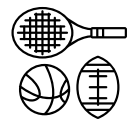




# C1 - Health Challenges of Olympians



## CAE - Reading Part 8

### EXERCISE 1 DISCUSS THE QUESTIONS BELOW.

1. What does it mean to be healthy?
2. Do you think that being fit means being healthy? Why (not)?

### EXERCISE 2 READ THE ARTICLE INTRODUCTION AND ANSWER THE QUESTION - WHAT HEALTH CHALLENGES MIGHT OLYMPIANS FACE AFTER THEY RETIRE?

#### OLYMPIANS ARE SUPER FIT. THAT DOESN'T MEAN WE'RE HEALTHY

Have you ever wondered if Olympians, with their incredible fitness, are truly the **epitome** of health? Discover the journey of elite athletes as they transition to everyday life, facing challenges in balancing physical, mental, and emotional well-being. Uncover the hidden struggles they encounter and learn why true health is more complex than you might think.

### EXERCISE 3 READ FOUR EXTRACTS OF OLYMPIANS TALKING ABOUT HEALTH CHALLENGES THEY FACED AFTER THEY RETIRED AND CHECK IF ANY OF YOUR ANSWERS APPEARED IN THE TEXT.



A. Laura Zeng

Competing in the Rio 2016 and Tokyo 2020 Olympics, I thought I had mastered healthy habits. Yet, after retiring, I struggled with basic physical and mental health aspects like running and recognizing hunger. Despite having access to top mental health resources and physical therapists, I realized that being physically fit didn't **equate** to true health. Health is a balance of physical, mental, and emotional well-being, something I had to learn **anew**.



B. Katie Spada

As a former synchronized swimmer and now a registered dietitian, I see the complexities of athletes' health. Extreme fitness can mask **underlying** issues like **underfueling**, especially in female athletes who may face reproductive health challenges. Athletes are often **perceived** as healthy due to their physical appearance and performance metrics, but true health **encompasses** much more, including mental and emotional stability, which many athletes need to relearn post-retirement.



C. Alexi Pappas

Transitioning from an Olympian runner to retirement is like comparing apples to oranges. The habits and routines that defined our athletic careers don't translate well into post-athletic life. Perfectionism and the discipline that once fueled success can become toxic. It's crucial for retired athletes to redefine health, not by **rigid** standards but through flexibility and balance, focusing on overall happiness and mental well-being rather than just physical fitness.

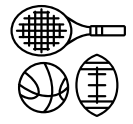


D. Jessica Parratto

Even while preparing for my third Olympics, I **strive** for balance to avoid burnout. It's vital to integrate enjoyable activities, like eating junk food or socializing, into my **regimen**. Hyper-focusing on being the most disciplined athlete can lead to exhaustion. Recognizing the importance of mental and emotional health, alongside physical training, helps me maintain a sustainable and fulfilling athletic career without compromising my well-being.



# C1 - Health Challenges of Olympians



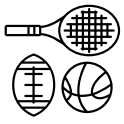
## CAE - Reading Part 8

**EXERCISE 4** READ FOUR DESCRIPTIONS ABOUT ATHLETES' EXPERIENCES WITH HEALTH. FOR QUESTIONS 1-8, CHOOSE FROM THE DESCRIPTIONS A-D. THE DESCRIPTIONS MAY BE CHOSEN MORE THAN ONCE.

1. Which athlete mentions the challenge of transitioning habits from an athletic career to everyday life?
2. Which athlete talks about the misconception of equating physical fitness with overall health?
3. Who emphasizes the importance of including pleasurable activities in their routine to prevent burnout?
4. Who had to learn anew what true health meant after retirement?
5. Who speaks about the hidden health issues that extreme fitness can cause in athletes?
6. Who stresses the need for flexibility and balance in defining health post-retirement?
7. Which athlete discusses how their training habits did not help them with basic health aspects after retirement?
8. Who acknowledges the necessity of focusing on mental and emotional well-being along with physical training?

**EXERCISE 5** MATCH THE **BOLDED** WORDS TO THEIR DEFINITIONS.

1. \_\_\_\_\_ (verb): to have a belief about something
2. \_\_\_\_\_ (noun): the typical or highest example of a stated quality
3. \_\_\_\_\_ (adverb): again or one more time, especially in a different way
4. \_\_\_\_\_ (noun): any set of rules about food and exercise that someone follows
5. \_\_\_\_\_ (adjective): stiff or fixed; not able to be bent or moved
6. \_\_\_\_\_ (verb): to consider one thing to be the same as or equal to another thing
7. \_\_\_\_\_ (verb): to include different types of things
8. \_\_\_\_\_ (adjective): real but not immediately obvious
9. \_\_\_\_\_ (verb): to try very hard to do something, especially for a long time or against difficulties
10. \_\_\_\_\_ (noun): not eating enough or not eating the right types of foods



# C1 - Health Challenges of Olympians

## CAE - Reading Part 8



**EXERCISE 6** FILL IN THE GAPS WITH THE MISSING WORDS FROM EXERCISE 5.

1. What are some \_\_\_\_\_ issues that extreme focus on one aspect of life can cause?
2. How can extreme dieting or excessive exercise mask problems like \_\_\_\_\_?
3. Why is it incorrect to \_\_\_\_\_ physical appearance with true health?
4. How do people \_\_\_\_\_ to integrate mental and emotional well-being into their daily lives?
5. In what ways are traits like perfectionism and discipline often seen as the \_\_\_\_\_ of success but potentially harmful in everyday life?

**EXERCISE 7** DISCUSS THE ANSWERS TO THE QUESTIONS ABOVE.

# Teacher's notes

## **Exercise 1. Lead-in**

**4 mins**

As a group, discuss how students understand the concept of health and whether they consider being fit equivalent to being healthy.

## **Exercise 2 + 3. Reading for gist**

**8 mins**

Introduce the article by reading its title and introduction. Avoid explaining any vocabulary at this stage, as it will be covered later in the class. Together, brainstorm about the health challenges that Olympians might encounter after retirement. Following this brief discussion, have the students read four excerpts from female Olympians discussing the transition from their professional careers to retirement and the difficulties they encountered in this process. Verify if any of the issues previously discussed in exercise 2 are mentioned in the texts from exercise 3.

*Suggested answers: difficulties recognizing hunger, undereating, reproductive health challenges, mental and emotional stability, dealing with perfectionism, changing habits, achieving balance.*

## **Exercise 4. Exam task - Reading Part 8**

**6 mins**

Review the eight questions together and underline any keywords. This will help students focus on the important information. After that, students work individually and read the four excerpts again, matching questions 1-8 to the texts A-D. Then check and discuss the answers.

*Answers: 1C, 2B, 3D, 4A, 5B, 6C, 7A, 8D*

## **Exercise 5. Vocabulary focus**

**5 mins**

To ensure that students have fully understood the entire article, ask them to match the bolded words with their definitions.

*Answers:*

*1. perceive, 2. epitome, 3. anew, 4. regimen, 5. rigid, 6. equate, 7. encompass, 8. underlying, 9. strive, 10. underfueling*

## **Exercise 6. Vocabulary practice**

**4 mins**

Check understanding by filling in the gaps in the questions about health with the words mentioned in exercise 5.

*Answers:*

*1. underlying, 2. underfueling, 3. perceive, 4. strive, 5. epitome*

## **Exercise 7. Pair discussion**

**10 mins**

Students work in pairs and ask and answer the questions from exercise 6.

## **Error correction**

**3 mins**

Provide speaking feedback.