

SELF-ASSESS Consider the language and skills you learned in this unit.

How well can you ... ?	Very well	Pretty well	I need improvement
use the key vocabulary from this unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use infinitives of purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use <i>and</i> , <i>but</i> , and <i>or</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A VOCABULARY Do you remember the meanings of these words? Look back at the unit and review the ones you don't know.

account	find out	jump	prize	strange
click on	guess	missing	real	success
come from	hobby	picture	several	wait
contact <small>LAU</small>	join	post	show	wrong

B VOCABULARY EXTENSION Complete these tasks with a partner.

- What collocations with *photo* do you remember? Take turns making sentences with them.
- Choose a word from the box below and make a sentence with it. Your partner says if the word is used as a noun or a verb. Take turns.

climb	contact	dreams	phone	plan
-------	---------	--------	-------	------

C READING SKILL Work with a partner. What are two phrases writers use to introduce examples?

D LANGUAGE FOR WRITING Work with a partner. Tell your partner three places you plan to go this week and why. Use infinitives of purpose and the conjunctions *and*, *but*, and *or*.

SELF-ASSESS Look back at the chart above. Did you assess your skills correctly? What skills or language do you still need help with?

RISK-TAKING5



Workers clean the Selfridges Building in Birmingham, U.K.

- IN THIS UNIT, YOU WILL:**
- Read an article about different types of risk-takers
 - Watch a video about a risky sport
 - Read an article about two professional risk-takers
 - Write about risks you take and don't take

- THINK AND DISCUSS:**
1. Look at the photo. Do you think that their job is dangerous? Why, or why not?
 2. "Taking a risk" means doing something dangerous. What are some activities where people take risks?

EXPLORE THE THEME

Look at the photo and the information below. Then answer the questions.

1. What is the man in the photo doing? Would you like to try this? Explain.
2. Who are more likely to take risks—men or women? Younger people or older people?

WHAT IS A RISK-TAKER?

Risk-takers know something bad can happen, but they don't worry about it. A flyboarder—like the man in the photo—is an example of a risk-taker. Scientists say that most risk-takers get bored easily. They enjoy the excitement of taking risks.

Who takes risks? Psychologists say men usually take more risks than women. And the greatest risk-takers are male teenagers.

Flyboarding is a water sport that allows riders to fly up to 15 meters in the air.



Reading 1

PREPARING TO READ

A BUILD VOCABULARY The words in **blue** are used in the reading passage. Read the paragraph. Then write the correct form of each word next to its definition.

Mountain climbing is a popular **activity**. These days, more people than ever are climbing the world’s highest mountains. This is because of a growing number of **businesses** that have mountain guides. Having a guide is a good idea because mountain climbing can be **dangerous**. However, most climbers shouldn’t feel **afraid**. Most of the time, climbing a small mountain on a nice day is a **pleasant** activity.

- 1. _____: (n) a company that makes money by buying and selling things
- 2. _____: (n) something that you spend time doing
- 3. _____: (adj) nice
- 4. _____: (adj) worrying that something bad will happen
- 5. _____: (adj) not safe

B BUILD VOCABULARY The words in **blue** are used in the reading passage. Match each word with its definition. Use a dictionary to help you.

- | | |
|-------------------------|--|
| 1. _____ brain | a. (v) to get the result that you wanted |
| 2. _____ enjoy | b. (n) someone who takes part in sports competitions |
| 3. _____ goal | c. (n) the part of the body you think with |
| 4. _____ athlete | d. (v) to like something because it makes you happy |
| 5. _____ succeed | e. (n) something you want to do, or a reason for doing something |

C USE VOCABULARY List two ideas for each category below. Then share your ideas with a partner.

- 1. **activities** you **enjoy** doing on weekends

- 2. **goals** you have in life

- 3. ways to **succeed** at school

Critical Thinking


D PREDICT Read the title and subheads of the reading passage. What do you think the reading passage is mainly about? Choose a, b, or c. Then check your answer as you read.

- a. the risks that professional skiers take
- b. new research into risk-taking
- c. different types of risk-takers



Skydivers experience the thrill of jumping out of an airplane at 4,000 meters.

Living on the Edge

A  Some people ski down mountains. Others climb huge rocks or take photos of **dangerous** animals. Why do people **enjoy** risky¹ **activities** like these?

THRILL SEEKERS

B Some people take risks simply because it makes them feel good. Psychologist Marvin Zuckerman says that these people—thrill seekers—are always looking for excitement. When people do something new or risky, a chemical in the **brain** gives them a **pleasant** feeling. Thrill seekers love this feeling and want to have it as often as possible.

GOAL-DRIVEN RISK-TAKERS

c Other people don’t take risks for the thrill but to achieve a **goal**. For example, conservationist² Mike Fay went on a dangerous 3,000-kilometer expedition in Africa. He went to areas that no one had been to before because he wanted to save the wildlife³ there. Fay said the expedition was risky. “You could walk away,” he said, “but then you’d know nothing about elephants!” Fay’s trip helped create 13 new national parks.

¹ When something is risky, it is dangerous.
² A **conservationist** is someone who works to take care of the environment.
³ **Wildlife** are animals and plants that live in nature.

PROFESSIONAL RISK-TAKERS

- D** For other people, such as extreme **athletes**, taking risks is part of their job. Sports psychologist Shane Murphy says extreme athletes see the world differently. In a dangerous activity such as skydiving, most people probably do not feel in control.⁴ Extreme athletes are different: They feel in control in dangerous situations.⁵ The danger can even help them. For example, skier Daron Rahlves says that being **afraid** makes him try harder to **succeed**.

EVERYDAY RISK-TAKERS

- E** Most of us are not extreme sport athletes or explorers. However, we still take risks in our lives. Some of us take social risks. For example, we speak in front of a large group of people or talk to people we don't know at a party. Sometimes we take financial risks, such as buying a house. And sometimes we take career risks, such as leaving a job or starting a **business**. Most people take risks in some areas of life, but not in others. What kind of risk-taker are you?

⁴ If you are **in control**, you are able to make your own decisions.

⁵ A **situation** is the events happening at a certain time or place.



Studies show that many people's number one fear is public speaking.

UNDERSTANDING THE READING

- A UNDERSTAND MAIN IDEAS** Match the sentence parts to complete the definitions of the four types of risk-takers.

- | | |
|-----------------------------------|---|
| 1. A thrill seeker ____ | a. takes small risks in their daily life. |
| 2. A goal-driven risk-taker ____ | b. takes risks because it makes them feel good. |
| 3. A professional risk-taker ____ | c. takes risks as part of their job. |
| 4. An everyday risk-taker ____ | d. takes risks to get something they want. |

- B UNDERSTAND DETAILS** Answer the questions. Choose the correct options.

- Why do people feel good when they take risks?
 - because of a chemical in the brain
 - because the heart works faster than usual
- What was Mike Fay's goal?
 - to help plants and animals in Africa
 - to help poor people in Africa
- What does skier Daron Rahlves say about being afraid?
 - He felt afraid at first but doesn't now.
 - Being afraid helps him in his sport.

- C IDENTIFY EXAMPLES** Match the sentence parts to make true statements about the people in the reading passage.

- | | |
|--------------------------|--|
| 1. Marvin Zuckerman ____ | a. is an example of a goal-driven risk-taker. |
| 2. Mike Fay ____ | b. is an example of a professional risk-taker. |
| 3. Shane Murphy ____ | c. believes some people take risks to feel good. |
| 4. Daron Rahlves ____ | d. says extreme athletes cope well with danger. |

Review this Reading Skill in Unit 4

CRITICAL THINKING Personalizing Information

When you personalize something, you take a new idea and apply it to your own life. This can help you understand and remember an idea better.

- D APPLY** What risk-takers do you know of? Note down some ideas. Then share your ideas with a partner.

Goal-driven risk-takers: _____

Professional risk-takers: _____

Everyday risk-takers: _____

Critical Thinking

READING SKILL Guessing Meaning from Context

You can use the context—the other words around a word—to guess the meaning of a new word. For example, the context might give an example or an explanation that says the same thing with different words. The context can also help you decide the word’s part of speech (e.g., noun, verb, adjective).

*Others climb **huge** rocks or take photos of dangerous animals.*

The sentence above comes from the reading passage on pages 85–86. We know the reading passage is about risk, so we can guess that *huge* probably means “very big.” We can also guess that the word is an adjective, as it is before a noun and after a verb.

- A GUESS MEANING FROM CONTEXT** Read the paragraph below. Use context to help you understand the meanings of the **bold** words. Then match each word with its definition. Check your answers in a dictionary.

Professional risk-taker Emily Cook liked taking risks from a young age. “I was one of those **kids**,” she says, “who enjoyed ... anything **acrobatic**, anything where you were upside down.” When she was older, Cook did aerial skiing—a sport where skiers perform acrobatics. She was so good at it that she became a U.S. **champion**. She sometimes thinks that doing acrobatics high in the air is not a good idea because it is so dangerous. “But **overcoming** that fear,” she says, “is just the coolest feeling.”

- | | |
|-------------------|--|
| 1. ____ kid | a. (n) someone who wins a competition |
| 2. ____ acrobatic | b. (n) a child |
| 3. ____ champion | c. (adj) involving difficult physical acts |
| 4. ____ overcome | d. (v) to successfully deal with a problem |

- B GUESS MEANING FROM CONTEXT** Find and underline the following **bold** words in the reading passage on pages 85–86. Use context to help you understand their meanings. Write each word next to its definition, then write the part of speech (e.g., noun, verb, adjective). Check your answers in a dictionary.

thrill (paragraph B)	create (paragraph C)	social (paragraph E)
expedition (paragraph C)	extreme (paragraph D)	financial (paragraph E)

- | | |
|---|-----------------------|
| 1. _____: a trip with a goal | Part of speech: _____ |
| 2. _____: about groups of people | Part of speech: _____ |
| 3. _____: about money | Part of speech: _____ |
| 4. _____: a feeling of great excitement | Part of speech: _____ |
| 5. _____: very far from the average | Part of speech: _____ |
| 6. _____: to make something new | Part of speech: _____ |



A freediver in the Red Sea, Egypt

Freediving

Freediving is a sport where you dive¹ as deep as possible while holding your breath.² Alessia Zecchini started freediving at the age of 13. In 2013, she won her first gold medal. Since then, she has won many more medals and has broken several world records.

- A PREVIEW** Look at the photo and read the caption. Would you like to try freediving? Discuss your ideas with a partner.

Critical Thinking

- B MAIN IDEA** Watch the video. According to the video, why was Alessia Zecchini freediving in the video? Choose the best option.

- a. She was training for a competition.
- b. She wanted to break a freediving record.
- c. She wanted to teach other people how to freedive.

- C DETAILS** Watch the video again. According to the video, which of the following makes Zecchini a good freediver? Check (✓) the correct answers.

- ☐ a. She’s been doing it for a long time.
- ☐ b. She’s not afraid of the water.
- ☐ c. She can hold her breath for a long time.
- ☐ d. She uses special swimming equipment.

- D REFLECT** Do you think freediving is a risky sport? Discuss your ideas with a partner.

Critical Thinking

¹ When you **dive**, you move down under the water.

² When you **hold your breath**, you keep air in your lungs for a short time.

Reading 2

PREPARING TO READ

A BUILD VOCABULARY The words in **blue** are used in the reading passage. Read the sentences. Then write the correct word next to its definition.

- You need **strong** arms and legs to be a good climber.
- Some of the best rock climbers have a small body **size**.
- Most climbers use ropes. Climbing **without** ropes is dangerous.
- Bouldering is a type of climbing in which climbers don't need ropes. They can't really get into **trouble** because they are **close** to the ground.
- When climbing indoors, many routes are **beside** each other on the same wall. The routes are marked with different colors—black is often used for **difficult** routes. Climbers **follow** the color that matches their ability.
- When you climb indoors, there are usually instructors who **help** you. They explain things and make sure you are **ready** to climb.

1. _____: (n) problems
2. _____: (adj) not easy
3. _____: (n) how big or small something is
4. _____: (prep) not using or having
5. _____: (prep) next to
6. _____: (adj) near, not far
7. _____: (adj) having a lot of physical power
8. _____: (v) to move in the same direction as something in front of you
9. _____: (adj) prepared, able to do something
10. _____: (v) to make it easier for someone to do something

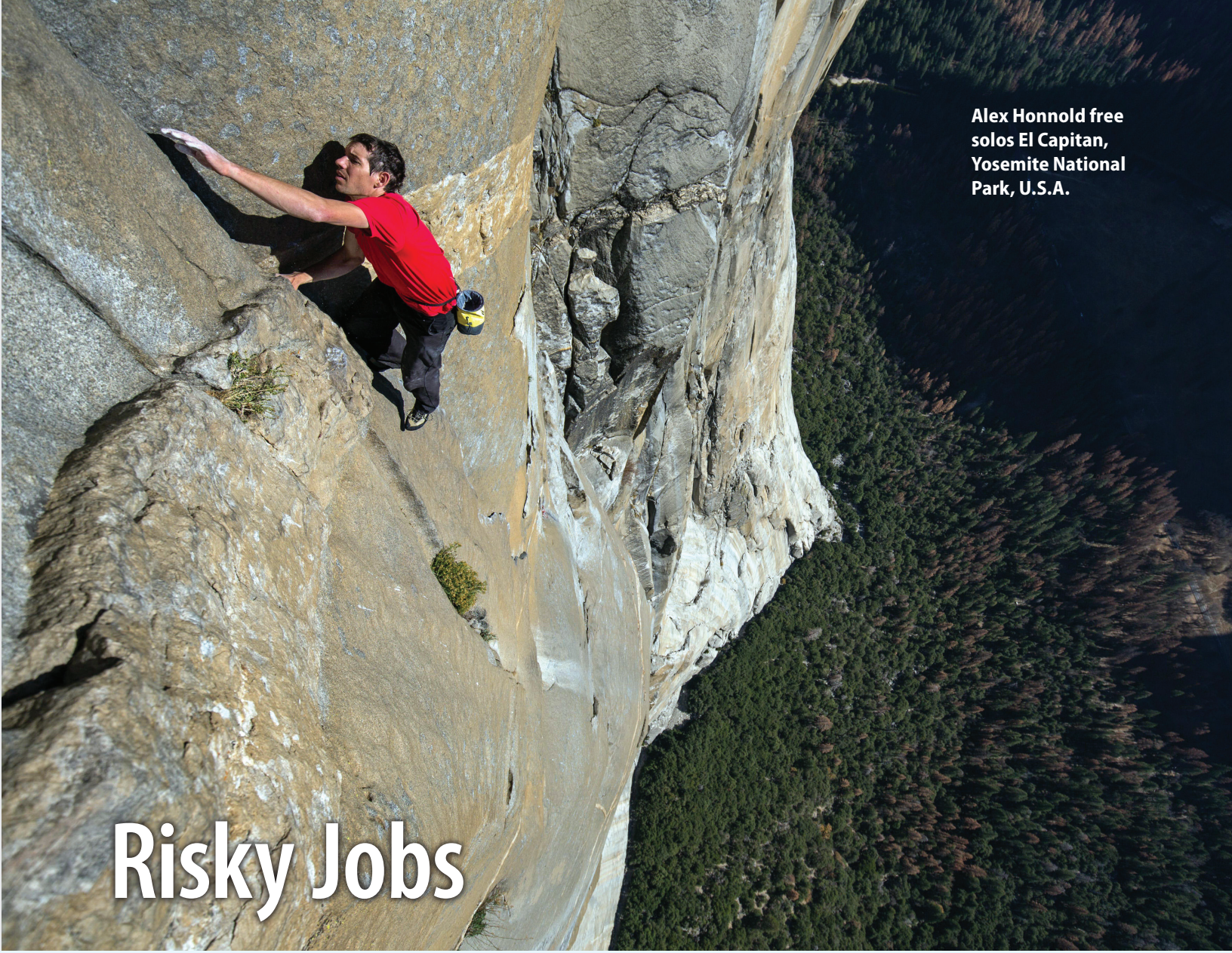
B USE VOCABULARY List three ideas for each category below. Then share your ideas with a partner.

1. sports in which you need to be **strong**

2. countries that are **close** to your country


3. animals that are about the **size** of a car

C PREDICT Read the title and look at the photos on pages 91–92. What do the two people featured in the reading passage do? What is risky about these activities? Discuss with a partner.



Alex Honnold free solos El Capitan, Yosemite National Park, U.S.A.

Risky Jobs

A  For some people, taking risks is part of their jobs. Here are two examples.

PROFESSIONAL ROCK CLIMBER

B Alex Honnold is a professional rock climber. Rock climbers are **strong** but they usually need ropes or someone to **help** them. But not Honnold. Honnold “free solos.” Free soloing means climbing a rock alone and **without** ropes. In fact, Honnold is one of the best free solo climbers in the world.

c Honnold dreamed of being the first person to free solo El Capitan in Yosemite National Park, U.S.A. El Capitan is a

one-kilometer-high rock. It looks like a very big wall—“it’s like walking up glass,” Honnold said. In November 2016, Honnold started climbing El Capitan. Honnold gripped the rock with his fingers. But he stopped because he wasn’t **ready**. Seven months later, Honnold tried again. This time he did it—he climbed to the top of El Capitan. His dream came true.

D Today Honnold still free solos, but on less **difficult** rocks. He is so good at free soloing that he doesn’t think that it is risky. Climbing these rocks, he says, “is just like going for a jog.”¹

¹ If you go for a jog, you go running for exercise.



Brian Skerry took a photo of this southern right whale next to a diver.

UNDERWATER PHOTOGRAPHER

- E** Brian Skerry is an underwater photojournalist. As part of his job, Skerry goes diving with different sea animals. To get the best photos of these animals, Skerry takes a lot of time to get **close**—even though some people think it’s risky.
- F** While diving in New Zealand, Skerry suddenly saw a right whale swimming **beside** him. It was the **size** of a bus. “Nobody is going to believe this,” thought Skerry. “I’ve got to get this picture!” He

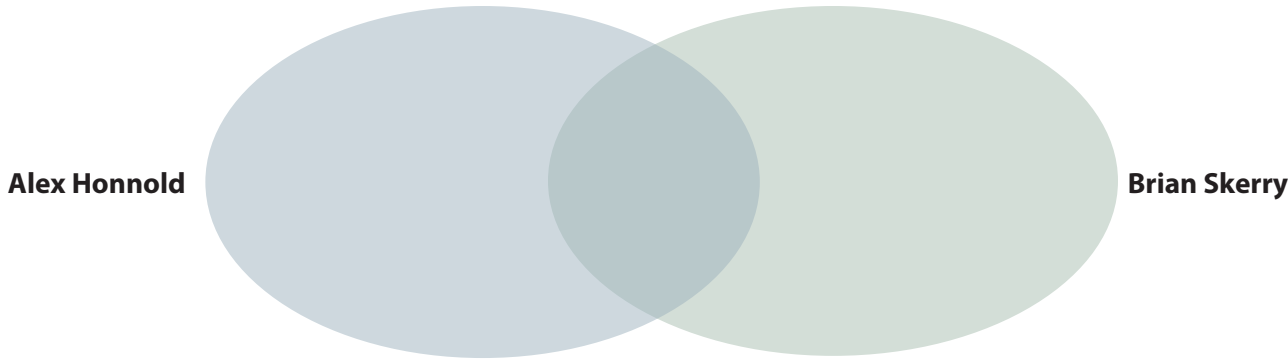
swam fast so he didn’t lose the whale, but he quickly became tired and had to stop. Surprisingly, the whale also stopped. It waited for Skerry and then began to **follow** him. “It was like swimming around with a friend,” Skerry says.

G Why does Skerry take these risks? He hopes his photographs will make people think about life in the world’s oceans. “The oceans are in real **trouble** from many environmental threats,” he says. “As a journalist, the most important thing I can do is to bring awareness.”

UNDERSTANDING THE READING

- A UNDERSTAND MAIN IDEAS OF PARAGRAPHS** What is the main idea of paragraph C in the reading passage?
- a. El Capitan is a difficult rock to climb for most climbers.
 - b. Honnold’s goal was to free solo El Capitan before anyone else.
 - c. Honnold took many months to climb El Capitan.
- B UNDERSTAND DETAILS** According to the reading passage, do the following items (a–f) apply to Alex Honnold, Brian Skerry, or both? Complete the Venn diagram.
- a. takes part in risky activities
 - b. spends time with animals
 - c. set a goal of climbing El Capitan
 - d. tried but didn’t succeed at first
 - e. achieved something amazing
 - f. works to help the environment

Review this Reading Skill in Unit 3



- C UNDERSTAND QUOTES** Answer the questions. Choose the correct options.
- 1. What does Honnold mean when he says, “It’s like walking up glass”?
 - a. It was hard to hold on to the wall.
 - b. He could see a long way.
 - 2. What is Skerry talking about when he says, “It was like swimming around with a friend”?
 - a. the way right whales swim together
 - b. the way a right whale followed him
- D GUESS MEANING FROM CONTEXT** Find and underline the following **bold** words in the reading passage. Use context to help you understand their meanings. Write the correct form of each word next to its definition. Then choose the correct part of speech—adj for *adjective*, n for *noun*, or v for *verb*. Check your answers in a dictionary.
- | professional (paragraph B) | gripped (paragraph C) | awareness (paragraph G) |
|---|-----------------------|-------------------------|
| 1. _____: (adj / n / v) doing something as a paid job rather than as a hobby | | |
| 2. _____: (adj / n / v) knowing that something is there | | |
| 3. _____: (adj / n / v) to hold something tightly | | |
- E SYNTHESIZE** Think about the risk-takers in this unit. Which person takes the biggest risks? Why? Complete the sentence and then share your ideas with a partner.

Critical Thinking

I think **Alessia Zecchini / Brian Skerry / Alex Honnold** takes the biggest risks because _____.

VOCABULARY EXTENSION

WORD LINK -ous

Some nouns can be made into adjectives by adding -ous. The suffix -ous means “full of.” For example, *dangerous* means full of danger. Follow these spelling rules.

For most nouns, add -ous: *danger—dangerous*

For most nouns ending in -e, remove the -e and add -ous: *fame—famous*

For most nouns ending in -y, change the -y to -i and add -ous: *luxury—luxurious*

A Complete each sentence with the adjective form of the nouns in the box.

adventure danger fame mountain mystery

- 1. I am not very _____. I don't like high-risk activities such as skydiving.
- 2. Daron Rahlves is a(n) _____ skier. He won many races and also appeared in several movies.
- 3. Nobody knows exactly what lives in the deepest part of the ocean. It is one of the most _____ places on Earth.
- 4. Ski resorts are usually in _____ areas of the world.
- 5. Skydiving can be a(n) _____ activity. Some people have died or been seriously hurt.

WORD PARTNERS nouns/adjectives + size

Here are some common nouns and adjectives with *size*.

average size class size right size shoe size wrong size

B Complete each sentence with one of the phrases from the box above.

- 1. As a teacher, my perfect _____ is less than 20 students.
- 2. These pants are all either too big or too small. I can't find the _____.
- 3. This shirt doesn't fit me. It's the _____.
- 4. There are different systems for measuring someone's _____. For example, a size 11 in the United States is a size 10 or 10.5 in the United Kingdom.
- 5. In 2021, the _____ of a new home in the United States was about 35% bigger than it was in 1973.

EXPLORING WRITTEN ENGLISH

LANGUAGE FOR WRITING Using the Simple Present Tense (Negative)

As you learned in Unit 1, we use the simple present for habits and things we do regularly. We use the negative form of the simple present to say what is NOT true about us.

To form the negative simple present with *be*, add *not* after *be*:

*I'm a skydiver. I **am not** / 'm not a skier.*

*Daron Rahlves is a skier. He **is not** / 's not / isn't a skydiver.*

*Skiing and diving are risky activities. Walking and dancing **are not** / aren't risky activities.*

To form the negative simple present with other verbs, use *do + not + verb*.

*I always travel with other people. I **do not** / don't like to travel alone.*

*Daron Rahlves **does not** / doesn't feel afraid in dangerous situations.*

*Honnold and Skerry take professional risks. They **do not** / don't have easy jobs.*

Review the Language for Writing skill in Unit 1

A APPLY Complete each sentence with the negative simple present form of the verb in parentheses.

- 1. I _____ (*enjoy*) going to parties alone.
- 2. Successful business owners _____ (*be*) afraid to take risks.
- 3. Honnold _____ (*use*) ropes when he free solos.
- 4. Risk-takers _____ (*be*) nervous in dangerous situations.
- 5. Risk-takers _____ (*like*) to be bored.
- 6. My parents _____ (*agree*) that I should quit my job.
- 7. Career risk-takers _____ (*be*) afraid to leave their jobs.
- 8. I _____ (*want*) to work in an office.



A kayaker going down Mesa Falls, U.S.A.

B APPLY Rewrite the following sentences. Change them to negative statements.

1. Marvin Zuckerman is an extreme athlete.

2. Most people enjoy dangerous activities.

3. Most of us are extreme athletes.

4. They take a lot of risks.

5. Brian Skerry works in the jungle.

6. The right whale is a small animal.

C APPLY Find and correct one mistake in each sentence. Then write the sentences correctly.

1. I don't wanting to go skateboarding.

2. Most people does not like to take risks.

3. We not enjoy dangerous sports.

4. Good students do not to start studying for a test at the last minute.

5. She don't want to give a presentation.

D REFLECT Using the negative simple present tense, write sentences about four things you DON'T do to stay healthy.

Example: I don't go to sleep late every day.

1. _____

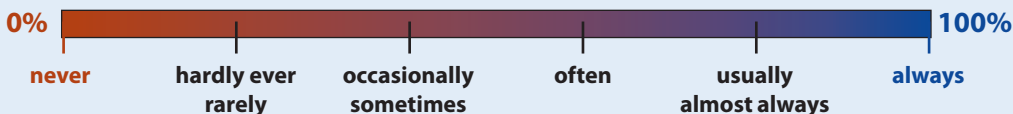
2. _____

3. _____

4. _____

LANGUAGE FOR WRITING Using Adverbs of Frequency

Adverbs of frequency say how often something happens. In sentences with *be*, put the adverbs of frequency after the verb. In sentences with other verbs, put the adverb before the verb.



*I'm **never** late to class. I **always** do my homework on time.*

*She's **usually** careful with money. She **rarely** buys new things.*

*My children aren't **always** careful. They **sometimes** do dangerous activities.*

E APPLY Put the adverbs of frequency in parentheses in the correct places in the sentences.

Example: Teenagers drive too fast. (occasionally)

occasionally

1. It's safe to skateboard without a helmet. (*never*)

2. Skydivers wear protective suits. (*always*)

3. Skerry meets different sea creatures in his work. (*often*)

4. Surfing is dangerous. (*sometimes*)

5. I take risks with my money. (*rarely*)

6. Shy people don't enjoy talking to large groups of people. (*usually*)

F REFLECT How often do you do these activities? Write sentences with adverbs of frequency.

1. travel alone

2. speak in front of large groups

3. study for a test at the last minute

G REFLECT Complete the sentences with your own ideas.

1. I always _____

2. My teacher sometimes _____

3. My computer never _____

WRITING TASK

GOAL You are going to write **sentences** on the following topic:
What are some everyday risks that you take? What are some risks that you avoid?

A BRAINSTORM What are some everyday risks that you take? What are some risks that you avoid? Make notes in the chart.

Risks I Take	Risks I Avoid

B RATE Look at your ideas in Exercise A. Choose three risks you take. How often do you take these risks?

Risk 1: _____ I **often** / **sometimes** / **rarely** take this risk.
Risk 2: _____ I **often** / **sometimes** / **rarely** take this risk.
Risk 3: _____ I **often** / **sometimes** / **rarely** take this risk.

C PLAN Use the information from Exercises A and B to complete an outline for your sentences.

OUTLINE

Topic: Everyday risks

There are some everyday risks I take and some risks I avoid.

Risk 1: _____

Risk 2: _____

Risk 3: _____

Risk 4: _____

Risk 5: _____

Risk 6: _____

D FIRST DRAFT Use the information in your outline to write a first draft of your sentences. Use adverbs of frequency. Refer to the writing model below to help you.

WRITING MODEL

There are some everyday risks I take and some risks I avoid.
I always ride my bike to school on busy streets.
I often speak English to people I don't know.
I sometimes ride my bicycle without a helmet.
I rarely sing in front of people.
I never go to dangerous neighborhoods alone.
I never ride horses.

E REVISED DRAFT Now use the questions below to revise your sentences.

- ☐ Are all your sentences about everyday risks you take and risks you avoid?
- ☐ Do your sentences have a subject and a verb?
- ☐ Do your sentences have adverbs of frequency?
- ☐ Are all the verb forms correct?

F FINAL DRAFT Follow these steps to write a final draft.

1. Check your revised draft for mistakes with adverbs of frequency and the simple present tense.
2. Now use the checklist on page 161 to write a final draft. Make any other necessary changes.
3. Work in pairs and read your partner's final draft. Give feedback on each other's sentences.



A cyclist rides on the road in New York City, U.S.A.

SELF-ASSESS Consider the language and skills you learned in this unit.

How well can you . . . ?	Very well	Pretty well	I need improvement
use the key vocabulary from this unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
personalize information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
guess meaning from context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the simple present tense (negative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use adverbs of frequency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A VOCABULARY Do you remember the meanings of these words? Look back at the unit and review the ones you don't know.

activity	brain	difficult	help	strong
afraid	business	enjoy	pleasant	succeed
athlete	close	follow	ready	trouble
beside	dangerous	goal <small>AW</small>	size	without

B VOCABULARY EXTENSION Complete these tasks with a partner.

1. Choose a word or words from the box below and make a sentence with the adjective form or forms. Take turns.

adventure	danger	fame	mountain	mystery
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2. What phrases with *size* do you remember? Take turns making sentences with them.

C READING SKILL Work with a partner. Use context to guess the meanings of the underlined words.

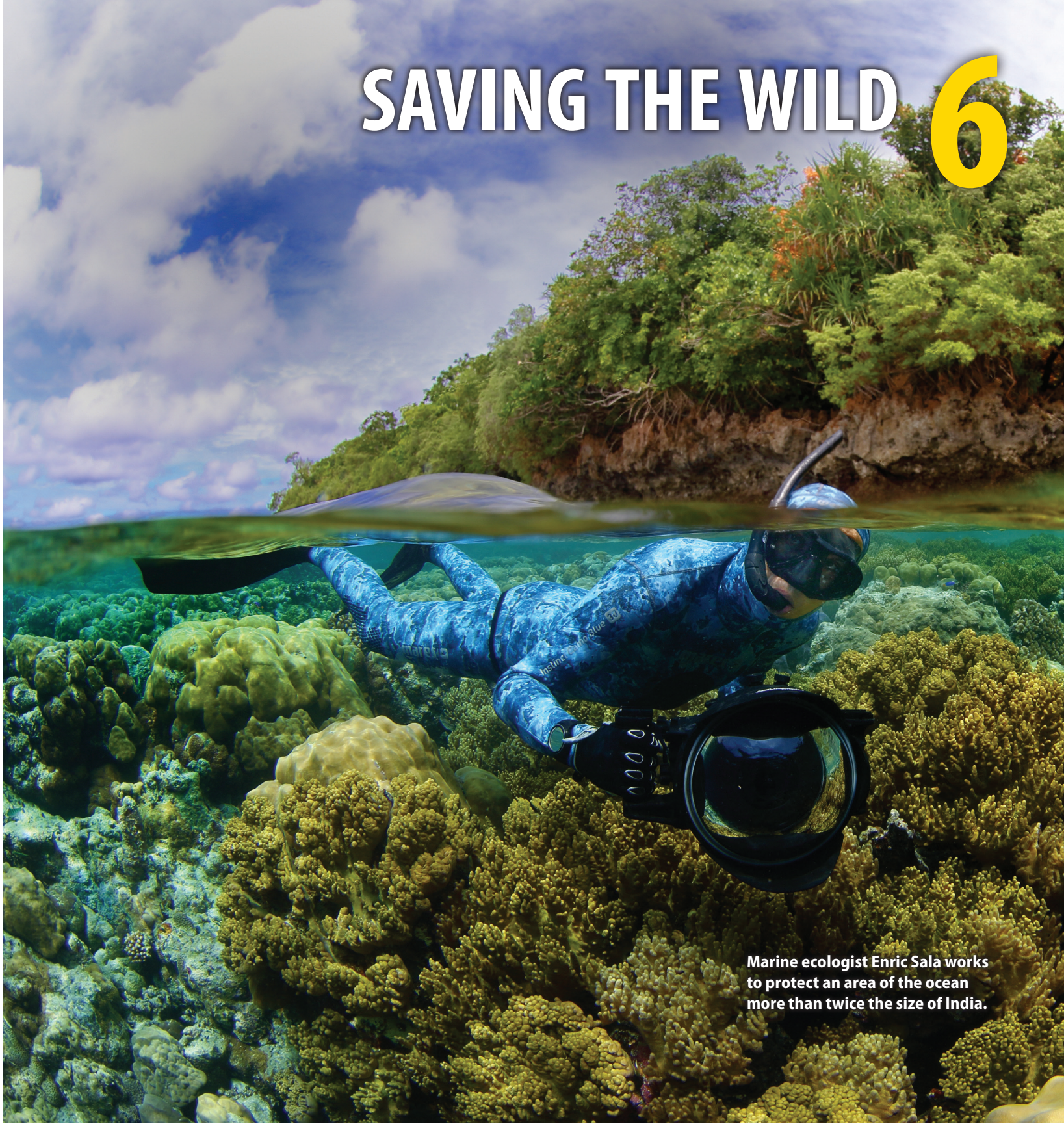
- Parkour is an extreme sport. You need to be able to jump, climb, and flip in the air.
- Speaking in public can be hard. Some people are afraid of talking to a big group.

D LANGUAGE FOR WRITING Work with a partner. Complete the sentences.

- I often _____.
- I don't usually _____.

SELF-ASSESS Look back at the chart above. Did you assess your skills correctly? What skills or language do you still need help with?

SAVING THE WILD 6



Marine ecologist Enric Sala works to protect an area of the ocean more than twice the size of India.

IN THIS UNIT, YOU WILL:

- Read an article about sea turtles
- Watch a video about saving lemurs
- Read an interview with an animal photographer
- Write about an endangered animal

THINK AND DISCUSS:

- The photo above shows Enric Sala exploring the ocean. He works to create big protected areas in the ocean. Why do you think he wants to protect it?
- If something is *in danger*, something bad could happen to it. Which of the world's animals are in danger? Why?