

Being male and on your phone are biggest dangers on Scottish mountains

Level: Intermediate – Teacher's notes

Article summary: Why some people are more likely to underestimate the challenges and dangers connected with certain sports and unfamiliar natural elements and surroundings than others

Time: 90 minutes

Skills: Reading, speaking, writing

Language focus: Vocabulary, speaking, writing

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Students discuss the warmer questions and share their answers. Help students out with any vocabulary they may need, especially for hiking or outdoor equipment. The images show Isle of Skye and Glencoe Valley.

2. Key words

- a. Students write the correct word from the wordpool next to the definitions on the lines provided. Then they find and highlight them in the article to read them in context.

Key:

- | | |
|-----------------------|------------------------|
| 1. <i>avalanche</i> | 7. <i>fatality</i> |
| 2. <i>treacherous</i> | 8. <i>overestimate</i> |
| 3. <i>peak</i> | 9. <i>abilities</i> |
| 4. <i>glen</i> | 10. <i>cornerstone</i> |
| 5. <i>crampons</i> | 11. <i>assumption</i> |
| 6. <i>cliff</i> | 12. <i>filthy</i> |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- | | |
|-----------------------|------------------------|
| 1. <i>treacherous</i> | 4. <i>fatality</i> |
| 2. <i>cornerstone</i> | 5. <i>filthy</i> |
| 3. <i>assumptions</i> | 6. <i>overestimate</i> |

3. Understanding the article

- a. Students read the statements and decide whether they are true or false according to the article and correct any that are false.

Key:

1. *False. Men in their 60s are most likely to get into difficulties in the Scottish mountains.*
2. *False. Springtime weather in Scotland may be very different depending on how high up you are, with warm sunshine in the glens and snow on the peaks.*
3. *True*
4. *More than ten times as many men as women die on the Scottish mountains.*
5. *True*
6. *True*

4. Key language

- a. Students find phrases towards the end of the article (all in the final paragraph) with these meanings.

Key:

1. *(as) hard as nails*
2. *never judge a book by its cover*

b.

Key: *a tiny little chihuahua dog*

- c. Then they use each of the phrases twice to complete the sentences.

Key:

1. *(as) hard as nails*
2. *never judge a book by its cover*
3. *judge a book by its cover*
4. *(as) hard as nails*

5. Language awareness

- a. Students match these common Scottish dialect words with their English equivalents. Explain to students that each region in the UK has its own variety of English. This means different accents but also some local vocabulary.

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Key:

- | | |
|-------------|-------------|
| 1. <i>g</i> | 5. <i>c</i> |
| 2. <i>h</i> | 6. <i>a</i> |
| 3. <i>b</i> | 7. <i>d</i> |
| 4. <i>e</i> | 8. <i>f</i> |

6. Discussion

- a. Students discuss the questions related to the article, and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

7. In your own words

- a. Follow the steps on the worksheet and hold a feedback discussion afterwards. Students may, of course, suggest and add other places in Scotland that they would like to visit.