

# Daily Reading: The Man Who Bought a Mountain 2

The video focuses on the skill of **comparing characters in the story**. Children watch the **video** relating to Chapter 2. 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 2

### During the Video



1. What do you think of Yash's character so far? Choose three words.

thoughtful	greedy
rich	polite
responsible	shy

If children chose any of the remaining answers, ask them to show you evidence from the story that proves their choice. Yash is not rich; he works in the fields and only receives treats donated by the walking tourists. Yash is not greedy; he gives all his sweets away to the sage and he is only given a treat of cheese to suck on when he makes it himself. He is not shy; he regularly makes speeches and leads teams of adults.

2. Find and copy some evidence for each of your words.

Word	Evidence
thoughtful	Evidence that Yash is thoughtful can be found on page 8. While Yash works, instead of thinking about nothing at all or about his aching legs or rumbling stomach, he is thinking over what the sage said to him in Chapter 1. The author says 'days later' to show us that Yash is thinking about this for days. Yash knows that it must be important and wants to understand.
polite	Evidence for Yash being polite is on page 9. When Bhubakta gives Yash a job to do at short notice, Yash stays calm and remembers to 'show respect for [his] elders'. He sets off on the task without complaining and, when he arrives, he greets the group politely: 'Good afternoon, ladies and gentlemen.'
responsible	Evidence that Yash is responsible can be found on pages 8 and 9. When Yash isn't leading treks, he is tending the crops, looking after the cattle and helping his mother. On page 9, Yash is busy feeding the animals when Bhubakta arrives. He rushes to get to the trekking group on time and makes it. As well as telling us that Yash helps out his family and works very hard, we are told on page 9 that before setting off on his task for Bhubakta, Yash finishes off the job he is doing instead of rushing it. Yash doesn't want to lead the trek right now (he sighs) but he doesn't complain and takes responsibility for getting the job done.

3. Write down three words to describe Theodore J. Goldlaw. (p.16)

**Children may use any words which occur to them. They may have written 'rude', 'bossy', 'lazy' or 'ungrateful'. If they choose something else, ask them to use evidence from the text to explain it to you.**

4. Find and copy some evidence to support one of your words.

**Children may find evidence for their word which proves the idea. For example: 'Mr Goldlaw is very rude. He calls Yash 'boy' instead of asking his name'; 'Mr Goldlaw is lazy. He wants to be given a lift up the mountain instead of walking.'**

5. Write down three differences between Yash and Mr Goldlaw.

**Children may compare the two characters in any three ways, for example: while Yash tries his best to speak to people politely, Mr Goldlaw is very rude; while Yash is hard-working, Mr Goldlaw is lazy; while Yash loves the mountain views and the peaceful atmosphere, Mr Goldlaw is distracted by his mobile phone and doesn't appreciate the mountain.**

## After the Video



6. Look at page 15. Find and copy two words or phrases that Theodore J. Goldlaw calls Yash.  
'young man'; 'lad'

7. On page 15, there is a paragraph written in italics. Why has the author used this style for the paragraph?  
**Children should recognise that this paragraph tells us Yash's thoughts and that Yash is hearing the sage's words in his head. No one else can hear the voice.**

8. Look at the paragraph on page 16 beginning "Who does he think he is?". There are two words written in italics in this paragraph. Why do you think these words are written in italics?

**Children should recognise that these words are not Yash's thoughts like in the previous question; these are words that Yash is speaking but that he is putting lots of emphasis on. The reader should stress these words by making them louder or changing the tone.**

## Deeper Reading



9. On pages 11 and 12, three paragraphs start with an ellipsis (...). Why do you think the sentences start in this way each time?

**Children should realise that the man is continuing to speak throughout the narration in the chapter and that Yash is tuning in and out of his phone conversation. Children might also say that the man is pausing to listen to the other person on the telephone.**

10. On pages 16 and 17, Yash is speaking to his mother and father. How does his speech compare with the way he spoke to the tour group and why do you think there is a difference?

**Children should recognise that Yash's polite tone ("I'm sorry, sir. I didn't mean to sound rude.") changes. He is speaking his mind on these pages and expressing his anger and irritation at the man's behaviour. He uses words like 'idiot' and his speech becomes a stream of rhetorical questions and exclamations. Children should recognise that Yash needs to be polite to the tourists because they are paying customers, but that he can be himself around his parents and that he is angry.**

**Related Activity**

Each day, an activity related to the session will be provided. This activity asks children to create a character profile of Mr Goldlaw. You do not need to print the activity – view it on a screen then write on paper or a device. At the bottom of the sheet is a section called ‘changes’. This is where children should predict what they think might happen to the character. They could use other stories that they know with villains in them to come up with ideas. By way of marking, ask the child to explain their ideas to you and show you the evidence they have used in the book to give them these ideas.