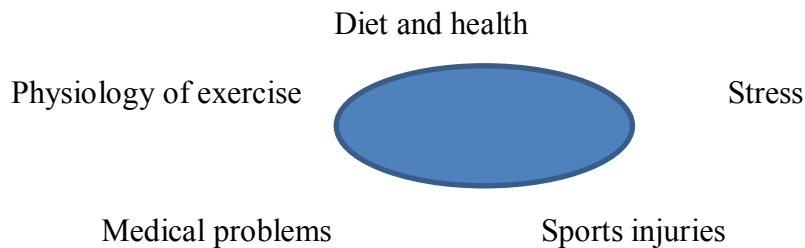


## Unit 8 Coaching

### Task 1 Speaking

Discuss the diagram below. It shows most topics that have been covered in the course. What is the missing expression around which the course is built? Are the topics related? What other topics should be included?



### Task 2 Choose the correct form of the verb:

- I *never coached/ have never coached* anyone.
- Mental training *becomes/ is becoming* more important these days.
- You can only be a good coach if you *have been doing/ are doing* the job for over 10 years.

### Task 3 Reading – The Perfect Mindset of an Athlete

What qualities of athletes do these quotes refer to?

- “It’s that inner arrogance, that bit of an attitude towards things that I *set my mind to*. It is never ever giving up and knowing that if I just *persevere* I will be able to do it.”
- “You’ve really got to want it, but you’ve also got to want it for yourself. You’ve also got to understand why you’re in it.”
- “You need to be able to *handle* any situation that’s thrown at you. At the Olympics you cannot isolate yourself... it involves teammates, coaches, doctors, management. You may not get on with all of them but you’ve got to *hold it together*. You may have to compete in conditions that you didn’t wish for but you have to be able to *cope with* that and use all the environments and relationships to your advantage.”
- “These athletes are not swayed by short-term goals in their desire to achieve their ultimate goal. They turn down vast amounts of money that are offered by promoters or sponsors so that they can focus on their long-term goal.”
- “In my sport you have to *deal with* the physical pain from fatigue, dehydration... It’s a question of *pushing yourself*, it’s mind over matter, trying to perform and *go beyond your limits*.”
- “They are in a cocoon almost, absorbed in themselves, committed to what they are doing, what they need to do, how they’re going to react.”

### After you read

Study the vocabulary from the text. Can you explain the meaning of the expressions? Are any of them synonymous?

*set your mind to sth. – persevere – handle – hold it together – cope with sth. – deal with sth. – push yourself – go beyond your limits*

### Task 4 Coaching

**A) What makes a great coach? How can a coach develop the qualities described above?**

**B) Complete the gaps with the words below. There is one word you will not need.**

*cause / consider / determines / effort / emphasis / improved / revealed / set / understanding*

The journal **Sport England** (2007) ..... (1) that there has been a rise in the number of children who are involved in sport. A number of scholars have suggested that participating in sport has numerous benefits for children such as development social skills, self-esteem, health benefits and ..... (2) motor abilities. It is therefore important to ..... (3) motivation among children, because if more children are to participate in sport, it is essential that coaches have an ..... (4) of motivation, so that they can maximise motivation among their athletes.

According to McArdle and Duda (2002) and Treasure (2001) the way in which the coach emphasises success versus failure ..... (5) the motivational climate. There are two main types of motivational climate:

1. In this climate the coach focuses on encouraging the athletes to learn, make personal improvements and put in maximal..... (6). The coach rewards athletes based on progress and improvement.
2. In this sport setting the coach emphasises and rewards winning. As such, coaches in this environment only praise the athletes that win in both training and competition. Within this environment there is also an ..... (7) on players outperforming other players, so a coach would ..... (8) tasks that encourage competition and allow players to be ranked.

**C) Now match each description of motivational climate (1,2) with one of the two types below. Which of the two do you prefer? What are their advantages?**

*Mastery motivational climate/ Performance motivational climate*

*(adapted from Nicholls, A.R., Jones, L. (2013) Psychology in Sports Coaching. Routledge. And Sheard, M.(2010) Mental Toughness. Routledge.)*

## Task 5 GRAMMAR - Conditionals

### a) Define the rules for the three conditionals. When do we use them?

1. If she wins the game, she will qualify for the World Cup.  
.....
2. If she won the game, she would qualify for the World Cup.  
.....
3. If she had won the game, she would have qualified for the World Cup.  
.....

### b) What is the difference between these two sentences?

Tom will throw a party **if** he passes the exam.

Tom will throw a party **when** he passes the exam.

## THIRD CONDITIONAL

The Third Conditional is used to talk about imaginary situations in the past. You can describe what you would have done differently or how something could have happened differently if circumstances had been different.

Example:

- If the athlete **had had** a proper diet, he **would have performed** better. (But the diet was poor and the athlete did not perform well.)
- She **would have been** very frustrated if she **had failed** the test. (But she...?)

### c) Using the words in brackets, complete the text below with the appropriate conditional form:

1. If I (have) .....enough money in my twenties, I (backpack) .....around Europe. But, unfortunately, I was broke.
2. She would have been here earlier if she (miss, not) .....the train.
3. My business trip to California was only two days. If the trip (be) .....longer, I (visit) ..... my friends in Los Angeles.
4. I'm sorry, I didn't know you were allergic to chocolate. If I (know) ....., I (make) .....you a vanilla birthday cake.

### d) Complete the following conditional sentences:

1. I'll be very happy when...
2. I'll be very happy if...
3. I'd be very happy if...
4. I would have been very happy if...
5. He'll get over the injury if he...
6. If he hadn't eaten so much...
7. You'll improve your performance if you..
8. Training would be easy if...
9. They would have won a Nobel prize if they ...

## MIXED CONDITIONAL

Sometimes we make sentences which mix **second** and **third conditionals**, especially when a past event has an effect in the present. Examples:

- If I **had taken** French in high school, I **would have** more job opportunities.  
*But I didn't take French in high school and I don't have many job opportunities.*
- If she **had been born** in the United States, she **wouldn't need** a visa to work here.  
*But she wasn't born in the United States and she does need a visa now to work here.*