Danger on Misty Mountain



The story

Dad decides to take Simon and his sister Sarah on an adventure holiday, mountain walking in Scotland. Unfortunately Mum can't come. The hostel they stay in is at the foot of Misty Mountain. They go to a meeting with a mountain guide who talks about safety on the mountain and checks their equipment.

The next morning, Dad and the children get up early and begin to climb the mountain. The climb gets more and more difficult as they walk higher. Suddenly a thick mist descends. Dad slips and falls down the mountainside. He is trapped on a ledge just below the children and can't move. He has broken his ankle. Simon and Sarah pull Dad up from the ledge with a rope. At that moment, there is a bad landslide, which blocks the pathway. They are trapped on the mountain! Dad discovers that his phone has been smashed in the fall. Sarah and Simon form some stones into the letters SOS in case a helicopter flies overhead. Darkness falls. There is nothing for it but to settle down for the night and try and get some rest.

The next day, the children go to try and get help. They first make Dad as comfortable as possible. They encounter many problems on the way down: the landslide, a swollen mountain stream, and a tree that is blown over and nearly lands on Sarah. Suddenly, they hear the sound of a dog barking and voices calling their names and there, coming towards them, are the hostel manager, the guide, and Rufus the hostel dog.

They get safely back to the hostel and the hostel manager telephones the Mountain Rescue Service. The Mountain Rescue Team work out, from what Simon and Sarah tell them, where Dad might be. A doctor arrives and they set off in the helicopter. Sarah spots the SOS in stones that they made earlier. Then they spot Dad's shelter close by. Soon, Dad is winched up on a stretcher and is taken straight to hospital. There, a doctor tells them that, apart from his broken ankle, he is quite well. Mum arrives, and they all go and see Dad.

Within a few days, Dad is allowed home. Dad and Mum have a surprise for Simon and Sarah. They give them a special party to thank them. To the children's delight, the hostel manager, the guide, members of the Mountain Rescue Team and Rufus the dog turn up! They have a wonderful party and the Mountain Rescue Team gives Simon and Sarah special certificates for their bravery. Mum has made a special cake, too. Everyone enjoys it – especially Rufus!

Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class.
- Talk about the picture. Ask the class where they think the story takes place. Elicit that this is a very high mountain in Scotland and that there is no sign of any houses, towns or villages nearby. Ask *Has anyone ever climbed a mountain?* Encourage the children to share their experiences.

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• Ask What do you think the story is going to be about? (As the title suggests, the book is about a mountain. The name 'misty' indicates that there are frequent mists on the mountain. If necessary, explain that a mist is like a fog and makes it difficult to see where you are going.)

The title page



- Ask the children to turn to the title page. Ask Who is the author? Have you read any other books in the series by this author?
- Hold up your own book and point to the picture. Explain that this is how the country around Misty Mountain looks.
- Ask What is the title? Do you think this part of the countryside looks dangerous? Why?/Why not?

The contents page



• Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book. Explain that the story is divided into chapters.

- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Ask the children what page each chapter starts on.
- Point out that at the end of the book there is a poem (on page 90) and some information about mountain search and rescue dogs and about mountain weather (beginning on page 92).
- Ask questions about each chapter title to stimulate the children's interest, for example: Chapter 1: What do you think the surprise is? Chapter 2: Where do you think this chapter is about?

Chapter 3: What sort of accident could this be?

- The titles of chapters 3–8 give some idea of what the story is going to be about. Read the titles again and discuss children's ideas of what they think is going to happen.
- Tell the children to do the related activity on page 1 of their Workbook.



You can play the story on the audio cassette/CD at any time you choose.

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Chapter 1 The surprise

Pages 5 to 12







ey would do in the countryside. to stay at home instead. walked in. ?' he asked. go to the country but we can't,'

o go to some meetings,' continued Sarah. el them,' sighed mum, 'So we will have

iad a good idea. . Simon and Saran on the ur meetings in London? It for too long, just for a few reat,' laughed Simon. and down in excitement. In tidea,' laughed Mum. 'I d y because I have to work.'

m a drawer to look

rochure. There would be lo ickens, helping with the fan ors. We could even milk the Tractors. We could even milk the cover if you have been approximately and the cover if you go on an adverture biology, "color of so of one of that's picture in the functions of loss of one of that's picture in the functions with Dad and have been approximately and the source of the have been approximately and the source of the have been approximately and the source of the to do that, too." He looked through some more your approximately and the source of the source of the source of the source of the source wavey. The does not picture in the source of the the momentary of the source of ng Dad had a surprise for Simon and Sar reat mountain-walking holiday for us said. love to go to Scotland,' cried Simon. non were really excited. They both gave

. we going to stay?" asked Sarah. w you what I found,' laughed Dad. He took ut of his case.'There's a place called the Misty om of a high mountain that the local



about all the different activities available or it-holdsy. In Experiment of a gase of micro micro distance, it is presented to a gase of micro and the second second second second second second gas Mark Monntain. Dad can be developed as gase Mark Monntain. Dad can we do shar? Dad it we have the time? are picture partice during well? asked Sanh, we can a langther Dad. It is to a second second second second second we in to see what all the noise was about. Sim-te information on Mixel Monntain. Si Mum. "Thereix loss to do and I'm sure you rest time."

sat time." t to go,' cried Sarah. e must go shopping for some special p you warm on the mountain,' said Mum. . d them some information about the holiday



e glad you have them when you are on fum laughed. 'It may be hot here, but it will be cold near the top of the mountain.' dad got home, the children showed him their tain clothes. It like real mountaineers,' he laughed. nat evening Dad went to find Simon and Sarah. vening Dad went to find Simon and Sarah ou pack your suitcases and bring them leave early tomorrow morning so l'Il put tonight,' he explained, arah rushed upstairs to pack their cases, w what to pack?' asked Mum. Simon and Sarah. d any help?' asked Mum. ughed. ed, was going to be left behind to work the family had fun. gwas ready. Simon put two torches in pièce of rope. ed to take those? asked Sarah. to take torches when you are walking constraint discussion.

explained Simo... arches are useful, but why are y.... "? whe saked. ally useful for lots of things,' he replied aughed Sarah. 'I'm sure we won't need y are away.' suitcase and took it downstairs. Soon aultcases waiting by the door.



Active vocabulary

| | - | |
|--------------|---|--|
| activities | note how the spelling of <i>activity</i> changes in the plural | |
| busy | the 'u' sounds like 'i' and the 's' sounds like 'zz' – we pronounce the word as 'bizzy' | |
| countryside | this is a compound word: <i>country</i> + <i>side</i> = <i>countryside</i> | |
| disappointed | note that there is only a single 's' in this word | |
| hostel | take away the 's' and you have <i>hotel</i> | |
| important | there's an ant 'hidden' in this word | |
| information | the 'tion' at the end is pronounced 'shun' | |
| local | 'al' is quite a common ending on adjectives, as in <i>musical, magical</i> | |
| organise | a three-syllable word; tap out the syllables to check | |
| special | the 'ci' is pronounced 'sh' – we pronounce the word as 'speshal' | |

Passive vocabulary

at the foot of cancel customer mountaineer spoil world

boss canoeing download paddling waterproof

brochure chalet internet proper website

Explorers 6: Danger on Mlsty Mountain Teacher's Notes

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1. Discuss what a surprise is. Ask *Are surprises always good?*
- Tell the children to look at the picture on page 5. Ask How old do you think the boy and girl in the picture are? What do they look like? Who do you think the woman is? What is she doing? Where are the children and the woman? What do you think they are talking about?
- Tell the children to look at the picture on page 8. This is information about the Misty Mountain Hostel that Dad has downloaded from the hostel's website. Discuss the information that can be seen.
- Tell the children to look at the picture on page 10. Ask Who do you think this equipment is for? What clothes can you see? What are the boots like? Are they for wearing to a party? What are the socks like? What sort of people wear socks like this? Does the jacket look warm? Are these ordinary trousers? What's special about them? What is the bag for? (If appropriate, explain that it is called a 'backpack'.) What sort of things might you put in it?
- Tell the children to look at the picture on page 12. Ask Who do you think the man is? Where are they? What are they doing? What sort of car is Mum in? Where do you think she is going?

• Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter expressively to the class (or play the audio cassette/CD). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
 - Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary, and any other unfamiliar words.
- Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 3 of their Workbook.

Note A hostel is like a hotel but is not as smart: the facilities are usually a lot more basic. A hostel is a place for people with similar interests to stay, such as students or mountain climbers. Hostels are often nonprofit making.

- 1 a) What were the children's names? b) Who did they live with? c) Where did they live?
- 2 a) What time of the year was it? b) Where did the children want to go?
- 3 Why did Mum say they couldn't go on holiday?
- 4 What was Dad's good idea?
- 5 What did the family look through together?
- 6 What did a) Sarah say she'd love to do?b) Simon say he'd love to do?
- 7 Where did Dad find some information?
- 8 What did Dad find out about Misty Mountain Hostel?
- 9 What did Simon say he would love to do on Misty Mountain?
- 10 What clothes do you need to walk in the mountains?
- 11 When did Mum take the children shopping for their new clothes?
- 12 What did Dad ask the children to do that evening?
- 13 What else did Simon put in his case?
- 14 When did Mum leave for her meeting in London?
- 15 When did Dad and the children set off for Misty Mountain?

- Ask the children to find examples of speech marks in the chapter. Discuss their function: *How do we know who is speaking? How do we know what words each person is saying?* Remind children that the first word inside the speech marks always starts with a capital letter. Point out that whenever someone new speaks, we always start a new line.
- Ask the children to find and read aloud examples of words containing double vowels or double consonants.
- Ask the children to find and read any twosyllable words in the chapter. Ask them to tap out the syllables as they read the words (for example, fa-ther).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Why do you think Sarah and Simon did not want to play in the garden all summer?
- 2 Why do you think they wanted to go on holiday in the countryside?
- 3 How do you think Mum felt when she told the children they could not go on holiday because she had to work?
- 4 How can you tell Sarah and Simon liked Dad's idea?

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- 5 Which sort of holiday would you rather go on – a canoeing holiday or a mountain-walking holiday?
- 6 Why did the children give Dad a big hug?
- 7 Do you like the sound of the Misty Mountain Hostel?
- 8 How can you tell the children were making a lot of noise when they were looking at the sheets of paper?
- 9 Why is it necessary to wear the proper clothes in the mountains?
- 10 Why did Mum say the children would be very glad of their new clothes when they were on holiday?
- 11 Do you think it was very grown-up of the children to pack their own suitcases?
- 12 Why do you think it says 'poor Mum' on page 11?
- 13 Simon said, 'Rope can be useful for lots of things'. Can you think of any reasons why?
- 14 How do you think Mum felt as she left for the station in the taxi?
- 15 How do you think the children felt as they left for Misty Mountain?

Stage 2 comprehension extra

Author's style Explain that it is important to get any story off to a good start. Ask the children what they think of the start to this story. Ask Do you think mountain walking sounds fun? Do Simon and Sarah sound as if they like to have fun? What do you think of Dad? Do you think it's a shame Mum can't go?

- Write the words *cancel* and *excitement* and say them. Point out that the 'c' in each word sounds like 's'. We call this a soft 'c'. Explain that when 'c' is followed by 'e', 'i' or 'y', it sounds like 's'. Write these words on the board: _ity, _entre, _ircle, _entury, _ycle, dan_e, i_y, prin_e, senten_e. Ask the children to complete each with 'c' and read the words they have made.
- Write the words *brochure* and *chalet* on the board and say them. Point out that the 'ch' in these words sounds like 'sh'. Write these words on the board and read them: *machine, chef, parachute*. Ask the children to use them correctly in sentences of their own.
- Write the word *adventure* on the board and say it. Write these words on the board: na__, tempera__, fu__, crea__, mix__, pic__, furni__. Ask the children to complete each word with 'ture' and read the words they have made. Do they know what each word means?
- Ask the children to talk about the best surprise they have ever had.
- Ask What sort of holidays do you like? Encourage the children to talk about some holiday experiences. If possible, bring in some holiday brochures and discuss some of the holiday options available.
- Dad used the internet to find out about adventure holidays. Discuss how helpful the internet can be. Ask *Do any of you use the internet? What do you use it for?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask What do you think will happen next in the story?

Explorers 6: Danger on MIsty Mountain Teacher's Notes

Chapter 2 Welcome to Misty Mountain

Pages 13 to 21



Simon and Sarah looked out of the window. Far away n the distance, they could see a tall mountain, it seemed high that it looked on it it was toaching the sky. Wowe' gasped Simon. It's removaibuild drove up and down hills, round and sround bench, particles of the state of the state of the sky of the product to it, it looked bigger and bigger. This made sign at the side of the road. To the Miny Mountain for a start of the side of the road. To the Miny Mountain samow trach. Dol drove the car at the way down the samow trach. Dol drove the car at the way down the nor of them was Many Mountain lifestor.

'Here we are,' said Dad. Simon and Sarah climbed out of the car while Dad lifted out their cases. They gazed up at the mountain. They had never seen such a big mountain so close before. It was a magical sight. 'I can see why they call it Misty Mountain,' said Simon. He shielded his eyes from the sun as he stared up t the huses mountain bafor him. 'You cardh scula ha no.

because it's covered in mist.' "Come on, you two', said Dad. He handed them each a hag, "letty so inside. We will have plenty of time to see the mountain tomorrow.' Dad led them towards the hostel. It was a strangelooking wooden building. Three were no curtains at the windows, only wooden shutters. Inside the hostel it was tark and cool. Large rugs covered the dark wooden howhcavak. It was bray too. Menady the howel own till with loss of percepts, some had toos terround from long marks. They were taking off thirt muddy theors and long their use of the muddy theory of the source percept were having hot drifts of coller. Others were taking to their finesh. Some more people were long the source of the source of the people in the source people were having hot drifts of the source takes were pinned up on the walks. Then the source of the source of the people in the source of the source one whote were haved and address on thow to plan your walks. They tell you what to take on your plan your earlies the source of the source of the source one whote source one lattice or spann terms one were one lattice or source of the source one lattice or source plan your earlies. They tell you what to take on your plan your earlies the base of the source one lattice or source of the source one lattice or source one lattice or source of the source one lattice or source one lattice or source of the source one lattice or source one lattice or source one lattice or source of the source one lattice or source one lattice one lattice one source one lattice or source one lattice one lattice one source one lattice one latt

No, replied Dad, "The guides at this hostel give you too for help, thuy you have to do the walks on your own," Dad walked over to the reception desk. He rang the hell on the counter and an an cance out of a small office to greet them, an old dog followed slowly behind him. "Hello, Thm KT clark, the manage. Welcome to Southand and welcome to Misny Mountain Hostel," smalled the man. Simon and Sarah bent down to part the dog. "He's lowyeb;" skid Sarah. "Mhar's his name?" This is Burks."

He gave the dog a pat and Rufus wagged his tall. 'He is an old dog now, but once he worked as a Mountain Scarch and Rescue dog.' 'What's a Mountain Search and Rescue dog, Mr Clark?' asked Simon. 'It's a dog that is specially trained to help rescuers search for people who are koto thrut on a mountain.'

explained Mr Clark. "Why do they use dogs to rescue people?" asked Sarah. "Dogs move much faster than people so they can find people more quicks", They also use their senses. They have a very good sense of smell and can track the smell of a person over a long distance, "asswered Mr Clark. "Did Bufus help to rescue lots of people on the mountain?" aved Sarah.

fountain Hostel,' he said. 'My a guide. Today 1 am going to tell te mountains.' ed the whole group a map of Misty

man Ash

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a beautiful sight, "This noom's perfect,' Sarah sighed. 'I wish Mum was here, too.' Simon and Dad agreed, "Mum would love the hostel and the mountain,' sidd Dad. Mr Clark looked at his warch.

said Dad. Mr Clark looked at his watch. "It's time for the meeting for new guests. Come downstairs to meet Dan, one of our guides. He will giv you los of important information about mountain walking,' said Mr Clark.

Due howed them some more dangerose areas on the sing. The call has yeven ranow here, how pointed out. You must walk carefully here. These paths are much where south a possible. The single start of the south along the south of the south a possible. The single start has been been been been been south a possible of the south along the south along the south and south and the compases until the single south along the south the south along the sout



Active vocabulary

| compass | the 'o' sounds like 'u' – we pronounce the word as 'cumpass' | |
|-----------|--|--|
| enormous | 'ous' is a common ending | |
| equipment | 'ment' is a common ending | |
| guide | other words containing 'gu' are: guest, guitar, catalogue | |
| journey | the 'our' sounds like 'er' – we pronounce the word as 'jerney' | |
| landslide | this is a compound word: <i>land</i> + <i>slide</i> = <i>landslide</i> | |
| mist | change the 'm' to 'f', 'l', 'wr' to make some other words | |
| safe | this word can also be used as a noun | |
| senses | note the three 's's and two 'e's in this word | |
| whistle | the 'h' and the 't' are silent letters and are not pronounced | |

Passive vocabulary

| aluminium foil | areas |
|-----------------------|----------------|
| avoid | counter |
| flask | gaze |
| rolled her eyes | route |
| search and rescue | shutter |
| stuck (on a mountain) | survival (adj) |
| towered above | track (verb) |
| uniform | wagged |
| | |

Explorers 6: Danger on MIsty Mountain Teacher's Notes

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 2. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 13. The car, with Dad, Simon and Sarah in it, is approaching Misty Mountain. Ask How do you think Simon and Sarah feel? What do you think they are talking about? What do you think of the mountain? What is it like? What else can you see? Can you see the roof of the hostel, at the foot of the mountain?
- Tell the children to look at the picture on page 16. Explain that this is Rufus, the dog that lives in the hostel. He used to be a Mountain Search and Rescue dog (specially trained to help look for people who were lost or in difficulty on the mountain). Rufus is now too old for this job. Ask *How does the dog look? Is he friendly?*
- Tell the children to look at the picture on page 18. This is the map that Dan, the hostel guide, shows to Sarah, Simon and their father. Discuss all the features on the map, including the key in the bottom left hand corner and the compass in the top right hand corner.

- Tell the children to look at the picture on page 20. Ask *What is Simon wearing?* (It is a special survival blanket, made of aluminium foil. It is very light but helps keep you warm.) Point out that Sarah also has a blanket, which she is holding. Ask *Why do you think Simon and Sarah have got these blankets?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

• Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 5 of their Workbook.

- 1 a) What was the weather like? b) Was it a long or short journey?
- 2 What did Simon say when he saw Misty Mountain?
- 3 The hostel was down a _____
- 4 Why couldn't Simon and Sarah see the top of the mountain?
- 5 Describe a) the outside of the hostel b) the inside of the hostel.
- 6 Was the hostel quiet or busy?
- 7 What are guides?
- 8 What was the name of a) the manager of the hostel? b) his dog?
- 9 What is a Mountain Search and Rescue dog?
- 10 Why do they use dogs to help rescue people?

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- 11 What was the room like that Dad and Simon shared?
- 12 Where was Sarah's room?
- 13 a) Who was Dan? b) What was his job?
- 14 What did Dan show them on the map?
- 15 Explain how a compass works.
- 16 What did Dan tell them to take with them on their walk?
- 17 Why did Dan give them a whistle?
- 18 What was special about the blankets Dan gave them?
- 19 What did Dan say everyone must do before going out on a walk?
- Ask the children to find any examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them. Point out that the intonation used for questions and exclamations is different.
- Read out some words with three syllables in them, for example *countryside, radio, animals*. As you read them out, tap out or clap the syllables to help children hear them.
- Ask the children to find and read any adjectives in the text, for example *long*, *happy, tall, high*. Ask them which nouns they describe.
- Point out the use of comparative adjectives on pages 13 and 14, for example *hotter*, *closer*, *bigger*, *smaller*. Make sure that the children understand them.
- Ask the children to find and read aloud examples of verbs that end with 'ed', the suffix that indicates that the verb has a regular past tense (for example *looked*, *asked*).

• Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Why do you think everyone felt happy on the long journey?
- 2 What do you think it meant when it says the mountain 'looked as if it was touching the sky'? (page 14)
- 3 What made Simon gasp?
- 4 Why do you think the children felt smaller as they got nearer the mountain?
- 5 How do you think the mountain got its name?
- 6 What sort of people stayed in the hostel?
- 7 What didn't the guides at the hostel do? (page 15)
- 8 How can you tell a) Sarah liked Rufus?b) Rufus liked Mr Clark?
- 9 Do you think the job of a Search and Rescue dog is important?
- 10 Why do you think hostel guests had to sign a register?
- 11 Do you think Sarah was worried about sleeping in a room on her own?
- 12 Why did Dan point out different places on the map?
- 13 Explain why a compass is useful.

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- 14 On page 20, why did a) Simon grin at Sarah?b) Sarah 'roll her eyes upwards'?
- 15 Why did Sarah say Simon 'looked like a chicken ready to be cooked in the oven' when he was wearing a survival blanket?
- 16 On page 21, Simon 'punched the air'. Why do you think he did this?

Stage 2 comprehension extra

Setting In this chapter the author sets the scene, which will help the reader understand a lot of the action in the rest of the book. Ask What can we learn about a) Misty Mountain? b) the dangers of walking in the mountains? c) how to keep safe on a mountain? d) what happens if things go wrong on the mountain (for example, you get lost or hurt yourself)?

- Write the words *cool* and *book* on the board and say them. Point out that the sound of the 'oo' is *short* in *book* and long in *cool*.
 Explain that the same letter patterns are not always pronounced the same. Brainstorm other 'oo' words and check to see if the 'oo' in them is short (for example *stood, book, cook, hood, look, good*) or long (for example *cool, roof, moon, boot, food, school, mood, snooze*).
- Write the words *shield* and *field* from the chapter on the board and underline the 'ie'. Explain that we put 'i' before 'e' except after 'c' in many words. Write these words on the board: th__f, p__ce, c__ling, f__rce, n__ce, rec__ve. Ask the children to complete them correctly.
- Write the words *guide* and *guest* on the board and say them. Point out that we do not pronounce the 'u' and that the 'g' makes a 'hard' sound. Write these words on the board: *guitar, guess, guard, catalogue*. Ask the children to read them and explain their meanings.

- The mountain seemed so <u>high</u> that it looked as if it was touching the <u>sky</u>. Play a rhyming game. Write these words from the chapter on the board: *town, there, sight, sign, park, friend, small, meet, dog, name, tail, smell, brave, door, laugh, guide*. Brainstorm as a class and write on the board as many words that rhyme with each word as possible (for example *town: brown/crown/down/frown/noun*). Draw attention to those rhyming words that contain the same letter patterns (for example *high/sigh*) and those that don't (for example *high/sky*).
- Ask the children to list the names of as many mountains that they know as possible.
- Ask the children to share their experiences of staying in hotels.
- This chapter reinforces the need for good preparation and planning. Discuss how important this is in the classroom, too.
- The guides wore special uniforms. Brainstorm with the class the names of other people who wear uniforms. Discuss why people wear uniforms.
- Rufus, the dog, used to be a working dog. Ask What other jobs can dogs do? What other animals do we use to work for us?
- Rufus had a good sense of smell. Bring in some food items that have a distinctive smell, for example apple, coffee, bread, fish. Blindfold some children and ask them to try and identify each item using their sense of smell only.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask What do you think will happen next in the story?

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Chapter 3 The accident

Pages 22 to 30

Simon looked inside his bag, but he couldn't see them So he empiried everything on a chair. He found his rope and userbase and packed his bag again. In the second second second second second second from the kitchen. Dod the second that the hattery on his pocket. He foit around in the same pocket to check the whistle was definitely there. It was. If think we've got everything. That said. Now let's go and find Simon." CHAPTER The accident <text><text> l find Simon.' They met Simon by the front door. 'Have you got everything?' asked Dad. 'Yes, I think so,' said Simon. 'Good,' said Dad. 'Now let's check the map before 2' unfolded the map and spread it out on the table, he pointed to the route they were going to take, its is where we are going,' he explained, tapping the 'It looks like a very interesting walk. It takes us all ay up the far side of the mountain where the views when we up the far side of the two the two the two the state of the two the two the state of the two the state of the stat we go?' he asked. shouted Simon and Sarah. set off, walking briskly along the path from the the foot of the mountain. As they walked along, of out his compass. oing to check our direction all the time,' he said. rah looked at the path that stretched ahead o is wide with tail grass along the edge of it. It is go the side of the mountain and then disappear me wood. If the stretched the sun, They stopped it coal after the heat of the sun. They stopped under a tree and drank some of their water. The e lots of comes scattered on the ground that has in the trees. Dad told the children that the trees. ire you don't need to worry,' laughed Dad. p is easy to follow so we won't get lost. I'll ees. well here at the lower part of the lained. 'They are strong enough to se explained. "They are strong enough to old winters here." He wood in the winter with soaw on the Stanh. "It must look beautiful." It of Mum working hard a her meetings that of Mum working hard a her meetings mound have look to have seen the pine In winter strong. Bodd, Simon and Stanh set off again. Th gubd, soit of the wood and up the far side. n. Soon the path gat steeper and steeper. The soa so the path gat steeper and steeper. The soa so the soa soares. Eventually it was so name oon the path got steeper and : und narrower. Eventually it was walk one behind the other. the mountainside,' said Dad. adge. I don't want you to trip te edge.' "This is really exciting,' cried Sarah. 'We're like famous iountaineers out on an adventure.' After a while the path became wider again. Soon they build walk side by side again. Dad looked at his watch. one o'clock,' said Dad. 'Let's stop here and eat our The looks as if giants had a game of football then left hen three in a pile, bie haughed. The must have a photos of our work by them.' She gas out her digital camera and took emphotes.'T card's with its obsort here to usy fitneds. Dad checked his watch. This wor cletck, the said. We must hurry up if we want or each the top by four clocks. If we don't, we work have on the top by four clocks. If we don't, we work have four clocks and the said. We then the said with the said of the order that the said of the on and Sarah sat down on the ground and got nics. While they ate, they looked at the view hem. Already they were quite high up. Far could see the hostel. It looked very small – however ple down by the hostel. They look like for them to look so small,' ve climbed, Dad?' our rubbish Quickly the mist became thicker and thicker. Soon they ouldn't see in front of them and they couldn't see behind hem either. Bal looked at the map again. "We are... here,' Dad said, pointing to the place on the map. 'Row we must walk down the mountain as quickly a possible. We need a marker to help us find our way sed, but I can't see enne?' Simon and Sarah looked around in the mist. rilliant!' cried Simon. 'It's just like that film we levision where Jungle Jim had to cross a river full iles. I feel just like Jungle Jim.' t think we will meet any crocodiles here, Simon,' bd is we will meet any crocodiles here, Simon, ' muttered Sarah. round her nervously: I the other side of the stream and called Simon and Sarah. Simon and Sarah. Simon and Sarah. Simon and Sarah. He opinited to a shone in front of Simon. he replied. 'Sarah did you hear that?' thing,' said Sarah. 'Th your compass. The h ith-west?' asked Dad. at his compass. he replied, pointing to s the direction that Simo h. ind Sarah made their way towards Dad f the stream. Soon they were all safely. and Sam. of the stream. Soon ton., dry land. > now? asked Simon. e map while Simon and Sarah sat down very hot. > now/ said Dad, pointing to a narrow ily. s the right path to take, but I think it walk in this mist; 'said Dad. I Sarah. 'What shall we do?' is watch. It was half past three. ay here for now,' he replied. 'I'm sur ow,' said Dag, possesse hem. the direction Dad was pointing, but s looking above them. Sarah. She pointed above their heads to come down.' little while. Then we c on, let's sit down her n reached out to him. But to for the edge of the rock. But over the edge. There was a te ng went quiet. ted Sarah. 'Are you all right?' to come down.' thick mist was coming down fast. ared and it felt much colder. Dad. 'I was hoping the weather would 28



| Active voca | abulary | |
|-------------|--|--|
| direction | remind children of <i>information</i> in Chapter 1 and note the similar ending | |
| eventually | a five-syllable word; tap out the syllables to check | |
| explore | change the 'r' to 'd' to make a loud word | |
| groan | think of other 'gr' words, such as grin | |
| instruction | see direction above | |
| pollute | change the 'poll' to 'fl' to make a musical instrument | |
| sign | the 'g' is a silent letter and is not pronounced | |
| slippery | take off the 'y' and you are left with something you can wear (slipper) | |
| steep | think of other 'st' words, such as stand, stare, store | |
| survive | the prefix 'sur' is also used in words like <i>surface</i> and <i>surround</i> | |

Passive vocabulary

| briskly | cone | fully charged |
|---------|--------|----------------|
| guest | marker | rock formation |
| thud | | |

Before reading

• Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.

Explorers 6: Danger on MIsty Mountain Teacher's Notes

- Ask children to do the activities on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask What do you think the chapter is about? Who do you think has an accident? What do you think happens?
- Tell the children to look at the picture on page 24. Ask *Can you see Dad, Simon and Sarah walking up the mountain? How are they dressed? Does the track look steep?* (Discuss briefly why tracks on mountains tend to zigzag rather than go straight up.) *What else can you see in the picture?*
- Tell the children to look at the picture on page 26. Ask Where are Dad and the children now? Can you see the hostel? Have they walked a long way from the hostel? What are Dad, Simon and Sarah doing? What do you think is in their backpacks? What is Sarah pointing at? Why?
- Tell the children to look at the picture on page 27. Explain to the class that his shows some rocks in a stream that Sarah, Simon and Dad have to cross. Point out that the rocks are quite close together and form steps to make it easier to cross the stream. Tell the class that they are called 'stepping stones'.
- Tell the children to look at the picture on page 30. Ask What do you think has happened? How do you think it happened? Where are Simon and Sarah? (at the top of a steep cliff, looking down). Can you see Dad? (Note that the mist makes it difficult to see anything.) How do you think Simon and Sarah feel? What do you think they will do? (Note the rope in Simon's backpack. Is this a clue?)

• Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

• Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 7 of their Workbook.

- 1 What was the weather like the next day?
- 2 Where did Dad and the children have their breakfast?
- 3 Why didn't they wear their waterproof clothing?
- 4 Who did Dad ask to sign the book to let the hostel know where they were going?
- 5 Why did Simon empty his bag?
- 6 Who did Dad go to collect?
- 7 Why did Dad get the map out?
- 8 Were there lots of other people out on walks?
- 9 The higher they climbed, the ____ the people were around.
- 10 What did the path disappear into?
- 11 a) How did it feel in the woods? b) What were all around them on the ground?c) What sort of trees were there in the wood?
- 12 Why did they have to walk one behind the other further up the mountain?
- 13 What time did they stop for lunch?

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- 14 Far below them what did a) the hostel look like? b) the people look like?
- 15 a) What did Sarah notice ahead of them?b) What did they look like?
- 16 Why did Sarah take a picture of Dad and Simon by the rocks?
- 17 Why did Dad check to see they had not left any rubbish behind?
- 18 Before long they came to a small ____.
- 19 What formed a path across the stream?
- 20 Who reached the other side of the stream first?
- 21 What did Sarah point to?
- 22 Dad said, 'It is too ____ to walk in the mist.'
- 23 Did the mist get thicker slowly or quickly?
- 24 What was the time when Dad looked at his watch?
- 25 What happened when Dad turned to sit down?
- 26 What noise did the children hear when Dad fell?
- 27 What did Simon and Sarah hear?
- 28 Where did Simon look?
- 29 a) Could Dad hear Simon? b) What had Dad hurt?
- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter again, omitting the verbs. Ask the children to supply the missing verbs. Remind children that every sentence must have at least one verb in it.
- There are a lot of prepositions in the text, for example *in, for, into, after*. Check that the children know the meaning of these by using them in sentences of their own.

- Ask the class to look through the chapter and find and read any words with two vowels together (for example, *early, mountain, their*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Why was the day 'perfect for mountain walking'?
- 2 Why did Dad say 'We need a good breakfast today.'?
- 3 Why did Dad ask Simon to go and sign the book?
- 4 Why do you think Dad checked the batteries in his mobile phone?
- 5 Why do you think Dad showed the children where they were going on the map?
- 6 Why do you think there were fewer people around as they climbed higher up the mountain?
- 7 How do you know that pine trees have cones?
- 8 Why do pine trees grow well on mountains?
- 9 How do you think Sarah felt when she thought of Mum?
- 10 Why was the narrow path dangerous?
- 11 How can you tell they had climbed a long way by one o'clock?
- 12 How long did they rest for when they had their picnic?

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- 13 How can you tell Dad cared about the environment?
- 14 How were the rocks that stuck out of the water in the stream useful?
- 15 a) Why did Simon think that crossing the stream was brilliant? b) How do you know Sarah did not agree with him?
- 16 Why do you think Dad was not pleased to see the mist?
- 17 Why did Dad say 'We must walk down the mountain as quickly as possible'?
- 18 Why do you think Dad thought it was too dangerous to walk in the mist?
- 19 Why do you think Dad slipped on a rock?
- 20 Why do you think Dad was groaning?
- 21 How do you think Simon felt when he discovered Dad was hurt?

Stage 2 comprehension extra

Plot Ask Do you think this chapter is exciting? Why? Review the key points of the chapter with the children. Ask Do you think the author describes the walk up the mountain and the accident well? Did you guess something bad was going to happen when the mist came down? Does the author want to make you read the next chapter? What do you think of the story so far?

• Write the word *beautiful* on the board and read it. Explain that it really means 'full of beauty'. Point out how the suffix 'ful' has only one 'l'. Write these words on the board: *care, use, help, power, pain, colour, hope, thought*. Ask the children to add 'ful' to the end of each noun to make it into and adjective, and use them correctly in sentences of their own. Discuss how we can make the words mean the opposite by changing 'ful' to 'less', for example *helpful – helpless*.

- Sometimes the letter 'o' sounds like the 'u' in 'fun'. Write the words *front, worry* and *company* on the board and ask the children to read them. Now write these words on the board: br_ther, l_ve, m_ney, _ne, n_thing, m_nth, s_n, w_nderful. Ask the children to complete each with 'o'. What sound does the 'o' make in them?
- Write the word *giant* on the board and say it. Point out that the 'g' sounds like 'j'. We call this a soft 'g'. Write these words on the board: _entle, en_ine, ima_ine, ma_ic, emer_ency, pa_e, stran_e, chan_e. Ask the children to complete each with 'g' and read the words they have made.
- The children loved being outdoors in the fresh air, doing healthy exercise. Discuss why it is important to be healthy and keep fit.
- Ask What is the highest building or place you have ever been up? How did you feel when they looked down?
- Ask Has anyone ever had a bad accident? What did you do? Where were you? What happened?
- If possible, bring in a pine cone and study it with the class. Encourage the children to do some research and find out more about pine cones.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask What do you think will happen next in the story?

Chapter 4 Trapped

Pages 31 to 39



so,' replied Sarah. She brushed dirt from was really frightening. I thought we were oing to be badly injured.' 'I wonder if that narrow rock you were trapped on is till there,' said Simon. He crawled to the edge of the path and looked down. From was nothing there: the rock had disappeared arrow escape, thought Dad. 5 Simon and Sarah. Iliant. Thank you for helping me," rah tried to make Dad more comfortable a drink of water. He was very thirsty. Sin and a big two years coolien and a big bui . inful,' said Simon.

These are we going to get you down the mountain, Dat? Acids Starb. The second starb starb, and the second starb starb we could make a stretcher with our jacket and use backet backets do the pieck. Twe sen a stretcher made the second starb s

Active vocabulary

| worledgethe 'j'lightningoth fighshelfthe sheltershelternot thisstretcheroth fetcvalleynot (pro waist | 'ed' sounds like 't' – we nounce the word as 'blockt' | |
|---|--|--|
| 'j' lightning oth figh shelf the shelter not this stretcher oth fetc valley not (pro waist this | re's a colour at the end of this rd (<i>red</i>) | |
| fight shelf the shelter not this stretcher oth fetc valley not (pro- waist this | 'g' is a soft 'g' and sounds like | |
| shelter not this stretcher oth fetc valley not (pro waist this | er words with 'ight' are: bright, ht, light, right, sight | |
| this stretcher oth fetc valley not (pro waist this | the plural of <i>shelf</i> is <i>shelves</i> | |
| fetc valley not (pro waist this | note that there is only a single 'l' in this word | |
| (pro waist this | er words containing 'tch' are h, kitchen, match, watch | |
| | e that this word ends with 'ey' phounced 'ee') | |
| warn the | is something we all have | |
| pro | 'ar' sounds like 'or' – it is nounced 'worn' | |

Passive vocabulary

| | - | |
|-------------|-----------|-------------|
| boulders | brilliant | bruise |
| creak | crush | exploded |
| fabric | flattened | medical box |
| painkillers | rockface | swallowed |
| | | |

Before reading

• Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.

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Explorers 6: Danger on MIsty Mountain Teacher's Notes

- Ask children to do the activities on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask What do you think the chapter is going to be about?
- Tell the children to look at the picture on pages 32 and 33. Ask What's happening? Why do you think the rocks are falling? Do you think it is dangerous? Where do think Dad is? What do you think has happened to Sarah and Simon? Explain that this is a landslide.
- Tell the children to look at the picture on pages 34 and 35. Ask *Is the landslide over? What do you think has happened to Dad and the children?*
- Tell the children to look at the picture on page 36. Ask Have the children managed to get Dad to the top of the cliff? How does Dad look? Does he look in pain? How do you think the children feel now? Why are they looking upwards in a worried way? (Point out they are sheltering under a small ledge that sticks out above them, and gives them some shelter.) What's the weather like? (It is raining heavily.) Discuss why this is not helpful for them.
- Tell the children to look at the picture on page 37. Ask *What is happening? Where exactly are Dad and the children?* (They are close to the face of the rock.) *Why?* (The ledge is sheltering them from the rocks that are falling down the mountain.) *Why have they got their arms over their heads? What do you think made the rocks fall? Do you think it is connected to the heavy rainfall in the picture on page 36?*

• Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

• Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 9 of their Workbook.

- 1 Where was Dad?
- 2 What was strange about his leg?
- 3 Why was Sarah glad Simon was with her?
- 4 Why did Dad tell Simon to be careful?
- 5 Where did Simon tie the rope?
- 6 Why did Sarah lean back against the rock?
- 7 What happened when Simon began to climb down the rockface?
- 8 Why was Sarah worried about the rope?
- 9 How did Dad look when Simon reached him?
- 10 Why couldn't Dad move?
- 11 Why did Simon say it was dangerous to stay on the ledge?
- 12 What was Simon afraid of when he climbed back up to Sarah?
- 13 What did Simon throw down to Dad?
- 14 Where did Dad tie the rope?
- 15 How did Dad get back up to the top?
- 16 Why did Simon and Sarah lean against the rockface?
- 17 How was Dad's ankle?

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- 18 What did they do when it started to rain?
- 19 What did they hear?
- 20 What came down the mountainside?
- 21 How did they know when the landslide had finished?
- 22 What did Simon see when he looked down the mountain from the edge of the path?
- 23 How did Dad's ankle look?
- 24 What did Sarah get from the medical box?
- 25 Why did Simon say, 'We are trapped!'?
- 26 What did Dad discover when he reached down to his trouser pocket?
- Ask the children to find any examples of exclamation marks in the text. Read the sentences in which they appear and talk about when we use them. Point out the effect they have on the way you should read these sentences.
- Ask the children to find examples of contractions in the text, for example *I'll*. Read the sentences in which they appear. Check that the children know what the full form of each one is, for example *I'll = I will*.
- Draw attention to the way Dad's thoughts are written on page 38. Discuss why they are in italics.
- Ask the children to find and read aloud any words containing double vowels or double consonants.
- Ask the class to find a word on pages 34 and 35 that rhymes with: *new* (*threw*), *friend* (*end*), *hope* (*rope*), *fly* (*tie*), *taste* (*waist*), *cold* (*hold/told*), *shirt* (*hurt*), *track* (*back*), *bath* (*path*), *wood* (*good*).

• Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Why do you think Dad looked so small?
- 2 How do you think Dad felt when Simon told him he was coming down?
- 3 Do you think it was a good idea that Simon tied one end of the rope round a large rock?
- 4 Why do you think Sarah felt scared when Simon started to go down the rockface?
- 5 What worried Simon when he reached Dad?
- 6 Why was Simon afraid he might start a landslide when he climbed back up the rockface?
- 7 Who do you think did most of the work when the children pulled Dad up – Simon and Sarah or Dad?
- 8 How do you think Dad felt when he was safely back on the path?
- 9 Why was it a good idea to shelter under the small ledge when it started to rain?
- 10 What was the rumbling noise Sarah heard – thunder or a landslide?
- 11 Why do you think Dad and the children covered their heads with their arms?
- 12 Did the landslide stop quickly or slowly? How do you know?

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- 13 Why did Dad think, 'That was a narrow escape'?
- 14 How can you tell that Dad was in a lot of pain?
- 15 a) What do you think caused the landslide?b) What problems did the landslide give Dad and the children?
- 16 How do you think they all felt when Dad discovered the mobile phone and whistle were missing?
- 17 Why was losing the mobile phone and whistle a problem?

Stage 2 comprehension extra

Author's use of language The author creates a lot of tension and excitement in this chapter by her good use of language. Re-read the section on page 32 (when Simon climbed down to Dad). Discuss why this is exciting. Look at the use of words such as *creak* and *groan*.

Re-read page 36 (where the landslide occurs). Focus on some of the use of descriptive language, for example *a loud rumbling sound; branches and soil came crashing past them; the landslide exploded down the mountain; It seemed as if the whole mountain was sliding into the valley below.*

Discuss how the author's use of language paints a vivid picture in words and requires readers to use their imagination.

- Write the words h<u>urt</u>, d<u>irt</u> and stretch<u>er</u> on the board and read them. Ask the class what they notice about the underlined letters in each word. (They make the same sound.)
 Write these words on the board: person, bird, purse, shirt, Saturday, desert, verse, burn, first, term, thirsty, curve, lantern, third, purple. Ask the children to read them, explain their meanings and divide them into three sets according to their common letter patterns.
- The landslide made lots of rocks move. Write a number of random words from the chapter on the board, omitting the vowels but leaving spaces for them, for example m__nt__n (*mountain*). Tell the children that they have been moved by a landslide! Ask the children to supply the missing vowels.
- Write the word *untied* on the board and read it. Point out that it begins with the prefix 'un'. Discuss how adding this prefix to a word makes it mean the opposite (for example *tied – untied*). Write these words on the board: *well, fair, pack, do, wrap, happy*. Ask the children to add 'un' to the beginning of each to make it mean the opposite. Encourage the class to use the words in sentences of their own.
- Write danger + ous = dangerous on the board and explain how we can add the suffix 'ous' to some nouns to make them into adjectives. Write the following 'ous' adjectives on the board: nervous (nerve), famous (fame), mysterious (mystery), furious (fury), disastrous (disaster). Ask the children to read them and say what they mean. The nouns from which they come are in brackets. If appropriate, discuss how their spellings have changed with the addition of the 'ous' suffix.

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- Dad broke his ankle. There are several examples of compound words in the chapter: *rockface, mountainside, landslide, painkiller, waterproof*. Write them on the board and discuss how each word can be broken into two smaller words, for example *rock* + *face* = *rockface*.
- There are lots of 'noise' words in the chapter. Play one of these games:
 - the 'Do you know this sound?' game A. If possible, record some everyday sounds such as a car, a mobile phone, children talking, etc. Play them to the class and ask them to identify each.
 - the 'Do you know this sound?' game B.
 Ask the children to shut their eyes while you make different sounds such as closing a book, shutting the door, writing on the board, tapping your desk, etc. Ask the class to identify each sound.
 - the 'How many sounds can you hear?' game. Ask children to close their eyes and listen to all the sounds around them for a minute. See who can remember the most sounds.
 - the 'What noise do they make?' game.
 Name different animals and ask children to say what sound each one makes.
- Ask the children *What is the most dangerous situation you have ever been in?*
- The events in the chapter reinforce the need to know what to do in the event of an accident. Discuss what the children would do in different circumstances.
- Rain can be a blessing but sometimes it can be a disaster. Discuss how important rainfall is and how too much or too little rain can bring problems.

- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask What do you think will happen next in the story?

Chapter 5 SOS

Pages 40 to 46



| Active voca | bulary | |
|-------------|--|--|
| damp | change the 'd' to 'l' to make a light | |
| engine | the 'g' is a soft 'g' and sounds like 'j' | |
| helicopter | a four-syllable word; tap out the syllables to check | |
| message | this word has an untidy beginning! (<i>mess</i>) | |
| miserably | the 'ly' often indicates that the word is an adverb | |
| mistake | the 'mis' is pronounced 'miss' in this word – we pronounce the word as 'miss-take' | |
| protect | a two-syllable word: pro-tect | |
| temperature | remember: don't lose your 'temper' with this word | |
| yawn | remember the phrase: <i>Do you yawn</i> at dawn? | |
| yell | change the 'y' to 'b', 'f', 's', 't', 'w', 'sm' to make some other words | |

Passive vocabulary

| | - | |
|--------|-------------------|-------------|
| alarm | attract attention | boost |
| due | flame | flap |
| fuel | let someone down | searchlight |
| splint | tight squeeze | wisps |
| | | |

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.

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Explorers 6: Danger on MIsty Mountain Teacher's Notes

- Read the title of Chapter 5. Explain that SOS is the international distress signal to tell others that someone is in difficulties and needs help. (It literally stands for 'Save Our Souls'.) Ask What do you think the chapter is going to be about?
- Tell the children to look at the picture on page 40. Ask What is Simon carrying? Why do you think he has collected some wood? What is he wearing? Was he wearing the same clothes when he rescued Dad? Why do you think he has put on his jacket and waterproof trousers?
- Tell the children to look at the picture on page 43. Ask What's that in the sky? Who has seen it? What time of day is it? Why do you think the helicopter is flying over the mountain? (Remind the class that Dad's phone is missing so he can't have telephoned for help.) Do you think the pilot has noticed Sarah below? How is she trying to attract his attention?
- Tell the children to look at the picture on page 44. Remind the class what SOS means. Ask What do you think the sign is made from? (rocks) Who do you think made it? Why?
- Tell the children to look at the picture on page 45. Ask What is Simon doing? What is he using to make the shelter? Why is he doing it? Who is the shelter for?
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

• Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

- 1 Why did Simon and Sarah put on their waterproof jackets and trousers?
- 2 Why did Simon collect some wood?
- 3 What did Simon and Sarah do with the wood?
- 4 What did they have to eat and drink?
- 5 a) What did Simon forget to do at the hostel?b) Why was this a problem?
- 6 When they heard the sound of the helicopter a) what did Sarah do? b) what did Simon try to do?
- 7 What did the helicopter suddenly do?
- 8 Simon said, 'It may have gone back to get some more ____.'
- 9 Why did the children make an SOS signal from large white stones?
- 10 When the helicopter returned it had its ____ on.
- 11 What did the children do?
- 12 What did the helicopter do after a few minutes?
- 13 What was the time when Dad looked at his watch?
- 14 Why did Dad ask the children to make a shelter with their special survival blankets?
- 15 How did Simon and Sarah make the shelter?
- 16 What was it like inside the tent?
- 17 What did they do to keep warm?
- Ask the children to find and read aloud sentences containing verbs that show movement, for example *pulled on, find, bring, slip.* Discuss their meanings.

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- Find and point out examples of pronouns in the text. Ask the children who or what each pronoun refers to.
- Ask the children to find any smaller words 'hiding' inside longer words (for example, *c<u>old</u>er*).
- Ask the children to find examples of irregular past tenses in the text, for example *came*, *said*, *put*, *went*. Elicit that these do not end with 'ed' and discuss how the spelling has changed in the past tense, for example *come came*, *say said*, *go went*.
- Point out the use of ellipsis (...) on page 44 to indicate the passing of time.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 How can you tell there was something wrong with Dad's ankle?
- 2 Do you think it was a good idea to make a splint for Dad's ankle?
- 3 What do you think made a tree fall down?
- 4 a) Why was it difficult to light the fire?b) Why do you think the wood was damp?
- 5 Why do you think everyone cheered up a bit?
- 6 What made Simon forget to write down where they were going?

- 7 Do you think Sarah was kind not to be angry with Simon?
- 8 How can you tell Sarah was pleased when she heard the helicopter?
- 9 Why didn't the pilot see the fire?
- 10 What do you think of Simon's plan to make an SOS sign with white rocks?
- 11 Why did Simon tell Sarah to shine her torch onto the stones?
- 12 Why do you think the pilot didn't see or hear them?
- 13 How do you think everyone felt when the helicopter flew away from them?
- 14 Do you think it was a good idea to use their survival blankets to make a shelter?
- 15 How can you tell there wasn't much room inside the tent?

Stage 2 comprehension extra

Characterisation Ask the children to review what they have learnt about Simon and Sarah in this chapter.

- Write the verb *cry* on the board and its past tense *cried*. Ask children to suggest the spelling rule used. Now write these verbs on the board: *try, fry, carry, reply, hurry, multiply, worry*. Ask the children to spell the past tense of each verb and use them in sentences of their own.
- Write these pairs of homophones on the board: *sea/see, nose/knows, right/write, through/threw, sure/shore.* Ask the children to explain the difference between the two words in each pair and use them in sentences of their own.

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- Write these adverbs from the chapter on the board: suddenly, miserably, luckily. Then write them as word sums: sudden + ly = suddenly, miserable + ly = miserably, lucky + ly = luckily. Point out how the spelling of the adjectives miserable and lucky have been changed when the suffix 'ly' is added to make them into adverbs. Write these adjectives on the board: quick, clever, fair, proud (no spelling changes); sensible, gentle, simple (drop the 'e'); hungry, easy, angry, noisy (change the 'y' to 'i'). Ask the children to change the adjectives into adverbs by adding 'ly' and use them in sentences of their own.
- Ask *Has anyone ever slept in a tent?* Ask about their experiences: *Was it difficult to erect the tent? Was it cold at night? Were there many insects?*
- Discuss fire with the class. Talk about how it is sometimes our friend (to keep us warm, to cook with, etc.) but can sometimes be our enemy (forest fires, when it destroys houses or harms people, etc.). Discuss what makes a fire burn. Stress that children should never play with fire.
- The chapter shows the importance of remembering to do things. Find out if any of the children has ever forgotten something that has had serious consequences.
- It was very disappointing when the helicopter flew away without seeing them. What big disappointments have the children experienced?
- Ask children to volunteer what they know about helicopters: how they work, what they are used for, etc.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask What do you think will happen next in the story?

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Chapter 6 Let's get help

Pages 47 to 55







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Active vocabulary chilly you don't feel well in the middle of this word (ill) damage another 'age' word, like message in

| | Chapter 5 | |
|------------|--|--|
| frozen | think of other 'fr' words, such as friend, frighten, front | |
| grab | change the 'b' to 'ss' to make another word | |
| midday | the opposite of midday is midnight | |
| shallow | contains the 'hidden' words shall, hall, all, allow, low | |
| single | 'le' is a common word ending, as in apple, table, jungle | |
| together | 'er' is a common word ending, as in farmer, another | |
| underneath | contains the 'hidden' word eat | |
| view | this is quite an unusual combination of letters | |

Passive vocabulary

| biscuit | burst its banks | disaster |
|---------------|-----------------|----------|
| flow | knot | raging |
| scramble | secure | stiff |
| swirling mass | tread | tug |
| | | |

Before reading

• Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.

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Explorers 6: Danger on Mlsty Mountain Teacher's Notes

- Ask children to do the activities on page 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 47. Ask *Who do you think made the fire? What is it for? Where do you think it is?*
- Tell the children to look at the picture on page 49. Ask Where are Simon and Sarah? What is Simon doing? Where do you think they are going? Where do you think Dad is?
- Tell the children to look at the picture on page 51. Ask *Where are the children now? Are they going down or up the path? Have they come a long way? What is the path like?* (Note how narrow it is and how steep the mountain is on both sides of the path. Note, too, the number of loose rocks that add to the danger.)
- Tell the children to look at the picture on page 52. Ask What is Simon looking at? Why do you think he's checking the map? How does Sarah look? (cold – her hair is being blown by the wind and she has her hands in her pockets to keep warm – and miserable.) What is the stream like? Are the stepping stones still there? Discuss how all the rain has made the stream deeper and more fast-flowing. Ask How do you think they will get across the stream?
- Tell the children to look at the picture on page 54. Ask What are Simon and Sarah doing? Are they wearing boots? Where do you think their boots and socks are? How deep is the water? How fast is the water flowing? Why do you think they are tied together with a rope? How do you think they feel?

• Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

• Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 13 of their Workbook.

- 1 How did Dad and the children feel when they woke up?
- 2 What did the children do before they went to fetch help?
- 3 What did they have to help them find their way back to the hostel?
- 4 In which direction was the hostel?
- 5 What had blocked the path completely?
- 6 What happened when Sarah was climbing over the rocks and boulders?
- 7 What was the path like on the other side of the landslide?
- 8 Why did Simon tell Sarah to keep close to the rockface?
- 9 Why was their journey slower and harder than the day before?
- 10 What did they have to eat and drink?
- 11 Describe what the stream was like.
- 12 Why couldn't the children walk round the stream?
- 13 What did Simon tie round both of them?

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- 14 Why did they take off their boots and socks and roll up the legs of their waterproof trousers?
- 15 What were the dangers of crossing the stream?
- 16 How did Sarah's feet feel when she reached the other side of the stream.
- 17 Why did Simon say, 'We must keep walking'?
- Ask the children to find and read aloud any words containing the consonant digraphs 'ch' as in *checked*, 'sh' as in *short*, 'th' as in *they*, and 'wh' as in *where*.
- Ask the children to find examples of commas in the middle of sentences in the text (for example, the first sentence on page 50). Read these sentences aloud and show how the comma indicates the need to pause briefly, to help give more meaning to each sentence.
- Ask the children to find examples of regular past tenses in the text, for example *explained*. Discuss how they are made by adding 'ed' to the end of the verb, for example *explain* + *ed* = *explained*. Now find some irregular past tenses in the text, for example *sat*. Elicit that these do not end with 'ed' and discuss how the spelling has changed in the past tense. Ask the children to say what verb each comes from, for example *sat sit*.
- Ask children to find and read any adjectives in the text, for example *bright, chilly*. Ask them which nouns they describe.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Do you think it was a good idea for Simon and Sarah to leave Dad and go for help?
- 2 How do you think a) the children felt when they left Dad? b) Dad felt when the children left him?
- 3 Why was it lucky that Simon learned to use the compass at the hostel?
- 4 How did the landslide make it difficult for Sarah and Simon?
- 5 Why did Sarah feel scared when she climbed the boulders and rocks?
- 6 Why did the children have 'a long and dangerous journey ahead of them'?
- 7 Why did they have to be careful where they stepped as they walked down the path?
- 8 In what ways was the journey back to the hostel different from their journey the day before?
- 9 Why do you think Simon and Sarah felt better after their rest?
- 10 The author describes the stream as a 'swirling mass of angry water'. What do you think this means?
- 11 How did the map help Simon make a decision to cross the stream?
- 12 Why did it 'look hopeless' when Simon and Sarah thought about trying to cross the stream?
- 13 Why do you think Simon felt proud of himself?

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- 14 Do you think it was a good idea to take their boots and socks off?
- 15 Why do you think the water in the stream was flowing so fast and was so deep?
- 16 On page 55, Sarah called the stream a river. Why do you think this was?
- 17 Why was Simon worried when he looked at his watch?

Stage 2 comprehension extra

Setting In the earlier chapters, the children thought the mountain was lovely. It was a 'magical sight'. The weather was great and everyone was excited about exploring the mountain. And now, suddenly, everything has changed. The mountain has now become a dangerous and frightening place. Discuss how this has happened.

- Write the word *direction* on the board and say it. Point out that the 'tion' ending is quite common. Write these words on the board: perfec__, sta__, educa__, pollu__, popula__, informa__, competi__. Ask the children to complete each with 'tion' and read the words they have made.
- The prefix 'dis' often makes the root word mean the opposite (for example *appear* – *disappear*). Write the words: *agree, honest, trust, approve, connect, obey*. Discuss the meaning of each word. Ask the children to add 'dis' to each and discuss the change it makes to the meaning.
- The endings 'able' and 'ible' sound similar, for example *comfortable* and *possible*. Write these words on the board: *terrible, fashionable, sensible, miserable, invisible, valuable, horrible, remarkable*. Ask the children to divide them into two sets, and use them correctly in sentences of their own.

- Write the word *climb* on the board and read it. Point out that the 'b' at the end is silent and is not pronounced. Write these words on the board: lam_, com_, thum_, crum_, bom_. Ask the children to complete each with a silent 'b', read the words they have made, and explain their meanings.
- Simon used a map to help him on the mountain. Do some map work with the class and make sure they understand the use of a compass.
- Discuss the value of waterproof clothing. Ask *What sort of people use it a lot? How does it keep people dry?*
- Sarah trusted Simon to get her across the stream. Play a 'trust' game with the children. Put a few chairs at the front of the room. Invite two children to the front. Tie a blindfold around one child's eyes. The partner must then 'guide' the child from one side of the room to the other using words only, without the blindfolded child walking into any of the chairs. The child who is blindfolded must be able to trust his or her partner completely to do this.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask What do you think will happen next in the story?

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Chapter 7 Look out

Pages 56 to 64



| 'Don't worry, come wit | ark. id. 'We are so worried about him.' h us. We'll take you back to the Clark. Then he pulled a mobile |
|----------------------------|--|
| phone out of his pocket. " | But first of all, we must telephone ice. We will need their help to |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | 64 |

| Active vocabulary | | | |
|-------------------|---|--|--|
| clue | other words ending with 'ue' are: glue, blue, rescue | | |
| drip | think of other 'dr' words, such as drop, dream, draw | | |
| gloomy | the 'y' at the end is pronounced 'ee' | | |
| imagine | the 'g' is a soft 'g' and sounds like 'j' | | |
| immediately | the 'ly' often indicates that the word is an adverb | | |
| realise | a three-syllable word: re-a-lise | | |
| shiver | there's a bee's home 'hidden' in this word (<i>hive</i>) | | |
| shocked | the 'ed' sounds like 't' – we pronounce the word as 'shockt' | | |
| thump | change the 'th' to 'b' to make another 'sound' word | | |
| trapped | the 'ed' sounds like 't' – we pronounce the word as 'trapt' | | |

Passive vocabulary

| alerted | rotted | scent |
|---------|--------|-------|
| | | |

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activity on page 14 of their Workbook to practise the new vocabulary.

Explorers 6: Danger on MIsty Mountain Teacher's Notes

- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Ask What do you think the chapter is going to be about?
- Tell the children to look at the pictures on pages 56 and 57. Ask What is the weather like? Where do you think the children are? Did Dad and the children pass this on their way up the mountain? Can you remember how near the hostel these rocks were? Does Sarah look annoyed or excited? How does Simon look? Why do you think that?
- Tell the children to look at the picture on page 59. Ask Where are the children now? Was there a wood near the beginning of the walk up the mountain? What is happening to the tree next to Sarah? Has Simon seen the danger? How is he trying to warn Sarah?
- Tell the children to look at the pictures on page 62. Ask Where is the helicopter? What time of day do you think it is? Why? Who do you think is in the helicopter? What is it doing? Who is it looking for? Is there anyone on the rocks? Do you think the helicopter will find anyone?
- Tell the children to look at the picture on page 63. Ask *Who is Sarah with? Does she look happy? Why do you think this is?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

• Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 15 of their Workbook.

- 1 What was the weather like in the evening?
- 2 Why did Sarah say 'Mountains are such strange places'?
- 3 Why did Sarah find it difficult to see anything?
- 4 What was the strange shape Sarah saw in the distance?
- 5 Why was the ground very slippery?
- 6 How did the wood look to Sarah and Simon?
- 7 Tree branches ____ and ____ as they bent in the ____.
- 8 a) What sudden loud noise did they hear?b) What was it?
- 9 How did Simon save Sarah?
- 10 What did they hear next?
- 11 Who came running towards Simon and Sarah?
- 12 Who noticed that Dad and the children were missing from the dining room?
- 13 What did Dan and Mr Clark notice when they checked Dad and the children's rooms?
- 14 Why had the helicopter been out the previous night?
- 15 How did Rufus help Dan and Mr Clark find the children?
- 16 What did Sarah do to Rufus?
- 17 Why did Mr Clark take his mobile phone out of his pocket?
- There are several proper nouns in the text, for example *Simon, Mr Clark*. Ask children to find them. Elicit that each begins with a capital letter because it is the particular name of a person, dog or organisation.

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- Ask the children to find any examples of exclamation and question marks in the text and to read the sentences with appropriate expression.
- Point out the use of ellipsis (...) on page 58. Explain what purpose it serves. (It is used for dramatic effect.)
- Ask the class *How many words in the chapter end with 'ing'?*
- Ask the class to find and read any twosyllable and three-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, clou-ded, af-ternoon).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 How can you tell Sarah felt tired?
- 2 Why did the rain make Simon feel uncomfortable?
- 3 How did Simon know they were walking in the right direction?
- 4 How can you tell Sarah is pleased to see the strange rock formation?
- 5 Why do you think the wood looked different from the the day before?
- 6 Why do you think Sarah shivered?
- 7 Why was the shelter from the trees 'a relief'?

- 8 What sounds did the children hear in the woods?
- 9 How do you think Simon felt when he saw the tree falling on to Sarah?
- 10 What had made the tree fall?
- 11 Why did Sarah say 'That was a narrow escape'?
- 12 How do you think they felt when they heard Rufus barking?
- 13 How can you tell Rufus was excited when he saw the children?
- 14 Why was it lucky that a) Dan had noticed Dad and the children were missing from the dining room? b) Mum phoned? c) Mr Clark and Dan checked the rooms?
- 15 Why do you think Sarah told Rufus he was a clever dog?
- 16 How do you think the Mountain Rescue Service could help rescue Dad?

Stage 2 comprehension extra

Plot With the class, review the main sequence of events in the chapter on the board. Encourage the children to avoid small details and concentrate on just the key events.

- The nature of the mountain changed from one day to the next. Play a word-changing game, changing the following words to make other words with similar letter patterns:
 - Change the 'c' in *cool* to f, p, st, w, sch
 - Change the 'p' in *pine* to d, f, l, m, sh
 - Change the 'c' in *cold* to b, f, g, h, s, t
 - Change the 'r' in *rain* to m, p, tr, ch, dr, pl
 - Change the 'gr' in ground to b, f, h, p, r, s, w, ar

- Write the word <u>phone</u> on the board, say it and underline the 'ph'. Write these words on the board: ele_ant; dol_in, _otogra_, al_abet, ne_ew, paragra_. Ask the children to complete each word with 'ph', read the words they have made, and use them correctly in sentences of their own.
- The rain ran down inside the coll<u>ar</u> of Simon's coat. Write these words on the board: sug__, begg__, gramm__, burgl__, vineg__, popul__, simil__. Ask the children to complete each with 'ar', read the words they have made, and use them correctly in sentences of their own.
- Write the word *answer* on the board and read it. Point out that the 'w' is silent and is not pronounced. Write these words on the board: _rong, _rist, _rite, _rap, s_ord. Ask the children to complete each with a silent 'w', read the words they have made, and explain their meanings.
- In the chapter the children are very persistent and don't give up, even when they feel tired and miserable. They face and overcome many difficulties. Discuss what a good example this is to all of us in our everyday lives.
- Dan at the hostel was very observant. He noticed that the family was missing. Ask the children to be observant by looking for small words 'hiding' inside longer words. Select some words from the chapter and write them on the board. Underline any smaller words the children find inside each word (for example, *formation*).
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask What do you think will happen next in the story?

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Chapter 8 To the rescue

Pages 65 to 71



| Active vocabulary | | | |
|-------------------|--|--|--|
| familiar | 'ar' is a common adjective ending, as in <i>regular, popular, similar</i> | | |
| famous | another word ending with 'ous', like enormous in Chapter 2 | | |
| landmark | this is a compound word: <i>land</i> + <i>mark</i> = <i>landmark</i> | | |
| lonely | contains a 'hidden' number (one) | | |
| measure | another word ending with 'ure', like <i>temperature</i> in Chapter 5 | | |
| search | the 'ear' sounds like 'er' – we pronounce the word as 'serch' | | |
| spot | remember the phrase: spot the pot | | |
| steady | change the 'st' to 'r' to make another word | | |
| winch | think of other words ending in 'ch' such as <i>rich, torch</i> | | |
| | | | |

Passive vocabulary

| helmet | in charge of | instruments |
|--------|--------------|-------------|
| jagged | | |

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think the chapter is going to be about?*

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- Tell the children to look at the picture on page 66. Ask *Do you recognise this map*? (It is the same map that Dan showed the family on page 18.) *Who do you think will need this map*? (the Mountain Rescue Service) *Why*? *Can you find the wood where the tree nearly fell on Sarah*? *Can you find the strange rock formation*? *What's it called*? *Can you find the steep path*? *Can you find the stream that became a river*? *Do you think you could use the map to show the Mountain Rescue team where Simon and Sarah walked*? *Do you think Simon and Sarah could show them*?
- Tell the children to look at the picture on page 68. Ask Who do you know in this picture? Who do you think is holding the map? (a man from the Mountain Rescue team – point out the way he is dressed). Can you see any other men from the Mountain Rescue team? Why do you think they are all studying the map? Do you think they have any idea which area to search?
- Tell the children to look at the picture on page 70. Ask *Where are Sarah and Simon?* (in the cockpit of the helicopter) *How can you tell?* (the windows, the control panel) *Which man is the pilot? Why do you think they are all wearing helmets with microphones? Why do you think Sarah is pointing? What has she seen?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

• Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 17 of their Workbook.

- 1 As soon as they got to the hostel, what did a) Sarah and Simon do? b) Dan do?
- *2* When did the men from the Mountain Rescue Team arrive?
- *3* Who were a) Len? b) Jim and Dave?
- 4 What do winch men do?
- 5 What did Len ask the children to do when he unfolded the map?
- 6 How did the photo of the strange rock formation help?
- 7 Where did Mr Clark think Sarah and Simon crossed the stream?
- 8 How did the children remember when the accident happened?
- 9 What did Len use to help him work out where Dad was?
- 10 Why did he draw a red circle on the map?
- 11 Why did Len ask Mr Clark to phone the hospital?
- 12 When did Dr Maxwell arrive from the hospital?
- 13 What did Len give everyone to wear?
- 14 Where were the blades on the helicopter?
- 15 Everything looked so ____ from the air.
- 16 What did Sarah point to on the mountainside?
- 17 How did Len know they must be near to Dad?
- 18 What shone over the mountain?
- 19 Why did Sarah suddenly jump up in excitement?
- 20 Who saw Dad first?

- Ask the children to find examples of contractions in the text, for example *that's*. Read the sentences in which they appear. Check that the children know what the full form of each one is, for example *that's* = *that is*.
- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- Read a number of random words from the text and ask children to count how many syllables each word contains. To help, tap out or clap the syllables as you say them.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 How do you think Simon and Sarah felt when they got back to the hostel?
- 2 Do you think it was a good idea to change their clothes as soon as they got to the hostel?
- 3 On page 65 it says 'This was an emergency.' What does this mean?
- 4 How do the winch men and the pilot work as a team when they rescue someone?
- 5 Why was Sarah glad of the photo she took on the mountain?
- 6 Why do you think the rocks were called the 'Three Worlds'?

- 7 Why wasn't it possible to try to rescue Dad on foot?
- 8 Why did Len need to know exactly where Dad was?
- 9 Why was it helpful to know when the accident happened?
- 10 How do you know the hospital was quite near?
- 11 How do you know the children were excited about going in the helicopter?
- 12 Was it still misty on the mountain? How do you know?
- 13 How can you tell they are quite high in the air?
- 14 Why do you think Sarah was pleased to see the 'Three Worlds'?
- 15 How can you tell that it had been a bad landslide?
- 16 Why did Len switch on the helicopter's searchlight?
- 17 How did the SOS stones that Sarah and Simon put near the tent help?
- 18 How can you tell Dad was pleased to see the helicopter?

Stage 2 comprehension extra

Author's style A common theme of many stories is a fight against time. This usually involves a lot of tension and excitement. How successful is the author of this story in doing this? Discuss with the children what the problem was (Dad, with a broken ankle, is on his own on a cold mountain with little food or warmth), and the difficulties for the rescue team and how they overcame them.

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- Write the words work and warm on the board and read them. Point out that the 'or' sounds like 'er' when it comes after 'w', and the 'ar' sounds like 'or' when it comes after 'w'! Write these words on the board: w__d, w__ning, w__ld, rew_d, w__se, sw_m. Ask the children to complete them with either 'ar' or 'or' and to explain their meanings:
- In the helicopter, everyone had to look very carefully to try and spot familiar signs. Write some words from the chapter on the board and ask the children to spot any smaller words 'hiding' inside each longer word (for example, *search*).
- Write the words *chocol<u>ate</u>* and *oper<u>ate</u>* on the board and read them. Elicit what the common letter pattern in them is. Write these 'ate' words on the board: *fortunate, separate, illustrate, investigate, educate, considerate*. Ask the children to read them and explain their meanings. (They may use a dictionary to help if necessary.)
- Write the words *excell<u>ent</u>* and *accid<u>ent</u>* on the board and read them. Elicit what the common letter pattern in them is. Write these 'ent' words on the board: *obedient, intelligent, magnificent, violent, absent, different, silent*. Ask the children to read them and explain their meanings. (They may use a dictionary to help if necessary.)
- Dr Maxwell went in the helicopter, too. The names of many people's jobs end with the 'or' suffix, for example *doctor*. Write these words on the board: auth__, edit__, act__, profess__, sail__, conduct__, tail__, collect__. Ask the children to complete each job with 'or' and say what each person does.
- This chapter reinforces the need for teamwork. Discuss how important working together is in everyday life.

- Ask *Has anyone ever been in a helicopter?* If so, ask them to share their experiences with the class.
- Brainstorm and list ways in which helicopters are used.
- If appropriate, do some further research with the class and discover more about the history of helicopters and how they work.
- The children looked at a map of the area with Len. They identified various features on the map. Look together at a map of your local area and identify features the children know.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask What do you think will happen next in the story?

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Chapter 9 Good news

Pages 72 to 80





| Active vocabulary | | | |
|-------------------|--|--|--|
| anxiously | the 'xi' is pronounce 'sh' | | |
| appear | there's a piece of fruit 'hidden' in this word (<i>pear</i>) | | |
| comic | this word begins and ends with 'c' | | |
| examine | there's a possessive pronoun at the end of this word (<i>mine</i>) | | |
| grin | change the 'gr' to 'b', 'd', 'p', 't', 'w', 'sh' and 'th' to make some other words | | |
| pain | rhymes with drain, train, rain | | |
| serious | another 'ous' word, like <i>enormous</i> in Chapter 2 and <i>famous</i> in Chapter 8 | | |
| spun | the past tense of the verb spin | | |
| starving | note what happens to the spelling when we change <i>starve</i> to <i>starving</i> | | |
| warm | change the 'm' to 'n' to make <i>warn</i> (Chapter 4) | | |
| | | | |

Passive vocabulary

| base (= HQ) | clip (verb) | fill in a form |
|-------------|-----------------|----------------|
| harness | helipad | hover |
| plaster | recovery (noun) | strap (verb) |
| stuffy | x-ray | |

Before reading

• Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.

Explorers 6: Danger on MIsty Mountain Teacher's Notes
- Ask children to do the activities on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Ask What do you think the chapter is going to be about?
- Tell the children to look at the picture on page 72. Point out that in the previous chapter we have seen things from the perspective of the helicopter, but in this picture we are seeing things from Dad's perspective. Ask *How can you tell that Dad has seen the helicopter and that the people in the helicopter have seen him? How do you think Dad feels? How do you think the people in the helicopter feel? How noisy do you think it is?*
- Tell the children to look at the picture on page 74. Ask What is happening? Do you think the helicopter is still moving? (No, it's hovering.) How many people can you see? Where are they? What is on the rope with the man? (a stretcher) What's it for? Who do you think is on the stretcher? Who do you think is still on the ground? Who do you think is in charge of the winch? How do you think each person feels while this is happening?
- Tell the children to look at the picture on page 76. Ask Where do you think the helicopter is now? (It is about to land on a helipad, marked 'H', at the hospital.) What do you think 'H' stands for? How do you think Sarah and Simon feel at this time?
- Tell the children to look at the picture on page 78. Ask Where do you think Sarah and Simon are now? How can you tell they are very tired from their adventure? Where do you think Dad is? Who do you think the woman coming in the door is? Does she look very worried? What do you think she is going to say or do?

- Tell the children to look at the picture on page 80. Ask Where are Simon and Sarah now? Who has also arrived? (their Mum) What do you notice about Dad's leg? (It is in plaster.) Why do you think the doctor has put Dad's leg in plaster? Has anyone here ever broken a leg or an arm and had a plaster cast on it? How does each character look? What do you think they are talking about?
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

• Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 19 of their Workbook.

- 1 Who a) flew the helicopter? b) opened the door? c) put on a special harness?
- *2* What did Jim use the winch for?
- 3 Who else was lowered down to the ground?
- 4 What did the doctor do to Dad?
- 5 How did Len know Dave and Dr Maxwell were ready for the stretcher?
- 6 What did Dave and the doctor do when they put Dad on the stretcher?
- 7 Why did Dave make wide circle movements above his head with his hand?
- 8 Why did Dave come up with the stretcher?

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- 9 How long did it take to get Dad onto the helicopter?
- 10 How did Dad say he felt?
- 11 Who was the last person to be winched up from the ground?
- 12 How long did Len say it was to the hospital?
- 13 Who had to write a report about the rescue?
- 14 What did Simon and Sarah see shining in the darkness?
- 15 What is a helipad?
- 16 Where was the hospital's helipad?
- 17 Who ran out to meet them when the helicopter landed?
- 18 How did they know the helicopter was coming?
- 19 Where did the helicopter go next?
- 20 Where did the doctor and nurses take Dad?
- 21 Where did Sarah and Simon go in the hospital?
- 22 How long did the children have to wait to hear news of their Dad?
- 23 Who went to sleep?
- 24 Why did the children have to wait so long?
- 25 What did Dr Maxwell say about Dad's injuries?
- 26 Who telephoned Mum?
- 27 What did Dr Maxwell ask a nurse to bring Sarah and Simon?
- 28 What food and drink did the nurse bring?
- 29 When did Mum arrive?
- 30 When Mum took the children to visit Dad, what was he doing?
- Ask the class to find examples in the text of verbs with irregular past tenses, for example *flew*. Discuss how the past tense of each is made, for example *fly flew*.

- Ask the class to find any examples of the future tense in the text, for example *I'll be all right* and *Where are we going to land?* (page 75).
- Draw attention to the use of commas in the text. Discuss their purpose.
- Ask the children to find and read aloud any words containing a double consonant.
- Ask the children to find and read any words that end in 'er' (for *example, helicopter, another, father*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Whose job do you think was most difficult – Len's, Dave's or Jim's?
- 2 Why do you think Dave wore a harness when he was lowered down?
- 3 How do you think Dave felt as he was being lowered to the ground?
- 4 Why do you think Simon and Sarah couldn't see Dr Maxwell, Dave or Dad?
- 5 How did Jim know Dave and Dr Maxwell were ready for the stretcher?
- 6 Why do you think Dave came up with the stretcher?
- 7 How do you think Sarah and Simon felt when Dad was lifted into the helicopter?

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- 8 Dad said, 'I'm fine' when Sarah asked him how he was. Do you think this was completely true?
- 9 Why do you think Len decided to fly straight to the hospital?
- 10 Why do you think the hospital had a helipad?
- 11 What do you think Dad thought when they arrived at the hospital?
- 12 Why do you think the helicopter had to return to base?
- 13 Why couldn't Sarah and Simon read the comics in the waiting room?
- 14 How do you know it took a long time to examine Dad?
- 15 How can you tell Sarah was tired?
- 16 What woke Sarah up?
- 18 How do you think Mum felt as she was going to the hospital?
- 19 Why do you think the children were pleased to see Mum?
- 19 Why do you think Dad said, 'I don't know how I can thank you' to Sarah and Simon?

Stage 2 comprehension extra

Characterisation It is important for children to be able to empathise with characters and to try and see things from their point of view. Ask the children to try and imagine how Sarah and Simon felt in this chapter. What thoughts would be going through their minds:

- as they first saw Dad from the helicopter?
- as they saw Dave and the doctor being lowered to the ground?
- as Dad was being winched up on the stretcher?
- as they were on their way to the hospital?

- as they waited for news of Dad in the hospital?
- when the doctor said that Dad would be all right?
- when Mum arrived?
- Write the word *strapped* on the board. Now write *strap* and ask the children what happens when we add 'ed' to the verb. (We double the final consonant and add 'ed'. This happens with all one-syllable regular verbs that end with a short vowel and a consonant.) Ask the children to use the same rule to write the past tense of these verbs: *clip*, *grab*, *grin*, *stop*. Now ask the children to find the past tense of the verbs in the chapter to check how they are used.
- Write the words *stretcher* and *switched* on the board and read them. Elicit what the common letter pattern in them is. Write these words on the board: ma___, scra___, ki___en, ca___, wa___. Ask the children to complete each with 'tch', read the words they have made, and explain their meanings.
- Write the words *movement* and *instrument* on the board. Point out that both words end with 'ment'. Write these words on the board: astonish__, amaze__, amuse__, enjoy__, improve__, excite__, argu__, advertise__. Ask the children to complete each with 'ment', read the words they have made, and explain their meanings.
- Discuss the work of the helicopter crew. Tell the children to think about the skill of the pilot and the winch men. Ask *What sort of things do they do? What are the possible dangers involved?*
- Ask Has anyone ever been in hospital? Encourage them to discuss their experiences. Talk generally about what happens in hospitals – the range of people who work there, how hospitals are organised, etc.

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- If possible, bring in and show an X-ray picture. Discuss why X-rays are helpful and what they show.
- Brainstorm with the class and make a list of other dangerous jobs.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask What do you think will happen next in the story?

Chapter 10 Home at last

Pages 81 to 89



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Active vocabulary

| amazing | note what happens to the spelling when we change <i>amaze</i> to <i>amazing</i> |
|-------------|---|
| certificate | the first 'c' is a soft 'c' and sounds like 's' |
| confused | contains the 'hidden' word use |
| decorated | contains the 'hidden' word ate |
| embarrasse | d note the 'rr' and 'ss' in this word |
| favourite | other words ending with 'ite' are: <i>opposite</i> and <i>definite</i> |
| feast | take away the 'f' and you are left with a compass direction! (<i>east</i>) |
| mystery | rhymes with <i>history</i> |
| patient | the 'ti' sounds like 'sh' |
| puzzled | it is unusual to see 'zz' in a word |
| | |

Passive vocabulary

| announcement | banner | crutch |
|----------------------|-----------|--------|
| details | footstool | icing |
| keep someone company | reason | sheet |

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 20 of their Workbook to practise the new vocabulary.

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- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 82. Ask Where is the family now? How did they get home? Who do you think drove the car? Why couldn't Dad drive? Why is Dad's leg in plaster? Point out that he is using a crutch to lean on to help him walk. Ask How can you tell the children are excited? Why do you think this is? Who do you think made the 'Welcome home' sign above the door? Why? How do you think Dad feels to be home?
- Tell the children to look at the picture on page 85. It shows two certificates for bravery that the Mountain Rescue Team give to Sarah and Simon. Read the certificates to and with the class. Ask *Have any of you ever been given a certificate? What for?*
- Tell the children to look at the picture on page 87. Ask What is happening in this picture? Who is in the room? Why do you think they are having a party? Where do you think they are? What food can you see on the table?
- Tell the children to look at the picture on page 89. Ask What is Mr Clark giving to the children? Why do you think he is giving them some keys? Are Simon and Sarah happy about it? How can you tell?
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

• Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 21 of their Workbook.

- 1 How long was Dad in hospital one, two or three days?
- 2 Who looked after the children while Mum went to pick up Dad?
- 3 Where did Mrs Rowland say the children could not play?
- 4 How did the children make a Welcome Home banner?
- 5 Where did they hang the banner?
- 6 What did Dad use to help him walk?
- 7 How did Sarah make Dad more comfortable inside the house?
- 8 What surprise did Mum and Dad have for the children?
- 9 What was the party for?
- 10 Who came to the party?
- 11 What did Len give the children for their bravery?
- 12 Where did Dad say they would hang the certificates?
- 13 Why did the dining room look wonderful when Mrs Rowlands opened the door?
- 14 What was there to eat?
- 15 Describe the special cake Mum had made.
- 16 Mr Clark had one more surprise. What was it?

- Ask the children to find and read any threesyllable words in the text. Ask them to tap out the syllables as they read the words (for example, hos-pit-al).
- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter again, omitting the verbs. Ask the children to supply the missing verbs. Remind children that every sentence must have at least one verb in it.
- Ask the children to find any examples of exclamation marks in the text. Read the sentences in which they appear and talk about when we use them. Point out the effect they have on the way you should read these sentences.
- Ask the children to find examples of contractions in the text, for example *don't*. Read the sentences in which they appear. Check that the children know what the full form of each one is, for example *don't* = *do not*.
- Finally ask individuals to read sections of the text (a paragraph or so) aloud. Encourage them to read expressively and with appropriate intonation. (Alternatively, you might like to ask different children to play the role of particular characters and read their parts, and another child to read the other sentences.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Do you think Mrs Rowlands was a nice lady? Why?
- 2 Why do you think Mum didn't take the children with her to meet Dad at the hospital?
- 3 What was the mystery about the dining room?
- 4 Do you think it was a good idea to make a Welcome Home banner for Dad?
- 5 How can you tell the children were excited when Mum arrived home with Dad?
- 6 How was Sarah kind to Dad when he sat down?
- 7 Why did Mum and Dad arrange a surprise party? How can you tell Simon and Sarah did not expect anything?
- 8 Why couldn't the children 'believe their eyes' when they opened the front door?
- 9 Do you think it was a good idea for Len to give the children certificates?
- 10 Why did everyone clap and cheer?
- 11 Why do you think Simon and Sarah felt embarrassed?
- 12 Why did Sarah say, 'The mystery's solved'?
- 13 How do you think Mum baked a cake without the children knowing about it?
- 14 What did you think of Mr Clark's second surprise?

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Stage 2 comprehension extra

Plot The author ends the story on a happy note. Ask the children if they liked the ending. Discuss the way the author included a few surprises in the chapter. Ask *What were the surprises? Did you think that it was a good idea to include them? Do you think the family did return to Scotland for another holiday?*

- Write the words *crutches* and *parties* on the board. Then write the singular of each noun, crutch and party, one at a time. Discuss what changes are made to each singular noun to change it into the plural. Give children the following two simple rules: Rule 1 – To change nouns ending in 'ch', 'sh', 's' or 'x' into the plural we add 'es'. Rule 2 – to write the plurals of nouns ending with 'consonant + y' we change the 'y' to 'i' and add 'es'. Ask the children to apply Rule 1 and change these words into the plural: dish, match, glass, fox, catch, wish, box, kiss, sandwich. Ask the children to apply Rule 2 and change these words into the plural: try, mystery, family, pony, lady, lorry, reply.
- Write the words *favourite, opposite* and *definite* on the board and read them. Elicit what the common letter pattern in them is ('ite').
- Write the words *special* and *patient* on the board and say them. Draw attention to the way the 'ci' and 'ti' sound like 'sh' in each word. Write these words on the board: an__ent, loca__on, ini__al, deli__ous, musi__an, cau__ous. Ask the children to decide whether to use 'ci' or 'ti' to complete each word. (They may use a dictionary to help, if necessary.)

- Play a 'solve the mystery' game. Choose a reasonably long word from the text, for example *painted*. Write the first letter on the board (for example, 'p'). Ask *Can you guess what the word is?* Now write the second letter (for example, 'a') and repeat the guessing game. Continue adding one letter at a time until someone manages to guess from the clues what the word is. Repeat with other words from the chapter.
- Ask the children *What is the biggest cake that you have ever had?*
- Discuss occasions when we have parties. Elicit what sort of food and drink the children like to eat at parties.
- Mum and Dad held the party to say thank you to Simon and Sarah. Ask the children to make and design thank-you cards to their parents to thank them for all that they do for them.
- Ask Has anyone ever received a certificate? What for? When do we get certificates?
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).

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Mountains

Pages 90 to 91

Before reading

- Explain that most of the story takes place on or near a mountain. This poem is about the qualities of mountains.
- Read the title. Tell the children to look at the picture that accompanies the poem. Ask the class to describe in detail everything they can see. Ensure they include the fact that the area is very mountainous and that some of the peaks of the mountains in the distance are snow-covered. Draw attention to the fast flowing streams and talk about where the water comes from. Point out the patches of mist. Encourage them to use their imaginations and their senses as well: What sounds would you hear? What would you smell? What would the water in the stream be like if you touched it? How would you feel if you were here? What would you see from the top of the mountain?

During reading

- Read the entire poem several times to the class.
- Read it again, stopping to explain any unfamiliar vocabulary.

Vocabulary notes

| something that gives light |
|--|
| feelings |
| attitudes that someone has towards something |
| are easy to be seen |
| painful |
| |
| |

- Ask the class to read the poem together.
- Ask groups or individuals to read a verse of the poem each.

After reading

- Ask questions to check the children's understanding. The poem is quite difficult.
 Explain that the poet gives mountains human characteristics: they have 'moods'; the thunderstorms on them make them seem as if they 'argue and quarrel'; the rain on them is like 'stinging tears'; they have 'heads' that they hide in the clouds, etc.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem the title, the name of the poet, the words that rhyme, the pattern of the rhyming words.
- Ask the children to name as many mountains as possible.

Mountain Search and Rescue Dogs / Mountain weather

Pages 92 to 96

Before reading

• Discuss what facts the children have learned about mountain search and rescue dogs from the story.

During reading

- Read the information, a section at a time. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- At the end of each section, read the text again. Ask individuals to read a section each.

After reading

 Have a competition to see who can remember the most facts. Devise a short test based on the facts in each section and see who scores highest. Read the questions to the class for each child to answer individually. The child with the highest score wins. Alternatively, divide the class into groups and ask the questions. Allow time for the groups to discuss each answer before you read the next question. The group with the highest score wins.

After reading the book

These questions are intended for oral use in class, but you may ask children for written responses to some if you feel it is appropriate. There are written after-reading activities (a Book Review and Character Profiles) on pages 22 to 24 of the Workbook.

Response to the story

- Ask Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask *Did this make you want to read on?* Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask Did you like the author's style? Did you think she wrote well? Did she use exciting words?
- Ask the children to complete the Book Review on page 22 of the Workbook.

Characters

• Ask the children about the main story characters: *Did you think Sarah and Simon were brave? What did you think of Dad? Do you think he was brave? Why?* Ask the children to name other characters they read about in the book. (See the activity on page 24 of the Workbook.)

Plot

• Encourage the class to re-tell the basic story in their own words. (See the activity on page 22 of the Workbook.)

Settings

• Ask *Where did the story take place?* Go through the book with the class and ask them to identify the setting of each chapter.

Moral issues

- Use any one of these themes from the story as a basis for a class discussion:
 - *Bravery:* There are many examples of bravery.
 - Kindness and thoughtfulness: Ask the children to recall examples from the story.
 - Thinking about the results of our actions: Discuss how the situation was made worse because Simon forgot to fill in the book at the hostel before they went to the mountain.
 - Thinking of others: The Rescue Team and Dr Maxwell put their own lives at risk when they went to rescue Dad.
 - Persistence: Simon and Sarah thought only of their Dad when they went down the mountain on their own.
 They faced many problems but they did not give up.

Vocabulary check-up

• Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meaning of all the words.

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Follow-up topics and ideas

Drama The story lends itself well to dramatisation. Encourage the children to act out the story. Give individuals a role to play, then ask them to mime their character's actions as you read the story, or play the audio cassette/CD. You can help the class make and paint simple props, and sound effects could be suggested. Alternatively, you could have a compositional writing activity, with the children in groups producing drama scripts that include stage directions, use of a narrator, sound effects, props, etc.

Art 1. Make life-size pictures of each of the main characters. Draw round the outlines of children on large sheets of paper to get the figures the correct size and in proportion. Then assign a group of children to each outline to draw and colour the details, or stick materials on for clothes rather than just paint them.

- 2. Draw a large picture of Misty Mountain.
- 3. Draw or paint pictures of the Mountain Rescue team in action.

Writing There are many things that could have happened to Sarah and Simon on the way down the mountain. Ask the children to think of other things that could have happened to them. Brainstorm ideas and, as a class, write an extra chapter for the story of your own. Alternatively, children could make up their own mountain adventure story.

Science There are many ways the story could lead to controlled and supervised class activities, such as experiments involving water (for example, which materials are waterproof? which materials are good insulators of heat?).

Mountains Do some research on mountains. How are they formed? Are there any mountains where you live? Find the names of some famous high mountains. Read about famous mountaineers. Find out about Ben Nevis, the highest mountain in Scotland.

Helicopters Helicopters feature strongly in the story. What can the children find out about them?

Explorers 6: Danger on MIsty Mountain Teacher's Notes

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Glossary of Vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *Danger on Misty Mountian*. Active vocabulary items are shown in *italic print*.

activities something enjoyable that people do

alarm something that warns you of danger

alerted told someone to expect something to happen

aluminium foil thin silver coloured metal used for wrapping food, etc. in cooking

- amazing very good, surprising or impressive
- **announcement** the act of publicly stating something

anxiously in a worried manner

- *appear* to be suddenly where someone can see you
- areas places
- at the foot of at the bottom of

attract attention to do something to make someone notice something

avoid to stay away from something; to prevent something from happening

banner a wide piece of cloth with a message on it

base a place from where things can be carried out

biscuit a small flat dry cake, usually sweet

blocked stopped from passing or moving along something

- **boost** to help something increase or improve
- **boss** the person in charge
- boulders large rocks
- brilliant very good

briskly quickly

- **brochure** a small magazine containing information about something
- **bruise** a dark mark on your body where you have been hurt
- **burst its banks** when the water in a river overflows

busy full of people

cancel to say that something that has been arranged will now no longer take place

- canoeing travelling in a canoe
- *certificate* a document to show you have done something special
- **chalet** a small wooden house, typical of mountain areas
- chilly cold enough to be unpleasant
- clip to fasten something together
- *clue* a piece of information that helps you understand something
- *comic* a magazine that contains stories in a series of drawings

compass a piece of equipment used for finding your way, with a needle that always points north

- **cone** the part of the pine tree that contains the seeds
- confused unable to understand something
- **counter** a long flat surface where customers are served
- **countryside** areas away from towns or cities, with farms, fields and trees
- **creak** to make a high pitched noise
- crush to squash
- **crutch** a stick that fits under your arm and helps you to walk

customer a person that buys something

damage physical harm

damp slightly wet

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decorated made attractive

details facts or pieces of information

- *direction* the place that someone or something moves or points towards
- **disappointed** unhappy because something did not happen or something was not as good as you expected
- *disaster* something very bad that happens and causes a lot of damage
- **download** to move information from one computer to another
- *drip* to fall in small drops
- due expected to happen
- **embarrassed** feeling a little ashamed and uncomfortable about what other people think of you
- **engine** a vehicle that pulls a train; the part of a vehicle that makes it move
- enormous huge, very large
- *equipment* the things that you need for a particular job
- eventually at the end of a period of time
- *examine* to look at something carefully
- **exploded** burst with a lot of force and a loud noise
- *explore* to travel around an area to find out about it
- **fabric** material
- familiar well known to you
- **famous** something or someone a lot of people know
- *favourite* the thing you like best

feast a large meal

- fill in a form add information to a document
- **flame** something that comes from a fire

- **flap** to move quickly up and down (verb); a flat piece of cloth attached at one side that can be moved (noun)
- **flask** a small bottle for liquids
- flattened made oneself flat against a surface
- **flow** moving continuously (like water in a stream)
- **footstool** a stool on which to rest your feet
- frozen very cold, icy
- fuel petrol or diesel used in vehicles
- **fully charged** when a battery is fully charged it is full of power
- gazevto look at something for a long time
- gloomy dark
- grab to take hold of roughly
- grin to smile
- **groan** to make a long low sound because you are unhappy or in pain
- **guest** someone who pays to stay at a hotel
- *guide* someone who gives you information and shows you things
- **harness** strong bands of leather or rope that are used for fastening someone into a particular place or for fastening something to their body
- **helicopter** an aircraft with blades on top that spin round and lift it into the air
- **helipad** a flat area for helicopters to land on
- **helmet** a hard hat for protecting the head
- **hostel** a hostel is like a hotel but is not as smart
- **hover** to stay in the same place in the air
- icing a mixture of sugar and water used to cover a cake
- *imagine* to form a picture of someone or something in your mind

immediately straight away

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- *important* something or someone that means a lot to you
- **in charge of** responsible for
- *information* knowledge or facts about someone or something
- *injured* hurt in an accident or attack
- *instruction* explanation of how to do something or what to do
- **instruments** pieces of equipment used for measuring speed, height, etc.
- **internet** when you use a computer to get information, you use the internet
- **jagged** a surface with rough pointed parts
- *journey* when you travel from one place to another
- **keep someone company** to stay with someone for a period of time so that they are not alone
- **knot** string or rope twisted or tied together
- *landmark* a familiar building or object that you can easily recognise
- *landslide* a heavy fall of rocks and earth down the side of a slope
- *ledge* a narrow surface that sticks out from the side of a cliff or wall like a shelf
- **let someone down** to make someone disappointed by not doing something they are expecting you to do
- *lightning* bright flashes of light during a thunderstorm
- *local* nearby
- **lonely** unhappy because you are alone or have no friends
- **marker** an object that is used to show where you should go
- *measure* to find the exact size of something
- **medical box** a box in which medical supplies are kept

- **message** a piece of information you give or send to someone
- *midday* noon, the middle of the day
- *miserably* in a very unhappy way
- **mist** like a fog; small drops of water close to the ground that make it difficult to see
- mistake something that is not correct
- **mountaineer** someone who climbs mountains
- *mystery* something you cannot understand or explain
- organise to arrange an activity or event
- **paddling** walking in water that is not very deep
- pain an unpleasant feeling that hurts
- **painkillers** medicines that reduce pain
- **patient** someone who is receiving medical treatment
- **plaster** a hard cover that protects a broken bone
- **pollute** to damage the environment
- **proper** suitable for a particular purpose
- protect to keep safe from something harmful;
 to look after
- **puzzled** confused because you cannot understand something
- **raging** violent or strong
- realise to know and understand something
- **reason** a fact that explains why something happened
- **recovery** the process of becoming fit and well
- **rock formation** a pattern that rocks are formed into
- **rockface** the part of the rock on the outside
- **rolled her eyes** moved her eyes in a circular motion
- rotted decayed

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- **route** the paths used to go from one place to another
- *safe* not likely to be harmed
- **scent** the smell that an animal or person has that some animals can follow
- scramble to climb using your hands and feet
- **search** and rescue to look for and save from a difficult situation
- **searchlight**vthe light on the helicopter which lights up the ground as the helicopter is flying and enables the pilot to see more clearly
- secure firmly fixed
- *senses* the ability to hear, smell, see, taste and feel
- *serious* bad or dangerous enough to make you worried; important enough to need to think carefully about
- shallow the opposite of deep
- **sheet** a large piece of thin cloth you put on your bed
- **shelf** a narrow piece of rock that sticks out from the side of a mountain
- *shelter* a place where people are protected from bad weather
- *shiver* to shake because you are cold or frightened
- shocked being very surprised usually by
 something unexpected or bad
- **shutter** a cover for a window
- *sign* to write your name to make something official
- single only one person or thing
- *slippery* difficult to move on because the surface is wet or smooth
- *special* different from, and usually better than, something that is usual or normal

- **splint** a piece of wood that is put next to a broken bone to hold it in place
- **spoil** to make something worse
- **spot** to notice something
- spun turned round quickly
- *starving* very hungry
- steady keeping something still
- steep when a slope goes up very quickly
- **stiff** (of muscles or joints) firm and not bending
- **strap** to keep something in position by fastening a strap around it
- *stretcher* a type of bed that is used for carrying someone who is injured
- stuck unable to move
- stuffy too warm and with no fresh air
- survival something that helps keep you alive
- *survive* to continue to live in spite of a difficult or dangerous situation
- **swallowed** made food go down into your stomach
- **swirling mass** an area of water that goes round and round quickly
- *temperature* how hot or cold something is
- **thud** a low sound made by something heavy falling
- **thump** a sound made when something heavy hits the ground
- **tight squeeze** a place where there is not much room
- **together** with each other (so as to form one unit)

towered above to be much taller than you when you stand near something

track to follow someone or something by using special equipment or following a trail

trapped unable to leave a place

tread to walk or step on something

tug to pull

- underneath below something
- **uniform** clothes that you wear to show you belong to a particular group, e.g. school
- *valley* the low area of land between two mountains or hills
- *view* the things you can see from a particular place
- wagged moved its tail from side to side
- *waist* the middle part of the body
- warm fairly hot
- *warn* to tell someone about a possible danger or problem
- **waterproof** materials which do not let water pass through them
- **website** a place on the internet where information is available on a particular subject
- whistlevan object that you put in your mouth and blow in order to make a high sound (noun); to make a high sound (verb)
- wisps things that have a long, thin shape like smoke
- world the planet we live on
- **x-ray** a picture of the inside of a part of someone's body
- yawn to open your mouth wide and take a deep breath because you are tired or bored
- *yell* to shout loudly

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