# หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ

# New Impact 6

# ชั้นมัธยมศึกษาปีที่ 6

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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# **SCOPE AND SEQUENCE**











5 Why We Explore Giants p. 98

effect

6

Creative **Problem-Solving** p. 134

**Art Connections** 

p. 116

			p. 116	
THEME	Why it's important to explore	Giant plants and animals of the past and present	Problems and how people creatively solve them	Art and our connection to it
VOCABULARY STRATEGIES	Prefix <b>en</b> - Use pronunciation	Synonyms and antonyms Use word parts	Latin roots (flex) Identify synonyms	Suffixes -ic, -ive Identify collocations
SPEAKING	Hesitating when answering questions Linking feelings, values, and thoughts	Speculating Asking why someone thinks something	Asking someone to defend an opinion Reflective listening	Interpreting and expressing understanding Avoiding misinterpretations
GRAMMAR	Narrative tenses: Telling a story  Barrington Irving had been preparing to become a pilot since he was 15.  Geographic use of the The Yangtze is the longest river in Asia.	Relative clauses: Defining and describing Megalodon, which was a fierce predator, was able to catch the largest whales.  Reduction of relative clauses My brother, (who is) a filmmaker, created a documentary about manta rays.	Wish and if only: Expressing wishes and regrets I wish I were at the STEM fair right now.  Adverbs: Expressing different levels of intensity Inventor Emma Yang is so clever. But she is rather shy.	Reported speech: Describing what others say  He said that art should reflect the world we live in.  Two- and three-word verbs  Artists want to draw in their viewers.  A true artist comes up with unique ways to express herself.
READING	The Explorer Gene Strategy: Connect to personal experience	Discovering Spinosaurus Strategy: Make inferences	Combatting Climate Change, One Idea at a Time Strategy: Identify Problem and Solution	Microscopic Marvels Strategy: Ask questions
VIDEO	Why Is It Important to Explore?	Super Tree	Sanga's Solution	Exploring Ourselves Through Art
WRITING	Genre: <b>Compare and contrast essay</b> Focus: Use transitions to compare and contrast	Genre: <b>News report</b> Focus: Include answers to the 5 <i>W</i> s and <i>How</i>	Genre: <b>Exemplification essay</b> Focus: Use relevant examples to explain a topic	Genre: <b>Art review</b> Focus: Answer key questions to provide facts and opinions
MISSION	Take Action National Geographic Explorer: Christine Wilkinson, Conservation Biologist	Make Big Plans National Geographic Explorer: Nizar Ibrahim, Paleontologist	Don't Give Up National Geographic Explorer: Tan Le, Innovator/ Entrepreneur	Connect Through Art National Geographic Photographer: Stephen Alvarez
SUSTAINABLE DEVELOPMENT GOALS	Quality Education; Life on Land	Life Below Water; Life on Land	Good Health and Well-being; Industry, Innovation, and Infrastructure; Reduced Inequalities	Reduced Inequalities; Responsible Consumption and Production
LITERACY BUILDER	Genre: <b>Biography</b> Wayfinding: Keeping Traditional Navigation Alive Strategy: Analyze cause and	Genre: Adventure fiction A Journey to the Center of the Earth Strategy: Identify and use	Genre: <b>Essay</b> <i>Droidganizer</i> Strategy: Support claims	Genre: <b>Free-verse poem</b> <i>Wildflower Wake-Up</i> Strategy: Use figurative language

descriptive language

# **MEET THE EXPLORERS**



CORY RICHARDS Photojournalist

Cory Richards takes pictures all over the world. He uses these photos to tell stories about people and places around the world. He's been to all seven continents, climbed some of the tallest mountains on Earth, and hiked in below-freezing temperatures. Cory has overcome extreme obstacles and has pushed himself to his limit. He doesn't mind being out of his comfort zone. Do you?



Unit 3
BARTON SEAVER Chef/Conservationist

Barton Seaver wants you to think about what you eat. As a chef and conservationist, Barton has traveled all over the world to cook and eat different foods. He likes to learn about people and cultures through food. Now he works to raise awareness about healthy eating and seafood sustainability.



OTITE ∠
ANA LUÍSA TEIXEIRA Geographer

Ana Luísa Teixeira and her team are helping to put communities on the map, literally. She is a geographer who documents and collaborates with traditional communities in the Amazon rainforest in order to map remote areas and bring awareness to the issues these communities face. The data she collects is helping remove these communities from geographic invisibility and empowering them to maintain rights to their land.



Unit 4

JACK JOHNSON Musician

Jack Johnson is a musician, surfer, and environmentalist. He uses his music to promote sustainability and conservation. Jack travels to his concerts in biofuel buses and promotes sustainable local food at his shows. Jack proves that being green and having fun can go hand-in-hand. What do you like to do for "green fun"?



### Unit 5

#### **CHRISTINE WILKINSON Conservation Biologist**

Christine Wilkinson is a conservation biologist, carnivore ecologist, and science communicator. In her work, she uses mapping, ecological research, and community outreach to look at human-wildlife conflict. By working with local communities, Christine is able to engage with the people closest to the issues. She sees these local perspectives as a necessary step in overcoming conservation challenges and finding solutions that benefit both people and animals.



# Unit 7

#### TAN LE Innovator/Entrepreneur

Have you ever wanted to be able to move objects with your mind? Tan Le created a portable brain scanner that can do just that! It also helps doctors better understand the healthy human brain. Tan went through a long process of trial and error before her brain scanner worked, which taught her that failure is a step toward success.



#### Unit 6

#### **NIZAR IBRAHIM Paleontologist**

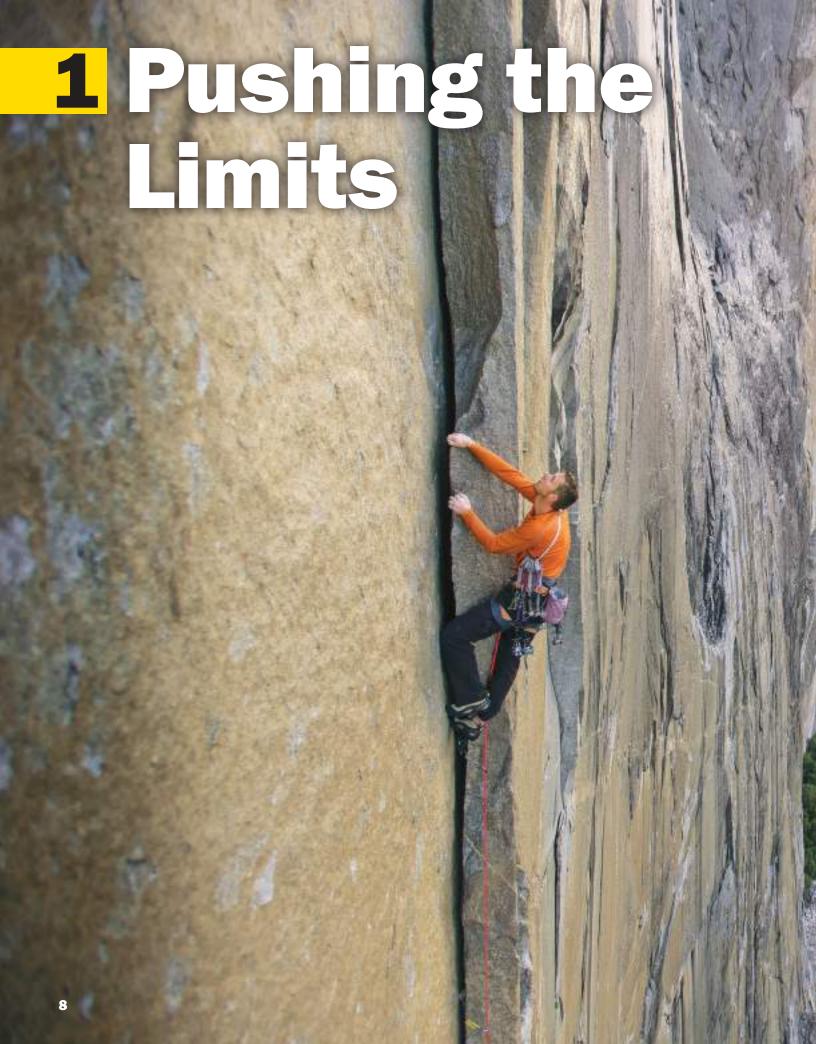
Nizar Ibrahim is German/Moroccan and as a kid in Germany, he wanted to learn about dinosaurs. He's lucky because now that's his job as he searches for dinosaurs in Morocco. He decided to hunt for dinosaurs there because very little research has been done in the Sahara Desert. Imagine how excited he was to find fossils of a prehistoric giant, *Spinosaurus*.

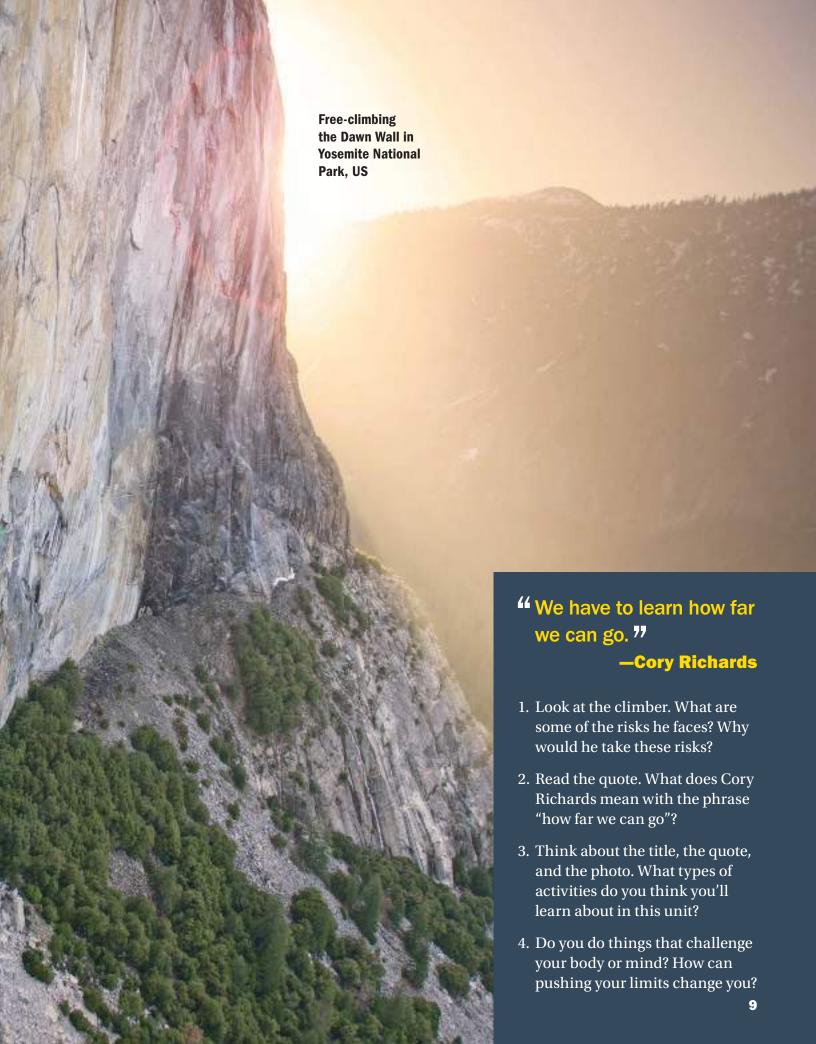


# Unit 8

#### **STEPHEN ALVAREZ Photographer**

Photographer Stephen Alvarez believes art has the power to connect people across time and distance—even from the prehistoric world to people today. In 2014, he photographed ancient art in the Chauvet-Pont-d'Arc cave in France. These paintings were made 36,000 years ago! Stephen felt very connected to the ancient artists that created them. Does art help you connect with others?





# **VOCABULARY**

**1** Look at the photos. How do you think each person is feeling? Discuss. Then listen and read. **◄)** 1.1

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 really be changed by pushing themselves. These experiences teach **determination**. Often, the desire to achieve our goal **enables** us to take **risks**. Many people take mild risks. Some feel a need to reach the unreachable.

**Extreme** athletes test their own **mental** and **physical** boundaries. In most traditional sports, athletes compete against one another. But in some extreme sports, the biggest **opponent** is nature.

In the photo below, professional climber Angelika Rainer is ice climbing at the Ouray Ice Festival Elite Mixed Climbing Competition in Ouray, Colorado, US. Ice climbing can be dangerous, since climbers can't be sure how solid the ice is, and they are often climbing in very cold temperatures. But for extreme athletes like Rainer, risk is just part of the job. 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. In the photo on the right, surfer Kai Lenny is riding a big wave at the Nazaré Challenge in Portugal. Nazaré is known for its giant waves. So how can people do such amazing things? "Once you know how to tap into fear, you can use it to do things you never thought were possible," says Kai.

Athletes who participate in the *Marathon des Sables*, or MdS, need to have incredible **strength**. 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 in these photos are **role models** for anyone seeking adventure. Do they inspire you to push your own limits?



Angelika Rainer ice climbing



The Marathon des Sables desert marathon



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

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

Photographer and adventure	r Cory Richards is used	to difficult conditions. C	Cory
has	_ many difficult	to	1
bring us some incredible outdoo	or action photography. C	ory believes that pushin	g his
and	t	limits helps him	to better
connect with himself and with t	he world.		
In 2011, Cory successfully cli	imbed an 8,000 m (26,00	00 ft.) peak in the middle	<b>;</b>
of winter. This extremely	C	hallenge nearly cost hin	n his life.
On the way down, Cory and his t	team were caught in a m	ıajor avalanche.	
"Once the avalanche took us, the	ere was no more fear," sa	ays Cory.	
Although this experience scared	him, he still takes risks	to get a	
great photo. Cory's	and str	ength make	300
him a great	for anyone who	) wants to	
push their boundaries.			100

**6 LEARN NEW WORDS.** Listen to the words and match them to the definitions. Then listen and repeat. **1.3** and **1.4** 

achieve	boundary	unbelievable	unreachable
		1. incre	dible
		1. IIICIC	arbic
		2. limit	
		3. do	
		4. impo	ssible

# 7 Your Choice Choose an activity.

- A. **Work individually.** Create a profile of a real or invented extreme athlete. Say what characteristics this person has and how these traits help them achieve their goals.
- B. **Work in pairs.** Role-play an interview between a TV reporter and an extreme athlete who has just completed a new challenge.
- C. **Work in groups.** You are organizing a competition for an extreme sport. Create an advertisement looking for the right people to participate in your event.



# **SPEAKING**

**Showing interest in a conversation 1.5** 

**Statement Responses** 

I love to surf. Wow! What's that like?

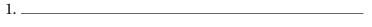
No way! I never knew that you could surf.

What can you tell me about surfing?

**Tell me more about** how you learned to surf.

You're a surfer? Me, too!

- **1 Listen.** How do these speakers show interest in the conversation? Write the phrases you hear. ◀) 1.6
- **2 Listen.** Write an appropriate response to show interest. **4**) 1.7



2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

- **3 Work in pairs.** Spin the wheel. Make a statement about the topic the spinner lands on. Your partner uses the phrases above to show interest and maintain the conversation. Then switch roles.
- 4 Work in groups. Do you take risks? Share stories about risks you have taken. Tell one true story and one false story. See if your group can guess the true story. Use the phrases above to demonstrate curiosity in one another's stories.



**Extreme ironing** 

#### **Conversation tip: Demonstrating curiosity**

When talking to another person about their experiences, be curious. Ask questions to learn about both the person and the topic.



Go to Game 1A.

# **GRAMMAR**

Embedded clauses, questions, and commands ◀) 1.8

I think Extreme sports are dand I wonder What obstacles has 0 Do you know Can we climb that in winter? I'm asking you Try snowboarding	Cory overcome? at mountain	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 snowboarding.	
Go to the Grammar Reference for mo	re information.		
		kers. Then complete the embedded clause, ange the order of words when necessary. <b>4)</b> 1.9	
1. She's guessing			
2. He's wondering	2. He's wondering		
3. You're telling me	3. You're telling me		
4. I think			
5. I'm asking you			
<b>2 Work in pairs.</b> Make sent and commands.	ences to form (	embedded clauses, questions,	
I wonder	Wear a helm	net when you ride your bike.	
I think	Had Cory be	een in an avalanche before?	
I'm asking	Teach your	brother how to surf.	
I'm telling		countries has Cory visited?	
Do you remember if	You could tr	ry ice climbing.	
1		7000	
2			
3			
4.			
5			
0.			

**LEARN NEW WORDS.** Listen and read about a mental challenge. Then listen and repeat. 1.10 and 1.11

Extreme sports push physical limits, but there are also ways to push mental limits. Robotics is one example. It has been called

"the ultimate sport for the mind." Each year, thousands of students from around the world gather to **demonstrate** their skills in technology, engineering, design, and teamwork in the FIRST Robotics Competition. The goal of the FIRST Robotics program is to inspire students to

become leaders in science and technology.

To prepare for this **event**, teams build robots that can weigh up to 63 kg (140 lbs). Robots must cooperate while participating in field games against other teams. Humans use remote controls to move the robots, which can be a struggle. Bots must complete tasks such as



A student from Brazil works on her robot at a FIRST Robotics event in Montevideo, Uruguay.

stacking objects, racing one another, or throwing balls. The designers of the winning robots are the **champions**, but there are also awards for areas such as creativity and safety.

Do you wonder if you could be a part of FIRST Robotics? The answer is yes! Just find some team members and an adult who knows about robotics in your community. With some determination, you could be on your way to the FIRST Robotics Competition.

clause, question, or command in each sentence.	
1. wonder / event / time	I wonder if the event takes much time.
2. guessing / struggle / difficult	
3. think / student / prepare	
4. telling / robotics / team	
5. asking / design / robot	

**Work in pairs.** Write sentences using the words below. Include an embedded

**5 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.

# **READING**

**1** Work in pairs. Look at the photos, caption, and title. What do you think this reading is about?

2 **LEARN NEW WORDS.** Find the words below in the reading. What do you think they mean? Use a dictionary to check. Then listen and repeat. ◀) 1.12

beyond consequence in control optimistic

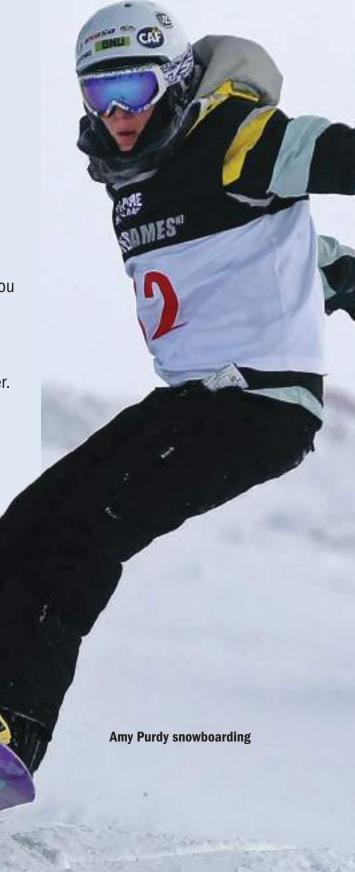
3 Summarize While you read, pause after each paragraph to summarize it. When you summarize, you say what the text is about in your own words. ◀) 1.13

4 Summarize Work in pairs. Reread the text. Then without looking, take turns saying what you remember. Use your own words.

**5 Work in groups.** Answer the questions.

- 1. How did Amy lose her legs?
- 2. What other negative consequences did Amy suffer from meningitis?
- 3. What was it like for Amy to learn to use her new legs?
- 4. What other success has Amy had?
- 5. How does Amy work to help others?

6. What character traits describe Amy?



# NOLIMITS

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

Amy Purdy is a world-class athlete, actress, model, and author. She hasn't let anything slow her down—even the loss of both legs! In fact, Amy has achieved much of her success after she lost them.

When Amy was 15, she started snowboarding. After finishing school, she moved to the mountains, so she could snowboard in her free time. 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-percent 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 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 and her legs kept going down the hill without her!



Amy was determined to keep snowboarding. After several years of training, she was again at her best on the mountains. In fact, she became the Para-Snowboard World Champion in 2012 and has three Paralympic medals. In 2022, she became a member of the Adaptive Sports Hall of Fame.

Amy's life was beyond what she expected. In addition to her success at snowboarding, she got work as a model and an actress. She has a podcast and a book about her experience. Amy and her husband also founded a company designed to train people with various disabilities to participate in events such as the Paralympics.

In 2019, Amy had to overcome another obstacle. She had a pain in her left leg which she soon learned was a blood clot from her hip down through her left leg. Amy had ten surgeries to get blood to flow in her leg again. Amy knows what it means to struggle, but she stays optimistic. "Your body might break at times, but as long as your spirit doesn't break, you'll get through it."

## 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 using your own experiences if possible.
- 3. At the end, Amy says "as long as your spirit doesn't break, you'll get through it." What does she mean by that? Are you as optimistic as Amy? Why or why not?

# **VIDEO**

- 1 Discuss in pairs.
  - 1. Describe a time when you experienced an uncomfortable or dangerous situation.
  - 2. What do you do when you feel stressed? What do you think Cory does?
  - 3. Think of a photo that has taught you something. Describe the photo and what you learned from it.
- **Work in pairs.** The title of this video is *A Tribute to Discomfort*. Using the title, the photo, and what you already know about Cory, predict what you think the video will be about.
- **Watch.** ▶ 1.1 Preview the questions in Activity 4. Take notes to help you answer the questions.
- 4 Discuss in pairs.
  - 1. What is adventure for Cory?
  - 2. Why does Cory take photos in extreme places?
  - 3. What is Cory's most important tool for connecting with the people he photographs?
  - 4. How has Cory's photography changed since he started?

- Work in pairs. Cory says that education can come from observing. Give examples of who and what he observes in the video. Then, pause to closely observe a person or object in the class. Look closely at the details, and try to find something you hadn't noticed before. What is this experience like? How can it help you be more like Cory?
- **Work in groups.** In the video, Cory mentions the "richness of struggle." Think about a time you tried something that caused you to struggle or to be uncomfortable. Discuss the positives of this experience.

Cory Richards takes risks to get a good shot. This photo was taken from the top of the 8,034 m (26,360 ft.) Gasherbrum II, in Pakistan.

**Your Choice** Choose an activity.

- A. **Work individually.** Look at Cory's photography online. Share and describe four of your favorites of his photos with the class.
- B. **Work in pairs.** Photography gives Cory a voice. Find a photograph to teach others about someone or something or share one you've taken. Discuss your photo with a partner.
- C. Work in groups. Create a Venn diagram to compare and contrast Amy Purdy and Cory Richards. In your diagram, consider these questions: How does each person push themself? What obstacles has each person overcome?

# **GRAMMAR**

#### Adding emphasis 1.14

My sister loves to hike 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 ocean.

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

Go to the Grammar Reference for more information.

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 snowboarding. It pushes me to my physical limits.

What I like best about snowboarding 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 place \_\_\_\_\_

The thing \_\_\_\_\_

The person \_\_\_\_\_\_

The reason why I prefer snowboarding is that I need less equipment.

2. Li really enjoys climbing in the Himalayas.

3. I love the excitement of skiing.

4. Maria likes trying extreme sports.

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

The reason \_\_\_\_\_

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

> The thing that Carolina really loves is practicing yoga.

> > The reason why she loves it is that it's relaxing.



# WRITING

#### **Biography**

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 eventually ultimately later on more recently

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

Khalida Popal was born in 1987 in Kabul, Afghanistan. As a child, Khalida loved to play soccer because it was fun. It also helped distract her from the conflicts taking place in her country. At first, people would insult her for playing because she was a girl. But Khalida wanted to keep playing, and she wanted other girls to play, too.

Khalida and her friends found a safe place to practice. Later on, in 2007, she founded the Afghan women's national football team. Eventually, she became the captain of the team. She was also the first woman to work for the Afghanistan Football Federation. However, some people did not want women to play sports in Afghanistan, which was a struggle for Khalida.

Ultimately, in 2011, Khalida moved to Denmark, but she kept working to help women in Afghanistan. More recently, Khalida started Girl Power, an organization that uses sports to support women. Khalida was a defender on her soccer team, and now she is a defender of women's rights.



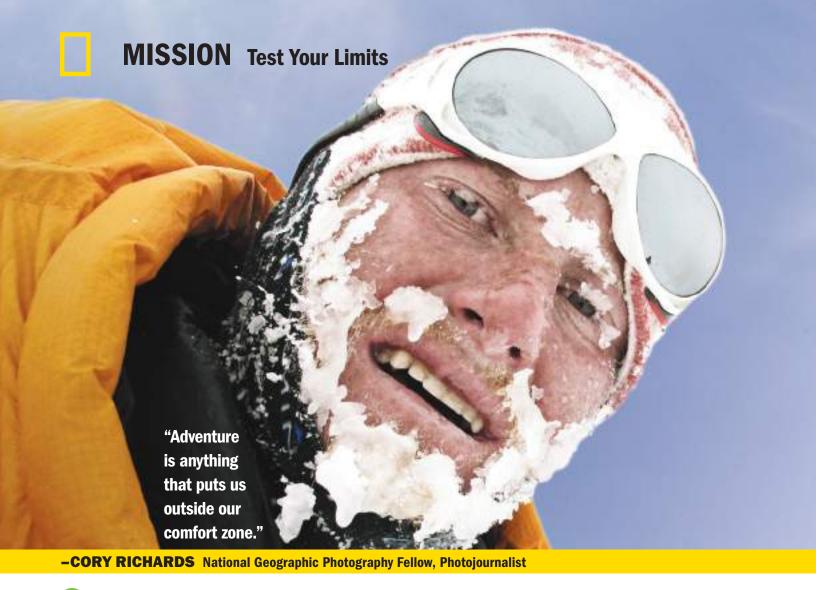
- Plan your writing. Research an athlete who is a role model for others. Write three major events in their life.
- **3** Write a biography of the athlete you chose. Use the words and phrases in the box to help you organize the biography.
- **Read a partner's biography.** Use the checklist. Then share feedback.

 $\square$  They give the person's background.

☐ They use the words and phrases in the box to organize their biography.

☐ They include information about the person's recent accomplishments.

 $\square$  They have a strong conclusion.



- **1 Look at the photo and read the quote.** How do you think Cory tests his limits as a photojournalist?
- 2 Watch. ▶ 1.2 Take notes about Cory's emotions. What are his concerns? What positive thoughts does he have?
- 3 Use your notes to complete the sentences.
  - 1. The obstacles that Cory faces are \_\_\_\_\_\_.
  - 2. Cory shows physical strength when \_\_\_\_\_\_
  - 3. Cory shows mental strength when \_\_\_\_\_\_.
  - 4. He pushes himself because \_\_\_\_\_\_
- **4 Work in pairs.** In the video, Cory talks about the importance of storytelling. Write and share the story that you think he will tell after this experience.
- **5 Work in groups.** 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? What do you think you might learn about yourself by trying something new?
- 22 Mission

# **MAKE AN IMPACT**

- **Look at the photo.** Describe what you see. Can you imagine yourself doing this? What are the risks? What are the benefits?
- 2 Your Choice Choose a project.

#### A. Create a wellness video.

- · Choose a physical activity that challenges physical or mental limits, such as yoga, dance, or martial arts.
- Create a video describing the activity and its benefits.
   Then, demonstrate the activity and explain how viewers can also do the activity.
- · Share the video, leading others in movement in class if possible.

#### B. Record a podcast.

- · Work in pairs to research an athlete, past or present, who has struggled because of any social or personal issue, such as a physical difference or gender inequality.
- · Write a script for a podcast interview in which one student plays the role of the athlete and the other student is the interviewer. During the interview, the athlete answers questions about the obstacles they've overcome to achieve success.
- · Record the interview and share with the class.

### C. Make a poster.

- · Work in groups. Develop an idea for a club that will offer exciting academic challenges outside of the classroom, such as a robotics or science club.
- · Create a poster describing the goals of the club, the events it will participate in, and the type of people that would be good club members.
- Display your poster in class. Discuss with your classmates what it would take to create this club in your school.

Teen leaping over cracks on the Baja Peninsula, at Puerto Gato, Mexico

# Literacy Builder Realistic Fiction

**1** Look at the photo. Where is this person? What are they doing? Do you think they are in their comfort zone? Explain.

# **Josie Takes a Risk**

Beep! Beep! "Ugh, no!" Josie muttered. She had been awake for hours, filled with fear. Now the alarm clock was reminding her what day it was.

Today is the class field trip, and everyone's excited. Everyone except Josie, that is. Her teacher, Mr. Ordonez, organized a picnic lunch, and then a trip down the nearby river on kayaks.

"Sounds amazing, doesn't it?" Josie's friend Matias said excitedly after the trip was announced.

"Yep!" Josie tried to sound happy, but her stomach felt like a rock. "How am I going to kayak on the river when I don't know how to swim?" Josie thought to herself.

Josie is not proud that she can't swim. At four, she was in the ocean when a jellyfish stung her. She still remembers the horrible pain. Ten years have passed and she hasn't gotten into water—not even a swimming pool!

A week earlier, when Josie handed Dad the permission form to sign, he put his hand on hers and gently said, "You're going to have to push yourself to overcome your fear of the water. Are you sure you're OK doing this?" Josie nodded—she just wanted to be with her friends. And she wanted to prove that she could do it!

As she got out of bed, she wondered if she had been too optimistic. On the bus, Josie tried to hide her fear, but it was tough. She could hardly eat her lunch. Then, the time had come. The class walked to the river's edge, where bright yellow kayaks playfully bobbed up and down in the water. Josie felt they were teasing her—that if she got into one, it would roll over, and she'd be in the river.

The guide demonstrated safety practices and explained that the river was shallow—they could stand in many parts of it. This helped Josie overcome her fear, but just a little.

Now here she was, in a kayak, life jacket on, oar in hands. Her mouth dry, her heart racing. Mr. Ordonez cheerfully yelled, "Let's go!"

Everyone left. Everyone but Josie. There they went, down the river. Happily, slowly, calmly. No one fell in. Josie just sat and observed. A sudden feeling of peace came over her.

Before she knew it, her right hand dropped the oar down, and she pushed. "Let's go!" she repeated softly. The oar dipped into the left side, then the right. Little by little, the unreachable was being achieved.

- 2 Create Closure Read and listen to the story. <) 1.15 Josie needs to get out of her comfort zone if she wants to be with her friends.
  - When you **create closure**, you use your own ideas to say how the story ends.

As you listen, think about whether Josie overcomes her fear of water. Check what outcome you think is likely:

- ☐ Josie probably doesn't go far in her kayak.
- ☐ Josie falls into the water and needs help.
- $\square$  Josie catches up to her classmates after a while.
- **3 Work independently.** Decide if each sentence is *true* or *false*. Mark the correct answer.
  - 1. Josie was awake at night because she was excited to try kayaking.
- T F
- 2. Josie avoids the water because she once got hurt while in the ocean.
- T F
- 3. Josie's father is very confident that she will be okay on her field trip.
- T F
- 4. Once Josie was seated in the kayak, she immediately felt confident.
- T F
- 5. Josie probably decided to try kayaking after watching her classmates succeed.
- T) (F)
- 6. It's likely that Josie continued down the river on the kayak.

- Josie feels throughout the story.
  When does she start to change how she feels? How do we know? Do you think Josie eventually overcomes her fear of water on this trip? Why or why not? Use evidence from the text to support your answer.
- Josie. You have a mix of emotions while you are on the river. What are they? What is causing each one? Write your own ideas and then discuss with a partner. Next, get together with another pair to share ideas.
  - 6 Express Yourself Create closure for the story. Think about your answers in Activities 4 and 5. Choose a way to express yourself. Present your work.
    - A. Work independently. Write the rest of the story, from the time Josie takes off on the kayak until she gets home and tells her father about the field trip.
    - B. Work in pairs. Role-play a conversation between Josie and a school counselor in which they are discussing the origin of her fear, how she got past it in the kayak, and whether she will try new water activities.
    - C. Work in groups. You are Josie's group of friends. Record a video in which each group member congratulates her for overcoming her fears and encouraging her to try more water sports.