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Иркутской области «Иркутский региональный колледж педагогического  
образования»

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**СБОРНИК ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ**

Английский язык

(для студентов по специальности 49.02.01 «Физическая культура»)

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Сборник текстов разработан для обеспечения студентов учебным материалом в соответствии с Рабочей программой учебной дисциплины Английский язык на основе рабочего учебного плана специальности 49.02.01 «Физическая культура». Сборник текстов соответствует требованиям Федерального государственного образовательного стандарта (далее – ФГОС) (приказ Министерства образования и науки от 05.11.2009 № 535) по специальностям среднего профессионального образования (далее – СПО), предъявляемым к обучающимся по результатам обучения иностранному языку.

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## Пояснительная записка

Предлагаемый сборник текстов на английском языке предназначен для студентов 2-4 курсов колледжа по специальности 49.02.01 «Физическая культура». Сборник составлен в соответствии с требованиями базисного учебного плана и ФГОС СПО 3-го поколения к обязательному минимуму содержания и уровню подготовки специалистов в среднем профессиональном учебном заведении.

Главная цель пособия – обеспечить обучающихся современными проблематичными текстами по специальности для совершенствования навыков чтения литературы в оригинале. Помимо овладения речевыми навыками обучающиеся могут обогатить свой лексический запас, используя данные тексты.

Настоящий сборник представляет собой оригинальное пособие, материал которого состоит из 24 аутентичных текстов, взятых из разнообразных зарубежных интернет - сайтов.

Особенностью сборника является аутентичность, их тематика связана с текстами по специальности «Физическая культура»

В процессе работы с текстами в основном осуществляется обучение всем видам чтения: *изучающему* (детальному чтению, которое предполагает полное понимание всех основных и второстепенных фактов, их осмысление и умение сделать вывод), *ознакомительному* чтению (текст прочитывается как можно быстрее с целью понять основное содержание и общую структуру, студенту необходимо понять до 70% общего содержания, обходя незнакомые слова, догадываясь о значении ключевых слов из контекста), *просмотровому* чтению (текст читается бегло, чтобы выяснить содержится ли в нем полезная информация), *поисковому* чтению (нахождение конкретной информации, ключевых слов, чтение всего текста необязательно). Поэтому каждый текст снабжен заданиями, стимулирующими обучающихся к указанным видам чтения.

Все тексты разделены по тематическому принципу. Предлагается 7 разделов: 1.Физическое воспитание.2.Виды спорта.3.Известные спортсмены и тренеры.4.Олимпийские игры.5.Профессия учителя.6. Профессия учителя физкультуры.7.Методы обучения.

Данный сборник может использоваться преподавателями и студентами, как на занятиях английского языка, так и для самостоятельной работы. Он может использоваться преподавателями английского языка различных учебных заведений при изучении темы «Физическая культура».

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## **I. PHYSICAL EDUCATION**

### **TEXT 1**

**Read the text “Physical education and training”**

**Don’t forget to work in the following way:**

- \* Look through the text to know what it is about.**
- \* Read the whole text and try to understand it.**
- \* Read sentence by sentence, trying to guess the meaning of new words.**
- \* Look up the words you do not know in a dictionary.**

#### **Physical education and training**

Physical education and training, organized instruction in motor activities that contribute to the physical growth, health, and body image of the individual. The historical roots of physical education go back as far as the ancient Chinese (c.2500 B.C.), who had a well-developed system of exercise and physical training. In ancient Greece the Athenians were concerned with both physical and mental development and consequently they accorded gymnastics, sports, and rhythms an important educational role. During the period of the Roman Empire, and later during the Middle Ages, physical education was primarily used as a form of military training.

Today, physical education is a required part of most school curricula, and a number of colleges and universities offer degrees in the field. Physical education classes generally include formal exercises, sports, and contests, although an increasing emphasis has been given to such Asian techniques as yoga, karate, and judo. The American Alliance for Health, Physical Education, Recreation and Dance (founded 1885) is concerned with improving its fields of education and with increasing the public's knowledge and appreciation of physical education.

***Answer the questions:***

1. What are the historical roots of physical education?
2. What countries were several European systems of gymnastics developed in?
3. Where was the first department of physical education established at?
4. Is physical education a required part of most school curricula?

### **TEXT 2**

**Read the text “Objectives of Physical Education»**

**Don’t forget to work in the following way:**

- \* Look through the text to know what it is about.**
- \* Read the whole text and try to understand it.**
- \* Read sentence by sentence, trying to guess the meaning of new words.**
- \* Look up the words you do not know in a dictionary.**

## **Objectives of Physical Education**

The Roman poet Juvenal likely did not have physical education objectives in mind when he wrote the line "a sound mind in a sound body." But in true poetic fashion that one line sums up the spectrum of goals and objectives for physical education.

### **Objectives for physical education in school age population**

Active children will likely become active adults. They have learned the joy of movement, the satisfaction of participating as a member of a team, the importance of setting and achieving a goal.

While objectives may vary slightly from state to state, they generally include:

- Improved fitness and reduced obesity levels
- Increased strength, endurance, balance and gross motor skills
- Enhanced ability to work cooperatively with others to solve problems
- Improved individual self-esteem and confidence
- Increased respect for others
- More clearly defined concept of good sportsmanship

The ideal time each day for student physical activity is a full hour. When schools cannot provide that each day, it is crucial that parents and community leaders offer alternatives that keep kids moving and engaged in either individual or team activities.

### **Benefits of being physically active**

WebMD reports the following benefits of a solid physical education program:

- Higher grades. Being active during the school day helps concentration and increases blood flow to the brain.
- Better sleep. A good night's sleep helps students perform at their peak during the day. Good sleep may also play a role in improving memory and recall.
- Improved social skills. It really is one of the few times during the day when children can interact with one another.

Regular, vigorous activity also helps children develop healthy, strong bones and helps reduce stress and depression.

### **A healthy population in general**

The objectives for physical activity for all people are listed in detail at the government's Healthy People Web site. Many of these objectives are amazingly simple and inexpensive to implement. For instance:

- Increase the number of trips made by walking or biking both by children and adults.
- Increase recess time in the nation's public schools.

Simply by having the population get up and get moving could help reduce many of the nation's health and social problems. Team sports are a great way to get people involved. But encouraging individual activity is also important and far easier to implement.

***Answer the questions:***

1. What are physical education objectives?
2. What are objectives for physical education in school age population?
3. What are benefits of being physically active?
4. Where are the objectives for physical activity for all people listed in detail?  
What are they?

**TEXT 3**

**Read the text “Is It Physical Education or Physical Activity?”**

**Don’t forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

**Is It Physical Education or Physical Activity?**

With **heightened** attention on childhood **obesity prevention** efforts, there seems to be some **confusion** between the terms "physical education" and "physical activity." Often the words are used **interchangeably** but they differ in important ways. Understanding the difference between the two is critical to understanding why both **contribute** to the development of healthy, active children. The National Association for Sport and Physical Education (NASPE) believes every child in the United States deserves both a quality physical education and physical activity program.

School physical education programs offer the best opportunity to provide physical activity to all children and to teach them the **skills** and knowledge needed to **establish** and **sustain** an active lifestyle. Physical education teachers **assess** student knowledge, motor and social skills, and provide instruction in a safe, **supportive** environment. NASPE recommends that schools provide 150 minutes of instructional physical education for elementary school children, and 225 minutes for middle and high school students per week for the entire school year. Based on sequence of learning, physical education should not be compared to or confused with other physical activity experiences such as **recess**, intramurals, or recreational **endeavors**.

A quality physical education program provides learning opportunities, appropriate instruction, meaningful and challenging content for all children, and should include:

Physical activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs or raking the leaves. Similar health benefits to those received during a physical education class are possible during physical activity bouts when the participant is active at an intensity that increases heart rate and produces heavier than normal breathing. NASPE recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity.

***Answer the questions:***

1. What is the difference between Physical Education and Physical Activity?
2. What learning opportunities does a quality physical education program provide?

**TEXT 4**

**Read the text “What If I Don't Like Sports?”**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

**What If I Don't Like Sports?**

**Learning About Sports**

Sometimes, kids feel that they don't like sports because they might not understand how to play them or they haven't had much practice doing them.

Sports can seem complicated because of all the rules and special equipment. Even the fields and courts they're played on come in different shapes and sizes and have confusing-looking lines drawn on them.

People spend many years learning about favorite sports and practicing how to do them well. So don't feel bad if you don't know the difference between a "corner kick" and a "goal kick" in soccer. If you want to learn more about a sport, you might ask your mom or dad about camps or programs that introduce kids to new sports. These may be better than just joining a team that starts playing games right away without much explaining first.

Gym class and intramural programs at school also can be a way to try new sports with a mix of kids. Another way to learn about a sport is to watch instructional videos or DVDs or check out library books that explain the rules and offer suggestions for kids learning to play them.

If you have an older friend or family member who's good at a sport, you might ask him or her to help you practice. Some sports are just good to understand,

even if you never want to play on a competitive team. For instance, you might play softball or volleyball, just for fun, at a summer picnic.

### **A Bad Sports Experience**

Some kids don't like organized sports because they were once on a team and they didn't have fun. Maybe all of the other kids seemed to know what they were doing and you felt unsure. Or maybe you didn't like the pressure of competing against other teams, where you know one team is going to win and the other is going to lose. Competition can bring out some intense emotions.

### **The Right Sport**

There are dozens of sports, so you might not have found the one for you yet. Lots of kids try soccer and baseball. But what if your best sport is going to be volleyball, cheerleading, or gymnastics? You'll have to try it and find out.

If you don't like being on a team that much, you might consider individual sports. An individual sport means a kid does the sport on his or her own. You can do these sports competitively or just for the fun of doing them.

Here's a list of some individual sports:

- Swimming, diving, running, ice skating, wrestling, gymnastics, golf, tennis, skateboarding, in-line skating, biking, martial arts, bowling

### ***Answer the questions:***

1. Why do kids feel that they don't like sports?
2. What ways are to learn about a sport?
3. What kinds of individual sports do you know?

### **TEXT 5**

#### **Read the text “Adapted Physical Education”**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

### **Adapted Physical Education**

**What is the only educational content area mentioned in U.S. federal law? English? Math? Science? History?**

Those are all important subjects, but there are no federal laws about any of these content areas. But, the answer to the question, what is the only educational content area mentioned in U.S. federal law, is Physical Education.

According to the Individuals with Disabilities Education Act (IDEA) - “Physical Education services, specially designed if necessary, must be made

available to every child with a disability receiving a free appropriate public education.”

Why is Physical Education given this importance? The answer becomes clear when you consider that Physical Education promotes all of the following:

- Physical fitness and good lifetime habits centered around health and physical activity
- Cognitive development and improved brain performance
- Psychomotor/skill development
- Self-esteem and confidence
- Socialization skills

Physical Education can be especially important for children with disabilities, because they are often less active than their peers who do not have disabilities. There is so much that all children – and every child with any kind of disability – can do and benefit from within the realm of Physical Education at their school.

### **Adapted Physical Education**

**Adapted Physical Education (APE)** is a physical education program that has been adapted to meet the needs of students with disabilities. APE makes it possible for all children to participate in Physical Education. Here are some of the key elements of APE:

- It uses accommodations and modifications to adapt the PE curriculum to the child, rather than asking the child to adapt to the curriculum.
- It is a service and not a setting or place. Adapted Physical Education can happen any place.
- The best place for APE to happen is in the general Physical Education class, with the child’s non-disabled peers. IDEA mandates that children can only have APE in a different setting if they are enrolled in a full-time separate facility or if they require APE that cannot be delivered in the general Physical Education class.
- Many children who have IEPs simply do not need APE; it is up to a child’s IEP team to determine whether or not the child should receive APE services.

So what does Adapted Physical Education look like? To help paint a picture, here are some examples of how the simple activity of catching can be adapted for students with various kinds of disabilities:

- Using a bell ball (auditory), bumpy ball (tactile), soft vibrating ball (tactile) and other balls of various sizes and inflation levels.
- Decreasing the distance the ball is tossed, rolled or bounced.
- Giving students the opportunity to catch the ball using a basket or bucket.

- Using different kinds of objects for catching, such as a stuffed animal, beach ball, scarf, deflated ball, balloon or fleece ball.

Like every other area of a child's education, Adapted PE must be customized to meet each child's needs, and as per the catching example, there are always lots of options. Every child is different – including children with the same disability – so it is up to educators to determine the best way to adapt Physical Education to meet the needs of each of their students.

So much is possible for children with disabilities through Adapted PE!! When you – as a parent or educator – know what's possible for a child, you become a better advocate, raising the bar so that all of our children can reach their potential.

***Answer the questions:***

1. What is Adapted Physical Education?
2. What does Physical Education promote?
3. What are some of the key elements of APE?
4. What does Adapted Physical Education look like?

## **II.KINDS OF SPORTS**

### **TEXT 1**

#### **Read the text “Winter Sports”**

**Don't forget to work in the following way:**

**\* Look through the text to know what it is about.**

**\* Read the whole text and try to understand it.**

**\* Read sentence by sentence, trying to guess the meaning of new words.**

**\* Look up the words you do not know in a dictionary.**

#### **Winter Sports: Sledding, Skiing, Snowboarding, Skating**

Winter sports are lots of fun — just ask any kid who's just scored the winning goal during an ice-hockey game or finished sledding to the bottom of a giant hill.

But when you're sitting on that sled, getting ready to ski, or doing a figure-eight on the pond in your skates, you have to know how to be safe. Otherwise, you could get injured and be stuck inside while everyone else is enjoying the snow.

#### **Stay Warm**

No matter which winter sport you choose, staying warm is important. The right clothing and equipment will help you do that. Dress in layers, people often say. This is true, but some of the newer fabrics for cold weather give you the warmth of layers without all the bulk. Ask an adult if you're not sure what to wear outside.

Sometimes kids say, "I don't mind being cold." The tough guy (or girl) approach isn't a good idea. Staying warm isn't just about feeling comfortable. Your body **needs** to stay warm to work properly. And when your body is at the right temperature, it won't need to spend as much energy getting warm. That will give you maximum energy for winter fun. Also, if you're dressed properly, it means you can stay outside longer without worrying about frostbite.

### **Fun in the Sun**

Even though it might seem odd in winter, don't forget to put on sunscreen (with a minimum SPF of 15) when you're skiing, sledding, skating, or snowboarding. Sunlight reflects off all that bright white snow and ice and back onto your face — so cover up with sunscreen, and put some lip balm that contains sunscreen on your lips (even when it's cloudy outside).

### **Sledding**

Zippering down a hill at what feels like a million miles an hour can be a great time — as long as you're sledding safely. These are dangerous and you may lose control while you're sledding. Also, never use a sled that has any sharp, jagged edges or broken parts (this might happen if you're using an old sled).

It's especially important to wear gloves or mittens and boots while you're on the sled because in addition to keeping you warm, they can help prevent you from injuring your hands and feet. Wearing a bike helmet is also a good habit to get into — doctors say it's a great way to protect your head while you're sledding.

### **Skating**

In places where it gets really cold, you might be able to skate outdoors on frozen ponds and lakes. But these spots must be approved for skating. You'll know because they'll be marked by one or more signs from the police or recreation department saying that skating is OK. If the safe area is blocked off, be sure to stay within that area.

Once you have a safe skating spot, you need safe skates. Ice skates need to fit you properly. Don't try to fit into skates that are too small, or put on lots of socks to fit into an older brother's or sister's pair. Skates should be snug but not too tight, laced up to the top.

If you play ice hockey, take a tip from the pros: don't step out onto the ice without all the proper gear. This means padding, and most important, the right helmet. An ice-hockey helmet is the only kind you can wear — not a football helmet or a bike helmet. If you're ever in doubt about what makes up the right ice-hockey gear, ask an ice-hockey coach or a professional at a sporting-goods store.

### **Skiing and Snowboarding**

Before you hit the slopes to ski or snowboard, make sure you have the right equipment — and that it fits you correctly. Many kids have problems because the equipment they use is too big for them. It may have belonged to an older brother or

sister and they're hoping that they can "grow into it." Equipment that is too big will make it hard for you to keep control.

The same goes for boots and bindings — make sure these are the right size for your feet before getting on the slopes. Ski boots that are designed just for kids are a good bet because they're more flexible than boots for adults, and they have buckles that are easier to manage, too — making it quicker for you to get skiing!

Helmets are a must for skiing and snowboarding. Goggles will protect your eyes from bright sunlight and objects that could get in the way and poke you in the eye (like tree branches).

***Answer the questions:***

1. Name Winter Sports?
2. What is very important for Sledding?
3. What is very important for Skating?
4. What is very important for Skiing and Snowboarding?

**TEXT 2**

**Read the text “Summer Sports”**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

**Summer Sports**

People all over the world are very fond of sports and games. That is one of the things in which people of every nationality and class are united. The most popular outdoor winter sports are shooting, hunting, and hockey and, in the countries where the weather is frosty and there is much snow - skating, skiing and tobogganing. It's so nice to go to the skating-rink on a frosty sunny day. Some people prefer to be out of town in such weather and to sledge or to ski in the odds. Many people greatly enjoy figure-skating and ski-jumping summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interests; this game is played in all the countries of the world. The other games that have firmly established themselves in favor in different countries are cricket, volley-all, and basketball and so on. Badminton is also very popular both with young and old. All the year round many people indulge in boxing, wrestling, gymnastics and track and field events. Scores of young girl sand women go in for challis theirs. Over the last few years aerobics has become popular with young girls and women. Aerobics

helps them to be slim, healthy and strong. The interest for it greatly increased thanks to Jane Fonda, a prominent American actress, the founder of this kind of sport. This woman may serve as an impressive example of inexhaustible health, cheerfulness and beauty. Being a great enthusiast of aerobics she has been trying to initiate many women all over the world into this sport. Among indoor games which one can go in for all the year round are billiards, table tennis, draughts, chess, of course. The results of chess tournaments are studied and discussed by enthusiasts in different countries. So we have all grounds to say that sport is one of the things that makes people kin

***Answer the questions:***

1. What are the most popular outdoor summer sports?
2. What does outdoor game take the first place in public interests?
3. What kinds of sports do many people greatly enjoy?

**TEXT 3**

**Read the text "The Top 5 Outdoor Sports for Kids"**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

**The Top 5 Outdoor Sports for Kids**

**Keep Kids Moving**

It used to be that kids would come home from school, change into their sweats, and run back outside to play until the sun went down. But in today's world, there are hundreds of television stations, video games, and interactive Web sites that keep kids occupied for hours on end. This leaves many of today's children feeling perfectly content spending their free time sitting still. We used to talk about kids and use words like "basketballs" and "jump ropes" -- today we're just as likely to use words like "obesity," "heart disease," "high blood pressure," and "diabetes."

So how can we get our kids up and moving again? Here are **five popular outdoor sports for kids** and the benefits they offer today's children.

**Baseball & Softball**

For over a century now, little boys and girls have grown up dreaming of being baseball players. Why not get your children started early? Kids as young as 5 can learn how to play T-ball. After that, it's on to softball and then hardball (otherwise known as baseball).

Most local baseball teams are part of the national Little League Baseball organization. In fact, nearly 3 million kids in America today between the ages of 5 and 18 participate in Little League.

Here are some of the benefits that your child will get from playing baseball or softball: **Physical benefits:** Physical strength, Hand-eye coordination, Balance

**Social benefits:** Citizenship, Discipline, Teamwork, Leadership

### **Soccer**

Soccer may seem like an activity that's more popular in other parts of the world, but it's actually one of the most commonly played sports in America today. The U.S. Youth Soccer Organization was founded in 1974 with a humble 100,000 registered players. Today, there are more than 3 million. Here are some of the benefits that your child will get from playing soccer: **Physical benefits:** Cardiovascular endurance, Muscle strength, Flexibility, Coordination, Balance, Weight control. **Social benefits:** Discipline, Teamwork, Leadership, Fairness, Self-esteem.

### **Bicycling**

Every kid remembers learning how to ride a bike. At the beginning, the training wheels were on and Mom or Dad was holding the back of the bicycle seat. But soon enough, you were off on your way -- your first experience of independence and freedom.

In addition to being lots of fun, bicycle riding is also a great form of exercise. Kids can start on a plastic, three-wheel tricycle as young as age 2. Parents can then introduce a two-wheeler with training wheels around the age of 5. Once your child has mastered that, the training wheels can come off within several months. But, for safety reasons, it's recommended that kids not ride multispeed bikes, mountain bikes, or bikes with hand brakes until the age of 9. Also, kids under the age of 8 shouldn't be riding in the streets by themselves -- try your driveway or bike paths through a park instead.

Here are some of the benefits that your child will get from bicycling: **Physical benefits:** Leg strength, Coordination, Balance, Cardiovascular fitness, Weight control **Social benefits:** Discipline, Self-esteem, Sense of community, Family bonding, Feeling of freedom, Environmental awareness

### **Inline Skating**

Inline skating is one of the most popular activities among kids today. But before you gasp in horror at the thought of your child falling onto hard concrete, you should know that there are safety measures you can take to keep your child safe while he goes zipping around on skates.

Kids who have well-developed motor skills can start inline skating at as young as 4 or 5 years. If your child seems interested in inline skating, you should first take him for a lesson with a professional. Of course, make sure your child is

wearing all the proper gear when he goes to his first lesson. These include a helmet, elbow pads, knee pads, and wrist guards. His skates should also have brakes. Here are some of the benefits that your child will get from inline skating:

**Physical benefits:** Balance, Coordination, Flexibility, Cardiovascular fitness, Muscle strength **Social benefits:** Feeling of freedom, Self-esteem,

### **Good Ol' (old) Walking**

It may sound boring to some, but walking is one of the best forms of exercise that kids (and adults) can get. It's especially helpful for children who don't enjoy extreme physical exertion or competitive games.

Walking is a very general term -- it can range from a peaceful stroll through the local park to hiking up a mountain. Kids as young as 2 can go out for a simple walk with Mom or Dad, but you should probably hold off on hiking until the kids are 5 or 6. Either way, it's a great opportunity to see the world, get in touch with nature, and stay in shape! Here are some of the benefits that your child will get from walking: **Physical benefits:** Balance, Coordination, Leg strength, Weight control **Social benefits:** Feeling of freedom, Self-esteem, Environmental awareness, Family bonding

### ***Answer the questions:***

1. What are The Top 5 Outdoor Sports for Kids?
2. What are some of the benefits that your child will get from bicycling?
3. What are some of the benefits that your child will get from inline skating?
4. What are some of the benefits that your child will get from playing soccer?
5. What are some of the benefits that your child will get from walking?

## **III. FAMOUSE SPORTSMEN AND COACHES OF THE WORLD**

### **Famous sportsmen**

#### **TEXT 1**

**Read the text “Diego Mara Dona”**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**



**Diego Mara Dona** (born 30.10.1960) - Argentinian football player.

Diego Armando Mara Dona is arguably the greatest footballer that has ever put on a pair of boots. He was originally born in

the slums of Villa Fiorito near Buenos Aires as the fifth of eight children. Mara Dona entered professional football at the astonishing age of 15. By the time he turned 16, Diego was even called in the senior national team of Argentina. Regardless of his talent, Diego was considered too young by Coach Cesar Menotti, who rejected him from his selection for the 1978 World Cup. Bitterly disappointed, Mara Dona watched the tournament from home as his country finished first. In the following four years, Diego dominated his country's league and easily entered the Argentine squad for Spain 1982.

Argentina passed the first stage of the tournament after losing to Belgium, but beating Hungary and Salvador. Mara Dona managed to leave his mark with two beautiful, but not critical goals. In the first match of the second stage, Mara Dona is manhandled by his Italian marker, Claudio Gentile. By the following game, Diego's frustration gets him sent off. With two losses, Argentina fail to advance and Diego is again suppressed from unleashing his full potential.

At the 1986 World Cup in Mexico, Mara Dona made his return on the World stage in a spectacular manner. After the match, when confronted with the video footage of the illegal goal, Mara Dona simply replied "Even if there was a hand, it must have been the hand of God." Mara Dona silenced his critics by deciding the following semi and final matches. Mara Dona practically earned the World Cup for his nation. Mara Dona's influence on his teammates was carried over to his club side Napoli, as they reached unprecedented heights, winning their first and second Scudetto (1987 and 1990) and the UEFA Cup in 1988/99.

At Italy 1990, all eyes were on Argentina and its brightest star Diego Mara Dona. Diego came close to replicating his previous success. With Mara Dona's ability, Argentina defeated Brazil, Yugoslavia and Italy on its way to the final. The final of the 1990 World Cup, left Diego helpless as Argentina were defeated 0-1 from West Germany with a goal from a questionable penalty.

Since the loss against West Germany, Mara Dona's career plummeted. In March of 1991, he tested positive for doping and was banned from football for 15 months. Mara Dona refused to return back to Napoli after the incident and transferred to Sevilla for a year. He eventually went back to Argentina with Newell's Old Boys.

The 1994 World Cup verified that Diego's career in national football is over. He was suspended from the cup after failing another doping test. His team was hurt by this and eventually got eliminated by Romania in the second stage. Shortly after this failure, Diego took on a new career path as a coach.

***Answer the questions:***

1. When and where was Mara Dona born?
2. Complete the list of Mara Dona's sports awards.

## TEXT 2

### Read the text “Sergey Bubka”

**Don't forget to work in the following way:**

- \* Look through the text to know what it is about.**
- \* Read the whole text and try to understand it.**
- \* Read sentence by sentence, trying to guess the meaning of new words.**
- \* Look up the words you do not know in a dictionary.**

### Sergey Bubka

Sergey Bubka is an Olympic champion in pole vault who has made a significant impact on the sporting world. His vision helped create the concept for the IOC Athlete Career Programme, which he helped to launch and subsequently develop.

Sergey Bubka accomplishments in sport include: 35 world records; six consecutive World Championship Gold Medals (he held World Champion titles from 1983 to 1999); the only athlete to win six IAAF world championships; Olympic Gold in Seoul 1988; first person to clear 6 meters; jumped 6 meters or higher in 49 competitions; first and only person to clear 20 feet; current world record holder (6.14 outdoor, 6.15 indoor); won Goodwill Games, World Championships Indoor, European Championships, European Championship Indoor, European Cup.

Mr. Bubka is highly decorated; key awards and honorary titles include: Hero of Ukraine Award; Doctor Honoris Causa University of Sport Education Sofia; Honorary Citizen of Bratislava, Padova, Donetsk, Lugansk and Abano Terme; UNESCO Champion for Sport 2003; L'Equipe Champion des Champions 1997; Prince of Asturias Award in Sports 1991; Best Sportsman of the Soviet Union for three years in a row, from 1984 to 1986; "Sportsperson of the Year".

Sergey Bubka is also active in social programmes and charities; founder and President of Sports Club in Ukraine; Sergey Bubka Olympic Reserve Institute for Physical Education in Donetsk; UNDP – UN Development Programme; WHO – World Health Organisation Ambassador in Ukraine: Fight against Tuberculosis; UNESCO Ambassador and Champion for sports; Laureus Sport for Good Foundation; member of the Regional and Public Co-ordination Board for the  
7Social Protection of Handicapped and Orphaned Children

***Answer the questions:***

1. Complete the list of Sergey Bubka's sports awards.

### TEXT3

Read the text "Maria Sharapova"

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

### Maria Sharapova.



Maria Yuryevna Sharapova is a Russian professional tennis player. Her parents are originally from Gomel, Belarus, but moved to Russia in 1986 in the aftermath of the Chernobyl nuclear accident. Sharapova was born in Nyagan, Siberia, the following year.

At the age of three, Sharapova moved with her family to the resort town of Sochi, beginning to play tennis at the age of four, using a racquet given to her by Yevgeny Kafelnikov's father. At age five or six, at a tennis clinic in Moscow, Sharapova was spotted by Martina Navratilova, who urged her parents to get her serious coaching in the United States.

At the age of seven she and her father Yuri, who could speak barely any English, boarded a plane to the USA with only \$700. When they arrived at Miami airport the next morning, her father took her on the handlebars of a bicycle to the Nick Bollettieri Tennis Academy without any notice whatsoever. They arrived at the academy and one of the coaches checked her out. The story goes that Maria knocked his hat off with the tennis ball, thereby making a favourable impression.

This led to her obtaining a scholarship. At the age of 9, she was signed up by a number of sponsors including Prince (racquets), Oakley and Nike.

In 2004, Sharapova became the second youngest Wimbledon women's champion in the Open Era (after Martina Hingis) by defeating defending two-time champion Serena Williams in straight sets (6-1, 6-4). In the process she also became the first Russian ever to win that tournament.

Sharapova is regarded by many as possessing a natural beauty and figure and has done some modeling, having signed a contract in November 2003 with IMG Models. She enjoys fashion and is known to read celebrity magazines. However, she says she does not want to overdo these activities, preferring to focus on her tennis. She is often compared to Anna Kournikova, also a Russian Bollettieri student and model. However, Sharapova, Bollettieri, and Kournikova all reject the comparison.

***Answer the questions:***

1. Complete the list of Maria Sharapova's sports awards.

**TEXT 4**

**Read the text "David Beckham"**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

**David Beckham (02.05.1975) - English sportsman.**

David Beckham is a well-known English footballer, who is now retired. During his career he played for various clubs, including "Manchester United", "Real Madrid", "Milan". He is especially famous for his excellent performance skills on the field and free kicks. In 2011, he became the highest-paid footballer in the world. Beckham was born on May 2nd, 1975, in London. His mother was a hairdresser and his father worked as a kitchen fitter. As a child, he regularly attended a church with his parents and two sisters. His parents were fans of "Manchester United" and often went to Old Trafford stadium to see the team's home matches. David inherited this love for football from the very childhood.

His father started training him, when he barely was two. As a schoolboy, he already played for "Leyton Orient FC" representing the county of Essex. In 1991 he signed a contract with "Manchester United" as an intern. He started playing professionally for his favourite team in 1993. This period of his life lasted for ten years. David won his first cup in 1992, while playing for Manchester United. It

was the Youth Federation Cup. In 1995, he played his debut game against the “Leeds”. The season of 1996-1997 became very significant for him. He replaced one of the main players and led his team to the gold medal championship of England and the quarterfinal of the Champions League.

Regardless his popularity, Beckham realized that football career is short-lived. His father helped him to convert his sports talent into money. When he was 20, he signed a contract with such giants of business as Pepsi and Adidas. He became the official face of these brands. Gradually, he became a real national hero. In 2000, he was appointed as a captain of the English national team. In 2002, he began playing for “Real” - a Madrid football team. His career in Spain quickly went uphill. In the seasons of 2006-2007 he became the champion of Spain, and he won the Super Cup in 2003. His assigned number “23” became a legend. The “Real” club has sold millions of T-shirts with this number.

In 2007, the footballer transferred to a small US club “Los Angeles Galaxy”. Starting from 2009, he was playing for Italian “Milan”. The debut with the Italian team was more than successful. He had two goals in four matches. By 2011-2012, several clubs were competing to get Beckham on their team, but he preferred to play his final season for the “LA Galaxy”. In December of 2012, he played his last match. Few people know that David suffers from a rare mental disorder. He constantly monitors that all things were placed in symmetrical order and in their places. Personal life of the footballer is connected with a well-known singer Victoria Adams, who was one of the “Spice Girls” stars. A couple has been married since 1999 and they have four children.

***Answer the questions:***

1. Complete the list of David Beckham ’s sports awards.

**TEXT 5**

**Read the text “Yelena Isinbaeva”**

**Don’t forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

**Yelena Isinbaeva**

Yelena Isinbayeva is considered as the greatest female pole-vaulter of all time. Isinbayeva originally trained as a gymnast, but she left the sport at the age of 15 because she grew to over 170 cm and was considered too tall for competitive

gymnastics. So she took up pole vaulting in 1998 and only six months after taking up the sport, won the 1998 World Youth Games. Even as a junior, she was considered as one of the world's top female pole vaulters, as she won the 1999 Youth Championships and 2000 World and 2001 European Junior Championships. In 2000, Isinbayeva first competed at the senior level at the 2000 Olympics, but failed to advance out of qualifying. Isinbayeva first major senior medal was at the 2002 European Championships, where she won silver behind teammate Svetlana Feofanova. In 2003, Isinbayeva won bronze at the 2003 European Championships and in the same year, she set her first world record with 4.82.

Between 2004 and 2008, Isinbayeva won golds in almost every competition she entered. She won Olympic titles in 2004 and 2008, World titles in 2005 and 2007, a European title in 2006, and the World Cup in 2006. She also won the IAAF World Athletics Final in 2004-2007 and the IAAF Golden League in 2007. Isinbayeva was defeated at the 2009 World Championships where she failed to achieve a successful vault in the final, although later in 2009, she won both the IAAF World Athletics Final and the IAAF Golden League. Between 2003 and 2009, Isinbayeva also set 17 world records, raising the women's pole vault record from 4.81 to 5.06. After her failure at the 2009 World Championships, Isinbayeva decided to take a break from competing, thus missing the 2010 European Championships, but she returned in 2011, when she was sixth at the World Championships.

Personal Best: PV – 5.06 (2009).

***Answer the questions:***

1. Complete the list of Yelena Isinbayeva's sports awards.

**Famous coaches**

**Read the text "The greatest coaches of all time"**

»

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

**The greatest coaches of all time**



**Guus Hiddink** (Dutch pronunciation: born 8 November 1946) is a Dutch football manager and former player, who is currently the interim manager of English club Chelsea. Hiddink enjoyed a long career playing as a midfielder in his native Netherlands, playing for sides such as De Graafschap and NEC Nijmegen, as well as some time spent playing in the United States. Since retiring from playing the game in 1982, Hiddink has gone on to enjoy an illustrious career in management, leading both clubs and countries from across the globe to achieve various titles and feats.

In March 1987, Hiddink was appointed PSV manager after previously serving as assistant. Hiddink's PSV side won three consecutive Eredivisie titles, three consecutive KNVB Cups and the European Cup in the historic Treble-winning season of 1987–88. Hiddink spent one unsuccessful season at Istanbul side Fenerbahçe, then the following season was appointed manager of Valencia, where he stayed until November 1993. He returned to the Mestalla in March 1994, where he stayed for the rest of the 1993–94 season.

Hiddink then took charge of the Dutch national team in January 1995, leading the Dutch to the quarter-finals of UEFA Euro 1996 and a fourth-place finish in the 1998 FIFA World Cup. He resigned as Netherlands manager after the World Cup, where he was then appointed manager of Spanish giants Real Madrid. His time in Madrid ended prematurely after he was sacked in February 1999 as Real were struggling in the league. He took over the reins at fellow La Liga side Real Betis in February 2000, but was sacked just three months later, following the season's conclusion.

The lure of taking another team to a World Cup led to Hiddink taking the South Korea national team job in January 2001. South Korea were joint hosts of the 2002 World Cup, so expectations were high. He led South Korea to a historic 4th-placed finish and became a national hero. Hiddink returned to the Netherlands to rejoin PSV after the conclusion of the World Cup. During his second spell, he won three more Eredivisie titles and another KNVB Cup, making him the most successful football manager in Dutch history. In July 2005, Hiddink was appointed

manager of the Australian national team, serving as manager of both PSV and Australia simultaneously. He led Australia to qualify for their first World Cup in 32 years, while at the 2006 World Cup itself, he led the nation to the knockout stages, the first time in the Socceroos' history. Following the World Cup, he joined the Russian national team. Russia scraped through qualification at the expense of England, ultimately reaching the semi-finals of Euro 2008.

In February 2009, while still managing Russia, Hiddink was appointed interim manager of English club Chelsea. He enjoyed success during his short stay at Stamford Bridge, winning the FA Cup, whilst restoring Chelsea to a respectable position in the league. Meanwhile, after Russia failed to qualify for the 2010 World Cup, Hiddink resigned as its manager. He returned to Turkey as Turkish national team manager, but his time in charge ended two years later after the nation failed to qualify for Euro 2012. In February 2012, Hiddink made a return to club management, taking charge of Russian side Anzhi Makhachkala. After a period of relative success, Hiddink left Anzhi in July 2013.

Following the 2014 FIFA World Cup, Hiddink succeeded Louis van Gaal as Dutch national team manager, his second stint in charge of his home nation. His time at the helm ended, however, as the Netherlands were struggling to qualify for Euro 2016; he was subsequently relieved of his post and replaced by Danny Blind. Following this, nearly six years after his previous departure from Chelsea, Hiddink was again appointed interim manager of the London-based club in December 2015 following the sacking of José Mourinho.

### **Figure-skating -Tatiana Tarasova**

Tatiana Tarasova is the daughter of Anatoly Tarasov, the famous Soviet hockey player and coach. When she was four years old, according to the T. Tarasova, he taught her to skate.

A couple of Tatiana Tarasova and George Proskurin a short time was coached by Elena Chaikovskaya. Paired with Georgy Proskurin Tatiana Tarasova participated in the world University games in 1966. Soon after, he was forced to end his career due to injury.

In 1967 Tarasova began to engage in coaching and the production of programs. Among her pupils were Irina Rodnina, Alexander Zaitsev, Irina Moiseeva Andrei Minenkov, Alexei Yagudin, Ilia Kulik, Denis Ten, Natalia Bestemianova, Marina Klimova, Irina Romanova and Igor Yaroshenko, Sasha Cohen, Alice dray, johnny Weir, Shizuka Arakawa, Oksana Grischuk, Barbara Fusar-Poly and others.

In 1974, she entered the Institute of physical culture, graduating in 1979.

In the mid-1990s, she organized an ice theater "All stars", a group which included many famous skaters. It lasted 14 years. Tarasova played in it in several

qualities: he was also a coach and choreographer, and Director. The theater was created the real classical ballet performances: "Night on Bald mountain", "the Sleeping beauty", "Cinderella", "the Scarlet flower". In the repertoire were also supplied Tarasova series "Russian on Broadway", the famous Broadway productions of "West side story", "Phantom of the Opera", "Cabaret", "a Chorus line", "Cats", etc.

In 2001 he released the autobiographical book "beauty and the beast".

In 2005 Tatyana Tarasova was appointed coach and consultant of the Federation of figure skating of Russia.

He was Chairman of the jury of a number of TV show of the First channel "Stars on ice" — 2006, "Ice age" — from 2007 to 2009 and from 2012 to 2014, "fire and Ice"-2010-2011).

March 21, 2008, in the days of the world Cup in Gothenburg, T. A. Tarasova was inducted into the Hall of Fame the world figure skating.

In the summer of the same year, under the guidance of Tarasova began to train world champion 2008 Japanese Mao Asada[4]. While Assad continued to train at the University in Nagoya and only periodically came to Tatiana Tarasova in Moscow. In turn, Tarasov also occasionally visited the athlete in Japan and accompanied her on the most important competitions. After the Olympic games in 2010, where Mao won the silver medal, and the world Championships, which she won, this cooperation was discontinued.

In the winter of 2011 under the direction of Tatiana Tarasova at the ice stage was set for the play based on the tale by Charles Perrault "the Sleeping beauty".

### ***Boxing - Eddie Futch***

As great a boxing trainer was Futch has almost as solid a claim to being the greatest in the sport. The Mississippian coached four of the five men ever to beat Ali - Joe Frazier, Ken Norton, Larry Holmes and Trevor Berbick - and also coached fighters such as Riddick Bowe and Michael Spinks.

His legacy lives on: Futch trained up Freddie Roach as his protege before his death in 2010. Roach - who describes his mentor as the "greatest coach of all time" - has since found fame as trainer to such stars as Manny Pacquiao and Amir Khan.

### ***Rowing - Jurgen Grobler***



The last chunks of concrete had yet to be looted from the Berlin Wall when the former East German rowing coach was poached by the British rowing team in 1991 after training Olympic gold medallists at every Games post-1972.

He has been in the job ever since, personally coaching British crews to 16 gold medals in that time - including at

least one in every Games - with the legendary Steve Redgrave and the slightly less legendary Matthew Pinsent among those under his wing.

That record for Britain helps us conveniently skate over the possibility of his East German rowers being juiced up to the eyeballs on steroids. As Redgrave once put it, the fault was with the regime rather than the man himself.



### ***Basketball - Phil Jackson***

The NBA's answer to Alex Ferguson has proven his impeccable credentials not once, but twice. As coach of the Chicago Bulls from 1989 to 1998 he won six NBA titles.

He retired after that, vowing never to coach again, but was persuaded back to take charge of the LA Lakers a year later. Was he trying to prove wrong those who claimed that anybody could have coached a team containing Michael Jordan to glory? If so, he managed it in style, winning a further five titles between 2000 and his eventual retirement last year.

### ***Tennis - Nick Bollettieri***



Some tennis stars have made it to the top with nothing other than family members helping them out, such as Rafael Nadal with his Uncle Toni, or the Williams sisters with their father Richard. Others, such as Roger Federer, get by without much coaching at all, using different coaches as occasional troubleshooters.

Most, however, need a proper coach - and in the modern era nobody has had a better record than Nick Bollettieri. His Florida-based academy brought through talent such as Andre Agassi, Monica Seles, Jim Courier and Mary Pierce, while he has also worked with the likes of Martina Hingis, Boris Becker, Tommy Haas and, er, Anna Kournikova.

His crowning glory, however, is that he somehow managed to help Marcel Rios become world number one. Rios remains the only male player to have ever hit the top spot without winning a Grand Slam title.

## **IV. OLYMPIC GAMES**

## **TEXT 1**

### **Read the text “The Olympic Games”**

**Don't forget to work in the following way:**

- \* Look through the text to know what it is about.**
- \* Read the whole text and try to understand it.**
- \* Read sentence by sentence, trying to guess the meaning of new words.**
- \* Look up the words you do not know in a dictionary.**

### **The Olympic Games**

The Olympic Games have a very long history. They began in 777 BC in Greece and took place every four years for nearly twelve centuries at Olympia. They included many different kinds of sports: running, boxing, wrestling, etc. All the cities in Greece sent their best athletes to Olympia to compete in the Games. For the period of the Games all the wars stopped. So the Olympic Games became the symbol of peace and friendship.

In 394 AD the Games were abolished and were not renewed until many centuries later.

In 1894, a Frenchman, Baron Pierre de Coubertin, addressed all the sports governing bodies and pointed out the significance of sports and its educational value. Two years later the first modern Olympic Games took place. Of course, the competitions were held in Greece to symbolize the continuation of the centuries-old tradition.

In 1896 the International Olympic Committee was set up. It is the central policy-making body of the Olympic movement. It is formed by the representatives of all countries which take part in the Olympic Games. The International Olympic Committee decides upon the program of the games, the number of the participants and the city-host for the Games. Over one hundred and fifty countries are represented in the International Olympic Committee now. Besides, each country has its National Olympic Committee.

Summer and Winter Games are held separately. There are always several cities wishing to host the Games. The most suitable is selected by the International Committee. After that the city of the Games starts preparations for the competitions, constructs new sports facilities, stadiums, hotels, press centers. Thousands of athletes, journalists and guests come to the Games, and it takes great efforts to arrange everything. There is always an interesting cultural program of concerts, exhibitions, festivals, etc., for each Games.

Russia joined the Olympic movement in 1952. Since then it has won a lot of gold, silver, and bronze medals. In 1980 Moscow hosted the Twenty- Second Olympic Games. Russian sportsmen got medals for their records in many sports

**Answer the questions:**

1. When and where did the Olympic Games begin?
2. What kinds of sports did they include?
3. Who was the founder of the modern Olympics?
4. When did Russia join the Olympic movement?

**TEX**

**Read the text “Pierre de Coubertin”**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

**Pierre de Coubertin**



**Pierre de Coubertin**, the founder of the modern Olympics was an unlikely sports hero, a French aristocrat who thought physical education could have saved his country from military humiliation in the late 1800s.

And the lonely campaign waged by Pierre Fredy, Baron de Coubertin, slowly gained support among advocates of athletics in Europe and America, and Coubertin was able to organize the first modern Olympics in Athens in 1896.

**Athletics Became Popular In the Late 1800s**

The role of athletics in life had taken on a major role throughout the 1800s, after a long period when society was essentially indifferent to sports, or, actually considered sports to be a frivolous diversion.

Scientists began touting athletics as a way of improving health, and organized athletic endeavors, such as baseball leagues in the United States, became very popular.

In France, the upper classes indulged in sports, and young Pierre de Coubertin participated in rowing, boxing and fencing.

## **Early Life of Pierre de Coubertin**

Born on January 1, 1863, Coubertin was eight years old when he witnessed the defeat of his homeland in the Franco-Prussian War.

## **The Creation of the Modern Olympic Games**

He came to believe that his nation's lack of physical education for the masses contributed to the defeat at the hands of Prussians led by Otto von Bismarck.

And in his youth Coubertin was also fond of reading British novels for boys which stressed the importance of physical strength. The idea formed in Coubertin's mind that the French educational system was too intellectual and desperately needed a strong component of physical education.

## **Baron de Coubertin Traveled and Studied Athletics**

A small item in the *New York Times* in December 1889 mentioned Coubertin visiting the campus of Yale University. "His object in coming to this country," reported the newspaper, "is to make himself thoroughly acquainted with the management of athletics at American colleges and thereby to devise some means of interesting the students at the French University in athletics."

In the 1880s and early 1890s Coubertin made several trips to America and a dozen trips to England to study the administration of athletics. The French government was impressed with his work, and commissioned him to hold "athletic congresses," which featured events such as horseback riding, fencing, and track and field.

## **The Founder of the Modern Olympics**

The ambitious plans of Coubertin to revitalize the educational system of France never really materialized, but his travels began to inspire him with an even more grandiose plan. He began thinking about having countries compete in athletic events based on the Olympic festivals of ancient Greece.

## **The First Modern Olympics**

The decision to hold the first modern Olympics in Athens, at the site of the ancient games, was symbolic, and proved to be problematic as Greece was embroiled in political turmoil. However, Coubertin visited Greece and became convinced the Greek people would be happy to host the games.

Funds were raised to mount the games, the first modern Olympics began in Athens on April 5, 1896. The festival continued for ten days, and included events such as foot races, lawn tennis, swimming, diving, fencing, bicycle races, rowing, and a yacht race.

A dispatch in the *New York Times* on April 16, 1896 described the closing ceremonies the day before, and noted that the king of Greece "handed to each winner of a first prize a wreath fashioned of wild olive plucked from the trees at

Olympia, and laurel wreaths were given to the winners of second prizes. All of the prize winners then received diplomas and medals."

The newspaper also reported "the total number of athletes who received crowns was forty-four, of whom eleven were Americans, ten Greeks, seven Germans, five French, three English, two Hungarians, two Australians, two Austrians, one Dane and one Swiss." The story was headlined, "Americans Won Most Crowns."

Subsequent games held in Paris and St. Louis were overshadowed by World's Fairs, but the Stockholm games in 1912 returned to the ideals expressed by Coubertin.

### **Legacy of Baron de Coubertin**

The idea of the Olympics as an event filled not merely with athletics but great pageantry came from Pierre de Coubertin. So while the games are, of course, held on a scale far more grand than anything he could have imagined, the opening ceremonies, parades, and fireworks are very much part of his legacy.

And it was also Coubertin who originated the idea that while the Olympics can instill national pride, the cooperation the world's nations may promote peace and prevent conflict.

### ***Answer the questions:***

1. Early Life of Pierre de Coubertin
2. Where did Baron de Coubertin travel and study Athletics?
3. What was his idea?
4. What can you say about the First Modern Olympics?

### **TEXT 3**

#### **Read the text "History of Summer Olympics"**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

### **History of Summer Olympics**

The history Summer Olympics can be rooted back to the ancient Greece. The first Summer Olympics which was also known as the Games of the I Olympiad was held in Athens, Greece from April 6 to April 15. However, it was the first Olympic Games hosted in the modern era. Despite many obstacles and setbacks, the 1896 Olympics were regarded as a great success. Four years later,

Summer Olympics was held in Paris. This event attracted more than four times as many athletes, including 11 women, who were allowed to officially compete for the first time, in croquet, golf, sailing and tennis. The Games were integrated with the Paris World's Fair and lasted over 5 months.

There were fewer participants in the 1904 Summer Olympics which was held in St. Louis, Missouri, United States because of the Louisiana Purchase Exposition World's Fair. But the number increases in the 1908 London games. In the origin of Summer Olympics, the Games continued to grow, attracting 2,504 competitors, when held in Stockholm in 1912. However, the Games at Stockholm were the first to fulfill Pierre de Coubertin's original idea. For the first time since the Games started in 1896 were all continents represented with athletes competing in the same stadium. However, the scheduled Berlin Games of 1916 were canceled following the onset of World War I. Know more about the Summer Olympics history.

The first post-war Summer Olympics Games were held in 1948 in London, excluding Germany and Japan excluded. At the 1952 Summer Olympics Games Helsinki and the USSR team competed for the first time and consequently became one of the dominant teams. The Games which was held in Melbourne in 1956 was greatly successful, barring a water polo match between Hungary and USSR. Rome hosted the games in the year 1960. In the Summer Olympics history, the Games which were held in 1964, Tokyo was a turning point in the global visibility and popularity of the Olympics. However, the performances at the 1968 Mexico City games were affected by the altitude of the host city. Moreover, politics again intervened at Munich in 1972, with lethal consequences.

In the history of Summer Olympics, the games which were held in Montreal in 1976 were regarded as the most expensive, until the 2008 Summer Olympics. Due to the Afghan Civil War the 1980 Summer Olympics held in Moscow was boycotted and it continues till 1984 Olympics held in Los Angeles. Again, without the participation of the Eastern European countries, the 1984 Games were dominated by their host country. The game was also the first time Mainland China (People's Republic) participated. Later, Seoul hosted the Summer Olympics Games in 1988. The 1992 Summer Olympics was held in Barcelona. The next Games were held in Atlanta in 1996 and 2000 Games were in Sydney, Australia. In the Summer Olympics history, the games came back to its birthplace Athens in 2004. The 2008 Summer Olympics Games were held in Beijing. However, 2012 Summer Olympics will held in London, United Kingdom.

***Answer the questions:***

1. When were the first Olympic Games?
2. What traditions do summer Olympic games have?

#### **Text 4.**

**Read the text “First Winter Olympics”**

**Don’t forget to work in the following way:**

- \* Look through the text to know what it is about.**
- \* Read the whole text and try to understand it.**
- \* Read sentence by sentence, trying to guess the meaning of new words.**
- \* Look up the words you do not know in a dictionary.**

#### **First Winter Olympics**

On January 25, 1924, the first Winter Olympics take off in style at Chamonix in the French Alps. Spectators were thrilled by the ski jump and bobsled as well as 12 other events involving a total of six sports. The “International Winter Sports Week,” as it was known, was a great success, and in 1928 the International Olympic Committee (IOC) officially designated the Winter Games, staged in St. Moritz, Switzerland, as the second Winter Olympics.

Five years after the birth of the modern Olympics in 1896, the first organized international competition involving winter sports was staged in Sweden. Called the Nordic Games, only Scandinavian countries competed. Like the Olympics, it was staged thereon every four years but always in Sweden. In 1908, figure skating made its way into the Summer Olympics in London, though it was not actually held until October, some three months after the other events were over.

In 1911, the IOC proposed the staging of a separate winter competition for the 1912 Stockholm Games, but Sweden, wanting to protect the popularity of the Nordic Games, declined. Germany planned a Winter Olympics to precede the 1916 Berlin Summer Games, but World War I forced the cancellation of both. At the 1920 Olympics in Antwerp, Belgium, ice hockey joined figure skating as an official Olympic event, and Canada took home the first of many hockey gold medals. Soon after, an agreement was reached with Scandinavians to stage the IOC-sanctioned International Winter Sports Week. It was so popular among the 16 participating nations that, in 1925, the IOC formally created the Winter Olympics, retroactively making Chamonix the first.

In Chamonix, Scandinavians dominated the speed rinks and slopes, and Norway won the unofficial team competition with 17 medals. The United States came in third, winning its only gold medal with Charles Jewtraw’s victory in the 500-meter speed-skating event. Canada won another hockey gold, scoring 110 goals and allowing just three goals in five games. Of the nearly 300 athletes, only 13 were women, and they only competed in the figure-skating events. Austrian Helene Engelmann won the pairs competition with Alfred Berger, and Austrian

Herma Planck Szabo won the women's singles. The Olympics offered a particular boost to skiing, a sport that would make enormous strides within the next decade. At Chamonix, Norway won all but one of the nine skiing medals.

**Answer the questions:**

1. When were the first Winter Olympic Games?
2. What traditions do winter Olympic games have?

**TEXT**

**Read the text "Paralympic Games"**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

**Paralympic Games**

The **Paralympic Games** is a major international multi-sport event, involving athletes with a range of physical disabilities, including impaired muscle power (e.g. paraplegia and quadriplegia, muscular dystrophy, post-polio syndrome, spina bifida), impaired passive range of movement, limb deficiency (e.g. amputation or dysmelia), leg length difference, short stature, hypertonia, ataxia, athetosis, vision impairment and intellectual impairment. There are Winter and Summer Paralympic Games, which since the 1988 Summer Games in Seoul, South Korea, are held almost immediately following the respective Olympic Games. All Paralympic Games are governed by the International Paralympic Committee (IPC).

The Paralympics has grown from a small gathering of British World War II veterans in 1948 to become one of the largest international sporting events by the early 21st century. Paralympians strive for equal treatment with non-disabled Olympic athletes, but there is a large funding gap between Olympic and Paralympic athletes.

The Paralympic Games are organized in parallel with the Olympic Games, while the IOC-recognized Special Olympics World Games include athletes with intellectual disabilities, and the Deaflympics include deaf athletes.

Given the wide variety of disabilities that Paralympic athletes have, there are several categories in which the athletes compete. The allowable disabilities are broken down into ten eligible impairment types. The categories are impaired

muscle power, impaired passive range of movement, limb deficiency, leg length difference, short stature, hypertonia, ataxia, athetosis, vision impairment and intellectual impairment. These categories are further broken down into classifications, which vary from sport to sport. The classification system has led to cheating controversies revolving around athletes who over-stated their disabilities, in addition to the use of performance-enhancing drugs seen in other events.

### **Paralympians at the Olympics**

Oscar Pistorius at a track meet on 8 July 2007

*See also: List of athletes who have competed in the Paralympics and Olympics*

Paralympic athletes have sought equal opportunities to compete at the Olympic Games. The precedent was set by Neroli Fairhall, a Paralympic archer from New Zealand, who competed at the 1984 Summer Olympics in Los Angeles.

In 2008 Oscar Pistorius, a South African sprinter, attempted to qualify for the 2008 Summer Olympics. Pistorius had both his legs amputated below the knee and races with two carbon fibre blades manufactured by Ossur. He holds Paralympic world record in the 400 meter event. Pistorius missed qualifying for the 2008 Summer Olympics in the 400 meter race, by 0.70 seconds. He qualified for the 2008 Summer Paralympics where he won gold medals in the 100, 200, and 400 meter sprints. In 2011, Pistorius qualified for the 2012 Summer Olympics and competed in two events: he made the semi-final in the 400 metres race; and his team came 8th in the final of the 4 × 400 metres relay race.

Some athletes without a disability also compete at the Paralympics; The sighted guides for athletes with a visual impairment are such a close and essential part of the competition that the athlete with visual impairment and the guide are considered a team, and both athletes are medal candidates.

#### **Answer the questions:**

1. The Paralympic Games is a major international multi-sport event, involving athletes with a range of physical disabilities, isn't it?
2. Are the Paralympic Games organized in parallel with the Olympic Games?

### **V.TEACHER'S PROFESSION**

#### **TEXT 1.**

**Read the text "Teaching profession"**

**Don't forget to work in the following way:**

**\* Look through the text to know what it is about.**

**\* Read the whole text and try to understand it.**

**\* Read sentence by sentence, trying to guess the meaning of new words.**

**\* Look up the words you do not know in a dictionary.**

## **Teaching profession**

Teachers are the windows to the world by preparing their students through learning for greater achievement; they equip the student so they are able to function in a fast changing world. Because of the lessons they learn they are guided throughout their lives either directly or indirectly thereby emphasizing the general impotence of the teaching profession. For Teachers to be successful in their profession they need to imbibe some of the characteristics and practices highlighted bellow.

### **Personality**

A good teacher should have an engaging personality; he should be able to impact knowledge on his pupils with the minimum of effort. Having good interpersonal trust with his students goes a long way in building the students confidence, allowing them the need to ask questions and grow academically, being attentive to the needs aspirations and questions about a subject matter helps the teacher asses each students strengths and weaknesses. By organizing discussion groups the teacher successfully engages the student through interactive participation.

The teacher should have good communication with his students without communication and feedback the teacher may find it difficult assess the students, by personally taking interest in each student understanding their problems would help them perform better in the chosen subject.

Teaching is a tough profession that requires a lot of investment in time and preparation, the goal of the teacher is to pass on knowledge to the students to help them expand their knowledge of the world around them. The qualities of a good teacher is good knowledge of the subject taught which must be complemented with regular training, without which the knowledge passed on to the students is inadequate and substandard.

The teacher should be a good manager of the classroom environment, managing the classroom does not have to do with only teaching but could involve other things like proper hygiene, punctuality both on the side of teacher and student and proper reprimand of erring student. The teachers should ensure that the students at the right time cover the syllabus effectively before any major or national examination; the teacher although strict should also have a listening ear and encourage his wards to greater heights.

Making lectures interesting interactive and fun would get the best out of the students. The teaching profession is not for everyone it takes time discipline, long hours and average paychecks but the greatest satisfaction to a true teacher is seeing the student attain great heights of achievement in the society.

## TEXT 2.

### Read the text "My future profession"

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

### My future profession

Sooner or later everybody has to think about his or her future profession. But when you are just sixteen, it's so difficult to **make the right decision**, and so easy to make a mistake! Of course, some people from the very childhood know for sure what they want to be. For example, my best friend has always known that she will be a doctor. She attends special courses for enhanced studying of biology and chemistry, and she believes in her success. As for me, I don't know exactly what I want. I like a lot of things, and I do well in most subjects. And many professions appear interesting to me.

Most of all I like travelling, and some time ago I started thinking of a travel manager's career. To my mind, it's very interesting. You help people in organizing their vacations; consult them on special aspects of travelling to different countries, book hotels for them and give recommendations for choosing tours, restaurants, places to visit, etc. Moreover, a travel agent usually has a great benefit in a form of discounted prices for tours, plane tickets and hotels. It's a great opportunity to see the world **cost effective**.

However, my mom says that a travel agent is not a profession. She says that I can work in the **tourist sphere** if I wish, but first I should get a good classical education, for example to study languages or law. She wants me to enter the Foreign Languages Faculty. Of course, foreign language skills are necessary for a travel manager, and I realize it. **But I don't want** to waste five years of my life **to Linguistics**. Instead I can attend special courses, or just travel around the world and study languages in practice.

So, by now I haven't made a final decision regarding my future profession yet. I am not very consistent person, I have a lot of hobbies, and may be **in a while** I will have new ideas. All I know is that my occupation must involve communication with people, because I am very sociable. Now I think that a travel manager's career is a perfect choice for me, but who knows, may be one day I'll change my mind.

### **Answer the questions:**

1. Is it so difficult to **make the right decision**, and so easy to make a mistake!

2. Haven't made a final decision regarding your future profession
3. Should you get a good classical education?

## TEXT 2

Read the text "How to Be a Professional Teacher"

Don't forget to work in the following way:

- \* Look through the text to know what it is about.
- \* Read the whole text and try to understand it.
- \* Read sentence by sentence, trying to guess the meaning of new words.
- \* Look up the words you do not know in a dictionary.

### How to Be a Professional Teacher

#### 1. Read the recommendations.

A professional teaching qualification does not make you a professional, in the true sense of the word. Belonging to a particular profession does not automatically guarantee that the service you provide is a professional one. Hence, teaching as a professional is a hard thing to do because it encompasses many roles to be done well. Read this article to find out how you can stand out as a true professional in your field: the classroom and larger school community.



**1. Inspire the trust of your clients - the students and parents.** Create a good first impression from day to day.

**2. Dress like a professional.** It is important for teachers to dress tastefully. Revealing clothes are the number one "no-no" for female teachers. Male teachers should remember that a tie and jacket worn to work, can easily be removed, should the need arise. Teachers should arrive at work, looking the part of academic year.



**3. Always be on time for work.** A professional teacher understands the need to start the day well, every day. Truly professional teachers will make sure that they arrive at least ten minutes before the first bell rings, so as to prepare themselves mentally for the day ahead.



**4. Be prepared.** Check your diary the night before and plan the day ahead. Professional teachers plan thoroughly too for every lesson and class. They stick to their work programme and assessment schedule, to ensure that not only syllabus content is covered, but also the necessary



skills for their students' longer-term success in their specific subject or learning area.

**5. Follow procedures and the protocol expected at your school.** Professionals embrace the corporate identity and values and model these for the clients - in this case, the children they teach.



**6. Take charge of your classroom.** Manage your students' behaviour. A professional teacher will not keep running to school management for assistance with classroom discipline, for example.

**7. Take pride in the process and product.** Make sure your notes and handouts are professionally presented. Professional teachers should never have to be asked to re-do a piece of work because its presentation is shoddy.



**8. Never miss a deadline.** Professionals keep their work up to date and plan ahead. Amateurs leave work until the last minute.



**9. Keep up to date with your marking and grading of students' tasks.** A three day rule of thumb should apply. If you take too long to hand back class tests and so on, the students will have lost interest in the task and their results by the time you return their work.

**10. Treat your colleagues and supervisors with respect.** Model respect for authority for your students and gaining their respect will be much easier for you.



**11. Be passionate, positive, and enthusiastic about your work.** A professional teacher will not create negativity in a staff room or engage in mindless gossip and the spreading of dissent.



**12. Embrace change.** A professional teacher will not be a doomsayer and throw cold water on new ideas or suggestions for positive change. A professional will not vocalize negative thoughts like "That will never work at this school".

**13. Take an interest in every child.** The better you get to know your students, the more influence you will have on their attitude towards your subject and on their lives in general. Remember the adage: "Teachers touch eternity; they never know where their influence may end."

**14. Treat your students with respect.** Follow the maxim "Do unto others." Never publicly humiliate or belittle your students. Do not discuss their results or grades in front of other students. Don't personalise issues with students. Leave their family, background, religion, behaviour, and personal circumstances out of public disciplinary processes and discussions.

**15. Be a mentor not a friend.** Model responsible adult values, exhibit self-control, choose your words carefully and consider the impact they may have on a particular student or group of students.



**16. Maintain confidentiality.** A professional teacher will use students' personal information to assist in helping a child to reach his or her potential. Confidential information will not be disclosed over tea during recess, or used as a weapon against a student. Confidential information such as the content of staff meetings too will be treated in the strictest of confidence.



**17. Consult parents.** Try to include parents in the educational process and encourage their support of the school's disciplinary processes and procedures. Be polite and calm when dealing with parents. Keep reminding them that every discussion about the child needs to be undertaken with the child's best interests at heart.

**18. Put safety first.** Remember that as a professional teacher you are offering a service to the students and the school community. You are duty-bound to take your "in loco parentis" role seriously. Explain why certain rules are in place and follow all institutional risk management procedures.



**19. Support your colleagues and school management.** Walk the talk. Put the needs of the institution above your own. Remember you are one person in a group of professionals who share a common goal and vision.

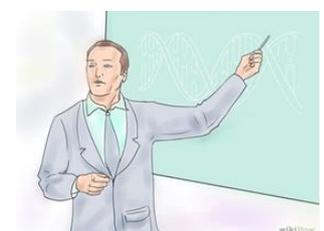


**20. Let excellence be your aim.** Constantly provide benchmarks for improvement for your students. Give praise when it is due, lots of it. Draw gently alongside those who are in need of help and find creative ways to assist them to improve their grades.

**21. Take responsibility for your students' results.** As a professional teacher, the grades your students achieve are a reflection on you. Bear this in mind, in all you do.

**22. Behave professionally in public.** Always support your school if negative people are bad-mouthing the institution. Swearing and being drunk in public will cause community members to lose respect not only for you, but for the profession at large.

**23. Constantly seek new subject knowledge and share this with your students.** Take short courses to keep yourself mentally stimulated. Your renewed enthusiasm for your subject will be



rewarded by increased student interest and enthusiasm for the subject itself.

**24. Simplify your lessons:** Good teachers make it easy to understand complicated things. Use examples, models and colored pictures and Photographs. Teach in illustrations that your students can relate to.

**25. Keep your students attention.** Teach your students why the knowledge you convey is important and how they can apply what they learn in their daily lives. Then they are more likely to remember what you teach.

As a teacher, and a professional, you are likely to be judged by your words and actions. At all times, in your interactions with children, parents and members of the public, practice self-restraint, self-control, and assertiveness in declaring that all you do, after all, is in the best interests of the children in your care.

### **Answer the questions.**

1. What are the recommendations how to be a Professional Teacher?
2. Characterize each of these recommendations.

## **TEXT 1**

### **Read the text “Physical education (PE) teacher”**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

### **Physical education (PE) teacher**



PE teachers instruct and supervise school students in sports and other physical fitness activities. They teach the basic skills, techniques and rules associated with a wide range of team and individual sports, and encourage students to lead a healthy and active life. In most schools, PE teachers are responsible for organizing and coordinating annual

athletics, swimming and cross-country sports carnivals, both within the school and in competition with other local schools. In some cases, PE teachers may also teach students about other health issues, such as nutrition, sexuality and drug use.

A PE teacher needs:

- a commitment to personal health and physical fitness
- to enjoy working with children and young people

- good communication skills
- to be enthusiastic and able to motivate others
- to enjoy and have reasonable skills in a wide range of physical activities
- a high level of organisational and planning ability

PE teachers work in public and private schools. They often work outdoors, though lessons may be taken indoors in extreme heat or rain. While standard school hours are generally between 9 and 3, all teachers, including PE teachers, may be required to start earlier and finish later, in order to plan lessons or run extracurricular activities, such as coaching a school sports team. Many PE teachers are also qualified to teach at least one other subject, such as health education or society and environment.

PE teachers use a range of sporting equipment depending on their teaching program. When teaching inside a classroom they may use a range of education aides, such as white-boards, text books, and posters. In most cases they will also need basic computer skills, particularly when compiling reports on a student's performance.

To become a PE teacher you must complete a degree in either human movement, health or physical education at university. This can either be completed as a 4-year education degree, or by completing a degree in a relevant field such as human movement, health or sports science, followed by a graduate diploma in education.

### **Answer the questions.**

1. What qualities should have a good teacher of physical training?
2. Where can teachers of physical training work?
3. What kind of sporting equipment can teachers of physical training use?

## **TEXT 2**

### **Read the text “Skills of a PE teacher”**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

### **Skills of a PE teacher**

The physical education teacher needs to be an inspirational role model.

Obesity in children and teens has reached epidemic proportions, putting kids at risk for health issues now and serious or even fatal conditions later. The

American Academy of Child and Adolescent Psychiatry reports that more than 300,000 deaths each year are attributed to poor diet and lack of exercise. Public health campaigns and school programs are teaching kids from an early age the dangers of eating super-sized, fat-laden, take out junk food, plus the benefits of regular exercise and how it contributes to a healthy lifestyle. Physical education teachers are laying the foundation for a healthy future.

#### *Athletic Skills*

Teachers must be skilled in their subject areas, advises the National Board for Professional Teaching Standards. As such, the physical education teacher must be a good athlete and an excellent role model for the students. She must reflect good health, physical coordination and vitality. She will be confident and strong, physically fit and able to demonstrate the techniques needed for competitive sports and exercise routines. She will eat healthy foods and be knowledgeable about the nutritional value of the different food groups so she can explain it to her students.

#### *Motivational Skills*

The physical education teacher should have excellent interpersonal skills. As educators Solomon Abebe and Wanda Davis suggest in an article published in the Journal of College and Character, the teacher should have high moral standards and be able to transmit these to his students. He must demonstrate the value of good sportsmanlike behavior and teamwork. Educators Chunlei Lu and Amanda De Lisio, writing in the International Electronic Journal of Elementary Education, recommend that he be a good coach, supportive and able to encourage and motivate even the less physically adept students to put forth their best effort. He will never lose his temper or humiliate students. He treats all of them and his colleagues with respect at all times. He appreciates and rewards effort and individual progress.

#### *Organizational Skills*

Physical education teachers need to have very strong organizational skills and be able to attend to details. Their duties include the collection of parental permission forms and additional fees necessary for field trips and sporting events involving other schools. They need to keep accurate attendance records and be trained in first aid, and be prepared to handle accidents and emergencies in a calm and efficient manner. They should be punctual and reliable, organizing their personal lives so they have additional time to devote to the many extracurricular sporting events that most schools offer.

#### *Teaching Skills*

First and foremost, a physical education teacher needs to be a skilled educator. She needs to be able to break down complex concepts and instructions into smaller, more manageable steps. She must be able to recognize which students need encouragement and deliver it when needed. She recognizes the importance of

providing extra time and patience with special-needs students. As stated in a Centers for Disease Control and Prevention guide for P.E. teachers, she needs to understand and follow the curriculum documents, teaching content that is appropriate for the specific grade level.

**Answer the questions.**

1. What Are Some Skills a Physical Education Teacher Needs?
2. Characterize Skills a Physical Education Teacher.

### TEXT 3

**Read the text “Principles of training”**

**Don’t forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

#### **Principles and methods of training**

Getting the best out of your training requires a little planning. The best training programs are built on principles of specificity, overload, progression and reversibility.

You can also use the FITT acronym to help remember the key things to consider when tailoring programmes for individual sporting goals. It stands for; Frequency, Intensity, Time and Type. Calculating the target zone also helps assess how much aerobic or anaerobic training you need to do to improve fitness. Just don’t forget to warm down!



#### **Principles of training**

Training should be matched to an individual's needs

By using the principles of training as a framework we can plan a personal **training programme** that uses scientific principles to improve performance, skill, game ability and physical fitness.

A successful training programme will meet **individual needs** which are personal fitness needs based on age, gender, fitness level and the sport for which we are training. A successful training programme will also include exercise in the correct **heart-rate** target zone.

The key principles when planning a programme are:

- **Specificity** – training must be matched to the needs of the sporting activity to improve fitness in the body parts the sport uses.
- **Overload** - fitness can only be improved by training more than you normally do. You must work hard.

- **Progression** – start slowly and gradually increase the amount of exercise and keep overloading.
- **Reversibility** – any adaptation that takes place as a result of training will be reversed when you stop training. If you take a break or don't train often enough you will lose fitness.

In planning a programme, use the **FITT** principles to add the detail:

- **Frequency** - decide how often to train.
- **Intensity** - choose how hard to train.
- **Time** - decide for *how long* [**how long**: *If you are studying the AQA specification this is known as 'duration'.* ] to train.
- **Type** - decide which methods of training to use.

You should also consider the principle of **moderation**. It is important to have rest periods which allow the body to adapt. Too much training (overtraining) can lead to injury.

### Methods of training

Training can be aerobic or anaerobic.

Aerobic training improves cardiovascular fitness. Photo courtesy of BBC Sport

- In **aerobic** exercise, which is steady and not too fast, the heart is able to supply enough oxygen to the muscles. Aerobic training improves cardiovascular [cardiovascular: Relating to the heart and the blood vessels. ] fitness.
- **Anaerobic** exercise is performed in short, fast bursts where the heart cannot supply enough oxygen to the muscles. Anaerobic training improves the ability of the muscles to work without enough oxygen when lactic acid is produced.

Specific training methods can be used to improve each fitness factor.

Weight training improves muscular strength, endurance and power

- **Circuit training** involves performing a series of exercises in a special order called a circuit. Each activity takes place at a 'station'. It can be designed to improve speed, agility, coordination, balance and muscular endurance.
- **Continuous training** involves working for a sustained period of time without rest. It improves cardio-vascular fitness.
- **Cross training** involves using another sport or activity to improve your fitness. It happens when an athlete trains in a different environment. For example a volleyball player uses the power training for that sport to help with fitness for long jump.
- **Fartlek training** or 'speed play' training involves varying your speed and the type of terrain over which you run, walk, cycle or ski. It improves aerobic and anaerobic fitness.
- **Interval training** involves alternating between periods of hard exercise and rest. It improves speed and muscular endurance.

- **Weight training** uses weights to provide resistance to the muscles. It improves muscular strength (high weight, low reps), muscular endurance (low weight, high reps, many sets) and power (medium weight and reps performed quickly).
- **Altitude training** (AQA only) is aerobic training high above sea level, where oxygen levels are lower. It is used to increase aerobic fitness quickly.

General methods of training can be applied to specific sports. For example, continuous training might involve swimming, cycling, rowing, aerobics or running.

### **Calculating target zones and thresholds of training**

To train effectively you must know:

- Your current level of fitness
- The amount of aerobic training you need for your sport
- The amount of anaerobic training you need for your sport

For example, sprinters use mainly *anaerobic training* [**Anaerobic training:** *Training at an intensity level above the anaerobic threshold.* ] and marathon runners use mainly *aerobic training* [**Aerobic training:** *Training at an intensity level above the aerobic threshold but below the anaerobic threshold.* ].

You can use your maximum heart rate (MHR) to calculate how hard you should work your heart to develop either aerobic or anaerobic fitness.

To calculate MHR:  $220 - \text{age} = \text{MHR}$

Improve aerobic fitness by working at 60-80% of MHR

**Aerobic fitness** is another way of describing cardiovascular fitness, or stamina. You can improve aerobic fitness by working in your aerobic target zone. This is found between 60-80% of your MHR. You cross your **aerobic threshold**, the heart rate above which you gain aerobic fitness, at 60% of our MHR.

You can improve your **anaerobic fitness**, which includes strength, power and muscular endurance, by working in your anaerobic target zone. This is found between 80-100% of your MHR. **Anaerobic threshold** is the heart rate above which you gain anaerobic fitness. You cross your *anaerobic threshold* [**Anaerobic threshold:** *The heart rate above which anaerobic fitness improves.*] at 80% of your MHR. Below 60% MHR you do not improve your aerobic or anaerobic fitness at all.

When working anaerobically you create an *oxygen debt* **oxygen debt:** *the amount of extra oxygen required by the body for recovery after vigorous exercise* and can only keep going for a short time. **Oxygen debt** is the amount of oxygen consumed during recovery above that which would normally be consumed during rest. This results from a shortfall of available oxygen during exercise.

You can monitor your fitness levels by recording your **recovery rate** after exercise. The recovery rate is the time it takes for the pulse rate to return to normal after exercise.

Remember that percentages of MHR are approximate and personal levels of activity and fitness will cause differences in the thresholds.

### **Stages of a training session**

Modified or conditioned games are used to improve technique. Photo courtesy of BBC Sport

Competing against team mates can be the session's main activity. Photo courtesy of BBC Sport

#### **1. Warm-up**

- Whole body exercise to raise heart rate and body temperature.
- Stretching to prepare muscles, ligaments and joints.
- Practising skills and techniques to be used in the session.

#### **2. Main activity** - this could be:

- Fitness training - which may be linked to repeated technique work.
- Skill development - drills or team practices.
- Modified or Conditioned Games.

#### **3. Warm down (sometimes called cool down)**

- Light exercise to help remove *carbon dioxide* **carbon dioxide**: A gaseous compound of carbon and oxygen, which is a by-product of respiration, and which is needed by plants for photosynthesis., *lactic acid* **lactic acid**: A toxic chemical produced during anaerobic respiration and other waste products.
- Gentle stretching to prevent muscle soreness and stiffness later.

#### **Answer the questions.**

1. Name Principles of training and characterize them
2. What must you know to train effectively?

### **TEXT 1**

#### **Read the text “Common teaching methods”**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

#### **Common teaching methods**

As any good teacher knows, all students do not learn in the same way. In addition, it is common for a class of students to be at a variety of levels in any particular subject. Teachers need to use different teaching methods in order to reach all students effectively. A variety of teaching strategies, a knowledge of student levels, and an implementation of which strategies are best for particular students can help teachers to know which teaching method will be most effective for their class.

The first step to choosing a teaching method is to assess the students. This assessment can be formal or informal. Formal assessments include standardized tests, tests from the textbook or curriculum being used, or teacher-created tests. These assessments can give you an idea of the previous instruction that the students have received as well as their academic level. The students in your class may have undergone various teaching methods and quality of instruction in previous years.

Informal instruction is, as the name suggests, much less formal. Good teachers know their students. If you have been teaching a particular group of students for some time, you probably already know quite a bit about their interests, ability levels, and learning styles. If the group of students is new to you, you can make a point of asking them, individually or in a group, about their interests and academic strengths. Depending on the age of the children, they may also be able to write about this, or answer some form of questionnaire about their hobbies, interests, previous instruction, strengths, and weaknesses. Students generally enjoy talking about themselves and having their teacher get to know them well, as it makes them feel special, as well as directing you in choosing your teaching methods.

Once you have assessed your students, you need to plan for different teaching methods.

Direct instruction is the most common form of instruction. This is the lecturing method of teaching. Many teachers use this teaching method almost exclusively, as it is considered the simplest, and you can cover large amounts of material in a short period of time. However, this is not the most effective teaching method to reach all students, especially younger ones, who often need a more engaging, hands-on strategy in order to learn effectively. In addition, it is hard for teachers to tailor instruction to students at different levels.

Inquiry-based learning is a teaching method which is rapidly gaining popularity in the United States. Based on the scientific method, this teaching method can be used for virtually all subjects. Using inquiry-based learning takes a lot of time, energy, and planning, but it is often very effective. Students practice problem solving and critical thinking skills to arrive at a conclusion. This teaching method is extremely student-centered and student-directed, and can be modified for students at any level, reaching them where they are. Teachers will generally need to start by modeling the process to the students.

Cooperative learning is another teaching method that is considered highly effective when done correctly. With cooperative learning, students are put in small groups to work together. They are usually not grouped by ability, but put in a group with children at a variety of levels. The students are then given tasks to accomplish together. Teachers may need to monitor these groups carefully, to

make sure they are staying on task and that all students are participating. This form of instruction also lends itself well to differentiation, because the teacher can assign specific tasks to children at different ability levels.

One more common teaching method is to teach information processing strategies. While it is often advisable to have students really understand the teaching methods and not just memorize facts, there are some cases when facts need to be memorized. Facts and concepts may also need to be grouped or organized in order to facilitate better understanding. Teachers can use various teaching methods to help students with memorization, or they can use graphic organizers, mind maps, story webs, or other ways to represent information visually.

There are many, many more teaching methods, but these are the most common. If the teacher finds the best teaching method for a particular group of students, the students are likely to learn more quickly and be more engaged. In addition, using a variety of teaching methods will keep children from being bored, and help them encounter the information in new and exciting ways.

#### **Answer the questions.**

1. What is «methods of education»?
2. What methods do you know?
3. Are there any methods that can be used in any subject?

## **TEXT 2**

### **Read the text “Teaching styles”**

**Don't forget to work in the following way:**

- \* **Look through the text to know what it is about.**
- \* **Read the whole text and try to understand it.**
- \* **Read sentence by sentence, trying to guess the meaning of new words.**
- \* **Look up the words you do not know in a dictionary.**

#### **Teaching styles**

**1. Work in pairs. You are going to read about 7 teaching styles of a physical education teacher and its advantages and disadvantages. Your task is to sum up the information and present it to your fellow students.**

#### **TEACHING STYLES of a PHYSICAL EDUCATION TEACHER**

##### **1. COMMAND**

The command style is the most teacher-directed style of the seven styles (Mosston, 1992). In this type of style the teacher is the exclusive decision maker. Decisions on what to do, how to do it, and the level of achievement expected are all determined by the teacher (Nichols, 1994).

With this style the teacher will give a demonstration of the expected performance, as well as emphasize and explain specific important points of the movement. The demonstration gives the students an opportunity to see the skill performed accurately and observe the critical elements of the task. The teacher may guide the class through the various steps in carrying out the task. The students repeat the performance many times as they put the movements together in the proper sequence and timing. The teacher also makes additional helpful comments to a student or a group of students when necessary.

Some examples of when it would be advantageous to use the command style is when showing a child how to overhand throw, instructing a specific dance step, or teaching someone to shoot a free throw in basketball. These are all tasks that have to be done in a specific fashion making the command style a very efficient method of accomplishing the task.

## 2. PRACTICE

The practice style is one of the most common teaching strategies used in physical education (Mosston, 1992). It is very similar to the command style in that the teacher is the primary decision maker, and the task will also start with a demonstration and description of what is to be achieved. The demonstration does not necessarily have to come from the teacher, it may come from another student or even from audiovisual aids. The students then practice the skill, either on their own or with a group, as the teacher observes their performance and offers feedback. The difference between the command and practice style is that the practice style does permit some decision making by the students. For instance, the students may decide where they will practice and if they will be working with, or without, a partner (Nichols, 1994). At the end of the session the teacher may review what they did, emphasizing the essential points to have learned.

The practice style is very useful, especially when coaching. For example, if the coach is showing the team how to forearm pass a volleyball he/she would first explain the forearm pass, telling when and why it is used and describing the critical fundamental points of the forearm pass. This would be followed with one or more demonstrations of the skill being executed, once again emphasizing the key elements of the skill. The players are then given time to practice the skill, either by themselves or with a partner. The coach can then walk around making corrections and providing encouragement. At the end of the practice the coach may ask the players to discuss the points of emphasis before going on to the next lesson.

## 3. RECIPROCAL

The reciprocal style allows more decision making by the students as compared to the command and practice styles, which are much more teacher dominated. With this style the teacher develops a reciprocal task sheet (appendix A) which describes the task to be performed and points out what the observer

should be looking for to see if the performer is executing the task properly. The students are the observers and are responsible for viewing the performance of their classmates and providing feedback on each attempt (Nichols, 1994). The reciprocal task sheet may include pictures and a description of the task to assist the observer. It should also explain the role of the performer and observer, as well as give the amount of time or number of trials to be given in each practice session.

The session is usually initiated with a demonstration, a description of the skill, and an interpretation of the reciprocal sheet. Once this is accomplished, one student performs the task as their partner observes the performance and records when the proper criteria has been met. The observer also provides positive feedback to help improve their partners performance of the skill. After the performer has properly executed the task a specific number of times the partners switch roles. With this style the duty of the teacher is to walk around observing the students and clarifying the tasks for both the performer and observer.

#### 4. TASK

The task style still has the teacher deciding the content of what will be taught, however it allows the students some decision making and provides them with the chance to work at their own pace (Mosston, 1992). This type of style has the teacher designing an arrangement of tasks leading up to the unit outcomes. The tasks are then broken down into a group of activities, each at a different level of difficulty, in which the students progress to achieve the final task (Nichols, 1994).

The first level of difficulty should be below the most poorly skilled students and the activities should gradually increase to a level above the most highly skilled students. More decision making is required by the students as the level of difficulty increases. During the first stage (lowest level) the teacher presents a task that is broken down into several levels of achievement. All the students are working on the same task, however the students are allowed to begin at a stage within the task that they feel comfortable with and eventually progress through the activity.

At the second level the teacher looks at the ability level of individual students and based on their level the teacher will assign specific tasks.

The third level (highest level) requires the greatest amount of decision making and responsibility by the students. Each student is given a task booklet describing all the tasks to be completed in the unit. The student chooses the tasks they wish to practice and are responsible for working on each task within the unit time (Nichols, 1994).

In this style the teacher is a valuable resource, however other aids should be provided, such as pictures, books, posters, and even film. If the students are not encouraged to use these other resources they may become dependent on the teacher for information.

The students need to be able to determine when a task has been accomplished. This can either be decided qualitatively or quantitatively, and a partner or the teacher can perform the evaluation. Having the teacher do all of the evaluations may be wasting time, besides the students should have the chance to be responsible for their own evaluation and the evaluation of their peers (Nichols, 1994).

#### 5. GUIDED DISCOVERY

The guided discovery method crosses over into the student-centered section of the continuum. This approach continues to use teacher-designed movement tasks, however, it is done in a way that allows the children to make individual decisions about how to move (Mosston, 1992). In other words, the teacher defines the intended outcome of the movement response, but does not determine how it will be attained. This method is useful if the teacher is trying to get the students to discover the most desirable movement for a certain task or to develop a new skill (Nichols, 1994). This allows the students to experiment with different movements in order to achieve the desired goal. It will also increase their understanding of why certain movements are more advantageous and

effective than others. This method is also an ideal way for students to discover possible strategies of specific games (Rauschenbach, 1996). The idea behind this method is that the students will make up their own minds about how they will move, however limitations are enforced that narrow the students choices, thus limiting the range of movement responses. This eventually leads to the single desired outcome the teacher was looking for. This method permits the students to experiment with the movement, to make comparisons with other movement responses, and to analyze the possible motor responses (Nichols, 1994).

#### 6. PROBLEM SOLVING

The strategy of problem solving is very similar to the strategy of guided discovery except for one important difference. With the guided discovery approach there was only one proper way of performing the final movement or task, therefore the final outcome would always be the same. With the problem solving approach several solutions can be the end result (Nichols, 1994). In problem solving, as with guided discovery, the teacher will present a movement challenge that has certain guidelines. The guidelines may be a limitation on the use of space, directions, or movements permitted. The goal is not to find a single correct answer as with guided discovery, instead the objective is for the students to find as many different solutions to the challenge as possible (Nichols, 1994). Any movement response that fits within the guidelines is totally acceptable.

#### 7. EXPLORATION

Exploration is the most student-centered style on the continuum (Nichols, 1994). With this style the students are permitted to move as freely as they desire,

while staying within the limits of safety. The style is similar to that of problem solving, except the students are exploring the movements in a less restrictive and more natural environment with much less teacher direction (Nichols, 1994).

This style can be very beneficial when introducing concepts, ideas, and new equipment. It is also a good way to obtain fresh unique responses and ideas from the students. Because this style provides the students with a great amount of freedom to work at their own pace and do what they want it is important to understand that the teacher does not simply set up the equipment and let the students play totally on their own. The teacher does have some say in what the students do. For example, the teacher may ask "How many different things can you do with that ball?" The teacher must keep in mind the individual needs of students and set new challenges when they are ready to progress.

## ADVANTAGES and DISADVANTAGES of EACH TEACHING STYLE

### 1. COMMAND and PRACTICE

The command and practice styles have very similar advantages and disadvantages. Some advantages of the styles are they provide a very direct path to the objective, as a result this gives the students a clear picture of how the expected performance is to be attained. Since the teacher chooses what will be taught and how the class will be arranged there is not much time wasted in organizing the class, thus making these methods a remarkably efficient and effective way to teach skills (Nichols, 1994). Due to the speedy organization associated with the command and practice styles each is very beneficial when dealing with large crowds or limited time.

The command and practice styles of teaching has many significant disadvantages as well. Most importantly they are both insensitive to individual differences and needs. The styles demonstrate one way of performing the skill or task and only accepts one response in return. On account of this the content is generally aimed toward the students with average ability. Thus, for those students who lack the skills needed to perform at this level, as well as those who have greater skills than the activity requires, their individual needs are not met with these styles. Another notable drawback of the teacher telling the students how to respond is it does not encourage original or innovative thinking by the students.

### 3. RECIPROCAL

The reciprocal style has several noteworthy advantages and disadvantages. Its advantages include such things as the clarity of the task for everyone and the opportunity for feedback with each trial, which would practically be impossible if the teacher were the only person providing feedback. The students have to observe one another and provide feedback on their partners performance, consequently this

contributes to their understanding and comprehension of the task at hand. This style makes the students assume responsibility for the learning of others, it should improve their communication skills, promote patience and tolerance, and develop analytical skills (Nichols, 1994).

The disadvantages of the reciprocal style can be found within the complexity of the task and the developmental level of the student. The reading level of the reciprocal sheet may be too advanced for particular students. Many may not be able to properly analyze another's performance, thus the feedback may be inaccurate. Due to the fact that a number of students may not be socially or emotionally developed, certain students may have difficulty working with others and accepting the feedback in a positive and helpful manner. Another fault of this style is it can be severely time consuming during the beginning stages as the students have to adjust and feel comfortable in their new role as an observer.

#### 4. TASK

The benefit of the task style is it is very favorable in terms of recognizing particular needs and allowing for personal differences among the students. It grants students the freedom to choose not only the task they will work on but also the level at which they will start from (Nichols, 1994). Since the students work on their own, the level of success they attain is not known by anyone else. The style is designed so that the students will begin working at a level in which they feel comfortable with, thus leading to a successful experience. This style gives the teacher a chance to roam about offering assistance to anyone needing it. Whenever a situation occurs whereby a specific piece of equipment is in limited supply, the task style can be very appealing by reason that it does not require all the students to use the same piece of equipment at the same time.

Permitting the students to decide for themselves what activities they will work on and letting them work on their own may be the greatest attribute of the task style. On the other hand it may also be the greatest disadvantage of the style. Giving the students this much freedom can only work if they are willing to be responsible enough to carry out the task. The teacher must be aware of those who are not accomplishing the task and give them help in selecting the appropriate level to start from.

#### 5. GUIDED DISCOVERY

The advantage of the guided discovery method is it truly entices the students to think for themselves. It also supports the development of a positive self-concept on the account that each student will successfully find an answer to the movement challenges (Nichols, 1994). Furthermore, this method is useful in equipping students with the proper utensils to implement what has been learned to other movement situations.

The greatest disadvantage to this kind of style is the tremendous amount of time it demands. It can take a lot of time before the teacher finally guides the students to the proper movement sequence, therefore patience is a vital quality the teacher must possess.

#### 6. PROBLEM SOLVING

Problem solving, like guided discovery, involves a great deal of cognitive activity and allows the students to display even more of their individualism through the movement responses. The method allows the students to work at a pace in which they can comprehend what's happening. It also helps students develop problem solving skills, as well as enhance creativity.

The main disadvantage is once again the time consumption involved in developing the lesson and reaching the lesson objective. The teacher has to carefully plan the lesson and be able to anticipate possible solutions in order for it to be successful. Furthermore, the teacher must possess the ability to react on the spot in order to help particular students expand their movement possibilities (Nichols, 1994).

#### 7. EXPLORATION

The exploration style is best used with young children involved in their first physical education experience (Nichols, 1994). The style allows the students to discover their capabilities while working on their own, consequently enhancing the creativity within the movements. The method is designed to have everyone experience instant success, thus providing the students with increased confidence in their ability to move. The major drawback is the inappropriateness of the method if a particular movement outcome is desired.

#### **Answer the question.**

1. Which of these styles do you like most and why?
2. Work out a part of lesson using one of these styles.
3. You are going to watch video from the lesson. Find out what methods and styles are used on this lesson. What are pluses and minuses of this lesson?

#### **TEXT 3**

**Read the text “Teachers should plan their lessons”**

**Don't forget to work in the following way:**

**\* Look through the text to know what it is about.**

**\* Read the whole text and try to understand it.**

**\* Read sentence by sentence, trying to guess the meaning of new words.**

**\* Look up the words you do not know in a dictionary.**

## **Teachers should plan their lessons**

A lesson plan is a guide to better manage the study environment, taking account of the dynamic of change in each lecture or classroom, it ensures that adequate preparation organization and thought has gone into each lesson, the strategy and methods employed in the class works well when the teacher has a lesson plan

### **Content**

The plan is guided by content which is written in a way students can easily understand the lecture, the content should be factual, to the point interesting engaging and accurate, there is everything wrong in serving up a halfcocked meal.

### **Sequence**

The assignments or subject matter should be delivered to the students in a predetermined manner, the sequence of teaching the subject is very important you can jump to the real technical aspect without going through the foundation levels first, proper sequencing gives the student a good grasp of what is taught.

### **Timing**

The teacher should fashion the lesson plan to make adequate use of the time allotted to each subject, without planning the course properly the teacher is unable to deliver effective material to his students, time management is very important.

### **Evaluation**

Evaluating the class through targeted tasks reveal the deficiency or weak areas of each individual or the class as a whole, regular assignments and homework, developing a highly structured lesson plan take into consideration other important elements. An effective lesson plan should be objective, have well researched material, should be presented in a sequential way, be time conscious and have regular assessment and evaluation of the students.

Teaching is a noble profession and anyone that professes the love for the art should strive to improve on his teaching skill daily, regular self-analysis, review of subject and discipline will enhance the teacher's skill. The use of props, teaching aids and deep knowledge of the subject will easily translate to effective dissemination and understanding of the subject by the students.

Some teachers have been blessed with natural ability that complements their work, natural ability is not enough without developing the technique, delivery and well put together assignments. Being updated regularly with current practices and techniques can only help improve on the teacher's method of communication which in turn translates to higher grades of the pupils.

Some other factors that contribute to success as teachers are using repetition, regular tests proper interaction, others are appearance, patience, method of

delivery, a comprehensive interpretation of the syllabus and encouragement of students showing them their full potential.

### **Answer the questions.**

1. How should Teachers plan their lessons?
2. Characterize Content.
3. Is the sequence of teaching the subject very important?
4. Should the teacher fashion the lesson plan to make adequate use of the time allotted to each subject?
5. Characterize Evaluation.

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