



**Before listening**

- 1 Lesson 1 warm-up. ↓
- 2 Show poster 1. Read the title. Ask questions. ↓
- 3 Show flashcards 11-15 and name new objects. Children find on poster.
- 4 Show and name new objects. Class repeats.

**Shared listening**

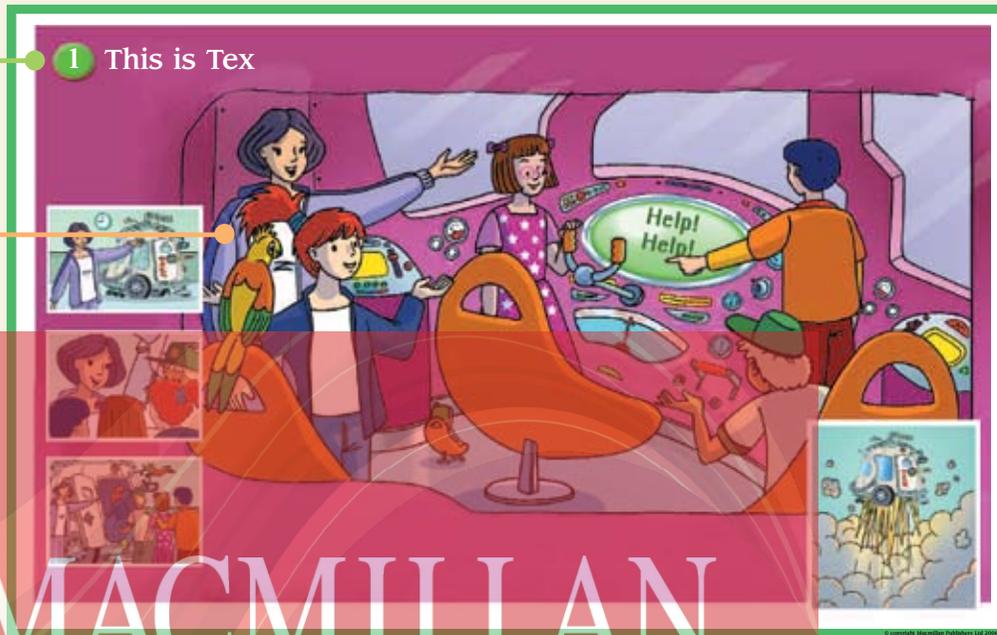
- 1 Play FC track 2. Point to the pictures. Point to the characters in the main picture when they speak.
- 2 Ask questions about the story. ↓
- 3 Ask questions about the characters and pictures. ↓
- 4 Play FC track 2 and point again.

**Dialogue practice**

- 1 Name objects. Children point in books. Point on poster for children to check.
- 2 Show flashcards 11-15. Children name objects.
- 3 Children close books. Play FC track 3 and show character flashcards 1-5. Class repeats lines in pauses.
- 4 Groups say lines by character.
- 5 Individuals act dialogue.
- 6 Play FC track 2 again. Children follow text.

**After listening**

- 1 Children suggest reasons for Princess Starlight's message. ↓
- 2 Children write their suggestions. ↓



**1 This is Tex**

Miss Plum opened the classroom door and the children went inside. There was a strange machine in the classroom. What was it?

This is Tex. It's my time explorer machine.

We're not having an English lesson today. We're going on a trip through time.

Fantastic!

Please get in!

It's very small. How can we all get inside?

8 It was ... She opened ... It looked ...

Outside the time machine looked very small. Inside it was very big!

- Welcome to Tex!
- Wow!
- It's huge!
- Look at all these lights!
- Look at all these buttons and dials!
- Look at the handle and the switches!
- They are the controls. Don't touch them!
- What's this, Miss Plum?
- This is the computer.

Look! There's a message on the screen.

- What does it say?
- It says: 'Help! Help!'
- 'I am Princess Starlight from planet Smilo.'
- 'Please, please, help me!'
- Come on, children. Take your seats! We're going to planet Smilo!
- Now?
- Now.
- Wow!

5 - 4 - 3 - 2 - 1 ...

Here we go!

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MACMILLAN EDUCATION

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Lesson 1 time division:



Lesson aim Fluency

Lesson targets Children:

- listen for pronunciation and intonation
- repeat dialogue accurately
- act out dialogue with expression
- discuss and write reasons for Princess Starlight's message.

**Key language** (words) *button, dial, handle, machine, screen, switch*  
(structures) *It was ..., They were ..., He jumped. She looked. They walked.*

**Language for understanding** *strange, explorer, trip (n.), controls*

**Materials** Poster 1, Fluency Book pp8-9, FC tracks 2-3, character flashcards 1-5, object flashcards 11-15

**Preparation** Listen to the cassette/CD before the lesson.

↓ Before listening

- 1 Warm-up: Sing a favourite song in English that the children all know.
- 2 Ask *Who can you see in the pictures? What is Miss Plum pointing to? What do you think it is? Is it big or small? Are the children going inside? What is it like inside? What can you see?*

↓ Shared listening

- 2 Ask *What is Tex? Who does Tex belong to? What does Tex do? What is on the screen? Who sent it? What does she say? Where are the children going now?*

- 3 Ask *Why mustn't the children touch the controls? Is it big or small inside Tex? How many seats are there in Tex? Who is the small seat for?*

↓ Dialogue practice

For a detailed explanation of dialogue practice, see Introduction, p8.

↓ After listening

- 1 Ask children the questions below. Note different suggestions on the board. Accept any sensible ideas. Help children with any irregular past tenses they may need.  
*Ask Why did Princess Starlight send the message?*

*Why does she need help? (e.g. She lost something. Something or somebody is missing. There is something bad on planet Smilo.)*

*Is there a bad person in the story? Who do you think it is? Children may suggest the Gloomdrop character from p4, or they may suggest, e.g. a monster, a giant. These ideas and similar suggestions are acceptable.*

*Did the person do something bad? What?*

- 2 Write on the board: *Princess Starlight needs help because ...*

In pairs or groups children work out and write two or three sentences to explain why she sent the message. Make sure pairs or groups understand that their ideas can be different to other groups' ideas.

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**Before reading**

- 1 Lesson 2 warm-up. ↓
- 2 Children open books (LB pp10-11). Ask questions. ↓
- 3 Teach new key verbs and prepositions. ↓

**Shared reading**

- 1 Play LC A track 4. Children follow text in book. ↓
- 2 Read sections of the text. Explain *buzz*, *whirr*, *click*. Ask questions. ↓
- 3 Read whole text to the class or play LC A track 4 again.

**unit 1**

### Professor Inkspot's telescope

Bang!

Billy woke up with a start. He looked at the clock. It was half past six. BANG! Billy jumped out of bed and ran to the window. Next door he could see Professor Inkspot's shed. There was a small cloud of blue smoke above the shed. Billy saw a green flashing light. Fizzzz! Pop! Bang! The light changed to red. Billy got dressed quickly and ran round to Professor Inkspot's shed.

'Are you there, Professor?' he shouted. A strange whirring sound began. A bell rang and an orange light turned to green.

'It works!' a voice exclaimed.

'Professor,' Billy called, 'is that you?'

'Of course it's me!' said the voice. 'Come in, Billy, come in!' Billy stepped slowly forwards and went inside.

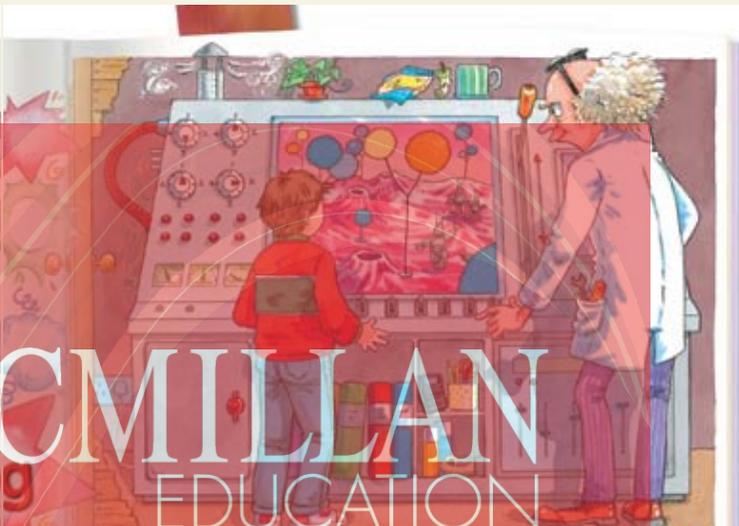
Professor Inkspot stood next to a strange machine. On the front were four large dials with numbers. Below the dials were several bright red buttons. In the middle was a square screen. Beside the screen was a handle. Under the screen was a row of switches.

'What is it?' Billy asked.

'It's an inter-active space telescope,' replied the professor. 'It shows you what is happening in space! Do you want to see it work?'

'Yes, please,' said Billy.

'Look here,' said the professor, 'you turn this ... and press these ... and pull those upwards ...' For several minutes the professor was busy. His hands moved quickly over the machine. Billy waited quietly and watched. At last the professor turned round. 'It's ready!' he said.



Professor Inkspot pulled the handle downwards. A red light came on. He turned a dial. It clicked noisily. Then there was a loud buzzing sound. Billy jumped backwards.

'Don't worry!' shouted the professor. 'Look at the screen.'

Billy saw small people in spacesuits. There were trees but they were blue and yellow. The sky was bright pink. It was another planet!

The professor pointed to a tree. 'Watch this!' he said. He pushed a button. Suddenly the tree filled the screen. Billy saw a very strange silver bird in it.

'Let's look at the people,' said the professor. 'Press that switch.' Billy pressed. At once the people on the screen were big.

Billy gasped. 'I know those people,' he said.

'What?' said the professor, in surprise.

'Yes,' said Billy, 'Those are the people in my favourite TV programme, *Adventures in space*. This isn't an inter-active telescope, professor. It's an inter-active TV!'

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10 Parents: see extra material on page 166
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**Reading practice**

- 1 Give reading practice. Use some or all of the following: Children read again • as a class • in groups • individually.
- 2 Class listens again to LC A track 4 and follows in LB.

**After reading**

Children draw and write what another planet might look like. ↓



**Lesson aim** Reading

**Lesson targets** Children:

- follow a text read out to them
- listen for pronunciation and intonation
- read the text aloud with accurate pronunciation and intonation
- learn and understand new vocabulary items
- understand the sense of the text as a whole
- answer simple comprehension questions.

**Key language** (words) *press, pull, push, turn; backwards, downwards, forwards, upwards; buzz, click, whirr*  
(structures) *He looked at the clock. It was half past six.*

**Language for understanding** *next door, shed, row (n.), spacesuit, inter-active, silver; with a start, in surprise*

**Materials** Language Book pp10–11, LC A track 4, flashcards 11–12, 14–15

**Preparation** Listen to the cassette/CD before the lesson.

**Lesson 2 time division:**



↓ **Before reading**

- 1 Warm-up: Play *Guess the person* (see Games List, p244). Make statements about people on LB pp6–7, e.g. *He is carrying drinks. She is running. Children guess, e.g. It's Jim. It's Miss Hill.*
- 2 Ask *Who is in the story? What is the machine like? What do you think it is for? Do you think it works? Why? or Why not?*
- 3 Use flashcards 11–12, 14–15 to revise *button, handle, switch, dial.*  
Use the classroom door to teach *turn* (the handle); *push, pull* (the door); use the light switch to teach *press*.  
Step forwards and backwards and say the words to teach these directions.  
Look up/down and say *I am looking upwards/downwards* to teach these directions.

↓ **Shared reading**

- 2 Explain *with a start*: suddenly; *in surprise*: feeling surprised.  
Ask (section 1) *When did Billy wake up? What sounds did Billy hear? Bang, fizz, pop, whirring sound, a bell ringing. What different colour lights did he see? Who did Billy see in the shed?*  
(section 2) *What did the machine look like? It had (four large) dials, red buttons, a square screen in the middle, a handle and a row of switches. What was Professor Inkspot's machine? An inter-active space telescope.*  
(section 3) *Why did Billy jump backwards? What was the planet on the screen like? It had blue and yellow trees and a pink sky. What was Billy's favourite TV programme?*

↓ **After reading**

Children think what a different planet might look like, e.g. what the land looks like, what colours things are, what animals and plants there are, what the people (if any) look like, wear, etc. They draw a view of the planet and write a short paragraph about it. This could be a homework task.







**Lesson aim** Comprehension, vocabulary and sentence building

**Lesson targets** Children:

- complete sentences
- choose the correct words to complete sentences
- match direction words to pictures
- practise directions in an active game
- write adverbs from definitions; write nouns and match with given verbs
- practise punctuation of direct speech.

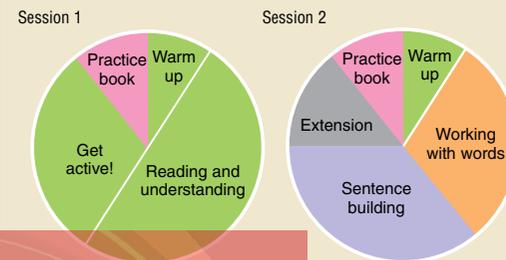
**Key language** words and structures from Lessons 1 and 2

**Materials** Session 1: Language Book p12, Practice Book p4

Session 2: Language Book p13, Practice Book p5, flashcards 11–12, 14–15

**Preparation** Write on cards: *quickly, slowly, noisily, quietly, happily, sadly, carefully; sit down, turn around, open the door, walk, look in your bag, write on the board, clean the board.*

**Lesson 3 time division:**



↓ **Reading and understanding**

- 1 Session 1 warm-up: Play *I spy ...* (p244) with FB pp8–9.
- 3 Ask a child to read the first sentence beginning. Elicit the missing word. Let children look back to the text to find the answer if necessary. Continue with the other sentences. Children write complete sentences in their copy books.
- 4 Write the first sentence on the board with the three alternative words. Class reads. Ask a child to circle the correct answer on the board. Check with the class. Children circle in their books.
- 6 **Get active!**  
If possible, play this out of doors or in a large indoor space so that children can move. If playing in restricted space, use *Point* and *Look* only.  
Give children instructions, e.g. *Step/Look/Point forwards/backwards. Look/Point upwards/downwards/to the left/to the right. Turn around to the right/to the left.*

Give the instructions to the class and do the action yourself the first time you play this. Explain that you are looking to see who is the last one to do the action. Next time you play, the last one to do something is out of the game.

↓ **Working with words**

- 1 Session 2 warm-up: Play *Guess the object* with LB pp6–7. Make statements, e.g. *It has two wheels. You can ride it.* Children guess, e.g. *It's a bicycle.*
- 2 Tell the class they must do what you say in the way that you tell them, e.g. *Stand up slowly. Sit down quickly. Close your books noisily. Open your books quietly.*
- 4 Show e.g. handle flashcard. Ask *What is this?* Elicit *It's a handle.* Ask *What do you do with it?* Elicit *Pull it.*  
Continue with the other objects.  
Show the objects again and elicit phrases: *pull the handle, turn the dial, push the button, press the switch.*

↓ **Sentence building**

- 1 Ask a child to read Professor Inkspot's bubble. Class repeats. Do the same with the sentence below. Write it on the board. Read out the other sentences and Mobi's bubble. Point out the punctuation in the sentence on the board.
- 2 If you wish, ask the first child to put in just the speech marks, another to put in the comma and a third to put in the full stop. Each time, ask the class if it correct.  
When children are confident with the punctuation, let one child do a whole sentence. Check with the class again.

↓ **Extension activities**

- 2 **Adverb game**  
Show a child an instruction and an adverb card, e.g. *Look in your bag/noisily.* The child does the action according to the adverb. Class guesses the adverb. Repeat with other children and other instructions.

**Grammar**

- Lesson 4 warm-up.
- Read Mobi's speech bubble (LB p14). Children look at the picture. Individuals read sentences. If you wish, re-read *Professor Inkspot's telescope* (LB pp10-11) before children do the activities.
- Activity 1 (LB p14): Children read the sentences. They mark them as true or false. Children can look back to pp10-11 to check answers.
- Activity 2: Children say what is wrong, then give the correct sentence. They write both sentences in their copy books.
- Activity 3: Children write verbs in the past tense. Check answers.
- Practice Book p6. Prepare children by checking they understand the tasks.

**Grammar**



Below the dials **were** several buttons.  
 Beside the screen **was** a handle.  
 Professor Inkspot **pushed** the buttons.  
 Then he **pulled** the handle.

- Read and circle true (T) or false (F).
 

1 Billy jumped out of bed at half past seven.	T	F
2 There was a machine in Professor Inkspot's garden.	T	F
3 Billy stepped inside the shed.	T	F
4 There were bright green buttons on the machine.	T	F
5 Billy watched the professor.	T	F
- Correct the false sentences. Say. Then write.
- Fill the gaps with verbs from the box. Use the past tense.

ask gasp turn wait  
 look move press point

Billy waited quietly. The professor's hands \_\_\_\_\_ over the buttons and dials. At last he \_\_\_\_\_ round and \_\_\_\_\_ to the machine. 'Can you see that switch?' he \_\_\_\_\_ 'Press it, please.' Billy \_\_\_\_\_ the switch. He \_\_\_\_\_ at the screen. 'Oh!' he \_\_\_\_\_ in surprise. 'I know those people!'

**Grammar**

- Complete the sentences with **was** or **were**.
  - Professor Inkspot \_\_\_\_\_ in his shed.
  - There \_\_\_\_\_ a strange machine in the shed.
  - There \_\_\_\_\_ flashing lights on his machine.
  - 'I \_\_\_\_\_ very surprised,' said Billy.
  - 'You \_\_\_\_\_ very helpful,' said the professor.
- Choose a verb and put it in the past tense.
 

pull watch ask press start

Billy \_\_\_\_\_ the professor a question. Professor Inkspot \_\_\_\_\_ the buttons. Then he \_\_\_\_\_ a handle. Lights \_\_\_\_\_ to flash. They \_\_\_\_\_ the people on the screen.

- Complete the sentences. Use a verb in the past tense.
  - Tom and Ben \_\_\_\_\_ to school.
  - Lucy \_\_\_\_\_ her friend.
  - Paddy \_\_\_\_\_ to the plane.
  - The horse \_\_\_\_\_ over the wall.

**Listening**

- Activity 1 (LB p15): Read Nina's bubble. Children look at the pictures. Ask what they can see in each picture and what the people are doing.
- Play LC A track 5. Children listen and look. Play it again. Children write the numbers. Check answers with the class.
- Activity 2: Play LC A track 6 twice. The first time children listen and follow. The second time they join in.

**Listening**

- What did Professor Inkspot see on his screen? Listen and write the numbers.



- Listen and chant.



**Blast Off!**  
 Smoke billows  
 Flames spurt  
 Engines roar  
 Ears hurt  
 10 9 8 7 6 5 4 3 2 1 ZERO. LIFT OFF!  
 Ground shakes  
 Crowd cheers  
 Rocket climbs  
 And disappears.

Veronica Clark

Listening focus Identifying descriptions

15

**After listening**

Teach the chant.



**Lesson aim** Grammar and listening

**Lesson targets** Children:

- practise affirmative and negative regular past tenses and *was/were*
- describe scenes
- listen for gist
- say and learn a short chant.

**Key language** words and structures from Lessons 1 and 2

**Words for understanding** *billows* (= forms rounded shape); *spurt* (= come out suddenly)

**Materials** Language Book pp14–15, Practice Book p6, LC A tracks 5–6

**Preparation** Listen to the cassette/CD before the lesson.

**Lesson 4 time division:**



↓ **Grammar**

1 Warm-up: Play *Name something beginning with ...* in teams. Children look at LB pp6–7. Say *Name something beginning with* (e.g.) *t*. The first team to name, e.g. *Tree*, wins a point.

4 Go through each sentence: Ask *Did Billy jump out of bed at half past seven?* Elicit: ***Billy did not jump out of bed at half past seven. He jumped out of bed at half past six.***

5 Individuals read the verbs in the box. Class repeats.

Read the text to the class, making a short sound to show the gaps. Go through each sentence. Elicit suggestions for the correct verb. Remind the class that each verb can only be used once.

Write the first sentence on the board. Check with the class. Continue with the other sentences. Class reads the whole text. Rub off before children write in their books.

↓ **Listening**

**Tapescript**

- 1 I saw a big crowd of people. Suddenly the crowd shouted 'Goal!' All the people immediately jumped up in the air and started to cheer. It was very exciting.
- 2 It was a sunny day and the sky was blue. Suddenly I saw some dark grey clouds and it started to rain. Can you guess what I saw next? That's right! A rainbow!
- 3 A strange machine landed in the park. The door opened and out jumped two little men in silver spacesuits. Was it real or was it a television programme? I don't know.
- 4 There was a big box on a table. A little girl opened the box. Inside there was a big teddy bear. The little girl smiled. She was very happy.
- 5 I saw a strange machine. It had a big screen. There were buttons and switches and dials, too. Suddenly lights flashed and letters started to appear on the screen. I watched carefully. H ... E ... L ... P! Help!

↓ **After listening**

Write the chant on the board. Class reads.

Rub off the numbers. Class reads chant and says the numbers.

Rub off the first word in alternate lines. Class says the chant and supplies the missing word.

Rub off the other first words.

Class says the chant and supplies the missing words.

Rub off alternate final words. Class says the chant and supplies the missing words. Rub off the other words. Class should be able to say the whole poem from memory.



### Spelling box

- 1 Lesson 5 warm-up. ↓
- 2 Children look at the box (LB p16). Play LC A track 7. Pause the track after *clock*. Explain that there are other words with this spelling pattern and sound.

### Activity 1

- 1 Continue LC A track 7. Children listen.
- 2 Write the example sentence on the board. Children read. Individuals circle the words on the board (*took, look, book*). Check with the class. Children write in their books.

### Activity 2

Sound out the words with the children using a suitable method for your class. ↓

### Activity 3

Children write the correct words to complete the sentences. ↓

### Activity 4

Write up the six words. Point in random order. Class or individuals read.  
Children read in pairs. Listen to pairs.  
When you are satisfied that children can read the words, they may tick them.

### Practice Book

Practice Book p7. Prepare children by checking they understand the tasks.

### Spelling extension

Children make up other sentences using the target words. ↓

**Spelling**

In some words the oo makes a short sound.  
He looked at the clock.

1 Listen and read.  
The cook took a look at the book.  
Write the words in the sentence which make the same sound as **cook**.

2 Say the sounds. Make the words.  
f → oo → t      h → oo → d      w → oo → d

3 Write.  
1 I like this \_\_\_\_\_.  
2 My \_\_\_\_\_ hurts!

4 Tick ✓ the words you can read.  
cook  look  book  foot  hood  wood

16 **Spelling focus** words with oo sound

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**Spelling**

Remember! The oo in some words makes a short sound!

1 Sort the letters. Write the words.  
1 k o c o      2 d o o h  
3 o f o t      4 o o w d

2 Write the rhyming words.  
cook hood look wood

1 Cook rhymes with \_\_\_\_\_.  
2 Hood rhymes with \_\_\_\_\_.

3 Use these oo words in sentences of your own.  
1 wood \_\_\_\_\_  
2 look \_\_\_\_\_  
3 book \_\_\_\_\_  
4 foot \_\_\_\_\_

7

**Lesson aim** Spelling *oo* words

**Lesson targets** Children:

- read, pronounce and spell target words with *oo*
- recognise and say the individual sounds that make up the target words
- understand the meaning of target words
- write the words from picture prompts.

**Target words** *book, cook, foot, hood, look, wood*

**Materials** Language Book p16, Practice Book p7, LC A track 7, cards for sounds

**Preparation** Make large cards for the sounds/phonemes for *foot, hood, wood*.

**Lesson 5 time division:**



### ↓ Spelling box

- 1 Warm-up: Children say the chant from Lesson 4, LB p15. If children cannot remember it, let them say it once with the book, then say it from memory with books closed.

Divide the class into groups. Each group takes a turn to say the chant. Encourage them to pronounce words clearly and with good expression.

### ↓ Activity 2

For procedures for sounding the phonemes and making each word, see details in the Introduction, p10.

### ↓ Activity 3

Ask a child to read the sentence, completing it with the correct word. Check for correct pronunciation of the short *oo* sound. Class writes. Class reads the sentence.

Continue with the other sentence.

In pairs or small groups, children make up their own sentences using as many target words as they can. The sentence need not be realistic, e.g. *The cook and his book are in the wood*, but they should be able to draw a picture of whatever the sentence says, e.g. a cook with a book in a wood.

This activity (making up sentences using target words) appears at the end of every Spelling lesson. See the suggestions in the next column for making this into a year-long project.

### Class spelling project

Begin a collection of sentences the children make up using target words.

This could be a class spelling book, a frieze or poster.

Alternatively, children keep an individual spelling book or spelling pages in another book. Children can write their own group's sentence, or all sentences from all groups.

As more sentences are added during the year, the pages or poster, etc. can be used for revision and for spelling and reading practice.

By the end of the year, all children will have correctly written target words for every spelling pattern, contextualised in their individual sentences.

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**Before writing**

- 1 Lesson 6 warm-up. ↓
- 2 Children look at the pictures (LB p17).
- 3 Explain that the story is in three parts. ↓
- 4 Ask who the story is about. Ask what else is in the story. A **box**. Ask *What does the box look like? What is on it?*

**Shared writing**

- 1 Ask the questions (LB p17). Elicit answers. Write sentences on the board. Class reads each one as it is written.
- 2 Ask questions as necessary to guide the class towards the example story. Help the class decide on an ending. ↓
- 3 Class reads complete story. Rub off, or leave a framework, before children write.

**Practice Book**

- 1 (PB p8) Give children a minute or two to look at the pictures. Ask questions about each picture, using the questions on p9. Note short answers on the board.
- 2 (PB p9) Children write full sentences to make a complete story. They may use the notes on the board to help them. ↓

**After writing**

Children read their stories to the class. ↓

**Class writing**

Let's write a story.

1 Look at the pictures. Answer the questions. Write the story.

**Beginning**

1  2 

What did Billy see? What did Billy do?  
 What was it like?

**Middle**

3  4  5 

What happened? What did Professor Inkspot do? What did Billy do then?  
 Who was in the box?

6  7  8 

What happened? Where did Billy look? What did Billy do?  
 Was Professor Inkspot inside? Was Professor Inkspot there?

**End**

9  10  11 

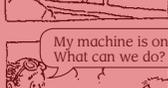
What did Billy do next? What happened? Who or what was in the box?

*Writing focus: write a story with a clear beginning, middle and end.*

**Writing**

Professor Inkspot in trouble!  
 Look at the pictures.

1  2 

3  4 

5  6 

7 

Words to help you  
 garden shed fire  
 bucket water

Write the story.

**Beginning** (picture 1 and picture 2). Think about:  
 What time did Billy wake up? Where was Professor Inkspot?  
 What was coming out of the shed?

**Middle** (picture 3 and picture 4). Think about:  
 Where did Billy go? What did Billy say?  
 What did Professor Inkspot say to Billy?

**End** (picture 5, picture 6 and picture 7). Think about:  
 What did Billy put in the bucket? What did Billy do?  
 What happened?

**Lesson aim** Writing: text type – story

**Lesson targets** Children:

- answer simple questions to create a story with a beginning, middle and end
- make up an ending
- practise writing a story with a beginning, middle and end.

**Key language** vocabulary from Lessons 1 and 2; past tense verbs

**Materials** Language Book p17, Practice Book pp8 and 9

**Lesson 6 time division:**



### ↓ Before writing

**1** Warm-up: Play *Guess the person* using LB pp8–9 and past tenses. Make statements using past tenses, e.g. *He waved to a friend. He was on a bus.* Children guess *It was Andy.*

**3** Explain *A good story has a beginning, middle and end. The beginning tells you what the story is about. In the middle lots of things happen. The ending finishes what happens.*

Point out that in this story, pictures 1 and 2 are the beginning. Pictures 3–8 are the middle, and 9–11 are the end.

Ask what they notice about the last picture. Explain they can write the ending for the story.

### ↓ Shared writing

**2** An example story is given below. This is to assist teachers in asking additional questions to help the class compose an interesting story. Children may suggest details in a different order. They may suggest extra sentences. Accept anything that fits the story and makes sense.

The ending is a suggestion only. Ask the class for their ideas. If you wish, write up several different endings. Children can choose which one they want to use in their own stories.

#### Example writing

*Billy saw a box. It was blue and red. There were yellow buttons and green dials on the box. There was a big orange handle. Billy pushed a button. The box opened. Professor Inkspot was inside (the box). Professor Inkspot closed the box. Billy pulled the handle downwards. The box opened. Billy looked in the box. Professor Inkspot was not inside. Billy looked behind the box. Professor Inkspot was not there. Billy closed the box.*

*Next, Billy pushed the red button. The box opened. Professor Inkspot jumped up. Billy was very surprised. He was very happy, too.*

### ↓ Practice Book

**2** Check that children understand which pictures are the beginning of the story, which are the middle, and which are the end.

If you wish to support children in this writing activity, follow the procedure for *Shared writing*. Help the class to compose the story and write it on the board. For the third question, picture 2, tell the class to look at the picture. Ask *Did Professor Inkspot see smoke? No. Did he hear strange sounds? Yes. What sounds do you think came out of the shed? Elicit, e.g. Bang! Fizz!*

If you wish, ask children to punctuate the direct speech. Class reads the story before they write their own.

If you have an able class, let them write their own stories straight away. Go around helping and checking on punctuation of direct speech. If there is time, let children read finished stories to the class.

### ↓ After writing

Encourage children to read their stories with good expression. Ask children with different endings to read.