

# Questions

**This activity is to be completed once Chapters 7-9 of 'History Hackers: Roman Rescue' have been read.**

1. How did Charlie reappear after his encounter with the Roman soldiers? Tick one.

- He fell from the sky.
- He rolled across Tilda's feet.
- He collapsed in a heap.

2. What did Charlie tell Tilda to do once they travelled back in time?

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3. Underline the **verbs** in this sentence.

Not waiting for his sister's response, Charlie clutched Tilda's hand tight, and with a deep breath of polluted air still filling his lungs, launched them both back towards the time wall.

4. "Oi! Gerraway from me pigs," bellowed an unfriendly voice.

Who did the unfriendly voice belong to? Tick one.

- A peasant farmer
- A Roman soldier
- Someone else. Who? \_\_\_\_\_

5. The birds flapped and squawked in panic as Charlie and Tilda tried to find an escape route through the blizzard of feathers and wings.

Which word in this sentence helps you to imagine that the air was thick with moving objects and that it was hard to see?

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6. What was the name of the Roman Emperor mentioned in the story?

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7. Match the adjectives to the nouns with a straight line.

**Adjective****Noun**

huge

muscles

thick

armour

polished

men

8.

Tilda ignored the bearded Roman, gazing up at the tribune instead. "See, Blutos doesn't know how many fingers he's got. One minute he says ten, next he says eleven. You said yourself that onl-"

Why has the author used this punctuation at the end of Tilda's speech?

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# Answers

|  | I can...   |
|--|--|
| <p><b>1.</b> How did Charlie reappear after his encounter with the Roman soldiers? Tick one.</p> <p><input type="radio"/> He fell from the sky.</p> <p><input checked="" type="radio"/> <b>He rolled across Tilda's feet.</b></p> <p><input type="radio"/> He collapsed in a heap.</p>   | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>   |
| <p><b>2.</b> What did Charlie tell Tilda to do once they travelled back in time?</p> <p><b>"As soon as you hit the grass, start running!"</b></p>  | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>   |
| <p><b>3.</b> Underline the <b>verbs</b> in this sentence.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Not <u>waiting</u> for his sister's response, Charlie <u>clutched</u> Tilda's hand tight, and with a deep breath of polluted air still <u>filling</u> his lungs, <u>launched</u> them both back towards the time wall.</p> </div>                           | <ul style="list-style-type: none"> <li>• learn the grammar for years 3 and 4 in English Appendix 2.</li> </ul>   |
| <p><b>4.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>"Oi! Gerraway from me pigs," bellowed an unfriendly voice.</p> </div> <p>Who did the 'unfriendly voice' belong to?</p> <p><input checked="" type="radio"/> <b>A peasant farmer</b></p> <p><input type="radio"/> A Roman soldier</p> <p><input type="radio"/> Someone else. Who? _____</p>                | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>   |
| <p><b>5.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The birds flapped and squawked in panic as Charlie and Tilda tried to find an escape route through the blizzard of feathers and wings.</p> </div> <p>Which word in this sentence helps you to imagine that the air was thick with moving objects and that it was hard to see?</p> <p><b>Blizzard</b></p> | <ul style="list-style-type: none"> <li>• discuss words and phrases that capture the reader's interest and imagination.</li> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul> |

|   | <b>I can...</b>  |             |        |           |         |          |            |       |  |
|---|--|-------------|--------|-----------|---------|----------|------------|-------|--|
| <p><b>6.</b> What was the name of the Roman Emperor mentioned in the story?<br/><b>Septimius Severus</b></p>  | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul> |             |        |           |         |          |            |       |  |
| <p><b>7.</b> Match the adjectives to the nouns with a straight line.</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left; padding-right: 50px;"><b>Adjective</b></th> <th><b>Noun</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px 0 5px 20px;">huge ●</td> <td style="padding: 5px 0 5px 20px;">● muscles</td> </tr> <tr> <td style="padding: 5px 0 5px 20px;">thick ●</td> <td style="padding: 5px 0 5px 20px;">● armour</td> </tr> <tr> <td style="padding: 5px 0 5px 20px;">polished ●</td> <td style="padding: 5px 0 5px 20px;">● men</td> </tr> </tbody> </table> | <b>Adjective</b>   | <b>Noun</b> | huge ● | ● muscles | thick ● | ● armour | polished ● | ● men | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul> |
| <b>Adjective</b>  | <b>Noun</b>  |             |        |           |         |          |            |       |  |
| huge ●  | ● muscles  |             |        |           |         |          |            |       |  |
| thick ●   | ● armour   |             |        |           |         |          |            |       |  |
| polished ●  | ● men  |             |        |           |         |          |            |       |  |
| <p><b>8.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Tilda ignored the bearded Roman, gazing up at the tribune instead. “See, Blutos doesn’t know how many fingers he’s got. One minute he says ten, next he says eleven. You said yourself that onl-”</p> </div> <p>Why has the author used this punctuation at the end of Tilda’s speech?<br/><b>A dash is used here to show that Tilda’s sentence was not finished as someone has interrupted her.</b></p>  | <ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul>                                    |             |        |           |         |          |            |       |  |

# Questions

**This activity is to be completed once Chapters 7-9 of 'History Hackers: Roman Rescue' have been read.**

1. What was Charlie relieved to smell? Tick one.

- diesel fumes     
  food cooking     
  a bonfire

2. In which year did Tilda say that the Romans had left York?

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3. What did Charlie tell Tilda to do once they travelled back in time?

- Crawl and don't make a noise.  
 Start running.  
 Keep calm and hide.

4. Tilda's eyes swam with confusion.

What does this metaphor mean? Tick one.

- Tilda was confused because she was covered in water.  
 Tilda closed her eyes because she was scared.  
 Tilda was looking around, confused by the Romans.

5. Underline the word in the sentence below which means 'exhausted'.

Charlie and Tilda turned to see the haggard face of an ugly peasant farmer glaring through the doorway of his hut.

6. Read the paragraph in Chapter 8 that starts with 'Charlie and Tilda turned...'.  
What is the purpose of this paragraph and what does it add to the story?

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7. What were the children accused of being?

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8. Underline the **adverb** in this sentence.

The fat soldier smiled wickedly at Charlie.

9. What silent sign did Tilda give Charlie to communicate with him?

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10. "Now, Blutos," Tilda smirked. "You just told us all that you have ten fingers, including thumbs. Is that right?"

Blutos nodded, grinning at his fellow soldiers. None of them noticed that the smile had slipped from their leader's lips.

Why had the tribune stopped smiling?

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# Answers

|  | I can...   |
|--|--|
| <p>1. What was Charlie relieved to smell? Tick one.</p> <p><input checked="" type="radio"/> <b>diesel fumes</b>    <input type="radio"/> food cooking    <input type="radio"/> a bonfire</p>   | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>   |
| <p>2. In which year did Tilda say that the Romans had left York?<br/><b>AD 401</b></p>   | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>   |
| <p>3. What did Charlie tell Tilda to do once they travelled back in time?</p> <p><input type="radio"/> Crawl and don't make a noise.</p> <p><input checked="" type="radio"/> <b>Start running.</b></p> <p><input type="radio"/> Keep calm and hide.</p>  | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>   |
| <p>4. <div style="border: 1px solid black; padding: 5px; text-align: center;">Tilda's eyes swam with confusion.</div></p> <p>What does this metaphor mean? Tick one.</p> <p><input type="radio"/> Tilda was confused because she was covered in water.</p> <p><input type="radio"/> Tilda closed her eyes because she was scared.</p> <p><input checked="" type="radio"/> <b>Tilda was looking around, confused by the Romans.</b></p> | <ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> <li>• discuss words and phrases that capture the reader's interest and imagination.</li> </ul> |
| <p>5. Underline the word in the sentence below which means 'exhausted'.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Charlie and Tilda turned to see the <u>haggard</u> face of an ugly peasant farmer glaring through the doorway of his hut.</p> </div>  | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>   |

|   | <b>I can...</b>   |
|---|---|
| <p><b>6.</b> Read the paragraph in Chapter 8 that starts with 'Charlie and Tilda turned...'. What is the purpose of this paragraph and what does it add to the chapter?</p> <p><b>This paragraph's purpose is to describe the appearance of the peasant farmer, and make him sound wild and scary. It adds to the danger in this chapter.</b></p>   | <ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> <li>• discuss words and phrases that capture the reader's interest and imagination.</li> <li>• identify main ideas drawn from more than one paragraph and summarise these.</li> </ul> |
| <p><b>7.</b> What were the children accused of being?</p> <p><b>The children were accused of being thieves.</b></p>   | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>  |
| <p><b>8.</b> Underline the <b>adverb</b> in this sentence.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>The fat soldier smiled <u>wickedly</u> at Charlie.</p> </div>  | <ul style="list-style-type: none"> <li>• learn the grammar for years 3 and 4 in English Appendix 2.</li> </ul>  |
| <p><b>9.</b> What silent sign did Tilda give Charlie to communicate with him?</p> <p><b>Tilda winked at her brother.</b></p>  | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>  |
| <p><b>10.</b></p> <div style="border: 1px solid black; padding: 10px;"> <p>"Now, Blutos," Tilda smirked. "You just told us all that you have ten fingers, including thumbs. Is that right?"</p> <p>Blutos nodded, grinning at his fellow soldiers. None of them noticed that the smile had slipped from their leader's lips.</p> </div> <p>Why had the tribune stopped smiling?</p> <p><b>Answers may vary, with some reference to the fact that the tribune is taking this seriously and can see that Tilda is going to win.</b></p> | <ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul>                               |



# Questions

**This activity is to be completed once Chapters 7-9 of 'History Hackers: Roman Rescue' have been read.**

1. Find and copy two examples that tell the reader how pleased Charlie was to be back safely with his sister.

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2. 

Looking back over her shoulder, Tilda saw the pristine Roman fortress. A second ago it had been little more than a ruin.

Why do you think the author chose to describe the Roman fortress as 'pristine'?

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3. Underline the word in the sentence below which means 'exhausted'.

Charlie and Tilda turned to see the haggard face of an ugly peasant farmer glaring through the doorway of his hut.

4. Read the paragraph in Chapter 8 that starts with 'Charlie and Tilda turned...'. What is the purpose of this paragraph and what does it add to the story?

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5. Complete the grid, ticking 'simile' or 'metaphor' for each statement.

|   | <b>Simile</b>         | <b>Metaphor</b>       |
|---|-----------------------|-----------------------|
| Tilda's eyes swam with confusion.                     | <input type="radio"/> | <input type="radio"/> |
| Tilda's heart was beating like an Olympic sprinter's. | <input type="radio"/> | <input type="radio"/> |

**6.** “Now, Blutos,” Tilda smirked. “You just told us all that you have ten fingers, including thumbs. Is that right?”

Blutos nodded, grinning at his fellow soldiers. None of them noticed that the smile had slipped from their leader’s lips.

Why had the tribune stopped smiling?

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**7.** Describe the appearance of the Roman soldiers using references from the text.

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**8.** “The farmer caught them red-handed, Tribune,” a Roman soldier lied, kicking dust into the children’s faces.

Why do you think the Roman soldier lied to the Tribune?

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**9.** Summarise Charlie’s behaviour in Chapters 8 and 9, giving reasons and examples to justify your opinion.

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**10.** Do you think Tilda and Charlie will be able to escape from being captured? Justify your answer using evidence from the text.

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# Answers

|  | I can...  |
|--|---|
| <p><b>1.</b> Find and copy two examples that tell the reader how pleased Charlie was to be back safely with his sister.</p> <p><b>'Charlie had never been so relieved'</b></p> <p><b>'Charlie breathed a sigh of relief'</b></p> <p><b>'He was back, and that meant he was safe'</b></p>   | <ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul>   |
| <p><b>2.</b> Looking back over her shoulder, Tilda saw the pristine Roman fortress. A second ago it had been little more than a ruin.</p> <p>Why do you think the author chose to describe the Roman fortress as 'pristine?'</p> <p><b>The adjective 'pristine' means clean and in its original condition. The fortress is described as a 'ruin' in modern-day York and this reinforces the theory that the children have travelled back in time to when the fortress was newly built.</b></p> | <ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul>   |
| <p><b>3.</b> Underline the word in the sentence below which means 'exhausted'.</p> <p>Charlie and Tilda turned to see the <u>haggard</u> face of an ugly peasant farmer glaring through the doorway of his hut.</p>  | <ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>  |
| <p><b>4.</b> Read the paragraph in Chapter 8 that starts with 'Charlie and Tilda turned...'. What is the purpose of this paragraph and what does it add to the chapter?</p> <p><b>This paragraph's purpose is to describe the appearance of the peasant farmer, and make him sound wild and scary. It adds to the danger in this chapter.</b></p>  | <ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning.</li> <li>• discuss words and phrases that capture the reader's interest and imagination.</li> <li>• identify main ideas drawn from more than one paragraph and summarise these.</li> </ul> |

|  |                                  |                                  | <b>I can...</b>   |                                   |                       |                                  |   |                                  |                       |  |  |  |
|--|----------------------------------|----------------------------------|---|-----------------------------------|-----------------------|----------------------------------|---|----------------------------------|-----------------------|--|--|--|
| <p><b>5.</b> Complete the grid, ticking 'simile' or 'metaphor' for each statement.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;"><b>Simile</b></th> <th style="width: 20%; text-align: center;"><b>Metaphor</b></th> </tr> </thead> <tbody> <tr> <td>Tilda's eyes swam with confusion.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td>Tilda's heart was beating like an Olympic sprinter's.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table> |                                  | <b>Simile</b>                    | <b>Metaphor</b>   | Tilda's eyes swam with confusion. | <input type="radio"/> | <input checked="" type="radio"/> | Tilda's heart was beating like an Olympic sprinter's. | <input checked="" type="radio"/> | <input type="radio"/> |  |  | <ul style="list-style-type: none"> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading.</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul> |
|  | <b>Simile</b>                    | <b>Metaphor</b>                  |   |                                   |                       |                                  |   |                                  |                       |  |  |  |
| Tilda's eyes swam with confusion.  | <input type="radio"/>            | <input checked="" type="radio"/> |   |                                   |                       |                                  |   |                                  |                       |  |  |  |
| Tilda's heart was beating like an Olympic sprinter's.  | <input checked="" type="radio"/> | <input type="radio"/>            |   |                                   |                       |                                  |   |                                  |                       |  |  |  |
| <p><b>6.</b></p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>"Now, Blutos," Tilda smirked. "You just told us all that you have ten fingers, including thumbs. Is that right?"</p> <p>Blutos nodded, grinning at his fellow soldiers. None of them noticed that the smile had slipped from their leader's lips.</p> </div> <p>Why had the tribune stopped smiling?</p> <p><b>Answers may vary, with some reference to the fact that the tribune is taking this seriously and can see that Tilda is going to win.</b></p>  |                                  |                                  | <ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul> |                                   |                       |                                  |   |                                  |                       |  |  |  |
| <p><b>7.</b> Describe the appearance of the Roman soldiers using references from the text.</p> <p><b>Answers may vary. References include: huge men; bulging skin; thick muscles that rugby players would envy; polished armour.</b></p>   |                                  |                                  | <ul style="list-style-type: none"> <li>• discuss words and phrases that capture the reader's interest and imagination.</li> </ul>   |                                   |                       |                                  |   |                                  |                       |  |  |  |
| <p><b>8.</b></p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>"The farmer caught them red-handed, Tribune," a Roman soldier lied, kicking dust into the children's faces.</p> </div> <p>Why do you think the Roman soldier lied to the Tribune?</p> <p><b>Pupils' own responses. Suggested answer: the Roman soldier may have wanted to 'show off' his thief-catching skills to the tribune in order to make a good impression.</b></p>   |                                  |                                  | <ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>  |                                   |                       |                                  |   |                                  |                       |  |  |  |

|  | <b>I can...</b>  |
|--|--|
| <p><b>9.</b> Summarise Charlie's behaviour in Chapters 8 and 9, giving reasons and examples to justify your opinion.</p> <p><b>Children's own responses. Suggestions include: Charlie acted rashly; Charlie expected to be treated as fairly as in modern-day York; Charlie was quick to retort and was not very sensible when speaking to the soldiers; Charlie did not act as wisely as Tilda.</b></p> | <ul style="list-style-type: none"> <li>• summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas.</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul> |
| <p><b>10.</b> Do you think Tilda and Charlie will be able to escape from being captured? Justify your answer using evidence from the text.</p> <p><b>Pupils' own responses, justified appropriately.</b></p>   | <ul style="list-style-type: none"> <li>• predict what might happen from details stated and implied.</li> </ul>   |