

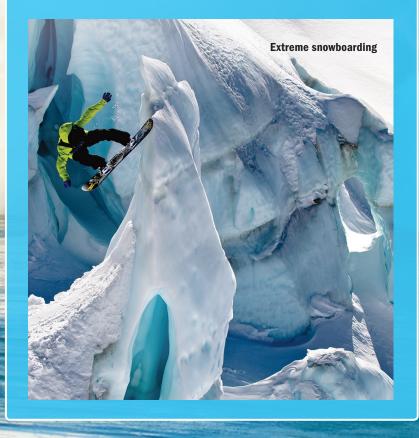
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1 Why do we take risks? Discuss. Then listen and read. △002

Have you ever **pushed yourself** to your **limit**? Do you know anyone who has? Do you ever wonder what can be gained by climbing a tall cliff – or jumping off it? Why do something that causes the body **pain**?

People can be transformed by pushing themselves. These experiences teach **determination**. Often, the desire to achieve our goal **enables** us to take risks. Many people take mild risks. Others feel a need to reach the unreachable. These **extreme** athletes test their own **mental** and **physical** boundaries.

In most traditional sports, athletes compete against one another. But in extreme sports, the biggest **opponent** is nature. In this photo, Olympic snowboarder Jussi Oksanen glides down the side of a glacier. Snowboarding on solid ice is **hazardous**, especially with a 12 m. (40 ft.) drop below the glacier! But for extreme athletes like Oksanen, risk is just part of the job.



10 VOCABULARY



The same is true for big-wave surfers. Animals such as sharks and jellyfish pose serious risks to surfers. Another **obstacle** that surfers must **overcome** is the force of the water. After this photo was taken, surfer Koa Rothman was taken under by the unbelievable force of the wave. So why do it? 'The view I had right here was one of the most amazing things I have ever seen in my life,' says Koa. 'Being in the middle of all that energy is unexplainable!'

Athletes who participate in the *Marathon des Sables*, or MdS, need to have incredible **endurance**. In this desert marathon, participants must cross a distance of approximately 250 km. (155 mi.) over five or six days. The event takes place in the Sahara Desert, where temperatures can reach more than 50°C (122°F). It's no wonder that the MdS is considered the toughest race on Earth!

The athletes shown in the photos are **role models** for anyone seeking adventure. Do they inspire you to push your own limits?



- 2 LEARN NEW WORDS Listen and repeat. 1003
- Work in pairs. Which of these sports would you try? Why would you try it? What risks would you face?

VOCABULARY 11

4 Read and write the words from the list. Make any necessary changes.

determination	hazardous	mental	obstacle	opponent
overcome	pain	physical	push himself	role model

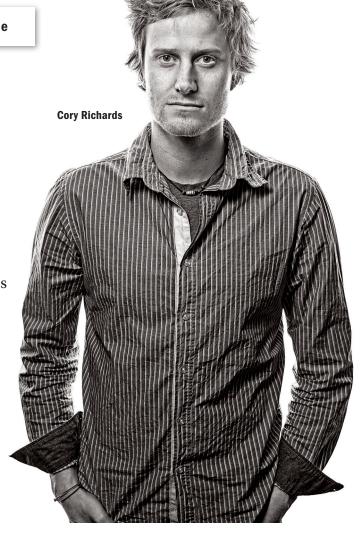
Photographer and adventurer	Cory Richards is used	to difficult conditions. Cory
has	many difficult	to
bring us some incredible outdoor	action photography. C	Cory believes that pushing his
and		limits helps him to better
connect with himself and with the	e world.	
In 2011, Cory successfully clim	nbed an 8,000 m. (26,00	00 ft.) peak in the middle of winter.
However, due to the	condit	tions, this challenge nearly cost
him his life. On the way down, Co	ry and his team were o	caught in a major avalanche. 'Once
the avalanche took us, there was r	no more fear,' says Cor	y. Although this experience scared
him, he still takes risks to get a gre	eat photo. Cory's	and
endurance make him a great		<u> </u>

LEARN NEW WORDS Listen to the words and match them to the definitions. Then listen and repeat. 1004 1005

achieve	boundary	unbelievable	unreachable
		1. incre	dible
		2. limit	
		0	through hard or effort
		4. impo	ssible

6 YOU DECIDE Choose an activity. Work in pairs.

- 1. Talk about characteristics that adventurers like Cory need to have. Which of these characteristics do you have? Which would you like to have?
- 2. Role-play an interview between a TV reporter and an extreme athlete who has just completed a new challenge.
- 3. Invent an extreme sport. Work together to make a poster describing a competition for this sport.



12 VOCABULARY

SPEAKING STRATEGY 006

Showing interest in a conversation

Statement

Responses

I love surfing.

Wow! What's that like?

Really! I never knew that <u>you could surf.</u>
What can you tell me about <u>surfing?</u>

Tell me more about how you learnt to surf.
What about you? Do you like extreme sports?

You're a surfer? Me, too!

1 **Listen.** How do these speakers show interest in the conversation? Write the phrases you hear. 1007

2 Read and complete the dialogue.

Lee: What are you doing, Jon?

Jon: I'm getting ready for my next mountain

bike race.

GRAMMAR 0008

Embedded clauses, questions and commands

I think ... Extreme sports are dangerous.

I wonder ... What obstacles has Cory overcome?

Do you know ... Can we climb that mountain in winter?

I'm asking you ... Try downhill mountain biking.

I think extreme sports are dangerous.

I wonder what obstacles Cory has overcome.

Do you know if we can climb that mountain in winter?

I'm asking you to try downhill mountain biking.

- Work independently. Listen to the speakers. Then complete the embedded clause, question or command. Remember to change the order of words when necessary. ▶ 1009
 - 1. She's guessing _____
 - 2. He's wondering _____
 - 3. You're telling me _____
 - 4. I think _____
 - 5. I'm asking you _____
- Work in pairs. Make sentences to form embedded clauses, questions and commands.

I wonder Wear a helmet when you ride your bike.

I think Had Cory been in an avalanche before?

I'm asking Teach your brother how to surf.

I'm telling How many countries has Cory visited?

Do you remember if You could try ice climbing.

1. _____

2. _____

4. _____

5. _____



14 GRAMMAR

3. _

3 LEARN NEW WORDS You've learnt about physical challenges. Now listen and read about a mental challenge. Then listen and repeat. 10010 011

A **non-traditional** sport, such as ice climbing, can really push us to our physical limits. But have you ever done anything that pushes you to your mental limits? Around the world, students participate in tough academic competitions, such as Maths Olympiads. These **events** require a lot of training, just as an extreme sport does. The competitions often require students to **struggle** with complex problems. Sometimes it takes over an hour to complete just one!

Nur Muhammad Shafiullah knows first-hand how the Maths Olympiads can push mental limits. He is the youngest student ever to compete in the International Mathematical Olympiad. At 15, Nur Muhammad went to the international competition to **represent** his native country, Bangladesh. He competed against students from 125 countries and took the bronze medal! The next year he did it again. The year after that he earnt a silver medal. Nur Muhammad's maths skills are really unbelievable. What about you? Do you think the International Mathematical Olympiad is beyond your mental limits?



Work in pairs. Write sentences using the words below. Include an embedded clause, question or command in each sentence.

1.	wonder / time / event I wonder if the event takes much time.		
2.	guessing / struggle / difficult		
3.	think / student / prepare		
4.	telling / non-traditional / sport		
5.	asking / represent / country		

Work in groups. Think of other competitions that provide mental challenges.

What do you know about them? What questions do you have? Discuss in your group, using embedded clauses, questions and commands as much as possible.

GRAMMAR **15**



No Limits



AMY PURDY SEES HER LIMITATIONS AS A GIFT THAT HAS HELPED HER DO AMAZING THINGS.

Amy Purdy is a world-class athlete, model and actress. She has achieved amazing success in her life and hasn't let anything slow

her down – even the loss of both legs! In fact, some of Amy's greatest achievements came after she lost them.

When Amy was 15, she started snowboarding. After finishing high school, she moved to the mountains, where she could easily spend her free time snowboarding. She felt totally in control of her life. But then at 19, she contracted meningitis, a horrible disease that left her with only a two per cent chance of

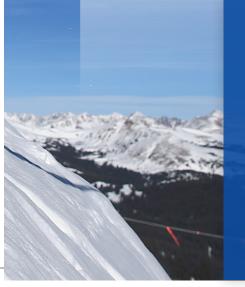
survival. Amy survived, but there were terrible consequences.

She lost a kidney, the hearing in her left ear, and both legs below the knees.

For a long time Amy felt depressed. But when she closed her eyes, she could still see herself snowboarding. She decided not to let this situation take over her life. By the time she was 21, she was back on her board, wearing artificial legs she had built herself. The first time she tried to use them, she fell off, but her legs kept going down the hill without her! After a few years of hard training using her new legs, Amy was able to reach her peak performance level. She became the Para-Snowboarding World Champion in 2012, and she later won the bronze medal in the 2014 Paralympic Games.

Amy's new life was beyond what she expected. Suddenly, she had become a celebrity, a fashion model and an actress. She was even on the popular American TV programme Dancing with the Stars. Most importantly, she started helping people like her to do the sports they love. She started a company that makes artificial limbs, and she created an organisation that introduces people with physical disabilities to action sports.

Now, if you ask Amy, 'Would you want to change your situation?', she would say no. Losing her legs has enabled, not disabled, her. According to Amy, 'It's facing our fears head on that allows us to live our lives beyond our borders.'



- **5 Work in pairs.** Re-read the text. Then without looking, take turns saying what you remember. Use your own words.
- 6 Discuss in groups.
 - 1. How did getting meningitis impact Amy's life? Identify positive and negative impacts.
 - 2. Do you agree that disadvantages can become advantages? Explain.
 - 3. Do you think anyone can overcome an obstacle like Amy has? Why or why not? Give examples.

READING 17

VIDEO



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- 2. Photography gives Cory a voice. Take a photograph to teach others about someone or something. Share your photo with a partner. Discuss your partner's reactions.
- 3. Compare and contrast Amy Purdy and Cory Richards. How does each person push him/herself? What obstacles has each person overcome?

 VIDEO 19

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GRAMMAR ∩ 014

Adding emphasis

My sister loves hiking in the Himalayas. **The place (where)** my sister loves hiking is the Himalayas.

I won't go surfing. I don't like swimming in the sea.

The reason (why) I won't go surfing is that I don't like swimming in the sea.

He loves yoga because it makes him feel relaxed. **The thing (that)** he loves about yoga **is that** it makes him feel relaxed.

I like snow kiting. It pushes me to my physical limits.

What I like best about snow kiting is that it pushes me to my physical limits.

- Read. Then rewrite the sentences to add emphasis.
 - 1. I prefer snowboarding to skiing because I need less equipment.

 The reason why | prefer snowboarding is that I need less equipment.
 - 2. José really enjoys climbing in the Andes.

The place _

3. I love the excitement of kite surfing.

The thing

4. Maria likes trying extreme sports.

The person _

5. You should try tae kwon do. It really helps you focus.

The reason _

Work in pairs. Take turns choosing cards from each pile. Discuss the sport pictured on your card. Add emphasis.



20 GRAMMAR

WRITING

A biography tells the story of a person's life. Here are some useful words and phrases to connect ideas when writing a biography:

afterwards at first eventually

later on more recently ultimately

Read the model. Work in pairs to study the writing model. What words does the writer use to organise the biography? Underline them.

Yuko Arimori is an Olympic marathon runner. She was born in Japan in 1966. At first, Arimori had difficulty walking because of a problem with her legs. Other children made fun of her. Her gym teacher helped her to gain confidence, and Arimori learnt to try new things such as track running. Through hard work, she became one of the best high school runners in her city.

Eventually, Arimori tried to join a top track team in Japan. When a spot opened for a marathon runner, Arimori saw her chance. She had never been fast, but speed wasn't as important as endurance, which Arimori had. Ultimately, she became one of the best female marathon runners in the world. In 1992, at the age of 26, she participated in the Barcelona Olympics, where she won the silver medal. Afterwards, in the 1996 Olympics, Arimori won the bronze.

Later on, in 1998, Arimori decided to go beyond just running. She started Hearts of Gold, a volunteer organisation to help land mine victims in Cambodia. Hearts of Gold sponsors the Angkor Wat International Half Marathon. Runners from around the world compete to raise money to buy artificial limbs for those who lost arms and legs because of land mines. In fact, many of the victims join the race!

More recently, Arimori was a United Nations Goodwill Ambassador. Today, she's the President and CEO of Special Olympics Nippon. She continues to help people in Cambodia and other parts of the world.



- Work in pairs. Identify four phases of Yuko's life.
- **Write.** Write a biography of an athlete who is a role model for others. Use the words and phrases above to help you organise the biography.

WRITING 21



Test Your Limits

'Adventure is anything that puts us outside our comfort zone.'

Cory Richards

National Geographic Photography Fellow, Photojournalist

- 1. Watch scene 1.2.
- 2. Cory gets out of his comfort zone by climbing the tallest mountains in the world in the winter! What takes you out of your comfort zone? Discuss with a partner.
- 3. How could you get more adventure from your life? What do you think you might learn about yourself by trying something new?

22 MISSION

Make an Impact

YOU DECIDE Choose a project.

1 Try something new!

· Do something you've never done before.

 Write a paragraph to describe your experiences. What did you do? Did it take you outside of your comfort zone? What were the benefits and challenges of this new experience?

 Present a summary of your experience to the class.

2 Create an instructional video.

· Choose a particular sport that pushes your limits, such as yoga, martial arts or distance running.

 Create a video about the sport. Describe how to do the sport. Talk about its mental and physical requirements.

· Film your video and share it with the class.

3 Interview a role model.

· Choose a person in your community who is a role model for teens.

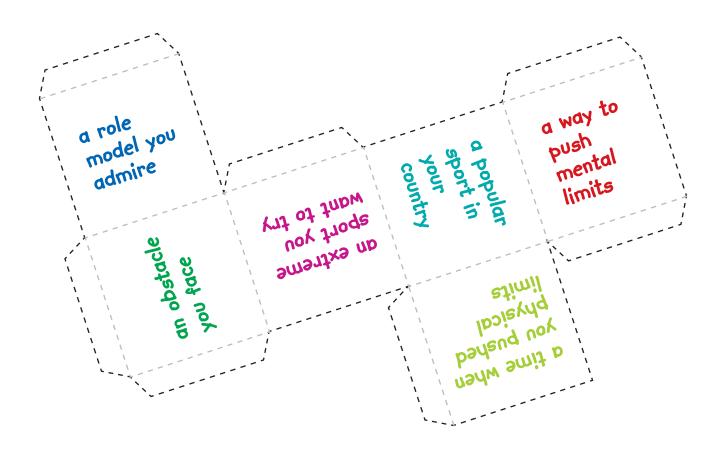
· Write at least five questions to use in your interview.

Ask about the person's life, what obstacles he/she has overcome, and how he/she has pushed him/herself.

· Conduct your interview. Then summarise what you learnt about the person for your classmates. Share a photo if possible.



PROJECT 23

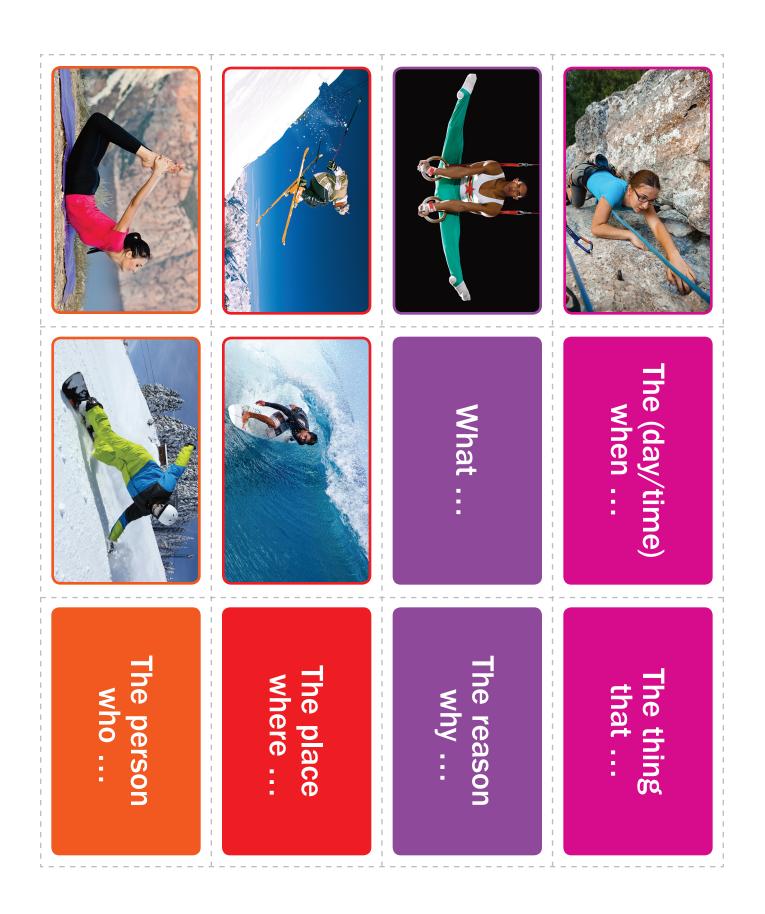


Unit 2 Cutouts Use with Activity 3 on page 29.



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