

Walking 42 miles in one day: tackling North Yorkshire's Lyke Wake route on its 70th anniversary

Level 2: Intermediate

Article summary: This article describes the Lyke Wake walking route across the North Yorkshire Moors in England and the significance of this particular walk to the writer.

Time: 60 minutes

Language focus: Collocations

Skills: Reading, Speaking, Writing

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking about the idea of physical challenges (such as long, demanding walks) and their significance. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed.

2. Reading for gist

- a. Use this opportunity to teach your students how to read for gist. Students usually tend to jump right into texts and focus on every detail, reading word for word, so this activity will require you to be very explicit in how you set it up. Explain to students that they will have one minute to skim the article. Skimming means reading quickly, like when you browse articles to decide which one to read. Tell students to only read the first sentence or two of each paragraph quickly. Remind them not to worry if they don't understand every word because even without a full understanding, they can get an idea of what the overall article is about. Once the minute is up, have students cover the article and choose the correct answer 1-3.

Key:

3

3. Key words

- a. Ask students to work individually or in pairs to find the words in the article and then complete the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

1. *trophy cup*
2. *badge*
3. *moors*
4. *challenge*
5. *funeral song*
6. *dramatic*
7. *coffin*
8. *physical discomfort*
9. *distant*
10. *the lack of*
11. *route*
12. *ultimate*
13. *pale*
14. *compass*

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words.

Key:

1. *trophy cup*
2. *route*
3. *pale*
4. *funeral song*
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4. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to underline the section in the article where they found the answer. Remind them that they might need to use a word, number, name or phrase from the article to complete the sentences. To extend the activity, ask students to work in pairs to write two or three gapped sentences of their own. They can then share them with another pair for them to find the answers.

Key:

1. *(a writer/man named) Bill Cowley*
2. *14*
3. *moved into the same street (in York)*
4. *the (long, windy) track above Farndale*
5. *last five miles*
6. *(traditional black coffin) badge*

5. Key language

- a. Students work individually to match the collocations to their definitions.

Key:

1. *came up*
2. *surrounded by*
3. *be named after*
4. *complaining about*
5. *chatting with*
6. *walked in*

- b. Students now complete the sentences with the collocations from task a. They can do this activity individually or in pairs.

Key:

1. *came up*
2. *surrounded by*
3. *walked in*
4. *was named after*
5. *chatting with*
6. *complained about*

6. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

7. In your own words

- a. The aim of this task is to get students to reflect on the information they read in the article and to apply it to their own experience of doing something that is physically challenging. You can set a word limit for the essay of between 120 and 180 words or a time limit of 1-2 minutes for audio recordings.
- b. Students can share their essays or audio recordings with the class.