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ENGLISH FOR SPORTS STUDIES

Study guide

Recommended by the Academic Council of Sumy State University



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English for Sports Studies examines the concept of professional competency development, which aims at assisting in deepening the learning process to harmonize the work of all standard components on the need for specific skills for future professional situations. The study guide follows the modern language methodology in ESP as communicative language tasks for professional situations according to the actual demands of sports jobs. A wide range of professional literacy development tasks, including communicative skills and critical thinking development, create whole-brain knowledge and offer great flexibility and help to speed language acquisition, which is precious for analytical skills of future professionals.

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INTRODUCTION

Professional development within communicative skills in foreign language remains at the forefront of modern educational aims. New educational requirements for the quality of education require continuous improvement of approaches to the search for optimal learning. There has been a growing trend in communication development and a decrease in the quality of student acquisition of material for recent years.

This study guide examines the concept of professional competency development, which aims at assisting in deepening the learning process to harmonize the work of all standard components on the need for specific skills for future professional situations.

This book follows the modern language methodology in ESP as communicative language tasks for professional situations according to the actual demands of sports jobs.

The book consists of 5 Units on the essential topics, such as Professional Development, Parts of the Body, Anatomy, and Kinesiology, Applied Biomechanics, and Designing a Training Course.

The structure of the units has been designed for group learning in classroom use and individual work. A wide range of professional literacy development tasks, including communicative skills and critical thinking development, create whole-brain knowledge and offer great flexibility and help to speed language acquisition, which is precious for analytical skills of future professionals.

Unit 1 Professional Development

GETTING STARTED

a) Look at the picture and answer the questions.



1. What sport is it?
2. What do you think is happening here?
3. What are the feelings of the people in the picture?

b) Discuss the questions.

1. What are possible career opportunities in sport management?
2. Do you think it is easy or difficult to be a sport trainer? Why?
3. What are the main skills and characteristics a trainer must have?
4. What are the responsibilities of a trainer?

Reading

a) Answer the questions about sport management career.

1. What does an athletic director do?
2. What are the skills and responsibilities of this position?
3. What is the most important thing in being a sport manager?

b) Read an interview below and check your answers.

Interview With a Sport Manager

Cheryl Condon, athletic director for Elms College (Chicopee, Massachusetts), started as an admissions counselor at Elms. She has always loved and lived sports, and she tried to pursue her passion by coaching Elms' women's softball team. Her successes as coach and her management skills did not go unnoticed, and she was eventually promoted to athletic director.

Question: Although opportunities to play sports have never been greater for women, opportunities in management are still few and far between. How did you prepare for the job of athletic director (AD) of a small college?

Answer: With my background in coaching and being around sports for so many years, I have the experience to do my job professionally and properly. I've been around sports all my life.

Question: Before you were an AD, you were an admissions counselor. How did your career path change?

Answer: The previous AD left for a similar position at another college. I interviewed for the position and was fortunate enough to be selected by the search committee.

I was very fortunate to be able to move from a career in recruiting student athletes into an administrative sport position. I believe that the key reason I was able to get the position was the extra effort I put into coaching the women's softball team. Coaching was not one of my required job responsibilities, and the college realized my commitment to sports by my extra efforts to make the team a success.

Question: What responsibilities do you have as an AD?

Answer: Many, many responsibilities. Hiring coaches, scheduling gymnasiums and fields for teams to practice and play regular-season games, arranging for van and bus transportation to away games, printing tickets and game programs, paying for advertisers for the game programs, fund-raising, and watching many games. When I watch the games, I appreciate all the work that my staff and the students have put into making the event a success.

Question: Now you are about to take on different responsibilities as director of intramural sports. Why make the change?

Answer: The number of teams at my college is increasing, and the new AD will be responsible for managing even more budgets, teams, coaches, and game logistics. However, my college has never had any intramural sports. I want to get the whole student body more involved in sports on a daily basis, and I think an intramural program is the way to bring this about.

Question: What do you think is the most important issue for sport managers?

Answer: Ethics. Sport managers need to live by a high moral code. They need to make sure the physical environment is safe for all athletes and fans. They need to conduct themselves in a professional managerial role whether they are on or off the athletic field.

Admissions counselor - Admissions counselors usually work at colleges or universities to recruit students, assist students with admissions paperwork, and establish outreach programs to promote their school.

Intramural - being or occurring within the limits usually of a community, organization, or institution

Read the texts again and discuss the questions.

1. Was it easy for Cheryl to get a promotion? Why/not?
2. What experience was necessary for an athletic director?
3. Why did Cheryl get a promotion as an athletic director?
4. What responsibilities does Cheryl have as an athletic director?
5. What new responsibilities is she going to take and why?
6. Do you agree with Cheryl's answer about the most important issue for sport managers? What other points are important?

GRAMMAR

Question forms

Complete the table with the questions in the box

How did you prepare for the job of the athletic director?

What responsibilities does Cheryl have as an athletic director?

Are you a sports manager?

What is the most important issue for sport managers?

Do you coach?

What new responsibilities is she going to take?

What other points are important?

Questions with the verb be

Question word	Verb be	Subject	Adjective, noun, etc.
What			
	Are		
			important?

Questions with other main verbs

Question word	Auxiliary verb	Subject	Main verb	
	Do		coach?	
What responsibilities		Cheryl		
How			prepare	
				for the job of athletic director?

Look at the two tables in 2a and answer the questions 1 and 2.

1. In questions with the verb **be**, which word is first **be** or the subject?
2. In questions with other main verbs, what kind of word goes before the subject?

Grammar Focus 1A Question forms Questions with **be**

In questions with **be**, the verb **be** goes before the subject.
We don't add an auxiliary verb.

Question word	Verb be	Subject	Adjective, noun, etc.
How	's		the food?
What	was	the party	like yesterday?
	Were	they	late?

Tip:

When we want to ask for a description or an opinion we can use: *be like* **How...** with the verb **be**

A *What* was the film *like*? **B** It was alright.

A *How* was your holiday? **B** Fantastic!

Wh- questions start with a question word: **Who, What, Where, When, Why Which, Whose, How-, How much, How many What time, What colour, What kind of car,** etc.

Questions with other main verbs

In questions with other verbs, we add an auxiliary verb to form questions. The auxiliary verb goes before the subject.

Question word	Auxiliary verb	Subject	Main verb	
Where	do	you	live?	
What time	did	they	arrive	at the party?
	Does	the film	have	a happy ending?
	Did	you	make	the food?

In questions with **do** or **did**, the main verb is in the infinitive: *Does she live here? NOT Does she lives here?*

Did you come by taxi? NOT Did you came by taxi?

Modal verbs like can are also auxiliary verbs:

What can you see?

Exercises

Underline the main verb in each question.

1. Where do you live?
2. How are you today?
3. Did you see the football match yesterday?
4. Who do you know at this party?
5. What did you do at the weekend?
6. What kind of food do you like?
7. What's the food like?
8. Can I sit here?

Look at the questions in 6.1 again.

Tick (V) the questions which have an auxiliary verb.

Add the word at the end of the line to form a correct question. Sometimes you also need to change the punctuation.

1. What kind of books you usually read? *do*
Example: What kind of books *do* you usually read?
2. You watch the Olympics on TV? *did*
3. What the food like in India? *was*
4. You go to the gym? *do*
5. How much she earn? *does*
6. It cold today? *is*
7. Where they go on holiday? *did*
8. I late? *am*

Correct the mistake in each question.

1. **A** Why do want you to go home? **B** Because I'm tired.
2. **A** What did you meet at the party? **B** Rashid and Fran.
3. **A** How much your car was? **B** I paid £500.
4. **A** Which did you see film? **B** The new James Bond film.
5. **A** Who key is this? **B** Mine.
6. **A** How many people you did invite? **B** About 20.
7. **A** Was the film like? **B** It was pretty good.
8. **A** What kind music do you like? **B** I like dance music.

Vocabulary
Language learning

Look at the underlined parts of the texts.

Match the words and phrases 1–7 with the definitions a–f.

key	to raise or move to a higher grade, rank, or job; to advocate
opportunity	very important and having a lot of influence on other people or things
commitment	to be thankful for
pursue	a set of circumstances that makes it possible to do something
appreciate	(adj) relating to a manager or management
managerial	to follow
promote	a willingness to give your time and energy to something that you believe in

Choose the correct word to the definitions.

1. **pursue:**

- a) a set of circumstances that makes it possible to do something;
- b) to follow;
- c) to raise or move to a higher grade, rank, or job; to advocate;
- d) to be thankful for.

2. **to be thankful for:**

- a) promote;
- b) appreciate;
- c) pursue;
- d) opportunity.

3. **managerial:**

- a) a willingness to give your time and energy to something that you believe in;

b) a set of circumstances that makes it possible to do something;

c) (adj) relating to a manager or management;

d) to be thankful for.

4. **to raise or move to a higher grade, rank, or job; to advocate:**

a) opportunity;

b) pursue;

c) promote;

d) commitment.

5. **commitment:**

a) very important and having a lot of influence on other people or things;

b) to raise or move to a higher grade, rank, or job; to advocate;

c) a willingness to give your time and energy to something that you believe in;

d) a set of circumstances that makes it possible to do something.

6. **key:**

a) a willingness to give your time and energy to something that you believe in;

b) very important and having a lot of influence on other people or things;

c) a set of circumstances that makes it possible to do something;

d) to raise or move to a higher grade, rank, or job; to advocate.

7. **a set of circumstances that makes it possible to do something:**

a) promote;

b) appreciate;

c) opportunity;

d) commitment.

Speaking

- 1) Categorize the resources used by one of your present or past coaches or managers.
- 2) Think about a coach and a manager you know and explain what makes them good managers or poor ones. In what ways are they alike? In what ways do they differ? Give examples to support your conclusions.

Self-Assessment of a Trainer

Management Traits

Objective: To practice assessing yourself objectively

Preparation: The following questions relate to key qualities that successful managers have. Rate yourself on each item by writing the number (1–4) that best describes your behavior for that item.

Not very descriptive of me

4

3

Very descriptive of me

2

1

_____1. I enjoy working with people. I prefer to work with others rather than work alone.

_____2. I can motivate others. I can get people to do things they may not want to do.

_____3. I am well-liked. People enjoy working with me.

_____4. I am cooperative. I strive to help the team do well rather than to be the star.

_____5. I am a leader. I enjoy teaching, coaching, and instructing people.

_____6. I want to be successful. I do things to the best of my ability to be successful.

_____7. I am a self-starter. I get things done without having to be told to do them.

_____ **8.** I am a problem solver. If things aren't going the way I want them to, I take corrective action to meet my objectives.

_____ **9.** I am self-reliant. I don't need the help of others.

_____ **10.** I am hardworking. I enjoy working and getting the job done.

_____ **11.** I am trustworthy. If I say I will do something by a set time, I do it.

_____ **12.** I am loyal. I do not do or say things to intentionally hurt my friends, relatives or coworkers.

_____ **13.** I can take criticism. If people tell me negative things about myself, I give them serious thought and change when appropriate.

_____ **14.** I am honest. I do not lie, steal, or cheat.

_____ **15.** I am fair. I treat people equally. I don't take advantage of others.

(Add up your total score.)

The lower your score, the better your chances of succeeding in management. If you are interested in being a manager someday, look closely at your scores on integrity (items **11–15**), industriousness (items **6–10**), and ability to get along with people (items **1–5**) both in this course and in your personal life. As a start, review the traits listed in the text, and work to improve them. Which are your strongest and weakest traits? Think about how you can improve in the weaker areas or, preferably, write a plan.

Supplementary task:

Write a 200–250 word description of an ideal trainer you believe, using the personal and professional characteristics from the Unit.

Unit 2 Parts of the body

GETTING STARTED

a) Look at the picture and answer the questions.



1. What can you see in the picture?
2. Do you think it is easy to take this posture?
3. How long do you think it takes to reach this?

b) Discuss the questions.

1. Do you do yoga? Do you know anyone who does?
2. What are the main principles of yoga?
3. How does yoga impact on our body and health?

Speaking

Watch a short video about yoga and answer the questions.

<https://www.youtube.com/watch?v=zi7qIMXNhA0>

- 1) What are the benefits of yoga?

2) Why it is important in modern life?



Yoga is an ideal exercise to body and mind. Practicing yoga offers a number of health benefits, including healthy and strong body, peace of mind, increased focus & concentration, etc. Yoga has its significance since ancient times. And, it is true that Yoga has helped many of us to live

calm and peaceful lives. let's take a look at 9 proven health benefits of yoga.

Improves your flexibility & posture. You only need to include yoga in your daily routine to benefit from a body that is strong, supple and flexible. Regular yoga practice stretches and tones the body muscles and also makes them strong. It also helps improve your body posture when you stand, sit, sleep or walk. This would, in turn, help relieve you of body pain due to incorrect posture.

Lowers blood sugar. Yoga lowers blood sugar and LDL (“bad”) cholesterol and boosts HDL (“good”) cholesterol. In people with diabetes, yoga has been found to lower blood sugar in several ways: by lowering cortisol and adrenaline levels, encouraging weight loss, and improving sensitivity to the effects of insulin. Get your blood sugar levels down, and you decrease your risk of diabetic complications such as heart attack, kidney failure, and blindness.

Weight Loss yoga for weight loss be effective, it can help you boost your metabolism, and build stronger muscles,

two things are essential for weight loss. If you start to eat more whole, organic foods while performing a daily yoga routine, you'll be more likely to see the pounds come off quicker.

Better breathing. Yoga includes breathing practices known as pranayama, which can be effective for reducing our stress response, improving lung function and encouraging relaxation. Many pranayamas emphasize slowing down and deepening the breath, which activates the body's parasympathetic system, or relaxation response. By changing our pattern of breathing, we can significantly affect our body's experience of and response to stress.

Circulation. Yoga improves blood circulation. By transporting nutrients and oxygen throughout your body, yoga practice provides healthier organs, skin, and brain.

Energy. Regular yoga practice provides consistent energy. In fact, most yogis state that when you perform your yoga correctly, you will feel energized after your yoga session rather than tired.

Yoga Naturally Reduces Pain. This is one of the most important health benefits of Yoga. There are countless studies proving that yoga can be very effective at relieving pain. It doesn't matter if you suffer from fibromyalgia, arthritis, or migraine headaches, yoga has been proven to effectively reduce pain from all these ailments. And if you are one of the millions of people that suffer from back pain yoga can make that pain practically disappear.

Cardiovascular conditioning. Even a gentle yoga practice can provide cardiovascular benefits by lowering

resting heart rate, increasing endurance and improving oxygen uptake during exercise.

Mental sharpness. Regular practice of yoga has been proven to help with memory and concentration, and even, in recent studies, it's been shown to help prevent and treat Alzheimer's disease.

Watch this video again and tick ✓ the ideas which were mentioned.

<https://www.youtube.com/watch?v=zi7qIMXNhA0>



- ◇ Lose weight
- ◇ Keep your heart healthy
- ◇ Sleep better
- ◇ Improve balance
- ◇ Make you stronger
- ◇ Connect you to nature
- ◇ Have fun
- ◇ Improve concentration

What other ideas were talked about?

Reading

- 1) Can you name the parts of the body?
- 2) How can you organize them into a system?

Read a text and answer the questions.

PARTS OF THE BODY

The main parts of the body are the head, the neck, the trunk and the limbs (extremities). There are more than 230 bones of different sizes and shapes in the skeleton. The bones are connected together by the cartilages, the ligaments (tendons) and joints. The joints allow the bones to move.

The main part of the head is called the skull. The bones of the skull are composed of cranial and facial parts. The skull encloses the brain.

The forehead, the temples, the cheeks, the cheekbones, two jaws and the mouth compose the face. The teeth and the tongue are lodged in the mouth. One chews food with the teeth and tastes food with the tongue. The lips are the two margins of the mouth. We see with the eyes, breathe and smell with the nose and hear with the ears.

The neck connects the head with the trunk. It contains the cervical vertebrae, the pharynx, the larynx and important vessels and nerves.

The trunk consists of the spine (spinal column/vertebral column/backbone), the chest, the pelvic bones and the abdominal cavity.

There are many vertebrae in the spine. The vertebrae are bony rings which together form the spinal column. This is an elastic pillar which supports the trunk and the skull. Through the column runs a canal which contains the spinal cord.

The trunk is divided into two large cavities by the diaphragm. The upper cavity of the trunk is called the thorax (the chest). The lungs and the heart are enclosed within the thorax. The lower part is called the abdomen (belly). In the middle of the chest there is a long bone named the breastbone (sternum).

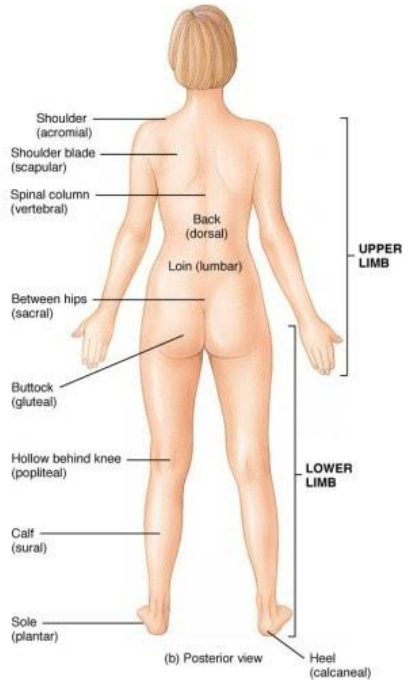
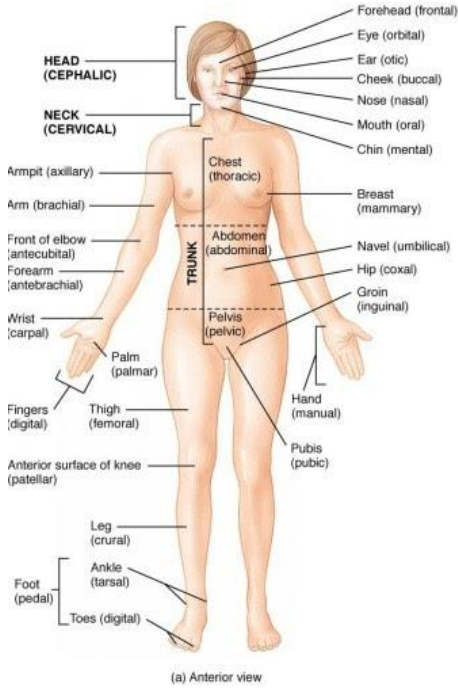
Inside the abdominal cavity we find the stomach, the liver, the gallbladder, the pancreas, the spleen, the kidneys, the urinary bladder, the small and large intestines (bowels) and the internal reproductive organs.

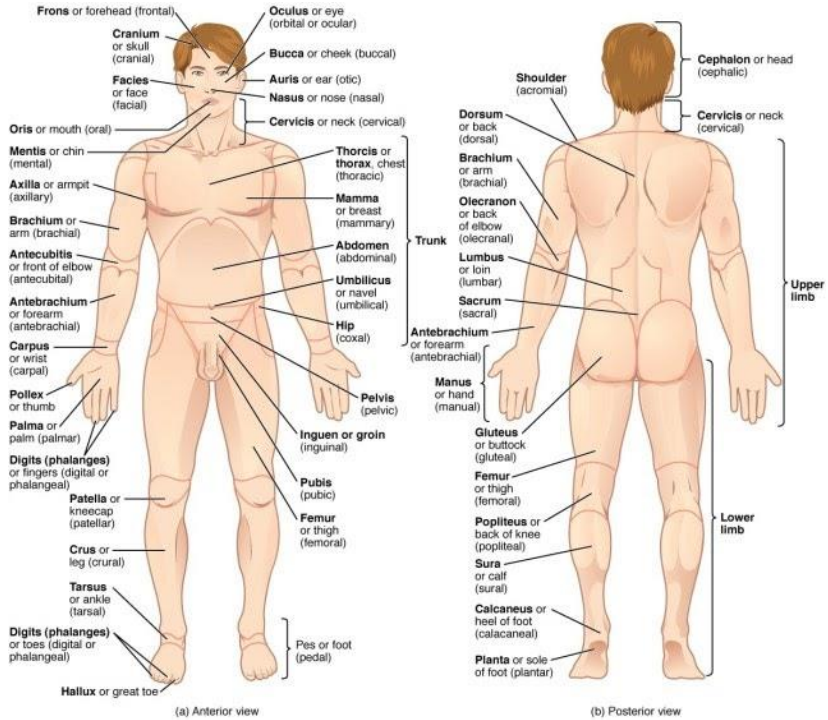
On the abdomen we see the navel and external reproductive organs (genitals).

The part of the body between the ribs and hips is the waist (loins). From the back view we see the shoulders and shoulder blades, the back, the loins and, at the lower end. the backside (buttocks/posterior).

The upper extremity is divided into the shoulder, the upper arm, the elbow, the forearm, the wrist and the hand. The shoulder together with the clavicle and shoulder-blade belongs to the shoulder girdle. Each hand has four fingers and one thumb.

The lower extremity is attached to the pelvic girdle. It consists of the hip, the thigh, the knee (to which the patella gives protection), the lower leg (shank) with shin in front and the calf at the back, the ankle and the foot. The foot itself consists of the toes, the sole, the ball of the foot, the dorsum, the arches and the heel.





Vocabulary

A. Match the following words with the definitions (1–13) below.

ankle head elbow hips knee
 neck thigh thumb shoulder
 wrist toes eyes nose

1. This connects your head to your body.
2. This is between your hand and your arm.
3. This is between your foot and your leg.

4. This is where the lower part of your leg meets the upper part of your leg.
5. This is where the lower part of your arm meets the upper part of your arm.
6. You see with these.
7. Your arm meets your body here.
8. This is where your legs meet your body.
9. This is the upper part of your leg.
10. This is on top of your neck!
11. You have five of these at the end of each foot.
12. You use this to smell.
13. You have four fingers and one of these on each hand.

B. Use seven different parts of the body from the previous exercise (A) as verbs in the correct form to fill the gaps below.

1. Do you _____ your way through queues and crowds or do you wait patiently at the back?
2. Do you know anybody who enjoys _____ around, taking a very close interest in other people's lives?
3. Do you enjoy _____ a lot of responsibility at work or do you prefer to let others make the decisions?
4. Where are you _____ after the lesson? Are you going home?
5. When was the last time somebody _____ you up? Did you start flirting back?
6. Have you ever _____ a lift? In what situations might you consider travelling in a stranger's car?

7. When you were a teenager did you _____ the line or did you break the rules?

C. Ask your partner the questions in B.

D. Use the following idioms in the correct form to fill the gaps in the sentences below.

breathe down someone's neck

a chip on one's shoulder

give someone the elbow

see eye to eye

fall/be head over heels in love

all fingers and thumbs

look down one's nose

tread on someone's toes

1. Do you _____ with all your colleagues? Do you agree with them about most things?

2. Do you know anyone who _____ at you? Why do they consider themselves to be superior?

3. Do you know anyone who has _____ What does s/he resent so much?

4. Does your teacher (boss, etc) _____ all the time? Does s/he supervise you too closely?

5. In which situations are you _____ Why are you clumsy in such situations?

6. When was the last time you _____ Where did it happen? Was it love at first sight?

7. When was the last time you _____ What did you say to offend them?

8. When was the last time you _____ How did you end the relationship?

E. Ask your partner the questions in D.

F. Put the cosmetic surgeries below into the correct column. There is one you don't need to use.

Surgical Cosmetic Procedures	Men's Top Four	Women's Top Four
tummy tuck facelift	1.	1.
breast reduction	2.	2.
breast enlargement	3.	3.
eyelid surgery liposuction (x2)	4.	4.
rhinoplasty (nose job)		

G. Discuss the questions below with your partner.

1. How many of the answers in F surprised you? Why?
2. Would you consider having cosmetic surgery? Why/not?
3. If you had to have one of the cosmetic procedures in > F, which would you choose?
4. Should teenagers be permitted to have cosmetic surgery if they are unhappy with their bodies?

5. How much care do you take of your body? How could you take more care of it?
6. How important is it to stay in shape in your culture? Do you think it should be more or less important?
7. How important is appearance in your culture? Do you think it should be more or less important? Why?
8. What is the difference between self-respect and vanity?
9. What is your opinion of body piercing or tattoos?
10. How have attitudes to people's bodies (both men's and women's) changed over the last 50 years or so?

GRAMMAR

Present simple and present continuous

Present simple

We use the present simple to describe:

- routines and habits

I send a lot of emails.

- situations which are generally true or stay the same for a longtime:

He doesn't work very hard.

We use adverbs of frequency with the present simple:

I always / sometimes / rarely / never write letters.

I write letters once / ten times a week / year.

The verb be doesn't have the same form as other verbs: I am a student. They are not here.

Is she always friendly? Yes, she is.

Present continuous

We use the present continuous to describe:

- actions right now, at the moment of speaking:

He's not cooking dinner, he's watching TV.

- temporary actions around the present time:

They're travelling around Asia this year.

We often use these time expressions with the present continuous:

I'm working at a supermarket right now/ these days / at the moment/ today / this summer etc.

SPELLING: verb + -ing

Exercises

Complete what the television reporter says by choosing the present simple or present continuous form.

Hello, (0) I am standing outside a very famous person's house. _____ (1) in films and _____ (2) millions of dollars for every film. _____ (3) on the front cover of magazines and people all over the world _____ (4) her and _____ (5) her. And people _____ (6) about her at the moment because the media _____ (7) stories about her private life. She

_____ (8) her private life but right now everyone _____
(9) to know about it. Can you guess who it is? Dozens of
photographers are here too and _____(10) for her to come
out. Ah, the front door _____ (11) now and someone
_____ (12) out.

- 1) stand/I'm standing;
- 2) she stars/she's starring;
- 3) she earns/she's earning;
- 4) she appears/she's appearing;
- 5) know/are knowing;
- 6) love /are loving;
- 7) talk/are talking;
- 8) tell/are telling;
- 9) doesn't usually discuss/isn't usually discussing;
- 10) wants/is wanting;
- 11) we wait/we're waiting;
- 12) opens/is opening;
- 13) comes/is coming.

Choose the correct answer.

I eat/I'm eating my lunch at the moment. Can you wait?

Look at that man! He doesn't wear/isn't wearing any shoes.

She normally goes/She's normally going to the cinema on
Tuesday nights.

I study/I'm studying hard, because I've got an exam next week.

Some of my friends look/are looking at their phones every five
minutes.

My grandparents hardly ever visit/are hardly ever visiting us because they live in Australia.

We want to finish the project tonight, so we work/we're working late.

Is your brother liking/Does your brother like computer games?

Someone to write to

Complete this letter in an international magazine for teenagers, using the present simple or present continuous form of the verbs in brackets. Use short forms.

I ... 'm looking_____ **0.** (look) for someone to write to in another country. I_____ **1.** (speak) quite good English but I_____ **2** (want) to get better at it. And I_____ **3.** (think) it's good to have friends in different parts of the world. I_____ **4.** (go) to a local school and this term we_____ **5.** (study) for our exams. I _____ **6.** (work) very hard at school now because I_____ **7.** (need) to get good results. In my spare time, I_____ **8.** (like) classical music but I_____ **9.** (not like) much modern pop music. I_____ **10** (not play) video games and I_____ **11.** (not watch) TV much - I_____ **12.** (read) a lot of books and at the moment I_____ **13.** (try) to read fiction in English. I_____ **14.** (take) an interest in sports but I_____ **15.** (not play) any sports regularly. My family? My father_____ **16.** (work) for an international company and he_____ **17.** (travel) a lot - right now he_____ **18.** (travel) in South-East Asia. He always_____ **19.** (buy) me something interesting from these trips and at the moment I_____ **20.** (use) a computer that he bought me. I hope that I_____ **21.** (not make) too many mistakes!

Unit 3 Anatomy and Kinesiology

GETTING STARTED

a) Look at the picture and answer the questions.



1. What is the sport?
2. Do you think it is harmonious sport? Does it develop most of our muscles?
3. What sports provide maximum movements?

b) Discuss the questions

1. **Which sports are rated highest for the fitness component of speed?**

- | | |
|---------------------|--------|
| 1. Beach Volleyball | 94 % |
| 2. Rugby 7s | 92.9 % |
| 3. Track Cycling | 91.2 % |
| 4. Boxing | 89.8 % |
| 5. Fencing | 88.6 % |
| 6. Softball | 88.6 % |

7. Badminton	87.9 %
8. Tennis	87.9 %
9. American Football	87.6 %
10. Ultimate	87.4 %

**2. Which sports are ranked highest for speed?
rating (/10)**

1. Track and Field: Sprints	9.88 %
2. Speed Skating	8.88 %
3. Swimming (all strokes): Sprints	7.88 %
4. Ice Hockey	7.75 %
5. Track and Field: Middle Distance	7.75 %
6. Cycling: Sprints	7.5 %
7. Skiing: Alpine	7.38 %
8. Basketball	7.25 %
9. Soccer	7.25 %
10. American Football	7.13 %

**3. Which sports are ranked highest for Power?
rating (/10)**

1. Weight-Lifting	9.75 %
2. Track and Field: Weights	9.13 %
3. Boxing	8.63 %
4. American Football	8.13 %
5. Ice Hockey	7.88 %
6. Rodeo: Steer Wrestling	7.88 %
7. Cycling: Sprints	7.88 %
8. Martial Arts	7.75 %
9. Baseball/Softball	7.63 %
10. Speed Skating	7.38 %

**4. Which Factors Make A Successful Sports Person?
Adventure (ultra marathon)**

1. Aussie Rules (AFL)
2. Archery
3. Badminton

4. Baseball
5. Basketball
6. Boxing
7. Canoe/Kayak
8. Cricket
9. Cycling

Reading and Speaking

What are the factors of success in Sports you know?

Factors of Success in Sports

There is a range of physical and mental components that contribute to successful performance in sports. Each sport and activity requires a specific set of these skills. Being successful in one sport does not necessarily make you successful in another, as success requires a whole range of factors to come together and interact in the right way.

Fitness is just one of the factors, and for many sports plays a major role in success. In addition, there are psychological factors, then many more minor factors including supply of equipment, opportunity for training, expertise in coaching and skill teaching, nutritional status, a good support network, funding etc.

We have narrowed down the important individual factors to the 15 listed below, though the importance of each will vary between sports. Fitness factors are generally divided into these specific fitness categories or components. A few of the other important factors for success are derived from the list of sport specific athleticism.

After some initial testing, this list was too overwhelming, and a shorter list of only 12 factors was used for our online rating system. You can rate each of these factors for a range of sports (using the short list). On the short list,

muscular endurance and anaerobic capacity were removed, and muscle strength and power were combined. Some of this data has been analyzed, though the rating continues. See how the sports compare for these factors of success.

Body Composition — refers primarily to the distribution of muscle and fat in the body. Body size such as height, lengths and girths are also grouped under this component.

Aerobic Endurance — also known as cardiovascular fitness and stamina, is the ability to exercise continuously for extended periods without tiring.

Muscular Endurance — the ability to repeat a series of muscle contractions without fatiguing.

Muscle Strength — the ability to carry out work against a resistance.

Explosive Power — the ability to exert a maximal force in as short a time as possible, as in accelerating, jumping and throwing implements.

Speed/Quickness — the ability to move quickly across the ground or move limbs rapidly to grab or throw.

Anaerobic Capacity — long sprinting ability, or the ability recover from repeat sprints (glycolytic system)

Flexibility — the capacity of a joint to move through its full range of motion, which is important for execution of the techniques of sports.

Agility— the ability to quickly change body position or direction of the body.

Balance and Coordination — the ability to stay upright or stay in control of body movement is an important component of many sports skills.

Reaction Time — the ability to respond quickly to a stimulus.

Analytic and Tactical Ability— the ability of the mental system to evaluate and react to strategic situations (tactical ability).

Motivation and Self Confidence — a motivated and focused athlete, with a level of belief in themselves, often seen as arrogance in athletes.

Coping with Pressure — the ability to stay focused and perform up to expectations while under increasing pressure, and under changing conditions.

Skill and Technique — the specific skill set and technique required to be successful in a particular sport.

Do you agree with this list?

Can you explain the reasons of this correlation?

Watch the video and write down the main anatomical terms of movement.

<https://www.youtube.com/watch?v=5YcNAPzDxDg>



Watch this video again and match the meaning of the movements.

1	Flexion	A	increasing the angle of the ankle joint.
2	Extension	B	decreasing the angle of the angle joint.
3	Dorsiflexion	C	decreasing the angle of the joint. Bending the joint.
4	Plantarflexion	D	is increasing the angle of the joint. Straightening the joint.
5	Elevation	E	(towards the back of the body) of the arm at the shoulder.
6	Depression	F	bending the spine to the side, away from the centerline medial line of the body.
7	Eversion	G	rotating the forearm so that the palm faces up if the forearm is flexed.
8	Inversion	H	rotating a limb towards the centerline medial line of the body.
9	Abduction	I	moving and limb away from the center line (medial line) of the body.
10	Adduction	J	moving a limb towards the centerline (medial line) of the body.
11	Lateral rotation	K	(towards the front of the body) of the arm at the shoulder.
12	Medial rotation	L	rotating the forearm so that the palm faces down if the forearm is flexed.
13	Pronation	M	moving a body part

			in a superior direction.
14	Supination	N	is rotating the ankle so that the soul of the foot points towards the other.
15	Retraction posterior movement	O	rotating the ankle so that the soul of the foot points away from the other.
16	Protraction anterior movement	P	is moving a body part in an inferior direction.
17	Lateral flexion	Q	rotating a limb and weight from the center line (medial line) of the body.

Anatomical Terms of Movement

Anatomical terms of movement are used to describe the actions of muscles on the skeleton. Muscles contract to produce movement at joints, and the subsequent movements can be precisely described using the terminology below.

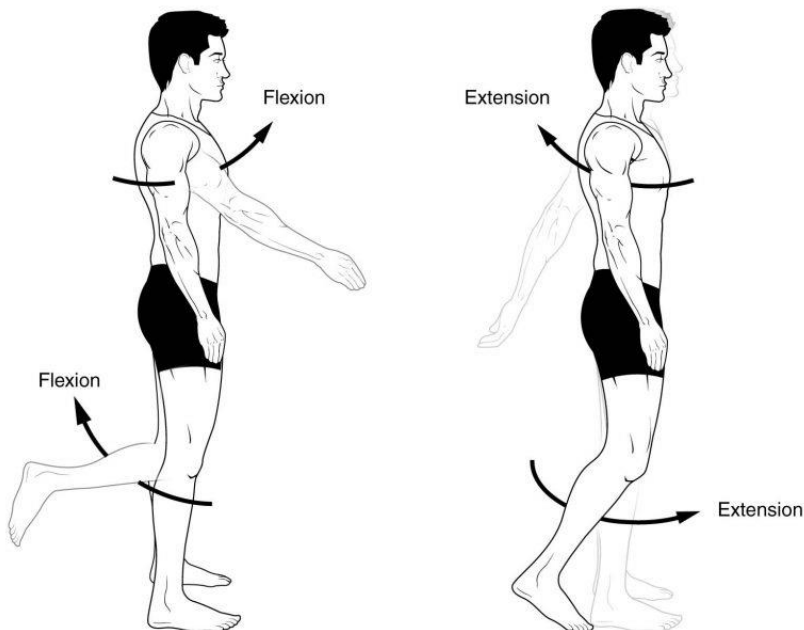
As for anatomical terms of location, the terms used assume that the body starts in the anatomical position. Most movements have an opposite movement, otherwise known as an antagonistic movement. The terms are described here in antagonistic pairs for ease of understanding.

Flexion and Extension

Flexion and extension are movements that occur in the sagittal plane. They refer to increasing and decreasing the angle between two body parts:

Flexion refers to a movement that decreases the angle between two body parts. Flexion at the elbow is decreasing the angle between the ulna and the humerus. When the knee flexes, the ankle moves closer to the buttock, and the angle between the femur and tibia gets smaller.

Extension refers to a movement that increases the angle between two body parts. Extension at the elbow is increasing the angle between the ulna and the humerus. Extension of the knee straightens the lower limb.



Abduction and Adduction

Abduction and adduction are two terms that are used to describe movements towards or away from the midline of the body.

Abduction is a movement away from the midline – just as abducting someone is to take them away. For example, abduction of the shoulder raises the arms out to the sides of the body.

Adduction is a movement towards the midline. Adduction of the hip squeezes the legs together.

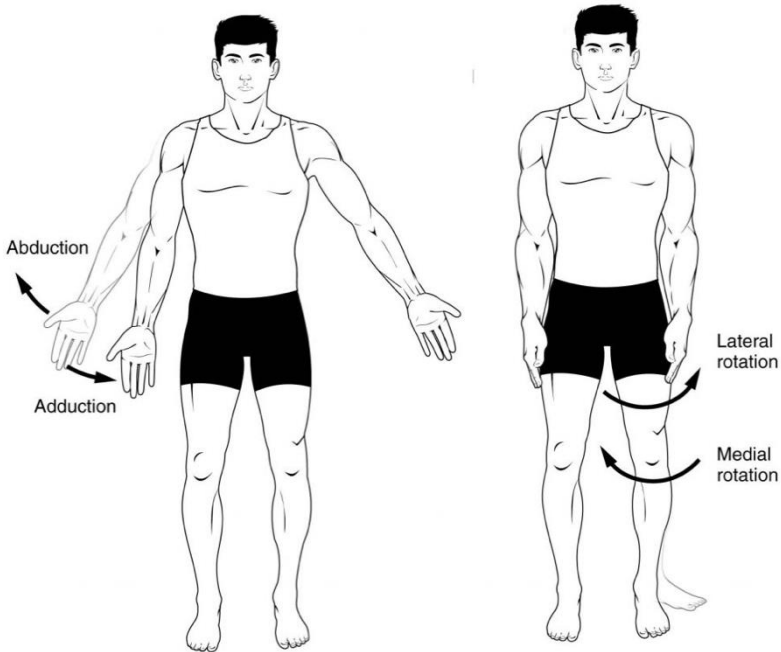
In fingers and toes, the midline used is not the midline of the body, but of the hand and foot respectively. Therefore, abducting the fingers spreads them out.

Medial and Lateral Rotation

Medial and lateral rotation describe movement of the limbs around their long axis:

Medial rotation is a rotational movement towards the midline. It is sometimes referred to as internal rotation. To understand this, we have two scenarios to imagine. Firstly, with a straight leg, rotate it to point the toes inward. This is medial rotation of the hip. Secondly, imagine you are carrying a tea tray in front of you, with elbow at 90 degrees. Now rotate the arm, bringing your hand towards your opposite hip (elbow still at 90 degrees). This is internal rotation of the shoulder.

Lateral rotation is a rotating movement away from the midline. This is in the opposite direction to the movements described above.



Elevation and Depression

Elevation refers to movement in a superior direction (e. g. shoulder shrug), depression refers to movement in an inferior direction.

Pronation and Supination

This is easily confused with medial and lateral rotation, but the difference is subtle. With your hand resting on a table in front of you, and keeping your shoulder and elbow still, turn your hand onto its back, palm up. This is the supine position, and so this movement is supination.

Again, keeping the elbow and shoulder still, flip your hand onto its front, palm down. This is the prone position, and so this movement is named pronation.

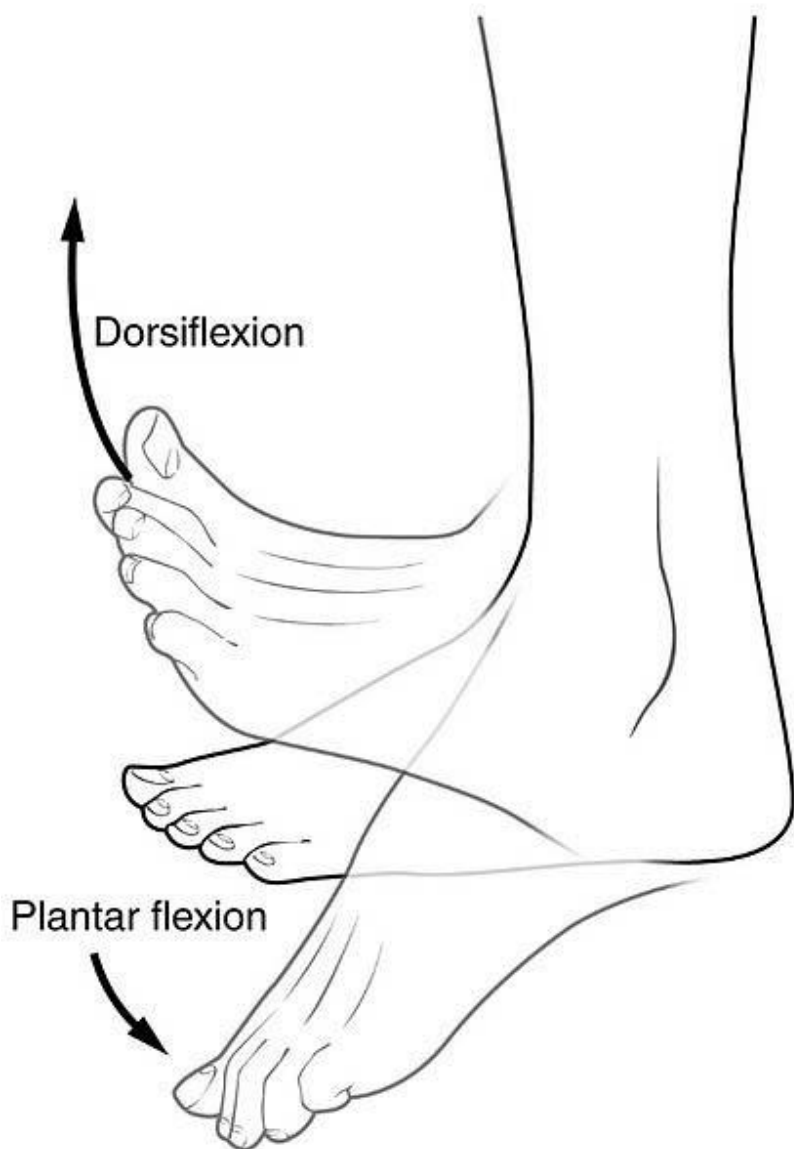
These terms also apply to the whole body – when lying flat on the back, the body is supine. When lying flat on the front, the body is prone.

Dorsiflexion and Plantarflexion

Dorsiflexion and plantarflexion are terms used to describe movements at the ankle. They refer to the two surfaces of the foot; the dorsum (superior surface) and the plantar surface (the sole).

Dorsiflexion refers to flexion at the ankle, so that the foot points more superiorly. Dorsiflexion of the hand is a confusing term, and so is rarely used. The dorsum of the hand is the posterior surface, and so movement in that direction is extension. Therefore we can say that dorsiflexion of the wrist is the same as extension.

Plantarflexion refers extension at the ankle, so that the foot points inferiorly. Similarly there is a term for the hand, which is palmarflexion



Inversion and eversion

Inversion and eversion are movements which occur at the ankle joint, referring to the rotation of the foot around its long axis.

Inversion involves the movement of the sole towards the median plane – so that the sole faces in a medial direction.

Eversion involves the movement of the sole away from the median plane – so that the sole faces in a lateral direction.

Opposition and Reposition

A pair of movements that are limited to humans and some great apes, these terms apply to the additional movements that the hand and thumb can perform in these species.

Opposition brings the thumb and little finger together.

Reposition is a movement that moves the thumb and the little finger away from each other, effectively reversing opposition.

Circumduction

Circumduction can be defined as a conical movement of a limb extending from the joint at which the movement is controlled.

It is sometimes talked about as a circular motion, but is more accurately conical due to the ‘cone’ formed by the moving limb.

Protraction and Retraction

Protraction describes the anterolateral movement of the scapula on the thoracic wall that allows the shoulder to move anteriorly. In practice, this is the movement of ‘reaching out’ to something.

Retraction refers to the posteromedial movement of the scapula on the thoracic wall, which causes the shoulder region to move posteriorly i. e. picking something up.

What other anatomic movements have you learned from this text? Complete the table.

<https://opentextbc.ca/anatomyandphysiology/chapter/9-5-types-of-body-movements/>



Anatomic movement	Description
Extension	Increasing the angle of the joint. Straightening the joint
Flexion	decreasing the angle of the joint. Bending the joint

Here is more practice with this vocabulary
https://quizlet.com/_704ofk



GRAMMAR

Past Simple

1. Some examples of the past simple:

I walked to college yesterday.

She didn't phone me last week. When did you arrive in this country?

2. Forms of the past simple:

POSITIVE

I/you/he/she/it/we/they finished

NEGATIVE (did not / didn't + verb)

I/you/he/she/it/we/they did not / didn't finish NOT didn't finished

QUESTIONS (did + subject + verb)

did I/you/he/she/it/we/they finish NOT did it finished

3. Regular verbs (positive forms):

We form the past simple by adding -ed to the verb:

walk —► walked

visit —► visited

For verbs ending with -e, we add -d:

live —► lived

love —► loved

For verbs ending with a consonant and -y, we take away -y and add -ied:

carry —► carried

try —► tried

For many verbs ending with one vowel and one consonant, we double the last letter and add -ed.

stop —► stopped

plan —► planned

4. Irregular verbs:

Many very common verbs are irregular:

go —► went

speak —► spoke

take —► took

think —▶ thought
come —▶ came
run —▶ ran
see —▶ saw
leave —▶ left
do —▶ did
have —▶ had
buy —▶ bought
make —▶ made

5. The past simple forms of **be**:

I/he/she/it was/was not/wasn't
you/we/they were/were not/weren't
was I/he/she/it ?
were you/we/they ?

Grammar in action

We use the past simple to talk about actions completed in the past, for example when we describe a sequence of events:

He came out of the door, locked it, got into his car and drove away.

We use the past simple to talk about past situations (situations that are not true now). For example, we can use it to describe earlier times in our lives:

I was a waiter when I lived in Spain.

With the past simple, we often say when something happened. Sometimes we don't say when something happened because we understand what point in time in the past we are talking about:

What did you do last night? – I listened to some music, I read a book and then I went to bed.

(= last night)

Family history

Complete this description using the past simple forms of the verbs in brackets.

My name is Gurnam and my family originally 0. (come) from India.

My grandparents 1. (move) to Britain in 1975 and they went to live in the city of Leicester. My grandfather 2. (open) a restaurant there and he 3. (become) very successful. He 4. (not speak) much English when he 5. (arrive) in Britain but he 6. (learn) very quickly. Lots of people 7. (work) very hard for many years and he 8. (eat) at his restaurant. He 9. (make) plenty of money.

My father 10. (be) born in Leicester and he 11. (go) to school there.

He 12. (do) very well at school and 13. (pass) all his exams. Then he 14. (study) at university for three years and 15. (get) a Business degree. After that, he 16. (set) up his own business. At first he 17. (sell) clothes in a shop near the city centre, and after a few years he 18. (own) five shops all over the city. When I was a small child, we 19. (live) in a small house but my father 20. (buy) a bigger one two years ago.

An unpleasant journey

Complete this story about a journey, using the past simple and the correct verbs from the box. Use short forms for negatives.

get	not stay	drive	be (x2)	shout	not speak
come	not go	make	not start	not say	arrive
start	go	not arrive	want		

Yesterday I 0. went on a day trip. My friend Liam 1. _____ with me. The day 2. _____ well because Liam 3. _____ at my house late. He 4. _____ why he 5. _____ late and I 6. _____ at him. Then we 7. _____ our journey. I 8. _____ the car. A bit

later, we 9. _____ lost. We 10. _____ to go to the seaside but we 11. _____ a bad mistake and we 12. _____ in the right direction. We 13. _____ at the beach until very late in the day, so we 14. _____ for a long time. On the way home, we 15. _____ to each other at all. We 16. _____ both very angry.

The road to fame

Complete this interview with a famous singer, using the past simple and the correct words from the box.

offer	play	you feel.	happen	appear	be	not
earn	you become	help	it happen	see	leave	
enjoy	buy	want	make	you start	take	ask
know	have					

Interviewer: When ...did..you start singing in the band?

Mia: Well, I 1. _____ 19 years old. The original singer 2. _____ the band and the others 3. _____ me to replace him.

Interviewer: 4. _____ successful very quickly?

Mia: No, it 5. _____ a long time. We 6. _____ in small clubs for many years and we 7. _____ much money.

Interviewer: 8. _____ unhappy then?

Mia: No, we 9. _____ ourselves. We 10. _____ a great time. But we 11. _____ to succeed.

Interviewer: How 12. _____?

Mia: Well, a manager 13. _____ us playing in a small club and he 14. _____ to be our manager. He 15. _____ a lot about the music business and he 16. _____ us a lot. Because of him, we 17. _____ on a TV show. Then we 18. _____ a record and lots of people 19. _____ it. Everything 20. _____ very quickly then.

Unit 4 Applied biomechanics

Part 1

GETTING STARTED

Look at the picture and answer the questions.



1. What do you think these angles with the degrees mean?
2. Why is it important to encounter these measures when doing sport?
3. Which sports are essential to follow the strategies? Why?

Speaking

Discuss the questions.

1. What is Biomechanics?
2. Why does it involve Mechanics?
3. What causes Motion?

Listening

Watch the video

https://www.youtube.com/watch?v=QJ_C25VcQbw
(1.52 – 3.58) and answer the questions.



Watch the next part (2.59 – 3.50) of the video

https://www.youtube.com/watch?v=QJ_C25VcQbw
and make out more specific definition of Biomechanics.



Watch to the end and answer the questions:

1. What are two main areas of Biomechanics?
2. What is the Biomechanics' main goal?

Reading

Read the first part of an article about Biomechanics and talk these questions.

- 1) What is Biomechanics?
- 2) When and how did it start?

Biomechanics: Definition and History

A. Everyone has been to a mechanic before. Likely you took your car to him or her either for regular maintenance or because something went wrong. Because of their understanding of those fickle, ubiquitous machines we all use, they were probably able to diagnose the problem relatively quickly and get you back on the road in a few days, at most.

Far fewer people have ever been to a biomechanic or even know what one is! In this lesson, we will explore what exactly the field of biomechanics is and look at its applications and uses in the 21st century.

B. Biomechanics is the study of how the systems and structures of biological organisms, from the smallest plants to the largest animals, react to various forces and external stimuli. In humans, biomechanics often refers to the study of how the skeletal and musculature systems work under different conditions. In biomechanics more generally, scientists often try to apply physics and other mathematically based forms of analysis to discover the limits and capabilities of biological systems.

C. In a way, biomechanics has been around since the inquiring ancient Greek and Roman minds began dissecting animals and vivisectioning humans to discover the inner systems of our bodies.

Many of the great philosophers and scientists of our past tried their hand at some form of biomechanics, from

Aristotle, who wrote *On the Motion of Animals* in the 4th century BC, to Leonardo da Vinci, who studied human muscle and joint function in 15th century Italy. In the 19th century, scores of Europeans were incredibly fascinated, for some reason, with the gait of horses and extensively studied the biomechanics of a horse's galloping motion.

D. Today, rather than a field that scientists and philosophers dabble in, biomechanics is its own branch of human and biological science, with entire departments in hospitals and universities devoted to the subject's study.

Since biomechanics is the study of human movement and interaction with the environment, the field has myriad applications in daily life and touches on many different sciences.

E. Biomechanics is certainly popular right now in sports and athletics. Sports teams and athletes themselves often hire entire teams to study the movements and forces inherent in the various regular motions and important actions during the playing of a sport. A good example of this is the swinging of a baseball bat or golf club. These are both motions that contort the human body in strange and irregular ways. Teams and/or individual athletes often hire scientists and therapists well-versed in biomechanics to study an athlete's motion, often using slow-motion cameras to study the angles and forces that go into each action. At the highest levels, figuring out a way to squeeze that extra little bit of power out of a baseball player's swing can be the difference between a pop fly and a home run.

Match the paragraphs (A–E) to the correct headings (1–5).

1. Biomechanics applications.
2. Biomechanics definition.
3. The Biomechanics place in biology and mechanics.

4. Why we need knowledge about Biomechanics.
5. History of biomechanics.

Read this part again and be ready to give more detailed definition of Biomechanics.

What other various examples of biomechanical applications can you think of?

Choose one of the topics from the list and be ready to tell your partner about it:

1. Define biomechanics.
2. Describe the history of biomechanics and its place in biology and mechanics.
3. Detail various examples of biomechanical applications.

Part 2

Principles of Biomechanics & Kinesiology Related to Motor Skills

Speaking

1. What science studies body movement?
2. Why do you think it is important for sport?

Skim the text and compare the information with your ideas.

Biomechanics is the study of a living body and its mechanics. This includes the forces exerted by both gravity and muscles on the skeleton. Biomechanics is sometimes called human kinetics or kinesiology, and the three terms are often used synonymously. Kinesiology, though, is the study of body movement, especially in humans, and how it relates to the anatomy.

Now let's look a bit more closely at fine motor skills and gross motor skills. Motor skills are human movements that are produced by a complex combination of nerves and muscles.

Fine motor skills are small precision movements. These include writing, drawing, or using the eyes for visual tracking.

Gross motor skills, on the other hand, are larger, less precise movements.

These include jumping, running, and throwing a ball.

The Principle of Force

Who doesn't remember from school that vivid image of Sir Isaac Newton himself, the famous scientist, sitting under a tree and getting popped on the head with a falling apple? Suddenly, he was struck with an epiphany, or insight, about the force of gravity. Why was this important?

Newton is famous for his three laws of motion. In layman's terms the first law states that if an object is at rest it will remain that way unless an external force acts upon it.

The most fundamental principle of movement is a very straightforward one and can be summed up in three words: force causes movement. Furthermore, bad force causes bad movement. So, when you witness an athlete making an error, you know it was caused by the incorrect application of force.

General, Linear, & Angular Motion

We've all marveled at the Olympic gymnasts who spun through the air and somehow landed cleanly, or at skateboarders who go down scary ramps at breakneck speed and then hurl themselves through the air to perform stunning tricks. Human movement patterns, or general motion, are essentially a combination of two things:

Linear motion – this is movement in a straight line;

Angular motion - this is movement in a circle (also known as rotary).

Other sports in which we often see lots of angular motion include dancing and figure skating. In layman's terms, angular motion involves rotating around an axis. Now, the arms and legs of the human body act as axes (the plural of axis). Furthermore, so do the hips and the shoulders.

As mentioned earlier, the study of biomechanics and kinesiology can be remarkably complex because the human body has so many movable parts, and the forces on these parts can be applied in different ways, with varying degrees of intensity. Now, let's take a second to think of a figure skating competitor. The skater glides across the ice in a straight line with increasing speed. Then, suddenly, the skater leaps into the air and spins her body in three full rotations. Do you see how the athlete went from linear motion to angular motion?

Movement Analysis

Who's not mesmerized by watching a video of NFL legend Joe Montana throw a football with almost flawless form? Experts can analyze movement patterns by using a technique known as movement analysis. This is important because, by studying videos, scientists can receive crucial feedback, which can enhance their understanding of both biomechanics and kinesiology.

Common sports movements such as throwing, kicking, or hitting can be broken down into three steps, which are:

1. Preparation of the move
2. Execution of the move
3. Follow-through after the move

Experts can review the videos and look for both qualitative and quantitative tendencies.

Qualitative items would include an athlete's posture and rhythm. Quantitative items would include numbers relating to distance and speed. Armed with this information, experts can then go about making improvements.

Getting Motor Skills: Neurogenesis

Remember when we were young and how fun coloring was, but how difficult it was to stay inside the lines at first ? Then we got better and kept the color inside the lines sometimes, and Finally, we were able to color completely inside the lines. There are three stages involved in learning motor skills:

Stage One – Cognitive: the movements are slow-paced and not very efficient. Lots of brainpower is required, and, for the most part, the movements are controlled consciously.

Stage Two – Associative: the movements are smoother and more efficient. Not as much brainpower is required because some of the movements are now conscious, and others are now automatic.

Stage Three – Autonomous: the movements are much more efficient and precise. Very little brainpower is required, if any, and now the movements are almost all automatic.

Neurogenesis is the process by which the body grows newer brain cells, and this can be stimulated by the use of various motor skills and movement patterns. Movements stimulate BDNF (brain-derived neurotropic factor). In turn, this crucial protein helps nerve cells survive by both growing and maintaining them. Brain researchers, also known as cognitive scientists, believe exercise benefits the brain by the following:

- improving memory capabilities reducing stress
- improving academic performance
- improving behavior and socialization
- improving overall brain function
- enhancing mental cognition
- balancing behavior and mood

Read this text again and complete the table with the detailed information:

Biomechanics is ...	
Kinesiology is ...	
Fine motor skills... examples....	
Gross motor skills... examples....	
Force of gravity importance	
Principle of movement description	
General motion consists of... Particularly... Examples...	
Steps in sport movements ... Particularly, qualitative items ... quantitative items ...	
Stages of learning motor skills ...	
Advantages of movement ...	

Listening

Watch the video about gross motor skills
<https://www.youtube.com/watch?v=rCg-MkVxxyU> and
 write down 7 main locomotion movements.



Watch this video again and
 complete the movements with
 the detailed instructions:

1. e. g. **Running** – *pump our arms, as we run; bring our knees nice and high quickly;*
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Think of a situation when do you need to apply these gross motor skills. Let your partner name the skill and you describe the process of the movement. Change the roles.

Writing

Make the short workout for your trainees, describing the movements and actions. Write down the instructions.

Grammar

Present Perfect Simple and Past Simple

We use the **present perfect** for a state which has gone on up to the present.

We've lived here for ten years.

(And we still live here.)

We use the **past simple** for a state in the past, in a period which is finished.

We lived there for ten years.

(We don't live there now.)

We use the **present perfect** for actions in a period of time up to the present.

This young director has made four films so far. He has made films means that it is possible he will make more films.

Here are some more examples.

Have you ever been to America? ~ Yes, twice. I've played table tennis before. We've never had any money.

We use the **past simple** for actions in the past, a period which is finished.

The director made many films in his long career. He made films means that his career in films is over. He won't make any more.

Did Churchill ever go to America? ~ Yes, I think so.

I played table tennis at college.

We never had any money in those days.

We use **today** and phrases with **this** for a period up to the present.

It hasn't rained today.

Have you seen this week's magazine?

We use **yesterday** and phrases with **last** for a past period.

It rained yesterday.

Did you see last week's magazine?

But sometimes **today** etc can mean a past period. Compare:

I haven't seen Rachel today. I didn't see Sarah at work today.

(It's still daytime.)

(The working day is over.)

Has the post come this morning? Did the post come this morning?

(It's still morning.)

(It's later in the day.)

Grammar practice

I've been or I was?

Complete this letter to a newspaper. Put in the present perfect or past simple.

A few days ago I learned (learn) that someone plans to knock down the White Horse Inn. This pub has been (be) the centre of village life for centuries. It **1.** _____ (stand) at our crossroads for 500 years. It **2.** _____ (be) famous in the old days, and Shakespeare once **3.** _____ (stay) there, they say. I **4.** _____ (live) in Brickfield all my life. The villagers **5.** _____ (know) about the plans for less than a week and already there's a 'Save Our Pub' campaign. Last week we **6.** _____ (be) happy, but this week we're angry. We will stop there, you'll see.

Have you (ever)...? and Did you (ever)...?

Look at each conversation and choose the best sentence, a) or b).

Example: Have you heard about the woman walking across the US? ~ Yes, she's reached the Rockies.

a) The walk is continuing, **V** b) The walk has finished.

1. Have you ever played beach volleyball? ~ Yes, we played it on holiday.

a) The holiday is still going on. b) The holiday is over.

2. Did you know old Mr Green? ~ No, I never met him.

a) Mr. Green is probably alive, b) Mr Green is probably dead.

3. Wayne Johnson is a great footballer. ~ Yes, he's scored 200 goals for United.

a) Wayne Johnson still plays for United, b) Wayne Johnson has left United.

Today, this week, etc.

Put in this, last, today or yesterday.

Example: Last month prices went up, but this month they have fallen a little.

1. It's been dry so far _____ week, but _____ week was very wet.
2. I went shopping earlier _____ and spent all the money I earned _____ .
3. We didn't have many visitors _____ year. We've had a lot more _____ year.
4. I don't feel so tired now. We got up quite late _____ morning. I felt really tired _____ when we got up so early.

Present perfect or past simple?

Put in the verbs.

Tom: *Have you heard* (you/hear) the news about David?

Harriet: No. **1.** _____ (what/happen)?

Tom: **2.** _____ (he/have) an accident. He was walking down some steps.

3. _____ (he/fall) and **4.** _____ (break) his leg.

Harriet: Oh, how awful! When **5.** _____ (it/happen)?

Tom: Yesterday afternoon. Melanie **6.** _____ (tell) me about it last night.

Harriet: Last night! **7.** _____ (you/know) about it last night, and **8.** _____ (you/not/tell) me!

Tom: Well, **9.** _____ (I/not/see) you last night. And **10.** _____ (I/not/see) you today, until now.

Harriet: I hope he's all right. **11.** _____ (he/have) lots of accidents, you know. **12.** _____ (he/do) the same thing about two years ago.

Unit 5 Designing a Training Course

GETTING STARTED

Look at the picture and answer the questions.



1. Where are these people?
2. What do you think they are talking about?
3. Is it necessary to work with a personal trainer? Why/not?

Speaking

Discuss the questions

- 1) What benefits can you get from working with a personal trainer?
- 2) What knowledge and skills do you need to work as a personal trainer?
- 3) Do you think you can work as a personal trainer?

Reading

What are the main requirements to the personal trainer's job? Think about these ideas:

- a) knowledge of body and health;
- b) inspiration;
- c) planning.

Read the advert and check your ideas.

Text A

Benefits of Personal Training that Will Propel Your Fitness & Lifestyle Goals:

WE EDUCATE YOU ABOUT YOUR BODY:

Our qualified personal trainers at Pinnacle Fitness will teach you how your body works with the right techniques to improve your form and overall sporting performance. We will work with you to perfect how you move and decrease your chances of long-term injury. Also, we will educate you on fitness and health so that you can understand the reasons behind our suggested training methods. This usually assists our members with the extra motivation and discipline to fulfill their training program with us.

WE KEEP YOU COMMITTED:

Ever woken up to hit the gym but hit the snooze button on your alarm? With a personal trainer at Pinnacle Fitness we are here to encourage you to get out of bed and get moving! Our friendly personal trainers can influence you to avoid the snooze button and help you stick to the fitness regime we tailor just for you.

TIME:

If your time is limited but you are keen to lose weight and get fit, our Personal Trainers work flexible hours to suit you.

Whether it be early morning sessions, lunch time or night classes, your availability is our highest priority. We will tailor a fitness plan designed specifically so that the assigned time is no time wasted.

REALISTIC AND SPECIFIC GOALS:

Joining a sports team or signed up for a running event? Our personal trainers will devise a personalized training plan for your personal fitness goals. This plan will be measured taking account of your current health and fitness. We help you set some realistic and achievable fitness goals to ensure you have a greater chance of success.

GENERAL HEALTH AND WELLBEING:

Your personal trainer at Pinnacle Fitness Gym is not just concerned with your fitness goals but your overall happiness and health. Your personal trainer will be your friend, mentor and helpful guide to enhancing your lifestyle.

Questions

1. What are the personal characteristics of a personal trainer?
2. What does a personal trainer do?
3. What benefits make a personal trainer's job become popular?
4. What are the threats in this job?

Read the text and check your answers.

Text B

What is a Personal Trainer?

A personal trainer is someone who helps their clients achieve certain fitness goals, including but not limited to weight loss, strength training, toning, or overall health management. Each client's fitness level can be extremely different, so a trainer may be introducing one client to basic exercises, helping a second one with a weight loss program, and assisting a third in advanced training goals.

A personal trainer is someone who helps their clients achieve certain fitness goals, including but not limited to weight loss, strength training, toning, or overall health management.

A personal trainer will work with clients, either in a small group setting or one-on-one, on their fitness goals, which includes improving a client's muscular endurance, strengthening a client's cardiovascular capabilities, and increasing a client's physical flexibility. A personal trainer may also be asked to create or revise specific workout routines for their clients, in order to achieve extra weight loss, speed, or muscle toning. In some cases, personal trainers will also help clients with health and nutrition plans, such as recommending a food diary, or working with a nutritionist.

Are you suited to be a personal trainer?

Personal trainers have distinct personalities. They tend to be investigative individuals, which means they're intellectual, introspective, and inquisitive. They are curious, methodical, rational, analytical, and logical. Some of them are also artistic, meaning they're creative, intuitive, sensitive, articulate, and expressive.

What is the workplace of a Personal Trainer like?

The look of a trainer's workplace can vary widely. Although the majority of personal trainers work out of a specific gym or fitness centre, some trainers specialize in house calls or even travel with their clients. Other trainers work for large companies, offering customized services to that company's workforce. Still other personal trainers work within a college or educational arena.

In general, expect to work with a variety of exercise equipment, including free weights or nautilus machines, cardio machines like Stairmasters or treadmills. Trainers may also be

expected to teach or coach their clients through floor work, including stretching, toning, or Pilates work.

A trainer generally dresses in neat, professional clothing that may or may not be workout wear. A tucked-in shirt with a collar and khakis will give a look of authority in the gym. Personal trainers who choose to dress in workout clothes should keep them fresh, neat, and clean. Remember that a personal trainer presents the image of fitness and health that the client wants to emulate.

Are Personal Trainers happy?

Seeing people get happy and confident when they become comfortable in their own skin is one of the best things about this career. People come to lose weight, put on muscle, get faster, stronger and healthier. Personal trainers help mothers after they have babies, people with injuries, athletes, and train women and men who want to look and feel great.

Personal training isn't about how great you look in a tight shirt or how much you can lift. It's 100 % about your clients, and your job is to be there for them. Just like a good parent puts the needs of their children before their own, a good trainer always puts their clients' needs first. Trainers that remember this key factor are the happiest.

Should I become a Personal Trainer?

People typically want to pursue a career in fitness for the opportunity to inspire and educate others to live happier and healthier lives, as well as to have the ability to make money doing something they love while making a difference.

If this is a career you are considering, but not 100 % sure about yet, the following facts may help you decide whether this is the right path for you:

It's an incredibly tough industry to make a lot of money in. However, once you develop a reputation as a good trainer, you

can start to charge more. Going out on your own is definitely more profitable than working for a gym, however you have to work a lot harder to find clients.

Clients often have unrealistic expectations, and it's up to the personal trainer to find a realistic goal and help the client achieve it. Perhaps feeling stronger and more confident may be what the client ultimately wants but can only express it by saying they want to look like a Victoria Secret model. Once confidence and more self-esteem are achieved, the superficial goals the client came in with eventually become less important. Personal trainers need to be able to pick up on their client's emotional energy right away. If a client is having a terrible day, showing empathy and having a listening ear can often bring up a client's energy and help them forget about their problems temporarily. All they may need is a pair of boxing gloves to release some energy, but ultimately it is up to the trainer to pick up on the needs of the client.

Personal trainers must be willing to give up their weekends, as that is when most people don't work and are available to train. Clients generally understand if you need to cancel once in a while due to personal reasons but making up those missed sessions is essential.

Taking vacations can be stressful for trainers, as they typically need to write out specific workouts for each of their clients to do when they're away. They also need to fit in extra sessions when they get back to catch up.

You're not always going to be the best fit for every client. Some people won't want to put in the work, or your personalities will clash. It's good to remember that some relationships simply won't work, and that it's ok to not take on or keep everyone.

The following reasons may be why some personal trainers fail or don't do very well:

Lack of persistence

The most common cause of people failing to succeed as personal trainers is that they simply give up. This typically happens with new trainers during their first year because they aren't bringing in as much money as they had hoped. The personal training industry can be lucrative; however, it is very competitive. Newcomers have to realize that it will take time and a lot of effort to be rewarded financially. Trainers who work for fitness clubs should always be on the lookout for any opportunity to move to a more high-end club with wealthier clients. Working hard, gaining experience, and developing a reputation as a good trainer enables one to charge more, but it takes a lot of time and effort to get there.

Lack of clients

Without enough clients, it can be very hard to be persistent and continue as a personal trainer. Personal trainers based in busy fitness clubs are in competition with one another for clients. The more trainers, the less clients there are to go around. It's important to know that there are some fitness clubs that will rent out their facilities to as many trainers as they possibly can in order to collect as many monthly fees as they possibly can. Trainers should consider relocating to another club if this is the case.

Lack of business skills

The majority of people who go into business for themselves as personal trainers don't know how to run a business. They don't know how to build their brand, advertise their business, sell themselves to clients, set up a business website or find additional income sources. For self-employed trainers, not knowing these things will either cause them to fail or prevent them from becoming as successful as they could be. The importance of learning business and marketing skills cannot be emphasized enough. The most successful trainers got

to where they are by understanding business and marketing as well as fitness and exercise.

Lack of personality

Successful personal trainers are able to make their client's training sessions enjoyable because they have built a trusting and positive relationship with them. No client wants to be trained by someone who is cold, uncaring, or more interested in talking about themselves rather than their client's needs. If a trainer gives off indifferent or negative vibes, they won't find much success.

Clients also need to be able to trust their personal trainer to tell them honestly what they need to improve on. People thrive in a safe atmosphere where they are motivated and are made to feel good about their improvements and their accomplishments. Most clients lack self-confidence and can be quite sensitive, especially those with weight issues. Remembering to make them feel emotionally comfortable at all times is important to success, and mastering the ins and outs of trainer-client relationships is key.

Lack of professionalism

No client likes a personal trainer who says they will do things and then not do them, doesn't show up on time, or gets distracted and doesn't pay full attention to them during training sessions. Even if you're actually a good personal trainer, it will hold you back in your career. Not only will clients get annoyed with you and go with someone else, but fitness clubs eventually won't let you work on their premises and won't sell your services to their members.

Find and write down the phrases which characterize the following ideas from texts A and B:

1. Body knowledge
2. Health issues

3. Encouragement
4. Personality
5. Business literacy
6. Planning
7. Satisfaction
8. Professionalism

Using this Career Explorer link, evaluate your abilities and with the ideas above be ready to make up a portrait of personal trainer.

<https://www.careerexplorer.com/assessments/>



Text C

Read the text about the personal trainer characteristics.

Traits of a Professional, Certified Personal Fitness Trainer

A professional personal trainer must be a strong communicator, confident, professional, action-oriented, energetic/enthusiastic, and must employ the “Platinum Rule”. To be professional means to be consciously aware of not only your client’s needs, but of the needs of other club members,

your manager, your fellow employees, and anyone else who might be affected by your performance and actions while you are training or at your place of work. It is not enough to singularly focus on your client while training, you must constantly be aware of the training environment around you and not infringe upon the efforts or performance of anyone else in any way. This is a challenge, but a challenge that you must undertake.

Being an effective communicator means getting your ideas across clearly to your clients at all times, and recognizing how to adapt and communicate differently in different client situations. This is perhaps your most important business skill to learn and improve upon. And it is the most important skill toward your success as a personal trainer.

Being confident is not being arrogant. It is believing that you can help anyone and that you will always seek to help in any way you can. You are not better than other trainers, but you are as good as anyone.

To be action-oriented is to always be proactive while you are at work. Save studying, socializing, and anything that does not move you toward helping others immediately for another time.

Energy and enthusiasm are a must. You must be outwardly passionate so that everyone wants to be around you because your training attitude is infectious and motivating.

You must also employ the “Platinum Rule”, which is to say that you must treat others BETTER than you want to be treated. Treat the gym like your home and all those present as though they were guests at your party. Your job is to give of yourself and help others in any way that you can AT ALL TIMES. If you are at work, you are there to help, not do what you want to do.

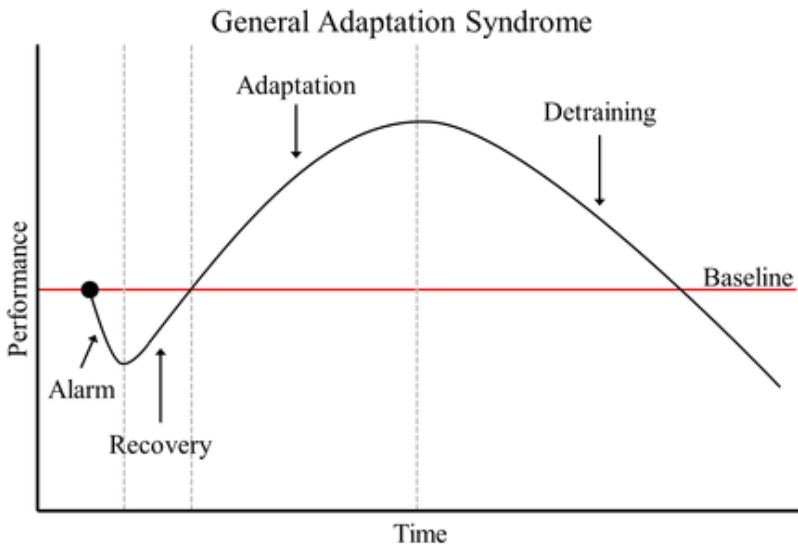
Do you agree with the recommendations? Which characteristics are the most important in this work?

Text D

Read about the Exercise Physiology Overview and explain how you can use this knowledge in your work.

General Adaptation Syndrome (GAS)

The GAS model describes the process that our bodies go through in response to stressors. When we exercise, we are placing stress on our bodies so that they will adapt and become better equipped to handle the exercise stimulus the next time we encounter it. For example, if we perform strength training, our bodies adapt and we become stronger, and we are eventually able to lift more weight.



There are 4 basic phases of the General Adaptation Syndrome:

1. **Alarm** – the alarm phase occurs after a workout. It is a period where performance is temporarily decreased due to

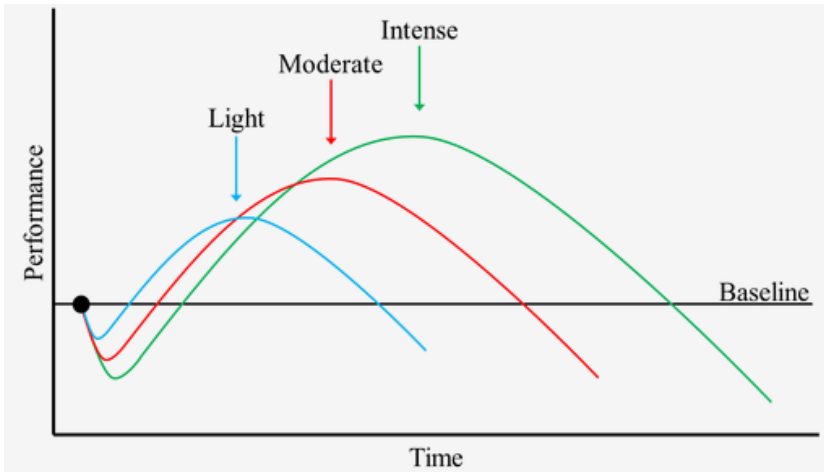
induced muscle damage from exercise, the accumulation of fatigue, and the depletion of energy substrates needed to fuel exercise.

2. **Recovery** – during the recovery phase the body begins to mend itself. Muscle tissue is repaired and depleted energy stores are replenished, returning performance back to baseline levels.
3. **Adaptation (Supercompensation)** – it is during the adaptation phase that training adaptations occur. At this point the body has recovered from the initial workout and has adapted causing performance to increase above baseline values.
4. **Detraining** – detraining is the loss of training adaptations when exercise is discontinued. This phase does not occur if workouts are performed often enough.

Intensity of Workouts

The intensity of the exercise performed changes the size of the GAS curve.

This means that the more intense the exercise session is, the more exaggerated the initial decrease in performance is and the longer the recovery period needs to be. However, more intense exercise also leads to greater training adaptations whereas very low intensity exercise needs less recovery time and produces smaller training adaptations.



Arrows indicate the optimal time to perform another workout based upon the recovery time necessary following workouts of differing intensities

Recovery Period Length

The amount of time needed to recover between workouts varies depending on the fitness level of the athlete as well as the intensity of previous workouts. More elite athletes need less time to recover from exercise than do untrained individuals.

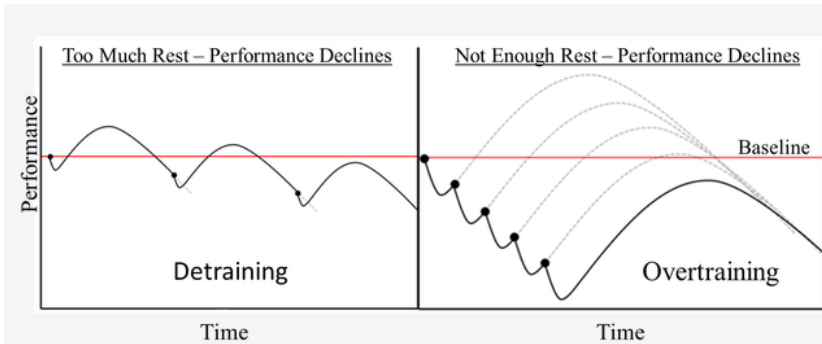
The following table from Zatsiorsky and Kraemer gives general recommendations for rest period length between training sessions based upon the intensity of the previous exercise session.

Training Intensity	Recovery Time (hours)
Extreme	72
Large	48-72
Substantial	24-48
Medium	12-24
Small	<12

Timing of Workouts Using the GAS Model

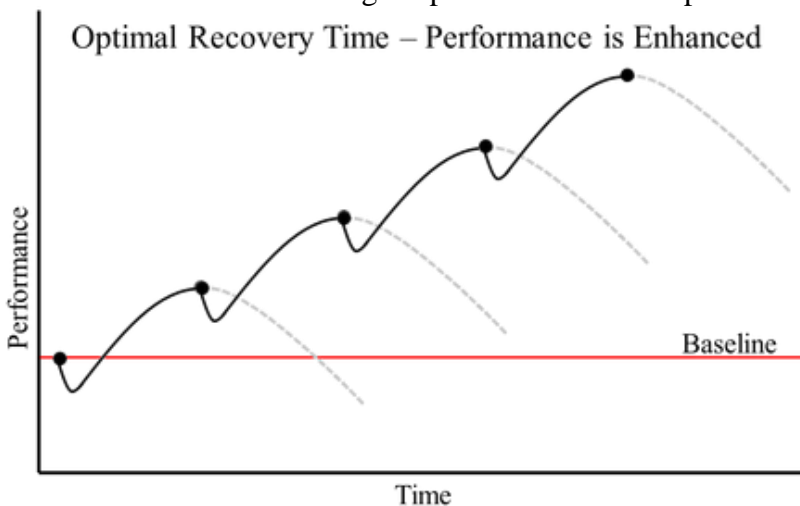
Detraining – when too much rest is taken between workouts, your body will begin to lose training adaptations, an occurrence known as detraining. Even during an athlete’s competitive season, they should still train at least 1–2 times per week in order to avoid decrements in performance as a result of detraining.

Overtraining – overtraining is the accumulation of fatigue that results when workouts are regularly performed before the body has finished recovering from the previous workout. Overtraining can be quite serious and may decrease performance for months in extreme cases.



Each black dot represents one workout. Dotted lines indicate the adaptation that would have occurred if another workout were not performed. Red line indicates pre-training performance level.

Optimal Recovery – The ideal time to perform your next workout is when your body is fully recovered from the previous workout and training adaptations are at their peak.



Delayed Transformation

In order for adaptation to exercise to occur, you must plan scheduled recovery sessions and weeks into your workout

program. Delayed transformation is the concept that adaptation to exercise occurs during REST, *not* during times of stress.

The exercise performed provides the stimulus necessary for adaptation, but actual adaptations happen during periods of unloading (a period where exercise volume and/or intensity are significantly decreased). During unloading weeks, enough exercise is performed to avoid detraining, but not enough to cause excessive stress on the body.

Applying the GAS Model and Delayed Transformation to Your Training Program

After weeks of hard training, fatigue accumulates. In order for the training adaptations to become apparent, you need to carefully plan your recovery.

After workouts you can and should perform a number of different recovery methods such as stretching, foam rolling, and spine rolling such as hot and/or cold treatment, proper nutrition, sufficient sleep, and other methods. These methods can speed up recovery between workouts. You do not need to perform these methods after every workout, but you should have a post-workout recovery plan.

Additionally, every 3–4 weeks you should plan an unloading week. For the first 3–4 weeks of a training period you should train as hard as possible. Then, during your unload week, cut back on your training volume and/or intensity so that your body has time to experience training adaptations.

With that being said, don't let all your hard work go to waste! More is *not* always better; sometimes what your body really needs to be more competitive is just rest. I know for an athlete it can be very hard to put on the brakes, but train smart and rest assured knowing that planned recovery *will* improve your performance!

Questions

1. What is General Adaptation Syndrome (GAS)?
2. How the recovery period depends on the intensity of the exercises?
3. Give the definitions to Detraining and Overtraining and explain how to avoid them.

Writing

Make up your own training plan in your sport and present it to the group.

GRAMMAR

Will and be going to

WILL

Will has a neutral meaning. We use it to talk about facts in the future.

I'll be twenty next Friday.

The spacecraft will come down in the Pacific Ocean tomorrow morning.

BE GOING TO

We use *be going to* for an intention, something we have already decided to do.

We're going to have a meal.

Tom is going to sell his car.

Will does not express an intention.

It's her birthday. She's going to have a meal with her friends,
NOT *She'll have a meal.*

But we often use *be going to* for an intention and will for the details and comments.

We're all going to have a meal. There'll be about ten of us. ~ Oh, that'll be nice.

As well as **be going to**, we can use the **present continuous**.
We're going to drive/We're driving down to the South of France. ~ That'll be a long journey. take two days. We'll arrive on Sunday.

Decisions and intentions

WILL

We use **will** for an instant decision or agreement to do something.

There's a postbox over there. I'll post these letters.

You still haven't put those shelves up, Trevor. ~ OK, I'll do it tomorrow. Trevor is deciding now.

BE GOING TO

Be going to means that we have already decided.

I'm going out. I'm going to post these letters. You still haven't put those shelves up, Trevor. ~ I know. I'm going to do it tomorrow. Trevor has already decided.

Predictions

WILL

We can use **will** for a prediction about the future.

I think United will win the game. One day people will travel to Mars.

BE GOING TO

We use **be going to** for a prediction when we see from the present situation what is going to happen in the future.

There isn't a cloud in the sky. It's going to be a lovely day.

This bag isn't very strong. It's going to break.

It is often possible to use either form in a prediction. For example, we can also say "I think United *are going to* win the game". Usually *be going to* is a little more informal and conversational than *will*.

Exercises

1. Will and be / going to

Complete the conversations. Put in *will* or *be going to* with the verbs.

Example:

Vicky: Have you got a ticket for the play?

Daniel: Yes, *I'm going to see* (see) it on Thursday.

Harriet: The alarm's going. It's making an awful noise.

Mike: OK, *I'll switch* (switch) it off.

1. **Daniel:** Did you buy this book?

Matthew: No, Emma did. She _____ (read) it on holiday.

2. **Laura:** Would you like tea or coffee?

Sarah: Oh, I _____ (have) coffee, please.

3. **Trevor:** I'm going to miss a good film on TV because I'll be out tonight.

Laura: I _____ (video) it for you, if you like.

4. **Rachel:** I'm just going out to get a paper.

Emma: What newspaper _____ (you/buy)?

2. Will and be going to (A–C)

What would you say? Use *will* or *be going to*.

Example:

You want to express your intention to look round the museum.

Your friend: Do you have any plans for this afternoon?

You: Yes, *I'm going to* look round the museum.

1. You hate dogs. Dogs always attack you if they get the chance.

Your friend: That dog doesn't look very friendly.

You: It's coming towards us _____ .

2. You predict the landing of aliens on the earth in the next ten years.

Your friend: All this talk about aliens is complete nonsense, isn't it?

You: Is it? I think _____ .

3. You know that your friend's sister has decided to get married.

Your friend: Have you heard about my sister?

You: Well, I heard that _____ .

4. You suddenly decide you want to invite Ilona for a meal.

Your friend: Did you know Ilona will be in town next weekend?

You: No, I didn't. _____ .

3. Will and be going to

Complete the news report about the village of Brickfield. Use ***will*** or ***be going to***. Sometimes either is possible.

We have learned this week that the local council has plans for Westside Park in Brickfield.

The council (▶) *is going to sell* (sell) the land to a builder, Forbes and Son. The plans are all ready.

1. _____ (we/build) fifty houses,' said Mr Forbes. 'In two years' time everything 2. _____ (be) finished. I'm sure people 3. _____ (like) the houses. Most of them 4. _____ (be) for young families. And we intend to take care of the environment. 5. _____ (we / not / cut) down all the trees, only a few of them.'

But people living near the park are angry. 'This is a terrible idea. We're all against it,' said Mrs Mary Brent.

6. _____ (we/have) a protest march on Saturday. I expect everyone in Brickfield
7. _____ (be) there. We've reached our decision.
8. _____ (we/stop) this plan.'

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Навчальне видання

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АНГЛІЙСЬКА МОВА ДЛЯ СПОРТУ

Навчальний посібник
(Англійською мовою)

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Навчальний посібник «Англійська мова для спорту» спрямований на розвиток професійної компетентності, що сприяє поглибленню навчального процесу для гармонізації роботи всіх стандартних компонентів щодо потреби в конкретних навичках для майбутніх професійних ситуацій. Навчальне видання наслідує сучасну мовну методологію щодо викладання англійської мови за професійним спрямуванням відповідно до реальних потреб фахівців у сфері спорту. Широкий спектр завдань із розвитку професійної грамотності, включаючи комунікативні навички та розвиток критичного мислення, створює цілісні знання, розвиває гнучкість і допомагає покращити засвоєння мови, що є цінним для аналітичних навичок майбутніх фахівців.