

# Fast Forward – Level 12

## Gemini

Name: ..... Date: .....



▶▶ Read each of the events from the story. Cut out the events and put them in order from 1–8. Paste them onto a separate sheet of paper headed *Gemini*.

The next day, there was a sign on the lamp that said DO NOT DISTURB. The genie was asleep.

Jack didn't believe in magic lamps, but he rubbed it anyway. In a puff of smoke, a genie appeared.

When he got home, Jack rubbed the lamp. The genie came out. The genie's name was Gemini. Jack wanted another wish. The genie said not to bother him until the next day.

The genie asked Jack what he wished for. He wished that the genie could grant all his wishes forever.

Jack rubbed the lamp and the genie came out. Jack wished to be really cool. The genie filled Jack's room with ice and snow.

After he gave the shop keeper the money, Jack took the genie home. It was a grumpy genie. He was thumping about inside the lamp.

Jack went to a second-hand shop to look for old comics. He found a magic lamp.

The genie told Jack to buy the lamp and not to make more than one wish a day.

# Fast Forward – Level 12

## Gemini

Name: ..... Date: .....



▶▶ Choose a letter from the box and add it to the end of each group of letters to make real words. Use the same letter in each group. Use each letter only once, and tick the letters as you use them. The first one is done for you.

y d n p s t f o k l

- |     |            |            |            |
|-----|------------|------------|------------|
| 1.  | g <u>o</u> | t <u>o</u> | n <u>o</u> |
| 2.  | sho_       | lam_       | dee_       |
| 3.  | tel_       | al_        | wel_       |
| 4.  | dow_       | the_       | sig_       |
| 5.  | Jac_       | bac_       | thin_      |
| 6.  | ou_        | abou_      | gian_      |
| 7.  | ha_        | ol_        | gol_       |
| 8.  | sta_       | da_        | anywa_     |
| 9.  | thi_       | ye_        | hi_        |
| 10. | i_         | o_         | puf_       |

# Fast Forward – Level 12

## Gemini

Name: ..... Date: .....



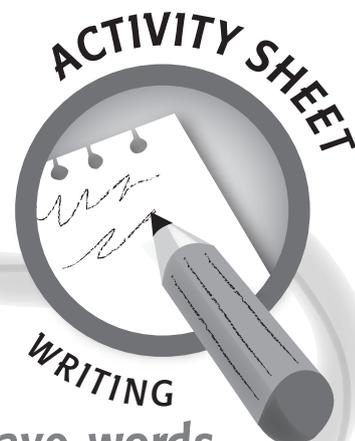
 Fill the gaps in these sentences by writing the verbs in the brackets in the past tense. The first one is done for you.

1. Jack grabbed the thing and looked at it. (look)
2. He \_\_\_\_\_ into a big box and saw something gold inside. (peer)
3. "It's a magic lamp," he \_\_\_\_\_. (say)
4. He didn't believe in magic lamps, but he \_\_\_\_\_ it anyway. (rub)
5. He \_\_\_\_\_ back inside. (disappear)
6. Jack gave him some money and \_\_\_\_\_ the lamp home. (take).
7. The lamp \_\_\_\_\_ around in Jack's hand. (move)
8. "My mum always \_\_\_\_\_ twins," said Gemini (want)
9. Then somewhere from inside the lamp, a door \_\_\_\_\_ . (slam)
10. Jack was about to rub the lamp when he \_\_\_\_\_ a little sign on it. (see)

# Fast Forward – Level 12

## Gemini

Name: ..... Date: .....



Put a tick next to the sentences that have words spoken by characters. Put quotation marks around the words to show direct speech. If there is no direct speech, leave the sentence as it is. An example is done for you.

1. Jack grabbed the thing and looked at it.  
"It's a magic lamp," he said. ✓
2. Jack was in the second-hand shop looking for old comics.
3. He didn't believe in magic lamps, but he rubbed it anyway.
4. Um ... um ... was all that Jack could say.
5. Well? asked the genie. I haven't got all day. What do you wish for?
6. I'll have to go if you can't think of a wish quickly, said the genie.
7. When Jack looked around again, he saw that the shop keeper was back.
8. What sort of a name is that for a genie? asked Jack.
9. From inside the lamp, Jack could hear Gemini saying, Don't bother me again until tomorrow ...
10. The next morning, Jack was about to rub the lamp when he saw a little sign on it.

# Fast Forward – Level 12

## Super Fit

Name: ..... Date: .....



Read each of the events from the story. Cut out the events and put them in order from 1–8. Paste them onto a separate sheet of paper headed *Super Fit*.

That afternoon, Coach Williams told everyone at the gym that they were going to do something fun. He told them they could do rock climbing.

At school, Marcus showed Sandy his hand. Coach Williams walked past and asked Marcus what happened to his hand.

That night, Marcus taped his fingers so that he did not have to do the training program.

Coach Williams told Marcus he did not have to do the training. He told Marcus to go to the library.

Sandy was happy because she could take longer to do her science project. Marcus wished his fingers hurt, too.

Marcus couldn't think what to say. He told Coach Williams that he fell off his skateboard and hurt his hand.

Marcus was very unhappy. Sandy told him he could help her with her science project.

Marcus did not want to do the super fit training program. Sandy did not have to do training because she hurt her fingers at volleyball.

# Fast Forward – Level 12

## Super Fit

Name: ..... Date: .....



▶▶ Choose a letter from the box and add it to the end of each group of letters to make real words. Use the same letter in each group. Use each letter only once, and tick the letters as you use them. The first one is done for you.

d s m r y k l n o t ✓

- |     |            |            |            |
|-----|------------|------------|------------|
| 1.  | n <u>o</u> | s <u>o</u> | t <u>o</u> |
| 2.  | ha_        | han_       | hel_       |
| 3.  | fu_        | ca_        | agai_      |
| 4.  | u_         | hi_        | wa_        |
| 5.  | da_        | sa_        | awa_       |
| 6.  | thin_      | too_       | wee_       |
| 7.  | roo_       | the_       | gy_        |
| 8.  | bu_        | tha_       | wha_       |
| 9.  | he_        | afte_      | supe_      |
| 10. | wel_       | unti_      | schoo_     |

# Fast Forward – Level 12

## Super Fit

Name: ..... Date: .....



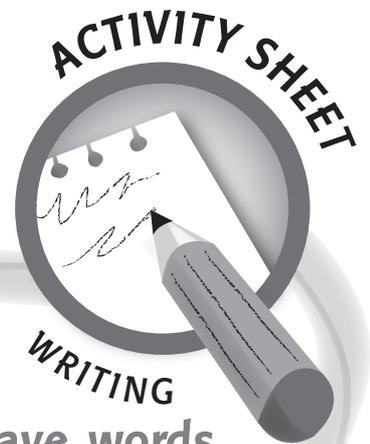
Fill the gaps in these sentences by writing the verbs in the brackets in the past tense. The first one is done for you.

1. Marcus looked at Sandy. (look)
2. Marcus \_\_\_\_\_ that he had hurt his fingers, too. (wish)
3. That night, after dinner, Marcus \_\_\_\_\_ some tape and took it to his room. (find)
4. He shut the door and \_\_\_\_\_ the tape around his fingers. (put)
5. The next day at school, Marcus \_\_\_\_\_ Sandy his hand. (show)
6. Suddenly, Coach Williams \_\_\_\_\_ past. (walk)
7. "Marcus, what \_\_\_\_\_ to your hand?" Coach Williams asked. (happen)
8. Marcus \_\_\_\_\_ on the spot. (freeze).
9. That afternoon, Marcus \_\_\_\_\_ Coach Williams surprise everyone at the gym. (hear)
10. "Okay, Marcus, you can go to the library with Sandy now," \_\_\_\_\_ out Coach Williams. (call)

# Fast Forward – Level 12

## Super Fit

Name: ..... Date: .....



Put a tick next to the sentences that have words spoken by characters. Put quotation marks around the words to show direct speech. If there is no direct speech, leave the sentence as it is. An example is done for you.

1. "Oh, no. I don't want to do that again," said Marcus.
2. Sandy smiled at Marcus.
3. You're so lucky! he said.
4. Guess what? I can take longer to do my science project as well! she laughed.
5. Marcus wished that he had hurt his fingers too.
6. Now, I won't have to do the Super Fit Training Program tomorrow, he laughed.
7. Suddenly, Coach Williams walked past.
8. Marcus, what happened to your hand? Coach Williams asked.
9. Marcus froze on the spot.
10. I know, said Marcus. It's a real shame.
11. That afternoon, before Marcus went to the library, he heard Coach Williams surprise everyone at the gym.
12. Okay, Marcus, you can go to the library with Sandy now, called out Coach Williams.

# Fast Forward – Level 12

## The Call of the Wolf

Name: ..... Date: .....



▶▶ Read each of the events from the story. Cut out the events and put them in order from 1–8. Paste them onto a separate sheet of paper headed *The Call of the Wolf*.

Ruki's father gave him a bag of food, a knife and some sticks for a fire.

Suddenly, the wolf came out of the shadows, and began to gulp down the food. When the food had gone, the wolf looked at Ruki. Then, the wolf turned and left.

Ruki heard the wolf's call at night time. He grabbed his knife and waited. He could feel the wolf was close.

Ruki stared into the darkness. He had heard something. It was the call of the wolf. His father had heard the call, too.

Ruki walked back to his family. He felt good. He had passed the test. He had gone to meet the wolf.

It was time for Ruki to go to the cave in the woods. He would stay there, alone, for many days.

He pulled out some food and cut it up with a knife. He began to throw it into the darkness.

Ruki's father left him alone in the cold and the dark. He began thinking about what he would do when the wolf came. He didn't sleep or eat much at all.

# Fast Forward – Level 12

## The Call of the Wolf

Name: ..... Date: .....



▶▶ Choose a letter from the box and add it to the end of each group of letters to make real words. Use the same letter in each group. Use each letter only once, and tick the letters as you use them. The first one is done for you.

.....  
k n r p t w d y l s ✓  
.....

- |     |      |        |        |
|-----|------|--------|--------|
| 1.  | hi_  | a_     | wa_    |
| 2.  | tha_ | fel_   | jus_   |
| 3.  | ha_  | di_    | col_   |
| 4.  | whe_ | the_   | bega_  |
| 5.  | cal_ | al_    | smal_  |
| 6.  | hea_ | yea_   | fo_    |
| 7.  | ver_ | man_   | famil_ |
| 8.  | lo_  | shado_ | thro_  |
| 9.  | bac_ | dar_   | too_   |
| 10. | gul_ | u_     | slee_  |

# Fast Forward – Level 12

## The Call of the Wolf

Name: ..... Date: .....



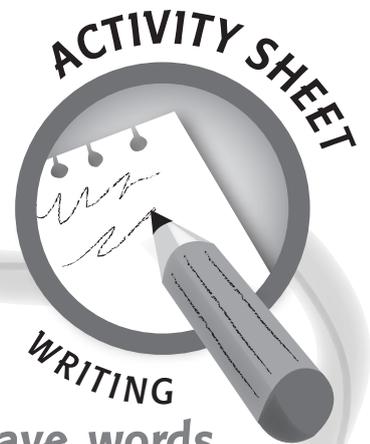
▶▶ Fill the gaps in these sentences by writing the verbs in the brackets in the past tense. The first one is done for you.

1. Ruki opened his eyes and stared into the darkness. (open)
2. He lay still and \_\_\_\_\_. (listen)
3. He \_\_\_\_\_ that it would be one of the most important things he would ever do. (know)
4. Ruki \_\_\_\_\_ to shiver again as they walked into the woods. (start)
5. Ruki \_\_\_\_\_ a small fire. (make)
6. Ruki \_\_\_\_\_ the wolf's call at night time. (hear)
7. He \_\_\_\_\_ his knife and waited. (grab)
8. Slowly, Ruki \_\_\_\_\_ down and put his hand into his bag. (reach)
9. Then, he \_\_\_\_\_ to throw some of it into the darkness. (begin)
10. Then, the wolf \_\_\_\_\_ and left. (turn)

# Fast Forward – Level 12

## The Call of the Wolf

Name: ..... Date: .....



▶▶ Put a tick next to the sentences that have words spoken by characters. Put quotation marks around the words to show direct speech. If there is no direct speech, leave the sentence as it is. An example is done for you.

1. He looked at Ruki.  
"Did you hear the call?" he asked. ✓
2. The call of the wolf, he said slowly, and shivered.
3. His father took his hand and said, Don't be afraid if the wolf comes. You will know what to do.
4. Ruki made a small fire.
5. Ruki heard the wolf's call at night time.
6. Ruki could feel the wolf was closer.
7. Wolf? he asked quietly.
8. I know you're hungry, wolf. Please come and take the food, he said.
9. When the food was gone, the wolf looked up at Ruki.
10. That's all I have, he said quietly.

# Fast Forward – Level 12

## The Game

Name: ..... Date: .....



Read each of the events from the story. Cut out the events and put them in order from 1–8. Paste them onto a separate sheet of paper headed *The Game*.

Brad pushed the flashing red light. Brad and Michael span around. They landed back in Brad's room.

A giant cyborg stepped out from behind a tree. Brad jammed a pen into the cyborg's control panel. The cyborg fell to the ground.

Brad was asleep at his computer keyboard. A loud voice woke him up. When he opened his eyes, he saw Michael on the computer screen.

Brad had a disk to shut down the game. Michael knew where the control tower was, so they ran out of the cave.

Michael thanked Brad for saving his life. Brad quickly shut down his computer.

Brad saw a flashing red light on his keyboard. He pushed the button on. He span in the air and landed inside the computer game with Michael.

Brad and Michael ran to the control tower. Brad put the disk in. The game started to shut down. Another cyborg came out from behind a rock.

Suddenly, a giant foot landed in front of Brad. A red laser blasted a rock behind his head. Michael grabbed Brad's arm and they ran into a cave.

## The Game

Name: ..... Date: .....



▶▶ Choose a letter from the box and add it to the end of each group of letters to make real words. Use the same letter in each group. Use each letter only once, and tick the letters as you use them. The first one is done for you.



- |     |        |       |         |
|-----|--------|-------|---------|
| 1.  | he_    | see_  | me_     |
| 2.  | hi_    | u_    | thi_    |
| 3.  | aslee_ | hel_  | u_      |
| 4.  | spa_   | dow_  | ra_     |
| 5.  | nee_   | lou_  | re_     |
| 6.  | righ_  | nigh_ | jus_    |
| 7.  | bac_   | roc_  | dis_    |
| 8.  | hi_    | fro_  | ar_     |
| 9.  | stil_  | fel_  | contro_ |
| 10. | no_    | ho_   | sa_     |

## The Game

Name: ..... Date: .....

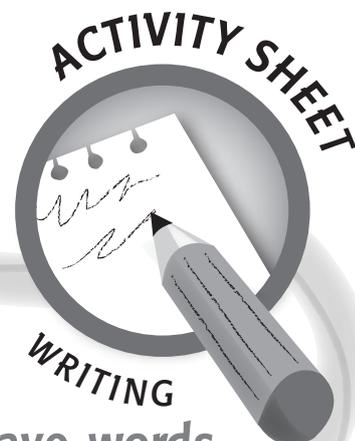


Fill the gaps in these sentences by writing the verbs in the brackets in the past tense. The first one is done for you.

1. He looked at the screen. (look)
2. Slowly, Brad \_\_\_\_\_ his eyes. (open)
3. How had he \_\_\_\_\_ up here? (end)
4. A red laser \_\_\_\_\_ a rock behind his head. (blast)
5. The two boys \_\_\_\_\_ into a cave. (run)
6. Brad \_\_\_\_\_ up a disk. (hold)
7. The cyborg \_\_\_\_\_ and grabbed at Brad. (swoop)
8. Then, it \_\_\_\_\_ to the ground. (fall)
9. A red light \_\_\_\_\_ flashing. (start)
10. Brad and Michael \_\_\_\_\_ around. (spin)

## The Game

Name: ..... Date: .....



Put a tick next to the sentences that have words spoken by characters. Put quotation marks around the words to show direct speech. If there is no direct speech, leave the sentence as it is. An example is done for you.

1. "Brad!" shouted Michael.  
Michael ran over to Brad. ✓
2. A loud voice came through Brad's earphones.
3. Michael was on the screen!
4. Michael ran over to Brad.
5. Quickly, this way! shouted Michael.
6. Don't say a word, whispered Michael.
7. I think I can get us out of the game, said Brad.
8. How? asked Michael.
9. Hey, I know where the control tower is, said Michael.
10. Brad put the disk in.

# Fast Forward – Level 12

## Getting Together

Name: ..... Date: .....



Each of these sentences has incorrect information about the topic. Look for the correct information in the text, then rewrite the sentences so that the information is correct. An example has been done for you.

- Families all around the world are the same.  
*Families all around the world are different from each other.*
- Nuclear families are families that live in lots of houses.  
\_\_\_\_\_
- A family that has just the parents and children is called an extended family.  
\_\_\_\_\_  
\_\_\_\_\_
- In India, when a woman gets married she always gets to live in a new house.  
\_\_\_\_\_  
\_\_\_\_\_
- Inuit families live in small nuclear families that stay in one place.  
\_\_\_\_\_
- Inuit never get together with their relatives.  
\_\_\_\_\_
- Aboriginal people live in small family groups because the parents are the only ones who look after the children.  
\_\_\_\_\_  
\_\_\_\_\_

# Fast Forward – Level 12

## Getting Together

Name: .....

Date: .....



Read each word below. Listen to the sound made by the underlined letters in the word. Then write three new words containing the same letters and the same sound on the lines below. An example has been done for you.

they

*than*

*these*

*their*

born

much

each

too

families

crowded

# Fast Forward – Level 12

## Getting Together

Name: ..... Date: .....



Use the verbs in the box to fill in the gaps in these sentences. Use each word only once and tick off the words as you go.

|       |        |        |      |
|-------|--------|--------|------|
| were  | called | share  | hunt |
| teach | marry  | worked | are  |
| live  | lived  | made   |      |

In some countries, there \_\_\_\_\_ many small families. They are \_\_\_\_\_ up of just the parents and one or two children, all living in the same house. This kind of family is \_\_\_\_\_ a nuclear family.

Sometimes, two or more families \_\_\_\_\_ together and make one very big family. When people \_\_\_\_\_ in India, the woman sometimes lives with the man's family.

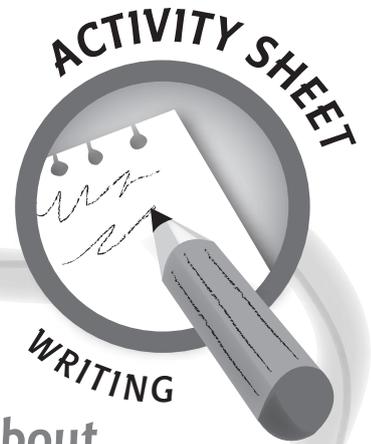
Inuit people \_\_\_\_\_ together in small family groups. They get together in their extended family groups to \_\_\_\_\_ food and to take care of each other. They also \_\_\_\_\_ their children about Inuit culture.

For hundreds of years, most families in China \_\_\_\_\_ extended families. Sometimes, two or more related families \_\_\_\_\_ together. If they lived in the country, these families \_\_\_\_\_ together on the land.

# Fast Forward – Level 12

## Getting Together

Name: ..... Date: .....



Fill in the boxes to make a fact chart about families around the world. Read the writing clues in each box, then draw a picture to give information about the clue. Write a caption to go with your picture.

|                                       |  |  |
|---------------------------------------|--|--|
| <p><b>Nuclear:</b></p> <hr/> <hr/>    | <p><b>Extended:</b></p> <hr/> <hr/>    | <p><b>India:</b></p> <hr/> <hr/>                     |
| <p><b>Inuit:</b></p> <hr/> <hr/>      | <p><b>Families</b></p>                 | <p><b>Australian Aboriginal:</b></p> <hr/> <hr/>     |
| <p><b>China then:</b></p> <hr/> <hr/> | <p><b>China today:</b></p> <hr/> <hr/> | <p><b>Families around the world:</b></p> <hr/> <hr/> |

# Fast Forward – Level 12

## Gold

Name: ..... Date: .....



Each of these sentences has incorrect information about the topic. Look for the correct information in the text, then rewrite the sentences so that the information is correct. An example has been done for you.

- Gold is a plant that can be found in the ground.  
*Gold is a metal that can be found in the ground.*
- Gold is one of the many yellow metals found on Earth.  
\_\_\_\_\_
- Gold is a light metal that does not last for a long time.  
\_\_\_\_\_
- Gold has been used by people for about 600 years.  
\_\_\_\_\_
- The Egyptians did not make jewellery from gold.  
\_\_\_\_\_
- Gold was first used as money by the Romans.  
\_\_\_\_\_
- Today, all coins are made from gold.  
\_\_\_\_\_
- One of the countries that gold is found in is Japan.  
\_\_\_\_\_

# Fast Forward – Level 12

## Gold

Name: .....

Date: .....



Read each word below. Listen to the sound made by the underlined letters in the word. Then write three new words containing the same letters and the same sound on the lines below. An example has been done for you.

look

strong

*good*

*book*

*took*

been

countries

ground

before

coin

# Fast Forward – Level 12

## Gold

Name: ..... Date: .....



Use the verbs in the box to fill in the gaps in these sentences. Use each word only once and tick off the words as you go.

|        |         |        |       |
|--------|---------|--------|-------|
| buried | started | has    | used  |
| is     | lasts   | filled | found |
| use    | made    | was    | were  |

Gold is a metal that can be found in the ground. Gold has been \_\_\_\_\_ by humans for more than 6000 years. It was most likely \_\_\_\_\_ on the ground and used as a tool.

Egyptians \_\_\_\_\_ one of the first groups of people to use gold in art. Some Egyptian mummies were \_\_\_\_\_ in gold cases, \_\_\_\_\_ with gold jewellery.

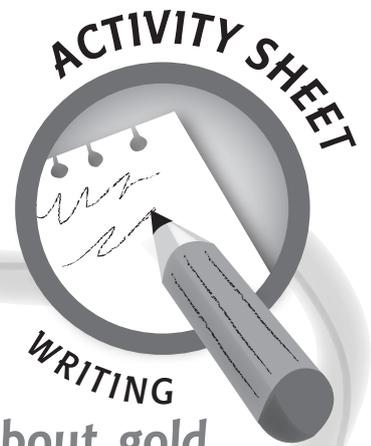
About 3000 years ago the Chinese \_\_\_\_\_ to use gold as money. Gold \_\_\_\_\_ used to make coins for hundreds and hundreds of years. Today, few coins are \_\_\_\_\_ from gold because it costs too much. Coin makers \_\_\_\_\_ other metals to make coins.

Gold \_\_\_\_\_ valuable because it is strong, rare and it \_\_\_\_\_ a long time. It is also valuable because it \_\_\_\_\_ many uses.

# Fast Forward – Level 12

## Gold

Name: ..... Date: .....



▶▶ Fill in the boxes to make a fact chart about gold, its history and why it is valuable. Read the writing clues in each box, then draw a picture to give information about the clue. Write a caption to go with your picture.

|                                   |  |                                |
|-----------------------------------|--|--------------------------------|
| <p>Gold is a:</p> <hr/> <hr/>     | <p>Egyptians:</p> <hr/> <hr/>          | <p>Chinese:</p> <hr/> <hr/>    |
| <p>First coins:</p> <hr/> <hr/>   | <p><b>Why gold is valuable</b></p>     | <p>1900s:</p> <hr/> <hr/>      |
| <p>Gold is found:</p> <hr/> <hr/> | <p>Why it is valuable:</p> <hr/> <hr/> | <p>Uses today:</p> <hr/> <hr/> |

# Fast Forward – Level 12

## National Parks

Name: ..... Date: .....



Each of these sentences has incorrect information about the topic. Look for the correct information in the text, then rewrite the sentences so that the information is correct. An example has been done for you.

1. A national park is parkland where people can play.  
*A national park is parkland that protects the plants and animals that live there.*  
\_\_\_\_\_
2. Each national park is the same as the other.  
\_\_\_\_\_
3. Uluru is the biggest national park in the world.  
\_\_\_\_\_
4. Inside the caves at Uluru, there are lots of animals that are special to the Aboriginal people.  
\_\_\_\_\_  
\_\_\_\_\_
5. At Serengeti National Park, you can see bears, snow dogs and moose.  
\_\_\_\_\_
6. The best way to travel in Denali Park is by car.  
\_\_\_\_\_
7. In a national park, you can walk anywhere you want and you can take plants home.  
\_\_\_\_\_  
\_\_\_\_\_

# Fast Forward – Level 12

## National Parks

Name: .....

Date: .....



Read each word below. Listen to the sound made by the underlined letters in the word. Then write three new words containing the same letters and the same sound on the lines below. An example has been done for you.

thousands

about

*think*

*three*

*with*

are

way

leave

national

tracks

# Fast Forward – Level 12

## National Parks

Name: ..... Date: .....



Use the verbs in the box to fill in the gaps in these sentences. Use each word only once and tick off the words as you go.

|       |          |      |        |
|-------|----------|------|--------|
| come  | protects | are  | become |
| gone  | travel   | make | tell   |
| began | living   | live | snows  |

A national park is a park that \_\_\_\_\_ all the plants and animals living in it. Each national park is different and has things that \_\_\_\_\_ it special.

Uluru is home to lots of different animals and plants. Every year, lots of people \_\_\_\_\_ to see Uluru. Uluru is very important to the Aboriginal people. They have been \_\_\_\_\_ at Uluru for over 10000 years. Their rock paintings \_\_\_\_\_ stories about the people and when the world \_\_\_\_\_.

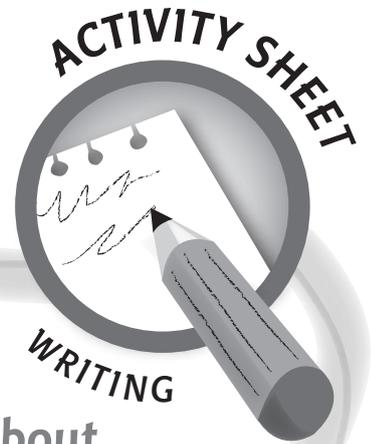
Serengeti National Park is in Africa. Denali Park is in Alaska. These parks \_\_\_\_\_ important for the animals that \_\_\_\_\_ there. The best way to \_\_\_\_\_ in Denali Park is to be pulled along by a team of dogs, because it \_\_\_\_\_.

Every year hundreds of plants and animals \_\_\_\_\_ extinct. Once they are extinct, they are \_\_\_\_\_ forever.

# Fast Forward – Level 12

## National Parks

Name: ..... Date: .....



Fill in the boxes to make a fact chart about national parks. Read the writing clues in each box, then draw a picture to give information about the clue. Write a caption to go with your picture.

|   |  |  |
|---|--|--|
| <p>A national park is:</p> <hr/> <hr/>      | <p>Uluru is:</p> <hr/> <hr/>                         | <p>Aboriginal people:</p> <hr/> <hr/>    |
| <p>Serengeti National Park:</p> <hr/> <hr/> | <p><b>National Parks</b></p>                         | <p>Animals in Serengeti:</p> <hr/> <hr/> |
| <p>Denali National Park:</p> <hr/> <hr/>    | <p>A rule to protect national parks:</p> <hr/> <hr/> | <p>Important because:</p> <hr/> <hr/>    |

# Fast Forward – Level 12

## The Water Cycle

Name: ..... Date: .....



 Each of these sentences has incorrect information about the topic. Look for the correct information in the text, then rewrite the sentences so that the information is correct. An example has been done for you.

1. Rain starts its life in the sky.  
*Rain starts its life on Earth.* \_\_\_\_\_
2. The water cycle is when rain falls.  
\_\_\_\_\_
3. During the water cycle, water takes two forms: gas and liquid. \_\_\_\_\_  
\_\_\_\_\_
4. There are three stages in the water cycle.  
\_\_\_\_\_
5. Evaporation is the last stage in the water cycle process.  
\_\_\_\_\_
6. Condensation is when water changes from a liquid into a gas. \_\_\_\_\_  
\_\_\_\_\_
7. Clouds are formed when water changes from a solid into a gas. \_\_\_\_\_  
\_\_\_\_\_
8. Precipitation is when the drops of water stay in the air.  
\_\_\_\_\_

# Fast Forward – Level 12

## The Water Cycle

Name: .....

Date: .....



Read each word below. Listen to the sound made by the underlined letters in the word. Then write three new words containing the same letters and the same sound on the lines below. An example has been done for you.

start

keep

*are*

*farm*

*hard*

cycle

cool

liquid

evaporation

rain

# Fast Forward – Level 12

## The Water Cycle

Name: ..... Date: .....



Use the verbs in the box to fill in the gaps in these sentences. Use each word only once and tick off the words as you go.

|       |      |       |         |
|-------|------|-------|---------|
| hold  | join | start | changes |
| rises | take | are   | keeps   |
| is    | stay | moves | falls   |

The process by which water \_\_\_\_\_ from Earth to the sky and then back to Earth \_\_\_\_\_ called the water cycle. Rain \_\_\_\_\_ from the sky, but it does not \_\_\_\_\_ its life in the sky. Rain starts its life on Earth. Water vapour \_\_\_\_\_ into the air and falls back onto Earth as rain.

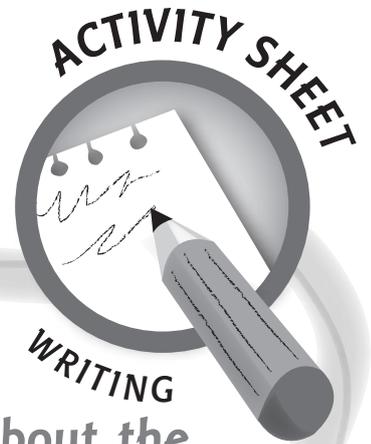
Water can \_\_\_\_\_ three different forms. During the water cycle, water \_\_\_\_\_ changing its form over again. There \_\_\_\_\_ four stages in the water cycle. Evaporation is when water \_\_\_\_\_ from a liquid into a gas called vapour. Clouds \_\_\_\_\_ water in the form of vapour. Condensation changes water from a gas to a liquid.

The third stage is precipitation. This is when the liquid in the sky falls to Earth. This happens because the little drops of water \_\_\_\_\_ together to form bigger drops. They become too heavy to \_\_\_\_\_ in the air, so they fall to Earth as rain.

# Fast Forward – Level 12

## The Water Cycle

Name: ..... Date: .....



▶▶ Fill in the boxes to make a fact chart about the water cycle. Read the writing clues in each box, then draw a picture to give information about the clue. Write a caption to go with your picture.

|   |   |  |
|---|---|--|
| The water cycle is:<br><br>_____<br>_____   | Water changes into:<br><br>_____<br>_____ | Evaporation is:<br><br>_____<br>_____      |
| This happens because:<br><br>_____<br>_____ | <b>The water cycle</b>                    | Condensation is:<br><br>_____<br>_____     |
| Condensation changes:<br><br>_____<br>_____ | Runoff is:<br><br>_____<br>_____          | Runoff happens when:<br><br>_____<br>_____ |

# Fast Forward – Level 12

## Thomas Edison

Name: ..... Date: .....



Each of these sentences has incorrect information about the topic. Look for the correct information in the text, then rewrite the sentences so that the information is correct. An example has been done for you.

1. Thomas Edison is still alive today.

*Thomas Edison died in 1931.*

---

2. Thomas Edison was a great sound recording artist.

---

3. Edison went to the local school. He didn't like reading.

---

4. The first thing he invented was a newspaper.

---

5. A telegraph works by sending electrical messages by lights. \_\_\_\_\_

---

6. Edison was blind and most of the things he invented were to do with pictures. \_\_\_\_\_

---

---

7. In 1872, Edison invented phones, radios and moving pictures. \_\_\_\_\_

---

# Fast Forward – Level 12

## Thomas Edison

Name: ..... Date: .....



▶▶ Read each word below. Listen to the sound made by the underlined letters in the word. Then write three new words containing the same letters and the same sound on the lines below. An example has been done for you.

change

*child*

*children*

*much*

light

deaf

many

thing

Morse

photo

# Fast Forward – Level 12

## Thomas Edison

Name: ..... Date: .....



▶▶ Use the verbs in the box to fill in the gaps in these sentences. Use each word only once and tick off the words as you go.

|         |          |        |         |
|---------|----------|--------|---------|
| changed | invented | became | make    |
| learn   | went     | was    | began   |
| sent    | set      | read   | selling |

Thomas Edison was a great inventor. In his lifetime, he \_\_\_\_\_ – or helped to invent – more than one thousand different things. Thomas Edison \_\_\_\_\_ born in the USA in 1847. When Edison was a child, he \_\_\_\_\_ to school at home. He \_\_\_\_\_ many books to \_\_\_\_\_ about things around him.

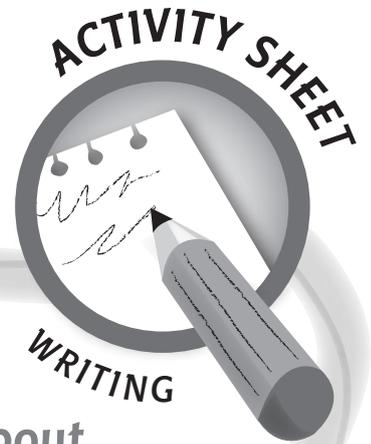
Edison was \_\_\_\_\_ newspapers when he was 12 years old. When he was 14, he \_\_\_\_\_ his own newspaper. When Edison was 16, he \_\_\_\_\_ jobs and started working as a telegrapher. The telegraph was the only way to send messages a long way. The messages were \_\_\_\_\_ in Morse code.

In 1872, Edison \_\_\_\_\_ up his own big laboratory, where he made the first sound recorder. In 1879, Edison \_\_\_\_\_ the first person to \_\_\_\_\_ the electric light work.

# Fast Forward – Level 12

## Thomas Edison

Name: ..... Date: .....



Fill in the boxes to make a fact chart about Thomas Edison, his life and inventions. Read the writing clues in each box, then draw a picture to give information about the clue. Write a caption to go with your picture.

|                                       |                                |  |
|---------------------------------------|--------------------------------|--|
| <p>Thomas Edison was:</p> <hr/> <hr/> | <p>As a child:</p> <hr/> <hr/> | <p>Age 12:</p> <hr/> <hr/>                   |
| <p>Age 14:</p> <hr/> <hr/>            | <p><b>Thomas Edison</b></p>    | <p>Age 16:</p> <hr/> <hr/>                   |
| <p>1872:</p> <hr/> <hr/>              | <p>1879:</p> <hr/> <hr/>       | <p>How he changed the world:</p> <hr/> <hr/> |

# Fast Forward – Level 12

## Water World

Name: ..... Date: .....



Each of these sentences has incorrect information about the topic. Look for the correct information in the text, then rewrite the sentences so that the information is correct. An example has been done for you.

1. Water is one of the least important resources on Earth.

*Water is one of the most important resources on Earth.*

2. People can live for days and days without water.

\_\_\_\_\_

3. Eighty-five per cent of the human body is made up of water. Most of the water is in the bones.

\_\_\_\_\_

\_\_\_\_\_

4. As the number of people in the world grows, there is more water for people to use. \_\_\_\_\_

\_\_\_\_\_

5. There is plenty of water for farmers and industries to share.

\_\_\_\_\_

6. Rainforests give us up to 40 per cent of the world's water.

\_\_\_\_\_

7. Water is not important to forests because the animals that live there can move to a different home.

\_\_\_\_\_

\_\_\_\_\_

# Fast Forward – Level 12

## Water World

Name: .....

Date: .....



Read each word below. Listen to the sound made by the underlined letters in the word. Then write three new words containing the same letters and the same sound on the lines below. An example has been done for you.

without

fresh

*around*

*our*

*sound*

need

grow

their

stay

called

# Fast Forward – Level 12

## Water World

Name: ..... Date: .....



Use the verbs in the box to fill in the gaps in these sentences. Use each word only once and tick off the words as you go.

|       |       |         |         |
|-------|-------|---------|---------|
| comes | live  | protect | use     |
| is    | grows | share   | breathe |
| feed  | make  | need    |         |

Water is one of the most important resources on Earth. Fresh water \_\_\_\_\_ important to all living things. Without water, people, animals and plants could not \_\_\_\_\_. As the number of people in the world \_\_\_\_\_, so does the need for water. People must try to \_\_\_\_\_ this important resource.

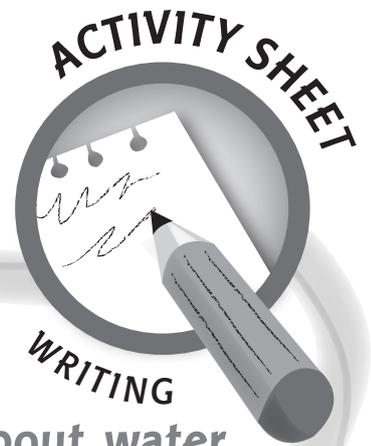
Farmers need water to grow food and to \_\_\_\_\_ their animals. The water \_\_\_\_\_ from rivers and lakes. As the number of people in the world grows, more and more people need to \_\_\_\_\_ the water. Heavy industries, like power stations or chemical plants, \_\_\_\_\_ a lot of water.

Plants \_\_\_\_\_ water to grow. Without water, plants cannot \_\_\_\_\_ oxygen to \_\_\_\_\_ alive.

# Fast Forward – Level 12

## Water World

Name: ..... Date: .....



Fill in the boxes to make a fact chart about water, why it is important and how it is used. Read the writing clues in each box, then draw a picture to give information about the clue. Write a caption to go with your picture.

|  |  |                                  |
|--|--|----------------------------------|
| <p>Why conserve water?</p> <hr/> <hr/> | <p>Where water comes from:</p> <hr/> <hr/> | <p>Our bodies:</p> <hr/> <hr/>   |
| <p>Farmers:</p> <hr/> <hr/>            | <p><b>We need water</b></p>                | <p>Industries:</p> <hr/> <hr/>   |
| <p>Plants:</p> <hr/> <hr/>             | <p>Forests:</p> <hr/> <hr/>                | <p>Saving water:</p> <hr/> <hr/> |