

Unit 7 Sport injuries

Task 1 Discuss in pairs. What questions would an interesting lecture/ article on sports injuries cover?

Task 2 Read the text on sports injuries. Which of them do you associate with your sport(s)?

More than 10 million sports injuries occur each year. Most sports injuries are due to either traumatic injury or overuse of muscles or joints.

Wounds

A **wound** is any break in the skin or body surface. **Cuts** can be caused by sharp edges such as jewellery or stones. When the skin is cut, the blood vessels at the wound edges are cut straight across, so blood loss is very likely. **Grazes** are wounds in which the top layers of skin are scraped off. Grazes are commonly caused by a sliding fall (trip on a running track) or friction burn (hands sliding along a rope).

Bone injuries

A **fracture** is a break or crack in the bone. Bones can break when a *direct impact* is received (hockey stick striking the shin) or *indirect force* is produced by a twist or a wrench (a trip or stumble).

Joint/Muscle Injuries

Sprain (výron, podvrtnutí)

Injury to a ligament at, or near, a joint. It is often the result of a sudden or unexpected wrenching movement at the joint that pulls the bones within the joint too far apart and tears the tissues surrounding the joint.

Strain (namožený sval)

Overstretching of the muscle, which may result in a partial tearing.

Deep bruising (soft tissue injury)

These injuries are usually accompanied by bleeding into the damaged area, which can lead to pain and swelling.

Rupture

Complete tearing of the muscle, which may occur in the fleshy part or in the tendon.

Heat Exhaustion (upal – also heatstroke, uzeň – also sunstroke)

Heat exhaustion, an advanced condition of *hyperthermia*, is very common in marathon runners; especially in hot, humid conditions. The body temperature rises, which makes blood rush to the skin to cool it down. This makes less blood available to the working muscles and so extreme tiredness, breathlessness and dizziness occurs.

Unconsciousness

Unconsciousness occurs from an interruption of the brain's activity.

Shock

The circulatory system distributes blood round the body, so that oxygen and nutrients can be fed into the tissues. When the system fails, circulatory shock will develop. If not treated immediately, vital organs such as the brain may fail. A typical cause of shock is a blow to the chest (winding).

Symptoms include: cold and pale skin, shaking or chills, chest pain, a weak but rapid pulse, shallow breathing, dizziness or general weakness, vomiting, unconsciousness.

Test your knowledge of injuries. Mark the following statements True (T) or False (F).

1. A wound where the top layers of skin are scraped off is called a rupture.
2. Both sprains and strains affect muscles.
3. Hypothermia occurs when the body is exposed to excessive heat.
4. A player who is winded and knocked to the ground could go into shock.
5. Shock occurs when blood pressure drops and the organs do not receive enough blood.

Answers: 1F, 2F, 3F, 4T, 5T

Task 3 Vocabulary

Complete the sentences with the words below.

bleed scar concussion minor pain swollen blister bruise scratched wound sprained

1. My ankle is very.....
2. Do you easily?
3. I've my wrist.
4. This was caused by flying glass.
5. Thewill disappear in a few days.
6. The operation only left a small
7. Look where the cat me.
8. His injuries are all fairly.....
9. Are you in.....? Do you need an Aspirin?
10. I've got a terrible.....on my foot.
11. He lost consciousness as a result of a blow to the head and was taken to hospital with

Answers: 1 swollen, 2 bleed, 3 sprained, 4 wound, 5 bruise, 6 scar, 7 scratched, 8 minor, 9 pain, 10 blister, 11 concussion

Task 4 Grammar and reading

A) Complete the gaps with the correct forms of the verbs in brackets.

Petra Kvitova: 'I'll never forget the attack but I'm trying to love my new hand'

Exclusive by Claire Bloomfield, Sat 16 Dec 2017, The Guardian

The *grisly details* of the terrifying knife attack that (turn) Petra Kvitova's life upside down almost exactly a year ago are barely comprehensible. Watching her on the practice courts at the Sparta Praha Tennis Club, it is almost impossible to detect the effects from *injuries so severe* some experts believed the two-times Wimbledon champion would never *resume her career*; she (still suffer) from nerve damage to her playing hand and cannot entirely *clench her fist* or feel two of her fingers.

Kvitova puts down her racket to take a break from *back-to-back practice sessions* on the indoor courts and makes her way upstairs to a small meeting room with her coach, Jiri Vanek, a kit bag slung over her athletic 6ft frame.

After a brief and cheerful exchange in Czech with Vanek, whom she (hire) only a few weeks before the attack, she pulls up a chair by the window overlooking the tired and rusty clay courts below. There is an air of confidence about her as she *matter-of-factly discusses* the next steps in her recovery before revealing the full physical and mental trauma of an attack that left her terrified to hold a racket again after career-saving surgery and *a gruelling rehabilitation*.

“It will probably take more than a year to get full movement back, I’m not sure,” Kvitova says. “For tennis and for life, it’s good. I (do) everything that I could but there is still some space to improve it. I hope that with more time I will be even stronger. I am happy that throughout the recovery I (always look forward) to the better tomorrows.”

The tennis club is some 260km west of Kvitova’s former apartment in Prostějov in the Czech Republic – where *the vicious encounter* with a knife-wielding intruder on 20 December last year (take place).

Kvitova (spend) a lot of time since then thinking about all of *the simple things that she perhaps took for granted*. As she begins to unravel the events of the past 12 months, it quickly becomes apparent that she (develop) *a newfound appreciation* for life.

The physical scars that lace her playing hand (heal); the invisible scars have taken somewhat longer. Kvitova pauses briefly, as if to replay the moments when she *worked tirelessly* on a five-month rehabilitation programme, before suggesting: “If I wasn’t playing tennis I don’t think I could be as positive as I am now – but it’s not pleasant to see those flashbacks. It is a time that I try to forget but I know I will never really forget what happened. This experience has shown me how hard I can work if I need to and just how much of a fighter I am on and off the court.”

Answers: turned, still suffers, hired, have done, was always looking forward, took place, has spent, has developed, are healing

B) Can you guess the meaning of the phrases in italics?

C) Use the following phrases in various tenses:

- do sport
- win competitions
- qualify for the Olympics
- feel very confident
- suffer an injury
- lose confidence
- undergo medical treatment
- recover from an injury
- develop a newfound appreciation for life
- become stronger than ever =)

Unit 8 Diet and health

Task 1 “How healthy is your diet” questionnaire

In pairs ask each other the following questions. What other questions would you include if the aim of the questionnaire is to assess the nutritional value of someone’s diet?

1. Do you base your main meals around starchy foods, such as potatoes, rice, pasta or bread?
2. Do you regularly include pulses in your diet?
3. Do you regularly choose wholemeal bread or rolls rather than white?
4. Do you regularly eat pre-prepared meals, such as sandwiches or canned soups?
5. Do you skip meals on most days?
6. Do you use any dietary supplements?

Task 2 Sports nutrition

Complete the text with suitable words, the first letter is given.

1. P_____ performance requires commitment to training and a number of other aspects. Our 2. D_____ - what we eat and drink - is one of the areas which can influence sports performance. Sports nutrition is the what, when and how much of food and f_____ we should consume.

Macronutrients and micronutrients

1. The keys to good nutrition are 3. B_____, *variety and moderation*. To stay healthy, your body needs the right balance of **carbohydrates, fats**, and 4. P_____ - the three main components of nutrition, or 5. M_____ nutrients.
2. You also need micronutrients, that is **vitamins, minerals** and other 6. S_____ from many different foods, and while some foods are better than others, no single food or food group has it all - so eating a variety of different foods is 7. E_____.

Moderation means eating neither too much nor too little of any food or 8. N_____. Too much food can result in 9. E_____ weight and even too much of certain nutrients, while eating too little can lead to numerous nutrient deficiencies and low body 10. M_____.

Answers: 1 peak, 2 diet, 3 balance, 4 proteins, 5 macro, 6 substances, 7 essential, 8 nutrient, 9 excessive, 10 mass

Task 3 What dietary recommendations would you give to a person who

- wants to lose weight
- wants to build muscles
- suffers from anaemia
- is exhausted
- is pregnant

Task 4 Reading

Before you read

1. Which cultures enjoy the healthiest food, in your opinion? Explain.
2. Surprisingly, the richest countries may not have the best diets. What do you think?

Read the text and answer the questions below.

1 In recent years a large number of medical specialists and dieticians have *devoted* much effort to convincing us that just about everything we eat is bad for us. But now, if one accepts the findings of two recent international conferences held in San Francisco, there is some good news. Excellent health, increased longevity, and many simple pleasures of life are all available if you are prepared to follow “the Mediterranean Diet”, which is not so much a diet as a way of living.

2 Interest in the Mediterranean diet was first raised in the 1950’s, when researchers from Harvard University’s School of Nutrition became curious about why men and women on the islands of Crete and Sicily, many of whom lived well into their 80s, had one of the lowest *rates* of heart disease and cancer in the world.

3 They also noted a remarkably low rate of heart disease in other nations around the Mediterranean. *Incidences* of other diseases, such as breast and colon cancer, were also lower in the Mediterranean region, and in Greece and southern Italy *life expectancy* was about four years longer than in the U.S. or Northern Europe.

5 During more than 15 years of research, epidemiologists, who study large populations to identify “risk factors“ for diseases, were unable to identify the *crucial* factors, which affected the health of these Mediterranean populations. Finally, in 1964, the researchers began to focus on what they identified as the “traditional Mediterranean diet“.

6 They noted that the core of traditional Mediterranean cuisine of the 50’s and 60’s was an abundance of fruits and vegetables as well as large quantities of bread, pasta, legumes, nuts, couscous, rice and other grains. The overall diet included very little meat and only moderate amount of fish, poultry and dairy products. Sweets played a small role in the dining habits of the people and fruits were the main form of dessert. The two most striking features of the Mediterranean diet were that olive oil *accounted for* as much as 40% of all of the fat consumed by most Mediterranean people and that they consumed wine with nearly every meal.

7 This and subsequent research resulted in the creation of the Optimal Traditional Mediterranean Diet Pyramid. The pyramid consists of nine levels, each representing the stress to be placed on various elements of the diet.

8 Red meat, at the pyramid’s pinnacle, is recommended only a few times per month. Sweets, poultry, eggs and fish are recommended a few times a week, and olives, olive oil, dairy products, beans, legumes, nuts, fruits and vegetables and whole grains including pasta and rice are recommended on a daily basis. The major focus at recent conferences has been on olive oil and wine.

9 According to prof. Walter Willet, olives and olive oil lowers levels of LDL, which is considered the *harmful* or “bad“ cholesterol. Olive oil also contains high quantities of antioxidants, today’s nutritional miracle, and these are also thought to prevent heart disease.

11 As to the consumption of wine, the pyramid suggests that a *moderate* level of alcohol consumption, especially of red wine, also lowers the risk of heart disease and reduces overall mortality.

12 There are a few potential problems in all of this. Some point out, for example, that *advocating* a diet in which nearly 40% of the calories we take in comes from olive oil is problematic. Olive oil is pure 100% fat, and fat, no matter what its positive effects may be, is public health enemy number one.

Reading comprehension

1. What is good news about diet, as found in two conferences?
2. What is the Mediterranean diet?
3. Where did doctors in the 1950's find the lowest rates of heart disease?
4. What are two important parts of the Mediterranean diet?
5. How much red meat should be eaten, according to the article?
6. Why are olives and olive oil beneficial to one's health?
7. Why might small amounts of wine be healthy?
8. What are some of the arguments against the Mediterranean diet?

Vocabulary

Complete the gaps using the words in italics from the text above. You may have to change their form.

account for advocate crucial devote harmful incidence
life expectancy moderate rate

1. It is _____ that people are aware of nutritional value of the food they eat.
2. Even _____ amounts of the drug can be fatal.
3. The _____ of the population has been increasing over the last decades.
4. I could only _____ an hour a day to exercising.
5. Most people walk at an average _____ of 5 km an hour.
6. The British market _____ 30% of the company's revenue.
7. Many experts _____ rewarding children for good behaviour.
8. There is a high _____ of heart disease in men over 40.
9. These substances are known to be _____ to people with asthma.

Answers: 1 crucial, 2 moderate, 3 life expectancy, 4 devote, 5 rate, 6 accounts for, 7 advocate, 8 incidence, 9 harmful

Task 5 Speaking

a) Expressing opinion – phrases

Complete these phrases with the words below:

firmly – doubt – seems – opinion – convinced

1. I am _____ that...
2. I _____ believe...
3. It _____ to me...
4. In my humble _____, ...
5. There is no _____ that...

Answers: 1 convinced, 2 firmly, 3 seems, 4 opinion, 5 doubt

b) To what extent do you agree with the following statement?

“Even elite athletes can be vegetarians/ vegans.”

Task 6 Listening

Watch the TED ED programme on myths in health education. What were the most common misconceptions about diet and exercise in the past?

MYTHS YOU LEARNED IN HEALTH CLASS

(<https://ed.ted.com/featured/IzCL8SMP>)

Task 7 Phrasal verbs

Identify phrasal verbs in the sentences below. Can you guess their meaning?

I'm afraid we've **run out of** milk. Can you get some from the shop?

The cost of living in Oxford is **eating into** my savings.

Drink up! It's time to go.

Anger suddenly **boiled down in** him.

Some vegetarians **give up** eating meat primarily for ethical reasons.

The effects of the drug **wear off** after about an hour.

I've been **chewing the problem over** since last week.

The meeting **threw up** some interesting ideas.

(<https://dictionary.cambridge.org/>)

Unit 9 Research

Task 1 Warm-up

A) Argue for one of these statements:

- We need to invest more into sports science research.
- Investing into sports science research is a waste of money.

B) Consider “SPORTS PERFORMANCE” in terms of research. How would researchers from different fields of study approach the subject? Suggest at least one research question related to sports performance in each area.

- Physiology
- Sports psychology
- Sociology of sport
- Regeneration and Nutrition

Task 2 Talking about research

A) Match the expressions from below with their synonyms highlighted in the text:

confirm / do / go through / investigate / obtain / powerful / weak

Researchers **conduct** research. In their research they **examine** various phenomena. Researchers may look for, **collect**, examine and consider data. The data they collect may suggest a conclusion. Researchers are happy if the data they find are **convincing** and less happy if the data are **flimsy** or conflicting. They hope that the results of their analysis will **support** their hypothesis. They **check** their facts most carefully before presenting them to others.

Answers: conduct do, examine investigate, collect obtain, convincing powerful, flimsy weak, support confirm, check go through

B) Prepare a short speech summarising the research you did for your bachelor/ master thesis. You may use the following phrases:

The thesis ...

- discusses/deals with/analyses/considers/explains /describes/ introduces
- develops/presents/studies/ concentrates on
- covers/suggests/shows
- gives/aims to give an overview of
- offers a solution to
- serves as an introduction to

The main goal/purpose of the thesis is to.....

We carried out an analysis of...

We measured...

We gathered data from...

An experiment was conducted to...

Results suggest that...

<http://en.fel.zcu.cz/AE%20III%20Guidelines%20for%20Academic%20Writing/How%20to%20write%20a%20paper/Useful%20phrases.pdf>

Task 3 Reading

Study the abstract below. Divide it into paragraphs and choose a heading for each of them. What do the results suggest?

Physical activity and the transition from school to university: A cross-sectional survey among university students in Germany (K. Diehl, J. Hilger)

The transition from school to university may be accompanied by different changes in lifestyle. We aimed to investigate whether students' physical activity (PA) differs between school and university and what role the change of residence plays. We analysed data from 689 university students (69.5% female; mean: 22.7 years). The majority changed PA compared to school (less: 45.4%, more: 36.5%). Among those who were at the beginning of their studies and those who changed residence for the start of studies, the proportion of individuals having reduced PA was higher compared to their reference groups of students in higher semesters and students having not changed residence, respectively. Students visiting their hometown more frequently and staying there during semester break were more

likely to have reduced PA. Students who changed residence for starting studies seem to be a vulnerable group future intervention campaigns should focus on. Supporting those students to stay physically active during studies may be important to help them starting an active and healthy work life after graduation. Additionally, freshmen at universities may need more support to have the opportunity to stay physically active.

<http://dx.doi.org/10.1016/j.scispo.2016.04.012>

Task 4 Word formation

a) Complete the gaps with suitable forms of the words in brackets.

1. The data from the study were (RELY).
2. Kelly conducted an (INVESTIGATE) into sleep characteristics of children with autism.
3. One (DIFFICULT) with this approach is that a set of results may allow different (INTERPRET).
4. We shall now (BRIEF) examine the evidence for the existence of dark matter.
5. Jenny Davidson did a great amount of research into earthquake (PREDICT).
6. Preston made only a minor (CONTRIBUTE) to modern psychology, but it was an interesting one.
7. It was an event of huge (IMPORTANT).
8. In (COMPARE) with his previous work, this paper is more significant.
9. The journal publishes a wide range of sports topics, with the (EXCEPT) of sport sociology.
10. In her paper Wadkova gives a detailed (DESCRIBE) of the experimental procedure.

Answers: unreliable / reliable, investigation, difficulty, interpretations, briefly, prediction, contribution, importance, comparison, exception, description

b) Form nouns from the verbs:

Free	choose	grow	know	laugh	lose
marry	please	sell	speak	think	friend
appear	behave	recover	analyse	discover	explore

Task 5 Conditionals

A) Study the examples and derive the rules from them:

Conditional I:

E.g.: She will submit her thesis if she finishes the data analysis.

E.g.: She will submit her thesis if she has finished the data analysis.

I: if + present tense, subject + will.....

Conditional II: She would submit her thesis if she finished the data analysis.

II: if + past tense, subject + would.....

Conditional III: She would have submitted her thesis if she had finished the data analysis.
III: **if + past perfect tense (had -ed), subject + would have -ed**

B) Complete the sentences:

I will complete my diploma thesis if ...

I would complete my diploma thesis in a few weeks if ...

I wouldn't have completed my bachelor thesis if ...

C) Transform the following sentences:

1. He hopes the statistician will process his data. Then he can interpret them.
He will interpret the data if the **statistician processes them.**

2. I have very little time. I can't complete my thesis this semester.
I could complete my thesis this semester if **I had more time.**

3. He studied really hard. He passed the state exams with flying colours.
He wouldn't have passed the state exams with flying colours if **he hadn't studied really hard.**

Podmínkové věty vysvětlení: <https://www.helpforenglish.cz/article/2006051701-podminkove-vety-prehled>

5A

unreal conditionals

second conditional sentences: *if + past simple, would / wouldn't + infinitive*

1 If there **was** a fire in this hotel, it **would be** very difficult to escape. (3 12))
I **wouldn't have** a car if I **didn't live** in the country.

2 If you **weren't** making so much noise, I **could concentrate** better.

3 If I **were** you, I'd **make** Jimmy wear a helmet when he's cycling.

1 We use second conditional sentences to talk about a hypothetical or imaginary situation in the present or future and its consequences.

2 In the *if*-clause you can also use the past continuous. In the other clause you can use *could* or *might* instead of *would*.

3 With the verb *be* you can use *was* or *were* for *I, he, and she* in the *if*-clause, e.g. *If Dan was / were here, he would know what to do.* However, in conditionals beginning *If I were you...* to give advice, we always use *were*.

third conditional sentences: *if + past perfect, would / wouldn't have + past participle*

1 If you **had come** to class more often, you **would have done** better in the exams. (3 13))
I **wouldn't have been** late if I **hadn't overslept**.

2 He **would have died** if he **hadn't been wearing** a helmet.
If the jacket **had been** a bit cheaper, I **might have bought** it.

1 We use third conditional sentences to talk about a hypothetical past situation and its consequences.

2 You can also use the past perfect continuous in the *if*-clause. You can also use *could have* or *might have* instead of *would have* in the other clause.

second or third conditional?

1 If you **came** to class more often, you **would probably pass** the exam. (3 14))

2 If you **had come** to class more often, you **would probably have passed** the exam.

Compare the two conditionals.

1 = You don't come to class enough. You **need to** come more often if you want to pass the exam.

2 = You didn't come to class enough, so you failed.

Mixed conditionals
We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g. *You wouldn't be so tired if you had gone to bed earlier last night.*
If he really loved you, he would have asked you to marry him.

Test your knowledge: answers below

a Complete with the correct form of the verb in brackets, using a second or third conditional.

If Tim *hadn't got injured*, he would have played in the final. (not get injured)

- 1 I _____ so much food if you'd told me you weren't hungry. (not made)
- 2 If I were you, I _____ money to members of your family. (not lend)
- 3 I _____ Jack to help me if he wasn't so busy. (ask)
- 4 Joe _____ an accident if he hadn't been driving so fast. (not have)
- 5 I'd run the marathon if I _____ a bit fitter. (be)
- 6 If you _____ where you were going, you wouldn't have fallen over. (look)
- 7 I'm sure you _____ dancing if you came to the classes with me. (enjoy)
- 8 We'd go to the local restaurant if they _____ the menu from time to time. (change)
- 9 Nina wouldn't have gone abroad if she _____ to find a job here. (be able)
- 10 If you _____ for a discount in the shop, they might have given you one. (ask)

b Complete using a second or third conditional.

You didn't wait ten minutes. You didn't see Jim.

If *you'd waited ten minutes*, you would have seen Jim.

- 1 Luke missed the train. He was late for the interview.
If Luke _____ the train, he _____ late for the interview
- 2 Millie didn't buy the top. She didn't have any money.
Millie _____ the top if she _____ some money.
- 3 It started snowing. We didn't reach the top.
If _____ snowing, we _____ the top.
- 4 Rebecca drinks too much coffee. She sleeps badly.
If Rebecca _____ so much coffee, she _____ badly.
- 5 I don't drive to work. There's so much traffic.
I _____ to work if _____ so much traffic.
- 6 Matt doesn't treat Sue well. She won't stay with him.
If Matt _____ his girlfriend better, she _____ with him.
- 7 You don't do any exercise. You don't feel healthy.
You _____ a lot healthier if you _____ some exercise.
- 8 The taxi driver had satnav. He found the street easily.
The driver _____ the street if he _____ satnav.
- 9 Jim bought the wrong size. I had to change the sweater.
If Jim _____ the right size, I _____ the sweater.
- 10 You get up late. You waste half the morning.
If you _____ earlier, you _____ half the morning.

a

- 1 wouldn't have made
- 2 wouldn't lend
- 3 'd / would ask
- 4 wouldn't have had
- 5 were / was
- 6 'd / had looked (or had been looking)
- 7 would enjoy
- 8 changed
- 9 'd / had been able
- 10 'd / had asked

b

- 1 If Luke hadn't missed the train, he wouldn't have been late for the interview.
- 2 Millie would have bought the top if she'd had / she had had some money.
- 3 If it hadn't started snowing, we'd have reached / we would have reached the top.
- 4 If Rebecca didn't drink so much coffee, she wouldn't sleep (so) badly.
- 5 I'd drive / I would drive to work if there weren't / wasn't so much traffic.
- 6 If Matt treated his girlfriend better, she'd stay / she would stay with him.
- 7 You'd feel / You would feel better if you did some exercise.
- 8 The driver wouldn't have found the street if he hadn't had satnav.
- 9 If Jim had bought the right size, I wouldn't have had to change the sweater.
- 10 If you got up earlier, you wouldn't waste half the morning.