

impact

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WORKBOOK
with Audio CD

Impact Workbook 4

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ON THE COVER

Bioluminescent plankton on a South
Coast beach, Jervis Bay, New South Wales

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Unit 1

Pushing the Limits

1 Match the word to its definition or description. Write the letter on the line.

- | | |
|---------------------|--|
| ____ 1. mental | a. Someone who plays against you. |
| ____ 2. obstacles | b. He learnt skydiving. He realised his dream. |
| ____ 3. achieved | c. It's something that separates two places. |
| ____ 4. hazardous | d. It's too high. I can't touch it. |
| ____ 5. boundary | e. A difficult puzzle provides this type of challenge. |
| ____ 6. physical | f. The desert conditions were dangerous. |
| ____ 7. opponent | g. He faces many difficulties. |
| ____ 8. unreachable | h. Mountain climbing requires this type of strength. |

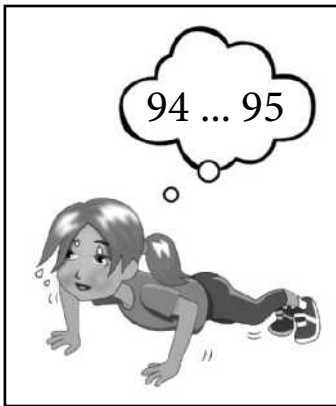
2 Fill in the blank with the correct word from Activity 1.

1. She _____ her goal and won the gold medal.
2. There were many _____ to overcome.
3. The weather conditions were extreme and _____.
4. This difficult maths problem requires great _____ effort.
5. The top of the mountain was _____.
6. He beat his _____.
7. These trees mark the _____ between the two houses.
8. Rock climbing takes unbelievable _____ effort.

3 Look at the pictures. Then listen to each situation. Choose the correct word from the box and write it under the picture that describes it. 🎧002

determination endurance extreme opponent pain push himself role model





4 Write. Use each word from Activity 3 in a sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

GRAMMAR

Embedded clauses, questions and commands

I think ... Avalanches are very dangerous.	I <u>think</u> avalanches are very dangerous.
I wonder ... How difficult is that climb?	I <u>wonder</u> how difficult that climb is.
Do you know ... Is it safe to climb that mountain in autumn?	<u>Do you know</u> if it's safe to climb that mountain in autumn?
I'm telling you ... Be careful on the ice!	<u>I'm telling you</u> to be careful on the ice!

You can make statements, ask questions or give commands indirectly using verbs like *think*, *wonder* or *tell*. When you ask an indirect question, pay attention to word order. If the answer to a question is *yes* or *no*, you need to use *if*. When you give an indirect command, you need to use *to* followed by an infinitive.

1 **Read the sentences.** Re-write them using embedded statements, questions and commands.

1. Non-traditional sports are becoming popular.

I think non-traditional sports are becoming popular .

2. Buy the right equipment for surfing.

I'm telling you _____ .

3. How many ski races do you go to every year?

I'd like to know _____ .

4. How do we get to the top of the mountain from here?

We're not sure _____ .

5. Why do people push themselves to their limits?

I wonder _____ .

6. Put away the mountain bike.

My mum is asking me _____ .

2 Unscramble the words. Write embedded statements, questions and commands. Pay attention to word order.

1. role / good / models / think / set / I / examples

I think role models set good examples.

2. extreme / I / endurance / guess / sports / unbelievable / require


3. when / next / the / wonder / marathon / I / is

4. sporting events / go to / what / you / asking / I'm / you

5. slow / I'm / down / you / asking / to

6. snowboarding / he / a lot of / thinks / training / requires

7. train / you / during / if / the / like / months / winter / I'd / to know

3 Listen. Write the questions as embedded statements.  003



1. I wonder *who your role model is* _____.

2. Can you tell me _____ ?

3. I'd like to know _____.

4. I'd also like to know _____.

5. I'm curious to find out _____.

6. I'd like to know _____.



A DETERMINED YOUNG WOMAN

When Laura Dekker was 13, she had a dream. Her dream was to sail around the world on her own. Her passion for sailing started when she was young. She was born on a boat and spent the first five years of her life at sea. By the time she was seven, she was sailing in competitive races. Over the years, she learnt everything about sailing and weather systems. When she was ten, she bought her own sailing boat with money she saved. It seemed that there was no stopping her.

However, it wasn't easy to follow her dream. The main obstacle she faced was not hazardous weather, but her age. People told her she was too young. They said that sailing on her own was beyond her ability and that the journey could have serious consequences. With determination, however, Laura convinced everyone that she was capable of sailing around the world

alone. She believed that her mental and physical skills enabled her to endure such a long journey.

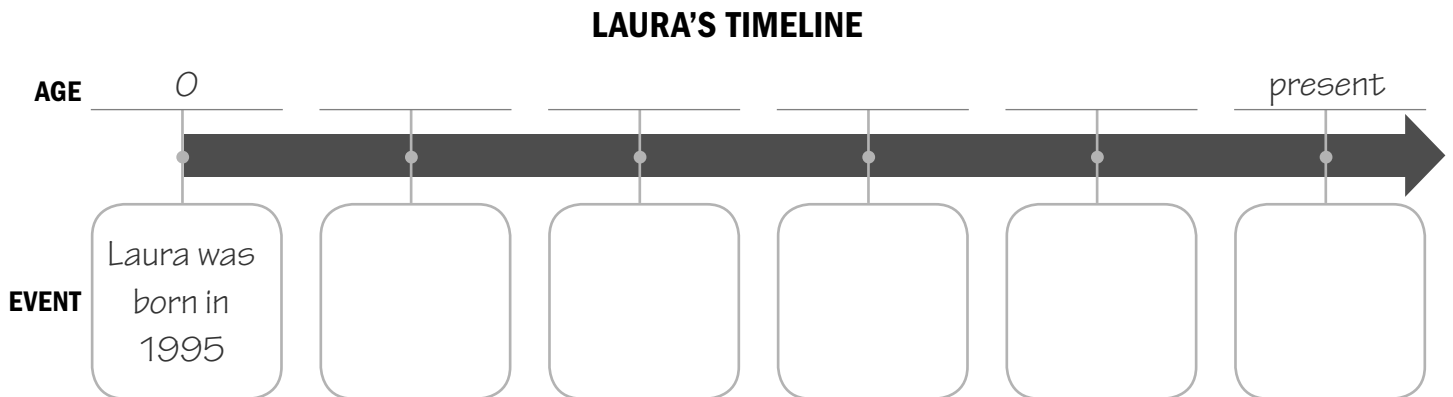
Laura eventually set sail when she was 14. She sailed over 43,000 km (27,000 miles) and across 3 oceans. Her trip lasted 366 days. Life on the boat was a bit of a struggle, but she pushed herself. She had no fridge or washing machine. There was no shower and she had to repair everything herself. She spent weeks on her own but used her time well. She kept a diary and completed schoolwork to help her finish high school.

Laura's determination helped her achieve her dream. After her trip, she spent time speaking about her experiences to adults and young people. She also wrote a book about her travels. She hasn't stopped sailing and says, 'I still have a lot of dreams. You can never have enough of them.'

2 Read. Circle the correct answers.

1. Laura wanted to sail because _____.
a. she bought a boat b. it was her dream
2. Laura spent the first years of her life _____.
a. on a boat b. on land
3. The main obstacle Laura faced was that she _____ to sail around the world on her own.
a. wasn't the right age b. had the right skills
4. It was Laura's _____ that helped her achieve her dream.
a. studies b. determination
5. While she sailed around the world, she _____.
a. repaired the washing machine b. wrote and studied
6. Laura _____.
a. still sails and has dreams b. spends all her time inspiring others

3 Read the article again. Fill in the timeline with Laura's age and the important event that happened at that point in her life.



4 Write. What do you need to do to accomplish your dream?

My dream is to _____

To achieve my dream I need to _____

GRAMMAR

Adding emphasis

My brother prefers living in the country to living in the city.	The place (where) my brother prefers to live is in the country.
I really admire Cory Richards' determination.	The thing (that) I really admire about Cory Richards is his determination.
The hikers hated camping in hazardous weather.	The reason (why) the hikers hated camping was the hazardous weather.
I like kitesurfing. It pushes me to my physical and mental limits.	What I like best about kitesurfing is that it pushes me to my physical and mental limits.

We draw our listeners' attention to what is important by focusing on it. We say *where*, *when*, *who*, *why* or *what* at the beginning of the sentence.

1 Listen. Then complete the dialogues. 005

A: I love trying out new sports.

B: _____ is skydiving.



A: Skateboarding is great. You can do it anywhere.

B: _____ is that you don't need a lot of expensive equipment.



A: I'm planning to go scuba diving in the Red Sea next year.

B: _____ is the Great Barrier Reef!



2 Read. Then write a sentence emphasising your preferences and reasons.

1. I love summer holidays.

The thing (that) I love about summer holidays is that we go to the beach every day.

2. I like to travel and explore other countries.

3. I really want to meet a famous photographer.

4. I prefer team sports.
