

- READING ● using referents to understand contrast
- VOCABULARY ● using the dictionary
- WRITING ● writing a narrative essay
- GRAMMAR ● shifts between past and present



LEARNING OUTCOME

Develop a narrative essay describing a risk you have taken.



Unit QUESTION

Why do people take risks?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What does “take a risk” mean?

Are you a risk-taker? If so, what kind of risks?

Look at the photo. Why is the person taking this risk?

B Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, Track 8 on CD 2, to hear other answers.

C Look at the photos. Number them in order of risk. Use 1 for the riskiest and 6 for the least risky. Then compare your answers with a partner and discuss why you made your choices.



___ skiing



___ mountain climbing



___ rock climbing



___ motocross



___ white-water rafting



___ bungee jumping

D Look at the photos. Which job do you think is the most dangerous? Number them from 1 to 6. Use 1 for the most dangerous. Then compare your answers with your partner and discuss why you made your choices.



___ steelworker



___ logger



___ roofer



___ farmer



___ fisherman



___ painter

READING 1 | Fear Factor: Success and Risk in Extreme Sports

VOCABULARY

Here are some words from Reading 1. Read the sentences. Circle the answer that best matches the meaning of each bold word.

1. Running a marathon requires both physical strength and strong **mental** qualities like confidence and determination.
 - a. relating to the mind
 - b. relating to the body
2. During the summer months, some of her athletic **pursuits** are running, biking, and mountain climbing.
 - a. activities
 - b. teammates
3. In order to really enjoy skiing, you need to have a very high **tolerance** for the cold.
 - a. ability to accept something difficult or unpleasant
 - b. knowledge about a subject
4. Joe Simpson is **notable** for his mountain climbing as well as his writing.
 - a. intelligent
 - b. important and well-known
5. He's an experienced climber, and now he believes he's ready for the **challenge** of climbing Mount Everest.
 - a. something fun and relaxing
 - b. something difficult and exciting
6. My memory of reaching the top of the mountain is so **vivid** that I feel as if I'm still there.
 - a. causing pain or discomfort
 - b. producing a strong, clear picture in your mind
7. People **perceive** farming as a safe job, but it is one of the riskiest jobs a person can have.
 - a. think of
 - b. recognize the importance of

8. If you go rock climbing, you should take **precautions**, such as wearing a helmet and the right kind of shoes.
- things you do to avoid danger
 - things you do well
9. One **aspect** of extreme sports that many people cannot overcome is the risk.
- part
 - result
10. One **trait** that extreme sports athletes share is the love of excitement in their sport.
- particular quality
 - problem

PREVIEW READING 1

You are going to read an article from *National Geographic News* that looks at why some people do extreme sports. Extreme sports are sports that most people think are very risky.

Read the first sentence of each paragraph. Why do you think people do things like extreme sports? Check (✓) your ideas.

- ☐ They don't think it's too risky.
- ☐ They secretly want to get hurt.
- ☐ They like a challenge.
- ☐ They love the feeling of excitement.
- ☐ It makes them focus on the present moment.
- ☐ They want to be famous.
- ☐ Other reasons _____
- _____

Fear Factor: Success and Risk in Extreme Sports

1 Every year in Pamplona, Spain, hundreds of people run alongside 1,300-pound (600-kilo) bulls, just for the fun of it. And every year at least a few of these people are injured, some seriously. Yet this does not stop people from participating in the event.

2 What is it that drives some people to embrace extreme risks, while the rest of us run to the safety of the sidelines¹? Lester Keller, a longtime coach and sports-psychology coordinator for the U.S. Ski and Snowboard Association, says that not everyone has the **mental** character to excel in dangerous **pursuits**. He notes that most of us reach a point that limits our appetite for extreme risk and, as a result, our ability to perform well in dangerous conditions. But others have a much higher **tolerance** for risk. Take the example of Daron Rahlves, a top U.S. downhill ski racer. “The high element of risk makes you feel alive, tests what you are made of and how far you can take yourself,” Rahlves said in a previous interview with U.S. Ski Team staff. “I’m not looking for danger. I’m in it for the **challenge**, my heart thumping as I finish, the feeling of being alive,” he said. “I definitely get scared on some of the courses. It just makes me fight more... That’s when I do best.”



3 The fear that drives many people away from the risks of extreme sports may be the same ingredient that keeps others coming back for more. Mountaineer Al Read has logged many **notable** first ascents² over the course of his climbing career.

Having climbed for over 40 years, Read says he no longer pushes to the extremes as he once did—but the feeling is still **vivid**. “I can remember when I was getting into situations where I thought that at any moment I could be killed,” he told *National Geographic News*. “... I would say, ‘... I’ll never do this again.’ But we’d get back down, and when we were safe we’d say, ‘Man was that great!’” he recalled. “You forget how scary it was, and you go back again.”

4 In addition to not being afraid of risks, certain people may **perceive** risk differently from others. Shane Murphy, a sports psychologist and professor at Western Connecticut State University, has worked with Olympians and other athletes. He says he is struck by the way they redefine risk according to their skills, experience, and environment. He worked with a group climbing Everest without oxygen, which to him was the riskiest thing anyone could do. But the climbers took every **precaution** to prepare themselves for this climb. As Murphy describes it, “To them it was the next step in an activity that they’ve done for

¹ **sidelines**: the lines that form the edges of a sports field

² **ascent**: a climb to the top of a mountain

years. They weren't going out there to get hurt." Murphy said the perspective of extreme athletes is very different from our own. "We look at a risky situation and know that if we were in that situation, we would be out of control," he said. "But from the athletes' perspective, they have a lot of control, and there are a lot of things that they do to minimize risk." Statistically, mountain climbing is not as risky as people think it is. Our perceived risk of the sport leaves the majority of us at the bottom of the mountain.

- 5 Another key **aspect** of risk perception may be something referred to as "the flow" or "the zone." It is a state in which many athletes describe becoming absorbed in pursuits that focus the mind

completely on the present. "Something that makes you begin climbing, perhaps, is that your adrenaline flows and you become very concentrated on what you're doing," Read said. "After it's over there's exhilaration³. You wouldn't have that same feeling if the risk hadn't been there." Psychologists note that some people seem to have a strong craving for adrenaline rushes⁴ as a thrill-seeking behavior or personality **trait**. As a result, these types of people may always be driven to adventures that others consider extreme. "I can enjoy hitting the tennis ball around, because that's my skill level," Murphy said. "But others might need the challenge of Olympic competition."

³ **exhilaration**: a feeling of being very happy and alive

⁴ **adrenaline rush**: a feeling of being very excited and happy, brought about from the body chemical of the same name

MAIN IDEAS

Write the correct paragraph number next to each main idea.

- ___ 1. Some people may have a stronger desire than others for risks because of the adrenaline flow that they get.
- ___ 2. Certain people may perceive risk differently from the rest of us.
- ___ 3. People who enjoy the risks of extreme sports also enjoy the fear.
- ___ 4. Not everyone has the same tolerance for risk; some of us have a much higher tolerance.

DETAILS

Complete each statement with information from Reading 1.

1. Every year in Pamplona, Spain, hundreds of people run alongside bulls, just for _____.
2. Lester Keller says that not everyone has the _____ to excel in dangerous pursuits.
3. Al Read remembers getting into situations where he thought that at any moment he _____.
4. Shane Murphy worked with a group climbing Mount Everest _____.
5. Statistically, mountain climbing is not as risky as _____.



WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Think of an activity that you perceive to be risky. Why do you think it is risky? Give specific reasons. How would someone who does this activity frequently feel differently about it from someone who doesn't? Why?
2. Look back at the photos of the jobs on page 134. According to the latest statistics (the number of deaths per 100,000), the most dangerous job pictured is a fisherman. Did you rate fishing as a very dangerous job? Why or why not?
3. Why do you think we perceive activities such as mountain climbing to be riskier than they actually are?



A **referent** is a word or group of words that refers to a noun that was mentioned previously. Understanding referents will help you become a better reader. In Reading 1, the writer is focusing on what makes one group of people (those who enjoy extreme sports) different from everyone else (those who do not enjoy extreme sports). The writer uses certain words and phrases to refer to each group throughout the reading.

Group 1 (The Minority)**People who enjoy extreme sports**

some people

others

certain people

they

these types of people

Group 2 (The Majority)**People who don't enjoy extreme sports**

the rest of us

most of us

many people

we

referent: people who don't enjoy extreme sports

He notes that most of us reach a point that limits our appetite for extreme risk ...

referent: people who enjoy extreme sports

But others have a much higher tolerance for risk.

A. Read the sentences from Reading 1. Underline words that refer to people who enjoy extreme sports. Circle words that refer to the majority of people.

1. What is it that drives some people to embrace extreme risks, while the rest of us run to the safety of the sidelines?
2. He notes that most of us reach a point that limits our appetite for extreme risk ... But others have a much higher tolerance for risk.
3. The fear that drives many people away from the risks of extreme sports may be the same ingredient that keeps others coming back for more.
4. In addition to not being afraid of risks, certain people may perceive risk differently from others.
5. As a result, these types of people may always be driven to adventures that others consider extreme.

- B. Read the paragraph about the types of people who choose to become fishermen. Underline the words and phrases that refer to the fishermen. Circle the words and phrases that refer to the majority of people.**

The Life of a Fisherman

What does it take to become a fisherman? It's definitely not for most of us. The majority of people will not want to earn their living on the dangerous seas, working 24 hours, seven days a week, until enough fish are caught. However, some people enjoy the challenge of this type of work. These types of people would not be happy sitting at a desk from nine to five. For them, making a lot of money in a short amount of time is worth the risk. The rest of us would probably prefer our boring lifestyles without the risk. It takes a certain type of person who is willing to be on a boat for three to five months in order to make a living. Perhaps it's the thrill of the unknown that certain types of people look for. The rest of us are content to watch the boats from the safety of the harbor.

READING 2 | **The Climb of My Life**

VOCABULARY

Here are some words from Reading 2. Read their definitions. Then complete each sentence.

bravely (*adv.*) showing readiness to do dangerous or difficult things without showing fear
conquer (*v.*) to overcome something
determined (*adj.*) firmly decided to succeed in doing something, even if it is difficult
distinctive (*adj.*) clearly different from others and therefore easy to recognize
earn (*v.*) to get something that you deserve
goal (*n.*) a purpose or aim
role (*n.*) a person's part in something such as a play, movie, or life
significant (*adj.*) important or large enough to be noticed
ultimate (*adj.*) the greatest, best, or worst

1. My _____ for this year is to train until I am ready to run the city marathon.
2. My husband took a class that helped him _____ his fear of flying. Now he can ride in airplanes without feeling so nervous.
3. We were very tired, but we didn't give up. We were _____ to get to the top of the mountain.
4. The firefighters _____ entered the burning school to rescue the children.
5. When our parents were away, my oldest sister took on the _____ of the family guardian.
6. I always recognize Dina on the phone because she has a very _____ voice. She doesn't sound like any of my other friends.
7. When we were children, we had to do work around the house in order to _____ rewards like toys or candy.
8. Rock climbing is the _____ activity for people who want a fun, exciting challenge.
9. Volunteering in South America was one of the most _____ experiences of my life. It inspired me to pursue a career in public service.

PREVIEW READING 2

You are going to read an excerpt from a book called *The Climb of My Life: Scaling Mountains with a Borrowed Heart* by Kelly Perkins. It's about a woman who climbs a mountain ten months after having a heart transplant. A transplant is a type of surgery in which an organ, for example, a heart, liver, or kidney, is replaced.

Read the title and the first two paragraphs. Why do you think Kelly took this risk? Write your ideas.

The Climb of My Life

- 1 *At the age of 30, Kelly Perkins developed a disease of the heart, and after three years of treatment, she received a heart transplant. Ten months later, she climbed to the top of Half Dome, a mountain in Yosemite National Park in the United States, and became the first heart transplant patient to do so.*
- 2 Like life, mountains can be seen as a series of difficulties that you need to overcome. To me, a mountain is the **ultimate** challenge, with body, spirit, and mind all having to work together. Being sick is a challenge, too. Both challenges involve **bravely** facing the unknown, and to **conquer** either requires well-defined **goals** and discipline. Of the two, of course, I'd rather the mountain be my physical challenge than physical challenges be my "mountain."
- 3 Mountains began to consume my thoughts. Secretly, I wanted to do something **significant** to help change the image that friends and family had developed of me. I had been cast in the **role** of patient. In spite of being very good in that role, I hated being a patient and desperately wanted to change my image. I wanted bruises to be **earned** from sports-related activities, not from needle pricks and aspirin-thinned blood. At this stage, my self-image was as important to my well-being as anything else. If, I figured, I could rebuild my strength and regain at least some of my former athleticism, an improved image would naturally follow.
- 4 I set a goal—to hike the 4,100-foot ascent of Half Dome in Yosemite. I was drawn to this destination by its beauty, a beauty not because it was perfect, but because it was imperfect. Half Dome's shape is unforgettably **distinctive** because it's broken. If it were whole, it would lose its uniqueness. The spirit-building message wasn't lost on me. Just because I wasn't perfect didn't mean I couldn't stand as tall and mighty as anyone else.
- 5 In August of 1996, just ten months after my heart replacement, my husband Craig and I began to hike the trail leading to Half Dome. The trail began with a mild incline, which we eagerly took at a brisk pace. I was winded at first, but as soon as my heart caught up with me, I felt energized. I tried to go as fast as the other hikers, but found it difficult to keep up. The canyon had many steep slopes and deep stone stairs, allowing in very little sunlight, which kept temperatures cool and the rocks slippery.

- 6 Though the climb's final half-mile isn't technically difficult, the granite dome, angled at 45 degrees, can be extremely intimidating, especially for those afraid of heights. The last 500 feet to the summit looks like the "stairway to heaven."



There was a handrail made out of steel cables, connected to stairs made of thin wooden planks. Thrown along the stairs were weathered work gloves, available to help protect the climbers' hands from the "death grip" commonly used during descent. Craig, observing the daunting task ahead, gently asked, "Are you sure you want to continue?" **Determined** to reap¹ the reward for all my effort, I replied, "Absolutely, we have to go on." Step for step, Craig stayed directly behind me, providing a welcome sense of security. When I finally reached the top, I was overcome with joy. Ten months after my transplant, I had reached the top of Half Dome! My new heart had not failed me.

- 7 Craig and I made our way over to the edge. Pausing to peer into the valley below, we stood in silence, amazed at how far we had come. As if the moment itself was not enough, Craig surprised me with a gold charm² in the shape of Half Dome. He said, "This is the first mountain to add to the bracelet I gave you ..." As I held the handcrafted ornament in my hand, I was amazed at its likeness. It was smooth on the back, resembling the perfectly bell-shaped dome, the front being chiseled, replicating its famous broken granite face. Craig took a moment to express how proud he was of me, saying, "When you were really sick and I had to carry you up the stairs at night, I always looked at the famous Ansel Adams photo of Half Dome hung on the stairway wall and wondered if we'd ever make another climb." His tender words brought me to tears. We had done it; we were here at the top of the mountain—a long way from those nights of not knowing what the future would bring.

¹ reap: to receive a benefit due to one's efforts

² charm: a small piece of jewelry often worn on bracelets

MAIN IDEAS

Read the sentences. Then number them in the order that they happened.

- ___ a. Kelly decided to climb Half Dome Mountain in Yosemite.
- ___ b. Ten months after her heart replacement, Kelly began to climb Half Dome.
- ___ c. Kelly decided that she wanted to climb a mountain to change her image.
- ___ d. Kelly became very sick and received a heart transplant.
- ___ e. Craig was very proud of Kelly's accomplishment.
- ___ f. Kelly reached the top of Half Dome with a new heart.

DETAILS

Complete each statement with information from Reading 2.

1. Kelly chose a mountain to climb that is _____ feet high.
2. One reason she chose this mountain is because, like her, it is _____.
3. Kelly began her climb of Half Dome with her husband in August of _____.
4. The last half-mile of the climb is hard if you're afraid of heights because it's angled at _____ degrees.
5. There is a rough stairway to help climbers for the last _____ feet.
6. Kelly's husband Craig said it was the first mountain to add to _____ that he gave her.



WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. In Paragraph 1, Kelly talks about challenges—climbing mountains and being sick—and says, “Of the two, of course, I’d rather the mountain be my physical challenge than physical challenges be my ‘mountain.’” What does this mean for Kelly?
2. Kelly Perkins climbed mountains before and after her heart transplant. Do you think the reasons for climbing mountains were different before and after her transplant? Why or why not?

B. Think about both Reading 1 and Reading 2 as you discuss the questions. Then choose one question and write five to eight sentences in response.

1. Do you think that people who do extreme sports would not be happy if they didn’t continue to take risks? In other words, do you think they need to take risks?
2. Do you think people can change the way they perceive risk? Are there certain situations or times in people’s lives when we perceive activities as being more or less risky?

Vocabulary Skill

Using the dictionary



Finding the correct meaning

Words often have more than one meaning. When dictionaries include more than one meaning, the different definitions are usually numbered. When you are using a dictionary to find the correct meaning for a word, it is important to read the entire sentence and consider the context.

Look at the example and the dictionary definitions that follow it. Definition number four is correct.

Example: Mountains began to **consume** my thoughts.

con·sume AWL /kən'sum/ *verb* [T] (written) **1** to use something such as fuel, energy, or time: *25 percent of the world's population consumes 80 percent of the planet's resources.* **2** to eat or drink something: *to consume calories* **3** (used about fire) to destroy something **4** (used about an emotion) to affect someone very strongly: *She was consumed by grief when her son was killed.*

All dictionary entries are from the *Oxford American Dictionary for learners of English* © Oxford University Press 2011.

A. Read the sentences from Reading 1 and Reading 2. Look up the underlined words in your dictionary and write the correct definition based on the context. Then compare your answers with a partner.

Reading 1:

1. What is it that drives some people to embrace extreme risks, while the rest of us run to the safety of the sidelines?

drive: _____

embrace: _____

2. He notes that most of us reach a point that limits our appetite for extreme risk ...

appetite: _____

3. The fear that drives many people away from the risks of extreme sports may be the same ingredient that keeps others coming back for more.

ingredient: _____

Reading 2:

4. I had been cast in the role of patient.

role: _____

5. I wanted bruises to be earned from sports-related activities, not from needle pricks and aspirin-thinned blood.

earned: _____

6. It was smooth on the back, resembling the perfectly bell-shaped dome, the front being chiseled, replicating its famous broken granite face.

face: _____

B. Choose three words from Activity A. Write a sentence using each word.

1. _____

2. _____

3. _____

Writing Skill

Writing a narrative essay



Tip for Success

Use narrative writing when you need to describe something that happened in your life. It can be used on many types of applications, such as for schools and jobs.

An essay is a piece of writing that has more than two paragraphs. A **narrative essay** describes a personal experience and includes three important parts: an **introductory paragraph**, the *body paragraphs*, and a *concluding statement*.

The introductory paragraph gives necessary background information and gives the main idea of the essay. In a narrative essay, the introductory paragraph describes why this is an important or memorable story for the writer and perhaps what the writer learned from this experience.

The body of a narrative essay includes one to three paragraphs that describe the events, including interesting details such as facts, examples, or explanations to support the main idea of the essay. The concluding statement of a narrative essay restates the main idea and summarizes why this story is an important one for the writer.

A. Read the narrative essay.

The Second Climb

A few months after the Half Dome climb, I decided to climb Mt. Whitney in California. I had always wanted to climb Mount Whitney. There were several reasons for choosing this mountain as my next conquest. First of all, it is the tallest mountain in the continental United States. Second, when I looked back at my climb to the top of it eleven years earlier, I considered it my greatest pre-transplant hiking accomplishment.

Many healthy people hike Whitney in two days. Some even manage to go up and down the same day. We took three days. We wanted to make it to

the summit and back safely. On the third day of our trip ... at 2:30 p.m., we all gathered under a spectacular blue sky to walk the final steps to the geographical marker identifying the summit, the highest point on the continental United States.

Tears rolled down our faces. Everyone knew how much this accomplishment meant to me. I had made it to the peak, this time with a second heart and my husband. I truly felt on top of the world. I raised my hands in victory and cried out to Craig, "We did it!"

B. Reread the narrative essay in Activity A. Then answer the questions.

1. Where does the writer give background information? Put a check mark (✓) next to it.
2. Which sentence in the introductory paragraph includes the main idea of the narrative? Write it below.

3. How many body paragraphs does the writer include? Mark the body paragraph(s) with brackets. ([])
4. What details does the writer include that help make the narrative interesting? Underline them.
5. Which sentence in the concluding paragraph explains why this story is important to the writer? Write it below.

Grammar

Shifts between past and present



A written essay or passage begins with a specific time frame, such as past, present, or future. Sometimes writers use one time frame for the entire passage, but often they shift or change time frames. Writers shift time frames according to what they are describing.

Writers often use the **simple past** to begin a story, or set the scene.

A few months after the Half Dome climb, I **decided** to climb Mt. Whitney in California.

Writers use the **past perfect** to describe things that happened before the events in the story. Use **had + past participle** to form the past perfect.

Secretly, I **wanted** to do something significant to help change the image that friends and family **had developed** of me.

Writers use the **simple present** to describe things or give certain facts or information.

Half Dome's shape **is** unforgettably distinctive because it's broken.

A. Look back at the narrative essay on page 148. Underline the simple past verbs and the past perfect verbs. Circle the simple present verbs. Then compare your answers with a partner.

B. Read the short passages. Write *present/present* if the passage uses only a present time frame. Write *past* if the passage uses only a past time frame. Write *present/past* or *past/present* if the passage changes time frames.

1. past / present Three years ago, I went hiking in the White Mountains in New Hampshire. New Hampshire is a beautiful place to hike with lots of lakes and mountains.
2. _____ The storm last week caused a lot of damage, and many people could not get to work or school. Now the roads are clear, and businesses and schools are open again.
3. _____ Florence, Italy is a wonderful place to spend a vacation. There are lots of interesting things to do and see, and the food is delicious.
4. _____ Last year, Amy decided to try rock climbing. It was something she had never done, but had always wanted to try.
5. _____ Mountain climbing is exciting, but it can be very dangerous. Last year, there were hundreds of mountain-climbing accidents. Many of the climbers were very experienced.

C. Complete each sentence using a different time frame.

1. I used to drive to work, but now I ride my bike.
2. I used to drink soda every day. Then my dentist told me it was bad for my teeth. Now _____.
3. When I was younger, I didn't speak English very well.
Now _____.
4. Many things are different in my country now. For example, in the past, _____.
5. I used to eat every meal in a restaurant. I'm trying to save money, so now _____.
6. I used to watch TV all weekend, but now _____
_____.

Unit Assignment Write a narrative essay

Q In this assignment, you are going to write a narrative essay in which you describe a time when you took a risk. As you prepare your essay, think about the Unit Question, “Why do people take risks?” Refer to the Self-Assessment checklist on page 152. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

Tip Critical Thinking

In the unit assignment, you will write a narrative essay, **reporting** on a specific time and series of events. When you report something, whether it is a description of an event or the results of a study, you pull from a wide variety of facts and details to create a coherent story or narrative. This allows you to use information in the way that is most helpful to you.

For alternative unit assignments, see the *Q: Skills for Success Teacher’s Handbook*.

PLAN AND WRITE

- A. BRAINSTORM** Think of some risks that you’ve taken. They can be small or big risks. Write as many as you can in your notebook.
- B. PLAN** Choose one of the risks that you wrote down in Activity A. Then write an outline of your ideas.

1. **Introductory paragraph:** Write the risk you took.

Provide some background information.

Write a sentence explaining why this risk was important to you.

2. **Body paragraph 1:** Briefly write the events of the story. Include details.

3. **Body paragraph 2:** Continue with the events of the story. Include details.

4. **Concluding statement:** Briefly restate the risk you took and summarize why this was important for you.
-
-

- C. **WRITE** Write your essay in your notebook. Use your outline from Activity B. Describe the events that took place in two body paragraphs. In your concluding paragraph, be sure to restate the risk and summarize why it was important to you. Look at the Self-Assessment checklist below to guide your writing.

REVISE AND EDIT

- A. **PEER REVIEW** Read a partner's essay. Answer the questions and discuss them with your partner.

1. Is the risk described clearly in the introductory paragraph?
2. Are the events of the story described in two body paragraphs?
3. Does the concluding statement restate the risk that was taken and summarize why it was important?

- B. **REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your essay.












- C. **EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your narrative essay. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the punctuation correct?
<input type="checkbox"/>	<input type="checkbox"/>	Are all words used in their correct forms?
<input type="checkbox"/>	<input type="checkbox"/>	Are all words spelled correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay begin with an introductory paragraph that gives the reason the person took the risk and any important background information?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include two body paragraphs that include events and details?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include a concluding statement that restates the risk and summarizes why it is important to the writer?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay shift between present and past correctly?

Track Your Success





Circle the words you learned in this unit.

Nouns









appetite
 aspect  
 challenge  
 face 
 goal  
 ingredient 
 precaution
 pursuit 
 role  

tolerance
 trait

Verbs



conquer
 consume 
 drive 
 earn 
 embrace
 perceive 

Adjectives

determined 
 distinctive 
 mental  
 notable
 significant  
 ultimate  
 vivid

Adverb

bravely

 Oxford 3000™ words
 Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

- | | |
|-------------------------|---|
| READING | <input type="radio"/> I can use referents to understand contrast. (p. 140) |
| VOCABULARY | <input type="radio"/> I can use the dictionary to find correct meanings. (p. 146) |
| WRITING | <input type="radio"/> I can write a narrative essay. (p. 148) |
| GRAMMAR | <input type="radio"/> I can use time shifts correctly in narrative writing. (p. 149) |
| LEARNING OUTCOME | <input type="radio"/> I can develop a narrative essay describing a risk I have taken. |