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English for Slovak Sports Experts

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Phonetic Symbols

Consonants

	General English ¹	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]	skrížiť
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	[ðət s ɔ:l]	to je všetko
s	see	['si:]	start	[sta:t]	štart
z	zoo	[zu:]	zone	[zəʊn]	zóna
ʃ	shoe	[ʃu:]	shoot	[ʃu:t]	striel'at'
ʒ	vision	['vɪʒn]	decision	[dɪ'sɪʒn]	rozhodnutie
h	hat	[hæt]	hop	[hɒp]	poskok
m	man	[mæn]	move	[mu:v]	pohyb
n	now	[nau]	net	[net]	siet'
ŋ	sing	[sɪŋ]	swing	[swɪŋ]	švih
l	leg	[leg]	line	[lain]	čiara
r	red	[red]	racket	['rækɪt]	raketa
j	yes	[jes]	yachting	['jɒtɪŋ]	jachting
w	wet	[wet]	win	[wɪn]	vyhrat'

Vowels and diphthongs

	General English ²	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	['ta:git]	ciel', terč

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

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

v	got	[gɒt]	British English	shot	[ʃɒt]	vrh
ɔ:	saw	['sɔ:]		scoring	['skɔ:rɪŋ]	skóre
ʊ	put	['put]		foot	[fʊt]	chodidlo
u	actual	['æktʃuəl]		actual	['æktʃuəl]	skutočný
u:	too	[tu:]		move	[mu:v]	pohyb
ʌ	cup	[kʌp]		jump	[dʒʌmp]	skok
ɜ:	fur	[fɜ:]		turn	[tɜ:n]	otáčka
əʊ	go	[gəʊ]	British English	coach	[kəʊtʃ]	tréner
oʊ	go	[gou]	American English	throw	['θrəʊ]	hod
aɪ	my	[mai]		style	[stail]	spôsob
ɔɪ	boy	[bɔɪ]		buoy	[bɔɪ]	bója
aʊ	now	[nau]		counter	['kaʊntə]	proti zvrat
ɪə	near	[nɪə]	British English	wire	['waɪə]	drôt
eə	hair	[heə]	British English	pair	[peə]	pár
ʊə	pure	[pjʊə]	British English	cure	[kjʊə]	liečiť

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'mənɪʃn]	napomínajúci
advocate	['ædvəkeɪt]	hlásit'
affection	[ə'fekʃn]	náklonnosť
affirmation	[,æfə'meɪʃn]	tvrdenie
approach	[ə'prəʊtʃ]	priblížiť sa
attain	[ə'teɪn]	dosiahnuť
attainment	[ə'teɪnmənt]	úspech v snažení
avoidable	[ə'veɪdəbəl]	nie nevyhnutný
be aware	[bi ə'weə]	byť si vedomý
calmly	['kɑ:mli]	pokojne
careful	['keəful]	starostlivý
caring	['keərɪŋ]	starostlivý
cater	['keɪtə]	starať sa
circumstance	['sɜ:kəmstəns]	okolnosť
climate	['klaimət]	klíma
combat	['kɒmbæt]	bojovat', boj proti
complement	['kɒmplɪmənt]	doplňovať
curiosity	[,kjʊərɪ'ɒsɪtɪ]	zvedavosť
deprecating	['deprəkeɪtɪŋ]	kritizujúci
derive	[dɪ'raɪv]	odvodiť
devastating	['devəsteɪtɪŋ]	zničujúci
disaffection	[,dɪsə'fekʃn]	odcudzenie
emotionally	[ɪ'meʊʃənəlɪ]	citovo
emphasise	[emfəsaɪs]	zdôrazniť, zdôrazňovať
enable	[ɪ'neɪbl]	umožniť
encounter	[ɪn'kaʊntə]	stretávať sa
ensure	[ɪn'sʊə]	zaistíť
equity	['ekwɪtɪ]	spravodlivosť
extrinsic	[ek'strɪnsɪk]	vonkajší
failure	['feɪljur]	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:tns]	význam
incompatible	[,ɪn'kəm'pætəbl]	nezlučiteľný
influence	['influeəns]	vplyv
insistence	[ɪn'sistəns]	naliehanie
interactive	[,ɪntə'ræktyv]	interaktívny
intrinsic	[ɪn'trɪnsɪk]	vnútorný
kindness	['kaindnəs]	láska
lack	[læk]	nedostatok

lesson	[ˈlesn̩]	vyučovanie, hodina
likely	[ˈlaɪkli]	pravdepodobne
marginalised	[mɑ:dʒənəl,laɪzd]	vytláčaný na okraj
matter	[ˈmætə]	záležitosť
minor	[ˈmaɪnə]	menší
mixture	[ˈmɪkstʃə]	zmes
offer	[ˈɒfə]	ponúknut'
order	[ˈɔ:də]	poriadok
organisational	[,ɔ:gənai'zeiʃnəl]	organizačný
painful	[ˈpeɪnfəl]	bolestivý
perceive	[pə'si:v]	vnímať
pervade	[pə'veɪd]	prestúpiť,šíriť sa
progress	[prə'gres]	pokrok
prolonged	[prə'lɔŋd]	dlhotrvajúci
provide	[prə'veɪd]	poskytnúť
purposeful	[ˈpɜ:pəsfəl]	cieľavedomý
readily	[ˈredɪli]	ochotne
reassurance	[,riə'ʃu:rəns]	uistenie
rely	[rɪ'lai]	spoliehať sa
remark	[rɪ'ma:k]	poznámka
reprimand	[rɪ'prɪmə:nd]	pokarhat'
self-esteem	[self i'sti:m]	sebavedomie
self-respect	[self rɪ'spekt]	sebaúcta
sense	[sens]	zmysel
solicitous tenderness	[sə'lɪsɪtəs 'tendənəs]	starostlivá neha
steady	[ˈstedi]	stály
stem	[stem]	prameniť
strenuous	[ˈstrenjuəs]	usilovný
success	[sək'ses]	úspech
supportive	[sə'pɔ:tɪv]	podporujúci
sympathetic	[,sɪmpə'θetɪk]	prívetivý
task-oriented	[ta:sk ˈɔ:rɪəntɪd]	orientovaný na úlohy
undermine	[,ʌndə'maɪn]	podkopat', oslabiť
unpleasant	[ʌn'pleznt]	nepríjemný
vulnerable	[ˈvʌlnərəbl̩]	zraniteľný
warm	[wɔ:m]	vrelý
warmth	[wɔ:mθ]	vrelost', vrúcnosť'
warrant	[ˈwɔrənt]	zaručiť
waste	[weɪst]	premárnit'
way	[wei]	spôsob
whiteboard	['waɪtbɔ:d]	tabuľa
withdraw	[wɪð'drɔ:z]	odstupovať
worthwhile	[wɜ:θwail]	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 larg-ly deve-ops from the pupils seeing by your actions that you are a com-entent tea-her, and that you care about their progress by plan-ing and con-ucting effective lessons and carrying out your vario-s ta-ks with commitment.

In addition, you convey in your dealings with pupils, both during whole-class teaching and in your interact-ions wi-h individual-s, that you respect each pupil as an individual who has individual and pers-nal n-eds.

G-o-d rappo-t st-ms from conveying to pupils that you understand, share and value their perspective, as individuals, on a wh-le ran-e of matte-s and experi-nces, academic, social and personal: for example, expr-ssing sympa-hy 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 recipro-ated in their res-ect for you, and your understanding of their perspe-tives recipro-ated in their understanding of yours.

The skills involved in establishing a climate of m-tual respe-t and rapport are highly prized in schools, as they also have a ma-or im-act 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.

3. 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:

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

Fixed expressions on classroom climate

English	Pronunciation	Slovak
be of immense importance	[bi əv ɪ'mens ɪm'pɔ:tns]	mať nesmierny význam
careful attention to organisational matters	['keəfʊl ə'tenʃn tə ɔ:gənai'zeiʃnl 'mætəz]	starostlivá pozornosť venovaná organizačným záležitosťiam
circumstances make them vulnerable	['sɜ:kəmstənsɪz 'meɪk ðəm 'vʌlnərəbl]	okolnosti ich robia zraniteľnými
classroom climate	['klæsru:m 'klaimət]	klíma triedy
emotionally high-risk activity	[ɪ'məʊʃənəli 'haɪrɪsk æk'trɪvəti]	citovo vysoko riziková aktivita
experience difficulties	[ɪk'spiəriəns 'dɪfɪkəltɪz]	zažiť ťažkosti
for their own sake	[fə ðeər əʊn seɪk]	v ich vlastnom záujme
outstanding teachers	[,aʊt'stændɪŋ 'ti:tʃəz]	vynikajúci učitelia
relationship being two-way	[rɪ'leɪʃnʃɪp 'bɪxŋ 'tu: weɪ]	obojsmerný vzťah
sense of order	[sens əv 'ɔ:də]	zmysel pre poriadok
solicitous tenderness	[sə'lɪsɪtəs '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 ɪn 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 ɪn wɪtʃ ðə 'ti:tʃə 'emfəsaɪzɪz ðə ni:d tə 'meɪk]	spôsob akým učiteľ zdôrazňuje potrebu urobit'
way of combating the feelings of disaffection or isolation	['wei əv 'kɒmbætɪŋ ðə 'fi:liŋz 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.

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

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
 - 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
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'tʃɪv]	dosiahnut'
adjust	[ə'dʒʌst]	upravit'
adjustment	[ə'dʒʌstmənt]	nastavenie
aids	[eɪdz]	pomôcky
aim	[eɪm]	ciel'
alter	['ɔ:ltə]	zmeniť, prispôsobiť
appearance	[ə'priərəns]	vystúpenie, dojem, vzhľad
appropriate	[ə'prəʊpriət]	hladkost'
appropriate for	[ə'prəʊpriət fo:]	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'veɪd]	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'tribju: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, mekɪŋ]	rozhodovanie
defuse	[dɪ'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'fektɪvнs]	efektívnosť
effort	[e'fət]	úsilie
elaborate	[ɪ'læbə'reɪt]	vypracovať
elicit	[ɪ'lɪsɪt]	vyvolat'
encouragement	[ɪn'kʌrɪdʒmənt]	povzbudenie
engage	[ɪn'geɪdз]	zaangažovať
essence	['esns]	podstata
establish	[ɪ'stæblɪʃ]	vytvoriť, založiť
evaluation	[ɪ,vælju'eɪʃn]	ohodnotenie
evidence	['evidəns]	dôkaz
execute	['eksɪkju:t]	vykonat', predviest' výkon
expectation	[ɪk'spekt'eɪʃn]	očakávanie, nádej
experience	[ɪk'spiəriəns]	skúsenosť
expertise	[ɪk'spɜ:z'ti:z]	odbornosť
explanation	[ɪk'splə'neɪʃn]	vysvetlenie
extend	[ɪk'stend]	rozšíriť
extend	[ɪk'stend]	rozšíriť
facilitate	[fə'sɪlɪteɪt]	zjednodušovať
feedback	['fɪ: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]	zdokonalíť, zlepšovať
in good time	[ɪn ɡʊd 'taɪm]	načas
in relation	[ɪn rɪ'leɪʃn]	vo vzťahu
include	[ɪn'klu:d]	zahŕňať
intend	[ɪn'tend]	mieniť, hodlat'
interest	['intrəst]	záujem
interplay	['ɪntəpleɪ]	súhra
investigation	[ɪn'vestɪ'geɪʃn]	vyšetrovanie, pátranie
involvement	[ɪn'velvɪmənt]	angažovanosť, vklad
involvement	[ɪn'velvɪmənt]	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	['ma:kɪŋ]	známkovanie
match	[mætʃ]	ladíť, hodíť sa k sebe
misbehaviour	[ˌmɪsbeɪ'heɪvɪə]	nemiestne správanie
mutual	['mju:tʃuəl]	vzájomný
note	[nəʊt]	poznamenať
observable	[əb'zɜ:vəbəl]	pozorovateľný, zjavný
occur	[ə'kɜ:]	objavíť sa
opponent	[ə'pəʊnənt]	súper
opportunity	[ˌɒpə'tju:nɪti]	príležitosť
order	[ɔ:də]	poriadok
organise	['ɔ:gənaɪz]	organizovať
outcome	['autkʌm]	výsledok
overall	[,əʊvə'rɔ:l]	vcelku
pace	[peɪs]	krok, tempo
particularly	[pə'tɪkjʊləli]	zvlášť
pitch	[pɪtʃ]	nasadená úroveň
precision	[prɪ'sɪʒn]	precíznosť
pre-empt	[pri: 'empt]	predísť
prepare	[pri'peə]	pripraviť
primarily	['praɪmərəli]	predovšetkým
prompt	[prɒmpt]	presný, okamžitý
punishments	['pʌnɪʃmənts]	potrestanie
pupil	['pju:pɪ]	žiak
purposeful	[pɜ:psfəl]	cieľavedomý

rapport	[ræ'pɔ:ʃən]	vztah
reflection	[ri'fleksjɔn]	odraz, reflexia
regarding	[ri'ga:dīŋ]	týkajúci sa, s ohľadom na
regularly	['regjuləli]	pravidelne
relaxed	[ri'lækst]	uvolnený
reprimands	['reprema:ndz]	pokarhanie, napomenutie
require	[ri'kwaɪə]	žiadať, vyžadovať, požadovať
resource	[ri'zɔ:s]	zdroj, zásoba
respect	[ri'spekt]	uznanie, úcta
responsibility	[ri,spɒnsə'biliti]	zodpovednosť
return	[ri'tɜ:n]	vrátiť
review	[ri'vju:]	preskúmavat'
rule	[ru:l]	pravidlo
select	[sɪ'lekt]	vybrať si
self-assured	[self ə'sjuəd]	sebaistý
self-confidence	[self 'kɒnfɪdəns]	sebavedomie
self-esteem	[self ɪ'sti:m]	sebaúcta, hrdosť
sensitivity	[sensə'tiviti]	citlivosť
shortcoming	['ʃɔ:tkaʊmɪŋ]	nedostatok
simultaneously	[sɪm'lɪteɪnɪəsli]	zosúladene
skilful	['skɪlfəl]	zručný, šikovný, pohotový
smooth	[smu:ð]	hladký
smoothness	[smu:ðnəs]	hladkosť
source	[sɔ:s]	prameň, zdroj
stage	[steɪdʒ]	javisko
suitable	['sʊ:təbl]	primeraný, vhodný
summative	[samətɪv]	zlučujúci
support	[sə'pɔ:t]	podporovať
sustain	[sə'steɪn]	udržať
task-oriented	[task-orientated]	na úlohy orientovaný
thorough	['θʌrə]	svedomitý, dôkladný
transitions	[træn'zɪʃn̩z]	prechod, zmena
underpin	[ʌndə'pɪn]	podopriť
undertaken	[ʌndə'teɪkən]	podnikat'
unlike	[ʌn'laɪk]	na rozdiel
useful	[ju:sfəl]	prospešný, užitočný
variety	[və'raɪəti]	rozmanitosť
whenever	[wen'evə]	hoci kedy, kedykoľvek
widely	['waɪdli]	naširoko

Exercise 1

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

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

your knowledge
misbehaviour
between
attitude
climate
in mind
pupils
management
skills
aims
teaching skills
outcomes
pupils' attention
action
pupils' progress
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 ‘eɪbəl 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	[,eksplə’neɪʃnəz ə mætʃt tə ‘pju:płz ni:dz]	vysvetľovanie je prispôsobené potrebám žiakov
extend knowledge	[ɪk’stend ‘nɒlɪdʒ]	rozšíriť vedomosti
facilitate activities	[fə’siliteɪt æk’trɪvətɪz]	zjednodušovať činnosti
foster pupils' learning	[‘fəstər ‘pju:płz ‘lɜ:nɪŋ]	podporovať učenie žiakov
learning outcomes	[‘lɜ:nɪŋ ‘autkʌmz]	učebné výsledky
maintain pupils' attention, interest and involvement	[mem’teɪn ‘pju:płz ə’tenʃn ‘intrəst ənd ɪn’vɒlvmənt]	udržať pozornosť, záujem a zaangažovanosť žiakov
pre-empt misbehaviour	[pri: ‘empt ,mɪsbi’heɪvɪə]	predísť nemiestnemu správaniu
returned in good time	[rɪ’tɜ:nd ɪn ɡʊd ‘taɪm]	vrátiť načas
setting up a learning activity	[‘setɪŋ ʌp ə ‘lɜ:nɪŋ æk’trɪvəti]	naplánovať 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:pł rɪ’leɪʃnɪps]	vzťahy učiteľ – žiak
underpinning skills	[,ʌndə’pɪnɪŋ skilz]	podporujúce zručnosti

Key

Exercise 1

teaching	skills
distinction	between
observable	action
extending	your knowledge
essential	teaching skills
educational	aims
learning	outcomes
managing	learning activities
engaging	pupils
classroom	climate
maintain	pupils' attention
positive	attitude
assessing	pupils' progress
be borne	in mind
lesson	management
pre-empt	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'kwaɪəd]	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	[dɪ'fɪʃnsi]	nedostatok
dependent	[dɪ'pendənt]	závislý
derived from opium	[dɪ'raɪvd frəm 'əʊpiəm]	získané z ópia
designed	[dɪ'zaɪnd]	určený na účel
drug abuse	[drʌg ə'bju:s]	drogová závislosť
ephedrine	[e'fe,drɪn]	efedrín
harmful	['ha:mфəl]	škodlivý
heroine	['herəuɪn]	heroín
immune	[ɪ'mju:n]	imúnný
methadone	['meθədəʊn]	metadon
morphine	['mɔ:fɪ:n]	morfín
needle	['ni:dл]	ihla
nicotine	['nikətɪ:n]	nikotín
physical performance	['fizikl pə'fɔ:məns]	fyzická výkonnosť
previously removed from	['pri:vɪəslɪ rɪ'mu:vd frɒm]	skôr odobrané
primarily concerned	['praimərəli kən'sɜ:nd]	pôvodne sa týkala
prior	['praɪə]	aplikovať pred
prohibited substances	[prə'hɪbitɪd 'sʌbstənsɪz]	zakázané látky
provides background information	[prə'veɪdз 'bækgraund, ɪnfə'meɪʃn]	poskytuje základné informácie
restrictions	[rɪ'strɪkʃnз]	obmedzenia
syndrome	['sɪndrəʊm]	syndróm
testosterone	[te'stɒstərəʊn]	testosterón
weary muscles	['wiəri 'mʌsзz]	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'diktɪv]	návykový
alertness	[ə'lɜ:tнəs]	čulosť, ostražitosť
anabolic steroids	[ænə'bɒlɪk 'sterɔɪdz]	anabolické steroidy
anxiety	[æn'zaiəti]	úzkost'
asthma	['æsmə]	astma
beta blockers	['bi:tə blɒkəz]	beta blokátory
blood doping	[blʌd 'dəʊpɪŋ]	krvný doping
breast shrinkage	[brest 'ʃrɪnkɪdʒ]	zmrštenie prs
calm	[kɑ:m]	pokoj
cardiac arrest	['ka:dɪæk ə'rest]	zástava srdca
corticosteroids	[kɔ:tɪk'o'ste'rɔɪdz]	kortikosteroidy
counterproductive	[,kaʊntəprə'dʌktɪv]	majúci opačná účinok
cramps	[kræmps]	kŕč
decrease	[dɪ'kri:s]	znížiť
dehydration	[di:'haɪdrieɪʃn]	odvodnenie
delay	[dɪ'lei]	odložiť, oddialiť
diuretics	[,daɪju'retɪks]	močopudné
endurance sports	[ɪn'djuərəns spɔ:ts]	vytrvalostné športy
fatigue	[fə'ti:g]	únavu
foster infections	['fɒstər ɪn'fekʃnz]	podporiť infekciu
glucose intolerance	['glu:kəʊs ɪn'tɒlərəns]	neznášanlivost' glukózy
increase	[ɪn'kri:s]	zvýšiť
induce	[ɪn'dju:s]	privoditi'

irritability	[,ɪrɪtə'bɪlɪti]	podráždenosť
loss of sodium and potassium	[lɒs əv 'səʊdiəm ənd pə'tæsiəm]	strata sodíka s draslíka
menstrual irregularity	['menstruəl ɪ,regju'lærɪti]	menštruačná nepravidelnosť
narcotic analgesics	[nɑ:k'totɪk ,ænəl'dʒi:zɪks]	omamné analgetiká
overdose	['əʊvədəʊs]	predávkovanie
pituitary-and adrenal-gland dysfunction	[pɪ'tju:itəri ənd ə'dri:nl glænd ,dɪs'fəŋkʃən]	porušená funkcia hypofýzy a nadobličky
re injecting	[ri: in'dʒektiŋ]	opäťovné vstrekovanie
red blood cells	[red blæd selz]	červené krvinky
restlessness	['restləsnəs]	nepokoj
retard healing	[rɪ'ta:d 'hi:liŋ]	spomalené hojenie
severe	[sɪ'veɪə]	vážny, kritický
steady	['stedi]	ustálený
stimulants	['stimjʊlənts]	povzbudzujúce
testicular atrophy	['testɪkəl 'ætrəfi]	atrofia semenníkov
unsupervised injections	[ʌn'su:pəvaɪzd in'dʒekʃonz]	injekcie bez dohľadu
worsening	['wɜ:sənɪŋ]	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	[blɪstə]	pľuzgier
bone fracture	[bəʊn 'fræktʃə]	zlomenina
bruises	['bru:zɪz]	modrina, sinka
cut	[kʌt]	rezná rana
exercise-related problems	['eksəsaɪz - rɪ'leɪtɪd 'prɒbləmz]	problémy súvisiace s cvičením
free from disease	[fri: frəm dɪ'zi:z]	zdravý
joint dislocation	[dʒɔɪnt, dɪslə'keɪʃn]	vykľbenie
less likely	[s 'laɪkli]	menej pravdepodobné
medical condition	['medɪkl kən'dɪʃn]	zdravotný stav
overuse injury	[,əʊvə'ju:z 'ɪndʒəri]	zranenie z nadmerného použitia
pace yourself	[peɪs jɔ:'self]	nastaviť vlastné tempo
participate in	[pa:'tɪsɪpeɪt ɪn]	zúčastniť sa na
regular exercise program	['regjulər 'eksəsaɪz 'prəʊgræm]	pravidelný cvičebný program
regular medical examination	[regjulər 'medɪkl ɪg'zæmɪ'nætɪʃn]	pravidelné lekárske vyšetrenie
scrapes	[skreɪps]	škrabnutie
shin splint	[ʃɪn splɪnt]	zápal okostice
sprain	[spreɪn]	vytknutie (nohy)
strain	[streɪn]	natiahnuť
treadmill	['tredmɪl]	bežiaci pás
vigorous exercise	['vɪgərəs '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	['dizɪnəs]	závrat
drowsiness	['draʊzɪnəs]	ospalost'
fainting	['feɪntɪŋ]	mdloba
frostbite	['frɒstbaɪt]	omrzlina

glossy	[ˈglɒsɪ]	lesklý
humid	[ˈhju:mɪd]	vlhký, mokrý
hyperventilation	[haɪpə'ventɪleɪʃn]	zrýchlené dýchanie
hypothermia	[hiptə'θermɪə]	podchladenie
layer	[ˈleɪə]	vrstva
muff	[mʌf]	rukávnik, muf
muscle condition	[mʌsl ˈkən'dɪʃn]	stav svalov
muscle spasms	[mʌsl ˈspæzəm]	svalový kŕč
muscle sprain	[mʌsl ˈsprain]	natiahnutie svalov
nausea	[nɔ:sɪə]	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 ˈspæzəm]	uvolniť kŕč
shivering	[ˈsɪvərɪŋ]	chvenie
subsides	[səb'saɪdz]	ustupuje
tight muscles	[taɪt ˈmʌsɪz]	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

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



Perform an ankle roll exercise

Task analysis

- a. Stand erect, arms at sides, feet shoulder-width apart.
- b. Slowly rise up onto toes, and then lower until feet are flat on floor.
- c. 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.
- d. Return to starting position.
- e. Repeat exercise 3 times: gradually increase to 6 repetitions.



Perform sit-ups

Task analysis

- a. Lie on floor with knees bent.
- b. Clasp hands behind head.
- c. Come up to a sitting position.
- d. 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

- a. Assume a seated position with legs straight and straddled as wide as possible.
- b. Place hands around one ankle or foot.
- c. Slowly pull chin toward knee.
- d. Hold stretch for 5 seconds. Do not bounce.
- e. 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'tɔ:nət 'krɒsɪŋ ðə legz]	striedať prekrižovanie nôh
ankle rotation exercise	['æŋkəl rəʊ'teɪʃn 'eksəsaɪz]	krúživý pohyb členku
arch backward	[ɑ:tʃ 'bækwəd]	zakloniť sa
arms at sides	[a:mz ət saɪdz]	rukы v pripažení
as far apart as	[əz fa:r ə'pa:t æz]	čo najďalej (od seba)
assume a supine position	[ə'sju:m ə 'su:pain pə'zɪʃn]	lahnúť 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	[ka:vz stretʃ 'eksəsarz]	natiahnutie lýtok
clasp the knee	[kla:sp ðə ni:]	zovriet' koleno
creeping position	['kri:pɪŋ pə'zɪʃn]	podpor kľačmo
drop the chest to the floor	[drɒp ðə tʃest tə ðə flɔ:]	sputnite hrud' k podlahe (kľuk)
extend arms	[ɪk'stend ə:mz]	vystrieť paže
feet shoulder – width apart	[fi:t 'ʃəuldə wɪtθ ə'pa:t]	stoj rozkročmo na šírku ramien
feet slightly apart	[fi:t 'slartli ə'pa:t]	chodidlá mierne od seba
grasp partner's hands	[gra:sp 'pa:tnerz hændz]	uchopit' partnerove ruky
hips	[hɪps]	boky
hold	[həʊld]	výdrž
keep legs straight	[ki:p legz streɪt]	nohy vystreté
keep motion smooth	[ki:p 'məʊʃn smu:ð]	vykonat' plynulý pohyb
keep the knees bend	[ki:p ðə ni:z bend]	nechaj kolená pokrčené
large circle	[la:dʒ 'sɜ:kɪ]	veľký oblúk
lean forward	[li:n 'fɔ:wəd]	predklon
legs spread	[legz spred]	vystreté dolné končatiny
lying position	['laɪŋ pə'zɪʃn]	ľah
perform	[pə'fɔ:m]	vykonat'
physical assistance	['fɪzɪkl ə'sɪstəns]	priama pomoc (taktilná)
place hands on either side of the head	['pleɪs hændz ɒn 'aɪðə saɪd əv ðə hed]	dať ruky po stranach hlavy
provide	[prə'veɪd]	poskytnúť
pull the chin toward knee	[pul 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 chodidel
roll feet outward	[rəʊl fi:t 'autwəd]	postaviť sa na prednú časť

		chodidiel
shoulder warm-up	[ʃəʊldə 'wɔ:,məp]	rozcvičenie ramien
side-stretch	[saɪdstretʃ]	strečing do strán
sitting position	['sɪtɪŋ pə'zɪʃn]	sed
sit-up	[sɪtʌp]	sed-l'ah
stand erect	[stænd ɪ'rekt]	stoj vzpriamene
stand facing a wall	[stænd 'feɪsɪŋ ə wɔ:l]	postaviť sa čelom k stene
straddle pull exercise	['straedl pul 'eksəsaɪz]	strečing v stoji rozkročnom
straddle stretch exercise	['straedl stretʃ 'eksəsaɪz]	strečing v sede roznožmo
straighten knees	['streɪtɪŋ ni:z]	vystrieť kolená
swing one arm	[swɪŋ wʌn ə:m]	švihnut' jednou pažou
wrist warm-up	[rɪst 'wɔ:,məp]	rozcvičenie zápästia

New words and expressions

English	Pronunciation	Slovak
arms backward	[a:mz 'bækwəd]	zapažiť
arms downward	[a:mz 'daunwəd]	pripažiť
arms forward	[a:mz 'fɔ:wəd]	predpažiť
arms sideward	[a:mz 'saɪdwəd]	upažiť
arms upward	[a:mz 'ʌpwəd]	vzpažiť
basic position	['beɪsɪk pə'zɪʃn]	základná poloha
bridge	[brɪdʒ]	most
combined grasp on the horizontal bar	[kəm'baimd gra:sp ɒn ðə hɔrɪ'zɒntl ba:]	dvojhmat na vysutej hrazde
cross grasp on the horizontal bar	[krɒs gra:sp ɒn ðə hɔrɪ'zɒntl ba:]	krížny nadhmat na vysutej hrazde
crouch	[kraʊtʃ]	drep
forward horizontal stand	['fɔ:wəd hɔrɪ'zɒntl stænd]	váha predklonmo
front support	[frʌnt sə'pɔ:t]	vzpor ležmo, podpor vpredu
handstand	['hændstænd]	stojka na rukách
hurdle	['hɜ:dɪ]	prekážkový sed
L seat	[el si:t]	sed znožmo
L-support	[el sə'pɔ:t]	prednos
lying on back	['laɪŋ ɒn 'bæk]	l'ah vzadu
outside grip on the parallel bars	[,aʊt'saɪd grɪp ɒn ðə 'pærəlel ba:z]	vonkajší úchop paralelných bradiel
overgrasp on the horizontal bar	['əʊvəgrāsp ɒn ðə hɔrɪ'zɒntl ba:]	nadhmat na vysutej hrazde
prone position	[prəʊn pə'zɪʃn]	l'ad vpredu
reward horizontal stand	[rɪ'wɔ:d hɔrɪ'zɒntl stænd]	váha úklonmo
rotated grasp on the parallel bars	[rəʊ'teɪtɪd grā:sp ɒn ðə 'pærəlel ba:z]	vnútorný úchop paralelných bradiel
side split	[saɪd splɪt]	sed roznožný bočne, rozštep
squat	[skwɒt]	podrep

stag jump	[stæg dʒʌmp]	jelení skok, dial'kový skok skrčením prednožmo
straddle	['straedl]	stoj rozkročný, roznožit'
straddle seat	['straedl si:t]	prednos roznožmo
tailor seat	['teɪlə si:t]	turecký sed skrižmo
toe stand	[təʊ stænd]	výpon
trunk-bending forwards	[trʌŋk'bendɪŋ 'fɔ:wədz]	vodorovný predklon
undergrasp on the horizontal bar	['ʌndəgra:sɒn ðə 'hɔrɪ'zɒntl bɑ:]	podhmat na vysutej hrazde
upright kneeling position	['ʌprait 'ni:liŋ 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.

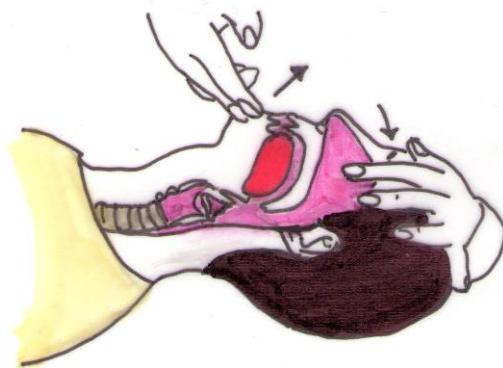


The recovery position

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 **mouth-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 or 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 brið aut]	vydýchnut'
cardiac massage	['ka:dɪæk 'mæsæs:ʒ]	masáž srdca
casualty	[kæzvəlti]	zranený človek
cautiously	['kɔ:sfəslɪ]	opatrne
clammy skin	['klæmi skin]	lepkavá koža
compression	[kəm'preʃn]	stláčanie
condition	[kən'diʃn]	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'veiʃn]	zdvihnut', zvýšiť
elevation	[,elɪ'veiʃn]	zdvíhanie
emergency	[ɪ'mɜ:dʒənsi]	stav núdze
evidence	['evɪdəns]	fakt,
firmly	['fɜ:mlɪ]	pevne
force	[tə fɔ:s]	donútiť
gum shield	[gʌm ʃi:ld]	chránič úst, d'asien
internal damage	[ɪn'tɜ:nl 'dæmɪdʒ]	vnútorné poškodenie
layers	['leɪəz]	vrstvy
life-threatening injury	[laɪf 'θretnɪŋ 'ɪndʒəri]	život ohrozujúce zranenie
loosen any tight clothing	[tə 'lu:sn 'eni tæt 'kləʊðɪŋ]	uvolniť tesné oblečenie
nausea	['nɔ:siə]	nevoľnosť
obvious obstructions	['ɒbviəs əb'strʌkʃn]	jasné prekážky
raise	[tə reɪz]	zdvihnut'
recovery position	[ðə ri'kʌvəri pə'zɪʃn]	stabilizačná poloha
scrape	[tə skreɪp]	vyškrabat'
seal	[tə si:l]	pevne zatvorit'
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 'sterɔɪl ɡɔ:z]	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]	zabalit'

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:sɪv tɛp]	lepiaca páska
apply an ointment	[ə'plar ən 'ɔɪntmənt]	použiť mast'
apply/put a plaster	[ə'plai /'put ə 'pla:stə]	použiť náplast'
bandage	['bændɪdʒ]	obväz
be in a plaster	[bi ɪn ə 'pla:stə]	byť v sadre
capsule	['kæpsju:l]	kapsula
check	[tʃek]	kontrola
cotton wool	['kɒtn 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	[həv/teɪk ən eks reɪ]	röntgenovať
injection	[ɪn'dʒekʃn]	injekcia
insect bite	['ɪnsekt baɪt]	pohryznutie hmyzom
medical examination	['medɪkl ɪg,zæmɪ'næʃn]	lekárske vyšetrenie
ointment	['ɔɪntmənt]	mast', krém
pills	[pɪlz]	tabletka
plaster	['pla:stə]	náplast'
prescription	[prɪ'skrɪpʃn]	predpis
put a bandage on bruise	['put ə 'bændɪdʒ ɒn bruz]	dat' obväz na modrinu
put/have a plaster cast	[put/həv ə 'pla:stə ka:st]	použiť sadrový odliatok
scissors	['sɪzəz]	nožnice
sling	[slɪŋ]	trojrohová šatka
sterile gauze	['sterɪl ɡɔ:z]	sterilná gáza
stethoscope	['steθəskəup]	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'kili:z 'tendən]	Achillova päta
armpit	['a:mpit]	podpažie
bowels	['bauəlz]	črevá
deaf	[def]	hluchý
digestion	[dr'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	[pə'stɪərɪə pɑ:t]	zadná časť
sinew	['sɪnju:]	šl'acha
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
Head 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- prižmúriť 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
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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

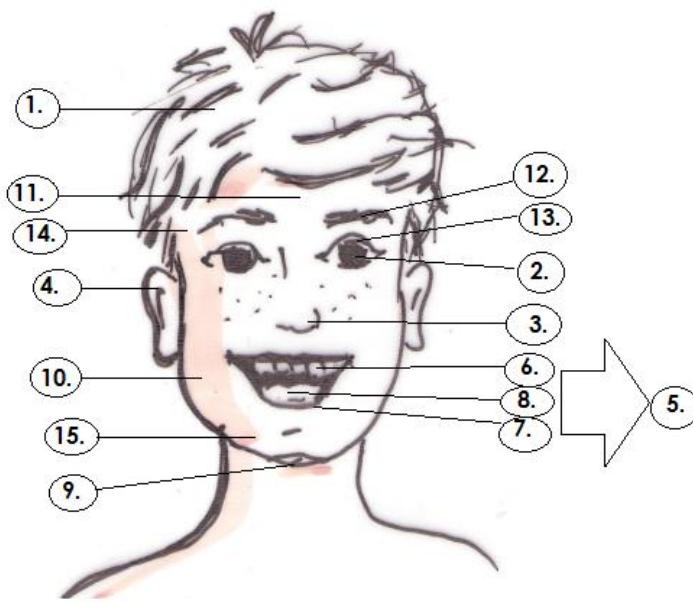
Foot

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.

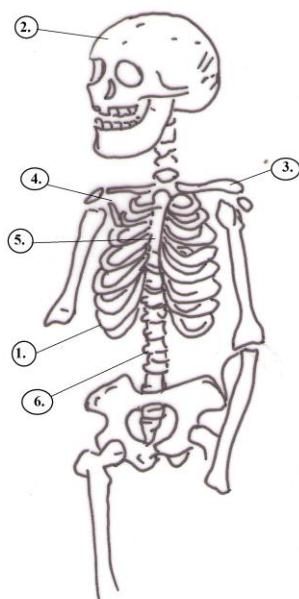
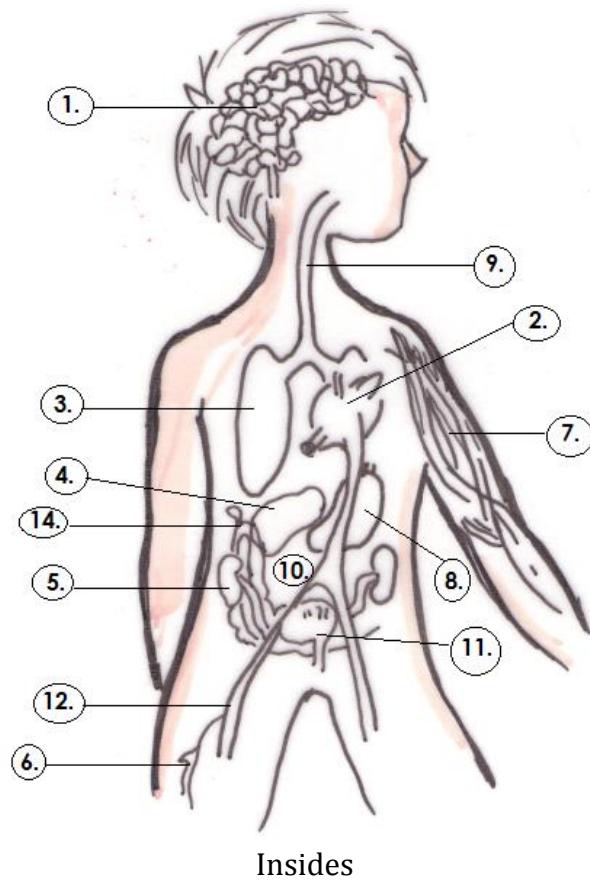
Exercise 3

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



Skeleton

Exercise 4

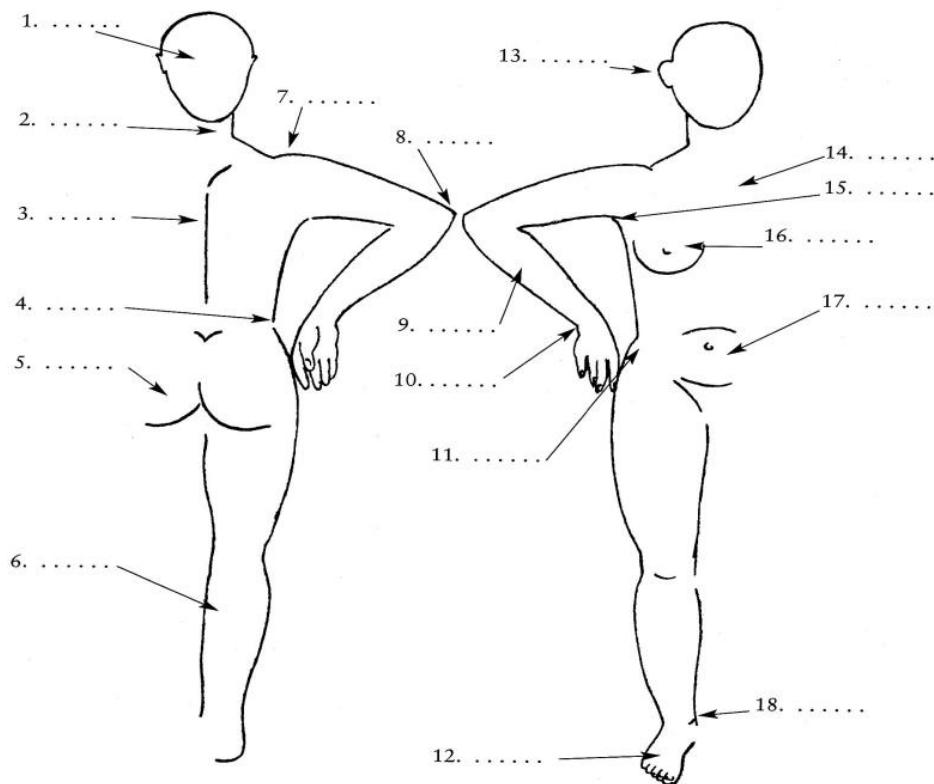
Match the beginning of the sentence on the left with the endings on the right

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

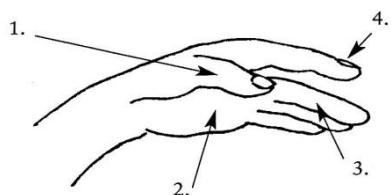


Exercise 6

Match the words and pictures

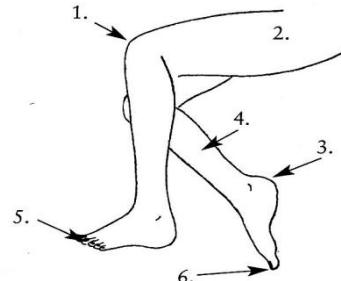
a

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	['a:tərɪz ənd veɪnz]	artérie a žily
break down	[breɪk daʊn]	rozkladat'
breathing tubes	['bri:ðɪŋ tju:bz]	dýchacia trubica, vzdušnica
carbon dioxide	['ka:bən daɪ'ɒksaɪd]	kysličník uhličitý
cells	[selz]	bunky
circulatory system	[sɜ:kjə'leɪtəri 'sɪstəm]	obehový systém
digestive system	[dɪ'gestɪv 'sɪstəm]	tráviaci, zažívaci 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'spirətɔri 'sɪstəm]	dýchací systém
skeletal system	['skelətl 'sɪstəm]	kostrový systém
spinal cord	['spaɪnl kɔ:d]	miecha
tendons	['tendənz]	šl'achy
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 you 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'veɪd]	vyhnúť sa
considerable	[kən'sɪdərəbl̩]	značný
develop	[dɪ'veləp]	rozvíjať
efficiency	[ɪ'fɪʃn̩sɪ]	výkonnosť
endurance	[ɪn'djuərəns]	vytrvalosť
entire body	[ɪn'taɪə 'bɒdɪ]	celé telo
improvement	[ɪm'pru:vmənt]	zlepšenie
include - contain	[ɪn'klu:d - kən'teɪn]	zahŕňať - obsahovať
maintain	[meɪn'teɪn]	udržovať
perform	[pə'fɔ:m]	predvíest', vykonať
posture	['pəstʃə]	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

1. 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
2. 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
3. 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	icho
14	chest	hrud'
15	armpit	podpazušie
16	breast	hrudník/prsia
17	stomach	žalúdok/brucho
18	ankle	členok

Exercise 6

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

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
 3 000 gallons = 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	[bælənst 'daɪət]	vyvážená strava
blood pressure	[blʌd 'preʃə]	krvný tlak
cancer	['kænsə]	rakovina
diseases	[dr'zi:zɪz]	ochorenie
fatigue	[fə'ti:g]	únavu
function properly	['fʌŋkʃn 'prɔpəri]	riadne funguje
heredity	[hɪ'redɪti]	dedičnosť
muscle tense	['mʌsl̩ tens]	svalové napätie
personal appearance	['pɜ:sənl̩ ə'pɪrəns]	osobný vzhľad
regardless	[rɪ'ga:dləs]	bez ohľadu na
thigh	[θai]	stehno
trunk	[trʌŋk]	trup
ulcer	['ʌlsə]	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	dosiahnut'	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

Gallagher, R. - Fountain, S. - Gee, L. 1997. Physical education through diagrams. Oxford: Oxford University Press

Omrčen, D. (2000). English for kinesiology. Zagreb: Fakultet za fizičku kulturu

Sveučilišta u Zagrebu. 288 s. ISBN 953-6378-23-X.

Oxford advanced learners dictionary. (1995). Oxford: Oxford University press. 1428 p.

Key

Exercise 2

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

quarrel	hádať 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]	predpokladat'
bad luck	[bæd lʌk]	smola, nešťastie
commitment	[kə'mɪtmənt]	záväzok, odhodlanie, oddanost'
compete	[kəm'pi:t]	súťažiť
composure	[kəm'pəʊzə]	vyrovnanosť, pokoj
consistent	[kən'sistənt]	dôsledný
counsellor	['kaʊnsələ]	poradca
credible	[kredəbl̩]	vierohodný, spol'ahlivý
decision	[dr'siʒn̩]	rozhodnutie
dedication	[dədɪ'keɪʃn̩]	oddanost'
desire	[dr'zaiə]	túžba
diverse	[dər'ves̩]	rozmanitý
enrich	[ɪn'rɪt̩]	obohatiť
exhilaration	[ɪg'zilə'reiʃn̩]	nadšenie
expect	[ɪk'spekt̩]	očakávať
frustrate	[frʌ'streɪt̩]	sklamat'
impartial	[ɪm'pɑ:ʃl̩]	nestranný
judge	[dʒʌdʒ]	sudca
knowledgeable	[nɒlɪdʒəbl̩]	informovaný, zasvätený
lead	[li:d̩]	vedenie
leadership role	[lɪ:dəʃɪp rəʊl̩]	vedúce postavenie
loser	[lu:zə]	porazený
mistake	[mɪ'steɪk̩]	chyba

oncoming	[ˈɒnkʌmɪŋ]	prichádzajúci
outright	[ˈautraɪt]	úplný
parent substitute	[ˈpeərənt ˈsʌbstɪtju:t]	náhradný rodič
perceive	[pə'si:v]	vnímať
performance	[pə'fɔ:məns]	výkon
punish	[ˈpʌnɪʃ]	(po)trestať
quest	[kwest]	túžba, hľadanie, pátranie
readiness	[ˈredɪnəs]	pripravenosť
recognize	[ˈrekəgnaɪz]	uznať, rozoznať
recruiter	[rɪ'kru:tə]	ten, čo robí nábor
reputation	[rɪ'pju:tɪʃn]	dobrá povest'
ridicule	[rɪ'dɪkju:l]	zasmiešniť
sabotage	[sæbə'ta:ʒ]	sabotovať, prekazit'
sacrifice	[sækri'fais]	obet'
self-doubt	[self-daut]	seba pochybovanie
spectator	[spek'teɪtə]	divák
stamp	[stæmp]	pečiatka
strive	[straɪv]	usilovať sa, snažiť sa
subordinate	[sə'bɔ:dɪneɪt]	podriadiť, podriadovať
supportive	[sə'pɔ:tɪv]	podporujúci
teammates	[tɪ'mmeɪts]	spoluhráč
tend	[tend]	mať tendenciu
thrill	[θrɪl]	vzrušenie
tough	[tʌf]	tážký
trustworthiness	[ˈtrʌstwɜ:ðɪnəs]	dôveryhodnosť
unanimous	[ju:næniməs]	jednomysel'ny
vehicle	[vɪ:kɪl]	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	lose
building	substitute
winners	influence
loser	judge
quest	sport
leadership	decisions
readiness	role
bad	success
spectator	win
parent	to compete
positive	luck
tough	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-ediatly, however. Success requires athletes be coached to develop some specific, per-onal at-itutes. Six such attitudes have been identified by Robert Goodwin, S-ccer 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-ty 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	[a:t əv 'kəʊtʃɪŋ]	umenie trénovať
be anxious to show their abilities in competition	[bi 'æŋkʃəs tə ʃəu ðeər ə'bilətiz ɪn ,kɒmpə'tɪʃn]	túžiť prejavíť sa v súťaži
be punished for	[bi 'pʌnɪʃt fɔ:z]	byť (po)trestaný za
be ridiculed for	[bi 'rɪdɪkju:ld fɔ:z]	byť zosmiešňovaný za
beyond their control	[bɪ'jɒnd ðeə kən'trəul]	mimo ich kontrolu
consistent hard training	[kən'sɪstənt hɑ:d 'trenɪŋ]	dôsledný tvrdý tréning
create a supportive atmosphere	[kri:eɪt ə sə'pɔ:tɪv 'ætməsfɪə]	vytvárať podporujúcu atmosféru (prostredie)
developing the desire to have fun	[dɪ'veləpɪŋ ðə dɪ'zaiə tə həv fʌn]	rozvíjať túžbu baviť sa
free of fear	[fri: əv fɪə]	bez strachu
give soccer a chance	[gɪv 'sɒkər ə tʃa:ns]	daj futbalu šancu
impartial judge	[ɪm'pa:ʃl dʒʌdʒ]	nestranný sudca
knowledgeable about soccer	[nɒlɪdʒəbl ə'baut 'sɒkə]	informovaný o futbale, zasvätený futbalu, vedieť vel'a o futbale
lose their composure	[lu:z ðeə kəm'pəuzə]	strácajú svoju vyrovnanosť
most prized outcome of sport	[məʊst praɪzd 'autkʌm əv spɔ:t]	najcennejší výsledok športu
natural part of the learning process	[nætʃrəl pa:t əv ðə 'lɜ:nɪŋ 'prəʊses]	prirodzená súčasť procesu učenia
oncoming cold	['ɒnklʌmɪŋ kəuld]	prichádzajúca zima
outright bad luck	['aʊtrətɪt bæd lʌk]	úplná smola, nešťastie
parent substitute	['peərənt 'sʌbstɪtju:t]	náhradný rodič
personal development	['pɜ:sənl dɪ'veləpmənt]	osobný rozvoj
quest for success	[kwest fə sək'ses]	túžba po úspechu
readiness to compete	['redɪnəs tə kəm'pi:t]	pripravenosť súťažiť
share a commitment	[ʃeər ə kə'mɪtmənt]	zdiel'at' záväzok
spectator sport	[spek'teɪtə spɔ:t]	divácky šport
take the lead	[teɪk ðə li:d]	prevziat' vedenie (prevezmi vedenie!)
tend to worry	[tend tə 'wʌri]	mať tendenci obávať sa,

the most important attitude coaches can teach tough decisions and sacrifices	[ðə məʊst ɪm'pɔ:tnt 'ætɪtju:d 'kəʊtʃɪz kən tɪ:tʃ] [tʌf dr'sɪzɪz ənd 'sækrifɪsɪz]	robit' si starosti najdôležitejší postoj, akému môžu tréneri učiť ťažké rozhodnutia a obete
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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:vd]	schválený
Association of Technical and Sporting Activities of the Slovak Republic	[ə,səʊʃn'eiʃn əv 'teknikl ənd 'spɔ:tɪŋæk'tivətɪz əv ðə 'sləuvæk rɪ'pʌblɪk]	Združenie technických a športových činností regiónov Slovenskej republiky
Confederation of Slovak Sports federations	[kən,fedə'reiʃn əv 'sləuvæk spɔ:ts ,fedə'reiʃnz]	Konfederácia športových zväzov Slovenskej republiky
Council of Europe Anti - Doping Convention	['kaʊnsl əv 'juərəp 'ænti 'dəʊpɪŋ kən'venʃn]	Rada Európy - Medzinárodný dohovor proti dopingu v športe
dealing with	['di:liŋ wið]	zaoberať sa
Directorate General for Sport of the Slovak Ministry of Education	[dɪ'rektərət 'dʒenrəl fə spɔ:t əv ðə 'sləuvæk 'mɪnɪstri əv ,edʒu'keiʃn]	Sekcia štátnej starostlivosti o šport
European Convention of violence	[,juərə'piən kən'venʃn əv 'vaiələns]	Európsky dohovor o násilí a neviazanosti divákov počas športových podujatí, a najmä na futbalových zápasoch
European Sport Charter fostering international co-operation	[ðə ,juərə'piən spɔ:t 'tʃa:tə] ['fəstəriŋ ,intə'næʃnəl kəu,pə'reiʃən]	Európska Charta športu podpora medzinárodnej spolupráce
in accordance with the Slovak decentralization policy	[ɪn ə'kɔ:dns wið ðə 'sləuvæk ,di:sentrələr'zeiʃn 'pɒləsi]	v súlade s politikou decentralizácie
issuing sports legislation	['ɪʃu:ɪŋ spɔ:ts ,ledʒɪ'sleɪʃn]	vydáva (prijíma) športovú legislatívu
legislative acts	['ledʒɪslətɪv ækts]	zákonodarný proces
lottery funds	['lɒtəri fʌndz]	loterijné fondy
Ministry of Education	['mɪnɪstri əv ,edʒu'keiʃn]	Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky
National Council approved the Law on Public Sport and	[ðə 'næʃnəl 'kaʊnsl ə'pru:vd ðə lɔ:r ɒn 'pʌblɪk spɔ:t ənd]	Zákon č. 479/2008 Z.z. o organizovaní verejných

Tourist Events precautions	'tuərɪst ɪ'vents pri'kɔ:sʃnz	telovýchovných podujatí, športových podujatí a turistických podujatí
nationwide non-governmental sport organisations	['neɪʃnwaɪd nan,gəvərn'mentəl spɔ:t ɔ:gənə'zeɪʃən]	celoštátne mimovládne športové organizácie
non - governmental sport organisation	[nɒn -,gʌvnɪŋ'mentl spɔ:t ɔ:gənə'zeɪʃən]	mimovládna športová organizácia
Olympic symbols providing	[ə'lɪmpɪk 'sɪmblz prə'veɪdɪŋ]	olympijské symboly poskytujúci
Regional and local self-administration in sport regulations	['ri:dʒənl ənd 'ləukl self-əd,miːnɪ'streɪʃn] [,regju'leɪʃnz]	regionálna a miestna samospráva v športe nariadenia
related to the field of sport	[rɪ'leɪtɪd tə ðə fi:ld əv spɔ:t]	súvisiaci s oblast'ou športu
Slovak Olympic Committee	['sləʊvæk ə'lɪmpɪk kə'mіtɪ]	Slovenský olympijský výbor
Slovak Republic	['sləʊvæk rɪ'pʌblɪk]	Slovensko (Slovenská republika)
spread the ideals	[tə spred ði aɪ'dɪəlz]	šíriť myšlienky
The law on state funding of physical culture	[ðə lɔ:r ɒn steɪt 'fʌndɪŋ əv 'fɪzɪkl ˈkʌltʃə]	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 'æθli:ts]	vrcholoví športovci
unique umbrella organisation	[ju:'ni: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 alsoarticles 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 wasby 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 directlyby the Ministry of Interior and the Ministry of Defense.
8. Since 2002, competencies in accordance with the Slovak decentralization policy have consistently beento 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 whichservices 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 educational 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 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-Discrimination Convention no. 256/93.

Exercise 4

Correct all underlined words.

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 national 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

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	R	legislation
	the ability to do sth. well:		
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.
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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	['ba:skitbɔ:l 'pleɪə]	hráč basketbalu
body fat	['bɔdi fæt]	telesný tuk
bodybuilder	['bɔdi 'bɪldə]	kulturista
championship	['tʃæmpiənʃɪp]	šampionát
competition	[kəmpə'tɪʃn]	súťaž
court	[kɔ:t]	ihrisko
direction	[dɪ'rekʃn]	smer
disease	[dɪ'zi:z]	ochorenie
endurance	[ɪn'djuərəns]	vytrvalosť
exercise	['eksəsaɪz]	cvičenie
fitness	['fɪtnəs]	telesná kondícia
flexibility	[fleksə'biliti]	flexibilita
force	[fɔ:s]	sila
game	[geɪm]	hra, zápas
golfer	['gɔlfə]	hráč golfu
grasping	['gra:spɪŋ]	uchopenie
gymnast	['dʒimnæst]	gymnasta
health	[helθ]	zdravie
heart attack	[ha:t ə'tæk]	infarkt
hopping	['hɔpiŋ]	poskakovanie
injury	['ɪndʒəri]	zranenie
judo	['dʒu:də]	džudo
kinesiology	[kɪnə'si:a:lədʒi]	kineziológia
movement	['mu:vmənt]	pohyb
performance	[pə'fɔ:məns]	výkonnosť
racquetball	['rækət, bɔl]	raketbal
reaching	['ri:tʃɪŋ]	dosiahnutie
rehabilitation	[,ri:ə'bili'teɪʃn]	rehabilitácia
rhythm	['rɪðəm]	rytmus
rules	[ru:lz]	pravidlá
running	['rʌniŋ]	beh
skills	[skɪlz]	schopnosti
skipping	['skɪpiŋ]	preskakovanie
soccer player	['sɒkə 'pleɪə]	hráč futbalu
sport	[spɔ:t]	šport
strength	[streŋθ]	sila
teammate	['ti:mmeɪt]	spoluhráč
therapeutic	[θerə'pju:tɪk]	terapeutický
throwing	['θrəuŋ]	hádzanie
timing	['taimɪŋ]	načasovanie
training	['trenɪŋ]	tréning
walking	['wɔ:kiŋ]	chôdza

Fixed expressions on sports kinesiology

English	Pronunciation	Slovak
bodily appearance	[ˈbɒdəli əˈpɪərəns]	fyzický vzhľad
physical activity	[ˈfɪzɪkl ækˈtɪvəti]	fyzická aktivita
physical education	[ˈfɪzɪkl ˌedʒuˈkeɪʃn]	telesná výchova
sport sciences	[spɔ:t ˈsaɪənsɪz]	vedy o športe
weight training	[weɪt ˈtreɪnɪŋ]	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-ements 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

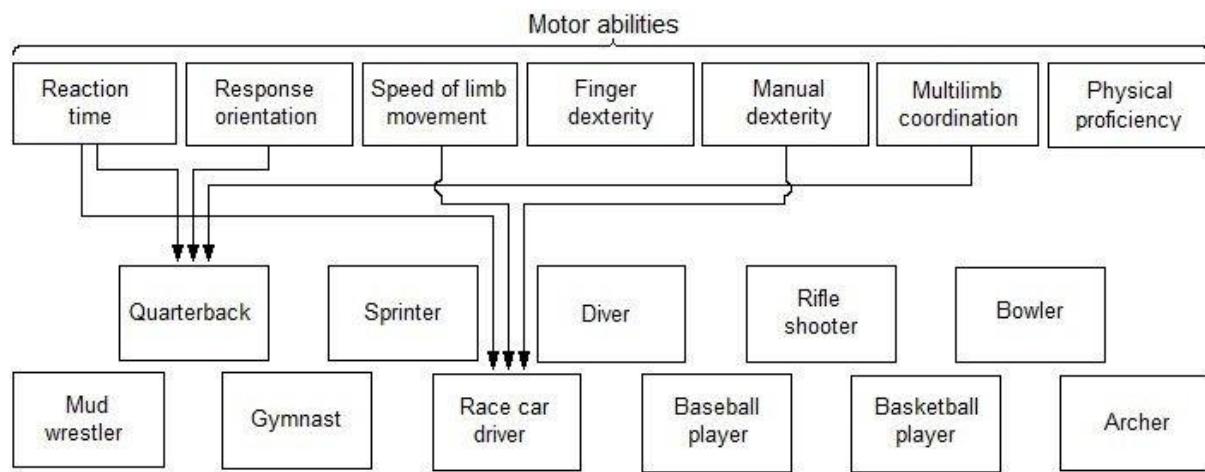
Match the definition in Column I with the word it defines in Column II

	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	['gɔlfə]	hráč golfu
nonconscious	[nɒn'kɒnʃəs]	nevedomý
performance	[pə'fɔ:məns]	výkonnosť
practice	['præktsɪ]	prax
skill	[skil]	schopnosť
sport	[spɔ:t]	šport

Fixed expressions on sports kinesiology

English	Pronunciation	Slovak
deliberate practice	[dɪ'libərət 'præktsɪ]	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...

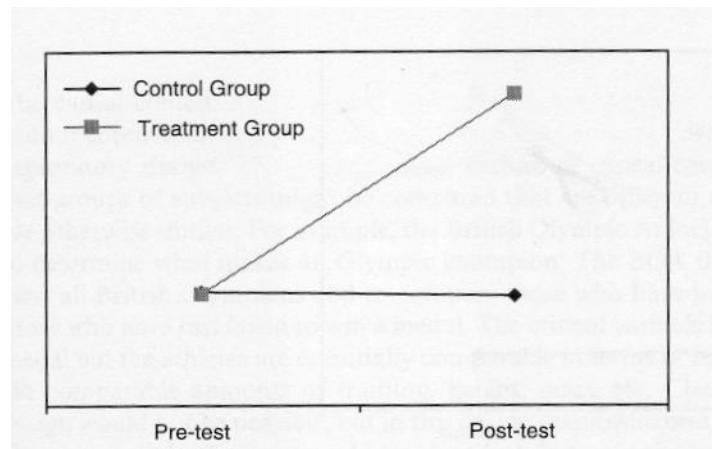
What do you think, has planned research resulted in finding all scientific knowledge? No, for example Madam Marie Skłodowska Curie has found out x-rays occasionally, when she had left some radioactive stone on photo paper in a drawer and it left some shadows on it...

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'rəʊbɪk]	aeróbny
after the experiment is complete	['a:ftə ði ɪk'sperɪmənt s kəm'pli:t]	po skončení experimentu
assign	[ə'sain]	priradiť
causality	[kɔ:'zælɪti]	príčina, príčinnosť, príčinná súvislosť
common	['kɒmən]	bežný
common design	['kɒmən dɪ'zain]	bežná osnova (experimentu)
comparison group	[kəm'pærɪsən gru:p]	porovnávaná skupina, kontrolná skupina
complete	[kəm'pli:t]	úplný
confidence	['kɒnfɪdəns]	presvedčenie, istota
control group	[kən'trəul gru:p]	kontrolná skupina
counter	['kaʊntə]	čeliť niečomu, vzdorovať
dependence	[dɪ'pendəns]	závislosť, podmienenosť
dependent	[dɪ'pendənt]	závislý, podmienený
dependent variable	[dɪ'pendənt 'veəriəbl]	závislá premenná
design	[dɪ'zain]	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]	účinok
effects of a 6-week flexibility programme	[ɪ'fekts əv ə siks wi:k 'fleksə'biliti 'prəʊgræm]	účinok 6 týždňového programu na zvýšenie ohybnosti
equivalent	[ɪ'kwɪvələnt]	rovnaký, ekvivalentný
example	[ɪg'za:mpl]	príklad
experiment	[ɪk'sperimənt]	pokus, experiment
experiment design	[ɪk'sperimənt dɪ'zam]	náčrt, plán experimentu
experimental variable	[ɪk'spərɪ'mentl ˈveəriəbl]	experimentálna premenná, nezávisle premenná
figure	['figə]	obrázok, diagram
flexibility	[fleksə'biliti]	ohybnosť, pohyblivosť, elasticita
group	[gru:p]	skupina
hamstring	['hæmstrɪŋ]	Achillova šl'acha
in this scenario	[ɪn ðɪs sɪ'nə:riəu]	v takomto projekte
independency	[,ɪndɪ'pendənsɪ]	nezávislosť
independent	[,ɪndɪ'pendənt]	nezávislý
independent variable	[,ɪndɪ'pendənt 'veəriəbl]	nezávislá premenná
independent variable is introduced	[,ɪndɪ'pendənt 'veəriəbl ɪz ,ɪntrə'dju:st]	nezávislá premenná začne pôsobiť, uplatní sa
internal validity	[ɪn'tɜ:nl və'lɪdɪtɪ]	vnútorná validita, platnosť
interrupt	[,ɪntə'rʌpt]	prerušiť, zastaviť
interrupted time series design	[,ɪntə'rʌptɪd 'taɪm 'sɪəri:z dɪ'zam]	post experimentálne uplatnenie experimentálneho činiteľa v kontrolnej skupine
major	['meɪdʒə]	závažnejší, väčší, významnejší
manipulation	[mə,nɪpjʊ'leɪʃn]	narábanie, manipulácia
measurement	['meʒəmənt]	rozmer, veľkosť
note	[nəʊt]	zaznamenať
participant	[pa:tɪsɪpənt]	účastník experimentu, proband
post-test	[pəʊstttest]	test po ukončení uplatnenia
pre-test	[pretest]	nezávisle premennej vstupný test, vstupné testovanie, testovanie pred uplatnením nezávisle premennej
prior to the	['praɪə tə ði:]	pred čím
quadriceps	['kwa:dre,seps]	štvorhlavý sval stehna
random	['rændəm]	náhodný, neusporiadaný, ľubovoľný, nepravidelný
research	[rɪ'sɜ:tʃ]	výskum, skúmať, skúmanie, výskumný

researcher	[rɪ'sɜ:tʃə]	výskumník, bádateľ
re-test	[rɪ:'test]	opäťovný test, opäťovne testovať
routine	[ru:'ti:n]	zvyčajný program
scenario	[sɪ'nɑ:riəʊ]	projekt, plán, zámer
science	['saɪəns]	veda, vedný odbor, vedná disciplína
serious threat to the internal validity	['sɪəriəs θret tə ði m'tɜ:nl və'lɪdɪtɪ]	vážne ohrozenie vnútornej validity
sports science	[spo:ts 'saɪəns]	veda o športe
strongest design	[ðə 'strɒŋgɪst dɪ'zain]	koncepcia (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	['trی:tment 'veəriəbl]	podnetová premenná, pôsobiaca premenná, premenná vyvolávajúca zmenu, nezávisle premenná
true experiment	[tru: ïk'sperɪmənt]	pravý (naozajstný) experiment
undergraduate	[,ʌndə'grædʒuət]	vysokoškolský študent
validity	[və'lɪdɪtɪ]	platnosť
variable	['veəriəbl]	premenná
variation	['veəri'eɪʃn]	obmena, variácia

Exercise 1

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

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

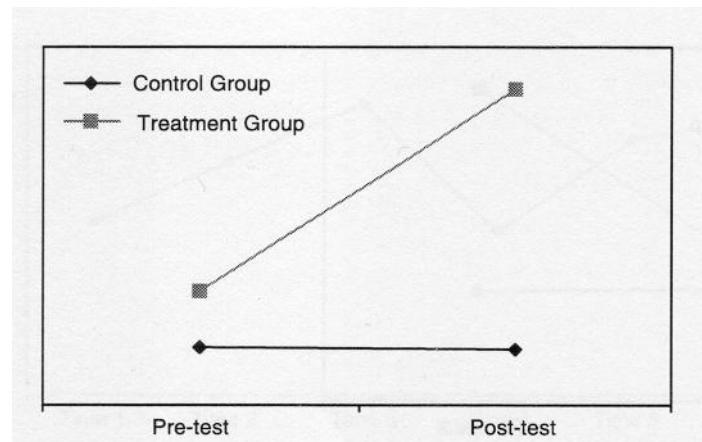
Exercise 6

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'pendi:z]
axis	[æk'sɪs]	os, priamka	axes	[æk'sɪz]
basis	[beɪsɪs]	základ, východisko	bases	[beɪsɪ:z]
child	[tʃaɪld]	diet'a	children	[tʃɪldrən]
corpus	[kɔ:pəs]	telo	corpora	[kɔ:pərə]
crisis	[kraɪsɪs]	kríza	crises	[kraɪsɪ:z]
criterion	[kraɪ'tiərɪən]	kritérium	criteria	[kraɪ'tiəriə]
curriculum	[kə'rɪkjurɪəm]	životopis, učebný plán	curricula	[kə'rɪkjurɪələ]
datum	[deɪtəm]	údaj	data	[deɪtə]
diagnosis	[daɪəg'nəʊsɪs]	diagnóza	diagnoses	[daɪəg'nəʊsi:z]
discus	[dɪskəs]	disk	disci	[dɪskai]
focus	[fəʊkəs]	zameranie	foci, focuses	[fəʊsai, 'fəʊkəsɪz]
foot	[fʊt]	chodidlo	feet	[fi:t]
formula	[fɔ:mju:lə]	formulácia, vzorec, rovnica	formulae	[fɔ:mjuli:]
hypothesis	[haɪ'pɒθəsɪs]	hypotéza	hypotheses	[haɪ'pɒθɪsi: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:klɪə]
phenomenon	[fɪ'nɒmɪnən]	jav	phenomena	[fɪ'nɒmɪnə]
radius	[reɪdiəs]	polomer, dosah, okruh	radii	[reɪdiə]
sanatorium	[sænə'tɔ:rɪəm]	sanatórium	sanatoria, sanatoriums	[sænə'tɔ:rɪə, sænə'tɔ:rɪəmz]
series	[sɪəri:z]	rad, sada, séria	series	[sɪəri:z]
stadium	[steɪdiəm]	štadión	stadia, stadiums	[steɪdiə, steɪdiəmz]
stimulus	[stɪmju:ləs]	podnet, popud	stimuli	[stɪmju:lai]
terminus	[tɜ:mi:nəs]	hranica, ciel'	termini, terminuses	[tɜ:mi:nəs, tɜ:mi:nəsɪz]
thesis	[θi:sɪs]	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	[æθlɪt]	športovec, atlét

daily training routines	[ˈdeɪli ˈtreɪnɪŋ ru:ˈti:nz]	denný tréningový program
education	[,edʒu'keɪʃn]	vzdelanie, vzdelávanie
non-equivalent	[nɒn ɪ'kwɪvələnt]	nerovnaký
non-equivalent control group design	[nɒn ɪ'kwɪvələnt kən'trəʊl ɡru:p dɪ'zain]	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:z]	hodnota, vel'kosť 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]	účinok 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'raund ðə rɪst]	okolo zápästia
attack	[ə'tæk]	útok
attacker	[ə'tækə]	útočník
be victorious	[bi vɪk'tɔ:riəs]	byť víťazný, zvíťazit'
best outcome	[best 'autkʌm]	najlepší výsledok
black belt levels	[blæk belt 'levlz]	úroveň čierneho opasku
bowing rituals	['bəʊiŋ 'ritʃuəlz]	rituály
by utilising little force	[baɪ utilising 'lɪtl fɔ:s]	s využitím malej sily
coloured belt system	['kʌləd belt 'sistəm]	systém farebných opaskov
correct salutation	[kə'rekt ,sælju'teɪʃn]	správne oslovenie

defeat the opponent	[dr'fi:t ðə ə'pəʊnənt]	poraziť súpera
defender	[dɪ'fendə]	obranca
defensive stance	[dɪ'fensɪv stæns]	obranný postoj
efforts	['efəts]	úsilie
elbow	['elbəʊ]	laket'
emphasis on tradition	['emfəsɪs ɒn trə'dɪʃn]	dôraz na tradíciu
etiquette	['etɪket]	etiketa
extremely important	[ɪk'stri:mli im'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	['ha:məni 'mi:tɪŋ]	harmónia stretnutia
ideal of non-aggression	[aɪ'di:əl əv nɒn ə'gresn]	ideál neútočenia
instinct	['instɪŋkt]	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	['mʌltipl ə'tækəz]	viaceri 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	[pa: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:kjələr 'mu:vmənt]	prax kruhového pohybu
pure method	[ə pjuə 'meθəd]	čistá metóda
respect	[rɪ'spekt]	rešpekt
right pressure	[raɪt 'preʃə]	správny tlak
self defence	[self dɪ'fens]	sebaobrana
socio-political idealism	[səʊiopolɪtɪkəl aɪ'di:əlɪzəm]	sociálno-politickej idealizmus
specific blow	[spə'sifik bləʊ]	osobitný úder
spirit meeting	['spɪrit 'mi:tɪŋ]	duch stretnutia
spiritually orientated master	['spɪrɪtʃuəl 'ɔ:riənteɪteɪtɪd 'mɑ:stə]	duchovne orientovaný majster
stature and balance	['stætʃər ənd 'bæləns]	postava a rovnováha
stick	[stɪk]	palica
strike the opponent	[straɪk ðə ə'pəʊnənt]	udriť súpera, protivníka
sword	[sɔ:d]	meč
technical expertise	['teknikl ˌekspz:tɪz]	technické zručnosti
technique is rooted within the way	[tek'ni:k ɪz ru:tɪd wɪ'ðm ðə weɪ]	technika má svoje korene v spôsobe
throws	[@rəʊz]	hody, prehody
traditional divided skirt	[trə'dɪʃənl dr'veɪdɪd sk3:t]	tradičná skladaná sukňa
traditional practice uniform	[trə'dɪʃənl 'præktɪs ju:nɪfɔ:m]	tradičný cvičebný úbor

traditional values	[trə'dɪʃənl 'vælju:z]	tradičné hodnoty
traditional weaponry	[trə'dɪʃənl 'wepənri]	tradičné zbrane
training ideal	['trenɪŋ aɪ'di:əl]	tréningový ideál
training package	['trenɪŋ 'pækɪdʒ]	tréningový súbor
using the opponent's strength	[ju:zɪŋ ðə opponent's streŋθ]	využitie útočníkovej sily
way	[wei]	cesta, spôsob
way of harmony	[wei əv 'ha:məni]	cesta harmónie
way of life	[wei əv laif]	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.

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

- Tr•d•t•n•l pr•ct•c• on•f•rm, or 'go', •s w•rn •nd th• •k•d• st•d•nt •t • pr•d•t•rm•n•d gr•d• h•s
- th• r•ght t• w•r • 'h•k•m•', or tr•d•t•n•l d•v•d•d sk•rt. •g•n, th• w•r•ng of th• h•k•m• •s •
- symp•th•t•c •ll•nc• w•th th• J•p•n•s• w•rr•r c•ss, kn•wn •s s•m•r•. •k•d• •s • m•rt•l •rt
- th•t •s•s j•nt•-l•cks •nd thr•ws t• s•bd• on •tt•ck•r. Th• f•c•s of th• l•cks •s b•s•d •r•nd th•
- w•st, or 'k•t•', •nd th• l•b•w, kn•wn •s '•mp•'. Th• d•f•nd•r, kn•wn •s 't•r•', •s t•o•g•ht h•w t•

6. tw•st •nd •pply th• r•ght pr•ss•r• t• th• jo•nt or•ss. Th• v•ln•r•bl• r•g•ns •nd th• n•rv• str•k•s
7. •r• c•mb•n•d w•th th• kn•wl•dg• of wh•r• •nd h•w t• str•k• th• o•ppon•nt t• c•q•r• th• b•st
8. o•tc•m•. on f•ct, d•sp•t• th• syst•m's o•mph•s•s on f•n• m•t•r•-sk•ll gr•pp•ng m•th•ds o•sh•b•
9. cl•mm•d, 'n•n•ty-n•n• p•r c•nt of o•k•d• os o•t•m•'. ('o•t•m•' c•m•s fr•m tw• J•p•n•s• t•rms, 'o•t•'
10. m•nn•ng str•k• or str•k•ng, •nd 'm•' m•nn•ng th• b•dy; th•r•f•r• o•t•m• m•nn•s b•dy-str•k•s or
11. -str•k•ng).

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. 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'dɪʃənl dɪ'veɪdɪd 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 - ['eksəsaɪz ə:mz]

priamy úder (cuki) - direct hit - [də'rekt hit]

technika priamych úderov (cuki vaza) - direct hits techniques - [də'rekt hits tek'ni:ks]

cvičenie vo dvojici (futari vaza) - exercise in pairs - ['eksəsaɪz ɪn peəz]

sebaobrana (gošin džucu) - self-defense - [self dɪ'fens]

začiatok, začnite (hadžime) - start - [sta: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 - [kɒmbɪ'neɪʃn əv tek'ni:ks]

prípravné cvičenia (sotai dosa) - preparatory exercises - [pri'pærətri 'eksəsaɪzɪz]

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 - [dr'fleksn 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)

Aikidō is a modern martial system of Japanese derivation, developed by founder Ueshiba Morihei (1883–1969) over the course of his lifetime. Aikidō 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 aikidō, and it found expression in many of feudal Japan's sophisticated martial systems. Aikidō's most direct predecessor art, *Daitō-ryū jūjutsu*, 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 *budō* ["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, *kokyu 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'gresɪv ˈməʊʃn]	agresívny, útočný pohyb
Aikidô training	[aikidô 'treinɪŋ]	tréning, cvičenie Aikido
aikidô's randori	[aikidô's randori]	zápas v Aikido
art's techniques	[art's tek'ni:ks]	techniky umenia
attacker's energy	[attacker's 'enədʒi]	útočníkova energia
breath and balance training	[breθ ənd 'bæləns 'treinɪŋ]	cvičenia zamerané na

breathing exercises	[ˈbri:ðɪŋ ˈeksəsəzɪz]	dýchanie a rovnováhu
certification	[sɜ:tɪfɪ'keɪʃn]	dýchacie cvičenia
counterattack	[ˈkaʊntərətæk]	certifikát, potvrdenie
curricula	[kə'rɪkjələm]	protiútok
elements	[ˈelɪmənts]	učebné osnovy
first dan	[fɜ:st dæn]	prvky
first-degree black belt	[fɜ:st dɪ'gri: blæk belt]	1. Dan
for the training	[fə ðə 'treɪnɪŋ]	čierny opasok 1.stupňa
forceful opposition	[fɔ:sfl ,ɒpə'zɪʃn]	pre tréning, pre cvičenie
hand strikes	[hænd straɪks]	silný odpor, obrana
harmonizing	[harmonizing]	údery rukou
holds or throws	[həʊldz ə: θrəʊz]	harmonizácia
		držania alebo hody, prehody
humane priorities	[hju:ˈmeɪn praɪ'orɪtɪ]	ludské priority
imbalance	[ɪm'bæləns]	nerovnováha
improve	[ɪm'pru:v]	zlepšiť
initial attack	[ɪ'nɪʃl ə'tæk]	počiatočný útok
injury	[ˈɪndʒəri]	zranenie
ki exercises	[ki ˈeksəsəzɪz]	ki cvičenia
kicking techniques	[ˈkɪkɪŋ tek'ni:ks]	kopacie techniky, techniky kopov
		nedostatok turnajov
lack of tournaments	[læk əv ˈtuənəmənts]	locky
locks	[lɒks]	páčenie, páky
low media profile	[ləʊ ˈmi:diə ˈprəʊfəil]	nízky mediálny záujem
martial system	[ˈmɑ:ʃl ˈsistəm]	bojový systém
multiple-attacker exercise	[ˈmʌltipl ə'tækə ˈeksəsəzɪz]	cvičenie s viacerými útočníkmi
		mystický
mystical	[ˈmɪstɪkl]	partner practice
partner practice	[ˈpɑ:tner ˈpræktɪs]	cvičenie s partnerom, cvičenie v dvojiciach
		filozofický dôraz
peaceful art	[ˈpi:sfl ə:t]	telesný konflikt
philosophical emphasis	[fɪlə'sɒfɪkl ˈemfəsɪs]	telesná účinnosť
physical conflict	[fɪzɪkl ˈkɒnflikt]	kontrola cvičencom
physical effectiveness	[fɪzɪkl ˈfektɪv]	projekcie
practitioner's control	[practitioner's kən'trəul]	presmerovanie, zmena smeru
projections	[prə'dʒekʃnz]	return strike
redirection	[,ri:də'rekt]	protiúder
		mäkký, jemný
return strike	[rɪ'tɜ:n straɪk]	strategy
soft	[sɒft]	úder
strategy	[ˈstrætədʒi]	successful defense
strike	[straɪk]	úspešná obrana
successful defense	[sək'sesfl ɒfens]	takes a fall
takes a fall	[teɪks ə fɔ:l]	vykonat' pád
traditional divided-skirt	[trə'dɪʃənl dr'veɪdɪd skɜ:t]	tradičná delená, skladaná sukňa
unbalancing techniques	[ʌn'bælənsɪŋ tek'ni:ks]	techniky na porušenie rovnováhy

unique martial philosophy	[ju'ni:k 'ma:fl fə'lɒsəfi]	unikátna, jedinečná bojová filozofia
variety of holds	[və'raɪəti əv həuldz]	rôzne držania
weapons	['wepənz]	zbrane
wooden replica	['wudn 'replikə]	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 'empí'.

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 Shiota'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 Shiota'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.

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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 (6th 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:stikəl 'fæktəz]	akustické faktory
age	[eɪdʒ]	vek
age group	[eɪdʒ gru:p]	veková skupina
air humidity	[eə hju:'mɪdɪtɪ]	vlhkost' vzduchu
air temperature	[eə 'temprətʃər]	teplota vzduchu
aquatic environment	[ə'kwætɪk ɪn'verənmənt]	vodné prostredie
aquatic fitness instructor	[ə'kwætɪk 'fitnəs 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	[dr'rekt ɪm'pækt]	priamy vplyv
disease	[dr'zi:z]	oslabenie, porucha
dunking	['dʌŋkɪŋ]	ponorenie

effective program	[ɪ'fektɪv 'prəʊgræm]	účinný, efektívny program
emotional outcome	[ɪ'məʊʃnəl 'autkʌm]	emocionálny význam, prínos
exercise medium	['eksəsaɪz 'mi:dɪəm]	prostredie pre cvičenie
exercise professional	['eksəsaɪz prə'feʃnəl]	lektor, inštruktor, tréner
face-in immersion	[feɪs-in ɪ'mɜ:ʃn]	ponorená tvár (tvár vo vode)
face-out immersion	[feɪs-out ɪ'mɜ:ʃn]	neponorená tvár (tvár nad vodou)
fitness formats	['fitnəs 'fɔ:mæts]	druhy fitnes cvičenia
group exercise	[gru:p 'eksəsaɪz]	hromadná forma cvičenia
horizontal exercise	[hɔrɪ'zɒntl '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'tensiti əv 'eksəsaɪz]	intenzita zaťaženia
jogging	['dʒɒgɪŋ]	beh
maximal exercise	['mæksɪml 'eksəsaɪz]	maximálna intenzita
move	[mu:v]	pohyb
"new" seniors, the baby boomers	[“new” 'si:nɪəz, ðə 'beɪbɪ 'bu:mərz]	dospelí vo veku 45 – 60 rokov, tzv. nová mládež
parents	['peərənts]	rodičia
participant	[pɑ:'tɪsɪpənt]	cvičenec
personal training	[pɜ:sənl 'treɪnɪŋ]	individuálny tréning
physiological exercise parameter	[fɪziə'lɒdʒɪkl 'eksəsaɪz pə'ræmɪtə]	fyziologické ukazovatele cvičenia
physiological outcome	[fɪziə'lɒdʒɪkl 'autkʌm]	fyziologický význam, prínos
pool chemicals	[pu:l 'kemɪklz]	bazénové dezinfekčné prostriedky
pool considerations	[pu:l kən'sɪdə'reɪʃn]	podmienky bazéna
properties of water	[ðə 'prɒpətɪz əv 'wɔ:tə]	vlastnosti vody
psychological outcome	[sɑ:kə'lɒdʒɪkl 'autkʌm]	psychologický význam, prínos
research	[rɪ'sɜ:tʃ]	výskum
rest	[rest]	oddych, odpočinok
risk of electrical shock	[rɪsk əv ɪ'lektrɪkl ſɒk]	riziko elektrického šoku
safe program	[seif 'prəʊgræm]	bezpečný program
senior population	['si:nɪə ,pɒpjʊ'leɪʃn]	seniori
sex	[seks]	pohlavie
small-group fitness	[small-group 'fitnəs	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	[ˈvɜ:tɪkl ˈwɔ:tər ˈeksəsaɪz]	cvičenie vo vertikálnej polohe tela
walking	[ˈwɔ:kiŋ]	chôdza
water depth	[ˈwɔ:tə depθ]	hĺbka vody
water exercise	[ˈwɔ:tər ˈeksəsaɪz]	cvičenie vo vode
water resistance	[ˈwɔ:tə rɪ'zɪstəns]	odpor vody
water temperature	[ˈwɔ:tər ˈtemprətʃə]	teplota vody
young adults	[jʌŋ ˈædʌlts]	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. Themust learn to manage the aquatic environment as well as his or her class.
3. Water is an excellent medium for exercise because of the reducedexperienced 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

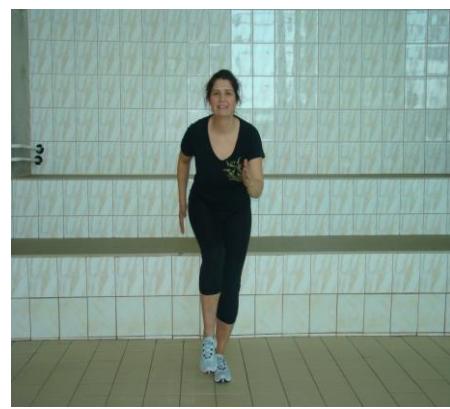
There are missing letters in the text below. Fill in the blanks with the letters needed to spell each word correctly.

Exercising sus-ended in a deep-water enviro-ment produces different ph-siological re-
sponses 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-
ilar to those in s-allow water, lea-ing deep water re-uires the ability to demonst-ate an
entire class of su-pended patterns. It is challen-ing to pre-isenly demonstrate a vertical fl-
utter kick from de-k. Class fo-matting in deep water has evolved th-ough the last decade.
De-veloping 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 - prispôsobiť 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 (6th 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	['æktrɪv 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	['bɔɪənsɪ]	vznášanie
cardiorespiratory training	['ka:dɪəʊrɪ'spirətɔ:rɪ 'treɪnɪŋ]	aeróbny tréning
core muscles	[kɔ: 'mʌsɪz]	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 hlbokej vode
deep-water environment	[di:p wɔ:tər ɪn'veɪərənmənt]	prostredie hlbokej vody

deep-water exercise	[ˈdi:p wɔ:tər ˈeksəsaɪz]	cvičenie v hlbokej vode
deep-water interval training	[ˈdi:p wɔ:tər ˈɪntəvl ˈtreɪnɪŋ]	intervalový tréning v hlbokej vode
drag	[dræg]	odpor
duration	[dju'reiʃn]	dĺžka trvania
equipment	[ɪ'kwɪpmənt]	náčinie, pomôcka
equipment selection	[ɪ'kwɪpmənt sɪ'lekʃn]	výber náčinia a pomôcok
exercise selection	[eksəsaɪz sɪ'lekʃn]	výber cvičení
flotation device	[fləʊ'teɪʃn dɪ'veɪs]	vztlaková - nadľahčovacia pomôcka
flotation equipment	[fləʊ'teɪʃn ɪ'kwɪpmənt]	vztlaková pomôcka
full range of motion	[fʊl reɪndʒ əv 'məʊʃn]	maximálny – "plný" rozsah pohybu
goal of the exercise session	[gəʊl əv ði 'eksəsaɪz 'seʃn]	ciel' cvičebnej jednotky
group exercise	[gru:p 'eksəsaɪz]	skupinové cvičenie
hips	[hɪps]	boky
horizontal drag force	[hɔrɪ'zɒntl dræg fɔ:s]	čelný odpor
individuals with back problems	[ɪndɪ'vɪdʒuəlz wið 'bæk 'prɒbləmz]	ľudia s bolest'ami chrbta
instructor-guided group circuit	[ɪn'strʌktər'gaɪdɪd gru:p 'sɜ:kit]	inštruktorom vedený kruhový tréning
intensity variations	[ɪn'tensɪtɪ ,veərɪ'eɪʃnz]	variácie, zmeny intenzity
joint	[dʒɔɪnt]	kĺb
knee	[ni:]	koleno
level III movements	[ˈlevl θri: 'mu:vmənts]	pohyby vo voľnej polohe (bez kontaktu s dnom bazéna)
long lever	[lɔŋ 'li:və]	vystretá končatina - tzv. dlhá páka
marathon runners	[mærəθən 'rʌnəz]	maratónski bežci
move freely	[muv 'fri:li]	voľne sa pohybovať
movement patterns	[mu:vmənt 'pætnz]	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	[ˈnju:tərl ˈbɔɪənsi ɪ'kwɪpmənt]	nadľahčovacia pomôcka
non-impact movements	[nɒn - ɪm'pækɪt 'mu:vmənts]	pohyby bez kontaktu s podložkou
obese participants	[əʊ'bɪ:s pɑ:tɪcipənts]	obézni cvičenci
older adults	[ˈəʊldər ˈædʌltz]	seniori
options for choreography	[ˈɒpʃnz fə, kɔri'ɒgrəfi]	didaktické postupy tvorby choreografie
perform the movement	[pə'fɔ:m ðə 'mu:vmənt]	vykonať pohyb
physical laws	[fɪzɪkl ɬɔ:z]	fyzikálne zákony

planes of motion	[pleɪnz əv 'məʊʃn]	pohyby v anatomických rovinách tela
pool condition	[pu:l kən'diʃn]	podmienky, stav bazéna
properties of water	[prəpə'trɪz əv 'wɔ:tə]	vlastnosti vody
recovery cycles	[ri'kʌvəri 'saɪklz]	interval odpočinku
self-guided station	[self'gaɪdɪd 'steɪʃn]	samostatné stanoviská
shallow-water program	['ʃæləu - 'wɔ:tə 'prəʊgræm]	pohybový program v plytkej vode
size	[saɪz]	rozmer
skill	[skil]	zručnosť
suspended patterns	[sə'spendɪd 'pætnz]	cvičebné tvary pod hladinou vody
target population	['ta:git ,pɒpjʊ'leɪʃn]	cieľová skupina populácie
teaching style	['ti:tʃɪŋ staɪl]	spôsob vedenia hodiny (cvičenia), didaktický štýl
traditional aerobic deep-water training	[trə'diʃnəl eə'rəʊbik 'di:p wɔ:tə 'treɪnɪŋ]	typický aeróbny tréning v hlbokej vode
training alternative	['treɪnɪŋ ɔ:l'tɜ:nətɪv]	alternatívne možnosti tréningu
training response	['treɪnɪŋ rɪ'spɒns]	účinnosť – účinok tréningu, cvičenia
transitional water depth	[træn'siʃnəl 'wɔ:tə depθ]	prechodná hĺbka vody (úroveň hladiny po ramená)
treadmill training	['tredmil '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:,məp]	prípravná časť (rozohriatie a rozvíjanie)
weight room	[weɪt ru:m]	posilňovňa
work cycle	['wɜ:k 'saɪkl]	interval zaťaženia

Key

Exercise 1

1. Noodels
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'ja:d 'mdl]	rekreačný model
badminton	['bædmintən]	bedminton
badminton basics	['bædmintən 'beɪsɪks]	základy bedmintonu
badminton court	['bædmintən kɔ:t]	bedmintonové ihrisko, kurt, dvorec
badminton is lots of fun	['bædmintən z lɔts əv fʌn]	bedminton je zábavný
badminton racket	['bædmintən 'rækɪt]	bedmintonová raketa
beginner	[bɪ'gɪnə]	začiatočník
bird	[bɜ:d]	perový košík
cause a fault	[kɔ:z ə fɔ:lt]	dopustiť sa priestupku, chyby
clear	[klɪə]	úder v zadnej časti kurtu smerujúci k zadnej čiare kurtu súpera
commit a fault	[kə'mit ə fɔ:lt]	dopustiť sa chyby
conception of badminton	[kən'sepʃn əv 'bædmintən]	podstata bedmintonu
conical	['kɔnɪkl]	kužel'ovitý
conical crown	['kɔnɪkl kraʊn]	kužel'ový tvar hlavy košíka
continue to serve	[kən'tinju: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'kɔ:z wen]	priestupok nastane, ked'
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	[ha:f daɪ'ægənəli 'ɒpəzɪt]	uhlopriečne do súperovho pol'a podania
have a purpose with each shot	[həv ə 'pɜ:pəs wið i:tʃ ʃɒt]	odohrať každý úder so zámerom
health benefits	[helθ 'benɪfɪts]	zdravotný prínos
high ceiling	[haɪ 'si:liŋ]	vysoký strop
hit	[hit]	úder, odrazenie, udriet'

		odraziť
hit back and forth across a net	[hit 'bæk ənd fɔ:θ ə'krɒs ə net]	odrážať košík tam a späť ponad siet'
indoor	['ɪndɔ:]	halový
land	[lænd]	dopadnúť
match	[mætʃ]	zápas
mature	[mə'tjuə]	rozvíjať sa
moderate amount of skill	[ə 'mɒdəreɪt ə'maʊnt əv skɪl]	priemerná zručnosť
net	[net]	siet'
object of the game	[əb'dʒekt əv ðə geim]	ciel' hry
opponents change court ends	[ə'pəʊnənts tʃeindz kɔ:t endz]	súperi si vymenia strany ihriska
out of bounds	[aut əv baʊndz]	aut, územie mimo ihriska
overhead shot	[əʊvə'hed ʃɒt]	úder sponad hlavy
pass through the net	[pɑ:s θru: ðə net]	preletí ponad siet'
pass under the net	[pɑ:s 'ʌndə ðə net]	preletí pod siet'kou
physical ability	['fɪzɪkl ə'bɪləti]	pohybová schopnosť
placed 5 feet off the ground	['pleɪst faɪt fi:t ɒf ðə graund]	umiestnený vo výške 155 cm od podlahy
player	['pleɪə]	hráč, hráčka
players can work up quite a sweat	['pleɪəz kən 'wɜ:k ʌp kwɔ:t ə swet]	hráči sa pri hre dost' spotia
point	[pɔɪnt]	bod
points are scored	[pɔɪnts ə skɔ:d]	bodový stav zápasu
professional badminton	[prə'feʃnəl 'bædmɪntən]	profesionálny bedminton
proper court	['prɔpər kɔ:t]	správna strana ihriska
pros in action	[prəʊz ɪn 'ækʃn]	profesionálni hráči v akcii
racket	[rækit]	raketa
rally	['ræli]	výmena
receiving side	[ri'si:vɪŋ saɪd]	prijímajúca strana
right half court	[raɪt ha:f kɔ:t]	pravé pole ihriska
rule	[ru:l]	pravidlo
sail	[seɪl]	let
sail through the air	[seɪl θru: ði eə]	let vzduchom, priestorom
serve	[sɜ:v]	podanie, podať, servis
serve shift	[sɜ:v ʃɪft]	zmena podania podávajúcej strany
serving side	['sɜ:vɪŋ saɪd]	podávajúca strana
shot	[ʃɒt]	úder
shuttle	['ʃʌtl]	košík
shuttlecock	['ʃʌtlkɒk]	košík
sidewalk	['saɪdwɔ:k]	vymedzená plocha mimo ihriska
singles set	['sɪŋglz 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	['səʊʃl 'æspekts əv ti:m pleɪ]	spoločenské stránky
spanning the width of the center of the court	['spæniŋ ðə wɪtθ əv ðə 'sentər əv ðə kɔ:t]	tímovej hry natiahnutá siet' nad stredovou čiarou po celej šírke ihriska
strategy	['strætədʒi]	stratégia
strike	[straɪk]	úder, udriet'
string	[strɪŋ]	šnúra, povrázok, motúzik, výplet
swing	[swɪŋ]	švih, náprah
swing a racket	[swɪŋ ə 'rækɪt]	náprah raketou
team sport	[ti:m spɔ:t]	kolektívny šport
teammate	['ti:mmeɪt]	spoluhráč
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]	ked' dôjde k priestupku, chybe
win	[wɪn]	vyhrat', výhra, víťazstvo

Exercise 1

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

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



1st phase clear



2nd 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'bʌv ðə hait əv ðə net]	nad úrovňou siet'ky
backhand	['bækhænd]	úder hraný na bekhendovej strane, bekhendový úder
backhand grip	['bækhænd griþ]	bekhendový úchop, bekhendové držanie
backswing	[bækswiŋ]	náprah (raketou dozadu)
basic stance involves	['beisik stæns in'velvz]	základné postavenie

having your feet parallel	[hævɪŋ jə fi:t 'pærəlel]	vyžaduje rovnobežné postavenie chodidel
bend	[bend]	zohnúť, ohnúť, skrčiť
butt of the handle	[bʌt əv ðə 'hændl]	rukoväť rakety
close the fingers	[kləʊz ðə 'fiŋgəz]	zovrieť prsty
defensive shot	[dɪ'fensɪv ʃɒt]	obranný úder
extension of your arms	[ɪk'stenʃn əv jər ə:mz]	rozpätie rúk
fast bouncing shuffle	[fa:st 'baʊnsɪŋ 'ʃʌfl]	rýchle úskoky
firmly	['fɜ:mli]	pevne
first finger	['fɜ:st 'fiŋgə]	ukazovák
flexible wrist	['fleksəbl რɪst]	ohybné zápästie
follow-through	['fɒləʊ θru:]	dokončenie pohybu
footwork	['fʊtwɜ:k]	technika pohybu nôh, práca nôh
forecast	['fɔ:ka:st]	predná časť ihriska/kurtu pri sieti
forehand	['fɔ:hænd]	úder hraný na forhendovej strane, forhendový úder
forward swing	['fɔ:wəd swiŋ]	švih raketou vpred
grip	[grɪp]	úchop, držanie
gripping the racket handle	['grɪpɪŋ ðə 'rækɪt 'hændl]	držanie rakety
holding it in front of you by the throat	['həʊldɪŋ it in frənt əv ju bai ðə θrəʊt]	narábať, hrať s raketou
immediate	[ɪ'mi:dɪət]	okamžitý
line-drive shot	[laɪn draɪv ʃɒt]	drajv pozdĺž postrannej čiary
movement	['mu:vment]	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 siet'ku
perpendicular	[,pɜ:pə'n'dɪkjʊlə]	kolmo, zvislo
perpendicular to the ground	[,pɜ:pə'n'dɪkjʊlə tə ðə graʊnd]	kolmo na podlahu
player has to know how to move on the court to get to the shuttlecock	['pleɪə həz 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	['put ðə flæt əv jə rait 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 prís
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 ðət 'trævlz 'pærəlel tə	úder, po ktorom košík letí

the ground	[ðə ɡraʊnd]	rovnobežne s podlahou
shoulder	[ˈʃəuldə]	rameno
shuffle	[ˈʃʌfl]	úskoky prísunom
slide that hand down to the butt of the handle	[slaɪd ðət hænd daʊn tə ðə bʌt əv ðə 'hændl]	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	[striŋz]	výplet rakety
stroke	[strəuk]	úder
take the correct position	[teɪk ðə kə'rekt pə'zɪʃn]	zaujať správne postavenie
the most common shot	[ðə məʊst ˈkɒmən 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...

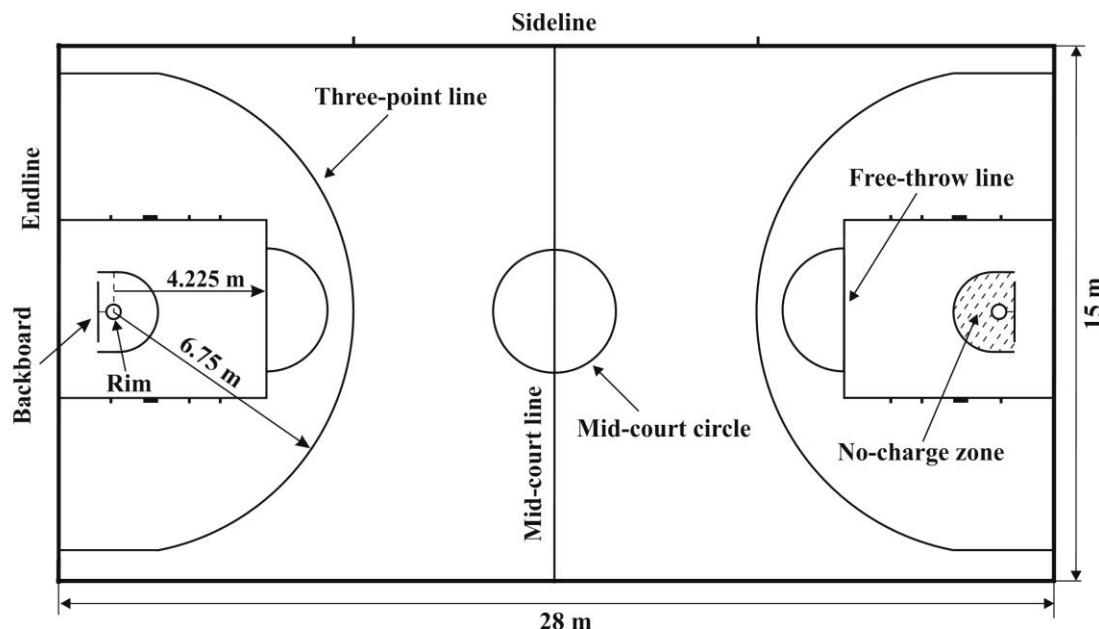
Do Australian basketball female players play in sport dresses similar to swimming costumes?
Yes, they use an elastic sport dress which looks like a swimming costume from the period of Olympic Games in Athens.

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.

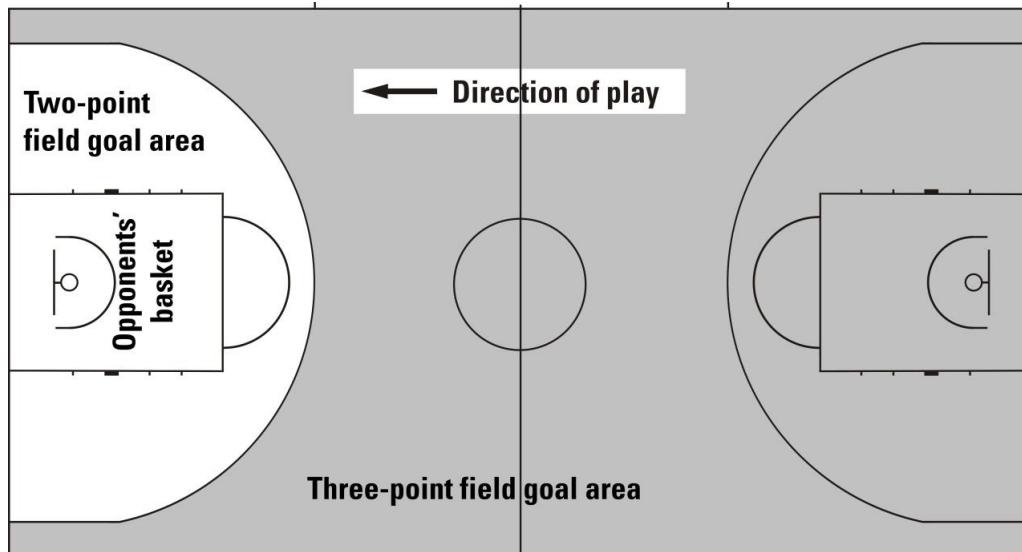
Number of players and substitutions. There are five players on the court for each team. The coach can substitute fresh players at any time, from one player up to five at a time. There are no

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 'kləusli 'gɑ:dɪd kɔ:l]	päťsekundové pravidlo tesného bránenia
8-second backcourt call	[eɪt 'sekənd bæk kɔ:t kɔ:l]	pravidlo 8 sekúnd
advance the ball	[əd've:ns ðə bɔ:l]	dostať loptu odniekial' niekam
advance the ball past the midcourt line	[tu əd've:ns ðə bɔ:l pa:st ðə mɪd kɔ:t lam]	dostať loptu cez stredovú čiaru, dostať loptu na prednú (súperovu) polovicu ihriska
along the sides of the lane	[ə'lɔɪŋ ðə saɪdз əv ðə leɪn]	pozdĺž strán vymedzeného územia
assistant	[ə'sɪstənt]	asistent (hlavného trénera)
award free throws to a player	[ə'wɔ:d fri: 'θrəuz tu ə 'plerə]	priznať hráčovi streľbu trestných hodov
backboard	['bækbɔ:d]	basketbalová doska
backcourt	[bækkɔ:t]	zadná polovica ihriska
backcourt violation	[bæk kɔ:t ,vare'leɪʃn]	porušenie pravidla hrania cez pol
ball	[bɔ:l]	lopta
basic rules	['beɪsɪk ru:lz]	hlavné, základné pravidlá
basic rules of the game	['beɪsɪk ru:lz əv ðə geɪm]	základné pravidlá hry
basket	['ba:skit]	kôš
basket can be raised to the ceiling	['ba:skit kən bi reɪzd tə ðə 'si:lin]	kôš sa dá zdvihnuť k stropu
basket consists of a rim with a net	['ba:skit kən'sɪsts əv ə rim wið ə net]	basketbalový kôš sa skladá z obruče so siet'kou
basketball	['ba:skɪtbɔ:l]	basketbal; basketbalová lopta; basketbalový
baskets are fixed in place	['ba:skɪts ə fɪkst ɪn 'pleɪs]	koše sú umiestnené na podlahe
blow	[bləʊ]	fúkat'
bounce	[baʊns]	odrazit', udriet'
bounce the ball on the floor	[baʊns ðə bɔ:l ɒn ðə flɔ:z]	odrazit' loptu od zeme, udriet' s loptou o zem
bring the ball over the midcourt lane	[brɪŋ ðə bɔ:l 'əʊvə ðə mɪd kɔ:t leɪn]	dostať loptu za stredovú čiaru
call out	[kɔ:l aut]	ukázať
call out the number of player who committed the foul	[kɔ:l aut ðə 'nʌmbər əv 'plerə hu: kə'mɪtɪd ðə faʊl]	ukázať číslo hráča, ktorý sa dopustil chyby
catch	[kætʃ]	vychytiť prihrávku, chytiť
circumference	[sɜ:'kʌmfərəns]	obvod
closely guard	['kləusli gɑ:d]	tesne brániť
coach	[kəʊtʃ]	tréner, trénovať, kouč, koučovať
coach basketball	[kəʊtʃ 'ba:skɪtbɔ:l]	trénovať basketbal
contact	['kɒntækt]	dotyk
count	[kaʊnt]	počítať sa
court	[kɔ:t]	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 'ba:skɪt]	brániť kôš
defensive rebound	[dɪ'fensɪv rɪ'baʊnd]	doskočenie lopty v obrane, obranné doskočenie
defensive team	[dɪ'fensɪv ti:m]	brániace družstvo
different kinds of shots	['dɪfrənt kaɪndz əv ʃɔts]	rôzne druhy streľby
divided into two halves	[dɪ'veɪdɪd 'ɪntə tu: ha:vz]	rozdelený na dva polčasy
double	['dʌbl]	dvojity
double dribble	['dʌbl̩ 'drɪbl̩]	dvojity dribbling
dribble	['drɪbl̩]	driblovať, viest' loptu
dribble in one spot	['drɪbl̩ in wʌn spɒt]	driblovať na jednom mieste
dribbling	['drɪbl̩ɪŋ]	dribling, vedenie lopty
end	[end]	koniec, záver
end of a game	[end əv ə geim]	koniec, záver zápasu, koniec hry
end of the court	[end əv ðə kɔ:t]	koniec ihriska
field goals	[fi:ld ɡəʊlz]	strel'ba z pol'a
foot must not touch the arc	[fʊt məst nɒt tʌtʃ ði a:k]	noha sa nesmie dotýkať oblúka
foul	[faʊl]	chyba, osobná chyba, faul, faulovať
foul line	[faʊl laɪn]	čiara trestného hodu
foul out	[faʊl aut̩]	vyfaulovať
fouls is committed	[faʊlz ɪz kə'mɪtɪd̩]	stala sa chyba
free	[fri:]	vol'ný
free throw	[fri: 'θrəʊ]	trestný hod
free throw is worth 1 point	[fri: 'θrəʊ z wɜ:θ wʌn pɔɪnt]	trestný hod má hodnotu jedného bodu
free throw line	[fri: 'θrəʊ laɪn]	čiara trestného hodu
fresh	[fref̩]	čerstvý, oddýchnutý
fresh players	[fref̩ 'pleɪəz]	oddýchnutí hráči
from outside the 3-point arc	[frəm ,aʊt'saɪd ðə θri: pɔɪnt a:k]	spoza trojbodového oblúka
gain possession of the ball	[geɪn pə'zeʃn əv ðə bɔ:l]	získat' kontrolu nad loptou, ovládnuť loptu
game	[geim]	hra, zápas, stretnutie
game lasts 40 minutes	[geim la:sts 'fɔ:ti 'mɪnɪts]	zápas trvá 40 minút
give up	[gɪv ʌp]	odovzdať
give up possession of the ball to	[gɪv ʌp pə'zeʃn əv ðə bɔ:l tu:]	odovzdať loptu (komu, čomu)
guard	[ga:d]	brániť, (stredný) rozohrávač
half	[ha:f]	polčas (zápasu), polovica
halves	[ha:vz]	polčasy (zápasu), polovice
hand	[hænd]	ruka, ručný
hand signal	[hand signal]	signalizácia rozhodcu

hit	[hit]	udriet', zasiahnuť
illegal contact	[ɪ'li:gɪl 'kɒntækt]	nedovolený dotyk
inbound	[ɪn'bəʊnd]	vhadzovanie lopty do hry zo zázemia, vhodiť loptu do hry zo zázemia
incur a foul	[ɪn'kɜ:r ə faʊl]	faulovať (zámerne)
insulting the referee	[ɪn'saltɪŋ ðə ,refə'reɪ:]	napadnutie, urážka rozhodcu
intentional foul	[ɪn'tenʃnəl faʊl]	úmyselný faul, nešportová chyba
keep moving in and out	[ki:p 'mu:vɪŋ ɪn ənd əʊt]	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	[nɒlɪdʒ 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	[lain]	čiara
made shots	[meɪd ʃɒts]	úspešné strely
midcourt line	[mɪdkɔ:t laɪn]	stredová čiara
miss	[mɪs]	netrafit', minút', nezasiahnuť
moving the ball	['mu:vɪŋ ðə bɔ:l]	presun lopty
net	[net]	siet'ka
nonshooting foul	[nɒn 'ʃu:tɪŋ faʊl]	chyba na nestrieľajúceho hráča
object	[əb'dʒekt]	ciel', zámer
object of a game	[əb'dʒekt əv ðə geɪm]	ciel' hry
offensive player	[ə'fɛnsɪv 'pleɪə]	útočník, útočiaci hráč
offensive team	[ə'fɛnsɪv ti:m]	útočiace družstvo
opponent	[ə'pəʊnənt]	súper, protihráč
other team's basket	['ʌðə 'ti:mz 'ba:skɪt]	kôš súpera
other's team basket	[ði 'ʌðəz ti:m 'ba:skɪt]	kôš druhého družstva, kôš súpera
own basket	[əʊn 'ba:skɪt]	vlastný kôš, kôš, ktorý (družstvo, hráč) bráni
pass	[pa:s]	prihrávka, prihrat'
pass	[pa:s]	prihrávať, prihrávka
pass the ball to a teammate	[pa:s ðə bɔ:l tu ə 'ti:mmeɪt]	prihrat' loptu spoluhráčovi
penalize	[ˈpi:nəlaɪz]	potrestať
personal foul	[ˈpɜ:sənəl faʊl]	osobná chyba
physical	['fɪzɪkl]	telesný
physical contact	['fɪzɪkl ˈkɒntækt]	telesný kontakt
pick up dribble	[pɪk ʌp 'drɪбл]	prestat' driblovať
play	[pleɪ]	hrat', hra
play stops	[pleɪ stɒps]	hra je zastavená, nehrá sa
player	[pleɪə]	hráč, hráčka
player can come in the	[pleɪə kən kʌm ɪn ðə geɪm]	hráč môže vstúpiť do hry

game		
player can come out of the game	['pleɪə kən kʌm əut 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 həz bɪ:n faʊld]	hráč bol faulovaný
player with the ball	['pleɪə wɪð ðə bɔ:l]	hráč s loptou
player without the ball	['pleɪə wɪð'əut ðə bɔ:l]	hráč bez lopty
players are allowed	['pleɪəz ər ə'laud]	hráči môžu, hráčom je dovolené
players on the court	['pleɪəz ɒn ðə kɔ:t]	hráči na ihrisku
playing surface	['pleɪnɪŋ 'sɜ:fɪs]	ihrisko, hracia plocha
point	[pɔɪnt]	bod
possession of the ball	[pə'zeʃn əv ðə bɔ:l]	kontrola nad loptou
profanity	[prə'fænɪti]	nadávky
quarter	['kwɔ:tə]	štvrťina (zápasu)
rebound	[rɪ'baʊnd]	doskočenie lopty, odraz
referee blows the whistle	[,refə'rei: bləʊz ðə 'wɪsl]	rozhodca zapíska, fúkne do písťalky
regardless of how much time is left in the game	[rɪ'ga:dləs əv 'haʊ 'mæts 'taɪm z left in ðə geɪm]	bez ohľadu na to, kol'ko času je do konca hry
replace	[rɪ'pleɪs]	nahradiť, vystriedať
rim	[rɪm]	obruč
rookies	['rukɪz]	začiatočníci, začiatočníčky, nováčikovia
rule	[ru:l]	pravidlo
rule	[ru:l]	pravidlo
rules of the game	[ru:lz əv ðə geɪm]	pravidlá hry
score	[skɔ:z]	strelit' kôš, bodový stav zápasu
scoring	['skɔ:riŋ]	dosahovanie bodov, skórovanie, bodovanie
scoring opportunity	['skɔ:riŋ ,ɒpə'tju:nɪti]	strelecká príležitosť, možnosť skórovať
shoot	[ʃu:t]	strieľať, streliť, vystrelit'
shooter	['ʃu:tə]	strelec, strieľajúci hráč
shooter is awarded free throw	['ʃu:tə z ə'wɔ:di:d fri: 'θrəʊ]	strelec ide strieľať trestný hod
shooting foul	['ʃu:tɪŋ faʊl]	faul pri streľbe
shot	[ʃɒt]	strela, strelecký pokus
shot counts as 3 point	[ʃɒt ˈkaʊnts əz θri: pɔɪnt]	strela sa počítá 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 'ba:skɪtbɔ:l]	veľkosť basketbalovej lopty
sport	[spɔ:t]	šport
spot	[spɒt]	miesto, bod
stalling tactic	['stɔ:liŋ 'tæktɪk]	zdržiavajúca (spomaľujúca)

		taktika
stay	[steɪ]	ostať, stáť
stay in the lane	[steɪ ɪn ðə leɪn]	byť (zdržiavať sa) vo vymedzenom území
steal dribble	[sti:l 'drɪbəl]	vziať loptu súperovi pri driblingu
steal pass	[sti:l pɑ:s]	vychytiať, vypichnúť prihrávku
step	[step]	krok
stop dribble	[stɒp 'drɪbəl]	prestať driblovať
substitute	['sʌbstɪtju:t]	náhradník
substitution	[,sʌbstri'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]	spoluhráč
technical foul	['tekničkɫ faʊl]	technická chyba
throw	['θrəʊ]	hod, hodit'
throw the ball at the basket	['θrəʊ ðə bɔ:l ət ðə 'ba:skɪt]	hodit'/vystreliať loptu smerom na kôš
time	['taɪm]	čas, doba
toe	[təʊ]	špička (tenisky), prst
toe is on the line	[təʊ z ɒn ðə laɪn]	špička tenisky sa dotýka čiary
travelling	['trævəlɪŋ]	porušenie pravidla o krokoch
try to score	[traɪ tə skɔ:z]	pokúsiť sa streliť loptu do koša
two-points shot	[tu: pɔɪnts ʃɒt]	dvojbodová strela, pokus
violate	['vaiəleɪt]	porušiť
violate the rules	['vaiəleɪt 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]	píšťalka, pískať
win	[wɪn]	vyhrať, zvíťaziať, 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-*st*itute 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* dri-*bling*) 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 nonshooting.
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.

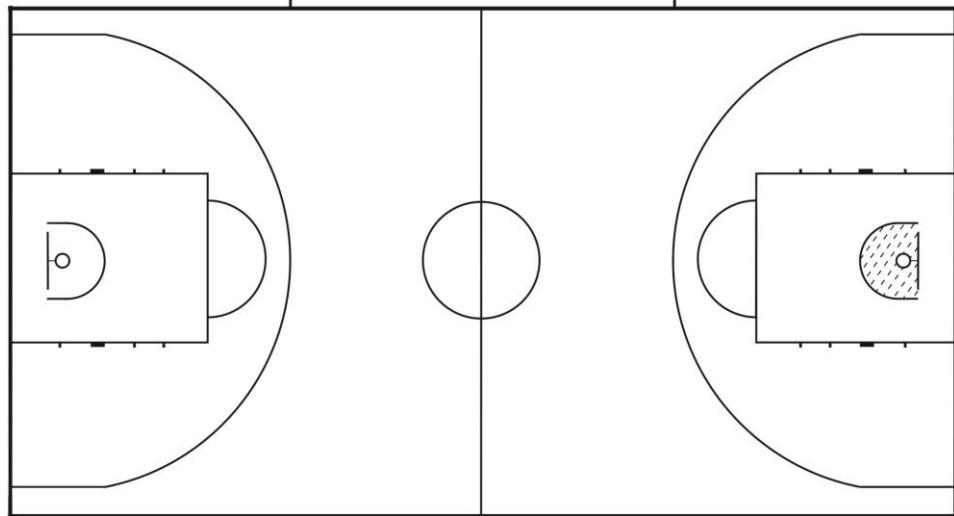
Exercise 5

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

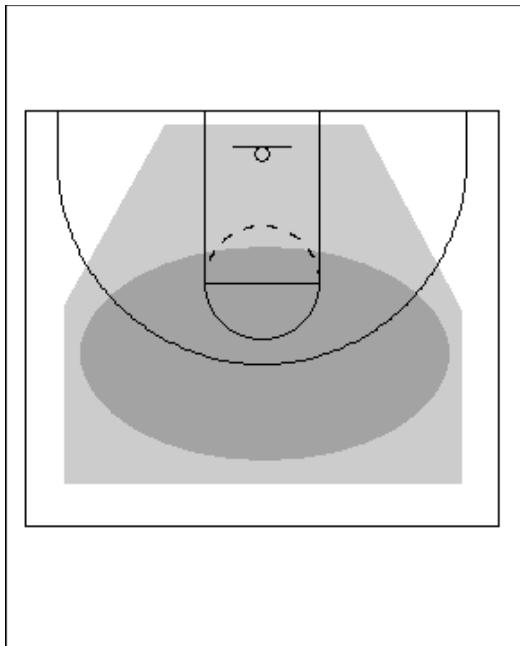
Exercise 6

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

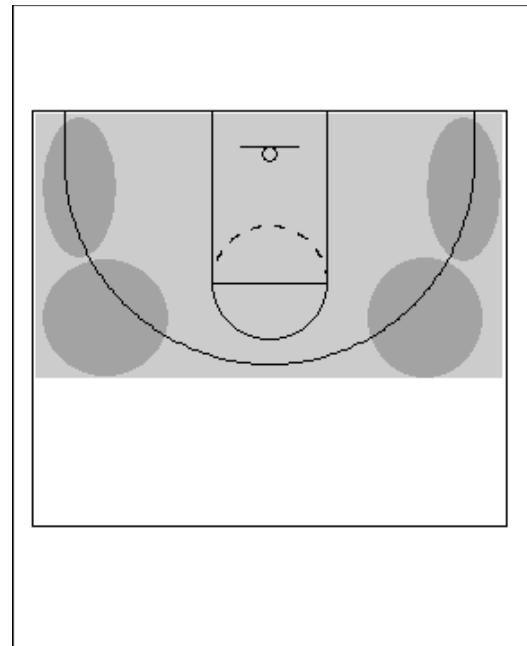


Exercise 7

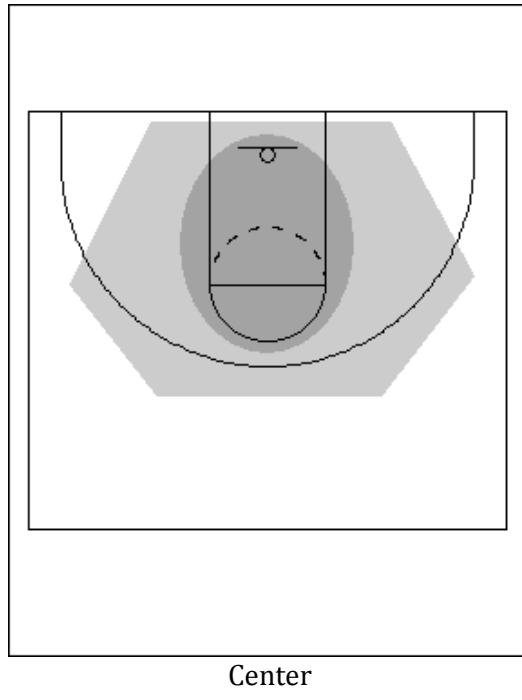
Describe the areas on the court where guards, forwards and centers play mostly in offence.



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)



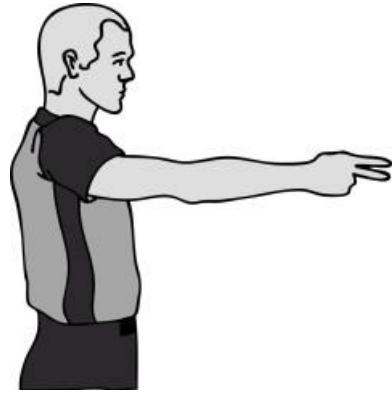
Cancel score or cancel play
(scissor-like action with arms, once across chest)

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)

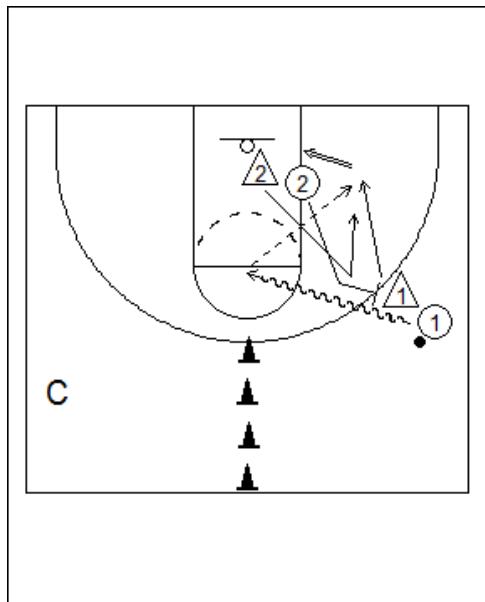


Three free throws
(3 fingers extended on both hands)

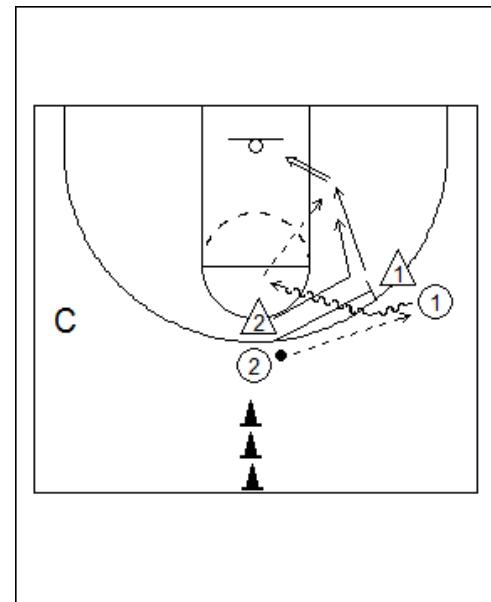
Official basketball rules 2012. Rio de Janeiro, Brazil: FIBA Central Board
(<http://www.fiba.com/downloads/Rules/2012/OfficialBasketballRules2012.pdf>)

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

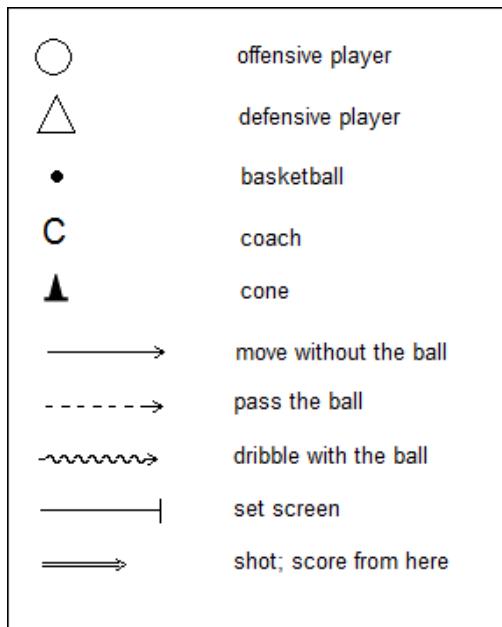


Diagram key

Fixed expressions in basketball

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

Basketball collocations

English	Pronunciation	Slovak
playing surface	[ˈpleɪnɪŋ ˈsɜːfɪs]	ihrisko, hracia plocha
fresh players	[fref ˈpleɪəz]	oddýchnutí hráči
shot made	[ʃɒt ˈmeɪd]	úspešná strela, úspešný strelecký pokus
field goals	[fiːld ɡəʊlz]	strelba z pol'a
free throw	[friː ˈθrəʊ]	trestný hod
possession of the ball	[pəˈzeʃn̩ əv ðə bɔːl]	kontrola nad loptou

advance the ball	[əd'və:ns ðə bɔ:l]	dostať loptu odniekiaľ niekam
bounce the ball on the floor	[baʊns ðə bɔ:l ɒn ðə flɔ:]	udriēť s loptou o zem
made shots	['meɪdʃɒts]	úspešné strely
steal pass	[sti:l pɑ:s]	vychytíť prihrávku
steal dribble	[sti:l 'drɪbəl]	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	['vaɪəleɪt ðə ru:lz]	porušiť pravidlá
fouls is committed	[faʊlz ɪz kə'mɪtɪd]	stala sa chyba
closely guard	['kləʊsli gɑ:d]	tesne brániť
keep moving in and out	[ki:p 'mu:vɪŋ ɪn ənd aut]	neprestať vchádzat' dnu a vychádzat' 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'bɪləti]	schopnosť
accuracy	[ˈækjərəsi]	presnosť
arm	[a: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,ba:dɪ dʒʌmp]	v najvyššom bode niekoho (strelca) výskoku
balance	[ˈbæləns]	rovnováha
balanced position	[ˈbælənst pə'zɪʃn]	stabilný postoj (strelca)
ball must be kept close to your	[bɔ:l məst bi kept kləʊs tə jə 'bɔ:di]	lopta musí byť blízko tela
basic shooting skills	[ˈbeɪsɪk ˈʃu:tɪŋ skilz]	základné strelecké zručnosti
be off the balance	[bi ɒf ðə 'bæləns]	byť 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 aut pə'zɪʃn]	dosiahnuť (zapríčiniť, vyvolať), že obranca nie je v správnej pozícii
complete basketball player	[kəm'pli:t 'ba:skɪtbɔ:l 'pleɪə]	dokonalý basketbalista
develop your own shot	[dr'veləp jər əʊn ʃɒt]	trénuj vlastný spôsob streľby
elbow	['elbəʊ]	laket'
excellent shooter	['ekslələnt 'ʃʊtə]	vynikajúci strelec
extra movement of the ball	['ekstrə 'mu:vmənt əv ðə bɔ:l]	zbytočný (nesprávny) pohyb lopty
fake	[feɪk]	klamliavý pohyb, finta
fall away from the basket	[fɔ:l ə'weɪ frəm ðə 'ba:skɪt]	padat' vzad smerom od koša
far side of the basket	[fɑ: saɪd əv ðə 'ba:skɪt]	vzdialená strana koša
fed somebody the pass	[fed 'sʌmbədi ðə pa:s]	prihrať niekomu
feed	[fi:d]	prihrať
fingers should be comfortably spread	['fɪŋgəz ʃəd bi 'kʌmftəblɪ spred]	prsty majú byť pohodlne roztahnuté
fingertip	['fɪŋgətɪp]	špička, konček prsta
fingertips being last to touch the ball	['fɪŋgətɪps 'bi:ɪŋ la:st tə tʌtʃ ðə bɔ:l]	končeky prstov sa posledné dotýkajú lopty
fist	[fɪst]	ruka, päst', zovriet' päst'
floor	[flɔ:]	ihrisko
force the shot	[fɔ:s ðə ʃɒt]	siliť streľbu, vystrelit' v nesprávnom momente, v nesprávnej situácii alebo z nesprávnej pozícii na ihrisku
forearm	[,fɔ:'ra: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'mentlɪz əv 'su:tɪŋ]	základy streľby
game situation	[geim ,sɪtʃu'eɪʃn]	herná situácia, situácia v hre
give credit	[gɪv 'kredɪt]	vzdať hold, ocenit', pochváliť, pod'akovat', prejaviť vd'aku
good shooter	[gud 'ʃu:tə]	dobrý strelec
high percentage shooter	[haɪ pə'sentɪdʒ 'ʃu:tə]	strelec s vysokou úspešnosťou streľby (úspešný strelec)
jerk	[dʒɜ:k]	trhnutie, myknutie
jump shot	[dʒʌmp ʃɒt]	streľba vo výskoku
lay-up	['leɪ'əp]	dvojtakt, streľba po dvojtakte
left-handed	[left 'hændɪd]	ľavoruký

nod	[nɒd]	kývnutie
non-shooting arm	[nɒn'ʃu:tɪŋ a:m]	nestrelecká ruka
pad	[pæd]	bruško/vankúšik prsta
palm	[pɑ:m]	dlaň
perfect your shot	[pə'fekt jə ſɒt]	zdokonaluj svoju strieľbu
pointed toward the basket	['poɪntɪd tə'wɔ:d ðə 'ba: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 it frəm ðə ðri: tə faɪv ſpɒts]	trénuj (strieľaj) z troch až piatich miest na ihrisku
proper release	['prɒpər rɪ'li:s]	správne vypustenie, vystrelenie (lopty)
put the ball in the basket	['put ðə bɔ:l ɪn ðə 'ba:skɪt]	dať kôš, dostať loptu do koša
quick release	[kwɪk rɪ'li:s]	rýchle vypustiť, vystreliť (loptu)
ready for action	['redi fər 'ækʃn]	pripravený na ďalšiu činnosť
release	[rɪ'li:s]	vypustiť, vystreliť (loptu)
rump	[rʌmp]	zadok
screen	[skri:n]	clona
set shot	[set ſɒt]	strieľba z miesta
set the screen	[set ðə ſkri:n]	postaviť clonu
shoot the ball	[ʃu:t ðə bɔ:l]	strieľať, vystreliť, vystrelovať (loptu)
shoot toward a specific target	[ʃu:t tə'wɔ:d ə ſpə'sifik 'ta:git]	strieľaj (mier) smerom na určitý ciel'
shot is released above the head	['ʃɒt ɪs 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 vyviest' z miery, zotvraj v kľudnom duševnom rozpoložení
take off	[teɪk ɒf]	odraz
take the shot	[teɪk ðə ſɒt]	strelit', vystrelit'
tap	[tæp]	tl'apnutie
target	['ta:git]	ciel'
technique	[tek'nɪ: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'ba:skɪt ſɒt]	strieľba spod koša
weight equally distributed	[weɪt 'i:kwəli dɪ'strɪbju:tɪd]	rovnomerne rozložená hmotnosť tela (na obidve nohy hráča, strelca)
weight is shifted slightly	[weɪt s 'ʃɪftɪd 'slaitli '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 'ba:skɪtbɔ:l 'pleɪə]	dokonalý basketbalista
give credit	[gɪv 'kredit]	vzdat' hold, ocenit', pochváliť, pod'akovat', prejaviť vd'aku
feed	[fed]	prihrat'
take the shot	[teɪk ðə ʃɒt]	strelit', vystrelit'
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	['leɪ'ʌp]	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.

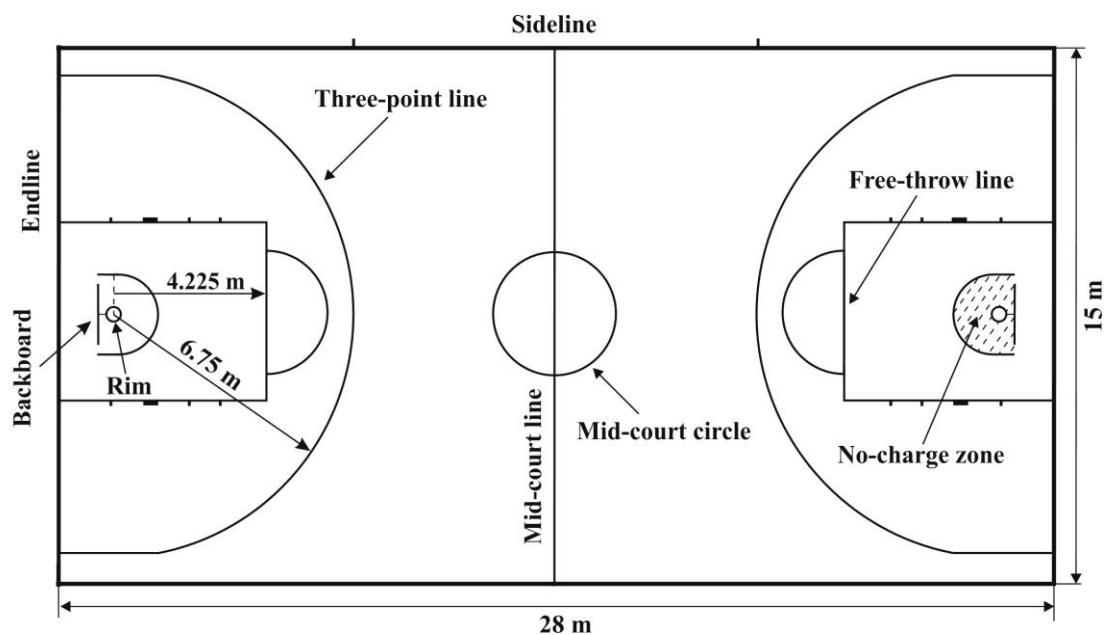
Intentional fouls are result in the two free throws awarded to the player who was fouled.

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.

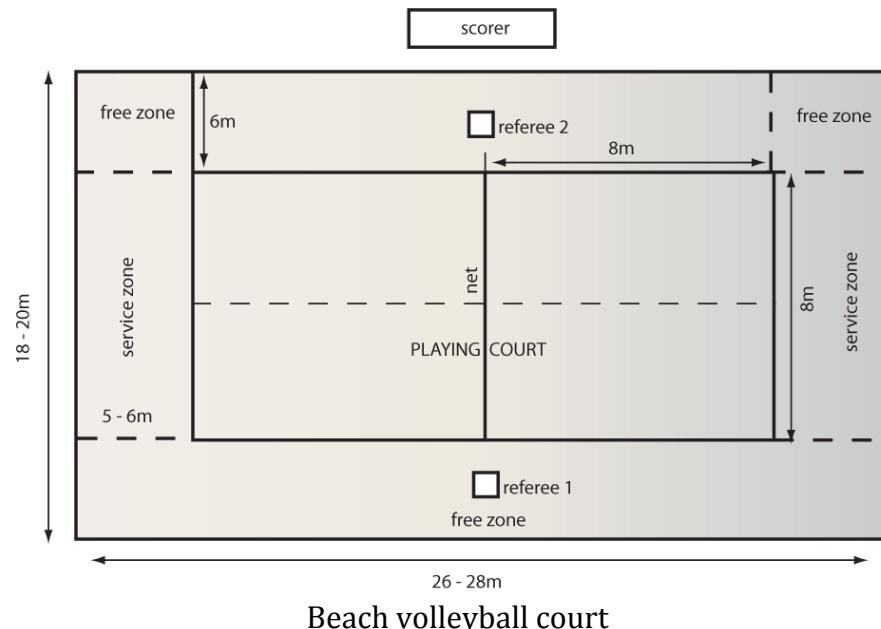
In beach volleyball, the team winning a rally scores a point (rally point system). When the receiving team wins a rally, it gains a point and the right to serve. The serving player must be alternated every time this occurs.

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 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 dr'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'džektəri]	dráha letu lopty
bladder	[ˈblædə]	mechúr, duša
boundary lines	[ˈbaʊndri laɪmz]	ohraničujúce čiary, obvodové čiary
centre line	[ˈsentə laɪn]	stredová čiara
close hand	[kləʊzd hænd]	zatvorená ruky
cobra shot	[ˈkəʊbrə ʃɒt]	„cobra“, útočný úder hraný končekmi vystretych prstov
come down	[kʌm daʊn]	zostúpiť, klesať
conceal	[kən'si:l]	zatajiť, utajíť
cross shot	[krɒs ʃɒt]	úder po diagonále
deceptive	[dr'septɪv]	klamlivý
defend	[dr'fend]	brániť
determined position	[dr'tɜ:mɪnd pə'zɪʃn]	určené postavenie
digging technique	[dɪgɪŋ tek'nɪ:k]	technika vyberania, prihrávania
direct	[dr'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, padať

falling motion	[ˈfɔ:lɪŋ ˈməʊʃn]	v páde
feature	[ˈfi:tʃə]	stránka, rys
fist	[fɪst]	päst'
forearm	[fɔ:ˈra:m]	predlaktie
forearm dig	[fɔ:ˈra:m dɪg]	odbitie predlaktím
forearm pass technique	[fɔ:ˈra:m pɑ:s tek'ni:k]	prihrávka odbitím obojručne zdola
free zone	[fri: ˈzəʊn]	vol'ná zóna
hit	[hit]	úder, odbicie, odrazenie, trafil', udriet', zasiahnut', odrazit', odbit'
hop-step	[hɒp step]	poskok, poskočiť, naskočenie, naskočiť
in falling	[ɪn ˈfɔ:lɪŋ]	v páde
in jump	[ɪn dʒʌmp]	v skoku
in motion	[ɪn ˈməʊʃn]	v pohybe
indoor	[ˈɪndɔ:]	halový
knuckle	[nʌkl]	medzičlánkový kĺb na prstoch ruky
land	[lænd]	dopadnúť na zem
lateral passing	[ˈlætərəl ˈpɑ:sɪŋ]	prihrávanie mimo osi tela
line shot	[lайн ʃɒt]	úder po čiare
motion	[ˈməʊʃn]	pohyb
one-handed block	[wʌn ˈhændɪd ˈblɒk]	blok jednou rukou
overhead	[əʊvə'hed]	nad hlavou
permissible	[pə'mɪsəbl]	povolený, prípustný
poke	[pəʊ]	„pouk“, útočný úder hraný kĺbmi prstov
position	[pə'zɪʃn]	postavenie, postaviť sa
racket sport	[rækɪt spɔ:t]	športové hry, v ktorých sa používa raketa
ready posture	[ˈredi ˈpɒstʃə]	základný postoj, streh
rebound	[rɪ'baʊnd]	odraz, odraziť sa
referee	[,refə'ri:]	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 tek'ni:k]	technika podania
server	[sɜ:və]	podávajúci hráč
service zone	[sɜ:vɪs əʊn]	zóna podania
serving technique	[sɜ:vɪŋ tek'ni:k]	technika podania
set	[set]	set, sada, nahrávka
shot	[ʃɒt]	úder
side line	[saɪd laɪn]	postranná čiara
sideways	[saɪd 'weɪz]	bočne
sky ball serve	[skai bɔ:l sɜ:v]	„svieca“, podanie zdola s vysokou, strmou dráhou letu lopty
soft	[sɒft]	mäkký, lăhký

speed attack	[spi:d ə'tæk]	tvrdý útočný úder
spike	[spaɪk]	smeč
spin	[spɪn]	rotácia
split block	[split 'blɒk]	blok s roztahnutými pažami
spread	[spred]	roztiahnutý
spread block	[spred 'blɒk]	blok s roztahnutými pažami
starting position	['sta:tɪŋ pə'zɪʃn]	východisková pozícia
strait line	['streɪt laɪn]	priamka
struck	[strʌk]	úder, zásah, udriet', zasiahnut'
substitution	[,sʌbstri'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've:ntɪdʒ]	využiť
take off	[teɪk ɒf]	odraz, odraziť sa
take off spot	[teɪk ɒf spɒt]	miesto odrazu
team mate	[ti:m meɪt]	spoluhráč
team sport	[ti:m spɔ:t]	kolektívny šport
technical time-out	['tekničl 'taɪm aʊt]	technický oddychový čas
time-out	['taɪm aʊt]	oddychový čas
tomahawk	['tɒməhɔ:k]	tomahavk
topspin shot	['tɒpspin ʃɒt]	úder s hornou rotáciou
transition	[træn'zɪʃn]	prechod
travel up	['trævl ʌp]	stúpať
trick	[trɪk]	„finta“, klamný úder
twice in a row	[twaɪs ɪn ə rəʊ]	dvakrát za sebou
two point break	[tu: pɔɪnt breɪk]	dvojbodový náskok
two-handed block	[tu: 'hændɪd 'blɒk]	blok dvoma rukami
versatility	[,vɜ:sə'tɪlɪtɪ]	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
Serve	sky ball
	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 Swatch³ 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 21st 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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³ 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	[ˈænjuəl ˈtɔ:nəmənt]	celoročný turnaj, ročný turnaj
Association Volleyball Professionals (AVP)	[ə,səʊsi'eiʃn 'vɔlɪbɔ: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 'vɔlɪbɔ:l]	plážový volejbal
Beach Volleyball World Series	[bi:tʃ 'vɔlɪbɔ:l wɜ:ld 'sɪəri:z]	Svetové séria v plážovom volejbale
beach-volleyball lifestyle	[bi:tʃ 'vɔlɪbɔ:l 'laɪfstaɪl]	beach volejbalový životný štýl
beauty contest	['bju:ti, kɒntest]	súťaž krásy
bump	[bʌmp]	odbitie obojručne zdola
career	[kə'rɪə]	kariéra
championship	['tʃæmpiənʃɪp]	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]	ľahkovážny, bezstarostný život
event	[ɪ'vent]	súťaž, pretek, športová disciplína
fan	[fæn]	fanúšik
feature	['fi:tʃə]	predstavovať
FIVB (Fédération Internationale de Volleyball)		Medzinárodná volejbalová federácia (FIVB)
found	[faʊnd]	založiť
foundation	[faʊn'deɪʃn]	nadácia
full-fledged	[fʊl fledʒd]	plne kvalifikovaný
gold medal	[gəuld 'medl]	zlatá medaila
include into	[ɪn'klu:d 'ɪntə]	zaradiť do, začleniť, zahrnúť
indoor game	['indɔ: geim]	halová hra
International Olympic Committee	[,ɪntə'næʃnəl ə'lɪmpɪk kə'mi:tɪ]	Medzinárodný olympijský výbor

medal	['medl]	medaila
medalist	['medəlist]	medailista
men's competition	[menz ,kɔmpə'tiʃn]	mužská súťaž
national champion	['næʃnəl 'tʃæmpiən]	národný majster
Olympic champion	[ə'limpik 'tʃæmpiən]	olympijský víťaz
Olympics	[ə'limpiks]	Olympiáda
originate	[ə'rɪdʒəneɪt]	pochádzať, mať pôvod, vzniknúť
outdoor	['aʊtdɔ:]	vonkajší
overwhelming	[,əʊvə'welmin]	ohromujúci, neprekonateľný
player's strike	['plerərz straɪk]	hráčsky štrajk
prize	[praɪz]	cena, odmena, prémia
prize money	[praɪz 'mʌni]	peniaze za výhru, odmena za výhru
pro beach volleyball	[prəʊ bi:tʃ 'vɒlibɔ: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 'tʃeindʒɪz]	zmeny pravidiel
second class player	['sekənd klɑ:s 'pleɪə]	druhotriedny hráč
spectator	[spek'teɪtə]	divák
sponsor	['spɒnsə]	sponzor
sponsor-money	[spɒnsə 'mʌni]	sponsorské peniaze
star	[sta:]	hviezda
star-mania	[sta: 'meiniə]	hviezdne šialenstvo, hviezdna mánia
stunning	['stʌnɪŋ]	ohromujúci, oslňujúci
success	[sək'ses]	úspech
Swatch World Tour	['swa:tʃ wɜ:ld tuə]	názov súťaže v plážovom volejbale organizovanej FIVB
take advantage	[teɪk əd've:ntɪdʒ]	využiť, zneužiť, t'ažiť
team	[ti:m]	družstvo
team of four	[ti:m əv fo:]	štvorčlenné družstvo
tour	[tuə]	turné
tournament	['tɔ:nəmənt]	turnaj
underhand pass with forearms	['ʌndəhænd pɑ:s wið fo:'ra:mz]	odbitie obojručne zdola
Volleyball International Circuit	['vɒlibɔ:l ,ɪntə'næʃnəl 'sɜ:kɪt]	Medzinárodný volejbalový okruh
vs. (versus)	['vɜ:səs]	proti
winner	['wɪnə]	vítaz
women's competition	['wɪmɪnz ,kɔmpə'tiʃn]	ženská súťaž

Women's Professional Volleyball Association	[ˈwɪmɪnz prəˈfeʃnəl ˈvɒlibɔ:l ə, səʊʃiˈeɪʃn]	Ženská profesionálna volejbalová asociácia
World Championships	[wɜ:ld ˈtʃæmpiənʃips]	majstrovstvá sveta
World Tour	[wɜ:ld 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.)

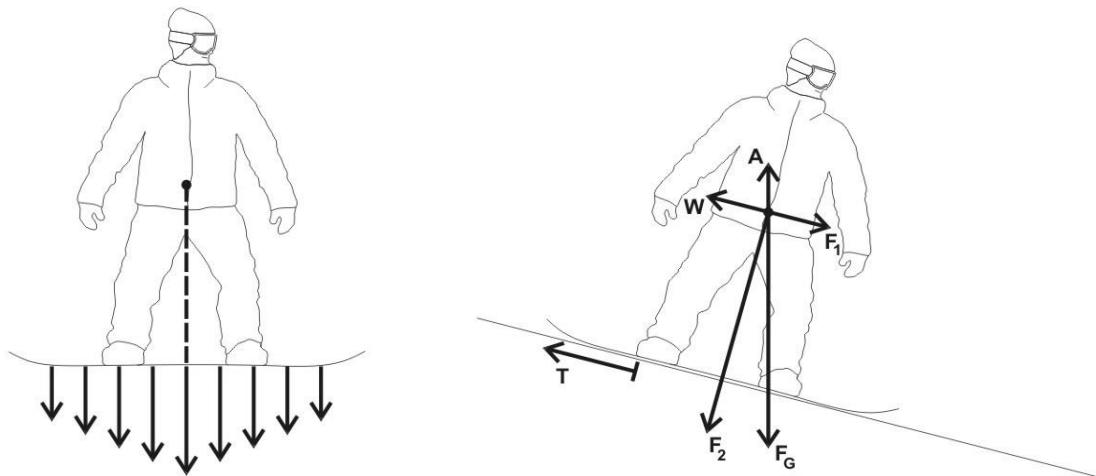
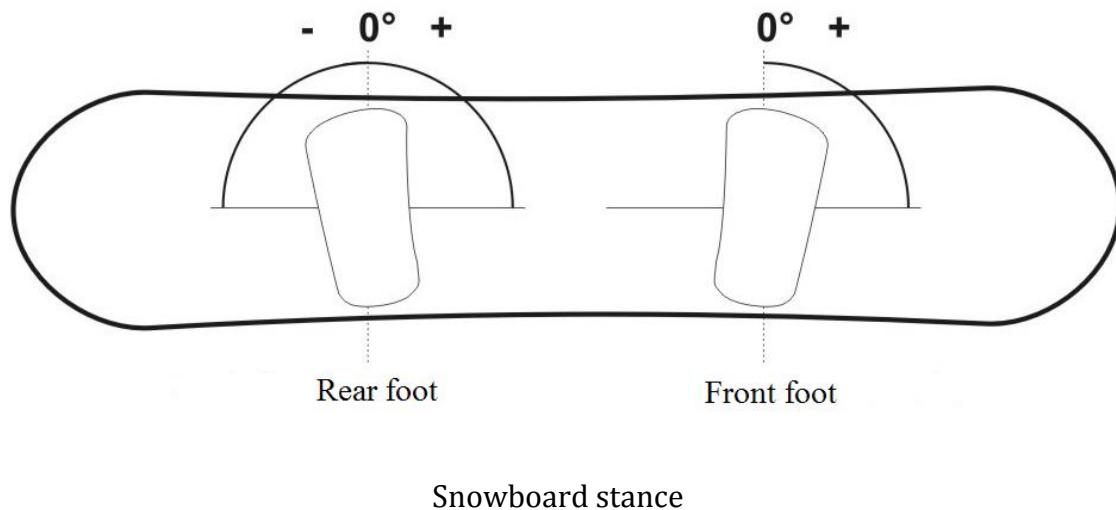
To begin with...

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.



Vertical forces of still stance and outer forces in fallline run

New words and expressions

English	Pronunciation	Slovak
ski resort	[ski: ri'zɔ:t]	lyžiarske stredisko
course	[kɔ:s]	trat'
snow groomer	['snəʊ 'gru:mə]	ratrak
dimension	['di'menshən]	rozmer
half-pipe	[ha:f - paip]	U rampa
transition	['træn'zɪʃn]	prechod, zmena sklonu
aerial	['eəriəl]	skok
overall impression	[əʊvə'rɔ:l im'preʃn]	celkový dojem
routine	['ru:tɪn]	pohybová zostava
maneuver	['mə'nu:və]	trik

jump amplitude	[dʒʌmp 'æmplɪtju:d]	výška skoku
quest	['kwest]	snaha, úsilie
degree of rotation	['dɪ'gri: əv rəʊ'teɪʃn]	stupeň rotácie
difficulty	['dɪfɪkəlti]	obťažnosť

Exercise 1

Fill in the missing words

Snowboarding skateboard 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
counter culture
acrobatic
wall
degree
jump
ski
half-pipe

activity
your board
of rotation
amplitude
routine
transitions
course
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	['ækjʊərət ə'sesmənt]	presné posúdenie
attempt	[ə'tempt]	pokus
air time	[eə 'taɪm]	časové trvanie skoku
forward ride	['fɔ:wəd rāɪd]	jazda dopredu
backward ride	['bækwəd rāɪd]	jazda dozadu (switch)
lip	[lɪp]	hrana U rampy
landing	['lændɪŋ]	dopad
jump initiation	[dʒʌmp ɪ'nɪʃ'eɪʃn]	začiatok skoku
around a single axis	[ə'raʊnd ə 'sɪŋgl ə'æksɪs]	okolo jednej osi
landing angle	['lændɪŋ 'æŋgl]	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 degr.... 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	terminology
accurate	assessment
jump	initiation
landing	angle
forward	ride
air	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 competition 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'bɪləti]	schopnosť
able	['eɪbl]	schopný, zdatný, šikovný
allow	[ə'lau]	dovoliť, povoliť, umožniť
approximately	[ə'prəksɪmətlɪ]	približne, asi
area	['eəriə]	územie, zóna
arrange	[ə'rendʒ]	zariadiť, pripraviť, usporiadat'
arrangement	[ə'rendʒmənt]	usporiadanie, rozostavenie, úprava
assistance	[ə'sɪstəns]	asistencia, výpomoc, podpora
assistive device	[ə'sɪstɪv dɪ'veɪs]	pomocné zariadenie
award	[ə'wɔ:d]	cena, oceniť
badminton	['bædmɪntən]	bedminton
ball	[bɔ:l]	lopta
be able	[bi 'eɪbl]	byť schopný, byť zdatný
begin	[br'gɪn]	začať (sa), začínať
boundary	['baʊndri]	hranica, medza, rozmedzie

box	[bɒks]	manipulačný priestor hráča
call	[kɔ:l]	nazývať (sa), volať
case	[keɪs]	prípad
choice	[tʃɔɪs]	výber, vol'ba
choose	[tʃu:z]	vybrať (si), zvoliť (si)
chute	[ʃu:t]	šmykačka, kízačka
clear	[klɪə]	úplne, jasne, zreteľne
clear the area	[klɪə ði 'eəriə]	zaujať miesto v území, umiestniť
close	[kləʊz]	blízko, tesne
coin	[kɔɪn]	minca
coin flip	[kɔɪn flɪp]	vyhodenie mince
coin toss	[kɔɪn tɔ:s]	vyhodenie mince
competition	[kɒmpə'tɪʃn]	súťaž, preteky
complete	[kəm'pli:t]	úplný, celý, kompletný
composition	[kɒmpə'zɪʃn]	skladba, zloženie
compromise	[kɒmprə'maɪz]	zraditiť
conclusion	[kən'klu:ʒn]	záver, ukončenie, zakončenie, koniec
consider	[kən'sɪdə]	považovať
consist	[kən'sɪst]	skladáť sa, pozostávať, byť zložený
continue	[kən'tinju:]	pokračovať
correct	[kə'rekt]	správny, bezchybný
court	[kɔ:t]	ihrisko
cross	[krɒs]	prejšť, prekročiť, skrížiť,
cut	[kʌt]	priekopa, drážka, žliabok, rez, výrez, zárez
deformity	[dɪ'fɔ:mɪti]	deformita, deformácia
design	[dɪ'zain]	navrhnuť, skonštruovať, naplánovať
determine	[dɪ'tɜ:min]	určovať, určiť, udávať
device	[dɪ'veɪs]	zariadenie, nástroj, prostriedok
distance	[dɪ'stæns]	vzdialenosť
divide	[dɪ'veɪd]	rozdeliť (sa)
end	[end]	koniec
equal	[i:kwəl]	rovnaký, vyrovnaný
equidistant	[i:kwɪ'dɪstənt]	rovnako vzdialenosť
face	[feɪs]	tvár, byť nasmerovaný, smerovať
farther	['fa:ðə]	ďalej od, vzdialenejší
flip	[flɪp]	hod, vyhodenie, tlesknutie, tlapnutie
floor	[flɔ:]	podlaha, zem, palubovka
game	[geim]	hra
grasp	[gra:sp]	uchopiť, zovriť, držať
hold	[həuld]	držať, udržať
independent	[ɪndɪ'pendənt]	nezávislý, samostatný

individual	[ɪn'drɪ'veɪdʒuəl]	individuálny, jednotlivec
individual match	[ɪn'drɪ'veɪdʒuəl 'mætʃ]	súťaž jednotlivcov
individual player	[ɪn'drɪ'veɪdʒuəl 'pleɪə]	jednotlivec
individual thrower	[ɪn'drɪ'veɪdʒuəl 'θrəʊə]	jednotlivec, ktorý hádže
indoor	['ɪndɔː]	dnu, vo vnútri, v interiéri
initiate	[ɪ'nɪʃeɪt]	začať, spustiť, iniciaovať, uviesť do pohybu
inside	[ɪn'saɪd]	vnútri, dnu, v interiéri
inspect	[ɪn'spekt]	zistiť, prezrietať, skontrolovať, vykonať
international	[ɪntə'næʃnəl]	medzinárodný
leather	['leðə]	koža, kožený
leather ball	['leðə bɔːl]	kožená lopta
left	['left]	vľavo, ľavý
limits	['lɪmɪts]	medze, možnosti, obmedzenia
line	['lain]	čiara
mark	[mɑːk]	označiť, vyznačiť
match	[mætʃ]	zápas
measure	['meʒə]	merať, premerať
member	['membə]	člen, príslušník
move	[mu:v]	hýbať (sa), pohybovať (sa)
need	[ni:d]	potrebovať, vyžadovať
needing assistance	['ni:dɪŋ ə'sɪstəns]	vyžadujúci asistenciu
next	[nekst]	d'alší, nasledujúci
number	['nʌmbə]	číslo
object	[əb'dʒekt]	ciel', zámer, účel
occupy	['ɒkjudpə]	obývať, okupovať, obsadiť, zabrat'
official	[ə'fɪʃl]	oficiálny
once	[wʌns]	raz, jediný krát
opponent	[ə'pəʊnənt]	súper, protihráč
order	['ɔ:də]	systém, poriadok, poradie, postupnosť, sled
outdoor	['autdɔː]	von, v prírode, v exteriéri
pair	[peə]	pár, dvojica
pairs competition	[peəz kɒmpə'tiʃn]	súťaž dvojíc
per player, end, pair, team	[pɜː 'pleɪə, end, peə, ti:m]	pre/na hráča, pre/na koniec, pre/na dvojicu, pre/na družstvo
performance	[pə'fɔːməns]	výkon, výkonnosť, vykonanie, predvedenie
play	[pleɪ]	hrat', hra
player	['pleɪə]	hráč
playing area	['pleɪɪŋ 'eəriə]	hracie územie
point	[pɔɪnt]	bod
position	[pə'zɪʃn]	pozícia, rozostavenie, rozmiestnenie
positioned	[pə'zɪʃnd]	rozostavený, rozmiestnený

possible	[ˈpɒsəbl]	postavený
prior to	[ˈpriətə]	možný, dosiahnutelný
proceed	[prə'si:d]	pred
ramp	[ræmp]	postupovať, pokračovať
ramp pairs	[ræmp peəz]	rampa, naklonená plošina
		súťaž párov využívajúcich
		rampu
range	[reɪndʒ]	škála, rozmedzie, rozpäťie
referee	[.refə'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	[rəʊl]	kotúľať
rotation	[rəʊ'teɪt̩]	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	[sʌb'sɪkwənt]	následný, nasledujúci, ďalší
target	[ˈta:gɪt]	ciel'
target area	[ˈta:gɪt ˈeəriə]	cielový priestor
target ball	[ˈta:gɪt bɔ:l]	cielová lopta
team	[ti:m]	tím, družstvo
team competition	[ti:m, kɒmpə'tɪʃn]	súťaž družstiev
throw	[ˈθrəʊ]	hádzat'
throwing area	[ˈθrəʊɪŋ ˈeəriə]	územie odhodu, odhodový
		priestor
throwing boxes	[ˈθrəʊɪŋ ˈbɒksɪz]	manipulačný priestor odhodu
throwing line	[ˈθrəʊɪŋ laɪn]	čiara odhodu, odhodová čiara
throwing pairs	[ˈθrəʊɪŋ peəz]	dvojica hádzajúcich hráčov
throwing sport	[ˈθrəʊɪŋ spɔ:t]	cielový šport
tie	[taɪ]	remizovať, hrať nerozhodne,
		nerozhodný stav (výsledok)
tie score	[taɪ skɔ:z]	nerozhodné skóre
tie-break	[ˈtaɪbreɪk]	rozhodujúci set
time	[taɪm]	čas
toss	[tɒs]	vyhodiť
until	[ʌn'tɪl]	dokial', až kým
use	[ju:s]	používať, použiť, využívať,
		využiť

weight	[weɪt]	hmotnosť, váha
wheelchair	['wi:lθseə]	vozík (invalidný)
whereas	[weə'ræz]	zatial' čo, kým, pokial'
winner	['wɪnə]	vítaz
within	[wið'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.

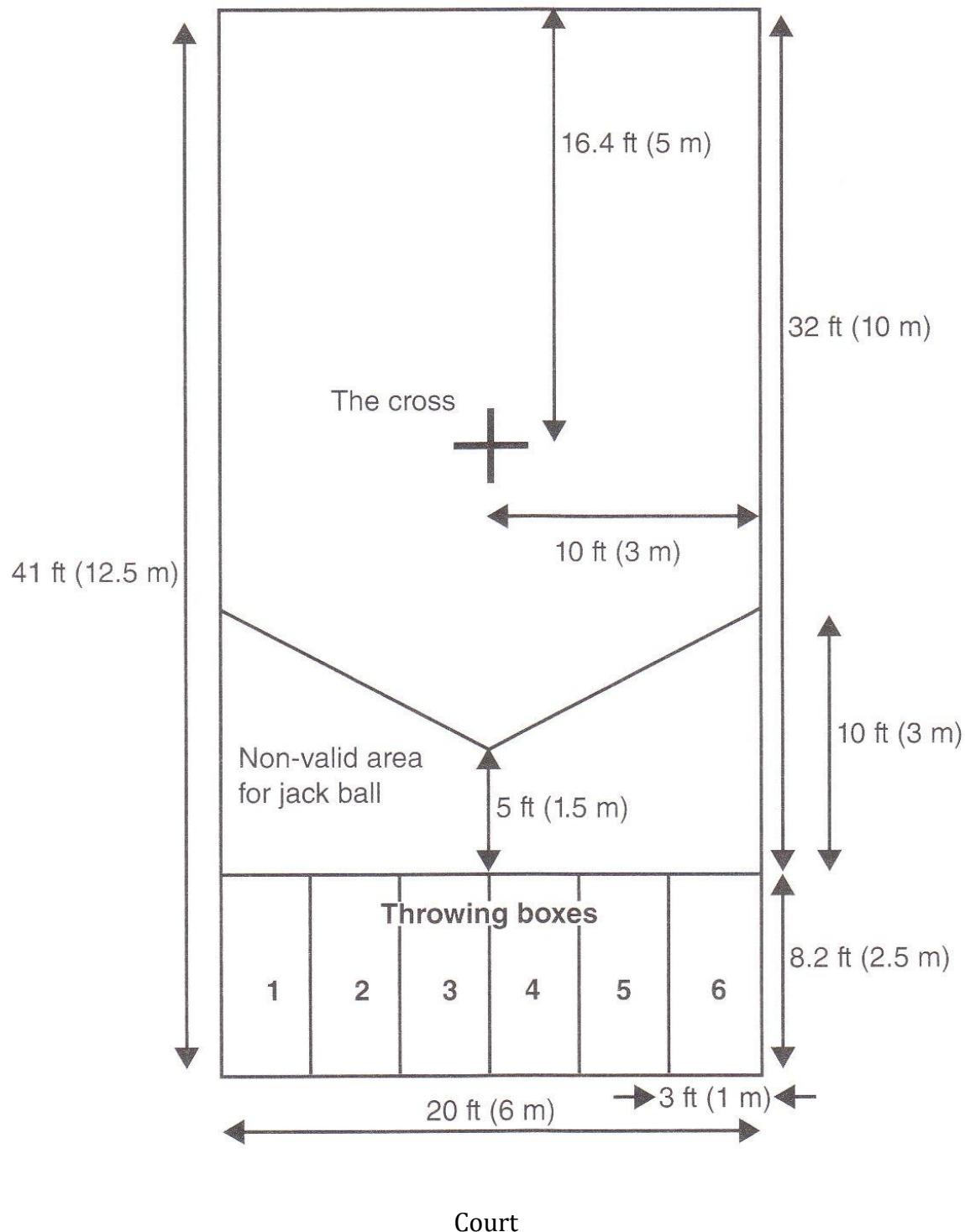
The game starts with a flip coin to determine the player, pair, or team's choice color.

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.



Fixed expressions in boccia

English	Slovak
ability to perceive light	schopnosť vnímať svetlo
approach for throwing	pristúp k odhodu
execute an accurate pass	vykonať presnú nahrávku (presne nahraj)
face teammate	otoč sa tvárou k spoluhráčovi
approach for throwing	pristúp k odhodu
face is protected during the block	tvár je chránená počas obrany
lift the ball in preparation to pass	zodvihni loptu a bud' pripravený nahrať
locate teammate	lokalizuj spoluhráča
low body position upon release	zníž pozíciu tela na vypustenie
swing the goalball back	švihni goalball vzad

Fixed expressions in boccia

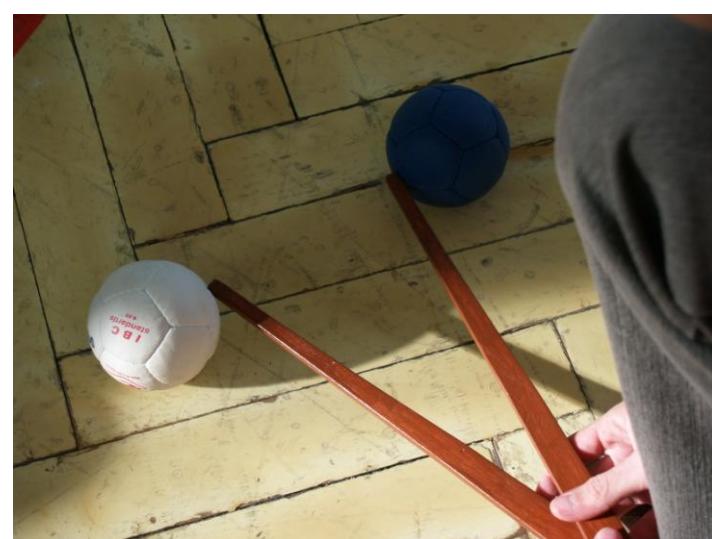
English	Pronunciation	Slovak
arms extended	[a:mz ɪk'stendɪd]	vystreté paže
basic athletic position	['beɪsɪk æθ'letɪk pə'zɪʃn]	základná pozícia (postoj) športovca
basic throwing stance	['beɪsɪk 'θrəʊɪŋ stæns]	základný postoj pre odhod
coin toss	[kɔɪn tɔ:s]	vyhodenie mince
dive-and-block	[daɪv-ænd-'blɒk]	útok a obrana
eye shades	[aɪ ʃeɪdz]	tienidlo na oči
face protected	[feɪs prə'tektɪd]	chránená tvár
field of vision	[fi:ld əv 'vɪz̩n]	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	[,a:pə'zɪʃənz ɡəʊl 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-'laɪŋ pə'zɪʃn]	pozícia v l'ahu na boku
sport classification	[spɔ:t ,klæsifi'keɪʃn]	športová klasifikácia
stationary position	['steɪʃənri pə'zɪʃn]	nehybná pozícia v stoji, stacionárna pozícia
tactile border	['tæktail 'bɔ:də]	dotyková (taktilná) 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) or 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 boccia 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 fingers 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 released, 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.
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New words and expressions

English	Fonetický prepis	Slovak
accuracy	['ækjərəsi]	presnosť
accurate	['ækjərət]	presný
address	[ə'dres]	adresovať, poslat', určiť
aim	[eim]	ciel'
alignment	[ə'lainmənt]	postavenie, poloha
all the way	[ɔ:l ðə 'wei]	bezvýhradne, bez výnimky, celkom, úplne, až do konca
angle	['æŋgl]	uhol
arm	[a:m]	paža
around	[ə'raund]	okolo, dookola
assist	[ə'sist]	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	[br'haind]	za, vzadu, dozadu
billiard	['biliədz]	biliard
block	['blɒk]	blok, blokovat'
blockade	[blɒ'keɪd]	blokáda, uzavrieť blokádou
body	['bɒdi]	telo
bounce	[baʊns]	odraziť, vyraziť
carry	['kæri]	priviesť, priniesť, doniesť, (zakotúť)
center	['sentə]	centrum, stred
change	[tʃeɪndʒ]	zmena, výmena
circle	['sɜ:k]	kruh
color	['kʌlər]	farba
control	[kən'trəul]	kontrola, riadenie, regulácia
court	[kɔ:t]	ihrisko
create	[kri:'eɪt]	vytvoriť, utvoriť
curling	['kɜ:lnɪŋ]	curling (ciel'ová hra na ľade)
deep	[di:p]	hlboko
defeat	[dr'fi:t]	poraziť, zdolať, premôciť, prekaziť, zmaríť
defeating the block	[dr'fi:tɪŋ ðə 'blɒk]	zdolať, zmaríť blok
deliver	[dr'livə]	hodíť, doručiť
down	[daʊn]	dolu
draw	[drɔ:]	nakresliť, narysovať
elbow	['elbəʊ]	laket'
establish	[ɪ'stæblɪʃ]	upevníť, ustáliť, zaujať
execute	['eksikju:t]	uskutočniť, urobiť, vykonať
extend	[ɪk'stend]	natiahnuť, predĺžiť, vystrieiť
extension	[ɪk'stenʃn]	násadec, nadstavec
facilitate	[fə'silɪteɪt]	uľahčiť, napomáhať

facing the jack ball	[ˈfeɪsɪŋ ðə dʒæk bɔ:l]	tvárou k bielej loptičke
fast	[fa:st]	rýchlo
finger	[ˈfɪŋgə]	prst
firm	[fɜ:m]	tvrdý, pevný
flat	[flæt]	plochý, rovný
focus	[ˈfəʊkəs]	zameriť, sústredit', zaostriť, stred
follow-through	[fɒləʊ ˈθru:]	dokončovanie, dotiahnutie
force	[fɔ:s]	sila
forward	[fɔ:wəd]	vpred, napred, dopredu
front	[frənt]	predok, predná strana
gain	[geɪn]	získať, nadobudnúť, vydobyť si
generally	[ˈdʒenərəli]	zvyčajne, obyčajne, spravidla, všeobecne
generate	[dʒenəreɪt]	utvárať, tvoriť, vytvárať
grant	[gra:nt]	poskytnúť, udeliť, dať, priznať, schváliť, uznáť
great	[greɪt]	veľký, dlhý
grip	[grɪp]	zovretie, stisk, pevné uchopenie, držanie
hand	[hænd]	ruka
hard	[hɑ:d]	tvrdý
high	[hai]	vysoký
idea	[aɪ'dɪə]	plán, úmysel, myšlienka
imagine	[ɪ'mædʒɪn]	predstaviť (si)
incline	[ɪn'klaɪn]	spád, svah
in front	[ɪn frənt]	vpredu, pred (kým)
in front of	[ɪn frənt ɒv]	pred (čím/kým)
jack ball	[dʒæk bɔ:l]	biela (terčová) lopta
keep	[ki:p]	zostať, udržovať, držať, udržať
keep notes	[ki:p nəʊt]	všimnúť (si), zbadať zaregistrovať, poukázať, zaznamenať (si)
land	[la:nd]	dopadnúť, spadnúť, pristáť
length	[leŋθ]	dĺžka
lift	[lɪft]	zodvihnuť, zdvihnuť
loft	[lɒft]	odpáliť/vykopnúť/poslať
loft the ball	[lɒft ðə bɔ:l]	odpáliť/vykopnúť/poslať loptu do výšky
long	[lɒŋ]	dlhý
manner	[ˈmænə]	spôsob, štýl
mental	[ˈmentəl]	duševný, vnútorný, psychický
midcourt	[mɪdkɔ:t]	stred ihriska
mind	[maɪnd]	mysel'
minimal	[ˈmɪmɪnl]	minimálny, veľmi malý
motion	[məʊʃn]	pohyb
movement	[mu:vmənt]	pohyb, posun
open	[əʊpən]	otvorený
overhand	[əʊvəhænd]	„nadhad“, horný oblúk
path	[pa:θ]	chodník, cesta, dráha, trasa
permission	[pə'miʃn]	dovolenie, povolenie, súhlas

playing the circle	[ˈpleɪŋ ðə 'sɜ:kɪ]	hrať do kruhu
practice	[præktɪs]	tréning, cvičenie, výcvik
pressure	[preʃə]	tlak, stisk, zovretie
provide	[prə'veɪd]	zaistíť, dodat', poskytnúť
reach	[ri:tʃ]	doraziť, dostať sa, dosiahnuť, docieľiť
rebound	[rɪ'baʊnd]	odraziť, odskočiť
request	[rɪ'kwest]	požiadat', vyžiadať, žiadost', prosba
require	[rɪ'kwaɪə]	vyžadovať, žiadať si, požadovať
result	[rɪ'zʌlt]	výsledok
return	[rɪ'tɜ:n]	návrat, vrátenie
roll	[rəʊl]	gúľať, kotúľať
score	[sko:z]	získať bod, skórovať
seat	[sɪ:t]	sedadlo, sedieť
session	[sɪs̩n̩]	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	[skil]	zručnosť
slightly	[slaitli]	ľahko, slabo, jemne
slope	[sləʊp]	sklon, spád
soft	[sɒft]	mäkký, jemný, mierny
spot	[spɒt]	miesto, miestečko, 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]	hádzat' horným oblúkom
throwing underhand	[θrəʊɪŋ 'ʌndəhænd]	hádzat' 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 games 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 pugnus (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	[blökiŋ pə'zisn]	obranná pozícia
body language	['bödi 'læŋgwidž]	reč tela
bone-crushing force	[bəʊn 'krʌʃɪŋ fɔ:s]	kosti zdrvujúca, lámajúca sila
boxer's punches	[boxer's pul]	boxerské údery
break a punching opponent's hand	[breik ə 'pʌntɪŋ ə'pəʊnənts hænd]	preraziť súperov kryt
break eye contact	[breik aɪ 'kontækt]	prerušiť očný kontakt
catch the opponent's eye	[kætʃ ðə opponent's aɪ]	byť v očnom kontakte so súperom
chokes	[tʃəʊks]	škrtenie
chopping blows	[tʃɒpɪŋ bləuz]	krátke údery
clinch	[klɪntʃ]	klinč, držanie súpera
controlled aggression	[kən'trəuld ə'greʃn]	kontrolovaný útok
elbow and forearm blows	['elbəʊ ənd ,fɔ:r'a:m bləuz]	údery laktom a predlaktím
extent biting	[ɪk'stent 'baɪtɪŋ]	hryzenie
feigning fear	[feɪnɪŋ fɪə]	predstierat' strach
gain advantages	[geɪn əd've:ntɪdʒɪz]	získať výhody
gouging	[gaʊdʒɪŋ]	snaha úmyselne trafiť súperovo oko
hand strikes	[hænd straɪks]	údery rukou
hip throws	[hip θrəuz]	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'nɪʃeɪt 'bɒksəz]	začínajúci boxeri
jab	[dʒæb]	krátky, rýchly úder

jab snaps forward	[dʒæb snæpz 'fɔ:wəd]	krátky, rýchly úder dopredu
knuckle of the ring finger	['nʌkl əv ðə rɪŋ 'fɪŋgə]	kĺb prsteníka
knuckles	['nʌklz]	kíby
left hook	[left huk]	ľavý hák
left jab	[left dʒæb]	krátky, rýchly úder ľavou
low blows	[ləu bləuz]	údery dole
middle, ring, and little fingers	['mīdl rɪŋ ənd 'lītl '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 rāɪt]	úder pravou zhora
penalized	[penalized]	trestanie
protect the body	[prə'tekt ðə 'bɒdi]	chrániť telo
protect the chin	[prə'tekt ðə Ȑm]	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'kwipmənt]	špeciálne vybavenie
straight punch	[streɪt pʌntʃ]	priamy úder, direkt
straight right	[streɪt rāɪt]	priamy úder pravou
strategic moves	[strə'ti:dʒɪk mu:vz]	strategické pohyby
striking art	['straɪkɪŋ Ȑ:t]	umenie úderov
throw each other to the ground	[θrəu i:tʃ'ʌðə tu: ðə graʊnd]	hodiť jeden druhého na zem
throw punches	[θrəu pʊl]	údery v boxe
trip each other	[trɪp i:tʃ'ʌðə]	podknút', podrazit' 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 thr•wn fr•m th• ch•st w•th • forw•rd st•p fr•m th• r•ght leg, •nd c•nt•rcl•ckw•s• rot•t•n of th• f•st, w•th th• fell tw•st•ng forc• of th• h•ps. Th• l•ft h•ok, •p•cryph•lly s•d t• b• th• l•st p•nch t• b• d•v•l•p•d on b•x•ng, h•s on •r• of myst•ry. •t •s d•l•v•r•d fr•m th• s•d• w•th • b•nt •lb•w, p•lm d•wn. B•x•rs or• oft•n t•ught t• •nd •v•ry c•mb•n•t•n w•th • l•ft h•ok. •n ord•r t• thr•w th• opp•rc•t, th• b•x•r b•nd•s h•s kn•os •nd •xpl•d•s fr•m fl•or t• cool•ng, p•lm f•c•ng th• p•nch•r. Th• bl•w •s d•s•gn•d t• l•nd •nd•r th• ch•n, br•w, n•s•, or r•bs.

The ov•rh•nd r•ght •nd r•ondh•s• p•nch•s t•nd t• b• s•d m•r• oft•n on W•st•rn f•lms, b•rr•ms, b•ck •ll•ys, •nd h•ck•y g•m•s th•n on b•x•ng r•ngs, b•c•s• th•y tr•v•l on w•d•, long, sw•p•ng •rcs •nd or• th•s o•s•or f•r • tr•n•d b•x•r t• s•o• and o•v•d. Wh•n • b•x•r c•n “got off” th•s• p•nch•s o•ts•d• th• opp•n•nt’s l•n• of v•s•n, h•w•v•r, th•y or• h•ghly o•f•ct•v•. S•nc• th• b•x•r’s g•o•l •s t• “stop” h•s opp•n•nt, th• v•ln•r•bl• org•ns •nd b•n•s or• p•m•ry t•rg•ts. Wh•n b•x•rs o•m for th• s•l•r pl•x•s, l•v•r, k•dn•ys, •nd r•bs, th•ugh th• t•rg•ts ch•ng•, th• p•nch•s d• n•t; b•x•rs s•m•p•ly b•nd •t th• kn•os •nd thr•w th• j•bs, h•oks, str•ght r•ghts, •nd opp•rc•ts t• th• 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	[ˈbæntəmweɪt]	hmotnosť bantamová
boxing gloves	[ˈbɒksɪŋ glʌvz]	boxerské rukavice
boxing weight	[ˈbɒksɪŋ weɪt]	hmotnostná kategória
featherweight	[ˈfeðəweɪt]	hmotnosť pérová
fist	[fɪst]	päst'
flyweight	[ˈflaɪweɪt]	hmotnosť mušia
heavyweight	[ˈheviweɪt]	hmotnosť t'ažká
light heavyweight	[laɪt ˈheviweɪt]	hmotnosť t'ažká ľahká
light middleweight	[laɪt ˈmɪdlweɪt]	stredná hmotnosť ľahká
lightweight	[laɪtweɪt]	hmotnosť ľahká
match	[mætʃ]	koľo zápasu
middleweight	[ˈmɪdlweɪt]	hmotnosť stredná
neutral corner	[nju:trəl ˈkɔ:nə]	neutrálny roh
padded gloves	[pædɪd glʌvz]	vatované rukavice
ring	[rɪŋ]	boxerský ring
rope	[rəʊp]	povraz
time keeper	[taɪm ˈki: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]	koło zápasu
bowl	[bəʊl]	úder
break a clinch	[breɪk ə klintʃ]	vymaniť sa z držania
caution	['kɔ:ʃn]	varovanie

challenger	[ˈtʃælɪndʒə]	súper, vyzývateľ
clinch	[klɪntʃ]	držanie súpera
club on the back of the neck	[klʌb ɒn ðə bæk əv ðə nek]	udriet' do zátylku
control the gloves	[kənˈtrəul ðə glʌvz]	kontrolovať rukavice
count out	[kaʊnt aʊt]	odpočítavať
counter with a left hook	[ˈkaʊntə wɪð ə left huk]	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	[ˈdʌklɪŋ ənd 'saɪdsteppɪŋ]	krčenie a poskakovanie spojené s uhýbaním
fighter	[ˈfaɪtə]	boxer, bojovník, borec
fighting distance	[faɪtɪŋ ˈdɪstəns]	vzdialenosť medzi súpermi
fighting in clinch	[faɪtɪŋ ɪn klɪntʃ]	súboj v zaklinení do súpera
footing	[ˈfʊtɪŋ]	práca nôh
footwork	[ˈfʊtwɜ:k]	práca nôh
head stroke	[hed strəʊk]	úder do hlavy
infighting	[ɪnfaitɪŋ]	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]	zrazit' niekoho na zem
loser by a knockout	[ˈlu:zə bai ə 'nɒkaut]	vyradený knokautom
lunge	[lʌndʒ]	hák, úder priamy
punch	[pʌntʃ]	boxerský úder
punch below the belt	[pʌntʃ br'ləʊ ðə belt]	úder pod páš
shadow boxing	[ˈʃædəʊ ˈbɒksɪŋ]	tieňový box
slog	[slɒg]	zasadzovať t'ažké údery
sparing partner	[ˈspeəriŋ ˈpɑ:tnə]	tréningový súper
straight punch	[streɪt pʌntʃ]	priamy úder, direkt
stroke	[strəʊk]	úder
stun	[stʌn]	omráčiť
uppercut	[ˈʌpəkʌt]	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 (jūjutsu) in ten seconds. On January 12, 1928, in Yokohama, Japan, Packey O'Gatty, a bantamweight boxer, knocked out Shimakado (jūjutsu) 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	[eə'rəʊbɪk ənd ,æneə'rəʊbɪk kə'pæsətɪ]	aeróbna a anaeróbna kapacita
arm strength	[a:m streŋθ]	sila paže
blocking punches	[blɒkɪŋ pʊl]	blokovanie úderov
bloody nose	[ˈblədi nəʊz]	krvavý nos
body blows	[ˈbɒdi bləʊz]	údery na telo
boxing training	[ˈbɒksɪŋ ˈtreɪnɪŋ]	boxerský tréning
floor work	[flɔ: wɜ:k]	pohyb po podlahe ringu
from side to side	[frəm said tu: saɪd]	zo strany do strany
full-contact sparring	[fʊl ˈkɒntækt spa:ɪŋ]	tréningový boj s plným kontaktom
gloves	[glʌvz]	boxerské rukavice
hand-eye coordination	[hænd əi kəʊɔ:dɪ'nейʃn]	koordinácia ruka-oko
hanging bag	[hæŋɪŋ bæg]	boxerské vrece
heavy leather medicine ball	[ˈhevi ˈleðə ˈmedsn bɔ:l]	tážká kožená plná lopta, medicimbal
mental toughness	[ˈmentl tʌf]	mentálna húževnatosť
moving forward, back	[ˈmu:vɪŋ ˈfɔ:wəd bæk]	pohyby vpred, vzad
protective headgear	[prə'tektɪv ˈhedgɪə]	chránič hlavy
psychologically prepare	[,saɪkə'lɒdʒɪklɪ pər'peə]	psychologicky pripraviť
pull-ups	[pʊl ʌpz]	zhyby
punch mitts	[pʌntʃ mɪts]	úderové lapy podobné bejzbalej rukavici
punch pads	[pʌntʃ pædz]	úderové lapy
punching in combination	[pʌntʃɪŋ ɪn ,kɒmbɪ'nейʃn]	údery v kombinácii
push-ups	[puʃ ʌpz]	kl'uky
real combat	[rɪ:əl ˈkɒmbæt]	skutočný boj
running	[rʌnɪŋ]	beh
sit-up	[sɪt ʌp]	l'ah-sed
skillful punches	[skɪlfɪl pʊl]	šikovné, zručné údery
sparring	[spa:ɪŋ]	tréningový boj, sparing
speedbag	[spi:dbæg]	typ boxerského vreca na tréning rýchlosť úderov
swollen eye	[ˈswəʊlən aɪ]	opuchnuté oko
timing	[ˈtaɪmɪŋ]	časovanie
withstand	[wið'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.

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.

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 dance 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 impactive.

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 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.

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
WDSF competition rules Status AGM Berlin, June 2012

New words and expressions

English	Pronunciation	Slovak
ballroom dances	[ˈbɔ:lru:m ˈda:nsɪz]	štandardné/spoločenské tance
ballroom teachers	[ˈbɔ:lru:m ˈti:tʃəz]	lektori spoločenských tancov
beat	[bi:t]	doba
body contact	[ˈbɔdi ˈkɒntækt]	telesný kontakt
championship	[ˈtʃæmpiənʃɪp]	majstrovstvá/majstrovská súťaž
choreography	[kɔrɪˈɒgrəfi]	choreografia
closed position	[kləuzd pə'zɪʃn]	zatvorené postavenie
competitions	[kɒmpə'tɪʃnz]	súťaže
counter-clockwise	[ˈkaʊntə ˈklɒkwaɪz]	proti smeru hodinových ručičiek
couples	[ˈkʌplz]	páry/tanečné páry
dance	[dɑ:ns]	tanec
dance form	[dɑ:ns ʃɔ:m]	forma tanca
dance schools	[dɑ:ns sku:lz]	tanečné školy
dancers	[dɑ:nsəz]	tanečníci
emotion	[ɪ'meʊʃn]	emocia
entertainment	[,entə'teɪnmənt]	zábava
figures	[ˈfɪgəz]	tanečné figúry
floor craft	[flɔ: kra:ft]	schopnosť orientácie na parkete
focus of the dance activity	[ðə 'fəukəs əv ðə da:ns æk'trɪvəti]	zameranie tanečnej aktivity
foot and leg action	[fʊt ənd leg ˈækʃn]	práca nôh a chodidel
gradual	[grædʒuəl]	postupný
hold	[həʊld]	držanie
intangibles	[ɪn'tændʒəblz]	pojem, zahŕňajúci subjektívne pojmy, ako napr. osobnosť
international competition	[ɪntə'næʃnəl ˌkɒmpə'tɪʃn]	medzinárodná súťaž
lead and follow	[li:d ənd 'fɒləu]	vedenie a nasledovanie
line	[lain]	línie
musicality	[,mju:zɪ'kæləti]	muzikálnosť
parallel feet	[ˈpærəlel fi:t]	paralelná - rovnobežná pozícia nôh
performance of standardized rhythms	[pə'fɔ:məns əv 'stændədaɪzd ˈrɪðəmz]	predvádzanie štandardizovaných rytmov
physical enjoyment	[ˈfɪzɪkl ɪn'dʒɔɪmənt]	fyzické potešenie
poise	[pɔɪz]	párová rovnováha
posture	[ˈpəʊstʃə]	držanie tela
power	[ˈpaʊə]	sila a energia

presentation	[prez'n'teiʃn]	prezentácia
promote	[prə'məut]	podporovať
quick	[kwɪk]	rýchlo
rhythm	[rɪðəm]	rytmus
rhythms	[rɪðəmz]	rytmy
rotate	[rəʊ'teɪt]	točiť sa
round dances	[raʊnd 'da:nsɪz]	kruhové tance
rules	[ru:z]	pravidlá
rules and conventions for practice	[ru:z ənd kən'venʃnz əf 'præktyz]	pravidlá a konvencie pre prax
shape	[ʃeɪp]	tvar
slow	[sləʊ]	pomaly
slow tempo	[sləʊ 'tempəʊ]	pomalé tempo
social dances	[səʊʃl 'da:nsɪz]	spoločenské tance
social intercourse	[səʊʃl 'intəkɔ:s]	spoločenský styk
spontaneous element of participation	[spɒn'teɪnəs 'elɪmənt əv pa:tɪ'speɪʃn]	spontánny prvok z účasti
standardizing	[stændədaɪzɪŋ]	štandardizácia
technique	[tek'ni:k]	technika
timing	[taɪmɪŋ]	takt a rytmus
togetherness	[tə'geðənəs]	spoločné tancovanie
turned - out foot positions	[tɜ:nd aut fut pə'zɪʃnz]	vytočená pozícia nôh
walk	[ðə wɔ:k]	chôdza

Exercise 1

Fill the missing words

- A. Ballroom dancing which includes Standard and --- American dancing is offered by --- schools as a --- activity. (social, Latin, dance)
- B. In this --- it emerges with significant --- which characterize not only its practice but the nature of the institution. (elements, isolation)
- C. This relaxed --- dancing environment is the root of --- Latin and Standard dancing. (social, competitive)
- D. The --- are competing even while ---, and the behavior of teachers and dancers is affected by this situation (dancers, practicing)
- E. One of the joys of social dancing is the --- element of participation (spontaneous)

Exercise 2

Fill the missing letters

- A. The function of soci-l ballroom dancing is to give ph-sical enjoy-ent to the particip-nts, through the perfor-ance of stan-ardized rh-thms and movements, and s-cial satisfaction through group participation.
- B. Today's competitive institu-ion is artificially ke-t alive.
- C. The dan-ers are c-mpeting even while practicing, an the behavior of teachers and dancers is affected by this situation.
- D. In per-formanc-, 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?

			S				
			A				
			M				
			B				
			A				

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

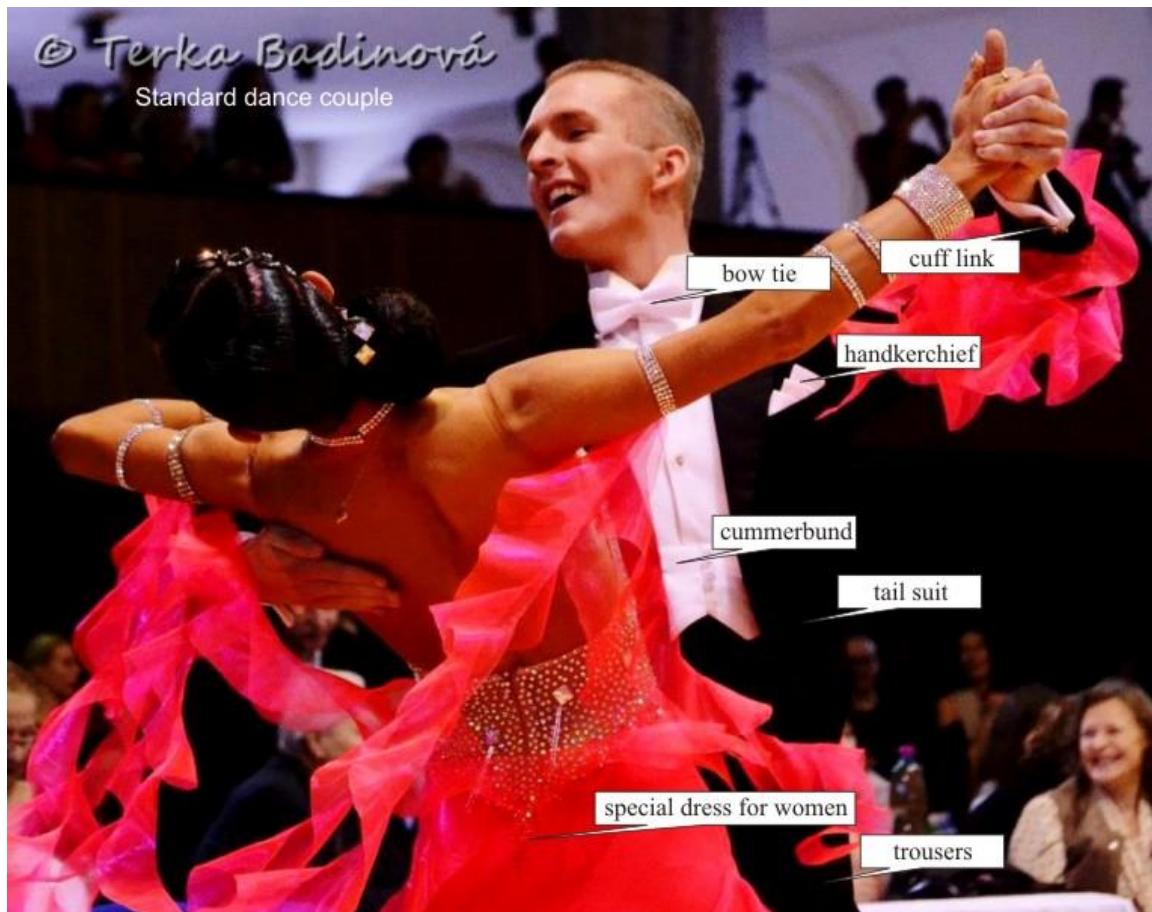
The Closed Position in the smooth ballroom dances is the most basic and common position used to move around the dance floor.

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 tɪ]	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	[kɒmpə'tɪʃn]	súťaž
connected	[kə'nektɪd]	spojené
contact points	['kɒntækt pɔɪnts]	kontaktné body
cuff link	[kʌf lɪŋk]	manžetové gombíky
cummerbund	['kʌməbʌnd]	šerpa okolo pása
dance dresses	[da:nz 'dresɪz]	tanečné šaty
dance floor	[da:nz flɔ:]	tanečný parket
directly	[dɪ'rektli]	priamo
dress shirt	[dres ʃɜ:t]	fraková košeľa
dynamic qualities	[dai'næmɪk 'kwɒlɪtɪz]	dynamické vlastnosti
elbows	['elbəuz]	lakte
emphasis	['emfəsɪs]	dôraz
exact placement	[ɪg'zækt 'pleɪsmənt]	presné umiestnenie
feeling of exhaling	['fi:liŋ əv eks'heilɪŋ]	pocit vydýchnutia
feet	[fi:t]	chodidlo
flexibility	['fleksə'biliti]	flexibilita, pohyblivost', ohybnosť
frame	[freɪm]	rám - tanečný
fundamentals	[fʌndə'mentlz]	zásady
handkerchief	['hæŋkətʃɪf]	vreckovka
heavy	['hevi]	silný
hip	[hɪp]	bedro, bok
hold your own frame up	[həʊld jər əʊn freɪm ʌp]	držať si vlastný rám
impulse	['impʌls]	impulz
international	[ɪntə'næʃnəl]	medzinárodný
international style	[ɪntə'næʃnəl staɪl]	medzinárodný štýl
junction	['dʒʌŋkʃn]	prechod
Latin America	['lætɪn ə'merɪkən]	Latinská Amerika
latin dances	['lætɪn da:nzɪz]	latinské tance
Latin-American dances	['lætɪn - ə'merɪkən 'da:nzɪz]	latinsko – americké tance
lead and follow	[li:d ənd 'fɒləʊ]	vedenie a nasledovanie
leaning	['li:nɪŋ]	sklon
legs moves like scissors	[legz mu:vz 'laɪk 'sɪzəz]	nohy sa pohybujú ako nožnice
lifted	['lɪftɪd]	zdvihnuté
light	[laɪt]	ľahký
look straight ahead	[lʊk streɪt ə'hed]	pozerat' rovno
loosely cupped	['lu:sli kʌpt]	voľne spojená
lowered	['ləʊəd]	znížené
movement	['mu:vmənt]	pohyb
no drop-dead elbows	[nəʊ drɒp - ded 'elbəuz]	nie padnuté mŕtve lakte
one-hand hold	[wʌn - hænd həʊld]	jednoručné držanie
opposition	['ɒpə'zɪʃn]	opozícia
overbalancing	['əʊvə'bælənsɪŋ]	preváženie
palms	[pɑ:mz]	dlane
partners	['pɑ:tnəz]	partneri
performed	[pə'fɔ:md]	predvádzané
posture	['pəʊstʃə]	držanie, postavenie
pulled in	[puld ɪn]	zatiahnuté

repeated actions	[rɪ'pi:tɪd 'ækʃnz]	opakovane akcie
results	[rɪ'zʌlts]	výsledky
ribcage	['rɪbkeɪdʒ]	hrudný kôš
shape	[ʃeɪp]	tvar
shoulder blade	['ʃəuldə bleɪd]	lopatka
shoulders	['ʃəuldəz]	ramená
slightly	['slaitli]	mierne
spatial structures	['speɪʃl 'stræktʃəz]	priestorové štruktúry
special dance shoes	['speʃl da:nz ſu:z]	špeciálne tanečné topánky
spread apart	[spred ə'pa:t]	roztahnuté
stepping	['steplɪŋ]	kráčať
swinging	['swɪngɪŋ]	hojdavý, kolísavý
tail suit	[teil ſut]	frak
tight	[taɪt]	pevný, tesný
tight position	[taɪt pə'zɪʃn]	pevné postavenie
tone	[təʊn]	napätie
torso	['tɔ:səʊ]	trup
trousers	['traʊzəz]	nohavice
twisting	['twɪſtɪŋ]	krútenie
two-hand hold	[tu: - hænd həuld]	obojručné držanie
underarm	['ʌndərə:m]	podpazušie
waist	[weɪst]	pás

Key

Exercise 1

- A. Ballroom dancing, which includes Standard and Latin American dancing, is offered by dance schools as a social activity.
- B. In this isolation it emerges with significant elements which characterize not only its practice but the nature of the institution.
- C. This relaxed social dancing environment is the root of competitive Latin and Standard dancing.
- D. The dancers are competing even while practicing, and the behavior of teachers and dancers is affected by this situation.
- E. One of the joys of social dancing is the spontaneous element of participation.

Exercise 2

- A. 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.
- B. Today's competitive institution is artificially kept alive.
- C. The dancers are competing even while practicing, and the behavior of teachers and dancers is affected by this situation.
- D. In performance, one dance couple works to outdo another.

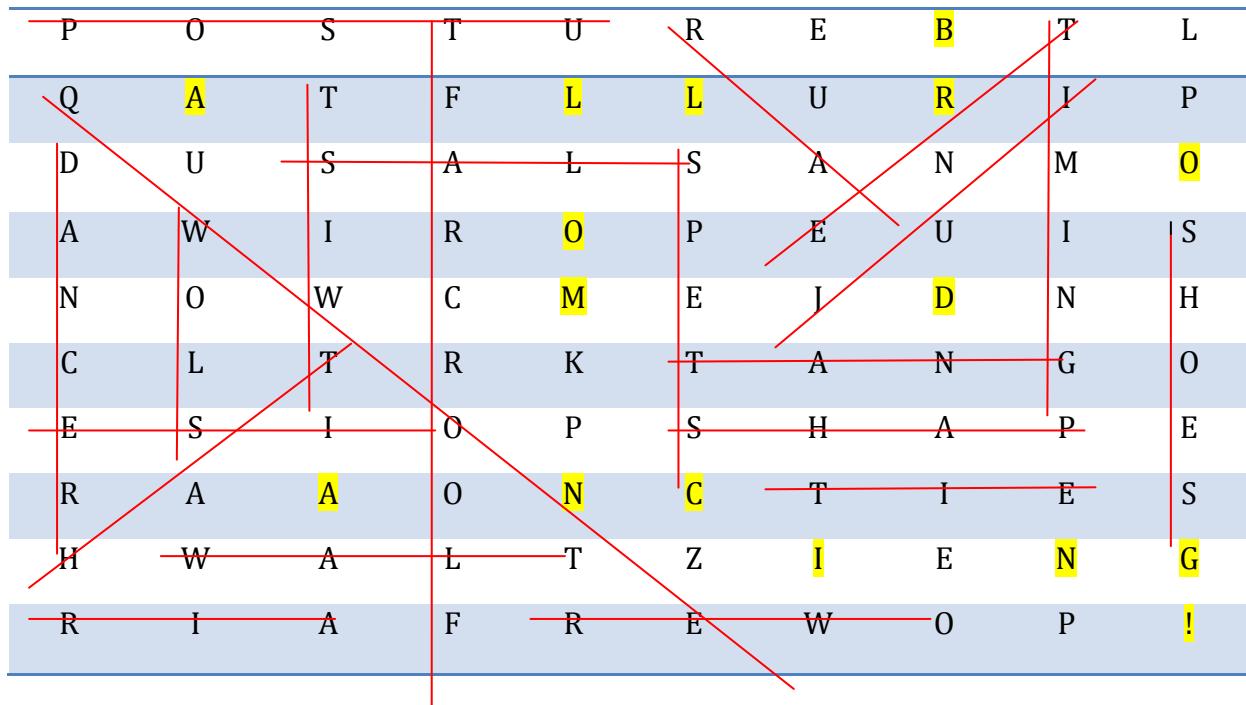
Exercise 3a

1E, 2B, 3G, 4H, 5D, 6CH, 7I, 8C, 9A, 10F

Exercise 3b

1D, 2E, 3C, 4B, 5A

Exercise 4



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., 2/20 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'bɪləti]	schopnosť
ability to perceive light	[ə'bɪləti tə pə'si:v lart]	schopnosť vnímať svetlo
additional	[ə'dɪʃnəl]	dodatočný, doplnkový, d'alší
adhere	[əd'hɪə]	dodržiavat'
adjust	[ə'dʒʌst]	upraviť, prispôsobiť
allow	[ə'lau]	dovolíť, povoliť, dať súhlas
approximately	[ə'prəksimətlɪ]	približne, asi, cca
area	[eəriə]	územie
attempt	[ə'tempt]	pokus
auditory	[ɔ:dɪtəri]	zvukový
ball	[bɔ:l]	lopta
basketball	[bɑ:skɪtbɔ:l]	basketbal, basketbalová lopta
bell	[bel]	zvonec
blind	[blaind]	slepý
block	[blɒk]	blok, blokovat', brániť
border	[bɔ:də]	hranica
classification	[klæsɪf'rkeɪʃn]	klasifikácia, triedenie
classified	[klæsɪfaɪd]	klasifikovaný
clothe	[kləuð]	obliect'
clothes line	[kləuðz laɪn]	čiara z textílie
coin	[kɔɪn]	minca
coin toss	[kɔɪn tɔ:s]	vyhodenie mince
competition	[kɒmpə'tɪʃn]	súťaž, súťaženie, preteky
consist	[kən'sist]	skladat' sa, pozostávať, byť zložený
correction	[kə'rekʃn]	úprava, náprava
court	[kɔ:t]	ihrisko, kurt
cover	[kʌvə]	prikryť, pokryť, zakryť
cue	[kju:]	podnet, signál, popud, impulz
degree	[dr'grɪ:]	stupeň, miera, množstvo
determine	[dr'tɜ:mɪn]	určovať, určiť, udávať'
direction	[dr'rekʃn]	smer

distance	[dɪstəns]	vzdialenosť, medzera, rozstup
dive	[daɪv]	skočiť, vrhnúť sa, spadnúť, prudko klesnúť
dive-and-block	[daɪv-ænd-'blɒk]	útok a obrana
divide	[dr'veɪd]	deliť, rozdeliť
durable	[djuərəbəl]	odolný, trváci
elbow	[elbəʊ]	laket'
emit	[ɪ'mɪt]	vydávať (zvuk)
end	[end]	koniec
end line	[end laɪn]	koncová čiara
execute	[eksɪkjʊt]	uskutočniť, urobiť, vykonať
extend	[ɪk'stend]	rozprestierať sa, tiahnuť sa, viesť
eye	[aɪ]	oko
eye correction	[aɪ kə'rekʃn]	náprava oka
eye shades	[aɪ ʃeɪdz]	tienidlo na oči
field of vision	[fi:ld əv 'vɪʒn]	zorné pole
floor	[flɔ:z]	dlážka, povrch, palubovka
floor tape	[flɔ:z 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	[ha:vz]	polovice, polčasy
hip	[hɪp]	bok
hold	[həʊld]	držať, podržať, pridržať
impairment	[ɪm'peəmənt]	porucha
include	[ɪn'klu:d]	zahrňať, obsahovať
including	[ɪn'klu:dɪŋ]	vrátane, počítajúc do toho
indoor	[ɪn'do:z]	sálový, halový, krytý, vnútorný
inside	[ɪn'saɪd]	vnútri
issue	[ɪ'su:]	záležitosť, otázka, zásadný problém
jingle bell	[dʒɪŋgl bel]	rolnička
knee	[ni:]	koleno
large	[la: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	[ma: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	[ˈmu:vmənt]	pohyb, presun
narrow	[ˈnærəʊ]	úzky
neutral	[ˈnju:trəl]	neutrálny
neutral area	[ˈnju:trəl ˈeəriə]	neutrálne pásmo
normal vision	[ˈnɔ:məl ˈvɪʒn]	normálne videnie (vízus)
object	[əb'dʒekt]	objekt, predmet, vec
official	[ə'fɪʃl]	oficiálny
official competition	[ə'fɪʃl ˌkɒmpə'tɪʃn]	oficiálne preteky, oficiálna súťaž
oppose	[ə'pəuz]	čeliť, postaviť sa (proti čomu, komu)
opposite	[ə'pəzɪt]	proti, naproti, oproti, protiľahlý
opposite end	[ə'pəzɪt end]	protiľahlý koniec
opposition	[ə'pə'zɪʃn]	protivník, súper, protihráč
opposition's goal line	[ə:pə'zɪʃənz ɡəʊl laɪn]	súperova bránková čiaru
overtime	[əʊvət�m]	nadčas, predĺženie, nadstavený čas
padding	[pædiŋ]	chránič
past	[pɑ:st]	za, cez
path	[pɑ:θ]	dráha, trasa, cesta
perceive	[pə'si:v]	vnímať
perception	[pə'sepʃn]	percepcia, vnímanie
place	[pleis]	miesto
position	[pə'zɪʃn]	pozícia
prefer	[pri'fɜ:]	uprednostňovať, preferovať
preferred	[pri'fɜ:d]	uprednostňovaný, preferovaný
range	[reɪndʒ]	škála, rozmedzie, rozpätie, rozsah
recognize	[rekə'gnaɪz]	spoznať
recommend	[rekə'mend]	odporučiť
remain	[rɪ'meɪn]	zostávajúci
return	[rɪ'tɜ:n]	vrátiť (späť)
roll	[rəʊl]	kotú'at'
rope	[rəʊp]	lano, povraz, šnúra
rubber	[rʌbə]	guma
score	[skɔ:z]	získať bod, skórovať, bodovať
section	[seksjən]	sekcia, úsek, diel, časť
set	[set]	súprava, súbor, set
shade	[ʃeɪd]	tieň, tienidlo
size	[saɪz]	veľkosť, rozmer, rozsah, číslo
slide	[slaɪd]	kľzat' (sa), skľznuť (sa), vklíznuť, skľznuť
sound	[saʊnd]	zvuk
sport	[spɔ:t]	šport
sport classification	[spɔ:t ˌklæsifi'keɪʃn]	športová klasifikácia
stationary	[ˈsteɪʃənri]	nehybný, stacionárny, stojaci
stationary position	[ˈsteɪʃənri pə'zɪʃn]	nehybná pozícia v stoji, stacionárna pozícia
tactile	[tæktaɪl]	taktilný, hmatový, dotykový
tactile border	[tæktaɪl 'bɔ:də]	dotyková (taktilná) hranica
tape	[teɪp]	páska, lepiaca páska, lepiaca
team	[ti:m]	družstvo, tím

team area	[ti:m 'eəriə]	hráčske pásmo (obranné pásmo)
throw	[θrəʊ]	hod, odhod
throwing area	[θrəʊiŋ 'eəriə]	pásmo odhodu
touch	[tʌtʃ]	dotyk, dotknúť (sa)
toward	[tə'wɔ:d]	do, ku (napred)
toward the opposition	[tə'wɔ:d ði ,ɒpə'zɪʃn]	(naspäť) súperovi
track	[træk]	sledovať, stopovať
track the path	[træk ðə pa:θ]	identifikovať dráhu (trasu)
try	[trai]	snažiť sa, pokúšať sa, skúšať
up to	[ʌp tu:]	po (určitú hranicu)
vision	[vɪʒn]	videnie (zraková ostrosť)
visual	[vɪʒuəl]	zrakový, vizuálny, optický
visual ability	[vɪʒuəl ə'bɪləti]	schopnosť vidieť, vizuálna schopnosť
visual field	[vɪʒuəl fi:ld]	zorné pole
visual impairment	[vɪʒuəl ɪm'peəmənt]	porucha zraku
volleyball	[vɒlɪbɔ:l]	volejbal
wear	[weə]	nosiť, mať na sebe
wide	[waɪd]	široký
width	[wɪtθ]	šírka

Exercise 1

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

consisting of	rubber
wear	ball
goal	halves
auditory	movement
track	three members
rolled	padding
stationary	border
neutral	cue
tactile	correction
visual	eye shades
light	position
field	of bells
eye	line
durable	area
set	of blocking
dive-and-block	impairment
method	of vision
knee	perception
three-minute	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.

Goalba-l is a sport played by people who are blind or visual-y impa-red. All players wear eye s-ades. The goalball emits an a-ditory cue, made by bells within the ball, to help the players tra-k the pat- of the thrown ball. Players hold a sta-ionary po-ition during play, moving only to slide and block the ball while di-ing to the fl-or. The remaining two areas are called the thro-ing area and the t-am area; they are marked for each team and are 3 meters long. The degr-e of vi-ion is not an issue with goalball because all players must we-r eye shades. People classified as B1 have vision ranges from no lig-t percept-on in either eye up to and including the ability to perce-ve lig-t. The sound of the bells helps the player tra-k its loca-ion. A second coin to-s is used to determine which team will throw first in the overt-me.

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 allowed to adjust their shades eye while on the court.

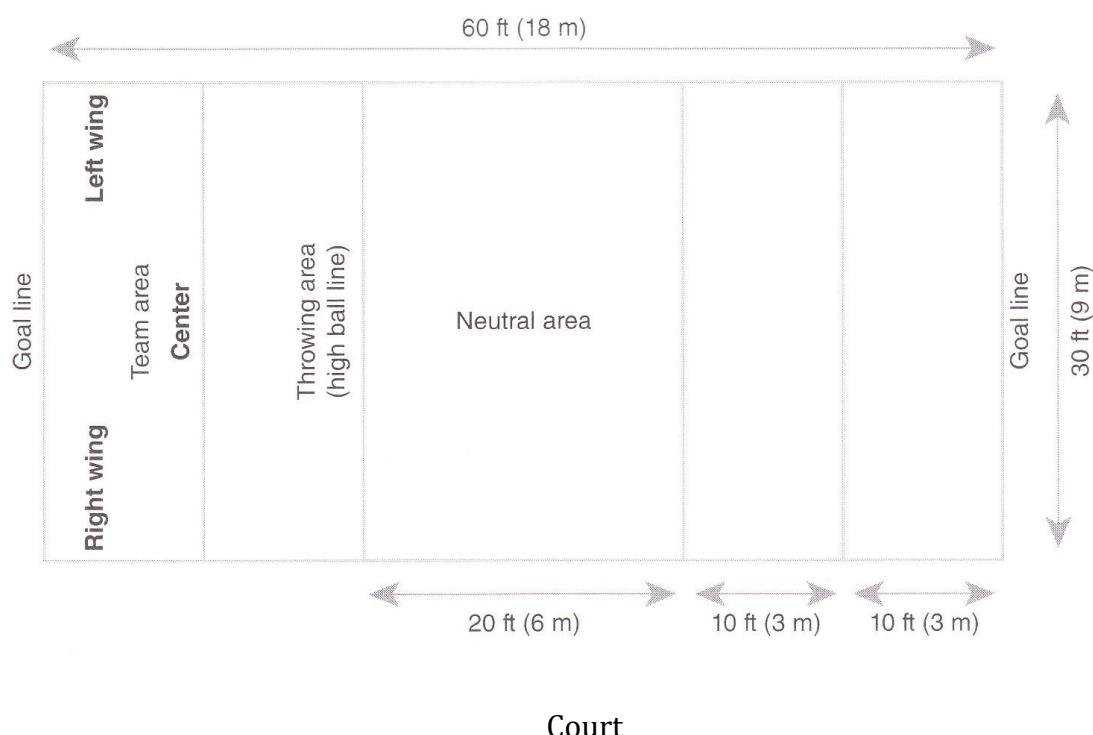
There is no ability visual to recognize objects in any direction or any at distance.

Players must adhere to the following classification sport of impairment visual.

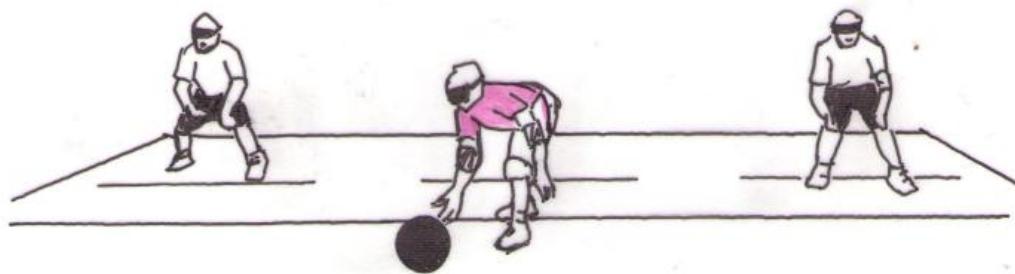
People classified as B2 see can at 2 meters what people with vision normal see at 60 meters (i.e., below 2/60 vision), have a field of vision than less 5 degrees, or both.

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.

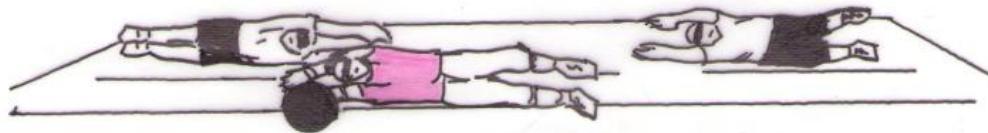
Hip, elbow, and padding knee is recommended for players all because the method of blocking a thrown ball is to execute a movement dive-and-block.



Objective of the game

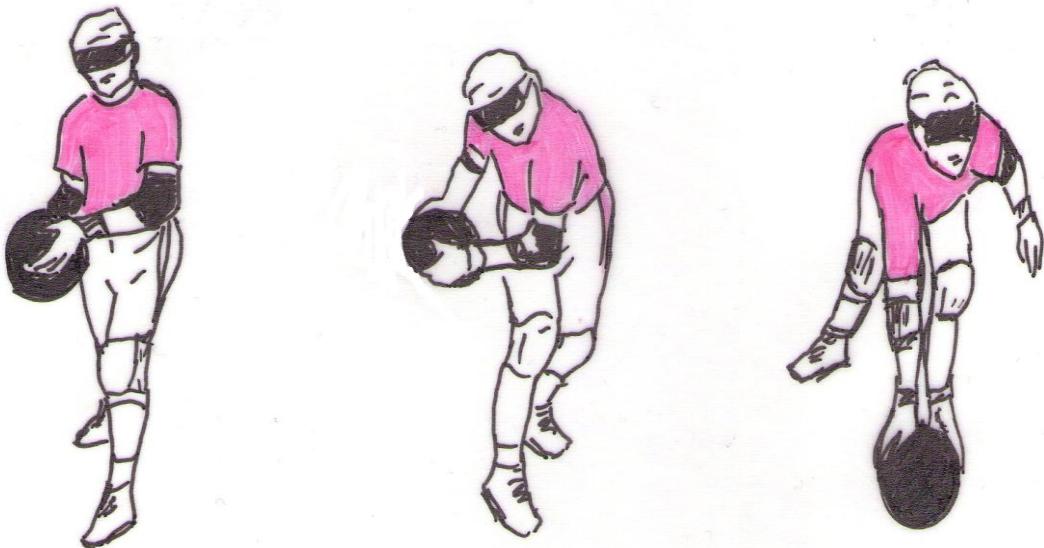


Basic player position for throwing



Basic player position for blocking

Skills - Throwing



Basic throwing stance

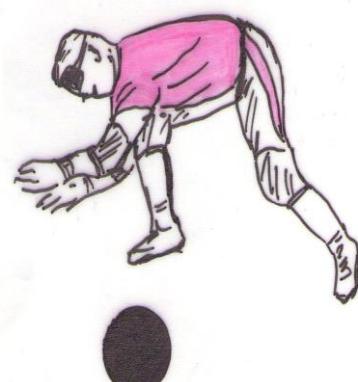
Swing the goalball back during the approach for throwing

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



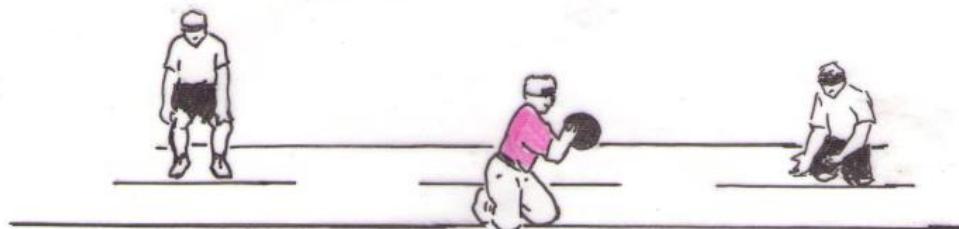
Hands, elbows, and knees contact the floor early

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	pristúp k odhodu
arms extended	vystreté paže
basic athletic position	základná pozícia športovca

basic throwing stance	základný postoj pre odhad
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 bud' pripravený nahráť
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 stoji, 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 women 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	[,æktrə'bætɪk dʒɪm'næstɪks]	športová akrobacia
active lifestyle	['æktrɪv 'laɪfstaɪl]	aktívny životný štýl
aerobic gymnastics	[eə'rəʊbɪk dʒɪm'næstɪks]	gymnastický aerobik
agility	[ə'dʒɪlətɪ]	obratnosť
apparatus	[,æpə'reɪtəs]	zariadenie, prístroj
artistic gymnastics	[ɑ:tɪstɪk dʒɪm'næstɪks]	športová gymnastika
artistry	['a:tístri]	umenie
balance	['bæləns]	rovnováha
children's gymnastics	['tʃɪldrənz dʒɪm'næstɪks]	detská gymnastika
competition	[,kɒmpə'tɪʃn]	súťaž
confidence	['kɒnfɪdəns]	dôvera
coordination	[,kəʊ,ɔ:dɪn'eɪʃn]	koordinácia
demanding	[dɪ'ma:ndɪŋ]	náročný, vyžadujúci
discipline	['dɪsɪplɪn]	disciplína
display gymnastics	[dɪ'spleɪ dʒɪm'næstɪks]	hromadná pohybová skladba
eligibility	[,elɪdʒə'biliti]	spôsobilosť
endurance	[ɪn'djuərəns]	vytrvalosť
equipment	[ɪ'kwɪpmənt]	zariadenie
event	[ɪ'vent]	udalosť, disciplína
experience	[ɪk'spɪəriəns]	skúsenosť
flexibility	[fleksə'biliti]	ohybnosť
goal orientation	[gəʊl ,ɔ:rɪən'teɪʃn]	orientácia na cel'
grace	[greɪs]	ladnosť, pôvab
gymnastics	[dʒɪm'næstɪks]	gymnastika
leadership	['li:dəsɪp]	vedenie, vodcovstvo
level of skills	['levl əv skilz]	úroveň schopností

physical education program	['fɪzɪkl̩,edʒu'keɪʃn 'prəʊgræm]	program telesnej výchovy
physical exercise	['fɪzɪkl̩ 'eksəsaɪz]	telesné cvičenie
rhythmic gymnastics	['rɪðmɪk dʒɪm'næstɪks]	moderná gymnastika
rolling	['rəʊlɪŋ]	váľanie
self-esteem	[self ɪ'sti:m]	sebaúcta, hrdost'
skills	[skɪlz]	schopnosti, zručnosti
strength	[streŋθ]	sila
technical performance	['teknikl̩ pə'fɔ:məns]	technické predvedenie
trampoline gymnastics	['træmpəli:n dʒɪm'næstɪks]	skoky na trampolíne
weight transfer	[weɪt 'trænsfɜ:z]	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	['eəriəl skilz]	akrobacia v letovej fáze
age division	[eɪdʒ dɪ'veɪʒn]	veková kategória
balance beam	['bæləns bi:m]	kladina
ball	[bɔ:l]	lopta
build-up phase	['bɪld ʌp feɪz]	fáza získavania energie
clubs	[klʌbz]	kužele
difficulty	['dɪfɪkəlti]	obťažnosť
floor exercise	[flɔ:r 'eksəsaɪz]	prostné cvičenie
high bar	[haɪ bɑ:]	hrazda
hoop	[hu:p]	obruč
parallel bars	['pærəlel bɑ:z]	bradlá
pommel horse	['pʌməl hɔ:s]	kôň na šírku
ribbon	['rɪbən]	stuha
rope	[rəʊp]	švihadlo (lano)
routine	[ru:tɪ:n]	zostava
still rings	[stɪl rɪŋz]	kruhy
to enhance	[tu m'ha:ns]	posilniť
uneven bars	[ʌn'i:vən bɑ:z]	bradlá s nerovnakou výškou žrde
vault	[vɔ:lt]	preskok

Exercise 5

Fill in the missing letters

- 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-ueence of ten lea-s without pauses during which the gymnast per-orms a sequence of a-rial skills.
- The compe-ition includes all-a-round -vents and t-am events, also s-ored over each ap-aratus.

3. Only women co-pete in rhyt-mic 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.
5. Uneven bars	E	Single leg skills are generally found in the form of scissors; double leg work however, is the main staple of this event.
6. Still rings	F	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.

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)

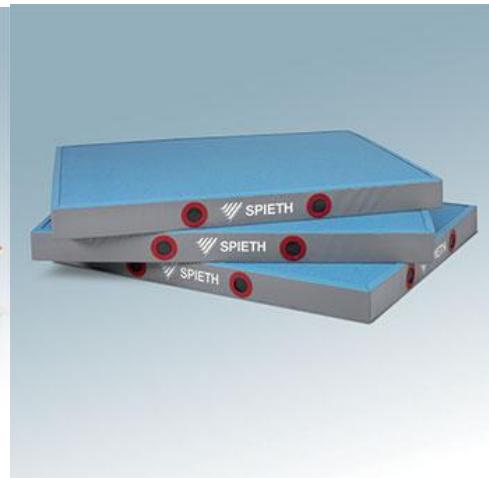


Uneven bars

Other equipment



Springboard



Mats

Rhythmic gymnastics



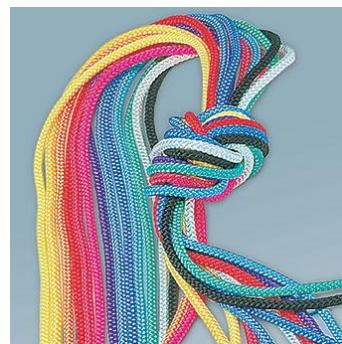
Clubs – 152 g, 45 cm



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 obratov
stick it	dokončiť akrobatický cvičebný tvar bez pohybu po doskoku, zastaviť hybnosť tela pri doskoku
pike position	poloha schyľmo
forward, backward roll	kotúľ vpred a vzad
all-around competition	viacboj
code of points	pravidlá
center of gravity	tažisko
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.

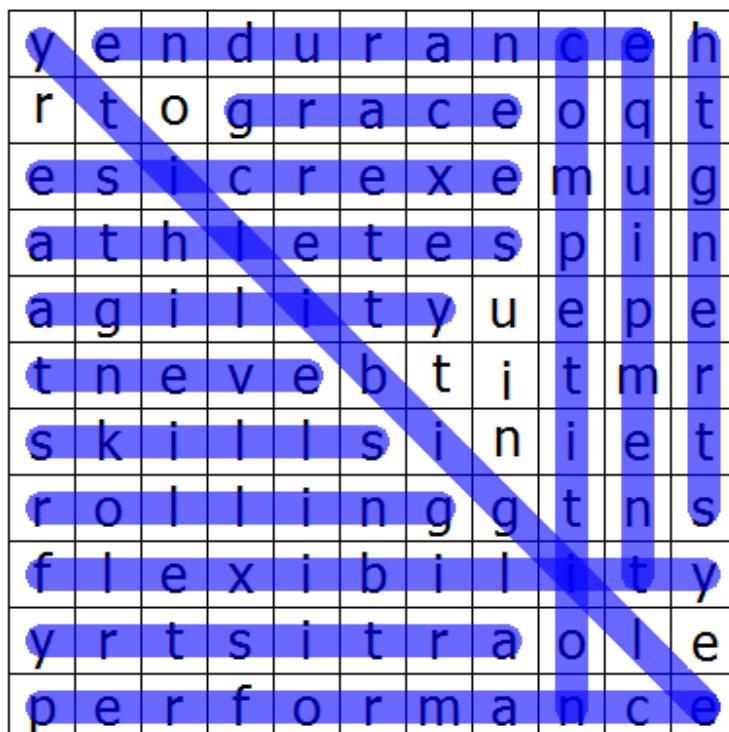
Exercise 2

1F, 2H, 3A, 4G, 5C, 6J, 7D, 8B, 9E, 10I.

Exercise 3

1. false (not gymnastics but sport games)
2. true
3. false (Liége 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



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?

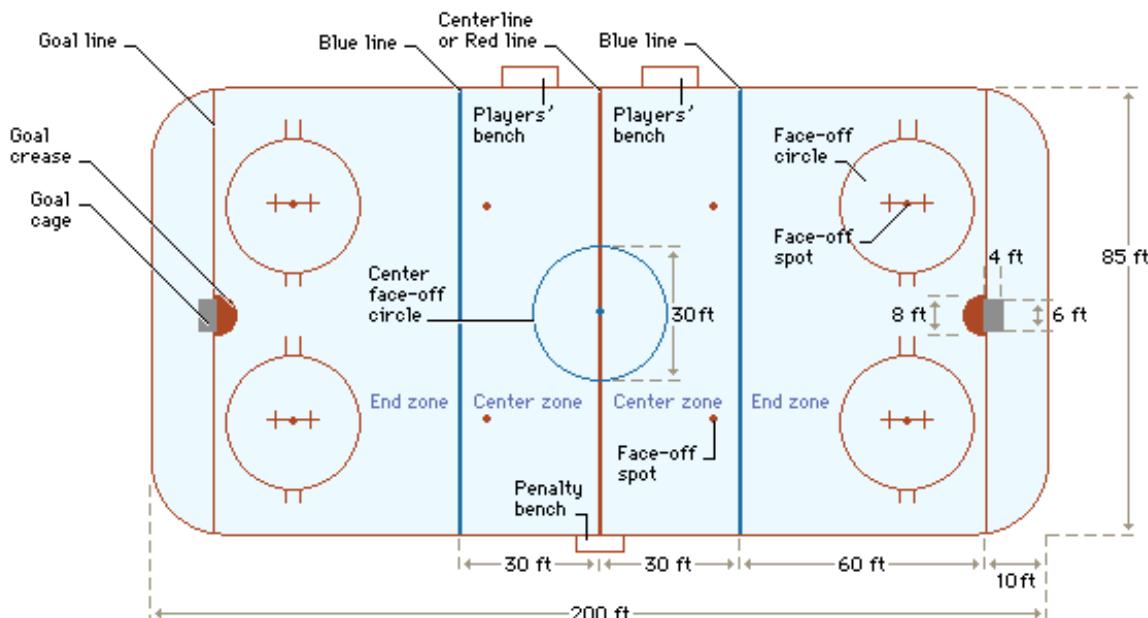
8.280 = 0,151% of the whole population (as of 2011).

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

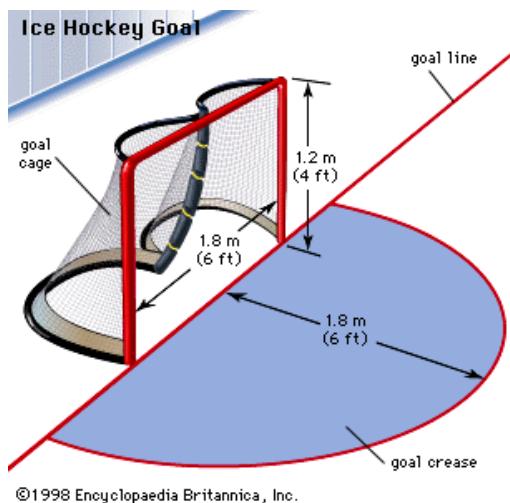
Hockey is played on a rink that is 200 feet long and 85 feet wide, with rounded corners. The ice surface has painted lines on it, which indicate face-off circles, the goal crease and the various zones. The most important lines are the red line (which runs across the center of the ice) and the blue lines (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#ixzz264ONbw7D
(03.12.2012).

New words and expressions

English	Pronunciation	Slovak
ice-hockey	['aɪs,haʊkɪ]	ľadový hokej
game	[geɪm]	hra, športová hra
speed	[spi:d]	rýchlosť
shot	[ʃɒt]	strela
slap shot	[slæp ʃɒt]	strelba príklepom, príklep
crushing slap shot	['krʌʃɪŋ slæp ʃɒt]	drvivý, prudký príklep
skill	[skɪl]	zručnosť
hockey skills	['haʊki skilz]	hokejové zručnosti
goaltending	[gəʊl tendɪŋ]	chytanie brankára v bránke
acrobatic goaltending	[,ækra'bætɪk gəʊl'tendɪŋ]	činnosť brankára - chytanie
fight	[faɪt]	boj, súboj
heavyweight fight	['hevɪweɪt faɪt]	súboj t'ažkých váh
rink	[rɪŋk]	hracia plocha, hokejové ihrisko
goal	[gəʊl]	hokejová bránka, ciel'
player	['pleɪə]	hráč, hokejista
equipment	[ɪ'kwɪpmənt]	výstroj
league	[li:g]	súťaž, liga
season	['si:zn]	sezóna, obdobie
season is structured	['si:zn z 'strʌktʃəd]	sezóna je rozdelená
referee	[,refə'ri:]	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]	pásмо
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]	prihráť
shoot	[ʃu:t]	strelíť, strieľať
team	[ti:m]	družstvo
play	[pleɪ]	hráť
area	['eəriə]	priestor, územie
defend	[dɪ'fend]	brániť
defending zone	[dɪ'fendɪŋ zəʊn]	obranné pásmo
opposing team	[ə'pəuzɪŋ ti:m]	družstvo súpera
attacking zone	[ə'tækɪŋ zəʊn]	útočné pásmo
neutral zone	['nju:trəl zəʊn]	stredné pásmo

net	[net]	siet'
puck	[pʌk]	hokejový puk
put the puck in the net	['pʊt ðə pʌk ɪn ðə net]	dostať puk do siete
post	[pəʊst]	tyčka, žrdka
top post	[tɒp pəʊst]	horná tyčka, žrdka
crossbar	['krɒsba:]	horná tyčka, žrdka
goal line	[gəʊl laɪn]	bránková čiara
blue area	[blu: 'eəriə]	modré územie - bránkovisko
crease	[kri:s]	bránkovisko
forward	['fɔ:wəd]	útočník, krídlo
defenseman	[dɪ'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, korčuľa
pass the puck	[pɑ:s ðə pʌk]	prihrávať puk
defensive zone	[dɪ'fensɪv zəʊn]	obranné pásmo
opposing team's players	[ə'pəuzɪŋ 'ti:mz 'pleɪəz]	hráči súpera
reaction	[rɪ'ækʃn]	reakcia
stick	[stɪk]	ostať, zotrvať, hokejka
flexible	['fleksəbl]	variabilný, flexibilný, ohybný
hurt	[hɜ:t]	poraníť, zraníť
avoid being hurt	[ə'veɪd 'bi:ŋ hɜ:t]	(za)brániť zraneniu
padding	['pædɪŋ]	chrániče
helmet	['helmit]	prilba, helma
macho	['mætʃəʊ]	chláp, mužný, chlapský
shield	[ʃi:ld]	kryť, štít, priehľadný chránič
face shield	[feɪs ʃi:ld]	priehľadný chránič tváre
sissy	['sɪsi]	slaboch
regulation time	[,regju'leɪʃn taɪm]	(riadny) hrací čas (bez predĺženia)
overtime	[,əʊvət�aim]	predĺženie
period	[,pɪəriəd]	tretina (hokejového zápasu)
rest	[rest]	oddych, prestávka, zvyšok
regular season	['regjulər 'si:zn]	súťažné obdobie, hlavné obdobie
tie	[taɪ]	nerozhodný výsledok
game is tied	[geɪm ɪz taɪd]	remíza

game is tied at the end of regulation time	[geim z taɪd ət ði end əv ̇regju'leɪʃn 'taɪm]	zápas skončil po uplynutí riadneho hracieho času nerozhodne
intermission "sudden death"	[̇intə'miʃn] [̇sʌdn deθ]	prestávka "náhla smrť" – hra v predĺžení, ktorá sa končí vstrelením gólu niektorým družstvom
score	[skɔ:]	strelit' góľ, dať góľ
win	[wɪn]	vyhrať, víťazstvo
shootout	[̇ʃu:taut]	výsledok „na nulu“
official	[ə'fɪʃl]	rozhodca, sudca
goal	[gəʊl]	góľ
jersey	[̇dʒɜ:zi]	tričko, dres, pulóver
strip	[striɒp]	pruh
stripped jersey	[stript ̇dʒɜ:zi]	pruhovaný dres rozhodcu
band	[bænd]	stuha, pás
keep track of offsides	[ki:p træk əv ɒfsaɪdz]	sledujú postavenia mimo hry
timekeeper	[̇taim,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	[̇vɪdiəʊ gəʊl dʒʌdʒ]	video rozhodca
questionable goal	[̇kwestʃənəbl̇ gəʊl]	problematický góľ

Exercise 1

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

slap	a lot of padding
heavyweight	corners
goal	crease
rounded	decisions
end	fights
defending	jersey
puck must cross	judge
opposing	of the game
object	of the rink
left	shot
pass	team
players wear	the line entirely
game is	the puck
on-ice	tied
stripped	wing
video goal	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	hrat' 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'gɪnə]	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 ðət kən bi pə'fɔ:md ɒf ði aɪs]	cvičenie, ktoré sa môže vykonávať mimo ľadu
hold	[həuld]	držať
hold the hockey stick	[həuld ðə 'hɔki stɪk]	držať hokejku
technique	[tek'nɪ:k]	technika (pohybu)
practice	['præktɪs]	tréning, trénovať
hold the stick left handed	[həuld 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'trəul ɒn jə stik'hændlɪŋ]	stratiť kontrolu nad vedením puku
top hand	[tɒp hænd]	horná ruka
shaft	[ʃa:ft]	rukoväť, žrd'
sticks shaft	[stiks ʃa:ft]	žrd' hokejky
arm	[a:m]	rameno, ruka
four arms distance	[fɔ:r ə:mz 'dɪstəns]	vzdialenosť štyroch rúk
hockey stick position	['hɔ:ki stik pə'zɪʃn]	poloha hokejky, pozícia hokejky
full range of motion	[fʊl reɪndʒ əv 'məʊʃn]	úplný rozsah pohybu
pants	[pænts]	nohavice
hockey pants	['hɔ:ki pænts]	hokejové nohavice
get in the way	['get in ðə 'wei]	postaviť sa do cesty
stick blade	[stik bleɪd]	čepel' hokejky
stance	[stæns]	postoj
foot	[fʊt]	noha, chodidlo
feet are around shoulder	[fi:t ər ə'raʊnd 'ʃəuldə wɪtθ]	nohy (chodidlá) sú od seba
width apart	ə'pa: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]	súťaž
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 wei]	jemná alebo flexibilná cesta
ground techniques	[graʊnd tek'nɪ:ks]	techniky na zemi
hand techniques	[hænd tek'nɪ:ks]	techniky rúk, paží
hip techniques	[hɪp tek'nɪ:ks]	bedrové techniky
holding techniques	['həʊldɪŋ tek'nɪ:ks]	techniky držania
in preventing injury	[ɪn p�'vɛntɪŋ 'ɪndʒəri]	v prevencii pred zranením
Japanese martial art	[japənese 'ma:ʃl a:t]	japonské bojové umenie

judo techniques	[dʒu:dəʊ tek'ni:ks]	techniky v džude
leg or foot techniques	[leg ɔ: fut tek'ni:ks]	techniky nôh alebo chodidel
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	[kwɒflɪʃ'keɪʃn 'sɪstəm]	kvalifikačný systém
referee will award	[refə'ri: wɪl ə'wɔ:d]	rozhodca ocení, oboduje
sacrifice techniques	['sækrifais tek'ni:ks]	techniky obetovania
standing techniques	['stændɪŋ tek'ni:ks]	techniky v postoji
strangling techniques	['straŋglɪŋ tek'ni:ks]	techniky škrtenia
striking techniques	['straɪkɪŋ tek'ni:ks]	techniky úderov
surrender of the adversary	[sə'rendər əv ðə 'ædvəsəri]	vzdat' sa protivníkovi, súperovi
throwing techniques	[θrəʊɪŋ tek'ni:ks]	techniky hodov, prehodov
types of fall	[taɪpз 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•, •nd th• st•d•nts •nt•r t••rn•m•nts. Th• d•• s t• g••n
 p••nts •nd •lt•m•t•ly v•ct•ry o•r o•n•'s o•pp•n•nt. Sc•r•s o•r• g•v•n for th• c•rr•ct
 •x•c•t••n of th•
 thr•ws •nd hold-d•wns •nd for th• s•rr•nd•r of th• o•dv•rs•ry.

Th• r•f•r• w•ll w•rd th• c•nt•st to th• p•rs•n w•th th• m•st p••nts d•r•ng •
 p•d•t•rm•n•d

p•r•o•d •f t•m•. M•ny m•rt•o•l •rt•sts or• on•w•r• th•t th•r• or• k•t• c•nt•o•n•d •n j•d•.

Th• k•t• or• d•m•nstr•t•d •n p•o•rs, o•s w•th m•st tr•d•t•o•n•l J•p•n•s• gr•ppl•ng-b•s•d d•sc•pl•n•s.

Th• m•j•r k•t• or•: N•g•-n•k•t•, K•t•m•-n•-k•t•, G•-n•-s•n-n•-k•t•, K•m•-n•-k•t•, o•ts•ts•n•-k•t•, J•-n•-k•t•, K•sh•k•-n•-k•t• •nd K•d•k•n-g•sh•n-j•ts•.

Tr•o•n•ng on th• c•l•ss o•nv•r•n•m•nt w•ll c•mm•nc• w•th fr•o• p•r•ct•c• kn•wn o•s 'r•nd•r•'. J•d• o•s p•r•ct•s•d •n • tr•o•n•ng h•ll kn•wn, or d•j• •nd p•rf•rm•d •n • m•t, or 't•t•m•'.

Th• dr•ss w•rn, kn•wn o•s • 'j•d•g•', o•s tr•d•t•o•n•lly • h•rdw•r•ng v•rs•o•n of J•p•n•s• 'd•g•' o•n•f•rm w•th p•dd•ng on th• ch•st •nd th• o•rm o•r•s•.

L•k• o•th•r m•rt•o•l •rts th• gr•d•ng str•ct•r• o•s d•v•d•d w•th th• o•s• o•f o•d•rn•ng c•l•o•r•d b•lts.

K•n• o•s c•ns•d•r•d t• b• th• f•o•nd•r o•f th•s p•p•l•r q•o•l•f•c•t•o•n syst•m.

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. Atemi-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 or 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

Basic equipment in Judo

English	Pronunciation	Slovak
belt	[belt]	opasok
belt knot	[belt not]	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]	vítazstvo na celý bod
draw	[drɔ:]	nerozhodný výsledok zápasu
full point	[ful pɔɪnt]	hodnotenie techniky - celý bod - ippon
green belt	[gri:n belt]	zelený opasok
green flag	[gri: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	['brɪndʒ belt]	oranžový opasok
practice hall	['præktɪs hɔ:l]	telocvičňa - dojo
red belt	[red belt]	červený opasok
red marking line	[red 'ma:krɪŋ laɪn]	označenie východiskového postavenia (červené)
red-white belt	[red waɪt belt]	červeno-biely opasok

white marker	[waɪt 'ma:kə]	biela šerpa
white marking line	[waɪt 'ma:kɪŋ laɪn]	označenie východiskového postavenia (biele)
<u>yellow belt</u>	<u>['jeləʊ belt]</u>	<u>žltý opasok</u>



Judo - mat (tatami)



Judo-uniform (kimono)

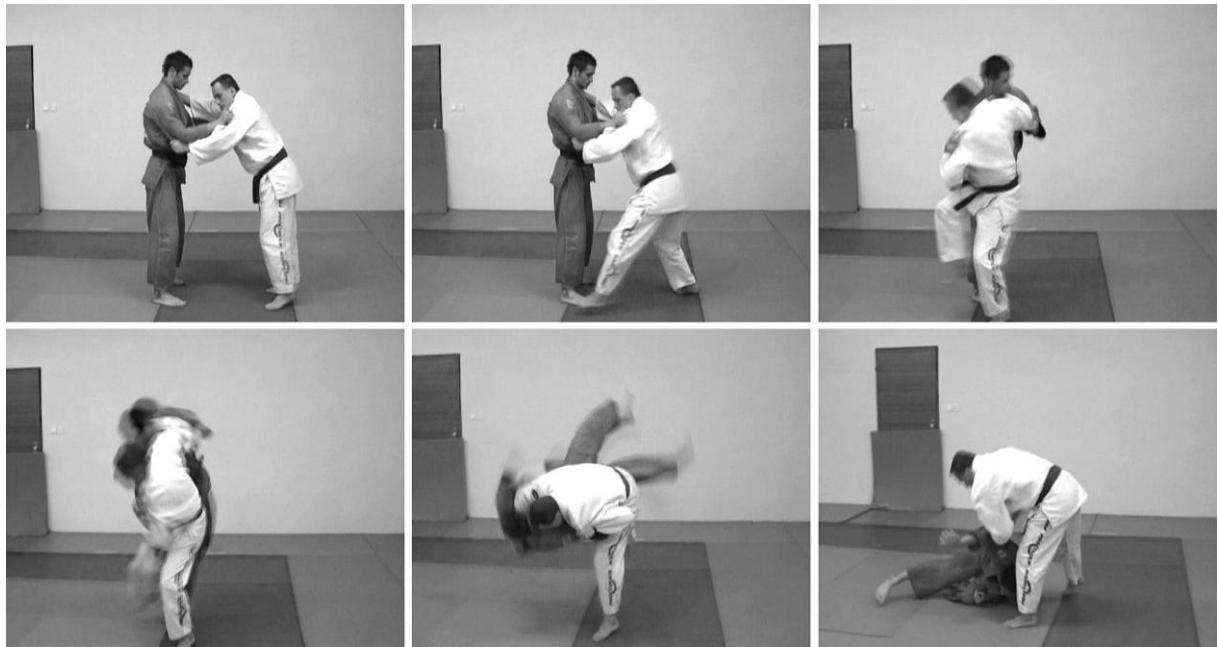


Coloured belts

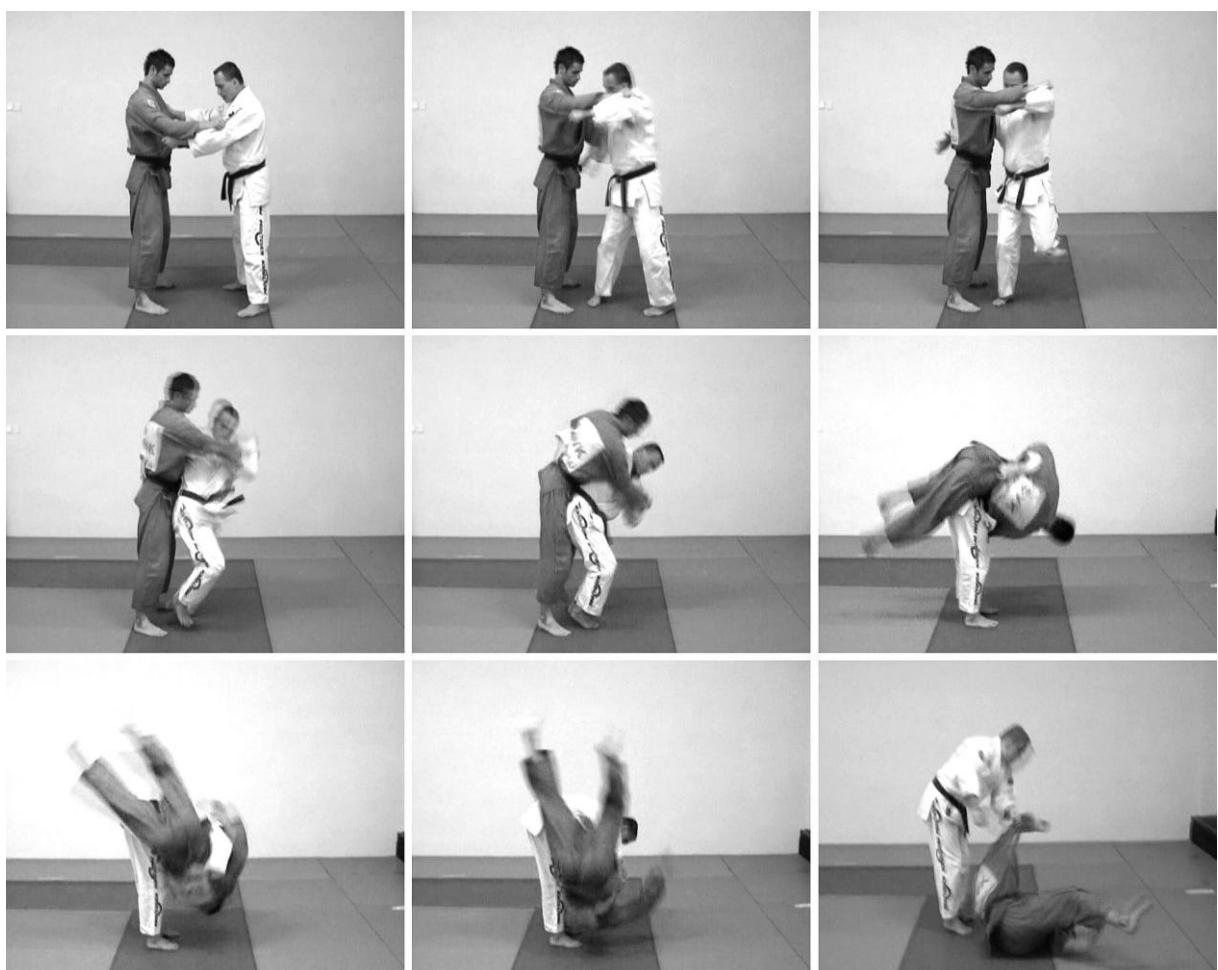
Motor skills and techniques in Judo

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	['kaunte]	protichmat
cross strangle	[krɒs 'stræŋgl]	škrtenie pomocou skrížených rúk
defence posture	[dɪ'fens 'pɔːstʃə]	obranný postoj
execution of the throw	[,eksɪ'kju:ʃn əv ðə θrəʊ]	vykonanie hodu
falling	[fɔ:lɪŋ]	pád, padnutie
free practice	[fri: 'præktɪs]	cvičný, tréningový zápas - randori
ground technique	[graʊnd tek'nɪ:k]	technika boja na zemi
hip throw	[hɪp θrəʊ]	technika hodov cez bok
hold	[həʊld]	držanie
holding broken	['həʊldɪŋ 'brəʊkən]	prerušenie držania
holding technique	['həʊldɪŋ tek'nɪ:k]	technika držania
I give up	[aɪ gɪv ʌp]	vzdávam sa
koka	[koka]	hodnotenie techniky - koka
leg technique	[leg tek'nɪ:k]	technika nôh

lock	[lɒk]	páčenie
locking technique	[lɒkɪŋ tek'ni:k]	technika páčenia
major inside reap	['meɪdʒə ,aut'saɪd ri:p]	veľký podraz
major outside reap	['meɪdʒə ,aut'saɪd ri:p]	veľký vonkajší podraz
minor inside reap	['maɪnər ,ɪn'saɪd ri:p]	malý podraz
minor outside reap	['maɪnər ,aut'saɪd ri:p]	malý vonkajší podraz
naked strangle	['neɪkɪd 'stræŋgl]	škrtenie predlaktím
nearly wazari	['nɪəli wazari]	hodnotenie techniky - juko
normal posture	['nɔ:ml 'pəstʃə]	základný postoj
note	[nəʊt]	1. stupeň trestu - šido
reap	[ri:p]	podraz
shoulder throw	['ʃəuldə θrəʊ]	prehod súpera cez ramená
slap	[slæp]	úder pažou na podložku
sliding lapel-neck lock	[slaɪdɪŋ lə'pel nek lɒk]	škrtenie pomocou goliera
spring hip throw	[sprɪŋ hip 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 ə:m lɒk]	páčenie vystrej paže
strangulation	[stræŋgju'leɪʃn]	škrtenie
strangulation technique	[stræŋgju'leɪʃn tek'ni:k]	technika škrtenia
sweeping hip	['swi:pɪŋ hip]	prehod súpera cez bok s podmiestnutím nohy
taking a hold	[teɪkɪŋ ə həuld]	uchopenie
taking hold for throwing	[teɪkɪŋ həuld fə θrəʊɪŋ]	nástup do techniky
technique	[tek'ni:k]	technika
throw	[θrəʊ]	hod
throw by sacrifice throw	[θrəʊ bəi 'sækrifais θrəʊ]	hod s pomocou vlastného pádu
throwing technique	[θrəʊɪŋ tek'ni:k]	technika hodov
two near points	[tu: nɪə pɔɪnts]	hodnotenie techniky – celý bod (dve wazari)
victory by forfeit	['vɪktəri bəi 'fɔ:fit]	vítazstvo nenastúpením súpera
victory by submission	['vɪktəri bəi səb'miʃn]	vítazstvo vzdaním sa súpera
victory on superiority	['vɪktəri ɒn su:pɪəri'ɔrəti]	vítazstvo prevahou
warning	['wɔ:nɪŋ]	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 jûdô 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 jûdô proverb “When pulled, push; when pushed, pull!”

It is also a jûdô cliché, first widely noted in the early years of Western jûdô, 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 jûdô players of comparable skill who were greatly mismatched in size, and designated weight classes are thus a feature of modern sport jûdô.

Today, the International Jûdô Federation is the governing body of Olympic jûdô, while the Kôdôkan in Japan remains the world headquarters. A variety of national and international federations for jûdô study and practice exist worldwide, and instruction is relatively easy to come by.

Jûdô players have also ventured into interstyle grappling events, and jûdô 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	[belt 'kälər 'ræŋkjn̩ 'sistəm]	kvalifikačný systém farebných opaskov
black belt holders	[blæk belt 'həuldəz]	držitelia čierneho opasku
chokes	[tʃəʊks]	škrtenia
designated weight classes	[dɛzɪgnɪteɪtɪd weɪt klæ:sɪz]	určené hmotnostné kategórie
dislocations	[dɪsləkeɪts]	páčenie proti kľbu
formal exercises	[fɔ:ml 'eksəsaɪzɪz]	súborné cvičenia (kata)
immobilizations	[immobilizations]	znehybnenia
jûdô practitioner	[jûdô præk'tiʃənə]	džudista
lesser emphasis on competition	[lɛsər 'emfəsɪs ɒn kəmpə'tiʃn]	menší dôraz na súťaženie
resuscitation methods	[rɪ'sʌsɪ'teɪʃən 'meθədz]	resuscitačné metódy
„secret“ teachings	[‘si:krət ‘ti:tʃɪŋz]	tajné učenia
seven divisions of technique	[‘sevn dɪ’vɪʒnz əv tek’ni:k]	sedem technických skupín
strikes	[straɪks]	údery
techniques useful in competition	[tek’ni:ks ‘ju:sfl ɪn kəmpə’tiʃn]	techniky užitočné pre súťaž
throws	[θrəʊz]	hody, prehody
throws and counters	[θrəʊz ənd ‘kauntəz]	hody a protichmaty
traditional elements	[trə’dɪʃənl ‘eləmənts]	tradičné, pôvodné prvky

weight classes	[weit kla:siz]	hmotnostné kategórie
women's sport	[women's spo:t]	ženské športové súťaže
competitions	[kɔmpə'tiʃnz]	

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 '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.

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 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.

Unit 25: Sitting volleyball (Adapted Physical Activities)

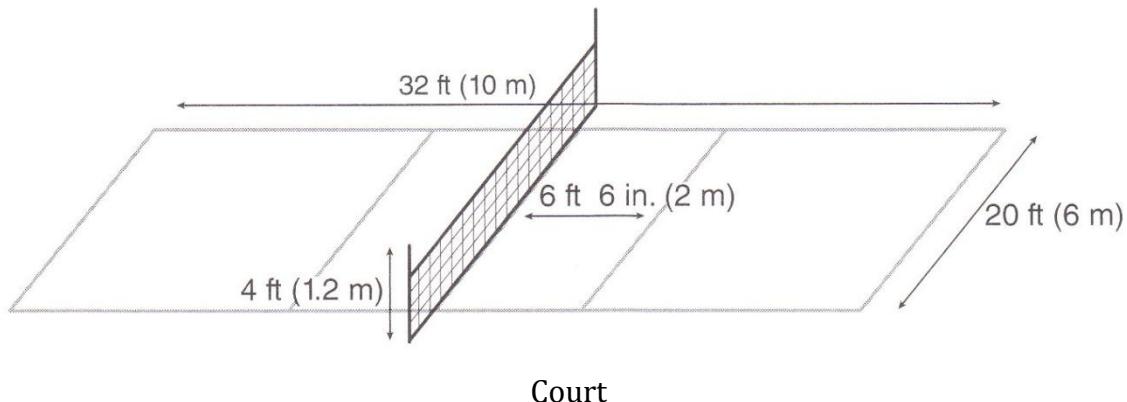
(Mgr. Dagmar Nemček, PhD.)

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.



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, blokovať
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 tɔ:s]	vyhodenie mince
competition	[kɒmpə'tɪʃn]	súťaž

condition	[kən'diʃn]	ťažkosti (zdravotné), ochorenie
consist	[kən'sist]	skladat' sa, byť zložený, pozostávať
cord	[kɔ:d]	šnúra, povrazec, motúz, lanko
count	[kaʊnt]	počítať, rátať
court	[kɔ:t]	ihrisko, kurt
criterion	[kraɪ'tiəriən]	kritérium, meradlo
defend	[dɪ'fend]	brániť
defense	[dɪ'fens]	defenzívna, 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'tiəriən]	kritérium postihnutia, meradlo postihnutia
eligible	[elɪdʒəbl]	spôsobilý, vhodný
floor	[flɔ:]	podlaha, povrch, palubovka
game	[geɪm]	hra
ground	[graʊnd]	územie, plocha
hit	[hit]	udriť', odbiť', zasiahnuť
impairment	[ɪm'peəmənt]	porucha
in other words	[ɪn 'ʌðə 'wɜ:dz]	inými slovami
injury	[ɪn'dʒəri]	zranenie, poranenie, úraz, poškodenie
leg	[leg]	noha
les autres	[lez autres]	iné postihnutia
line	[lain]	čiara
lower-body	[ləʊər 'bɒdi]	dolná časť tela
match	[mætʃ]	zápas, stretnutie
measure	[meʒə]	merať
multiple sclerosis	[mʌltɪpl̩ sklə'rəʊsɪs]	skleróza multiplex
muscular dystrophy	[mʌskjʊl̩ 'dɪstrəfi]	svalová dystrofia
net	[net]	siet'
nonserving team	[non'sɜ:vɪŋ ti:m]	nepodávajúce družstvo
objective	[ə'b'dʒektɪv]	ciel'
offence	[ə'fens]	ofenzívna, útok, útočiaci tím
opponent	[ə'pəʊnənt]	protihráč, súper
opponents' court	[ə'pəʊnənts kɔ:t]	pole protihráča, územie súpera
outside	[aʊt'saɪd]	von, vonkajšia strana, mimo
padding	[ˈpædɪŋ]	vypchávka
pants	[pænts]	trenírky
paraplegia	[pærə'pli:dʒə]	paraplégia, ochrnutie dolných končatín
pass	[pa:s]	prihrátať, nahrátať
passing skill	[ˈpa:sɪŋ skil̩]	zručnosť prihrávky,

		nahrávky
permanent	[ˈpɜːmənənt]	stály, trvalý
permanent lower-body impairment	[ˈpɜːmənənt ˈləʊə ˈbɒdi ɪmˈpeəmənt]	trvalé porušenie dolnej časti tela
perpendicular	[.pɜːpənˈdɪkjuːlə]	kolmo, kolmý
place	[ˈpleɪs]	miesto
player	[ˈpleɪə]	hráč
point	[pɔɪnt]	bod
polio	[ˈpəʊlɪəʊ]	obrna
position	[pəˈzɪʃn]	pozícia
preferred	[priˈfɜːd]	uprednostňovaný, prednostný, prioritný, preferovaný
prevent	[priˈvent]	zabrániť, zamedziť, predísť
rally	[ˈræli]	výmena, obnovený útok
rally the ball	[ˈræli ðə bɔːl]	výmena
receive	[riˈsɪv]	dostať
receiving team	[riˈsɪvɪŋ tiːm]	prijímací družstvo, družstvo prijímací
		podanie
regulation	[.regjuˈleɪʃn]	predpis, obvod
regulation court	[.regjuˈleɪʃn kɔːt]	predpísané ihrisko, obvod ihriska
return	[riˈtɜːn]	návrat, vrátenie
rotate	[rəʊˈteɪt]	točiť
rule	[ruːl]	pravidlo
score	[skɔː]	skóre, skórovať, bodovať
seat	[siːt]	sedadlo, sedieť
seat position	[siːt pəˈzɪʃn]	pozícia v sede
serve	[sɜːv]	podanie, servis
set	[set]	set, súprava
severe	[sɪˈvɪə]	vážny, ťažký, kritický
sit	[sɪt]	sedieť
sitting volleyball	[ˈsɪtɪŋ ˈvɒlibɔːl]	volejbal sediacich
skill	[skɪl]	zručnosť
spinal cord injury	[ˈspɪnəl kɔːd ˈɪndʒəri]	poranenie miechy
spine	[spɪn]	chrkrica
spine cord	[spɪn kɔːd]	miecha
sport classification system	[spɔːt ,klæsɪfɪ'keɪʃn 'sɪstəm]	športový klasifikačný systém
standing volleyball	[ˈstændɪŋ ˈvɒlibɔːl]	volejbal stojacich
team	[tiːm]	družstvo, tím
thick	[θɪk]	hrubý
toss	[tɔːs]	vyhodiť
traditional	[trəˈdɪʃnəl]	tradičný
traditional volleyball	[trəˈdɪʃnəl ˈvɒlibɔːl]	tradičný volejbal
volleyball	[ˈvɒlibɔːl]	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 pos-ition on the floor. In official competition, athletes must be classified using a sport clas-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 non-serving 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.

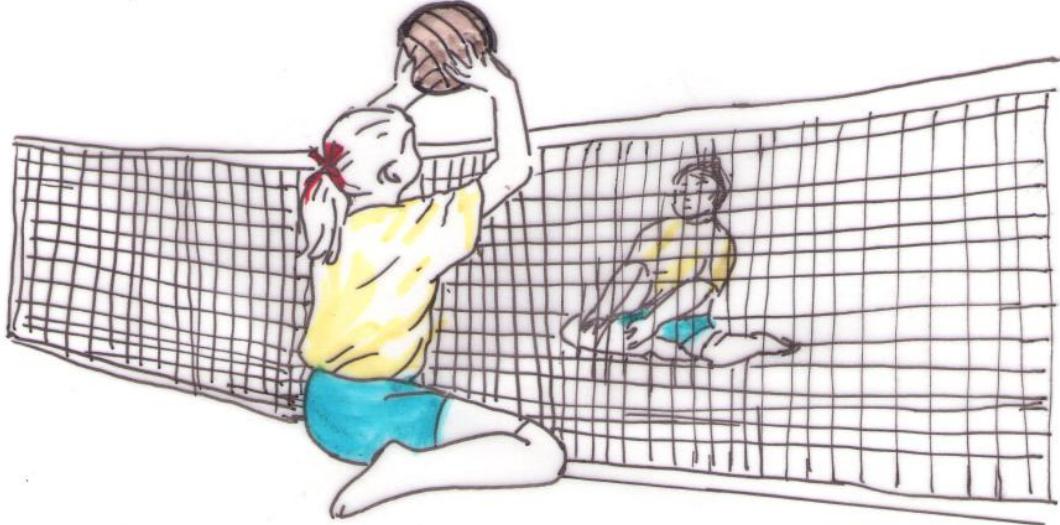
The winning team the toss chooses either to serve first or to defend a court preferred.

Remember that with rally scoring the team receiving can score points despite not having served.

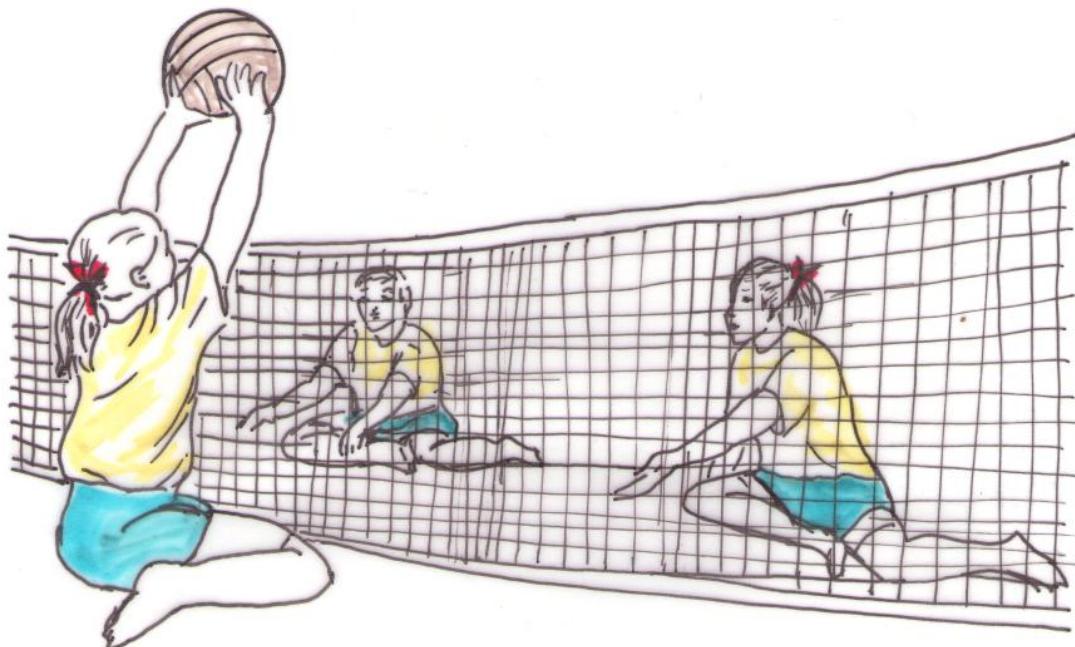
Skills

Passing

Overhead Pass and Set

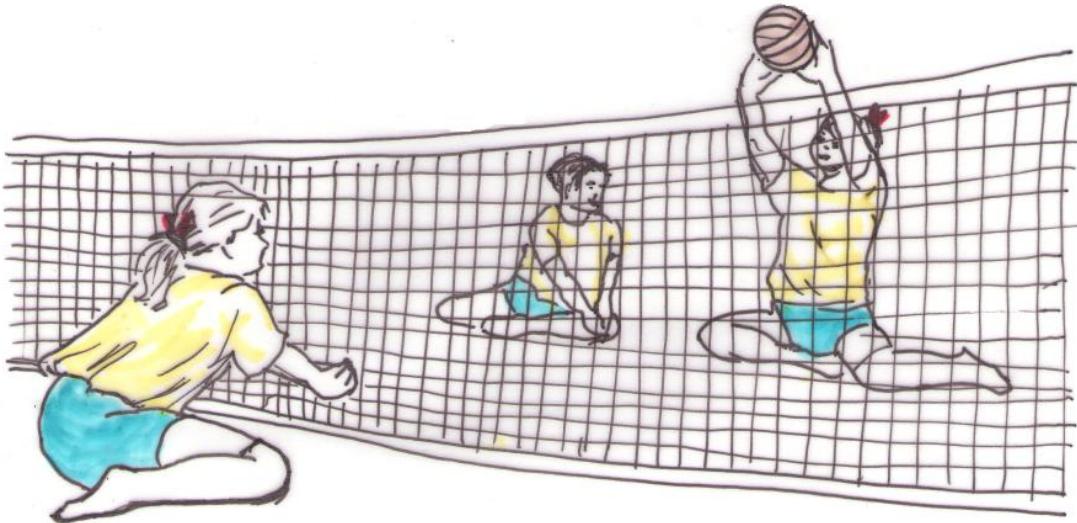


Contact the ball with the pads of the fingers for an overhead pass

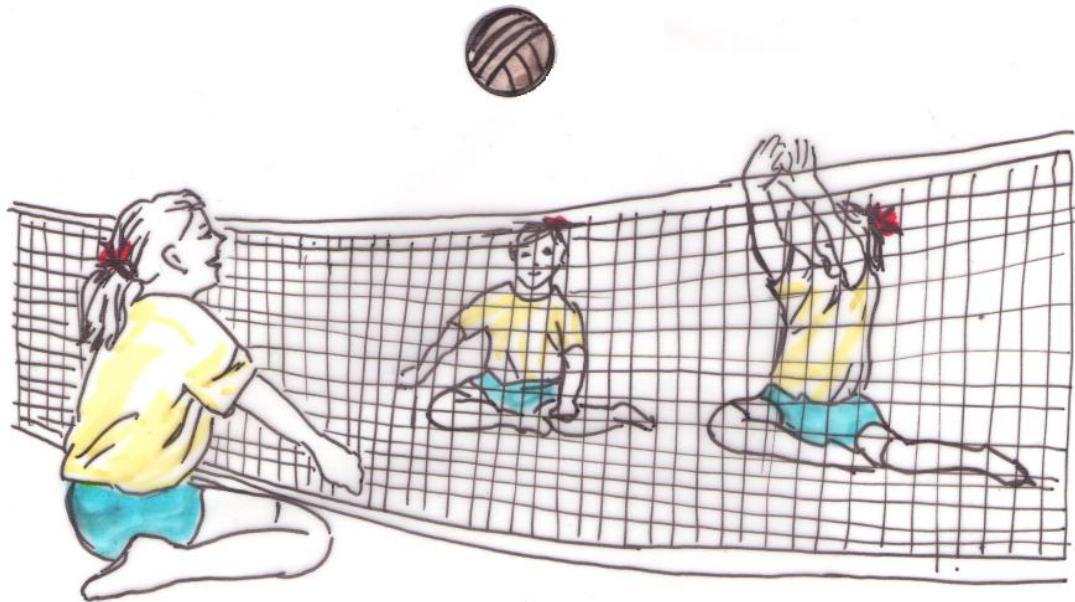


Extend the elbows forcefully, minimizing ball rotation

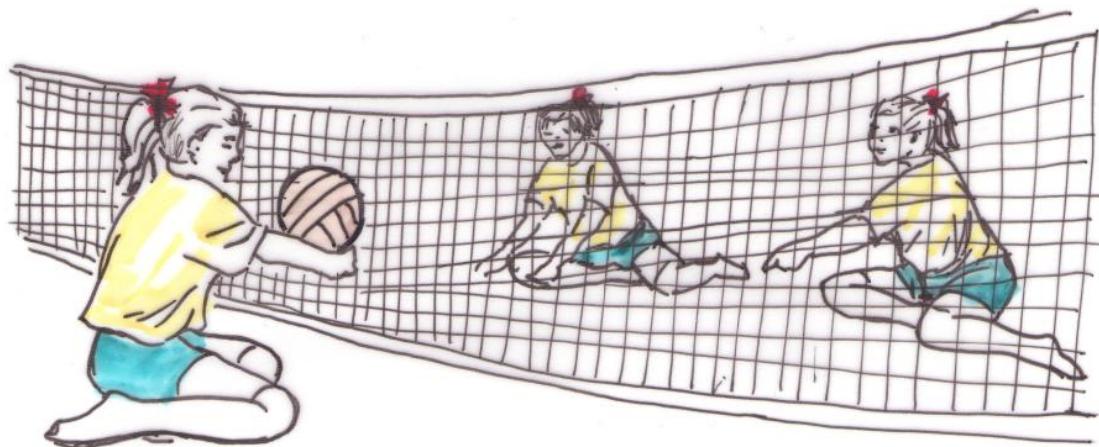
Forearm Pass



Preparation for the forearm pass

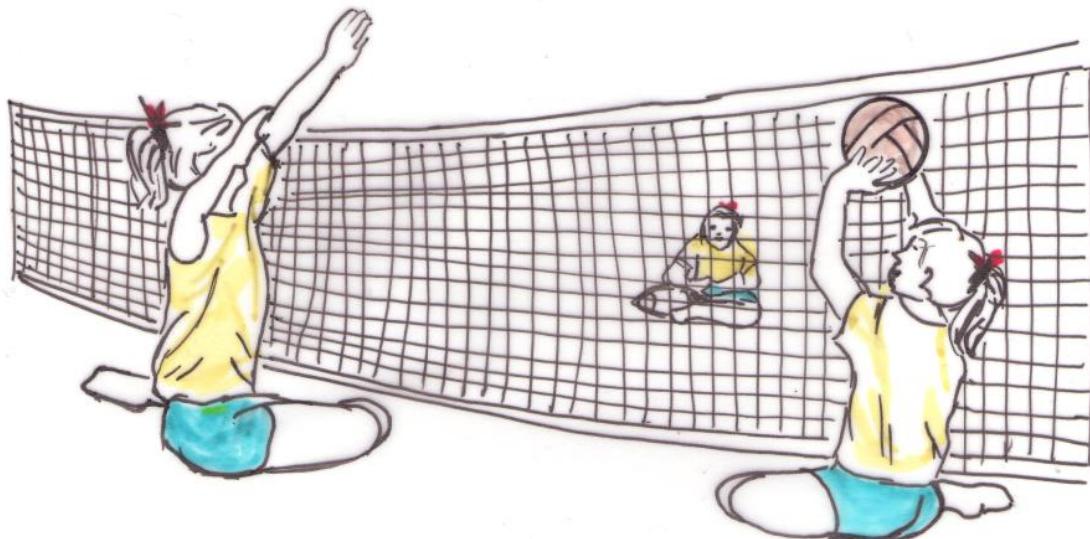


Position under the ball, hands clasped and elbows extended

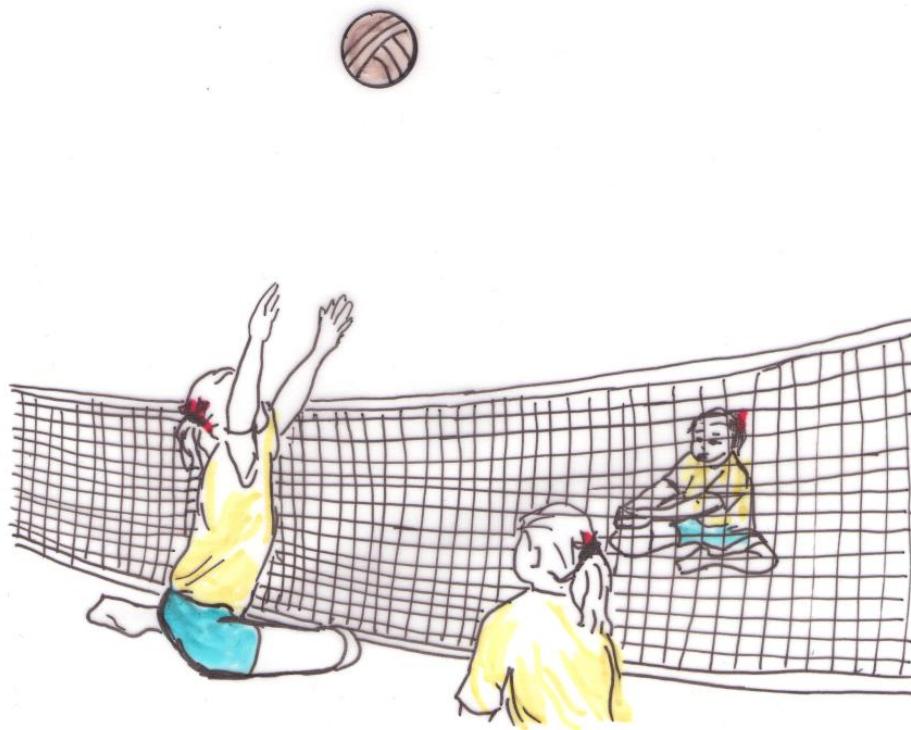


Absorbing the force of the ball's impact

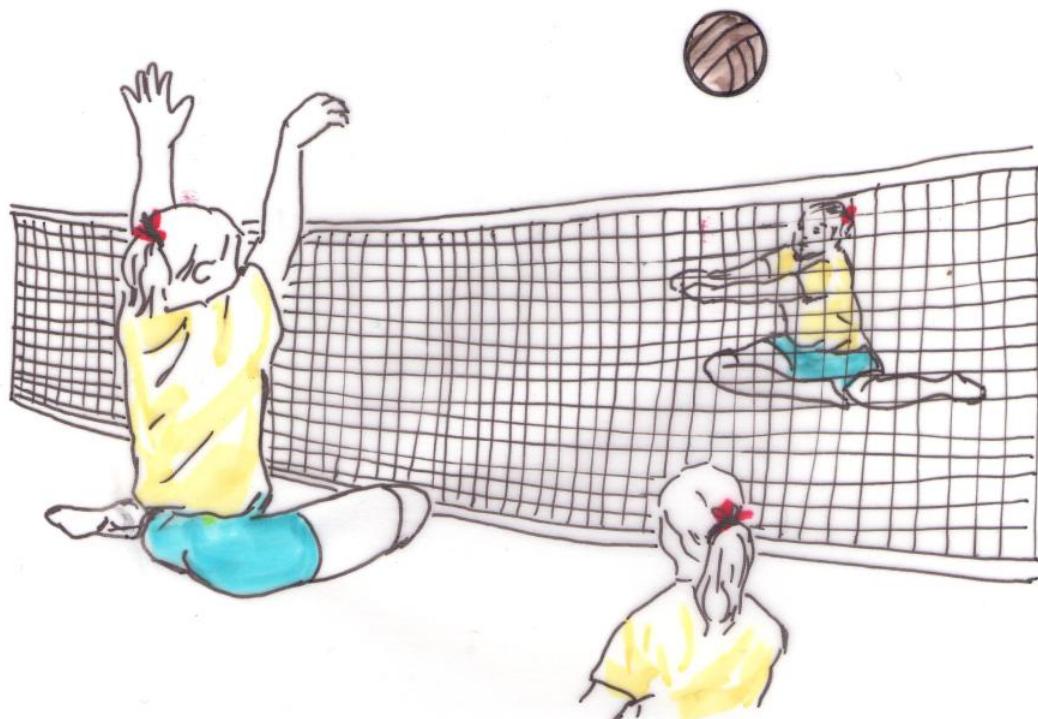
Attack-Hit



Position the body under the ball with the arm and wrist ready



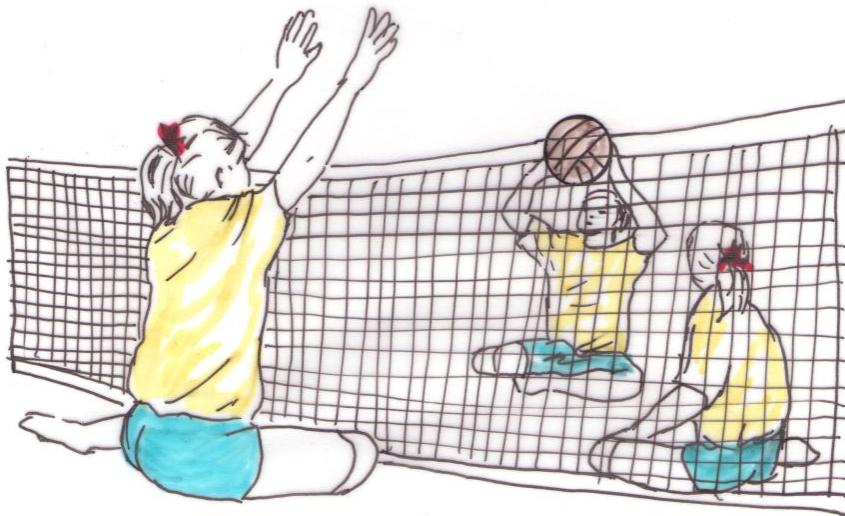
Rotate the striking shoulder away from the net and position the striking arm back



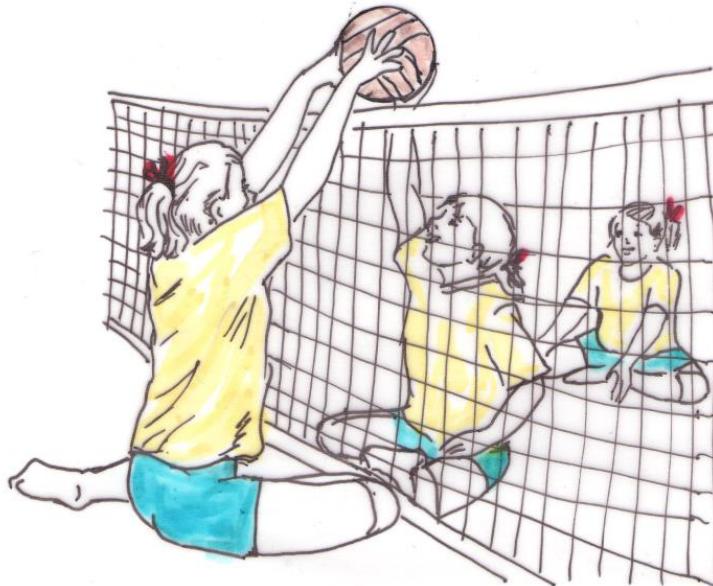
Contact the ball with a slightly open hand in a downward direction

Block

Individual block



Position close to the net ready for a block



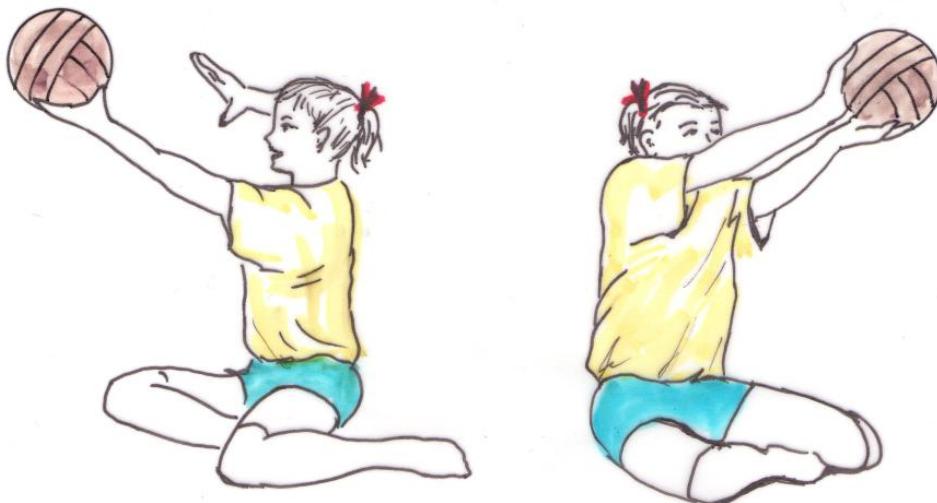
Reach up with both arms; keep hands together for a block

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 päťou ruky
fingers slightly open	prsty mierne roztiahnuté od seba

Fixed expressions in sitting-volleyball

English	Pronunciation	Slovak
overhead pass	[əʊvə'hed pə:s]	prihrávka (nahrávka) nad hlavou
forearm pass	[fɔ:'ræ:m pə:s]	prihrávka predlaktím (zospodu), tzv. bagrom
position under the ball	[pə'zɪʃn 'ʌndə ðə bɔ:l]	pozícia pod loptou
hands clasped	[hændz kla:spt]	rukы sú zovreté (zopnuté)
elbows extended	['elbəʊz ɪk'stendɪd]	paže v lakt'och (lakt'ových kľboch) 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 'ʃəuldə]	úderné rameno
striking arm	['straɪkɪŋ ə:m]	úderná paža
downward (direction)	['daʊnwəd dr'rekʃn]	smerujúci nadol
two-person block	[tu: 'pɜ:sn 'blɒk]	blok dvoch hráčov
eye level	[aɪ 'levl]	úroveň očí
drawn back	[drɔ:n 'bæk]	tahaný 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.

Rally scoring is used to score in sitting volleyball.

When the non-serving team wins a rally, it is awarded a point and the right to serve.

The game is played on a court measuring 10 by 6 meters.

A regulation court for standing volleyball is 18 by 9 meters.

Les autres ("the other") conditions include polio, muscular dystrophy, and multiple sclerosis.

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.

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'tækni]	útočiaci
back	['bæk]	chrábát
ball possession	[bɔ:l pə'zeʃn]	držanie lopty
beat	[bi:t]	porazit'
bend	[bend]	ohnúť
breastplate	['brestpleit]	plocha prs
cause	[kɔ:z]	spôsobit'
chest	[tʃest]	hrudník
clear the ball	[klɪə ðə bɔ:l]	vyraziť loptu
collecting	[kə'lektrɪŋ]	spracovanie
confidently	['kɒnfɪdəntli]	sebavedome
control	[kən'trəul]	kontrolovať
defence	[dɪ'fens]	obrana
defensive	[dɪ'fensív]	obranný
destroy	[dɪ'stroɪ]	zničiť
different	['dɪfrənt]	rozdielny
dribble	['dribl]	viest' loptu
dribbling	['driblɪŋ]	vedenie lopty
elude	[ɪ'lʊ:d]	uniknúť, utieť
entice	[ɪn'taɪs]	nalákať, odlákať

except	[ɪk'sept]	okrem, s výnimkou
execute	['eksɪkjʊt]	vykonat'
explode	[ɪk'spləʊd]	„vystrelit“
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	['fɔːrɪd]	čelo
hairline	['heəlайн]	línia vlasov
head	[hed]	hlava
head up	[hed ʌp]	hlava hore
heading	['hedɪŋ]	hlavičkovanie
heel	[hi:l]	päta
height	[haɪt]	výška
immediate	[ɪ'mi:dɪət]	okamžitý, bezprostredný
impact	[ɪm'pækt]	dopad
inside	[ɪn'saɪd]	vnútorný
instep	['instep]	priehlavok
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 bránu
opponent	[ə'pəʊnənt]	súper
option	['ɒpʃn]	možnosť
outside	[aʊt'saɪd]	vonkajší
outward	['aʊtwəd]	smerom von
pace	[peɪs]	tempo
pass	[pa:s]	prihráť, prihrávať
passer	['pæsə]	prihrávajúci hráč
passing	['pa:sɪŋ]	prihrávanie, prihrávka
penetration	[,penɪ'treɪʃn]	priek, prenikanie
peripheral vision	[pə'rɪfərəl 'vɪʒn]	periférne videnie
plant leg	[pla:nt leg]	stojná noha
poke away	[pəʊk ə'wei]	vypichnúť
propel	[prə'pel]	hnáť, dať do pohybu
rebound	[rɪ'bəʊnd]	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]	streľba

shoulder	[ʃəuldə]	rameno
sideways	[saɪdweɪz]	bočný
simplify	[sɪmplɪfai]	zjednodušiť
slightly	[slæitli]	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	[θai]	stehno
to cushion	[tə 'kuʃn]	zmierniť
toe	[təʊ]	špička, prst na nohe
trunk	[trʌŋk]	trup, drieč
turnover	[tɜ:nəʊvə]	obrat, zvrat
unlikely	[ʌn'l aɪkl i]	nepravdepodobný
waist	[weɪst]	pás
wedge	[wedʒ]	vkliniť, klin
well-timed	[wel 'taɪmd]	dobre načasovaný

Exercise 1

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

ball	players
different	effort
body	ball
under	impact
inside	possession
plant	speed
receiving	surface
field	pressure
cushion	heights
minimum	of the foot
maximum	leg
absorb	on goal
peripheral	option
shot	stance
sideways	vision
immediate	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_ation 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_ender. 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'sɪvɪŋ ðə bɔ:l]	prijímanie lopty
collecting the ball	[kə'lektɪŋ ðə bɔ:l]	spracovanie lopty
complete control	[kəm'pli:t kən'trəul]	úplná kontrola
bring the ball under control	[brɪŋ ðə bɔ:l ə'ndə kən'trəul]	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'trəul ənd pleɪ ðə bɔ:l wið 'mɪmɪməm 'efət ənd 'mæksɪməm spi:d]	kontrolovať loptu a hrať s loptou s minimálnym úsilím a v maximálnej rýchlosťi
field players	[fi:ld 'pleɪəz]	hráči v poli (na ihrisku)
slightly to cushion the impact of the ball	['slartli tə 'kuʃn ði ɪm'pækt əv ðə bɔ:l]	trochu zmierniť dopad lopty
cause a turnover	[kɔ:z ə 'tɜ:nəvə]	spôsobiť obrat
the sole of the foot	[ðə səʊl əv ðə fut]	ploska nohy
inside of the foot	[ɪn'saɪd əv ðə fut]	vnútorná strana nohy
outside of the foot	[,aʊt'saɪd əv ðə fut]	vonkajšia strana nohy
plant leg	[pla: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:drɪət 'ɒpʃn]	okamžitá možnosť
shot on goal	[ʃɒt ɒn ɡəʊl]	strel'ba na bránku
pass to a teammate	[pɑ:s tu ə 'ti:mmeɪt]	prihrať spoluhráčovi

difficult technique to master	[ˈdɪfɪkəlt tekˈni:k tə ˈmɑ:stə]	ťažká (zložitá) technika na zvládnutie
cutting the ball	[ˈkʌtɪŋ ðə bɔ:l]	zraziť loptu
peripheral vision	[pəˈrɪfərəl ˈvɪʒn]	periférne videnie
open teammates	[ˈəʊpən ˈti:mmeɪts]	voľný spoluhráč
approaching defenders	[əˈprəʊtʃɪŋ dɪˈfendəz]	približujúci sa obranca
shield the ball until help arrives	[ʃɪ:ld ðə bɔ:l ʌnˈtɪl help əˈraɪvz]	kryť loptu pokial' 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 li:n ˈslaitli təˈwɔ:d ðə dɪˈfendə]	hráč by sa mal mierne nakloniť k obrancovi
use the arm to help fend off the opponent	[ˈju:s ði ə:m tə help fend ɒf ði əˈpəʊnənt]	použiť rameno na odrazenie súpera
to prevent the ball from being poked away	[tə prɪ'vent ðə bɔ:l frəm ˈbi:ŋ ɒpəkt ə'wei]	aby sa zabránilo vypichnutiu lopty
explode into the open space after the turn	[ɪk'spləʊd ˈɪntə ði ˈəʊpən speɪs ˈa:ftə ðə tɜ:n]	po obrátku prudko vybehnúť do voľného priestoru
well-timed move	[wel ˈtaɪmd mu:v]	dobre načasovaný pohyb
unoccupied space	[ʌn'ɒkjupaɪd speɪs]	neobsadený priestor
single leg take-off	[ˈsɪŋgl 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.

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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

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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 programmed 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. 2nd Ed. New York: DK Publishing, pp. 236-239.

New words and expressions

English	Pronunciation	Slovak
above the water	[ə'bʌv ðə 'wɔ:tə]	nad vodou
activate	['æktrɪveɪt]	aktivovať
advertising	['ædvətarɪŋ]	reklama
alert	[ə'lɜ:t]	upozorniť
amount of training	[ə'maʊnt əv 'treɪnɪŋ]	objem tréningu
approve assignments	[ə'pru:v ə'saməmənts]	schval'ovať úlohy
approximately	[ə'prəksɪmətli]	približne
arm	[a:m]	horná končatina, paža
arm stroke	[a:m strəʊk]	záber paží
assemble the swimmers	[ə'sembl ðə 'swɪməz]	zhromaždiť pretekárov (plavcov)
assume a starting position	[ə'sju:m ə sta:tiŋ 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'fɪsɪeɪtiŋ dɪ'veɪs]	automatické časomerné zariadenie
back thigh muscle	[bæk θai 'mʌsl]	zadný stehenný sval
backstroke	['bækstrəʊk]	plavecký spôsob znak
backward direction	['bækwəd də'rekʃn]	smer vzad

bare	[beə]	nahý
begin swimming	[bɪ'gnɪn 'swɪmɪŋ]	začať plávať
begin the race	[bɪ'gnɪn ðə reɪs]	začať preteky
breaststroke	['breststrəʊk]	plavecký spôsob prsia
broad shoulders	[brɔ:d 'ʃəuldəz]	široké ramená
buoyancy	['bɔɪənsɪ]	nadnášanie
butterfly	['bʌtəflaɪ]	plavecký spôsob motýlik
card	[ka:d]	karta
check	[tʃek]	skontrolovať
chemical	['kemɪkl]	chemikália
chief inspector of turns	[tʃi:f in'spektər əv tɜ:nz]	hlavný obrátkový rozhodca
chief timekeeper	[tʃi:f 'taɪmki: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'nейʃn]	kombinácia
commence	[kə'mens]	začať
compete	[kəm'pi:t]	pretekat', 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]	pokrýť, pokrývať
decide	[dɪ'saɪd]	rozhodovať (o)
deep	[di:p]	hlboký
deltoid	[dɛltɔɪd]	deltový sval
develop strength	[dɪ'veləp streŋθ]	rozvíjať silu
discreet	[dɪ'skri:t]	diskrétny
distance	['dɪstəns]	vzdialenosť
dive	[daɪv]	štartový skok, skočiť
ear plug	[ɪə plʌg]	štupel' do uší
electronic touch pad	[ɪ,lek'trɒnik 'taʊt pæd]	elektronická dotyková doska
electronically measured time	[ɪ,lek'trɒnikli 'meʒəd taɪm]	elektronicky meraný čas
elevated stands	[e'lɪveɪtɪd 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'djuərəns]	vytrvalosť
ensure	[ɪn'ʃuə]	zaistíť, zabezpečiť
essential	[ɪ'senʃl]	dôležitý
establish	[ɪ'stæblɪʃ]	založiť
event	[ɪ'vent]	disciplína, podujatie, rozprávba

fabric	[ˈfæbrɪk]	tkanina
facial bone structure	[ˈfeɪʃl bəʊn ˈstrʌktʃə]	štrukúra kostí tváre
fall	[fɔ:l]	spadnúť
false start	[fɔ:ls sta:t]	chybný štart
false start rope	[fɔ:ls sta:t rəʊp]	lano pre zackytenie chybného štartu
fatigue level	[fəˈti:g ˈlevl]	miera únavy
final decision	[ˈfaɪnl dɪ'sɪʒn]	konečné rozhodnutie
finish judge	[ˈfinɪʃ dʒʌdʒ]	cielový rozhodca
finish line	[ˈfinɪʃ laɪn]	cielová čiara
fitness level	[ˈfɪtnəs ˈlevl]	úroveň trénovanosti
float	[fləʊt]	plavák
found	[faʊnd]	založiť
freestyle	[ˈfri:stайл]	volný spôsob
full control of the swimmers	[fʊl kənˈtrəul əv ðə ˈswɪməz]	plná kontrola nad plavcami
full-body skinsuit	[fʊl ˈbɒdi ˈskinsu:t]	celotelové plavky
goggles	[ˈgɒglz]	plavecké okuliare
grab start	[græb sta:t]	základný štart
gradually	[ˈgrædʒuəli]	postupne
grip the starting block	[grɪp ðə sta:tɪŋ blɒk]	uchopíť štartový blok
high-intensity split	[haɪ inˈtensəti split]	plavecký úsek vysokej intenzity
hips	[hɪps]	boky
history of swimming	[ˈhɪstri əv ˈswɪmɪŋ]	história plávania
in line with the finish	[ɪn laɪn wið ðə ˈfinɪʃ]	v rovine ciel'a
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	[leŋθ əv ɪ'vent]	dĺžka disciplíny
leverage	[ˈli:vərɪdʒ]	páka
light pressure	[laɪt ˈpreʃə]	jemný tlak
long	[lɒŋ]	dlhý
long-distance swimmer	[lɒŋ ˈdɪstəns ˈswɪmə]	plavec, plavkyňa na dlhé vzdialenosťi
maintain	[meɪnˈteɪn]	udržať
maximum downslope	[ˈmæksɪməm ˈdaʊnsləʊp]	maximálny sklon
medley relay	[ˈmedli ˈri:leɪ]	polohové preteky štafiet
member nation	[ˈmembə ˈneɪʃn]	členský štát
mount a starting block	[maʊnt ə sta:tɪŋ blɒk]	vystúpiť na štartový blok
narrow	[ˈnærəʊ]	úzky
navel	[ˈneɪvl]	pupok

neck	[nek]	krk
nonslip platform	[nɒnslip 'plætfɔ:m]	nešmykľavá plocha
note a violation	[nəʊt ə ,vaɪə'leɪʃn]	zaznamenať porušenie
official	[ə'fɪʃl]	pravidel
optimum comfort	['ɒptɪməm 'kʌmfət]	rozhodca
organize	['ɔ:gənaɪz]	optimálne pohodlie
perform the stroke legally	[pə'fɔ:m ðə strəʊk 'li:gli]	organizovať, usporiadat'
pool	[pu:l]	plávať v súlade s
pool wall	[pu:l wɔ:l]	pravidlami
pool water	[pu:l 'wɔ:tə]	bazén
positioned	[pə'zɪʃnd]	stena bazéna
preparatory position	[pri'pærətri pə'zɪʃən]	voda v bazéne
race	[reɪs]	postavený
race start	[reɪs sta:t]	štartový postoj
racing lane	['reɪsɪŋ leɪn]	preteky
reach	[ri:tʃ]	štart pretekov
record	[ri:kɔ:d]	pretekárska dráha
reduce resistance	[ri'dju:s ri'zɪstəns]	dosah
referee	[,refə'ri:]	zaznamenať
regulations	[,regju'leʃnz]	znížiť odpor
report to the referee	[ri'pɔ:t tu: ðə ,refə'ri:]	hlavný rozhodca
result	[ri'zalt]	hlásit' hlavnému rozhodcovi
rules	[ru:lz]	pravidlá
sea	[si:]	výsledok
sensitive	['sensətɪv]	more
shape	[ʃeɪp]	pravidl
shoulder	['ʃəuldə]	citlivý
side of the pool	[saɪd əv ðə pu:l]	tvar
signal	['signəl]	rameno
slide-free rubber	[,slaid'fri: 'rʌbə]	strana bazéna
sports association	[spɔ:ts ə,səʊʃɪ'eɪʃn]	signál, signalizovať
sprinter	[sprɪntə]	nešmykľavá guma
stainless steel	[,steɪnləs 'sti:l]	športový zväz
start a watch	[sta:t ə wɔ:tʃ]	šprintér, šprintérka
start of a race	[sta:t əv ə reɪs]	nehrdzavejúca ocel'
starter	['sta:tə]	spustiť stopky
starter's first signal	['sta:təs fɜ:st 'signəl]	začiatok pretekov
starting block	[sta:tɪŋ blɒk]	štartér
starting edge of the pool	[sta:tɪŋ edʒ əv ðə pu:l]	prvý signál štartéra
starting platform	[sta:tɪŋ 'plætfɔ:m]	štartový blok
starting signal	[sta:tɪŋ 'signəl]	štartový blok
stop a watch	[stɒp ə wɔ:tʃ]	štartový povel
stop the clock	[stɒp ðə klok]	zastaviť stopky
stroke	[strəʊk]	zastaviť časomieru
stroke	[strəʊk]	plavecké tempo, plavecký
strong	[strɔŋ]	spôsob
		záber
		silný

swim meet	[swim mi:t]	plavecký mítинг
swimmer	['swimə]	plavec, plavkyňa
swimmer profile	['swimə 'prəʊfaɪl]	profil plavca, plavkyne
swimming	['swimɪŋ]	plávanie
swimming cap	['swimɪŋ kæp]	plavecká čiapka
swimming competition	['swimɪŋ ,kəmpə'tiʃn]	plavecké preteky
swimming race	['swimɪŋ reɪs]	plavecké preteky
swimming style	['swimɪŋ staɪl]	plavecký spôsob
swimsuit	['swimsu:t]	plavky
swimsuit technology	['swimsu:t tek'nɒlədʒi]	technológia plaviek
take place	[teɪk pleɪs]	konať sa
tasteful	['teɪstfl]	vkusný
team race	[ti:m reɪs]	preteky štafiet
the Olympics	[ðə ə'lɪmpɪks]	olympijské hry
timekeeper	['taɪmki:pə]	časomerač
timing	['taɪmɪŋ]	meranie časov
timing system	['taɪmɪŋ 'sɪstəm]	časomerací systém
top-class competition	[tɒp klas:k ,kəmpə'tiʃn]	vrcholová súťaž, vrcholové preteky
torso	['tɔ:səʊ]	trup
torso coverage	['tɔ:səʊ 'kʌvərɪdʒ]	pokrytie trupu
touch	[tʌtʃ]	dotyk, dotknúť sa
track start	[træk sta: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	['vaiəleɪʃn]	porušenie pravidiel
water	['wɔ:tə]	voda
watertightness	['wɔ:tətaitnəs]	vodotesnosť
weave	[wi:v]	vázba 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
member
complete
long-distance
high-intensity
fatigue
top-class
constant
lane
mount
nonslip
starting
electronic
authorized
hi-tech
ear
final
chief
race
finish

a starting block
block
competition
decision
equipment
judge
level
meet
nation
platform
plug
rope
splits
start
swimmer
swimwear
temperature
the course
timekeeper
touch pad

Exercise 3

Rearrange the letters to make words or phrases connected with swimming.

- a. memwsir fleiorp _____
- b. dvidniulai caer _____
- c. arndcnuee _____
- d. nespirit _____
- e. ovedpel thrgtesn _____
- 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. 2nd Ed. New York: DK Publishing, pp. 236-239.

New words and expressions

English	Pronunciation	Slovak
above the water line	[ə'bʌv ðə 'wɔ:tə lайн]	nad hladinou vody
achieve maximum speed	[ə'tʃi:v 'mæksiməm spi:d]	dosiahnuť maximálnu rýchlosť
approach the wall	[ə'prəʊtʃ ðə wɔ:l]	približovať sa k stene
away from the body	[ə'wei frəm ðə 'bɔ:di]	od tela
back-down position	['bæk daʊn pə'zɪʃən]	poloha na znak
backstroke event	['bækstrəuk ɪ'vent]	disciplína v plaveckom spôsobe znak
backward start	['bækwəd sta:t]	štart z vody na znak
basic principle	['beisik 'prɪnsəpl]	základná zásada, základný princíp
be underwater	[bi 'ʌndəwɔ:tə]	byť pod hladinou vody
below the water line	[brɪ'ləʊ ðə 'wɔ:tə lайн]	pod hladinou vody
bend	[bend]	ohnúť
bottom of the pool	['bɒtəm əv ðə pu:l]	dno bazéna
break the surface	[breɪk ðə 'sɜ:fs]	pretnúť hladinu vody
breaststroke event	['breststrəuk ɪ'vent]	disciplína v plaveckom spôsobe prsia
breaststroke kick	['breststrəuk kɪk]	prsiarsky kop
breathe out	[bri:ð aut]	vydýchnut'
butterfly event	['bʌtəflai ɪ'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 ə:m]	úplný záber paží
complicated stroke	['kɒmplɪkeɪtɪd strəuk]	zložitý, náročný plavecký spôsob
crawl	[krɔ:l]	kraul
demand	[dɪ'ma:nd]	vyžadovať
disqualify	[dɪs'kwɒlɪfɪ]	diskvalifikovať
dolphin kicks	['dɒlfɪn kɪks]	delfínové kopy
energy expenditure	['enədʒi ɪk'spendɪtʃə]	energetický výdaj
execute a turn	['eksɪkju:t ə tɜ:n]	vykonať obrátku
extend	[ɪk'stend]	vystrieť
flip onto one's stomach	[flɪp 'ɒntə wʌnз 'stʌmək]	pretočiť sa do polohy na prsia
forward start	['fɔ:wəd sta:t]	štart z blokov
forward thrust	['fɔ:wəd θrʌst]	záberová sila, propulzia
freestyle event	['fri:stайл ɪ'vent]	disciplína vo voľnom spôsobe
freestyle race	['fri:stайл reɪs]	preteky vo voľnom spôsobe
fully stretched	['fʊli stretʃt]	úplne vystrety
gain impetus	[geɪn 'impitəs]	získať hybnosť
good coordination	[gʊd kəʊ,ɔ:dri'neɪʃn]	dobrá koordinácia

hold one's breath	[həuld wʌnz breθ]	zadržať dych
horizontal position	[,hɔrɪ'zɔntl pə'zɪʃn]	horizontálna poloha
in front of the head	[ɪn frənt əv ðə hed]	pred hlavou
initial position	[ɪ'nɪʃl pə'zɪʃn]	základná poloha
invent	[ɪn'vent]	vynájsť
kick with the legs	[kɪk wɪð ðə legz]	kopať nohami
lateral movement	['lætərəl 'mu:vmənt]	pohyb do strany
let go the starting grips	[let gəʊ ðə 'sta:tiŋ grɪps]	pustiť rúčky na štartových blokoch
lift the arms alternately	[lɪft ðə a:mz ɔ:l'tz:nətli]	striedavo prenášať paže
longer stroke	[lɔŋə strəʊk]	dlhší záber
lose contact with the wall	[lu:z 'kɒntækt wɪð ðə wɔ:l]	odraziť sa od steny
lose the synchronization	[lu:z ðə ,sɪŋkrənəzɪʃn]	nevykonávať pohyby synchrónne
number of strokes	['nʌmbər əv strəʊks]	počet plaveckých záberov
Olympic event	[ə'lɪmpɪk ɪ'vent]	olympijská disciplína
open turn	['əʊpən tɜ:n]	základná obrátka
parallel	['pærəlel]	rovnobežne, rovnobežný
perfect synchronization	['pɜ:fɪkt ,sɪŋkrənəzɪʃn]	dokonalá synchronizácia, dokonalé zladenie
perform one complete stroke	[pə'fɔ:m wʌn kəm'pli:t strəʊk]	vykonať jeden úplný plavecký záber
popular stroke	['pɒpjələ strəʊk]	obl'úbený plavecký spôsob
powerful flutter kicks	['paʊəfl 'flətə kɪks]	silný strih nohami
propel	[prə'pel]	hnat'
propulsion	[prə'pʌlʃn]	záberová sila, propulzia
push off	[pʊʃ ɒf]	odraziť sa
race	[reɪs]	pretekat'
reduce the amount of drag	[ri'dju:s ðə ə'maʊnt əv dræg]	znížiť mieru odporu
remain submerged	[ri'meɪn səb'mɜ:dʒd]	ostať pod hladinou vody, ostať ponorený
simultaneous arm and leg movements	[,sɪml'teɪniəs a:m ənd leg 'mu:vmənts]	súčasný pohyb paží a nôh
somersault	['sʌməsɔ:lt]	otočiť sa (kotúľom vpred)
sprinting	[sprɪntɪŋ]	šprintovanie
start signal	[sta:t 'sɪgnəl]	štartový signál
starting grips	['sta:tiŋ grɪps]	rúčky na štartových blokoch
stomach-down position	['stʌməkdaʊn pə'zɪʃn]	poloha na prsia
stretch one's body	[stretʃ wʌnz 'bɒdi]	napnúť, vystrieť telo
stroke technique	[strəʊk tek'ni:k]	technika plaveckého spôsobu
submerge	[səb'mɜ:dʒ]	ponoríť sa
surface of the water	['sɜ:fɪs əv ðə 'wɔ:tə]	hladina vody
swim freestyle	[swim 'fri:stайл]	plávať voľným spôsobom
swimming technique	['swɪmɪŋ tek'ni:k]	technika plávania
touch the pool wall	[tʌtʃ ðə pu:l wɔ:l]	dotknúť sa steny bazéna
touch the wall	[tʌtʃ ðə wɔ:l]	dotknúť sa steny bazéna

toward the body	[tə'wɔ:dz ðə 'bɔdi]	k telu
tumble turn	['tʌmbl tɜ:n]	kotú'lová 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

d. nesprirt	sprinter
e. ovedpel thrgtesn	develop strength
f. hitewg oorm	weight room
g. nitsfse velle	fitness level
h. zradeptoi	trapezoid
i. gicarn nale	racing lane
j. mgiwisnm losgegg	swimming goggles
k. 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.

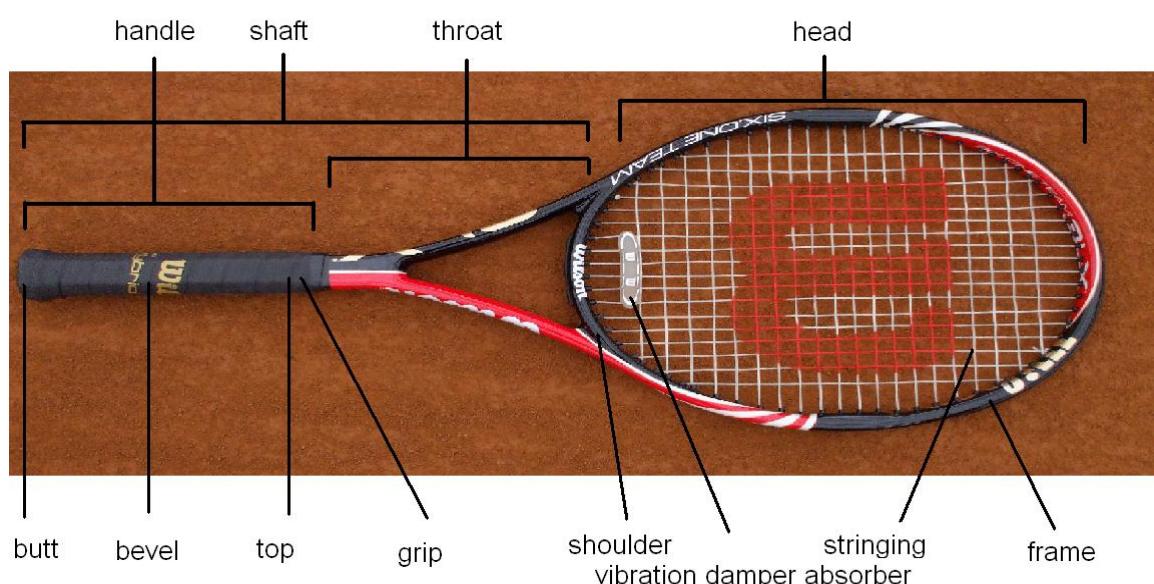
Games and sets

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.

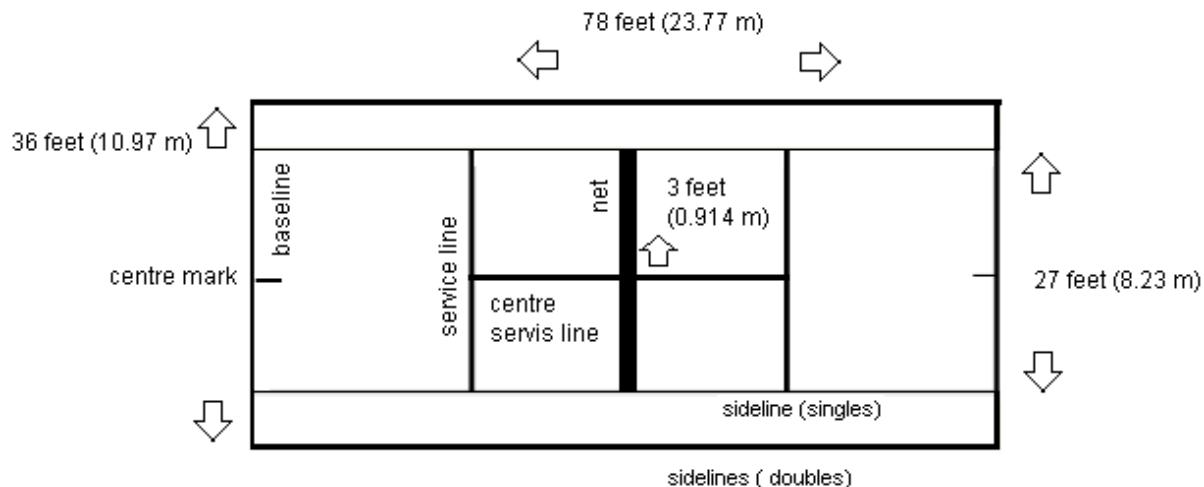
String tension is a matter of individual preference, but in general, the tighter the strings are strung, the greater the player's control over the ball. Most players have their rackets strung at between 50 and 65 psi (pounds per square inch). During a match, if a string breaks, a player will generally 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've:ntɪdʒ]	výhoda
ball boy	[bɔ:l 'bɔɪ]	zberač loptičiek
ball change	[bɔ:l tʃeindʒ]	výmena loptičiek
chair umpire	[tʃeər 'ʌmpaɪə]	hlavný rozhodca
change of ends	[tʃeindʒ əv endz]	striedanie strán
clay	[kleɪ]	antuka
concrete	['kɒn̩kri:t]	betón
contest	['kɒntest]	súťaž, zápas
court surfaces	[kɔ:t 'sɜ:fɪsɪz]	povrchy dvorca
deuce	[dju:s]	zhoda
discard the racket	[dɪs'ka:d ðə 'rækɪt]	výmena rakety (počas hry)
doubles	['dʌblz]	štvorhra
drop	[drɒp]	dopad (loptičky)
fast-paced	[fa: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	['aʊəgla:s ʃeɪpt]	tvar presýpacích hodín
lawn tennis	[lɔ:n 'tenɪs]	tenis na tráve
line umpire	[lain 'ʌmpaɪə]	čiarový rozhodca
medium-paced hard-courts	['mi:diəm 'peɪst ha:d kɔ:ts]	stredne- rýchly tvrdý - dvorec
net	[net]	siet'
net – cord judge	[net kɔ:d dʒʌdʒ]	siet'ový rozhodca
net cord	[net kɔ:d]	páska na sieti
odd-numbered	[ɒd 'nʌmbəd]	nepárny
order of service	['ɔ:dər əv 'sɜ:vis]	poradie podania
permanent fixtures	['pɜ:mənənt 'fɪkstʃəz]	trvalé zariadenie dvorca
rally	['ræli]	výmena
receive	[rɪ'si:v]	prijat' podanie
rectangle	['rektæŋgl]	obdlžník
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:vis 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	[striŋ 'tenʃn]	tvrdosť výpletu
two-game margin	[tu: gēm 'mæ:dʒin]	rozdiel dvoch hier (gemov)
vibration damping device	[vai'breɪʃn 'dæmpɪŋ dr'veɪs]	tlmič vibrácií
wristband	['ristbænd]	"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 the score is 6:6 in set, the players will play a..... Than score is counted from 1 to 7. The first player to winpoints 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 r-cket game in which oppo-ing pla-ers play on a co-rt. Before they st-rt, players will agree who is the s-rver and on the ch-ice of en-s. Players stand on opposite s-des of the n-t; the server b-gins the r-lly by hitting the b-l over the net, into the serv-ce court dir-ctly opposite, starting from the r-ght. The serve starts every po-nt in a m-tch, and a good server is considered to have an -dvantage. This is p-rtly because this player has two ch-nces to get the b-l into play, and partly because the opponent doesn't nec-ssarily know where the ball will go. The rec-iver may stand a-ywhere on his si-e of the net, but may not re-urn the ball before it has bo-nced. After the ball is served, play contin-es until one player h-ts the ball o-t of play. The outdoor su-faces on which tennis is played are gr-ss, con-crete and cla-.

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

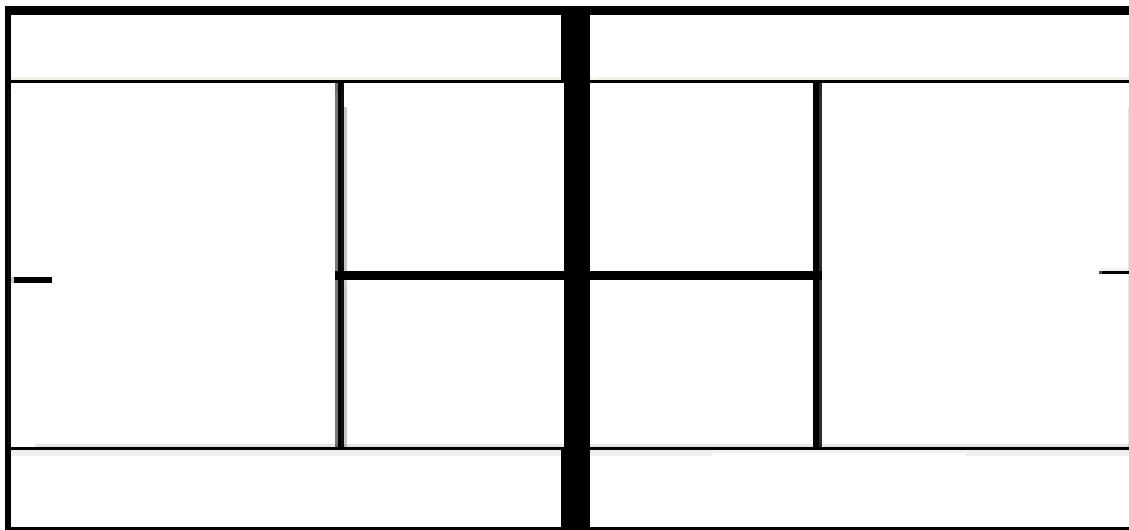
Exercise 7

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 lobs 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 lobs 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 1st phase



forehand 2nd phase



forehand 3rd phase



backhand 1st phase



backhand 2nd phase



backhand 3rd phase



tennis racket and tennis ball



volley - forehand 1. phase



volley - forehand 2. phase



basic position



volley - backhand 1st phase



volley - backhand 2nd phase



basic position of service



service 1st phase



service 2nd phase



service 3rd phase



smash 1st phase



smash 2nd 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 ʃɔts]	základné údery
bounce	[baʊns]	odraz (loptičky), odraziť sa
defensive shot	[dɪ'fensɪv ʃɔt]	obranný úder
electronic device	[ɪ,lek'trɒnɪk dɪ'veɪs]	elektronické zariadenie
ground stroke	[graʊnd strɔ:k]	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 spin]	bočná rotácia
smash	[smæʃ]	smeč
spin; topspin and slice	[spɪn 'tɒpspɪn ənd slایs]	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.

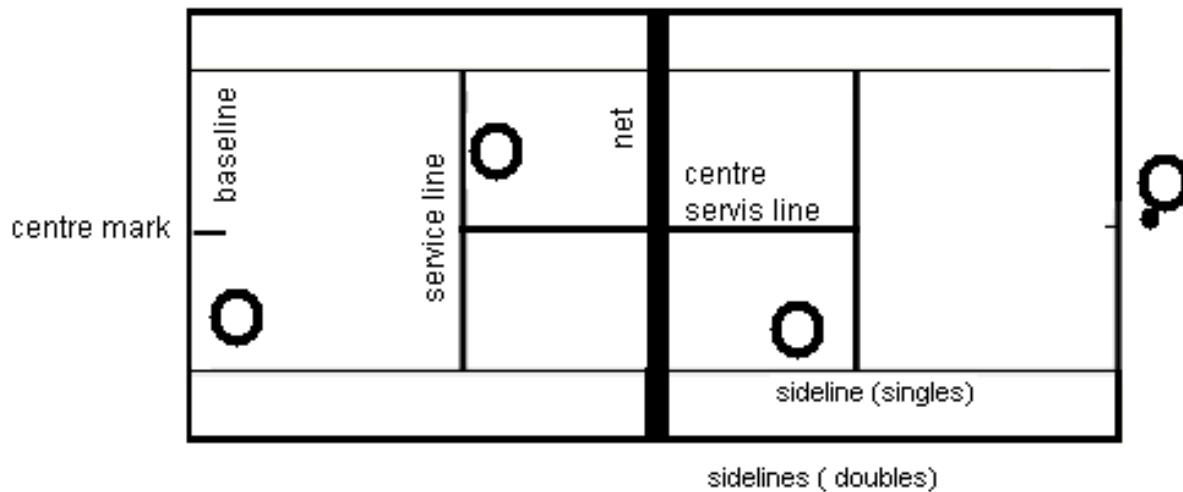
Serena seems to be beating Venus easily.

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. 2nd Ed. New York: DK Publishing, pp. 44-70.

New words and expressions

English	Pronunciation	Slovak
able	[eɪbl]	schopný
above the ground	[ə'bʌv ðə graʊnd]	nad zemou
accelerate	[ək'seləreɪt]	akcelerovať, zrýchliť
acceleration phase	[əkselə'reiʃn feɪz]	akceleračná fáza
according to	[ə'kɔ:dɪŋ tu]	podľa
achieve	[ə'tʃi:v]	dosiahnut'
achieve and maintain full speed	[ə'tʃi:v ənd mein'teɪn ful spi:d]	dosiahnut' a udržať maximálnu rýchlosť
achieve height	[ə'tʃi:v haɪt]	dosiahnut' výšku
action	[ækʃn]	činnosť
affect	[ə'fekt]	ovplyvniť
along	[ə'lɔŋ]	pozdĺž
angle	[æŋgl]	uhol
approach	[ə'prəʊtʃ]	rozbeh
approach phase	[ə'prəʊtʃ feɪz]	fáza rozbehu
approach the bar	[ə'prəʊtʃ ðə ba:]	bežať smerom k latke
approach the take-off point	[ə'prəʊtʃ ðə 'teɪkɒf pɔɪnt]	blížiť sa k miestu odrazu
approximately	[ə'prəksɪmətli]	približne
arch	[a: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 sta:tɪŋ pə'zɪʃn]	zaujať štartovú polohu
at an angle	[ət ən 'æŋgl]	pod uhlom
at the command of "set"	[ət ðə kə'ma:nd əv set]	na povel „pozor“
at the take-off	[ət ðə 'teɪkɒf]	pri odraze
athlete's movements	[ə'θli:tz 'mu:vmənts]	pohyby atléta
athletics	[æθ'letíks]	atletika
athletics event	[æθ'letíks ɪ'vent]	atletická disciplína
attack the hurdle	[ə'tæk ðə 'hɜ:dl]	odrazit' sa na prekážku
attain height	[ə'teɪn haɪt]	dosiahnut' výšku

attempt	[ə'tempt]	pokúsiť sa
attempt	[ə'tempt]	pokus
attempt a lower height	[ə'tempt ə 'ləuə haɪt]	snažiť sa prekonáť, zdolať latku v nižšej výške
avoid falling	[ə'veɪd fə:lɪŋ]	vyhnúť sa pádom
back down on the track	[bæk daʊn ɒn ðə træk]	späť na dráhu
balance one's body	['bæləns wʌlnz 'bɒdi]	vyvažovať telo
barrier	['bærɪə]	prekážka
basic rules	['beɪsɪk ru:lz]	základné pravidlá
be eliminated	[bi ɪ'lɪmɪneɪtɪd]	vypadnúť zo súťaže
be out of the competition	[bi aut əv ðə kɒmpə'tɪʃn]	skončiť v súťaži
before the finish line	[bɪ'fɔ: ðə 'finɪʃ laɪn]	pred ciel'ovou čiarou
before the take-off	[bɪ'fɔ: ðə 'teɪkɒf]	pred odrazom
begin the hop	[bɪ'gn ðə hɒp]	začať fázu poskoku
begin the race	[bɪ'gn ðə reɪs]	začať preteky
bend the pole	[bend ðə pəʊl]	ohnúť ťrd'
benefit (from)	['benɪfɪt frəm]	profitovať (z), tažiť (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:tɪŋ 'rekɔ:d]	prekonáť rekord mítingu
break a world record	[breɪk ə wɜ:ld 'rekɔ:d]	prekonáť 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]	niest'
change	[tʃeɪndʒ]	zmeniť
choose	[tʃu:z]	vybrať si
clear a height	[klɪər ə haɪt]	zdolať latku vo výške ...
clear the bar	[klɪə ðə ba:]	prekonáť, zdolať latku
cleared cleanly	[klɪəd 'kli:nli]	prekonaná čisto
combine	[kəm'bain]	kombinovať
compete	[kəm'pi:t]	pretekat', súťažiť
competition	[kɒmpə'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 ðri: 'θauznd 'mi:təz]	zabehnúť vzdialenosť 3000 metrov
consist of	[kən'sɪst əv]	pozostávať (z)
contest	['kɒntest]	súťaž
contest	[kən'test]	pretekat', súťažiť
cover a longer distance	['kʌvər ə lɔ:nə 'dɪstəns]	zabehnúť väčšiu vzdialenosť
cover the greatest distance	['kʌvə ðə greɪtɪst 'dɪstəns]	prekonáť čo najväčšiu vzdialenosť
possible	['pɒsəbl]	latka
crossbar	['krɒsba:]	kl'aknúť si
crouch	[kraʊtʃ]	rozhodujúci
crucial	['kru:ʃl]	kl'účová fáza, uzlová fáza
crucial part	['kru:ʃl pa:t]	

curved running approach	[kɜ:vɪd 'rʌnɪŋ ə'prəʊtʃ]	rozbeh po oblúku
decide	[dɪ'saɪd]	rozhodnúť
demanding	[dɪ'ma: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 rýchlosťi
dip toward the finish line	[dɪp tə'wɔ:d ðə 'fɪnɪʃ laɪn]	vpadnúť do ciel'a
directly above	[də'rektli ə'bʌv]	priamo nad
distance between hurdles	['dɪstəns bɪ'twi:n 'hɜ:dlz]	vzdialenosť medzi prekážkami
distance between the jumps	['dɪstəns bɪ'twi:n ðə dʒʌmpz]	vzdialenosť medzi prekážkami, skokmi
distribute	[dɪ'strɪbju:t]	rozložiť
drive hard	[draɪv ha:d]	rýchlo vybehnúť
during the run-up	['dʒuərɪŋ ðə 'rʌnʌp]	počas rozbehu
efficient and economical clearing of hurdles	[ɪ'fɪʃnt ənd i:kə'nɒmɪkl 'klɪərɪŋ əv 'hɜ:dlz]	efektívne a úsporné prekonávanie prekážok
effort	['efət]	námaha, úsilie
elite steeplechaser	[eɪ'li:t 'sti:plʃeɪsə]	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'djuərəns]	vytrvalosť
energetic jump	[enə'dʒetɪk dʒʌmp]	energický skok
equal	[i:kwəl]	rovnat' sa
equivalent	[ɪ'kwɪvələnt]	ekvivalent
evenly distributed	[i:vnli dɪ'strɪbju:tɪd]	rovnomerne rozmiestnený
event's technique	[ɪ'ventz tek'ni:k]	technika disciplíny
exactly	[ɪg'zæktli]	presne
exception	[ɪk'sepʃn]	výnimka
execution	[eksɪ'kjʊ:ʃn]	realizácia, vykonanie
explode out of the starting blocks	[ɪk'spləud aʊt əv ðə sta: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	[fa:st'twɪtʃ 'mʌsl 'faibəz]	rýchle svalové vlákna
field event	[fi:ld ɪ'vent]	technická disciplína

		súťaž v poli
fifth	[fifθ]	päťina
final	['faɪnl]	finále
final jump	['faɪnl dʒʌmp]	posledný skok
final phase	['faɪnl feɪz]	finálna fáza
final strides	['faɪnl straɪdz]	posledné kroky
finalize	['faɪnəlaɪz]	ukončiť
finger	['fɪŋgə]	prst
finish	['finɪʃ]	finiš
first half lap	[fɜ:st hæ:f 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'prəʊf tu i:tʃ 'hɜ:dl]	sústredit' sa na nábeh na každú prekážku
follow another runner closely	[fɒləʊ ə'nʌðə 'rʌnə kləʊslɪ]	bežať tesne za bežcom
following hurdle	[fɒləʊɪŋ 'hɜ:dl]	d'alšia, nasledujúca prekážka
foot	[fʊt]	noha
forehead	['fɔ:hed]	čelo
freedom of movement	['fri:dəm əv 'mu:vmənt]	vol'nosť pohybu
front-run the entire race	[frʌnt'rʌn ðə m'taɪə reɪs]	bežať v čele počas celých pretekov
go on	[gəu ɒn]	pokračovať
grip the pole	[grɪp ðə pəʊl]	uchopit' 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]	veľ'mi svalnatý
highly tactical	['haɪli 'tæktɪkl]	veľ'mi taktický
high-speed sprint	[haɪ'spi:d sprint]	šprint vysokou rýchlosťou
hinder	['hɪndə]	stažovať
hips	[hɪpz]	boky
hitchkick technique	[hɪtʃkɪk tek'ni:k]	spôsob skoku do diaľky kročmo
hold	[həuld]	organizovať, usporiadat'
hold up the bar	[həuld ʌp ðə ba:]	podržať latku
hop phase	[hɒp feɪz]	fáza poskoku
hop, step, jump	[hɒp, step, dʒʌmp]	poskok, preskok, skok
horizontal	[hɔrɪ'zɒntl]	horizontálny
horizontal bar	[hɔrɪ'zɒntl ba:]	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	['impɪtəs]	propulzia
important tactics	[ɪm'pɔ:tnt 'tæktɪks]	dôležitá taktika
in a controlled way	[ɪn ə kən'trəuld weɪ]	kontrolovaným spôsobom
in front of the hands	[ɪn frənt 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	['indɔ: mi:t]	halový atletický mítинг
inhibit	[ɪn'hibit]	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'velv]	vyžadovať
jump	[dʒʌmp]	preskočiť, skákať, skok
jump over the whole distance of the water jump	[dʒʌmp 'əvə 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 'krɒsba:]	zhodiť latku
land	[lænd]	doskočiť
land	[lænd]	doskočiť
land safely on the back	[lænd 'seɪflɪ ɒn ðə bæk]	dopadnúť bezpečne na chrbát
landing area	['lændɪŋ 'eəriə]	doskočisko
landing mat	['lændɪŋ mæt]	doskočisko
lap	[læp]	koleno
lead leg	[li:d leg]	švihová noha
lead with the same leg over the hurdle	[li:d wɪð ðə seim leg 'əvʊvə ðə 'hɜ:dl]	prekonávať prekážky stále tou istou švihovou nohou
leading knee	[li:dɪŋ ni:]	koleno švihovej nohy
lean forward	[li:n 'fɔ:wəd]	predkloníť sa
leap off	[li:p ɒf]	odraziť sa
leap over hurdles	[li:p 'əvʊvə 'hɜ:dlz]	preskakovat' prekážky
leap up	[li:p ʌp]	vyskočiť
leg	[leg]	dolná končatina, noha
lengthen	['leŋθən]	predĺžiť
let go the pole	[let ɡəʊ ðə pəʊl]	pustiť žrd'

lever	[ˈli:və]	vymrštiť sa
limited indoor space	[ˈlɪmitɪd ˈindɔ: speɪs]	obmedzený priestor v hale
line up on a curved starting line	[laɪn ʌp ɒn ə kɜ:vd sta:tɪŋ laɪn]	zoradiť sa na oblúkovej startovej čiare
link	[lɪŋk]	spojenie
long jump	[lɒŋ ʤʌmp]	skok do diaľky
long jump competition	[lɒŋ ʤʌmp kɒmpə'tɪʃn]	preteky, súťaž v skoku do diaľky
long jump technique	[lɒŋ ʤʌmp tek'ni:k]	technika skoku do diaľky
long stride	[lɒŋ straɪd]	dlhý bežecký krok
long-distance running	[lɒŋ'dɪstəns ˈrʌnɪŋ]	behy na dlhé vzdialenosťi
long-term	[lɒŋ'tɜ:m]	dlhodobý
lose one's balance	[lu:z wʌnz ˈbæləns]	stratiť rovnováhu
low	[ləʊ]	nízky
lower the pole	[ˈlaʊə ðə pəʊl]	skláňať žrd' k zemi
mainly	[ˈmeinli]	hlavne, predovšetkým
maintain the pace	[mein'teɪn ðə peɪs]	udržať tempo
maintenance	[meɪntənəns]	udržanie
majority of events	[mə'dʒorət̩i əv ɪ'vents]	väčšina disciplín
make a jump	[meɪk ə ʤʌmp]	skočiť
make use of	[meɪk ju:z əv]	využiť
marathon	[ˈmærəθən]	maratón
marathon route	[ˈmærəθən ru:t]	maratónska trať
maximize the stride length	[ˈmæksɪmaɪz ðə straɪd leŋθ]	maximálne predĺžiť bežecký krok
maximum acceleration	[ˈmæksɪməm əkselə'reiʃn]	maximálne zrýchlenie
maximum horizontal speed	[ˈmæksɪməm hɔrɪ'zɒntl spi:d]	maximálna horizontálna rýchlosť
maximum speed	[ˈmæksɪməm spi:d]	maximálna rýchlosť
measure	[ˈmeʒə]	merať
middle-distance event	[mɪdl'dɪstəns ɪ'vent]	beh na strednú vzdialenosť
middle-distance race	[mɪdl'dɪstəns reɪs]	beh na strednú vzdialenosťi
middle-distance running	[mɪdl'dɪstəns ˈrʌnɪŋ]	behy na stredné vzdialenosťi
minimize the height	[ˈmɪnɪmaɪz ðə haɪt]	minimalizovať výšku
modified	[ˈmɒdɪfaɪd]	modifikovaný, upravený
necessary	[ˈnesəsəri]	potrebný
nominal length of the lap	[nə'mɔɪnl leŋθ əv ðə læp]	celková dĺžka kola
objective	[əb'ʤektɪv]	ciel'
official	[ə'fɪʃl]	rozhodca
Olympic event	[ə'limpɪk ɪ'vent]	olympijská disciplína
on the starter's gun	[ɒn ðə 'sta:təz ɡʌn]	na výstrel štartovacej pištole
“on your marks”	[ɒn jɔ: ma:ks]	signál „na miesta“
opening jump	[ˈəʊpniŋ ʤʌmp]	prvý pokus na základnej výške
opposite hand	[ˈɒpəzɪt hænd]	nesúhlasná ruka
order	[ɔ:də]	poradie
organizer	[ɔ:gənaɪzə]	organizátor

other arm	[ʌðər ə:m]	druhá, opačná paža
outdoor meet	[autdɔ: mi:t]	mítинг pod holým nebom
outdoor season	[autdɔ: 'si:zn]	sezóna pod holým nebom
outermost lane	[autəməʊst leɪn]	krajná dráha
outside leg	[aut'saɪd leg]	vonkajšia noha
outside the second lane	[aut'saɪd ðə 'sekənd leɪn]	mimo druhú dráhu
over the bar	[əʊvə ðə ba:]	cez, ponad latku
overtake the front-runners	[əʊvə'teɪk ðə frənt'rʌnəz]	predbehnúť vedúcich bežcov
pace	[peɪs]	tempo
pacemaker	[peɪsmeɪkə]	vodič
pass over the bar	[pa:s əʊvə ðə ba:]	prejst' ponad latku
pedals of the blocks	[pedlz əv ðə bləks]	opierky blokov
phase	[feɪz]	fáza
physically	[fɪzɪkli]	fyzicky, telesne
pivot	['pɪvət]	otočiť sa
place	[pleɪs]	umiestniť
place one of the feet on the hurdle	[pleɪs ɒn əv ðə fi:t ɒn ðə 'hɜ:dl]	vyskočiť jednou nohou na prekážku
placed around the track	[pleɪst ə'raʊnd ðə træk]	rozmiestnené okolo trate
plan the race	[plæn ðə reɪs]	plánovať preteky
plant in a box	[pla:nt ɪn ə bləks]	zasunúť (žrd') do zasúvacej skrinky
pole box	[pəʊl bləks]	zásuvná skrinka
pole vault	[pəʊl vɔ:lt]	skok o žrdi
pole vaulter	[pəʊl 'vɔ:ltə]	skokan o žrdi
pole vaulting technique	[pəʊl 'vɔ:ltɪŋ tek'ni:k]	technika skoku o žrdi
position oneself	[pə'zɪʃn wʌn'self]	zaujať polohu
prefer	[pri'fɜ:z]	preferovať, uprednostňovať
propel the athlete forward quickly	[prə'pel ðə 'æθli:t 'fɔ:wəd 'kwɪkli]	„hnat“ atléta rýchlo vpred
proportion	[prə'pɔ:ʃn]	pomer
propulsion	[prə'pʌlʃn]	propulzia
pull back the arms	[pʊl bæk ðə a:mz]	zapažiť
push off	[pʊʃ ɒf]	odraziť sa
push off powerfully	[pʊʃ ɒf 'paʊəflɪ]	silno sa odraziť
push off the starting blocks	[pʊʃ ɒf ðə sta:tɪŋ bləks]	odraziť sa zo štartových blokov
push oneself clear of the crossbar	[pʊʃ wʌn'self klɪə əv ðə 'krɒsba:]	odtlačiť sa smerom od latky
push the hips	[pʊʃ ðə hɪpz]	pretlačiť boky
push the pole away	[pʊʃ ðə pəʊl ə'weɪ]	odtlačiť žrd' od seba
qualified athlete	[k'wɒlfɪfaɪd 'æθli:t]	kvalifikovaný atlét
qualifying round	[k'wɒlfɪfaɪŋ raʊnd]	kvalifikačná súťaž, kvalifikačné kolo
quick response	[kwɪk rɪ'spons]	rýchla reakcia
quicken	[kwɪkən]	zrýchliť

quickly	['kwɪkli]	rýchlo
race	[reɪs]	preteky
race phase	[reɪs feɪz]	fáza behu, fáza pretekov
racer	['reɪsə]	pretekár
raise a white flag	[reɪz ə waiṭ flæg]	zdvihnúť bielu zástavku
raise height of the crossbar	[reɪz ðə haɪt əv ðə 'krɒsba:]	zvýšiť výšku latky
raise the bar by increments	[reɪz ðə bɑ: 'ɪŋkrəməntz]	postupne zvyšovať latku
raise the hips	[reɪz ðə hɪpz]	zdvihnúť boky
reach maximum speed	[ri:tʃ 'mæksɪməm spi:d]	dosiahnuť maximálnu rýchlosť
reaction time	[ri'ækʃn taim]	reakčný čas
ready position	['redi pə'zɪʃn]	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	[ri'geɪn ðə reɪs straɪd]	znovu získat' frekvenciu kroku
relaxed running technique	[ri'lækst 'rʌnɪŋ tek'ni:k]	uvolnená technika behu
rely on the finish	[ri'laɪ ɒn ðə 'finɪʃ]	spoliehať sa na finiš
replace	[ri'pleɪs]	nahradit'
right	[raɪt]	právo
round	[raʊnd]	kolmo
run in assigned lanes	[rʌn ɪn ə'saɪnd leɪnz]	bežať v pridelených dráhach
run out of power	[rʌn aut əv 'paʊə]	vyčerpať všetky sily
run out of the water	[rʌn aut əv ðə 'wɔ:tə]	vybehnúť z vody
run over short distances	[rʌn 'əʊvər ʃɔ:t 'dɪstənsɪz]	behať na krátke vzdialenosťi
run over the distance	[rʌn 'əʊvər ðə 'dɪstəns]	prekonáť vzdialosť
run relatively slowly	[rʌn 'relətɪvli '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 ɪ'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	['sɪzəriŋ 'məʊʃn]	strižný pohyb nohami
scissors	['sɪzəz]	nožnice
second turn	['sekənd tɜ:n]	druhá zákruta
second-to-last stride	['sekəndtu:la:st straɪd]	predposledný krok
set a very fast pace	[set ə 'veri fa:st peɪs]	nasadiť veľmi rýchle tempo
set the right pace	[set ðə rait 'peɪs]	nasadiť, stanoviť správne tempo
shallow	['ʃæləʊ]	plytký
short, quick strides	['ʃɔ:t kwɪk straɪdz]	krátke, rýchle kroky
shorten	['ʃɔ:tn]	skrátit'
shoulder width apart	['ʃəuldə wɪdθ ə'pa:t]	na šírku ramien
shoulders	['ʃəuldəz]	ramená

sideways	[ˈsaɪdweɪz]	smerom do strany
slow the runners down	[sləʊ ðə ˈrʌnəz daʊn]	spomaliť bežcov
smooth, uninterrupted	[smu:ð ,ʌnɪntə'ruptɪd]	neprerušované
hurdling rhythm	[hɜ:dliŋ ˈrɪðəm]	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 ˈəʊvərvju:]	prehľad o športe
sprint	[sprint]	šprint
sprint	[sprint]	šprintovať
sprint hurdler	[sprint ˈhɜ:dlə]	prekážkar šprintér
sprint-distance hurdler	[sprint ˈdɪstəns ˈhɜ:dlə]	prekážkar šprintér
sprinter's body	[sprintərz ˈbɒdi]	telo šprintéra, šprintérky
sprinter's profile	[sprintəz ˈpreʊfəil]	profil šprintéra, šprintérky
stadium track	[ˈsteɪdiəm træk]	atletická dráha na štadióne
stage	[steɪdʒ]	fáza
stage of race	[steɪdʒ əv reɪs]	fáza behu, fáza pretekov
staggered point on the track	[ˈstægəd pɔɪnt ɒn ðə træk]	štart s hendikepom
standard 400m track	[ˈstændəd fɔ: ˈhʌndrəd ˈmi:tə træk]	štandardný 400 metrový atletický ovál
start	[sta:t]	štart
start	[sta:t]	štartovať
start accelerating	[sta:t ək'seləreɪtɪŋ]	začať zrýchľovať
start signal	[sta:t 'sɪgnəl]	štartový povel, štartový signál
starter's signal	[ˈsta:təz ˈsɪgnəl]	signál štartéra
stay as close to the track as possible	[stei əz kləʊs tə ðə træk əz ˈpɒsəbl]	behať nad prekážkami čo najnižšie
stay in the starting lane	[stei ɪn ðə sta:tɪŋ leɪn]	ostať v pridelenej dráhe
steeplechase race	[ˈsti:płtʃeɪs reɪs]	beh na 3000 m prekážok
step	[step]	preskok
step on the hurdle	[step ɒn ðə ˈhɜ:dl]	stúpiť na prekážku
step over the hurdle	[step əʊvə ðə ˈhɜ:dl]	prekročiť prekážku
straighten	[streɪtn]	vystrieť
stretch	[stretʃ]	natáhovať (svalstvo)
stretch	[stretʃ]	vystrieť
stretch forward	[stretʃ ˈfɔ:wəd]	predkloníť sa, natiahnuť sa dopredu
stride phase	[straɪd feɪz]	fáza udržiavania bežeckej rýchlosťi
style of jumping	[stail 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]	švihnuť vzad
tactics of middle-distance	[ˈtæktɪks əv mɪdl'dɪstəns]	taktika behov na stredné

running	[rʌnɪŋ]	vzdialenosť
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	['teknɪklɪ]	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 ba:]	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	['trenɪŋ]	tréning
training session	['trenɪŋ 'seʃn]	tréningová jednotka
trajectory	[trə'dʒektəri]	dráha, trajektória
trial	['traɪəl]	pokus
triple jump	['tripl dʒʌmp]	trojskok
triple jump technique	['tripl dʒʌmp tek'ni:k]	technika trojskoku
triple jumper	['tripl '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'vez:sl]	univerzálny
upper body	['ʌpər 'bɒdi]	horná polovica tela, trup
upright	['ʌprɔɪt]	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:kiŋ 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	[ˈwɪnə]	vít'az
without starting blocks	[wɪ'ðaʊt sta: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 landing mats
center lanes

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	line
track	muscular
outdoor	distance
highly	distributed
race	position
ready	by draw
sprint	strides
starting	front-runners
hurdling	the right pace

clear	falling
energetic	a hurdle
middle-distance	jump
avoid	technique
set	phases
overtake	meet
evenly	event
supporting	power
whole	leg
determined	running
final	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. 2nd Ed. Champaign, IL: Human Kinetics. 226 p.

New words and expressions

English	Pronunciation	Slovak
abnormal growth and maturation	[æb'nɔ:ml grəʊθ ənd mætʃu'reiʃn]	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]	anaeróbny systém
answer to the question	['a:nəs tə ðə 'kwestʃən]	odpoved' na otázku
at the very beginning	[ət ðə 'veri bɪ'gɪnɪŋ]	na úplnom začiatku
athlete's joints and muscles	['æθli:tz dʒɔɪnts ənd 'mʌslz]	kĺby a svaly atléta, atlétky
base	[beɪs]	základ
basic issue	['beɪsɪk 'ɪʃu:]	základný problém
basic strength endurance	['beɪsɪk streŋθ ɪn'djuərəns]	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	[bɪ'gin 'treɪnɪŋ]	začať s tréningom
beginner	[bɪ'gɪnə]	bežec začiatočník, bežkyňa začiatočníčka
best age	[best eɪdʒ]	najvhodnejší vek

bike riding	[baɪk 'raɪdɪŋ]	jazda na bicykli
biological age	[baɪə'lɒdʒɪkl əɪdʒ]	biologický vek
biomechanical	[baɪəmə'kænɪkl]	biomechanický
bone	[bəʊn]	kost'
capacity	[kə'pæsəti]	kapacita, vlastnosť
career	[kə'rɪə]	kariéra
challenge	['tʃæləndʒ]	výzva
coach	[kəʊtʃ]	tréner, trénerka
compared to	[kəm'peəd tə]	v porovnaní s
component	[kəm'pəʊnənt]	komponent, zložka
consider	[kən'sɪdə]	zvažiť
crucial element	['kru:fl 'elɪmənt]	hlavný, klúčový element
design a successful training program	[dɪ'zain ə sək'sesfl 'treɪnɪŋ 'prəʊgræm]	zostaviť efektívny tréningový program
determine appropriate workloads	[dɪ'tɜ:min ə'prəʊpriət 'wɜ:kləudz]	stanoviť vhodné zaťaženie
develop	[dɪ'veləp]	rozvíjať
develop strength endurance	[dɪ'veləp streŋθ ɪn'djuərəns]	rozvíjať silovú vytrvalosť
developmental changes	[dɪ'veləp'mentl ɪfəndʒɪz]	vývinové zmeny
do circuit training	[də 'sɜ:kɪt 'treɪnɪŋ]	vykonávať kruhový tréning
early stages of training sessions	['ɜ:li steɪdʒɪz əv 'treɪnɪŋ 'sesnz]	úvodné fázy tréningových jednotiek
effort exerted by the athlete	['efət ɪg'zɜ:tɪd bəɪ ðə 'æθlɪ:t]	úsilie vynaložené atlétom, atlétkou
emphasize	['emfəsaɪz]	zdôrazniť
enzyme	['enzaɪm]	enzým
extraordinary	[ɪk'strɔ:dnerɪ]	mimoriadny
factor	['fæktə]	faktor
focus	['fəʊkəs]	koncentrácia
formula	['fɔ:mlələ]	vzorec
formulate and execute racing tactics	['fɔ:mjuleɪt ənd 'eksɪkju:t 'reɪsɪng 'tæktɪks]	stanoviť a realizovať súťažnú taktiku
frequency	['fri:kwənsɪ]	frekvencia
from season to season	[frəm 'si:zn tə 'si:zn]	od sezóny k sezóne
fully developed	['fʊlɪ dɪ'veləpt]	plne rozvinutý
general capacity	['dʒenrəl kə'pæsəti]	všeobecná kapacita
general fitness capacity	['dʒenrəl 'fitnəs kə'pæsəti]	všeobecná pohybová výkonnosť
generate energy for high-intensity activities	['dʒenəreɪt 'enədʒi fə haɪ-in'tensəti æk'tívətɪz]	produkovať energiu pre činnosti vysokej intenzity
high level of aerobic fitness	[haɪ 'levl əv eə'rəʊbɪk 'fitnəs]	vysoká úroveň aeróbnej trénovanosti
history	['hɪstri]	záznam
hormone	['hɔ:mən]	hormón
improve	[ɪm'pru:v]	zlepšiť
improve running performance	[ɪm'pru:v 'rʌnɪŋ pə'fɔ:məns]	zlepšiť bežecký výkon, bežeckú výkonnosť
inconclusive	[ɪn'kən'klu:sɪv]	bezvýsledný, bez jasného

		záveru
increase the distances	[ɪn'kri:s ðə 'dɪstənsɪz]	zvyšovať vzdialenosť
increase the training load gradually	[ɪn'kri:s ðə 'treɪnɪŋ ləʊd 'grædʒuəli]	postupne zvyšovať tréningové zaťaženie
individual differences	[ɪndɪ'vɪdʒuəl 'dɪfrənsɪz]	individuálne rozdiely, rozdiely medzi jednotlívci
influence	['ɪnfluəns]	ovplyvniť
instead	[ɪn'sted]	namiesto toho
intelligence	[ɪn'telɪdʒəns]	imteligencia
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 skilz]	nemáť schopnosť koncentrovať sa a odhadnúť tempo
learn	[lɜ:n]	naučiť sa
lift weights	[lift weɪts]	posilňovať
limited	['lɪmɪtɪd]	obmedzený
lose form	[lu:z fɔ:m]	zhoršiť sa (o technike)
maintain a fast pace	[meɪn'teɪn ə fa:st peɪs]	udržať rýchle tempo
maximal oxygen uptake	['mæksɪml 'ɒksɪdʒən 'ʌptɪk]	maximálna spotreba kyslíka
maximum oxygen consumption	['mæksɪməm 'ɒksɪdʒən kən'sʌmpʃn]	maximálna spotreba kyslíka
mental fitness	['mentl 'fitnəs]	mentálna sila
mental fitness skill	['mentl 'fitnəs skil]	oblast' mentálnej sily
mental toughness	['mentl tʌfnəs]	psychická odolnosť
motivation	[məʊtɪ'veɪʃn]	motivácia
muscle mass	['mʌsl mæs]	svalová hmota
natural endurance athlete	['nætʃrəl ɪn'djuərəns 'æθli:t]	prirodzený vytrvavec, vytrvalkyňa
neuromuscular control	[njuərəʊ'mʌskjələr kən'trəul]	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 zabechnutých kilometrov
nutritional	[nju'trɪʃnl]	nutričný, výživový
occur	[ə'kɜ:]	nastat'
over a given distance	['əʊvər ə 'gɪvn 'dɪstəns]	na danú vzdialenosť
over a long distance	['əʊvər ə lɔŋ 'dɪstəns]	na dlhú vzdialenosť
pacing	[peɪsɪŋ]	odhad tempa, stanovenie tempa
participate in longer running events	[pɑ:'tɪsɪpeɪt ɪn lɔŋə 'rʌnɪŋ ɪ'vents]	zúčastniť sa behov na „dlhšie“ vzdialenosť
pay attention	[peɪ ə'tenʃn]	venovať pozornosť
physical and psychological	['fɪzɪkl ənd saɪkə'lɒdʒɪkl]	telesné a psychické zmeny

changes	[tʃeindʒɪz]	
physically immature youth	[fɪzɪkli ɪmə'tjuə ju:θ]	telesne nezrelý mladý človek
physiological	[fɪziə'lɒdʒɪkl]	fyziologický
physiological fitness	[fɪziə'lɒdʒɪkl 'fitnəs]	fyziologická výkonnosť
physiological variable	[fɪziə'lɒdʒɪkl 'veəriəbl]	fyziologický ukazovateľ
potential for handling training loads	[pə'tenʃl fə 'hændlɪŋ 'treɪnɪŋ ləudz]	potenciál pre adaptáciu na tréningové zaťaženie
precisely control effort and pace	[prɪ'saɪslɪ kən'trəʊl 'efət ənd peɪs]	presne kontrolovať úsilie a tempo
psychological	[saɪkə'lɒdʒɪkl]	psychický
psychological burnout	[saɪkə'lɒdʒɪkl 'bɜ:naut]	psychické vyhorenie
puberty	['pjʊ:bəti]	puberta
reason	['ri:zn]	dôvod
recreational adult runner	[rekri'eɪʃənl 'ædʌlt 'rʌnə]	dospelý rekreačný bežec
release	[rɪ'li:s]	vylučovať
relevant issue	['reləvənt 'ɪʃu:]	dôležitá oblast'
require	[rɪ'kwaɪə]	vyžadovať si
research findings	[rɪ'sɜ:ʃ'faɪndɪŋz]	výsledky výskumu
respond to certain types of training	[rɪ'spɒnd tə 'sɜ:tn taipz əv 'treɪnɪŋ]	reagovať na určité druhy tréningu
run	[rʌn]	behať
run as fast as possible	[rʌn əz fa:st əz 'pɒsəbl]	bežať čo najrýchlejšie
run in sand	[rʌn ɪn sænd]	behať na pieskovom povrchu
run shorter races	[rʌn ʃɔ:tə reɪsɪz]	zúčastňovať sa behov na kratšie vzdialenosťi
run too fast	[rʌn tu: fa:st]	bežať príliš rýchlo
run uphill	[rʌn ʌp'hɪl]	behať hore svahom
runner's developmental status	[rʌnəz dɪveləp'mentl 'steɪtəs]	stav vývinu bežca, bežkyne
running technique	[rʌnɪŋ tek'ni:k]	technika behu
self-confidence	[self'kɒnfɪdəns]	sebavedomie
skill in controlling effort and pace	[skɪl ɪn kən'trəʊlɪŋ 'efət ənd peɪs]	schopnosť kontrolovať úsilie a tempo
slow down	[sləʊ daʊn]	spomalit'
sport-specific fitness	[spɔ:tspə'sifik 'fitnəs]	špecifická výkonnosť
start	[sta:t]	začať
start out with shorter races	[sta:t aut wið ʃɔ:tə reɪsɪz]	začať s behmi na „kratšie“ vzdialenosťi
strength	[strenθ]	sila
successful racing	[sək'sesfl 'reɪsɪŋ]	úspešné pretekanie, súťaženie
suffer	['sʌfə]	zhoršiť sa
susceptible to injury	[sə'septəbl tu 'ɪndʒəri]	náchylný na zranenie
swimming	['swɪmɪŋ]	plávanie
systematically increase	[sɪstə'mætɪklɪ ɪn'kri:s]	systematicky zvyšovať
take into account	[teɪk 'ɪntu ə'kaʊnt]	vziať do úvahy
teach	[ti:tʃ]	naučiť

the same	[ðə seim]	identický, ten istý
total volume	['təʊtl 'vɒlju:m]	celkový objem
train	[treɪn]	trénovat'
train differently	[treɪn 'dɪfrəntli]	trénovat' odlišne
train regularly	[treɪn 'regjələli]	trénovat' pravidelne
training age	['treɪnɪŋ eɪdʒ]	tréningový vek
training before puberty	['treɪnɪŋ bɪ'fɔ: 'pju:bəti]	tréning pred obdobím puberty
try	[trai]	vyskúšať
undertake specialized high-intensity training	[_ændə'teɪk 'speʃəlaɪzd haɪin'tensəti 'treɪnɪŋ]	vykonávať špeciálny tréning vysokej intenzity
undertake systematic training	[_ændə'teɪk sistə'mætɪk 'treɪnɪŋ]	systematicky trénovat'
value	['vælju:]	hodnota
variety of questions	[və'raɪəti əv 'kwestʃənz]	množstvo otázok
volume	['vɒlju:m]	objem
weigh	[wei]	vziať do úvahy, zvážiť
willpower	['wɪlpaʊə]	sila vôle
young distance runner	[jʌŋ 'dɪstəns 'rʌnə]	mladý bežec, bežkyňa na dlhé vzdialnosti

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	sprinter
b. s e c a s e p t e l e h	steeplechase
c. t i h w e g a l f	white flag
d. d i s i n e g e l	inside leg
e. l u d e r h s e r c a	hurdle races
f. d e s i r t t e n l g h	stride length
g. a t t r s n l i g s a	start signal
h. g l o n m u p j	long jump
i. l e o p l a t u v	pole vault
j. i q h u n e c t e	technique
k. r i a f t p e m t a t	fair attempt
l. p i t l e r u j m p	triple jump

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.

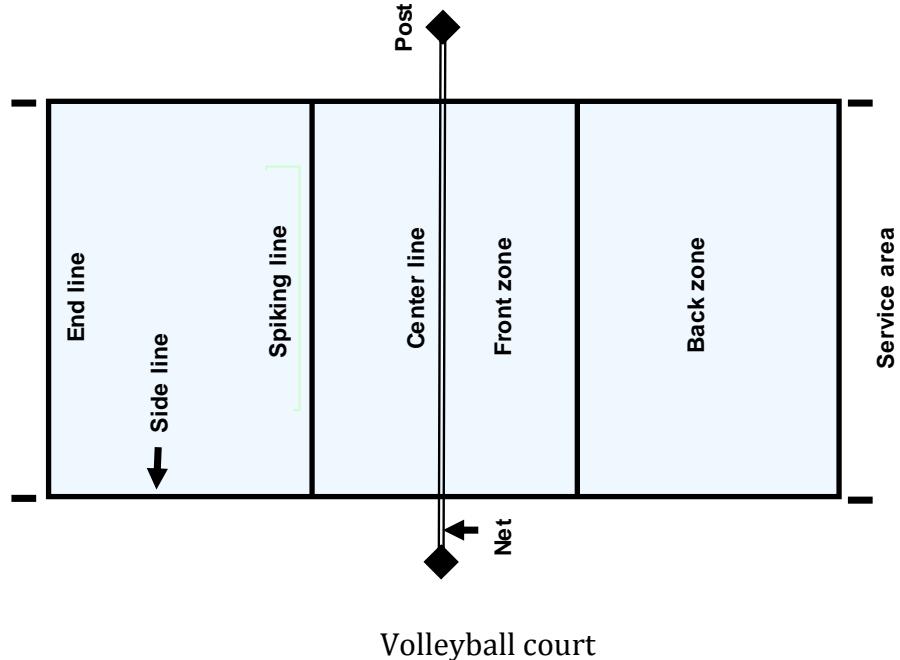
What is volleyball?

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)

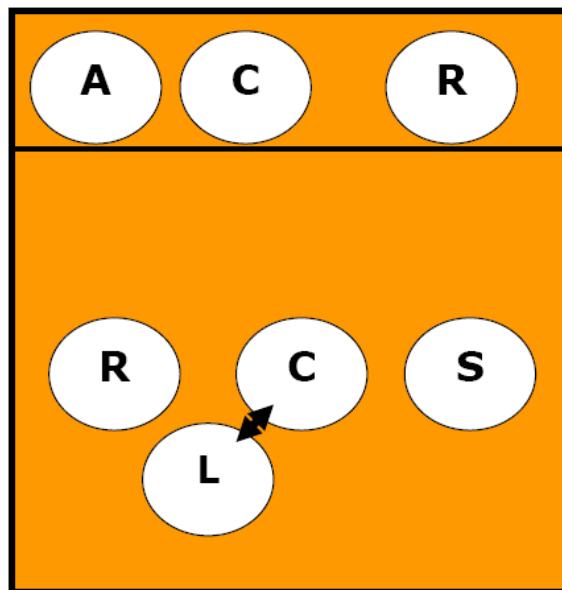
He has become the most attacking player. He has to be powerful and very reliable. His role is fundamental in stabilizing the attack.

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

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'tækəlайн]	útočná čiara
attacker-receiver	[ə'tækər ri'si:və]	smečiar, ktorý lepšie útočí ako prihráva
attacking shot	[ə'tækniŋ ʃɒt]	útočný úder
back zone	['bæk zəʊn]	zadná zóna
backcourt	[bæk kɔ:t]	zadná zóna ihriska
backcourt defense	[bæk kɔ:t dɪ'fens]	obrana v zadnej zóne ihriska
backcourt player	[bæk kɔ:t 'pleɪə]	hráč zadnej zóny
best of five sets	[best əv faiv sets]	na tri víťazné sety
block	['blɒk]	blok, blokovať

block-defense relationship	['blɒk drɪ'fens ɪr'lɛɪʃnɪsp]	súčinnosť obrany na sieti a v poli
blocker	[blɒkə]	blokár
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 blokár
center line	['sentə laɪn]	stredová čiara
clear-sighted	[klɪə 'saɪtɪd]	prezieravý
clockwise	['klɒkwaɪz]	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'fleksn]	vychýlenie, odklonenie
dig	[dɪg]	prihrávka, vyberanie lopty, prihrávať, vyberať loptu
digging	['dɪgɪŋ]	vyberanie lôpt
drive	[draɪv]	tlačiť, zatlačiť, odpáliť, odraziť, priamy úder, drajv
end line	[end laɪn]	koncová čiara
fast ball	[fa: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	[frən,tlam pə'zɪʃn]	postavenie v prednej zóne ihriska, v prednom rade hráčov
game	[gem]	set, hra
ground	[graʊnd]	povrch, položiť na povrch
ground the ball	[graʊnd ðə bɔ:l]	odbitť loptu tak, aby dopadla na povrch (ihriska)
hit	[hit]	úder, udriť, odbiť
hitter	['hitə]	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, nahrať vo výskoku
libero		libero, liberka
libero substituting off	['səbstɪtju:tɪŋ ɒf]	výmena libera
line-up	['laɪn ʌp]	radenie, postavenie
middle blocker	['mɪdl blɒkə]	stredný blokár

middle player	['mɪdl̩ 'pleɪə]	stredový hráč, stredný blokár
net	[net]	siet'
net position	[net pə'zɪʃn̩]	postavenie pri sieti
opponent's court	[ə'pənənts kɔ:t]	súperovo ihrisko
opposite player	['ɒpəzɪt̩ 'pleɪə]	diagonálny hráč
outside-player	[aʊt̩'saɪd 'pleɪə]	krajný hráč
pattern	['pætn̩]	schéma, vzor
playing court	['pleɪn̩ kɔ:t]	ihrisko
position	[pə'zɪʃn̩]	postavenie
position 1 to 6	[pə'zɪʃn̩ wʌn tə siks]	zóna 1 až 6
post	[pəʊst]	stíp
predominant	[prɪ'domɪnənt]	prežujúci, prevládajúci, prevažný
rally	['ræli]	rozohrávka
rally point system	['ræli pɔɪnt 'sistəm]	systém bodovania s bodom za každú rozohrávku
receiver-hitter	[ri'sɪvə 'hitə]	prihrávajúci smečiar
receiving	[ri'sɪvɪŋ]	príjem podania
replace	[ri'pleɪs]	vymenit'
rotate	[rəʊ'teɪt]	točiť sa, postúpiť, rotovať
rotation order	[rəʊ'teɪʃn̩ 'ɔ:də]	základné radenie
scoring system	['skɔ:riŋ 'sistəm]	systém bodovania, bodovací systém
secure	[sɪ'kjʊə]	zabezpečiť, zaistiť, bezpečný, istý
serve	[sɜ:v]	podanie, podávať
service area	['sɜ:vɪs 'eəriə]	zóna podania
service reception	['sɜ:vɪs rɪ'septʃn̩]	príjem podania
set	[set]	nahrávka, nahrávať
setter	['setə]	nahrávač
side-out	[saɪd aut̩]	strata
skill	[skɪl̩]	zručnosť
specialist role	['speʃəlist rəʊl̩]	hráčska funkcia
speeding up	['spi:dɪŋ ʌp]	zrýchliť, zrýchlenie
spike	[spaɪk]	smeč, smečovať
starting line-up	['sta:tɪŋ laɪn ʌp]]	základná zostava
substitute	['sʌbstɪtju:t̩]	náhradník, striedať, nahradíť
tactics	['tæktɪks]	taktika
three-meter line	[θri: 'mi:tə laɪn̩]	útočná čiara
touch	[tʌtʃ]	dotyk, teč, dotknúť sa, tečovať
two point advantage	[tu: pɔɪnt əd've:ntɪdʒ]	dvojbodová výhoda
uniform	['ju:nɪfɔ:m̩]	dres
universal spiker	[ju:nɪ've:sl̩ '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

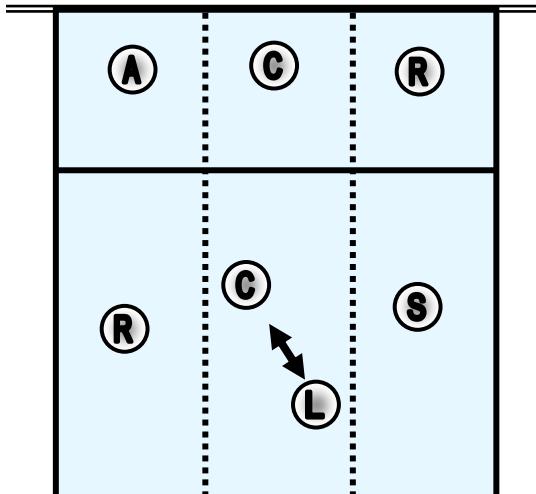
- a) There are ... players on court in a volleyball team. Each must one position clockwise every time their team wins back from the opposition.
- b) The object of the game is to the ball over the net in order to ground it on the opponent's court and to prevent the same effort by the
- c) Because of very 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

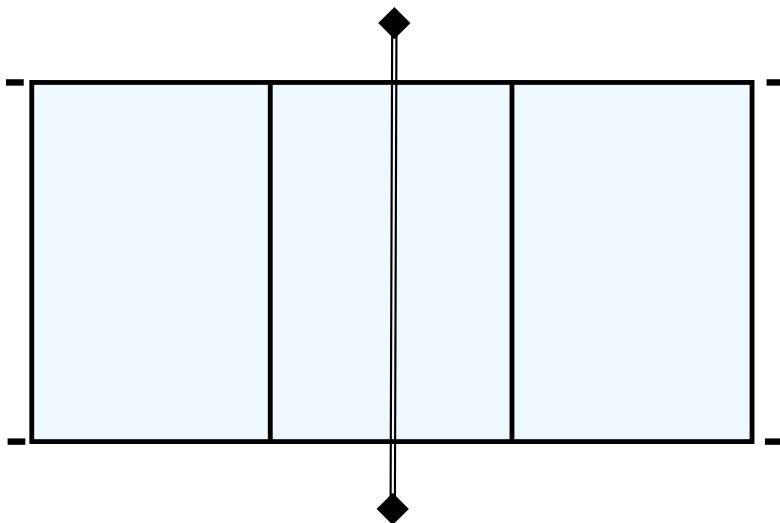
R

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^{-1} 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-pass 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.

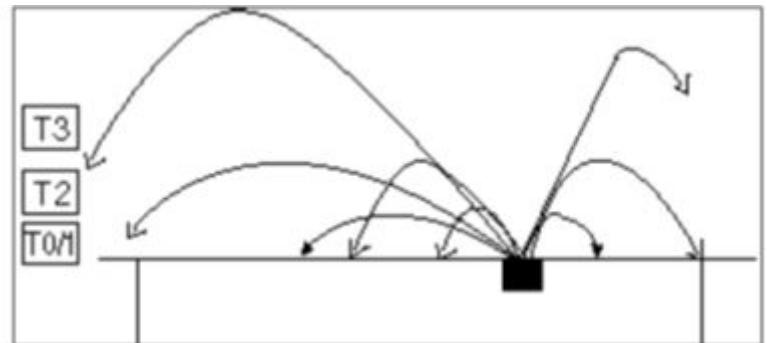
Setting

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 and 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).

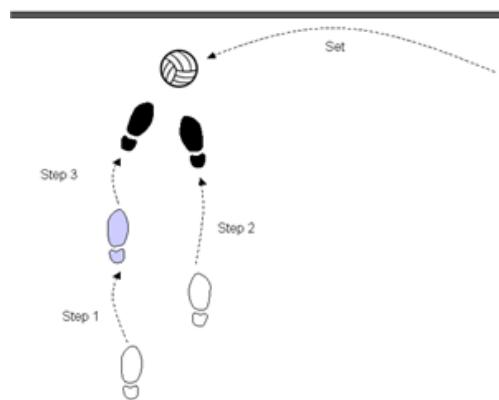
Other Attacks: mid high, long shoot sets (T2), high sets (T3).



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 extend their arm to the ball and let their bodies go to the floor without fear of injury.

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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	[eɪs]	eso
ace spiker	[eɪs 'spaɪkə]	diagonálny hráč
approach	[ə'prəʊtʃ]	rozbeh
arm swing	[a:m swiŋ]	švih paže
back-row attack	[bæk rəʊ 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'trəul]	ovládať, riadiť, kontrolovať, kontrola, ovládanie, riadenie
controlled deflection	[kən'trəuld dr'flekʃn]	kontrolované vychýlenie, odklonenie
convert	[kən've:t]	premeniť, obrátiť
counterattack	[kaʊntərətæk]	protiútok
coverage	['kʌvərɪdʒ]	pokrytie, krytie
curve	[kɜ:v]	krivka, oblúk, robit' oblúk, zatáčať
deep corner hit	[di:p 'kɔ:nə hit]	úder po dlhej diagonále
defense skill	[dɪ'fens skil]	obranná zručnosť
defense technique	[dɪ'fens tek'ni:k]	obranná technika
deflect	[dɪ'flekt]	odklonit', vychýliť
deflection	[dɪ'flekʃn]	odklonenie, vychýlenie
delivery	[dɪ'lɪvəri]	dodávka, dodanie, doručenie
digging	['dɪgnɪŋ]	vyberanie lôpt
drill	[drɪl]	cvičenie, drilové cvičenie
encompass	[ɪn'kʌmpəs]	zahŕňať, obsahovať
extension roll	[ɪk'stenʃn rəʊl]	preváľ
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:'rə:m]	predlaktie
formation	[fɔ:'meiʃn]	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 rau ə'tæk]	útočný úder predného hráča, herná kombinácia s útočným úderom predného hráča
game	[geim]	hra
go up	[gəu ʌp]	stúpať, vyletiet'
heel of the palm	[hi:l əv ðə pa:m]	zápästie
high set	[hai set]	vysoká nahrávka
high-velocity serve	[hai və'lɒsiti sɜ:v]	rýchlo letiace podanie, tvrdé podanie
hit	[hit]	úder

imply	[ɪm'plaɪ]	zahŕňať, obsahovať
initiate	[ɪ'nɪʃeɪt]	zahajovať
jump floater serve	[dʒʌmp 'fləʊtə sɜːv]	plachtiace podanie vo výskoku
jump serve	[dʒʌmp sɜːv]	podanie vo výskoku
jump set	[dʒʌmp set]	nahrávka vo výskoku
landing	['lændɪŋ]	dopad
line hit	[lain hɪt]	úder po čiare
long shoot set	['lɒŋ ʃʊ:t set]	dlhá strelená nahrávka
low-error serving	[ləʊ 'erə 'sɜːvɪŋ]	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	[pɜːpən'dɪkjuːlə]	kolmý, zvislý
plant	[pla:nt]	došlap
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'sɪvɪŋ sɜːv]	príjem podania
refine	[rɪ'fain]	vylepšiť, zjemniť,
release	[rɪ'li:s]	uvolniť, uvolnenie
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	[sɜːv]	podanie
serve receiver	[sɜːv rɪ'si:və]	prijímajúci hráč
serve reception formation	[sɜːv rɪ'sepʃn fɔ:'meɪʃn]	postavenie pri príjme podania
setting	['setɪŋ]	nahrávka, nahrávanie
sharp angle hit	[ʃa:p 'æŋgəl hit]	úder po ostrej diagonále
shoot set	[ʃʊ:t set]	„strelená“ nahrávka, rýchla nahrávka s plochou dráhou letu
short set	[ʃɔ:t set]	krátká nahrávka
shot	[ʃɒt]	úder
side sprawl	[saɪd sprɔ:l]	odbitie v páde bokom
slide	[slaɪd]	útočný úder po odraze z jednej nohy, „jednonožka“
spike action	[spaɪk 'ækʃn]	zasmečovanie
spike serve	[spaɪk sɜːv]	smečované podanie vo výskoku

spike takeoff	[spæk 'teɪ,kɒf]	smečiarsky odraz
step close	[step kləʊz]	ukončenie krokov, zakončenie rozbehu
stiffen	['stɪfn]	spevníť
strait line	[streɪt laɪn]	priamka
swing up	[swɪŋ ʌp]	švih hore, švihnut' hore,
three-player serve receive	[θri: 'pleɪə sɜ:v rɪ'si:v]	príjem podania s troma hráčmi
time	['taɪm]	čas, časovať
tip	[tɪp]	ulievka, ulievať, uliať
topspin	['tɔpspɪn]	horná rotácia
topspin serve	['tɔpspɪn sɜ:v]	podanie s hornou rotáciou
touch block	[tʌtʃ 'blɒk]	tečovať blok
trajectory	[trə'dʒektɔri]	dráha
transition	[træn'zɪʃn]	prechod z obrany do útoku
two arm dig	[tu: ə: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]	vyhrat' spät', získat' spät'
wipe off	[waɪp ɒf]	vytlčenie bloku, vytíľť 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

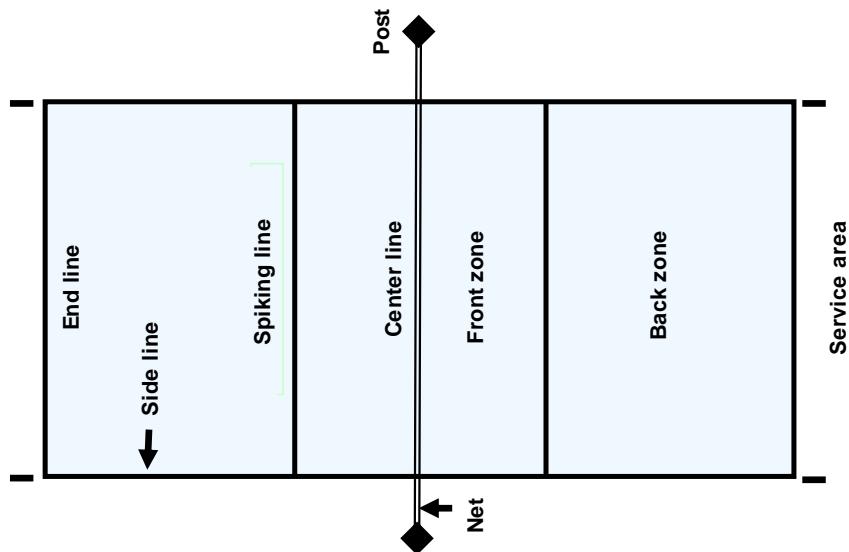
C Middle player

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 lim əv də ə'pəvnənt]	proti súperovej končatine
air supply	[də eə 'sʌpli]	prívod vzduchu
as a fulcrum	[əz ə 'fulkrəm]	ako opora
blood supply	[blʌd 'sʌpli]	prívod krvi

chokes	[tʃəuks]	škrtenia
combative forms of wrestling	['kɒmbətɪv fɔ:mz əv 'resliŋ]	bojové formy zápasenia
compete for points	[tu: kəm'pi:t fə pɔ:nts]	bojovať o body
competitors attempt to pin	[kəm'petɪtərz ə'tempt tu: pɪn]	súperi sa snažia „zapichnúť“
cut off	[tu: kʌt ɒf]	prerušiť
danger position	[ə 'deindʒər pə'zɪʃn]	nebezpečná poloha, pozícia
first written records	[ðə fɜ:st 'rɪtn 'rekɔ:dz]	prvá písomná zmienka, záznam
for self-defense purposes	[fə self dr'fens 'pɜ:pəsɪz]	pre sebaobranné účely
forcing a fall to the ground	[fɔ:sɪŋ ə fɔ:l tu: ðə graund]	prinútiť padnúť na zem
grasp any part of the body	[tu: gra:sp 'eni pa:t əv ðə 'bɒdi]	chytíť ktorúkol'vek časť tela
Greco-Roman and freestyle wrestling	['rəʊmən ənd 'fri:staɪl 'resliŋ]	grécko-rímske zápasenie a zápasenie vol'ným štýlom
growth of wrestling	[ðə grəʊtʃ əv 'resliŋ]	nárast zápasenia
hip throws	[hɪp ˈcrəuz]	prehody cez bok
hips	[ðə hɪpz]	boky
holds	[həʊldz]	držania
hyperextend the joint	[tu: hyperextend ðə dʒɔ:nt]	nadmerná extenzia
immobilize an opponent	[tu: immobilize ən ə'pəʊnənt]	znehybníť súpera
immobilizing lock	[ən immobilizing lɒk]	znehybnenie kľbu
joint locks	[dʒɔ:nt lɒks]	páky, páčenie
leg sweeps	[leg swi:pz]	podrazenia, podseknutia
legs cannot be employed	[ðə legz 'kɒnɒt bi ɪm'plɔɪd]	nohy nesmú byť použité
method of combat	['mečəd əv 'kɒmbæt]	metóda boja, spôsob boja
normal range of motion	['nɔ:ml reɪndʒ əv 'məʊʃn]	normálny rozsah pohybu
Olympic competition	[ə'lɪmpɪk ,kɒmpə'tɪʃn]	olympijská súťaž
only the upper body	['əʊnli ðə 'ʌpər 'bɒdi]	len horná časť tela
opponent	[ən ə'pəʊnənt]	súper
pictographs	[pɪctɔ:græfz]	piktogramy
practitioners	[ðə præk'tɪʃənəz]	cvičenci
prescribed rules	[pri'skraɪbd ru:lz]	predpísané pravidlá
sacred forms of wrestling	['seɪkrɪd fɔ:mz əv 'resliŋ]	sakrálne formy zápasenia
shoulder throws	['ʃəuldər ˈcrəuz]	prehody cez chrbát
shoulders to touch the mat	[ðə 'ʃəuldəz tu: tʌtʃ ðə mæt]	tlačiť lopatky na žinenku
sportive forms	[sportive fɔ:mz]	športové druhy, formy
suffer unconsciousness	['sʌfər ən'kɒnʃəns]	trpieť bezvedomím
sweep	[tu: swi:p]	zamiešť, podmietnut'
sweep the opponent	[tu: swi:p ðə ə'pəʊnənt]	podraziť, podseknúť súpera
takedowns	[teɪkdaʊnz]	porazy
techniques and combinations	[tek'ni:ks ənd ,kɒmbɪ'neɪʃnz]	techniky a kombinácie
textbook of wrestling	['teksebʊk əv 'resliŋ]	učebnica zápasenia
throws	[crəuz]	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'béləns ən ə'pəvnənt]	vychýliť súpera z rovnováhy
use in combat	[ju:z ɪn 'kɒmbét]	použitie v zápase, v stretnutí, v boji
use legs	[tu: ju:z legz]	použiť nohy
use the legs for sweeps with modified rules	[ju:z ðə legz fə swi:pz] [wɪð modified ru:lz]	použiť nohy pre podrazenia s upravenými pravidlami
world sport	[ə wɜ:ld spɔ:t]	svetový šport
wrestling	['resliŋ]	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.

- attempt to force an opponent to submit by using holds throws takedowns joint locks or chokes wrestling at its core is an
- 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
- 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
- the body as a fulcrum a throw is an attempt to toss a person across either the hips or shoulders using
- 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
- techniques in wrestling that depend on the implementation of these movements there are thousands of
- that they may use in combat experienced wrestlers of any style therefore have a great number of techniques and combinations
- 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.

Wr•st•l•ng, •t •ts c•r•, •s •n •tt•mpt t• f•rc• •n •pp•n•nt t• s•bm•t by •s•ng h•ld•s, thr•ws, t•k•d•wns, tr•ps, j•nt l•cks, or ch•k•s.
 Holds •r• •tt•mpts t• •mm•b•l•z• •n •pp•n•nt by ••th•r •nt•ng l•ng th• l•mbs or f•rc•ng th•
 sh•old•rs t• t•ch th• m•t, pl•c•ng •n •pp•n•nt •n • d•ng•r p•s•t•n.
 • thr•w •s •n •tt•mpt t• t•ss • p•rs•n •cr•ss ••th•r th• h•ps or sh•old•rs, •s•ng th• b•dy
 •s •
 f•lcr•m.
 • tr•p •s •n •tt•mpt by • wr•stl•r t• •s• l•gs t• sw•p •n• or b•th •f th• •pp•n•nt's l•gs
 ••t,

forc•ng • foll t• th• gr•nd.
• t•k•d•wn •s •n •tt•mpt t• •nb•l•nc• •n •pp•n•nt, s•ch •s by gr•bb•ng b•th •f th• l•gs
w•th
th• r•ms, •nc• •g•n f•rc•ng • foll t• th• gr•nd.
• j•nt l•ck •s •n •mm•b•l•z•ng l•ck •g•n•st • l•mb •f th• •pp•n•nt, s•ch •s th• •lb•w •r
kn•,
wh•ch •tt•mpts t• hyp•r•xt•nd th• j•nt b•y•nd •ts n•rm•l r•ng• •f m•t•n, f•rc•ng th•
•pp•n•nt t• ••th•r s•rr•nd•r •r r•sk l•s•ng th• l•mb.
• ch•k• •s •n •tt•mpt t• c•t off ••th•r th• •r s•pply •r bl•d s•pply, •r b•th, t• th• h•dd,
•nc• •g•n f•rc•ng th• •pp•n•nt t• ••th•r s•rr•nd•r •r s•ff•r •nc•nsc••sn•ss.
Th•r• •r• th•s•nds •f t•chn•q•os •n wr•st•ng th•t d•p•nd •n th• •mpl•m•nt•t•n •f
th•s•
m•v•m•nts. •xp•r••nc•d wr•st•rs •f •ny styl•, th•r•for•, h•v• •gr•t n•m•b•r •f
t•chn•q•os •nd c•mb•n•t•o•ns th•t th•y m•y •s• •n c•mb•t.
Str•k•s •r p•rc•ss•v• bl•ws •r• n•t l•ll•w•d •n sport wr•st•ng, •r •f th•y •r•, s•ch
t•chn•q•os •r• p•r•ly •f • s•cond•ry n•t•r•, w•th • th•w•r hold •nt•nd•d t• b• th•
•mm•b•l•z•ng t•chn•q•os.
•nc• bl•ws w•th f•sts •r f•ot b•c•m• th• pr•m•ry w•ep•n •r b•l•nc•d •q•ll•y w•th thr•ws
•nd
h•ld•s, th•n th• m•t•ch ••th•r b•c•m•s b•x•ng •r “•ll•n” f•ght•ng.
Wr•st•ng •x•sts •n m•ny forms. Th•r• •r• sp•rt•v• forms, •n wh•ch th• pr•ct•t•n•rs
•tt•mpt t• c•mp•t• for p•o•nts b•for• j•dg•s •nd m•st play w•th•n •s•t •f pr•scr•b•d
r•l•s.
M•ny •f th•s• sp•rt•v• forms •r• •n•q•o• t• • p•rt•c•l•r c•lt•r• •r c•v•l•z•t•n, wh•l• •th•r
forms h•v• g•n•d w•rldw•d• c•c•pt•nc• •nd h•v• b•nn •ntr•d•c•d •nt• olymp•c
c•mp•t•t•n.

Exercise 3

Only partial sentences are shown below. Create an ending for each sentence, and rewrite 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 – ['resliŋ hɔ:l]

zápasnícka miestnosť – wrestling room – ['resliŋ ru:m]

zápasnícka žinienka – wrestling mat - ['resliŋ mct]

stred žinienky – center of the mat – ['sentər əv ðə mct]

modrý roh (žinienky) – blue corner – [blu: 'kɔ:nə]

červený roh (žinienky) – red corner – [red 'kɔ:nə]

záona pasivity – pasivity zone - [pasivity zəʊn]

zápasnícke topánky – wrestling shoes – ['resliŋ fu:z]

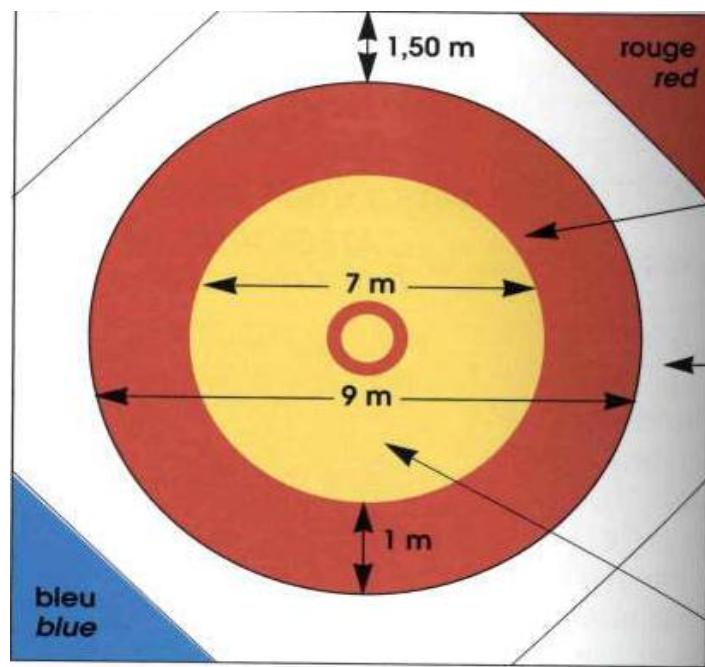
zápasnícky dres – wrestling costume – ['resliŋ 'kostju:m]

suspenzor – elastic supporter - [l'ɛstɪk sə'pɔ:tə]

váha – weight scale - [weɪt skeɪl]

dres - singlet - [singlet]

šatňa - dressing room - ['dresiŋ ru:m]



Wrestling mat



Wrestling costume



Wrestling shoes

Motor skills and techniques in wrestling

pretočenie so skríženým záberom nôh – ankle lace – ['éŋkl leis]

páka na ruku – arm bar – [a:m ba:]

záber paže – arm control – [a:m kən'trəul]

prítrh, strh za pažu – arm drag – [a:m drćg]

prehod cez chrbát so záberom rúk – arm throw – [a:m črəu]

záber trupu – body lock – ['bɒdi lɒk]

prehod točenou záručou – body slam – ['bɒdi slém]

zmeniť chmat – change grip – [tʃeɪndʒ grip]

kombinácia chmatov – combination of holds – [kɒmbɪ'neɪʃn əv həʊldz]

kontakt – contact – ['kɒntækt]

protichmat – counter-hold – ['kaʊntə həuld]

prevrátenie so záberom šije a nohy – cradle – ['kreɪdl]

klúč na nohu – cross body ride – [krɒs 'bɒdi raɪd]

zakročenie súpera nohou – back heel – [bćk hi:l]

prelomit' most – break the bridge – [breɪk də brɪdʒ]

nebezpečná pozícia – danger position – ['deɪndʒər pə'zɪʃn]

obrana – defense – [dɪ'fens]

záber nôh súpera rukami – double leg – ['dʌbl leg]

poraz súpera za nohy – double leg tackle – ['dʌbl leg 'tákli]

podbeh pod pažou – duck under – [dʌk 'ʌndə]

únik – escape – [i'skeɪp]

prehodenie s naložením na šiju – fireman's carry – [fireman's 'kćri]

stretnutie vo voľnom štýle – freestyle competition – ['fri:stайл ,kɒmpə'tiʃn]

obojručný Nelson – full Nelson – [fʊl nelson]

stretnutie v grécko-rímskom zápasení – Greco-Roman competition – ['rəʊmən ,kɒmpə'tiʃn]

parter – ground position – [graund pə'zɪʃn]

chmat – grip – [grip]

chmat v parteri – ground hold – [graund həuld]
polovičný Nelson – half Nelson – [ha:f nelson]
záber hlavy – head control – [hed kən'trəʊl]
podkopnutie – heel – [hi:l]
vysoký postoj – high stance – [hai stčns]
prehod cez chrbát – hip headlock throw – [hɪp 'hedlɒk črəʊ]
chmat – hold – [həuld]
zakázaný chmat – illegal hold – [ɪ'li:gl həuld]
hákovanie – hook – [huk]
záber nôh – leg hold – [leg həuld]
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 stčns]
zápasnícky postoj – open stance – ['əʊpən stčns]
ubrániť sa chmatu – parry a grip – ['prí ə grɪp]
pasivita – passivity – [pć'sivəti]
prehodenie s opačným uchopením trupu (kladivo) – reverse waistlock – [rɪ've:s
waistlock]
pretočenie – rolling – ['rəʊlinj]
poraz so záberom nohy – single leg tackle – ['sɪŋgl leg 'tćkl]
prehod do záklonu – souplé – [souplé]
zmena postoja – stance switch – [stæns swɪtʃ]
poraz – takedown – [teikdaun]



Fireman's carry

hod, prehod – throw – [črəʊ]
zložiť súpera – throw down – [θrəʊ daʊn]
varovanie – warning – ['wɔ:nɪŋ]
zvíťazíť na lopatky – win by fall – [wɪn baɪ fɔ:l]
zvíťazíť na body – win by superiority – [wɪn baɪ su:priə'rɪ'ɒrəti]
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 – ['sténdɪŋ 'reslɪŋ]
pasívne zápasenie – passive wrestling – ['pé:sɪv 'reslɪŋ]
tradičné zápasenie – traditional wrestling – [træ'dɪʃənl 'reslɪŋ]
zakázaný spôsob boja – unfair wrestling – [ʌn'feə 'reslɪŋ]
začiatok stretnutia – start of the bout – [sta:t əv ðə baut]
prerušenie stretnutia – stop of the bout – [stɒp əv ðə baut]
koniec stretnutia – end of the bout – [end əv ðə baut]

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 *Ringen*, and disarming techniques, collectively known in German as *Ringen 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 Fechtbooks 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	[kætʃ əz kætʃ kæn 'resliŋ]	zápasenie „chyť ako môžeš“
wrestling		
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	['grɒplɪŋ 'sɪstəmz fə 'kɒmbót]	systém chmatov pre zápas, pre boj
grasp	[tu: gra:sp]	uchopit'
hand-to-hand combat	[hænd tu: hænd 'kɒmbót]	boj holými rukami
knowledge of how to disarm	['nɒlɪdʒ əv haʊ tu: dɪs'a:m]	vedomosti ako odzbrojiť
leg and arm locks	[leg ənd ə:m lɒks]	páky na nohy a ruky
native fighting and wrestling techniques	[də 'neitɪv færtɪŋ ənd 'resliŋ tek'ni:ks]	pôvodné bojové a zápasnícke techniky
professional wrestling	[prə'fɛʃənl 'resliŋ]	profesionálne zápasenie
regional styles	['ri:dʒənl staɪlz]	regionálne, miestne štýly
special belt	[ə 'speʃl belt]	špeciálny opasok
traditional Siberian wrestling	[trə'dɪʃənl siberian 'resliŋ]	tradičné sibírske zápasenie
unarmed combat skill	[ən unarmd 'kɒmbót skil]	bojové zručnosti bez zbrane
various wrestling systems	['veəriəs 'resliŋ 'sɪstəmz]	rôzne zápasnícke systémy
wrestling as a combat art	['resliŋ əz ə 'kɒmbót a:t]	zápasenie ako bojové umenie
wrestling tradition	['resliŋ trə'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]	stáť (cena)
cut	[kʌt]	cut	[kʌt]	cut	[kʌt]	rezat', strihať
hit	[hit]	hit	[hit]	hit	[hit]	udrieť
hurt	[hɜ:t]	hurt	[hɜ:t]	hurt	[hɜ:t]	raniť, urazíť
let	[let]	let	[let]	let	[let]	nechat'
put	['put]	put	['put]	put	['put]	položiť
read	[ri:d]	read	[red]	read	[red]	čítať
shut	[ʃʌt]	shut	[ʃʌt]	shut	[ʃʌt]	zatvoriť
begin	[bɪ'gɪn]	began	[bɪ'gæn]	begun	[bɪ'gʌn]	začať
drink	[drɪŋk]	drank	[dræŋk]	drunk	[dræŋk]	piť
ring	[rɪŋ]	rang	[ræŋ]	rung	[rʌŋ]	zvoníť
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]	priniesť
buy	[baɪ]	bought	['bɔ:t]	bought	['bɔ:t]	kúpiť
catch	[kætʃ]	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, vyučovať
think	['θɪŋk]	thought	['θɔ:t]	thouhgt	['θɔ:t]	mysliet'
break	[breɪk]	broke	[brəʊk]	broken	[brəʊkən]	zlomiť
choose	[tʃu:z]	chose	[tʃəuz]	chosen	[tʃəuzən]	vybrať si
drive	[draɪv]	drove	[drəʊv]	driven	[drɪvn]	šoférovať
eat	[i:t]	ate	[et]	eaten	[i:tn]	jest'
fall	[fɔ:l]	fell	[fel]	fallen	[fɔ:lən]	padať
forget	[fə'get]	forgot	[fə'gɔ:t]	forgotten	[fə'gɔtn]	zabudnúť
give	[gɪv]	gave	[geɪv]	given	[gɪvn]	dať
ride	[raɪd]	rode	[rəʊd]	ridden	[rɪdən]	jazdit'
rise	[raɪz]	rose	[rəʊz]	risen	[rɪzən]	dvíhať sa
speak	[spi:k]	spoke	[spəʊk]	spoken	['spəʊkən]	hovoríť
steal	[sti:l]	stole	[stəʊl]	stolen	['stəʊlən]	kradnúť
take	[teɪk]	took	[tʊk]	taken	['teɪkən]	vziať
wake	[weɪk]	woke	[wəʊk]	woken	['wəʊkən]	zobudit' sa
write	[rɔ:t]	wrote	[rəʊt]	written	['ritn]	písat'
become	[bɪ'kʌm]	became	[bɪ'keɪm]	become	[bɪ'kʌm]	stať sa
come	[kʌm]	came	[keɪm]	come	[kʌm]	príšť
do	[du:]	did	[dɪd]	done	[dʌn]	robit'
go	[gəʊ]	went	['went]	gone	[gən]	istiť
draw	[drɔ:]	drew	[dru:]	drawn	[drɔ:n]	táhat'
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]	cítiť
feed	[fi:d]	fed	[fed]	fed	[fed]	kŕmiť
get	[’get]	got	[’göt]	got	[’göt]	dostať
have	[hæv]	had	[hæd]	had	[hæd]	mať
hear	[hɪə]	heard	[hɜ:d]	heard	[hɜ:d]	počuť
hold	[həuld]	held	[held]	held	[held]	držať
leave	[li:v]	left	[left]	left	[left]	odísť, opustiť
make	[’meɪk]	made	[’meɪd]	made	[’meɪd]	robit'
mean	[mi:n]	meant	[ment]	meant	[ment]	znamenať
meet	[mi:t]	met	[met]	met	[met]	stretnúť
pay	[peɪ]	paid	[peɪd]	paid	[peɪd]	platit'
send	[send]	sent	[sent]	sent	[sent]	poslat'
shine	[ʃain]	shone	[ʃən]	shone	[ʃən]	svietiť
sit	[sit]	sat	[sæt]	sat	[sæt]	sedieť
sleep	[sli:p]	slept	[slept]	slept	[slept]	spat'
stand	[stænd]	stood	[stud]	stood	[stud]	stáť
say	[’sei]	said	[’sed]	said	[’sed]	povedať
tell	[tel]	told	[təuld]	told	[təuld]	told
understand	[,ʌndə'stænd]	understood	[,ʌndə'stud]	understood	[,ʌndə'stud]	rozumieť
build	[bɪld]	built	[bɪlt]	built	[bɪlt]	stavať
find	[faɪnd]	found	[faʊnd]	found	[faʊnd]	nájsť
keep	[ki:p]	kept	[kept]	kept	[kept]	držať
learn	[lɜ:n]	learnt	[lɜ:nt]	learnt	[lɜ:nt]	uciť sa
sell	[sel]	sold	[səuld]	sold	[səuld]	predať
win	[wɪn]	won	[wʌn]	won	[wʌn]	vyhrať
lose	[lu:z]	lost	[lɒst]	lost	[lɒst]	stratiť
be	[bi]	was, were	[wɒz, wɜ:z]	been	[bi:n]	byť
can, could	[kæn, kʊd]	could	[kʊd]	been able	[bi:n 'eɪbł]	môcť
see	[’si:]	saw	[’sɔ:]	seen	[’si:n]	vidieť

English for Slovak Sports Experts

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