

11 Challenges

Reading

- Skim the texts on page 75. Circle the correct genre for each text (1–3).
 - Text 1: *article / blog post*
 - Text 2: *letter / email*
 - Text 3: *journal entry / social media post*
- Read the texts again. What is the purpose of each text? Match the texts (1–3) with the purposes (a–c).
 - to share a personal challenge _____
 - to thank people for giving money to charity _____
 - to tell readers about the challenge of raising money for charity _____

1

Saving the animals: the challenge of money

The International Union of Conservation of Nature's Red List shows that 28% of all plant and animal species are in danger of dying out. So if we don't protect them, 28% of all animal and plant life will die. In Borneo alone, the orangutan population has fallen 50% in the past sixty years and there are now only 400,000 African elephants in the wild.

Around the world, many charities are working to protect these animals, but finding the money for their work can be a serious challenge. Research suggests that people prefer giving money to charities for humans, not animals.

One solution to this problem is asking people to adopt an animal. When people adopt an animal, it doesn't come home with them. Instead, people give money to a charity and the charity sends the people photos and information about that animal. Some charities also give people free gifts, like soft toys.

We asked our readers to share their opinions on adopting animals. Opinions are divided about the free gifts. One reader, Charlotte, who recently adopted an elephant, said "I love animals and I want to help them, but I don't want my money wasted on toys!" Another reader, Joel, who adopted a penguin for his son, said, "He loved it! He read all the information in the book and went everywhere with the toy."

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African elephant populations have fallen.

2

Dear Orangutan Hero,

Thank you for adopting an orangutan! Your money helps us to protect these beautiful animals.

Every year, between 2,000 and 3,000 orangutans die because humans destroy the forests where they live. If this continues, there won't be any orangutans left in the wild in fifty years. The money that you give us helps us to:

- protect and replace the forests.
- pay experts to count the orangutans.
- teach people about saving the orangutans.
- stop the sale of orangutans.

To say "thank you" for your support, we've sent you an orangutan soft toy, an orangutan fact book, an adoption certificate, and a pen.

Thank you,
Mikhail
Chief Advisor



3

Polar bear population estimates

1950s		5,000
1965–1970		8,000–10,000
1984		25,000
2005		20,000–25,000
2019		22,000–31,000

@Super_120

The polar bear population has increased, but they still need help! The ice where they live is disappearing and food is harder to find. I'm challenging myself to walk 30,000 steps every day for a week to raise money for charity. Click [here](#) to give money and help the polar bears!



Grammar

Reported speech

- Complete the dialogues with *said* or *told*.
 - A: What did Dana say to Zaid about the swimming competition?
B: She _____ him that she'd go.
 - A: What did Mohan tell you about Alain?
B: He _____ that he was sick.
 - A: What did Maddy just say?
B: She _____ me that she'd stayed in a hotel.
- Rewrite the direct speech using reported speech. You may need to change pronouns and time words.
 - "They met Rosa a few years before."
She said they _____
_____.

- "We've had dinner."
They said they _____
_____.
- "I don't want a cup of tea."
He told me that he _____
_____.
- "Thanh asked me to come, too."
He told me that Thanh _____
_____.
- "They'll try anything."
She said that they _____
_____.

Pronunciation

Understanding connected speech: *told*

1  11.1 Listen and circle the pronoun you hear.

1 I told *me / him / her / them* to try it!

2 She told *me / him / her / them* she was driving.

3 He told *me / him / her / them* to do it.

4 They told *me / him / her / them* to come at 7 p.m.

Listening

1  11.2 Listen to Theo and Wendy's conversation. Circle the topics they talk about.

- a things they are scared of
- b reasons for fears
- c how to manage fears
- d medicine for fears

2  11.2 Listen again. Answer the questions.

1 What is Theo scared of?

2 How does Wendy help Theo?

3 What is Wendy scared of?

4 What does Wendy's brother advise her to do?

5 What are Theo's father and sister scared of?

6 How did Wendy's mom learn not to be afraid of flying?

3  11.2 Listen again. Check (✓) the signpost each time you hear it.

- | | | | |
|------------------|-------|----------|-------|
| 1 like | _____ | 4 though | _____ |
| 2 because | _____ | 5 ago | _____ |
| 3 but then again | _____ | 6 now | _____ |

Vocabulary

Adjectives to describe feelings

1 Replace the underlined words with these adjectives.

amazed	anxious	shocked
exhausted	scared	disappointed

1 The dogs were fast and looked angry. We were really afraid. _____

2 When someone stole our car, we were surprised and upset. _____

3 It rained every day on their vacation. They were really sad. _____

4 She works all night, so when she gets home she's really tired. _____

5 I saw lots of elephants on holiday. I was surprised and happy. _____

6 I have an exam tomorrow. I feel really worried about it. _____

2 Circle the best options to complete the text.



I completed my first personal challenge. I've passed my first aid course at work.

Before the course, I was ¹*amazed / scared* that if someone had an accident, I wouldn't know what to do. But now I know. I'm so happy I did the course! I was ²*amazed / scared* how much I learned about emergency healthcare in just one day. All the activities were really useful, especially learning to start someone's heart, but I was a little ³*shocked / exhausted* by how hard I needed to push. I am ⁴*anxious / disappointed* that I can't do the next level until September. It was a long day, though, and now I'm ⁵*exhausted / shocked*!



Grammar

Can, could, and be able to

1 Circle the correct option to complete the sentences.

- 1 I *can / can't* swim to that island. I'm a great swimmer.
- 2 We *will / won't* be able to take those on the plane. They're too heavy.
- 3 We *could / couldn't* hold the charity cake sale outside because it was raining.
- 4 I *could / couldn't* draw when I was younger, but now I need to learn again.
- 5 We *can / can't* listen to loud music because our neighbor complains.
- 6 They *aren't / are* able to come. They're really busy.
- 7 I *was / wasn't* able to call because I'd forgotten my phone.
- 8 I *could / couldn't* find the book you wanted, so I got you a different one.

2 Complete the dialogue with these words.

can	can't	do
weren't	be able to	will

A: So, what do you need my help with?

B: Well, our big challenge is the new plan to build a road through the forest. We
1 _____ let that happen.

B: Yes, they 3 _____. They have permission for the road. They looked at other routes, but they 4 _____ able to find one.

A: Will we 5 _____ do anything to stop them?

B: I hope so. I'll speak to the rest of the group tomorrow. I'm sure we 6 _____ be able to think of something.

Writing

1 Match the sentences with factual information (1–4) with the topics (a–d).

1 Twelve students did the challenge and recorded their results. _____

2 They each had two minutes to write their sentences. _____

3 Sentences had to be correct and use different verbs. _____

4 The average number of sentences was four. _____

a the final results

b the time limit

c the rules

d the number of people