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Fakulta telesnej výchovy a športu

# English for Slovak Sports Experts

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# Phonetic Symbols

## Consonants

	General English <sup>1</sup>	Pronunciation	Sport English	Pronunciation	Slovak
p	pen	[pen]	player	['pleɪə]	hráč
b	bad	[bæd]	balance	[bæləns]	rovnováha
t	tea	[ti:]	team	[ti:m]	tím
d	did	[dɪd]	drive	[draɪv]	záber
k	cat	[kæt]	cross	[krɒs]	skrížit'
g	get	['get]	game	[geɪm]	hra
tʃ	chain	[tʃeɪn]	challenger	['tʃæləndʒə]	vyzývateľ
dʒ	jam	[dʒæm]	jump	[dʒʌmp]	skok
f	fall	[fɔ:l]	fault	[fɔ:lt]	chyba
v	van	[væn]	violation	[vaɪə'leɪʃn]	priestupok
θ	thin	[θɪn]	throw	['θrəʊ]	hod
ð	this	[ðɪs]	that is all	[ðæt s ɔ:l]	to je všetko
s	see	['si:]	start	[stɑ:t]	štart
z	zoo	[zu:]	zone	[zəʊn]	zóna
ʃ	shoe	[ʃu:]	shoot	[ʃu:t]	striel'ať
ʒ	vision	['vɪʒn]	decision	[dɪ'sɪʒn]	rozhodnutie
h	hat	[hæt]	hop	[hɒp]	poskok
m	man	[mæn]	move	[mu:v]	pohyb
n	now	[naʊ]	net	[net]	sieť
ŋ	sing	[sɪŋ]	swing	[swɪŋ]	švih
l	leg	[leg]	line	[laɪn]	čiara
r	red	[red]	racket	['rækɪt]	raketa
j	yes	[jes]	yachting	['jɒtɪŋ]	jachting
w	wet	[wet]	win	[wɪn]	vyhrať

## Vowels and diphthongs

	General English <sup>2</sup>	Pronunciation	British/American English	Sport English	Pronunciation	Slovak
i:	see	['si:]		team	[ti:m]	tím
i	happy	['hæpi]		body	['bɒdi]	telo
ɪ	sit	[sɪt]		drill	[drɪl]	cvičenie
e	ten	[ten]		step	[step]	krok
æ	cat	[kæt]		cap	[kæp]	čiapka
ɑ:	father	['fɑ:ðə]		target	['tɑ:gɪt]	cieľ, terč

<sup>1</sup> Hornby, A.S. 2005 Oxford Advanced Learner's Dictionary of Current English. 7<sup>th</sup> ed. Oxford, Oxford

<sup>2</sup> Hornby, A.S. 2005 Oxford Advanced Learner's Dictionary of Current English. 7<sup>th</sup> ed. Oxford, Oxford University Press. 1780 s.



ɒ	got	['gɒt]	British English	shot	[ʃɒt]	vrh
ɔː	saw	['sɔː]		scoring	['skɔːrɪŋ]	skóre
ʊ	put	['pʊt]		foot	[fʊt]	chodidlo
u	actual	['æktʃuəl]		actual	['æktʃuəl]	skutočný
uː	too	[tuː]		move	[muːv]	pohyb
ʌ	cup	[kʌp]		jump	[dʒʌmp]	skok
ɜː	fur	[fɜː]		turn	[tɜːn]	otáčka
əʊ	go	[gəʊ]	British English	coach	[kəʊtʃ]	tréner
oʊ	go	[goʊ]	American English	throw	['θrəʊ]	hod
aɪ	my	[maɪ]		style	[stɑɪl]	spôsob
ɔɪ	boy	[bɔɪ]		buoy	[bɔɪ]	bója
aʊ	now	[naʊ]		counter	['kaʊntə]	proti zvrát
ɪə	near	[nɪə]	British English	wire	['waɪə]	drôt
eə	hair	[heə]	British English	pair	[peə]	pár
ʊə	pure	[pjʊə]	British English	cure	[kjʊə]	liečit'

## Unit 1: Classroom Climate

(doc. PaedDr. Janka Peráčková, PhD.)

### To begin with...

What is your idea of an ideal class?

### Classroom climate

#### What is positive classroom climate?

A positive classroom climate should be purposeful, task-oriented, relaxed, warm, safe, caring, and supportive and should have a sense of order.

A positive classroom climate is characterized by students who support one another, share high amounts of potential influence with one another and teacher, experience high levels of interaction, function by norms that are supportive of getting academic work done, recognize and respect individual differences, dialogue openly and genuinely, and deal constructively with conflicts. The outcome of such a climate guarantees the accomplishment of common goals, fosters positive self-esteem and feeling of security, allows for shared influenced and high involvement in academic learning, and ensures high degree of healthy interactions with one another.

#### What is negative classroom climate?

On the other hand, a negative classroom climate is characterized by competition, alienation, and hostility that leads to anxiety, discomfort, and intellectual deprivation.

#### Establishing a positive classroom climate

The classroom climate established by the teacher can have a major impact on pupils' motivation and attitudes towards learning. As such, the skills involved in establishing a positive classroom climate are of immense importance.

The type of classroom climate generally considered to best facilitate pupil learning is one that is described as being purposeful, task-oriented, relaxed, warm, supportive and has a sense of order. Such a climate facilitates learning, in essence, by establishing and maintaining positive attitudes and motivation by pupils towards the lesson. In analysing the skills involved in setting up a positive classroom climate, it is clear that the climate largely derives from the values that are implicit and pervade the lesson – simply that pupils and their learning are of immense importance.

#### Purposeful and task-oriented

A purposeful and task-oriented ethos stems largely from the way in which the teacher emphasises the need to make steady progress with the learning in hand. An important aspect of this derives from your insistence that time must not be wasted. Hence, a prompt start to the lesson, close monitoring of pupils' progress, and careful attention to organisational matters, all help to ensure a smooth flow to the lesson and maintenance of pupil involvement. Where teachers allow minor matters or avoidable organisational problems to interrupt the flow of the lesson, a message is conveyed to pupils that the learning is not of such immense importance that it warrants more care to ensure that it

is not interrupted. Certainly, conveying in your tone of voice or, even worse, adding a preamble to a topic that it is not particularly worthwhile, will undermine the creation of a purposeful and task-oriented ethos. Ending a lesson early is likely to have the same effect.

Overall, a purposeful and task-oriented emphasis can usefully be described as a 'business-like' style of presentation. This is characterised by pupils' acceptance of the teacher's authority to organise and manage the learning activities, and a pervading expectation by the teacher and pupils that positive effort will be made by pupils to undertake the work in hand and that good progress will be made.

A very important aspect of establishing such positive expectations by pupils is the need to ensure that they have self-respect and self-esteem. This can, in part, be fostered by providing realistic opportunities for success, and helpful support and encouragement, whenever pupils experience difficulties. Learning is an emotionally high-risk activity and failure is often extremely painful. Prolonged experience of failure or deprecating remarks by a teacher about pupils' low attainment can have devastating consequences for pupils' self-esteem. As a result, quite naturally, such pupils are likely to withdraw from making further efforts as a means of protecting themselves from further pain (in effect, if I am not trying, my lack of success is simply my choice).

### **Relaxed, warm and supportive**

A relaxed, warm and supportive ethos stems largely from the style and manner of the relationship you establish with the pupils. Being relaxed yourself, and in particular, dealing with any pupil misbehaviour calmly, helps pupils to relax too. This better enables pupils to develop curiosity and interest in the learning activities.

Warmth can best be thought of as conveying to pupils a sense that you care for them and their learning personally, partly out of your affection for them as individuals. This is conveyed in the way you deal with individual pupils. Simply saying, after giving individual help, 'Have you got that now?' in a sympathetic and caring tone of voice (rather than in a harsh and admonishing tone), can do much to convey this sense of warmth. Pye used the phrase 'solicitous tenderness' to describe the mixture of warmth, reassurance, kindness and tact shown by skilful teachers in how they handle interactions with pupils.

Being supportive involves the efforts you make to help and encourage pupils to meet the demands made on them and, in particular, to deal with the difficulties they encounter in a situation where they need further assistance rather than being reprimanded. However, you do need to be aware of the fact that too readily providing individual help and support may encourage some pupils to rely on such help rather than to make the appropriate effort to pay attention during whole-class teaching or to work things out for themselves. In giving supportive feedback, you can usefully help pupils to develop study skills by indicating how paying attention earlier or using certain strategies in approaching their work will enable them to meet the demands made on them. In the context of establishing a positive classroom climate, such feedback can be a useful part of offering support.

### **A sense of order**

A final aspect of a positive classroom climate is the need to establish a sense of order. Clearly, a sense of order can be established in many different ways. What is advocated here is that in order to contribute to a positive classroom climate, such order needs to arise out of and complement the other features considered in establishing a purposeful,

task-oriented, relaxed, warm and supportive ethos. Such order will thus be based on effective lesson presentation and lesson management skills and on a relationship with pupils based on mutual respect and rapport.

### **Studies of classroom climate**

A number of studies looking at effective teaching and effective schools have focused on the notion of climate or ethos. Here are identified several aspects of the learning environment that relate to classroom climate, such as:

- involvement: the extent to which pupils show attentive interest, participate in discussions, do additional work and enjoy the class,
- equity: the extent to which pupils are treated equally and fairly by the teacher,
- differentiation: the extent to which teachers cater for pupils differently on the basis of ability, rates of learning, and interests,
- responsibility for own learning: the extent to which pupils perceive themselves as being in charge of their learning process, motivated by constant feedback and affirmation.

A number of writers have also highlighted the importance of the classroom climate being 'inclusive' or 'incorporative': the extent to which all pupils in the class feel themselves to be a full participant in class activities and to be a valued member of the class. The opposite of this would be a class where some pupils feel marginalised and feel the work they do in the class is not valued.

The notion of inclusive teaching originally developed as part of a consideration of good classroom practice regarding the inclusion of pupils with special educational needs, but is now used much more widely to refer to the ways in which all pupils in the class can feel engaged and involved in classroom activities and tasks, as a way of combating the feelings of disaffection or isolation amongst pupils whose background or circumstances make them vulnerable.

Researchers compared the behaviour of experienced teachers with that of student teachers during their first few lessons with a new class, and noted that experienced teachers:

- were more confident, warm and friendly,
- were more business-like,
- were more stimulating,
- were more mobile,
- made greater use of eye contact,
- made greater use of humour,
- were clearer about their classroom rules,
- better established their presence and authority.

These are all features which helped the experienced teachers to establish fairly quickly a positive working climate for the school year ahead.

There is also research evidence to indicate that a positive classroom climate is more likely to be established by the use of a learner-centred teaching style. Here are identified seven key features of a learner-centred teaching style which enabled teachers to develop a positive classroom climate:

- the use of differentiated activities and material,
- undertaking activities to help problem pupils,
- active pupil participation in lessons,
- discussing pupil and class affairs with other teachers using the assessment of pupils to direct one's own teaching,

- an orientation towards the development of the person(ality) of the pupils,
- establishing a personal relationship with pupils based on trust.

In recent years the use of whole-class interactive teaching 'with pace' has been advocated as a way in which teachers can establish a positive classroom climate. The use of information and communications technology (ICT) has also been seen as a means of sustaining pupils' engagement in lessons. The use of interactive whiteboards has been seen by many as offering the best of both worlds in combining interactive whole-class teaching with ICT. It is clear that using interactive whiteboards 'interactively' requires a high degree of skill by both the teacher and the pupils.

### **Skills in establishing a positive classroom climate**

Given the importance of establishing a positive classroom climate, it is not surprising that descriptions of the skills that need to be displayed by teachers often make a specific reference to these.

#### **Positive classroom climate:**

- establishing a purposeful and safe learning environment conducive to learning,
- having high expectations of pupils including a commitment to ensuring that pupils can achieve their full educational potential,
- establishing fair, respectful, trusting, supportive and constructive relationships with pupils,
- demonstrating the positive values, attitudes and behaviour they expect from pupils supporting and guiding pupils to reflect upon their learning and to identify their learning needs,
- knowing how to identify and support pupils whose progress, development or wellbeing is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

### **Motivating pupils**

An essential feature of the teaching skills involved in establishing a positive classroom climate is how best to foster pupils' motivation towards learning. In looking at pupil motivation, a useful distinction can be made between three major influences on pupil motivation in the classroom:

- intrinsic motivation,
- extrinsic motivation,
- expectation for success.

### **Influences on pupil motivation**

Intrinsic motivation concerns the extent to which pupils engage in an activity to satisfy their curiosity and interest in the topic area being covered, or develop their competence and skills in dealing with the demands made on them, *for their own sake*. All human beings appear to have a natural drive of curiosity and wish to develop competence and skills in various tasks for their own sake, rather than as a means to some other end.

Extrinsic motivation involves engaging in an activity in order to achieve some end or goal that is rewarding and is external to the task itself. Engaging in the activity is thus a means towards some other end (e.g. getting praise from parents or the teacher, an academic qualification, eliciting respect and admiration from fellow pupils, or avoiding some unpleasant consequences of being unsuccessful). Intrinsic and extrinsic

motivations are often contrasted with each other, but are not in fact incompatible. Indeed, many pupils have high intrinsic and high extrinsic motivation for engaging in a particular task. For example, they may work hard in their physical education lessons both because they enjoy doing physical activity and because it is important for them to attain well in order to realise their performance aspirations.

Expectation for success concerns the extent to which pupils feel they are likely to succeed at a particular activity. Many pupils will not attempt to make strenuous efforts to succeed at a task they feel is far too difficult for them and they therefore have little hope of succeeding with. Interestingly, however, not all tasks which pupils feel they can easily succeed at may be motivating; tasks that are far too easy may be seen by pupils as not being worthy of making the effort unless there is some explicit reason to do so. Research evidence indicates that the tasks that best elicit pupil motivation are those seen by pupils to be challenging, i.e. difficult but achievable.

### **Mutual respect and rapport**

Mutual respect largely develops from the pupils seeing by your actions that you are a competent teacher, and that you care about their progress by planning and conducting effective lessons and carrying out your various tasks with commitment. In addition, you convey in your dealings with pupils, both during whole-class teaching and in your interactions with individuals, that you respect each pupil as an individual who has individual and personal needs.

Good rapport stems from conveying to pupils that you understand, share and value their perspective, as individuals, on a whole range of matters and experiences, academic, social and personal: for example, expressing sympathy when the local football team is knocked out of a cup competition, praise for a pupil who had performed well in a school play, concern for a pupil who has a bad cold, and excitement that a school trip is near.

The development of a positive classroom climate depends on this relationship being two-way: your respect for pupils should be reciprocated in their respect for you, and your understanding of their perspectives reciprocated in their understanding of yours.

Nevertheless, as an adult, and given your role, it is up to you to have a major influence in establishing such a harmonious relationship in the classroom.

The skills involved in establishing a climate of mutual respect and rapport are highly prized in schools, as they also have a major impact on the general climate of the school as a whole. They also contribute to the pastoral care role of the teacher, and make it easier for pupils to come to you with their personal problems and difficulties. Indeed, a high proportion of outstanding teachers in inner-city comprehensive schools tend to be very skilful in developing good rapport with potentially difficult and demanding adolescents and, not surprisingly, many of these outstanding teachers have specific pastoral care responsibilities in the school as a result.

Reduced and modified from Kyriacou, CH. 2007. Essential teaching skills. United Kingdom Cheltenham: Nelson Thornes Ltd. pp. 68-72. ISBN 978 0 7487 8161 4.

## New words and expressions

English	Pronunciation	Slovak
admonishing	[əd'mɒnɪʃɪŋ]	napomínajúci
advocate	[ˈædvəkeɪt]	hlásiť
affection	[ə'fekʃn]	náklonnosť
affirmation	[ˌæfə'meɪʃn]	tvrdenie
approach	[ə'prəʊtʃ]	priblížiť sa
attain	[ə'teɪn]	dosiahnuť
attainment	[ə'teɪnmənt]	úspech v snažení
avoidable	[ə'vɔɪdəbəl]	nie nevyhnutný
be aware	[bi ə'weə]	byť si vedomý
calmly	['kɑ:mli]	pokojne
careful	['keəfʊl]	starostlivý
caring	['keərɪŋ]	starostlivý
cater	['keɪtə]	starat' sa
circumstance	['sɜ:kəmstəns]	okolnosť
climate	['klaɪmət]	klíma
combat	['kɒmbæt]	bojovať, boj proti
complement	['kɒmplɪmənt]	doplňovať
curiosity	[ˌkjʊərɪ'bsɪti]	zvedavosť
deprecating	['deprəkeɪtɪŋ]	kritizujúci
derive	[dɪ'reɪv]	odvodiť
devastating	['devəstetɪŋ]	zničujúci
disaffection	[ˌdɪsə'fekʃn]	odcudzenie
emotionally	[ɪ'məʊʃənəli]	citovo
emphasise	[emfəsaɪs]	zdôrazniť, zdôrazňovať
enable	[ɪ'neɪbəl]	umožniť
encounter	[ɪn'kaʊntə]	stretávať sa
ensure	[ɪn'ʃʊə]	zaistiť
equity	['ekwɪti]	spravodlivosť
extrinsic	[ek'strɪnsɪk]	vonkajší
failure	['feɪljə]	zlyhanie
fairly	['feəli]	čestne
harsh	[hɑ:ʃ]	drsný
hence	[hens]	preto, teda
high-risk	['haɪrɪsk]	vysoko rizikový
immense	[ɪ'mens]	nesmierny, obrovský
importance	[ɪm'pɔ:təns]	význam
incompatible	[ˌɪnkəm'pætəbəl]	nezlučiteľný
influence	['ɪnfluəns]	vplyv
insistence	[ɪn'sɪstəns]	naliehanie
interactive	[ˌɪntə'ræktɪv]	interaktívny
intrinsic	[ɪn'trɪnsɪk]	vnútorný
kindness	['kaɪndnəs]	láskavosť
lack	[læk]	nedostatok



lesson	['lesn]	vyučovanie, hodina
likely	['laɪkli]	pravdepodobne
marginalised	[mɑːdʒənəˌlaɪzd]	vytláčaný na okraj
matter	['mætə]	záležitosť
minor	['maɪnə]	menší
mixture	['mɪkstʃə]	zmes
offer	['ɒfə]	ponúknuť
order	['ɔːdə]	poriadok
organisational	[ˌɔːɡənaiˈzeɪʃn]	organizačný
painful	['peɪnfəl]	bolestivý
perceive	[pəˈsiːv]	vnímať
pervade	[pəˈveɪd]	prestúpiť, šíriť sa
progress	[prəˈɡres]	pokrok
prolonged	[prəˈlɒŋd]	dlhotrvajúci
provide	[prəˈvaɪd]	poskytnúť
purposeful	['pɜːpəsəfəl]	cieľavedomý
readily	['redɪli]	ochotne
reassurance	[ˌriəˈʃʊərəns]	uistenie
rely	[rɪˈlaɪ]	spoliehať sa
remark	[rɪˈmɑːk]	poznámka
reprimand	['reprɪmɑːnd]	pokarhať
self-esteem	[self ɪˈstiːm]	sebavedomie
self-respect	[self ɪˈspekt]	sebaúcta
sense	[sens]	zmysel
solicitous tenderness	[səˈlɪsɪtəs ˈtendənəs]	starostlivá neha
steady	['stedɪ]	stály
stem	[stem]	prameniť
strenuous	['strenjuəs]	usilovný
success	[səkˈses]	úspech
supportive	[səˈpɔːtɪv]	podporujúci
sympathetic	[ˌsɪmpəˈθetɪk]	prívetivý
task-oriented	[tɑːsk ˈɔːrɪəntɪd]	orientovaný na úlohy
undermine	[ˌʌndəˈmaɪn]	podkopať, oslabiť
unpleasant	[ʌnˈpleznt]	nepríjemný
vulnerable	['vʌlnərəbəl]	zraniteľný
warm	[wɔːm]	vrelý
warmth	[wɔːmθ]	vrelosť, vrúcnosť
warrant	['wɒrənt]	zaručiť
waste	[weɪst]	premárniť
way	['weɪ]	spôsob
whiteboard	['waɪtbɔːd]	tabuľa
withdraw	[wɪðˈdrɔː]	odstupovať
worthwhile	['wɜːθwaɪl]	hodnotný



## Exercise 1

Match the words from the left column with the ones on the right

classroom  
steady  
sense of  
wasting  
prompt  
careful  
emotionally  
deprecating  
immense  
caring tone of  
offering  
for their own  
strenuous  
solicitous  
interactive  
extrinsic

start  
high-risk activity  
remarks  
climate  
voice  
progress  
time  
tenderness  
order  
support  
attention  
whiteboard  
motivation  
sake  
importance  
efforts

## Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

Mutual respect largely develops from the pupils seeing by your actions that you are a competent teacher, and that you care about their progress by planning and conducting effective lessons and carrying out your various tasks with commitment.

In addition, you convey in your dealings with pupils, both during whole-class teaching and in your interactions with individual-s, that you respect each pupil as an individual who has individual and personal needs.

Good rapport stems from conveying to pupils that you understand, share and value their perspective, as individuals, on a whole range of matters and experiences, academic, social and personal: for example, expressing sympathy when the local football team is knocked out of a cup competition, praise for a pupil who had performed well in a school play, concern for a pupil who has a bad cold, and excitement that a school trip is near.

The development of a positive classroom climate depends on this relationship being two-way: your respect for pupils should be reciprocated in their respect for you, and your understanding of their perspectives reciprocated in their understanding of yours.

The skills involved in establishing a climate of mutual respect and rapport are highly prized in schools, as they also have a major impact on the general climate of the school as a whole.

## Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text.

1. A number of studies looking at \_\_\_\_\_ teaching and effective schools have \_\_\_\_\_ on the notion of climate or ethos. Here are identified \_\_\_\_\_ aspects of the learning environment that relate to classroom \_\_\_\_\_, such as:
  - \_\_\_\_\_: the extent to which pupils show attentive interest, participate in discussions, do additional work and enjoy the class,
  - \_\_\_\_\_: the extent to which pupils are treated equally and fairly by the teacher
  - \_\_\_\_\_: the extent to which teachers \_\_\_\_\_ for pupils differently on the basis of ability, rates of learning, and interests
  - \_\_\_\_\_ for own learning: the extent to which pupils \_\_\_\_\_ themselves as being in charge of their learning process, motivated by constant feedback and \_\_\_\_\_.
2. A number of writers have also \_\_\_\_\_ the importance of the \_\_\_\_\_ climate being 'inclusive' or 'incorporative': the extent to which all pupils in the \_\_\_\_\_ feel themselves to be a full \_\_\_\_\_ in class activities and to be a \_\_\_\_\_ member of the class. The opposite of this would be a class where some pupils feel \_\_\_\_\_ and feel the work they do in the class is not valued.
3. The notion of inclusive teaching originally developed as part of a consideration of good classroom practice regarding the inclusion of pupils with \_\_\_\_\_ educational needs, but is now used much more widely to refer to the ways in which all pupils in the class can \_\_\_\_\_ engaged and involved in classroom activities and tasks, as a way of \_\_\_\_\_ the feelings of \_\_\_\_\_ or isolation amongst pupils whose background or circumstances make them \_\_\_\_\_.

### Word bank

affirmation, cater, class, classroom, climate, combating, differentiation, disaffection, effective, equity, feel, focused, highlighted, involvement, marginalised, participant, perceive, responsibility, several, special, valued, vulnerable

## Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

1. The climate classroom established by the teacher can have a impact major on pupils' motivation and attitudes towards learning. As such, the skills establishing in involved a positive classroom climate are of immense importance.
2. The type of classroom climate generally considered to best facilitate pupil learning is one that is described as being purposeful, oriented-task, relaxed, warm, supportive and has a order of sense. Such a climate learning facilitates, in essence, by establishing and maintaining attitudes positive and motivation by pupils towards the lesson. In analysing the skills involved in setting up a positive classroom climate, it is clear that the largely climate derives from the values that

are implicit and pervade the lesson – simply that pupils and their learning are of importance immense.

- Where teachers allow matters minor or organisational avoidable problems to interrupt the lesson of the flow, a message is conveyed to pupils that the learning is not of such immense importance that it care warrants more to ensure that it is not interrupted.

## What should teacher make to ensure a positive classroom climate?

The following could be done by teachers to ensure a positive classroom climate:

- Learn students' names and call them by their names!!!
- Talk to students and interact them not only during a lesson.
- Great them personally.
- Make frequent eye contact.
- Negotiate rules and routines with students.
- Acknowledge positive behaviour.
- Provide Safe environment for participation:
  - Don't attack!
  - Don't ridicule!
  - Mediate when students attack each other.
- Communicate expectations early and clearly!
- Provide a non-threatening way of conduct.
- Be sensitive to individual differences.
- Encourage your students.

## Fixed expressions on classroom climate

English	Pronunciation	Slovak
be of immense importance	[bi əv r'mens ɪm'pɔ:tns]	mať nesmierny význam
careful attention to	['keəfəl ə'tenʃn tə]	starostlivá pozornosť
organisational matters	,ɔ:gənaɪ'zeɪʃn  'mætəz]	venovaná organizačným záležitosťiam
circumstances make them vulnerable	['sɜ:kəmstənsɪz 'meɪk ðəm 'vʌlnərəbəl]	okolnosti ich robia zraniteľnými
classroom climate	['klæsru:m 'klaɪmət]	klíma triedy
emotionally high-risk activity	[ɪ'məʊʃənəli 'haɪrɪsk æk'tɪvəti]	citovo vysoko riziková aktivita
experience difficulties	[ɪk'spɪəriəns 'dɪfɪkəltɪz]	zažiť ťažkosti
for their own sake	[fə ðeər əʊn seɪk]	v ich vlastnom záujme
outstanding teachers	[aʊt'stændɪŋ 'tɪ:tʃəz]	vynikajúci učitelia
relationship being two-way	[rɪ'leɪʃnʃɪp 'bi:ɪŋ 'tu: weɪ]	obojsmerný vzťah
sense of order	[sens əv 'ɔ:də]	zmysel pre poriadok
solicitous tenderness	[sə'lısɪtəs 'tendənəs]	starostlivá neha
steady progress	['stedi prə'gres]	stály pokrok
time must not be wasted	['taɪm məst nɒt bi 'weɪstɪd]	čas nemusí byť premárnený

undertake the work in hand	[ʌndə'teɪk ðə 'wɜ:k in hænd ]	vykonávať prácu zručne, (šikovne)
use of eye contact	['ju:s əv aɪ 'kɒntækt]	využitie očného kontaktu
way in which the teacher emphasises the need to make	['wei in wɪtʃ ðə 'ti:tʃə 'emfəsaɪzɪz ðə ni:d tə 'meɪk]	spôsob akým učiteľ zdôrazňuje potrebu urobiť
way of combating the feelings of disaffection or isolation	['wei əv 'kɒmbætɪŋ ðə 'fi:lɪŋz əv ,dɪsə'fekʃn ɔ:r ,aɪsə'leɪʃn]	pôsob ako bojovať s pocitmi odcudzenia a izolácie

## Key

### Exercise 1

classroom	climate
steady	progress
sense of	order
wasting	time
prompt	start
careful	attention
emotionally	high-risk activity
deprecating	remarks
immense	importance
caring tone of	voice
offering	support
for their own	sake
strenuous	efforts
solicitous	tenderness
interactive	whiteboard
extrinsic	motivation

### Exercise 2

Mutual respect largely develops from the pupils seeing by your actions that you are a competent teacher, and that you care about their progress by planning and conducting effective lessons and carrying out your various tasks with commitment.

In addition, you convey in your dealings with pupils, both during whole-class teaching and in your interactions with individuals, that you respect each pupil as an individual who has individual and personal needs.

Good rapport stems from conveying to pupils that you understand, share and value their perspective, as individuals, on a whole range of matters and experiences, academic, social and personal: for example, expressing sympathy when the local football team is knocked out of a cup competition, praise for a pupil who had performed well in a school play, concern for a pupil who has a bad cold, and excitement that a school trip is near.

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The skills involved in establishing a climate of mutual respect and rapport are highly prized in schools, as they also have a major impact on the general climate of the school as a whole.

### Exercise 3

1. A number of studies looking at effective teaching and effective schools have focused on the notion of climate or ethos. Here are identified several aspects of the learning environment that relate to classroom climate, such as:
  - involvement: the extent to which pupils show attentive interest, participate in discussions, do additional work and enjoy the class
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2. A number of writers have also highlighted the importance of the classroom climate being 'inclusive' or 'incorporative': the extent to which all pupils in the class feel themselves to be a full participant in class activities and to be a valued member of the class. The opposite of this would be a class where some pupils feel marginalised and feel the work they do in the class is not valued.
3. The notion of inclusive teaching originally developed as part of a consideration of good classroom practice regarding the inclusion of pupils with special educational needs, but is now used much more widely to refer to the ways in which all pupils in the class can feel engaged and involved in classroom activities and tasks, as a way of combating the feelings of disaffection or isolation amongst pupils whose background or circumstances make them vulnerable.

### Exercise 4

1. The classroom climate established by the teacher can have a major impact on pupils' motivation and attitudes towards learning. As such, the skills involved in establishing a positive classroom climate are of immense importance.
2. The type of classroom climate generally considered to best facilitate pupil learning is one that is described as being purposeful, task-oriented, relaxed, warm, supportive and has a sense of order. Such a climate facilitates learning, in essence, by establishing and maintaining positive attitudes and motivation by pupils towards the lesson. In analysing the skills involved in setting up a positive classroom climate, it is clear that the climate largely derives from the values that are implicit and pervade the lesson – simply that pupils and their learning are of immense importance.
3. Where teachers allow minor matters or avoidable organisational problems to interrupt the flow of the lesson, a message is conveyed to pupils that the learning is not of such immense importance that it warrants more care to ensure that it is not interrupted.

## Unit 2: Developing teaching skills

(doc. PaedDr. Janka Peráčková, PhD.)

### To begin with...

What are the qualities of a good physical education teacher?

### What is teaching?

Knowledge of the subject matter and intellectual curiosity, patience, confidence, focus on achievement (reach the goals), planning abilities, awareness, mentorship and motivation, organizational abilities, enthusiasm, effective discipline skills, passion for children and teaching, set the right climate, good communicator, kindness, sense of humour.

The essence of being an effective teacher lies in knowing what to do to foster pupils' learning and being able to do it. Effective teaching is primarily concerned with setting up a learning activity for each pupil which is successful in bringing about the type of learning the teacher intends. The difference between knowing what to do and being able to do it can be well illustrated by making an analogy with playing tennis. A player may know that in a particular situation a lob over the opponent's head is required, but whether that shot can be played successfully may be an entirely different matter! The player's skills involve three elements. First, the knowledge about possible types of shots; second, the decision-making involved in deciding that a lob is in fact the most appropriate shot required; and third, the action involved in executing that shot.

### The nature of teaching skills

Successful teaching skills thus crucially involve knowledge, decision-making and action. This distinction between these three elements underpinning skills is extremely important, because skilful teaching is as much a thinking activity as it is observable actions. Developing your skills as a teacher therefore is as much about developing and extending your knowledge about the decision you may take in a particular situation as it is about the successful execution of the observable action.

Overall, it appears that teaching skills can usefully be considered in terms of three key features:

- They involve purposeful and goal-directed behaviour.
- Their level of expertise is evidenced by the display of precision, smoothness and sensitivity to context.
- They can be improved by training and practice.

### A list of essential teaching skills

Overall, the essential teaching skills involved in contributing to successful classroom practice can be identified and described as follows:

- Planning and preparation: the skills involved in selecting the educational aims and learning outcomes intended for a lesson and how best to achieve these.
- Lesson presentation: the skills involved in successfully engaging pupils in the learning experience, particularly in relation to the quality of instruction.

- Lesson management: the skills involved in managing and organising the learning activities taking place during the lesson to maintain pupils' attention, interest and involvement.
- Classroom climate: the skills involved in establishing and maintaining positive attitudes and motivation by pupils towards the lesson.
- Discipline: the skills involved in maintaining good order and dealing with any pupil misbehaviour that occurs.
- Assessing pupils' progress: the skills involved in assessing pupils' progress, covering both formative (i.e. intended to aid pupils' further development) and summative (i.e. providing a record of attainment) purposes of assessment.
- Reflection and evaluation: the skills involved in evaluating one's own current teaching practice in order to improve future practice.

Two important points, however, need to be borne in mind when considering these skills. First, there is clearly interplay between these seven areas, so that the skills exercised in one area may simultaneously contribute to another area. For example, smooth transition between activities is included within lesson management, but at the same time will also contribute to maintaining discipline.

Second, all the skills involved in lesson presentation, lesson management, classroom climate and discipline, are interactive skills. In other words, exercising these skills involves monitoring, adjusting and responding to what pupils are doing. Unlike acting on a stage, where one can perform without an audience, these skills cannot be displayed in isolation from their interaction with pupils' behaviour. Even when giving an explanation, for example, a teacher would, at the very least, be attentive to the faces of pupils to judge whether it was being pitched appropriately for their needs, and might elaborate, alter the pace of delivery, tone of voice, content, or even stop and ask a question, in the light of what the facial expressions indicated.

While it is clear that teachers are continually reflecting upon and developing their skills, it is also evident that this does not automatically lead to skilled performance. There are many teachers who, after years of experience, still have evident shortcomings in some teaching skills. It is also important to note that the responsibility to develop and extend the teaching skills is not simply teacher's personal responsibility.

## **Essential teaching skills**

### **Planning and preparation**

- The lesson plan has clear and suitable aims and objectives.
- The content, methods and structure of the lesson selected are appropriate for the pupil learning intended.
- The lesson is planned to link up appropriately with past and future lessons.
- Materials, resources and aids are well prepared and checked in good time
- All planning decisions take account of the pupils and the context.
- The lesson is designed to elicit and sustain pupils' attention, interest and involvement.

### **Lesson presentation**

- The teacher's manner is confident, relaxed, self-assured and purposeful, and generates interest in the lesson.



- The teacher's instructions and explanations are clear and matched to pupils' needs.
- The teacher's questions include a variety of types and range and are distributed widely.
- A variety of appropriate learning activities are used to foster pupil learning.
- Pupils are actively involved in the lesson and are given opportunities to organise their own work.
- The teacher shows respect and encouragement for pupils' ideas and contributions, and fosters their development.
- The work undertaken by pupils is well matched to their needs.
- Materials, resources and aids are used to good effect.

### **Lesson management**

- The beginning of the lesson is smooth and prompt, and sets up a positive mental set for what is to follow.
- Pupils' attention, interest and involvement in the lesson are maintained.
- Pupils' progress during the lesson is carefully monitored.
- Constructive and helpful feedback is given to pupils to encourage further progress.
- Transitions between activities are smooth.
- The time spent on different activities is well managed.
- The pace and flow of the lesson is adjusted and maintained at an appropriate level throughout the lesson.
- Adjustments to the lesson plan are made whenever appropriate.
- The ending of the lesson is used to good effect.

### **Classroom climate**

- The climate is purposeful, task-oriented, relaxed, and with an established sense of order.
- Pupils are supported and encouraged to learn, with high expectations conveyed by the teacher.
- Teacher-pupil relationships are largely based on mutual respect and rapport.
- Feedback from the teacher contributes to fostering pupil self-confidence and self-esteem.
- The appearance and layout of the class are conducive to positive pupil attitudes towards the lesson and facilitate the activities taking place.

### **Discipline**

- Good order is largely based on the positive classroom climate established and on good lesson presentation and management.
- The teacher's authority is established and accepted by pupils.
- Clear rules and expectations regarding pupil behaviour are conveyed by the teacher at appropriate times.
- Pupil behaviour is carefully monitored and appropriate actions by the teacher are taken to pre-empt misbehaviour.
- Pupil misbehaviour is dealt with by an appropriate use of investigation, counselling, academic help, reprimands and punishments.
- Confrontations are avoided, and skilfully defused.



### Assessing pupils' progress

- The marking of pupils' work during and after lessons is thorough and constructive, and work is returned in good time.
- Feedback on assessments aims not only to be diagnostic and corrective, but also to encourage further effort and maintain self-confidence, which involves follow-up comments, help or work with particular pupils as appropriate.
- Some opportunities are given to foster pupils' own assessments of their work and progress.
- Assessment of pupils' work is used to identify areas of common difficulties, the effectiveness of the teaching, and whether a firm basis for further progress has been established.
- Assessment is made of the study skills and learning strategies employed by pupils in order to foster their further development.

### Reflection and evaluation

- Lessons are evaluated to inform future planning and practice.
- Current practice is regularly considered with a view to identifying aspects for useful development.
- Use is made of a variety of ways to reflect upon and evaluate current practice.
- The teacher regularly reviews whether his or her time and effort can be organised to better effect.
- The teacher regularly reviews the strategies and techniques he or she uses to deal with sources of stress.

Reduced and modified from Kyriacou, CH. 2007. Essential teaching skills. United Kingdom Cheltenham: Nelson Thornes Ltd. ISBN 978 0 7487 8161 4. pp. 1-2 and pp. 11-13.

## New words and expressions

English	Pronunciation	Slovak
accept	[ək'sept]	prijat'
achieve	[ə'tʃi:v]	dosiahnuť
adjust	[ə'dʒʌst]	upraviť
adjustment	[ə'dʒʌstmənt]	nastavenie
aids	[eɪdz]	pomôcky
aim	[eɪm]	cieľ
alter	['ɔ:ltə]	zmeniť, prispôbiť
appearance	[ə'piərəns]	vystúpenie, dojem, vzhľad
appropriate	[ə'prəʊpriət]	hladkosť
appropriate for	[ə'prəʊpriət fɔ:]	určený pre
appropriately	[ə'prəʊpriətli]	vhodne
assess	[ə'ses]	ohodnotiť, posúdiť
assessment	[ə'sesmənt]	posudzovanie, posudok
attention	[ə'tenʃn]	pozornosť
attentive	[ə'tentiv]	pozorný

attitude	['ætɪtju:d]	postoj, prístup
avoid	[ə'vɔɪd]	vyhýbať sa
be borne in mind	[bi bɔ:n ɪn maɪnd]	treba mať na pamäti, uvedomovať si
carefully	['keəfəli]	starostlivo, opatrne
check	[tʃek]	skontrolovať
classroom	['klæsru:m]	trieda
clear	[klɪə]	jasné
climate	['klaɪmət]	atmosféra, klíma
common	['kɒmən]	spoločný, všedný
concern	[kən'sɜ:n]	týkať sa
conducive	[kən'dju:sɪv]	vhodný
confident	['kɒnfɪdənt]	sebavedomý
confrontations	[,kɒnfrʌn'teɪʃnz]	konfrontácia
constructive	[kən'strʌktɪv]	konštruktívny
context	['kɒntekst]	kontext, okolnosti
contribute	[kən'trɪbjʊ:t]	prispievať
contribution	[,kɒntrɪ'bju:ʃn]	príspevok
convey	[kən'veɪ]	poskytovať
corrective	[kə'rektɪv]	opravný, nápravný
counselling	['kaʊnsəlɪŋ]	obhajoba
dealing with	['di:lɪŋ wɪð]	zaoberať sa
decision	[dɪ'sɪʒn]	rozhodnutie
decision-making	[də'sɪʒən, meɪkɪŋ]	rozhodovanie
defuse	[,di:'fju:z]	zneškodniť
delivery	[dɪ'lɪvəri]	prednes
develop	[dɪ'veləp]	rozvíjať
difficulty	['dɪfɪkəlti]	komplikácia, problém
display	[dɪ'spleɪ]	prejav, predstavenie
distinction	[dɪ'stɪŋkʃn]	rozdiel
educational	[,edʒu'keɪʃnəl]	vzdelávací
effectiveness	[ɪ'fektɪvnəs]	efektívnosť
effort	['efət]	úsilie
elaborate	[ɪ'læbəreɪt]	vypracovať
elicit	[ɪ'lɪsɪt]	vyvolať
encouragement	[ɪn'kʌrɪdʒmənt]	povzbudenie
engage	[ɪn'geɪdʒ]	zaangažovať
essence	['esns]	podstata
establish	[ɪ'stæblɪʃ]	vytvoriť, založiť
evaluation	[ɪ,vælju'eɪʃn]	ohodnotenie
evidence	['eɪdəns]	dôkaz
execute	['eksɪkjʊ:t]	vykonať, predviesť výkon
expectation	[,ekspek'teɪʃn]	očakávanie, nádej
experience	[ɪk'spiəriəns]	skúsenosť
expertise	[,ekspɜ:'ti:z]	odbornosť
explanation	[,eksplə'neɪʃn]	vysvetlenie
extend	[ɪk'stend]	rozšíriť
extend	[ɪk'stend]	rozšíriť
facilitate	[fə'sɪlɪteɪt]	zjednodušovať
feedback	['fi:dbæk]	spätná väzba

firm	[fɜ:m]	pevný
flow	[fləʊ]	plynutie
follow-up	['fɒləʊ ʌp]	nasledujúce
formative	['fɔ:mətɪv]	formatívny
foster	['fɒstə]	podporovať
further	['fɜ:ðə]	d'alší
generate	['dʒenəreɪt]	vyvolávať, produkovať
improve	[ɪm'pru:v]	zdokonalit', zlepšovať
in good time	[ɪn gʊd 'taɪm]	načas
in relation	[ɪn rɪ'leɪʃn]	vo vzťahu
include	[ɪn'klud]	zahŕňať
intend	[ɪn'tend]	mieniť, hodlať
interest	['ɪntrəst]	záujem
interplay	['ɪntəpleɪ]	súhra
investigation	[ɪn'vestɪ'geɪʃn]	vyšetrovanie, pátranie
involvement	[ɪn'vɒlvmənt]	angažovanosť, vklad
involvement	[ɪn'vɒlvmənt]	angažovanosť
judge	[dʒʌdʒ]	posúdiť
knowledge	['nɒlɪdʒ]	znalosti, vedomosti
layout	['leɪaʊt]	usporiadanie
learning	['lɜ:nɪŋ]	učebné
link up	[lɪŋk ʌp]	spojiť, pospájať
maintain	[meɪn'teɪn]	udržiavať
manage	['mænɪdʒ]	riadiť, manažovať
manner	['mænə]	spôsob správania
marking	['mɑ:kɪŋ]	známkovanie
match	[mætʃ]	ladiť, hodiť sa k sebe
misbehaviour	[ˌmɪsbɪ'heɪvɪə]	nemiestne správanie
mutual	['mju:tʃʊəl]	vzájomný
note	[nəʊt]	poznamenať
observable	[əb'zɜ:vəbl̩]	pozorovateľný, zjavný
occur	[ə'kɜ:]	objaviť sa
opponent	[ə'pəʊnənt]	súper
opportunity	[ˌɒpə'tju:nɪtɪ]	príležitosť
order	['ɔ:də]	poriadok
organise	['ɔ:gənaɪz]	organizovať
outcome	['aʊtkʌm]	výsledok
overall	[ˌəʊvə'rɔ:l]	vcelku
pace	[peɪs]	krok, tempo
particularly	[pə'tɪkjələli]	zvlášť
pitch	[pɪtʃ]	nasadená úroveň
precision	[prɪ'sɪʒn]	precíznosť
pre-empt	[ˌpri: 'empt]	predísť
prepare	[prɪ'peə]	pripraviť
primarily	['praɪməɪli]	predovšetkým
prompt	[prɒmpt]	presný, okamžitý
punishments	['pʌnɪʃmənts]	potrestanie
pupil	['pjʊ:pəl]	žiak
purposeful	['pɜ:pəsfəl]	cieľavedomý

rapport	[ræ'pɔ:]	vzt'ah
reflection	[rɪ'flekʃn]	odraz, reflexia
regarding	[rɪ'gɑ:dɪŋ]	týkajúci sa, s ohľadom na
regularly	['regjʊləli]	pravidelne
relaxed	[rɪ'læksɪ]	uvoľnený
reprimands	['reprɪmɑ:ndz]	pokarhanie, napomenutie
require	[rɪ'kwairə]	žiadať, vyžadovať, požadovať
resource	[rɪ'zɔ:s]	zdroj, zásoba
respect	[rɪ'spekt]	uznanie, úcta
responsibility	[rɪ'spɒnsə'bɪlɪti]	zodpovednosť
return	[rɪ'tɜ:n]	vrátiť
review	[rɪ'vju:]	preskúmať
rule	[ru:l]	pravidlo
select	[sɪ'lekt]	vybrať si
self-assured	[self ə'ʃʊəd]	sebaistý
self-confidence	[self 'kɒnfɪdəns]	sebavedomie
self-esteem	[self ɪ'sti:m]	sebaúcta, hrdosť
sensitivity	[,sensə'tɪvɪti]	citlivosť
shortcoming	['ʃɔ:tkʌmɪŋ]	nedostatok
simultaneously	[sɪml'teɪniəsli]	zosúladene
skilful	['skɪlfəl]	zručný, šikovný, pohotový
smooth	[smu:ð]	hladký
smoothness	[smu:ðnəs]	hladkosť
source	[sɔ:s]	prameň, zdroj
stage	[steɪdʒ]	javisko
suitable	['su:təbl]	primeraný, vhodný
summative	[səmətɪv]	zlučujúci
support	[sə'pɔ:t]	podporovať
sustain	[sə'steɪn]	udržať
task-oriented	[task-oriented]	na úlohy orientovaný
thorough	['θʌrə]	svedomitý, dôkladný
transitions	[træn'zɪʃnz]	prechod, zmena
underpin	[,ʌndə'pɪn]	podoprieť
undertaken	[,ʌndə'teɪkən]	podnikať
unlike	[,ʌn'lʌɪk]	na rozdiel
useful	['ju:sfəl]	prospešný, užitočný
variety	[və'raɪəti]	rozmanitosť
whenever	[wen'evə]	hocikedy, kedykoľvek
widely	['waɪdli]	naširoko

## Exercise 1

Match the words from the left column with the ones on the right

teaching	your knowledge
distinction	misbehaviour
observable	between
extending	attitude
essential	climate
educational	in mind
learning	pupils
managing	management
engaging	skills
classroom	aims
maintain	teaching skills
positive	outcomes
assessing	pupils' attention
be borne	action
lesson	pupils' progress
pre-empt	learning activities

## Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

1. The beginning of the lesson is smoo-h and prom-t, and sets up a positive mental set for what is to follow.
2. P-pils' att-ntion, interest and inv-lvement in the lesson are maintained.
3. Pupils' progress during the lesson is careful-y mon-tored.
4. Constructive and hel-ful feed-ack is given to pupils to enco-rage fur-her pro-ress.
5. Trans-tions between activities are smooth.
6. The time spen- on differ-nt activities is well managed.
7. The pa-e and flo- of the lesson is adjusted and maintained at an app-opriate level throughout the lesson.
8. Adjus-ments to the lesson plan are made whenever app-opriate.
9. The ending of the lesson is used to go-d eff-ct.

### Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text.

1. This \_\_\_\_\_ between these three elements \_\_\_\_\_ skills is extremely important, because \_\_\_\_\_ teaching is as much a thinking \_\_\_\_\_ as it is \_\_\_\_\_ actions.
2. \_\_\_\_\_ your skills as a teacher therefore is as much about developing and \_\_\_\_\_ your knowledge about the \_\_\_\_\_ you may take in a particular situation as it is about the successful execution of the observable \_\_\_\_\_.
3. There \_\_\_\_\_ many teachers who, after years of \_\_\_\_\_, still have evident \_\_\_\_\_ in some teaching \_\_\_\_\_. It is also important to \_\_\_\_\_ that the \_\_\_\_\_ to develop and \_\_\_\_\_ the teaching skills is not simply teacher's personal responsibility.
4. The lesson is planned to \_\_\_\_\_ appropriately with past and future \_\_\_\_\_.
5. The teacher shows \_\_\_\_\_ and \_\_\_\_\_ for pupils' ideas and \_\_\_\_\_, and fosters their development.
6. Teacher-pupil \_\_\_\_\_ are largely based on \_\_\_\_\_ respect and \_\_\_\_\_.

#### Word bank

action, activity, are, contributions, decision, developing, distinction, encouragement, experience, extend, extending, lessons, link up, mutual, note, observable, rapport, relationships, respect, responsibility, shortcomings, skilful, skills, underpinning

### Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

1. The being of essence an effective teacher lies in knowing what to do to foster pupils' learning and able being to do it.
2. Effective teaching is concerned primarily with setting up a learning activity for each pupil which is successful in bringing the type about of learning the teacher intends.
3. The difference between knowing what to do and being able to do it can be illustrated well by making an analogy with tennis playing.
4. A player may know that in a particular situation a lob over the opponent's head is required, but whether that shot can be successfully played may be an entirely different matter!

## Fixed expressions on developing teaching skills

English	Pronunciation	Slovak
being able to do	['bi:ɪŋ 'eɪbl̩ tə du:]	byť schopný urobiť
classroom climate	['klæsru:m 'klaɪmət]	klíma triedy
common difficulties	['kɒmən 'dɪfɪkəltɪz]	spoločné problémy
educational aims	[edʒu'keɪʃnəl eɪmz]	vzdelávacie ciele
explanations are matched to pupils' needs	[ˌeksplə'neɪʃnz ə mætʃt tə 'pju:pɪlz ni:dz]	vysvetľovanie je prispôsobené potrebám žiakov
extend knowledge	[ɪk'stend 'nɒlɪdʒ]	rozšíriť vedomosti
facilitate activities	[fə'sɪlɪteɪt æk'tɪvətɪz]	zjednodušovať činnosti
foster pupils' learning	['fɒstə 'pju:pɪlz 'lɜ:nɪŋ]	podporovať učenie žiakov
learning outcomes	['lɜ:nɪŋ 'aʊtkʌmz]	učebné výsledky
maintain pupils' attention, interest and involvement	[meɪn'teɪn 'pju:pɪlz ə'tenʃn 'ɪntərəst ənd ɪn'vɒlvmənt]	udržať pozornosť, záujem a zaangažovanosť žiakov
pre-empt misbehaviour	[pri: 'empt ,mɪsbɪ'heɪvɪə]	predísť nemiestnemu správaniu
returned in good time	[rɪ'tɜ:nd ɪn gʊd 'taɪm]	vrátiť načas
setting up a learning activity	['setɪŋ ʌp ə 'lɜ:nɪŋ æk'tɪvətɪ]	napláňovať učebnú aktivitu
skilful teaching	['skɪlfəl 'ti:tʃɪŋ]	šikovné učenie
teacher's manner	['ti:tʃərz 'mænə]	učiteľov spôsob správania sa
teacher-pupil relationships	['ti:tʃə - 'pju:pɪl rɪ'leɪʃnʃɪps]	vzťahy učiteľ – žiak
underpinning skills	[ˌʌndə'pɪnɪŋ skɪlz]	podporujúce zručnosti

## Key

### Exercise 1

teaching  
distinction  
observable  
extending  
essential  
educational  
learning  
managing  
engaging  
classroom  
maintain  
positive  
assessing  
be borne  
lesson  
pre-empt

skills  
between  
action  
your knowledge  
teaching skills  
aims  
outcomes  
learning activities  
pupils  
climate  
pupils' attention  
attitude  
pupils' progress  
in mind  
management  
misbehaviour

### **Exercise 2**

1. The beginning of the lesson is smooth and prompt, and sets up a positive mental set for what is to follow.
2. Pupils' attention, interest and involvement in the lesson are maintained.
3. Pupils' progress during the lesson is carefully monitored.
4. Constructive and helpful feedback is given to pupils to encourage further progress.
5. Transitions between activities are smooth.
6. The time spent on different activities is well managed.
7. The pace and flow of the lesson is adjusted and maintained at an appropriate level throughout the lesson.
8. Adjustments to the lesson plan are made whenever appropriate.
9. The ending of the lesson is used to good effect.

### **Exercise 3**

1. This distinction between these three elements underpinning skills is extremely important, because skilful teaching is as much a thinking activity as it is observable actions.
2. Developing your skills as a teacher therefore is as much about developing and extending your knowledge about the decision you may take in a particular situation as it is about the successful execution of the observable action.
3. There are many teachers who, after years of experience, still have evident shortcomings in some teaching skills. It is also important to note that the responsibility to develop and extend the teaching skills is not simply teacher's personal responsibility.
4. The lesson is planned to link up appropriately with past and future lessons.
5. The teacher shows respect and encouragement for pupils' ideas and contributions, and fosters their development.
6. Teacher-pupil relationships are largely based on mutual respect and rapport.

### **Exercise 4**

1. The essence of being an effective teacher lies in knowing what to do to foster pupils' learning and being able to do it.
2. Effective teaching is primarily concerned with setting up a learning activity for each pupil which is successful in bringing about the type of learning the teacher intends.
3. The difference between knowing what to do and being able to do it can be well illustrated by making an analogy with playing tennis.
4. A player may know that in a particular situation a lob over the opponent's head is required, but whether that shot can be played successfully may be an entirely different matter!



## Unit 3: Drugs

(Mgr. Helena Rychtáriková, doc. PaedDr. Peter Mačura, PhD.)

### To begin with...

Do you know any substances or methods that are banned at the Games?

Do you know any famous athletes who were disqualified because of using the drugs?

Why shouldn't doping be allowed in sports?

### Drugs and drug abuse

Drug abuse is defined as the intentional use of drugs for reasons other than health. Many people try various drugs "for the fun of it" without thinking about the health risks involved. They do not believe drugs are that harmful, nor do they think they could ever become dependent on them. However, drug abuse is a critical problem worldwide.

Doping is the term used by the International Olympic Committee (IOC) to describe the use of a drug designed to improve physical performance. The IOC is primarily concerned with the ethics of using artificial means to increase performance and gain an unfair advantage in competition.

This article provides background information on the most common drugs that affect physical performance.

#### Drug classification

##### Class I

##### Prohibited substances

This class includes stimulants, narcotics, anabolic steroids, human growth hormones, beta blockers, and diuretics. They are banned from use in competitions.

Stimulants: amphetamine, nicotine, cocaine, ephedrine, and caffeine.

Cocaine: crack can cause brain damage, heart attack, stroke, violent behaviour, damage to nasal passages and lungs, risk of AIDS- Acquired Immune Deficiency Syndrome (if needles are shared).

Narcotics: morphine, codeine, heroine, and methadone (they are derived from opium). People are at risk for AIDS.

Anabolic steroids: they include the male hormone testosterone.

##### Class II

##### Prohibited methods

This class refers to blood reinjection, known as "blood doping." Blood was previously removed from an athlete and re-injected prior to a competition. The extra blood cells can carry more oxygen to weary muscles.

##### Class III

##### Substances allowed with certain restrictions

This class includes local anaesthetics, alcohol, and corticosteroids. They are not automatically banned at the games.

## New words and expressions

English	Pronunciation	Slovak
acquired	[ə'kwærəd]	získaný
amphetamine	[æm'fetəmi:n]	amfetamín
anaesthetics	[,ænəs'θetiks]	anestetikum
artificial means	[,ɑ:tɪ'fiʃl mi:nz]	umelé prostriedky
blood doping	[blʌd 'dəʊpɪŋ]	krvný doping
caffeine	['kæfi:n]	kofeín
cocaine	[kəʊ'keɪn]	kokaín
codeine	['kəʊdi:n]	kodeín
deficiency	[drɪ'fɪʃnsi]	nedostatok
dependent	[drɪ'pendənt]	závislý
derived from opium	[drɪ'raɪvd frəm 'əʊpiəm]	získané z ópia
designed	[drɪ'zaɪnd]	určený na účel
drug abuse	[drʌg ə'bju:s]	drogová závislosť
ephedrine	[e'fe,drɪn]	efedrín
harmful	['hɑ:mfəl]	škodlivý
heroin	['herəʊɪn]	heroín
immune	[ɪ'mju:n]	imúnny
methadone	['meθədəʊn]	metadon
morphine	['mɔ:fi:n]	morfín
needle	['ni:dl]	ihla
nicotine	['nɪkəti:n]	nikotín
physical performance	['fɪzɪkl pə'fɔ:məns]	fyzická výkonnosť
previously removed from	['pri:vɪəslɪ rɪ'mu:vɪd frəm]	skôr odobrané
primarily concerned	['praɪmərəli kən'sɜ:nd]	pôvodne sa týkala
prior	['praɪə]	aplikovať pred
prohibited substances	[prə'hɪbɪtɪd 'sʌbstənsɪz]	zakázané látky
provides background information	[prə'vaɪdz 'bækgraʊnd ,ɪnfə'meɪʃn]	poskytuje základné informácie
restrictions	[rɪ'strɪkʃnz]	obmedzenia
syndrome	['sɪndrəʊm]	syndróm
testosterone	[te'stɒstərəʊn]	testosterón
weary muscles	['wɛəri 'mʌsɪz]	unavené svaly
worldwide	['wɜ:ldwaɪd]	celosvetový

### Drugs banned at the games

	Anabolic steroids	Corticosteroids	Diuretics	Stimulants	Narcotic analgesics	Beta blockers	Blood doping
Effects	Increase muscle and strength	Increase aggressiveness, reduce fatigue and pain	Reduce weight quickly and mask other drugs	Increase alertness and delay fatigue	Kill pain and induce feeling of calm	Slow the heartbeat and steady body movements	Enhance endurance (by reinjecting one's own red blood cells)
Sport in which use is common	Weight lifting, football, field events	Soccer, wrestling, most sports	Weight lifting, boxing, wrestling, not	Most sports, but counterproductive for shooting	Shooting and others not useful for endurance	Archery and shooting	Cross country skiing, biking, long distance

			endurance sports		sports		running
Testing	Urinalysis	Urinalysis	Urinalysis	Urinalysis	Urinalysis	Urinalysis	No test
Minor complications	Women menstrual irregularity, breast shrinkage. Men testicular atrophy, irritability	Retard healing or foster infections	Dehydration stomach or leg cramps, loss of sodium and potassium	Restlessness and anxiety, accelerated heart rate and breathing	Danger of worsening injury, overdose may cause stupor or coma	Cause asthma symptoms; decrease mental alertness; can lead to impotence	None documented, though allergic reaction have been reported
More severe reactions (all can cause allergic shock)	Heart and liver disease, sterility	Cause pituitary- and adrenal-gland dysfunction, leading to glucose intolerance and kidney problems	Produce irregular heartbeats that can lead to cardiac arrest, kidney damage	Erratic heartbeats and severe high temperature; addictive	Overdose may slow breathing dangerously, addictive	Heart rate is severely slowed	None documented, but unsupervised injections can cause infections

Answer these questions and try to ask similar ones:

1. Describe one way in which taking drug reduces the amount of water in human body.
2. How can this affect an athlete?
3. Name one class of drug that is banned by the IOC promotes muscle growth.
4. What are the effects of this type of drug on the body?

## New words and expressions

English	Pronunciation	Slovak
addictive	[ə'dɪktɪv]	návykový
alertness	[ə'lɜ:tnəs]	čulosť, ostražitosť
anabolic steroids	[,ænə'bɒlɪk 'sterɔɪdz]	anabolické steroidy
anxiety	[æŋ'zaɪəti]	úzkosť
asthma	['æsmə]	astma
beta blockers	['bi:tə blɒkəz]	beta blokátory
blood doping	[blʌd 'dəʊpɪŋ]	krvný doping
breast shrinkage	[brest 'ʃrɪŋkɪdʒ]	zmršťenie prs
calm	[kɑ:m]	pokoj
cardiac arrest	['kɑ:diæk ə'rest]	zástava srdca
corticosteroids	[,kɔ:tɪkə'ste'rɔɪdz]	kortikosteroidy
counterproductive	[,kaʊntəprə'dʌktɪv]	majúci opačnú účinnosť
cramps	[kræmps]	kŕč
decrease	[dɪ'kri:s]	znížiť
dehydration	[di:'haɪdreɪʃn]	odvodnenie
delay	[dɪ'leɪ]	odložiť, oddialiť
diuretics	[,daɪju'retɪks]	močopudné
endurance sports	[ɪn'dʒʊərəns spɔ:ts]	vytrvalostné športy
fatigue	[fə'ti:g]	únava
foster infections	['fɒstər ɪn'fekʃnz]	podporiť infekciu
glucose intolerance	['glu:kəʊs ɪn'tɒlərəns]	neznášanlivosť glukózy
increase	[ɪn'kri:s]	zvýšiť
induce	[ɪn'dju:s]	privodiť

irritability	[ˌɪrɪtəˈbɪlɪti]	podráždenosť
loss of sodium and potassium	[lɒs əv 'səʊdiəm ənd pəˈtæsiəm]	strata sodíka s draslíka
menstrual irregularity	[ˈmenstruəl ɪˌregjʊˈlærɪti]	menštruačná nepravidelnosť
narcotic analgesics	[nɑːˈkɒtɪk ˌænəlˈdʒiːzɪks]	omamné analgetiká
overdose	[ˈəʊvədəʊs]	predávkovanie
pituitary-and adrenal-gland dysfunction	[pɪˈtjuːɪtəri ənd əˈdriːnl glænd ˌdɪsˈfɒŋkʃən]	porušená funkcia hypofýzy a nadobličky
re injecting	[riː ɪnˈdʒektɪŋ]	opätovné vstrekovanie
red blood cells	[red bləd selz]	červené krvinky
restlessness	[ˈrestləsnəs]	nepokoj
retard healing	[rɪˈtɑːd ˈhiːlɪŋ]	spomalené hojenie
severe	[sɪˈviə]	vážny, kritický
steady	[ˈstedi]	ustálený
stimulants	[ˈstɪmjələnts]	povzbudzujúce
testicular atrophy	[ˈtestɪkl̩ ˈætɹəfi]	atrofia semenníkov
unsupervised injections	[ʌnˈsuːpəvaɪzd ɪnˈdʒekʃnz]	injekcie bez dohľadu
worsening	[ˈwɜːsənɪŋ]	zhoršenie

## Exercise 1

Match the word from the left column with the corresponding word in the right column.

worldwide	contain
provide	contest
damage	encourage
deficiency	global
competition	harm
reduce	illness
movement	lack
endurance	minimize
disease	motion
amount	number
fatigued	stamina
healing	supply
foster	tired
include	treatment

## Exercise 2

Match the definition in Column I with the term it defines in Column II.

Column I	Column II
Needing something in order to survive	addictive
A type solid, liquid that has particular qualities	anxiety
Take something away	ban
A rule or law that limits what you can do	cramp

An official rule that says that something is not allowed	dependent
To make something better	improve
The state of no longer having something	loss
It makes people unable to stop taking it	remove
Sudden pain that you get when the muscles in particular part of your body contract	restriction
The state of feeling nervous or worried that something bad is going to happen	severe
The process of becoming smaller in size	shrinkage
Extremely bad or serious	substance

## Key

### Exercise 1

worldwide	global
provide	supply
damage	harm
deficiency	lack
competition	contest
reduce	minimize
movement	motion
endurance	stamina
disease	illness
amount	number
fatigued	tired
healing	treatment
foster	encourage
include	contain

### Exercise 2

Column I	Column II
Needing something in order to survive	dependent
A type solid, liquid that has particular qualities	substance
Take something away	remove
A rule or law that limits what you can do	restriction
An official rule that says that something is not allowed	ban
To make something better	improve
The state of no longer having something	loss
It makes people unable to stop taking it	addictive
Sudden pain that you get when the muscles in particular part of your body contract	cramp
The state of feeling nervous or worried that something bad is going to happen	anxiety
The process of becoming smaller in size	shrinkage
Extremely bad or serious	severe

## Unit 4: Physical Exercise

(Mgr. Helena Rychtáriková, Mgr. Peter Olej, PhD., prof. PhDr. Elena Strešková, PhD.)

### To begin with...

How can you tell if you are medically prepared?

When might be a medical examination be recommended for teenager, and for old people?

### What is exercise?

Exercise helps improve your health and keep your body system in good working order. However, exercising is enjoyable and beneficial only when done correctly. Before starting an exercise program, be sure you are prepared to exercise and know how to exercise safely.

#### Be medically prepared

Why do you need regular medical examination?

Medical examinations help make sure that you are free from disease and can help prevent future health problems.

Do you need special examinations before you participate in our school sports program?

Younger people are less likely to have exercise-related problems than older people. Teenagers can have medical conditions that can limit activity. Before starting a vigorous exercise program a special exercise test is recommended. The test, called an exercise electrocardiogram (EKG), is done on a treadmill and determines the fitness level of the person's heart.

If you are beginning a regular exercise program for the first time, you must pace yourself by starting slowly and steadily increasing the length of time and intensity of your exercise. Doing so is very important in avoiding exercise-related injuries that might limit your activity for long periods of time.

#### Common injuries

By exercising carefully and correctly, you can prevent many injuries. These injuries still occur in exercise and sports. Sprains, strains, blisters, bruises, cuts, and scrapes are the most common injuries.

More serious, but less common, injuries include joint dislocations and bone fractures. The most common part of the body injured in exercise and sports are the skin, feet, ankles, knees, and leg muscles. Less likely injuries are to the head, arms, body, and internal organs such as the liver and kidneys.

Some injuries are called overuse injuries. These occur when you do more exercise than your body can handle: shin splints, "runner's heel", and blisters. These injuries are especially common among long-distance runners and people whose activities cause repeated impact on the feet.

## New words and expressions

English	Pronunciation	Slovak
blister	[ˈblɪstə]	pl'uzgier
bone fracture	[bəʊn 'fræktʃə]	zlomenina
bruises	[ˈbruːzɪz]	modrina, sinka
cut	[kʌt]	rezná rana
exercise-related problems	[ˈeksəsaɪz - rɪ'leɪtɪd 'prɒbləmz]	problémy súvisiace s cvičením
free from disease	[friː frəm dɪ'ziːz]	zdravý
joint dislocation	[dʒɔɪnt ˌdɪslə'keɪʃn]	vyklbenie
less likely	[s 'laɪkli]	menej pravdepodobné
medical condition	[ˈmedɪkl kən'dɪʃn]	zdravotný stav
overuse injury	[ˌəʊvə'juːz 'ɪndʒəri]	zranenie z nadmerného použitia
pace yourself	[peɪs ʃɔː'self]	nastaviť vlastné tempo
participate in	[pɑː'tɪsɪpeɪt ɪn]	zúčastniť sa na
regular exercise program	[ˈregjʊlər 'eksəsaɪz 'prəʊgræm]	pravidelný cvičebný program
regular medical examination	[regjʊlə 'medɪkl ɪg,zæmɪ'neɪʃn]	pravidelné lekárske vyšetrenie
scrapes	[skreɪps]	škrabnutie
shin splint	[ʃɪn splɪnt]	zápal okostice
sprain	[spreɪn]	vytknutie (nohy)
strain	[streɪn]	natiahnuť
treadmill	[ˈtredmɪl]	bežiacy pás
vigorous exercise	[ˈvɪɡərəs 'eksəsaɪz]	intenzívne cvičenie

### Exercise and weather – related conditions

Heat Exhaustion (approximately normal body temperature):

- pale, clammy skin
- profuse perspiration
- tiredness, weakness
- headache, perhaps cramps
- nausea, dizziness (possible vomiting)
- possible fainting

Heat Stroke (high body temperature):

- skin is hot, red, and dry
- pulse is rapid and strong
- victim may be unconscious

Frostbite:

- skin becomes white or greyish-yellow; looks glossy
- pain sometimes felt early, but subsides later (often no pain at all)
- blisters may appear later
- affected area feels intensely cold and numb

Hypothermia:

- shivering
- numbness
- low body temperature
- drowsiness
- marked muscular weakness
- victim acts confused or disoriented, seems apathetic

**Guidelines for exercising in hot weather:**

- drink plenty of water; wear proper clothing, rest frequently.

**Guidelines for exercising in cold weather:**

- be aware of the wind-chill factor, dress properly, and avoid wet areas.

## Exercise 1

Select the appropriate answer.

1. The most common injuries that occur in exercise and sports include:

- a/ sprains, strains, and blisters
- b/ fractures, dislocations, and strains
- c/ sprains, dislocations, and head injuries
- d/ fractures, strains, and kidney injuries

2. When exercising outdoors in cold weather, wear:

- a/ a heavy coat or jacket
- b/ several layers of light-weight clothing
- c/ non-absorbent muffs and gloves

3. Outdoor exercise is safer in:

- a/ hot, humid weather
- b/ hot, dry weather
- c/ cool, dry weather
- d/ cold, wet weather

## New words and expressions

English	Pronunciation	Slovak
clammy skin	['klæmi skɪn]	lepkavá pokožka
confused	[kən'fju:zd]	zmätený
cramps	[kræmps]	kŕč
dizziness	['dɪzɪnəs]	závrat
drowsiness	['draʊzɪnəs]	ospalosť
fainting	['feɪntɪŋ]	mdloba
frostbite	['frɒstbaɪt]	omrzlina



glossy	['glɒsi]	lesklý
humid	['hju:mid]	vlhký, mokrý
hyperventilation	[ˌhaɪpə'ventɪleɪʃn]	zrýchlené dýchanie
hypothermia	[ˌhɪpə'thɜ:miə]	podchladenie
layer	['leɪə]	vrstva
muff	[mʌf]	rukávnik, muf
muscle condition	['mʌsəl kən'dɪʃn]	stav svalov
muscle spasms	['mʌsəl 'spæzəm]	svalový kŕč
muscle sprain	['mʌsəl spreɪn]	natiahnutie svalov
nausea	['nɔ:siə]	nevoľnosť
numb	['nʌm]	necitlivý, meravý
occur	[ə'kɜ:]	vyskytovať sa
pale	[peɪl]	zblednutý
profuse	[prə'fju:s]	výdatný
recover	[rɪ'kʌvə]	obnoviť
relieve spasms	[rɪ'li:v 'spæzəm]	uvoľniť kŕč
shivering	['ʃɪvərɪŋ]	chvenie
subsides	[səb'saɪdɪz]	ustupuje
tight muscles	[taɪt 'mʌsəlz]	stiahnuté svaly
unconscious	[ʌn'kɒnʃəs]	bezvedomie

## Exercise 2

Match the definition in Column I with the term it defines in Column II

Column I	Column II
frostbite	breathe too quickly
hypothermia	injury that does not immediately cause pain or soreness
hyperventilation	damage to skin and body tissues by exposure to cold
overuse injury	condition caused by exposure to cold, characterized by low body temperature
micro trauma	occurs when you do more exercise than your body can handle

A good, safe exercise program includes three stages: **a warm-up, a workout, and a cool-down**

### Warm-up

You should warm-up and stretch before starting your workout. A warm-up usually consists of a muscle warm-up and a heart warm-up.

Warm-up helps reduce your chance of muscle injury. Warm muscles contract and relax efficiently, they are more flexible.

Our heart is also a muscle, and a warm-up helps it get ready for more vigorous exercise.

A heart warm-up consists of several minutes of walking, slow jogging, or a similar activity.

### Workout

Our workout is the vigorous part of our exercise program. A workout might be playing a sport, jogging, aerobic dance, or any other physical activity.

### Cool-down

After working out, your body needs to gradually cool down and stretch to help it recover from vigorous exercise. The cool-down has two parts: a heart cool-down, and a muscle cool-down and stretch.

A heart cool-down can help you from becoming dizzy or even fainting after vigorous exercise. Your heart and blood vessels recover more efficiently if you move rather than sit down or lie down after exercising. Walk, jog slowly, or perform some other slow-moving activities to help your heart and blood vessels return to normal.

Some vigorous exercises can cause small muscle spasms or cramps. You can relieve spasms or cramps by stretching slowly.

## Exercise 3

Choose the best answer:

1. During vigorous exercise, which muscle condition is least likely to result in muscle strain?

- a/ cold muscles
- b/ contracted muscles
- c/ warm muscles
- d/ tight muscles

2. After vigorous exercise, which best helps your heart and blood vessels return to normal quickly?

- a/ sit down
- b/ lie down
- c/ breathe deeply
- d/ move about in a slow activity

3. Which activity is most suitable as a heart warm-up exercise?

- a/ running
- b/ rapid jogging
- c/ lifting weights
- d/ walking

## Exercise 4

Match the definition in Column I with the term it defines in Column II

Column I	Column II
Cool down	includes both a muscle warm-up and stretch and heart a heart warm-up
Heart warm-up	includes both a heart cool-down and muscle cool-down and stretch
Heart cool-down and stretch	cramps that might occur after strenuous exercise
Muscle spasms	consists of several minutes of walking, slow jogging, or similar activity
Warm-up	prevents dizziness after vigorous exercise

## Stretching exercises

### Perform a side-stretch exercise

#### Task analysis

- Stand with feet shoulder-width apart, hands on hips.
- Slowly bend trunk as far left as possible and hold for 5 seconds.
- Bend trunk to the front and hold for 5 seconds.
- Bend trunk to the right and hold for 5 seconds.
- Bend trunk to the back and hold for 5 seconds.
- Repeat exercise 3 times.



### Perform an ankle roll exercise

#### Task analysis

- Stand erect, arms at sides, feet shoulder-width apart.
- Slowly rise up onto toes, and then lower until feet are flat on floor.
- Roll feet outward so that inside edges of feet are up off the floor: roll feet inward so that outside edges of feet are up off the floor.
- Return to starting position.
- Repeat exercise 3 times: gradually increase to 6 repetitions.



### Perform sit-ups

#### Task analysis

- Lie on floor with knees bent.
- Clasp hands behind head.
- Come up to a sitting position.
- Touch right elbow to left knee.

- e. Return to lying position.
- f. Sit-up again and touch left elbow to right knee.
- g. Repeat exercise 5 times: gradually increase to 10 times or more.



### Perform a wrist warm-up

#### Task analysis

- a. Assume a creeping position on hands and knees.
- b. Turn hands so fingers point toward each other.
- c. Gradually increase the weight on the hands.
- d. Move hands so fingers face away from each other.
- e. Place weight on hands in new position.



### Perform a knee lift exercise

#### Task analysis

- a. Assume a supine position with feet together.
- b. Bring one knee straight up toward the shoulder.
- c. Clasp the knee with both hands and pull it in toward the body.
- d. Hold stretch for 5 seconds.
- e. Repeat with the other knee.



### Perform a leg kick exercise

#### Task analysis

- a. Assume a standing position.
- b. Kick each leg alternately high into the air.
- c. Keep legs as straight as possible.



### Perform a straddle stretch exercise

#### Task analysis

- Assume a seated position with legs straight and straddled as wide as possible.
- Place hands around one ankle or foot.
- Slowly pull chin toward knee.
- Hold stretch for 5 seconds. Do not bounce.
- Repeat over the other leg.



side split



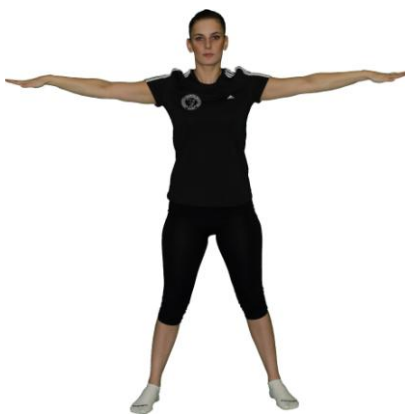
upright kneeling position



front support



basic position



straddle



trunk-bending forwards



bridge



forward horizontal stand



stag jump



reward horizontal stand



tailor seat



straddle seat



L-support



hurdle



lying on back



L-seat



prone position



toe stand



handstand



over grasp on the horizontal bar



under grasp on the horizontal bar



combined grasp on the horizontal bar



cross grasp on the horizontal bar



rotated grasp on the parallel bars



outside grip on the parallel bars



## New words and expressions

English	Pronunciation	Slovak
alternate crossing the legs	[ɔ:l'tɜ:nət 'krɒsɪŋ ðə legz]	striedať prekrížovanie nôh
ankle rotation exercise	['æŋkl rəu'teɪʃn 'eksəsaɪz]	krúživý pohyb členku
arch backward	[ɑ:tʃ 'bækwəd]	zakloniť sa
arms at sides	[ɑ:mz ət saɪdz]	ruky v pripažení
as far apart as	[əz fɑ:r ə'pɑ:t əz]	čo najďalej (od seba)
assume a supine position	[ə'sju:m ə 'su:pain pə'zɪʃn]	l'ahnúť si vzad
bend	[bend]	zohnúť
bend from the waist	[bend frəm ðə weɪst]	predklon
body bend exercise	['bɒdi bend 'eksəsaɪz]	pohyby tela (predklony, záklony, úklony)
bounce	[də nɒt baʊns]	kmihanie
bring one knee straight up	[brɪŋ wʌn ni: streɪt ʌp]	pritiahnuť koleno nahor
bring the chest to the wall	[brɪŋ ðə tʃest tə ðə wɔ:l]	priblížiť hrud' k stene
calves stretch exercise	[kɑ:vz streɪtʃ 'eksəsaɪz]	natiahnutie lýtok
clasp the knee	[kla:sp ðə ni:]	zovrieť koleno
creeping position	['kri:pɪŋ pə'zɪʃn]	podpor kl'ačmo
drop the chest to the floor	[drɒp ðə tʃest tə ðə flɔ:]	spustite hrud' k podlahe (kl'uk)
extend arms	[ɪk'stend ɑ:mz]	vystrieť paže
feet shoulder – width apart	[fi:t 'ʃəʊldə wɪθ ə'pɑ:t]	stoj rozkročmo na šírku ramien
feet slightly apart	[fi:t 'slɑ:tlɪ ə'pɑ:t]	chodidlá mierne od seba
grasp partner's hands	[grɑ:sp 'pɑ:tənəz hændz]	uchopiť partnerove ruky
hips	[hips]	boky
hold	[həʊld]	výdrž
keep legs straight	[ki:p legz streɪt]	nohy vystreté
keep motion smooth	[ki:p 'məʊʃn smu:ð]	vykonať plynulý pohyb
keep the knees bend	[ki:p ðə ni:z bend]	nechaj kolená pokrčené
large circle	[la:dʒ 'sɜ:kəl]	veľký oblúk
lean forward	[li:n 'fɔ:wəd]	predklon
legs spread	[legz spred]	vystreté dolné končatiny
lying position	['laɪɪŋ pə'zɪʃn]	l'ah
perform	[pə'fɔ:m]	vykonať
physical assistance	['fɪzɪkl ə'sɪstəns]	priama pomoc (taktálna)
place hands on either side of the head	['pleɪs hændz ɒn 'aɪðə saɪd əv ðə hed]	dať ruky po stranách hlavy
provide	[prə'vaɪd]	poskytnúť
pull the chin toward knee	[pʊl ðə tʃɪn tə'wɔ:d ni:]	pritiahnuť bradu ku kolenu
push-up	['puʃəp]	vzpor ležmo
reach high overhead	[ri:tʃ haɪ ,əʊvə'hed]	vzpažiť
rise up on to toes	[raɪz ʌp ɒn tə təʊz]	postaviť sa na špičky prstov
roll feet inward	[rəʊl fi:t 'ɪnwəd]	postaviť sa na vnútorné časti chodidiel
roll feet outward	[rəʊl fi:t 'aʊtwəd]	postaviť sa na prednú časť

		chodidiel
shoulder warm-up	[ˈʃəʊldə ˈwɔːməp]	rozcvičenie ramien
side-stretch	[saɪdstretʃ]	strečing do strán
sitting position	[ˈsɪtɪŋ pəˈzɪʃn]	sed
sit-up	[sɪtʌp]	sed-l'ah
stand erect	[stænd ɪ'rekt]	stoj vzpriamene
stand facing a wall	[stænd ˈfeɪsɪŋ ə wɔːl]	postaviť sa čelom k stene
straddle pull exercise	[ˈstrædl̩ pul ˈeksəsaɪz]	strečing v stoji rozkročnom
straddle stretch exercise	[ˈstrædl̩ stretʃ ˈeksəsaɪz]	strečing v sede roznožmo
straighten knees	[ˈstreɪtn̩ niːz]	vystrieť kolená
swing one arm	[swɪŋ wʌn ɑːm]	švihnúť jednou pažou
wrist warm-up	[rɪst ˈwɔːməp]	rozcvičenie zápästia

## New words and expressions

English	Pronunciation	Slovak
arms backward	[ɑːmz ˈbækwəd]	zapažiť
arms downward	[ɑːmz ˈdaʊnwəd]	pripažiť
arms forward	[ɑːmz ˈfɔːwəd]	predpažiť
arms sideward	[ɑːmz ˈsaɪdwəd]	upažiť
arms upward	[ɑːmz ˈʌpwəd]	vzpažiť
basic position	[ˈbeɪsɪk pəˈzɪʃn]	základná poloha
bridge	[brɪdʒ]	most
combined grasp on the horizontal bar	[kəmˈbaɪnd grɑːsp ɒn ðə ˌhɒrɪˈzɒntl̩ bɑː]	dvojhmat na vysutej hrazde
cross grasp on the horizontal bar	[krɒs grɑːsp ɒn ðə ˌhɒrɪˈzɒntl̩ bɑː]	krížny nadhmat na vysutej hrazde
crouch	[kraʊtʃ]	drep
forward horizontal stand	[ˈfɔːwəd ˌhɒrɪˈzɒntl̩ stænd]	váha predklonmo
front support	[frʌnt səˈpɔːt]	vzpor ležmo, podpor vpredu
handstand	[ˈhændstænd]	stojka na rukách
hurdle	[ˈhɜːdl̩]	prekážkový sed
L seat	[el siːt]	sed znožmo
L-support	[el səˈpɔːt]	prednos
lying on back	[ˈlaɪɪŋ ɒn ˈbæk]	l'ah vzadu
outside grip on the parallel bars	[ˌaʊtˈsaɪd grɪp ɒn ðə ˈpærəlel bɑːz]	vonkajší úchop paralelných bradiel
overgrasp on the horizontal bar	[ˈəʊvəgrɑːsp ɒn ðə ˌhɒrɪˈzɒntl̩ bɑː]	nadhmat na vysutej hrazde
prone position	[prəʊn pəˈzɪʃn]	l'ad vpredu
reward horizontal stand	[rɪˈwɔːd ˌhɒrɪˈzɒntl̩ stænd]	váha úklonmo
rotated grasp on the parallel bars	[rəʊˈteɪtɪd grɑːsp ɒn ðə ˈpærəlel bɑːz]	vnútorný úchop paralelných bradiel
side split	[saɪd splɪt]	sed roznožný bočne, rozštep
squat	[skwɒt]	podrep

stag jump	[stæg dʒʌmp]	jelení skok, diaľkový skok skrčením prednožmo
straddle	['strædl]	stoj rozkročný, roznožit'
straddle seat	['strædl si:t]	prednos roznožmo
tailor seat	['teɪlə si:t]	turecký sed skrižmo
toe stand	[təʊ stænd]	výpon
trunk-bending forwards	[trʌŋk'bendɪŋ 'fɔ:wədʒ]	vodorovný predklon
undergrasp on the horizontal bar	['ʌndəgrɑ:sp ɒn ðə ,hɒrɪ'zɒntl bɑ:]	podhmat na vysutej hrazde
upright kneeling position	['ʌpraɪt 'ni:ln pə'zɪʃn]	kl'ak
V-support	[vi: sə'pɔ:t]	vznos

## Key

### Exercise 1

- 1.-a
- 2.-b
- 3.-c

### Exercise 2

Column I	Column II
frostbite	damage to skin and body tissues by exposure to cold
hypothermia	condition caused by exposure to cold, characterized by low body temperature
hyperventilation	breathe too quickly
overuse injury	occurs when you do more exercise than your body can handle
micro trauma	injury that does not immediately cause pain or soreness

### Exercise 3

- 1.-c
- 2.-d
- 3.-d

### Exercise 4

Column I	Column II
Cool down	includes both a heart cool-down and muscle cool-down and stretch
Heart warm-up	consists of several minutes of walking, slow jogging, or similar activity
Heart cool-down and stretch	prevents dizziness after vigorous exercise
Muscle spasms	cramps that might occur after strenuous exercise
Warm-up	includes both a muscle warm-up and stretch and heart a heart warm-up

## Unit 5: First Aid

(Mgr. Helena Rychtáriková, doc. PaedDr. Peter Mačura, PhD.)

### To begin with...

Why is it important to know how to help an injured person?

What is the value of the first aid training?

What are the general directions for the first aid?

### First aid

The first aid is the collection of skills that show many ways how to help an injured person until professional help arrives.

If you manage to do these tasks quickly and carefully you offer a good chance of saving someone from a life-threatening injury.

#### The most valuable and basic skills are as follows:

1. First check for danger to you, if you go to help the casualty.

Do not put yourself at risk.

Shout or phone for help.

Clear the area around the casualty if necessary.

2. If he is safe where he is, try to keep him still.

When you move an injured person, you risk making the injury worse. It's especially dangerous with back and neck injuries. But sometimes there is greater risk if you don't move him, so in that case move him but cautiously. The rule is to avoid as much twisting and bending as possible. For example, if you find the victim lying with legs crossed, and move him with legs crossed. Broken bones have sharp edges that can cause internal damage if they move around. Do what you can to support broken bones.

3. Shake the victim gently by the shoulders and shout "Can you hear me? Are you O.K?"

If someone is **conscious**, find out if he or she is in pain. If a person's mouth is injured, his own blood can choke him.

4. If someone is **unconscious**,

- you can drag him to safety by shoulders or by the ankles (second best) never sideways.

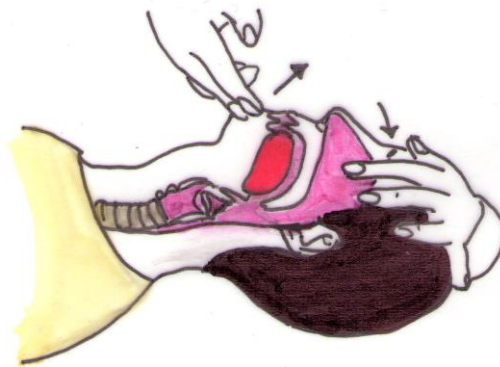


The recovery position

### The recovery position

- this is the safest position for an unconscious person
- get the tongue out of the way by tilting the head back and placing the other hand beneath the victim's neck and gently lift (the tongue can fall back and block the airway)
- loosen any tight clothing
- remove obvious obstructions such as a gum shield or vomit (scrape vomit with a tissue)

5. The instructions for **moth-to mouth ventilation** or the kiss of life (How to give artificial respiration)



Raise chin and tilt head to unblock the airway

## Exercise 1

Write the letters A-F in the correct order:

- Seal your lips around the casualty's open mouth.
- Repeat with 2 breaths and 30 compressions.
- Pinch the casualty's nostrils closed.
- Take your mouth away and breathe in.
- Tilt the casualty's chin up, and the head back.
- Breathe out smoothly and firmly into the casualty's mouth.

## 6. Cardiac massage



Cardiac massage

**Cardiac massage or external chest compression** is a way of forcing a stopped heart to beat.

It must be combined with mouth-to-mouth ventilation so that the blood gets oxygen too.

1. Make sure the casualty's airway is open. Do 2 breaths of mouth-to-mouth ventilation.
2. Now compress the chest 30 times. Work smoothly and quickly, a bit faster than one compression per second.
3. Repeat this pattern of 2 ventilations and 30 compressions until help arrives or the casualty's condition improves.

## 7. Check for bleeding

### How to stop bleeding

**Direct pressure:** Severe bleeding of an open wound can usually be controlled by pressing with the palm of one hand on a compress of cloth over the entire area of the wound. A thick pad of sterile gauze is preferable, but any soft, clean cloth can be used in an emergency. The cloth between the hand and the wound will help control the bleeding by absorbing blood. Don't remove the cloth, instead add more thick layers of cloth and continue the direct hand pressure even more firmly.

If there is not evidence of a fracture, a severely bleeding open wound of the head, neck, arm or leg should be elevated – that is, raise it above the level of the victim's heart. If direct pressure and elevation will not stop severe bleeding of an arm or leg wound, try **the pressure point technique**.

Don't use a **tourniquet** (is squeezing the artery against the bone) unless the bleeding cannot be controlled by any other means.

## 8. Shock

Any serious injury can throw somebody into shock. Shock can kill even when the injury itself isn't so serious. Critical body functions including blood circulation slow down.

### Signs

Skin may be pale, bluish and clammy, pulse is rapid but weak, breathing is rapid and shallow, feeling of severe thirst or nausea, maybe vacant expression, and eyes open wide. When you see some of these signs, take steps to improve blood circulation and

oxygen supply. Wrap up the victim to conserve body heat. Take extreme care to keep the airway open. Don't give fluids.

## New words and expressions

English	Pronunciation	Slovak
breath	[breθ]	dych, dýchanie
breathe out	[tə bri:ð aut]	vydýchnuť
cardiac massage	['kɑ:diæk 'mæsɑ:ʒ]	masáž srdca
casualty	[kæʒʊəlti]	zranený človek
cautiously	['kɔ:ʃəsli]	opatrne
clammy skin	['klæmi skɪn]	lepkavá koža
compression	[kəm'preʃn]	stláčanie
condition	[kən'dɪʃn]	stav
conscious	['kɒnʃəs]	pri vedomí
conserve body heat	[tə kən'sɜ:v 'bɒdi hi:t]	udržať telesnú teplotu
drag	[tə dræg]	táhať
edges	['edʒɪz]	hrany
elevation	[,elɪ'veɪʃn]	zdvihnúť, zvýšiť
elevation	[,elɪ'veɪʃn]	zdvíhanie
emergency	[ɪ'mɜ:dʒənsi]	stav núdze
evidence	['eɪdəns]	fakt,
firmly	['fɜ:mli]	pevne
force	[tə fɔ:s]	donútiť
gum shield	[gʌm ʃi:ld]	chránič úst, d'asien
internal damage	[ɪn'tɜ:nəl 'dæmɪdʒ]	vnútorné poškodenie
layers	[leɪəz]	vrstvy
life-threatening injury	[laɪf 'θretənɪŋ 'ɪndʒəri]	život ohrozujúce zranenie
loosen any tight clothing	[tə 'lu:sən 'eni taɪt 'kləʊðɪŋ]	uvoľniť tesné oblečenie
nausea	['nɔ:siə]	nevoľnosť
obvious obstructions	['ɒbvɪəs əb'strʌkʃnz]	jasné prekážky
raise	[tə reɪz]	zdvihnúť
recovery position	[ðə rɪ'kʌvəri pə'zɪʃn]	stabilizačná poloha
scrape	[tə skreɪp]	vyškrabať
seal	[tə si:l]	pevne zatvoriť
severe bleeding	[sɪ'viə 'bli:dɪŋ]	silné krvácanie
shallow breathing	['ʃæləʊ 'bri:ðɪŋ]	plytké dýchanie
squeeze	[tə skwi:z]	stlačiť
thick pad of sterile gauze	[θɪk pæd əv 'sterail ɡəʊz]	hrubý vankúšik sterilnej gázy
tilting the head back	['tɪltɪŋ ðə hed 'bæk]	zakloniť hlavu
tissue	['tɪʃu:]	vreckovka
vacant expression	['veɪkənt ɪk'spreʃn]	neprítomný výraz tváre
wound	[wu:nd]	rana
wrap up	[tə ræp ʌp]	zabaliť

### Discussion:

1. How can you tell that a person is unconscious?
2. Why is it important to clear the airway, in an unconscious person?
3. When someone collapses, you should rush immediately to help them. Do you agree?

## Some useful words and phrases at the doctor's

English	Pronunciation	Slovak
adhesive tape	[əd'hi:si:v teɪp]	lepiaca páska
apply an ointment	[ə'plai ən 'ɔɪntmənt]	použiť masť
apply/put a plaster	[ə'plai /'pʊt ə 'plɑ:stə]	použiť náplast'
bandage	['bændɪdʒ]	obväz
be in a plaster	[bi ɪn ə 'plɑ:stə]	byť v sadre
capsule	['kæpsju:l]	kapsula
check	[tʃek]	kontrola
cotton wool	['kɒtŋ wʊl]	vata
crutch	[krʌtʃ]	barla
dropper	['drɒpə]	kvapkadlo
first aid kit	[fɜ:z eɪd kɪt]	lekárnička
graze on a knee	[geɪz ɒn ə ni:]	odrenina, škrabnutie na kolene
have/take an X ray	[hæv/teɪk ən eks reɪ]	röntgenovať
injection	[ɪn'dʒekʃn]	injekcia
insect bite	['ɪnsekt baɪt]	pohryznutie hmyzom
medical examination	['medɪkl ɪg,zæmɪ'neɪʃn]	lekárske vyšetrenie
ointment	['ɔɪntmənt]	masť, krém
pills	[pɪlz]	tabletky
plaster	['plɑ:stə]	náplast'
prescription	[prɪ'skrɪpʃn]	predpis
put a bandage on bruise	['pʊt ə 'bændɪdʒ ɒn bru:z]	dať obväz na modrinu
put/have a plaster cast	[pʊt/hæv ə 'plɑ:stə kɑ:st]	použiť sadrový odliatok
scissors	['sɪzəz]	nožnice
sling	[slɪŋ]	trojrohová šatka
sterile gauze	['sterɪl ɡəʊz]	sterilná gáza
stethoscope	['steθəskəʊp]	fonendoskop
thermometer	[θə'mɒmɪtə]	teplomer
tweezers	['twi:zəz]	pinzeta

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## Key

### Exercise 1

1. E
2. C
3. A
4. F
5. D
6. B

## Unit 6: The Human Body

(Mgr. Helena Rychtáriková, doc. PaedDr. Peter Mačura, PhD.)

### To begin with...

If you could peek inside your own body, what would you see?

Are you aware of the activities which your body produces?

### Human body

The basic parts of the body are the **head**, the **trunk** and the **limbs** (upper and lower extremities). The head, which is partly covered with hair, contains the brain, the centre of the nervous system. The head is divided into skull and face. The front part of the head is called the face. The parts of the face are: the forehead, the temples, the eyebrows, the eyes, the nose, the mouth, the cheeks, the jaw, and the ears.

We have five senses: **hearing, smell, taste, sight and touch**.

The eyes are the organs of **sight**. They are protected by eyelids and eyebrows. People who cannot see are blind. The nose is the organ of **smell**. The ears are the organs of **hearing**. People who cannot hear are **deaf** and those who cannot speak are **dumb**. The nerves of the skin are the organs of **touch**. The tongue is the organ of **taste**.

The main parts of the **mouth** are: the lips, the tongue, the teeth, the palate and the gums. The head is attached to **the trunk** by the neck. The trunk consists of the chest (thorax), the back (posterior part), the shoulders, the abdomen and the pelvis.

**The internal organs (viscera)** are: the lungs, the stomach, the liver with the gall-bladder, the spleen, the kidneys, the bowels and the heart. We breathe with our lungs. The heart pumps the blood through our body. The bowels consist of the duodenum, the small intestine and the large intestine. Through the rectum the rest food passes out of the body. This process is called digestion.

The **arms** and **legs** are called extremities. The upper extremities consist of the armpit (axilla) and shoulders, the upper arm, the forearm and the hand. The elbow connects the upper arm and the forearm; the wrist connects the forearm and the hand. On the hand there is the thumb, the index finger, the middle finger the ring finger and the little finger. The leg consists of the hip, the thigh (upper leg), the knee, the calf, the shin, and the foot with five toes. Toes are protected by nails.

The movement of the body is produced by the expansion and contraction of the muscles. **The muscles** are connected with the bones by sinews (tendons); the bones are bound together by ligaments. There is a big tendon at the back of your heel. It is called Achilles tendon. You have about 650 muscles in your body. The biggest are in your bottom and the smallest are in your ear. You use amazingly 200 muscles when you walk.

**Skin:** protects our internal organs from drying up and prevents harmful bacteria from getting inside our body.

**Bones:** they give shape and support to our body.

**Joints:** they allow bones to move in different directions.

**Tendons:** they hold our muscles to our bones.

**Ligaments:** they hold joints together; they are strong and flexible.

## New words and expressions

English	Pronunciation	Slovak
Achilles tendon	[ə'kɪlɪz 'tendən]	Achillova päta
armpit	['ɑ:mpɪt]	podpažie
bowels	['bauəlz]	črevá
deaf	[def]	hluchý
digestion	[dɪ'dʒestʃən]	trávenie
dumb	[dʌm]	nemý
duodenum	[,dju:ə'di:nəm]	dvanástnik
extremities	[ɪk'stremɪtɪz]	končatina
gall-bladder	['gɔ:l,blædə]	žlčník
gums	[gʌmz]	d'asná
intestine	[ɪn'testɪn]	črevo
kidneys	['kɪdnɪz]	obličky
ligament	['lɪgəmənt]	väzivo
palate	['pælət]	podnebie
posterior part	[pɒ'stɪərɪə pɑ:t]	zadná časť
sinew	['sɪnju:]	šľacha
skull	[skʌl]	lebka
spleen	[spli:n]	slezina
thorax	['θɔ:ræks]	hrudník
viscera	['vɪsərə]	vnútornosti

## Exercise 1

Decide whether the words below are bones or organs.

- |          |            |
|----------|------------|
| 1. spine | 5. liver   |
| 2. heart | 6. kidneys |
| 3. skull | 7. lungs   |
| 4. ribs  | 8. pelvis  |

## Exercise 2

Use these synonyms in sentences.

IDIOMS	MEANING	SENTENCE
<b>Head</b>		
Lose your head	behave wildly and senselessly	Never lose your head

Turn your head	you have too high opinion of yourself	I am afraid success may turn your head
Take it into his head	to try	You can do your work, when you take it into your heart

### Neck

Neck and neck	side by side	I think we are running neck and neck
Neck or nothing		

### Eye

With half an eye	very easily- prižmúrit' oči
To see eye to eye	to be in agreement- padnúť si do oka
To make you open your eyes	surprise you
To keep an eye on	- to watch

### Nose

Poke your nose	- interfere
To turn your nose up	look down on
To keep your nose to the grindstone	work hard

### Heart

Take to heart	feel too strongly about
Heart to heart talk	plain speaking

### Shoulder

Put your shoulder to the wheel	we will get over the difficulty
--------------------------------	---------------------------------

### Tongue

To hold one's tongue	be silent
Sharp-tongued	jazyk ako britva
On the tip of my tongue	on the point of being said

### Tooth

Work tooth and nail	zubami nechtami
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### Ears

With all my ears	som samé ucho
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### Hair

Keep your hair on	don't lose your temper
He doesn't turn a hair	he is not worried

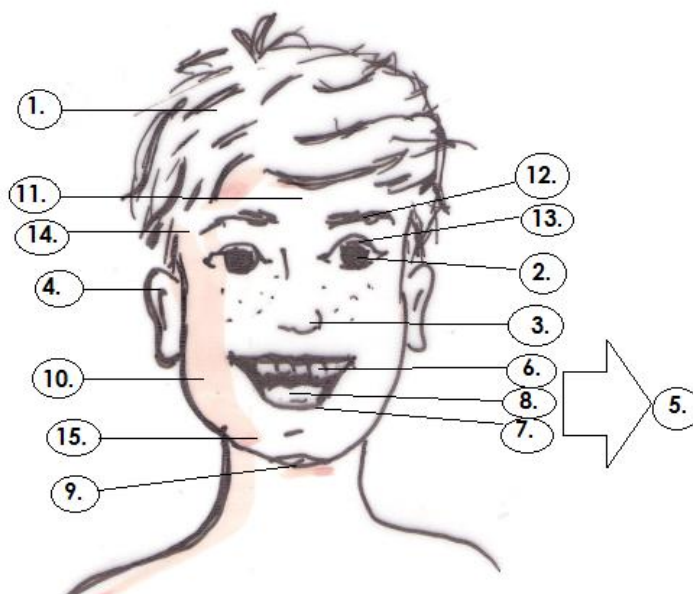
## Foot

Put foot in it	foolish mistake	I really put my foot in it with Ella—I didn't know she'd split up with Tom.
Stand on my own feet	be independent	When his parents died he had to learn to stand on his own two feet.

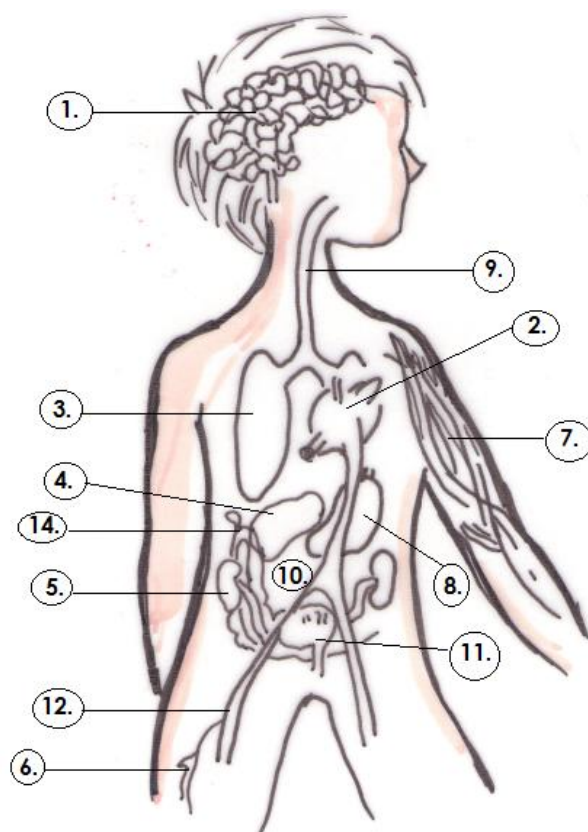
## Exercise 3

Match the words and pictures.

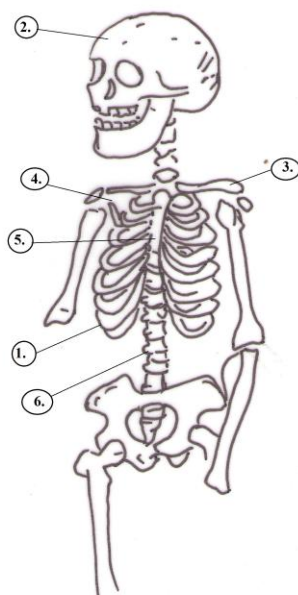
Head	Insides	Skeleton
cheek	appendix	breastbone
chin	artery	collarbone
ear	bladder	rib
eye	brain	shoulder blade
eyebrow	heart	skull
eyelashes	intestines	spine
forehead	kidney	
hair	liver	
jaw	lung	
lip	muscle	
mouth	stomach	
nose	vein	
temple	windpipe	
tongue		
tooth, teeth		



Head



Insides



Skeleton

## Exercise 4

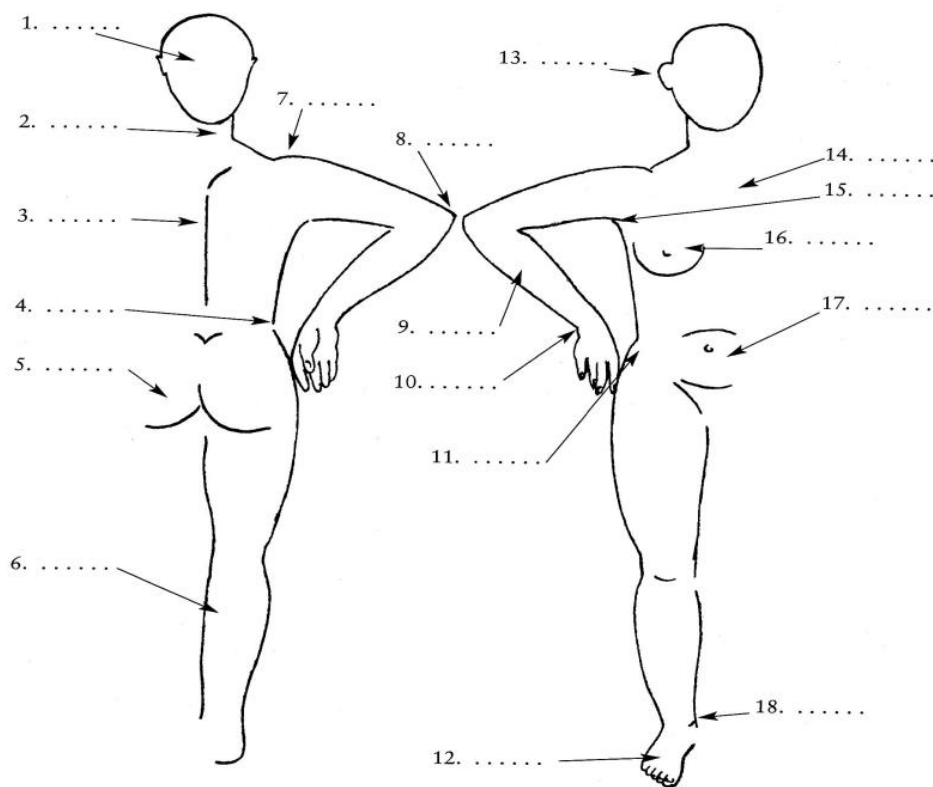
Match the beginning of the sentence on the left with the endings on the right

- |              |   |
|--------------|---|
| 1. The spine | a. supports the back and protects the spinal cord.                    |
| 2. Veins     | b. is a bag which collects urine before it is passed out of the body. |
| 3. Arteries  | c. carry blood from the heart to all parts of the body.               |
| 4. Joints    | d. carry blood from all parts of the body to the heart.               |
| 5. Liver     | e. are where two bones are connected together by ligaments.           |
| 6. Bladder   | f. helps to clean the blood and produces bile.                        |

## Exercise 5

Match the words and pictures

waist	back	elbow	wrist	shoulder	neck
bottom	leg	breast	ear	chest	arm
armpit	stomach	foot	ankle	hip	head



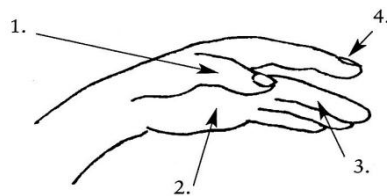
## Exercise 6

Match the words and pictures

**a**

**a**

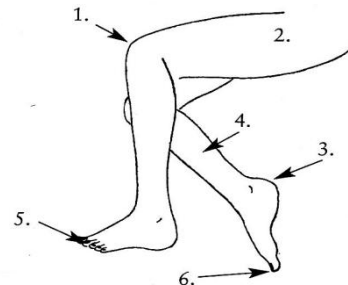
finger  
nail  
palm  
thumb



a

**b**

thigh  
calf  
big toe  
knee  
heel  
toes



b

## Body's systems

**Circulatory system** transports blood through the body. The heart pumps the blood and the **arteries** and **veins** transport it. The biggest artery is called **aorta**.

**Digestive system** breaks down food into protein, vitamins, minerals, carbohydrates and fats which the body needs for energy, growth and repair.

**Endocrine system** is made up of glands that produce hormones, the body's long-distance messengers. Hormones are chemicals that control body functions, such as metabolism and growth.

**Immune system** is our body's defense system against infections and diseases.

**Muscular system** is made up of tissues that work with the skeletal system to control movement of the body.

**Nervous system** is made up of the brain, the spinal cord and nerves. The nervous system sends and receives nerve impulses that tell your muscles and organs what to do.

**Respiratory system:** the nose, lungs and breathing tubes. Its job is to take in oxygen for the body cells, and get rid of carbon dioxide.

**Skeletal system** is made up of bones, ligaments and tendons. It shapes the body and protects organs.



## New words and expressions

English	Pronunciation	Slovak
arteries and veins	['ɑ:təriz ənd veɪnz]	artérie a žily
break down	[breɪk daʊn]	rozkladať
breathing tubes	['bri:ðɪŋ tju:bz]	dýchacia trubica, vzdušnica
carbon dioxide	['kɑ:bən daɪ'ɒksaɪd]	kysličník uhličitý
cells	[selz]	bunky
circulatory system	[,sɜ:kjə'leɪtəri 'sɪstəm]	obehový systém
digestive system	[dɪ'dʒestɪv 'sɪstəm]	tráviaci, zažívací systém, sústava
endocrine system	['endəʊkrɪn 'sɪstəm]	endokrinný systém
get rid of	['get rɪd ɒv]	zbaviť sa
growth and repair	[grəʊθ ənd rɪ'peə]	rast a obnova
immune system	[ɪ'mju:n 'sɪstəm]	imunitný systém
ligaments	['lɪgəmənts]	väzy
made up	['meɪd ʌp]	skladajúci s
muscular system	['mʌskjʊlə 'sɪstəm]	svalový systém
nervous system	['nɜ:vəs 'sɪstəm]	nervový systém
respiratory system	[rɪ'spɪrətɔri 'sɪstəm]	dýchací systém
skeletal system	['skelətɪ 'sɪstəm]	kostrový systém
spinal cord	['spaɪn] kɔ:d]	miecha
tendons	['tendənz]	šľachy
tissues	['tɪʃu:z]	tkanivá

### Discussion:

Why are you so tired at the end of the day?

What machine works night and day without stopping? Your body! Even when you are sleeping, your body is busily working. All of the different systems of your body are in a constant state of activity 24 hours a day.

Most of this activity is internal, and you are hardly aware of it. For example your heart pumps about 3,000 gallons of blood each day. It beats about 100,000 times each day. You breathe about 23,000 times a day, putting your lungs to work with every breath you take. Your stomach is busy turning solid food into liquid. Your kidneys are busy cleaning and filtering over 170 quarts of different fluids that run through your body.

All through the day, your body is destroying and replacing cell in the blood. On average day, the body destroys 250million red blood cells. That seems like a lot, but you really don't have to worry: you have more than 20 trillion of them in your body.

Your brain is the busiest of them all. No other part of the body functioning without first sending a message to the brain. On an average day the brain receives and acts on more than a million messages from different parts of the body.

Outside of the body, things are happening, too. You are constantly blinking your eyes to keep them clean. Your hair is growing – about two hundredths of an inch every day.

Finally your skin is changing. It peels off very slowly, but by the end of about three weeks, a whole layer of skin is gone. A new layer replaces it. All of this goes on very slowly and quietly. You seldom notice these changes.

## New words and expressions

English	Pronunciation	Slovak
achieve	[ə'tʃi:v]	dosiahnuť
amount	[ə'maʊnt]	množstvo
avoid	[ə'vɔɪd]	vyhnúť sa
considerable	[kən'sɪdərəbəl]	značný
develop	[dɪ'veləp]	rozvíjať
efficiency	[ɪ'fɪʃnsi]	výkonnosť
endurance	[ɪn'dʒʊərəns]	vytrvalosť
entire body	[ɪn'taɪə 'bɒdi]	celé telo
improvement	[ɪm'pru:vmənt]	zlepšenie
include - contain	[ɪn'klu:d - kən'teɪn]	zahŕňať - obsahovať
maintain	[meɪn'teɪn]	udržiavať
perform	[pə'fɔ:m]	predviesť, vykonať
posture	['pɒstʃə]	držanie tela, postoj, poloha
require	[rɪ'kwaɪə]	vyžadovať
resist	[rɪ'zɪst]	odolať

## Exercise 7

Can you count?

2, 2 gallons = 10 liters

3 000 gallons = .....? liters

1 quart = 1.136 liters

170 quarts = ....? liters

### Revision

- According to this article, people breathe about 23,000 times per day.  
Approximately how many times per hour does a person take a breath? a/ 12,000;  
b/ 2,000; c/ 24
- What is the main idea of this story?  
The brain is the busiest part of the human body  
The body destroys millions of red blood cells every day  
The systems in your body are constantly at work, when you are awake and when  
you are asleep  
To stay healthy, always get a good night's sleep
- About how many times does your heart beat each day?  
About how many red blood cells does the average person have?  
About how many messages does the brain receive each day?  
About how much does the average person's hair grow each day?

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## Key

### Exercise 1

	Bone? Organ?
1.	bone
2.	organ
3.	bone
4.	bone
5.	organ
6.	organ
7.	organ
8.	bone

### Exercise 3

	Head		Insides		Skeleton
1	hair	1	brain	1	rib
2	eye	2	heart	2	skull
3	nose	3	lung	3	collarbone
4	ear	4	liver	4	shoulder blade
5	mouth	5	kidney	5	breastbone
6	tooth, teeth	6	vein	6	spine
7	lip	7	muscle		
8	tongue	8	stomach		
9	chin	9	windpipe		
10	cheek	10	intestines		
11	forehead	11	bladder		
12	eyebrow	12	artery		
13	eyelashes	13	appendix		
14	temple				
15	jaw				

### Exercise 4

- |    |           |    |  |
|----|-----------|----|--|
| 1. | The spine | a. | supports the back and protects the spinal cord.                    |
| 2. | Veins     | b. | carry blood from the heart to all parts of the body                |
| 3. | Arteries  | c. | carry blood from all parts of the body to the heart.               |
| 4. | Joints    | d. | are where two bones are connected together by ligaments.           |
| 5. | Liver     | e. | helps to clean the blood and produces bile                         |
| 6. | Bladder   | f. | is a bag which collects urine before it is passed out of the body. |

### Exercise 5

1	head	hlava
2	neck	krk
3	back	chrbát
4	waist	pás
5	bottom	zadok
6	leg	noha
7	shoulder	plece
8	elbow	laket'
9	arm	rameno/ruka
10	wrist	zápästie
11	hip	bok
12	foot	chodidlo/noha
13	ear	ucho
14	chest	hrud'
15	armpit	podpazušie
16	breast	hrudník/prsia
17	stomach	žalúdok/brucho
18	ankle	členok

### Exercise 6

<b>a</b>		
1	thumb	palec (na ruke)
2	palm	dlaň
3	finger	prst
4	nail	necht

<b>b</b>		
1	knee	koleno
2	thigh	stehno
3	heel	päta
4	calf	lýtko
5	heel	päta
6	toes	prsty na nohe

### Exercise 7

2, 2 gallons = 10 liters  
 3 000gallons = 13 630 liters  
 1 quart = 1.136 liters  
 170 quarts = 193.12 liters

## Unit 7: Keeping Fit

(Mgr. Helena Rychtáriková, doc. PaedDr. Peter Mačura, PhD.)

### To begin with...

Why the people exercise regularly?

Do you know benefits of regular exercising?

### What is fitness?

#### Total fitness

Everybody should try to achieve total fitness, in other words fitness of the whole person including physical, mental, social and emotional fitness. Good nutrition, good mental health, relaxation and sleep are important to total fitness.

#### Physical fitness

Physical fitness is the ability of your body system including muscles, skeleton and heart to work together efficiently. Being fit and active makes both body and recreation more enjoyable (participation in school and recreational activities). Developing and maintaining physical fitness requires considerable effort, but the results are worth it.

**Physical fitness** covers a great part of the improvement of our total fitness. Physical fitness is divided into two categories:

1. Health-related fitness
2. Skill-related fitness

#### Health-related fitness

**Cardiovascular fitness** is the ability to exercise your entire body for a long period of time. It means a strong heart, healthy lungs, and clear blood vessels to supply body with oxygen (it is also called aerobic fitness).

**Strength** is the amount of force your muscles can produce. People with good strength can perform daily tasks with the least amount of effort.

**Muscular endurance** is the ability to use muscles for a long time without tiring. People with good muscular endurance have better posture and fewer back problems. They are also better able to resist fatigue (or **stamina**- it is combination of cardiovascular and muscular endurance).

**Flexibility or suppleness** is the ability to use your joints fully through a wide range of motion. People with good flexibility have fewer pains and injured muscles.

**Body fatness or body composition** is the percentage of body weight that is fat and lean tissues in your body. If you have too much fat or too little, you are unfit. People with optimal body fatness are more likely to avoid illness.

### **Skill-related fitness**

**Agility** is the ability to change the body's position and direction fast; it means to hold a position without wobbling or falling over.

**Balance** is the ability to keep an upright posture while standing still or moving.

**Co-ordination** is the ability to use your senses together with body parts or to use two or more body parts together.

**Power** or **explosive strength** is the ability to use strength quickly. It involves both strength and speed.

**Reaction** time is the amount of time it takes you to respond to a stimulus.

**Speed** is the ability to perform a movement or cover a distance in a short period of time.

### **Benefits of regular exercise**

1. be healthy - you are less likely to suffer from heart diseases, backache, obesity, it lowers the risk of high blood pressure, ulcers, and some forms of cancer)
2. feel good: exercise helps you to work better, to resist fatigue, illness, and injuries
3. look good: to change some part of their personal appearance if they could, weighting too much or too little, the size of their waists and thighs, muscles (regular exercise can help you build muscles, control body weight, improve posture regardless heredity)
4. enjoy life: if you are physically fit – you will find that activity is a great way to spend free time (indoor sports, non-competitive activities...)

### **Factors affecting fitness**

**age** – muscles get weaker, bones lighter, heart rate decreases, joint get stiffer, movements get slower, body fat increases

**gender** – strength -males grow taller and stronger due to testosterone

#### **cardio-vascular system**

– males are better at transporting oxygen

– males have larger hearts and lungs and more blood and more haemoglobin per red blood cell

#### **bones**

– males are usually larger and heavier than females

– males have narrower pelvis so easier to transfer power from legs to trunk

**speed** – due to longer bones, bigger muscles, males move faster and generate more power

**flexibility** – females of ages tend to be more flexible

**build** – your somatotype makes you fitter for some activities)

**body composition** – females usually have more body fat than males

**diet** – you need healthy balanced diet

**exercise** – no matter how unfit you are regular exercise will make you fitter

**physical disability** – a disability means part of your body doesn't function properly (it may make you unfit for some activities)

**illness and fatigue** - when you are tired or ill you are less fit for any activity

**drug-taking**, (alcohol, cigarettes and many other substances dramatically lower your fitness

#### **stress**

– exams, quarrels, overwork, money problems lead to stress

- stress causes high blood pressure and heart diseases
- makes muscle tense: you lose concentration and then you make mistakes
- exercise will reduce stress level

**the environment** – pollution damages your lungs, thin air at high altitudes can make you breathless.

**hot humid days** – you can overheat

## New words and expressions

English	Pronunciation	Slovak
balanced diet	[ˌbælənst ˈdaɪət]	vyvážená strava
blood pressure	[blʌd ˈpreʃə]	krvný tlak
cancer	[ˈkænsə]	rakovina
diseases	[dɪˈziːzɪz]	ochorenie
fatigue	[fəˈtiːg]	únava
function properly	[ˈfʌŋkʃn ˈprɒpəli]	riadne funguje
heredity	[hɪˈredɪti]	dedičnosť
muscle tense	[ˈmʌsəl ˈtens]	svalové napätie
personal appearance	[ˈpɜːsənl əˈpiərəns]	osobný vzhľad
regardless	[rɪˈgɑːdləs]	bez ohľadu na
thigh	[θaɪ]	stehno
trunk	[trʌŋk]	trup
ulcer	[ˈʌlsə]	vred
waist	[weɪst]	driek

## Exercise 1

Define total fitness

1. Name and discuss the five parts of health-related fitness
2. Name and discuss the six parts of skill related fitness
3. Discuss reasons why people do or do not exercise regularly
4. Attitudes towards fitness and exercise: positive and negative

## Exercise 2

Find the synonyms

English	Slovak	English
keep	udržať	argue
related	súvisiaci	associated, connected
achieve	dosiahnuť	contain
include	zahrnúť	demand
require	požadovať, vyžadovať	enhance
total	celkový	lower, minimize
improve	zlepšiť	maintain

endurance	vytrvalosť	moist
posture	postoj(držanie tela)	number
amount	množstvo	overall
benefit	úžitok, prospech	position, stance
free time	voľný čas	profit
reduce	zredukovať	reach
quarrel	hádať sa	spare time
humid	vlhký	stamina
wet	mokrý	warm and damp

## Exercise 3

Match the definition in Column I with the word it defines in Column II

Column I	Column II
the state of being physically healthy and strong	active
always busy doing things, specially physical activity	skill
the fact that somebody is able to do something	overwork
the ability to do something well-especially when standing or sitting	posture
to make somebody/yourself work hard	fitness
	ability

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## Key

### Exercise 2

English	Slovak	English
keep	udržať	maintain
related	súvisiaci	associated, connected
achieve	dosiahnuť	reach
include	zahnúť	contain
require	požadovať, vyžadovať	demand
total	celkový	overall
improve	zlepšiť	enhance
endurance	vytrvalosť	stamina
posture	postoj(držanie tela)	position, stance
amount	množstvo	number
benefit	úžitok, prospech	profit
free time	voľný čas	spare time
reduce	zredukovať	lower, minimize



quarrel	hádat' sa	argue
humid	vlhký	warm and damp
wet	mokrý	moist

### Exercise 3

Column I	Column II
the state of being physically healthy and strong	fitness
always busy doing things, specially physical activity	active
the fact that somebody is able to do something	skill
the ability to do something well-especially when standing or sitting	posture
to make somebody/yourself work hard	overwork

## Unit 8: The Role of the Coach

(doc. PaedDr. Janka Peráčková, PhD., doc. PaedDr. Pavol Peráček, PhD.)

### To begin with...

Which country has won the most World Cups?

Brazil has won the most World Cups, with five victories.

Who is the best soccer player of our time?

Lionel Andrés Messi – in abbreviation "Leo".

### Who is a coach?

What exactly is the coach's role: recruiter, expert teacher, trainer, strategist, personnel manager, administrator, promoter, communications expert, diplomat, spokesperson, psychologist, impartial judge, disciplinarian, caring friend, counsellor, parent substitute? A coach assumes all of these diverse roles. For the coach, the greatest reward should not be the outcome of winning, but rather the process of training and competition that positively affects the personal development of young athletes. Great coaches use sport as a vehicle to enrich the lives and futures of their athletes.

### It matters whether you win or lose

While society often perceives winning as the most prized outcome of sport, a single focus on winning by the coach can subordinate every other worthy outcome of an athlete's participation in sports. There is nothing wrong with wanting to win, and given the choice, coaches would be nearly unanimous in choosing winning over the alternative. But there is a difference between being focused and being obsessed. Winning is just not the only important outcome of sport.

### Building success

Unlike winning, success can be experienced by every athlete every day. It doesn't come easily or immediately, however. Success requires athletes be coached to develop some specific, personal attitudes. Six such attitudes have been identified by Robert Goodwin, Soccer Coach at St. Lawrence University:

1. The desire to strive for excellence.
2. The realization that nothing of value can be achieved without hard work and dedication.
3. The desire to display self-confidence.
4. The desire to show one's ability in competition.
5. The desire to cooperate as part of a team.
6. The desire to have fun.

### The desire to have fun

The desire to have fun deserves special attention. Sports should be fun for both athletes and coaches. The opportunity to have fun is consistently identified by students as the number one incentive to participate in high school sports.

It is the pride, satisfaction and fulfilment a youngster experiences from improving his or her strength, speed and skill after hours of training and practice. It is the thrill and exhilaration of setting a new personal best in competition. This is the fun that all athletes and coaches seek. It is the fun of feeling good about oneself.

When athletes experience this kind of fun, they become consumed with the desire to feel more – preferably as soon as possible. Developing this desire to have fun may be the most important attitude coaches can teach.

When athletes are filled with the desire to have fun, they are likely to:

- Strive with all their heart for excellence.
- Dedicate them to consistent hard training.
- Show the self-confidence to make the tough decisions and sacrifices it takes to train and compete at their best.
- Be anxious to show their ability in competition, free of fear or self-doubt.
- Gain personal strength from respecting, helping and caring about their teammates.

### **Advice to help you survive and prosper in coaching**

- Put your family first. Coaching is so time-intensive that the only way you can be assured of having time with your family is to make time for them before you make time for anyone else.
- Expect success. Visualize what you want to accomplish. Winners know what will happen... Losers fear what might happen...
- Take the lead. Give Soccer a chance to be a spectator sport.
- Project yourself. Put your "stamp" on each of your athletes, assistant coaches and on every phase of your program.
- Surround yourself with good people. You cannot coach a large group of athletes by yourself. To succeed in Soccer, you must recruit and train assistant coaches who will adopt your philosophy, share your commitment and join your quest for success. An assistant coach with a bad attitude can sabotage an entire program.
- Know who your friends are. Anyone in a leadership role is subject to the positive or negative influence of others. Identify those who can positively influence your coaching career and make them your friends.
- Be true to your values. It can be easy to compromise yourself in the quest to win. Say what you believe. Do what you say. Nothing is harder to earn and easier to lose than a good reputation.

Adapted from Dr. Rick McQuire's contribution to the LA84 Foundation Track & Field Coaching Manual.

### **Helping athletes reach for their best**

The ability to teach, communicate and motivate athletes is the art of coaching. Teach your athletes to focus on things they can control: their own performance and readiness to compete. When athletes worry about their opponents instead of focusing on things they can control, they limit their ability to compete well. Athletes who tend to worry about performance must be taught to focus on what they want to do (skill or strategy execution), instead of how they are going to do. Athletes should also recognize that winning is sometimes sabotaged by external factors beyond their control, such as an oncoming cold, bad weather, or outright bad luck.

Let your athletes know it is all right to make mistakes. Many young athletes fear making mistakes because they have been ridiculed or punished for making mistakes in the past. Coaches must create a supportive atmosphere in which athletes view making and correcting mistakes as a natural part of the learning process. Some athletes become so frustrated and angry at themselves when they make a mistake during competition that they lose their composure and perform far below their abilities.

Teach your athletes that one of the things that separates champions from average athletes is the ability to let go of a mistake quickly and refocus on what needs to be done next.

As a coach, you must be credible in the eyes of your athletes in order to communicate with them. Your credibility is the perception of the trustworthiness of what you say and do.

To be credible in the eyes of an athlete, you must be knowledgeable about soccer, enthusiastic about coaching well, and consistent and positive.

Reduced and modified from LA 84 Foundation. 2008. Soccer Coaching Manual. Life Ready Through Sport. Los Angeles, California: LA84 Foundation, 2008. pp. 7, 8, 10, 11, 14, 15, 19, 20. ISBN 0-944831-32-X.

## New words and expressions

English	Pronunciation	Slovak
accomplish	[ə'kʌmplɪʃ]	splniť, dosiahnuť
anxious	['æŋkʃəs]	túžobne očakávajúci
assume	[ə'sju:m]	predpokladať
bad luck	[bæd lʌk]	smola, nešťastie
commitment	[kə'mɪtmənt]	záväzok, odhodlanie, oddanosť
compete	[kəm'pi:t]	súťažiť
composure	[kəm'pəʊzə]	vyrovnanosť, pokoj
consistent	[kən'sɪstənt]	dôsledný
counsellor	['kaʊnsələ]	poradca
credible	['kredəbl]	vierohodný, spoľahlivý
decision	[dɪ'sɪʒn]	rozhodnutie
dedication	[dedɪ'keɪʃn]	oddanosť
desire	[dɪ'zaɪə]	túžba
diverse	[daɪ'vɜ:s]	rozmanitý
enrich	[ɪn'rɪtʃ]	obohatiť
exhilaration	[ɪg,zɪlə'reɪʃn]	nadšenie
expect	[ɪk'spekt]	očakávať
frustrate	[frʌ'streɪt]	sklamať
impartial	[ɪm'pɑ:ʃl]	nestranný
judge	[dʒʌdʒ]	sudca
knowledgeable	['nɒlɪdʒəbl]	informovaný, zasvätený
lead	[li:d]	vedenie
leadership role	['li:dəʃɪp rəʊl]	vedúce postavenie
loser	['lu:zə]	porazený
mistake	[mɪ'steɪk]	chyba

oncoming	['ɒnkʌmɪŋ]	prichádzajúci
outright	['aʊtraɪt]	úplný
parent substitute	['peərənt 'sʌbstɪtju:t]	náhradný rodič
perceive	[pə'si:v]	vnímať
performance	[pə'fɔ:məns]	výkon
punish	['pʌnɪʃ]	(po)trestať
quest	[kwest]	túžba, hľadanie, pátranie
readiness	['redɪnəs]	pripravenosť
recognize	['rekəɡnaɪz]	uznať, rozoznať
recruiter	['rɪ'kru:tə]	ten, čo robí nábor
reputation	[.repjʊ'teɪʃn]	dobrá povest'
ridicule	['rɪdɪkjʊ:l]	zosmiešniť
sabotage	['sæbətɑ:ʒ]	sabotovať, prekaziť
sacrifice	['sækrɪfaɪs]	obet'
self-doubt	[self-daʊt]	seba pochybovanie
spectator	[spek'tetə]	divák
stamp	[stæmp]	pečiatka
strive	[straɪv]	usilovať sa, snažiť sa
subordinate	[sə'bɔ:dɪneɪt]	podriaďiť, podriaďovať
supportive	[sə'pɔ:tɪv]	podporujúci
teammates	['ti:mmeɪts]	spoluhráč
tend	[tend]	mať tendenciu
thrill	[θrɪl]	vzrušenie
tough	[tʌf]	ťažký
trustworthiness	['trʌstwɜ:ðɪnəs]	dôveryhodnosť
unanimous	[ju:'nænɪməs]	jednomysel'ný
vehicle	['vi:ɪkl]	prostriedok, nástroj,
visualize	['vɪʒuəlaɪz]	predstavovať si
winner	[wɪnə]	vítaz
worthy	['wɜ:ði]	hodnotný

## Exercise 1

Match the words from the left column with the ones on the right

impartial  
building  
winners  
loser  
quest  
leadership  
readiness  
bad  
spectator  
parent  
positive  
tough

lose  
substitute  
influence  
judge  
sport  
decisions  
role  
success  
win  
to compete  
luck  
for success

## Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

Unlike winning, success can be experienced by every athlete ev-ry da-. It doesn't come e-sily or im-mediately, however. Success requires athletes be coached to develop some specific, per-onal at-itudes. Six such attitudes have been identified by Robert Goodwin, S-cceer Coa-h at St. Lawrence University.

1. The de-ire to st-ive for excellence.
2. The realization that no-hing of valu- can be achieved wit-out ha-d wor- and de-ication.
3. The desire to dis-lay se-f-confid-nce.
4. The desire to sho- one's abi-ity in competition.
5. The desire to co-perate as p-rt of a te-m.
6. The des-e to h-ve f-n.

## Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text. (Write the words in the blanks provided).

What \_\_\_\_\_ is the coach's role: \_\_\_\_\_, expert teacher, trainer, strategist, personnel manager, administrator, promoter, communications expert, diplomat, spokesperson, psychologist, impartial judge, disciplinarian, caring friend, \_\_\_\_\_, \_\_\_\_\_? A coach \_\_\_\_\_ all of these \_\_\_\_\_ roles. For the coach, the \_\_\_\_\_ reward should not be the outcome of winning, but rather the \_\_\_\_\_ of training and competition that \_\_\_\_\_ affects the personal \_\_\_\_\_ of young athletes. Great coaches use sport as a \_\_\_\_\_ to enrich the \_\_\_\_\_ and futures of their \_\_\_\_\_. While society often perceives \_\_\_\_\_ as the most \_\_\_\_\_ outcome of sport, a single focus on winning by the coach can subordinate every other \_\_\_\_\_ outcome of an athlete's participation in \_\_\_\_\_.

### Word bank

assumes, athletes, counsellor, development, diverse, exactly, greatest, lives, parent, substitute, positively, prized, process, recruiter, sports, vehicle, winning, worthy

## Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

Put your first family. Coaching is so intensive-time that the only way you can be assured of having time with your family is to make time for them before you time make for anyone else.

Expect success. Accomplish what you want to visualize. Winners what know will happen... Losers what fear might happen...

The lead take. Give Soccer a chance to be a sport spectator.

Project yourself. Put your "stamp" each on of your athletes, coaches assistant and on every phase of your program.

Surround with yourself good people. You cannot coach a group large of athletes by yourself. To succeed in Soccer, you must recruit and train assistant coaches who will philosophy adopt your, share your commitment join and your success for quest. An assistant coach with a attitude bad can sabotage an entire program.

Know who your friends are. Anyone in a role leadership is subject to the positive or influence negative of others. Identify those who positively can influence your coaching career and make them your friends.

## Fixed expressions on coaching

English	Pronunciation	Slovak
art of coaching	[ɑ:t əv 'kəʊtʃɪŋ]	umenie trénovať
be anxious to show their abilities in competition	[bi 'æŋkʃəs tə ʃəʊ ðeər ə'bɪlətɪz ɪn ,kɒmpə'tɪʃən]	túžiť prejavíť sa v súťaži
be punished for	[bi 'pʌnɪʃt fɔ:]	byť (po)trestaný za
be ridiculed for	[bi 'rɪdɪkjʊld fɔ:]	byť zosmiešňovaný za
beyond their control	[bi'jɒnd ðeə kən'trəʊl]	mimo ich kontrolu
consistent hard training	[kən'sɪstənt hɑ:d 'treɪnɪŋ]	dôsledný tvrdý tréning
create a supportive atmosphere	[kri:'eɪt ə sə'pɔ:tɪv 'ætmosfɪə]	vytvárať podporujúcu atmosféru (prostredie)
developing the desire to have fun	[dɪ'veləpɪŋ ðə dɪ'zaɪə tə həv fʌn]	rozvíjať túžbu baviť sa
free of fear	[fri: əv fiə]	bez strachu
give soccer a chance	[gɪv 'sɒkər ə tʃɑ:ns]	daj futbalu šancu
impartial judge	[ɪm'pɑ:ʃl dʒʌdʒ]	nestranný sudca
knowledgeable about soccer	['nɒlɪdʒəbəl ə'baut 'sɒkə]	informovaný o futbale, zasvätený futbalu, vedieť veľa o futbale
lose their composure	[lu:z ðeə kəm'pəʊzə]	strácajú svoju vyrovnanosť
most prized outcome of sport	[məʊst praɪzd 'aʊtkʌm əv spɔ:t]	najcennejší výsledok športu
natural part of the learning process	['nætʃrəl pɑ:t əv ðə 'lɜ:nɪŋ 'prəʊses]	prirodzená súčasť procesu učenia
oncoming cold	['ɒnkʌmɪŋ kəʊld]	prichádzajúca zima
outright bad luck	['aʊtraɪt bæd lʌk]	úplná smola, nešťastie
parent substitute	['peərənt 'sʌbstɪtju:t]	náhradný rodič
personal development	['pɜ:sənəl dɪ'veləpmənt]	osobný rozvoj
quest for success	[kwɛst fə sək'ses]	túžba po úspechu
readiness to compete	['redɪnəs tə kəm'pi:t]	pripravenosť súťažiť
share a commitment	[ʃeər ə kə'mɪtmənt]	zdieľať záväzok
spectator sport	[spek'teɪtə spɔ:t]	divácky šport
take the lead	[teɪk ðə li:d]	prevziať vedenie (prevezmi vedenie!)
tend to worry	[tend tə 'wʌri]	mať tendenciu obávať sa,

		robit' si starosti
the most important attitude	[ðə məʊst ɪm'pɔ:tnt	najdôležitejší postoj, akému
coaches can teach	'ætɪtju:d 'kəʊtʃɪz kən ti:tʃ]	môžu tréneri učiť
tough decisions and	[tʌf dɪ'sɪʒnz ənd	t'ážké rozhodnutia a obete
sacrifices	'sækrɪfaɪsɪz]	

## Key

### Exercise 1

impartial	judge
building	success
winners	win
loser	lose
quest	for success
leadership	role
readiness	to compete
bad	luck
spectator	sport
parent	substitute
positive	influence
tough	decisions

### Exercise 2

Unlike winning, success can be experienced by every athlete every day. It doesn't come easily or immediately, however. Success requires athletes be coached to develop some specific, personal attitudes. Six such attitudes have been identified by Robert Goodwin, Soccer Coach at St. Lawrence University:

1. The desire to strive for excellence.
2. The realization that nothing of value can be achieved without hard work and dedication.
3. The desire to display self-confidence.
4. The desire to show one's ability in competition.
5. The desire to cooperate as part of a team.
6. The desire to have fun.

### Exercise 3

What exactly is the coach's role: recruiter, expert teacher, trainer, strategist, personnel manager, administrator, promoter, communications expert, diplomat, spokesperson, psychologist, impartial judge, disciplinarian, caring friend, counsellor, parent substitute? A coach assumes all of these diverse roles. For the coach, the greatest reward should not be the outcome of winning, but rather the process of training and competition that positively affects the personal development of young athletes. Great coaches use sport as a vehicle to enrich the lives and futures of their athletes. While society often perceives



winning as the most prized outcome of sport, a single focus on winning by the coach can subordinate every other worthy outcome of an athlete's participation in sports.

#### **Exercise 4**

Put your family first. Coaching is so time-intensive that the only way you can be assured of having time with your family is to make time for them before you make time for anyone else.

Expect success. Visualize what you want to accomplish. Winners know what will happen... Losers fear what might happen...

Take the lead. Give Soccer a chance to be a spectator sport.

Project yourself. Put your "stamp" on each of your athletes, assistant coaches and on every phase of your program.

Surround yourself with good people. You cannot coach a large group of athletes by yourself. To succeed in Soccer, you must recruit and train assistant coaches who will adopt your philosophy, share your commitment and join your quest for success. An assistant coach with a bad attitude can sabotage an entire program.

Know who your friends are. Anyone in a leadership role is subject to the positive or negative influence of others. Identify those who can positively influence your coaching career and make them your friends.

## Unit 9: Sports and Law in Slovakia

(doc. JUDr. Zuzana Sakáčová, PhD.)

### To begin with...

Why did Bosman succeed in his process?

For the first time in the history, the court of law reverted the decision of a sports association. This supports the assumption that the resolutions passed by the sports associations and bodies must be in harmony with the civil law and/or generally binding regulations.

### Sports and law

Sport is not mentioned in the Slovak Constitution. In 1997, the new National Council Law on Physical Culture No. 288 was approved, which also included articles on educational and commercial activity in sport. The law on state funding of physical culture no. 264 of the National Council approved the financing of sport through lottery funds. In 1992, the National Council approved the Law on Public Sport and Tourist Events no. 315, addressing the necessary precautions to prevent violence at sporting events. In 1993 Slovakia ratified the European Convention of violence and misbehavior of spectators at sporting events especially on football grounds (no. 255/ 93). The European Sport Charter was accepted by 254/93, and the Council of Europe Anti-Doping Convention no. 256/93. In 1994, the National Council approved the use and protection of all Olympic symbols and the Slovak Olympic Committee Law No. 226. Many other legislative acts in the Slovak Republic as well as regulations and decrees by the government, Ministry of Education, and others are related to the field of sport. The central authority of state administration responsible for sport is the Directorate General for Sport of the Slovak Ministry of Education. The main responsibilities of the sports department include fostering international co-operation, issuing sports legislation, and dealing with nationwide issues on sport for all and providing grants to nongovernmental sport organizations from the state budget. An organization directly supported by the Ministry of Education is the National Sport Centre, which creates favorable conditions for the best Slovak athletes in the area of sport science and healthcare, providing coaches, referees and sport officials with all the latest up-to-date information and managing the sports information system. Other organizations for supporting the training of top-level athletes are training centers directly supported by the Ministry of Interior and the Ministry of Defense. Since 2002, competencies in accordance with the Slovak decentralization policy have consistently been transferred to regional and local self-administration in the fields of sport for all, sporting facilities, school sports, and partly in the training of talented youth. Governmental sports institutions at all levels transfer a large number of competencies to non-governmental organizations at all levels. The most important nationwide non-governmental sport organizations are national sports federations which are responsible for developing their appropriate sport and selected national teams. There is no unique umbrella organization for all national federations. Among the most important of them are the Confederation of Slovak Sports federations and the Association of Technical and Sporting Activities of the Slovak

Republic. In addition to nationwide sports federations, there are a large number of organizations which provide services to sports federations or other associations with nationwide competencies. The specific task of the Slovak Olympic Committee is to arrange the participation of the national team at the Olympics, as well as to spread the ideals of the Olympic movement. At regional and local level there are some 7,000 sport clubs which provide appropriate services for practicing organized and non - organized sports.

## New words and expressions

English	Pronunciation	Slovak
appropriate	[ə'prəʊpriət]	vhodný (príslušný)
approved	[ə'pru:vɪd]	schválený
Association of Technical and Sporting Activities of the Slovak Republic	[ə,səʊʃi'eɪʃn əv 'teknɪkəl ənd 'spɔ:tɪŋ æk'tɪvətɪz əv ðə 'sləʊvæk rɪ'pʌblɪk]	Združenie technických a športových činností regiónov Slovenskej republiky
Confederation of Slovak Sports federations	[kən,fedə'reɪʃn əv 'sləʊvæk spɔ:ts ,fedə'reɪʃnz]	Konfederácia športových zväzov Slovenskej republiky
Council of Europe Anti - Doping Convention	['kaʊnsəl əv 'juərəp 'æntɪ 'dəʊpɪŋ kən'venʃən]	Rada Európy - Medzinárodný dohovor proti dopingu v športe
dealing with	['di:lɪŋ wɪð]	zaoberať sa
Directorate General for Sport of the Slovak Ministry of Education	[dɪ'rektərət 'dʒenrəl fə spɔ:t əv ðə 'sləʊvæk 'mɪnɪstri əv ,edʒʊ'keɪʃn]	Sekcia štátnej starostlivosti o šport
European Convention of violence	[,juərə'pɪən kən'venʃən əv 'vaɪələns]	Európsky dohovor o násilí a neviazanosti divákov počas športových podujatí, a najmä na futbalových zápasoch
European Sport Charter fostering international co-operation	[ðə ,juərə'pɪən spɔ:t 'tʃɑ:tə] ['fɒstərɪŋ ,ɪntə'næʃnəl kəʊ,pə'reɪʃən]	Európska Charta športu podpora medzinárodnej spolupráce
in accordance with the Slovak decentralization policy	[ɪn ə'kɔ:dns wɪð ðə 'sləʊvæk ,di: ,sentrəlaɪ'zeɪʃn 'pɒləsi]	v súlade s politikou decentralizácie
issuing sports legislation	['ɪʃu:ɪŋ spɔ:ts ,ledʒɪs'leɪʃn]	vydáva (prijíma) športovú legislatívu
legislative acts	['ledʒɪslətɪv ækts]	zákonodarný proces
lottery funds	['lɒtəri fʌndz]	loterijné fondy
Ministry of Education	['mɪnɪstri əv ,edʒʊ'keɪʃn]	Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky
National Council approved the Law on Public Sport and	[ðə 'næʃnəl 'kaʊnsəl ə'pru:vɪd ðə lɔ:r ɒn 'pʌblɪk spɔ:t ənd]	Zákon č. 479/2008 Z.z. o organizovaní verejných

Tourist Events precautions	'tuərist i'vents pri'kɔ:ʃnz]	telovýchovných podujatí, športových podujatí a turistických podujatí
nationwide non-governmental sport organisations	['neɪfnwaɪd nan,gəvərn'mentəl spɔ:t ,ɔ:gənə'zeɪʃən]	celoštátne mimovládne športové organizácie
non - governmental sport organisation	[nɒn - ,ɡʌvɨ'mentl spɔ:t ,ɔ:gənə'zeɪʃən]	mimovládna športová organizácia
Olympic symbols	[ ə'limpɪk 'sɪmbɪz]	olympijské symboly
providing	[prə'vaɪdɪŋ]	poskytujúci
Regional and local self-administration in sport regulations	['ri:dʒənəl ənd 'ləʊkl self-əd,mɪnɪ'streɪʃn]	regionálna a miestna samospráva v športe
related to the field of sport	[rɪ'leɪtɪd tə ðə fi:ld əv spɔ:t]	súvisiaci s oblasťou športu
Slovak Olympic Committee	['sləʊvæk ə'limpɪk kə'mɪti]	Slovenský olympijský výbor
Slovak Republic	['sləʊvæk rɪ'pʌblɪk]	Slovensko (Slovenská republika)
spread the ideals	[tə spred ði aɪ'diəlz]	šíriť myšlienky
The law on state funding of physical culture	[ðə lɔ:r ɒn stert 'fʌndɪŋ əv 'fɪzɪkl 'kʌltʃə]	Zákon o telesnej kultúre a o zmene a doplnení zákona č. 455/1991 Zb. o živnostenskom podnikaní (živnostenský zákon) v znení neskorších predpisov)
top-level athletes	[tɒp 'levl 'æθlɪts]	vrcholoví športovci
unique umbrella organisation	[ju:'nɪ:k ʌm'brelə ,ɔ:gənə'zeɪʃən]	zastrešujúce organizácie

## Exercise 1

Answer these questions.

1. Which law includes funding of sport?
2. What was ratified in 1993 and why?
3. What did the National Council approve in 1994?
4. Are there any authorities responsible for sport? If yes, which ones?
5. What are their responsibilities?
6. What organization creates the best conditions for our athletes?
7. Are there any other organizations for supporting the training of top-level athletes?
8. What competencies were transferred to regional and local self-administration in the fields of sport?
9. What organizations are responsible for the development of sport?
10. Is there any unique umbrella organization for all Slovak sport federations?
11. What federations and associations are the most important?
12. What is the specific task of the Slovak Olympic Committee?

## Exercise 2

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text.

1. Sport is not ..... in the Slovak Constitution.
2. In 1997, the new National Council Law on Physical Culture No. 288 was approved, which also .....articles on educational and commercial activity in sport.
3. The law on state funding of physical culture no. 264 of the National Council ..... the financing of sport through lottery funds.
4. In 1992, the National Council approved the Law on Public Sport and Tourist Events no. 315, addressing the necessary precautions to ..... violence at sporting events.
5. The European Sport Charter was .....by 254/93, and the Council of Europe Anti-Doping Convention no. 256/93.
6. An organization directly supported by the Ministry of Education is the National Sport Centre, which ..... favorable conditions for the best Slovak athletes in the area of sport science and healthcare, providing coaches, referees and sport officials with all the latest up-to- date information and managing the sports information system.
7. Other organizations for supporting the training of top-level athletes are training centers directly .....by the Ministry of Interior and the Ministry of Defense.
8. Since 2002, competencies in accordance with the Slovak decentralization policy have consistently been .....to regional and local self-administration in the fields of sport for all.
9. The most important nationwide non-governmental sport organizations are national sports federations which are responsible for ..... their appropriate sport and ..... national teams.
10. In addition to nationwide sports federations, there are a large number of organizations which .....services to sports federations or other associations with nationwide competencies.
11. The specific task of the Slovak Olympic Committee is to ..... the participation of the national team at the Olympics, as well as to spread the ideals of the Olympic movement.

### Word bank

accepted, approved, arrange, creates, developing, included, mentioned, prevent, provide, selected, supported, transferred

## Exercise 3

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

Sport is not mention-ed in the Slovak Constitution. In 1997, the new Na-ional Council Law on Physical Culture No. 288 was ap-roved, which also included articles on edu-ational and commercial activity in sport. The la- on state funding of physical culture no. 264 of the National Coun-il approved the financing of sport through lo-tery funds. In

1992, the National Council approved the Law on Public Sport and Tourist Events no. 315, addressing the necessary precautions to prevent violence at sporting events. In 1993 Slovakia ratified the European Convention on violence and misbehavior of spectators at sporting events especially on football grounds (no. 255/93). The European Sport Charter was accepted by 254/93, and the Council of Europe Anti-Doping Convention no. 256/93.

## Exercise 4

Correct all underlined words.

In 1994, the Natioal Council approved the ue and protection of all Olympic symbols and the Slovak Olympic Committe Law No. 226. Many other legislative acs in the Slovak Republic as well as regulations and decrees by the governent, Ministry of Education, and others are related to the feld of sport.

The central authority of state admnnistration responsible for sport is the Directorate General for Sport of the Slovak Ministry of Education. The main responsiilities of the sports department include fostering international co-operation, isuig sports legislation, and dealing with nationide issues on sport for all and providing grants to nongovernmenal sport organizations from the state budget. An organization diretly supported by the Ministry of Education is the Natinal Sport Centre, which creates favorable conditions for the best Slovk athletes in the area of sport science and healtcare, providing coaches, referes and sport officials with all the atest up-to-date information and manaing the sports information system.

## Exercise 5

Match the definition in Column I with the word it defines in Column II.

	Column I		Column II
1.	a group of people who are elected to govern an area such as a city or county	B	constitution
2.	a law or a set of laws passed by a parliament: an important piece of legislation.	K	council
3.	a natural ability to do sth. well: - it is an ability that someone is born with - someone who has talent is able to do something without trying hard	O	law
4.	a person who is watching an event, especially a sports event	G	article
5.	a separate and distinct part of a written instrument, such as a contract, statute, or constitution, that is often divided into sections	D	fund
6.	a statute or law passed by a legislative	H	violence
7.	an amount of money that has been saved or has been made available for a particular purpose	E	spectators
8.	an official rule made by a government or some other authority: too many rules and regulations	I	act
9.	involving the most important or best people in a company,	N	regulation



	an organization or a sport		
10.	the group of people who are responsible for controlling a country or a state	P	authority
11.	the mental capacity of an individual to participate in legal proceedings the ability to do sth. well:	R	legislation
12.	the power to give orders to people: the power given by the state	J	grant
13.	the process of learning the skills that you need to do a job:	M	training
14.	the system of laws and basic principles that a state, a country or an organization is governed by	A	top-level
15.	the whole system of rules that everyone in a country or society must obey	C	talent
16.	to agree to give sb. what they ask for, especially formal or legal permission to do sth.	L	government
17.	violent behaviour that is intended to hurt or kill sb.	F	competence

## National Council of the Slovak Republic

Slovakia's sole constitutional and legislative body is the 150-seat unicameral National Council of the Slovak Republic. Delegates are elected for 4-year terms on the basis of proportional representation.



**National Council of the Slovak Republic**



## **Slovak Olympic Committee**

Slovak Olympic Committee is the National Olympic Committee representing Slovakia.

### **Constitution of the Slovak Republic Act No. 460/1992 Coll.**

#### **Article 1**

(1) The Slovak Republic is a sovereign, democratic state governed by the rule of law. It is not linked to any ideology, nor religion.

#### **Article 3**

(1) The territory of the Slovak Republic is single and indivisible.

#### **Article 6**

(1) The state language on the territory of the Slovak Republic is the Slovak language.

#### **Article 10**

(1) The capital of the Slovak Republic is Bratislava.

#### **Article 64**

A municipality is the basic element of territorial self-administration. Territorial self-administration comprises municipalities and regions.



The map of the Slovak Republic

## **The Slovak Parliament**

Legislative act of the Slovak Parliament

### **Constitution of the Slovak Republic Act No. 460/1992 Coll.**

#### **Article 72**

The National Council of the Slovak Republic is the sole constitutional and legislative body of the Slovak Republic.

#### **Article 73**

(1) The National Council of the Slovak Republic consists of 150 Members of Parliament elected for a four-year period.

(2) Members of Parliament are representatives of citizens. They execute their mandate personally according to their conscience and conviction and are not bound by orders.

#### **Article 74**

(1) Members of Parliament are elected by secret ballot in general, equal, and direct elections.

(2) A citizen who has the right to vote, has reached the age of 21 and has permanent residence on the territory of the Slovak Republic may be elected a Member of Parliament.





The Slovak Parliament

## Justice

Justice: Latin: *Justitia*, the Roman goddess of Justice, who is equivalent to the Greek goddess Dike) is allegorical personification of the moral force in judicial systems. Justice is a concept of moral rightness based on ethics, rationality, law, natural law, religion or equity. It is also the act of being just and/or fair. Since the 15th century, Lady Justice has often been depicted wearing a blindfold. The blindfold represents objectivity, in that justice is or should be meted out objectively, without fear or favour, regardless of identity, money, power, or weakness; blind justice and impartiality.



Justice

## Key

### Exercise 2

1. Sport is not mentioned in the Slovak Constitution.
2. In 1997, the new National Council Law on Physical Culture No. 288 was approved, which also included articles on educational and commercial activity in sport.
3. The law on state funding of physical culture no. 264 of the National Council approved the financing of sport through lottery funds.

4. In 1992, the National Council approved the Law on Public Sport and Tourist Events no. 315, addressing the necessary precautions to prevent violence at sporting events.
5. The European Sport Charter was accepted by 254/93, and the Council of Europe Anti-Doping Convention no. 256/93.
6. An organization directly supported by the Ministry of Education is the National Sport Centre, which creates favorable conditions for the best Slovak athletes in the area of sport science and healthcare, providing coaches, referees and sport officials with all the latest up-to-date information and managing the sports information system.
7. Other organizations for supporting the training of top-level athletes are training centers directly supported by the Ministry of Interior and the Ministry of Defense.
8. Since 2002, competencies in accordance with the Slovak decentralization policy have consistently been transferred to regional and local self-administration in the fields of sport for all.
9. The most important nationwide non-governmental sport organizations are national sports federations which are responsible for developing their appropriate sport and selected national teams.
10. In addition to nationwide sports federations, there are a large number of organizations which provide services to sports federations or other associations with nationwide competencies.
11. The specific task of the Slovak Olympic Committee is to arrange the participation of the national team at the Olympics, as well as to spread the ideals of the Olympic movement.

### Exercise 3

Sport is not mentioned in the Slovak Constitution. In 1997, the new National Council Law on Physical Culture No. 288 was approved, which also included articles on educational and commercial activity in sport. The law on state funding of physical culture no. 264 of the

National Council approved the financing of sport through lottery funds. In 1992, the National Council approved the Law on Public Sport and Tourist Events no. 315, addressing the necessary precautions to prevent violence at sporting events. In 1993 Slovakia ratified the European Convention of violence and misbehavior of spectators at sporting events especially on football grounds (no. 255/ 93). The European Sport Charter was accepted by 254/93, and the Council of Europe Anti-Doping Convention no. 256/93.

### Exercise 4

In 1994, the National Council approved the use and protection of all Olympic symbols and the Slovak Olympic Committee Law No. 226. Many other legislative acts in the Slovak Republic as well as regulations and decrees by the government, Ministry of Education, and others are related to the field of sport.

The central authority of state administration responsible for sport is the Directorate General for Sport of the Slovak Ministry of Education. The main responsibilities of the sports department include fostering international co-operation, issuing sports legislation, and dealing with nationwide issues on sport for all and providing grants to

nongovernmental sport organizations from the state budget. An organization directly supported by the Ministry of Education is the National Sport Centre, which creates favorable conditions for the best Slovak athletes in the area of sport science and healthcare, providing coaches, referees and sport officials with all the latest up-to-date information and managing the sports information system.

### Exercise 5

	Column I		Column II
1.	the system of laws and basic principles that a state, a country or an organization is governed by	A	constitution
2.	a group of people who are elected to govern an area such as a city or county	B	council
3.	the whole system of rules that everyone in a country or society must obey	C	law
4.	a separate and distinct part of a written instrument, such as a contract, statute, or constitution, that is often divided into sections	D	article
5.	an amount of money that has been saved or has been made available for a particular purpose	E	fund
6.	violent behaviour that is intended to hurt or kill sb.	F	violence
7.	a person who is watching an event, especially a sports event	G	spectators
8.	a statute or law passed by a legislative	H	act
9.	an official rule made by a government or some other authority: too many rules and regulations	I	regulation
10.	the power to give orders to people: the power given by the state	J	authority
11.	a law or a set of laws passed by a parliament: an important piece of legislation.	K	legislation
12.	to agree to give sb. what they ask for, especially formal or legal permission to do sth.	L	grant
13.	the process of learning the skills that you need to do a job:	M	training
14.	involving the most important or best people in a company, an organization or a sport	N	top-level
15.	a natural ability to do sth. well: - it is an ability that someone is born with - someone who has talent is able to do something without trying hard	O	talent
16.	the group of people who are responsible for controlling a country or a state	P	government
17.	the mental capacity of an individual to participate in legal proceedings the ability to do sth. well:	R	competence

## Unit 10: Sports Kinesiology

(doc. Erika Zemková, PhD.)

### To begin with...

You are amazed when your friend, who has no previous golf experience, suddenly takes up the game and nearly beats you. His or her proficiency is about as good as yours, and you have been practicing golf seriously for several years. Your friend continues to improve while you seem stuck at your present skill level. His/her capability for playing golf is clearly different from yours, and he/she will eventually be much better. The question is why. What are the underlying differences between the two of you?

### What is kinesiology?

The term 'kinesiology', literally meaning the study of movement (from the Latin *kinein*, to move and *logos*, a branch of learning), is widely used but it has not been adopted internationally presumably because the term is both poorly understood in general usage and is often used in a much narrower context to refer simply to the mechanics of human movement. In contrast the term 'exercise and sport science' and 'physical education' are well understood by the general public but are much narrower in focus than human movement studies.

Kinesiology focused on two general categories or forms physical activity: exercise and skilled movement.

People engage in exercise to improve or regain performance, health, or bodily appearance. Running or lifting weights to increase your fitness (improve your health) or to lose body fat (change the appearance of your body) is exercise; so is weight training by bodybuilders hoping to increase the size and definition of their muscles to achieve an ideal "look". Working out to increase strength and cardiorespiratory endurance as adjuncts to healthful living also is exercise. And so are the rehabilitation routines that patients undergo as they attempt to regain function following an injury or disease.

Three major categories include:

- Exercise performed for the express purpose of conditioning your body to improve athletic or other types of performances is a specific type of exercise known as training.
- Exercise undertaken specifically to develop or maintain a sound working body, free of disease and able to perform daily tasks and deal with emergencies, is known as health-related exercise.
- Exercise also may be performed to restore capacities previously acquired or developed that have been lost because of injury, disease, or behavioral patterns. This type is therapeutic exercise. For example, postcardiac patients usually require physical activity regimens to help them regain cardiovascular health following a heart attack.

Skilled movement is second area of focus of kinesiology. Skilled movement involves performances in which accuracy of direction, force, and rhythm or timing are essential to accomplishing predetermined goals. Normally, people learn these qualities of physical activity through systematic practice. Factors normally associated with exercise such as strength, cardiorespiratory endurance, or flexibility, although important in executing many physical tasks, are not elements of skilled movement.

Two categories of skilled movement are of primary interest to kinesiologists: sport and developmental skills.

In general, sport is defined as a form of physical activity in which a person performs skilled movements to achieve a goal in a manner specified by rules, usually in competitive contexts. Note three things about this definition. First, the physical activity in sport is “skilled”, which means that is performed “efficiently” and “effectively”. Not all forms of physical activity require a great deal of skill, but in every type of sport the advantage belongs to competitors who have learned to move their bodies in skillful ways. The soccer player who passes the ball deftly to her teammate, the golfer who strikes the ball squarely, and the gymnast who successfully completes a double rotation on dismount all are expressing skill in their performances. Second, note that rules are essential in sport. They exist for the sole purpose of creating the game. Without rules, players could do whatever they felt like doing at the time, and the game would soon break down. If a basketball player decides not to dribble the ball as she runs down the court, she is no longer playing the sport of basketball. Finally, note that the physical activities performed in sport tend to be framed in competition, either against other teams, against individuals, against established records, or against of “personal bests”. Rules create a level playing field for all competitors, ensuring that each has an equal chance to win the competition.

Developmental skills are skills performed in nonsport settings. For example, as part of their professional responsibilities, elementary physical education teachers teach 1st grades how to perform such fundamental movement patterns as skipping, throwing, or hopping. Acquiring these developmental skills at an early age may lead to high levels of proficiency in sport and in other activities in later years, but when they are taught they have no direct correlation with a specific sport. The range of developmental skills is enormous. Some kinesiologists study the characteristics of walking and running, some study the mechanics of grasping or reaching, and some work to improve the efficiency of movement used in industrial or military settings.

Obviously, these categories of physical activity are not mutually exclusive. Some people engage in exercise and sport simultaneously. For example, you might compete a racquetball with the hope of getting good enough to win your city’s championship but also intend to get enough exercise to improve your body functioning or appearance. Individuals might participate in judo competition because they enjoy it but also participate because of the health benefits it brings. Use the categories as guides to understanding and appreciating the types of physical activity that concern kinesiologists, not as hard and fast distinctions.

Reduced and modified from Hoffman, S. J.: Introduction to kinesiology. Human Kinetics 2009, pp. 11-13.

## New words and expressions

English	Pronunciation	Slovak
ball	[bɔ:l]	lopta
basketball player	['bɑ:skɪtbɔ:l 'pleɪə]	hráč basketbalu
body fat	['bɒdi fæt]	telesný tuk
bodybuilder	['bɒdi 'bɪldə]	kulturista
championship	['tʃæmpɪənʃɪp]	šampionát
competition	[,kɒmpə'tɪʃn]	sút'áž
court	[kɔ:t]	ihrisko
direction	[dɪ'rekʃn]	smer
disease	[dɪ'zi:z]	ochorenie
endurance	[ɪn'dʒʊərəns]	vytrvalosť
exercise	['eksəsaɪz]	cvičenie
fitness	['fɪtnəs]	telesná kondícia
flexibility	[,fleksə'bɪlɪti]	flexibilita
force	[fɔ:s]	sila
game	[geɪm]	hra, zápas
golfer	['gɒlfə]	hráč golfu
grasping	['grɑ:spɪŋ]	uchopenie
gymnast	['dʒɪmnæst]	gymnasta
health	[helθ]	zdravie
heart attack	[hɑ:t ə'tæk]	infarkt
hopping	['hɒpɪŋ]	poskakovanie
injury	['ɪndʒəri]	zranenie
judo	['dʒu:dəʊ]	džudo
kinesiology	[kɪnə'si:ə'lədʒi]	kineziológia
movement	['mu:vmənt]	pohyb
performance	[pə'fɔ:məns]	výkonnosť
racquetball	['rækət,bɒl]	raketbal
reaching	['ri:tʃɪŋ]	dosiahnutie
rehabilitation	[,ri:ə,bɪlɪ'teɪʃn]	rehabilitácia
rhythm	['rɪðəm]	rytmus
rules	[ru:lz]	pravidlá
running	['rʌnɪŋ]	beh
skills	[skɪlz]	schopnosti
skipping	['skɪpɪŋ]	preskakovanie
soccer player	['sɒkə 'pleɪə]	hráč futbalu
sport	[spɔ:t]	šport
strength	[streŋθ]	sila
teammate	['ti:mmeɪt]	spoluhráč
therapeutic	[,θerə'pjʊ:tɪk]	terapeutický
throwing	['θrəʊɪŋ]	hádzanie
timing	['taɪmɪŋ]	načasovanie
training	['treɪnɪŋ]	tréning
walking	['wɔ:kɪŋ]	chôdza

## Fixed expressions on sports kinesiology

English	Pronunciation	Slovak
bodily appearance	['bɒdəli ə'piərəns]	fyzický vzhľad
physical activity	['fɪzɪkəl æk'tɪvəti]	fyzická aktivita
physical education	['fɪzɪkəl ,edʒu'keɪʃn]	telesná výchova
sport sciences	[spɔ:t 'saɪənsɪz]	vedy o športe
weight training	[weɪt 'treɪnɪŋ]	silový tréning

### Exercise 1

Match the words from the left column with the ones on the right

human	experiences
motor	movement
maximum	processing
energy	proficiency
movement	stages
automatic	progress
skill	success
individual	skills
inherited	with practice
developed	traits
task	expenditure
learning	time
practice	differences
performance	analysis
assessing	certainty

### Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

Abilities versus skills

The concept of abilities is different from that of skills.

Abilities are genetic-ly d-termined and largely u-modified by practice or experience.

Practi-ioners can use the notion of abilities to classify tasks according to the important abilities underlying task perform-nce. First, the practitioner performs a task analys-s to determine the requ-irements of the task, and then he or she attempts to identify the important abilities that are necessary to meet those requirements. Once this is done, the practitioner can design le-rning exper-ences that allows l-arners to capitalize on their s-ronger abilities and practice activities to compensate for their w-aker abilities.

Skills are the capabilities that are d-veloped as a result of pra-tice. Motor skil-s can be conceptualized in one of two ways. First, skill can be seen as a task, such as archery, or



billiards. Second, skill can be viewed as a level of performance proficiency that distinguishes higher-skilled performers from lower-skilled performers.

### Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text.

1. Skills are conceptualized as the level of ----- demonstrated by performer. Three ----- are associated with higher levels of ----- proficiency.
2. One quality of skill proficiency is ----- certainty. To be „skilled“ implies that a person is able to meet the performance ----- with maximum -----.
3. A second quality of skill proficiency is the ----- of the ----- required for performance. This means the reduction or ----- of unwanted or ----- movements. The minimum energy ----- also implies that skilled performers are able to organize their actions in a way that reduces the ----- demands of the task. Performers who produce their movements in an ----- fashion can direct their thoughts to other features of the activity.
4. A third quality of ----- proficiency is the reduced ----- one takes to achieve the goal or the increased ----- with which it is achieved.
5. A ----- athlete exemplifies all three characteristics of skill proficiency such as achieving a desired result with ----- certainty, managing energy -----, and ----- movement time.

#### Word bank

automatic, certainty, efficiently, elimination, energy, expenditure, goal, maximum, mental, minimization, minimizing, movement, proficiency, qualities, performance, skill, skilled, speed, time, unnecessary

### Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

1. The general progression of learning skill is from the foundational to the sophisticated.
2. As an individual achieve one skill level, they move to the next.
3. If the task is a ball throwing, the child may throw and chase the ball many times before he has achieved skills sufficient to begin throwing it to a partner.
4. Catching comes even later because it involves the additional skills of tracking visual, anticipation, accurate placement of hand, and grasping timed.
5. If a skilled adult is throwing to the child, the latter may benefit from seeing and attempting to ball catch that is coming at nearly the same speed and trajectory each time.
6. In any case, experience considerable of throwing and catching in a situations of variety over a long period will be required before the child is able to pick up any type of ball and play a successful game of throw and catch with someone else.



7. Although adults bring a greater amount of past experience to learning situations than do children, their progresses performance in much the same way – starting with the basic skills, they gradually incorporate the more advanced „details“ that allow them to execute their movements with greater accuracy, consistency, and diversity.

## Exercise 5

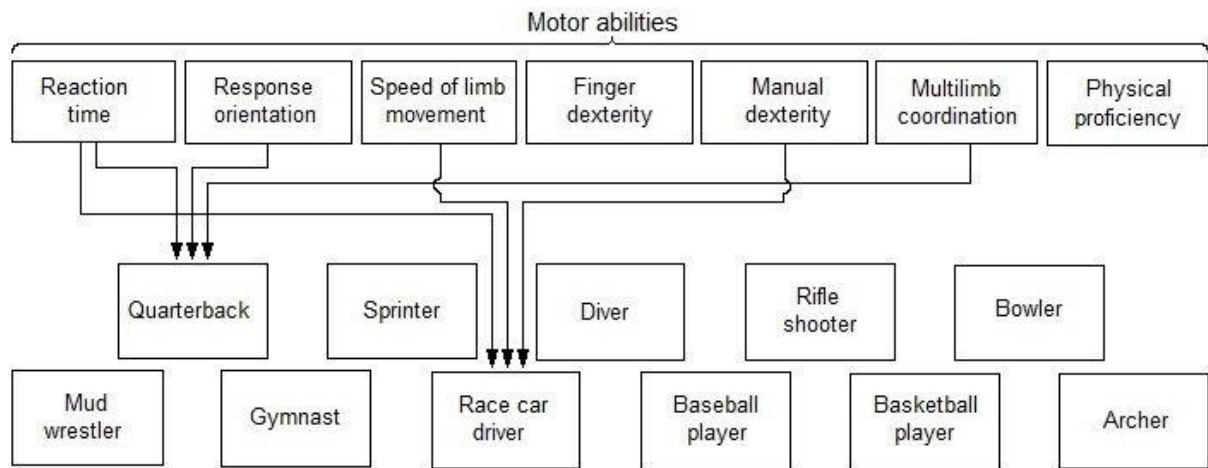
Match the definition in Column I with the word it defines in Column II

	Column I		Column II
A	Ability that is important for performing tasks requiring accurate judgments about the time course of external events	1.	Multilimb coordination
B	The ability to expend a maximum of energy in one brief and forceful act	2.	Force control
C	Ability that is important for serving a tennis ball or playing the piano	3.	Extent flexibility
D	Ability that is important for performing tasks requiring the manipulation of small objects	4.	Perceptual timing
E	Ability that is important for performing tasks requiring changes in the intensity of muscle contractions	5.	Explosive strength
F	The ability to stretch the body as far as possible in various directions	6.	Finger dexterity

## How abilities contribute to the performance of skills: A toolbox analogy

A helpful analogy practitioners can use to conceptualize the role of abilities in motor performance is that of the toolbox. When a person is born, he or she inherits a „toolbox“ of abilities. People can use these abilities to perform the nearly infinite number of tasks they must face during the course of their lives. The different abilities in the toolbox are like different tools that a builder uses to complete various tasks.

This point is illustrated in figure 1. At the top of the figure are some abilities. At the bottom of the figure is a list of selected movement skills for which these abilities might be more or less relevant. This figure illustrates two important points. The first is that different skills rely on different combinations of underlying abilities. The second is that different skills might use one or more of the same abilities.



Link between various motor abilities and selected movement skills (from SCHMIDT R. A., WRISBERG, C. A.: Motor learning and performance. Human Kinetics 2004, p. 41.)

### Skilled performance

Highly skilled performance, as attained by the very best athletes in every sport, is reached only after thousands and thousands of hours of practice. Musicians and athletes generally do not experience their highest levels of expertise until they have accumulated at least 10,000 hours of practice. And not just any kind of practice will do—it must be structured specifically toward the attainment of skill, called deliberate practice. This is the kind of practice that is mostly absent of fun and directed at the single, specific purpose of improving one's level of skill.

Many believe that the way experts control their actions is qualitatively different from the way nonexperts do. The actions of experts possess a high level of automaticity because expertise allows the control of limb movements to be relegated to a nonconscious level. Because the expert athlete's or musician's movements are more automated, they have more spare attentional capacity to devote to less mundane issues, such as strategic concerns in sport or artistic expression in musical performance.

After experts have attained a relatively automatic level of control, there remains a tendency to revert to thinking about how their movements are controlled, rather than just let it happen in a more automatic way. One of the studies revealed some clues about how choking might be induced by focusing on performing the skill. Groups of low-skilled and moderately skilled golfers in this experiment performed a series of putts, attempting to achieve a criterion of three consecutive successfully holed putts in a row. After taking their putts, half of the low-skilled golfers and half of the moderately skilled golfers described in as much detail as possible all of the actions involved in making the putts and where they had focused their attention during the putt. The remaining golfers in each skill group performed a control task in which they responded to unrelated questions. After these activities were completed, all subjects performed another set of putts, again attempting to achieve the criterion of three consecutively holed putts. The two subgroups that had performed the control task differed remarkably in the putts required to reach the criterion: as expected, the better golfers required fewer putts to reach the criterion (11 putts) than did the poorer golfers (22 putts). However, performance by the subgroups that described their putting focus in explicit detail was radically different. The moderately skilled golfers who had described their actions in detail required almost twice as many putts to reach the criterion (21 putts) as their

counterparts, whereas those in the low-skilled group needed roughly the same number of putts (20) as those in their control group.

Even though the participants in this study were not experts, it became apparent that those in the higher-skilled group not only controlled their actions differently than those in the lower-skilled group but also suffered considerably when they changed their focus of attention. Such an explanation could account for a failure in performance in high-pressure situations when one changes to skill-focused attention. But, this explanation still leaves open the question about why people would change their focus of attention. What is it about high-pressure situations that lead people to think differently?

Reduced and modified from Lee T. D.: Motor control in everyday actions. Human Kinetics 2011. pp. 34-35.

## New words and expressions

English	Pronunciation	Slovak
athletes	['æθli:ts]	športovci
attention	[ə'tenʃn]	pozornosť
automatic	[ɔ:tə'mætɪk]	automatický
expert	['ekspɜ:t]	expert, odborník
golfer	['gɒlfə]	hráč golfu
nonconscious	[nɒn'kɒnʃəs]	nevedomý
performance	[pə'fɔ:məns]	výkonnosť
practice	['præktɪs]	prax
skill	[skɪl]	schopnosť
sport	[spɔ:t]	šport

## Fixed expressions on sports kinesiology

English	Pronunciation	Slovak
deliberate practice	[dɪ'lɪbəreɪt 'præktɪs]	zámerná (cielená) prax
focus of attention	['fəʊkəs əv ə'tenʃn]	zameranie pozornosti

## Key

### Exercise 1

human	movement
motor	skills
maximum	certainty
energy	expenditure
movement	time
automatic	processing
skill	proficiency

individual	differences
inherited	traits
developed	with practice
task	analysis
learning	experiences
practice	stages
performance	success
assessing	progress

### Exercise 2

The concept of abilities is different from that of skills.

Abilities are genetically determined and largely unmodified by practice or experience. Practitioners can use the notion of abilities to classify tasks according to the important abilities underlying task performance. First, the practitioner performs a task analysis to determine the requirements of the task, and then he or she attempts to identify the important abilities that are necessary to meet those requirements. Once this is done, the practitioner can design learning experiences that allows learners to capitalize on their stronger abilities and practice activities to compensate for their weaker abilities.

Skills are the capabilities that developed as a result of practice. Motor skills can be conceptualized in one of two ways. First, skill can be seen as a task, such as archery, or billiards. Second, skill can be viewed as a level of performance proficiency that distinguishes higher-skilled performers from lower-skilled performers.

### Exercise 3

Skills are conceptualized as the level of proficiency demonstrated by performer. Three qualities are associated with higher levels of performance proficiency.

One quality of skill proficiency is movement certainty. To be „skilled“ implies that a person is able to meet the performance goal with maximum certainty.

A second quality of skill proficiency is the minimization of the energy required for performance. This means the reduction or elimination of unwanted or unnecessary movements. The minimum energy expenditure also implies that skilled performers are able to organize their actions in a way that reduces the mental demands of the task. Performers who produce their movements in an automatic fashion can direct their thoughts to other features of the activity.

A third quality of skill proficiency is the reduced time one takes to achieve the goal or the increased speed with which it is achieved.

A skilled athlete exemplifies all three characteristics of skill proficiency such as achieving a desired result with maximum certainty, managing energy efficiently, and minimizing movement time.

### Exercise 4

The general progression of skill learning is from the foundational to the sophisticated.

As an individual achieve one level of skill, they move to the next.

If the task is throwing a ball, the child may throw and chase the ball many times before he has achieved sufficient skills to begin throwing it to a partner.

Catching comes even later because it involves the additional skills of visual tracking, anticipation, accurate hand placement, and timed grasping.

If a skilled adult is throwing to the child, the latter may benefit from seeing and attempting to catch a ball that is coming at nearly the same speed and trajectory each time.

In any case, considerable experience of throwing and catching in a variety of situations over a long period will be required before the child is able to pick up any type of ball and play a successful game of throw and catch with someone else.

Although adults bring a greater amount of past experience to learning situations than do children, their performance progresses in much the same way – starting with the basic skills, they gradually incorporate the more advanced „details“ that allow them to execute their movements with greater accuracy, consistency, and diversity.

### Exercise 5

	Column I		Column II
A	Ability that is important for performing tasks requiring accurate judgments about the time course of external events	1.	Perceptual timing
B	The ability to expend a maximum of energy in one brief and forceful act	2.	Explosive strength
C	Ability that is important for serving a tennis ball or playing the piano	3.	Multilimb coordination
D	Ability that is important for performing tasks requiring the manipulation of small objects	4.	Finger dexterity
E	Ability that is important for performing tasks requiring changes in the intensity of muscle contractions	5.	Force control
F	The ability to stretch the body as far as possible in various directions	6.	Extent flexibility

## Unit 11: Sports Science

(doc. PaedDr. Peter Mačura, PhD.)

### To begin with...

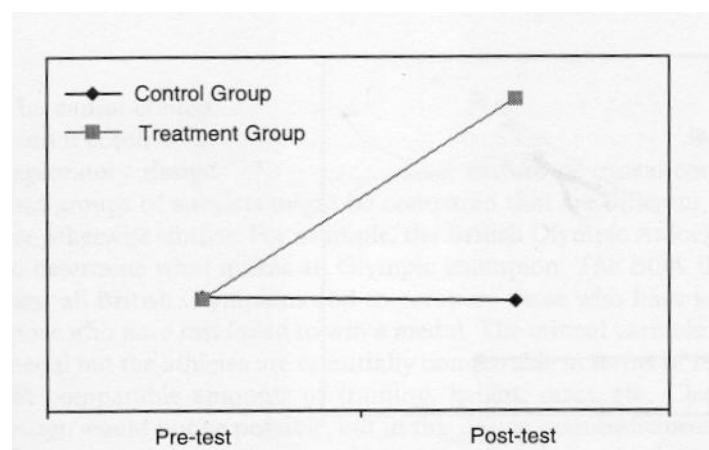
What do you think, has planned research resulted in finding all scientific knowledge? No, for example Madam Marie Skłodowska Curie has found out x-rays occasionally, when she had left some radioactive stone on photo paper in a drawer and it left some shadows on it...

### Experiment design: True experimental

The true experiment is the strongest design for establishing causality because, providing the study has high internal validity, the researcher will have confidence that any differences observed in the dependent variable will be due to the manipulation of the independent variable. In sport and exercise science the true experiment is a very common design and one often used by undergraduate students.

A student interested in the effects of a 6-week flexibility programme on quadriceps and hamstring flexibility would use the flexibility programme as the independent variable (sometimes referred to as the experimental or treatment variable). The dependent variable is the measurement of quadriceps and hamstring flexibility. In this scenario the undergraduate student also uses a comparison group, also known as a control group. All the participants are tested for flexibility of the quadriceps and hamstrings (known as the pre-test).

The participants are then randomly assigned to either one group, which receives the new flexibility programme, or the control group, which continues with its normal daily routine. After 6 weeks all participants are re-tested (known as the post-test) and any differences between the two groups are noted. This structure of design is shown in the following figure.



True experimental design

A serious threat to the internal validity of the two experiments would be demoralization of the control group once the groups learn that they are not getting the new form of flexibility training. An example how to counter this would be to offer the control groups the chance to use the new form of aerobic training after the experiment is complete.

Other variations along this design can involve more than two groups or the use of a series of pre-tests before the independent variable is introduced followed by a series of post-tests. This design is known as an interrupted time series design. The major threat to the internal validity of any of these designs is to ensure that the groups are equivalent prior to the start of the manipulation of the independent variable. By randomly assigning them to one or another, the researcher is increasing the chance of equivalence between the two groups. However, just by randomly assigning the participants into two groups does not necessarily mean that are equivalent. It is still possible that before the training begins, the treatment group will have greater or less flexibility when compared to the control group. This is a problem, because those with high flexibility are less likely to improve their flexibility as much as those who start with low flexibility.

Williams, C. – Wragg, Ch. (2006). Data analysis and research for sport and exercise science. London and New York, Routledge. Taylor and Francis Group. pp. 40-41. ISBN 0-415-28971-8.

## New words and expressions

English	Pronunciation	Slovak
aerobic	[eə'reʊbɪk]	aeróbný
after the experiment is complete	['ɑ:ftə ði ɪk'sperɪmənt s kəm'pli:t]	po skončení experimentu
assign	[ə'saɪn]	priradiť
causality	[kə:'zælɪti]	príčina, príčinnosť, príčinná súvislosť
common	['kɒmən]	bežný
common design	['kɒmən dɪ'zaɪn]	bežná osnova (experimentu)
comparison group	[kəm'pærɪsŋ gru:p]	porovnávaná skupina, kontrolná skupina
complete	[kəm'pli:t]	úplný
confidence	['kɒnfɪdəns]	presvedčenie, istota
control group	[kən'trəʊl gru:p]	kontrolná skupina
counter	['kaʊntə]	čeliť niečomu, vzdorovať
dependence	[dɪ'pendəns]	závislosť, podmienenosť
dependent	[dɪ'pendənt]	závislý, podmienený
dependent variable	[dɪ'pendənt 'veərɪəbl]	závislá premenná
design	[dɪ'zaɪn]	typ, náčrt, nárys, osnova, prehľad, kostra, plán, koncept, koncepcia, scenár, program, projekt
difference	['dɪfrəns]	rozdiel, odlišnosť, rozdielnosť



due to	[dju: tu:]	vd'aka niečomu, vyvolané, zapríčinené niečím
effect	[ɪ'fekt]	účinnok
effects of a 6-week flexibility programme	[ɪ'feks əv ə sɪks wi:k ,fleksə'bɪlɪti 'prəʊgræm]	účinnok 6 týždňového programu na zvýšenie ohybnosti
equivalent	[ɪ'kwɪvələnt]	rovnaký, ekvivalentný
example	[ɪg'zɑ:mpəl]	príklad
experiment	[ɪk'sperɪmənt]	pokus, experiment
experiment design	[ɪk'sperɪmənt dɪ'zain]	náčrt, plán experimentu
experimental variable	[ɪk'sperɪ'mentl 'veərɪəbl]	experimentálna premenná, nezávisle premenná
figure	[ˈfɪgə]	obrázok, diagram
flexibility	[fleksə'bɪlɪti]	ohybnosť, pohyblivosť, elasticita
group	[gru:p]	skupina
hamstring	[ˈhæmstrɪŋ]	Achillova šľacha
in this scenario	[ɪn ðɪs sɪ'nɑ:riəʊ]	v takomto projekte
independency	[,ɪndɪ'pendənsɪ]	nezávislosť
independent	[,ɪndɪ'pendənt]	nezávislý
independent variable	[,ɪndɪ'pendənt 'veərɪəbl]	nezávislá premenná
independent variable is introduced	[,ɪndɪ'pendənt 'veərɪəbl z ,ɪntrə'dju:st]	nezávislá premenná začne pôsobiť, uplatní sa nezávislá premenná
internal validity	[ɪn'tɜ:nəl vəlɪdɪti]	vnútorná validita, platnosť
interrupt	[,ɪntə'rʌpt]	prerušit', zastaviť
interrupted time series design	[,ɪntə'rʌptɪd 'taɪm 'sɪəri:z dɪ'zain]	post experimentálne uplatnenie experimentálneho činiteľa v kontrolnej skupine
major	[ˈmeɪdʒə]	závažnejší, väčší, významnejší
manipulation	[mə'nɪpjʊ'leɪʃn]	narábanie, manipulácia
measurement	[ˈmeʒəmənt]	rozmer, veľkosť
note	[nəʊt]	zaznamenať
participant	[pɑ:ˈtɪsɪpənt]	účastník experimentu, proband
post-test	[pəʊsttest]	test po ukončení uplatnenia nezávisle premennej
pre-test	[pretest]	vstupný test, vstupné testovanie, testovanie pred uplatnením nezávisle premennej
prior to the	[ˈpraɪə tə ði:]	pred čím
quadriceps	[ˈkwa:drə,seps]	štvorhlavý sval stehna
random	[ˈrændəm]	náhodný, neusporiadaný, ľubovoľný, nepravidelný
research	[rɪ'sɜ:tʃ]	výskum, skúmať, skúmanie, výskumný



researcher	[rɪ'sɜ:tʃə]	výskumník, bádateľ
re-test	[ri:'test]	opätovný test, opätovne testovať
routine	[ru:'ti:n]	zvyčajný program
scenario	[sɪ'na:riəʊ]	projekt, plán, zámer
science	['saɪəns]	veda, vedný odbor, vedná disciplína
serious threat to the internal validity	['sɪəriəs θret tə ði ɪn'tɜ:nəl vəlɪdɪti]	vážne ohrozenie vnútornej validity
sports science	[spɔ:ts 'saɪəns]	veda o športe
strongest design	[ðə 'strɒŋgɪst dɪ'zaɪn]	konceptia (experimentu) s najväčšou platnosťou, s najväčšou výpovednou hodnotou
structure	['strʌktʃə]	usporiadanie, štruktúra
test	[test]	test, skúšať, testovať, overovať
threat	[θret]	hrozba, ohrozenie
training	['treɪnɪŋ]	tréning
treatment variable	['tri:tment 'veəriəbəl]	podnetová premenná, pôsobiaca premenná, premenná vyvolávajúca zmenu, nezávisle premenná
true experiment	[tru: ɪk'sperɪmənt]	pravý (naozajstný) experiment
undergraduate	[ˌʌndə'grædʒuət]	vysokoškolský študent
validity	[vəlɪdɪti]	platnosť
variable	['veəriəbəl]	premenná
variation	[ˌveəri'eɪʃn]	obmena, variácia

## Exercise 1

Match the words from the left column with the ones on the right.

experiment  
 true  
 independent  
 X-week  
 measurement of  
 common  
 control  
 pre-  
 randomly  
 internal  
 independent variable  
 series of  
 groups are  
 manipulation of  
 equivalence between  
 participants are

assigned to  
 design  
 design  
 equivalent  
 experiment  
 group  
 is introduced  
 post-tests  
 programme  
 quadriceps  
 test  
 tested for  
 the independent variable  
 the two groups  
 validity  
 variable

## Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

1. The tr-e experiment is the strongest design for establishing c-usality.
2. In sport and e-ercise sc-ence the true experiment is a very common des-gn.
3. A student interested in the -ffects of a 6-week flexibility programme on quadriceps and hamstring flexibility would use the flexibility programme as the independe-t variable.
4. All the partici-ants are tested for flexibility of the quadriceps and hamstrings (known as the p-e-test).
5. This structure of desi-n is shown in -igure X.X.
6. Other va-iations along this design can involve more than two gr-ups or the use of a se-es of pre-tests before the independent variable is introduced followed by a series of post-tes-s.
7. By ra-domly assigning them to one or another, the res-archer is increasing the chance of
8. -quivalence between the two groups.

## Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text.

1. In sport and ---- science the ---- experiment is a one often used by undergraduate students.
2. A student interested in the effects of a 6- ---- flexibility programme on quadriceps and hamstring flexibility would use the flexibility programme as the ---- variable
3. In this ---- the undergraduate student also uses a ---- group, also known as a ---- group.
4. After 6 weeks all ---- are re-tested (known as the ----) and any differences between the two groups are ----.
5. An example how to counter this would be to offer the control ---- the chance to use the new form of aerobic training after the ---- is complete.
6. The major threat to the ---- validity of any of these designs is to ensure that the groups are ---- prior to the start of the manipulation of the independent ----.

### Word bank

comparison, control, equivalent, exercise, experiment, groups, independent, noted, participants, post-test, scenario, true, validity, variable, week

## Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

1. The **experiment true** is the strongest design for **causality establishing** because, providing the study has high internal validity, the researcher will have confidence that any **observed differences** in the dependent variable will be due to the manipulation of the **variable independent**.
2. The **measurement is the dependent variable** of quadriceps and hamstring flexibility.
3. In this scenario the undergraduate student also uses a **group comparison**, also known as a **group control**.
4. The **randomly assigned are then participants** to either one group, which receives the new flexibility programme, or the control group, which continues with its **routine normal daily**.
5. An example how to counter this would be to offer **the chance the control groups** to use the new form of **training aerobic** after the experiment is complete.
6. Other **design along this variations** can involve more than two groups or the use of a **series of pre-tests** before the independent variable is introduced followed by a series of post-tests.
7. By randomly assigning them to one or another, the **equivalence of researcher is increasing the chance** between the two groups.
8. It is still possible that before **begins the training**, the treatment group will have greater or less flexibility when compared to the control group.

## Exercise 5

Match the definition in Column I with the word it defines in Column II

	Column I		Column II
A	Type of question that requires the respondent to choose from a list of predetermined responses	1.	Questionnaire
B	Use of an analytic method (e.g. thematic analysis, textual analysis, document analysis, discourse analysis) to unobtrusively examine some form of sport communication (e.g. team Web sites, sport magazines, organizational reports).	2.	Hypothesis
C	Primary outcome of interest in a correlation analysis (values can range from -1.00 or +1.00, where values closer to -1.00 or +1.00 indicate stronger relationships and values closer to 0 indicate weaker relationships).	3.	t-test
D	Educated prediction of a research outcome.	4.	Closed question
E	Small-scale administration of a survey prior to the main administration; often uses a similar sample.	5.	Content analysis
F	Method of collecting data that involves posing a set of questions to a study participant; typically delivered in person or via the mail or Internet.	6.	Pilot study
G	The likelihood that a result is caused by something other than chance.	7.	Correlation coefficient
H	The most basic statistical test used to determine	8.	Statistical significance

group differences; appropriately used when the researcher wishes to determine if two groups, as defined by independent variable, differ on the basis of a selected dependent variable.

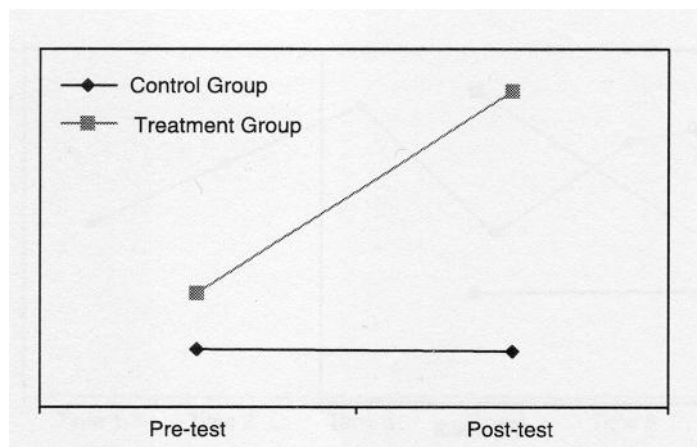
## Exercise 6

Learn the irregular plurals of noun used in sports science in the table below

English – singular	Pronunciation	Slovak - singular	English – plural	Pronunciation
analysis	[ə'næləsis]	rozbor, analýza	analyses	[ə'næləsi:z]
appendix	[ə'pendiks]	príloha	appendices	[ə'pendisi:z]
axis	['æksis]	os, priamka	axes	['æksɪz]
basis	['beɪsɪs]	základ, východisko	bases	['beisi:z]
child	[tʃaɪld]	dieťa	children	['tʃɪldrən]
corpus	['kɔ:pəs]	telo	corpora	['kɔ:pərə]
crisis	['kraɪsɪs]	kríza	crises	['kraisi:z]
criterion	[kraɪ'tɪəriən]	kritérium	criteria	[kraɪ'tɪəriə]
curriculum	[kə'ɪkju:ləm]	životopis, učebný plán	curricula	[kə'ɪkju:lə]
datum	['deɪtəm]	údaj	data	['dertə]
diagnosis	[daɪəg'nəʊsɪs]	diagnóza	diagnoses	[daɪəg'nəʊsi:z]
discus	['dɪskəs]	disk	disci	['dɪskaɪ]
focus	['fəʊkəs]	zameranie	foci, focuses	['fəʊsaɪ, 'fəʊkəsi:z]
foot	[fʊt]	chodidlo	feet	[fi:t]
formula	['fɔ:mju:lə]	formulácia, vzorec, rovnica	formulae	['fɔ:mjuli:]
hypothesis	[haɪ'pɒθəsɪs]	hypotéza	hypotheses	[haɪ'pɒθisi:z]
knowledge	['nɒlɪdʒ]	poznatok	knowledge	['nɒlɪdʒ]
man	[mæn]	muž	men	[men]
means	[mi:nz]	prostriedok, spôsob	means	[mi:nz]
nucleus	['nju:klɪəs]	jadro	nuclei	['nju:klɪaɪ]
phenomenon	[fɪ'nɒmɪnən]	jav	phenomena	[fɪ'nɒmɪnə]
radius	['reɪdiəs]	polomer, dosah, okruh	radii	['reɪdiəɪ]
sanatorium	[sænə'tɔ:riəm]	sanatórium	sanatoria, sanatoriums	[sænə'tɔ:riə, ,sænə'tɔ:riəmz]
series	['siəri:z]	rad, sada, séria	series	['siəri:z]
stadium	['steɪdiəm]	štadión	stadia, stadiums	['steɪdiə, 'steɪdiəmz]
stimulus	['stɪmjʊləs]	podnet, popud	stimuli	['stɪmjulaɪ]
terminus	['tɜ:mɪnəs]	hranica, cieľ	termini, terminuses	['tɜ:mɪnəs, 'tɜ:mɪnəsi:z]
thesis	['θi:sis]	dizertačná práca	theses	['θi:si:z]
tooth	[tu:θ]	zub	teeth	[ti:θ]
woman	['wʊmən]	žena	women	['wɪmɪn]

## Experiment design: Quasi-experimental

Quasi-experimental design often cannot randomly assign subjects to treatment groups. Quasi-experimental designs are often used in educational research where non-equivalent control group design is frequently used. This means that equivalence between the two treatment groups could not be accomplished (see next Figure).



Quasi-experimental design

A key feature of the true experimental design is that the researcher is able randomly to assign subjects to the experimental and control groups. However, random assignment is not always possible. With the flexibility training example, trying to randomly assign Olympic athletes to a treatment or a control group would be almost impossible as it is unlikely that any Olympic athlete would want to change their daily training routines. Therefore, where random assignment is not possible, these experiments are called quasi-experiments.

A common design in sport and exercise science is the non-equivalent control group design. In this design the control group and the treatment group are pre-tested, the treatment group receive the manipulated independent variable and then both groups are post-tested, although none of the subjects is randomly assigned to the groups.

Whilst not as powerful as the true experimental, quasi-experiments are still useful, particularly when subject selection is a problem. However, if a difference is found between the pre-test and post-test scores of the treatment group, this finding is always suspect because it could be due to differences in one of the group characteristics and not the treatment effect.

Williams, C. – Wragg, Ch. (2006). Data analysis and research for sport and exercise science. London and New York, Routledge Taylor and Francis Group. pp. 41-42. ISBN 0-415-28971-8.

## New words and expressions

English	Pronunciation	Slovak
accomplish	[ə'kʌmplɪʃ]	dosiahnuť
athlete	['æθli:t]	športovec, atlét

daily training routines	['deɪli 'treɪnɪŋ ru:'ti:nz]	denný tréningový program
education	[,edʒʊ'keɪʃn]	vzdelanie, vzdelávanie
non-equivalent	[nɒn ɪ'kwɪvələnt]	nerovnaký
non-equivalent control group design	[nɒn ɪ'kwɪvələnt kən'trəʊl gru:p dɪ'zaɪn]	koncepcia výskumu s rozdielnou kontrolnou skupinou voči experimentálnej
pre-test and post-test scores	[pre test ənd pəʊst test skɔ:z]	hodnoty vstupného a výstupného testovania (merania)
quasi	[quasi]	akoby, takmer ako
quasi-experiment	[quasi ɪk'sperɪmənt]	kvázi-experiment, nepravý experiment
score	[skɔ:]	hodnota, veľkosť meranej veličiny
subject	[sʌb'dʒekt]	proband, subjekt výskumu
subjects are randomly assigned to the groups	[səb'dʒekts ə 'rændəmli ə'saɪnd tə ðə gru:ps]	probandi sú náhodne priradení do skupín
suspect	[sə'spekt]	podozrievať, mať podozrenie, neveriť, pochybovať
treatment effect	['tri:tmənt ɪ'fekt]	účinnok experimentálneho činiteľa
treatment group	['tri:tmənt gru:p]	skúmaná skupina, experimentálna skupina

## Key

### Exercise 1

experiment	design
true	experiment
independent	variable
X-week	programme
measurement of	quadriceps
common	design
control	group
pre-	test
randomly	assigned to
internal	validity
independent variable	is introduced
series of	post-tests
groups are	equivalent
manipulation of	the independent variable
equivalence between	the two groups
participants are	tested for

### Exercise 2

1. The true experiment is the strongest design for establishing causality.
2. In sport and exercise science the true experiment is a very common design.
3. A student interested in the effects of a 6-week flexibility programme on quadriceps and hamstring flexibility would use the flexibility programme as the independent variable.
4. All the participants are tested for flexibility of the quadriceps and hamstrings (known as the pre-test).
5. This structure of design is shown in Figure X.X.
6. Other variations along this design can involve more than two groups or the use of a series of pre-tests before the independent variable is introduced followed by a series of post-tests.
7. By randomly assigning them to one or another, the researcher is increasing the chance of equivalence between the two groups.

### Exercise 3

1. In sport and exercise science the true experiment is a one often used by undergraduate students.
2. A student interested in the effects of a 6-week flexibility programme on quadriceps and hamstring flexibility would use the flexibility programme as the independent variable
3. In this scenario the undergraduate student also uses a comparison group, also known as a control group.
4. After 6 weeks all participants are re-tested (known as the post-test) and any differences between the two groups are noted.
5. An example how to counter this would be to offer the control groups the chance to use the new form of aerobic training after the experiment is complete.
6. The major threat to the internal validity of any of these designs is to ensure that the groups are equivalent prior to the start of the manipulation of the independent variable.

### Exercise 4

1. The true experiment is the strongest design for establishing causality because, providing the study has high internal validity, the researcher will have confidence that any differences observed in the dependent variable will be due to the manipulation of the independent variable.
2. The dependent variable is the measurement of quadriceps and hamstring flexibility.
3. In this scenario the undergraduate student also uses a comparison group, also known as a control group.
4. The participants are then randomly assigned to either one group, which receives the new flexibility programme, or the control group, which continues with its normal daily routine.
5. An example how to counter this would be to offer the control groups the chance to use the new form of aerobic training after the experiment is complete.

6. Other variations along this design can involve more than two groups or the use of a series of pre-tests before the independent variable is introduced followed by a series of post-tests.
7. By randomly assigning them to one or another, the researcher is increasing the chance of equivalence between the two groups.
8. It is still possible that before the training begins, the treatment group will have greater or less flexibility when compared to the control group.

### Exercise 5

	Column I		Column II
A	Type of question that requires the respondent to choose from a list of predetermined responses	1.	Closed question
B	Use of an analytic method (e.g. thematic analysis, textual analysis, document analysis, discourse analysis) to unobtrusively examine some form of sport communication (e.g. team Web sites, sport magazines, organizational reports).	2.	Content analysis
C	Primary outcome of interest in a correlation analysis (values can range from -1.00 or +1.00, where values closer to -1.00 or +1.00 indicate stronger relationships and values closer to 0 indicate weaker relationships).	3.	Correlation coefficient
D	Educated prediction of a research outcome.	4.	Hypothesis
E	Small-scale administration of a survey prior to the main administration; often uses a similar sample.	5.	Pilot study
F	Method of collecting data that involves posing a set of questions to a study participant; typically delivered in person or via the mail or Internet.	6.	Questionnaire
G	The likelihood that a result is caused by something other than chance.	7.	Statistical significance
H	The most basic statistical test used to determine group differences; appropriately used when the researcher wishes to determine if two groups, as defined by independent variable, differ on the basis of a selected dependent variable.	8.	t-test



## Unit 12: Aikido

(prof. PaedDr. Pavol Bartík, PhD.)

### To begin with...

What do you think? Is Aikido a combat sport or martial art?

Aikido is a martial art that uses joint-locks and throws to subdue an attacker.

### What is aikido?

**The term 'aiki'** literally means 'harmony meeting' or 'spirit meeting' and the word 'do' is employed to suggest a 'way' or 'path'. Therefore, Aikido translates as 'way of harmony or spirit meeting'.

**The late Morihei Ueshiba** founded this martial art in the 1930s. Ueshiba gained an early education in the martial arts from the famous Daito-ryu headed by Sokaku Takeda. It is believed Daitoryu gave Ueshiba his technical expertise and practical mastery. He dedicated his time and efforts into fine-tuning what was to become Aikido. Ueshiba became devoted to his studies and trained constantly in amassing and trying to perfect his knowledge, both physically and spiritually.

**Morihei Ueshiba** was an acclaimed exponent of the sword and allied traditional weaponry of that era. The philosophy of Aikido owes much to the Shinto and Zen faiths that were prominent in his way of life. Nature is extremely significant in Ueshiba's Aikido along with natural movements.

**Ueshiba favoured natural movement** and believed one could achieve a better state of self defence by using it. In conjunction with Shintoism, it puts an emphasis on tradition and the past, especially traditions with feudal connections. However, Ueshiba also became a devout follower of the 'new religion' of Omotokyo that was in part neo-Shintoism and in part socio-political idealism.

**He was a very spiritually orientated master.** Aikido is predominantly a non-resistant form, and the concept of non-aggressive movement and technique is rooted within the way and paramount to its being. Aikido is largely based around using the opponent's strength, stature and balance against him. Such an importance given to the ideal of non-aggression makes it almost a pure method of self-defence. Morihei Ueshiba taught the notion and the practise of circular movement to evade and eventually defeat the opponent.

**The concept is to be victorious** by utilising little force and by evasive actions. Today, Aikido is spreading throughout the globe, but probably not as rapidly as the less ritual-based styles. Aikido demands more of a mental attitude and respect for traditional values and etiquette than many other popular martial arts.

**Etiquette is extremely important** and strongly adhered to. The correct salutation, or bowing rituals, are sternly enforced and performed by all, regardless of their status in the school. An individual's rank is indicated by the means of a coloured belt system. The black belt levels or tiers are classed as the master levels. Traditional practice uniform, or 'gi', is worn and the Aikido student at a predetermined grade has the right to wear a 'hakama', or traditional divided skirt.

**Again, the wearing of the hakama** is a sympathetic alliance with the Japanese warrior class, known as samurai. Aikido is a martial art that uses joint-locks and throws to subdue an attacker. The focus of the locks is based around the wrist, or 'kote', and the elbow, known as 'empi'.

**The defender, known as 'tori'**, is taught how to twist and apply the right pressure to the joint areas. The vulnerable regions and the nerve strikes are combined with the knowledge of where and how to strike the opponent to acquire the best outcome. In fact, despite the system's emphasis on fine motor-skill grappling methods Ueshiba claimed, 'ninety-nine per cent of Aikido is atemi'. ('Atemi' comes from two Japanese terms, 'ate' meaning strike or striking, and 'mi' meaning the body; therefore atemi means body-strikes or -striking).

**Much practice and theory** is used to learn how to render an attacker or attackers immobile. Defensive stance and how one should evade a particular attack are covered in great detail. The idea is to rapidly repel an attacker, either unarmed or carrying a weapon. The layman may first perceive a system that looks graceful and holds little strength. The actual pain that can be inflicted from an aikido lock is, however, to be respected.

**Aikido is mainly an unarmed** study but a general syllabus could also cover the stick, known as a 'jo', and knife, or 'tanto', as well as the sword. The objective is to widen the defensive role-plays of the students and to create a comprehensive system. Another area where aikido has gathered admirers is its effective manner of defending against multiple attackers. The training package is geared towards understanding body mechanics and how a delivery of an assault can be predicted by the way in which the anatomy moves.

**The training ideal** is to develop an instinct that can forecast how and where a specific blow will land. There are more than a score of aikido groups or branches that exist today. The more notable establishments include: Minoru Hirai's Korindo Aikido, Kenji Tomiki's system and Gozo Shioda's style known as Yoshinkan. Each aforementioned master developed a divergence from the true core; however, Morihei Ueshiba's ways and beliefs are still the prevailing method.

Horton, N. (2005). Japanese martial arts. West Sussex, Summersdale Publishers Ltd. 126 p. ISBN 1- 84024- 478- X.

## New words and expressions

English	Pronunciation	Slovak
anatomy moves	[ə'nætəmi mu:vz]	anatómia pohybov
around the wrist	[ə'raʊnd ðə rɪst]	okolo zápästia
attack	[ə'tæk]	útok
attacker	[ə'tækə]	útočník
be victorious	[bi vɪk'tɔ:riəs]	byť víťazný, zvíťaziť
best outcome	[best 'aʊtkʌm]	najlepší výsledok
black belt levels	[blæk belt 'levlz]	úroveň čierneho opasku
bowing rituals	['bəʊɪŋ 'rɪtʃuəlz]	rituály
by utilising little force	[baɪ utilɪsɪŋ 'lɪtl fɔ:s]	s využitím malej sily
coloured belt system	['kɒləd belt 'sɪstəm]	system farebných opaskov
correct salutation	[kə'rekt ,sælju'teɪʃn]	správne oslovenie

defeat the opponent	[dɪ'fi:t ðə ə'pəʊnənt]	porazit' súpera
defender	[dɪ'fendə]	obranca
defensive stance	[dɪ'fensɪv stæns]	obranný postoj
efforts	['efəts]	úsilie
elbow	['elbəʊ]	laket'
emphasis on tradition	['emfəsis ɒn trə'dɪʃn]	dôraz na tradíciu
etiquette	['etɪket]	etiketa
extremely important	[ɪk'stri:mli ɪm'pɔ:tnt]	mimoriadne dôležité
feudal connections	['fju:dl kə'nekʃnz]	feudálne spojenie
focus of the locks	['fəʊkəs əv ðə lɒks]	zameranie sa na páčenie
harmony meeting	['hɑ:məni 'mi:tɪŋ]	harmónia stretnutia
ideal of non-aggression	[aɪ'di:əl əv nɒn ə'greʃn]	ideál neútočenia
instinct	['ɪnstɪŋkt]	inštinkt
joint-locks	[dʒɔɪnt lɒks]	páčenie, páky
knife	[naɪf]	nôž
martial arts	['mɑ:ʃl ɑ:ts]	bojové umenia
master levels	['mɑ:stə 'levlz]	majstrovské úrovne, stupne
mental attitude	['mentl 'ætɪtju:d]	duševný postoj
multiple attackers	['mʌltɪpl ə'tækəz]	viacero útočníkov
natural movements	['nætʃrəl 'mu:vmənts]	prirodzené pohyby
new religion	[nju: rɪ'lɪdʒən]	nové náboženstvo
non-aggressive movement	[nɒn ə'gresɪv 'mu:vmənt]	neútočný pohyb
non-resistant form	[nɒn rɪ'zɪstənt fɔ:m]	forma bez odporu
path	[pɑ:θ]	cesta, spôsob
philosophy of Aikido	[fə'lɒsəfi əv aikido]	filozofia Aikido
practical mastery	['præktɪkl 'mɑ:stəri]	praktické majstrovstvo
practise of circular movement	['præktɪs əv 'sɜ:kjələ 'mu:vmənt]	prax kruhového pohybu
pure method	[ə pjʊə 'meθəd]	čistá metóda
respect	[rɪ'spekt]	rešpekt
right pressure	[raɪt 'preʃə]	správny tlak
self defence	[self dɪ'fens]	sebaobrana
socio-political idealism	[sociopolitical aɪ'di:əlɪzəm]	sociálno-politický idealizmus
specific blow	[spə'sɪfɪk bləʊ]	osobitný úder
spirit meeting	['spɪrɪt 'mi:tɪŋ]	duch stretnutia
spiritually orientated master	['spɪrɪtʃuəli 'ɔ:riənteɪtɪd 'mɑ:stə]	duchovne orientovaný majster
stature and balance	['stætʃər ənd 'bæləns]	postava a rovnováha
stick	[stɪk]	palica
strike the opponent	[straɪk ðə ə'pəʊnənt]	udriet' súpera, protivníka
sword	[sɔ:d]	meč
technical expertise	['teknɪkl ˌekspɜ:ˈti:z]	technické zručnosti
technique is rooted within the way	[tek'ni:k ɪz ru:tɪd wɪ'ðɪn ðə weɪ]	technika má svoje korene v spôsobe
throws	[θrəʊz]	hody, prehody
traditional divided skirt	[trə'dɪʃənl dɪ'vaɪdɪd skɜ:t]	tradičná skladaná sukňa
traditional practice uniform	[trə'dɪʃənl 'præktɪs 'ju:nɪfɔ:m]	tradičný cvičebný úbor

traditional values	[trə'dɪʃənəl 'væljuːz]	tradičné hodnoty
traditional weaponry	[trə'dɪʃənəl 'wepənri]	tradičné zbrane
training ideal	['treɪnɪŋ aɪ'diːəl]	tréningový ideál
training package	['treɪnɪŋ 'pækɪdʒ]	tréningový súbor
using the opponent's strength	[juːzɪŋ ðə ɒpə'nent's streŋθ]	využitie útočníkovej sily
way	[weɪ]	cesta, spôsob
way of harmony	[weɪ əv 'hɑːməni]	cesta harmónie
way of life	[weɪ əv laɪf]	spôsob života

## Exercise 1

The words in the sentences have been scrambled. On the lines provided below each sentence, re-write the words of the sentence in the correct order.

1. achieve a better state of self defence by using it ueshiba favoured natural movement and believed one could
2. very spiritually orientated master he was a
3. by evasive actions the concept is to be victorious by utilising little force and
4. of their status in the school the correct salutation or bowing rituals are sternly enforced and performed by all regardless
5. throughout the globe but probably not as rapidly as the less ritualbased styles today Aikido is spreading
6. strength stature and balance against him aikido is largely based around using the opponents
7. to suggest a way or path the term aiki literally means harmony meeting or spirit meeting and the word do is employed
8. weaponry of that era morihei Ueshiba was an acclaimed exponent of the sword and allied traditional
9. or spirit meeting therefore Aikido translates as way of harmony
10. to the ideal of nonaggression makes it almost a pure method of selfdefence such an importance given

## Exercise 2

There are letters missing in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

1. Tr•d•t•e•n•l pr•ct•c• n•f•rm, or 'g•', s w•rn •nd th• •k•d• st•d•nt •t • pr•d•t•rm•nd gr•d•h•s
2. th• r•ght t• w••r • 'h•k•m•', or tr•d•t•e•n•l d•v•d•d sk•rt. •g••n, th• w••r•ng •f th• h•k•m• s •
3. symp•th•t•c •ll••nc• w•th th• J•p•n•s• w•rr••r cl•ss, kn•wn s s•m•r••. •k•d• s • m•rt••l •rt
4. th•t s•s j••nt-l•cks •nd thr•ws t• s•bd•• n •tt•ck•r. Th• f•c•s •f th• l•cks s b•sd •r••nd th•
5. wr•st, or 'k•t•', •nd th• •lb•w, kn•wn s •'mp•'. Th• d•f•nd•r, kn•wn s •'t•r•', s t••ght h•w t•

6. twist and apply the right pressure to the joint areas. The vulnerable regions and the nerve strikes
7. are combined with the knowledge of where and how to strike the opponent to achieve the best
8. outcome. In fact, despite the system's emphasis on non-motor-skill grappling methods such as
9. clomd, 'ninety-nine per cent of kicks is tom'. ('tom' comes from two Japanese terms, 'to'
10. meaning strike or striking, and 'm' meaning the body; therefore tom means body-strikes or
11. -striking).

### Exercise 3

Only partial sentences are shown below. Create an ending for each sentence, and re-write the complete sentence on the lines provided below each sentence.

1. The objective is to widen the defensive role-plays.....
2. Morihei Ueshiba taught the notion and the practise of.....
3. Aikido is predominantly a non-resistant form, and the concept of.....
4. The training ideal is to develop an instinct that.....
5. The actual pain that can be inflicted from.....
6. Defensive stance and how one should evade a.....
7. The philosophy of Aikido owes much to the Shinto.....
8. Aikido demands more of a mental attitude and respect for.....
9. He dedicated his time and efforts into.....
10. The idea is to rapidly repel an.....

### Exercise 4

A number of words have been removed from each sentence and listed below the sentence. Use the listed words to fill the blanks in the sentence.

1. Another area \_\_\_\_ aikido has gathered admirers \_\_\_\_ its effective manner \_\_\_\_ defending \_\_\_\_ multiple attackers.  
A. OF B. IS C. WHERE D. AGAINST
2. Morihei Ueshiba taught the notion \_\_\_\_ practise of circular \_\_\_\_ evade and eventually defeat the opponent.  
A. THE B. MOVEMENT C. TO D. AND
3. Aikido \_\_\_\_ more of \_\_\_\_ mental attitude and respect for traditional values and \_\_\_\_ than many other popular \_\_\_\_ arts.  
A. ETIQUETTE B. DEMANDS C. A D. MARTIAL
4. The defender, known as 'tori', is taught how to \_\_\_\_ and apply the right \_\_\_\_ joint areas.  
A. TWIST B. TO C. PRESSURE D. THE

5. The black \_\_\_\_ levels or tiers \_\_\_\_ classed \_\_\_\_ the master \_\_\_\_\_.  
A. BELT B. AS C. ARE D. LEVELS
6. Much \_\_\_\_\_ and theory is \_\_\_\_ \_ learn \_\_\_\_ to render an attacker or attackers immobile.  
A. USED B. PRACTICE C. TO D. HOW
7. The philosophy of Aikido owes much to \_\_\_\_ \_ and Zen faiths that \_\_\_\_ prominent in his way of \_\_\_\_\_.  
A. WERE B. THE C. SHINTO D. LIFE
8. Aikido is largely based around \_\_\_\_ the opponent's \_\_\_\_\_, stature and \_\_\_\_\_ him.  
A. STRENGTH B. USING C. AGAINST D. BALANCE
9. Aikido is \_\_ martial art \_\_\_\_ uses joint-locks and throws to \_\_\_\_ an \_\_\_\_\_.  
A. THAT B. SUBDUE C. ATTACKER D. A
10. Aikido is predominantly a non-resistant form, and the concept of non-aggressive movement \_\_\_\_ technique is rooted within \_\_\_\_ \_ and paramount to \_\_\_\_ being  
A. WAY B. ITS C. THE D. AND

## Exercise 5

In each paragraph below the sentences are out of order. Determine the correct order for the sentences in the paragraph, and write the correct order number for each sentence on the blank space provided.

Aikido is mainly an unarmed study but a general syllabus could also cover the stick, known as a 'jo', and knife, or 'tanto', as well as the sword. Another area where aikido has gathered admirers is its effective manner of defending against multiple attackers. The training package is geared towards understanding body mechanics and how a delivery of an assault can be predicted by the way in which the anatomy moves. The objective is to widen the defensive role-plays of the students and to create a comprehensive system. Each aforementioned master developed a divergence from the true core; however, Morihei Ueshiba's ways and beliefs are still the prevailing method. The more notable establishments include: Minoru Hirai's Korindo Aikido, Kenji Tomiki's system and Gozo Shioda's style known as Yoshinkan. The training ideal is to develop an instinct that can forecast how and where a specific blow will land. There are more than a score of aikido groups or branches that exist today.

The idea is to rapidly repel an attacker, either unarmed or carrying a weapon. The layman may first perceive a system that looks graceful and holds little strength. Defensive stance and how one should evade a particular attack are covered in great detail. The actual pain that can be inflicted from an aikido lock is, however, to be respected. Much practice and theory is used to learn how to render an attacker or attackers immobile.

## Exercise 6

All of the capital letters, periods and commas have been removed from the text below. Use your red correction pen to write the capital letters, periods and commas where they belong. The answer bank at the end of the text shows how many capital letters, periods and commas have been removed from the text.

aikido is mainly an unarmed study but a general syllabus could also cover the stick known as a 'jo' and knife or 'tanto' as well as the sword the objective is to widen the defensive role-plays of the students and to create a comprehensive system another area where aikido has gathered admirers is its effective manner of defending against multiple attackers the training package is geared towards understanding body mechanics and how a delivery of an assault can be predicted by the way in which the anatomy moves the training ideal is to develop an instinct that can forecast how and where a specific blow will land there are more than a score of aikido groups or branches that exist today the more notable establishments include: minoru hirai's korindo aikido kenji tomiki's system and gozo shioda's style known as yoshinkan each aforementioned master developed a divergence from the true core; however morihei ueshiba's ways and beliefs are still the prevailing method much practice and theory is used to learn how to render an attacker or attackers immobile defensive stance and how one should evade a particular attack are covered in great detail the idea is to rapidly repel an attacker either unarmed or carrying a weapon the layman may first perceive a system that looks graceful and holds little strength the actual pain that can be inflicted from an aikido lock is however to be respected

## Aikido tools and objects

zápasnícka žinienka – tatami – wrestling mat - ['reslɪŋ mæt]

cvičebný úbor – the *hakama* - tradičná delená, skladaná sukňa - a traditional divided-skirt - [ə trə'dɪfənl dr'vaɪdɪd skɜ:t]

drevený meč - the *bokken* (a wooden representation of the Japanese sword) - [ðə bokken]



Traditional divided – skirt (hakama)





Wooden representation of the Japanese sword (bokken)

## Motor skills and techniques in Aikido

priamy úder vedený nahor (age cuki) - direct hit led up - [də'rekt hit led ʌp]  
úder (atemi) – hit - [hit]  
cvičenie so zbraňami (buki vaza) – exercise arms - ['eksəsəɪz ɑ:mz]  
priamy úder (cuki) – direct hit - [də'rekt hit]  
technika priamych úderov (cuki vaza) – direct hits techniques - [də'rekt hɪts tek'ni:ks]  
cvičenie vo dvojici (futari vaza) – exercise in pairs - ['eksəsəɪz ɪn peəz]  
sebaobrana (gošin džucu) – self-defense - [self dɪ'fens]  
začiatok, začnite (hadžime) – start - [stɑ:t]  
pohyb, premiestnenie (idó) – move - [mu:v]  
základné techniky (kihon vaza) – basic techniques - ['beɪsɪk tek'ni:ks]  
technika obrany (odži vaza) – technique defense - [tek'ni:k dɪ'fens]  
kombinácie techník (renraku vaza) – combination of techniques - [kəmbr'neɪʃn əv tek'ni:ks]  
prípravné cvičenia (sotai dosa) – preparatory exercises - [prɪ'pærətɪ 'eksəsəɪzɪz]  
techniky blokov (uke vaza) – techniques blocks- [tek'ni:ks blɒks]  
úder dozadu (uširo cuki) – hit back - [hit bæk]  
techniky hodov (nage waza) – throw techniques - [θrəʊ tek'ni:ks]  
techniky znehybnení (katame waza) – lock techniques - [lɒk tek'ni:ks]  
techniky úderov (atemi waza) – strike techniques - [straɪk tek'ni:ks]  
postoj hanmi – position hanmi - [pə'zɪʃn hanmi]



Position hanmi

stabilita polohy - stability of the position - [stə'bɪləti əv ðə pə'zɪʃn]  
vychýľovanie z rovnováhy- deflection of the balance - [dɪ'flekʃn əv ðə 'bæləns]





Stability of the position



Deflection of the balance

### Gjakuhanmi katate dori – tenči nage

Chyt nesúhlasnou rukou za zápästie – hod „neba a zeme“ - throw „Heaven and Earth“



Throw „Heaven and Earth“ (Gjakuhanmi katate dori – tenči nage)

Aikidô is a modern martial system of Japanese derivation, developed by founder Ueshiba Morihei (1883–1969) over the course of his lifetime. Aikidô employs the redirection of an attacker's energy (or *ki*) into a variety of holds, locks, and projections, and is probably best known for an exclusive focus on defensive maneuvers and for its unique martial philosophy.

The principle of *aiki*, a method of defeating an attack through harmonizing with rather than directly opposing the aggressive motion, predates aikidô, and it found expression in many of feudal Japan's sophisticated martial systems. Aikidô's most direct predecessor art, *Daitô-ryû jûjutsu*, laid particular emphasis on this strategy and on the techniques that employed it most efficiently (many of which would be seen in some form in Ueshiba's modern *budô* [“martial way”]).

Indeed, Ueshiba was first known as a high-quality Daitô-ryû instructor, and he used the terms *jûjutsu* and *aikibudô* for his art through his early decades of teaching. Among the schools derived from Ueshiba's pioneering efforts, patterns in technique and philosophy correlate closely with teachers' historical associations with Ueshiba and, later, with Tôhei. Prewar students of aikibudô retained an emphasis on *atemi* (striking) and generally expressed indifference (at best) about the well-being of an attacker as a result of the defense, resulting in a flavor closer to aiki-jûjutsu than to the peaceful art developed by Ueshiba in his later years.

The philosophy of aikidô correlates closely to the art's techniques, and though even the orthodox branches of aikidô are not in complete agreement on either, some generalizations can be made. In aikidô an attack is not responded to with a counterattack, in the classic rhythm of strike, block, return strike; rather, the practitioner seeks to allow a committed attack to pass by, and then to exploit the attacker's resulting imbalance.

Thus both the initial attack and forceful opposition to such an attack are characterized as futile and maladjusted endeavors, out of harmony with the universe; an aikidô approach to conflict (physical or otherwise) begins with searching for a way to "blend with" rather than oppose aggressive action. From this point a physical application normally proceeds to projection or control of the attacker, usually with an emphasis on preventing any (or at least any serious) injury to the attacker.

The curricula of many aikidô schools lack or de-emphasize hand strikes, and most lack kicking techniques, although defenses against both are practiced. Manipulation of the *ki* energy of both the attacker and defender is implied even in the art's name, but interpretation of the nature of *ki*, and its proper manipulation, vary. Aikidô is often classed among the "soft" or "internal" martial arts, like the Chinese *taijiquan* (tai chi ch'uan), *xingyiquan* (hsing i ch'uan), and *baguazhang* (pa kua ch'uan), and an emphasis on breathing exercises and *ki* exercises (meant to improve a practitioner's control of his own energy) is common.

Aikidô schools descending from Tôhei Kôichi's tradition even maintain separate *ki* rankings (related but not identical to the student's aikidô *kyû* or *dan* rank, discussed below) based on the student's mastery of *ki* concepts and applications, including *kiatsu*, a healing method practiced by Tôhei Kôichi. Interpretations of *ki* in aikidô range from the mystical (complete with tales of miraculous feats by Ueshiba Morihei) to the utilitarian and prosaic.

Uses of the *bokken* (a wooden representation of the Japanese sword) and *jô* (a four-foot staff) are common auxiliary training methods in aikidô, reflecting the elements of timing, distance, and initiative that aikidô and its predecessor arts took from the armed disciplines of the samurai. In general, the use of these weapons in aikidô training is undertaken for the illustration and practice of aikidô principles, rather than for the sake of combatoriented proficiency with the weapons themselves, although weapon-handling methods taught in various aikidô schools are widely divergent.

Disarming and weapon-retention techniques are often included in this practice and related to similar unarmed procedures in other arts. The *tantô*, a wooden replica of a Japanese dagger, is also maintained as a training tool, although unlike the other wooden weapons it is rarely considered from the wielder's perspective. Instead, the *tantô* is used exclusively for the practice of disarming techniques. (An exception to this occurs in Tomiki Aikidô dôjô, which engage in a competitive sport revolving around *tantô* offense and defense. In their matches, a rubber *tantô* may be used by the offensive player to score, while successful defense yields the defender both points and the *tantô*.)

Aikidô training is usually centered on partner practice, in which students alternate practicing the roles of *uke* (the attacker and the one who ordinarily takes a fall) and *nage* (the defender). Other aikidô training methods may include *aiki taisô* (specialized calisthenics for the application of energy in the aikidô manner), weapon forms, sword and staff disarms and sword and staff retention techniques, *kokyû hô* ("breath power exercise") breath and balance training, and a multiple-attacker exercise called *randori*.

In aikidô's *randori*, a single *nage* uses aikidô protective strategy and techniques against a number of attackers, who may or may not be limited in the methods that they are allowed to employ against *nage*. *Randori* encourages versatile, decisive movement on *nage*'s part and rewards swift and efficient unbalancing techniques rather than involved control holds or throws. It is often a prominent feature of aikidô rank tests.

Ranking in most aikidô *dôjô* is based on a belt system derived from the one originated for sport *jûdô*. A variety of *kyû* ranks lead up to certification as *shôdan* (first dan, usually translated as first-degree black belt), usually designated by a black belt. Dan ranks proceed from this important step, and upper ranks may vary according to the particular affiliation of the *dôjô*.

The *hakama*, a traditional divided-skirt garment, is seen in many aikidô *dôjô*, often as a rank designator similar to the black belt. Ueshiba considered the wearing of this garment to be a matter of basic courtesy for students of all ranks, but modern *dôjô* traditions vary widely, and the wearing of the *hakama* may be required for all students or restricted to particular students according to local custom.

With its lack of tournaments and its unusual philosophical emphasis, aikidô has spread through different venues than other popular martial arts. Seen from its inception as an art with broad philosophical implications and many applications outside the realm of physical conflict, aikidô has attracted more academic interest than most martial arts and has been advocated in adapted forms as a paradigm in psychology, business, and conflict management.

The physical effectiveness of aikidô, along with its humane priorities, has held considerable appeal for law enforcement applications as well, and Shioda Gôzô's Yoshinkan Aikidô (a style heavily influenced by prewar aikibudô) was chosen for the training of the elite Tokyo police. However, the art has generally had a low media profile, with the exception of the film career of senior aikidô practitioner Steven Seagal. (His movies have featured a great deal of aikidô-influenced fight choreography.)

Green, T.A. (2001). *Martial arts of the world : An encyclopedia*. Santa Barbara, California. 926 p. ISBN 1-57607-150-2.

## New words and expressions

English	Pronunciation	Slovak
academic interest	[,ækə'demɪk 'ɪntrəst]	akademický záujem
aggressive motion	[ə'ɡresɪv 'məʊʃn]	agresívny, útočný pohyb
Aikidô training	[aɪkɪdô 'treɪnɪŋ]	tréning, cvičenie Aikido
aikidô's randori	[aɪkɪdô's rændorɪ]	zápas v Aikido
art's techniques	[ɑrt's tek'ni:ks]	techniky umenia
attacker's energy	[attacker's 'enədʒɪ]	útočnickova energia
breath and balance training	[breθ ənd 'bæləns 'treɪnɪŋ]	cvičenia zamerané na

		dýchanie a rovnováhu
breathing exercises	['bri:ðɪŋ 'eksəsaɪzɪz]	dýchacie cvičenia
certification	[,sɜ:tɪfɪ'keɪʃn]	certifikát, potvrdenie
counterattack	['kauntərətæk]	protiútok
curricula	[kə'ɾɪkjələm]	učebné osnovy
elements	['elɪmənts]	prvky
first dan	[fɜ:st dæn]	1. Dan
first-degree black belt	[fɜ:st dɪ'gri: blæk belt]	čierny opasok 1.stupňa
for the training	[fə ðə 'treɪnɪŋ]	pre tréning, pre cvičenie
forceful opposition	['fɔ:sfl ɒpə'zɪʃn]	silný odpor, obrana
hand strikes	[hænd straɪks]	úder rukou
harmonizing	[harmonɪzɪŋ]	harmonizácia
holds or throws	[həʊldz ɔ: θrəʊz]	držania alebo hody, prehody
humane priorities	[hju:'meɪn prarɪ'brəti]	ľudské priority
imbalance	[ɪm'bæləns]	nerovnováha
improve	[ɪm'pru:v]	zlepšiť
initial attack	[ɪ'nɪʃl ə'tæk]	počiatočný útok
injury	['ɪndʒəri]	zranenie
ki exercises	[ki 'eksəsaɪzɪz]	ki cvičenia
kicking techniques	['kɪkɪŋ tek'ni:ks]	kopacie techniky, techniky kopov
lack of tournaments	[læk əv 'tuənəmənts]	nedostatok turnajov
locks	[lɒks]	páčenie, páky
low media profile	[ləʊ 'mi:diə 'prəʊfaɪl]	nízky mediálny záujem
martial system	['mɑ:ʃl 'sɪstəm]	bojový systém
multiple-attacker exercise	['mʌltɪpl ə'tækə 'eksəsaɪz]	cvičenie s viacerými útočníkmi
mystical	['mɪstɪkl]	mystický
partner practice	['pɑ:tnə 'præktɪs]	cvičenie s partnerom, cvičenie v dvojiciach
peaceful art	['pi:sfl ɑ:t]	mierové umenie
philosophical emphasis	[,fɪlə'sɒfɪkl 'emfəsis]	filozofický dôraz
physical conflict	['fɪzɪkl 'kɒnflɪkt]	telesný konflikt
physical effectiveness	['fɪzɪkl ɪ'fektɪv]	telesná účinnosť
practitioner's control	[præktɪtʃənə's kən'trəʊl]	kontrola cvičencom
projections	[prə'dʒekʃnz]	projekcie
redirection	[,ri:də'rekt]	presmerovanie, zmena smeru
return strike	[rɪ'tɜ:n straɪk]	protiúder
soft	[sɒft]	mäkký, jemný
strategy	['strætədʒi]	stratégia
strike	[straɪk]	úder
successful defense	[sək'sesfl dɪ'fens]	úspešná obrana
takes a fall	[teɪks ə fɔ:l]	vykonať pád
traditional divided-skirt	[trə'dɪʃənl dɪ'vaɪdɪd skɜ:t]	tradičná delená, skladaná sukňa
unbalancing techniques	[,ʌn'bælənsɪŋ tek'ni:ks]	techniky na porušenie rovnováhy

unique martial philosophy	[ju'ni:k 'mɑ:ʃl fə'lɒsəfi]	unikátna, jedinečná bojová filozofia
variety of holds	[və'raɪəti əv həʊldz]	rôzne držania
weapons	['wepənz]	zbrane
wooden replica	['wʊdn 'replɪkə]	drevená replika, imitácia

## Key

### Exercise 1

1. Ueshiba favoured natural movement and believed one could achieve a better state of self defence by using it.
2. He was a very spiritually orientated master.
3. The concept is to be victorious by utilising little force and by evasive actions.
4. The correct salutation, or bowing rituals, are sternly enforced and performed by all, regardless of their status in the school.
5. Today, Aikido is spreading throughout the globe, but probably not as rapidly as the less ritual-based styles.
6. Aikido is largely based around using the opponent's strength, stature and balance against him.
7. The term 'aiki' literally means 'harmony meeting' or 'spirit meeting' and the word 'do' is employed to suggest a 'way' or 'path'.
8. Morihei Ueshiba was an acclaimed exponent of the sword and allied traditional weaponry of that era.
9. Therefore, Aikido translates as 'way of harmony or spirit meeting'.
10. Such an importance given to the ideal of non-aggression makes it almost a pure method of self-defence.

### Exercise 2

Traditional practice uniform, or 'gi', is worn and the Aikido student at a predetermined grade has the right to wear a 'hakama', or traditional divided skirt.

Again, the wearing of the hakama is a sympathetic alliance with the Japanese warrior class, known as samurai. Aikido is a martial art that uses joint-locks and throws to subdue an attacker. The focus of the locks is based around the wrist, or 'kote', and the elbow, known as 'empi'.

The defender, known as 'tori', is taught how to twist and apply the right pressure to the joint areas. The vulnerable regions and the nerve strikes are combined with the knowledge of where and how to strike the opponent to acquire the best outcome. In fact, despite the system's emphasis on fine motor-skill grappling methods Ueshiba claimed, 'ninety-nine per cent of Aikido is atemi'. ('Atemi' comes from two Japanese terms, 'ate' meaning strike or striking, and 'mi' meaning the body; therefore atemi means body-strikes or -striking).

### Exercise 3

1. The objective is to widen the defensive role-plays of the students and to create a comprehensive system.

2. Morihei Ueshiba taught the notion and the practise of circular movement to evade and eventually defeat the opponent.
3. Aikido is predominantly a non-resistant form, and the concept of non-aggressive movement and technique is rooted within the way and paramount to its being.
4. The training ideal is to develop an instinct that can forecast how and where a specific blow will land.
5. The actual pain that can be inflicted from an aikido lock is, however, to be respected.
6. Defensive stance and how one should evade a particular attack are covered in great detail.
7. The philosophy of Aikido owes much to the Shinto and Zen faiths that were prominent in his way of life.
8. Aikido demands more of a mental attitude and respect for traditional values and etiquette than many other popular martial arts.
9. He dedicated his time and efforts into fine-tuning what was to become Aikido.
10. The idea is to rapidly repel an attacker, either unarmed or carrying a weapon.

#### **Exercise 4**

1. Another area where aikido has gathered admirers is its effective manner of defending against multiple attackers.
2. Morihei Ueshiba taught the notion and the practise of circular movement to evade and eventually defeat the opponent.
3. Aikido demands more of a mental attitude and respect for traditional values and etiquette than many other popular martial arts.
4. The defender, known as 'tori', is taught how to twist and apply the right pressure to the joint areas.
5. The black belt levels or tiers are classed as the master levels.
6. Much practice and theory is used to learn how to render an attacker or attackers immobile.
7. The philosophy of Aikido owes much to the Shinto and Zen faiths that were prominent in his way of life.
8. Aikido is largely based around using the opponent's strength, stature and balance against him.
9. Aikido is a martial art that uses joint-locks and throws to subdue an attacker.
10. Aikido is predominantly a non-resistant form, and the concept of non-aggressive movement and technique is rooted within the way and paramount to its being.

#### **Exercise 5**

- S-1 Aikido is mainly an unarmed study but a general syllabus could also cover the stick, known as a 'jo', and knife, or 'tanto', as well as the sword.
- S-3 Another area where aikido has gathered admirers is its effective manner of defending against multiple attackers.
- S-4 The training package is geared towards understanding body mechanics and how a delivery of an assault can be predicted by the way in which the anatomy moves.
- S-2 The objective is to widen the defensive role-plays of the students and to create a comprehensive system.



- S-4 Each aforementioned master developed a divergence from the true core; however, Morihei Ueshiba's ways and beliefs are still the prevailing method.
- S-3 The more notable establishments include: Minoru Hirai's Korindo Aikido, Kenji Tomiki's system and Gozo Shioda's style known as Yoshinkan.
- S-1 The training ideal is to develop an instinct that can forecast how and where a specific blow will land.
- S-2 There are more than a score of aikido groups or branches that exist today.
- S-3 The idea is to rapidly repel an attacker, either unarmed or carrying a weapon.
- S-4 The layman may first perceive a system that looks graceful and holds little strength.
- S-2 Defensive stance and how one should evade a particular attack are covered in great detail.
- S-5 The actual pain that can be inflicted from an aikido lock is, however, to be respected.
- S-1 Much practice and theory is used to learn how to render an attacker or attackers immobile.

### Exercise 6

Aikido is mainly an unarmed study but a general syllabus could also cover the stick, known as a 'jo', and knife, or 'tanto', as well as the sword.

The objective is to widen the defensive role-plays of the students and to create a comprehensive system.

Another area where aikido has gathered admirers is its effective manner of defending against multiple attackers.

The training package is geared towards understanding body mechanics and how a delivery of an assault can be predicted by the way in which the anatomy moves.

The training ideal is to develop an instinct that can forecast how and where a specific blow will land.

There are more than a score of aikido groups or branches that exist today.

The more notable establishments include: Minoru Hirai's Korindo Aikido, Kenji Tomiki's system and Gozo Shioda's style known as Yoshinkan.

Each aforementioned master developed a divergence from the true core; however, Morihei Ueshiba's ways and beliefs are still the prevailing method.

Much practice and theory is used to learn how to render an attacker or attackers immobile.

Defensive stance and how one should evade a particular attack are covered in great detail.

The idea is to rapidly repel an attacker, either unarmed or carrying a weapon.

The layman may first perceive a system that looks graceful and holds little strength.

The actual pain that can be inflicted from an aikido lock is, however, to be respected.

## Unit 13: Aquafitness

(PaedDr. Jana Labudová, PhD.)

### To begin with...

Is the body weight in the water lower than on dry ground?

Yes. Body weight in water depends on the depth of immersion. When we are immersed to the waist, we weigh about 50% less than when standing on dry ground.

### What is aquafitness?

Exciting new trends are emerging in the fitness industry, and aquafitness is at the forefront with reduced-impact yet challenging options for group exercise, small-group fitness, and personal training. The properties of the water further enhance the benefits of many popular fitness formats, such as kickboxing, yoga, body sculpting, Pilates, walking and jogging, circuits, and sport-specific training. No longer targeting just the senior population, safe and effective programs can be found for all age groups, including parents and infants, children, teens, young adults, and the “new” seniors, the baby boomers. Exercise professionals face many challenges in their attempts to provide programming for participants. The aquafitness instructor must learn to manage the aquatic environment as well as his or her class. Water temperature, water resistance, pool structural considerations, pool chemicals, acoustical factors, and the risk of electrical shock become additional concerns. Although the air temperature and humidity will influence the comfort of water exercise participants as well as the physiological exercise parameters, the water itself has a more direct impact.

One primary variable is common to all aquafitness research: immersion of the body in water. Research indicates that immersion in water has a direct impact on physiological, psychological, and emotional outcomes. Immersion studies date back to as early as 1938 and continue through the present falling into two general categories: face-in immersion (as in swimming or horizontal exercise) and face-out immersion (as vertical water exercise). The water is a very complicated environment, offering numerous benefits as an exercise medium. The physiological responses to water immersion are affected by additional factors:

- Water temperature
- Water depth
- Body composition
- Intensity of exercise (rest, submaximal exercise, or maximal exercise)
- Dunking (temporary submersion of the head and face)
- Individual participant factors (age, sex, disease, and so on)

As research continues to be conducted on the aquatic environment, we expand our understanding of the optimal conditions for safe and effective aquatic exercise. It is clear that not every program has the same environmental requirements. For example, aquatic-based yoga will require warmer water temperatures for optimal physiological effects, physical and psychological comfort, and safety compared to a program involving intense cardiorespiratory exercise.



Proper knowledge of the aquatic environment is essential to the effectiveness of the aquafitness instructor. By studying how the body moves in the water and the physiological and psychological effects of water immersion as well as the research based industry recommendations and guidelines, the instructor will positively influence the quality of the clients' exercise experience. One of the most helpful lessons for a beginning aquafitness instructor is how to put together programming that uses the water to its fullest extent. Instructors who try to simply drop their land-based program into the pool quickly discover that things just do not work the same in water. Ineffective use of the aquatic environment sometimes leads to a disillusioned perspective of water exercise by both the instructor and participants. Instructors and trainers coming from a strong swimming background might also have problems when trying to apply water principles in a fitness class in the same manner as they would for swimming. Vertical water exercise is different from horizontal exercise or swimming. An effective aquafitness instructor learns to make the most of the fluctuating aquatic environment and can manipulate the unique properties of water to provide an effective workout. Water is an excellent medium for exercise because of the reduced gravitational forces experienced by the body when partially submerged. This provides a lower-impact alternative to land-based programming. Even within the aquatic realm, we can modify the impact forces created by the workout. It is important for the instructor to keep this in mind because participants often adapt to increasing the intensity of their workout, but might not physically be able to increase the impact. Many participants choose the water specifically for a lower-impact exercise alternative. The depth of the water directly affects the amount of impact transferred through the musculoskeletal system. Moving deeper in the water decreases the impact for a given exercise. Exercising without touching the pool bottom, as in deep-water exercise, actually creates a non-impact workout.

Reduced and modified from Aquatic fitness professional manual (6<sup>th</sup> Edition). United States: Human Kinetics, 2010. 395 p. ISBN 10: 0-7360-6767-1.

## New words and expressions

English	Pronunciation	Slovak
acoustical factors	[ə'ku:stɪkəl 'fæktəz]	akustické faktory
age	[eɪdʒ]	vek
age group	[eɪdʒ gru:p]	veková skupina
air humidity	[eə hju:'mɪdɪti]	vlhkosť vzduchu
air temperature	[eə 'temprətʃər]	teplota vzduchu
aquatic environment	[ə'kwætɪk ɪn'vaɪərənmənt]	vodné prostredie
aquatic fitness instructor	[ə'kwætɪk 'fɪtnəs ɪn'strʌktə]	inštruktor aquafitness
benefit	['benɪfɪt]	význam, prínos
body composition	['bɒdi ,kɒmpə'zɪʃn]	stavba tela
children	['tʃɪldrən]	deti
circuits training	['sɜ:kɪts 'treɪnɪŋ]	kruhový tréning
direct impact	[dɪ'rekt ɪm'pækt]	priamy vplyv
disease	[dɪ'zi:z]	oslabenie, porucha
dunking	['dʌŋkɪŋ]	ponorenie

effective program	[ɪ'fektɪv 'prəʊgræm]	účinný, efektívny program
emotional outcome	[ɪ'məʊʃnəl 'aʊtkʌm]	emocionálny význam, prínos
exercise medium	['eksəsaɪz 'mi:diəm]	prostredie pre cvičenie
exercise professional	['eksəsaɪz prə'feʃnəl]	lektor, inštruktor, tréner
face-in immersion	[feɪs-ɪn ɪ'mɜ:ʃn]	ponorená tvár (tvár vo vode)
face-out immersion	[feɪs-out ɪ'mɜ:ʃn]	neponorená tvár (tvár nad vodou)
fitness formats	['fɪtnəs 'fɔ:mæts]	druhy fitnes cvičenia
group exercise	[gru:p 'eksəsaɪz]	hromadná forma cvičenia
horizontal exercise	[,hɒrɪ'zɒntl̩ 'eksəsaɪz]	cvičenie v horizontálnej polohe tela
immersion of the body in water	[ɪ'mɜ:ʃn əv ðə 'bɒdi ɪn 'wɔ:tə]	ponorenie tela do vody
individual participant factors	[,ɪndɪ'vɪdʒuəl pɑ:'tɪsɪpənt 'fæktəz]	individuálne ukazovatele cvičenia
infant	['ɪnfənt]	dojča
intensity of exercise	[ɪn'tensɪti əv 'eksəsaɪz]	intenzita zaťaženia
jogging	['dʒɒɡɪŋ]	beh
maximal exercise	['mæksɪml̩ 'eksəsaɪz]	maximálna intenzita
move	[mu:v]	pohyb
“new” seniors, the baby boomers	[“new” 'si:nɪəz, ðə 'beɪbi 'bu:mərz]	dospelí vo veku 45 – 60 rokov, tzv. nová mládež
parents	['peərənts]	rodičia
participant	[pɑ:'tɪsɪpənt]	cvičenec
personal training	['pɜ:sənəl 'treɪnɪŋ]	individuálny tréning
physiological exercise parameter	[,fɪziə'lɒdʒɪkl̩ 'eksəsaɪz pə'ræmɪtə]	fyziológické ukazovatele cvičenia
physiological outcome	[,fɪziə'lɒdʒɪkl̩ 'aʊtkʌm]	fyziológický význam, prínos
pool chemicals	[pu:l 'kemɪkəlz]	bazénové dezinfekčné prostriedky
pool considerations	[pu:l kən,sɪdə'reɪʃn]	podmienky bazéna
properties of water	[ðə 'prɒpərtɪz əv 'wɔ:tə]	vlastnosti vody
psychological outcome	[,saɪkə'lɒdʒɪkl̩ 'aʊtkʌm]	psychologický význam, prínos
research	[rɪ'sɜ:tʃ]	výskum
rest	[rest]	oddych, odpočinok
risk of electrical shock	[rɪsk əv ɪ'lektrɪkl̩ ʃɒk]	riziko elektrického šoku
safe program	[seɪf 'prəʊgræm]	bezpečný program
senior population	['si:nɪə ,pɒpjʊ'leɪʃn]	seniori
sex	[seks]	pohlavie
small-group fitness	[small-group 'fɪtnəs]	malá skupina cvičencov
sport-specific training	[sport-specific 'treɪnɪŋ]	špeciálny športový tréning
submaximal exercise	[submaximal 'eksəsaɪz]	submaximálna intenzita
submersion of the face	[səb'mɜ:ʃn əv ðə feɪs]	ponorenie tváre
submersion of the head	[səb'mɜ:ʃn əv ðə hed]	ponorenie hlavy
swimming	['swɪmɪŋ]	plávanie
teens	[ti:nz]	dospievajúci

vertical water exercise	['vɜ:tɪkl̩ 'wɔ:tər 'eksəsaɪz]	cvičenie vo vertikálnej polohe tela
walking	['wɔ:kɪŋ]	chôdza
water depth	['wɔ:tə depθ]	hĺbka vody
water exercise	['wɔ:tər 'eksəsaɪz]	cvičenie vo vode
water resistance	['wɔ:tə rɪ'zɪstəns]	odpor vody
water temperature	['wɔ:tə 'temprətʃə]	teplota vody
young adults	[jʌŋ 'ædʌlts]	mládež

## Exercise 1

Match the pictures with the words below



1



2



3



4



5



6



7

### Word bank

boards, aqua gloves, aqua dumbbells, airex-water mat, blowed balls, noodels, aquajogger

## Exercise 2

Complete the sentences

1. Exercising without touching the pool bottom, as in....., actually creates a non-impact workout.
2. The .....must learn to manage the aquatic environment as well as his or her class.
3. Water is an excellent medium for exercise because of the reduced .....experienced by the body when partially submerged.
4. ....of the water directly affects the amount of impact transferred through the musculoskeletal system.
5. A deep-water program is traditionally defined as a fitness program performed suspended in water at a depth that allows the participant to remain vertical and yet not touch the.....
6. Instructors have many options for....., style of movement patterns (sport, dance, callisthenic, etc.), music choices, and equipment selection to make the program unique.
7. ....works well in deep water because of the build-up of lactic acid.
8. In the instructor-guided group....., the entire group performs the same exercises simultaneously, following the instructor's cues.

### Word bank

bottom of the pool, gravitational forces, interval training, choreography circuit training, deep-water exercise, the depth, aquafitness instructor

## Exercise 3

Match words from the left column with the ones on the right

circuit  
aquafitness  
pool  
aqua  
body  
flutter  
blowed

consideration  
ball  
kick  
training  
body  
range  
composition

full  
recovery  
upper  
exercise  
equipment

cycle  
medium  
instructor  
selection  
gloves

## Exercise 4

There are missing letters in the text below. Fill in the blanks with the letters needed to spell each word correctly.

Exercising sus-ended in a deep-water enviro-ment produces different ph-siological re-ponses as com-ared to sha-low water formats. The instru-tor needs to learn a new set of skills to effective-ly teach deep-water exer-ise. Al-hough deck instruction skills are sim-lar to those in s-allow water, lea-ing deep water re-u-ires the ability to demonst-ate an entire class of su-pended patterns. It is challen-ing to pre-isely demonstrate a vertical fl-tter kick from de-k. Class fo-matting in deep water has evolved th-ough the last decade. De-eloping safe, effective, and enjo-able deep-water programs requires careful at-ention to pool conditions (temperature, size, wall design, and so on), the goals and abil-ties of the target population, and the teaching st-le preferred.

### Exercise positions - shallow water



**Level I.** Water depth between waist and chest - upright position



**Level II.** Water depth between chest and armpit - flexing at the hips and knees





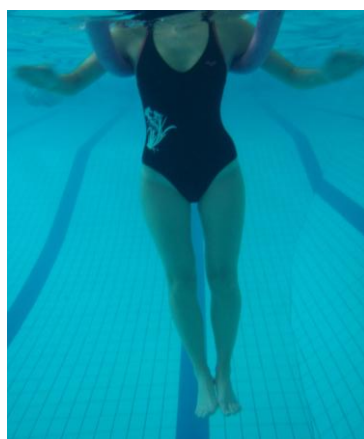
**Level III.** Water depth shoulders - without touching the pool bottom - non impact

### **Movement planes**



Symmetric and asymmetric moves in sagittal plane

### **Exercise positions - deep water**



Vertical Position



Horizontal Position



Side Position



L - Position

## Fixed expressions in aquafitness

English	Slovak
provide programming for participants	tvorba programu pre cvičencov
learn to manage the aquatic environment	naučiť sa využiť - prispôbiť vodné prostredie
comfort of water exercise	pohodlie, comfort cvičenia vo vode
popular fitness formats	populárne druhy fitness programov
immersion of the body in water	ponorenie tela do vody
intensity of exercise	intenzita zaťaženia
individual participant factors	individuálne ukazovatele cvičenca
safe aquatic exercise	bezpečné cvičenie vo vode
effective aquatic exercise	efektívne cvičenie vo vode
optimal physiological effects	optimálny fyziologický účinok
exercise experience	skúsenosti s cvičením
musculoskeletal system	oporná sústava, kostrovo-svalová sústava
non-impact workout	pohyby, cvičenie bez kontaktu s podložkou
exercise position	poloha tela počas cvičenia
movement plane	anatomická rovina tela, v ktorej sa vykonáva pohyb
obese adults	obézni dospelí
neutral buoyancy equipment	nadľahčovacia pomôcka
airex-water mat	vodné žinenky
aqua dumbbells	vodné činky

## Deep-Water Training

Aquatic programming in deep water has become very popular and continues to evolve with creative formats, effective equipment options, and target markets. Deep water provides an excellent training modality for all ages and abilities. Specialized programming can be geared toward older adults, individuals with back problems, obese participants, and marathon runners, to name just a few. Deep water is an enjoyable and effective aquatic training medium for a full range of participants. Deep-water exercise matured as a training alternative in the 1980s and 1990s. Most of the research on deep-water exercise compares land running, jogging, and walking (road training or treadmill training) with deep-water running, jogging, and walking. Investigators have found the cardiorespiratory responses to deep-water training to be less than, similar to, and greater than treadmill running on land. Published research on the physiological responses for non-running, jogging, or walking types of deep-water aquatic fitness program formats is virtually non-existent.

A deep-water program is traditionally defined as a fitness program performed suspended in water at a depth that allows the participant to remain vertical and yet not touch the bottom of the pool. Typically a flotation device is worn for neutral buoyancy, which allows the participant to concentrate on working against the drag properties of the water as opposed to trying to stay afloat. Participants can move freely in all three planes of motion, creating a total body workout, muscle balance, and a substantial



challenge for the core muscles without impact stress to the joints. Not all pools have water that accommodates true deep-water training, but shallow-water programs can be modified to include non-impact level III movements. Working suspended in level III, the hips and knees are flexed to perform the movement without touching the bottom of the pool. The participant works primarily against the horizontal drag forces of the water and typically shifts more of the workload to the upper torso. As level III movements are considered a shallow-water choreography option, shoes are generally recommended, but neutral buoyancy equipment is typically not required. Another circumstance in which suspended movements might be used is for programs performed in transitional water depths, where water is too deep for traditional shallow-water exercise and too shallow for traditional deep-water exercise. Thus the term “transitional” describes water exercise performed in pools with water depths between 1.4 to 1.6 meters. Flotation equipment may be used and shoes are recommended because there is some contact with the pool floor.

Exercising suspended in a deep-water environment produces different physiological responses as compared to shallow water formats. The instructor needs to learn a new set of skills to effectively teach deep-water exercise. Class format, exercise selection, movement tempo and equipment differ somewhat compared to shallow-water programming. Although deck instruction skills are similar to those in shallow water, leading deep water requires the ability to demonstrate an entire class of suspended patterns, often with longer levers, to accommodate full range of motion at the leg. For example, a vertical flutter kick cannot be performed in shallow water but is popular in deep-water training. It is challenging to precisely demonstrate a vertical flutter kick from deck. Class formatting in deep water has evolved through the last decade. Developing safe, effective, and enjoyable deep-water programs requires careful attention to pool conditions (temperature, size, wall design, and so on), the goals and abilities of the target population, and the teaching style preferred. To expand the instructor's deep-water offerings, some of the following program formats should be considered.

### **Traditional Aerobic Deep-Water Training**

This popular format typically provides a 5- to 10-minute warm-up followed by 20 to 60 minutes of cardiorespiratory training, an optional muscle-conditioning segment often targeting upper body and core muscles, and a final 5- to 10-minute stretch and relaxation segment. The instructor should remember to use movement patterns specific to deep water, follow ACSM guidelines to promote an adequate training response, and incorporate the physical laws and properties of water for intensity variations. Instructors have many options for choreography, style of movement patterns (sport, dance, callisthenic, etc.), music choices, and equipment selection to make the program unique.

### **Deep-Water Interval Training**

Interval training works well in deep water because of the build-up of lactic acid. Interval training automatically incorporates recovery cycles to facilitate lactic acid removal. As is true in shallow water, deep-water interval training is comprised of a series of work cycles that alternate between work and recovery. The work and recovery cycles can vary in intensity and duration depending on the needs and goals of the exercise session. Cycles often follow specific work-to-recovery ratios set by the music or the instructor. Interval training is becoming popular because it can provide a challenging workout

option for a variety of ability levels and allows participants to work through training plateaus. There are many combinations to consider for deep-water interval training with some focusing, only on cardiorespiratory training. In group exercise, the recovery period is most often a form of active rest, as opposed to true rest in which all activity is ceased. A challenging workout focused on cardiorespiratory improvements might include a short anaerobic work cycle followed by a longer aerobic recovery cycle.

### Deep-Water Circuit Training

Circuit training works well for either shallow-or deep-water programming. Two primary options are available for leading a circuit during group exercise:

- Self-guided stations. Stations are designated, usually at the pool walls. Each station has visual information for the exercise to be performed, type of equipment needed, and technique tips. Participants move as individuals or in small groups from station to station in a uniform manner, with or without bouts of cardiorespiratory group training in the center of the pool.
- Instructor-guided group circuit. In this method, the entire group circuit. In this method, the entire group performs the same exercises simultaneously, following the instructor's cues. Again, you have option to alternate the muscle-conditioning exercise with bouts of aerobic training. All participants need the same type of equipment for each exercise.

Without the cardiorespiratory segments, the focus of a circuit program is muscle conditioning, similar to training in the weight room, moving from machine to machine. With the cardio segments, the program blends aerobics training with muscle conditioning for a total-body aerobic circuit training workout.

Reduced and modified from Aquatic fitness professional manual (6<sup>th</sup> Edition). United States: Human Kinetics, 2010. 395 p. ISBN 10: 0-7360-6767-1.

## New words and expressions

English	Pronunciation	Slovak
ability level	[ə'bɪləti 'levl]	úroveň pohybových schopností a špecifických zručností
active rest	['æktɪv rest]	aktívny odpočinok
bottom of the pool	['bɒtəm əv ðə pu:l]	dno bazéna
build-up of lactic acid	['bɪld ʌp əv 'læktɪk 'æsɪd]	tvorba kyseliny mliečnej
buoyancy	['bɔɪənsi]	vznášanie
cardiorespiratory training	['kɑ:diəʊrɪ'spɪrətɹi 'treɪnɪŋ]	aeróbny tréning
core muscles	[kɔ: 'mʌs z]	svaly stabilizačného systému tela (stred tela)
deck instruction skill	[dek ɪn'strʌkʃn skɪl]	schopnosť riadiť cvičenie z okraja bazéna
deep water	[di:p 'wɔ:tə]	hlboká voda
deep-water circuit training	['di:p wɔ:tə 'sɜ:kɪt 'treɪnɪŋ]	kruhový tréning v hlbokaj vode
deep-water environment	['di:p wɔ:tər ɪn'vaɪərənmənt]	prostredie hlbokaj vody

deep-water exercise	['di:p wɔ:tər 'eksəsaɪz]	cvičenie v hlbkej vode
deep-water interval training	['di:p wɔ:tər 'intəvəl 'treɪnɪŋ]	intervalový tréning v hlbkej vode
drag	[dræg]	odpor
duration	[dʒʊ'reɪʃn]	dĺžka trvania
equipment	[i'kwɪpmənt]	náčinie, pomôcka
equipment selection	[i'kwɪpmənt sɪ'lekʃn]	výber náčinia a pomôcok
exercise selection	['eksəsaɪz sɪ'lekʃn]	výber cvičení
flotation device	[fləʊ'teɪʃn dɪ'vaɪs]	vztlková - nadľahčovací pomôcka
flotation equipment	[fləʊ'teɪʃn i'kwɪpmənt]	vztlková pomôcka
full range of motion	[fʊl reɪndʒ əv 'məʊʃn]	maximálny – "plný" rozsah pohybu
goal of the exercise session	[gəʊl əv ði 'eksəsaɪz 'seɪʃn]	cieľ cvičebnej jednotky
group exercise	[gru:p 'eksəsaɪz]	skupinové cvičenie
hips	[hɪps]	boky
horizontal drag force	[ˌhɒrɪ'zɒntl dræg fɔ:s]	čelný odpor
individuals with back problems	[ɪndɪ'vɪdʒʊəlz wɪð 'bæk 'prɒbləmz]	ľudia s bolesťami chrbta
instructor-guided group circuit	[ɪn'strʌktə'gaɪdɪd gru:p 'sɜ:kɪt]	inštruktorom vedený kruhový tréning
intensity variations	[ɪn'tensɪti ,veəri'eɪʃnz]	variácie, zmeny intenzity
joint	[dʒɔɪnt]	kĺb
knee	[ni:]	kolená
level III movements	['levl θri: 'mu:vmənts]	pohyby vo voľnej polohe (bez kontaktu s dnom bazény)
long lever	['lɒŋ 'li:və]	vystretá končatina - tzv. dlhá páka
marathon runners	[mæɪəθən 'rʌnəz]	maratónski bežci
move freely	[mu:v 'fri:li]	voľne sa pohybovať
movement patterns	['mu:vmənt 'pætənz]	cvičebné tvary
movement tempo	['mu:vmənt 'tempəʊ]	tempo, rytmus pohybu
muscle balance	['mʌsl 'bæləns]	svalová rovnováha
muscle-conditioning segment	[muscle-conditioning seg'ment]	posilňovací blok
music choice	['mju:zɪk tʃɔɪs]	výber hudobného sprievodu
need	[ni:d]	potreba
neutral buoyancy equipment	['nju:trəl 'bɔɪənsi i'kwɪpmənt]	nadľahčovací pomôcka
non-impact movements	[nɒn - ɪm'pækt 'mu:vmənts]	pohyby bez kontaktu s podložkou
obese participants	[əʊ'bi:s pɑ:'tɪsɪpənts]	obézni cvičenci
older adults	['əʊldə 'ædʌlts]	seniori
options for choreography	['ɒpʃnz fə ,kɒrɪ'ɒgrəfi]	didaktické postupy tvorby choreografie
perform the movement	[pə'fɔ:m ðə 'mu:vmənt]	vykonať pohyb
physical laws	['fɪzɪkl lɔ:z]	fyzikálne zákony

planes of motion	[pleɪnz əv 'məʊʃn]	pohyby v anatomických rovinách tela
pool condition	[pu:l kən'dɪʃn]	podmienky, stav bazéna
properties of water	['prɒpətɪz əv 'wɔ:tə]	vlastnosti vody
recovery cycles	[rɪ'kʌvəri 'saɪklz]	interval odpočinku
self-guided station	[self'gaɪdɪd 'steɪʃn]	samostatné stanoviská
shallow-water program	['ʃæləʊ - 'wɔ:tə 'prəʊgræm]	pohybový program v plytkej vode
size	[saɪz]	rozmer
skill	[skɪl]	zručnosť
suspended patterns	[sə'spendɪd 'pætɪnz]	cvičebné tvary pod hladinou vody
target population	['tɑ:ɡɪt ,pɒpjʊ'leɪʃn]	cieľová skupina populácie
teaching style	['ti:tʃɪŋ staɪl]	spôsob vedenia hodiny (cvičenia), didaktický štýl
traditional aerobic deep-water training	[trə'dɪʃnəl eə'rəʊbɪk 'di:p wɔ:tə 'treɪnɪŋ]	typický aeróbny tréning v hlbkej vode
training alternative	['treɪnɪŋ ɔ:l'tɜ:nətɪv]	alternatívne možnosti tréningu
training response	['treɪnɪŋ rɪ'spɒns]	účinnosť – účinok tréningu, cvičenia
transitional water depth	[træn'sɪʃnəl 'wɔ:tə depθ]	prechodná hĺbka vody (úroveň hladiny po ramená)
treadmill training	['tredmɪl 'treɪnɪŋ]	tréning na bežeckom páse
upper torso	['ʌpə 'tɔ:səʊ]	horná časť trupu
wall design	[wɔ:l dɪ'zaɪn]	tvar - typ okraja (bazéna)
warm-up	['wɔ:ɹmʌp]	prípravná časť (rozohriatie a rozcvičenie)
weight room	[weɪt ru:m]	posilňovňa
work cycle	['wɜ:k 'saɪkl]	interval zaťaženia

## Key

### Exercise 1

1. Noodles
2. Aqua dumbbells
3. Boards
4. Blowed ball
5. Airex-water mat
6. Aquajogger
7. Aqua gloves

### Exercise 2

- a) Exercising without touching the pool bottom, as in deep-water exercise, actually creates a non-impact workout.

- b) The aquafitness instructor must learn to manage the aquatic environment as well as his or her class.
- c) Water is an excellent medium for exercise because of the reduced gravitational forces experienced by the body when partially submerged.
- d) The depth of the water directly affects the amount of impact transferred through the musculoskeletal system.
- e) A deep-water program is traditionally defined as a fitness program performed suspended in water at a depth that allows the participant to remain vertical and yet not touch the bottom of the pool.
- f) Instructors have many options for choreography, style of movement patterns (sport, dance, callisthenic, etc.), music choices, and equipment selection to make the program unique.
- g) Interval training works well in deep water because of the build-up of lactic acid.
- h) In the instructor-guided group circuit training, the entire group performs the same exercises simultaneously, following the instructor's cues.

### Exercise 3

circuit	training
aquafitness	instructor
pool	considerations
aqua	gloves
body	composition
flutter	kick
blowed	ball
full	range
recovery	cycle
upper	body
exercise	medium
equipment	selection

### Exercise 4

Exercising suspended in a deep-water environment produces different physiological responses as compared to shallow water formats. The instructor needs to learn a new set of skills to effectively teach deep-water exercise. Although deck instruction skills are similar to those in shallow water, leading deep water requires the ability to demonstrate an entire class of suspended patterns. It is challenging to precisely demonstrate a vertical flutter kick from deck. Class formatting in deep water has evolved through the last decade. Developing safe, effective, and enjoyable deep-water programs requires careful attention to pool conditions (temperature, size, wall design, and so on), the goals and abilities of the target population, and the teaching style preferred.

## Unit 14: Badminton

(prof. PaedDr. Jaromír Šimonek, PhD., doc. PaedDr. Peter Mačura, PhD., Mgr. Gabriela Štefániková)

### To begin with...

Which country is considered the cradle of badminton?

The beginnings of badminton can be traced to mid-18th century British India, where it was created by British military officers stationed there.

### What is badminton?

If your conception of badminton is a quiet backyard barbecue game, you've never seen the pros in action. While this team sport is certainly quieter than bowling and less violent than football, players can work up quite a sweat. If it's a good aerobic workout you are looking for, step out onto the badminton court. Faster than a game of tennis, players can burn 600 to 1,000 calories an hour. In any case, badminton is lots of fun and players with even a moderate amount of skill can jump right in and enjoy not only the social aspects of team play but also the fantastic health benefits of a great cardiovascular workout. Badminton is played with a shuttlecock, also called a shuttle or bird, which is hit back and forth across a net by players using rackets.

#### Badminton court and equipment

Along with the physical ability to run on the court and swing a racket, there are a few things you will need to play badminton. You need a badminton racket and a shuttlecock, which is a small rounded piece of cork or rubber with a conical crown of feathers or plastic. You'll also need a court and a net. You can play indoors if you want, but you'll need a high ceiling and proper lighting to assure that all players can see the shuttlecock sail through the air.



Shuttle



Rackets

#### The court

The game can be played on a court that is any size and shape (professional badminton, however, is played on a court that measure 20 feet wide by 44 feet long.). A net or string (if you don't happen to have a net lying around) is placed 5 feet off the ground, spanning the width of the center of the court.



### **The racket**

There are no specific rules governing the type or size of badminton racket that players can use for unofficial use. While rackets used to be made of wood, most backyard models are made with metal and nylon. Many manufacturers make sets that include the net, racket and shuttlecocks so you can grab some teammates and get started.

### **How do you play badminton?**

Similar to tennis, badminton is a racket sport for two or four players. Two people play a singles set while four players take to the court in teams of two for doubles play. The object of the game is to get to 21 points. Points are scored when the shuttlecock is successfully served or hit but not properly returned. The first team to win two matches wins the game.

### **Here are the basics of badminton play:**

1. The first serve of the game is from the right half court to the half diagonally opposite.
2. If the receiving side commits a fault, the serving side gets a point and continues to serve. If the serving side commits a fault the receiving side gets a point.
3. In singles and in doubles the serve shifts to the opponent when a fault occurs.
4. In both singles and doubles, the serve is made alternately from the right half and the left half sides of the court.
5. Opponents change court ends after each game. The winning side serves first. A game consists of best of three, 21 points sets.

### **Badminton faults**

There are three ways a player can cause a fault on the serve in the game of badminton. A fault occurs when the server a) strikes the shuttlecock at a point higher than the waist; b) holds the racket head higher than the hand; or c) fails to serve the shuttlecock in the proper court.

Other faults (loss of point or loss of serve) can occur during the rally. These faults occur when the shuttle: a) passes through or under the net; b) lands out of bounds; c) hits the ceiling or sidewalks; or d) the shuttlecock touches the clothing or body of a player.

### **Strategy of badminton**

As you perfect your badminton game, your strategy will naturally mature. However, beginners should adopt a basic strategy of alternating clear and drop shots and adding smashes and drives as the opportunity develops. Try to keep your opponent on the defensive, and remember the following simple points:

1. always return to the "stance of readiness" position after each shot,
2. be prepared to move in any direction at all times,
3. in most cases, overhead shots are the best choice,
4. move the shuttlecock around the court to keep your opponents running,
5. have a purpose with each shot.

<http://www.usabadminton.org/> (accessed on 20.11.2012)

## New words and expressions

English	Pronunciation	Slovak
backyard model	[bæk'jɑ:d 'mɒdl]	rekreačný model
badminton	['bædmɪntən]	bedminton
badminton basics	['bædmɪntən 'beɪsɪks]	základy bedmintonu
badminton court	['bædmɪntən kɔ:t]	bedmintonové ihrisko, kurt, dvorec
badminton is lots of fun	['bædmɪntən z lɒts əv fʌn]	bedminton je zábavný
badminton racket	['bædmɪntən 'rækɪt]	bedmintonová raketa
beginner	[bɪ'ɡɪnə]	začiatočník
bird	[bɜ:d]	perový košík
cause a fault	[kɔ:z ə fɔ:lt]	dopustiť sa priestupku, chyby
clear	[kliə]	úder v zadnej časti kurtu smerujúci k zadnej čiare kurtu súpera
commit a fault	[kə'mɪt ə fɔ:lt]	dopustiť sa chyby
conception of badminton	[kən'sepʃən əv 'bædmɪntən]	podstata bedmintonu
conical	['kɒnɪkl]	kuželovitý
conical crown	['kɒnɪkl kraʊn]	kuželový tvar hlavy košíka
continue to serve	[kən'tɪnju: tə sɜ:v]	pokračovať v podávaní
court	[kɔ:t]	ihrisko, kurt
doubles play	['dʌblz pleɪ]	štvorhra
drive	[draɪv]	plochý úder smerujúci do strednej až zadnej časti kurtu súpera
drop	[drɒp]	úder v zadnej časti kurtu do prednej časti kurtu súpera
equipment	[ɪ'kwɪpmənt]	výstroj, vybavenie
fail to serve	[feɪl tə sɜ:v]	nepodarí sa podať
fault	[fɔ:lt]	priestupok, chyba
fault occurs, when	[fɔ:lt ə'kɜ:z wen]	priestupok nastane, keď
feather	['feðə]	pierko
game	[geɪm]	set
game consist of best of three	[ə geɪm kən'sɪst əv best əv θri:]	zápas sa hrá na 3 odohraté sety, resp. na dva víťazné sety
get a point	['get ə pɔɪnt]	získať bod
half diagonally opposite	[hɑ:f daɪ'æɡənəli 'ɒpəzɪt]	uhlopriečne do súperovho poľa podania
have a purpose with each shot	[həv ə 'pɜ:pəs wɪð i:tʃ ʃɒt]	odohrať každý úder so zámerom
health benefits	[helθ 'benɪfɪts]	zdravotný prínos
high ceiling	[haɪ 'si:lɪŋ]	vysoký strop
hit	[hɪt]	úder, odrazenie, udrieť,



		odrazit'
hit back and forth across a net	[hɪt 'bæk ənd fɔːθ ə'krɒs ə net]	odrážať košík tam a späť ponad sieť
indoor	['ɪndɔː]	halový
land	[lænd]	dopadnúť
match	[mætʃ]	zápas
mature	[mə'tʃʊə]	rozvíjať sa
moderate amount of skill	[ə 'mɒdəreɪt ə'maʊnt əv skɪl]	priemerná zručnosť
net	[net]	sieť
object of the game	[əb'dʒekt əv ðə geɪm]	cieľ hry
opponents change court ends	[ə'pəʊnənts tʃeɪndʒ kɔːt endz]	súperi si vymenia strany ihriska
out of bounds	[aʊt əv baʊndz]	aut, územie mimo ihriska
overhead shot	[əʊvə'hed ʃɒt]	úder sponad hlavy
pass through the net	[pɑːs θruː ðə net]	preletí ponad sieť
pass under the net	[pɑːs 'ʌndə ðə net]	preletí pod sieťkou
physical ability	['fɪzɪkəl ə'bɪləti]	pohybová schopnosť
placed 5 feet off the ground	['pleɪst faɪv fi:t ɒf ðə graʊnd]	umiestnený vo výške 155 cm od podlahy
player	['pleɪə]	hráč, hráčka
players can work up quite a sweat	['pleɪəz kən 'wɜːk ʌp kwaɪt ə swet]	hráči sa pri hre dost' spotia
point	[pɔɪnt]	bod
points are scored	[pɔɪnts ə skɔːd]	bodový stav zápasu
professional badminton	[prə'feʃnəl 'bædmɪntən]	profesionálny bedminton
proper court	['prɒpə kɔːt]	správna strana ihriska
pros in action	[prəʊz ɪn 'ækʃn]	profesionálni hráči v akcii
racket	[rækɪt]	raketa
rally	['ræli]	výmena
receiving side	[rɪ'siːvɪŋ saɪd]	prijímajúca strana
right half court	[raɪt ha:f kɔːt]	pravé pole ihriska
rule	[ruːl]	pravidlo
sail	[seɪl]	let
sail through the air	[seɪl θruː ði eə]	let vzduchom, priestorom
serve	[sɜːv]	podanie, podať, servis
serve shift	[sɜːv ʃɪft]	zmena podania podávajúcej strany
serving side	['sɜːvɪŋ saɪd]	podávajúca strana
shot	[ʃɒt]	úder
shuttle	['ʃʌtl]	košík
shuttlecock	['ʃʌtlkɒk]	košík
sidewalk	['saɪdwɔːk]	vymedzená plocha mimo ihriska
singles set	['sɪŋɡlɪz set]	dvojhra
size of badminton racket	[saɪz əv 'bædmɪntən 'rækɪt]	veľkosť bedmintonovej rakety
smash	[smæʃ]	smeč - razantný, prudký úder smerujúci šikmo dolu

		do súperovej polovice kurtu
social aspects of team play	['səʊʃl̩ 'æspekts əv ti:m pleɪ]	spoločenské stránky tímovej hry
spanning the width of the center of the court	['spæniŋ ðə wiθ əv ðə 'sentər əv ðə kɔ:t]	natiahnutá sieť nad stredovou čiarou po celej šírke ihriska
strategy	['strætədʒi]	stratégia
strike	[straɪk]	úder, udriet'
string	[striŋ]	šnúra, povrázok, motúzik, výplet
swing	[swiŋ]	švih, náprah
swing a racket	[swiŋ ə 'rækɪt]	náprah raketou
team sport	[ti:m spɔ:t]	kolektívny šport
teammate	['ti:mmeɪt]	spoluhrač
teams of two	[ti:mz əv tu:]	dvojica hráčov
type of badminton racket	[taɪp əv 'bædmɪntən 'rækɪt]	typ bedmintonovej rakety
waist	[weɪst]	pás
when a fault occurs	[wen ə fɔ:lt ə 'kɜ:z]	keď dôjde k priestupku, chybe
win	[wɪn]	vyhrať, výhra, víťazstvo

## Exercise 1

Match the words from the left column with the ones on the right

above the height  
commit  
defensive  
fail  
follow-  
hit back and forth  
object  
out  
overhead  
receiving  
sail  
serve  
stance  
striking  
teams  
the most common

a fault  
across a net  
of bounds  
of readiness  
of the game  
of the net  
of two  
shift  
shot  
shot  
shot  
side  
the shuttle  
through  
through the air  
to serve

## Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

Badminton is played with a shut-lec-ck, also called a shuttle or bird, which is hi- back and forth across a net by players using rackets. You'll also need a -ourt and a ne-. There are no specific rules governing the type or size of b-dminton r-cket that players can use for unofficial use. The first team to win two match-s wins the ga-e. In si-gles and in d-ubles the serve shifts to the opponent when a fault occurs. While badminton is mainly an ove-head game, a player has to know how to move on the court to get to the shuttlec-ck. The main st-okes, however, are done in foreh-nd and ba-khand. Striking the shuttle consists of three parts: the back-wing, the forward swing and hit, and the follow-thro-gh.

## Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text. (Write the words in the blanks provided).

1. ---- is played with a ----, also called a shuttle or bird, which is hit ---- and ---- across a net by players using ----.
2. If it's a good aerobic workout you are looking for, step out onto the badminton --- -.
3. You can play ---- if you want, but you'll need a high ceiling and proper lighting to assure that all players can see the shuttlecock ---- through the air.
4. There are no specific ---- governing the type or size of badminton ---- that players can use for unofficial use.
5. Many manufacturers make ---- that include the net, racket and shuttlecocks so you can grab some ---- and get started.
6. ---- are scored when the shuttlecock is successfully ---- or hit but not properly returned.
7. There are three ways a player can cause a ---- on the serve in the ---- of badminton.
8. However, beginners should adopt a basic strategy of alternating clear and drop --- - and adding ---- and ---- as the opportunity develops.

### Word bank

back, badminton, court, drives, fault, forth, game, indoors, points, racket, rackets, rules, sail, served, sets, shots, shuttlecock, smashes, teammates,

## Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

1. Badminton is played with a shuttlecock, also called a shuttle or bird, which is hit forth and back across a net by players using rackets.
2. You need a racket badminton and a shuttlecock, which is a small rounded piece of cork or rubber with a conical crown of feathers or plastic.
3. Professional badminton, however, is played on a court that measure 20 feet long by 44 feet wide.
4. The game of the object is to get to 21 points.
5. For a right-handed grip forehand, take the racket in your left hand, holding it in front of you by the throat, parallel with the ground and with the strings perpendicular to the ground.
6. From all of these positions, however, the player can easily bounce back into the „readiness of stance“.
7. If you want to get good at this game, having a wrist flexible and perfecting your play forehand and backhand are essential.
8. Drive: This is a drive-line shot that travels parallel to the ground, passing close over the net.

## Exercise 5

Match the definition in Column I with the word it defines in Column II

A	The name of the fault called when a player hits the shuttlecock twice.	1.	Sling
B	The back-and-forth play of the server and opponent until a fault occurs.	2.	Court changes
C	The only permissible shot in badminton. A volley is a stroke in which the racquet makes contact with the shuttle while it is in flight and before it touches the surface of the court.	3.	Double hit
D	Opponents alternate court sides between each game of three-game match.	4.	Bird
E	Common name for a shuttlecock.	5.	Rally
F	Carrying the shuttle on the racquet and whipping it across rather than striking it squarely over the net with a clean and crisp shot.	6.	Volley

## Basic badminton skills



Single serve  
High serve



Double serve  
Backhand serve



Central footwork position  
Ready position



Footwork position – forehand part



Returning position

## Forhand overhand clear



1<sup>st</sup> phase clear



2<sup>nd</sup> phase clear



Backhand net shot



Backhand clear

**Gripping the racket:** There are two basic grips from which all badminton shots are hit: the forehand and the backhand. When a player knows the difference between the shots, it's much easier to play and it's much easier to win!

For a right-handed forehand grip, take the racket in your left hand, holding it in front of you by the throat, parallel with the ground and with the strings perpendicular to the ground. Put the flat of your right hand against the strings, slide that hand down to the butt of the handle, and then close the fingers as though you are shaking hands with the handle. Handle and swing the racket as though it's an extension of your arms.

For the best backhand grip, take the correct forehand position with your arm extended. Bend your elbow so that your racket is across your body at the chest level with the strings perpendicular to the ground. Hold the racket firmly with your left hand and rotate your right hand toward your body until the thumb and the first finger "V" is in line with the two central main strings of the racket. Keeping your four fingers in place, move your thumb upward until it is on the handle and in line with those two middle strings.

**Fancy footwork:** While badminton is mainly an overhead game, a player has to know how to move on the court to get to the shuttlecock. Professional badminton players have what they call a "stance of readiness." From this stance, immediate movement in all directions is possible. The basic stance involves having your feet parallel and even with your shoulders. Point your toes toward the net, bend your knees slightly and keep your racket in your hand with your arm resting across the front of your body.

Badminton players move around the court area in a series of fast moves including pushing off from the stance, a fast bouncing shuffle and a lunge, similar to a familiar fencer's move. From all of these positions, however, the player can easily bounce back into the "stance of readiness."

**Striking the shuttle:** The game of badminton includes a variety of strokes, some aimed at basic play and others used by advanced players. The main strokes, however, are done in forehand and backhand. If you want to get good at this game, having a flexible wrist and perfecting your forehand and backhand play are essential.

Striking the shuttle consists of three parts: the backswing, the forward swing and hit, and the follow-through. Regardless of which stroke is used, the shuttle should be hit high and early. Once you are able to hit the shuttle using the basic swings, you can start perfecting the basic badminton shots: clear, drop, smash and drive.

1. Clear: This shot is the most common and can be offensive, moving your opponent back from the net or defensive, gaining time to improve your own position.
2. Drop: This shot is a slow, gentle shot that falls just over the net into the opponent's forecast.
3. Smash: This shot is a powerful overhead shot used to put away a shuttle that is above the height of the net.
4. Drive: This is a line-drive shot that travels parallel to the ground, passing close over the net.

<http://www.usabadminton.org/> (accessed on 20.11.2012)

## New words and expressions

English	Pronunciation	Slovak
above the height of the net	[ə'baʌv ðə haɪt əv ðə net]	nad úrovňou sieťky
backhand	['bækhænd]	úder hraný na bekhendovej strane, bekhendový úder
backhand grip	['bækhænd grip]	bekhendový úchop, bekhendové držanie
backswing	[bækswɪŋ]	náprah (raketou dozadu)
basic stance involves	['beɪsɪk stæns ɪn'vɒlvz]	základné postavenie



having your feet parallel	['hævɪŋ jə fɪt 'pærəlel]	vyžaduje rovnobežné postavenie chodidiel
bend	[bend]	zohnúť, ohnúť, skrčiť
butt of the handle	[bʌt əv ðə 'hændl]	rukoväť rakety
close the fingers	[kləʊz ðə 'fɪŋgəz]	zovrieť prsty
defensive shot	[dɪ'fensɪv ʃɒt]	obranný úder
extension of your arms	[ɪk'stensɪŋ əv jər ɑ:mz]	rozpätie rúk
fast bouncing shuffle	[fɑ:st 'baʊnsɪŋ 'ʃʌfl]	rýchle úskoky
firmly	['fɜ:mli]	pevne
first finger	['fɜ:st 'fɪŋgə]	ukazovák
flexible wrist	['fleksəbəl rɪst]	ohybné zápästie
follow-through	['fɒləʊ θru:]	dokončenie pohybu
footwork	['fʊtwɜ:k]	technika pohybu nôh, práca nôh
forecast	['fɔ:kɑ:st]	predná časť ihriska/kurtu pri sieti
forehand	['fɔ:hænd]	úder hraný na forhendovej strane, forhendový úder
forward swing	['fɔ:wəd swɪŋ]	švih raketou vpred
grip	[grɪp]	úchop, držanie
gripping the racket	['grɪpɪŋ ðə 'rækɪt]	držanie rakety
handle	['hændl]	narábať, hrať s raketou
holding it in front of you by the throat	['həʊldɪŋ ɪt ɪn frʌnt əv ju baɪ ðə θrəʊt]	držať raketu pred sebou za krček
immediate	[ɪ'mi:diət]	okamžitý
line-drive shot	[laɪn draɪv ʃɒt]	drajv pozdĺž postrannej čiary
movement	['mu:vmənt]	pohyb
offensive shot	[ə'fensɪv ʃɒt]	útočný úder
overhead game	[əʊvə'hed geɪm]	úder rakety nad úrovňou pásu
parallel	['pærəlel]	rovnobežne
parallel with the ground	['pærəlel wɪð ðə graʊnd]	rovnobežne s podlahou
pass close over the net	[pɑ:s kləʊz 'əʊvə ðə net]	preletí tesne ponad sieťku
perpendicular	[ˌpɜ:pən'dɪkjʊlə]	kolmo, zvislo
perpendicular to the ground	[ˌpɜ:pən'dɪkjʊlə tə ðə graʊnd]	kolmo na podlahu
player has to know how to move on the court to get to the shuttlecock	['pleɪə hæz tə nəʊ 'haʊ tə mu:v ɒn ðə kɔ:t tə 'get tə ðə 'ʃʌtlkɒk]	správny pohyb hráča pri odohraní košíka na ihrisku
push off from the stance	[pʊʃ ɒf frəm ðə stæns]	vyraziť z postavenia
put the flat of your right hand against the strings	['pʊt ðə flæt əv jə raɪt hænd ə'genst ðə strɪŋz]	priložiť dlaň pravej ruky na výplet
racket is across your body at the chest level	['rækɪt s ə'krɒs jə 'bɒdi ət ðə tʃest 'levl]	raketa je krížom pred telom vo výške prs
right-handed	[raɪt 'hændɪd]	pravoruký
right-handed forehand grip	[raɪt 'hændɪd 'fɔ:hænd grɪp]	základné držanie rakety, tzv. forhendové
shot that travels parallel to	[ʃɒt ðæt 'trævɪz 'pærəlel tə]	úder, po ktorom košík letí



the ground	ðə graʊnd]	rovnobežne s podlahou
shoulder	[ˈʃəʊldə]	rameno
shuffle	[ˈʃʌfl]	úskoky prísunom
slide that hand down to the butt of the handle	[slaɪd ðæt hænd daʊn tə ðə bʌt əv ðə ˈhændl]	posúvať ruku dole až k rukoväti rakety
stance of readiness	[stæns əv ˈredɪnəs]	strehové postavenie
strike	[straɪk]	úder, udriet', odbit', odbitie
striking the shuttle	[ˈstraɪkɪŋ ðə ˈʃʌtl]	udretie košíka
strings	[strɪŋz]	výplet rakety
stroke	[strəʊk]	úder
take the correct position	[teɪk ðə kə'rekt pə'zɪʃn]	zaujať správne postavenie
the most common shot	[ðə məʊst 'kɒmən ʃɒt]	najčastejší úder
throat	[θrəʊt]	krček rakety, miesto spojenia tyčky s hlavou rakety
thumb	[θʌm]	palec
wrist	[rɪst]	zápästie

## Key

### Exercise 1

hit back and forth	across a net
sail	through the air
teams	of two
object	of the game
receiving	side
commit	a fault
serve	shift
fail	to serve
out	of bounds
overhead	shot
stance	of readiness
striking	the shuttle
follow-	through
the most common	shot
defensive	shot
above the height	of the net

### Exercise 2

Badminton is played with a shuttlecock, also called a shuttle or bird, which is hit back and forth across a net by players using rackets. You'll also need a court and a net. There are no specific rules governing the type or size of badminton racket that players can use for unofficial use. The first team to win two matches wins the game. In singles and in doubles the serve shifts to the opponent when a fault occurs. While badminton is mainly an overhead game, a player has to know how to move on the court to get to the

shuttlecock. The main strokes, however, are done in forehand and backhand. Striking the shuttle consists of three parts: the backswing, the forward swing and hit, and the follow-through.

### Exercise 3

Badminton is played with a shuttlecock, also called a shuttle or bird, which is hit back and forth across a net by players using rackets. If it's a good aerobic workout you are looking for, step out onto the badminton court. You can play indoors if you want, but you'll need a high ceiling and proper lighting to assure that all players can see the shuttlecock sail through the air. There are no specific rules governing the type or size of badminton racket that players can use for unofficial use. Many manufacturers make sets that include the net, racket and shuttlecocks so you can grab some teammates and get started. Points are scored when the shuttlecock is successfully served or hit but not properly returned. There are three ways a player can cause a fault on the serve in the game of badminton. However, beginners should adopt a basic strategy of alternating clear and drop shots and adding smashes and drives as the opportunity develops.

### Exercise 4

1. Badminton is played with a shuttlecock, also called a shuttle or bird, which is hit back and forth across a net by players using rackets.
2. You need a badminton racket and a shuttlecock, which is a small rounded piece of cork or rubber with a conical crown of feathers or plastic.
3. Professional badminton, however, is played on a court that measure 20 feet wide by 44 feet long.
4. The object of the game is to get to 21 points.
5. For a right-handed forehand grip, take the racket in your left hand, holding it in front of you by the throat, parallel with the ground and with the strings perpendicular to the ground.
6. From all of these positions, however, the player can easily bounce back into the "stance of readiness."
7. If you want to get good at this game, having a flexible wrist and perfecting your forehand and backhand play are essential.
8. Drive: This is a line-drive shot that travels parallel to the ground, passing close over the net.

### Exercise 5

A	The name of the fault called when a player hits the shuttlecock twice.	1.	Double hit
B	The back-and-forth play of the server and opponent until a fault occurs.	2.	Rally
C	The only permissible shot in badminton. A volley is a stroke in which the racquet makes contact with the shuttle while it is in flight and before it touches the surface of the court.	3.	Volley
D	Opponents alternate court sides between each game of three-game match.	4.	Court changes
E	Common name for a shuttlecock.	5.	Bird
F	Carrying the shuttle on the racquet and whipping it across rather than striking it squarely over the net with a clean and crisp shot.	6.	Sling

## Unit 15: Basketball

(doc. PaedDr. Peter Mačura, PhD., Mgr. Ľubor Tománek, PhD., Mgr. Tomáš Vencúrik)

### To begin with...

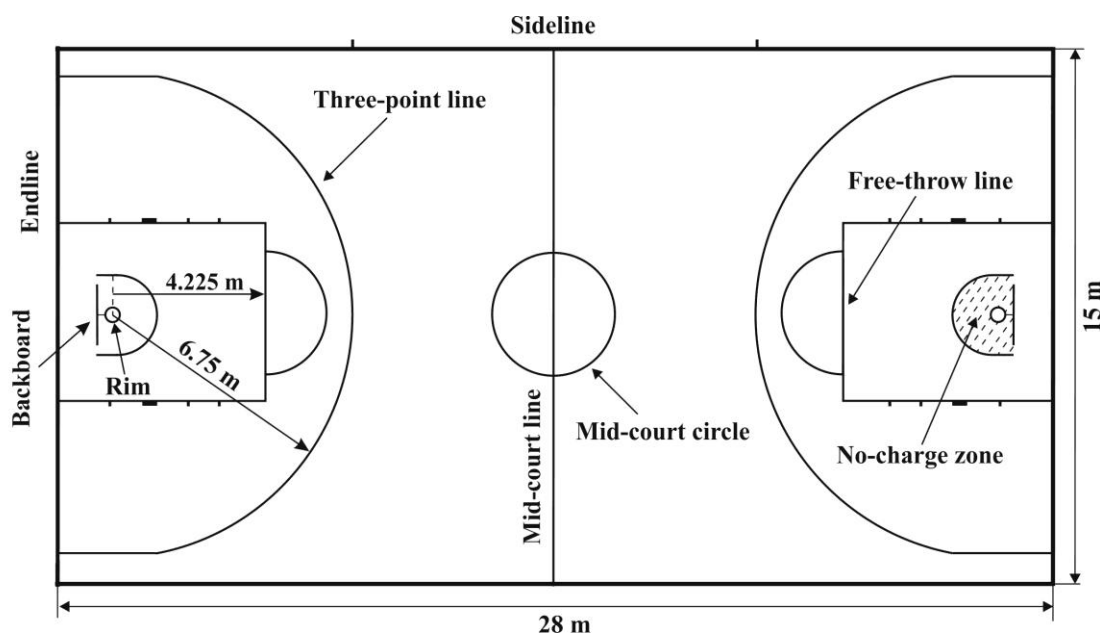
Do Australian basketball female players play in sport dresses similar to swimming costumes? Yes, they use an elastic sport dress which looks like a swimming costume from the period of Olympic Games in Athens.

### What is basketball?

Before you can coach basketball, you need to have a basic knowledge of the rules of the game, starting with where it's played.

**The court (NCAA rules).** Basketball is played on a playing surface called the court. Courts can be indoors or outdoors. The surface can be made of wood, concrete, or asphalt.

College courts are 94 feet long and 50 feet wide, but the dimensions of middle school and high school courts vary.



Lines and dimensions of the basketball court according FIBA rules

**Basic rules.** Basketball is a complicated game with many rules. If you are rookies coach, it will take some game experience before you learn everything you need to know. Here are the basics:

**Object of the game.** As with most other team sports, the team with the most points at the end of the game wins.

**The ball.** There are several sizes of basketballs, but for girl's basketball, you'll use the standard women's ball, which is 28.5 inches in circumference. All the major manufacturers, such as Wilson and Spalding, manufacture this size ball in both indoor and outdoor versions. You can buy women's balls at any good sporting goods outlet.

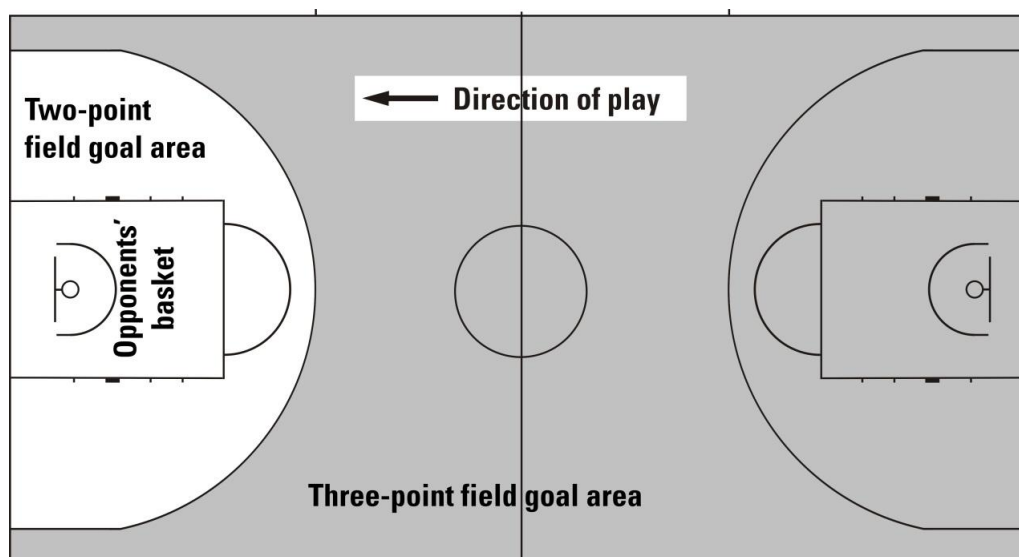
**Number of players and substitutions.** There are five players on the court for each team. The coach can substitute fresh players at any time, from one player up to five at a time. There are no

limitations on how many times in the game substitutions can be made and how many times a player can come in and out of the game.

**Time.** The length of the game varies, depending on the level and age. College games last 40 minutes, divided into two 20-minute halves. High school games last 32 minutes, divided into 8-minute quarters, but some high schools use 16-minute halves. The time between quarters is brief-1 minute is the norm-and the time between halves is no more than 10 minutes (FIBA, NCAA and NBA rules are not the same ...).

**The baskets.** Each basket consists of a rim with a net attached to a backboard. Some baskets are fixed in place, and some can be raised to the ceiling to get them out of the way. Each team has its own basket at one end of the court. Prior to the first half teams warm up at the other team's basket.

**Scoring.** When a player shoots and scores from anywhere inside the 3-point arc, it counts as 2 points. Any shot made from outside the 3-point arc counts as 3 point. For the shot to count as 3 points, the shooter's feet must not touch the arc. If even her toe is on the line, it's considered a 2-point basket, not a 3-point basket. Two-points shot and 3-point shots are field goals. Free throws are awarded to a player who has been fouled. Free throws, shot from the free throw line, or foul line, are worth 1 point. If a team mistakenly scores at the wrong basket (it sometimes happens with younger players!), the basket counts for the other team.



Two- and three-point field goal areas (FIBA, 2012)

**Moving the ball.** When a team has possession of the ball, it tries to move the ball close to the other team's basket for a good scoring opportunity. Players can advance the ball by dribbling (bouncing the ball on the floor with one hand) and passing (throwing) it to a teammate, subject to certain rules. When they throw the ball at the basket to try to score, they are shooting the ball. As noted above, different kinds of successful shots (made shots), result in scoring from 1 to 3 points.

**Defending the basket.** When a team doesn't have possession of the ball, it defends its basket. Players are allowed to gain possession of the ball from the other team at any time through stealing passes, stealing dribbles, and getting defensive rebounds, subject to the limitations regarding fouls. A good defensive team makes it hard for the offensive team to do what it wants to do. A good defender makes it hard for her player to catch, dribble, pass, and shoot.

**Rules about fouls.** The rules about fouls are designed to keep the game from getting too rough and to penalize players who violate the rules. Each time a foul is committed, the referee blows the whistle and play stops. The referee uses a hand signal to indicate what the foul was and calls out the number of player who committed the foul.

Personal fouls happen when a player makes physical contact with an opponent in a manner not allowed by the rules.

A defender can foul a player with the ball or without the ball. When she fouls a player who is shooting, such as by hitting her arm or hand, it's shooting foul. If the shot scores, the referee signals and one, which means the shooter gets to shoot a free throw as well. If the shot misses, the shooter is awarded two free throws in the case of a 2-point shot and three free throws in case of a 3-point shot.

When defender fouls a player without the ball, it is nonshooting foul.

There are other types of personal fouls:

**An intentional foul** happens when a player makes illegal contact with an opponent and is obviously trying to incur a foul (probably to stop the clock). Intentional fouls are result in the two free throws awarded to the player who was fouled.

**A technical foul** can be assessed to a player or a coach (this means you and your assistants!) at the referee's discretion for various unsportsmanlike actions, including using profanity, insulting the referee, and throwing the ball at a player.

The penalty for a technical foul is that a player from the other team (any player the coach chooses) shoots two free throws without anyone standing along the sides of the lane. Regardless of how many shots she makes or misses, that player's team then inbounds the ball from the end of the court.

Each player is allowed a maximum of five personal fouls per game. When a player commits her fifth foul, she fouls out and, regardless of how much time is left in the game, must leave the game immediately. The coach must replace her with a substitute. A player who fouls out can't come back into the game.

### Other rules

Here are the other basic rules of the game. If a player on your team violates any of these rules, your team immediately gives up possession of the ball to the other team.

**8-second backcourt call.** Once a player inbounds the ball in the backcourt, her team has 8 seconds to advance the ball past the midcourt line.

**5-seconds closely guarded call.** A player with the ball who is guarded by a defender standing within 6 feet of her must advance the ball within 5 seconds. This prevents a player from dribbling in one spot as a stalling tactic.

**5-second call on the dribbler.** A player who picks up her dribble (stops dribbling) must pass or shoot within 5 seconds.

**5-second call on the rebounder.** An inbounder must pass the ball within 5 seconds.

**3-second lane violation.** An offensive player can't stay in the lane for more than 3 seconds. She must keep moving in and out to avoid this call. However, once the ball has been shot and hits the rim, the 3-seconds count starts over.

**Backcourt violation.** After bringing the ball over the midcourt line, a team can't allow the ball to go back over the line into the other half of the court.

**Travelling.** A dribbler can't take more than one step without dribbling.

**Double dribble.** A player can't dribble with both hand more than once.

Reduced and modified from HATCHELL, S. – THOMAS, J.: The complete guide to girl's basketball. Camden, The McGraw-Hill Companies 2006. pp. 1-7.

## New words and expressions

English	Pronunciation	Slovak
3-point arc	[θri: pɔɪnt ɑ:k]	trojbodový oblúk, čiara

5-seconds closely guarded call	[faɪv sɪ'kɒndz 'kləʊsli 'gɑːdɪd kɔːl]	pät'sekundové pravidlo tesného bránenia
8-second backcourt call	[eɪt 'sekənd bæ kɔːt kɔːl]	pravidlo 8 sekúnd
advance the ball	[əd'vɑːns ðə bɔːl]	dostať loptu odniekiaľ niekam
advance the ball past the midcourt line	[tu əd'vɑːns ðə bɔːl pɑːst ðə mɪd kɔːt laɪn]	dostať loptu cez stredovú čiaru, dostať loptu na prednú (súperovu) polovicu ihriska
along the sides of the lane	[ə'lonʒ ðə saɪdz əv ðə leɪn]	pozdĺž strán vymedzeného územia
assistant	[ə'sɪstənt]	asistent (hlavného trénera)
award free throws to a player	[ə'wɔːd friː 'θrəʊz tu ə 'pleɪə]	priznať hráčovi strel'bu trestných hodov
backboard	['bækboːd]	basketbalová doska
backcourt	[bækkoːt]	zadná polovica ihriska
backcourt violation	[bæk kɔːt ,vaɪə'leɪʃn]	porušenie pravidla hrania cez pol
ball	[bɔːl]	lopta
basic rules	['beɪsɪk ruːlz]	hlavné, základné pravidlá
basic rules of the game	['beɪsɪk ruːlz əv ðə geɪm]	základné pravidlá hry
basket	['bɑːskɪt]	kôš
basket can be raised to the ceiling	['bɑːskɪt kən bi reɪzd tə ðə 'siːlɪŋ]	kôš sa dá zdvihnúť k stropu
basket consists of a rim with a net	['bɑːskɪt kən'sɪsts əv ə rɪm wɪð ə net]	basketbalový kôš sa skladá z obruče so sieťkou
basketball	['bɑːskɪtbɔːl]	basketbal; basketbalová lopta; basketbalový
baskets are fixed in place	['bɑːskɪts ə fɪkst ɪn 'pleɪs]	koše sú umiestnené na podlahe
blow	[bləʊ]	fúkať
bounce	[baʊns]	odraziť, udrieť
bounce the ball on the floor	[baʊns ðə bɔːl ɒn ðə flɔː]	odraziť loptu od zeme, udrieť s loptou o zem
bring the ball over the midcourt lane	[brɪŋ ðə bɔːl 'əʊvə ðə mɪd kɔːt leɪn]	dostať loptu za stredovú čiaru
call out	[kɔːl aʊt]	ukázať
call out the number of player who committed the foul	[kɔːl aʊt ðə 'nʌmbər əv 'pleɪə huː kə'mɪtɪd ðə faʊl]	ukázať číslo hráča, ktorý sa dopustil chyby
catch	[kætʃ]	vychytiť prihrávku, chytiť
circumference	[sɜː'kʌmfərəns]	obvod
closely guard	['kləʊsli gɑːd]	tesne brániť
coach	[kəʊtʃ]	tréner, trénovať, kouč, koučovať
coach basketball	[kəʊtʃ 'bɑːskɪtbɔːl]	trénovať basketbal
contact	['kɒntækt]	dotyk
count	[kaʊnt]	počítať sa
court	[kɔːt]	ihrisko

defend	[dɪ'fend]	brániť
defender	[dɪ'fendə]	obranca, brániaci hráč
defender fouls	[dɪ'fendə faʊlz]	obranca fauluje, fauly obrancu
defending the basket	[dɪ'fendɪŋ ðə 'bɑːskɪt]	brániť kôš
defensive rebound	[dɪ'fensɪv rɪ'baʊnd]	doskočenie lopty v obrane, obránné doskočenie
defensive team	[dɪ'fensɪv tiːm]	brániace družstvo
different kinds of shots	['dɪfrənt kaɪndz əv ʃɒts]	rôzne druhy strel'by
divided into two halves	[dɪ'vaɪdɪd 'ɪntə tuː hɑːvz]	rozdelený na dva polčasy
double	['dʌbl]	dvojitý
double dribble	['dʌbl 'drɪbl]	dvojitý dribling
dribble	['drɪbl]	driblovať, viesť loptu
dribble in one spot	['drɪbl ɪn wʌn spɒt]	driblovať na jednom mieste
dribbling	['drɪblɪŋ]	dribling, vedenie lopty
end	[end]	koniec, záver
end of a game	[end əv ə geɪm]	koniec, záver zápasu, koniec hry
end of the court	[end əv ðə kɔːt]	koniec ihriska
field goals	[fiːld ɡəʊlz]	strel'ba z poľa
foot must not touch the arc	[fʊt məst nɒt tʌtʃ ði ɑːk]	noha sa nesmie dotýkať oblúka
foul	[faʊ]	chyba, osobná chyba, foul, faulovať
foul line	[faʊl laɪn]	čiara trestného hodu
foul out	[faʊl aʊt]	vyfaulovať
fouls is committed	[faʊlz ɪz kə'mɪtɪd]	stala sa chyba
free	[friː]	voľný
free throw	[friː 'θrəʊ]	trestný hod
free throw is worth 1 point	[friː 'θrəʊ z wɜːθ wʌn pɔɪnt]	trestný hod má hodnotu jedného bodu
free throw line	[friː 'θrəʊ laɪn]	čiara trestného hodu
fresh	[freʃ]	čerstvý, oddýchnutý
fresh players	[freʃ 'pleɪəz]	oddýchnutí hráči
from outside the 3-point arc	[frəm ˌaʊt'saɪd ðə θriː pɔɪnt ɑːk]	spoza trojbodového oblúka
gain possession of the ball	[geɪn pə'zeʃən əv ðə bɔːl]	získať kontrolu nad loptou, ovládnúť loptu
game	[geɪm]	hra, zápas, stretnutie
game lasts 40 minutes	[geɪm lɑːsts 'fɔːti 'mɪnɪts]	zápas trvá 40 minút
give up	[gɪv ʌp]	odovzdať
give up possession of the ball to	[gɪv ʌp pə'zeʃən əv ðə bɔːl tuː]	odovzdať loptu (komu, čomu)
guard	[ɡɑːd]	brániť, (stredný) rozohrávač
half	[hɑːf]	polčas (zápasu), polovica
halves	[hɑːvz]	polčasy (zápasu), polovice
hand	[hænd]	ruka, ručný
hand signal	[hand signal]	signalizácia rozhodcu



hit	[hɪt]	udrieť, zasiahnuť
illegal contact	[ɪ'li:ɡl̩ 'kɒntækt]	nedovolený dotyk
inbound	[ɪnbaʊnd]	vhadzovanie lopty do hry zo zázemia, vhodit' loptu do hry zo zázemia
incur a foul	[ɪn'kɜ:r ə faʊl]	faulovať (zámerne)
insulting the referee	[ɪn'sʌltɪŋ ðə 'refə'ri:]	napadnutie, urážka rozhodcu
intentional foul	[ɪn'tenʃnəl faʊl]	úmyselný faul, nešportová chyba
keep moving in and out	[ki:p 'mu:vɪŋ ɪn ənd aʊt]	pohybovať sa z a do vymedzeného územia
keep the game from getting too rough	[ki:p ðə geɪm frəm 'getɪŋ tu: rʌf]	zabezpečiť, aby sa hra nestala príliš surovou
knowledge of the rules	[ˈnɒlɪdʒ əv ðə ru:lz]	poznanie, znalosť pravidiel
lane	[leɪn]	vymedzené územie
length of the game	[leŋθ əv ðə geɪm]	doba hry; dĺžka, trvanie zápasu
line	[laɪn]	čiara
made shots	[ˈmeɪd ʃɒts]	úspešné strely
midcourt line	[mɪdkwɔ:t laɪn]	stredová čiara
miss	[mɪs]	netrafit', minút', nezasiahnuť
moving the ball	[ˈmu:vɪŋ ðə bɔ:l]	presun lopty
net	[net]	sieťka
nonshooting foul	[nɒn 'ʃu:tɪŋ faʊl]	chyba na nestriel'ajúceho hráča
object	[əb'dʒekt]	cieľ, zámer
object of a game	[əb'dʒekt əv ðə geɪm]	cieľ hry
offensive player	[ə'fensɪv 'pleɪə]	útočník, útočiaci hráč
offensive team	[ə'fensɪv ti:m]	útočiace družstvo
opponent	[ə'pəʊnənt]	súper, protihráč
other team's basket	[ˈʌðə 'ti:mz 'bɑ:skɪt]	kôš súpera
other's team basket	[ði 'ʌðəz ti:m 'bɑ:skɪt]	kôš druhého družstva, kôš súpera
own basket	[əʊn 'bɑ:skɪt]	vlastný kôš, kôš, ktorý (družstvo, hráč) bráni
pass	[pɑ:s]	prihrávka, prihrať
pass	[pɑ:s]	prihrávať, prihrávka
pass the ball to a teammate	[pɑ:s ðə bɔ:l tu ə 'ti:mmeɪt]	prihrať loptu spoluhráčovi
penalize	[ˈpi:nəlaɪz]	potrestat'
personal foul	[ˈpɜ:sənəl faʊl]	osobná chyba
physical	[ˈfɪzɪkl̩]	telesný
physical contact	[ˈfɪzɪkl̩ 'kɒntækt]	telesný kontakt
pick up dribble	[pɪk ʌp 'drɪbl̩]	prestať driblovať
play	[pleɪ]	hrať, hra
play stops	[pleɪ stɒps]	hra je zastavená, nehrá sa
player	[ˈpleɪə]	hráč, hráčka
player can come in the	[ˈpleɪə kən kʌm ɪn ðə geɪm]	hráč môže vstúpiť do hry



game		
player can come out of the game	['pleɪə kən kʌm aʊt əv ðə geɪm]	hráč môže opustiť ihrisko
player commits a foul	['pleɪə kə'mɪts ə faʊl]	hráč sa dopustí chyby
player has been fouled	['pleɪə hæz bi:n faʊld]	hráč bol faulovaný
player with the ball	['pleɪə wɪð ðə bɔ:l]	hráč s loptou
player without the ball	['pleɪə wɪð'aʊt ðə bɔ:l]	hráč bez lopty
players are allowed	['pleɪəz ər ə'laʊd]	hráči môžu, hráčom je dovolené
players on the court	['pleɪəz ɒn ðə kɔ:t]	hráči na ihrisku
playing surface	['pleɪɪŋ 'sɜ:fɪs]	ihrisko, hracia plocha
point	[pɔɪnt]	bod
possession of the ball	[pə'zefjən əv ðə bɔ:l]	kontrola nad loptou
profanity	[prə'fænɪti]	nadávký
quarter	['kwɔ:tə]	štvrtina (zápasu)
rebound	[rɪ'baʊnd]	doskočenie lopty, odraz
referee blows the whistle	[,refə'ri: bləʊz ðə 'wɪsl]	rozhodca zapíska, fúkne do píšťalky
regardless of how much time is left in the game	[rɪ'gɑ:dɪləs əv 'haʊ 'mʌtʃ 'taɪm z left ɪn ðə geɪm]	bez ohľadu na to, koľko času je do konca hry
replace	[rɪ'pleɪs]	nahradiť, vystriedať
rim	[rɪm]	obruč
rookies	['ru:kɪz]	začiatočníci, začiatočnícky, nováčikovia
rule	[ru:l]	pravidlo
rule	[ru:l]	pravidlo
rules of the game	[ru:lz əv ðə geɪm]	pravidlá hry
score	[skɔ:]	strelit' kôš, bodový stav zápasu
scoring	['skɔ:rɪŋ]	dosahovanie bodov, skórovanie, bodovanie
scoring opportunity	['skɔ:rɪŋ ,ɒpə'tju:nɪti]	strelecká príležitosť, možnosť skórovať
shoot	[ʃu:t]	strielať, strelit', vystreliť
shooter	['ʃu:tə]	strelec, strielať hráč
shooter is awarded free throw	['ʃu:tə z ə'wɔ:dɪd fri: 'θrəʊ]	strelec ide strielať trestný hod
shooting foul	['ʃu:tɪŋ faʊl]	faul pri strel'be
shot	[ʃɒt]	strela, strelecký pokus
shot counts as 3 point	[ʃɒt kaʊnts əz θri: pɔɪnt]	strela sa počíta za tri body
shot made	[ʃɒt 'meɪd]	úspešná strela, úspešný strelecký pokus
shot misses	[ʃɒt 'mɪsɪz]	strela nevletí do koša
shot scores	[ʃɒt skɔ:z]	strela vletí do koša
size	[saɪz]	veľkosť, rozmer
size of basketball	[saɪz əv 'bɑ:skɪtbɔ:l]	veľkosť basketbalovej lopty
sport	[spɔ:t]	šport
spot	[spɒt]	miesto, bod
stalling tactic	['stɔ:lɪŋ 'tæktɪk]	zdržiajúca (spomaľujúca)

		taktika
stay	[steɪ]	ostať, stáť
stay in the lane	[steɪ ɪn ðə leɪn]	byť (zdržiavať sa) vo vymedzenom území
steal dribble	[sti:l 'dɪrɪbl]	vziať loptu súperovi pri driblingu
steal pass	[sti:l pɑ:s]	vychytiť, vypichnúť prihrávku
step	[step]	krok
stop dribble	[stɒp 'dɪrɪbl]	prestať driblovať
substitute	['sʌbstɪtju:t]	náhradník
substitution	[sʌbstɪ'tju:ʃn]	striedanie, vystriedanie
surface	['sɜ:fɪs]	povrch
tactic	['tæktɪk]	taktika
team	[ti:m]	družstvo, tím
team sport	[ti:m spɔ:t]	kolektívny šport
teammate	['ti:mmeɪt]	spoluhrač
technical foul	['teknɪkəl faʊl]	technická chyba
throw	['θrəʊ]	hod, hodiť
throw the ball at the basket	['θrəʊ ðə bɔ:l æt ðə 'bɑ:skɪt]	hodiť/vystreliť loptu smerom na koš
time	['taɪm]	čas, doba
toe	[təʊ]	špička (tenisky), prst
toe is on the line	[təʊ ɪz ɒn ðə laɪn]	špička tenisky sa dotýka čiar
travelling	['trævəlɪŋ]	porušenie pravidla o krokoch
try to score	[traɪ tə skɔ:]	pokúsiť sa streliť loptu do koša
two-points shot	[tu: pɔɪnts ʃɒt]	dvojbodová strela, pokus
violate	['vaɪələɪt]	porušiť
violate the rules	['vaɪələɪt ðə ru:lz]	porušiť pravidlá
warm up	[wɔ:m ʌp]	rozcvičenie
what the foul was	['wɒt ðə faʊl wɒz]	aký druh chyby sa stal
whistle	['wɪsl]	písťalka, písať
win	[wɪn]	vyhrať, zvíťaziť, výhra, víťazstvo
women's ball	['wɪmɪnz bɔ:l]	ženská lopta

## Exercise 1

Match the words from the left column with the ones on the right

women's  
free  
steal  
midcourt  
backcourt  
other

1 point  
40 minutes  
a foul  
at the basket  
backcourt call  
ball

foul	in one spot
8-second	is committed
dribble	line
foot must not touch	pass
two-points	shot
player commits	team's basket
game lasts	the arc
free throw is worth	throw
pass the ball	to a teammate
throw the ball	violation

## Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

Basketball is played on a play-ng s-rface called the cou-t. The coach can su-stitute fresh pl-yers at any time, from one player up to five at a time. Prior to the first half teams war- up at the other team's basket. When they thro- the -all at the basket to try to score, they are shooting the ball. Players are allowed to g-in pos-es-ion of the ball from the other team at any time through stealing passes, st-aling dribbles, and getting defensive r-bounds, subject to the limitations regarding fouls. Each time a foul is committed, the referee blo-s the wh-stle and play stops. A defender can fou- a player with the ball or without the ball. A player who fouls -ut can't come back into the game. A player who picks up her dribble (s-ops drib-ling) must pass or shoot within 5 seconds.

## Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text. (? Write the words in the blanks provided ?).

1. Before you can coach ----, you need to have a basic knowledge of the ---- of the game, starting with where it's played.
2. College courts are 94 feet ---- and 50 feet ----, but the dimensions of middle school and high school ---- vary.
3. There are no limitations on how many times in the game ---- can be made and how many times a player can come ---- and ---- of the game.
4. When a player ---- and ---- from anywhere inside the 3-point ----, it ---- as 2 points.
5. Personal ---- happen when a player makes physical ---- with an opponent in a manner not ---- by the rules.
6. If the shot ----, the shooter is awarded two ---- throws in the case of a 2-point shot and three free ---- in case of a 3-point ----.
7. Each ---- is allowed a maximum of five ---- fouls per game.
8. A player who picks up her dribble (---- dribbling) must ---- or ---- within 5 seconds.

### Word bank

allowed, arc, basketball, contact, counts, courts, fouls, free, in, long, misses, out, pass, personal, player, rules, scores, shoot, shoots, shot, stops, substitutions, throws, wide

## Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

1. Basketball is played on a surface playing called the court.
2. The coach can substitute players fresh at any time, from one player up to five at a time.
3. Throws free are awarded to a player who has been fouled.
4. Players are allowed to gain possession of the ball from the other team at any time through passes stealing, dribbles stealing, and defensive getting rebounds, subject to the limitations regarding fouls.
5. When defender fouls a player without the ball, it is foul nons shooting.
6. Fouls intentional are result in the two free throws awarded to the player who was fouled.
7. After bringing the ball over the midcourt line, a team can't allow the ball to go back over the line into the other court of the half.

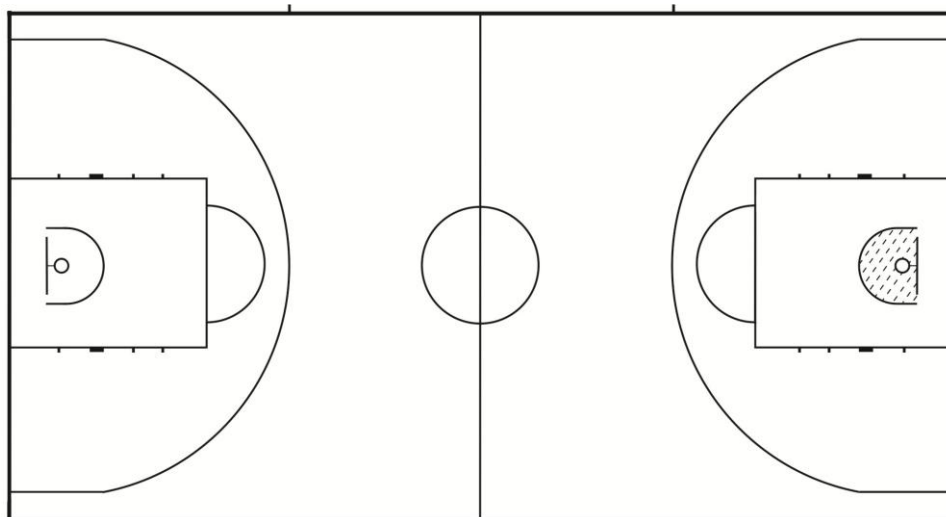
## Exercise 5

Match the definition in Column I with the word it defines in Column II

A	Usually the tallest player on the team, the center jumps at tipoffs and plays closest to the basket. He is usually the best rebounder.	1.	Jump shot
B	Taking the ball with one or both hands, jumping above the rim, and then slamming the ball down through the basket.	2.	Blocking
C	A personal foul committed by running into a stationary opponent.	3.	Dunking
D	A defensive move in which a player stops a shot or prevents an offensive player from moving.	4.	Center
E	A shot taken by jumping in the air and releasing the ball before landing back on the court.	5.	Man-to-man defense
F	A defensive system in which each defensive player has one offensive man to guard.	6.	Charging

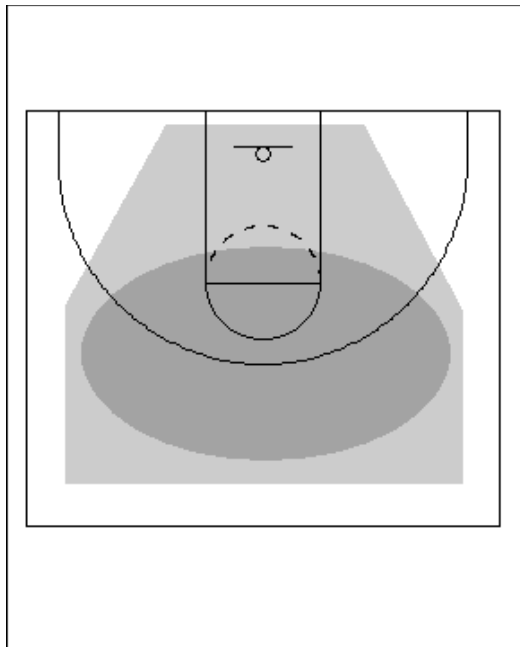
## Exercise 6

Name the lines; say the lengths and distances of the lines

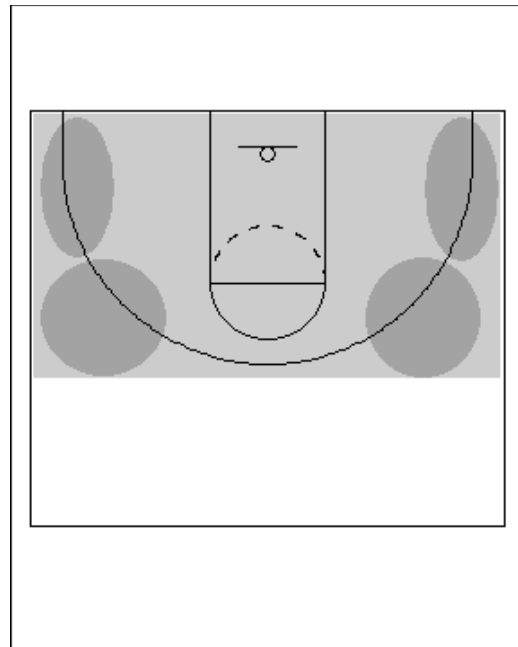


## Exercise 7

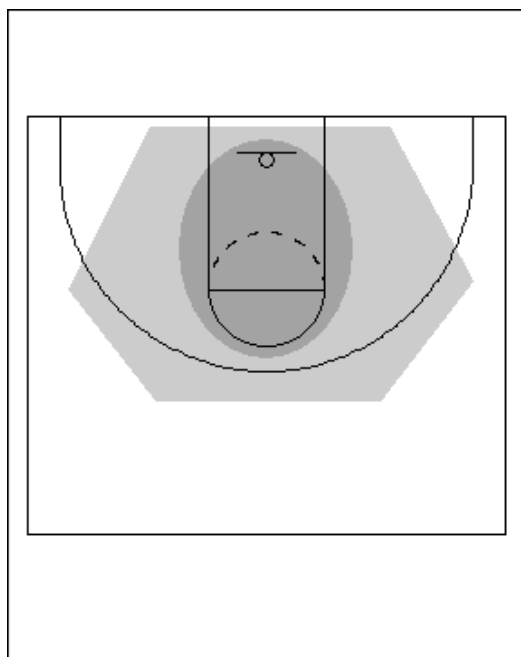
Describe the areas on the court where guards, forwards and centers play mostly in offence.



Guard



Forward



Center

## Exercise 8

Describe the referee's signals when showing the scoring and free-throws.

### Official's signals in basketball

#### Scoring



One point  
(1 finger, 'flag' from wrist)



Two points  
(2 fingers, 'flag' from wrist)



Three-points attempt  
(3 fingers extended)



Three-points successful shot  
(three fingers extended on both hands)



Cancel score or cancel play  
(scissor-like action with arms, once across chest)

## Free-throws

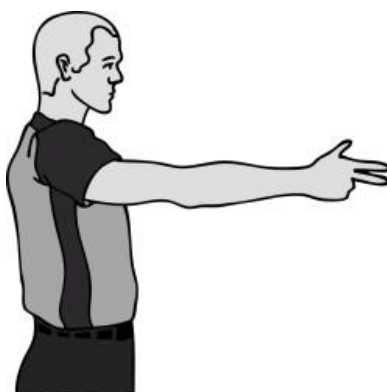
### Step 1 – Inside the restricted area



One free throw  
(1 finger horizontal)



Two free throws  
(2 fingers horizontal)



Three free throws (3 fingers horizontal)

### Step 2 – Outside the restricted area



One free throw  
(Index finger)



Two free throws  
(Fingers together on both hands)



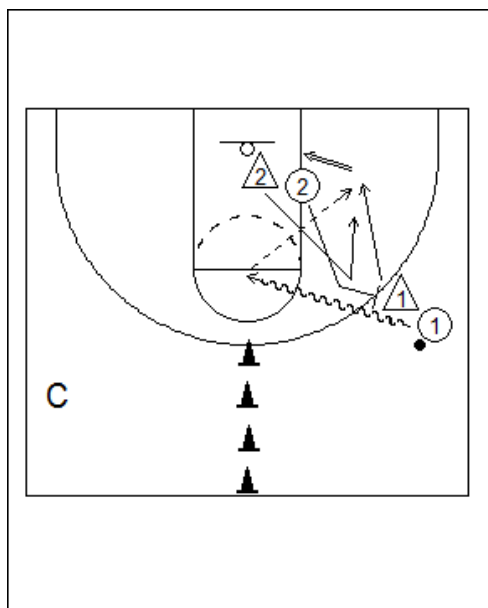


Three free throws  
(3 fingers extended on both hands)

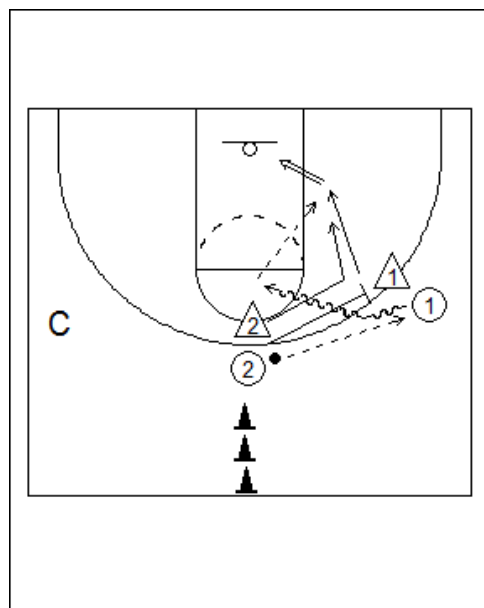
Official basketball rules 2012. Rio de Janeiro, Brazil: FIBA Central Board  
(<http://www.fiba.com/downloads/Rules/2012/OfficialBasketballRules2012.pdf>)

## Exercise 9

Describe the differences between Version A and Version B of two players play pick and roll. See the Diagram key



Pick and roll: Version A



Pick and roll: Version B

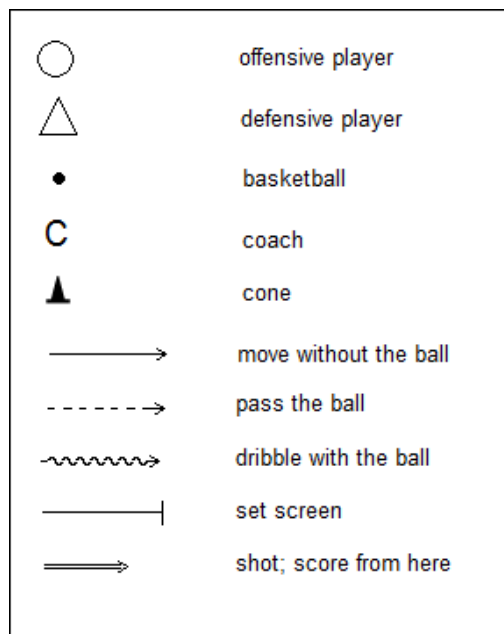


Diagram key

## Fixed expressions in basketball

English	Slovak
keep your head up	drž hlavu hore
face the basket	bud' otočený tvárou ku košu; obrát' sa/otoč sa tvárou ku košu
set shot	strel'ba z miesta
force to dribble	donútiť k driblingu
roll to basket	zbehni smerom ku košu
clear shot	nebránená strel'ba
eyes on target	pozerať na kôš

## Basketball collocations

English	Pronunciation	Slovak
playing surface	['pleɪŋ 'sɜːfɪs]	ihrisko, hracia plocha
fresh players	[frɛʃ 'pleɪəz]	oddýchnutí hráči
shot made	[ʃɒt 'meɪd]	úspešná strela, úspešný strelecký pokus
field goals	[fiːld ɡəʊlz]	strel'ba z poľa
free throw	[friː 'θrəʊ]	trestný hod
possession of the ball	[pə'zeʃn əv ðə bɔːl]	kontrola nad loptou

advance the ball	[əd'vɑ:ns ðə bɔ:l]	dostať loptu odniekiaľ niekam
bounce the ball on the floor	[baʊns ðə bɔ:l ɒn ðə flɔ:]	udrieť s loptou o zem
made shots	['meɪd ʃɒts]	úspešné strely
steal pass	[sti:l pɑ:s]	vychytiť prihrávku
steal dribble	[sti:l 'drɪbl]	vziať loptu súperovi pri driblingu
keep the game from getting too rough	[ki:p ðə geɪm frəm 'getɪŋ tu: rʌf]	zabezpečiť, aby sa hra nestala príliš surovou
violate the rules	['vaɪələt ðə ru:lz]	porušiť pravidlá
fouls is committed	[faʊlz ɪz kə'mɪtɪd]	stala sa chyba
closely guard	['kləʊsli ɡɑ:d]	tesne brániť
keep moving in and out	[ki:p 'mu:vɪŋ ɪn ənd aʊt]	neprestať vchádzať dnu a vychádzať von
backcourt violation	[bæk kɔ:t ,vaɪə'leɪʃn]	porušenie pravidla hrania cez pol

## Basketball shooting

Putting the ball in the basket is the basic objective of the game. If you can't do this, regardless of all your other skills, you will not be a complete basketball player.

Anyone can shoot the ball, but the player who uses good judgment and does not force shots will become a higher-percentage shooter and will be of greater value to his team.

How can you become an excellent shooter? Practice, practice and more practice. But make sure you are practicing the basic shooting skills correctly. Here are some fundamentals of shooting:

- Develop your own shot and practice it from the three to five spots on the floor where you will probably shoot in a game situation.
- Once you have perfected your shot, work on a quick release as well as accuracy.
- Practice builds confidence, and you must have confidence in your own ability if you are to become a good shooter.
- In practice, as in games, don't force your shot. Stay in balance.
- You must concentrate to be a good shooter.

After scoring you must give credit to the teammate who fed you the pass or set the screen which allowed you to take the shot. This may be done with a nod, a raised fist, a friendly tap on the rump or by saying "thanks" or "good pass".

Here are some basic shooting techniques which you should follow:

- Your fingers should be comfortably spread, the pressure being applied to the ball with only the finger "pads".
- The ball must be kept close to your body for protection.
- The release must be made quickly, with the fingertips being last to touch the ball.
- The hand, forearm and elbow are linked up with the midline of the body. The elbow leads the shot, with the wrist cocked for the proper release.
- Your head should be centered on a line with a point between your feet. Your head should follow your hand up-but not forward-towards the basket.
- Shoot towards a specific target or spot, not merely in the general direction of the basket. The target can be the inside of the rim on the far side of the basket, or a spot on the rim closest to the shooter
- The bend of the knees furnishes the force behind most shots. You must learn to use your legs in shooting.

The jump shot has become the standard shot in basketball and there are certain considerations and fundamentals to be learned for this shot:

- You start the set or jump shot from a balanced position, with the feet comfortably spread and the weight equally distributed. The weight is shifted slightly forward as the shot progresses.
- The body is aligned for the shot with your forward foot pointed toward the basket and your elbow close to the body.
- The shot is released above the head at the top of your jump. It should be the finish of a smooth movement, not as the final “jerk” of a two-part action.
- You should position the ball for this shot before making the jump. This eliminates extra movement of the ball during the shot.
- The best jump shot is made after causing the defensive player to be out position or off the balance. A fake often makes this shot possible.

The closer you are to the basket, the better your chances are of making the shot. The highest-percentage shot all is the lay-up or the underbasket shot. Here are the special considerations concerning this shot:

- You want height from your jump, not distance, when you go up for a shot near the basket. However, avoid straining so much for height that you lose accuracy in making the shot.
- Protect the ball with your non-shooting arm, but don't pull your hand away so early that you lose the control of the shot.
- Finish the shot with your palm toward the basket. Your hand can be under the ball or behind it.
- Take off on the foot opposite the shooting hand. For a left-handed shot, take off on the right foot, and vice versa. Concentrate on the target. The lay-up is generally made in heavy traffic and you must not be distracted.

Reduced and modified from Wooden, J. - Sharman, B. (1975). The Wooden-Sharman method. A guide to winning basketball. New York: Macmillan Publishing Co., Inc. pp. 62-69. ISBN 0-02-631300-6.

## New words and expressions

English	Pronunciation	Slovak
ability	[ə'biləti]	schopnosť
accuracy	['ækjərəsi]	presnosť
arm	[ɑ:m]	ruka, plece, rameno
as the shot progresses	[əz ðə ʃɒt prə'gresɪz]	počas vykonávania streleckého pohybu
at the top of somebody's jump	[ət ðə tɒp əv 'səm,bɑ:di dʒʌmp]	v najvyššom bode niekoho (strelca) výskoku
balance	['bæləns]	rovnováha
balanced position	['bælənst pə'ziʃn]	stabilný postoj (strelca)
ball must be kept close to your	[bɔ:l məst bi kept kləʊs tə jə 'bɒdi]	lopta musí byť blízko tela
basic shooting skills	['beɪsɪk 'ʃu:tɪŋ skɪlz]	základné strelecké zručnosti
be off the balance	[bi ɒf ðə 'bæləns]	býť v nerovnovážnom postoji

bend of the knees	[bend əv ðə ni:z]	pokrčenie kolien
body	['bɒdi]	telo
causing the defensive player to be out position	['kɔ:zɪŋ ðə dr'fensɪv 'pleɪə tə bi aʊt pə'zɪʃn]	dosiahnuť (zapríčiniť, vyvolať), že obranca nie je v správnej pozícii
complete basketball player	[kəm'pli:t 'bɑ:skɪtbɔ:l 'pleɪə]	dokonalý basketbalista
develop your own shot	[dr'veləp jər əʊn ʃɒt]	trénuj vlastný spôsob strel'by
elbow	['elbəʊ]	laket'
excellent shooter	['eksələnt 'ʃu:tə]	vynikajúci strelec
extra movement of the ball	['ekstrə 'mu:vmənt əv ðə bɔ:l]	zbytočný (nesprávny) pohyb lopty
fake	[feɪk]	klamlivý pohyb, finta
fall away from the basket	[fɔ:l ə'weɪ frəm ðə 'bɑ:skɪt]	padať vzad smerom od koša
far side of the basket	[fɑ: saɪd əv ðə 'bɑ:skɪt]	vzdialená strana koša
fed somebody the pass	[fed 'sʌmbədi ðə pɑ:s]	prihrať niekomu
feed	[fi:d]	prihrať
fingers should be comfortably spread	['fɪŋgəz ʃəd bi 'kʌmftəbli spred]	prsty majú byť pohodlne rozťahnuté
fingertip	['fɪŋgətɪp]	špička, konček prsta
fingertips being last to touch the ball	['fɪŋgətɪps 'bi:ɪŋ lɑ:st tə tʌtʃ ðə bɔ:l]	končeky prstov sa posledné dotýkajú lopty
fist	[fɪst]	ruka, päst', zovrieť päst'
floor	[flɔ:]	ihrisko
force the shot	[fɔ:s ðə ʃɒt]	siliť strel'bu, vystreliť v nesprávnom momente, v nesprávnej situácii alebo z nesprávnej pozície na ihrisku
forearm	[,fɔ:'rɑ:m]	predlaktie
forward foot	['fɔ:wəd fʊt]	predsunutá noha
friendly tap on the rump	['frendli tæp ɒn ðə rʌmp]	priateľské tl'apnutie po zadku
fundamentals of shooting	[,fʌndə'mentl z əv 'ʃu:tɪŋ]	základy strel'by
game situation	[geɪm ,sɪtʃu'eɪʃn]	herná situácia, situácia v hre
give credit	[gɪv 'kredɪt]	vzdať hold, oceniť, pochváliť, poďakovať, prejaviť vďaku
good shooter	[gʊd 'ʃu:tə]	dobrý strelec
high percentage shooter	[haɪ pə'sentɪdʒ 'ʃu:tə]	strelec s vysokou úspešnosťou strel'by (úspešný strelec)
jerk	[dʒɜ:k]	trhnutie, myknutie
jump shot	[dʒʌmp ʃɒt]	strel'ba vo výskoku
lay-up	['leɪəp]	dvojtakt, strel'ba po dvojtakte
left-handed	[left 'hændɪd]	ľavoruký

nod	[nɒd]	kývnutie
non-shooting arm	[nɒn'ʃu:tɪŋ ɑ:m]	nestrelecká ruka
pad	[pæd]	bruško/vankúšik prsta
palm	[pɑ:m]	dlaň
perfect your shot	[pə'fekt jə ʃɒt]	zdokonaľuj svoju strelbu
pointed toward the basket	['pɔɪntɪd tə'wɔ:d ðə 'bɑ:skɪt]	otočená smerom ku košu
position the ball	[pə'zɪʃn ðə bɔ:l]	dať loptu do (správnej) polohy
practice	['præktɪs]	tréning
practice it from the three to five spots on the floor	['præktɪs ɪt frəm ðə θri: tə faɪv spɒts]	trénuj (strel'aj) z troch až piatich miest na ihrisku
proper release	['prɒpə rɪ'li:s]	správne vypustenie, vystrelenie (lopty)
put the ball in the basket	['put ðə bɔ:l ɪn ðə 'bɑ:skɪt]	dať kôš, dostať loptu do koša
quick release	[kwɪk rɪ'li:s]	rýchle vypustiť, vystreliť (loptu)
ready for action	['redi fə 'ækʃn]	pripravený na ďalšiu činnosť
release	[rɪ'li:s]	vypustiť, vystreliť (loptu)
rump	[rʌmp]	zadok
screen	[skri:n]	clona
set shot	[set ʃɒt]	strel'ba z miesta
set the screen	[set ðə skri:n]	postaviť clonu
shoot the ball	[ʃu:t ðə bɔ:l]	strel'at', vystreliť, vystreľovať (loptu)
shoot toward a specific target	[ʃu:t tə'wɔ:d ə spə'sɪfɪk 'tɑ:gɪt]	strel'aj (mier) smerom na určitý cieľ
shot is released above the head	[ʃɒt s rɪ'li:st ə'bʌv ðə hed]	lopta je vypúšťaná sponad hlavy
skills	[skɪlz]	zručnosti
smooth movement	[smu:ð 'mu:vmənt]	plynulý (hladký) pohyb
spread	[spred]	roztiahnutý
stay in balance	[steɪ ɪn 'bæləns]	nedaj sa vyviesť z miery, zotvraj v kl'udnom duševnom rozpoložení
take off	[teɪk ɒf]	odraz
take the shot	[teɪk ðə ʃɒt]	strelit', vystreliť
tap	[tæp]	tl'apnutie
target	['tɑ:gɪt]	cieľ
technique	[tek'ni:k]	technika, postup, metóda
touch the ball	[tʌtʃ ðə bɔ:l]	dotýkať sa lopty
two-part action	['tu:'pɑ:t 'ækʃn]	na dve časti rozdelený (strelecký) pohyb
underbasket shot	['ʌndə'bɑ:skɪt ʃɒt]	strel'ba spod koša
weight equally distributed	[weɪt 'i:kwəli dɪ'strɪbjʊ:tɪd]	rovnomerne rozložená hmotnosť tela (na obidve nohy hráča, strelca)
weight is shifted slightly	[weɪt s 'ʃɪftɪd 'slɑ:tlɪ 'fɔ:wəd]	hmotnosť (tela strelca) je

forward		presunutá mierne vpred
work on	['wɜ:k ɒn]	pokračuj v tréningu
wrist	[rɪst]	zápästie

## Basketball collocations

English	Pronunciation	Slovak
complete basketball player	[kəm'pli:t 'bɑ:skɪtbɔ:l 'pleɪə]	dokonalý basketbalista
give credit	[gɪv 'kredɪt]	vzdať hold, oceniť, pochváliť, poďakovať, prejaviť vd'aku
feed	[fed]	prihrať
take the shot	[teɪk ðə ʃɒt]	streliť, vystreliť
friendly tap on the rump	['frendli tæp ɒn ðə rʌmp]	priateľské udretie po zadku
set shot	[set ʃɒt]	strel'ba z miesta
balanced position	['bælənst pə'zɪʃn]	stabilný postoj (strelca)
lay-up	['leɪəp]	dvojtakt

## Key

### Exercise 1

women's	ball
free	throw
steal	pass
midcourt	line
backcourt	violation
other	team's basket
foul	is committed
8-second	backcourt call
dribble	in one spot
foot must not touch	the arc
two-points	shot
player commits	a foul
game lasts	40 minutes
free throw is worth	1 point
pass the ball	to a teammate
throw the ball	at the basket

### Exercise 2

Basketball is played on a playing surface called the court. The coach can substitute fresh players at any time, from one player up to five at a time. Prior to the first half teams warm up at the other team's basket. When they throw the ball at the basket to try to score, they are shooting the ball. Players are allowed to gain possession of the ball from the other team at any time through stealing passes, stealing dribbles, and getting defensive rebounds, subject to the limitations regarding fouls. Each time a foul is committed, the referee blows the whistle and play stops. A

defender can foul a player with the ball or without the ball. A player who fouls out can't come back into the game. A player who picks up her dribble (stops dribbling) must pass or shoot within 5 seconds.

### Exercise 3

Before you can coach basketball, you need to have a basic knowledge of the rules of the game, starting with where it's played.

College courts are 94 feet long and 50 feet wide, but the dimensions of middle school and high school courts vary.

There are no limitations on how many times in the game substitutions can be made and how many times a player can come in and out of the game.

When a player shoots and scores from anywhere inside the 3-point arc, it counts as 2 points.

Personal fouls happen when a player makes physical contact with an opponent in a manner not allowed by the rules.

If the shot misses, the shooter is awarded two free throws in the case of a 2-point shot and three free throws in case of a 3-point shot.

Each player is allowed a maximum of five personal fouls per game.

A player who picks up her dribble (stops dribbling) must pass or shoot within 5 seconds.

### Exercise 4

Basketball is played on a playing surface called the court.

The coach can substitute fresh players at any time, from one player up to five at a time.

Free throws are awarded to a player who has been fouled.

Players are allowed to gain possession of the ball from the other team at any time through stealing passes, stealing dribbles, and getting defensive rebounds, subject to the limitations regarding fouls.

When defender fouls a player without the ball, it is nonshooting foul.

Intentional fouls are result in the two free throws awarded to the player who was fouled.

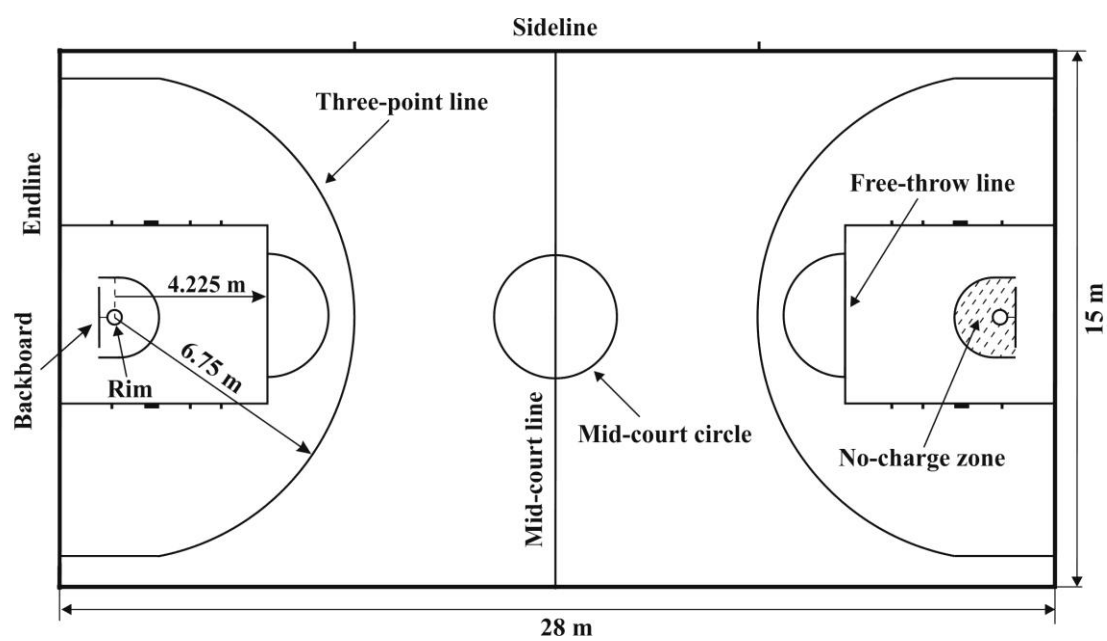
After bringing the ball over the midcourt line, a team can't allow the ball to go back over the line into the other half of the court.

### Exercise 5

A	Usually the tallest player on the team, the center jumps at tipoffs and plays closest to the basket. He is usually the best rebounder.	1.	Center
B	Taking the ball with one or both hands, jumping above the rim, and then slamming the ball down through the basket.	2.	Dunking
C	A personal foul committed by running into a stationary opponent.	3.	Charging
D	A defensive move in which a player stops a shot or prevents an offensive player from moving.	4.	Blocking
E	A shot taken by jumping in the air and releasing the ball before landing back on the court.	5.	Jump shot
F	A defensive system in which each defensive player has one offensive man to guard.	6.	Man-to-man defense



### Exercise 6



## Unit 16: Beach volleyball

(doc. PaedDr. Ludmila Zapletalová, PhD.)

### To begin with...

Is beach volleyball a team sport?

Yes and no. It is played by two teams of two cooperating players. They have three hits for returning the ball to the opponent. But during the match no coaching is allowed, and no substitutions can be made. It can best be described as a sport with a large resemblance to racket sports.

### What is beach volleyball?

#### Characteristics of beach volleyball

Beach volleyball is a sport played by two teams of two players each on a sand court divided by a net. There are different versions available for specific circumstances in order to offer the versatility of the game to everyone.

The object of the game is to send the ball over the net in order to ground it on the opponent's court, and to prevent the same effort by the opponent.

The team has three hits for returning the ball (including the block touch).

The ball is put in play with a service (hit by the server over the net to the opponents).

The rally continues until the ball is grounded on the playing court, goes "out" or a team fails to return it properly.

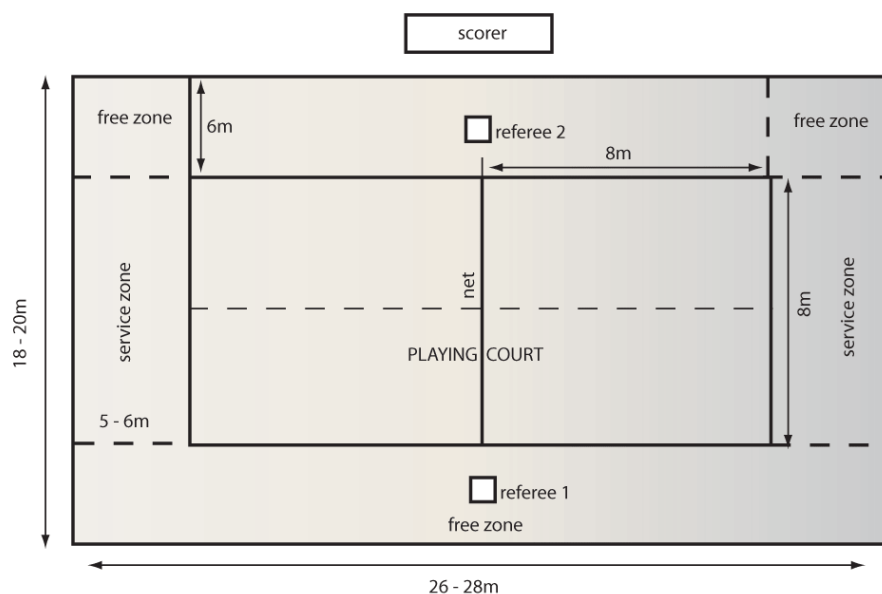
In beach volleyball, the team winning a rally scores a point (rally point system). When the receiving team wins a rally, it gains a point and the right to serve. The serving player must be alternated every time this occurs.

While the indoor game is regarded as a team sport with some of the characteristics of racket sports (played back and forth over a net), this cannot be generally applied to the game of beach volleyball. It can best be described as a sport with a large resemblance to racket sports, and only with some characteristics of team sports.

#### Rules and equipment

- Beach volleyball is played on a court that measures 16 x 8 meters and is divided into two equal halves by a net.
- Two sidelines and two end lines define the playing court. There is no centre line.
- The boundary lines are counted as part of the court; in other words, on the line is in.
- The top of the net is set at the heights of 2.43 meters for men and 2.24 meters for women.
- Antennae attached to the net and set directly above the sideline mark the area in which the ball must pass between when hit over the net.
- The ball is made of leather with a bladder inside and has a circumference of between 65 cm and 67 cm and weighs 260–280 grams.
- A beach volleyball team consists of two players. No substitutions can be made. (However, in social competitions two to six players may participate).
- Players on each team aim to hit the ball over the net with their hands, although it is permissible for any part of the body to be used to hit the ball.

- Unlike indoor volleyball, the players do not have fixed positions and can play from any position on the court.
- Rally point scoring is used. The winner of each rally, irrespective of which team served, scores a point.
- The players are free to position themselves. There are no determined positions on the court.
- Serves can be made from anywhere behind the end line and may be struck under or over arm with any part of the hand, fist, or arm.
- Service order must be maintained throughout the set.
- A serve cannot touch a player from the same team and players cannot obscure the opposition's view of a serve.
- The server continues to serve until the serving team loses a point.
- A team may hit the ball three times to return it, but no player can hit the ball twice in a row, including if it hits one part of their body and then rebounds to another part.
- A team scores a point if it hits the ball and it lands in the opposition's half of the court.
- Rallies can be lost by hitting the ball out of play or into the net or if a player touches the net with any part of his or her body while playing the ball.
- Shots may be blocked before they cross the net as long as the blocker does not touch the net.
- The ball can be directed anywhere into the opponent's court.
- The ball can be played off the net during a rally.
- Because weather affects play, teams swap ends every seven points during the first two sets and every five points during the third set.
- Each match is played over the best of three sets. To win a set, a team must have a two-point break over the opposition. The match continues indefinitely until this is the case. The first two sets are played to 21 points while the third, if required, is played to 15 points.
- Each team is allowed one 30-second time-out per set.
- There is a technical time-out when the score adds to 21 in the first two sets.
- No coaching is allowed during the match.



Beach volleyball court

## **Beach volleyball techniques**

### **Passing techniques**

The description of passing techniques implies a general knowledge of the techniques and motion sequences of the indoor volleyball. The service reception is usually executed with the forearm passing technique. Only in emergency situations, for example after wrong anticipation of the ball trajectory, the ball is played overhead with the tomahawk digging technique. Because of the 2-man reception over the whole court in addition to the high ball speeds of jump serves, the lateral passing techniques are of superior importance.

### **Serving techniques**

The main serve techniques in beach volleyball are the float serve, spin serve, jump serve and the sky ball serve.

The techniques of the float serve, spin serve and jump serve in beach volleyball are identical with the indoor techniques. However, it must be observed that the server maintains a well-balanced ready posture before and during motion. The sky ball serve is an underhand serve where the ball travels a long way up and comes down in a straight line. This made it hard for the opposing team to receive or pass the ball to their team mates. This serve takes advantage of two of the biggest obstacles on the beach - the sun and the wind.

### **Attacking techniques**

#### **Spike**

To a large extent, the spike technique is identical to the indoor spike. The following differences in the beach techniques have to be observed:

- The player makes transition to the attack from the passing or defending action.
- The last step of approach is shorter than indoors, the take off is identical to the indoor technique.

The spike is executed straight forward as a line shot, as well as a cross shot and extremely cross shot (cut shot). There are some typical trick (soft) shots in beach volleyball:

- the roll shot
- the poke
- the cobra shot

The roll shot is a soft topspin shot performed with an open hand. This shot is the easiest to control and the most deceptive of the three beach soft shots. The poke (or “knuckler”) is achieved by contacting the ball with the knuckles of fingers. The “cobra” shot is performed using fully extended fingers to contact the ball on the top of the fingertips.

### **Blocking techniques**

Most differences between indoor and beach blocking techniques are observed in the footwork prior to the takeoff and to the landing. From his starting position, 1 m from the net, the blocker observed the opponent’s attack build-up. In the case of a good set he will move very quickly to the probable take off spot. In any case, However, his movement takes place very late, thus shortly before his take off. All other motion features are identical.

The block may be played in a one-handed or two-handed fashion as a sweep block (the player follows the anticipated direction of the attacker's hit with his arm or arms, and as a spread or split block (the player jumps with his/her arms wide spread open).

### Defense techniques

The rules allowed using a forearm dig, the beach dig with open hands, one hand dig with closed hand used sideways and overhead and tomahawk. The forearm dig and one hand dig can be played in falling motion and in jump. The tomahawk is used against off speed attacks over head level. The attack is defended with closed hands and fingers.

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## New words and expressions

English	Pronunciation	Slovak
anticipated direction	[æn'tɪsɪpeɪtɪd dɪ'rekʃn]	predpokladaný smer
approach	[ə'prəʊtʃ]	rozbeh
attack build-up	[ə'tæk bɪld ʌp]	zakladanie útoku
ball off the net	[bɔ:l ɒf ðə net]	lopta odrazená od siete
ball speed	[bɔ:l spi:d]	rýchlosť lopty
ball trajectory	[bɔ:l trə'dʒektəri]	dráha letu lopty
bladder	['blædə]	mechúr, duša
boundary lines	['baʊndri laɪnz]	ohraničujúce čiary, obvodové čiary
centre line	['sentə laɪn]	stredová čiara
close hand	[kləʊzd hænd]	zatvorená ruky
cobra shot	['kəʊbrə ʃɒt]	„kobra“, útočný úder hraný končekmi vystretých prstov
come down	[kʌm daʊn]	zostúpiť, klesať
conceal	[kən'si:l]	zatajiť, utajiť
cross shot	[krɒs ʃɒt]	úder po diagonále
deceptive	[dɪ'septɪv]	klamlivý
defend	[dɪ'fend]	brániť
determined position	[dɪ'tɜ:mɪnd pə'zɪʃn]	určené postavenie
digging technique	['dɪɡɪŋ tek'ni:k]	technika vyberania, prihrávania
direct	[dɪ'rekt]	usmerniť
effort	['efət]	snaha, úsilie
end line	[end laɪn]	koncová čiara
extremely cross shot	[ɪk'stri:mli krɒs ʃɒt]	úder po ostrej diagonále
fall	[fɔ:l]	pád, padat'

falling motion	[ˈfɔːlɪŋ ˈməʊʃn]	v páde
feature	[ˈfi:tʃə]	stránka, rys
fist	[fɪst]	päsť
forearm	[ˌfɔːˈra:m]	predlaktie
forearm dig	[ˌfɔːˈra:m dɪg]	odbitie predlaktím
forearm pass technique	[ˌfɔːˈra:m pɑ:s tekˈni:k]	prihrávka odbitím obojručne zdola
free zone	[fri: zəʊn]	vol'ná zóna
hit	[hɪt]	úder, odbitie, odrazenie, trafit', udriet', zasiahnuť, odraziť, odbiť
hop-step	[hɒp step]	poskok, poskočiť, naskočenie, naskočiť
in falling	[ɪn ˈfɔːlɪŋ]	v páde
in jump	[ɪn dʒʌmp]	v skoku
in motion	[ɪn ˈməʊʃn]	v pohybe
indoor	[ˈɪndɔː]	halový
knuckle	[ˈnʌkl]	medzičlánkový kĺb na prstoch ruky
land	[lənd]	dopadnúť na zem
lateral passing	[ˈlætərəl ˈpɑ:sɪŋ]	prihrávanie mimo osi tela
line shot	[laɪn ʃɒt]	úder po čiare
motion	[ˈməʊʃn]	pohyb
one-handed block	[wʌn ˈhændɪd ˈblɒk]	blok jednou rukou
overhead	[ˌəʊvəˈhed]	nad hlavou
permissible	[pəˈmɪsəbl]	povolený, prípustný
poke	[pəʊ]	„pouk“, útočný úder hraný kĺbmi prstov
position	[pəˈzɪʃn]	postavenie, postaviť sa
racket sport	[ˈrækt spɔ:t]	športové hry, v ktorých sa používa raketa
ready posture	[ˈredi ˈpɒstʃə]	základný postoj, streh
rebound	[rɪˈbaʊnd]	odraz, odraziť sa
referee	[ˌrefəˈri:]	rozhodca
right	[raɪt]	právo
right to serve	[raɪt tə sɜ:v]	právo podávať
roll shot	[rəʊl ʃɒt]	lob, „roláda“
sand court	[sænd kɔ:t]	pieskové ihrisko
scorer	[ˈskɔ:rə]	zapisovateľ
sequence	[ˈsi:kwəns]	sled, poradie, následnosť
serve technique	[sɜ:v tekˈni:k]	technika podania
server	[ˈsɜ:və]	podávajúci hráč
service zone	[ˈsɜ:vɪs zəʊn]	zóna podania
serving technique	[ˈsɜ:vɪŋ tekˈni:k]	technika podania
set	[set]	set, sada, nahrávka
shot	[ʃɒt]	úder
side line	[saɪd laɪn]	postranná čiara
sideways	[saɪd ˈweɪz]	bočne
sky ball serve	[skaɪ bɔ:l sɜ:v]	„svieca“, podanie zdola s vysokou, strmou dráhou letu lopty
soft	[sɒft]	mäkký, ľahký

speed attack	[spi:d ə'tæk]	tvrdý útočný úder
spike	[spaɪk]	smeč
spin	[spɪn]	rotácia
split block	[split 'blɒk]	blok s rozťahnutými pažami
spread	[spred]	rozťahnutý
spread block	[spred 'blɒk]	blok s rozťahnutými pažami
starting position	['stɑ:tɪŋ pə'zɪʃn]	východisková pozícia
strait line	[streɪt laɪn]	priamka
struck	[strʌk]	úder, zásah, udrieť, zasiahnuť
substitution	[sʌbstɪ'tju:ʃn]	náhrada, zámena, striedanie
swap ends	[swɒp endz]	meniť si strany
sweep block	[swi:p 'blɒk]	blok, ktorý zakrýva predpokladaný smer útoku
take advantage	[teɪk əd'vɑ:ntɪdʒ]	využiť
take off	[teɪk ɒf]	odraz, odradiť sa
take off spot	[teɪk ɒf spɒt]	miesto odrazu
team mate	[ti:m meɪt]	spoluhrač
team sport	[ti:m spɔ:t]	kolektívny šport
technical time-out	['teknɪkəl 'taɪm aʊt]	technický oddychový čas
time-out	['taɪm aʊt]	oddychový čas
tomahawk	['tɒməhɔ:k]	tomahavk
topspin shot	['tɒpspɪn ʃɒt]	úder s hornou rotáciou
transition	[træn'zɪʃn]	prechod
travel up	['trævəl ʌp]	stúpať
trick	[trɪk]	„finta“, klamný úder
twice in a row	[twɑ:ɪs ɪn ə raʊ]	dvakrát za sebou
two point break	[tu: pɔɪnt breɪk]	dvojbodový náskok
two-handed block	[tu: 'hændɪd 'blɒk]	blok dvoma rukami
versatility	[vɜ:sə'tɪlɪti]	všestrannosť, univerzálnosť
well-balanced	[wel 'bælənst]	vyvážený

## Exercise 1

Fill in missing letters

f	o		e	a	r		p	a		s	i	n	g				
c	r	o		s	s	h		t	k	n		c	k		e	r	
t	o		a	h	a		k	d	i		g	i		g			
t	r		c	k		h	o	t	o		e	r	h		a	d	
s	e		v	i		g	t	e		h		i		u	e	s	
a	p		r	o	a	c	h	t		k		o		f			
u	n		e	r		a	n		s	e		v		c		t	
s	e		v	i		e	r		c	e	p		i		n		
s	p		k		t		i	c		d	i		g		n		
f	a		l	i		g		o	t	i		n	p		k		

## Exercise 2

Fill in the missing words from the word bank

1. The object of the game is to send the ball over the net in order to ground it on the ....., and to prevent the same effort by the opponent.
2. The team has three ..... for returning the ball (including the .....).
3. The ball is put in play with a ..... (hit by the server over the net to the opponents).
4. The ..... continues until the ball is grounded on the playing court, goes ..... or a team fails to return it properly.
5. In beach volleyball, the team winning a rally ..... (rally point system).
6. When the ..... wins a rally, it gains a point and the right to serve. The ..... player must be alternated every time this occurs.

### Word bank

block touch, hits, opponent's court, "out", rally, receiving team, scores a point, service, serving

## Exercise 3

Beach volleyball rule test

1. What are the dimensions of beach volleyball court? .....
2. Is there a centre line on beach volleyball court? a) Yes b) No
3. The net is set at the heights of ..... meters for men and ..... meters for women.
4. Can be made a substitution in beach volleyball match? a) Yes b) No
5. Are there determined positions for players on the court? a) Yes b) No
6. Is it allowed to hit the ball with any part of the body? a) Yes b) No
7. Does the winner of each rally, irrespective of which team served, scores a point? a) Yes b) No
8. The teams swap ends every ..... points during the first two sets and every ..... points during the third set.
9. The first two sets are played to ..... points and the third set, if required to ..... points.
10. How many time outs are allowed per set? .....

## Exercise 4

Match the words from the left column with the ones on the right

Pass	line shot
	beach dig
	sky ball
Serve	cross shot
	one-handed
	sweep
	lateral



Attack	forearm
	one hand dig
	cut shot
	forearm dig
	“poke”
	tomahawk
Block	jump
	two-handed
	floater
	spread
Defense	“cobra”
	roll shot
	spin

## History of beach volleyball

Beach volleyball was first played in the 1920's in Santa Monica, Southern California. People started playing “6 vs. 6” according to the rules of the indoor-game. This shows that the beach volleyball game originated from the indoor-game.

In the early 1930's the game was played with teams of four, mostly due to the lack of players. Shortly afterwards it was played for the first time in its today's form of “2 vs. 2”. This way of playing beach volleyball proved to be so popular that it was copied by all players – even in the early stages of the game. In the late 1930's the beach volleyball scene moved to the “State Beach”, north of the Santa Monica Pier.

Before the end of the 1940's neither the spike nor the block was used; the net was lower than today. For the reception of the service, the underhand pass with the forearms, the bump, was still unknown. Here, similarities to the indoor-game become obvious.

After the beach volleyball game had almost come to a complete stop in California due to World War II, the first tournament was played 1948 at “State Beach”. This tournament then became an annual event. Already in 1951 people thought about possibilities to make the game and therefore the tournament more attractive for the spectators. Due to the missing spike, the games lasted several hours (1 to 7). Therefore, players and tournament directors decided to hold beauty contests during the tournaments. By doing this, the tournament received more attention by the media and the spectators. Soon, more tournaments were established in southern California. The player Gene Selznik became the first star of the sport in the 50's, especially because he was the first player to use the spike. The “star-mania” around Gene Selznik and the following 60's were the origin of the beach volleyball lifestyle which is typical for the sport even today.

The combination of beach, sun, sea, athletic players and female fans brought the game reputation to be a sport for lazy young people who like the easy way of living instead of pursuing a “normal” career.

As the sport continued to grow, it wasn't long before sponsors came forward to take advantage of beach volleyball's popularity, and by the 1970s a full-fledged pro beach volleyball tour was organized. In 1999 it featured twelve open events for men and six for women with total prize money of US\$ 3.66 million. The 1999 tour attracted more than 460,000 spectators.

Beach volleyball was a demonstration sport at the 1992 Olympics in Barcelona, and shortly afterward the International Olympic Committee announced that the sport will be included in the 1996 games in Atlanta. The overwhelming spectator and television

success of beach volleyball since its introduction to the Olympic Games at Atlanta 1996 and the stunning success of the FIVB Swatch<sup>3</sup> World Tour and World Championships have opened up volleyball to a completely new market.

### **Did you know?**

The first World Championships in 1976 at the state Beach in Pacific Palisades were starting signal for the professionalization of the sport. The winners received 5,000 \$. More than 30,000 spectators attended this tournament. After this success the marketing agency "Event Concepts" began the development of a professional tournament series. The number of tournaments grew to 12 until 1983, the total prize money rose to 137,000\$ during this period. The number of spectators grew and the tournament series expanded into other US-states.

The promoter changed the rules of the game several times. For example, a new ball was introduced in 1982, without any regard to the resistance of the players. Apart from that, the promoter took the main share of the television- and sponsor-money. The players protested against the rule- and ball-changes, and asked for an increase of prize money. When "Event Concepts" refused, the players demanded an open financial statement. The rejection of this demand led to the foundation of the Association Volleyball Professionals (AVP) on July 21<sup>st</sup> 1983. Through the foundation of the AVP, the players expected to gain more influence concerning the commercial development of the game. The climax of the conflict with "Event Concepts" came at the World Championship tournament in Redondo Beach in 1984. The demand for more rights and for an open financial policy was rejected once again and led to a player's strike. The tournament was played with second class players. Because of that, the annoyed sponsors turned towards the AVP.

The Women's Professional Volleyball Association (WPVA) has been founded in late 1986. The intention was to move out of the shadow of the men and to establish the women's beach volleyball game as a professional sport.

The FIVB perceived the growing popularity of the beach volleyball game among players and spectators as well as the enormous chances of commercial development. Consequently, the FIVB invented the "Beach Volleyball World Series" with 3 – 6 annual tournaments. National champions from all over the world competed in this series. The first FIVB Beach Volleyball International Circuit, named the Beach Volleyball World Series, was created with men's tournaments in Brazil, Italy, and Japan in 1989-90.

The first Olympic Beach Volleyball competition took place from July 23 to 28 1996 in Atlanta Beach, in a 10,000-seat stadium. Twenty-four men's teams and eighteen women's teams compete for Olympic medals. Karch Kiraly and Kent Steffes take home the gold as Kiraly becomes a three-time gold medalist and the first indoor and outdoor Olympic champion in volleyball. In the women's competition, Brazil dominates with Jackie Silva and Sandra Pires.

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<sup>3</sup> SWATCH (the world's largest watch company) becomes title sponsor of the World Tour and presenting sponsor of the World Championships.

## New words and expressions

English	Pronunciation	Slovak
advantage	[əd'vɑ:ntɪdʒ]	výhoda
annual tournament	['ænjuəl 'tɔ:nəmənt]	celoročný turnaj, ročný turnaj
Association Volleyball Professionals (AVP)	[ə,səʊʃi'eɪʃn 'vɒlɪbɔ:l prə'feʃnəlz]	Asociácia volejbalových profesionálov (AVP)
athletic	[æθ'letɪk]	športovo založený, športový, atletický
attend the tournament	[ə'tend ðə 'tɔ:nəmənt]	navštíviť turnaj
attract	[ə'trækt]	pritiahnuť, prilákať
ball	[bɔ:l]	lopta
beach	[bi:tʃ]	pláž
beach volleyball	[bi:tʃ 'vɒlɪbɔ:l]	plážový volejbal
Beach Volleyball World Series	[bi:tʃ 'vɒlɪbɔ:l wɜ:ld 'sɪəri:z]	Svetové série v plážovom volejbale
beach-volleyball lifestyle	[bi:tʃ 'vɒlɪbɔ:l 'laɪfstɑɪl]	beach volejbalový životný štýl
beauty contest	['bju:ti ,kɒntest]	súťaž krásy
bump	[bʌmp]	odbitie obojručne zdola
career	[kə'riə]	kariéra
championship	['tʃæmpɪənʃɪp]	majstrovstvo
commercial development	[kə'mɜ:ʃl dɪ'veləpmənt]	komerčný rozvoj
compete	[kəm'pi:t]	súťažiť
competition	[,kɒmpə'tɪʃn]	súťaž
demonstration	[,demən'streɪʃn]	ukážka
demonstration sport	[,demən'streɪʃn spɔ:t]	ukážkový šport
development	[dɪ'veləpmənt]	rozvoj
easy way of living	['i:zi 'wei əv 'lɪvɪŋ]	ľahkový, bezstarostný život
event	[ɪ'vent]	súťaž, pretek, športová disciplína
fan	[fæn]	fanúšik
feature	['fi:tʃə]	predstavovať
FIVB (Fédération International de Volleyball)		Medzinárodná volejbalová federácia (FIVB)
found	[faʊnd]	založiť
foundation	[faʊn'deɪʃn]	nadácia
full-fledged	[fʊl fledʒd]	plne kvalifikovaný
gold medal	[gəʊld 'medl]	zlatá medaila
include into	[ɪn'klu:d 'ɪntə]	zaradiť do, začleniť, zahrnúť
indoor game	['ɪndɔ: geɪm]	halová hra
International Olympic Committee	[,ɪntə'næʃnəl ə'lɪmpɪk kə'mɪti]	Medzinárodný olympijský výbor

medal	['medl]	medaila
medalist	['medəlist]	medailista
men's competition	[menz ,kɒmpə'tɪʃn]	mužská súťaž
national champion	['næʃnəl 'tʃæmpiən]	národný majster
Olympic champion	[ə'limpɪk 'tʃæmpiən]	olympijský víťaz
Olympics	[ə'limpɪks]	Olympiáda
originate	[ə'ɹɪdʒəneɪt  ]	pochádzať, mať pôvod, vzniknúť
outdoor	['aʊtdɔ:]	vonkajší
overwhelming	[,əʊvə'welmlɪŋ]	ohromujúci, neprekonateľný
player's strike	['pleɪərz straɪk]	hráčsky štrajk
prize	[praɪz]	cena, odmena, prémie
prize money	[praɪz 'mʌni]	peniaze za výhru, odmena za výhru
pro beach volleyball	[prəʊ bi:tʃ 'vɒlɪbɔ:l]	profesionálny plážový volejbal
pro tour	[prəʊ tuə]	profesionálne turné
professional	[prə'feʃnəl]	profesionál, profesionálny
professional tournament series	[prə'feʃnəl 'tɔ:nəmənt 'sɪəri:z]	série profesionálnych turnajov
promoter	[prə'məʊtə]	priaznivec, usporiadateľ
reception of the service	[rɪ'sepʃn əv ðə 'sɜ:vɪs]	príjem podania
resistance	[rɪ'zɪstəns]	odpor, odolnosť
rule-changes	[ru:l 'tʃeɪndʒɪz]	zmeny pravidiel
second class player	['sekənd kla:s 'pleɪə]	druhotriedny hráč
spectator	[spek'teɪtə]	divák
sponsor	['spɒnsə]	sponzor
sponsor-money	['spɒnsə 'mʌni]	sponzorské peniaze
star	[stɑ:]	hviezda
star-mania	[stɑ: 'meɪniə]	hviezdne šialenstvo, hviezdna mánia
stunning	['stʌnɪŋ]	ohromujúci, oslňujúci
success	[sək'ses]	úspech
Swatch World Tour	['swɑ:tʃ wɜ:ld tuə]	názov súťaže v plážovom volejbale organizovanej FIVB
take advantage	[teɪk əd'vɑ:ntɪdʒ]	využiť, zneužiť, ťažiť
team	[ti:m]	družstvo
team of four	[ti:m əv fɔ:]	štvorčlenné družstvo
tour	[tuə]	turné
tournament	['tɔ:nəmənt]	turnaj
underhand pass with forearms	['ʌndəhænd pɑ:s wɪð ,fɔ:'rɑ:mz]	odbitie obojručne zdola
Volleyball International Circuit	['vɒlɪbɔ:l ,ɪntə'næʃnəl 'sɜ:kɪt]	Medzinárodný volejbalový okruh
vs. (versus)	['vɜ:səs]	proti
winner	['wɪnə]	víťaz
women's competition	['wɪmɪnz ,kɒmpə'tɪʃn]	ženská súťaž

Women's Professional Volleyball Association	['wɪmɪnz prə'feʃnəl 'vɒlibɔːl ə,səʊʃi'eɪʃn]	Ženská profesionálna volejbalová asociácia
World Championships	[wɜːld 'tʃæmpɪənʃɪps]	majstrovstvá sveta
World Tour	[wɜːld tuə]	Svetová séria

## Key

### Exercise 1

f	o	r	e	a	r	m	p	a	s	s	i	n	g				
c	r	o	s	s	s	h	o	t	k	n	u	c	k	l	e	r	
t	o	m	a	h	a	w	k	d	i	g	g	i	n	g			
t	r	i	c	k	s	h	o	t	o	v	e	r	h	e	a	d	
s	e	r	v	i	n	g	t	e	c	h	n	i	q	u	e	s	
a	p	p	r	o	a	c	h	t	a	k	e	o	f	f			
u	n	d	e	r	h	a	n	d	s	e	r	v	e	c	u	t	
s	e	r	v	i	c	e	r	e	c	e	p	t	i	o	n		
s	p	i	k	e	t	r	i	c	k	d	i	g	g	i	n	g	
f	a	l	l	i	n	g	m	o	t	i	o	n	p	o	k	e	

### Exercise 2

1. The object of the game is to send the ball over the net in order to ground it on the opponent's court, and to prevent the same effort by the opponent.
2. The team has three hits for returning the ball (including the block touch).
3. The ball is put in play with a service (hit by the server over the net to the opponents). The rally continues until the ball is grounded on the playing court, goes "out" or a team fails to return it properly.
4. In beachvolleyball, the team winning a rally scores a point (rally point system).
5. When the receiving team wins a rally, it gains a point and the right to serve. The serving player must be alternated every time this occurs.

### Exercise 3

1. What are the dimensions of beach volleyball court? 16 x 8 meters
2. Is there a centre line on beach volleyball court? a) Yes b) No
3. The net is set at the heights of 2.43 meters for men and 2.24 meters for women.
4. Can be made a substitution in beach volleyball match? a) Yes b) No
5. Are there are determined positions for players on the court? a) Yes b) No
6. Is it allowed to hit the ball over the net with any part of the body? a) Yes b) No
7. Does the winner of each rally, irrespective of which team served, scores a point? a) Yes b) No
8. The teams swap ends every 7 points during the first two sets and every 5 points during the third set.
9. The first two sets are played to 21 points and the third set, if required to 15 points.
10. How many time outs are allowed per set? One 30-second time-out

### Exercise 4

Pass	forearm dig
	tomahawk
	lateral
Serve	floater
	spin
	jump
	sky ball
Attack	line shot
	cross shot
	cut shot
	roll shot
	“poke”
	“cobra”
Block	one-handed
	two-handed
	sweep
	spread
Defense techniques	beach dig
	one hand dig
	forearm dig

## Unit 17: Snowboarding

(Mgr. Martin Pach, PhD.)

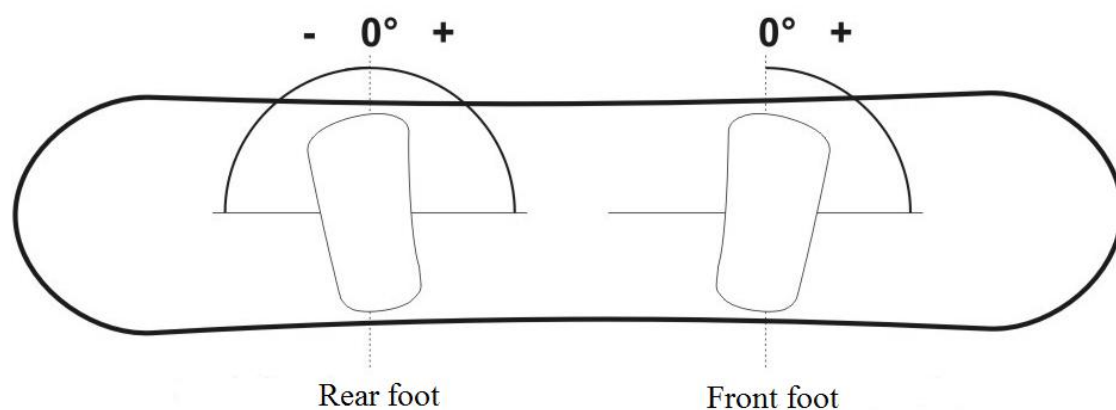
### To begin with...

Who won the first Winter Olympic medal for Slovakia and in what discipline?

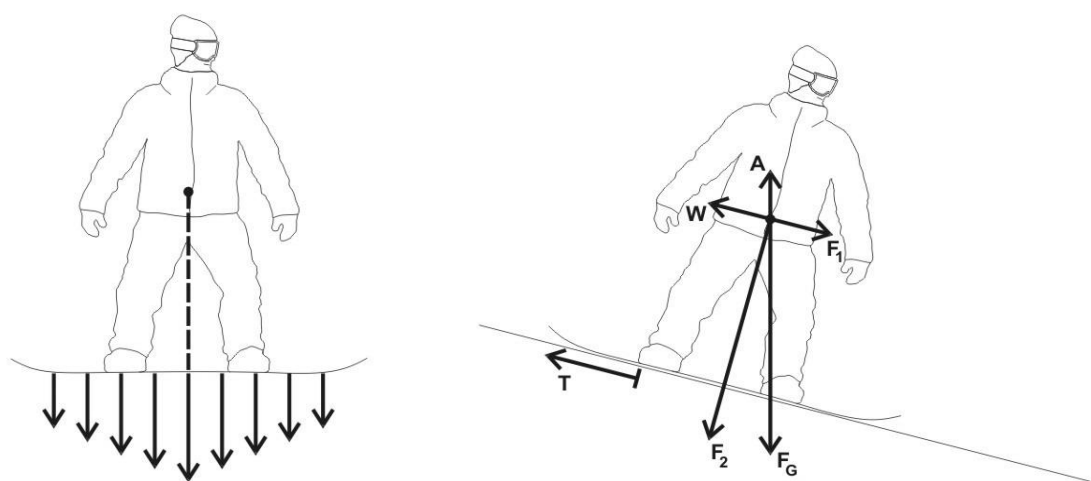
Rado Žídek, snowboardcross

### Elite-Level Half-Pipe Snowboarding

Snowboarding was originally a counter-culture recreational activity derived from surfing and skateboarding. Antagonistic to the accepted use of alpine ski resorts around the time of the sporting discipline's inception, snowboarding was initially banned in most ski resorts. Snowboarding has subsequently been somewhat partitioned from the skiing fraternity ever since. The sport, however, has been a part of the Winter Olympic competition program since the 1998 Winter Olympic Games held in Nagano, Japan. Snowboard half-pipe courses are shaped like a long half-cylinder and are usually created from large amounts of snow that is shaped into the preferred profile using specially-designed snow groomers. Although the dimensions vary within different ski resorts, Federation International de Ski (FIS) World Cup and Winter Olympic snowboard half-pipes are commonly 160–200m long, 18m wide, situated on transitions of approximately 18 degrees, and have wall transitions of 5–6 m. Recent developments within the sport, however, have seen the introduction of grooming machines capable of creating wall transitions of 7–8 m (Figure 1). Half-pipe snowboarding is a sporting discipline where athletes are required to perform an aerial acrobatic routine on a halfpipe snowboard course made of snow. The aerial acrobatic routines performed by half-pipe snowboard competitors are currently judged in competition by a purely subjective measure termed “overall impression”. This performance assessment measure takes into account a large number of sport-specific components, such as the amplitude, degree of rotation, difficulty, style, and execution associated with each aerial acrobatic maneuver; the sequence and combination of aerial acrobatic maneuvers; the amount of risk in the routine; the overall use of the half-pipe, including the line taken through the course; and how the run progresses and flows. Half-pipe snowboarding has until recently received very little attention from scientists and the subsequent focus on objectifying sport-specific parameters in the quest to enhance athletic performance and assist elite level judging protocols.



Snowboard stance



Vertical forces of still stance and outer forces in falline run

## New words and expressions

English	Pronunciation	Slovak
ski resort	['ski: rɪ'zɔ:t]	lyžiarske stredisko
course	['kɔ:s]	trať
snow groomer	['snəʊ 'gru:mə]	ratrak
dimension	['di'menʃn]	rozmer
half-pipe	[hɑ:f - paɪp]	U rampa
transition	['træn'zɪʃn]	prechod, zmena sklonu
aerial	['eəriəl]	skok
overall impression	[,əʊvə'rɔ:l ɪm'preʃn]	celkový dojem
routine	['ru:'ti:n]	pohybová zostava
maneuver	['mæ'nu:və]	trik



jump amplitude	['dʒʌmp 'æmplɪtjuːd]	výška skoku
quest	['kwest]	snaha, úsilie
degree of rotation	['di'gri: əv rəʊ'teɪʃn]	stupeň rotácie
difficulty	['dɪfɪkəlti]	obťažnosť

## Exercise 1

Fill in the missing words

Snowboarding ..... skateboarding and surfing.  
 It was initially ..... in most ski resorts.  
 The sport has been a part of the Winter ..... competition program since 1998.  
 Snowboard ..... courses are shaped like a long half-cylinder.  
 Snowboard half-pipes are commonly 160 – 200 m ..... and 18 m .....  
 The aerial acrobatic routines are judged by a subjective measure termed .....  
 This performance assessment measure takes into account the amplitude, ..... ,  
 ..... and style.

### Word bank

banned, degree of rotation, derived from, difficulty, half-pipe, long, Olympic, overall, impression, wide

## Exercise 2

Fill in the missing letters

In half-pipe snowboarding athletes perform an a...rial acrobatic ro...tine on a half-pipe snowboard c...urse made of snow.  
 Snowboarding is a part of the Win...er Olympic competi...ion program.  
 Each aerial ac...obatic man...uver is jud...ed by the jury.  
 Half-p...pe snowboarding has until recently rec...ived very little attention from the s...ientists.  
 Diffic...lty, degre... of rotation and jump am...litude are assessed in snowboarding competitions.  
 The amount of ri...k in the r...utine is taken into account as well.

## Exercise 3

Match the words to complete the phrases

ride	activity
counter culture	your board
acrobatic	of rotation
wall	amplitude
degree	routine
jump	transitions
ski	course
half-pipe	resort

## Exercise 4

Complete these definitions

Snow groomers are used to .....  
In half-pipe snowboarding the athletes are required to .....  
Half-pipe snowboard competitors performing the aerial acrobatic routines are judged by .....  
A large number of specific sport-components are measured such as .....  
Snowboarding was initially banned in most ski resorts because .....  
Although the dimensions vary in different ski resorts, snowboard half-pipes are commonly .....  
In the quest to enhance athletic performance scientists .....

## Scoring for elite half-pipe snowboard competition

Rotation terminology used by half-pipe snowboarding practice communities is not based on an assessment of exact degree of rotation achieved. It is based on a sport-specific approximation that has been previously described [4]. The take off, and more specifically, the landing angles (similar but opposite to the take-off angle) associated with half-pipe snowboarding aerial acrobatics generate a situation where the exact degree of rotation achieved will always be less than the terminology used to describe it. Theoretically, the degree of rotation achieved during rotations performed predominantly around a single axis is at least 90 degrees less than the rotation the athlete is credited with, based on conventional terminology. Rotational terminology can be based upon the following rules: an athlete will land, aerial acrobatics travelling in the same direction they were initiated with, in 180- (straight air), 540-, 900-, and 1260-degree rotations. In contrast, an athlete will land, travelling in the opposite direction of the initiation, during 360-, 720-, and 1080-degree rotations. These rules apply only in half-pipe and quarter-pipe snowboarding (result of take off and landing occurring on the same lip). Although snowboarders can ride forwards or backwards, these rules apply regardless of the direction of travel when aerials are initiated [4]. As with air time, it is believed the key performance variable of the degree of rotation should be defined in order for sport scientists to accurately and reliably calculate the degree of rotation. The degree of rotation begins the first moment there is no longer contact between the snowboard and the snow and ends the moment any part of the snowboard comes in contact with the snow following an attempted aerial acrobatic maneuver. There are subcomponents of the aerial acrobatic degree of rotation that have practical relevance to halfpipe snowboarding performance and will allow enhanced training and judging protocols. These variations therefore require definition to allow accurate and reliable assessment.

## New words and expressions

English	Pronunciation	Slovak
take off	[teɪk ɒf]	odraz, skok
accurate assessment	['ækjərət ə'sesmənt]	presné posúdenie
attempt	[ə'tempt]	pokus
air time	[eə 'taɪm]	časové trvanie skoku
forward ride	['fɔ:wəd raɪd]	jazda dopredu
backward ride	['bækwəd raɪd]	jazda dozadu (switch)
lip	[lɪp]	hrana U rampy
landing	['lændɪŋ]	dopad
jump initiation	[dʒʌmp ɪˌnɪʃɪ'eɪʃən]	začiatok skoku
around a single axis	[ə'raʊnd ə 'sɪŋɡl̩ 'æksɪs]	okolo jednej osi
landing angle	['lændɪŋ 'æŋɡl̩]	uhol dopadu

## Exercise 5

Fill in the missing words

Half-pipe snowboarding ..... terminology is not based on an assessment of ..... degree of rotation achieved.

It is based on a sport-specific .....

The degree of rotation when rotations are ..... around a single ..... is 90 ..... less than the athlete is credited with.

The rules apply regardless of ..... of the travel although snowboarders can ride forwards or .....

The degree of rotation begins when there is no ..... between the snowboard and the snow.

### Word bank

approximation, axis, backwards, contact, degrees, direction, exact degree, performed, rotation terminology

## Exercise 6

Fill in the missing letters

The variations require definition to allow ac....urate and rel....able assessment.

Rot....tion terminology is based on a sport-specific appro....imation.

The rules apply only in half-p...pe and q....arter pipe snowboarding.

An athlete will ...and, a...rial acrobatics traveling in the same dire...tion they were initiated with, in 180, 540, 900 and 1260 degree.... rota....ions.

An at...lete will land, traveling in the opposite direction of the init...ation, during 360, 720 and 1080- de...ree rotations.

## Exercise 7

Match the words to complete the phrases

rotation	assessment
accurate	terminology
jump	ride
landing	time
forward	initiation
air	angle

## Exercise 8

Complete the definitions.

Half-pipe snowboarding practice communities use rotation terminology which is not based on .....

The take off and the landing angles generate a situation where .....

Rotational terminology can be based upon the following rules: .....

Although snowboarders can ride forwards or backwards, .....

The degree of rotation begins when .....

The variations require definition to allow .....

## Key

### Exercise 1

Snowboarding derived from skateboarding and surfing.  
It was initially banned in most ski resorts.  
The sport has been a part of the Winter Olympic competition program since 1998.  
Snowboard half-pipe courses are shaped like a long half-cylinder.  
Snowboard half-pipes are commonly 160 – 200 m long and 18 m wide.  
The aerial acrobatic routines are judged by a subjective measure termed overall impression.  
This performance assessment measure takes into account the amplitude, degree of rotation, difficulty and style.

### Exercise 2

In half-pipe snowboarding athletes perform an aerial acrobatic routine on a half-pipe snowboard course made of snow.  
Snowboarding is a part of the Winter Olympic competition program.  
Each aerial acrobatic manouver is judged by the jury.  
Half-pipe snowboarding has until recently received very little attention from the scientists.  
Difficulty, degree of rotation and jump amplitude are assessed in snowboarding competitions.  
The amount of risk in the routine is taken into account as well.

### Exercise 3

ride	your board
counter culture	activity
acrobatic	routine
wall	transition
degree	of rotation
jump	amplitude
ski	resort
half-pipe	course

### Exercise 4

Snow groomers are used to shape snowboard half-pipe courses.  
In half-pipe snowboarding the athletes are required to perform an aerial acrobatic routine.  
Half-pipe snowboard competitors performing the aerial acrobatic routines are judged by overall impression.  
A large number of specific sport-components are measured such as the amplitude, degree of rotation, difficulty and style.  
Snowboarding was initially banned in most ski resorts because it was antagonistic to the accepted use of alpine ski resorts.

Although the dimensions vary in different ski resorts, snowboard half-pipes are commonly 160-200 m long and 18 m wide.

In the quest to enhance athletic performance scientists focus on objectifying sport specific parameters.

### Exercise 5

Half-pipe snowboarding rotation terminology is not based on an assessment of exact degree of rotation achieved.

It is based on a sport-specific approximation.

The degree of rotation when rotations are performed around a single axis is 90 degrees less than the athlete is credited with.

The rules apply regardless of direction of the travel although snowboarders can ride forwards or backwards.

The degree of rotation begins when there is no contact between the snowboard and the snow.

### Exercise 6

The variations require definition to allow accurate and reliable assessment.

Rotation terminology is based on a sport-specific approximation.

The rules apply only in half-pipe and quarter pipe snowboarding.

An athlete will land, aerial acrobatics traveling in the same direction they were initiated with, in 180, 540, 900 and 1260 degree rotations.

An athlete will land, traveling in the opposite direction of the initiation, during 360, 720 and 1080- degree rotations.

### Exercise 7

rotation  
accurate  
jump  
landing  
forward  
air

terminology  
assessment  
initiation  
angle  
ride  
time

### Exercise 8

Half-pipe snowboarding practice communities use rotation terminology which is not based on an assessment of exact degree of rotation achieved.

The take off and the landing angles generate a situation where the exact degree of rotation achieved will be always less than the terminology used to describe it.

Rotational terminology can be based upon the following rules: an athlete will land, aerial acrobatics travelling in the same direction they were initiated with, in 180- (straight air), 540-, 900-, and 1260-degree rotations. In contrast, an athlete will land, travelling in the opposite direction of the initiation, during 360-, 720-, and 1080-degree rotations.

Although snowboarders can ride forwards or backwards, these rules apply regardless of the direction of travel when aerials are initiated.

The degree of rotation begins when there is no longer contact between the snowboard and the snow.

The variations require definition to allow accurate and reliable assessment.

## Unit 18: Boccia (Adapted Physical Activities)

(Mgr. Dagmar Nemček, PhD.)

### To begin with...

Did you know that a person who is unable to run, walk, throw, stand even talk can become an Olympic gold medalist?

In one of the Paralympics sports called boccia, there is the category BC3 that includes (?) players with the most difficult physical disabilities.

### What is boccia?

Boccia is a throwing sport that can be played indoors and outdoors. The object of the game is to throw (roll) leather balls as close as possible to a target ball called jack ball. The jack ball is thrown into play and must remain on the court within the playing area. Individual players, pairs, or teams (called sides) throw their balls to see who can get closest to the jack ball. The order of play is determined by the “close rule”. The side that is not closest must throw until they are closer to the jack. This is determined each time with the side that is not closest throwing the next ball. The play proceeds until all balls are played. Once all the balls have been thrown, that completes an end. Individual matches consist of four ends with six balls per player per end; pairs competition has four ends and six balls per pair (or three balls per player); and team competition has six ends with six balls per team (or two balls per player per end).

The game is played on a court measuring 12.5 by 6 meters (approximately the size of a badminton court) with the throwing area divided into six throwing boxes and the target area marked with a V line. The jack ball must clear the area between the throwing line and the V line to be considered in play before the match can begin.

Players use wheelchairs and can range in ability from needing assistance to hold and throw, to using an assistive device (ramp or chute), to being able to independently grasp, release, and throw. Competition is arranged for individuals (one member), pairs (two members), or teams (three members); each arrangement is called a side. Players may bring their own boccia balls to a competition. A set of boccia balls consists of six red balls, six blue balls, and one white jack ball. Official indoor boccia balls are made of leather and designed to roll smoothly on the floor. In international competition the balls are always inspected for cuts or deformities that could compromise performance and are weighed and measured prior to and during competition.

The game starts with a coin flip to determine the player, pair, or team's color choice. The red side initiates the first end and is responsible for throwing the jack ball into play. The match begins with the jack ball being thrown into play; it must cross the V line and remain within the court boundaries. The court has a throwing area which is divided into six throwing boxes and players must be positioned inside the throwing boxes. During individual play, the players must start in box 3 (red) and box 4 (blue); pairs competitions has players throwing red balls in boxes 2 and 4 while players throw blue balls in boxes 3 and 5. Team competition allows three boxes for each team to be occupied (boxes 1, 3, 5 [red] and boxes 2, 4, 6 [blue]).



The red side throws first, and then the blue side throws; the side farther from the jack ball is the next side to throw. If the blue side is farther from the jack ball, that side throws again and continues to throw until the players secure a closer position or throw all their balls. As soon as the blue side positions a ball closer than the red side, red throws until that side is closer to the jack ball. The play continues with the side that is farther throwing until all balls are played.

At the conclusion of each end, the referee measures the distance of the balls to determine which ball is closest to the jack ball, and awards points: 1 point for each ball that is closer to the jack ball than the opponent's closest ball. If two or more balls of different colors are equally distant from the jack ball, and no other balls are closer, then each ball that is equidistant is awarded a point. The player, pair, or team receives the points for that end. In subsequent ends, the jack ball is served by the next player. In individual play, serving rotates, whereas in team and pair play, it moves down the line from left to right as players face the court.

After the correct numbers of ends are played, the side with most points wins the game. In the case of a tie score at the end of a game, a tie-break end is played; this is played as a normal end. In a tie-break, the winner of the coin toss chooses to throw first or second; the jack is placed on the replacement jack cross position, and play proceeds as in a normal end. A second tie-break end could be played if needed.

The limits are determined by the composition of the sides. Individual throwers have five minutes per player per end; individual players using ramps to assist have six minutes per player per end; ramp pairs have eight minutes per pair per end; and throwing pairs have six minutes per team per end.

Davis, R.W. 2001. Boccia. In teaching disability sport. A guide for physical educators. United States of America: Human Kinetics, p. 211-240. ISBN-10: 0-7360-8258-1, ISBN-13: 978-0-7360-8258-7

## New words and expressions

English	Pronunciation	Slovak
ability	[ə'biləti]	schopnosť
able	['eɪbəl]	schopný, zdatný, šikovný
allow	[ə'laʊ]	dovoliť, povoliť, umožniť
approximately	[ə'prɒksɪmətli]	približne, asi
area	['eəriə]	územie, zóna
arrange	[ə'reɪndʒ]	zariadiť, pripraviť, usporiadať
arrangement	[ə'reɪndʒmənt]	usporiadanie, rozostavenie, úprava
assistance	[ə'sɪstəns]	asistencia, výpomoc, podpora
assistive device	[ə'sɪstɪv dɪ'vaɪs]	pomocné zariadenie
award	[ə'wɔ:d]	cena, oceniť
badminton	['bædmɪntən]	bedminton
ball	[bɔ:l]	lopta
be able	[bi 'eɪbəl]	byť schopný, byť zdatný
begin	[brɪ'gɪn]	začať (sa), začínať
boundary	['baʊndri]	hranica, medza, rozmedzie

box	[bɒks]	manipulačný priestor hráča
call	[kɔ:l]	nazývať (sa), volať
case	[keɪs]	prípád
choice	[tʃɔɪs]	výber, voľba
choose	[tʃu:z]	vybrať (si), zvoliť (si)
chute	[ʃu:t]	šmýkačka, klzáčka
clear	[kliə]	úplne, jasne, zreteľne
clear the area	[kliə ði 'eəriə]	zaujať miesto v území, umiestniť
close	[kləʊz]	blízko, tesne
coin	[kɔɪn]	minca
coin flip	[kɔɪn flɪp]	vyhodenie mince
coin toss	[kɔɪn tɒs]	vyhodenie mince
competition	[ˌkɒmpə'tɪʃn]	súťaž, preteky
complete	[kəm'pli:t]	úplný, celý, kompletný
composition	[ˌkɒmpə'zɪʃn]	skladba, zloženie
compromise	['kɒmprəmaɪz]	zradiť
conclusion	[kən'klu:ʒn]	záver, ukončenie, zakončenie, koniec
consider	[kən'sɪdə]	považovať
consist	[kən'sɪst]	skladať sa, pozostávať, byť zložený
continue	[kən'tɪnju:]	pokračovať
correct	[kə'rekt]	správny, bezchybný
court	[kɔ:t]	ihrisko
cross	[krɒs]	prejsť, prekročiť, skrížiť,
cut	[kʌt]	priekopa, drážka, žliabok, rez, výrez, zárez
deformity	[dɪ'fɔ:mɪti]	deformita, deformácia
design	[dɪ'zaɪn]	navrhnuť, skonštruovať, naplánovať
determine	[dɪ'tɜ:mɪn]	určovať, určiť, udávať
device	[dɪ'vaɪs]	zariadenie, nástroj, prostriedok
distance	['dɪstəns]	vzdialenosť
divide	[dɪ'vaɪd]	rozdeliť (sa)
end	[end]	koniec
equal	['i:kwəl]	rovnaký, vyrovnaný
equidistant	[ˌi:kwɪ'dɪstənt]	rovnako vzdialený
face	[feɪs]	tvár, byť nasmerovaný, smerovať
farther	['fɑ:ðə]	d'alej od, vzdialenejší
flip	[flɪp]	hod, vyhodenie, tlesknutie, tlápnutie
floor	[flɔ:]	podlaha, zem, palubovka
game	[geɪm]	hra
grasp	[grɑ:sp]	uchopiť, zovrieť, držať
hold	[həʊld]	držať, udržať
independent	[ˌɪndɪ'pendənt]	nezávislý, samostatný

individual	[ˌɪndɪˈvɪdʒʊəl]	individuálny, jednotlivec
individual match	[ˌɪndɪˈvɪdʒʊəl ˈmætʃ]	súťaž jednotlivcov
individual player	[ˌɪndɪˈvɪdʒʊəl ˈpleɪə]	jednotlivec
individual thrower	[ˌɪndɪˈvɪdʒʊəl ˈθrəʊə]	jednotlivec, ktorý hádže
indoor	[ˈɪndɔː]	dnu, vo vnútri, v interiéri
initiate	[ɪˈnɪʃieɪt]	začať, spustiť, iniciovať, uviesť do pohybu
inside	[ɪnˈsaɪd]	vnútri, dnu, v interiéri
inspect	[ɪnˈspekt]	zistiť, prezrieť, skontrolovať, vykonať prehliadku/inšpekciu
international	[ˌɪntəˈnæʃnəl]	medzinárodný
leather	[ˈleðə]	koža, kožený
leather ball	[ˈleðə bɔːl]	kožená lopta
left	[left]	vľavo, ľavý
limits	[ˈlɪmɪts]	medze, možnosti, obmedzenia
line	[laɪn]	čiara
mark	[mɑːk]	označiť, vyznačiť
match	[mætʃ]	zápas
measure	[ˈmeʒə]	merať, premerať
member	[ˈmembə]	člen, príslušník
move	[muːv]	hýbať (sa), pohybovať (sa)
need	[niːd]	potrebovať, vyžadovať
needing assistance	[ˈniːdɪŋ əˈsɪstəns]	vyžadujúci asistenciu
next	[nekst]	d'alší, nasledujúci
number	[ˈnʌmbə]	číslo
object	[əbˈdʒekt]	cieľ, zámer, účel
occupy	[ˈɒkjupaɪ]	obývať, okupovať, obsadiť, zabrať
official	[əˈfɪʃl]	oficiálny
once	[wʌns]	raz, jediný krát
opponent	[əˈpəʊnənt]	súper, protivník
order	[ˈɔːdə]	system, poriadok, poradie, postupnosť, sled
outdoor	[ˈaʊtɔː]	von, v prírode, v exteriéri
pair	[peə]	pár, dvojica
pairs competition	[peəz ˌkɒmpəˈtɪʃn]	súťaž dvojíc
per player, end, pair, team	[pɜː ˈpleɪə, end, peə, tiːm]	pre/na hráča, pre/na koniec, pre/na dvojicu, pre/na družstvo
performance	[pəˈfɔːməns]	výkon, výkonnosť, vykonanie, predvedenie
play	[pleɪ]	hrať, hra
player	[ˈpleɪə]	hráč
playing area	[ˈpleɪɪŋ ˈeəriə]	hracie územie
point	[pɔɪnt]	bod
position	[pəˈzɪʃn]	pozícia, rozostavenie, rozmiestnenie
positioned	[pəˈzɪʃnd]	rozostavený, rozmiestnený,

		postavený
possible	['pɒsəbl]	možný, dosiahnuteľný
prior to	['praɪə]	pred
proceed	[prə'si:d]	postupovať, pokračovať
ramp	[ræmp]	rampa, naklonená plošina
ramp pairs	[ræmp peəz]	súťaž párov využívajúcich rampu
range	[reɪndʒ]	škála, rozmedzie, rozpätie
referee	[ˌrefə'ri:]	rozhodca
release	[rɪ'li:s]	vypustiť
remain	[rɪ'meɪn]	zostať, stále byť, zotrvať
replacement	[rɪ'pleɪsmənt]	nahradenie, výmena, zámena
responsible	[rɪ'spɒnsəbl]	zodpovedný, mať zodpovednosť
right	[raɪt]	vpravo
roll	[rɒl]	kotúľať
rotation	[rəʊ'teɪt]	rotovať, striedať (sa)
rule	[ru:l]	pravidlo
secure	[sɪ'kjʊə]	zaistiť, zabezpečiť
serve	[sɜ:v]	podanie
serving rotates	['sɜ:vɪŋ rəʊ'teɪts]	striedať sa (postup hráčov) pri podaní
set	[set]	set, súprava
side	[saɪd]	divízia
size	[saɪz]	veľkosť
smoothly	['smu:ðli]	plynule, hladko, neprerušovane, jednoducho
subsequent	['sʌbsɪkwənt]	následný, nasledujúci, ďalší
target	['tɑ:ɡɪt]	cieľ
target area	['tɑ:ɡɪt 'eəriə]	cieľový priestor
target ball	['tɑ:ɡɪt bɔ:l]	cieľová lopta
team	[ti:m]	tím, družstvo
team competition	[ti:m ˌkɒmpə'tɪʃn]	súťaž družstiev
throw	['θrəʊ]	hádzať
throwing area	['θrəʊɪŋ 'eəriə]	územie odhodu, odhodový priestor
throwing boxes	['θrəʊɪŋ 'bɒksɪz]	manipulačný priestor odhodu
throwing line	['θrəʊɪŋ laɪn]	čiara odhodu, odhodová čiara
throwing pairs	['θrəʊɪŋ peəz]	dvojica hádzajúcich hráčov
throwing sport	['θrəʊɪŋ spɔ:t]	cieľový šport
tie	[taɪ]	remizovať, hrať nerozhodne, nerozhodný stav (výsledok)
tie score	[taɪ skɔ:]	nerozhodné skóre
tie-break	['taɪbreɪk]	rozhodujúci set
time	['taɪm]	čas
toss	[tɒs]	vyhodit'
until	[ʌn'tɪl]	dokiaľ, až kým
use	['ju:s]	používať, použiť, využívať, využiť

weight	[weɪt]	hmotnosť, váha
wheelchair	['wi:lʃeə]	vozík (invalidný)
whereas	[,weə'ræz]	zatiaľ čo, kým, pokiaľ
winner	['wɪnə]	vítaz
within	[wɪð'i:n]	vnútri

## Exercise 1

Match the words from the left column with the ones on the right

throwing	rule
leather	line
target	per end
individual	smoothly
close	to right
team	flip
V	sport
assistive	end
roll	area
coin	balls
court	players
blue side	score
referee	competition
award	boundaries
equally	device
from left	measures
tie	distant
tie-break	point
per player	position

## Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

Boc-ia is a throwing sport that can be played indo-rs and outdo-rs. Individual players, pairs, or teams (cal-ed si-es) throw their balls to see who can get closest to the ja-k ba-l. The -lay pro-eeds until all balls are played. The g-me is pla-ed on a court measuring 12,5 by 6 meters with the t-rowing -rea divided into six -hrowing bo-es and the target area marked with a V l-ne. Competi-ion is arranged for individuals, pairs, or team-; each arrangement is called a side. Official indoor boccia ball- are mad- of l-at-er and designed to ro-l smoot-ly on the floor. The mat-h beg-ns with the jack ball being thrown into play; it must cross the V line and remain within the co-rt bo-ndaries. The r-d si-e throws first, and then the bl-e si-e throws; the side farther from the jack ball is the next s-de to t-row. At the conclusion of e-ch e-d, the refer-e me-sures the distance of the balls to determine which bal- is close-t to the jack ball, and a-ards po-nts: 1 point for each ball that is closer to the jack ball than the op-onent-s closest ball.

## Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text.

The object of the game is to --- leather balls as close as possible to a target ball called --- ball.

The order of play is determined by the "close ---".

Once all the balls have been ---, that completes an end.

The jack ball must clear the --- between the throwing line and the --- to be considered in play before the --- can begin.

Players may bring their own --- balls to a competition.

In international --- the balls are always inspected for cuts or deformities that could compromise performance and are --- and --- prior to and during competition.

The --- has a throwing area which is divided into six throwing --- and players must be positioned inside the throwing boxes.

If the --- side is farther from the jack ball, the --- throws again and continues to throw until the players --- a closer position or throw all their balls.

If two or more balls of different --- are equally distant from the jack ball, and no other balls are closer, then each ball that is --- is awarded a point.

In a tie-break, the winner of the coin --- chooses to throw first or second; the jack is placed on the replacement jack --- position, and play proceeds as in a normal ---.

### Word bank

area, blue, boccia, boxes, colors, competition, court, cross, end, equidistant, jack, match, measured, roll, rule, secure, side, thrown, toss, V line, weighed

## Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

The ball jack is thrown into play and must remain on the court within the area playing.

The side that is closest not must throw until they are closer to the jack.

Matches individual consist of four ends with six balls per player per end; competition pairs has four ends and six balls per pair; and competition team has six ends with team per six balls.

Players wheelchairs use and can range in ability from assistance needing to hold and throw, to using an device assistive (ramp or chute), to being able to independently grasp, release, and throw.

A set of balls boccia consists of six red balls, balls six blue, and one white jack ball.

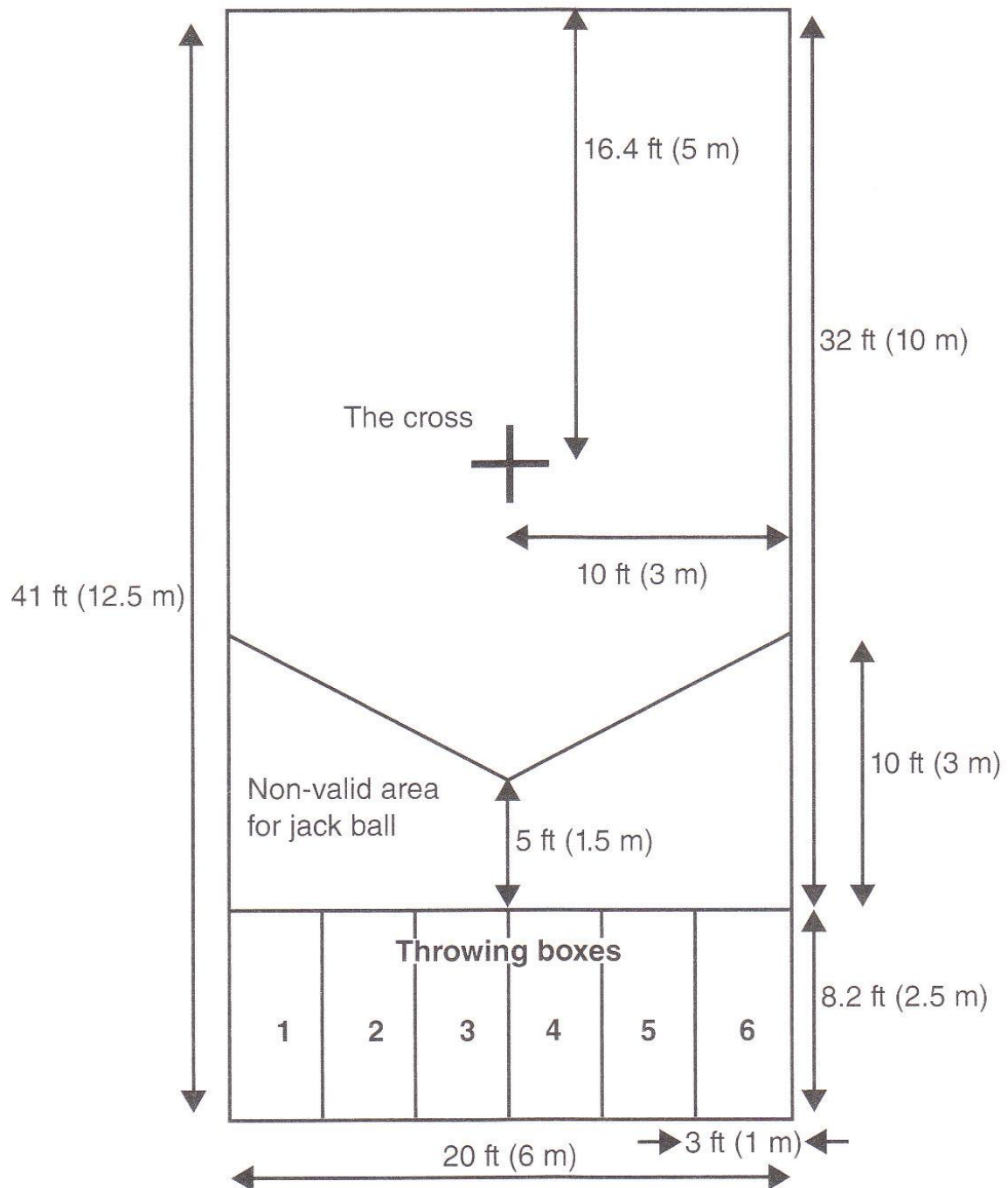
The game starts with a flip coin to determine the player, pair, or team's choice color.

During play individual, the players must start in box 3 (red) and box 4 (blue); pairs competitions has throwing players red balls in boxes 2 and 4 while players throw balls blue in boxes 3 and 5.

At the conclusion of each end, the distance measures the referee of the balls to determine which ball is closest to the jack ball, and points awards: 1 point for each ball that is closer to the jack ball than the closest ball opponent's.

In individual play, rotates serving, whereas in team and pair play, it down moves the line from left to right as players the court face.

Throwers individual have five minutes per player per end; individual players using assist to ramps have six minutes per player per end.



Court

## Fixed expressions in boccia

English	Slovak
ability to perceive light	schopnosť vnímať svetlo
approach for throwing	prístup k odhodu
execute an accurate pass	vykonať presnú nahrávku (presne nahraj)
face teammate	otoč sa tvárou k spoluhráčovi
approach for throwing	prístup k odhodu
face is protected during the block	tvár je chránená počas obrany
lift the ball in preparation to pass	zodvihni loptu a buď pripravený nahrat'
locate teammate	lokalizuj spoluhráča
low body position upon release	zniž pozíciu tela na vypustenie
swing the goalball back	švihni goalball vzad

## Fixed expressions in boccia

English	Pronunciation	Slovak
arms extended	[ɑ:mz ɪk'stendɪd]	vystreté paže
basic athletic position	['beɪsɪk æθ'letɪk pə'zɪʃn]	základná pozícia (postoj) športovca
basic throwing stance	['beɪsɪk 'θrəʊɪŋ stæns]	základný postoj pre odhod
coin toss	[kɔɪn tɒs]	vyhodenie mince
dive-and-block	[daɪv-ænd-'blɒk]	útok a obrana
eye shades	[aɪ ʃeɪdz]	tienidlo na oči
face protected	[feɪs prə'tektɪd]	chránená tvár
field of vision	[fi:ld əv 'vɪʒn]	zorné pole
follow-through	[fɒləʊ 'θru:]	dotiahnutie
legs together	[legz tə'geðə]	nohy (dolné končatiny) spolu
light perception	[laɪt pə'sepʃn]	vnímanie svetla, svetlocit
opposition's goal line	[ɑ:pə'zɪʃənz gəʊl laɪn]	súperova bránkovú čiaru
position for blocking	[pə'zɪʃn fə 'blɒkɪŋ]	obranná pozícia
position for throwing	[pə'zɪʃn fə 'θrəʊɪŋ]	útočná pozícia
preparation to block	[,prepə'reɪʃn tə 'blɒk]	príprava na obranu
short step to the side	[ʃɔ:t step tə ðə saɪd]	krátky krok do strany
side-lying position	[saɪd-'laɪɪŋ pə'zɪʃn]	pozícia v ľahu na boku
sport classification	[spɔ:t ,klæsɪfɪ'keɪʃn]	športová klasifikácia
stationary position	['steɪʃənəri pə'zɪʃn]	nehybná pozícia v stoji, stacionárna pozícia
tactile border	['tæktɪl 'bɔ:də]	dotyková (taktálna) hranica
visual ability	['vɪʒuəl ə'bɪləti]	schopnosť vidieť, vizuálna schopnosť
visual field	['vɪʒuəl fi:ld]	zorné pole
visual impairment	['vɪʒuəl ɪm'peəmənt]	porucha zraku

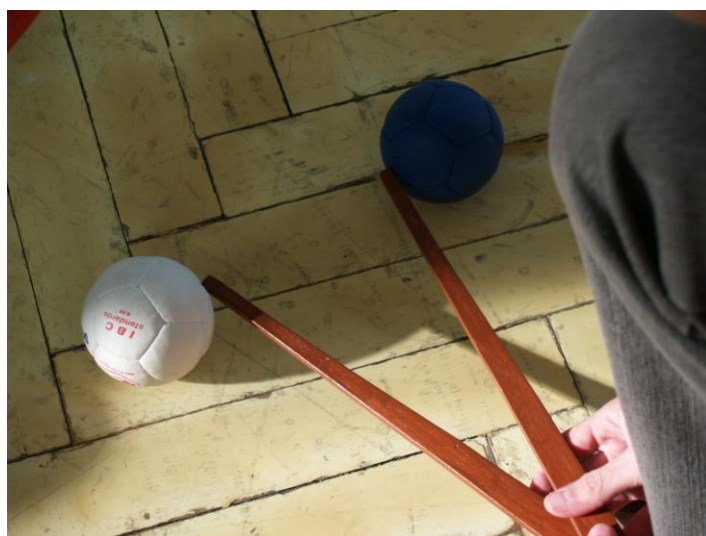




Set of balls



Jack ball



Measure



Referee



Sport assistant



Throwing with ramp



Throwing underhand (long)





Throwing overhand (short)

## Skills to be taught

Players have to execute the skill of throwing with any of three techniques: use of a ramp, underhand, or overhand. They must be able to throw long (or deep onto the court) of short with more accuracy. Using any of these throws helps them execute the game strategies of blocking defeating a block, and playing the circle.

### Throwing with ramp

Players must position their bodies and wheelchairs so they are facing the jack ball; this provides alignment for an accurate shot. The ramp should be centered in front of the player's body to facilitate aiming straight down the ramp to the target area. The player will need to determine the incline of the ramp to address the length of throw required (i.e., generally a ramp positioned with a steep incline to the floor will generate a faster roll to help carry the ball a greater distance; whereas a flatter incline can be used for shorter throws).

### Throwing Underhand (Long)

Players who can independently grip and release bocchia balls often use an underhand motion to throw with more force. To throw the ball underhand, a player must open his hand wide enough to grip the ball, close his finger around the ball with enough pressure to hold the ball independently, establish a good balance position (seated), swing the throwing arm backward then forward keeping the elbow slightly extended, and release the ball in a forward motion by opening the grip in a controlled manner. Once the ball is release, the throwing arm should continue lifting upward for follow-through and in line with the target.

For throws needed to reach the back of the court, make sure the player throws hard using the hardest ball (remember that official boccia balls are made of leather, and some are firmer than others). If the player is using a ramp, make sure to set the ramp at a steep incline and have the player release the ball near the top of the ramp. Some ramps have extensions for use on long shots; make sure to use the hardest ball for these shots.

### Throwing Overhand (Short)

To deliver a short court shot, players must throw softer; they can change their arm position for an overhand throw. In using an overhand throw, the player should focus on lofting the ball higher to result in a softer landing with minimal roll. If using the ramp, the slope of the ramp should be flatter, and softer balls should be used in short throws.

The target area for practicing short throws should be the midcourt cross. Players should practice stopping the ball on the cross at midcourt. During practice sessions, players should keep notes of the arm or ramp position that works best for soft throws to midcourt.

### Blocking

The idea behind blocking is to set up a wall of balls, a blockade, between the jack and the opponent. During blocking practice, players attempt to stop their colored balls between the jack and the line of their opponent's throws. Players should address blocking by looking at the opponent's line of attack from all angles. To do this, a player should request and be granted permission to move onto the court; once permission is granted, the player should position behind the jack ball so as to look back at the opponent's throwing box. From behind the jack ball, the player should imagine a spot on the court between the opponents's throwing box and the jack ball that will block a throw. As the player returns to her throwing box, she should focus on the spot established to block the opponent's throw and complete the blocking throw. Not all blocking throws require movement onto the court.

### Defeating the Block

If the player is blocked by ball from his opponent, he should be able to bounce one of his balls into the ball that is blocking him, resulting in defeating the block. Players should practice defeating the block to create a clearer path to the jack or rebound their ball closer to the jack. These are similar strategies to those used in billiards, curling, or shuffleboard to gain better playing position.

### Playing the Circle

To assist with aiming, attacking, or blocking, players should consider playing the circle. To score, they need to be closer to the jack than their opponent is. They should keep in mind that they may ask for permission to go onto the court during their throwing time. Once on the court, they can ask the referee to show them the opponent's closest ball. They can then mentally draw a circle at that distance all the way around the jack ball and return to their throwing area. The circle they create is their scoring area.

Reduced and modified from Davis, R.W. 2011. Boccia. In Teaching disability sport. A guide for physical educators. United States of America: Human Kinetics, p. 211-240. ISBN-10: 0-7360-8258-1, ISBN-13:978-0-7360-8258-7

## New words and expressions

English	Fonetický prepis	Slovak
accuracy	['ækjərəsi]	presnosť
accurate	['ækjərət]	presný
address	[ə'dres]	adresovať, poslať, určiť
aim	[eɪm]	cieľ
alignment	[ə'laɪnmənt]	postavenie, poloha
all the way	[ɔ:l ðə 'weɪ]	bezvýhradne, bez výnimky, celkom, úplne, až do konca
angle	['æŋɡl]	uhol
arm	[ɑ:m]	paža
around	[ə'raʊnd]	okolo, dookola
assist	[ə'sɪst]	pomáhať, byť nápomocný, uľahčiť, asistovať
attack	[ə'tæk]	útok
attempt	[ə'tempt]	pokus, pokúsiť sa
back	['bæk]	vzad, dozadu, naspäť
backward	['bækwəd]	späť, pospiatky, dozadu
balance	['bæləns]	váha, rovnováha, vyváženosť
behind	[bɪ'haɪnd]	za, vzadu, dozadu
billiard	['bɪliədʒ]	biliard
block	['blɒk]	blok, blokovat'
blockade	[blɒ'keɪd]	blokáda, uzavrieť blokádou
body	['bɒdi]	telo
bounce	[baʊns]	odraziť, vyraziť
carry	['kæri]	priveŕť, priniesť, doniesť, (zakotúľat')
center	['sentə]	centrum, stred
change	[tʃeɪndʒ]	zmena, výmena
circle	['sɜ:kəl]	kruh
color	['kʌlə]	farba
control	[kən'trəʊl]	kontrola, riadenie, regulácia
court	[kɔ:t]	ihrisko
create	[kri:'eɪt]	vytvoriť, utvoriť
curling	['kɜ:liŋ]	curling (cieľová hra na ľade)
deep	[di:p]	hlboko
defeat	[dɪ'fi:t]	poraziť, zdolať, premôcť, prekaziť, zmariť
defeating the block	[dɪ'fi:tɪŋ ðə 'blɒk]	zdolať, zmariť blok
deliver	[dɪ'lɪvə]	hodiť, doručiť
down	[daʊn]	dolu
draw	[drɔ:]	nakresliť, narysovať
elbow	['elbəʊ]	lakeť
establish	[ɪ'stæblɪʃ]	upevniť, ustáliť, zaujať
execute	['eksɪkjʊ:t]	uskutočniť, urobiť, vykonať
extend	[ɪk'stend]	natiahnúť, predĺžiť, vystrieť
extension	[ɪk'stenʃn]	násadec, nadstavec
facilitate	[fə'sɪlɪteɪt]	uľahčiť, napomáhať

facing the jack ball	['feɪsɪŋ ðə dʒæk bɔ:l]	tvárou k bielej loptičke
fast	[fɑ:st]	rýchlo
finger	['fɪŋgə]	prst
firm	[fɜ:m]	tvrdý, pevný
flat	[flæt]	plochý, rovný
focus	['fəʊkəs]	zamerat', sústrediť, zaostrit', stred
follow-through	[.fɒləʊ 'θru:]	dokončovanie, dotiahnutie
force	[fɔ:s]	sila
forward	['fɔ:wəd]	vpred, napred, dopredu
front	[frʌnt]	predok, predná strana
gain	[geɪn]	získať, nadobudnúť, vydobýť si
generally	['dʒenərəli]	zvyčajne, obyčajne, spravidla, všeobecne
generate	['dʒenəreɪt]	utvárať, tvoriť, vytvárať
grant	[grɑ:nt]	poskytnúť, udeliť, dať, priznať, schváliť, uznať
great	['greɪt]	veľký, dlhý
grip	[grɪp]	zovretie, stisk, pevné uchopenie, držanie
hand	[hænd]	ruka
hard	[hɑ:d]	tvrdý
high	[haɪ]	vysoký
idea	[aɪ'diə]	plán, úmysel, myšlienka
imagine	[ɪ'mædʒɪn]	predstaviť (si)
incline	[ɪn'klaɪn]	spád, svah
in front	[ɪn frʌnt]	vpred, pred (kým)
in front of	[ɪn frʌnt ɒv]	pred (čím/kým)
jack ball	[dʒæk bɔ:l]	biela (terčová) lopta
keep	[ki:p]	zostať, udržiavať, držať, udržať
keep notes	[ki:p nəʊt]	všimnúť (si), zbadáť zaregistrovať, poukázať, zaznamenať (si)
land	[lənd]	dopadnúť, spadnúť, pristáť
length	[leŋθ]	dĺžka
lift	[lɪft]	zodvihnúť, zdvihnúť
loft	[lɒft]	odpáliť/vykopnúť/poslať
loft the ball	[lɒft ðə bɔ:l]	odpáliť/vykopnúť/poslať loptu do výšky
long	['lɒŋ]	dlhý
manner	['mænə]	spôsob, štýl
mental	['mentəl]	duševný, vnútorný, psychický
midcourt	[mɪdkɔ:t]	stred ihriska
mind	[maɪnd]	mysel'
minimal	['mɪnɪməl]	minimálny, veľmi malý
motion	['məʊʃn]	pohyb
movement	['mu:vmənt]	pohyb, posun
open	['əʊpən]	otvorený
overhand	['əʊvəhænd]	„nadhod“, horný oblúk
path	[pɑ:θ]	chodník, cesta, dráha, trasa
permission	[pə'mɪʃn]	dovolenie, povolenie, súhlas

playing the circle	['pleɪŋ ðə 'sɜ:kəl]	hrať do kruhu
practice	['præktɪs]	tréning, cvičenie, výcvik
pressure	['preʃə]	tlak, stisk, zovretie
provide	[prə'vaɪd]	zaistiť, dodať, poskytnúť
reach	[ri:tʃ]	doraziť, dostať sa, dosiahnuť, docieľiť
rebound	[rɪ'baʊnd]	odraziť, odskočiť
request	[rɪ'kwest]	požiadať, vyžiadať, žiadosť, prosba
require	[rɪ'kwaɪə]	vyžadovať, žiadať si, požadovať
result	[rɪ'zʌlt]	výsledok
return	[rɪ'tɜ:n]	návrat, vrátenie
roll	[rəʊl]	gúľať, kotúľať
score	[skɔ:]	získať bod, skórovať
seat	[si:t]	sedadlo, sedieť
session	['seʃn]	sedenie (vyučovanie)
set up	[set ʌp]	postaviť, vytvoriť, vybudovať
short	[ʃɔ:t]	krátky
shot	[ʃɒt]	strela, hod
shuffleboard	['ʃʌflbɔ:d]	terčová/cieľová hra
similar	['sɪmələ]	podobný
skill	[skɪl]	zručnosť
slightly	['slɑ:tlɪ]	ľahko, slabo, jemne
slope	[sləʊp]	sklon, spád
soft	[sɒft]	mäkký, jemný, mierny
spot	[spɒt]	miesto, miestiečko, priestor, bodka
step	[step]	krok
stop	[step]	zastavenie, zabránenie
straight	[streɪt]	rovno, priamo
strategy	['strætədʒi]	stratégia, taktika
swing	[swɪŋ]	hojdať, kývať, prehodiť, nadhodiť
technique	[tek'ni:k]	technika
throwing overhand	['θrəʊɪŋ 'əʊvəhænd]	hádzať horným oblúkom
throwing underhand	['θrəʊɪŋ 'ʌndəhænd]	hádzať zospodu/dolným oblúkom
throwing with ramp	['θrəʊɪŋ wɪð ræmp]	hádzanie pomocou rampy
top	[tɒp]	vrchol, špička, najvyšší bod
underhand	['ʌndəhænd]	dolný oblúk
upward	['ʌpwəd]	hore, smerujúci nahor
wall	[wɔ:l]	stena
wide	[waɪd]	široký

## Key

### Exercise 1

throwing	sport
leather	balls
target	area
individual	players
close	rule



team	competition
V	line
assistive	device
roll	smoothly
coin	flip
court	boundaries
blue side	position
referee	measures
award	point
equally	distant
from left	to right
tie	score
tie-break	end
per player	per end

## Exercise 2

Boccia is a throwing sport that can be played indoors and outdoors. Individual players, pairs, or teams (called sides) throw their balls to see who can get closest to the jack ball. The play proceeds until all balls are played. The game is played on a court measuring 12,5 by 6 meters with the throwing area divided into six throwing boxes and the target area marked with a V line. Competition is arranged for individuals, pairs, or teams; each arrangement is called a side. Official indoor boccia balls are made of leather and designed to roll smoothly on the floor. The match begins with the jack ball being thrown into play; it must cross the V line and remain within the court boundaries. The red side throws first, and then the blue side throws; the side farther from the jack ball is the next side to throw. At the conclusion of each end, the referee measures the distance of the balls to determine which ball is closest to the jack ball, and awards points: 1 point for each ball that is closer to the jack ball than the opponent's closest ball.

## Exercise 3

The object of the game is to roll leather balls as close as possible to a target ball called jack ball.

The order of play is determined by the "close rule".

Once all the balls have been thrown, that completes an *end*.

The jack ball must clear the area between the throwing line and the V line to be considered in play before the match can begin.

Players may bring their own boccia balls to a competition.

In international competition the balls are always inspected for cuts or deformities that could compromise performance and are weighed and measured prior to and during competition.

The court has a throwing area which is divided into six throwing boxes and players must be positioned inside the throwing boxes.

If the blue side is farther from the jack ball, that side throws again and continues to throw until the players secure a closer position or throw all their balls.

If two or more balls of different colors are equally distant from the jack ball, and no other balls are closer, then each ball that is equidistant is awarded a point.

In a tie-break, the winner of the coin toss chooses to throw first or second; the jack is placed on the replacement jack cross position, and play proceeds as in a normal end.

#### **Exercise 4**

The jack ball is thrown into play and must remain on the court within the playing area.

The side that is not closest must throw until they are closer to the jack.

Individual matches consist of four ends with six balls per player per end; pairs competition has four ends and six balls per pair; and team competition has six ends with six balls per team.

Players use wheelchairs and can range in ability from needing assistance to hold and throw, to using an assistive device (ramp or chute), to being able to independently grasp, release, and throw.

A set of boccia balls consists of six red balls, six blue balls, and one white jack ball.

The game starts with a coin flip to determine the player, pair, or team's color choice.

During individual play, the players must start in box 3 (red) and box 4 (blue); pairs competitions has players throwing red balls in boxes 2 and 4 while players throw blue balls in boxes 3 and 5.

At the conclusion of each end, the referee measures the distance of the balls to determine which ball is closest to the jack ball, and awards points: 1 point for each ball that is closer to the jack ball than the opponent's closest ball.

In individual play, serving rotates, whereas in team and pair play, it moves down the line from left to right as players face the court.

Individual throwers have five minutes per player per end; individual players using ramps to assist have six minutes per player per end.

## Unit 19: Boxing

(prof. PaedDr. Pavol Bartík, PhD.)

### To begin with...

What do you think? Is boxing suitable sport for women?

In my opinion boxing is not suitable sport for women. There is a great danger of injury.

### What is boxing?

European boxing is an ancient martial art combining hand strikes, controlled aggression, evasiveness, and bone-crushing force. The term boxing derives from the box shape of the closed hand, or fist, which in Latin is *pugnis* (hence the alternative terms *pugilism* and *fisticuffs*).

Boxing is also the striking art of choice of many martial artists, such as shootfighters (modern, professional no-holds-barred competitors) and grapplers, determined to augment their primary nonstriking skills. The philosophy of boxing is simple: "Hit and don't get hit."

Despite the simplicity of this premise, over the centuries the art has been developed to such a degree that it is often referred to as a science—"the sweet science." Boxing is both an art and a science, as boxers learn strategic moves and techniques, undergo expert coaching and training (Broughton referred to his boxing lessons as "lectures"), practice in specialized facilities with special equipment, and follow a special diet.

Boxing is often likened to a chess game because boxers think several steps ahead. Boxers employ feints and gambits, sometimes allowing themselves to be hit in order to deliver a knockout blow, as chess players sacrifice a piece in order to reach checkmate or gain a positional advantage. Though physical conditioning is essential, the most important element of boxing is mental and psychological: the capacity to relax, think clearly, and control oneself during a fight.

Boxers are aware that their fights are often under way before the occurrence of any physical contact, and they are studied in psychological warfare and body language. They attempt to gain advantages by forcing their opponents to break eye contact or by feigning fear. Many boxers train their faces to be blank while shadowboxing in the mirror so that they do not convey (or telegraph) their punches with their facial expression and eyes.

Initiate boxers spend as long as their first year learning to "work the floor" before engaging in their first sparring session. Learning to move - even to stand - properly as a boxer is learning to walk all over again. The boxer stands relaxed on his toes in a crouch, slightly bent forward at the waist, left side forward at an angle, hands held up to throw punches and protect the face, elbows close in to the ribs to protect the body. The chin is dropped to the chest so that the line of vision is directed out and slightly up from beneath the eyebrows with the shoulders rounded to protect the chin.

The boxer moves forward with small steps by pushing off the back leg, which he "sits" on. To move backward, he reverses the process. Boxers stand on their toes in order to move nimbly and maintain balance. Boxers are trained to move in a continual circle to the left (when facing a righthanded opponent) and to keep the left foot outside the

opponent's right foot (so as to have more target area while giving up less). Boxers train for hours, moving from side to side and in circles, forward and back, learning to punch with leverage while moving in any direction.

The boxer learns to use his body as a gravitational lever; the boxer's force comes from the ground. The boxer's feet are also his most important defensive tools, maneuvering him out of harm's way. The boxer's hands are the projectiles, and the boxer's punches are the tools that launch them. Boxers land their punches with three knuckles simultaneously—those of the middle, ring, and little fingers. The knuckle of the ring finger—the middle of the three—is the “aiming” knuckle. The boxer's own nose is the “target finder” or “sight” through which the fists are fired.

Punches in boxing are thrown from the shoulders. Power is derived not so much from the muscles as from the joints and ligaments. If there is one punch that defines boxing, it is the jab, a straight punch thrown from the shoulder with a short step forward. This lunge makes it possible to fight from a distance beyond even the range of kicks. The jab snaps forward from a blocking position; upon striking, the fist snaps back in direct line, retracing its path.

Beginners traditionally practice only the jab from four to six months before learning the other punches. This is intended to raise the level of the weaker side of the body to that of the stronger. Thus the jab is the boxer's first lesson in self-control, and the primary indicator or measuring device of skill level in the art. The jab is also an external measuring tool, in the sense that it has been called a range finder, or means of determining and establishing the distance between the boxer and the opponent. It is used to keep the opponent at bay, to spark combinations, and to set up the KO (knockout) punch (the classic instance of which is the “one-two punch,” left jab, straight right).

The straight right is thrown from the chest with a forward step from the right leg, and counterclockwise rotation of the fist, with the full twisting force of the hips. The left hook, apocryphally said to be the last punch to be developed in boxing, has an aura of mystery. It is delivered from the side with a bent elbow, palm down. Boxers are often taught to end every combination with a left hook. In order to throw the uppercut, the boxer bends his knees and explodes from floor to ceiling, palm facing the puncher. The blow is designed to land under the chin, brow, nose, or ribs.

The overhand right and roundhouse punches tend to be used more often in Western films, barrooms, back alleys, and hockey games than in boxing rings, because they travel in wide, long, swooping arcs and are thus easier for a trained boxer to see and avoid. When a boxer can “get off” these punches outside the opponent's line of vision, however, they are highly effective. Since the boxer's goal is to “stop” his opponent, the vulnerable organs and bones are primary targets. When boxers aim for the solar plexus, liver, kidneys, and ribs, though the targets change, the punches do not; boxers simply bend at the knees and throw the jabs, hooks, straight rights, and uppercuts to the body.

Straight rights and lefts to the body are also thrown with the elbow, hip, and fist moving together in a plane with the palm facing up. The so-called illegal tactics of boxing are not only integral to the martial art, they have always been a part of the sport. In addition to low blows and holding and hitting, which are commonly practiced in the ring and occasionally penalized, many techniques other than hitting with the knuckles above the waist are used. Rabbit punches are short, chopping blows thumped to the back of an opponent's neck, usually while in a clinch. These punches are outlawed in the ring because the back of the neck, vertebrae, base of the brain, and the nerves located there are particularly vulnerable.

Boxers routinely try to trip each other and throw each other to the ground. Wrestling, hip throws, armlocks (and arm-breaking submission holds), chokes, and to some extent biting are all part of the arsenal. Elbow and forearm blows are often used in combination. Gouging is also prevalent; the boxer simply extends his thumb while jabbing to catch the opponent's eye. The boxer's "third fist" is the head. The upper part of the cranium is used offensively to butt as well as defensively to break a punching opponent's hand or wrist.

Boxers also attack with the fleshy part of the fist (knife-hand edge) and palm-heel strike. Though boxing is officially an empty-handed art, boxers have been known to load their gloves with anything from plaster of Paris to lead dust (recall the studded cestus), or to clench their fists around a solid object, such as a roll of quarters, making their punches much more damaging.

Green, T.A. (2001). *Martial arts of the world: An encyclopedia*. Santa Barbara, California. 926p ISBN 1-57607-150-2.

## New words and expressions

English	Pronunciation	Slovak
armlocks	[armlocks]	záber, držanie rúk
blocking position	[blɒkɪŋ pə'zɪʃn]	obránná pozícia
body language	['bɒdi 'læŋgwɪdʒ]	reč tela
bone-crushing force	[bəʊn 'krʌʃɪŋ fɔ:s]	kosti zdrvujúca, lámajúca sila
boxer's punches	[boxer's pʊl]	boxerské údery
break a punching opponent's hand	[breɪk ə 'pʌntɪŋ ə'pəʊnənts hænd]	preraziť súperov kryt
break eye contact	[breɪk aɪ 'kɒntækt]	prerušiť očný kontakt
catch the opponent's eye	[kætʃ ðə ɒpə'nent's aɪ]	byť v očnom kontakte so súperom
chokes	[tʃəʊks]	škrtenie
chopping blows	[tʃɒpɪŋ bləʊz]	krátke údery
clinch	[klɪntʃ]	klinč, držanie súpera
controlled aggression	[kən'trəʊld ə'greʃn]	kontrolovaný útok
elbow and forearm blows	['elbəʊ ənd 'fɔ:r'ɑ:m bləʊz]	údery lakt'om a predlaktím
extent biting	[ɪk'stɛnt 'baɪtɪŋ]	hryzenie
feigning fear	[feɪnɪŋ fɪə]	predstierať strach
gain advantages	[geɪn əd'vɑ:ntɪdʒɪz]	získať výhody
gouging	[gəʊdʒɪŋ]	snaha úmyselne trafiť súperovo oko
hand strikes	[hænd straɪks]	údery rukou
hip throws	[hɪp θrəʊz]	prehod cez bok
hitting	[hɪtɪŋ]	udieranie
holding	['həʊldɪŋ]	držanie
illegal tactics of boxing	[ɪ'li:gl 'tæktɪks əv 'bɒksɪŋ]	nelegálne taktiky v boxe
initiate boxers	[ɪ'nɪʃɪeɪt 'bɒksəz]	začínajúci boxeri
jab	[dʒæb]	krátky, rýchly úder

jab snaps forward	[dʒæb snæpʒ 'fɔ:wəd]	krátky, rýchly úder dopredu
knuckle of the ring finger	['nʌkl əv ðə rɪŋ 'fɪŋgə]	kĺb prsteníka
knuckles	['nʌklz]	kĺby
left hook	[left hʊk]	ľavý hák
left jab	[left dʒæb]	krátky, rýchly úder ľavou
low blows	[ləʊ bləʊz]	údery dole
middle, ring, and little fingers	['mɪdl rɪŋ ənd 'lɪtl 'fɪŋgəz]	prostredník, prsteník a malíček
one-two punch	[wʌn tu: pʌntʃ]	údery jeden, dva
outlawed in the ring	['aʊtlɔ:d ɪn ðə rɪŋ]	mimo pravidiel boja v ringu
overhand right	['əʊvəhænd raɪt]	úder pravou zhora
penalized	[penalized]	trestanie
protect the body	[prə'tekt ðə 'bɒdi]	chrániť telo
protect the chin	[prə'tekt ðə tʃɪn]	chrániť bradu
protect the face	[prə'tekt ðə feɪs]	chrániť tvár
punches	[pʊl]	údery
punches in boxing	[pʊl ɪn 'bɒksɪŋ]	údery v boxe
rabbit punches	['ræbɪt pʊl]	krátke údery
shadow boxing	['ʃædəʊ 'bɒksɪŋ]	tieňový box
solar plexus	['səʊlə 'pleksəs]	plexus solaris
special equipment	['speʃl ɪ'kwɪpmənt]	špeciálne vybavenie
straight punch	[streɪt pʌntʃ]	priamy úder, direkt
straight right	[streɪt raɪt]	priamy úder pravou
strategic moves	[strə'ti:dʒɪk mu:vz]	strategické pohyby
striking art	['straɪkɪŋ ɑ:t]	umenie úderov
throw each other to the ground	[θrəʊ ɪ:tʃ 'ʌðə tu: ðə graʊnd]	hodiť jeden druhého na zem
throw punches	[θrəʊ pʊl]	údery v boxe
trip each other	[trɪp ɪ:tʃ 'ʌðə]	podknúť, podraziť jeden druhého
wrestling	['reslɪŋ]	zápasenie

## Exercise 1

The words in the sentences have been scrambled. On the lines provided below each sentence, re-write the words of the sentence in the correct order.

1. the striking art of choice of many martial artists boxing is also
2. and psychological the capacity to relax think clearly and control oneself during a fight though physical conditioning is essential the most important element of boxing is mental
3. likened to a chess game because boxers think several steps ahead boxing is often
4. controlled aggression evasiveness and bonecrushing force european Boxing is an ancient martial art combining hand strikes
5. science as boxers learn strategic moves and techniques undergo expert coaching and training boxing is both an art and a
6. way before the occurrence of any physical contact boxers are aware that their fights are often under
7. in the mirror many boxers train their faces to be blank while shadowboxing

8. spend as long as their first year learning to work the floor initiate boxers
9. moves forward with small steps the boxer
10. maintain balance boxers stand on their toes in order to move nimbly and

## Exercise 2

There are letters missing in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

The str    ght r    ght     s thrown from the chest with      forward step from the r    ght l    g, and c    nt    rl    ckw    s     r    t    t    on of the f    st, with the f    ll tw    st    ng f    rc     of the h    ps. The l    ft h    ck,     p    cr    ph    l    ly s    ed t     b    e the l    st p    nch t     b    e d    v    l    p    d     n b    x    ng, h    s     n     o    r     of m    st    ry.     t     s d    l    v    red from the s    d     with      b    nt     l    b    w, p    l    m d    wn. B    x    rs     r    e     ft    n t    o    ght t         nd     v    ry c    mb    n    t    on with      l    ft h    ck.     n     rd    r t     throw the     pp    rc    t, the b    x    r b    nds h    s kn    s     nd     pl    des from fl    or t     c    ll    ng, p    l    m f    c    ng the p    nch    r. The bl    w     s d    s    gn    d t     l    nd     nd    r the ch    n, br    w, n    s    ,     r    bs.

The     v    rh    nd r    ght     nd r    ndh    s     p    nch    s t    nd t     b    e     s    d m    o    r    e     ft    n     n W    st    rn f    l    ms, b    rr    ms, b    ck     l    l    ys,     nd h    ck    y g    m    s th    n     n b    x    ng r    ngs, b    c    u    s th    y tr    v    l     n w    d    , l    ng, sw    p    ng     rcs     nd     r    e th    s     s    o    r f    r     tr    ned b    x    r t     s    e     nd     v    ed. W    h    n     b    x    r c    n "g    t     ff" th    s p    nch    s     ts    d the     pp    nt's l    n     of v    s    on, h    ow    v    r, th    y     r    e h    ghly     ff    ct    v    . S    nc    e the b    x    r's g    l     s t     "st    p" h    s     pp    nt, the v    l    n    r    bl         rg    ns     nd b    ns     r    e p    r    m    ry t    rg    ts. W    h    n b    x    rs     m f    r the s    l    r p    l    xs, l    v    r, k    dn    ys,     nd r    bs, th    gh the t    rg    ts ch    ng    , the p    nch    s d     n    t; b    x    rs s    mply b    nd     t th     kn    s     nd throw the j    bs, h    cks, str    ght r    ghts,     nd     pp    rc    ts t     the b    dy.

## Exercise 3

Only partial sentences are shown below. Create an ending for each sentence, and re-write the complete sentence on the lines provided below each sentence.

1. Many boxers train their faces to be.....
2. Initiate boxers spend as long as their.....
3. Boxing is both an art and a science, as boxers learn.....
4. The boxer moves.....
5. Boxing is also the striking art.....
6. Boxing is often likened to a chess game.....
7. Boxers are aware that their fights are often under.....
8. Though physical conditioning is essential, the most important element of boxing is mental.....
9. Boxers stand on their toes in order.....
10. European Boxing is an ancient martial art combining hand.....



1. Many boxers train their faces to be blank while shadowboxing in the mirror.
2. Initiate boxers spend as long as their first year learning to "work the floor".
3. Boxing is both an art and a science, as boxers learn strategic moves and techniques, undergo expert coaching and training.
4. The boxer moves forward with small steps.
5. Boxing is also the striking art of choice of many martial artists.
6. Boxing is often likened to a chess game because boxers think several steps ahead.
7. Boxers are aware that their fights are often under way before the occurrence of any physical contact.
8. Though physical conditioning is essential, the most important element of boxing is mental and psychological: the capacity to relax, think clearly, and control oneself during a fight.
9. Boxers stand on their toes in order to move nimbly and maintain balance.
10. European Boxing is an ancient martial art combining hand strikes, controlled aggression, evasiveness, and bone-crushing force.

## Exercise 4

A number of words have been removed from each sentence and listed below the sentence. Use the listed words to fill the blanks in the sentence.

1. Many boxers train their faces to be \_\_\_\_ while \_\_\_\_\_ mirror.  
A. SHADOWBOXING B. BLANK C. THE D. IN
2. Though \_\_\_\_\_ conditioning is essential, the most important element of boxing is mental \_\_\_\_ psychological: the capacity \_\_ \_\_\_\_, think clearly, and control oneself during a fight.  
A. RELAX B. AND C. TO D. PHYSICAL
3. Boxing is often \_\_\_\_\_ to a \_\_\_\_ game because boxers \_\_\_\_\_ steps ahead.  
A. LIKENED B. THINK C. CHESS D. SEVERAL
4. Boxers \_\_\_\_ aware \_\_\_\_ their \_\_\_\_\_ are often under way before the occurrence of any \_\_\_\_\_ contact.  
A. ARE B. PHYSICAL C. FIGHTS D. THAT
5. Boxing is both \_\_\_\_ art and a science, as \_\_\_\_\_ learn strategic \_\_\_\_\_ and techniques, undergo expert coaching and \_\_\_\_\_.  
A. BOXERS B. AN C. TRAINING D. MOVES
6. Boxing is \_\_\_\_ the striking \_\_\_\_ of choice of many \_\_\_\_\_.  
A. ART B. ARTISTS C. ALSO D. MARTIAL



7. Boxers \_\_\_\_\_ on their \_\_\_\_\_ order to move nimbly and \_\_\_\_\_ balance.  
A. TOES B. IN C. STAND D. MAINTAIN
8. Initiate \_\_\_\_\_ spend as long as \_\_\_\_\_ first year learning \_\_\_\_\_ “\_\_\_\_\_ the floor”.  
A. WORK B. THEIR C. BOXERS D. TO
9. European Boxing is an ancient martial art combining hand \_\_\_\_\_, controlled \_\_\_\_\_, evasiveness, \_\_\_\_\_ force.  
A. STRIKES B. AGGRESSION C. AND D. BONE-CRUSHING
10. The \_\_\_\_\_ moves \_\_\_\_\_ steps.  
A. WITH B. FORWARD C. BOXER D. SMALL

## Exercise 5

In each paragraph below the sentences are out of order. Determine the correct order for the sentences in the paragraph, and write the correct order number for each sentence on the blank space provided.

European Boxing is an ancient martial art combining hand strikes, controlled aggression, evasiveness, and bone-crushing force. The term boxing derives from the box shape of the closed hand, or fist, which in Latin is pugnus (hence the alternative terms pugilism and fisticuffs).

The philosophy of boxing is simple: “Hit and don’t get hit.” Boxing is also the striking art of choice of many martial artists, such as shootfighters (modern, professional no-holds-barred competitors) and grapplers, determined to augment their primary nonstriking skills.

Despite the simplicity of this premise, over the centuries the art has been developed to such a degree that it is often referred to as a science-“the sweet science.” Boxing is both an art and a science, as boxers learn strategic moves and techniques, undergo expert coaching and training (Broughton referred to his boxing lessons as “lectures”), practice in specialized facilities with special equipment, and follow a special diet. Though physical conditioning is essential, the most important element of boxing is mental and psychological: the capacity to relax, think clearly, and control oneself during a fight.

Boxers employ feints and gambits, sometimes allowing themselves to be hit in order to deliver a knockout blow, as chess players sacrifice a piece in order to reach checkmate or gain a positional advantage. Boxing is often likened to a chess game because boxers think several steps ahead.

## Exercise 6

All of the capital letters, periods and commas have been removed from the text below. Use your red correction pen to write the capital letters, periods and commas where they belong. The answer bank at the end of the text shows how many capital letters, periods and commas have been removed from the text.

beginners traditionally practice only the jab from four to six months before learning the other punches this is intended to raise the level of the weaker side of the body to that of

the stronger thus the jab is the boxer's first lesson in self-control and the primary indicator or measuring device of skill level in the art the jab is also an external measuring tool in the sense that it has been called a range finder or means of determining and establishing the distance between the boxer and the opponent it is used to keep the opponent at bay to spark combinations and to set up the ko (knockout) punch (the classic instance of which is the "one-two punch" left jab straight right) straight right is thrown from the chest with counterclockwise rotation of the fist with the full twisting force of the hips the left hook apocryphally said to be the last punch to be developed in boxing has an aura of mystery it is delivered from the side with a bent elbow palm down boxers are often taught to end every combination with a left hook in order to throw the uppercut the boxer bends his knees and explodes from floor to ceiling palm facing the puncher the blow is designed to land under the chin brow nose or ribs the overhand right and roundhouse punches tend to be used more often in western films barrooms back alleys and hockey games than in boxing rings because they travel in wide long swooping arcs and are thus easier for a trained boxer to see and avoid when a boxer can "get off" these punches outside the opponent's line of vision however they are highly effective since the boxer's goal is to "stop" his opponent the vulnerable organs and bones are primary targets when boxers aim for the solar plexus liver kidneys and ribs though the targets change the punches do not; boxers simply bend at the knees and throw the jabs hooks straight rights and uppercuts to the body

## Basic equipment in Boxing

English	Pronunciation	Slovak
bantamweight	['bæntəmweɪt]	hmotnosť bantamová
boxing gloves	['bɒksɪŋ glʌvz]	boxerské rukavice
boxing weight	['bɒksɪŋ weɪt]	hmotnostná kategória
featherweight	['feðəweɪt]	hmotnosť péroová
fist	[fɪst]	päsť
flyweight	['flaɪweɪt]	hmotnosť mušia
heavyweight	['heviweɪt]	hmotnosť ťažká
light heavyweight	[laɪt 'heviweɪt]	hmotnosť ťažká ľahká
light middleweight	[laɪt 'mɪdlweɪt]	stredná hmotnosť ľahká
lightweight	['laɪtweɪt]	hmotnosť ľahká
match	[mætʃ]	kolo zápasu
middleweight	['mɪdlweɪt]	hmotnosť stredná
neutral corner	['nju:trəl 'kɔ:nə]	neutrálny roh
padded gloves	[pædɪd glʌvz]	vatované rukavice
ring	[rɪŋ]	boxerský ring
rope	[rəʊp]	povraz
time keeper	[taɪm 'ki:pə]	časomerač
weight	[weɪt]	hmotnosť



**Boxing gloves**



**Punch pads**





**Hanging bag**



**Boxing shoes**



**Punching ball**



**Boxing helmets**

## Motor skills and techniques in boxing

English	Pronunciation	Slovak
bare knuckle	[beə 'nʌkl]	holými rukami
beat on points	[bi:t ɒn pɔɪnts]	poraziť na body
bout	[baʊt]	kolo zápasu
bowl	[bəʊl]	úder
break a clinch	[breɪk ə klɪntʃ]	vymaniť sa z držania
caution	['kɔːʃn]	varovanie

challenger	['tʃælɪndʒə]	súper, vyzývateľ
clinch	[klɪntʃ]	držanie súpera
club on the back of the neck	[klʌb ɒn ðə bæɪk əv ðə nek]	udrieť do zátylku
control the gloves	[kən'trəʊl ðə glʌvz]	kontrolovať rukavice
count out	[kaʊnt aʊt]	odpočítavať
counter with a left hook	['kaʊntə wɪð ə left hʊk]	odpovedať ľavým hákom
counting out	[kaʊntɪŋ aʊt]	odpočítavanie
deal sb. a blow	[di:l sb ə bləʊ]	zasadiť niekomu úder
dodge	[dɒdʒ]	uhnúť
duckling and sidestepping	['dʌklɪŋ ənd 'saɪdstepɪŋ]	krčenie a poskakovanie spojené s uhýbaním
fighter	['faɪtə]	boxer, bojovník, borec
fighting distance	[faɪtɪŋ 'dɪstəns]	vzdialenosť medzi súpermi
fighting in clinch	[faɪtɪŋ ɪn klɪntʃ]	súboj v zaklínení do súpera
footing	['fʊtɪŋ]	práca nôh
footwork	['fʊtwɜ:k]	práca nôh
head stroke	[hed strəʊk]	úder do hlavy
infighting	['ɪnfɑɪtɪŋ]	boj zblízka
jab	[dʒæb]	krátky, rýchly úder
jaw stroke	[dʒɔ: strəʊk]	úder do sánky
K.O.	[keɪ əʊ]	knokautovať, knokaut
knock	[nɒk]	úder
knock sb. down	[nɒk sb daʊn]	zraziť niekoho na zem
loser by a knockout	['lu:zə baɪ ə 'nɒkaʊt]	vyraďený knokautom
lunge	[lʌndʒ]	hák, úder priamy
punch	[pʌntʃ]	boxerský úder
punch below the belt	[pʌntʃ bɪ'ləʊ ðə belt]	úder pod pás
shadow boxing	['ʃædəʊ 'bɒksɪŋ]	tieňový box
slog	[slɒg]	zasadzovať ťažké údery
sparing partner	['speərɪŋ 'pɑ:tənə]	tréningový súper
straight punch	[streɪt pʌntʃ]	priamy úder, direkt
stroke	[strəʊk]	úder
stun	[stʌn]	omráčiť
uppercut	['ʌpəɪkʌt]	horný hák

Boxing may be distinguished from many other martial arts by the practicality and intensity with which training in the art is undertaken. Such training takes place outside the gym in the form of running and cross-training, and inside the gym in the form of sparring, floor work, and exercises. Roadwork, or running, is essential for boxing. It develops mental toughness, aerobic and anaerobic capacity, and the lower body.

Boxers typically run early in the morning before any other training. Even in the bareknuckle era, boxers ran up to 150 miles a week. Full-contact sparring is perhaps the element of boxing training that contributes most to its effectiveness as a martial art. Though boxers wear protective headgear and gloves with more padding while sparring, nothing more simulates the conditions and experiences of real combat.

In sparring boxers learn what it is like to be hit - hard, repeatedly, and from unexpected angles - how to adjust and recover from it, how to feign injury and well-being. In sparring, boxers learn the unchangeable truths, or reflexes, of the human body when it is hit in different ways, and therefore, where the body will be after it is hit by a certain punch in a certain place.

As hazardous as it sounds, sparring is a valuable process through which boxers learn what it feels like to be stunned and knocked down, and how to fight on with a bloody nose or swollen eye. In addition, as brutal as it may seem, sparring is the mechanism through which most boxers condition their bodies for punishment.

This conditioning enables them to withstand greater punishment in real combat. Shadowboxing is an element of boxing training comparable to the forms of Asian martial arts. In the ring or in front of a large mirror, the boxer visualizes his opponent and goes through all the motions of fighting, punching in combination, slipping and blocking punches, and moving forward, back, and from side to side.

Practitioners of various other martial arts who take the opportunity to spar with boxers often come away amazed at their ability to punch powerfully, rapidly, and continually. It makes sense when one takes into account the daily training regimen of up to thirty minutes (ten three-minute rounds) boxers spend hitting cylindrical sand-filled leather or canvas hanging bags weighing up to 150 pounds. With the exception of sparring, working the heavy bag most simulates the experience of punching another person, and it provides invaluable training in learning to put together skillful punches with maximum force.

Boxers jump rope to improve stamina and coordination. The speedbag (teardrop-shaped bag hung from a swivel) is used to develop hand-eye coordination, timing, arm strength, endurance, and rhythm. Trainers use punch pads, or punch mitts (padded mitts similar to a baseball catcher's mitt), to diagnose and correct slight errors in form in the way their boxers throw punches and combinations, and to instill conditioned responses.

Trainers often use such tools, together with repetition, to teach boxers to defend themselves, "see" openings, and throw punches without thinking. Such "automatic" punches are all the more dangerous, because they are seldom telegraphed. Training partners take turns throwing the heavy leather medicine ball into each other's stomachs in order to psychologically prepare themselves for body blows while developing the arms, legs, endurance, hand-eye coordination, and leverage.

Exercises, or calisthenics, are usually done to conclude training for the day. Several varieties of sit-ups, crunches, and leg lifts strengthen the stomach muscles and abdomen. Pull-ups, push-ups, and dips develop the arms, back, latissimus dorsi, and chest. Some fighters also undergo light weight training and massage.

There has always been a certain amount of curiosity as to how boxers would fare against other martial artists in combat (and vice versa). This accounts for the public "mixed contests" that have been arranged from the beginning of the modern boxing era to the present.

In 1897, in Carson City, Nevada, the heavyweight challenger (and later champion) Bob Fitzsimmons knocked out Ernest Roeber (wrestling) with one punch to the head. On December 31, 1908, in Paris, France, heavyweight boxer Sam McVey knocked out Tano Matsuda (jûjutsu) in ten seconds. On January 12, 1928, in Yokohama, Japan, Packey O'Gatty, a bantamweight boxer, knocked out Shimakado (jûjutsu) with one punch in less than four seconds. On September 11, 1952, in New Jersey, Marvin Mercer (wrestling) defeated Cuban heavyweight Omelio Agramonte in five rounds. On July 27, 1957, in Bangkok, Lao Letrit (Muay Thai) knocked out Filipino boxer Leo Espinosa in three rounds.

Perhaps the most famous of these mixed matches occurred on June 25, 1976, in Tokyo, when heavyweight champion Muhammad Ali faced Antonio Inoki (wrestling). The result was a fifteen-round draw, and both men were seriously injured.

Green, T.A. (2001). Martial arts of the world : an encyclopedia. Santa Barbara, California. 926p ISBN 1-57607-150-2.

## New words and expressions

English	Pronunciation	Slovak
aerobic and anaerobic capacity	[əə'rəʊbɪk ənd ˌæneə'rəʊbɪk kə'pæsəti]	aeróbna a anaeróbna kapacita
arm strength	[ɑ:m streŋθ]	сила paže
blocking punches	[blɒkɪŋ pʊl]	blokovanie úderov
bloody nose	['blʌdi nəʊz]	krvavý nos
body blows	['bɒdi bləʊz]	úderý na telo
boxing training	['bɒksɪŋ 'treɪnɪŋ]	boxerský tréning
floor work	[flɔ: wɜ:k]	pohyb po podlahe ringu
from side to side	[frəm saɪd tu: saɪd]	zo strany do strany
full-contact sparring	[fʊl 'kɒntækt spɑ:ɪŋ]	tréningový boj s plným kontaktom
gloves	[glʌvz]	boxerské rukavice
hand-eye coordination	[hænd aɪ kəʊˌɔ:drɪ'neɪʃn]	koordinácia ruka-oko
hanging bag	['hæŋɪŋ bæɡ]	boxerské vrece
heavy leather medicine ball	['hevi 'leðə 'medsn bɔ:l]	ťažká kožená plná lopta, medicimbal
mental toughness	['mentl tʌf]	mentálna húževnatosť
moving forward, back	['mu:vɪŋ 'fɔ:wəd bæk]	pohyby vpred, vzad
protective headgear	[prə'tektɪv 'hedɡɪə]	chránič hlavy
psychologically prepare	[ˌsaɪkə'lɒdʒɪklɪ prɪ'peə]	psychologicky pripraviť
pull-ups	[pʊl ʌpz]	zhyby
punch mitts	[pʌntʃ mɪts]	úderové lapy podobné bejzbalovej rukavici
punch pads	[pʌntʃ pædz]	úderové lapy
punching in combination	[pʌntʃɪŋ ɪn ˌkɒmbɪ'neɪʃn]	úderý v kombinácii
push-ups	[pʊʃ ʌpz]	kl'uky
real combat	['ri:əl 'kɒmbæt]	skutočný boj
running	['rʌnɪŋ]	beh
sit-up	[sɪt ʌp]	l'ah-sed
skillful punches	['skɪlfʊl pʊl]	šikovné, zručné úderý
sparring	[spɑ:ɪŋ]	tréningový boj, sparing
speedbag	[spi:dbæg]	typ boxerského vreca na tréning rýchlosti úderov
swollen eye	['swəʊlən aɪ]	opuchnuté oko
timing	['tæmɪŋ]	časovanie
withstand	[wɪð'stænd]	vydržať



## Key

### Exercise 1

1. Boxing is also the striking art of choice of many martial artists.
2. Though physical conditioning is essential, the most important element of boxing is mental and psychological: the capacity to relax, think clearly, and control oneself during a fight.
3. Boxing is often likened to a chess game because boxers think several steps ahead.
4. European Boxing is an ancient martial art combining hand strikes, controlled aggression, evasiveness, and bone-crushing force.
5. Boxing is both an art and a science, as boxers learn strategic moves and techniques, undergo expert coaching and training.
6. Boxers are aware that their fights are often under way before the occurrence of any physical contact.
7. Many boxers train their faces to be blank while shadowboxing in the mirror.
8. Initiate boxers spend as long as their first year learning to “work the floor”.
9. The boxer moves forward with small steps.
10. Boxers stand on their toes in order to move nimbly and maintain balance.

### Exercise 2

The straight right is thrown from the chest with a forward step from the right leg, and counterclockwise rotation of the fist, with the full twisting force of the hips. The left hook, apocryphally said to be the last punch to be developed in boxing, has an aura of mystery. It is delivered from the side with a bent elbow, palm down. Boxers are often taught to end every combination with a left hook. In order to throw the uppercut, the boxer bends his knees and explodes from floor to ceiling, palm facing the puncher. The blow is designed to land under the chin, brow, nose, or ribs.

The overhand right and roundhouse punches tend to be used more often in Western films, barrooms, back alleys, and hockey games than in boxing rings, because they travel in wide, long, swooping arcs and are thus easier for a trained boxer to see and avoid. When a boxer can “get off” these punches outside the opponent’s line of vision, however, they are highly effective. Since the boxer’s goal is to “stop” his opponent, the vulnerable organs and bones are primary targets. When boxers aim for the solar plexus, liver, kidneys, and ribs, though the targets change, the punches do not; boxers simply bend at the knees and throw the jabs, hooks, straight rights, and uppercuts to the body.

### Exercise 3

1. Many boxers train their faces to be blank while shadowboxing in the mirror.
2. Initiate boxers spend as long as their first year learning to “work the floor”.
3. Boxing is both an art and a science, as boxers learn strategic moves and techniques, undergo expert coaching and training.
4. The boxer moves forward with small steps.

5. Boxing is also the striking art of choice of many martial artists.
6. Boxing is often likened to a chess game because boxers think several steps ahead.
7. Boxers are aware that their fights are often under way before the occurrence of any physical contact.
8. Though physical conditioning is essential, the most important element of boxing is mental and psychological: the capacity to relax, think clearly, and control oneself during a fight.
9. Boxers stand on their toes in order to move nimbly and maintain balance.
10. European Boxing is an ancient martial art combining hand strikes, controlled aggression, evasiveness, and bone-crushing force.

#### Exercise 4

1. Many boxers train their faces to be [blank] while [shadowboxing] [in] [the] mirror.
2. Though [physical] conditioning is essential, the most important element of boxing is mental [and] psychological: the capacity [to] [relax], think clearly, and control oneself during a fight.
3. Boxing is often [likened] to a [chess] game because boxers [think] [several] steps ahead.
4. Boxers [are] aware [that] their [fights] are often under way before the occurrence of any [physical] contact.
5. Boxing is both [an] art and a science, as [boxers] learn strategic [moves] and techniques, undergo expert coaching and [training].
6. Boxing is [also] the striking [art] of choice of many [martial] [artists].
7. Boxers [stand] on their [toes] [in] order to move nimbly and [maintain] balance.
8. Initiate [boxers] spend as long as [their] first year learning [to] "[work] the floor" .
9. European Boxing is an ancient martial art combining hand [strikes], controlled [aggression], evasiveness, [and] [bone-crushing] force.
10. The [boxer] moves [forward] [with] [small] steps.

#### Exercise 5

S-1 European Boxing is an ancient martial art combining hand strikes, controlled aggression, evasiveness, and bone-crushing force.

S-2 The term boxing derives from the box shape of the closed hand, or fist, which in Latin is pugnus (hence the alternative terms pugilism and fisticuffs).

S-2 The philosophy of boxing is simple: "Hit and don't get hit."

S-1 Boxing is also the striking art of choice of many martial artists, such as shootfighters (modern, professional no-holds-barred competitors) and grapplers, determined to augment their primary nonstriking skills.

S-1 Despite the simplicity of this premise, over the centuries the art has been developed to such a degree that it is often referred to as a science—"the sweet science."

S-2 Boxing is both an art and a science, as boxers learn strategic moves and techniques, undergo expert coaching and training (Broughton referred to his boxing lessons as "lectures"), practice in specialized facilities with special equipment, and follow a special diet.

S-3 Though physical conditioning is essential, the most important element of boxing is mental and psychological: the capacity to relax, think clearly, and control oneself during a fight.

S-2 Boxers employ feints and gambits, sometimes allowing themselves to be hit in order to deliver a knockout blow, as chess players sacrifice a piece in order to reach checkmate or gain a positional advantage.

S-1 Boxing is often likened to a chess game because boxers think several steps ahead.

### Exercise 6

Beginners traditionally practice only the jab from four to six months before learning the other punches.

This is intended to raise the level of the weaker side of the body to that of the stronger.

Thus the jab is the boxer's first lesson in self-control, and the primary indicator or measuring device of skill level in the art.

The jab is also an external measuring tool, in the sense that it has been called a range finder, or means of determining and establishing the distance between the boxer and the opponent.

It is used to keep the opponent at bay, to spark combinations, and to set up the KO (knockout) punch (the classic instance of which is the "one-two punch," left jab, straight right).

The straight right is thrown from the chest with a forward step from the right leg, and counterclockwise rotation of the fist, with the full twisting force of the hips.

The left hook, apocryphally said to be the last punch to be developed in boxing, has an aura of mystery.

It is delivered from the side with a bent elbow, palm down.

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## Unit 20: Dance sport

(Mgr. Matej Chren, PhD.)

### To begin with...

Which dances are performed in the international Dance-Sport competitions?

Dance-sport competitions, includes Standard and Latin American dances.

### Competitive dance

Ballroom dancing, which includes Standard and Latin American dancing, is offered by dance schools as a social activity. The function of social ballroom dancing is to give physical enjoyment to the participants, through the performance of standardized rhythms and movements, and social satisfaction through group participation. One of the joys of social dancing is the spontaneous element of participation. The concern is not with form. The basic technique provides the vehicle for participants of social dance to release energy and thus express themselves in a physical way in a controlled, supportive, social environment. This relaxed social dancing environment is the root of competitive Latin and Standard dancing. Today's competitive institution is artificially kept alive. Today's social dances are very different from the ones we are still competing with. It therefore has a life on its own and decisions have to be made on how to develop a dance form which will stand with equal importance next to other more accepted dance forms. Perhaps because it grew out of a social environment, as opposed to an artistic one, it seems to have maintained an isolation from the greater „dance as art,, context. In this isolation it emerges with significant elements which characterize not only its practice but the nature of the institution.

#### The ambivalence of competition

The most significant element, which dictates the rules and conventions, and which provides the most common opportunity for the performance of Latin and Standard dance, is “competition”. Normally, rules and conventions for practice are made by those in authority, and in a hierarchical sense, put into practice. But in this institution the rules and conventions seem to be created by the dancers and teachers themselves. In performance, one dance couple works to outdo another. This same competitive attitude pervades the practice studio. The dancers are competing even while practicing, and the behavior of teachers and dancers is affected by this situation. The style is pushed further. Instead of being involved in the lesson in a manner in which the content of the dance may be experienced, the need to be better than others is explicitly addressed so that this becomes the focus of the dance activity.

#### The Federation

The World Dance Sport Federation (WDSF) is the world governing body for Dance Sport. It was founded 1957 under the name International Council of Amateur Dancers in Wiebsbaden, Germany, and is now a non-governmental international constituted under Swiss law. It has its siege social in Lausanne, Switzerland, and its offices in Sant Cugat, Barcelona, Spain.

The mission of WDSF is to regulate, administer and develop Dance Sport. For the benefit of millions of athletes at every level and on all continents.

**As per its Statutes, WDSF pursues the following objectives:**

- To advance, promote, and protect the character, status and interests of Dance Sport worldwide.
- To develop standardized rules governing international competitions.
- To author and enforce Codes of Conduct and Standards of Ethics for both athletes and officials.
- To advise and assist the WDSF National Member Bodies and the Associate Members in the administration of Dance Sport in their countries and organisations.
- To represent Dance Sport in the Olympic Movement.

**Factors which a judge weigh in assessing a couple's performance**

- posture
- timing
- line
- hold
- poise
- togetherness
- musicality and expression
- presentation
- power
- foot and leg action
- shape
- lead and follow
- floor craft

**Characteristic of standard dance**

The five Standard dances are the Waltz, Tango, Viennese Waltz, Slow Foxtrot and Quickstep. Somewhat more formal than their Latin counterparts - and not just in terms of the athletes' attire - they are generally danced in a closed position of the partners. The hold a Standard dance commences with is maintained throughout.

**Waltz**

Waltz is the fundamental Ballroom dance. Originating hundreds of years ago in Bavarian Europe, the original waltz had a much faster tempo and was more similar to our modern 'Viennese Waltz'. The dance experienced significant opposition when it was popularized across Europe. The idea of a man holding a woman hip to hip and cavorting about seemed somehow improper. This modern 'Slow Waltz' is derived from an American version of the Waltz called 'The Boston' which was characterized by the slow tempo, long flowing steps, and the closed position which made our slow waltz what it is today.

**Tango**

The tango is a departure from the other standard dances. The tango exhibits no rise & fall, so characteristic of the other standard dances. The tango exhibits no sway or lilt. What then does the Tango have? Contra-body staccato movement and lots of it! The American Tango is characterized by the use of drum rhythm, and legato movement, with

a wide variety of character and emotion. Very different from its American counterpart, the International Tango is best described as Fierce in character, and an intensely powerful dance. The International Tango is a dance with frequent sharp snaps and twists, where it may appear that the woman is nearly about to be broken in two by the powerful man.

### **Viennese Waltz**

The Viennese Waltz is the classic waltz, more often featured in films than the more modern 'slow Waltz'. This dance is a quick rotating dance with a subtle rise and fall. It is considered a very difficult dance to do properly, even in its simplest form.

### **Foxtrot**

The Foxtrot is the world's most popular ballroom dance. This dance originated in the United States in 1913 when a Vaudeville stage performer named Harry Fox would perform the trot as part of his act. The Foxtrot was a huge leap forward for ballroom dance inasmuch as it was the first dance to incorporate both slow (two beat) and quick (one beat) steps. The Foxtrot exhibits a lilting characteristic with slow gradual rise and fall. Swing and sway are part of this dance as well.

### **Quickstep**

Originally called 'Quick-Time Foxtrot' (and originally competed under the category 'Quick-Time Foxtrot and Charleston'), the Quickstep developed from the slower Foxtrot. As bands began to play the Foxtrot rhythm in a faster and faster manner, dancers still wanted to dance their familiar Foxtrot steps. After some adjustment Quickstep emerged as its own dance.

### **Characteristic of Latin - American dance**

The term „Latin dance “may be used in two different ways. To denote dances that originated in Latin American and to name a category of international style ballroom dances. Many popular dances originated in Latin America and so are referred to as Latin dances. International Latin consists of the following five dances (samba, cha-cha, rumba, paso doble, jive). These dances are now performed all over the world as Latin-American dances in international Dance Sport competition, as well as being danced socially.

### **Samba**

The emphasis is on the flexibility of the torso. The waist, which connects the upper and lower torso (pelvis), allows them to move separately. The movement is generally initiated by the pelvis, which is the centre of gravity, while the upper torso is the centre of levity. The flexibility of the torso is related to the dynamic qualities of the Samba. The recurring actions in the Samba are twisting actions, coupled with contracting and extending (or bending and stretching). The basic figure travels through space, emphasizing not the action of travelling, but the zig-zag floor patterns which serve to give the parading quality to the Samba. Circling in space while travelling or remaining on the spot, is a recurrent spatial structure.

### **Cha – cha**

The emphasis is on the legs and feet. The emphasis is on "stepping" which results in the action of gestures of the legs and transferring the weight. The dance does not travel in its choreographic structure, but remains in one area of the dance floor. The couple moves in



opposite and shared directions creating a kind of "dialogue in space", which helps to create the "cheeky" nature of the dance. There is a little more emphasis on shaping the body in space than in the Samba. The recurrent phrasing of the Cha-Cha-Cha is impactful.

### **Rumba**

Physically, the emphasis is given to the hips. The woman emphasizes her hips through movement, tending and focusing an awareness of this effect. The male emphasizes his hips through movement and through awareness of his movement, but focuses on his partner. In the Rumba, the walks do not serve to create "travelling", but to serve the weight transference. This weight transference merges with a twisting action and it is the sequential coupling of these two actions that contributes to the essential character of the Rumba. Choreographically, the dance does not travel in space but is created in space via the circling, sliding and passing of the couples around, through and in and out of a shared central space. There is more emphasis on shaping and design than in the Samba and Cha-Cha-Cha, although it is the shaping of the dynamics rather than the shaping of the body that creates its essential ever-changing form.

### **Paso doble**

The emphasis seems to fall on the arms, the elbows, the wrists, the fingers. Also emphasized are the feet, the heels of the feet creating the rhythmic structure and the torso giving the movement its shape and defining the dancer's clear posture. Together the accent on these body parts contributes towards the Spanish character of the Paso Doble. While this dance travels through space, its character is created by the recurrent merging of twisting actions into stretching actions. This dance is the most shaped of the five dances. The shapes of the body are clearly designed and positional. There is strong spatial tension created between partners. Shapes are created in space through illusionary cape movements and "rondes" (spatial progression), and the shape is further created and consolidated through the use of spatial projection. For example, when the dancers focus directly outwards, their body designs are projected further into space. It is the clearest of all five dances in its floor pattern, because of the relationship between the music and figures, which seems to set the direction of the dance. Three-dimensional movements and positions are a strong focus. Through this emphasis on spatial structures the Paso Doble finds its pride and dignity.

### **Jive**

The gestural kicks and flicks of the legs are emphasized sized in the international style, while the authentic style adds the torso and hips. The characteristic actions of the international style are "gestures", while the authentic style adds the recurring "leaning" and "overbalancing" actions. Both styles are characterized with partners going to and from a central point and circling it. The central point is created by the hand hold.

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WDSF competition rules Status AGM Berlin, June 2012

## New words and expressions

English	Pronunciation	Slovak
ballroom dances	['bɔ:lru:m 'dɑ:nsɪz]	štandardné/spoločenské tance
ballroom teachers	['bɔ:lru:m 'ti:tʃəz]	lektori spoločenských tancov
beat	[bi:t]	doba
body contact	['bɒdi 'kɒntækt]	telesný kontakt
championship	['tʃæmpɪənʃɪp]	majstrovstvá/majstrovská súťaž
choreography	[,kɒrɪ'ɒgrəfi]	choreografia
closed position	[kləʊzd pə'ziʃn]	zatvorené postavenie
competitions	[,kɒmpə'tɪʃnz]	súťaže
counter-clockwise	['kaʊntə 'klɒkwaɪz]	proti smeru hodinových ručičiek
couples	['kʌplz]	páry/tanečné páry
dance	[dɑ:ns]	tanec
dance form	[dɑ:ns' fɔ:m]	forma tanca
dance schools	[dɑ:ns sku:lz]	tanečné školy
dancers	['dɑ:nsəz]	tanečníci
emotion	[ɪ'məʊʃn]	emócia
entertainment	[,entə'teɪnmənt]	zábava
figures	['fɪgəz]	tanečné figúry
floor craft	[flɔ: kra:ft]	schopnosť orientácie na parkete
focus of the dance activity	[ðə 'fəʊkəs əv ðə dɑ:ns æk'tɪvəti]	zameranie tanečnej aktivity
foot and leg action	[fʊt ənd leg 'ækʃn]	práca nôh a chodidiel
gradual	['grædʒʊəl]	postupný
hold	[həʊld]	držanie
intangibles	[ɪn'tændʒəbəlz]	pojem, zahŕňajúci subjektívne pojmy, ako napr. osobnosť
international competition	[ɪntə'næʃnəl ,kɒmpə'tɪʃn]	medzinárodná súťaž
lead and follow	[li:d ənd 'fɒləʊ]	vedenie a nasledovanie
line	[laɪn]	linie
musicality	[,mju:zɪ'kæləti]	muzikálnosť
parallel feet	['pærəlel fi:t]	paralelná - rovnobežná pozícia nôh
performance of standardized rhythms	[pə'fɔ:məns əv 'stændədaɪzd 'rɪðəmz]	predvádzanie štandardizovaných rytmov
physical enjoyment	['fɪzɪkəl ɪn'dʒɔɪmənt]	fyzické potešenie
poise	[pɔɪz]	párová rovnováha
posture	['pɒstʃə]	držanie tela
power	['paʊə]	sila a energia



presentation	[ˌprezn'teɪʃn]	prezentácia
promote	[prə'məʊt]	podporovať
quick	[kwɪk]	rýchlo
rhythm	['rɪðəm]	rytmus
rhythms	['rɪðəmz]	rytmy
rotate	[rəʊ'teɪt]	točiť sa
round dances	['raʊnd 'dɑːnsɪz]	kruhové tance
rules	[ruːlz]	pravidlá
rules and conventions for practice	[ruːlz ənd kən'venʃnz fə 'præktɪs]	pravidlá a konvencie pre prax
shape	[ʃeɪp]	tvar
slow	[sləʊ]	pomaly
slow tempo	[sləʊ 'tempəʊ]	pomalé tempo
social dances	['səʊʃl 'dɑːnsɪz]	spoločenské tance
social intercourse	['səʊʃl 'ɪntəkoʊrs]	spoločenský styk
spontaneous element of participation	[spɒn'temɪəs 'elɪmənt əv pɑːtɪ'sɪp'eɪʃn]	spontánny prvok z účasti
standardizing	['stændədaɪzɪŋ]	štandardizácia
technique	[tek'nɪ:k]	technika
timing	['taɪmɪŋ]	takt a rytmus
togetherness	[tə'geðənəs]	spoločné tancovanie
turned – out foot positions	[tʊːnd aʊt fʊt pə'zɪʃnz]	vytočená pozícia nôh
walk	[ðə wɔːk]	chôdza

## Exercise 1

Fill the missing words

- Ballroom dancing, which includes Standard and ---- American dancing, is offered by ---- schools as a ---- activity. (social, Latin, dance)
- In this ---- it emerges with significant ---- which characterize not only its practice but the nature of the institution. (elements, isolation)
- This relaxed ---- dancing environment is the root of ---- Latin and Standard dancing. (social, competitive)
- The ---- are competing even while ----, and the behavior of teachers and dancers is affected by this situation (dancers, practicing)
- One of the joys of social dancing is the ---- element of participation (spontaneous)

## Exercise 2

Fill the missing letters

- The function of social ballroom dancing is to give physical enjoy-ent to the particip-nts, through the perfor-ance of stan-ardized rh-thms and movements, and s-cial satisfaction through group participation.
- Today's compet-ive institu-ion is artificially ke-t alive.
- The dan-ers are c-mpeting even while practicing, an the behavior of teachers and dancers is affected by this situation.
- In per-ormanc-, one dance co-ple works to outdo another.

## Exercise 3a

Match the words from the left column with the ones on the right

1	social dancing	A	activity
2	spontaneous	B	element
3	nature of the	C	energy
4	group	D	enjoyment
5	physical	E	environment
6	standardized	F	importance
7	dance	G	institution
8	release	H	participation
9	social	CH	rhythms
10	equal	I	schools

## Exercise 3b

1	common opportunity for the	A	attitude
2	practice	B	couple
3	significant	C	element
4	one dance	D	performance
5	competitive	E	studio

## Exercise 4

Find all the words in exercise

posture, timing, line, floor craft, waltz, tango, quickstep, power, shape, poise, dancer, slow, steps, hair, shoes, ties, twist, jump, run, salsa

P	O	S	T	U	R	E	B	T	L
Q	A	T	F	L	L	U	R	I	P
D	U	S	A	L	S	A	N	M	O
A	W	I	R	O	P	E	U	I	S
N	O	W	C	M	E	J	D	N	H
C	L	T	R	K	T	A	N	G	O
E	S	I	O	P	S	H	A	P	E
R	A	A	O	N	C	T	I	E	S
H	W	A	L	T	Z	I	E	N	G
R	I	A	F	R	E	W	O	P	!

## Exercise 5

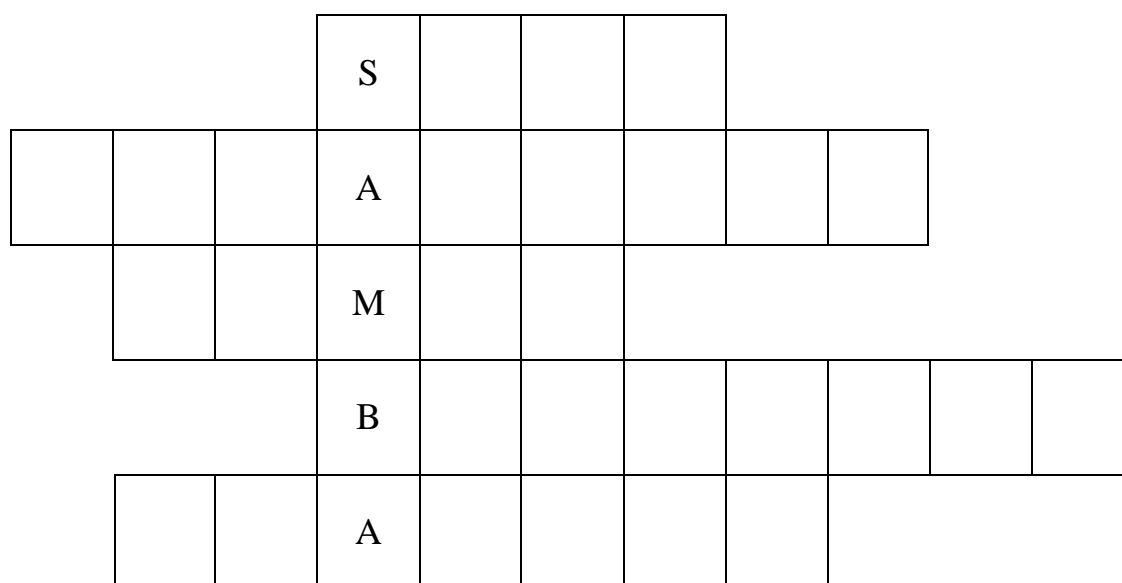
Answer the questions

1. Which types of following dances belong to Standard dances?
  2. Which types of following dances belong to Latina dances?
  3. Which kind of Standard Dance is the quickest?
  4. Which kind of Standard Dance is the slowest?
  5. Which type of following dance does not belong to Standard Dance?
- a) samba    b) waltz    c) tango    d) salsa    e) foxtrot    f) jive
6. Write at least 5 criteria, by which judges rate dancers on competitions?

## Exercise 6

Find all the words in exercise. Answer the questions

1. The opposite of QUICK is ...
2. What is the recurrent phrasing of the Cha-Cha-Cha?
3. What is the slowest latin dance?
4. Type of dance which is formal, elegant, conservative and it was developed mainly in Europe.
5. What action adds authentic style in jive?



### Normal Hold in Standard and Latin dances

Most easily assumed when standing face to face with your partner, each with feet together, your right foot pointing between your partner's feet, with minimal gap between partners' hips.

Man's right hand cups lady's left shoulder blade. Lady's left hand grips man's upper right arm, exact placement varying with the height difference between the partners. Lady's right hand is placed in man's left, palms facing, lady's fingers in the veer between man's fingers and thumb.

### **Normal position**

The man and lady face each other. Theoretically there should be body contact at the hips, though at a social level some distance may be maintained. Each dancer is slightly to the left of the other's centre line. If they both have their feet together then each person's right foot points between the other's feet. Hence if you step forward on your left foot you step outside your partner, meaning to the left (from your point of view) of your partner's right foot. If you step forward with your right foot you step between your partner's feet. When dancing with body contact, this means the insides of the partner's right thighs brush together. The offset to the left has a practical purpose. If you step forward on your left or right foot slightly before your partner steps back on his or her right or left foot respectively, the offset means your foot passes beside your partner's legs rather than kicking him or her in the chins.

### **Closed Position (Ballroom)**

#### **Description**

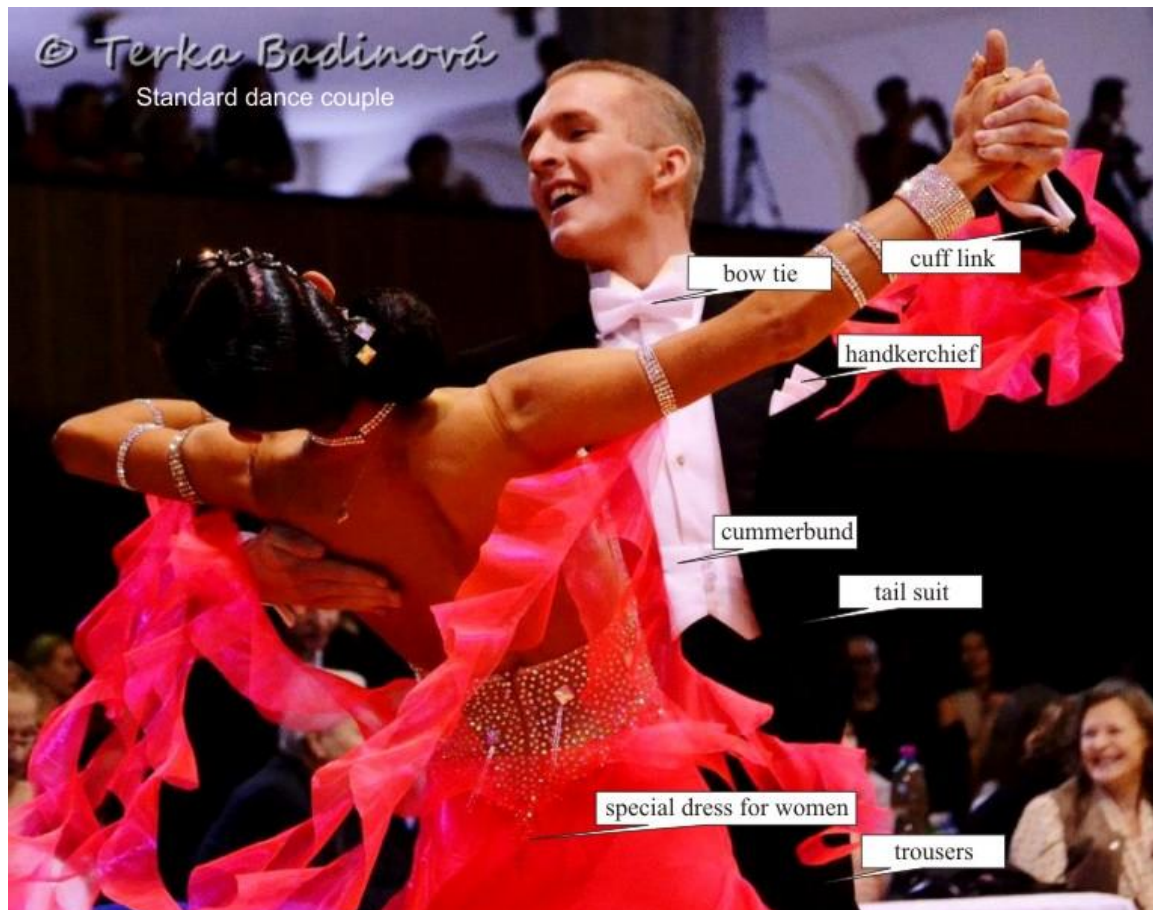
The Closed Position in the smooth ballroom dances is the most basic and common position used to move around the dance floor.

#### **Positioning**

Man and lady stand in front of each other in body contact, slightly offset to the left. The feet should be positioned slightly offset so that the right foot of either partner can step between the other partner's feet.

#### **Contact Points**

1. Body contact. The right half of the man's front is in contact with the right half of the lady's front. The connection begins at the upper thighs and should continue all of the way up to the middle of the torso.
2. Man's left hand to lady's right hand. Palm to palm in an upper-hand clasp, with fingers and thumbs closed around partner's hand.
3. Man's right hand on lady's back. Right hand is loosely cupped with fingers and thumb together (not spread apart). Hand connects to her back on her shoulder blade. His wrist should make contact with her underarm at the junction of her arm and body.
4. Lady's left hand and forearm on man's upper arm. This connection can vary, based on the length of each partner's arm length and relative height. A well-matched couple of average height and arm length will find her hand resting on top of the junction of his deltoid and bicep.



Closed Position (Latin)

### Description

The Closed Position in the Latin dances is the most basic and common position used to move around the dance floor.

### Positioning

Man and lady stand directly in front of each other, a few inches apart. Tone is maintained through the arms, and body weight is held forward towards the balls of the feet.

### Contact Points

1. Man's left hand to lady's right hand. Palm to palm in an upper-hand clasp, with fingers and thumbs closed around partner's hand.
2. Man's right hand on lady's back. Right hand is loosely cupped with fingers and thumb together (not spread apart). Hand connects to her back on her shoulder blade. His wrist should make contact with her underarm at the junction of her arm and body.
3. Lady's left arm and hand to man's right arm and shoulder. She may connect on top of his arm, or slightly around the outside. For best results, contact should be maintained throughout the entire arm.



Ballroom Dancing for beginners (Dancers notes 2001, Kevin Buell, Revision August 18 2001)

Howard, G. (2002). Technique of ballroom dancing, Chapman Graphics Corporation Limited Printed in England. ISBN 0 900326 43 3

Vermey, R. (1994). Latin, Thinking, sensing and doing in Latin American dancing. Printed in Italy by Legoprint s.r.l., Trento ISBN 3-924592-44-6

## New words and expressions

English	Pronunciation	Slovak
area	['eəriə]	priestor
balancing	['bælənsɪŋ]	vyvažovanie
bending	['bendɪŋ]	ohýbanie
body center	['bɒdi 'sentə]	centrum tela
bow tie	[baʊ taɪ]	motýlik
centre of gravity	['sentər əv 'grævɪti]	tážisko
centre of levity	['sentər əv 'levɪti]	centrum vznosu
character	['kærəktə]	charakter
closed position	[kləʊzd pə'zɪʃn]	uzatvorené postavenie



competition	[ˌkɒmpə'tɪʃn]	súťaž
connected	[kə'nektɪd]	spojené
contact points	[ˈkɒntækt pɔɪnts]	kontaktné body
cuff link	[kʌf lɪŋk]	manžetové gombíky
cummerbund	[ˈkʌməbʌnd]	šerpa okolo pása
dance dresses	[dɑːns 'dresɪz]	tanečné šaty
dance floor	[dɑːns flɔː]	tanečný parket
directly	[dɪ'rektli]	priamo
dress shirt	[dres ʃɜːt]	fraková košeľa
dynamic qualities	[daɪ'næmɪk 'kwɒlɪtɪz]	dynamické vlastnosti
elbows	[ˈelbəʊz]	lakte
emphasis	[ˈemfəsis]	dôraz
exact placement	[ɪɡ'zækt 'pleɪsmənt]	presné umiestnenie
feeling of exhaling	[ˈfiːlɪŋ əv eks'heɪlɪŋ]	pocit vydýchnutia
feet	[fiːt]	chodidlo
flexibility	[ˌfleksə'bɪlɪti]	flexibilita, pohyblivosť, ohybnosť
frame	[freɪm]	rám - tanečný
fundamentals	[ˌfʌndə'mentlɪz]	zásady
handkerchief	[ˈhæŋkətʃɪf]	vreckovka
heavy	[ˈhevi]	silný
hip	[hɪp]	bedro, bok
hold your own frame up	[həʊld jər əʊn freɪm ʌp]	držať si vlastný rám
impulse	[ˈɪmpʌls]	impulz
international	[ˌɪntə'næʃnəl]	medzinárodný
international style	[ˌɪntə'næʃnəl staɪl]	medzinárodný štýl
junction	[ˈdʒʌŋkʃn]	prechod
Latin America	[ˈlætɪn ə'merɪkən]	Latinská Amerika
latin dances	[ˈlætɪn dɑːnsɪz]	latinské tance
Latin-american dances	[ˈlætɪn - ə'merɪkən 'dɑːnsɪz]	latinsko - americké tance
lead and follow	[liːd ənd 'fɒləʊ]	vedenie a nasledovanie
leaning	[ˈliːnɪŋ]	sklon
legs moves like scissors	[legz muːvz 'laɪk 'sɪzəz]	nohy sa pohybujú ako nožnice
lifted	[ˈlɪftɪd]	zdvihnuté
light	[laɪt]	ľahký
look straight ahead	[lʊk streɪt ə'hed]	pozerať rovno
loosely cupped	[ˈluːsli kʌpt]	voľne spojená
lowered	[ˈləʊəd]	znížené
movement	[ˈmuːvmənt]	pohyb
no drop-dead elbows	[nəʊ drɒp - ded 'elbəʊz]	nie padnuté mŕtve lakte
one-hand hold	[wʌn - hænd həʊld]	jednoručné držanie
opposition	[ˌɒpə'zɪʃn]	opozícia
overbalancing	[ˌəʊvə'bælənsɪŋ]	preváženie
palms	[pɑːmz]	dlane
partners	[ˈpɑːtnəz]	partneri
performed	[pə'fɔːmd]	predvádzané
posture	[ˈpɒstʃə]	držanie, postavenie
pulled in	[pʊld ɪn]	zatiehnuté



repeated actions	[rɪ'pi:tɪd 'ækʃnz]	opakované akcie
results	[rɪ'zʌlts]	výsledky
ribcage	['rɪbkɛɪdʒ]	hrudný kôš
shape	[ʃeɪp]	tvar
shoulder blade	['ʃəʊldə bleɪd]	lopatka
shoulders	['ʃəʊldəz]	ramená
slightly	['slɑɪtli]	mierne
spatial structures	['speɪʃl 'strʌktʃəz]	priestorové štruktúry
special dance shoes	['speʃl dɑːns ʃuːz]	špeciálne tanečné topánky
spread apart	[spred ə'pɑːt]	rozťahnuté
stepping	['stepɪŋ]	kráčať
swinging	['swɪndʒɪŋ]	hojdavý, kolísavý
tail suit	[teɪl su:t]	frak
tight	[taɪt]	pevný, tesný
tight position	[taɪt pə'zɪʃn]	pevné postavenie
tone	[təʊn]	napätie
torso	['tɔːsəʊ]	trup
trousers	['traʊzəz]	nohavice
twisting	['twɪstɪŋ]	krútenie
two-hand hold	[tuː - hænd həʊld]	obojručné držanie
underarm	['ʌndəɑːm]	podpazušie
waist	[weɪst]	pás

## Key

### Exercise 1

- Ballroom dancing, which includes Standard and Latin American dancing, is offered by dance schools as a social activity.
- In this isolation it emerges with significant elements which characterize not only its practice but the nature of the institution.
- This relaxed social dancing environment is the root of competitive Latin and Standard dancing.
- The dancers are competing even while practicing, and the behavior of teachers and dancers is affected by this situation.
- One of the joys of social dancing is the spontaneous element of participation.

### Exercise 2

- The function of social ballroom dancing is to give physical enjoyment to the participants, through the performance of standardized rhythms and movements, and social satisfaction through group participation.
- Today's competitive institution is artificially kept alive.
- The dancers are competing even while practicing, and the behavior of teachers and dancers is affected by this situation.
- In performance, one dance couple works to outdo another.

### Exercise 3a

1E, 2B, 3G, 4H, 5D, 6CH, 7I, 8C, 9A, 10F

### Exercise 3b

1D, 2E, 3C, 4B, 5A

### Exercise 4

P	O	S	T	U	R	E	B	T	L
Q	A	T	F	L	L	U	R	I	P
D	U	S	A	L	S	A	N	M	O
A	W	I	R	O	P	E	U	I	S
N	O	W	C	M	E	J	D	N	H
C	L	T	R	K	T	A	N	G	O
E	S	I	O	P	S	H	A	P	E
R	A	A	O	N	C	T	I	E	S
H	W	A	L	T	Z	I	E	N	G
R	I	A	F	R	E	W	O	P	!

**Ballroom Dancing!**

### Exercise 6

1. slow
2. impactive
3. rumba
4. ballroom
5. leaning

## Unit 21: Goalball (Adapted Physical Activities)

(Mgr. Dagmar Nemček, PhD.)

### To begin with...

Do you think that totally blind people can play a ball game?

The ball game for people with visual impairments is called goalball.

### What is goalball?

Goalball is a sport played by people who are blind or visually impaired. The game is played indoors on a court the size of volleyball court. In goalball two teams, consisting of three members each, oppose each other at opposite ends of the court. All players wear eye shades. The game is played by trying to roll (referred to as a throw) the goalball past the opposition's goal line, which is the end line of the court. The goalball emits an auditory cue, made by bells within the ball, to help the players track the path of the thrown ball. Players have specific areas to cover according to their positions as they try to stop the roller ball. Players must attempt to stop the rolled ball and, if successful, quickly return it toward the opposition in hopes of throwing it past them for a score. Players hold a stationary position during play, moving only to slide and block the ball while diving to the floor.

The goalball court is 18 meters long and 9 meters wide and is divided into three areas that extend the width of the court. The middle of the court is called the neutral area and is 6 meters long. The remaining two areas are called the throwing area and the team area; they are marked for each team and are 3 meters long. To help the players recognize their areas of play, a narrow rope or clothes line is placed on the floor and covered by floor tape to create a tactile border around each section of the court.

The degree of vision is not an issue with goalball because all players must wear eye shades. During official competition, players are not allowed to touch or adjust their eye shades while on the court. Players must adhere to the following sport classification of visual impairment:

- People classified as B1 have vision ranges from no light perception in either eye up to and including the ability to perceive light. There is no visual ability to recognize objects in any direction or at any distance.
- People classified as B2 can see at 2 meters what people with normal vision see at 60 meters (i.e., below 2/60 vision), have a field of vision less than 5 degrees, or both.
- People classified as B3 can recognize objects between 2 and 60 meters away. They can see at 2 meters what people with normal vision see at 60 meters (i.e., 2/60 to 6/60 vision), have a field of vision between 5 and 20 degrees, or both.
- People classified as B4 can recognize objects between 2 and 70 meters away. They can see at 2 meters what normal vision looks like at 70 meters (i.e., 2/70 to 2/70 vision). Their visual field is larger than 20 degrees in the best eye with the best practical eye correction.

The ball is approximately the size of a basketball and is made of very durable rubber. Inside the ball are a set of bells, similar to jingle bells, that roll freely when the ball is rolled from one end of the court to the other. The sound of the bells helps the player track its location. Hip, elbow, and knee padding is recommended for all players because the method of blocking a thrown ball is to execute a dive-and-block movement.

An official game length is two 10-minute halves, or 20 total minutes. In the case of an overtime, the teams play two additional three-minute halves. A second coin toss is used to determine which team will throw first in the overtime.

Davis, R.W. (2001). Goalball. In Teaching disability sport. A guide for physical educators. United States of America: Human Kinetics, p. 169-191. ISBN-10: 0-7360-8258-1, ISBN-13: 978-0-7360-8258-7

## New words and expressions

English	Pronunciation	Slovak
ability	[ə'biləti]	schopnosť
ability to perceive light	[ə'biləti tə pə'si:v laɪt]	schopnosť vnímať svetlo
additional	[ə'dɪʃnəl]	dodatočný, doplnkový, ďalší
adhere	[əd'hɪə]	dodržiavať
adjust	[ə'dʒʌst]	upraviť, prispôbiť
allow	[ə'laʊ]	dovoliť, povoliť, dať súhlas
approximately	[ə'prɒksɪmətli]	približne, asi, cca
area	[ˈeəriə]	územie
attempt	[ə'tempt]	pokus
auditory	[ˈɔ:dɪtəri]	zvukový
ball	[bɔ:l]	lopta
basketball	[ˈbɑ:skɪtbɔ:l]	basketbal, basketbalová lopta
bell	[bel]	zvonec
blind	[blaɪnd]	slepý
block	[ˈblɒk]	blok, blokovat', brániť
border	[ˈbɔ:də]	hranica
classification	[ˌklæsɪfɪ'keɪʃn]	klasifikácia, triedenie
classified	[ˌklæsɪfaɪd]	klasifikovaný
clothe	[kləʊð]	obliecť
clothes line	[kləʊðz laɪn]	čiara z textílie
coin	[kɔɪn]	minca
coin toss	[kɔɪn tɒs]	vyhodenie mince
competition	[ˌkɒmpə'tɪʃn]	súťaž, súťaženie, preteky
consist	[kən'sɪst]	skladať sa, pozostávať, byť zložený
correction	[kə'rekʃn]	úprava, náprava
court	[kɔ:t]	ihrisko, kurt
cover	[ˈkʌvə]	prikryť, pokryť, zakryť
cue	[kju:]	podnet, signál, popud, impulz
degree	[dɪ'ɡri:]	stupeň, miera, množstvo
determine	[dɪ'tɜ:mɪn]	určovať, určiť, udávať
direction	[dɪ'rekʃn]	smer

distance	['distəns]	vzdialenosť, medzera, rozstup
dive	[daɪv]	skočiť, vrhnúť sa, spadnúť, prudko klesnúť
dive-and-block	[daɪv-ænd-'blɒk]	útok a obrana
divide	[dɪ'vaɪd]	deliť, rozdeliť
durable	['djʊərəbəl]	odolný, trváci
elbow	['elbəʊ]	laket
emit	[ɪ'mɪt]	vydávať (zvuk)
end	[end]	koniec
end line	[end laɪn]	koncová čiara
execute	['eksɪkjʊ:t]	uskutočniť, urobiť, vykonať
extend	[ɪk'stend]	rozprestierať sa, tiahnuť sa, viesť
eye	[aɪ]	oko
eye correction	[aɪ kə'rekʃn]	náprava oka
eye shades	[aɪ feɪdz]	tienidlo na oči
field of vision	[fi:ld əv 'vɪʒn]	zorné pole
floor	[flɔ:]	dlážka, povrch, palubovka
floor tape	[flɔ: teɪp]	lepiaca páska na palubovku
follow	['fɒləʊ]	nasledovať
following	['fɒləʊɪŋ]	nasledujúci
game	[geɪm]	hra, zápas
goal	[gəʊl]	bránka, gól
goal line	[gəʊl laɪn]	bránková čiara
halves	[hɑ:vz]	polovice, polčasy
hip	[hɪp]	bok
hold	[həʊld]	držať, podržať, pridržať
impairment	[ɪm'peəmənt]	porucha
include	[ɪn'klu:d]	zahŕňať, obsahovať
including	[ɪn'klu:ɪŋ]	vrátane, počítajúc do toho
indoor	['ɪndɔ:]	sálový, halový, krytý, vnútorný
inside	[ɪn'saɪd]	vnútri
issue	['ɪʃu:]	záležitosť, otázka, zásadný problém
jingle bell	['dʒɪŋɡl bel]	rolnička
knee	[ni:]	koleno
large	[lɑ:dʒ]	veľký, rozsiahly
length	[leŋθ]	dĺžka
less	[les]	menej
light	[laɪt]	svetlo
light perception	[laɪt pə'sepʃn]	vnímanie svetla, svetlocit
line	[laɪn]	čiara
location	[ləʊ'keɪʃn]	poloha, umiestnenie, miesto
long	['lɒŋ]	dlhý
mark	[mɑ:k]	označiť, vyznačiť
member	['membə]	člen
method	['meθəd]	metóda, spôsob
method of blocking	['meθəd əv 'blɒkɪŋ]	metóda blokovania
middle	['mɪdl]	stred, prostriedok
move	[mu:v]	hýbať (sa), pohybovať (sa), presunúť (sa)

movement	['mu:vmənt]	pohyb, presun
narrow	['nærəʊ]	úzky
neutral	['nju:trəl]	neutrálny
neutral area	['nju:trəl 'eəriə]	neutrálne pásmo
normal vision	['nɔ:ml 'vɪʒn]	normálne videnie (vízus)
object	[əb'dʒekt]	objekt, predmet, vec
official	[ə'fɪʃl]	oficiálny
official competition	[ə'fɪʃl ,kɒmpə'tɪʃn]	oficiálne preteky, oficiálna súťaž
oppose	[ə'pəʊz]	čeliť, postaviť sa (proti čomu, komu)
opposite	['ɒpəzɪt]	proti, naproti, oproti, protiľahlý
opposite end	['ɒpəzɪt end]	protiľahlý koniec
opposition	[,ɒpə'zɪʃn]	protivník, súper, protihráč
opposition's goal line	[,ɑ:pə'zɪʃənz gəʊl laɪn]	súperova bránkovú čiaru
overtime	['əʊvətəɪm]	nadčas, predĺženie, nadstavený čas
padding	['pædɪŋ]	chránič
past	[pɑ:st]	za, cez
path	[pɑ:θ]	dráha, trasa, cesta
perceive	[pə'si:v]	vnímať
perception	[pə'sepʃn]	percepcia, vnímanie
place	['pleɪs]	miesto
position	[pə'zɪʃn]	pozícia
prefer	[prɪ'fɜ:]	uprednostňovať, preferovať
preferred	[prɪ'fɜ:d]	uprednostňovaný, preferovaný
range	[reɪndʒ]	škála, rozmedzie, rozpätie, rozsah
recognize	['rekəɡnaɪz]	spoznať
recommend	[,rekə'mend]	odporučiť
remain	[rɪ'meɪn]	zostávajúci
return	[rɪ'tɜ:n]	vrátiť (späť)
roll	[rəʊl]	kotúľať
rope	[rəʊp]	lano, povraz, šnúra
rubber	['rʌbə]	guma
score	[skɔ:]	získať bod, skórovať, bodovať
section	['sekʃn]	sekcia, úsek, diel, časť
set	[set]	súprava, súbor, set
shade	[ʃeɪd]	tieň, tienidlo
size	[saɪz]	veľkosť, rozmer, rozsah, číslo
slide	[slaɪd]	kĺzať (sa), sklúzať (sa), vklúzať, sklúzať
sound	['saʊnd]	zvuk
sport	[spɔ:t]	šport
sport classification	[spɔ:t ,klæsɪfrɪ'keɪʃn]	športová klasifikácia
stationary	['steɪʃənəri]	nehybný, stacionárny, stojaci
stationary position	['steɪʃənəri pə'zɪʃn]	nehybná pozícia v stoji, stacionárna pozícia
tactile	['tæktail]	taktilný, hmatový, dotykový
tactile border	['tæktail 'bɔ:də]	dotyková (taktilná) hranica
tape	[teɪp]	páska, lepiaca páska, lepiaca izolačná páska
team	[ti:m]	družstvo, tím

team area	[ti:m 'eəriə]	hráčske pásmo (obránné pásmo)
throw	['θrəʊ]	hod, odhod
throwing area	['θrəʊɪŋ 'eəriə]	pásmo odhodu
touch	[tʌtʃ]	dotyk, dotknúť (sa)
toward	[tə'wɔ:d]	do, ku (napred)
toward the opposition	[tə'wɔ:d ði ˌɒpə'zɪʃn]	(naspäť) súperovi
track	[træk]	sledovať, stopovať
track the path	[træk ðə pɑ:θ]	identifikovať dráhu (trasu)
try	[traɪ]	snažiť sa, pokúšať sa, skúšať
up to	[ʌp tu:]	po (určitú hranicu)
vision	['vɪʒn]	videnie (zrková ostrosť)
visual	['vɪʒuəl]	zrkový, vizuálny, optický
visual ability	['vɪʒuəl ə'bɪləti]	schopnosť vidieť, vizuálna schopnosť
visual field	['vɪʒuəl fi:ld]	zorné pole
visual impairment	['vɪʒuəl ɪm'peɪmənt]	porucha zraku
volleyball	['vɒlɪbɔ:l]	volejbal
wear	[weə]	nosiť, mať na sebe
wide	[waɪd]	široký
width	[wɪθ]	šírka

## Exercise 1

Match the words from the left column with the ones on the right

consisting of  
wear  
goal  
auditory  
track  
rolled  
stationary  
neutral  
tactile  
visual  
light  
field  
eye  
durable  
set  
dive-and-block  
method  
knee  
three-minute

rubber  
ball  
halves  
movement  
three members  
padding  
border  
cue  
correction  
eye shades  
position  
of bells  
line  
area  
of blocking  
impairment  
of vision  
perception  
the path



## Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

Goalball is a sport played by people who are blind or visually impaired. All players wear eye shades. The goalball emits an auditory cue, made by bells within the ball, to help the players track the path of the thrown ball. Players hold a stationary position during play, moving only to slide and block the ball while diving to the floor. The remaining two areas are called the throwing area and the team area; they are marked for each team and are 3 meters long. The degree of vision is not an issue with goalball because all players must wear eye shades. People classified as B1 have vision ranges from no light perception in either eye up to and including the ability to perceive light. The sound of the bells helps the player track its location. A second coin toss is used to determine which team will throw first in the overtime.

## Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text. (? Write the words in the blanks provided ?).

The game is played ---- on a court the size of volleyball ----.

The game is played by trying to ---- (referred to as a throw) the goalball past the opposition's goal ----, which is the end line of the court.

---- must attempt to stop the rolled ball and, if successful, quickly ---- it toward the opposition in hopes of throwing it past them for a ----.

The ---- court is 18 meters ---- and 9 meters wide and is divided into three areas that extend the ---- of the court.

To help the players recognize their ---- of play, a narrow rope or clothes line is placed on the ---- and covered by floor tape to create a tactile ---- around each section of the court.

People ---- as B3 can recognize objects between 2 and 60 meters ----.

Their visual ---- is larger than 20 degrees in the best eye with the best practical ---- correction.

The ---- is approximately the size of a basketball and is made of very durable ----.

An official game ---- is two 10-minute ----, or 20 total minutes.

### Word bank

areas, away, ball, border, classified, court, eye, field, floor, goalball, halves, indoors, length, line, long, players, return, roll, rubber, score, width

## Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

In goalball teams two, consisting of three members each, oppose other each at opposite ends of the court.

Players have areas specific to cover according to their positions as they stop to try the roller ball.

The middle of the court is called the area neutral and is 6 long meters.

During competition official, players are not touch to allowed of adjust their shades eye while on the court.

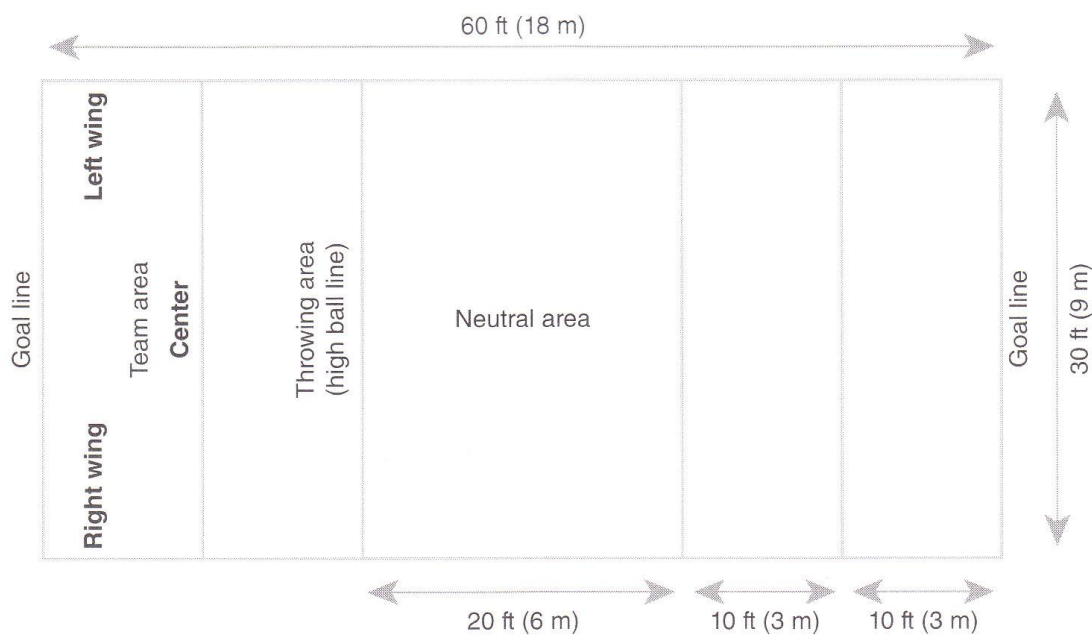
There is no ability visual to recognize objects in any direction or any at distance.

Players must adhere to the following classification sport of impairment visual.

People classified as B2 see can at 2 meters what people with vision normal see at 60 meters (i.e., below 2/60 vision), have a field of vision than less 5 degrees, or both.

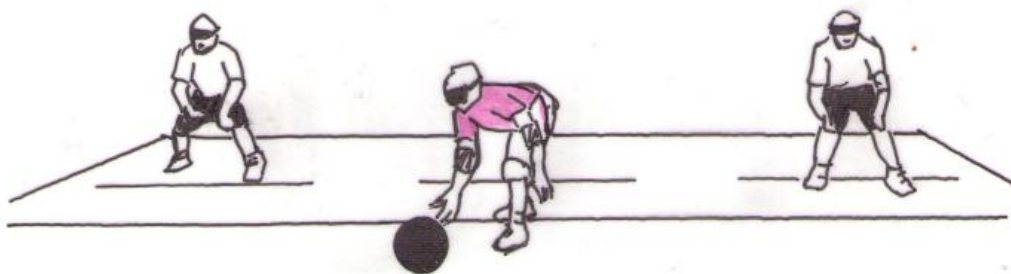
Inside the ball are a bells of set, similar to jingle bells, that roll freely the ball when is rolled from end one of the court to the other.

Hip, elbow, and padding knee is recommended for players all because the method of blocking a thrown ball is to execute a movement dive-and-block.



Court

### Objective of the game



Basic player position for throwing

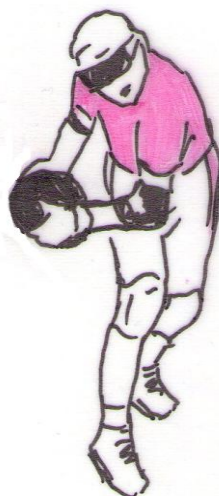


Basic player position for blocking

### Skills - Throwing



Basic throwing stance



Swing the goalball back during the approach for throwing

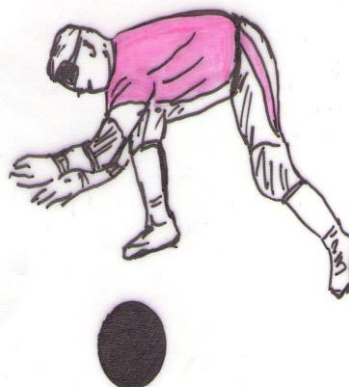


Low body position upon release and follow-through

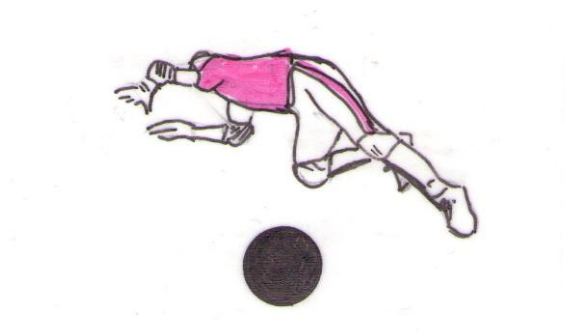
### Skills - Blocking



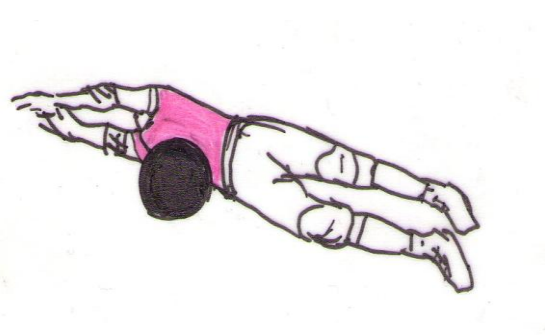
Basic athletic position in preparation to block



Short step to the side of a block



Hands, elbows, and knees contact the floor early

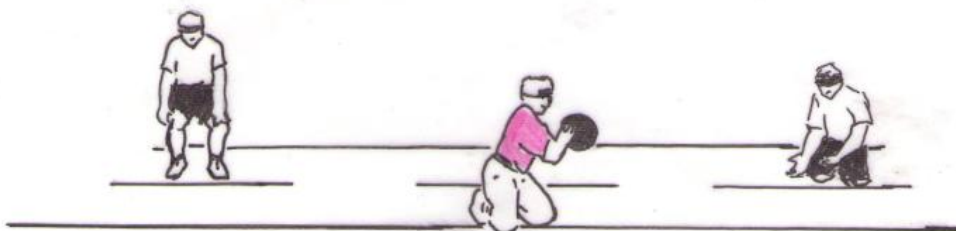


Side-lying position: arms extended, legs together, face protected during block

### Skills - Passing



Face teammate and lift the ball in preparation to pass



Locate a teammate to execute an accurate pass

## Fixed goalball expressions

English	Slovak
ability to perceive light	schopnosť vnímať svetlo
approach for throwing	prístup k odhodu
arms extended	vystreté paže
basic athletic position	základná pozícia športovca

basic throwing stance	základný postoj pre odhod
coin toss	vyhodenie mince
dive-and-block	útok a obrana
execute an accurate pass	vykonať presnú nahrávku (presne nahraj)
eye shades	tienidlo na oči
face is protected during the block	tvár je chránená počas obrany
face protected	chránená tvár
face teammate	otoč sa tvárou k spoluhráčovi
field of vision	zorné pole
follow-through	dotiahnutie
legs together	nohy (dolné končatiny) spolu
lift the ball in preparation to pass	zodvihni loptu a buď pripravený nahrat'
light perception	vnímanie svetla, svetlocit
locate teammate	lokalizuj spoluhráča
low body position upon release	zníž pozíciu tela na vypustenie
opposition's goal line	súperova bránková čiara
position for blocking	obranná pozícia
position for throwing	útočná pozícia
preparation to block	príprava na obranu
short step to the side	krátky krok do strany
side-lying position	pozícia v ľahu na boku
sport classification	športová klasifikácia
stationary position	nehybná pozícia v stoj, stacionárna pozícia
swing the goalball back	švihni goalball vzad
tactile border	dotyková (taktilná) hranica
visual ability	schopnosť vidieť, vizuálna schopnosť
visual field	zorné pole
visual impairment	porucha zraku

## Key

### Exercise 1

consisting of	three members
wear	eye shades
goal	line
auditory	cue
track	the path
rolled	ball
stationary	position
neutral	area
tactile	border
visual	impairment
light	perception
field	of vision
eye	correction
durable	rubber
set	of bells

dive-and-block  
method  
knee  
three-minute

movement  
of blocking  
padding  
halves

### Exercise 2

Goalball is a sport played by people who are blind or visually impaired. All players wear eye shades. The goalball emits an auditory cue, made by bells within the ball, to help the players track the path of the thrown ball. Players hold a stationary position during play, moving only to slide and block the ball while diving to the floor. The remaining two areas are called the throwing area and the team area; they are marked for each team and are 3 meters long. The degree of vision is not an issue with goalball because all players must wear eye shades. People classified as B1 have vision ranges from no light perception in either eye up to and including the ability to perceive light. The sound of the bells helps the player track its location. A second coin toss is used to determine which team will throw first in the overtime.

### Exercise 3

The game is played indoors on a court the size of volleyball court.

The game is played by trying to roll (referred to as a throw) the goalball past the opposition's goal line, which is the end line of the court.

Players must attempt to stop the rolled ball and, if successful, quickly return it toward the opposition in hopes of throwing it past them for a score.

The goalball court is 18 meters long and 9 meters wide and is divided into three areas that extend the width of the court.

To help the players recognize their areas of play, a narrow rope or clothes line is placed on the floor and covered by floor tape to create a tactile border around each section of the court.

People classified as B3 can recognize objects between 2 and 60 meters away.

Their visual field is larger than 20 degrees in the best eye with the best practical eye correction.

The ball is approximately the size of a basketball and is made of very durable rubber.

An official game length is two 10-minute halves, or 20 total minutes.

### Exercise 4

In goalball two teams, consisting of three members each, oppose each other at opposite ends of the court.

Players have specific areas to cover according to their positions as they try to stop the roller ball.

The middle of the court is called the neutral area and is 6 meters long.

During official competition, players are not allowed to touch or adjust their eye shades while on the court.

There is no visual ability to recognize objects in any direction or at any distance.

Players must adhere to the following sport classification of visual impairment.

People classified as B2 can see at 2 meters what people with normal vision see at 60 meters (i.e., below 2/60 vision), have a field of vision less than 5 degrees, or both.

Inside the ball are a set of bells, similar to jingle bells, that roll freely when the ball is rolled from one end of the court to the other.

Hip, elbow, and knee padding is recommended for all players because the method of blocking a thrown ball is to execute a dive-and-block movement.



## Unit 22: Gymnastics

(Mgr. Petra Čaplová, prof. PhDr. Elena Strešková, PhD.)

### To begin with...

Do you know who the holder of most individual event Olympic medals is?

The Soviet gymnast Larisa Latynina has 14 individual Olympic medals and four team medals. Although the American swimmer Michael Phelps broke her total medal count record, her record for individual event medals (14) still stands.

### What is gymnastics?

Gymnastics may be globally defined as any physical exercise on the floor or apparatus that promotes endurance, strength, flexibility, agility, coordination, and body control. At its best, it is body management through the use of functional movement. As such, it is different from games (which promote the mastery of objects and the accomplishment of a purpose such as overcoming an opponent) and from dance (which promotes the expression or communication of feelings, attitudes, ideas, and concepts).

Gymnastics includes learning to develop locomotor and balance skills as well as body and spatial awareness. Beyond enhancing body awareness, gymnastics is an activity involving movement in a controlled manner. It is also an enjoyable aesthetic activity that uses a variety of stimuli (apparatus, group work, and music) to promote development of the body and mind in addressing specific tasks.

Gymnastics is one of the most popular sports in the Olympic program, but also one of the most demanding, involving the performance of exercises requiring physical strength, elasticity, activity, coordination and balance in combination with artistry. It is one of the oldest Olympic sports, and was first practiced at the ancient Olympic Games. The word gymnastics derives from the common Greek adjective γυμνός (gymnos), which literally translated means naked. Because of this, women were excluded from the ancient Games, not just as competitors but also as spectators. Artistic gymnastics is one of the few sports that have been contested at every Olympic Games of the modern era since 1896. Back in 1896, it was a catch-all competition, featuring such events as club-swinging and heaving of a 110 pound weight. It was not until 1924 that the men settled on the six events they compete in today: the floor exercise, pommel horse, rings, vault, parallel bars and horizontal bar. By 1952 the woman had settled their 4 events: they compete on the vault, uneven bars, balance beam and floor exercise. Once a sport of balletic beauty and grace, in case of the women and of strength and balance, in the case of the men, the emphasis now is on movement and power, with standards of technical performance being revised upward from event to event.

The Federation Internationale de Gymnastique (FIG) is recognized by the International Olympic Committee and is responsible for the governance of the sport of gymnastics on the international level. The FIG was founded in 1881 in Liège, Belgium and since then establishes the rules on eligibility that each country with a national gymnastics federation must follow. It has nearly 130 country members. The “Queen” of Olympic FIG competitive disciplines is Artistic Gymnastics, alongside Rhythmic Gymnastics and Trampoline Gymnastics. Each year, the world's top gymnasts meet for the World

championships; a World Cup Final takes place every even year. The FIG governs not only Olympic disciplines but also Aerobic Gymnastics, Acrobatic Gymnastics, Team Gym and Display gymnastics. Participants can include children as young as four years old doing kinder gym and children's gymnastics, recreational gymnasts of ages 5 and up, competitive gymnasts at varying levels of skill, and world class athletes.



FIG logo

Gymnastics is an extraordinary sport that develops not only grace, discipline, control, goal orientation and confidence but also creativity, leadership, a healthy body and positive self-esteem, so a physical education program featuring gymnastics is the ideal basic for children in all sports. It improves body management and control and aids in the development of locomotor, nonlocomotor, and manipulative skills. A developmentally appropriate physical education program includes tasks that accommodate both the ability and confidence level of children. A variety of experiences both off and on equipment that include traveling, taking flight, balancing, rolling, and transferring weight will accommodate the individual differences of the learners. Gymnastics promotes coordination, flexibility, agility, muscular strength and endurance, and bone strength. These abilities in turn relate to health and fitness and promote more physically active lifestyles. In addition, gymnastics can improve cognitive and affective outcomes in the areas of problem solving, body mechanics, and aesthetics. Each of these components will be developed later in more depth and through hard work and dedication, gymnasts can improve their abilities and possibly even represent their country in major competitions.

<http://www.fig-gymnastics.com>

Werner, P.H., Williams, L.H., Hall, T.J. (2012). Teaching children gymnastics. USA: Human Kinetics, 2012. 264 s. ISBN-13: 9781450410922



Children's Gymnastics

## New words and expressions

English	Pronunciation	Slovak
acrobatic gymnastics	[,ækɾə'batɪk dʒɪm'næstɪks]	športová akrobacia
active lifestyle	['æktɪv 'laɪfstajl]	aktívny životný štýl
aerobic gymnastics	[eə'rəʊbɪk dʒɪm'næstɪks]	gymnastický aerobik
agility	[ə'dʒɪləti]	obratnosť
apparatus	[,æpə'reɪtəs]	zariadenie, prístroj
artistic gymnastics	[ɑ:'tɪstɪk dʒɪm'næstɪks]	športová gymnastika
artistry	['ɑ:tɪstri]	umenie
balance	['bæləns]	rovnováha
children's gymnastics	['tʃɪldrənʒ dʒɪm'næstɪks]	detská gymnastika
competition	[,kɒmpə'tɪʃn]	súťaž
confidence	['kɒnfɪdəns]	dôvera
coordination	[,kəʊ,ɔ:dɪn'eɪʃn]	koordinácia
demanding	[dɪ'mɑ:ndɪŋ]	náročný, vyžadujúci
discipline	['dɪsɪplɪn]	disciplína
display gymnastics	[dɪ'spleɪ dʒɪm'næstɪks]	hromadná pohybová skladba
eligibility	[,elɪdʒə'bɪlɪti]	spôsobilosť
endurance	[ɪn'dʒʊərəns]	vytrvalosť
equipment	[ɪ'kwɪpmənt]	zariadenie
event	[ɪ'vent]	udalosť, disciplína
experience	[ɪk'spɪəriəns]	skúsenosť
flexibility	[,fleksə'bɪlɪti]	ohybnosť
goal orientation	[gəʊl ,ɔ:riən'teɪʃn]	orientácia na cieľ
grace	[greɪs]	ladnosť, pôvab
gymnastics	[dʒɪm'næstɪks]	gymnastika
leadership	['li:dʃɪp]	vedenie, vodcovstvo
level of skills	['levl əv skɪlz]	úroveň schopností

physical education program	['fɪzɪkəl, edʒʊ'keɪʃn 'prəʊgræm]	program telesnej výchovy
physical exercise	['fɪzɪkəl 'eksəsaɪz]	telesné cvičenie
rhythmic gymnastics	['rɪðmɪk dʒɪm'næstɪks]	moderná gymnastika
rolling	['rəʊlɪŋ]	vál'anie
self-esteem	[self ɪ'sti:m]	sebaúcta, hrdosť
skills	[skɪlz]	schopnosti, zručnosti
strength	[streŋθ]	sila
technical performance	['teknɪkəl pə'fɔ:məns]	technické predvedenie
trampoline gymnastics	['træmpəlɪ:n dʒɪm'næstɪks]	skoky na trampolíne
weight transfer	[weɪt 'trænsfɜ:]	prenos hmotnosti
world championship	[wɜ:ld 'tʃæmpɪənʃɪp]	majstrovstvá sveta
world class athletes	[wɜ:ld klɑ:s 'æθli:ts]	športovci svetovej úrovne
world cup	[wɜ:ld kʌp]	svetový pohár

## Exercise 1

Fill in the missing words

1. The FIG was – in 1881 in Liège, Belgium and – then establishes the rules on – that each country with a national gymnastics federation must –.
2. Through – work and dedication, – can improve their – and possibly even represent their country in major –.
3. Each –, the world's top gymnasts – for the World Championships, a World Cup Final – place every – year.
4. – gymnastics is one of the – sports that have been – at every Olympic Games of the – era since 1896.
5. Gymnastics may be globally – as any physical – on the floor or – that promotes endurance, strength, flexibility, agility, coordination, and – control.
6. A developmentally – physical – program includes tasks that – both the ability and confidence – of children.
7. Gymnastics includes – to develop – and balance – as well as body and – awareness.

## Exercise 2

Find the matching words

- |     |           |   |              |
|-----|-----------|---|--------------|
| 1.  | weight    | A | exercise     |
| 2.  | technical | B | gymnastics   |
| 3.  | physical  | C | orientation  |
| 4.  | world     | D | lifestyle    |
| 5.  | goal      | E | strength     |
| 6.  | balance   | F | transfer     |
| 7.  | active    | G | championship |
| 8.  | artistic  | H | performance  |
| 9.  | muscular  | I | gymnastics   |
| 10. | aerobic   | J | skills       |

## Exercise 3

True or false?

1. Gymnastics promote the mastery of objects and the accomplishment of a purpose such as overcoming an opponent. T F
2. Women were excluded from the ancient Games. T F
3. The FIG was founded in 1881 in Liège, France. T F
4. Gymnastics improves body management and control and aids in the development of different skills. T F
5. Soviet gymnast Larisa Latynina holds the total medal count world record. T F
6. Physical education program featuring gymnastics is not suitable for small children. T F
7. Artistic gymnastics is one of the few sports that have been contested at every Olympic Games of the modern era since 1896. T F
8. Gymnastics promotes the expression or communication of feelings, attitudes, ideas, and concepts. T F

## Exercise 4

Find the words on the right in the chart

y	e	n	d	u	r	a	n	c	e	h
r	t	o	g	r	a	c	e	o	q	t
e	s	i	c	r	e	x	e	m	u	g
a	t	h	l	e	t	e	s	p	i	n
a	g	i	l	i	t	y	u	e	p	e
t	n	e	v	e	b	t	i	t	m	r
s	k	i	l	l	s	i	n	i	e	t
r	o	l	l	i	n	g	g	t	n	s
f	l	e	x	i	b	i	l	i	t	y
y	r	t	s	i	t	r	a	o	l	e
p	e	r	f	o	r	m	a	n	c	e

agility

artistry

competition

eligibility

endurance

equipment

event

flexibility

grace

exercise

rolling

skills

strength

performance

athletes

## Gymnastics (continued)

**Artistic gymnastics** is usually divided into Men's and Women's Gymnastics. Typically men compete on six events: Floor Exercise, Pommel Horse, Still Rings, Vault, Parallel Bars, and High Bar, while women compete on four: Vault, Uneven Bars, Balance Beam, and Floor Exercise. The competition includes all-around events and team events, also scored over each apparatus. The routines performed on each event are physically exhausting and push the gymnast's strength, flexibility, endurance and awareness to the limit.

**Rhythmic gymnastics:** only women compete in rhythmic gymnastics although there is a new version of this discipline for men being pioneered in Japan. This is a sport that combines elements of ballet, gymnastics, dance, and apparatus manipulation. The sport involves the performance of five separate routines with the use of five apparatus - ball, ribbon, hoop, clubs, rope - on a floor area, with a much greater emphasis on the aesthetic rather than the acrobatic. There are also group routines consisting of 5 gymnasts and 5 apparatuses of their choice.

**Trampoline Gymnastics:** since 2000, individual trampoline has been included in the Olympic Games. Individual routines in trampolining involve a build-up phase during which the gymnast jumps repeatedly to achieve height, followed by a sequence of ten leaps without pauses during which the gymnast performs a sequence of aerial skills. Synchronized trampoline is similar except that both competitors must perform the routine together and marks are awarded for synchronization as well as the form and difficulty of the moves.



**Acrobatic gymnastics (formerly Sport Acrobatics), often referred to as "Acro", is a** group gymnastic discipline for both men and women. Acrobats in groups of two, three and four perform routines with the heads, hands and feet on their partners. They may, subject to regulations (e.g. no lyrics), pick their own music.

**Aerobic gymnastics (formally Sport Aerobics)** involves the performance of routines by individuals, pairs, trios or groups up to 6 people, emphasizing strength, flexibility, and aerobic fitness rather than acrobatic or balance skills. Routines are performed for all individuals on a 7x7m floor and also for 12–14 and 15–17 trios and mixed pairs. From



2009, all senior trios and mixed pairs were required to be on the larger floor (10x10m), all groups also perform on this floor. Routines last generally 60–90 seconds depending on age of participant and routine category.

**TeamGym (also known as "Gymnastics for All")** has its origins in earliest times. These days, although teams can compete the sport itself was developed to enhance fitness and health in the participants and is accessible to anyone of any age. It consists of floor program, Trampette and Tumbling.

**Display gymnastics:** general gymnastics enables people of all ages and abilities to participate in performance groups of 6 to more than 150 athletes. They perform synchronized, choreographed routines. Troupes may be all one gender or mixed. There are no age divisions in general gymnastics. The largest general gymnastics exhibition is the quadrennial World Gymnaestrada which was first held in 1939.

<http://www.fig-gymnastics.com> (22.03.2013)

Strešková, E., 2007. Gymnastika. In.: Kasa, J. - Švec, Š. et al. :Terminologický slovník vied o športe. Bratislava: Peter Mačura - PEEM, 2007. ISBN 978-80-89197-78-1, s. 55 - 62.

## New words and expressions

English	Pronunciation	Slovak
aerial skills	[ˈeəriəl skɪlz]	akrobacia v letovej fáze
age division	[eɪdʒ dɪˈvɪʒən]	veková kategória
balance beam	[ˈbæləns bi:m]	kladina
ball	[bɔ:l]	lopta
build-up phase	[ˈbɪld ʌp feɪz]	fáza získavania energie
clubs	[klʌbz]	kužele
difficulty	[ˈdɪfɪkəlti]	obťažnosť
floor exercise	[flɔ:r ˈeksəsaɪz]	prostné cvičenie
high bar	[haɪ bɑ:]	hrazda
hoop	[hu:p]	obruč
parallel bars	[ˈpærəlel bɑ:z]	bradlá
pommel horse	[ˈpʌm] hɔ:s]	kôň na šírku
ribbon	[ˈrɪbən]	stuha
rope	[rəʊp]	švihadlo (lano)
routine	[ru:ˈti:n]	zostava
still rings	[stɪl rɪŋz]	kruhy
to enhance	[tu ɪnˈhɑ:ns]	posilniť
uneven bars	[ʌnˈi:vən bɑ:z]	bradlá s nerovnakou výškou žrde
vault	[vɔ:lt]	preskok

## Exercise 5

Fill in the missing letters

1. -ndividual ro-tines in tram-olining involve a b-ild-up phase during which the gymnast -umps repeatedly to achieve hei-ht, followed by a se-uence of ten lea-s without pauses during which the gymnast per-orms a sequence of a-rial skills.
2. The compe-ition includes all-a-ound -vents and t-am events, also s-ored over each ap-aratus.



3. Only women co-pete in rhythmic gymnastic- although there is a new version of this discipline for men being pioneered in Japan.
4. Aerobic gymnastics involves the performance of routines by individuals, pairs, trios or groups up to 6 people, emphasizing strength, flexibility, and aerobic fitness rather than acrobatic or balance skills.
5. Acrobats in groups of two, three and four perform routines with the heads, hands and feet on their partners.

## Exercise 6

Find a correct explanation of the term in the left column

- |                   |   |  |
|-------------------|---|--|
| 1. Vault          | A | Consists of two wooden or fiberglass bars, each resting on vertical supports of different heights.   |
| 2. Pommel horse   | B | A band 10 cm wide and 5 meters long, on which competitors perform daring exercises, while perched at 1.25 meters above the floor.  |
| 3. Floor exercise | C | Gymnasts sprint down a 25 meters runway, jump onto or perform a roundoff entry onto a springboard, land momentarily, inverted on the hands on the apparatus, then spring off of this platform to a two footed landing. |
| 4. Balance beam   | D | This exercise involves both single leg and double leg work. Single leg skills are generally found in the form of scissors; double leg work however, is the main staple of this event.                                  |
| 5. Uneven bars    | E | The apparatus is suspended on wire cable from a point 5.75 meters from the floor, and adjusted in height so the gymnast has room to hang freely and swing.   |
| 6. Still rings    | F | This performance is a blend of dance movements and a wide range of tumbling and acrobatic elements taken over the 12 square meter floor area.  |

## Exercise 7

Match the words with the gymnastics discipline

Artistic Gymnastics (A)  
 Rhythmic Gymnastics (B)  
 Trampoline Gymnastics (C)  
 Acrobatic gymnastics (D)  
 Aerobic Gymnastics (E)

1.	hoop
2.	pommel horse
3.	trio
4.	springboard
5.	ball
6.	7x7m floor
7.	still rings

8.	Sydney 2000
9.	clubs
10.	“acro”
11.	build-up phase
12.	floor exercise
13.	sequence of ten aerial skills
14.	routine with hands on the partner
15.	repeated jumps
16.	ribbon

### Artistic gymnastics (men)



Pommel horse (height 105 cm from top of mat, 115 cm from the floor)



Still rings (height 260 cm from top of the mat, 280 cm from the floor)



Parallel bars (180 cm from top of mat, 200 cm from floor)



Vault (height 135 cm measured from the floor)



High bar (height 260 cm from top of the mat, 280 cm from the floor)

### Artistic gymnastics (women)



Balance beam (length 5 m, width 10 cm)



Uneven bars



### Other equipment



Springboard



Mats

### Rhythmic gymnastics



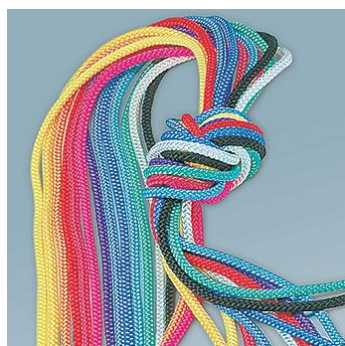
Clubs – 152 g, 45 cm



Ball – 400-420 g, 19 cm



Hoop – 87 cm diameter



Rope – 300 cm, 9 mm



Ribbon – 600 cm, 50 mm

<http://www.spieth-gymnastic.com>

## Terms and their meaning

**A skills** - The lowest level moves in a gymnastic routine. For example a back handspring is an "A" level skill.

**Aerial** - A gymnastics move, in which the gymnast rotates in the air without touching the apparatus with his or her hands. Also referred to as a no-handed cartwheel or front walkover.

**All-around** - A category of gymnastic competition that includes all of the events. The person with the highest total score from all the events is the all-around champion.

**Arch position** - A backwards curve of the body-- usually refers to the backwards curve of the spine.

**Back flip** - A backwards somersault in the air performed in either the tuck, pike or layout position.

**Back giant** - A skill performed on either the high bar, uneven parallel bar or parallel bar where the body circles around the bar. The movement starts from a handstand position and ends in the handstand position.

**Back walkover** - A control skill where a gymnast starts in the standing position, arches her into a backbend and kicks her legs over her head to land on her feet in a step-out landing (one leg followed by the other). It is performed as one continuous movement.

**Backbend** - A gymnastic skill where the body bends backwards in an arch position and the feet and hands touch the floor simultaneously.

**Bonus points** - Additional points awarded to a routine based on the combination of difficult skills. The FIG has given every gymnastics skill a point value based on skills that are ranked from A to E. The bonus points are awarded if C, D and E level skills are sequenced together in a routine.

**Cartwheel** - A common gymnastic skill where a gymnast starts on one leg and places his/her hands on the ground while kicking his/her legs up into a side handstand, before continuing the motion and landing with one foot on the ground followed by the other.

**Code of points** - The official rulebook for judging gymnastics skills.

**Dismount** - The exit from an apparatus at the end of a routine; usually performed with a difficult twist or somersault.

**Execution** - How a routine is performed; the level of form and technique used to complete a routine. A good execution might include tight legs, a good toe point, and a stuck landing.

**Front handspring** - A forward tumbling skill that starts with a step or a hurdle. The body then bounces onto the hands and rotates through a handstand before landing on the feet.

**Front somersault** - A forward flip performed in the air without hands. It can be performed in either the tuck, pike or layout positions. It can also refer to a forward somersault on the ground.

**Layout position** - A straight and stretched body position.

**Leotard** - A one piece uniform, similar to a bathing suit, that is standard for women's gymnastics.

**Mat** - A piece of gymnastics equipment that is soft and made of polyurethane foam to help cushion landings on dismounts from apparatuses such as the bars, balance beam and vault. It is also used when a gymnast is learning new gymnastics skills.

**Pike position** - When the body is bent forward at the hips with the legs straight.

**Round-off** - A common gymnastic movement that leads into many more difficult skills. It is performed by pushing off one leg, swinging legs quickly in a cartwheel motion and landing on two feet. It is usually the initial skill in a tumbling pass.

**Start value** - A value placed on a gymnastics routine based on the degree of difficulty.

## Fixed expressions in gymnastic

English	Slovak
flight element without hand support	akrobatický cvičebný tvar bez opory horných končatín
start value of a routine	východisková známka súťažnej zostavy
deductions taken from the start value	bodové zrážky z východiskovej hodnoty
spectacular dismount	pozoruhodný zoskok
hurdling onto a spring board	doskok na odrazový mostík
the speed of rotation	rýchlosť obrátov
stick it	dokončiť akrobatický cvičebný tvar bez pohybu po doskoku, zastaviť hybnosť tela pri doskoku
pike position	poloha schyl'mo
forward, backward roll	kotúl' vpred a vzad
all-around competition	viacboj
code of points	pravidlá
center of gravity	ťažisko
pointed toes	dopnuté špičky
flexed toes	flexované špičky
somersault/salto	salto
surface of the apparatus	povrch náradia
vaulting table	preskokový stôl
swinging movements	kmitavé pohyby

## Key

### Exercise 1

1. The FIG was founded in 1881 in Liège, Belgium and since then establishes the rules on eligibility that each country with a national gymnastics federation must follow.
2. Through hard work and dedication, gymnasts can improve their abilities and possibly even represent their country in major competitions.
3. Each year, the world's top gymnasts meet for the World championships; a World Cup Final takes place every even year.
4. Artistic gymnastics is one of the few sports that have been contested at every Olympic Games of the modern era since 1896.
5. Gymnastics may be globally defined as any physical exercise on the floor or apparatus that promotes endurance, strength, flexibility, agility, coordination, and body control.
6. A developmentally appropriate physical education program includes tasks that accommodate both the ability and confidence level of children.



7. Gymnastics includes learning to develop locomotor and balance skills as well as body and spatial awareness.

### Exercise 2

1F, 2H, 3A, 4G, 5C, 6J, 7D, 8B, 9E, 10I.

### Exercise 3

1. false (not gymnastics but sport games)
2. true
3. false (Liège is in Belgium)
4. true
5. false (she holds the individual medal count record)
6. false (it's the ideal basic for children in all sports)
7. true
8. false (not gymnastics but dance)

### Exercise 4

y	e	n	d	u	r	a	n	c	e	h
r	t	o	g	r	a	c	e	o	q	t
e	s	i	c	r	e	x	e	m	u	g
a	t	h	l	e	t	e	s	p	i	n
a	g	i	l	i	t	y	u	e	p	e
t	n	e	v	e	b	t	i	t	m	r
s	k	i	l	l	s	i	n	i	e	t
r	o	l	l	i	n	g	g	t	n	s
f	l	e	x	i	b	i	l	i	t	y
y	r	t	s	i	t	r	a	o	l	e
p	e	r	f	o	r	m	a	n	c	e

Solution: **Routine**

### Exercise 5

1. Individual routines in trampolining involve a build-up phase during which the gymnast jumps repeatedly to achieve height, followed by a sequence of ten leaps without pauses during which the gymnast performs a sequence of aerial skills.

2. The competition includes all-around events and team events, also scored over each apparatus.
3. Only women compete in rhythmic gymnastics although there is a new version of this discipline for men being pioneered in Japan.
4. Aerobic gymnastics involves the performance of routines by individuals, pairs, trios or groups up to 6 people, emphasizing strength, flexibility, and aerobic fitness rather than acrobatic or balance skills.
5. Acrobats in groups of two, three and four perform routines with the heads, hands and feet on their partners.

#### **Exercise 6**

1C, 2D, 3F, 4B, 5A, 6E

#### **Exercise 7**

1B, 2A, 3E, 4A, 5B, 6E, 7A, 8C, 9B, 10D, 11C, 12A, 13C, 14D, 15C, 16B

## Unit 23: Ice-hockey

(prof. PaedDr. Jaromír Šimonek, PhD., doc. PaedDr. Peter Mačura, PhD.)

## To begin with...

How many ice-hockey players are registered in Slovakia?

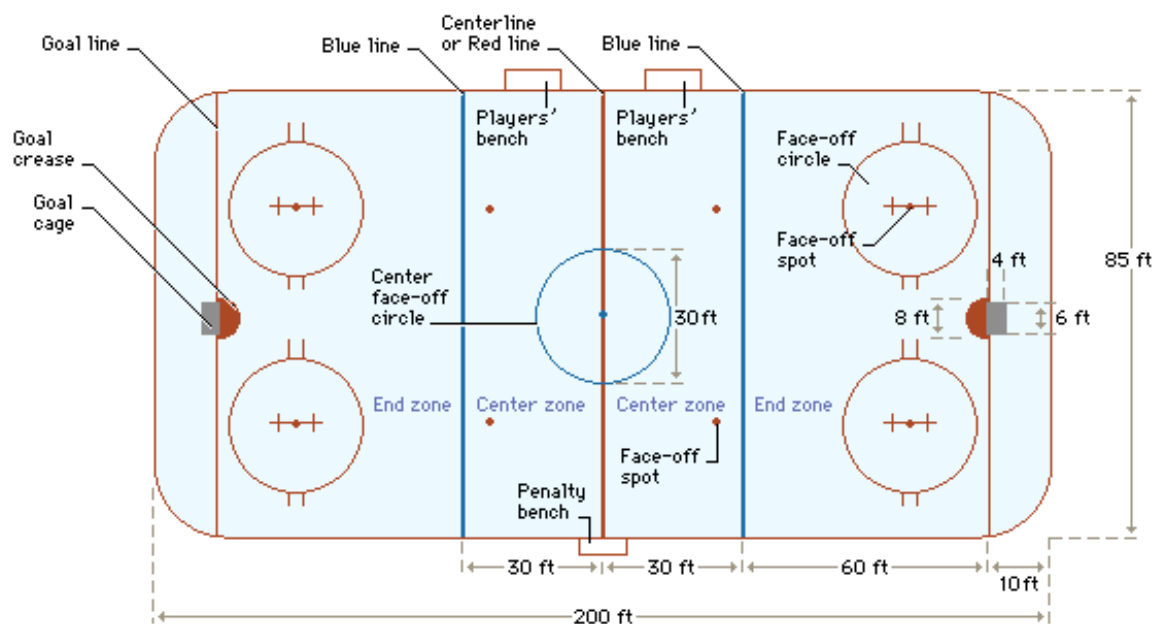
8.280 = 0,151% of the whole population (as of 2011).

## What is ice hockey?

**Hockey** is one of the most popular games in the world. It has speed, crushing slap shots, skill, acrobatic goaltending and heavyweight fights. Before the game even starts, there's lots of background information you need to soak up. You need to know all about the technical aspects, like the rink, the goals, the players, the equipment, the amount of time in a game, the different leagues, how the season is structured, and the referees.

## The rink

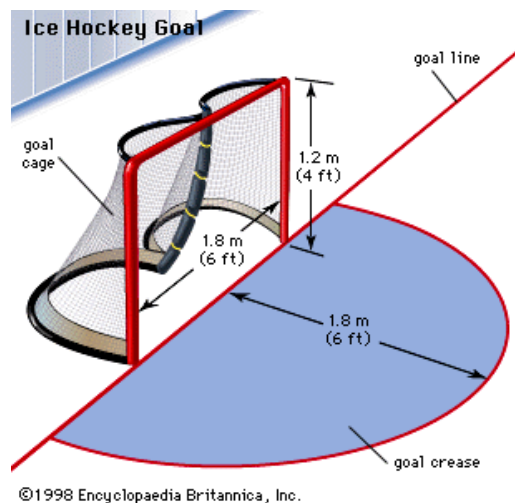
Hockey is played on a rink that is 200 feet long and 85 feet wide, with rounded corners. The ice surface has painted lines on it, which indicate face-off circles, the goal crease and the various zones. The most important lines are the red line (which runs across the center of the ice) and the blue lines (which are parallel to the red line and are painted 73 feet from each end of the rink). The red line indicates center ice, and regulates how far players can pass and shoot. The blue lines divide up the ice into three zones. Each team play from one side of the ice, and the area behind a team's blue line is called its defending zone. The area behind the opposing team's blue line is called the attacking zone. Finally, the area between the two blue lines is called the neutral zone.



Ice-hockey rink

## The goals

Thirteen feet from each end of the ice, in the center, is a stationary set of goal posts with a net attached behind them. The object of the game is to put the puck in the net more times than the other team does. The posts are 6 feet apart and the top post (or crossbar) is 4 feet from the ice. A red line called the goal line is painted between the two posts, and the puck must cross this line entirely for a goal to be counted. A blue area is painted in front of the goal. It forms a semi-circle whose farthest point is 6 feet from the goal line. This is called the crease.



Ice-hockey goal

## The players

There are three basic kinds of players: forwards, defensemen and goaltenders (goalies). Unless a team is shorthanded due to a penalty or overtime, each team will have six players on the ice during play. Three forwards line up at the front of the team; they are (from left to right) the left wing, the centre and the right wing. Two defensemen line up behind them, one on the left and one on the right. The goalie is the sixth player. The forwards are responsible for most of the offense, and they usually stay out front, while the defensemen are largely responsible for hanging back and making sure they are ready to protect the defensive zone. The goalie rarely strays far from his crease, but he does skate out and pass pucks to the other players. One of the interesting things about hockey is that all of the players have to be aware of and involved in what is going on all over the rink. Every movement of the puck and the opposing team's players demands a reaction from each player on the team. Forwards must be responsible for defending their own zone, and defensemen must play a role in the offense. Forwards usually stick to one position for most of their careers, but they move around a bit from time to time as the team needs them to or if the coach thinks, for example, that a left wing might be better suited to playing at centre. Defensemen are more flexible, in that they can usually play either side, and some will occasionally fill in at a forward position. Goalies are very specialized players. They have to stand in front of the net and stop pucks, some of which are travelling at 90 mph or more. They never play other positions, and other players never play in goal (with a few rare exceptions).

## Equipment

Each player carries a stick, and the players use these sticks to pass and shoot a puck, a small, hard rubber disk, around the rink. To avoid being hurt by the sticks and the pucks, the players wear a lot of padding, and they are required by league rules to wear helmets. Many players were resistant to this rule when it was first instituted. There is still a certain amount of macho resistance to wearing face shields, probably because it is bad form to fight when wearing a face shield, and therefore, wearing one proclaims a player to be something of a sissy. The players also wear skates, of course.



Skater's stick



Goalie's stick

## Regulation time and overtime

Each game consists of three periods of 20 minutes each. The players get about 15 minutes of rest between periods. In the regular season, if the game is tied at the end of regulation time (the end of the third period), the teams almost immediately go into overtime, which is an extra 5 minutes of playing time. During these 5-minute overtimes, there are only four skaters in each team playing against each other. The overtime in hockey is "sudden death," because if either team scores at any time, that team automatically wins and the overtime period ends. If neither team scores, the game will continue with a shootout.

## Officials

In each game, there are one or two referees, who make on-ice decisions regarding penalties, goals and other matters. They wear striped jerseys with orange bands on the arms. There are also two linesmen, who wear striped jerseys with no orange bands; they keep track of offsides, passing and icing. Other officials include the timekeeper, the official scorer, two goal judges (one behind each net) and the video goal judge. The latter official conducts video reviews of certain plays to see if questionable goals count or not.

By Jason Belasco: How to Learn the Basics of Hockey eHow.com

[http://www.ehow.com/how-to\\_4845444\\_learn-basics-hockey.html#ixzz2640Nbw7D](http://www.ehow.com/how-to_4845444_learn-basics-hockey.html#ixzz2640Nbw7D)  
(03.12.2012).

## New words and expressions

English	Pronunciation	Slovak
ice-hockey	['aɪs,hɒki]	ľadový hokej
game	[geɪm]	hra, športová hra
speed	[spi:d]	rýchlosť
shot	[ʃɒt]	strela
slap shot	[slæp ʃɒt]	strel'ba príklepom, príklep
crushing slap shot	['krʌʃɪŋ slæp ʃɒt]	drvivý, prudký príklep
skill	[skɪl]	zručnosť
hockey skills	['hɒki skɪlz]	hokejové zručnosti
goaltending	[gəʊl tendɪŋ]	chyťanie brankára v bránke
acrobatic goaltending	[ækroʊ'bætɪk gəʊl'tendɪŋ]	činnosť brankára - chyťanie
fight	[faɪt]	boj, súboj
heavyweight fight	['heviweɪt faɪt]	súboj ťažkých váh
rink	[rɪŋk]	hracia plocha, hokejové ihrisko
goal	[gəʊl]	hokejová bránka, cieľ
player	['pleɪə]	hráč, hokejista
equipment	[ɪ'kwɪpmənt]	výstroj
league	[li:g]	súťaž, liga
season	['si:zən]	sezóna, obdobie
season is structured	['si:zən z 'strʌktʃəd]	sezóna je rozdelená
referee	[refə'reɪ]	rozhodca, rozhodovať
corner	['kɔ:nə]	roh (ihriska)
rounded corner	['raʊndɪd 'kɔ:nə]	oblý roh (ihriska)
ice	[aɪs]	ľad
ice surface	[aɪs 'sɜ:fɪs]	ľadová plocha
line	[laɪn]	čiara
face-off circle	[feɪs ɒf 'sɜ:kl]	kruh pre vhadzovanie puku
goal crease	[gəʊl kri:s]	bránkové územie
zone	[zəʊn]	pásmo
red line	[red laɪn]	červená čiara
blue line	[blu: laɪn]	modrá čiara
end of the rink	[end əv ðə rɪŋk]	zadný mantinel
center ice	['sentə aɪs]	stred ihriska
pass	[pɑ:s]	prihrat'
shoot	[ʃu:t]	strelit', strieľat'
team	[ti:m]	družstvo
play	[pleɪ]	hrať
area	['eəriə]	priestor, územie
defend	[dɪ'fend]	brániť
defending zone	[dɪ'fendɪŋ zəʊn]	obranné pásmo
opposing team	[ə'pəʊzɪŋ ti:m]	družstvo súpera
attacking zone	[ə'tækɪŋ zəʊn]	útočné pásmo
neutral zone	['nju:trəl zəʊn]	stredné pásmo

net	[net]	sieť
puck	[pʌk]	hokejový puk
put the puck in the net	['put ðə pʌk ɪn ðə net]	dostať puk do siete
post	[pəʊst]	tyčka, žrdka
top post	[tɒp pəʊst]	horná tyčka, žrdka
crossbar	['krɒsbɑː]	horná tyčka, žrdka
goal line	[gəʊl laɪn]	bránková čiara
blue area	[bluː 'eəriə]	modré územie - bránkovisko
crease	[kriːs]	bránkovisko
forward	['fɔːwəd]	útočník, krídlo
defenseman	[di'fens mən]	obranca
goaltender	[gəʊl'tendə]	brankár
goalie	['gəʊli]	brankár
penalty	['penlti]	trest
line up	[laɪn ʌp]	útok – zoskupenie trojice, príp. päťice hráčov
left wing	[left wɪŋ]	ľavé krídlo
centre	['sentə]	center, stredný útočník
right wing	[raɪt wɪŋ]	pravé krídlo
skate	[sket]	korčuľovať, korčuľá
pass the puck	[pɑːs ðə pʌk]	prihrávať puk
defensive zone	[di'fensɪv zəʊn]	obranné pásмо
opposing team's players	[ə'pəʊzɪŋ 'tiːmz 'pleɪəz]	hráči súpera
reaction	[rɪ'ækʃn]	reakcia
stick	[stɪk]	ostat', zotrvať, hokejka
flexible	['fleksəbəl]	variabilný, flexibilný, ohybný
hurt	[hɜːt]	poraniť, zraniť
avoid being hurt	[ə'vɔɪd 'biːɪŋ hɜːt]	(za)brániť zraneniu
padding	['pædɪŋ]	chrániče
helmet	['helmt]	prilba, helma
macho	['mætʃəʊ]	chlap, mužný, chlpský
shield	[ʃiːld]	kryt, štít, priehľadný chránič
face shield	[feɪs ʃiːld]	priehľadný chránič tváre
sissy	['sɪsi]	slaboch
regulation time	[ˌregju'leɪʃn taɪm]	(riadny) hrací čas (bez predĺženia)
overtime	[ˈəʊvətɑɪm]	predĺženie
period	[ˈpiəriəd]	tretina (hokejového zápasu)
rest	[rest]	oddych, prestávka, zvyšok
regular season	['regjʊlə 'siːzən]	súťažné obdobie, hlavné obdobie
tie	[taɪ]	nerozhodný výsledok
game is tied	[geɪm z taɪd]	remíza



game is tied at the end of regulation time	[geɪm z taɪd ət ði end əv ,regjʊ'leɪʃn 'taɪm]	zápas skončil po uplynutí riadneho hracieho času nerozhodne
intermission	[,ɪntə'mɪʃn]	prestávka
"sudden death"	[ˈsʌdn deθ]	"náhla smrť" – hra v predĺžení, ktorá sa končí vstrelením gólu niektorým družstvom
score	[skɔ:]	strelit' gól, dať gól
win	[wɪn]	vyhrať, víťazstvo
shootout	[ˈʃu:təʊt]	výsledok „na nulu“
official	[ə'fɪʃl]	rozhodca, sudca
goal	[gəʊl]	gól
jersey	[ˈdʒɜ:zi]	tričko, dres, pulóver
strip	[stri:p]	pruh
stripped jersey	[stript ˈdʒɜ:zi]	pruhovaný dres rozhodcu
band	[bænd]	stuha, pás
keep track of offsides	[ki:p træk əv ɒfsaɪdz]	sledujú postavenia mimo hry
timekeeper	[ˈtaɪm,ki:pə]	časomerač
official scorer	[ə'fɪʃl 'skɔ:rə]	strelec gólu uvedený v zápise
judge	[dʒʌdʒ]	sudca, rozhodca
goal judge	[gəʊl dʒʌdʒ]	bránkový rozhodca
video goal judge	[ˈvɪdɪəʊ gəʊl dʒʌdʒ]	video rozhodca
questionable goal	[ˈkwɛstʃənəbəl gəʊl]	problematický gól

## Exercise 1

Match the words from the left column with the ones on the right

slap  
heavyweight  
goal  
rounded  
end  
defending  
puck must cross  
opposing  
object  
left  
pass  
players wear  
game is  
on-ice  
stripped  
video goal

a lot of padding  
corners  
crease  
decisions  
fights  
jersey  
judge  
of the game  
of the rink  
shot  
team  
the line entirely  
the puck  
tied  
wing  
zone

## Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

You need to know all about the technical aspects, like the rin-, the goals, the players, the eq-ipment, the amount of time in a game, the different leagues, how the season is structured, and the refer-es.

Hockey is played on a rink that is 200 feet long and 85 feet wide, with r-unded co-ners. The area behind the opposing team's b-ue li-e is called the atta-king zo-e.

A red line called the g-al -ine is painted between the two p-sts, and the p-ck must cross this line entirely for a goal to be counted.

The goal-e rarely strays far from his cr-ase, but he does skate out and pass pucks to the other players.

To avoid being hurt by the s-icks and the pucks, the players wear a lot of pa-ding, and they are required by league rules to wear he-mets.

Each game consists of three pe-iods of 20 minutes each.

Other -fficials include the -imekeeper, the official scorer, two goal judges (one behind each net) and the video goal judge.

## Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text.

Hockey is one of the most popular ---- in the world. It has speed, crushing slap shots, skill, acrobatic goaltending and ---- fights.

The most important ---- are the red line (which runs across the ---- of the ice) and the blue lines (which are parallel to the red line and are painted 73 feet from each end of the ----).

A blue area is painted in front of the ----. It forms a ---- - circle whose farthest point is 6 feet from the goal line.

Every movement of the puck and the opposing team's ---- demands a ---- from each player on the team.

Defensemen are more ----, in that they can usually play either side, and some will occasionally fill in at a forward ----.

There is still a certain amount of macho resistance to wearing ---- shields, probably because it is bad form to ----when wearing a face shield, and therefore, wearing one proclaims a player to be something of a sissy.

The players get about 15 minutes of rest between ----.

They wear striped ---- with orange ---- on the arms.

### Word bank

bands, center, face, fight, flexible, games, goal, heavyweight, jerseys, lines, periods, players, position, reaction, rink, semi

## Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

You need to know all about the aspects technical, like the rink, the goals, the players, the equipment, the amount of game in a time, the leagues different, how the season is structured, and the referees.

The surface ice has painted lines on it, which indicate off-face circles, the crease goal and the various zones.

The area behind the team's opposing line blue is called the zone attacking.

The posts are apart 6 feet and the post top (or crossbar) is from the ice 4 feet.

Goalies are very players specialized. They have to stand in front of the net and pucks stop, some of which are travelling at 90 mph or more.

There is still a certain amount of macho resistance to wearing shields face.

In the season regular, if the game is tied at the end of time regulation (the third of the period end), the teams almost immediately go into overtime, which is an extra 5 minutes of time playing.

## Exercise 5

Match the definition in Column I with the word it defines in Column II

1.	A five minute penalty imposed on a player for fighting or a penalty that causes or intends to cause injury.	A	Attacking zone
2.	Sending the puck from behind the red line to beyond the opponent's goal line is not allowed unless a team is shorthanded.	B	Cross checking
3.	This penalty is called for minor rule infractions and causes a player to stay off the ice for two minutes. The offending team must play with one less player for those two minutes.	C	Hooking
4.	Taking the stick and hooking it around the player in an effort to hinder his advancement. A two minute penalty will result.	D	Icing the puck
5.	The zone in which the team in possession of the puck tries to score a goal.	E	Major penalty
6.	This term applies to the team who has a one or two man advantage on the ice.	F	Minor penalty
7.	Checking a player with both hands on the stick. A two minute penalty will be called if this happens.	G	Power play

## Fixed expressions in ice-hockey

hockey skates	hokejové korčule
hockey stick	hokejka
hockey team	hokejové mužstvo
play hockey	hrať hokej

ice-hockey arena	hokejová hala
hockey match	hokejový zápas
ice-hockey fan	hokejový fanúšik
hockey puck	puk
watch ice-hockey	sledovať hokejový zápas

## Hockey stickhandling basics for beginners

One thing every hockey player can appreciate is the cost of ice time, being in the UK the high price for training sessions is felt by all. With this article we hope to define some of the basics of stickhandling for beginners. We would also like to introduce a few drills that can be performed off the ice.

We'll go over:

- How to hold your hockey stick
- Stick position
- Body position
- Stickhandling technique
- Drills to develop and practice

### Holding the stick left or right handed?

Deciding whether you should be left or right handed to be down to what feels the most natural, there are a lot of coaches or players that may say "strongest hand on top" but I would always recommend using personal preference.

### Different in hand positioning

It is said that if you have your strongest hand on top, you'll have better stickhandling control, but lose a little power on your shooting. If your strongest hand is on the bottom, you'll have more powerful shots, but lose control on your stickhandling.

### Holding your hockey stick

Top hand – place the "V" of your top hand along the centre of the sticks shaft (please see image below)



Bottom hand – this should be placed around four arms distance from your top hand (depending on what you're working on)



### Hockey stick position

The hockey stick should be held in front of your stomach while stickhandling to allow for a full range of motion and to prevent your hockey pants from getting in the way.

### Position of puck in relation to the stick blade

Puck should always be around the middle of the sticks blade when stickhandling for increase control.

### Stance

While stickhandling or practicing, keep your head up, chest up. Your feet should also be around shoulder width apart with a slight knee bend (athletic stance).

### How should your hands be?

Always allow your bottom on to remain loose on the sticks shaft, the stick shaft needs to be able to slide through your hands for a better range of motion and proper technique.

<http://hockeytutorial.com/ice-hockey-tips/hockey-stickhandling-basics-beginners-ice-hockey-drills-exercises/> (03.12.2012).

## New words and expressions

English	Pronunciation	Slovak
stickhandling	[stɪk'hændlɪŋ]	narábanie s hokejkou
beginner	[bɪ'ɡɪnə]	začiatočník
ice time	[aɪs 'taɪm]	čas na ľade
drill	[drɪl]	cvičenie, cvičiť, trénovať
off the ice	[ɒf ði aɪs]	mimo ľadu
drill that can be performed off the ice	[drɪlz ðæt kən bi pə'fɔ:md ɒf ði aɪs]	cvičenie, ktoré sa môže vykonávať mimo ľadu
hold	[həʊld]	držať
hold the hockey stick	[həʊld ðə 'hɒki stɪk]	držať hokejku
technique	[tek'ni:k]	technika (pohybu)
practice	['præktɪs]	tréning, trénovať
hold the stick left handed	[həʊld ðə stɪk left 'hændɪd]	držanie hokejky vľavo
hand on top	[hænd ɒn tɒp]	horná ruka
shooting	['ʃu:tɪŋ]	strel'ba
power	['paʊə]	sila

strong	[strɒŋ]	silný
hand on the bottom	[hænd ɒn ðə 'bɒtəm]	spodná ruka
powerful shot	['paʊəfəl ʃɒt]	silná strela
lose control on your stickhandling	[lu:z kən'trəʊl ɒn jə stɪk'hændlɪŋ]	stratiť kontrolu nad vedením puku
top hand	[tɒp hænd]	horná ruka
shaft	[ʃɑ:ft]	rukoväť, žrd'
sticks shaft	[stɪks ʃɑ:ft]	žrd' hokejky
arm	[ɑ:m]	rameno, ruka
four arms distance	[fɔ:r ɑ:mz 'dɪstəns]	vzdialenosť štyroch rúk
hockey stick position	['hɒki stɪk pə'zɪʃn]	poloha hokejky, pozícia hokejky
full range of motion	[fʊl reɪndʒ əv 'məʊʃn]	úplný rozsah pohybu
pants	[pænts]	nohavice
hockey pants	['hɒki pænts]	hokejové nohavice
get in the way	[get ɪn ðə 'weɪ]	postaviť sa do cesty
stick blade	[stɪk bleɪd]	čepel' hokejky
stance	[stæns]	postoj
foot	[fʊt]	noha, chodidlo
feet are around shoulder	[fi:t ə ər ə'raʊnd 'ʃəʊldə wɪθ]	nohy (chodidlá) sú od seba
width apart	ə'pɑ:t]	približne na šírku ramien
knee	[ni:]	koleno
athletic stance	[æθ'letɪk stæns]	športový postoj, streh
hand	[hænd]	ruka

## Key

### Exercise 1

slap	shot
heavyweight	fights
goal	crease
rounded	corners
end	of the rink
defending	zone
puck must cross	the line entirely
opposing	team
object	of the game
left	wing
pass	the puck
players wear	a lot of padding
game is	tied
on-ice	decisions
stripped	jersey
video goal	judge

## Exercise 2

You need to know all about the technical aspects, like the rink, the goals, the players, the equipment, the amount of time in a game, the different leagues, how the season is structured, and the referees.

Hockey is played on a rink that is 200 feet long and 85 feet wide, with rounded corners.

The area behind the opposing team's blue line is called the attacking zone.

A red line called the goal line is painted between the two posts, and the puck must cross this line entirely for a goal to be counted.

The goalie rarely strays far from his crease, but he does skate out and pass pucks to the other players.

To avoid being hurt by the sticks and the pucks, the players wear a lot of padding, and they are required by league rules to wear helmets.

Each game consists of three periods of 20 minutes each.

Other officials include the timekeeper, the official scorer, two goal judges (one behind each net) and the video goal judge.

## Exercise 3

Hockey is one of the most popular games in the world. It has speed, crushing slap shots, skill, acrobatic goaltending and heavyweight fights.

The most important lines are the red line (which runs across the center of the ice) and the blue lines (which are parallel to the red line and are painted 73 feet from each end of the rink).

A blue area is painted in front of the goal. It forms a semi-circle whose farthest point is 6 feet from the goal line.

Every movement of the puck and the opposing team's players demands a reaction from each player on the team.

Defensemen are more flexible, in that they can usually play either side, and some will occasionally fill in at a forward position.

There is still a certain amount of macho resistance to wearing face shields, probably because it is bad form to fight when wearing a face shield, and therefore, wearing one proclaims a player to be something of a sissy.

The players get about 15 minutes of rest between periods.

They wear striped jerseys with orange bands on the arms.

## Exercise 4

You need to know all about the technical aspects, like the rink, the goals, the players, the equipment, the amount of time in a game, the different leagues, how the season is structured, and the referees.

The ice surface has painted lines on it, which indicate face-off circles, the goal crease and the various zones.

The area behind the opposing team's blue line is called the attacking zone.

The posts are 6 feet apart and the top post (or crossbar) is 4 feet from the ice.

Goalies are very specialized players. They have to stand in front of the net and stop pucks, some of which are travelling at 90 mph or more.

There is still a certain amount of macho resistance to wearing face shields.



In the regular season, if the game is tied at the end of regulation time (the end of the third period), the teams almost immediately go into overtime, which is an extra 5 minutes of playing time.

### Exercise 5

1.	The zone in which the team in possession of the puck tries to score a goal.	A	Attacking zone
2.	Checking a player with both hands on the stick. A two minute penalty will be called if this happens.	B	Cross checking
3.	Taking the stick and hooking it around the player in an effort to hinder his advancement. A two minute penalty will result.	C	Hooking
4.	Sending the puck from behind the red line to beyond the opponent's goal line is not allowed unless a team is shorthanded.	D	Icing the puck
5.	A five minute penalty imposed on a player for fighting or a penalty that causes or intends to cause injury.	E	Major penalty
6.	This penalty is called for minor rule infractions and causes a player to stay off the ice for two minutes. The offending team must play with one less player for those two minutes.	F	Minor penalty
7.	This term applies to the team who has a one or two man advantage on the ice.	G	Power play

Tóth, I.: Praktická hokejová angličtina pre hráčov, trénerov, rozhodcov, študentov i manažérov. Bratislava, TO- MI Ice Hockey Agency 2011. 288 p. ISBN 978-80-97-1006-0-5.

## Unit 24: Judo

(prof. PaedDr. Pavol Bartík, PhD.)

### To begin with...

What do you think? Is Judo an Olympic sport?

Yes, Judo acquired Olympic status at the Tokyo games in 1964.

### What is judo?

Judo is fairly modern in its concept and records are easily obtained. There is a great deal of knowledge to learn in judo and it has standardised training drills. Judo is a sport that is practised by all age groups and by both genders.

Judo means 'gentle or flexible way' and is a Japanese martial art form that was created by Jigaro Kano. Kano was born in 1860 and he had been a noted scholar and master of ju-jutsu. His early years were spent training in Kito-ryu and the Tenjin Shinyo-ryu establishments, where he acquired a thirst for further knowledge.

The two said ju-jutsu schools were famous for producing many masters of that era. In 1882 Jigaro Kano commenced the teaching of his own individual ideas that were largely centred on his own experiences and studies.

Kano had long been an admirer of techniques and the applications that were of a practical relevance. Originally, he named the establishment the Kodokan Judo. Kano died in 1938 and left a standardised and structured way behind that is practised in many nations of the world. Judo's success is a monument to Jigaro Kano's dedication and knowledge.

It acquired Olympic status at the Tokyo games in 1964, and the sheer size of its overall membership throughout the world is astonishing, such is the popularity and effectiveness of the sport. Judo techniques can be divided into three main groups or categories.

The first, standing techniques, known as '*tachi-waza*', include many of the throwing techniques, known as '*nage-waza*'. The first group can again be sub-divided into hand techniques, known as '*te-waza*', hip techniques, known as '*koshi-waza*', leg or foot techniques, known as '*ashi-waza*' and '*sutemi-waza*', which translates as sacrifice techniques, which are techniques where you place yourself at risk so you can feign the enemy or opponent.

The second principle consists of vital point striking techniques or *atemi-waza*. This category is learnt purely as a form of selfdefence and is not allowed in competition. Because of this many modern judoka instructors neglect and purposefully avoid the practice of *atemi-waza*. However, the non-acceptance of *atemiwaza* on the tournament circuit is only one reason. Another can be disagreement over the strike's practical function.

*Atemi-waza* can be a very complicated feature and training in it can appear too abstract from training in modern competitive judo. However, the subject is integral to the overall composition of Kodokan Judo.

'*Ne-waza*', or ground techniques, consists of a series of ways of fighting the opponent on the floor or mat. Again, this can be sub-divided into '*osaekomi-waza*', which means

holding techniques, '*kansetsu-waza*' or locking techniques and '*shime-waza*', which translates into strangling techniques.

Having the knowledge to fight on the ground has become very popular in the current practice of martial arts. In reality the majority of street confrontations, if not ended within the first few seconds, finish with one or two parties on the floor.

Judo is respected for its vast understanding in this particular area of self-defence. The correct method of breaking one's fall when being thrown is also significant in preventing injury.

There are several different types of fall and they are an important part of the training. The term for breakfall, the correct way to land safely following a throw, is '*ukemi*'.

Judo favours the competition scene, and the students enter tournaments. The idea is to gain points and ultimately victory over one's opponent. Scores are given for the correct execution of the throws and hold-downs and for the surrender of the adversary.

The referee will award the contest to the person with the most points during a predetermined period of time. Many martial artists are unaware that there are kata contained in judo.

The kata are demonstrated in pairs, as with most traditional Japanese grappling-based disciplines. The major kata are: Nage-nokata, Katame-no-kata, Go-no-sen-no-kata, Kime-no-kata, Itsutsuno-kata, Ju-no-kata, Koshiki-no-kata and Kodokan-goshin-jutsu.

Training in the class environment will commence with free practice known as '*randori*'.

Judo is practised in a training hall known, or *dojo* and performed on a mat, or '*tatami*'.

The dress worn, known as a '*judogil*', is traditionally a hardwearing version of Japanese '*dogi*' uniform with padding on the chest and the arm areas.

Like other martial arts the grading structure is divided with the use of adorning coloured belts. Kano is considered to be the founder of this popular qualification system.

Horton, N. (2005). Japanese martial arts. West Sussex, Summersdale Publishers Ltd. 126 p. ISBN 1- 84024- 478- X.

## New words and expressions

English	Pronunciation	Slovak
breakfall	[breakfall]	pád
coloured belts	['kʌləd belt]	farebné opasky
competition	[,kɒmpə'tɪʃn]	sút'áž
correct execution	[kə'rekt ,eksɪ'kju:ʃn]	správne vykonanie
fight on the ground	[faɪt ɒn ðə graʊnd]	boj na zemi
form of selfdefence	[fɔ:m əv selfdefence]	forma, spôsob sebaobrany
founder	['faʊndə]	zakladateľ, tvorca
gentle or flexible way	['dʒentl ɔ: 'fleksəbl weɪ]	jemná alebo flexibilná cesta
ground techniques	[graʊnd tek'ni:ks]	techniky na zemi
hand techniques	[hænd tek'ni:ks]	techniky rúk, paží
hip techniques	[hɪp tek'ni:ks]	bedrové techniky
holding techniques	['həʊldɪŋ tek'ni:ks]	techniky držania
in preventing injury	[ɪn prɪ'ventɪŋ 'ɪndʒəri]	v prevencii pred zranením
Japanese martial art	[japanese 'ma:ʃl a:t]	japonské bojové umenie

judo techniques	['dʒuːdəʊ tek'ni:ks]	techniky v džude
leg or foot techniques	[leg ɔ: fʊt tek'ni:ks]	techniky nôh alebo chodidiel
locking techniques	[lɒkɪŋ tek'ni:ks]	techniky páčenia, páky
modern judoka instructors	['mɒdn judoka ɪn'strʌktəz]	inštruktori moderného džuda
practical relevance	['præktɪkl 'reləvənt]	praktický význam
qualification system	[kwɒlɪfɪ'keɪʃn 'sɪstəm]	kvalifikačný systém
referee will award	[refə'ri: wɪl ə'wɔ:d]	rozhodca ocení, oboduje
sacrifice techniques	['sækrɪfaɪs tek'ni:ks]	techniky obetovania
standing techniques	['stændɪŋ tek'ni:ks]	techniky v postoji
strangling techniques	['stræŋɡlɪŋ tek'ni:ks]	techniky škrtenia
striking techniques	['straɪkɪŋ tek'ni:ks]	techniky úderov
surrender of the adversary	[sə'rendər əv ðə 'ædvəsəri]	vzdať sa protivníkovi, súperovi
throwing techniques	[θrəʊɪŋ tek'ni:ks]	techniky hodov, prehodov
types of fall	[taɪpz əv fɔ:l]	typy, druhy pádov

## Exercise 1

The words in the sentences have been scrambled. On the lines provided below each sentence, re-write the words of the sentence in the correct order.

1. a monument to Jigaro Kanos dedication and knowledge judos success is
2. for producing many masters of that era the two said jujutsu schools were famous
3. Olympic status at the Tokyo games in 1964 it acquired
4. three main groups or categories judo techniques can be divided into
5. admirer of techniques kano had long been an
6. that is practised by all age groups and by both genders judo is a sport
7. named the establishment the Kodokan Judo originally he
8. standardised and structured way behind that is practised in many nations of the world kano died in 1938 and left a
9. and records are easily obtained judo is fairly modern in its concept
10. means gentle or flexible way judo

## Exercise 2

There are letters missing in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

J•d• f•v••rs th• c•mp•t•t••n sc•n•, and th• st•d•nts •nt•r t••rn•m•nts. Th• d•• s t• g••n p••nts and •lt•m•t•ly v•ct•ry •v•r •n's •pp•n•nt. Sc•r•s •r g•v•n f•r th• c•rr•ct •x•c•t••n •f th• thr•ws and h•ld•d•wns and f•r th• s•rr•nd•r •f th• •dv•rs•ry.

Th• r•f•r•• w•ll •w•rd th• c•nt•st t• th• p•rs•n w•th th• m•st p••nts d•r•ng • pr•d•t•rm•nd

product of time. Many martial artists are aware that there are katas contained in judo.

The katas are demonstrated in pairs, as with most traditional Japanese grappling-based disciplines.

The major katas are: Nage-nokata, Katamen-nokata, Gonnosonnenkata, Kommen-kata, tsutsunen-kata,

Junen-kata, Koshoken-nokata and Kodokan-goshon-jitsu.

Training in the class environment will commence with free practice known as 'randori'. Judo is

practised in a training hall known, or dojo and performed on a mat, or 'tatami'.

The dress worn, known as 'judogi', is traditionally a hardwearing version of Japanese 'dgi'

uniform with padding on the chest and the arm rolls.

Like other martial arts the grading structure is divided with the use of different coloured belts.

Kano is considered to be the founder of this popular qualification system.

### Exercise 3

Only partial sentences are shown below. Create an ending for each sentence, and re-write the complete sentence on the lines provided below each sentence.

1. The correct method of breaking one's fall when.....
2. However, the non-acceptance of atemiwaza on.....
3. The second principle consists of vital.....
4. The first, standing.....
5. Another can be disagreement over.....
6. However, the subject is integral to.....
7. Because of this many modern judoka instructors.....
8. Judo is respected for its vast.....
9. This category is learnt purely as a form of.....
10. Ate-mi-waza can be a very complicated feature and training in it.....

### Exercise 4

A number of words have been removed from each sentence and listed below the sentence. Use the listed words to fill the blanks in the sentence.

1. Kano is \_\_\_\_\_ be the \_\_\_\_\_ of this popular qualification \_\_\_\_\_.  
A. SYSTEM B. TO C. CONSIDERED D. FOUNDER
2. Judo is practised in a \_\_\_\_\_ hall known, or \_\_\_\_\_ and performed on \_\_\_\_\_, or 'tatami'.  
A. TRAINING B. A C. DOJO D. MAT

3. Judo \_\_\_\_\_ ' \_\_\_\_\_ or \_\_\_\_\_ .  
A. WAY' B. FLEXIBLE C. MEANS D. GENTLE
4. Training \_\_\_\_\_ will commence with free practice known as 'randori'.  
A. THE B. ENVIRONMENT C. IN D. CLASS
5. The correct method of breaking one's fall when being \_\_\_\_\_ is \_\_\_\_\_ significant in \_\_\_\_\_ .  
A. INJURY B. PREVENTING C. THROWN D. ALSO
6. Judo \_\_\_\_\_ fairly modern in its concept and \_\_\_\_\_ easily \_\_\_\_\_ .  
A. ARE B. OBTAINED C. RECORDS D. IS
7. Kano \_\_\_\_\_ been an \_\_\_\_\_ of \_\_\_\_\_ .  
A. ADMIRER B. LONG C. HAD D. TECHNIQUES
8. Many \_\_\_\_\_ unaware that \_\_\_\_\_ are kata contained in judo.  
A. ARTISTS B. ARE C. THERE D. MARTIAL
9. Judo techniques can be \_\_\_\_\_ into \_\_\_\_\_ main \_\_\_\_\_ categories.  
A. DIVIDED B. OR C. GROUPS D. THREE
10. The \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ as 'tachi-waza'.  
A. FIRST B. KNOWN C. STANDING D. TECHNIQUES

## Exercise 5

In each paragraph below the sentences are out of order. Determine the correct order for the sentences in the paragraph, and write the correct order number for each sentence on the blank space provided.

The first group can again be sub-divided into hand techniques, known as 'te-waza', hip techniques, known as 'koshi-waza', leg or foot techniques, known as 'ashi-waza' and 'sutemi-waza', which translates as sacrifice techniques, which are techniques where you place yourself at risk so you can feign the enemy or opponent. The first, standing techniques, known as 'tachi-waza', include many of the throwing techniques, known as 'nage-waza'.

The second principle consists of vital point striking techniques or atemi-waza. This category is learnt purely as a form of selfdefence and is not allowed in competition. Another can be disagreement over the strike's practical function. However, the non-acceptance of atemiwaza on the tournament circuit is only one reason. Because of this many modern judoka instructors neglect and purposefully avoid the practice of atemi-waza.

Atemi-waza can be a very complicated feature and training in it can appear too abstract from training in modern competitive judo. However, the subject is integral to the overall composition of Kodokan Judo.

## Exercise 6

All of the capital letters, periods and commas have been removed from the text below. Use your red correction pen to write the capital letters, periods and commas where they belong. The answer bank at the end of the text shows how many capital letters, periods and commas have been removed from the text.

judo favours the competition scene and the students enter tournaments the idea is to gain points and ultimately victory over one's opponent scores are given for the correct execution of the throws and hold-downs and for the surrender of the adversary the referee will award the contest to the person with the most points during a predetermined period of time many martial artists are unaware that there are kata contained in judo the kata are demonstrated in pairs as with most traditional japanese grappling-based disciplines the major kata are: nage-nokata katame-no-kata go-no-sen-no-kata kime-no-kata itsutsuno-kata ju-no-kata koshiki-no-kata and kodokan-goshin-jutsu training in the class environment will commence with free practice known as 'randori' judo is practised in a training hall known as dojo and performed on a mat or 'tatami' the dress worn known as a 'judogii' is traditionally a hardwearing version of japanese 'dogi' uniform with padding on the chest and the arm areas like other martial arts the grading structure is divided with the use of adorning coloured belts kano is considered to be the founder of this popular qualification system

## Basic equipment in Judo

English	Pronunciation	Slovak
belt	[belt]	opasok
belt knot	[belt nɒt]	uzol na opasku
black belt	[blæk belt]	čierny opasok
bow	[bəʊ]	pozdrav, poklona
brown belt	[braʊn belt]	hnedý opasok
competitor throwing	[kəm'petɪtə θrəʊɪŋ]	útočník - tori
competitor thrown	[kəm'petɪtə θrəʊn]	obranca - uke
complete win	[kəm'pli:t wɪn]	víťazstvo na celý bod
draw	[drɔ:]	nerozhodný výsledok zápasu
full point	[fʊl pɔɪnt]	hodnotenie techniky – celý bod - ippon
green belt	[grɪ:n belt]	zelený opasok
green flag	[grɪ:n flæg]	zelená zástavka
judo-jacket	['dʒu:dəʊ 'dʒækɪt]	džudistické kimono
judoka	[judoka]	džudista
judo-mat	['dʒu:dəʊ mæt]	džudistická žinienka - tatami
judo-trousers	['dʒu:dəʊ 'traʊzəz]	džudistické nohavice (kimonové)
judo-uniform	['dʒu:dəʊ 'ju:nɪfɔ:m]	džudistický úbor (cvičenca)
orange belt	['ɒrɪndʒ belt]	oranžový opasok
practice hall	['præktɪs hɔ:l]	telocvičňa - dojo
red belt	[red belt]	červený opasok
red marking line	[red 'mɑ:kɪŋ laɪn]	označenie východiskového postavenia (červené)
red-white belt	[red waɪt belt]	červeno-biely opasok



white marker	[waɪt 'mɑ:kə]	biela šerpa
white marking line	[waɪt 'mɑ:kɪŋ laɪn]	označenie východiskového postavenia (biele)
yellow belt	['jeləʊ belt]	žltý opasok



Judo - mat (tatami)



Judo-uniform (kimono)

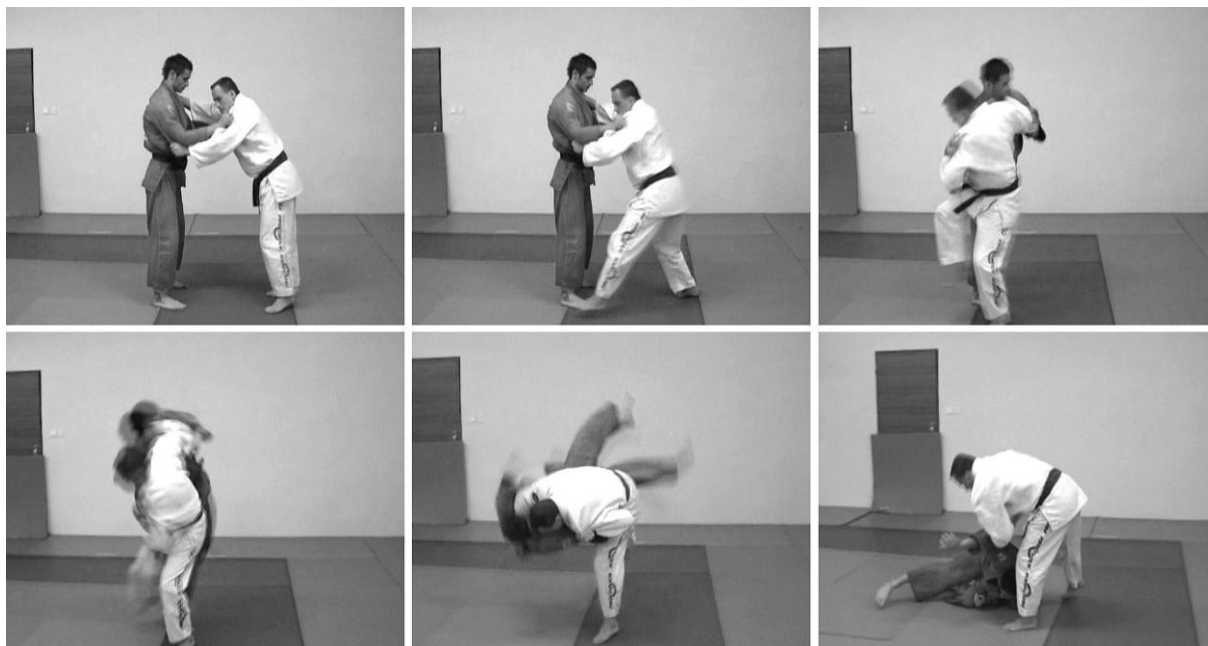


Coloured belts

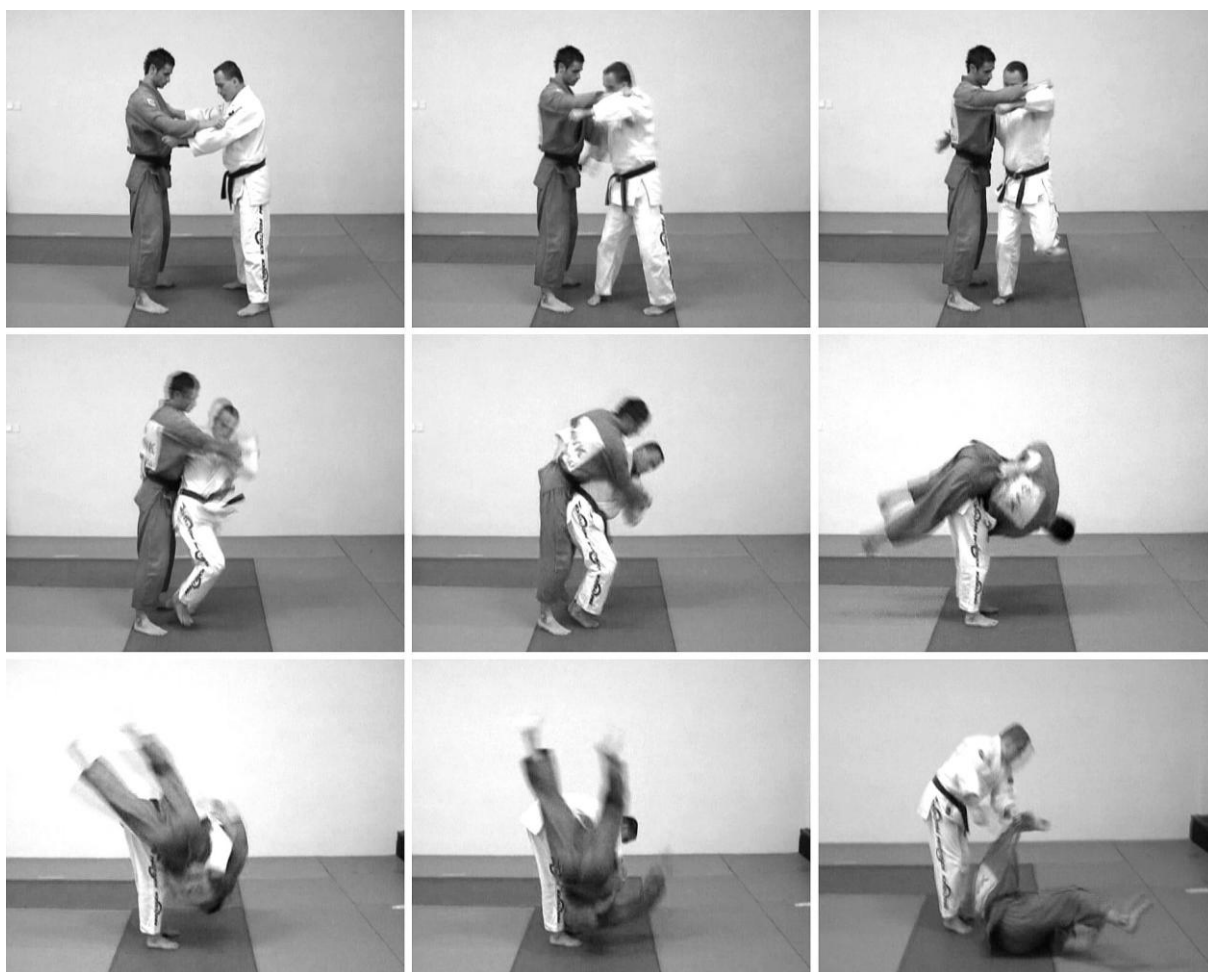
## Motor skills and techniques in Judo

English	Pronunciation	Slovak
arm lock	[a:m lɒk]	páčenie v lakti
body drop	['bɒdi drɒp]	prehod súpera otočením cez nohu
braking of balance	[breɪkɪŋ əv 'bæləns]	vychýlenie z rovnováhy
counter	['kauntə]	protichmat
cross strangle	[krɒs 'stræŋgl]	škrtenie pomocou skrížených rúk
defence posture	[dɪ'fens 'pɒstʃə]	obranný postoj
execution of the throw	[,eksɪ'kju:ʃn əv ðə θrəʊ]	vykonanie hodů
falling	[fɔ:lɪŋ]	pád, padnutie
free practice	[fri: 'præktɪs]	cvičný, tréningový zápas - randori
ground technique	[graʊnd tek'ni:k]	technika boja na zemi
hip throw	[hɪp θrəʊ]	technika hodův cez bok
hold	[həʊld]	držanie
holding broken	['həʊldɪŋ 'brəʊkən]	prerušenie držania
holding technique	['həʊldɪŋ tek'ni:k]	technika držania
I give up	[aɪ gɪv ʌp]	vzdávam sa
koka	[koka]	hodnotenie techniky - koka
leg technique	[leg tek'ni:k]	technika nôh

lock	[lɒk]	páčenie
locking technique	[lɒkɪŋ tek'ni:k]	technika páčenia
major inside reap	['meɪdʒə ,aʊt'saɪd ri:p]	veľký podraz
major outside reap	['meɪdʒə ,aʊt'saɪd ri:p]	veľký vonkajší podraz
minor inside reap	['maɪnər ,ɪn'saɪd ri:p]	malý podraz
minor outside reap	['maɪnə ,aʊt'saɪd ri:p]	malý vonkajší podraz
naked strangle	['neɪkɪd 'stræŋgl]	škrtenie predlaktím
nearly wazari	['nɜːli wazari]	hodnotenie techniky - juko
normal posture	['nɔːml 'pɒstʃə]	základný postoj
note	[nəʊt]	1.stupeň trestu - šido
reap	[ri:p]	podraz
shoulder throw	[ʃəʊldə θrəʊ]	prehod súpera cez ramená
slap	[slæp]	úder pažou na podložku
sliding lapel-neck lock	[slɑɪdɪŋ læ'pel nek lɒk]	škrtenie pomocou goliera
spring hip throw	[sprɪŋ hɪp θrəʊ]	hod cez bok zadržaním súperovej nohy svojou nohou
standing technique	['stændɪŋ tek'ni:k]	technika v postoji
standing throw	['stændɪŋ θrəʊ]	hod v postoji
straight arm lock	[streɪt ɑ:m lɒk]	páčenie vystretej paže
strangulation	[,stræŋɡju'leɪʃn]	škrtenie
strangulation technique	[,stræŋɡju'leɪʃn tek'ni:k]	technika škrtenia
sweeping hip	['swi:pɪŋ hɪp]	prehod súpera cez bok s podmietnutím nohy
taking a hold	[teɪkɪŋ ə həʊld]	uchopenie
taking hold for throwing	[teɪkɪŋ həʊld fə θrəʊɪŋ]	nástup do techniky
technique	[tek'ni:k]	technika
throw	[θrəʊ]	hod
throw by sacrifice throw	[θrəʊ baɪ 'sækrɪfaɪs θrəʊ]	hod s pomocou vlastného pádu
throwing technique	[θrəʊɪŋ tek'ni:k]	technika hodov
two near points	[tuː nɪə pɔɪnts]	hodnotenie techniky – celý bod (dve wazari)
victory by forfeit	['vɪktəri baɪ 'fɔːfɪt]	víťazstvo nenastúpením súpera
victory by submission	['vɪktəri baɪ səb'mɪʃn]	víťazstvo vzdaním sa súpera
victory on superiority	['vɪktəri ɒn suːpɪəri'ɒrəti]	víťazstvo prevahou
warning	['wɔːnɪŋ]	3. stupeň trestu - keikoku



Spring hip throw (Ó soto gari)



Hip throw (Ó goši)

Jûdô was uniquely suited to dissemination across cultures, and in Japan Kanô was pioneering the dissemination of jûdô in another direction as well. *Joshi jûdô* (women's jûdô) began with his acceptance of his first female student in 1883.

Over the following years, a Women's Section of the Kôdôkan, with its own separate syllabus and eventually with women's sport competitions, developed. Kanô is said to have commented that the Women's Section preserved more of his intentions for jûdô, with its lesser emphasis on competition.

The growing emphasis on sport jûdô probably occasioned this comment. The evolution of mainstream jûdô has progressed steadily in the direction of competitive sport in the manner of Western wrestling, much to the chagrin of many instructors.

An Olympic event since 1964, jûdô is often coached today simply as an athletic activity, without regard to Kanô's principles of strategy or character development or to martial arts applications outside the set of techniques useful in competition. However, Kôdôkan Jûdô retains its traditional elements, including all seven divisions of technique.

These include, of course, the throws, immobilizations, and chokes (*nage-waza*, *osae-waza*, and *shime-waza*), but also dislocations and strikes (*kansetsu-waza* and *ate-waza*), formal exercises (*kata*), and resuscitation methods (*kappô*).

Jûdô ranking (indicated by the color of belt worn with the traditional *dôgi* [training uniform]) is dependent on demonstrated proficiency in these areas as well as points scored in competition.

The belt color ranking system, which originated with jûdô, has been adopted by a great many martial systems and has occasioned much debate.

The *dan/kyû* system, in which the more advanced or dan ranks are usually designated by a black belt and the lesser kyû grades by a variety of colors, is one of the most widely recognized features of Japanese and some other Asian martial arts, and it is often assumed to be of great antiquity.

In reality, it represented another facet of Kanô's innovation and modernization, since it presented a format for standardizing the development of the *jûdôka* (jûdô practitioner). Older systems more commonly awarded diplomas or certificates, and historically seldom established any formal hierarchies among students prior to graduation from training.

Recognition of various intermediate ranks among students became more common during Japan's peaceful Tokugawa era, but retained a feudal flavor of esoteric initiation. Rank among students was not signified in any uniform, visible manner. The emphasis instead was on access to, and eventual mastery of, a school's "inner" or "secret" teachings (*okuden*).

The highest award in this methodology was the *menkyo kaiden*, which certified that the bearer had attained mastery of the system. By contrast, the "black belt" of the *dan/kyû* system is usually taken to indicate a "serious student" or "beginning teacher" of a style; the lack of secrecy in the jûdô tradition, and in most modern derivations of martial arts, changes the meaning of initiation.

Progress in the pursuit of jûdô can include rites of passage and formal recognition of proficiency, but tends to reflect the Meiji values of Kanô rather than the feudal orientation of its root arts. As the American jûdôka Bruce Tegner wrote in response to assorted Western folklore about the black belt, "The earliest black belt holders were not deadly killers; they were skilled sportsmen" (1973).

Indeed, belt rank and sport competition were both highly controversial Kanô innovations that continue to lend themselves to a wide range of interpretations, criticisms, and uses and abuses to this day.



The freestyle practice of jūdō techniques takes two forms, *shiai* (contest) and *randori*, which is an unchoreographed but not formally competitive exchange of throws and counters. *Kuzushi*, or unbalancing, is fundamental to both practice forms, and is carried out in accord with the jūdō proverb “When pulled, push; when pushed, pull!”

It is also a jūdō cliché, first widely noted in the early years of Western jūdō, that size and strength are relatively unimportant in the employment of the art; this probably derived largely from the success of relatively diminutive Japanese experts against larger but unschooled antagonists.

Unfortunately, this proved illusory in the case of jūdō players of comparable skill who were greatly mismatched in size, and designated weight classes are thus a feature of modern sport jūdō.

Today, the International Jūdō Federation is the governing body of Olympic jūdō, while the Kōdōkan in Japan remains the world headquarters. A variety of national and international federations for jūdō study and practice exist worldwide, and instruction is relatively easy to come by.

Jūdō players have also ventured into interstyle grappling events, and jūdō remains a strong influence on grapplers of other styles (especially those, such as the Russian *sambo*, that include the wear and use of a jacket).

Green, T.A. (2001). *Martial arts of the world: An encyclopedia*. Santa Barbara, California. 926 p. ISBN 1-57607-150-2.

## New words and expressions

English	Pronunciation	Slovak
belt color ranking system	[bɛlt 'kʌlər 'ræŋkɪŋ 'sɪstəm]	kvalifikačný systém farebných opaskov
black belt holders	[blæk belt 'həʊldəz]	držitelia čierneho opasku
chokes	[tʃəʊks]	škrtenia
designated weight classes	['deziɡneɪtɪd weɪt klɑ:sɪz]	určené hmotnostné kategórie
dislocations	['dɪsləkerts]	páčenie proti kĺbu
formal exercises	['fɔ:ml 'eksəsaɪzɪz]	súborné cvičenia (kata)
immobilizations	[ɪmˌmɒbɪlaɪzəʃnz]	znehybnenia
jūdō practitioner	[jūdō præk'tɪʃənə]	džudista
lesser emphasis on competition	['lesər 'emfəsis ɒn ,kɒmpə'tɪʃn]	menší dôraz na súťaženie
resuscitation methods	[rɪˌsʌsɪ'teɪʃən 'meθədz]	resuscitačné metódy
„secret“ teachings	['si:krət 'ti:ʃɪŋz]	tajné učenia
seven divisions of technique	['sevn dɪ'vɪʒnz əv tek'ni:k]	sedem technických skupín
strikes	[straɪks]	úder
techniques useful in competition	[tek'ni:ks 'ju:sfl ɪn ,kɒmpə'tɪʃn]	techniky užitočné pre súťaž
throws	[θrəʊz]	hody, prehody
throws and counters	[θrəʊz ənd 'kaʊntəz]	hody a protichmaty
traditional elements	[trə'dɪʃənl 'elɪmənts]	tradičné, pôvodné prvky

weight classes	[weɪt kla:sɪz]	hmotnostné kategórie
women's sport competitions	[wɒmən's spɔ:t ,kɒmpə'tɪʃnz]	ženské športové súťaže

## Key

### Exercise 1

1. Judo's success is a monument to Jigaro Kano's dedication and knowledge.
2. The two said ju-jutsu schools were famous for producing many masters of that era.
3. It acquired Olympic status at the Tokyo games in 1964.
4. Judo techniques can be divided into three main groups or categories.
5. Kano had long been an admirer of techniques.
6. Judo is a sport that is practised by all age groups and by both genders.
7. Originally, he named the establishment the Kodokan Judo.
8. Kano died in 1938 and left a standardised and structured way behind that is practised in many nations of the world.
9. Judo is fairly modern in its concept and records are easily obtained.
10. Judo means 'gentle or flexible way'.

### Exercise 2

Judo favours the competition scene, and the students enter tournaments. The idea is to gain points and ultimately victory over one's opponent. Scores are given for the correct execution of the throws and hold-downs and for the surrender of the adversary.

The referee will award the contest to the person with the most points during a predetermined period of time. Many martial artists are unaware that there are kata contained in judo.

The kata are demonstrated in pairs, as with most traditional Japanese grappling-based disciplines. The major kata are: Nage-nokata, Katame-no-kata, Go-no-sen-no-kata, Kime-no-kata, Itsutsuno-kata, Ju-no-kata, Koshiki-no-kata and Kodokan-goshin-jutsu.

Training in the class environment will commence with free practice known as 'randori'. Judo is practised in a training hall known as dojo and performed on a mat, or 'tatami'.

The dress worn, known as a 'judogi', is traditionally a hardwearing version of Japanese 'dogi' uniform with padding on the chest and the arm areas.

Like other martial arts the grading structure is divided with the use of adorning coloured belts. Kano is considered to be the founder of this popular qualification system.



### Exercise 3

1. The correct method of breaking one's fall when being thrown is also significant in preventing injury.
2. However, the non-acceptance of atemiwaza on the tournament circuit is only one reason.
3. The second principle consists of vital point striking techniques or atemi-waza.
4. The first, standing techniques, known as 'tachi-waza'.
5. Another can be disagreement over the strike's practical function.
6. However, the subject is integral to the overall composition of Kodokan Judo.
7. Because of this many modern judoka instructors neglect and purposefully avoid the practice of atemi-waza.
8. Judo is respected for its vast understanding in this particular area of self-defence.
9. This category is learnt purely as a form of selfdefence and is not allowed in competition.
10. Atemi-waza can be a very complicated feature and training in it can appear too abstract from training in modern competitive judo.

### Exercise 4

1. Kano is [considered] [to] be the [founder] of this popular qualification [system].
2. Judo is practised in a [training] hall known, or [dojo] and performed on [a] [mat], or 'tatami'.
3. Judo [means] '[gentle] or [flexible] [way]'.
4. Training [in] [the] [class] [environment] will commence with free practice known as 'randori'.
5. The correct method of breaking one's fall when being [thrown] is [also] significant in [preventing] [injury].
6. Judo [is] fairly modern in its concept and [records] [are] easily [obtained].
7. Kano [had] [long] been an [admirer] of [techniques].
8. Many [martial] [artists] [are] unaware that [there] are kata contained in judo.
9. Judo techniques can be [divided] into [three] main [groups] [or] categories.
10. The [first], [standing] [techniques], [known] as 'tachi-waza'.

### Exercise 5

S-2 The first group can again be sub-divided into hand techniques, known as 'te-waza', hip techniques, known as 'koshi-waza', leg or foot techniques, known as 'ashi-waza' and 'sutemi-waza', which translates as sacrifice techniques, which are techniques where you place yourself at risk so you can feign the enemy or opponent.

S-1 The first, standing techniques, known as 'tachi-waza', include many of the throwing techniques, known as 'nage-waza'.

S-1 The second principle consists of vital point striking techniques or atemi-waza.

S-2 This category is learnt purely as a form of selfdefence and is not allowed in competition.

S-5 Another can be disagreement over the strike's practical function.

S-4 However, the non-acceptance of atemiwaza on the tournament circuit is only one reason.

S-3 Because of this many modern judoka instructors neglect and purposefully avoid the practice of atemi-waza.

S-1 Atemi-waza can be a very complicated feature and training in it can appear too abstract from training in modern competitive judo.

S-2 However, the subject is integral to the overall composition of Kodokan Judo.

### **Exercise 6**

Judo favours the competition scene, and the students enter tournaments.

The idea is to gain points and ultimately victory over one's opponent.

Scores are given for the correct execution of the throws and hold-downs and for the surrender of the adversary.

The referee will award the contest to the person with the most points during a predetermined period of time.

Many martial artists are unaware that there are kata contained in judo.

The kata are demonstrated in pairs, as with most traditional Japanese grappling-based disciplines.

The major kata are: Nage-nokata, Katame-no-kata, Go-no-sen-no-kata, Kime-no-kata, Itsutsuno-kata, Ju-no-kata, Koshiki-no-kata and Kodokan-goshin-jutsu.

Training in the class environment will commence with free practice known as 'randori'.

Judo is practised in a training hall known as dojo and performed on a mat, or 'tatami'.

The dress worn, known as a 'judogi', is traditionally a hardwearing version of Japanese 'dogi' uniform with padding on the chest and the arm areas.

Like other martial arts the grading structure is divided with the use of adorning coloured belts.

Kano is considered to be the founder of this popular qualification system.

## Unit 25: Sitting volleyball (Adapted Physical Activities)

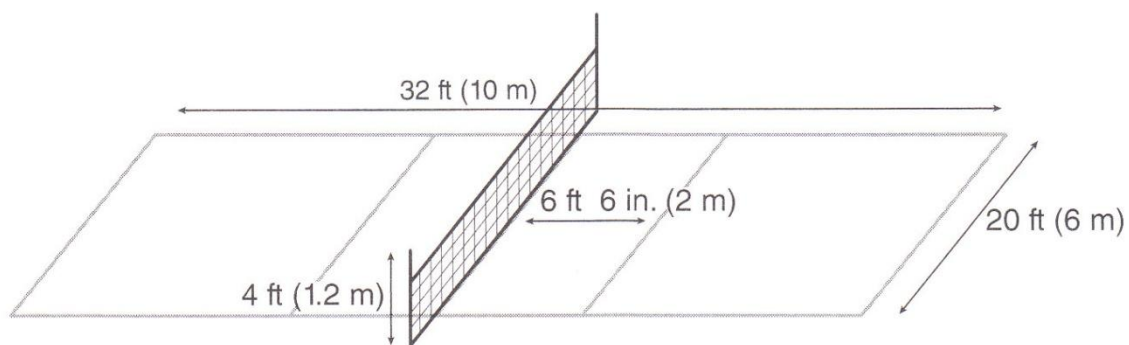
(Mgr. Dagmar Nemček, PhD.)

### To begin with...

What does it mean when the volleyball net is touching the ground during the match? That has to be Paralympics ball game called sitting volleyball.

### What is sitting volleyball?

The sport was created by combining traditional volleyball with a German game called Sitzball. Many of the rules for sitting volleyball are similar to those for traditional volleyball. The objective of the game is to send the ball over the net so that it is not returned by the opponent – in other words, to ground the ball on the opponents' court. The ball is put into play with serve, and each team is allowed three hits to return it to the opponents' court. A block of a hit ball is not counted as one of the three hits. Once the ball has been put into play after the serve, each team attempts to return the ball to the opponents' court, or "rally the ball", by using passing skills. Rally scoring is used to score in sitting volleyball. Rally scoring means that points can be awarded to the offence or defense on a ball not returned to the opponents' court. When the non-serving team wins a rally, it is awarded a point and the right to serve. Each time the receiving team wins a rally and a serve, it must rotate player positions one place in a clockwise direction.



Court

The game is played on a court measuring 10 by 6 meters. A regulation court for standing volleyball is 18 by 9 meters. The attack line in sitting volleyball is shorter, measuring 2 meters back and perpendicular to the center line, rather than 7 meters as in standing volleyball.

Any person with permanent lower-body impairment is eligible to play; however, all players must play from a seated position on the floor. People with amputations, *les autres* conditions, cerebral palsy, or spinal cord injuries, and who are considered paraplegic, are eligible to play. *Les autres* ("the other") conditions include polio, muscular dystrophy, and multiple sclerosis. In official competition, athletes must be classified using a sport classification system, and all athletes must meet a "minimal disability" criterion. Minimal disability means that the athletes must have a disability

severe enough to prevent her from playing in traditional volleyball game for people without disabilities.

The height of the net is 1.2 m for men and 1 m for women. The ball is usually a lighter color (white) or multicolor (blue and yellow) and approximately 65 to 67 centimeters in circumference. Players in an official sitting volleyball match may wear long pants, and they must sit directly on the floor. Players are not allowed to sit on thick padding while on the court of play.

The game is started by first deciding which team will serve, which is accomplished by a coin toss. The team winning the toss chooses either to serve first or to defend a preferred court. Sets are played to 25 points using rally scoring. Remember that with rally scoring the receiving team can score points despite not having served. An official team consists of 12 players, but only 6 are on the court at one time. All player positions are determined by the position of the buttocks on the floor and not the position of legs or arms. For example, it is possible for a player who does not have use of his legs to be seated in the court area but have his legs positioned outside the court.

Davis, R.W. (2001). Sitting volleyball. In Teaching disability sport. A guide for physical educators. United States of America: Human Kinetics, p. 115-144. ISBN-10: 0-7360-8258-1, ISBN-13: 978-0-7360-8258-7

## New words and expressions

English	Pronunciation	Slovak
accomplish	[ə'kʌmplɪʃ]	vykonať, previesť, splniť, uskutočniť
allow	[ə'laʊ]	dovoliť, povoliť, dať súhlas
amputation	[,æmpju'teɪʃn]	amputácia
arm	[ɑ:m]	ruka
athlete	['æθli:t]	športovec
attack	[ə'tæk]	útok
attack line	[ə'tæk laɪn]	útočná čiara
attempt	[ə'tempt]	pokus
award	[ə'wɔ:d]	získať, byť odmenený
ball	[bɔ:l]	lopta
block	['blɒk]	blok, blokovat'
buttock	['bʌtək]	zadok
center	['sentə]	stred
center line	['sentə laɪn]	stredová čiara
cerebral palsy	['serəbrəl 'pɔ:lzi]	detská mozgová obrna
circumference	[sɜ:'kʌmfərəns]	obvod
classification	[,klæsɪfɪ'keɪʃn]	klasifikácia, triedenie, hodnotenie
clockwise direction	['klɒkwaɪz dɪ'rekʃn]	v smere hodinových ručičiek
coin	[kɔɪn]	minca
coin toss	[kɔɪn tɒs]	vyhodenie mince
competition	[,kɒmpə'tɪʃn]	súťaž

condition	[kən'dɪʃn]	t'ážkosti (zdravotné), ochorenie
consist	[kən'sɪst]	skladat' sa, byť zložený, pozostávať
cord	[kɔ:d]	šnúra, povrazec, motúz, lanko
count	[kaʊnt]	počítat', rátať
court	[kɔ:t]	ihrisko, kurt
criterion	[kraɪ'tɪərɪən]	kritérium, meradlo
defend	[dɪ'fend]	brániť
defense	[dɪ'fens]	defenzíva, obrana
despite	[dɪ'spaɪt]	hoci, navzdory čomu, napriek
determine	[dɪ'tɜ:mɪn]	určovať, určiť, udávať
directly	[dɪ'rektli]	priamo, rovno
disability	[,dɪsə'bɪlɪti]	postihnutie
disability criterion	[,dɪsə'bɪlɪti kraɪ'tɪərɪən]	kritérium postihnutia, meradlo postihnutia
eligible	[ˈelɪdʒəbl̩]	spôsobilý, vhodný
floor	[flɔ:]	podlaha, povrch, palubovka
game	[geɪm]	hra
ground	[graʊnd]	územie, plocha
hit	[hɪt]	udrieť, odbiť, zasiahnuť
impairment	[ɪm'peəmənt]	porucha
in other words	[ɪn 'ʌðə 'wɜ:dz]	inými slovami
injury	[ˈɪndʒəri]	zranenie, poranenie, úraz, poškodenie
leg	[leg]	noha
les autres	[lez autres]	iné postihnutia
line	[laɪn]	čiara
lower-body	[ˈləʊə 'bɒdi]	dolná časť tela
match	[mætʃ]	zápas, stretnutie
measure	[ˈmeʒə]	merat'
multiple sclerosis	[ˈmʌltɪpl̩ sklə'rəʊsɪs]	skleróza multiplex
muscular dystrophy	[ˈmʌskjʊlə 'dɪstrəfi]	svalová dystrofia
net	[net]	sieť
nonserving team	[non'sɜ:vɪŋ ti:m]	nepodávajúce družstvo
objective	[əb'dʒektɪv]	cieľ
offence	[ə'fens]	ofenzíva, útok, útočiaci tím
opponent	[ə'pəʊnənt]	protihráč, súper
opponents' court	[ə'pəʊnənts kɔ:t]	pole protihráča, územie súpera
outside	[ˌaʊt'saɪd]	von, vonkajšia strana, mimo
padding	[ˈpædɪŋ]	vypchávka
pants	[pænts]	trenírky
paraplegia	[ˌpærə'pli:dʒə]	paraplégia, ochrnutie dolných končatín
pass	[pɑ:s]	prihrať, nahrať
passing skill	[ˈpɑ:sɪŋ skɪl]	zručnosť prihrávky,

		nahrávky
permanent	['pɜ:mənənt]	stály, trvalý
permanent lower-body impairment	['pɜ:mənənt 'ləʊə 'bɒdi ɪm'peəmənt]	trvalé porušenie dolnej časti tela
perpendicular	[ˌpɜ:pən'dɪkjʊlə]	kolmo, kolmý
place	['pleɪs]	miesto
player	['pleɪə]	hráč
point	[pɔɪnt]	bod
polio	['pəʊliəʊ]	obrna
position	[pə'zɪʃn]	pozícia
preferred	[prɪ'fɜ:d]	uprednostňovaný, prednostný, prioritný, preferovaný
prevent	[prɪ'vent]	zabrániť, zamedziť, predísť
rally	['ræli]	výmena, obnovený útok
rally the ball	['ræli ðə bɔ:l]	výmena
receive	[rɪ'si:v]	dostať
receiving team	[rɪ'si:vɪŋ ti:m]	prijímajúce družstvo, družstvo prijímajúce podanie
regulation	[ˌregjʊ'leɪʃn]	predpis, obvod
regulation court	[ˌregjʊ'leɪʃn kɔ:t]	predpísané ihrisko, obvod ihriska
return	[rɪ'tɜ:n]	návrat, vrátenie
rotate	[rəʊ'teɪt]	točiť
rule	[ru:l]	pravidlo
score	[skɔ:]	skóre, skórovať, bodovať
seat	[si:t]	sedadlo, sedieť
seat position	[si:t pə'zɪʃn]	pozícia v sede
serve	[sɜ:v]	podanie, servis
set	[set]	set, súprava
severe	[sɪ'viə]	vážny, ťažký, kritický
sit	[sɪt]	sedieť
sitting volleyball	['sɪtɪŋ 'vɒlɪbɔ:l]	volejbal sediacich
skill	[skɪl]	zručnosť
spinal cord injury	['spain] kɔ:d 'ɪndʒəri]	poranenie miechy
spine	[spain]	chrbtica
spine cord	[spain kɔ:d]	miecha
sport classification system	[spɔ:t ˌklæsɪfɪ'keɪʃn 'sɪstəm]	športový klasifikačný systém
standing volleyball	['stændɪŋ 'vɒlɪbɔ:l]	volejbal stojacich
team	[ti:m]	družstvo, tím
thick	[θɪk]	hrubý
toss	[tɒs]	vyhodiť
traditional	[trə'dɪʃnəl]	tradičný
traditional volleyball	[trə'dɪʃnəl 'vɒlɪbɔ:l]	tradičný volejbal
volleyball	['vɒlɪbɔ:l]	volejbal
win	[wɪn]	vyhrať

## Exercise 1

Match the words from the left column with the ones on the right

objective  
send the ball  
ground the ball  
the game  
passing  
rally  
rotate  
clockwise  
sitting  
attack  
lower-body  
seated  
sport  
people  
coin  
position  
ball  
wear  
thick

on the opponents' court  
scoring  
direction  
of the game  
impairment  
without disabilities  
classification system  
over the net  
toss  
on the buttock  
is played  
line  
is multicolour  
long pants  
skills  
player positions  
volleyball  
padding  
position

## Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

Many of the rules for sit-ing vol-eyball are similar to those for traditional volleyball. Once the ball has been put into play after the serve, each team attempts to retur- the ba-l to the opponents' court, or "rally the ball", by using pa-sing ski-ls. The atta-k l-ne in sitting volleyball is shorter, measuring 2 meters back and perpe-dicular to the cent-r line, rather than 7 meters as in stand-ng volle-ball. Any person with a permanent lo-er-body impairmen- is eligible to play; however, all players must play from a s-ated posi-ion on the floor. In official competition, athletes must be classified using a sport cla-sification syst-m, and all athletes must meet a "min-mal dis-bility" criterion. The game is started by first deciding which team will serve, which is accomplished by a coin tos-. All player positions are determined by the position of the but-ocks on the floor and not the position of legs or arms.

## Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text. (? Write the words in the blanks provided ?).



The objective of the ---- is to send the ball over the ---- so that it is not returned by the opponent – in other words, to ---- the ball on the opponents' ----.

A block of a hit ball is not ---- as one of the three hits.

Rally ---- means that points can be awarded to the ---- or defense on a ball not returned to the opponents' court.

Each time the receiving ---- wins a rally and a serve, it must ---- player positions one place in a ---- direction.

People ---- amputations, *les autres* conditions, cerebral palsy, or spinal ---- injuries, and who are considered ----, are ---- to play.

The ---- of the net is 1.2 m for ---- and 1 m for ----.

The ---- is usually white or blue and yellow and approximately 65 to 67 centimeters in ---  
-.

Players are not ---- to sit on thick ---- while on the court of play.

An ---- team consists of 12 players, but only 6 are on the court ---- one time.

### Word bank

allowed, at, ball, circumference, clockwise, cord, counted, court, eligible, game, ground, height, men, net, offence, official, padding, paraplegic, rotate, scoring, team, with, women

## Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

The sport was created by combining volleyball traditional with a German called game Sitzball.

The ball is put into play with serve, and each team is allowed to return three hits it to the opponents' court

Scoring rally is used to score in sitting volleyball.

When the team nonserving wins a rally, it is awarded a point and the serve to right.

The game is played on a measuring court 10 by 6 meters.

A regulation court for volleyball standing is 18 by 9 meters.

Les autres ("the other") conditions include polio, dystrophy muscular, and sclerosis multiple.

Minimal disability means that the athletes have must a disability severe enough to prevent her from playing in traditional volleyball game for without disabilities people.

Players in an official match sitting volleyball may wear pants long, and they must sit on the floor directly.

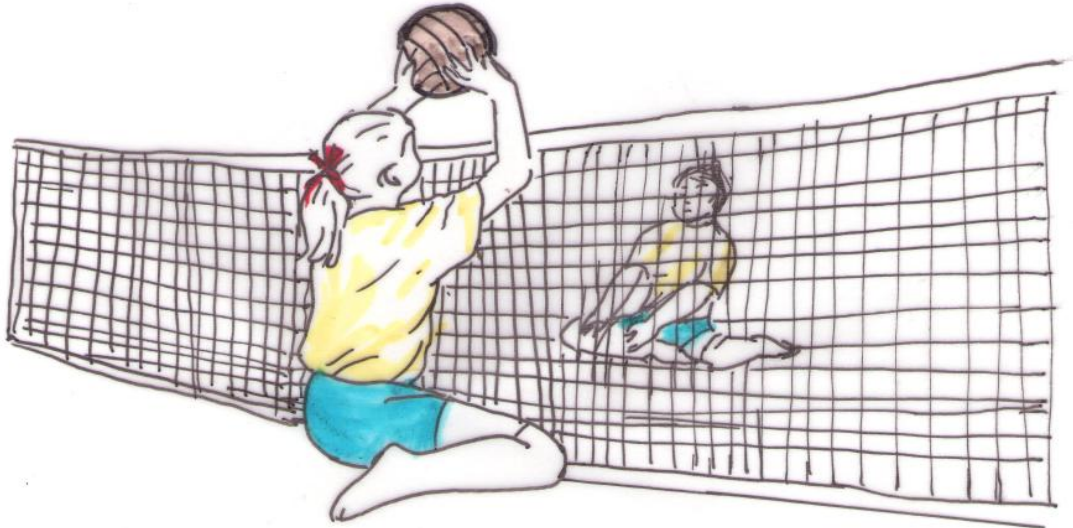
The winning team the toss chooses either to serve first or to defend a court preferred.

Remember that with rally scoring the team receiving can score points despite not having served.

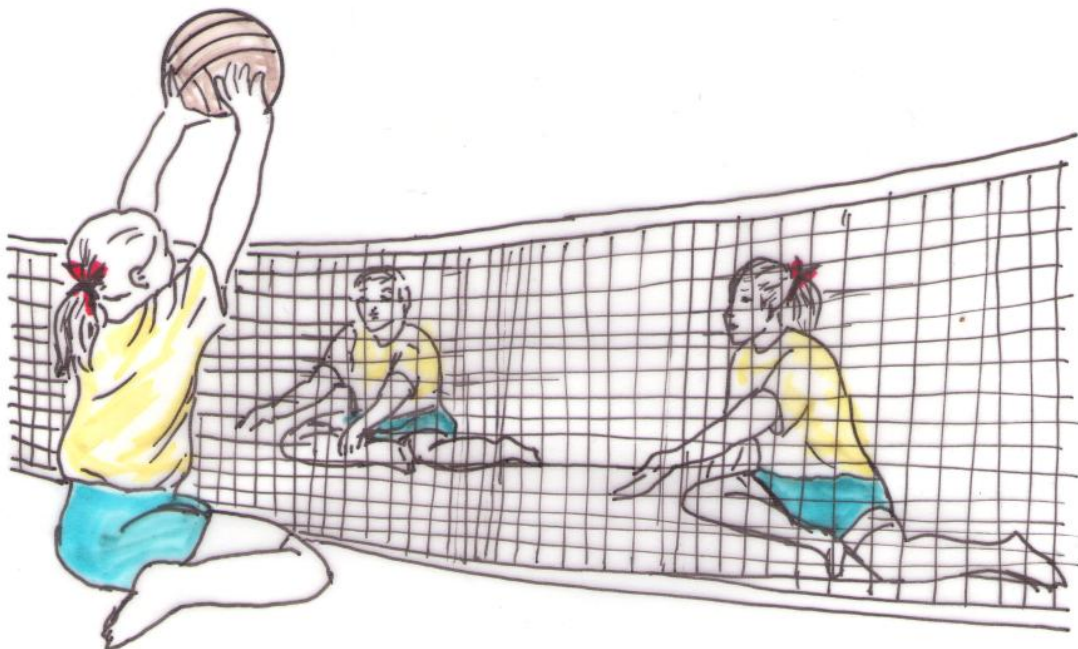
## Skills

### Passing

#### Overhead Pass and Set

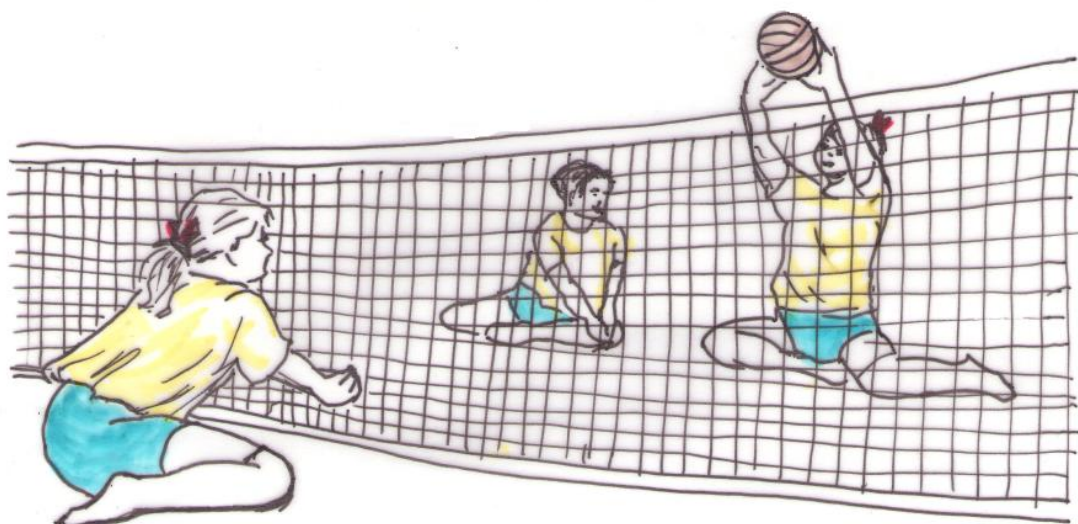


Contact the ball with the pads of the fingers for an overhead pass

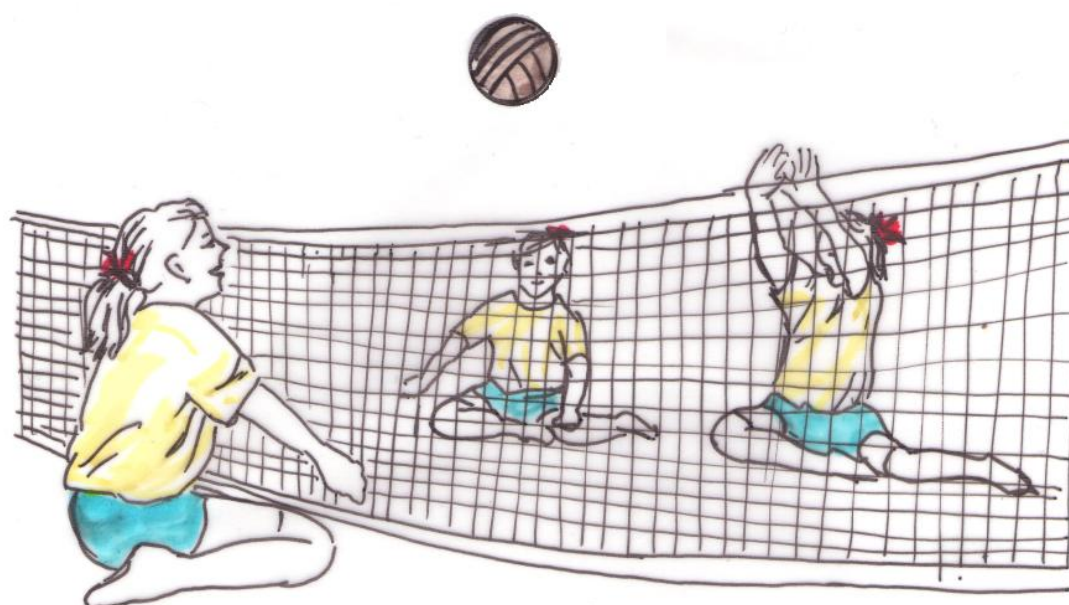


Extend the elbows forcefully, minimizing ball rotation

## Forearm Pass

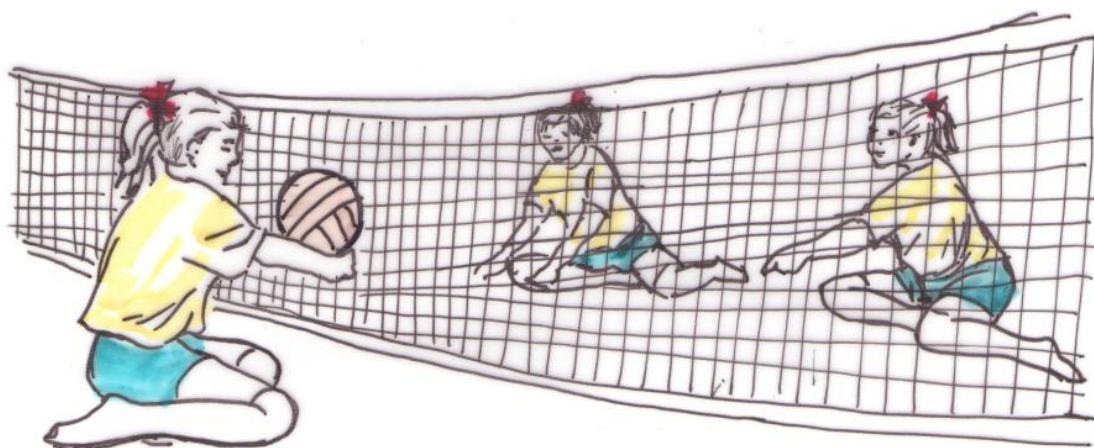


Preparation for the forearm pass



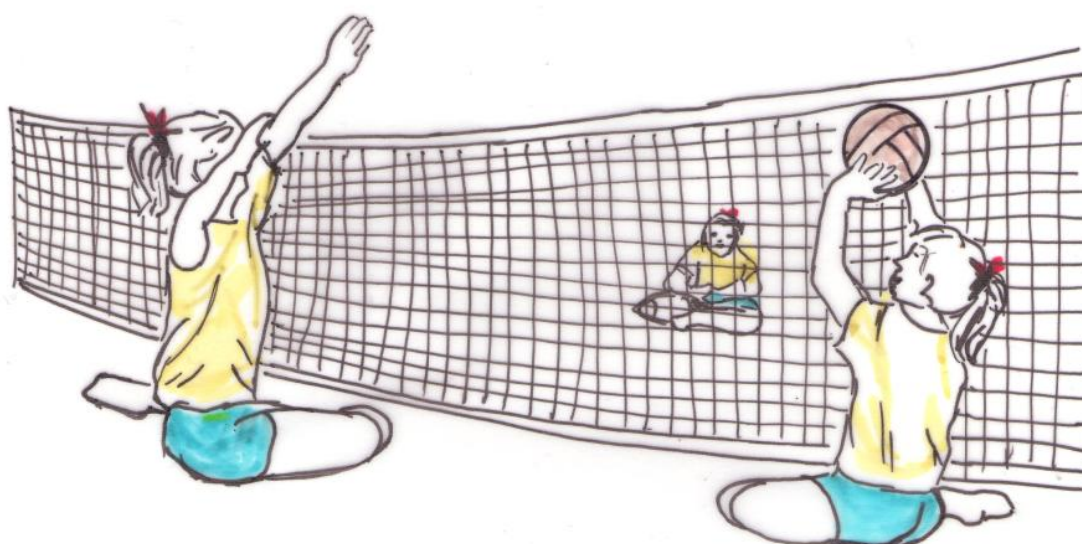
Position under the ball, hands clasped and elbows extended



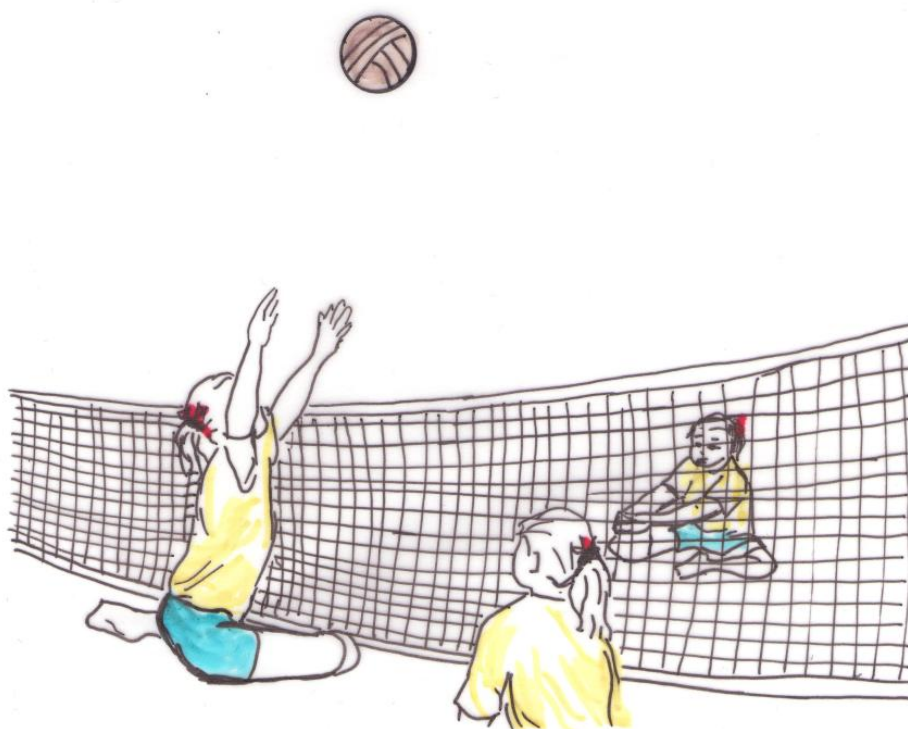


Absorbing the force of the ball's impact

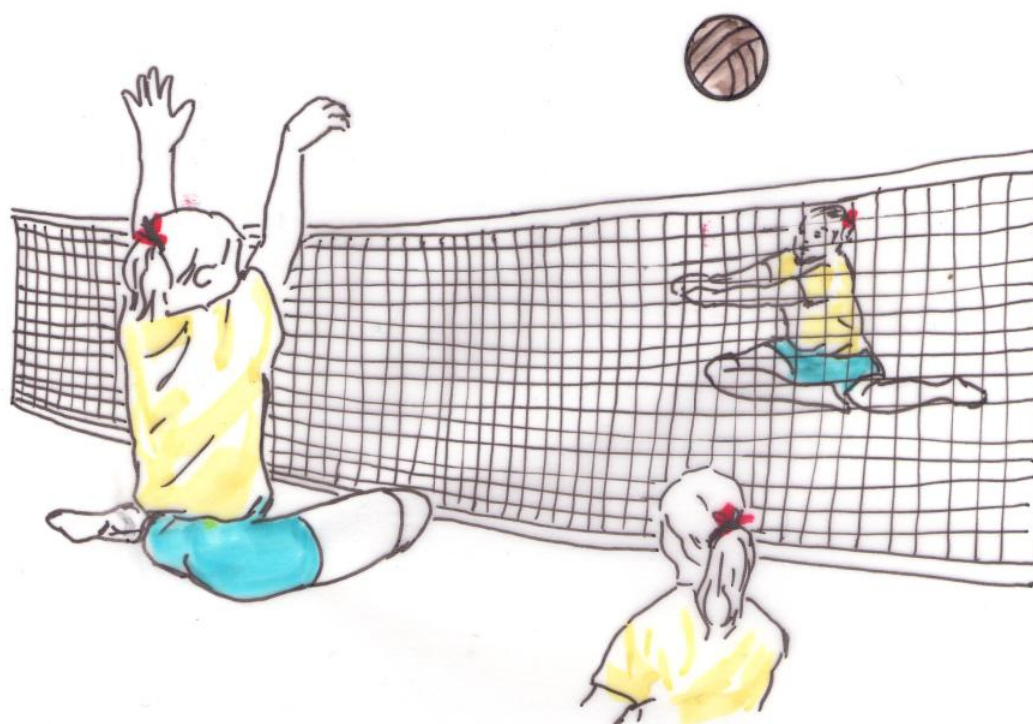
### Attack-Hit



Position the body under the ball with the arm and wrist ready



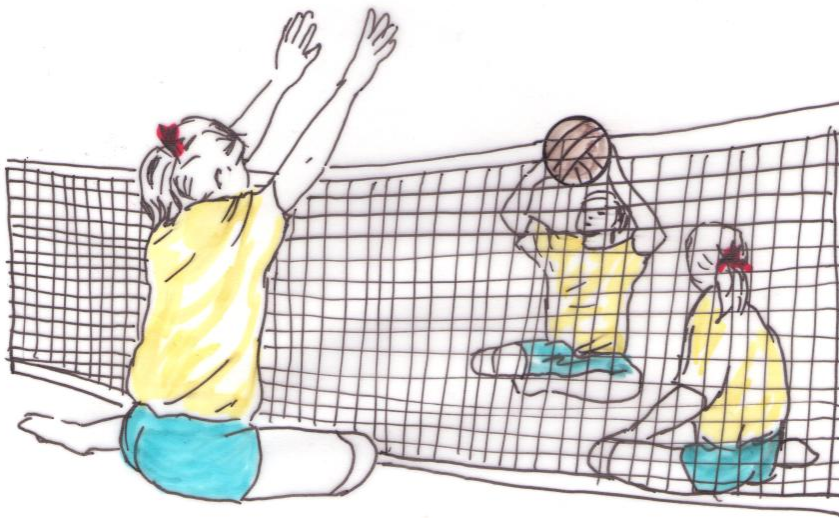
Rotate the striking shoulder away from the net and position the striking arm back



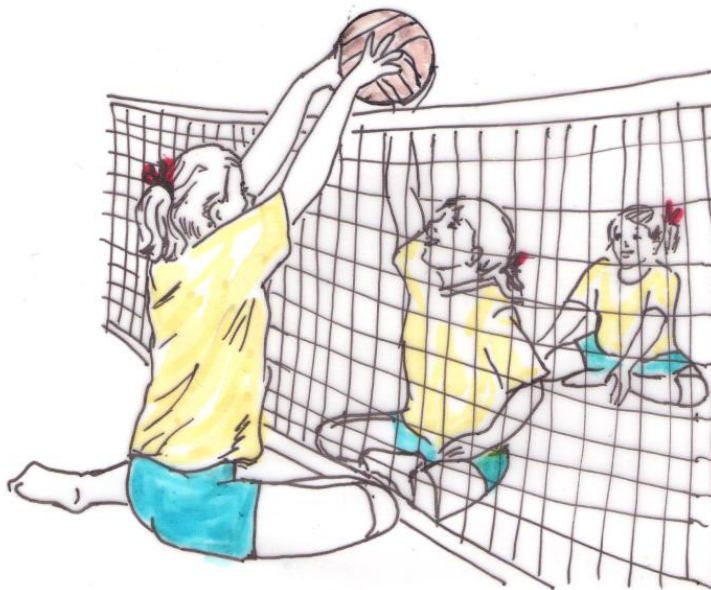
Contact the ball with a slightly open hand in a downward direction

## Block

### Individual block



Position close to the net ready for a block



Reach up with both arms; keep hands together for a block



### Two-Person Block



Two-person block

### Serve



Hold the ball higher than eye level with the striking arm drawn back



Raise the ball above the head and make contact with the heel of the hand and the fingers slightly open



## Fixed expressions in sitting-volleyball

English	Slovak
contact the ball	dotknúť sa lopty
extend the elbows	vystri paže v lakt'och
minimize ball rotation	minimalizuj rotáciu lopty
preparation for the pass	príprava na prihrávku
absorb the force of the ball	utlm silu lopty
position the body	zaujmi pozíciu (tela)
rotate the shoulder	vytoč rameno
position close to the net	zaujmi pozíciu pri sieti
ready for a block	pripravený blokovat'
reach up with arms	pažami dosahuj nahor
keep hands together	drž paže spolu
hold the ball higher	drž loptu vyššie
raise the ball above the head	zdvihni loptu nad hlavu
make contact with the heel of the hand	vykonaj kontakt pätou ruky
fingers slightly open	prsty mierne rozťahnuté od seba

## Fixed expressions in sitting-volleyball

English	Pronunciation	Slovak
overhead pass	[,əʊvə'hed pɑ:s]	prihrávka (nahrávka) nad hlavou
forearm pass	[,fɔ:'rɑ:m pɑ:s]	prihrávka predlaktím (zospodu), tzv. bagrom
position under the ball	[pə'ziʃn 'ʌndə ðə bɔ:l]	pozícia pod loptou
hands clasped	[hændz kla:spt]	ruky sú zovreté (zopnuté)
elbows extended	[,elbəʊz ɪk'stendɪd]	paže v lakt'och (lakt'ových kĺboch) vystreté
force of the ball's impact	[fɔ:s əv ðə 'bɒlz ɪm'pækt]	sila nárazu lopty
body under the ball	[,bɒdi 'ʌndə ðə bɔ:l]	telo pod loptou
striking shoulder	[,straɪkɪŋ 'ʃəʊldə]	úderné rameno
striking arm	[,straɪkɪŋ ɑ:m]	úderná paža
downward (direction)	[,daʊnwəd dɪ'rekʃn]	smerujúci nadol
two-person block	[tu: 'pɜ:sn 'blɒk]	blok dvoch hráčov
eye level	[aɪ 'levl]	úroveň očí
drawn back	[drɔ:n 'bæk]	táhaný vzad

## Key

### Exercise 1

objective	of the game
send the ball	over the net
ground the ball	on the opponents' court
the game	is played
passing	skills
rally	scoring
rotate	player positions
clockwise	direction
sitting	volleyball
attack	line
lower-body	impairment
seated	position
sport	classification system
people	without disabilities
coin	toss
position	on the buttock
ball	is multicolour
wear	long pants
thick	padding

### Exercise 2

Many of the rules for sitting volleyball are similar to those for traditional volleyball. Once the ball has been put into play after the serve, each team attempts to return the ball to the opponents' court, or "rally the ball", by using passing skills. The attack line in sitting volleyball is shorter, measuring 2 meters back and perpendicular to the center line, rather than 7 meters as in standing volleyball. Any person with a permanent lower-body impairment is eligible to play; however, all players must play from a seated position on the floor. In official competition, athletes must be classified using a sport classification system, and all athletes must meet a "minimal disability" criterion. The game is started by first deciding which team will serve, which is accomplished by a coin toss. All player positions are determined by the position of the buttocks on the floor and not the position of legs or arms.

### Exercise 3

The objective of the game is to send the ball over the net so that it is not returned by the opponent – in other words, to ground the ball on the opponents' court.  
A block of a hit ball is not counted as one of the three hits.  
Rally scoring means that points can be awarded to the offence or defense on a ball not returned to the opponents' court.

Each time the receiving team wins a rally and a serve, it must rotate player positions one place in a clockwise direction.

People with amputations, *les autres* conditions, cerebral palsy, or spinal cord injuries, and who are considered paraplegic, are eligible to play.

The height of the net is 1.2 m for men and 1 m for women.

The ball is usually white or blue and yellow and approximately 65 to 67 centimeters in circumference.

Players are not allowed to sit on thick padding while on the court of play.

An official team consists of 12 players, but only 6 are on the court at one time.

#### **Exercise 4**

The sport was created by combining traditional volleyball with a German game called Sitzball.

The ball is put into play with serve, and each team is allowed three hits to return it to the opponents' court.

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Players in an official sitting volleyball match may wear long pants, and they must sit directly on the floor.

The team winning the toss chooses either to serve first or to defend a preferred court.

Remember that with rally scoring the receiving team can score points despite not having served.

## Unit 26: Teaching Soccer Techniques

(doc. PaedDr. Janka Peráčková, PhD., doc. PaedDr. Pavol Peráček, PhD.)

### To begin with...

#### Who is the best goalie in the world?

While best is always in the eye of the beholder, cases could certainly be made for Spain's Iker Casillas, Italy's Gianluigi Buffon and Brazil's Julio Cesar.

#### How to improve your field vision?

Usually, the more you observe the game, the better decision you will be able to make. When you don't have possession don't just watch on the ball, but try to be aware of passing opportunities and teammates who are running into space. When dribbling, look at the top part of the ball so you can see what's happening around it using your peripheral vision.

### Soccer techniques

#### Receiving and Control

Receiving, or collecting, the ball is the act of bringing the ball under complete control. During every game, a player will receive balls at different heights, speed and angles. A player must be able to bring the ball under control quickly in order to pass, shoot, or dribble. Good receiving skills allow a team to control the ball. A team's ability to collect a ball under pressure is the difference between a turnover and maintaining ball possession. Your players should practice receiving, using different parts of their bodies, until they can control and play the ball with minimum effort and maximum speed.

#### Teaching collecting techniques

Field players can use any part of the body to collect the ball except their hands and arms. Players usually use the feet, thighs, chest and head.

A player should move to meet the ball by putting the body in line with the flight of the ball. The player should decide prior to the ball's arrival which body surface to use and present the appropriate body surface to the ball. The player should be relaxed and balanced, ready to adapt to the flight of the ball. As the ball contacts the body, the player should withdraw the selected surface slightly to cushion the impact of the ball.

A hard surface will cause the ball to rebound, usually causing a turnover. As the ball is controlled, the player should prepare for the next move.

#### Receiving With the Feet and Legs

**Thigh:** While balanced, the player stays in line with the flight of the ball and raises the thigh to form a 90-degree angle with the body. As the ball makes contact with the thigh, the knee drops toward the ground to create a cushioning effect. The ball should drop to the feet (Fig. 1).

**Instep:** The player should have good balance and align with the flight of the ball. The toe points down to receive the ball on the shoelaces. On contact, the player withdraws the foot to cushion the ball and prepare for the next move (Fig. 2).

**Sole of the Foot:** The player should have good balance and align with the flight of the ball. The sole of the foot should be facing the ball, with the toe pointed up and the heel slightly raised off the ground. The player wedges the ball between the sole of the foot and the ground (Fig. 3).

**Inside of the Foot:** With the body balanced and in line with the flight of the ball, the player turns the toe of the selected foot outward so the inside of the foot is facing the ball. The foot should be raised slightly off the ground with the toe pointed up. The athlete receives the ball by wedging it between the ground and the inside of the foot between heel and toe. The player should collect the ball in a way that prepares it for the next move (Fig. 4).

**Outside of the Foot:** The body should be balanced and in line with the flight of the ball. The athlete brings the selected foot across the plant leg so the outside of the foot faces the ball. The ankle should be locked with the foot pointed slightly toward the ground. As the ball arrives, it is wedged between the ground and the outside of the foot. The player should receive the ball in a way that prepares for the next move (Fig. 5).

### Controlling the Ball Above the Waist

**Chest.** The chest and body should be in line with the flight of the ball. Using the arms for balance, the player bends back to get the chest underneath the ball. As the ball contacts the breastplate, the knees bend slightly to absorb the momentum of the ball. This allows the player to cushion the ball down to the feet (Fig. 6).

**Head.** The head stays in line with the flight of the ball, and the arms are used for balance. The body should be relaxed, with the eyes looking at the ball. The player should receive the ball with the forehead near the hairline. On contact, the knees bend slightly, allowing the neck and shoulders to cushion the ball and bring it down to the feet (Fig. 7).



1 Tigh



2 Instep



3 Foot Trap – Sole of the Foot



4 Foot Trap – Inside of the Foot





5 Foot Trap – Outside of the Foot



6 Chest Control



7 Head Control

### **Dribbling**

Many times a player has possession of the ball but does not have the immediate option of a shot on goal or a pass to a teammate. In order to maintain possession of the ball, a player must be able to move with the ball until a shooting or passing opportunity appears. This is called dribbling.

### **Dribbling for possession**

Possession dribbling is a difficult technique to master because a player with the ball usually faces intense defensive pressure, limiting the amount of space he or she has in which to work. To keep possession of the ball a player may have to dribble laterally, called a square dribble, or dribble away from the defender(s). Teach your players to dribble with short, even strides while keeping the ball close to their feet. While dribbling, a player should keep a low centre of gravity and use the arms for balance. This position allows a player to be strong on the ball.

A player can use all surfaces of the foot for possession dribbling. The sides of the feet are best for cutting the ball, while the sole and heel are best for changing direction. Finally, a player should dribble with the head up in order to see the defence. Peripheral vision will allow the player to see both the ball and the surrounding field of play. A player who focuses only on the ball will not be able to see open teammates or approaching defenders. Another technique of possession dribbling is shielding. When confronted by a defender, a player must shield the ball until help arrives. An attacking player must put his or her body between the defender and the ball. Teach a player to take a sideways stance between the defender and the ball. The player should lean slightly toward the defender and use the arm to help fend off the opponent. This allows the player with the ball to feel for the defender and still see the field. Finally, players should receive and control the ball with the foot farthest from the defender to prevent the ball from being poked away.

Players often turn their backs to the defenders and keep the ball directly in front of their bodies. This leaves the ball exposed between the attacking player's legs, allowing a defender an opportunity to poke the ball away.

Turning away from an opponent will help a player get away from direct pressure and maintain possession of the ball. Players should learn to become adept with their feet to make different turns with the ball. The attacking player must have the ability to change pace and accelerate quickly after the turn. A player must explode into the open space after the turn to elude the defender and create space to pass or shoot.

### **Dribbling for penetration**

Dribbling for penetration simply means to attack the defender using the dribble as a way of advancing toward your opponent's goal. Players should attack the open space behind the defender in a manner that takes them directly toward the opponent's goal by being creative and using different dribbling feints to beat the defender. The change of pace allows the player with the ball to leave the defender behind and penetrate toward the goal. The best dribblers in the world are creative.

When teaching your players different feints and fakes, remember to begin with simple moves. Once players are comfortable, you have to move on to more difficult feints. Players tend to use moves they feel they can execute well in games, so make sure to practice feints regularly.

A well-timed move creates space for the attacker to penetrate. It is essential that the player with the ball use feints and fakes to entice the defender into committing first. Once the defender commits to one side, either by leaning or moving into the space, the attacker must accelerate past the defender into the unoccupied space.

### **Passing**

Good passing is absolutely essential to playing good Soccer. Approximately 80% of the game involves the giving and receiving of passes. No matter how talented the dribbler, it is nearly impossible to penetrate an offense without good passing. Good passing builds team confidence and momentum. Bad passing destroys a team. Good passing is largely a matter of teamwork. Good communication and mobility help simplify passing. The art of passing is largely the art of doing simple things quickly and well.

If a player cannot pass the ball accurately over a short distance, then it is unlikely that the player will pass accurately over a long distance. Good passing is mostly a matter of good judgment. There must be room to pass and a teammate to receive the pass.

A player cannot be a good passer without having good technique. Players must be also taught to see the field of play. Players must lift their heads and observe the play around them. Being able to see the field of play allows players to act confidently and not make risky passes.

### **Shooting**

There are few chances to score during a Soccer game. Good teams exploit those chances. Shooting should be part of every practice session. Emphasize the development of proper shooting technique: proper body mechanics, accuracy, power and timing. There is also an important mental aspect to shooting. A player who shoots with confidence is more likely to be successful. Players need to relax and focus when shooting.

The first step in teaching shooting is developing good technique. The plant-leg should be slightly bent, with the head, chest and shoulders over the ball to keep the shot low. The



ankle of the kicking leg should be locked while striking the ball. The shooter should push off the plant-foot and strike through the center of the ball, landing on the kicking foot.

### Heading

Heading is propelling the ball by striking it with the forehead. Players can use their heads to pass, shoot, collect, or clear the ball. Heading is an important skill to master because, on the average, 30-percent of the game is played with the ball in the air. Proper technique and timing are crucial to successful heading. Explain to your players that power in heading comes from the trunk, legs and arms. When jumping to head the ball, timing is the most important factor.

Whenever possible, encourage players to use a single leg take-off because it allows them to get the most height.

Reduced and modified from LA 84 Foundation. 2008. Soccer coaching manual. Life Ready Through Sport. Los Angeles, California: LA84 Foundation, 2007. ISBN 0-944831-32-X. pp.103, 104, 105, 108, 109,110, 113, 114, 115, 119, 120, 124.

## New words and expressions

English	Pronunciation	Slovak
absorb	[əb'zɔ:b]	pohltiť, absorbovať
accelerate	[ək'seləreit]	zrýchliť
accurately	['ækjərətli]	presne
adept	['ædept]	zbehlý (zručný majster)
align	[ə'lain]	zarovnať
angle	['æŋgl]	uhol
ankle	['æŋkl]	členok
attacking	[ə'tækɪŋ]	útočiaci
back	['bæk]	chrbát
ball possession	[bɔ:l pə'zeʃn]	držanie lopty
beat	[bi:t]	poraziť
bend	[bend]	ohnúť
breastplate	['brestpleit]	plocha prs
cause	[kɔ:z]	spôsobiť
chest	[tʃest]	hrudník
clear the ball	[kliə ðə bɔ:l]	vyraziť loptu
collecting	[kə'lektɪŋ]	spracovanie
confidently	['kɒnfɪdəntli]	sebavedome
control	[kən'trəʊl]	kontrolovať
defence	[dɪ'fens]	obrana
defensive	[dɪ'fensɪv]	obranný
destroy	[dɪ'strɔɪ]	zničiť
different	['dɪfrənt]	rozdielny
dribble	['drɪbl]	viest' loptu
dribbling	['drɪblɪŋ]	vedenie lopty
elude	[ɪ'lu:d]	uniknúť, utiecť
entice	[ɪn'taɪs]	nalákať, odlákať

except	[ɪk'sept]	okrem, s výnimkou
execute	['eksɪkjʊ:t]	vykonať
explode	[ɪk'spləʊd]	„vystreliť“
exploit	[ɪk'splɔɪt]	využiť
expose	[ɪk'spəʊz]	vystaviť
fake	[feɪk]	imitácia
feet	[fi:t]	chodidlá
feint	[feɪnt]	finta, klamavá činnosť
fend	[fend]	odraziť
foot	[fʊt]	chodidlo
forehead	['fɒrɪd]	čelo
hairline	['heəlaɪn]	lína vlasov
head	[hed]	hlava
head up	[hed ʌp]	hlava hore
heading	['hedɪŋ]	hlavičkovanie
heel	[hi:l]	päta
height	[haɪt]	výška
immediate	[ɪ'mi:diət]	okamžitý, bezprostredný
impact	[ɪm'pækt]	dopad
inside	[ɪn'saɪd]	vnútorný
instep	['ɪnstɛp]	priečok
judgment	['dʒʌdʒmənt]	rozhodnutie
knee	[ni:]	koleno
laterally	['lætrəli]	laterálne, do strán
lean	[li:n]	nakloniť
momentum	[mə'mentəm]	rýchlosť pohybu (hybnosť)
move	[mu:v]	pohyb
neck	[nek]	krk
on goal	[ɒn ɡəʊl]	na bránku
opponent	[ə'pəʊnənt]	súper
option	['ɒpʃn]	možnosť
outside	[ˌaʊt'saɪd]	vonkajší
outward	['aʊtwəd]	smerom von
pace	[peɪs]	tempo
pass	[pɑ:s]	prihrať, prihrávať
passer	['pæsə]	prihrávajúci hráč
passing	['pɑ:sɪŋ]	prihrávanie, prihrávka
penetration	[ˌpenɪ'treɪʃn]	prienik, prenikanie
peripheral vision	[pə'rɪfərəl 'vɪʒn]	periférne videnie
plant leg	[plɑ:nt leg]	stojná noha
poke away	[pəʊk ə'weɪ]	vypichnúť
propel	[prə'pel]	hnať, dať do pohybu
rebound	[rɪ'baʊnd]	odskočiť, odraziť sa
receiving	[rɪ'si:vɪŋ]	prijímanie
shielding	['ʃi:ldɪŋ]	krytie, tienenie
shoelaces	['ʃu:leɪsɪz]	šnúrky v topánkach
shoot	[ʃu:t]	streliť, strieľať
shoot	[ʃu:t]	strieľať
shot	[ʃɒt]	strel'ba

shoulder	['ʃəuldə]	rameno
sideways	['saɪdweɪz]	bočný
simplify	['sɪmplɪfaɪ]	zjednodušiť
slightly	['slartli]	trochu, nepatrne
sole	[səʊl]	podrážka, podošva
speed	[spi:d]	rýchlosť
stance	[stæns]	postoj
stride	[straɪd]	kráčať
strike	[straɪk]	zasiahnuť
successful	[sək'sesfəl]	úspešný
surface	['sɜ:fɪs]	povrch
surrounding	[sə'raʊndɪŋ]	okolité
take-off	['teɪk ɒf]	odraz
thigh	[θaɪ]	stehno
to cushion	[tə 'kʊʃn]	zmierniť
toe	[təʊ]	špička, prst na nohe
trunk	[trʌŋk]	trup, driek
turnover	['tɜ:nəʊvə]	obrat, zvrät
unlikely	[ʌn'laɪkli]	nepravdepodobný
waist	[weɪst]	pás
wedge	[wedʒ]	vkliňiť, klin
well-timed	[wel 'taɪmd]	dobre načasovaný

## Exercise 1

Match the words from the left column with the ones on the right

ball  
different  
body  
under  
inside  
plant  
receiving  
field  
cushion  
minimum  
maximum  
absorb  
peripheral  
shot  
sideways  
immediate

players  
effort  
ball  
impact  
possession  
speed  
surface  
pressure  
heights  
of the foot  
leg  
on goal  
option  
stance  
vision  
momentum

## Exercise 2

There are missing letters in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

Drib\_ling fo\_ penet\_ati\_on simply means to attack the defender using the dribble as a way of advancing toward your oppo\_ent's go\_l. Players should attack the o\_en sp\_ce behind the defender in a manner that takes them direct\_y to\_ard the opponent's goal by being creative and using different dribb\_ing f\_ints to be\_t the de\_ende\_r. The change of pace allows the player with the ball to leave the defe\_der behi\_d and pe\_etrate to\_ard the goal. The best dribblers in the world are creative.

When teaching your players different fei\_ts and fa\_es, remember to begin with si\_ple m\_ves. Once p\_ayers are co\_fortable, move on to more dif\_icult f\_ints. Players tend to use moves they feel they can e\_ecute we\_l in games, so make sure to practi\_e fein\_s regula\_ly.

## Exercise 3

A number of words have been removed from the text and placed in a word bank. Use the words from the word bank to fill in the blanks in the text. (Write the words in the blanks provided).

There are few chances to \_\_\_\_\_ during a Soccer \_\_\_\_\_. Good teams \_\_\_\_\_ those chances. Shooting should be part of every practice \_\_\_\_\_. Emphasize the \_\_\_\_\_ of proper shooting \_\_\_\_\_: proper \_\_\_\_\_ mechanics, accuracy, power and timing. There is also an important mental aspect to \_\_\_\_\_. A player who \_\_\_\_\_ with confidence is more likely to be \_\_\_\_\_.

\_\_\_\_\_ need to relax and focus when shooting. The first \_\_\_\_\_ in teaching shooting is developing good technique. The plant-leg should be slightly \_\_\_\_\_, with the head, chest and shoulders over the \_\_\_\_\_ to keep the shot low. The \_\_\_\_\_ of the kicking \_\_\_\_\_ should be locked while \_\_\_\_\_ the ball. The shooter should push off the plant-foot and \_\_\_\_\_ through the centre of the ball, landing on the kicking foot.

### Word bank

ankle, ball, bent, body, development, exploit, game, leg, players, score, session, shooting, shoots, step, strike, striking, successful, technique

## Exercise 4

In each sentence below the words are out of order. Determine the correct order for the words in the sentence.

Receiving, collecting or, the ball is the of bringing act the ball under control complete. During every game, a player will receive balls at heights different, speed and angles. A player be able must to bring the under control ball quickly in pass to order, shoot, or dribble. Good skills receiving allow a team to control the ball. A team's ability to collect a pressure under ball is the difference between a turnover and maintaining possession

ball. Your players should practice receiving, using different bodies of their parts, until they can and control play the ball with minimum effort and speed maximum.

## What are the basic skills used in soccer?

### 1. Passing

If you don't know how to pass the ball then no one will either pass it to you.

### 2. Receiving

You need to know how to receive and control the soccer ball when someone passes it to you.

### 3. Heading

Soon or later you will be forced to head a ball.

### 4. Shooting

If you don't know how to shoot, then scoring will be pretty hard, don't you agree?

### 5. Dribbling

Getting into the true art of dribbling will allow you to not only improve your soccer skills when it comes to getting past your opponents, but you'll be able to score more goals.

### 6. Tackling

Unless you know how to tackle, your opponents will be able to get around you.

## Fixed expressions in soccer

English	Pronunciation	Slovak
receiving the ball	[rɪ'si:vɪŋ ðə bɔ:l]	prijímanie lopty
collecting the ball	[kə'lektɪŋ ðə bɔ:l]	spracovanie lopty
complete control	[kəm'pli:t kən'trəʊl]	úplná kontrola
bring the ball under control	[brɪŋ ðə bɔ:l 'ʌndə kən'trəʊl]	získať loptu pod kontrolu
under pressure	['ʌndə 'preʃə]	pod tlakom
ball possession	[bɔ:l pə'zeʃn]	držanie lopty
control and play the ball with minimum effort and maximum speed	[kən'trəʊl ənd pleɪ ðə bɔ:l wɪð 'mɪnɪməʃn 'efət ənd 'mæksɪməʃn spi:d]	kontrolovať loptu a hrať s loptou s minimálnym úsilím a v maximálnej rýchlosti
field players	[fi:ld 'pleɪəz]	hráči v poli (na ihrisku)
slightly to cushion the impact of the ball	['slɑ:tlɪ tə 'kʊʃn ði ɪm'pækt əv ðə bɔ:l]	trochu zmierniť dopad lopty
cause a turnover	[kɔ:z ə 'tɜ:nəʊvə]	spôsobiť obrat
the sole of the foot	[ðə səʊl əv ðə fʊt]	ploska nohy
inside of the foot	[ɪn'saɪd əv ðə fʊt]	vnútorná strana nohy
outside of the foot	[,aʊt'saɪd əv ðə fʊt]	vonkajšia strana nohy
plant leg	[plɑ:nt leg]	stojná noha
absorb the momentum of the ball	[əb'zɔ:b ðə mə'mentəm əv ðə bɔ:l]	absorbovať rýchlosť pohybu (hybnosť) lopty
immediate option	[ɪ'mi:diət 'ɒpʃn]	okamžitá možnosť
shot on goal	[ʃɒt ɒn gəʊl]	strel'ba na bránku
pass to a teammate	[pɑ:s tu ə 'ti:mmeɪt]	prihrať spoluhráčovi

difficult technique to master	[ˈdɪfɪkəlt tekˈni:k tə ˈmɑːstə]	ťažká (zložitá) technika na zvládnutie
cutting the ball	[ˈkʌtɪŋ ðə bɔːl]	zraziť loptu
peripheral vision	[pəˈrɪfərəl ˈvɪʒn]	periférne videnie
open teammates	[ˈəʊpən ˈtiːmmeɪts]	voľný spoluhráč
approaching defenders	[əˈprəʊtʃɪŋ dɪˈfendəz]	približujúci sa obranca
shield the ball until help arrives	[ʃiːld ðə bɔːl ʌnˈtɪl help əˈraɪvz]	kryť loptu pokiaľ príde pomoc
attacking player	[əˈtækɪŋ ˈpleɪə]	útočiaci hráč
to take a sideways stance	[tə teɪk ə ˈsaɪdweɪz stæns]	zaujať bočný postoj
player should lean slightly toward the defender	[ˈpleɪə ʃəd liːn ˈslaɪtli təˈwɔːd ðə dɪˈfendə]	hráč by sa mal mierne nakloniť k obrancovi
use the arm to help fend off the opponent	[ˈjuːs ði ɑːm tə help fend ɒf ði əˈpəʊnənt]	použiť rameno na odrazenie súpera
to prevent the ball from being poked away	[tə prɪˈvent ðə bɔːl frəm ˈbiːɪŋ pəʊkt əˈweɪ]	aby sa zabránilo vypichnutiu lopty
explode into the open space after the turn	[ɪkˈspləʊd ɪntə ði ˈəʊpən speɪs ˈɑːftə ðə tɜːn]	po obrátke prudko vybehnúť do voľného priestoru
well-timed move	[wel ˈtaɪmd muːv]	dobre načasovaný pohyb
unoccupied space	[ʌnˈɒkjupaɪd speɪs]	neobsadený priestor
single leg take-off	[ˈsɪŋɡl leg ˈteɪk ɒf]	odraz jednou nohou

## Key

### Exercise 1

ball	possession
different	heights
body	surface
under	pressure
inside	of the foot
plant	leg
receiving	ball
field	players
cushion	impact
minimum	effort
maximum	speed
absorb	momentum
peripheral	vision
shot	on goal
sideways	stance
immediate	option

## **Exercise 2**

Dribbling for penetration simply means to attack the defender using the dribble as a way of advancing toward your opponent's goal. Players should attack the open space behind the defender in a manner that takes them directly toward the opponent's goal by being creative and using different dribbling feints to beat the defender. The change of pace allows the player with the ball to leave the defender behind and penetrate toward the goal. The best dribblers in the world are creative.

When teaching your players different feints and fakes, remember to begin with simple moves. Once players are comfortable, move on to more difficult feints. Players tend to use moves they feel they can execute well in games, so make sure to practice feints regularly.

## **Exercise 3**

There are few chances to score during a Soccer game. Good teams exploit those chances. Shooting should be part of every practice session. Emphasize the development of proper shooting technique: proper body mechanics, accuracy, power and timing. There is also an important mental aspect to shooting. A player who shoots with confidence is more likely to be successful. Players need to relax and focus when shooting. The first step in teaching shooting is developing good technique. The plant-leg should be slightly bent, with the head, chest and shoulders over the ball to keep the shot low. The ankle of the kicking leg should be locked while striking the ball. The shooter should push off the plant-foot and strike through the centre of the ball, landing on the kicking foot.

## **Exercise 4**

Receiving, or collecting, the ball is the act of bringing the ball under complete control. During every game, a player will receive balls at different heights, speed and angles. A player must be able to bring the ball under control quickly in order to pass, shoot, or dribble. Good receiving skills allow a team to control the ball. A team's ability to collect a ball under pressure is the difference between a turnover and maintaining ball possession. Your players should practice receiving, using different parts of their bodies, until they can control and play the ball with minimum effort and maximum speed.



## Unit 27: Swimming

(Mgr. Róbert Kandráč, PhD., Mgr. Terézia Slančová, PhD., doc. PhDr. Jaroslava Stašková, PhD.)

### To begin with...

Did you know that Olympic Games competitions, prior to 1908, included a variety of unusual events such as underwater swimming, 200 m obstacle swimming, and the plunge, for vertical distance?

### What is swimming?

**History of swimming.** There are many references to swimming competitions in Greek and Roman history. It was not until 1837 that the swim meets were organized by a sports association. The Association Metropolitan Swimming Club was founded in London in 1869, and that year it codified rules for competing. Swimming, for men only, was included in the first Olympic Games over three distances: 100, 500, and 1200 meters. The races took place in the sea. Only in 1924 did they move to the pool. In 1908 the Fédération Internationale de Natation (FINA) was established with 10 member nations. Today the biggest races are the Olympics and the world championships.

**Event overview.** No matter what the distance, the length of events varies from 50 m to 1,500 m. The object of any swimming race is to complete the course in the shortest possible time. Each race requires a particular stroke, or combination of four swimming styles: breaststroke, backstroke, butterfly, and freestyle. There are both individual and team races. The team races include four swimmers from each country that compete against each other, and they usually take place at the end of a meet.

**Swimmer profile.** The arms and legs must be strong, since endurance is essential for both sprinters and long-distance swimmers. Swimmers are recognizable by the shape of their upper bodies, which develop broad shoulders and taper to narrow waists and hips. Training involves many high-intensity splits. Some athletes also develop their strength with sessions in the weight room. Before any competition, swimmers gradually reduce the amount of training, while continuing high intensity splits. The reduction in fatigue level that follows is more important than the reduction in fitness level. In swimmers, the deltoids, trapezoids, and back thigh muscles are generally most developed; the hips are narrow with taller swimmers having better reach.

**The pool.** The pools used in top-class competitions are 50 m long, and 25 m wide. They are divided into eight lanes, each 2.75 m in width. There is an extra 40 cm of water outside lanes one and eight. The water should be a uniform 1.8 m deep throughout, and maintained at a constant temperature of 25-28°C. When lanes are used, the color of the lane ropes should be as follows; two green ropes for lanes 1 and 8; four blue ropes for lanes 2, 3, 6, and 7; and three yellow ropes for lanes 4 and 5. The floats extending for a distance of 5 m from each end of the pool are red, and at the 15 m mark from each end of the wall of the pool, the floats should be distinct in color from the surrounding floats. In other events, such as diving, pools with sloping bottoms may be used, as long as they are no less than 1.2 m deep at the start, and at least 1 m deep at the other end; they may be divided into as many as 10 lanes, each about 2 m across.

**Starting blocks.** For many competitive events, each swimmer mounts a starting block, which is a small nonslip platform situated on the end of the pool, above the racing lane. When the start of a race is signaled, swimmers dive from the starting block into their lane and begin swimming. The starting block is built of stainless steel and the top of the platform is covered with slide-free rubber. A starting block is usually 0.5 m x 0.5 m and stands 0.5 m to 0.75 m above the water. Starting blocks have a maximum downslope of 10° from back to front. Below the starting block itself is the electronic touch pad, the area that must be touched when a swimmer turns, or at the end of a race. The touch pads are linked to a timing system programed to stop the clock when the swimmer touches them, and they must be sensitive enough that light pressure activates the signal for the timing system.

**What swimmers wear.** The only authorized equipment is the swimsuit, swimming cap, and goggles. Even though it is not required to do so, most swimmers usually wear a swimming cap. To reduce irritation that the chemicals in the pool water can cause, swimmers wear the swimming goggles that may be adapted to the facial bone structure of each swimmer to offer optimum comfort and watertightness while reducing resistance in the water. Competitors who find water in the ears uncomfortable use ear plugs. The most regulated piece of swimwear is the swimsuit. Traditional-style swimsuits have been replaced by hi-tech swimwear. Swimsuits must be tasteful, discreet, and, above all, never transparent when dry or wet. Swimsuit technology is tightly regulated by FINA, with limits on fabric width, weave, and buoyancy. Modern bodysuits are made of a combination of materials, including Nylon, Spandex, and Lycra®. FINA rules state that women's suits must not cover the neck, shoulders, or knees, while men's suits must leave knees and navel bare. The full-body skinsuits used to great effect at the 2000 and 2004 Olympics were limited to leg and torso coverage only for Beijing 2008, then banned altogether from 2010.

**Officials.** At all major events, the final decision on all matters is made by the referee. The referee has full control and authority over all officials, approves their assignments, instructs them regarding all special features or regulations related to the competitions and enforces all rules and decisions of FINA. The referee also decides all questions relating to the actual conduct of the meet, and event or the competition, the final settlement of which is not otherwise covered by the rules. Prior to each event, it is the clerk of course that assembles the swimmers. The clerk of course reports to the referee any violation noted in regard to advertising and if a swimmer is not present when called. The start of the races is governed by an official starter, who reports to the referee. The starter has full control of the swimmers from the time the referee turns the swimmers over to him until the race has commenced. When starting an event, the starter stands on the side of the pool within approximately five metres of the starting edge of the pool where the timekeepers can see and or hear the starting signal and the swimmers can hear the signal. The swimming stroke is controlled by the judges of stroke whose duty is to ensure that swimmers perform the stroke legally. The timekeepers start their watches at the starting signal and stop them when the swimmer in their lane completes the race. Electronically measured times for each race recorded on a card are then checked by the chief timekeeper. Positioned at the ends of the pool, the inspectors of turns ensure that swimmers comply with the relevant rules for turning, commencing from the beginning of the last arm stroke before touching and ending with the completion of the first arm stroke after turning. The inspectors of turns report to the chief inspector of turns if any infringement occurs. The finish judge is the official that clarifies the result and reports to the referee. Finish judges are positioned in elevated

stands in line with the finish where they have at all times a clear view of the course and the finish line, unless they operate an Automatic Officiating device in their respective assigned lanes by depressing the "push-button" at the completion of the race.

**Race starts and timing.** In competition races, the referee gives the official starter the permission for an event to start. After that the starter assumes authority to begin the race. At the starter's first signal, swimmers assume their starting positions. When the starting signal sounds, swimmers dive from their blocks into the water to begin swimming. Backstroke and medley relay events begin with each swimmer in the pool gripping the starting block. Swimmers brace their legs against the pool wall, and when the start signal is given, use this leverage to power in a backward direction to begin racing. In freestyle and butterfly, the swimmers usually use two types of start: the traditional grab start, or the so-called track start. Major difference between track start and the traditional grab start is in the preparatory position on the starting platform. With the track start, swimmers place one foot near the rear of the block and the other over the front edge. Both feet are placed over the front edge of the starting block when using the traditional grab start. When a false start happens, the starter gives a second signal (identical to the start signal), and the false start rope also falls into the pool to alert the swimmers.

Reduced and modified from:

Fortin, F. (2000). Sports: the complete visual reference. New York: Firefly Books, Inc. pp. 74-79.

Parrish, M. (2011). The sports book. 2<sup>nd</sup> Ed. New York: DK Publishing, pp. 236-239.

## New words and expressions

English	Pronunciation	Slovak
above the water	[ə'baʌv ðə 'wɔ:tə]	nad vodou
activate	['æktɪveɪt]	aktivovať
advertising	['ædvɜ:təɪzɪŋ]	reklama
alert	[ə'lɜ:t]	upozorniť
amount of training	[ə'maʊnt əv 'treɪnɪŋ]	objem tréningu
approve assignments	[ə'pru:v ə'saɪnmənts]	schval'ovať úlohy
approximately	[ə'prɒksɪmətli]	približne
arm	[ɑ:m]	horná končatina, paža
arm stroke	[ɑ:m strəʊk]	záber paží
assemble the swimmers	[ə'sembl ðə 'swɪməz]	zhromaždiť pretekárov (plavcov)
assume a starting position	[ə'sju:m ə stɑ:tɪŋ pə'zɪʃn]	zaujať štartovú polohu, štartový postoj
athlete	['æθli:t]	športovec, športovkyňa
authorized equipment	['ɔ:θəraɪzd r'kwɪpmənt]	povolené vybavenie
automatic officiating device	[ɔ:tə'mætɪk ə'fɪʃiɪtɪŋ dɪ'vaɪs]	automatické časomerné zariadenie
back thigh muscle	[bæk θaɪ 'mʌsl]	zadný stehenný sval
backstroke	['bækstrəʊk]	plavecký spôsob znak
backward direction	['bækwəd də'rekʃn]	smer vzad

bare	[beə]	nahý
begin swimming	[bɪ'ɡɪn 'swɪmɪŋ]	začať plávať
begin the race	[bɪ'ɡɪn ðə reɪs]	začať preteky
breaststroke	['breststrəʊk]	plavecký spôsob prsia
broad shoulders	[brɔ:d 'ʃəʊldəz]	široké ramená
buoyancy	['bɔɪənsɪ]	nadnášanie
butterfly	['bʌtəflaɪ]	plavecký spôsob motýlik
card	[kɑ:d]	karta
check	[tʃek]	skontrolovať
chemical	['kemɪkl]	chemikália
chief inspector of turns	[tʃi:f ɪn'spektər əv tɜ:nz]	hlavný obrátkový rozhodca
chief timekeeper	[tʃi:f 'taɪmkɪ:pə]	hlavný časomerač
clear view of the course	[klɪə vju: əv ðə kɔ:s]	nerušený výhľad na bazén
clerk of course	[kla:k əv kɔ:s]	pomocný štartér
codify rules for competing	['kəʊdɪfaɪ ru:lz fə kəm'pi:tɪŋ]	kodifikovať pravidlá pretekov
color	['kʌlə]	farba
combination	[,kɒmbɪ'neɪʃn]	kombinácia
commence	[kə'mens]	začať
compete	[kəm'pi:t]	pretekať, súťažiť
competition	[,kɒmpə'tɪʃn]	preteky, súťaž
competitor	[kəm'petɪtə]	pretekár
complete the course	[kəm'pli:t ðə kɔ:s]	ukončiť disciplínu
complete the race	[kəm'pli:t ðə reɪs]	ukončiť disciplínu
conduct of the competition	[kən'dʌkt əv ðə ,kɒmpə'tɪʃn]	priebeh pretekov
constant temperature	['kɒnstənt 'temprətʃə]	konštantná teplota
country	['kʌntri]	krajina, štát
cover	['kʌvə]	pokryť, pokrývať
decide	[dɪ'saɪd]	rozhodovať (o)
deep	[di:p]	hlboký
deltoid	[deltɔɪd]	deltový sval
develop strength	[dɪ'veləp streŋθ]	rozvíjať silu
discreet	[dɪ'skri:t]	diskretný
distance	['dɪstəns]	vzdialenosť
dive	[daɪv]	štartový skok, skočiť
ear plug	[ɪə plʌɡ]	štupeľ do uší
electronic touch pad	[ɪ,lek'trɒnɪk 'tʌtʃ pæd]	elektronická dotyková doska
electronically measured time	[ɪ,lek'trɒnɪklɪ 'meɪʒəd taɪm]	elektronicky meraný čas
elevated stands	['elɪveɪtɪd stændz]	vyvýšené miesto
end of a race	[end əv ə reɪs]	koniec pretekov
end of the pool	[end əv ðə pu:l]	koniec bazéna
endurance	[ɪn'dʒʊərəns]	vytrvalosť
ensure	[ɪn'ʃʊə]	zaistiť, zabezpečiť
essential	[ɪ'senʃl]	dôležitý
establish	[ɪ'stæblɪʃ]	založiť
event	[ɪ'vent]	disciplína, podujatie, rozplavba

fabric	['fæbrɪk]	tkanina
facial bone structure	['feɪʃl bæʊn 'strʌktʃə]	štruktúra kostí tváre
fall	[fɔ:l]	spadnúť
false start	[fɔ:ls stɑ:t]	chybný štart
false start rope	[fɔ:ls stɑ:t rəʊp]	lano pre zachytenie chybného štartu
fatigue level	[fə'ti:g 'levl]	miera únavy
final decision	['faɪnl dɪ'sɪʒn]	konečné rozhodnutie
finish judge	['fɪnɪʃ dʒʌdʒ]	cieľový rozhodca
finish line	['fɪnɪʃ laɪn]	cieľová čiara
fitness level	['fɪtnəs 'levl]	úroveň trénovanosti
float	[fləʊt]	plavák
found	[faʊnd]	založiť
freestyle	['fri:stʌɪl]	voľný spôsob
full control of the swimmers	[fʊl kən'trəʊl əv ðə 'swɪməz]	plná kontrola nad plavcami
full-body skinsuit	[fʊl 'bɒdi 'skɪnsu:t]	celotelové plavky
goggles	['gɒɡlɪz]	plavecké okuliare
grab start	[græb stɑ:t]	základný štart
gradually	['grædʒuəli]	postupne
grip the starting block	[grɪp ðə stɑ:tɪŋ blɒk]	uchopiť štartový blok
high-intensity split	[haɪ ɪn'tensəti splɪt]	plavecký úsek vysokej intenzity
hips	[hɪps]	boky
history of swimming	['hɪstri əv 'swɪmɪŋ]	história plávania
in line with the finish	[ɪn laɪn wɪð ðə 'fɪnɪʃ]	v rovine cieľa
individual race	[,ɪndɪ'vɪdʒuəl reɪs]	preteky jednotlivcov
infringement	[ɪn'frɪndʒmənt]	porušenie pravidiel
inspector of turns	[ɪn'spektə əv tɜ:nz]	obrátkový rozhodca
irritation	[,ɪrɪ'teɪʃn]	podráždenie
judge of stroke	[dʒʌdʒ əv strəʊk]	rozhodca plaveckých spôsobov
knee	[ni:]	koleno
lane	[leɪn]	plavecká dráha
lane rope	[leɪn rəʊp]	deliace lano
leg	[leg]	dolná končatina, noha
length of event	[lenθ əv ɪ'vent]	dĺžka disciplíny
leverage	['li:vərɪdʒ]	páka
light pressure	[laɪt 'preʃə]	jemný tlak
long	[lɒŋ]	dlhý
long-distance swimmer	[lɒŋ 'dɪstəns 'swɪmə]	plavec, plavkyňa na dlhé vzdialenosti
maintain	[meɪn'teɪn]	udržať
maximum downslope	['mæksɪmə 'daʊnsləʊp]	maximálny sklon
medley relay	['medli 'ri:leɪ]	polohové preteky štafiet
member nation	['membə 'neɪʃn]	členský štát
mount a starting block	[maʊnt ə stɑ:tɪŋ blɒk]	vystúpiť na štartový blok
narrow	['nærəʊ]	úzky
navel	['neɪvl]	pupok

neck	[nek]	krk
nonslip platform	[nɒnslɪp 'plætfɔ:m]	nešmykl'avá plocha
note a violation	[nəʊt ə ,vaɪə'leɪʃn]	zaznamenať porušenie pravidiel
official	[ə'fɪʃl]	rozhodca
optimum comfort	['ɒptɪməm 'kʌmfət]	optimálne pohodlie
organize	['ɔ:gənəɪz]	organizovať, usporiadať
perform the stroke legally	[pə'fɔ:m ðə strəʊk 'li:glɪ]	plávať v súlade s pravidlami
pool	[pu:l]	bazén
pool wall	[pu:l wɔ:l]	stena bazéna
pool water	[pu:l 'wɔ:tə]	voda v bazéne
positioned	[pə'zɪfnd]	postavený
preparatory position	[prɪ'pærətɪ pə'zɪʃən]	štartový postoj
race	[reis]	preteky
race start	[reis stɑ:t]	štart pretekov
racing lane	['reɪsɪŋ lem]	pretekárska dráha
reach	[ri:tʃ]	dosah
record	[ri'kɔ:d]	zaznamenať
reduce resistance	[rɪ'dju:s rɪ'zɪstəns]	znížiť odpor
referee	[,refə'ri:]	hlavný rozhodca
regulations	[,regju'leɪʃnz]	pravidlá
report to the referee	[rɪ'pɔ:t tu: ðə ,refə'ri:]	hlásiť hlavnému rozhodcovi
result	[rɪ'zʌlt]	výsledok
rules	[ru:lz]	pravidlá
sea	[si:]	more
sensitive	['sensətɪv]	citlivý
shape	[ʃeɪp]	tvar
shoulder	['ʃəʊldə]	rameno
side of the pool	[saɪd əv ðə pu:l]	strana bazéna
signal	['sɪgnəl]	signál, signalizovať
slide-free rubber	[,slaɪd'fri: 'rʌbə]	nešmykl'avá guma
sports association	[spɔ:ts ə,səʊʃi'eɪʃn]	športový zväz
sprinter	[sprɪntə]	šprintér, šprintérka
stainless steel	[,steɪnləs 'sti:l]	nehrdzavejúca oceľ
start a watch	[stɑ:t ə wɒtʃ]	spustiť stopky
start of a race	[stɑ:t əv ə reis]	začiatok pretekov
starter	['stɑ:tə]	štartér
starter's first signal	['stɑ:təs fɜ:st 'sɪgnəl]	prvý signál štartéra
starting block	[stɑ:tɪŋ blɒk]	štartový blok
starting edge of the pool	[stɑ:tɪŋ edʒ əv ðə pu:l]	štartový okraj bazéna
starting platform	['stɑ:tɪŋ 'plætfɔ:m]	štartový blok
starting signal	[stɑ:tɪŋ 'sɪgnəl]	štartový povel
stop a watch	[stɒp ə wɒtʃ]	zastaviť stopky
stop the clock	[stɒp ðə klɒk]	zastaviť časomieru
stroke	[strəʊk]	plavecké tempo, plavecký spôsob
stroke	[strəʊk]	záber
strong	[strɒŋ]	silný



swim meet	[swim mi:t]	plavecký míting
swimmer	['swimə]	plavec, plavkyňa
swimmer profile	['swimə 'prəʊfaɪl]	profil plavca, plavkyne
swimming	['swimɪŋ]	plávanie
swimming cap	['swimɪŋ kæp]	plavecká čiapka
swimming competition	['swimɪŋ ,kɒmpə'tɪʃn]	plavecké preteky
swimming race	['swimɪŋ reis]	plavecké preteky
swimming style	['swimɪŋ stɑɪl]	plavecký spôsob
swimsuit	['swimsu:t]	plavky
swimsuit technology	['swimsu:t tek'nɒlədʒi]	technológia plaviek
take place	[teɪk pleɪs]	konat' sa
tasteful	['teɪstfəl]	vkusný
team race	[ti:m reis]	preteky štafiet
the Olympics	[ðə ə'ɒlɪmpɪks]	olympijské hry
timekeeper	['taɪmki:pə]	časomerač
timing	['taɪmɪŋ]	meranie časov
timing system	['taɪmɪŋ 'sɪstəm]	časomerací systém
top-class competition	[tɒp kla:s ,kɒmpə'tɪʃn]	vrcholová súťaž, vrcholové preteky
torso	['tɔ:səʊ]	trup
torso coverage	['tɔ:səʊ 'kʌvərɪdʒ]	pokrytie trupu
touch	[tʌtʃ]	dotyk, dotknúť sa
track start	[træk stɑ:t]	atletický štart
training	['treɪnɪŋ]	tréning
transparent	[træns'pærənt]	priehľadný
trapezoid	['træpəzɔɪd]	trapézový sval
turn	[tɜ:n]	obrátka, otočiť sa
turning	['tɜ:nɪŋ]	vykonanie obrátky
upper body	['ʌpə 'bɒdi]	horná polovica tela, trup
violation	['vaɪələʃn]	porušenie pravidiel
water	['wɔ:tə]	voda
watertightness	['wɔ:tətaɪtnəs]	vodotesnosť
weave	[wi:v]	väzba tkaniny
weight room	[weɪt ru:m]	posilňovňa
wide	[waɪd]	široký
width	[wɪdθ]	šírka
world championship	[wɜ:ld 'tʃæmpiənʃɪp]	majstrovstvá sveta

## Exercise 1

Complete the sentences with the words in the box.

starter, backstroke, team race, starting block, stroke, race, training, temperature, lanes, events

1. The pool is divided into eight \_\_\_\_\_.
2. The object of any swimming \_\_\_\_\_ is to complete the course in the shortest possible time.
3. Before any competition, swimmers gradually reduce the amount of \_\_\_\_\_.
4. The referee gives the official \_\_\_\_\_ the permission for an event to start.



5. A \_\_\_\_\_ includes four swimmers from each country that compete against each other.
6. \_\_\_\_\_ and medley events begin with each swimmer in the pool.
7. The water should be maintained at a constant \_\_\_\_\_ of 25-28 °C.
8. Each race requires a particular \_\_\_\_\_.
9. In swimming the length of \_\_\_\_\_ varies from 50 m to 1,500 m.

## Exercise 2

Match the words from the left column with the ones on the right

swim	a starting block
member	block
complete	competition
long-distance	decision
high-intensity	equipment
fatigue	judge
top-class	level
constant	meet
lane	nation
mount	platform
nonslip	plug
starting	rope
electronic	splits
authorized	start
hi-tech	swimmer
ear	swimwear
final	temperature
chief	the course
race	timekeeper
finish	touch pad

## Exercise 3

Rearrange the letters to make words or phrases connected with swimming.

- |                     |       |
|---------------------|-------|
| a. memwsir fleiorp  | _____ |
| b. dvidniulai caer  | _____ |
| c. arndcnuee        | _____ |
| d. nesprirt         | _____ |
| e. ovedpel thrktesn | _____ |
| f. hitewg oorm      | _____ |
| g. nitsfse velle    | _____ |
| h. zradeptoi        | _____ |
| i. gicarn nale      | _____ |
| j. mgiwisnm losgegg | _____ |
| k. tretgiwashetn    | _____ |

## Exercise 4

Find a word in the text that matches the following definitions.

1. A nonslip platform situated above the racing lane: \_\_\_\_\_
2. Swimmers react to it at the start of the race: \_\_\_\_\_
3. The area that must be touched when a swimmer turns, or at the end of a race:  
\_\_\_\_\_
4. The most regulated piece of swimwear: \_\_\_\_\_
5. An official who assembles swimmers before the race: \_\_\_\_\_
6. The place where the finish judges are positioned: \_\_\_\_\_
7. Start with both feet placed over the front edge of the starting block: \_\_\_\_\_
8. A piece of swimwear adapted to the facial bone structure of a swimmer: \_\_\_\_\_

## Swimming techniques

Swimming styles have been developed, based around a number of basic principles. To achieve maximum speed, the torso and legs should be kept parallel to the surface of the water, to reduce the amount of drag acting on the swimmer. The arms and hands should extend in front of the head as much as possible. A longer stroke generates more forward thrust, as the arm spends more time moving through the water.

**The crawl.** The crawl was invented in Hawaii in 1893 and first used in competition at the Olympics in 1912. Considered the perfect stroke for sprinting, it is the fastest stroke and the most popular in freestyle races. Technically, in a freestyle race, competitors may use any stroke. After performing the forward start, the swimmer returns to the surface with powerful flutter kicks. Regarding the stroke technique, the legs are submerged and perform flutter kicks, while the arms are alternately lifted forward then pulled through the water. The swimmer breathes out when his head is submerged. When close to the wall, the swimmer bends his body, dives slightly toward the bottom of the pool, and somersaults. He can touch the wall with any part of his body, but he in fact uses his feet, pushing off with them to gain impetus as he stretches his body.

**The breaststroke.** An Olympic event since 1908, the breaststroke is a complicated stroke. It demands the highest energy expenditure and perfect synchronization of simultaneous arm and leg movements. If the swimmer loses this synchronization, he is considered to be swimming freestyle and is disqualified. To execute the breaststroke, good coordination is needed. When performing the forward start, the swimmer holds his breath until the start signal. He then pushes off with his legs and his body is fully stretched. The body must remain fully stretched and in a stomach-down position. The swimmer performs one complete pull of the arms before kicking with his legs. He can perform only one complete stroke under water after the start and the turns. As for the stroke technique, the arms make three lateral movements in order: "outward pull" performed away from the body, then a "downward pull" performed toward the bottom of the pool and finally an "inward pull" toward the body. In the kick, the legs bend to propel the swimmer and return to their initial position. The breaststroke kick provides more propulsion than do kicks in the other strokes. When approaching the wall, the swimmer must perform an open turn. The swimmer may touch the wall with both hands, above or below the water line. Then the swimmer turns and puts his feet against the wall to push off. He must be in a horizontal position before his feet lose contact with the wall.

**The backstroke.** An Olympic event since 1990, the backstroke was invented in the late 19th century as a variant of the crawl, which was also being developed at the time. It is one of the least popular strokes, as many swimmers like to face the direction in which they are going. The biggest change in style took place in the mid 20th century, when swimmers realized that they could gain speed by bending their arms when they were submerged. The backstroke is also known as the back crawl. When using this stroke, the swimmer should remain close to the surface of the water and count the number of strokes to work out when the end of the pool will be reached. The swimmer starts the race using the backward start in the pool, not on top of the block. The hands are placed on the starting grips, and the feet, braced against the wall, must be entirely under water. At the signal, the swimmer lets go of the grips and uses his legs to push off. While submerged, the swimmer does dolphin kicks or flutter kicks. He must not remain submerged for more than 15 meters. Regarding the stroke technique, the swimmer's arms are lifted forward alternately, then pulled through the water between 45 and 60 cm below the surface. At the same time, the legs flutter kick to propel the swimmer. When near the wall, the swimmer flips onto his stomach and then makes the somersault. As in the crawl, swimmers may touch the wall with any part of their body, but they generally use their feet to push off. The swimmer must have returned to the back-down position before his feet leave the wall.

**The butterfly.** Long-known as the breast-butterfly, it became a style on its own at the Olympic Games in Helsinki in 1952. This stroke requires a high degree of stamina and strength, particularly in the upper body. Similarly to freestyle, the swimmer uses the forward start. After pushing off strongly with his legs with his body fully stretched, the swimmer may make his first kicks while submerged; he may remain under water to a maximum distance of 15 meters. As for the stroke technique, both arms are lifted forward and pulled backward symmetrically for propulsion. The shoulders must stay horizontal and parallel to the water surface. The legs also move in unison in the dolphin kick, completing the undulating movement begun by the arms. The swimmer breathes in at the end of the stroke, as the arms return over his head.

**The medley.** Athletes swim each stroke for at least 50 meters, that is one length of the pool. This race combines technique, speed and endurance. The four strokes are the breaststroke, the backstroke, the butterfly, and the freestyle, which can be any stroke but the first three. The medley relay involves teams composed of specialists in each stroke. All freestyle specialists use the crawl. The order of the strokes is set and is different for individual and relays. In individual medley the order of the strokes is butterfly, backstroke, breaststroke and freestyle. In a medley relay, the first stroke is the backstroke, followed by breaststroke, butterfly and freestyle. The first swimmers start from the backstroke position, and the other team members use the starting blocks.

**The turns.** There are two types of turns in swimming, tumble turn used in freestyle and backstroke events and open turn used in breaststroke and butterfly events. While the butterfly and breaststroke require that the swimmer touches the pool wall with both hands when turning, in freestyle and backstroke, the turn can be executed using just the feet. Swimmers racing backstroke events are allowed to turn on to their front (while gliding only) just before executing the turn. As with the start of the race, swimmers are only to be underwater for 15 m before breaking the surface and using the event stroke.

Reduced and modified from:

Fortin, F. (2000). Sports: the complete visual reference. New York: Firefly Books, Inc. pp. 74-79.

Parrish, M. (2011). The Sports Book. 2<sup>nd</sup> Ed. New York: DK Publishing, pp. 236-239.

## New words and expressions

English	Pronunciation	Slovak
above the water line	[ə'baʌv ðə 'wɔ:tə laɪn]	nad hladinou vody
achieve maximum speed	[ə'tʃi:v 'mæksɪməm spi:d]	dosiahnuť maximálnu rýchlosť
approach the wall	[ə'prəʊtʃ ðə wɔ:l]	približovať sa k stene
away from the body	[ə'weɪ frəm ðə 'bɒdi]	od tela
back-down position	['bæk daʊn pə'ziʃən]	poloha na znak
backstroke event	['bækstrəʊk r'vent]	disciplína v plaveckom spôsobe znak
backward start	['bækwəd stɑ:t]	štart z vody na znak
basic principle	['beɪsɪk 'prɪnsəpl]	základná zásada, základný princíp
be underwater	[bi 'ʌndəwɔ:tə]	byť pod hladinou vody
below the water line	[bi'ləʊ ðə 'wɔ:tə laɪn]	pod hladinou vody
bend	[bend]	ohnúť
bottom of the pool	['bɒtəm əv ðə pu:l]	dno bazéna
break the surface	[breɪk ðə 'sɜ:fɪs]	pretnúť hladinu vody
breaststroke event	['breststrəʊk r'vent]	disciplína v plaveckom spôsobe prsia
breaststroke kick	['breststrəʊk kɪk]	prsiarsky kop
breathe out	[bri:ð aʊt]	vydýchnuť
butterfly event	['bʌtəflaɪ r'vent]	disciplína v plaveckom spôsobe motýlik
close to the wall	[kləʊs tu: ðə wɔ:l]	blízko steny bazéna
complete pull of the arm	[kəm'pli:t pʊl əv ðə ɑ:m]	úplný záber paží
complicated stroke	['kɒmplɪkətɪd strəʊk]	zložitý, náročný plavecký spôsob
crawl	[krɔ:l]	kraul
demand	[dɪ'mɑ:nd]	vyžadovať
disqualify	[dɪs'kwɒlɪfaɪ]	diskvalifikovať
dolphin kicks	['dɒlfɪn kɪks]	delfínové kopy
energy expenditure	['enədʒi ɪk'spendɪtʃə]	energetický výdaj
execute a turn	['eksɪkjʊ:t ə tɜ:n]	vykonať obrátku
extend	[ɪk'stend]	vystrieť
flip onto one's stomach	[flɪp 'ɒntə wʌnz 'stʌmək]	pretočiť sa do polohy na prsia
forward start	['fɔ:wəd stɑ:t]	štart z blokov
forward thrust	['fɔ:wəd θrʌst]	záberová sila, propulzia
freestyle event	['fri:stʌɪl r'vent]	disciplína vo voľnom spôsobe
freestyle race	['fri:stʌɪl reɪs]	preteky vo voľnom spôsobe
fully stretched	['fʊli streɪtʃt]	úplne vystretý
gain impetus	[geɪn 'ɪmpɪtəs]	získať hybnosť
good coordination	[gʊd kəʊ,ɔ:drɪneɪʃn]	dobrá koordinácia

hold one's breath	[həʊld wʌnz breθ]	zadržať dych
horizontal position	[ˌhɒrɪˈzɒntl pəˈzɪʃn]	horizontálna poloha
in front of the head	[ɪn frʌnt əv ðə hed]	pred hlavou
initial position	[ɪˈnɪʃl pəˈzɪʃn]	základná poloha
invent	[ɪnˈvent]	vynájsť
kick with the legs	[kɪk wɪð ðə legz]	kopať nohami
lateral movement	[ˈlætərəl ˈmuːvmənt]	pohyb do strany
let go the starting grips	[let ɡəʊ ðə ˈstɑːtɪŋ ɡrɪps]	pustiť rúčky na štartových blokoch
lift the arms alternately	[lɪft ðə ɑːmz ɔːlˈtɜːnətli]	striedavo prenášať paže
longer stroke	[lɒŋə strəʊk]	dlhší záber
lose contact with the wall	[luːz ˈkɒntækt wɪð ðə wɔːl]	odraziť sa od steny
lose the synchronization	[luːz ðə ˌsɪŋkrənəɪˈzeɪʃn]	nevykonávať pohyby synchronne
number of strokes	[ˈnʌmbər əv strəʊks]	počet plaveckých záberov
Olympic event	[əˈlɪmpɪk ɪˈvent]	olympijská disciplína
open turn	[ˈəʊpən tɜːn]	základná obrátka
parallel	[ˈpærəlel]	rovnobežne, rovnobežný
perfect synchronization	[ˈpɜːfɪkt ˌsɪŋkrənəɪˈzeɪʃn]	dokonalá synchronizácia, dokonalé zladenie
perform one complete stroke	[pəˈfɔːm wʌn kəmˈpliːt strəʊk]	vykonať jeden úplný plavecký záber
popular stroke	[ˈpɒpjələ strəʊk]	oblúbený plavecký spôsob
powerful flutter kicks	[ˈpaʊəfl ˈflʌtə kɪks]	silný strih nohami
propel	[prəˈpel]	hnať
propulsion	[prəˈpʌlʃn]	záberová sila, propulzia
push off	[pʊʃ ɒf]	odraziť sa
race	[reɪs]	pretekať
reduce the amount of drag	[rɪˈdjuːs ðə əˈmaʊnt əv dræg]	znížiť mieru odporu
remain submerged	[rɪˈmeɪn səbˈmɜːdʒd]	ostať pod hladinou vody, ostať ponorený
simultaneous arm and leg movements	[ˌsɪmlˈteɪniəs ɑːm ənd leg ˈmuːvmənts]	súčasný pohyb paží a nôh
somersault	[ˈsʌməsɔːlt]	otočiť sa (kotúlom vpred)
sprinting	[ˈsprɪntɪŋ]	šprintovanie
start signal	[stɑːt ˈsɪɡnəl]	štartový signál
starting grips	[ˈstɑːtɪŋ ɡrɪps]	rúčky na štartových blokoch
stomach-down position	[ˈstʌməkdaʊn pəˈzɪʃn]	poloha na prsia
stretch one's body	[stretʃ wʌnz ˈbɒdi]	napnúť, vystrieť telo
stroke technique	[strəʊk tekˈniːk]	technika plaveckého spôsobu
submerge	[səbˈmɜːdʒ]	ponoriť sa
surface of the water	[ˈsɜːfɪs əv ðə ˈwɔːtə]	hladina vody
swim freestyle	[swɪm ˈfriːstaɪl]	plávať voľným spôsobom
swimming technique	[ˈswɪmɪŋ tekˈniːk]	technika plávania
touch the pool wall	[tʌtʃ ðə puːl wɔːl]	dotknúť sa steny bazéna
touch the wall	[tʌtʃ ðə wɔːl]	dotknúť sa steny bazéna

toward the body	[tə'wɔ:dz ðə 'bɒdi]	k telu
tumble turn	['tʌmbl tɜ:n]	kotúl'ová obrátka

## Key

### Exercise 1

1. The pool is divided into eight lanes.
2. The object of any swimming race is to complete the course in the shortest possible time.
3. Before any competition, swimmers gradually reduce the amount of training.
4. The referee gives the official starter the permission for an event to start.
5. A team race includes for swimmers from each country that compete against each other.
6. Backstroke and medley events begin with each swimmer in the pool.
7. The water should be maintained at a constant temperature of 25-28 °C.
8. Each race requires a particular stroke.
9. In swimming, the length of events varies from 50 m to 1,500 m.

### Exercise 2

swim meet  
 member nation  
 complete the course  
 long-distance swimmer  
 high-intensity splits  
 fatigue level  
 top-class competition  
 constant temperature  
 lane rope  
 mount a starting block  
 nonslip platform  
 starting block  
 electronic touch pad  
 authorized equipment  
 hi-tech swimwear  
 ear plug  
 final decision  
 chief timekeeper  
 race start  
 finish judge

### Exercise 3

- |                    |                 |
|--------------------|-----------------|
| a. memwsir fleiorp | swimmer profile |
| b. dvidniulai caer | individual race |
| c. arndcnuee       | endurance       |

<b>d.</b> nesprirt	sprinter
<b>e.</b> ovedpel thrktesn	develop strength
<b>f.</b> hitewg oorm	weight room
<b>g.</b> nitsfse velle	fitness level
<b>h.</b> zradeptoi	trapezoid
<b>i.</b> gicarn nale	racing lane
<b>j.</b> mgiwisnm losgegg	swimming goggles
<b>k.</b> tretgiwashetn	watertightness

#### Exercise 4

1. A nonslip platform situated above the racing lane: starting block
2. Swimmers react to it at the start of the race: starting signal
3. The area that must be touched when a swimmer turns, or at the end of a race: electronic touch pad
4. The most regulated piece of swimwear: swim suit
5. An official who assembles swimmers before the race: clerk of course
6. The place where the finish judges are positioned: elevated stands
7. Start with both feet placed over the front edge of the starting block: grab start
8. A piece of swimwear adapted to the facial bone structure of a swimmer: goggles



## Unit 28: Tennis

(Mgr. Jana Potočníková, Mgr. Róbert Kandráč, PhD., Mgr. Terézia Slančová, PhD.)

### To begin with...

Do you know any international competitions in tennis? If yes, name them.

The International Tennis Federation (ITF) regulates many prestigious tournaments, for example Davis Cup (for men), Fed Cup (for women) and Hopman Cup (for mixed teams). Furthermore there are four Grand Slam tournaments which are considered to be the most significant tennis competitions in the world. The last important event is the Olympic Games.

### What is tennis?

#### History of tennis

The origins of tennis are much debated. The earliest reports date back to ancient Greece. Despite records of early games similar to tennis, most historians feel that tennis originated in thirteenth-century France. The game, known as jeu de paume (or game of the palm) evolved from handball. Balls made of cloth sewn into a hard round shape were hit with a bare hand or a hand in a glove. Nets were made of wooden obstacles or mounds of dirt, and participants volleyed against a wall or with each other. In 1873 Major Walter Clapton Wingfield, a British Army officer, in an effort to liven up a lawn party invented lawn tennis, a combination of badminton and court tennis, that was played on an hourglass-shaped court. Major Wingfield patented the game in 1874 and sold equipment for the sport. Tennis balls were made of uncovered hollow rubber, and the net was 4 feet high in the center and 5 feet at the posts. Rackets were spoon shaped with long handles. In 1877 when Wingfield's patent ran out, the game was further modified: the hourglass shape of the court was changed to a rectangle. Most historians speculate that the game of tennis was brought to America by Mary Ewing Outerbridge of New York. Outerbridge, nicknamed the "mother of tennis," learned the game from British officers while visiting her brother stationed at a British garrison in Bermuda. Consequently, she brought the equipment back to America. By late 1874 she had helped establish the first lawn court on American soil, in Staten Island, New York. Initially, the sport grew mostly in the eastern United States - especially at the women's colleges in the region. The game was introduced at Smith College in Northampton, Massachusetts, in 1881. In 1892 Bryn Mawr College in Pennsylvania held the first intercollegiate tennis contest, an event that may have been the first intercollegiate contest for women in any sport. After the 1920s the game was no longer assumed to be restricted to those from the upper class. Tennis is now played among all social classes. Much of the increased participation in tennis was due to the availability of public tennis courts.

#### Rules & regulations

The choice of ends and the choice to be server or receiver in the first game shall be decided by toss before the warm-up starts. The player/team who wins the toss may choose:

- 1, To be server or receiver in the first game of the match

## 2, The end of the court for the first game of the match.

Players stand on opposite sides of the net; the server (the player who puts the ball into play) begins the rally by hitting the ball over the net, into the service court directly opposite, from the right of the center line, and from behind the baseline. The server plays the ball from alternate sides of the center line throughout the game, starting from the right. The receiver may stand anywhere on their own side of the net, but may not return the ball before it has bounced. After the ball is served, play continues until one player hits the ball out of play.

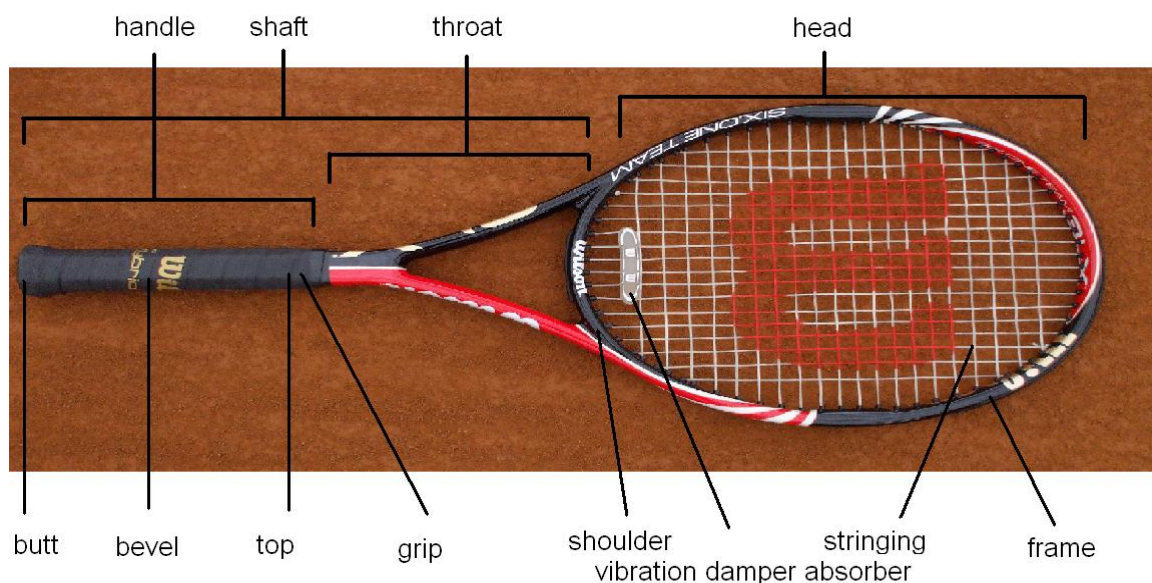
### Games and sets

Each player starts with "love" (zero); one point is called "15"; two points are "30," three points are "40." 40-all is known as "deuce." After deuce, the player who wins the next point is said to have "advantage"; if he win the next point, the game is over. If he don't, the score goes back to "deuce." At this point, the game will only be won when one player has won two successive points, the "advantage" point, and the "game" point. Players change ends at the end of every odd-numbered game. Matches are the best of three or five sets. (Women only ever play the best of three sets.) The first player to win six games wins the set, but if the games go to 5-all, the set is extended to see if a two-game margin can be achieved (7-5, for example). If the score is 6:6 in set, the players will play a tiebreak. Then score is counted from 1 to 7. The first player to win seven points wins the "Game" and "Set", but the game continues until this margin of two points is achieved.

### Equipment

#### Tennis ball

Certain specifications must be met before a ball will be judged legal by the ITC. The ball shall have an outer surface of a fabric cover that should be yellow in color. The ball's weight and size will also be manufactured to a required specification. During a match the balls are replaced with new ones after an agreed odd number of games, usually after five, and then after seven.



## Tennis racket

Whereas the ITF can govern the overall size of the racket, it cannot determine its construction. Tennis racket frames have changed a lot in recent years, as stiffer carbon materials have replaced wood and metal. Carbon rackets generate a lot of power because they are not flexible, so choosing the right strings and stringing tension is crucial to aid ball control.

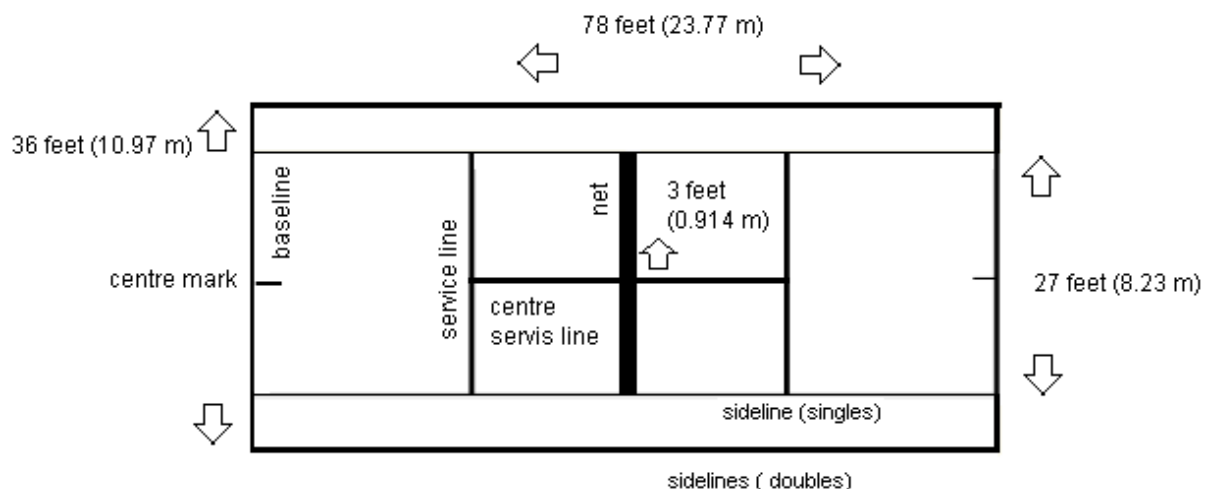
String tension is a matter of individual preference, but in general, the tighter the strings are strung, the greater the player's control over the ball. Most players have their rackets strung at between 50 and 65 psi (pounds per square inch). During a match, if a string breaks, a player will generally discard the racket and play with a new one.

The maximum area of a racket head is 135 sq in (178.25 sq cm). A modern racket frame can have a 40% larger head, be 3 times stiffer, and 30% lighter than the most highly developed wooden version.

## The tennis court

Although a tennis court is made of materials ranging from concrete, which is a fast-playing surface, to clay, which plays slower, its dimensions are invariable. Most courts are laid out for both singles and doubles. Some, however, are marked only for singles. Before the start of play, the officials or players must check to see that the net is the correct height and that its tension is acceptable. Many courts have now been fitted with electronic devices and large television screens to determine line calls and net cords, which increases the level of spectator involvement in matches.

The court shall be a rectangle, 78 feet (23.77 m) long and, for singles matches, 27 feet (8.23 m) wide. For doubles matches, the court shall be 36 feet (10.97 m) wide. The court shall be divided across the middle by a net. The height of the net shall be 3 feet (0.914 m) at the centre, where it shall be held down tightly by a strap. The strap and band shall be completely white.



## Court surfaces

The governing body of tennis, the ITF has identified three different categories of court surfaces. The categories are based on the speed of the ball after the bounce; the amount of spin on the ball after contact with the surface; the height of the bounce; and the level of traction the court gives the player. Category 1 courts are slow-paced; Category 2 surfaces are medium or medium fast-paced hard-courts; and Category 3 courts are fast-paced surfaces.

## New words and expressions

English	Pronunciation	Slovak
advantage	[əd'vɑ:ntɪdʒ]	výhoda
ball boy	[bɔ:l ,bɔɪ]	zberač loptičiek
ball change	[bɔ:l tʃeɪndʒ]	výmena loptičiek
chair umpire	[tʃeər 'ʌmpaɪə]	hlavný rozhodca
change of ends	[tʃeɪndʒ əv endz]	striedanie strán
clay	[kleɪ]	antuka
concrete	['kɒŋkri:t]	betón
contest	['kɒntest]	súťaž, zápas
court surfaces	[kɔ:t 'sɜ:fɪsɪz]	povrchy dvorca
deuce	[dju:s]	zhoda
discard the racket	[dɪs'kɑ:d ðə 'rækɪt]	výmena rakety (počas hry)
doubles	['dʌblz]	štvorhra
drop	[drɒp]	dopad (loptičky)
fast-paced	[fɑ:st 'peɪst]	rýchly povrch
grip	[grɪp]	rukoväť
headband	['hedbænd]	čelenka
height of the bounce	[haɪt əv ðə baʊns]	výška odrazu
hitting surface of the racket	['hɪtɪŋ 'sɜ:fɪs əv ðə 'rækɪt]	úderová plocha rakety
hourglass-shaped	['aʊəglɑ:s ʃeɪpt]	tvar presýpacích hodín
lawn tennis	[lɔ:n 'tenɪs]	tenis na tráve
line umpire	[laɪn 'ʌmpaɪə]	čiarový rozhodca
medium-paced hard-courts	['mi:diəm 'peɪst hɑ:d kɔ:ts]	stredne- rýchly tvrdý - dvorec
net	[net]	sieť
net – cord judge	[net kɔ:d dʒʌdʒ]	sieťový rozhodca
net cord	[net kɔ:d]	páska na sieti
odd-numbered	[ɒd 'nʌmbəd]	nepárny
order of service	['ɔ:dər əv 'sɜ:vɪs]	poradie podania
permanent fixtures	['pɜ:mənənt 'fɪkstʃəz]	trvalé zariadenie dvorca
rally	['ræli]	výmena
receive	[rɪ'si:v]	prijat' podanie
rectangle	['rektæŋgl]	obdĺžnik
replay a point	[ri:'pleɪ ə pɔɪnt]	nová lopta (opakujúca)
score in a match	[skɔ:r ɪn ə mætʃ]	skóre v zápase
seeded player	['si:dɪd 'pleɪə]	nasadený hráč
service fault	['sɜ:vɪs fɔ:lt]	chyba podania
shape of the court	[ʃeɪp əv ðə kɔ:t]	tvar dvorca
singles	['sɪŋglz]	dvojhra
slow-paced	[sləʊ - peɪst]	pomalý povrch
stringing tension	[strɪŋ 'tenʃn]	tvrdosť výpletu
two-game margin	[tu: geɪm 'mɑ:dʒɪn]	rozdiel dvoch hier (gemov)
vibration damping device	[vaɪ'breɪʃn 'dæmpɪŋ dr'vaɪs]	tlmič vibrácií
wristband	['rɪstbænd]	“potítko”

## Exercise 1

Choose the suitable court surfaces A to B and indicate where it is used (C)

A	B	C
a) fast-playing	1. tennis on clay	I. Us Open, Australian Open
b) medium-paced hard-courts	2. lawn tennis	II. Wimbledon
c) slow-paced	3. tennis on concrete	III. French Open

## Exercise 2

Match the expressions in the boxes with their definitions

Set point	Love game	Advantage
Deuce	Smash	Volley

- \_when one player is one point away from winning a set
- \_a hit at the ball while the ball is still in the air
- \_the player hits the ball forcefully downward from a point as high as the player can reach
- \_when one player wins the first point from a deuce and needs one more point to win
- \_forty all
- \_shutout game, won without the opponent's scoring

## Exercise 3

Put in the missing words to complete the explanation of the tennis rules.

Each player starts with ..... (zero); three points are called "40". 40-all is known as ..... After deuce, the player who wins the next point is said to have .....; if they win the next point, the game is over. ....change ends at the end of every..... game. The first player to win six games wins the....., but if the games go to 5-all, the set is extended to see if a two-game margin can..... . If is the score 6:6 in set, the players will play a..... Than score is counted from 1 to 7. The first player to win .....points wins the "Game" and "Set", but the game continues until this..... is achieved.

### Word bank

deuce, players, margin of two points, love, be achieved, seven, odd-numbered, tiebreak, advantage, set

## Exercise 4

The following table contains four major types of grip in tennis. Match them with pictures

Types of grips

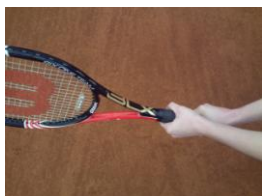
1. Eastern grips

2. Continental grips

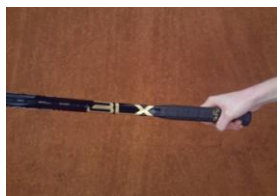
3. Western grips

4. Double – handed grips

A



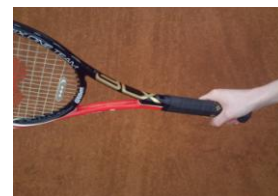
B



C



D



## Exercise 5

Fill-in the blanks with the letters.

Tennis is a racket game in which opposing players play on a court. Before they start, players will agree who is the server and on the choice of ends. Players stand on opposite sides of the net; the server begins the rally by hitting the ball over the net, into the service court directly opposite, starting from the right. The serve starts every point in a match, and a good server is considered to have an advantage. This is partly because this player has two chances to get the ball into play, and partly because the opponent doesn't necessarily know where the ball will go. The receiver may stand anywhere on his side of the net, but may not return the ball before it has bounced. After the ball is served, play continues until one player hits the ball out of play. The outdoor surfaces on which tennis is played are grass, concrete and clay.

## Exercise 6

Look at the tennis scoreboard and complete the sentences with these words:

**Words:** losing, winning, beating, leading

	SETS		GAMES
SERENA	6	6	2
VENUS	4	3	1

1. Serena is ..... 2-1 in the third set.
2. Serena seems to be ..... Venus easily.
3. At the moment Serena is ..... the match and Venus is ....



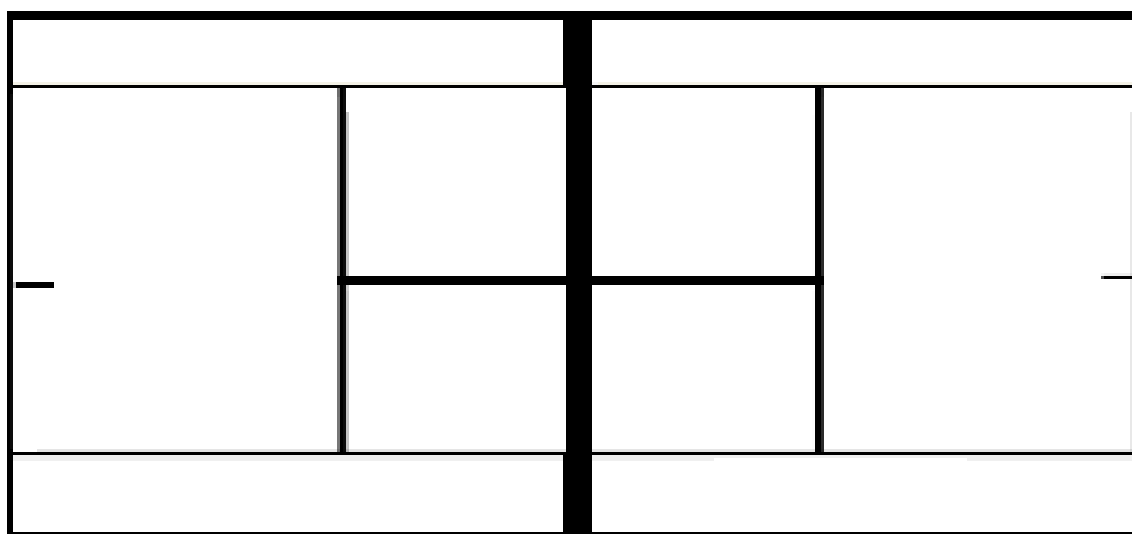
## Exercise 7

How do you say the score?

When the score is:	You say:
15 - 30	
30 - 30	
40 - 40	
40 - A	

## Exercise 8

Name the lines on the court and positions in doubles.



## Techniques

The most important and most used shots in modern tennis are the serve, the forehand, and the backhand, otherwise known as ground strokes. Until these strokes are mastered, the player will struggle to win points and compete in matches. The serve starts every point in a match, and a good server is considered to have an advantage. This is partly because this player has two chances to get the ball into play, and partly because the opponent doesn't necessarily know where the ball will go. Ground strokes are the basic shots you make once the point has begun and are usually played from near the baseline and after the ball has bounced. They can be played with different types of spin; topspin and slice being the most used.

**The backhand** can be played with either topspin or slice (backspin). Hitting sliced backhands is most effective when playing matches on fast courts, where the ball skids through at a high speed. It is also used when playing defensive shots on the run, or where the ball is above shoulder height.

**The forehand** is the most used shot in tennis, and the one that most people learn first. This major groundstroke, for both the beginner and the advanced player, will allow a



player to control a rally from the back of the court. The shot is usually hit with topspin, but backspin and sidespin can both be applied to the ball.

**The lob** is a shot that goes high in the air - may be defensively or aggressively played. Offensive lobbs are hit with topspin from around the baseline. The more topspin the player is able to get on the ball, the faster the ball will drop in to the court, which means the player can hit a deeper lob. Volleying players often close in after hitting their first volley, and this is an ideal time to use the lob. Defensive lobbs are usually hit with backspin or very little spin, as they are used when the ball is low, or wide, when little or no topspin is possible.

**A smash** is an aggressive volley played overhead. It is often a response to a lob that has failed to clear the player's head. A smash requires good footwork to ensure that the ball is played down into the opponent's court; any error of judgment may result in an air shot (missing the ball altogether) or a wild hit out of court.



forehand 1<sup>st</sup> phase



forehand 2<sup>nd</sup> phase



forehand 3<sup>rd</sup> phase



backhand 1<sup>st</sup> phase



backhand 2<sup>nd</sup> phase



backhand 3<sup>rd</sup> phase



tennis racket and tennis ball



volley - forehand 1. phase



volley - forehand 2. phase



basic position



volley - backhand 1<sup>st</sup> phase



volley - backhand 2<sup>nd</sup> phase



basic position of service



service 1<sup>st</sup> phase



service 2<sup>nd</sup> phase



service 3<sup>rd</sup> phase



smash 1<sup>st</sup> phase



smash 2<sup>nd</sup> phase

## New words and expressions

English	Pronunciation	Slovak
ace	[eɪs]	eso
backspin	[bæk spɪn]	spätná rotácia
ball in play	[bɔ:l ɪn pleɪ]	lopta v hre
basic shots	['beɪsɪk ʃɒts]	základné údery
bounce	[baʊns]	odraz (loptičky), odraziť sa
defensive shot	[dɪ'fensɪv ʃɒt]	obranný úder
electronic device	[ɪ'lek'trɒnɪk dɪ'vaɪs]	elektronické zariadenie
ground stroke	[graʊnd strəʊk]	základné údery
level of traction	['levl əv 'trækʃn]	miera trenia
lob	[lɒb]	úder s vysokým oblúkom
mastered	['mɑ:stəd]	zvládnutý
offensive	[ə'fensɪv]	útočný
overhead	[,əʊvə'hed]	nad hlavou

sidespin	[saɪd spɪn]	bočná rotácia
smash	[smæʃ]	smeč
spin; topspin and slice	[spɪn 'tɒpspɪn ənd slaɪs]	rotácia, horná rotácia
toss the ball	[tɒs ðə bɔ:l]	vyhodit' loptičku

## Key

### Exercise 1

fast-playing surface	medium-paced hard-courts	slow-paced
lawn tennis	tennis on concrete	tennis on clay
Wimbledon	Us Open, Australian Open	French Open

### Exercise 2

Set point\_ when one player is one point away from winning a set

Volley\_ a hit at the ball while the ball is still in the air

Smash\_ the player hits the ball forcefully downward from a point as high as the player can reach

Advantage\_ when one player wins the first point from a deuce and needs one more point to win the game; not applicable when using deciding points

Deuce \_ forty all

Love game\_ shutout game, won without the opponent's scoring

### Exercise 3

Each player starts with love (zero); three points are called "40". 40-all is known as deuce. After deuce, the player who wins the next point is said to have advantage; if they win the next point, the game is over. Players change ends at the end of every odd-numbered game. The first player to win six games wins the set, but if the games go to 5-all, the set is extended to see if a two-game margin can be achieved. If the score is 6:6 in set, the players will play a tiebreak. Than score is counted from 1 to 7. The first player to win seven points wins the "Game" and "Set", but the game continues until this margin of two points is achieved.

### Exercise 4

1 – B

2 – C

3 – D

4 –A

### Exercise 5

Tennis is a racket game in which opposing players play on a court. Before they start, players will agree who is the server and on the choice of ends. Players stand on opposite sides of the net; the server begins the rally by hitting the ball over the net, into the service court directly opposite, starting from the right. The serve starts every point in a match, and a good server is considered to have an advantage. This is partly because this player has two chances to get the ball into play, and partly because the opponent doesn't

necessarily know where the ball will go. The receiver may stand anywhere on his side of the net, but may not return the ball before it has bounced. After the ball is served, play continues until one player hits the ball out of play. The outdoor surfaces on which tennis is played are grass, concrete and clay.

### Exercise 6

Serena is leading 2-1 in the third set.

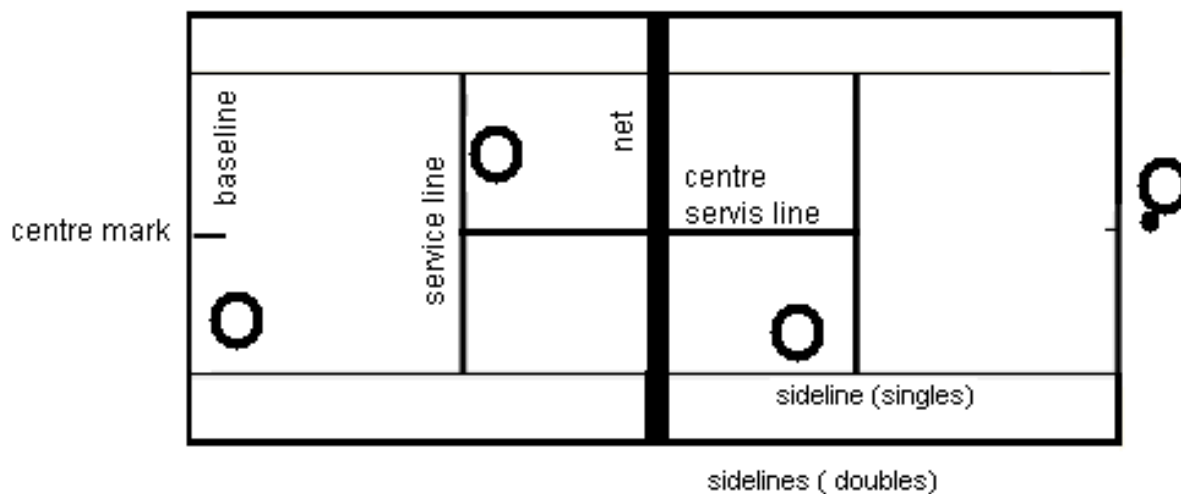
Serena seems to be beating Venus easily.

At the moment Serena is winning the match and Venus is losing.

### Exercise 7

When the score is:	You say:
15 - 30	Fifteen - thirty
30 - 30	Thirty - all
40 - 40	Deuce
40 - A	Advantage ...

### Exercise 8



## Unit 29: Track and Field

(Mgr. Robert Kandráč, PhD., Mgr. Terézia Slančová, PhD., doc. PhDr. Jaroslava Stašková, PhD.)

### To begin with...

Did you know that the word “athlete” comes from the Greek word “athlos,” meaning a contest or competition?

### What is athletics?

Athletics or track and field consists of three types of events: track events (running or walking), field events (jumping or throwing), and combined events, such as the decathlon, which combines track and field events. The majority of events are held at both indoor and outdoor meets, although there are exceptions. Limited indoor space means that throws such as the javelin, hammer, and discus are only contested during the outdoor season. Also, at indoor meets the 100-meter sprint is replaced by the 60-meter sprint.

#### Running events

##### Sprints

**Sprinter's profile.** Sprinters' legs and upper bodies are highly muscular to provide explosive power. What is crucial is a quick response to the starter's signal. The top-class sprinters have fast-twitch muscle fibers that are powerful but quickly fatigable. As for training of sprinters, a sprinter usually spends 1.5 hours warming up and stretching before a race or a training session. In training, sprinters usually run over short distances as the long-term extended exertion can hinder the development of maximum speed and power.

**Race phases.** A sprint can be divided into four phases. The first phase is the start. When hearing the signal “on your marks,” the sprinter crouches on one knee, feet on the pedals of the blocks. In the ready position the fingers form a high bridge, with the hands slightly more than shoulder width apart. At the command of “set,” the hips are raised a little higher than the shoulders. The shoulders are directly above or a little in front of the hands. The arms drive hard to propel the athlete forward quickly. On the starter's gun, the sprinter explodes out of the starting blocks. The interval between the start signal and the instant when the athlete pushes off the starting blocks is referred to as the reaction time. The second phase is the acceleration phase, during which the sprinter's body leans forward, so that the legs can provide maximum acceleration. The third phase is the stride phase with sprinters achieving and maintaining full speed using a relaxed running technique. The final phase is the finish, during which the sprinter pulls back his arms so that the head and shoulders dip toward the finish line.

##### Hurdle races

**Sprint hurdles.** In both the 100 m and 110 m hurdles, the competitors start out of the blocks, run along a straight course, and jump over 10 hurdles along the way. In the



men's event, the first hurdle is 13.72 m from the starting line, and the distance between each hurdle is 9.14 m. After the final hurdle, the runners sprint the remaining 14.02 m to the finish line. The first hurdle in the women's event is 13 m from the blocks. The hurdles are 8.5 m apart, and the last is positioned 10.5 m from the finish line.

**One-lap hurdles.** In the 400 m hurdles, racers start from the blocks from staggered points on the track and must leap over 10 hurdles, just like the sprint-distance hurdlers. The hurdles are slightly lower than their sprint distance equivalents. The first hurdle is positioned 45 m from the start, and the distance between each of the following hurdles is 35 m. The last hurdle is 40 m from the finish line.

**Hurdling technique.** The key to success in hurdle events is efficient and economical clearing of hurdles. To clear a hurdle, the best hurdlers make full use of their arms to balance their bodies. As they attack the hurdle, they stretch forward, reaching for their lead leg with their opposite hand. This action brings the forehead close to the leading knee. The other arm swings backward in a normal sprint racing action. Sprint hurdlers lean their bodies farther forward than 400 m hurdlers because they need to minimize the height they jump and get their feet back down on the track faster. Hurdlers do not try to maximize their stride length. They mainly focus on the approach to each hurdle, and maintenance of a smooth, uninterrupted hurdling rhythm throughout the race. The hurdlers should always avoid breaking step for an upcoming hurdle. To achieve this, competitors "run through" the hurdles rather than jump in the conventional sense of the word, and try to stay as close to the track as possible throughout the race. They generally lead with the same leg over every hurdle.

### **Middle-distance running**

**Event overview.** The middle-distance events include running over the distances of 800 m and 1,500 m. In the 800 m, runners complete two laps around a standard 400 m track. The athletes begin both races without starting blocks. In the 800 meter final, the racers start from staggered positions and run in assigned lanes having to stay in their starting lane until the end of the first curve, while in 1,500 m final, a maximum of 12 racers line up on a curved starting line. The 800 m requires speed and endurance so competitors plan their race and use carefully considered and practiced tactics. The 1,500 m event consists of three and three-quarter laps around the standard outdoor track.

**Tactics of middle-distance running.** The middle-distance races are highly tactical. Some of the athletes try to front-run the entire race, while others rely on their finish. In general, the runners must keep the track of their position in the pack to avoid falling. By following another runner very closely, a runner may benefit from a reduction in wind resistance, which may save energy necessary for the end of the race. In some athletics meetings, the organizers prefer to use the so-called rabbits, or pacemakers, that means runners that set a very fast pace providing other runners to break either meeting records or even world records.

### **Long-distance running**

**Event overview.** Long-distance running events include 5,000 m and 10,000 m races and marathons. The 5,000 m and 10,000 m runs and the marathon are Olympic events. The runs take place on a stadium track, while the marathon route is staged around the streets of the host city. In the 5,000 m final, the 12 competitors run 200 meters and then 12 laps of the track. In the 10,000 m, a maximum of 20 runners complete 25 laps of the race at a pace between 63 and 68 seconds.

**Tactics of long-distance running.** One of the most important tactics in long-distance running is the ability to set the right pace. Often following a pacemaker, athletes need to pace themselves exactly. If they run relatively slowly to conserve energy, they may not be able to overtake the front-runners. However, if they run relatively quickly, they may not be able to maintain their pace, ultimately running out of power well before the finish line. Usually, the runners avoid running the curves outside the second lane in order not to cover a longer distance. The runners must be able to use their speed at different stages of the race depending on the circumstances and their condition.

### **Steeplechase**

**Event overview.** Both men and women compete in 3,000 m steeplechase. The object of the steeplechase race is to complete the course of 3,000 meters in the shortest possible time. The 3,000 m event includes 28 hurdle jumps and 7 water jumps. The jumps are evenly distributed around the track, so that the distance between the jumps equals approximately one fifth of the nominal length of the lap. The water jump, which is the fifth barrier, is placed at the top of the second turn, either to the inside of lane one or to the outside of the outermost lane. The runners start jumping the hurdles after the first half lap. They must be cleared cleanly by jumping, stepping on and over, or vaulting.

**Jumping the water jump.** Runners attempt to land as far from the water barrier as possible as this is where the water is shallower. Water resistance slows runners down and splashing inhibits freedom of movement and vision. The jump begins 2 m from the hurdle. Leaping up, the runner places one of his feet on the hurdle. The supporting leg enables the runner to push his hips in the forward direction in as horizontal a motion as possible. The runner usually lands about 30 cm from the end of the ditch and runs out of the water as fast as possible using short, quick strides to regain his race stride. Elite steeplechasers are able to jump over the whole distance of the water jump. However, this requires much energy, as the runners must push off powerfully.

### **Jumping events**

**Long jump.** The objective of a long jump is to cover the greatest distance possible by making an energetic jump following a high-speed sprint. In the final of the long jump competition, the qualified athlete makes 3 jumps in an order determined by draw. The jumpers with the best 8 attempts go on to make 3 more jumps.

**Long jump technique.** The long jump consists of several phases. The first phase is the approach phase. During this initial phase, the athlete accelerates by taking long strides. The most crucial part of the long jump is the link between the approach and the take-off. During this phase, the athlete's strides quicken, his knees get higher and maximum speed is reached in the two strides before take-off. The propulsion is determined by the execution of the two final strides. The second-to-last stride is lengthened. The athlete pushes off from one foot with his shoulders rising to help him attain height and maximum horizontal speed possible. The following phase is the flight phase, during which the athlete's movements do not change his trajectory. Sometimes, the jumpers fail to keep balance and the jump is unnecessarily shortened. The jump is finalized in the landing area. The athlete throws his legs and arms forward to land as far as possible. When competing, spectators can see athletes use different styles or techniques of jumping. There are three basic long jumping techniques: the hitchkick technique, the sail technique and the hang technique.

**Triple jump.** This athletics event is also known as hop, step and jump, which matches the description of this event's technique. Similarly to the long jump, during the



qualifying round the athletes have three attempts or trials. The triple jumpers with the 8 best jumps go to the final, where they have the right to 3 more attempts. An attempt is measured when an official raises a white flag. A foul is signaled using a red flag.

**Triple jump technique.** The jumper should distribute his effort between three jumps due to the fact that each phase affects the next one. The distance covered by each jump is in the following proportions: 37%, 30% and 33%. The approach is usually 40 meters long, during which the athletes accelerate in a controlled way. When having too much speed, jumpers tend to lose their balance at the take-off. The approach phase is followed by the hop phase. The jumper places his foot on the take-off board. His impetus should be more horizontal than vertical. Athletes begin and end the hop on the same foot. When in the air, the athlete uses his arms to keep balance and the take-off leg goes from behind to the front. As soon as he lands, the athlete launches the other foot into the step, stretching to cover as much distance as possible. For the final jump, the athlete uses the extension, hitch-kick, or sail technique to bring the legs forward for the landing.

**High jump.** The objective of high jumpers is to clear a horizontal bar using running jumps. The high jump is very demanding, both physically and technically. There are some basic rules of high jumping. Competitors can leap off only one foot and cannot knock the bar off its supports. Athletes can touch the bar but are not allowed to use any part of their bodies to hold the bar up. In competitions, athletes choose the height of their opening jump. As the competition goes on, the bar is raised by increments. Once a height has been cleared, athletes may not attempt a lower height. They may choose to pass at any height, even if they have tried but failed to clear the bar already, but as soon as they record three consecutive misses, they are out of the competition. The athlete who clears the highest jump is the winner. Ties are decided by the lowest number of failed attempts.

**High jump technique.** Until the late 1960s, the most popular high-jump techniques were the scissors technique and the Western roll. Using the scissor method, the jumper approached the bar from an angle and threw first their inside leg and then their outside leg over the bar in a scissoring motion, landing on his or her feet. For the Western roll, the high jumper again approached the bar on a diagonal, but used the inner leg for the take-off, while the outer leg was thrust up to lead the body sideways over the bar. The Fosbury Flop, named after American jumper Dick Fosbury is now almost universal. When performing the flop technique, the jumper takes a curved running approach, then launches himself off the outside foot, head and shoulders first, into a modified scissor jump with his back arching backward over the bar. By the time the hips pass over the bar, the whole upper body is in descent.

**Pole vault.** The pole vault is a field event for both men and women. The objective of a pole vaulter is to clear a bar set as high as possible using a flexible pole. This means that pole vault is the only jumping event that involves using a tool to achieve height. Competitors sprint along a runway carrying a long, flexible pole that they plant in a box and use to lever themselves over a crossbar suspended several meters above the ground between two uprights. The height of the crossbar is raised after every round and athletes are eliminated from the competition if they fail three consecutive jump attempts.

**Pole vaulting technique.** At the start the pole vaulter grips the pole at an angle. After assuming the starting position, the vaulter starts accelerating, increasing stride rate to reach maximum speed before the take-off. As the athlete approaches the take-off point, he lowers the pole and plants it in the pole box. After that the vaulter takes off, bending the pole under his own body weight and rising at a 20° angle. The take-off phase starts

when the vaulter swings the trailing leg forward and rows his arms downward. This helps to bend the pole even more. Once in the air, the vaulter extends his hips and legs to turn himself upside down as the pole straightens. The vaulter pivots his body to face the runway as he pushes himself clear of the crossbar. As the descent begins, the vaulter lets go the pole and pushes it away not to knock down the crossbar. The vaulter positions himself to land safely on his back in the middle of the thick landing mats.

Reduced and modified from:

Fortin, F. (2000) Track and field. In Sports: The complete visual reference. New York: Firefly Books, Inc. pp. 2-40.

Parrish, M. (2011). Track and field. In The sports book. 2<sup>nd</sup> Ed. New York: DK Publishing, pp. 44-70.

## New words and expressions

English	Pronunciation	Slovak
able	['eɪbl]	schopný
above the ground	[ə'baʋ ðə graʋnd]	nad zemou
accelerate	[ək'seləreɪt]	akcelerovať, zrýchliť
acceleration phase	[əkseleɪ'reɪʃn feɪz]	akceleračná fáza
according to	[ə'kɔ:diŋ tu]	podľa
achieve	[ə'tʃi:v]	dosiahnuť
achieve and maintain full speed	[ə'tʃi:v ənd mem'tem fʊl spi:d]	dosiahnuť a udržať maximálnu rýchlosť
achieve height	[ə'tʃi:v haɪt]	dosiahnuť výšku
action	['ækʃn]	činnosť
affect	[ə'fekt]	ovplyvniť
along	[ə'lɒŋ]	pozdĺž
angle	['æŋɡl]	uhol
approach	[ə'prəʊtʃ]	rozbeh
approach phase	[ə'prəʊtʃ feɪz]	fáza rozbehu
approach the bar	[ə'prəʊtʃ ðə bɑ:]	bežať smerom k latke
approach the take-off point	[ə'prəʊtʃ ðə 'teɪkɒf pɔɪnt]	blížiť sa k miestu odrazu
approximately	[ə'prɒksɪmətli]	približne
arch	[ɑ:tʃ]	prehnúť
as high as possible	[əz haɪ əz 'pɒsəbl]	čo najvyššie
as soon as	[əz su:n əz]	ihned' ako
assume the starting position	[ə'sju:m ðə stɑ:tɪŋ pə'zɪʃn]	zaujať štartovú polohu
at an angle	[ət ən 'æŋɡl]	pod uhlom
at the command of "set"	[ət ðə kə'mɑ:nd əv set]	na povel „pozor“
at the take-off	[ət ðə 'teɪkɒf]	pri odraze
athlete's movements	['æθli:tʃ 'mu:vmənts]	pohyby atléta
athletics	[æθ'letɪks]	atletika
athletics event	[æθ'letɪks i'vent]	atletická disciplína
attack the hurdle	[ətæk ðə 'hɜ:dl]	odraziť sa na prekážku
attain height	[ə'teɪn haɪt]	dosiahnuť výšku

attempt	[ə'tempt]	pokúsiť sa
attempt	[ə'tempt]	pokus
attempt a lower height	[ə'tempt ə 'ləʊə haɪt]	snažiť sa prekonať, zdolať latku v nižšej výške
avoid falling	[ə'vɔɪd fɔ:lɪŋ]	vyhnúť sa pádom
back down on the track	[bæk daʊn ɒn ðə træk]	späť na dráhu
balance one's body	['bæləns wʌnz 'bɒdi]	vyvažovať telo
barrier	['bæriə]	prekážka
basic rules	['beɪsɪk ru:lz]	základné pravidlá
be eliminated	[bi ɪ'limɪneɪtɪd]	vypadnúť zo súťaže
be out of the competition	[bi aʊt əv ðə kəmpe'tɪʃn]	skončiť v súťaži
before the finish line	[bɪ'fɔ: ðə 'fɪnɪʃ laɪn]	pred cieľovou čiarou
before the take-off	[bɪ'fɔ: ðə 'teɪkɒf]	pred odrazom
begin the hop	[bɪ'ɡɪn ðə hɒp]	začať fázu poskoku
begin the race	[bɪ'ɡɪn ðə reɪs]	začať preteky
bend the pole	[bend ðə pəʊl]	ohnúť žrd'
benefit (from)	['benɪfɪt frəm]	profitovať (z), ťažiť (z)
best hurdlers	[best 'hɜ:dləz]	najlepší bežci cez prekážky
body	['bɒdi]	telo
body weight	['bɒdi weɪt]	telesná hmotnosť
break a meeting record	[breɪk ə 'mi:tiŋ 'rekɔ:d]	prekonať rekord mítingu
break a world record	[breɪk ə wɜ:ld 'rekɔ:d]	prekonať svetový rekord
bring the legs forward	[brɪŋ ðə legz 'fɔ:wəd]	prednožiť
carefully considered and practiced tactics	['keəfli kən'sɪdərd ənd 'præktɪst 'tæktɪks]	starostlivo zvážená a overená taktika
carry	['kæri]	nieť
change	[tʃeɪndʒ]	zmeniť
choose	[tʃu:z]	vybrať si
clear a height	[kliə ə haɪt]	zdolať latku vo výške ...
clear the bar	[kliə ðə bɑ:]	prekonať, zdolať latku
cleared cleanly	[kliəd 'kli:nli]	prekonaná čisto
combine	[kəm'baɪn]	kombinovať
compete	[kəm'pi:t]	pretekať, súťažiť
competition	[kəmpe'tɪʃn]	preteky, súťaž
competitor	[kəm'petɪtə]	pretekár
complete 2 laps	[kəm'pli:t tu: læpz]	zabehnúť dve kolá
complete the course of 3,000 meters	[kəm'pli:t ðə kɔ:s əv θri: 'θaʊznd 'mi:təz]	zabehnúť vzdialenosť 3000 metrov
consist of	[kən'sɪst əv]	pozostávať (z)
contest	['kɒntest]	súťaž
contest	[kən'test]	pretekať, súťažiť
cover a longer distance	['kʌvər ə lɒŋə 'dɪstəns]	zabehnúť väčšiu vzdialenosť
cover the greatest distance possible	['kʌvə ðə greɪtɪst 'dɪstəns 'pɒsəbl]	prekonať čo najväčšiu vzdialenosť
crossbar	['krɒsbɑ:]	latka
crouch	[kraʊtʃ]	kl'aknúť si
crucial	['kru:ʃl]	rozhodujúci
crucial part	['kru:ʃl pa:t]	kl'účová fáza, uzlová fáza

curved running approach	[kɜ:vɪd 'rʌnɪŋ ə'prəʊtʃ]	rozbeh po oblúku
decide	[dɪ'saɪd]	rozhodnúť
demanding	[dɪ'mɑ:ndɪŋ]	náročný
depending on the circumstances	[dɪ'pendɪŋ ɒn ðə 'sɜ:kəmstənsɪz]	v závislosti od okolností
descent	[dɪ'sent]	doskok, klesanie
description	[dɪ'skrɪpʃn]	popis
determined by draw	[dɪ'tɜ:mɪnd baɪ drɔ:]	stanovený žrebom
development of maximum speed	[dɪ'veləpmənt əv 'mæksɪməm spi:d]	rozvoj maximálnej rýchlosti
dip toward the finish line	[dɪp tə'wɔ:d ðə 'fɪnɪʃ laɪn]	vpadnúť do cieľa
directly above	[dɪ'rektli ə'bʌv]	priamo nad
distance between hurdles	[dɪstəns br'twi:n 'hɜ:dlz]	vzdialenosť medzi prekážkami
distance between the jumps	[dɪstəns br'twi:n ðə dʒʌmpz]	vzdialenosť medzi prekážkami, skokmi
distribute	[dɪ'strɪbjʊ:t]	rozložiť
drive hard	[draɪv hɑ:d]	rýchlo vybehnúť
during the run-up	[dʒuərɪŋ ðə 'rʌnʌp]	počas rozbehu
efficient and economical clearing of hurdles	[ɪ'fɪʃnt ənd i:kə'nɒmɪkl 'kliərɪŋ əv 'hɜ:dlz]	efektívne a úsporné prekonávanie prekážok
effort	[ɪ'efət]	námaha, úsilie
elite steeplechaser	[eɪ'li:t 'sti:plɪtʃeɪsə]	vrcholový bežec, vrcholová bežkyňa na 3000 m cez prekážky
enable	[ɪ'neɪbl]	umožniť
end of the ditch	[end əv ðə dɪtʃ]	koniec priekopy
end of the first curve	[end əv ðə fɜ:st kɜ:v]	koniec prvej zákruty
end the hop	[end ðə hɒp]	ukončiť fázu poskoku
endurance	[ɪn'dʒʊərəns]	vytrvalosť
energetic jump	[enə'dʒetɪk dʒʌmp]	energický skok
equal	[ɪ'kwəl]	rovnať sa
equivalent	[ɪ'kwɪvələnt]	ekvivalent
evenly distributed	[ɪ:vnli dɪ'strɪbjʊ:tɪd]	rovnomerne rozmiestnený
event's technique	[ɪ'ventz tek'ni:k]	technika disciplíny
exactly	[ɪg'zæktli]	presne
exception	[ɪk'sepʃn]	výnimka
execution	[eksɪ'kju:ʃn]	realizácia, vykonanie
explode out of the starting blocks	[ɪk'spləʊd aʊt əv ðə stɑ:tɪŋ blɒks]	explozívne vybehnúť zo štartových blokov
explosive power	[ɪk'spləʊsɪv 'paʊə]	explozívna sila, výbušná sila
extend	[ɪk'stend]	vystrieť
extension	[ɪk'stenʃn]	extenzia, vystretie
face the runway	[feɪs ðə 'rʌnweɪ]	byť čelom k rozbežisku
failed attempt	[feɪld ə'tempt]	nevydarený pokus
fall	[fɔ:l]	spadnúť
fast-twitch muscle fibers	[fɑ:st'twɪtʃ 'mʌsl 'faɪbəz]	rýchle svalové vlákna
field event	[fi:ld ɪ'vent]	technická disciplína

		sút'áž v poli
fifth	[fɪfθ]	pätina
final	['faɪnl]	finále
final jump	['faɪnl dʒʌmp]	posledný skok
final phase	['faɪnl feɪz]	finálna fáza
final strides	['faɪnl strɑɪdz]	posledné kroky
finalize	['faɪnəlaɪz]	ukončiť
finger	['fɪŋgə]	prst
finish	['fɪnɪʃ]	finiš
first half lap	[fɜːst hɑːf læp]	polovica prvého kola
flexible pole	['fleksəbl pəʊl]	ohybná tyč
flight phase	[flaɪt feɪz]	fáza letu, letová fáza
focus on the approach to each hurdle	['fəʊkəs ɒn ðə ə'prəʊtʃ tu iːtʃ 'hɜːdl]	sústrediť sa na nábeh na každú prekážku
follow another runner closely	['fɒləʊ ə'nʌðə 'rʌnə kləʊslɪ]	bežať tesne za bežcom
following hurdle	['fɒləʊɪŋ 'hɜːdl]	d'alšia, nasledujúca prekážka
foot	[fʊt]	noha
forehead	['fɔːhed]	čelo
freedom of movement	['friːdəm əv 'muːvmənt]	voľnosť pohybu
front-run the entire race	[frʌnt'rʌn ðə ɪn'taɪə reɪs]	bežať v čele počas celých pretekov
go on	[gəʊ ɒn]	pokračovať
grip the pole	[grɪp ðə pəʊl]	uchopiť žrd'
hand	[hænd]	ruka
hang technique	[hæŋ tek'ni:k]	spôsob skoku do diaľky závesom
head	[hed]	hlava
hear a signal	[hɪər ə 'sɪgnəl]	počuť signál
height	[haɪt]	výška
high jump	[haɪ dʒʌmp]	skok do výšky
high jump technique	[haɪ dʒʌmp tek'ni:k]	spôsob, technika skoku do výšky
high jumper	[haɪ 'dʒʌmpə]	skokan do výšky, skokanka do výšky
highly muscular	['haɪli 'mʌskjələ]	veľmi svalnatý
highly tactical	['haɪli 'tæktɪkl]	veľmi taktický
high-speed sprint	[haɪ'spiːd sprɪnt]	šprint vysokou rýchlosťou
hinder	['hɪndə]	sťažovať
hips	[hɪpz]	boky
hitchkick technique	[hɪtʃkɪk tek'ni:k]	spôsob skoku do diaľky kročmo
hold	[həʊld]	organizovať, usporiadať
hold up the bar	[həʊld ʌp ðə bɑː]	podržať latku
hop phase	[hɒp feɪz]	fáza poskoku
hop, step, jump	[hɒp, step, dʒʌmp]	poskok, preskok, skok
horizontal	[hɒrɪ'zɒntl]	horizontálny
horizontal bar	[hɒrɪ'zɒntl bɑː]	horizontálna latka

host city	[həʊst 'sɪti]	hostiteľské mesto
hurdle	['hɜ:dl]	prekážka
hurdle jump	['hɜ:dl dʒʌmp]	preskok pevnej prekážky
hurdle race	['hɜ:dl reɪs]	prekážkový beh
hurdling technique	['hɜ:rdliŋ tek'ni:k]	technika prekonania prekážky
impetus	['ɪmpɪtəs]	propulzia
important tactics	[ɪm'pɔ:tnt 'tæktɪks]	dôležitá taktika
in a controlled way	[ɪn ə kən'trəʊld weɪ]	kontrolovaným spôsobom
in front of the hands	[ɪn frʌnt əv ðə hændz]	pred rukami
in the air	[ɪn ðə eə]	v lete
in the forward direction	[ɪn ðə 'fɔ:wəd də'rekʃn]	smerom vpred
include	[ɪn'klu:d]	zahŕňať
increase stride rate	[ɪn'kri:s straɪd reɪt]	zvýšiť frekvenciu krokov
indoor meet	['ɪndɔ: mi:t]	halový atletický míting
inhibit	[ɪn'hɪbɪt]	obmedziť, znížiť
initial phase	[ɪ'nɪʃl feɪz]	začiatočná fáza
inside leg	[ɪn'saɪd leg]	vnútorná noha
instant	['ɪnstənt]	moment
interval	['ɪntəvl]	časový úsek, interval
involve	[ɪn'vɒlv]	vyžadovať
jump	[dʒʌmp]	preskočiť, skákať, skok
jump over the whole distance of the water jump	[dʒʌmp 'əʊvə ðə həʊl 'dɪstəns əv ðə 'wɔ:tə dʒʌmp]	preskočiť celú vodnú priekopu
jumper	['dʒʌmpə]	skokan
jumping event	[dʒʌmpɪŋ ɪ'vent]	skokanská disciplína
keep balance	[ki:p 'bæləns]	udržať rovnováhu
keep the track of one's position	[ki:p ðə træk əv wʌnz pə'zɪʃn]	sledovať svoju pozíciu v skupine bežcov
knee	[ni:]	koleno
knock down the crossbar	[nɒk daʊn ðə 'krɒsbɑ:]	zhodiť latku
land	[lənd]	doskočiť
land	[lənd]	doskočiť
land safely on the back	[lənd 'seɪfli ɒn ðə bæk]	dopadnúť bezpečne na chrbát
landing area	['ləndɪŋ 'eəriə]	doskočisko
landing mat	['ləndɪŋ mæt]	doskočisko
lap	[læp]	kolo
lead leg	[li:d leg]	švihová noha
lead with the same leg over the hurdle	[li:d wɪð ðə seɪm leg 'əʊvə ðə 'hɜ:dl]	prekonať prekážky stále tou istou švihovou nohou
leading knee	['li:dɪŋ ni:]	koleno švihovej nohy
lean forward	[li:n 'fɔ:wəd]	predkloniť sa
leap off	[li:p ɒf]	odraziť sa
leap over hurdles	[li:p 'əʊvə 'hɜ:dlz]	preskakovať prekážky
leap up	[li:p ʌp]	vyskočiť
leg	[leg]	dolná končatina, noha
lengthen	['leŋθən]	predĺžiť
let go the pole	[let gəʊ ðə pəʊl]	pustiť žrd'



lever	['li:və]	vymrštiť sa
limited indoor space	['lɪmɪtɪd 'ɪndɔː speɪs]	obmedzený priestor v hale
line up on a curved starting line	[laɪn ʌp ɒn ə kɜːvd stɑːtɪŋ laɪn]	zoradiť sa na oblúkovej štartovej čiare
link	[lɪŋk]	spojenie
long jump	[lɒŋ dʒʌmp]	skok do diaľky
long jump competition	[lɒŋ dʒʌmp kəmpeɪ'tɪʃn]	preteky, súťaž v skoku do diaľky
long jump technique	[lɒŋ dʒʌmp tek'ni:k]	technika skoku do diaľky
long stride	[lɒŋ straɪd]	dlhý bežecský krok
long-distance running	[lɒŋ'dɪstəns 'rʌnɪŋ]	behy na dlhé vzdialenosti
long-term	[lɒŋ'tɜːm]	dlhodobý
lose one's balance	[luːz wʌnz 'bæləns]	stratiť rovnováhu
low	[ləʊ]	nízky
lower the pole	['ləʊə ðə pəʊl]	skláňať žrd' k zemi
mainly	['memli]	hlavne, predovšetkým
maintain the pace	[meɪn'teɪn ðə peɪs]	udržať tempo
maintenance	['meɪntənəns]	udržanie
majority of events	[mə'dʒɔrəti əv 'iːvents]	väčšina disciplín
make a jump	[meɪk ə dʒʌmp]	skočiť
make use of	[meɪk juːz əv]	využiť
marathon	['mæɪəθən]	maratón
marathon route	['mæɪəθən ruːt]	maratónska trať
maximize the stride length	['mæksɪmaɪz ðə straɪd leŋθ]	maximálne predĺžiť bežecský krok
maximum acceleration	['mæksɪmə əkselə'reɪʃn]	maximálne zrýchlenie
maximum horizontal speed	['mæksɪmə hɒrɪ'zɒntl spiːd]	maximálna horizontálna rýchlosť
maximum speed	['mæksɪmə spiːd]	maximálna rýchlosť
measure	['meʒə]	merať
middle-distance event	[mɪdl'dɪstəns 'iːvent]	beh na strednú vzdialenosť
middle-distance race	[mɪdl'dɪstəns reɪs]	beh na strednú vzdialenosti
middle-distance running	[mɪdl'dɪstəns 'rʌnɪŋ]	behy na stredné vzdialenosti
minimize the height	['mɪnɪmaɪz ðə haɪt]	minimalizovať výšku
modified	['mɒdɪfaɪd]	modifikovaný, upravený
necessary	['nesəsəri]	potrebný
nominal length of the lap	['nɒmɪnl leŋθ əv ðə læp]	celková dĺžka kola
objective	[əb'dʒektɪv]	cieľ
official	[ə'fɪʃl]	rozhodca
Olympic event	[ə'lɪmpɪk 'iːvent]	olympijská disciplína
on the starter's gun	[ɒn ðə 'stɑːtəz ɡʌn]	na výstrel štartovacej pištole
“on your marks”	[ɒn jɔː mɑːks]	signál „na miesta“
opening jump	['əʊpɪŋ dʒʌmp]	prvý pokus na základnej výške
opposite hand	['ɒpəzɪt hænd]	nesúhlasná ruka
order	['ɔːdə]	poradie
organizer	['ɔːgənaɪzə]	organizátor



other arm	[ˈʌðər ɑ:m]	druhá, opačná paža
outdoor meet	[ˈaʊtɔː mi:t]	míting pod holým nebom
outdoor season	[ˈaʊtɔː ˈsi:zn]	sezóna pod holým nebom
outermost lane	[ˈaʊtəməʊst leɪn]	krajná dráha
outside leg	[aʊtˈsaɪd leg]	vonkajšia noha
outside the second lane	[aʊtˈsaɪd ðə ˈsekənd leɪn]	mimo druhú dráhu
over the bar	[ˈəʊvə ðə bɑ:]	cez, ponad latku
overtake the front-runners	[ˌəʊvəˈteɪk ðə frʌntˈrʌnəz]	predbehnúť vedúcich bežcov
pace	[peɪs]	tempo
pacemaker	[ˈpeɪsmekə]	vodič
pass over the bar	[pɑ:s ˈəʊvə ðə bɑ:]	prejsť ponad latku
pedals of the blocks	[ˈpedlz əv ðə blɒks]	opierky blokov
phase	[feɪz]	fáza
physically	[ˈfɪzɪkli]	fyzicky, telesne
pivot	[ˈpɪvət]	otočiť sa
place	[pleɪs]	umiestniť
place one of the feet on the hurdle	[pleɪs ʌn əv ðə fi:t ʌn ðə ˈhɜ:dl]	vyskočiť jednu nohou na prekážku
placed around the track	[pleɪst əˈraʊnd ðə træk]	rozmiestnené okolo trate
plan the race	[plæn ðə reɪs]	plánovať preteky
plant in a box	[plɑ:nt ɪn ə bɒks]	zasunúť (žrd') do zasúvacej skrinky
pole box	[pəʊl bɒks]	zásuvná skrinka
pole vault	[pəʊl vɔ:lt]	skok o žrdi
pole vaulter	[pəʊl ˈvɔ:ltə]	skokan o žrdi
pole vaulting technique	[pəʊl ˈvɔ:ltɪŋ tekˈni:k]	skokanka o žrdi
position oneself	[pəˈzɪʃn wʌnˈself]	technika skoku o žrdi
prefer	[prɪˈfɜ:]	zaujať polohu
propel the athlete forward quickly	[prəˈpel ðə ˈæθli:t ˈfɔ:wəd ˈkwɪkli]	preferovať, uprednostňovať
proportion	[prəˈpɔ:ʃn]	„hnať“ atlétu rýchlo vpred
propulsion	[prəˈpʌlʃn]	pomer
pull back the arms	[pʊl bæk ðə ɑ:mz]	propulzia
push off	[pʊʃ ɒf]	zapažiť
push off powerfully	[pʊʃ ɒf ˈpaʊəflɪ]	odraziť sa
push off the starting blocks	[pʊʃ ɒf ðə stɑ:tɪŋ blɒks]	silno sa odraziť
push oneself clear of the crossbar	[pʊʃ wʌnˈself klɪə əv ðə ˈkrɒsbɑ:]	odraziť sa zo štartových blokov
push the hips	[pʊʃ ðə hɪpz]	odtlačiť sa smerom od latky
push the pole away	[pʊʃ ðə pəʊl əˈweɪ]	pretlačiť boky
qualified athlete	[ˈkwɒlɪfaɪd ˈæθli:t]	odtlačiť žrd' od seba
qualifying round	[ˈkwɒlɪfaɪɪŋ raʊnd]	kvalifikovaný atlét
quick response	[kwɪk rɪˈspɒns]	kvalifikačná súťaž,
quicken	[ˈkwɪkən]	kvalifikačné kolo
		rýchla reakcia
		zrýchliť

quickly	['kwikli]	rýchlo
race	[reis]	preteky
race phase	[reis feiz]	fáza behu, fáza pretekov
racer	['reisə]	pretekár
raise a white flag	[reiz ə waɪt flæg]	zdvihnúť bielu zástavku
raise height of the crossbar	[reiz ðə haɪt əv ðə 'krɒsbɑ:]	zvýšiť výšku latky
raise the bar by increments	[reiz ðə bɑ: 'ɪŋkrəməntz]	postupne zvyšovať latku
raise the hips	[reiz ðə hɪpz]	zdvihnúť boky
reach maximum speed	[ri:tʃ 'mæksɪməm spi:d]	dosiahnuť maximálnu rýchlosť
reaction time	[ri'ækʃn taɪm]	reakčný čas
ready position	['redi pə'ziʃn]	poloha „pozor“
red flag	[red flæg]	červená zástavka
reduction in wind resistance	[ri'dʌkʃn ɪn wɪnd rɪ'zɪstəns]	zníženie odporu vetra
regain the race stride	[rɪ'geɪn ðə reis straɪd]	znovu získať frekvenciu kroku
relaxed running technique	[rɪ'læksɪt 'rʌnɪŋ tek'ni:k]	uvoľnená technika behu
rely on the finish	[rɪ'laɪ ɒn ðə 'fɪnɪʃ]	spoliehať sa na finiš
replace	[rɪ'pleɪs]	nahradiť
right	[raɪt]	právo
round	[raʊnd]	kolo
run in assigned lanes	[rʌn ɪn ə'saɪnd leɪnz]	bežať v pridelených dráhach
run out of power	[rʌn aʊt əv 'paʊə]	vyčerpať všetky sily
run out of the water	[rʌn aʊt əv ðə 'wɔ:tə]	vybehnúť z vody
run over short distances	[rʌn 'əʊvə ʃɔ:t 'dɪstənsɪz]	behať na krátke vzdialenosti
run over the distance	[rʌn 'əʊvə ðə 'dɪstəns]	prekonať vzdialenosť
run relatively slowly	[rʌn 'relatɪvli 'sləʊli]	bežať relatívne pomaly
run the curve	[rʌn ðə kɜ:v]	bežať v zákrute
run through the hurdles	[rʌn θru: ðə 'hɜ:dlz]	behať ponad prekážky
running event	['rʌnɪŋ i'vent]	bežecká disciplína
runway	['rʌnweɪ]	rozbežisko
sail technique	[seɪl tek'ni:k]	spôsob skoku do diaľky skrčmo
save energy	[seɪv 'enədʒi]	ušetriť energiu
scissoring motion	['sɪzərɪŋ 'məʊʃn]	strižný pohyb nohami
scissors	['sɪzəz]	nožnice
second turn	['sekənd tɜ:n]	druhá zákruta
second-to-last stride	['sekəndtu:lɑ:st straɪd]	predposledný krok
set a very fast pace	[set ə 'veri fɑ:st peɪs]	nasadiť veľmi rýchle tempo
set the right pace	[set ðə raɪt 'peɪs]	nasadiť, stanoviť správne tempo
shallow	['ʃæləʊ]	plytký
short, quick strides	[ʃɔ:t kwɪk straɪdz]	krátke, rýchle kroky
shorten	['ʃɔ:tn]	skrátiť
shoulder width apart	['ʃəʊldə wɪðθ ə'pɑ:t]	na šírku ramien
shoulders	['ʃəʊldəz]	ramená

sideways	['saɪdweɪz]	smerom do strany
slow the runners down	[sləʊ ðə 'rʌnəz daʊn]	spomaliť bežcov
smooth, uninterrupted	[smu:ð ,ʌnɪntə'rʌptɪd]	neprerušované
hurdling rhythm	'hɜ:dlɪŋ 'rɪðəm]	prekonávanie prekážok
so-called rabbit	[səʊ'kɔ:ld 'ræbɪt]	takzvaný zajac (vodič)
spectator	[spek'teɪtə]	divák
speed	[spi:d]	rýchlosť
spend	[spend]	stráviť (časovo)
splashing	[splæʃɪŋ]	špliechanie vody
sport overview	[spɔ:t 'əʊvəvju:]	prehľad o športe
sprint	[sprɪnt]	šprint
sprint	[sprɪnt]	šprintovať
sprint hurdler	[sprɪnt 'hɜ:dlə]	prekážkar šprintér
sprint-distance hurdler	[sprɪnt 'dɪstəns 'hɜ:dlə]	prekážkar šprintér
sprinter's body	[sprɪntərz 'bɒdi]	telo šprintéra, šprintérky
sprinter's profile	['sprɪntəs 'prəʊfaɪl]	profil šprintéra, šprintérky
stadium track	['steɪdiəm træk]	atletická dráha na štadióne
stage	[steɪdʒ]	fáza
stage of race	[steɪdʒ əv reɪs]	fáza behu, fáza pretekov
staggered point on the track	['stæɡəd pɔɪnt ɒn ðə træk]	štart s hendikepom
standard 400m track	['stændəd fɔ: 'hʌndrəd 'mi:tə træk]	štandardný 400 metrový atletický ovál
start	[stɑ:t]	štart
start	[stɑ:t]	štartovať
start accelerating	[stɑ:t ək'seləreɪtɪŋ]	začať zrýchľovať
start signal	[stɑ:t 'sɪɡnəl]	štartový povel, štartový signál
starter's signal	['stɑ:təz 'sɪɡnəl]	signál štartéra
stay as close to the track as possible	[steɪ əz kləʊs tə ðə træk əz 'pɒsəbl]	behať nad prekážkami čo najnižšie
stay in the starting lane	[steɪ ɪn ðə stɑ:tɪŋ leɪn]	ostať v pridelenej dráhe
steeplechase race	['sti:plʃeɪs reɪs]	beh na 3000 m prekážok
step	[step]	preskok
step on the hurdle	[step ɒn ðə 'hɜ:dl]	stúpiť na prekážku
step over the hurdle	[step 'əʊvə ðə 'hɜ:dl]	prekročiť prekážku
straighten	['streɪtn]	vystrieť
stretch	[stretʃ]	naťahovať (svalstvo)
stretch	[stretʃ]	vystrieť
stretch forward	[stretʃ 'fɔ:wəd]	predkloniť sa, natiahnuť sa dopredu
stride phase	[straɪd feɪz]	fáza udržiavania bežeckej rýchlosti
style of jumping	[staɪl əv dʒʌmpɪŋ]	spôsob vykonania skoku
success	[sək'ses]	úspech
support	[sə'pɔ:t]	nosná plôška
supporting leg	[sə'pɔ:tɪŋ leg]	oporná noha
swing backward	[swɪŋ 'bækwəd]	švihnúť vzad
tactics of middle-distance	['tæktɪks əv mɪdl'dɪstəns]	taktika behov na stredné

running	['rʌnɪŋ]	vzdialenosti
take off	[teɪk ɒf]	odraziť sa
take place	[teɪk pleɪs]	konať sa
take-off	['teɪkɒf]	odraz
take-off board	['teɪkɒf bɔ:d]	odrazová doska
take-off leg	['teɪkɒf leg]	odrazová končatina, odrazová noha
technically	['teknɪkli]	technicky
technique of jumping	[tek'ni:k əv dʒʌmpɪŋ]	spôsob vykonania skoku
three consecutive misses	[θri: kən'sekjətɪv mɪsɪz]	tri po sebe nevydarené pokusy
throughout the race	[θru:'aʊt ðə reɪs]	počas behu, pretekov
throwing event	[θrəʊɪŋ ɪ'vent]	vrhačská disciplína
tie	[taɪ]	rovnosť výkonov
tool	[tu:l]	náčinie, nástroj
top-class sprinter	[tɒp'kla:s sprintə]	vrcholový šprintér, vrcholová šprintérka
touch the bar	[tʌtʃ ðə bɑ:]	dotknúť sa latky
track and field	[træk ənd fi:ld]	atletika
track and field event	[træk ənd fi:ld ɪ'vent]	atletická disciplína
track event	[træk ɪ'vent]	bežecká disciplína
training	['treɪnɪŋ]	tréning
training session	['treɪnɪŋ 'seʃn]	tréningová jednotka
trajectory	[trə'dʒektəri]	dráha, trajektória
trial	['traɪəl]	pokus
triple jump	['trɪpl dʒʌmp]	trojskok
triple jump technique	['trɪpl dʒʌmp tek'ni:k]	technika trojskoku
triple jumper	['trɪpl 'dʒʌmpə]	trojskokan, trojskokanka
two strides before take-off	[tu: straɪdz bɪ'fɔ: 'teɪkɒf]	dva bežecké kroky pred odrazom
type of event	[taɪp əv ɪ'vent]	typ disciplíny
universal	[ju:nɪ'vɜ:sl]	univerzálny
upper body	['ʌpə 'bɒdi]	horná polovica tela, trup
upright	['ʌpraɪt]	stojan
upside down	['ʌpsaɪd daʊn]	dole hlavou
vault the hurdle	[vɔ:lt ðə 'hɜ:dl]	gymnasticky preskočiť prekážku
vertical	['vɜ:tɪkl]	vertikálny
vision	['vɪʒn]	videnie
walking event	['wɔ:kɪŋ ɪ'vent]	chodecká disciplína
warm up	[wɔ:m ʌp]	rozcvičiť sa, rozcvičenie
water	['wɔ:tə]	voda
water barrier	['wɔ:tə 'bæriə]	prekážka s vodnou priekopou
water jump	['wɔ:tə dʒʌmp]	preskok prekážky s vodnou priekopou
water resistance	['wɔ:tə rɪ'zɪstəns]	odpor vody
Western roll	['westən rəʊl]	technika skoku do výšky prevalením bočne

winner	['winə]	vít'az
without starting blocks	[wɪ'ðaut stɑ:tɪŋ blɒks]	bez štartových blokov

## Exercise 1

Complete the sentences with the words in the box.

steeplechase	warming up	top-class	maximize	horizontal
laps	muscular	fatigable	staggered	long-distance
center lanes				landing mats

1. A sprinter usually spends 1.5 hours \_\_\_\_\_ and stretching before a race or a training session.
2. In the 800 m, runners complete two \_\_\_\_\_ around a standard 400 m track.
3. The \_\_\_\_\_ runners must be able to use their speed at different stages of the race.
4. The 3,000m \_\_\_\_\_ race includes 28 hurdle jumps and 7 water jumps.
5. Sprinters' legs and upper bodies are highly \_\_\_\_\_.
6. The \_\_\_\_\_ sprinters have fast-twitch muscle fibers that are powerful but quickly \_\_\_\_\_.
7. Hurdlers do not try to \_\_\_\_\_ their stride length.
8. In the 800 meter final, the racers start from \_\_\_\_\_ positions.
9. The objective of high jumpers is to clear a \_\_\_\_\_ bar.
10. The vaulter positions himself to land safely on his back in the middle of the thick \_\_\_\_\_.

## Exercise 2

Match the words on the left with those on the right.

explosive  
track  
outdoor  
highly  
race  
ready  
sprint  
starting  
hurdling

line  
muscular  
distance  
distributed  
position  
by draw  
strides  
front-runners  
the right pace

clear  
energetic  
middle-distance  
avoid  
set  
overtake  
evenly  
supporting  
whole  
determined  
final

falling  
a hurdle  
jump  
technique  
phases  
meet  
event  
power  
leg  
running  
hurdles

### Exercise 3

Rearrange the letters to make words or phrases connected with running and walking events.

- a. t i s e r n p r                      \_ \_ \_ \_ \_
- b. s e c a s e p t e l e h                \_ \_ \_ \_ \_
- c. t i h w e    g a l f                    \_ \_ \_ \_ \_
- d. d i s i n e   g e l                      \_ \_ \_ \_ \_
- e. l u d e r h    s e r c a                 \_ \_ \_ \_ \_
- f. d e s i r t   t e n l g h                \_ \_ \_ \_ \_
- g. a t t r s    n l i g s a                  \_ \_ \_ \_ \_
- h. g l o n    m u p j                      \_ \_ \_ \_ \_
- i. l e o p   l a t u v                      \_ \_ \_ \_ \_
- j. i q h u n e c t e                      \_ \_ \_ \_ \_
- k. r i a f   t p e m t a t                  \_ \_ \_ \_ \_
- l. p i t l e r   u j m p                    \_ \_ \_ \_ \_

### Exercise 4

Find a word in the text that matches the following definitions.

1. on the sound of it the sprinter explodes out of the starting blocks: \_ \_ \_ \_ \_
2. runners have to clear a series of obstacles, such as hurdle jumps and water jumps in the shortest possible time: \_ \_ \_ \_ \_

3. L-shaped objects designed to fall over forward when hit in a race: \_\_\_\_\_
4. where the runs take place: \_\_\_\_\_
5. the first phase of the long jump: \_\_\_\_\_
6. the athletics event also known as hop, step and jump: \_\_\_\_\_
7. their objective is to clear a horizontal bar using running jumps: \_\_\_\_\_
8. the almost universal technique named after American jumper Dick Fosbury: \_\_\_\_\_
9. the only jumping event that involves using a tool to achieve height: \_\_\_\_\_
10. a signal indicating a fair attempt: \_\_\_\_\_

## Training young distance runners

The greatest challenge when training young distance runners is to take into account the physical and psychological changes that occur during puberty and adolescence. A coach should know that these developmental changes greatly influence physiological, psychological, biomechanical and nutritional capacities of adolescent athletes.

There is a variety of questions connected with training young runners. The basic issue is what the best age is for children to begin training. The research findings on this matter are inconclusive. The answer to the question may be found in the physiological variable of maximum oxygen consumption. Research has shown that children are natural endurance athletes and normally active 6- to 8-year-olds have the same or even higher values of maximal oxygen uptake compared to recreational adult runners. While many children have naturally high levels of aerobic fitness, they are very limited in generating energy for high-intensity activities such as 800-meter race. This is due to the fact that the anaerobic system is not fully developed as it relies on enzymes and hormones released during puberty. This means that physically immature youth who undertake systematic training are at high risk for injuries, abnormal growth and maturation, and psychological burnout. Therefore, the training before puberty should be limited as the normal pubertal development can improve running performance on its own. Coaches should also pay attention to the growing of athlete's joints and muscles which are susceptible to injury because muscle mass and strength develop more slowly than bone itself. Another key factor is to be aware of the individual differences in development because some pubertal changes influence running performance differently in girls and boys. Besides accounting for individual differences in biological age, coaches should definitely consider training age, which refers to the number of years that the athlete has been training regularly. That means that two runners of the same biological age should train differently.

What should be emphasized in training of young runners is the general fitness capacity, which forms a base that helps the athlete undertake specialized, high-intensity training. To develop this general capacity, runners do not always need to run. Instead, they can try swimming, bike riding, and so forth. To develop strength endurance, athletes can run uphill or in sand, lift weights or do circuit training. Without basic strength endurance and neuromuscular control, the running technique suffers.

Designing successful training programs is a matter of determining appropriate workloads that are defined by volume, intensity and frequency. Volume equals the amount of training, which is the number of kilometers covered. Intensity refers to the effort exerted by the athlete. The frequency is defined by how often the athlete trains. The crucial element when training young runners is to increase the training load gradually with the three components must systematically increase in order for the



athlete to improve. As the total volume increases, so should intensity and frequency. As there is no single formula for increasing the training load, it is important to weigh many factors including the runner's developmental status, motivation, history of responding to certain types of training, and potential for handling training loads over a career.

Another relevant issue is sport-specific fitness. Athletes should start with running shorter races increasing the distances from season to season and year to year. The reason for running shorter races first is that young runners must learn that successful racing means running as fast as possible over a given distance without slowing down and losing form. At the very beginning of their careers, young runners simply lack the concentration and pacing skills to maintain a fast pace for that long. By starting out with shorter races, the beginners will learn this focus more quickly than if they try to participate in longer running events.

Besides the physiological fitness, young runners need mental toughness as well. The mental fitness is characterized by willpower and motivation, self-confidence, skill in controlling effort and pace, and intelligence in formulating and executing racing tactics. One of the most important mental fitness skills in running is pacing. However, it is pacing that young runners lack. They often run too fast in the early stages of training sessions and races not being able to judge and adjust their effort and speed. Therefore, coaches should teach their athletes to precisely control their effort and pace over a long distance, which requires extraordinary mental fitness.

Reduced and modified from Greene, L. - Pate, R. (2004). Training for young distance runners. 2<sup>nd</sup> Ed. Champaign, IL: Human Kinetics. 226 p.

## New words and expressions

English	Pronunciation	Slovak
abnormal growth and maturation	[æb'nɔ:ml grəʊθ ənd mætʃu'reɪʃn]	abnormálny rast a zrenie
adolescence	[ædə'lesns]	adolescencia
adolescent athlete	[ædə'lesnt 'æθli:t]	dospievajúci atlét, dospievajúca atlétka
amount of training	[ə'maʊnt əv 'treɪnɪŋ]	objem tréningu
anaerobic system	[æneə'rəʊbɪk 'sɪstəm]	anaeróbný systém
answer to the question	['ɑ:nsə tə ðə 'kwɛstʃən]	odpoveď na otázku
at the very beginning	[ət ðə 'veri brɪ'gɪnɪŋ]	na úplnom začiatku
athlete's joints and muscles	['æθli:tʃ dʒɔɪnts ənd 'mʌslz]	kĺby a svaly atléta, atlétky
base	[beɪs]	základ
basic issue	['beɪsɪk 'ɪʃu:]	základný problém
basic strength endurance	['beɪsɪk streŋθ ɪn'dʒʊərəns]	základná silová vytrvalosť
be at high risk for injuries	[bi ət haɪ rɪsk fər 'ɪndʒərɪz]	byť vystavený vysokému riziku zranenia
be aware of	[bi ə'weər əv]	byť si vedomý
begin training	[brɪ'gɪn 'treɪnɪŋ]	začať s tréningom
beginner	[brɪ'gɪnə]	bežec začiatovník, bežkyňa začiatočnica
best age	[best eɪdʒ]	najvhodnejší vek

bike riding	[baɪk 'raɪdɪŋ]	jazda na bicykli
biological age	[baɪə'lɒdʒɪkl eɪdʒ]	biologický vek
biomechanical	[baɪəʊmə'kæniːkl]	biomechanický
bone	[bəʊn]	kosť
capacity	[kə'pæsəti]	kapacita, vlastnosť
career	[kə'riə]	kariéra
challenge	['tʃæləndʒ]	výzva
coach	[kəʊtʃ]	tréner, trénerka
compared to	[kəm'peəd tə]	v porovnaní s
component	[kəm'pəʊnənt]	komponent, zložka
consider	[kən'sɪdə]	zvážiť
crucial element	['kru:ʃl 'elɪmənt]	hlavný, kľúčový element
design a successful training program	[dɪ'zaɪn ə sək'sesfl 'treɪnɪŋ 'prəʊgræm]	zostaviť efektívny tréningový program
determine appropriate workloads	[dɪ'tɜ:mɪn ə'prəʊpriət 'wɜ:kləʊdz]	stanoviť vhodné zaťaženie
develop	[dɪ'veləp]	rozvíjať
develop strength endurance	[dɪ'veləp streŋθ m'dʒuərəns]	rozvíjať silovú vytrvalosť
developmental changes	[dɪveləp'mentl tʃeɪndʒɪz]	vývinové zmeny
do circuit training	[də 'sɜ:kɪt 'treɪnɪŋ]	vykonávať kruhový tréning
early stages of training sessions	['ɜ:li steɪdʒɪz əv 'treɪnɪŋ 'seɪnz]	úvodné fázy tréningových jednotiek
effort exerted by the athlete	['efət ɪg'zɜ:tɪd baɪ ðə 'æθli:t]	úsilie vynaložené atlétom, atlétkou
emphasize	['emfəsaɪz]	zdôrazniť
enzyme	['enzaim]	enzým
extraordinary	[ɪk'strɔ:dnri]	mimoriadny
factor	['fæktə]	faktor
focus	['fəʊkəs]	koncentrácia
formula	['fɔ:mjələ]	vzorec
formulate and execute racing tactics	['fɔ:mjuleɪt ənd 'eksɪkju:t 'reɪsɪŋ 'tæktɪks]	stanoviť a realizovať súťažnú taktiku
frequency	['fri:kwənsi]	frekvencia
from season to season	[frəm 'si:zn tə 'si:zn]	od sezóny k sezóne
fully developed	['fʊli dɪ'veləpt]	plne rozvinutý
general capacity	['dʒenrəl kə'pæsəti]	všeobecná kapacita
general fitness capacity	['dʒenrəl 'fɪtnəs kə'pæsəti]	všeobecná pohybová výkonnosť
generate energy for high-intensity activities	['dʒenəreɪt 'enədʒi fə haɪ- m'tensəti æk'tɪvətɪz]	produkovať energiu pre činnosti vysokej intenzity
high level of aerobic fitness	[haɪ 'levl əv eə'rəʊbɪk 'fɪtnəs]	vysoká úroveň aeróbnej trénovanosti
history	['hɪstri]	záznam
hormone	['hɔ:məʊn]	hormón
improve	[ɪm'pru:v]	zlepšiť
improve running performance	[ɪm'pru:v 'rʌnɪŋ pə'fɔ:məns]	zlepšiť bežecský výkon, bežecú výkonnosť
inconclusive	[ɪnkən'klu:sɪv]	bezvýsledný, bez jasného

		záveru
increase the distances	[ɪn'kri:s ðə 'dɪstənsɪz]	zvyšovať vzdialenosti
increase the training load gradually	[ɪn'kri:s ðə 'treɪnɪŋ læʊd 'grædʒuəli]	postupne zvyšovať tréningové zaťaženie
individual differences	[ɪndɪ'vɪdʒuəl 'dɪfrənsɪz]	individuálne rozdiely, rozdiely medzi jednotlivcami
influence	['ɪnfluəns]	ovplyvniť
instead	[ɪn'sted]	namiesto toho
intelligence	[ɪn'telɪdʒəns]	inteligencia
intensity	[ɪn'tensəti]	intenzita
judge one's effort and speed	[dʒʌdʒ wʌnz 'efət ənd spi:d]	odhadnúť vlastné úsilie a tempo
key factor	[ki: 'fæktə]	klúčový faktor
lack the concentration and pacing skills	[læk ðə kɒnsn'treɪʃn ənd peɪsɪŋ skɪlz]	nemať schopnosť koncentrovať sa a odhadnúť tempo
learn	[lɜ:n]	naučiť sa
lift weights	[lɪft weɪts]	posilňovať
limited	['lɪmɪtɪd]	obmedzený
lose form	[lu:z fɔ:m]	zhoršiť sa (o technike)
maintain a fast pace	[meɪn'teɪn ə fɑ:st peɪs]	udržať rýchle tempo
maximal oxygen uptake	['mæksɪml 'ɒksɪdʒən 'ʌpteɪk]	maximálna spotreba kyslíka
maximum oxygen consumption	['mæksɪməŋ 'ɒksɪdʒən kən'sʌmpʃn]	maximálna spotreba kyslíka
mental fitness	['mentl 'fɪtnəs]	mentálna sila
mental fitness skill	['mentl 'fɪtnəs skɪl]	oblasť mentálnej sily
mental toughness	['mentl tʌfnəs]	psychická odolnosť
motivation	[məʊtɪ'veɪʃn]	motivácia
muscle mass	['mʌsl mæs]	svalová hmota
natural endurance athlete	['nætʃrəl ɪn'dʒʊərəns 'æθli:t]	prirodzený vytrvalec, vytrvalkyňa
neuromuscular control	[njuərəʊ'mʌskjələr kən'trəʊl]	nervovosvalová kontrola
normal pubertal development	['nɔ:ml 'pju:bətl dɪ'veləpmənt]	normálny vývin v období puberty
number of kilometres covered	['nʌmbər əv 'kɪləmi:təz 'kʌvəd]	počet zabehnutých kilometrov
nutritional	[nju'trɪʃnl]	nutričný, výživový
occur	[ə'kɜ:]	nasť
over a given distance	['əʊvər ə 'gɪvn 'dɪstəns]	na danú vzdialenosť
over a long distance	['əʊvər ə lɒŋ 'dɪstəns]	na dlhú vzdialenosť
pacing	[peɪsɪŋ]	odhad tempa, stanovenie tempa
participate in longer running events	[pɑ:'tɪsɪpeɪt ɪn lɒŋə 'rʌnɪŋ i'vents]	zúčastniť sa behov na „dlhšie“ vzdialenosti
pay attention	[peɪ ə'tenʃn]	venovať pozornosť
physical and psychological	['fɪzɪkl ənd saɪkə'lɒdʒɪkl]	telesné a psychické zmeny

changes	[tʃeɪndʒɪz]	
physically immature youth	[ˈfɪzɪkli ɪməˈtʃuə ju:θ]	telesne nezrelý mladý človek
physiological	[fɪziəˈlɒdʒɪkl]	fyziológický
physiological fitness	[fɪziəˈlɒdʒɪkl ˈfɪtnəs]	fyziológická výkonnosť
physiological variable	[fɪziəˈlɒdʒɪkl ˈveəriəbl]	fyziológický ukazovateľ
potential for handling training loads	[pəˈtenʃl fə ˈhændlɪŋ ˈtreɪnɪŋ ləʊdz]	potenciál pre adaptáciu na tréningové zaťaženie
precisely control effort and pace	[prɪˈsaɪsli kənˈtrəʊl ˈefət ənd peɪs]	presne kontrolovať úsilie a tempo
psychological	[saɪkəˈlɒdʒɪkl]	psychický
psychological burnout	[saɪkəˈlɒdʒɪkl ˈbɜːnaʊt]	psychické vyhorenie
puberty	[ˈpjuːbəti]	puberta
reason	[ˈriːzn]	dôvod
recreational adult runner	[rekriˈeɪʃənl ˈædʌlt ˈrʌnə]	dospelý rekreačný bežec
release	[rɪˈliːs]	vylučovať
relevant issue	[ˈreləvənt ˈɪʃuː]	dôležitá oblasť
require	[rɪˈkwaɪə]	vyžadovať si
research findings	[rɪˈsɜːtʃ ˈfaɪndɪŋz]	výsledky výskumu
respond to certain types of training	[rɪˈspɒnd tə ˈsɜːtn taɪpz əv ˈtreɪnɪŋ]	reagovať na určité druhy tréningu
run	[rʌn]	behať
run as fast as possible	[rʌn əz fɑːst əz ˈpɒsəbl]	bežať čo najrýchlejšie
run in sand	[rʌn ɪn sænd]	behať na pieskovom povrchu
run shorter races	[rʌn ʃɔːtə reɪsɪz]	zúčastňovať sa behov na kratšie vzdialenosti
run too fast	[rʌn tuː fɑːst]	bežať príliš rýchlo
run uphill	[rʌn ʌpˈhɪl]	behať hore svahom
runner's developmental status	[ˈrʌnəz dɪveləpˈmentl ˈsteɪtəs]	stav vývinu bežca, bežkyne
running technique	[ˈrʌnɪŋ tekˈniːk]	technika behu
self-confidence	[selfˈkɒnfɪdəns]	sebavedomie
skill in controlling effort and pace	[skɪl ɪn kənˈtrəʊlɪŋ ˈefət ənd peɪs]	schopnosť kontrolovať úsilie a tempo
slow down	[sləʊ daʊn]	spomaliť
sport-specific fitness	[spɔːtspəˈsɪfɪk ˈfɪtnəs]	špecifická výkonnosť
start	[stɑːt]	začať
start out with shorter races	[stɑːt aʊt wɪð ʃɔːtə reɪsɪz]	začať s behmi na „kratšie“ vzdialenosti
strength	[streŋθ]	sila
successful racing	[səkˈsesfl ˈreɪsɪŋ]	úspešné pretekánie, súťaženie
suffer	[ˈsʌfə]	zhoršiť sa
susceptible to injury	[səˈseptəbl tu ˈɪndʒəri]	náchylný na zranenie
swimming	[ˈswɪmɪŋ]	plávanie
systematically increase	[sɪstəˈmætɪkli ɪnˈkriːs]	systematicky zvyšovať
take into account	[teɪk ˈɪntu əˈkaʊnt]	vziať do úvahy
teach	[tiːtʃ]	naučiť

the same	[ðə seɪm]	identický, ten istý
total volume	['təʊtl 'vɒljʊ:m]	celkový objem
train	[treɪn]	trénovať
train differently	[treɪn 'dɪfrəntli]	trénovať odlišne
train regularly	[treɪn 'regjələli]	trénovať pravidelne
training age	['treɪnɪŋ eɪdʒ]	tréningový vek
training before puberty	['treɪnɪŋ bɪ'fɔ: 'pju:bəti]	tréning pred obdobím puberty
try	[traɪ]	vyskúšať
undertake specialized high-intensity training	[ʌndə'teɪk 'speʃəlaɪzd haɪn'tensəti 'treɪnɪŋ]	vykonávať špeciálny tréning vysokej intenzity
undertake systematic training	[ʌndə'teɪk sɪstə'mætɪk 'treɪnɪŋ]	systematicky trénovať
value	['vælju:]	hodnota
variety of questions	[və'raɪəti əv 'kwɛstʃənz]	množstvo otázok
volume	['vɒljʊ:m]	objem
weigh	[weɪ]	vziať do úvahy, zvážiť
willpower	['wɪlpəʊə]	sila vôle
young distance runner	[jʌŋ 'dɪstəns 'rʌnə]	mladý bežec, bežkyňa na dlhé vzdialenosti

## Key

### Exercise 1

1. A sprinter usually spends 1.5 hours warming up and stretching before a race or a training session.
2. In the 800 m, runners complete two laps around a standard 400 m track.
3. The long-distance runners must be able to use their speed at different stages of the race.
4. The 3,000m steeplechase race includes 28 hurdle jumps and 7 water jumps.
5. Sprinters' legs and upper bodies are highly muscular.
6. The top-class sprinters have fast-twitch muscle fibers that are powerful but quickly fatigable.
7. Hurdlers do not try to maximize their stride length.
8. In the 800 meter final, the racers start from staggered positions.
9. The objective of high jumpers is to clear a horizontal bar.
10. The vaulter positions himself to land safely on his back in the middle of the thick landing mats.

### Exercise 2

explosive power  
track event  
outdoor meet

highly muscular  
race phases  
ready position  
sprint hurdles  
starting line  
hurdling technique  
clear a hurdle  
energetic jump  
middle-distance running  
avoid falling  
set the right pace  
overtake front-runners  
evenly distributed  
supporting leg  
whole distance  
determined by draw  
final strides

### Exercise 3

a. t i s e r n p r	<b>sprinter</b>
b. s e c a s e p t e l e h	<b>steeplechase</b>
c. t i h w e g a l f	<b>white flag</b>
d. d i s i n e g e l	<b>inside leg</b>
e. l u d e r h s e r c a	<b>hurdle races</b>
f. d e s i r t e n l g h	<b>stride length</b>
g. a t t r s n l i g s a	<b>start signal</b>
h. g l o n m u p j	<b>long jump</b>
i. l e o p l a t u v	<b>pole vault</b>
j. i q h u n e c t e	<b>technique</b>
k. r i a f t p e m t a t	<b>fair attempt</b>
l. p i t l e r u j m p	<b>triple jump</b>

### Exercise 4

1. on the sound of it the sprinter explodes out of the starting blocks: starter's gun
2. runners have to clear a series of obstacles, such as hurdle jumps and water jumps in the shortest possible time: steeplechase
3. L-shaped objects designed to fall over forward when hit in a race: hurdles
4. where the runs take place: stadium track
5. the first phase of the long jump: approach phase
6. the athletics event also known as hop, step and jump: triple jump

7. their objective is to clear a horizontal bar using running jumps: high jumpers
8. the almost universal technique named after American jumper Dick Fosbury: Fosbury flop
9. the only jumping event that involves using a tool to achieve height: pole vault
10. a signal indicating a fair attempt: white flag



## Unit 30: Volleyball

(doc. PaedDr. Ludmila Zapletalová, PhD., prof. PaedDr. Jaromír Šimonek, PhD.)

### To begin with...

Is there in the volleyball team a player wearing a different colored uniform from the rest of the team? Yes, it is. It is the libero that the FIVB introduced in 1996.

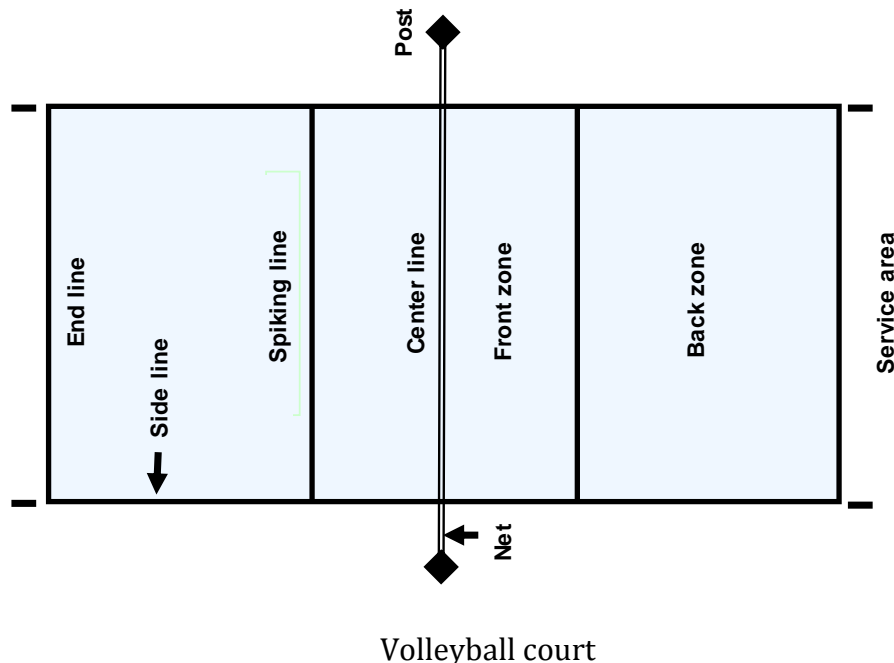
### What is volleyball?

Volleyball is a sport played by two teams on a playing court divided by a net. The object of the game is to send the ball over the net in order to ground it on the opponent's court, and to prevent the same effort by the opponent. A team can touch the ball three times on its side of the net. The usual pattern is a dig (an underarm pass made with the forearms), a set (an overhead pass made with the hands) and a spike (the overhead attacking shot). The ball is served into play. Teams can also try to block the opponent's spike as it crosses the net. A block into your own court counts as one of your three touches in beach volleyball, but not in volleyball.

Power and height have become vital components of international teams, but the ability of teams and coaches to devise new strategies, tactics and skills has been crucial for continued success.

- There are six players on court in a volleyball team. Each must rotate one position clockwise every time their team wins back service from the opposition. Only the three players at the net positions can jump and spike or block near the net. The backcourt players can only hit the ball over the net if they jump from behind the attack line, also known as the three-meter line, which separates the front and back part of the court.
- Volleyball has developed into a much specialized sport. Most teams will include in their starting line-up a setter, two centre blockers, two receiver-hitters and a universal spiker. Only certain players will be involved with service reception. Players will also have specialist positions for attack and defense.
- From 1998, volleyball used a new scoring system. Teams scored a point on every rally (rally point system), regardless of which team served. Formerly, a team could only win a point if it served the ball. Winning the serve back from the opposition was known as a side-out.
- Matches are played best of five sets. The first four sets are played to 25 points, with the final set being played to 15 points. A team must win a set by two points. There is no ceiling, so a set continues until one of the teams gains a two-point advantage. Previously, all sets were to 15 points, with the first four sets having a ceiling of 17 and the final set requiring at least a two-point winning advantage.
- From 1996, the FIVB introduced a new specialist role: the libero. This player wears a different colored uniform from the rest of the team and can be substituted in backcourt for any player of the team. The libero cannot serve, spike the ball over the net or rotate into the front-line positions, but plays a vital role for the team in serve reception and backcourt defense. There must be at least one point played between a libero substituting off for a player and going back on the court for another player –

hence he/she cannot be on the court for the whole game. The libero has added an extra dimension to backcourt defense, improving the reception of teams, lengthening the rallies and giving a vital role to shorter players.



The team consists of a setter, an opposite player, in opposition with the setter (also called ace spiker), of two middle blockers who are replaced by the libero when at the back and of two receivers-attackers also called outside players.

The starting line-up generally adopts the following rotating order: setter (S); receiver-attacker (R), middle player (C), opposite player (A), attacker-receiver (R) and middle player (C).

### **The setter**

The setter co-ordinates the attack and his most important qualities are those of an organizer, both clear-sighted and precise. The setter must learn how to set the ball in a way that suits each one of his attackers and to choose them according to the different situations of the game.

### **The opposite player (also called ace spiker)**

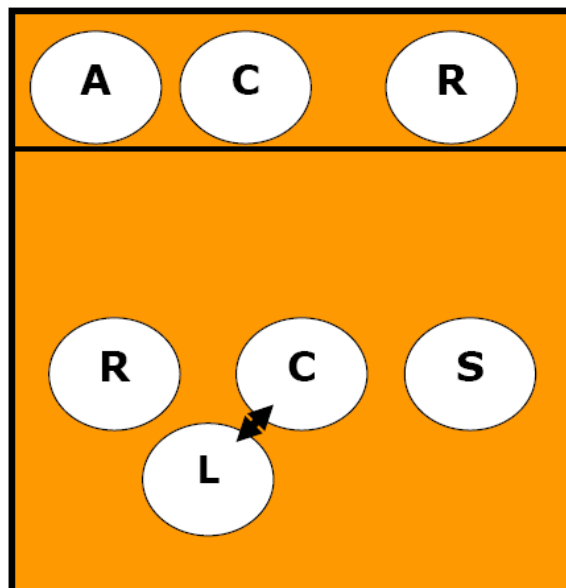
He has become the most attacking player. He has to be powerful and very reliable. His role is fundamental in stabilizing the attack.

### **The receiver-attackers**

They are the pivots of the team as they are responsible both for the offense (attacking) and the defense (receiving). They are very technical players with a great variety of attacks in the front at position 4, at the back at positions 5 and/or 6. Because of their very complex role, we can find players who have a predominant skill either at receiving and digging (receiver-attacker) or attacking (attacker-receiver).

### The middle players

They are responsible for coordination of the blocking and execution of the quick attack. Their role has followed the evolution of the game, which has become faster. In the backcourt they are substituted by the libero who performs defensive tasks.



Rotating order

### The libero

Within a few years, libero has become an essential element for the team. He/she coordinates the service reception and the backcourt defense. Their co-operation makes the block-defense relationship more efficient.

[http://www.fivb.org/en/volleyball/Basic\\_Rules.asp](http://www.fivb.org/en/volleyball/Basic_Rules.asp)

Top volley: Technical booklet : 2002 Men's Game, Technique and Tactics. Lausanne: FIVB, 2002. 31 p.

## New words and expressions

English	Pronunciation	Slovak
ability	[ə'bɪləti]	schopnosť
attack	[ə'tæk]	útok, útočný úder, útočiť
attack line	[ə'tæk laɪn]	útočná čiara
attacker-receiver	[ə'tækə rɪ'si:və]	smečiar, ktorý lepšie útočí ako prihráva
attacking shot	[ə'tækɪŋ ʃɒt]	útočný úder
back zone	['bæk zəʊn]	zadná zóna
backcourt	[bæk kɔ:t]	zadná zóna ihriska
backcourt defense	[bæk kɔ:t drɪ'fens]	obrana v zadnej zóne ihriska
backcourt player	[bæk kɔ:t 'pleɪə]	hráč zadnej zóny
best of five sets	[best əv faɪv sets]	na tri víťazné sety
block	['blɒk]	blok, blokovat'

block-defense relationship	['blɒk dɪ'fens rɪ'leɪʃnʃɪp]	súčinnosť obrany na sieti a v poli
blocker	[blɒkə]	blokář
blocking	['blɒkɪŋ]	blokovanie
broad jump	[brɔ:d dʒʌmp]	skákať šikmo vpred, skok šikmo vpred
by two points	[baɪ tu: pɔɪnts]	o dva body
center	['sentə]	stredový
center blocker	[ 'sentə blɒkə]	stredný blokář
center line	['sentə laɪn]	stredová čiara
clear-sighted	[klɪə 'saɪtɪd]	prezieravý
clockwise	[ 'klɒkwɑɪz]	v smere hodinových ručičiek
counterattack	['kaʊntər ə'tæk]	protiútok
court	[kɔ:t]	ihrisko
defender	[dɪ'fendə]	obranca
defense	[dɪ'fens]	obrana
defense skill	[dɪ'fens skɪl]	obranná herná činnosť jednotlivca, obranná herná zručnosť
deflection	[dɪ'flekʃn]	vychýlenie, odklonenie
dig	[dɪg]	prihrávka, vyberanie lopty, prihrávať, vyberať loptu
digging	['dɪɡɪŋ]	vyberanie lôpt
drive	[draɪv]	tlačiť, zatlačiť, odpáliť, odraziť, priamy úder, drajv
end line	[end laɪn]	koncová čiara
fast ball	[fɑ:st bɔ:l]	rýchla nahrávka
float around	[fləʊt ə'raʊnd]	plachtiť
floor defense	[flɔ: dɪ'fens]	obrana v poli
front zone	[frʌnt zəʊn]	predná zóna
front-line position	['frʌn,tlaɪn pə'zɪʃn]	postavenie v prednej zóne ihriska, v prednom rade hráčov
game	[ɡeɪm]	set, hra
ground	[ɡraʊnd]	povrch, položiť na povrch
ground the ball	[ɡraʊnd ðə bɔ:l]	odbiť loptu tak, aby dopadla na povrch (ihriska)
hit	[hɪt]	úder, udrieť, odbiť
hitter	['hɪtə]	smečiar
jump	[dʒʌmp]	výskok, vyskočiť, skočiť, skok
jump floater serve	[dʒʌmp 'fləʊtə sɜ:v]	plachtiace podanie vo výskoku
jump serve	[dʒʌmp sɜ:v]	smečované podanie vo výskoku
jump set	[dʒʌmp set]	nahrávka vo výskoku, nahrat' vo výskoku
libero		libero, liberka
libero substituting off	[ 'sʌbstɪtju:tɪŋ ɒf]	výmena libera
line-up	['laɪn ʌp]	radenie, postavenie
middle blocker	['mɪdl blɒkə]	stredný blokář

middle player	['mɪdl̩ 'pleɪə]	stredový hráč, stredný blokár
net	[net]	sieť
net position	[net pə'zɪʃn]	postavenie pri sieti
opponent's court	[ə'pəʊnənts kɔ:t]	súperovo ihrisko
opposite player	['ɒpəzɪt 'pleɪə]	diagonálny hráč
outside-player	[,aʊt'saɪd 'pleɪə]	krajný hráč
pattern	['pætɪn]	schéma, vzor
playing court	['pleɪɪŋ kɔ:t]	ihrisko
position	[pə'zɪʃn]	postavenie
position 1 to 6	[pə'zɪʃn wʌn tə sɪks]	zóna 1 až 6
post	[pəʊst]	stĺp
predominant	[prɪ'dɒmɪnənt]	prežujúci, prevládajúci, prevažný
rally	['ræli]	rozohrávka
rally point system	['ræli pɔɪnt 'sɪstəm]	system bodovania s bodom za každú rozohrávku
receiver-hitter	[rɪ'si:və 'hɪtə]	prihrávajúci smečiar
receiving	[rɪ'si:vɪŋ]	príjem podania
replace	[rɪ'pleɪs]	vymeniť
rotate	[rəʊ'teɪt]	točiť sa, postúpiť, rotovať
rotation order	[rəʊ'teɪʃn 'ɔ:də]	základné radenie
scoring system	['skɔ:rɪŋ 'sɪstəm]	system bodovania, bodovací system
secure	[sɪ'kjʊə]	zabezpečiť, zaistiť, bezpečný, istý
serve	[sɜ:v]	podanie, podávať
service area	['sɜ:vɪs 'eəriə]	zóna podania
service reception	['sɜ:vɪs rɪ'sepʃn]	príjem podania
set	[set]	nahrávka, nahrávať
setter	['setə]	nahrávač
side-out	[saɪd aʊt]	strata
skill	[skɪl]	zručnosť
specialist role	['speʃəlɪst rəʊl]	hráčska funkcia
speeding up	['spi:dn̩ ʌp]	zrýchliť, zrýchlenie
spike	[spaɪk]	smeč, smečovať
starting line-up	['stɑ:tɪŋ laɪn ʌp]]	základná zostava
substitute	['sʌbstɪtju:t]	náhradník, striedať, nahradiť
tactics	['tæktɪks]	taktika
three-meter line	[θri: 'mi:tə laɪn]	útočná čiara
touch	[tʌtʃ]	dotyk, teč, dotknúť sa, tečovať
two point advantage	[tu: pɔɪnt əd'vɑ:ntɪdʒ]	dvojbodová výhoda
uniform	['ju:nɪfɔ:m]	dres
universal spiker	[ju:nɪ'vɜ:sɪ 'spaɪkə]	diagonálny hráč (v minulosti univerzálny hráč)
variety of attacks	[və'raɪəti əv ə'tæks]	variabilita útočných úderov

## Exercise 1

Fill in the correct terms from the Word bank.

Volleyball is a sport played by two teams on a playing ..... divided by a net.

A team can touch the ball ..... times on its side of the net.

The usual pattern is a dig, a set and a .....

Only certain players will be involved with service .....

Teams scored a point on every rally (rally point system), regardless of which team .....

The libero has added an extra dimension to backcourt ....., improving the reception of teams, lengthening the ..... and giving a vital role to shorter .....

The first four sets are played to 25 points, with the final set being played to ..... points.

..... coordinates the service reception and the backcourt defense.

The team consists of a setter, an opposite player, in opposition with the ....., of two middle blockers who are replaced by the libero when at the back and of two receivers-attackers also called outside players.

**Word bank:** 15, 25, court, defense, libero, players, rallies, receivers-attackers, reception, served, setter, spike, three

## Exercise 2

Match the words from the left column with the ones on the right

back court	advantage
opposite	attack
rally	blocker
service	defense
two point	defense
floor	floater serve
forward	line
jump	order
middle	pass
one leg	platform
passing	player
rotation	point system
three-meter	reception
quick	sprawl
overhead	takeoff

### Exercise 3

False or right? (Fill in F or R in the box)

All the players in any position may jump and spike or block near the net. ☐

The usual pattern of the game is a dig, a set and a spike. ☐

Players will also have specialist positions for attack and defense. ☐

The receiver-attackers are the pivots of the team as they are responsible for attacking. ☐

The libero cannot serve or rotate into the front-line positions. ☐

A block into your own court counts as one of your three touches. ☐

The backcourt players can only hit the ball over the net if they jump from behind the attack line. ☐

Libero coordinates the net and the backcourt defense. ☐

Libero can be on the court for the whole game. ☐

### Exercise 4

Fill in the right words from the word bank

- a) There are ... players on court in a volleyball team. Each must ..... one position clockwise every time their team wins back ..... from the opposition.
- b) The object of the game is to ..... the ball over the net in order to ground it on the opponent's court and to prevent the same effort by the .....
- c) Because of very complex role of receiving attackers, we can find players who have a predominant skill either at ..... or .....
- d) The ..... player has become the most attacking player. His role is fundamental in stabilizing the .....
- e) The ..... are the pivots of the team as they are responsible both for the ..... and .....

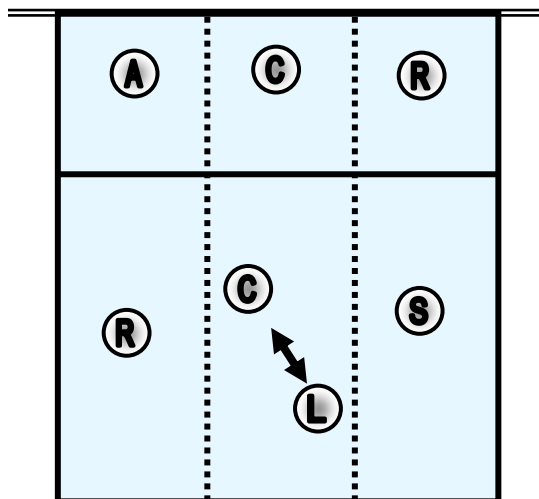
#### Word bank

attack, attacking, defense, offense, opponent, opposite, receiver-attackers, receiving, rotate, service, send, six



## Exercise 5

Fill in the full names of player's functions.



A .....

C .....

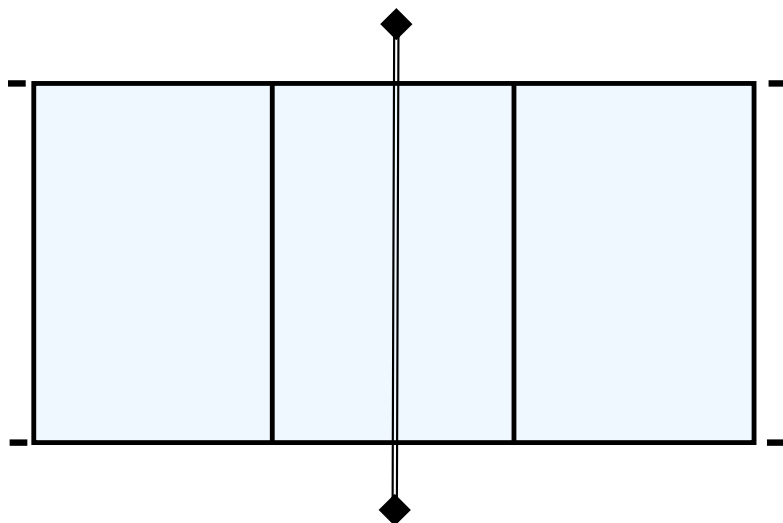
R .....

S .....

L .....

## Exercise 6

Give the names of the lines and zones.



## Basic game skills in volleyball

### Serving

The serve is the team's first attack. It has two primary objectives: to hinder the opponent's serve-reception attack by slowing it down (thereby making it more predictable for the block), and to score a direct point. A point scored with a serve is called an "ace". Serve is divided into two broad categories according to the ball movement after it is struck: float serves and spin serves. There are four body actions that can be used by serving: underhand, overhand, in standing and jumping position. These four body actions can produce a variety of serving techniques.

## **Serving techniques**

The underhand serve is the type of serve the most beginning players learn first. It is very easy to learn and execute, but it is ineffective. It's also common for coaches to initiate drills.

The overhand float serve is probably the most common type of volleyball serve. It is called a float serve because it's served with the purpose of the ball floating around making it hard for the opponent to pass. The ball is struck at its center with the heel and the palm of the hand. The hand and the wrist are held in the rigid position with the fingers together and the palm flat. After a short abrupt contact, the arm stops quickly and there is no follow-through with the fingers to prevent the top spin.

The overhand topspin serve is the least common serve. A big difference between the topspin and floater is the contact and follow through. Contact is made with an open, slightly cupped palm on the lower midsection of the ball. The heel of the palm contacts the ball first, and then the fingers come over the top and turn the ball forward with top spin.

The jump floater serve is the same as the standing floater serve except there is an approach and jump to make contact with the ball. This type of serve allows the server to contact the ball at a higher point, making the trajectory of the serve flatter over the net and keeping the ball in the air for a shorter period, giving the passer less time to react and adjust to the serve.

The spike serve, or the jump spike-serve, is the most dramatic serve in modern volleyball. The players start about five meters behind the end line of the court, use a fast and explosive run up, a dynamic spike takeoff and a spike action at the peak of their jump that sends the ball across the net at speeds of over 27 m.s<sup>-1</sup> with heavy topspin and at a sharp downward angle.

## **Serve reception and passing**

The term serve reception encompasses passing, which is individual skill used in serve receiving, as well as the arrangements of player on the court, called "serve-reception formations". The goal of the serve receiver is to direct the ball accurately to the net in such a manner that the setter will have time to get under the ball and have the option of setting it to any of the attackers. Teams use many serve reception formations in today's game. The coach must decide which formation will be most effective for the team. Serve reception is a critical aspect of team's training program. In all levels of competition, serving and passing are highly correlated with team success or failure. These two skills should be an integral part of almost every daily practice plan.

Five-player receive. The teams that now use the five-player pattern are primarily at the high school and middle school level. Its advantage is that each person has less area to cover. The five-player pattern is therefore perfect for smaller children just learning the game.

Four-player serve receive. The four-player pattern is useful for teams that are not particularly mobile and want to free up their first-tempo player for a quick attack.

Three-player serve receive. The three-passer pattern is used in top volleyball. It is effective against both the jump serve and the floater.

Two-player serve receive. The two-player pattern is also used in top volleyball. It can be effective against the float serve but may be ineffective against the high-velocity serve.

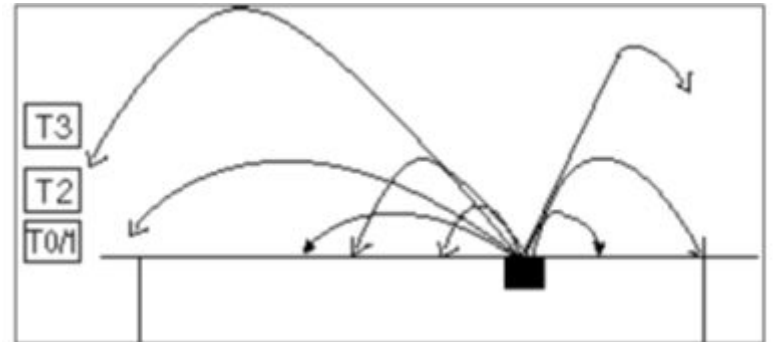
## Setting

The set is a ball that is directed with a precise trajectory and speed to a particular hitter so that he can effectively attack it. The set is usually, but not necessarily the second contact with the ball by a player, following pass or dig. The action of delivering a set is setting, and setters are players who specialize in setting. Setting is usually done with fingers of both hands over the head, a technique that allows for sensitive ball handling. Setting is a very refined skill that implies the specific timing a coordination of a preplanned offense. The setter can set the ball with his/her feet on the floor or jump set by jumping before setting the ball.

### The trajectories of the sets

Quick Attack: short sets, shot set (T0/1).

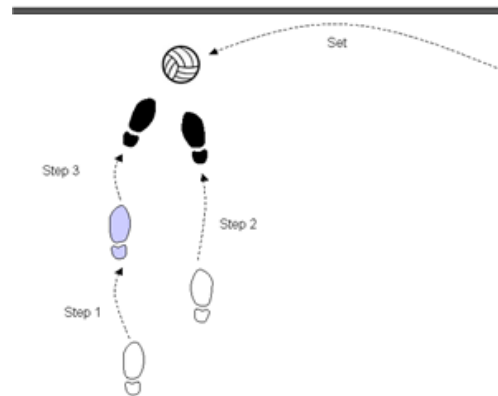
Other Attacks: mid high, long shoot sets (T2), high sets (T3).



## Attacking

The attack is a general term that encompasses the collective offensive efforts of a team as well as the individual offensive efforts of a player to score a point. At all levels the individual attack (the spike) is considered the most fun and dynamic skill. Every player, coach and spectator will tell you that spike is what makes the game of volleyball so exciting. It is well known in volleyball that attack success correlates to winning games, especially with the rally point scoring system. Basic spiking skill can be divided into six phases: the approach, the takeoff, flight, and contact with the ball, follow-through, and the landing.

The spiker makes a three- or two-step approach. The three-step approach is standard and easiest to learn. If the player is right-handed, he starts with his left foot. The second step taken with the right foot is long and quick. It speeds up the approach. The final step is with the left foot and it should follow quickly after the second step. It brings the player's left foot into position next to his right for the takeoff. The conventional takeoff begins as soon as both feet contact the floor. In principle, the feet should be positioned at an angle of 45 degrees to each other, and the angle of the right knee may vary among 125 to 145 degrees. After takeoff, the body rises and both arms swing up together. The left arm continues going up, while the elbow of the right arm is drawn back. Then the arm extends upward to contact the ball. Contact with the ball is made with an extended arm, first with the heel of the palm and then with fingers. It is desirable to hit the ball at the peak of the jump. After contact with the ball, the arm should follow through by continuing its swing. The most important objective in landing is to come down softly with as little shock to the joints as possible.



### Three step approach

There are three main types of attack - front-row attack, back-row attack and one-leg takeoff or slide.

The back-row attack has become popular in both the men's and women's volleyball. The approach for the back-row attack is similar to the approach for a front-court attack. The only difference is that the back-row attacker will usually broad jump more than the attacker will on a front court attack.

The one-leg take off, or slide, is different from a two-legged approach because the spiker does not get the feet to the ball but instead floats side-ways to attack it. The one-leg take off is effective because the spiker takes off and broad jumps to the ball (parallel to the net) with the ability to attack the ball at any point along the path of the set.

To be effective, an attacker needs not only be able to hit the ball hard but also to have a variety of shots available – the sharp angle hit, the line hit, the deep corner hit, the roll, the tip, or wipe off etc. The more shots an attacker has, the harder it will be for the opponent to predict where the attacker will hit the ball, and the more success the attacker will have.

### Blocking

Blocking is the attempt by one, two, or three players to stop an attacked ball at the net and deflect it down into the attacker's court. Although the block can score points quickly, it is the most difficult volleyball skill to learn and master. All blocks are timed to the attack of the opponent. Touch blocks or controlled deflections into player's own court can be converted to good passes and lead to an effective attack to score points. The block is the first line of defense in volleyball.

The players should stiffen the hands and arms just before contact to stop hard-hit balls. The thumbs should be about six inches apart so that the ball will not go through the hands. Blockers must keep their eyes open to see the hitters when they contact the ball. As blockers reach forward to block, they should see the backs of their hands as they penetrate across the net.

### Floor defense

The primary purpose of floor defense is to play the attack of the opponent in the backcourt, redirect the ball to a setter, and counterattack with a spike. The first line of defense is the block. The second line of defense involves the defenders behind the block. For our purpose, the second line of defense will be referred to as floor defense. These

two lines of defense are deeply interrelated. For younger ages, floor defense is a primary factor in team success.

## Individual defense skills and techniques

### Two arm dig

The player must focus on driving the hips and passing platform lower than the ball. He/she may also need to bend the elbow or wrist slightly to keep the passing platform parallel to the floor. This method will ensure that the ball comes up and stays on the defender's half of the court.

### Forward sprawl

Players use the forward sprawl to play a ball hit in front of them a very close to the floor. The defender must observe fundamentals and still attempt to get the hips and passing platform lower than the ball.

### Side sprawl

A technique used to play balls hit hard and low outside the feet is a side sprawl. This technique is similar to the forward sprawl. The primary goal of the defender is to drive the hips and passing platform underneath the ball.

### Extension roll

The defenders use the extension roll to expand the area of coverage. They must expend their arm to the ball and let their bodies go to the floor without fear of injury.

Lucas, J. (1993). Pass, set, crush. 3<sup>rd</sup> Edition. Washington : Euclid Northwest Publications, 1993.

Selinger, A. (1987) Power volleyball. St Martin Pr. 268 p. ISBN 10: 0312049161.

Shondell, D. - Reynaud, C. (2002). The volleyball coaching bible. Champaign, IL : Human Kinetics. 369 p. ISBN 10:0-7360-3967-8.

## New words and expressions

English	Pronunciation	Slovak
abrupt contact	[ə'brʌpt 'kɒntækt]	prudký, krátky kontakt
ace	[eis]	eso
ace spiker	[eis 'spaɪkə]	diagonálny hráč
approach	[ə'prəʊtʃ]	rozbeh
arm swing	[ɑ:m swɪŋ]	švih paže
back-row attack	[bæk rau ə'tæk]	útočný úder zadného hráča, útočná kombinácia s útokom zadného hráča
blocking	['blɒkɪŋ]	blokovanie
broad jump	[brɔ:d dʒʌmp]	skákať „šikmo vpred“, skok (odraz) šikmo vpred
center	['sentə]	ťažisko
contact	['kɒntækt]	kontakt, dotyk, dotknúť sa

control	[kən'trəʊl]	ovládať, riadiť, kontrolovať, kontrola, ovládanie, riadenie
controlled deflection	[kən'trəʊld dɪ'flekʃn]	kontrolované vychýlenie, odklonenie
convert	[kən'vɜ:t]	premeniť, obrátiť
counterattack	[kaʊntərətæk]	protiútok
coverage	['kʌvərɪdʒ]	pokrytie, krytie
curve	[kɜ:v]	krivka, oblúk, robiť oblúk, zatáčať
deep corner hit	[di:p 'kɔ:nə hɪt]	úder po dlhej diagonále
defense skill	[dɪ'fens skɪl]	obranná zručnosť
defense technique	[dɪ'fens tek'ni:k]	obranná technika
deflect	[dɪ'flekt]	odkloniť, vychýliť
deflection	[dɪ'flekʃn]	odklonenie, vychýlenie
delivery	[dɪ'lɪvəri]	dodávka, dodanie, doručenie
digging	['dɪɡɪŋ]	vyberanie lôpt
drill	[drɪl]	cvičenie, drilové cvičenie
encompass	[ɪn'kʌmpəs]	zahŕňať, obsahovať
extension roll	[ɪk'stenʃn rəʊl]	preval'
failure	['feɪljə]	zlyhanie
five-player serve receive	[faɪv 'pleɪə sɜ:v rɪ'si:v]	príjem podania s piatimi hráčmi
flat	[flæt]	rovný, plochý
flip back	[flɪp bæk]	otočiť späť
float around	[fləʊt ə'raʊnd]	plachtiť
float serve	[fləʊt sɜ:v]	plachtiace podanie
float service	[fləʊt sɜ:v]	plachtiace podanie
floater	['fləʊtə]	plachtiace podanie
floor defense	[flɔ: dɪ'fens]	obrana v poli
follow-through	['fɒləʊ θru:]	dokončenie, dotiahnutie do konca, dokončiť, dotiahnuť do konca
forearm	[,fɔ:'rɑ:m]	predlaktie
formation	[fɔ:'meɪʃn]	formácia, postavenie
forward sprawl	['fɔ:wəd sprɔ:l]	odbitie skokom vpred
four-player serve receive	[fɔ: 'pleɪə sɜ:v rɪ'si:v]	príjem podania so štyrmi hráčmi
front-court attack	[frʌnt kɔ:t ə'tæk]	útočný úder predného hráča, herná kombinácia s útočným úderom predného hráča
front-row attack	[frʌnt rəʊ ə'tæk]	útočný úder predného hráča, herná kombinácia s útočným úderom predného hráča
game	[geɪm]	hra
go up	[gəʊ ʌp]	stúpať, vyletieť
heel of the palm	[hi:l əv ðə pɑ:m]	zápästie
high set	[haɪ set]	vysoká nahrávka
high-velocity serve	[haɪ və'lɒsɪti sɜ:v]	rýchlo letiace podanie, tvrdé podanie
hit	[hɪt]	úder

imply	[ɪm'plaɪ]	zahŕňať, obsahovať
initiate	[ɪ'nɪʃieɪt]	zahajovať
jump floater serve	[dʒʌmp 'fləʊtə sɜ:v]	plachtiace podanie vo výskoku
jump serve	[dʒʌmp sɜ:v]	podanie vo výskoku
jump set	[dʒʌmp set]	nahrávka vo výskoku
landing	['lændɪŋ]	dopad
line hit	[laɪn hɪt]	úder po čiare
long shoot set	['lɒŋ ʃu:t set]	dlhá strelená nahrávka
low-error serving	[ləʊ 'erə 'sɜ:vɪŋ]	nízka chybovosť podania
mid high set	[mɪd haɪ set]	polovysoká nahrávka
one-leg take off	[wʌn leg teɪk ɒf]	odraz z jednej nohy, útočný úder po odraze z jednej nohy
outside player	[aʊt'saɪd 'pleɪə]	krajný hráč
overhand	['əʊvəhænd]	zhora
overhead	[,əʊvə'hed]	zhora
overhead pass	[,əʊvə'hed pɑ:s]	odbitie obojručne zhora
palm	[pɑ:m]	dlaň
pass	[pɑ:s]	prihrávka, prihrávať
passer	['pæsə]	prihrávajúci, prihrávač
passing platform	['pɑ:sɪŋ 'plætfɔ:m]	hracia plocha
peak of the jump	[pi:k əv ðə dʒʌmp]	vrchol výskoku
perpendicular	[,pɜ:pən'dɪkjʊlə]	kolmý, zvislý
plant	[plɑ:nt]	došľap
play the attack	[pleɪ ði ə'tæk]	spracovať útok
push	[pʊʃ]	tlačiť, úder
quick attack	[kwɪk ə'tæk]	rýchly útok
rally score	['ræli skɔ:]	bodovanie rozohrávky
receiving serve	[rɪ'si:vɪŋ sɜ:v]	príjem podania
refine	[rɪ'faɪn]	vylepšiť, zjemniť,
release	[rɪ'li:s]	uvoľniť, uvoľnenie
rigid	['rɪdʒɪd]	nepohyblivý, spevnený
roll	[rəʊl]	„roláda“, lob so silnou hornou rotáciou, zalobovať
run up	[rʌn ʌp]	rozbeh
run up steps	[rʌn ʌp steps]	rozbehové kroky
serve	[sɜ:v]	podanie
serve receiver	[sɜ:v rɪ'si:və]	prijímajúci hráč
serve reception formation	[sɜ:v rɪ'sepʃn fɔ:'meɪʃn]	postavenie pri príjme podania
setting	['setɪŋ]	nahrávka, nahrávanie
sharp angle hit	[ʃɑ:p 'æŋɡl hɪt]	úder po ostrej diagonále
shoot set	[ʃu:t set]	„strelená“ nahrávka, rýchla nahrávka s plochou dráhou letu
short set	[ʃɔ:t set]	krátka nahrávka
shot	[ʃɒt]	úder
side sprawl	[saɪd sprɔ:l]	odbitie v páde bokom
slide	[slɑɪd]	útočný úder po odraze z jednej nohy, „jednonožka“
spike action	[spaɪk 'ækʃn]	zasmečovanie
spike serve	[spaɪk sɜ:v]	smečované podanie vo výskoku



spike takeoff	[spaɪk 'teɪ,kɒ]	smečiarsky odraz
step close	[step kləʊz]	ukončenie krokov, zakončenie rozbehu
stiffen	['stɪfn]	spevniť
strait line	[streɪt laɪn]	priamka
swing up	[swɪŋ ʌp]	švih hore, švihnúť hore,
three-player serve receive	[θri: 'pleɪə sɜ:v rɪ'si:v]	príjem podania s tromi hráčmi
time	['taɪm]	čas, časovať
tip	[tɪp]	ulievka, ulievať, uliat'
topspin	['tɒpspɪn]	horná rotácia
topspin serve	['tɒpspɪn sɜ:v]	podanie s hornou rotáciou
touch block	[tʌtʃ 'blɒk]	tečovať blok
trajectory	[trə'dʒektəri]	dráha
transition	[træn'zɪʃn]	prechod z obrany do útoku
two arm dig	[tu: ɑ:m dɪg]	odbitie obojručne zdola
two-legged approach	[tu: 'legɪd ə'prəʊtʃ]	rozbeh s odrazom z dvoch nôh
two-player serve receive	[tu: 'pleɪə sɜ:v rɪ'si:v]	príjem podania s dvoma hráčmi
type of serve	[taɪp əv sɜ:v]	druh podania
underhand	['ʌndəhænd]	zdola
underhand serve	['ʌndəhænd sɜ:v]	podanie zdola
upward	['ʌpwəd]	hore
win back	[wɪn bæk]	vyhrať späť, získať späť
wipe off	[waɪp ɒf]	vytlčenie bloku, vytĺcť blok

## Key

### Exercise 1

Volleyball is a sport played by two teams on a playing court divided by a net.

A team can touch the ball three times on its side of the net.

The usual pattern is a dig, a set and a spike.

Only certain players will be involved with service reception.

Teams scored a point on every rally (rally point system), regardless of which team served.

The libero has added an extra dimension to backcourt defense, improving the reception of teams, lengthening the rallies and giving a vital role to shorter players.

The first four sets are played to 25 points, with the final set being played to 15 points.

Libero coordinates the service reception and the backcourt defense.

The team consists of a setter, an opposite player, in opposition with the three of two middle blockers who are replaced by the libero when at the back and of two receivers-attackers also called outside players.

### Exercise 2

backcourt defense

opposite player

rally point system

service reception

two point advantage  
floor defense  
forward sprawl  
jump floater serve  
middle blocker  
one leg takeoff  
passing platform  
rotation order  
three-meter line  
quick attack  
overhead pass

### Exercise 3

All the players in any position may jump and spike or block near the net.

**F**

The usual pattern of the game is a dig, a set and a spike.

**R**

Players will also have specialist positions for attack and defense.

**R**

The receiver-attackers are the pivots of the team as they are responsible only for attacking

**F**

The libero cannot serve or rotate into the front-line positions

**R**

A block into your own court counts as one of your three touches

**F**

The backcourt players can only hit the ball over the net if they jump from behind the attack line

**R**

Libero coordinates the net and the backcourt defense

**F**

Libero can be on the court for the whole game

**F**

### Exercise 4

- a) There are six players on court in a volleyball team. Each must rotate one position clockwise every time their team wins back service from the opposition.
- b) The object of the game is to send the ball over the net in order to ground it on the opponent's court and to prevent the same effort by the opponent.
- c) Because of very complex role of receiving attackers, we can find players who have a predominant skill either at receiving or attacking.
- d) The opposite player has become the most attacking player. His role is fundamental in stabilizing the attack.
- e) The receiver-attackers are the pivots of the team as they are responsible both for the offence and the defense.

### Exercise 5

A Opposite player, ace spiker

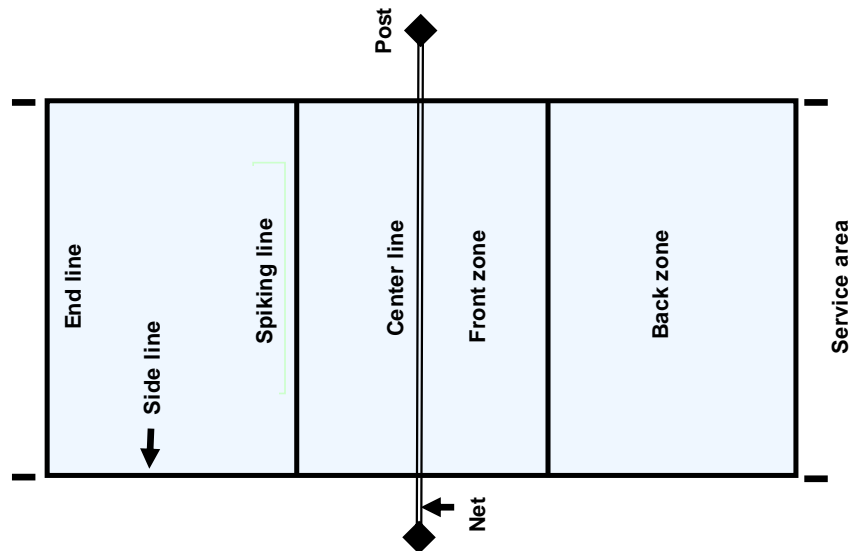
C Middle player

R Receiver-attacker (or Attacker-receiver)

S Setter

L Libero

### Exercise 6



## Unit 31: Wrestling

(prof. PaedDr. Pavol Bartík, PhD.)

### To begin with...

What do you think? Is Greco –Roman wrestling more popular in Europe or in the U.S.A? Greco-Roman wrestling is more popular in Europe and Freestyle wrestling is more popular in the U.S.A.

### What is wrestling?

Wrestling, at its core, is an attempt to force an opponent to submit by using holds, throws, takedowns, trips, joint locks, or chokes.

Holds are attempts to immobilize an opponent by either entangling the limbs or forcing the shoulders to touch the mat, placing an opponent in a danger position.

A throw is an attempt to toss a person across either the hips or shoulders, using the body as a fulcrum.

A trip is an attempt by a wrestler to use legs to sweep one or both of the opponent's legs out, forcing a fall to the ground.

A takedown is an attempt to unbalance an opponent, such as by grabbing both of the legs with the arms, once again forcing a fall to the ground.

A joint lock is an immobilizing lock against a limb of the opponent, such as the elbow or knee, which attempts to hyperextend the joint beyond its normal range of motion, forcing the opponent to either surrender or risk losing the limb.

A choke is an attempt to cut off either the air supply or blood supply, or both, to the head, once again forcing the opponent to either surrender or suffer unconsciousness.

There are thousands of techniques in wrestling that depend on the implementation of these movements. Experienced wrestlers of any style, therefore, have a great number of techniques and combinations that they may use in combat.

Strikes or percussive blows are not allowed in sport wrestling, or if they are, such techniques are purely of a secondary nature, with a throw or hold intended to be the immobilizing technique. Once blows with fists or feet become the primary weapon or balanced equally with throws and holds, then the match either becomes boxing or "all-in" fighting.

Wrestling exists in many forms. There are sportive forms, in which the practitioners attempt to compete for points before judges and must play within a set of prescribed rules. Many of these sportive forms are unique to a particular culture or civilization, while other forms have gained worldwide acceptance and have been introduced into Olympic competition.

Contemporary martial arts practitioners use combative forms of wrestling, and the police and military forces of many nations employ wrestling to supplement armed combat.

Combative wrestling is used for self-defense purposes in environments where there are no rules.

Sacred forms of wrestling are used as religious ceremonies or only practiced during religious festivals or holidays. There are even forms of wrestling that are only used for secular holidays and festivals.

The first written records of the activity come from the Near Eastern civilizations of Babylon and Egypt, East Asia (China), and South Asia (India). Extensive descriptions of wrestling techniques in the surviving reliquaries of the Egyptian civilization date back at least to 1500 B.C. From Egypt, in fact, there comes a clear “textbook” of wrestling and fighting methods recovered from the tomb of Beni-Hassan. Various throws, holds, and takedowns are clearly illustrated through pictographs and descriptions.

If, as thought by some scholars, this material was indeed conceived as a textbook of wrestling and fighting, designed to pass on instructions to future generations of students, it is one of the oldest textbooks in the world. Many of the images clearly refer to techniques that are easily recognizable in modern wrestling systems: shoulder throws, hip throws, and leg sweeps.

Two official amateur wrestling systems exist today that may be defined as international styles because they have attempted to impose a rule structure that is uniform in application and that is intended to allow wrestlers from all nations to participate: Greco-Roman and freestyle wrestling. Both types are Olympic events.

Freestyle wrestling allows competitors to grasp any part of the body and use the legs for sweeps and takedowns.

Greco-Roman allows only the upper body to be used; the legs cannot be employed to sweep the opponent, nor can they be touched for grabs or takedowns. Both forms of wrestling are similar in that competitors attempt to pin their opponents by forcing the shoulders to touch the mat.

Freestyle wrestling is practiced worldwide and is the most popular form of the sport. In North America, high school and college students compete in freestyle wrestling tournaments with modified rules, such as changes in the time allowed to pin an opponent.

Greco-Roman is most popular in Europe. Wrestling has traditionally been a male pursuit, but with the close of the twentieth century, female wrestling began to receive greater acceptance. At the beginning of the twenty-first century, it is safe to assume that wrestling will continue to grow in popularity throughout the world. The fate of specific cultural forms of wrestling is unknown; perhaps as the world narrows into a global village these forms of wrestling will cease to be practiced. Yet, even with this possibility, the growth of wrestling as a world sport and method of combat will continue.

Green, T.A. (2001). *Martial arts of the world: An encyclopedia*. Santa Barbara, California. 926p. ISBN 1-57607-150-2

## New words and expressions

English	Pronunciation	Slovak
against a limb of the opponent	[ə'genst ə lɪm əv ðə ə'pəʊnənt]	proti súperovej končatine
air supply	[ðə eə 'sʌpli]	prívod vzduchu
as a fulcrum	[əz ə 'fʊlkrəm]	ako opora
blood supply	[blʌd 'sʌpli]	prívod krvi

chokes	[tʃəʊks]	škrtenia
combative forms of wrestling	[ˈkɒmbətɪv fɔ:mz əv ˈreslɪŋ]	bojové formy zápasenia
compete for points	[tu: kəmˈpi:t fə pɔɪnts]	bojovať o body
competitors attempt to pin	[kəmˈpetɪtərz əˈtempt tu: pɪn]	súperi sa snažia „zapichnúť“
cut off	[tu: kʌt ɒf]	prerušiť
danger position	[ə ˈdeɪndʒə pəˈzɪʃn]	nebezpečná poloha, pozícia
first written records	[ðə fɜ:st ˈrɪtɪn ˈrekɔ:dz]	prvá písomná zmienka, záznam
for self-defense purposes	[fə self dɪˈfens ˈpɜ:pəsɪz]	pre sebaobránné účely
forcing a fall to the ground	[fɔ:sɪŋ ə fɔ:l tu: ðə graʊnd]	prinútiť padnúť na zem
grasp any part of the body	[tu: gra:sp ˈeni pɑ:t əv ðə ˈbɒdi]	chytiť ktorúkoľvek časť tela
Greco-Roman and freestyle wrestling	[ˈrəʊmən ənd ˈfri:stɑɪl ˈreslɪŋ]	grécko-rímske zápasenie a zápasenie voľným štýlom
growth of wrestling	[ðə grəʊθ əv ˈreslɪŋ]	nárast zápasenia
hip throws	[hɪp ʧrəʊz]	prehody cez bok
hips	[ðə hɪpz]	boky
holds	[həʊldz]	držania
hyperextend the joint	[tu: hyperextend ðə dʒɔɪnt]	nadmerná extenzia
immobilize an opponent	[tu: immobilize ən əˈpəʊnənt]	znehybniť súpera
immobilizing lock	[ən immobilizing lɒk]	znehybnenie kĺbu
joint locks	[dʒɔɪnt lɒks]	páky, páčenie
leg sweeps	[leg swi:pz]	podrazenia, podseknutia
legs cannot be employed	[ðə legz ˈkænɒt bi ɪmˈplɔɪd]	nohy nesmú byť použité
method of combat	[ˈmeθəd əv ˈkɒmbət]	metóda boja, spôsob boja
normal range of motion	[ˈnɔ:ml reɪndʒ əv ˈməʊʃn]	normálny rozsah pohybu
Olympic competition	[əˈlɪmpɪk ˌkɒmpəˈtɪʃn]	olympijská súťaž
only the upper body	[ˈəʊnli ðə ˈʌpə ˈbɒdi]	len horná časť tela
opponent	[ən əˈpəʊnənt]	súper
pictographs	[ˈpɪktɒɡrəfs]	piktogramy
practitioners	[ðə ˈpræktɪtʃənəz]	cvičenci
prescribed rules	[ˈpriːskraɪbd ru:lz]	predpísané pravidlá
sacred forms of wrestling	[ˈseɪkrɪd fɔ:mz əv ˈreslɪŋ]	sakrálne formy zápasenia
shoulder throws	[ˈʃəʊldə ʧrəʊz]	prehody cez chrbát
shoulders to touch the mat	[ðə ˈʃəʊldəz tu: tʌtʃ ðə mæt]	tlačiť lopatky na žinenku
sportive forms	[ˈspɔ:tɪv fɔ:mz]	športové druhy, formy
suffer unconsciousness	[ˈsʌfə ʌnˈkɒŋʃəsnes]	trpieť bezvedomím
sweep	[tu: swi:p]	zamiestť, podmietnuť
sweep the opponent	[tu: swi:p ðə əˈpəʊnənt]	podraziť, podseknúť súpera
takedowns	[teɪkdaʊnz]	porazy
techniques and combinations	[tekˈni:ks ənd ˌkɒmbɪˈneɪʃnz]	techniky a kombinácie
textbook of wrestling	[ˈteksbʊk əv ˈreslɪŋ]	učebnica zápasenia
throws	[ʧrəʊz]	prehody, hody
tomb of Beni-Hassan	[ðə tu:m əv beni-hassan]	náhrobok Beni-Hassana
toss	[tu: tɒs]	hodiť

trips	[trɪpz]	podrazenia, podkopnutia
unbalance an opponent	[tu: ,ʌn'bi:ləns ən ə'pəʊnənt]	vychýliť súpera z rovnováhy
use in combat	[ju:z ɪn 'kɒmbət]	použitie v zápase, v stretnutí, v boji
use legs	[tu: ju:z legz]	použiť nohy
use the legs for sweeps	[ju:z ðə legz fə swi:pz]	použiť nohy pre podrazenia
with modified rules	[wɪð mɒdɪfɪd ru:lz]	s upravenými pravidlami
world sport	[ə wɜ:ld spɔ:t]	svetový šport
wrestling	['reslɪŋ]	zápasenie

## Exercise 1

The words in the sentences have been scrambled. On the lines provided below each sentence, re-write the words of the sentence in the correct order.

1. attempt to force an opponent to submit by using holds throws takedowns trips joint locks or chokes wrestling at its core is an
2. placing an opponent in a danger position holds are attempts to immobilize an opponent by either entangling the limbs or forcing the shoulders to touch the mat
3. head once again forcing the opponent to either surrender or suffer unconsciousness a choke is an attempt to cut off either the air supply or blood supply or both to the
4. the body as a fulcrum a throw is an attempt to toss a person across either the hips or shoulders using
5. unbalance an opponent such as by grabbing both of the legs with the arms once again forcing a fall to the ground a takedown is an attempt to
6. techniques in wrestling that depend on the implementation of these movements there are thousands of
7. that they may use in combat experienced wrestlers of any style therefore have a great number of techniques and combinations
8. both of the opponents legs out forcing a fall to the ground a trip is an attempt by a wrestler to use legs to sweep one or

## Exercise 2

There are letters missing in the text below. Fill-in the blanks with the letters needed to spell each word correctly.

Wrestling, at its core, is an attempt to force an opponent to submit by using holds, throws, takedowns, trips, joint locks, or chokes.  
Holds are attempts to immobilize an opponent by either entangling the limbs or forcing the shoulders to touch the mat, placing an opponent in a danger position.  
A throw is an attempt to toss a person across either the hips or shoulders, using the body as a fulcrum.  
A trip is an attempt by a wrestler to use legs to sweep one or both of the opponent's legs off,



forcing • fall to the ground.

• take down • s • n • attempt to • n • balance • n • opponent, such as by grabbing both of the legs with

the • arms, once • again forcing • fall to the ground.

• joint lock • s • n • immobilizing lock • against • limb of the • opponent, such as the • elbow • or • kn••,

which • attempts to • hyper•extend the • joint beyond • its normal range • of motion, forcing the • opponent to • either • surrender • or • risk losing the • limb.

• choke • s • n • attempt to • cut off • either the • •••• supply • or • blood supply, • or • both, to the • head, once • again forcing the • opponent to • either • surrender • or • suffer • unconsciousness.

There • are • thousands of • techniques • n • wrestling that depend • n • the • implementation • of • these

movements. • experienced wrestlers of • any style, therefore, have • a • great number of • techniques • and • combinations that they may • s • n • combat.

Strikes • or • percussive blows • are • not • allowed • n • sport wrestling, • or • if they • are, such • techniques • are • purely • of • secondary nature, with • throw • or • hold • intended to be the • immobilizing • techniques.

once • blows with fists • or • feet • become the • primary weapon • or • balanced • equally with throws • and

holds, then the • match • either • becomes boxing • or • “•ll-•n” fighting.

Wrestling • exists • n • many forms. There • are • sportive forms, • n • which the • practitioners • attempt to • compete • for • points before • judges • and • most play within • a • set • of • prescribed rules.

Many • of • these • sportive forms • are • unique to • a • particular culture • or • civilization, while • other forms have • gained worldwide • acceptance • and • have • been • introduced • into • olympic competition.

## Exercise 3

Only partial sentences are shown below. Create an ending for each sentence, and re-write the complete sentence on the lines provided below each sentence.

1. Many of these sportive forms are unique to a particular culture or civilization, while.....
2. Combative wrestling is used for self-defense.....
3. Once blows with fists or feet become the primary weapon or balanced equally.....
4. Strikes or percussive blows are not allowed in sport wrestling, or if they are such techniques.....
5. Wrestling.....
6. Contemporary martial arts practitioners use combative forms of wrestling, and the.....
7. There are sportive forms, in which the practitioners attempt to compete.....
8. Sacred forms of wrestling are used as religious.....

## Exercise 4

A number of words have been removed from each sentence and listed below the sentence. Use the listed words to fill the blanks in the sentence.

1. In North America, high school and college students compete \_\_\_ freestyle wrestling tournaments with modified rules, such as changes \_\_\_ the time \_\_\_\_\_ to \_\_\_ an opponent.

A. IN B. ALLOWED C. PIN D. IN

2. Greco-Roman is \_\_\_\_\_.

A. IN B. POPULAR C. EUROPE D. MOST

3. Freestyle wrestling \_\_\_\_\_ competitors to grasp \_\_\_ part of the body and use the \_\_\_\_\_ for sweeps \_\_\_ takedowns.

A. LEGS B. ALLOWS C. ANY D. AND

4. Both \_\_\_\_\_.

A. OLYMPIC B. ARE C. TYPES D. EVENTS

5. There are \_\_\_\_\_ forms of wrestling \_\_\_\_\_ are only used \_\_\_\_\_ secular holidays \_\_\_\_\_ festivals.

A. FOR B. AND C. EVEN D. THAT

6. Both forms of wrestling \_\_\_\_\_ in \_\_\_\_\_ competitors attempt to pin their opponents by forcing the shoulders to \_\_\_\_\_ the mat.

A. ARE B. TOUCH C. THAT D. SIMILAR

7. Freestyle \_\_\_\_\_ is practiced worldwide and \_\_\_\_\_ the \_\_\_\_\_ popular \_\_\_\_\_ of the sport.

A. FORM B. WRESTLING C. MOST D. IS

8. Greco-Roman allows only the upper \_\_\_\_\_ to be \_\_\_\_\_; the legs cannot \_\_\_\_\_ employed to sweep the opponent, nor can they \_\_\_\_\_ touched for grabs or takedowns.

A. BE B. BODY C. USED D. BE

## Exercise 5

In each paragraph below the sentences are out of order. Determine the correct order for the sentences in the paragraph, and write the correct order number for each sentence on the blank space provided.

There are sportive forms, in which the practitioners attempt to compete for points before judges and must play within a set of prescribed rules. Many of these sportive forms are unique to a particular culture or civilization, while other forms have gained worldwide acceptance and have been introduced into Olympic competition. Wrestling exists in many forms.

Combative wrestling is used for self-defense purposes in environments where there are no rules. Contemporary martial arts practitioners use combative forms of wrestling, and the police and military forces of many nations employ wrestling to supplement armed combat.

There are even forms of wrestling that are only used for secular holidays and festivals. Sacred forms of wrestling are used as religious ceremonies or only practiced during religious festivals or holidays.

Extensive descriptions of wrestling techniques in the surviving reliquaries of the Egyptian civilization date back at least to 1500 B.C. From Egypt, in fact, there comes a clear “textbook” of wrestling and fighting methods recovered from the tomb of Beni-Hassan. Various throws, holds, and takedowns are clearly illustrated through pictographs and descriptions. The first written records of the activity come from the Near Eastern civilizations of Babylon and Egypt, East Asia (China), and South Asia (India).

## Exercise 6

All of the capital letters, periods and commas have been removed from the text below. Use your red correction pen to write the capital letters, periods and commas where they belong. The answer bank at the end of the text shows how many capital letters, periods and commas have been removed from the text.

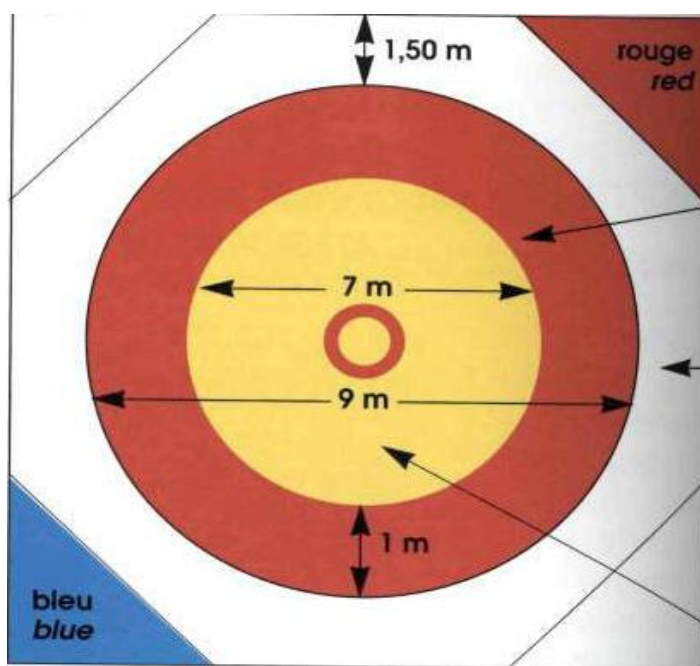
two official amateur wrestling systems exist today that may be defined as international styles because they have attempted to impose a rule structure that is uniform in application and that is intended to allow wrestlers from all nations to participate: greco-roman and freestyle wrestling both types are olympic events freestyle wrestling allows competitors to grasp any part of the body and use the legs for sweeps and takedowns greco-roman allows only the upper body to be used; the opponent nor can they be touched for grabs or takedowns both forms of wrestling are similar in that competitors attempt to pin their opponents by forcing the shoulders to touch the mat freestyle wrestling is practiced worldwide and is the most popular form of the sport in north america high school and college students compete in freestyle wrestling tournaments with modified rules such as changes in the time allowed to pin an opponent greco-roman is most popular in europe wrestling has traditionally been a male pursuit but with the close of the twentieth century female wrestling began to receive greater acceptance at the beginning of the twenty-first century it is safe to assume that wrestling will continue to grow in popularity throughout the world the fate of specific cultural forms of wrestling is unknown; perhaps as the world narrows into a global village these forms of wrestling will cease to be practiced yet even with this possibility the growth of wrestling as a world sport and method of combat will continue

## Basic equipment in wrestling

**zápasnícka hala** – wrestling hall – ['reslɪŋ hɔ:l]  
**zápasnícka miestnosť** – wrestling room – ['reslɪŋ ru:m]  
**zápasnícka žinienka** – wrestling mat – ['reslɪŋ mɛt]  
**stred žinienky** – center of the mat – ['sentər əv ðə mɛt]  
**modrý roh (žinienky)** – blue corner – [blu: 'kɔ:nə]  
**červený roh (žinienky)** – red corner – [red 'kɔ:nə]  
**zóna pasivity** – pasivity zone – [pasivity zəʊn]  
**zápasnícke topánky** – wrestling shoes – ['reslɪŋ ʃu:z]  
**zápasnícky dres** – wrestling costume – ['reslɪŋ 'kɒstju:m]  
**suspensor** – elastic supporter – [ɪ'léstɪk sə'pɔ:tə]  
**váha** – weight scale – [weɪt skeɪl]

**dres** – singlet – [singlet]

**šatňa** – dressing room - ['dresɪŋ ru:m]



Wrestling mat



Wrestling costume



Wrestling shoes

## Motor skills and techniques in wrestling

- pretočenie so skríženým záberom nôh** – ankle lace – [ˈčɛŋkl leɪs]  
**páka na ruku** – arm bar – [ɑ:m bɑ:]  
**záber paže** – arm control – [ɑ:m kənˈtrəʊl]  
**prítrh, strh za pažu** – arm drag – [ɑ:m drɛɡ]  
**prehod cez chrbát so záberom rúk** – arm throw – [ɑ:m ʧrəʊ]  
**záber trupu** – body lock – [ˈbɒdi lɒk]  
**prehod točenou záručou** – body slam – [ˈbɒdi slɛm]  
**zmeniť chmat** – change grip – [tʃeɪndʒ ɡrɪp]  
**kombinácia chmatov** – combination of holds – [ˌkɒmbɪˈneɪʃn əv həʊldz]  
**kontakt** – contact – [ˈkɒntækt]  
**protichmat** – counter-hold – [ˈkaʊntə həʊld]  
**prevrátenie so záberom šije a nohy** – cradle – [ˈkreɪdl]  
**kl'úč na nohu** – cross body ride – [krɒs ˈbɒdi raɪd]  
**zakročenie súpera nohou** – back heel – [bɛk hi:l]  
**prelomíť most** – break the bridge – [breɪk ðə brɪdʒ]  
**nebezpečná pozícia** – danger position – [ˈdeɪndʒə pəˈzɪʃn]  
**obrana** – defense – [dɪˈfens]  
**záber nôh súpera rukami** – double leg – [ˈdʌbl leg]  
**poraz súpera za nohy** – double leg tackle – [ˈdʌbl leg ˈtɛkl]  
**podbeh pod pažou** – duck under – [dʌk ˈʌndə]  
**únik** – escape – [ɪˈskeɪp]  
**prehodenie s naložením na šiju** – fireman's carry – [ˈfaɪəmən's ˈkɛəri]  
**stretnutie vo voľnom štýle** – freestyle competition – [ˈfri:staɪl ˌkɒmpəˈtɪʃn]  
**obojuručný Nelson** – full Nelson – [fʊl nelson]  
**stretnutie v grécko-rímskom zápase** – Greco-Roman competition – [ˈrəʊmən ˌkɒmpəˈtɪʃn]  
**parter** – ground position – [ɡraʊnd pəˈzɪʃn]  
**chmat** – grip – [ɡrɪp]

**chmat v parteri** – ground hold – [graʊnd həʊld]  
**polovičný Nelson** – half Nelson – [hɑ:f nelson]  
**záber hlavy** – head control – [hed kən'trəʊl]  
**podkopnutie** – heel – [hi:l]  
**vysoký postoj** – high stance – [haɪ sténs]  
**prehod cez chrbát** – hip headlock throw – [hɪp 'hedlɒk ʧrəʊ]  
**chmat** – hold – [həʊld]  
**zakázaný chmat** – illegal hold – [ɪ'li:gl həʊld]  
**hákovanie** – hook – [hʊk]  
**záber nôh** – leg hold – [leg həʊld]  
**nožničky** – leg scissors – [leg 'sɪzəz]  
**prehra na lopatky** – loss on fall – [lɒs ɒn fɔ:l]  
**povolit' záber** – loosen a grip – ['lu:sn ə grɪp]  
**nízky postoj** – low stance – [ləʊ sténs]  
**zápasnícky postoj** – open stance – ['əʊpən sténs]  
**ubrániť sa chmatu** – parry a grip – ['pɛəri ə grɪp]  
**pasivita** – passivity – [pɛ'sɪvəti]  
**prehodenie s opačným uchopením trupu (kladivo)** – reverse waistlock – [rɪ'vɜ:s waɪstlɒk]  
**pretočenie** – rolling – ['rəʊlɪŋ]  
**poraz so záberom nohy** – single leg tackle – ['sɪŋgl leg 'tɛkl]  
**prehod do záklonu** – souplé – [souplé]  
**zmena postoja** – stance switch – [stæns swɪtʃ]  
**poraz** – takedown – [teɪkdaʊn]



Fireman's carry

**hod, prehod** – throw – [ʧrəʊ]  
**zložiť súpera** – throw down – [θrəʊ daʊn]  
**varovanie** – warning – ['wɔ:nɪŋ]  
**zvít'aziť na lopatky** – win by fall – [wɪn baɪ fɔ:l]  
**zvít'aziť na body** – win by superiority – [wɪn baɪ su:prɪəri'brəti]  
**zápasník** – wrestler – ['reslə]



**zápasenie, zápas, boj** – wrestling – ['reslɪŋ]  
**zápasenie žien** – female wrestling – ['fi:meɪl 'reslɪŋ]  
**zápasenie v parteri** – ground wrestling – [graʊnd 'reslɪŋ]  
**zápasenie v postoji** – standing wrestling – ['stændɪŋ 'reslɪŋ]  
**pasívne zápasenie** – passive wrestling – ['pæsɪv 'reslɪŋ]  
**tradičné zápasenie** – traditional wrestling – [trə'dɪʃənl 'reslɪŋ]  
**zakázaný spôsob boja** – unfair wrestling – [ˌʌn'feə 'reslɪŋ]  
**začiatok stretnutia** – start of the bout – [stɑ:t əv ðə baʊt]  
**prerušenie stretnutia** – stop of the bout – [stɒp əv ðə baʊt]  
**koniec stretnutia** – end of the bout – [end əv ðə baʊt]

Various wrestling systems, both combative and sporting, appeared in the city-states and nations that arose in Europe following the fall of the Roman Empire. For example, in the area of what is today Germany, Austria, and the Czech Republic, as early as the thirteenth century there are indications that knights and men-at-arms used wrestling techniques in hand-to-hand combat.

Later, in the fourteenth and fifteenth centuries, German fighting guilds systematically taught wrestling techniques, known as *Ring*, and disarming techniques, collectively known in German as *Ring am Schwert* (wrestling at the sword), as part of their curricula. The *Fechtbuch* (fighting book) of Hans Talhoffer offers several pages of illustrations on what today would be classified as “getting inside the opponent,” when an unarmed grappler moves within the effective fighting range of a sword or other weapon and removes it from the armed combatant. Several other *Fechtbuchs* from this and later time periods clearly show methods of throwing, takedowns, and armlocks that indicate that wrestling as a combat art was in use in Europe in the Middle Ages.

One exponent of wrestling, Otto the Jew, was apparently so respected in his native Austria that he was even able to transcend the boundaries of anti-Semitism that existed in European societies during this period.

The Italians, as well, developed wrestling styles and grappling systems for combat. In one of the most famous treatises of the late Middle Ages, the Italian master Pierre Monte describes wrestling as the foundation of all fighting, and goes on to state that any form of weapons training must include knowledge of how to disarm. Monte criticizes wrestling techniques of other nations, most notably the Germans, in which he believed the practice of fighting on the ground was dangerous.

This evidence suggests that various schools and theories of wrestling existed in Europe during this time.

In Scandinavia as early as A.D. 700–1100, wrestling called for competitors to grasp their opponents by the waist of their pants and attempt to throw them. The person who fell to the ground first would lose.

This reflected the idea that a person once thrown on a battlefield would be at the mercy of an individual with a weapon. This wrestling tradition eventually became extinct in the Scandinavian countries, but persisted in one of the last outposts to be settled by the Vikings: Iceland. Today, this wrestling variant still exists in the Icelandic sport of *Glima*, an Icelandic word meaning “flash.”

Instead of trousers, participants wear a special belt known as a *climubeltae*, which simulates the wearing of trousers. A *climubeltae* consists of a wide belt worn around the waist with two smaller belts worn around the thighs. Competitors attempt to throw their opponents by grasping the *climubeltae*, and as in the ancient art from which it



descends, the person who falls first or is thrown so as to touch the earth with any part of his body above the knee loses. This art form has been revived in Scandinavia and is practiced at festivals reenacting and celebrating Viking culture around the region.

Farther east, in Russia, wrestling systems developed among indigenous tribes that were later officially adopted as a part of its national culture. The ancient chronicles of the country, most notably the *Lay of Igor's Campaign*, describe warriors using wrestling techniques as part of their training. This would seem to indicate that Russian warriors developed wrestling as an unarmed combat skill for use in battle.

The Mongols invaded Russia in the thirteenth century, and later the Russians reversed this by moving into former Mongol-dominated regions as the Mongolian Empire began to fall apart. This move brought the Russians into contact with many different peoples, many with their own styles of wrestling. As a result, regional styles evolved. For example, traditional Siberian wrestling resembles Japanese sumô and Korean *ssiru'm* in many respects.

Other regions of Russia developed systems very similar to modern Greco-Roman and freestyle. In the 1930s, after the overthrow of the Russian Empire and the building of the Soviet Union, the Russians developed their own form of wrestling for the entire nation: sambo.

Sambo was intentionally created from the native fighting and wrestling techniques of the Russians, those of the more than 300 nationalities of the Soviet Union, and elements of Japanese jûdô. Sport sambo allows throws, holds, leg and arm locks, and takedowns.

Combat variants also exist. Today, even after the demise of the Soviet Union, sambo enjoys international popularity.

The United States developed its own systems of wrestling as well. Many of the early English settlers brought with them their native systems when they settled in the "New World," including Cornish and Cumberland/ Westmorland-style wrestling from England. In the nineteenth century, catch-as-catch-can wrestling, originally from England, became popular in America. Catch-as-catch-can was a combat/sport form of wrestling in which most holds and throws/takedowns were allowed. In this respect, catch-as-catch-can was similar to Greek wrestling at the height of its popularity. Some have even compared it to pankration, although strikes were not allowed.

From this catch-as-catch-can tradition, in the later nineteenth century and the beginning of the twentieth, professional wrestling became an established sport in the country. Wrestlers such as Karl Gotch and "Farmer" Burns often challenged all comers in matches in which participants would wrestle until one surrendered. Unfortunately, however, the sport did not survive, and today the only representative from this "golden age" of American wrestling is the gaudy showmanship and theater of makebelieve "professional" wrestling, currently touted as "sports entertainment." There are attempts to revive the art, however.

Today, there is a form of wrestling known as *pancrase* in Japan that resembles catch-as-catch-can.

Green, T.A. (2001). *Martial arts of the world: An encyclopedia*. Santa Barbara, California. 926p. ISBN 1-57607-150-2.

## New words and expressions

English	Pronunciation	Slovak
catch-as-catch-can wrestling	[kʌtʃ əz kʌtʃ kən 'reslɪŋ]	zápasenie „chyt' ako môžeš“
combative and sporting	['kɒmbətɪv ənd 'spɔ:tɪŋ]	bojové a športové
disarming techniques	[dɪs'a:mɪŋ tek'ni:ks]	techniky bez zbraní
grappling systems for combat	['grɜ:plɪŋ 'sɪstəmz fə 'kɒmbɪt]	system chmatov pre zápas, pre boj
grasp	[tu: gra:sp]	uchopiť
hand-to-hand combat	[hænd tu: hænd 'kɒmbɪt]	boj holými rukami
knowledge of how to disarm	['nɒlɪdʒ əv haʊ tu: dɪs'a:m]	vedomosti ako odzbrojiť
leg and arm locks	[leg ənd a:m lɒks]	páky na nohy a ruky
native fighting and wrestling techniques	[ðə 'neɪtɪv faɪtɪŋ ənd 'reslɪŋ tek'ni:ks]	pôvodné bojové a zápasnícke techniky
professional wrestling	[prə'feʃənl 'reslɪŋ]	profesionálne zápasenie
regional styles	['ri:dʒənl staɪlz]	regionálne, miestne štýly
special belt	[ə 'speʃl belt]	špeciálny opasok
traditional Siberian wrestling	[trə'dɪʃənl sɪberɪən 'reslɪŋ]	tradičné sibírske zápasenie
unarmed combat skill	[ən ʌnɑ:md 'kɒmbɪt skɪl]	bojové zručnosti bez zbrane
various wrestling systems	['veəriəs 'reslɪŋ 'sɪstəmz]	rôzne zápasnícke systémy
wrestling as a combat art	['reslɪŋ əz ə 'kɒmbɪt ɑ:t]	zápasenie ako bojové umenie
wrestling tradition	['reslɪŋ t rə'dɪʃn]	zápasnícka tradícia

## Key

### Exercise 1

1. Wrestling, at its core, is an attempt to force an opponent to submit by using holds, throws, takedowns, trips, joint locks, or chokes.
2. Holds are attempts to immobilize an opponent by either entangling the limbs or forcing the shoulders to touch the mat, placing an opponent in a danger position.
3. A choke is an attempt to cut off either the air supply or blood supply, or both, to the head, once again forcing the opponent to either surrender or suffer unconsciousness.
4. A throw is an attempt to toss a person across either the hips or shoulders, using the body as a fulcrum.
5. A takedown is an attempt to unbalance an opponent, such as by grabbing both of the legs with the arms, once again forcing a fall to the ground.
6. There are thousands of techniques in wrestling that depend on the implementation of these movements.
7. Experienced wrestlers of any style, therefore, have a great number of techniques and combinations that they may use in combat.

8. A trip is an attempt by a wrestler to use legs to sweep one or both of the opponent's legs out, forcing a fall to the ground.

### **Exercise 2**

Wrestling, at its core, is an attempt to force an opponent to submit by using holds, throws, takedowns, trips, joint locks, or chokes.

Holds are attempts to immobilize an opponent by either entangling the limbs or forcing the shoulders to touch the mat, placing an opponent in a danger position.

A throw is an attempt to toss a person across either the hips or shoulders, using the body as a fulcrum.

A trip is an attempt by a wrestler to use legs to sweep one or both of the opponent's legs out, forcing a fall to the ground.

A takedown is an attempt to unbalance an opponent, such as by grabbing both of the legs with the arms, once again forcing a fall to the ground.

A joint lock is an immobilizing lock against a limb of the opponent, such as the elbow or knee, which attempts to hyperextend the joint beyond its normal range of motion, forcing the opponent to either surrender or risk losing the limb.

A choke is an attempt to cut off either the air supply or blood supply, or both, to the head, once again forcing the opponent to either surrender or suffer unconsciousness.

There are thousands of techniques in wrestling that depend on the implementation of these movements. Experienced wrestlers of any style, therefore, have a great number of techniques and combinations that they may use in combat.

Strikes or percussive blows are not allowed in sport wrestling, or if they are, such techniques are purely of a secondary nature, with a throw or hold intended to be the immobilizing technique. Once blows with fists or feet become the primary weapon or balanced equally with throws and holds, then the match either becomes boxing or "all-in" fighting.

Wrestling exists in many forms. There are sportive forms, in which the practitioners attempt to compete for points before judges and must play within a set of prescribed rules.

Many of these sportive forms are unique to a particular culture or civilization, while other forms have gained worldwide acceptance and have been introduced into Olympic competition.

### **Exercise 3**

1. Many of these sportive forms are unique to a particular culture or civilization, while other forms have gained worldwide acceptance and have been introduced into Olympic competition.
2. Combative wrestling is used for self-defense purposes in environments where there are no rules.
3. Once blows with fists or feet become the primary weapon or balanced equally with throws and holds, then the match either becomes boxing or "all-in" fighting.
4. Strikes or percussive blows are not allowed in sport wrestling, or if they are, such techniques are purely of a secondary nature, with a throw or hold intended to be the immobilizing technique.
5. Wrestling exists in many forms.

6. Contemporary martial arts practitioners use combative forms of wrestling, and the police and military forces of many nations employ wrestling to supplement armed combat.
7. There are sportive forms, in which the practitioners attempt to compete for points before judges and must play within a set of prescribed rules.
8. Sacred forms of wrestling are used as religious ceremonies or only practiced during religious festivals or holidays.

#### Exercise 4

1. In North America, high school and college students compete [in] freestyle wrestling tournaments with modified rules, such as changes [in] the time [allowed] to [pin] an opponent.
2. Greco-Roman is [most] [popular] [in] [Europe].
3. Freestyle wrestling [allows] competitors to grasp [any] part of the body and use the [legs] for sweeps [and] takedowns.
4. Both [types] [are] [Olympic] [events].
5. There are [even] forms of wrestling [that] are only used [for] secular holidays [and] festivals.
6. Both forms of wrestling [are] [similar] in [that] competitors attempt to pin their opponents by forcing the shoulders to [touch] the mat.
7. Freestyle [wrestling] is practiced worldwide and [is] the [most] popular [form] of the sport.
8. Greco-Roman allows only the upper [body] to be [used]; the legs cannot [be] employed to sweep the opponent, nor can they [be] touched for grabs or takedowns.

#### Exercise 5

S-2 There are sportive forms, in which the practitioners attempt to compete for points before judges and must play within a set of prescribed rules.

S-3 Many of these sportive forms are unique to a particular culture or civilization, while other forms have gained worldwide acceptance and have been introduced into Olympic competition.

S-1 Wrestling exists in many forms.

S-2 Combative wrestling is used for self-defense purposes in environments where there are no rules.

S-1 Contemporary martial arts practitioners use combative forms of wrestling, and the police and military forces of many nations employ wrestling to supplement armed combat.

S-2 There are even forms of wrestling that are only used for secular holidays and festivals.

S-1 Sacred forms of wrestling are used as religious ceremonies or only practiced during religious festivals or holidays.

S-2 Extensive descriptions of wrestling techniques in the surviving reliquaries of the Egyptian civilization date back at least to 1500 B.C. From Egypt, in fact, there comes a

clear “textbook” of wrestling and fighting methods recovered from the tomb of Beni-Hassan.

S-3 Various throws, holds, and takedowns are clearly illustrated through pictographs and descriptions.

S-1 The first written records of the activity come from the Near Eastern civilizations of Babylon and Egypt, East Asia (China), and South Asia (India).

### **Exercise 6**

Two official amateur wrestling systems exist today that may be defined as international styles because they have attempted to impose a rule structure that is uniform in application and that is intended to allow wrestlers from all nations to participate: Greco-Roman and freestyle wrestling.

Both types are Olympic events.

Freestyle wrestling allows competitors to grasp any part of the body and use the legs for sweeps and takedowns.

Greco-Roman allows only the upper body to be used; the opponent, nor can they be touched for grabs or takedowns.

Both forms of wrestling are similar in that competitors attempt to pin their opponents by forcing the shoulders to touch the mat.

Freestyle wrestling is practiced worldwide and is the most popular form of the sport. In North America, high school and college students compete in freestyle wrestling tournaments with modified rules, such as changes in the time allowed to pin an opponent.

Greco-Roman is most popular in Europe. Wrestling has traditionally been a male pursuit,

but with the close of the twentieth century, female wrestling began to receive greater acceptance.

At the beginning of the twenty-first century, it is safe to assume that wrestling will continue to grow in popularity throughout the world.

The fate of specific cultural forms of wrestling is unknown; perhaps as the world narrows into a global village these forms of wrestling will cease to be practiced yet even with this possibility the growth of wrestling as a world sport and method of combat will continue.

# Appendix

## Irregular verbs

Infinitive	Pronunciation	Past Tense	Pronunciation	Past Participle	Pronunciation	Slovak
cost	[kɒst]	cost	[kɒst]	cost	[kɒst]	stát' (cena)
cut	[kʌt]	cut	[kʌt]	cut	[kʌt]	rezať, strihať
hit	[hɪt]	hit	[hɪt]	hit	[hɪt]	udrieť
hurt	[hɜ:t]	hurt	[hɜ:t]	hurt	[hɜ:t]	raniť, uraziť
let	[let]	let	[let]	let	[let]	nechať
put	[ 'pʊt ]	put	[ 'pʊt ]	put	[ 'pʊt ]	položiť
read	[ ri:d ]	read	[ red ]	read	[ red ]	čítať
shut	[ʃʌt]	shut	[ʃʌt]	shut	[ʃʌt]	zatvorit'
begin	[bɪ'gɪn]	began	[bɪ'gæn]	begun	[bɪ'gʌn]	začať
drink	[drɪŋk]	drank	[dræŋk]	drunk	[drʌŋk]	piť
ring	[rɪŋ]	rang	[ræŋ]	rung	[rʌŋ]	zvoniť
run	[rʌn]	ran	[ræn]	run	[rʌn]	bežať
sing	[sɪŋ]	sang	[sæŋ]	sung	[sʌŋ]	spievať
swim	[swɪm]	swam	[swæm]	swum	[swʌm]	plávať
bring	[brɪŋ]	brought	[ 'brɔ:t ]	brought	[ 'brɔ:t ]	priniest'
buy	[baɪ]	bought	[ 'bɔ:t ]	bought	[ 'bɔ:t ]	kúpiť
catch	[kæʃ]	caught	[ 'kɔ:t ]	caught	[ 'kɔ:t ]	chytiť
fight	[faɪt]	fought	[ 'fɔ:t ]	fought	[ 'fɔ:t ]	bojovať
teach	[ti:tʃ]	taught	[tɔ:t]	taught	[tɔ:t]	učiť, vychovávať
think	[ 'θɪŋk ]	thought	[ 'θɔ:t ]	thought	[ 'θɔ:t ]	myslieť
break	[breɪk]	broke	[brəʊk]	broken	[ 'brəʊkən ]	zlomiť
choose	[tʃu:z]	chose	[tʃəʊz]	chosen	[ 'tʃəʊzən ]	vybrať si
drive	[draɪv]	drove	[drəʊv]	driven	[ 'drɪvən ]	šoférovať
eat	[i:t]	ate	[et]	eaten	[ 'i:tən ]	jesť
fall	[fɔ:l]	fell	[fel]	fallen	[ 'fɔ:lən ]	padať
forget	[fə'get]	forgot	[fə'gɒt]	forgotten	[fə'gɒtən]	zabudnúť
give	[gɪv]	gave	[geɪv]	given	[gɪvən]	dať
ride	[raɪd]	rode	[rəʊd]	ridden	[ 'rɪdən ]	jazdiť
rise	[raɪz]	rose	[rəʊz]	risen	[ 'rɪzn ]	dvíhať sa
speak	[spi:k]	spoke	[spəʊk]	spoken	[ 'spəʊkən ]	hovoriť
steal	[sti:l]	stole	[stəʊl]	stolen	[ 'stəʊlən ]	kradnúť
take	[teɪk]	took	[tʊk]	taken	[ 'teɪkən ]	vziať
wake	[weɪk]	woke	[wəʊk]	woken	[ 'wəʊkən ]	zobudiť sa
write	[ 'raɪt ]	wrote	[rəʊt]	written	[ 'rɪtən ]	písať
become	[bɪ'kʌm]	became	[bɪ'keɪm]	become	[bɪ'kʌm]	stať sa
come	[kʌm]	came	[keɪm]	come	[kʌm]	prísť
do	[du:]	did	[dɪd]	done	[dʌn]	robiť
go	[gəʊ]	went	[ 'went ]	gone	[gɒn]	ísť
draw	[drɔ:]	drew	[dru:]	drawn	[drɔ:n]	táhať
fly	[flaɪ]	flew	[flu:]	flown	[fləʊn]	letieť
grow	[grəʊ]	grew	[gru:]	grown	[grəʊn]	rásť
know	[nəʊ]	knew	[nju:]	known	[nəʊn]	vedieť
sew	[səʊ]	sewed	[səʊd]	sewn	[səʊn]	šiť
wear	[weə]	wore	[wɔ:]	worn	[wɔ:n]	nosiť na sebe

feel	[fi:l]	felt	[felt]	felt	[felt]	cítit'
feed	[fi:d]	fed	[fed]	fed	[fed]	kŕmit'
get	[ˈget]	got	[ˈgɒt]	got	[ˈgɒt]	dostať
have	[hæv]	had	[hæd]	had	[hæd]	mať
hear	[hə]	heard	[hɜ:d]	heard	[hɜ:d]	počuť
hold	[həʊld]	held	[held]	held	[held]	držať
leave	[li:v]	left	[left]	left	[left]	odísť, opustiť
make	[ˈmeɪk]	made	[ˈmeɪd]	made	[ˈmeɪd]	robiť
mean	[mi:n]	meant	[ment]	meant	[ment]	znamenať
meet	[mi:t]	met	[met]	met	[met]	stretnúť
pay	[peɪ]	paid	[peɪd]	paid	[peɪd]	platiť
send	[send]	sent	[sent]	sent	[sent]	poslať
shine	[ʃaɪn]	shone	[ʃɒn]	shone	[ʃɒn]	svietiť
sit	[sɪt]	sat	[sæt]	sat	[sæt]	sediť
sleep	[sli:p]	slept	[slept]	slept	[slept]	spať
stand	[stænd]	stood	[stʊd]	stood	[stʊd]	stáť
say	[ˈseɪ]	said	[ˈsed]	said	[ˈsed]	povedať
tell	[tel]	told	[təʊld]	told	[təʊld]	told
understand	[ˌʌndəˈstænd]	understood	[ˌʌndəˈstʊd]	understood	[ˌʌndəˈstʊd]	rozumieť
build	[bɪld]	built	[bɪlt]	built	[bɪlt]	staváť
find	[faɪnd]	found	[faʊnd]	found	[faʊnd]	nájsť
keep	[ki:p]	kept	[kept]	kept	[kept]	držať
learn	[lɜ:n]	learnt	[lɜ:nt]	learnt	[lɜ:nt]	ucíť sa
sell	[sel]	sold	[səʊld]	sold	[səʊld]	predať
win	[wɪn]	won	[wʌn]	won	[wʌn]	vyhrať
lose	[lu:z]	lost	[lɒst]	lost	[lɒst]	stratiť
be	[bi]	was, were	[wɒz, wɜ:]	been	[bi:n]	byť
can, could	[kæn, kʊd]	could	[kʊd]	been able	[bi:n ˈeɪbəl]	môcť
see	[ˈsi:]	saw	[ˈsɔ:]	seen	[ˈsi:n]	vidieť



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