



Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Магнитогорский государственный технический университет им. Г.И. Носова»

**А.Л. Солдатченко**  
**А.А. Царан**

## **ENGLISH IN SPORTS OFFICIATING AND MANAGEMENT**

*Утверждено Редакционно-издательским советом университета  
в качестве учебного пособия*

Магнитогорск  
2020

УДК 811.111(075.8)  
ББК Ш143.21-923

**Рецензенты:**

директор ЧПОУ «Уральский гуманитарный колледж»  
**А.В. Антипов**

кандидат педагогических наук,  
доцент кафедры лингвистики и перевода,  
ФГБОУ ВО «Магнитогорский государственный технический  
университет им. Г.Н. Носова»  
**Ю.Л. Вторушина**

**Солдатченко А.Л., Царан А.А**

**English in Sports Officiating and Management** [Электронный ресурс] : учебное пособие / Александр Леонидович Солдатченко, Александр Александрович Царан ; ФГБОУ ВО «Магнитогорский государственный технический университет им. Г.И. Носова». – Электрон. текстовые дан. (1,54 Мб). – Магнитогорск : ФГБОУ ВО «МГТУ им. Г.И. Носова», 2020. – 1 электрон. опт. диск (CD-R). – Систем. требования : IBM PC, любой, более 1 GHz ; 512 Мб RAM ; 10 Мб HDD ; MS Windows XP и выше ; Adobe Reader 8.0 и выше ; CD/DVD-ROM дисковод ; мышь. – Загл. с титул. экрана.

ISBN 978-5-9967-1980-8

Учебное пособие может быть использовано как для аудиторной работы, так и самостоятельных занятий студентов в качестве основного и дополнительного материала. Содержание и структура предлагаемых материалов соответствует требованиям ФГОС ВО по направлению подготовки 49.03.01 «Физическая культура» «Спортивный менеджмент и судейство спортивных соревнований» по дисциплине «Иностранный язык».

УДК 811.111(075.8)  
ББК Ш143.21-923

ISBN 978-5-9967-1980-8    © Солдатченко А.Л., Царан А.А., 2020  
© ФГБОУ ВО «Магнитогорский государственный  
технический университет им. Г.И. Носова», 2020

## Содержание

INTRODUCTION .....	4
PART 1. HOCKEY .....	6
Unit 1 .....	6
Unit 2 .....	19
Unit 3 .....	33
Unit 4 .....	48
Unit 5 .....	65
Glossary .....	84
PART 2. JUDO.....	91
Unit 1 .....	91
Unit 2 .....	98
Unit 3 .....	110
Unit 4 .....	123
Unit 5 .....	132
Glossary .....	137
IRREGULAR VERBS .....	142
REFERENCES .....	147

## INTRODUCTION

Учебное пособие «English in Sports Officiating and Management» составлено с учётом требований Федерального Государственного Образовательного стандарта высшего образования третьего поколения (ФГОС ВО 3++). Пособие ориентировано на преподавание иностранного языка у бакалавров по направлению подготовки 49.03.01 «Физическая культура» «Спортивный менеджмент и судейство спортивных соревнований».

Учебное пособие ставит своей целью способствовать формированию универсальной компетенции, УК-4 в соответствии с ФГОС ВО 3++, в рамках дисциплины «Иностранный язык», согласно которой обучающийся «способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)». Для эффективного осуществления деловой коммуникации в профессиональной сфере необходимо сочетание и взаимодействие следующих компетенций: 1) лингвистической, или языковой компетенции, которая подразумевает владение языковыми средствами иностранного языка (фонетикой, грамматикой, лексикой, семантикой, орфографией, правилами орфоэпии); 2) дискурсивной, или речевой компетенции, которая обозначает умение адекватно использовать эти языковые средства для решения практических задач общения; 3) социолингвистической компетенции, которая обозначает умение варьировать свою речь в зависимости от социального статуса собеседников и общего контекста общения; 4) социокультурной компетенции, которая подразумевает умение эффективно применять имеющуюся информацию о страноведческих, лингвострановедческих и социокультурных особенностях страны изучаемого языка в ситуациях речевого общения.

Для формирования УК-4 в пособии используется современный аутентичный материал, отражающий специфику профессиональной коммуникации в сфере судейства спортивных соревнований и спортивного менеджмента. Отбор материала для пособия основывается на принципах профессиональной направленности и соответствия сложности и трудности содержания познавательным возможностям обучающихся. Принцип профессиональной направленности заключается в использовании текстов, которые представляют собой реализацию различных стилей, употребляемых в профессиональном общении, при этом тематика текстов связана с будущей профессиональной деятельностью обучающихся. Согласно принципу соответствия сложности и трудности содержания познавательным возможностям обучающихся языковая сложность текстов соответствует уровню владения языком, который должен быть достигнут выпускниками средних общеобразовательных школ к началу обучения в вузе, а интеллектуальная сложность предложенных для решения экстралингвистических задач – возрасту обучающихся.

Предлагаемые в пособии задания разработаны с учётом возможности использования при работе с образовательным порталом университета в системе MOODLE (Modular Object-Oriented Dynamic Learning Environment – модульная

объектно-ориентированная динамическая обучающая среда). Данный факт приобретает особую актуальность в контексте набирающей популярность тенденции к применению электронного обучения и дистанционных образовательных технологий, которая получила новый импульс в период пандемии, вызванной распространением COVID-19.

Пособие включает в себя две главы, состоящих из пяти тематических разделов, каждый из которых содержит задания, выполняемые перед чтением текста, текст, задания, выполняемые после чтения текста, задания на разговорную практику и грамматический справочник. Задания к текстам направлены на отработку и закрепление содержащейся в них лексики, развитие умений понимания прочитанного, поискового, изучающего и просмотрового чтения, информационной переработки текста, а также обсуждения поставленной в нём проблемы. В грамматический справочник входят правила по основным грамматическим темам и упражнения на их применение составленные на основе лексических единиц из текстов данного раздела. В пособие имеется глоссарий, в котором представлены спортивные термины.

Предлагаемое пособие может быть использовано как для аудиторной работы, так и самостоятельных занятий студентов в качестве основного и дополнительного материала.

## PART 1. HOCKEY

### Unit 1

#### Words and Word Combinations

##### 1. Match the words and word combinations with their Russian equivalents.

English	Russian
1) jockstrap	a) блокер / блин
2) blocker / blocking glove / shield / waffle (pad)	b) блок-шот
3) interference / obstruction	c) большой дисциплинарный штраф
4) blocked shot	d) большой штраф
5) gross-misconduct penalty	e) блокировка
6) major penalty	f) бандаж

1.	2.	3.	4.	5.	6.






##### 2. Match the words and word combinations with their Russian equivalents.

English	Russian
1) boards	a) бросок из-под игрока
2) screen(ed) shot	b) борта
3) shot on goal (SOG)	c) бросок подкидкой
4) flip shot	d) бросок / пас в одно касание
5) one-timer	e) быстро летящая шайба
6) bullet	f) бросок по воротам

1.	2.	3.	4.	5.	6.

## Referee Signals

1. Match the pictures with the referee signals.

The pictures	The referee signals
<p>1.</p> 	<p>A. Goal Scored</p>
<p>2.</p> 	<p>B. Delayed Penalty</p>
<p>3.</p> 	<p>C. Cross Checking</p>
<p>4.</p> 	<p>D. High Sticking</p>
<p>5.</p> 	<p>E. Hand Pass</p>

1.	2.	3.	4.	5.

## 2. Match referee signals with their descriptions.

Referee signals	Descriptions
1.Delayed Penalty	A. A single point, with the non-whistle hand, directly at the goal in which the puck legally entered, while simultaneously blowing the whistle.
2.Goal Scored	B. A series of forward and backward motions with both fists clenched in front of the chest.
3.Hand Pass	C. Holding both fists clenched together at the height of the forehead.
4.Cross Checking	D. The non-whistle hand (open hand) and arm are placed straight down alongside the body and swung forward and up once in an underhand motion.
5.High Sticking	E. The non-whistle hand is extended straight above the head. The Referee may point at the offending player until stoppage of play.

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>

## 3. Match referee signals with the cases in which they are used.

Referee signals	Cases
1.Delayed Penalty	A. Minor or Major penalty. Shall be imposed on a Player who holds the stick with both hands and hits an opponent using the shaft of the stick.
2.Hand Pass	B. Minor or Major penalty. Shall be imposed on a Player who lifts the stick above shoulder height and hits an opponent.
3.Cross Checking	C. When a penalty occurs, the Referee may signal it until the offending team gains possession of the puck.
4.High Sticking	D. No penalty. Play will be stopped when a player illegally passes the puck with their hand.

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>

## Before you read

1. Do you think that an on-ice image is important for an official? Why? Why not?
2. What are the essential constituents of an on-ice image?



## **On-Ice Body Language and its Effect**

**(1) On Your Credibility.** A professional image can be enhanced by being aware of your on-ice mannerisms and body language. Signals, gestures, facial expressions and verbal communication will all play a part in portraying a positive and professional on-ice image. Here are some things to consider regarding your on-ice body language.

**(2) Gestures.** Gestures or body language are little things that can give the wrong impression to players, coaches, or spectators. For example, constantly fidgeting with your sweater or helmet gives the impression you are nervous or uncomfortable. Having your thumbs out during wash out or delay signals shows signs of an official that does not care about doing things right. Intimidating postures, such as holding your hands on your hips or pointing with your index finger may give the impression that you are angry or impatient. These little things are often neglected by officials.

**(3) Facial Expressions.** Control of your emotions and facial expressions is another area that is often overlooked by officials. We all understand the importance of controlling your emotions while on the ice, and yet it is our nature to have emotions. Oftentimes, the emotional state of the official is visible through facial expressions. Although we want to be in control at all times, there are times when it is appropriate to smile or be angry. However, the official who always appears angry will intimidate players and would appear to be out of control. The official that is always laughing or smiling lacks the intensity and focus that is necessary to be successful. Awareness of your facial expressions resulting from your emotions is probably a happy medium that all officials should shoot for.

**(4) Verbal Intonation.** Strong verbal communication is an important part of being an official. Once again, the successful official will be aware of the communication needs during each situation and will adjust accordingly. A firm voice may be needed in difficult situations while a soft tone may be best for one on one conversations with a player or coach. An official who is always firm and loud is intimidating and does not communicate effectively [1].

### **1. Choose the best answer. In some cases several answers are possible.**

1. A professional image can be enhanced by being aware of your ...
  - a) charisma
  - b) on-ice mannerisms and body language
  - c) beauty
  - d) charm
  - e) skating skills
2. ...play a part in portraying a positive and professional on-ice image.
  - a) Signals, gestures, facial expressions and verbal communication
  - b) Mainly signals
  - c) Only gestures
  - d) Facial expressions
  - e) Verbal communication

3. ... or body language can give the wrong impression to players, coaches, or spectators.
  - a) Signals
  - b) Facial expressions
  - c) Gestures
  - d) Verbal communication
4. ... gives the impression you are nervous or uncomfortable.
  - a) Having your thumbs out during wash out or delay signals
  - b) Holding your hands on your hips
  - c) Pointing with your index finger
  - d) Fidgeting with your sweater or helmet
5. ... shows signs of an official that does not care about doing things right.
  - a) Fidgeting with your sweater or helmet
  - b) Holding your hands on your hips
  - c) Having your thumbs out during wash out or delay signals
  - d) Pointing with your index finger
6. ... are considered as intimidating postures which may give the impression that you are angry or impatient.
  - a) Holding your hands on your hips
  - b) Having your thumbs out during wash out or delay signals
  - c) Fidgeting with your sweater or helmet
  - d) Pointing with your index finger
7. ... of the official is visible through facial expressions.
  - a) The state of mind
  - b) The emotional state
  - c) The poor state
  - d) The nervous state
8. The official who always appears angry ...
  - a) lacks the intensity and focus
  - b) will intimidate players
  - c) gives the impression that he does not care about doing things right
  - d) would appear to be out of control
9. The official that is always laughing or smiling ...
  - a) lacks the intensity and focus
  - b) will intimidate players
  - c) would appear to be out of control
  - d) gives the impression that he does not care about doing things right
10. ... may be needed in difficult situations.
  - a) A soft tone
  - b) A grin
  - c) A chuckle
  - d) A firm voice
11. ... may be best for one on one conversations with a player or coach.
  - a) A firm voice
  - b) A grin

- c) A soft tone
- d) A chuckle
- 12. ... is necessary to be successful.
  - a) Laughing
  - b) Smiling
  - c) Intensity
  - d) Focus
- 13. An official who is always ... is intimidating and does not communicate effectively.
  - a) laughing and smiling
  - b) firm and loud
  - c) crying and weeping
  - d) fidgeting and uneasy

**2. Which paragraph contains the following information?**

- 1. Gestures or body language are an important part of being an official.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 2. Officials should be aware of their on-ice mannerisms and body language to create a positive professional image.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 3. Officials should control their emotions and facial expressions.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 4. Verbal communication should not be neglected by officials.
  - a) 1
  - b) 2
  - c) 3
  - d) 4

**3. Does the following statement agree with the information given in the text?**

- 1. Shouting may be best for one on one conversations with a player or coach.
  - a) false
  - b) true

- c) not mentioned in the text
- 2. An official who is always firm and loud communicates effectively.
  - a) false
  - b) true
  - c) not mentioned in the text
- 3. Gestures or body language never give the wrong impression to players, coaches, or spectators.
  - a) false
  - b) true
  - c) not mentioned in the text
- 4. A happy medium that all officials should shoot for is awareness of your facial expressions resulting from your emotions.
  - a) false
  - b) true
  - c) not mentioned in the text

**4. Which of the following best describes the main idea of the text?**

- 1. The role of gestures in creating a positive on-ice professional image.
- 2. Some tips for officials on how to create a positive on-ice professional image.
- 3. Facial expressions are important in creating a positive on-ice professional image.
- 4. Verbal communication is vital for a successful career of an official.

**5. Put the sentences into the correct order.**

- A. A soft tone may be best in conversations with a player or coach.
- B. A professional image can be enhanced by being aware of your on-ice mannerisms and body language.
- C. Intimidating postures may give the impression that you are angry or impatient.
- D. Constantly fidgeting with your sweater or helmet gives the impression you are nervous or uncomfortable.
- E. The emotional state of the official is visible through facial expressions.
- F. A firm voice may be needed in difficult situations.
- G. The official that is always laughing or smiling lacks the intensity and focus that is necessary to be successful.
- H. The official who always appears angry will intimidate players and would appear to be out of control.
- I. An official who is always firm and loud is does not communicate effectively.
- J. Gestures or body language can give the wrong impression to players, coaches, or spectators.
- K. Signals, gestures, facial expressions and verbal communication will all play a part in portraying a positive and professional on-ice image.
- L. Having your thumbs out during wash out or delay signals shows signs of an official that does not care about doing things right.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>

## 6. Complete the sentences.

1. A professional image can be enhanced ...	a) the wrong impression to players, coaches, or spectators
2. Signals, gestures, facial expressions and verbal communication will all ...	b) that you are angry or impatient
3. Gestures or body language can give ...	c) intimidate players and would appear to be out of control
4. Constantly fidgeting with your sweater or helmet gives the impression ...	d) in difficult situations
5. Having your thumbs out during wash out or delay signals shows ...	e) play a part in portraying a positive and professional on-ice image
6. Intimidating postures may give the impression ...	f) you are nervous or uncomfortable
7. The emotional state of the official is ...	g) the intensity and focus that is necessary to be successful
8. The official who always appears angry will ...	h) signs of an official that does not care about doing things right
9. The official that is always laughing or smiling lacks ...	i) visible through facial expressions.
10. A firm voice may be needed ...	j) by being aware of your on-ice mannerisms and body language

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>	<b>7.</b>	<b>8.</b>	<b>9.</b>	<b>10.</b>

## 7. Make up sentences using the following words.

1. a, image, professional, can, enhance, on-ice, your, mannerisms
2. image, positive, gestures, expressions, facial, communication, verbal, and, in, play, part, a, portraying
3. impression, can, gestures, players, wrong, coaches, the, to, or, spectators, give
4. with, fidgeting, helmet, gives, nervous, impression, the, you, are, your
5. postures, angry, intimidating, impression, the, that, are, you, give
6. through, emotional, the, the, of, official, state, is, expressions, facial, visible
7. players, official, the, always, who, appears, intimidates, angry
8. successful, necessary, intensity, is, be, to
9. firm, a, is, situations, needed, in, voice, difficult
10. best, a, tone, soft, is, for, player, conversations, a, with

**8. Fill in the gaps with the following words:***intensity, fidgeting, enhanced, appears, impression, firm, portraying, expressions, intimidating, delay*

1. A professional image can be ... by being aware of your on-ice mannerisms and body language.

2. Signals, gestures, facial expressions and verbal communication will all play a part in ... a positive and professional on-ice image.

3. Gestures or body language can give the wrong ... to players, coaches, or spectators.

4. Constantly ... with your sweater or helmet gives the impression you are nervous or uncomfortable.

5. Having your thumbs out during wash out or ... signals shows signs of an official that does not care about doing things right.

6. ... postures may give the impression that you are angry or impatient.

7. The emotional state of the official is visible through facial ... .

8. The official who always ... angry will intimidate players and would appear to be out of control.

9. The official that is always laughing or smiling lacks the ... and focus that is necessary to be successful.

10. A ... voice may be needed in difficult situations.

**9. Which words are misused in the sentences? Correct the mistakes.**

1. A professional image can be enchanted by being aware of your on-ice mannerisms and body language.

2. Signals, gestures, facial expressions and verbal communication will all play a part in parrying a positive and professional on-ice image.

3. Gestures or body language are little things that can give the wrong expression to players, coaches, or spectators.

4. Constantly fidgeting with your sweater or hamper gives the impression you are nervous or uncomfortable.

5. Having your thumbs out during wash out or relay signals shows signs of an official that does not care about doing things right.

6. Infuriating postures, such as holding your hands on your hips or pointing with your index finger may give the impression that you are angry or impatient.

7. The emotional state of the official is variable through facial expressions.

8. The official who always appreciates angry will intimidate players and would appear to be out of control.

9. The official that is always laughing or smiling lacks the integrity and focus that is necessary to be successful.

10. A firm vice may be needed in difficult situations while a soft tone may be best for one on one conversations with a player or coach.

## **10. Find and correct the mistakes in the sentences.**

1. A professional image can be enhanced by the official's charisma and charm.
2. Intimidating postures play a part in portraying a positive and professional on-ice image.
3. Gestures or body language never mislead players, coaches, or spectators.
4. Holding your hands on your hips gives the impression you are nervous or uncomfortable.
5. Having your thumbs out during wash out or delay signals shows signs of an official who is sure that he is doing things right.
6. Intimidating postures may give the impression that you are calm and relaxed.
7. The emotional state of the official is never visible through facial expressions.
8. The official who always appears angry would appear to be in of control of the situation.
9. The official that is always laughing or smiling demonstrates the intensity and focus that is necessary to be successful.
10. A firm voice may be needed in conversations with a player or coach.

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

1. What effect does an on-ice body language have on a professional image of an official?
2. How can a professional image be enhanced?
3. What sort of impression does fidgeting with your sweater or helmet give?
4. What does having your thumbs out during wash out or delay signals show?
5. What sort of impression may intimidating postures give?
6. What postures are considered (to be) intimidating?
7. What things are often neglected by officials?
8. When is it appropriate to smile or be angry?
9. What does the official that is always laughing or smiling lack?
10. What is a happy medium that all officials should shoot for?
11. What is the successful official aware of?
12. In what situations may a firm voice be needed?

## **Speech Practice**

1. You are an experienced official. What advice would you give to your less experienced colleagues on how to enhance their professional image?
2. You are a reporter for USA Hockey Magazine. What questions would you ask a famous official about his job?
3. You are a reporter for The Hockey News Magazine. Interview a famous official about his job and the ways of enhancing a professional image.

## Grammar Focus

### Настоящее длительное время (Present Continuous)

<b>Образование настоящего длительного времени (Present Continuous)</b>			
<i>Лицо</i>	<i>Утвердительная форма</i>	<i>Отрицательная форма</i>	<i>Вопросительная форма</i>
1-e	I am writing We are writing	I am not We are not writing	Am I writing? Are we writing?
2-e	You are writing	You are not writing	Are you writing?
3-e	He is writing She is writing It is writing They are writing	He is not writing She is not writing It is not writing They are not writing	Is he writing? Is she writing? Is it writing? Are they writing?

### Случаи употребления настоящего длительного времени (Present Continuous)

<i>Употребляется для выражения:</i>	<i>Примеры</i>
Длительного действия, совершающегося в момент речи (прямо сейчас).	Where are the children? – They are watching TV.
Длительного действия, совершающегося в настоящий период (отрезок) времени, однако, непосредственно в момент речи действие может не совершаться.	Steve is talking to a friend on the phone. He says: I'm reading a really good book at the moment. (Непосредственно в момент речи Стив разговаривает по телефону, а не читает книгу. Однако, он ещё не закончил читать книгу. Он всё ещё продолжает её читать.)
Временного положения дел, временной (непостоянной) ситуации.	I'm living with some friends until I find a place of my own. (Человек временно проживает у своих друзей.)
Изменяющейся ситуации.	The population of the world is increasing very fast.
Постоянного процесса, указывая на его непрерывность. В этих случаях часто употребляются наречия always, constantly, ever.	The earth is always moving. The sun is constantly shining there.
Действия, которое представляется как постоянный процесс, хотя в реальности таковым не является. Употребление Present Continuous придаёт определённую эмоциональную окраску высказыванию.	She is always complaining. They are always quarrelling. (Человек недоволен происходящим: тем, что она постоянно жалуется, тем, что они всё время ссорятся.)
<b>Примечание:</b> Present Simple употребляется с наречием always (всегда), если	



речь идёт о регулярном действии, например, I always go to work by car.	
Будущего запланированного действия, главным образом с глаголами движения, если речь идёт о личных планах: to come, to go, to leave, to start, to arrive.	Ben is playing tennis on Monday afternoon. A: What are you doing on Saturday evening? B: I'm going to the theatre. (Решение принято, сделаны все необходимые приготовления.)
<b>Примечание:</b> все времена <i>Continuous</i> выражают незавершённое, незаконченное действие, действие в процессе совершения.	
<b>Показатели времени:</b> now, at the moment, while ...	

**Примечание:** времена *Continuous* обычно **не употребляются** с глаголами состояния, наиболее употребительными из которых являются: be – быть, believe – верить, думать, полагать, belong (to) – принадлежать (кому-л.), consist (of) – состоять, быть составленным из (чего-л. / кого-л.), contain – содержать в себе, включать, fit – подходить, быть в пору, have – иметь, обладать, hear – слышать, know – знать, like – нравиться, mean – значить, иметь в виду, need – нуждаться (в чём-л.), prefer – предпочитать, realise – представлять себе, понимать, see – видеть, seem – казаться, smell – иметь запах, пахнуть, suppose – полагать, думать, taste – иметь вкус, привкус, think – иметь (какое-л.) мнение, understand – понимать, want – хотеть и др.

**Примечание:** у большинства из вышеперечисленных глаголов есть случаи, в которых они употребляются в *Continuous*, например: I'm thinking of you all the time. – Я все время думаю о тебе. I think you are not right. – Думаю, вы неправы. I'm tasting the meat to see if it needs more salt. – Я пробую мясо, чтобы проверить, не нужно ли досолить его. The meat tastes delicious. – Это мясо имеет превосходный вкус. I'm smelling a flower. – Я нюхаю цветок. Now that lotuses are blossoming the river smells good. – Теперь, когда цветут лотосы, у реки приятно пахнет. I can't understand why he's being so selfish. He isn't usually like that. – Немогу понять, почему он поступает (ведёт себя) так эгоистично. Обычно он так не делает (он не такой).

**Exercise.** Choose the best answer. Use the Present Continuous Tense.

1. The official ... with his sweater.

- a) am fidgeting
- b) is fidgeting
- c) fidgeting
- d) does fidget

2. The official ... with his index finger at the player.

- a) are pointing
- b) pointing is
- c) is pointing
- d) is points

3. The officials ... .
- a) are smiling
  - b) is smiling
  - c) smiling
  - d) smiles
4. The official ... the players.
- a) am intimidating
  - b) intimidating
  - c) are intimidating
  - d) is intimidating
5. The official ... effectively with the players.
- a) is communicate
  - b) is communicating
  - c) are communicating
  - d) communicating
6. The player ... his opponent.
- a) am blocking
  - b) are blocking
  - c) blocking
  - d) is blocking
7. The player ... the stick with both hands.
- a) is holding
  - b) holding
  - c) is holds
  - d) is hold
8. The player ... an opponent with his stick.
- a) are hampering
  - b) am hampering
  - c) is hampering
  - d) is hampers
9. The player ... to neutralize an opponent with his stick.
- a) is to trying
  - b) is to try
  - c) is tries
  - d) is trying
10. The player ... his opponent from behind.
- a) is to checking
  - b) is checking
  - c) is check not
  - d) are checking

## Unit 2

### Words and Word Combinations

#### 1. Match the words and word combinations with their Russian equivalents.

English	Russian
1) major penalty	a) вбрасывание (шайбы)
2) face-off	b) линия ворот
3) delay of game	c) шайба
4) face-off circle	d) задержанный свисток
5) end line / goal line	e) большой штраф
6) puck	f) круг вбрасывания
7) delayed whistle / slow whistle	g) задержка игры

1.	2.	3.	4.	5.	6.	7.


#### 2. Match the words and word combinations with their Russian equivalents.




English	Russian
1) delay of game	a) зона защиты / своя зона
2) defender / defenseman / defensive player	b) задержка игры
3) defensive zone / defense zone / defending zone	c) удаление до конца игры
4) ejection / dismissal / sending-off	d) расположение игроков на поле
5) game ejection	e) защитник
6) line-up / lineup	f) удаление

1.	2.	3.	4.	5.	6.

### Referee Signals

#### 1. Match the pictures with the referee signals.

The pictures	The referee signals
 <p>1.</p>	A. Hooking

The pictures	The referee signals
2. 	B. Interference
3. 	C. Holding
4. 	D. Kneeing

1.	2.	3.	4.

## 2. Match the referee signals with their descriptions.

Referee signals	Descriptions
1.Kneeing	A. Clamping either wrist with the other hand in front of the chest.
2. Holding	B. A series of tugging motions with both arms as if pulling someone towards you.
3.Hooking	C. Crossed arms stationary in front of chest with fists closed.
4.Interference	D. Slapping the knee with the palm of the hand.

1.	2.	3.	4.

## 3. Match the referee signals with the cases in which they are used.

Referee signals	Cases
1.Kneeing	A. Minor or Major penalty. Shall be imposed on a Player who attempts to impede the progress of an opponent by hooking any part of the opponent's body with the blade of his stick.
2.Holding	B. Minor penalty. Shall be imposed on a Player who attempts to

<b>Referee signals</b>	<b>Cases</b>
	impede the motion of an opponent not in possession of the puck, deliberately knocks a stick away, or impedes the goalie around the net area.
3.Hooking	C. Minor penalty. Shall be imposed on a Player who grabs and holds onto an opponent (or his stick) with his hands or arms to impede the opponent's progress.
4.Interference	D. Minor or Major penalty. Shall be imposed on a Player who uses their knee in any way to foul an opponent.

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>

### **Before you read**

1. Do you know what encroachment is?
2. In your opinion, when does encroachment take place?
3. When do you think encroachment is called?

### **Calling Encroachment**

(1) Encroachment takes place when players violate the face-off circles and other markings that are designed to restrain the players prior to the drop of the puck. For face-offs that take place at locations other than the five face-off circles, players must maintain a reasonable position.

Encroachment is called when a player's skate enters the face-off circle, crosses the hash mark, or when he makes any physical contact with an opponent before the puck is dropped. Physical contact includes contact made by a player's body or stick.

(2) If encroachment takes place behind the official handling the face-off, his/her partner (who has a view of those players) blows his/her whistle and points toward the offending player's defensive end of the ice. If encroachment takes place within the view of the official conducting the face-off, he/she points toward the offending player's end. There is no need for him/her to blow his/her whistle. In either case, the official conducting the face-off handles ejecting the center of the offending team in the manner previously described.

(3) Encroachment takes place only after players are in position for the face-off. If a player is lined up improperly, the official conducting the face-off should give the player verbal instruction. If players begin "creeping in" the face-off circle, or jockeying for position before the puck is dropped, the official should verbally order those players into position while maintaining the proper face-off stance. He/she should not use hand or body gestures to accomplish this.

There are some players that the official conducting the face-off cannot see from his/her stance position. The official who is not conducting the face-off must make sure that those players are in their proper positions. If he/she notices they are not in

their proper position, he/she must blow his/her whistle to alert his/her partner who is ready to conduct the face-off.

(4) If a player does not cooperate when instructed to get into position, the center of the offending team should be ejected. Repeated encroachment on the same face-off by the same player or team calls for a minor penalty for delay of game under rule 613.

Note: Officials should consider the age level of the players. An official can be extremely helpful in instructing players on proper face-off behavior for very low level games. Children at the mite age classification and lower are especially willing learners and responsive to an official's instructions[1].

### **1. Choose the best answer. In some cases several answers are possible.**

1. Encroachment takes place when ...
  - a) players violate the face-off circles
  - b) players beat their opponents over the head with their sticks
  - c) players violate other markings that are designed to restrain the players prior to the players violate rules
  - d) drop of the puck
2. Encroachment is called when ...
  - a) a player's skate enters the face-off circle
  - b) a player loses possession of the puck
  - c) a player's skate crosses the hash mark
  - d) a player makes any physical contact with an opponent before the puck is dropped
3. Physical contact includes ...
  - a) any contact with an opponent
  - b) contact made by a player's body
  - c) dropping of the puck
  - d) contact made by a player's stick
4. If encroachment takes place behind the official handling the face-off, his/her partner ...
  - a) views those players
  - b) blows his/her whistle
  - c) points toward the offending player's defensive end of the ice
  - d) does not take any action
5. If encroachment takes place within the view of the official conducting the face-off, he/she ...
  - a) pays for his/her whistle
  - b) points toward the offending player's end
  - c) wets his/her whistle
  - d) views those players
  - e) does not take any action
6. Encroachment takes place only after ...
  - a) players are in position for the face-off
  - b) a player's skate enters the face-off circle

- c) a player's skate crosses the hash mark
- d) a player loses possession of the puck
- 7. If a player is lined up improperly, the official conducting the face-off should ...
  - a) blow his/her whistle
  - b) point toward the offending player's defensive end of the ice
  - c) not take any action
  - d) give the player verbal instruction
  - e) verbally order those players into position while maintaining the proper face-off stance
  - f) gesturally order those players into position while maintaining the proper face-off stance
- 8. If players begin "creeping in" the face-off circle, or jockeying for position before the puck is dropped, the official should ...
  - a) give the player verbal instruction
  - b) blow his/her whistle
  - c) verbally order those players into position while maintaining the proper face-off stance
  - d) point toward the offending player's defensive end of the ice
  - e) not take any action
  - f) gesturally order those players into position while maintaining the proper face-off stance
- 9. If a player does not cooperate when instructed to get into position, ...
  - a) the official should verbally order the player into position
  - b) the official should give the player verbal instruction
  - c) the official should blow his/her whistle
  - d) the official should point toward the offending player's defensive end of the ice
  - e) the center of the offending team should be ejected
- 10. Repeated encroachment on the same face-off by the same player or team calls for ...
  - a) a major penalty for delay of game
  - b) a gross-misconduct penalty
  - c) a minor penalty for delay of game
  - d) a game ejection
- 11. Officials should consider the age level of ...
  - a) the opponents
  - b) the players
  - c) the referees
  - d) the spectators
  - e) the cheerleaders

## **2. Which paragraph contains the following information?**

- 1. Encroachment takes place when players violate the face-off circles.
  - a) 1
  - b) 2
  - c) 3
  - d) 4

2. Encroachment is called when a player's skate crosses the hash mark.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
3. The official should not use hand or body gestures if players begin "creeping in" the face-off circle, or jockeying for position before the puck is dropped.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
4. The official who is not conducting the face-off must blow his/her whistle to alert his/her partner who is ready to conduct the face-off if he/she notices the players are not in their proper position.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
5. If a player does not cooperate when instructed to get into position, the center of the offending team should be ejected.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
6. Children at the mite age classification and lower are especially willing learners and responsive to an official's instructions.
  - a) 1
  - b) 2
  - c) 3
  - d) 4

**3. Does the following statement agree with the information given in the text?**

1. Encroachment in hockey is a face-off violation called against players that enter the face-off circle before the puck is dropped.
  - a) true
  - b) false
  - c) not mentioned in the text
2. A misconduct penalty imposed on any player at any time shall be accompanied with an automatic fine of one hundred dollars (\$100).
  - a) true
  - b) false
  - c) not mentioned in the text



3. The Referee may impose a "gross misconduct" penalty on any player, Manager, Coach or Trainer who is guilty of gross misconduct of any kind.  
a) true  
b) false  
c) not mentioned in the text
4. Encroachment takes place when players violate rules.  
a) true  
b) false  
c) not mentioned in the text
5. Encroachment is called when a player's skate enters the face-off circle.  
a) true  
b) false  
c) not mentioned in the text
6. Middle-aged players are especially responsive to an official's instructions.  
a) true  
b) false  
c) not mentioned in the text

**4. Which of the following best describes the main idea of the text?**

- 1.The official conducting the face-off handles ejecting the center of the offending team.  
2.Encroachment takes place when players violate the face-off circles and other markings.  
3.Encroachment is called when a player's skate enters the face-off circle.  
4.Rules and regulations on calling encroachment.  
5.There are some players that the official conducting the face-off cannot see from his/her stance position.

**5. Put the sentences into the correct order.**

- A.Officials should consider the age level of the players.  
B.If players begin "creeping in" the face-off circle, or jockeying for position before the puck is dropped, the official should verbally order those players into position.  
C.Physical contact includes contact made by a player's body or stick.  
D.If a player does not cooperate when instructed to get into position, the center of the offending team should be ejected.  
E.Encroachment takes place only after players are in position for the face-off.  
F.If a player is lined up improperly, the official conducting the face-off should give the player verbal instruction.  
G.If encroachment takes place within the view of the official conducting the face-off, he/she points toward the offending player's end.  
H.Repeated encroachment on the same face-off by the same player or team calls for a minor penalty for delay of game.

I. Encroachment is called when a player's skate enters the face-off circle, crosses the hash mark, or when he makes any physical contact with an opponent before the puck is dropped.

J. If encroachment takes place behind the official handling the face-off, his/her partner blows his/her whistle and points toward the offending player's defensive end of the ice.

K. Encroachment takes place when players violate the face-off circles and other markings that are designed to restrain the players prior to the drop of the puck.

1	2	3	4	5	6	7	8	9	10	11

## 6. Complete the sentences.

1. Encroachment takes place when...	a) contact made by a player's body or stick
2. Encroachment is called when ...	b) after players are in position for the face-off
3. Physical contact includes ...	c) blows his/her whistle and points toward the offending player's defensive end of the ice
4. If encroachment takes place behind the official handling the face-off, his/her partner ...	d) level of the players
5. If encroachment takes place within the view of the official conducting the face-off,...	e) verbally order those players into position while maintaining the proper face-off stance
6. Encroachment takes place only ...	f) a player's skate enters the face-off circle, crosses the hash mark, or when he makes any physical contact with an opponent before the puck is dropped
7. If a player is lined up improperly, the official conducting the face-off should ...	g) give the player verbal instruction
8. If players begin "creeping in" the face-off circle, or jockeying for position before the puck is dropped, the official should ...	h) a minor penalty for delay of game
9. If a player does not cooperate when instructed to get into position,...	i) he/she points toward the offending player's end
10. Repeated encroachment on the same face-off by the same player or team calls for ...	j) players violate the face-off circles and other markings that are designed to restrain the players prior to the drop of the puck
11. Officials should consider the age ...	k) the center of the offending team should be ejected

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.

## 7. Make up sentences using the following words.

1. when,takes,Encroachment, circles,place, violate, the,players,face-off.
2. is,when,called, skate,face-off,enters, the,a, player's,circle,Encroachment.
3. when,is,mark,called, a,Encroachment,player's, skate, crosses, hash,the.
4. contact, made,contact,by, player's,a,body,Physical, stick,or,includes.
5. has,players,a, of, the,official, view, The.
6. whistle,official,The,blows,his.
7. end,official,The, points,toward, the, player's,offending.
8. position, face-off, are,place, only,takes,players,in, Encroachment,for,after,the.
9. face-off,official,The,conducts,the.
10. gives, official,The,instruction,the, player,verbal.
11. circle,are, the,"creeping in", face-off,Players.
12. puck,are, jockeying,before, Players,for,dropped,position, is,the.
13. position, into,official,The,verbally, players,orders,the.
14. stance,official, the,maintaining,proper, face-off,The,is.
15. position, into,player,The,not,does,when, to,instructed,get,cooperate.
16. ejected,of,The,offending,center,team, is,the.
17. infraction,calls,for, This,a,for,minor, penalty, game,delay,of.
18. players,should, the,consider,age,the, level,of,Officials.

**8. Fill in the gaps with the following words:***face-off, level, ejected, stick, hash, encroachment, offending, stance, behind, position, instruction.*

1.Encroachment takes place when players violate the ... circles and other markings that are designed to restrain the players prior to the drop of the puck.

2.Encroachment is called when a player's skate enters the face-off circle, crosses the ... mark, or when he makes any physical contact with an opponent before the puck is dropped.

3.Physical contact includes contact made by a player's body or ... .

4.If encroachment takes place ... the official handling the face-off, his/her partner (who has a view of those players) blows his/her whistle and points toward the offending player's defensive end of the ice.

5.If encroachment takes place within the view of the official conducting the face-off, he/she points toward the ... player's end.

6.Encroachment takes place only after players are in ... for the face-off.

7.If a player is lined up improperly, the official conducting the face-off should give the player verbal ... .

8.If players begin "creeping in" the face-off circle, or jockeying for position before the puck is dropped, the official should verbally order those players into position while maintaining the proper face-off ... .

9.If a player does not cooperate when instructed to get into position, the center of the offending team should be ... .

10.Repeated ... on the same face-off by the same player or team calls for a minor penalty for delay of game

11.Officials should consider the age ... of the players.

### **9. Which words are misused in the sentences? Correct the mistakes.**

1.Encroachment takes place when players delay the face-off circles and other markings that are designed to restrain the players prior to the drop of the puck.

2.Encroachment is called when a player's skate enters the face-off circle, crosses the hash mark, or when he makes any physical contact with an opportunity before the puck is dropped.

3.Physiological contact includes contact made by a player's body or stick.

4.If encroachment takes place behind the official handling the face-off, his/her partner (who has a view of those players) blows his/her whistle and points toward the offending player's defensive end of the ice.

5.If encroachment takes place within the view of the official concluding the face-off, he/she points toward the offending player's end.

6.Enrichment takes place only after players are in position for the face-off.

7.If a player is lined up improperly, the official conducting the face-off should give the player verbal institution.

8.If players begin "creeping in" the face-off circle, or jockeying for position before the puck is dropped, the official should verbally order those players into position while marking the proper face-off stance.

9.If a player does not cooperate when instructed to get into position, the center of the offending team should be rejected.

10.Repeated encroachment on the same face-off by the same player or team calls for a minor penalty for replay of game.

11.Officials should consist the age level of the players.

### **10. Find and correct the mistakes in the sentences.**

1.Encroachment takes place when players violate the face-off circles and other markings that are designed to restrain the players after the drop of the puck.

2.Encroachment is called when a player's skate enters the face-off circle, crosses the hash mark, or when he makes any physical contact with an opponent after the puck is dropped.

3.Physical contact includes only contact made by a player's stick.

4.If encroachment takes place within the view of the official handling the face-off, his/her partner (who has a view of those players) blows his/her whistle and points toward the offending player's defensive end of the ice.

5.If encroachment takes place behind the official conducting the face-off, he/she points toward the offending player's end.

6.Encroachment takes place only before players are in position for the face-off.

7.If a player is lined up improperly, the official conducting the face-off should eject the player.

8.If players begin “creeping in” the face-off circle, or jockeying for position before the puck is dropped, the official should verbally order those players into position while maintaining the proper discipline.

9.If a player does not cooperate when instructed to get into position, the official points toward the offending player’s end.

10.Repeated encroachment on the same face-off by the same player or team calls for game ejection.

11.Officials should consider the age level of the spectators.

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

1. When does encroachment take place?

2. What must players do for face-offs that take place at locations other than the five face-off circles?

3. When is encroachment called?

4. What does physical contact include?

5. What should the official’s partner do if encroachment takes place behind the official handling the face-off?

6. What should the official conducting the face-off do if encroachment takes place within his/her view?

7. What should the official conducting the face-off do if a player is lined up improperly?

8. What should the official do if players begin “creeping in” the face-off circle, or jockeying for position before the puck is dropped?

9. What must the official who is not conducting the face-off do if he/she notices some players that the official conducting the face-off cannot see from his/her stance position are not in their proper position?

10. What is done if a player does not cooperate when instructed to get into position?

11. What does repeated encroachment on the same face-off by the same player or team call for?

12. At what age are children especially willing learners and responsive to an official’s instructions?

### **Speech Practice**

1. You are an experienced official. What advice would you give to your less experienced colleagues on encroachment?

2. You are an inexperienced official. What questions would you ask a famous official about encroachment?

3. You are an inexperienced official. Ask your experienced colleague questions about encroachment.

## Grammar Focus

### Настоящее неопределённое время (Present Simple)

Образование настоящего неопределённого времени (Present Simple)			
Лицо	Утвердительная форма	Отрицательная форма	Вопросительная форма
1-е	I work We work	I do not work We do not work	Do I work? Do we work?
2-е	You work	You do not work	Do you work?
3-е	He works She works It works They work	He does not work She does not work It does not work They do not work	Does he work? Does she work? Does it work? Do they work?

### Случаи употребления настоящего неопределённого времени (Present Simple)

Употребляется для выражения:	Примеры
Действия свойственного подлежащему, совершающегося в настоящий период времени в широком смысле; постоянная, неизменяющаяся ситуация:	Nurses look after patients in hospitals. My parents <u>live</u> in London. (They have lived there all their lives.) [3]
Повторяющегося, регулярного действия; привычки:	I eat an apple every morning.
Общеизвестных истин:	Water boils at 100 degrees Centigrade.
В устойчивых выражениях: I apologise ... , I advise ... , I insist ... , I agree ... , I refuse ...	I promise I won't be late. 'What do you suggest I do?' 'I suggest you try calling him tomorrow.' [3]
При описании событий, быстро сменяющих одно другое в комментариях и репортажах, например, в комментариях и репортажах о спортивных матчах [4]:	Titov passes to Baranov, Baranov to Robson, Robson to Bestchastnykh, nice ball – and Bestchastnykh shoots! The boys fight like tigers. Thompson gathers the ball and passes to Roger, who makes no mistake!
Будущего действия с глаголами движения, если речь идёт о программах или расписаниях или о личных планах, связанных с расписанием:	My train leaves at 11.30, so I need to be at the station by 11.15. What time do you finish work tomorrow?
Будущего действия в придаточных предложениях	If he comes, I will ask him

условия и времени:	about it.
<b>Показатели времени</b> (указывают на частоту совершения действия): every day, often, seldom, always, usually, as a rule, from time to time, occasionally, etc.	

**Exercise.** Choose the best answer. Use the Present Simple Tense.

1. Encroachment ... place when players violate the face-off circles.
  - a) take
  - b) takes
  - c) taking
  - d) does take
2. Encroachment is called when a player's skate ... the face-off circle.
  - a) enters
  - b) enter
  - c) do enter
  - d) does enter
3. Physical contact ... contact made by a player's body or stick.
  - a) include
  - b) is including
  - c) does includes
  - d) includes
4. If encroachment takes place behind the official handling the face-off, his/her partner ... his/her whistle and points toward the offending player's defensive end of the ice.
  - a) is blows
  - b) do blows
  - c) blows
  - d) does blow
5. The official's partner ... a view of the offending players.
  - a) does has
  - b) do have
  - c) have
  - d) has
6. If encroachment takes place within the view of the official conducting the face-off, he/she ... toward the offending player's end.
  - a) points
  - b) is point
  - c) do points
  - d) do not points
7. Encroachment ... place only after players are in position for the face-off.
  - a) take
  - b) takes
  - c) taking
  - d) does take

8. If a player ... when instructed to get into position, the center of the offending team should be ejected.

- a) does not cooperate
- b) do not cooperate
- c) cooperates not
- d) not cooperates

9. Repeated encroachment on the same face-off by the same player or team ... for a minor penalty for delay of game.

- a) calls
- b) is call
- c) call
- d) are calls

10. Officials always ... the age level of the players.

- a) consider
- b) considers
- c) is consider
- d) do consider

11. Children at the mite age classification and lower ... especially responsive to an official's instructions.

- a) are
- b) am
- c) is
- d) does



## Unit 3

### Words and Word Combinations

**1. Match the words and word combinations with their Russian equivalents.**

English	Russian
1) stickhandling	a) видеоповтор
2) video replay / review	b) вне игры
3) techniques	c) визор / защитный козырек
4) visor / half shield	d) ведение шайбы / обводка
5) out of play	e) виды бросков

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>


**2. Match the words and word combinations with their Russian equivalents.**




English	Russian
1) goal	a) вратарские коньки
2) cage	b) ворота
3) reinforced skates	c) выброс шайбы из своей зоны
4) goalkeeper (GK) / goalie / goaltender	d) вратарская клетка
5) clearance / clearing the / clearing attempt	e) вратарь / голкипер

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>

### Referee Signals

**1. Match the pictures with the referee signals.**

The pictures	The referee signals
 <p>1.</p>	A. Time-Out

The pictures		The referee signals
2.		B. Tripping
3.		C. Slashing
4.		D. Roughing

1.	2.	3.	4.

## 2. Match the referee signals with their descriptions.

Referee signals	Descriptions
1. Roughing	A. A series of chopping motions with the edge of one hand across the opposite forearm.
2. Slashing	B. Using both hands to form a "T." Same signal as Un-Sportsman Like Conduct.
3. Time-Out	C. With both skates on the floor, strike right leg below the knee with right hand.
4. Tripping	D. One punching motion to the side with the arm extending from the shoulder.

1.	2.	3.	4.

## 3. Match the referee signals with the cases in which they are used.

Referee signals	Cases
1. Roughing	A. Minor or Major penalty. Shall be imposed on a Player who swings

Referee signals	Cases
	his stick at an opponent, whether or not contact is made.
2.Slashing	B. Minor or Major penalty. Shall be imposed on a Player who places their stick, or a part of their body, under or around the feet or legs of an opponent causing the opponent to lose their balance. Will also be called if a Player kicks, uses a knee, or uses a leg to cause an opponent to fall.
3.Time-Out	C. Minor or Major penalty. Shall be imposed on a Player who subjects an opponent to intentional and unnecessary roughness or uses excessive force to push or hit an opponent.
4.Tripping	D. A brief break in play, a stop to the game called by a team for a few minutes in order to rest and discuss how they are going to play.

1.	2.	3.	4.

### Before you read

1. What is the blue line in ice hockey?
2. What tools do officials use to read the play at the blue line?
3. How long do you think the official, who is attending the blue line as play is about to leave the end zone, is supposed to hold the line?

### Reading the Play at the Blue Line (When Play Leaves the Zone)

(1) Officials must strive for blue line coverage at all times and should only have one official in position to make each blue line call. Effective communication, use of the release signal, repeated eye contact, and reading your partner's movements are all valuable tools used by successful officials.

(2) The official who is attending the blue line as play is about to leave the end zone must practice patience and hold the line as long as possible. In the ideal situation, this official does not leave the blue line position until released by the deep official or absolutely sure the play will enter the other end zone. The ability to wait until the last minute will result in more complete blue line coverage, but also takes a lot of practice and experience. Review the following tips on key areas in order to anticipate the movement of the puck from zone to zone:

#### (3) Signs That Play Is Staying In End Zone

- Defensemen hold at blue line
- Puck is carried along boards
- Wingers are out too high for breakout pass

#### Signs That Play Is Leaving End Zone

- Defensemen retreat from zone
- Puck is skated up the middle of ice

- Long completed pass near blue line

*Signs That Play Is Reversing Back Into End Zone*

- Team uses one player forecheck, stacking the neutral zone
- Player loses possession of puck
- Puck does not cross center red line for dump and chase without icing

*Signs That Play Will Travel Completely Through Neutral Zone*

- Offensive team changes to a defensive mode
- Team appears willing to give up neutral zone
- Player with puck has teammates in good position to receive pass

(4) The official deep in the zone must also anticipate the play and should monitor the same situations in order to not give up the goal line position unnecessarily but to also hustle to get to the blue line when play does leave the zone. Once at the blue line, the deep official can maintain the blue line position until the puck enters the far end zone [1].

### **1. Choose the best answer. In some cases several answers are possible.**

- Officials must strive for blue line coverage at all times and should have ... official(s) in position to make each blue line call.
  - two
  - three
  - four
  - one
- Valuable tools used by successful officials are ...
  - effective communication
  - delayed penalty
  - use of the release signal
  - hand pass
  - repeated eye contact
  - reading their partner's movements
- The official who is attending the blue line as play is about to leave the end zone must practice patience and...
  - leave the line as quickly as possible
  - hold the line as long as possible
  - move to the other end zone
  - use of the release signal
- The official who is attending the blue line as play is about to leave the end zone does not leave the blue line position until...
  - team uses one player forecheck, stacking the neutral zone
  - released by the deep official
  - wingers are out too high for breakout pass
  - absolutely sure the play will enter the other end zone
  - defensemen retreat from zone
- The ability to wait until the last minute ...
  - results in delayed penalty

- b) results in more complete blue line coverage
- c) is a bad thing for an official
- d) takes a lot of practice and experience
- 6. Signs that play is staying in end zone include ... .
  - a) puck is skated up the middle of ice
  - b) defensemen hold at blue line
  - c) puck is carried along boards
  - d) long completed pass near blue line
  - e) wingers are out too high for breakout pass
- 7. Signs that play is leaving end zone are ... .
  - a) defensemen retreat from zone
  - b) defensemen hold at blue line
  - c) puck is skated up the middle of ice
  - d) puck is carried along boards
  - e) long completed pass near blue line
- 8. Signs that play is reversing back into end zone do not include ... .
  - a) team uses one player forecheck, stacking the neutral zone
  - b) offensive team changes to a defensive mode
  - c) team appears willing to give up neutral zone
  - d) player loses possession of puck
  - e) puck does not cross center red line for dump and chase without icing
- 9. Signs that play will travel completely through neutral zone are ... .
  - a) team uses one player forecheck, stacking the neutral zone
  - b) offensive team changes to a defensive mode
  - c) team appears willing to give up neutral zone
  - d) puck does not cross center red line for dump and chase without icing
  - e) player with puck has teammates in good position to receive pass
- 10. Once at the blue line, the deep official can maintain the blue line position until ... .
  - a) the puck enters the far end zone
  - b) the puck crosses center red line
  - c) defensemen hold at blue line
  - d) the puck is carried along boards

## **2. Which paragraph contains the following information?**

- 1. Only one official in position is supposed to make each blue line call.
  - a) 1
  - b) 3
  - c) 2
  - d) 4
- 2. Valuable tools used by successful officials are effective communication, use of the release signal, repeated eye contact, and reading their partner's movements.
  - a) 1
  - b) 3
  - c) 2

- d) 4
- 3. The official who is attending the blue line as play is about to leave the end zone must hold the line as long as possible.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 4. The official who is attending the blue line as play is about to leave the end zone does not leave the blue line position until released by the deep official.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 5. Defensemen hold at blue line is the sign that play is staying in end zone.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 6. A player loses possession of puck is the Signs that play is reversing back into end zone.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 7. The official deep in the zone must also anticipate the play.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 8. The official deep in the zone should hustle to get to the blue line when play does leave the zone.
  - a) 1
  - b) 2
  - c) 3
  - d) 4

**3. Does the following statement agree with the information given in the text?**

- 1. Officials must strive for blue line coverage at all times.
  - a) true
  - b) false
  - c) not mentioned in the text
- 2. Valuable tools used by successful officials are effective communication, use of the release signal, repeated eye contact, and reading their partner's movements.

- a) true
  - b) false
  - c) not mentioned in the text
3. The official who is attending the blue line as play is about to leave the end zone must leave the blue line position as quickly as possible.
- a) true
  - b) false
  - c) not mentioned in the text
4. Referees who find themselves constantly skating behind the net during play are not anticipating the play effectively or are simply too lazy to hustle to the proper position.
- a) true
  - b) false
  - c) not mentioned in the text
5. The official who is attending the blue line as play is about to leave the end zone does not leave the blue line position until released by the deep official.
- a) true
  - b) false
  - c) not mentioned in the text
6. The official who is attending the blue line as play is about to leave the end zone does not leave the blue line position until he/she is absolutely sure the play will enter the other end zone.
- a) true
  - b) false
  - c) not mentioned in the text
7. The ability to wait until the last minute will result in incomplete blue line coverage.
- a) true
  - b) false
  - c) not mentioned in the text
8. The ability to wait until the last minute does not take a lot of practice and experience because it's an inborn ability.
- a) true
  - b) false
  - c) not mentioned in the text
9. The puck is carried along boards is the sign that play is staying in end zone.
- a) true
  - b) false
  - c) not mentioned in the text
10. An offensive team changes to a defensive mode is the sign that play is reversing back into end zone.
- a) true
  - b) false
  - c) not mentioned in the text
11. A player with puck has teammates in good position to receive pass is the sign that play will travel completely through neutral zone.
- a) true

- b) false
  - c) not mentioned in the text
12. The official deep in the zone must not give up the goal line position unnecessarily.
- a) true
  - b) false
  - c) not mentioned in the text
13. The official deep in the zone must not hustle to get to the blue line when play leaves the zone.
- a) true
  - b) false
  - c) not mentioned in the text
14. Once at the blue line, the deep official can maintain the blue line position until the puck enters the far end zone.
- a) true
  - b) false
  - c) not mentioned in the text
15. One situation where a referee may have no alternative but going behind the net is when players are jamming the end boards and the referee is trapped by the goal.
- a) true
  - b) false
  - c) not mentioned in the text

#### **4. Which of the following best describes the main idea of the text?**

- 1. Officials should have only one official in position to make each blue line call.
- 2. The official who is attending the blue line as play is about to leave the end zone must hold the line as long as possible.
- 3. Some signs that play is staying in end zone.
- 4. The official deep in the zone must also anticipate the play in order to not give up the goal line position unnecessarily.
- 5. Some useful tips for officials on how to read the play at the blue line.
- 6. The official deep in the zone should monitor the same situations in order to hustle to get to the blue line when play does leave the zone.

#### **5. Put the sentences into the correct order.**

- 1. The official deep in the zone must also anticipate the play in order to not give up the goal line position unnecessarily but to also hustle to get to the blue line when play does leave the zone.
- 2. The signs that play is staying in end zone include: defensemen hold at blue line; the puck is carried along boards; wingers are out too high for breakout pass.
- 3. The signs that play will travel completely through neutral zone include: an offensive team changes to a defensive mode; a team appears willing to give up neutral zone; a player with the puck has teammates in good position to receive pass.
- 4. Officials must strive for blue line coverage at all times.



5. The official who is attending the blue line as play is about to leave the end zone must hold the line as long as possible.
6. The ability to wait until the last minute takes a lot of practice and experience.
7. Officials should have one official in position to make each blue line call.
8. Successful officials use effective communication, the release signal, repeated eye contact, and reading their partner's movements.
9. Once at the blue line, the deep official can maintain the blue line position until the puck enters the far end zone.
10. This official does not leave the blue line position until released by the deep official or absolutely sure the play will enter the other end zone.

1	2	3	4	5	6	7	8	9	10

### 6. Complete the sentences.

1. Officials must strive for blue line coverage at all times and ...	a) all valuable tools used by successful officials
2. Effective communication, use of the release signal, repeated eye contact, and reading your partner's movements are ...	b) takes a lot of practice and experience
3. The official who is attending the blue line as play is about to leave the end zone must ...	c) defensemen hold at blue line; the puck is carried along boards; wingers are out too high for breakout pass
4. In the ideal situation, this official does not leave the blue line position until ...	d) released by the deep official or absolutely sure the play will enter the other end zone
5. The ability to wait until the last minute will result in more complete blue line coverage, but also ...	e) an offensive team changes to a defensive mode; a team appears willing to give up neutral zone; a player with the puck has teammates in good position to receive a pass
6. Signs that play is staying in end zone are ...	f) a team uses one player forecheck, stacking the neutral zone; a player loses possession of the puck; the puck does not cross center red line for dump and chase without icing
7. Signs that play is leaving end zone are ...	g) the puck enters the far end zone
8. Signs that play is reversing back into end zone are ...	h) in order to not give up the goal line position unnecessarily but to also hustle to get to the blue line when play does leave the zone
9. Signs that play will travel completely through neutral zone are ...	i) defensemen retreat from zone; the puck is skated up the middle of ice; a long completed pass near blue line

10. The official deep in the zone must also anticipate the play and should monitor the same situations ...	j) practice patience and hold the line as long as possible
11. Once at the blue line, the deep official can maintain the blue line position until ...	k) should only have one official in position to make each blue line call

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.

### 7. Make up sentences using the following words.

1. line, attending, The, is, blue, the, official.
2. is, zone, about, the, end, to, leave, Play.
3. The, the, official, line, holding, is.
4. official, the, The, leaving, is, position, line, blue.
5. line, are, The, at, holding, blue, the, defensemen.
6. boards, along, is, carried, the, puck, The.
7. zone, official, in, deep, the, The, is.
8. anticipate, official, The, play, the, must.
9. blue, is, official, the, The, at, line.
10. official, deep, The, the, position, blue, maintains, line.
11. enters, puck, The, zone, far, the, end.
12. The offensive team changes to a defensive mode.
13. puck, lost, possession, player, the, The, of.
14. puck, The, ice, middle, skated, of, the, up, is.

**8. Fill in the gaps with the following words:** *possession, anticipate, position, attending, far, maintains, skated, leave, deep, blue, line, offensive, puck, at.*

1. The official is ... the blue line.
2. Play is about to ... the end zone.
3. The official is holding the ... .
4. The official is leaving the blue line ... .
5. The defensemen are holding ... the blue line.
6. The ... is carried along the boards.
7. The official is ... in the zone.
8. The official must ... the play.
9. The official is at the ... line.
10. The deep official ... the blue line position.
11. The puck enters the ... end zone.
12. The ... team changes to a defensive mode.
13. The player lost ... of the puck.

14. The puck is ... up the middle of ice.

**9. Which words are misused in the sentences? Correct the mistakes.**

1. The official is ascending the blue line.
2. Play is about to live the end zone.
3. The official is moulding the line.
4. The official is leaving the blue line deposition.
5. The minutemen are holding at the blue line.
6. The pack is carried along the boards.
7. The official is dip in the zone.
8. The official must annihilatethe play.
9. The official is at the clue line.
10. The deep official minimizes the blue line position.
11. The puck hinders the far end zone.
12. The offensive team changes to a defensive module.
13. The player lost obsession of the puck.
14. The puck is skidded up the middle of ice.

**10. Find and correct the mistakes in the sentences.**

1. Officials must never strive for blue line coverage.
2. Officials should have three officials in position to make each blue line call.
3. Effective communication, use of the release signal, repeated eye contact, intimidating the players, and reading your partner's movements are all valuable tools used by successful officials.
4. The official who is attending the blue line as play is about to leave the end zone must leave the line as soon as possible.
5. In the ideal situation, the official who is attending the blue line as play is about to leave the end zone does not leave the blue line position until the puck is carried along the boards.
6. The ability to wait until the last minute will result in the official losing credibility.
7. The signs that play is staying in end zone are defensemen retreat from the zone; the puck is skated up the middle of ice; a long completed pass near blue line.
8. The signs that play is leaving end zone are defensemen hold at the blue line; the puck is carried along boards; wingers are out too high for breakout pass.
9. The signs that play is reversing back into end zone are the offensive team changes to a defensive mode; a team appears willing to give up the neutral zone; a player with the puck has teammates in good position to receive a pass.
10. The official deep in the zone must hustle to get to the blue line when the play stays in the zone.
11. Once at the blue line, the deep official can maintain the blue line position if the puck enters the far end zone.

**11. Answer the questions.**

1. When must Officials strive for blue line coverage?

2. How many officials should they have in position to make each blue line call?
3. What valuable tools do successful officials use?
4. How long must the official who is attending the blue line as play is about to leave the end zone hold the line?
5. When does the official who is attending the blue line as play is about to leave the end zone leave the blue line position, in the ideal situation?
6. What ability will result in more complete blue line coverage?
7. What signs indicate that the play is staying in the end zone?
8. What signs indicate that the play is leaving end zone?
9. What signs indicate that the play is reversing back into end zone?
10. What signs indicate that the play will travel completely through neutral zone?
11. What kind of situations should the official deep in the zone monitor in order to not give up the goal line position unnecessarily?
12. When should the official deep in the zone hustle to get to the blue line?
13. Until when can the deep official, once at the blue line, maintain the blue line position?

### Speech Practice

1. You are an experienced official. What advice would you give to your less experienced colleagues on how to read the play at the blue line?
2. You are an inexperienced official. What questions would you ask a famous official about how to read the play at the blue line?
3. You are an inexperienced official. Ask your experienced colleague questions about how to read the play at the blue line.

### Grammar Focus

#### Сравнение случаев употребления Present Continuous (настоящее длительное время) и Present Simple (настоящее неопределённое время)

Present Continuous	Present Simple
<p>Выражает длительное (незавершённое, незаконченное) действие, совершающееся непосредственно в момент речи или отрезок времени, связанный с моментом речи: Listen to those people. What language are they speaking?</p>	<p>Выражает действие, совершающееся в настоящее время в широком смысле этого слова или регулярное (повторяющееся действие): Excuse me, do you speak English?</p>
<p>Используется для выражения временной ситуации, временного положения дел: I'm living with some friends until I find a place of my own.</p>	<p>Используется для выражения постоянной ситуации: My parents live in London. They have lived</p>

	there all their lives.
<p>Употребляется с always для придания эмоциональной окраски высказыванию, выражения недовольства, раздражения:</p> <p>I've lost my phone again. I'm always losing things.</p>	<p>Употребляется с always для выражения регулярного (повторяющегося действия), нейтральной эмоциональной окраски:</p> <p>I always go to work by car.</p>

**Exercise.** Choose the best answer. Use the Present Continuous Tense or the Present Simple Tense.

1. Officials ... for blue line coverage at all times.

- a) are striving
- b) strives
- c) strive
- d) is striving

2. As a rule officials ... only one official in position to make each blue line call.

- a) are having
- b) has
- c) is having
- d) have

3. Effective communication, use of the release signal, repeated eye contact, and reading their partner's movements ... all valuable tools.

- a) are being
- b) are
- c) is am

4. The official ... his partner's movements now.

- a) reads
- b) are reading
- c) is reading
- d) read

5. The official ... the blue line now.

- a) am attending
- b) attends
- c) attend
- d) is attending

6. The officials ... the line now.

- a) are holding
- b) is holding
- c) hold
- d) holds

7. The play ... the end zone now.

- a) am leaving
- b) is leaving
- c) leaves
- d) leave

8. Officials usually ... patience.

- a) are practicing
- b) is practicing
- c) practice
- d) practices

9. The play ... the other end zone now.

- a) is entering
- b) am entering
- c) enters
- d) enter

10. The ability to wait until the last minute ... a lot of practice and experience.

- a) is taking
- b) take
- c) am taking
- d) takes

11. The play ... in the end zone now.

- a) are staying
- b) stay
- c) is staying
- d) stays

12. The defensemen ... at blue line now.

- a) is holding
- b) are holding
- c) hold
- d) holds

13. The player ... the puck along the boards right now.

- a) am carrying
- b) carries
- c) is carrying
- d) carry

14. The player... for position now.

- a) are jockeying
- b) jockey
- c) jockeys
- d) is jockeying

15. The defensemen ... from the zone now.

- a) are retreating
- b) is retreating
- c) retreat
- d) retreats

16. The play ... back into end zone now.

- a) are reversing
- b) is reversing
- c) reverses
- d) is reverse

17. The team ... one player forecheck now.

- a) am using
- b) uses
- c) is using
- d) use

18. The team ... the neutral zone now.

- a) is stacking
- b) am stacking
- c) stacks
- d) stack

19. The offensive team ... to a defensive mode now.

- a) am changing
- b) changes
- c) change
- d) is changing

20. The play is leaving the zone, so the official ... to get to the blue line.

- a) are hustling
- b) hustles
- c) is hustling
- d) hustle

21. The deep official usually ... the blue line position until the puck enters the far end zone.

- a) maintain
- b) is maintaining
- c) are maintaining
- d) maintains

## Unit 4

### Words and Word Combinations

#### 1. Match the words and word combinations with their Russian equivalents.

English	Russian
1) breakout	a) гол в пустые ворота
2) goal	b) гол при равных составах команд
3) empty-net goal / empty net goal	c) гол / шайба (забитая)
4) own goal	d) голевая / результативная передача
5) even-strength goal	e) гол в свои ворота
6) assist	f) выход из зоны

1.	2.	3.	4.	5.	6.


#### 2. Match the words and word combinations with their Russian equivalents.

English	Russian
1) scoring opportunity / chance	a) грубая игра
2) roughing	b) голевой момент / шанс
3) double minor	c) девятка
4) top corner	d) дисциплинарный штраф
5) misconduct penalty	e) дисциплинарный штраф до конца игры
6) game misconduct (GM)	f) двойной малый штраф




1.	2.	3.	4.	5.	6.

### Referee Signals

#### 1. Match the pictures with the referee signals.

The pictures	The referee signals
 <p>1.</p>	A. Boarding



The pictures		The referee signals
2.		B. Checking From Behind
3.		C. Washout
4.		D. Charging

1.	2.	3.	4.

## 2. Match the referee signals with their descriptions.

Referee signals	Descriptions
1.Washout	A. Striking the closed fist of the hand once into the open palm of the other hand.
2.Boarding	B. Arm placed behind the back, elbow bent, forearm parallel to the ice surface.
3.Charging	C. A sweeping motion across the body, palms down.
4.Checking From Behind	D. Rotating clenched fists around one another in front of chest.

1.	2.	3.	4.

## 3. Match the referee signals with the cases in which they are used.

Referee signals	Cases
1.Washout	A. Minor or Major penalty. Shall be imposed on a Player uses any method (body check, elbow, or tripping) to throw an opponent into the boards.

2.Boarding	B. Minor or major penalty. Shall be imposed on a Player who runs, jumps into or charges an opponent, including the goalie.
3.Charging	C. Minor or major penalty. Shall be imposed on a Player who deliberately checks an opponent from behind.
4.Checking From Behind	D. From a goalie's perspective, one of their favorite signals – “No goal” (a goal that is ruled invalid by the Referee). Also used to wave off an infraction.

1.	2.	3.	4.

### **Before you read**

1. What is aggressive penalty assessment in your opinion?
2. What is passive penalty assessment in your opinion?
3. Which officiating style is more preferable from your point of view?

### **Aggressive Versus Passive Penalty Assessment**

(1) Advanced officials must be able to adjust to the flow of the game when working higher levels of hockey. The players and coaches have a better understanding of the game and react according to the actions of the officials. An official who is monotone and robotic will often times be left behind by the game participants in an intensely contested game. Each game is different in intensity and requires a different approach from the officials. In some cases, an official's approach may even need to change in the middle of a game as the game takes on a different look. A good official will go with the flow and follow the tips presented in this section.

(2) The signals may be the most obvious change visible to the players and spectators. An official may need to be more aggressive with the penalty signals during a game that is hard fought and requires much control by the official. A more aggressive signal will notify the players that you are in control and you may not be particularly pleased with their actions. In contrast, a game that is relatively quiet will require the official to be more passive in signaling. A more deliberate signal that does not draw unnecessary attention to the offending player is all that is needed in a passive game. Being able to recognize the characteristics of the game and participants is important for an official to be able to respond accordingly. Mismatching the officiating style with the style of the game could create animosity with the players and make your job as an official more difficult.

(3) The verbalization of the penalty is also an important area for officials to adjust accordingly, even though a difference may only be noticed by the players on the ice. A good official will alter voice intonation according to the proximity of the play. When near the play, the official should be softer in order to not intimidate the players. When play is stopped with the official farther away from the players, the official needs to be louder and slightly more aggressive to effectively communicate the infraction. In some cases where a routine situation has occurred, the official may

choose not to verbalize at all as the players are already aware of what has been called. Once again, the inability of the official to adjust according to the situation will lessen the official's credibility and destroy the positive rapport that had been established with the players.

(4) Finally, you may recall the Basic and Intermediate Level Manuals call for the officials to maintain their cool at all times and perform only in a businesslike manner. This still holds true, although the most successful officials are able to establish a strong rapport with the participants by adjusting their demeanor according to the game. This can be done by controlling facial expressions. During a quiet, passive game, the good official may remain looser and be more friendly to the game participants. A smile on occasion may indicate that you are enjoying the game and have fun being an official. On the other hand, a more feisty game will call for the official to maintain control by being more aggressive and businesslike. An experienced official will also recognize the time where it may be appropriate to show anger in order to help maintain the control of the game and send a message to the players that a particular action will not be tolerated. The key to success for an official is the ability to tailor expressions to suit the game while always maintaining control of emotions [1].

### **1. Choose the best answer. In some cases several answers are possible.**

1. Advanced officials must ...
  - a) be aggressive
  - b) be able to adjust to the flow of the game
  - c) be passive
  - d) be able to go with the flow of the game
  - e) be able to change in the middle of a game
  - f) be monotone and robotic
2. An official who is monotone and robotic will often times ...
  - a) be able to adjust to the flow of the game
  - b) be able to change in the middle of a game
  - c) be left behind by the game participants
  - d) be able to go with the flow of the game
3. Each game is different in intensity and requires ...
  - a) the same approach from the officials
  - b) that the officials should remain monotone and robotic
  - c) a different approach from the officials
  - d) that the officials go with the flow of the game
4. A game that is hard fought will require the official to be more ... with the penalty signals.
  - a) passive
  - b) aggressive
  - c) neutral
  - d) deliberate
5. A game that is relatively quiet will require the official to be more ... in signaling.
  - a) aggressive

- b) neutral
  - c) active
  - d) passive
6. A more aggressive signal will notify the players that ...
- a) the official can't control the situation
  - b) the official is in control
  - c) the official is not pleased with the players' actions
  - d) the official is pleased with the players' actions
7. Mismatching the officiating style with the style of the game could ...
- a) create animosity with the players
  - b) increase the official's credibility
  - c) establish a positive rapport with the players
  - d) make the your job as an official more difficult
8. When near the play, the official should be ... in order to not intimidate the players.
- a) louder
  - b) more aggressive
  - c) softer
  - d) more indifferent
9. When play is stopped with the official farther away from the players, the official needs to be ... to effectively communicate the infraction.
- a) softer
  - b) louder
  - c) more aggressive
  - d) more indifferent
10. In some cases where a routine situation has occurred, the official may choose ...
- a) not to verbalize at all
  - b) to be louder
  - c) to be more aggressive
  - d) to be softer
11. The inability of the official to adjust according to the situation will ...
- a) lessen the official's credibility
  - b) increase the official's credibility
  - c) destroy a positive rapport with the players
  - d) establish a positive rapport with the players
12. The most successful officials are able to establish a strong rapport with the participants by ...
- a) performing only in a businesslike manner
  - b) maintaining their cool at all times
  - c) adjusting their demeanor according to the game
  - d) intimidating the players
13. A smile on occasion may indicate that ...
- a) the official is enjoying the game
  - b) the official is sending a message to the players that a particular action will not be tolerated
  - c) the official has fun being an official

- d) the official maintains the control of the game
- 14. A feisty game will call for the official to maintain control by ...
  - a) smiling
  - b) frowning
  - c) shouting
  - d) being more aggressive and businesslike
- 15. An experienced official will also recognize the time where it may be appropriate to show anger in order to ...
  - a) intimidate the players
  - b) help maintain the control of the game
  - c) send a message to the players that a particular action will not be tolerated
  - d) establish a positive rapport with the players
- 16. The key to success for an official is the ability to ...
  - a) establish a positive rapport with the players
  - b) intimidate the players
  - c) tailor expressions to suit the game while always maintaining control of emotions
  - d) control of emotions

## **2. Which paragraph contains the following information?**

- 1. A good official must be able to adjust to the flow of the game.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 2. Signals play an important role in adjusting the officiating style to the style of the game.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 3. The verbalization of the penalty is also an important area for officials to adjust their officiating style accordingly.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 4. Facial expressions play a crucial role in establishing a strong rapport with the participants.
  - a) 1
  - b) 2
  - c) 3
  - d) 4
- 5. A relatively quiet game requires the official to be more passive in signaling.
  - a) 1

- b) 2
- c) 3
- d) 4

6. When near the play, the official should be softer with the verbalization of the penalty.

- a) 1
- b) 2
- c) 3
- d) 4

**3. Does the following statement agree with the information given in the text?**

1. Advanced officials must be monotone and robotic.

- a) true
- b) false
- c) not mentioned in the text

2. An official must be more aggressive with the penalty signals during a game that is relatively quiet.

- a) true
- b) false
- c) not mentioned in the text

3. In the case of a frozen puck, stopping the play shall always be the sole responsibility of the closest official.

- a) true
- b) false
- c) not mentioned in the text

4. Controlling facial expressions helps officials establish a strong rapport with the participants.

- a) true
- b) false
- c) not mentioned in the text

5. In some cases the official may choose not to verbalize the penalty at all.

- a) true
- b) false
- c) not mentioned in the text

6. Mismatching the officiating style with the style of the game could increase the official's credibility and establish rapport with the players.

- a) true
- b) false
- c) not mentioned in the text

**4. Which of the following best describes the main idea of the text?**

1. Good officials must be able to adjust to the flow of the game by controlling their signals, verbal and facial expressions.

2. An official may need to be more aggressive with the penalty signals.
3. The verbalization of the penalty is also an important area for officials to adjust accordingly.
4. Successful officials are able to establish a strong rapport with the participants by controlling their facial expressions.

**5. Put the sentences into the correct order.**

A. The most successful officials are able to establish a strong rapport with the participants by adjusting their facial expressions according to the game.

B. The verbalization of the penalty is also an important area for officials to adjust accordingly.

C. A smile on occasion may indicate that you are enjoying the game and have fun being an official.

D. A game that is relatively quiet will require the official to be more passive in signaling.

E. A good official will alter voice intonation according to the proximity of the play.

F. Being able to recognize the characteristics of the game and participants is important for an official to be able to respond accordingly.

G. Advanced officials must be able to adjust to the flow of the game when working higher levels of hockey.

H. An official may need to be more aggressive with the penalty signals during a game that is hard fought and requires much control by the official.

I. An official who is monotone and robotic will often times be left behind by the game participants in an intensely contested game.

J. Each game is different in intensity and requires a different approach from the officials.

1	2	3	4	5	6	7	8	9	10

**6. Complete the sentences.**

1. An official who is monotone and robotic will often times be left behind by ...	a) that is hard fought and requires much control by the official
2. Each game is different in intensity and requires ...	b) to be more passive in signaling
3. In some cases, an official's approach may even need to change in the middle of a game as ...	c) a different approach from the officials
4. An official may need to be more aggressive with the penalty signals during	d) you may not be particularly pleased with their actions

a game ...	
5. A more aggressive signal will notify the players that you are in control and ...	e) louder and slightly more aggressive to effectively communicate the infraction
6. A game that is relatively quiet will require the official ...	f) all that is needed in a passive game
7. A more deliberate signal that does not draw unnecessary attention to the offending player is ...	g) not intimidate the players
8. When near the play, the official should be softer in order to ...	h) the game takes on a different look
9. When play is stopped with the official farther away from the players, the official needs to be ...	i) looser and be more friendly to the game participants
10. In some cases where a routine situation has occurred, the official may choose ...	j) the game participants in an intensely contested game
11. During a quiet, passive game, the good official may remain ..	k) maintain control by being more aggressive and businesslike
12. A more feisty game will call for the official to ...	l) maintain the control of the game and send a message to the players that a particular action will not be tolerated
13. An experienced official will also recognize the time where it may be appropriate to show anger in order to help ...	m) not to verbalize at all as the players are already aware of what has been called

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.

## 7. Make up sentences using the following words.

1. robotic, is, monotone, official, and, This.
2. the, requires, a, game, approach, different, from, Each, officials.
3. look, on, game, different, takes, The, a.
4. game, This, fought, is, hard.
5. requires, game, much, official, control, by, This, the.
6. situation, is, official, control, in, the, The, of.
7. signaling, The, is, official, passive, in.
8. communicated, effectively, official, infraction, This, the.
9. at, official, The, verbalize, all, not, chose, to.
10. participants, the, This, is, game, official, friendly, to.
11. businesslike, aggressive, and, official, This, is.
12. situation, is, to, anger, in, show, this, appropriate, It.



**8. Fill in the gaps with the following words:** *infraction, official, aggressive, signaling, penalty, near, businesslike, called, maintain, offending.*

1. An official may need to be more aggressive with the ... signals during a game that is hard fought and requires much control by the official.

2. A more ...signal will notify the players that you are in control and you may not be particularly pleased with their actions.

3. A game that is relatively quiet will require the official to be more passive in ... .

4. A more deliberate signal that does not draw unnecessary attention to the ...player is all that is needed in a passive game.

5. When ...the play, the official should be softer in order to not intimidate the players.

6. When play is stopped with the official farther away from the players, the official needs to be louder and slightly more aggressive to effectively communicate the ... .

7. In some cases where a routine situation has occurred, the official may choose not to verbalize at all as the players are already aware of what has been ... .

8. During a quiet, passive game, the good ...may remain looser and be more friendly to the game participants.

9. A more feisty game will call for the official to maintain control by being more aggressive and ... .

10. An experienced official will also recognize the time where it may be appropriate to show anger in order to help ...the control of the game and send a message to the players that a particular action will not be tolerated.

**9. Which words are misused in the sentences? Correct the mistakes.**

1. An official may need to be more aggressive with the penalty symbols during a game that is hard fought and requires much control by the official.

2. A more aggressive signal will nominate the players that you are in control and you may not be particularly pleased with their actions.

3. A game that is relatively quite will require the official to be more passive in signaling.

4. A more delegate signal that does not draw unnecessary attention to the offending player is all that is needed in a passive game.

5. When near the play, the official should be softer in order to not indicate the players.

6. When play is stopped with the official farther away from the players, the official needs to be louder and slightly more aggressive to effectively communicate the fractionation.

7. In some cases where a routine situation has occurred, the official may choose not to verbalize at all as the players are already aware of what has been hailed.

8. During a quiet, passive game, the good official may remain looser and be more friendly to the game patricians.

9. A more feisty game will say for the official to maintain control by being more aggressive and businesslike.

10. An experienced official will also recognize the time where it may be appropriate to show anger in order to help maintain the control of the game and send a message to the players that a particular action will not be interpreted.

### **10. Find and correct the mistakes in the sentences.**

1. An official may need to be more aggressive with the penalty signals during a game that is relatively quiet.

2. A more aggressive signal will notify the players that the official is in control and that the official is enjoying the game and has fun being an official.

3. A game that is hard fought will require the official to be more passive in signaling.

4. A more deliberate signal that does not draw unnecessary attention to the offending player is all that is needed in a feisty game.

5. When play is stopped with the official farther away from the players, the official should be softer in order to not intimidate the players.

6. When near the play, the official needs to be louder and slightly more aggressive to effectively communicate the infraction.

7. In some cases where a routine situation has occurred, the official needs to be louder and slightly more aggressive as the players are already aware of what has been called.

8. During a feisty game that is hard fought, the good official may remain looser and be more friendly to the game participants.

9. A quiet, passive game will call for the official to maintain control by being more aggressive and businesslike.

10. An experienced official will also recognize the time where it may be appropriate to show that he/she is enjoying the game and has fun being an official.

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

1. What must advanced officials be able to adjust to?

2. What may happen to an official who is monotone and robotic in an intensely contested game?

3. Do you think that all games require the same approach from the officials? Why? Why not?

4. What is considered to be the most obvious change visible to the players and spectators?

5. What game requires an official to be more aggressive with the penalty signals?

6. What does a more aggressive signal notify?

7. What does a relatively quiet game require?

8. What sort of signal is needed in a passive game?

9. What can create animosity with the players and make the job of an official more difficult?
10. Why is the verbalization of the penalty an important area for officials?
11. How should the official behave when near the play?
12. How should the official behave when play is stopped with the official farther away from the players?
13. How are the most successful officials able to establish a strong rapport with the participants?
14. When may the good official remain looser and be more friendly to the game participants?
13. What does a more feisty game call for the official?
14. What is the key to success for an official?

### Speech Practice

1. You are an experienced official. What advice would you give to your less experienced colleagues on how to adjust to the flow of the game when working higher levels of hockey?
2. You are an inexperienced official. What questions would you ask a famous official about what to do in order not to be left behind by the game participants in an intensely contested game?
3. You are an inexperienced official. Ask your experienced colleague questions about what an official should do in order to go with the flow of the game.

### Grammar Focus

#### Глаголы состояния (Stative/State verbs)

1. Глаголами состояния называются глаголы, которые описывают состояние души, тела или сознания, а также постоянные отношения. К глаголам состояния относятся, в частности, английские глаголы *appear* (в значении «казаться»), *assume* – полагать, *be* – быть, *believe* – верить, считать, *belong* – принадлежать, *consider* (в значении «считать»), *consist* – состоять, *contain* – содержать, *cost* – стоить, *depend* – зависеть, *detest* – питать отвращение, *envy* – завидовать, *equal* – быть равным, *exist* – существовать, *expect* – ожидать, *feel* (в значениях «вызывать ощущение», «быть на ощупь» и «считать»), *fit* – быть впору, *forget* – забывать, *hate* – ненавидеть, *have* (в значении «обладать»), *hear* – слышать, *include* – включать, *know* – знать, *lack* – не хватать, *like* – нравиться, *look* (в значении «выглядеть»), *love* – любить, *matter* – иметь значение, *mean* – значить, *need* – нуждаться, *owe* – быть должным, *own* – владеть, *possess* – обладать, *prefer* – предпочитать, *realize* – осознавать, *remember* – помнить, *require* – требовать, *see* (в значениях «воспринимать зрением», «понимать»), *seem* – казаться, *smell* (в значении «пахнуть»), *taste* (в значении «иметь вкус»), *tend* – иметь тенденцию, *think* (в значении «считать»), *understand* – понимать, *want* – хотеть, *wish* – желать, *weigh* (в значении «весить»).

2. Глаголы состояния обычно не употребляются в формах времён группы *Continuous*. Вместо времени *Present Continuous* употребляется время *Present Simple*, вместо *Present Perfect Continuous* – *Present Perfect* и т.д. Нельзя сказать, например, *I've been knowing him for only two days*. Вместо этого говорят *I've known him for only two days*. – Я знаком с ним всего два дня.

3. Следующие глаголы состояния никогда не употребляются в формах времён группы *Continuous*: *be, believe, cost, depend, exist, know, owe, own, possess, realize, seem, understand*. (Однако *be* иногда встречается в предложениях типа в значении вести себя, действовать: *Are you being foolish? He was being smart*).

4. Некоторые английские глаголы в одних значениях являются глаголами состояния и не употребляются со временами группы *Continuous*, а в других значениях не являются глаголами состояния и могут употребляться в формах времён группы *Continuous*.

а) Глаголы *consider* и *think* употребляются в *Continuous* в значении «находиться в процессе мыслительной деятельности», но не в значении «иметь мнение, считать, полагать». *I'm thinking of you all the time*. – Я все время думаю о тебе. *I think you are not right*. – Думаю, вы неправы. *When I was considering a trip to London I realized it was too expensive*. – Когда я раздумывал над тем, не совершить ли мне путешествие в Лондон, я понял, что это слишком дорого. *I consider him a liar*. – Я считаю его лжецом.

б) Глагол *taste* употребляется в *Continuous* в значении «пробовать», но не в значении «иметь вкус». *I'm tasting the meat to see if it needs more salt*. – Я пробую мясо, чтобы проверить, не нужно ли досолить его. *The meat tastes delicious*. – Это мясо имеет превосходный вкус.

в) Глагол *smell* употребляется в *Continuous* в значении «нюхать», но не в значении «пахнуть». *I'm smelling a flower*. – Я нюхаю цветок. *Now that lotuses are blossoming the river smells good*. – Теперь, когда цветут лотосы, у реки приятно пахнет.

г) Глагол *see* употребляется в *Continuous* в значении «встречаться», но не в значениях «воспринимать зрением», «понимать». *I'm seeing John this afternoon*. – Я встречаюсь с Джоном после обеда. *Do you see him over there?* – Видите его там? *I see now what you mean*. – Теперь я понимаю, что вы имеете в виду.

д) Глагол *feel* употребляется в *Continuous* в значениях («воспринимать на ощупь» и «чувствовать себя, чувствовать эмоции»), но не в значениях «вызывать ощущение» и «считать». *She was feeling in the dark for a pen*. – Она в темноте пыталась нащупать ручку. *Are you feeling better now?* – Ты теперь себя чувствуешь лучше? *After antistatic treatment the dress feels soft*. – После обработки антистатиком платье теперь мягкое на ощупь. *The company feels that it is not good time to invest*. – Компания понимает, что сейчас не лучшее время для инвестиций.

*Обратите внимание:* *How do you feel now?* или *How are you feeling now?* (возможны оба варианта, если действие совершается в момент речи, Как ты себя чувствуешь?), но *I usually feel tired in the morning*. (*Present Simple* выражает регулярное действие)

е) Глагол *appear* употребляется в *Continuous* в значении «появляться», но не в значении «казаться». The actor is appearing on the stage. – Актёр появляется на сцене. It appears to me that you are mistaken. – Мне кажется, что вы ошибаетесь.

ж) Глагол *have* употребляется в *Continuous* в значении деятельности (например, have a shower, have a good time, have lunch), но не в значении «обладать». He is having breakfast at the moment. – Он сейчас завтракает. You have a spot on your cheek. – У тебя что-то на щеке.

з) Глагол *look* употребляется в *Continuous* в значении «смотреть», но не в значении «выглядеть». Why are you looking at me like this? – Почему ты на меня так смотришь? You look fine! – Ты замечательно выглядишь!

Однако, согласно Р. Мёрфи употребление в *Continuous* в значении «выглядеть» также допустимо: You look well today. или You're looking well today.

и) Глагол *weigh* употребляется в *Continuous* в значении «взвешивать», но не в значении «весить». I'm weighing myself. – Я взвешиваюсь. I weigh now 60 kilos. – Я сейчас вешу 60 килограмм.

5. Некоторые глаголы состояния (например, *want* – хотеть, *like* – нравиться, *love* – любить, *remember* – помнить, *expect* – ожидать, *hear* – слышать) все же могут иногда употребляться в формах времён группы *Continuous*: I have been wanting to talk to you for three days. – Мне вот уже три дня как хочется поговорить с тобой. I will be remembering the shadow of your smile. – Я буду помнить тень твоей улыбки. I've been hearing about your marriage. – До меня доходили слухи о твоей женитьбе (я многократно слышал об этом). I am hearing a lot of good reports about your work these days. – Последнее время я постоянно слышу много хороших слов о твоей работе.

**Exercise.** Choose the best answer. Use the Present Continuous Tense or the Present Simple Tense.

1. The team ... willing to give up the neutral zone.

- a) appear
- b) appears
- c) is appearing
- d) am appearing

2. The player with the puck ... teammates in a good position to receive a pass.

- a) have
- b) is having
- c) are having
- d) has

3. The official ... to adjust to the flow of the game.

- a) is wanting
- b) want
- c) wants
- d) am wanting

4. Each game is different in intensity and ... a different approach from the officials.
- a) requires
  - b) require
  - c) is requiring
  - d) are requiring
5. Experienced players and coaches ... the game better.
- a) understands
  - b) are understanding
  - c) understand
  - d) is understanding
6. The players usually ... according to the actions of the officials.
- a) reacts
  - b) react
  - c) are reacting
  - d) is reacting
7. The official who always ... angry will intimidate players.
- a) is appearing
  - b) appear
  - c) appears
  - d) are appearing
8. The official who is always angry ... to be out of control.
- a) is appearing
  - b) appear
  - c) are appearing
  - d) appears
9. An official who constantly calls infractions in front of his/her partner ... to be overzealous and lacks confidence in his/her partner.
- a) appears
  - b) is appearing
  - c) appear
  - d) are appearing
10. The official ... an infraction now.
- a) are calling
  - b) is calling
  - c) calls
  - d) call
11. In some cases, an official's approach ... to change in the middle of a game as the game takes on a different look.
- a) need
  - b) is needing
  - c) are needing
  - d) needs
12. The official's approach ... now.
- a) are changing
  - b) changes

c) is changing

d) change

13. An official ... to be more aggressive with the penalty signals during a game that is hard fought.

a) need

b) is needing

c) are needing

d) needs

14. This game is intensely contested. So it ... much control by the official.

a) require

b) requires

c) is requiring

d) are requiring

15. The official ... with the flow of the game now.

a) are going

b) is going

c) go

d) goes

16. A game that is relatively quiet... the official to be more passive in signaling.

a) require

b) is requiring

c) are requiring

d) requires

17. This game is feisty. Now an experienced official ... anger in order to help maintain the control of the game.

a) is showing

b) are showing

c) show

d) shows

18. This game is feisty. Now an experienced official ... a message to the players that this action will not be tolerated.

a) are sending

b) send

c) is sending

d) sends

19. My friend ... ice hockey.

a) enjoys

b) enjoy

c) is enjoying

d) are enjoying

20. My friend does not particularly like ice hockey. But he ... this game very much.

a) enjoys

b) is enjoying

c) enjoy

d) are enjoying

21. My colleague ... that the signals may be the most obvious change visible to the players and spectators.
- a) think
  - b) is thinking
  - c) thinks
  - d) are thinking
22. The official ... about how to notify the players that he is in control and he is not particularly pleased with their actions.
- a) thinks
  - b) is thinking
  - c) think
  - d) are thinking
23. The official ... that a more deliberate signal that does not draw unnecessary attention to the offending player is all that is needed in a passive game.
- a) remember
  - b) is remembering
  - c) are remembering
  - d) remembers
24. ... that the officials should maintain their cool at all times and perform only in a businesslike manner?
- a) You think
  - b) Are you thinking
  - c) Do you think
  - d) You are thinking
25. This game is feisty. So the official ... to adjust according to the situation.
- a) want
  - b) is wanting
  - c) wants
  - d) are wanting
26. Now the official ... that it's the time where it may be appropriate to show anger in order to help maintain the control of the game.
- a) recognizes
  - b) recognize
  - c) is recognizing
  - d) are recognizing
27. This game is hard fought. Besides mismatching the officiating style with the style of the game ... animosity with the players.
- a) are creating
  - b) creates
  - c) is creating
  - d) create



## Unit 5

### Words and Word Combinations

#### 1. Match the words and word combinations with their Russian equivalents.

English	Russian
1) overtime (OT)	a) драка
2) fighting	b) задержка клюшки соперника
3) dribbling	c) задержка игры
4) to score	d) задержанный свисток
5) delayed whistle / slow whistle	e) дополнительное время / добавленное время / овертайм
6) delay of game	f) забить (гол)
7) holding the stick	g) дриблинг

1.	2.	3.	4.	5.	6.	7.


#### 2. Match the words and word combinations with their Russian equivalents.





English	Russian
1) hooking	a) замена игрока
2) holding an opponent	b) задержка клюшкой
3) falling on the puck	c) защита / оборона
4) substitution	d) замена вратаря
5) pulling the goalie	e) задержка шайбы
6) defense	f) задержка соперника

1.	2.	3.	4.	5.	6.

### Referee Signals

#### 1. Match the pictures with the referee signals.

The pictures	The referee signals
 <p>1.</p>	A. Un-Sportsman Like Conduct

2. 	B. Spearing
3. 	C. Misconduct
4. 	D. Penalty Shot
5. 	E. Delay Of Game

1.	2.	3.	4.	5.

**2. Match the referee signals with their descriptions.**

Referee signals	Descriptions
1.Delay of Game	A. Jabbing motion with both hands in front of body then drop hands to side of body.
2.Misconduct	B. Using both hands to form a “T.” Same signal as Time-Out.
3.Spearing	C. Arms extended above the head, clenched fists and wrists crossed.
4.Un-Sportsman Like Conduct	D. The non-whistle hand, palm open, is placed across the chest and then fully extended directly in front of the body.
5.Penalty Shot	E. Both hands on hips several times and point at offending player.

1.	2.	3.	4.	5.

### 3. Match the referee signals with the cases in which they are used.

Referee signals	Cases
1.Delay of Game	A. Major penalty. Shall be imposed on a Player who illegally jabs, or even just attempts to jab, the point of his stick blade into an opponent's body.
2.Misconduct	B. Minor penalty. Shall be imposed on a Player who, in the Referee's judgment, does something unsportsmanlike.
3.Spearing	C. A free shot is awarded to a Player who was illegally interfered with during a clear scoring opportunity, or a team illegally delays the game by deliberately moving a goal post or falling on a puck in the crease (see Delay of Game Penalty). The shot is taken with only the Goalie guarding against it. The Penalty Shot will be taken as follows: The Referee shall place the puck on the center face-off spot. The Player to take the Penalty Shot will, on the Referee's whistle, play the puck from there and attempt to score. The Goalie must stay in the crease until the Referee sounds the whistle. The Player taking the shot must keep the puck in motion in the direction of the opponent's goal line. Once the shot is taken the play shall be considered complete. No goal can be scored on a rebound of any kind.
4.Un-Sportsman Like Conduct	D. 10 minute penalty or removal from game. Shall be imposed on a Player who, at the discretion of the Referee, demonstrates improper behavior. Examples would be use of profanity and verbal abuse of an official. This is a penalty against an individual and not a team. A substitute player is permitted to immediately replace the offending player.
5.Penalty Shot	E. Minor penalty. 1) Shall be imposed on a Player who delays the game by deliberately shooting or batting the puck outside the playing area or by deliberately displacing the goals from their normal position. A Penalty Shot shall be awarded to the opposing team if on a breakaway scoring opportunity the goals are deliberately displaced by a Player. 2) Shall be imposed on a Player, except the Goalie, who does not immediately drop a broken stick. A Player whose stick is broken may participate in the game provided they immediately drop the stick. A Player may not receive a stick thrown on the floor but must obtain one from the player bench. A Goalie may continue to play with the paddle portion of a broken stick until a stoppage of play. 3) Shall be imposed on any Player, other than the Goalie, who deliberately falls on the puck or gathers a puck to the body. A Penalty shall be imposed on a Goalie who deliberately falls on a puck, or gathers it into the body, when entirely outside the boundaries of the goal

Referee signals	Cases
	crease area. 4) Shall be imposed if a Player, except the goalie, closes their hand intentionally on the puck. If a Player picks up the puck in the goal crease, a Penalty Shot shall be awarded to the non-offending team. A player is permitted to 'bat' the puck in the air with the open hand or push it along the floor unless, in the opinion of the Referee, it was deliberately directed to a team mate, in which case play shall be stopped and the puck faced-off at the spot where the offense occurred.

1.	2.	3.	4.	5.

### Before you read

1. Do you know any criteria for the calling of an infraction? What are they?
2. What infractions are referred to as “black and white” penalties? Why are they called “black and white”?
3. Do you think that the same officiating concepts and philosophies must be applied to the Youth levels and higher levels of the game?

### Penalty Criteria

(1)The four criteria for the calling of an infraction are listed below. These infractions are referred to as “black and white” penalties that must be called every time they occur.

1. An infraction which causes a loss of a scoring opportunity.
2. An infraction that creates a potential for injury.
3. An infraction that is blatantly obvious.
4. An infraction which causes an immediate change of possession or advantage gained.

(2)Some examples of how a penalty fits into one of the criteria follows:

- Stick contact to the head of an opponent → #2.
- Shoot the puck out of rink during a stoppage → #3.
- Check delivered to the head of an opponent → #2.
- Checking from behind → #2.
- Hooked opponent driving to the goal → #1.
- Hooked opponent in the neutral zone → #4.

(3)The following pages contain some higher level officiating concepts and philosophies that may not be applicable to the Youth levels of the game. Nonetheless, USA Hockey feels it is important to present this material for consideration and understanding by our more experienced officials. Whereas most officials will consider some of these principles, USA Hockey would recommend a more simplistic approach to the vast majority of our officials.

(4) It is widely recognized that all officials should minimize marginal penalties. At the youth levels of the game, doing so is a result of officials simplifying their thought process. The best youth hockey officials generally take the approach that if the action by the player is an infraction that fits within four basic penalty criteria, it is a penalty. If not, then it is not a penalty and play is allowed to continue. This simple approach will also allow an official to establish consistency within his/her own officiating.

Review the following material with an open mind in an attempt to better understand game management philosophy at the highest levels. But in doing so, also keep the value and principles of the USA Hockey programs in mind. The end result should be a better understanding of the game as it applies to the levels you work [1].

**Note:** USA Hockey is recognized by the International Olympic Committee and the United States Olympic & Paralympic Committee as the governing body for organized ice hockey in the United States and is a member of the International Ice Hockey Federation. Before June 1991, the organization was known as the Amateur Hockey Association of the United States (AHAUS).

The organization is based in Colorado Springs, Colorado. Its mission is to promote the growth of ice hockey in the U.S. USA Hockey programs support and develop players, coaches, officials, and facilities. USA Hockey also has junior ice hockey and senior ice hockey programs, and supports a disabled ice hockey program. USA Hockey provides certification programs for coaches and officials. Members of the organization receive a subscription to USA Hockey Magazine [2].

### **1. Choose the best answer. In some cases several answers are possible.**

1. ... criteria for the calling of an infraction are listed in the text.

- a) Two
- b) Four
- c) Three
- d) Five

2. These infractions are referred to as ... .

- a) major penalties
- b) minor penalties
- c) "blue and white" penalties
- d) "black and white" penalties

3. "Black and white" penalties ... .

- a) may be overlooked
- b) are considered marginal
- c) must be called every time they occur
- d) do not fit within four basic penalty criteria

4. The four criteria for the calling of an infraction are ... .

- a) an infraction which causes a loss of a scoring opportunity
- b) an infraction that creates a potential for injury
- c) an infraction that occurs during the warm up period

- d) an infraction that is blatantly obvious
  - e) an infraction which causes an immediate change of possession or advantage gained
5. A stick contact to the head of an opponent is ... .
- a) an infraction which causes a loss of a scoring opportunity
  - b) an infraction that creates a potential for injury
  - c) an infraction that is blatantly obvious
  - d) an infraction which causes an immediate change of possession or advantage gained
6. Shooting the puck out of rink during a stoppage is ... .
- a) an infraction which causes a loss of a scoring opportunity
  - b) an infraction that creates a potential for injury
  - c) an infraction that is blatantly obvious
  - d) an infraction which causes an immediate change of possession or advantage gained
7. A check delivered to the head of an opponent is ... .
- a) an infraction which causes a loss of a scoring opportunity
  - b) an infraction that is blatantly obvious
  - c) an infraction which causes an immediate change of possession or advantage gained
  - d) an infraction that creates a potential for injury
8. Checking from behind is ... .
- a) an infraction that creates a potential for injury
  - b) an infraction which causes a loss of a scoring opportunity
  - c) an infraction that is blatantly obvious
  - d) an infraction which causes an immediate change of possession or advantage gained
9. Hooked opponent driving to the goal is ... .
- a) an infraction that creates a potential for injury
  - b) an infraction which causes a loss of a scoring opportunity
  - c) an infraction that is blatantly obvious
  - d) an infraction which causes an immediate change of possession or advantage gained
10. Hooked opponent in the neutral zone is ... .
- a) an infraction which causes a loss of a scoring opportunity
  - b) an infraction that creates a potential for injury
  - c) an infraction that is blatantly obvious
  - d) an infraction which causes an immediate change of possession or advantage gained
11. Some higher level officiating concepts and philosophies ... .
- a) are applicable to all levels of the game
  - b) are applicable to the Youth levels of the game
  - c) may not be applicable to the Youth levels of the game
  - d) are applicable to a particular situation
12. USA Hockey recommends a more ... approach to the vast majority of their officials.
- a) realistic
  - b) simplistic
  - c) sophisticated
  - d) pragmatic
13. It is acknowledged that all officials should ... marginal penalties.
- a) optimize
  - b) call

- c) maximize
- d) minimize

14. The best youth hockey officials generally take the approach that if the action by the player is an infraction that fits within four basic penalty criteria, then ... .

- a) it is a penalty
- b) it is not a penalty
- c) play is allowed to continue
- d) it is an infraction that is blatantly obvious

15. If the action by the player does not fit within four basic penalty criteria, then ... .

- a) it is a penalty
- b) play is not allowed to continue
- c) it is not a penalty
- d) it is an infraction that is blatantly obvious

## **2. Which paragraph contains the following information?**

1. The four criteria for the calling of an infraction.

- a) 1
- b) 2
- c) 3
- d) 4

2. The infractions are referred to as “black and white” penalties.

- a) 1
- b) 2
- c) 3
- d) 4

3. “Black and white” penalties must be called every time they occur.

- a) 1
- b) 2
- c) 3
- d) 4

4. The examples of how a penalty fits into one of the criteria for the calling of an infraction.

- a) 1
- b) 2
- c) 3
- d) 4

5. Some higher level officiating concepts and philosophies may not be applicable to the Youth levels of the game.

- a) 1
- b) 2
- c) 3
- d) 4

6. USA Hockey would recommend a more simplistic approach to the vast majority of their officials.

- a) 1
  - b) 2
  - c) 3
  - d) 4
7. It is acknowledged that all officials should minimize marginal penalties.
- a) 1
  - b) 2
  - c) 3
  - d) 4
8. The best youth hockey officials generally take the approach that if the action by the player is not an infraction that fits within four basic penalty criteria, then it is not a penalty and play is allowed to continue.
- a) 1
  - b) 2
  - c) 3
  - d) 4

**3. Does the following statement agree with the information given in the text?**

- 1. Five criteria for the calling of an infraction are listed in the text.
  - a) true
  - b) false
  - c) not mentioned in the text
- 2. "Black and white" penalties do not fit within four basic penalty criteria
  - a) true
  - b) false
  - c) not mentioned in the text
- 3. The criteria for the calling of an infraction are an infraction which causes a loss of a scoring opportunity; an infraction that creates a potential for injury; an infraction that is blatantly obvious; an infraction which causes an immediate change of possession or advantage gained.
  - a) true
  - b) false
  - c) not mentioned in the text
- 4. A stick contact to the head of an opponent is an infraction which causes a loss of a scoring opportunity.
  - a) true
  - b) false
  - c) not mentioned in the text
- 5. Shooting the puck out of rink during a stoppage is an infraction that is blatantly obvious.
  - a) true
  - b) false
  - c) not mentioned in the text



6. A check delivered to the head of an opponent is an infraction which causes an immediate change of possession or advantage gained.
- a) true
  - b) false
  - c) not mentioned in the text
7. Checking from behind is an infraction which causes a loss of a scoring opportunity.
- a) true
  - b) false
  - c) not mentioned in the text
8. Hooked opponent driving to the goal is an infraction that creates a potential for an injury.
- a) true
  - b) false
  - c) not mentioned in the text
9. Hooked opponent in the neutral zone is an infraction which causes an immediate change of possession or advantage gained.
- a) true
  - b) false
  - c) not mentioned in the text
10. Some higher level officiating concepts and philosophies may not be applicable to the Youth levels of the game.
- a) true
  - b) false
  - c) not mentioned in the text
11. Officials are “teachers” at the lower levels of hockey (mites and squirts).
- a) true
  - b) false
  - c) not mentioned in the text
12. The best youth hockey officials generally take the approach that if the action by the player is an infraction that fits within four basic penalty criteria, then play is allowed to continue.
- a) true
  - b) false
  - c) not mentioned in the text
13. If the action by the player does not fit within four basic penalty criteria, then it is not a penalty.
- a) true
  - b) false
  - c) not mentioned in the text
14. At the highest levels of hockey, an official’s role is one of a “game manager.”
- a) true
  - b) false
  - c) not mentioned in the text
15. USA Hockey would recommend a more simplistic approach to the vast majority of their officials.

- a) true
- b) false

c) not mentioned in the text

16. Officials serve a dual role as “teachers” and “game managers” at some higher levels of hockey (pee wee through midget).

- a) true
- b) false

c) not mentioned in the text

17. It is acknowledged that all officials should minimize marginal penalties.

- a) true
- b) false

c) not mentioned in the text

#### 4. Which of the following best describes the main idea of the text?

1. “Black and white” penalties that must be called every time they occur.

2. Some higher level officiating concepts and philosophies that may not be applicable to the Youth levels of the game.

3. Penalty criteria and their application.

4. All officials should minimize marginal penalties.

5. A stick contact to the head of an opponent is an infraction that creates a potential for an injury.

#### 5. Put the sentences into the correct order.

A. If not, then it is not a penalty and play is allowed to continue.

B. The best youth hockey officials generally take the approach that if the action by the player is an infraction that fits within four basic penalty criteria, it is a penalty.

C. The four criteria for the calling of an infraction are listed in the text.

D. USA Hockey recommends a more simplistic approach to the vast majority of their officials.

E. Some higher level officiating concepts and philosophies may not be applicable to the Youth levels of the game.

F. For example, a stick contact to the head of an opponent is considered an infraction that creates a potential for an injury.

G. They include an infraction which causes a loss of a scoring opportunity; an infraction that creates a potential for an injury; an infraction that is blatantly obvious; an infraction which causes an immediate change of possession or advantage gained.

H. These infractions must be called every time they occur.

I. These infractions are referred to as “black and white” penalties.

J. All officials should minimize marginal penalties.

1	2	3	4	5	6	7	8	9	10

## 6. Complete the sentences.

1. Four criteria for the calling of an infraction are ...	a) an infraction which causes a loss of a scoring opportunity; an infraction that creates a potential for injury; an infraction that is blatantly obvious; an infraction which causes an immediate change of possession or advantage gained
2. The infractions that must be called every time they occur ...	b) is blatantly obvious
3. "Black and white" penalties fit within ...	c) causes an immediate change of possession or advantage gained
4. The four criteria for the calling of an infraction are ...	d) causes a loss of a scoring opportunity
5. A stick contact to the head of an opponent is an infraction that ...	e) listed in the text
6. Shooting the puck out of rink during a stoppage is an infraction that ...	f) applicable to the Youth levels of the game
7. Hooked opponent driving to the goal is an infraction which ...	g) four basic penalty criteria
8. Hooked opponent in the neutral zone is an infraction which ...	h) then it is a penalty
9. Some higher level officiating concepts and philosophies may not be ...	i) creates a potential for an injury
10. USA Hockey recommends a more simplistic approach to ...	j) are referred to as "black and white" penalties
11. All officials should minimize ...	k) consistency within his/her own officiating
12. The best youth hockey officials generally take the approach that if the action by the player is an infraction that fits within four basic penalty criteria, ...	l) then it is not a penalty
13. If the action by the player does not fit within four basic penalty criteria ...	m) marginal penalties
14. This simple approach will also allow an official to establish ...	n) the vast majority of their officials

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>	<b>7.</b>	<b>8.</b>	<b>9.</b>	<b>10.</b>	<b>11.</b>	<b>12.</b>	<b>13.</b>	<b>14.</b>

## 7. Make up sentences using the following words.

1. infraction, There, four, are, the, criteria, calling, of, an, for.
2. be, penalties, called, time, occur they, "Black and white", every, must.
3. opportunity, causes, infraction, of, loss, scoring, a, a, This.
4. injury, creates, infraction, for, a, This, potential, an.
5. obvious, blatantly, infraction, is, This.
6. gained, infraction, immediate, causes, change, advantage, possession, This, an, of, or.
7. rink, shot, stoppage, puck, out, a, of, The, during, the, player.
8. zone, hooked, player, opponent, neutral, his, the, in, The.
9. level, higher, concepts, Youth, officiating, applicable, game, levels, the, of, to, the, are, not, Some.
10. penalties, should, officials, marginal, minimize, All.

**8. Fill in the gaps with the following words:** *action, marginal, loss, penalties, puck, applicable, infraction, obvious, gained, potential, consistency, opponent, fits.*

1. There are four criteria for the calling of an ... .
2. "Black and white" ... must be called every time they occur.
3. This infraction causes a ... of a scoring opportunity.
4. This infraction creates a ... for an injury.
5. This infraction is blatantly ... .
6. This infraction causes an immediate change of possession or advantage ... .
7. The player shot the ... out of rink during a stoppage.
8. The player hooked his ... in the neutral zone.
9. Some higher level officiating concepts are not ... to the Youth levels of the game.
10. All officials should minimize ... penalties.
11. The best youth hockey officials generally take the approach that if the action by the player is an infraction that ... within four basic penalty criteria, then it is a penalty.
12. If the ... by the player does not fit within four basic penalty criteria, then it is not a penalty.
13. This simple approach will also allow an official to establish ... within his/her own officiating.

## 9. Which words are misused in the sentences? Correct the mistakes.

1. There are four exterior for the calling of an infraction.
2. "Black and white" casualties must be called every time they occur.
3. This infraction causes a loss of a soaring opportunity.
4. This infraction recreates a potential for an injury.
5. This infraction is blatantly obnoxious.
6. This infraction causes an immediate change of obsession or advantage gained.

7. The player shot the puck out of rink during a stoppage.
8. The player booked his opponent in the neutral zone.
9. Some higher level manipulating concepts are not applicable to the Youth levels of the game.
10. All officials should minimize marginal penalties.
11. The best youth hockey officials generally take the approach that if the action by the player is an infraction that fits within four basic penalty criteria, then it is a penalty.
12. If the accusation by the player does not fit within four basic penalty criteria, then it is not a penalty.
13. This simple reproach will also allow an official to establish consistency within his/her own officiating.

## **10. Find and correct the mistakes in the sentences.**

1. There are five criteria for the calling of an infraction listed in the text.
2. "Black and white" penalties do not fit within four basic penalty criteria.
3. "Black and white" penalties must not be called every time they occur.
4. A stick contact to the head of an opponent is an infraction which causes a loss of a scoring opportunity.
5. Shooting the puck out of rink during a stoppage is an infraction which causes a loss of a scoring opportunity.
6. A check delivered to the head of an opponent is an infraction which causes an immediate change of possession or advantage gained.
7. Checking from behind is an infraction which causes a loss of a scoring opportunity.
8. Hooked opponent driving to the goal is an infraction that creates a potential for an injury.
9. Hooked opponent in the neutral zone is an infraction that creates a potential for an injury.
10. Higher level officiating concepts and philosophies are applicable to all levels of the game.
11. USA Hockey recommends a sophisticated approach to the vast majority of their officials.
12. It is acknowledged that all officials should maximize marginal penalties.
13. The best youth hockey officials generally take the approach that if the action by the player is an infraction that fits within four basic penalty criteria, then play is allowed to continue.
14. If the action by the player does not fit within four basic penalty criteria, then it is an infraction that is blatantly obvious.

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

1. How many criteria for the calling of an infraction are mentioned in the text?
2. What are the penalties that must be called every time they occur?

3. What are the criteria for the calling of an infraction?
4. Which of the criteria does a stick contact to the head of an opponent fit into?
5. Which of the criteria does a shooting of the puck out of rink during a stoppage fit into?
6. Which of the criteria does a check delivered to the head of an opponent fit into?
7. Which of the criteria does a checking from behind fit into?
8. Which of the criteria does a stick contact to the head of an opponent fit into?
9. Which of the criteria does a hooking of an opponent driving to the goal fit into?
10. Which of the criteria does a hooking of an opponent in the neutral zone fit into?
11. Are all higher level officiating concepts and philosophies applicable to the Youth levels of the game?
12. What approach does USA Hockey recommend to the vast majority of their officials?
13. What should all officials try to do to marginal penalties?
14. What approach do the best youth hockey officials generally take?
15. How are the readers recommended to read the text?
16. What should the end result of studying the text be?

### Speech Practice

1. You are a member of USA Hockey. Tell officials about the criteria for the calling of an infraction.
2. You are a member of USA Hockey. Tell officials what higher level officiating concepts and philosophies are not applicable to the Youth levels of the game.
3. You are an official. What questions would you ask your colleague about the calling of an infraction?
4. You are an official working at the Youth levels of the game. What questions would you ask a member of USA Hockey about the application of higher level officiating concepts and philosophies to the Youth levels of the game?
5. You are officials. Exchange your experience on the calling of an infraction with each other.

### Grammar Focus

#### Прошедшее простое (неопределённое) время (Past Simple (Indefinite))

#### Образование прошедшего неопределённого времени (Past Simple) правильных глаголов (regular verbs)

<i>Лицо</i>	<i>Утвердительная форма</i>	<i>Отрицательная форма</i>	<i>Вопросительная форма</i>
1-е	I worked We worked	I did not work We did not work	Did I work? Did we work?

2-e	You worked	You did not work	Did you work?
3-e	He worked She worked It worked They worked	He did not work She did not work It did not work They did not work	Did he work? Did she work? Did it work? Did they work?

<b>Образование прошедшего неопределённого времени (Past Simple) неправильных глаголов(irregular verbs)</b>			
<i>Лицо</i>	<i>Утвердительная форма</i>	<i>Отрицательная форма</i>	<i>Вопросительная форма</i>
1-e	I gave We gave	I did not give We did not give	Did I give? Did we give?
2-e	You gave	You did not give	Did you give?
3-e	He gave She gave It gave They gave	He did not give She did not give It did not give They did not give	Did he give? Did she give? Did it give? Did they give?
(to) give – gave – given дать, подать, передать			

**Примечание.1.** Утвердительная форма Past Simple – вторая форма глагола (Past tense form). У правильных глаголов форма прошедшего времени (Past tense form) образуется путём прибавления к основной форме глагола (Basic verb form) окончания *-ed*. Для неправильных глаголов данную форму следует смотреть в словаре или специальном списке неправильных глаголов.

2. Как видно из таблиц, глагол при спряжении в Past Simple по лицам и числам не изменяется.

3. Глагол *to be* является исключением и образует формы Past Simple не по вышеуказанным правилам.

### **Спряжение глагола *to be* в прошедшем простом/неопределённом времени (Past Simple/Indefinite)**

<i>Лицо</i>	<i>Утвердительная форма Positive (+)</i>	<i>Отрицательная форма Negative (-)</i>	<i>Вопросительная форма Interrogative (?)</i>
1-e	I was We were	I was not / I wasn't We were not / We weren't	Was I? Were we?
2-e	You were You were	You were not / You weren't You were not / You weren't	Were you? Were you?
3-e	He was She was It was	He was not / He wasn't She was not / She wasn't It was not / It wasn't	Was he? Was she? Was it?
	They were	They were not / They	Were they?

Лицо	Утвердительная форма Positive (+)	Отрицательная форма Negative (-)	Вопросительная форма Interrogative (?)
		weren't	

Случаи употребления прошедшего неопределённого времени (Past Simple)	
Прошедшее неопределённое время употребляется для выражения:	Примеры
Однократного действия в прошлом:	I took a book from the library yesterday.
Цепи последовательных действий в прошлом:	He took a book, opened it and began reading it.
Повторяющегося, регулярного действия в прошлом:	He always came to school on time.
Исторических событий или событий, произошедших в отдалённом прошлом:	Mozart wrote more than 600 pieces of music.
Прошедшее неопределённое время употребляется в том случае, если 1) действие закончилось совершаться, 2) отрезок времени, в течение которого совершалось действие, истёк, 3) отсутствует связь с настоящим:	The police stopped me on my way home last night.
<b>Показатели времени:</b> yesterday, last week / year / month; a minute / an hour ago.	

**Exercise 1.** Choose the best answer. Use the Past Simple Tense.

1. The player ... possession of puck.

- a) did not lost
- b) not lost
- c) was not lose
- d) did not lose

2. The puck ... the center red line for dump and chase without icing.

- a) did not crossed
- b) did not cross
- c) not crossed
- d) was not crossed

3. The player ... his opponent.

- a) blocked
- b) did block
- c) did blocked
- d) were blocked

4. The player ... the stick with both hands.

- a) holded



- b) did hold
- c) held
- d) was hold

5. The player ... an opponent with his stick.

- a) did hampered
- b) hampered
- c) did hamper
- d) not hampered

6. The player ... to neutralize an opponent with his stick.

- a) try
- b) did tried
- c) did try
- d) tried

7. The player ... his opponent from behind.

- a) checked
- b) check
- c) did checked
- d) were checked

8. The infraction ... a loss of a scoring opportunity.

- a) did not caused
- b) did not cause
- c) not caused
- d) was not cause

9. The infraction ... a potential for an injury.

- a) created
- b) was created
- c) create
- d) did create

10. The infraction ... blatantly obvious.

- a) did not was
- b) did not be
- c) were not
- d) was not

11. This infraction ... an immediate change of possession or advantage gained.

- a) did not caused
- b) not caused
- c) did not cause
- d) was not cause

12. The player ... the puck out of rink during a stoppage.

- a) shoot
- b) was shot
- c) shot
- d) did shoot

13. The player ... his opponent in the neutral zone.

- a) did hooked

- b) hooked
- c) did hook
- d) was hooked

14. Those higher level officiating concepts ... applicable to the Youth levels of the game.

- a) were not
- b) was not
- c) did not
- d) did not be

15. The official ... marginal penalties.

- a) was minimized
- b) did minimized
- c) did minimize
- d) minimized

16. The youth hockey official ... the approach that if the action by the player was an infraction that fit within four basic penalty criteria, then it was a penalty.

- a) did took
- b) took
- c) was took
- d) did take

17. If the action by the player ... within four basic penalty criteria, then it was not a penalty.

- a) did not fit
- b) did not fitted
- c) was not fitted
- d) not fit

18. That simple approach ... the official to establish consistency within his own officiating.

- a) did allowed
- b) did not allowed
- c) did allow
- d) allowed

**Exercise 2.** Make the following sentences negative.

1. The player lost possession of puck.
2. The puck crossed the center red line for dump and chase without icing.
3. The player blocked his opponent.
4. The player held the stick with both hands.
5. The player hampered an opponent with his stick.
6. The player tried to neutralize an opponent with his stick.
7. The player checked his opponent from behind.
8. The infraction caused a loss of a scoring opportunity.
9. The infraction created a potential for an injury.
10. The infraction was blatantly obvious.

11. This infraction caused an immediate change of possession or advantage gained.
12. The player shot the puck out of rink during a stoppage.
13. The player hooked his opponent in the neutral zone.
14. Those higher level officiating concepts were applicable to the Youth levels of the game.
15. The official minimized marginal penalties.

## Glossary

### Ice-hockey

бандаж	jockstrap / jock / jock strap
блокер / блин	blocker / blocking glove / shield / waffle (pad)
блокировка	interference / obstruction
блок-шот	blocked shot
большой дисциплинарный штраф	gross-misconduct penalty
большой штраф	major penalty
борта	boards
бросок из-под игрока	screen(ed) shot
бросок по воротам	shot on goal (SOG)
бросок подкидкой	flip shot
бросок / пас в одно касание	one-timer
быстро летящая шайба	bullet
в (численном) меньшинстве	short-handed / shorthanded
в полном составе	at full strength
в равных составах	at even strength (EV)
вбрасывание (шайбы)	face-off
ведение шайбы / обводка	stickhandling
видеоповтор	video replay / review
виды бросков	techniques
визор / защитный козырек	visor / half shield
вне игры	out of play
ворота	goal
вратарская клетка	cage
вратарские коньки	reinforced skates
вратарь / голкипер	goalkeeper (GK) / goalie / goaltender
выброс шайбы из своей зоны	clearance / clearing the / clearing attempt
выход из зоны	breakout
гол / шайба (забитая)	goal
гол в пустые ворота	empty-net goal / empty net goal
гол в свои ворота	own goal
гол при равных составах команд	even-strength goal
голевая / результативная передача	assist
голевой момент / шанс	scoring opportunity / chance
грубая игра	roughing
двойной малый штраф	double minor
девятка	top corner
дисциплинарный штраф	misconduct penalty
дисциплинарный штраф до конца	game misconduct (GM)

игры	
дополнительное время / добавленное время / овертайм	overtime (OT)
драка	fighting
дриблинг	dribbling
забить (гол)	to score
задержанный свисток	delayed whistle / slow whistle
задержка игры	delay of game
задержка клюшки соперника	holding the stick
задержка клюшкой	hooking
задержка соперника	holding an opponent
задержка шайбы	falling on the puck
замена игрока	substitution
замена вратаря	pulling the goalie
защита / оборона	defense
защита горла / ошейник	neck protector / neck guard / throat protector / throat guard
защитник	defender / defenseman / defensive player
защитное стекло	glass (protector) / protective shielding
защитный щиток на голень	shin pad / shin guard
звено нападающих	forward line / offensive line
зона	zone
зона защиты / своя зона	defensive zone / defense zone / defending zone
зона защиты или нападения	end zone
зона нападения	attacking zone / offensive zone
игра / матч	game
игра в (численном) большинстве / численное преимущество	power play (PP)
игра в защите / игра «от обороны»	defensive play
игра высоко поднятой клюшкой	high-sticking / high sticking
играть в меньшинстве / «убивать» штрафное время	kill (off) a penalty
игрок основного состава	regular (player)
игрок, владеющий шайбой	puck-carrier / puck carrier
игрок, ожидающий паса из зоны защиты	sleeper
капа	mouthguard / mouthpiece
кистевой бросок	wrist shot / wrister / sweep shot
классификационные матчи	qualifying
клюшка (хоккейная)	stick / hockey stick
клюшка с загнутым крюком	curved stick / curved blade stick
количество забитых шайб	goals scored

колющий удар	spearing
команда-победитель	winner
командный матч	team match
контратака / контрнаступление	counterattack
контроль шайбы перепасами	cycling the puck
коньки (хоккейные)	hockey skates
короткий щелчок	snap shot / snap pass
краги	gloves
крайний нападающий	winger / wingman
красная линия	red line
красный круг вбрасывания	red circle
круг вбрасывания	face-off circle
крюк клюшки	blade (of stick)
левый нападающий / крайний	left winger (LW)
левый фланг	left wing
ледовая арена для хоккея	hockey arena
ледовый дворец	ice dome
линейный судья / судья на линии / лайнсмен	linesman
линия ворот	end line / goal line
ловушка (вратарская)	catcher / catch(ing) glove / trapper
малый скамеечный штраф	bench minor penalty
малый штраф	minor penalty
маска (вратаря)	face mask
маска вратаря	goalie mask
матч	match
матч за бронзовую медаль	bronze medal game
матч за золотую медаль	gold medal game
матч за третье место	third place play-off
матч-штраф	match penalty (MP)
Международная федерация хоккея с шайбой	International Ice Hockey Federation (IIHF)
мировой рейтинг IIHF	IIHF World Ranking
навесной пас / навесная передача	lift pass
нагрудник (вратаря)	chest pad / chest protector / (goalkeeper) breast protector
наколенник	knee pad
нападающий	attacker
нападающий / форвард	forward
наплечник	shoulder pad
нарушение правил	infraction
нарушение численного состава	too many men on ice
незасчитанный гол	disallowed goal / non-goal

нейтральная зона	neutral zone
неправильная атака	charging
неспортивное поведение	unsportsmanlike conduct
ничейная/отскочившая шайба	loose puck
обманное движение	deke [di:k]
оборонительное звено	defensive line
обоюдное удаление	coincidental penalties
опасная игра	dangerous play
опекун	cover
опорный игрок / ключевой игрок	pivot
освобождение зоны	clearing the zone
основное время	regulation time / regular time
основное (игровое) время	playing time
остановка игры	interruption of the game / stoppage
острый угол	tight angle / bad angle / sharp angle / tough angle
отбор шайбы	check(ing) / takeaway
отбор шайбы «тычком»	poke check
отбор шайбы крюком клюшки зацепом	hook check
отбор шайбы метелочкой	sweep check
отбор / перехват шайбы	steal
отложенный офсайд	delayed offside
отложенный штраф	delayed penalty
отрыв с выходом один на один	breakaway
отскок / рикошет	carom / deflection / rebound
офсайд / положение вне игры	offside
оштрафованный игрок	penalized player / sanctioned player
парирование броска	block
пас / передача	pass / feed
пас «паровозик» / оставление шайбы	drop pass
пас в центр	centering pass
пас за спину партнеру или в сторону от партнера / недодача	under-led pass
пас игрока партнеру из-за ворот соперника	passout
пас на выход / выводящая передача	lead pass
пас по воздуху / пас верхом	saucer pass
пас по льду	flat pass
пас подкидкой	flip pass
пас рукой	hand pass
перекладина ворот	crossbar
перерыв между периодами	intermission

перехват	interception
перехваченный пас/бросок	intercepted pass / intercepted shot
период	period
разыгрывающий / плеймейкер	quarterback / playmaker
площадь ворот	goal crease
площадь судьи	referee's crease
победа «всухую»	shut-out / shutout (SO)
победный гол	game-winning goal / game winning goal (GWG)
подножка	tripping
подсечка коньком	slew-footing
полевой игрок	skater / field player / fielder / skater
полуфинальная игра	semi-final game
потасовка	fisticuffs
пояс	garter (belt)
правило внезапной смерти	sudden death shootout
правый нападающий / крайний	right winger (RW)
правый фланг	right wing
прессинг / силовое давление	forechecking
прижимание шайбы к борту или ко льду	freezing the puck
проброс шайбы (айсинг)	icing (the puck)
продолжительность игры	length of game
прорыв / выход к воротам	break
процент отражённых (вратарём) бросков	save percentage (SvPct/SV%)
пустые ворота	empty net
пятак	slot
разница забитых и пропущенных шайб	goal difference
раковина	athletic cup / cup (protector) / groin protector / pelvic protector / protective cup
расположение игроков на поле	line-up / lineup
ручка (клюшки)	shaft (of the stick)
свалка	scramble
световой сигнал	light signal
сейв	save (SV)
серия (послематчевых) буллитов	(penalty) shootout
сетка (ворот)	net
силовой приём	bodycheck(ing) / contact
силовой приём плечом / удар или толчок плечом	shoulder check



симулянт	diver
симуляция	diving / embellishment
синяя линия	blue line
скамейка для судейской бригады	officials bench / scoring bench
скамейка запасных / запасные игроки	players' bench / subs bench / bench
скамейка штрафников / штрафная скамья	penalty box / sin bin
скрытый/слепой пас	blind pass
смена по ходу игры	change on the fly / change on the go / change on the move / flying substitution
смена составов / смена звена	line change
снаряжение вратаря	goalkeeper's equipment
сокращение угла (обстрела)	cutting (down) the angles
состав команд	roster
специалист по вбрасыванию	face-off leader
специалист по игре в меньшинстве / игрок меньшинства	penalty killer
спорный гол	disputed goal
среднее количество пропущенных голов	goals against average (GAA)
средняя зона	centre ice
стартовый состав	starting line-up
стойка для клюшек	stick rack
стремительный переход к атаке	rush
судейская бригада	officials
судья в бригаде	off-ice official
судья в поле	on-ice official
судья видеоповтора	video goal judge
судья за воротами	goal judge
судья-регистратор	game scorekeeper / scorer
судья-хронометрист	game timekeeper
судья-хронометрист штрафного времени	penalty timekeeper
счёт	score
табло	scoreboard
тайм-аут	time-out
тафгай	tough guy
телохранитель	enforcer
толчок (соперника) на борт	boarding / boardchecking
толчок клюшкой	cross-checking
точка вбрасывания	face-off spot
трейлер	trailer
третий в драке	third-man-in

тройка (нападающих)	(attacking) line
угол броска	shooting angle
угроза нанести удар клюшкой	slashing
удаление	ejection / dismissal / sending-off
удаление до конца игры	game ejection
удаление за игру сломанной клюшкой	broken stick penalty
удар концом клюшки	butt-ending
удар локтем	elbowing
удар соперника коленом	kneeing
удерживание шайбы путём дриблинга	ragging
умышленная блокировка	Intentional obstruction
универсальный игрок	all-round player
уравнивающий гол / ничейный гол	game-tying goal / game tying goal (GTG)
финт	fake
фланг	wing
фол	foul
хет-трик	hat trick
хозяева (льда/площадки) / команда хозяев	home team
хоккеист	hockey player
хоккей с шайбой	ice hockey
хоккейная площадка	ice rink
хоккейное торможение	hockey stop / side stop
хоккейный свитер / хоккейная майка	jersey
центральная линия	center line
центральная точка вбрасывания	center (ice) spot
центральный круг	center (ice) circle
центрфорвард	center (forward) / centerman
шайба	puck
шлем с маской	helmet with mask
штанга (ворот)	goalpost / upright
штраф(ной)	penalty
штрафное время	penalty time / penalty minutes
штрафной бросок / буллит	penalty shot (PS)
щелчок	slap shot / slapshot
щель между щитков вратаря (гамак)	five-hole / five hole
щиток	leg guard / leg pad

## PART 2. JUDO

### Unit 1

#### My favourite kind of sport is judo

##### 1. Discussion club. Answer the following questions.



1. Do you know any famous judokas?
2. What is it “the weight category”?
3. What medals do the wrestlers get?
4. What is the motto of the Olympic Games?
5. Have you ever studied a martial art?
6. Can you name any Japanese/Chinese/Korean martial arts?
7. Which martial art is best in your opinion? Why?
8. Do you like fighting?
9. Do you often fight?
10. Have you ever been in a fight? Did you win?

##### 2. Vocabulary. Learn the new words and expressions.

**self-defense** - самооборона

**martial arts** – боевые искусства

**level** - уровень, ступень

**the special mark** – отличительная черта

**longstanding** - давний

**experienced** - опытный

**daring** - отважный

**tenacious** – цепкий, крепкий

**humble** – скромный, простой

**represent** - представлять

**a compulsory subject** – обязательный предмет

**host** - принимающая сторона, принимать

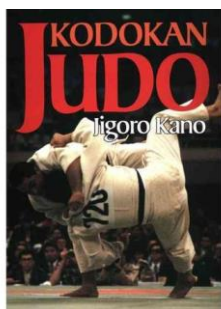
**athlete** - спортсмен

##### 3. Read and translate the text.

#### THE DEVELOPMENT OF JUDO

People of all ages are interested in judo. It has become a popular kind of sport. It is popular with youngsters and adults.

**Jigoro Kano** (1860-1938) is a creator of judo. It is a system of self-defense, a new type of wrestling which means “the gentle way”. Kano wanted judo to be a “martial art for the physical training and general education of young people, a philosophy, and the art of everyday life”.



Kano decided to rank athletes according to their skills, that is: six young levels “kyu” and ten master levels “dan”. A belt of a different colour became the special mark for each level; white (lower level), followed by yellow, orange, green, blue, brown and finally, BLACK.

Judo preserves longstanding, old traditions. An experienced judoka or a beginner should be daring, hard-working, humble and respectful to others. Jigoro Kano represented judo as a way to developing a balanced and clever personality. He also believed that judo was not simply another martial arts but a philosophy for daily life. Every person finds his or her place in judo.

In 1882 the Kodokan Judo Institute was opened in Tokyo. There this new system was developed and coaches were actively trained. They tried to spread the art across the country. Then, on Jigoro Kano’s initiative, judo became a compulsory subject in all schools everywhere in Japan. In 1889 Kano began teaching in Europe. The first school was opened in France. Soon after that judo appeared in the UK and the USA.

The International Judo Federation (IJF) was founded in 1951. Tokyo hosted the First World Championship in 1956. There were 31 athletes from 21 countries.

#### 4. These are the famous words. Can you translate them into English? Try.



*Не важно, будешь ли ты  
лучше кого-то. Важно,  
будешь ли ты лучше, чем  
вчера.*

*Дзигоро Кано.  
создатель дзюдо*

#### 5. Complete the following sentences.

1. Judo is ....
2. Jigoro Kano is ...
3. Kano decided...
4. An experienced judoka or a beginner...
5. Kodokan Judo Institute .....
6. On Jigoro Kano’s initiative, judo...
7. The first school...

8. The International Judo Federation (IJF)...

**6. Answer the questions.**

1. Who is the creator of judo?
2. What does “dan” mean?
3. What belt does the best wrestler have?
4. What character must athletes have?
5. Judo spread throughout the world, didn't it?

**7. Decide whether the sentences are true (T) or false (F).**

1. The International Judo Federation (IJF) was founded in summer 1952. T/F
2. Kano ranked athletes according to their ages, in six student levels (kyu) and ten masters levels (dan) T/F
3. The Kodokan Judo Institute was opened in Tokyo in 1888. T/F
4. In 1889 Kano began teaching in Europe personally opening the first school in the USA. T/F
5. The first judo school was opened in France. T/F

**8. Make up sentences using the following words.**

1. in Athens, one gold, medals, won, one silver, and, Russians, six, Games, at the 2004, four bronze.
2. Paralympic Games, first, programme, at the 1988, included, was, Judo, in the.
3. city, the, become, reality, Olympic, has, dream, of, wonderful, the, a.

**9. Surf the Internet. Find the biography of any famous judoka. Be ready to tell the classmates.**

- Name/ famous for
- Early years
  - Personality
  - Later years
  - Interests, hobbies, achievements
  - Your comments and feelings

**10. Judo vocabulary. Study and take notes.**

**belt** – пояс

**bow** - приветствие - поклон

**caution** – предупреждение

**chokelock** – удушающий приём **necklock** – удушающий приём

**to apply a chokelock** – применять удушающий приём

**to escape a choke** – избегать удушающий приём  
**classification** – разряд, **disqualification** – дисквалификация  
**contest** – схватка **preliminary** – предварительная схватка  
**defeat** – поражение  
**defence** (defense AE)- защита **selfdefence** (self defense AE)- самозащита  
\* AE –American English

**draw** - ничья

**drop** – бросок, ронять

**fall** – падение, падать

**final fight**– финальная схватка (judo final fight)

**grip** – захват **sleeve grip** – захват за рукав

**hold** – захват **to take a hold** – брать захват

**dislocation hold** – болевой приём

**hold-down** – удержание

**International Judo Federation** - Международная Федерация Дзюдо ( IJF)

**jacket** – кимоно

**judge** – боковой судья ( side judge) referee - судья

**judoka, judo wrestler** – дзюдоист

**judo trousers** – брюки «дзюбон»

**lapel** – отворот куртки

**note** - замечание

**technique** - техника **locking technique** – техника болевых приёмов

**favourite technique** – коронный приём **holding technique** -

техника захватов

**throw** - бросок **counter throw** – ответный бросок

**time-keeper** - секундометрист

**tripping** - подножка

**victory, win** - победа **victory on points** – победа по очкам

**clear victory, complete victory, ippon** – чистая победа, полная победа

**warning** – предупреждение

**waza-ari (almost ippon)** – вазари (почти чистая победа)

**weight category** – весовая категория

**weight-in** - взвешивание

**yuko (almost waza-ari)** – юко (почти вазари)

**11. Think of sentences (1-10) with these new words.**

**12. Work in pairs. Imagine that you and your friend (a judo wrestler) are watching the competition. Make up a dialogue using these questions.**

1. How many weight categories are represented in this competition?
2. Who is wrestling?
3. When and where is the weight-in to be held?
4. When do the preliminaries begin?
5. Who is leading?

6. The judoka has scored waza-ari because his opponent got a warning, hasn't he?

7. Has he won on points? Has he scored a clear win?

8. When do the final matches begin?

9. Who is wrestling in the finals?

10. How many points has he scored?

11. Has the referee declared ippon?

**13. Use a dictionary to help you choose the odd word which doesn't fit in each of the sentence (1-5). Add one more word to each group.**

1. You know something is wrong with my **back/ knee/ collarbone/hair**.

2. Oh no, I've sprained my **waist/ ankle/ wrist/ back**.

3. He broke his **toe/ arm/ leg/ muscle** yesterday.

4. Oleg tripped over the tatami and badly hurt his **knee/ shin/ arm/ muscle**.

5. Helen's got a swollen **lip/ head/ ankle/foot**.

**14. Speaking. In groups of three take the roles of an interviewer, a coach and a judoka (a champion). Prepare questions and answers for a radio interview.**

**Record your interview and play it to the class.**

**15. Think! Words of Wisdom! Do you agree with this statement?**

"A man cannot discover new oceans unless he has the courage to lose the sight of the shore".

(Andre Gide, French writer)

**16. Replace the words in bold with the words/phrases below to make sentences using hyperbole.**

- A ton

- Ages

- His heart was in his mouth

1. *The judo wrestler was very afraid* before the championship.

2. This judoka weighs *a lot*.

3. We haven't seen our coach for *a long time*.

**17. Work in pairs. Look at the picture and say what you think it shows. Describe it. Write down the name of this famous person. What can say about him as a sportsman?**



### 18. Grammar. Present Perfect Continuous (has/ have been Ving).

We use this tense when we want to emphasize the fact that a recent event continued to happen for some time. e.g. (I have been eating more fruit and vegetables since August.)

Временная форма используется для выражения действия, которое началось в прошлом и в момент говорения ещё находится в развитии.

**Put the verbs into the correct form.**

1. I \_\_\_\_\_ (to do) aerobics for three months.
2. She \_\_\_\_\_ (to eat) only low-fat food since September.
3. Peter \_\_\_\_\_ (not to smoke) for a year.
4. My friend \_\_\_\_\_ (to try) to exercise more since March.
5. They \_\_\_\_\_ (to diet) for a week.
6. She \_\_\_\_\_ (to talk) to her coach since morning. I believe she is in trouble.
7. \_\_\_\_\_ (To watch) he series all day?
8. I \_\_\_\_\_ (to look through) these sport newspapers for two hours but I still can't find the information I need.
9. My feet are killing me because I \_\_\_\_\_ (to walk) in these terrible shoes.
10. How long \_\_\_\_\_ (to sleep) she? It's 11 a.m. already!



**19.Writing. Imagine you are a judo wrestler. Write a paragraph describing what happened and how you felt during your first training (80-100 words).**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Unit 2

### THE ARTICLE

From <http://www.BreakingNewsEnglish.com/1302/130201-judo.html>

A top Japanese judo coach has said he used violence against some of Japan's top Judo athletes. The All Japan Judo Federation (AJJF) said it gave head coach Ryuji Sonoda, 39, an official warning for his actions. It also told Mr Sonoda he would not lose his job but that he must change his coaching style. The AJJF boss Koshi Oozawa told reporters: "We received information that Mr Sonoda, the head coach of the female national team, might have been physically bullying athletes." Sonoda told the Kyodo News Agency: "Until now I have been doing things the way I saw fit, but I will mend the things that need fixing." Japan's Sports Minister Hakubun Shimomura said the coach's actions were unforgivable.

The issue came up after 15 of Japan's top female judo stars wrote a letter of complaint to the Japanese Olympic Committee (JOC) in December. They described Mr Sonoda's bullying tactics. These included slapping the women across the face, kicking and shoving them, and hitting them with wooden swords. He also warned them that he would remove them from his team if they did not do what he wanted. Many of the athletes were on the Japan team at the London Olympics in 2012. The JOC said it was vital to make sure the women could train without being afraid of their coach. A senior JOC official said: "We need to get a proper grip on the situation and train the trainers thoroughly".

### WARM-UPS

**1. JUDO:** Walk around the class and talk to other students about judo. Change partners often and share your findings.

**2. CHAT:** In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

*judo / violence / warning / coaching style / national team / bullying / unforgivable / letter of complaint / tactics / slapping / London Olympics / being afraid / thoroughly*

Have a chat about the topics you liked. Change topics and partners frequently.

**3. VIOLENCE:** How can we stop it? Complete this table with your partner(s). Change partners often and share what you wrote.

Violence...	What happens?	How can we make it go away?
in sport		
at school		
in the office		
in the streets		
in the army		
husband and wife		

**4. BULLYING:** Students A **strongly** believe there will always be bullying; Students B **strongly** believe it will disappear one day. Change partners again and talk about your conversations.

**5. MARTIAL ART:** What do you like best? Rank these and share your rankings with your partner. Put the best at the top. Change partners often and share your rankings.

- judo
- boxing
- wrestling
- karate
- sumo
- taekwando
- aikido
- none

**6. VIOLENCE:** Spend one minute writing down all of the different words you associate with the word 'qqqqqq'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

## COMPREHENSION QUESTIONS

1. What did a top Japanese judo coach use against athletes?
2. What did the AJJF do to Mr Sonoda?
3. What must Mr Sonoda do to keep his job?
4. What will Mr Sonoda mend?
5. Who said the coach's actions were unforgivable?
6. How many athletes wrote a letter?
7. What kind of letter was it?
8. What did Mr Sonoda hit the women with?
9. Where did many of the athletes go in 2012?
10. Who does the JOC want to train thoroughly?

## GAP FILL

A top Japanese judo coach has said he used violence \_\_\_\_\_ some of Japan's (2) \_\_\_\_\_ Judo athletes. The All Japan Judo Federation (AJJF) said it gave head coach Ryuji Sonoda, 39, an official (3) \_\_\_\_\_ for his actions. It also told Mr Sonoda he would not lose his job but that he must change his coaching (4) \_\_\_\_\_. The AJJF boss Koshi Oozawa told reporters: "We received information that Mr Sonoda, the head coach of the (5) \_\_\_\_\_ national team, might have been physically (6) \_\_\_\_\_ athletes." Sonoda told the Kyodo News Agency: "Until now I have been doing things the way I saw (7) \_\_\_\_\_, but I will mend the things that need fixing." Japan's Sports Minister Hakubun Shimomura said the coach's actions were (8) \_\_\_\_\_.

*warning*

*fit*

*unforgiv  
able*

*against*

*top*

*female*

*style*

*bullying*

<p>The issue came (9) _____ after 15 of Japan's top female judo stars wrote a letter of complaint to the Japanese Olympic Committee (JOC) in December. They (10) _____ Mr Sonoda's bullying tactics. These included slapping the women</p> <p>(11) _____ the face, kicking and shoving them, and</p> <p>(12) _____ them with wooden swords. He also warned them that he would (13) _____ them from his team if they did not do what he wanted. Many of the athletes were on the Japan team at the London Olympics in 2012. The JOC said it was</p> <p>(14) _____ to make sure the women could train without being (15) _____ of their coach. A senior JOC official said: "We need to get a (16) _____ grip on the situation and train the trainers thoroughly".</p>	<p><i>afraid</i></p> <p><i>described</i></p> <p><i>hitting</i></p> <p><i>proper</i></p> <p><i>up</i></p> <p><i>remove</i></p> <p><i>across</i></p> <p><i>vital</i></p>
---	--

## ROLE PLAY

### **Role A – The judo coach**

You do not think you did anything wrong. Tell the others three reasons why. Japan has been #1 in the judo world because the training is tough. Japan is no longer #1 because training is getting softer. You think athletes need to be tough. Judo is a contact sport, so physical contact in training is OK.

### **Role B – A judo star**

You think the coach should be fired. Tell the others three reasons why. You love judo but he made life hell for you. Japan will be #1 in judo with better training. The old Samurai ways are not working any more. A coach needs to be gentle and supportive.

### **Role C – A bullying expert**

You think the judo coach is a bully. Tell the others three reasons why. Tell him/her he should see an expert to help with the bullying problem. You think (s)he should quit being a judo coach before (s)he hurts other people. Tell him hitting people is wrong in any situation.

### **Role D – Lawyer**

You think the coach should go to prison. Tell the others three reasons why. Tell the judo star you can get a lot of money from the Japan Judo Association if she calls the police on the coach. Tell the star if the coach goes to prison, other coaches will be more gentle and judo will be better.

## AFTER READING

**1. WORD SEARCH:** Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'head' and 'coach'.

HEAD	COACH
------	-------

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

**2. ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

**3. GAP FILL:** In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

**4. VOCABULARY:** Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

**5. TEST EACH OTHER:** Look at the words below. With your partner, try to recall how they were used in the text:

lose	tactics
national	face
fit	team
mend	sure
unforgivable	trainers

## JUDO SURVEY

Write five GOOD questions about judo in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

	STUDETN 1	STUDENT 2	STUDENT 3
Q1			
Q2			
Q3			
Q4			
Q5			

- Now return to your original partner and share and talk about what you found out. Change partners often.

- Make mini-presentations to other groups on your findings.

## **JUDO DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
  - What springs to mind when you hear the word 'judo'?
  - What do you think of the coach bullying his athletes?
  - Do you think the coach should lose his job?
  - What do you know about judo?
  - Do you think the women should call the police?
  - What do you think the coach needs to fix?
  - Do you think judo coaches need to be tough?
  - What do you think of Hakubun Shimomura's comment?
- 

## **JUDO DISCUSSION**

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article? Why/not?
- Have you ever written a letter of complaint?



- c) Have you ever been bullied?
- d) How can we stop bullies hurting other people?
- e) What do you think the judo stars want to do to the coach?
- f) Do you think the coach's actions affected the team at the Olympics?
- g) What is your favourite martial art?
- h) Why do people do judo?
- i) What questions would you like to ask Mr Sonoda?

## **DISCUSSION (Write your own questions)**

### STUDENT A's QUESTIONS (Do not show these to student B)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

-----

## **DISCUSSION (Write your own questions)**

### STUDENT B's QUESTIONS (Do not show these to student A)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## **SPELLING**

### **Paragraph 1**

1. he used invcleeo
2. top judo hsattlee
3. an ofcfaiil warning
4. the aeeflm national team
5. hlcy lasipy bullying
6. the coach's actions were ngfioaruevbl

## Paragraph 2

1. The ueiss came up
2. a letter of loapitncm
3. kicking and snovhig them
4. wooden dwssro
5. We need to get a reropp grip
6. train the trainers urylthohog

## CIRCLE THE CORRECT WORD (20 PAIRS)

A top Japanese judo coach has said he used *violent* / *violence* against some of Japan's *top* / *topping* Judo athletes. The All Japan Judo Federation (AJJF) said it gave *head* / *headless* coach Ryuji Sonoda, 39, an *official* / *office* warning for his actions. It also told Mr Sonoda he would not lose his job but that he must change his *coaching* / *coach* style. The AJJF boss Koshi Oozawa told reporters: "We *received* / *receiving* information that Mr Sonoda, the head coach of the female *nationality* / *national* team, might have been physically bullying athletes." Sonoda told the Kyodo News Agency: "Until *now* / *not* I have been doing things the way I saw fit, but I will mend the things that need *faxing* / *fixing*." Japan's Sports Minister Hakubun Shimomura said the coach's actions were *unforgivable* / *unforgiving*.

The issue came *down* / *up* after 15 of Japan's top female judo stars wrote a letter of *complaining* / *complaint* to the Japanese Olympic Committee (JOC) in December. They described Mr Sonoda's bullying *tactics* / *tactical*. These included *slapped* / *slapping* the women across the face, kicking and *shaving* / *shoving* them, and hitting them with wooden swords. He also warned them that he would *remove* / *removal* them from his team if they did not do what he wanted. Many of the *athletes* / *athletics* were on the Japan team at the London Olympics in 2012. The JOC said it was *vital* / *virtual* to make sure the women could train without being *fear* / *afraid* of their coach. A senior JOC official said: "We need to get a proper *grip* / *drip* on the situation and train the trainers thoroughly".

**Talk about the connection between each pair of words in italics, and why the correct word is correct.**

## INSERT THE VOWELS (a, e, i, o, u)

\_ t \_ p J \_ p \_ n \_ s \_ j \_ d \_ c \_ \_ c h h \_ s s \_ \_ d h \_ \_ s \_ d v \_ \_ l \_ n c \_ \_ g \_  
\_ n s t s \_ m \_ \_ f J \_ p \_ n ' s t \_ p J \_ d \_ \_ t h l \_ t \_ s . T h \_ \_ l l J \_ p \_ n J \_ d \_ F  
\_ d \_ r \_ t \_ \_ n ( \_ J J F ) s \_ \_ d \_ t g \_ v \_ h \_ \_ d c \_ \_ c h R y \_ j \_ S \_ n \_ d \_ , 3 9  
\_ , \_ n \_ f f \_ c \_ \_ l w \_ r n \_ n g f \_ r h \_ s \_ c t \_ \_ n s . \_ t \_ l s \_ t \_ l d M r S \_ n \_ d  
\_ h \_ w \_ \_ l d n \_ t l \_ s \_ h \_ s j \_ b b \_ t t h \_ t h \_ m \_ s t c h \_ n g \_ h \_ s c \_ \_ c h  
\_ n g s t y l \_ . T h \_ \_ J J F b \_ s s K \_ s h \_ \_ z \_ w \_ t \_ l d r \_ p \_ r t \_ r s : " W \_ r  
\_ c \_ \_ v \_ d \_ n f \_ r m \_ t \_ \_ n t h \_ t M r S \_ n \_ d \_ , t h \_ h \_ \_ d c \_ \_ c h \_ f t h \_  
f \_ m \_ l \_ n \_ t \_ \_ n \_ l t \_ \_ m , m \_ g h t h \_ v \_ b \_ \_ n p h y s \_ c \_ l l y b \_ l l y \_

ng\_thl\_t\_s."S\_n\_d\_t\_ldth\_Ky\_d\_N\_ws\_g\_ncy:"\_nt\_ln  
\_w\_h\_v\_b\_nd\_ngth\_ngsth\_w\_y\_s\_wf\_t,b\_t\_w\_llm\_n  
dth\_th\_ngsth\_tn\_df\_x\_ng."J\_p\_n'sSp\_rtsM\_n\_st\_rH\_  
k\_b\_nSh\_m\_m\_r\_s\_dth\_c\_ch's\_ct\_nsw\_r\_nf\_rg\_v  
\_bl\_.

Th\_ss\_c\_m\_p\_ft\_r15\_fJ\_p\_n'st\_pf\_m\_l\_j\_d\_st\_  
rswr\_t\_l\_tt\_r\_fc\_mpl\_ntt\_th\_J\_p\_n\_s\_

\_lymp\_cC\_mm\_tt\_(J\_C)\_nD\_c\_mb\_r.Th\_yd\_scr\_b  
\_dMrS\_n\_d\_'sb\_lly\_ngt\_ct\_cs.Th\_s\_

\_ncl\_d\_dsl\_pp\_ngth\_w\_m\_n\_cr\_ssth\_f\_c\_,k\_ck\_ng  
\_ndsh\_v\_ngth\_m,\_ndh\_tt\_ngth\_mw\_thw\_d\_nsw\_rds.H

\_ls\_w\_rn\_dth\_mth\_th\_w\_ldr\_m\_v\_th\_mfr\_mh\_st\_m  
\_fth\_yd\_dn\_td\_wh\_th\_w\_nt\_d.M\_ny\_fth\_thl\_t\_sw\_r\_

\_nth\_J\_p\_nt\_m\_tth\_L\_nd\_n\_lymp\_cs\_n2012.Th\_J\_Cs  
\_d\_tw\_sv\_tlt\_m\_k\_s\_r\_th\_w\_m\_nc\_ldtr\_nw\_th\_t

b\_ng\_fr\_d\_fth\_rc\_ch.s\_n\_rJ\_C\_ff\_c\_ls\_d:"  
W\_n\_dt\_g\_t\_pr\_p\_rgr\_p\_nth\_s\_t\_t\_n\_ndtr\_nth\_tr

\_n\_rsth\_r\_ghly".

## PUNCTUATE THE TEXT AND ADD CAPITALS

A top japanese judo coach has said he used violence against some of japan's top judo athletes The all japan judo federation (ajjf) said it gave head coach ryuji sonoda 39 an official warning for his actions It also told mr sonoda he would not lose his job but that he must change his coaching style The ajjf boss koshi oozawa told reporters "we received information that mr sonoda the head coach of the female national team might have been physically bullying athletes" sonoda told the kyodo news agency "until now i have been doing things the way i saw fit but i will mend the things that need fixing" japan's sports minister hakubun shimomura said the coach's actions were unforgivable

The issue came up after 15 of japan's top female judo stars wrote a letter of complaint to the japanese olympic committee (joc) in december They described mr sonoda's bullying tactics These included slapping the women across the face kicking and shoving them and hitting them with wooden swords He also warned them that he would remove them from his team if they did not do what he wanted Many of the athletes were on the japan team at the london olympics in 2012 The joc said it was vital to make sure the women could train without being afraid of their coach A senior joc official said "we need to get a proper grip on the situation and train the trainers thoroughly"

## FREE WRITING

Write about **judo** for 10 minutes. Comment on your partner's paper.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## ACADEMIC WRITING

*Any sports coach who uses violence to train athletes should be fired.* Discuss

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## HOMEWORK

**1. VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

**2. INTERNET:** Search the Internet and find out more about bullying in sport. Share what you discover with your partner(s) in the next lesson.

**3. JUDO:** Make a poster about judo. Show your work to your classmates in the next lesson. Did you all have similar things?

**4. BULLIED:** Write a magazine article about this story. Include imaginary interviews with the coach and a judo star who was bullied.

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

**5. WHAT HAPPENED NEXT?** Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

**6. LETTER:** Write a letter to the head of Japan's judo. Ask him/her three questions about judo. Give him/her three of your questions. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

## Unit 3

### THE ARTICLE

From <http://www.BreakingNewsEnglish.com/1706/170613-2020-olympics.html>

There will be more mixed-gender events and more women at the 2020 Tokyo Olympics. The International Olympic Committee (IOC) said men and women would compete together in archery, athletics, judo, sailing, shooting, swimming, table tennis, and triathlon. There will be a 4x400m mixed relay in athletics and a 4x100m mixed relay in swimming. British Olympics swimming champion Adam Peaty told the BBC that having mixed events in Tokyo would make the Olympics "more fun". He said "It's something that would make things a little bit more fun....It's great to mix things up from what they've been for so long as it adds a little spice and [mixed events] are great to watch."

The IOC also announced that there would be more sports at the Tokyo Olympics. IOC president Thomas Bach said the Games will be "more youthful, more urban and include more women". Not everyone is happy with the introduction of the new events. Some people said it was wrong to include urban sports like skateboarding, 3-on-3 basketball, sport climbing and BMX freestyle. These are to try and get more young people to watch the Games. Having newer sports means there will be fewer athletes in more traditional events like weightlifting and wrestling. Tokyo will be the most gender-balanced Olympics ever. Women will make up 48.8 per cent of athletes who will compete at the Games.

## WARM-UPS

**1. TOKYO OLYMPICS:** Students walk around the class and talk to other students about the Tokyo Olympics. Change partners often and share your findings.

**2. CHAT:** In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

2020 / Tokyo / Olympics / athletics / swimming / triathlon / champion / fun / spice / sports / urban / happy / skateboarding / BMX / traditional / weightlifting / wrestling

Have a chat about the topics you liked. Change topics and partners frequently.

**3. MIXED-GENDER EVENTS:** Students A **strongly** believe all events at the Olympics should be mixed gender; Students B **strongly** believe none should. Change partners again and talk about your conversations.

**4. FUN:** Spend one minute writing down all of the different words you associate with the word "fun". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

**5. EVENTS:** Rank these with your partner. Put the best Olympics events at the top. Change partners often and share your rankings.

- |            |                 |
|------------|-----------------|
| - marathon | - wrestling     |
| - cycling  | - skateboarding |
| - BMX      | - triathlon     |
| - shooting | - swimming      |

## BEFORE READING

**TRUE / FALSE:** Read the headline. Guess if a-h below are true (T) or false (F).

- a. There will be no mixed-gender events in judo. **T / F**
- b. There will be mixed-gender relays in swimming and athletics. **T / F**
- c. A swimming champion said mixed-gender events would take away the fun. **T / F**
- d. The champion said mixed-gender events add a little spice to the Games. **T / F**

- e. The IOC president said the 2020 Games would be more youthful. **T / F**
- f. Everybody liked the introduction of sport climbing to the 2020 Games. **T / F**
- g. Traditional events like wrestling will have fewer athletes in Tokyo. **T / F**
- h. Women will make up less than 48% of the athletes. **T / F**

### **COMPREHENSION QUESTIONS**

1. What does IOC mean?
2. What mixed relay will there be in athletics?
3. In what sport did Adam Peaty win a gold medal?
4. What did Adam Peaty say would be "more fun"?
5. What did Adam Peaty say mixed events would add to the 2020 Games?
6. Who is Thomas Bach?
7. What did some people say about the introduction of new events?
8. What kind of basketball will be introduced?
9. Which two sports did the article say would have fewer athletes?
10. What percentage of the athletes at the Tokyo Games will be women?



## GAP FILL

There will be more mixed-gender (1) \_\_\_\_\_ and more women at the 2020 Tokyo Olympics. The International Olympic Committee (IOC) said men and women would (2) \_\_\_\_\_ together in archery, athletics, judo, sailing, shooting, swimming, table tennis, and (3) \_\_\_\_\_. There will be a 4x400m mixed relay in athletics and a 4x100m mixed (4) \_\_\_\_\_ in swimming. British Olympics swimming champion Adam Peaty told the BBC that (5) \_\_\_\_\_ mixed events in Tokyo would make the Olympics "more fun". He said "It's something that would make things a (6) \_\_\_\_\_ bit more fun....It's great to mix

(7) \_\_\_\_\_ up from what they've been for so long as it adds a little spice and [mixed events] are (8) \_\_\_\_\_ to watch."

*little*

*compete*

*relay*

*great*

*events*

*things*

*triathlon*

*having*

The IOC also announced that there would be more sports at the Tokyo Olympics. IOC (9) \_\_\_\_\_ Thomas Bach said the Games will be "more youthful, more (10) \_\_\_\_\_ and

*climbing*

*urban*

include more women". Not everyone is happy with the introduction of the (11) \_\_\_\_\_ events. Some people said it was wrong to include urban sports like skateboarding, 3-on-3 basketball, sport (12) \_\_\_\_\_ and BMX freestyle. These are to try and get more young people to watch the Games. Having

*athletes*

*newer*

*ever*

(13) \_\_\_\_\_ sports means there will be fewer athletes in more traditional events (14) \_\_\_\_\_ weightlifting and wrestling. Tokyo will be the most gender-balanced Olympics

*president*

*new*

(14) \_\_\_\_\_. Women will make up 48.8 per cent of

(15) \_\_\_\_\_ who will compete at the Games.

*like*

## **ROLE PLAY**

### **Role A – The Marathon**

You think the marathon is the best Olympics event. Tell the others three reasons why. Tell them what is wrong with their events. Also, tell the others which is the least interesting of these (and why): wrestling, skateboarding or swimming.

### **Role B – Wrestling**

You think wrestling is the best Olympics event. Tell the others three reasons why. Tell them what is wrong with their events. Also, tell the others which is the least interesting of these (and why): the marathon, skateboarding or swimming.

### **Role C – Skateboarding**

You think skateboarding is the best Olympics event. Tell the others three reasons why. Tell them what is wrong with their events. Also, tell the others which is the least interesting of these (and why): wrestling, the marathon or swimming.

### **Role D – Swimming**

You think swimming is the best Olympics event. Tell the others three reasons why. Tell them what is wrong with their events. Also, tell the others which is the least interesting of these (and why): wrestling, skateboarding or the marathon.

## **AFTER READING**

**1. WORD SEARCH:** Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'mixed' and 'gender'.

<b>MIXED</b>	<b>GENDER</b>
--------------	---------------

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

**1. ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

**2. GAP FILL:** In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

**3. VOCABULARY:** Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

### **TOKYO OLYMPICS SURVEY**

Write five GOOD questions about Tokyo Olympics in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

	STUDETN 1	STUDENT 2	STUDENT 3
Q1			
Q2			
Q3			
Q4			
Q5			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

### **TOKYO OLYMPICS DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'Olympics'?
3. What do you think of the Olympics?

4. How good is your country at the Olympics?
5. What's your favourite Olympics sport and why?
6. What do you think of mixed-gender events?
7. Are you looking forward to watching the Olympics?
8. Do the Olympics need to be made more fun?
9. How can the IOC 'spice' things up at the Olympics?
10. Who is the greatest Olympian in history?

-----

## **TOKYO OLYMPICS DISCUSSION**

### STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the city name 'Tokyo'?
3. What do you think about what you read?
4. Is the Olympics the world's best sporting event?
5. Should every sport in the world be at the Olympics?
6. What do you think of urban sports like skateboarding?
7. How can the IOC get more young people to watch the Olympics?
8. What do you think of traditional sports like wrestling?
9. How will having more women athletes change the Olympics?
10. what questions would you like to ask the boss of the IOC?

## **DISCUSSION (Write your own questions)**

### STUDENT A's QUESTIONS (Do not show these to student B)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## **DISCUSSION (Write your own questions)**

### STUDENT B's QUESTIONS (Do not show these to student A)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## LANGUAGE - CLOZE

There will be (1) \_\_\_\_\_ mixed-gender events and more women at the 2020 Tokyo Olympics. The International Olympic Committee (IOC) said men and women would

(2) \_\_\_\_\_ together in archery, athletics, judo, sailing, shooting, swimming, table tennis, and triathlon. There will be a 4x400m mixed relay (3) \_\_\_\_\_ athletics and a 4x100m mixed relay in swimming. British Olympics swimming champion Adam Peaty told the BBC (4) \_\_\_\_\_ having mixed events in Tokyo would make the Olympics "more fun". He said "It's something that would make things a little

(5) \_\_\_\_\_ more fun....It's great to mix things up from what they've been for so long as it adds a little (6) \_\_\_\_\_ and [mixed events] are great to watch."

The IOC also announced that there would be more sports at the Tokyo Olympics. IOC president Thomas Bach said the Games will be "more (7) \_\_\_\_\_, more urban and include more women". Not everyone is happy (8) \_\_\_\_\_ the introduction of the new events. Some people said it was wrong to (9) \_\_\_\_\_ urban sports like

skateboarding, 3-on-3 basketball, sport climbing and BMX freestyle. These are to try and get more young people to watch the Games. Having newer sports / \_\_\_\_\_ there will be fewer athletes in more traditional events (11) \_\_\_\_\_ weightlifting and wrestling. Tokyo will be the most gender-balanced Olympics (12) \_\_\_\_\_. Women will make up 48.8 per cent of athletes who will compete at the Games.

## SPELLING

### Paragraph 1

1. The International Olympic Cmtmteioe (IOC)
2. oteepmc together in archery
3. swimming, table tennis, and ailrnthot
4. 4x400m mixed relay in heatsictl
5. Olympics swimming nphacoim
6. adds a little icspe

### Paragraph 2

1. The IOC also unedcnoan that there would be more
2. the Games will be more hutulyfo
3. the cirdouotntin of the new events
4. BMX teeylefrs

5. taioiartldn events like weightlifting
6. the most gender-blcdanea Olympics ever

### CIRCLE THE CORRECT WORD (20 PAIRS)

There will *be / being* more mixed-gender events and more women at the 2020 Tokyo Olympics. The International Olympic Committee (IOC) said men and women would *complete / compete* together in archery, athletics, judo, sailing, shooting, swimming, table tennis, and *triathlete / triathlon*. There will be a 4x400m mixed *rally / relay* in athletics and a 4x100m mixed relay *in / on* swimming. British Olympics swimming *champion / championship* Adam Peaty told the BBC that having *mixer / mixed* events in Tokyo would make the Olympics "more fun". He said "It's something that would make things a little bit more *funny / fun*....It's great to mix things up from what

they've been for so *longing / long* as it adds a little spice and [mixed events] are *great / grate* to watch."

The IOC also *announcement / announced* that there would be more sports at the Tokyo Olympics. IOC president Thomas Bach said the Games will be "more *youthful / youth*, more urban and *include / included* more women". Not everyone is happy *for / with* the introduction of the new events. Some people said it was wrong *to / for* include urban sports like skateboarding, 3-on-3 basketball, sport *climbing / climber* and BMX freestyle. These are to try and get more *youth / young* people to watch the Games. Having newer sports means there will be fewer athletes *in / on* more traditional events like weightlifting and wrestling. Tokyo will be the *most / must* gender-balanced Olympics ever. Women will *take / make* up 48.8 per cent of athletes who will compete at the Games.

**Talk about the connection between each pair of words in italics, and why the correct word is correct.**

### INSERT THE VOWELS (a, e, i, o, u)

Th\_r\_w\_l\_l b\_m\_r\_m\_x\_d-g\_nd\_r\_v\_nts\_ndm\_r\_w\_m  
\_n\_tth\_2020T\_ky\_lymp\_cs.Th\_nt\_rn\_t\_n\_l\_lymp\_c  
C\_mm\_tt\_(C)s\_dm\_n\_ndw\_m\_nw\_ldc\_m\_p\_t\_t\_g\_  
th\_r\_n\_rch\_ry,\_thl\_t\_cs,j\_d\_,s\_l\_ng,sh\_t\_ng,sw\_m  
m\_ng,t\_bl\_t\_nn\_s,\_ndtr\_thl\_n.Th\_r\_w\_l\_l b\_4x400m  
m\_x\_dr\_l\_y\_n\_thl\_t\_cs\_nd\_4x100mm\_x\_dr\_l\_y\_nsw\_  
mm\_ng.Br\_t\_sh\_lymp\_cssw\_mm\_ngch\_m\_p\_n\_d\_mP\_t  
yt\_ldth\_BBcth\_th\_v\_ngm\_x\_d\_v\_nts\_nT\_ky\_w\_ldm\_  
k\_th\_lymp\_cs"m\_r\_f\_n".H\_s\_d"t'ss\_m\_th\_ngth\_tw  
\_ldm\_k\_th\_ngs\_l\_ttl\_b\_tm\_r\_f\_n...t'sgr\_tt\_m\_xth





This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## HOMEWORK

**1. VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

**2. INTERNET:** Search the Internet and find out more about the Tokyo Olympics. Share what you discover with your partner(s) in the next lesson.

**3. TOKYO OLYMPICS:** Make a poster about the Tokyo Olympics. Show your work to your classmates in the next lesson. Did you all have similar things?

**4. MIXED-GENDER SPORTS:** Write a magazine article about mixed-gender sports, with men and women playing on the same teams. Include imaginary interviews with people who are for and against them.

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

**5. WHAT HAPPENED NEXT?** Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

**6. LETTER:** Write a letter to an expert on Tokyo Olympics. Ask him/her three questions about the Olympics. Give him/her three of your ideas on how to make the Olympics more exciting. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

## Unit 4

### 1. Match the referee's words with their Russian equivalents.

<b>1. Start!</b>	Сдаюсь!
<b>2. That's all!</b>	Решение!
<b>3. Hold is on!</b>	Продолжайте!
<b>4. Do not move!</b>	Начинайте!
<b>5. Hold-on time is up!</b>	Стоп!
<b>Decision!</b>	Удержание (засчитано)!
<b>7. Give up!</b>	Время схватки!
<b>8. Carry on!</b>	Время удержания истекло!
<b>9. Stop!</b>	Не двигаться!

### Sports and Sportsmen:

- *British's national sport is football. English one is cricket. Scottish one is golf.*
- *Americans love baseball, which is considered their national sport.*
- *The most popular game in the world is football.*

Boxing (boxer) — бокс (боксер)  
Wrestling (wrestler) — борьба (борец)  
Cycling (cyclist) — велогонка (велогонщик)  
Volleyball (volleyball player) — волейбол (волейболист)  
Gymnastics (gymnast) — гимнастика (гимнаст)  
Rowing (rower) — гребля (гребец)  
Judo (judoist) — дзюдо (дзюдоист)  
Athletics (athlete) — легкая атлетика (атлет)  
Yachting (yachtsman) — парусный спорт (яхтсмен)  
Swimming (swimmer) — плавание (пловец)  
Diving (diver) — прыжки в воду (прыгун)  
Shooting (shooter) — стрельба (стрелок)  
Archery (archery) — стрельба из лука (лучник)  
Weightlifting (weight lifter) — тяжелая атлетика (штангист)  
Fencing (fencer) — фехтование (фехтовальщик)  
Figure skating (figuer -skater) — фигурное катание (фигурист)  
speed skating (speed skater) — скоростной бег на коньках (конькобежец)  
Skiing (skier) — лыжные соревнования (лыжник)  
Water skiing (water skier) — водные лыжи  
Skateboarding (skater) — скейтбордист  
Snowboarding (snowboarder) — сноубордист  
Roller – skating (roller-skater)  
Horseracing (rider) — верховая езда (всадник)  
Water polo — водное поло (ватерполист)  
Golf (golfer) — гольф (гольфист)

Bowling (bowler) — боулинг (боулингист)  
 Lawn tennis (tennis player) — большой теннис (теннисист)  
 Table tennis — настольный теннис  
 Billiard / Snooker (billiard player) — бильярд (бильярдист)  
 Steeplechase (steeplechaser) — скачки с препятствиями (участник состязаний по стипль-чезу)  
 Acrobatics (actobat) — акробатика (акробат)  
 Car racing (racer) — мотогонки (гонщик)  
 Badminton (badminton player) — бадминтон (игрок в бадминтон)

### 1. Guess what sports and games are described here.

- 1) the sport of fighting with fists;
- 2) the sport of riding in a small boat with sails;
- 3) the sport of one who swims;
- 4) the sport of playing a type of football with an oval ball;
- 5) a game for two people who use rackets, a small soft ball and a low net;
- 6) the sport of moving through the water in a boat without sails;
- 7) the sport of going on horseback;
- 8) a game played by two teams of 6 players each that is played on an ice field.
- 9) an outdoor game popular in Britain played in summer with a small ball by two teams of two teams of 11 players each, usually dressed in white;
- 10) a game in which players on each side of a high net try to keep a ball in motion by hitting it with their hands back and forth over the net without letting it touch the ground;
- 11) an organized sport of fist fighting;
- 12) races held in water;
- 13) a game for two or four players who hit a ball backwards and forwards across a low net;
- 14) a game, played by two teams of five players who try to throw ball into basket fixed above the ground;
- 15) a fight, the sport in which people fight by holding their opponent and trying to throw or force them to the ground;
- 16) the activity of lifting heavy objects.

### 2. Choose the right name of British popular sports and games to complete the sentences.

1. People in England began to play ..... as early as 1550.
2. .... is one of the oldest sports that existed in Saxon times.
3. .... is the sport that began to develop in England.
4. .... was first played in England in 1872, whose first championship was at Wimbledon.
5. .... is a game invented and developed in England which is nowadays played all over the world.

(golf, cricket, football, boxing, tennis)

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

1. What sports or games can you call?
2. How many summer and winter sports can you name?
3. Which of them are sports and which of them are games?  
the most beautiful,  
the most dangerous,  
the least dangerous,  
the most useful for health,  
the most interesting to watch,  
the least interesting to watch,  
the most common,  
the best for keeping fit,  
the most attractive for you and why?

4. What sports can be practiced both indoors and outdoors, only outdoors or indoors?

5. Practicing which sports needs special equipment or doesn't need any equipment.

*There are indoor sports (games ) and outdoor sports (games).*

*Indoor sports take place in: a gym, a court (площадка для игры в теннис, баскетбол), a ring, a stadium, an ice rink, a fitness centre, a racetrack, a swimming pool, a football pitch, a sports ground.*

### **4. How many indoor and outdoor sports and games can you name?**

EXAMPLE. Indoor games are... OR: Boxing is an indoor sport.

### **5. What do we call people who**

play football, cricket, rugby, tennis

judo, weight lifting

go swimming, jumping, running, windsurfing, mountaineering, potholing

ride a bike

### **6. Say what the sportsmen do.**

EXAMPLE. A boxer boxes.

a skater, a judoist, a swimmer, a boxer, a skier, a wrestler, a footballer, a speedskater, a fencer, a chess-player, a tennis-player, an athlete, a goal-keeper, a draughtsman, a cyclist, a gymnast

### **7. What do we call a person who**

goes in for cycling, swimming, fencing, gymnastics, weightlifting, athletics, skating, skiing, yachting, playing tennis (football, hockey, chess and draughts).

**Equipment:**

Ski — кататься на лыжах  
Skis – лыжи  
Skiing-boots — лыжные ботинки  
Skiing- suit — лыжный костюм  
Ski-track- лыжня  
Ski-run -лыжный кросс  
Ski-poles — лыжные палки  
play hockey — играть в хоккей  
Stick -клюшка  
Puck -шайба  
Goal- ворота  
skate — кататься на коньках  
skates — коньки  
skating rink — каток  
sledge — кататься на санях  
sledge — сани  
skipping rope — скакалка  
climbing rope -канат  
balance beam — бревно  
wall bars – шведская стенка  
hoop — обруч  
racket – ракетка  
shuttlecock — воланчик  
net – сетка  
goal — футбольные ворота  
ring – кольцо  
cue — кий  
swords –шпаги  
club – клюшка, бита  
basket — корзина  
mat — ковер

**8. Correct the wrong sentences.**

1. Football is popular in almost all the countries in the world.
2. If you want to play hockey you must have a puck and a stick.
3. People who played chess are called chessmen.
4. The referee acts as a goal keeper in football.

5. There is no difference between tennis and table tennis.
6. Tennis is a game in which two or four players strike a tennis ball with rackets over a net.
7. Every player dreams of losing a game.
8. Draughts is an outdoor game.

### **Sports Clothes:**

tracksuit — спортивный костюм

swimming-trunks — плавки

swimsuit — купальник

trainers — кроссовки

waterproof jacket — водолазный костюм

### **9. Say what equipment is necessary for going in different sports and games:**

EXAMPLE: Skis, ski-poles and ski-boots are necessary for skiing.

“A racket and a shuttlecock are ...”

“A stick and a pluck are ...”

“A goal and a ball are ...”

“A net and a ball are ...”

“A yacht.....”

“A windsurfing board....”

“Swords are.....”

“A bow [bou] and arrows....”

“Darts and dartboard....”

“A cue, a table and balls....”

“Draughts and draught board.....”

### **10. Guess usual sports. Say what we call it.**

1. A game in which two teams of five players each try to score goals by throwing a large ball through a net fixed to a metal ring at each end of the court. They players bounce the ball while running, and pass it to each other.

2. A game in which two teams hit a large ball with their hands, backwards and forwards over a high net. The ball is not allowed to bounce on the ground.

3. A game played between two teams of 11 players who kicks a ball round a field trying to score a goal.

4. A game of two players who each start with sixteen playing pieces to move on a board. The aim is two move your pieces so that your opponent's king will be taken.

5. A game in which the players use rackets to hit a small feathered object called a shuttlecock over a high net.

6. A game in which you use long sticks called clubs to hit a small hard ball into holes that are spread out over a large area of grassy land.

***There are unusual sports:***

*Parachuting - прыжки с парашютом*

*Potholing – путешествия по пещерам (спелеология)*

*Mountaineering - альпинизм*

*Windsurfing - виндсерфинг*

*Trampolining – прыжки на батуте*

*Kiting – кайтинг*

*Canoeing – гребля на байдарках и каноэ*

**11. Guess usual sports. Say what we call it.**

It's the sport of riding a small sort boat with a sail.

It's the sport in which acrobats and gymnasts jump up and down to perform exercises on a sheet of material tightly stretched (крепко прикрепленный) to a metal frame (раме).

It is jumping from an airplane with a parachute.

The sport of climbing down inside large holes which go deep underground in a rocky country.

It is a sport of climbing mountains.

It is a sport of flying kites.

**12. Answer the following questions.**

1. Are you keen on sport?
2. What sport do you go in for?
3. How long have you been in this sport?
4. Where do you train?
5. Who is your coach?
6. Do you take part in competitions?
7. What sports do you like best of all?
8. Are you a sport fan?
9. What is your favourite team?
10. What game is the most popular in our country?

**13. Talk about a sports champion you admire.**

Say how old he was when he took up the sport, what matches and competitions he took part in and what result he achieved. Do you know where he is working now?

**14. Speak about the last football (hockey, etc.) match.**

Say what teams played, where, who won the game, and what the score was. Say whether you like this kind of sport and whether you go in for it yourself or are only a fan.



**15. Act out a dialogue with your friend. You have decide to go in for sports. You are talking to your classmate who is keen on football. Ask him**

- which sports he thinks would be better for you;
- answer your classmates questions about your favourite sports and games and explain your preferences;
- answer his questions about popular sports with your friends;
- accept his invitation to join his sports club.

**16. Translate from English into Russian.**

1. I am keen on judo.
2. Show me how to play volleyball.
3. When did he take up sport?
4. Who is the leader in your team?
5. Who is leading?
6. What is the score?
7. There is still no score.
8. What's the final score?
9. Who has scored?
10. What was the result of the game?
11. The score is 6:4 (six to four) in favour of the (team).
12. They won by a score of three to two.
13. Who scored the first goal for our team?
14. The score was 4:4; the game ended in a draw.
15. Each player won four games; the chess tournament ended in a draw.
16. Both opponents were very skilful, the competition was hard, and ended in a draw.
17. He is known for his will to win and self-discipline.
18. The stadium holds about ten thousand people.
19. Now all the most important sports competitions will be held at the stadium.
20. This athlete does not lose composure in critical situations.

**Play, Go, Do**

*When we speak about sports and leisure activities the verbs 'play', 'go' and 'do' are used with different sports and activities.*

**Play**

*Play is used with sports that have teams, rules and competitions:  
Badminton, baseball, football, golf, rugby and tennis are some examples.  
I have been playing tennis for over ten years.  
When I was young we played football just outside our house in the street.*

**Go**

*Go is used with activities where the activity is in the -ing form.  
To camp – go camping*

We went camping by the lake last summer.  
Other activities that take 'go' are: dancing, jogging, running, hiking, riding, swimming, cycling, climbing etc.

### **Do**

*For all other recreational activities we use do. Aerobics, athletics, gymnastics, judo, karate and yoga are some examples.*

*All young children should be encouraged to do gymnastics.*

*Sarah does yoga with some of her friends.*

### **17. Choose the correct verb for the following.**

1. It's great that young people \_ beach volley nowadays.
  - play
  - go
  - do
2. We're planning to \_ hiking in the mountains for the weekend.
  - play
  - go
  - do
3. I like to keep fit, that's why I \_ yoga.
  - play
  - go
  - do
4. In winter a few of us meet up and \_ cards.
  - play
  - go
  - do
5. If you're bored with just jogging you could \_ something like karate instead.
  - play
  - go
  - do
6. I love \_ swimming in the summer.
  - doing
  - going
  - playing
7. Have you ever \_ golf?
  - done
  - gone
  - played
8. I am planning to \_ climbing in the Alps next spring.
  - do
  - go
  - play
9. Do you know how to \_ chess?
  - do

- go
  - play
10. We've all dreamed of \_ football as professionals sometime in our lives.
- going
  - doing
  - playing

### **18. Read the text about judo and answer the questions.**

#### Judo

Judo is a Japanese martial art. Judo means "gentle way" in the Japanese language.

In Judo weapons are not used. Kicking and punching are forbidden. Someone who does judo is called a judoka.

In judo the players grapple and try to throw each other. Judo is played on a rubber mat to avoid hurting each other too much. If a player is thrown then the one who threw him must keep him down for 20 seconds to win the bout. A judoka who has been thrown can surrender by tapping the mat and saying *mattita* – I surrender.

There are different weight divisions. People fight people of roughly the same weight. Women do judo against women and men against men.

People can win by throwing each other or on points awarded by judges.

There are different belts to be acquired. People start out with a white belt. If someone goes to a grading and satisfied judges he may gain a yellow belt. People work their way up through the belt system. Black belt is the highest colour. This indicates that someone is an expert.

Judo is great exercise. Those who do judo have to be muscular and quick. They must also be lithe and have a good sense of balance. Judo is a tactical sport. It is fought one on one.

Judo is an Olympic sport. It is well known in many countries.

1. Where does judo come from?
2. What is the word for a judo practitioner?
3. What is the highest colour of belt?
4. How long does someone have to keep another judoka down for to win a bout?
5. What is the second belt?
6. Is this an Olympic sport?
7. What does judo mean in English?
8. Do women fight men in this sport?
9. What skills do judokas need?
10. Do you like judo? Give reasons.

## Unit 5

1. Read the following text carefully, choose the best option to complete the sentences below and then match the name of the sports in the text to the images.



In 2005, the International Olympic Committee selected London as the host city for the 2012 Olympic and Paralympics Summer Games. London had also hosted the Olympic games in 1908 and 1948. Athletes and spectators from around the world will gather during July, August and September to celebrate summer sporting excellence. The Games, along with the region's spectacular natural playground and its vibrant venues such as the Olympic Park, Wembley Stadium, Wimbledon, The Mall, Riverbank Arena, Olympic Stadium, Aquatics Centre, etc. will put London in the spotlight as a premier sporting destination.

The Olympic Opening Ceremony for the London 2012 Games will be done at the Olympic Stadium **where** her majesty the Queen will be greeted by the President of the IOC at the entrance of the stadium as the Head of State of the Host Country. Then we will see a procession of the participating teams into the stadium, nation by nation. Teams enter in alphabetical order, according to the language of the Host Country, apart from the Greek team, **which** enters first for the Olympics, and the team of the Host Nation (in this case Great Britain), **who** march in last.

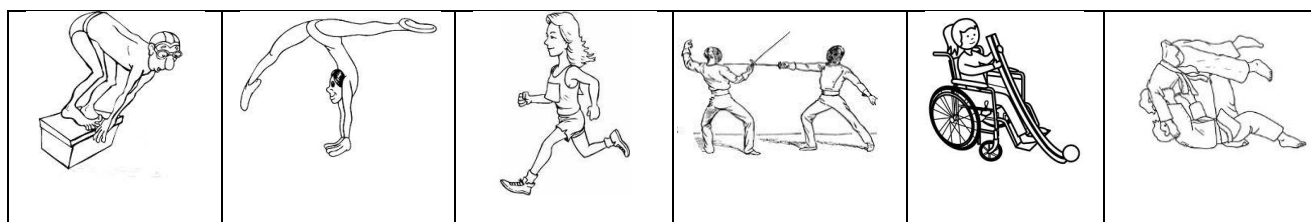
London will host the following Olympic and Paralympics events

-The 26 Olympic sports at London 2012 will be aquatics, archery, athletics, badminton, basketball, boxing, canoe and kayak, cycling, equestrian, fencing, gymnastics, handball, hockey, judo, modern pentathlon, rowing, sailing, table tennis, triathlon, volleyball, weightlifting, wrestling among others. These games will take place in 28 venues.

-The 20 Paralympics sports at London 2012 will be boccia, football goalball, paralympic archery, paralympic athletics, paralympic cycling, paralympic equestrian, paralympic judo, paralympic powerlifting, paralympic rowing, paralympic shooting, paralympic swimming, paralympic table tennis, volleyball, wheelchair basketball, wheelchair fencing, wheelchair rugby, wheelchair tennis which will take place in 21 venues.

The 2012 Summer Olympic Games will be held in London from 27 July to 12 August 2012, followed by the 2012 Paralympics Games from 29 August to 9 September. There will be 5,500 Olympic athletes and officials. Over 205 countries are expected to participate in 305 events at the Olympic Games and over 147 countries will take part in the Paralympics.

1 The Summer Olympic Games will be held in... a) Olympia b) Vancouver c) London	2. ... is a summer sport. a) Football b) Ice skating c) Curling
3. The Paralympic Games start on... a) July 29 b) August 29 c) September 9	4...countries will participate in the Summer Olympic Games a) 5,500 b) 147 c) 205
5.The Opening Ceremony will be done ... a) at the Olympic Stadium b) at the Olympic Park c) at Wimbledon	6.This is not a paralympic game ... a) Boccia b) Fencing c) Boxing



## 2. Complete these sentences with the information from the text.

1. London was chosen as the host city for the 2010 Olympic Games by

---



---



---

2. The 2012 Olympic Summer Games will be held from

---



---



---

3. The number of athletes participating in the

---



---



---

4. The Olympic Games will be done in places such as

---

---

---

5. During the opening ceremony we will see a procession of

---

---

---

**3. Reread the 1<sup>st</sup> paragraph of the text and find equivalents for these words/expressions in your dictionary.**

1.  
hosted

---

2.  
spectators

---

3.  
spotlight

---

4.  
arena

---

5.  
venue

---

6.  
excellence

---

**4. Read these sentences and identify the meaning of the words in bold type.**

-The Olympic Opening Ceremony for the London 2012 will be done at the Olympic Stadium **where** her majesty the Queen will be greeted by the President of the IOC.

-The Greek team, **which** enters first for the Olympics.

-The Host Nation (in this case Great Britain), **who** march in last.



Now complete these sentences using **where, which, who**

1. Wembley Arena is the place \_\_\_\_\_ the badminton and rhythmic gymnastics competitions will be done

2. The Olympic marathon course, \_\_\_\_\_ was set to finish in the Olympic Stadium, was moved to the Mall

3. Free ticket for the Opening Ceremony were given to the survivors and families of those \_\_\_\_\_ died during the 7 July 2005 London bombings

4. The Olympic and Paralympic mascots are animations \_\_\_\_\_ depicts 2 drops of steel from a steelworks in Bolton. Their names are Wenlock and Mandeville

5. Michael Phelps is an American swimmer \_\_\_\_\_ has won 16 Olympic medals

**5. Read the text about judo and choose the correct answer.**

**JUDO**

Judo, which means 'the gentle way', is a perfect example of how skill can overcome brute force because it teaches a person to use an opponent's weight against them. So, although a woman may feel intimidated by a taller male opponent, through the skilful application of throws and holds, she can overpower him. It's easy to see why this sport produces self-confidence and is a great way of releasing tension. The sport of judo was invented in Japan in 1882 to combat bullying in schools. Jigoro Kano founded a judo academy after years of studying other martial arts to discover the most efficient way of deterring his playground enemies. Initially judo was not accepted by other martial artists, but in 1886, Tokyo's police force held a martial art tournament and judo techniques scored highly. Recently, judo has been the most widely practiced of martial arts outside China and Japan.

**1. We are told in the passage that judo ..... .**

- A)  
was invented by a Japanese policeman
- B)  
was designed to fight bullying in Japanese schools
- C)  
was developed outside China or Japan
- D)  
was never popular with many martial artists
- E)  
is the only martial art practised by women

**2. We can conclude from the information given in the passage that to be successful at judo, one must ..... .**

- A)  
be bullied by someone much stronger
- B)  
be physically stronger than an opponent
- C)  
be skilled in the techniques of the sport
- D)  
have a lot of tension to release
- E)  
be very tall and heavy

**3- We can infer from the passage that judo produces self-confidence because in judo, ..... .**

- A)**  
one can enter international tournaments throughout the year
- B)**  
the philosophy prepares one to feel strong enough to overpower anyone
- C)**  
it is possible for one to beat an opponent who is physically stronger
- D)**  
It is quite easy to apply the techniques one has learnt
- E)**  
one grows very big physically because of the practice

## **6. PROJECT WORK**

Complete this text about one famous sportsman or sportswoman.-  
Examples: Nadia Comaneci- Usain Bolt or Michael Phelps



Name	
Sport	
Tournament or Competition won	
Place where he or she lives	
Times a week he or she trains	



## Glossary

### Judo

Дзюдо, английская терминология и фразы

В этом разделе русско-английского спортивного разговорника – фразы и лексика на тему «дзюдо». Слова и предложения даны на английском и русском языках. К некоторым терминам дзюдо приводятся соответствующие японские термины (выделены курсивом).

#### Фразы

по-русски	по-английски
Где проводятся соревнования по дзюдо?	Where are the judo competitions being held?
Где раздевалка?	Where is the locker-room?
Где проводится взвешивание?	Where is the weight-in to be held?
Какой номер вы получили по жеребьёвке?	What number have you drawn?
Сколько категорий представлено в вашей команде?	How many weight classes are represented in your team?
Когда начинаются предварительные схватки?	When do the preliminaries begin?
Кто на ковре?	Who is wrestling?
Какой у него коронный бросок?	What is the favourite throw?
Кто ведет в счёте?	Who is leading?
Борец бросил противника на спину – это иппон!	The judo wrestler has thrown his opponent on the back – this is ippon!
Он сдался в результате болевого приема.	He has given up because of armlock.
Он сдался в результате удушающего приема.	He has given up because of chokelock.
Борец взят на удержание.	The judo wrestler is immobilized.
Сколько длится удержание?	What is the hold-on time?
Он удерживает своего противника 20 секунд и получает юко.	He has held his opponent on the back for 20 seconds, and has scored yuko.
Он получил кока, потому что бросил противника на бок.	He has scored koka because he has thrown his opponent on the side.
Дзюдоист получил ваза-ари, потому что его противнику объявили официально предупреждение кей-коку.	The judoka has scored waza-ari because his opponent got an official warning key-koku.
Судья объявил иппон.	The referee has declared ippon.

по-русски	по-английски
Борец дважды получил ваза-ари.	The judo wrestler has twice got the waza-ari.
Два ваза-ари дают чистую победу – иппон.	Two waza-ari give a clear victory – ippon.
Он победил по очкам.	He has won on points.
Он одержал чистую победу.	He has scored a clear win.
Кто борется в финале?	Who is wrestling in the finals?
Сколько очков он набрал?	How many points has he scored?
Сколько побед вы одержали?	How many wins have you scored?
Кто фаворит в финале?	Who is the favourite in the finals?
Когда начинаются финальные схватки?	When do the final matches begin?

#### Лексика

1. **International Judo Federation (IJF)** – Международная федерация дзюдо
2. **arm lock**, *udeshigi-uketame* – болевой прием на руку, *удешиги – угитаме*  
**cross armlock** – захват руки рычагом на ногу  
**knee armlock** – болевой прием на ногу  
**to apply an armlock** – применять болевой прием
3. **balance** ['bæləns] – равновесие
4. **belt**, *obi* – пояс, *оби*  
**black belt** – черный пояс  
**red belt** – красный пояс  
**red-white belt** – красно-белый пояс
5. **body drop** – сваливание
6. **bow** [bau] – приветствие, поклон
7. **break balance** – выводить из равновесия
8. **breaking of balance**, *tsukuri* – выведение из равновесия, *цукури*
9. **category** ['kætəg(ə)rɪ] – категория  
**open-weight category** – абсолютная категория  
**weight category** – весовая категория
10. **caution** ['kɔːʃ(ə)n], *chui* – предупреждение, *чуй*
11. **chokelock** – удушающий прием
12. **naked chokelock** – удушающий прием сзади  
**to apply a chokelock** – применять удушающий прием  
**to escape a chokelock** – избегать удушающего приема
13. **classification, grading** – разряд
14. **contest** ['kɒntest] – схватка
15. **contest area** – зона соревнований
16. **counters**, *kaeshiwaza* – контрприёмы, *каешиваза*

17. **dan** – степень мастера
18. **defeat** [dɪ'fi:t] – поражение
19. **defence** [dɪ'fɛn(t)s] – защита
20. **disqualification** [dɪs'kwɒlɪfɪ'keɪʃ(ə)n], *hansokumake* – дисквалификация, хансокумаке
21. **draw** [drɔ:], *hikiwake* – ничья, хикиваке
22. **drop** – бросок; ронять
- body drop** – сваливание
- floating drop**, *ukiotoshi* – бросок с выведением из равновесия. *укиотоши*
- side body drop**, *yokogake* – боковая подножка, *ёкогаке*
23. **encirclement** [ɪn'sɜ:klmənt] – обвив; окружение
24. **entanglement** [ɪn'tæŋɡlmənt] – захват в узел; затруднительное положение
- arm entanglement**, *utegarami* – захват рук узлом, *утегарами*
25. **fall** [fɔ:l] – падение
26. **foot** [fut] – нога
- leading foot** – впереди стоящая нога    **trailing foot** – сзади стоящая нога
27. **grip** – захват    **sleeve grip** – захват за рукав
28. **hip** – бедро, бросок через бедро
- floating hip with belt and sleeve holds**, *ukigoshi* – бросок через бедро с захватом пояса и рукава, *укигоши*
29. **hold** – захват
- cross hold** – захват крестом
- dislocation hold**, *kansetsuwaza* – болевой прием, *кансецуваза*
- lapel hold** – захват за отворот куртки
- immobilization hold**, *osaekomiwaza* – удержание, *осаекомиваза*
- strangle hold** – удушающий захват
- to apply a hold** – применять захват
- to break a hold** – освободиться от захвата
- to loosen a hold** – освободиться от захвата
- to relax a hold** – ослаблять захват
- to take a hold** – захватить, брать захват
30. **hold-down**, *osaekomiwaza* – удержание, *осаекомиваза*
31. **inner thigh** ['ɪnə θaɪ], *uchimata* – подхват изнутри, *учимата* (thigh – бедро)
32. **interval** ['ɪntəv(ə)l], *kuikei* – перерыв, *куйкей*
33. **ippon** [ɪpɒn] – иппон
34. **jacket**, *kimono* – куртка, *кимоно*
35. **judge** ['dʒʌdʒ] – боковой судья
36. **judo** ['dʒu:dəu], **judo wrestling** – дзюдо
37. **judoka** ['dʒu:dəukə], **judo wrestler** – дзюдоист
38. **judo mat** – ковер
39. **judo trousers**, *zubon* – брюки «дзюбон»
40. **judo uniform**, *judogi* – костюм дзюдоиста, *дзюдоги*
41. **lapel** [lə'pel] – отворот куртки

42. **lock** – захват рычагом, замок  
**arm lock** – захват руки рычагом  
**shoulder lock**, *katagatame* – захват поперек, *катагатаме*
43. **match** [mætʃ] – схватка  
**final match** ['fain(ə)l mætʃ] – финальная схватка  
**preliminary match** [prɪ'lɪmɪn(ə)ri mætʃ] – предварительная схватка
44. **necklock**, *shimewaza* – удушающий прием, *шимеваза*
45. **note**, *shido* – замечание, *шидо*
46. **posture** ['pɒstʃə] – стойка; осанка  
**fundamental natural posture** – основная стойка  
**left natural posture** – левосторонняя стойка  
**right natural posture** – правосторонняя стойка  
**self-defensive posture** – оборонительная стойка
47. **reaping** – зацеп  
**major exterior reaping**, *osotogari* – отхват, *осотогари*  
**minor exterior reaping**, *kosotogari* – отхват, *косотогари*
48. **referee** – судья
49. **repechange** – утешительная схватка
50. **self-defence** – самозащита
51. **sleeve** – рукав куртки
52. **strangle** – удушающий захват  
**cross-strangle** – удушающий захват крестом
53. **sweep** – подножка  
**advanced foot-sweep**, *okuriashibara* – окуриашибарай
54. **tatami** – татами
55. **technique** [tek'ni:k] – техника  
**favourite technique** – коронный прием  
**holding technique** – техника захватов  
**locking technique** – техника болевых приемов  
**strangulation technique** – техника удушающих приемов
56. **throw** [θrəʊ] – бросок  
**belt throw** – бросок с захватом за пояс  
**corner throw**, *sumigaeshi* – бросок подсадом голенью, *сумигаэши*  
**counter throw** – ответный бросок  
**leg and foot throw**, *ashiwaza* – бросок ногами, *ашиваза*  
**floating throw**, *ukiwaza* – бросок в падении с выведением из равновесия, *укиваза*  
**hand throw**, *tewaza* – бросок руками, *теваза*    **hip throw**, *koshiwaza* – бросок через бедро, *кошиваза*  
**lapel (sleeve) throw** – бросок с захватом за ворот (рукав) куртки  
**sacrifice throw**, *sutemiwaza* – бросок в падении, *сутемиваза*  
**shoulder throw**, *seoinage* – бросок через плечо, *сеоинаге*  
**spring hip throw**, *hanoeigoshi* – подсад голенью, *ханоегоши*  
**stomach throw**, *tomoeinage* – бросок через голову с упором стопы в живот, *томоенаге*

**standing throw, throw from a standing position, *tahiwaza*** – бросок из стойки, *тахиваза*

**to apply a throw** – применять бросок

**to throw** (прош. вр. **threw**, прич. прош. вр. **thrown**) – бросать

57. **time** – время

**hold-on time** – время захвата

58. **time-keeper** – секундометрист

59. **tripping** – подножка

60. **victory, win** – победа

**clear victory, complete victory, ippon** – чистая победа, полная победа, иппон

• Clear victory is marked ten points, *waza-ari* gives seven points: *juko* – five points; *koka* – three points.

**compound win, *sogogachi*** – сложная победа, *согогачи*

**victory by forfeit, *fuzengachi*** – победа ввиду неявки, *фузенгачи*

**victory on points** – победа по очкам

**victory on superiority, *yugeigachi*** – победа ввиду явного преимущества, *югейгачи*

61. **warning, *keikoku*** – предупреждение, *кейкоку*

62. **waza-ari** (almost *ippon*) – ваза-ари (почти чистая победа)

63. **wheel** [(h)wi:l] – мельница, колесо

**shoulder wheel, *kataguruma*** – мельница, *катагурума*

**side wheel, *yokoguruma*** – бросок через грудь, *ёкогурума*

64. **yuko** (almost *waza-ari*) – юко (почти вазари)

65. **zone** – зона

**danger zone** – зона опасности

**grip zone** – зона захвата

## IRREGULAR VERBS

Таблица неправильных глаголов с транскрипцией и переводом

Infinitive	Транскрипция	Past Tense	Транскрипция	Past Participle	Транскрипция	Перевод
Arise	[ə'raiz]	arose	[ə'rəuz]	arisen	[ə'riz(ə)n]	возникать, появляться
awake	[ə'weik]	awoke	[ə'wəuk]	awoken	[ə'wəukən]	будить, просыпаться
Be	[bi:]	was, were	[wɒz], [wɜ:]	Been	[bi:n]	быть
Bear	[beə]	bore	[bɔ:]	Born	[bɔ:n]	рождать, приносить
beat	[bi:t]	beat	[bi:t]	beaten	[ˈbi:tn]	бить
become	[bi 'kʌm]	became	[bi 'keim]	become	[bi 'kʌm]	становиться
begin	[bi 'gɪn]	began	[bi 'gæn]	begun	[bi 'gʌn]	начинать(ся)
bend	[bend]	bent	[bent]	bent	[bent]	гнуть, сгибать
bind	[baɪnd]	bound	[baʊnd]	bound	[baʊnd]	связывать
bite	[baɪt]	bit	[bɪt]	bitten	[ˈbɪtn]	кусать(ся)
bleed	[bli:d]	bled	[bled]	bled	[bled]	кровооточить
blow	[bləʊ]	blew	[blu:]	blown	[bləʊn]	дуть
break	[breɪk]	broke	[brəʊk]	broken	[ˈbrəʊkən]	ломать(ся)
breed	[bri:d]	bred	[bred]	bred	[bred]	воспитывать
bring	[brɪŋ]	brought	[brɔ:t]	brought	[brɔ:t]	приносить
build	[bɪld]	built	[bɪlt]	built	[bɪlt]	строить
burn	[bɜ:rn]	burnt	[bɜ:nt]	burnt	[bɜ:nt]	гореть, жечь
burst	[bɜ:st]	burst	[bɜ:st]	burst	[bɜ:st]	разразиться, взрывать(ся)
buy	[baɪ]	bought	[bɔ:t]	bought	[bɔ:t]	покупать
cast	[kæst]	cast	[kæst]	cast	[kæst]	кинуть, лить (металл)
catch	[kætʃ]	caught	[kɔ:t]	caught	[kɔ:t]	ловить, схватывать
choose	[tʃu:z]	chose	[tʃəʊz]	chosen	[ˈtʃəʊzən]	выбирать, подбирать
come	[kʌm]	came	[keɪm]	come	[kʌm]	приходить
cost	[kɒst]	cost	[kɒst]	cost	[kɒst]	стоить
cut	[kʌt]	cut	[kʌt]	cut	[kʌt]	резать
dig	[dɪg]	dug	[dʌg]	dug	[dʌg]	рыть, копать
do	[du:]	did	[dɪd]	done	[dʌn]	делать
draw	[drɔ:]	drew	[dru:]	drawn	[drɔ:n]	рисовать, тащить

Infinitive	Транскрипция	Past Tense	Транскрипция	Past Participle	Транскрипция	Перевод
dream	[dri:m]	dreamt	[dremt]	dreamt	[dremt]	мечтать, сниться
drink	[drɪŋk]	drank	[dræŋk]	drunk	[drʌŋk]	пить
drive	[draɪv]	drove	[drouv]	driven	[ˈdrɪvən]	водить
eat	[i:t]	ate	[eɪt, et]	eaten	[ˈi:tn]	есть
fall	[fɔ:l]	fell	[fel]	fallen	[ˈfɔ:lən]	падать
feed	[fi:d]	fed	[fed]	fed	[fed]	кормить
feel	[fi:l]	felt	[felt]	felt	[felt]	чувствовать
fight	[faɪt]	fought	[fɔ:t]	fought	[fɔ:t]	бороться
find	[faɪnd]	found	[faʊnd]	found	[faʊnd]	находить
fit	[fɪt]	fit	[fɪt]	fit	[fɪt]	подходить по размеру
fly	[flaɪ]	flew	[flu:]	flown	[floun]	летать
forget	[fər ˈget]	forgot	[fər ˈgɒt]	forgotte n	[fər ˈgɒtn]	забывать
forgive	[fər ˈgɪv]	forgave	[fər ˈgeɪv]	forgiven	[fər ˈgɪvən]	прощать
freeze	[fri:z]	froze	[frouz]	frozen	[ˈfrouzən]	замерзать
get	[get]	got	[gɒt]	got	[gɒt]	получать
give	[gɪv]	gave	[geɪv]	given	[ˈgɪvən]	давать
go	[gou]	went	[went]	gone	[gɒn]	идти, ходить
grow	[grou]	grew	[gru:]	grown	[groun]	расти
hang	[hæŋ]	hung	[hʌŋ]	hung	[hʌŋ]	висеть, развешивать
have	[hæv]	had	[hæd]	had	[hæd]	иметь
hear	[hɪər]	heard	[hɜ:rd]	heard	[hɜ:rd]	слышать
hide	[haɪd]	hid	[hɪd]	hidden	[ˈhɪdn]	прятать
hit	[hɪt]	hit	[hɪt]	hit	[hɪt]	попадать в цель
hold	[hould]	held	[held]	held	[held]	держать
hurt	[hɜ:rt]	hurt	[hɜ:rt]	hurt	[hɜ:rt]	ранить, ушибить
keep	[ki:p]	kept	[kept]	kept	[kept]	держать, сохранять
kneel	[ni:l]	knelt	[nelt]	knelt	[nelt]	становиться на колени
knit	[nɪt]	knit	[nɪt]	knit	[nɪt]	вязать (спицами)
know	[nou]	knew	[nu:]	known	[noun]	знать
lay	[lei]	laid	[leid]	laid	[leid]	класть, положить
lead	[li:d]	led	[led]	led	[led]	вести,

Infinitive	Транскрипция	Past Tense	Транскрипция	Past Participle	Транскрипция	Перевод
						возглавлять
lean	[li:n]	leant	[lent]	leant	[lent]	наклоняться
learn	[lɜ:rn]	learnt	[lɜ:rnt]	learnt	[lɜ:rnt]	учить
leave	[li:v]	left	[left]	left	[left]	оставлять, покидать
lend	[lend]	lent	[lent]	lent	[lent]	занимать, одалживать
let	[let]	let	[let]	let	[let]	позволять
lie	[lai]	lay	[lei]	lain	[lein]	лежать
light	[lait]	lit	[lit]	lit	[lit]	освещать, зажигать
lose	[lu:z]	lost	[lɒst]	lost	[lɒst]	терять
make	[meɪk]	made	[meid]	made	[meid]	делать
mean	[mi:n]	meant	[ment]	meant	[ment]	значить
meet	[mi:t]	met	[met]	met	[met]	встречать
mistake	[mis'teɪk]	mistook	[mis'tuk]	mistake n	[mis'teɪk(e) n]	ошибаться
pay	[peɪ]	paid	[peɪd]	paid	[peɪd]	платить
put	[pʊt]	put	[pʊt]	put	[pʊt]	класть, ставить
read	[ri:d]	read	[red]	read	[red]	читать
ride	[raɪd]	rode	[roud]	ridden	[ˈrɪdn]	ехать верхом
ring	[rɪŋ]	rang	[ræŋ]	rung	[rʌŋ]	звонить, звенеть
rise	[raɪz]	rose	[rouz]	risen	[ˈrɪzən]	подниматься
run	[rʌn]	ran	[ræn]	run	[rʌn]	бежать
say	[seɪ]	said	[sed]	said	[sed]	говорить
see	[si:]	saw	[sɔ:]	seen	[si:n]	видеть
seek	[si:k]	sought	[sɔ:t]	sought	[sɔ:t]	искать
sell	[sel]	sold	[sould]	sold	[sould]	продавать
send	[send]	sent	[sent]	sent	[sent]	посылать
set	[set]	set	[set]	set	[set]	класть, ставить
shake	[ʃeɪk]	shook	[ʃʊk]	shaken	[ˈʃeɪkən]	трясти
shine	[ʃaɪn]	shone	[ʃoun, ʃɒn]	shone	[ʃoun, ʃɒn]	светить, сиять, блестеть
shoot	[ʃu:t]	shot	[ʃɒt]	shot	[ʃɒt]	стрелять
show	[ʃou]	showed	[ʃoud]	shown	[ʃoun]	показывать
shrink	[frɪŋk]	shrank	[fræŋk]	shrunk	[frʌŋk]	садиться (о материале), уменьшать(ся)



Infinitive	Транскрипция	Past Tense	Транскрипция	Past Participle	Транскрипция	Перевод
						сокращать(ся)
shut	[ʃʌt]	shut	[ʃʌt]	shut	[ʃʌt]	закрывать
sing	[sɪŋ]	sang	[sæŋ]	sung	[sʌŋ]	петь
sink	[sɪŋk]	sank	[sæŋk]	sunk	[sʌŋk]	тонуть
sit	[sɪt]	sat	[sæt]	sat	[sæt]	сидеть
sleep	[sli:p]	slept	[slept]	slept	[slept]	спать
smell	[smel]	smelt	[smelt]	smelt	[smelt]	нюхать, пахнуть
slide	[slaid]	slid	[slid]	slid	[slid]	скользить
sow	[sou]	sowed	[soud]	sown	[soun]	сеять, засеивать
smell	[smel]	smelled	[smeld]	smelled	[smeld]	нюхать, пахнуть
speak	[spi:k]	spoke	[spouk]	spoken	[ˈspoukən]	говорить
spell	[spel]	spelt	[spelt]	spelt	[spelt]	произносить по буквам
spend	[spend]	spent	[spent]	spent	[spent]	тратить
spill	[spɪl]	spilt	[spɪlt]	spilt	[spɪlt]	проливать
spit	[spɪt]	spat	[spæt]	spat	[spæt]	плевать
split	[splɪt]	split	[splɪt]	split	[splɪt]	расщеплять
spoil	[spɔɪl]	spoilt	[spɔɪlt]	spoilt	[spɔɪlt]	портить
spread	[spred]	spread	[spred]	spread	[spred]	распространять (ся)
stand	[stænd]	stood	[stʊd]	stood	[stʊd]	стоять
steal	[sti:l]	stole	[stɔ:l]	stolen	[ˈstɔ:lən]	воровать
stick	[stɪk]	stuck	[stʌk]	stuck	[stʌk]	приклеивать(ся), застревать, упорствовать
sting	[stɪŋ]	stung	[stʌŋ]	stung	[stʌŋ]	жалить
strike	[straɪk]	struck	[strʌk]	struck	[strʌk]	ударять, бастовать
strive	[straɪv]	strove	[strəʊv]	striven	[ˈstrɪvn]	стараться, стремиться
swear	[sweə]	swore	[swɔ:]	sworn	[swɔ:n]	давать клятву
sweep	[swi:p]	swept	[swept]	swept	[swept]	мести, подметать
swim	[swɪm]	swam	[swæm]	swum	[swʌm]	плавать
take	[teɪk]	took	[tʊk]	taken	[ˈteɪkən]	брать, взять
teach	[ti:tʃ]	taught	[tɔ:t]	taught	[tɔ:t]	учить
tear	[teə]	tore	[tɔ:]	torn	[tɔ:n]	рвать
tell	[tel]	told	[təʊld]	told	[təʊld]	рассказывать
think	[θɪŋk]	thought	[θɔ:t]	thought	[θɔ:t]	думать
throw	[θrou]	threw	[θru:]	thrown	[θroun]	бросать

Infinitive	Транскрипция	Past Tense	Транскрипция	Past Participle	Транскрипция	Перевод
understand	[ʌndərˈstænd]	understood	[ʌndərˈstʊd]	understood	[ʌndərˈstʊd]	понимать
upset	[ʌpˈset]	upset	[ʌpˈset]	upset	[ʌpˈset]	опрокидывать, расстраивать (планы), огорчать
wake	[weɪk]	woke	[wʊk]	woken	[ˈwʊkən]	просыпаться
wear	[weər]	wore	[wɔːr]	worn	[wɔːn]	носить
weep	[wi:p]	wept	[wept]	wept	[wept]	плакать
wet	[wet]	wet	[wet]	wet	[wet]	мочить, увлажнять
win	[wɪn]	won	[wʌn]	won	[wʌn]	выигрывать, побеждать
wind	[waɪnd]	wound	[waʊnd]	wound	[waʊnd]	извиваться, обматывать, заводить (часы)
write	[raɪt]	wrote	[raʊt]	written	[ˈrɪtn]	писать

## REFERENCES

1. Matt Leaf. USA Hockey Advanced Officials Manual, Updated August 2017, USA Hockey, Inc.
2. Wikipedia, the free encyclopedia  
[https://en.wikipedia.org/wiki/USA\\_Hockey](https://en.wikipedia.org/wiki/USA_Hockey)
3. Raymond Murphy. English Grammar in Use. Fourth Edition with Answers. Cambridge University Press, 2012.
4. Карпенко, Е. В. Практикум по английской грамматике : глагол : для студентов 1 курса ф-та «Референт-переводчик» / Е. В. Карпенко; Нар.укр. акад.,[каф. герман. и роман. филол.]. – Х. : Изд-во НУА, 2015. – 152 с.
5. <https://www.judo-ch.jp/english/relation/>
6. <https://judoinfo.com/terms/>
7. <https://www.budokan-judo-club.com/content/judo-terminology>

Учебное текстовое электронное издание

**Солдатченко Александр Леонидович  
Царан Александр Александрович**

**ENGLISH IN SPORTS OFFICIATING AND MANAGEMENT**

Учебное пособие

1,54 Мб

1 электрон. опт. диск

г. Магнитогорск, 2020 год  
ФГБОУ ВО «МГТУ им. Г.И. Носова»  
Адрес: 455000, Россия, Челябинская область, г. Магнитогорск,  
пр. Ленина 38

ФГБОУ ВО «Магнитогорский государственный  
технический университет им. Г.И. Носова»  
Кафедра языкознания и литературоведения  
Центр электронных образовательных ресурсов и  
дистанционных образовательных технологий  
e-mail: ceor\_dot@mail.ru