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Учреждение образования
«Белорусский государственный университет физической культуры»

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ICE HOCKEY

Рекомендовано УМО по образованию в области физической культуры для специальности 1-88 02 01-01 «Спортивно-педагогическая деятельность (тренерская работа по хоккею)» в качестве учебно-методического пособия

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Учебно-методическое пособие предназначено для студентов БГУФК спортивной специализации «Хоккей с шайбой», продолжающим изучать английский язык на II курсе. Оно окажет помощь обучающимся в овладении профессиональным английским языком: усвоить основную терминологическую лексику и фактический материал по избранному виду спорта, приобрести умения и навыки в профессиональном общении. Предлагаемое издание может быть использовано для самостоятельной работы над иностранным языком студентам учреждения образования физкультурного профиля, тренерам и спортсменам, судьям, судьям международной категории по хоккею с шайбой и всем интересующимся этим увлекательным видом спорта.

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ПРЕДИСЛОВИЕ

Настоящее учебно-методическое пособие предназначено для студентов II курса БГУФК по направлению специальности 1-88 02 01-01 «Спортивно-педагогическая деятельность (тренерская работа по хоккею с шайбой)».

Его цель – содействовать профессионально-ориентированному обучению студентов английскому языку: видеть в иностранном языке средство получения, расширения и углубления системных знаний по специальности и самостоятельного повышения своей профессиональной квалификации, а также реальность реализации возможностей профессионального использования иностранного языка в области своей спортивной специализации «Хоккей с шайбой», раскрыть для себя потенциал иностранного языка как возможность приобретения языковой, лингвострановедческой и социокультурной компетенции.

Оно позволит обогатить словарный запас будущих специалистов по хоккею с шайбой терминологической лексикой, обеспечить комплексное овладение всеми видами речевой деятельности и различными аспектами английского языка в объеме требований, предусмотренных учебной программой по учебной дисциплине «Иностранный язык» для студентов БГУФК.

При отборе лексики автор руководствовался принципом тематичности, сочетаемости, частотности ее употребления в современных английских текстах по хоккею с шайбой.

При отборе текстового материала в качестве основного критерия служили их информативная ценность и соответствие интересам студентов.

Тексты взяты из оригинальных современных спортивных материалов.

Система упражнений составлена так, чтобы студенты не только усвоили терминологическую лексику и раскрыли содержание прочитанного, но и нашли точки пересечения со своими профессиональными интересами.

В конце учебно-методического пособия имеется краткий грамматический справочник с упражнениями.

Учебно-методическое пособие не претендует на полноту охвата всего программного материала в области хоккея с шайбой, однако оно должно расширить словарный запас обучаемых, активизировать знания, умения и навыки, полученные на предыдущих этапах изучения английского языка за счет их тренировки в различных видах речевой деятельности; подготовить студентов к естественной коммуникации в устной форме иноязычного общения.

Издание может оказать большую пользу обучающимся учреждений образования физкультурного профиля, а также судьям, судьям международной категории, тренерам по хоккею с шайбой и всем интересующимся этим увлекательным видом спорта.

ICE HOCKEY

Ex 1. Discuss with your group-mates before you read the text:

- What do you know about ice hockey?

Ex 2. Say in Russian:

- what you know about ice hockey as a sport;
- how ice hockey is played;
- what you know about the playing time;
- where and when the game of ice hockey was originated.

Task 1.

1. Study the vocabulary to the text "Ice hockey".
2. Close the left-hand column of English words with a sheet of paper and give the meanings of all Russian words on the list below.

1. swift <i>a</i>	быстрый, стремительный
2. sheet (of ice)	поверхность (льда)
3. rink <i>n</i>	каток
4. skates <i>n, v</i>	коньки, кататься на коньках
5. flash <i>v</i>	быстро проноситься
6. slam <i>v</i>	ударять, вести (шайбу)
7. puck <i>n</i>	шайба
8. stick <i>n</i>	клюшка
9. hit <i>v</i>	бить (по шайбе)
10. goal cage (net)	ворота (сетка ворот)
11. rough <i>a, n</i>	грубый, грубое обращение
12. provide <i>v</i>	предусматривать
13. skillful <i>a</i>	искусный (умелый)
14. expert <i>a</i>	искусный (мастерский)
15. stick handling	владение клюшкой
16. passing attack	передача в нападении
17. streak <i>v</i>	проноситься
18. goalkeeper (goaltender, goalie) <i>n</i>	вратарь
19. defend <i>v</i>	защищать
20. rule <i>n</i>	правило

- | | | |
|----------------|------|---------------------------|
| 21. substitute | v | заменять |
| 22. fight | n, v | потасовка, драка; драться |

3. Close the right-hand column of Russian words with a sheet of paper and give the meanings of the English words and word combinations on the list above.

Task 2. Read the text and find the answers to the questions:

1. What kind of the game is ice hockey?
2. Where is the game played?
3. What do the hockey players need for the game?
4. How do the hockey players move in the game?
5. What unusual rule does the game have?

ICE HOCKEY

Ice hockey is a swift moving game. It is among the most emotional sports. The game is played by two teams on a sheet of ice called a rink. Each team has six players and all the players wear skates. The players flash up and down the rink, slamming a hard rubber disc called a puck along the ice with long sticks. They try to score points by hitting the puck into a goal cage, or net.

Ice hockey provides rough body contact and demands skillful skating and expert stick handling. A well-organized passing attack is an integral part of the game.

Ice hockey has swifter action than almost any other sport. As the players streak across the ice, their powerful swings at the puck often send it travelling faster than 160 kilometres per hour. A goalkeeper on each team defends the team's net. To keep the action fast, ice hockey has an unusual rule. It is the only major sport that allows players to be substituted while play is in progress. The game sometimes includes fights among players, though fighting is against the rules.

Ice hockey began in Canada in the mid-1880's. By the early 1990's, it had become Canada's national sport. Since then, ice hockey has become popular in many other countries, especially Russia, Sweden, and the United States. It is also very popular in Belarus.

Vocabulary and Speech Exercises

Ex. 1. Find Russian equivalents for the following English words and word combinations:

- | | |
|---------|-----------|
| 1. rink | 1. коньки |
| 2. puck | 2. лед |

- | | |
|-------------------|--------------------------|
| 3. stick | 3. ворота |
| 4. ice | 4. владение клюшкой |
| 5. skates | 5. каток |
| 6. net | 6. шайба |
| 7. stick handling | 7. клюшка |
| 8. passing attack | 8. необычное правило |
| 9. unusual rule | 9. потасовка |
| 10. fight | 10. передача в нападении |

Ex. 2. Wordsearch.

Find these words in the grid:

puck, stick, ice, fight, rink, net, stick handling, skates, player, game, zone, rule

s	t	i	c	k	p	a	b	k	c
p	r	t	p	h	u	r	u	l	e
l	i	c	e	a	c	z	o	n	e
a	n	e	t	n	k	o	n	g	h
y	k	o	d	d	s	t	i	c	k
e	i	t	l	l	f	i	g	h	t
r	o	e	k	i	m	w	r	u	p
g	a	m	e	n	t	y	s	e	o
c	p	s	r	g	h	n	a	p	q
b	d	p	c	s	k	a	t	e	s

Ex. 3. Replace the following English words and word combinations from the text by their Russian equivalents:

rink, sheet of ice, hard rubber disc, puck, stick, goal cage, rough, demand, skillful skating, stick handling, integral part, powerful swings, defend, substitute, include, fight, against the rules, national sport.

Ex. 4. Make up word combinations and translate them

to hit the puck	of	the ice
integral part	into	a goal cage
to streak	at	the game
swings	across	play is in progress
to be substituted	among	the puck
fight	while	Belarus
it is popular	in	players

Ex. 5. Use the words in the box and complete the sentences:

team, ice, puck, hockey, ice hockey, skaters, sticks, net, game, players, goalkeeper

1. Ice hockey is a sport played on 2. The was to shoot a hard rubber into their opponents 3. It is known simply as 4. But the name is used in countries where the word is generally reserved for another form of the sport, such as field hockey or street hockey. 5. The is played between two with six on the 6. Each team has a who tries to stop the from going into the goal or net.

Ex. 6. Make up the questions to which the following sentences might be the answers:

1. Ice hockey is a swift moving game.
2. Ice hockey is played on a rink.
3. It is played by two teams.
4. Each team has six players.
5. All the players wear skates.
6. The players slam a puck along the ice with long sticks.
7. The players try to score the points.
8. The team has a goalkeeper.
9. The goalkeeper tries to stop the puck from going into the goal or "net".
10. Ice hockey demands skillful skating and expert stick handling.

Ex. 7. Say what you know about:

- ice hockey as a game;
- ice hockey as the most emotional sport;
- players actions in ice hockey;
- ice hockey popularity.

Ex. 8. Turn to the text again. Divide it into three parts. Fix in your mind the things spoken of in each part. Reproduce the text from beginning to end.

Ex. 9. Prove that ice hockey is a very popular game in the Republic of Belarus.

Task 3. Study the vocabulary to the text “The Rink”. Give the meaning of the English words beginning with the number 15 and going up.

1. board	<i>n</i>	борт
2. surround	<i>v</i>	окружать
3. marking	<i>n</i>	трафарет, обозначение, разметка
4. goal line		лицевая линия, линия ворот
5. extend	<i>v</i>	тянуться, протягиваться, простираться
6. goal post		боковая стойка ворот
7. aim	<i>v</i>	целиться, метиться, намереваться
8. goal crease		зона ворот
9. cross	<i>v</i>	пересекать
10. force	<i>v</i>	вынуждать
11. centre zone		средняя зона
12. zone boundaries		ограничители зоны
13. face-off spot		точка вбрасывания
14. resume	<i>v</i>	возобновлять (игру)
15. flash	<i>v</i>	зажигаться, вспыхивать

Task 4. Read the text and concentrate your attention on the rink design.

THE RINK

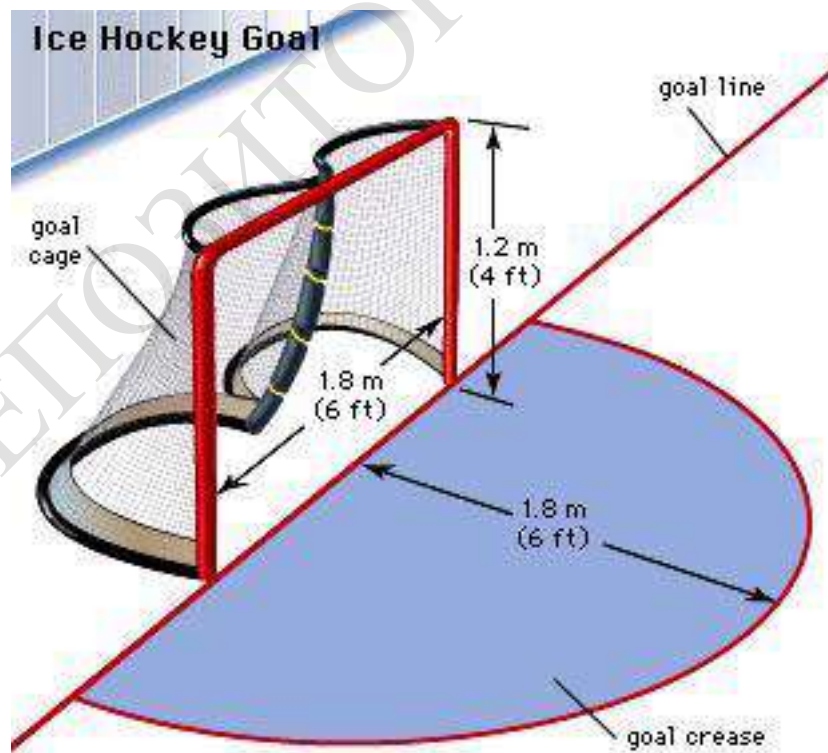
The standart hockey rink measures 200 feet (21 metres) by 85 feet (26 metres). The corners are rounded. A low, white, solid wooden wall – called the boards – surrounds the rink. This wall, which in most cases is covered with fiberglass, stands 40 to 48 inches (102

to 122 centimeters) high. Most indoor ice rinks consist of a sheet of ice that is first painted white, with blue and red markings – and then covered with more clear ice.

A red goal line extends across each end of the rink, 3 metres from the boards.

A goal cage stands in the middle of each goal line. The cage consists mainly of heavy netting which is supported by two metal goal posts. These are joined across the top by a metal crossbar. The opening at the front of the cage measures 4 feet (1.2 metres) high by 6 feet (1.8 metres) wide. Players aim the puck at this opening to score goals. An 8-foot (2.4-metre) by 4-foot (1.2 metre) area, called a goal crease, is outlined in red in front of each cage. A player may not enter the opposing team's crease unless that player is going after the puck. A goal does not count if an attacking player was in the crease when the puck crossed the goal line, unless an opponent forced the player into the crease.

Two blue lines divide the area between the goal lines into two 60-foot (18-metre) end zones and a centre zone, which is also 60 feet long on most rinks. The end zone that a team defends is that team's defending zone. The opposite end zone is the team's attacking zone. Actually, one team's defending zone serves as the other team's attacking zone. The centre zone is called the neutral zone. In all games, the rink also has a red centre line. It divides the neutral zone – and the rink – in half. Most outdoor rinks have the zone boundaries marked on the boards.



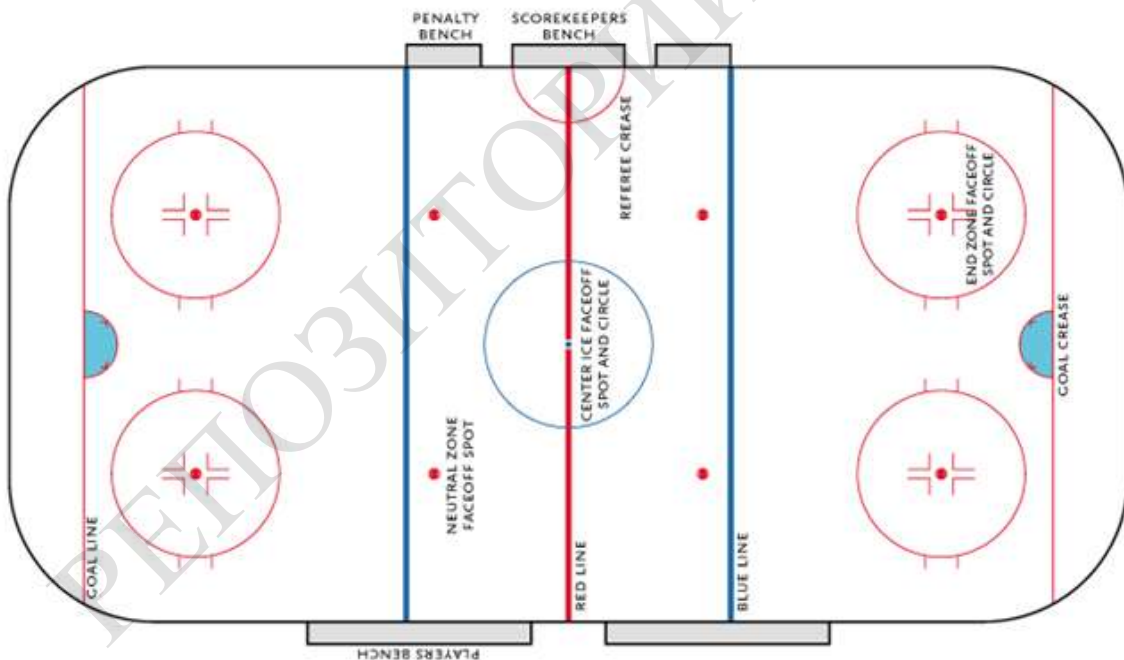
Coloured face-off spots mark the places on the ice where officials hold face-offs. In a face-off, an official drops the puck between the sticks of two opposing players, who try to hit it to a teammate or in the direction of the opponents' goal. Face-offs are used to

begin each game and to resume the game after play has been stopped. The neutral zone has four red face-off spots, and each end zone has two. Each end zone face-off spot is surrounded by a red circle. Only an official and two opposing players may stand inside a circle during a face-off. A blue face-off spot and circle are at the centre of the rink.

Most ice hockey rinks have a player's bench for each team and a penalty bench, or penalty box, where players must stay temporarily if they break the rules. Every rink has two or more clocks to keep track of the playing time and the time players serve in the penalty box. Most indoor rinks also have a red light behind each goal that is flashed on when a puck enters the goal cage and scores.

A standard ice hockey rink

Almost all professional and many amateur rinks are laid out like the one below. Other rinks differ in certain ways. In some amateur rinks, for example, the blue lines are less than 60 feet from the goal lines. But they still divide the area between the goals into three equal zones.



Vocabulary and Speech Exercises

Ex. 1. Find Russian equivalents for the following English words and word combinations:

- | | |
|------------------|-------------------|
| 1. face-off spot | линия ворот |
| 2. centre zone | перекладина ворот |
| 3. circle | борт |

- | | |
|----------------|-------------------|
| 4. goal crease | точка вбрасывания |
| 5. goal line | средняя линия |
| 6. crossbar | круг |
| 7. board | зона ворот |

Ex. 2. Fill in the table with the information from the text.

Zones	Lines	Circles
centre zone	goal line	red circle

Ex. 3. Say which of the following is not part of the rink:

- A** goal crease • free zone • net • path • ice • player's bench
B neutral zone • end zone • centre zone • delivery zone • attacking zone

Ex. 4. Work individually or with your group-mate to answer the following questions:

1. What measurements does the standard hockey rink have?
2. What shape must the corners of the rink have?
3. How must the ice of the rink look?
4. What line extends across each end of the rink?
5. What must be placed in the middle of each goal line?
6. What must the goal cage consist of?
7. How is the zone in front of the goal cage called?
8. What are the functions of two blue lines?
9. What zone is called the attacking zone?
10. What zone is called the defending zone?
11. How is the centre zone called?
12. What is the function of the neutral zone?
13. Where does an official drop the puck?
14. What are the face-offs used for?
15. How many red face-off spots must the neutral zone have?
16. What is the face-off spot zone surrounded by?
17. What colours are the face-off spots?

Ex. 5. Say:

- what markings you will see on the ice during the match;
- where you'll see the goal cages;
- why there are the player's and the penalty benches;
- why there are clocks in the rink;
- for what there are red lights behind each goal.

Ex. 6. Give some information about a standard ice hockey rink: a) its measurements; b) the ice; c) markings; d) lines and circles; e) face-off spots; f) a player's and penalty benches.

Ex. 7. Say what advice would you give your friend if he planned to build a rink.

Task 5. Study the vocabulary to the text "Equipment and player's uniform".

a) Close the left-hand column of English words with a sheet of paper and give the meanings of all Russian words on the list below:

1. uniform (outfit) <i>n</i>	экипировка
1. blade <i>n</i>	лезвие конька, крюк клюшки
2. curved <i>a</i>	изогнутый
3. flat <i>a</i>	плоский
4. L-shaped stick	изогнутая, элобразная клюшка
5. shaft <i>n</i>	ручка клюшки
6. heal <i>n</i>	пята клюшки
7. hockey jersey	свитер хоккейный
8. knee length shorts (pants)	трусы до колен
9. long stockings	рейтузы
10. padded <i>p.p., n</i>	подбитый (в виде подушки), подушка
11. kidneys <i>n</i>	почки
12. thighs <i>n</i>	бедра
13. gloves <i>n</i>	перчатки
14. blocker glove <i>n</i>	перчатка «блин»
15. catching glove	перчатка-ловушка
16. cuffs <i>n</i>	манжеты
17. wrists <i>n</i>	запястья
18. helmet <i>n</i>	шлем

19. shield <i>n</i>	щит
20. nameplate <i>n</i>	трафарет (фамилия игрока)
21. stane <i>n</i>	пятно
22. protect <i>v</i>	защищать
23. goalie knee guards	наколенники вратаря
24. chest pad	нагрудник
25. elbow pads	наплечники
26. goalie chest and arm protector	нагрудник вратаря (панцирь)

b) Close the right-hand column of Russian words with a sheet of paper and give the meaning of the English words and word combinations on the list above.

Task 6. Read the text about a hockey player's outfit and all that is necessary for the game.

EQUIPMENT AND PLAYER'S UNIFORM

For a team to play a game it must be able to put on the ice at least five skaters and one goalkeeper at the beginning of the game.

Ice hockey players need a puck, skates, and sticks. The puck is a hard, black rubber disc 1 inch (2.54 centimetres) thick and 3 inches (7.62 centimetres) in diameter. It weighs from 156 to 170 grams. Ice hockey skates have strong, heavy shoes designed for both support and protection. The blades are made of hard steel and are curved along the bottom. A player can turn and make other manoeuvres more easily with curved blades than with flat ones. Each player uses an L-shaped stick. The *shaft* (handle) is made of wood or metal and may be no more than 63 inches long. The blade of the stick is wooden. Except on goalkeepers' sticks, the blade must be no more than 5 ½ inches long and 3½ inches wide.

A player's uniform consists mainly of knee-length shorts, a sweater, and long stockings. Under the uniform, each player wears shoulder pads, elbow pads, a garter belt, and shin guards. Male players wear a special support. The shorts of all players are padded to protect the kidneys and thighs. Each player also wears heavily padded gloves with long cuffs to protect the wrists. Many players' helmets are equipped with a clear plastic shield that protects the upper part of the face.

All sweaters of a team must be of the same design including logo on the front, number on the sleeves and back, and nameplate on the back.

Players are not allowed to change or exchange sweater numbers once the game has started. They must wear their number for the game entirely and throughout the tournament or event.

The only exception to the rule is if a player's sweater becomes stained with blood or becomes badly torn during a game. At that point, he may be told by an on ice official to leave the ice and change into a designated sweater with another number and no nameplate.

A player whose hair is long must fashion it in a ponytail or tuck the hair under the helmet.

Each team must appoint and not more than two alternate captains from among the skaters listed on the game lineup. The captain must wear the letter "C" and alternate captains must wear the letter "A" on the front of their sweater.

A goalkeeper wears extra-thick padding under the uniform, including pads to protect the arms and the front of the body. A leather pad shields the front of each leg from above the knee to below the ankle. These pads help the goalkeeper block shots at the net. One of a goalkeeper's gloves has a large pad on the back. The goalkeeper uses this pad, along with the stick, to bat away lightning shots of the puck. The goalkeeper uses the other glove to catch pucks and toss them away from the net. Goalkeepers also wear a special protective face mask.

Vocabulary and Speech Exercises

Ex. 1. Find Russian equivalents for the following English words and word combinations:

1. helmet	перчатка
2. shield	подушка
3. puck	шлем
4. skates	щит
5. stick	шайба
6. blade	коньки
7. long stockings	клюшка
8. cuff	лезвие
9. glove	рейтузы
10. pad	манжет

Ex. 2. Put the words in the correct box:

skates, puck, shield, cuff, knee-length shorts, sweater, long stockings, stick, blade, rink, outfit, goal, uniform, shoulder pads, elbow pads, garter belt, chin guards

Equipment	Clothing

Ex. 3. Say:

a) *of what material are made:*

- pucks;
- skates;
- sticks.

b) *what a player's uniform consists of.*

Ex. 4. Put the words denoting a uniform into these groups:

Player's uniform	Goalkeeper's uniform
sweater	pads

Ex. 5. Choose the correct answers:

1. Which of the following is not a piece of player's uniform?

- a) *face cage* c) *chest pad*
- b) *neck guard* d) *ice skate*

2. Which of the following items is not specifically for goalkeepers?

- a) *face mask* c) *plastic shield*
- b) *pads* d) *helmet*

Ex. 6. Describe:

- the hockey player's outfit;
- the goalkeeper's outfit.

Ex. 7. Say what you know about:

- hockey equipment;
- hockey player's outfit;
- the goalkeeper's outfit.

Ex. 8. Make a player's sweater from the shirts bellow.

SHIRT 1



SHIRT 2



Ex. 9. Say:

- whether the hockey player can change or exchange his sweater number
- when it is allowed to change the sweater
- how the player must fashion his long hair
- what the captain must wear

Ex. 10. Say what advice you would give to a hockey player. Use the model.

model: You should use the skates made of hard steel and curved along the bottom.

1. _____ puck
2. _____ stick
3. _____ shoes
4. _____ shorts
5. _____ shoulder pads
6. _____ elbow pads
7. _____ padded gloves

Ex. 11. Imagine that you are a team equipment manager. Say:

- what equipment your team needs;
- what equipment may be worked out;
- where available equipment can be found.

Ex. 12. Imagine that you are a hockey player. Say:

- what equipment you need;
- what sweater you need;
- what sweater you need if you were the captain or alternate captain;
- what uniform you need.

Task 7. Study the vocabulary to the text «Hockey players». Close the right-hand column of Russian words with a sheet of paper and give the meaning of the English words and word combinations below; then close the left-hand column of English words with a sheet of paper and give the meanings of all Russian words and word combinations on the list below.

1. at least	не менее
2. to be composed of	состоять (из)
3. at any one time	одновременно
4. lineup <i>n</i>	линия построения
5. forward <i>n</i>	нападающий (игрок)
6. centre forward (centreman)	центральный нападающий
7. defenseman <i>n</i>	защитник, игрок обороны
8. pick up <i>v</i>	поднимать
9. catch <i>v</i>	ловить
10. assigned position	предназначенное положение
11. left wing	левый крайний нападающий
12. right wing	правый крайний нападающий
13. chase <i>v</i>	преследовать
14. petrole <i>v</i>	охранять
15. occur <i>v</i>	случаться, происходить
16. entire <i>a</i>	весь, целый
17. short handed	не в полном составе

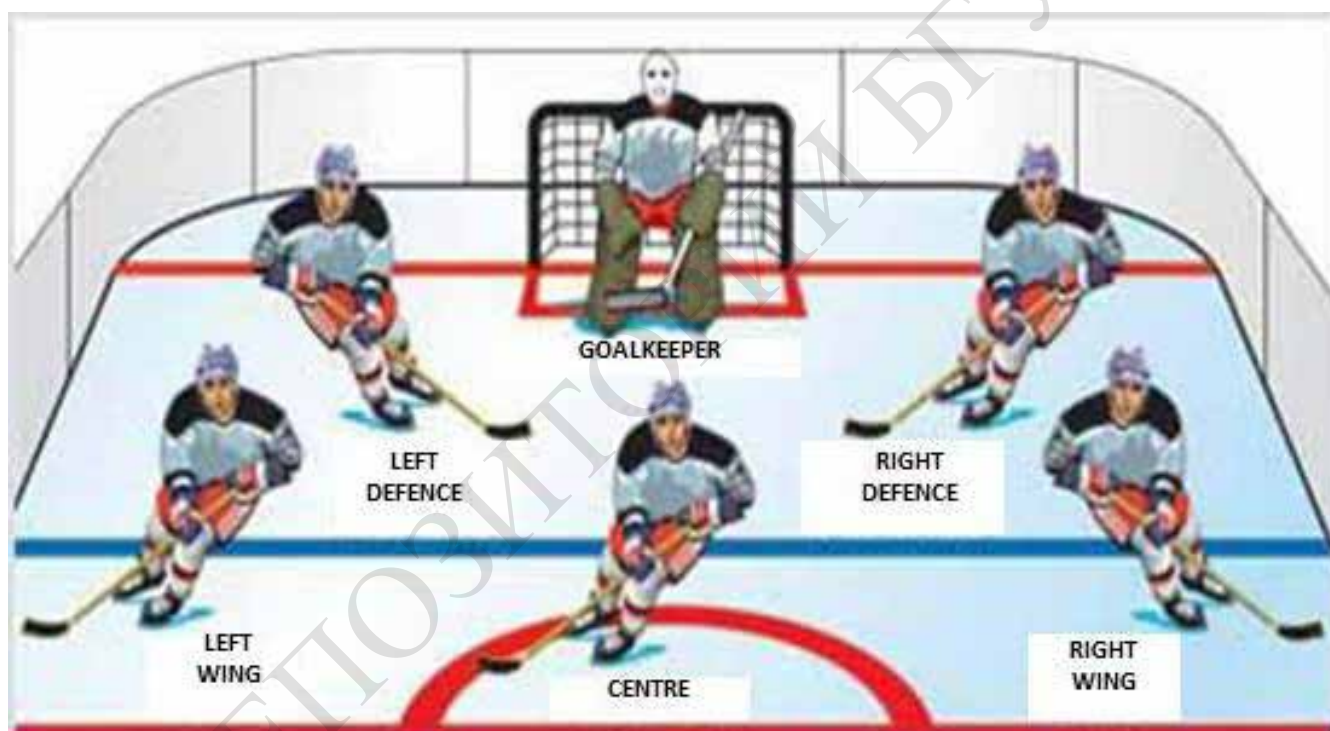
Task 8. Read the text «Hockey players» paying attention to the each hockey player's job.

HOCKEY PLAYERS

Each hockey team is composed of at least 20 players. During a game, 6 players from each team are on the ice at any one time, and the players change almost every minute.

The starting lineup consists of the goalkeeper, three forwards and two defencemen. The goalkeeper has the most demanding job in the team. He is the last defence against a score by the opposing team, and the least mistake on his part may cost the team a goal. The goalkeeper almost always remains in or near the goal crease. He is the only player allowed to catch the puck or pick it up.

The main job of the forwards is to score goals. But they must also help defend their team's goal. Each forward has an assigned position – centre, left wing, or right wing – which together make up the forward line. The centre usually leads the team's attack and takes part in most face-offs. The centre's starting position is in the middle of the forward line. But during play, the centre chases the puck wherever it goes. The left wing generally patrols the left side of the rink. The right patrols the right side. But the wings skate into each other's territory when the play requires.



The defencemen's main job is to guard their team's defending zone and so keep the opposing team from scoring. But defencemen also sometimes lead the attack and score goals. They normally cover the part of the rink between their team's forward line and their goal. The left defenceman generally covers the left half of the rink, and the right defenceman covers the right half. But like the wings, they skate into each other's territory when necessary.

Players may be substituted at any time, but play is never stopped to make substitutions. Coaches usually change the forward line and both defencemen about every 2 minutes during professional game. A team often has to play short-handed – that is, with fewer players on the ice than the opposing team has. This situation occurs when one or two players on a team are in the penalty box.

A hockey game is played in 3 20-minute periods of actual playing time, with 2 15-minute intermissions. With the many stoppages in play – offsides, penalties, injured players, etc. – a game usually lasts 2 to 3 hours. The teams change ends each period. When a team is playing short handed, it must have at least 4 players, including the goalkeeper, on the ice. If there is a tie at the end of a game, there may be an overtime period lasting 5 to 20 minutes. In international hockey, if there is a tie, a shoot-out ensues: 5 designed players from each team start at centre ice and try to score a goal, with the teams alternating. In professional hockey, a 5 minute sudden death overtime period is played. In the playoffs, overtime periods last 20 minutes.

Vocabulary and Speech Exercises

Ex. 1. Find Russian equivalents for the following English words and word combinations:

1. forward	центральный нападающий
2. goalkeeper	не в полном составе
3. defenceman	травмированный игрок
4. left wing	нападающий
5. right wing	вратарь
6. centre	тренер
7. short-handed	команда противника
8. injured player	левый крайний нападающий
9. coach	правый крайний нападающий
10. opposing team	защитник

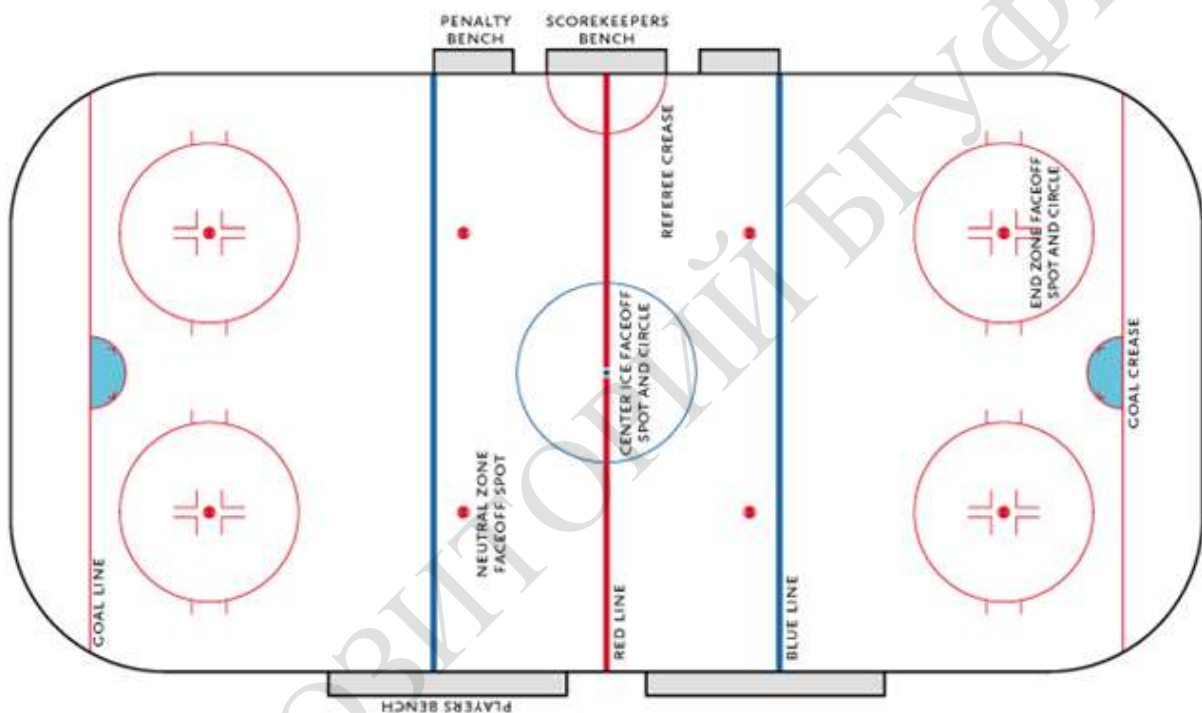
Ex. 2. Match the words in the table to their definitions below:

goalkeeper, defenceman, forward, goal crease, forward line, short-handed, intermission, overtime, playoff, tie

1. A player who helps prevent the other team from scoring mainly by stilling the puck.
2. The player on the team who is directly responsible for scoring goals.
3. The last defence against a score by the opposing team.
4. Position, which forwards (centre, left wing or right wing) make up together.

5. A team with fewer players on the ice than the opposing team has.
6. The area in front of goals.
7. Additional time.
8. The decisive match.
9. Break between periods.
10. The game ended with equal score.

Ex. 3. Compose your hockey team and place the players in an assigned position on the ice.



Ex. 4. Say what you know about main job of the:

- forwards;
- centre;
- left wing;
- right wing;
- goalkeeper

Ex. 5. Say what you know about hockey playing time. Use prompts:

- duration of the game;
- periods;
- stoppages;

- overtime period;
- a shoot-out;
- death overtime period.

Ex. 6. Work individually or with your groupmate to answer the following questions:

1. How is a hockey team composed?
2. How many players are there on the ice at any one time?
3. What players does the starting lineup consist of?
4. Who of players on the ice has the most demanding job?
5. Who of players is allowed to catch the puck or pick it up?
6. What is the main job of the forward?
7. What players does the forward line consist of?
8. What player leads the team's attack?
9. What does the left wing do on the rink?
10. What is the defenceman's main job?
11. What does the coaches do during the game?
12. When does a team have to play short-handed?

Task 9. Study the vocabulary to the text "Playing the game".

- | | |
|-----------------------------|--|
| 1. approximately <i>adv</i> | приблизительно |
| 2. sticklength <i>adv</i> | на длину клюшки |
| 3. squarely <i>adv</i> | прямо (перед чем-либо) |
| 4. frozen <i>a</i> | зажатый |
| 5. otherwise <i>adv</i> | иначе |
| 6. temporarily <i>adv</i> | временно |
| 7. carry (move) <i>v</i> | вести, продвигать (шайбу) |
| 8. shoot <i>n</i> | бросок (шайбы) |
| 9. violation <i>n</i> | нарушение (правил) |
| 10. intermission <i>n</i> | перерыв |
| 11. resurface <i>v</i> | заливать (лед) |
| 12. shoot-out <i>n</i> | буллит, отсутствие голов, победа «всухую» |
| 13. freeze the puck | прижать шайбу (к борту, воротам, коньком щитком или клюшкой) |
| 14. death <i>n</i> | наличие нескольких хороших игроков на одной позиции |

Task 10. Read the text and find the answers to the questions:

1. How is hockey played?
2. How is face-off executed?
3. What may a player do on the ice?
4. How must the puck be kept during the game?
5. When is the overtime conducted?

PLAYING THE GAME

A game consists of three periods of 20 minutes plus overtime and a penalty shot shoot-out if required.

Two teams compete to score the most goals in a game. The team that scores the superior number is declared the winner.

Each period begins with a face-off at the centre face-off spot. The puck is dropped by the referee in the centre of the rink between the sticks of the opposing centre forwards, who must stand approximately one sticklength apart, squarely facing their opponents end of the rink, and with the full blades of their sticks on the ice. No other player is allowed within 3 m of the two face-off players.

A face-off also starts play again after it has been stopped for any reason. These face-offs are held at various face-off spots, depending on the reason for stopping play. The team that gains control of the puck as a result of the face-off tries to move it into a scoring position. During play, the puck must be kept moving. If it is hit over the boards, held by the goalkeeper, out of the referee's sight, frozen between opposing players, or is otherwise temporarily out of play, an official blows a whistle for a face-off.

A player may carry (move) the puck along the ice, pass it to a teammate, or shoot it at the goal. But the rules limit these plays in certain ways. One extremely important rule states that no player of an attacking team may be in the attacking zone ahead of the puck. One member of the team must carry or shoot the puck across the attacking blue line before any other player on the team crosses the line. For violations of this rule, an official signals the offending team offside and conducts a face-off in the neutral zone.

A player may pass to a teammate anywhere in the same zone. The player may also pass from the defending zone to a teammate in their team's half of the neutral zone. If the pass is received beyond the centreline, an official signals the pass offside and conducts a face-off where the play began. In games played without a centreline, a player may pass from the defending zone to a teammate anywhere in the neutral zone.

Regulation time consists of three periods of 20 minutes of game action, stop time.

Periods are separated by a 15 minute intermission. Teams change ends to start each period. The ice must be resurfaced prior to the start of each period (excepting 5- and 10 minute overtime periods).

Overtime follows the third period when the score is tied after 60 minutes of regulation time and can consist of a 5-minute period, 10-minute period, or 20-minute period. In each case, these periods are played on a sudden-death basis (next goal wins). The penalty-shot shootout consists of three shots per team (if needed) followed by a sudden death, penalty-shot shoot-out if the score in the shoot-out is tied after three shots.

Vocabulary and Speech Exercises

Ex. 1. Find Russian equivalents for the following English words and word combinations:

- | | |
|-------------------|----------------|
| 1. drop | вести (шайбу) |
| 2. hit | передавать |
| 3. blow a whistle | бросать |
| 4. carry | ударять |
| 5. pass | пересекать |
| 6. shoot | забрасывать |
| 7. cross | защищать |
| 8. signal | давать свисток |
| 9. receive | давать сигнал |
| 10. defend | получать |

Ex. 2. Match the words and word combinations with the definitions:

- | | |
|-----------------|------------------------|
| 1. game action | 6. control of the puck |
| 2. players | 7. frozen |
| 3. period | 8. resurface |
| 4. face-off | 9. offside |
| 5. intermission | 10. tied |

- a.* refers to both skaters (defencemen and forwards) and goalkeepers
- b.* play when the scoreclock is running
- c.* shoot-in
- d.* the length of the game
- e.* break

- f.* being cluched
- g.* extended possession of the puck
- h.* the game finished in draw
- i.* position out of play
- j.* to cover with ice

Ex. 3. Find Russian equivalents of the following English words and word combinations:

face-off spots, control of the puck, scoring position, blow a whistle, carry the puck, teammate, goal, member of the team, shoot, violation, defending zone, intermission, resurface, overtime, sudden-death basis, tied, regulation

Ex. 4. Find English equivalents of the following Russian words and word combinations:

хоккеист, вести шайбу, точка вбрасывания, играть, финальный турнир, игра, время игры, капитан команды, нарушения, судья на льду, нападающая команда, зона защиты, проводить, заливать лед, перерыв, прижать шайбу

Ex. 5. Say:

- how a face-off is executed;
- what the team that gains control of the puck as a result of the face-off has to do;
- what a player is allowed to do;
- whether the rules limit the players;
- what the extremely important rule states;
- where a player may pass to a teammate;
- what the regulation time consists of;
- when the ice must be resurfaced;
- when overtime follows.

Ex. 6. Say how you as a coach will explain your student:

- the performance of face-offs
- using the stick;
- regulation time;
- overtime;
- penalty shot.

Ex. 7. Read the e-mail from the coach.

The Beginner's Guide to Hockey

A team usually consists of twenty players, with six on ice at a time. Positions include the goalie, the forwards, and the defencemen. The three forwards form a line. There are usually three or four lines that change throughout the game.

The game is played on the rink which is marked with several lines. The game is started by a faceoff at the red line, or centre line. The red and blue lines are important for rules like offside and icing.

There are three twenty-minute periods in a match. In play, players must abide by certain rules. Players can body check by using a shoulder, hip, or torso to hit an opponent who is in possession of the puck. A body check to the head or back is illegal. If players break rules, such a body checking illegally, they go to the penalty box. Fights that break out between two players are tolerated. The referee must split them up only if they fall on the ground. Teams try to score goals against the defense. One shot used to score is called the slap shot. To win, a team must score more goals than the other team.

Ex. 8. Say what you would do having received such e-mail being a coach.

Task 11. Study the vocabulary to the text «Attacking play».

1. centre	в сосредотачивать; n центр, центрфорвард
2. rush v	бросаться вперед, устремляться
3. point men	защита
4. bat away	отбивать
5. rebound	в добивать; n отскок
6. forechecking n	активная борьба в зоне соперника за овладение шайбой
7. power play	игра в численном большинстве
8. short-handed n	игра в численном меньшинстве
9. all-out a	решительный
10. drive n	прорыв
11. asses a penalty	назначить штраф
12. cheking n	отбор шайбы
13. break	n прорыв, v прорваться
14. opening n	проход

Task 12. Read the text «Attacking play» and find out why attacking play is the most spectacular.

ATTACKING PLAY

Attacking play centres on the attack, or *rush*, against the opposing team's goal. An attacking team moves the puck down the ice until one player is in position to carry or shoot it across the defending team's blue line. If the player carries the puck across the blue line, teammates rush to an open area to receive a pass. If the player shoots the puck across the blue line, one or more teammates rush in to gain control of the puck. But a player remains back for defensive purposes in case the other team gets control of the puck.

Once the attackers control the puck in the opposing team's end zone, the attacking defencemen station themselves as *point men* at opposite ends of their opponents' blue line. Their main job is to keep the puck in the attacking zone. The centre tries for shots at the goal or passes the puck to a wing in better scoring position. The centre and one of the wings go after any shot that misses the goal or is batted away by the goalkeeper and try to score it on the *rebound*. If the opposing team gets the puck, the attackers quickly begin checking to regain control. Checking an opponent who controls the puck in the opponent's defending zone is called *forechecking*. Throughout an attack, one wing must always play far enough back to go after an opponent who breaks into the neutral zone with the puck.

The most spectacular attacking play is the *power play*. This play occurs when one team is short-handed. The other team sends all its players except the goalkeeper into the attacking zone in an all-out drive to score. The objective of a power play is to score a goal while the opposing team is playing short-handed after being assessed a penalty. The coach uses his best scorers. From the face off, they try to gain control of the puck and enter the opposing team's zone. The players then pass the puck back and forth until an opening is created and the player in possession of the puck tries to score a goal. A power play lasts the length of a penalty (2.4 or 5 minutes) or, in some cases ends when a goal is scored.

Vocabulary and Speech Exercises

Ex. 1. Find Russian equivalents for the following English words and word combinations:

- | | |
|--------------|-------------------------|
| 1. attacking | противоположный |
| 2. defending | отбор шайбы |
| 3. opposing | защищающийся |
| 4. checking | в численном меньшинстве |

- | | |
|-----------------|-------------------------|
| 5. short-handed | нападающий |
| 6. opening | назначать |
| 7. power play | в численном большинстве |
| 8. assess | проход |

Ex. 2. Match the words and word combinations with the definitions:

- | | | |
|-------------------|---------------|------------|
| 1. attacking play | 3. checking | 5. scorer |
| 2. point men | 4. power play | 6. penalty |

- a.* the attacking defencemen station at opposite ends of their opponent's blue line
b. the play that centres on the attack, or rush, against the opposing team's goal
c. the most spectacular attacking play
d. an opponent who controls the puck in the opponents defending zone
e. punishment
f. the player that scores a goal

Ex. 3. Work individually or with your groupmate to answer the following questions:

1. When does the attacking team move the puck till?
2. What do the team mates have to do if the player carries the puck across the blue line?
3. What do the teammates have to do when the player shoots the puck across the blue line?
4. In what case does a player remain back for defensive purposes?
5. When do the attacking defencemen station themselves as point men?
6. What do the attackers have to do when the opposing team gets the puck?
7. What play is the most spectacular in hockey?
8. When does the power play occur?
9. What is the objective of a power play?
10. How much time does a power play last?

Task 13. Study the vocabulary to the text «Defensive play».

- | | |
|------------------------|----------------------------------|
| 1. break up <i>v</i> | прерывать; ломать сопротивление |
| 2. guard <i>v</i> | охранять, занимать оборону |
| 3. back-checking | атака игрока сзади |
| 4. substitute <i>a</i> | запасной |
| 5. penalty killer | специалист по игре в меньшинстве |

- | | | |
|---------------------------|----------|-----------------------------|
| 6. illegal | <i>a</i> | незаконный, несогласованный |
| 7. icing the puck (icing) | | проброс шайбы |
| 8. exception | <i>n</i> | исключение |

Task 14. Read the text «Defensive play» and say how an illegal defensive play is called and who is called a penalty killer.

DEFENSIVE PLAY

Defensive play is designed to break up attacks. At the start of an attack, both defencemen begin skating rapidly toward their defending zone. They skate backward to keep close watch on the attackers and use their sticks to prevent a pass or a shot at the goal. Each defending wing guards the attacking wing on the defending wing's side of the ice. After the puck crosses the defending team's blue line, one defenceman takes a position in front of the goalkeeper. The other defenceman guards the puck carrier. The defending centre goes after the puck. Each defending wing guards the attacking defenceman stationed on the wing's side of the ice as a point man. All the defending players must check strongly. Their chief aim is to get control of the puck and carry or pass it out of their end zone. Checking to break up an attack is called *back-checking*. To defend themselves against power plays, teams may send in substitutes called *penalty killers*.

An illegal defensive play called *icing the puck*, or *icing*, occurs when a defending player shoots the puck from the defending team's half of the ice across the opponents' goal line. But for icing to occur, a player on the other team must be the first player to touch the puck after it crosses the goal line. In games played without a centreline, icing occurs when a player shoots the puck from the defending zone across both blue lines and the opponents' goal line. The penalty for icing is a face-off in the defending team's end zone. There are two major exceptions to the icing rule. If an iced puck enters the net, it counts as a score. In addition, a short-handed team may ice the puck as a defensive play.

Ex. 1. Find Russian equivalents for the following English words and word combinations:

- | | |
|-------------------|----------------------------------|
| 1. guard | предотвращать |
| 2. break up | использовать |
| 3. prevent | прерывать |
| 4. use | охранять |
| 5. back-checking | специалист по игре в меньшинстве |
| 6. penalty killer | атака игрока сзади |

- | | |
|--------------|----------------------|
| 7. icing | случаться |
| 8. occur | проброс шайбы |
| 9. exception | считать, засчитывать |
| 10. count | исключение |

Ex. 2. Match the words and word combinations with the definitions:

- | | | |
|---------------|------------------|-------------------|
| 1. defend | 3. puck carrier | 5. penalty killer |
| 2. defenceman | 4. back-checking | 6. icing |

- a.* checking to break up attack
b. the action which prevents a pass or a shot at the goal
c. hockey players who prevent a pass or a shot at the goal
d. the hockey player who has a puck in his possession
e. it occurs when a player shoots the puck from the defending zone across both blue lines and the opponents' goal line
f. specialist in a short-handed game

Ex. 3. Work individually or with your groupmate to answer the following questions:

1. What is the defensive play designed for?
2. What do the defencemen do at the start of an attack?
3. In what manner do they skate?
4. Why do they skate backward?
5. What does each defenceman guard?
6. What position do the defencemen take after the puck crosses the defending team's blue line?
7. What is the defending player's chief aim?
8. What action is called back icing?
9. What play is called icing?
10. What is it necessary for icing to occur?
11. What penalty is for icing?
12. What are two major exceptions to the icing rule?

Task 15. Study the vocabulary to the text «Techniques and Tactics».

- | | |
|-------------------|------------------------------|
| 1. shot <i>n</i> | бросок |
| slapshot <i>n</i> | щелчок |
| snap shot | удар-бросок, короткий щелчок |

wrist shot	кистевой бросок
backhand shot	бросок с неудобной руки
2. trajectory <i>n</i>	траектория
3. backhand pass <i>n</i>	пас с неудобной руки
4. passing the puck of the board	передача шайбы от борта
5. wrist pass	кистевой пас, кистевая передача
6. deflecting the puck	изменить направление полета шайбы
7. remove <i>v</i>	вывести, отстранить от игры
8. poke checking the puck	отбор шайбы «тычком»
9. fisticuffs <i>n</i>	драка, потасовка
10. harshly <i>adv</i>	строго
11. carom <i>v</i>	отскакивать
12. candone <i>v</i>	прощать

Task 16. Read the text for full comprehension.

TECHNIQUES AND TACTICS

Hockey is a game of both attack and defense strategies, with frequent exchanges of the puck among all players. Several different shots and passes are used.

The shots. The main types of shots in hockey are, in order of power, the slapshot, the snap shot, the wrist shot, and the backhand shot. These shots are made while skating or standing still.

Slapshot. The player's stick is not in contact with the puck. He swings his stick back to give the shot power. The slapshot is less accurate than other shots.

Snap shot. The player pushes the puck forward and at the right moment – the stick still in contact with the ice – he increases the pressure on the puck. This shot is also used for passes.

Wrist shot. Particularly accurate quick, and affective in front of the goal, it is also used for long passes.

Backhand shot. More difficult to execute because of the curve of the stick blade, the backhand is generally feared by goalies, because it is difficult to see what trajectory the puck will take.

The passes. They enable a team to control the puck for attack or defense purposes.

Passing the puck of the board. This is way to pass the puck to a player who cannot receive a direct pass.

Deflecting the puck. An attacking player scores a goal by deflecting a puck passed to him by a teammate.

Poke checking the puck. The goalie keeps another player from getting the puck by kneeling on the ice and quickly thrusting his stick forward. The poke check can be used by all players in any position.

Checking. An important defensive tactic is checking – attempting to take the puck from an opponent or to remove the opponent from play. Stick checking, sweep checking, and poke checking are legal uses of the stick to obtain possession of the puck. The neutral zone trap is designed to isolate the puck carrier in neutral zone preventing him from entering the offensive zone. Body checking is using one's shoulder or hip to strike an opponent who has the puck or who is the last to have touched it (the last person to have touched the puck is still legally "in possession" of it, although a penalty is generally called if he is checked more than two seconds after his last touch). Often the term checking is used to refer to body checking, with its true definition generally only propagated among fans of the game.

Offensive tactics. Offensive tactics include improving a team's position on the ice by advancing the puck out of one's zone towards the opponent's zone, progressively by gaining lines, first your own blue line, then the red line and finally the opponent's blue line. NHL rules instated for the 2006 season redefined the offside rule to make the two-line pass legal; a player may pass the puck from behind his own blue line, pass both the blue line and the centre red line, to player on the near side of the opponents' blue line. Offensive tactics are designed ultimately to score a goal by taking a shot. When a player purposely directs the puck towards the opponent's goal, he is said to "shoot" the puck.

A deflection is a shot that redirects a shot or a pass towards the goal from another player, by allowing the puck to strike the stick and carom towards the goal. A one-timer is a shot struck directly off a pass, without receiving the pass and shooting in two separate actions. Headmanning the puck, also known as breaking out, is the tactic of rapidly passing to player farthest down the ice. Loafing, also known as cherry-picking, is when a player, usually a forward, skates behind an attacking team, instead of playing defence, in an attempt to create an easy scoring chance.

A team that is losing by one or two goals in the last few minutes of play will often elect to pull the goalie; that is, remove the goalkeeper and replace him with an extra attacker on the ice in the hope of gaining enough advantage to score a goal. However, it is an act of desperation, as it sometimes leads to the opposing team extending their lead by scoring a goal in the empty net.

One of the most important strategies for a team is their forecheck. Forechecking is the act of attacking the opposition in their defensive zone. Forechecking is an important part of the dump and chase strategy (i.e. shooting the puck into the offensive zone and then

chasing after it). Each team will use their own unique system but the main ones are: 2-1-2, 1-2-2, and 1-4. The 2-1-2 is the most basic forecheck system where two forwards will go in deep and pressure the opposition's defencemen, the third forward stays high and the two defencemen stay at the blueline. The 1-2-2 is a bit more conservative system where one forward pressures the puck carrier and the other two forwards cover the opposition's wingers, with the two defencemen staying at the blueline. The 1-4 is the most defensive forecheck system, referred to as the neutral zone trap, where one forward will apply pressure to the puck carrier around the opposition's blueline and the other 4 players stand basically in a line by their blueline in hopes the opposition will skate into one of them. Another strategy is the left wing lock, which has two forwards pressure the puck and left wing and the two defencemen stay at the blueline.

There are many other little tactics used in the game of hockey. Cycling moves the puck along the boards in the offensive zone to create a scoring chance by making defenders tired or moving them out of position. Pinching is when a defencemen pressures the opposition's winger in the offensive zone when they are breaking out, attempting to stop their attack and keep the puck in the offensive zone. A saucer pass is a pass used when an opposition's stick or body is in the passing lane. It is the act of raising the puck over the obstruction and having it land on a teammate's stick.

A deke, short for "decoy", is a feint with the body or stick to fool a defender or a goalie. Many modern players have picked up the skill of "dangling", which is fancier deking and requires more stick handling skills.

Fights. Although fighting is officially prohibited in the rules, it is not an uncommon occurrence at the professional level, and its prevalence has been both a target of criticism and a considerable draw for the sport. At the professional level in North America fights are unofficially condoned. Enforcers and other players fight to demoralize the opposing players while exciting their own, as well as setting personal scores. A fight will also break out if one of the team's skilled players gets hit hard or someone gets hit by what the team perceives as a dirty hit. The amateur game penalized fisticuffs more harshly, as a player who receives a fighting major is also assessed at least a 10-minute misconduct penalty (NCAA and some Junior leagues) at a game misconduct penalty and suspension (high school and younger, as well as some casual adult leagues). Crowds seem to like fighting in ice hockey and cheer when fighting erupts.

Vocabulary and Speech Exercises

Ex. 1. Continue the list:

Shots: slapshot, ...

Passes: passing the puck of the board, ...

Defensive tactic: checking, ...

Offensive tactic: cycling, ...

Ex. 2. Name the shots in order of power.

Ex. 3. Name the passes.

Ex. 4. Say:

- what shot is less accurate than others;
- what shots are made while skating or standing still;
- what shots are also used for passes;
- what shot is affective in front of the goal;
- what shot is more difficult to execute and why;
- what action enables a team to control the puck to a player who cannot receive a direct pass;
- what an important defensive tactic is;
- what offensive tactics include;
- what the expression “to pull the goalie” mean;
- what the most important strategies are;
- what basic forecheck system you know.

Ex. 5. Say:

- what defensive tactic you or your teammates use in the game;
- what offensive tactics you or your teammates use in the game;
- what basic forecheck system your team use;
- what your attitude is to fighting.

Task 17. Study the vocabulary to the text «Officials».

- | | |
|----------------------------|----------------------|
| 1. referee <i>n</i> | судья, главный судья |
| 2. dispute <i>n</i> | спор, разногласия |
| 3. linesman <i>n</i> | судья на линии |
| 4. infraction <i>n</i> | нарушение правил |
| 5. comply <i>v</i> | подчиняться правилам |
| 6. be responsible <i>v</i> | быть ответственным |
| 7. official scorer | судья секретарь |
| 8. save <i>n</i> | парирование броска |
| 9. timekeeper <i>n</i> | хронометрист |

10. penalty box official	судья штрафного времени
11. maintain <i>v</i>	сохранять
12. announcer <i>n</i>	информатор
13. delayed penalty	отложенный штраф
14. hooking <i>n</i>	задержка клюшкой
15. cross checking	толчок клюшкой
16. slashing <i>n</i>	удар соперника клюшкой
17. goal scored	гол засчитан
18. goal disallowed	незасчитанный гол

Task 18. Read the text and try to remember hockey officials' duties.

OFFICIALS

Under International Ice hockey Federation rules, matches are controlled by the following officials.

Referee. He controls the game, drops the puck for the ice off at the beginning of each period, and makes sure that the rules are applied. In case of a dispute, his ruling is final. In the MHB and major leagues, there may be 2 referees.

Linesmen. The 5 linesmen go across the wing of the rink. Regulate the play. They indicate a penalty or infraction of the rules.

Official scorer. He compiles all data for the game: goals, penalties, shots on net, saves, etc.

Timekeepers (2). The first is responsible for controlling the clock during stoppages in play. The second times the penalties.

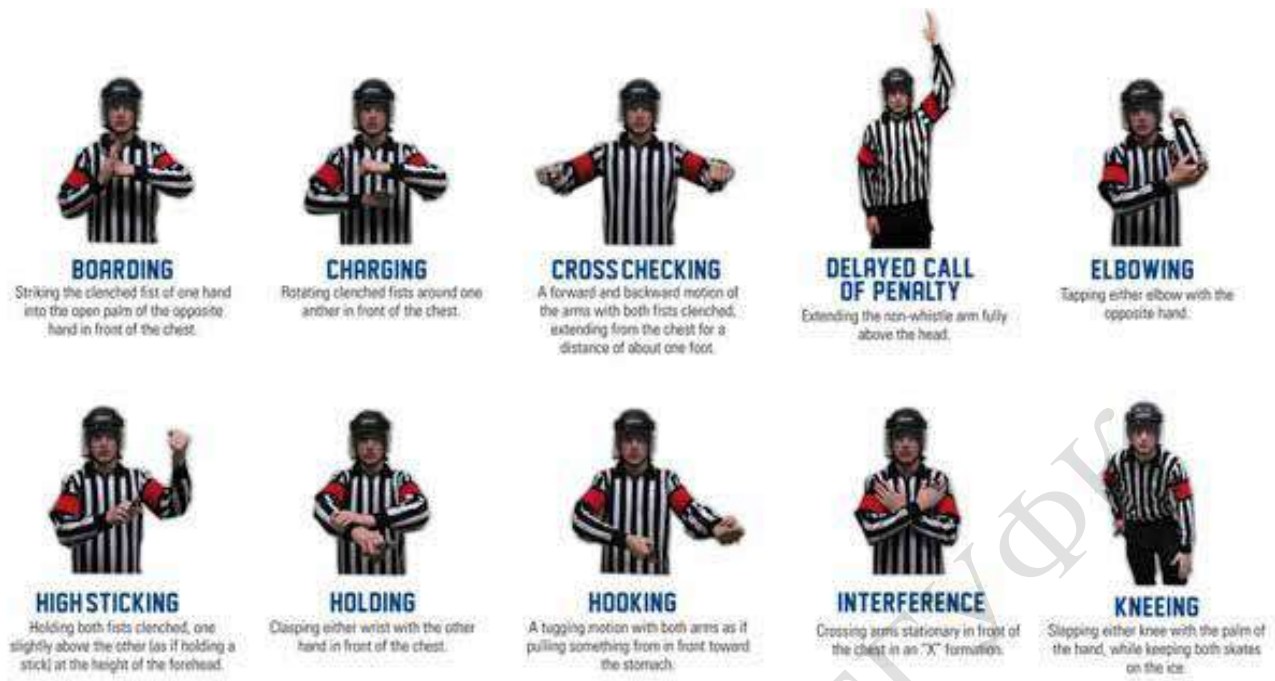
Penalty box official. He makes sure that order is maintained.

Announcer. He announces goals scored, penalties, time remaining, etc.

Officials' signals. These signals, used by the referee and linesmen, indicate a penalty or infraction of the rules. The game continues until the penalized team touches the puck. There are many penalties in hockey, most of which result in the player or players involved being taken out from the game for between 2 and 10 minutes. Some serious infractions lead to game misconduct penalties or suspensions lasting several games. The penalty time is counted in real playing time. Infractions of the rules are usually offsides and icing the puck.

Delayed penalty. The referee signals a penalty and stops the play when a player from the penalized team touches the puck.

Hooking. Hooking another player with the stick, with the intention of making him fall.



Cross checking. A check made on an opposing player with the stick held in both hands.

Slashing. Hitting a player with the stick.

Goal scored.

Goal disallowed.

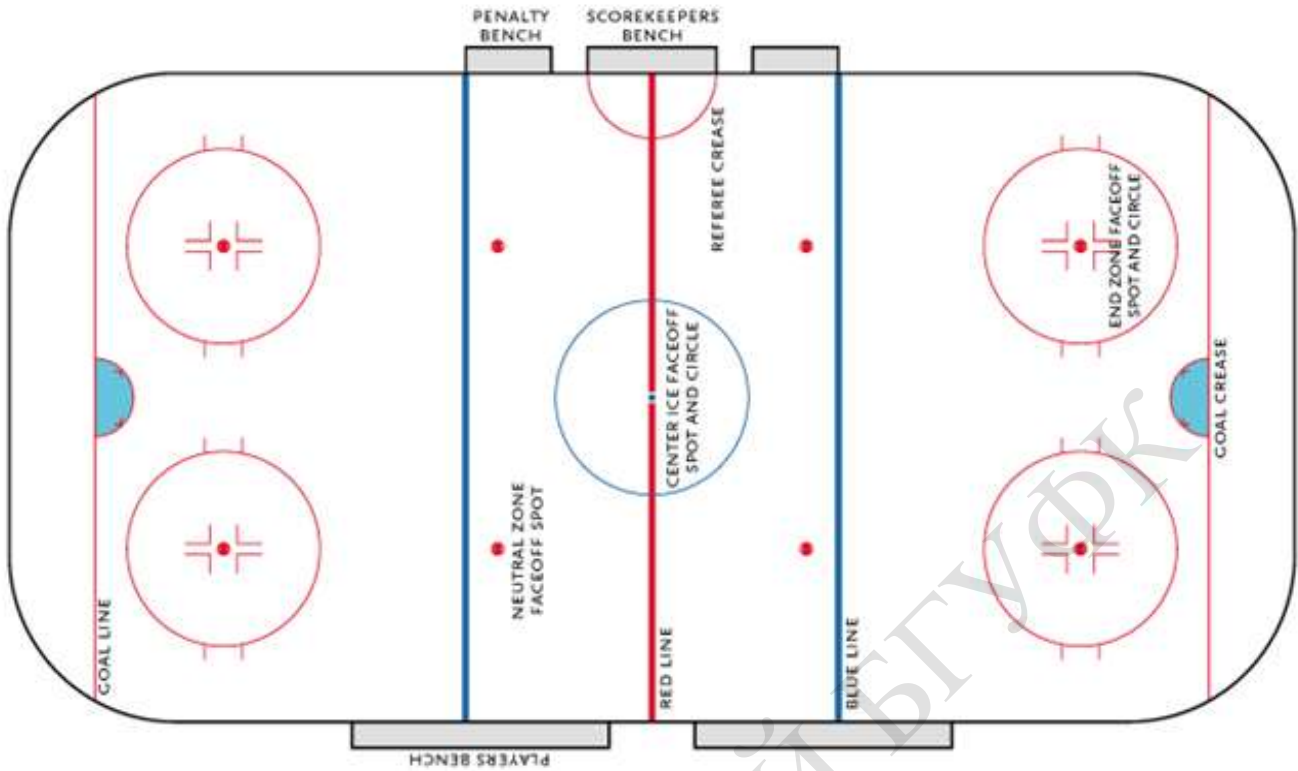
Vocabulary and Speech Exercises

Ex. 1. Match the words and word combinations with the definitions:

- | | |
|--------------------|-------------------------|
| 1. announcer | 4. timekeeper |
| 2. linesman | 5. referee |
| 3. official scorer | 6. penalty box official |

- a.* the official responsible for the penalties' time
- b.* the person who announces goals scored
- c.* the person controlling the game
- d.* the person who indicates a penalty or infraction of the rules
- e.* the person who complies shots saves
- f.* the person who makes sure that order is maintained

Ex. 2. Point the place of each official on the rink.



Ex. 3. What would you tell your teammates about your duty if you were:

- a referee?
- a linesmen?
- an official scorer?
- a timekeeper?
- a penalty box official?
- an announcer?

Ex. 4. Show to your teammates and explain official signals.

Task 19. Study the vocabulary to the text «Violations and penalties».

- | | |
|-------------------------|------------------------------|
| 1. inescapable <i>a</i> | неизбежный |
| 2. tripping <i>n</i> | подножка |
| 3. holding <i>n</i> | задержка игрока |
| 4. hooking <i>n</i> | задержка клюшкой |
| 5. desperate <i>a</i> | отчаянный |
| 6. restrain <i>v</i> | удерживать |
| 7. high-sticking | удар высоко поднятой клюшкой |

8. slashing <i>n</i>	удар соперника клюшкой
9. spearing <i>n</i>	колющий удар
10. inexcusable <i>a</i>	непростительный
11. temper <i>n</i>	характер
12. vicious <i>a</i>	неправильный, ужасный
13. excessively <i>adv</i>	чрезмерно
14. inclination <i>n</i>	склонность
15. last-ditch	стоять до конца
16. sprawl <i>v</i>	растянуться, сбить с ног
17. lenient <i>a</i>	мягкий, снисходительный
18. charging <i>n</i>	блокирование, блокировка
19. boarding	толчок соперника на борт
20. spear <i>n</i>	копье
21. stab <i>v</i>	колоть (копьем)
22. elbowing <i>n</i>	удар локтем
23. but-ending <i>n</i>	удар концом клюшки
24. minor penalties	малые /двухминутные штрафы
25. major penalties	большие штрафы / удаление игрока на 5 минут
26. misconduct penalties	дисциплинарные штрафы, удаление игрока на 10 минут
27. match penalties	матч-штрафы, обоюдное удаление
28. penalty shots	штрафные броски

Task 20. Read the text «Violations and penalties». Try to find out what penalties players can receive for violations of the rules.

VIOLATIONS AND PENALTIES

Offside plays and icing account for most violations of the rules. For these violations, the offending team risks losing the puck in the resulting face-off. For more serious violations, players receive penalties ranging from 2 minutes in the penalty box to removal from the game. But a team must always have at least four players on the ice. If a third player is penalized while two teammates are in the penalty box, a substitute may replace the player on the ice. The third player's penalty time does not begin until one of the first two pena-

lized players has served the penalty. But this player may not return to the ice until play is stopped for some reason. When the player returns, the substitute must leave the ice. A teammate may serve a goalkeeper's penalties in most cases.

The speed and the physical nature of the game make penalties an almost inescapable part of hockey. Some penalties, such as tripping, are sometimes accidental. Others, like holding and hooking, are almost always deliberate and usually occur when a defender who has been beaten makes one last, desperate attempt to restrain an opponent. Still other penalties, such as high-sticking, slashing, and spearing, are the inexcusable results of undisciplined tempers. It is these vicious infractions that too often give hockey its reputation as an excessively violent game.

Yet the source of violence in hockey lies in the inclinations of a few players and not in the nature of the game itself, particularly today's game, with its stress on skating and puck skills. Hockey will always be a contact sport. But it need not be a violent sport. Tighter officiating, the instilling of sportsmanship at the youth levels, and stronger sanctions against fighting, high-sticking and spearing at all levels (but, especially, in the trend-setting, image-crating professional leagues) will go a long way toward eliminating the violence that does exist. Hockey's most frequently called penalties are:

Holding: Using your hands to grab either your opponent or his stick.

Tripping: Tripping your opponent. Tripping, even more than holding, is usually the last-ditch act of a beaten defender. But tripping is a judgment call, forcing the referee to determine whether a player A) was illegally tripped by the stick, knee, foot, arm, hand or elbow of another player, B) fell down as a result of incidental and legal contact or C) "took a dive", that is, manufactured an exaggerate sprawl over an opponent's stick or leg in hope of drawing a penalty.

Hooking: Using the blade of your stick to restrain an opponent.

Interference: Checking an opponent who does not have the puck. Since there is so much contact in hockey, interference is another judgment call. Referees – particularly in college and the pros – tend to be lenient with interference calls against players who are jostling for position in front of the net.

Slashing: Using your stick to hit, or attempt to hit, an opposing player. The stick need not make contact if the referee decides there was intent to injure.

Charging: Applying a body check after you have taken more than two deliberate steps toward the victim or jumped against the opponent. When a charge sends the victim crashing into the boards, the penalty may be called for "boarding".

Spearing: Using your stick literally as a spear to stab at an opponent. This is one of the most serious transgressions in hockey and calls for an automatic 5-minute "major"

penalty. As in slashing and high-sticking, it is the intent to spear, rather than the actual contact, that determines the call.

Elbowing: Delivering a check with your arms or elbows instead of with your body. (Tip: When making a body check, keep your stick down, which will keep your arms down and thus help you avoid calls for elbowing or high-sticking).

High-sticking: Carrying your stick above shoulder level when moving toward an opponent.

Cross-checking: Hitting your opponent with both hands on your stick and no part of the stick on the ice. “Butt-ending”, that is, using the butt of your to hit an opponent, is also covered by this rule.

Ice hockey has five main kinds of penalties: minor penalties, major penalties, misconduct penalties, match penalties, and penalty shots.

The above, with the exception of spearing, are usually “minor” penalties calling for the offending player to spend 2 minutes in the penalty box while his team plays short-handed. If the offending player has drawn blood, the minor penalty may be upgraded to a 5-minute major. Minor penalties are also called for playing with a broken stick (if you break a stick, drop it immediately), throwing a stick or having too many men on the ice.

Minor penalties are given for such violations as holding or tripping an opponent with a stick. They bring 2 minutes in the penalty box. The team must play short-handed until the penalty is served or until the other side scores a goal. But if the same minor penalty is awarded against a player on each team at the same time, substitutes may replace both players.

Major penalties are given mainly for fighting and bring 5 minutes in the penalty box. The penalized team must play shot-handed, and the entire penalty must be served. But if a player on each team receives a major penalty at the same time, substitutes may replace both players on the ice.

Misconduct penalties are given chiefly for improper behavior toward an official. A misconduct penalty brings 10 minutes in the penalty box, but a substitute may replace the penalized player. A game misconduct penalty is given chiefly for more serious offences against officials.

Match penalties are given for deliberately injuring or attempting to injure an opponent. The offending player is removed for the rest of the game. But a substitute may replace the player after 5 or 10 minutes, depending on the seriousness of the offence.

Penalty shots are free shots at the opposing team’s goal defended only by the goalkeeper. They are chiefly awarded against a defending team when an attacking player with a clear shot at the goal is pulled down from behind and so prevented from taking the shot.

Vocabulary and Speech Exercises

Ex. 1. Find English equivalents for the following Russian words and word combinations:

- | | |
|-----------------------------|------------|
| 1. сбить с ног, опрокинуть | tripping |
| 2. падать (вниз головой) | topple |
| 3. задержка игрока | last-ditch |
| 4. подножка | holding |
| 5. толчок соперника на борт | charging |
| 6. блокировка | boarding |
| 7. удар концом клюшки | elbowing |
| 8. удар локтем | spearing |
| 9. характер | but-ending |
| 10. колющий удар | temper |

Ex. 2. Find Russian equivalents for the following English words and word combinations:

- | | |
|-------------------------|-----------------------|
| 1. tripping | задержка игрока |
| 2. topple | подножка |
| 3. last-ditch | стоять до конца |
| 4. holding | падать |
| 5. charging | блокировка |
| 6. boarding | толчок на борт |
| 7. minor penalties | большие штрафы |
| 8. major penalties | малые штрафы |
| 9. misconduct penalties | обоюдное удаление |
| 10. match penalties | дисциплинарные штрафы |
| 11. penalty shots | штрафы |
| 12. penalties | штрафные броски |

Ex. 3. Put the words and word combinations in the correct box:

Violations	Penalties
icing	removal from the game

Ex. 4. Continue the list:

Accidental penalties: tripping, ... , ...

Deliberate penalties: holding, ... , ...

Results of undisciplined tempers: spearing, ... , ...

Task 21. Study the vocabulary to the text «Nutrition».

1. diet <i>n</i>	диета
2. efficiency <i>n</i>	работоспособность
3. nourish <i>v</i>	питать, кормить
4. longevity <i>n</i>	продолжительность жизни
5. consume <i>v</i>	потреблять
6. affect <i>v</i>	влиять, воздействовать
7. dairy products	молочные продукты
8. grains <i>n</i>	зерно
9. rations <i>n</i>	соотношение, пропорция
10. carbohydrates <i>n</i>	углеводы
11. intake <i>n</i>	принятие внутрь, потребление
12. digest <i>n</i>	переваривание (пищи)
13. salad dressing	приправа для салата
14. be thirsty <i>v</i>	испытывать жажду, хотеть пить
15. avoid <i>v</i>	избегать

Task 22. Read the text «Nutrition» and find out if you are nourished properly.

NUTRITION

Every day the results of medical and physical education research are emphasizing the fact that diet plays a very important role in physical and mental efficiency. All indicators point toward the fact that how you feel, the state of your morale, your degree of energy and endurance, your attitude, and all the factors involved in your personality greatly depend on the food you eat.

The whole body is nourished by the vital elements it takes in. It is very important that everyone should eat properly but it is especially so for the athlete because he must function at a higher physical level of efficiency than the average person. The athlete who

eats properly will not only function better but will establish a habit of good nutrition that will have a lot to do with his continued good health and longevity when he is through with competitive activity.

Playing hockey requires you to consume 3,000 to 6,000 calories per day. To maintain your playing weight while meeting the demands of the game, you will have to replace all of the calories your body burns. If you are a young and, therefore, a growing player, or even if you are a mature player who wants to gain weight, you must consume more calories than you burn. How, when and in what form you consume those calories will affect your playing performance. You cannot maintain your body's energy stores without a planned and balanced diet. Thus, if you have a working knowledge of basic nutrition you will have an advantage when competing against a player who lacks that knowledge.

The Four-Food Plan. It may seem simplistic – surely you have heard it before – but the most important nutritional factor is a balanced diet, that is, a diet made up of foods from the four basic groups: 1) dairy products, 2) meat (including fish and poultry), 3) fruits and vegetables and 4) breads, cereals and grains.

The mistake many athletes make is not that they don't eat foods from all four groups, but that they don't eat those foods in the proper ratios. Athletes have a tendency to neglect carbohydrates (breads, cereals, grains, fruits) in favor of a high-fat, high protein diet. The result is unwanted weight gain. While consuming some protein and some fat is necessary, it is carbohydrates that supply most of the energy used in hockey. The energy from carbohydrates is also more quickly available to you, since your body digests carbohydrates faster than it can digest fats and proteins. Today, most athletic trainers recommend that more than half of your daily caloric intake be in the form of carbohydrates.

Meals and Snacks. Three meals a day be adequate for a non-athlete, but anyone playing a sport as demanding as hockey has to consume extra calories, in the form of second helping, large portions or between-meal snacks. The key to intelligent, nutritious snacking is to avoid hard-to-digest foods like candy, potato chips or any fried food in favor of fresh fruits, granola bars or some of the liquid protein drinks currently on the market.

Liquids. There used to be widely-held belief among coaches that athletes should restrict fluid intake during games and practices. Fortunately for the health and comfort of all athletes, that point of view has become generally discredited. It is important to replace body fluids lost through sweating, which is what your body is trying to tell you when it gets thirsty. Water and fruit juice are excellent ways of replacing the fluids your body has lost. Drink as much as you want when you want it.

The Pre-Game Meal. Contrary to what you might think, your pre-game meal is not crucial to building your energy stores. As some trainers tell their players, what you're playing on today is what you ate two days ago. But your pre-game meal is important for

maintaining an adequate level of blood sugar and avoiding the sensation of weakness or hunger during the game.

You should eat your pre-game meal no later than 2 1/2 to 4 hours before game time so that you will have time to digest the food.

Because carbohydrates are digested faster than fats, foods from the fruit, cereal and grain group are excellent pre-game choices. In recent years there has been a tendency for professional and college teams (those teams whose pre-game meals are planned by trainers or nutritionists) to substitute pasta for the traditional pre-game steak.

Try to drink two or three glasses of water or fruit juice with your meal to give your body an adequate fluid supply going into the game.

Vocabulary and Speech Exercises

Ex. 1. Find Russian equivalents for the following English words and word combinations:

- | | |
|------------------|-------------------------|
| 1. efficiency | продолжительность жизни |
| 2. longevity | углеводы |
| 3. carbohydrates | работоспособность |
| 4. digest | диета |
| 5. diet | зерно |
| 6. grains | переваривание (пищи) |
| 7. affect | питать, кормить |
| 8. consume | влиять |
| 9. nourish | потреблять |

Ex. 2. Translate the following words:

research, food, properly, establish, calories, demands, replace, burn, performance, maintain, nutrition, poultry, ratios, neglect, protein, snack, liquids, juice, blood, substitute

Ex. 3. Say:

- what the most important nutrition factor you know;
- what foods a diet is made up;
- what food supplies most energy used in hockey;
- what attitude to the foods most coaches have today;
- if athletes should restrict fluid intake during games and practices;
- why pre-game meal is important.

Ex. 4. Explain how you understand the coach's saying: "What you are playing on today is what you ate two days ago".

Ex. 5. Suppose student A) is from another team. Ask him a few questions about his meals.

Ex. 6. Suppose you are in the market. What foods would you choose having a decisive match in two days. Write them below:

fruits

_____	_____
_____	_____
_____	_____

Ex. 7. Say what advice you would give your teammates as to: 1) fat-food, fast food; 2) liquids; 3) snacks.

Task 23. Study the vocabulary to the text «Injury».

1. revolve <i>v</i>	вращаться
2. laceration <i>n</i>	рваная рана
3. concussion <i>n</i>	сотрясение (мозга)
4. ligament tears	разрыв связки
5. contusion <i>n</i>	ушиб
6. hyperextension <i>n</i>	гиперрастяжение
7. strain <i>v</i>	растяжение (мышц)
8. shallow cut	незначительный порез
9. suspend <i>v</i>	отстранять
10. unconscious <i>a</i>	без сознания
11. occurrence <i>n</i>	случай
12. heal <i>v</i>	лечить

Task 24. Read the text «Injury» and find out what injures are the most frequent in hockey.

INJURY

Ice hockey is a full contact sport and carries a high risk of injury. Players are moving at speeds around approximately 20–30 mph (30–50 km/h) and quite of the game revolves

around the physical contact between the players. Skate blades, hockey sticks, shoulder contact, hip contact, and hockey pucks can all potentially cause injuries. The types of injuries associated with hockey include: lacerations, concussions, contusions, ligament tears, broken bones, hyperextensions, and muscle strains.

Compared to athletes who play other sports, ice hockey players are at higher risk of overuse injuries and injuries caused by early sports specialization by teenagers.

Lacerations to the head, scalp, and face are the most frequent types of injury. Even a shallow cut to the head results in a loss of a large amount of blood. Direct trauma to the head is estimated to account for 80% of all hockey injuries as a result of player contact with other players or hockey equipment.

One of the leading causes of head injury is body checking from behind. Due to the danger of delivering a check from behind, the NHL have made this a major and game misconduct penalty (called "boarding"). Another type of check that accounts for many of the player-to-player contact concussions is a check to the head resulting in a misconduct penalty (called "head contact"). A check to the head can be defined as delivering a hit while the receiving player's head is down and their waist is bent and the aggressor is targeting the opponent player's head.

The most dangerous result of a head injury in hockey can be classified as a concussion. Most concussions occur during player-to-player contact rather than when a player is checked into the boards. Checks to the head have accounted for nearly 50% of concussions that players have suffered. In recent years, the NHL has implemented new rules which penalize and suspend players for illegal checks to the heads, as well as checks to unsuspecting players. Concussions that players suffer may go unreported because there is no obvious physical signs if a player is not knocked unconscious. This can prove to be dangerous if a player decides to return to play without receiving proper medical attention. In severe cases, the traumatic brain injuries are capable of resulting in death. Occurrences of death from these injuries are rare.

The team should have an excellent doctor who knows physiology and sports injuries. The objective of a training programme should be to subject the athlete's body to the same care and examination that is given an airplane before it takes off for an Atlantic crossing. This should be done not only at the start of the season, but repeated at regular intervals so as to check up on any problem before. It has a chance to become serious. The governing principle is that players must not be allowed to play before injuries have properly healed or with a slight injury that can very easily develop into a serious one. It is better to lose one game and give an injury a chance to heal than win the game by playing the injured player and then have him out for the rest of the season.

Vocabulary and Speech Exercises

Ex. 1. Find Russian equivalents for the following English words and word combinations:

1. laceration	гиперрастяжение
2. ligament tears	растяжение
3. hyperextension	рваная рана
4. strain	разрыв связки
5. concussion	незначительный порез
6. shallow cut	сотрясение мозга
7. unconscious	случай
8. occurrence	без сознания
9. heal	лечить

Ex. 2. Replace the following English words and word combinations by their Russian equivalents from the text:

skate blades, shoulder contact, injures, include, contusion, puck, concussion, broken bones, muscle strain, ligament tears, scalp, shallow cut, blood, danger, occur, heal, implement, physical sign, knock, medical aid.

Ex. 3. Fill in the gaps with the words from the word-box below:

1. Ice hockey carries a high ... of injury.
2. Players are moving at ... around 30-50 km/h.
3. The type of injury associated with hockey is ...
4. ... to the head, scalp, and face are the most frequent types of injury.
5. The most dangerous result of a head injury is a ...
6. The team should have an excellent ...
7. The player must not be allowed to play before injures have properly ...
8. It is better to give an injury a ... to heal.

speeds, risk, broken bones, doctor, laceration, healed, concussion, chance

Ex. 4. Work individually or with your groupmate to answer the following questions:

1. Why does hockey carry a high risk of injury?
2. At what speed do hockey players move?
3. What can potentially cause injures in hockey?
4. What injures associate with hockey?
5. What athletes are at higher risk of overuse injures?
6. What injures are the most frequent in hockey?

7. What is the most dangerous result of a head injury?
8. Who should examine hockey player's bodies and when?
9. What is the governing principle to injuries in hockey?
10. What is better to give an injury a chance to heal or win the game by playing the injured player?

Ex. 5. Say:

- what injuries are associated with hockey;
- what injury a hockey player must avoid;
- what the injured player must do;
- if you were whenever injured.

Task 25. Study the vocabulary to the text «History of Ice Hockey».

1. field hockey	хоккей на траве
2. humble <i>a</i>	простой
3. governor <i>n</i>	губернатор
4. permanent <i>a</i>	постоянный
5. derive <i>v</i>	происходить
6. duke <i>n</i>	герцог
7. experience <i>n</i>	опыт
8. levee <i>n</i>	набережная
9. warrant <i>n</i>	гарантировать
10. reject <i>v</i>	отвергать
11. concurrently <i>adv</i>	одновременно

Task 26. Read the text «History of Ice Hockey» and find out what game was suitably adapted so that it could be played on ice.

HISTORY OF ICE HOCKEY

The origin of hockey is not known. Ancient Greek carvings show players using crooked sticks to hit a small object.

Ice hockey developed in Canada. British soldiers in Kingston, Ontario, and Halifax, Nova Scotia, played the first games, about 1855. The idea for ice hockey probably came from the older game of hockey. In hockey the players use curved sticks to hit a leather ball through a goal at each end of a playing field.

In the summer of 1879, W.F. Robertson, a student of McGill University, Montreal, visited England and watched field hockey matches. As a skating enthusiast, he wondered how the game could be suitably adapted so that it could be played on ice. When he returned to Montreal he told R.F. Smith, a fellow-student, of his idea. Robertson and Smith devised rules and regulations, adding a few original ideas to what was basically a combination of field hockey and rugby. A square rubber puck was used with nine players on each side.

From these humble beginnings the first recognized team was formed in 1880 and called McGill University Hockey Club. The game was introduced to Ottawa five years later by one of the original McGill team members, A.P. Low.

The year 1893 was a notable one. Nearly a hundred clubs were then established in Montreal alone and these were leagues at all grades through Canada. The game was first played in the USA in 1893, at Yale University in New Haven, Connecticut, and Johns Hopkins University in Baltimore.

Also in 1893, Lord Stanley of Preston, then Governor General of Canada, presented the Stanley Cup, a permanent senior trophy which has become the most famous prize in sport. It was first won by a club representing Montreal Amateur Athletic Association, which defeated Ottawa Capitals 3-1 on natural ice in 1894 before a crowd of more than 5,000.

The U.S. Amateur Hockey League was founded in New York City in 1896. The sport began to grow in Europe at the turn of the century and the world administration, the League Internationale de Hockey sur Glace, now known as the International Ice Hockey Federation, was formed in 1908, with Belgium, Bohemia, France, Great Britain, and Switzerland the founder members. The prime mover in this was Magnus, a Frenchman – a reminder that the name ‘hockey’ is derived from a French word, *hoquet*, meaning a shepherd’s crook or curved stick.

During the Great Freeze of 1885, two future British monarchs attracted early European attention to the sport when they participated in a match on a lake in the grounds of Buckingham Palace. That January, the Prince of Wales, afterwards King Edward VII, and the Duke of York, later King George V, were members of the Palace team in a match with Lord Stanley’s side, which included five Stanley brothers with Canadian experience of the game. A report by Maj. Patton says that ‘the match had to be played early as the Prince of Wales was attending a levee that morning. The visiting side [the Stanley brothers plus Lord Annally] scored numerous goals to the single one of the Palace side. The Prince of Wales was greatly impressed by the play of the Hon. F.W. Stanley, who dribbled the puck at considerable speed while skating backward in front of the Prince.

Canadian demonstration popularized the game in Great Britain sufficiently to warrant a five-team league competition in 1903.

The first ice hockey games in the United States were probably played about 1885 at Yale University and Johns Hopkins University.

Since 1924, various national teams have competed in the World Ice Hockey Championships. These championships take place annually, except during years when the Olympic games are held. Professional ice hockey players may compete in the championships.

During the 1960's, Canada tried to arrange an ice hockey match between the best Canadian players and from what was then the Soviet Union. The Soviet Union rejected the offer because almost all of Canada's top players are professionals. The Soviet Union, on the other hand, took pride in their amateur standing. But in 1972, the Soviet Union let a Soviet team meet a team of Canada's top professionals for an eight game tournament. Canada won four games, lost three, and tied one.

The development of this sport is vested by the International Ice Hockey federation (IHF), which was established in 1908. But than it was renamed in 1979. Ice Hockey was included into the Olympic programme since the Games of the VII Olympiad Antwerp (1920). And it was included into the Olympic Winter programme since the 1 Olympic Winter Games in Chamonix (1924). Women made their debut at the XVIII Olympic Winter Games in Nagano (1998). 2 sets of medals: 1 set among men and women respectively are competed for at the Olympic games.

The first Olympic title and concurrently the first amateur world championship, was won by Canada at Antwerp, Belgium, in 1920.

In Olympic competition, the Soviet Union won the gold medal seven times and Canada six times. In 1992, after the breakup of the Soviet Union, a unified team that was mainly Russian, but with one Lithuanian, once again took the gold medal.

The leaders of the world hockey are the teams of Canada, Russia and Sweden. Ice hockey is also popular in the Republic of Belarus. The development of ice hockey in Belarus started in the early 1940s.

Vocabulary and Speech Exercises

Ex. 1. Replace the following Russian words and word combinations by their English equivalents:

простой, герцог, губернатор, гарантировать, хоккей на траве, отвергать, одновременно, постоянный, развивать, помещать, возвращаться, представлять, привлечь внимание, включать, посещать, ежегодно

Ex. 2. Research paragraphs 1-3 and say what they are about. Entitle the paragraphs. From the list below choose the heading which suites their theme best:

1. The idea for ice hockey.
2. The origin of ice hockey.
3. A few original ideas.
4. Adapted to the ice.

Ex. 3. Find which is the most important sentence expressing the main idea of the text. It may be called the “key” sentence (summarizing the information contained in the whole text). Find the “key” of the text.

Ex. 4. Find the answers to the following questions:

1. Where was the ice hockey developed?
2. When was the first game played?
3. What did the idea for ice hockey come from?
4. Who played the first games?
5. What kind of hockey matches did W.F. Robertson watch?
6. Whom did he tell about what had been watched?
7. What game was offered by the students?
8. When was the first recognized ice hockey team formed?
9. How was it called?
10. What year was notable one for ice hockey?
11. Who and when was the Stanley cup presented?
12. When and where was the USA Amateur Hockey League founded?
13. When was International Ice Hockey Federation formed?
14. Whose attention did ice hockey attract?
15. What was the Prince of Wales impression of the game?
16. Since what year have various national teams competed in the World Ice Hockey Championships?
17. What is the governing body of ice hockey?
18. When was the International Ice Hockey Federation established?
19. When was ice hockey included into the Olympic Games?
20. What teams are the leaders in the world hockey?
21. When did the development of ice hockey start in Belarus?

Ex. 5. Give some information about:

- a) the origin of ice hockey;
- b) W.F. Robertson’s contribution in the development of ice hockey;
- c) permanent senior trophy which has become the most famous prize in sport;
- d) two British monarchs who attracted attention to ice hockey;
- e) the World ice hockey Championship;
- f) the leaders of the world hockey.

Task 27. Read the text without the help of a dictionary as fluent as you can.

ICE HOCKEY IN THE REPUBLIC OF BELARUS

The development of ice hockey in Belarus started in the early 1940-s. The leading hockey club, which has changed its name several times (“Torpedo”, “Spartak”, “Burevestnik”, “Krasnoe Znamya”, “Vympel”, again “Torpedo”, “Dinamo”, “Tivali”) presented Minsk in the Championship of Soviet Union and Youth Hockey League. Later on teams from Gomel (“ETZ”), Bobruisk (“Start”), Grodno (“Progress”, “Neman”) and Novopolotsk (“Khimik”) have also taken part in the all-USSR tournaments.

The National Championship of Belarus has been held since the 1992/93 season.

Belarus only had 3 indoor rinks in the early 1990-s but things have changed, and today there are 28 arenas, including Minsk-Arena, the largest one in the CIS (15000 seats) and Chizhovka-Arena (8800 seats).

Belarusian amateurs are also keen hockey players. A number of amateur leagues supported both by sponsors and by President Sport Club, can be found in our country. The president of the Republic of Belarus Alexander Lukashenko plays hockey himself and has his own team. The International Christmas Cup for the Prize of the President is played in the capital Minsk each January and due to its high reputation, a good level of organization and popularity has been known among the old-timers in different countries as the Amateurs World Championship.

The year 2014 became a milestone in the history of the Belarusian ice hockey. For the first time in history Minsk hosted 2014 IIHF Ice Hockey World Championship. The 78th IIHF World Championship took place in Minsk on 9–25 May 2014. 16 national teams took part in the competition. The 2014 IIHF World Championship mascot was a bison whose name is Volat. According to the IIHF representatives, participants, guests of the championship and numerous hockey fans, the IIHF WM in Minsk became one of the best in the history of holding the competitions. It was Minsk that broke an attitude record. 640044 people attended 64 games of the 2014 IIHF WM – the record, which is unlikely to be beaten in the near future.

At the 2014 IIHF Ice Hockey World Championship in Minsk team Belarus, making part of the world’s ice hockey strongest division, played the teams of Finland, Russia, the United States, Switzerland, Germany, Latvia, and Kazakhstan in Group B.

Team Belarus advanced to the 2014 IIHF World Championship playoffs and finished 7th overall. Their best achievements at the Olympic Games is the 4th place in Salt Lake City in 2002. The team’s nickname is the Bisons.

In 2006, the national hockey team of Belarus gained its highest result to date in the World Championship, hosted by Latvia: 6th place. This success was in many respects predetermined by the new head coach's innovative methods.

Canadian Glen Hanlon's strategies were a surprise to the players, used to the Soviet school, but soon began to bear fruit. The team took on a new lease of life, showing more dynamic play, with more risk taking.

Mr. Hanlon's coaching saw the squad rise at an ever-increasing rate and he was named among the sports personalities of the year.

Speech Exercises

Ex. 1. Say in another way:

1. The development of ice hockey in Belarus started in the early 1940.
2. The leading hockey club presented Minsk in the Championship of the Soviet Union and Youth Hockey League.
3. The National Championship of Belarus has been held since the 1992/93 season.
4. In 2006, the national hockey team gained its highest result.
5. This success was in many respects predetermined by Glen Hanlon, the head coach.
6. Glen Hanlon was named among the sports personalities of the year.
7. The year 2014 became a milestone in the history of the Belarusian ice hockey.
8. Minsk hosted 2014 Ice Hockey World Championship.
9. The best achievement of the Olympic Games is the 4th place in Salt Lake City in 2002.
10. The team's nickname is the Bisons.

Ex. 2. Tell what information you have got from the text about:

- the origin of ice hockey in Belarus;
- the teams taken part in the all-USSR tournaments from Belarus;
- the International Christmas Cup;
- Glen Hanlon's strategy;
- 2014 Ice Hockey World Championship;
- Belarusian achievements at the Olympic Games.

Ex. 3. Reproduce the contents of the text.

Task 28. Read the text without the help of a dictionary.

RUSLAN SALEI

Ruslan Salei was one of the best players in Belarus' hockey history, captain of Belarus' national team. Ruslan Salei was Belarus' first ice hockey player to be promoted to the Stanley Cup Finals.

Being a part of Belarus' national team, he represented Belarus at all the three Olympic Games (1998, 2002, 2010). Belarus' Champion (1993, 1994, 1995).

Salei played 917 games in the strongest league in the world in 1996–2011. He took 204 KHL totals (45+159) playing for the KHL clubs Mighty Ducks of Anaheim (1996–2006), Florida Panthers, Colorado Avalanche and Detroit Red Wings.

Ruslan Salei passed away on September 7, 2011. Salei with the Russian club Locomotiv was on board of the Yak-42 jet that crashed near Yaroslavl.

Nowadays the Belarus national hockey federation doesn't use the number 24 for the national team players. It was Salei's number in the national team. The day before the first anniversary of the air crash near Yaroslavl the first Ruslan Salei Memorial Tournament was held to commemorate Ruslan Salei's memory. This tournament is held annually.

"Simply the Best" is a book written about Ruslan Salei by the hockey player's friend Sergei Olekhnovich.

Speech Exercises

Ex. 1. Look the text through to find out how many games Ruslan Salei played in the strongest league in the world.

Ex. 2. Say:

- why the Belarus national hockey federation doesn't use the number 24 for the national team players;
- what commemorates Ruslan Salei's memory.

Ex. 3. Tell your classmates about Rulsan Salei.

Task 29. Read the text «I am his brother» to find out why it has such title.

I AM HIS BROTHER

The hockey match between the Wolves and the Eskimos was to take place at 7 p.m. By late afternoon when Johnny was still missing, we all began to worry. We wondered where he had disappeared to. By five o'clock we were in a panic.

When we were in the locker-room we heard something that upset us completely. Someone had seen Johnny at the railway station. He had gone down to the train with two of Abe Gravot's boys, who stayed with him till the train left. Gravot, the Eskimos' coach, had probably handed Johnny a good sum of money to get him out of the game. We knew that he had dealt with some of his rivals before in that way.

It was a smart deal. The next station was forty miles away so Johnny could not get back before the next morning.

I was afraid Matt, our coach, would go crazy. He even tried to reach Johnny but failed. He was not just angry – it was a knife in his heart, as he had built all his hopes on the boy since last year when Bucko was badly injured. What could we do? We had to go on the ice. Oh, we played tough hockey and managed to score a goal in second period. But by the end of the period the Eskimos shot two pucks past our goalkeeper. In the locker-room the boys sat gloomy. Suddenly the door opened and Johnny ran in.

Nobody said a word as Matt walked across the room. "You, double-crosser, where have you been?" he shouted.

"What difference does it make where I've been? I 'm back and you needn't worry. The score is only two to one, I'll show them how to play hockey!"

And he really did. I know that I will never see hockey as we played it that last period. When we appeared on the ice I thought the roof would go up with shouts as the crowd welcomed Johnny. I looked at Abe. His mouth was open, the cigarette fell from it and he looked sick.

The whistle sounded and the game started again. It was a quick game, both teams played tough hockey but the Eskimos could do nothing against Johnny. We were beginning to win when I saw Guff Hibbing ready for his gang-up act. Johnny was going along the boards just as Bucko had been going that night a year before when Guff and another Eskimo player hit him. But Johnny saw in time what was coming. He stopped short. Guff missed him and smashed against the boards. With a bad injury he was carried away from the field.

Johnny scored two more goals before the referee's final signal sounded. The crowd roared when their favourite was leaving the field.

In the hotel Gravot came up to Johnny and said angrily, "You, dirty double-crosser! You should be thrown out of hockey!"

"Double-crosser? I took the train as we agreed, didn't I?" Johnny smiled. And then he hit Abe with his open hand across the mouth. "That", he said, "is for Bucko".

In the room we heard his story. "I wanted to hit Abe where it hurt the most. So I hit him in the pocket-book. He paid me two thousand to take that train out of town tonight. We had no idea that the train slowed down at Crocket junction. So I jumped off and ran back. I knew I'd be in time for the last period to help you win the game".

After a while Johnny added, "Bucko Mackey needs money. You boys, paid his hospital bills, I'm sending him Abe's two thousand in the morning".

Old Matt was happy. "I knew you would take Bucko's place when I first saw you on the ice, kid".

Johnny gave us a real smile then and his face looked boyish and friendly. "Take his place, Matt? I came here to take his place. And I also wanted to pay back for Bucko's injury. I'm Bucko's brother".

Speech Exercises

Ex. 1. Look the text through to find out which team lost the game and with what score the game ended.

Ex. 2. Paraphrase or explain:

1. By five o'clock we were all in panic. 2. In the locker-room we heard something that upset us. 3. Eskimos' coach had probably handed Johnny a good sum of money to get him out of the game. 4. We knew that he had dealt with some of his rivals before in that way. 5. Johnny could not get back before the next morning. 6. We played tough hockey. 7. I thought the roof would go up with shouts. 8. It was a quick game. 9. Guff missed Johnny and smashed against the boards. 10. The crowd roared. 11. Johnny gave us a real smile. 12. I wanted to pay back for Bucko's injury.

Ex. 3. These statements are not true to the fact. Correct them:

1. The hockey match was to take place at 8 p.m. 2. The hockey players of the Wolves team did not worry when Johnny had not turned up by late afternoon. 3. They knew where Johnny was. 4. Matt was not just angry. 5. By the end of the period the Eskimos shot two pucks. 6. Both teams played tough hockey. 7. Johnny scored two goals. 8. Johnny wanted to hit Able where it hurt the most.

Ex. 4. Try to reproduce the contents of Johnny's story.

BRIEF GRAMMAR GUIDE WITH PRACTICE

The Infinitive (Инфинитив)

- Objective with the Infinitive. (Оборот объектный падеж с инфинитивом) или конструкция “The Complex Object” («Сложное дополнение»).
- The Nominative with the Infinitive. (Оборот именительный падеж с инфинитивом) или конструкция “The Complex Subject” («Сложное подлежащее»).
- The Infinitive with for. (Инфинитивный оборот с предлогом for).

Focus on the language

Look how the sentences with infinitives are translated.

1	To swim is very beneficial.	Плавать очень полезно.
2	The coach's duty is to instruct the athlete.	Обязанность тренера – обучать спортсмена.
3	I'd like Petrov to coach young sportsmen.	Я хочу, чтобы Петров тренировал молодых спортсменов.
4	I want the entry form to be filled today.	Я хочу, чтобы заявочную форму оформили сегодня.
5	I saw him play hockey.	Я видел, как он играл в хоккей.
6	He is thought to coach his athletes well.	Думаю, что он хорошо готовит своих спортсменов.
7	They seem to win the game.	Кажется, они выиграют игру.
8	They are unlikely to lose the game.	Маловероятно, что они проиграют игру.
9	The coach showed the exercise for the second time for us to understand it better.	Тренер показал упражнение еще раз, чтобы мы лучше его поняли.

Grammar notes

Инфинитив (неопределенная форма глагола) относится к неличным формам глагола не имеющим категорий лица, числа и времени, и отвечает на вопросы «что делать» или «что сделать»: *to practise* – тренировать, *to run* – бегать, *to jump* – прыгать.

Он соответствует неопределенной форме глагола в русском языке. Формальным признаком инфинитива в английском языке является частица **to**, которая ставится перед глаголом: *to practise* – тренироваться, *to swim* – плавать.

В английском языке переходные глаголы имеют четыре формы инфинитива в действительном залоге, соответствующие четырем группам времен, и две формы – в страдательном залоге.

Infinitive	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	–
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	–

Перевод форм инфинитива изолированно, т. е. вне предложения, кроме Infinitive Indefinite Active (*to write* – писать) и Infinitive Indefinite Passive (*to be written* – быть написанным), затруднителен. Только в контексте выявляются их настоящие значения и, следовательно, правильный перевод.

Формы Infinitive Indefinite и Infinitive Continuous употребляются для обозначения действия, происходящего одновременно с действием, выраженным сказуемым, или для обозначения безотносительно ко времени его совершения:

I am pleased to meet you.

Рад с вами познакомиться.

To swim is very beneficial.

Плавать очень полезно.

Форма Infinitive Perfect употребляется для обозначения действия, предшествующего действию, выраженному глаголом в личной форме:

I am glad to have met him.

Я рад, что повстречался с ним.

Частица *to* перед инфинитивом в ряде случаев опускается:

1) после модальных глаголов:

I can perform this exercise.

Я могу выполнить это упражнение.

2) после глаголов **to make** (в значении «заставлять») и **to let** (в значении «разрешать»):

The coach made him perform the exercise once more. Тренер заставил его выполнить упражнение еще раз.

Примечание: в страдательном залоге частица **to** сохраняется.

3) в инфинитивном обороте «The Complex Object»:

He watched the sportsmen perform the exercises. Он наблюдал, как спортсмены выполняют упражнения.

Если два инфинитива соединяются союзом **and**, то перед вторым из них частица **to** обычно опускается:

Are you going to phone Mike and invite him to the hockey match? Собираешься ли ты позвонить Михаилу и пригласить его на хоккей?

Инфинитив произошел от отглагольного существительного и сохранил свойства этой части речи, он может, как и существительное, служить в предложении:

а) подлежащим:

To swim is useful. Плавать полезно.

б) именной частью сказуемого:

The coach's duty is to instruct the athlete. Обязанность тренера – обучать спортсмена.

в) дополнением:

He teaches him to play hockey. Он учит его играть в хоккей.

г) обстоятельством:

He was too tired to go to the swimming pool. Он так устал, что не мог идти в бассейн.

В английском языке инфинитив более распространен, чем в русском из-за существующих и присущих только ему инфинитивных оборотов.

Оборот «Объектный падеж с инфинитивом» (Objective with the Infinitive) или конструкция «Сложное дополнение» (the Complex Object)

В английском языке после некоторых глаголов в действительном залоге вместо придаточного дополнительного предложения употребляется оборот «объектный падеж с инфинитивом», который представляет собой сочетание местоимения в объектном падеже (me, you, him, her, it, us, them) или существительного в общем падеже с инфинитивом (в форме Indefinite Infinitive Active или Passive):

I want	<div style="display: flex; justify-content: space-between;"> him to help me. </div> <div style="margin-top: 10px;">my friend</div>
Я хочу, чтобы	<div style="display: flex; justify-content: space-between;"> ОН ПОМОГ МНЕ. </div> <div style="margin-top: 10px;">мой друг</div>
I want	<div style="display: flex; justify-content: space-between;"> it to be sent today. </div> <div style="margin-top: 10px;">the letter</div>
Я хочу, чтобы	<div style="display: flex; justify-content: space-between;"> ОНО было отослано сегодня </div> <div style="margin-top: 10px;">ПИСЬМО</div>

В этом обороте существительное или местоимение обозначает лицо (предмет), которое совершает действие, выраженное инфинитивом (**Active Infinitive**) *him to help (my friend to help)* – или подвергается этому действию (**Passive Infinitive**) – *it to be sent (the letter to be sent)*. Так как в русском языке нет соответствующего инфинитивного оборота, оборот «объектный падеж с инфинитивом» переводится дополнительным придаточным предложением, вводимым союзами «что», «чтобы», «как».

Этот оборот употребляется после глаголов:

1. to assume	считать, полагать
to believe	полагать
to consider	считать
to choose	считать, условно считать

to expect	ожидать, полагать
to find	находить
to hold	считать
to know	знать
to maintain	утверждать
to suppose	предполагать
to think	думать, полагать
to show	показывать
to prove	доказывать
2. to desire	хотеть, желать
to require	требовать
to wish	хотеть, желать
to want	хотеть
would like	хотел бы
3. to feel	чувствовать
to hear	слышать
to see	видеть
to watch	наблюдать
to observe	наблюдать, смотреть

После глаголов 3 группы, выражающих чувственное восприятие, частица **to** перед инфинитивом опускается:

I saw him play hockey.

Я видел, как он играл в хоккей.

Оборот «Именительный падеж с инфинитивом» (The Nominative with the Infinitive) или конструкция «Сложное подлежащее» (The Complex Subject)

Оборот «Именительный падеж с инфинитивом» состоит из грамматического подлежащего, выраженного существительным или местоимением в общем падеже, и инфинитива.

В данном обороте сказуемое может быть выражено:

1) Глаголом в страдательном залоге:

He	is	known		
		expected	to play	hockey very well.
The students	are	considered		
		said		

а) сообщается
известно
ождается , что он (студенты) очень хорошо
считается играет(ют) в хоккей.
говорят

б) Он (студенты), как сообщается, очень хорошо играет(ют) в хоккей.

2) Глаголами: *to seem, to appear, to happen, to prove, to turn out.*

She	seems turns out appears	to win	the race.
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Кажется
Оказывается она выиграет забег.
По-видимому

3) Выражениями: *(most) likely, unlikely, sure.*

He	is most likely is unlikely is sure	to lose	the game.
----	--	---------	-----------

Он	скорее всего вряд ли несомненно	проиграет	игру.
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Этот оборот переводится двумя способами:

1. Сложноподчиненным предложением с союзом «что», «чтобы».

При этом сказуемое переводится неопределенно-личными предложениями.

2. Простым предложением, где сказуемое становится вводным членом предложения с союзом «как».

The Infinitive with *for* **(Инфинитивный оборот с предлогом *for*)**

В английском предложении очень часто инфинитив стоит за существительным или местоимением с предлогом *for*, образуя с ним одну синтаксическую группу,

которая в предложении может выполнять любую функцию (подлежащего, именной части сказуемого, дополнения, обстоятельства, определения), этот оборот переводится на русский язык неопределенной формой глагола или придаточным предложением, в котором существительное и местоимение из оборота становится подлежащим, а инфинитив – глаголом-сказуемым. Вид придаточного предложения при переводе зависит от функции этой группы в английском предложении.

The coach showed the exercise for the second time for us to understand it better (обстоятельство цели). Тренер показал упражнение еще раз, чтобы мы лучше его поняли.

For him to become a good coach will take much time (подлежащее). Чтобы стать хорошим тренером, ему потребуется много времени.

Grammar Practice

Ex. 1. Read and translate these sentences. Define the function of the Infinitives. Pay attention to the use of Infinitives.

1. To be the Olympic champion is to win a gold medal at the Olympic Games.
 2. To produce outstanding performance in throwing events is impossible without sufficient strength.
 3. This athlete is happy to have taken part in the Olympic Games.
 4. She heard them invite their friends to the match.
 5. They watched the team play hockey.
 6. Many young athletes would like them to participate in the competition.
 7. He is said to have established a new record.
 8. Pete turned out to be a very good hockey player.
 9. They are unlikely to get to the stadium in time.
 10. It won't be too difficult for you to perform this exercise.

Ex. 2. Make up sentences using the given tables:

He heard	him	say something to the coach
	the coach	call the sportsmen into the hall
	them	speak to judges
	us	invite his friends to the hockey match
Did you see		discuss the result of the match
	the coach	come back
	our students	play hockey
	him	cross the street
	her	show the performance
	them	buy tickets for the match

I'd like	you	buy tickets for the match
	the coach	show the exercise once more
	them	explain the instruction
	us	find an interesting story
	Ivanov	make the programme for the competition

Ex. 3. Complete these sentences using the Complex Object:

1. They did not notice us 2. Have you ever seen them ... ? 3. I saw him
4. I heard him 5. She felt the coach 6. They watched the players 7. Have you
ever heard her ... ?

Ex. 4. Complete these sentences using the Complex Subject.

1. She is said ... 2. He is expected ... 3. He is known ... 4. I happen ... 5. They are
unlikely ... 6. Their plans are likely ... 7. The young sportsman turned out ...

Ex. 5. Translate these sentences into English:

Вы слышали	как они обсуждали программу соревнований? как она позвала вас? как он согласился со счетом? как он разговаривал с тренером? как она выполнила упражнение?
Я никогда не видел	как вы играете в хоккей. как они тренируются. как они плавают. как она катается на коньках. как дети выполняют эти упражнения.

Ex. 6. Translate these sentences into Russian.

1. We should like the competition to be held as soon as possible. 2. The sportsmen
expected the new instruction to be given to their coach. 3. We should like the entry form
to be sent today. 4. They want the tickets to be bought long before the match. 5. He did
not want the results of the match to be discussed today. 6. They would like the instructions

to be written in Russian. 7. The coach expected the game to be won by us. 8. My friend thinks the game to be interesting.

Ex. 7. Open the brackets using the verb in the correct voice form:

1. I'd like you (to send) the fax.
2. I'd like the fax (to send) today.

1. They expected the coach (to explain) the rule.
2. They expected the rule (to explain) by the coach.

1. The captain of the team wanted us (to play) hockey at a high speed.
2. The captain of the team wanted the hockey (to play) at a high speed.

1. Do you want them (to send) the entry form for us?
2. Do you want the entry form for us (to send)?

1. Would you like him (to show) the sports facilities today?
2. Would you like the sports facilities (to show) today?

1. We expect them (to hold) the competition in June.
2. We expect the competition (to hold) in June.

The Participle (Причастие)

- Функции Participle I (причастия настоящего времени) в предложении.
- Функции Participle II (причастия прошедшего времени) в предложении.
- The Nominative Absolute Construction (Абсолютная номинативная конструкция).

Focus on the language

Look how the sentences with participles are translated.

<ol style="list-style-type: none"> 1. We looked at the practising sportsmen. 2. Looking through the newspaper I saw the photo of our Olympic champions. 3. I saw a group of sportsmen approaching the finish line. 	<ol style="list-style-type: none"> 1. Мы смотрели на тренирующихся спортсменов. 2. Просматривая газету, я увидел фотографии наших Олимпийских чемпионов. 3. Я видел, как группа спортсменов приближалась к финишной прямой.
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4. The team played on the field is in good condition.	4. Команда, игравшая на поле, в хорошей форме.
5. Having performed the exercise the gymnast bowed.	5. Выполнив упражнение, гимнаст поклонился.
6. This year's contest drawing to a close, we shall soon go back to our analysis of its results.	6. Так как соревнования в этом году приближаются к концу, мы скоро вернемся к анализу их результатов.

Grammar notes

Причастие – неличная форма глагола, которая имеет свойства глагола и прилагательного.

Как глагол, причастие имеет время и залог. Как прилагательное, отвечает на вопрос «какой?».

Формы причастия

Voice Tense	Active	Passive
Present Participle (Participle I)	writing	being written
Past Participle (Participle II)	–	written
Perfect Participle	having written	having been written

Present Participle Active и Passive обозначает действие одновременное с действием, выраженным глаголом-сказуемым предложения:

We looked at the practising hockey players. Мы смотрели на тренирующихся хоккеистов.

Perfect Participle обозначает действие, предшествующее действию глагола-сказуемого:

**Having taken the instruction,
the coach went to the gym.**

Взяв правила, тренер пошел в зал.

В зависимости от занимаемого места в предложении, причастие выполняет соответствующую функцию и согласно ей переводится на русский язык.

Функции Participle I в предложении.

	Место Participle I в предложении	Функция	Перевод на русский язык
1	The running athlete is our student. (Перед определяемым словом).	Определение	Бегущий спортсмен – наш студент.
2	The athlete running along the road is our student. (После определяемого слова).	Определительный причастный оборот.	Спортсмен, бегущий по дороге, – наш студент.
3	Looking through the book I saw the description of a new method of training. (В начале или в конце предложения).	Обстоятельный причастный оборот.	Просматривая книгу, я увидел описание нового метода тренировки.
4	Our hockey players are practising now. (После глагола to be).	Входит в состав всех времен группы Continuous.	Наши хоккеисты сейчас тренируются.
5	I saw the boat/swimmer (it/him) approaching the shore. (После существительного в общем падеже или местоимения в объектном падеже).	Входит в состав сложного дополнения	Я видел, как лодка/пловец (она/он) приближалась (ся) к берегу.

Функции Participle II в предложении

	Место Participle II в предложении	Функция	Перевод на русский язык
1	The selected team is very promising. (Перед определяемым словом).	Определение	Отобранная команда – очень перспективная.
2	The team selected by our coach is very promising. (После определяемого слова).	Определительный причастный оборот.	Команда, отобранная нашим тренером, – очень перспективная.
3	When selected the team will be the youngest of all existing (В начале или в конце предложения).	Обстоятельный причастный оборот.	Когда команду отберут, она будет самой молодой из действующих.
4	The team was selected two years ago. (После глагола to be)	Входит в состав всех форм глагола пассивного залога.	Команду отобрали два года назад.
5	The coach has selected the team. (После глагола to have)	Входит в состав всех времен группы Perfect.	Тренер отобрал команду.

Абсолютная номинативная конструкция (The Nominative Absolute Construction)

Оборот, в котором причастие имеет свое собственное подлежащее, выраженное существительным в общем падеже или местоимениями **this, it** и **there** (от оборота *there is*), называется абсолютной номинативной конструкцией.

The weather being fine,
they practised on the stadium.

Так как погода была хорошая,
они тренировались на стадионе.

It being very late, they
returned home.

Так как было очень поздно, они вернулись
домой.

Абсолютная номинативная конструкция всегда обособляется запятой. В зависимости от контекста данная конструкция может переводиться на русский язык:

а) обстоятельственными придаточными предложениями с подчинительными союзами «так как», «поскольку», «ввиду того, что», «после того как», «если», «когда».

This being so, we shall have to postpone the competition. Поскольку дело обстоит таким образом, нам придется отложить соревнование.

б) самостоятельным предложением с сочинительными союзами «причем», «в то время как», «а».

The sportsman tried to get up, the coach helping him. Спортсмен пытался встать, а тренер помогал ему.

Grammar Practice

Ex. 1. Read and translate these sentences. Pay attention to the use of participles. Say in what functions the participles are used.

a)

1. Olympic movement is a public movement uniting in its ranks organizations and individuals irrespective of their social status, political and religious views, race, sex or age.
2. The athletes taking part in the competition are in good condition.
3. The girls practising in the gym are our students.
4. We were watching with admiration the girls performing the exercises on the mat.
5. When playing football children did not hear the bell ringing for classes.
6. She is said to be one of the most promising gymnast participating in the competition.
7. Entering the gym he saw his coach standing among the sportsmen.
8. Not knowing the language it is sometimes rather difficult to guess what the judge means.

b)

1. Organizational, moral and aesthetical principles defined in the Olympic Charter determine the content of the Olympic movement.
2. In her compulsory routine she demonstrated some frequently used elements.
3. This player was heard to retire from competition.
4. The performed exercise was particularly difficult.
5. She has performed the routine with highest points.
6. Judges watch each gymnast's performance called a routine and decide what score he or she has earned.

c)

1. Having demonstrated high performing skills this athlete qualified for the finals.
2. Having been disqualified the player left the rink.
3. Having graduated from the Belarusian state university of physical culture with honours he could become a highly qualified coach.
4. Having shown the best result he was qualified for the Master of Sports category.
5. Having been explained how to perform the exercise the student managed to do it.

Ex. 2. Change the following sentences using:

a) Participle I:

1. The new stadium that houses forty five thousand people is a wonderful building.
2. They looked at the car which was disappearing round the bend.
3. He was a good swimmer and once saved the child who was drowning.
4. Many famous gymnasts who participated in the European championship won medals.
5. Do you know the name of the man who is talking to your coach?
6. The street, which runs east, is called Pobediteley avenue.
7. As he had no sense of humour he couldn't enjoy the joke.

b) Participle II

1. The teacher asked the students to read the sentences that were written on the blackboard.
2. The gymnasts stopped before the gym that was closed.
3. The new job, which has been offered to him, seems more interesting.
4. The entry form, which was received yesterday, must be filled in immediately.
5. The lecture, which was followed by an experiment, was interesting.
6. The player caught the ball which was thrown by his teammate.
7. The things, which are left behind by sportsmen, are taken to the Lost property office.

Ex. 3. Read and translate these sentences. Pay attention to the use of the Nominative Absolute Construction:

1. The rain over, the football players went out for the game.
2. His name being called, the sportsman went to the apparatus.
3. The conditions being favourable, we managed to win the game.
4. The competition being over, the participants went home.
5. There being little time left, the goalkeeper had to be more attentive.
6. Time permitting, the gymnast will introduce new elements in the routine.
7. The coach stood aside, with his hands in his pockets.

Ex. 4. Read the text. Find participles and translate them.

It was a dark night. A man was riding a bicycle without a lamp. He came to a cross-road and did not know which way to turn. He noticed a pole with something white looked like a sign. Climbing to the pole he lit a match and read: "Wet Paint".

The Gerund (Герундий)

- Функции герундия в предложении.
- Перевод герундия на русский язык.

Focus on the language

Look how the sentences with gerunds are translated

1. Swimming is useful for health.	1. Плавание полезно для здоровья.
2. I am afraid of being late for practising.	2. Я боюсь опоздать на тренировку.
3. They started the game without waiting the coach.	3. Они начали игру, не ожидая тренера.
4. I do not remember seeing this sportsman before.	4. Я не помню, чтобы видел этого спортсмена раньше.
5. This competition is worth discussing.	5. Это соревнование стоит обсудить.

Grammar notes

Герундий, как причастие и инфинитив, является неличной формой глагола. В русском языке нет соответствующей ему формы. Герундий обладает свойствами глагола и существительного.

1. Свойства глагола:

а) как глагол, герундий имеет формы времени и залога (эти формы совпадают с формами причастия настоящего времени и перфектного причастия).

	Active	Passive
Indefinite Gerund	writing	being written
Perfect Gerund	having written	having been written

Indefinite Gerund выражает процесс в наиболее общем виде:

I like practising.

Мне нравится тренироваться.

Perfect Gerund выражает действие, которое обычно предшествует действию, выраженному глаголом в личной форме.

You should congratulate them on having won the medals.

Вам следует поздравить их с завоеванными медалями.

б) как глагол, герундий может принимать прямое дополнение.

I am sorry for having missed your practice.

Извините, что я не был на вашей тренировке.

в) герундий, как и глагол, может определяться наречием.

I do not like your being late.

Мне не нравится, что вы опаздываете.

2. Свойства существительного:

а) герундий может определяться притяжательным местоимением или существительным в притяжательном падеже.

Excuse my being late.

Извините, что я опоздал.

I insist on his (Petrov's) taking part in the competition.

Я настаиваю на том, чтобы он (Петров) принял участие в соревновании.

б) герундий употребляется с предлогом.

On arriving at the station they found no team.

Прибыв на вокзал, они не обнаружили команды.

На русский язык герундий может переводиться:

а) отглагольным существительным:

Swimming is very useful.

Плавание очень полезно.

б) инфинитивом:

Increasing motor skills is of importance.

Развивать двигательные навыки – важно.

в) деепричастием:

I felt better for knowing that my team is with me.

Я чувствовал себя лучше, зная, что моя команда со мной.

г) глаголом в личной форме (в роли сказуемого) в составе придаточного предложения:

I know the way of doing it.

Я знаю, как это делать.

Функции герундия в предложении

В предложении герундий выполняет следующие синтаксические функции:

1) подлежащего:

Swimming is like other work, it comes more easily with practice.

Плавание – это как любая другая работа: с приобретением опыта плавать становится легче.

Герундий употребляется в функции подлежащего после оборота **there is** и после формального **it (it is no use ...)**.

**There is no knowing how to get the necessary exercisers.
It is no use calling him.**

Неизвестно, как достать необходимые тренажеры.
Бесполезно ему звонить.

2) именной части сказуемого или части составного глагольного сказуемого:

Swimming is the act of moving through water by using the arms and legs.

Плавать – это значит передвигаться при помощи рук и ног в воде.

3) дополнения:

I dislike explaining rules in haste.

Я не люблю объяснять правила впопыхах.

4) определения:

His idea of establishing a new record was approved by his coach.

Его мысль о том, чтобы установить новый рекорд, была одобрена тренером.

5) обстоятельства:

а) времени (после предлогов *after, before, on, upon, in, at*):

After studying all instructions, Изучив все инструкции,
the coach wrote his own. тренер написал свою.

б) образа действия (после предлогов *by, in*):

The day was spent in practising. День прошел в тренировке.

в) сопутствующих обстоятельств (*without* и др.):

He left the hall without saying anything. Он вышел из зала, ничего не сказав.

г) цели:

The exerciser is used for strengthening the muscles. Тренажер используется для укрепления мышц.

д) условия:

We can't take part in the competition without being invited. Мы не можем принять участие в соревновании без приглашения.

е) причины (*for, owing to* и др.):

Do you know the reason for his being late? Знаете ли вы причину его опоздания?

ж) уступок (*in spite of*):

In spite of being tired, he continued the practice. Несмотря на то, что он устал, он продолжал тренировку.

Формы герундия и причастия совпадают. Но они отличаются по функции в предложении и употреблению. Как и существительное, герундий бывает в предложении подлежащим, частью составного сказуемого, прямым и предложным дополнением, может иметь определение, выраженное притяжательным местоимением или существительным в притяжательном или общем падеже.

Как и причастие, герундий может быть в предложении определением и различными обстоятельствами, но в этих функциях он употребляется с предлогом.

Необходимо помнить, что в английском языке есть глаголы, после которых употребляется только герундий.

Перечень глаголов, после которых употребляется герундий

1. admit	допускать	17. mind	возражать
2. advise	советовать	18. miss	скучать
3. anticipate	ожидать	19. postpone	откладывать
4. appreciate	ценить	20. practise	тренировать
5. avoid	избегать	21. quit	прекращать
6. complete	заканчивать	22. recall	вспоминать

7. consider	решать	23. recollect	припоминать
8. delay	откладывать	24. recommend	рекомендовать
9. deny	отказываться	25. regret	сожалеть
10. discuss	обсуждать	26. remember	помнить
11. dislike	не любить	27. resent	возмущаться
12. enjoy	наслаждаться	28. resist	сопротивляться
13. finish	заканчивать	29. risk	рисковать
14. forget	забывать	30. stop	прекращать
15. keep	продолжать	31. suggest	предлагать
16. mention	упоминать	32. tolerate	терпеть
		33. understand	понимать

Grammar Practice

Ex. 1. Read and translate these sentences. Define the functions of the gerunds.

1. Participating in the Olympic games is the greatest honour for a sportsman. 2. This player's being included into our team helped us to win the match. 3. My favourite sport is swimming. 4. He is proud of having won the competition. 5. She prefers using this method of practising. 6. I saw his performing at the competition. 7. After graduating from the University he worked as a coach. 8. Reading helps requiring knowledge. 9. I object to your translating this easy text with a dictionary. 10. He acquired excellent knowledge in English by practising it every day. 11. The important thing in the Olympic Games is not winning, but taking part.

Ex. 2. Transform these sentences according to the model.

- a) Don't talk.
Stop talking.

1. Don't do it. 2. Don't look at your watch all the time. 3. Don't jump. 4. Don't run.
5. Don't interrupt me. 7. Don't swim across the river. 8. Don't listen to the music. 9. Don't
watch this film. 10. Don't play computer games.

- b) She left the gym and didn't close the door.
She left the gym without closing the door.

1. She translated the text and didn't use the dictionary. 2. He went away and didn't
have dinner. 3. He ran for 20 minutes and didn't stop. 4. He looked at the letter and didn't
open it. 5. She went away and didn't say good bye. 6. The player left the field and didn't
look at the referee. 7. He left the shop and didn't buy the things he desired.

- c) Before he won a gold medal he practised hard.
Before winning a gold medal he practised hard.

1. Before we cross the street we look to the left and to the right. 2. Before he chose
hockey he was fond of football. 3. Before I go home I must finish my practice. 4. Before
he went to bed he usually read a book for an hour. 5. After he finished his practice he went
to take a shower. 6. After he arrived in Moscow he called to the hotel. 7. After they passed
their examination they had a good rest.

- d) What did he say about her performance? (to see)
He said it was worth seeing.
1. What did he say about the article? (to read)
 2. What did he say about the lecture? (to attend)
 3. What did they say about a new film? (to watch)
 4. What did he say about the competition? (to take part)
 5. What did he say about English? (to study)
 6. What did the coach say about the instruction? (to take into account)
 7. What did he say about the hockey match? (to watch)
 8. What did you say about this matter? (to discuss)

The Subjunctive Mood (Сослагательное наклонение)

- Формы сослагательного наклонения
- Conditional Sentences (Условные предложения)
- Употребление форм сослагательного наклонения в условных предложениях

Focus on the language

Look how the sentences in subjunctive mood are translated.

My coach requires that I should train regularly. I wish I were a Master of sport.	Мой тренер требует, чтобы я регулярно тренировался. 1. Я бы хотел стать мастером спорта. 2. Жаль, что я не мастер спорта.
If I were you I should practise hard. He would go to the hockey match in the evening if he bought a ticket. He would have gone to the hockey match if he had bought a ticket yesterday.	Если бы я был на вашем месте, я бы усердно тренировался. Он бы пошел на хоккей вечером, если бы купил билет. Он бы пошел на хоккей, если бы купил вчера билет.

Grammar notes

В отличие от изъявительного наклонения, которое обозначает действие как реальный факт, сослагательное наклонение показывает, что выражаемое им действие или явление является предполагаемым или желательным, а также возможным при известных условиях.

В русском языке сослагательное наклонение выражается сочетанием глагола в форме прошедшего времени с частицей *бы* и имеет только одну форму, которая может относиться к настоящему, прошедшему или будущему времени. Например: *Если бы я закончил тренировку вовремя, я бы смог возвратиться домой раньше* (сегодня, завтра, вчера).

В современном английском языке имеются две синтетические формы сослагательного наклонения:

1. Глагол в форме инфинитива, используемый во всех лицах настоящего, прошедшего и будущего времени в придаточных предложениях с **that**, когда главное выражает требование, решимость, рекомендацию и т. п.: (to demand, to require, to insist, to suggest, to ask, to demand и т. п. *that...*).

My coach requires that I train regularly. Мой тренер требует, чтобы я тренировался регулярно.

2. Глагол в форме инфинитива употребляется в устойчивых выражениях типа:

Be that as it may Будь что будет...

Come that may we will go ahead. Чтобы не случилось, мы не остановимся.

Аналитическая форма сослагательного наклонения представляет собой сочетание **should** с простым (Indefinite Infinitive) или перфектным инфинитивом (Perfect Infinitive) без частицы *to* и используется в тех же придаточных предложениях, что и форма инфинитива (см. пункт 1):

It is necessary that he should participate in the competition. Необходимо, чтобы он участвовал в этих соревнованиях.

He demanded that the exerciser should be repaired by tomorrow. Он потребовал, чтобы тренажер был отремонтирован к завтрашнему дню.

Формы большинства глаголов в сослагательном наклонении совпадают с их формами в изъявительном наклонении. Исключение составляют формы глаголов в 3-м лице единственного числа, которые не имеют окончания **s**:

It was necessary that the doctor examine the sportsmen immediately. Необходимо было, чтобы врач немедленно осмотрел спортсмена.

I wish my coach were present at the competition. Я бы хотел, чтобы мой тренер присутствовал на соревновании.

Глагол **to be** в настоящем времени имеет форму **be** для всех лиц единственного и множественного числа, а в прошедшем времени – форму **were**.

It is important that the diet be strict in gymnasts. Важно, чтобы диета у гимнастов была строгой.

Форма сослагательного наклонения глагола **to be – were** (для всех лиц ед. и мн. числа) употребляется в условных и уступительных предложениях, а также в придаточных предложениях, после глагола **to wish**:

If he were happy with us... Если бы он был счастлив с нами...

He spoke to me as if I were a child. Он говорил со мной так, как будто я ребенок.

I wish he were here now. Жаль, что его нет здесь сейчас.

Употребление форм изъявительного или сослагательного наклонения в условных предложениях

Условные предложения могут выражать реальные, нереальные, но выполнимые, и нереальные и невыполнимые условия. В зависимости от характера условия, условные предложения принято подразделять на условные предложения **первого типа** (реальные), **второго типа** (нереальные, но выполнимые) и **третьего типа** (нереальные и невыполнимые).

В зависимости от типа условного предложения сказуемые главного и придаточного предложения выражаются в формах: I типа – изъявительного наклонения, а II и III – сослагательного:

Conditional Sentences (Условные предложения)

Тип	Главное предложение	Придаточное предложение
I	Simple Future	Simple Present
	We shall go skiing Мы пойдем кататься на лыжах	if the weather is good если будет хорошая погода
II	Should (would) + infinitive без to	Simple Past, Past Continuous
	We should go skiing Мы бы пошли кататься на лыжах	if the weather was good если бы погода была хорошей
III	Should (would) + perfect infinitive без to	Past Perfect
	We should have gone skiing Мы бы пошли кататься на лыжах	if the weather had been good yesterday если бы погода была хорошая вчера

Запомните формулу **If I were you I should...** (Если бы я был на вашем месте... / Будь я на вашем месте...).

If I were you I should practise regularly. Будь я на вашем месте, я бы тренировался регулярно.

Если сказуемое условного придаточного предложения II типа, стоящего на первом месте, выражено глаголами *were*, *had* или в состав сказуемого входят глаголы

could и **should**, то союз **if** может опускаться. В этом случае глаголы **were, had, could** и **should** ставятся перед подлежащим:

“Were he talented I’d coach him”, said the coach. «Если бы он был талантлив, я бы тренировал его», сказал тренер.

В условных предложениях III типа союз **if** может опускаться, и в этом случае вспомогательный глагол **had** ставится перед подлежащим.

Had you played in that match, our team would have won. Если бы ты играл в этом матче, наша команда выиграла бы.

Условные предложения могут также вводиться союзами **if only** если бы (только), **suppose** если бы; предположим, что (а что если бы); сочетанием **but for** если бы не, **on condition** при условии, **provided (providing)** при условии что, **unless** если не.

Suppose he had missed the puck. А что если бы он пропустил шайбу.

But for the coach he would not have become the Olympic champion. Если бы не тренер, он не стал бы Олимпийским чемпионом.

Should употребляется с первым лицом единственного и множественного числа, **would** – с остальными лицами. В современном английском языке имеется тенденция употреблять **would** во всех лицах. В разговорном языке употребляется сопряженная форма **I’d**.

В условных предложениях 2-го типа в главном предложении вместо **should** и **would** могут употребляться глаголы **could** и **might** с Indefinite Infinitive. Аналогично в условных предложениях 3-го типа вместо **should** и **would** могут употребляться глаголы **could** и **might** с Perfect Infinitive.

He could perform this exercise if he tried. Он мог бы выполнить это упражнение, если бы он попытался.
He could have performed this exercise if he had tried.

You might find him in the gym, if you called at 2 o’clock. Вы могли бы застать его в зале, если бы зашли в 2 часа.

You might have found him in the gym, if you had called at 2 o’clock.

Употребление сослагательного наклонения

Сослагательное наклонение употребляется в придаточных предложениях:

А) условных (см. выше)

Б) в придаточных подлежащих, вводимых оборотами типа:

It is necessary that необходимо, чтобы

It is desirable that желательно, чтобы

It is recommended that рекомендуется, чтобы

It is important that важно, чтобы и др.

It is recommended that the coaches use new methods of training.

Рекомендуется, чтобы тренеры использовали новые методы тренировки.

В) в дополнительных придаточных предложениях после глаголов:

suggest – предлагать;

insist – настаивать;

wish – желать;

order, command – приказывать;

demand – требовать и др.

Если в главном предложении сказуемое выражено упомянутыми глаголами, то в дополнительных придаточных предложениях глагол-сказуемое употребляется в форме сослагательного наклонения: **should + infinitive (без to)**, или инфинитив (**без to**) для всех лиц единственного числа

The coach suggested that this sportsman be included in the list of contestants.

Тренер предложил, чтобы этого спортсмена включили в список участников соревнования.

The judge demands (demanded) that they should settle (settle) the matter.

Судья требует, чтобы они уладили это дело

Г) в придаточных обстоятельственных предложениях: 1) сравнительных (нереального сравнения), вводимых союзами **as if; as though**; как если бы, как будто бы

She looks as if she were tired.

Она выглядела так, как будто бы она устала.

Д) цели, вводимых обычно союзами **lest** чтобы не; **so that** для того, чтобы

The sportsmen must keep the instruction lest he should have an injury.

Спортсмен должен придерживаться правила, чтобы не получить травму.

Grammar Practice

Ex. 1. Read and translate these sentences.

It is necessary that he should read the regulation. 2. It was suggested that the competitions should be held in late September. 3. Mike suggested that he should book seats for the hockey match. 4. The coach insisted that we should confirm our participation by fax. 5. I suggest that you should congratulate young sportsmen with success. 6. The hockey players demanded that the team be given a locker-room. 7. I wish I knew what is wrong with my bicycle. 8. I wish he had bought that book. 9. I wish they'd left their address. 10. If I were you I'd reserve the room at the hotel in advance. 11. If I were you I'd use this exercise.

Ex. 2. Read and translate these sentences. Pay attention to the use of conditional sentences.

1. I'll be able to write my report today if I come home early. 2. You will get results if you apply this method of training. 3. If I lived in a big city I should not miss any sport event. 4. If they had taken a taxi, they would not have missed the train. 5. If I got a dictionary I should translate this text. 6. If a sportsman observed the instruction, he would never get a trauma. 7. Our team would have won if you had participated in that match. 8. If the mechanic were there, he would repair the equipment. 9. If it had not been so cold, I should have gone to the skiing competition. 10. The sportsman would have performed the element if the coach had spotted him.

Ex. 3. Transform these sentences according to the model and translate them.

a) If I go to the hockey match, I'll let you know.

If I went to the hockey match, I'd let you know.

1. If he comes tomorrow I'll give him my skis. 2. If I see them, I'll tell them about your decision. 3. He will take part in the cross-country ski race tomorrow, in case he recovers from his illness. 4. If I have time I'll watch the hockey match on TV in the evening.

b) If their goalkeeper were excellent, they would win the game.

If their goalkeeper had been excellent, they would have won the game.

1. If it were my own notebook, I should give it to you. 2. If you travelled by plane, you'd come in time for the competition. 3. If you liked tennis, I should play a set

with you. 4. They would come if they were free. 5. If they met us at the airport, they would take us to the hostel.

Ex. 4. Say what you would do:

1. If you were not here, where would you like to be? Why?
2. If you could be someone else, who would you like to be? Why?
3. If you had a million dollars, what would you do? Why?
4. If you were a coach what would you do with your sportsmen?
5. You are going for practice. Which six things would you take? Why?
6. What should you do if you lost your passport in a foreign country?

Ex 5. Build the sentence according to the model

If I were you...

I have a headache. If I were you I'd

take an aspirin.
go for a walk.
take a nap, etc.

1. I want to be a champion.
2. I want to win an Olympic medal.
3. I am in a hurry.
4. I need some money.
5. I want to be rich.
6. I have lost my way.
7. I want to buy a smartphone.
8. I can't swim well.
9. I have finished my practice.
10. I have just seen an accident.

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