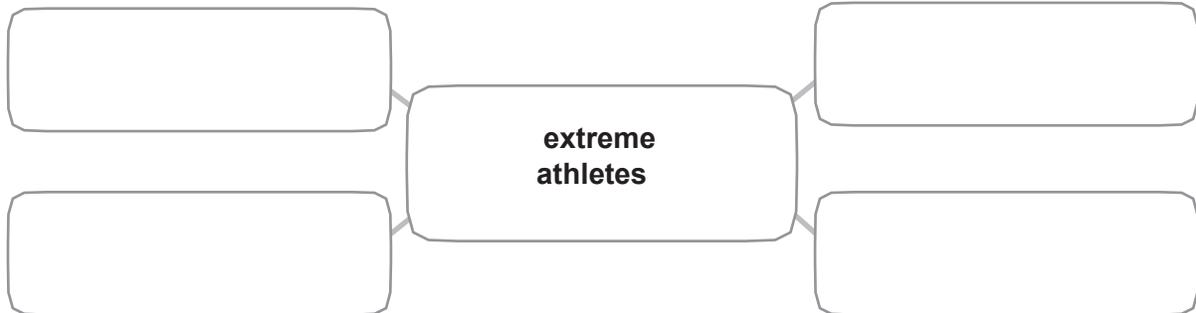


Unit 1

Vocabulary and Grammar **Extend** Worksheet 4.1.C

1a. Unscramble the words and phrases in the box. Then complete the web with the words/phrases that can describe extreme athletes.

caievhe	tdeerinoatinm	nruandcee	iapn	ushp teemslvesh	orle oemld
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1b. Now write a sentence with each word/phrase.

1. _____
2. _____
3. _____
4. _____

2. Read. Complete the second sentence with a word/phrase from Unit 1 so that it has a similar meaning to the first sentence. Use between one and five words. You might need to change the form of some words.

1. Completing the Marathon des Sables seems like something most people could never do.
Completing the Marathon des Sables seems like _____ to most people.
2. An extreme athlete has a limit to what he or she can and can't do.
_____ is a cutoff point between what an extreme athlete can and can't do.

3. Extreme athletes are able to take risks because of the satisfaction they get from having reached an almost impossible goal.

The satisfaction of having reached an almost impossible goal _____
take risks.

4. Extreme athletes never come up against anything as powerful as nature.

The _____ extreme athletes come up against is nature.

5. Jussi Oksanen is completely determined when he snowboards down glaciers.

Jussi Oksanen shows _____ when he snowboards down glaciers.

6. A lot of young people look up to Serena Williams.

For a lot of young people, Serena Williams is _____ .

3. Read the interview with a sailor talking about a sailing trip. Complete the interview questions using the words in the box. You will need to use some other words.

achieve / goal	extreme / athlete	face / obstacle	hazardous / conditions
test / physical / boundary			

Interviewer: Hi Sam. Welcome to the show. My first question is ...

(1) _____ ?

Sam: Ha ha! Well, I don't know if I'd call myself that. Corey Richards and Jusi Oksanen definitely are, but I'd say I'm a regular sports person – I only sail!

Interviewer: One question we have for you is about life on the boat in all weather.

(2) _____ ?

Sam: A short answer here – very! The wind and the rain was often really treacherous!

Interviewer: And (3) _____ ?

Sam: To be honest, maybe the biggest was that people thought I was too young and that I couldn't do it!

Interviewer: You must be very determined! The cold must have been difficult though.

(4) _____ ?

Sam: Well, I broke my finger in the second week, which made it painful to use the ropes.

Interviewer: My last question is (5) _____ already?

Sam: No way, I still have lots of things I want to succeed in. Finishing my university degree is one of them!

Interviewer: Well, good luck with that, Sam. Thanks for coming on the show!

4a. Put the words in the correct order to make embedded questions. Then answer the questions, imagining you are Sam in Activity 3.

1. you / ever / I / felt / if / giving / like / wonder / up

2. else / risks / what / from / sailing / wonder / you / I / in / take / Apart

3. I / to / ask / What / next / is / became / why / interested / you / so / in / sailing / want

4. interests me / is / the trip / you / during / how / The / thing / happy / kept / that

5. at / What / pushes / to / me / exams. / you? / university / limit / studying / is / How about / for

1. _____

2. _____

3. _____

4. _____

5. _____

5. Read part of a speech from an extreme cyclist talking at school graduation. Complete the missing words.

Thank you for inviting me here today to talk at your high school graduation. What I want to do now (1) _____ tell you how I got into downhill mountain biking, and the (2) _____ why I think extreme sports can help each and every one of you to think about what you want in life, and how you are going to achieve (3) _____ in that. I've (4) _____ many obstacles in my career, and I've pushed myself to the limits. The thing that helped me to do that was having a great role model when I was young – my P.E teacher. The (5) _____ where I grew up was a small town, and I didn't know any extreme athletes there, but she asked me if I knew what I wanted to be. She was the (6) _____ that helped me set a (7) _____

for myself. I'm not saying I want to be your role model, but I think it's important to have a role model and to (8) _____ determined in the face of challenges and opponents. I'm also (9) _____ you to try something new, and not only to try it, but to become passionate about something. What I think helps my determination the most (10) _____ my passion, and it's what (11) _____ me to take risks. I hope this inspires you to go out there into the world and do the same. I (12) _____ if you've pushed yourself to the limit yet. Now's the time to find out. Happy graduation!

6a. Read. Answer the questions. Use the word in **bold** and at least one phrase from each box.

I'm guessing that	I wonder if/why	The reason why I think
The thing that I'd	What I'd like to do is	

At first	Eventually	Ultimately
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1. Name three reasons why some athletes do their sports in **hazardous** conditions?

2. Name five examples of the kinds of **obstacles** that extreme athletes come up against?

3. Would you like to test your **physical or mental** limits? Explain why or why not, giving examples.

6b. Work in pairs. Share answers with your partner. Then ask your partner three more questions using the a word and a phrase from Activity 6a.

7. Read and circle. Then complete the table.

Self-assess	
Have I used the words in bold ?	Yes / No
Have I used phrases to add emphasis correctly?	Yes / No
Have I used embedded statements, questions and commands correctly?	Yes / No
If you have answered 'no' to any of the questions, look at Unit 1 of your <i>Impact Student's Book</i> , <i>Workbook</i> and <i>Grammar Book</i> for review.	
Now write three things you remember from Unit 1.	
1. _____	
2. _____	
3. _____	