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!’
**Reading and understanding**

1. Complete the sentences.
   1. Billy woke up at half past _______.
   2. He woke up because he heard a loud _______.
   3. Billy went inside Professor Inkspot’s _______.
   4. Professor Inkspot’s machine shows what is happening in _______.
   5. When Professor Inkspot pulled the _______, a red light came on.
   6. Billy saw a _______ bird in the tree.
   7. The people on the _______ were from a TV programme.

2. Circle the best word to complete each sentence.
   1. Professor Inkspot works in a **shop** shed ship.
   2. Billy saw a cloud of **smells** smiles smoke.
   3. He **heard** saw smelled flashing lights.
   4. He **heard** saw found a strange whirring sound.
   5. There was a square **scream** green screen in the middle of the machine.

3. Which way is Billy jumping? Write the directions.
   
   forwards downwards upwards backwards

   1. _______  2. _______  3. _______  4. _______
Working with words

1 Write the adverbs. quickly slowly noisily quietly

1 ________: making a lot of sound
2 ________: at a fast speed
3 ________: making very little noise
4 ________: not quickly

2 Write the verb. Write the noun. turn pull push press

1 __________ 2 __________ 3 __________ 4 __________

Sentence building

Remember! When we write what a person says, we put it in speech marks.

This is my space telescope.

‘This is my space telescope,’ the Professor said.

We must put a comma here. We end it with a full stop.

Discuss what punctuation marks are missing. Put them in.

1 My name is Professor Inkspot the man said.
2 I went to see the Professor Billy said.
3 I am in the shed Professor Inkspot said.
4 Your machine looks good Billy said.
5 Don’t touch it the professor said.

Language focus: adverbs, verbs; speech marks
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.

Billy _______ 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 focus: past simple affirmative of to be and regular verbs.


What did Professor Inkspot see on his screen?

Listen and write the numbers.

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
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.

The cook took a look at the book.

Write the words in the sentence which make the same sound as cook.

3 Write.

1

I like this ____________.

2

My ____________ hurts!

4 Tick ✓ the words you can read.

cook  look  book  foot  hood  wood

Spelling focus  words with oo sound
Let’s write a story.

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

**Beginning**

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

**Middle**

2. What happened? Who was in the box? What did Professor Inkspot do?
3. What happened? Was Professor Inkspot inside?
4. What did Professor Inkspot do? Where did Billy look? Was Professor Inkspot there?
5. What did Professor Inkspot do then? What did Billy do?

**End**

6. What did Billy do next?
7. What happened?
8. Who or what was in the box?

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