

Fast Forward – Level 18

Glacier

Name: Date:



 Rewrite two of the following sentences under each of the headings: What the author said / What the author meant. Write one more sentence of your own for each section.

“Let’s keep going, and watch where we walk,” said Dad.

Mum and Dad helped Travis to pull them to safety by climbing up the sides of the crevasse.

Travis knew how to pull his Mum and Dad out of the crevasse.

If Travis hadn’t had an ice axe, he might not have been able to pull his Mum and Dad out of the crevasse.

What the author said:

What the author meant:

Fast Forward – Level 18

Glacier



Name: Date:

 Use the clue and page reference to write a word on the spaces. When you have written all the words, rearrange the letters in the circles to solve the mystery word.

walking a long way (p.4)

to place firmly in position (p.15)

a deep, open crack in a glacier (p.4)

held tightly (p.20)

made smooth and shiny (p.6)

a narrow surface like a shelf (p.12)

spikes strapped to boots (p.11)

Mystery Word:

Fast Forward – Level 18

Glacier



Name: Date:

 Circle the correct word to complete each sentence. Write the complete word on the line at the end and write a page where it can be found in the text.

They/Thay were joined to each other by a rope. _____ p.____

One, two, three, fore/four, five, six, seven. _____ p.____

Travis could hear the rock bounce off the frowzen/frozen walls.
_____ p.____

“Travis, don’t lean over so far!” Dad worned/warned.
_____ p.____

The roap/rope that joined Mum, Dad and Travis pulled forward.
_____ p.____

Travis and his mum and dad were hiking near the northwest
cowst/coast of Norway. _____ p.____

They crawled/crauled out and stood up. _____ p. ____

Travis had seen his dad pull mum out of a crevasse before/befor.
_____ p.____

 For each of the following words, write another word that contains the underlined letters. The sound of these letters must be the same, but the words do not have to rhyme.

forward _____ claw _____

prey _____ soap _____

rose _____ window _____

Fast Forward – Level 18

Glacier



Name: Date:



Answer the Who? Where? What? questions about the orientation for this text.

Then rearrange the order of this information to write a different orientation, showing how different authors can present the same setting.

Travis and his mum and dad were hiking near the northwest coast of Norway. Travis looked down a long crevasse in the ice of a huge glacier.

Who? _____

Where? _____

What? _____

New orientation:



Now look at the answers to each of these questions and write your own orientation to a new text. You can present the information in any order.

Who? my cousins from Japan

When? during the last school vacation

What? stayed with us

Why? my aunt and uncle had to attend a meeting in Sydney

My orientation:

Fast Forward – Level 18

The Bully

Name: Date:



 Rewrite two of the following sentences under each of the headings: What the author said / What the author meant. Write one more sentence of your own for each section.

Josh tried to make his mum change her mind about having Martin stay.

Josh thought Martin was a bully.

Martin's mum decided she was not going to move to another job.

Martin thinks Josh is his best friend because he helped him to make other new friends.

What the author said:

What the author meant:

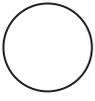
Fast Forward – Level 18

The Bully

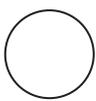


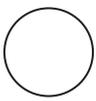
Name: Date:

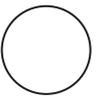
 Use the clue and page reference to write a word on the spaces. When you have written all the words, rearrange the letters in the circles to solve the mystery word.

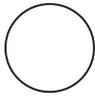
eager; thrilled (p.20) _ _ _  _ _ _

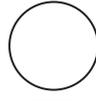
a feeling of being let down (p.17)

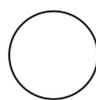
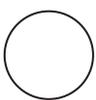
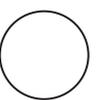
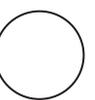
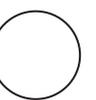
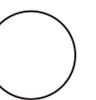
 _ _ _ _ _ _ _ _ _ _

frightened (p.5) _ _ _  _ _

something hard to deal with (p.10) _ _ _ _ _  _

wrinkled the forehead (p.10)  _ _ _ _ _

introduced (p.22) _ _ _ _ _  _ _ _

Mystery Word:      

Fast Forward – Level 18

The Bully



Name: Date:

 Circle the correct word to complete each sentence. Write the complete word on the line at the end and write a page where it can be found in the text.

Martin was loud, rude and he had a bad tempur/temper.
_____ p.____

I terned/turned and saw Martin grinning at me. _____ p.____

Mum frowned/frouned. "I've given my word, Josh."
_____ p.____

It's wonderful to see you again/agane. _____ p.____

Mum wouldn't change/chainge her mind. _____ p.____

Our class was grate/great. _____ p.____

"I've decided my new job is purfect/perfect." _____ p. ____

"Thank you so much for allowing/allouing me to stay."
_____ p.____

 For each of the following words, write another word that contains the underlined letters. The sound of these letters must be the same, but the words do not have to rhyme.

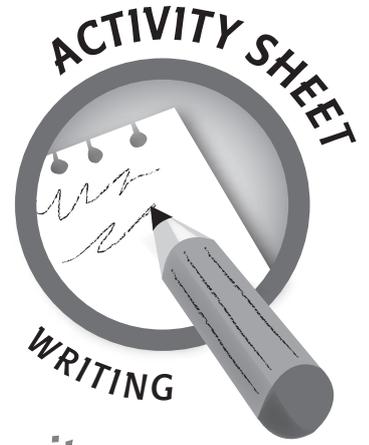
game _____ train _____

clown _____ turn _____

mother _____ steak _____

Fast Forward – Level 18

The Bully



Name: Date:



Answer the Who? Where? What? questions about the orientation for this text.

Then rearrange the order of this information to write a different orientation, showing how different authors can present the same setting.

Our class was great. But things turned upside down when Martin McKenzie arrived.

Who? _____
Where? _____
What? _____

New orientation:



Now look at the answers to each of these questions and write your own orientation to a new text. You can present the information in any order.

What? sneaked into our class room
Where? and hid under the desk at my feet
Who? my golden retriever named Tyson
When? while the teacher wasn't looking

My orientation:

Fast Forward – Level 18

The Graveyard Shift

Name: Date:



Rewrite two of the following sentences under each of the headings: What the author said / What the author meant. Write one more sentence of your own for each section.



Sometimes people don't believe the child when he says his dad works at a cemetery.

Most parents have jobs like teaching, truck driving, or being a doctor or a nurse.

The boy was nervous about living next door to the graveyard.

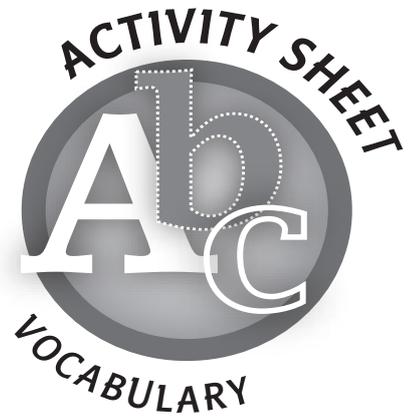
Dad cried out in pain when he got his finger stuck in the gate.

What the author said:

What the author meant:

Fast Forward – Level 18

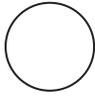
The Graveyard Shift

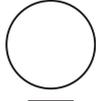


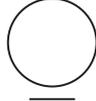
Name: Date:

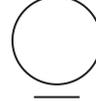


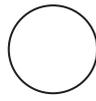
Use the clue and page reference to write a word on the spaces. When you have written all the words, rearrange the letters in the circles to solve the mystery word.

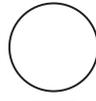
usual or ordinary (p.4) _ _  _ _ _

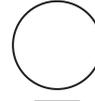
amazed or astonished (p.5)  _ _ _ _ _ _ _ _

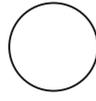
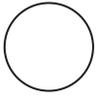
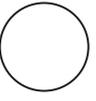
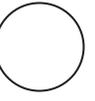
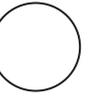
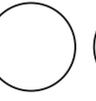
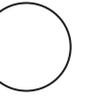
something that makes no sense (p.9) _ _ _ _ _  _ _

ghostly; frightening (p.11) _  _ _ _ _ _

looking for (p.21) _ _  _ _ _ _ _ _

looked intently (p.14) _ _  _ _ _ _

a graveyard (p.6) _ _ _ _  _ _ _

Mystery Word:       

Fast Forward – Level 18

The Graveyard Shift



Name: Date:



Circle the correct word to complete each sentence. Write the complete word on the line at the end and write a page where it can be found in the text.

My parents have really weird jobs/jobss. _____ p.____

When Dad first got the job, I was pretty nervous/nervouss.
_____ p.____

I peered out the window and saw a ghosst/ghost in the backyard.
_____ p.____

“Nonsense!/Nonsence!” she says. _____ p.____

I admit, I did complain a lot in those firsst/first few weeks.
_____ p.____

As I looked out acros/across the graveyard, I realised that Mum was right. _____ p.____

This plase/place was as close to Heaven as you could get on Earth. _____ p. ____

“It’s peaceful/peaseful and quiet in this dead-end street.”
_____ p.____



For each of the following words, write another word that contains the underlined letters. The sound of these letters must be the same, but the words do not have to rhyme.

house _____ across _____

face _____ mess _____

strange _____ peace _____

Fast Forward – Level 18

The Graveyard Shift



Name: Date:



Answer the Who? Where? What? questions about the orientation for this text.

Then rearrange the order of this information to write a different orientation, showing how different authors can present the same setting.

Most kids I know have parents with normal jobs. You know the kind – teachers, truck drivers, doctors, nurses. But not me. My parents have really weird jobs.

When I tell people what my parents do, they always look a bit surprised. Or they laugh.

Who? _____
Where? _____
What? _____

New orientation:



Now look at the answers to each of these questions and write your own orientation to a new text. You can present the information in any order.

Where? landed their spacecraft in my backyard
When? in the year 2020
Who? a family of ugly-looking creatures from outer space
Why? they wanted me to go with them to their galaxy

My orientation:

Fast Forward – Level 18

The Inventors' Club Meets Again



Name: Date:



Rewrite two of the following sentences under each of the headings: What the author said / What the author meant. Write one more sentence of your own for each section.

Ben likes eating ice-cream.

Jodie thought Ben's invention was a kennel for a mouse.

Ben drew a picture of his ice-cream maker before he tried to make it.

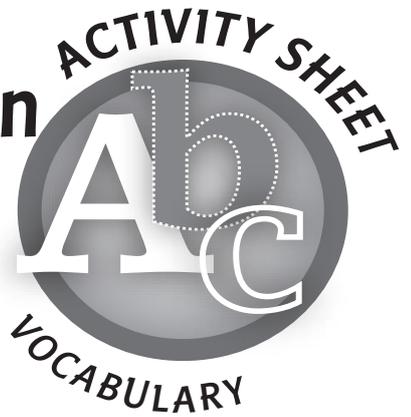
The hole that Ben drilled in the steel part of the washing machine wasn't very neat.

What the author said:

What the author meant:

Fast Forward – Level 18

The Inventors' Club Meets Again



Name: Date:



Use the clue and page reference to write a word on the spaces. When you have written all the words, rearrange the letters in the circles to solve the mystery word.

something that needs a solution (p.4) _ _ _ _ _ _

ended or completed (p.6) _ _ _ _ _ _ _

rubbish (p.11) _ _ _

string or thin rope (p.16) _ _ _

things inside a container (p.19) _ _ _ _ _ _

drew quickly and roughly (p.8) _ _ _ _ _ _ _

a shelter for a dog (p.14) _ _ _ _ _

something which has been invented (p.16)

_ _ _ _ _ _ _ _

Mystery Word:

Fast Forward – Level 18

The Inventors' Club Meets Again



Name: Date:



Circle the correct word to complete each sentence. Write the complete word on the line at the end and write a page where it can be found in the text.

Ben, Chad, Jodie and Bianca held their meating/meeting of the Inventors' Club. _____ p. ____

He sketched a design/deesign for his ice-cream maker. _____ p. ____

"I don't reelly/really need to test it," he said. _____ p. ____

The first object that Ben picked up was big, round and made of steel/steal. _____ p. ____

It was the middle part of a washing macheen/machine. _____ p. ____

The jars contained melted chocolate, melted butter and cream/creme. _____ p. ____

The washing machine part will start shaking, and will mix all the ingredients/ingreedients together. _____ p. ____

"There's the missing peace/piece of my garden hose!" _____ p. ____



For each of the following words, write another word that contains the underlined letters. The sound of these letters must be the same, but the words do not have to rhyme.

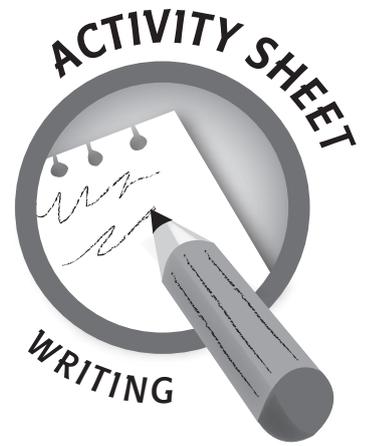
believe _____ feet _____

she _____ eating _____

street _____ peach _____

Fast Forward – Level 18

The Inventors' Club Meets Again



Name: Date:



Answer the Who? Where? What?

questions about the orientation for this text.

Then rearrange the order of this information to write a different orientation, showing how different authors can present the same setting.

Ben, Chad, Bianca and Jodie held their Inventors' Club meeting on the third Thursday of every month. They took it in turns to show their new inventions.

Ben was sitting at the kitchen table, eating a bowl of ice-cream.

"What can I make?" he asked himself as he ate his ice-cream.

Who? _____
When? _____
Why? _____
What? _____

New orientation:



Now look at the answers to each of these questions and write your own orientation to a new text. You can present the information in any order.

What? I heard a loud, high-pitched squeal
When? just as I woke up
Where? I was lying on the floor of a darkened room
Why? I couldn't remember what had happened

My orientation:

Fast Forward – Level 18

Animal Travellers



Name: Date:



Rewrite two of the following sentences under each of the headings: What the author said / What the author meant. Write one more sentence of your own for each section.

There is more than one reason why animals migrate.

Butterflies would travel less distance if they could fly in a straight line.

Fur seals migrate to find a safe breeding place.

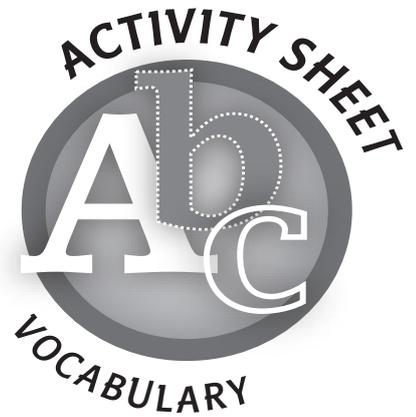
The seals travel about 5000 kilometres from California to Alaska.

What the author said:

What the author meant:

Fast Forward – Level 18

Animal Travellers



Name: Date:



Use the clue and page reference to write a word on the spaces. When you have written all the words, rearrange the letters in the circles to solve the mystery word.

the next group of animals or people born (p.17)

○
_ _ _ _ _

a plant that butterflies need to breed (p.15)

○
_ _ _ _ _

a trip from one place to another (p.8) ○
_ _ _ _ _

to come out of an egg (p.16) ○
_ _ _ _ _

an animal that attacks and eats another (p.18)

○
_ _ _ _ _

incredible (p.4) ○
_ _ _ _ _

a sweet fluid in flowers (p.9) ○
_ _ _ _ _

Mystery Word: ○ ○ ○ ○ ○ ○ ○

Fast Forward – Level 18

Animal Travellers



Name: Date:



Circle the correct word to complete each sentence. Write the complete word on the line at the end and write a page where it can be found in the text.

Monarch butterfly/butterflies are one of the most amazing animal travellers. _____ p. ____

They make two huge journeys/jerneys each year. _____ p. ____

In Canada and the northern/northurn parts of America, thousands of Monarch butterflies migrate in autumn. _____ p. ____

Many butterflies are eaten by berds/birds. _____ p. ____

They travel about 50 kilometres/kilometers a day. _____ p. ____

But this generation/geniration of Monarch butterflies may not make it either. _____ p. ____

They each give berth/birth to one seal pup. _____ p. ____

When they return/retirn to the islands one year later. _____ p. ____



For each of the following words, write another word that contains the underlined letters. The sound of these letters must be the same, but the words do not have to rhyme.

turn _____

bird _____

weather _____

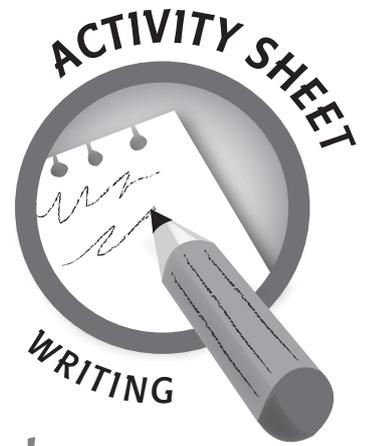
turtle _____

danger _____

thirsty _____

Fast Forward – Level 18

Animal Travellers



Name: Date:



Each of the boxes below is like a paragraph. Read the topic sentence inside the box. Choose two more sentences from the list below and write them into the correct box to provide extra information about the topic sentence.

Animals are amazing travellers.

The Monarch butterfly makes two huge journeys each year.

Butterflies lay their eggs on milkweed.

In the spring, fur seals migrate to islands near Alaska.

One of these journeys is in autumn and one is in spring.

This place is safe for them to breed.

The eggs hatch into caterpillars and grow quickly.

They travel from one place to another during the year, or at certain times in their lives.

Scientists think they migrate to breed and to get away from the cold weather.

When they migrate, some animals fly, some swim and others walk.

Before long, they turn into butterflies and start to travel north.

The males arrive first, then the females come to give birth.

Fast Forward – Level 18

Beginnings

Name: Date:



▶▶ Rewrite two of the following sentences under each of the headings: *What the author said / What the author meant. Write one more sentence of your own for each section.*

Some stories about creation are almost the same.

Ahura Mazda didn't allow evil to stop him doing his good work.

The Mayan people made humans because they thought they would be quieter than animals.

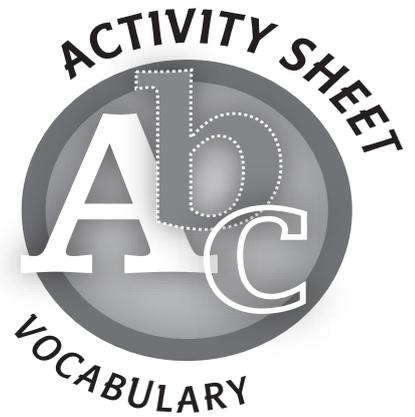
Humans made from wood were not very intelligent.

What the author said:

What the author meant:

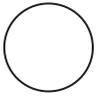
Fast Forward – Level 18

Beginnings

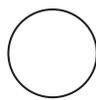


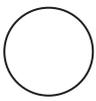
Name: Date:

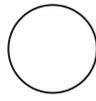
 Use the clue and page reference to write a word on the spaces. When you have written all the words, rearrange the letters in the circles to solve the mystery word.

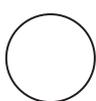
to make unclear or uncertain (p.23)  _ _ _ _

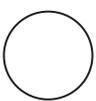
able to understand and learn quickly (p.22)

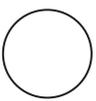
 _ _ _ _

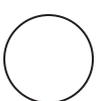
ideas and beliefs of groups (p.6) _ _ _  _ _ _

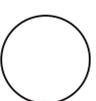
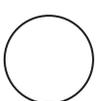
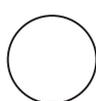
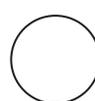
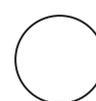
person (p.6) _ _ _  _

absence of light (p.8) _ _ _ _  _ _

to ruin (p.9) _ _ _ _  _

took in oxygen (p.17) _ _ _ _ _ _  _

control; authority (p.9) _ _  _ _

Mystery Word:        

Fast Forward – Level 18

Beginnings



Name: Date:

 Circle the correct word to complete each sentence. Write the complete word on the line at the end and write a page where it can be found in the text.

Some of these stories are very alike/alyke. _____ p. ____

Finally/Fynally, Ahura Mazda made two new humans.

_____ p. ____

From this tyme/time on, they would always be open to the forces of evil. _____ p. ____

They say it was dark because Rangi, the sky father, and Papa, the earth mother, were lighing/lying together, keeping out the light.

_____ p. ____

After this, the sky/skigh stayed far above the Earth, and let the light in. _____ p. ____

He decided he needed a wife/wyfe. _____ p. ____

People would always need the gods to help them with life's/lif's problems. _____ p. ____

 For each of the following words, write another word that contains the underlined letters. The sound of these letters must be the same, but the words do not have to rhyme.

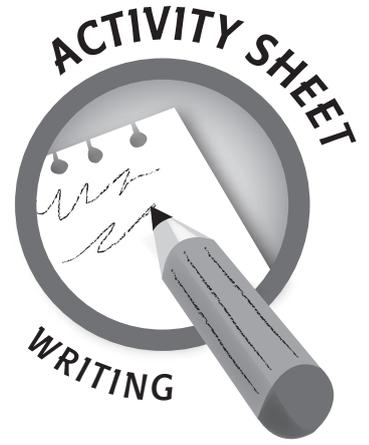
life _____ fine _____

fly _____ right _____

lying _____ high _____

Fast Forward – Level 18

Beginnings



Name: Date:

Look through the text to find these words. For each example, write if it indicates time, or cause and effect.

Before (p.10) _____

Finally (p.12) _____

From this time on (p.13) _____

so (p.15) _____

After this (p.15) _____

As (p.17) _____

because (p.19) _____

As a result (p.19) _____

First (p.20) _____

Now use these examples to complete the sentences below.

The animals made too much noise. _____ the gods decided to make humans.

There were no women around, _____ he made one from sand.

They say it was dark _____ the sky father and the earth mother were keeping out the light.

_____, they would always be open to the forces of evil.

Fast Forward – Level 18

Diary of a Twister Chaser

Name: Date:



▶▶ Rewrite two of the following sentences under each of the headings: What the author said / What the author meant. Write one more sentence of your own for each section.

If there were an emergency, other people would get a phone call from the twister chasers.

This is not the first twister near Oklahoma.

The radar can show when a twister changes direction.

Frankie stopped the car because they needed to be ready with their cameras when the twister struck.

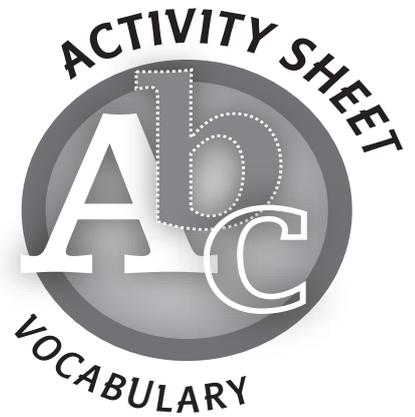
What the author said:

What the author meant:

Fast Forward – Level 18

Diary of a Twister Chaser

Name: Date:



 Use the clue and page reference to write a word on the spaces. When you have written all the words, rearrange the letters in the circles to solve the mystery word.

sections of information on a computer (p.12)

_ _ _ _ _

another name for twisters (p.4)

_ _ _ _ _

a method of detecting an object's position (p.6)

_ _ _

the place where someone is going (p.8)

_ _ _ _ _ _ _ _

a dangerous situation requiring quick action (p.12)

_ _ _ _ _

building up (p.17)

_ _ _ _ _

twisted or spun (p.22)

_ _ _ _ _

Mystery Word:

Fast Forward – Level 18

Diary of a Twister Chaser



Name: Date:

 Circle the correct word to complete each sentence. Write the complete word on the line at the end and write a page where it can be found in the text.

We have two weeks off work with nothing to do but chase tornadoes/tornados or twisters. _____ p. ____

The Doppler radar shoes/shows the direction that a weather pattern is heading in. _____ p. ____

We had a good night's sleep at a moetel/motel. _____ p. ____

We take phones/phoans so we can speak to other twister chasers. _____ p. ____

We where/were somewhere in the south of Oklahama when Frankie pulled over by the side of the road. _____ p. ____

As we drove/droeve along, chasing the storm, the Doppler radar picked up a change in direction. _____ p. ____

 For each of the following words, write another word that contains the underlined letters. The sound of these letters must be the same, but the words do not have to rhyme.

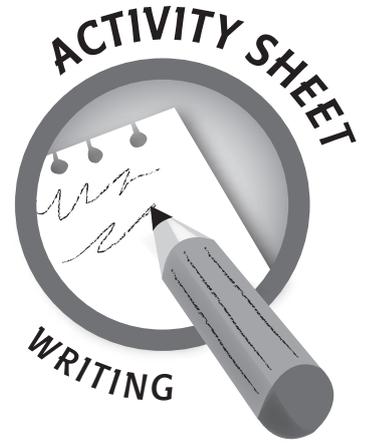
drove _____ road _____

video _____ window _____

don't _____ phone _____

Fast Forward – Level 18

Diary of a Twister Chaser



Name: Date:



Rewrite each of the following sentences, changing all the verbs to past tense.

I am checking that all the equipment is working.

We will have a good night's sleep and leave early in the morning.

I will sit looking out the window, while Frankie drives.

The storm is heading north-west, so we will speed up to catch it.

I will enter some data in the GPS and it will find the right route for us.

We will have two great weeks chasing twisters!

Fast Forward – Level 18

Smallpox



Name: Date:

 Rewrite two of the following sentences under each of the headings: What the author said / What the author meant. Write one more sentence of your own for each section.

People have helped stop disease by keeping things clean and using vaccines and antibiotics.

Not everyone who got smallpox died.

Europeans started using immunisation because they heard from other people that it was successful.

The world has been free from smallpox for about 30 years.

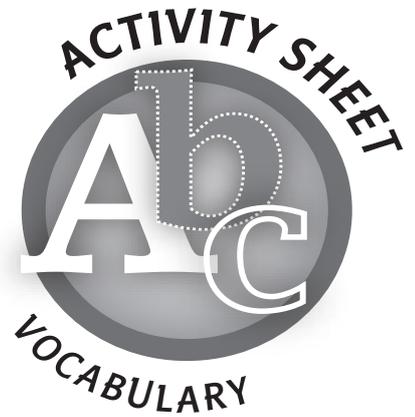
What the author said:

What the author meant:

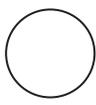
Fast Forward – Level 18

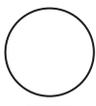
Smallpox

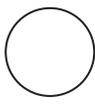
Name: Date:

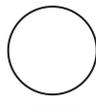


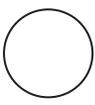
 Use the clue and page reference to write a word on the spaces. When you have written all the words, rearrange the letters in the circles to solve the mystery word.

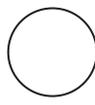
an illness or sickness (p.4) _ _ _ _  _ _

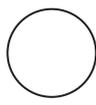
types of medicine (p.5) _ _ _ _ _ _ _ _ _ _ 

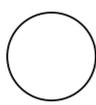
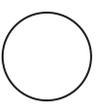
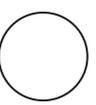
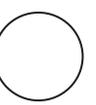
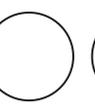
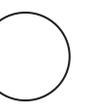
a test or investigation (p.18) _ _ _ _ _  _ _ _ _

an injection to cause immunity (p.7)
 _ _ _ _ _ _ _ _ _ _

difficult situations (p.4)  _ _ _ _ _ _ _ _ _ _

went out of sight (p.21) _ _ _ _ _ _ _  _ _ _ _

put a fluid into the body (p.18) _  _ _ _ _

Mystery Word:       

Fast Forward – Level 18

Smallpox



Name: Date:

 Circle the correct word to complete each sentence. Write the complete word on the line at the end and write a page where it can be found in the text.

The biggest challenge people have faced has always been disease/diseese. _____ p.____

The first vaccine/vacceen made was for smallpox. _____ p.____

Mary Montagu was living in Turkey/Turkey. _____ p.____

Over time, wor/war, famine and accidents have taken millions of lives. _____ p.____

Smallpox was one of the most terrible diseases in historey/history. _____ p.____

Smallpox killed millions of people/peeple all over the world. _____ p.____

This gives the person immunity/immunitee from the disease. _____ p.____

Most scientists believe that smorllpox/smallpox has now been wiped out. _____ p.____

 For each of the following words, write another word that contains the underlined letters. The sound of these letters must be the same, but the words do not have to rhyme.

believe _____ keeping _____

more _____ smallpox _____

disease _____ history _____

Fast Forward – Level 18

Smallpox



Name: Date:



Each of the boxes below is like a paragraph. Read the topic sentence inside the box. Choose two more sentences from the list below and write them into the correct box to provide extra information about the topic sentence.

People have always faced huge challenges.

Vaccination was one of the first steps towards beating disease.

Turkish people knew that people can only get smallpox once.

Edward Jenner found a safe way to immunise against smallpox.

The first vaccine was made for smallpox.

Disease has always been the biggest challenge.

Although this made them sick, they usually got better quickly.

Over the next hundred years, doctors made the vaccine better.

Slowly, smallpox disappeared and was last seen in 1977.

Vaccination is when a mild form of the disease is injected into a person.

They took some material from smallpox pimples and inject it into healthy people.

People have tried to beat disease by keeping things clean and by using vaccines and antibiotics.

Fast Forward – Level 18

Taxation



Name: Date:

 Rewrite two of the following sentences under each of the headings: What the author said / What the author meant. Write one more sentence of your own for each section.

The government collects tax money from people, companies and organisations.

The less money people earn, the less tax they have to pay.

The cost of training police officers is taken out of government taxes.

Sales tax is added to the price of goods and services.

What the author said:

What the author meant:

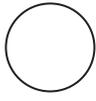
Fast Forward – Level 18

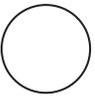
Taxation

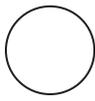


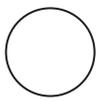
Name: Date:

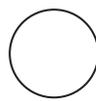
 Use the clue and page reference to write a word on the spaces. When you have written all the words, rearrange the letters in the circles to solve the mystery word.

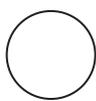
group of soldiers (p.9) _ _ _ _  _ _ _

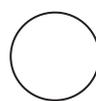
staff (p.9) _ _ _ _  _ _ _

to be in charge of (p.6) _ _ _ _ _ _ _  _ _ _

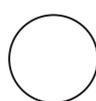
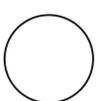
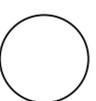
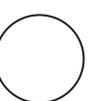
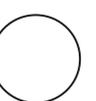
the process of gaining knowledge (p.8)
_ _ _ _  _ _ _

can be direct or indirect (p.14) _ _  _ _

fixed or mended (p.13) _ _ _  _ _ _

a club or society (p.5) _ _ _ _ _  _ _ _ _

a business organisation (p.16)  _ _ _ _ _

Mystery Word:        

Fast Forward – Level 18

Taxation



Name: Date:

 Circle the correct word to complete each sentence. Write the complete word on the line at the end and write a page where it can be found in the text.

Governments need money to pay for emergency service equipment/equipment. _____ p.____

Governments also need money to run the public/publyc transport system. _____ p.____

Schools need to be built/bilt and teachers have to be paid. _____ p.____

Governments also need money to run the public transport system/sistem and the road network. _____ p.____

They have to pay for ships/shyps and planes to be built. _____ p.____

Old roads have to be repaired and new roads built if a road network is going to carry all the traffyc/traffic that wants to use it. _____ p.____

 For each of the following words, write another word that contains the underlined letters. The sound of these letters must be the same, but the words do not have to rhyme.

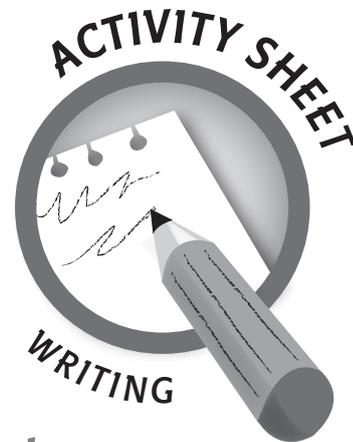
into _____ build _____

mystery _____ system _____

ships _____ will _____

Fast Forward – Level 18

Taxation



Name: Date:



Each of the boxes below is like a paragraph. Read the topic sentence inside the box. Choose two more sentences from the list below and write them into the correct box to provide extra information about the topic sentence.

Taxation is the system that governments use to collect payments from a person, company or organisation.

Governments need money because they are responsible for important areas in people's lives.

There are two main types of taxes – direct and indirect.

A new computer may cost \$500.

Some of these areas include education, defence, emergency services and transport.

The payment of taxation is compulsory.

Governments need money for schools, military personnel, ambulances and buses.

Income tax is a direct tax paid on the money people earn.

The buyer may have to pay \$500 plus the government tax.

Governments levy taxes so they will have money to spend.

Sales tax is indirect and is added on to goods and services.

Then the seller has to give the tax to the government.

Fast Forward – Level 18

World Heritage



Name: Date:

▶▶ Rewrite two of the following sentences under each of the headings: What the author said / What the author meant. Write one more sentence of your own for each section.

If we do not care for heritage sites, future generations will not be able to appreciate them.

Kakadu National Park is both a natural and a cultural site.

It was amazing that some of Egypt's buildings could be safely moved.

It is important to make people understand why a site is in the heritage list.

What the author said:

What the author meant:

Fast Forward – Level 18

World Heritage



Name: Date:

 Use the clue and page reference to write a word on the spaces. When you have written all the words, rearrange the letters in the circles to solve the mystery word.

worldwide (p.8)

groups of ten lots of ten (p.16)

importance (p.7)

specialists (p.13)

not man made (p.5)

to care for or keep from harm (p.21)

something that can harm people and the environment (p.8)

valuable items (p.11)

Mystery Word:

Fast Forward – Level 18

World Heritage



Name: Date:

 Circle the correct word to complete each sentence. Write the complete word on the line at the end and write a page where it can be found in the text.

The World Heritage List/Licet was set up in 1972. _____ p. ____

Other places on the list are cultural sites, like Venis/Venice in Italy.
_____ p. ____

Cultural sites have been made by people and include buildings and cities/sities. _____ p. ____

Things that are part of our heritage can be passed/parced from one generation to another. _____ p. ____

Places that are cites/sites on the World Heritage List are of great interest and value. _____ p. ____

It was posible/possible to save other sites that might be in danger. _____ p. ____

These plases/places need to be looked after so they will be here for future generations to enjoy. _____ p. ____

The Egyptian government desided/decided to build a dam in the Aswan Valley. _____ p. ____

 For each of the following words, write another word that contains the underlined letters. The sound of these letters must be the same, but the words do not have to rhyme.

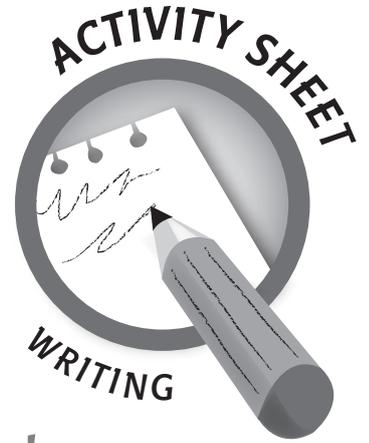
raced _____ sites _____

circle _____ sent _____

progress _____ trace _____

Fast Forward – Level 18

World Heritage



Name: Date:



Each of the boxes below is like a paragraph. Read the topic sentence inside the box. Choose two more sentences from the list below and write them into the correct box to provide extra information about the topic sentence.

The World Heritage List was set up in 1972.

Many heritage sets are in danger of being lost or damaged.

Venice is a very old city in Italy.

Being on the World Heritage List helps people see how important the site is.

Global warming and pollution are changing the environment.

It has waterways instead of roads, and people travel around by boat.

It was set up to save and care for special places around the world.

It is also full of old and beautiful works of art.

It also shows people how changes to the environment are dangerous.

Sometimes, countries just do not have enough money to fix these special places.

It allows UNESCO to provide more money and expert help to care for a site.

Some places on the list are both natural and cultural sites.