

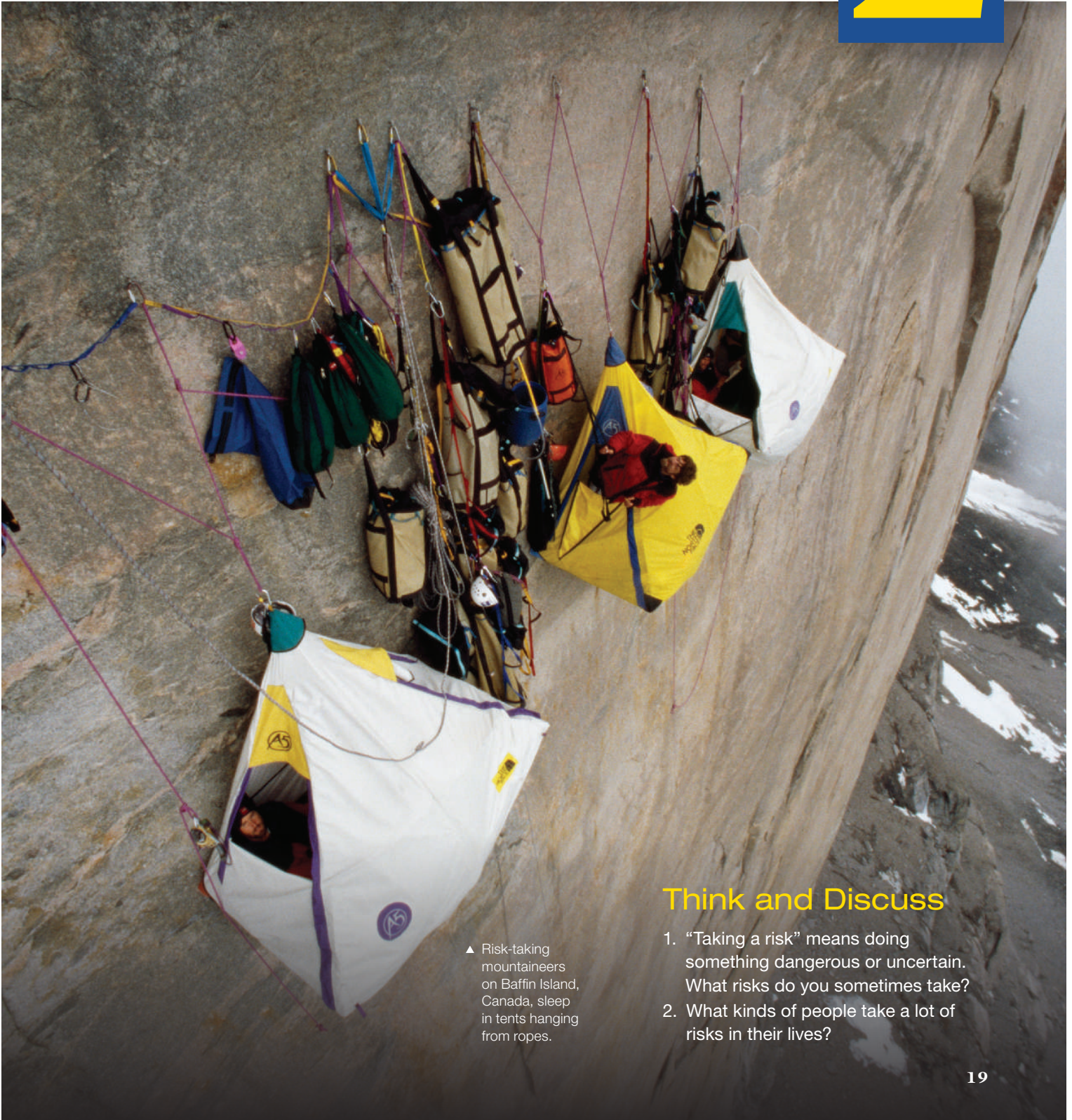
Risk Takers

ACADEMIC PATHWAYS

Lesson A: Previewing
Analyzing sources

Lesson B: Reading biographical profiles

Lesson C: Writing sentences about risk taking



▲ Risk-taking mountaineers on Baffin Island, Canada, sleep in tents hanging from ropes.

Think and Discuss

1. “Taking a risk” means doing something dangerous or uncertain. What risks do you sometimes take?
2. What kinds of people take a lot of risks in their lives?



A photograph of two BASE jumpers in mid-fall from a steep, rocky cliff. The jumper in the foreground is wearing a yellow jacket and camouflage pants, while the one below is in a dark jacket and pants. The background shows a deep, forested valley under a clear sky.

Exploring the Theme

- A.** Look at the photo and answer the questions.
1. What are the people doing?
 2. What kind of people do you think they are? Describe them.
- B.** Read the information below and answer the questions.
1. What are two characteristics of risk takers?
 2. Who is more likely to take risks—males or females? 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 skydiver—a person who jumps from an airplane as a sport—is an example of a risk taker. Of course, it can be dangerous to jump from an airplane. But a risk taker *enjoys* this type of danger.

Psychologists—scientists who study the human mind—say that most risk takers become bored easily. So they enjoy the excitement of a risk. Who takes risks? Psychologists say males usually take more risks than females. The greatest risk takers are teenage males.

- ◀ BASE jumpers take risks when they jump from buildings, bridges, or mountains. BASE jumpers use a parachute to stop their fall. These BASE jumpers are jumping from Half Dome in Yosemite National Park, USA.

A | Building Vocabulary. Match the sentence parts (1–5 and a–e) to make definitions. Use a dictionary to check your answers.

1. ____ If something is dangerous ,	a. you are sure about it.
2. ____ A career	b. they make it easier for you to do something.
3. ____ If you are confident about something,	c. it may harm you.
4. ____ If things help ,	d. is what is happening in a particular place at a particular time.
5. ____ A situation	e. is a job, for example, working as a doctor.

Word Partners

Use **goal** with verbs and adjectives: (v.) **have** a goal, **share** a goal; (adj.) **personal** goal, **main** goal.

B | Building Vocabulary. Complete the sentences (1–5) with the words in the box.

activity alone business goal succeed

- To _____ in school, you need to study hard.
- Many people don't want to work for other people. They want to have their own _____ so they can be the boss.
- Having a common _____ helps people to work together.
- Many people don't like to travel _____. They like to travel with other people.
- An _____ such as walking or swimming is a good way to exercise.

 **C | Using Vocabulary.** Answer the questions (1–3). Share your ideas with a partner.

- Do you have a **goal** for learning English? What is it?
- What **activities** do you enjoy the most?
- Do you like to travel **alone** or with other people?

 **D | Brainstorming.** With a partner, list some jobs, sports, or other activities that are dangerous.


- | | | |
|---------------------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. <u>skydiving</u> | 4. _____ | 6. _____ |

Reading Skill: *Previewing, Part 1*

When you **preview** a reading passage, you look at it quickly before you start to read it. Previewing helps you to predict—or guess—what the reading is about. It helps you to understand ideas better when you read the passage more carefully later.

One way to preview is to **skim**—look quickly at—certain parts of a reading passage. Two parts of a passage you can skim are the following:

- **Subheads:** the titles of different sections of a reading
- **Captions:** the words that explain the pictures (Captions are usually below or next to the pictures.)

 **A | Previewing.** Skim the reading passage on pages 24–25. Read the subheads. Answer these questions (1–3).

1. How many subheads are there? _____


2. Which word do you see three times in the subheads?

3. a. Which subhead is a question? 1st 2nd 3rd

b. Guess the answer to the question. Work with a partner and complete this sentence:

Maybe people take risks because _____.

B | Previewing. Look at the two pictures. What are the people doing? Now read the captions. Were your guesses correct?

 **C | Predicting.** Discuss these questions with a partner.

1. What is the passage on pages 24–25 mainly about?

2. What are two main types of risk takers you will read about?

3. What examples of risk taking do you think you will read about?



Living on the Edge

▲ A competitor at the BASE Jump Extreme World Championship jumps from a hotel roof.



track 1-04

A Some people run through a city with bulls chasing after them. Other people climb high mountains or travel **alone** in **dangerous** places. Why do some people enjoy risky **activities** like these?

Why Do People Take Risks?

B Risk takers have some common characteristics, experts¹ believe. For example, psychologist Marvin Zuckerman says that risk takers are always looking for change and excitement. They also feel **confident** in dangerous **situations**.

C A chemical in the brain called dopamine may be related to² risk taking. When people do something risky, this chemical creates a pleasant feeling. Dopamine makes people feel good, so they want to do more risky activities.

¹ **Experts** are people who know a lot about a particular subject.

² If a thing is **related to** another thing, it is connected with it.



Professional Risk Takers

▲ Every year, people in Pamplona, Spain, risk their lives by running with bulls during a festival.

People who enjoy dangerous sports are risk takers. Extreme³ athletes see the world in a different way, says sports psychologist Shane Murphy. In a dangerous activity such as skydiving, most people probably do not feel in control.⁴ Extreme athletes are the opposite: They feel in control in dangerous situations. The danger can **help** them. For example, skier Daron Rahlves says that fear makes him try harder to **succeed**.

D

Some people take risks to achieve a **goal**. Conservationist⁵ Michael Fay led a dangerous 2,000-mile expedition in central Africa. His goal was to help save the wildlife there. Fay's expedition helped to create 13 national parks.

E

Everyday Risk Takers

Most of us are not extreme athletes or explorers. However, we all like some excitement in our lives. In fact, most people are risk takers in some way. Some people take social risks, such as speaking in front of a large group of people or talking to people you don't know at a party. Some people take financial risks, such as buying a house or putting money into stocks.⁶ Other people take **career** risks, such as leaving their job and starting their own **business**. Studies show that most people take risks in some areas of life, but not in others. What kind of risk taker are you?

F

³ If something is **extreme**, it is very great, or more than others.

⁵ A **conservationist** works to take care of the environment.

⁴ If you are **in control** of something, you have power over it.

⁶ **Stocks** are parts of the value of a company.

A | Understanding Purpose. Look back at your answers for exercise **C** on page 23. Were your predictions correct?

B | Identifying Main Ideas. Match each main idea (1–5) to one of these paragraphs from the reading: B, C, D, E, and F.

- _____ 1. Extreme athletes are different from most people.
- _____ 2. Many risk takers have similar characteristics.
- _____ 3. Most people take some risks in their everyday lives.
- _____ 4. Some people have an important reason for taking risks.
- _____ 5. Risk taking may be related to a chemical in the brain.

C | Identifying Key Details. Complete the statements (1–6) with details from the reading on pages 24–25.

- 1. A chemical called _____ may explain why some people take risks.
- 2. Extreme athletes often feel _____ in dangerous situations.
- 3. Michael Fay took risks to help save _____ in central Africa.
- 4. Speaking to people you don't know is an example of a _____ risk.
- 5. Buying stocks is an example of a _____ risk.
- 6. An example of a career risk is leaving your _____.

D | Critical Thinking: Guessing Meaning from Context. Find and underline the following words in the reading on pages 24–25. Use the context to help you understand the meaning.


pleasant (paragraph C)	expedition (paragraph E)
social (paragraph F)	financial (paragraph F)

Now match the words with their definitions (1–4). Check your answers in a dictionary.


- 1. _____: a trip that has a special goal
- 2. _____: relating to groups of people
- 3. _____: relating to money
- 4. _____: enjoyable

CT Focus

Writers often **paraphrase**—say in their own words—the ideas of experts. This gives support to the writer's ideas. For example:
[expert's name] thinks/says [that] . . .

 **E | Critical Thinking: Analyzing.** Find and circle the names of two experts in the reading on pages 24–25. Discuss the questions with a partner.

- 1. What is each person's job?
- 2. What main idea does each person's idea help to explain?

 **F | Critical Thinking: Reflecting.** Think of a time when you took a risk. What type of risk was it—social, financial, career, or another type? Why did you take the risk? Discuss your ideas with a partner.

KILLER CROCS

Before Viewing

- A | Using a Dictionary.** Here are some words you will hear in the video. Complete each definition with the correct word. Use your dictionary to help you.

aggressive ranger rescue rip snare

1. A is a trap for catching animals.
2. A takes care of a forest or a large park.
3. If you off something, you tear it off.
4. If you someone or something, you save it from danger.
5. An person or animal behaves in a forceful or violent way.

- B | Brainstorming.** The video is about crocodiles that are attacking people in a village in Uganda. What do you think people in the village can do to stop crocodiles from killing people? Share your ideas with a partner.

While Viewing

As you view the video, read each statement (1–3) and circle **T** for *true* and **F** for *false*.

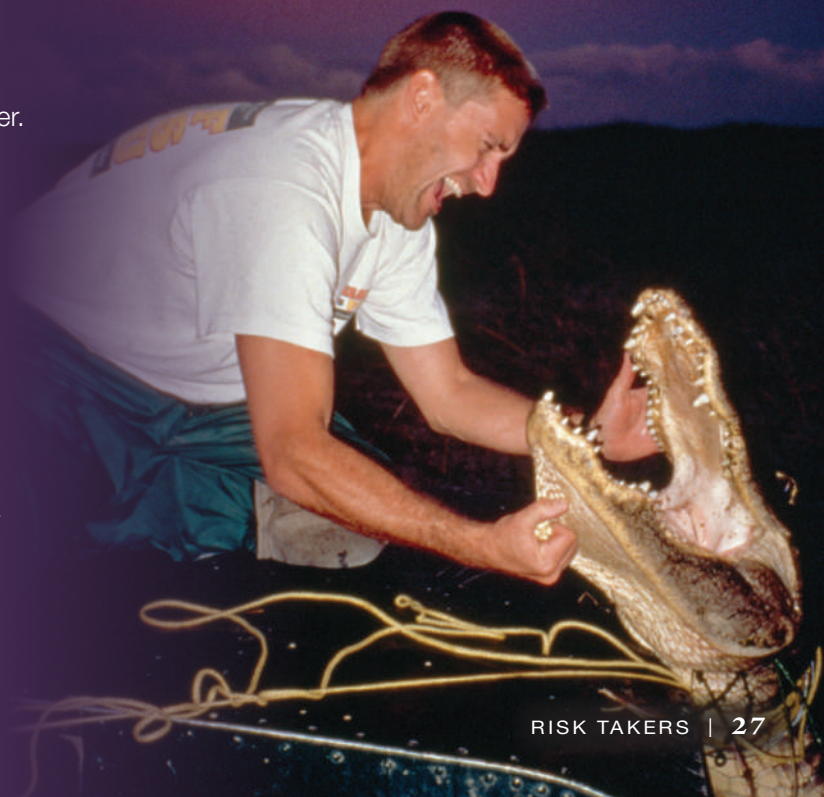
- | | | |
|--|----------|----------|
| 1. The crocodiles are aggressive because people are killing the crocs and eating them. | T | F |
| 2. Dr. Barr is teaching the rangers how to kill crocodiles. | T | F |
| 3. The rangers want to protect both crocodiles and people. | T | F |



After Viewing

- A |** Discuss the statements (1–3) above with a partner. Correct the false statement(s).
- B | Synthesizing.** Think about the types of risk takers you read about in Lesson **A**. What kind of risk takers are Dr. Barr and the rangers?

As a wildlife expert and TV presenter, ► Dr. Brady Barr faces crocodiles and other dangerous animals. Here he is holding the the jaws of a wild alligator.




A | Building Vocabulary. Circle the correct word to complete each sentence (1–10).

1. If you **challenge** / **experience** something, it happens to you.
2. If something is **close** / **important** to you, it is near you.
3. When you **protect** / **challenge** yourself, you try to do something difficult.
4. If a thing is in **character** / **trouble**, it has problems.
5. If something is **important** / **enough**, it is valuable or necessary.
6. If you **protect** / **experience** someone or something, you keep that person or thing safe.
7. If you have **hope** / **enough** of something, you have as much as you need.
8. Your **character** / **experience** is your personality—what you are like as a person.
9. If you **challenge** / **hope** for something, you want it to happen.
10. **Character** / **Speed** is very fast movement or travel.



◀ Conservationist Michael Fay has risked his life several times on expeditions in central Africa.

 **B | Using Vocabulary.** Answer the questions (1–3) in complete sentences. Then share your answers with a partner.

1. In what ways could you **challenge** yourself? Give an example.

2. What is an **important** thing you have learned in this class so far?

3. If a friend is having **trouble** learning a new language, how can you help him or her?

C | Expanding Vocabulary. Read the following sentence pairs (1–6). Write **N** if the **bold** word is a *noun* and **V** if the bold word is a *verb*.

1. a. Moving to a new country can be a big **challenge** for some people. _____
b. When you learn a new language, you **challenge** yourself. _____
2. a. Michael Fay **hopes** to save wildlife in central Africa. _____
b. “I have one **hope**,” the photographer said. “I want my photographs to make people think.” _____
3. a. The top **speed** for free-fall skydiving is over 800 miles per hour. _____
b. It is very dangerous to **speed** on a busy city street. _____
4. a. Many people **experience** risk in their everyday lives. _____
b. Some risk takers feel good when they have dangerous **experiences**. _____
5. a. A **risk** that some teenagers take is driving too fast. _____
b. Most people drive carefully because they don’t want to **risk** their lives. _____
6. a. A good **photograph** can change the way people think about something. _____
b. Tom Sanders has a risky job. He **photographs** people jumping out of planes. _____

Word Usage

Using context can help you decide a word’s part of speech. **Challenge** can be both a noun and a verb: (n.) **accept a challenge, take a challenge**; (v.) **challenge yourself, challenge someone** (e.g., in a game).

 **D | Previewing and Predicting.** Answer the questions with a partner.

1. Read the subheads on pages 30–31. Which words describe a job or an activity?

2. Look at the pictures. What is each person doing? Read the captions. Were your guesses correct?
3. What dangers do you think each person faces in their job? Make a list.

Adventurers



track 1-05

A

Adventurers and explorers are professional risk takers. They travel through dangerous lands, encounter¹ wild animals, and **experience** extreme situations. Here are three examples of professional risk takers—on land, in the air, and underwater.

Solo Traveler

B

Kira Salak is a traveler and a writer. But this young woman is not a typical traveler. Salak was the first person to kayak 600 miles down the Niger River in West Africa. She was also the first woman to travel across Papua New Guinea. And she did these things alone.

C

Salak often takes risks to **challenge** herself. She also wants to learn how people live in the places she visits. From her travels and experience, Salak learned one **important** thing: “Challenges build **character** like nothing else. They teach you about yourself and others; they give you a deeper perspective² on life.”

¹ If you **encounter** something or someone, you meet that object or person, usually unexpectedly.

² A **perspective** is a way of thinking about something.



Writer and explorer Kira Salak has traveled across some of the world's most extreme environments, including the Libyan desert.

Free-Fall Skydiver

D **Felix Baumgartner** is the world's fastest free-fall skydiver. In October 2012, the Austrian skydiver jumped from a balloon 24 miles (nearly 40 kilometers) above the Earth. His top **speed** was 833.9 mph (1,342 kph)—faster than the speed of sound.

E Baumgartner was in danger the whole time. The air at a high altitude³ is very cold and there is not **enough** oxygen.⁴ Only Baumgartner's special suit **protected** him from these dangers. Why does Baumgartner take the risks? "I love a challenge," he says. "Trying to become the first person to break the speed of sound in free fall . . . is a challenge like no other."

³ **Altitude** is a measurement of height above the ocean.

⁴ **Oxygen** is a gas in the air. All plants and animals need it to survive.



▲ Skydiver Felix Baumgartner looks down on the Earth at the start of his long free-fall dive.

Underwater Photographer

F **Brian Skerry** is an underwater photojournalist. As part of his job, he encounters dangerous and mysterious sea creatures such as whales, sharks, and the huge Humboldt squid. To get the best photo, Skerry gets **close** to the wildlife—even if it's dangerous. One time in Mexico, a squid grabbed Skerry as he was taking a photo.

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



▲ While diving off New Zealand, Skerry and another diver had a close encounter with a southern right whale.

- A** | **Understanding the Gist.** Look back at your answer for exercise **D** question 3 on page 29. Were your predictions correct?
- B** | **Identifying Main Ideas.** What did each person in the reading do? Why does he or she take risks? Match the correct person (1–3) with each description (a–g).

1. Kira Salak

2. Felix Baumgartner

3. Brian Skerry

- ___ a. jumped from 24 miles above the Earth
- ___ b. takes photographs of dangerous sea creatures
- ___ c. was the first person to kayak down the Niger River
- ___ d. was the first person to break the speed of sound in free fall
- ___ e. was the first woman to travel alone across Papua New Guinea
- ___ f. wants to learn how other people live
- ___ g. wants people to care about the endangered oceans



- C** | **Critical Thinking: Synthesizing.** Think about the information in Reading **A** (pages 24–25) and the people in Reading **B** (pages 30–31). Answer the questions with a partner.

- Reading A: “When people do something risky . . . this chemical [dopamine] creates a pleasant feeling.” Which person in Reading B probably gets a pleasant feeling from taking a risk? _____
How do you know this? _____
- Reading A: “Some people take risks to achieve a goal.” Which person or people in Reading B are taking a risk to achieve a goal? _____
How do you know this? _____



- D** | **Critical Thinking: Reflecting.** Think about the risk takers in this unit. Discuss this question with a partner: Which person or people are most like you? Why?

- Daron Rahive Michael Fay Kira Salak Felix Baumgartner
- Brian Skerry Brady Barr social risk taker financial risk taker
- career risk taker other type of risk taker: _____

GOAL: In this lesson, you are going to draft and edit sentences on the following topic:
What risks do you take? What risks don't you take?

A | Read the information in the box.

Language for Writing: Negative Simple Present of *be* and Other Verbs

We use the simple present for habits, daily routines, facts, or things that are generally true. We use the negative form of the simple present to say what is **not** true.

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

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

*Daron Rahive is a skier. He **is not** a skydiver. / He's not a skydiver.*

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

To form the negative simple present with other verbs, add *do* + *not* + verb:

*I travel with other people. I **do not** (or **don't**) travel alone.*

Daron Rahive feels in control in dangerous situations.

*He **does not** (or **doesn't**) feel afraid.*

*Salak and Skerry take professional risks. They **do not** (or **don't**) have easy jobs.*

For more explanation and examples, see page 154.

Now complete each sentence (1–8) with the negative simple present form of the verb in parentheses.

Example: Risk takers don't like (*not like*) to be bored.

- I _____ (*not go*) to parties alone.
- Financial risk takers _____ (*not be*) afraid to buy stocks.
- The air at high altitudes _____ (*not have*) much oxygen.
- Risk takers _____ (*not be*) nervous in dangerous situations.
- Solo travelers _____ (*not feel*) lonely on trips.
- Experts _____ (*not agree*) on how dopamine works.
- A career risk taker _____ (*not be*) afraid to leave his or her job.
- Some people _____ (*not like*) to work for others.

B | Rewrite the following affirmative statements (1–6). Change them to negative statements.

Example: Baumgartner avoids dangerous activities.

Baumgartner doesn't avoid dangerous activities.

1. Kira Salak is a psychologist.

2. Most people enjoy dangerous activities.

3. Most of us are extreme athletes.

4. I take a lot of risks.

5. Brian Skerry works in the jungle.

6. The Humboldt squid is a small animal.

C | Write six sentences in your notebook using the negative simple present. Write about your daily activities. That is, what *don't* you do?

Example: *I don't take the subway to school every day.*

D | **Editing Practice.** Read the information in the box. Then find and correct one mistake in each of the sentences (1–5).

In sentences with the negative simple present, remember to:

- include the correct form of *be*: *I **am** not; he / she / it **is** not; we / you / they **are** not.*
- use the correct form of *do*: *I / you / we / they **do** not; he / she / it **does** not.*
- use the simple form of the verb after *do + not*. For example: *I don't **like** dangerous activities.*

1. I do not going skateboarding.

4. Kira Salak do not travel with a large group.

2. Most people does not like to take risks.

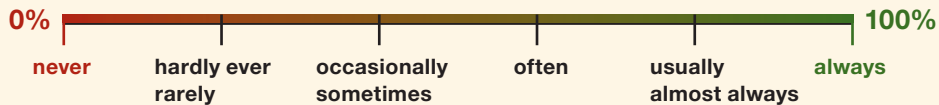
5. Good students do not to study for a test at the last minute.

3. We not enjoy dangerous sports.

E | Read the information in the box.

Language for Writing: Adverbs of Frequency

Adverbs of frequency say how often something happens.



In sentences with *be*, put the adverbs of frequency after *be*. 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 stocks.

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


Note: Do not use **not** with **never**: *We don't never play soccer without knee pads.*

Now put the adverbs of frequency in parentheses in the correct places in the sentences (1–6).

occasionally
↓

Example: Teenagers drive too fast. (*occasionally*)

1. It's safe to skateboard without a helmet. (*never*)
2. Skydivers wear protective suits. (*almost always*)
3. Skerry meets dangerous sea creatures in his work. (*often*)
4. Surfing is dangerous. (*sometimes*)
5. I take chances with my money. (*rarely*)
6. Shy people talk to strangers at parties. (*hardly ever*)

 **F** | How often do you do these activities (1–4)? Discuss your answers with a partner. Then write your answers using adverbs of frequency.

Example: A: Do you ever travel alone? B: No, I never travel alone. → *I never travel alone.*

1. travel alone: _____
2. speak in front of a large group: _____
3. talk to strangers at parties: _____
4. study for a test at the last minute: _____

A | Brainstorming. Brainstorm answers to the questions (1–3). Don't write complete sentences.

1. What are some common risks that people take? Make a list.

2. What kinds of risks do you take? Think of at least five examples.

3. What kinds of risks do you never take? Think of at least five examples.

B | Planning. Look at your ideas above. Circle three risks you take, and three risks you don't take.

C | Draft 1. Write three sentences in your notebook about risks you take and three sentences about risks you don't take. Use some adverbs of frequency in your sentences.

Example: *I never travel in a car without wearing a seat belt.*

D | Editing Checklist. Use the checklist to find errors in your first draft.

Editing Checklist	Yes	No
1. Are all the words spelled correctly?		
2. Is the first word of every sentence capitalized?		
3. Does every sentence end with the correct punctuation?		
4. Do your subjects and verbs agree?		
5. Did you use the negative simple present correctly?		
6. Did you use adverbs of frequency correctly?		

E | Draft 2. Now use what you learned from your Editing Checklist to write a second draft of your sentences. Make any other necessary changes.