

Fast Forward – Level 17

Battle of the Bands

Name: Date:



 Answer these questions about the story. Look back at the book to help you with your answers.

1. Where are Street Smart and Wild Ride performing?

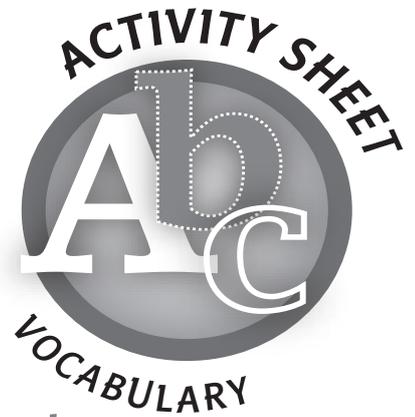
2. What words on page 4 mean that Jasmine is nervous about performing? _____
3. Why do the members of Wild Ride give each other a high five?

4. What type of music does Wild Ride play? _____
5. What does Molly think of Wild Ride's music? _____
6. Why does Jasmine's face drop when the power goes out?

7. Why do Molly's eyes light up? _____
8. Why does the audience jump out of their seats when Molly finishes singing? _____
9. What does Molly say on page 23 that means she thinks about the group and not just herself? _____
10. What does Mark mean when he says, "But let's see what happens next year!"? _____

Fast Forward – Level 17

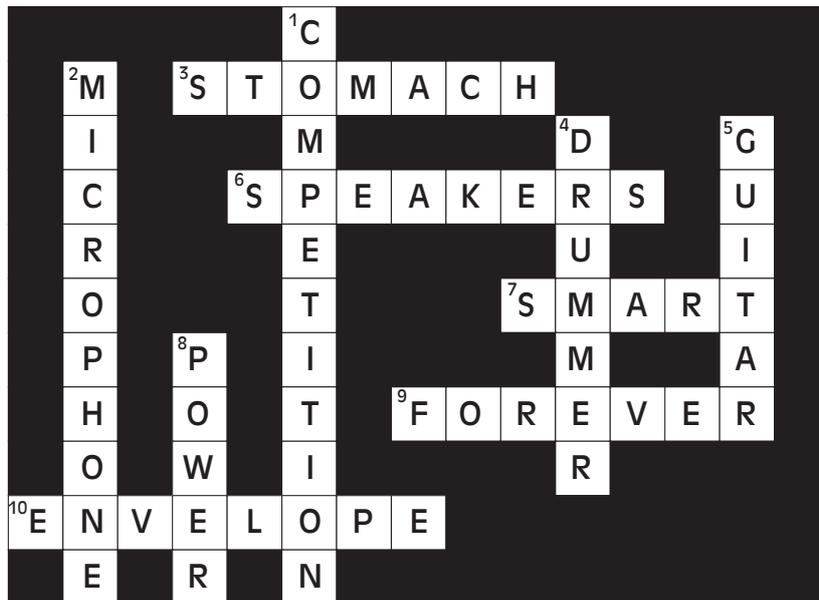
Battle of the Bands



Name: Date:



Here is a finished crossword. Next to each number below, write a sentence using the word to show that you understand its place in the story. Draw a line in place of the word.



Across

Down

3 Jasmine had butterflies in her

1 _____

_____ .

6 _____

2 _____

7 _____

4 _____

9 _____

5 _____

10 _____

8 _____

Fast Forward – Level 17

Battle of the Bands

Name: Date:

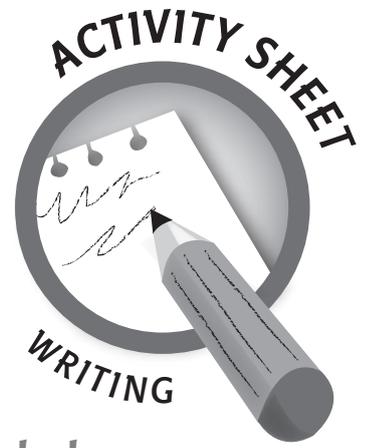


There are 15 misspelt words in the sentences below. Underline the misspelt words. Write the correct spelling above the incorrect word. An example is done for you.

1. The ^{school}sckool hall fell silent.
2. Jasmine, there drummer, had butterflies in her stomach.
3. Wild Ride finished playing there song and the ordience cheered.
4. Molly looked up as Mr Williams walked towards the band.
5. The gerls plugged in they're electrick guitars.
6. Suddenly their was a loud bang.
7. The gerls staired blanckly at Molly.
8. Suddenly, the certain opened.
9. 'Forever' is the best song we've ever herd in this competition.
10. "Orsome!" she cried.

Fast Forward – Level 17

Battle of the Bands



Name: Date:



Write as many words and phrases as you can to answer each question to complete this Y chart.

Look at the descriptions and events in the story to help you.

A large Y-shaped diagram formed by thick grey lines. The top of the Y is open. The three arms of the Y contain the following questions:

What would it feel like to be in this story?

What would it look like to be in this story?

What would it sound like to be in this story?

Fast Forward – Level 17

Gadget Boy Saves the Day

Name: Date:



Answer these questions about the story. Look back at the book to help you with your answers.



1. Why is Robo-man the hero of Jason and Metro City? _____

2. Why do you think he is called Robo-man? _____

3. How does Jason feel when he hears the news report? Why?

4. How would the jet-pack and special jumping shoes help Robo-man to save the city? _____

5. How did the Candyman get his name? _____

6. What gadgets does Jason use to save Robo-man? _____

7. Why would the Candyman know Jason was there, even though he couldn't see him? _____

8. What gadgets does the Candyman use in the story? _____

9. How does Jason save Robo-man? _____

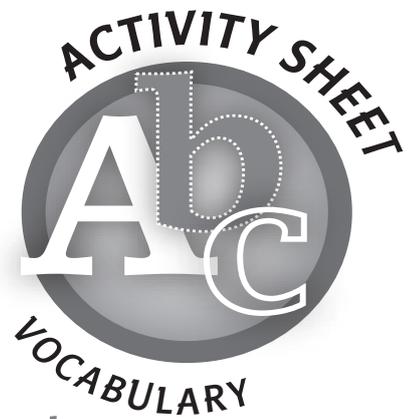
10. Why does he call himself Gadget Boy? _____

11. What do you think could happen after the end of the story?

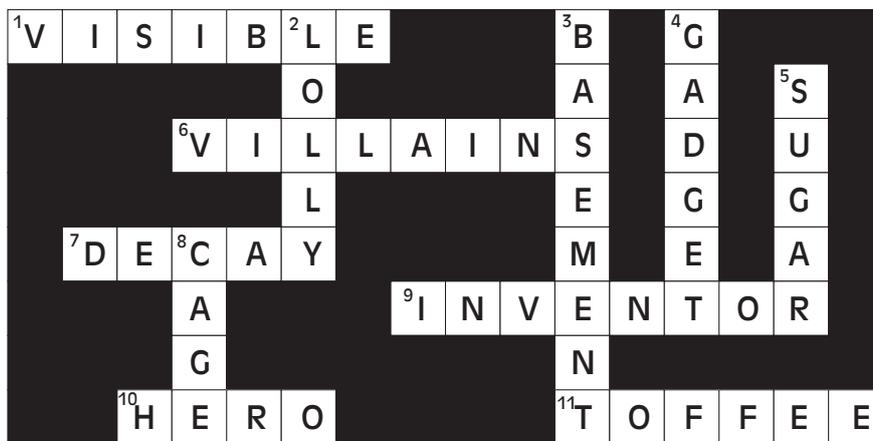
Fast Forward – Level 17

Gadget Boy Saves the Day

Name: Date:



▶▶ Here is a finished crossword. Next to each number below, write a sentence using the word to show that you understand its place in the story. Draw a line in place of the word.



Across

- 1 The Candyman had a gadget to make Jason _____ .
- 6 _____
- 7 _____
- 9 _____
- 10 _____
- 11 _____

Down

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 8 _____

Fast Forward – Level 17

Gadget Boy Saves the Day

Name: Date:



There are 12 misspelt words in the sentences below. Underline the misspelt words. Write the correct spelling above or below the incorrect word. An example is done for you.



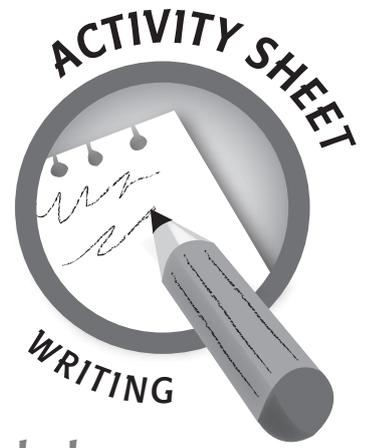
Gadget

1. Gadjet Boy saves the day.
2. Metro City was full of buildings, traffick and people.
3. Jason garsped as he watched the news report.
4. Robo-man had speshal jumping shoes with springs.
5. No one saw him as he krept into the jiant lolly.
6. Robo-man was loked in a caje.
7. Soon the city's water supply will be full of shugar.
8. The Candyman's new invenshon.
9. "Not so farst," said the Candyman.
10. Jason ran parst the Candyman and hit the green button on the kontrol panel.

Fast Forward – Level 17

Gadget Boy Saves the Day

Name: Date:



 Write as many words and phrases as you can to answer each question to complete this Y chart.

Look at the descriptions and events in the story to help you.

A large, thick grey Y-shaped graphic that serves as a writing chart. The stem of the Y points downwards, and the two arms of the Y point upwards and outwards. Each arm and the stem contain a question for students to write their answers in.

What would it feel like to be in this story?

What would it look like to be in this story?

What would it sound like to be in this story?

Fast Forward – Level 17

Inside the Gate

Name: Date:



Answer these questions about the story. Look back at the book to help you with your answers.



1. Why is Grandma covered in dust? _____

2. What does Grandma's house look like? _____

3. Why is Kemzie living with her grandma? _____

4. Why does Kemzie feel bad about leaving her grandma?

5. How does Grandma feel about Kemzie going to the nursery?

6. Why does Kemzie say the nursery looks like a sea of green?

7. What do you think Kemzie thinks about the nursery when she goes inside the gate? _____

8. Why did this place become dry and dusty years ago?

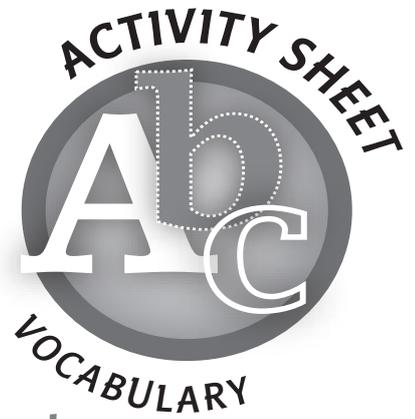
9. How did the place become green again? _____

10. Why is the nursery important to the people who live in this place? _____

11. What type of person is Kemzie? _____

Fast Forward – Level 17

Inside the Gate



Name: Date:



Here is a finished crossword. Next to each number below, write a sentence using the word to show that you understand its place in the story. Draw a line in place of the word.



Across

5 _____

6 Kemzie's _____ told her to get some wood and some fruit .

8 _____

9 _____

10 _____

Down

1 _____

2 _____

3 _____

4 _____

7 _____

Fast Forward – Level 17

Inside the Gate



Name: Date:



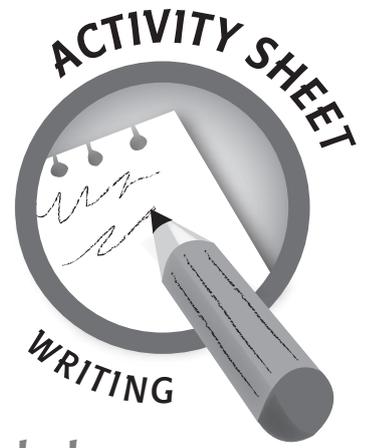
There are 18 misspelt words in the sentences below. Underline the misspelt words. Write the correct spelling above or below the incorrect word. An example is done for you.

today *outside.*

1. Tooday it is dusty owtside.
2. The wind is whipping at the erth and sending clouds of brown dert all arownd the town.
3. I sit here on the doorstep and watch the women come back from werk.
4. "We need the trees to give us would, shade and froot, and to help keep the Erth well," I say quickly.
5. I shood help her chop would for the fire and cook the food she got at the market.
6. "Okay!" I say, and I tern and run as fast as I can, owt the door and down the dusty street.
7. I whip arownd to see the pirson whoo came to talk to my class.
8. At the back of the nirserly, people are potting small trees into sacks.
9. "You gerls can even have your own plants to look after."
10. I smile, thinking how much that wood help Grandma.

Fast Forward – Level 17

Inside the Gate



Name: Date:



Write as many words and phrases as you can to answer each question to complete this Y chart.

Look at the descriptions and events in the story to help you.

A large Y-shaped diagram formed by three thick grey lines. The top two lines branch out from a central point, and the third line extends downwards from that same point. Each of the three arms of the Y contains a question.

What would it feel like to be in this story?

What would it look like to be in this story?

What would it sound like to be in this story?

Fast Forward – Level 17

Renovations

Name: Date:



Answer these questions about the story. Look back at the book to help you with your answers.



1. Give three reasons why Gemini is different from other genies in stories. _____

2. Why does Jack's mum think he is making the noise and not Gemini? _____

3. Why can't Jack's mother see Gemini? _____

4. What does Jack say to his mum about the bricks and dirt? _____

5. Why doesn't Jack tell his mum the truth about the bricks and dust? _____

6. Do you think she believes Jack's story? _____

7. What does Jack wish for? _____

8. Why do you think Gemini is laughing and yelling inside the lamp? _____

9. What does Gemini do when he goes back into the lamp that shows he is still grumpy? _____

10. If Gemini stopped being grumpy, what else do you think would change? _____

Fast Forward – Level 17

Renovations



Name: Date:



Here is a finished crossword. Next to each number below, write a sentence using the word to show that you understand its place in the story. Draw a line in place of the word.



Across

- 2 _____
- _____
- 5 _____ is a genie who lives in a magic lamp.
- 6 _____
- _____
- 8 _____
- _____
- 10 _____
- _____
- 11 _____
- _____

Down

- 1 _____
- _____
- 3 _____
- _____
- 4 _____
- _____
- 7 _____
- _____
- 9 _____
- _____

Fast Forward – Level 17

Renovations



Name: Date:



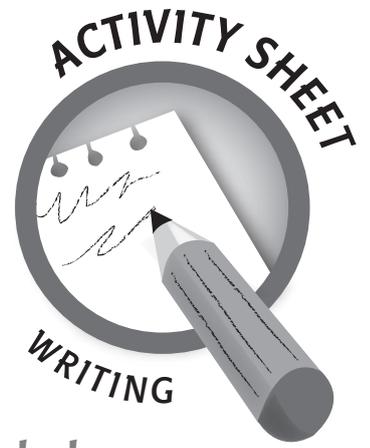
There are 15 misspelt words in the sentences below. Underline the misspelt words. Write the correct spelling above or below the incorrect word. An example is done for you.

Making changes

1. Macking some chanjes
2. Jack was the only person he knew who had a majick lamp and a jenie.
3. Jack went downstairs for brekfast.
4. Just as he was about to eat, there was a huje bang.
5. Jack thought quikly.
6. Jack's mother gave him a stranje loock.
7. Jemini toock a deep breth.
8. "Can't you wish it away?" arksed Jack.
9. Jemini shoock his hed grumpily.
10. Jack could hear larghing and yelling from inside.

Fast Forward – Level 17

Renovations

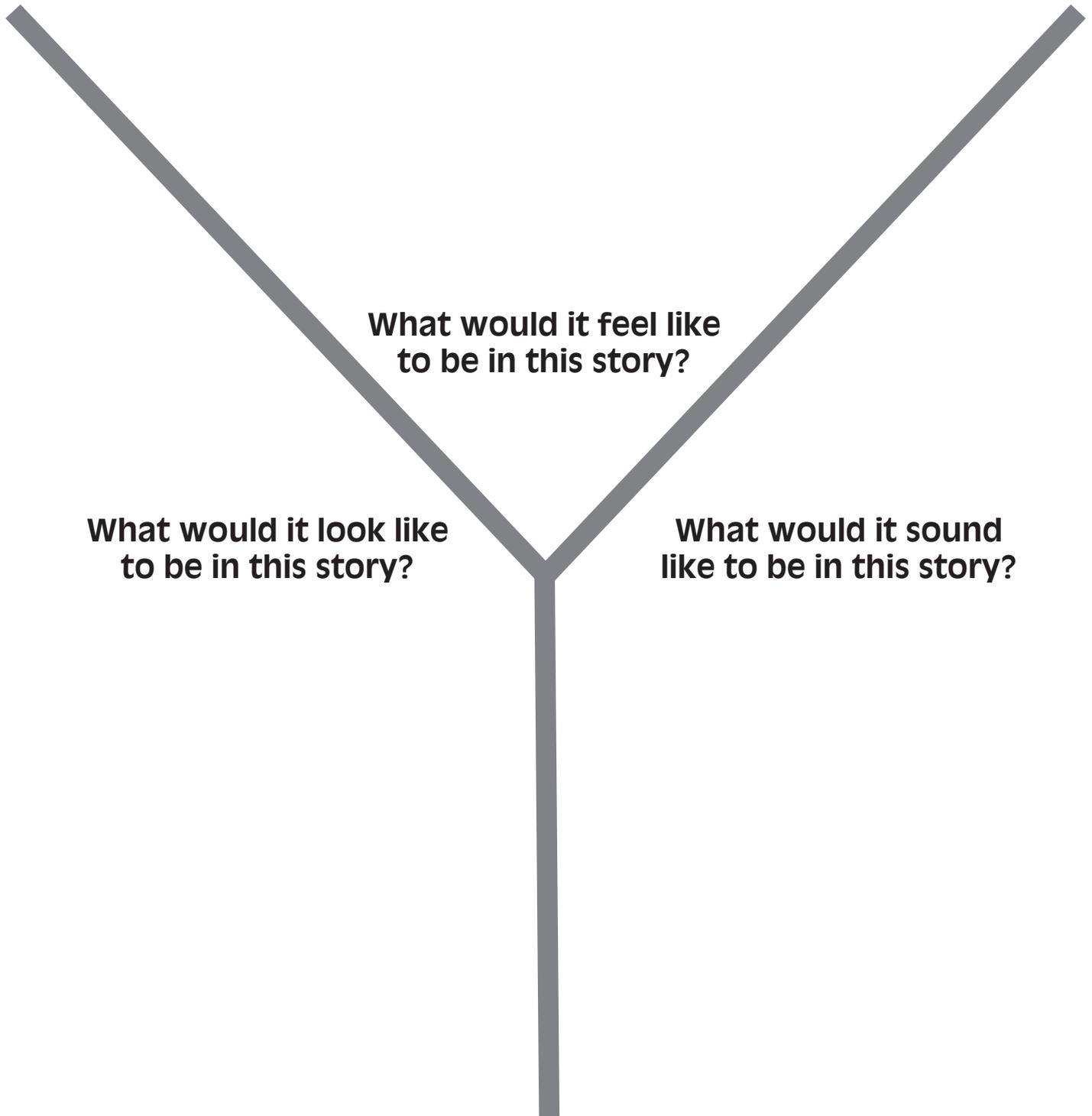


Name: Date:



Write as many words and phrases as you can to answer each question to complete this Y chart.

Look at the descriptions and events in the story to help you.



What would it feel like to be in this story?

What would it look like to be in this story?

What would it sound like to be in this story?

Fast Forward – Level 17

Drugs in Sport

Name: Date:



Answer these questions about the text. Look back at the book to help you with your answers.



1. How do some sportspeople try to improve their chances of winning? _____

2. How do performance-enhancing drugs change a sportsperson's performance? _____

3. How do performance-enhancing drugs make sporting contests unfair? _____

4. What are some of the side-effects of taking performance-enhancing drugs? _____

5. What is the worst side-effect of taking performance-enhancing drugs? _____
6. How are sporting groups and governments trying to get rid of performance-enhancing drugs? _____

7. What are the consequences if a test shows a sportsperson has taken a performance-enhancing drug? _____

8. What is one argument used by people who support banning the use of performance-enhancing drugs in sport? _____

9. Why did Dwain Chambers use performance-enhancing drugs? _____

10. What is the most important thing to sportspeople who take performance-enhancing drugs? _____

Fast Forward – Level 17

Drugs in Sport



Name: Date:

▶▶ Here is a finished crossword. Write a definition for each word next to its number to make a word clue. Use the text and a dictionary to help you.

¹ S	P	O	R	T	S	P	E	O	P	L	² E
I											N
³ D	R	U	⁴ G	S							H
E			L			⁵ T					A
E			O			A					N
F			R			L					C
F			Y			E			⁶ B		E
E						N			A		
⁷ C	O	N	T	E	S	T	⁸ S				N
T							P				N
S			⁹ I	M	P	R	O	V	E		
							R		D		
							T				

Across

- 1 People who play sport
- 3 _____
- 7 _____
- 9 _____

Down

- 1 _____
- 2 _____
- 4 _____
- 5 _____
- 6 _____
- 8 _____

Fast Forward – Level 17

Drugs in Sport



Name: Date:



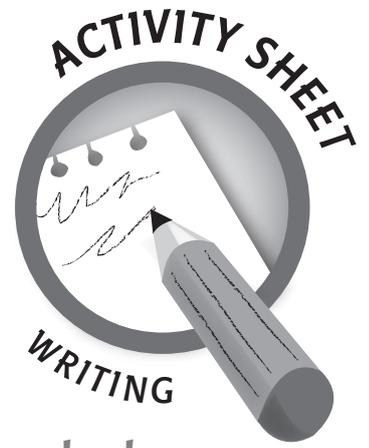
There are 11 misspelt words in the sentences below. Underline the misspelt words. Write the correct spelling above or below the incorrect word. An example is done for you.

sportspeople

1. Some sportspeople try to improve their chances of winning by using drugs.
2. They're drugs that enhance a person's performance.
3. Drugs that enhance performance make a parson's body go farster.
4. There are many diffarent performance-enhancing drugs.
5. Sportspeople who take performance-enhancing drugs take them to imporve their performance.
6. People who reech the top of a sport can become famous and ern a lot of money.
7. They need xtra help to win.
8. Firt, they make sporting contests unfair.
9. Sporting groups and governments around the wirlde are trying to get rid of preformance-enhancing drugs in sport.

Fast Forward – Level 17

Drugs in Sport



Name: Date:

▶▶ This text contains a number of arguments, each consisting of a point and an elaboration. The major argument in the text is that drugs in sport are bad. In the spaces below, write the points in this argument. Then summarise the elaboration of the points underneath.

Point 1: _____

Elaboration: _____

Point 2: _____

Elaboration: _____

Fast Forward – Level 17

Fossil Fuels



Name: Date:



Answer these questions about the text. Look back at the book to help you with your answers.

1. Why are oil, natural gas and coal called fossil fuels?

2. Give four examples of how we use fossil fuels. _____

3. Why are oil, natural gas and coal called finite resources?

4. What is the problem if fossil fuels run out? _____

5. How do fossil fuels cause pollution? _____

6. Why isn't wind power a finite resource? _____

7. What is one argument used by people who support the use of fossil fuels? _____

8. What is one argument used by people against the use of fossil fuels? _____

9. What is one reason most people agree that we need to reduce or change the way we use fossil fuels as soon as we can?

Fast Forward – Level 17

Fossil Fuels



Name: Date:

▶▶ Here is a finished crossword. Write a definition for each word next to its number to make a word clue. Use the text and a dictionary to help.



Across

Down

2 _____

5 A fuel that is mined out of the ground

7 _____

10 _____

1 _____

3 _____

4 _____

6 _____

8 _____

9 _____

Fast Forward – Level 17

Fossil Fuels



Name: Date:



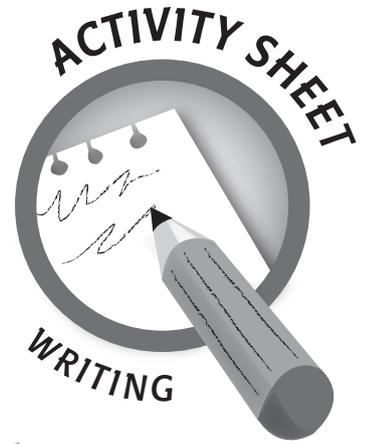
There are 12 misspelt words in the sentences below. Underline the misspelt words.

Write the correct spelling above or below the incorrect word. An example is done for you.

1. Today we use fossil fuels to provide all ^{*kinds*} cinds of energy.
2. Fossil fuels provide more than 80 per sent of the energy used in the world today.
3. Secondly, when fossil fuels are bernt for energy, they corse pollution.
4. Over a long time, huge cemical changes happened to them.
5. Coal and natural gas are mostly used as a fuel to make elektrisity.
6. All three are used for cooking, and for worming our homes and werkplases.
7. Fossil fuels are a finite resorse.
8. Many sientists claim that they will run out as soon as the next 50 to 100 years.
9. When oil is taken out of the erth, a lot is left behind.
10. Some people say that we need to spend more money on reserching energy forms.

Fast Forward – Level 17

Fossil Fuels



Name: Date:



This book contains sentences of fact and opinion. In the spaces below, write four sentences from the text that are facts and four sentences that are opinions. Underline the words in the sentences that helped you make your decision. An example is done for you.

Fact: Oil, natural gas and coal are all fossil fuels.

Opinion: It is believed that oil, natural gas and coal were formed from fossils of plants and animals that lived about 300 million years ago.

Fact: _____

Fact: _____

Fact: _____

Fact: _____

Opinion: _____

Opinion: _____

Opinion: _____

Opinion: _____

Fast Forward – Level 17

Government in Australia

Name: Date:



Answer these questions about the text. Look back at the book to help you with your answers.



1. What is a government? _____

2. What is parliament? _____

3. What is the difference between federal and state parliament?

4. For how long has Australia had a federal government?

5. Which house of Federal parliament makes new laws?

6. What does the upper house do? _____

7. Which parliament makes decisions about who can come and live in our country? _____
8. Name one state government that has an upper and a lower house. _____
9. Which parliament makes decisions about what children learn at school? _____
10. Which government makes decisions about where new houses can be built? _____
11. If a person wanted to put a car park outside their shop, which government would they need to talk to?

Fast Forward – Level 17

Government in Australia



Name: Date:



There are 14 misspelt words in the sentences below. Underline the misspelt words. Write the correct spelling above or below the incorrect word. An example is done for you.

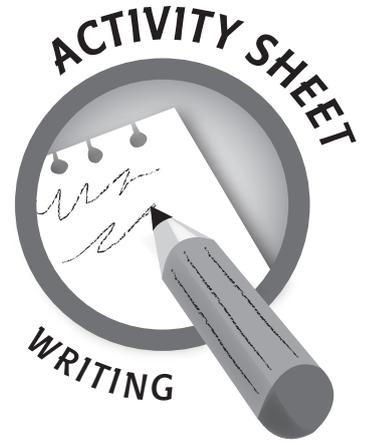
Local

affect

1. Lokal governments are responsible for areas of life that affeckt people in their community.
2. Parliament is the body that is made up of all the representatives who are successful at an elecshon.
3. The role of the House of Representatives is to introduse lors.
4. The federal parliament is responsible for customs, immigrashon, defense, foreign affairs and telecommunicashons.
5. It needs to make shore that Australia is protected from people or goods that may be harmful.
6. This tecknology includes the telephone system, radio, television and the Internet.
7. State and territory parliaments are responsible for educashon, which means they are in charge of sckools.
8. State and territory parliaments are also responsible for health and publick transport.
9. They are responsible for the polise, ambulanse and fire servises.

Fast Forward – Level 17

Government in Australia



Name: Date:



Rewrite each sentence so that the main subject is at the beginning. You may need to add, change or remove words or commas.

1. Areas of life that affect all Australians are the federal parliament's responsibility.

The federal parliament is responsible for areas of life that affect all Australians.

2. A group of people who make decisions about the way people live is a government. _____

3. The decisions about how a country, state or community runs are made by the government. _____

4. The body that is made up of all the representatives who are successful at an election is parliament. _____

5. The federal system is Australia's system of government.

6. In 1901, Australia's first federal government was formed in Melbourne. _____

7. Decisions for local communities are made by local governments. _____

8. Areas of life that only affect people in that community are the responsibility of local governments. _____

Fast Forward – Level 17

Helping Out

Name: Date:



Answer these questions about the text. Look back at the book to help you with your answers.



1. What are home duties? _____

2. Give three examples of home duties. _____

3. Why do some people pay other people to do home duties?

4. What do carers do? _____

5. Give three examples of work that carers do. _____

6. What satisfaction would carers get from their work?

7. What is the difference between being a volunteer and doing paid work? _____

8. Give three examples of volunteer work. _____

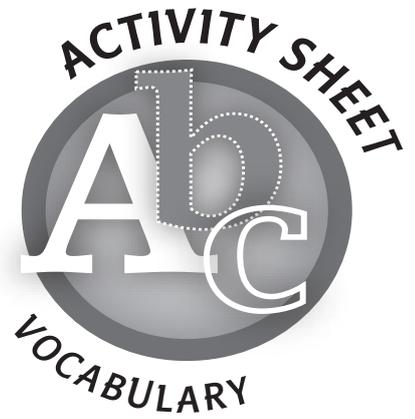
9. Why do some communities need more volunteers than others? _____

10. Why couldn't a community operate if there weren't volunteers? _____

Fast Forward – Level 17

Helping Out

Name: Date:



▶▶ Here is a finished crossword. Write a definition for each word next to its number to make a word clue. Use the text and a dictionary to help.

¹ V										² T	S	U	N	³ A	M	I
O		⁴ H												F		
L		I												F		
U		R						⁵ I	⁶ N	C	O	M	E			
⁷ N	I	E	C	E	S				E					R		
T									P					D		
E									H							
⁸ E	V	A	C	U	A	T	E									
R									W							
S		⁹ C	A	R	E	R	S									

Across

2 a very large ocean wave caused by a volcano or earthquake

5 _____

7 _____

8 _____

9 _____

Down

1 _____

3 _____

4 _____

6 _____

Fast Forward – Level 17

Helping Out



Name: Date:

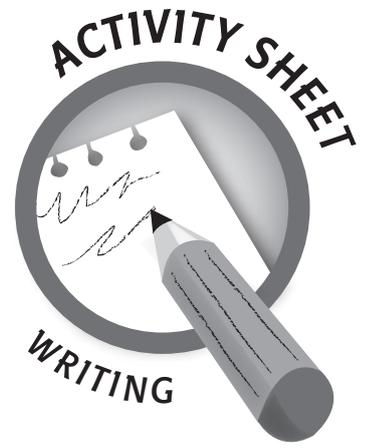


There are 15 misspelt words in the sentences below. Underline the misspelt words. Write the correct spelling above and below the incorrect word. An example is done for you.

1. Unpaid work is work that ^{people}peeple do without getting paid.
2. It may be mowing the grarss, ironing the clothes or cleening the kitchen.
3. Home dutys also involve tarsks like cleening the house.
4. Looking arfter young children is a home duty.
5. In most households, people don't have enouf money to pay other people to do their home dutees.
6. The people they care for need speshal help.
7. It may be because they have had an accident or have a medical condishon.
8. They might look after their neeces or nefews.
9. Volunteers are people who do a job for the satisfacshon of helping others.
10. They might help to evacuate people from areas that have bean hit by a tsunamiy.

Fast Forward – Level 17

Helping Out



Name: Date:

 Rewrite each sentence so that the main subject is at the beginning. You may need to add, change or remove words or commas.

1. Work that people do without getting paid for it is unpaid work.
Unpaid work is work that people do without getting paid for it.
2. If people didn't do unpaid work, communities could not operate. _____

3. Unpaid jobs that are done at home are home duties. _____

4. An example of a home duty is looking after young children.

5. People who care for other people are carers. _____

6. When their parents can no longer look after themselves, they might care for their parents. _____

7. People who do a job for the satisfaction of helping others are volunteers. _____

8. So that people with poor eyesight can listen, some volunteers read books onto tapes. _____

9. During a major event like the Olympic Games, some volunteers help tourists visiting a city. _____

Fast Forward – Level 17

Saving Coral Reefs

Name: Date:



Answer these questions about the text. Look back at the book to help you with your answers.



1. Give four reasons why coral reefs are important. _____

2. Which type of reef is closest to the coastline? _____

3. Why are barrier reefs called barrier reefs? _____

4. Why is coral a living thing and not a plant? _____

5. What happens when a coral polyp dies? _____

6. Why is a coral reef an ecosystem? _____

7. Why do tourists visit reefs? _____

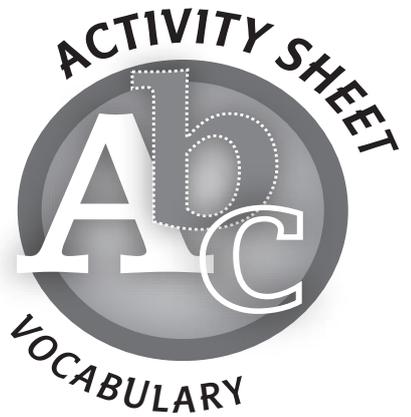
8. How do reefs provide money for people who live nearby?

9. Why shouldn't people take too many fish from the reef?

10. How does global warming affect coral reefs? _____

Fast Forward – Level 17

Saving Coral Reefs



Name: Date:

▶▶ Here is a finished crossword. Write a definition for each word next to its number to make a word clue. Use the text and a dictionary to help you.

¹ G				² S	K	E	L	³ E	T	O	N
O								C			
V								⁴ A	T	O	L
E								S			
⁵ R	E	E	F					⁶ P		Y	
N								O		S	⁷ C
M				⁸ P	O	L	L	U	T	I	O
E								Y		E	R
N								P		M	A
⁹ T	O	U	R	I	S	T	S				L

Across

2 A coral structure that grows under the water

4 _____

5 _____

8 _____

9 _____

Down

1 _____

3 _____

6 _____

7 _____

Fast Forward – Level 17

Saving Coral Reefs



Name: Date:



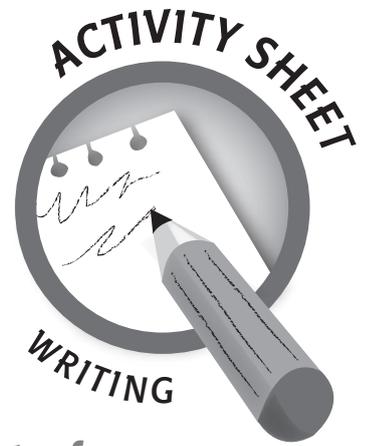
There are 16 misspelt words in the sentences below. Underline the misspelt words. Write the correct spelling above or below the incorrect word. An example is done for you.

also

1. Coral reefs are alsow places that people like to visit.
2. Coral reefs are fownd in worm oshan waters all arownd the world.
3. They provide food, jobs and a speshal place to visit for millions of people.
4. Coral atolls are coral reefs that grow on top of old volcanows.
5. Over thowsands of years, their skeletons form the structure of the reef.
6. The reef structure provides a howm for thousands of other forms of oshon life.
7. Coral reefs are impoortant to people.
8. The reefs help protect cowstlines from storms and erowsion.
9. Pollushon from cars and industries corses global worming.
10. Coral reefs are home to a quarter of all ocean plants and animals.

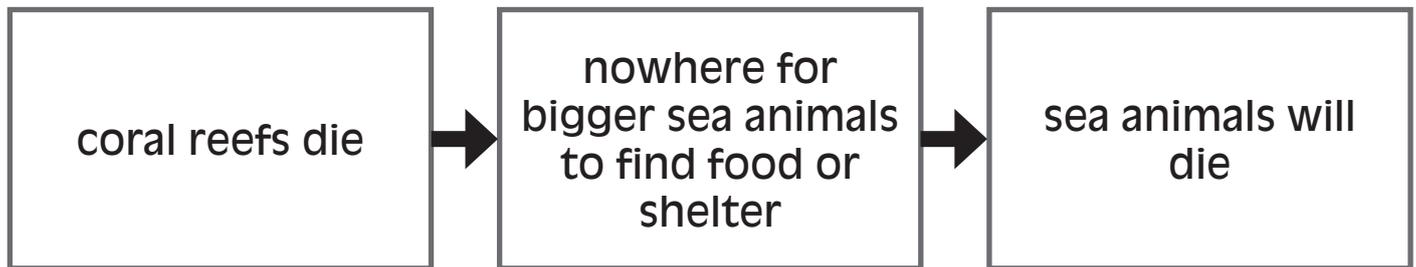
Fast Forward – Level 17

Saving Coral Reefs

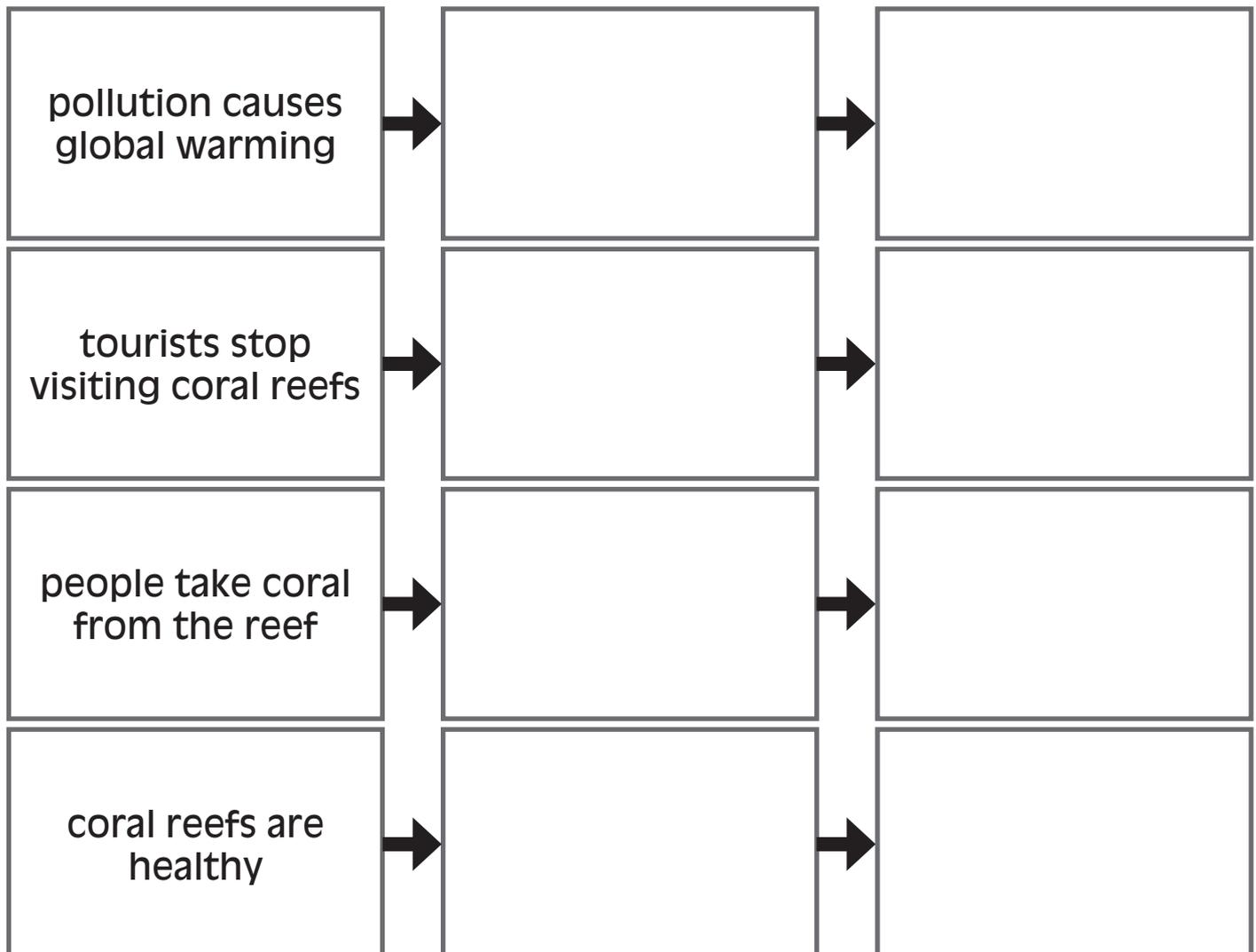


Name: Date:

▶▶ Use these boxes to help you to write the effect of the action in the first box. Use the information to write complex sentences for each set of boxes. Write your sentences on a new sheet of paper. An example is done for you.



If coral reefs die, the bigger sea animals will have no food or shelter, and then they will die.



Fast Forward – Level 17

The African Grasslands

Name: Date:



Answer these questions about the text. Look back at the book to help you with your answers.



1. What is the climate like in the African grasslands? _____

2. What is the biggest difference between the way plants and other living things get their food? _____

3. Where are plants in the food chain? _____

4. Why are plants called producers? _____

5. Why are animals called consumers? _____

6. Why are elephants and giraffes called primary consumers?

7. Why are predators called secondary consumers?

8. What prey do lions eat? _____

9. Why are hyenas scavengers? _____

10. Why are bacteria decomposers? _____

11. How do plants use the broken-down dead plant and animal material? _____

Fast Forward – Level 17

The African Grasslands



Name: Date:

▶▶ Here is a finished crossword. Write a definition for each word next to its number to make a word clue. Use the text and a dictionary to help you.

			¹ P		² P					³ P					
⁴ P			R		R					R					
⁵ R	E	P	T	I	L	E	S			⁶ C	O				
E			D		D					O	D				
Y			E		A					N	U				
					T					S	C				
			⁷ B	A	O	B	A	B		U	E				
					R					M	R				
					⁸ S	C	A	V	E	N	G	E	R	S	
										R					
			⁹ D	E	C	O	M	P	O	S	E	R	S		

Across

- 5 Animals with scales
- 7 _____
- 8 _____
- 9 _____

Down

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 6 _____

Fast Forward – Level 17

The African Grasslands

Name: Date:



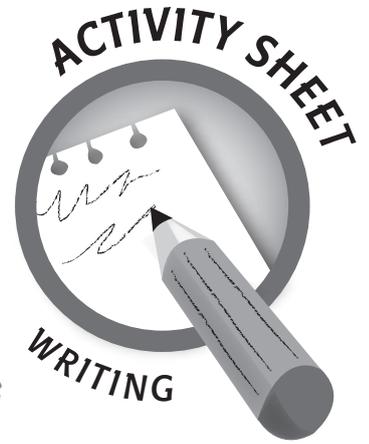
▶▶ There are 13 misspelt words in the sentences below. Underline the misspelt words. Write the correct spelling above or below the incorrect word. An example is done for you.

energy

1. Plants use enerjy from the sun to make food from water and carbon dioxide.
2. It grows quickly when it's wet and lives through the rest of the year when its hot and dry.
3. In the African grasslands, there is not enouf rain threwhout the year for forests to grow.
4. They often look flat because jirafes eat the leaves from below.
5. Each year, up to 1.5 million wildebeest set out on a long journey to find food.
6. They retern when the rain comes again.
7. Elefants are huje animals and need lots of foud.
8. Lions live in groops called prides.
9. Hyenas prey on wildebeest and zebras but they are also scavenjers.
10. Hyenas have powerful jaws and sharp teeth that help them eat bone and touf skin.

Fast Forward – Level 17

The African Grasslands



Name: Date:

 Read each sentence. Rewrite each one so that the main subject is at the beginning of the sentence. Check if you need to add or remove words or commas.

1. The only living things that can make their own food are plants.
Plants are the only living things that can make their own food.
2. Because they produce food, plants are called producers.

3. An important producer in the African grasslands is grass.

4. Because they can store lots of water in the soft wood of their trunk, baobabs also grow there. _____

5. In the food chain, animals that eat plants are the next link.

6. To reach the high leaves of the acacia trees, the giraffe uses its long neck. _____

7. At night, females hunt in groups. _____

8. To help them eat bone and tough skin, hyenas have powerful jaws and sharp teeth. _____

9. At the end of the African grasslands food chain are decomposers.
