

# Daily Reading: The Man Who Bought a Mountain 4

The video focuses on the skill of **recognising, creating and punctuating fronted adverbials**. Children watch the **video** relating to Chapter 4. They may choose to answer the questions on their activity sheet, they could think about the answers, or you may prefer to talk about them together. If they want to write down their answers, they can pause the video to give them time to write. Answers or example answers are included below. There are also some questions they may wish to answer at the end of the video. It will be useful for them to have the eBook in front of them (included in this pack) to find the answers to these questions.

Watch Video



## Chapter 4

### During the Video



1. **Eventually, Yash could stand the silence no more. "Why are you so determined to ruin our lives as well as our mountain?"** What extra information does 'Eventually' tell us? Does it tell us why, where or when? (p.29)

why

where

when

2. Which part of this sentence is the fronted adverbial? (p.30)

**In the far distance, snow-capped summits glistened in the sunlight.**

3. What extra information does the fronted adverbial tell us?

how

where

when

4. Underline the three fronted adverbials in this paragraph. (p.33)

**Stepping lightly, he crept a little closer. From above the corrugated roof of the sage's dwelling, he could make out the sound of their muffled conversation inside. On his knees, he edged closer still, holding a tree stump to keep his balance.**

### After the Video



5. Underline the fronted adverbial in this paragraph. (p.27)

**The entire village seemed to hold its breath. After a few seconds, the rumble of the surrounding machines dropped and the great bulldozer squealed to a halt.**

6. All of these sentences have a fronted adverbial for when. Add one comma to each sentence after the fronted adverbial.

**After several more minutes of discussion, Bhubakta marched from Goldlaw over to Yash.**

**Before they could leave, a flustered-looking woman carrying a portable computer tottered over to Goldlaw and spluttered, "Sir, our first detonation is planned for 2 p.m. Shall I cancel the order as a precaution?"**

**Finally, Goldlaw heaved himself onto the rocky outcrop and paused, bent double, to draw a few deep, shuddering breaths.**

**When he eventually regained his composure, he forced himself upright... and his jaw dropped.**

7. Why do you think Goldlaw's 'jaw dropped'? (p.30)

**Children may explain their own theories, but using the next paragraph and the illustration, we can be fairly certain that Goldlaw is amazed by the view. Children may recall that this is the highest up the mountain Goldlaw has ever climbed and that last time, he was talking on the phone.**

8. What is unusual about the way the sage refers to Yash?

**The sage calls Yash 'Yashaswin', which we can assume is his full name.**

## Deeper Reading



9. What do you think is in the parcel of leaves that the sage keeps giving to Yash?

**Children may make their own predictions. They may use evidence such as 'The sage tells Yash to take it to 'our friend', so I think the parcel has food in it for someone.'**

10. The author has hidden a clue about what might happen next at the bottom of page 28. Use the last two paragraphs on this page to make a prediction about what might happen in Chapter 5.

**Children should read the final paragraphs of page 28 and recognise that there is a planned detonation scheduled for 2 p.m. While the time is not given when they leave the sage's house, children should use this evidence to make a prediction about what will happen at 2 p.m. Have they considered whether Yash and Goldlaw will make it down the mountain in time? Can they recognise that the sage has given Yash a job to do on his way home (the leaf parcel) which might slow them down? Children may have their own predictions, so speak to them about what evidence they used to make it.**

## Related Activity



Each day, an activity related to the session will be provided. This activity asks children to sort sentences into two groups: those with a **fronted adverbial** and those without.

### Activity Instructions:

- Display the statements below around the room, hiding them to increase the challenge and level of excitement!
- Give the children a set time in which to complete the task; music is always a great motivator!
- The children have to move around the room, finding the statements.
- Once they have found a statement, they should read the sentence carefully and decide whether it has a fronted adverbial or not.
- Sort the cards into two piles.
- Once finished, go through the fronted adverbial pile and ask the children to tell you what the adverbial is.

## Answers



### Fronted Adverbial

Before I go to bed, I always read my book for fifteen minutes.

Quickly, he packed his school bag and raced out of the front door.

Before the sun came up, he stood and waited.

As fast as he could, the rabbit hopped into the field.

Patiently, the teacher waited for the children to form a line, ready for assembly.

### Not Fronted Adverbial

He stood and waited under the clock.

John walked around the park, waiting for his friends to arrive.

The friends, all aged 10, were incredibly excited about the school disco.

The big red tractor worked its way around the field.

The fireworks roared as the clock chimed midnight.