

Too young to climb Mount Everest? A2

Lesson Objectives

Cultural content: Rites of passage, teenage boundaries

Language: Superlatives, *would like* + verb, vocabulary for extreme sports, *too* + adjective + verb (*too young to climb ...*)

Discussion topics: What extreme challenges would you like to do? Why do people want to be record-breakers? What are teenagers too young to be able to do?

Remember! Print or photocopy the worksheets for your students.

SCREEN 1

5 mins

CHALLENGES

Background: Teenagers and the law in the UK: at 14, teens can work part-time, although there are restrictions; reaching 16 is a big moment for teens – they can leave home, leave school and get married, they can drink beer in a pub (but not buy it) and ride a moped on the streets; and at 17, teens can start learning to drive a car.


- Before starting the lesson on the whiteboard ask students to brainstorm five extreme sports in pairs. Students share their ideas with the class.
- Students identify the four sports shown on Screen 1 (clockwise from left): *running in the desert*, *mountain climbing*, *base jumping* and *sailing in the open sea*. Did students suggest any of these in the brainstorming session?
- Discussion:** Students talk about each of the questions on whiteboard in pairs. Elicit answers from different students.

SCREEN 2

10 mins

TOO YOUNG TO CLIMB MOUNT EVEREST?

- Ask: *What is the highest mountain in the world?* (At 8,848m, it's Mount Everest in the Himalayas, which lies across the border between Nepal and China.) If students know the answer, ask: *What is the second highest?* (It's K2, which is 8,611m and lies across the border between Pakistan and China).
- Read out the two questions on the whiteboard and ask students to guess the answer to each one. Tell the students they will find out the answers in the video.
- Check these items of vocabulary: **altitude sickness (n)** – you can feel very ill (headache, dizzy, sick) when you get above a certain height, e.g. 5,000 metres; **frostbite (n)** – your blood stops getting to your fingers and toes when it is very cold – they can turn black and hurt a lot.

- Tell students not to try and understand every word in the video.
-  Play the video. Students answer the questions in pairs and check their answers on the whiteboard.
Answers: 1 – 4,000, 2 – 200

TRANSCRIPT Video 1: Too young to climb Mount Everest?

Voiceover: *Mount Everest, the world's highest mountain, is very beautiful. But for those who try to climb to the summit it is also very dangerous. More than four thousand people have climbed the mountain, but around 200 people have died trying to get to the top. Now, 13-year-old Jordan Romero wants to be the youngest person to reach the summit. He won't be climbing alone as his parents, who are experienced climbers, will be going with him.*

Jordan: *I do feel ready. I feel as ready as can be, I feel very prepared emotionally and – and definitely physically.*

Voiceover: *He won't be climbing alone, as his parents, who are experienced climbers, are going with him. Jordan says he's ready to climb the highest mountain in the world, but many people say his parents should not let him take the risk. There will be many dangers including weather that can change very quickly, altitude sickness and frostbite. Expert, Dr Jeremy Windsor doesn't think that Jordan can be ready for the 8,850-metre climb to the summit of Everest.*


Dr Jeremy Windsor: *If he's sitting at Everest on a high camp at nearly 7,000 meters, and there's a storm brewing, and the temperatures are dropping to minus 30 degrees, does he have the wherewithal emotionally and physically to get off the mountain?*

Voiceover: *This isn't the first time teenage record-breakers have caused disagreements. 13-year-old Laura Dekker wanted to sail around the world by herself. But the Dutch government said it was too dangerous. However, Jordan and his parents say it's the right decision and they are continuing their preparations for the climb in a few weeks' time.*

SCREEN 3


8 mins

WHOSE SIDE ARE YOU ON?

- Hand out the worksheets. Students look at the matching task. Check the meaning of **to criticise (v)** – to say negative things about something.
-  Play Video 1 again. Students do the matching task on their worksheets.
- Look at Screen 3. Match the names to the correct sentences according to the students' instructions. Click on the Answers button.
Answers: 1c, 2e, 3d, 4a, 5b
- Discussion:** Students work in pairs and decide if they think Jordan is too young to climb Mount Everest. Have a class vote to see if students agree with Jordan and his parents or with Dr Jeremy Windsor.

SCREEN 4


10 mins

JORDAN'S STORY

- Ask students to give a summary of Jordan's story. Go around the class, eliciting a sentence from each student or pair of students.
- Read out the words in the box on the worksheet for students to hear. Students read through the text about Jordan and use the words in the box to complete the gaps.
- Check the answers with the class, selecting the correct word from the drop down options. A tick or a cross will appear when each answer is selected.
Answers: 1 – disagreements, 2 – record-breaker, 3 – summit, 4 – alone, 5 – criticism, 6 – deadly, 7 – altitude sickness, 8 – frostbite, 9 – experts
- Discussion:** Students think of a world record they would like to break and tell the class why. If you have internet access in the classroom you can visit the Guinness World records site (<http://www.guinnessworldrecords.com>) to help the students think of ideas.

SCREEN 5


12 mins

ARE YOU TOO YOUNG?

- Ask: *Have your parents / grandparents / teachers ever said, "You're too young to do something?" What was it? Were they right or wrong?*
- Ask: *In your country, at what age can you ... drive a car? get a job? drink alcohol in a restaurant or bar? get married? ride a bicycle on the road? babysit?*
- Read aloud the text in the central bubble on Screen 5. Go round each of the images in turn, telling the class how old you were when you did each of these things (you can make it up – the point is to show how the structures work and to make the meaning clear).

Examples: *I was 14 when I got my first part-time job – I worked in a grocer's, selling fruit and vegetables. I was 16 when I got my ears pierced – my mum came with me and bought me two pairs of earrings. I first went on holiday on my own when I was 17 – I took the train to Paris and stayed in a tiny room near the Eiffel Tower.*

- Students look at the worksheet exercise. They write down the age they think is right to be able to do each thing.
- Discussion:** In pairs, students compare their answers. If they have written different ages, they discuss their reasons.
- Invite a student to come to the board and write the age they think is right to do one of the things. The rest of the class say if they agree or disagree, and say why. Have a different student come to the board for each activity.

EARLY FINISHER / HOMEWORK

Give students these statements. They write 3 sentences saying why they agree or disagree with each of the statements.

- "When you are 11, you are too young to go on holiday on your own."
- "When you are 12, you are too young to join Facebook."
- "When you are 13, you are too young to get your ears pierced."
- "When you are 14, you are too young to have a credit card."
- "When you are 15, you are too young to have a part-time job."