

# RISKS AND Challenges

## 1 FOCUS ON THE TOPIC

1. What's happening in this photo? Is it dangerous? What is the swimmer wearing?
2. Have you ever done something very difficult?
3. Have you ever done something that you were afraid to do?

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

**2** Take turns with a partner. Look at the words in **bold** in the text. Then choose the best meaning. Your partner will tell you if she/he agrees or not. The first one has been done for you.

1. A: **Distance** is the amount of (*space / time*) between two places or things.  
B: (Yes, I agree. / No, I don't think so. I think it is the amount of . . .)
2. A: An **amazing** swimmer means "(*an excellent / a good*) swimmer."  
B: (Yes, I agree. / No, I don't think so. I think it means . . .)
3. A: She **decided** means "She thought about something and (*made a choice / changed her mind*)."  
B: (Yes, I agree. / No, I don't think so. I think it means she . . .)
4. A: She **set world records** means "She did things (*all over the world / better than any other person in the world*)."  
B: (Yes, I agree. / No, I don't think so. I think it means she . . .)
5. A: She tried to **reach her goal** means "She tried to do something that was (*her dream / very important*)."  
B: (Yes, I agree. / No, I don't think so. I think it means she . . .)
6. A: **Unfortunately** means "This is (*lucky / sad*) information."  
B: (Yes, I agree. / No, I don't think so. I think it means this . . .)
7. A: A **challenge** is something you enjoy doing because it is (*easy / difficult*).  
B: (Yes, I agree. / No, I don't think so. I think it is . . .)
8. A: Jellyfish and sharks are **dangerous** because they (*can kill people / are in the ocean*).  
B: (Yes, I agree. / No, I don't think so. I think they are dangerous because they . . .)
9. A: She **is determined** means "No one (*can stop her / is better than she is*)."  
B: (Yes, I agree. / No, I don't think so. I think it means no one . . .)
10. A: **Without** a shark cage means "(*outside a shark cage / with no shark cage*)."  
B: (Yes, I agree. / No, I don't think so. I think it means . . .)

## PREVIEW

🔊 Two sports reporters are talking about Diana Nyad on the radio. Listen to the beginning of their news report. Check (✓) the things they are going to talk about next.

- |                           |                   |
|---------------------------|-------------------|
| ___ Diana's world records | ___ sharks        |
| ___ the weather           | ___ singing songs |
| ___ Diana's childhood     | ___ Diana's age   |
| ___ jellyfish             | ___ life in Cuba  |

## MAIN IDEAS

1 🎧 Listen to the entire news report. Now look again at your answers in Preview above. Were any of your answers correct? Did they help you to understand the report?

2 🎧 Listen to the news report again. Choose the best word or phrase to complete each sentence.

1. Diana is having a difficult time because of the (*jellyfish bites / sharks*).
2. Diana feels sick, but she doesn't want to (*go back to Cuba / give up*).
3. Long distance swimming is difficult because the swimmer (*is alone in the water / doesn't have a team of helpers*).
4. To swim long distances, Diana trains her body and her (*mind / breathing*).
5. Diana uses a kind of meditation<sup>1</sup> to help her to (*enjoy swimming more / continue swimming for a very long time*).
6. Diana doesn't give up easily because she enjoys (*setting a record / having a challenge*).
7. Diana is very (*determined / afraid*) to reach her goal.
8. Diana is a great example for many people who want to (*set a new goal in their life / become amazing swimmers*).

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<sup>1</sup> **meditation:** spending time in quiet thought in order to clear your mind or relax



## DETAILS

🔊 Listen again. Write **T** (true) or **F** (false). Correct the false information.

- \_\_\_ 1. Diana is swimming from Cuba to Florida for the fourth time.
- \_\_\_ 2. Diana started swimming 31 hours ago.
- \_\_\_ 3. Diana's wetsuit covers her mouth.
- \_\_\_ 4. Diana is having trouble breathing.
- \_\_\_ 5. Diana thinks that long-distance swimming is a lonely sport.
- \_\_\_ 6. Diana clears her mind by counting and singing.
- \_\_\_ 7. Diana can count to 1,000 in four languages.
- \_\_\_ 8. Diana thinks long-distance swimming is easier for young people.

 **GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.**

## MAKE INFERENCES

### UNDERSTANDING RHETORICAL QUESTIONS

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

People use *rhetorical questions* to show that they have very strong feelings about something. Rhetorical questions are not real questions, so listeners do *not* answer them.

When people ask rhetorical questions, they pronounce the stressed words with *extra strong stress*—much stronger stress than usual. It's important to notice the difference between *real* questions and *rhetorical* questions, so you can understand a speaker's meaning.

🔊 Listen to Examples 1 and 2 and answer the questions.

#### Example 1

What does Jim's question mean?

- a. How is Diana able to swim in these terrible conditions?
- b. It's amazing that Diana can continue swimming even in these terrible conditions!

The correct answer is: **b**. It's amazing that Diana can continue swimming even in these terrible conditions!

#### Explanation

This is a rhetorical question. Jim wants to show how strongly he feels that Diana is an amazing swimmer. He uses extra strong stress on the question word *How* and the main verb *do*. Jim does not expect an answer from Sue because this is not a real question. Notice that Sue responds by agreeing with Jim's strong feeling.

#### Example 2


What does Jim's question mean?

- a. How does Diana clear her mind?
- b. I can't believe that Diana knows how to completely clear her mind!

The correct answer is: **a**. How does Diana clear her mind?

#### Explanation

Jim asks the same question as in Example 1, but here he is asking a *real* question, not a *rhetorical* one. He pronounces the question word *How* and the main verb *do* with regular stress. Jim asks this question because he wants Sue to explain something. Because this is a real question, Sue answers by giving him information.

 Listen to the excerpts from the news report. Choose the best answer.

#### Excerpt One

What does Sue's question mean?

- a. Do you really believe that Diana counts to 1,000 in four languages and sings songs 1,000 times?
- b. It's very difficult to count to 1,000 in four languages and sing songs 1,000 times!! It's unbelievable that Diana can do this!

#### Excerpt Two

What does Sue's question mean?

- a. No one swims in the ocean without a shark cage because it's too dangerous!
- b. Do any other swimmers swim in the ocean without a shark cage?

#### Excerpt Three

What does Jim's question mean?

- a. How many people are as determined to reach their goal as Diana Nyad is?
- b. Diana Nyad is an extremely determined person! There aren't many people like her!

## EXPRESS OPINIONS

Work in small groups. Discuss each question. Be prepared to share your ideas with the class.


1. Why is Diana Nyad so determined to swim from Cuba to Florida? Is it always good to be so determined to reach a goal? Explain your opinion.
2. Why does Diana swim in the ocean without a shark cage?
3. Is Diana a good example for older people?

 GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

## LISTENING TWO AN OUTWARD BOUND EXPERIENCE

### COMPREHENSION

Jeremy Manzi is a teenager from New Jersey. He is spending three weeks in the mountains of Wyoming with a group called Outward Bound. In Outward Bound, teenagers learn how to live in nature without beds, TVs, computers, and cell phones. They also learn how to do exciting things outdoors.

 Listen to the interview with Jeremy. Complete each sentence. **Two** answers are correct. After you finish, take turns reading the two correct sentences aloud with a partner.

1. Jeremy joined Outward Bound \_\_\_\_\_.
  - a. to meet new people
  - b. to experience new things
  - c. to prove that he's not a "baby"
2. Jeremy wants to prove to \_\_\_\_\_ that he can do hard things.
  - a. himself
  - b. his family
  - c. his group leaders

3. Jeremy thinks Outward Bound is great because \_\_\_\_\_.
- a. he's doing a lot of hard things
  - b. the kids help each other and have fun
  - c. he walks in the mountains every day
4. Before he went rock climbing, Jeremy \_\_\_\_\_.
- a. was afraid to do it
  - b. was sure that he could do it
  - c. thought it was impossible to do it
5. After he went rock climbing, Jeremy \_\_\_\_\_.
- a. felt that it was really dangerous
  - b. felt excited that he did it
  - c. felt more confident
6. Jeremy discovered that \_\_\_\_\_.
- a. he is a strong person
  - b. it's exciting to take risks
  - c. it's dangerous to take risks





## VOCABULARY

Work with a partner. Read the dialog and fill in the blanks with one of the words or phrases from the box. Then practice reading the conversation aloud.

careful      discover      prove (something)      strong      take a risk

**A:** Why do people like to do dangerous sports like rock climbing and racecar driving?

**B:** I think those people enjoy doing dangerous things. They think it's very exciting to

\_\_\_\_\_.

1.

**A:** Yeah, but I think some people want to show the world that they can do something very dangerous and be successful.

**B:** Maybe you're right. A lot of risk-takers are trying to \_\_\_\_\_ to other people. They want to be the first person in the world to do something dangerous.

2.

**A:** Yeah, like the guy who walked across Niagara Falls on a tightrope.<sup>2</sup> He comes from a famous family of tightrope walkers. So they always try to \_\_\_\_\_ new ways to show people the dangerous things they can do.

3.

**B:** Well, that's their job, right? But I think some people want to do dangerous things because they're really afraid, and they want to stop feeling that way. After they do something dangerous, they feel \_\_\_\_\_.

4.

**A:** That's OK if they're successful. But what if they're not \_\_\_\_\_ and they make a mistake? They can really get hurt, or even die! I think it's a little crazy.

5.

**B:** I know. I'm not interested in doing dangerous things at all!

<sup>2</sup> **tightrope:** a tightly stretched rope or wire high above the ground that a performer walks on

 GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.



## LISTENING SKILL

### LISTENING FOR SURPRISING OR UNEXPECTED RESULTS

The conjunction **but** can signal a *contrast* between a cause and a result.


Living in the mountains is difficult, **but** Jeremy isn't having any problems.  
[cause] [result]

However, when we want to make it clear that the *result* is surprising or unexpected, we often use **even though** before **the cause**.

**Even though** living in the mountains is very difficult, Jeremy is having a great time.  
[cause] [unexpected result]

OR

Jeremy is having a great time **even though** living in the mountains is very difficult.  
[unexpected result] [cause]

 Listen to the example.

#### Example


Which information is the surprising result?

- a. you can do a lot of things
- b. you're afraid

The correct answer is: **a.** you can do a lot of things.

#### Explanation

In this sentence, "you're afraid" is the cause, and "you can do a lot of things" is the unexpected or surprising result. This result is unexpected because when people are afraid to do something, they often can't do it. **Even though** makes it clear that this result is not usual or expected.

 Listen to the excerpts from the interview. Choose the answer that tells the surprising or unexpected result.

#### Excerpt One

Which information is the surprising result?

- a. I'm fourteen
- b. everyone thinks I'm the "baby"

(continued on next page)

### Excerpt Two

Which information is the surprising result?

- a. it's hard
- b. we're really having a good time

### Excerpt Three

Which information is the surprising result?

- a. we're doing difficult things
- b. it's really not dangerous

GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

## CONNECT THE LISTENINGS

### STEP 1: Organize

Diana Nyad, the long-distance swimmer, and Jeremy Manzi, the teenager in Outward Bound, both took risks. How else are they similar? How are they different? Use the information from Listening One and Listening Two to complete the information in the chart.

	DIANA NYAD	JEREMY MANZI
1. How old is she/he?	64	14
2. What risk did she/he take?	long-distance swimming in the ocean without _____	whitewater rafting and _____
3. What was her/his goal?	to be the first person to _____	to have _____ and to learn _____
4. What is she/he trying to prove?	64 is not too old to _____	He's not _____
5. How dangerous was the risk?	0 _____ 5 _____ 10 _____ not at all so-so very	0 _____ 5 _____ 10 _____ not at all so-so very
6. How afraid was she/he during the experience?	0 _____ 5 _____ 10 _____ not at all so-so very	0 _____ 5 _____ 10 _____ not at all so-so very

## STEP 2: Synthesize

Two teenagers on Outward Bound are talking about Diana Nyad's swim to Florida. Use the information in Step One: Organize to continue their conversation. Begin like this:

**TEEN 1:** Did you hear about Diana Nyad?

**TEEN 2:** Yeah, I think she's amazing. I can't believe that she's 64 years old!

**TEEN 1:** You know, even though we're teenagers, we're similar to her in some ways.

**TEEN 2:** Similar to Diana Nyad? What do you mean?

**TEEN 1:** Well, she likes to do things that are dangerous. She swam in the ocean without a shark cage. And we're doing some dangerous things, too.

**TEEN 2:** I don't think rock climbing with Outward Bound is so dangerous. We're very careful and our leaders help us.

**TEEN 1:** Well, Diana Nyad said that she loves having new challenges.

**TEEN 2:** OK, we . . . . .  
But she isn't afraid of anything, and . . .

 **GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.**

## 3 FOCUS ON SPEAKING

### VOCABULARY

#### REVIEW

Read the homepage of the Adaptive Adventures website on the next page. Complete the text with the words and phrases in the box. Then take turns reading the text aloud with a partner.

careful	determined	strong
challenges	discovered	take a risk
dangerous	proved	unfortunately
decided	reach her goals	

(continued on next page)



## Adaptive Adventures—

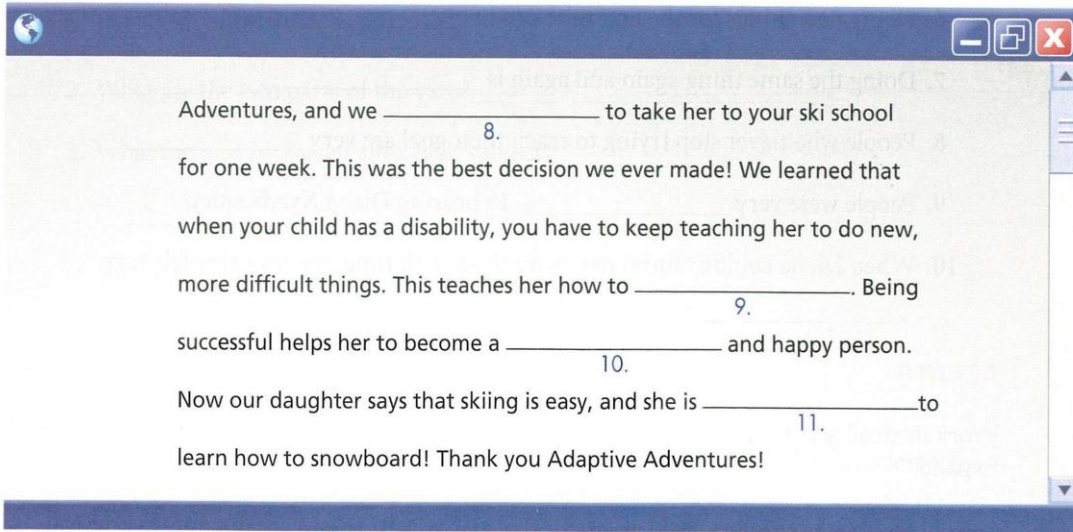
### *Adventure programs for children and adults with disabilities*

Many people with physical disabilities<sup>3</sup> think that they cannot do any sports. However, at Adaptive Adventures, we believe that *everyone* can do sports! We teach disabled people white water rafting, skiing, snowboarding, and many other exciting outdoor sports. Many disabled people don't do any sports because they think it's too \_\_\_\_\_ for them; they are afraid that they will get hurt. However, for the past 12 years, we have \_\_\_\_\_ to our students again and again that this is not true. Our excellent instructors are very \_\_\_\_\_ when they teach disabled people, so our students are always safe. In fact, many of our instructors have disabilities, too, so they really understand how their students feel. They also know that many people with disabilities need new \_\_\_\_\_ in their lives. When people with disabilities \_\_\_\_\_ by trying something new, and they are successful, it is an exciting experience for them! Many students tell us that after they learned how to do a new sport, they \_\_\_\_\_ that they felt much more self-confident—not only about doing sports, but about all parts of their life. Here is what the father of one of our students said about us:

My wife and I both love to ski, so when our daughter was born with a disability, we thought that, \_\_\_\_\_, she could never enjoy the sport that we love so much. When she was six, we heard about Adaptive

<sup>3</sup>physical disabilities: problems with one's body





**EXPAND**

Adjectives that end in **-ed** usually describe people’s feelings. Adjectives that end in **-ing** usually describe people, things, or situations.

I was **amazed** when I heard about Diana Nyad. She is an **amazing** swimmer.

Here are some common **-ed** and **-ing** adjectives:

amazed	challenging	excited	interested	surprising
amazing	determined	exciting	interesting	tired
bored	disappointed	frightened	scared	tiring
boring	disappointing	frightening	surprised	worried

Complete the sentences using any of the adjectives from the list. More than one answer may be possible. Be sure to use the correct form. Compare your answers with a partner’s.

1. Diana Nyad thinks that long-distance swimming is boring / challenging / tiring.
2. In my opinion, long-distance swimming is very \_\_\_\_\_.
3. Jeremy thought that rock climbing was \_\_\_\_\_.
4. After he climbed up the mountain, Jeremy felt \_\_\_\_\_.
5. If my son or daughter goes rock climbing, I will feel \_\_\_\_\_.

*(continued on next page)*

6. Doing new things for the first time can be \_\_\_\_\_.
7. Doing the same thing again and again is \_\_\_\_\_.
8. People who never stop trying to reach their goal are very \_\_\_\_\_.
9. People were very \_\_\_\_\_ in hearing Diana Nyad's story.
10. When Diana couldn't finish her swim the fourth time, she probably felt very \_\_\_\_\_.

### CREATE

Work in small groups. Ask and answer the questions. Use the vocabulary from Review and Expand.

1. Did you ever **take a risk**? What kind of **risk** was it? (Risks are not always physical. They can be mental, financial, cultural, or involve relationships with other people.) Were you successful? How did you feel?
2. Did you ever do anything **dangerous**? What was it? Were you **careful**? How did you feel?
3. Did you ever feel very **determined** to do something? What was it? Were you successful? How did you feel?
4. Did you ever **discover** something about yourself? What was it? How did you **discover** it?

 **GO TO** MyEnglishLab **FOR MORE VOCABULARY PRACTICE.**

### GRAMMAR

- 1 Read the excerpts from the radio news report. Follow the directions.
  - a. We're speaking to you from a boat.
  - b. She is still swimming even though things are not going very well right now.
  - c. Diana's wearing a special wetsuit.
  - d. I'm doing a lot of really hard things.
  - e. You're discovering some new things about yourself.

- Underline the verbs in sentences a–e.
- What are the two parts of the verb? \_\_\_\_\_ + \_\_\_\_\_
- What form of *be* is used after each subject?
 

I _____	We _____
You _____	They _____
He/She/It _____	Things _____
Diana _____	
- Which sentences from question 1 tell about an action right now/at this moment? Which sentences tell about a change that is happening these days (but not at this moment)?

### PRESENT CONTINUOUS

- Use the present continuous tense to describe actions or situations that are happening:
 

<p>a. right now, at this moment, or</p> <p>b. now, as in this week, this month, this semester, this year, or these days.</p>	<p>a. She <b>is</b> still <b>swimming</b> even though things <b>are not going</b> very well.</p> <p>b. You're <b>discovering</b> some new things about yourself.</p>
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- To form the present continuous, use the **present tense of the *be* verb + the *-ing* form of the main verb**.
 

<p>a. If the <b>main verb ends in -e</b>, like <i>have</i>, drop the <b>-e</b> and add <b>-ing</b>.</p> <p>b. The verb <i>swim</i> has a consonant/vowel/consonant pattern at the end. Double the final consonant before <b>-ing</b>. Similar verbs include <i>get</i>, <i>begin</i>, <i>put</i>, <i>run</i>, and <i>stop</i>.</p>	<p>I'm <b>doing</b> a lot of really hard things.</p> <p>Is she <b>having</b> problems breathing?</p> <p>Diana Nyad <b>is swimming</b> from Cuba to Florida.</p>
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- For negative sentences, use the ***be* verb + not (or n't) + the main verb**.
 

<p>She <b>is not giving</b> up.</p> <p>Things <b>aren't going</b> very well.</p>	
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4. For *yes/no* questions, put the **be verb** before the **subject**.

You can answer *yes/no* questions with a **short answer**: **subject + be verb**.

Is she **swimming**?

Yes, **she is**.

5. For *wh-* questions, use the **question word + be verb + subject + main verb**.

**Where is she swimming?**

**What are you doing?**

6. **Stative (non-action) verbs** are **not** used in present continuous, even though the action is happening right now.

a. Some common verbs that are **always** stative (non-action) are: *be, believe, hate, know, like, love, mean, need, understand, and want*.

Diana **knows** how to clear her mind.

She **likes** challenges!

b. Some verbs have two meanings: a *non-action* meaning and an *action* meaning. Some common verbs with both meanings are: *feel, have, look, see, smell, taste, and think*.

Everyone **thinks** I'm the "baby."

Diana is counting. She **isn't thinking** about anything.

c. When the verb *have* is used in some expressions, it has an **action meaning**, and it **can** be used in present continuous.

She **is having difficulty** breathing.

We're **having** a good time.

Some common expressions are: *have trouble, have difficulty, have problems, have fun, have a good time and have a party*.

**2** Work with a partner. Fill in the blanks with the correct form of the verb in parentheses. Use present continuous for action verbs, and simple present for non-action verbs. Then read the dialog aloud.

A: Hi. What \_\_\_\_\_?

1. (you / do)

B: I \_\_\_\_\_ Diana Nyad, the famous swimmer.

2. (watch)

A: \_\_\_\_\_ from Cuba to Florida again?

3. (she / swim)

B: Yes! This is her fifth time, and this time she's finally going to make it. She

\_\_\_\_\_ the last few feet right now. This \_\_\_\_\_

4. (swim)

5. (be)

so exciting!

A: Look, she \_\_\_\_\_ up and \_\_\_\_\_ out of the

6. (stand)

7. (get)

water. She did it!



**B:** I \_\_\_\_\_ . I can't believe it. And look at all the people on the beach. They \_\_\_\_\_ and \_\_\_\_\_ .

**A:** But look at Diana's face. Wow, she \_\_\_\_\_ terrible. She's really sunburned and she \_\_\_\_\_ standing up. Her friend \_\_\_\_\_ her to walk.

**B:** Well, that's because she's so tired. She just swam for 53 hours!

**A:** But she \_\_\_\_\_ now. It looks like she \_\_\_\_\_ to say something. A reporter \_\_\_\_\_ over to talk to her.

**REPORTER 1:** Sixty-four-year-old Diana Nyad has just finished her historic swim from Havana, Cuba, to Key West, Florida. She is the first person in the world to do this without a shark cage, and she is also the first person in the world to swim for 53 hours!

**REPORTER 2:** Diana, congratulations! Millions of people all over the world \_\_\_\_\_ you on TV right now and they \_\_\_\_\_ all so excited that you reached your goal! Do \_\_\_\_\_ something to say to all the people who \_\_\_\_\_ you and \_\_\_\_\_ you right now?

**DIANA:** I've got three messages. One is "we should never, ever give up." Two is "you \_\_\_\_\_ never too old to chase your dreams." And three is "it \_\_\_\_\_ like a solitary<sup>4</sup> sport, but it's a team [effort]."

<sup>4</sup> **solitary:** for only one person

## PRONUNCIATION

### THE VOWEL SOUNDS /iy/ AND /ɪ/(EATS AND IT'S)



To pronounce /iy/, the front of your tongue is very high in your mouth. Your lips are spread and tense, like a smile.

To pronounce /ɪ/, the front of your tongue is slightly (a little bit) lower. Your lips are relaxed.

- 1** Listen and repeat these words with the sound /iy/.

be, we, she, see, eat, even, easy

keep, mean, meet, teach, reach, dream

here, clear, years

we'll, feel, deal

people, really, leader, breathing

agree, believe

- 2** Listen and repeat these words with the sound /ɪ/.

if, in, is, it, it's

did, big, give, wind, with, this, sick, fish, swim, think, things

will, still

didn't, giving, distance, different, middle

finishes, difficult

conditions, continue

- 3** Listen and repeat these pairs of words with /iy/ and /ɪ/.

A	B	A	B
1. eat	it	6. we'll	will
2. eats	it's	7. feel	fill
3. ease	is	8. deed	did
4. reach	rich	9. seek	sick
5. leave	live	10. these	this

- 4** Take turns with a partner. Read one of the words from each pair in Exercise 3. Your partner will tell you if you pronounced the word from Column A (/iy/) or Column B (/ɪ/).

- 5** Work with a partner. Student A, read the beginning of each sentence in Column A. Student B, don't look at Column A. Listen to Student A and choose the best ending in Column B. Change roles after number 6. Notice the syllables with /iy/ and /I/. Be careful to pronounce them clearly.

A	B
1. <i>Did Diana swim to Florida completely alone?</i>	<i>something to eat.</i>
2. <i>There were thirty people . . .</i>	<i>because many jellyfish bit her.</i>
3. <i>Every hour, the team gave Diana . . .</i>	<i>on Diana's team.</i>
4. <i>One person on the team used a special machine . . .</i>	<i>unfortunately, it didn't cover her lips.</i>
5. <i>Diana had trouble swimming . . .</i>	<i>No, she had a team on a boat.</i>
6. <i>Even though Diana wore a special wetsuit over her body, . . .</i>	<i>to keep the sharks away from Diana.</i>
Switch roles.	
7. <i>When the jellyfish bit Diana on her lips, . . .</i>	<i>Diana didn't want to give up.</i>
8. <i>Diana continued swimming, . . .</i>	<i>Diana did not leave the water once.</i>
9. <i>Even though she felt tired and sick, . . .</i>	<i>it made her feel very sick.</i>
10. <i>For fifty-three hours,</i>	<i>"You're helping me to reach new goals."</i>
11. <i>Just before Diana reached Key West, . . .</i>	<i>even though she had trouble breathing.</i>
12. <i>Many men and women write to Diana to say, . . .</i>	<i>she stopped swimming for a few minutes and said thank you to her team.</i>

## SPEAKING SKILL

### EXPRESSING UNEXPECTED RESULTS WITH *EVEN THOUGH*

To show that a result is unusual or not expected, we often use the words *even though* before the cause.

#### Example

**Even though** things are not going very well, Diana is still swimming.  
[cause] [result]

OR

Diana is still swimming **even though** things are not going very well.  
[result] [cause]

**Remember:** Do not use the word *but* when you use *even though*.

**Even though** things are not going very well, **but** Diana is still swimming.

**1** Take turns with a partner. Choose the correct result for each cause. Remember, when you use **even though**, the result must be surprising or unexpected. Read the sentences aloud.

1. Even though I'm a very good swimmer, \_\_\_\_\_.
  - a. I'm afraid to swim in the ocean
  - b. I like to swim in the ocean
2. Even though I tried very hard, \_\_\_\_\_.
  - a. I reached my goal
  - b. I didn't reach my goal
3. \_\_\_\_\_ even though it's dangerous.
  - a. I like to go rock climbing
  - b. I don't like to go rock climbing
4. \_\_\_\_\_ even though I was frightened.
  - a. I'm happy that I went whitewater rafting
  - b. I'm happy that I didn't go whitewater rafting

**2** Work with a partner. Read these sentences about Diana Nyad. Then connect the sentences using **even though**. Decide which sentence tells the cause and which sentence tells the result. Remember to put **even though** before the cause. Read the sentences aloud.

**Example**

Diana was very tired. She continued to swim.  
[cause] [result]

**Even though** Diana was very tired, she continued to swim.

OR

Diana continued to swim **even though** she was very tired.

1. Diana is an amazing swimmer. She is 64 years old.
2. Diana tried four times and was not successful. She wanted to try again.
3. Diana swam for more than 50 hours. It was very difficult.
4. There were dangerous sharks in the ocean. Diana swam without a shark cage.



5. The jellyfish bit Diana. She wore a special wetsuit.
6. The swim from Cuba was long and difficult. Diana was so happy that she did it.

**3** Complete each sentence with a cause or an unexpected result that makes sense. Then, compare your sentences with a partner.

1. Even though I'm afraid of high places, I \_\_\_\_\_.
2. I want to join Outward Bound even though \_\_\_\_\_.
3. Some people enjoy taking risks even though \_\_\_\_\_.
4. I decided to \_\_\_\_\_ even though \_\_\_\_\_.
5. Even though \_\_\_\_\_, I'm very determined to do it.
6. Some people are afraid to fly in airplanes even though \_\_\_\_\_.

■■■■■■■■■■ **GO TO MyEnglishLab FOR MORE SKILL PRACTICE AND TO CHECK WHAT YOU LEARNED.**

## FINAL SPEAKING TASK

A role play is a short performance. The students take on roles, or become characters, and act out a situation.

*In this activity, you are going to role-play an interview with a risk-taker.*

Use the vocabulary, grammar, pronunciation, and language for expressing unexpected results from this unit.\*

You are going to role-play an interview between a TV news reporter and a risk-taker.

**STEP 1:** Together with the class, think of at least six interesting questions to ask the risk-taker. Write them down.

**STEP 2:** Work with a partner. Student A, you are a TV news reporter. You are interviewing a risk-taker **while she/he is doing something very challenging or dangerous**. Use the questions that you wrote down in Step 1 and any others you want to ask.

Student B, you are a risk-taker. You can be an athlete, an entertainer, or any other person who is doing something very challenging or dangerous. You can also be yourself if you can tell about a time that you took a risk. (Remember that a risk or challenge is not always physical.) Answer the questions that the TV news reporter asks you.

\* For Alternative Speaking Topics, see page 161.

**STEP 3:** When you are finished, change roles. Student A, choose a different risk-taker to role-play. Student B, you are the TV news reporter.

 **GO TO MyEnglishLab FOR MORE SKILL PRACTICE AND TO CHECK WHAT YOU LEARNED.**

## UNIT PROJECT

Choose one of the people on the list to research. Find three or four photos of the person doing something challenging or dangerous. Then report to the class or a small group.

Christiane Amanpour	Philippe Petit
Felix Baumgartner	Jordan Romero
Sarah Burke	Nick Vujicic
James Cameron	Stephen Wampler
Yuichiro Miura	Malala Yousafazi
Danica Patrick	

**STEP 1:** Give some background information.

Who is this person? Where is she/he from? How old is she/he? What did she/he do? (What was her/his goal?) Why did she/he do it? Did she/he set a new record? What are her/his future plans? Why did she/he want to take a risk?

- to feel a challenge?
- to entertain people?
- to continue a family tradition?
- to set a new record?
- to become famous?
- to prove something? (what?)

**STEP 2:** Tell about the photos.

Show three or four photos of the risk-taker while she/he is doing something challenging. Try to find photos that show the person at different points (beginning, middle, and end). Explain exactly what the person is doing in each photo.

Use these expressions to begin some of your sentences:

- Please look at (this / the first / the second / the third) photo. In this photo, X is . . .
- As you can see, X is . . .
- If you look at (this / the first / the second / the third) photo, you can see that X is . . .

### Example

**Step 1:** I'm going to tell you about Nik Wallenda. He is American, and he is the seventh generation in his family of tightrope walkers. The Wallenda family is famous for doing very dangerous things. Nik Wallenda is an entertainer, and he is continuing his family tradition. He always tries to set new records.

**Step 2:** Please look at the first photo. In this photo, Nik Wallenda is beginning to walk across Niagara Falls. He is walking on a tightrope. As you can see, he is wearing everyday clothes. He is holding a very long stick. It helps him to keep his balance.

Photo 1



If you look at the second photo, you can see that Wallenda is standing in the middle of the tightrope. Even though he is doing something very dangerous, he is smiling and he looks very calm. Even though it is very windy, he is still putting one foot in front of the other.

Photo 2



*(continued on next page)*



Now, please look at the third photo. Wallenda is close to the end of the walk. As you can see in this photo, he is kneeling down on the tightrope. He is thanking God for helping him to reach his goal. Wallenda always does this at the end of each walk. Even though he is a professional, I think it's still very dangerous to walk over Niagara Falls on a tightrope. I think Wallenda is amazing!

Photo 3



#### Listening Task

Listen to your classmates' presentations. Ask questions. Try to use some of the new language from this unit.



## ALTERNATIVE SPEAKING TOPICS

Discuss one of the topics. Use the grammar, vocabulary, pronunciation, and language for expressing unexpected results from this unit.

1. "Please know that I am aware of the hazards.<sup>5</sup> I want to do it because I want to do it. Women must try to do things as men have tried. When they fail, their failure must be a challenge to others."—Amelia Earhart, American (1897–1937)  
  
Explain this quote by Amelia Earhart. What does she mean? Do you agree with her? Why or why not?
2. Did you ever do any dangerous sports? Did you ever live in nature, without a cell phone, computer, TV, etc.? Tell about your experiences. If you never did these things, do you want to? Why or why not?
3. There are many famous sayings and quotes about determination and challenges. Look at the list below. Explain what each saying or quote means and give an example. Then tell if you agree or disagree with it, and explain why.
  - a. If at first you don't succeed, try, try again.
  - b. Where there's a will,<sup>6</sup> there's a way.
  - c. I've failed over and over and over again in my life and that is why I succeed.  
—Michael Jordan
  - d. I hated every minute of training, but I said, "Don't quit. Suffer<sup>7</sup> now and live the rest of your life as a champion."—Muhammad Ali
  - e. Take risks: if you win, you will be happy; if you lose, you will be wise.<sup>8</sup>

<sup>5</sup> **hazards:** dangers

<sup>6</sup> **Where there's a will:** When you feel determined

<sup>7</sup> **suffer:** feel pain, feel very bad

<sup>8</sup> **wise:** intelligent; smart

 **GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT A HEROIC PILOT, AND TAKE THE UNIT 6 ACHIEVEMENT TEST.** 



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