

Fast Forward – Level 14

Buzz Takes Over

Name: Date:



Write six sentences about the text by joining three sections together. The shaded boxes make the first sentence. Write the sentences on the lines, then number them in order as they occur in the text.

The black hole	to planet Zero	the ship stopped rolling
he pushed when he crashed	a very long time	Buzz and Zip
into a blue galaxy	onto the controls	and closed the door
were heading home	one of the sleeping pods	The ship zoomed
Zip climbed into	Buzz didn't know how many buttons	and went deep into space
over the pirates' ship	had taken him	After what seemed like

Fast Forward - Level 14

Buzz Takes Over

Name: Date:



▶▶ Sometimes, we use different letters to make the same sound. Insert the letters *ea*, *ee*, *ie*, *y* into the following words to complete them. Then group the words according to the letters that make the long /e/ sound.

galax ____	scr ____ med	sl ____ ping	bel ____ ve
s ____	br ____ f	pl ____ se	d ____ p
famil ____	cr ____ k	f ____ ld	twent ____
cr ____ m	asl ____ p	ver ____	b ____ ch

ea

ee

ie

y

Fast Forward – Level 14

Buzz Takes Over

Name: Date:



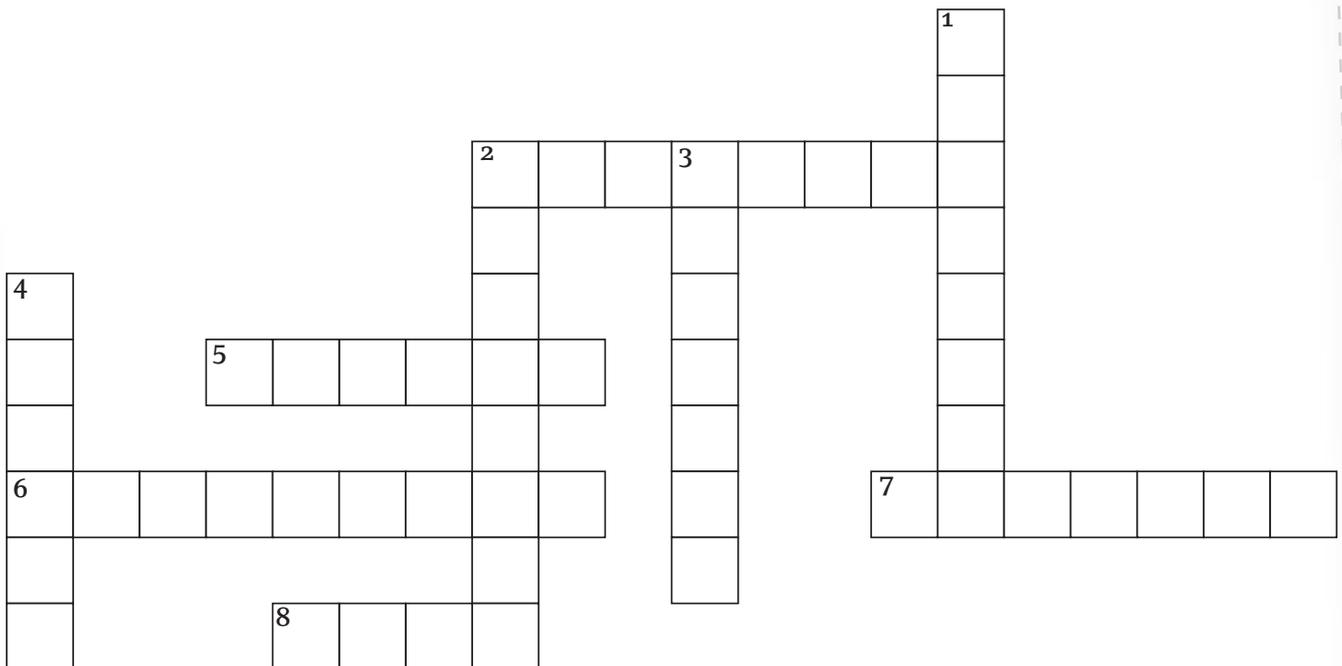
 Complete the crossword.

ACROSS:

2. This machine processes information.
5. Intake of air.
6. An automatic system of flying.
7. Leading towards.
8. Sleeping areas.

DOWN:

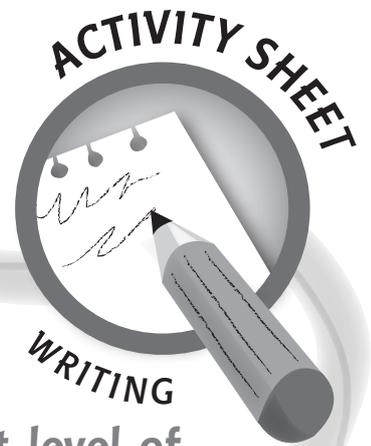
1. Awful, horrible.
2. Instruments used by the pilot.
3. These lived in the blue galaxy.
4. A section of the universe.



Fast Forward – Level 14

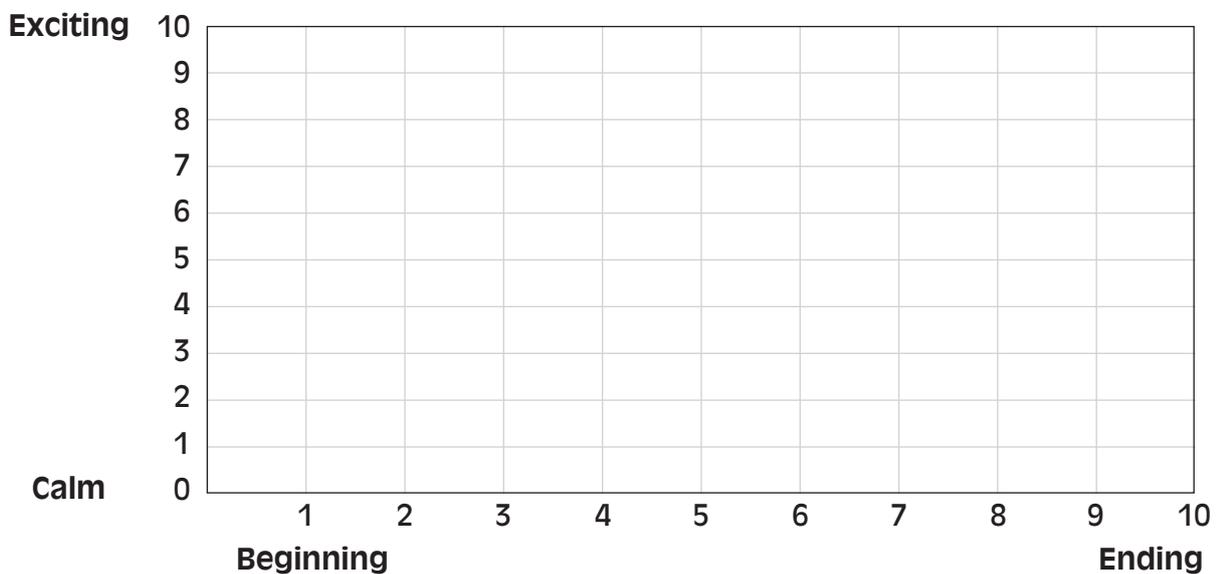
Buzz Takes Over

Name: Date:



After reading the story, list the main events in order. Decide on the excitement level of each event from 1-10, and plot this on the grid below. Join the dots to make a 'picture' of the excitement levels through the story.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Fast Forward – Level 14

Fixing Cars

Name: Date:



Write six sentences about the text

by joining three sections together. The shaded boxes make the first sentence. Write the sentences on the lines, then number them in order as they occur in the text.

Her parents always	a strange sound	She jumped out of the car
her tools	gave her dolls and soft toys	with a giant roller coaster
Bonnie's parents took her	Bonnie could look	they worked on
and name all the engine parts	to a fun park	from under the hood
for her birthday	under the hood of a car	In the school holidays
Bonnie heard	and grabbed	her grandpa's old car

Fast Forward - Level 14

Fixing Cars

Name: Date:



Sometimes, we use different letters to make the same sound. Insert the letters **ew**, **oo**, **ou**, **o** into the following words to complete them. Then group the words according to the letters that make the long /oo/ sound.

aftern ____ n

gr ____ p

t ____

thr ____

cr ____

r ____ ster

s ____ p

j ____ el

y ____

sm ____ th

scr ____

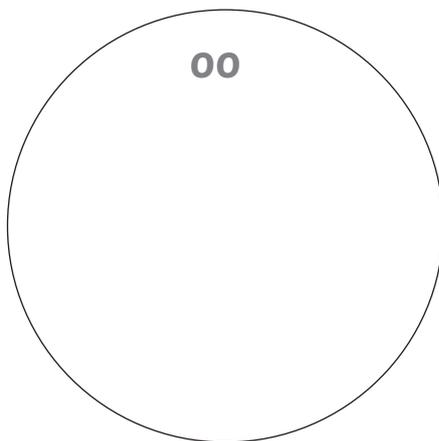
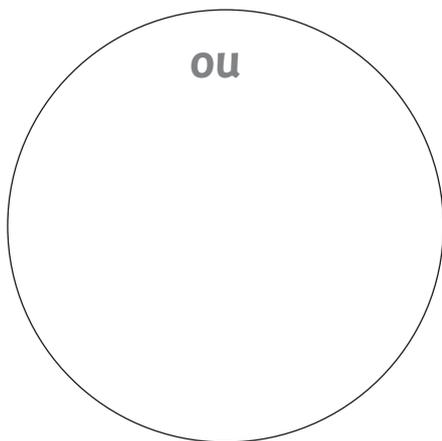
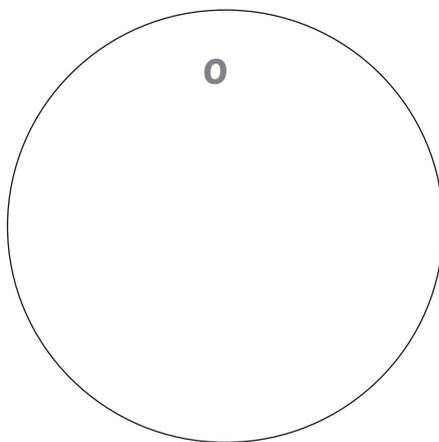
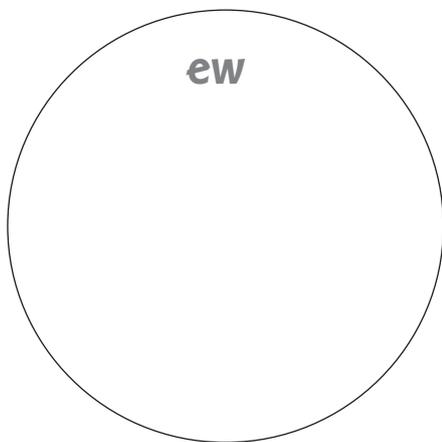
h ____ p

d ____

sch ____ l

bl ____

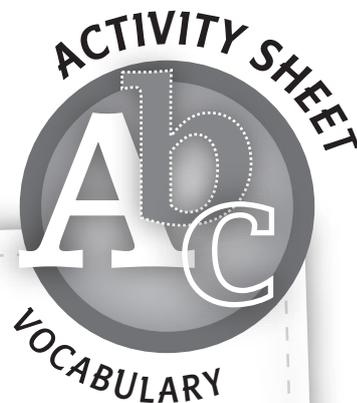
t ____ th



Fast Forward – Level 14

Fixing Cars

Name: Date:



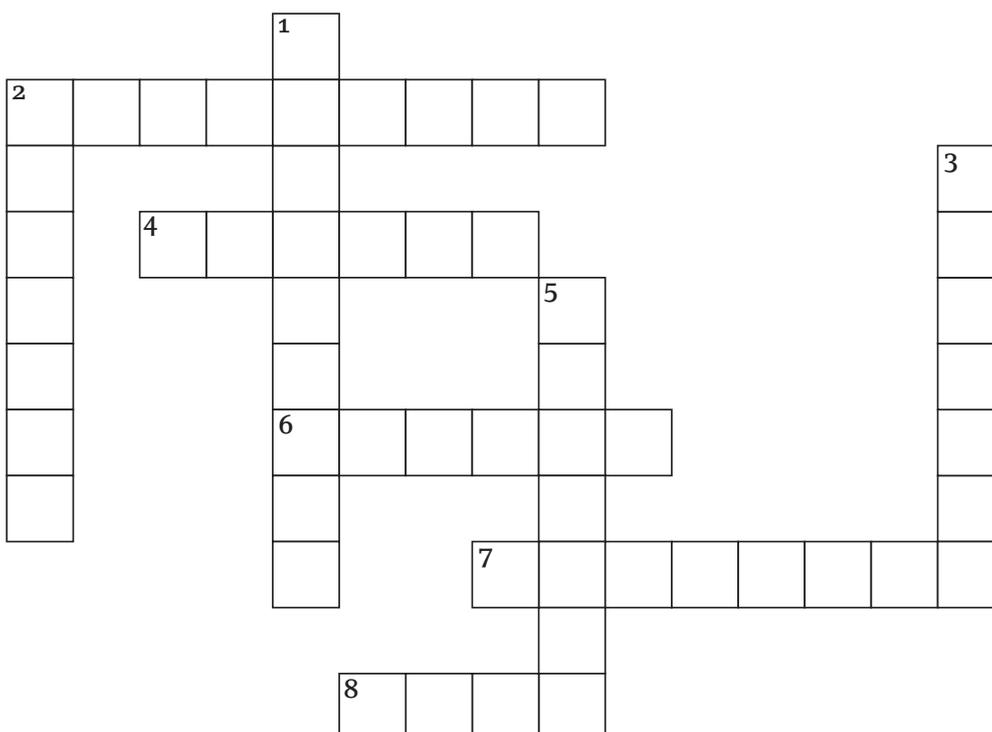
Complete the crossword.

ACROSS:

2. A person who travels in a car with the driver.
4. Able to be used.
6. The motor in a car.
7. Knew to be true.
8. A present or talent you have been given.

DOWN:

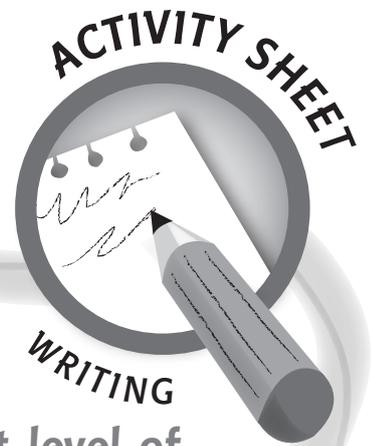
1. Rings, bracelets and necklaces.
2. A mother and father.
3. Closed loudly and forcefully.
5. A belt that makes a fan work.



Fast Forward – Level 14

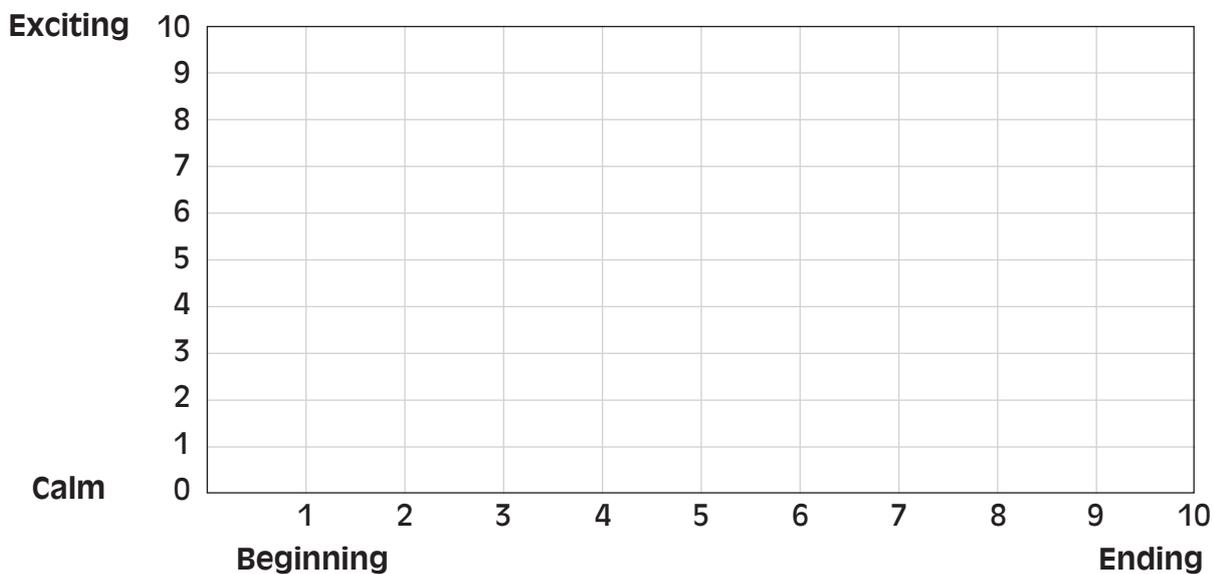
Fixing Cars

Name: Date:



After reading the story, list the main events in order. Decide on the excitement level of each event from 1–10, and plot this on the grid below. Join the dots to make a 'picture' of the excitement levels through the story.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Fast Forward – Level 14

Secret Agent

Name: Date:



Write six sentences about the text by joining three sections together. The shaded boxes make the first sentence. Write the sentences on the lines, then number them in order as they occur in the text.

He saw two men	wrapped around the enemy agents	pushing Dr Holland
Trent watched	and Trent dived	He found the smoke ball
on his super skateboard	The place was a mess	in his bag
He threw the tracker	was gone	under a bench
and threw it in the window	as the tape	into a car
There was another blast	and followed the car	and Dr Holland

Fast Forward – Level 14

Secret Agent

Name: Date:



▶▶ Sometimes, we use different letters to make the same sound. Insert the letters *ear*, *are*, *air*, *ere* into the following words to complete them. Then group the words according to the letters that make the /air/ sound.

m _____

p _____

ch _____

th _____

st _____

sh _____

f _____

t _____

d _____

f _____

wh _____

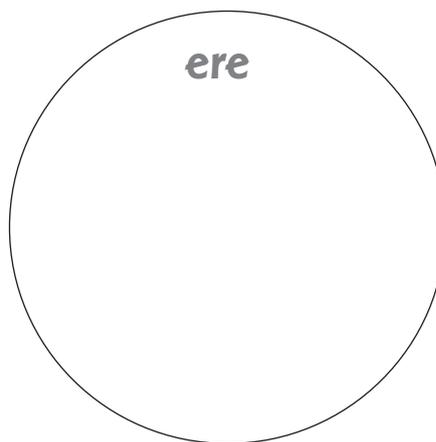
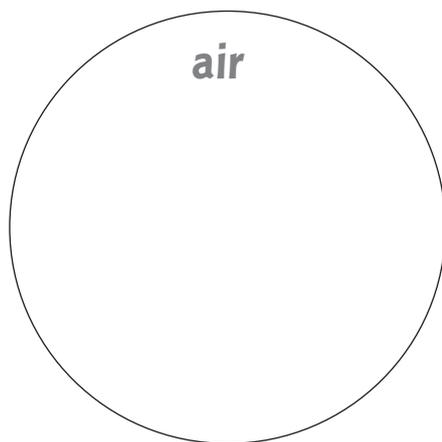
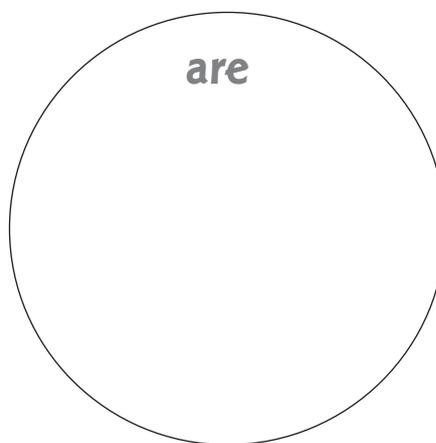
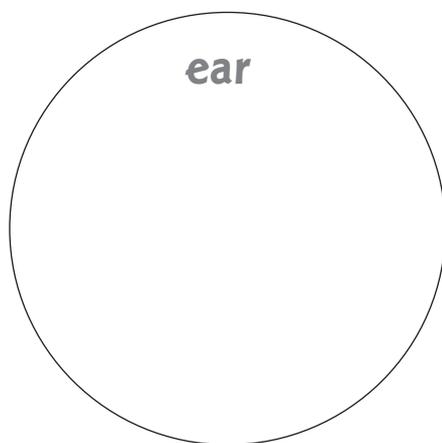
st _____

b _____

b _____

p _____

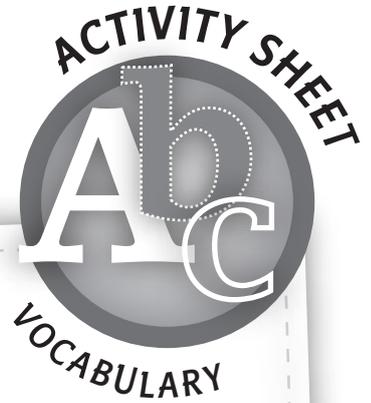
c _____



Fast Forward – Level 14

Secret Agent

Name: Date:



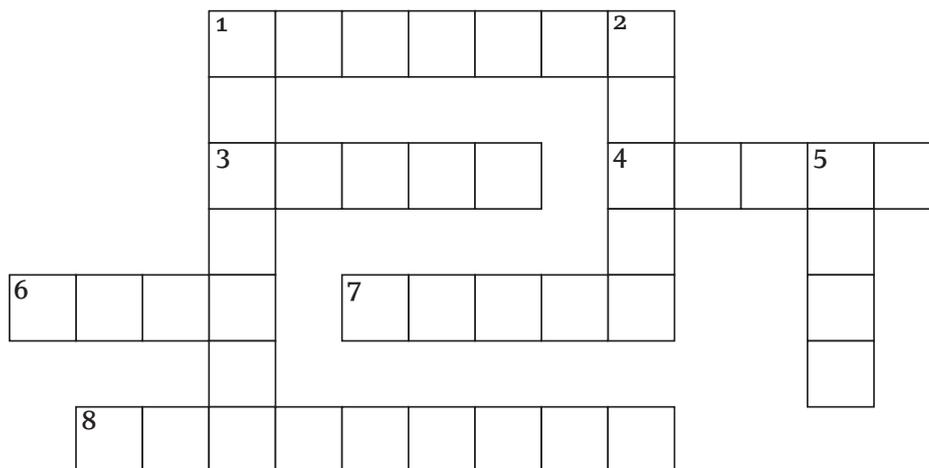
Complete the crossword.

ACROSS:

1. Cars, trucks and bikes on the road.
3. A person who works for another.
4. Not your friend.
6. Helped Trent breathe in the smoke.
7. An explosion.
8. A building for storing goods.

DOWN:

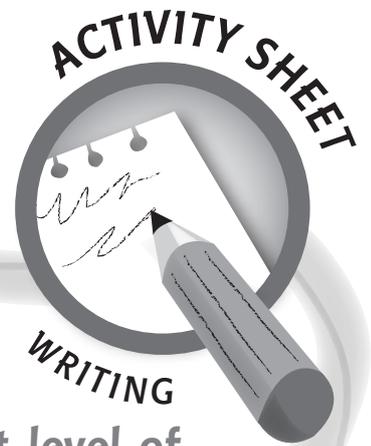
1. Trent used this to follow the path of the car.
2. Sneaked quietly.
5. The enemy agents froze and couldn't _____.



Fast Forward – Level 14

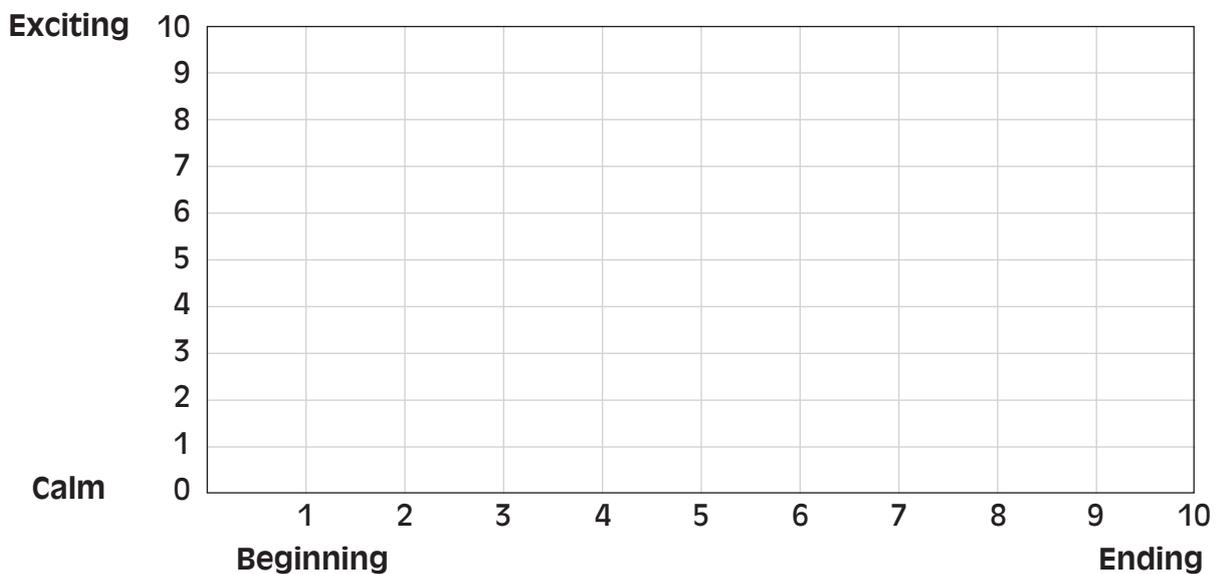
Secret Agent

Name: Date:



After reading the story, list the main events in order. Decide on the excitement level of each event from 1-10, and plot this on the grid below. Join the dots to make a 'picture' of the excitement levels through the story.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Fast Forward – Level 14

The Inventors' Club

Name: Date:



Write six sentences about the text by joining three sections together. The shaded boxes make the first sentence. Write the sentences on the lines, then number them in order as they occur in the text.

Bianca started	how high	the open window
Chad, Bianca, Jodie and Ben	his feet	belong to
pretending to bounce a ball	to invent something	Ben went
took it in turn	The others could not believe	flying through
Each inventor	the Inventors' Club	Then Ben squeezed
running round the bedroom	into the basketball shoes	Bianca leapt into the air

Fast Forward – Level 14

The Inventors' Club

Name: Date:



▶▶ Sometimes, we use different letters to make the same sound. Insert the letters *er*, *ir*, *ur*, or into the following words to complete them. Then group the words according to the letters that make the /er/ sound.

th ___ d

w ___ k

moth ___

t ___ n

high ___

c ___ cus

corn ___

p ___ ple

oth ___

ret ___ n

th ___ ty

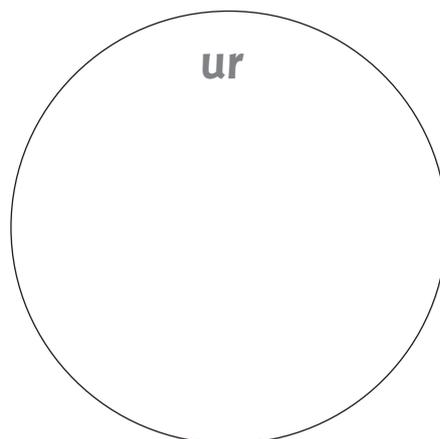
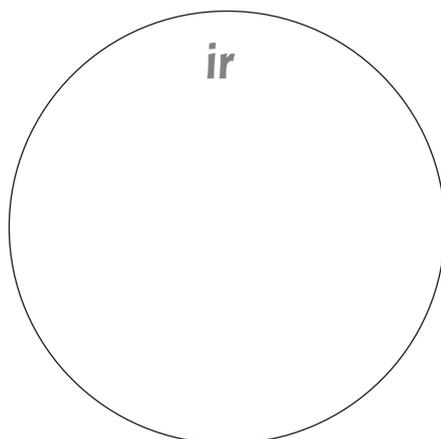
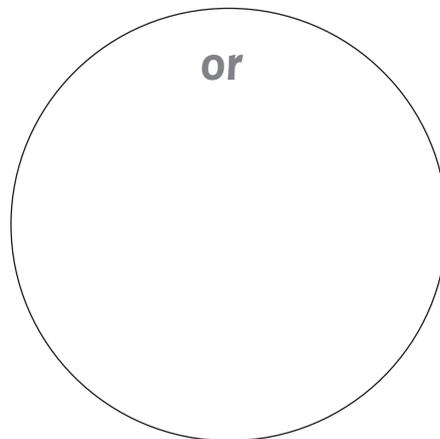
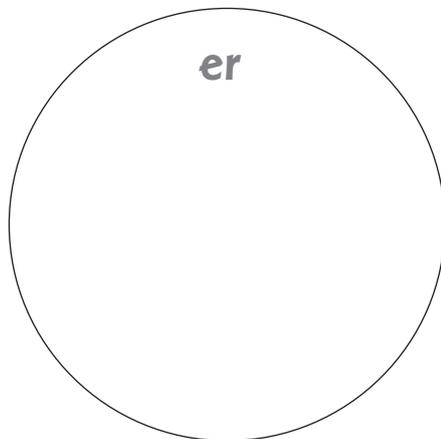
w ___ d

d ___ ty

ch ___ ch

play ___

Th ___ sday



Fast Forward – Level 14

The Inventors' Club

Name: Date:



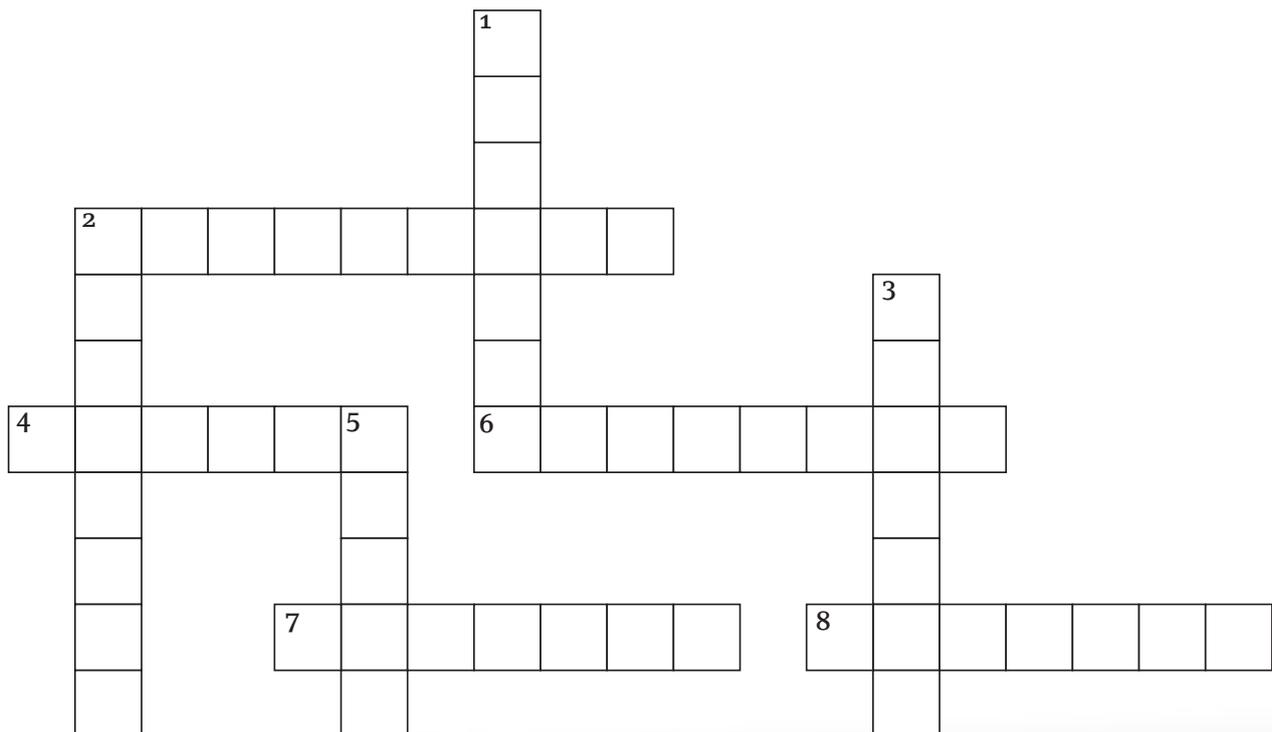
Complete the crossword.

ACROSS:

2. Bianca showed off her new one.
4. Something kept from others.
6. Pressed firmly.
7. To make believe.
8. Fastened from above.

DOWN:

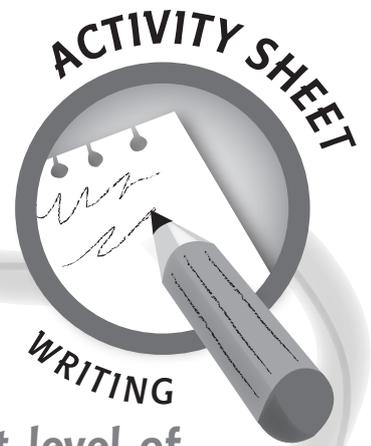
1. These were glued to the bottom of the shoes.
2. A person who makes inventions.
3. Something which is better than others of its kind.
5. Coming after first and second.



Fast Forward – Level 14

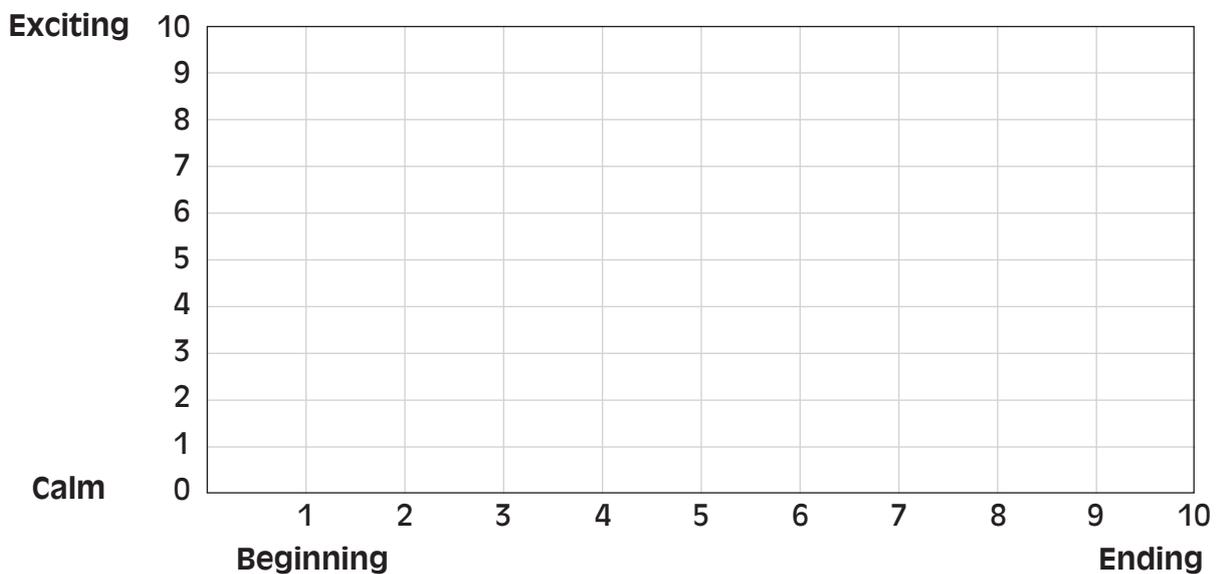
The Inventors' Club

Name: Date:



After reading the story, list the main events in order. Decide on the excitement level of each event from 1-10, and plot this on the grid below. Join the dots to make a 'picture' of the excitement levels through the story.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Fast Forward – Level 14

Banks and Banking

Name: Date:



Write six sentences about the text by joining three sections together. The shaded boxes make the first sentence. Write the sentences on the lines to summarise facts about the text.

like cars and houses	Banks pay people a fee	of their bank account
In the last few years	for people	by using electronic banking
to take cash out	in a savings account	A bank is a safe place
banks have given people	Banks lend money to people	new ways of banking
to keep their money	An ATM allows people	for keeping their money
to buy things	of their bank account	People can't get cash out

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Fast Forward – Level 14

Banks and Banking

Name: Date:



▶▶ Sometimes, we use different letters to make the same sound. Insert the letters *i*, *i_e*, *igh*, *uy* into the following words to complete them. Then group the words according to the letters that make the long /e/ sound.

m____n____

f____nd

b____

m____t

t____m____

bl____nd

f____t

m____nd

dr____v____

g____

f____n____

h____

l____k____

r____t

k____nd

t____t

i

i_e

igh

uy

Fast Forward – Level 14

Banks and Banking

Name: Date:



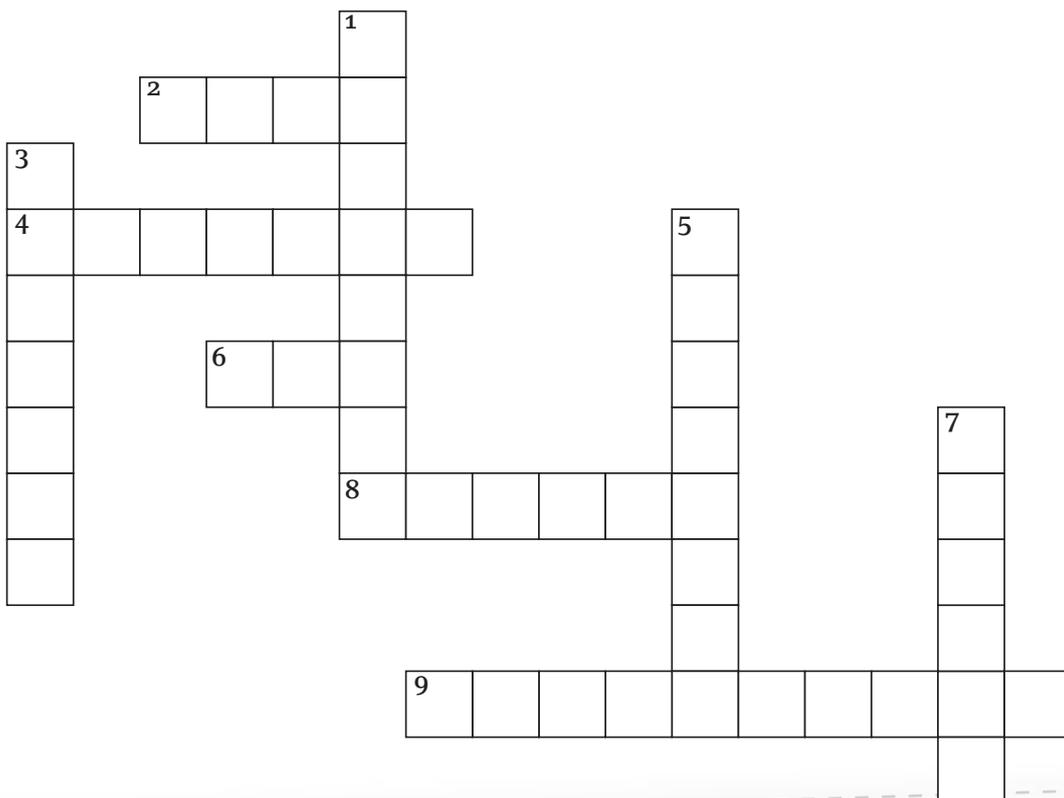
Complete the crossword.

ACROSS:

2. Money given to people to buy things.
4. The place where older people like to do their banking.
6. 'Interest' is a bank _____.
8. A person who works at a bank counter.
9. A type of banking using the internet.

DOWN:

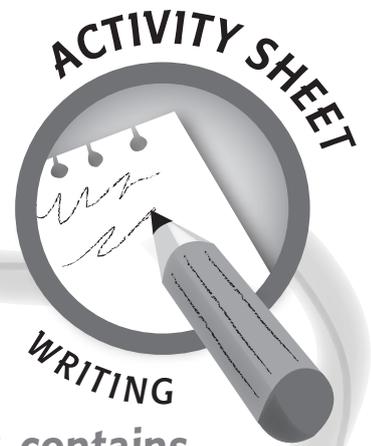
1. Money paid to people for keeping an account.
3. People have one of these at a bank.
5. Electronic banking is done using this.
7. Belonging to the people.



Fast Forward – Level 14

Banks and Banking

Name: Date:



▶▶ Look at the picture and write the key word in the box below it. Write a sentence that contains the key word about the picture.

In the next set of boxes, write three important words that relate to the first key word. Write three more sentences about the topic.



Key word:

Sentence: _____

Related words:

Sentences:

1. _____

2. _____

3. _____

Fast Forward – Level 14

Gold Rush

Name: Date:



Write six sentences about the text by joining three sections together. The shaded boxes make the first sentence. Write the sentences on the lines to summarise facts about the text.

A lot of people travelled	Most of the miners	in California
across the country	The first big gold rush	was the time
of people went there	The late 1800s	The gold rush also
many places grow bigger	to get there	started in 1848
lived very close together	of the great gold rushes	helped to make
The next big gold rush	was in Australia and thousands	in big tent cities

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Fast Forward – Level 14

Gold Rush

Name: Date:



Sometimes, we use different letters to make the same sound. Insert the letters **o**, **ow**, **oa** **o_e** into the following words to complete them. Then group the words according to the letters that make the long /o/ sound.

g ___ ld

gr ___

h ___ p ___

t ___ st

cl ___ s ___

wind ___

m ___ st

b ___ t

___ ver

sl ___ ly

cl ___ th ___ s

foll ___

c ___ t

m ___ bile

h ___ m ___

thr ___ t

o

ow

oa

o_e

Fast Forward – Level 14

Gold Rush

Name: Date:



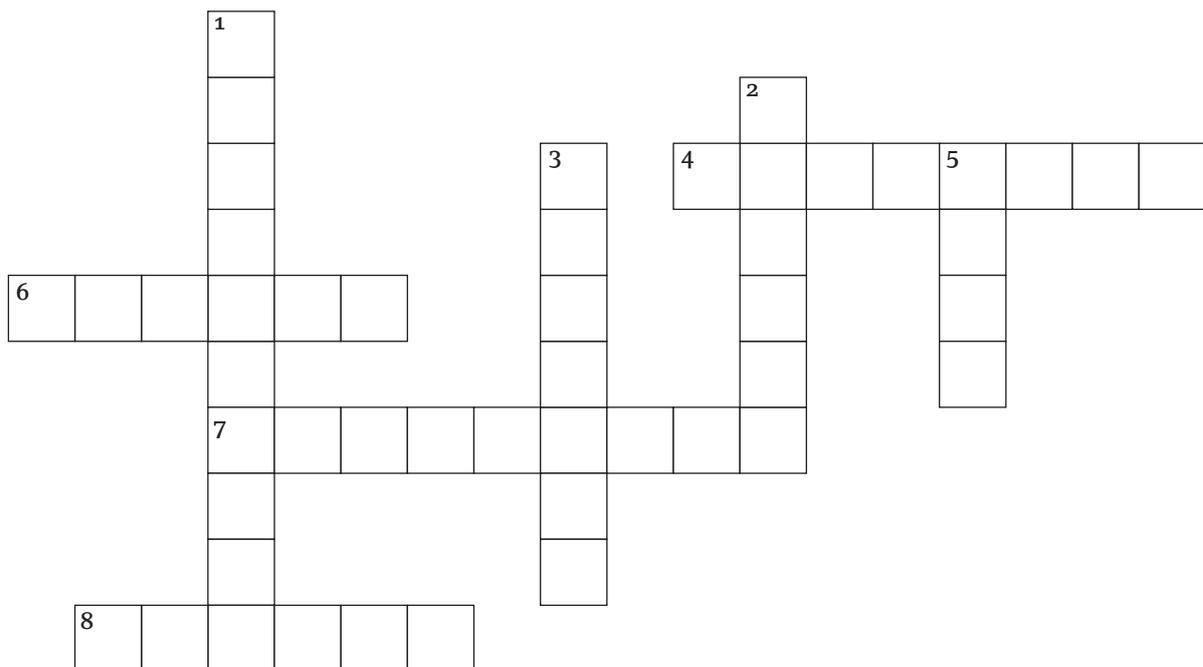
Complete the crossword.

ACROSS:

- Many people moving to one area to find gold.
- The places where people search for gold.
- Journeyed to another place.
- People who dug for gold.

DOWN:

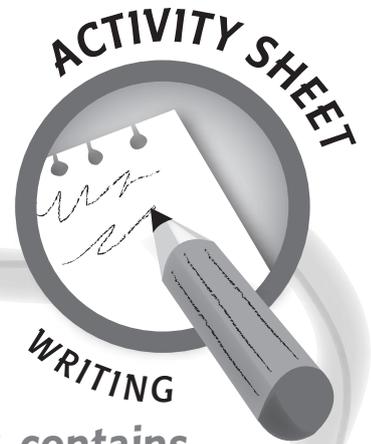
- The number of people who live in a town.
- Stole money or things people owned.
- Added the same number again.
- Having lots of money.



Fast Forward – Level 14

Gold Rush

Name: Date:



Look at the picture and write the key word in the box below it. Write a sentence that contains the key word about the picture.

In the next set of boxes, write three important words that relate to the first key word. Write three more sentences about the topic.



Key word:

Sentence: _____

Related words:

Sentences:

1. _____

2. _____

3. _____

Fast Forward – Level 14

Powering Cars

Name: Date:



Write six sentences about the text by joining three sections together. The shaded boxes make the first sentence. Write the sentences on the lines to summarise facts about the text.

changes made to it to be able	Petrol is	to run on gas instead of petrol
are driven	Solar power is power that	It can be transported safely
that is fitted to the car	Electricity can be stored	of the Sun
around the world	used to power cars	comes from the heat and light
A car has to have	a cheap form of energy	to a petrol station
in a battery	in a truck	Every day, thousands of cars

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Fast Forward – Level 14

Powering Cars

Name: Date:



Sometimes, we use different letters to make the same sound. Insert the letters **ay**, **ai**, **a_e** into the following words to complete them. Then group the words according to the letters that make the long /a/ sound.

tr ___ n

s ___ f ___ ly

r ___ n

st ___

p ___ d

holid ___

t ___ k ___

s ___ l

alw ___ s

p ___ n

ch ___ n

m ___ k ___

p ___

w ___ t

pl ___ n

tod ___

ay

ai

a_e

Fast Forward – Level 14

Powering Cars

Name: Date:



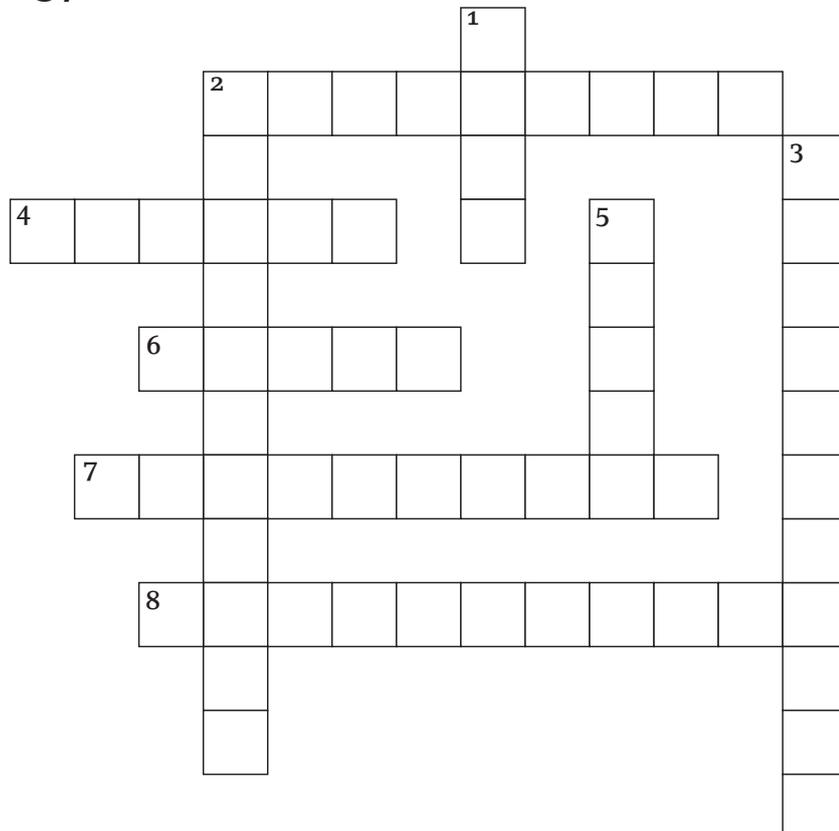
Complete the crossword.

ACROSS:

2. Petrol comes from this.
4. Fuel provides this.
6. Energy from the Sun.
7. The air around the Earth.
8. Our surroundings.

DOWN:

1. Points against the argument.
2. The way a car performs.
3. Another way to do something.
5. To provide energy to a car.



Fast Forward – Level 14

Powering Cars

ACTIVITY SHEET



Name: Date:



Look at the picture and write the key word in the box below it. Write a sentence that contains the key word about the picture.

In the next set of boxes, write three important words that relate to the first key word. Write three more sentences about the topic.



Key word:

Sentence: _____

Related words:

Sentences:

1. _____

2. _____

3. _____

Fast Forward – Level 14

Reduce, Reuse, Recycle

Name: Date:



Write six sentences about the text by joining three sections together. The shaded boxes make the first sentence. Write the sentences on the lines to summarise facts about the text.

reused or recycled goods	Making new things	on a lot of this waste
There are many ways	and help our environment	is to remember to buy
By reducing, reusing and recycling	everyone should try to	In Australia
To help the environment	we can cut down on rubbish	reduce, reuse and recycle
to cut back	Another important part of recycling	one tonne of rubbish a year
each person makes about	all the time	uses lots of natural resources and energy

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Fast Forward – Level 14

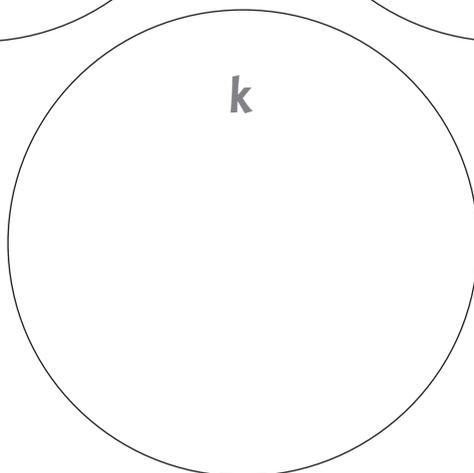
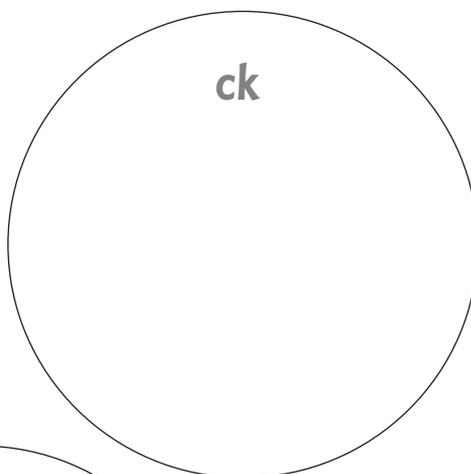
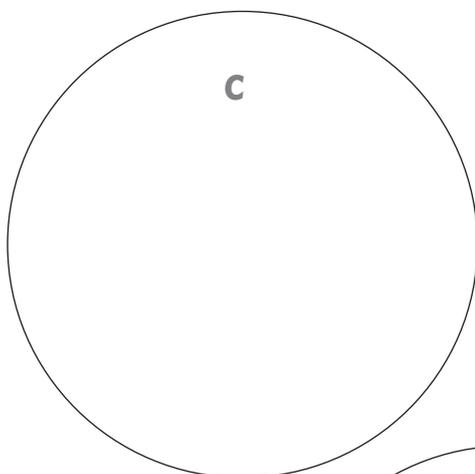
Reduce, Reuse, Recycle

Name: Date:



▶▶ Sometimes, we use different letters to make the same sound. Insert the letters c, ck, k into the following words to complete them. Then group the words according to the letters that make the /k/ sound.

pa___aging	ma___e	qui___	plasti___
___ompost	pi___	brea___	bas___et
loo___	___ouncils	prote___t	___ey
___ans	recy___le	pi___ed	___ut



Fast Forward – Level 14

Reduce, Reuse, Recycle

Name: Date:



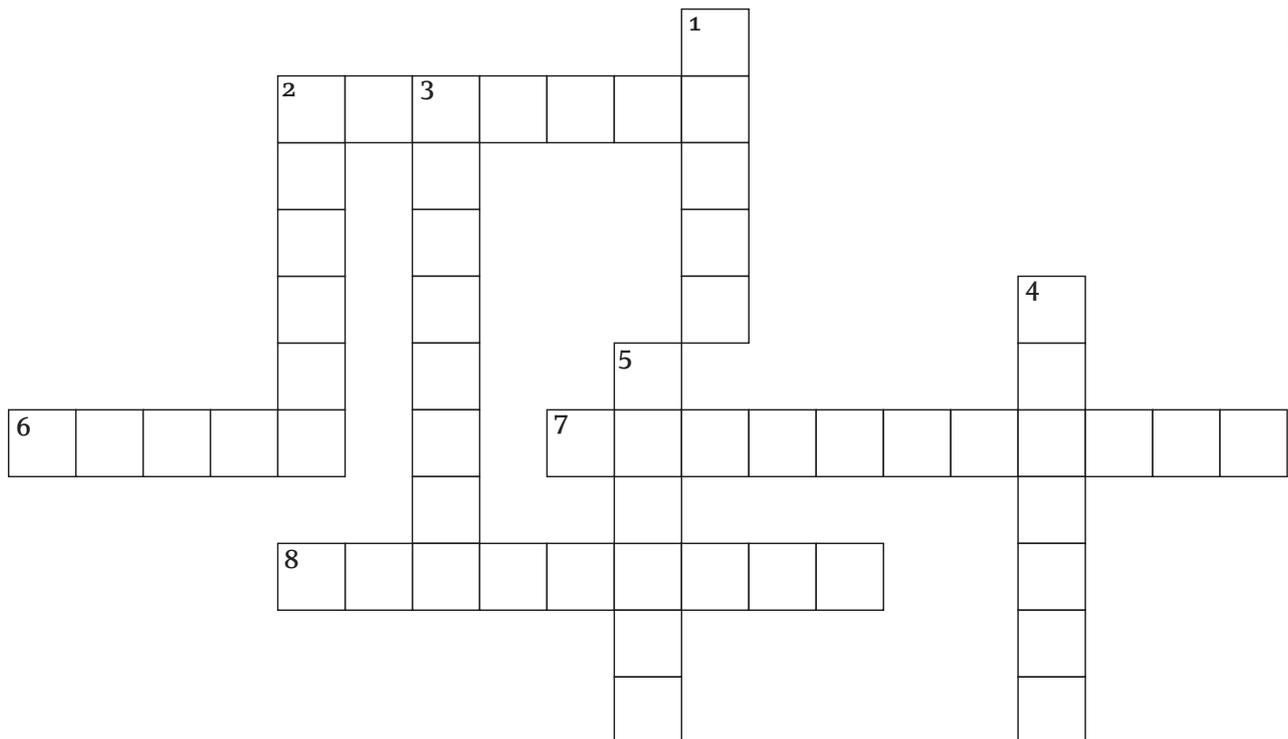
Complete the crossword.

ACROSS:

1. Make things into something else to use again.
6. A measurement of mass.
7. Our surroundings.
8. These materials can be natural or made by people.

DOWN:

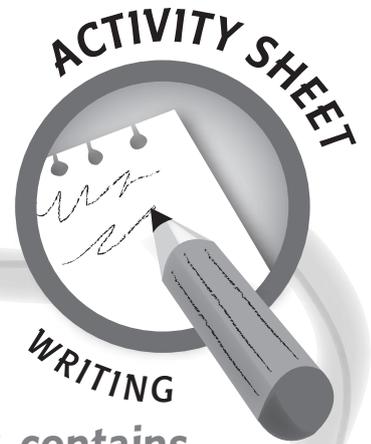
1. To use again.
2. To cut back on how much we use.
3. These pick up recycling from people's homes.
4. We put left-over food in a _____ bin.
5. Fuel to do work.



Fast Forward – Level 14

Reduce, Reuse, Recycle

Name: Date:



▶▶ Look at the picture and write the key word in the box below it. Write a sentence that contains the key word about the picture.

In the next set of boxes, write three important words that relate to the first key word. Write three more sentences about the topic.



Key word:

Sentence: _____

Related words:

Sentences:

1. _____

2. _____

3. _____

Fast Forward – Level 14

The Heart

Name: Date:



Write six sentences about the text by joining three sections together. The shaded boxes make the first sentence. Write the sentences on the lines to summarise facts about the text.

the most important organs	on the bottom	It has two large places
to every cell	The heart can be found	oxygen and food
The heart pumps blood	in the human body	called the right and left atrium
in the middle of the chest	The blood takes	called the right and left ventricle
The heart is one of	It has two smaller places	to every part of the body
behind the ribs	on the top	in the body

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The Heart

Name: Date:



Sometimes, we use different letters to make the same sound. Insert the letters **u**, **o**, **oo**, **oe** into the following words to complete them. Then group the words according to the letters that make the short /u/ sound.

c ___ mes

p ___ mp

b ___ nch

d ___ s

fl ___ d

___ ther

fr ___ nt

tr ___ ck

d ___ sn't

bl ___ d

l ___ ve

m ___ ney

r ___ sh

d ___ zen

m ___ scle

l ___ ngs

u

o

oo

oe

Fast Forward – Level 14

The Heart

Name: Date:



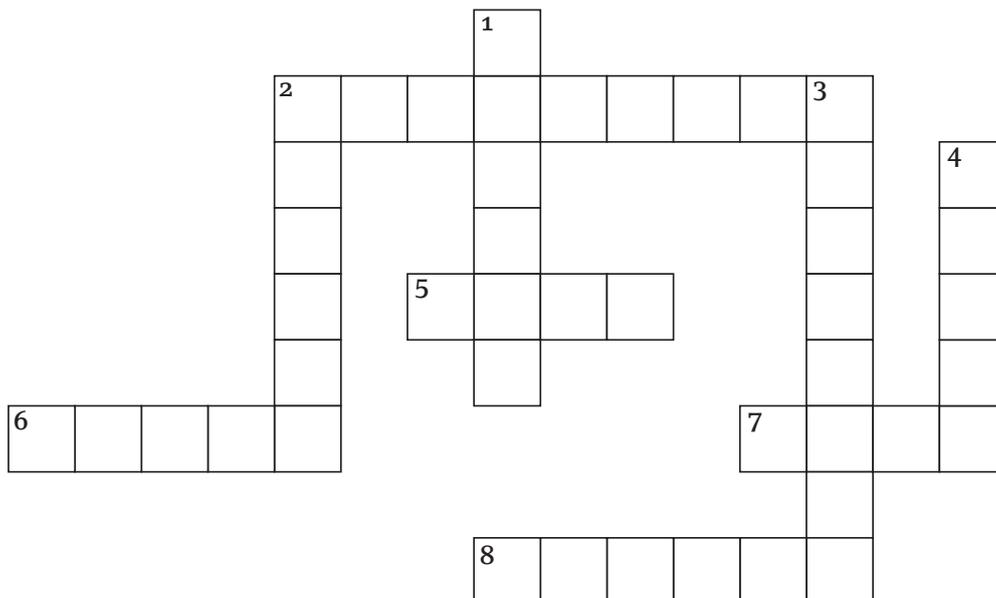
Complete the crossword.

ACROSS:

2. The bottom part of the heart.
5. The heart muscle works like one of these.
6. The tiny parts that make up your body.
7. These cover the heart and keep it safe.
8. The heart is a large one of these.

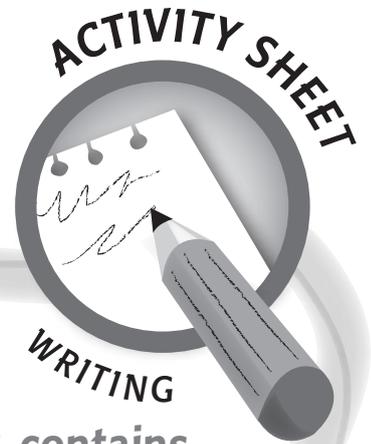
DOWN:

1. A smaller part of the heart.
2. These stop the blood going back the wrong way.
3. One of the three ways to help keep your heart healthy.
4. This is where the blood picks up oxygen.



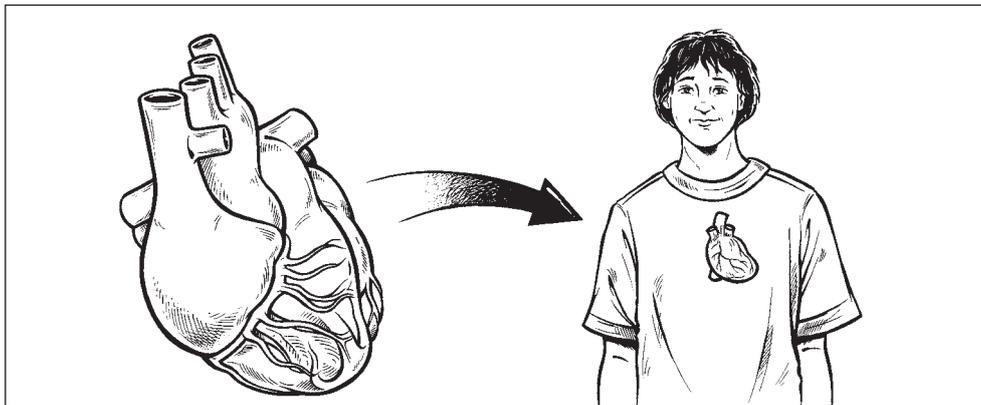
The Heart

Name: Date:



Look at the picture and write the key word in the box below it. Write a sentence that contains the key word about the picture.

In the next set of boxes, write three important words that relate to the first key word. Write three more sentences about the topic.



Key word:

Sentence: _____

Related words:

Sentences:

1. _____

2. _____

3. _____

Fast Forward – Level 14

The United Nations

Name: Date:



Write six sentences about the text by joining three sections together. The shaded boxes make the first sentence. Write the sentences on the lines to summarise facts about the text.

The United Nations' logo	for people around the world	of all members
that tries to solve problems	on every matter that is talked about	It's the aim
with olive branches around it	The United Nations tries	has one vote
to make the world a fairer	The United Nations is an organisation	Each member of the United Nations
around the world	and more peaceful place to live	a lot of different things
The United Nations does	is a map of the world	to keep peace in the world

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Fast Forward – Level 14

The United Nations

Name: Date:



Sometimes, we use different letters to make the same sound. Insert the letters **or**, **oor**, **ore** in each of the following words to complete them. Then group the words according to the letters that make the /or/ sound.

f____med

p____

____ful

bef____

ch____

f____ty

s____

sh____t

New Y____k

m____

fl____

sc____

d____

st____

m____ning

st____y

or

oor

ore

Fast Forward – Level 14

The United Nations

Name: Date:



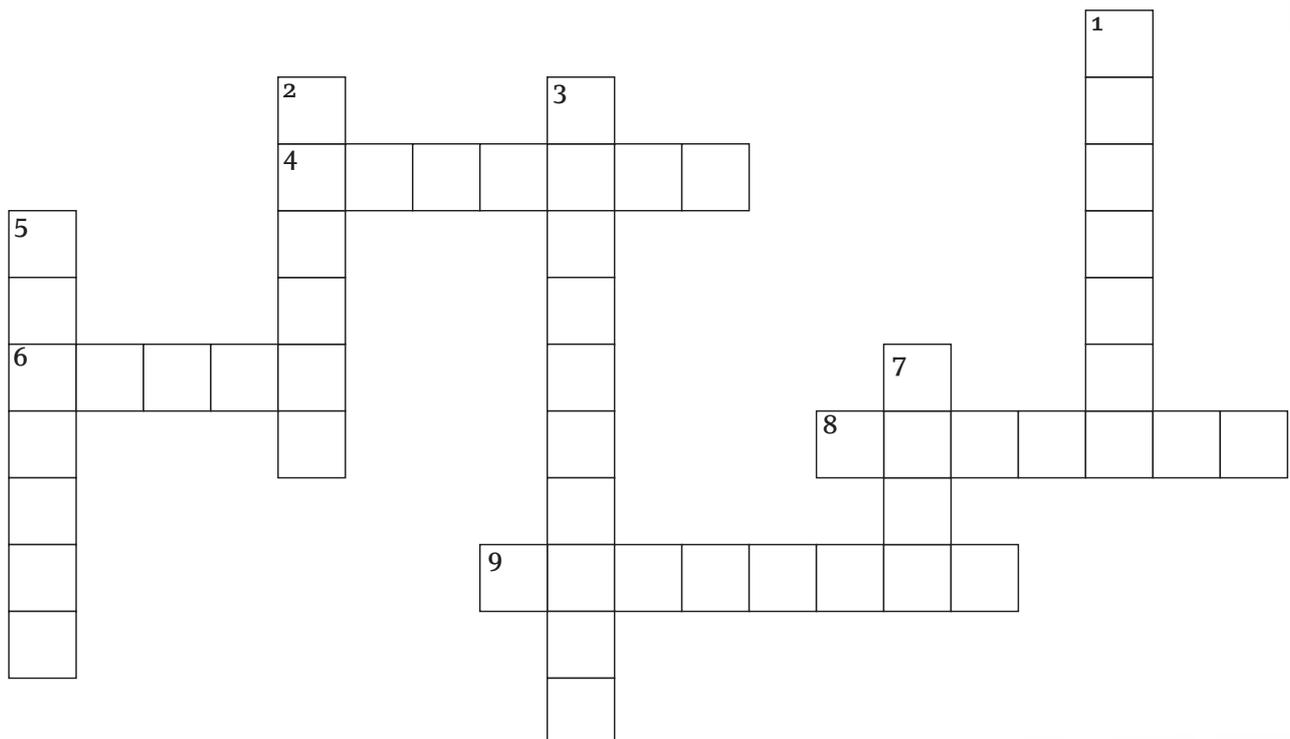
Complete the crossword.

ACROSS:

- Another name for 'countries'.
- To work out an answer to a problem.
- People who belong to a group.
- The making up of your mind.

DOWN:

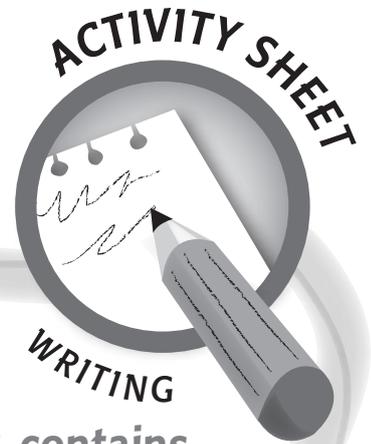
- To teach people.
- Joined together to make one.
- The people who rule a country form one of these.
- To agree to follow the rules.
- The power to stop a decision being made.



Fast Forward – Level 14

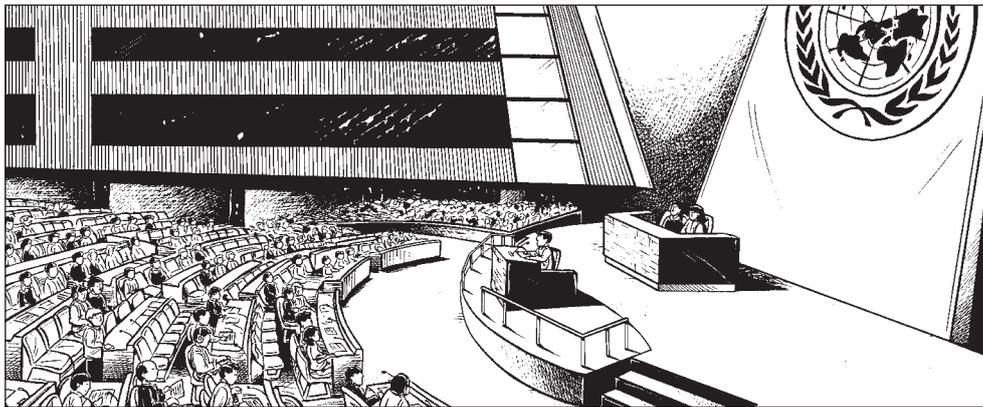
The United Nations

Name: Date:



▶▶ Look at the picture and write the key word in the box below it. Write a sentence that contains the key word about the picture.

In the next set of boxes, write three important words that relate to the first key word. Write three more sentences about the topic.



Key word:

Sentence: _____

Related words:

Sentences:

1. _____

2. _____

3. _____
