

impact

WORKBOOK

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4

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Unit 1

Pushing the Limits

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

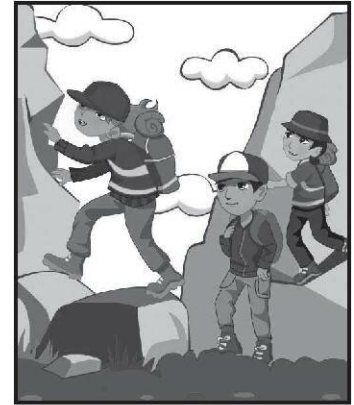
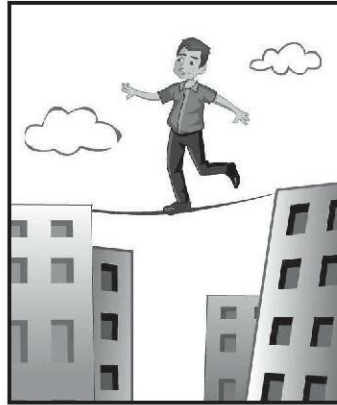
- | | |
|--------------------|--|
| ___ 1. mental | a. Someone who plays against you. |
| ___ 2. obstacles | b. He learned skydiving. He realized his dream. |
| ___ 3. achieved | c. It's something that separates two places. |
| ___ 4. hazardous | d. It's too high. I can't touch it. |
| ___ 5. boundary | 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 math 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. **TR: 2**

endurance pain role model determination push himself extreme



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

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

GRAMMAR

Embedded statements, questions, and commands

I think... Avalanches are very dangerous.	<u>I think</u> avalanches are very dangerous.
I wonder... How difficult is that climb?	<u>I wonder</u> how difficult that climb is.
Do you know... Is it safe to climb that mountain in the fall?	<u>Do you know</u> if it's safe to climb that mountain in the fall?
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.

5 Read and write. Write the sentences using embedded statements, questions, and commands.

1. Nontraditional sports are becoming popular.

I think nontraditional 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 mom is asking me _____ .

6 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

7 Listen. Write the questions as embedded statements. **TR: 3**



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 learned everything about sailing and weather systems. When she was ten, she bought her own sailboat 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.

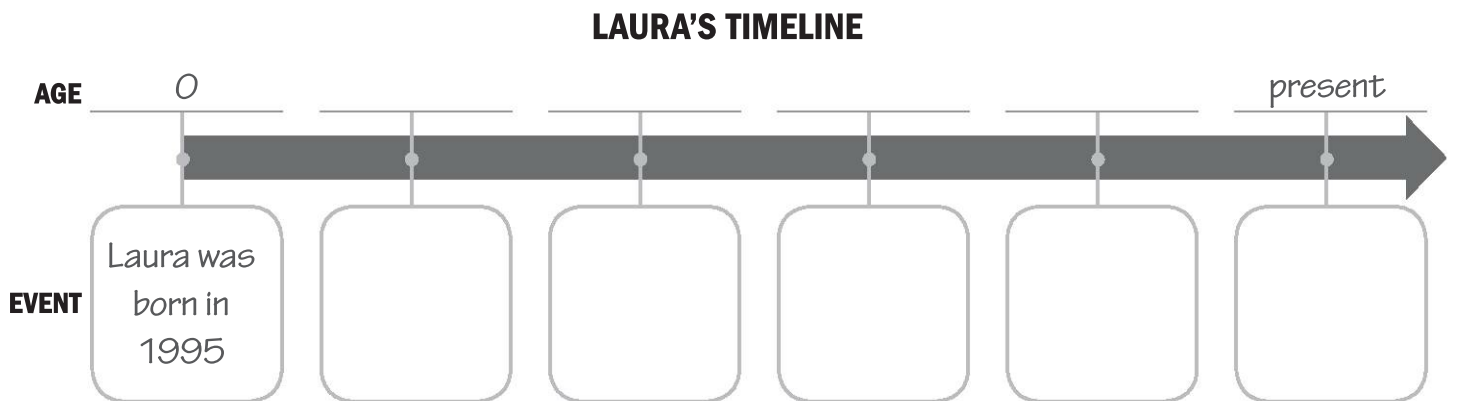
Laura eventually set sail when she was 14. She sailed over 43,000 km (27,000 miles) and across 3 oceans. Her trip lasted 366 days. Life on the boat was a bit of a struggle, but she pushed herself. She had no refrigerator or washing machine. There was no shower, and she had to repair everything herself.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

9 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

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



11 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 out 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.

12 Listen. Then complete the dialogues. TR: 5

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!



13 Read. Then write a sentence emphasizing your preferences and reasons.

1. I love summer vacations.

The thing (that) I love about summer vacations 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.

- 14** Read the advertisement. Answer the questions. Give your reason and be sure to add emphasis in your answers.



Are you adventurous? Do you want to try a sport that will push you to your physical limits and help you connect with nature?

Extreme-Dream Sports offers a range of extreme sports in locations all over the world. We have experienced teachers who know how to make their sport easy to learn. Our vacation trips include transportation and hotel. We also provide all the equipment you need to make your new adventure a success.

This year we have two new extreme sports for you to try!

First, we offer kitesurfing. It takes place on a beautiful tropical island. It's the perfect

location to try this new sport—with its light winds and gentle waves. Palm trees surround our golden beaches. After a hard day of training, you can relax on the beach with a cool coconut drink.

Our sandboarding classes are popular with the whole family. We have camps and offer group or individual classes. You will be in total control as you learn to slide down the rolling sand dunes. You will love the unbelievable sense of space and the freedom of being in a desert.

Why not try a new extreme sport? Check out our website for more information. Hope to see you soon!



1. Which extreme sport would you love to try?

What I would love to try is sandboarding because I have never been in a desert.

2. Why would you want to try one of these extreme sports?

3. What would you love about sandboarding or kitesurfing?

4. Where would you really want to go on your next vacation?

WRITING

A biography tells the story of a person's life. We use words and expressions to help us connect ideas and describe the main events chronologically, in the order they happened.

- afterwards
- at first
- eventually
- later on
- little by little
- more recently
- today
- ultimately

15 Organize

1. Your topic is the *Biography of an athlete*. Do some research on the Internet about different athletes. Choose an athlete who inspires you and who you feel is a good role model for others. Use the writing box below to write the main events of the athlete's life in the correct order. Add dates. Choose events that show how your athlete became the role model he/she is today.

Name of athlete: _____
Born:
Event 1:
Event 2:
Event 3:

2. Plan your writing. You'll need an introductory paragraph with a topic sentence. Your topic sentence should state that you are going to write a biography about an athlete who is a role model for others. Explain why you have chosen this particular athlete. Write your explanation here:

Write three paragraphs. Use the expressions above and your notes from the table to guide you. Describe your athlete's achievements using the words *at first* in your first paragraph, *afterwards*, in your middle paragraph, and *eventually/little by little* and *more recently/today* in your third paragraph.

Finish your biography with a brief statement of why this athlete is a good role model.

16 Write

1. Go to p. 21 in your book. Reread the model and writing prompt.
2. Write your first draft. Check for organization, content, punctuation, capitalization, and spelling.
3. Write your final draft. Share it with your teacher and classmates.

Now I Can . . .

talk about extreme sports and overcoming obstacles.

- Yes, I can!
- I think I can.
- I need more practice.

Why do you think Cory and Amy are featured in this unit?

What extreme sport or mental challenge would you like to try? Why?

use embedded statements, questions, and commands.

- Yes, I can!
- I think I can.
- I need more practice.

Make sentences to form embedded statements, questions, and commands.

I think

How will I beat my opponent?

I'm asking you to

Some extreme sports are too dangerous.

I wonder

Push yourself and do your best.

use different word order for emphasis.

- Yes, I can!
- I think I can.
- I need more practice.

I always wanted a house on the beach.

The place (where) _____.

I would like to try sandboarding.

The extreme sport (that) I would like to try _____.

I love where I live because I can do a lot of sports.

The reason (why) _____.

write a biography of an athlete who is also a role model.

- Yes, I can!
- I think I can.
- I need more practice.

Write about an athlete. Use the words in the box.

at first later on more recently was born in

Choose an activity. Go to page 90.

Unit 2

It Takes a Village

1 Read. Complete the sentences. Then do the puzzle.

1. Photos taken from the air help us understand the _____ of the disaster.

2. When you _____ something, you look for the size or quantity of it.

3. The cost of something is its _____.

4. A social _____ connects information between people and electronic devices.

5. Facts and information are examples of _____.

6. In times of a _____, people often help each other.

7. Researchers _____, or watch, something for a special purpose over a period of time.

8. An _____ is the most recent information, such as news.

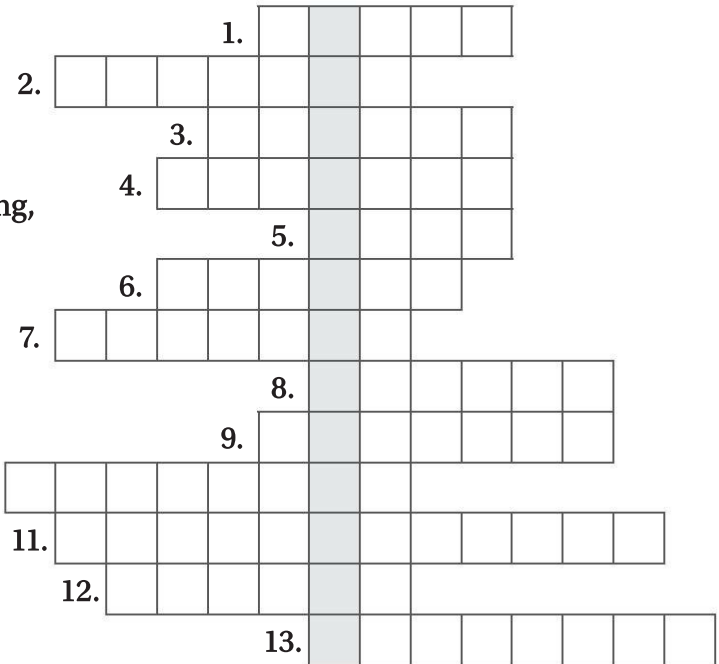
9. Computers _____ information or data very quickly.

10. Facts and signs provide _____ to show that something is true.

11. A _____ works to make other people's lives better.

12. To make something _____ means to make it greater in size.

13. Crisis mappers analyze information and _____ solutions.



What's the secret word? _____ Write a definition using your own words.

2 Read. Circle the correct word.

1. After the typhoon, rescuers **uploaded** / **expanded** a lot of pictures on social media.
2. Rescuers use modern technology to **monitor** / **expand** conditions after a hurricane.
3. Small earthquakes and volcanic ash provided **data** / **evidence** that the volcano was about to erupt.
4. Scientists collected and analyzed **crowdsourcing** / **data** for their research.
5. What if we went online and became digital **humanitarians** / **data** to help people in need?
6. Many organizations often use **crisis** / **crowdsourcing** to highlight environmental disasters and raise money.

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

1. Crisis mapping is _____ *evidence* _____ that anyone can help those in need.
2. After an earthquake, a large _____ of water and food must be sent to the scene.
3. Computers can _____ information more quickly than humans.
4. Rescuers can use technology to _____ conditions after a disaster.
5. Scientists analyze _____ and study it for its meaning.
6. _____ work to help other people.
7. The news report gave the latest _____ about the destruction.
8. Avalanches can cause a major _____.
9. The Internet allows people to _____ their communication.
10. It's difficult to _____ the level of the destruction after an earthquake.
11. A computer _____ helps people to share information.
12. Crisis maps help us see the _____ of a disaster.
13. The results of her research always _____ a lot of excitement.

GRAMMAR

Future tenses: Describing events in the future

Next summer, I **will coordinate** work at our local charity.

In the next few years, more people **will be collaborating** through crowdsourcing.

What **will you be doing** this time tomorrow?

By the end of next week, digital humanitarians **will have used** more data.

We use **will + infinitive** to talk about future events and situations. We also use it for predicting: *I think it will rain later.*

We use **will + be + -ing** to indicate an activity that is in progress at some point in the future.

We use **will + have + past participle** to indicate that an action will already be completed by a certain time in the future.

4 Listen and complete the chart. Then answer the questions in full sentences. TR: 6

Every day	_____ <i>go online</i> _____ and _____ <i>check</i> _____ emails
Monday	_____ at photos
Tuesday	_____ and _____ photos
Wednesday	_____ and _____ text messages
Thursday	_____ text messages

1. Where will the students be volunteering?

2. What will they use to identify buildings with serious damage?

3. Who will they be sending text messages to on Wednesday?

4. Describe three tasks that the students will have done by Friday.
