1.



TIME TROUBLE

In the first part of Time Trouble by Penelope Lively, a boy meets a talking grandfather clock, only to find that this leads to some unexpected events.

When I was nine I came to an arrangement with a grandfather clock; it was disastrous. Never trust a clock. Believe me – I know. I'll tell you about it.

I was in the hall of our house, all by myself. Except for the clock. I'd just come in from school. The clock said ten past four. And I said, out loud, because I was fed up and cross as two sticks, 'I'd give anything to have this afternoon all over again.'

'Would you now,' said a voice. 'That's interesting.'

There was no one there. I swear. The voice came from the clock. I looked it in the eye and it looked back, the way they do. Well, they've got faces, haven't they? Faces look.

‘I deal in time, as it happens,’ the clock went on. ‘Had some bad time, have you?’

I nodded.



‘Sometimes,’ said the clock, ‘I can lend a hand.’ It twitched one, from eleven minutes past four to twelve minutes past. ‘Tell me all, then.’

So I told about how at dinner I was in a bad mood because of having a fight with Brian and when Mum kept going on at me about something I kept thinking, ‘Oh, shut up!’ only unfortunately what was meant to be a ‘think’ got said out loud accidentally, so then Mum was in a very bad mood indeed with me and I got no pudding. And then on the way back to school Brian and I had another fight and my new pencil case got kicked into a puddle and all dirtied over. And we were late and Mrs Harris told us off. And on the way home we had an argument resulting in me falling over and my pocket money dropping out of my pocket and ten pence getting lost.

‘Tough,’ said the clock. ‘I see what you mean. Well – here’s a deal. You have this afternoon back and I’ll have next Wednesday.’

‘Next Wednesday?’

‘Next Wednesday. Your next Wednesday afternoon.’

‘But I don’t know yet what’s going to happen next Wednesday,’ I objected.

‘Quite,’ said the clock. ‘It’s a risk. Well – take it or leave it.’

I thought. What’s one Wednesday afternoon, out of all the Wednesday afternoons you’ve got? I mean, on the whole one Wednesday afternoon’s much like another.

‘OK,’ I said. ‘And I have this one again?’

The clock made its whirring noise for quarter past four. ‘That’s right, my lad. See if you can make a better job of it.’

Here we go again ...

You’re not going to believe this. There I was at dinner all over again, in a bad mood just like before, only this time when Mum started going on at me I didn’t say anything. I just sat. And then somehow, accidentally, my leg shot out and it kicked Brian and Brian yelled and his milk got spilled and Mum got in a proper temper and not only did I get no pudding, but I got no seconds either. On the way back to school I thought. Right ... And when Brian started trying to trip me up I didn’t trip back but I started running on ahead. And a paving stone got in my way and I fell over and my new pencil case went into the road and a car went over it and all the pencils were broken and the biro with six colours was bent so it wouldn’t work any more. And when the bell went I was so fed up I went into the corner shop for some chocolate. And you’re not going to believe this. My money had all gone out of my pocket. Twenty-eight pence from last Saturday. It must have dropped out when I fell over before.



There I was in the hall again. With the clock. Furious. I said, ‘It was *worse*. I want the first one back again. That way, at least I’d have my money and the pencils and the biro with six colours.’

‘No way,’ said the clock. ‘A deal’s a deal.’ And it just stood there, ticking. That was all it did for the next five days.

Third time lucky

I wondered what would happen, when it came to Wednesday. What happened was this. Brian and I came home from school for dinner, just as usual. We ate it, just as usual. Mum said, ‘Off you go, boys,’ just as usual. We started getting our anoraks. The phone rang. The clock struck one. Mum said, ‘Wonder who that is ...’ She went to answer the phone.

...And the next thing I knew the clock was striking seven and I was in the kitchen again looking at a plate of supper that I didn’t want. I felt a bit sick.

I said, ‘I feel a bit sick.’

‘I’m not surprised,’ said Mum.

‘You shouldn’t have had the peach melba bombe as well as the vanilla with chocolate sauce. And three helpings of chips!’ said Brian.

I looked at him.

An awful, suspicious feeling began to creep over me.

Brian was talking about something else now. ‘Remember the bit when the spaceships all started crashing into each other? That was *fantastic*. And when the robots all came out of the volcano?’

Mum had gone out of the back door for something. I thought hard. I said, cautiously, ‘What sort of an afternoon was it, would you say?’

‘What sort of an afternoon!’ cried Brian. ‘It was just amazing! Well, you were *there*, you dope! I mean, it’s not just any old afternoon that Uncle Jim suddenly rings up and says he’s over this way and he’d like to take us out and he talks Mum into letting us miss school and he comes in his new *sports* car with the *roof* down all the way and... Well, you were *there*. Hey – remember the bit in the cartoon when they all fell over the cliff!’

I swallowed. ‘Yeah ... Sure.’ After a moment I said, ‘It was *Space Victory*, was it, the film?



He stared at me. ‘Course it was *Space Victory,* idiot. *Space Victory,* what we’ve been wanting to see for *years*. Remember the bit when ...’

‘Course,’ I snarled through clenched teeth.

I went out into the hall, banging the door. I stood in front of the clock.

‘Did you *know?’* I demanded.

‘What’s that?’ said the clock, bland as you like.

‘Did you *know* that it wouldn’t just be an ordinary school afternoon? Did you *know* Uncle Jim would come... and... *Space Victory...three* helpings of chips...’ I spluttered. I couldn’t go on.

The clock ticked away, evasive. ‘I said it would be a risk, didn’t I? Funny stuff, time. Doesn’t always do to mess about with it.’

‘It was your idea,’ I said sulkily.

‘Look,’ said the clock. ‘I was just going about my normal business, dealing in time. If you don’t like what’s in the paper you don’t complain to the newsagent, do you?’

I glared at it.

‘I just keep track of it, right? See it’s moving along at the proper rate, all that kind of thing. One bit’s the same as another, as far as I’m concerned. The quality’s your problem – doesn’t interest me.’

I said, ‘I want my Wednesday afternoon back.’

2. 1. Circle the word or group of words that completes the sentences.

(a) The first time the grandfather clock spoke to the boy was one afternoon. He had been feeling

happy and contented | tired and sleepy | angry and annoyed | cheerful and excited .

1 mark

(b) This was because that afternoon had been so full of

problems | surprise | sorrow | pain .

1 mark

(c) The boy was surprised to hear the clock speak but he was sure that it had spoken because

the minute hand moved | no one else was in the hall | clocks can talk | the clock had spoken before .

1 mark

(d) He told the clock all about his awful afternoon.
Among other things, he described the fight with Brian, being cheeky to their mother, the loss of the ten pence and getting into trouble with Mrs Harris. Mrs Harris was his

neighbour | mother | aunt | teacher .

1 mark

(e) In fact, the afternoon had been so bad that he wished to have it back to see if

the clock would agree to a deal | it would be better a second time | the ten pence could be found | it had all been a bad dream .

1 mark

(f) Surprisingly, the clock suggested making a deal and allowed the boy to relive that afternoon. In return, he had to

pay the clock some money | give the clock another afternoon, instead | change places with the clock | promise to behave better the second time .

1 mark

(g) No one, not even the clock, could have guessed that the boy's second chance to live through that afternoon would be

exactly the same as | better than | worse than | as boring as .

1 mark

(h) All in all, for the boy, this deal turned out to be rather

bad | good | sensible | lucky .

1 mark

2. **Answer this question about what happened in the story.**

Write down **three** ways in which the second afternoon...

(Here we go again ...,) was different from the first afternoon.

1. _____

_____

2. _____

_____

3. _____

_____

3 marks

3. (a) Why did the boy think it was a risk to lose the next Wednesday afternoon?

_____

_____

_____

1 mark

(b) Why do you think he decided to take the risk?

_____

_____

_____

1 mark

4. What was the boy thinking as the *awful, suspicious feeling* began to creep over him? (*Third time lucky*)

_____

_____

_____

2 marks

5. Write down **three** different things that Brian enjoyed on the afternoon when their uncle took the boys out.

1. _____

2. _____

3. _____

3 marks

6. Find **two** words from the story that show that Brian enjoyed the afternoon with his uncle.

1. _____

2. _____

2 marks

7. In describing the first two afternoons, the author starts many sentences with *And...*

Why do you think the author chose to do this?

_____

_____

_____

1 mark

8. The boy could not remember his exciting afternoon with Uncle Jim and was in a bad mood because of this.

Find **four** words or phrases from the story that show his bad mood

1. _____

2. _____

3. _____

4. _____

4 marks

9. What does the clock mean when it says it just *keeps* track of time and is not interested in the *quality?* (at the end)

_____

_____

_____

1 mark

10. Did the boy get on well with his brother, Brian?

Yes ☐ No ☐

Explain your reasons, using parts of the story to help you.

_____

_____

_____

_____

_____

3 marks

11. Would you like the clock as a friend?

Yes ☐ No ☐

Explain your reasons, using parts of the story to help you.

_____

_____

_____

_____

_____

3 marks

12. The boy asks for the last Wednesday afternoon back (at the end).

Do you think the clock will give it back?

Yes ☐ No ☐

What makes you think this? Explain your reasons, using parts of the story to help you.

_____

_____

_____

_____

_____

3 marks

13. Would you be interested in reading the rest of the story?

Yes ☐ No ☐

Say what you liked or did not like about the story so far.

_____

_____

_____

_____

_____

3 marks

2. 1 Award **1 mark** for each correct choice.

(a) angry and annoyed

(b) problems

(c) no one else was in the hall

(d) teacher

(e) it would be better a second time

(f) give the clock another afternoon instead

(g) worse than

(h) bad

up to 8 marks

2 Award **1 mark** for appropriate differences noted, up to a maximum of **3 marks**. The following lists some of the more frequently cited differences you may regard as correct any others that you find acceptable on the basis of a close reading of the text.

- *was not cheeky / did not say 'shut up' to his mother on second afternoon*
- *was more sensible on second afternoon*
- *more bad things happened on the second afternoon*
- *kicked Brian on second afternoon*
- *paving stone caused him to trip*
- *did not fight with Brian on the way back to school on second afternoon / did not respond to him trying to trip him up*
- *on first afternoon was given no pudding, on second afternoon had neither seconds nor pudding*
- *first afternoon - pencil case in puddle and dirty: second afternoon - pencil case in road, driven over by car and pencils broken*
- *first afternoon - lost 10 pence: second afternoon - lost all money*
- *first afternoon - lost money as a result of fight: second afternoon - lost money as a result of falling over*

Unless otherwise stated, it must be assumed that unqualified responses relate to the second afternoon, eg:

- *Brian's milk was spilled*

up to 3 marks

3 (a) Award **1 mark** for answers which refer only to the fact that he didn't know what might happen on that Wednesday, eg:

- *because he didn't know what would happen*

1 mark

(b) Award **1 mark** for answers which indicate that Wednesdays are all the same (ie dull) or could not get worse, eg:

- *he thought he had nothing to lose*
- *he thought he couldn't have a worse time*
- *he didn't know he was going to have a good time*

1 mark

4 Award **1 mark** for answers which show that he suspects he missed an enjoyable afternoon, eg:

- *he had missed a really great afternoon*
- *he could not remember eating anything*

Award **2 marks** for answers which show that he suspects the clock was responsible, eg:

- *that he had been tricked by the clock*
- *that he should not have trusted the clock*
- *that the clock knew all along*

up to 2 marks

5 Award **1 mark** for each response from the following up to a maximum of **3 marks**: (Only one reference to each main point is allowable.)

- *seeing Uncle Jim*
- *the film / Space Victory / the spaceships and volcano in Space Victory*
- *the (ride in Uncle Jim's) sports car*
- *missing school (in the afternoon)*
- *the m\eal / the chips / the restaurant*

Award only **1 mark** to answers which make several references to one aspect of the afternoon, eg:

- *where they fell over a cliff, where the spaceships crashed and they went to the cinema*

up to 3 marks

6 Award **1 mark** for either of the following up to a maximum of **2 marks**:

- *fantastic*
- *amazing*

up to 2 marks

7 Award **1 mark** for answers which refer to continuity and excitement, eg:

- *to make it sound like someone speaking rather than writing*
- *it shows that a lot of bad things kept happening*
- *because so many things happened to the boy*

1 mark

8 Award **1 mark** for each word / phrase from the following list up to a maximum of 4 marks:

clenched teeth	*banging the door*
spluttered	*snarled*
sulkily	*demanded*
glared	

up to 4 marks

9 Answers must include an *explanation* of the second half of the quotation, ie that the clock is not interested in the *quality* of time.

Award **1 mark** for answers which indicate that the clock did not care about / pretended not to care about / wanted to avoid blame for what happened, or how good or bad a time the boy had, eg:

- *the clock meant that it (just marked the passage of time and) and had nothing to do with our enjoyment of time*
- *(it just keeps ticking and keeping the right time and) it does not care what happens in that time*
- *it's not interested in what happens during the time, it just keeps track of it*
- *the clock is saying that it's not its fault that it was a bad day*

1 mark

10 **No marks are awarded for ticking yes/no boxes.**

Children are required to give reasons for their answers, explaining their response to the text. Children's answers will range from simple opinions to ones which take account of conflicting evidence or different points of view within the story.

The better answers will show an awareness of the themes and style of the text.

Award **1 mark** for answers which recall a moment or event in the story, eg:

- *he kicked Brian under the table and spilt the milk*

Award **2 marks** for answers which refer to a moment or events in the story which suggest a pattern of behaviour, eg:

- *they were always fighting / arguing and tripping each other up / pushing each other*

Award **3 marks** for answers which refer to moments or events in different parts of the story and show that the brothers' relationship was not simple, eg:

- *In the end they got on. But mostly no, he was like a bully to his brother*
- *He fights with his brother but sometimes gets on well with him like the Wednesday afternoon*

up to 3 marks

11 **No marks are awarded for ticking yes/no boxes.**

Children are required to give reasons for their answers, explaining their response to the text. Children's answers will range from simple opinions to ones which take account of conflicting evidence or different points of view within the story.

The better answers will show an awareness of the themes and style of the text.

Award **1 mark** for answers that respond in a general way about friends or clocks, eg:

- *I would like a friend*
- *you can't talk to clocks*
- *I could go back in time*

Award **2 marks** for answers which show some awareness of the particular character or powers of the clock in the story, eg:

- *it would be annoying if it kept sending me back*
- *because it was crafty / untrustworthy / mean / cunning*
- *if you wanted to travel backward or forwards in time you would only have to ask it.*

Award **3 marks** for answers which show some awareness of the particular character or powers of the clock derived from different parts of the story, and consider more fully the advantages and disadvantages of friendship with such a character, eg:

- *it most probably knew what was going to happen which meant that it took advantage. I wouldn't want a friend like that!*
- *it would always want to swap time and I would probably miss good things because of its tricks*
- *it had done a one-way deal, it lied and it's a traitor*

up to 3 marks

12 **No marks are awarded for ticking yes/no boxes.**

Children are required to give reasons for their answers, explaining their response to the text. Children's answers will range from simple opinions to ones which take account of conflicting evidence or different points of view within the story.

The better answers will show an awareness of the themes and style of the text.

Award **1 mark** for answers which state an opinion without explanation, eg:

- *the clock was mean*
- *the clock was a cheat*

Award **2 marks** for answers in which the opinion is backed up by reference to a part of the story, eg:

- *it had done it before, so would / would not do it again*
- *because the boy made a deal that he would miss his Wednesday afternoon*
- *the clock doesn't care one way or another*

Award **3 marks** for answers in which the opinion is backed up by reference to a part of the story and offers an interpretation of the clock's character, eg:

- *as the clock is not interested in the quality of the time and likes trading one bit of time for another, so it will probably make another deal*
- *all through the story the clock's been mean, why should it be nice now?*
- *the clock already gave him one chance and all the boy did was to complain*

up to 3 marks

13 **No marks are awarded for ticking yes/no boxes.**

Children are required to give reasons for their answers, explaining their response to the text. Children's answers will range from simple opinions to ones which take account of conflicting evidence or different points of view within the story.

The better answers will show an awareness of the themes and style of the text.

Award **1 mark** for answers which simply express likes or dislikes, eg:

- *it was good*
- *it was boring*
- *it had lots of fighting*

Award **2 marks** for answers which explain the opinion by reference to events in the story, or to stories of similar type, eg:

- *you didn't know what was going to happen next*
- *I like the way the clock is sarcastic*
- *I like stories which have mystery in them*
- *I did not like it when the boy got into trouble*
- *I like the bit where 'something' happened*
- *I didn't like the bit where he kept doing the same thing every Wednesday afternoon*

Award **3 marks** for answers which show an understanding of some of the real themes and tones of the story overall, eg:

- *I felt it was very unfair on the main character*
- *it was a bit too fictional and not believable and for young children.*
  A few years ago I might have said yes.

up to 3 marks