



The Time-Lock Adventure: Chapter 5

Teacher Resource Pack

Online Activities

There are five multiple-choice questions that can be completed using our ready-made 2DIY activity. The children can complete these individually using iPads, computers or laptops or as a group on the whiteboard, like a quiz show. There is a link to the activity at the end of the chapter, which will open the quiz directly.

In the writing activity at the end of the chapter, the children write the next part of the story.

Classroom Activities

There is a range of multiple-choice and open-ended spelling and grammar questions that can be printed and completed in class or as homework.



Serial Mash

Comprehension Questions

1. When an older man walked into view, Seth knew it was Gudrun's father because...
 - a he was wearing an eyepatch.
 - b he was tall.
 - c he was muscly.
 - d he was wearing a tunic embroidered with dragons.
 - e he had furs draped around his shoulder.

2. The Viking ship took Seth's breath away. This means that Seth...
 - a found it difficult to breathe.
 - b was breathing quickly.
 - c was feeling confused.
 - d was frightened.
 - e was astonished.

3. Why did Seth regret saving Gudrun from the boar?
 - a because Gudrun was ignoring his pleading eyes
 - b because Gudrun didn't say thank you
 - c because Seth felt sorry for the boar
 - d because he hated Gudrun
 - e because Borka tied his hands together

4. Whereabouts on the ship did Gudrun say the Time-Lock would be?
 - a by the main mast
 - b beneath the weapon pile
 - c towards the back
 - d under some boards
 - e at the front



5. When Seth was looking for the Time-Lock on the ship, where were most of the Viking warriors?
- a eating a lavish feast
 - b listening to one of Dan's stories
 - c building tents for their camp
 - d searching for firewood
 - e hunting for food



Chapter Sequencing

Put these events in the order in which they happened in the story, numbering them from 1 to 5. The first one has been done for you.

A group of warrior sailors began setting up camp by the side of the river.

Seth was tied to a pole by Borka.

An intimidating-looking Viking ship slid into view out of the mist.

Gudrun told Seth where Borka had put the Time-Lock.

Dan was instructed to entertain the warriors with his storytelling.

1



Spelling, Punctuation and Grammar

1. Choose the correct **words** to complete the sentences below.

Dan felt wary/weary of Olaf, the leader of the group.

Seth wished he had Mr Penrose's notebook because he needed some advice/advise.

Borka decided to steal/steel the Time-Lock from Seth.

2. Underline the **adverbial of time** in the sentence below.

Meanwhile, Dan, at Gudrun's insistence, had resumed telling his dragon story.

3. Underline the **relative clause** in the sentence below.

At first, the men who were cooking or sorting their equipment carried on chatting, but soon their voices hushed as Dan's took centre stage.

4. Why has a **colon** been used in the sentence below?

And in that silence a sound came: a quiet pulse and the rhythmic swish of oars.



5. Rewrite the sentence below by changing the **modal verb** to make it sound like the boy is not as likely to be fed tonight.

“Tell us some tales, boy, and you’ll eat tonight.”



Serial Mash

Comprehension Questions (Answers)

1. When an older man walked into view, Seth knew it was Gudrun's father because...
 - a** **he was wearing an eyepatch.**
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 - b listening to one of Dan's stories**
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Chapter Sequencing (Answers)

Put these events in the order in which they happened in the story, numbering them from 1 to 5. The first one has been done for you.

A group of warrior sailors began setting up camp by the side of the river.

2

Seth was tied to a pole by Borka.

4

An intimidating-looking Viking ship slid into view out of the mist.

1

Gudrun told Seth where Borka had put the Time-Lock.

5

Dan was instructed to entertain the warriors with his storytelling.

3

Spelling, Punctuation and Grammar (Answers)

1. Choose the correct words to complete the sentences below.

Dan felt wary/weary of Olaf, the leader of the group.

Seth wished he had Mr Penrose's notebook because he needed some advice/advise.

Borka decided to steal/steel the Time-Lock from Seth.

2. Underline the adverbial of time in the sentence below.

Meanwhile, Dan, at Gudrun's insistence, had resumed telling his dragon story.

3. Underline the relative clause in the sentence below.

At first, the men who were cooking or sorting their equipment carried on chatting, but soon their voices hushed as Dan's took centre stage.

4. Why has a colon been used in the sentence below?

And in that silence a sound came: a quiet pulse and the rhythmic swish of oars.

A colon has been used to separate the two clauses and to show that the second clause leads on from the first.



5. Rewrite the sentence below by changing the **modal verb** to make it sound like the boy is not as likely to be fed tonight.

“Tell us some tales, boy, and you’ll eat tonight.”

“Tell us some tales, boy, and you might eat tonight.”



Open-Ended Questions

1. Look at the paragraph beginning: *“Sister, I take...*

Find and copy **one** word that means ‘push with force’.

2. Look at the paragraph beginning: *They walked for...*

Why did the lack of attention cause Dan’s stomach to grumble?

3. Look at the paragraph beginning: *At last, the...*

Find and copy **two** phrases that suggest this part of the story is happening at the end of the day.

4. Why do you think that Gudrun didn’t help Seth when Borka was tying him up?

5. Look at the paragraph beginning: *Up close, it...*

Why do you think Seth imagined himself as a snake?



Purple Mash Extended Writing Exercise

At the end of the chapter, Seth is in a dangerous situation.

Will Seth escape from the Viking ship unharmed?

Will Seth and Dan be able to activate the Time-Lock to get back to their own era?

Write the next part of the story.