

# 体育人文英语

## English for Sports Humanities

张天霞 主编

A large, stylized graphic in shades of green and yellow dominates the lower half of the cover. It features several silhouettes of athletes in various sports: a tennis player, a soccer player, a runner, and a basketball player. The graphic is composed of flowing, organic shapes and curved lines, creating a sense of movement and energy.

天津科学技术出版社

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# 前 言

近年来,一些介绍体育英语的书籍、刊物等陆续出版,在一定程度上满足了社会的需求。纵观体育科学发展形势和我国的教材市场,能将英语的语言教学与体育科学内容相结合的体育英语相关教材确实是凤毛麟角,仍不能满足日益增长的社会需求。在此形势下,编写了由天津体育学院规划的突出高等体育院校的学科特色、充分体现实用和创新特色的《体育人文英语》教材。本教材从培养适应体育事业发展需要的高层次、应用型体育专门人才的总体目标出发,力求向学生提供未来工作岗位所需要的专业英语知识和技能,使其在了解体育英语的选词、结构、写作风格和语言特点的基础上,提高熟练运用体育英语的能力。

《体育人文英语》既适于用做高等体育院校(包括高职高专院校)英语专业学生的必修课教材,也适于用做高等体育院校各专业的专科、本科及研究生选修教材,同时也为广大体育工作者,包括体育翻译、运动员、教练员和众多了解体育、热爱体育同时又熟谙英语的爱好者提供一个学习体育英语的平台。

《体育人文英语》全书包括两大章(Chapter One:Physical Education;Chapter Two:Olympics)每一章包含5个单元,每个单元由课文(text)、生词(new words)、词组(new phrases)、注解(notes)、练习中的词汇构建(build up your vocabulary)、课文理解(check your understanding)六部分组成。课文后的各种练习是为巩固所学而专门设计的,形式多样,各有侧重,是本书的一大特色。通过各方面的语言实践,使读者在了解和掌握体育英语的许多独特的语言现象、文体风格与修辞特点的同时增长体育知识,学会参与国际体育交流和提高体育科学知识水平,享受国际体育的文化品位,并在英语水平、体育人文常识方面都会有长足进步。

本书编写分工如下:第一章,张天霞;第二章,张天霞、舒宝林、余敏、尹正利、刘海娜、王苗、张艳,全书的统稿工作由张天霞承担。

在本书编写过程中,我们得到相关学科教授的热情帮助及天津体育学院教务处的的大力支持,特别是英语教学专家于晓丹教授,在百忙中对全书做了认真、仔细地审阅,并提出具体的修改建议。借本书出版之机,谨向有关领导、老师们表示衷心的感谢。

《体育人文英语》的编写是一项开创性的工作,虽经反复讨论和精心编写,但由于经验不足、水平有限,错误之处在所难免,恳请同行专家和广大读者给予指正。

编者

2008.3.

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# **CHAPTER ONE    PHYSICAL EDUCATION**

## **Unit One    Background Information on the Physical Education**

Today, more than ever before in our history, people believe more deeply that education is the necessary foundation for success and happiness in life. More students are enrolled in schools than ever before, and the age range of those attending our schools has rapidly expanded. The tremendous growth of schools and the increased length of time students remain in school are primarily due to two factors: (1) the improved recognition on education by the general population; (2) decreased opportunities for the employment of youth in our economic age. It seems that the problem of how to get students into schools has been solved, but we are now faced with a greater problem — how to teach all of these students adequately. Furthermore, school administrators and educational experts predict that increased school attendance will not reach a plateau until near the middle of this century, so we have a long way to go.

All human development can be measured in terms of social emotional progress, physical growth, and mental development. In order to lead the youth successfully, teachers need to do two points: (1) knowing each student's characteristics in any relevant field ; (2) helping each student to make advances at approximately the same rate in every field. Based on that, teachers design the curriculum in order to educate students better. The curriculum is the life and program of the school. In an endeavor to provide more information for the common needs of all youth, schools attempt to provide learning experiences and enable students to solve the problems of daily life. Accordingly, a “core” curriculum based on general subject areas is being put to good use for students. This core curriculum usually includes: Chinese, Mathematics, Science, Foreign Language, Physical Education, Music and Art. From this we can notice that current trends in curriculum development show that education in schools is becoming more comprehensive, more productive and more scientific.

Just as all roads lead to Rome, every subject in the school curriculum has a unique contribution to the development of each student. The aims, goals, and purposes of physical education are the same as those of all other school subjects—to develop happy, healthy, skilled, and productive individuals. The physical education program in school consists of four parts: (1) class instruction for all students; (2) the intramural program; (3) the recreation program; (4) interscholastic athletics. Nowadays, educators are becoming increasingly aware that all youth should and must receive benefit from partaking in a good physical education program directed by skilled, capable teachers.

Physical education focuses on the development and movement of the whole body, and it is conductive and targeted. In schools, emphasis should be placed upon the growth and development of organic vigor, numerous effective neuromuscular skills, increasing knowledge and the shaping of attitudes and appreciations regarding our life. The goals of physical education, just like all other school subjects included in the school curriculum, should be to develop all youth, physically, socially, mentally, and morally, so that they will become healthy, responsible, happy, and productive citizens. However, physical education makes a unique contribution to both the school program and each individual student through its teachers, programs and facilities. Physical educators are usually extremely popular with students and their professional colleagues; the youth often finds them worthy of emulation, too. Furthermore, most students are enthusiastic about taking part in the program, for they crave activity, fun, challenge and adventure. The playing fields and stadiums are perhaps the most used of all school facilities, not only by their own population but also numerous community members.

In the teaching of physical education, the first and the foremost thing is to determine the objectives of physical education. Teachers must clearly define the objectives and communicate with students. This is because:

1. Objectives will help students to understand better what they are trying to achieve. Physical education has its own purpose. This purpose must be clearly imprinted on the teacher's mind when he or she is instructing students in physical skills. Only when the objectives are clearly understood, it will have an impact on what activities are taught and how they are taught. The objectives will serve as curriculum guidelines for the students in leading them to carry out meaningful and valuable activities.

2. Objectives will help students to understand the value of their field better. The objectives of physical education must be compatible with the principles and goals of our society. What's more, physical education programs must have objectives that are compatible with general education's. Meanwhile, by understanding the relationship between the objectives of physical education and our society, we can understand the contribution of physical education to our society better.

3. Objectives will help students make more meaningful decisions when problems arise. Students will face many problems in their everyday life, so the understanding of the objectives of physical education will help them make wise decisions when such issues arise.

4. Objectives will help physical education teachers know what the outcome is when the students take part in a program under their instructions. Because of the complex condition in study, physical educators have responsibility for the students whom they are instructing. Knowing the desired outcomes of the program, teachers can efficiently design experiences and programs to help their students attain their goals. Experiences of students' success can be used as the documents of the program and may be helpful in their future life.

So, what are the objectives of physical education in school? The general objectives of the physical education program are to: (1) develop physical fitness; (2) increase skill range and im-

prove accuracy; (3) socialize the individual; (4) create favorable attitudes and appreciations. The role of a physical education teacher is to help students choose activities that are suitable for their interests and capabilities. Now let us take a look at these objectives.

**Development of Physical ability:** organic development is the result of vigorous activities. The heart and other vital organs are markedly affected through the right kinds and amounts of activities. Physical fitness results from (1) regularity of exercise; (2) good habits of rest, sleep, diet and recreation; (3) the maintenance of emotional well-being and balance. The earlier the habit of physical exercise is formed, the more possible it will be carried on after the adulthood and developed into a good and meaningful life style.

**Expansion of Skill Range and Improvement on Accuracy:** Skills are the result of training. The instructor's role in skill development is to correctly demonstrate the movements and assist each student to master them. Any student will learn to play a sport of game better, faster, and with more pleasure if he is instructed from the beginning by someone who knows how to teach him or her to master desired skills instead of learning by his or her own faulty self-teaching methods.

**Socialization of the Individual:** It has been often claimed by physical educators that sports, games and dances are the best common ways of people to communicate with others. So, by physical education, boys and girls who are teammates or opponents in a game of friendly rivalry develop strong and lasting friendship bonds. Something similar seldom happens in other school subjects. Meanwhile, there are abundant opportunities to help the youth learn the techniques of getting along with others.

**Creation of Favorable Attitudes and Improvement on Appreciations:** The more a person knows about a field, the more he is apt to have a favorable attitude and deeper appreciation. For example, when the adult spectators watch sports events, the people who experienced the sport often receive more pleasure than those who didn't. It is the same that students will gain deep satisfaction and pleasure in self-appreciation and appreciation of others.

Above all, we can reach a conclusion that, the results of good physical education are not limited to the body alone, but may be extended to the soul. So, school needs physical education and we must do our best to perfect the system of teaching in physical education.

## NEW WORDS

- |  |  |
|--|--|
| 1. <b>extremely</b> [iks'tri:mli] <i>adv.</i>          | to a high degree or extent; favorably or with much respect 极其; 非常    |
| 2. <b>appreciation</b> [ə'pri:fi'eifən] <i>n.</i>      | an increase in price or value 赏识; 鉴识; 感激                             |
| 3. <b>neuromuscular</b> [njuərəu'mʌskjulə] <i>adj.</i> | affecting or characteristic of both neural and muscular tissue 神经肌肉的 |
| 4. <b>recreation</b> [rekri'eif(ə)n] <i>n.</i>         | activity that refreshes and recreates; activity                      |



5. <b>intramural</b> [ ɪntrə'mjuərəl ] <i>adj.</i>	that renews your health and spirits by enjoyment and relaxation 消遣; 娱乐
6. <b>vigorous</b> [ 'vɪɡərəs ] <i>adj.</i>	carried on within the bounds of an institution or community 校内的
7. <b>productive</b> [ prə'dʌktɪv ] <i>adj.</i>	characterized by forceful and energetic action or activity 精力充沛的; 元气旺盛的; 有力的
8. <b>comprehensive</b> [ ɪkəmprɪ'hensɪv ] <i>adj.</i>	producing or capable of producing (especially abundantly) 能生产的; 有生产价值的; 多产的
9. <b>solve</b> [ sɒlv ] <i>v.</i>	including all or everything 综合的; 广泛的
10. <b>endeavor</b> [ in'devə ] <i>n.</i>	find the solution to (a problem or question) or understand the meaning of 解答(难题); 解决
11. <b>rate</b> [ reɪt ] <i>n.</i>	earnest and conscientious activity intended to do or accomplish something 努力; 尽力
12. <b>approximately</b> [ ə'prɒksɪmətli ] <i>adv.</i>	a quantity or amount or measure considered as a proportion of another quantity or amount or measure 比率; 等级; 价格
13. <b>assist</b> [ ə'sɪst ] <i>v.</i>	(of quantities) imprecise but fairly close to correct 近似地; 大约
14. <b>emotional</b> [ i'məʊʃənl ] <i>adj.</i>	give help or assistance; be of service 协助
15. <b>predict</b> [ pri'dɪkt ] <i>v.</i>	determined or actuated by emotion rather than reason 感情的; 情绪的
16. <b>administrator</b> [ əd'mɪnɪstreɪtə ] <i>n.</i>	make a prediction about; tell in advance 预知; 预言; 预报
17. <b>furthermore</b> [ ɪfɜːðə'mɔː(r) ] <i>adv.</i>	someone who manages a government agency or department 管理人; 行政官
18. <b>adequately</b> [ 'ædɪkwɪtli ] <i>adv.</i>	in addition 而且; 此外
19. <b>recognition</b> [ ɪrekəg'nɪʃən ] <i>n.</i>	in an adequate manner or to an adequate degree 足够地; 充分地; 适当地
20. <b>attend</b> [ ə'tend ] <i>v.</i>	the state or quality of being recognized or acknowledged 认出; 承认
21. <b>range</b> [ reɪndʒ ] <i>n.</i>	be present at (meetings, church services, university), etc. 参加; 注意; 照料
22. <b>expand</b> [ ɪks'pænd ] <i>v.</i>	an area in which something acts or operates or has power or control 范围; 行列; 射程
23. <b>enroll</b> [ in'rəʊl ] <i>v.</i>	extend in one or more directions 使……膨胀; 详述; 扩张
	register formally as a participant or member 登记; 使加入

24. **tremendous** [ tri'mendəs ] *adj.* very great; immense 极大的;巨大的
25. **decrease** [ di:'kri:s ] *v.* become smaller or fewer; diminish(使某物) 变小或变少;减少
26. **plateau** [ 'plætəu, plæ'təu ] *n.* state of little or no change following a period of rapid growth or development(迅速增长或发展后的)稳定状态
27. **curriculum** [ kə'rikjuləm ] *n.* subjects included in a course of study or taught at a particular school, college, etc.(全部的)课程
28. **organic** [ ɔ:'gænik ] *adj.* made of related parts; arranged as a system 有机的;建制的;有组织的;有系统的
29. **steer** [ stiə ] *v.* direct or control the course of (a boat, car, etc.) 操纵(船、汽车等)的行驶方向;驾驶
30. **compatible** [ kəm'pætəbl ] *adj.* (of people, ideas, arguments, principles, etc.) suited; that can exist together(指人、想法、论点、原则等)适合的;适宜的;能共存的;符合的;相容的
31. **outcome** [ 'autkʌm ] *n.* effect or result (of an event, circumstances, etc.) 结果;效果
32. **abundant** [ ə'bʌndənt ] *adj.* more than enough; plentiful 丰富的;充裕的
33. **abundantly** [ ə'bʌndəntli ] *adv.* plentifully 丰富地;充裕地
34. **demonstrate** [ 'demənstreit ] *v.* show sth. clearly by giving proof or evidence 证明;论证
35. **apt** [ æpt ] *adj.* likely or having a tendency to do sth. 易于做某事物;有做某事物的倾向

## PHRASES & EXPRESSIONS

1. **physical education** 体育
2. **enroll in** 成为;包括在内
3. **the range of** (种类或变化的)限度;范围;程度
4. **reach a plateau** 达到了发展之后的平稳期
5. **at the same rate** 以相同的速度、速率
6. **All roads lead to Rome** 条条大道通罗马
7. **receive benefits from** 从……中获利
8. **take part in** 参加;加入
9. **imprint on the mind** 印入脑海;有……的概念
10. **get along with** 与……相处

## NOTES

1. **the increased recognition by the general population of education:** more and more people are realizing the importance of education 越来越多的人认识到了教育的重要性。
2. **increased school attendance will not reach a plateau until near the middle of this century:** it is only near the middle of this century can the increased school attendance get to placidity 逐渐增长的入学率在近本世纪中叶才能达到一个平稳状态。
3. **a “core” curriculum:** the key courses 核心课程。
4. **interscholastic athletics:** the activities between schools 学校间的或校际的活动项目。
5. **the youth often finds them worthy of emulation:** the physical educators are popular among the students, while the students are fond of imitating their teachers 学生们认为体育老师值得他们模仿。
6. **the maintenance of emotional well-being and balance:** keep emotion and mood in a great state 保持良好情绪的的稳定。
7. **there is little school experience which equal those found in physical education:** the positive effects of physical education cannot be found in school 体育教育所带来的好处是其他教育经验无法代替的。

## EXERCISES

### I. Build up Your Vocabulary

#### A. Match the definitions in column B with the terms in column A:

Column A	Column B
1. emulation	a. recognizing or being recognized
2. abundant	b. being the only one of its type
3. recognition	c. imitate; copy
4. approximate	d. effect or result
5. crave	e. understanding and enjoyment
6. outcome	f. fix sth firmly in sb's mind
7. issue	g. more than enough; rich in
8. imprint	h. almost exact but not completely so
9. unique	i. point in question
10. appreciation	j. have a strong desire for sth

**B. Fill in the table below by giving the corresponding translation:**

English	Chinese
physical education	
	经济时代
Plateau	
	校间的; 校际的
intramural program	
	身体健康
attain the goals	
	使个体社会化
perfect the system	
	保持; 维持

**C. Choose one appropriate phrase to complete each of the following sentences. Change the word form where necessary:**

- \_\_\_\_\_ is a vital part in the school educational system. (physical presence; physical education)
- We all went, I \_\_\_\_\_ the team. (enroll in; exclude from)
- \_\_\_\_\_ temperature is from  $-10^{\circ}\text{C}$  to  $40^{\circ}\text{C}$  every year. (the range of; the size of)
- After a period of rapid inflation, prices have now \_\_\_\_\_. (reach a plateau; reach a level)
- The development of economy and technology are \_\_\_\_\_. (at the same rate; in the same rate)
- We may try another method to achieve our goal, because \_\_\_\_\_. (All roads lead to Rome; every coin has two sides)
- The merchants \_\_\_\_\_ the high prices. (receive benefits from; receive severe injuries)
- Everyone \_\_\_\_\_ the labor work during the busy time. (take part in; take to)
- The happy birthday \_\_\_\_\_ and made him excited. (imprint at the brain; imprint on the mind)
- \_\_\_\_\_ others well is important in people's daily social life. (get to; get along with)

**II. Check Your Understanding****A. Mark the following statements with T (true) or F (false) according to the passage:**

- Less students attend school today. ( )
- The schools have already had a perfect program for physical education. ( )
- Human development cannot be measured in terms of mental development. ( )

4. Students are not important in the core curriculum. ( )
5. Nowadays, education in schools is becoming more comprehensive, more productive and more scientific. ( )
6. Not every subject in the school curriculum has a unique contribution. ( )
7. The total school physical education program consists of four parts. ( )
8. The playing fields and the stadium are perhaps the most used of all school facilities. ( )
9. Determining the objectives of physical education is the least important thing in the teaching of physical education. ( )
10. Organic development is the result of vigorous activities. ( )

**B. Translate the following sentences into English:**

1. 人类的所有发展都可以由社会情感的进步、身体发育和智力发展这三个因素来衡量。
2. 课程发展的流行趋势表明学校教育正向更全面、更富有成效、更加科学的方向发展。
3. 正如条条大道通罗马，学校课程中的每一门学科都对每个学生的发展有着独特的作用。
4. 大多数学生渴望运动、乐趣、挑战和冒险。
5. 学生在日常生活中将会面对很多问题，而对体育教育目标的了解将在这类问题出现时帮助他们做出明智的抉择。
6. 通过锻炼，肌肉的力量可以得到增长，围度可以增大。

**C. Questions for discussion:**

1. How could the educators and schools teach the students adequately?
2. What are the points for teachers in order to lead youth successfully?
3. In schools, what should be focused upon?
4. Why the first and the most important thing is to determine the objectives of physical education in the teaching of physical education?
5. What are the objectives of physical education in school?

## **Unit Two The Techniques of Successful Teaching**

Teaching means sharing, guiding, training, behavior changing, and developing. It is both an art and a science. As the former, it stresses experimentation and creativity. As the latter, it is the application of knowledge gained from scientific research in all areas of learning, including what is known about human beings and how to teach students most effectively. Adequate professional preparation is the prerequisite of a successful teaching career. Actually, an excellent teaching-learning experience requires three points: (1) a well trained, creative teacher; (2) a group of students who are eager to learn from him or her; (3) space large enough for students to explore, modify, and use their fullest educational advantage. As a physical education teacher, when we teach our students in class, each of us should (1) set up desired class goals and make students work toward them; (2) select the materials to be learned; (3) conduct learning experiences; (4) evaluate the results in relationship to the purposes. Good teaching is a process, at the same time, we must notice that learning and teaching are as inseparable as the two sides of a coin; each is needed to complete the whole. There can be no teaching without learning. All skillful teaching produces abundant learning. It is often said that, a good teacher never (1) teaches from books alone; (2) teaches in a classroom only; (3) fails to use familiar objects in his/her environment as teaching tools. All teachers could well search for this, for it can be duplicated, at least in part.

### **Teachers' Competencies**

Teachers' competencies are necessary for a successful teaching, which not only include the high personal qualities and adequate professional training, but also contain:

1. An understanding of people and feeling of closeness to them.
2. An ability of knowing where and how to find what knowledge is necessary for success.
3. An ability to organize, plan, and conduct learning experiences.
4. Knowledge of and skills in using a wide variety of teaching methods.
5. An ability to measure and evaluate pupils' progress.
6. An ability to work cooperatively with other teachers and supervisors.
7. Ability and desire to explore education and other professional fields further.
8. Techniques of curriculum development and knowledge of school structure.

### **Teaching Methods**

There are many teaching methods in physical education, each of which is valuable. However, there is no best method which can assure triumphant success. The best teaching method is the one which gets the desired results. All life experience is educational, for schools have no

monopoly of learning. It is the obligation of each teacher to see that the experience he/she shares with students is positive and it will help them become healthier, happier, and more productive individuals and group members. Each teacher must find his/her own best teaching methods. This depends on the wishes, capabilities, needs and interests of the students in the group. In physical education, just as we discussed in Unit 1, different classes have different objectives, so we should use different methods. A good method will not always work; new technique and method combinations will be created for many new situations. Two instructors in identical teaching situations will rarely use the same instructional techniques, although they may get the same results. Good teacher of physical education will get desired results quickly. In order to be a successful teacher of physical education, each one must develop his/her own unique methods.

### **Sports Skill Teaching**

The study of movement is very different from other contents in school. So every physical class should (1) have a brief orientation of what is to be learned; (2) watch demonstration of necessary skills and find problems; (3) participate in or practice those necessary skills; (4) evaluate progress the students have made.

Physical educators use each of the teaching methods in part or in combination. For example, the lecture is used to some extent in explaining a skill. But before this there maybe a demonstration of that skill; after the demonstration there is a brief description of the movements being taught; demonstration and explanation may take place simultaneously. During students' learning practice in different periods, each one must first have a clear picture of the correct movement in mind, then validates the right movement by the wrong experimentation, and finally masters it by gradually eliminating his mistakes. Through these games, the teacher should assist each student to understand the movement deeper and help him avoid sacrificing accuracy of movement for speed — a common error made by many beginners. Movement accuracy should be developed before the training of agility, then there are speed, body flexibility, and the use of body explosive power in correct time.

There are three ways of sports skill teaching: they are demonstration, diagnosis and direction. Successful physical educators have to master all of these techniques.

#### **1. Demonstration**

Most learning comes through our eyes and ears. It has been said that one picture is worth many words, but one experience is superior to many pictures. This implies that when students copy what they see, they learn some things from their mistakes. The teacher should be able to demonstrate all skills as perfectly as possible, because only in this way can students imitate the correct movements to the highest degree. However, the teacher may be unable to execute some skills well, then the well-trained student can do it before the class instead. Although this

may cause some loss of face on the part of teacher, such a demonstration is superior to verbal instruction alone, or a faulty demonstration.

## 2. Diagnosis

There are some students in every class who have skill-learning difficulties. This is due to many reasons, including emotional blocks, poor coordination, body structure, and physical condition. The teacher must be an expert in diagnosing students' difficulties. There are some techniques to help these students produce new movement patterns quickly. For example, a few well-chosen words can be used by a teacher such as: "put your left arm closer to your body", "glide across the water" or give other simple directions using key words to gain quick results such as: "I think your trouble is poor balance" or "your trouble may be releasing the ball at the wrong time". The physical educator, unlike other teachers, should know what is wrong, not guess what the difficulty is. The ability to diagnose learning difficulty comes largely from (1) the ability to perform the skill correctly; (2) clear knowledge of what each part of the correct movement pattern is; (3) experience; (4) recognition of the fact that such diagnosis is a vital part of the teaching-learning process which every educator must master.

## 3. Direction

The teacher should direct new movement patterns, for he not only points out the goal but also leads the students to move around it and finally reach it. The motivation of success accelerates learning. Consequently, when the student follows the teacher's directions and makes progress in learning, he is eager to repeat those new movements which lead to success. However, each physical educator must realize that form is an individual matter and that each student should be assisted by teachers to discover his own most effective movement pattern. It is impossible to isolate skill learning from attitude development or behavior change. Learning is a simultaneous and progressive course. The teacher's presence, encouragement, patience, and faith in the student's desire and ability to master what he or she wants will make longed-term goals become realistic motivation.

At last, we should notice that teaching in physical education is very different from other lessons at school, it requires the teachers to master more skills and techniques. According to different characteristics of sports, different techniques should be used by the teachers. Now, although there are already many techniques for us to choose, they are not enough and perfect. With the development of teaching of physical education, new techniques for improving the quality of teaching should be created.

## NEW WORDS

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|---------------------------------------|-----------|--|
| 1. <b>agility</b> [ ə'dʒɪlɪti ]       | <i>n.</i> | the gracefulness of a person or animal that is quick and nimble 敏捷;灵活;轻快 |
| 2. <b>description</b> [ dis'kripʃən ] | <i>n.</i> | the act of describing something 描写;描述;说明书;作图                             |



3. **participate** [ pɑ:'tisipeit ] *v.* share in something 参加;分享;参与
4. **accomplish** [ ə'kɒmplɪʃ ] *v.* put in effect 完成
5. **triumphant** [ traɪ'ʌmfənt ] *adj.* joyful and proud especially because of triumph or success 得胜的;得意洋洋的
6. **cooperative** [ kəu'ɒpəreɪtɪv ] *adj.* done with or working with others for a common purpose or benefit 合作的
7. **competency** [ 'kɒmpit(ə)nsi ] *n.* the quality of being adequately or well qualified physically and intellectually 能力
8. **inseparable** [ in'sepərəbl ] *adj.* not capable of being separated 不能分的
9. **sought** [ sɔ:t ] *adj.* that is looked for 寻找;搜索
10. **modify** [ 'mɒdɪfaɪ ] *v.* make less severe or harsh or extreme 修改;修饰
11. **effectively** [ i'fektɪvli ] *adv.* in an effective manner 有效地
12. **prerequisite** [ 'pri:'rekwɪzɪt ] *n.* something that is required in advance 先决条件
13. **creativity** [ ,kri:ei'tɪvəti ] *n.* the ability to create 创造力;创造
14. **behavior** [ bi'heɪvɪə ] *n.* manner of acting or controlling yourself 行为;举止
15. **application** [ ,æpli'keɪʃn ] *n.* formal request 申请;请求;act of applying one thing to another 敷用;施用
16. **triumph** [ 'traɪəmf ] *n.* (joy or satisfaction at) being successful or victorious 成功或胜利(的喜悦或满足)
17. **monopoly** [ mə'nɒpəli ] *n.* commodity or service controlled in this way 专卖品;专营服务;sole possession or control of sth. 独占;控制
18. **obligation** [ ɒbli'geɪʃn ] *n.* law, moral pressure, promise, etc. that forces one to do sth.(法律、道义、承诺等的)义务;职责;责任
19. **positive** [ 'pɒzɪtɪv ] *adj.* with no possibility of doubt; clear and definite 无可怀疑的;明确的;确定的;(of a person) confidently holding an opinion; convinced(指人)有把握的;确信的
20. **combination** [ ,kɒmbɪ'neɪʃn ] *n.* joining or mixing together of two or more things or people; state of being joined or mixed together (两个或两个以上事物或人)结合;混合;联合;组合;合并;化合
21. **formula** [ 'fɔ:mjʊlə ] *n.* expression of a rule or relationship in algebraic symbols 公式;set of statements or plans that can be agreed on by two or more