between the lines

A lesson written for every student in the room

FREE LESSON SAMPLER

Visions of the future: The Time Machine: The Eloi

Are the people of the future a triumph or a warning?

Lesson 5 of 14 from the scheme of learning

Teacher notes, slides and student pages at all three levels

Written for the English national curriculum at Key Stage 3



© 2026 Between the Lines. This sampler is free to use and print in your school. Please share the link to our website instead of the file.

What is in this sampler

This is one complete lesson from our Visions of the future: The Time Machine scheme for Year 9. It comes exactly as it appears in the full scheme, so you can teach it next week and see how our lessons work.

Teacher notes	Timings with slide numbers, Do Now answers, the exploded quotation, the hinge question and what each answer tells you, the task at three levels, a model paragraph and notes on misconceptions and adapting the lesson (next pages).
Slides	The editable PowerPoint deck for Lesson 5, with teacher notes on every slide (separate file).
Student pages	The lesson's pages from the student booklet: one question, with the Securing, Strengthening and Soaring support side by side (at the end of this document).

How every lesson works

Know	Do Now from memory, vocabulary, then the reading. The five Do Now questions build on what students learned in Lessons 1 to 4 of the full scheme.
Apply	Explode one quotation together; a hinge question checks understanding.
Master	One shared question answered as a What–How–Why paragraph, with Securing, Strengthening and Soaring support; then a model paragraph and an exit ticket.

Three levels of support

Every student answers the same question in every lesson. What changes is the support on the page, so the whole class does the same lesson:

Securing	The most support: a word bank, a choice of quotations, a worked example and sentence starters.
Strengthening	Some support: prompts for What, How and Why, a planner and a checklist.
Soaring	The most challenge: a debatable statement, prompts to think further and an argument planner.

The names describe the support, never the student. The hinge question shows who might start where, and students move between levels from lesson to lesson.

© 2026 Between the Lines · Free to use and print in your school

In the full scheme

- 14 lessons like this one, with editable slides and a teacher handbook (lesson notes, unit map, assessment guide and knowledge bank)
- A student booklet with every lesson and all three levels of support, plus the same lessons as one pack per level
- Six weeks of independent practice homework at three levels
- A checkpoint (Feedback Loop kit) with a whole-class feedback sheet and improvement tasks
- A two-part end-of-unit assessment with a teacher guide, band guidance and annotated models
- A catch-up sheet for every lesson, for students who missed it
- An inclusion guide: pre-teaching, SEND, EAL and pupil premium notes for every lesson

© 2026 Between the Lines · Free to use and print in your school

Lesson 5: The Eloi

SEQUENCE 1: THE DINNER PARTY TO THE CREATURE IN THE WELL: CHAPTERS 1 TO 5 · 60 MINUTES

Are the people of the future a triumph or a warning?

By the end of the lesson, students can

- Explain how Wells makes the Eloi both charming and frail in one extract
- Analyse how a single noun and a single comparison show the Time Traveller's view of them
- Write a concept-led What–How–Why paragraph that links the extract to the novel as a whole

Lesson at a glance

Time	Phase	What happens	Slides
0–8	Know	Do Now: five quick questions on Lesson 4 and earlier lessons. Students check their answers from the answer slide.	2–3
8–18	Know	Pre-teach "decadence", "idyll", "frail" and "contempt". Read the short introduction, then the extract aloud while students follow and underline every sign of charm in one colour and every sign of weakness in another.	4–6
18–28	Apply	Explode the quotation together. Think aloud about the noun "thing", then students annotate their copy. Before you reveal any notes, students try the four empty boxes on the first explode slide, on their own or after you model one box.	7–8
28–33	Apply	Hinge question on mini-whiteboards. Use the answers to decide who starts on which level of support.	9–10
33–53	Master	Students write one What–How–Why paragraph using their level of support in the student booklet. Share the model paragraph in the last five minutes.	11–12
53–60	Master	Exit ticket. Collect and sort into three piles to plan the start of the next lesson.	13

Do Now answers

1	What weather greets the Time Traveller as he lands?	Thunder and hail
2	What is the White Sphinx made of, and what is its pedestal made of?	White marble, with a bronze pedestal
3	How does the model machine leave the table in Chapter 1?	It swings round, grows faint and vanishes.
4	Give one of the questions the Time Traveller asks as the hail clears.	"What might not have happened to men?"
5	What does foreboding mean?	A strong feeling that something bad is going to happen

© 2026 Between the Lines · Free to use and print in your school

Vocabulary

decadence	a slow decline into ease and weakness after a time of strength
idyll	a perfectly peaceful, happy scene, often set in the countryside
frail	weak and easily hurt or broken
contempt	a feeling that someone or something is worth very little

Reading

Chapter 4: the first meeting

The Time Traveller has landed in the year 802,701 and has seen that he is not alone. One of the people of the future reaches him first, and others follow.

> "In another moment we were standing face to face, I and this fragile thing out of futurity. He came straight up to me and laughed into my eyes. The absence from his bearing of any sign of fear struck me at once. Then he turned to the two others who were following him and spoke to them in a strange and very sweet and liquid tongue.
>
> "There were others coming, and presently a little group of perhaps eight or ten of these exquisite creatures were about me. One of them addressed me. It came into my head, oddly enough, that my voice was too harsh and deep for them. So I shook my head, and, pointing to my ears, shook it again. He came a step forward, hesitated, and then touched my hand. Then I felt other soft little tentacles upon my back and shoulders. They wanted to make sure I was real. There was nothing in this at all alarming. Indeed, there was something in these pretty little people that inspired confidence—a graceful gentleness, a certain childlike ease. And besides, they looked so frail that I could fancy myself flinging the whole dozen of them about like ninepins. But I made a sudden motion to warn them when I saw their little pink hands feeling at the Time Machine. Happily then, when it was not too late, I thought of a danger I had hitherto forgotten, and reaching over the bars of the machine I unscrewed the little levers that would set it in motion, and put these in my pocket. Then I turned again to see what I could do in the way of communication.

H. G. Wells, The Time Machine (1895), Chapter 4

Word help **futurity**: the future · **exquisite**: very delicate and beautiful · **tentacles**: here, soft feeling fingers · **ninepins**: skittles, a game in which wooden pins are knocked down · **levers**: the handles that work the machine

Explode the quotation

Method
A noun phrase that names a person as a thing.

Zoom in
The vague noun "thing" takes away a person's name, and the adjective "fragile" makes the thing something that could break.

"this fragile thing out of futurity"

Effect
The Time Traveller is charmed and a little patronising at once, so the reader senses beauty and weakness together.

Purpose
Wells signals early that the people of the future have lost strength, which prepares for the theory of decline the Time Traveller forms at sunset.

Hinge question

What does "flinging the whole dozen of them about like ninepins" suggest about the Time Traveller's view of the Eloi?

A. He feels far stronger than they are, and a little contemptuous. (the right answer)

© 2026 Between the Lines · Free to use and print in your school

B. He thinks they want to play a game with him.

C. He is afraid of them and plans to fight.

What the answers tell you

B takes the comparison as a game and C ignores “frail” and “nothing in this at all alarming”. Ask what a ninepin is and who is knocking it over. These may be your students who start on Securing.

Why the answer is right

He pictures knocking them over like toys, which shows how weak he thinks they are.

Master task

How does Wells present the Eloi as both charming and a warning in this extract?

Securing the most support

Quotations to choose from

“these exquisite creatures”

“a graceful gentleness, a certain childlike ease”

“flinging the whole dozen of them about like ninepins”

Starters

Wells presents the Eloi as charming at first sight and as a warning about a life without struggle. In the phrase “____”, the ____ (word class) “____” suggests ____. This makes readers ____, and later in the novel ____.

Strengthening some support

Prompts

What: Make a clear point that answers both halves of the question: where are the Eloi charming, and where are they a warning?

How: Choose a quotation. Name the method (a noun, a comparison or a list) and zoom in on one word. How does the Time Traveller’s view change within the extract?

Why: What does Wells want readers to fear about the Eloi’s ease? Where else in the novel does the Time Traveller judge them, and does he change his mind?

Soaring the most challenge

The debate

“Wells makes the Eloi beautiful so that readers will not notice what they have lost.”

Write two paragraphs. In the second, argue against the statement, beginning with “Alternatively”.

Model paragraph

What	Wells presents the Eloi as charming at first sight and as a warning about a life without struggle.
How	The Time Traveller meets “this fragile thing out of futurity”, and the vague noun “thing” treats a person as something that could break. He is soothed by “a graceful gentleness, a certain childlike ease”, yet in the same sentence he pictures “flinging the whole dozen of them about like ninepins”. The playful comparison mixes contempt with his liking.
Why	Wells wants readers to see that comfort has cost these people their strength. The charm is real, but a people who cannot defend themselves are a warning, and the theory of humanity “upon the wane” carries that fear through the novel.

Exit ticket

The Eloi are both charming and a warning because…

Teacher notes

Subject knowledge

In Chapter 4 the Time Traveller expects a people far ahead of us in knowledge and art. He finds small, pretty, childlike people who ask whether he has come from the sun in a thunderstorm. This extract comes just before that discovery. His impressions are kind, but his word choices already talk down to them: “thing”, “pretty little people”, “ninepins”. At sunset he forms his first theory, that comfort and

© 2026 Between the Lines · Free to use and print in your school