**Part #2-** Read the passages & find evidence by following these steps:

**1. Speed read each passage by reading titles, first and last paragraphs, and headings.**

**2. Identify the main idea of each passage.**

**3. Close read each passage by reading every word and highlighting useful information.**

**4. Number the 3 most important things you highlighted in each text.**

PASSAGE 1- Main Idea:

# Olympic swimming training 'too hard on young athletes'

[**BY SARAH CASSIDY**](http://www.independent.co.uk/search/simple.do?destinationSectionUniqueName=search&publicationName=ind&pageLength=5&startDay=1&startMonth=1&startYear=2010&useSectionFilter=true&useHideArticle=true&searchString=byline_text:(%22By%20Sarah%20Cassidy%22)&displaySearchString=By%20Sarah%20Cassidy), [**EDUCATION CORRESPONDENT**](http://www.independent.co.uk/search/simple.do?destinationSectionUniqueName=search&publicationName=ind&pageLength=5&startDay=1&startMonth=1&startYear=2010&useSectionFilter=true&useHideArticle=true&searchString=byline_text:(%22%20Education%20Correspondent%22)&displaySearchString=%20Education%20Correspondent)

 Thursday 04 September 2008

Young swimmers hoping to emulate the double Olympic gold medallist Rebecca Adlington's Beijing exploits at the London 2012 Games are being subjected to an unacceptably heavy training regime and excessive "surveillance", a study has concluded.

Research into the training of 17 competitive swimming squads found young atheletes have to spend excessive amounts of time in the pool and face being dropped from their teams if they cannot take the pressure. Eleven and 12-year-olds are expected to swim up to 32 miles a week, according to Melanie Lang of Leeds Metropolitan University.

By 14, many swim 40 miles a week – the aerobic equivalent of running 160 miles. They are also required to work out in a gym and still find time for schoolwork.

"I am concerned about this because excessive training by young athletes can reverse the benefits of sports participation," Ms Lang will tell the annual conference of the British Educational Research Association in Edinburgh today.

"It removes the element of fun that first attracts so many youngsters to sport. It can inhibit bone growth, cause physical and mental burnout and increase the potential for injury and dropout. Indeed, swimmers cite the emphasis on frequent, intense training as a major reason for leaving the sport.

"Elite swimmers begin competitive training earlier than in any other sport. By 11 or 12 they are spending up to 27 hours a week in the pool. By comparison, the England netball development plan recommends no more than four-and-a-half hours of training at the same age."

Britain's gruelling swimming training, introduced by the former national performance director Bill Sweetenham, is credited with transforming Britain's fortunes at the Olympics this year. He made Team GB swimmers sleep on floors to simulate the uncomfortable conditions of Olympic villages, and imposed mandatory training of at least 37 miles a week – anyone who did not comply was dropped. Three-quarters of the 139 swimmers vying for places in the 2012 British team are 16 or under, and the youngest are 12. Ms Lang is worried not only about the amount of training but the surveillance to which the children are subjected.

"Swimmers in some top squads were required to keep records of their attendance in log books that were submitted to the coach monthly," she said. "Those who transgressed training regimes were punished. One swimmer was banned from the squad for failure to adhere to the rigorous regime.

"Swimmers in the top squads knew never to ask for a toilet break until the end of training. Anyone who stopped swimming several metres out from the wall or took rests to fix 'broken' goggles was considered to be cheating."

Brian McGuiness, national organiser of the British Swimming Coaches and Teachers Association, acknowledged that potential Olympians had to practise intensively but insisted that modern training was tailored to the needs of the individual so they did not become injured or burnt out.

Michael Phelps, the American who won eight golds in Beijing last month, has swum almost 50 miles a week during peak training times since he was in his mid-teens, Mr McGuiness said. "That is the commitment required if somebody is to become an international athlete. It is a demand which is only placed on swimmers who have the ability, the talent, a wish to train that often and parents who want them to do it."

A spokeswoman for British Swimming said that Ms Lang's mileage figures were "excessive".

PASSAGE 2- Main Idea:

# Playing on the soccer field, working for a better life

By Los Angeles Times, adapted by Newsela staff 01.04.15

BOYLE HEIGHTS, Calif. — Luisa Hilario’s ponytail swings from side to side. She's racing to make a train.

“Hurry!” yells her mother. “We’re going to be late.”

Luisa carries her soccer ball and cleats. Her little brother and her mother, Erika, are with her.

Most weekdays, they travel five hours round-trip from Boyle Heights to Pasadena, California, so Luisa can play. They go by train, bus and on foot. The 11-year-old plays for one of California’s top soccer clubs. Someday, she hopes to play professionally.

## Cheers From The Sidelines

But the family doesn’t hustle just for soccer. They hustle for a chance at a better life. In Pasadena, Luisa plays alongside the children of doctors, lawyers and professors.Her teammates talk about dream colleges and vacations to other countries and pretty houses with big backyards.

Erika cheers on her daughter, in Spanish, from the sidelines: “You can do it, Luisa!”

Luisa’s father is a truck driver. Finding work has been hard lately and he bounces fromjob to job. He comes home only four nights a month. At home, Erika’s puts all her energy into Luisa and her 8-year-old brother, Erick. They live in an apartment in a dark, run-down building. But Erika, age 34, fixed it up. She painted the walls blue, yellow and green, and placed her two parakeets in a cage out back. She put in ceiling fans for when it’s hot.

## Trophies And Schedules

Luisa’s soccer trophies are on the TV stand. School and library schedules hang from abulletin board and multiplication tables are taped to a wall. On Friday nights, Erika turns the living room into a classroom for Spanish lessons. Shewants her kids to speak English and Spanish perfectly.

Any time there’s extra money, it's for the kids: Jujitsu practice. English tutoring.Swimming lessons. She hopes one day to squeeze in art and music. Every day, Erika preaches one lesson: Don’t take no for an answer. Years ago, Luisa was in kindergarten and bullied to tears every day because of hercrooked teeth. Erika complained to the principal. When nothing changed, she pulled Luisa from the public school and sent her to a private one nearby. The private school cost money and she couldn't afford it. Instead of giving up, she worked out a cheaper cost with the school. For months she bought only what theyneeded to get by.

“Sometimes I think I’m crazy,” Erika says. “But when it comes to the kids, there are no excuses.”

## Homework On The Train

She hustles to get by; they all do.

Erick collects bottles and cans during soccer practices and games to sell for recycling. Luisa makes fake colorful flowers to sell at school for $1. Erika sells bracelets, purses and hair bows. Sometimes, Erika works at a tortilla factory. Luisa’s days stretch from 6 a.m. to 10 p.m. She eats dinner, does homework, tries to nap, all on the train. She gets all A's in her classes and is shooting to go to a top private high school. Luisa hopes soccer will get her a scholarship to pay for it.

## "Out On The Field"

“I just have to push myself,” Luisa said. “A lot of kids in Boyle Heights never have achance to leave the area at all. I have, so I have to set an example.”

When she plays, her worries seem to fade away.

“Everything I’m feeling,” she said, “I leave it out on the field.”

Her coach, Cherif Zein, said it’s up to Luisa to determine how far she will go.

“On the field, they’re all the same,” Zein said. “It doesn’t matter how much you make orwhere you live or who you are. It’s them and the ball and nothing else.” Perhaps that’s why Luisa loves the game so much.

PASSAGE 3- Main Idea:

# Keep an eye out for mental health problems, athletic trainers told

By Reuters, adapted by Newsela staff 10.01.13

NEW YORK - A group of doctors and sports experts want people who train student-athletes to watch out for more. It is not a broken bone or muscle strain.

They want trainers to keep an eye out for mental health problems.

Mental health is about how a person feels. Are they happy? Sad? Worried?

Athletic trainers are in a special position, the group said. They are close to college athletes. So they are able to reach out to troubled students.

## Anxiety Attacks

Athletic trainers are "usually right there with the student-athletes during some of their worst moments," said Timothy Neal, who heads the group. "You have their trust." Neal also works in sports medicine at Syracuse University.

Neal said he has seen all sorts of mental health problems among athletes. Some have problems with eating too little or too much. Some feel very anxious. Students come to him for help some of the time. But if something seems not quite right, he reaches out first.

Neal said he looks for somebody acting opposite of how he knows them. Somebody could be more angry than usual. Or somebody could be talking less than they normally do, he said.

Athletic trainers should talk to troubled students, the group said. They should offer to send them to a counselor. Sometimes trainers have to act right away. They have to call a counselor. Trainers should do this if athletes seem like they might hurt themselves or others. And they should call police if a person is acting dangerous.

Neal frequently talks to student-athletes about mental health. He wants to make them less ashamed of mental illness.

## Feeling Lost When Injured

Dr. Thomas L. Schwenk pointed out a special problem. He said it can be very difficult to convince athletes that it's okay to have a mental illness.

Athletes try hard to be winners. That can make them ashamed of having a mental illness, said Schwenk. He has studied mental illness in athletes.

He said hard work is needed to help student-athletes understand that they get sick just like everybody else. They have mental health problems just like everybody else."

Athletes can have a really bad time when they are injured and have to take a break from their sport. They are more likely to develop a mental health problem then.

For many athletes, being an athlete makes them who they are, Neal said. So when they get hurt, they may feel lost. They may feel alone.

Schwenk suggested one good way to reach out to athletes: Tell them mental health care can improve their game.

An athlete might not listen, at first, Scwenk said. "Until you say, 'This is the way you can be better.'"

**Part #3-** Brainstorm for & outline your essay as a group.

**1. Brainstorm about you have read, use whatever style you choose.**

**2. Decide on a claim, your three reasons, and a counterclaim.**

**3. Assign each member of your group a reason or the counterclaim.**

|  |  |
| --- | --- |
|  | 1. Claim:  A. Reason #1:  B. Reason #2:  C. Reason #3:  2. Reason #1:  3. Reason #2:  4. Reason #3:  5. Counterclaim: |