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SPORTS ENGLISH | I READING COURSE

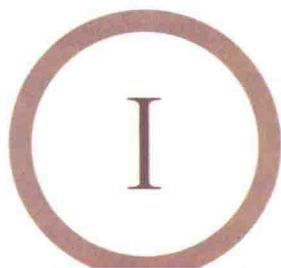
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北京体育大学出版社



Sports English

Reading Course



北京体育大学出版社

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序



人才培养是高等学校的根本任务，对处于学校工作中心地位的教学工作来说，其质量建设是高等学校的永恒主题。作为传授知识、掌握技能、提高素质的载体，教材在人才培养过程中起着非常重要的作用，是高等学校提高教学质量，促进内涵发展的有力抓手。

一本好的教材，不仅要充分体现教材应有的基础性、示范性和权威性，还要正确把握教学内容和课程体系的改革和创新方向，充分反映学科的教育思想观念、人才培养模式以及教学科研的最新成果，集中展现教材体系的创新，教材内容的更新和教学方法、手段的革新，善于处理好理论与实践、继承与创新、广度与深度、知识与技能、利学与利教的关系，成为开拓学生视野、引导学生探索、鼓励学生奋进的学业与人生兼备的“工具书”。

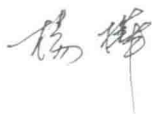
从中央体育学院到北京体育学院再到北京体育大学，这60年的办学历程，是继承发展的60年，是改革创新的60年，也是教材建设硕果累累的60年。学校不断探索教材建设的内在规律，引领高等体育教育教材建设的创新之路，发展了具有自身特色的教材体系，形成了特色鲜明的三个发展阶段。第一阶段是在上世纪50年代至60年代，我校教师在苏联专家的指导下，制定和编写了各专业的教育计划、大纲和主要教材。这批教师在主持和参与1961年国家体委组织的体育院校18门课程教材编著工作中发挥了重要作用；而这批教材也成为我国独立编写的、对苏联教材模式有所突破的第一批体育院校教材。第二阶段是上世纪70年代末至90年代，我校教师在大量承担第二次重编体育院校教材牵头组织工作的同时，针对学校“三结合”的办学目标和人才培养模式，开始了多学科、多专业的自编教材建设。第三阶段是进入21世纪以后，特别是国家体育总局于2002年下拨教材建设专款480万元之后，我校教材建设在数量和质量上都取得了重大突破。至2010年共立项建设了涵盖我校各专业课程的187项教材，其中有4项教材获得国家级优秀（精品）教材称号，14项教材获得北京市精品教材称号。可以说上述三个阶段的发展，使我校教材建设水平达到了一个空前的高度，为高等体育人才的培养发挥了重要的作用。

为全面提高高等体育教育质量，深化高等体育教育教学改革，继续加强体育学精品教材建设，2012年初，在北京体育大学教学指导与教材建设委员会的具体指导下，我们启动了高等教育体育学精品教材建设工程。学校遴选教育部新颁布的体育学类所属的体育教育、运动

训练、社会体育指导与管理、武术与民族传统体育、休闲体育、运动康复、运动人体科学7个本科专业的部分基础课程和主干课程开展精品教材建设。我们整合了全校的优质资源，组织专家、教授全程参与教材的规划、编写、初审、终审等过程。按照精品教材的要求，以优秀的教学团队编写优质的教材，出精品、出人才为建设思路，编委会优选学术水平与教学水平兼备、具有创新精神的专家、教授担任教材主编，组织优秀教学团队成员参与教材编写；精确定位教材适用对象，准确把握专业知识结构、能力结构和综合素质要求，深刻领会课程内涵，简洁洗练地表达知识点、能力点和素质点；融入最新的教改成果和科研成果，吸收国外优秀教材的先进理念和成果，创新利于学生自学和教师讲授的教材体例；学校还投入专项资金，对教材进行一体规划、一体设计、一体编审，并采用多色印刷技术增加教材的可读性；为全力保证教材编写质量，北京体育大学出版社资深编辑深度介入教材编写的所有环节。当这批教材展现在读者面前时，我们充满了期待。

岁月如流，薪火相传。60年的教材建设成绩斐然，推动着体育学教材建设步入新的起点、站在新的高度。展望未来，一批批体育学精品教材将随世界一流体育大学的建设进程应运而生，不仅在学校内涵式发展的改革进程中发挥重要作用，而且在全国高等体育院校人才培养中做出积极贡献，在高等教育教材建设中留下浓墨重彩的一笔。

北京体育大学校长
校教学指导与教材建设委员会主任



2013年9月

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前言

Preface

《体育英语阅读教程》分为 I、II 两册，每册有十五个单元。每单元围绕同一主题设计一篇主课文 (Text A) 和一篇副课文 (Text B)，主课文用作课堂重点讲解，副课文供学生在教师指导下使用。所有文章都标注了总字数，供学生及时检验并记录自己的阅读速度。在课文前的 Pre-reading Thoughts 中，问题的设计旨在激活学生在相关话题上原有的知识，鼓励学生就这些话题发表初步的看法，待学生读完课文后把自己的知识和看法与文章中所表达的观点进行对比，使学生充分认识到视角的多元性。文章后的 Comprehension Check 根据文章的体裁和题材做出了相关的设计，检验学生在宏观和微观水平上把握文章的能力 (包括对文章中语言难点和社会文化知识的理解)。Critical Thinking Starters 部分在课文内容理解的基础上，鼓励学生用学到的知识和语言讨论现实问题，在提高表达能力和分析能力的同时，注重培养学生的思辨能力。在文章的注释中，编者对重要词汇提供了准确、详尽的英文注释，以帮助学生精确掌握词义，同时对文章中出现的人物和文化背景进行了适当的说明，以丰富学生的文化知识。

此外，本书还设计了形式多样的版块内容，以帮助学生了解、掌握更为丰富的体育常识、热点信息和发展趋势，促进学生培养主动思考的习惯和良好的思辨能力。例如，Sports in Focus 着重介绍与文章内容相关的主要体育项目，并提供相关词汇的中文释义，以帮助学生了解主要体育项目，掌握基本体育词汇；在 Expert's View 中，学生可以了解到权威人士对某些重要问题的观点；More to Know 对文章内容进行了必要的补充，以拓宽学生的

视野；Activity Time-out部分设计了形式多样的课外活动，鼓励学生学以致用；Hot Debate旨在让学生就热点问题进行讨论，培养学生有理有据地表达个人观点的习惯；在Pop Culture中，学生可以了解到与单元主题相关的文学或影视作品，供学生在学有余力的情况下从多角度了解相关信息；Vocabulary Building的设计旨在让学生在学会利用工具书和互联网资源获取信息。这些版块的设计在完成阅读课基本内容的基础上，以更为多样化的形式帮助学生以主动的参与者而不是被动的接受者身份学习课文中所涉及的内容。

本书文章广泛选自英国、美国、加拿大及澳大利亚等英语国家的体育相关著作、报刊、杂志以及相应报刊名下的网址。在CBI (content-based instruction) 理念指导下，选材注重体裁和题材的多样性和视角的多元性，同时兼顾题材的系统性，旨在传授相关体育学科知识，开阔学生视野，同时增强其英语阅读能力、表达能力、分析能力和思辨能力。

《体育英语阅读教程》可作为体育院校英语专业学生以及高等院校体育专业的高年级学生、硕士生和博士生的阅读教材，亦适用于广大体育爱好者和体育专业人士阅读参考。

在本书的编撰过程中，我们参考了国外多种著作，并注明了出处，在此谨向原作者表示衷心的感谢。同时也感谢外籍学者Vera E Lee, Margaret Ann Carey和John Patrick Carey对本书的编撰提出的宝贵意见和建议。

由于时间及编者的水平有限，书中疏漏及不妥之处在所难免，敬请广大使用者批评指正。

编者

2014年7月

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1

UNIT

Sports and Culture

Whoever wants to know the heart and mind of America had better learn baseball, the rules and realities of the game—and do it by watching first some high school or small-town teams...

— Jacques Barzun, “The Underentertained”





Pre-reading Thoughts

1. What is sport? What role does sport have in modern society?
2. Name some sports typically associated with certain cultures/societies. What factors cause such a close relationship between the sport and culture?

Text A

Sport Is a Social and Cultural Product

1 The meaning of sport in a particular society is greatly influenced by the evolving economic and political organizations and the values of that society. Sport is a socio-cultural product. In one society the purpose and meaning of a sport may emphasize the values of competition, aggressiveness, and violence. This is true of most team sports in North America. Another society may stress cooperative social interaction, friendship, physical fitness, skill, and a respite from the stresses of daily life.



Over time, the values, purpose, and meaning of sport may change greatly. China first entered the international sport arena in the 1970s by engaging in "Ping-Pong" diplomacy. But later, athletes from China competed more seriously and with great success in the Olympic Games.

Interaction of Sport and Culture

2 Sport, like any other set of norms, beliefs, and values, may be exported to other societies. The sport may retain its original meaning and form; more likely it will take on a different meaning and form that is more consistent with the new culture. For example, in Japan, professional baseball reflects the traditional pattern of strong group loyalty in that society. As a result, the practice of trading players and firing managers is quite different from North America.

3 Traditionally, basketball emphasizes the concepts of cooperation and competition. But the particular type of competition and cooperation that emerges is defined by the value orientations of the larger culture. For example, Anglo coaches working on a Navajo reservation have reported that Navajo athletes appear to lack the drive for complete superiority and domination over an opponent (i.e., they lack the “killer instinct”); they compete more against themselves than against their opponents; and unlike Anglo athletes, they shun public recognition for their individual performance (i.e., similarity of status is valued and maintained). All of these emphases help foster feelings of group solidarity among the Navajo.

4 To illustrate further, American baseball is a pastoral sport that stresses harmony, the individual, a slower pace, and ritual. In contrast, football is a heroic sport that is more complex, violent, warlike, and reflective of a collective pattern of life. With these attributes it is not surprising that football has become the more popular sport in North America. The characteristics of football are more representative of contemporary culture. Baseball survives, because it is an established American tradition and reflects a past way of life that people are fond of recalling.

5 Another interpretation of the meaning of football and baseball is based on a comparison with other forms of football (e.g., soccer and rugby). Football is a dominant spectator game in North America because it represents a “corporate sport” that is more attuned than baseball to the present stage of mature capitalism, with its large corporations. Baseball more closely matches the early stages of capitalism, with its stress on individual entrepreneurs.

6 Similarly, the increasing popularity of squash in North America has been attributed to its intensely competitive character. Aggressiveness, fitness, self-discipline, and domination of the opponent are essential for success in squash. The sports demands attributes similar to those required for success in today’s business world; for this reason, the game has become popular among higher status men and women.

7 National Sports. There are many examples of societies that value one sport more than others. Canadians value hockey so highly it has been called *Canada's culture*; the Chinese have swimming and Ping-Pong; the Spanish Basques, jai alai; the Japanese, baseball and sumo wrestling; and the British and Europeans, soccer. It is interesting to note that Eastern European countries do not appear to value one specific sports over others; they emphasize instead a set of sports, including many sports that involve international competition. The governments promote these sports and sponsor training programs in an attempt to obtain international prestige.

8 Regional Sports. Sports also vary in popularity within different regions of a particular country. Regions that value a specific sport tend to produce a greater number of high quality athletes for college and professional teams. Once scholars analyzed the birthplace of college and professional athletes in the U.S. and found that a higher percentage of athletes in baseball were born in California and the south; more football players came from Texas, Ohio, and Pennsylvania; more basketball players from Illinois, Indiana, and Kentucky; more stock car racers from the Carolinas; and more soccer players from the Northeastern states.

9 Although national cultural forms tend to be relatively stable and enduring (e.g., baseball in the United States and hockey in Canada), regional differences seem to change rather quickly, because of shifts in migration patterns or changes in how sports are organized and funded. In a study of the production of football players, it was found that the dominance of Ohio and Pennsylvania in the north and Texas in the south declined during the 1970s. By the early 1980s Mississippi and Louisiana were the leading producers. The south, in total, was now producing twice as many college football players per capita as the north. Yet in basketball, despite increased opportunities for southern blacks to compete, the highest per capita production of high school basketball players was still found in small towns in Illinois and Indiana. This is interesting because even though a career in professional basketball seems more likely if one is black, at the high school and college level basketball is still highly valued and salient in small western towns, where there are fewer blacks.

10 As Wecter stated, long before the sociology of sport was envisioned, students of society should study

...how cricket, with its white clothes and leisured boredom, and sudden crises met with cool mastery to the ripple of applause among the teacups and cucumber sandwiches, is an epitome of the British Empire. Or why the bull-fight with its scarlet cape and gold braid, its

fierce pride and cruelty, and the quixotic futility of its perils, is the essence of Spain. Or that football with its rugged individualism, and baseball with its equality of opportunity, are valid American symbols.... Most of these things have been felt or hinted before, but their synthesis has never been made.

Total words: 1019

Total reading time: _____ minutes _____ seconds

* The text is based on *The Social Significance of Sport* by Barry D. McPherson, James E. Curtis, & John W. Loy

Vocabulary and Expressions

respite /'respait/ *n.* a pause or rest from something difficult or unpleasant

shun /ʃʌn/ *vt.* to avoid something

attune /ə'tju:n/ *vt.* to bring into accord, harmony, or sympathetic relationship; adjust

entrepreneur /,ɒntrəprə'nɜ:/ *n.* someone who starts their own business, especially when this involves seeing a new opportunity

sumo wrestling /,su:məʊ'reslɪŋ/ *n.* a style of wrestling originally from Japan, in which each man tries to defeat the other either by pushing him outside of a special ring or by forcing him to touch the ground with a part of his body other than the bottom part of the foot

per capita /pə'kæpɪtə/ *adv.* If you express an amount per capita, you mean that amount for each person

salient /'seɪlɪənt/ *adj.* The salient facts about something or qualities of something are the most important things about them

quixotic /kwɪk'sɒtɪk/ *adj.* having or showing ideas that are different and unusual but not practical or likely to succeed

futility /fju:'tɪlɪti/ *n.* lack of purpose or meaning

Comprehension Check

1. According to the passage, what decides the meaning of sport?
2. How are Navajo athletes different from Anglo athletes? What does the author want to express with this contrast?
3. In America, why is football considered more popular than baseball?
4. Why is squash more popular with higher status people? Can you think of a reason why lower

status people might not play this sport as much?

5. Why do regional sports change more quickly compared to national sports? Give examples to illustrate your point.
6. What do you think is the conclusion of the “synthesis” in the underlined sentence of paragraph 10?

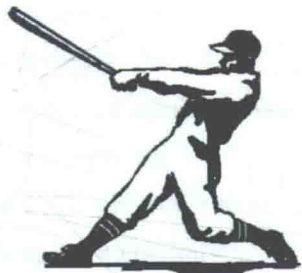
Critical Thinking Starters

1. Why should students of society study sports?
2. How do you think cricket epitomizes the British Empire?
3. The sport of ping-pong originated from Britain, yet today it is considered China’s sport. What aspects of Chinese culture does ping-pong reflect?



Sports in Focus

Baseball is popular in the Americas and East Asia. In Japan, Puerto Rico, the Dominican Republic, Cuba, Panama, South Korea, Taiwan and some other countries/areas, it is one of the most popular sports by any measurement. In the United States, baseball has long been regarded as the unofficial national pastime. Although the three most popular team sports in North America are ball games (baseball, basketball and American football), baseball’s popularity grew so great that the word “ballgame” in the United States almost always refers to a game of baseball, and “ballpark” to a baseball field.



Baseball is a team sport, in which a fist-sized ball is thrown by a defensive player called a pitcher (投手) and hit by an offensive player called a batter (击球手) with a round, smooth stick called a bat (球棒). The ball itself is also called a baseball. Scoring is accomplished by the batter running and touching a series of four markers on the ground called bases (垒). Baseball is sometimes called hardball (硬式棒球) to differentiate it from the closely related sport of softball (垒球) and other similar games.

Baseball is a game played between two teams of nine players each. The game is divided into nine innings (一局), each divided into two halves. In the top half of the inning, the players of one team successively come to bat and attempt to score runs (跑垒得分), while the other

team plays in the field and attempts to stop the offensive team from scoring. In the bottom half, the teams swap (交换) places. The team with more runs at the end of nine innings is the winner of the game.

Relevant Words and Phrases

pitcher's plate

wild pitch

home run

base running

fielder

relief pitcher

Text B

Baseball in Japan

1 The case of baseball in Japan represents an interesting example of the way in which cultural differences affect a particular sport. Although the structure of the game is basically the same as in North America, it is clear that the climate and texture of the game are very different in the two cultural settings. An American professor at Tokyo University introduced baseball to his students in 1873. Professional baseball in Japan began in 1936 after Babe Ruth and a group of American players toured the country. The sport is now immensely popular and draws a crowd at all levels of competition.

2 Japanese baseball is distinctive in a number of ways that Americans would find quaint^[1]. For example, the annual game of musical chairs wherein managers are “replaced” is foreign to Japan. Managers are rarely fired, and when it does take place, a stylized ritual is used to permit the former manager to save face. It is also interesting to note that in Japan baseball games can end in a tie^[2], which is no doubt a reflection of the Japanese emphasis on process as well as product. Moreover, the manager and players emphasize^[3] the collective goal of winning the pennant^[3] even at the expense of individual careers.

[1] quaint /kwent/ *adj.* unusual and attractive, especially in an old-fashioned way

[2] tie /tai/ *n.* the result of a game when two or more people or teams get the same number of points

[3] pennant /'penənt/ *n.* the prize given to the best team in the American and National League baseball competitions