

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

Level: Advanced – 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. 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. *avalanche*
2. *urge*
3. *treacherous*
4. *peak*
5. *glen*
6. *crampons*
7. *inevitably*
8. *fatality*
9. *generalization*
10. *attributes*
11. *irrelevant*
12. *cornerstone*
13. *reluctance*
14. *assumption*

15. *capability* – Note: *ability* is the power, skill, means and opportunity to do something whereas *capability* is the ability, aptitude or fitness to do something

- 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. *inevitably*
2. *cornerstone*
3. *capability or capabilities*
4. *treacherous*
5. *assumptions*
6. *fatality*
7. *urging*

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 demographic group most likely to get into difficulties in the Scottish mountains.*
2. *False. There are treacherous conditions on the peaks and summer-like weather in the glen.*
3. *True*
4. *True*
5. *True*
6. *False. Younger people in particular often don't realize the importance of taking a map and a compass into the mountains.*
7. *False. She volunteered with a local youth club where she was introduced to the Mountain Leadership scheme. She also advised a women-only hill-walking group.*
8. *False. She talks about being surprised and impressed at how tough a small dog who went mountaineering with its owner was.*

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

Level: Advanced – Teacher's notes

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. *had a ball*
3. *never judge a book by its cover*

b.

Key: *a tiny little chihuahua dog*

- c. Then they use each of the phrases in sentences or short anecdotes of their own.

5. Language awareness

- a. Students match the common Scottish dialect words with their English equivalents. Explain to students that Scotland has its own dialect of English with a distinct accent and a lot of Scottish vocabulary. This is different to the non-Germanic Scottish language called Scottish Gaelic (as differentiated from the Irish Gaelic). Scottish Gaelic is mostly spoken in the Scottish Highlands and isles, but as of 2005 it is an official language of Scotland.

Standard Scottish English (which these words belong to) is also different to Scots language, which is a distinct Germanic language related to English and other languages from this family, e.g., Danish.

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. Divide students into groups of four. Assign one of the accidents 1–4 to each group and tell them to research it. Then, mix students up to again sit in groups of four so that there's one person from each of the previous groups. Ask them to take turns to present their research.

You can also assign this as a homework task.

Note: This might be a distressing topic, as in most of these disasters a number of people died. If you deem it inappropriate for your class, you can replace this activity with the 'In your own words' from the intermediate-level worksheet. Alternatively, you can ask students to research the languages of Scotland, as per the note in Exercise 5.