

Max Remy

In Search of the Time
and Space Machine

Time: 2.45pm

Date: Friday afternoon,
somewhere in the future

Place: Spyforce Headquarters

Dr Evilbrain was in the middle of another evil plan to destroy the world, and the Chief of Spyforce had his top spy, Alex Crane, on the case as the only one who could stop him.

Dr Evilbrain was the world's greatest **mastermind** of evil. He was responsible for **feats** of evil that other evildoers only dreamt of. He was Spyforce's most wanted **archenemy** and they would not rest until the world was free of him.

Not only that, he was just about the ugliest person who was ever popped out into the world.

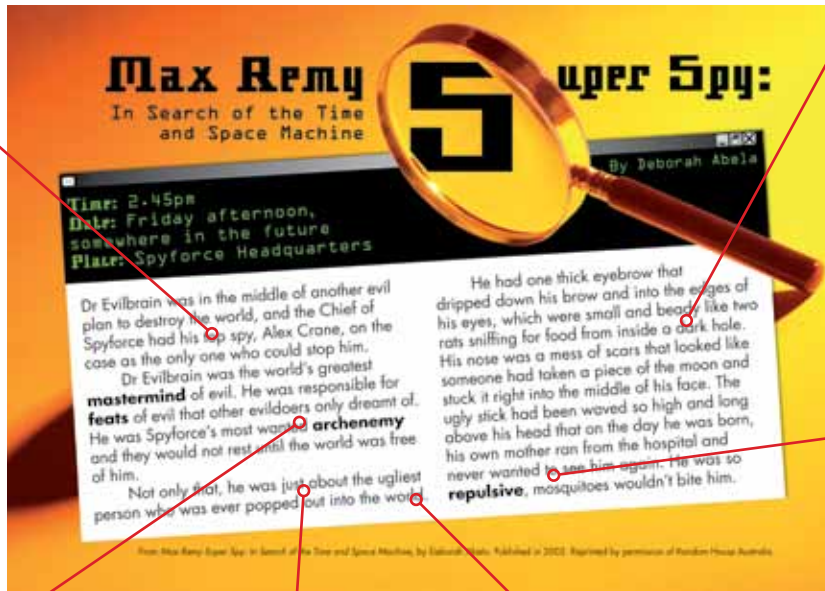
Super Spy:

By Deborah Abela

He had one thick eyebrow that dripped down his brow and into the edges of his eyes, which were small and beady like two rats sniffing for food from inside a dark hole. His nose was a mess of scars that looked like someone had taken a piece of the moon and stuck it right into the middle of his face. The ugly stick had been waved so high and long above his head that on the day he was born, his own mother ran from the hospital and never wanted to see him again. He was so **repulsive**, mosquitoes wouldn't bite him.

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“his top spy” and “Alex Crane” are different ways of referring to the same character. Placing them next to each other is known as apposition. The commas around “Alex Crane” also show that in grammatical terms, this name is non-essential information, because the sentence would make perfect sense without it.



This sentence illustrates the difference between a metaphor and a simile. In a metaphor, a writer describes something by saying it is something else; in a simile, a writer describes something as being like something else.

This could be true in the context of this fictional story. But it is very dramatic, so if it appeared in a non-fiction text, it would probably be hyperbole, exaggeration for dramatic effect.

By describing the character of Dr Evilbrain, and by saying that Spyforce is his “archenemy”, the text also allows readers to draw inferences about Spyforce.

“Just about” implies that there is someone even uglier.

This is a very negative description of Dr Evilbrain, which begs the question of whose perspective it might be written from.



Lesson focus

Pupils will learn how to create detailed mental pictures, and how to use the strategy of visualising to imagine themselves in the story.



Text type

Narrative

A narrative is an informative and/or entertaining story of an event or a series of events. Within a narrative, there are normally characters and a problem or complication, which is resolved by the end. This text piece contains descriptive, compare/contrast and sequential text structure features.

Pages 141–145 of this book include the following vocabulary support for EAL pupils and struggling readers: *archenemy, feats, mastermind, repulsive*

Follow-up activity





Lesson focus

In this lesson, you will learn how to create detailed mental pictures, and how to use the strategy of visualising to imagine yourself in the story.



Note: Before you begin the lesson, mask the text so that only the title shows.

Prior to reading



State the lesson focus. Display the title and read it aloud. Invite the pupils to make predictions about the text by visualising from the words and font of the title. This serves to activate their prior (world) knowledge. Discuss their predictions and model your own.



Create a mental picture of the scene “somewhere in the future” in the “Spyforce Headquarters”. With your learning partner(s), discuss your visualisation of the headquarters, adding as much detail as you can. Remember to use all your senses when visualising.



Facilitate a whole-group discussion about the pupils’ visualisations.



Interacting with the text



Display the entire text and read the first two paragraphs aloud.



Visualise the “top spy” Alex Crane. With your partner(s), discuss your visualisation of how he or she looks and thinks. What special abilities does he or she have?



Read the remaining text aloud.



Use the descriptions in the text to create a visualisation of Dr Evilbrain.



Think, pair, share about how it would feel to be like Dr Evilbrain. Discuss your opinions of how the author has created humour in this description of Dr Evilbrain.



Reflecting on the text



Facilitate a whole-group discussion about how to create a detailed visualisation based on the text. Recall all the details about Dr Evilbrain, and explain that visualising helps readers to experience the story and understand how the characters are feeling.



With your partner(s), discuss how describing your visualisations helped you to clarify and add more details to them.



Writing activity



Write a short story about someone who is incredibly good looking. Write about how they look and what effect they have on humans and animals.

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This was one of the hardest assignments yet for Alex Crane.

She'd been captured and was being driven to the secret hideout of the **infamous** Camilla La Koole, the most notorious mastermind of poisons the world had ever seen. Camilla's cunning plans saw her befriend the rich and famous and when they least expected it, spray them with her **poisons**. Each poison was enough to keep the person immobile until she could steal their riches and escape.

And when her victims awoke they remembered nothing.




Camilla was the richest and most clever woman the **underworld** had ever known, and Spyforce had Alex Crane on the case to bring her evil ways to an end.

Of course Alex wasn't really captured. She'd let Camilla trap her and, armed with a Spyforce microrecorder in her watch and a piece of Truth Gum, which when chewed forced the chewer to tell the truth, she'd trick Camilla into **confessing** all.




Just one piece of gum.

Visualising


Before reading

-  Read the title.
-  With your learning partner(s), discuss your visualisations of a "super spy".
-  Skim and scan the text.


During reading

-  Read the text aloud or listen to the audio.
-  Visualise the secret hideout of Camilla La Koole. Describe your mental pictures to your partner(s).
-  Visualise how Alex Crane will trick Camilla into eating the truth gum. Describe your mental pictures to your partner(s) and compare the differences in your visualisations.

After reading

-  Discuss how visualising helped you to get a better understanding of this text.

Writing activity

-  Work on your own to fill out the graphic organiser on page 59 of the Reflection Journal.

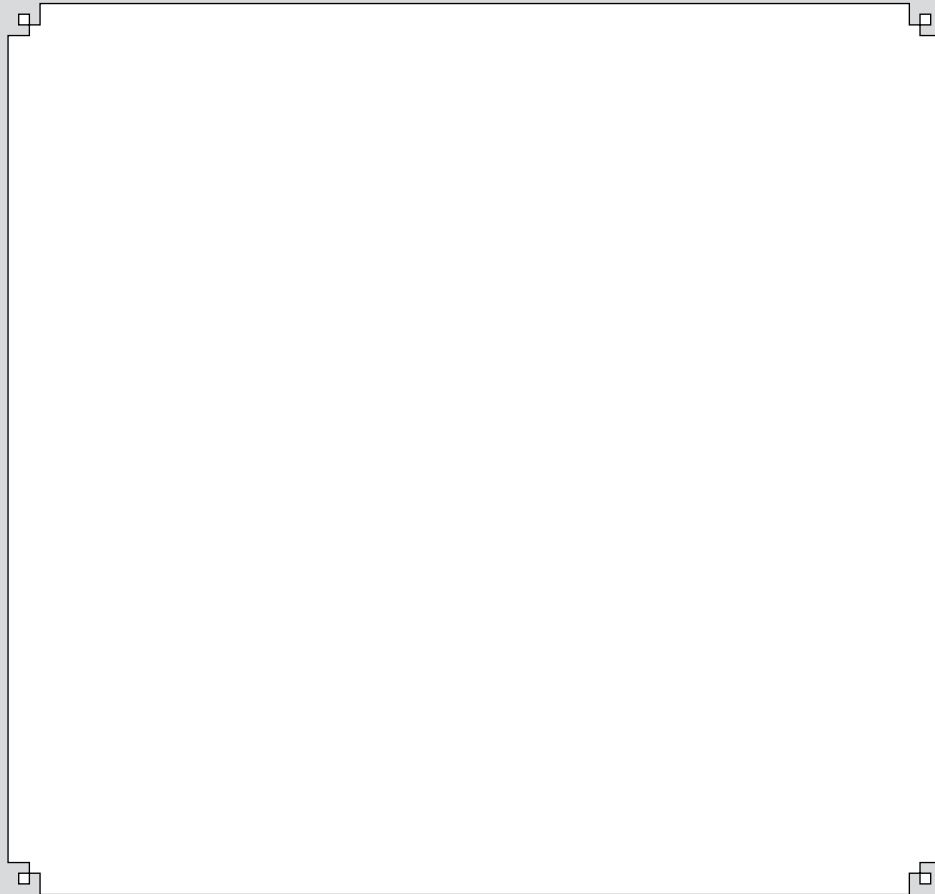


Write about your visualisations of Camilla's hideout, below.

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Draw a picture of Camilla in the Wanted poster below.

WANTED



In Camilla's hideout...

What does Alex see in the hideout?

How does Alex feel in the hideout?

What can Alex hear in the hideout?

What can Alex smell in the hideout?

What does Camilla's poison smell and taste like?

Name(s):