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.

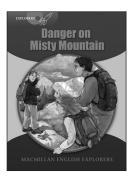
The next day, the children go to try and get help. They first make Dad as comfortable as possible. They encounter many problems on the way down: the landslide, a swollen mountain stream, and a tree that is blown over and nearly lands on Sarah. Suddenly, they hear the sound of a dog barking and voices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

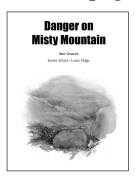
The cover



- 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.

 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.

Chapter 1 The surprise

Pages 5 to 12



The surprise



What about a holiday on a farm?* abod Dad, pointing to one in the brochare. There would be lost to do like feeding the relicience, belong with the farm animals and relicience of the condition o





Active vocab	ulary
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: country + side = countryside
disappointed	note that there is only a single 's' in this word
hostel	take away the 's' and you have hotel
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	boss	brochure
cancel	canoeing	chalet
customer	download	internet
mountaineer	paddling	proper
spoil	waterproof	website
world		

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 non-profit making.

- 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?

- 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?

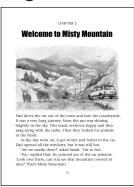
Stage 2 comprehension extra

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?

Chapter 2Welcome to Misty Mountain

Pages 13 to 21



Simon and Sarah looked out of the window, Far awa in the distance, they could see a tall mountain. It seem so high that it looked as if it was touching the sky.

"Wood" gasped Simon. It's enomonus." Dad drove up and down hills, round and round bends, but they never lost sight of the huge mountain. As they got closer to it, it looked bigger and bloger. This made Simon and Sirah feel smaller and smaller. At last, they saw a sign at the side of the road. To be thisty Mountain Hostel, it read. There was na mrow printing down a narrow track. Dad drove the car all the way down the bumpy track and into a small car park at the end. There in front of them was shifty Mountain lotted.

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 at the huge mountain before him. 'You can't see the top because it's covered in mist.'

'Come on, you two,' said Dad. He handed them each a bag. 'Let's go inside. We will have plenty of time to see the mountain tomorrow.'

looking wooden building. There were no curtains at the windows, only wooden shutters. Inside the hostel it was dark and cool. Large rugs covered the dark wooden floorboards. It was busy, too. Already the hostel was filled with lots of people. Some had just returned from long walks. They were taking off their muddy boots and

They look tired. They must have done a lot of walking, thought Sarah.

Some people were having hot drinks of coffee. Others were talking to their friends. Some more people were planning walks and checking their routes on big maps that was a proposed were the walk.

Then Sarah noticed that some of the people in the hostel wore special uniforms. They had badges on them with the word 'guide' written on.

What's a mide Ded?' the select

What's a guine, Daul site sacci.

Someone who gives you help and advice on how to plan your walks. They tell you what to take on your journey and how to keep safe on the mountain. We will meet one later," explained Dad.

'Do they take us on the walls?' asked Stmon.

No,' replice Dad. The guides at this hostel give you lots of help, but you have to do the walks on your own.'

Dad walked over to the reception desk. He rang the be on the counter and a man came out of a small office to greet them. An old dog followed slowly behind him.

Hello, I'm Mr Clark, the manaser. Welcome to Scotlan.

and welcome to Misty Mountain Hostel, 'smiled the mar Simon and Sarah bent down to pat the dog. 'He's lovely!' said Sarah. 'What's his name?' 'This is Rufus,' answered Mr Clark.

He gave the dog a pat and Rufus wagged his tail. 'He is in old dog now, but once he worked as a Mountain Search and Rescue dog.'

'It's a dog that is specially trained to help rescuers search for people who are lost or hurt 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 quickly. They also use their senses. They hav
a very good sense of smell and can track the smell of a
person over a long distance," answered Mr Clark.

Told lauks help to recue lots of people on the monutain? a declaration.

'Oh yes,' said Mr Clark. 'He was a very good and very brave dog. He even won awards for his bravery. But now he is too old to work so I look after him here. He likes to stay in the warm hostel with me. We keep each other

Dad signed the hostel register and Mr Clark picked up two keysfrom hooks on the wall. Then he led them to their rooms. Dad and Simon had a room with two beds in it. Simon sat on the one nearest to the door and jumped up and down.

'Ooh, these beds look so comfortable,' he cried. 'Please may I have this one, Dad?'

They put down their bags on the floor by the window.

Mr Clark took the family next door to Sarah's room. There

were two beds in her room, too.

'Ooh,' she laughted.' I don't know which bed to choos
Through the window you could see Misty Mountain
clearly. It towered above all the other hills. It really was
a beautiful sight.

here, too.' Simon and Dad agreed.

'Mum would love the hostel and the mountain,' said Dad.

'It's time for the meeting for new guests. Come downstairs to meet Dan, one of our guides. He will give you lots of important information about mountain walking,' said Mr Clark.

Dan was waiting for them when they got downstairs. When everyone had arrived for the meeting. Dan went to the front of the room. 'Welcome to Missy Mountain Hostel,' he said. 'My

'Welcome to Misty Mountain Hostel,' he said. 'My name is Dan and I am a guide. Today I am going to tell you about walking in the mountains.' First of all Dan showed the whole group a map of Misty Mountain.



There are safe and dangerous areas on all mountains,' he explained. 'If you know where to walk you will be safe 'm going to show you the areas to walk in and the areas to avoid. Some of these areas are very dangerous.' He optited to the map. 'Landdides are common here so it's best to stay away from these areas. Walk in these areas instead. They are much safec.'

Dan showed them some more dangerous areas on the map. The paths get very narrow here, he pointed out. 'You must walk carefully here. These paths are much wider here. They are much easier to walk along so use them as much as possible.'

Outside Dan handed each family a compass.

'I am going to show you how to use a compass,'
he said, holding up his compass. You can find north lik
this,' he explained, and turned the compass until the
arrow pointed to 'N' for 'north'. 'Now I would like you t

Inidi north on your compass.

Simon and Sarah practised using the compass. Dad watched them and smiled. They were having great function, if I stand with my back to the mountain, the hostel is south-west, 'Simon explained to Sarah.

Sarah looked at the compass. He was right.

'Well done!' said Dan, 'You are good at reading a

'Let's hope we don't need one,' Dad laughed. 'If we get into difficulty on the mountain, I shall call for help on my mobile phone.' Next Dan checked everyone's equipment. Then he

Take warm, waterproof clothes, strong boots, food and flasks of hot drinks," Dan said. "You must take some waterproof bags to keep everything saide and dry. Remember that the weather on a mountain can chang quickly. It may be hot and sunny here, but on the mountain it can get very, very cold."

Dad, Sarah and Simon had everything they needed to walk on the mountain. Dan was very pleased with them. Then he noticed that Simon had two torches and a long

"Well done," he smiled. 'Torches and ropes are ve useful things to take on a mountain.' Simon grinned at Sarah.

Sarah rolled her eyes upwards.
Last of all, Dan explained what to do if they did get
stuck on the mountain. He handed each family a whistle
'Blow this whistle if you get stuck.' he explained.

'Ask Diasts of a winste is a special signal. It to you need help.'
Dad put the whistle safely in his pocket wimobile phone. Then Dan gave them all speciblankets to put in their bags.
They looked very strange as they

Dan explained that the blankets were special survival blankets. They would keep them warm if they got into trouble on the mountain. Simon wrapped his blanket around him. It made him feel very warm. Sarah thought he looked very funny. 'Please remember everything I have told you,' said Dan 'That way you will be safe on the mountain. Thank you for listening and enjoy your visit to Misty Mountain.'

Everyone stood up and started to walk away.

"Bofore you go," called Dan, 'don't forget an importan
rule. You must all sign the book in the hostel before you
go out walking. Write down where you are going, the
time you leave and the time you expect to return. And
don't forget to pick up your fasks of hot coffee from
kitchen. A hot drink is very important to keep you warm
when you are mountain walking.

s watch. It was getting late.

'I think it is time to eat,' he said. 'And then we'll go to
d. We want to be up early in the morning to take our
st walk up Misty Mountain. It will be a real adventure.'
'Yest' welled Simon, and he numbed the air 'I con't said.

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: land +

slide = landslide

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

7

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?

- 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.

- 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?

Chapter 3 The accident

Pages 22 to 30

The accident

Inter accidents

y the next morning Dad, Simon and Sarsh got up
dressed in their warm walking clothes. It was a lovely
dressed in their warm walking clothes. It was a lovely
bad and the children went downstals and into the
ing mon for their breadstal. Everyone felt very brungy
eyscledy's long journey.

"Ye get a lot of walking to do:

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which way up the far side or use some will be amazing."

Dad carefully refolded the map and put it into his other









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 surface and surround

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.

- 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?
- 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?

- 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, <u>early</u>, <u>mountain</u>, <u>their</u>).
- 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?

- 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.

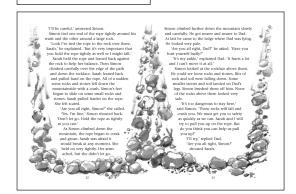
- Sometimes the letter 'o' sounds like the 'u' in 'fun'. Write the words *front, worry* and *company* on the board and ask the children to read them. Now write these words on the board: br_ther, l_ve, m_ney, _ne, n_thing, m_nth, s_n, w_nderful. Ask the children to complete each with 'o'. What sound does 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?

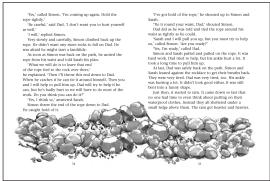
Chapter 4 Trapped

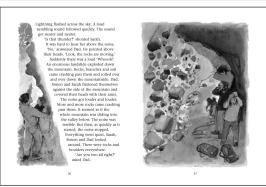
Pages 31 to 39

Trapped

- she replied. Oad can't climb up by but she replied. Oad can't climb up by but show can'd licked at each ubler. They for but how could they reach thin? remembered the piece of rope in his bayeried. Twe got my rope. I'll use it to climb up the but show could have been counted in the same counter that the same that they want to be soon to be







blocked	the 'ed' sounds like 't' – we pronounce the word as 'blockt'
injured	there's a colour at the end of this word (red)
ledge	the 'g' is a soft 'g' and sounds like 'j'
lightning	other words with 'ight' are: bright, fight, light, right, sight
shelf	the plural of shelf is shelves
shelter	note that there is only a single 'I' in this word
stretcher	other words containing 'tch' are fetch, kitchen, match, watch
valley	note that this word ends with 'ey' (pronounced 'ee')
waist	this is something we all have
warn	the 'ar' sounds like 'or' – it is pronounced '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.

- 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?

- 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?

- 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 hurt, dirt and stretcher 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.

- 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

CHAPTER

SOS

All too soon the evening came. It got colder and colder so Sarah got out their waterproof jackets and trousers from

their bags.

'Let's put these on to keep warm,' she said.

Simon quickly pulled on his Jacket and trousers while

Sarah helped Dad put on his Jacket. He couldn't put his

waterproof trousers on because he couldn't move his leg.

His ankle was very swollen now. He looked so cold.

its ankle was very swollen now.
'I'll find some branches to
nake a splint for your ankle,'
aid Simon. 'It will stop it
uurting so much.'
'Bring some extra wood,'

Bring some extra wood,'
sald Sarah, 'I'll use it to make
a fire to keep us warm,'
'Be careful, Simon,'
warned Dad, 'Make sure you
don't slip and fall. The
ground is very wet. I don't
want you to get hurt. It's very
dangerous.'
Simon went off to look for

'Where did you get all those branches from?' asked Dad a surprise.

'A tree has fallen down along the path so there's plenty of wood for us,' Simon explained.

He handed some wood to Sarah. While Simon made the splint for Dad's ankle, Sarah built a fire. It took a little while because the wood was damp, but soon a small flame burned brightly.

'Let's see if there is any coffee left,' said Sarah. 'That will help to warm us up.'

She got the flasks out of the bugs, but Dud's flask was broken and Simon's flask was empty. They had drunk all Simon's coffee at Junchime. Luckit they still bad Sarah's

coffee and handed out some chocolate.
After they had eaten and drunk their coffee, Dad,
Simon and Sarah cheered up a bit.
'I'm sure the people at the hostel will realise that we
are missing soon,' sald Dad. 'Someone will look at the

to rescue us.'
'Yes,' agreed Sarah. 'We will be back home and dry in

Dad and Sarah cheered up at this thought, but Simon looked very worried.

'I don't think they will come looking for us,' sighed

'You did write down where we were going, when we left and the time we were due to come back didn't you Simon?' asked Dad.

"I was so have checking I had my rope and together in

I'm so sorry,' he said.

Simon was so sorry that he had let his family down.

He only had one job to do and he hadn't done it. Sarah

looked at her brother. He looked so upset that she couldn

be angry. She gave him a big hug instead.

Suddenly, Dad cried out, 'Ssh! Listen, I can hear something and it's coming this way.'
Sarah and Simon listened as hard as they could. In the distance they heard the sound of an engine.

"It's a helicopter,' cried Dad. "Mr Clark, the manager, must have sert out a helicopter to sworth for us."

excitement.

Quick!' shouted Dad. 'Simon, put some more sticks on the fire. Sarah, jump up and down and wave your arms about to attract the pilot's attention.'

Right, Dad,' repited Simon. He grabbed for some sticks and threw them on the fire to boost the flames. But the proof was too down, It bitsed and exceleded notices. But It have a fire to be still be a fire to be some the store down.

'I must get it burning again.'

He flapped his hands and blew on the fire to relight it

But it was no use. It had burned out completely



Meanwhile, Sarah jumped up and down and waved her

arms about in the air.

'Help, helpl' she shouted as loudly as she could.

The helicopter came closer and closer. Then suddenl
it turned away and flew down the mountainside again.

'Oh no!' cried Sarah. 'He didn't see us.'
'I'm sure it will be back,' replied Simon. 'It may hav
flown back to get more fuel. If it does come back, we'll
make sure the pilot sees us.'

'But how?' asked Saran.

Simon looked around him. He noticed that there we use of large white stones scattered over the path.

lots of large white stones scattered over the path.
'I know. We'll make an SOS sign out of these white stones,' he cried.

'But how will the helicopter see it' asked Sarah.

'When we hear the helicopter coming, we'll shine the torches on the stones,' explained Simon. 'The pilot will read the message and will recure.' Quickly, Simon and Sarah picked up lots of white stones.

Carefully they spelled out the letters SOS' on the ground

and walited ... and walited.

After a while Simon wondered

If he had made a mistake, Perhaps the helicopter wasn't

coming back after all, Perhaps it had been looking for

tomorous alks.

At last, they heard a faint noise. It was the helicopte and it had its searchlights on.

shine it on the stones.'

The helicopter came closer and closer. Its searchlight shone across the top of the mountain, then lower down the mountain where Dad had been trapped earlier. But dish's thing on the stone.

They waved their arms about in the air. But the pi didn't hear them. After a few minutes, the helicopter turned away and flew down the mountainside again. "It's no good,' cried Sarah. She sat down on the ground. The pilot didn't see our sign. I don't think he was even

"Look, it's too late to do anything more tonight," he sighed. Tet's make a shelter and keep as warm as possible. The temperature on the mountain will drop and drop during the right. It's twe our special survival blankers that Dan gave us. We can make a tent with those. That will hope to protect us from the cold and keep us warm, with hope to protect us from the cold and keep us warm. Samb collected some more branches from the fallen tree. Samb collected some more branches from the fallen tree. Samb collected some more branches from the fallen tree. Then he and Saxib spread the survival blankers over the top of the frame. They used stones to hold the sides of the



'That's a very good idea,' said Dad. 'The stones will hole tent down very well. We don't want it to blow away

while we are asleep."

They crawfeel inside the tent. It was warm and dry and they were glad to get away from the cold air. It was quite a tight squeeze, but that made it much warmer. Dad, Simon and Sarah hugged each other to keep warm. It was going to be a long night on the mountain. Sarah thought of her warm bed at home and shivered. Simon thought of his favourite hot of this Everyence was

Try to get some sleep,' said Dad. Tomorrow we must think of a plan to get some help,' Terhaps Mr Clark at the hostel will realise we are missing in the morning when we don't go to breakfast,'

r us.'
'I'm sure he will,' replied Dad

Active vocabulary		
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! (mess)	
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: Do you yawn 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.

- 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.

- 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, colder).
- 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.

- 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?

Chapter 6 Let's get help

Pages 47 to 55



This will help us find our way back to the hostel,' he stall, tapping the compuse.

The will help, not, said Dud.

Thouse, help, so, so, and Dud.

Thouse, help, so and so, bed, said Sush.

Sush checked that the end Simon had enough water and beauts for their journey down the mountain. When the so, and the so, and so,

promised Simon.

"Before you go, let me show you where we are on the map and where you are going," said Dad.

Sarah opened up the map and Dad showed them where they were and where the hostel was. Simon looked at his compass.

"If the hostel is in the synthysoet, we have to walk in

to face the south-west.

When they were sure they knew where they were going, Simon and Sarah set off down the path towards the

Very soon Simon and Sarah reached the fallen tree. They scrambled over it and were faced with a huge pile of rocks and boulders. The landslide had blocked the path completely. Simon climbed carefully over them, but it was very difficult. Smaller rocks and stones slipped and fell away from under his feet as he stepped on the pile. On the other side of the landslide the path was much clearer. Simon turned and called to Sarah. 'Climb across to me and take the route that I took. It's quite safe. But go slowly,' he warned.

sarah climbed over the rocks and boulders. She felt very scared. She was sure she was going to fall at any moment. She had almost reached Simon when suddenly she slipped Quickly Simon reached down and grabbed her hand. He



That was scary,' sighed Sarah. 'I thought I was going to fall down the mountain.'

Simon and Sarah looked at the path ahead of them. They could see that it was clearer than the rest of the path but the landslide had broken part of it waws All.

'We must be very careful,' explained Simon. 'We will have to walk slowly, one behind the other. Keep close to the rockface as you walk and look where you are going. Then you won't fall.'

samon wance in norm and start nonovec betind. It was slow and difficult as they had to be careful where they stepped. One mistake could be a disaster.

By midday the sun was getting higher in the sky. Simon and Sarah had left Dad a long time ago, but they hadn't got very far at all. They hadn't met a single person either.

All the damage from the landslide had made the journey back home quite different from the one they took the day before. When they had walked up the path yesterday it had been wide and safe. Now it was narrow and dangerous. They had to treed slowly and carefully. This made the journey much slower and harder. I don't think we will ever get back to the hostel. This

journey is taking so long and I'm already tired, sighed Sara 'It will be quicker when we get further down the mountain. Let's have a rest and have something to eat,' replied Simon. 'That will make us feel better.'

They sat down on the narrow path to rest and drank some water. Sarah handed Simon a biscuit to eat. He

'It's not a very good lunch is it?' he said.
'It's better than no lunch at all,' replied Sarah. 'But I would prefer a hot meal and a cold drink.'
Yesterday they had sat down with plenty of food for lunch and they had en

Today they only had a biscuit each and the mountain looked completely different. Simon and Sarsh were not going to walt around today. They had to get back to the hostel as fast as possible and get help for Dad.

After a short rest, Simon and Sarah felt much better. They set off again and soon the path got wider. This made it much caseler to walk along and they moved a lot faster.

Thort speak too soon,'s sidd Simon. He pointed abased, Too you remember the little stream we crossed on our way up the mountaint Look at in now.

I have been so the stream that the stream that the same pointing, in the distance she could list see the stream. It was no longer little. It had bust it is banks and the storm and heavy alrish had turned it into a raging river. She watched as broken branches were wayed along in the withing water and water and the stream that the s



'Oh no!' cried Sarah. 'How are we going to get across river now?'

river now?'

Simon looked at the map. He followed the path of the river with his finger to see if there was a safer place to cross it. But it went right up to the top of Misty Mountain.

No,' said Simon. 'It begins high up in the mountain. We'll have to climb to the very top if we don't want to cross it. It would take too long and it wouldn't be safe for us to do that. We aren't mountaineers and we don't have the equipment to climb.'

Simon and Sarah stared at the dangerous water in fro of them. What could they do? It looked hopeless. Then Simon had an idea. 'I know, I'll tie us together with the rope,' he said.

"It's going to help us again."

Simon was proud of himself, but there was no time to waste. He tied the rope around Sarah's waist and around his own. He checked the knots carefully. Next they took off their socks and boots and put them in their bags. They rolled up the legs of their waterproof trousers.

'We must keep our clothes as dry as possible,' said Simon. 'If we get them wet we will get cold very quickly.' When they were ready, Simon walked to the edge of th river. It looked very dangerous as the water was flowing fast. He took a deep breath. 'I'll go first, Sarah,' he said, 'Follow in my footsters an

'T'll go first, Sarah,' he said. 'Follow in my footsteps and ou won't get hurt.' Simon stepped into the key cold seater. It was so cold that it took his breath away, life left the ground at the that it took his breath away. He feet the ground at the assume moving under his foot so he moved it around un he found firm ground. When he felt steady, he took a second step into the water. It was just above his analkes. Very slowly he moved across the river, Starth followed close behind. The water pulled and unged at their legs. Branches and twigs smashed into them on their way downstream. Starth felt really atfaid.



As Simon and Sarah walked further across the river, water got deeper and deeper. They had to keep lifting t legs of their trousers higher and higher to keep them d

It got harder to cross, too.

This is so dangerous, 'she shouted over the roar of th rushing water. 'The river is going to wash us away.'

No it's not,' shouted Simon. 'Keep close behind me. We're nearly there, now. The water is getting more shall again.' Then he laughed. 'Hey Sarah! Now we really are

muttered Sarah. 'It's too scary.'

After a while, they reached the far bank. Sarah sat on
the ground and took her bag off her back. She felt very
tired. Her feet were frozen. Simon sat down beside her.
'Are you all right?' he asked.
'Yes. 'I'm fine,' the replied. 'But I'm glad we have crosse

It's too dangerous."
They dried their feet and put on their socks and boots,
It was lovely to have warm feet again. Simon looked at his
watch. It was getting late. He checked the map. They still
had a long way to walk before they reached the hostel.
"Come on Sarah," bed. "We must keep walking, If
wow down now we won't get back to the hostel before
down down now we won't get back to the hostel before

another night, do we?'
'No we don't,' replied Sarah. She stood up and put he

Active vocabulary

chilly	you don't feel well in the middle of this word (ill)
damage	another 'age' word, like <i>message</i> 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 <i>midday</i> is <i>midnight</i>
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

Passive vocabulary

view

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

this is quite an unusual combination of letters

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 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?

- 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?

- 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?

Chapter 7 Look out

Pages 56 to 64



'Are you sure we are going in the right direction?' asked Sarah. 'We have walked for a long time.' Simon checked his compass. They were still walking towards the south-west.

'Yes, we are walking in the right direction,' he replied.

'Look out for anything that you noticed on our way up
the mountain. That will help us to work out where exactly
we are.'

we are.

Sarah looked all around her. It was raining hard now
and the wind was blowing more strongly. It was difficult
to see anything, Just then she saw a strange shape ahead
of her. She ran towards it.

Look! Sarah cried, pointing in front of her. 'There's that strange rock formation that we saw on our way up. Do you remember? I look a photo of you and Dad by it



Yes, I remember, 'cried Simon. 'We're definitely on the right track. We aren't far away from the hostel now. Oh, I wish it would stop raining so we could see more clearly.' The rain steadily poured down on Simon and Sarah as they walked carefully along the path. It had turned the rocky ground to mud and it was very slippery. Makes sure you down 'tally,' said Simon, 'We don't want and the sure of the state of the state of the Okav', refueld Sarah.

After a while, the path led into the pine wood. To you remember when we were in this wood yesterday? asked Simon. It was quite different then.' Yesterday the cool shady wood had given then a break from the hot sun. But now it looked scary and gloomy. which is the sun to the star of the star of the sun wind. Lightning flashed across the sky. Sarth shiererd. Now the wood felt like a dangerous place. The sooner we get out of this wood the better, she

As the children walked through the trees they could hear the rain pouring down. Luckly the branches and leaves stopped most of the rain landing on them. They were already wet from the rain so the shelter from the tree was a relief. There was a steady drip, drip, drip where some raindrops found a path through the trees and formed a modificion with consort balones.

Suddenly they heard a loud crack above their heads. Simon looked up. A huge pine tree was falling ... and Sar was right underneath it. "Look out!" yelled Simon.



Simon pushed Sarah out of the way. As the tree crashed to the ground with a thump, the branches only just mixed her

Simon and Sarah were shocked. They stared at the tree as it lay on the ground. It was an enormous pine tree. It had rotted through and had finally lost the strength to stand upright.

'Wow!' whispered Sarah, 'That was a narrow escape.
I'm really scared now, Simon. I wish we were safely back a
the hostel'

a dog barking and voices calling.

That sounds like Rufus, the dog,' cried Sarah.

'And I can hear someone calling us,' said Simon. 'It
must be the people from the hostel. They've come to fine

stimon and saran ran as tast as tiney couns along the path and out of the wood.

We're here," they shouted. 'Over here. We're over here.' Rufus came running towards them. He barked in excitement and wagged his tail. Behind Rufus were two men running towards them. They were carrying torches. As they got closer, Simon and Sarah could see the men more clearly. It was Mr Clark and Dan the guide. Dan

aght sight of the children first.

'There they are,' he shouted.

He and Mr Clark ran over to the children.

'Thank goodness you're safe,' cried Mr Clark.

Dan bent down and gave the dog a pat.

'Oh, I'm so glad you've found us,' sighed Simon.
'We thought we'd never get back to the hostel,' said Sarah
'But where's your father?' saked Mr Clark. He was veryorried. 'We thought you were with your father. Have you

'Dad had a bad accident on the mountain,' explained Sanh. 'He slipped and fell. We think he has broken his ankle. We made a tent out of our survival blankets. We also made him a small fire, but he doesn't have many sticks to keen it burning.

We left him some coffee but he doesn't have much food so he'll be very cold, itred and hungry by now,' continued Simon. 'We kept hoping that you would come looking for us. But you didn't come so Sarah and I left dad to get help.'

to get neep.

It took us a while to notice you were missing becaus
you didn't sign the book. We thought you were safe in the

'I forgot all about signing the book,' sighed Simon. 'm very sorry, Mr Clark.'

'Dan noticed that you were missing from the dining oom this evening,' explained Mr Clark. Then he though you might have gone into the village for a meal. He thought you had your dinner at the café, instead so he lidn't worry. But then your mother telephoned.'

"When I told her you weren't in the hostel,' continued

inn't worry, but then your mother telephonea.

"When I told her you weren't in the hostel," continues
an, 'she was very surprised. She said that you wouldn't
e at the café. She was sure that you would stay in the
oxie! That was when I started settine worried."

"You," reglied Mr. Clark. "Dus came to see me and we checked your more in for class. When we noted for damage to the paths. They tell us what damage has been done. Then we have to step people walking on the tapped on the mountain. Immediately we starting the state right, we realized you must be tapped on the mountain. Immediately we starting the state of the state of

Simon turned to Mr Clark.

"Biese help Dad," he said. "We are so wortried about him."

'Dort ware; one with it. Will talk you back to the

"Dort ware; one with it. Will talk you back to the

phone out of his pocket." It affect of all, we must desplone

the Mountain Beack service. We will need their help to

rescue your faither. There that's a moment to lone."

Active voca	bulary
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.

- 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.

- 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>ph</u>one 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 collar 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?

Chapter 8 To the rescue

Pages 65 to 71

To the rescue





Active vocabulary	
familiar	'ar' is a common adjective ending, as in <i>regular, popular, similar</i>
famous	another word ending with 'ous', like <i>enormous</i> in Chapter 2
landmark	this is a compound word: land + mark = landmark
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

think of other words ending in 'ch',

Passive vocabulary

helmet in charge of instruments

such as rich, torch

jagged

winch

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?

- 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
- 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.

- 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 chocolate and operate 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 excellent and accident 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?

Chapter 9 Good news

Pages 72 to 80

CHAPTER 9



Len flow the helicopter over the place where Sumon and Stanh's faither was jine; In bovered above him, Jim operand the door at the side of the helicopter and Dave put on a special harmes. Then Jim used the winch to lower Dave down to the mountain. Simon and Sarah watched as Dave went lower and lower. It looked very dangenous. At last Dave reached the ground and unfastemed his harmes, Jim witched it back up again. They watched a Dave elimbed with the place of the place of the place of the place of the white of the place of the helicopter and waves this sum. 'Dave's telling me that the doctor can go down now,'

Der Maxwell put on the special harness and slowly Jim lowered her down to Dave and Dad. When she was safely on the ground, she unclipped the harness and Jim winched it back up. Dr Maxwell and Dave climbed over the rocks to Dad. Sarah and Simon looked down, but they couldn't see Dr Maxwell. Dave or Dad. Minutes went bu.

why are truey taxing so long; a sixed sarait annously. 'Don't worry' replied Jim. 'He doctor is taking care of your father. She is making sure that his ankle is well strapped up before your father is moved. Otherwise it could be injured even more. Dr Maxwell will make your father comfortable before we put him on the stretcher and winch him up to the helicopter.'

Several more minutes went by, Saran and Simon still couldn't see anyone. They were getting very worried. 'What's taking so long?' asked Simon. Then suddenly Dave appeared. He waved his arms

towards the rediccipet, Jun 386 Dave wavel, explained Jim. Scowyh leowered the stretcher. Dave reached up and Scowyh leowered the stretcher. Dave reached up and Scowyh leowered the stretcher. Dave reached up and the ground and united the straps. Then he and the doctor littled Dad onto the stretcher. They covered him in a red blanket and strapped him in fughtly. Finally Dave clipped blanket and strapped him in fughtly. The Dave clipped himself to the stretcher and made wide circle movements.

Simon and Sarah watched him from inside the helicopt 'What's he doing?' asked Simon.

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Dave's telling me to winch up the stretcher,' explained Jim. 'He will come up with it and hold it steady to keep your father safe.' Jim turned the handle on the winch and slowly Dave and Del one up from the ground.



In a few minutes, the stretcher was safely onboard the helicopter. Simon and Sarah were relieved to see their father onboard and off Misty Mountain.

worned about you."

Yes, I'm fine,' answered Dad. 'I'm a bit cold and my ankle is sore, but I'll be all right. Thank you for getting help. You more both your bears."

help. You were both very brave.'

Jim unclipped Dad's stretcher and Dave from the
winch and lowered it again for Dr Maxwell. She grabbet
hold of the harness and clipped herself onto the line.
Then Jim winched her up. She was back in the helicopte
in minutes.

'istri' snivered Dr Maxweii, when she got inside the helicopter. 'It's very cold out there. Your father must b glad to be warm again.' 'I am.' smiled Dad.

He closed his eyes. He was very tired from the pain nd cold.

Len checked the helicopter's instruments again.

We'll fly straight to the hospital,' he said. 'We'll be there in ten minutes.'

De Maxwell made lad a comfortable as possible, Jim put a warm blanket around him. Meanwhile Dave filled i loss of forms about the rescue. He had to write a report in the helicope file over the countryide and onto the next town. Simon and Sarah saw the hospital lights shining in the darkness.

ining in the darkness.

'Where are we going to land?' asked Sim

'We'll land the helicopter on a special place on the hospital roof, it's called a helipad,' explained Len. 'A helipad', What's that's saked Sarah. 'Look, there it is. Can you see it?' said Len, as he pointed out of the window.

Sarah and Simon looked out the window to where Len is the control of the window.



Len landed the helicopter in the middle of the helips He switched of the engine and the huge Bales on top spun slower and slower until they finally stopped. Two nurses and a doctor ran out to meet them as Jim and Dave carried Dad out of the helicopter on the stretche. Dr Maswell had phoned the hospital while sh was on the mountain to warn them they were coming. They had been waiting for the helicopter and were ready

to take care of Dad.

The doctor and nurses will take your father into the hospital to check his injuries; Dr Maxwell explained to the children. You can come in, but you will have to sta in the waiting room while he is examined.

Len and the Mountain Rescue Team came to say

'I hope your father is better soon,' said Dave.
'Thank you helping us,' said Sarah.
'Thank you for taking us in the helicopter,' said Simon 'Goodbye,' laughed Len.
Jim shook Simon's hand.

Dave waved from the helicopter.
Len climbed into the helicopter and switched on the
engine. The blades started up again, spinning faster and
faster. Slowly the helicopter lifted off the ground and flew
away. Simon and Sarah waved at the helicopter as it

'Come on you two,' said Dr Maxwell. 'Let's take you into the hospital to wait for your father.'

Inside the hospital the waiting room was hot and stuffy There were some old comics on a table, but Simon and Sarah didn't feel file reading them. They were too worried about Dad. He had looked so pale and tited in the belicopter. It had been too noty to tall, but Dad hadn't been well enough to say how he felt anyway. He had slept on and off throughout the journey. 'They are taking a long time to examine him. Do you think his injuries are more serious than we thought?'

"I don't know," replied Simon. 'All we can do is wait.'
Minutes ticked by, but there was no news. Hours went
by and still there was no news. Eventually Sarah fell asleep
in her chair. Suddenly the door of the waiting room
onemed and the woke up.



'I'm sorry you had to wait so long. We had to get som x-rays of your father's ankle,' explained Dr Maxwell. 'Is Dad going to be all right?' saked Sarah. 'Yes,' she reniled, 'He's ening to be fine. He has broker

Twish Mum was here,' sighed Sarah, sadly,
"Well,' replied Dr Maxwell. 'I think I can help you the
Mr Clark at the hostel telephoned your mother and told
her what happened. She'll be here very soon.'

'While you are waiting, why don't you two have a hot nead a drink?' said Dr Maxwell. You must be very ungry and thirsty.' '1 am,' replied Simon. 'Me too.' særeed Sarah.

Wait here and I'll see what I can do,' smiled Dr Maxwell. She walked out of the room.

A few minutes later a nurse came in carrying a big tray of food. There were sandwiches, cakes, fruit and ice cream and large glasses of cool water.

"Me too,' laughed simon.

They were just finishing the last of the ice cream when
dum arrived.

"Mum!' said Simon and Sarah, and ran to hug her.

"Mumi" said Simon and Sarah, and ran to hug her.

'What an adventure you have had,' said Mum. 'But I save been so worried about you all.'

'We're fine,' replied Simon. 'But we were very worriec

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Active voc	cabulary		
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 <i>drain, train, rain</i>		
serious	another 'ous' word, like enormous in Chapter 2 and famous 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.

- 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?
- Why did Dave make wide circle movements above his head with his hand?
- 8 Why did Dave come up with the stretcher?

- 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?

- 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.

- 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



Home at last

wo days later, Simon and Sarah were at home waiting for bad to come back from the hospital. He was much better low, but his ankle was still in plaster. He needed crutches to leiph him walk. Mrs Rowland their next-door neighbour was eepling them company while Mum went to pick up Dad in he car. They liked Mrs Rowland a lot. She let them play

Simon and Sarah were just about to go into the dinin om when Mrs Rowlands called out to them. 'Don't go in the dining room,' she said.

'Don't go in the dining room,' she said.

'Why can't we go in, Mrs Rowland?' asked Simon.

Mrs Rowland smiled.

It was a mystery. What was in the dining room and why were they not allowed to see it? Simon and Sarah went into the kitchen instead.

'Let's make a Welcome Home banner for Dad,' said Sarat 'That's a good idea,' agreed Simon.

Mrs Rowland found them an old white sheet while Simon got out their paints. They cut up the old sheet and painted on the message very carefully. It took a long time, but it looked really good when they had finished.

ne arrived. 81

Dad will love this when he sees it," smiled Sarah.
'It will cheer him up. He'll be so glad to be home again.'
Just then they saw Mum's car.
'It's Mum, 'shouted Simon.' Dad's home.'
He and Sarah rushed to meet him.
Dad climbed slowly out of the car and leaned on his
crutches.

crutches.

"It's good to be home," he sighted. Twe missed you all.

Then he noticed the banner. 'What a lovely banner,'
he said. 'What a lovely surprise. Thank you Simon and
Sarah. That was sever thoughtful of you.



Simon and Sarah helped Dad inside the house. In the living room he sat down in his favourite chair. Sarah got him a footstool and put a soft cushion on top, Dad put his injured foot on it. It felt much more comfortable. "That's much better," he sighted. "Thank you, Sarah. Dad was pleased to be back home.

Mum walked in with a tray of drinks.

'Now we are all together, shall we tell them?' said Mu
to Dod, or the handed out the drinks.

Simon and Sarah looked puzzied.

'Tell us what?' they asked.

'We have a surprise for you,' Dad smiled. 'We are goir to have a party.'

'But why?' asked Sarah.
'To thank you,' laughed Mum.
'To thank us for what?' asked Simon.

"To thank you for being so brave and getting help for me on the mountain," replied Dad. "Oh," said Simon in surprise, "Thank you, Mum and

Dad. That's reallt kind.'

'Oh, I love parties. When is the party?' asked Sarah,
jumping up and down with excitement. 'Will we have a
cake and balloons? And who's coming to it?'

Mum looked at her watch and emily.

'You'll find out very soon,' she said.
Just then, the front door bell rang. Simon and Sara
looked at each other. Who could it be?

Simon and Satah rushed to the door and opened it. They couldn't believe their eyes. All the people who had helped to exeat Ded were three. Len, Dave and Jim from the Mountain Recue Toom were there. Mr Clark the manager and Dav the guide from the Misty Mountain Hostel were there. De Maswell from the hospital was there. Best of all, Rushs the door was there.

"This is amazing," cried Simon. 'It's great to see you all again.'

Everyone crowded into the house. They shook

Everyone crowded into the house. They shook hands with Dad and asked him if he was feeling better. Everyone was pleased that his broken ankle was mendin; Dr Maxwell said that Dad had been a very good patient. Then Len clapped his hands. (Can I have your attention everyone please?) he asked

"Can I have your attention everyone, please?" he asked. Everyone stopped talking, "As leader of the Mountain Rescue Team, I have a special announcement to make. As we all know, Sarah and Simon had to get help for your father when he had his accident. They had to face very bae weather on the mountain.

even more dangerous than usual. But you didn't give up.
After you had made your father as comfortable as possible
you climbed down the mountain to get help.
There were many problems on the way. You had to cros
a raging river and Sarah was nearly squashed by a tree. You

There were many problems on the way. You had to cros a raging river and Sarah was nearly squashed by a tree. You both showed bravery at all times. For this reason it gives me great pleasure to give you these special certificates for your bravery. Well done.'

He held up two large certificates.



Everyone clapped and cheered. Even Rufus the dog barked loudly. "Hurray for Simon and Sarah, Hurray!" everyone shouted together.

Simon and Sarah felt very embarrassed, but very prouc They looked at their certificates. Then they showed them to Mum and Dud. "They look great," said Dad. 'We'll hang them up in

your bedrooms. I'm proud of you both.'
I'm very proud of you, too', smiled Mum.
'Now it's time for a special tea,' said Dad.
Mrs Rowland opened the dining room door. Inside
the room was decorated with lots and lots of balloons.
On the dining room table was a huge feast too. It looked

wonderful,
So that's why we couldn't go into the dining room,'
laughed Simon. 'Our suprice party was in there.'
The mystery's solved,' cried stant,
Come on in and sit down,' said Mum to the guests.
Everyone sat down at the table. Mum had made lots
of wonderful things to eat. There were big bowls of gird
and icc ream. There were plate of sundwiches and fully
called. There were bowls of crips and lots of different
called. There were bowls of crips and lots of different
solves. The control of the co

Rutus. Dan put them on the noor and Rutus went straight for the bowl. He was very happy. Best of all Mum had baked a special cake. It was covered in thick chocolate icing. She had written a message on the cake in white icing. It said, 'Simon – Well



Soon all the sandwiches, crisps, biscuits and cheeses had gone. Simon and Sarah cut the cake and gave a large slice to each guest. This has been the best party ever,' sighed Simon.

Then Mr Clark stood up.

'We have one more surprise,' he smilled.

'Another surprise?' gasped Sarah.

Mr Clark held up two large keys.
'Do you know what these are?' he asked.
'They're the keys to our rooms at the hostel,' replie

'As soon as your father is better, the whole family is invited to stay at the hostels for Ince,' Mc Clark continued! want you to come back for a hollday with us in Scotland. I want you to enjoy walking on our beautiful mountain. But this time Dan will take you walking in the mountain. That way! can be sure you will be safe.

On wow!' cried Simon and Sarah. 'Thank you very meth. Mc I'. Thank you very meth. Mc I'. Thank you very meth. Mc I'. The safe you way!' to be safe.

'Thank you Mr Clark,' said Dad. This is very kind of you. We would love to come again.'

'But there is one thing you must remember this time said Mr Clark, looking serious. 'You must write down all the details of your walks in the hostel book. It is very important to do this.'

'Woof! Woof!' barked Rufus, and he wagged his tail.
'Rufus is agreeing with you,' laughed Dad, and he
laughed. 'I don't think he'll let us forget, Simon, do you



note what happens to the spelling

other words ending with 'ite' are:

Active vocabulary

amazing

favourite

	amazing
certificate	the first 'c' is a soft 'c' and sounds like 's'
confused	contains the 'hidden' word use
decorated	contains the 'hidden' word ate
embarrassed	note the 'rr' and 'ss' in this word

opposite and definite
feast take away the 'f' and you are left

with a compass direction! (east)
mystery rhymes with history

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.

- 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?
- *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?

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).

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			
lighthouse	something that gives light		
moods	feelings		
opinions	attitudes that someone has towards something		
stand clear	are easy to be seen		
stinging	painful		
sulky	feeling unhappy and not wanting to talk to anyone		

- 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.

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?

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 doalarm something that warns you of dangeralerted 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 rocksbrilliant very good

briskly quickly

information about something

bruise a dark mark on your body wher

brochure a small magazine containing

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

 ${f creak}$ 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

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

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

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 somethingmedical 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 eventpaddling walking in water that is not very

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

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

searchlightvthe 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)

winch a piece of equipment that uses a rope
 or chain for lifting people or things

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

S	The Wonderful World of Words	
	Name	
彭	Word Meaning	7
a		S C
W		
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