

Date: 12 June 2012

Author/Interview subject: Oliver Jeffers (OJ)

Interviewed by: Janice Forsyth (JF)

Other speakers: Audience (Aud)

Girls: (Girl 1) (Girl 2) (Girl 3) (Girl 4) (Girl 5) (Girl 6) (Girl 7)

Boys: (Boy 1) (Boy 2) (Boy 3) (Boy 4)

JF: Hello there, I'm Janice Forsyth, a very warm welcome indeed to Authors Live, which is a series of virtual authors events organised by the Scottish Book Trust in conjunction with BBC Scotland Learning. Authors Live is funded through the First in a Lifetime Fund administered by Creative Scotland.

Now, if you're watching remotely, it could be your first time, don't panic if your picture suddenly stops or if it freezes or if it judders, that's completely normal during an internet broadcast, just wait and everything will sort itself out. Now, we're really, really pleased to be back here at the BBC Headquarters, at Pacific Quay in Glasgow following our last event in London with David Walliams which, along with all of our previous Authors Live events are available to watch again on the BBC iPlayer or indeed on the Scottish Book Trust website.

Now as well as 20,000 children watching right across the UK, in schools, in libraries and via Glow, we have children with us here today, you probably heard them cheering and whooping and clapping at the beginning, they are from P3, Kirkhill Primary in East Renfrewshire and today's event actually is also happening during Bookbug week, which means we've lots of nurseries watching too, so hello to you! But I think the children here should say hello to you, so they're going to wave to these two cameras here and wherever you are, you wave back to them, wave to the cameras children here, Kirkhill Primary! Look at them waving to you and all the children across the UK are waving right back, it's the magic of the web, how lovely!

Now we're very, very excited, can you tell? Because I'm, sort of, slightly jumping up and down, I'm very excited about our author today, he is Oliver Jeffers, let me just tell you about him very quickly before we meet him. He was born in

Australia, he was brought up in Northern Ireland and, lucky him, he now lives in New York, how cool is that?! His first picture book *How to Catch a Star* was published in 2004, all of his work is breath takingly beautiful and his books have won awards and gathered fans right across the world.

Now, Oliver is just back from meeting children in Australia and New Zealand and as well as reading from his books today, he's going to show everyone how to draw one of his brand new characters, the Hueys, yes indeed, so teachers, question for you, I do hope all your children are ready to draw, they've got their pencils and their templates ready, they're still available from the Scottish Book Trust website. Right, shall I be quiet? Yeah, you're right. Shall we bring our start guest onto the stage? Yes, you're right! Ladies and gentleman, boys and girls, please welcome to Authors Live, Oliver Jeffers!

OJ: Hello!

Aud: [Clapping and cheering].

OJ: Hello, can you all hear me?

Aud: Yeah.

OJ: Can you all see me?

Aud: Yeah.

OJ: Is everything well with the world?

Aud: Yeah.

OJ: Give me two thumbs up if all is well with the world. Excellent and what about there? Can you all hear me, see me, everything well with the world? Brilliant news! Okay, now, who here likes drawing pictures? Who here loves drawing pictures? Excellent! Who here wanted to be a drawer when they grew up? Not the sort of drawer you put underpants in, but the sort of person who draws pictures for a living, anybody here? Okay. Is anybody here already brilliant at drawing?

Aud: Yeah.

OJ: Yeah, a few people, excellent, my work is done already! And what about out there, does anybody need some help? Okay. Now, I'm going to show you a few things, I used to not be very good at drawing pictures, for example, when I was small, here's the way I used to draw people, it's not very good is it? No, it needs a bit of work! And then I practised and practised and practised and practised and

then I went to art college and then here is now the way that I draw people...so much better isn't it? It's like a photograph! Don't you wish you could draw this well, don't you?!

Okay, I love drawing people and I love making them look like they are feeling a certain way, so, let's see, let's get somebody to practice, can somebody show me how you look sad? Who is going to do a sad face for me? Okay, what about right there, can you do your best sad face for me, show me your best sad face, oh, that's very sad, let's draw a picture of that...come on, you have to be sad again, oh yeah, very good, yeah, that's a sad face. Alright, now we need someone doing a happy face, okay, right here, let's see your best happy face, brilliant, hold it! Let's draw somebody feeling really, really happy, nice bow in the hair, brilliant! Okay, now I can draw all sorts of things and I love drawing things that exist in real life, so let's see, what exists in real life, I know, I know...upside down pieces of toast, they exist in real life don't they? Let's get some char marks on there and then something that doesn't exist in real life, like, a marshan doesn't exist in real life, or does it?!

But what I love doing more than anything else is I love drawing pictures and telling stories at the same time, so we're going to do that right now and this is a new story that I've just come up with and in it are a bunch of characters called the Huey's and a Huey looks like this! That's a Huey and the thing about the Huey's is that they are all the same, so let's do another one, there we are, they all look the same, they all do the same things, both waving hello and they all think the same thoughts. So what are these two Huey's thinking about? What do you think, what are they thinking about?

Girl 1: Eating sausages.

OJ: Eating sausages, lovely! Let's draw a sausage, mmmm, delicious, okay. They're all the same and there are loads of them, there is many, many, many, many of them and they all look the same, think the same and do the same things and this easel is falling down, oh no! There we go!

JF: Okay.

OJ: Yes, recovery, alright technical issues! They all look the same, they do the same things and they think the same thoughts, so what are these guys thinking about? They're all thinking the same thoughts, what'll they be thinking about? What about you over here, what are they thinking about? What is that?

Girl 2: Monkeys.

OJ: Monkeys?! Ooh, okay! Let's draw a monkey, it's a happy monkey, until the day one of them and his name was Rupert decided that he was going to knit himself a nice new jumper, so here's Rupert, he's working away with his knitting needles, anyone out there like to knit, are you all good at knitting? A few knitters in here, okay. Let's give Rupert a nice brand new bright orange jumper, like that, with a lovely pattern, Rupert loved his jumper and he wore it all over the place, here he is walking down the street, he's whistling away, he's very happy and he's rocking his brand new jumper with his beautiful orange pattern! But none of the other Huey's agreed with his taste, because they were a little horrified that he stood out, let's draw a horrified Huey, oh no! He's aghast, this Huey over here is even more horrified, what is he doing? He's disgusted, doesn't he know the thing about the Huey's, they're supposed to all be the same, do the same things and look the same?

Rupert didn't like standing out like a sore thumb, so he went to his friend, Gillespie, with his problem and first of all he showed him his new jumper, here he is showing it off...let's give him the nice new jumper that looks like that, but Gillespie didn't mind Rupert's new jumper, in fact, he really, really liked it, he loved the idea of being different and he decided that he was going to knit himself a nice new jumper to match and that way he would be different too. Well, when all the other Huey's saw Rupert and Gillespie together, they weren't quite so horrified anymore, in fact, they started wanting new jumpers as well, ooh, I want one! And one by one new jumpers started popping up everywhere, let's give these guys some new jumpers, lots of people getting knitting practice in! There was orange wool all over the place and before long, everyone had a new jumper! Let's draw a few more Huey's, they were all different and no one was the same anymore, right, right?!

Aud: Yeah.

OJ: Until the day Rupert decided he liked the idea of wearing a hat and that was the end of that! Now, who here would like to learn how to draw a Huey? What about out there? We're going to do a little practice drawing Huey's, okay, so make sure you've got some pencils and paper there in front of you and a Huey is a very complicated beast! It's made up of these parts, it's made up of a blob, it's made up of a sausage, a few dots and some lines and you put those altogether and you've got a Huey and depending the way in which you put them together changes what your Huey is doing.

So, first of all, imagine your Huey in your head and think about what he's going to doing, is he going to be lunging, showing off his new jump? Is he going to be looking interestedly into the distance? So have a think about that and now first

thing first is you're going to draw your blob, okay? Well, let's see you, let's get started! So, first of all, draw your blob, like that, it's like a circle but a little longer, then you're going to have a think about which way your Huey is looking, so if your Huey is looking to the right, his nose is going to be slightly to this side and if he's looking to the left his nose is going to be slightly to this side, so we will draw this Huey looking this way, so we'll draw his nose slightly over here and his eyes will be following, so you draw them slightly that side too. Now, for his Huey, I think he should show off his muscles, right, so let's have them flexed, there they are, there's his fists, look at the size of those guns! Who has muscles that big, huh? Yeah, a couple of people here definitely have muscles that big.

Now let's go out there and we'll see how some of your Huey's are coming along. Right, so we've got some brilliant shapes here, now, yeah, so draw your sausage in and then the two eyes, yeah, you can do the eyes over there, that's fine, excellent! And then what sort of a face do you want him to have? Do you want him to be smiling or do you want him to be angry or running, walking, reading a book? Alright, let's go over here and we'll see how these ones are going.

JF: Right.

OJ: Oh, beautiful, look at this, this looks like one very surprised Huey! Can we hold this up, look at this, do you see that, Janice?

JF: That's lovely!

OJ: Isn't that incredible.

JF: I think he looks bemused!

OJ: He does look bemused, yes, he looks very bemused! Oh and tell me what this one is doing.

Girl 3: He picked up a coin.

OJ: He picked up a clown?

Girl 3: A coin!

JF: A coin.

OJ: A coin, a coin, oh, a very fortunate Huey, okay, now the important next step is we're going to give all of our Huey's jumpers, so have a think in your head about what your favourite jumper is, what your favourite pattern is and then we will start colouring them in. What about there? Is everybody going well? Can I have a look? Yeah, going well, very good! Okay, now, for those of you who need a bit

of practice doing jumpers, I can help with that. So, yes, you can practice doing a jumper on that Huey right there and let's get another one over here...oh, these are going great! There you are and I think there's some print outs for all the people out there who are watching, that they can also practice doing their favourite jumper on, so you can draw on here, do the pattern on your jumper, these are going wonderfully! Oh, look at this guy, he's definitely showing off his muscles! Can I give you another Huey here, so you can practice here his jumper? Now, this one is close and this one is far away! Wow! Look at the diamond pattern on this one!

JF: Can I hold that up? Show everyone else what you're doing here, oh, I like the diamonds, they're good aren't they?

OJ: Those diamonds are very good.

JF: Good to draw.

OJ: Oh, and look at this check pattern over here, this is excellent.

JF: Can I show everyone it? Thank you, check pattern and holding a coin, yeah.

OJ: Check patter and holding a coin.

JF: There's a lot going on, thank you!

OJ: Yeah. And we've got some squiggles going on over here, look at this guy, yeah! Now, don't forget to draw on his mouth, ooh, yeah, this is an interesting shape, you can use as many colours as you want, now, how are we doing on time, Janice?

JF: How are we doing on time...yeah, we're good, we're good.

OJ: We're good, okay. This is brilliant, oh, look at the size of the head on this Huey, he's very, very happy, let me draw another Huey down here, oh, there's no top on that one, so let's draw another Huey over here in the distance, he's looking at him and he's pointing, his hands on his hip and there he is! He's admiring this guy's smile. Now, this is an interesting pattern, isn't it? I love it! Haha, now, this is a very tall Huey, he's jumping up, this is great! Don't forget, you've got plenty of other colours you can use here, I have this colour, which is one of my favourites, you can jump in there and do some more.

JF: We can move onto our...

OJ: Okay, will we go on?

JF: Yeah.

OJ: Alright.

JF: Great work?

OJ: Excellent work everybody! Did everybody get on out there okay, all good, you can keep practicing Huey's and you can draw as many of them as you want. So I'm going to tell you another story, would you like to hear another story? Yeah?

Aud: Yeah.

OJ: Everybody here, everybody out there want to hear another story? That's good, because I'm going to tell you one anyway! So this is a story that involves a tree, this is the top of the tree and this is the trunk of the tree and in the story, at the very beginning, there's a boy named Floyd and this story starts, because Floyd ran into a little bit of trouble, he was flying his kite and his kite got stuck up a tree, now, that could happen to anyone, right? Has anybody here ever had a kite stuck in a tree? Yeah, it can be frustrating! Floyd wanted his kite back, he loved this kite, and in order to try and knock his kite loose, Floyd took his favourite shoe that looked like this and he threw it up the tree to knock the kite loose, but wouldn't you know, his favourite shoe got stuck. Now, Floyd really wanted his favourite shoe back, because it was his favourite shoe, I mean, his other good was pretty good, but that was his favourite shoe. So in order to get his favourite shoe back, Floyd threw up his other shoe and, wouldn't you know, that got stuck as well! Floyd fetched Mitch, who is Mitch, can you tell? Yeah, just shout it out, who do you think Mitch is? Can you see?

Girl 4: His cat.

OJ: His cat, Mitch is the family cat. Now, cats get stuck up in trees all of the time, but this was beginning to get a little bit ridiculous, there he is, the cat stuck up in the tree, how do you think he got stuck in the tree? Was he thrown up?

Girl 4: Yeah.

OJ: He might well have been! Floyd was going to sort this out once and for all and he went and fetched a ladder, a ladder, of course, what do you do with a ladder? What do you do with a ladder? What do you think you do with a ladder?

Boy 1: Climb it!

OJ: You climb it! That's what he's going to do, isn't it No, he threw it up and it got stuck as well! [Sighs] The ladder was borrowed from a neighbour and Floyd

would need to put it back before anyone noticed it was missing, so in order to do so, he flung a bucket of paint at the ladder, what do you think happened? It got stuck! Next he tried a duck, to knock down the bucket of paint...a chair to knock down the duck...his friend's bicycle to knock down the chair...the kitchen sink to knock down his friend's bicycle...the front door to knock down the kitchen sink...the milkman who was doing his rounds was thrown up in order to knock down the front door...the family car was thrown up to knock down the milkman...the orang-utan was thrown up in order to knock down the family car, I'm sure the orang-utan had somewhere else to be at this point! There he is. A small boat was thrown up to knock down the orang-utan...a big boat was thrown up to knock down the small boat, let's put it up there! A rhinoceros was thrown up in order to knock down the big boat...a long distance lorry to knock down the rhinoceros, put that over there...the house across the street, with one very annoyed neighbour, was thrown up in order to knock down the long distance lorry...a light house was thrown up to knock down the house that was no longer across the street, because where is it? It's up the tree! A curious whale in the wrong place at the wrong time was thrown up in order to knock down the light house and they all got stuck!

Now, some firemen were passing, they heard all the commotion and they stopped to see if they could help at all, hello, can we help at all? And up they went, first the fire engine, followed by the firemen one by one and there they stayed stuck between the light house and the whale [sighs], Floyd was going to be in big trouble, he knew he was going to be in big trouble, because the firemen would definitely, definitely, definitely be noticed missing. Then he had an idea, so let's draw him having an idea and his idea was to go and fetch a saw, of course, a saw! What do you do with a saw? What do you do with a saw? What do you do?

Boy 2: Cut things!

OJ: You cut things down, of course that's what he's going to do right, right? No. He threw it up the tree and it got stuck as well, but that was it, there was no more room left in the tree and Floyd's kite was squeezed out the other side, here it is, floating down, and Floyd had forgotten all about his kite and he played with it for the rest of the day enjoying himself very, very much. That night he went to sleep exhausted, you know, because of all the kite flying, but right before he went to sleep, there was something he could have sworn he was forgetting. What do you think he might be forgetting? What do you think? What do you think?

Girl 5: All the things!

OJ: Only everything else left up in the tree! But it's okay, one of the firemen had an idea, but then the book ends and we never find out what it was, the end! Okay, now I think we have time to tell one more story, am I right? Do we have time to tell one more story?

Aud: Yeah.

OJ: Would you like to hear one more story? What about out there, would you like to hear one more story? No, no. What about you? Okay, good. Let's do one more story and this is a story about my friend Henry. Here's Henry and the thing about Henry is that Henry loved books, very, very much, but not the way you and I like books or the way that the Scottish Book Trust loves books, because we all love reading books, but Henry loved eating books, can you imagine?! It all started quite by mistake one afternoon when he wasn't really paying attention, so first he ate a single word just to test, yep, he definitely liked them, then he tried a whole sentence, he was absolutely sure he liked them now, then a whole page, followed by a whole book, by the end of the week he'd eaten a whole book and by the end of the month he could eat a whole book in one go and he became known as the incredible book eating boy! But here's the best part, the more books Henry was eating, and by this stage he was eating a lot of them, so here's a book and into his mouth it goes, the more books Henry was eating, the smarter he was getting, so the book goes in, all of the pages go down to his belly and fills him up so he doesn't need to eat any other tea or dinner and the information went up to his brain.

So, for example, he would eat a book about hippopotamus's and he would get a little bit smarter, so his brain used to be that size and it would grow with each book he was reading, Henry loved being smart and he thought that if he kept going, he might even become the smartest person on earth and he kept eating books, it wasn't long before he was smarter than his teacher in school, anybody here smarter than their teacher in school? Ooh! Before long, he could recite very, very complicated mathematical equations just off the top of his head, two plus two equals four, that's right isn't it?

Aud: Yeah.

OJ: Yes, we love being smart and he wasn't fussy about what he was smart about, he was eating all sorts of books, books about facts, books about history, geography, map books, he wanted to know it all and he went from eating books whole to eating them three and four at a time! He was getting greedy and because of that it all started going a little bit wrong.

First of all, he was beginning to feel a little ill, so here's the size of his belly these days, oh, he's eaten way more than he should have been, but the worst part is that everything in his brain was getting mixed up! So here's inside his brain and this is what mixed up information looks like, it's all over the place, so all of those really complicated mathematical equations he knew, they were getting muddle up too, two plus two equal's donkey! That's not right is it? No. Henry suddenly did not feel very smart at all, he was speaking total gibberish by the end of that week, blarblubblubblarb! And he felt very stupid, he didn't know what to do, more than one person told him to stop eating books, his dad told him, don't eat books...his doctor told him, your head and your belly cannot cope...the librarian told him, you owe me £3,219 please! Because of all the books he borrowed from the library and he never brought them back.

So Henry sat in his room for a long time unsure what to do, but then one afternoon and, again, quite by mistake, he picked up a half eaten book, it had one bite out of the back corner, but instead of opening his mouth and shoving the book in, Henry opened the book and began to read and it felt so good, Henry discovered that he loved reading and now he reads all the time and he thinks if he keeps reading, he still might be able to become the smartest person on earth, except maybe it will just take a little bit longer, but he also missed his life on the road and so it wasn't very long before he pulled his tuxedo out of the cupboard, brought it to the dry cleaners, spruced it off a little bit and resumed his life on the stage, but this time he wasn't known as the incredible book eating boy, he became known as the incredible broccoli eating boy! Yay! The end! I hope you enjoyed that.

Aud: [Clapping]

JF: Yay! Thank you Oliver. Are you ready for some questions?

OJ: I am ready for some questions! Give me your worst!

JF: I wonder whether before the questions, we can just look at some of these drawings, would that be okay?

OJ: Oh yeah, I think so, people have been working away at these while I was telling the story.

JF: Shall we have a quick look, yeah, look, this is incredibly colourful, why don't we hold it up here!

OJ: Wow! I think some people would struggle to tell the difference between my Huey's and these Huey's!

- JF: Very bright and colourful, that's great, well done!
- OJ: Yeah, good work!
- JF: And this one.
- OJ: I used to own a jumper just like this actually!
- JF: Yeah, I can see you'd suit that, it's your colours!
- OJ: Yeah, I would, brings out my eyes.
- JF: And can we just look at this one? There are lots of Huey's.
- OJ: Wow, lots of action going on here!
- JF: Wow! What's going on here?
- Boy 2: There's lots of Huey's in there.
- JF: Lots of Huey's!
- OJ: I like this tall skinny one who is showing off the big modern jumper wearing one there!
- JF: Yeah, fantastic, well done everybody, brilliant!
- OJ: Yeah, good work!
- JF: Right, we'll go back, we'll do one more from over here actually before we sit down.
- OJ: Okay, yeah, because there's a brilliant one!
- JF: And here's an action one!
- OJ: Yes, this is an action one and then this jig zaggy one over here is particularly beautiful, they're all gorgeous though!
- JF: Yeah. I like this one too with the sun shining on a Huey!
- OJ: Ah, such an optimist!
- JF: There you go, I like that jumper actually! I might knit that for myself!
- OJ: Yeah.
- JF: I'm the same shape as a Huey! Right, thank you, brilliant!

OJ: Brilliant work everyone.

JF: Thank you. Right, some questions, as you can imagine, lots and lots of questions have come in from all over the place, but we're going to start with a couple of questions from our audience here today and our first question, Oliver, is from Emma and Emma is sitting there, hi Emma.

OJ: Hi Emma.

JF: Hello, ask your question.

Girl 6: What made you want to write children's books?

OJ: What made me want to write children's books...? Well, it all, sort of, started by accident, I've always just loved telling stories and I've always loved reading other people's picture books and so whenever I had an idea for my first book, it actually didn't start as a book idea at all, but as I was making drawings in my sketch book for what was going to be just a group of individual images, it suddenly occurred to me that this was a perfect story to put into a picture book and that story was How to Catch a Star and then once I started, I realised I had a lot of fun doing it and then I wanted to keep doing it and I thought it might be a lot better than getting a proper job after leaving university, so that is why I started!

JF: Great, thank you very much! And just behind Emma, we have a question from Cameron, Hi Cameron.

OJ: Hi Cameron.

Boy 3: Hi. Was it hard to get your books published?

OJ: It was not hard, because I did a lot of preparation before, I didn't just ring up a publisher and say, I've an idea and send it off, I did lots and lots of work making my book idea look as good as it could possibly look and I tried to finish the story as much as I could and make the images and the pictures as finished as possible and then I did a lot of research into where I was going to send the book and who it was going to arrive with and, so because I had done all of this research and I made it look like a decent package, whenever it landed with the publisher, they were pretty keen to phone me up and publish the book. So, yes, it was hard and, no, it wasn't hard, if that makes sense.

JF: A good lesson there though, preparation is important in everything!

OJ: Preparation is important.

JF: Brilliant! Thank you very much, Cameron that was great! So here are some of our questions that have come from various schools across the country and actually, Oliver, class teacher Rea from Stromness Primary School has emailed us to say that the primary ones have been thinking of questions that they'd like to ask you as their homework, so that's pretty cool homework!

OJ: Okay, yeah, that is good homework!

JF: And she says, thank you very much for this fab opportunity.

OJ: Oh, you're very welcome.

JF: And she says, my class have been really looking forward to watching you and hear he is, it's been good so far, hasn't it?! Right, great! So first question is from Einar, what is it like to be an author?

OJ: Ooh, what is it like to be an author...? I don't really know any different, it's great! I'm my own boss, I get to wake up whenever I want and I get to go to sleep whenever I want, that's the good side of it and the bad side of it is, I get to wake up whenever I want and I go to sleep whenever I want, it means that nobody else is going to do it if I'm not doing it! So it's a lot of fun, it really is, I love what I do and it's possibly one of the best jobs in the world, but it's also a lot of hard work.

JF: Okay, but you would recommend it?

OJ: I would absolutely recommend it.

JF: Okay, thank you very much. And from the same school, this is from David, who asks, Oliver, well, he's one of these smart kids who has asked two questions in one, so what books did you like reading when you were young? And the second question is how long does it take to write a book?

OJ: Okay, what books did I like reading when I was young...? I read all sorts of books, there were stories that were illustrated by Sempe and I think written by Goscinny called Nicholas, the Nicholas Adventures, has anybody ever heard of those? They might be a bit before your time! I also loved Asterix comics by the same author and Roald Dahl, anything by Roald Dahl I loved, particularly the BFG. Anybody here read any of Roald Dahl? Yeah, oh brilliant, look at this, he's still going strong. Those were my favourite sorts of books whenever I started reading, but then I also loved picture books and a lot of my favourite books from when I was very small were picture books, one in particular was Where the Wild Things Are, which was by Maurice Sendak and that was turned into a very strange film, which I enjoyed, but very different from the book. Let's see if I can think of any other ones...another one by another American author, The Bad

Tempered Ladybird by Eric Carle, because I loved this big painting he made of a whale at the very end and I just loved how big it seemed whenever the book seemed so small and year later I realised it was because he had put the ladybird very, very small beside the whale, so I was discovering a sense of scale and it felt like I was being let in on a magician's secret.

JF: Ah! And what you use now.

OJ: I do use now.

JF: And David's second question, how long does it take to write a book?

OJ: Well, each book takes a different amount of time, David, depending. Lost and Found took about a year to make, because it was quite a big story and it was difficult to make a big story fit into 32 pages of a picture book, because all picture books are around that many pages, so that took quite a while, but then another story, Stuck, for example, happened really fast, because it's a true story, it really happened.

JF: Of course it did!

OJ: It did, I really got a kite stuck in a tree when I was on holiday and I really did throw up my shoe, which also really got stuck.

JF: Yeah.

OJ: And I then tried throwing up a chair, but we couldn't find a duck anywhere! And the car was a bit heavy, so I made that bit up, but other than that, it's a true story and then whenever I was telling somebody what happened on my holiday, my eyes glazed over and I immediately knew that I had just written my next book, so that happened really quick, once I put pen to paper and wrote all the things out, it took about a day to write!

JF: Oh, that must have been brilliant, a great feeling!

OJ: That was brilliant, that was a lot of fun.

JF: Yeah, okay. This question comes from Argyll and Bute, the lovely Argyll and Bute, from primary three at Kirn Primary School, so hello Kirn Primary!

OJ: Hello Kirn Primary.

JF: I hope it's sunny where you are! Erin asks, why did you miss out some backgrounds in the pictures?

OJ: Ooh...!

JF: Mm.

OJ: Why did...yes, that's a very good question and the reason that I miss...I leave my backgrounds as empty as possible is because I like that the stories aren't set anywhere in particular, so it means that you guys, here in Scotland, are reading the books, it looks like they're set here in Scotland. I went on a book tour a couple of years ago when I went to Mexico, has anybody ever heard of Mexico? Yeah. I went there and then a couple of months later I went to Malaysia, has anybody heard of Malaysia? I went there as well and in Mexico and in Malaysia, kids your age thought that the books were set in Mexico or in Malaysia, wherever they were, and so that's why I leave the backgrounds as clean and empty as possible, so that wherever the people are reading the books, they can imagine it's their town, it's where they're from.

JF: Clever idea! We have Marion, who is a class teacher at a primary school in Dumfries and Galloway, she sent in questions from pupils in primary's one, two and three and she also says, we're really looking forward to watching on Thursday, so hello all of you, Hi!

OJ: Hello!

JF: So this comes from Cameron in P3, another Cameron, very popular name! And he says, Oliver, you wrote Lost and Found after you heard about a boy that had tried to steal a penguin from Belfast Zoo.

OJ: That's a true story!

JF: If you were the boy, which animal would you steal from the zoo and why? Or if you were a boy perhaps!

OJ: If I was a boy and I tried to steal an animal from the zoo...

JF: Yeah.

OJ: I might possibly choose a giraffe, because it would be really handy to have somebody who could reach things from tall places for you I suppose!

JF: Get things out of trees!

OJ: Yeah, that's a great question! I think getting things out of trees, like, for example, in Stuck, maybe that's what he should have done, just got a giraffe!

- JF: Brilliant! We're back to Stromness Primary School, Jamie Lee, hi Jamie Lee, who says, how do you come up with the titles?
- OJ: How do I come up with the titles...? Well, I don't...the titles are the last thing that I think of whenever I'm writing the book, I tell the story and then usually, the title just presents itself halfway through the story. So, for example, in Stuck, well, that's the pretty obvious one, because that's what happens the whole way through the book and it's nice and short, but once I read through the story and I've got all the final paintings made, then the title just comes to me and I try to make it sound as nice as possible.
- JF: Yeah. What about just a final question, do you know what your next book will be Oliver?
- OJ: I do know what my next book is going to be! I've actually finished making all the art for my next book, would you like to see a sneak preview? Yeah? Would you like to see?
- JF: Yeah!
- Aud: Yeah.
- OJ: Okay, how about this, let's do another drawing, so my next book is going to be about this guy, now you're going to have to guess what it is Ralph Harris style! Can you guess!
- Aud: A bear.
- OJ: You think it's a bear? You still think it's a bear?
- Aud: A polar bear, a polar bear!
- Boy 4: A bear, some kind of bear.
- Boy 5: A Cow.
- Boy 6: A cow, a horse, a giraffe.
- Boy 4: A horse, a horse.
- Boy 5: A giraffe!
- [Various suggestions horse, giraffe, cow].
- OJ: This is the big clue!
- Boy 5: It's a reindeer!

OJ: It's a moose!

Boy 6: A moose, I knew it!

OJ: They're native to Scotland, aren't they? You see them walking around the fields, you've never seen a moose walking around the fields in Scotland?

Girl 7: Yeah, I have!

OJ: You have?!

Girl 7: Yeah.

OJ: Well, just keep your eyes peeled, my next book is called, This Moose Belongs to Me, right, This Moose belongs to you!

JF: There, you've got that information ahead of everybody else.

OJ: You did!

JF: Oliver, great drawing, thank you very much indeed.

OJ: Thank you very much.

JF: And thank you for all your questions, obviously we didn't have time to ask all of them, but keep them coming in for our next events, we do love to hear from you and boys and girls, I think we should give a massive round of applause cheers here and there for Oliver Jeffers!

OJ: Thank you!

Aud: [Clapping and cheering].

OJ: Thanks a lot!

JF: And I also hope you really enjoyed drawing the Huey's here and wherever you are and, of course, hearing Oliver's brilliant stories! Teachers, just another word for you, do look at the learning resources based on the Huey's, the Incredible Book Eating Boy, Stuck and Lost and Found, they're available on the Scottish Book Trust website and our next event promises to be a Whoopsy, Splunker, Whizzpopping, Swizzfiggling party, I managed to say that! To celebrate the life and work of Roald Dahl.

OJ: Wonderful!

JF: The 30th birthday of the BFG and also Roald Dahl day, that's Thursday the 13th of September at 11 o'clock. Details how to register, how to watch or to be in the

audience for that one, go to the Scottish Book Trust website, [scottishbooktrust.com/authors live](http://scottishbooktrust.com/authors-live), in the meantime, don't forget, you can watch all the other events that we've done, including the likes of Michael Rosen and Julia Donaldson, Eoin Colfer, Jacqueline Wilson and Michael Morpurgo and many more and you can watch those on the BBC Scotland Learning Website and also the Scottish Book Trust websites, all of those Authors Live events are free to watch and the classroom resources are free to download. So it's goodbye from me, goodbye! And it's goodbye from them, goodbye!

Aud: Bye.

JF: Goodbye! And it's goodbye from Oliver!

OJ: Goodbye!

JF: Goodbye, thank you for joining us! I think another big round of applause is in order!

Aud: [Clapping and cheering!]

OJ: I'll give you a round of applause too, you were brilliant!