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Fast Forward – Level 22
I Wish

ACTIVITY SHEET

COMPREHENSION

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

Some of the sentences below are not correct. Check each sentence and underline any parts that are not correct. Then rewrite the sentences in the order that matches the order in the text. Make sure you write the correct version of each sentence.

One day the soft breeze turned into a wild wind.
"We can borrow my uncle's yacht," said Pele.
The genie granted them two wishes each.
There were coconut trees, banana trees and potatoes growing everywhere.
Soon the four friends were sailing across the Atlantic Ocean.
The boys realised they were close to a huge island.
Ron caught some fish and Pete cooked it.
After a while, they found a genie inside a tiny green bottle.

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Fast Forward – Level 22

I Wish

ACTIVITY SHEET

VOCABULARY

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

Make word families based on the root word at the top of each list. You may use a dictionary, but first try common endings, such as *-s, -es, -ed, -ing* and *-tion*.

1. bob _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	2. complain _
3. patient _	4. stretch _
5. sniff _	6. rock _

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Fast Forward – Level 22

I Wish

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

Some words in each of the following sentences have been incorrectly written. Put a circle around these words, then rewrite the sentences correctly on the lines below.

1. "I hate reeding and writeing," moaned Pele.

_____

2. Soon the three frends were saling across the Pacific Ocean.

_____

3. A few days arfter their holyday began, the blue sky turned black.

_____

4. The boys climed onto the bottom of the bote.

_____

5. The boys where happy when they saw that they were near a tiny iland.

_____

6. The boys loved there new home.

_____

7. One day Pele wached a black spot bobing up and down on the waves.

_____

8. Ron tryed to pull the cork out but it wouldn't come.

_____

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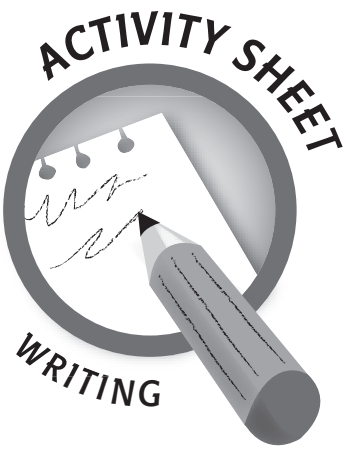
Fast Forward – Level 22

I Wish



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

Reread this narrative text to the end of page 23. Imagine you are the author and you have decided to finish the story with a different resolution. Write your new ending to the story on the lines below.

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Fast Forward – Level 22
Mudslide

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

Some of the sentences below are not correct. Check each sentence and underline any parts that are not correct. Then rewrite the sentences in the order that matches the order in the text. Make sure you write the correct version of each sentence.

The school's loudspeaker told students that classes were over.
At the end of the street, Jessica crossed the huge bridge over the town's river.
She ran inside, as the hillside started to crumble, and carried grandma to safety.
Jessica's school was only one block away.
Mr Graf explained the heavy rains were caused by a warm ocean current.
At school, she hurried into her first period maths class.
Near her house she could see some police cars.
Mr Graf helped Jessica cross the road in front of the school.

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Fast Forward – Level 22
Mudslide

ACTIVITY SHEET
VOCABULARY

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

Make word families based on the root word at the top of each list. You may use a dictionary, but first try common endings, such as *-s, -es, -ed, -ing* and *-tion*.

1. crumble _	2. rescue _
3. sprint _	4. snap _
5. pelt _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	6. blare _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

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Fast Forward – Level 22
Mudslide

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

Some words in each of the following sentences have been incorrectly written. Put a circle around these words, then rewrite the sentences correctly on the lines below.

1. Jessica's mum and dad were about to leeve for work.

_____

2. Boy, its raining hard. The hole town's turning into a river.

_____

3. Jessica draped a sweter over Grandmas shoulders.

_____

4. Jessica hurryed into her first period sience class.

_____

5. These el nino rains are reely something.

_____

6. Dew to the flooding from the storms, classes are over for today.

_____

7. Jessica turned the doornob and kicked open the door.

_____

8. Mum Dad Jessica and Grandma were all safe at a rescew centre.

_____

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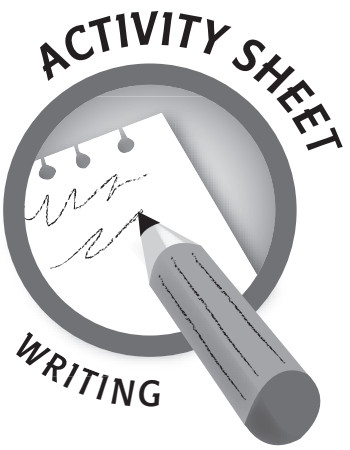
Fast Forward – Level 22

Mudslide



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

Reread this narrative text to the end of page 20. Imagine you are the author and you have decided to finish the story with a different resolution. Write your new ending to the story on the lines below.

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Fast Forward – Level 22
Nico's List

ACTIVITY SHEET

COMPREHENSION

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

Some of the sentences below are not correct. Check each sentence and underline any parts that are not correct. Then rewrite the sentences in the order that matches the order in the text. Make sure you write the correct version of each sentence.

That night Maria did my chores while I played with my friends.
She ripped open the parcel to find a Sci-fi Zombies single CD.
The Sci-fi tickets had already arrived in the mail.
The next day a courier delivered a parcel.
Nico was the tenth caller through and won two double passes to see Sci-fi Zombies in concert.
On Wednesday night, Maria heard that the concert had been cancelled.
Maria was not at all interested in what it contained.
Maria was lying on her bed mooning over a picture of the lead guitarist.

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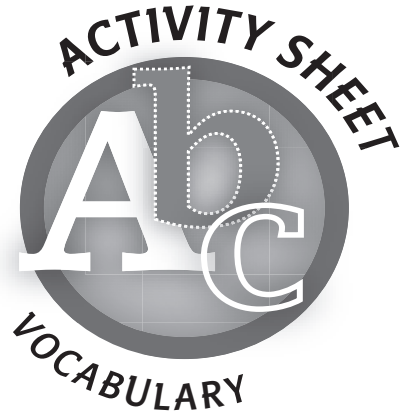
Fast Forward – Level 22
Nico's List



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

Make word families based on the root word at the top of each list. You may use a dictionary, but first try common endings, such as *-s, -es, -ed, -ing* and *-tion*.

1. pretend _	2. cancel _
3. scowl _	4. stomp _
5. announce _	6. joke _

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Fast Forward – Level 22
Nico's List

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

Some words in each of the following sentences have been incorrectly written. Put a circle around these words, then rewrite the sentences correctly on the lines below.

1. "That is so grose!" Maria yelled at me.

_____

2. "Be the nineth caller through and win a dubble pass to see Sci-fi Zombies," said the announser.

_____

3. "Hey, Maria," I said. "Gess what?"

_____

4. The tickets had allready arrived by courier.

_____

5. "You have to be my slave if you want to see your beluved!" I said.

_____

6. Maria nocked on my door. "The consert's been cancelled."

_____

7. Maria looked at the parsell. I cood tell she was curious.

_____

8. Maria grabed the parsell from me and riped it open.

_____

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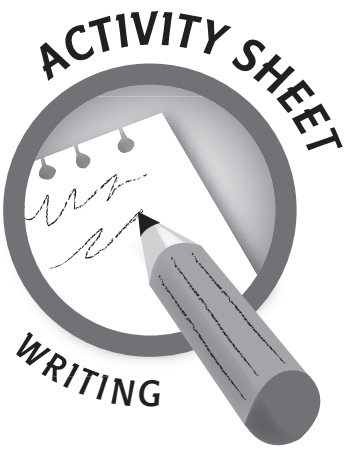
Fast Forward – Level 22
Nico's List



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

Reread this narrative text to the end of page 21. Imagine you are the author and you have decided to finish the story with a different resolution. Write your new ending to the story on the lines below.

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Fast Forward – Level 22
The Key Cutter's Grandson

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

Some of the sentences below are not correct. Check each sentence and underline any parts that are not correct. Then rewrite the sentences in the order that matches the order in the text. Make sure you write the correct version of each sentence.

Lei was shocked. Next day, he decided to buy Grandfather some new trousers.
He saw a piece of blue and white paper caught under a brick.
In bed that night, huddled under his bedding, he grinned to himself.
His bag burst open and his lunch spilled onto the pavement.
At lunch time, people were angry with Grandfather.
He scrunched it inside his pocket and ran home.
Grandfather thanked him and gave him back a fifty-yuan note.
Next morning, in the window, he saw shiny new shoes with long black laces.

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Fast Forward – Level 22
The Key Cutter's Grandson

ACTIVITY SHEET
VOCABULARY

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

Make word families based on the root word at the top of each list. You may use a dictionary, but first try common endings, such as *-s, -es, -ed, -ing* and *-tion*.

1. trip _	2. gasp _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
3. loose _	4. scrunch _
5. choice _	6. excite _

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Fast Forward – Level 22
The Key Cutter's Grandson

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

Some words in each of the following sentences have been incorrectly written. Put a circle around these words, then rewrite the sentences correctly on the lines below.

1. He saw a peace of red and white paper caught under a lose stone.

   _____

2. He scruntched it inside his hand and began to run.

   _____

3. He didn't stop until he fell throo the doorway of his grandfathers shop.

   _____

4. He could hardly breath with excitement.

   _____

5. He thort about all the things he could by with the hundred-yuan note.

   _____

6. "These glasses are good enuff," Grandfather said. Lei shook his hed.

   _____

7. Lei saw his red sock peaping throo a whole in his shoo.

   _____

8. Lei herd a lot of noise ahed in the street.

   _____

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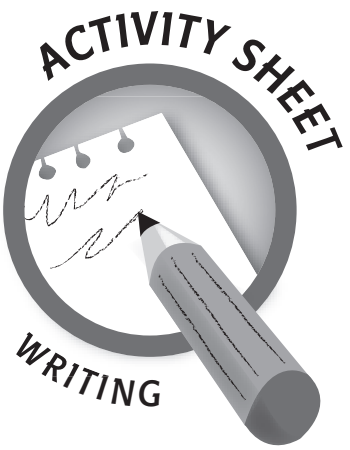
Fast Forward – Level 22

The Key Cutter's Grandson



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

Reread this narrative text to the end of page 21. Imagine you are the author and you have decided to finish the story with a different resolution. Write your new ending to the story on the lines below.

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Fast Forward – Level 22
Earthquakes

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

Some of the sentences below are not correct. Check each sentence and underline any parts that are not correct. Then rewrite the sentences in the order that matches the order in the text. Make sure you write the correct version of each sentence.

These huge pieces of rock are called faults.
The centre of the Earth is called the crust.
These movements of the plates make cracks in the Earth's core.
The top layer of the Earth is called the core.
The mantle surrounds the core and is made of very fine sand.
When the stress in the rocks builds up, the rocks break and a volcano occurs.
The huge plate-like pieces of rock in the mantle and crust are always moving.
When the edges of the plates meet, they can spread, slide or push each other.

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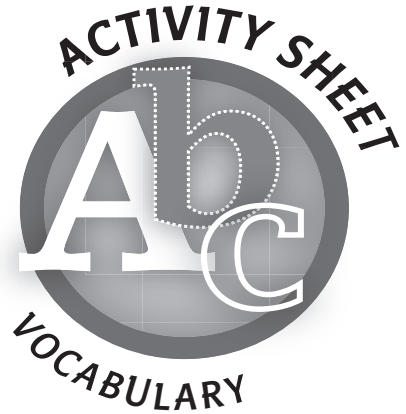
Fast Forward – Level 22
Earthquakes



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

Make word families based on the root word at the top of each list. You may use a dictionary, but first try common endings, such as *-s, -es, -ed, -ing* and *-tion*.

1. detect _	2. crust _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
3. fault _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	4. stress _
5. survive _	6. scale _

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Fast Forward – Level 22
Earthquakes

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

Some words in each of the following sentences have been incorrectly written. Put a circle around these words, then rewrite the sentences correctly on the lines below.

1. An erthquake is a shaking or the Erth's sirface.

   _____

2. Recently, sientists have been able to explane how and why erthquakes happen.

   _____

3. The top layre of the Earth is call the crust and is the thinest of all the layres.

   _____

4. The crust and the uper part of the mantel are made up of huge, plate-like peaces of rock.

   _____

5. Most of the time, these move so slowly that poeple cannot feal them.

   _____

6. These huge pieces of rock are called tecktonic plates.

   _____

7. When the eges of the plates meat, they can spred apart, slide past or push agenst each other.

   _____

8. These movements make cracks in the crust, called fawlts.

   _____

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Fast Forward – Level 22
Earthquakes

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

Complete the text in the boxes of the flow diagram below to explain how an earthquake occurs. Follow the arrows between the boxes to correctly sequence your text.

The crust and the upper part of the mantle are made of _____

_____

_____

_____

→

These huge pieces of rock

_____

_____

_____

_____

_____

↓

When the edges of the plates meet _____

_____

_____

_____

_____

←

The movement of the tectonic plates _____

_____

_____

_____

_____

↓

These cracks _____

_____

_____

_____

_____

_____

→

Over time, stress builds up

_____

_____

_____

_____

_____

→

This is an earthquake, and _____

_____

_____

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Fast Forward – Level 22
Electricity

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

Some of the sentences below are not correct. Check each sentence and underline any parts that are not correct. Then rewrite the sentences in the order that matches the order in the text. Make sure you write the correct version of each sentence.

More than 200 years ago, everything was powered by electricity.
Engineers have found that electricity is the movement of neutrons between atoms.
Everything on Earth is made of particles, which are very small atoms.
Scientists discovered that the force of attraction between the protons and electrons keeps the electrons spinning.
Michael Faraday found that when amber was rubbed on sheepskin, pieces of grass would stick to it.
Volta's stack of discs, metals and fabrics was the first electromagnet.
Thales of Miletus built the first electric generator, which is a machine that uses fabric soaked in acid to produce electricity.
There are so many things we could do if we didn't have electricity.

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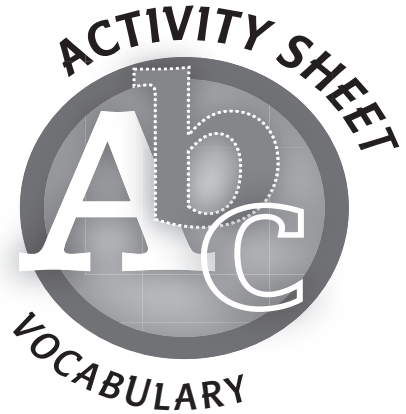
Electricity



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

Make word families based on the root word at the top of each list. You may use a dictionary, but first try common endings, such as *-s, -es, -ed, -ing* and *-tion*.

1. power _	2. attract _
3. discover _	4. magnet _
5. flow _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	6. experiment _

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Fast Forward – Level 22
Electricity

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

Some words in each of the following sentences have been incorrectly written. Put a circle around these words, then rewrite the sentences correctly on the lines below.

1. Moast people yous electricity every day to power lots of different things.

   _____

2. In the past, most people knu about electricity, but didn't no how to use it in their lives.

   _____

3. Sientists have found that electricity is the moovment of electrons between atoms.

   _____

4. Scientists were reely interested in learning that electrons can move between atoms and create electrisity.

   _____

5. Thales of Miletus lived more then 3500 years ago in ancient greece.

   _____

6. Over the next fue senturies, scientists kept experimenting with electricity.

   _____

7. Today, wires are used to transmit electrick currents from power plants to our homes and schools.

   _____

8. Scientists and engineers will continyoo to come up with new ways to yous it and make it.

   _____

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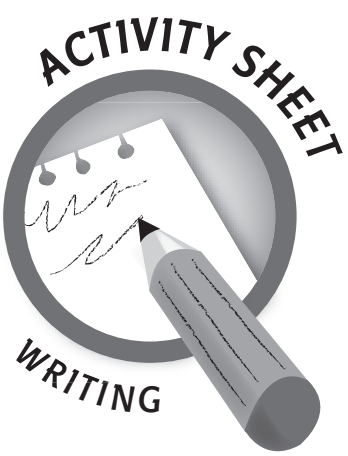
Electricity



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

Use the topic sentences below to write paragraphs about electricity and how it was discovered.

1. Electricity is all around us.

2. Everything on Earth is made of atoms, which are very small particles.

3. Thales of Miletus lived more than 2500 years ago in ancient Greece.

4. Static electricity is a form of electricity that is caused by friction.

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Fast Forward – Level 22
Finding a Place

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

Some of the sentences below are not correct. Check each sentence and underline any parts that are not correct. Then rewrite the sentences in the order that matches the order in the text. Make sure you write the correct version of each sentence.

Italians began migrating to Australia in the 1700s, but it wasn't until after the First World War that they arrived in large numbers.
More than 350 000 migrants came to Australia.
Daily life in Australia was the same as daily life in Italy.
In Italy, many people lived in nuclear families and felt connected to the area where they lived.
Many Australians welcomed the Italians because Italy had been Australia's enemy during the war.
Many new arrivals worked on small construction projects, on farms, or in factories where they worked very hard but earned lots of money.
After a few years, many families bought houses a long way away from each other.
By the birth of the third generation, the Italian community started to find its place in Australia.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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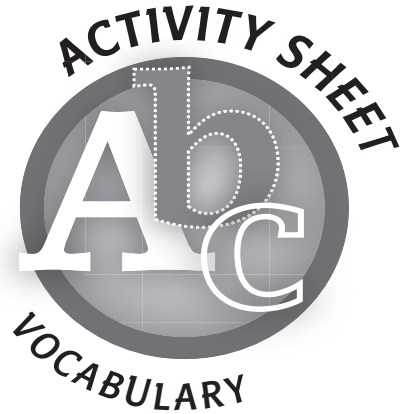
Finding a Place



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

Make word families based on the root word at the top of each list. You may use a dictionary, but first try common endings, such as *-s, -es, -ed, -ing* and *-tion*.

1. extend _	2. migrate _
3. translate _	4. identify _
5. protect _	6. challenge _

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Fast Forward – Level 22
Finding a Place

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

Some words in each of the following sentences have been incorrectly written. Put a circle around these words, then rewrite the sentences correctly on the lines below.

1. Italians began migraiting to Austraylia in the 1800s.

   _____

2. Mor than 250 000 migrants arrived, the largest non-English-speaking group to arrive on Australian shors.

   _____

3. Dayly life in Italy made people feel connected to the area where thay lived.

   _____

4. In Australia in the 1950s, Italians were unaible to find foods that were avaylable in Italy.

   _____

5. In time, the Italian community began to find its plaice in Austrayla.

   _____

6. Families bort houses near to each other and fourmed small Italian communities.

   _____

7. In Italy, family is really impawtant, and what parents say is lore.

   _____

8. The Italian community has produced some pretty good Aussie rules plaers!

   _____

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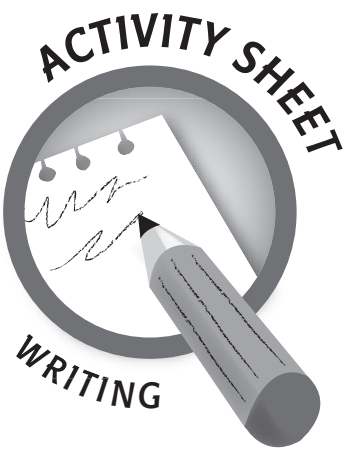
Fast Forward – Level 22
Finding a Place



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

Use the topic sentences below to write paragraphs about the Italians who migrated to Australia after the Second World War.

1. Australia was an English-speaking country.

2. Food was always a very important part of Italian culture.

3. Life wasn't easy for Italians in the early years of their migration to Australia.

4. After a few years, Italian migrants began to settle into life in Australia.

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Fast Forward – Level 22
Mining

ACTIVITY SHEET

COMPREHENSION

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

Some of the sentences below are not correct. Check each sentence and underline any parts that are not correct. Then rewrite the sentences in the order that matches the order in the text. Make sure you write the correct version of each sentence.

Mining involves picking up minerals that lie on the Earth's surface.
If all mining stopped, there would be high employment and families would have plenty of money.
Without minerals, people would have many more possessions.
Coins made in a mint are made from copper, nickel, silver and manganese.
Using coal to make electricity is more efficient than using nuclear energy.
Mining the Earth has several environmental consequences.
Mining equipment can destroy man-made features and can make the landscape look very attractive.
The Earth's natural resources are unlimited, and will always be available for future generations to use.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Fast Forward – Level 22
Mining

ACTIVITY SHEET
VOCABULARY

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

Make word families based on the root word at the top of each list. You may use a dictionary, but first try common endings, such as *-s, -es, -ed, -ing* and *-tion*.

1. mine _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	2. employ _
3. benefit _	4. possess _
5. source _	6. ignore _

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Fast Forward – Level 22
Mining

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

Some words in each of the following sentences have been incorrectly written. Put a circle around these words, then rewrite the sentences correctly on the lines below.

1. Mineing involves diging up minerals from under the Erth's serface.

   _____

2. These minerals are youwhile for a varyty of reasons.

   _____

3. The mineing industree is worth billions of dollars around the werld.

   _____

4. Developeing countrys sell natural resources to other countrys and use the money to help fead, house and educate there people.

   _____

5. One of he moast important uses for natural resources is as a sauce of energy.

   _____

6. Cole is used to make electricity and uranium us used to make newclear enegy.

   _____

7. Mining equipment can distroy natural features and can also be an eyesaw.

   _____

8. Mineing can also be dangerous to the publick.

   _____

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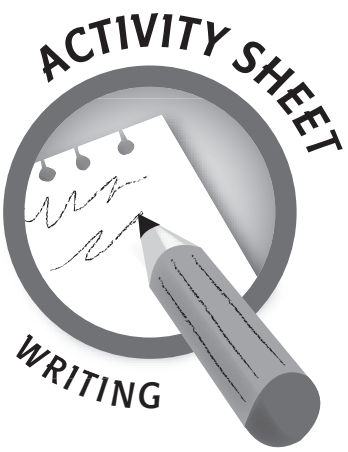
Fast Forward – Level 22
Mining



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

Read the arguments below and develop an elaboration for each one. Try to provide some evidence to support the argument.

1. The mining industry is worth billions of dollars around the world.

2. We would have very few possessions if we didn't dig minerals from the ground.

3. One consequence of mining the Earth is destruction of the landscape.

4. Another consequence is the possibility of using up important natural resources.

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Fast Forward – Level 22
Ralegan Siddhi

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

Some of the sentences below are not correct. Check each sentence and underline any parts that are not correct. Then rewrite the sentences in the order that matches the order in the text. Make sure you write the correct version of each sentence.

Most Indian villages have a council made up of men from all castes.
People also kept cows and sheep, and grew flowers to sell to make money.
In trying to improve the village, Anna got married and spent all his money.
Anna Hazare grew up in Ralegan Siddhi in the 1960s, but moved to Delhi to get a job.
The village was given loans by he government to buy food and water.
The village people got together and Anna told them how to make Ralegan Siddhi better.
When more water was available, many more trees were planted.
He saw the people's lives wouldn't get any better unless their environment was improved.

_____

_____

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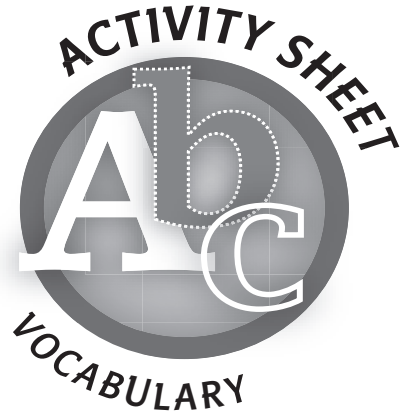
Fast Forward – Level 22
Ralegan Siddhi



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

Make word families based on the root word at the top of each list. You may use a dictionary, but first try common endings, such as *-s, -es, -ed, -ing* and *-tion*.

1. erode _	2. wealth _
3. manage _	4. populate _
5. law _	6. increase _

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Fast Forward – Level 22
Ralegan Siddhi

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

Some words in each of the following sentences have been incorrectly written. Put a circle around these words, then rewrite the sentences correctly on the lines below.

1. Today, in meny parts of the world, most people live in citys.

_____

2. Some villages are small communitys of less than 500 peeple.

_____

3. Because of drouts and bad management, some feelds could no longer grow enough food for the people.

_____

4. When Anna Hazare was a teanager, he worked in the city.

_____

5. He went back to Ralegan Siddhi with a vision of improveing it for the people hoo lived there.

_____

6. He got the village people together to deside what thay wanted to do.

_____

7. Thay formed a counsil with people from all castes.

_____

8. They worked hard to plant trees, grow crops and improove there village.

_____

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Fast Forward – Level 22
Ralegan Siddhi

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

Imagine you are Anna Hazare. Rewrite this recount in the form of a collection of diary entries. Use the facts from the text to provide details for your writing.

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Fast Forward – Level 22
The Story of Alexander Fleming

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

Some of the sentences below are not correct. Check each sentence and underline any parts that are not correct. Then rewrite the sentences in the order that matches the order in the text. Make sure you write the correct version of each sentence.

Fleming joined the army and won an award for water polo.
His job was to collect and look at bacteria under the microscope.
The "mould juice" was stopping the bacteria from growing.
On one dish, mould like you would find on old meat had started to grow.
Fleming left home when he was 16 years old.
He decided to name the substance "penicillin notatum".
Fleming left some bacteria growing on some plastic dishes, for three weeks.
In 1901, he decided to become a doctor at St Paul's Cathedral.

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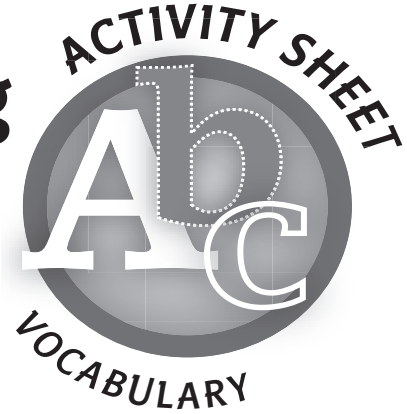
Fast Forward – Level 22

The Story of Alexander Fleming



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

Make word families based on the root word at the top of each list. You may use a dictionary, but first try common endings, such as *-s, -es, -ed, -ing* and *-tion*.

1. infect _	2. determine _
3. puzzle _	4. protect _
5. inoculate _	6. experiment _

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Fast Forward – Level 22
The Story of Alexander Fleming

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

Some words in each of the following sentences have been incorrectly written. Put a circle around these words, then rewrite the sentences correctly on the lines below.

1. In 1928, Fleming discovered a substance called penisillin.

_____

2. When bacteria get into a woond, they can very quickly grow into millions of sells.

_____

3. In the army, Fleming one awords for rifle-shooting.

_____

4. In 1901, he desided he wanted to become a docter at a hospital with a worter polo team!

_____

5. When he found the “mould juise”, Fleming was very exsited.

_____

6. Unfortunately, other people thort Fleming was waisting his time.

_____

7. Fleming reseaved many awards for his work on penisillin.

_____

8. He was proud of what he had done, but orlways prased Chain and Florey for there work, too.

_____

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Fast Forward – Level 22

The Story of Alexander Fleming

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

Imagine you are Alexander Fleming. Rewrite this recount in the form of a collection of diary entries. Use the facts from the text to provide details for your writing.

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