

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

Level: Elementary – 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 read the situation and choose which five items the group must take with them, looking up any words they don't know. They should then share their answers and add any further ideas of their own. 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> | 6. <i>overestimate</i> |
| 2. <i>forecast</i> | 7. <i>navigation</i> |
| 3. <i>rescues</i> | 8. <i>error</i> |
| 4. <i>glen</i> | 9. <i>assumptions</i> |
| 5. <i>fatalities</i> | 10. <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>error</i> | 4. <i>fatalities</i> |
| 2. <i>overestimate</i> | 5. <i>filthy</i> |
| 3. <i>assumptions</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 the group most likely to get into difficulties in the Scottish mountains.*
2. *False. Springtime weather in Scotland can be very cold on the mountains and very warm in the glens.*
3. *True*
4. *False. More than ten times as many men as women die on the Scottish mountains.*
5. *True*
6. *True*

4. Key language

- a. Students find a simile at the end of the article. If necessary explain what a simile is.

Key:

(as) hard as nails
a tiny little chihuahua dog

- b. Then they join the words to make other well-known similes.

Key:

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

5. Language awareness

- a. Students match these common Scottish words with their English equivalents.

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> |

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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.