

GPT is aimed at comprehensive development of the athlete's body and solves the following tasks:

1. Increasing the level of development of strength, endurance, speed, flexibility, agility and, on the basis of this, creation of functional base for sports improvement.

2. Hardening of the body.

GPT is carried out on land and in water.

The following techniques are used on land:

- for *strength training*: general development exercises for the neck, arms, torso, legs; jumping; throwing; exercises with weights starting from 11 years (weights are selected according to the age group);
- for *endurance training*: walking, running, rowing, skiing, hiking, cycling;
- for the *development of speed*: basketball, volleyball, football, running with acceleration;
- for the *development of flexibility*: exercises to increase mobility in the joints, movements of the limbs and torso turns with maximum amplitude;
- for the *development of agility*: elements of acrobatics — somersaults, stands, rolls, simple apparatus exercises, basketball, volleyball, hand ball.

GPT classes in water can include the following exercise:

- swimming in a variety of styles using only hands, only legs, or with full coordination of movements, medley, swimming with breath holding, diving, springboard diving, techniques for saving the drowning, outdoor water games, water Polo.

SFP is aimed at developing and improving special physical qualities of a swimmer and solves the following tasks:

1. Development of strength and special endurance of muscles that carry the load when swimming with the chosen style.

2. Development of specific qualities: speed, flexibility and agility necessary for swimming with the chosen way and performing starts and turns. SFP is conducted on land and in water.

Professional swimmers train 2-3 times a day (two training sessions in water and one on land) and swim 5-8 km per training session, depending on the training

tasks. Besides swimming in the pool, swimmers in their training use work on simulators, running, skiing, etc.

The training consists of a warm-up, the main part and the final part. Warm-up usually begins with swimming on feet and prepares the body for the upcoming physical work. The main part of the training solves the tasks of a specific training. The final part serves to restore the pulse and relax the body: usually it is brass on the back or on the back on the legs.

Задание 2. Озаглавьте текст.

Задание 3. Озаглавьте абзацы, перепишите в виде плана к тексту в тетрадь**.**

Задание 4. Письменно переведите текст.

Задание 5. Заполните следующую таблицу.

training	***exercises***
strength training	--------
	walking, running, rowing, skiing, hiking, cycling
development of speed	--------
--------	exercises to increase mobility in the joints, movements of the limbs and torso turns with maximum amplitude
--------	elements of acrobatics — somersaults, stands, rolls, simple apparatus exercises, basketball, volleyball, hand ball.
GPT classes	--------

Задание 6. На основании лексики и вашего плана подробно перескажите текст.

Задание 7. Найдите информацию в интернет-источниках и напишите доклад на английском языке о тренировке в избранном виде спорта.

Grammar revision

Условные предложения II типа. Условные предложения второго типа выражают ***невероятные или маловероятные предположения***. Они относятся к настоящему или будущему времени и соответствуют в русском языке условным предложениям с глаголом в сослагательном наклонении (т. е. с глаголом в форме прошедшего времени с частицей *бы***).**

В условных предложениях второго типа в придаточном предложении (условии) употребляется форма Past Simple, а в главном предложении (следствии) - сочетание should (с 1-м лицом ед. и мн. числа) или would (со 2-м и 3-м лицом ед. и мн. числа) с ***Simple Infinitive*** (без ***to*****).** Во всех перечисленных

случаях формы сослагательного наклонения обычно переводятся на русский язык также сослагательным наклонением, а именно формой глагола прошедшего времени + частица ***бы***, которая часто сливается с союзом ***что***.

If I became a member of the national team, I should take part in the European championship. - Если бы я стал членом национальной команды, я бы принял участие в чемпионате Европы.

Глагол to be употребляется в придаточном предложении в форме сослагательного наклонения, т. е. форма were употребляется со всеми лицами единственного и множественного числа. Однако в современном языке, особенно в разговорной речи, наряду с were с 1-м и 3-м лицом единственного числа употребляется was:

(if) I were... если бы я был...

(if) he (she, it) were... если бы он (она, оно) был...

1. Выберите правильный вариант, чтобы получилось условное предложение II типа.

1. No mother would have sent/would send a child to anything so awful if she is not/ were not in such misery herself!
2. I wouldn’t / mustn’t be surprised if we will turn / turned out to be ordinary humans, after all.
3. If Maggie looked/ would look out his eyes, would she / did she come away from the terrifying experience?
4. If the captain was / had shipwrecked, and you wanted/ want to rescue him in a boat, he would want / will want to know who was rowing the boat before he would get / got in.
5. The transfer will / would be easier if she would have /had no idea what was happening.
6. The East India Company can / could break Miguel’s control, if it can increase / increased the coffee amount on the market.
7. If my brother were / had to blame he will/ would ask your forgiveness.
8. If this could / was be arranged there will be/ would be nothing left for Chris to do.
9. It would look / will look as if we were / had been conspiring.
10. If it weren't / wouldn’t be for the pain and disgrace Sue would be / will be willing to end it all.

2. Раскройте скобки, употребив глагол в нужной форме так, чтобы получилось условное предложение II типа.

1. Binnerts ___ (may) look for some sources on Dracula, if there____ (be) any.
2. If the police____ (turn) the robber out he ____ (do) it again.
3. Molly’s face says 'I ____ (love) you if ____I but I can't...’

4. These legends ___(draw) them on, if only they ___ (have) no time to think realistic.
5. If the King ___ (employ) an agent it (certainly be) you.
6. If Greg ____ (not have) money enough to move to another town, we____ (give) it to him.
7. If Mollenhauer and Butler and ____ (can) get together, it ____ (be) a very different matter.
8. If it ____ (be) up to me, I ____ (have) my helicopter airborne (поднял в воздух).
9. '___ (not can) you know more, if you ____ (think) proper?'
10. You ____ (can) write every month if you ____ (like).

3. Соедините части предложений, чтобы получилось условное предложение II типа.

1. How could you know that you would fall into the cellar…
2. If the police shut the robber up too soon…
3. They couldn't even hear in the town …
4. If the author were to give an account of it …
5. If the time scale was lengthened …
6. If the consultative process were to be concluded more successfully …
7. If it were impossible to adopt the draft resolutions by consensus …
8. We could hide in a big barn …
9. The dog would start to howl …
10. Even if the whole lady world protested, …

a) if we fired the cannon here.
b) they would all the same receive an overwhelming majority of all votes.
c) the reader would hardly believe it.
d) Mark wouldn’t stop watching football.
e) if we felt any danger.
f) if you didn't do this on purpose?
g) the effect would be that much more neutrons would decay into protons.
h) as if it were covered with bees.
i) they would deprive themselves of getting more further evidence against him.
j) much more had to be done.

Lesson 4
Problems and innovations in the training process

Задание 1. Прочитайте текст, озаглавьте его.

Starting with classes for children and young people and ending with training of highly qualified athletes, there are attempts to push aside the purposeful and

persistent training process with pills or syringes (шприцы) with medications. There is a search for "miracle" drugs that allow bringing the athlete to the level of records in the shortest possible time. The question of athletes' awareness of the health risks of a particular drug becomes a significant importance. It is noted that there are still unused reserves in sports training, which will allow athletes to show record results even without doping. Therefore, it is becoming more and more obvious that there is an objective need to improve the actual system of sports training. In addition, the rationale and construction of training programmes, according to a number scientists, must assume not only maximum specified load, which is largely the case today, but obtaining programmed motor actions and training effects of immediate, delayed and cumulative (permanent) nature. Otherwise, there is a real prospect of extremely irrational construction of sports training, especially at the initial stages, inadequate impact on the body of athletes, which allows an athlete to recklessly waste and squander (расточать) the ability to adapt, "burn a candle at both ends." Such improvement can be implemented through the widespread introduction of new technologies into the theory and especially practice of sports: computer technologies, developments in the field of pharmacology and sports nutrition, improvement and updating of sports apparatuses and equipment. Modeling and design as productive forms of application of sports and pedagogical innovations allow to develop and create training systems from micro to mega levels based on an integrative complex of the latest scientific data and modern information systems. In this regard, special attention was paid to the introduction into the training process of a large number of additional, so-called ergogenic (вспомогательный) means of directed influence on the body of athletes - artificial control environment, the use of natural biologically active substances, effects on the respiratory system (artificial hypoxia and hypercapnia, breathing through an additional "dead" space, breathing with increased elastic resistance, arbitrary hypoventilation), etc. In the process of managing the training of an athlete, it is necessary to correctly understand the impact of various means and methods on the athlete's body, taking into account its current functional state. In this regard, the problem of using non-invasive methods for evaluating the training load and the current state of the athlete is updated: analysis of heart rate variability , HRV, bioimpedance analysis of the component composition of the body, evaluation of training loads using heart rate monitors.

Задание 2. Выпишите из текста незнакомую лексику, переведите и выучите её.

Задание 3. Разбейте текст на абзацы и озаглавьте их.

Задание 4. Названия абзацев перепишите в виде плана к тексту в тетрадь.

Задание 5. Письменно переведите текст.

Задание 6. На основании лексики и вашего плана подробно перескажите текст.

Grammar revision

Условные предложения III типа. Условные предложения третьего типа выражают ***предположения, относящиеся к прошедшему времени*** и являющиеся, поэтому, ***невыполнимыми***. Как и условные предложения второго типа, они соответствуют в русском языке условным предложениям с глаголом в сослагательном наклонении (т. е. с глаголом в форме прошедшего времени с частицей *бы*).

В условных предложениях третьего типа в придаточном предложении (условии) употребляется форма Past Perfect (had+3 ф.глаг.)**,** а в главном предложении (следствии) сочетание should (с 1-м лицом ед. и мн. числа) или would (со 2-м и 3-м лицом ед. и мн. числа) с ***Perfect Infinitive*** (без to).(should have+3 ф.глаг.)

If I had become a member of the national team last year, I should have taken part in the European championship. - Если бы я стал членом национальной команды в прошлом году, я бы принял участие в чемпионате Европы.

1. Раскройте скобки так, чтобы получилось условное предложение III типа.

1. If the government ____ (give) more money to the factory it ____ (not close).
2. If the government ____ (build) flood barriers, we ____ (not have) the floods last year.
3. If Dan ____ (know) how to swim, he ____ (not drown).
4. If Molly _____ (listen) to the weather- forecast, she ____(know) it was going to rain.
5. If Greg ____ (tell) me he was ill, I ____ (be) more sympathetic.
6. If she _____ (prepare) for the exam, she ____ (pass) it.
7. If Bill ____ (see) the house, he ____ (not buy) it.
8. These words ____ (roughly express) Bob's feelings, if he ____ (be) capable of reasoning.
9. But what ____ (you do), if you ____ (see) what I saw?
10. It ____ (be) all done though, if Jill ____ (help) at the right time.

2. Перепишите письмо, используя условные предложения III типа.

Dear Mary,

I'm writing to you feeling completely frustrated. As you know, I have to give a reception every year to entertain my husband's business associates, so I have to go to a lot of trouble. Well, disaster struck again! In my attempt to appear an original hostess, I ordered some Chinese and Thai food to be served with chopsticks. Needless to say, my guests disapproved. I also booked a Latin band to come and play live, but our middle-aged guests found it hard to dance so energetically. My husband has no sympathy for me and is mad at my choice of entertainment. I must

confess I want to get out of organizing such social gatherings. It’s a pity you weren’t here; you missed out on a unique opportunity to see my husband dancing.

3. Переведите следующие предложения, используя условное предложение III типа.

1. Питер не смог бы попасть туда, не встреть он мальчиков.
2. Впрочем, если призрак был бы просто иллюзией, он должен был бы полностью исчезнуть, но он не исчез.
3. Мужчина наверняка бы застрелил жену, если бы полицейский не оттолкнул его руку.
4. Если Джека поймали, то, возможно, его взяли в плен.
5. Старик стал так раздражителен, что, если бы Катя сказала бы ему, что не собиралась навестить его, он бы непременно обиделся.
6. Если бы у Сергея были хорошие карты, он бы показал их.
7. Молли бы никогда не поставила себя в такое положение, если бы не доверяла Салли полностью.

Lesson 5
My training

Задание 1. Прочитайте текст, переведите его на русский язык.

1. My name is Nick. I ‘m a swimmer.
2. Usually my working day starts like this. I get up at six-thirty. I do my morning exercises and have breakfast. I leave the house at seven-thirty and go to my college. Classes start at eight o'clock in the morning and finish at about 2 or 3 p.m. We usually have three double periods of classes. There are ten or twenty minute’s breaks between classes.
3. After college, I go to the pool. The trip takes about fifty minutes. My training session lasts two hours. During this time, I swim five kilometers in different styles. I get home at seven o'clock. I eat, do my homework, and go to bed at quarter to 10 p.m.
4. Once my trainer gave me a difficult task. He told me that I had to swim the distance of seven kilometers. First it was hard for me, as I was afraid that I wouldn`t be able to succeed, but after a while when I had swum the fifth kilometer and had a tempo, I started to look at the situation with absolutely different eyes. It was becoming more and more interesting for me to swim, there was a feeling of challenge and at that moment I understood that I would be able to do it.
5. It was six o`clock in the evening and my training came to an end. I was so much surprised by the fact that I had swum two kilometers more than I usually did and had not been tired. And at that moment I suddenly realized that anyone would

be able to achieve the aim if he really wanted to do it and it doesn`t matter whether he does it under the force or not.

6. Only then, when I came back home, adrenaline ended, and I felt so exhausted that I could hardly stay on my feet. I wanted to go to bed so much, but I had to do my homework. I was very tired, but I felt satisfaction for the work done, and it was a really good feeling.

Задание 2. Выпишите незнакомые слова, переведите их на русский язык и составьте с ними свои предложения.

Задание 3. Переведите письменно в тетрадь 4 и 5 абзацы текста.

Задание 4. Заполните таблицу распорядка дня Николая. Первая строка уже заполнена.

time	activity
1. 6:30	Rise

Задание 5. Дайте синонимы следующим словам и словосочетаниям и переведите их на русский язык:

get up, leave the house, trip, style, succeed, tempo, challenge, be able to do, aim, it doesn`t matter, exhausted, satisfaction

Задание 6. Задайте 10 вопросов разного типа к содержанию текста.

Задание 7. Составьте план текста.

Задание 8. На основании вопросов и плана текста напишите рассказ о своей тренировке.

Задание 9. Обсудите со своим партнером сходство и различие ваших тренировок.

Grammar revision

Выполните следующий тест на тему «***Условные предложения***»

Выберите правильный вариант.

1. If we meet him, I… you.
   a) introduce; b) will introduce; c) would introduce.
2. Who would he talk to if he … a very serious problem?
   a) has; b) had; c) had had.
3. What would they do if they … the last train home?

a) miss; b) would miss; c) missed; d) had missed.

4. If she lost her job, she … her own business.
   a) will start; b) would start; c) started; d) would have started.
5. If he wanted a quiet holiday, he … to the mountains.
   a) would go; b) went; c) would have gone.
6. What will you do when you … school?
   a) will finish; b) finish; c) would finish.
7. What… her, if it's her birthday?
   a) will you buy; b) do you buy; c) would you buy.
8. What would you do if you … me?
   a) are; b) were; c) have been.
9. If you … Mr. Snowdon, you would like him.
   a) would know; b) will know; c) knew.
10. If he … work in the evening, he'd have time to see this film.
    a) didn't work; b) hadn't worked; c) doesn't work.
11. If I had a car, I… you a lift.
    a) will give; b) gave; c) would give; d) would have given.
12. If I didn't go to bed late, I… so tired all day.
    a) would be; b) will be; c) won't be; d) wouldn't be.
13. If I go on a diet, I … weight.
    a) will lose; b) lose; c) would lose; d) lost.
14. If Linda … hurry, she will be late.
    a) will not hurry; b) doesn't hurry; c) didn't hurry; d) wouldn't hurry.
15. If Jane … hurry, she would be late.
    a) will not hurry; b) doesn't hurry; c) didn't hurry; d) wouldn't hurry.
16. If I hadn't missed the bus I … late for work.
    a) would be; b) wouldn't be; c) wouldn't have been.
17. If Jack … the window, his parents wouldn't have had to pay for a new one.
    a) had broken; b) hadn't broken; c) didn't break; d) broke.

Lesson 6
My training process

Задание 1. Прочтите и скажите одним предложением, о чем говорится в тексте.

When you are engaged in sport - training, competing, an athlete must *comply* with the following basic *requirements*:

There should be a systematic, gradual and continuous, as well as *undulating* increase and decrease in the load during training. Alternate work and active rest.

When finishing a *workout* with significant loads, you need to actively rest. That is, to make a "*cooldown*" - to walk, to perform relaxation exercises, which does not prevent you from doing breathing exercises.

Before any workout, you need to *stretch* well and especially those muscle groups that should get the maximum load during the next workout.

You must keep a diary of self-control. The main indicator is weight. A significant decrease in weight talks about overtraining and the need to reduce the load.

During the training period, during competitions, and not only in any case do not use *doping*, do not smoke, and do not drink a lot of water.

Make it a rule to take a warm shower after a sport training, which is necessary to remove *dust*, sweat, and to *calm down*. After the shower, wear clean, dry underwear, socks.

If you strictly follow the *daily routine* and follow these tips, the results in sports will not be long in coming.

Задание 2. Выпишите из текста слова, выделенные курсивом, и переведите их на русский язык. Составьте с ними свои предложения.

Задание 3. Переведите текст на русский язык письменно.

Задание 4. Найдите в тексте информацию и выпишите в тетрадь:

а) каковы основные требования к занятию спортом;

б) что значит «произвести «заминку»;

в) что нужно сделать перед любой тренировкой;

г) что говорит о перетренированности и о необходимости снизить нагрузку;

д) что нельзя делать во время тренировочного периода;

е) что нужно делать после тренировки и почему.

Задание 5. Задайте 10 - 12 вопросов разного типа к содержанию текста.

Задание 6. Напишите рассказ о своём тренировочном процессе на основании текстов этого и предыдущего занятий.

Задание 7. Сравните со своим партнером разницу и схожесть ваших тренировочных процессов.

Grammar revision

Выполните следующий тест на тему «***Условные предложения***» *(продолжение)*

Выберите правильный вариант.

1. If Chris studied more, she ... a better student.
   a) will be; b) would be; c) is; d) were.
2. If the food hadn’t been awful, we ... it.
   a) would eat; b) ate; c) would have eaten.
3. She would have forgotten the appointment, if Jack ... her.

a) didn’t phone; b) had not phoned; c) phoned; d) had phoned.

4. If you ... carefully, you will never get into an accident.
   a) will drive; b) drive; c) would drive; d) drove.
5. We would have reached the airport on time, if we ... a taxi.
   a) took; b) had taken; c) hadn’t taken.
6. If you can’t afford it, ... it.
   a) will not buy; b) don’t buy; c) not buy.
7. If he ... so much, he will put on weight.
   a) eats; b) will eat; c) ate; d) would eat.
8. If I ... you, I would do everything well.
   a) am; b) will be; c) were; d) would be.
9. If I ... him, I will give all the information to him.
   a) see; b) will see; c) would see; d) saw.
10. If you make so much noise, the children ... to sleep.
    a) will be able; b) won’t be able; c) can; d) can’t.
11. If it... sunny tomorrow, we’ll go for a picnic.
    a) is; b) will be; c) isn’t; d) would be.
12. Sarah is so lonely. But if she ... a club, she would make more friends.
    a) joins; b) joined; c) will join; d) would join.
13. If I found a fly in my soup, I... to manager of the cafe.
    a) will complain; b) complain; c) complained; d) would complain.
14. If he hadn’t climbed the ladder, he ... his leg.
    a) had broken; b) would have broken; c) wouldn’t have broken.
15. The plants ..., if you don’t water them.
    a) will grow; b) grow; c) won’t grow.
16. I would buy that bag if it... cheaper.
    a) is; b) were; c) will be; d) would be.
17. If Tom ... on coat, he will catch a cold..
    a) puts; b) doesn’t put; c) won’t put.

Unit 5.3
Outstanding coaches

Lesson 1
Great coaches

Задание 1. Прочтите внимательно текст.

Anatoly Tarasov is an *eminent* and famous Soviet ice hockey player, football player and coach. It is a very *rare* phenomenon when a coach was also a great talented player, and in two of the most difficult sports, and could teach and train athletes by example. Anatoly Tarasov is the first foreign coach in history to be included in the Hall of Fame of the strongest hockey League – the National Hockey

League (NHL), where teams of the North American continent play, and they contain the world's strongest hockey players.

He, like most first-generation hockey players, started with *bandy*. But injuries led to the fact that Tarasov started only training. That's when he started thinking about the secrets of hockey. CSKA hockey school was organized on the initiative of Anatoly Vladimirovich, and gave the world a *huge* number of outstanding hockey players. Among them are Anatoly Firsov, Valery Kharlamov, Alexander Maltsev, Vladimir Vikulov. In 1958, he began coaching the USSR team. He *held* this position for a long 14 years. As a result - 9 victories of the Soviet team at international competitions, 3 Olympic medals. Anatoly Tarasov is the *founder* of the *Golden Puck* youth tournament.

Tarasov's daughter Tatiana became a famous figure skating coach.

Tatiana Tarasova is the daughter of Anatoli Tarasov, a famed ice hockey coach, who introduced her to figure skating at the age of five. She is a Russian figure skating coach and national figure skating *team adviser*. Tarasova has been coach to more world and Olympic champions than any other coach in skating history. Her students have won a total of eight Olympic gold medals in three of the four Olympic figure skating disciplines, in addition to 41 gold medals at the European and World championships.

Tarasova started coaching at age 19, at her father's *insistence*. Her most *notable* students have been Alexei Yagudin, Ilia Kulik, Natalia Bestemianova /Andrei Bukin, Oksana Grishuk /Evgeni Platov, Ekaterina Gordeeva /Sergei Grinkov, Marina Klimova /Sergey Ponomarenko, and Irina Rodnina /Alexander Zaitsev.

In the *mid-1980s*, Tarasova launched the *Russian All-Stars*, an ice ballet.

On March 21, 2008, during the world Championships in Gothenburg, Tarasova was *inducted* into the world figure skating Hall of Fame.

Tatyana Tarasova as a coach participated in all winter Olympic Games and world and European figure skating Championships since 1967.

Alexander Gomelsky (basketball) began his coaching career in 1949, in Leningrad, with the women's team of Spartak. His *nicknames* was “Papa (Father)” In 1953, he became the coach of Rīgas ASK, *leading the team to* three Soviet Union League titles (1955, 1957, 1958), and three consecutive European Champions Cups (EuroLeague), from 1958 to 1960.

In 1969, he was appointed the head coach of CSKA Moscow, leading the club to 10 Soviet Union national league championships (1970-1974, 1976-1980), 2 Soviet Union Cups (1972, 1973), and one European Champions Cup (EuroLeague) title in 1971. He also led the club to two more European Champions Cup (EuroLeague) finals, in 1970, and 1973. Gomelsky was the long-time *head coach* of the senior Soviet Union national team, leading them to 7 EuroBasket titles (1961, 1963, 1965, 1967, 1969, 1979, and 1981), 2 FIBA World Cup titles (1967, and 1982), and the Summer Olympic Games gold medal in 1988.

He was originally the Soviet national team head coach in 1972, and was expected to coach the team at the 1972 Summer Olympic Games, but due to *political* reasons of that time he was not allowed to coach the team at those games. The Soviet team, with Vladimir Kondrashin as their coach, won their first Olympic gold medal that year, after a *controversial* game against the United States.

Vladimir Kondrashin was a Russian professional basketball player and coach. His nicknames were "Petrovich", "Father". He was inducted into the FIBA Hall of Fame in 2007. Vladimir Kondrashin coached the senior men's Soviet Union national basketball team from 1971 to 1976. He led them to their first Summer Olympics gold medal, at the 1972 Summer Olympics, when they beat the United States, in the 1972 Summer Olympics' controversial final game, on a last second shot by Alexander Belov.

He also coached the Soviet Union to a gold medal at the 1974 FIBA World Championship, a bronze medal at the 1976 Summer Olympics, a gold medal at the EuroBasket 1971, a silver medal at the EuroBasket 1975, and a bronze medal at the EuroBasket 1973.

In addition to coaching the senior Soviet national team, he also coached the Soviet national university team, which he led to a gold medal at the 1970 *World University Games,* and a silver medal at the 1973 World University Games.

Nikolai Karpol is a Soviet and Russian volleyball coach. He headed the women's national teams of the USSR, *Commonwealth of Independent States* (CIS), Russia and Belarus. Karpol is the *Honored* coach of the USSR and the Honored coach of the RSFSR and a member of the volleyball Hall of Fame.

Known as *The Howling Bear*, Karpol was a regular at the Olympic Games, with his teams, and his teams usually placed on the *Olympic podium*, winning gold medals in 1980 and 1988 and taking the silver medals in 1992, 2000 and 2004 for a total of five Olympic medals. In 2020, he set a new world record by coaching Uralochka for 51 years.

Website volleybox.net after analyzing the results of national Championships and major international tournaments, compiled a list of the best teams in the history of volleyball. "Uralochka" was in the first place. Under the leadership of Karpol this team 25 (!) times won the Championships of the USSR and Russia. Eight times its “uralochki” won the Cup of European Champions.

There is no volleyball coach in the world that has as many titles as Karpol has. He is a two-time winner of the Sports Academy award in the category "Best volleyball coach in the world among women's teams".

Irina Viner-Usmanova: is a Russian *rhythmic gymnastics* coach who is the head coach of the Russian national team. She is a president of the Russian Rhythmic Gymnastics Federation, and a *former* vice president of the International Gymnastics Federation.

In 2015, Viner was awarded the Olympic Order in *recognition* of her outstanding achievements in global sports, making Viner the first gymnastics coach

in history to receive the award. Thomas Bach, the President of the International Olympic Committee, personally handed her the necklace and presented the award.

As a young girl Viner wanted to take ballet but was *discouraged*, so she took up gymnastics at the age of 11. Viner was a three-time champion of the Uzbek SSR and graduated from the Uzbek State Institute of Physical Culture. She worked as coach of the national team in rhythmic gymnastics in Tashkent, and under her *tutelage*, Venera Zaripova became her first successful gymnast.

Viner is one of the most successful gymnastics coaches of all time, her pupils include the past five Olympic all-around champions: Margarita Mamun (2016), Evgeniya Kanaeva (2008 and 2012), Alina Kabaeva (2004), and Yulia Barsukova (2000). It's interesting to note that for some time, she was the coach of the Great Britain national rhythmic gymnastics team. The result of her work was the participation of English athletes at the XXV summer Olympics in Barcelona (1992).

Задание 2. Выпишите слова, выделенные курсивом, и переведите их на русский язык.

Задание 3. Переведите письменно заглавие и микротексты ***Anatoly Tarasov*** и ***Tatiana Tarasova.***

Задание 4. Поставьте 5 вопросов разного типа к микротексту ***Alexander Gomelsky.***

Задание 5. Найдите в тексте информацию и выпишите в тетрадь:

а) какое прозвище у Владимира Кондрашина
б) кого он тренировал с 1971 по 1976 годы
в) что случилось в 2007 году.

Задание 6. Задайте по одному вопросу к содержанию абзацев микротекста ***Nikolai Karpol.*** Перескажите раздел на основе этих вопросов.

Задание 7. Письменно переведите микротекст ***Irina Viner-Usmanova.***

Задание 8. Найдите в интернете информацию на английском языке и напишите сообщение на страницу А-4 о выдающихся тренерах мировой истории.

Grammar revision

Вспомните, как образуются времена ***Present Simple*** и ***Present Continuous.***

Present Simple используется для обозначения действий, которые повторяются (подсказкой является регулярность выполняемого действия). Например, каждое утро мы встаем в 6 утра.

Every morning we **get** up at 6 o`clock.

Если речь идет об общеизвестных фактах, также используется время Present Simple. Например, солнце встает на Востоке

The sun **rises** in the east .

Continuous - это, прежде всего, продолжительность ("продолжающийся). Время Present Continuous используется для описания продолжительных действий, которые происходят в настоящий момент. Например, "Джессика сейчас читает интересную книгу" - "Jessica **is reading** an interesting book now".

Для времени Present Simple используются слова-маркеры, как always, every day, sometimes, usually, often, every year и т.д.

Для времени Present Continuous: at the moment, now, Look!, today, right now...

Можем использовать время Present Continuous со словом-маркером always при условии

- если вас что-то сильно раздражает, бесит, вы не можете это терпеть:

I`m always losing my key (Я всегда теряю ключи).

- если это личные планы, договоренности, назначенные на ближайшее будущее, часто с указателями места и времени:

Например:

Mr. Smith **is arriving** at the train station tomorrow at **11.00**. – Мистер Смит прибывает на вокзал завтра в 11.00.

I can't join you. I **am taking** my exam **tomorrow** so I am studying tonight. – Я не могу к вам присоединиться. Я завтра сдаю экзамен поэтому сегодня вечером я занимаюсь.

Выполните следующий тест

Present Simple или Present Continuous?

1. Dan usually ... his camera on all trips.
   a) take; b) takes; c) is taking.
2. Susan ... five lessons on Monday.
   a) have; b) has; c) is having.
3. ... you drink tea for breakfast?
   a) Do; b) Does; c) Are.
4. The train ... at 6 in the evening.
   a) arrives; b) is arriving; c) arrive.
5. It... now.
   a) rains; b) is raining; c) rain.
6. She ... tennis well.
   a) play; b) doesn't play; c) don't play.
7. Look! He ....
   a) is swimming; b) swim; c) swims.
8. This house ... to me.
   belongs; b) belong; c) is belonging.
9. I... the rule now.
   understand; b) understands; c) am understanding.

10. I ... to speak to Dan.
a) wants; b) am wanting; c) want.
11. He usually ... coffee for breakfast.
a) have; b) has; c) is having.
12. What... in the kitchen, Chris?
a) do you; b) are you doing; c) you do.
13. The family ... dinner now.
a) is having; b) have; c) has.
14. He ... newspapers every day.
a) read; b) is reading; c) reads.
15. Be quiet! The baby ....
a) sleeps; b) is sleeping; c) sleep.
16. He often ... to the cinema.
a) goes; b) is going; c) going.
17. My brother ... in Greece now.
a) stays; b) staying; c) is staying.
18. Claire ... pizza.
a) do not like; b) isn't liking; c) doesn't like.
19. What ... here?
a) do you do; b) are you doing; c) you doing.
20 What time … plane … ?
a) do … leave; b) does … leave; c) is … leaving.

Lesson 2
Profession – coach

Задание 1. Прочитайте текст, переведите его на русский язык.

Being involved into the sport, a person communicates with a coach in many ways — as a teacher, as an athlete, as a psychologist and so on. The knowledge of dealing with future athletes in everyday routine is, of course, a result of hard work and specific talent which a coach should be marked to.

Sports coaches assist athletes in developing to their full potential. They are responsible for training athletes in a sport by analyzing their performances, instructing in relevant skills and by providing encouragement. But you are also responsible for the guidance of the athletes in life and their chosen sport. Therefore role of the coach will be many-sided and varied, from instructor, assessor, friend, mentor, facilitator, demonstrator, adviser, supporter, fact finder, motivator, counselor, organizer, planner and the Fountain of all Knowledge.

In relation to sport, the role of the coach is to create the right conditions for learning and to find ways to motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm. The coach will need to be able to: assist athletes to

prepare training programs, communicate effectively with athletes, assist athletes to develop new skills, use evaluation tests to monitor training process and predict performance.

Sports coaches are responsible for getting sporting teams or individuals ready to compete, and even guide them through their event. Extra duties may include recruiting players, developing game strategies, and teaching the skills of the sport. A coach requires good planning and organization skills.

Coaches come from a wide range of areas from ex-competitors, parents, teachers and even fans, all with one thing in common - a passion for coaching.

To get into coaching, you can start off gaining experience in a club or a sport school. This way your skills can develop as your team develops, and over time you can learn and grow your own style of coaching.

In addition to getting firsthand experience, you should also complete coaching courses. It is also possible to gain qualifications from university level courses in sports coaching, as well as exercise physiology, psychology and biomechanics, which can only enhance your coaching knowledge.

Mentoring is another way to move forward in your coaching. Many great coaches were ones assistants to another great coach, where they were able to use their mentor as a sounding board for ideas and questions on coaching, and to mould some of their coaching style and skills into their own.

vocabulary

adviser — советчик
assessor — эксперт
board — совет
counselor — консультант
duty — обязанность
encouragement — поддержка
enhance — повышать
evaluation — оценка
excitement — азарт
ex-competitor — бывший участник
facilitator — помощник
generate — порождать
mentor — наставник
monitor — контролировать
mould — вырабатывать
passion — увлечение
predict — прогнозировать
recruiting — наем
relevant — соответствующий
to be responsible for — быть ответственным за
vary — отличаться

Задание 2. Ответьте на следующие вопросы.

1. What are sports coaches responsible for?
2. How does an athlete communicate with a coach?
3. How do sports coaches assist their athletes?
4. What is the role of the coach?
5. Why should a coach motivate an athlete?
6. What are the extra duties of the coach?
7. What areas do the coaches come from?
8. What is mentoring?
9. How to get into coaching?
10. Why should a coach complete coaching courses?

Задание 3. Скажите, являются ли следующие утверждения верными (true) или неверными (false) согласно содержанию текста. Приведите верный вариант.

1. Coaching courses help to gain qualifications.
2. An athlete communicates with a coach as a teacher.
3. Sports coaches assist athletes in developing their techniques.
4. Coaches are also responsible for the guidance of the athletes in life and their chosen sport.
5. Extra duties include good planning and organization skills.
6. Mentoring is a way to help the athletes.
7. In relation to sport, the role of the coach is to create the right conditions for learning.

Задание 4. Найдите в тексте предложения, в которых говорится:

1. об опыте менторства;
2. о том, как выработать свой собственный стиль тренерства;
3. о том, как тренер должен помогать спортсменам;
4. об ответственности за подготовку спортсменов;
5. о тех, кто становится тренерами;
6. об умениях, необходимых для того, чтобы стать тренером;
7. о том, кем является тренер для спортсмена.

Задание 5. Дайте русский эквивалент для следующих слов и словосочетаний.

The right condition, should be marked to, excitement and enthusiasm, a sounding board, extra duties, adviser and facilitator, evaluation tests, a passion for

coaching, recruiting players, to maintain the motivation, providing encouragement, fountain of all knowledge, a wide range, to predict performance, ready to compete, good planning, gaining experience.

Задание 6. Найдите в тексте эквиваленты следующих слов и словосочетаний.

Бывшие участники, руководить, порождать, контролировать, ежедневный распорядок, помогать спортсменам, наставничество, ответственный за обучение, избранный вид спорта, соответствующие умения, создавать, опыт из первых рук, сильно отличаться, сторонник и консультант, повышать уровень знаний, вырабатывать свой стиль.

Задание 7. Используя материал текста, составьте словосочетания и переведите их на русский язык.

Full …; chosen…; game …; sounding…; extra…; everyday…; training…; predict…; organization…; coaching…; hard…; recruiting…; good…; wide…; own…; firsthand…; specific…; relevant…; fact…; highly…; new ... .

Задание 8. Заполните пропуски словами, данными ниже:

guidance, range, create, conditions, mentoring, responsible, chosen, routine

1. In relation to sport, the role of the coach is to ... the right... for learning.
2. The knowledge of dealing with future athletes in everyday... is a result of hard work.
3. ... is a way to move forward in your coaching.
4. You are also ... for the ... of the athletes in life and their ... sport.
5. Coaches come from a wide ... of areas.

Задание 9. Соедините слова в пары синонимов**.**

1. routine	a. estimation
2. encouragement	b. education
3. guidance	c. enthusiasm
4. mentor	d. custom
5. evaluation	e. ability
6. learning	f. circumstances
7. skill	g. inspiration
8. excitement	h. adviser
9. conditions	i. direction

Задание 10. Найдите определения следующих слов.

1	duty	a	the limits within which a person or thing can function effectively
2	passion	b	from the original source
3	assessor	c	to supervise or instruct a person
4	to generate	d	a task or action that a person is bound to perform for moral or legal reasons
5	range	e	a trainer or instructor
6	chosen	f	any other committee or council
7	firsthand	g	a person who evaluates the merits, importance, etc.
8	to guide	h	to produce or bring into being; create
9	board	i	selected or picked out
10	coach	j	ardent love or affection

Задание 11. Переведите следующие предложения на английский язык.

1. Будущий тренер должен окончить специальные курсы.
2. Будучи вовлеченным в спорт, человек общается с тренером как с учителем, спортсменом и психологом.
3. Роль тренера - создать подходящие условия для спортсменов.
4. Тренеру необходимо помогать спортсменам в подготовке программ выступлений, развивать умения и мотивировать их.
5. Дополнительные обязанности тренера включают наем игроков, развитие стратегий игры, обучение навыкам в спорте.
6. Работа тренера требует умений планирования и организаторских способностей.

Задание 12. Расспросите вашего партнера о его тренере, попросите охарактеризовать его. Какую роль он играет в жизни вашего друга и в его спортивной карьере?

Grammar revision

Вспомните, что обозначают времена ***Past Simple*** и ***Present Perfect.***

1. Сравните два примера:

I bought a new shirt seven days ago. – Я купил новую рубашку семь дней назад.

I have never bought a good shirt in this shop. – Я никогда не покупал хорошей рубашки в этом магазине.

В первом случаи употреблено время Past Simple, так как указан точный период покупки в прошлом – seven days ago (семь дней назад). Во втором – Present Perfect, так как дата произошедшего указана неточно, она «размыта» – never (никогда). Здесь акцент перенесён на итог: в этом магазине хороших рубашек нет.

Past Simple	Present Perfect
Для описания событий, произошедших в определенный период времени в прошлом (yesterday – вчера, two days ago – два дня назад, three years ago – три года назад, last month – в прошлом месяце и другие).	Для описания уже случившихся событий в прошлом, но конкретное время при этом не указано. Они не важны, главное – к чему они привели в данную минуту.

2. Сравните предложения

He rented a new flat last year. – Он снял в аренду новую квартиру в прошлом году.

He has just rented a new comfortable flat. – Он только что снял в аренду новую удобную квартиру.

В первом примере глагол rented (снял в аренду) стоит в Past Simple, так как указанный период времени last year (в прошлом году) является законченным отрезком времени в прошлом. Во втором примере наречие времени just (только что) говорит о том, что описываемый период в прошлом еще не окончен. Поэтому здесь используется – Present Perfect.

Past Simple	Present Perfect
Для описания действия, которое произошло в законченный период времени в прошлом (an hour ago – час назад, in 1985 – в 1985 году, on Monday – в понедельник и другие)	Для описания совершенного действия в течение какого-то отрезка времени в прошлом, который еще не завершился (today – сегодня, this month – в этом месяце, this year – в этом году, this week – на этой неделе и другие)

3. Сравните:

I forgot about her birthday, but I congratulated her the next day. – Я забыл о её дне рождении, но я поздравил её на следующий день.

It is pity but I have forgotten about her birthday. – Сожалею, но я забыл о её дне рождении.

В первом примере используется Past Simple, так как в нём идет речь о прошлых событиях, которые никоим образом не связаны с настоящим. С тех пор, как он забыл о празднике (forgot), ситуация могла измениться и она изменилась – он поздравил (congratulated). В следующем предложении событие произошло в прошлом – он забыл о празднике (have forgotten), и оно всё ещё актуально на сегодня: он так и не поздравил с её с прошедшим. Поэтому употребляется Present Perfect.

Past Simple	Present Perfect
Если действие случилось в прошлом, но на настоящий момент обстоятельства уже изменились: произошедшие события не связаны с настоящим	Если действие случилось в прошлом, но на сегодняшний день результат произошедшего события всё еще актуален

4. Сравните примеры:

When I bought this book two days ago, I came home and read it all at once. – Когда два дня назад я купил эту книгу, я пришёл домой и прочитал её всю сразу.

I have read this book twice. – Я читал эту книгу дважды.

Время Past Simple используется в первом предложении, потому речь идёт о разных действиях в прошлом, которые следуют одно за другим. Но Present Perfect употребляется для описания иных моментов – одного действия, которое повторялось несколько раз.

Past Simple	Present Perfect
Для выражения последовательных событий в прошлом.	Для выражения повторяющихся через какой-то промежуток времени событий.

Если имеется сложноподчинённое предложение с союзом since (с тех пор), то глагол в части, стоящей перед союзом, всегда будет стоять в Present Perfect, а после – в Past Simple.

I have known her since we were at college. – Я знаю её с тех пор, когда мы были (учились) в колледже.

Выполните следующий тест

Past Simple или Present Continuous?

1. Last Sunday I... the National Gallery.
   a) visited; b) have visited; c) did visit.
2. When I was a child I ... in the country.
   a) have lived; b) was lived; c) lived.
3. How long ... in New York?
   a) have you been; b) have you gone; c) did you be.
4. **...** ever ... a car?
   a) Did you ... drive; b) Have you ... driven;
   b) Have you ... drived.
5. When ... to the library?
   a) did you go; b) have you gone; c) have you been.
6. I... in Dublin since March.
   a) wasn’t; b) hasn’t been; c) haven’t been.
7. They ... married a month ago.
   a) got; b) have got; c) getted.
8. We ... each other since we were children.
   a) knew; b) have knew; c) have known.
9. How long ... your car?
   a) have you had; b) did you have; c) had you.
10. Last night I... a new performance in the theatre.
    a) seen; b) saw; c) have seen.

11. I ... a book last year.
    a) have written; b) writed; c) wrote.
12. He ... a teacher for three years.
    a) was; b) has been; c) have been.
13. Helen isn't here. She ... to the cinema.
    a) went; b) has been; c) has gone.
14. Steve ... a new bike last week.
    a) bought; b) have bought; c) buys.
15. Mr. Thompson ... here in 1995.
    a) come; b) has come; c) came.
16. When ... school?
    a) did you leave; b) have you left; c) do you left.
17. W. Shakespeare ... over four hundred years ago.
    a) was born; b) has been born; c) were born.
18. "The Mayflower" ... at Plymouth Rock in December, 1620.
    a) has landed; b) had landed; c) landed.
19. They ... the first European settlers in America.
    a) have been; b) were; c) been.

Lesson 3
The role of a coach in the life of an athlete

Задание 1. Прочитайте текст, переведите его письменно.

The roles that you will undertake as a coach will be numerous and varied and you will find at some stage in your coaching career that you will be, but not limited to:

Advisor - Advising athletes on the training to be conducted and suitable kit and equipment.

Counselor - Resolving emotional problems on the basis that sharing anxieties can be both relieving and reassuring.

Demonstrator - Demonstrate to the athletes the skill you require them to perform.

Friend - Over the years of working with an athlete a personal relationship is built up where as well as providing coaching advice you also become someone, a friend, who they can discuss their problems or share their success with.

Facilitator - Identify suitable competitions for them to compete in to help them achieve their overall objectives for the year.

Fact finder - Gathering data of national and international results and to keep abreast (быть в курсе) of current training techniques.

Fountain of knowledge - This maybe part of the advisor role in that you will often be asked questions on any sporting event, events that were on the television, diet, sports injuries and topics unrelated to their sport.

Instructor - Instructing athletes in the skills of their sport.

Mentor - When athletes attend training sessions you are responsible for ensuring that they are safe and secure.

Motivator - Maintain the motivation of all the athletes the whole year round.

Organizer and planner - Preparation of training plans for each athlete and organize attendance at meetings and coaching clinics.

Role Model - A person who serves as a model in a particular behavioral or social role for another person to emulate.

Supporter - Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures.

Задание 2. Дайте ответы на следующие вопросы**.**

1. Can competitions be a very nerve racking experience for some athletes?
2. What is the role of a coach that identifies suitable competitions for athlete to compete?
3. What is the Fountain of Knowledge?
4. Who instructs athletes in the skills of their sport?
5. Who serves as a model in a particular behavioral or social role?
6. Who maintains the motivation of all the athletes the whole year round?

Задание 3. Используя материал текста, составьте словосочетания и переведите их на русский язык.

Suitable ...; emotional ...; overall ...; training ...; coaching ...; personal ...; international ...; racking ...; sporting ...; particular ...; sports...; social... .

Задание 4. Используя клише для аннотирования и реферирования, составьте краткий пересказ текста.

Задание 5. Скажите, какие роли тренера вы считаете главными, а какие второстепенными и почему. Дайте свою характеристику каждой из ролей.

Grammar revision

Изучите следующую таблицу

Past Simple	***Past Continuous***	***Past Perfect***
Показывает факт, единичное действие, последовательные, повторяющиеся	Показывает действие, которое длилось определенное время в прошлом:	Показывает действие, которое случилось прежде другого действия или периода

действия, состояния, которые произошли в прошлом: My friend bought a new car yesterday – Мой друг купил новую машину вчера. ***Слова-помощники*** yesterday (вчера), three weeks ago (три недели назад), the other day (на днях), a long time ago (давно), last year (в прошлом году), in 1990 (в 1990 году), on Friday (в пятницу), often (часто), sometimes (иногда), always (всегда).	My friend was buying a new car all day long. There were many documents to sign. – Мой друг покупал машину весь день. Было много документов на подпись. ***Слова-помощники*** in the morning (утром), yesterday morning (вчера утром), all day (весь день), this evening (сегодня вечером), this time last year (в это время в прошлом году), during some time (в течение какого-то времени)	времени в прошлом. Не употребляется самостоятельно: Before we met, my friend had already bought a new car. – Перед тем, как мы встретились, мой друг уже купил новую машину. ***Слова-помощники*** by… (к какому-то моменту, before (перед тем как), earlier (раньше), when (когда), first (сперва, сначала), after (после того как).

Выполните следующий тест

Past Simple, Past Perfect или Past Perfect Continuous?

1. Their faces were smeared with purple juice. They ... blackberries.
   a) ate; b) had been eating; c) had eaten.
2. His hair was damp. He ... again.
   a) had been swimming; b) has been swimming;
   c) have been swimming.
3. They ran to meet me shouting and laughing. The long expected telegram ....
   a) came; b) had been coming; c) had come.
4. The answer was brief. Jack ... the hotel.
   a) had left; b) had been leaving; c) has left.
5. One look at Mother’s face was enough. She ... our hiding place.
   a) had found; b) had finded; c) had been finding.
6. She looked pale and listless. She ... and needed a rest.
   a) had worked; b) had been working; c) worked.

7. One look at his face was enough - he ... the job.
   a) had got; b) had gotten; c) had been getting.
8. I could not wear my raincoat. The children ... it as a tent.
   a) have been using; b) had been using; c) had been used.
9. She dances better now. Her brother ... her probably.
   a) has been teaching; b) had taught; c) had been teaching.
10. When I got there, she ... all night.
   a) has been working; b) has worked; c) had been working.
11. They didn't like the house, even though they ... there for years.
   a) had live; b) had been living; c) have lived.
12. There were books everywhere, she ... for hours,
   a) had been reading; b) has been reading; c) has read.
13. I wanted to be the first to tell them the news. Someone ... them.
   a) has already told; b) had already told; c) already told.
14. I couldn't open the office door because someone ... it.
   a) had locked; b) has locked; c) hadn't locked.
15. We ... for about four hours when I realized that something was wrong with one of the tyres.
   a) have been working; b) had been working; c) were working.
16. There was nobody at the office. Mr Bennet ... the staff to go home.
   a) had told; b) has told; c) has been telling.