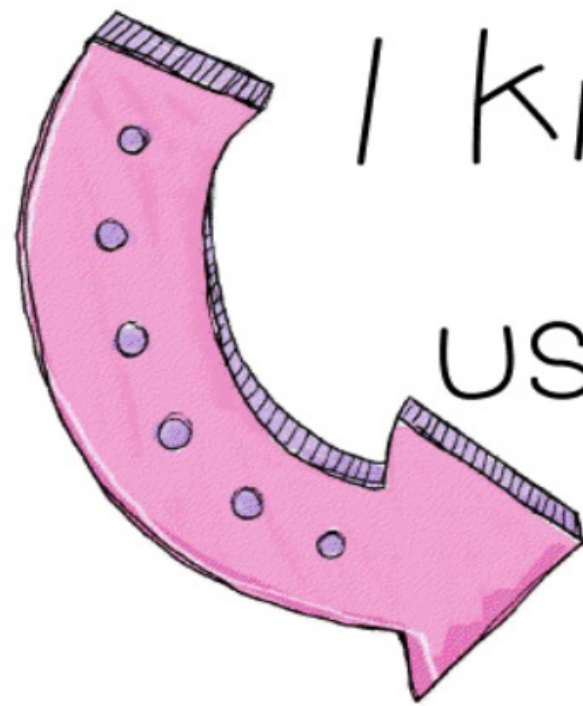


Read, Understand and Explore!

**EXPAND
VOCABULARY**



I know, find, and
use interesting
words.

Skills,
Skills,
Skills!

READING SKILLS

USE BACKGROUND KNOWLEDGE 	ASK QUESTIONS 	IDENTIFY THE AUTHOR'S PURPOSE 	IDENTIFY THE MAIN IDEA 
RECOGNIZE SEQUENCE 	RECOGNIZE CAUSE AND EFFECT 	MAKE INFERENCES 	MAKE PREDICTIONS 
SUMMARIZE 	DISTINGUISH BETWEEN FACT AND OPINION 	FIND FACTS AND DETAILS 	RECOGNIZE COMPARE AND CONTRAST 
MAKE CONNECTIONS 	VISUALIZE 	REREAD FOR CLARITY 	ADJUST YOUR PACING 

The Time Machine!

Model It!



Identify TWO things that have become 'travel worn'. (2 Marks)

One of the ivroy bars is cracked and a brass rail is bent.

Tip! - Look around the phrase 'travel worn' and scan/skim quickly. This means you don't need to read too much and will prevent you from missing key details!

The Time Machine!



1. When did the 'first of the time machines begin their career'?
2. How did he know that the time machine had worked?
3. Why wasn't he able to finish the time machine on Friday?
4. How was the man feeling as he sat in the saddle? Use evidence to support your answer.
5. Summarise the actions of the main character in less than 4 sentences.

Can you come up with your own question?

Ans

1. It began its career at 10 o'clock.
2. He knew it had worked because the time had changed. It was now nearly half-past three.
3. The time machine was delayed because one of the nickel bars was too short and had to be remade.
4. He would have felt nervous, apprehensive and frightened. He didn't know exactly what would happen. His 'heart felt heavy' and 'dread filled the pit of his stomach'.
5. A man in his workshop is designing a time machine. It has lots of broken parts and takes him a while to make. He is using different parts (such as ivory bars) to make it. He is concerned about the machine, whether it would work and what might happen in the future.