

# Fast Forward – Level 23

## Bruno's Tea

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



▶▶ Read the following sentences which refer to events in the story. For each one, find the sentence in the text which provides the same information, and write it on the line. Include the page number where you located this sentence.

Some customers visited our shop regularly, but it was difficult to make a good profit in the business.

\_\_\_\_\_ Page \_\_\_\_\_

No-one else in my family had ever been to university, and dad would be very proud of me if I did.

\_\_\_\_\_ Page \_\_\_\_\_

Now I knew why Mr Green used three packets of tea each week.

\_\_\_\_\_ Page \_\_\_\_\_

That week, Dad sold more tea than he usually did.

\_\_\_\_\_ Page \_\_\_\_\_

Dad said riding a bike was a good way to get some exercise.

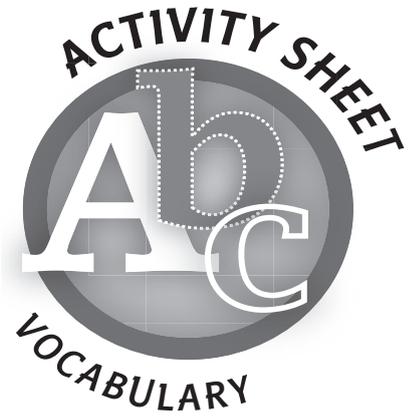
\_\_\_\_\_ Page \_\_\_\_\_

Dad would be very angry with me if he knew I went inside without being invited.

\_\_\_\_\_ Page \_\_\_\_\_

# Fast Forward – Level 23

## Bruno's Tea



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

▶▶ Use the bank of letters to write words to match the meanings below. Cross off each letter as it is used.

aa	ccc	ddd	eeee eeee	ff
g	h	iiii iiii	lll	mmm
nn	ooo	p	q	rrrrrr
ssss	tttt	uuu uuu	vv	y

a substance that is not a solid or a gas

\_\_\_\_\_

items taken to a person's house, such as food or mail

\_\_\_\_\_

brought in from another country

\_\_\_\_\_

a place for education after high school

\_\_\_\_\_

a person trained to fix or maintain motors or machinery

\_\_\_\_\_

very angry or annoyed

\_\_\_\_\_

feeling or showing thankfulness

\_\_\_\_\_

a person who buys goods

\_\_\_\_\_

# Fast Forward – Level 23

## Bruno's Tea



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

▶▶ Use the 'when a consonant is followed by *y*, change the *y* to *i* before adding *-es*' rule to make these words into plurals. The first one has been done to show the steps.

city

citi+es

cities

party

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

bodi+es

\_\_\_\_\_

copy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

berries

delivery

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

mysteries

\_\_\_\_\_

universiti+es

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

families

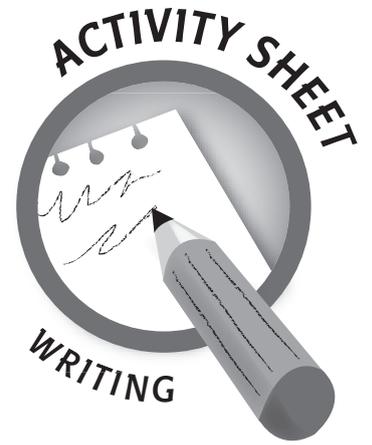
reply

\_\_\_\_\_

\_\_\_\_\_

# Fast Forward – Level 23

## Bruno's Tea



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



Use up to three examples or give the page references from the story to highlight the structural and grammatical features of a narrative text.

Feature	Example
Orientation	Pages
Complication	Pages
Resolution	Pages
Coda	Pages
Nouns	
Abstract noun	
Adjectives	
Time connectives	
Adverbs	
Adverbial phrases	
Adverbial clause	
Past tense action verbs	
Saying verbs	
Thinking verbs	

# Fast Forward – Level 23

## It's a Jungle Out There

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



 Read the following sentences which refer to events in the story. For each one, find the sentence in the text which provides the same information, and write it on the line. Include the page number where you located this sentence.

Dad looked out into the backyard to see what was causing all the fuss.

\_\_\_\_\_ Page \_\_\_\_\_

Worrying about spilled coffee was not as important as seeing what was happening outside the house.

\_\_\_\_\_ Page \_\_\_\_\_

When he looked outside, Thomas was very disappointed to realise his zoo tour and money making was only a dream.

\_\_\_\_\_ Page \_\_\_\_\_

There were long lines of people in the streets, waiting to buy a ticket from Thomas.

\_\_\_\_\_ Page \_\_\_\_\_

Dad thought Thomas was very clever to make such a large amount of money in a short time.

\_\_\_\_\_ Page \_\_\_\_\_

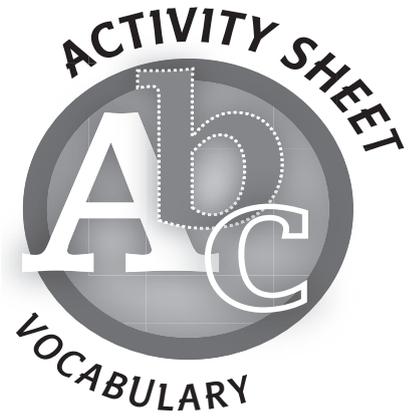
Because there were lots of animals outside Thomas's house, they could see them for free.

\_\_\_\_\_ Page \_\_\_\_\_

# Fast Forward – Level 23

## It's a Jungle Out There

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



▶▶ Use the bank of letters to write words to match the meanings below. Cross off each letter as it is used.

aa	b	cccc	dddd	eeeeeeee	f	g
iii	lll	mmmm	nnn	ooooo	pp	
q	r	sssss	tt	uuuuuu	x	

ran very quickly

---

known or recognised by many people

---

a line of people waiting for something

---

of higher quality than usual

---

a positive outcome for something attempted

---

a din or a fuss

---

expressed feelings of displeasure

---

opened widely; swelled

---

# Fast Forward – Level 23

## It's a Jungle Out There

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



▶▶ Use the 'when a consonant is followed by y, change the y to i before adding -ly' rule to make these words into adverbs. The first one has been done to show the steps.

happy

happi+ly

happily

easy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

readily

\_\_\_\_\_

heavi+ly

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

noisily

\_\_\_\_\_

stedi+ly

\_\_\_\_\_

weary

\_\_\_\_\_

\_\_\_\_\_

greedy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

angrily

hungry

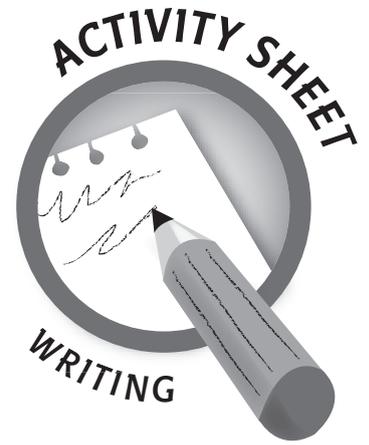
\_\_\_\_\_

\_\_\_\_\_

# Fast Forward – Level 23

## It's a Jungle Out There

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



▶▶ Use up to three examples or give the page references from the story to highlight the structural and grammatical features of a narrative text.

Feature	Example
Orientation	Pages
Complication	Pages
Resolution	Pages
Coda	Pages
Nouns	
Abstract noun	
Adjectives	
Time connectives	
Adverbs	
Adverbial phrases	
Adverbial clause	
Past tense action verbs	
Saying verbs	
Thinking verbs	
Similes	

# Fast Forward – Level 23

## Lizzie's Hidden Message

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



▶▶ Read the following sentences which refer to events in the story. For each one, find the sentence in the text which provides the same information, and write it on the line. Include the page number where you located this sentence.

If slaves managed to escape, they knew they would be able to hide out and be fed at a safe house.

\_\_\_\_\_ Page \_\_\_\_\_

At first, Beth could not understand why Gran thought the quilt was special.

\_\_\_\_\_ Page \_\_\_\_\_

At school, Beth was studying slavery, but she was not aware that any of her relatives had been involved in slavery.

\_\_\_\_\_ Page \_\_\_\_\_

It would have taken many hours to make a quilt like the one Lizzie made.

\_\_\_\_\_ Page \_\_\_\_\_

Many slaves worked out very intelligent ways to escape from the law.

\_\_\_\_\_ Page \_\_\_\_\_

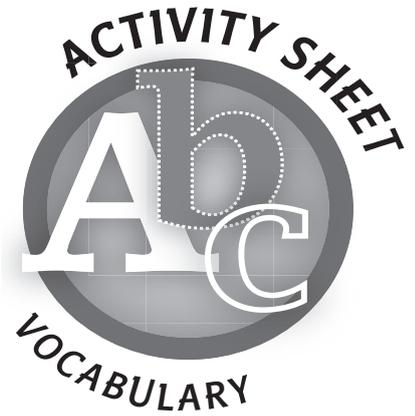
Slaves who didn't complete all their jobs for the farmer were penalised.

\_\_\_\_\_ Page \_\_\_\_\_

# Fast Forward – Level 23

## Lizzie's Hidden Message

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



▶▶ Use the bank of letters to write words to match the meanings below. Cross off each letter as it is used.

aaaaa	cccc	d	eeee eee	iiii		
ll	m	n	oo	p	q	rrrrrr
sssss ssss	tttt	uuuuu	v	y		

a short piece of literary writing

---

wealth and riches; something highly valued

---

a cover for a bed, with padding between two layers of material

---

eager to learn or know

---

a dressmaker

---

to do with the ordinary life of people

---

a relative who lived at an earlier time

---

caught; taken prisoner

---

# Fast Forward – Level 23

## Lizzie's Hidden Message



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

▶▶ Use the 'when a consonant is followed by y, change the y to i before adding -ed' rule to make these words into past tense. The first one has been done to show the steps.

try                      tri+ed                      tried

cry                      \_\_\_\_\_                      \_\_\_\_\_

\_\_\_\_\_                      repli+ed                      \_\_\_\_\_

spy                      \_\_\_\_\_                      \_\_\_\_\_

\_\_\_\_\_                      \_\_\_\_\_                      terrified

\_\_\_\_\_                      worri+ed                      \_\_\_\_\_

\_\_\_\_\_                      \_\_\_\_\_                      shied

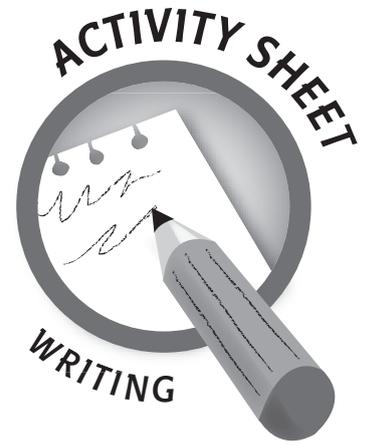
\_\_\_\_\_                      \_\_\_\_\_                      denied

hurry                      \_\_\_\_\_                      \_\_\_\_\_

supply                      \_\_\_\_\_                      \_\_\_\_\_

# Fast Forward – Level 23

## Lizzie's Hidden Message



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



Use up to three examples or give the page references from the story to highlight the structural and grammatical features of a narrative text.

Feature	Example
Orientation	Pages
Complication	Pages
Resolution	Pages
Coda	Pages
Nouns	
Adjectives	
Time connectives	
Adverbs	
Adverbial phrases	
Adverbial clause	
Past tense action verbs	
Saying verbs	
Thinking verbs	

# Fast Forward – Level 23

## The Contest

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



▶▶ Read the following sentences which refer to events in the story. For each one, find the sentence in the text which provides the same information, and write it on the line. Include the page number where you located this sentence.

Remember, you are good because Athena has taught you well.

\_\_\_\_\_ Page \_\_\_\_\_

Although she was not very old, Arachne had developed great spinning and weaving skills.

\_\_\_\_\_ Page \_\_\_\_\_

Athena is trying to scare me, but I will not allow her to do that.

\_\_\_\_\_ Page \_\_\_\_\_

No one else in this workshop has ever produced work as good as this.

\_\_\_\_\_ Page \_\_\_\_\_

I agree that the gods are sometimes not very nice to us.

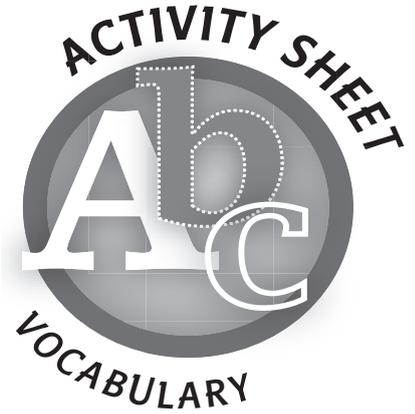
\_\_\_\_\_ Page \_\_\_\_\_

I know I am better than Athena, and if we had a competition I could prove it.

\_\_\_\_\_ Page \_\_\_\_\_

# Fast Forward – Level 23

## The Contest



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

▶▶ Use the bank of letters to write words to match the meanings below. Cross off each letter as it is used.

aaaaa	bb	ccc	ddd	eeeeee eeeeee		
gg	hh	ii	lll	nnn	oooo	p
rrrrrr	sssss	ttttt	uuu	v	w	

a contest or competition

\_\_\_\_\_

woven fabrics in the form of pictures

\_\_\_\_\_

the feminine form of 'god'

\_\_\_\_\_

refusing to agree or give in

\_\_\_\_\_

relating to fame and glory

\_\_\_\_\_

a person who weaves

\_\_\_\_\_

showing fine quality; easily damaged

\_\_\_\_\_

an animal, bird or fish

\_\_\_\_\_

# Fast Forward – Level 23

## The Contest



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



Use the 'when a consonant is followed by *y*, change the *y* to *i* before adding a suffix' rule to build word families. You may use *-es*, *-ly*, *-ed*, *-er* or *-est* suffixes. The first one has been done to show the steps.

happy

happily

happier

happiest

cry

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

copy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

greedy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

noisy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

angry

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

heavy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

supply

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

reply

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

easy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Fast Forward – Level 23

## The Contest



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



Use up to three examples or give the page references from the story to highlight the structural and grammatical features of a narrative text.

Feature	Example
Orientation	Pages
Complication	Pages
Resolution	Pages
Coda	Pages
Nouns	
Adjectives	
Time connectives	
Adverbs	
Adverbial phrases	
Adverbial clause	
Past tense action verbs	
Thinking verbs	

# Fast Forward – Level 23

## A Cashless Society



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



Read the following sentences which refer to facts from the text. For each one, find the sentence in the text which provides the same information, and write it on the line. Include the page number where you located this sentence.

The bank matches the signature at the bank with the signature on the cheque before processing the transaction.

\_\_\_\_\_ Page \_\_\_\_\_

With a debit card, people can only spend the amount of money they have in their bank account.

\_\_\_\_\_ Page \_\_\_\_\_

After a long while, most communities started using coins and paper money instead of trading goods.

\_\_\_\_\_ Page \_\_\_\_\_

Last century, cards that could be used in place of cash were introduced.

\_\_\_\_\_ Page \_\_\_\_\_

People commonly use electronic banking to put money into accounts or to take money out of accounts.

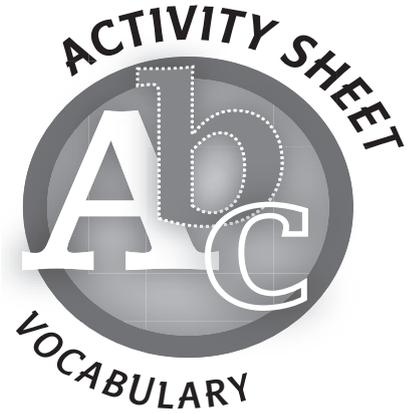
\_\_\_\_\_ Page \_\_\_\_\_

Modern machines and creative ideas have allowed people to buy and sell goods and services without needing to use cash.

\_\_\_\_\_ Page \_\_\_\_\_

# Fast Forward – Level 23

## A Cashless Society



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



Use the bank of letters to write words to match the meanings below. Cross off each letter as it is used.

aa	cccccc	d	eeee eeee	f	ggg
hhh	iiii	l	mm	nnnn	ooooo
pp	q	rrrrrr	sss	tttt	uu
yyyy					

a business deal

---

money put into a bank account

---

the use of mechanics to assist industry

---

the act of reproducing another person's signature

---

a piece of paper giving permission for a bank to transfer money from one account to another.

---

precautions taken against theft

---

a device for storing information

---

a sudden occurrence of danger

---

# Fast Forward – Level 23

## A Cashless Society



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



Use *ie* or *ei* to complete each of the following words according to the rule 'i before e except after c when the sound is long e'.

Then use a word to complete each of the sentences below.

bel \_\_\_ ve

rec \_\_\_ ved

rel \_\_\_ f

br \_\_\_ f

per \_\_\_ ve

y \_\_\_ ld

conc \_\_\_ ve

ach \_\_\_ ve

dec \_\_\_ ve

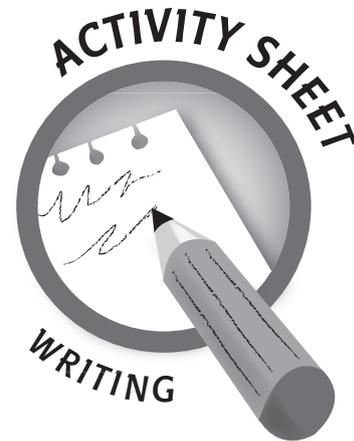
If you don't \_\_\_\_\_ me, we will not be able to \_\_\_\_\_ our goal.

I \_\_\_\_\_ your gift in the mail, along with a \_\_\_\_\_ note of thanks.

It was a \_\_\_\_\_ to learn that the \_\_\_\_\_ from the crop was higher than last year.

# Fast Forward – Level 23

## A Cashless Society



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



Use up to three examples or give the page references from the text to highlight the structural and grammatical features of a report.

Feature	Example
Opening statement	Page
Passages of information	Pages
Nouns	
Action verbs	
Present tense verbs	
Technical terms	
Complex sentence	
Topic sentences	1. 2. 3.

# Fast Forward – Level 23

## Aztec Beliefs

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



▶▶ Read the following sentences which refer to facts from the text. For each one, find the sentence in the text which provides the same information, and write it on the line. Include the page number where you located this sentence.

The Aztecs played many different types of instruments in their orchestras.

\_\_\_\_\_ Page \_\_\_\_\_

Ordinary, everyday people made up most of the numbers living in the empire.

\_\_\_\_\_ Page \_\_\_\_\_

Nobles were considered to be the strongest leaders and most influential group of people.

\_\_\_\_\_ Page \_\_\_\_\_

During times of war, the Aztecs captured people to use as offerings to the gods.

\_\_\_\_\_ Page \_\_\_\_\_

At the centre of all Aztec communities, there was a special place where people could meet to pray.

\_\_\_\_\_ Page \_\_\_\_\_

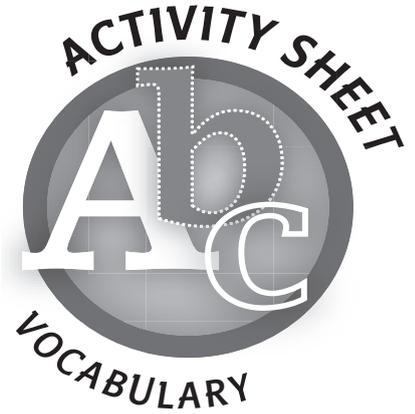
Aztecs believed it was very important to show respect and honour for the gods.

\_\_\_\_\_ Page \_\_\_\_\_

# Fast Forward – Level 23

## Aztec Beliefs

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



▶▶ Use the bank of letters to write words to match the meanings below. Cross off each letter as it is used.

aaa	ccc	eeeeee eeee	ff	hh		
iiiiii	lll	mm	n	ooo	ppp	q
rrrrrr	sssss sssss	ttt	u	v	w	

a group of people under the rule of a single person or state

\_\_\_\_\_

to pray; to show adoration

\_\_\_\_\_

times when one heavenly body obscures another

\_\_\_\_\_

positive aspects of a person's character

\_\_\_\_\_

a large group of musicians who play a variety of different instruments

\_\_\_\_\_

special events and performances for celebration

\_\_\_\_\_

a ritual performed for a special occasion

\_\_\_\_\_

a slave

\_\_\_\_\_

# Fast Forward – Level 23

## Aztec Beliefs



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



Change each of these singular words into plurals. For each one, show what you did to make the plural word. The first one has been done as an example.

Aztec	Aztec+s	Aztecs
class	_____	_____
year	_____	_____
city	_____	_____
lunch	_____	_____
quality	_____	_____
crowd	_____	_____
bush	_____	_____
ceremony	_____	_____
half	_____	_____

Use three of these words to write sentences about the Aztec empire.

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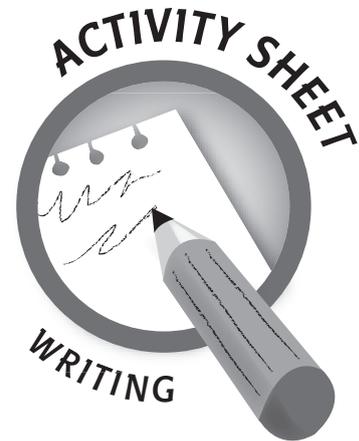
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# Fast Forward – Level 23

## Aztec Beliefs



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



Use up to three examples or give the page references from the text to highlight the structural and grammatical features of a report.

Feature	Example
Opening statement	Page
Passages of information	Pages
General nouns	
Relating verbs	
Present tense verbs	
Technical terms	
Complex sentence	
Topic sentences	1. 2. 3.

# Fast Forward – Level 23

## Discovering Metals



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



Read the following sentences which refer to facts from the text. For each one, find the sentence in the text which provides the same information, and write it on the line. Include the page number where you located this sentence.

By mixing metals, certain characteristics such as strength, weight and suppleness can be obtained.

..... Page \_\_\_\_\_

Due to its abundance and hardness, iron was more useful than bronze.

..... Page \_\_\_\_\_

In some places, people didn't discover metals, and the Stone Age only ended when they had contact with western civilisations.

..... Page \_\_\_\_\_

Metals make a valuable and necessary contribution to our everyday lives.

..... Page \_\_\_\_\_

Metal coins were used to pay people for work, and to replace the system of trading goods with people from other communities.

..... Page \_\_\_\_\_

When large pieces of iron and steel could be melted and shaped, many huge bridges and buildings were built.

..... Page \_\_\_\_\_

It is likely that the properties of copper were discovered accidentally.

..... Page \_\_\_\_\_

Gold could be easily shaped, so it was ideal for making jewellery and decorations.

..... Page \_\_\_\_\_

# Fast Forward – Level 23

## Discovering Metals



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



Use the bank of letters to write words to match the meanings below. Cross off each letter as it is used.

aaaa	bb	ccc	d	eeee eeee		
f	iiiiii	lllllll	m	nnn	oo	
ppp	rrr	ssss	tttt	uu	x	yyy

a soft, reddish metal, used to make bronze \_\_\_\_\_

not long ago \_\_\_\_\_

movement without breakage \_\_\_\_\_

long-lasting \_\_\_\_\_

tools for practical use \_\_\_\_\_

absolutely necessary \_\_\_\_\_

a mixture of two or more metals \_\_\_\_\_

the effect or impression made by something \_\_\_\_\_

# Fast Forward – Level 23

## Discovering Metals



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

▶▶ Add *-ing* to each of these words. For each one, show what you did to make the new word. The first one has been done as an example.

	us+ing	using
use		
make	_____	_____
date	_____	_____
trade	_____	_____
exchange	_____	_____
come	_____	_____
write	_____	_____
hope	_____	_____
believe	_____	_____
involve	_____	_____

Use three of these words to write sentences about the discovery of metals.

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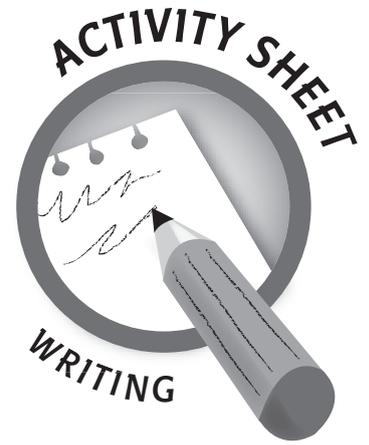
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# Fast Forward – Level 23

## Discovering Metals



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



Use up to three examples or give the page references from the text to highlight the structural and grammatical features of a report.

Feature	Example
Opening statement	Page
Passages of information	Pages
General nouns	
Relating verbs	
Action verbs	
Technical terms	
Complex sentence	
Topic sentences	1. 2. 3.

# Fast Forward – Level 23

## Forces

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



▶▶ Read the following sentences which refer to facts from the text. For each one, find the sentence in the text which provides the same information, and write it on the line. Include the page number where you located this sentence.

The force that keeps objects by keeping them on the ground is called gravitational force.

\_\_\_\_\_ Page \_\_\_\_\_

Smooth swimwear and snugly fitting caps held to keep friction to a minimum for swimmers who need to move rapidly through the water.

\_\_\_\_\_ Page \_\_\_\_\_

When two objects come into contact with each other, a force called friction is created.

\_\_\_\_\_ Page \_\_\_\_\_

Gravity causes objects that move away from the Earth's surface to return to Earth.

\_\_\_\_\_ Page \_\_\_\_\_

The heavier an object is, the greater the gravitational force it has.

\_\_\_\_\_ Page \_\_\_\_\_

Objects in space would not orbit the Earth if there was no gravity.

\_\_\_\_\_ Page \_\_\_\_\_

Friction can be of benefit to people as they move.

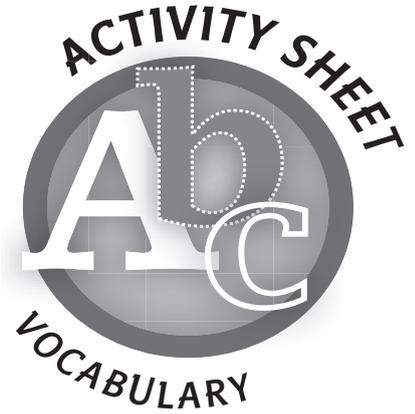
\_\_\_\_\_ Page \_\_\_\_\_

The north poles of two magnets will push away from each other; a north and a south pole of two magnets will pull towards each other.

\_\_\_\_\_ Page \_\_\_\_\_

# Fast Forward – Level 23

## Forces



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

▶▶ Use the bank of letters to write words to match the meanings below. Cross off each letter as it is used.

aaaaa	ccc	eeee eeee	ff	gg	
iiii	lll	m	nn	oo	p
rrrrrrr	s	tttttttt	v	x	y

a push or a pull

\_\_\_\_\_

the force that attracts objects towards the centre of the Earth

\_\_\_\_\_

a piece of iron or steel that attracts iron to it

\_\_\_\_\_

to pull towards another object

\_\_\_\_\_

to push away from another object

\_\_\_\_\_

resistance caused by one object rubbing against another

\_\_\_\_\_

a man-made device orbiting the Earth

\_\_\_\_\_

to use forcefully

\_\_\_\_\_

# Fast Forward – Level 23

## Forces



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

▶▶ Add *-ing* to each of these words. Because there is a short vowel before the final consonant, you will need to double the final consonant before adding the ending. For each one, show what you did to make the new word. The first one has been done as an example.

rub	rub+b+ing	rubbing
swim	_____	_____
run	_____	_____
pedal	_____	_____
stop	_____	_____
fit	_____	_____
skip	_____	_____
set	_____	_____
forget	_____	_____
shop	_____	_____

Use three of these words to write sentences about forces.

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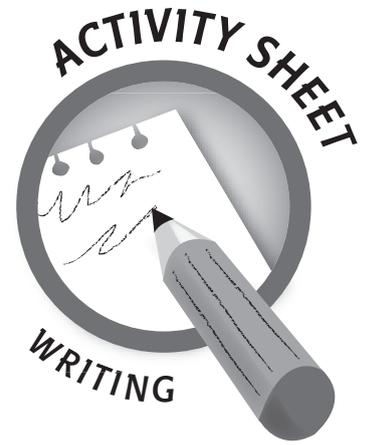
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# Fast Forward – Level 23

## Forces



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



Use up to three examples or give the page references from the text to highlight the structural and grammatical features of an explanation.

Feature	Example
Identifying statement	Page
Explanation sequences	Pages
General nouns	
Abstract nouns	
Action verbs	
Conjunctions of time/cause	
Adverbial phrases	
Technical language	
Complex sentences	1. 2. 3.

# Fast Forward – Level 23

## People Have Their Say



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

 Read the following sentences which refer to facts from the text. For each one, find the sentence in the text which provides the same information, and write it on the line. Include the page number where you located this sentence.

The ancient Romans did not exactly copy the Greek system of democracy.

\_\_\_\_\_ Page \_\_\_\_\_

After the execution of King Charles I, a system of government based on a democracy was formed in England.

\_\_\_\_\_ Page \_\_\_\_\_

Only people 18 years of age or older are thought to be grown up enough to vote for the government of a nation.

\_\_\_\_\_ Page \_\_\_\_\_

Scrutineering helps make sure that ballot papers are counted correctly, and that the results are accurate.

\_\_\_\_\_ Page \_\_\_\_\_

Regardless of your opinion, you can be involved in a talkback radio program.

\_\_\_\_\_ Page \_\_\_\_\_

Writing a letter to a newspaper is a good way to make your view known to a large number of people.

\_\_\_\_\_ Page \_\_\_\_\_

No matter which way people elect to have their say, the outcome is that they are participating in a democratic system of government.

\_\_\_\_\_ Page \_\_\_\_\_

If people are interested in making decisions on behalf of the nation, they can become a member of a particular political party.

\_\_\_\_\_ Page \_\_\_\_\_

# Fast Forward – Level 23

## People Have Their Say

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



▶▶ Use the bank of letters to write words to match the meanings below. Cross off each letter as it is used.

aaaa	bb	cccc	ddd	eeeeeee		
g	h	iiii	llll	mmm	n	oooooooo
ppp	rrrr	sss	tttt	uu	yy	

to object, or make known your dislike \_\_\_\_\_

a system of government involving members of the community \_\_\_\_\_

required to be done by law \_\_\_\_\_

a person seeking a position in an election \_\_\_\_\_

fully developed; grown up \_\_\_\_\_

fit, worthy or qualified \_\_\_\_\_

a plan or action adopted by a group \_\_\_\_\_

a partly enclosed space where a person stands \_\_\_\_\_

to mark their ballot paper \_\_\_\_\_

# Fast Forward – Level 23

## People Have Their Say



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

▶▶ Add *-ion* to each of these words. For each one, show what you did to make the new word. The first one has been done as an example.

pollute	pollut+ion	pollution
participate	_____	_____
populate	_____	_____
execute	_____	_____
indicate	_____	_____
immigrate	_____	_____
educate	_____	_____
co-operate	_____	_____
regulate	_____	_____
negotiate	_____	_____

Use three of these words to write sentences about the democracy and voting.

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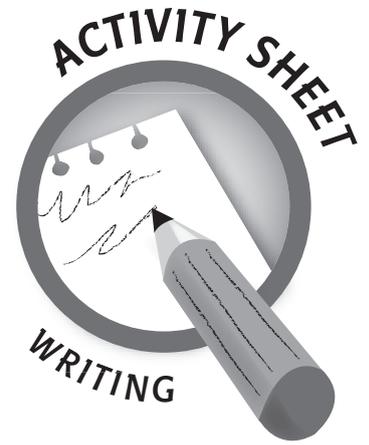
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# Fast Forward – Level 23

## People Have Their Say

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



▶▶ Use up to three examples or give the page references from the text to highlight the structural and grammatical features of a report.

Feature	Example
Opening statement	Page
Passages of information	Pages
General nouns	
Relating verbs	
Action verbs	
Present tense verbs	
Technical terms	
Complex sentence	
Topic sentences	1. 2. 3.

# Fast Forward – Level 23

## Twins



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

 Read the following sentences which refer to facts from the text. For each one, find the sentence in the text which provides the same information, and write it on the line. Include the page number where you located this sentence.

Doctors are sometimes able to separate Siamese twins, but in the past they had to live their lives joined together.

\_\_\_\_\_ Page \_\_\_\_\_

Inside each cell there is a set of building blocks explaining how the cell will develop.

\_\_\_\_\_ Page \_\_\_\_\_

If the mother produces two eggs and each one is fertilised, fraternal twins will develop.

\_\_\_\_\_ Page \_\_\_\_\_

Usually the divided cells of the embryo stay together, but sometimes they divide and form two identical babies.

\_\_\_\_\_ Page \_\_\_\_\_

If an egg splits in two after the twelfth day, mirror image twins occur.

\_\_\_\_\_ Page \_\_\_\_\_

Jim Springer and Jim Lewis were not raised in the same family.

\_\_\_\_\_ Page \_\_\_\_\_

After looking at the lives of twins, it would seem as though both DNA and the environment are important in deciding how people develop.

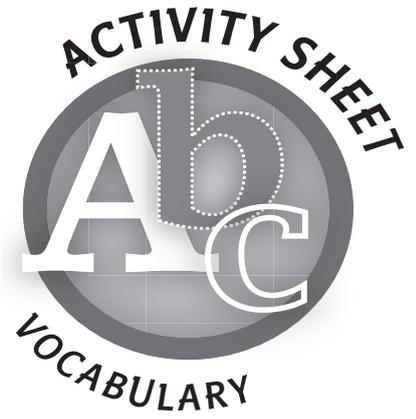
\_\_\_\_\_ Page \_\_\_\_\_

When Jim Springer and Jim Lewis met, they realised they were driving similar cars.

\_\_\_\_\_ Page \_\_\_\_\_

# Fast Forward – Level 23

## Twins



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



Use the bank of letters to write words to match the meanings below. Cross off each letter as it is used.

aaaaaa	b	cc	ddd	eeee eeee	f
iii	llll	mmm	nnnn	oo	pp
rrrrr	s	tttt	uu	x	y

exactly alike

---

twins developing from two separate eggs

---

the smallest unit of an organism

---

took another person's child as your own

---

the early stage of development of a human being

---

to inspect carefully or in detail

---

a small part of a whole thing

---

to encourage the development of a child

---

# Fast Forward – Level 23

## Twins



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

▶▶ Make each of these words into the plural form by adding either *-s* or *-es*. For each one, show what you did to make the new word.

The first one has been done as an example.

piano	piano+s	pianos
potato	_____	_____
volcano	_____	_____
halo	_____	_____
silo	_____	_____
tornado	_____	_____
tomato	_____	_____
hero	_____	_____
solo	_____	_____
embryo	_____	_____

Write three sentences including at least one of these words in each.

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# Fast Forward – Level 23

## Twins



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



Use up to three examples or give the page references from the text to highlight the structural and grammatical features of a report.

Feature	Example
Opening statement	Page
Passages of information	Pages
General nouns	
Relating verbs	
Action verbs	
Present tense verbs	
Technical terms	
Complex sentence	
Topic sentences	1. 2. 3.