

A TEACHER'S GUIDE TO

THE CHAOS QUEST by Gill Arbuthnott



www.florisbooks.co.uk

Themes/issues addressed in this book

Friendship; time and space; history; family commitments; duty

Book Summary

It is eighteen months after the events of *The Chaos Clock*, and Kate and David are now age 13, at secondary school in Edinburgh. David is struggling to come to terms with his new stepmother, and Kate is expected to take more responsibility for her younger brother. They soon become involved in a race to prevent the Lords of Chaos from tricking Erda, the Stardreamer, into losing her immense power in the Worlds. Even with help from Morgan the Hunter, can they prevent the barriers between times being blown away forever? This is an exciting sequel to *The Chaos Clock*, which, like its predecessor, uses real-life locations around Edinburgh to ground the fantasy and adventure elements.

BEFORE READING

Group Activities

- Discussion: family responsibilities. In *The Chaos Quest*, Kate's parents expect her to take more responsibility for looking after her younger brother. What family responsibilities do you have at home? Do you like doing them? Do you think they're fair, and if not, why not?

AFTER READING

Individual Work

- Write a paragraph on the thoughts and feelings you had when
 - a) David's cat Tiger dies (chapter 7)
 - b) Kate is in the hospital with her parents after Ben's accident (chapter 13)
 - c) Kate and David first meet Erda (chapter 4)
- Expectations: Morgan and Thomas initially assume that the Stardreamer will be a man, because they have heard the Stardreamer is hugely powerful. They are shocked when a frail girl appears. Write at least 4 paragraphs about a time when someone or something turned out to be different from what you had expected. Explain why you had expected them to be different.

Group Activities

- Class visit: if you live in or near Edinburgh, arrange a class visit to Rosslyn Chapel, where Kate and David come face to face with the Queen of Darkness. See if you can spot the same features of the church that Kate and David saw. Why do you think the barriers between the times were especially weak at Rosslyn Chapel?
- Discussion: one of the themes of the book is moving between different times. In chapter 6, Erda characterises different times: "Different words, different clothes. Different houses." What other clues would you get that you were in a different time? Think of as many as you can, and what they would tell you about the time you were in.
- Group work: new words. In chapter 7 when Erda is in an earlier time with Thomas and Morgan, she says "They do not have so many words now as in the other time." Why do we have more words in the present day? Think of at least 10 words which did not exist 200 years ago. What kind of words are they? Write a sentence about each word. Now think of 5 words which would have been used 200 years ago, but which we no longer use. What do we say instead? Why did we stop using the old words?

Vocabulary

- Check you know what the following words mean:

unrealistic	gloomy	fate	theatrical	triumph
disloyal	disquiet	purpose	dawdle	truce
frustration	frail	thwart	concussion	vengeance
ramshackle	flinch	void	aghost	consequences

Kelpies Series Summary

The award-winning Kelpies series is Scotland's favourite collection of children's fiction. Floris Books took over publication of these books in 2001. The series includes such classic novels as Kathleen Fidler's The Desperate Journey, Mollie Hunter's The Thirteenth Member, and Theresa Breslin's Simon's Challenge. Genres included in the series range from historical and folklore to detective and adventure stories.

CURRICULUM REQUIREMENTS COVERED

5-14 Curriculum (Scotland)

Years: P5-P7, S1-S3

Reading:

Reading for Information

Reading to Reflect

Awareness of Genre

Talking:

Talking in groups

Talking about texts

Talking about experiences, feeling and opinions

Writing:

Functional

Imaginative

National Curriculum (England, Wales, Northern Ireland)

Key Stages 2 and 3

English: Reading

Reading Strategies

Response to Texts, inc analysing and evaluating

Reading for Information

National Literacy Strategy:

Text-Level Reading

Text-Level Writing

Vocabulary