

# A Yeti in Town



## The story

Tim and Emma's dad is an explorer. One day, when Tim and Emma are at home with their mum, Dad phones from the Himalayas. He tells the children that he has sent them a box of Himalayan things. He also says that he has found some exciting footprints in the snow, which he thinks were made by yetis – shy, bear-like creatures, which hardly anyone has seen.

The next day, a big wooden box arrives. Mum has lost her glasses and can't see very well without them, so she asks Tim and Emma to open the box while she looks for them. Inside the box, the children find several presents from Dad. Suddenly, a small, furry animal jumps out of the box. The animal is friendly, and tells Tim and Emma his name is Yeti. He explains that he was shut inside the box by accident, in Dad's camp. Mum comes back, still missing her glasses. She mistakes Yeti for a toy bear.

That night, Yeti explores the house and wakes everyone up. The next morning, Dad phones again. The children tell him about Yeti. He is very excited, but is worried that England is too warm for Yeti. The children agree to send Yeti home, after showing him the sights of London. Mum is happy to go into London, as she needs to order some new glasses. She still doesn't realise that Yeti is real!

After an eventful day sightseeing, the children pack Yeti in the box again, and send it to the airport, ready to be flown back to the Himalayas. But Yeti gets bored in the box. He escapes and causes chaos at the airport. A TV news reporter happens to be at the airport, interviewing a famous footballer. The footballer likes Yeti and is filmed with him. Mum, Tim and Emma see the TV broadcast at home. Mum has now found her glasses, and can see at last that Yeti is real. She and the children hurry to the airport.

More reporters arrive to interview Yeti and the family. Yeti is an instant celebrity. He is taken to a zoo, where the manager gives him a special cold room.

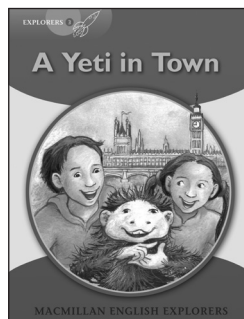
But Yeti is unhappy. He is homesick, and grows thinner, scruffier and sadder each day. Tim and Emma realise they must get him out of the zoo. They telephone one of the news reporters with an idea. The next day, the children go to the TV studios with the Manager of the zoo. They make a programme about Yeti. At the end of the programme they ask the public to vote on whether Yeti should be kept at the zoo, or returned to the Himalayas. The result is that Yeti should go home.

Mum and the children accompany Yeti on his flight home. They all have dinner with Dad at his mountain camp. The children give Yeti their mobile phone, so that he can keep in touch with them. During the night, Yeti hears a noise outside the tent. When he looks outside, he sees... his parents! After a happy reunion they leave together.

In the morning the children see the footprints and realise what has happened. They are sad – but also happy that Yeti is with his parents again. Yeti phones to tell them what he is doing – until the batteries of the mobile phone run out. The children write a farewell note to Yeti in the snow before they return home.

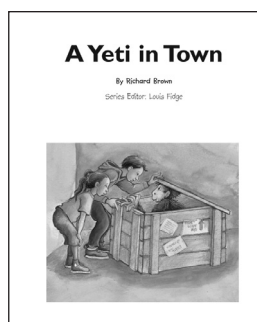
## Introducing the book

### The cover



- Hold up the cover. Read the book's title to and with the class.
- Ask if anyone knows what a yeti is. There is a section about yetis and the Himalayas on pages 44–47. You may wish to read and discuss this with the children at this point.
- Point to Yeti. Ask *What sort of animal do you think this is? What does it look like?*
- Point to the children on the cover. Ask *Who do you think they are?*
- Point to the buildings in the background. Ask *Where do you think they are?*

### The title page



- Ask the children to turn to the title page. Hold up your own book and point to the name of the author. Ask *What is the author's name?*

- Point to the picture. Ask *What do you think is in the wooden box? Why do you think it is in the box? Who are looking in the box? Do they look surprised? What do you think will happen?*

### The contents page

Contents	
1	Dad's box 3
2	Yeti arrives 7
3	Yeti's first night 11
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7	Trapped in the zoo 27
8	Everything changes 31
9	Two more yetis 35
10	Goodbye, Yeti 39
	White Fields 42
	Facts about the yeti 44
	Facts about the Himalayas 46

- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words. Ask them what page each chapter starts on.
- Point out that at the end of the book there is a poem (on page 42) and some facts about yetis and the Himalayas (beginning on page 44).
- Explain that 'Yeti' is spelt with a capital only when it is used to refer to the specific yeti featured in the story, because it is his *name*.
- Discuss the picture on the contents page. Ask *Who do you think made the footprints?*
- Ask questions about each chapter title to stimulate the children's interest, for example:  
Chapter 3: *What do you think Yeti does on his first night in England?*  
Chapter 5: *Why might Yeti be at the airport?*
- Tell the children to do the related activity on page 1 of their Workbook.

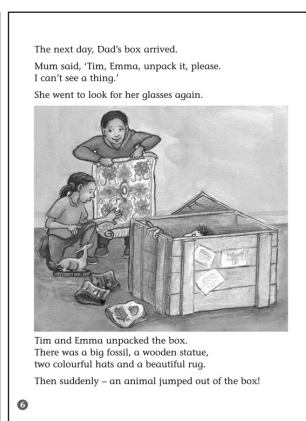
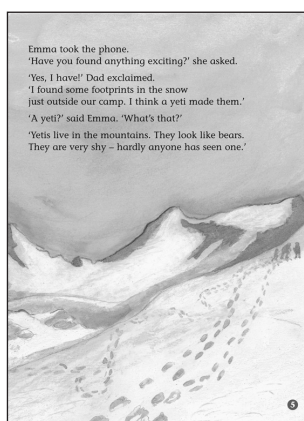
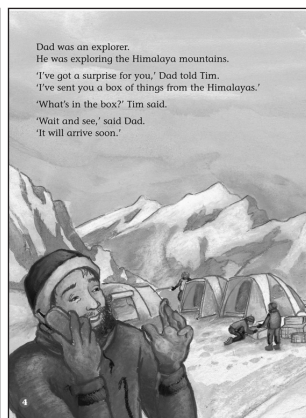
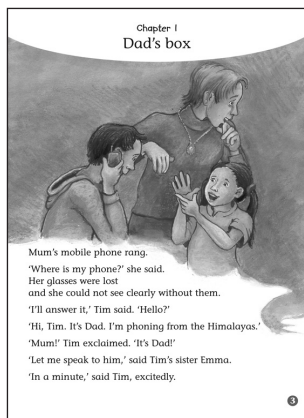


You can play the story on the audio cassette/CD at any time you choose.

# Chapter 1

## Dad's box

Pages 3 to 6



**unpack** the prefix 'un' gives the word *pack* the opposite meaning (as in *untrue*, *undo*, *uncover*, *uncomfortable* etc.)

**yetis** there are very few singular nouns in English that end with 'i' – usually they are 'borrowed' from another language

### Passive vocabulary

<i>beautiful</i>	<i>colourful</i>	<i>explorer</i>
<i>fossil</i>	<i>Himalayas</i>	<i>lost</i>
<i>mobile phone</i>	<i>shy</i>	<i>statue</i>

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 activity on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1. Show the cover of the book again. Ask *Whose dad do you think the Chapter 1 title refers to?*
- Tell the class to look at the picture on page 3. Ask *Are they the same children? Do they look excited? What is the boy holding in his hand? Who is he talking to? Who do you think the lady is? How does she look?*
- Tell the children to look at the picture on pages 4 and 5. Ask *Who do you think the man is? Who is he talking to on his mobile phone? Where is he? (In the mountains.) What is the weather like there? (Point out the snow, the warm clothes the man is wearing.) Is he on his own? (Point out the other people in the background and what they are doing.) Why do you think he is in the mountains? Where does he sleep? (In one of the tents.) Draw attention to the footprints in the snow. Ask children who (or what) they think made them.*

### Active vocabulary

#### camp

**exciting** the 'c' after 'x' is pronounced like 's'

**footprints** a compound word, made up of two separate words joined together (like *football*, *footstep*, etc.)

**glasses** a homonym, with two separate meanings

**mountain** the 'ou' sounds like 'ow' (as in *how*)

**snow** the 'ow' sounds like the name of the letter 'o', and rhymes with *slow*

**surprise** the 'ur' sounds like 'er' or 'ir'

- Tell the children to look at the picture on page 6. Ask *What are the boy and girl doing?* Elicit the response 'unpacking'. Ask *Who do you think sent the box? Where from? How do you think it got to the children's house? What things have the children unpacked so far? (a statue, two hats, a fossil, a rug) What else is in the box? How do you think it got in the box? Have the children seen the creature yet?*

### 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.

- 1 *Whose phone rang?*
- 2 *Why couldn't Mum find her phone?*
- 3 *Who answered the phone?*
- 4 *Who was phoning?*
- 5 *Where was he phoning from?*
- 6 *What was Tim's sister called?*
- 7 *What was Dad's job?*
- 8 *What was he exploring?*
- 9 *What did Dad say he was sending?*
- 10 *What did Emma ask Dad?*
- 11 *What did Dad find? Where?*
- 12 *What did he think made them?*
- 13 *What are yetis?*
- 14 *When did the box arrive?*
- 15 *Why did Mum ask Tim and Emma to unpack the box?*
- 16 *What did the children take out of the box?*
- 17 *What suddenly jumped out of the box?*

- Ask the children to find examples of people speaking in the text. Draw their attention to the speech marks and discuss how they are used. Ask *Which words go inside the speech marks?*
- Ask the children to find and read aloud any words containing 'ou'.
- 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.

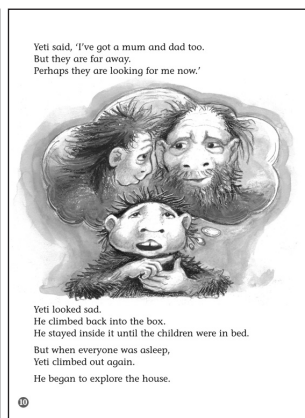
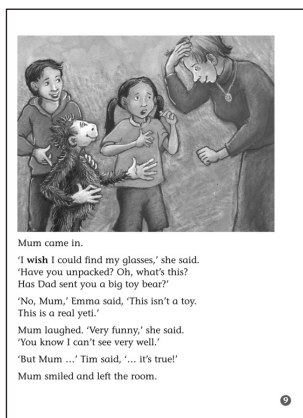
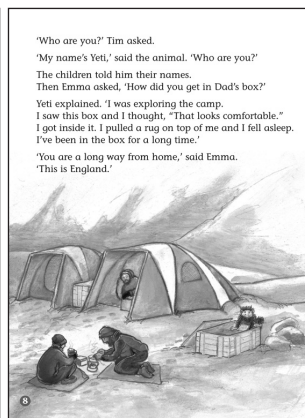
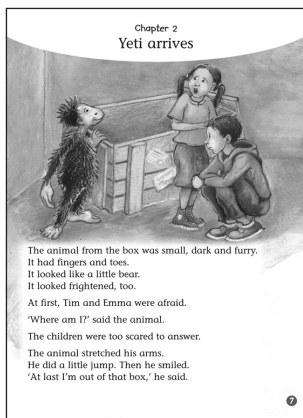
- 1 *How do you think Mum lost her glasses? List some places they might be.*
- 2 *Why do you think Tim was excited when he heard Dad on the phone?*
- 3 *Why do you think Dad was exploring the Himalayan Mountains?*
- 4 *Do you think Dad has been away for a long time?*
- 5 *Why do you think Dad didn't tell Tim what was in the box?*
- 6 *Why do you think Dad said the footprints in the snow were exciting?*
- 7 *Why do you think not many people have seen a yeti?*
- 8 *How do you think Emma and Tim felt when the box arrived?*
- 9 *How do you think the box got from the Himalayas to the children's house?*
- 10 *Why do you think Dad sent a) the statue b) the hats c) the fossil d) the rug?*
- 11 *Do you think Dad sent the animal?*

- Discuss some of the difficulties of spending time high up in the mountains in conditions like those shown in the picture on pages 4 and 5.
  - Ask if any children have experienced snow. If so, ask them to describe their experiences to the class.
  - Ask *Has anyone been in a tent?* Discuss why people use tents. (They are easily portable, quick to put up, and provide shelter from sun, wind and rain.) Talk about their disadvantages, too.
  - Ask *Do you think being an explorer is an exciting job? Why? Is it dangerous? Why do you think people want to be explorers?*
  - 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?*
- Discuss the advantages of mobile phones over ordinary telephones.
  - Show the children where the Himalayas are on a world map. Tell them the highest mountain in the world is there. Ask *Do you know what it is called?*

# Chapter 2

## Yeti arrives

Pages 7 to 10



scared

true

### Passive vocabulary

comfortable

stretched

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 activity 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. Explain *arrives* if necessary. Explain again that the animal is a yeti, but his name is also Yeti, so where the text refers specifically to him, *Yeti* has a capital letter.
- Tell the children to look at the picture on page 7. Ask them to describe Yeti. Elicit the word *furry*. Point out how Tim is crouching down so he is at the same height as Yeti, and that Emma is pulling away slightly, looking worried. Ask *How do you think Tim and Emma feel? What do you think they are saying? What about Yeti?*
- Tell the children to look at the picture on page 8. Ask *What is Yeti doing? What are the people doing? Have they seen Yeti, climbing in the box?*
- Tell the children to look at the picture on page 9. Ask *What do you think Tim and Emma are telling Mum? Point out that Mum is looking at Yeti but looks a little puzzled. Ask Do you think she can see Yeti properly? Why not?*

### Active vocabulary

**afraid** *afraid, frightened* and *scared* are synonyms – they all have similar meanings

**dark** 'ar' is a common letter pattern – change the first letter (to 'b', 'm', 'p', 'sh') to make other words

### frightened

**funny** these two words have a similar word 'shape', differing only in their double consonant

**furry**

**inside** the opposite of *outside*

**real** the words *real* and *true* (see below) have similar meanings

- Tell the children to look at the picture on page 10. Ask *Who do you think Yeti is thinking about? Why might he be thinking about his mum and dad?*

### 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 *What did the animal look like?*
- 2 *Did the animal look frightened or happy?*
- 3 *How did Emma and Tim feel when they first saw the animal?*
- 4 *What did the animal ask?*
- 5 *Why didn't the children answer?*
- 6 *What did the animal stretch?*
- 7 *What did he do next?*
- 8 *Who asked the animal his name?*
- 9 *Who asked the animal how he got in the box?*
- 10 *Where did Yeti say he was exploring?*
- 11 *What did Yeti pull over the top of him in the box?*
- 12 *Was Yeti in the box for a short or a long time?*
- 13 *Where do Tim and Emma live?*
- 14 *Is it a short or long way from the Himalayas?*
- 15 *Who came in?*
- 16 *Was Mum wearing her glasses?*
- 17 *What did Mum think Yeti was?*

- 18 *What did Emma tell Mum about Yeti?*
- 19 *Did Mum think it was true?*
- 20 *Where did Yeti say his mum and dad were?*
- 21 *What did he climb into?*
- 22 *When did Yeti come out of the box again?*
- 23 *What did he do then?*

- There are lots of adjectives in Chapter 2. Ask the children to find the following words and discuss who (or what) they refer to: *small, dark, furry, frightened, afraid, scared, comfortable, sad.*
- Ask the children to find and read aloud examples of any words containing 'ai', 'oo', 'ee' or 'ea'.
- Ask the children to find and read aloud examples of verbs that end with 'ed' (the suffix which indicates that the verb has a 'regular' past tense).
- 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 Yeti was a little frightened when he first got out of the box?*
- 2 *Why do you think Tim and Emma were afraid at first?*
- 3 *Why do you think Yeti stretched and jumped?*

- 4 Why do you think Yeti said, 'At last I'm out of that box.'?
- 5 Did Dad put Yeti in the box? How do you know?
- 6 Why do you think Yeti was in the box for a long time?
- 7 Why do you think Mum thought Yeti was a big toy bear?
- 8 Why do you think Mum did not believe Emma or Tim when they said Yeti was real?
- 9 Do you think Yeti's mum and dad were looking for him in the mountains?
- 10 Why do you think Yeti felt sad when he talked about his mum and dad?
- 11 Why do you think Yeti climbed back into the box and stayed there until everyone was asleep?
- 12 Why do you think Yeti began to explore the house?

- Ask *Do you like exploring unknown places?* Discuss whether it was sensible for Yeti to get into the box. Discuss the possible dangers of exploring enclosed spaces, for example cupboards with doors that may shut.
  - 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?*
- Play the 'word-changing game' with the class. Write the word *small* on the board and read it out. Rub out the first two letters, and replace them with a *b*. Ask *What is the new word?* Repeat with other beginning letters: *c*, *h*, *f*, *t*, *w*. Play the game again starting with the word *way*. Replace the *w* with *b*, *d*, *m*, *p*, *s*, *st*, *aw*, *tod*, and *yesterd*. Play again with the word *true*. Replace the *tr* with *bl* and *gl*.
  - Ask *Has anyone been on a long journey?* If so, ask them how they travelled, and whether they were able to move around or had to sit still all the way. Suggest how uncomfortable Yeti must have been on his long journey, shut in the box.
  - Draw attention to the several synonyms in Chapter 2: *little/small; afraid/frightened/scared*.
  - Ask the children if they were surprised that Yeti could speak.




# Chapter 3

## Yeti's first night


Pages 11 to 14

Chapter 3  
Yeti's first night



In the hall, Yeti touched a light switch.  
He jumped with surprise when the light came on!  
In the bathroom, he turned on a tap.  
The water gushed out and he got very wet!  
In the living room, he switched on the radio.  
He did a little dance to the music.  
The noise woke Tim and Emma.  
They found Yeti in the kitchen.  
He was sitting happily in the fridge.



The children showed Yeti around the house.  
He leapt into the bath.  
He shrieked excitedly under the shower.  
He bounced on the beds.  
He swung from the lights.  
He curled up and rolled down the stairs.  
The children laughed so much, they woke Mum.  
'It's too late for playing with that teddy bear,' she said, crossly. 'Go back to your room.'



In their room, Tim and Emma brushed Yeti's fur.  
Yeti looked at himself in the mirror.  
'Why am I different from you?' he asked.  
'You are a yeti,' said Emma. 'And we are human.'  
Tim switched on his computer.  
He showed Yeti lots of pictures and information about yetis. Yeti was very excited.  
He pointed at the screen.  
'That looks like my cousin,' he said.  
'And that looks like my mum.'  
Then he was quiet.  
He pointed at the computer again and said,  
'Can I go home through this box?'

The next morning, Dad phoned again.  
Tim said, 'Look what we found in the box.'  
When Dad saw Yeti on the screen of his phone, he was so excited he jumped up and down!  
'I can't believe it,' he said. 'A real, live yeti!'  
'That's me,' said Yeti. 'Hello!'  
Then Dad looked worried.  
'But you can't stay in England,' he said to Yeti. 'It's too warm for you. You'll be ill if you stay too long.'

### Active vocabulary

**bathroom** a compound word, made of two shorter words added together (*bath* + *room*)

**computer** the endings of *computer* and *mirror* (see below) sound similar – both 'er' and 'or' are common endings

**dance** the 'c' here is a soft 'c' – it sounds like 's'

**different** the first 'e' in *different* is an unstressed vowel and is not sounded when we say the word

**hall**

<i>kitchen</i>	point out the unexpected 't'
<i>mirror</i>	
<i>quiet</i>	one of few English words to begin with the letter 'q', which is always followed by 'u'
<i>stairs</i>	change the 'st' for 'h', and 'ch' to make some rhyming words
<i>water</i>	point out how the sound of 'a' is modified after the letter 'w' (as it is in <i>was</i> , <i>wash</i> , and <i>want</i> )

### Passive vocabulary

<i>believe</i>	<i>bounced</i>	<i>crossly</i>
<i>cousin</i>	<i>fridge</i>	<i>gushed</i>
<i>human</i>	<i>information</i>	<i>leapt</i>
<i>radio</i>	<i>shower</i>	<i>shrieked</i>
<i>switch</i>	<i>warm</i>	<i>worried</i>

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 activity 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 and discuss what the class think the chapter is about.
- Tell the children to look at the picture on page 11. Ask *Where is Yeti? What is he doing? Why do you think he is happy sitting in the fridge? Ask the class if they can identify anything in the fridge. Ask What has Yeti dropped on the floor? Why do you think Tim and Emma are wearing pyjamas? Do they think Yeti is funny?*

- Tell the children to look at the picture on page 12. Ask *What is Yeti doing now? Do Tim and Emma think it's funny? How can we tell? What do you think Mum is saying? How can we tell she has just come from her bedroom?*
- Tell the children to look at the picture on page 13. Ask *What are Emma and Tim doing? What are they showing Yeti on the computer screen?* Discuss how Yeti looks. Ask *Is he surprised?*
- Tell the children to look at the picture on page 14. Ask *Who is in the picture? How is he dressed? Where is he? What is he doing? Who do you think he is talking 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 did Yeti do in the hall? What happened?*
- 2 *What did Yeti do in the bathroom? What happened?*
- 3 *What did Yeti do in the living room? What happened?*
- 4 *What woke Tim and Emma?*
- 5 *Where did they find Yeti? What was he doing?*
- 6 *What things did Yeti do when Tim and Emma showed him around the house?*
- 7 *Why did Mum wake up?*
- 8 *What did Mum say to the children?*

- 9 *Did Tim and Emma brush Yeti's teeth or his fur?*
- 10 *What did Yeti ask Tim and Emma?*
- 11 *What did Emma reply?*
- 12 *What did Tim show Yeti on his computer?*
- 13 *What did Yeti say when he pointed at the computer again?*
- 14 *When did Dad ring again?*
- 15 *Was Dad excited when he saw Yeti on the screen of his phone? What did he do?*
- 16 *Why was Dad worried about Yeti?*

- Ask the children to find some commas in the text. Discuss their purpose. Remind children that they tell you to pause for a moment. Read a few sentences again to demonstrate. Discuss and name other punctuation marks in the chapter.
- There are a lot of prepositions in the text, such as *under, on, into, and through*. Ensure the children know the meaning of these.
- Ask the children to find and read some examples of two-syllable words in the chapter, such as *surprise, bathroom, water, or music*. Say them clearly and slowly to emphasise each syllable. Ask the children to tap out and count the syllables as they say the words.
- 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)

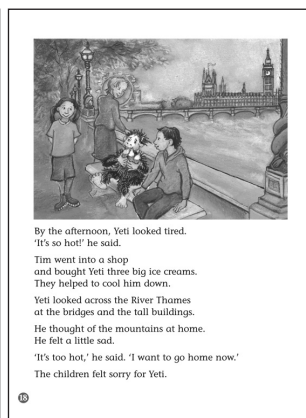
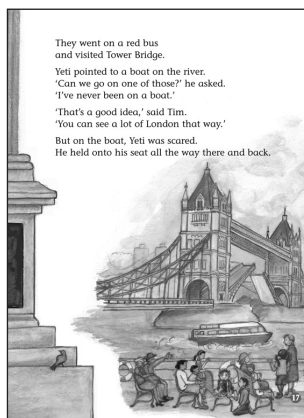
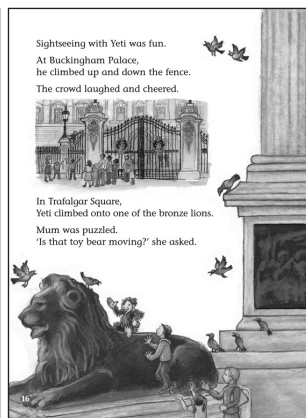
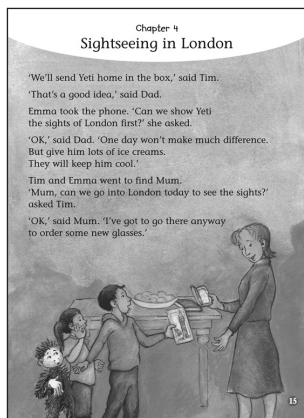
Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Why do you think Yeti jumped with surprise when the light came on in the hall?*
- 2 *How do you think Yeti got wet in the bathroom?*
- 3 *How do you know Yeti liked the music on the radio?*
- 4 *Why do you think Yeti liked the fridge?*
- 5 *How can you tell Yeti enjoyed himself when Tim and Emma showed him around the house?*
- 6 *Why do you think Mum was cross with the children?*
- 7 *Why did she think Yeti was a teddy bear?*
- 8 *How did Yeti notice that he was different from Tim and Emma?*
- 9 *Why do you think Tim showed his some pictures and information about Yetis?*
- 10 *How do you know Yeti didn't understand what computers were, or how they worked?*
- 11 *Why do you think Dad was so surprised when he discovered that Yeti was in England?*
- 12 *Why would Yeti become ill if he stayed in England?*

- Ask the class to list some of the differences between Yeti and humans.
  - If appropriate, suggest that children might like to use home computers, or the library, to find out more about yetis.
  - Discuss some of the dangers of being without glasses (like Mum) when you need them.
  - Ask the children to suggest some ways of keeping Yeti cool while he is in England.
  - 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?*
- Discuss some of the things Yeti discovered that were new to him. Ask the children to suggest other things he might explore in a house, and what might happen when he did.
  - Ask *What do you think Yeti liked so much about the fridge?*

# Chapter 4 Sightseeing in London

Pages 15 to 18



<i>fence</i>	the 'c' here is a soft 'c' and is pronounced like 's' (as in <i>dance, prince, chance, difference, since, and sentence</i> )
<i>idea</i>	an interesting word because three of its four letters are vowels
<i>river</i>	
<i>tired</i>	
<i>visited</i>	

**Passive vocabulary**

<i>buildings</i>	<i>cheered</i>	<i>homesick</i>
<i>order</i>	<i>puzzled</i>	<i>sights</i>
<i>sightseeing</i>		

**The following are famous places in London**

<i>Buckingham Palace</i>	<i>River Thames</i>
<i>Trafalgar Square</i>	<i>Tower Bridge</i>

## Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 activity 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 and explain the meaning of *sightseeing*.
- Tell the children to look at the picture on page 15. Ask *What is Tim showing Mum?* (a book showing famous sights in London) *What do you think he is asking her?* (repeat the title, as a clue) *What is Mum holding?* (an empty glasses case – remind the class that she has lost her glasses and can't see properly without them.) *Why do you think she is showing this to the children?*

### Active vocabulary

<i>bought</i>	the irregular past tense of the verb 'to buy'.
<i>bridge</i>	draw attention to the 'd' before the soft 'g'; other 'dge' words are: <i>fridge, badge, ledge, judge, hedge, sledge</i>
<i>bronze</i>	
<i>cool</i>	change the 'c' to 'f', 'p', 't', or 'st' to make some rhyming words
<i>crowd</i>	the 'ow' is a common letter pattern, for example <i>cow, owl, crown, flower, towel, powder, shower, coward</i>

- Tell the children to look at the pictures on pages 16 and 17. Discuss the famous London sights they show. Explain that the picture at the top of page 16 shows Buckingham Palace, where the Queen lives. Ask *What is Yeti doing? What do the crowd think of this?*
- Tell the class to look at the picture at the bottom of page 16. Ask *What kind of animal is Yeti sitting on?* Explain that this is a statue of a lion from Trafalgar Square, a famous London landmark. (The square is named after the Battle of Trafalgar in which a famous British admiral, Lord Nelson, defeated the French and Spanish navy.) There is a tall stone column in the square (seen in the middle of the page) at the top of which is a statue of Nelson (not shown in the picture). There are four large bronze lions at the base of the column.
- Explain that the picture on page 17 shows the family by Tower Bridge, a well-known bridge over the River Thames. The bridge has two 'arms' which can be lifted to allow large ships to sail past. Many visitors go for a boat ride on the river to see some of London's famous sights. Ask *Can you see any boats on the river?*
- Tell the children to look at the picture on page 18. Ask *What is Yeti eating? Why, do you think?* Explain that they are on the Embankment by the side of the River Thames which runs through London. Point out the three London landmarks in the background: the Houses of Parliament (where the British government meet), Big Ben (a famous clock tower), and the London Eye (a giant Ferris wheel built to mark the Millennium).

### 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 Tim said, 'We'll send Yeti home in the \_\_\_\_\_.'
- 2 What did Emma ask Dad?
- 3 What did Dad tell them to do to keep Yeti cool?
- 4 Why did Mum want to go to London?
- 5 What did Yeti do at Buckingham Palace? Did the crowd like it?
- 6 What did Yeti do in Trafalgar Square?
- 7 What did Mum say?
- 8 Where did they go on a red bus?
- 9 What did Yeti point to on the river?
- 10 Did Yeti enjoy the ride on the boat? What did he do?
- 11 How did Yeti feel by the afternoon?
- 12 What did Tim buy Yeti in a shop?
- 13 How did this help Yeti?
- 14 What made Yeti feel sad?

- Ask the children to find any examples of question marks in the text. Read the sentences in which they appear and talk about when we use them.
- Explain the use of the phrase *cool down* (on page 18) and its opposite *warm up*.

- Ask the class to find and read all the words in the chapter with double consonants or double vowels in them, such as *glasses*, *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.

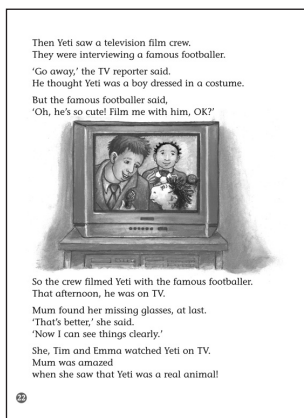
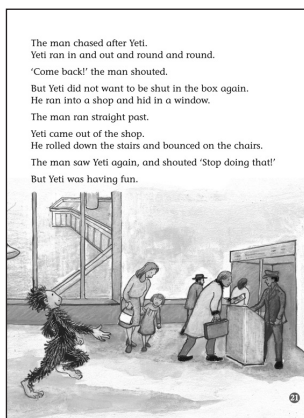
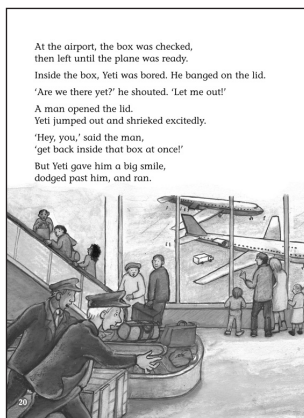
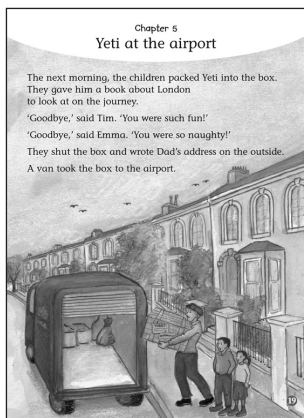
- 1 *Do you think the children lived near London, or far from it?*
- 2 *Did Mum know Yeti was real? How do you know?*
- 3 *Do you think it was safe, or right, to allow Yeti to climb the gates of Buckingham Palace?*
- 4 *Why do you think Mum said, 'Is that toy bear moving?'*
- 5 *How do you think the children felt when they were sightseeing?*
- 6 *Why do you think Yeti was scared when he went on a boat?*
- 7 *Why do you think lots of tourists go down the river on boats in London?*
- 8 *Why did Yeti become tired in the afternoon?*
- 9 *Do you think it was a good idea to buy Yeti some ice creams?*
- 10 *Why do you think Yeti thought of mountains when he looked at the tall buildings?*
- 11 *Why did the children feel sorry for Yeti?*

- Encourage the children to make up sentences using *lots of*, such as 'I have lots of books.'
- Write the words *bear* and *square* on the board and say them. Point out how the 'ear' and 'are' sound the same. Give other examples, such as *wear*, *pear*; *care*, *stare*, *share*, *dare*, *glare*, or *rare*.
- Ask the children to find and read words with two or more different vowels next to each other, such as *pointed*, *seat*, or *lions*.
- Ask *Has anyone been to London?* Encourage children to share their experiences.
- Ask *What sights are there to see where you live?*
- State that London is the capital of England. Ask *Can you name any other capital cities?*
- 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

## Yeti at the airport

Pages 19 to 22



**Active vocabulary**

<i>address</i>	point out the two pairs of double consonants: <i>address</i>
<i>airport</i>	a compound word ( <i>air</i> + <i>port</i> )
<i>amazed</i>	one of few English words that contain 'z'
<i>bored</i>	point out the different sound of the 'ed' endings of these two words
<i>chased</i>	
<i>cute</i>	demonstrate the difference adding a magic 'e' makes: <i>cut</i> becomes <i>cute</i>

<i>famous</i>	the 'ous' ending is found in a number of adjectives (such as <i>dangerous, nervous, joyous, generous, furious, mysterious</i> )
<i>journey</i>	the 'our' is pronounced like 'er'
<i>missing</i>	
<i>naughty</i>	the 'augh' is pronounced like 'or'
<i>outside</i>	

**Passive vocabulary**

<i>checked</i>	<i>costume</i>	<i>crew</i>
<i>dodged</i>	<i>interviewing</i>	<i>reporter</i>

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 activity 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. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 19. Ask *What is the man carrying? What do you think is in the box? Where do you think he will put the box? Where will he take it in the van? Why do Tim and Emma look so sad?* Encourage the children to discuss the house and street that Tim and Emma live in.
- Tell the children to look at the picture on pages 20 and 21. Ask *Where is Yeti now? How did he get to the airport? How do you think he got out of the box? How can we tell it is the airport? Discuss clues in the picture. Ask What is Yeti doing? Why do you think the men are chasing him? Who do you think the men are?*

- Tell the children to look at the picture on page 22. Ask *Where do you think the TV is? Where do you think Yeti is? Is someone interviewing him? Why, do you think? What do you think they are saying? Who might the man in the background be?*

### 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 *When did the children pack Yeti in the box?*
- 2 *Why did they give him a book about London?*
- 3 *What did a) Tim say? b) Emma say?*
- 4 *Whose address did they write on the box?*
- 5 *How did the box get to the airport?*
- 6 *Why did Yeti bang on the lid of the box?*
- 7 *Who opened the box?*
- 8 *What did Yeti do when the man opened the lid of the box?*
- 9 *What did the man tell Yeti to do?*
- 10 *Did Yeti do what the man said? What did he do?*
- 11 *When the man chased Yeti, where did he hide? Did the man see him?*
- 12 *When Yeti came out of the shop what did he do?*
- 13 *What were the television crew doing at the airport?*
- 14 *What did the TV reporter think Yeti was?*

15 *Did the famous footballer like Yeti? What did he say?*

16 *When was Yeti on TV?*

17 *Why was Mum able to see the TV?*

18 *Why was Mum amazed?*

- Find and read sentences which contain 'time markers' – *The next morning; Then; That afternoon; Now; when*. Discuss the meaning of these words in context to show how they indicate the sequence of time.
- There are several imperatives in the text: *Let me out!; Get back...; Come back!; Stop doing that!; and Go away*. Ask children to find and read these examples. Discuss how they are used, and encourage children to think of other situations in which they could be used.
- Find and point out examples of pronouns in the text. Ask the children who each pronoun refers to.
- Draw attention to examples of irregular past tenses in the chapter – *gave, said, were, shut, took* – and discuss how the spelling of these verbs changes in the past tense.
- 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 the children gave Yeti a book about London to read?*



- 2 How do you think Yeti felt when the children put him in the box? How did the children feel?
- 3 Emma said to Yeti, 'You were so naughty!' Do you think she liked it when he was naughty?
- 4 Why did they write dad's address on the box?
- 5 Where do you think Mum was when the van arrived to collect the box?
- 6 Why do you think Yeti got bored inside the box?
- 7 What do you think the man thought when he heard someone shouting from inside the box?
- 8 What do you think the man thought when Yeti jumped out of the box?
- 9 Why did the man chase Yeti?
- 10 Do you think Yeti was clever to hide in the shop? Why?
- 11 Why do you think the famous footballer was at the airport?
- 12 Why do you think the reporter told Yeti to go away?
- 13 Why did the reporter film Yeti with the footballer?
- 14 How do you think Mum felt when she found her glasses?
- 15 What do you think Mum thought when she discovered that Yeti was not a toy?

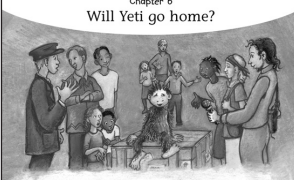
- Play a word-changing game to look at words with similar letter patterns. In each case, write the start word on the board, then rub out and replace the beginning letters:
  - Change the 'b' in *book* to 'l', 't', 'sh', 'c', 'h'
  - Change the 'p' in *past* to 'l', 'f', 'm'
  - Change the 'm' in *man* to 'v', 'c', 'f', 'p', 'r'
  - Change the 'r' in *round* to 'b', 'f', 'gr', 'h', 'p', 's'
  - Change the 'sh' in *shop* to 'h', 'ch', 't', 'st', 'm', 'p'
  - Change the 'c' in *came* to 'n', 's', 't', 'sh', 'bl', 'f', 'g'
- Point out examples of compound sentences in the text (such as 'He ran into a shop and hid in a window.') and discuss how they could be written as two shorter, simple sentences ('He ran into a shop. He hid in a window.')
- Discuss children's experiences of airports. List things they associate with them.
- Ask *Can you name any famous footballers?* (or other famous people who might be on TV).
- 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

# Will Yeti go home?


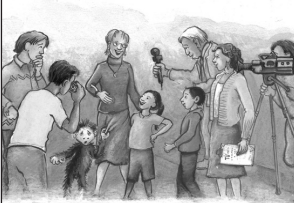
Pages 23 to 26

Chapter 6  
Will Yeti go home?



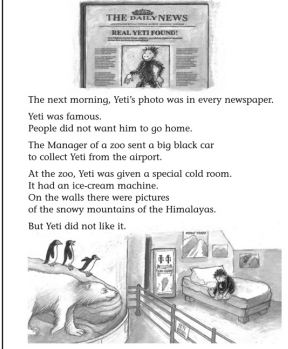
'Come on,' said Mum.  
'We have to go to the airport. We must make sure that Yeti gets back home.'  
They drove to the airport.  
They found Yeti. He was sitting on his box. A crowd of people were looking at him. He was very pleased to see Tim and Emma!  
'This isn't my home, is it?' Yeti said.  
'No,' said Emma. 'You're still at the airport.'  
'I don't feel well,' Yeti complained.  
'What's wrong?' Tim asked.  
'I'm too hot. I'm tired. I want to go home.'

Just then, another television reporter arrived. She was very interested in Yeti. She asked Yeti to show her his fingers, toes, and teeth, to prove that he was real. The reporter turned to the camera. 'Ladies and gentlemen,' she said, 'This is the first time anyone has interviewed a yeti. It's sensational!'

All afternoon, Tim, Emma, Yeti and Mum were interviewed by reporters from newspapers and magazines. The children loved it. But Yeti became quieter and quieter. Finally he stopped answering questions. 'What's wrong?' Tim asked. 'I want to go home,' Yeti answered. 'I don't like it here any more.' But by then Yeti's aeroplane had gone. Yeti spent the night at the airport, asleep in his box.

The next morning, Yeti's photo was in every newspaper. Yeti was famous. People did not want him to go home. The Manager of a zoo sent a big black car to collect Yeti from the airport. At the zoo, Yeti was given a special cold room. It had an ice-cream machine. On the walls there were pictures of the snowy mountains of the Himalayas. But Yeti did not like it.



<i>special</i>	the 'ci' in <i>special</i> is pronounced like 'sh', as is the 's' in <i>sure</i>
<i>sure</i>	
<i>wrong</i>	the 'w' is silent and not pronounced (as in <i>write</i> , <i>wrist</i> , <i>wrap</i> , and <i>answer</i> )

### Passive vocabulary

<i>camera</i>	<i>collect</i>	<i>complain</i>
<i>manager</i>	<i>prove</i>	<i>sensational</i>

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 activity 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 23. Ask *What is Yeti doing? Why do you think Mum, Tim and Emma are there, too? What do you think they are saying to Yeti? Who else is in the crowd? (the man who chased Yeti.) Ask What are the people doing and saying?*
- Tell the children to look at the picture on page 24. Ask *Who is talking to Yeti? How can you tell it is a reporter? What do you think they are talking about?*
- Tell the children to look at the picture on page 25. Ask *Why do you think reporters are interviewing Mum, Tim and Emma? Encourage the children to talk about any equipment they can see. Ask How do Mum and the children look? Are they excited? How does Yeti look?*

### Active vocabulary

*finally*

*interested* useful for demonstrating syllabification – say the word slowly and ask children to tap and count the (four) syllables

*machine* the 'ch' here is pronounced like 'sh'

*newspaper* a compound word (*news* + *paper*)

*photo* the consonant digraph 'ph' is pronounced 'f' (interestingly, the longer word *photograph* contains two examples of 'ph')

*pleased*

- Tell the children to look at the pictures on page 26. Ask *How can we tell the top picture is a newspaper? What is its name? What is the headline?* Tell the children to look at the bottom picture. Ask *Where is Yeti now?* Discuss what clues there are. Ask the children to describe the cage Yeti is in. Ask *Does he look happy? Why not?*

### 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 *Why did Mum and the children go to the airport?*
- 2 *How did they get to the airport?*
- 3 *What was Yeti doing when they found him?*
- 4 *Was he on his own?*
- 5 *What did he ask Emma?*
- 6 *Why did Yeti say he didn't feel well?*
- 7 *Why did a television reporter ask Yeti to show her his fingers, toes and teeth?*
- 8 *Why did the TV reporter say, 'It's sensational!'*
- 9 *How did Mum, Tim, Emma and Yeti spend the afternoon?*
- 10 *Why did Tim ask Yeti what was wrong?*
- 11 *Why did Yeti spend the night at the airport?*
- 12 *Where was Yeti's photo the next morning?*
- 13 *Why didn't people want Yeti to go home?*

14 *Why did the Manager of a zoo send a car to collect Yeti?*

15 *Describe Yeti's room at the zoo.*

16 *Did Yeti like his room?*

- Draw attention to examples of dialogue in the text. Discuss the use of speech marks. Ask the children what the exact words were that were spoken in each case – the words inside the speech marks.
- Point out examples of contractions in the text, such as *isn't* and *don't*. Ask children what the longer form of each is (for example *isn't* = *is not*).
- Point out examples of words containing the consonant digraphs 'ch' (as in *children*); 'sh' (as in *she*); 'th' (as in *they*); 'wh' (as in *what*); and 'ph' (as in *photo*).
- 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 Mum wanted to make sure Yeti got back home?*
- 2 *Why do you think Yeti was pleased to see Tim and Emma?*
- 3 *Why did Yeti say he wanted to go home?*
- 4 *Why was the TV reporter so excited?*
- 5 *Why do you think the children liked being interviewed?*

- 6 *Why do you think Yeti got quieter and quieter?*
- 7 *How can you tell that Mum and the others spent a long time with the reporters?*
- 8 *Why do you think Yeti missed his plane? How do you think he felt about this?*
- 9 *Do you think Yeti spent the night at the airport on his own?*
- 10 *Where did Mum and the children sleep?*
- 11 *Why do you think Yeti's photo was in lots of newspapers?*
- 12 *Why do you think Yeti was taken to a zoo?*
- 13 *How did they try to make Yeti feel at home at the zoo?*
- 14 *Why do you think Yeti didn't like it?*

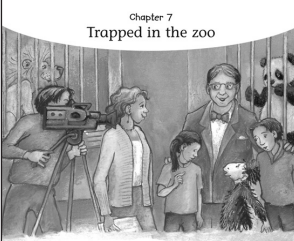
- Write the following words on the board: *airport, home, still, tired, another, reporter, interested, camera, sensational, afternoon, newspaper, aeroplane, manager*. Ask the class to look for any small words hiding inside each longer word (for example *interested*)
- Tell the children to imagine they are TV reporters. Ask *What questions would you ask Yeti? What would you ask Mum, Tim and Emma?*
- Discuss the advantages and disadvantages of keeping animals in zoos.
- 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? Will Yeti be happy at the zoo?*

# Chapter 7

## Trapped in the zoo

Pages 27 to 30

Chapter 7  
Trapped in the zoo



A TV crew filmed the Manager of the zoo with Yeti and the children.

'We are the first country in the world,' said the Manager, 'to have a yeti in our zoo.'

He turned to the children.

'You must be very proud,' he said.

'We're a bit worried, actually,' said Tim. 'Yeti's not very happy, is he?'

'He doesn't like being locked up,' said Emma.

'Nonsense!' said the Manager of the zoo. 'He'll soon settle down.'

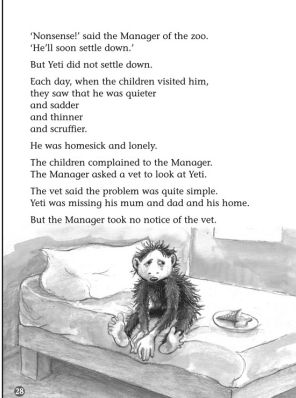
But Yeti did not settle down.

Each day, when the children visited him, they saw that he was quieter and sadder and thinner and scruffier.

He was homesick and lonely.

The children complained to the Manager. The Manager asked a vet to look at Yeti.

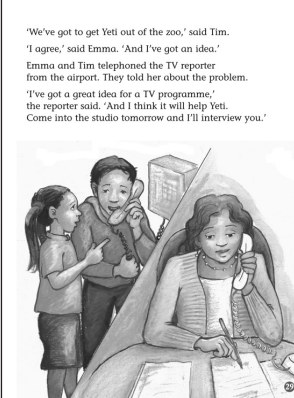

The vet said the problem was quite simple. Yeti was missing his mum and dad and his home. But the Manager took no notice of the vet.



'We've got to get Yeti out of the zoo,' said Tim. 'I agree,' said Emma. 'And I've got an idea.'

Emma and Tim telephoned the TV reporter from the airport. They told her about the problem.

'I've got a great idea for a TV programme,' the reporter said. 'And I think it will help Yeti. Come into the studio tomorrow and I'll interview you.'

The next day, Tim and Emma sat in the TV studio with the Manager of the zoo.

The programme began.

First, there was a short film of Yeti in his room at the zoo.

'Look,' said Emma. 'He looks so sad, doesn't he?'

'Don't worry,' said the Manager. 'He'll soon cheer up.'

Tim said, 'But Yeti doesn't belong in the zoo. He belongs in the mountains.'

The Manager smiled politely, and said, 'People want to see Yeti. They can see him here. They can't see him in the Himalayas.'

### Active vocabulary

agree

belong

country the 'ou' is pronounced like the 'u' in hunt

locked the 'ed' ending is pronounced 't'

lonely

notice point out the varied pronunciation of 'ice' in notice, police and nice

politely

problem

proud

vet an abbreviation of *veterinary surgeon*

### Passive vocabulary

cheer up nonsense scruffier  
settle down studio

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 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. Explain *trapped*.
- Tell the children to look at the picture on page 27. Ask *How can we tell Yeti is still in the zoo? Who do you think the man with Tim, Emma and Yeti is? What is happening? How does the man look? What about Yeti, and the children? What do you think the man is saying?*
- Tell the children to look at the picture on page 28. Ask *Where is Yeti? How does he look?* (Discuss the way he is sitting and his facial expression.) Point out the uneaten ice cream. Discuss why Yeti has not eaten it.
- Tell the children to look at the pictures on page 29. Ask *Where do you think Tim and Emma are? What are they doing? Who are they phoning?* (Look back at the picture on page 24 to help the class recognise the TV reporter.) *Where do you think the reporter is sitting?*

- Tell the children to look at the picture on page 30. Ask *Where is this?* (introduce the words *television studio* if necessary) *How can we tell? What is happening? Who is being interviewed? Is Yeti in the studio with them? Why do you think his picture is on the screen at the back? What do you think is being discussed?*

## 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 *Who filmed the Manager of the zoo?*
- 2 *Why was the Manager pleased?*
- 3 *Why did Tim say he and Emma were worried?*
- 4 *What did Emma say?*
- 5 *Did the Manager agree with Emma? What did he say?*
- 6 *How often did Emma and Tim visit Yeti?*
- 7 *What changes did Emma and Tim see in Yeti each day?*
- 8 *Yeti was \_\_\_\_\_ and \_\_\_\_\_ .*
- 9 *Why did the Manager ask a vet to look at Yeti?*
- 10 *What did the vet say the problem was?*
- 11 *Did the Manager take any notice of what the vet said?*
- 12 *Why did Emma and Tim telephone the reporter?*

- 13 *What did the reporter tell Emma and Tim to do the next day?*
- 14 *Who went into the TV studio with Tim and Emma the next day?*
- 15 *What was in the first part of the programme?*
- 16 *When Emma said Yeti looked sad, what did the Manager of the zoo say?*
- 17 *Where did Tim say Yeti belonged?*
- 18 *Why did the Manager say that people wanted Yeti to stay in the zoo?*

- Ask the class to find examples of commas in the text. Read the sentences that contain the commas again. Pause slightly after each comma. Discuss why you do this.
- Point out the use of comparative adjectives in the text – *quieter, sadder, thinner, scruffier*. Discuss what they mean.
- Ask the class to find and read all the words in the chapter that contain ‘ee’ or ‘oo’.
- Ask the class how many times the word ‘the’ is used on a particular page.
- 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 the TV crew interviewed the Manager of the zoo?*
- 2 *Why was the Manager so pleased?*
- 3 *Why do you think the Manager said, 'You must be very proud,' to the children?*
- 4 *Do you think he was surprised by Tim and Emma's replies?*
- 5 *Did Yeti stay in the zoo for more than one day? How can you tell?*
- 6 *How can you tell Yeti wasn't eating properly or looking after himself properly in the zoo?*
- 7 *What do you think a vet is?*
- 8 *Why do you think the Manager took no notice of what the vet said?*
- 9 *What was Emma's idea?*
- 10 *Do you think Emma and Tim told Mum about going to the TV studio?*
- 11 *Why do you think the programme began with a short film about Yeti?*
- 12 *Why do you think Yeti was not in the studio?*
- 13 *Do you agree with what Tim said or what the Manager said?*

- Write the word *homesick* on the board and show how it is made of two separate words. Write the first word of some other compound words and ask children to suggest the second words to complete them: *foot (ball, step); hair (brush); sun (shine, light); sea (side, shore, shell); bath (room); book (case, shop); rain (fall, drop)*
  - Write these adjectives and their comparative forms on the board: *quiet / quieter; sad / sadder; thin / thinner; scruffy / scruffier*. Discuss any changes there are to the spelling of the adjective when 'er' is added.
  - Discuss what the job of the Manager of the zoo might involve.
  - Discuss in what ways the Manager of the zoo was kind, or unkind, to Yeti.
  - 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?*
- Write the word *first* on the board and discuss what it means. Elicit from children what comes next (*second, third* etc.) Ask *What is the opposite of first?*
  - Ask the class what the opposite of the following words is: *sad, quiet, thin, scruffy* (*tidy* is probably the nearest).

# Chapter 8

## Everything changes

Pages 31 to 34

Chapter 8  
Everything changes

'Well, viewers,' said the reporter, 'It's time for you to vote. Do you want Yeti to go home? Then call 020-8531-001. Do you want Yeti to stay here? Then call 020-8531-002. You have five minutes to make your choice. So pick up the phone!'

The TV showed Yeti again. He was looking sadly at the snow on the pictures of the Himalayas on the walls of his room.

31

After five minutes, the reporter said, 'A lot of people have telephoned us. Here are the results of the vote. The number of people who voted for Yeti to go home: 2,536,620. The number who voted for Yeti to stay: 423,000. That means our viewers want Yeti to go home!'

Tim and Emma cheered. The Manager of the zoo sighed.

32

A big car came to the zoo to pick up Yeti. The Manager of the zoo shook his paw. 'Here is your air ticket home,' he said. 'There are tickets for Tim and Emma and their Mum, too.'

'That's very kind of you,' said Mum. 'Thank you.'

A big crowd of fans cheered and waved as Yeti's car left the zoo.

At the airport, another big crowd was waiting to see him.

33

Yeti had a special seat on the plane. When the plane took off and was high above the clouds, Yeti looked out of the window.

He thought the clouds were fields of snow. He wanted to get off at once!

At last the plane landed. When they drove up towards the mountains, and reached the snow, Yeti went wild. He rolled and rolled in it until he looked like a giant snowball.

34

*ticket* one of two Chapter 8 words to contain the 'ick' letter pattern (see *pick up* above)

*took off*

### Passive vocabulary

*choice*                      *fans*                      *results*  
*viewers*                      *vote*                      *wild*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 activity 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 this chapter is going to be about?*
- Tell the children to look at the picture on page 31. Ask *Who is on the left of the picture? Who do you think she is talking to? What do you think she is talking about? Who is on the right of the picture? What is Yeti doing? Why do you think this is?* Read the words at the bottom of the screen. Ask *Can you guess what they mean?*
- Tell the children to look at the picture on page 32. Ask *What is the reporter pointing to?* Tell the children to look at the left hand picture of Yeti. Discuss what it shows. Read the word above it. Ask *Does Yeti look happy here? Why?* Repeat for the right hand picture of Yeti. Draw attention to the numbers below each picture. Ask *Can you read them? Which number is bigger? Can you guess what these numbers stand for?*

### Active vocabulary

<i>at once</i>	point out that if you take the 'c' out of <i>once</i> you are left with <i>one</i>
<i>giant</i>	the 'g' is soft – it is pronounced 'j'
<i>kind</i>	rhyiming words include <i>find</i> , <i>blind</i> and <i>mind</i>
<i>landed</i>	
<i>paw</i>	change the 'p' to 'j', 's', 'dr', 'cl', 'str' to make some rhyming words
<i>pick up</i>	the phrasal verbs <i>pick up</i> and <i>took off</i> (see below) both have meanings in the story different to their literal meanings
<i>sighed</i>	



- Tell the children to look at the picture on page 33. Ask *Where do you think this is a picture of?* (Point out the man in the foreground is the Manager of the zoo, suggesting it might be at the zoo.) Ask *What is happening? What do you think the Manager is giving Yeti?* Point out the car in the background, the chauffeur, and the cheering crowd. Discuss why the children think they are there.
- Tell the children to look at the picture on page 34. Ask *Can you guess where Yeti, Mum, Tim and Emma are now?* Draw attention to clues in the picture: the clouds in the window, the layout of the cabin, the aisle, the type of seats, the air hostess. Encourage children who have flown in an aeroplane to talk about the picture. Ask *Where do you think they are going in the aeroplane?* Tell the children to look back at page 33. Ask *What do you think the Manager is giving Yeti now?*

### 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 *Who are 'viewers'?*
- 2 *What two choices did the viewers have to vote on?*
- 3 *How long did they have to vote?*
- 4 *How could viewers contact the studio with their votes?*

- 5 *What did Yeti try to do to the snow in the picture?*
- 6 *How many people voted (a) for Yeti to go home? (b) for Yeti to stay?*
- 7 *Why did Emma and Tim cheer? Why did the Manager sigh?*
- 8 *What came to the zoo to pick up Yeti?*
- 9 *What did the manager give to Yeti?*
- 10 *What did the big crowd of fans do?*
- 11 *What did Yeti think the clouds were? What did he want to do?*
- 12 *What did Yeti do when they reached the snow in the mountains?*

- Identify some of the pronouns in the passage and ask the class who or what each pronoun stands for.
- Write a random sample of longer words from the chapter on the board and ask children to find any smaller words 'hiding' in them (for example *telephoned*)
- 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 the viewers to vote? Why?*
- 2 *Why do you think the reporter only gave viewers five minutes to vote?*

- 3 *Why do you think Yeti was trying to lick the snow off the picture in his room?*
- 4 *Do you think this made viewers feel sorry for yeti? Why?*
- 5 *Were you surprised by the result of the vote? What would you have voted for? Why?*
- 6 *Explain why the Manager and Tim and Emma responded in different ways when the result was announced.*
- 7 *Who do you think sent the big car to collect Yeti?*
- 8 *What do you think of the way the Manager behaved on page 33?*
- 9 *Do you think he was really a nice man or a nasty man?*
- 10 *How do you think Yeti felt on the plane? How can you tell?*
- 11 *Do you think the children were excited? Why?*
- 12 *Why do you think Yeti rolled in the snow when he arrived in the mountains?*

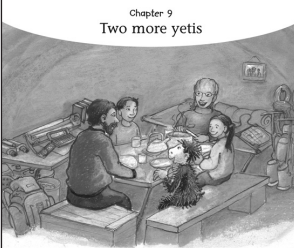
- Ask *What is the most exciting thing that has ever happened to you?*
  - Ask *Do you think it is a long way from England to the Himalayas?* If possible, show the class the distance in an atlas, or on a globe.
  - If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
  - Ask *What do you think will happen next in the story?*
- Draw attention to some of the prepositions in the text – *above, off, towards*, etc. Ask the children to use them in sentences of their own.
  - Play a word-changing game to look at words with similar letter patterns. In each case, write the start word on the board, then rub out and replace the beginning letters:
    - Change the 'sn' in *snow* to 'l', 'm', 'r', 'sh', 'sl', 'gr'
    - Change the 'ph' in *phone* to 'b', 'al', 'st'
    - Change the 'st' in *stay* to 'b', 'd', 'l', 'm', 'p', 's', 'w', 'aw', 'pl', 'holid'
    - Change the 'c' in *car* to 'b', 'f', 'st'
    - Change the 's' in *seat* to 'b', 'h', 'ch', 'm', 'wh'

# Chapter 9

## Two more yetis

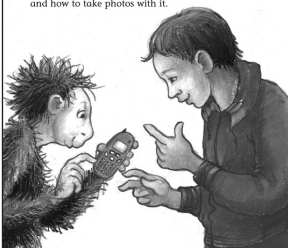
Pages 35 to 38

Chapter 9  
Two more yetis




That evening at dinner, Mum and the children told Dad about Yeti's adventures in London.  
"Yeti is one of the family now," said Mum.  
"We'll miss him."  
Yeti smiled and said, "But I have my own family here."  
Dad asked him, "Do you know where your parents are?"  
Yeti shook his head.  
"But I'll find them," he said.

"We'll never see you again," said Emma sadly.  
"I've got an idea," said Tim.  
"Let's give Yeti our phone."  
"Then he can talk to us."  
"That's a good idea," said Dad.  
"But remember, when the batteries are finished, he won't be able to call us any more."  
Tim taught Yeti how to use the phone and how to take photos with it.

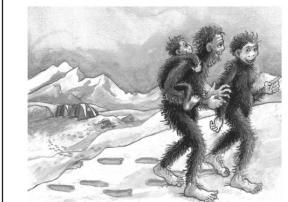


In the middle of the night Yeti woke up. He heard something outside the tent.  
Was it bears looking for food? Or perhaps it was wild dogs?  
Carefully, Yeti peeped outside.  
And there, standing in the snow were ...



... his parents!  
They hugged and kissed each other. They rolled in the snow and laughed together.

Yeti climbed onto his dad's back and the three of them set off together, into the snowy mountains where no one could find them.



In the morning, Tim, Emma, Mum and Dad found Yeti's empty bed.  
They saw the footprints outside.  
Yeti and his parents were together again!  
They were glad for Yeti, but they were sad for themselves.

### Active vocabulary

**adventure** the 'ture' is pronounced as 'cher' (as it is in *nature, temperature, furniture, future, mixture, picture*)

**dinner**

**empty** the 'y' is pronounced like 'ee', as in *baby, lady, family and copy*

**evening** the second 'e' is unstressed, so the word is pronounced 'eevning'

**family**

**glad**

**heard** pronounced 'herd' – but point out the word *ear* within it to help children remember the correct spelling

**hugged** we double the 'g' when we add 'ed' to *hug*

**middle**

**taught** the irregular past tense of the verb 'to teach' (remind children of the word *naughty* to help them pronounce *taught*)

### Passive vocabulary

*batteries parents peeped*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 activity 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 this chapter is going to be about?*
- Tell the children to look at the picture on page 35. Ask *Who is the man in the picture? Where are Yeti, Tim, Emma and Mum?* Discuss the contents of the tent. Point out the makeshift bench that Emma and Yeti are sitting on. Ask *What are they eating? How can we tell it is warm inside the tent? Does everyone look happy?* (Remind the class that the family have not seen Dad for quite a long time.)
- Tell the children to look at the picture on page 36. Ask *What is Tim showing Yeti? What do you think they are talking about?*
- Tell the children to look at the picture on page 37. Ask *Who do you think the other yetis are? Do they look happy to see Yeti? Is Yeti happy to see them? How can you tell?*

- Tell the children to look at the picture on page 38. Ask *Who is carrying Yeti on his back? Are they walking towards or away from the camp? How can we tell? Where do you think the yetis are going? Do you think Tim and his family know the yetis are leaving?*

### 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 *What did everyone talk about at dinner?*
- 2 *What did Mum say about Yeti?*
- 3 *What did Dad ask Yeti?*
- 4 *Why was Emma sad?*
- 5 *What did Tim give Yeti? Why?*
- 6 *What did Tim teach Yeti?*
- 7 *What did Dad say about the batteries?*
- 8 *Why did Yeti wake up in the middle of the night?*
- 9 *What did Yeti think the noise was?*
- 10 *Who did Yeti see when he peeped outside?*
- 11 *What did Yeti and his parents do after they hugged and kissed each other?*
- 12 *Whose back did Yeti climb on?*
- 13 *Why did they go into the snowy mountains?*
- 14 *In the morning, who found Yeti's empty bed?*
- 15 *What did they see in the snow outside the tent?*
- 16 *Why were they glad for Yeti?*

- Ask the class to find the words *evening, night* and *morning* in the text.
- Ask the class to find and read any words containing double consonants, such as *middle*.
- Ask the class to find examples in the chapter of verbs with regular past tenses (ending in 'ed', such as *peeped* and *hugged*).
- 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 Dad was pleased to see his family? Why?*
- 2 *Do you think Dad was pleased to see Yeti? Why?*
- 3 *On page 35, how can you tell Mum liked Yeti very much?*
- 4 *On page 36, how can you tell Emma liked Yeti very much?*
- 5 *Do you think it was a good idea of Tim's to give Yeti his phone?*
- 6 *What was the problem with this idea?*
- 7 *Why do you think only Yeti heard the noise outside the tent in the night?*
- 8 *How do you think Yeti's parents knew Yeti was in the tent?*
- 9 *How did Yeti feel when he saw his parents?*

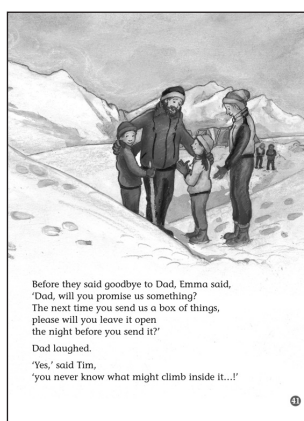
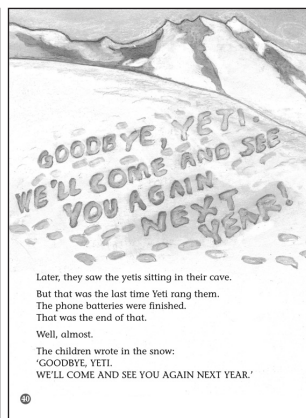
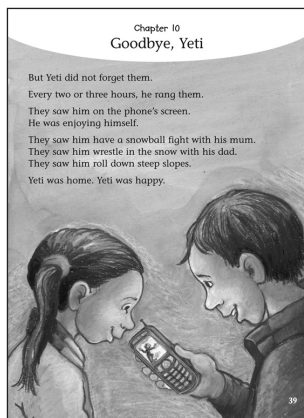
- 10 *Why do you think Yeti's dad put Yeti on his back?*
- 11 *Why do you think the yetis did not want anyone to find them?*
- 12 *What do you think Dad and the family said when they found that Yeti had gone?*
- 13 *How did they know Yeti had gone off with his parents?*
- 14 *Why do you think they felt glad and sad at the same time?*

- 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?*
- Write the words *one battery* and *two batteries* on the board and ask the children to read them. Now ask the children to explain how the spelling of the plural noun has changed. (When we make the plural of a noun ending with a consonant + 'y', the 'y' changes to 'i' and we add 'es'.) Give other examples, such as *baby, lady, lorry, copy, and pony*.
  - Write the words *glad* and *sad* on the board. Explain that the two words are opposite in meaning. Ask children what the opposite of each of the following words is: *empty (full); laugh (cry); outside (inside); finish (begin or start); and find (lose)*.
  - Point out that Yeti's parents went to look for Yeti. Send a child out of the classroom. Write the message 'Well done! You found me!' on a piece of paper and hide it in the classroom. Ask the child to come back in and try and find it.
  - Explain that the dinner in the tent was like a celebration because Dad had not seen his family for a long time. Ask the children to talk about any meal they have had to celebrate a special occasion.
  - Ask the class to talk about times when they have been in bed at night and imagined they had heard strange noises. Talk about how different things look at night in the dark.

# Chapter 10

## Goodbye, Yeti

Pages 39 to 41



*steep* both *steep* and *screen* (see above) contain the 'ee' vowel digraph

**Passive vocabulary**  
*slope*      *snowball fight*      *wrestle*

### Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on 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 activity 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 this chapter is going to be about?*
- Tell the children to look at the picture on page 39. Ask *What are Tim and Emma looking at? Who do you think sent the photo?*
- Tell the children to look at the picture on pages 40 and 41. Ask *What message have Emma and Tim written in the snow? How have they written it? Point out that they are both warmly dressed. Discuss the details in the background of the picture.*

### Active vocabulary

*cave*

*enjoy* rhymes with *boy* and *toy* and contains the word *joy* (another word for *happiness*)

*forget* a compound word (*for* + *get*)

*hour* the 'h' is silent and is not pronounced

*open*

*promise* pronounced 'promiss'

*screen* other words with the 'scr' beginning include: *scream*, *screw*, *scratch*, *scribble*, and *scrape*

## 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 often did Yeti ring the children?
- 2 What things did they see Yeti doing?
- 3 Why was Yeti happy?
- 4 What was the last picture they saw of the yetis?
- 5 What message did the children write in the snow?
- 6 What did Emma make Dad promise before she said goodbye to him?

- Ask the children to find and read particular words from the chapter. Tell them to tap out and count the syllables in each word as they read it (for instance, *sit / ting* has two syllables, *bat / ter / ies* has three).
- Ask the children to find and read all the words containing: a) double consonants b) double vowels.
- Read a few sentences from the chapter, missing out the verbs. Ask *Do they make sense? Can you say the missing word?* Explain that all sentences must contain a verb (a doing word).

- 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 Were you surprised that Yeti remembered to phone Emma and Tim?
- 2 Do you think they were happy that Yeti was happy?
- 3 Do you think Yeti was happy to have had his adventure with Emma and Tim?
- 4 Do you think Emma and Tim will really come back again to see Yeti?
- 5 Why do you think Emma made Dad make the promise on page 41?

- Write the word *sky* on the board and say it. Ask *What sound does the 'y' make?* (like 'igh') Now write and say the word *happy*. Ask *What sound does the 'y' make here?* (like 'ee') Write the following words on the board and ask the children to read them: *my, lady, by, baby, try, cry, lorry, why, snowy*. Ask the class to decide whether the 'y' sounds like 'igh' or 'ee'.

- Have a competition. See how many words the children can think of that end with 'ill' (as in *will*) and 'ell' (as in *well*). Here are a few: *bill, fill, hill, kill, mill, pill, sill, till, will, chill, grill, still; bell, fell, sell, tell, yell, well, shell.*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).



## White Fields

### Pages 42 and 43

#### Before reading

- Tell the children to look at the picture on pages 42 and 43. Ask *What is the weather like? How can we tell it is cold?* (Draw attention to the children's warm clothes and the snow on the ground.) Ask *What time of year is it?* Discuss why the trees have no leaves (because it is winter, when some trees lose all their leaves).
- Draw attention to how the snow covers the ground like a carpet, and has settled on walls, fences and trees.
- Remind the children of the yeti footprints on pages 2, 5 and 38. Point out the children's footprints in the picture, and how they lead from the house to where the children are playing.
- Ask *What are the children doing? Are they having fun? How do you think they made their snowman?* (It is made from three large 'snowballs' placed on top of each other and decorated.)
- Read the poem's title. Explain *field*, if necessary. Ask what the children think the title refers to (the snow).

#### During reading

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

#### Vocabulary notes

<i>field</i>	an area of land for growing things
<i>prints</i>	marks made by pressing something into or onto a surface
<i>filigree</i>	very fine, delicate, decorative ornamental metalwork

- Ask the class to read the poem together.
- Ask individuals to read two lines each.

#### After reading

- Ask questions to check the children's understanding.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the name of the poet, the words that rhyme, the verse structure (pairs of rhyming lines, with a final three-line verse).

## Facts about the yeti

### Pages 44 and 45

#### Before reading

- Ask *What creature was the story all about?*
- Discuss what facts the children learned about yetis from the story.

#### During reading

- Read the information text. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Ask individuals to read a paragraph each.

#### After reading

- Ask the class whether they think there really are yetis in the Himalayas. Discuss whether the evidence is conclusive.

## Facts about the Himalayas

### Pages 46 and 47

#### Before reading

- Ask *Where did the story say yetis come from? Can you remember?*
- Ask if anyone knows anything about the Himalayan Mountains already.
- If a map or globe is available, ask if anyone can find the Himalayas on it.

#### During reading

- Read the information text. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Ask individuals to read a paragraph each.

#### After reading

- Discuss whether the children would like to visit or live in the Himalayas.

## After reading the book

These questions are intended for oral use in class. There are equivalent written 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 he wrote well? Did he use exciting words?*

### Characters

- Ask the children about the main story characters: *Did you like Yeti? What things did he do? What things did he say?* Ask how they feel about the way characters behaved: *What did you think of the Manager of the zoo?* (See the activity on page 24 of the Workbook.)

### Plot

- Encourage the class to re-tell the basic story, in their own words.
- Ask *Do you think the story could really happen? Could a yeti really exist?* (If the children have seen the film *ET*, you might like to draw comparisons between the two plots.)

### Settings

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

### Moral issues and themes

- Use any of these themes from the story as the basis for a class discussion:
  - *Family and separation:* Yeti was separated for a long time from his parents. Discuss the effect this had on him, and the importance of family. As an explorer, Dad was away from home a lot. Talk about how this might have affected Mum, Emma and Tim.
  - *Kindness:* Yeti is treated kindly by some characters (the children, the TV audience) but less thoughtfully by others (the zoo manager). Talk about the importance of treating others well.

### Vocabulary

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

## Follow-up ideas

**Drama** Encourage the children to act out the story. Give individuals a role to play, then ask them to mime their characters' actions as you read the story, or play the audio cassette/CD. You can help the class make simple props, if you like, as an associated activity.

**Art** Help the children make life-size pictures of each of the story's main characters. Draw round the outlines of children on large sheets of paper to get the figures the correct size and in proportion. The children could glue wool or synthetic fur on Yeti to make him look realistic. Encourage them to draw or paint a mountain background (see pages 46/47) to stick the characters on.

**Topic work** Ask the children to visit the library or (if appropriate) use a computer to find out more about one of the topics featured in the story. They could try to find more information about yetis, famous explorers (Marco Polo, Ibn Batuta, Scott of the Antarctic), or the Himalayas.

**Exploring** For Yeti, a typical house and the everyday objects inside it were strange and unfamiliar. Discuss other things Yeti would find strange in a human home. Ask children to talk about any experiences they have had when their surroundings were new and unfamiliar, for example on holiday.

**Class story** Tell the children to imagine a friendly extra-terrestrial has got lost and landed his (or her!) rocket in the playground. He wants the class to show him around. Ask *What fun could you have together? Where would you take him sightseeing? What would other people think of him? How would you help him get home again?* Brainstorm ideas as a class, and help the children put together their own class story.

**Animals in captivity** Yeti was put in a zoo for a while. There are arguments in favour and against keeping animals in zoos. Stage a class debate on this matter. Ask half the class to present arguments in favour of zoos, and the other half to present arguments against. Elicit the general opinion of the class.

## Glossary of vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *A Yeti in Town*. Active vocabulary items are shown in *italic print*.

- address** where you live  
**adventure** an exciting experience  
**afraid** scared, frightened, worried that something bad might happen  
**agree** to have the same opinion as someone else  
**airport** a place where aeroplanes land and take off  
**amazed** very surprised  
**at once** immediately, straight away  
**bathroom** the room in which you go to the toilet, wash, have a bath etc.  
**batteries** something that fits into something else and  
**beautiful** very attractive  
**believe** to think that someone is telling you the truth; to think something is true  
**belong** to feel happy in a particular place  
**bored** how you feel when nothing interests you  
**bought** got something by paying money for it  
**bounced** jumped  
**bridge** something built to go over a river, railway or road  
**bronze** made of brown metal  
**Buckingham Palace** a famous landmark in London, England  
**buildings** houses, offices etc.  
**camera** a machine for taking photos  
**camp** a place where people go and stay for a short time, for example in tents  
**chased** ran after and tried to catch  
**checked** looked at to make sure it is right  
**cheer up** to make happier  
**cheered** shouted loudly to encourage  
**choice** the thing you choose  
**collect** gather together or pick up  
**comfortable** pleasant  
**complain** to say that you are not happy about something  
**computer** a machine which stores information and produces it when someone needs it  
**cool** between cold and warm  
**costume** clothes that actors wear  
**country** a large area of land with its own government  
**cousin** a child of your uncle or aunt  
**crew** a group of people who work together  
**crossly** angrily  
**crowd** lots of people together  
**cute** attractive, likeable  
**dance** to move to music  
**dark** not light  
**different** not the same  
**dinner** the main meal of the day, eaten in the evening  
**dodged** went around  
**empty** containing nothing  
**evening** the part of the day between afternoon and night  
**exciting** interesting, full of action, not boring  
**explorer** someone who travels to, and tries to find out more about, certain places  
**family** a group consisting of parents and children  
**famous** well-known  
**fans** people who support someone or something  
**fence** a kind of wall made of wood or metal  
**finally** in the end  
**footprints** a mark made by a foot in something soft like sand or snow  
**fossil** a very old rock that contains evidence of plants or animals that lived thousands of years ago  
**fridge** where you keep things cold in the kitchen  
**frightened afraid;** feeling or showing fear

- funny** something that is funny makes you laugh
- furry** covered with fur
- giant** very big
- glad** happy
- glasses** you wear these to help you see better
- gushed** splashed
- hall** the part of a house near the front door
- heard** realised someone or something was making a sound
- Himalayas** a range of very high mountains in Asia
- homesick** when you miss your own home and want to return to it
- hugged** put your arms around someone to show them you love them
- human** we are human; machines are not human
- idea** something you think of
- information** facts
- inside** in the inner part of something; within a container or place
- interested** wanting to know about something
- interviewing** asking someone questions
- journey** when you travel from one place to another
- kind** showing that you care about someone
- kitchen** the room in a house for cooking
- landed** flew down to the ground
- leapt** jumped
- locked** a door that is shut with a key and cannot be opened is locked
- lost** can't be found
- machine** a piece of equipment with moving parts that does a particular job
- manager** a person in charge of something
- middle** the centre
- mirror** a piece of glass in which you can see yourself
- missing** lost, can't be found
- mobile phone** a telephone you can carry around with you
- mountain** a very high hill
- naughty** behaving badly
- newspaper** sheets of paper that contain news
- nonsense** not true or sensible
- notice** paying attention to something
- order** a request by a customer
- outside** the opposite of inside
- parents** someone's mum and dad
- paw** an animal's foot
- peeped** looked at something secretly
- photo** a picture taken by a camera
- pick up** collect
- pleased** happy and satisfied
- politely** in a pleasant, well-mannered way
- problem** something that causes difficulty
- proud** happy about what you have done
- prove** to show that something is true or correct
- puzzled** uncertain about something
- quiet** not noisy
- radio** you listen to this to hear music, news, entertainment etc.
- real** something that actually exists; not false
- reporter** someone who interviews people for a newspaper, radio or TV
- results** the final score
- river** a large stream of water that flows towards the sea
- River Thames** a famous river in London, England
- scared** afraid; frightened; worried that something bad might happen
- scruffier** untidier
- sensational** very exciting
- settle down** to become calm and relaxed
- shower** you stand under this to wash yourself
- shrieked** shouted
- shy** not comfortable being with other people
- sighed** breathed out slowly and made a long, low sound
- sights** things you see
- sightseeing** going to visit special places of interest

- snow** small, white pieces of ice that fall from the sky and cover the ground
- special** better than the usual in some way
- stairs** steps for going up or down inside a house
- statue** an image of a person or animal made from wood, stone etc.
- stretched** made something longer; made your arms and legs as long as possible
- studio** the place where radio or TV programmes are made
- supplies** it with electricity to make it work
- sure** certain
- surprise** an unusual or unexpected event or piece of news
- switch** you turn on a light or TV with a switch
- taught** showed how to do something
- ticket** a piece of paper that shows you have paid to do something
- tired** needing to rest or sleep
- took off** left the ground and started to fly
- Trafalgar Square** a famous landmark in London
- true not false;** real
- unpack** to take things out of a container for example a box or suitcase
- vet** an animal doctor
- viewers** people who watch TV
- visited** went to a place or to see someone
- vote** to decide something by stating your choice
- warm** between hot and cold
- water** a clear liquid. It falls from the sky as rain.
- wild** mad, crazy
- worried** felt nervous or upset; upset, nervous
- wrong** the opposite of right or correct
- yetis** creatures that look like bears that some people believe live in the Himalayan Mountains



### The Wonderful World of Words

Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Chapter \_\_\_\_\_

Word	Meaning

