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# **ENGLISH THROUGH SPORT**

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**”It is the supreme art  
of the teacher to awaken joy  
in creative expression and knowledge.”**

Albert Einstein



# TABLE OF CONTENTS

PREDGOVOR.....7

## **PART ONE**

TEXTS FOR READING: SPORTS .....9

UNIT 1 Athletics..... 11

UNIT 2 Basketball.....21

UNIT 3 Boxing .....31

UNIT 4 Football.....41

UNIT 5 Gymnastics.....49

UNIT 6 Swimming.....59

UNIT 7 Tennis.....67

UNIT 8 Skiing.....77

UNIT 9 Hockey .....87

UNIT 10 Golf.....97

OPTIONAL READING .....107

## **PART TWO**

GRAMMAR .....121

NOUNS - IMENICE.....123

ARTICLES - ČLANOVI .....126

ADJECTIVES - PRIDEVI .....129

PRONOUNS - ZAMENICE.....131

ADVERBS - PRILOZI.....136

PREPOSITIONS - PREDLOZI .....138

VERBS - GLAGOLI.....141

VERB TENSES - VREMENSKI OBLICI .....145

|  |     |
|--|-----|
| PRESENT SIMPLE - PREZENT PROSTI .....                          | 145 |
| PRESENT PROGRESSIVE – PREZENT TRAJNI.....                      | 148 |
| PAST SIMPLE - PRETERIT PROSTI.....                             | 150 |
| PAST PROGRESSIVE - PRETERIT TRAJNI.....                        | 152 |
| PRESENT PERFECT SIMPLE - SADAŠNJI PERFEKT PROSTI .             | 153 |
| PRESENT PERFECT PROGRESSIVE - SADAŠNJI PERFEKT<br>TRAJNI ..... | 155 |
| PAST PERFECT SIMPLE - PROŠLI PERFEKT PROSTI.....               | 156 |
| PAST PERFECT PROGRESSIVE - PROŠLI PERFEKT TRAJNI .             | 157 |
| FUTURE SIMPLE - FUTUR PROSTI .....                             | 158 |
| FUTURE PROGRESSIVE – FUTUR TRAJNI.....                         | 159 |
| PASSIVE – PASIV .....  | 160 |
| CONDITIONAL CLAUSES - KONDICIONALNE KLAUZE.....                | 163 |
| <b>PART THREE</b>  |     |
| GRAMMAR EXERCISES & IRREGULAR VERBS .....                      | 165 |
| IRREGULAR VERBS.....   | 197 |
| REFERENCES.....  | 201 |

# PREDGOVOR

Udžbenik *English through Sport* namenjen je studentima Fakulteta sporta i fizičkog vaspitanja Univerziteta u Novom sadu, koji su tokom prethodnog obrazovanja stekli osnovno znanje iz engleskog jezika.

Tokom pripreme ovog udžbenika autorka je imala za cilj da studenti tokom nastave ovladaju sportskom terminologijom na engleskom jeziku kao i da obnove i prošire svoje gramatičko i leksičko znanje iz engleskog jezika. Sadržaj ovog udžbenika sastoji se iz tri poglavlja: *Texts for Reading*, *Grammar* i *Grammar Exercises*. Na kraju udžbenika naveden je spisak nepravilnih glagola *Irregular verbs*.

Prvo poglavlje, *Texts for Reading*, sastoji se od deset tekstova koji svaki za sebe obrađuje po jedan sport koji se izučava po nastavnom planu i programu Fakulteta sporta i fizičkog vaspitanja. Drugo poglavlje, *Grammar* obuhvata kratak pregled gramatike engleskog jezika napisane na srpskom jeziku jer je autorka želela da studentima olakša usvajanje iste. Treće poglavlje *Grammar Exercises* obuhvata vežbe iz oblasti morfo-sintakse i semantike, sa ciljem da se studenti kroz primere stimulišu i lakše ovladaju datim jedinicama.

Novi Sad, 2020.godine

Milka Imbronjev



**PART ONE**  
**TEXTS FOR READING**  
**SPORTS**



# UNIT 1



## Athletics

### History

As long ago as the 8th century B.C., athletics events were being held as part of the original Olympic Games in ancient Greece. Some of the events from that time, such as javelin and discus throwing, are still part of modern athletics. In 19th-century England, athletics competitions were being held in military and public schools such as the Royal Military College in Sandhurst and Exeter College in Oxford. By the time of the first modern Olympic Games in 1896, the sport had developed to such an extent that "track and field" events were central to the competition. From then until now, athletics have formed the foundation of major sporting competitions such as the Commonwealth and Asian Games, as well as the Olympics. Since 1983, the World Championships in Athletics have also been boosting interest in the sport. This biennial competition is organized by the International Association of Athletics Federations (IAAF), and is now seen as one of the top events in the world of sports, along with the Summer Olympics and the FIFA World Cup football tournament.

### How Athletics Works

Modern athletics meetings are held at both outdoor and indoor venues. Outdoor meetings are usually held in summer and spring, with track events run on a 400 meter track with 8 lanes while the jumping and throwing events take place on the large open area inside the track. Indoor meetings are held in winter, with running events usually held on a 200 metre track and a limited range of field events held on the area inside the track.

In both indoor and outdoor competitions, men and women compete in their own events. While they usually run the same distances in track events, hurdles are lower for women. In field events, the weights of the shot, discus, javelin and hammer are less for women than for men.

## Track Events

Track events include a wide range of races for runners. The shorter races are called *sprints* and they include 60 metre (indoors only), 100m, 200m and 400m. Middle-distance races are the 800m, 1500m, the mile, the 3,000m, and the *steeplechase*, in which runners have to jump over barriers and water jumps. Long distance events are the 5,000m and 1,0000m, along with athletics' longest race for runners, the *marathon*. Most of this 42.195 km race is run on public roads, with only the last part being run on an athletics track. Other track events are the *hurdles*, including the 110m high hurdles (100m for women) and 400m hurdles, and the *relay* events, the most common of which are the 4 x 100m relay and the 4 x 400m relay. In the relay races, runners carry a *baton* and pass it to the next runner as they finish their part of the race.

## Field Events

Field events include jumping events and throwing events. The jumping events are the *high jump*, *long jump*, *triple jump* and *pole-vault*. The throwing events are the *shot put*, in which a heavy metal ball (called the shot) is thrown as far as possible; the *hammer throw*, in which a heavy metal ball attached to a wire and handle is thrown; the *javelin*, in which a spear-like object made of metal or fiberglass is thrown; and the *discus*, in which a heavy disc is thrown.

## Competitions

There are a number of athletics competitions regularly held around the world for professional athletes. The biggest of these is the World Championships, held every two years by the IAAF. There are also several regional competitions, such as the European Championships, the Pan-American Games, and the Commonwealth Games. In addition, there is the Golden League circuit in which athletes who win their chosen event at all six meetings share a \$1,000,000 jackpot. This competition is attracting

more and more interest among sports fans, but the high point of interest in athletics still occurs every four years when the track and field events of the Summer Olympics are held. Billions of enthusiastic viewers around the world watch TV broadcasts of these events as they follow the fortunes of their country's top athletes.



Carl Lewis

# Vocabulary

| <b>word</b> | <b>meaning</b>   |
|-------------|--|
| athlete     | a person who is skilled in track and field events; a sportsperson  |
| athletics   | the sport of competing in track and field events   |
| baton       | a short stick or tube passed from runner to runner in a relay race   |
| bell lap    | the final lap in a distance race, signalled by the ringing of a bell   |
| decathlon   | a men's athletic competition combining 10 track and field events   |
| discus      | a heavy, thick-centered disk; the sport of throwing the discus   |
| false start | failed start of a race, usually caused by a runner moving forward before the starting gun is fired             |
| field       | an area of open land; events in athletics that involve throwing, jumping and vaulting                          |
| foul        | an unfair or illegal act, e.g. foul throw, foul jump   |
| hammer      | a 16-pound metal ball attached to a wire for throwing in an athletic contest; the sport of throwing the hammer |
| heptathlon  | a women's athletic competition combining 7 track and field events  |
| high jump   | sport in which competitors jump over a bar that is raised until only one competitor can jump over it           |
| hurdles     | upright frames, normally placed in a series, that athletes jump over; a race over such frames                  |
| javelin     | a lightweight, spear-like object; the sport of throwing the javelin  |
| lane        | each of a number of parallel strips marked on a running track for athletes to run along                        |
| lap         | one circuit of, or one time around, a running track or a racetrack   |
| long jump   | an athletic event in which competitors jump as far as possible along the ground in one leap                    |

| <b>word</b>     | <b>meaning</b>   |
|-----------------|--|
| marathon        | a long-distance running race of 26 miles and 385 yards (42.195 km)   |
| middle-distance | a race distance of between 800 and 5,000 metres  |
| pole-vault      | an event in which competitors vault over a high bar with the aid of an extremely long, flexible pole used to give extra spring |
| relay           | race between teams of runners in which each team member in turn covers part of the total distance                              |
| record          | the best performance in a sporting event that has been officially measured and noted   |
| shot put        | an athletic contest in which a very heavy metal ball is thrown as far as possible  |
| sprint          | a short, fast race run over a distance of 400 metres or less   |
| starting blocks | small rigid blocks for bracing a runner's feet at the start of a race  |
| steeplechase    | a running race in which competitors must clear hurdles and water jumps   |
| track           | a prepared circuit for athletes to run on; the sport of running on such a track  |
| track and field | athletics events that take place on a running track and on a field often enclosed by the track                                 |
| triple jump     | an event in which competitors leap as far as possible by performing a hop, a step and a jump                                   |

# Vocabulary Comprehension

1. In relay races, each runner carries a

- bell
- baton
- teammate

2. The heptathlon is an event for

- men
- women
- men and women

3. The last lap of a middle-distance race is called the

- bell lap
- clap lap
- sprint lap

4. If a runner starts before the starting gun is fired, the official calls a

- failed start
- fast start
- false start

5. In sprint races, each runner runs in his or her own

- track
- line
- lane

6. The best-ever performance in an event is called a

- record
- title
- champion

7. Runners have to go over a water jump in the

- marathon
- steeplechase
- pole-vault

8. The event in which something that looks like a spear is thrown is the

- shot put
- discus
- javelin

9. On most outdoor athletics tracks, one lap is

- 200 metres
- 300 metres
- 400 metres

10. Runners run fastest in a

- middle-distance race
- long-distance race
- sprint

# Reading Comprehension

1. One of the events in the Olympic Games in ancient Greece was

- discus
- steeplechase
- pole-vault

2. Modern-style athletics competitions began in English schools in the

- 18th century
- 19th century
- 20th century

3. The IAAF World Championships in Athletics have been held since

- 1896
- 1961
- 1983

4. Most outdoor athletics tracks have

- six lanes
- eight lanes
- ten lanes

5. Most indoor athletics tracks have a length of

- 200 metres
- 300 metres
- 400 metres

6. The longest running race in athletics is the

- steeplechase
- 10,000 metres
- marathon

7. Some of the few team events in athletics are the

- relay races
- field events
- gymnastics competitions

8. Field events in athletics include jumping and

- running events
- throwing events
- sprinting events

9. The champion runner Paavo Nurmi was born in

- Sweden
- Denmark
- Finland

10. How many Olympic gold medals did Carl Lewis win?

- eight
- nine
- ten



# UNIT 2



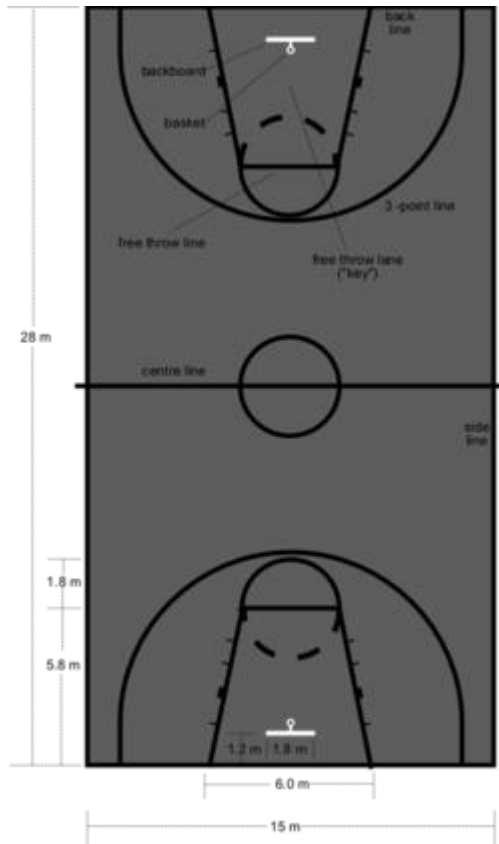
## Basketball

### History

In 1891, Dr. James Naismith, a Canadian physical education instructor at YMCA Training School in Springfield, Massachusetts, USA, decided to create a new indoor game to keep his students fit during the cold winter months. He experimented with a team game in which players threw a soccer ball to each other and scored by throwing it into a peach basket nailed high on a wall. Later that year he wrote the first version of the rules of what he now called 'Basket Ball'. In 1906, the baskets were replaced by metal hoops in front of backboards. The ball still had to pass through the hoop from above to score a goal, however, as it did when baskets were used.

The game soon spread to other U.S. schools and universities. In the early twentieth century, basketball competitions and leagues were set up all over North America, but most didn't last long. Then, in 1946, the Basketball Association of America (BAA) was formed to organize the top professional teams in the U.S.A. and Canada into one professional league. The BAA became the National Basketball Association (NBA) in 1949, and today the NBA is the world's top professional basketball league. Most of the world's best players are with NBA teams, attracted by the competition's popularity, its high standard of play, and the high salaries.

# How the Game Works



Basketball is played on a rectangular court 28 metres long and 15 metres wide (approx. 92 ft by 49 ft) with a basket at a height of 3.05 metres (10 ft) at each end. Most indoor courts have a floor made of wood. Points are scored by throwing the ball through the opponents' basket. A goal scored from inside the three-point line earns two points (see diagram at right), and a goal scored from outside the three-point line earns three points, and goals from free throws earn one point.

NBA games are played over four quarters of twelve minutes. Teams include twelve players, but only five can be on court at one time. Players can be substituted as often as the coach likes. Each coach has a limited number of time-outs they can call during a game, and the game clock is stopped whenever play stops. Several officials oversee each game, including three on-court referees who call fouls, and table officials who

keep score, run the game and shot clocks, and keep track of fouls and substitutions.

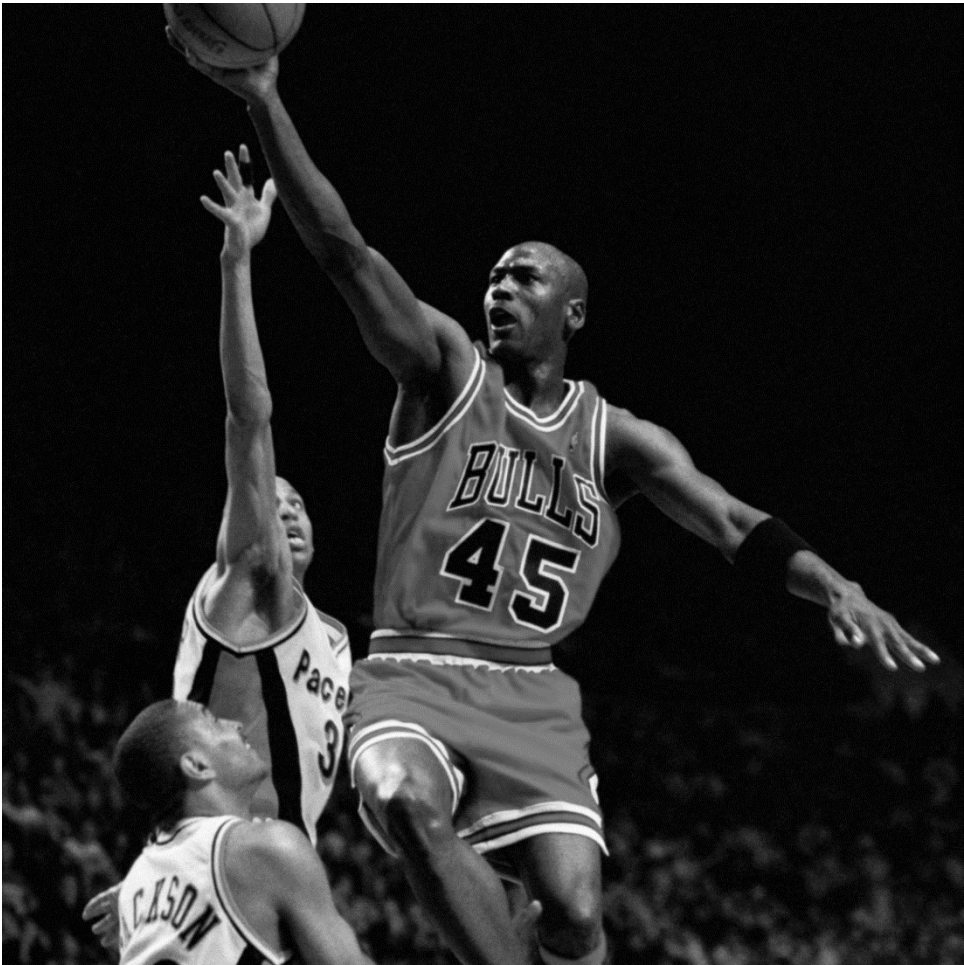
### **Violations and Fouls**

The ball can be moved by throwing it to another player (called *passing*) or by bouncing it with one hand while running or walking (called *dribbling*). If a player moves both feet without bouncing the ball, he commits a violation called *travelling*. If he uses two hands while dribbling, he commits a violation called *double-dribbling*. If a player's hand moves under the ball while dribbling, he commits a violation called *carrying the ball*. Violations are also committed when time-limits are exceeded, and usually result in a free inbound pass for the opposition team.

A *personal foul* is committed when a player challenges another player unfairly, such as by blocking their run or hitting their arms. A player or coach who argues with a referee commits a *technical foul*. Fouls can be punished with a free inbound pass, free throws at goal, or with sending off. A player who commits five fouls, or six in the NBA, can no longer take part in the game and is said to have been 'fouled out'.

### **Shots and Passing**

Players shoot for goal with a *set shot* if both feet are on the ground, or with a *jump shot* if the player is in mid-air. Other shots are the *lay up* (shooting, often off the backboard, while moving towards the basket) and the *slam dunk* (shooting straight down from above the basket). Passing can be done with a *chest pass*, a *bounce pass* or an *overhead pass*. More difficult passes are the *no-look pass* and the *behind-the-back pass*, though some coaches don't like these techniques because they can easily go wrong.



Michael Jordan

# Vocabulary

| <b>word</b>      | <b>meaning</b>  |
|------------------|---|
| assist           | a pass to a teammate that leads directly to a goal  |
| backboard        | a board behind the basket, off which the ball may rebound                                     |
| basket           | 1. a container used to hold or carry things<br>2. a net fixed on a hoop used as the goal      |
| block            | to stop the movement of an opponent, or stop an opponent's pass or shot                       |
| bounce           | to rebound after hitting a surface  |
| bounce pass      | a pass that bounces off the floor before it reaches the receiver                              |
| chest pass       | a two-handed pass thrown from chest height  |
| double-dribbling | violation of dribbling the ball with two hands, or stopping and restarting the dribble        |
| draft            | the annual process by which NBA teams select local or foreign players for their teams         |
| dribble          | To bounce the ball repeatedly with one hand while running or walking                          |
| drive            | A fast, strong dribble directly to the basket in an effort to score                           |
| exceed           | to go beyond what is allowed  |
| foul             | a violation resulting from illegal contact with an opposing player                            |
| free throw       | a free shot taken from the free throw line as the result of a foul                            |
| game clock       | a scoreboard clock that shows the time remaining in each period of a game                     |
| guarding         | following an opponent to stop him from driving, shooting or passing easily                    |
| hoop             | the round metal rim from which a basketball net is suspended                                  |
| jump shot        | a shot taken while a player is jumping through the air  |
| lay up           | a shot taken close to the basket that is usually banked off the backboard and into the basket |

| <b>word</b>      | <b>meaning</b>   |
|------------------|--|
| MVP              | 'most valuable player' award, given to the best player in a game                                     |
| no-look pass     | a pass thrown without looking towards the receiver   |
| overhead pass    | a pass thrown from over the head, to clear a defender or for added power                             |
| overtime         | a five-minute extra period that is played when the game is tied after four quarters                  |
| personal foul    | a foul that involves illegal physical contact such as blocking, charging, elbowing or holding        |
| possession       | to be holding, or be in control of, the ball   |
| rebound          | get control of a ball that has come off the rim or backboard after a failed shot attempt             |
| referees         | officials who call violations and fouls, give penalties, signal field goals, and stop and start play |
| set shot         | a shot taken with both feet on the floor in a set position   |
| shoot            | to throw the ball in an attempt to score a goal  |
| shot clock       | a clock that shows the amount of time a team has left to take a shot                                 |
| slam dunk        | a high jump shot in which the ball is thrust down through the hoop                                   |
| substitute       | a player who comes into the game to replace a player on the court                                    |
| technical foul   | a foul called against a player or coach for unsportsmanlike conduct such as arguing with a referee   |
| three-point line | a semi-circle painted on the court, from outside of which a successful shot earns three points       |
| time-out         | clock stoppage requested by a coach for a short meeting with the players                             |
| travelling       | the violation of moving with the ball without dribbling correctly                                    |
| turnover         | a player loses the ball to a member of the other team without taking a shot                          |
| violation        | an infraction of the rules   |

# Vocabulary Comprehension

1. The coach argued with a referee and was given a

- personal foul
- technical foul
- blatant foul

2. Jenny jumped in the air and scored with a slam

- duck
- bam
- dunk

3. Travelling, double-dribbling and carrying the ball are

- penalties
- violations
- fouls

4. A rebound can come off the

- backboard
- blackboard
- whiteboard

5. While running, what must a player do with the ball?

- carry it
- roll it
- bounce it

6. If a coach wants to talk to the players, he calls for

- a foul-time
- an overtime
- a time-out

7. If a player commits a foul, the referee awards a free

- goal
- throw
- point

8. The letters MVP stand for

- most valuable player
- most valid player
- most valued player

9. A pass that helps the receiver to score is called

- an assist
- a drive
- a slam

10. Every year NBA teams get their new players through the

- draft
- hoop
- assist

# Reading Comprehension

1. Basketball was invented by a physical education instructor from

- the USA
- Canada
- Russia

2. The game was invented in the

- 18th century
- 19th century
- 20th century

3. At first, players threw the ball into a

- laundry basket
- bread basket
- peach basket

4. The National Basketball Association (NBA) was set up in the

- 1890s
- 1920s
- 1940s

5. The semi-circle at each end of the court is the

- 3-point line
- free throw line
- side line

6. The basket's rim must be at a height of

- ten feet
- eleven feet
- nine feet

7. Michael Jordan played most of his basketball for the

- LA Lakers
- Houston Rockets
- Chicago Bulls

8. One of the tallest NBA players was Yao Ming who was born in

- China
- Japan
- Korea

9. A goal scored by shooting from inside the 3-point line earns

- one point
- two points
- three points

10. The floor of most indoor courts is made of

- concrete
- rubber
- wood

## UNIT 3



# Boxing

## History

Carvings and paintings show people fighting with their fists over 5,000 years ago in ancient Sumeria and over 3,000 years ago in ancient Egypt. We don't know if these fights were a regulated sport like boxing, or a form of violent entertainment like gladiator fighting in ancient Rome. But by the time of the ancient Greeks, boxing had become a sport and it was part of the Olympic Games as early as 688 B.C. It then became popular in other parts of Europe, but in 500 A.D. it was banned by the Roman Emperor Theodoric the Great. Theodoric was a Christian who believed that the human face was made in God's image, and that by damaging the face, boxing also damaged God's image.

Modern boxing had its origins in England during the early 18th century, when *bare-knuckled* prizefighting was popular. This was not a regulated sport, however, but an illegal business run by criminal gangs who earned money by selling tickets and taking bets. There were no written rules, no *weight divisions*, no *rounds* or time limits, no protective gear like gloves, and no *referee*. Many fighters were seriously hurt, and some were even killed.

Improvements began with the introduction of the London Prize Ring rules in 1743. Hitting a fighter while he was down was no longer allowed, and if a fighter went down and could not continue after a count of 30 seconds, the fight was over. In 1853, more rules were introduced, with biting, *head-butting* and hitting "below the belt" being banned and called *fouls*. Improvement continued with the introduction of the Marquess of Queensberry rules in 1867, which mark the real transformation of prizefighting into the sport of boxing. Matches would be held in a 24-foot-square *ring*, with three-minute rounds and one-minute breaks between them. A

fighter who was knocked down was given a ten-second count, and if he couldn't get up in time, the referee would stop the fight. Thickly padded boxing gloves had to be worn to protect fighters from facial and hand injuries. The Queensbury rules still form the basis of boxing to this day.

Boxing's image was greatly improved by its return to the Olympic Games in 1908, and by the establishment of boxing commissions to further regulate the sport. They developed a ratings system, oversaw regional and national competitions and world championship matches, and handled any disputes and protests.

## How Boxing Works

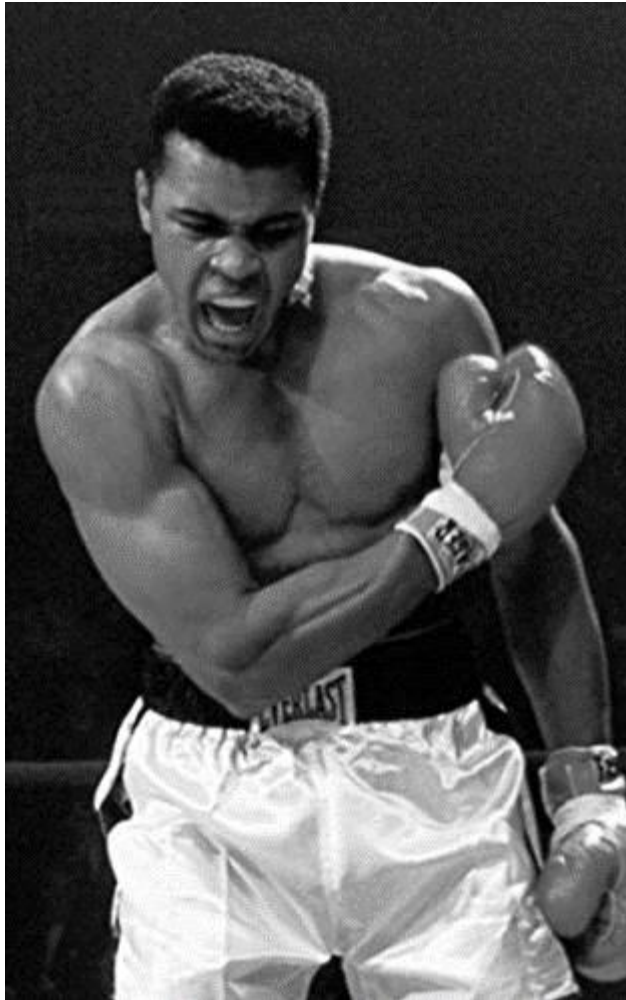


Modern boxing has two main forms; amateur and professional. Amateur boxing can be seen at colleges and universities, at national and international tournaments, and at major sporting events such as the Olympic, Commonwealth and Asian Games. Protective headgear must be worn (see photo at right), the *bouts* are limited to three or four two-minute rounds, and results are decided on a strict points-scoring system. Professional boxing is far more popular than amateur boxing, which is often seen as a way of developing the skills needed for the professional form of the sport. Matches are usually much longer than amateur bouts, lasting for ten to twelve three-minute rounds, and protective headgear is not permitted. Fights are more often decided by knockout or technical knockout, meaning the referee decides a fighter cannot continue because of injuries such as cuts to the face, or because of exhaustion. But if a fight goes the full distance, the result is decided by a team of three judges who keep score during the fight by awarding points for legal punches. The referee can also instruct the judges to deduct points if a fighter commits a foul. If all the judges agree on which fighter is the winner, it is a *unanimous decision*, but if they disagree, the result is a *split decision*.

Boxing involves techniques for both attacking and defending. The only attacking move allowed in boxing is punching. Kicking, kneeling, elbowing, head-butting, holding and throwing are not allowed. There are four basic punches; the *jab*, the *cross*, the *hook* and the *uppercut*. The jab is a quick, straight punch thrown with the lead hand, which for a right-handed, *orthodox* fighter, is the left hand, and for a left-handed, *southpaw* fighter is the right hand. The jab is not a powerful punch, but it's good for scoring points, for checking distance, and for starting a *combination* of punches. A cross is a powerful, straight punch thrown with the rear hand, which is the right hand for orthodox fighters and the left hand for southpaws. It can follow a jab to create the classic "one-two" combination. The hook is a semi-circular punch thrown with the lead hand to the side of the opponent's head. A hook can also target the lower body and this punch is sometimes called a "rip". The uppercut is a rising punch thrown with the rear hand, aimed at the jaw or deep into the stomach area. The right uppercut followed by a left hook is a powerful and dangerous combination.

Just as important as the attacking techniques are the defensive techniques. These include the protective *guard*, as well as techniques to evade and block punches. There are several defensive positions, called guards, which boxers use. In a high guard both hands are raised to protect the face, while in a low guard the rear hand is held lower to add protection to the body. To evade punches and avoid being hit, boxers use a number of moves. One such move is *slipping*, in which a boxer turns his body slightly from the hips to let a punch "slip" past. Another is *swaying*, in which a boxer "sways" straight back from the hips in order to move his head back and out of way of an approaching punch. Boxers also *bob* and *weave*, meaning they evade a punch by bobbing, or bending the legs and lowering the head, and then move into an attacking position by weaving, or straightening up while stepping in towards the opponent. Other defensive techniques include *parrying*, *blocking* and *clinching*.

In order to win a fight, a boxer must use these techniques for attacking and defending within a good overall strategy. In the early rounds of a fight, boxers figure out what their opponent's strong points and weak points are, and then try to find a winning strategy, taking into account their own strengths and weaknesses as well. As such, boxing is very much a "mental" contest as well as a physical one, and champion boxers need to be quick thinkers as well as quick punchers and movers.



Muhammad Ali

# Vocabulary

| <b>word</b>            | <b>meaning</b>  |
|------------------------|---|
| bare-knuckled          | without protective gloves   |
| block                  | use the hands, arms and shoulders to stop punches from landing on the face or body          |
| blow                   | strike or hit; punch with a clenched fist   |
| bout                   | organized fight in boxing or wrestling  |
| clinch                 | lean on and hold one's opponent instead of fighting   |
| combination            | series of punches thrown in sequence  |
| counterpunch           | punch thrown after an opponent has thrown a punch   |
| cross                  | a straight power punch thrown directly at the target  |
| fist                   | tightly closed hand with the fingers bent in towards the palm                               |
| foul                   | unfair act or un-sportsmanlike conduct  |
| gloves / boxing gloves | protective padded coverings for the hands, usually made of leather                          |
| head-butt              | foul of hitting an opponent with the head   |
| holding                | foul of preventing an opponent from punching by holding their arms against their body       |
| hook                   | short sideways inside punch delivered with the elbow bent                                   |
| jab                    | quick punch with the leading hand, straight from the chin to the target                     |
| kidney punch           | illegal blow to the lower back which can damage the kidneys                                 |
| knockdown              | occurs when a boxer is hit and any part of his body, other than the feet, touches the floor |
| knockout / KO          | occurs when a boxer is hit hard and loses consciousness                                     |
| low blow               | foul blow to the area below the stomach, including the genitals                             |
| match                  | an organized contest between people or teams  |
| neutral corner         | corner of the ring a boxer must go to after knocking down an opponent                       |

| <b>word</b>              | <b>meaning</b>  |
|--------------------------|---|
| parry                    | fend off punches with the gloves  |
| promoter                 | company or person who finances and organizes a sporting or entertainment event  |
| punch                    | strike with a clenched fist   |
| rabbit punch             | illegal punch to the back of the head or neck which can damage the spinal cord  |
| ring                     | raised square platform on which boxing matches are held   |
| ropes                    | lengths of strong cord enclosing a boxing ring  |
| rounds                   | time periods in a boxing match for fighting, separated by one-minute breaks   |
| southpaw                 | left handed fighter who jabs with the right hand and throws power punches with the left hand                                  |
| split decision           | occurs when two of the three judges score one boxer as the winner, while the third judge scores the other boxer as the winner |
| standing eight count     | occurs when a boxer looks hurt and the referee stops the fight and counts to eight to see if he can continue                  |
| sucker punch             | unexpected punch that catches a boxer by surprise   |
| technical knockout / TKO | occurs when a fighter loses because a legal punch causes a cut, usually on his face, that stops the fight                     |
| unanimous decision       | occurs when all three judges agree on who is the winner of a fight  |
| upper cut                | upward punch aimed at the jaw or the stomach  |
| weight classes           | competition divisions based on weight, such as "heavyweight"  |
| weigh-in                 | pre-fight meeting for boxers to be weighed to make sure they are within their weight class limits                             |

# Vocabulary Comprehension

1. Carvings show fist-fighting 5,000 years ago in ancient

- Egypt
- Greece
- Sumeria

2. In bare-knuckled boxing, fighters didn't wear

- shorts
- gloves
- boots

3. The London Prize Ring rules were introduced in

- 1743
- 1867
- 1908

4. At the Olympic Games we can watch

- amateur boxing
- professional boxing
- kick boxing

5. In professional boxing, one round usually lasts for

- two minutes
- three minutes
- four minutes

6. If all the judges agree on the winner, it's a

- clear decision
- split decision
- unanimous decision

7. A rising punch thrown with the rear hand is

- a jab
- a hook
- an uppercut

8. Evading punches by bending the legs and lowering the head is called

- bobbing
- weaving
- swaying

9. Muhammad Ali was the World Heavyweight Champion

- three times
- four times
- five times

10. Muhammad Ali said that he floats like a butterfly and stings like

- an ant
- a bee
- a mosquito

# Reading Comprehension

1. After knocking down an opponent, a boxer must go to the

- red corner
- blue corner
- neutral corner

2. If boxers lean on and hold each other, they are

- clinching
- breaking
- hugging

3. A left-handed fighter is known as

- an orthodox
- a leftover
- a southpaw

4. A quick, straight punch with the leading hand is a

- hook
- jab
- cross

5. A series of punches thrown in sequence is called a

- parry
- carry
- combination

6. An illegal blow to the lower back is called a

- sucker punch
- kidney punch
- rabbit punch

7. If a fighter looks hurt, the referee will call for a standing

- ovation
- ligature
- eight count

8. A closed hand with fingers bent in toward the palm is called a

- fist
- knuckle
- blow

9. Amateur boxers must wear protective

- knee pads
- headgear
- shorts

10. A fighter with a serious cut could lose on a technical

- detail
- strike
- knockout

# UNIT 4



## Football

### History

The earliest known form of the game was developed in China around 500 B.C. It was known as *cuju* ('kick-ball') and was played with a leather ball. The object was to kick the ball into a net stretched between two goal-posts. By 800 A.D. there was a well-organized professional league in China, and similar games were also being played in Korea and Japan.

The earliest form of the game that we know of in Europe was played in England around 1100 A.D. It was played between big teams, sometimes whole villages, on a large field, and the ball could be thrown, kicked, or carried towards the opponent's goal. There were very few rules and games were often wild and rough. The game was repeatedly banned by the authorities because of the violence and injuries it caused.

The modern game first developed in England in the 19th century. The Football Association was set up in 1863 and the 'Laws of the Game' were drawn up in the same year. In 1882 the International Football Association Board (IFAB) was formed, and this organization still oversees the rules of the game. Then FIFA (Federation Internationale de Football Association) was founded in 1904 to run international competitions. FIFA still runs the World Cup, as well as regional competitions such as the European and Asian Cups.

### How the Game Works

The modern game is played by two teams of eleven players on a rectangular field with a goal at each end. Players pass the ball to each other by kicking or heading it, with the aim being to score goals by getting the ball into the opponent's goal. The game lasts for two 45-minute halves, and the team scoring the most goals wins. Draws are common, but if a winner has to be

found, a game can go into extra time. If the score is still tied after thirty minutes of extra time, a 'penalty shootout' can decide the winner.

In general play, the goalkeeper is the only player who can touch the ball with the hands or arms. All the other players can kick or head the ball only. Players can tackle an opponent in order to get the ball from them, but must do so without pushing or tripping the player. Pushing and tripping, along with other illegal actions such as 'handball' and 'offside', are fouls that can be penalized with a free kick. If a foul is committed in the penalty area near either goal, the referee can award a penalty kick, meaning a player can have a free shot at goal, with only the goalkeeper being allowed to try to block it. If a player commits a more serious offence, such as dangerous play, the referee can issue a yellow card as a warning, or issue a red card, in which case the player is sent off and cannot be replaced by a substitute. Teams are normally allowed three substitutes, which can be used to replace players because of injury, or for tactical reasons.



Pelé dribbling past a defender while playing for Brazil in Sweden, May 1960

# Vocabulary

| <b>word</b>       | <b>meaning</b>   |
|-------------------|--|
| assistant referee | official who runs one of two touchlines and advises the referee, esp. on offside decisions   |
| corner kick       | a free kick taken from one of the corners of the pitch   |
| defender          | a player whose main role is to prevent the opposition from scoring   |
| dive              | to deliberately fall over when tackled in order to deceive the referee into awarding a free kick                                       |
| draw              | finish a game with an even score; tie  |
| extra time        | two periods of 15 minutes each played when a game ends in a draw after normal time   |
| foul              | an illegal action punishable by a free kick  |
| goal              | an instance of kicking or heading the ball into the goal   |
| goalkeeper        | player whose role is to stop the ball from entering the goal, and the only player who can handle the ball in general play              |
| goal line         | the two shorter boundaries, one at each end of the pitch, on which the goals are placed  |
| handball          | a foul committed by touching the ball with a hand or an arm  |
| league            | a group of sports clubs that play each other over a period for a championship e.g. English Premiership League                          |
| offside           | law requiring at least two defenders to be between an attacker and the goal line when the ball is passed to the attacker               |
| pass              | to kick or head the ball to another player on one's own team.  |
| penalty           | a free kick from the penalty spot; <i>see also</i> penalty kick  |
| penalty area      | area near each goal in which the goalkeeper may handle the ball, and a foul is punished by a penalty kick ( <i>also</i> ; penalty box) |
| penalty kick      | a direct free kick taken from the penalty spot, awarded for a foul committed in the penalty area                                       |

| <b>word</b>  | <b>meaning</b>  |
|--------------|---|
| penalty      | a best-of-five penalty kick contest held to find a winner   |
| shootout     | when a game is still tied after extra time  |
| penalty spot | a white mark in the penalty area from which penalty kicks are taken                                     |
| pitch        | the playing field   |
| professional | doing something, like playing sport or music, as a career or occupation                                 |
| red card     | the most severe punishment given by a referee, in which the player is sent off the pitch                |
| shoot        | to try to score a goal  |
| striker      | a player whose role is to score goals   |
| substitute   | to replace one player with another player; <i>also</i> a player used to replace another                 |
| tackle       | to challenge a player for the ball  |
| tactical     | relating to a carefully planned strategy to win   |
| throw in     | to put the ball back into play after it has crossed the touchline by throwing it, usually to a teammate |
| touchline    | the two long boundaries along each side of the pitch; <i>also</i> sideline                              |
| wall         | a line of players forming a barrier to block a free kick taken near the penalty area                    |
| yellow card  | a warning issued to a player for a serious foul, two of which result in a red card and sending off      |

# Vocabulary Comprehension

1. A player whose job is to stop attackers from scoring is a

- defender
- striker
- forward

2. Neither team scored, so the game ended in a

- replay
- draw
- loss

3. Tripping, pushing and diving are

- penalties
- crimes
- fouls

4. Chelsea and Liverpool are teams in the English Premiership

- League
- Champions
- Cup

5. A player throws the ball if an opponent kicks the ball over the

- goal line
- touchline
- outline

6. If a game ends in a draw, it can go into extra

- play
- half
- time

7. If a player commits a foul in the penalty area, the referee awards a penalty

- goal
- kick
- spot

8. What can each team do with up to three players during a game?

- injure them
- tackle them
- substitute them

9. Assistant referees signal if they see an attacker in an

- outside position
- offside position
- extra position

10. A player whose main role is to score goals is called a

- striker
- goalie
- shooter

# Reading Comprehension

1. In the ancient Chinese game *cuju*, the ball was made of

- rubber
- plastic
- leather

2. The Football Association was set up in England in

- 1845
- 1863
- 1896

3. The World Cup is run by

- FIFA
- IFAB
- IOC

4. How many players does each team normally have on the pitch during a game?

- nine
- ten
- eleven

5. Each half of a game lasts for

- 30 minutes
- 45 minutes
- 90 minutes

6. A player is sent off immediately if they get a

- red card
- yellow card
- green card

7. The only player who can catch the ball is the

- referee
- striker
- goalkeeper

8. During a game, how many players are teams normally allowed to substitute?

- two
- three
- four

9. Pele shared the FIFA Player of the Century award with

- Maradona
- Ronaldo
- Beckham

10. Diego Maradona was born in

- Brazil
- Mexico
- Argentina

## UNIT 5



# Gymnastics

Gymnastics is a sport that tests strength, **balance** and the ability to bend your body and perform **acrobatic** movements. Like athletics and wrestling, it originated in ancient Greece as part of military training. By the 19th century physical education for boys in Europe included gymnastics, and several gymnastics events for men were included in the first modern Olympic Games in 1896. Old-fashioned attitudes kept women and girls out of gymnastics until the 1920s, and the Olympic Games didn't include events for women until 1928.

Gymnastics is now part of physical education for boys and girls in nearly every country, and gymnastics has become one of the most popular sports at the Olympic Games. The Games feature three competitions; rhythmic gymnastics for women only and artistic gymnastics and **trampolining** for both men and women.

# Rhythmic Gymnastics



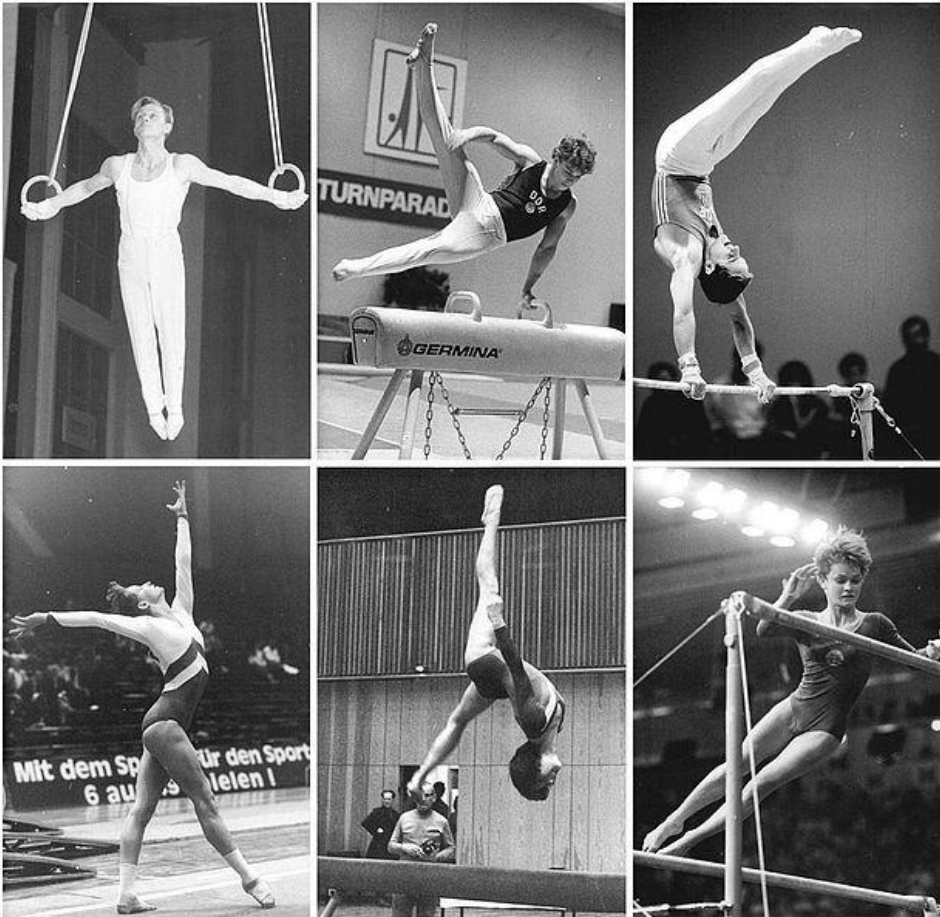
South Korea's Son Yeon Jae performing with the hoop at the 2012 London Olympics.  
Photo: Korean Olympic Committee.

Rhythmic gymnastics combines elements of ballet, artistic gymnastics and rhythmic dance performed on a large mat. There are five events and each is performed with a different **apparatus**:

- rope
- hoop
- ball
- clubs
- ribbon

Competitors are judged for leaps, balances, pirouettes (spins), apparatus handling and execution. Even though rhythmic gymnastics is becoming more popular among men and boys, the Olympic Games only includes events for women.

# Artistic Gymnastics



Top (left to right): Rings, Pommel Horse, Horizontal Bar. Bottom (left to right): Floor Exercise, Balance Beam, Uneven Bars. Photo: Bundesarchiv Bild.

Artistic gymnastics includes six events for men and four events for women. The six events for men are:

- floor exercise
- pommel horse
- rings
- vault
- parallel bars
- horizontal bar

Floor exercise events are held on a 12m x 12m square mat on which competitors perform **handstands** and complex **tumbling lines** with handsprings, **somersaults**, and mid-air **twists**. In the pommel horse event, gymnasts mount a **pommel horse** and perform handstands and support their weight on their arms while swinging their legs. In the rings event, gymnasts are lifted up so they can reach two rings suspended from a wire, and then perform swings, handstands and other difficult positions before doing a spectacular **dismount**. In the event called vault, competitors hurdle onto a **springboard** and **vault** over the vaulting horse and perform mid-air twists or somersaults before **landing**. In parallel bars and horizontal bar, gymnasts perform a series of acrobatic swings and turns before performing a spectacular dismount. Like all events that include a dismount, a solid landing without losing one's balance is very important.

The four artistic gymnastics events for women are:

- floor exercise
- vault
- uneven bars
- balance beam

Floor exercise and vault are similar to the men's events of the same name, and uneven bars is similar to the men's parallel bars. The **apparatus** used in the balance beam is a narrow padded beam on which competitors perform leaps, somersaults, turns and dance steps before finishing with a dismount.

## **Trampolining**

The Olympic Games also includes trampolining events for men and women. Competitors begin with a build-up during which they jump higher and higher on the **trampoline**, followed by a number of very high **bounces** during which they perform spectacular mid-air somersaults and twists.

# Vocabulary

| <b>word</b>   | <b>meaning</b>   |
|---------------|--|
| acrobatic     | involving highly-skilled balancing, jumping, somersaulting, etc  |
| apparatus     | equipment, such as horizontal bars, trampolines or the balls and ribbons used in rhythmic gymnastics     |
| balance       | the ability to keep your body steady and upright   |
| bounce        | the vertical movement of a trampolinist's body from the trampoline into the air                          |
| dismount      | the act of jumping off an apparatus like the uneven bars at the end of a routine                         |
| gymnastics    | exercise routines that develop strength and the ability to bend and balance                              |
| handstand     | a position with your hands on the ground while your body and legs are upright in the air                 |
| landing       | the last part of a dismount when your feet hit the ground  |
| pommel horse  | an apparatus that has a thick beam with two handles on top that are used while performing                |
| somersault    | a movement in which the body forms a ball and rolls forwards or backwards                                |
| springboard   | a strong board used in gymnastics and diving that helps you jump higher than usual                       |
| trampoline    | a frame with material stretched across that you can bounce on  |
| trampolining  | a sport in which acrobatic movements are performed while bouncing on a trampoline                        |
| tumbling line | a floor exercise in which you run across the mat and do handsprings or leaps with somersaults and twists |
| twist         | a movement in which part of the body, or the whole body, turns round                                     |
| vault         | to perform an acrobatic jump over a vaulting horse or a vaulting platform                                |

# Vocabulary Comprehension

1. The apparatus used in rhythmic gymnastics includes

- leaps and spins
- clubs and ropes
- rings and bars

2. Somersaults, handstands and twists can be performed

- during a vault
- on the rings
- in a floor exercise

3. The uneven bars and balance beam are artistic gymnastics events for

- women
- men
- men and women

4. The last part of a dismount when the feet hit the ground is called a

- landing
- footing
- dropping

5. Competitors might fall over if they lose their

- place
- balance
- temper

6. In which event is a springboard used?

- pommel horse
- vault
- trampolining

7. In which event would you NOT see twists and somersaults?

- floor exercise
- trampolining
- rings

8. Before performing, a trampolinist does a series of high

- bounces
- jumps
- fives

9. Tumbling lines are executed during which event?

- balance beam
- parallel bars
- floor exercise

10. On top of a pommel horse there are

- three pommels
- two handles
- one saddle

# Reading Comprehension

1. Gymnastics tests strength, balance and the ability to perform

- aerobics routines
- acrobatic movements
- athletic dances

2. Gymnastics originated as part of military training in ancient

- Egypt
- Greece
- Rome

3. Female gymnasts weren't allowed to compete in the Olympic Games until

- 1896
- 1920
- 1928

4. The Olympic Games has competitions for rhythmic gymnastics, artistic gymnastics and

- floor exercise
- athletic gymnastics
- trampolining

5. Men and boys do not compete in Olympic events for

- rhythmic gymnastics
- artistic gymnastics
- floor exercises

6. Women and girls do not compete in Olympic events for

- uneven bars
- parallel bars
- balance beam

7. In which event would you NOT see a spectacular dismount?

- floor exercise
- horizontal bar
- rings

8. Competitors are judged for leaps, balances, spins and apparatus handling in

- trampolining
- artistic gymnastics
- rhythmic gymnastics

9. Floor exercise events are held on a 12m x 12m square

- mat
- stage
- beam

10. Physical education for boys in Europe included gymnastics by the

- 18th century
- 19th century
- 20th century

# UNIT 6



## Swimming

Most people like swimming for fun, but some people like swimming as a sport and take part in swimming competitions. These competitions usually include several different swimming styles; **freestyle**, **breaststroke**, **butterfly** and **backstroke**. Races are held over various distances, and all except **medleys** are for just one swimming style. While most competitions are held in a swimming pool, some are held in a lake or in the sea in what's called **open water**. Open water events are usually long races like the 10km marathon or part of an event like the triathlon that includes running and cycling as well as swimming.

### Swimming Styles

#### Freestyle

This is the fastest style used in competitive swimming. It's based on a traditional swimming **stroke** from the Solomon Islands that was introduced to Europe in the nineteenth century by Australians who'd copied the islanders. It's sometimes called the Australian crawl or front crawl, but most people now call it "freestyle". In this style you swim face-down and circle your arms forwards through the air and backwards through the water while doing the **flutter kick**.

#### Breaststroke

Breaststroke is one of the most popular strokes because it's easy to learn and it's possible to keep your head above water and your hair dry while doing it. In this style you swim with your chest facing down and push your arms ahead under the water and then pull yourself forwards while doing the **frog kick**.

## **Butterfly**

Another stroke that's done face-down is the butterfly. It's the most difficult stroke and is usually only used by competitive swimmers. In this style you rotate both arms forward just above the water and then use them to pull your body through the water while lifting your chest and head into the air. At the same time you propel your body forward with a rhythmic leg movement called the **dolphin kick**.

## **Backstroke**

The only stroke you can do while lying on your back is the backstroke. The arm and leg movements are like those used in freestyle but with the arms rotating backwards instead of forwards. It's easy to breathe while doing this stroke because your face is usually out of the water, but it's hard to see where you're going. Backstroke races are the only ones that don't begin with swimmers diving into the water. They begin with swimmers pushing off from the wall of the pool after taking position side-by-side in the water.

## **Swimming at the Olympic Games**

Swimming events at the Olympic Games are held in a pool 50 metres long and 25 metres wide. Lanes are 2.5 metres wide and each competitor must stay in their own lane. At each end of the pool are **starting blocks** from which swimmers dive into the water at the start of most races. Races for individual swimmers over varying distances are held for each style. The shortest races are the 50 metre freestyle events in which swimmers only complete one **lap**, and the longest races are the 10,000 metre freestyle marathons in which they complete 200 laps. There are also 100m and 200m races for all styles, plus 400m, 800m and 1500m freestyle races and individual medleys as well as medley and freestyle **relays**. Pools at major competitions like the Olympic Games have electronic **touch pads** under the water at each end of the pool. Each lane has its own touch pads, and swimmers must touch them at the end of each lap. They are used to make sure swimmers complete each lap and to record each swimmer's time. They're also used to check who won each race and who came second, third, fourth, etc.

# Vocabulary

| <b>word</b>   | <b>meaning</b>   |
|---|--|
| backstroke  | a swimming stroke you can do on your back                                  |
| breaststroke  | an easy stroke in which you move your legs like a frog                     |
| butterfly   | a difficult stroke mostly used by competitive swimmers                     |
| dolphin kick  | a rhythmic leg movement only used in the butterfly stroke                  |
| flutter kick  | the leg movement used in freestyle and backstroke                          |
| freestyle (1)   | a swimming event in which swimmers are free to use any style               |
| freestyle (2) (also "Australian crawl" and "front crawl") | the fastest swimming style, used in freestyle events                       |
| frog kick   | a frog-like kicking movement used in breaststroke                          |
| lap (also "length")                                       | the distance from one end of a swimming pool to the other                  |
| medley  | a race that includes one or more laps in each of four swimming styles      |
| open water  | a large area of water in a lake or in the sea                              |
| relay   | a team race in which members take turns to compete                         |
| starting block  | a small platform each swimmer dives from at the start of a race            |
| stroke  | a style of swimming, like backstroke or breaststroke                       |
| touch pad   | an underwater electronic pad that competitors touch at the end of each lap |

# Vocabulary Comprehension

1. The fastest swimming stroke is called freestyle or

- Australian style
- Australian stroke
- Australian crawl

2. The "frog kick" is the kicking style used in

- breaststroke
- backstroke
- butterfly

3. Both arms are rotated forward at the same time in

- butterfly
- freestyle
- breaststroke

4. The only races that don't begin with swimmers diving into the water are

- butterfly races
- breaststroke races
- backstroke races

5. All races except for backstroke begin with swimmers diving from their

- diving boards
- starting blocks
- touch pads

6. In races held in a pool, each swimmer must swim in their own

- section
- lane
- alley

7. The distance from one end of a pool to the other is called a lap or

- a width
- a length
- a depth

8. At the end of each lap, swimmers must touch the

- touch pad
- finger pad
- lap pad

9. Races held in a lake or in the sea are called

- outdoor events
- marathon events
- open water events

10. An event in which more than one stroke is used is called

- a medley
- a relay
- a triathlon

# Reading Comprehension

1. How many different swimming strokes are used in major competitions?

- three
- four
- five

2. Which stroke is based on a traditional style in the Solomon Islands?

- breaststroke
- backstroke
- freestyle

3. Which is the only style in which swimmers are face-up in the water?

- butterfly
- backstroke
- breaststroke

4. If you swim two laps of an Olympic-sized pool, you'll swim

- 50 metres
- 100 metres
- 200 metres

5. Which stroke is usually regarded as the most difficult?

- butterfly
- backstroke
- breaststroke

6. How long are the shortest swimming events at the Olympic Games?

- 50 metres
- 100 metres
- 25 metres

7. Olympic swimmers in the 10,000 metre freestyle marathon must swim

- 100 laps
- 150 laps
- 200 laps

8. At major competitions, swimmers' times are recorded by

- touch pads
- stop watches
- GPS timers

9. How many different leg movements are used in the four main strokes?

- two
- three
- four

10. How many swimmers are in a medley relay team?

- two
- three
- four



## UNIT 7



# Tennis

Tennis is one of the world's most widely-played sports, enjoyed by players of all ages. It is also a popular spectator sport, with star players in glamorous tournaments watched on TV by millions of fans all over the world. Women's matches attract as much interest as the men's, and tennis is one of the few professional sports in which women can earn as much prize money as men. *Singles* matches are played between two players and *doubles* matches are between two teams of two players. Each player uses a *racket* (also spelled *racquet*) to hit a felt-covered ball over a net into their opponent's side of a court. A player wins a point when his or her opponent cannot return a shot, or the opponent's shot doesn't land in the court.

## History

The modern form of tennis first appeared in the 19th century, but earlier forms of the game had been played in Europe for centuries. The most well-known was *real tennis* (or *royal tennis*), which had been popular with royal families and the rich since the thirteenth century. In 1571, French King Charles IX gave permission for the 'Corporation of Tennis Professionals', a type of 'pro tour', to be started, which shows how popular *real tennis* had become. The game became less popular around the time of the French Revolution, however, because of its links with royalty and the 'ruling classes' that people blamed for social injustices. In England in 1873, Major Walter Clopton Wingfield revived interest in the game by simplifying the rules and designing new courts that were easier and cheaper to build. He called his new version of the game 'lawn tennis' and kept most of the old scoring system, and many of the original French words used in *real tennis*, such as *love* and *deuce*.

## Why does *love* mean *zero*?

*Love*, meaning *zero* (in tennis only), comes from the French expression *l'oeuf*, meaning *the egg*, and was used because of an egg's round shape, similar to zero (0).

## How the Game Works



Tennis is played on a rectangular court, usually with a grass, clay, or hard court surface. The court is 78 feet (23.77 m) long and 27 feet (8.23 m) wide for singles matches and 36 feet (10.97 m) wide for doubles matches. The net is 3 feet 6 inches (1.07 m) high at the outer posts and 3 feet (.914 m) high in the middle. Lines divide the court into different areas, including four 'service boxes' in the centre of the court, in which serves must land. Before a match begins, one player is designated server in the first game, and play begins with this player serving the ball from one side of the back of the court into the service box diagonally opposite. If the serve is good, the receiver must hit it back into the server's side of the court. Play continues until one player cannot return a shot, or hits a shot out of the court, and loses the point. The server then serves again, and play continues

until one player scores enough points to win the first game. Then the second game begins with the player who received in the first game now serving. Play continues until a player wins the first 'set' by being the first to win at least six games. Then the second set begins, and play continues until a player has won enough sets to win the match. In a 'best of three' match, the winner is the first to win two sets, and in a 'best of five' match, the winner is the first to win three sets.

Professional players learn to use many different shots, including the serve, forehand, backhand, volley, half-volley, overhead smash, drop shot, and lob. They also learn how to put spin on their shots to make them more difficult to return, and learn how to use tactics to win, such as by playing to their opponent's weaknesses.

## **Tournaments**

Every year hundreds of tournaments are held for professional players. The biggest of these are the Grand Slam tournaments; the Australian Open, the French Open, The Championships at Wimbledon in England, and the US Open. The greatest challenge in tennis is to win all four Grand Slam tournaments in one year. In men's singles this has only ever been done by two players; Don Budge (1938) and Rod Laver (1962 and 1969). In women's singles it has been done by only three players; Maureen Connolly (1953), Margaret Smith Court (1970), and Steffi Graf (1988).

# Vocabulary

| <b>word</b>                    | <b>meaning</b>  |
|--------------------------------|---|
| ace                            | a winning serve which the receiver fails to touch with his or her racket  |
| advantage                      | a player who scores a point at 'deuce' has the <i>advantage</i> , meaning if they win the next point, they win the game |
| backhand                       | a stroke in which the ball is struck on the opposite side of the body to the racquet hand                               |
| ballperson<br>ballboy/girl/kid | youngsters who collect balls from the court and give them to players as required  |
| baseline                       | a line at each end of the court, marking the boundary of the playing area   |
| break                          | to beat an opponent in a game in which the opponent is serving  |
| break point                    | a point which will result in a break of service if it's won by the receiver   |
| crosscourt                     | a shot in which the ball is hit diagonally across the court   |
| deuce                          | a score of 40-40, after which a player must win two consecutive points to win the game                                  |
| double fault                   | two faults served in a row, resulting in the server losing the point  |
| doubles                        | format in which players play in teams of two  |
| drop shot                      | a gentle shot that just drops over the net  |
| fault                          | a missed serve, served into the net or served outside the correct service box   |
| forehand                       | a shot hit from the racket-arm side of the body   |
| game                           | in scoring, a game is won by winning points, a set is won by winning games, and a match is won by winning sets          |
| game point                     | a point that will end the game if it is won by the leading player   |
| Grand Slam                     | the four major tournaments; Wimbledon and the French, U.S. and Australian Opens   |
| groundstroke                   | a shot hit from the back court after the ball has bounced; the standard shot in tennis                                  |

| <b>word</b>      | <b>meaning</b>   |
|------------------|--|
| let              | a shot that must be replayed, such as a serve that touches the net                               |
| line judge       | an official who judges whether or not shots land in the court                                    |
| lob              | a shot that is hit in a high arc, usually over the opponent's head                               |
| love             | zero (this meaning is used in tennis only)   |
| match point      | a point that will end the match if it is won by the leading player                               |
| mixed doubles    | doubles format in which each team is made up of one female and one male player                   |
| net              | the woven barrier dividing a court into halves, over which the ball must be hit                  |
| racket / racquet | a stringed 'bat' that players hold and use to hit the ball                                       |
| rally            | a long series of shots   |
| receiver         | the player receiving serves  |
| return           | to hit a shot back to the opponent   |
| serve            | the shot that begins each point, in which the server hits the ball after tossing it into the air |
| set              | in scoring, a player must win at least six games to win a set                                    |
| set point        | a point that, if won by the leading player, will win him or her the game and the set             |
| tiebreaker       | a game format used to quickly finish a set that's tied at six games each                         |
| umpire           | the official who is in overall charge of a match   |
| volley           | a shot on which the ball is hit before it bounces  |

# Vocabulary Comprehension

1. She thought her shot was on the line but it was called out by the

- line person
- line judge
- line umpire

2. He usually serves well, but today he served too many

- aces
- lobs
- faults

3. When the score gets to 40-40, the umpire says

- Deuce!
- Advantage!
- Forty all!

4. Her serve was in, but it clipped the net so the umpire called

- Fault!
- Net!
- Let!

5. One of the softest shots in tennis is the

- smash
- drop shot
- serve

6. Andy has a strong first serve and wins many points with his

- aces
- faults
- second serves

7. While serving, players must stay behind the

- baseline
- backline
- borderline

8. A shot that's hit high over the opponent's head is

- a lob
- a volley
- an overhead smash

9. Rafael's serve was good, but Roger hit back an even better

- ace
- reply
- return

10. She was so nervous in the first game that she served a

- twin fault
- dual fault
- double fault

# Reading Comprehension

1. *Real tennis* or *royal tennis* was first played by wealthy people in

- Asia
- Europe
- North America

2. Tennis was revived in the 19th century by

- Dudley Deuce
- Major Wingfield
- Lord Wimbledon

3. A tennis court is divided into two halves by a

- net
- wall
- fault line

4. A game begins with a player

- serving the ball
- stroking the ball
- pocketing the ball

5. How many players are on the court in a doubles match?

- two
- four
- eight

6. Four of the biggest major tournaments make up the Grand

- Prix
- Slam
- Tour

7. The Wimbledon Tournament is held every year in

- England
- the USA
- France

8. A match is usually the best of three or five

- sets
- games
- points

9. The only 20th-century player to win a "Golden Grand Slam" was

- Rod Laver
- Steffi Graf
- Stefan Edberg

10. Two-time Grand Slam winner Rod Laver was born in

- Germany
- the USA
- Australia



# UNIT 8



## Skiing

### History

Nordic skiing has been around for about 5,000 years. It likely developed as a method for hunting. Skis were carved out of wood. In Scandinavia, skiing was a major mode of transportation before it became a sport. Alpine skiing required more sophisticated bindings to hold the toes and heels to the skis. These were developed in the late 1800's. Downhill skiing originated in the European Alps. This is where it got its name. Nordic skiing became an official Olympic event at the 1928 Winter Games in Switzerland. This was the first year the Winter Olympics were recognized by the IOC. Alpine skiing was added in 1936. Since then many more skiing events have been added to the Olympic program, including the popular sport with one large ski better known as "snowboarding".

### Equipment

Different types of skiing require different equipment. The length of the skis worn depends on the type of skiing. Some skiers hold ski poles for balance and wear helmets to protect their heads. Many professional skiers wear goggles to protect their eyes as well. Ski lifts, chair lifts or gondolas are often used to transport skiers up to the top of a mountain to ski down a run. Snow-grooming machines are sometimes used when there is not enough real snow. Skiers call real fresh snow "powder".

# Nordic Skiing

In the Olympics there are various types of Nordic events, including individual races, relays, sprints, combined events, and races of different distances.

## Cross Country

There are two main types of cross-country skiing. **Classical** cross-country skiing involves straight skiing on designated trails. **Freestyle** cross-country is a faster type of skiing. In this sport skiers push off on each ski every time they take a stride. Some events combine cross-country and freestyle skiing. Skiers do not go down steep inclines on cross-country skis.

## Ski Jumping

This event is held at the top of a hill. The hill can be "normal", "large" (higher), or "ski-flying" (highest). Skiers start at the top of the hill called an "inrun". They then jump from a ramp. The score for a ski jump is based on the distance and the style of the jump. Skiers make a V with their skis to clear the most distance. Ski jumping in the Olympics is a male-only event. Women ski jumpers hoped the sport would be added in 2010, but the IOC chose not to include it.

## Nordic Combined

In this event, skiers must complete a cross-country race and at least one scored ski jump from the top of a ski hill. The distance, order and number of jumps in the Olympic Nordic combined event changes often.

## Biathlon

This event involves cross-country skiing and rifle shooting. Skiers race around a track and make several stops to shoot at targets. When skiers miss a target they receive a penalty, such as having to ski an extra loop or having time added to their total. Racers are free to use either classic or freestyle forms of skiing.

# Alpine Skiing

In the Olympics there are five types of Alpine events, including the main four below, plus an event that combines downhill and slalom racing. Downhill and Super G are "speed events" while slalom and giant slalom are "technical events". Men and women compete in the following races against other skiers of their own gender.

## Downhill



This is the longest type of downhill race. Skiers compete to have the fastest time. They have one run down a very steep hill that is usually covered in ice. Downhill courses (*seen right*) feature a variety of terrain including turns, jumps and straightaways.

## Slalom

This is a short course with sharp turns. Skiers must go through sets of gates (poles) that are very close together. In the Winter Olympics, skiers go down the run twice. The gates are moved for the second run. The two race times are added together for a total. Short skis are worn to maximize movement.

## **Giant Slalom**

This is similar to slalom except that the gates are farther apart and the course is longer. The turns are not as sharp and the speeds are faster in the giant slalom.

## **Supergiant (Super G)**

This is an event that combines downhill and giant slalom events. It is a longer run than the giant slalom and skiers use the "tuck" position as they do in the downhill events. The gates are placed farther apart, allowing skiers to pick up a lot of speed. As in all of the slalom events, skiers are not allowed to take a practice run. They are permitted to view the course ahead of time.

## **Freestyle Skiing**

Acrobatic skiing was previously known as "hot-dogging". It was a demonstration sport at the 1988 Winter Olympics and has been an official discipline ever since. The two main forms of freestyle skiing are aerials and moguls. Outside of the Olympics, skiers compete in many other freestyle forms.

## **Aerials**



Aerials became an Olympic sport in 1994. Skiers jump off an elevated area and do flips, summersaults and other twists in the air. Their formation in the air is worth 50% of their score. Skiers are also judged on how high they "fly" and how well they "land".

## **Moguls**

"Mogul" is another word for "bump". Skiers race down a run that is full of moguls. Their score is based on how fast they ski and how well they turn corners and perform tricks.

# Vocabulary

| <b>word</b>      | <b>meaning</b>   |
|------------------|--|
| aerial           | freestyle ski jumping that involves flipping in the air                |
| Alpine           | downhill ski events  |
| biathlon         | a ski race that involves cross-country skiing and shooting at targets  |
| binding          | holds the ski boot onto the ski  |
| combined         | a competition that mixes two events                                    |
| freestyle        | acrobatics on skis (also a type of "cross-country")                    |
| gates            | two sets of poles that skiers must go through in certain events        |
| goggles          | eye protection for skiers  |
| hot-dogging      | another word for flipping in the air on skis                           |
| incline          | the angle of a slope   |
| IOC              | International Olympic Committee  |
| loop             | a circular track   |
| moguls           | snow bumps that are groomed into a ski run for a freestyle challenge   |
| Nordic           | cross-country  |
| peaks            | mountain tops and cliffs   |
| penalty          | a time or score punishment for making an error or breaking a rule      |
| relay            | an event where members of a team take turns to complete a race or task |
| rifle            | a gun with a long barrel   |
| sharp<br>(turns) | very tight (not wide)  |
| slalom           | a downhill event with sharp turns                                      |
| slopes           | downgrade sections on a piece of terrain; hills                        |
| stride           | one step or pace on skis   |
| target           | the object you are aiming for  |
| terrain          | ground that you pass over  |

# Vocabulary Comprehension

1. An event in which each person on a team completes part of a race is called a

- relay
- teamwork
- round up

2. The circular track that skiers use in biathlon is called

- a run
- a loop
- a peak

3. Eye protectors worn by skiers are called

- poles
- shades
- goggles

4. Slalom and giant slalom are technical events, but downhill and Super G are

- Nordic events
- Speed events
- Alpine events

5. A step made while wearing skis is called a

- slope
- track
- stride

6. The ski binding holds the ski to the

- boot
- lift
- pole

7. Bumps in the snow are called

- beams
- moguls
- traps

8. The top of a mountain is the

- peak
- peek
- pique

9. A very tight turn is a

- sharp turn
- wide turn
- blunt turn

10. The sets of upright poles that downhill skiers must ski between are called

- fences
- doors
- gates

# Reading Comprehension

1. In all the different forms of Olympic skiing, snow is

- falling
- optional
- required

2. The only skiing event that includes target shooting is the

- moguls
- biathlon
- slalom

3. In the 1920s, the only form of skiing in the Olympics was

- Alpine
- Freestyle
- Nordic

4. Alpine skiing originated in

- Canada
- Europe
- Nepal

5. In the Olympics, "ski jumping" is classified as

- a Nordic sport
- an Alpine sport
- a Combined sport

6. The highest hills that ski jumpers can jump from are called

- ski-flying hills
- sky-sailing hills
- high-flying hills

7. To increase distance, ski jumpers form their skis into

- a T-shape
- an M-shape
- a V-shape

8. A penalty is taken from biathlon skiers when they miss a

- target
- gate
- loop

9. Which Olympic event combines downhill racing and giant slalom?

- freestyle moguls
- Super G
- hot-dogging

10. In aerial skiing, tricks account for what percentage of the score?

- 25%
- 50%
- 75%

# UNIT 9

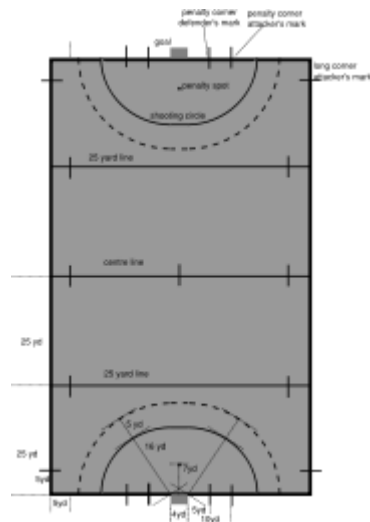
## Hockey



### **History**

The first sport we know of that seems similar to hockey was played in Ancient Egypt over 4,000 years ago. There are no records of the modern form of the game until its appearance in English schools in the 18th century, and the formation of hockey clubs in the 19th century, the first of which was formed in 1849 at Blackheath in south-east London. During this time the game became popular among British military officers and soldiers, and they introduced it to many of the countries Britain was then colonizing. To this day, field hockey is popular in places that were once part of the British Empire, and it is even the National Game of two such countries; India and Pakistan. The game is also a popular sport for men and women in parts of Europe, South Africa, and Australia, but in North America and Northern Europe, including Russia and the Scandinavian countries, field hockey's "cousin" ice hockey is a much more popular game.

# How the Game Works



Field hockey is played on a *pitch* that is 100 yards long and 60 yards wide, divided by a center line and two 25 yard lines (see diagram at right). Synthetic surfaces are often used these days, but grass was the traditional surface. Players use hooked hockey sticks to *hit*, *push*, *pass* or *dribble* a small, hard ball, with the aim of scoring by getting the ball into their opponents' goal. Each team has up to 16 players, of which 11 can be on the pitch at any one time. These include a *goalkeeper* plus 10 "field players", including *attackers*, *defenders* and *midfielders*. Players can run with the ball (called *dribbling*) by controlling it with their stick, or they can pass the ball to a teammate, or score a goal, by hitting it with their stick.

A hockey stick has a rounded side (the right-hand side) and a flat side (the left-hand side), and only the flat, left-hand side, and its edges, can be used to play the ball. Field players must not use their feet, or any other part of the body, to control the ball. Only goalkeepers can use their hands, feet, etc. to block or hit the ball when they're inside their own *shooting circle*. Players can lift the ball into the air with a *scoop*, a long pushing action of the stick, as long as doing so doesn't endanger other players. When the ball is in the air, a player must not play it if it's above shoulder height unless they're using their stick to block a shot on goal.

Goals can be scored from general play or from *penalty corners* or *penalty strokes*. A goal from general play has to be scored from inside the shooting

circle in front of goal. A penalty corner can be awarded by an umpire if a defending player commits a foul inside the shooting circle, or in any other part of the pitch between the *back line* and the 25 yard line. To take a penalty corner, one of the attackers stands with the ball on the back line while the other attackers wait at the top of the shooting circle. Up to four defenders, plus the goalkeeper, stand near the goal in defensive positions. The defenders' teammates must stand beyond the centre line until the corner is taken. The player taking the penalty corner "pushes out" the ball and the waiting attackers then try to score a goal.

A penalty stroke is a free shot on goal from a spot 7 yards out, and only the goalkeeper can try to stop it. A penalty stroke may be awarded for any of several serious fouls, including illegally stopping an attacker from scoring a goal.

A hockey match usually lasts 70 minutes, with two 35-minute halves. The team with the most goals at the end of the game is the winner. Games can end in a draw, but if a winner must be found, such as in the World Cup or at the Olympics, a tied match will go into extra time, with the first team to score in extra time being the winner. If neither team scores in extra time, the result is decided by a penalty stroke competition, which is similar to a "penalty shoot-out" in soccer.

# Vocabulary

| <b>word</b>    | <b>meaning</b>   |
|----------------|--|
| attacker       | player who plays in the forward or offensive zone and tries to score goals   |
| back line      | one of two shorter sides of the pitch on which the goals are located   |
| bully          | re-start to play in which two players, one from each team, compete for the ball after tapping their sticks three times |
| centre line    | line that divides the pitch into two halves  |
| centre pass    | a pass from the center of the field used to start or restart the game  |
| dangerous play | play that could cause injury   |
| defender       | player whose main role is to prevent the other team from scoring   |
| dribble        | run while controlling the ball with the stick  |
| flick          | movement of the stick that lifts the ball off the ground   |
| goalkeeper     | player who wears protective gear and defends the goalmouth   |
| hit            | contact the ball with a swinging stick in order to pass it or shoot for goal   |
| midfielder     | player who plays mostly in the central area of the pitch   |
| obstruction    | offence of shielding the ball from an opponent with one's body or stick  |
| pass           | to hit the ball to a teammate  |
| penalty corner | free hit taken from a point on the back line   |
| penalty stroke | free shot taken from a spot 7 yards directly in front of the goalmouth   |
| pitch          | field especially made for playing hockey   |
| puck           | a disc-shaped object made of hardened rubber used in ice hockey as a ball is used in field hockey                      |
| push           | move the ball along the ground with a pushing movement of the stick  |

| <b>word</b>     | <b>meaning</b>  |
|-----------------|---|
| scoop           | lift the ball off the ground by placing the head of the stick under the ball and shoveling it forward |
| shoot           | try to score a goal by hitting the ball with the stick  |
| stick           | long piece of wood, curved at one end, that each player carries and uses to hit the ball              |
| shooting circle | semicircle around each goalmouth from within which all goals must be scored                           |
| time wasting    | any action that prevents play from starting or continuing quickly                                     |

# Vocabulary Comprehension

1. Running while controlling the ball with one's stick is called

- scooping
- pushing
- dribbling

2. The offence of shielding the ball from an opponent is called

- time wasting
- obstruction
- dangerous play

3. A game begins with a player hitting a

- centre pass
- bully
- scoop

4. A scoop will send the ball

- along the ground
- above the ground
- under the ground

5. A player who plays mostly in the central area of the pitch is

- an attacker
- a defender
- a midfielder

6. A free shot taken from a spot seven yards from the goal is a penalty

- corner
- stroke
- goal

7. In case of a tie, a penalty stroke competition is held after

- full time
- overtime
- extra time

8. A goal is often scored after a

- centre pass
- bully
- penalty corner

9. Two opposing players tap each other's sticks three times during a

- bully
- corner penalty
- centre pass

10. The ball is NOT lifted off the ground by a

- scoop
- push
- flick

# Reading Comprehension

1. In all the different forms of hockey

- a ball is hit
- sticks are used
- shoes are worn

2. The only form of hockey played in the Summer Olympic Games is

- ice hockey
- unicycle hockey
- field hockey

3. In the 19th century, hockey was introduced to many countries by

- British soldiers
- Scottish tourists
- Irish priests

4. Hockey is the national game of

- South Africa
- Russia
- India

5. During play, each team can field

- ten players
- eleven players
- twelve players

6. A field goal has to be scored from inside the

- goal net
- 25-yard line
- shooting circle

7. Which side of the stick do players hit the ball with?

- flat side
- round side
- hard side

8. A penalty stroke is taken from

- beside the goal
- behind the goal
- before the goal

9. A game of hockey usually lasts

- sixty minutes
- seventy minutes
- ninety minutes

10. The Hockey World Cup is held every

- year
- two years
- four years



# UNIT 10

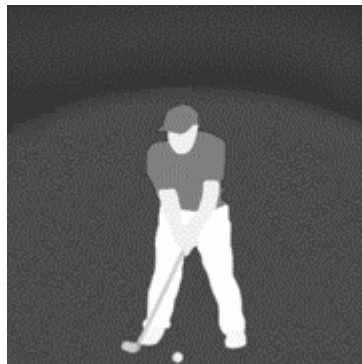


## Golf

### History

The first recorded game of golf was played at Bruntsfield Links, in Edinburgh, Scotland, in A.D. 1456, and until recently most historians believed the game originated in Scotland in the 11th century. But new evidence suggests a game very similar to golf was played in China during the Song Dynasty (A.D. 960-1279). It was played with 10 clubs similar to modern golf clubs, and Chinese records and drawings show the clubs were used to hit small balls into holes in the ground, just like in modern golf. This game could have been introduced to Scotland in the 11th century by Mongolian traders and travellers.

One of the oldest and most important organizations in the history of golf is the Royal and Ancient Golf Club of St Andrews (R&A) in Scotland, founded in 1754. The club's course had nine holes, and players would go around twice to complete a full round. As a result, eighteen holes became the standard number of holes in a round of golf. The rules of golf also originated at the R&A, although now they are jointly controlled by the R&A and the United States Golf Association (USGA).



## How The Game Works

Golf is played on specially-designed course consisting of a series of numbered *holes*. Some holes are short, just two or three hundred metres, while others are longer, up to five or six hundred metres. Each hole has a *tee-off* area, or *tee box*, from which the first shot is played. Then a long *fairway* with short grass leads to a small area of very short grass called a *green*. There's is a small hole in the green called a *cup* in which a *pin* stands with a flag flying on it. The object of the game is to hit the ball and get it into the cup with as few shots as possible. But course designers don't want to make this too easy, so they build *hazards* into the course. On both sides of the fairway, and around the green, areas of long grass called the *rough* are usually found. Areas thick with trees and bushes are also common, along with hazards such as *bunkers*, lakes, creeks and gullies.



Most golf courses have eighteen holes, though some only have nine. Players use one of several *clubs* to hit the ball towards the green, and then into the cup. Players carry up to fourteen clubs in a golf bag, or they have a *caddie* carry them. These clubs (see picture at right) include *woods* for long shots (on the left), *irons* for medium-length shots (top), and a *putter* for shots hit along the ground on the green (bottom). Players also carry their own score card, and record every stroke they play on each hole. Each shot, whether it's a three-hundred metre *drive* or a two-centimetre *putt*, counts as one stroke.

For each hole, a number known as *par* indicates the number of shots a very good player would normally take to complete the hole. Short holes are usually "par 3", medium-length holes are "par 4", while longer holes are "par 5". If a player completes a hole in one shot less than par, they have made a *birdie*. Two shots under par is an *eagle* and three shots under par is an *albatross*. One shot over par is a *bogey*, two shots over par is a double bogey and three shots over par is a triple bogey. If we add up the pars of all the holes on an eighteen-hole course, we find the par for the whole course. Most courses are par 72, with four par-3 holes, ten par-4 holes, and 4 par-5 holes. If a player shoots a round of 70 on a par 72 course, we can say they shot a "two-under-par" round. In most formats of the game, the winner is the player who completes a round, or a series of rounds, with the lowest number of strokes.



Annika Sorenstam

# Vocabulary

| <b>word</b>                            | <b>meaning</b>   |
|--|--|
| albatross                              | score of three strokes under par   |
| birdie (n)                             | score of one stroke under par  |
| birdie (v)                             | to shoot one stroke under par  |
| bogey (n)                              | score of one stroke over par   |
| bogey (v)                              | to shoot one stroke over par   |
| break                                  | the amount a putt curves because of the slope and grain of the green                   |
| buggy ( <i>also</i> cart or golf cart) | small vehicle for transporting players and their golf bags                             |
| bunker                                 | hollow obstruction or hazard, often containing sand                                    |
| caddie                                 | person who carries a player's golf bag and gives advice                                |
| chip (n)                               | short, low shot to the green   |
| chip (v)                               | to hit a chip shot   |
| course ( <i>also</i> golf course)      | large area of land designed for playing golf   |
| divot                                  | piece of earth and grass that a golf shot cuts from the ground                         |
| dog leg                                | fairway that turns left or right   |
| double bogey                           | a score of two over par on a hole  |
| drive                                  | shot played using the number one wood, often the first shot on a long hole             |
| driver                                 | number one wood and the longest hitting club   |
| eagle                                  | two strokes under par  |
| fade                                   | a right-handed player's shot that moves slightly from left to right                    |
| fairway                                | longest part of a hole, from the tee to the green                                      |
| flag stick                             | stick with a flag on it that stands in the cup on a green                              |
| green                                  | area of very short grass at the end of each hole, on which balls are putted into a cup |
| grip                                   | the positioning of the hands on the shaft of a club                                    |

| <b>word</b>               | <b>meaning</b>  |
|---------------------------|---|
| hazard                    | places on a golf course such as lakes, creeks, and bunkers that are difficult or impossible to play from    |
| hole                      | one of many playing areas on a golf course, including a tee, a fairway and a green                          |
| hook (n)                  | a right-handed player's shot that moves from right to left in the air                                       |
| hook (v)                  | to hit a hook   |
| irons                     | metal golf clubs with blade-shaped clubheads  |
| lie                       | the position of the ball when it has come to rest   |
| links                     | golf course beside the sea  |
| par                       | number of strokes a good player should take on a hole or a round  |
| pitch-and-run             | a shot from near the green in which the ball carries in the air before landing and rolling towards the hole |
| putt (n)                  | a shot played along the ground on the green   |
| putt (v)                  | to hit a putt   |
| putter                    | club used to putt the ball on the green   |
| rough                     | area on a golf course where the grass is longer and thicker than on the fairway                             |
| round                     | the completion of nine or eighteen holes on a golf course   |
| shoot                     | to make a score   |
| shot                      | a stroke  |
| slice (n)                 | a right-handed player's shot that moves sharply from left to right in the air                               |
| slice (v)                 | to hit a slice  |
| stroke <i>or</i> shot     | strike on a golf ball with a golf club  |
| swing                     | rhythmic movement which enables a golfer to hit the ball  |
| tee (1)                   | small peg (wooden or plastic) on which the ball is placed for the first shot of each hole                   |
| tee (2) <i>or</i> tee box | small area from which golfers play their first shot on each hole  |
| tee off                   | play the first shot to start a round of golf  |

**word**

tee shot

woods

**meaning**

shot hit from a tee box

clubs with bulbous clubheads that are used to hit the longest shots



Tiger Woods

# Vocabulary Comprehension

1. If a right-handed player "slices" the ball, it curves to the

- left
- right
- back

2. The person who carries a player's clubs is called a

- buggy
- bogey
- caddie

3. A score of one under par on a hole is called

- an eagle
- an albatross
- a birdie

4. A hazard containing sand is called a

- bunker
- sandpit
- sand iron

5. The club for hitting the ball along the ground on the greens is

- a driver
- a putter
- a wedge

6. A shot by a right-handed player that curves to the left is a

- hook
- slice
- chip

7. A double bogey is a score of

- one over par
- two over par
- three over par

8. A short shot that lands on the green is a

- drive
- chip
- putt

9. A hole with a fairway that curves to the left or the right is called a

- twister
- cat tail
- dog leg

10. Players should pick up and replace their

- caddies
- droppings
- divots

# Reading Comprehension

1. On a golf course, cups are located on the

- tee boxes
- fairways
- greens

2. The longest grass on a golf course is in the

- rough
- fairways
- bunkers

3. The Royal and Ancient Golf Club of St Andrews is in

- Ireland
- Scotland
- England

4. The object of golf is to get the ball into a

- bunker
- cup
- pocket

5. The club designed to hit the ball the greatest distance is a

- putter
- 9 iron
- driver

6. A putter is usually used

- in the rough
- on a tee
- on a green

7. A hole that's less than 200 metres long would normally be a

- par 3
- par 4
- par 5

8. During his career, golf legend Jack Nicklaus won

- 15 majors
- 18 majors
- 20 majors

9. Champion golfer Annika Sorenstam was born near

- Stockholm
- Sydney
- Seattle

10. Tiger Woods' mother came from

- Tanzania
- Taiwan
- Thailand

# OPTIONAL READING



# Eden Hazard: Real Madrid forward may miss rest of season, says Zinedine Zidane



Eden Hazard has only scored one goal in 15 games in all competitions for Real Madrid

Real Madrid boss Zinedine Zidane is unsure whether injured forward Eden Hazard will play again this season.

Hazard, 29, who joined Real from Chelsea in June in an initial deal worth £89m, suffered a fractured ankle during his side's 1-0 La Liga loss to Levante on Saturday.

The Belgian was only playing his second game back after a similar injury.

"I don't know if his season is over, I don't know but I hope not," said Zidane.

"I don't know if he will need an operation, it's not my area. I can see he's not happy.

"It's important he stays positive but of course it's difficult. It's a bad moment, it won't be easy and he will feel like this for a while."

Real, who play at home in the first leg of their last-16 Champions League tie against Manchester City on Wednesday, are second in La Liga, two points behind leaders Barcelona.

Before moving to Spain, Hazard spent seven years at Chelsea, helping them win the Premier League twice, the Europa League on two occasions and the League Cup once.

However, after joining Real, he sustained a thigh injury in training the day before the start of the Spanish season and did not play until September.

He then sustained his first ankle fracture during the 2-2 Champions League draw against Paris St-Germain in November and was out for more than two months.

Hazard has helped Belgium reach the top of Fifa's world rankings and they are one of the favourites to win Euro 2020, which begins on 12 June.

# Rory McIlroy moves past Nick Faldo into third on world number one list



Rory McIlroy has had eight spells as golf's world number one

Rory McIlroy has overtaken Nick Faldo as the British golfer who has spent the most weeks as world number one.

McIlroy has now spent a total of 98 weeks at top over eight spells, one week longer than six-time major winner Faldo.

The Northern Irishman, 30, is third on the overall list behind Australia's Greg Norman and the USA's Tiger Woods.

Norman was world number one for 331 weeks while 15-time major winner Woods spent a mammoth 683 weeks at the top.

After finishing fifth at the weekend's WGC-Mexico Championship, McIlroy is guaranteed to be world number one for at least one more week, just ahead of Spain's Jon Rahm and American Brooks Koepka in the rankings.

Four-time major winner McIlroy returned to the summit of the rankings after almost five years earlier this month.

McIlroy's longest stretch as number one came in August 2014, when he spent 54 weeks as the world's leading golfer.

# Adam Peaty set to be among first individual athletes to resume training



High-performance centres could reopen for individual athletes such as the British Olympic swimming champion Adam Peaty. Photograph: Jane Barlow/PA

Allowing individual athletes such as Adam Peaty to begin training again in high-performance centres will be the first step towards reopening British sport, it was agreed on Friday.

But as reported by the Guardian this week, any decision to give the green light to resume elite sport will be not made until at least 7 May when the prime minister, Boris Johnson, is due to announce a timetable towards easing Britain's lockdown status.

The major sports that attended the meeting – including football, cricket, horse racing and rugby union, as well as UK Sport – were also reminded by the culture secretary, Oliver Dowden, that elite sport would return only when it was deemed absolutely safe to do so.

A DCMS spokesperson said: “We held an initial, constructive meeting with medical representatives from a number of professional and elite sports bodies, government and PHE to step up planning on what may need to be done so that athletes could return to training, when it is deemed safe to do so.

“This would be ahead of any return to competitive top-level sport which would only happen when medical experts advise that this can be done safely. Discussions with the sports bodies will continue on this.”

Most of the meeting, which lasted just over an hour, was focused on proposals from a working group led by the UK Sport chief executive, Sally Munday, which has been tasked with determining the steps needed to make it safe for athletes to return to training.

One person with knowledge of the meeting said that Munday had reflected the views of several national governing bodies, Olympic and Paralympic groups and sports medical experts, and the primary focus of the discussions was on agreeing “sensible steps towards a timetable to get sport reopening again”.

The first step, the source added, was on opening high-performance training centres for individual sports and athletes such as Peaty.

However, it was accepted by all parties that loosening the rules for sport would not happen in isolation from the rest of society – and that it was also important to get the sequencing right in the coming weeks and months.

More meetings are planned, although a date for the next one has not yet been confirmed.

# World Rugby: Decision on next boss imminent as vote closes



Bill Beaumont and Agustin Pichot, right, have worked together at World Rugby since 2016

The next boss of World Rugby could be announced as early as Saturday, rather than on the original date of 12 May.

The vote closed on Thursday with current chairman Sir Bill Beaumont and vice-chairman Agustin Pichot vying for the top job in the sport.

While the process is confidential, it is understood one of the candidates has won a majority.

So Beaumont and Pichot have agreed to bring the announcement forward after one of the closest races in history.

Once the decision is cleared by the World Rugby council, the governing body will announce who will lead the game for the next four years.

While Beaumont, 68, is the narrow favourite to be re-elected, former Argentina skipper Pichot has run a dynamic campaign as he vows to shake up the establishment.

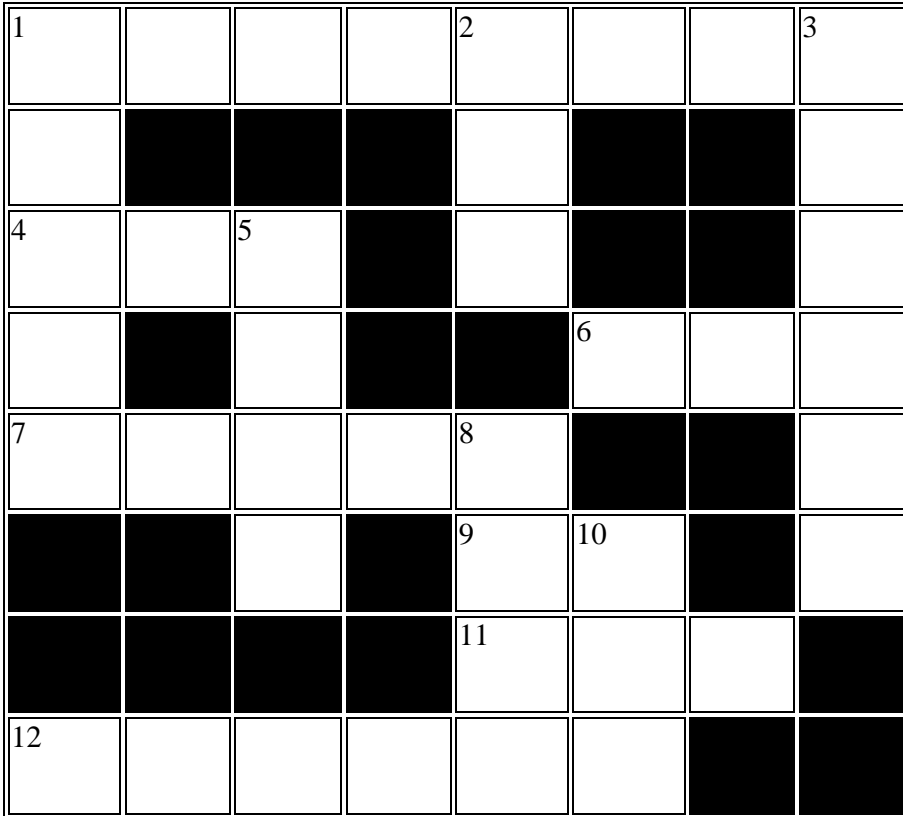
The former England captain has the backing of the Six Nations unions and Rugby Europe - a total of 20 of the 26 votes needed - but Pichot, 45, has the support of the southern hemisphere Sanzaar unions, as well as the regions of South America and Asia.

With the north American votes thought to be split, the likes of Japan and Rugby Africa could hold sway, with a source close to Pichot telling the BBC the race is "very tight".

World Rugby originally planned to announce the result after a Council meeting on 12 May, a full two weeks after the electronic vote opened. This was in case a second round of voting was needed in the event of a tie.

Each member of World Rugby's 51-person Council gets a vote, excluding the chairman, with 26 needed for a majority.

# Sports Crossword 1



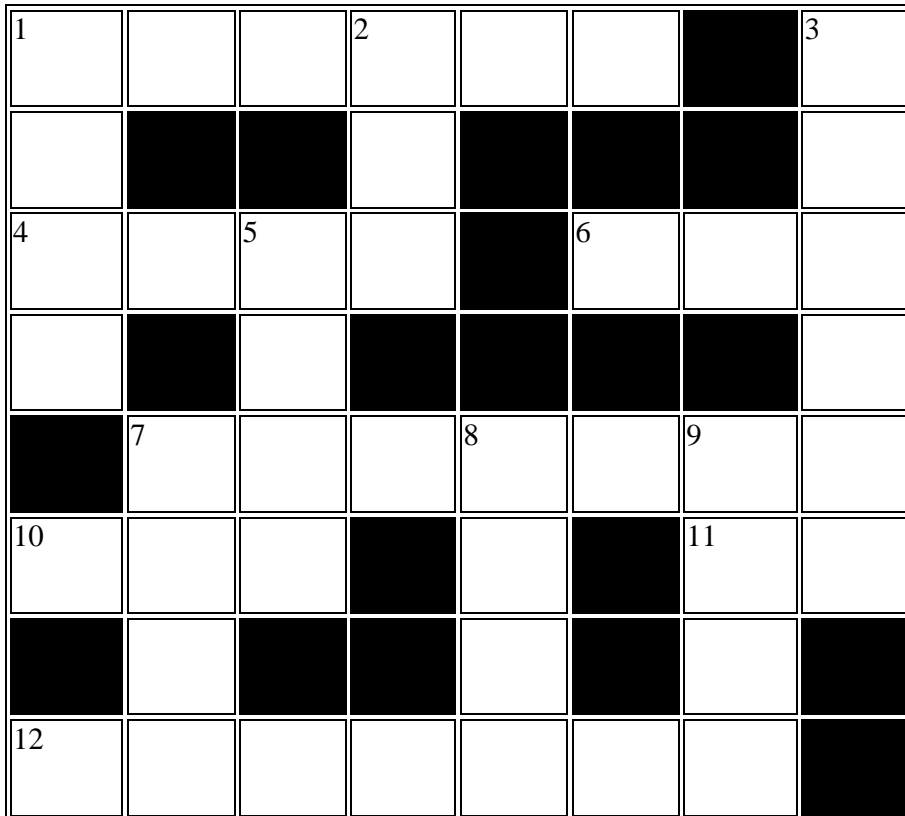
## Across

1. Another word for "soccer"
4. What do tennis players hit the ball over?
6. To run slowly
7. Opposite of "winner"
9. Short for "abdominal muscle"
11. A baseball player wears it
12. A player who is using '2 down'

## Down

1. The last game in a tournament
2. What does a baseball player hit the ball with?
3. "Chelsea plays in the Premier \_ \_ \_ \_ \_."
5. Another word for "throw"
8. What do runners try to win?
10. What do high jumpers try to jump over?

# Sports Crossword 2



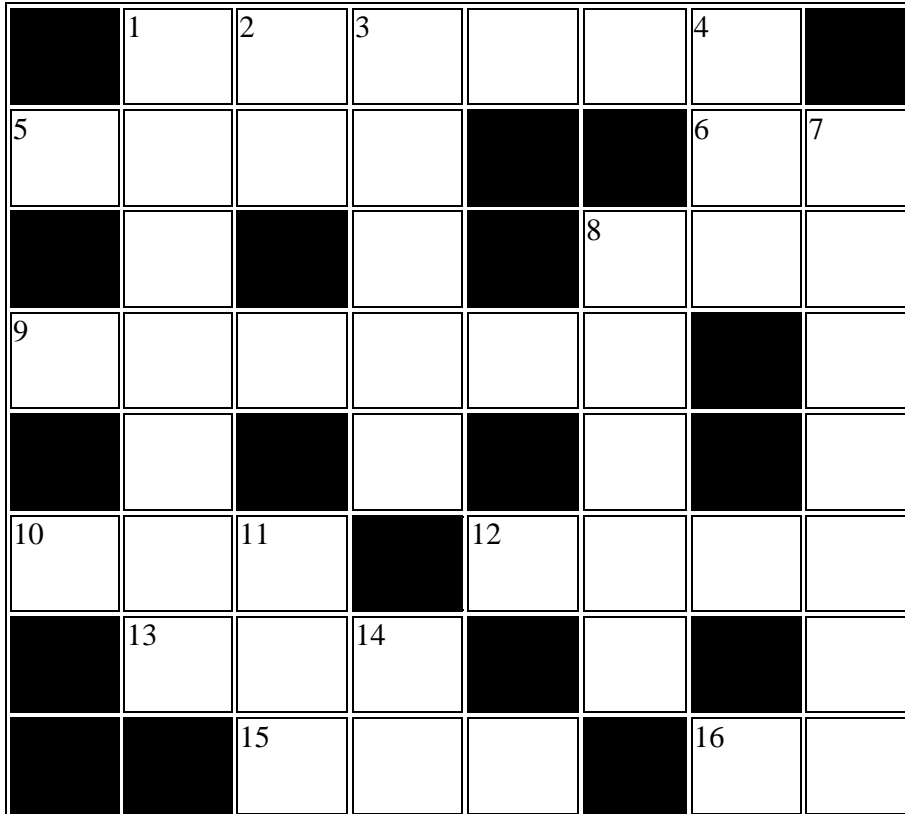
## Across

- Soccer player who catches the ball
- The opposite of "first" in a race
- To move quickly over snow
- A cyclist rides this
- To focus on a target
- "Do you want to play tennis \_ \_ golf?"
- Soccer or boxing official

## Down

- It's played with clubs and a small white ball
- A serve that touches the net in tennis
- A car race competitor
- What can you do in a pool?
- Short for '7 across'
- Twelve months
- A score of zero in tennis and squash

# Sports Crossword 3



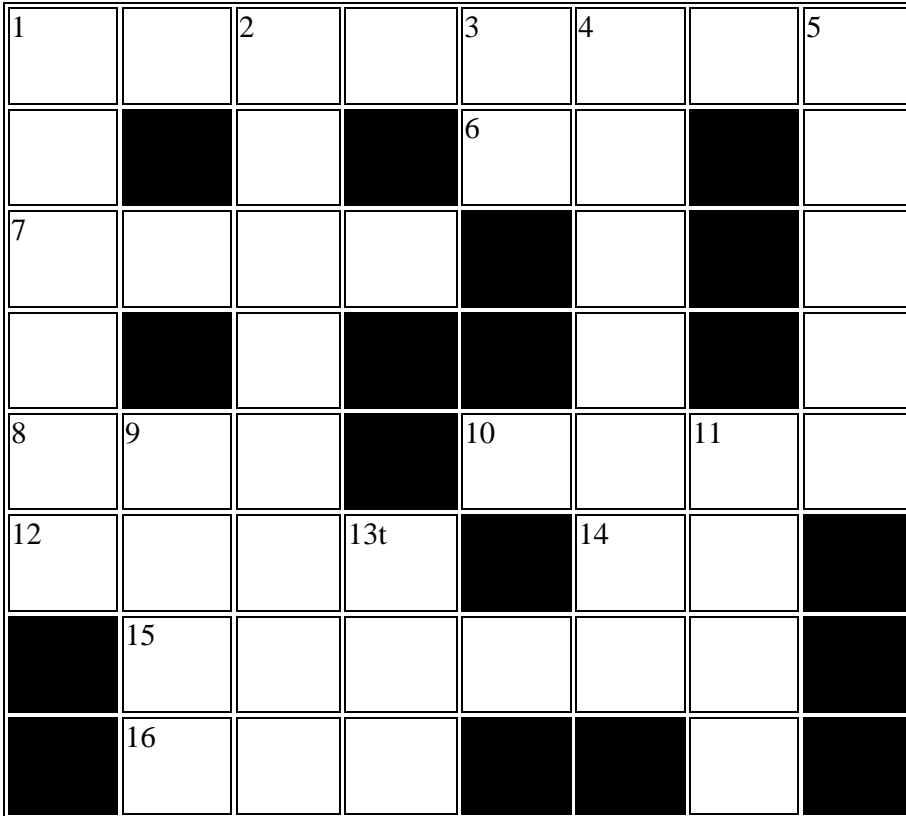
## Across

1. Tennis players hold this
5. A track for walking or cycling
6. "My favourite team \_ \_ Manchester United."
8. A group of games in tennis
9. Game in which a soft ball is hit in a closed court
10. Short for "referee"
12. A game played on horseback
13. A children's game
15. Head movement
16. Short for "advertisement"

## Down

1. Alternative spelling of '1 across'
2. "The game will start \_ \_ once."
3. To act unfairly in order to win
4. To have the same score
7. Body-building drug professional athletes cannot use
8. Try to score in soccer or basketball
11. Supporter
14. To start a race, we say, "Ready, set, \_ \_ !"

# Sports Crossword 4



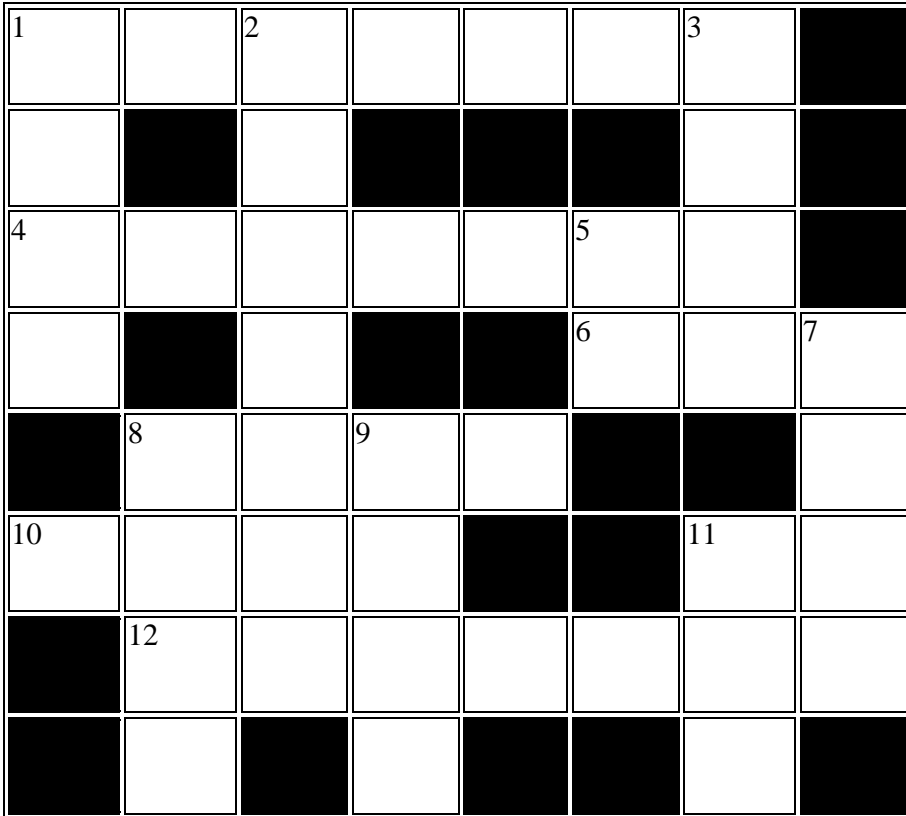
## Across

- Goal-scorers in soccer
- "His shot was \_\_ target, so he scored."
- A judo and gymnastics move
- To catch someone
- To change course when sailing
- Run slowly
- Modus Operandi
- "After the race, we \_ \_ \_ \_ \_ our yacht at the jetty."
- To hit a golf or tennis ball high into the air

## Down

- Run very fast
- A sport's regulations are written in this
- Short for "knock out" in boxing
- The final part of a game
- Sound made when a cricket ball just touches the bat
- Limbs used when punching
- "Which football \_ \_ \_ \_ do you follow? Soccer or rugby?"
- A child's plaything

# Sports Crossword 5



## Down

### Across

1. Participants in a game
4. A sports arena
6. To hit a billiard ball into a pocket
8. "May the \_ \_ \_ \_ team win."
10. A boxing or wrestling match
11. Short for "operation"
12. To grapple with an opponent

1. To kick or throw the ball to a teammate
2. A person who doesn't get paid for playing a sport
3. Japanese wrestling
5. The opposite of "down"
7. What do runners run through at the end of a race?
8. To deliver the ball to a batsman in cricket
9. "I used a \_ \_ \_ \_ machine at the gym today."
11. A Spanish word that's often heard at bullfights

# PART TWO

# GRAMMAR



# NOUNS - IMENICE

## VRSTE IMENICA

Imenice se prema opštosti dele na:

**zajedničke (common nouns)** – *shoot, pass, company, playmate*  
**zbirne (collective nouns)** – *team, government, group*  
**vlastite (proper nouns)** – *the Danube, Mary Smith, Manchester.*

Prema poimanju stvarnosti, razlikuju se:

**konkretne (concrete nouns)** – *substitute, basket, friend, pencil*  
**apstraktne (abstract nouns)** – *sports, information, success, politics.*

## ROD IMENICA

Imenice se u engleskom jeziku ne razlikuju u gramatičkom nego, u prirodnom rodu: one koje označavaju bića muškog pola ili predmete koji se zamišljaju kao da su muškog pola – **muškog su roda (masculine)**; na bića ženskog pola i predmete koji se zamišljaju kao da su ženskog pola upućuje se zamenicom **ženskog roda (feminine)**, a stvari i bića čiji pol za govornika nije važan – **srednjeg su roda (neuter)**.

1) Imenice muškog roda su:

*bachelor, man, father, host, George, John, prince, waiter, actor, boy ...*

2) Imenice ženskog roda su:

*saleswoman, girl, actress, hostess, queen, woman, mother, duchess ...*

3) Imenice srednjeg roda su:

*book, city, institution, night, ship, flower, car ...*

4) Neke imenice mogu biti i muškog i ženskog roda, pa se nazivaju **zajedničkog roda (common gender)**. Imenice zajedničkog roda su:

*student, player, chairperson, professor, quest, salesperson, doctor, person ...*

## MNOŽINA IMENICA

Prema kategoriji brojivosti, imenice mogu biti **brojive (countable)** i **nebrojive (uncountable)**.

Brojive imenice imaju oblike jednine, kao i oblike množine:

*one player, five players; one court, ten courts.*

Nebrojive imenice su obično apstraktne imenice koje se ne mogu brojati. One imaju samo oblik jednine. Sa njima ne možemo koristiti brojeve:

*English, sport, business, education, information, advice, time, work, research.*

Nebrojive imenice mogu se ponekad ipak upotrebiti u konstrukcijama koje im daju brojivost:

*a piece of advice, an item of information, another piece of research.*

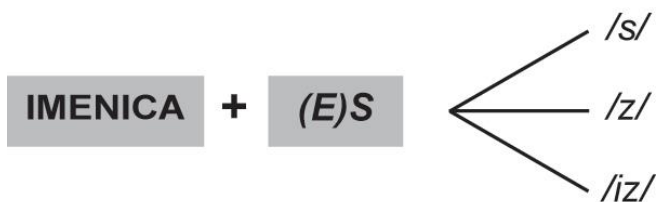
Nebrojive imenice koje se javljaju samo u obliku jednine, a uvek se slažu samo s glagolom u jednini, nazivaju se **singularia tantum**.

|                    |                   |                   |
|--------------------|-------------------|-------------------|
| <i>advice</i>      | <i>money</i>      | <i>safety</i>     |
| <i>behaviour</i>   | <i>parking</i>    | <i>shopping</i>   |
| <i>cash</i>        | <i>permission</i> | <i>smoking</i>    |
| <i>help</i>        | <i>homework</i>   | <i>hurry</i>      |
| <i>traffic</i>     | <i>courage</i>    | <i>progress</i>   |
| <i>information</i> | <i>travel</i>     | <i>publicity</i>  |
| <i>research</i>    | <i>equipment</i>  | <i>resistance</i> |

Nebrojive imenice koje imaju samo oblik množine i zahtevaju glagol u množini nazivaju se **pluralia tantum**.

|                 |                 |                 |
|-----------------|-----------------|-----------------|
| <i>earnings</i> | <i>goods</i>    | <i>regards</i>  |
| <i>customs</i>  | <i>damages</i>  | <i>morals</i>   |
| <i>savings</i>  | <i>savings</i>  | <i>spirits</i>  |
| <i>clothes</i>  | <i>jeans</i>    | <i>scissors</i> |
| <i>looks</i>    | <i>premises</i> | <i>trousers</i> |

Imenice dobijaju množinu tako što im se dodaje nastavak - s, koji se izgovara kao /s/ i /z/ ili im se dodaje nastavak - es, koji se izgovara kao /iz/.



*client – clients; car – cars; convention – conventions; consultant – consultants.*

ali:

*company – companies; club – clubs; strategy – strategies.*

i:

*class – classes; box – boxes; church – churches; crash – crashes.*

i:

*service – services; culture – cultures; date – dates; feature – features; wage - wages.*

i:

*key- keys; boy – boys; toy – toys; day – days; play – plays.*

i:

*life – lives; half – halves; wife – wives.*

Sledeće imenice imaju nepravilnu množinu:

| <b>jednina</b> | <b>množina</b>  |
|----------------|-----------------|
| <i>man</i>     | <i>men</i>      |
| <i>woman</i>   | <i>women</i>    |
| <i>child</i>   | <i>children</i> |
| <i>foot</i>    | <i>feet</i>     |
| <i>tooth</i>   | <i>teeth</i>    |
| <i>person</i>  | <i>people</i>   |

# ARTICLES - ČLANOVI

## ODREĐENI ČLAN

**Članovi (articles)** su vrsta reči koje bliže određuju imenice. Član stoji ispred imenice i ukazuje da je pojam izražen imenicom sužen u odnosu na celokupno polje svih mogućih istoimenih pojmova. Tako, na primer, imenica *company* odnosi se na pojam svih mogućih kompanija, a upotrebom člana (*a company, the company, the companies*) naznačuje se da je pojam svih kompanija sveden na manji broj ili na samo jednu kompaniju.

U engleskom jeziku postoje **određeni (definite)** i **neodređeni (indefinite) član**.

| članovi    |              |
|------------|--------------|
| određeni   | neodređeni   |
| <i>the</i> | <i>a, an</i> |

**Određeni član (definite article) *the* upotrebljava se:**

- 1) uz imenicu koja je iz konteksta već poznata:

npr. *What's the name of **the** company she is working for?*

- 2) uz redne brojeve:

npr. ***the** first, **the** fifth, **the** thirty-eight*

- 3) uz imenice koje označavaju nešto jedinstveno u opšteljudskim razmerama:

npr. ***the** earth, **the** sun, **the** north, **the** truth, **the** English language*

- 4) kad je pridev poimeničen i kad imenica označava skup:

npr. ***the** rich, **the** old, **the** unemployed, **the** British*

- 5) uz superlativ:

npr. ***the** most expensive, **the** best, **the** friendliest*

6) uz nazive dnevnih novina:

npr. *the Times*, *the Washington Post*, *the Spectator*, *the Daily Express*

7) uz vlastite imenice kada označavaju neki skup:

npr. *the Smiths*, *the Beatles*, *the Alps*, *the United Kingdom*, *the Netherlands*

## NEODREĐENI ČLAN

**Neodređeni član (idefinite article)** *a* ima varijantu *an* kada imenica ispred koje stoji počinje samoglasnikom ili suglasnikom /h/ u nenaglašenom slogu.

**Neodređeni član *a/an* se upotrebljava:**

1) uz brojivu imenicu u jednini koja se pominje po prvi put:

npr. *I've just been given **a** new company car.*

2) uz nazive zanimanja i nacionalnosti:

npr. *He is **an** economist.*  
*Tom is **a** Scotsman.*

3) u izrazima *a week*, *a year*, *such a*, *what a*:

npr. *They pay him two hundred pounds **a** week.*  
*I've spent **such a** large sum of money.*  
*What **a** wonderful news!*

## IZOSTAVLJANJE ČLANA

**Nikakav član se ne upotrebljava:**

1) ako se na imenovani pojam gleda sasvim uopšteno:

npr. *Time is money.*  
*Cars are expensive.*

2) uz nazive školskih predmeta, obroka, apstraktnih imenica:

npr. *I'm studying maths.*

*I had an apple for dinner.*

*Loyalty to one's company is very important.*

3) u sledećim frazama:

npr. *at work, at university, at office, by name, on foot, by bus, in town, in bed, at night*

4) uz godine:

npr. *after 1945, in 2000*

# ADJECTIVES - PRIDEVI

## POREĐENJE PRIDEVA

**Pridevi (adjectives)** su vrsta reči koje bliže određuju imenicu. Oni obično stoje ispred imenice i daju čitaocu više informacija o datoj imenici.

**Poređenje prideva (comparison of adjectives)** u engleskom jeziku se vrši na dva načina: 1) dodavanjem nastavka na pridevsku osnovu *-er* za komparativ i *-est* za superlativ i 2) dodavanjem oblika *more* ispred pridevske osnove za komparativ i *most* za superlativ.

Jednosložni pridevi zahtevaju *-er* i *-est*.

|                |                  |                       |
|----------------|------------------|-----------------------|
| <i>big</i>     | <i>bigger</i>    | <i>the biggest</i>    |
| <i>high</i>    | <i>higher</i>    | <i>the highest</i>    |
| <i>low</i>     | <i>lower</i>     | <i>the lowest</i>     |
| <i>easy</i>    | <i>easier</i>    | <i>the easiest</i>    |
| <i>wealthy</i> | <i>wealthier</i> | <i>the wealthiest</i> |

Primedba: Jednosložni pridevi koji se završavaju na *-y* dobijaju nastavke *-ier* i *-iest*.

Višesložni pridevi zahtevaju *more* i *most*.

|                    |                         |                             |
|--------------------|-------------------------|-----------------------------|
| <i>interesting</i> | <i>more interesting</i> | <i>the most interesting</i> |
| <i>successful</i>  | <i>more successful</i>  | <i>the most successful</i>  |
| <i>expensive</i>   | <i>more expensive</i>   | <i>the most expensive</i>   |
| <i>exciting</i>    | <i>more exciting</i>    | <i>the most exciting</i>    |
| <i>challenging</i> | <i>more challenging</i> | <i>the most challenging</i> |

### Neppravilno poredenje prideva:

|               |                        |                              |
|---------------|------------------------|------------------------------|
| <i>good</i>   | <i>better</i>          | <i>the best</i>              |
| <i>bad</i>    | <i>worse</i>           | <i>the worst</i>             |
| <i>far</i>    | <i>further/farther</i> | <i>the furthest/farthest</i> |
| <i>many</i>   | <i>more</i>            | <i>the most</i>              |
| <i>much</i>   | <i>more</i>            | <i>the most</i>              |
| <i>little</i> | <i>less</i>            | <i>the least</i>             |

npr. *Your wage is **higher than** Peter's.*  
*Who is **the wealthiest** man in the world?*  
*Her job is **more challenging than** mine.*  
*Their team is **the most successful** one in Eastern Europe.*  
*Mr Smith is **the best** athlete.*

Ako želimo da kažemo da su dve stvari koje poredimo jednake (ili nejednake) koristimo (*not*) *as* + pridev + *as*:

npr. *He is **as smart as** you.*  
*He is **not as smart as** you.*

# PRONOUNS - ZAMENICE

## LIČNE ZAMENICE

**Zamenice (pronouns)** su vrsta reči koja stoji umesto imenice da bi se izbeglo ponavljanje jednom već pomenute imenice, sintagme ili klauze.

**Lične zamenice (personal pronouns)** su jedina vrsta reči koja ima oblike i za subjekat i za objekat.

| subjekat    | objekat     |
|-------------|-------------|
| <i>I</i>    | <i>me</i>   |
| <i>you</i>  | <i>you</i>  |
| <i>he</i>   | <i>him</i>  |
| <i>she</i>  | <i>her</i>  |
| <i>it</i>   | <i>it</i>   |
| <i>we</i>   | <i>us</i>   |
| <i>you</i>  | <i>you</i>  |
| <i>they</i> | <i>them</i> |

*They fired **him** last year.*

*She made a presentation in front of **them**.*

*I like working in advertising because **I** find **it** very interesting.*

*He told **us** about the merger.*

*We hired **her** two months ago.*

## PRISVOJNE ZAMENICE

**Prisvojne zamenice (possessive pronouns)** označavaju pripadnost nečega ili nekoga nečemu ili nekome. Prisvojne zamenice mogu biti pridevske ili imeničke.

| pridevske    | imeničke      |
|--------------|---------------|
| <i>my</i>    | <i>mine</i>   |
| <i>your</i>  | <i>yours</i>  |
| <i>his</i>   | <i>his</i>    |
| <i>her</i>   | <i>hers</i>   |
| <i>its</i>   | <i>its</i>    |
| <i>our</i>   | <i>ours</i>   |
| <i>your</i>  | <i>yours</i>  |
| <i>their</i> | <i>theirs</i> |

Pridevske prisvojne zamenice ne mogu se upotrebiti samostalno, tj. posle njih mora doći imenica.

„*What's your **job**?*“

*My **company** is multinational.*

*Her **salary** is very high.*

*Our **Director** is a great leader.*

*Their **competitor** is a well-known company.*

Dok se imeničke prisvojne zamenice upotrebljavaju samostalno tj. posle njih ne može stajati imenica.

*Our plan has failed. What about **theirs**?*

*It's not **mine**.*

*Whose is this report? I think it's **hers**.*

*Our premises are in the city center. What about **yours**?*

*Is this subsidiary **ours**?*

## POKAZNE ZAMENICE

**Pokazne zamenice (demonstrative pronouns)** ukazuju, pre svega, na mesto u blizini govornika ili dalje od njega. Pokazne zamenice označavaju i vremensku udaljenost.

| blizu govornika |              | dalje od govornika |              |
|-----------------|--------------|--------------------|--------------|
| jednina         | množina      | jednina            | množina      |
| <i>this</i>     | <i>these</i> | <i>that</i>        | <i>those</i> |

***This** is my colleague. **These** are my colleagues.*

***This** product is cheap. **These** products are cheap.*

***This** credit card is mine and **that** one is hers.*

***That** man over there is my supervisor. **Those** men over there are my supervisors.*

***That** was the best plan.*

*I've seen him **this** morning.*

## POVRATNE ZAMENICE

**Povratne zamenice (reflexive pronouns)** grade se dodavanjem nastavka *-self* za jedninu i *-selves* za množinu.

| jednina         | množina           |
|-----------------|-------------------|
| <i>myself</i>   | <i>ourselves</i>  |
| <i>yourself</i> | <i>yourselves</i> |
| <i>himself</i>  |                   |
| <i>herself</i>  |                   |
| <i>itself</i>   | <i>themselves</i> |

**Povratne zamenice služe:**

- 1) da se označi da je subjekat klauze ista osoba koja se javlja i kao objekat te klauze.

*Jim pointed at **himself**.*

*They introduced **themselves** to us.*

- 2) Da se istakne subjekat ili objekat.

*The manager **himself** said so.*

*She did it **herself**.*

## NEODREĐENE ZAMENICE

**Neodređene zamenice (indefinite pronouns)** odnose se na ljude ili stvari o kojima se ne govori eksplicitno ko su ili šta su.

Neodređene zamenice koje se završavaju na *-body* odnose se na ljude a one koje se završavaju na *-thing* odnose se na stvari.

npr. ***Nobody** finished the annual report.*

*Managing Director said **nothing** about the problem.*

Ukoliko je neodređena zamenica subjekat klauze uz nju uvek ide glagol u jednini.

npr. ***Everyone** deserves another chance.*

***Everything** was well managed.*

Neodređena zamenica *some* ima značenje neodređenog broja ili količine.  
npr. „*Did you finish all the paperwork?*“ „*I managed to finish **some**.*“

Neodređena zamenica *any* ima značenje „bilo koji“ i podrazumeva izbor između više jedinki jedne grupe.

npr. *The Director may fire **any** employee he wants.*

*Any* se u značenju „nikakav/ikakav“ javlja u odričnom ili upitnom kontekstu. Ima značenje sasvim neodređenog broja ili količine i upotrebljava se uz imenice u množini i nebrojive imenice.

npr. „*Is there **any** fresh air in this office?*“  
*The manager didn't take **any** letters from his secretary.*  
*He didn't take **any** paper to the meeting.*

Neodređene zamenice *one* i *ones* značenje dobijaju od imenice koja im neposredno prethodi. Na taj način se izbegava nepotrebno ponavljanje iste imenice. Oblik *one* koristi se kad je imenica u jednini a oblik *ones* kad je imenica u množini.

npr. *He is looking for a job. He would like **one** with Siemens.*  
*Many companies produce cars. I buy from the **ones** with a strong code of practice.*

## UPITNE ZAMENICE

**Upitne zamenice (interrogative pronouns)** su: *who*, *whom*, *whose*, *which* i *what*.  
One zamenjuju odgovor na neko pitanje.

npr. **Who** are you talking to?  
**Whom** are you going to invite to the meeting?  
**Whose** files are these?  
**Which** company would you like to work for?  
**What** are your qualifications?

## RELATIVNE ZAMENICE

**Relativne zamenice (relative pronouns)** upućuju na neposredno prethodnu imenicu ili klauzu. Mogu biti subjekat ili objekat zavisne klauze. Ovde spadaju: *who, whom, whose, which, that*.

**Who** se odnosi na osobu koja je subjekat u rečenici.

npr. *The man **who** is standing by the window is my accountant.*

**Whom** se odnosi na objekat u rečenici. Sve češće se umesto *whom* koristi i *who*.

npr. *The saleswoman **who/whom** you see is my wife.*

**Whose** ima prisvojno značenje.

npr. *The founder **whose** plant I'm visiting was born in London.*

**Which** kao relativna zamenica odnosi se na imenice srednjeg roda, kao i *it*. Ima funkciju subjekta ili objekta.

npr. *All the things **which** belong to me will remain here.*

**That** se upotrebljava samo u restriktivnim klauzama u funkciji subjekta ili objekta. Kada se nalazi u funkciji objekta, zamenica se može izostaviti. Odnosi se i na ljude i na stvari.

npr. *This is the form (**that**) you have to fill in.  
Take the report **that** is on your desk.*

# ADVERBS - PRILOZI

## VRSTE PRILOGA

**Prilozi (adverbs)** su veoma raznorodna vrsta reči. Oni bliže određuju sve druge vrste reči: glagole, prideve, neodređene zamenice, brojeve, imenice kao i cele rečenice.

Glavna značenjska podela je na podela na priloge za vreme i mesto, za način, za učestalost, na upitne priloge i predložke priloge.

**Prilozi za vreme i mesto (adverbs of time and place)** bliže određuju glagole i imenice.

|                 |                   |                 |
|-----------------|-------------------|-----------------|
| <i>abroad</i>   | <i>early</i>      | <i>since</i>    |
| <i>again</i>    | <i>here</i>       | <i>soon</i>     |
| <i>ago</i>      | <i>just</i>       | <i>still</i>    |
| <i>already</i>  | <i>last week</i>  | <i>tomorrow</i> |
| <i>anywhere</i> | <i>monthly</i>    | <i>weekly</i>   |
| <i>at once</i>  | <i>now</i>        | <i>when</i>     |
| <i>before</i>   | <i>over there</i> | <i>where</i>    |
| <i>daily</i>    | <i>recently</i>   | <i>yet</i>      |

npr. *I've **just** met my colleague from marketing department.*

*The part of the city **where** he lives is very busy.*

*I start work **early** in the morning.*

*We hired him four years **ago**.*

***Where** do you work?*

**Prilozi za način (adverbs of manner)** uglavnom se izvode od prideva dodavanjem nastavka *-ly*.

|                 |                   |                |                     |                |
|-----------------|-------------------|----------------|---------------------|----------------|
| <i>badly</i>    | <i>generously</i> | <i>quietly</i> | <i>surprisingly</i> | <i>wrongly</i> |
| <i>slightly</i> | <i>kindly</i>     | <i>slowly</i>  | <i>unusually</i>    | <i>angrily</i> |

npr. *He walked out **angrily**.*

*Jane **slowly** started writing the report.*

*Sales rose **slightly**.*

**Prilozi za učestalost (adverbs of frequency) su:**

|                     |                |                   |                        |                  |
|---------------------|----------------|-------------------|------------------------|------------------|
| <i>always</i>       | <i>usually</i> | <i>frequently</i> | <i>often</i>           | <i>sometimes</i> |
| <i>occasionally</i> | <i>rarely</i>  | <i>seldom</i>     | <i>hardly<br/>ever</i> | <i>never</i>     |

npr. *We **always** try to do our best.*

*He is **hardly ever** late.*

*We **occasionally** have problems with our suppliers.*

***Sometimes** they visit our subsidiary and stay with us.*

*We have company meetings **frequently**.*

**Upitni prilozi (interrogators) određuju upitne rečenice.**

|                |                  |             |              |
|----------------|------------------|-------------|--------------|
| <i>how</i>     | <i>how long</i>  | <i>what</i> | <i>where</i> |
| <i>how far</i> | <i>how often</i> | <i>when</i> | <i>why</i>   |

npr. ***How** will you manage without a secretary?*

***How often** do you travel on business?*

***What** are you going to do now?*

***Why** hasn't the meeting begun yet?*

***When** will you finish the annual report?*

## **POREĐENJE PRILOGA**

Nastavci za komparativ i superlativ priloga isti su kao i kod prideva. (pogledati poglavlje poređenje prideva).

Uz superlativ priloga najčešće nema određenog člana, za razliku od superlativa prideva.

# PREPOSITIONS - PREDLOZI

## PREDLOZI U ZNAČENJU PROSTORA

**Predlozi (prepositions)** su vrsta reči koje stoje ispred imenica i imeničkih zamenica, a izražavaju razne odnose.

Sledeći predlozi se upotrebljavaju da se označi gde se neko ili nešto nalazi ili u kom pravcu se kreće:

|                    |  |
|--------------------|--|
| <i>about</i>       | <i>She has left the files lying <b>about</b> somewhere.</i>        |
| <i>across</i>      | <i>He walked <b>across</b> the office and sat.</i>                 |
| <i>at</i>          | <i>The Prime Minister lives <b>at</b> 10 Downing Street.</i>       |
| <i>at</i>          | <i>Our campaign is aimed <b>at</b> the top end of the market.</i>  |
| <i>by</i>          | <i>I can see him over there <b>by</b> the news stand.</i>          |
| <i>from</i>        | <i>The jeans are imported <b>from</b> Italy.</i>                   |
| <i>in</i>          | <i>He works <b>in</b> the city of London.</i>                      |
| <i>on</i>          | <i>Novi Sad stands <b>on</b> the river Danube.</i>                 |
| <i>through</i>     | <i>We drove <b>through</b> Baltimore on our way to Washington.</i> |
| <i>to</i>          | <i>I have to go <b>to</b> Prague next week.</i>                    |
| <i>under</i>       | <i>The telephone is <b>under</b> the book.</i>                     |
| <i>in front of</i> | <i>He'll see you <b>in front of</b> his office.</i>                |
| <i>next to</i>     | <i>We have offices <b>next to</b> the hospital.</i>                |
| <i>above</i>       | <i>Our accounting department is <b>above</b> personnel.</i>        |
| <i>below</i>       | <i>My department is <b>below</b> marketing department.</i>         |
| <i>out of</i>      | <i>Can you get the report <b>out of</b> the drawer, please?</i>    |
| <i>between</i>     | <i>Can I sit <b>between</b> you and Stephen?</i>                   |
| <i>near</i>        | <i>Our company is <b>near</b> yours.</i>                           |

## PREDLOZI SA VREMENSKIM ZNAČENJEM

Najčešći predlozi sa vremenskim značenjem su:

| <i>at</i>   | <i>in</i>  | <i>no preposition</i>  |
|---|--|--|
| <i>at six o'clock</i><br><i>at midnight</i><br><i>at Christmas</i><br><i>at the weekend</i>     | <i>in the morning/afternoon</i><br><i>in December</i><br><i>in summer</i><br><i>in 1995</i><br><i>in two week's time</i> | <i>today</i><br><i>yesterday</i><br><i>tomorrow</i><br><i>last night</i><br><i>last week</i><br><i>three weeks ago</i><br><i>next month</i><br><i>yesterday evening</i><br><i>this evening</i><br><i>tonight</i> |
| <b><i>on</i></b>  |  |  |
| <i>on Saturday</i><br><i>on Monday morning</i><br><i>on Christmas day</i><br><i>on March 18</i> |  |  |

## OSTALI PREDLOZI I ZNAČENJA

Veoma česta i vrlo važna upotreba predloga je kada se nalaze iza glagola. Najfrekventniji predlozi u ovoj upotrebi u engleskom jeziku su: ***at, by, in, for, from, of, on, to*** i ***with***. Ovi predlozi slede izvesne glagole i u tom slučaju je njihova upotreba ograničena:

|                         |                       |                       |
|-------------------------|-----------------------|-----------------------|
| <i>aim at</i>           | <i>incorporate in</i> | <i>tired of</i>       |
| <i>arrive at</i>        | <i>involve in</i>     | <i>agree with</i>     |
| <i>successful at</i>    | <i>persist in</i>     | <i>bored with</i>     |
| <i>caused by</i>        | <i>succeed in</i>     | <i>combine with</i>   |
| <i>characterised by</i> | <i>based on</i>       | <i>deal with</i>      |
| <i>encouraged by</i>    | <i>depend on</i>      | <i>satisfied with</i> |
| <i>account for</i>      | <i>comment on</i>     | <i>supply with</i>    |
| <i>responsible for</i>  | <i>insist on</i>      | <i>according to</i>   |
| <i>wait for</i>         | <i>react on</i>       | <i>belong to</i>      |
| <i>benefit from</i>     | <i>rely on</i>        | <i>contribute to</i>  |
| <i>borrow from</i>      | <i>accuse of</i>      | <i>explain to</i>     |
| <i>differ from</i>      | <i>approve of</i>     | <i>get used to</i>    |
| <i>prevent from</i>     | <i>aware of</i>       | <i>listen to</i>      |
| <i>protect from</i>     | <i>capable of</i>     | <i>opposed to</i>     |
| <i>recover from</i>     | <i>consist of</i>     | <i>respond to</i>     |
| <i>result from</i>      | <i>independent of</i> | <i>similar to</i>     |
| <i>suffer from</i>      | <i>sure of</i>        | <i>superior to</i>    |

Predlozi imaju veoma važnu ulogu u poslovnoj korespondenciji. Sledeći glagoli i predlozi se veoma često upotrebljavaju u poslovnim pismima:

- apologise for***      (*something / doing something*)
- apply for***      (*a job*)
- draw attention to***      (*something*)
- have pleasure in***      (*sending / enclosing something*)
- look forward to***      (*hearing from / meeting someone*)
- refer to***      (*a letter / telephone call / meeting*)
- reply to***      (*a letter / fax*).

# VERBS - GLAGOLI

## AUXILIARY VERBS - POMOĆNI GLAGOLI

**Pomoćni glagoli (auxiliary verbs)** su nesamostalni glagolski oblici koji se kombinuju s leksičkim glagolom. Dele se na **glavne pomoćne glagole (principal auxiliary verbs)** i **modalne pomoćne glagole (modal auxiliary verbs)**.

## PRINCIPAL AUXILIARY VERBS - GLAVNI POMOĆNI GLAGOLI

Grupu **glavnih pomoćnih glagola** čine:

**BE**      *am/ is/ are/ was/ were/ be/ been/ being*

**DO**      *do/ does/ did/ doing/ done*

**HAVE**   *have/ has/ had/ having*

Pomoću ovih oblika, u kombinaciji s leksičkim glagolima, grade se:

1) trajni vid i pasivno stanje:

*BE: He is working.*

*We are asked.*

2) perfekt:

*HAVE: She has gone.*

3) upitni, odrični, zamenički oblik:

*DO: Did you study?*

*She didn't study.*

*Yes, she did.*

Glavni pomoćni glagoli mogu se upotrebiti i kao leksički glagoli: **be**, „biti, postojati“; **do**, „raditi, činiti“; **have**, „imati, posedovati“.

npr. *He has **been** to Greece.*

*What have you **done**?*

*When did you **have** breakfast this morning?*

## MODAL AUXILIARY VERBS - MODALNI POMOĆNI GLAGOLI

U modalne glagole spadaju:

|                  |                  |                   |
|------------------|------------------|-------------------|
| <i>can/could</i> | <i>may/might</i> | <i>will/would</i> |
| <i>must</i>      |                  | <i>used to</i>    |
| <i>need</i>      |                  | <i>dare</i>       |

Modalni glagoli:

- 1) nemaju nastavak –s u 3. licu jednine prezenta; dakle:

*She must. He can.*

- 2) upitne oblike grade inverzijom a odrične dodavanjem račce *not*; dakle:

*Must she? Can he? You should not.*

- 3) sledi im obavezno leksički glagol u infinitivu bez *to* (s izuzetkom *used* i *ought*):

*She must come. Can he work? No, I needn't.*

Modalni glagoli izražavaju:

|            |                          |   |
|------------|--------------------------|---|
| sposobnost | <i>CAN, COULD</i>        | <i>He can speak Russian.</i><br><i>Can you remember her name?</i><br><i>Could you hear what she was saying?</i><br><i>Dinosaurs were able to run very fast.</i> |
| izvesnost  | <i>MUST, CAN'T, WILL</i> | <i>You must be tired after all your hard work.</i>  |

|                  |   |  |
|------------------|---|--|
|                  |   | <p><i>You <b>can't</b> be tired – you've only been working for an hour.</i></p> <p><i>I <b>will</b> be 18 next month. (definitely)</i></p>   |
| nameru           | <p><i>WILL, SHALL, WOULD</i></p>                  | <p><i>I <b>won't</b> stay long.</i></p> <p><i>I <b>shall</b> be going soon.</i></p> <p><i>I <b>would</b> leave tomorrow, if I had the money. (condition)</i></p>   |
| potrebu/ obavezu | <p><i>MUST, NEED TO, HAVE TO, HAVE GOT TO</i></p> | <p><i>I <b>must</b> get my haircut this week.</i></p> <p><i>You don't <b>need to</b> wear tie to work if you don't want to.</i></p> <p><i>I <b>have to</b> be at home at 10.</i></p> <p><i>I <b>have got to</b> give up smoking.</i></p> |
| ponudu           | <p><i>CAN, MAY, SHALL, WILL</i></p>               | <p><i><b>Can</b> I get you anything to drink?</i></p> <p><i><b>May</b> I help you?</i></p> <p><i><b>Shall</b> I carry your bags?</i></p> <p><i>I'll do this for you.</i></p>   |
| dozvolu          | <p><i>CAN, MAY, COULD</i></p>                     | <p><i>You <b>can</b> go home now.</i></p> <p><i><b>May</b> we use your office for a moment?</i></p> <p><i><b>Could</b> I use your phone?</i></p>   |

|               |                                      |   |
|---------------|--------------------------------------|---|
| mogućnost     | <i>CAN, MAY, COULD, MIGHT</i>        | <p>You <b>can</b> go by bus from London to Liverpool.</p> <p>You <b>may</b> find him in his office.</p> <p>He <b>could</b> be in his office.</p> <p>He <b>might</b> be in his office.</p>   |
| pretpostavku  | <i>WILL, SHALL</i>                   | <p>The car <b>will</b> be there on time, I promise.</p> <p>There's no doubt that we <b>shall</b> win.</p>   |
| verovatnoću   | <i>SHOULD, OUGHT TO</i>              | <p>We <b>should / ought to</b> be there by 6 o'clock.</p>   |
| molbu         | <i>CAN, WILL, COULD, WOULD</i>       | <p><b>Can</b> I borrow your dictionary?</p> <p><b>Will</b> you give me a lift to the station?</p> <p><b>Could</b> I have another cup of coffee, please?</p> <p>Fiona, <b>would</b> you bring another chair, please?</p>                   |
| predlog/savet | <i>SHOULD, OUGHT TO, SHALL, MUST</i> | <p>You <b>should</b> get the early flight if you want to be in good time.</p> <p>You <b>ought to</b> meet him; he is really nice.</p> <p><b>Shall</b> we leave?</p> <p>You <b>must</b> see "Cinema Paradiso" - it's really good film.</p> |

# VERB TENSES - VREMENSKI OBLICI

## PRESENT SIMPLE - PREZENT PROSTI

**Prezent prosti (Present Simple)** ima sledeće oblike:

potvrđni:

*I / you / we / they **work**.*

*He / she / it **works**.*

upitni:

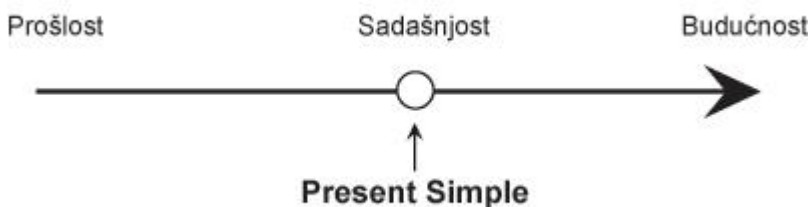
***Do** I / you / we / they **work**?*

***Does** he / she / it **work**?*

negaciju:

*I / you / we / they **do not work**.*

*He / she / it **does not work**.*



U 3. licu jednine u potvrdnom obliku na glagol se dodaje nastavak **-s** ili **-es**:

npr. *lives, manages, watches, finishes.*

Ako se glagol završava na **-ss**, **-sh**, **-(t)ch**, **-x**, **-z**, **-o** na glagol se u 3. licu jednine u potvrdnom obliku dodaje nastavak **-es**:

npr. *fax – faxes; wash – washes; finish – finishes; catch – catches; teach – teaches; miss – misses; go – goes; do – does.*

Ako se glagol završava na suglasnik + **y** u 3. licu jednine **y** prelazi u **i** a zatim se dodaje nastavak za prezent **-es**:

npr. *carry – carries; worry – worries; cry – cries.*

Ako se glagol završava na samoglasnik + **y** u 3. licu jednine u potvrdnom obliku **y** ostaje nepromenjeno ispred nastavka **-s**:

npr. *buy – buys; pay – pays.*

Glagol **be** ima sledeće oblike za prezent prosti:

**BE:**

potvrdni:

*I am.*

*You, we, they are.*

*He, she, it is.*

upitni:

*Am I?*

*Are you, we, they?*

*Is he, she, it?*

negacija:

*I am not.*

*You, we, they are not.*

*He, she, it is not.*

Glagoli **have** i **do** imaju sledeće oblike u potvrdnom obliku:

**HAVE:**

*I, you, we, they have.*

*He, she, it has.*

**DO:**

*I, you, we, they do.*

*He, she, it does.*

Upitni i odrični oblik ovi glagoli grade pomoću pomoćnog glagola **do** kao i svi ostali glagoli u engleskom jeziku (npr. *work*).

## Upotrebe prezenta prostog:

- 1) za uobičajenu radnju, tj. za radnju koja se ponavlja u razmacima:

*I go to my office at 7 o'clock every day.*

- 2) da označi činjenice ili trajne radnje:

*Our company employs over 100,000 people.*

*The staff aren't very friendly.*

*What does your company do?*

- 3) da označi opšte istine:

*Metals expand when heated.*

*High taxation discourages investment.*

*A day has 24 hours.*

Sledeći glagoli se, uglavnom, upotrebljavaju u ovom vremenu (a ne sa **-ing**):

|                 |                   |                |               |
|-----------------|-------------------|----------------|---------------|
| <i>believe</i>  | <i>think</i>      | <i>want</i>    | <i>be</i>     |
| <i>forget</i>   | <i>understand</i> | <i>have</i>    | <i>depend</i> |
| <i>know</i>     | <i>hate</i>       | <i>own</i>     | <i>exist</i>  |
| <i>realise</i>  | <i>like</i>       | <i>possess</i> | <i>hear</i>   |
| <i>remember</i> | <i>love</i>       | <i>seem</i>    | <i>feel</i>   |

## Prilozi koji se upotrebljavaju u prezentu prostom su:

*always, usually, normally, often, sometimes, occasionally, seldom, rarely, hardly ever, never, frequently, from time to time...*

## PRESENT PROGRESSIVE – PREZENT TRAJNI

**Prezent trajni (Present Progressive)** gradi se od pomoćnog glagola *be* u prezentu i sadašnjeg participa.

Oblici trajnog prezenta su:

potvrdni:

*I am working.*

*You / we / they are working.*

*He / she / it is working.*

upitni:

*Am I working?*

*Are you / we / they working?*

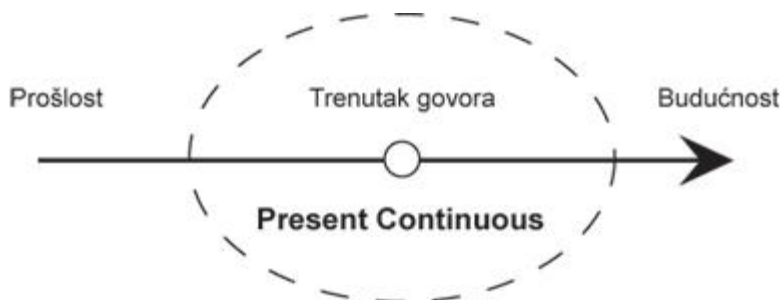
*Is he / she / it working?*

negacija:

*I am not working.*

*You / we / they are not working.*

*He / she / it is not working.*



Kod dodavanja nastavka *-ing* na osnovu glagola (sadašnji particip) dolazi do nekih promena u pisanju:

|                        |                       |                            |                  |
|------------------------|-----------------------|----------------------------|------------------|
| <i>take-taking</i>     | <i>agree-agreeing</i> | <i>begin-beginning</i>     | <i>lie-lying</i> |
| <i>manage-managing</i> | <i>see-seeing</i>     | <i>control-controlling</i> | <i>die-dying</i> |

### Upotrebe prezenta trajnog:

- 1) da označi radnju koja se dešava u trenutku govora:

*I'm trying to cancel the meeting.*

*What are you doing?*

*She isn't working today.*

- 2) da označi radnju koja se dešava oko trenutka govora (pre i posle trenutka govora):

*The company **isn't recruiting** at the moment.*

*We're **waiting** for permission to go ahead with the project.*

*My boss **is dealing** with your enquiry but you won't get a rapid answer.*

- 3) da označi radnju koja će se desiti u budućnosti i koja je već isplanirana:

*I'm **meeting** Mr Poorhassan next weekend.*

*She's got a new job so she's **leaving** the firm in October.*

*I'm **not visiting** the subsidiary in Rome on this trip.*

- 4) da označi radnju koja se ponavlja i koja kod slušaoca izaziva iritaciju (sa priložima: *always, forever*):

*She **is always talking** about her job!*

*My colleague **is always complaining** about something!*

*We **are constantly monitoring** our products for quality.*

- 5) da označi radnju koja govori o promenama koje su u toku:

*The number of people using the Internet **is growing**.*

*Information technology **is getting** more advanced every year.*

Sledeći glagoli se, uobičajeno, ne upotrebljavaju u trajnom prezentu, oni su glagoli stanja:

|             |             |                |               |                   |                |
|-------------|-------------|----------------|---------------|-------------------|----------------|
| <i>hear</i> | <i>hate</i> | <i>wish</i>    | <i>feel</i>   | <i>mean</i>       | <i>have</i>    |
| <i>see</i>  | <i>love</i> | <i>hope</i>    | <i>forget</i> | <i>remember</i>   | <i>owe</i>     |
| <i>like</i> | <i>want</i> | <i>believe</i> | <i>know</i>   | <i>understand</i> | <i>possess</i> |

**Prilozi koji se upotrebljavaju u prezentu trajnom su:**

*now, at the moment, noeadays, this (week, month, year), currently, right now.*

## PAST SIMPLE - PRETERIT PROSTI

**Preterit prosti (Past Simple)** se gradi od glagolske osnove kojoj se dodaje nastavak **-ed** ako se radi o pravilnim glagolima, a ako su glagoli nepravilni oni imaju posebne oblike svaki za sebe (II kolona u tabeli nepravilnih glagola).

Oblici preterita prostog su:

potvrdni:

*I / you / he / she / it / we / they **worked**.*

upitni:

***Did** I / you / he / she / it / we / they **worked**?*

negacija:

*I / you / he / she / it / we / they **did not work**.*

Glagol **to be** ima drugačije oblike u ovom vremenu:

potvrdni:

*I / he / she / it **was** late.*

*You / we / they **were** late.*

upitni:

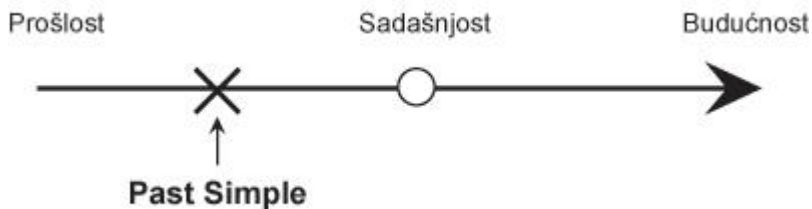
***Was** I / he / she / it late?*

***Were** you / we / they late?*

negacija:

*I / he / she / it **was not** late.*

*You / we / they **were not** late.*



Kod dodavanja nastavka **-ed** na osnovu pravilnih glagola dolazi do nekih promena u pisanju:

|                         |                      |                         |                    |
|-------------------------|----------------------|-------------------------|--------------------|
| <i>stop-stopped</i>     | <i>cry-cried</i>     | <i>play-played</i>      | <i>move-moved</i>  |
| <i>prefer-preferred</i> | <i>study-studied</i> | <i>travel-travelled</i> | <i>walk-walked</i> |

### Upotreba preterita prostog:

- 1) da označi radnju koja se dogodila i završila u prošlosti:

*Alexander Graham Bell **invented** the telephone.*

„**Did** you **read** the contract?“ „Yes, and I **sent** it back to the legal department.“

- 2) da označi radnju koja se dogodila u određenom trenutku u prošlosti:

*I **met** the president yesterday.*

*I **spoke** to them an hour ago.*

*Ted Turner **launched** CNN in 1980.*

***Did** she **work** there during the 1990s?*

*They **didn't make** a profit in the first year.*

- 3) da označi radnju koja se ponavljala u prošlosti:

„Nivea“ ***was** always a market leader in cosmetics.*

*We always **had** our meals together.*

### Prilozi koji se upotrebljavaju u preteritu prostom su:

*yesterday, the day before yesterday, two days / five months ago, last night / week / summer..., in 2005.*

## PAST PROGRESSIVE - PRETERIT TRAJNI

**Preterit trajni (Past Progressive)** se gradi od pomoćnog glagola *to be* u preteritu prostom - *was/were* i glavnog glagola na koji se dodaje nastavak **-ing** (sadašnjeg participa).

Oblici preterita trajnog su:

potvrдни:

*I was working.*

*You / we / they were working.*

*He / she / it was working.*

upitni:

*Was I working?*

*Were you / we / they working?*

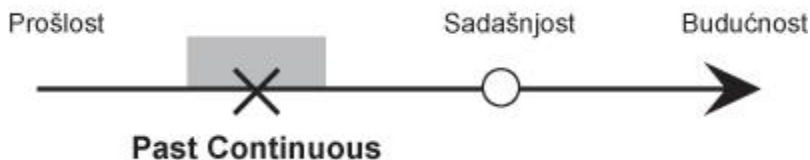
*Was he / she / it working?*

negacija:

*I was not working.*

*You / we / they were not working.*

*He / she / it was not working.*



**Upotreba preterita trajnog:**

- 1) da označi dve prošle radnje koje su se odvijale istovremeno (*while*):

*He was writing the report while I was doing the accounts.*

- 2) da označi prošlu radnju koja je počela pre neke druge radnje (*when*):

*I was reading when he arrived.*

- 3) da označi radnju koja je trajala u određenom trenutku u prošlosti:

*We were debating at 5 o'clock.*

**Prilozi koji se upotrebljavaju u preteritu trajnom su:**

*while, when, as long as.*

# PRESENT PERFECT SIMPLE - SADAŠNJI PERFEKT PROSTI

**Sadašnji perfekt prosti (Present Perfect Simple)** gradi se od prezenta pomoćnog glagola **have** i prošlog participija. Uz 3. lice jednine koristi se oblik **has**, a uz ostala lica **have**.

Oblici ovog vremena su:

potvrđni:

*I / you / we / they **have worked**.*  
*He / she / it **has worked**.*

upitni:

***Have I / you / we / they worked?***  
***Has he / she / it worked?***

negacija:

*I / you / we / they **have not worked**.*  
*He / she / it **has not worked**.*

**Upotreba sadašnjeg perfekta:**

- 1) da označi rezultat ili posledicu neke prošle radnje:

*She **has finished** our annual report. Now we can start with the analysis.*  
*Information technology **has changed** our behaviour.*

- 2) da označi radnju koja je počela u prošlosti, traje u sadašnjosti i verovatno će se nastaviti u budućnosti:

*He's **been** vice-president for 10 years.*  
*How long **have you worked** here?*

- 3) da označi radnju koja je deo životnog iskustva:

*He's **done** many jobs in his time.*  
***Have you ever made** a presentation?*  
*He **has never been** to Spain.*

Sadašnji perfekt prosti se upotrebljava sa *for* da označi trajanje radnje, a sa *since* da označi kada je radnja počela:



*I've known her since July.*

*I've known her for 10 years.*

**Prilozi koji se upotrebljavaju u sadašnjem perfektu su:**

*just, already, yet, not yet, since, for, ever, never, lately, recently, up till now, so far, before.*

# PRESENT PERFECT PROGRESSIVE - SADAŠNJI PERFEKT TRAJNI

**Sadašnji perfekt trajni (present perfect progressive)** gradi se od sadašnjeg perfekta glagola *be* (dakle, oblika *have been / has been*) i sadašnjeg participija.

Oblici ovog vremena su:

potvrđni:

*I / you / we / they have been working.*  
*He / she / it has been working.*

upitni:

*Have I / you / we / they been working?*  
*Has he / she / it been working?*

negacija:

*I / you / we / they have not been working.*  
*He / she / it has not been working.*

**Upotreba sadašnjeg perfekta trajnog:**

- 1) da označi radnju ili stanje koje je trajalo u prošlosti i traje i u sadašnjosti:

*Exports have been growing steadily over the past six months.*  
*They have been investing in advertising.*

- 2) da naglasi dužinu trajanja radnje:

*She's been checking the calculations all day.*  
*I've been working on the report all week.*

**Prilozi koji se upotrebljavaju u sadašnjem perfektu trajnom su:**

*since, lately, recently, for, up till now, all day, over the last few years/months/weeks.*

## PAST PERFECT SIMPLE - PROŠLI PERFEKT PROSTI

**Prošli perfekt prosti (Past Perfect Simple)** gradi se od preterita pomoćnog glagola *have* (dakle, oblika *had*), i prošlog participija.

Oblici ovog vremena su:

potvrdni:

*I / you / we / they had worked.*

*He / she / it had worked.*

upitni:

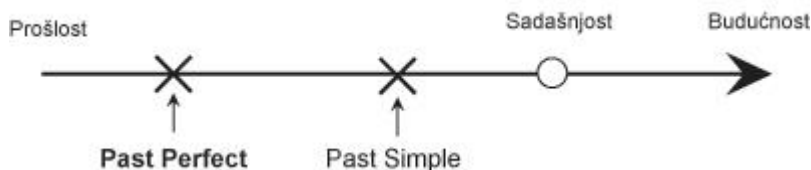
*Had I / you / we / they worked?*

*Had he / she / it worked?*

negacija:

*I / you / we / they had not worked.*

*He / she / it had not worked.*



### Upotreba prošlog perfekta prostog:

- 1) da označi neku prošlu radnju koja se desila pre neke druge prošle radnje:

*He discovered that somebody **had stolen** confidential information from his company.*

*Before she joined Fisons, she **had been** on a marketing course.*

*The investors **had invested** a lot in advertising before they entered our market.*

- 2) posle izraza *I wish*, *If only* i *I'd rather* :

*I wish I **had earned** more money.*

*If only I **had bought** those shares; they've gone up 27%.*

*I'd rather he'd **asked** me before taking my car.*

### Prilozi koji se upotrebljavaju u prošlom perfektu prostom su:

*when, after, before, till until, as soon as, just, already, by that time.*

# PAST PERFECT PROGRESSIVE - PROŠLI PERFEKT TRAJNI

Prošli perfekt trajni (**Past Perfect Progressive**) gradi se od prošlog perfekta pomoćnog glagola *be* (tj. **had been**) i sadašnjeg participija.

Oblici ovog vremena su:

potvrđni:

*I / you / we / they had been working.*

*He / she / it had been working.*

upitni:

*Had I / you / we / they been working?*

*Had he / she / it been working?*

negacija:

*I / you / we / they had not been working.*

*He / she / it had not been working.*

**Upotreba prošlog perfekta trajnog:**

- 1) da izrazi da je jedna prošla radnja duže trajala pre nego što se druga prošla radnja dogodila:

*Before they closed down the subsidiary, it had been losing money for years.*

*He'd been thinking of going abroad for a long time and then he got a post in Berlin.*

- 2) da izrazi prošlu nedovršenu radnju koja se desila pre neke druge prošle radnje:

*When I last saw her she'd been planning a new sales strategy.*

Uporedi:

*When I last saw her she'd been planning a new sales strategy.*

*When I last saw her she'd planned a new sales strategy.*

(u prvoj rečenici planiranje može ili ne mora biti završeno, iz ove rečenice se to ne može zaključiti; u drugoj rečenici sasvim je jasno da je planiranje završeno).

## FUTURE SIMPLE - FUTUR PROSTI

**Futur prosti (Future Simple)** gradi se od pomoćnog glagola **will** i glagolske osnove.

Oblici prostog futura su:

potvrdni:

*I / we **shall work**.*

*You / he / she / it / they **will work**.*

upitni:

***Shall I / we work?***

***Will you / he / she / it / they work?***

negacija:

*I / we **shall not work**.*

*You / he / she / it / they **will not work**.*

Napomena: U savremenom engleskom jeziku **will** se upotrebljava za sva lica.

**Upotreba futura prostog:**

- 1) da označi odluku donetu u trenutku govora:

*The phone is ringing. **I'll get it.***

*Have you booked the hotel? No. **I'll do it now.***

- 2) da iskaže predviđanje o budućoj radnji:

*I'm sure you **will enjoy** your visit to our Head Office.*

- 3) da označi neku buduću činjenicu ili deo nekog procesa:

*In May we **will launch** a new model.*

*Next year, this company **will be** twenty years old.*

**Prilozi koji se upotrebljavaju u futuru prostom su:**

*next (week, year, month), in (two days, five years), and from now (ten years from now, three weeks from now), tomorrow, the day after tomorrow.*

## FUTURE PROGRESSIVE – FUTUR TRAJNI

**Futur trajni (Future Progressive)** gradi se od pomoćnog glagola *shall* odnosno *will* i sadašnjeg infinitiva trajnog bez *to* (present continuous infinitive).

Oblici futura trajnog su:

potvrdni:

*I / you / he / she / it / we / they will be working.*

upitni:

*Will I / you / he / she / it / we / they be working.*

negacija:

*I / you / he / she / it / we / they will not be working.*

Futur trajni označava radnju koja će biti u toku u određenom trenutku ili vremenskom periodu u budućnosti.

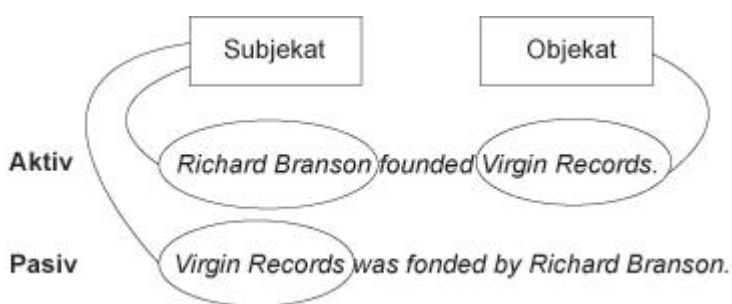
npr. *This time next year we'll be seeing our colleagues.*

*Employees will be feeling tired after such a long meeting.*

# PASSIVE – PASIV

**Pasiv** ili trpno stanje (**Passive**) je konstrukcija koja se sastoji od subjekta, pomoćnog glagola *be* i prošlog participa leksičkog glagola (glagola koji nosi značenje). Pomoćni glagol *be* stavlja se u oblik željenog vremena (tj. u vreme u kojem se nalazi glagol aktivne rečenice). U ovom procesu objekat aktivne rečenice postaje subjekat pasivne rečenice. Vršilac radnje u pasivnoj rečenici najčešće se ne pominje, a ako se to i čini, onda se koristi predlog *by*.

## SUBJEKAT + *TO BE* + PROŠLI PARTICIP



Ukoliko aktivna rečenica ima dva objekta (objekat 1 i objekat 2) onda je moguće imati dve pasivne rečenice. U prvoj, objekat 1 iz aktivne rečenice postaje subjekat pasivne rečenice, a u drugoj objekat 2 iz aktivne rečenice postaje subjekat pasivne rečenice.

|              | subjekat        | glagol             | objekat 1       | objekat 2       |
|--------------|-----------------|--------------------|-----------------|-----------------|
| <b>aktiv</b> | <i>Rita</i>     | <i>wrote</i>       | <i>a letter</i> | <i>to me.</i>   |
| <b>pasiv</b> | <i>A letter</i> | <i>was written</i> | <i>to me</i>    | <i>by Rita.</i> |
| <b>pasiv</b> | <i>I</i>        | <i>was written</i> | <i>a letter</i> | <i>by Rita.</i> |

### Upotreba pasiva:

- 1) pasiv se upotrebljava kada stvarni vršilac radnje nije važan za govornika, nepoznat je, neodređen ili je očigledan, pa se i ne pominje:

*Uranium is **mined** in Australia.*

*The date **was changed**.*

*The missing file **has been found**.*

- 2) pasiv se, takođe, upotrebljava kad se opisuje neki process:

*Wine is **made** from the fermented juice of grapes. Grapes **are picked** at the optimum sugar levels. After picking, the grapes **are taken** to the winery. When fermentation is **finished** the wine is **poured** into a clean bottle to stabilise...*

|                    | <b>active</b>                                   | <b>passive</b>   |
|--------------------|---|--|
| Present Simple     | Mr Smith <i>writes</i> the delivery notes.      | The delivery notes <i>are written</i> (by Mr Smith).       |
| Present Continuous | Mr Smith <i>is writing</i> the delivery notes.  | The delivery notes <i>are being written</i> (by Mr Smith). |
| Past Simple        | Mr Smith <i>wrote</i> the delivery notes.       | The delivery notes <i>were written</i> (by Mr Smith).      |
| Present Perfect    | Mr Smith <i>has written</i> the delivery notes. | The delivery notes <i>have been written</i> (by Mr Smith). |
| Past Perfect       | Mr Smith <i>had written</i> the delivery notes. | The delivery notes <i>had been written</i> (by Mr Smith).  |
| Future Simple      | Mr Smith <i>will write</i> the delivery notes.  | The delivery notes <i>will be written</i> (by Mr Smith).   |
| Auxiliaries        | Mr Smith <i>must write</i> the delivery notes.  | The delivery notes <i>must be written</i> (by Mr Smith).   |

# CONDITIONAL CLAUSES - KONDICIONALNE KLAUZE

**Kondicionalnim klauzama (Conditional ili if-clauses)** izražava se uslov za vršenje neke radnje u sadašnjosti, budućnosti ili prošlosti. To se složene rečenice s kojima se najčešće upotrebljava veznik *if*.

## PRVI TIP KONDICIONALNIH KLAUZA

Prvi tip kondicionalnih klauza su klauze u kojima uslov može da se ostvari:

1. *If I have time, I will come.*
2. *I will come if I have time.*

Glavna klauza može kondicionalnoj prethoditi ili slediti. Ako joj prethodi u pisanju posle glavne klauze nema zapete (druga rečenica), a ako joj sledi iza kondicionalne klauze piše se zapeta (prva rečenica).

Prvi tip kondicionalnih klauza ima sledeći oblik:

|  |
|--|
| <b><i>If</i> + present prosti (present simple), + will + infinitiv</b> |
|--|

*Will* izražava verovatnoću događanja radnje glavne klauze, ukoliko je ta verovatnoća manja umesto *will* koriste se *may* i *might*:

| <b><i>If</i>-klauza (present simple)</b>     | <b>Glavna klauza (will + infinitiv)</b>   |
|--|---|
| <i>If I do an MBA,</i>                       | <i>I will improve my job prospects.</i>   |
| <i>If our main competitor goes bankrupt,</i> | <i>we will increase our market share.</i> |
| <i>If you don't order now,</i>               | <i>you won't get a free gift.</i>         |
| <i>If your payment is late,</i>              | <i>we may charge interest.</i>            |
| <i>If she doesn't sell the shares now,</i>   | <i>she might lose money.</i>              |

## DRUGI TIP KONDICIONALNIH KLAUZA

Drugi tip kondicionalnih klauza su klauze u kojima se uslov ne može ostvariti u trenutku govora ili je za to verovatnoća vrlo mala.

Drugi tip kondicionalnih klauza ima sledeći oblik:

***If + preterit prosti (past simple), + would + infinitiv***

Kada se u *if*-klauzi nalazi glagol **be**, obično se koristi oblik **were** a ne **was**, posebno posle **I**. Izraz **If I were you** se često koristi kada se daje savet.

| <b><i>If</i>-klauza (past simple)</b>         | <b>Glavna klauza (would + infinitiv)</b>               |
|---|--|
| <b><i>If I had more money,</i></b>            | <b><i>I would invest it on the Stock Exchange.</i></b> |
| <b><i>If we hired a marketing agency,</i></b> | <b><i>we would increase our sales.</i></b>             |
| <b><i>If I were you,</i></b>                  | <b><i>I would accept that job.</i></b>                 |

## TREĆI TIP KONDICIONALNIH KLAUZA

Treći tip kondicionalnih klauza su klauze u kojima se zna da se uslov nije ostvario u prošlosti.

Treći tip kondicionalnih klauza ima sledeći oblik:

***If + prošli perfekt (past perfect), + would have + prošli particip***

| <b><i>If</i>-klauza (past perfect)</b>        | <b>Glavna klauza (would have + p.particip)</b>         |
|---|--|
| <b><i>If she had felt more confident,</i></b> | <b><i>the presentation would have been better.</i></b> |
| <b><i>If I had come earlier,</i></b>          | <b><i>I would have finished all the reports.</i></b>   |
| <b><i>If he hadn't done it,</i></b>           | <b><i>he would have been with our company.</i></b>     |

**PART THREE**  
**GRAMMAR EXERCISES**



## A. Nouns

I FILL IN THE REGULAR AND IRREGULAR PLURAL FORMS OF THE NOUNS.

|        |                      |           |                      |
|--------|----------------------|-----------|----------------------|
| hero   | <input type="text"/> | loaf      | <input type="text"/> |
| half   | <input type="text"/> | tree      | <input type="text"/> |
| dash   | <input type="text"/> | bridge    | <input type="text"/> |
| cliff  | <input type="text"/> | dish      | <input type="text"/> |
| shelf  | <input type="text"/> | leaf      | <input type="text"/> |
| calf   | <input type="text"/> | chief     | <input type="text"/> |
| person | <input type="text"/> | toy       | <input type="text"/> |
| inch   | <input type="text"/> | alley     | <input type="text"/> |
| photo  | <input type="text"/> | desk      | <input type="text"/> |
| party  | <input type="text"/> | glass     | <input type="text"/> |
| box    | <input type="text"/> | shoe      | <input type="text"/> |
| louse  | <input type="text"/> | deer      | <input type="text"/> |
| sheep  | <input type="text"/> | wolf      | <input type="text"/> |
| city   | <input type="text"/> | crocodile | <input type="text"/> |
| bus    | <input type="text"/> | watch     | <input type="text"/> |
| fox    | <input type="text"/> | bush      | <input type="text"/> |
| match  | <input type="text"/> | horse     | <input type="text"/> |
| week   | <input type="text"/> | wife      | <input type="text"/> |
| cliff  | <input type="text"/> | tomato    | <input type="text"/> |
| berry  | <input type="text"/> | roof      | <input type="text"/> |

II FORM THE SINGULAR OF THESE WORDS:

Families -

Boys -

Wives -

Hobbies -

Shelves -

Pencils -

Knives -

Places -

Countries -

Days -

III COMPLETE WITH THE IRREGULAR PLURAL FORMS:

Man -

Child -

Foot -

Goose -

Mouse -

Tooth -

Woman -

Ox -

IV WHICH OF THESE WORDS DO YOU ONLY USE IN THE PLURAL?

WRITE A "Y" NEXT TO THE PLURAL WORDS, WRITE AN "N" NEXT TO THE OTHERS.

- Jeans -
- Trousers -
- Students -
- Shirts -
- Police -
- People -
- Kids -
- Lessons -
- Pyjamas -
- Shorts -

**B. Articles**

I WRITE A, AN, THE OR ENTER A HYPHEN (-) IF NO ARTICLE IS NEEDED.

1. After I left  high school I went to  college.
2. I didn't go to  bed late yesterday.
3. Would you like  apple?
4. I told them about  Peter.
5. We took  train to Edinburgh.
6. Most of my friends work in  bank.
7. I didn't know that  book belongs to you.
8. We can talk about  football for hours.
9. They had  accident when they were driving home.

10. When you visit London, you must see  Tower.
11. I always go to work by  bus.
12. I bought it with  money I got for my birthday.
13.  sun wasn't shining when I got up.
14. I really like to listen to  music.
15.  Skiing is  popular sport in Austria.

II WRITE A, AN, THE OR ENTER A HYPHEN (-) IF NO ARTICLE IS NEEDED.

1. I saw  girl we met yesterday.
2. It looks like it's going to be  sunny day.
3. They have  little money, so they can't go on - vacation.
4. It was  best meal I've ever eaten.
5. We need  new fridge.
6. We don't have  exam today.
7. Sandra and Bob went to the cinema.
8.  Vegetables are very healthy.
9. Did you watch  late-night show on TV?
10. Yesterday was  beautiful day.
11. Are you in  bed at the moment?
12. Did you get  lot of presents for your birthday?
13. They always have  tea for breakfast.
14. You're not allowed to drive more than 50 miles  hour.
15. We usually go to work by  bus.

III WRITE A, AN, THE OR ENTER A HYPHEN (-) IF NO ARTICLE IS NEEDED.

1. I really like  fish and chips.
2. We could meet in  hour.
3. Do you like  Barcelona?
4. I've got  appointment with my manager.
5. I set  alarm clock at half past six.
6. What about  beef for dinner?
7. I asked  friend to drive me to  airport.
8. They would be angry if you're late for  work.
9. I took  few piano lessons with her.
10. Did you watch  television last night?
11. I read  thrilling book.
12. Be careful! It's made of  glass.
13. My friend works in  same company.
14. She bought  iPad yesterday.
15. My sister was born in  July.

### C. Prepositions

I FILL IN THE CORRECT PREPOSITIONS.

1. I'm angry  him for telling lies about me.
2. Are you afraid  him?
3. Rome is famous  its historical monuments.
4. He is married  his sister.
5. It's very nice  you to lend me your car.
6. Why are you always so rude  your parents?
7. It wasn't very polite  him to leave without saying thank you.
8. I can't understand people who are cruel  animals.

9. I have to stop to talk to you. I'm a bit short  time.
10. Are you interested  football?
11. Your shoes are similar  mine, but they are not exactly the same.
12. We've got enough to eat. The fridge is full  food.
13. It would be clever  her to study more for the next test.
14. He said he was sorry  the situation, but there was nothing he could do.
15. He is good  playing chess.

## II FILL IN THE CORRECT PREPOSITIONS.

1. She is very terrified  spiders.
2. We enjoyed our holidays, but we were disappointed  our hotel.
3. I was surprised  the way he behaved.
4. He is very fond  animals.
5. She doesn't often go out in the night because she's afraid  the dark.
6. I learn Spanish but I'm not very satisfied  my progress.
7. I've never seen so many people before. I'm astonished  the crowds.
8. She is nice, but I don't want to get married  her.
9. I don't feel sorry  her because her problems are her own fault.
10. He is responsible  what appears in his newspaper.
11. He wasn't very keen  going to the cinema.
12. She is brilliant  repairing things.
13. They are interested  sports.
14. I felt sorry  the children because it rained every day.
15. He said it had been very kind  her to help his mother.

## D. Adjectives and adverbs

I COMPLETE THE SENTENCES WITH AN ADJECTIVE OR ADVERB.

1. He didn't have an accident because he's an  driver. (excellent)
2. Sam is good at sports. He always runs . (fast)
3. His father is a manager. He works very . (hard)
4. He won a prize. He is very . (happy)
5. She felt , and had to stay at home. (ill)
6. The weather was . It was cold all the time. (bad)
7. The exercise wasn't difficult. So, we did it . (easy)
8. The soup is great. It tastes . (wonderful)
9. He always greets . (friendly)
10. Today she skates . (good)
11. The party was . (wonderful)
12. The house seems to be so  without you. (empty)
13. Fish and chips taste . (fantastic)
14. She drives . (careful)
15. She is a nice girl. She always answers . (polite)

II FILL IN EITHER GOOD OR WELL INTO THE GAPS.

1. My friend speaks English very .
2. My brother's dog Barry is a  dog.
3. She was ill last week, but now she is  again.
4. Her chocolate chip cookies taste really .
5. " done!" she sometimes says to me.
6. I didn't sleep very  last night.

7. Her mother always bakes really  apple pies.
8. I like Ann's sister because she can cook .
9. The pupils in this class often work .
10. These children are very  at English.
11. She will look after the patient .
12. He did  in his last exam.
13. These tickets are  for a week only.
14. They didn't behave  yesterday afternoon.
15. Her blog is  known by all of us.

### III COMPLETE THE SENTENCES WITH AN ADJECTIVE OR ADVERB.

1. These children are  at English. (good)
2. Your brother  works at all. (hard)
3. Ann  had an accident last Sunday. (near)
4. Have you been to the cinema . (late)
5. Mary always dresses . (beautiful)
6. Yes, it has been raining  for two hours. (heavy)
7. He has painted it . (nice)
8. What a  worker he is! (quick)
9. He is always very . (polite)
10. He is often . (nervous)
11. Arthur  rode back to the inn. (quick)
12. They saw a  butterfly on a rose. (beautiful)
13. When the teacher heard about the missing book, he said : "You should be more careful." (angry)
14. When he told him the truth, he was . (quiet)
15. "This wound looks ,

## E. Modal verbs

I FILL IN CAN, HAVE TO, MAY, MIGHT, MUST, NEED, SHOULD OR (NOT) ALLOWED TO.

1. George has travelled a lot. He  speak many languages.
2. I can hear you quite well. You  not shout.
3. I'm not sure where I will go for my holidays, but I  go to Italy.
4. She  ride her bike at night without lights. It's not allowed.
5. She  not eat so much chocolate because it's bad for her figure.
6. I  understand him. He should speak louder.
7. It's later than I thought. I  go now.
8. You  a better trainer if you want to improve yourself.
9. Talk to Ann about your problems. I'm sure she  help you.
10. You  not vacuum the carpets because Carol has already done it.
11. You  be tired because you have worked very hard.
12. He  come to my party because he is ill.
13. He  go to the dentist when he has toothache.
14. It's not very important. You  not do it now. You  do it tomorrow.
15.  you speak many languages?
16. I don't know what I'm doing this weekend, but I  go to London.
17. Smoking is very unhealthy. You  stop it.
18. Playing football  in this park.

19. You have got plenty of time. You  not hurry.
20. You  have a passport to visit most foreign countries.

## II FILL IN CAN, COULD, MUST, MAY, MIGHT OR SHOULD.

1. Are they ready? I'm not sure. They  need some more minutes.
2.  I come in? Yes, please.
3. I can't find Grace. She  have gone out.
4. Bill isn't at work today. I suppose he  be ill.
5. Peter  drive but he hasn't got a car.
6.  we invite her to our party? Yes, I think we .
7. Frank hurt his leg, so he  not walk very well.
8. It's later than I thought. I  go now.
9. He  play golf very well.
10. They have been working all day. They  be hungry.
11. Where is Sandra? She  be in her office.
12. I think we  take out travel insurance.
13. The weather forecast is not good. It  rain today.
14. Where will you spend your next holidays? I  go to France.
15. I looked everywhere but I  not find it.

## F. Present Simple and Progressive

I COMPLETE THE TEXT WITH THE "S" FOR THE 3RD PERSON SINGULAR. TAKE THE VERBS IN BRACKETS.

A typical day in Lisa's life

Her mother always  (wake) her up at seven o'clock. She

(get) up and  (go) to the bathroom. There she  (wash) and  (brush) her teeth. Then she  (walk) downstairs and  (have) breakfast. Then she  (say) goodbye to her parents and  (leave) the house. She usually  (catch) the bus to school where she  (meet) some friends. After school she  (do) her homework and  (study) for a test. Then she  (chat) with her friends,  (read) a book or  (watch) one of her favourite sitcoms.

## II WRITE DOWN THE NEGATIONS OF THE VERBS IN THE POSITIVE SENTENCES.

He works from Monday to Friday. He  at weekends.

My friends and I play baseball. We  basketball and football.

Sandra and Mary live in Chicago. Dorothy  there.  
My mother likes reading books and magazines. My brothers  reading.

My neighbours take their holidays in July. They  them in August.

## III PUT THE WORDS INTO THE CORRECT ORDER. WRITE DOWN THE SENTENCES.

visit / they / sometimes / on Sunday / their aunt -

.

you / to the mall / go / often / with your friends -

?

a tennis match / hardly ever / watches / he -

.

usually / have / we / dinner / before seven / don't -

.

read / the paper / always / she / in the morning -

?

**IV COMPLETE THE SENTENCES WITH THE PRESENT PROGRESSIVE.**

Look, our new neighbours  in. (move)

Be quiet! Bill and I  for a test. (study)

I can't help you now. I  my homework. (do)

Alex  the leaflets at the moment. (deliver)

They  on the beach and Susan  a drink. (lie / have)

We  in our favourite restaurant right now. (sit)

**V FILL IN THE PRESENT PROGRESSIVE NEGATION. USE IN THE SHORT FORM OF THE VERBS IN BRACKETS.**

He  to the radio at the moment. (listen)

They  baseball this weekend. (play)

The weather is better now. It  any more. (rain)

No, I am reading. I  TV again. (watch)

Their children  any noise right now. (make)

Look out of the window. The sun  again. (shine)

**VI FORM QUESTIONS IN THE PRESENT PROGRESSIVE WITH THE WORDS GIVEN.**

father / work / still / in the garden -  ?

you / your room / right now / clean -  ?

Sandra / do / what / in her room -  ?

the girls / with their friends / chat / now -

?

still / she / new clothes every week / buy -

?

come home / your parents / tonight / when -

?

**VII PUT THE WORDS IN BRACKETS INTO THE PRESENT SIMPLE OR PRESENT PROGRESSIVE TENSE.**

It's Saturday afternoon, and on Saturdays we usually  (sit) in the living room and  (watch) our favourite sitcom. But today we  (not watch) TV because it  (not work). My sister  (play) on the computer, my brothers  (study) for their tests and I  (read) a book. I often  (read) books, but my sister usually  (not play) on her computer and my brothers  (not learn) on the weekend very often. My parents are not at home. They  (visit) some friends in the city centre.

**G. Past Simple and Progressive**

**I COMPLETE THE SENTENCES WITH THE VERBS IN THE PAST SIMPLE.**

We  the bus to the city centre. (take)

He  his birthday presents. (open)

I  my brother with his homework. (help)

She  me an email three days ago. (write)

They  to Sweden for their holidays. (go)

**II Fill in the negative form of the verbs into the gaps. Use the verb in brackets and the short form.**

I  rice when I was young. (like)

We  what we were looking for. (find)

My parents  a new motor bike. (buy)

He  me to work last week. (drive)

Sarah  her bed this morning. (make)

III Use the words to form questions in the past simple tense.

read / you / last Sunday / the paper -  ?

mistake / he / make / what -  ?

books / like best / she / which -  ?

last week / meet / you / your grandparents -

?

go swimming / they / how often -  ?

IV USE THE PAST PROGRESSIVE TO COMPLETE THE SENTENCES.

1. They  cards. (play)

2. I  the floor. (sweep)

3. Sam  the newspaper. (read)

4. A lot of children  at the station. (wait)

5. Mum  in her office. (work)

6. He  to school. (walk)

7. When they looked at her, she . (smile)

8. We  outside when it started to rain. (play)

9. The boys  their favourite TV series. (watch)

10. I  yesterday afternoon. (work)

11. Tim and Maggie  in the sun. (sit)

12.  in the sea? (you swim)

13. They  their house. (decorate)

14. Nora [ ] leaflets. (hand out)

15. [ ] on the beach? (he relax)

V FILL IN PAST SIMPLE OR PAST PROGRESSIVE.

1. When Mrs. Golan [ ] (open) the door, her children [ ] (do) their homework and her husband [ ] (read) the newspaper.

2. What [ ] you [ ] (do) yesterday morning? I [ ] (study) for an exam.

3. [ ] he [ ] (arrive) to the meeting last Friday?

4. [ ] they [ ] (paint) the walls when your mother [ ] (come) home?

5. While Dan [ ] (repair) the car, his sister [ ] (work) in the garden.

6. They [ ] (watch) television when the lights [ ] (go) out.

7. While mother [ ] (hang) up the clothes, her two daughters [ ] (wash) the dishes.

8. Tom [ ] (water) the flowers when it [ ] (start) to rain.

9. She [ ] (talk) on the phone when I [ ] (arrive).

10. I [ ] (read) a book when you [ ] (call) me.

11. The children [ ] (play) tennis when their grandmother [ ] (come) to visit them.

12. When Mrs Smith [ ] (enter) the room, her children [ ] (listen) to the radio very loudly.

13. Ann [ ] (sweep) the floor while John [ ] (make) the beds.

14. The parents  (sleep) while the baby   
(play) quietly in her bed.

15. When the teacher  (walk) into the room, the pupils  
 (make) a lot of noise.

## H. Present Perfect Simple and Progressive

I COMPLETE THE FOLLOWING SENTENCES WITH THE CORRECT PRESENT PERFECT FORMS.

1. Mrs Snow  a fantastic cake. (make)
2. Debbie  a new bike. (buy)
3. I  my little dog yet. (not feed)
4. Sally and Jenny  a new CD player. (get)
5. Chris  wood for a raft. (not find)
6. The pupils  their homework. (not do)
7. Nick can't play football today. He  an accident with his bike.  
(have)
8. Liz  her homework yet. (not finish)
9.  Julia  to school today? (be)
10. What  you  for lunch today, Mum? (make)
11. Bill  his cage, but he  the dishes yet.  
(tidy up, not wash)
12. Sandra  a lot of things for her birthday party, but she  
 the cakes yet. (buy, not make)

II FILL IN THE PRESENT PERFECT SIMPLE OR THE PAST SIMPLE.

1. I  a great film yesterday. (see)
2.  a cheap laptop? (you ever buy)
3. Sue  the flu last winter. (have)

4. A few days ago, we  to his uncle. (drive)
5. They  bingo on Wednesday afternoon. (play)
6. He  the bus to get there. (already take)
7. Last week my rabbit  away. (run)
8. We  a lot last Sunday. (do)
9.  to India? (she ever be)
10. I  him last Monday. (meet)
11. She  yet. (not wake up)
12. I  her since last Thursday. (not meet)
13. Bob  well last night. (sleep)
14. I  a letter from her two days ago. (get)
15. They  in Germany. (already arrive)

**III FILL IN THE PRESENT PERFECT SIMPLE OR THE PRESENT PERFECT PROGRESSIVE.**

1. How long  TV this afternoon? (watch)
2.  a mountain? (you climb)
3. They  the car since three o' clock and they  yet. (repair / not finish)
4. He  at the airport. (already arrive)
5. How long  for Linda? (he wait)
6.  all the presents yet? (you buy)
7. He  the driving test. (just pass)
8. They  cards all day. (play)
9. She  him before. (never meet)
10. She  her since Friday. (not see)
11. We  English for 5 years. (learn)

12. They  for him all day, but they  him yet. (look / not find)
13. He  up. (already wake up)
14. Fred and Jim  for their exam all day. (learn)
15. The girls  in the pool for two hours. (swim)

**IV FILL IN THE PRESENT PERFECT SIMPLE OR THE PRESENT PERFECT PROGRESSIVE.**

1. How often  (you clean) the windows this year?
2. I  (work) all day and  (just come) home from the office.
3. The girls  (be) at school since 7 o'clock.
4. I  (wait) for the train for half an hour, but it still  (not arrive) yet.
5. I  (not watch) the new movie yet.
6. She  (not cook) anything yet because she  (talk) to her neighbour all the time.
7. Amanda  (play) seven tournaments this year.
8. It  (snow) a lot this week. I hope it will stop soon.
9. Mike  (travel) since he finished school.
10. She  (work) for the company since she graduated from university.
11. Ben, where have you been? I  (wait) for you since 2 o'clock.
12. Many tourists  (visit) this museum.
13. It  (rain) all week. I hope it will stop by Saturday.
14. She  (perform) in eight movies since she began acting.

15. Jane  (work) on the computer for hours, and she  (not finish) yet.

## I. Past Perfect Simple and Progressive

I FILL IN PAST SIMPLE, PAST PROGRESSIVE OR PAST PERFECT SIMPLE.

1. When they  (sleep), thieves  (break) in and  (steal) their jewelry.
2. After he  (repair) his bike, he  (drive) to his grandparents.
3. Before she  (have) dinner, she  (work) in the garden.
4. I  (see) him yesterday in front of the cinema.
5. When they  (listen) to music, they  (hear) a loud noise.
6. He  (not visit) me before he  (fly) to Greece.
7. He  (hear) a loud cry from outside and  (rush) out.
8. While she  (learn) for her test, her brother  (play) football with his friends.
9. We  (not play) chess last Sunday.
10. He  (go) shopping after he  (phone) me.
11. When we  (meet) Jane at the party, she  (wear) a red dress.
12. He  (not drive) fast when the accident  (happen).
13. The boys  (break) a window when they  (play) football in the garden.

14. Mary  (not work) yesterday. She  (be) ill.

15. After she  (help) me with the housework, she  (go) to meet her friends.

## II FILL IN PAST TENSE OR PAST PERFECT TENSE.

1. After they  (open) the window, it  (become) colder.

2. After we  (see) the movie, we  (go) to bed.

3. After he  (leave), she  (start) to cry.

4. As soon as it  (start) to rain, she  (take) her umbrella.

5. He  (play) cards after he  (do) his homework.

6. Before she  (thank) me, she  (take) my present.

7. We  (see) the robbers after they  (leave) the bank.

8. He  (comb) his hair after he  (brush) his teeth.

9. Before we  (go) out, we  (put) on our new shoes.

10. They  (go) swimming after it  (stop) raining.

11. When we  (arrive) there, the ceremony  (already start).

12. Father  (start) to wash the car after mother  (go) out.

13. After she  (got) her new dress, she  (show) it her parents.

14. He  (fall) from the balcony after he   
(take) away the railing.

15. He  (eat) the cake after he  (ask).

### III FILL IN PAST SIMPLE, PAST PROGRESSIVE OR PAST PERFECT SIMPLE.

1. After they  (have) a cup of tea, they   
(have) some cake.

2. They  (buy) the flat two years ago.

3. When I  (watch) TV, the lights  (go) out.

4. He  (tell) me that he  (see) a lion.

5. He  (go) to France last year.

6. After he  (call) the police, he  (call) the  
ambulance.

7. She  (wash) her hair when her baby   
(start) to cry.

8. After he  (work) hard, he  (feel) ill.

9. He  (leave) the room after I  (explain) all  
the facts.

10. After he  (find) the key, he  (open) the  
door.

11. While he  (play) computer games, she   
(read).

12. They  (sell) everything before they   
(move) to Glasgow.

13. He  (visit) me yesterday evening.

14. When I  (clean) the room, Mary   
(come) home.

15. After he  (finish) school, he  (start) to  
work in a factory.

## J. Future Simple and Progressive

I FILL IN THE WILL - FUTURE OF THE WORDS BELOW.

have – go – meet – visit – walk – have – buy – not be – have

Tomorrow I  my friend George. We  to the movies and then we  our dinner at the new fast – food place. In the afternoon we  George's uncle and play table tennis in his garden. Then we  around in the shopping mall where we  a look at the shops. Maybe I  new jeans. We  back before 6 o'clock. I think we  a great day.

II WHEN I'M OLDER, I WILL ... - COMPLETE THE SENTENCES.

buy - have - watch - buy - go - stay – go

When I'm older, I  out late.  
When I'm older, I  TV as long as I like.  
When I'm older, I  to parties.  
When I'm older, I  two children.  
When I'm older, I  a car.  
When I'm older, I  to the cinema.  
When I'm older, I  a lot of sweets.

When I'm older, I will not / won't....

do - write - go - wash - go - live – make

When I'm older, I  any homework.  
When I'm older, I  my bed in the morning.  
When I'm older, I  for a walk with my parents.

When I'm older, I  my father's car.  
When I'm older, I  to school.  
When I'm older, I  so much.  
When I'm older, I  in my parent's house.

### III FILL IN THE GOING TO FUTURE.

1. I  him tomorrow. (meet)
2. They  to Dublin. (drive)
3. He  to the football match. (go)
4. She  her aunt. (visit)
5. We  a test. (write)
6. They  them tea. (offer)
7. My friends  their holidays in Wales. (spend)
8. My uncle  a birthday present for Harry. (buy)
9. I  the rabbits. (feed)
10. My father  his car. (wash)
11. Tom  you with the homework. (help)
12. There  a meeting at our school. (be)
13. Winter holidays  in the first week of February. (be)
14. I  it for you. (repair)
15. They  Japanese. (learn)

### K. Passive

I WRITE DOWN THE PASSIVE FORM OF THE VERBS. USE THE TENSE IN BRACKETS.

1. Paul  (send) to prison. (Future tense)
2. My brother  (just beat) in the race. (Present perfect)

3. He  (tell) to wait outside. (Past tense)
4. I  (not pay) for the work. (Past tense)
5. Policemen  (often ask) the way. (Present tense)
6. Their lawn  (cut) once a week. (Present tense)
7. We  (ask) by the police. (Future tense)
8. The towels  (not use). (Past tense)
9. The jewels  (not sell) so far. (Present perfect)
10. They  (teach) French. (Present tense)
11. The fire brigade  (phone) soon after the fire had broken out. (Past tense)
12. You  (laugh) at if you talk such nonsense. (Future tense)
13. All the fruits  (eat up) by the guests. (Past tense)
14. The email  (answer) tomorrow. (Future tense)
15. The best cookies  (sell) here. (Present tense)

**II CHANGE THE ACTIVE SENTENCE INTO A PASSIVE ONE.  
TAKE THE PERSONAL PRONOUN TO START THE SENTENCE!**

1. He has lent her the umbrella.
2. He gave me a good advice.
3. Dad promised us some money.
4. They'll give him a reward.
5. He told me the whole story.

6. They have sent her the bill.

7. She'll show us the way.

8. He has paid her a lot of money.

9. Peter wrote it down correctly.

10. Noise kept him awake.

11. Dad sometimes takes me to the station.

12. She'll give me his address.

### III FILL IN THE PRESENT OR PAST TENSE.

1. He  (offer) a new job last week.

2. The bridge  (blow up) yesterday.

3. This novel  (write) by Hemingway.

4. Flies  (catch) by spiders.

5. All the trees  (cut) down yesterday.

6. We  (tell) to go home now.

7. Their purse  (steal) in the disco last night.

8. Rain  (hold) up by fog.

9. He  (throw) out of the bar a week ago.

10. Pigs  (use) to find truffles.

11. The old theatre  (reopen) last Friday.

12. She  (ask) about the accident by the police yesterday.

13. A lot of food  (throw) away every day.

14. Mice  (catch) by cats.

15. I  (often / ask) for her address.

**IV SENTENCES ARE IN THE ACTIVE VOICE. CHANGE THEM INTO THE PASSIVE VOICE.**

1. He usually buys the tickets.

.

2. We booked the flights.

.

3. He opened the bottle easily.

.

4. She cleans my shoes.

.

5. They arrested the burglars.

.

6. He wrote the note.

.

7. They washed the car.

.

8. She found the key.

.

9. He sold his coin collection.

.

10. We started a new system.

.

11. Someone stole his car.

.

12. They used the towels.

.

13. We turned on the TV.

.

14. She served tea at 4.

15. The rain flooded the camp.

### L. Conditional clauses

I USE THE FIRST CONDITIONAL TO COMPLETE THE SENTENCES.

1. If I  enough money, I will buy a new skateboard. (have)
2. If you help your mother, she  very happy. (be)
3. If Mary  (help) in the kitchen, she will get more pocket money.
4. She will be angry if you  the truth. (not tell)
5. You will have to walk if you  the bus. (miss)
6. If Tom is at home, he  TV. (watch)
7. The baby  if you are quieter. (sleep)
8. If he is in San Francisco, he  Golden Gate Bridge. (see)
9. He  to the doctor's if he doesn't feel well tomorrow. (go)
10. We  good marks if we don't learn. (not get)
11. I  to the USA if I have enough money. (travel)
12. If they  a car, they will drive to Italy. (buy)
13. If I work harder, I  the exam. (pass)
14. If he  his car, he won't get much money for it. (sell)
15. If he tells me the truth, I  glad. (be)

II USE THE CONDITIONAL I AND II TO COMPLETE THE SENTENCES.

1. If I was offered the job, I think I  (take) it.
2. If she  (be) hungry, she would eat something.
3. If he studied, he  (pass) the exam.
4. I  (send) you a postcard if I had your address.
5. What  (happen) if you didn't go to work tomorrow?
6. If she has enough money, she  (buy) a new car.
7. What will John do if he  (not get) the job?
8. She would be terribly upset if I  (lose) her ring.
9. Many people would be out of work if the factory  (close).
10. What would you do if you  (be) the president of your country?
11. If he hurried, he  (catch) the train.
12. If he  (have) time, he will come.
13. If he  (ring) the bell, the waiter would come.
14. If I have some money, I  (buy) a new car.
15. If I  (work) harder, I will pass the exam.

III CONDITIONAL SENTENCES TYPE I, II AND III - FILL IN THE CORRECT FORMS.

1. If I hear a thief, I  (catch) him.
2. He would go to the cinema if he  (have) more time.
3. I  (phone) her if I knew her number.
4. If they were rich, they  (stay) at a hotel.
5. I would have been glad if he  (visit) me in hospital.
6. I would pass the exam if I  (learn) harder.
7. If she explains him the situation, he  (understand) it.

8. If we had gone to London, we  (see) the Tower.
9. I will have to invite Bob if I  (invite) Linda.
10. If I did not visit him, he  (be) angry.
11. If he had offered me the job, I  (take) it.
12. If it  (stop) raining, we will play tennis.
13. If I  (have) some money, I will buy a new car.
14. If he offers me a job, I  (take) it.
15. If he  (drive) more carefully, he would not cause an accident.

IV COMPLETE THE SENTENCES WITH THE CONDITIONAL I, II OR III.

1. We won't stay indoors if the weather  (be) fine.
2. I  (tell) you if you asked me.
3. She would feel better if she  (eat) less.
4. If she  (explain) him the situation, he would have understood it.
5. If we miss the train, we  (take) a taxi.
6. She  (give) you an answer if you had asked her more politely.
7. If he won a lot of money, he  (fly) to Paris.
8. If you had asked me, I  (tell) you.
9. If I am at home, I  (watch) the movie.
10. If we  (eat) too much, we will get fat.
11. If I  (be) you, I would start learning now.
12. If Jack meets Tom, he  (tell) him the truth.
13. His sister would have been glad if you  (phone) her.
14. The Millers  (move) to the seaside if they had had children.

15. If Nelly rides her bike more carefully, she  (have) fewer accidents.
16. If they take their medicine, they  (feel) better.
17. If Jack  (come) to my party, I would have danced with him.
18. If she  (meet) him, she will talk to him.

# IRREGULAR VERBS

| <b>INFINITIV<br/>(INFINITIVE)</b> | <b>PRETERIT PROSTI<br/>(PAST SIMPLE)</b> | <b>PROŠLI PARTICIP<br/>(PAST PARTICIPLE)</b> |
|-----------------------------------|--|--|
| arise                             | arose                                    | arisen                                       |
| be                                | was/were                                 | been   |
| become                            | became                                   | become                                       |
| begin                             | began                                    | begun  |
| bend                              | bent                                     | bent   |
| bet                               | bet                                      | bet  |
| blow                              | blew                                     | blown  |
| break                             | broke                                    | broken                                       |
| bring                             | brought                                  | brought                                      |
| build                             | built                                    | built  |
| buy                               | bought                                   | bought                                       |
| can                               | could/was able                           | been able                                    |
| catch                             | caught                                   | caught                                       |
| choose                            | chose                                    | chosen                                       |
| come                              | came                                     | come   |
| cost                              | cost                                     | cost   |
| cut                               | cut                                      | cut  |
| deal                              | dealt                                    | dealt  |
| do                                | did                                      | done   |
| draw                              | drew                                     | drawn  |
| drive                             | drove                                    | driven                                       |
| drink                             | drank                                    | drunk  |
| eat                               | ate                                      | eaten  |
| fall                              | fell                                     | fallen                                       |
| feel                              | felt                                     | felt   |
| fight                             | fought                                   | fought                                       |
| find                              | found                                    | found  |
| fly                               | flew                                     | flown  |
| forget                            | forgot                                   | forgotten                                    |

| <b>(INFINITIVE)</b> | <b>(PAST SIMPLE)</b> | <b>(PAST PARTICIPLE)</b> |
|---------------------|----------------------|--------------------------|
| forgive             | forgave              | forgiven                 |
| get                 | got                  | got                      |
| give                | gave                 | given                    |
| go                  | went                 | gone                     |
| grow                | grew                 | grown                    |
| have                | had                  | had                      |
| hear                | heard                | heard                    |
| hit                 | hit                  | hit                      |
| hold                | held                 | held                     |
| hurt                | hurt                 | hurt                     |
| keep                | kept                 | kept                     |
| know                | knew                 | known                    |
| lay                 | laid                 | laid                     |
| lead                | led                  | led                      |
| learn               | learned/learnt       | learned/learnt           |
| leave               | left                 | left                     |
| lend                | lent                 | lent                     |
| let                 | let                  | let                      |
| lose                | lost                 | lost                     |
| make                | made                 | made                     |
| mean                | meant                | meant                    |
| meet                | met                  | met                      |
| pay                 | paid                 | paid                     |
| put                 | put                  | put                      |
| quit                | quit                 | quit                     |
| read                | read                 | read                     |
| ring                | rang                 | rung                     |
| rise                | rose                 | risen                    |
| run                 | ran                  | run                      |
| say                 | said                 | said                     |
| see                 | saw                  | seen                     |
| sell                | sold                 | sold                     |
| send                | sent                 | sent                     |
| set                 | set                  | set                      |

| <i>(INFINITIVE)</i> | <i>(PAST SIMPLE)</i> | <i>(PAST PARTICIPLE)</i> |
|---------------------|----------------------|--------------------------|
| shake               | shook                | shaken                   |
| shine               | shone                | shone                    |
| shoot               | shot                 | shot                     |
| show                | showed               | showed/shown             |
| shrink              | shrank               | shrunk                   |
| shut                | shut                 | shut                     |
| sing                | sang                 | sung                     |
| sink                | sank                 | sunk                     |
| sit                 | sat                  | sat                      |
| sleep               | slept                | slept                    |
| smell               | smelt                | smelt                    |
| speak               | spoke                | spoken                   |
| spell               | spelt                | spelt                    |
| spend               | spent                | spent                    |
| spread              | spread               | spread                   |
| stand               | stood                | stood                    |
| steal               | stole                | stolen                   |
| stick               | stuck                | stuck                    |
| strike              | struck               | struck                   |
| swim                | swam                 | swum                     |
| take                | took                 | taken                    |
| teach               | taught               | taught                   |
| tear                | tore                 | torn                     |
| tell                | told                 | told                     |
| think               | thought              | thought                  |
| throw               | threw                | thrown                   |
| understand          | understood           | understood               |
| upset               | upset                | upset                    |
| wake                | woke                 | woken                    |
| wear                | wore                 | worn                     |
| win                 | won                  | won                      |
| withdraw            | withdrew             | withdrawn                |
| write               | wrote                | written                  |



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