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?

Risk-taking mountaineers on Baffin Island, Canada, sleep in tents hanging from ropes.
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.
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**
3. _____ If you are **confident** about something, b. they make it easier for you to do something.
4. _____ If things **help**, c. it may harm you.
5. _____ A **situation**
   d. is what is happening in a particular place at a particular time.
   e. is a job, for example, working as a doctor.

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

<table>
<thead>
<tr>
<th>activity</th>
<th>alone</th>
<th>business</th>
<th>goal</th>
<th>succeed</th>
</tr>
</thead>
</table>

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

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

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

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

1. ______________ 3. ______________ 5. ______________
2. **skydiving** 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?
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?

Risk takers have some common characteristics, experts\(^1\) believe. For example, psychologist Marvin Zuckerman says that risk takers are always looking for change and excitement. They also feel confident in dangerous situations.

A chemical in the brain called dopamine may be related to\(^2\) 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

People who enjoy dangerous sports are risk takers. Extreme 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. 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.

Some people take risks to achieve a goal. Conservationist 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.

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. 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?

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* If something is extreme, it is very great, or more than others.
* If you are in control of something, you have power over it.
* A conservationist works to take care of the environment.
* 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

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.
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.

<table>
<thead>
<tr>
<th>aggressive</th>
<th>ranger</th>
<th>rescue</th>
<th>rip</th>
<th>snare</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A ____ is a trap for catching animals.</td>
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<tr>
<td>2. A ____ takes care of a forest or a large park.</td>
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<tr>
<td>3. If you ____ off something, you tear it off.</td>
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<td></td>
<td></td>
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<tr>
<td>4. If you ____ someone or something, you save it from danger.</td>
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</tr>
<tr>
<td>5. An ____ person or animal behaves in a forceful or violent way.</td>
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</table>

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 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. _____

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

Solo Traveler

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.

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 perspective 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.
Free-Fall Skydiver

**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.

Baumgartner was in danger the whole time. The air at a high altitude is very cold and there is not enough oxygen. 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.”

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Underwater Photographer

**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.

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.”
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.

1. 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? __________________________

2. 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 ___________ (not like) to be bored.

1. I __________________ (not go) to parties alone.
2. Financial risk takers __________________ (not be) afraid to buy stocks.
3. The air at high altitudes __________________ (not have) much oxygen.
4. Risk takers __________________ (not be) nervous in dangerous situations.
5. Solo travelers __________________ (not feel) lonely on trips.
6. Experts __________________ (not agree) on how dopamine works.
7. A career risk taker __________________ (not be) afraid to leave his or her job.
8. 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.
2. Most people does not like to take risks.
3. We not enjoy dangerous sports.
4. Kira Salak do not travel with a large group.
5. Good students do not to study for a test at the last minute.
Now put the adverbs of frequency in parentheses in the correct places in the sentences (1–6).

**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.

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

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.