THE BLACK MOUNTAIN

LESTER VAUGHAN

TEACHER’S NOTES BOOKLET
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GRADING SCHEME

LEVEL ONE (500 headwords)
present simple
present continuous (present)
going to (future)
past simple
imperative
can (ability and permission)
would like (requests and offers)
must (obligation)
let’s, shall (suggestions)
gerunds
adverbs (time, manner and place)
adjectives (comparatives and superlatives)

LEVEL TWO (800 headwords)
all of the above, plus
present continuous (future)
going to (intentions)
present perfect
past continuous
past perfect
passive (simple forms)
will/shall (future, requests and offers)
must/can’t (deduction)
have to (obligation)
should (advice)
gerund as subject
too/enough + adjective
reported speech (with ask/tell/say)
zero and first conditional
defining relative clauses

LEVEL THREE (1200 headwords)
all of the above, plus
present perfect continuous
passive (all tenses excluding modals)
was/were going to
used to
make/let
may/might (possibility)
reported speech

LEVEL FOUR (1800 headwords)
all of the above, plus
past perfect continuous
future perfect
future continuous
passive (modals)
had better/would rather
second and third conditionals
Welcome to the Teacher’s Notes for the Richmond Reader, *The Black Mountain*. Here you will find a wide variety of activities based on the story. Materials for the students are given on the worksheets on pages 9 – 14.

There are six worksheets. Photocopy them as you need them for your students. Each activity in the Teacher’s Notes that uses a worksheet indicates which worksheet to use after its title.

All the activities have suggestions for class management. They are all labelled as *whole class*, *group*, *pair* or *individual* tasks or a combination of these. You may want to assign the individual activities for homework, but make sure that the students know exactly what to do before they start. Some of the activity types may be new to them.

**Route through the story**

The diagram below shows the possible routes taken by the readers as they follow the story. You may find this a useful reference when doing some of the activities.

```
1 Introduction.
   Scoring.
10 Beginning of the story.
   Do you go with Zolda?
   
17 Say ‘Yes’ to Zolda.
28 Say ‘No’ to Zolda.
   
20 Leave Zolda.
   Rock in the road.
   
4 Go around rock.
6 Go back.
13 Take road up mountain.
   
12 Wrong way.
19 Wrong way.
26 Map.
2 Right way.
   Three Heads Tea-House.
22 Attack animal.
```
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15 Which head tells you the right way?

23 Left road.

23 Middle road.

29 Right road.

23 Arrive at tunnel entrance. Which way?

18 Correct tunnel. See guards in cavern.

25 Wrong tunnel.

11 Pass guards.

27 Spotted by guards.

5 Try to throw green rock into fire.

7 Stop and give soldiers money.

21 Put rock into man’s bag.

14 Run. Lord Saddra looks at your things.

3 Give Lord Saddra your book.

16 Good ending.

24 Throw book into fire. Bad ending.

30 The end.

11 Pass guards.

5 Try to throw green rock into fire.

21 Put rock into man’s bag.

14 Run. Lord Saddra looks at your things.

30 The end.
Activities before reading the story

Do not give students the book yet.

1 Talk about the cover No WS Whole class, groups or pairs
- Give students the book. Ask them to study the cover. What kind of story do they think this is? Ask them to make predictions about the story, based on the information they have from the chapter titles, and the cover. Suggested questions:
  - How is the person feeling at this moment?
  - Where is the story set?
  - What do you notice about the person and the landscape?
  - Would you like to live here?
  - Why, or why not?
  - What do you think happened just before the scene depicted on the cover?
  - What happens next?
  - Give this picture a title. Write down three things you associate with this picture.

2 Talk about the pictures No WS Whole class, groups or pairs
- Ask students to work in small groups of three or four, or in pairs.
- Assign each group or pair a different picture from the list below (they are all taken from the story).
- Set a time limit (a maximum of five minutes) for each picture.
- Tell the students to read the captions beneath the pictures. Ask them to think about the details in the pictures and make predictions about the story they are going to read.
- Help the students by suggesting questions to think about:
  - Section 1 Why is there smoke coming from the mountain? Do you think it is a good sign or a bad sign?
  - Section 4 Describe this creature. Is it a kind creature or a dangerous creature? How do you know? What would you do if you saw this creature?
  - Section 10 (1st illustration) Where is this scene taking place? What things in the picture help you to identify the location? What do you think this man is thinking?
  - Section 10 (2nd illustration) Who are the people in the picture? Where are they standing?
  - Section 16 (1st illustration) Who do you think the woman is? Have you seen her before? Where? Where do you think the people are standing? Why are they looking up at the woman?

Activities while reading the story

4 Ulga’s diary WS 1 Pairs, then individual
- This activity should be done at the beginning of the story, and should continue at the end of each section/group of sections. See Route through the story on pages 3 and 4 to help you select suitable points for writing.
- Ask students to imagine that they are Ulga. At the end of each section or group of sections, students discuss the main events with their partners. Then they use the diary to write notes about them.
- Students read the beginning of the first entry in Ulga’s diary. They complete the diary entry for Section 10. Then they can use these notes as a model for the other sections.

5 True or false? WS 1 Individual
- This activity should be done after reading Section 20.
- Tell students to say whether the sentences are true (T) or false (F).

Answers (F) 1, 3, 4, 7, 9 (T) 2, 5, 6, 8, 10
1 He lives in the land of Fardor.
3 He is the head-man of the village.
4 It is in Traygot.
7 They travel together for 2 days, then Ulga continues alone.
9 It will explode if anyone else reads it.
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6 Order the events WS 2 Individual
• This activity should be done after reading Section 18.
• The sentences in the chart are in the wrong order. Ask students to put the sentences in the correct order, by numbering them 1–10.

Answers
1 f Zolda gives Ulga a beautiful green rock.
2 d Ulga sees a big rock in the middle of the road. His horse does not want to go around it.
3 a Ulga walks along a small road that goes up a mountain. He comes to the road that leads to the Black Mountain.
4 j Ulga buys some tea at the Three Heads Tea-house.
5 g Ulga sees some horses taking wood to the Black Mountain.
6 b He sees an old man sitting outside one of the tunnels in front of the Black Mountain.
7 i Ulga sends his horse home and goes into the tunnel.
8 c He helps an old man who is lying on the ground with a big rock on his leg.
9 h At the end of the tunnel, he sees a big cavern with a strange tower and a big fire.
10 e He sees two soldiers, a Wazzeer and a Xelemeer. They are standing in front of him.

7 Complete the notice WS 2 Individual
• This activity should be done after reading Section 20.
• Students read the notice that Kirlan put up in the village where Ulga lives. The notice contains 10 gaps.
• Ask students to complete these gaps with words from the box.

Answers
1 magician 2 Traygot 3 blue 4 Ulga 5 Traygot 6 smoke 7 river 8 fire 9 language 10 bag

8 Put the words in the correct order WS 3 Pairs or individual
• This activity should be done after reading Section 23.
• Ask students to read the instructions and the examples. Working individually, students put the words in each sentence in the correct order, checking with a partner when they have finished. Check the answers with the class and ask students to give themselves a score out of 5.

Answers
1 Throw the green rock into the fire.
2 He makes metal with the rocks.
3 Remember, you mustn’t speak your language.

4 Good afternoon, can I help you?
5 Something terrible is happening in Traygot.

9 Word puzzle WS 3 Pairs or individual
• This activity should be done after reading Section 18.
• Ask students to find 10 words from the story in the word puzzle. The words read from left to right and top to bottom only.

Answers

Activities after reading the story

10 Match the sentence halves WS 4 Pairs or individual
• Ask students to match the sentence halves in the left and right columns to make sentences about people, places and things in the story.

Answers
Zolda is a magician from Traygot.
Fardor is a small country next to Traygot.
Traygot is the country where Lord Saddra lives.
Lord Saddra is making guns and cannons to attack the world.
Wazzeers are soldiers with four arms and two short legs. They can’t hear very well.
Xelemeers are soldiers with four legs and two short arms. They can’t see very well.
Kirlan is the head-man of the village where Ulga lives.
The Three Heads is the name of a tea-house.
The Black Mountain is the place where Lord Saddra has mines.
Ulga is a poor farmer.
11 Crossword  WS 4 Individual
• Ask students to do the crossword.

Answers
Across: 2 river  6 smoke   8 magician   9 three
Down: 1 guns   3 intelligent  4 rock   5 bomb
7 cavern   8 mine

12 Picture prompts  WS 5 Individual
• Ask students to look at the pictures of the objects.
  All the objects play a part in the story.
• Using the objects as reminders, the students should write a summary of the whole story. All the objects in the pictures should be included in the summary, either directly or indirectly, in the correct order.

13 Play a game  WS 6 Pairs or groups of up to four
• Each pair will need a dice to throw and each player will need a counter to move.
• Students work in pairs, each pair with a copy of Worksheet 4.
• Explain that some of the squares have questions on and some have instructions to go forward or backward.
• If students answer the questions correctly, they take their next turn as usual. If they cannot answer or answer wrongly, they miss their next turn.
• When students land on squares with instructions to move forward or backward, they should follow the instructions immediately and follow any instructions on the new square too.

Answers (numbers refer to squares)
1  (on a farm) in Fardor
11 a man with a rock on his leg
12 metal, and from the metal, guns and cannons
14 a Wazzeer
17 a Xelemeer
24 throw it into the fire
26 Zolda

Extended writing

14 Pack your bag  No WS Pairs or individual
• Remind students that Ulga packed a bag before he left his home in Fardor to travel with Zolda to Traygot. Ask them if they can imagine what was in his bag (money, food, Zolda’s book and the green rock, for example).
• Ask students to work individually, or in pairs if they wish. Students make a list of other things that Ulga would have found useful on his trip to the Black Mountain, for example a Traygot dictionary or phrase book.

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• When they have completed their lists, students work in pairs and compare lists. If the class is interested, have a whole class discussion about the most useful objects in Ulga’s bag.

15 Write some more choices  No WS Pairs or individual
• Remind students that the book they have just read is a kind of quiz: several times, they are given a situation and a number of choices to make in response. (Refer to Section 5 or 13 for examples.)
• See Route through the story on pages 3 and 4 for Sections where students have to make choices.
• Tell students that they are going to write some more choices for these situations. Ask students to read the end of each section again. If there is a choice at the end of the section, they should invent a different one to add to it. For example, in Section 5, they could add one or more of the following choices:
  - Throw the green rock at the soldier.
  - Run away.
• When they have finished, ask them to read their extra choices in groups. Find out which new options students found most interesting and which one they would have chosen if their classmate had been the author of the book!

Projects

1 Produce a play  No WS Whole class
• If your class has enjoyed the novel, they may like to attempt to produce a ‘stage version’ of certain sections from the story. This project may be as simple or as ambitious as you feel your class can manage and will enjoy.
  1 Choosing the extracts
  • Ask the class to think of – encourage them to skim through the book again if necessary – their favourite parts of the story. You may choose as many of them to act out as there are students in your class.
  2 Choosing the roles
  • Ask the class to think about the number of characters each extract requires. Many of the extracts include (or could be made to) non-speaking parts and ‘crowd’ scenes, which may appeal to less confident or less enthusiastic students.
  • If your class works well together, the students may wish to choose the roles themselves. Alternatively, you can divide the class into groups, the size of which is determined by the number of characters
the extract requires. Assign a different extract to each group and write the characters’ names or descriptions on pieces of paper. Let each student in the group choose a role by selecting a piece of paper randomly from a hat.

3 Preparing the script
- Students should work in the groups they are assigned to according to the extract they are going to act out. Together, they should rehearse their lines and practise the scene they are going to perform. If your class is enthusiastic, encourage them to think of simple and practical costumes, music, props, etc.

4 Acting out the story
- When all the groups are ready, start the ‘play’ with Section 1 (if chosen), and work through all the other sections in the right order. For very advanced or enthusiastic classes, you may decide to appoint one or more narrator(s) who will bring the different extracts together by giving a simple summary between acts. Another individual or group may be responsible for incidental music, sound effects etc.

2 Make a film poster No WS Groups, pairs or individual
- Have a class discussion about film posters before the students begin to prepare their own. Make sure they notice the title, stars, photograph, synopsis of the story (or caption).
- Students think about the leading roles for the film (Ulga, Zolda, Lord Saddra) and the supporting roles. Ask them to think of captions to attract the public’s attention to the film, or to write a brief synopsis of the film for the purpose of the poster.
- Explain to the students that they are going to make a poster for the film *The Black Mountain*. Tell them that the posters will be displayed on the classroom walls and give them the size dimensions (A3, or A4 may be more appropriate if space is a problem).
- They might also like to choose the theme music for the film. You could have a class where you play extracts of students’ proposed music and discuss whether or not they are suitable choices for this type of film.
ACTIVITY 4  Ulga’s diary

Do this activity after Section 10, and continue at the end of each section.

Imagine that you are Ulga. Read the beginning of the first entry in his diary. Complete the diary entry for Section 10. Use this as a model and write Ulga’s diary for the other sections in the book.

Today I got up early and looked at the Black Mountain. But I didn’t see the sun come up behind the mountain. I saw black smoke coming from it when I went with my horse to the river to drink. The water was black! Suddenly I saw Kirlan. He was with a woman. She had long black hair and a blue dress. She was on a black horse. Her name was Zolda. She was a magician from Traygot. She said, ‘Something terrible is happening in Traygot. You are the best person to help us. Please come with me to the Black Mountain.’ I didn’t want to go, but I said, ‘Yes.’ Then I packed a bag and ………………………………………………….....................……………………
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……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
At the end of each section, work with a partner and discuss the main events that have happened. At the end of each section, use the diary to write notes about the main events.

ACTIVITY 5  True or false?

Do this activity after Section 20.

Read these sentences. Are they true or false? Write T or F in the box.

1  Ulga lives in the Land of Traygot.  
2  The people of Traygot do bad things.  
3  Kirlan is Ulga’s father.  
4  The Black Mountain is on Ulga’s farm.  
5  Ulga is not strong or brave, but he is good.  
6  Kirlan gives Ulga some money to take with him.  
7  Ulga and Zolda travel for three days.  
8  Zolda gives Ulga a green rock and a book.  
9  The book will explode if Ulga reads it.  
10  The people in Fardor and Traygot speak different languages.  


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WORKSHEET 2

Do these activities while you are reading the story, after the sections given.

ACTIVITY 6 Order the events
Do this activity after Section 18.

The sentences below are in the wrong order. Put the sentences in the correct order.
Write a number from 1–10 in each box.

☐ a Ulga walks along a small road that goes up a mountain. He comes to the road that leads to the Black Mountain.
☐ b He sees an old man sitting outside one of the tunnels in front of the Black Mountain.
☐ c He helps an old man who is lying on the ground with a big rock on his leg.
☐ d Ulga sees a big rock in the middle of the road. His horse does not want to go around it.
☐ e He sees two soldiers, a Wazzeer and a Xelemeer: They are standing in front of him.
☐ f Zolda gives Ulga a beautiful green rock.
☐ g Ulga sees some horses taking wood to the Black Mountain.
☐ h At the end of the tunnel, he sees a big cavern with a strange tower and a big fire.
☐ i Ulga sends his horse home and goes into the tunnel.
☐ j Ulga buys some tea at the Three Heads Tea-House.

ACTIVITY 7 Complete the notice
Do this activity after Section 20.

Read the notice that Kirlan put up in the village where Ulga lives. The notice contains 10 gaps. Complete these gaps with words from the box.

<table>
<thead>
<tr>
<th>bag</th>
<th>blue</th>
<th>fire</th>
<th>language</th>
<th>magician</th>
<th>river</th>
<th>smoke</th>
<th>Traygot (x 2)</th>
<th>Ulga</th>
</tr>
</thead>
</table>

This morning, Zolda arrived. She is a ______ from the Land of ______. She had a long ______ dress. We saw Ulga with hi horse. They were by the river. Zolda said to ______, ‘The people of ______ are doing bad things. Do you see the ______ from the mountains and the black water in the ______? I need someone like you to go to the Black Mountain. We must find the ______ that is making the black smoke.’ Ulga said, ‘I can go with you. But I don’t know your ______ very well.’

Ulga went home and put some things in a ______. Then Zolda and Ulga went to Traygot immediately. We must all hope Ulga finds the bad people in Traygot and that he comes home safely again!
Do this activity while you are reading the story, after the sections given.

**ACTIVITY 8  Put the words in the correct order**

Do this activity after Section 23.

The words in the sentences below are in the wrong order. Put them in the correct order. Then check your answers with a partner. Give yourself one point for each correct answer. Add up your score at the end.

1. the rock green Throw the fire into.
2. makes He with rocks metal the.
3. Remember, language you your speak mustn’t.
4. afternoon, I can Good you help?
5. Traygot is Something happening in terrible.

**ACTIVITY 9  Word puzzle**

Do this activity after Section 18.

Find 10 words from the story in the word puzzle. The words read from left to right and top to bottom only.
ACTIVITY 10  Match the sentence halves

Match the sentence halves in the left and right columns to make sentences about people, places and things in the story.

Zolda is the country where Lord Saddra lives.
Fardor is the place where Lord Saddra has mines.
Traygot is a magician from Traygot.
Lord Saddra is a poor farmer.
Wazzeers is the name of a tea-house.
Xelermeers is the head-man of the village where Ulga lives.
Kirlan are soldiers with four legs and two short arms. They can't see very well.
The Three Heads are soldiers with four arms and two short legs. They can't hear very well.
The Black Mountain is a small country next to Traygot.
Ulga is making guns and cannons to attack the world.

ACTIVITY 11  Crossword

Complete the crossword puzzle using words from the story. Read parts of the story again if necessary.

Across
2 When Ulga takes his horse to drink, the water in the ………… is black.
6 He sees black ………… coming from the mountain.
8 Zolda is a ………… from Traygot.
9 In the tea-house there is a creature with ………… heads.

Down
1 In the tower under the ground, people are making ………… and cannons from metal.
3 Ulga says to Zolda, ‘I’m not very ………… and I don’t know your language very well.’
4 Zolda gives Ulga a green ………… to take with him to the Black Mountain.
5 She also gives Ulga a book. Inside the book is a small ………… . She says, ‘The book explodes if anyone else reads it.’
7 The tunnel goes to a ………… . There is a lot of smoke. Then suddenly Zolda’s face appears in the smoke.
8 Ulga goes into a ………… under the ground. People are taking rocks out of the ground and making metal from the rocks.
ACTIVITY 12  Picture prompts

Look at these pictures. All the pictures are connected to different events or sections of the story. Using the pictures as reminders, write a paragraph about each event or section of the story associated with that picture. Try to write your paragraphs in the correct order.
Do this activity at the end of the story.

ACTIVITY 13  Play a game

You will need a dice to throw and a counter to move. Some of the squares in this game have questions on and some have instructions to go forward or backward. If you answer the questions correctly, you can take your next turn as usual. If you cannot answer or answer wrongly, you must miss your next turn.

When you land on a square with instructions to go forward or backward, do it immediately, and follow any instructions on the new square, too.
## KEY TO BOOK EXERCISES

### A  Comprehension

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<td>1</td>
<td>1 Black smoke.</td>
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<td>2</td>
<td>The water is dirty and black.</td>
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<td>3</td>
<td>You live in Fardor.</td>
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<td>4</td>
<td>She is a magician.</td>
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<td>5</td>
<td>She is from Traygot.</td>
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<td>6</td>
<td>Lord Saddra.</td>
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<td>7</td>
<td>You must throw it into the fire.</td>
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<td>It explodes.</td>
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<td>The Three Heads Tea-House.</td>
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<td>10</td>
<td>It makes metal.</td>
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<td>11</td>
<td>They are making guns and cannons.</td>
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<td>It is white.</td>
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### B  Working with Language

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<td>4</td>
<td>There are many people in the cavern.</td>
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<td>5</td>
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THE RICHMOND READERS SERIES

The Richmond Readers Series presents a selection of high quality, original and simplified stories which have been graded in five levels from starter to upper-intermediate. Our grading scheme has been devised with reference to the Council of Europe’s Waystage and Threshold syllabi and the Cobuild lists of the most frequently occurring words in the English language. Structures and vocabulary have been selected according to two criteria:

1. what students are likely to have been taught
2. what students will be able to deduce through transference from their own language

Each reader has a glossary and a number of different exercises to check comprehension and practise language manipulation.

The Teacher’s Notes Booklets are a unique feature of the Richmond Readers Series. Each reader has an accompanying booklet with photocopiable worksheets, background notes for the teacher and ideas for additional activities, discussion work and project material.

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Well-written stories in a variety of styles which guarantee an enjoyable reading experience.

Language which is carefully graded to ensure that the Readers will be within the appropriate language level.

Background information, glossaries and comprehension exercises to encourage student autonomy.

Richmond Readers offer the teacher

A broad selection of genres which will appeal to a wide variety of students.

Support for the teacher, with a large number of additional activities and projects provided in the Teacher’s Notes.