

6

What happens in extreme conditions?

Listening

- I can identify key points in facts.
- I can extract information about past events.

Reading

- I can identify the structure of texts.
- I can make basic inferences.

Speaking

- I can express my opinion.

Writing

- I can describe the plot of a movie or book.



1 Look at the picture and discuss.

- 1 Where do you think the people are?
- 2 Why are they dressed like that?
- 3 How do you think they feel?

2 Read and make notes. Then compare your answers with a friend.

- 1 What kind of character do you think you need to climb in extreme conditions?
- 2 Do you think these people have to train to be able to go on expeditions like these?
- 3 Have you ever been in the mountains? Did you wear special clothes?

3 Watch the video and answer the questions.



- 1 What does "Ice Man" not feel?
- 2 What's the first activity they try?
- 3 Does the "Ice Man's" heart get faster in the cold?
- 3 Is it usually dangerous to run in very cold weather?

Pre-reading 1

1 Discuss with a friend.

- 1 What's the climate like in Antarctica? And in the desert?
- 2 Can extreme temperatures and weather be dangerous?

Reading strategy

Identify how texts are organized.

2 Read, think, and answer. What did Orellana find? What kind of text do you think this is? How do you know?

Book: City of Gold



Francisco de Orellana was a Spanish explorer, and the first person to sail the Amazon river. Orellana and his men wanted to find the lost city of El Dorado because they thought there was a lot of gold there. They started their journey in February 1542 but they never found the city. They found the Amazon, but Orellana and his men didn't know the dangers they were going to find along the way.



3 Read *Extreme Climates!* Discuss with a friend.

- 1 What's the first paragraph about?
- 2 What are the other parts of *Extreme Climates!* are about?

Reading 1

EXTREME CLIMATES!

By Caterina Lopez

I spoke to Jason Hewitts (documentary maker) about his latest documentary to be aired later this year. The documentary looks at extreme climates across the world. Jason starts in Antarctica and talks about Roald Amundsen's expedition.

The climate of Antarctica is the coldest on Earth. Here, the weather can be too cold to go outside. These **extreme** weather conditions are dangerous for humans. Our bodies are simply not designed for them. Most of us live in places with **mild** temperatures. Only a few people, like the Inuit in Arctic Canada and the Nenets in the north of Russia, can **adapt to** these temperatures. This episode goes back to the 1900s when Amundsen and his men prepared for their greatest adventure.



Our hands, feet, ears, and nose can start to feel **numb** and turn blue when our body loses heat faster than it produces it. This is called **hypothermia**. When this happens, your breathing and **heart rate** get faster. You start to **shiver** as your body tries to keep warm. Your skin becomes cold and pale, and muscles become tight and hard. This is dangerous because we can also feel **dehydrated**. Our episode this week shows us the dangers that Amundsen and his team experienced on their polar journey. Don't miss it!

Our summers are getting hotter and hotter, and there are many places around the world where the temperature can go up to 45° C and more. There are also times when there's unexpected cold weather — and we aren't prepared. That's why we must be careful, especially with small children, babies, and older people. In this episode, we talk to Dr. Helena Smith about what we have to do when we experience extreme temperatures in our everyday lives.

Extremely hot weather is dangerous, too. We all **perspire** when our bodies keep us cool. But our body can become dehydrated when we produce a lot of **sweat**. You might have a headache and in extreme heat your heart will **beat** very fast. In extreme heat, it's also possible to suffer from **heatstroke**. When this happens, you must see a doctor.

One of the hottest places on earth is *Death Valley National Park*. What dangers do people who live and work in the desert have? In our Sunday episode, we'll follow the Timbisha Shoshone tribe, who live there!



4 Which episode would you most like to watch? Why? How do you feel when you are too hot or too cold?



Comprehension 1

1 Read *Extreme Climates!* again and answer. Then compare your answers with a friend.

- 1 How many episodes are there?
- 2 Which episode tells you more about living in Death Valley?

2 Read the titles. Which paragraph from the text they refer to? Write the number.

- 1 Ice cold danger
- 2 Daily dangers
- 3 Can't take the heat
- 4 The journey starts

3 Read *Extreme Climates!* again and circle.

- 1 The weather in Antarctica is **wet / cold**.
- 2 **Only a few people live / Nobody lives** in polar areas.
- 3 Hypothermia happens when your body can't **keep warm / cool down**.
- 4 We can dehydrate in **extremely hot weather / extremely cold and hot weather**.
- 5 We perspire because **our body is trying to stay cool / we are shivering**.
- 6 You can have heatstroke **only in a desert / anywhere** when the temperature is high.



Listening 1

4  What extreme weather happens where you live? How can you prepare for it?

 **Listening strategy**
Identify what you're listening to and listen for important points.

5  Listen and answer. What is it? Which words helped you decide?

6  Listen again and answer. Then compare your answers with a friend.

- 1 Where's the cold air coming in from?
.....
- 2 How many countries are mentioned ?
.....
- 3 Where's it going to be extremely cold?
.....
- 4 Where's it difficult to sleep at night?
.....
- 5 What do these numbers refer to?
-15
45
110
- 6 What do you do when there is a tornado?
.....

7  Discuss with a friend. How can you protect yourself and others in any of these situations?

Vocabulary 1

1 Find these words in *Extreme climates!* Then complete the chart. Can you think of any more words to add?

adapt to	beat	dehydrated	extreme	heart rate	heatstroke
hypothermia	mild	numb	perspire	shiver	sweat

Weather words	Effects of extreme temperatures

2 Match the words from Activity 1 to the definitions.

- | | |
|--|---|
| 1 Our body produces this when we're hot.
..... | 3 When we change to help us survive.
..... |
| 2 This is when a part of the body can't feel.
..... | 4 Our heart needs to do this.
..... |

3 Think about what you learnt in *Extreme Climate!* Make notes. Then present to the class.

Do this in the winter	Don't do this in the winter
wear warm clothes
Do this in the summer	Don't do this in the summer
.....

4  How do you think extremely cold or extremely hot weather can affect our planet? How can this affect our lives?



Grammar 1

1  Watch Part 1 of the story video. Answer the questions.



Put on extra gloves and socks. You must be careful with your finger and toes.

- 1 Why must they be careful with their fingers and toes?
- 2 Why does Jack need to look after his fingers?
- 3 What's wrong with the weather?

2 Look at the grammar box and read.

Grammar

I **must** find the Smogator
 You **must** wear gloves, it's cold.
 I **have to** take my exams.
 You **have to** wear a seat belt.
 Do we **have to** finish the project today?

Must expresses obligation that comes from the speaker (not a rule or a law)
Have to expresses obligation that comes from somebody else (can be a rule or a law)

3 Read *Extreme Climates!* again. Circle examples of *must* and *have to*.

4 Read complete. Use *must* or *have to* and the verbs in parentheses.

- 1 you a uniform to go to school? (wear)
- 2 Look! An accident! We the police! (call)
- 3 We some food for dinner. (buy)
- 4 I can't go out now. I my science homework. (start)

5 Read and complete. Then check (✓) the things that you don't have a choice about doing.

- 1 I go to school tomorrow.
- 2 I watch movies all day.
- 3 I eat breakfast in the morning.
- 4 I brush my teeth every day.
- 5 I to play badminton tomorrow.
- 6 I play video games every night.

6 Read and complete. Use *must* / *have to* and words from the box.

be call do go hurry up wear

- 1 I to the post office now and I
It closes in 30 minutes.
- 2 I my Grandma, it's her birthday today.
- 3 Jen, you careful with that knife. You can get hurt!
- 4 We a hat and sunblock when we're at the beach.



Speaking 1

7  Discuss with a friend about the important things your class or school have to do in extreme weather conditions.



What do we have to do at school when there's a storm?

When it's too wet to go outside, we must stay inside.

And we have to shut the doors and windows.

Pre-reading 2

1 Discuss with a friend.

- 1 Do you know any kinds of natural disasters?
- 2 What can you do to prepare for a natural disaster?

Reading strategy

Use what I already know to identify problems and solutions.

2 Read and answer. What's the problem? How do you know?

My friend Leyla and I were sitting under a tree in the playground during a break. We were far away from the other kids because we were reading our notes for our science test. Suddenly, the birds stopped singing. I don't know why, but I knew something was going to happen ... and then the rain started!

3 Read *The Medallion Movers*. What do you think might be the problem?

Reading 2



"I wonder where we are?" Miranda asked. "This place is incredible. Wow, look at those fountains and sculptures, and the gardens! Look at the people. They're wearing tunics and sandals. And look at the buildings. This is amazing, look, they're ..."

"Hey! Miranda. Stop for a second. You don't have to talk all the time! Your **medallion** is shining, look. It'll show us where we are and how far back in history we travelled." Tomás replied. Miranda looked at her medallion. "Oh yes. I forgot to check it!" It showed Italy, 24th August, 79 AD. "Ooohhh." Suddenly, she felt a little scared.

"What's wrong? 24th August, 79 AD. — what does that mean?" Tomás asked. "Are you OK, Miranda? You look frightened, pale, and you're shaking." You don't have to be scared.

Miranda was looking at something behind Tomás. He turned around and saw a big mountain not far from the city. There was a strange cloud over it. "I think I know exactly where we are ... see that mountain over there? It isn't a mountain, it's a massive **volcano**. We mustn't panic!" But, Miranda sounded worried.

Tomás started searching for information on his smartphone and quickly found something. "OK, I found the information! Here!" he exclaimed, "24th August, 79 AD. It's today, 24th August in the year 79. This is Pompeii, wow, we're in Pompeii ... and that's Vesuvius! OK, now I understand why you're scared. I'm pretty sure there's going to be an **eruption!** We have to escape, right away! We're probably **in danger!**" Suddenly, there was a loud noise, a deep rumble like thunder, and thick gray smoke started to bubble and spill from the volcano's **crater**. "We have to tell everyone!", shouted Miranda. She ran towards a group of people. "You mustn't stay here!" she said. They said something, but she couldn't understand the language. She told them to run away, but they didn't understand her. Suddenly, they felt a **tremor**, and then another. The tremors **shook** the ground beneath them. It shook the city and some of the tents in the market square **collapsed**. People felt scared, but were prepared and ran to their families and houses.

Tomás pointed in the opposite direction. "Let's go up to those hills. They're far from the volcano ... and the **lava** will come down here, but we'll be **safe up there**", said Tomás.

They started to run, but suddenly there was another huge **explosion**. The sky was very dark with smoke now and people were running everywhere. Hot stones and **ash** flew out of the crater and fell everywhere, like rain. It fell on to the houses and temples. There was fire everywhere too — the hot stones and ash were too hot to touch.

"Too late! It's erupting!", shouted Miranda. She could feel her heart beating faster and faster. Suddenly, a group of people ran past them. One boy stopped and said something to Miranda. It looked like he was scared too.

"What did he say?", asked Tomás.

"Sorry, I can't understand what he's saying. He's speaking Latin." said Miranda. The boy pointed in another direction and waved for them to follow. "To the sea!" exclaimed Tomás. "Of course! He's pointing to the sea. We'll only be safe in the sea! Let's follow him!"



4 Imagine you are in Pompeii with Tomás and Miranda. What would you do?

Comprehension 2

- 1** Read *The Medallion Movers* again. Why does Tomás think they're going to be safe in the sea?
- 2** Read and answer. Then share your answers with the class.
 - 1** What's the story about?
 - 2** When and where does it happen?
 - 3** What helped Miranda and Tomás know where they were?
 - 4** What's special about the medallion?
 - 5** What information do you think you can find using Tomás's phone?
- 3** Read and number the events in the order they happen.

- The children told people about the danger.
- The medallion showed a date.
- Miranda realized where they were.
- Miranda and Tomás arrive in the city. 1
- The boy spoke to the children.
- Smoke came out of the volcano.
- Tomás finds the information.
- The children started to run to the hills.
- An eruption started.



Listening 2

Listening strategy

Listen for a change in events by listening for new names, numbers, and places.

- 4** Listen and check (✓) the main changes to the story's ending.
 - 1** Tomás and Miranda made a new friend.
 - 2** The boy finds his family and they leave.
 - 3** Tomás and Miranda travel to Costa Rica.
 - 4** Pompeii was covered in smoke.

- 5** Listen again and circle T (true) or F (false).
 - 1** The boy knew the man in the white tunic. **T** **F**
 - 2** The man and the woman are the boy's family. **T** **F**
 - 3** Tomás and Miranda travelled to Costa Rica on the ship. **T** **F**
 - 4** They time traveled to another volcano in Costa Rica. **T** **F**
 - 5** Tomás and Miranda aren't scared about the volcano called Cerro Chato. **T** **F**
 - 6** They decided to go and explore Italy. **T** **F**

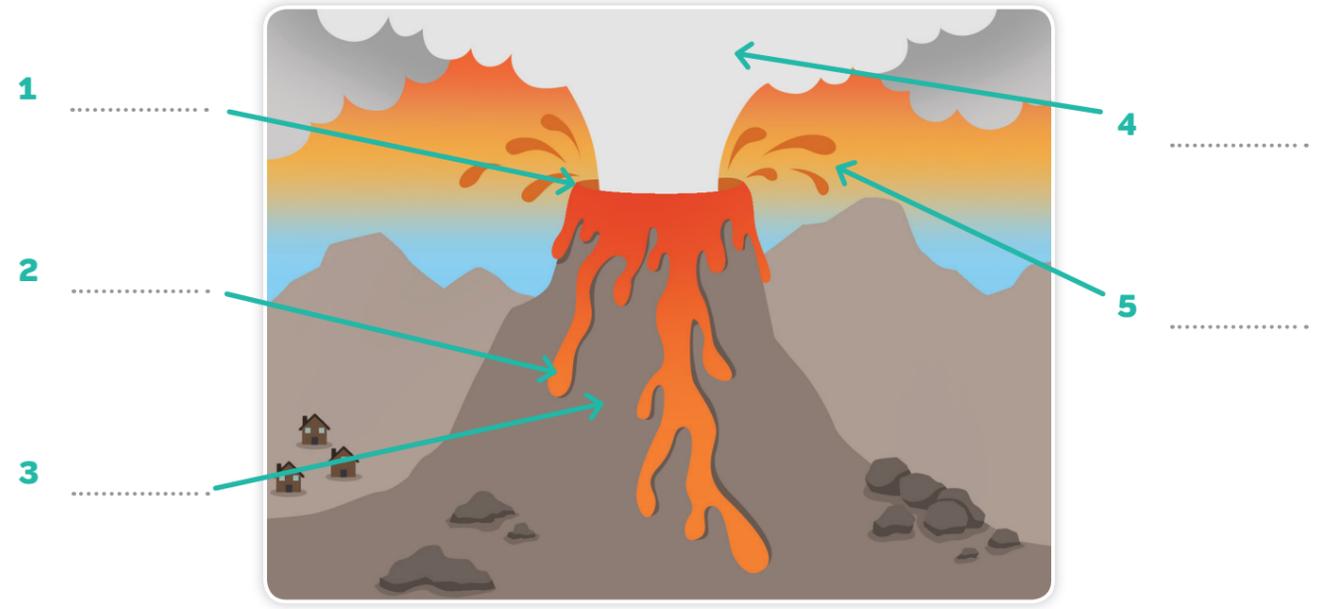
6 What might happen next in the story? What do you think they will say and do?

Vocabulary 2

1 Find these words in *The Medallion Movers*. What do you think they mean? Which words are kinds of movement? Compare your answers with a friend.

ash collapsed crater eruption explosion in danger
 lava medallion safe shake tremor volcano

2 Label the picture. Use words from Activity 1.



3 Find words in *The Medallion Movers* that have the same meaning.

- 1** a piece of jewelry
- 2** the opposite of dangerous
- 3** to fall down
- 4** moved quickly
- 5** movement of the ground
- 6** when you are in an unsafe situation
- 7** this is in the air after a volcano erupts

4 Think about the changes in the story at the end. Can you think of an alternative ending? Make notes and discuss with a friend.

Grammar 2

1 Watch Parts 2 and 3 of the story video. Answer the questions. Then read and complete.



- 1 What do they have to do to bring the temperature down?
- 2 What's on the bottom of Jack's glass?

2 Look at the grammar box and read.

Grammar

It's your decision. You **don't have to** go to the party.
At the weekend, I **don't have to** go to school!

You **mustn't** run across the street.
We **mustn't** shout in class.

Mustn't means prohibition and **don't have to** is just lack of obligation.

3 Read *Medallion Movers* again. Circle examples of *mustn't* and *don't have to*.

4 Read and complete the sentences. Use *mustn't* or *have to*.

- 1 You speak to the bus driver when the bus is moving.
- 2 It's a good idea to study for your exams, but you
- 3 We do our homework now, we can finish it later.
- 4 People talk loudly in the library.

5 Read and complete. Use *don't / doesn't have to*, *don't / doesn't need to* or *mustn't* and the words in the box.

clean get up go stay study

Today's Sunday and Gale's in bed reading a book. She early because there's no school. She her room because she did that on Friday. She because there are no exams tomorrow.

She's going to the swimming pool with her friends later but they before 3 p.m. because it's too hot. And they in the sun for a long time.

6 Think about the things you have to do at school. Make a list.

Speaking 2

Speaking strategy

Make suggestions politely.

7 Read and discuss with a friend about what people have to do or don't have to do and what they need to do.

WEATHER ALERT!

Monday sunny	Tuesday rainy	Wednesday cloudy	Thursday very sunny	Friday snowy	Saturday windy	Sunday stormy
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Writing

1 Scan the text. Answer the questions.

1 Is the text telling a story or giving information about a journey?

2 What kind of text is it?

2 Read the text. Check your answers to Activity 1.



The Travel Planner

Desert Adventure

Episode 1

This week's journey starts at four o'clock in the morning. The team is in the Sahara Desert and they must travel across the desert, and survive! The extreme heat is dangerous and they need to be careful. They must drink enough water and take a lot of food for their journey. They're going to have to work hard, work together, and rest when they need to. Will they arrive at the next camp before it's dark and night time? **You mustn't miss it!**

3 Read the text again and circle any information you think is important.

4  Write a title for your new episode. Then go to the Workbook to do the writing activity.



Writing strategy

Before writing, find information on the Internet or in books, and think of the main points of the episode you want to include in your summary.

Now I Know

1  What happens in extreme conditions? Look back through Unit 6. 

1 Extreme cold and hot temperatures.

2 Other examples of extreme conditions and weather.

3 Where we can find these conditions.

4 How extreme conditions can affect people.

2 Choose a project.



Weather report

1 Work in groups and imagine an extreme weather situation.

2 One person is the weather forecaster. He/she will explain what happened and where.

3 The other group members are the reporters from different parts of the city. Explain what people are doing and what they have to do to stay safe.

or



Stay safe!

1 Choose an example of extreme conditions in a particular place or country. Find out about this place and the possible dangers.

2 Find or draw pictures that show the place and the dangers.

3 Write notes to tell people how to stay safe in these conditions.

4 Put your pictures and notes onto a poster and show it to the class.

Read and circle for yourself.

I can identify key points in facts and extract information about past events.



I can identify the structure of texts.
I can make basic inferences.



I can express my opinion.



I can describe the plot of a movie or book.

