

# Fast Forward – Level 24

## Danny's Dream

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



**▶▶** Answer these questions about the story.  
Give reasons for your answers.

1. Why did Danny's friends call him Bones? \_\_\_\_\_  
\_\_\_\_\_
2. Why was Danny popular? \_\_\_\_\_  
\_\_\_\_\_
3. What made Danny feel sad? \_\_\_\_\_  
\_\_\_\_\_
4. Why did Danny want to be like Eddy? \_\_\_\_\_  
\_\_\_\_\_
5. Why did Danny think he would be able to run in the cross country?  
\_\_\_\_\_
6. How did Danny's feelings change during the race? \_\_\_\_\_  
\_\_\_\_\_

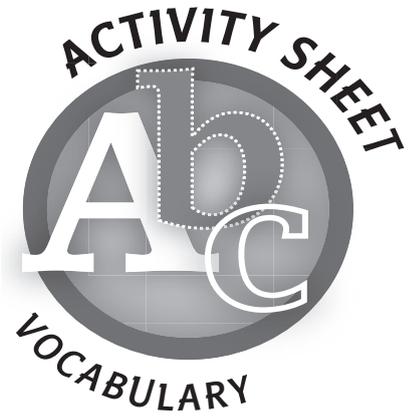
**▶▶** Read each sentence starter. Circle the words that best match your opinion about each character. Complete each sentence, giving reasons for your choice.

1. I think Danny was not very confident/confident because  
\_\_\_\_\_
2. I think Eddy was caring/not caring because  
\_\_\_\_\_
3. I think Danny was likeable/not very likeable because  
\_\_\_\_\_

# Fast Forward – Level 24

## Danny's Dream

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



 Change the word in brackets so that it makes sense in the sentence. Remember to check if you need to change the base word when you add a suffix.

1. Danny's knees were \_\_\_\_\_.(knob)
2. Danny \_\_\_\_\_ to be good at sports like Eddy. (try)
3. At the end of the Marathon, the three \_\_\_\_\_ got medals. (win)
4. In his dream, Danny was the \_\_\_\_\_ runner. (fast)
5. Danny trained for the race by \_\_\_\_\_ around the park. (jog)
6. Danny waited \_\_\_\_\_ for the race to start. (nervous)
7. Danny felt like a switch had been turned on and he \_\_\_\_\_ one runner after another. (pass)
8. As he was running, Danny felt as if he were \_\_\_\_\_ his dream. (live)
9. When he crossed the finish line, Danny \_\_\_\_\_ his arms like a champion. (raise)
10. After the race, Danny was \_\_\_\_\_ and wanted something to eat. (starve)

 Write each word in a sentence to show you understand its meaning.

dreamed \_\_\_\_\_

muscles \_\_\_\_\_

muscular \_\_\_\_\_

# Fast Forward – Level 24

## Danny's Dream



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



Read the word at the top of each column. Listen to the sound made by the underlined letters. Write words from the story that contain the same sound on each line. Remember: different combinations of letters can make the same sound.

lunchhbox

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others

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skinniest

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# Fast Forward – Level 24

## Goal!

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



**▶▶ Answer these questions about the story.**  
**Give reasons for your answers.**

1. Why didn't Coach Andrews think that Nathan would fit into the team? \_\_\_\_\_  
\_\_\_\_\_
2. How did being deaf affect the way Nathan played soccer? \_\_\_\_\_  
\_\_\_\_\_
3. How did sign language help the team play with Nathan? \_\_\_\_\_  
\_\_\_\_\_
4. Write three words to describe how Coach Andrews felt during the first half of the game. \_\_\_\_\_  
\_\_\_\_\_
5. What was Coach Andrews' attitude towards Nathan after the game? \_\_\_\_\_  
\_\_\_\_\_

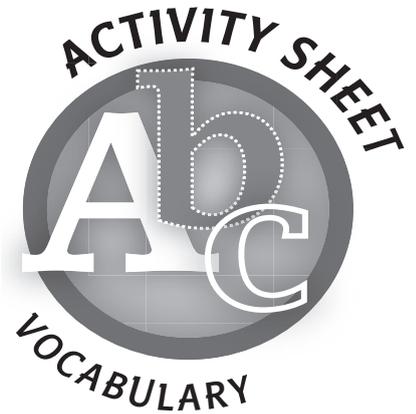
**▶▶ Read each sentence starter. Circle the words that best match your opinion about each character. Complete each sentence, giving reasons for your choice.**

1. I think Coach Andrews was unfair/fair because  
\_\_\_\_\_
2. I think Geoffrey was a caring friend/not a very caring friend because  
\_\_\_\_\_
3. I think the team were understanding/not understanding because  
\_\_\_\_\_
4. I think Nathan was confident/not very confident because  
\_\_\_\_\_

# Fast Forward – Level 24

## Goal!

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



 Change the word in brackets so that it makes sense in the sentence. Remember to check if you need to change the base word when you add a suffix.

1. Geoffrey looked \_\_\_\_\_ as he raced towards the soccer pitch. (worry)
2. "Nathan is deaf," \_\_\_\_\_ Geoffrey. (reply)
3. Nathan \_\_\_\_\_ dribbled the ball up the middle of the field. (skilful)
4. Nathan lost \_\_\_\_\_ of the soccer ball. (possess)
5. Geoffrey kicked the ball over the \_\_\_\_\_ heads. (defend)
6. Nathan punched the air to celebrate \_\_\_\_\_. (score)
7. Almost \_\_\_\_\_, one of Geoffrey's team-mates was tackled from behind. (immediate)
8. As the second half went on, the other players were starting to feel more \_\_\_\_\_ signing to Nathan. (comfort)
9. Coach Andrews watched \_\_\_\_\_ as his team launched their attack on the other team. (anxious)
10. At the end of the game, Coach Andrews was \_\_\_\_\_ a beaming smile. (sport)

 Write each word in a sentence to show you understand its meaning.

signal \_\_\_\_\_

signature \_\_\_\_\_

frustrated \_\_\_\_\_

frustration \_\_\_\_\_

# Fast Forward – Level 24

## Goal!

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



Read the word at the top of each column. Listen to the sound made by the underlined letters. Write words from the story that contain the same sound on each line. Remember: different combinations of letters can make the same sound.



towards

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asked

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Nathan

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Geoffrey

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cooch

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# Fast Forward – Level 24

## My Best Friend Thinks I'm a Genius



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

**▶▶** Answer these questions about the story.  
Give reasons for your answers.

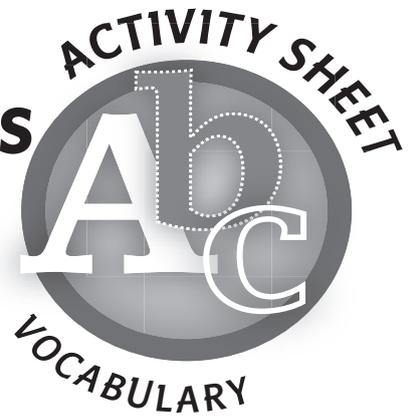
1. Why does Gary think Miles is a genius? \_\_\_\_\_  
\_\_\_\_\_
2. Where did Gary's idea for the MT come from? \_\_\_\_\_  
\_\_\_\_\_
3. What did the people from the future say that started Miles thinking he was a genius? \_\_\_\_\_  
\_\_\_\_\_
4. What do you think the woman was going to do with the electric razor? \_\_\_\_\_  
\_\_\_\_\_
5. Why did Gary think Miles had invented a matter transporter and not a time machine? \_\_\_\_\_  
\_\_\_\_\_

**▶▶** Read each sentence starter. Circle the words that best match your opinion about each character. Complete each sentence, giving reasons for your choice.

1. I think Miles was/was not a genius because \_\_\_\_\_  
\_\_\_\_\_
2. I think Miles was/wasn't a good inventor because \_\_\_\_\_  
\_\_\_\_\_
3. I think Gary was as clever/was not as clever as Miles because \_\_\_\_\_  
\_\_\_\_\_
4. I think Gary and Miles were likeable/not likeable because \_\_\_\_\_  
\_\_\_\_\_

# Fast Forward – Level 24

## My Best Friend Thinks I'm a Genius



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



Change the word in brackets so that it makes sense in the sentence. Remember to check if you need to change the base word when you add a suffix.

1. The hyper phone was \_\_\_\_\_ to let Miles talk to aliens. (suppose)
2. The MT was one of Gary's \_\_\_\_\_. (suggest)
3. "That zappy thing," he \_\_\_\_\_. (answer)
4. Gary wanted Miles to invent a matter \_\_\_\_\_. (transport)
5. "Maybe you didn't put the wires in the right place," said Gary \_\_\_\_\_. (hope)
6. Miles heard a \_\_\_\_\_ sound from above. (screech)
7. Miles had \_\_\_\_\_ invented a time machine. (accident)
8. The Tyrannosaurus Rex was the \_\_\_\_\_ dinosaur ever! (scary)
9. The people in the future told Miles he was the \_\_\_\_\_ inventor ever. (great)
10. Gary's eyes \_\_\_\_\_ when he saw Miles back in the shed. (wide)



Write each word in a sentence to show you understand its meaning.

disappear \_\_\_\_\_

reappear \_\_\_\_\_

impossible \_\_\_\_\_

possible \_\_\_\_\_

# Fast Forward – Level 24

## My Best Friend Thinks I'm a Genius



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



Read the word at the top of each column. Listen to the sound made by the underlined letters. Write words from the story that contain the same sound on each line. Remember: different combinations of letters can make the same sound.

sure

genius

guess

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computer

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# Fast Forward – Level 24

## Shipwreck

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



 Answer these questions about the story.  
Give reasons for your answers.

1. What did Matt and Milly do to keep safe and healthy before they found their parents? \_\_\_\_\_  
\_\_\_\_\_
2. What does Milly mean when she says that her Girl Scout training would come in handy one day? \_\_\_\_\_  
\_\_\_\_\_
3. What do Matt and Milly think is happening to their food? \_\_\_\_\_  
\_\_\_\_\_
4. How long was it before Matt and Milly found their parents? \_\_\_\_\_  
\_\_\_\_\_
5. How did the monkeys help to save Matt and Milly? \_\_\_\_\_  
\_\_\_\_\_

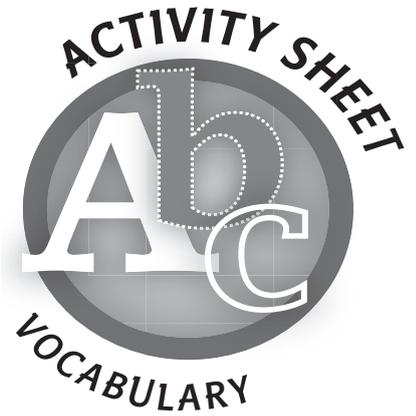
 Read each sentence starter. Circle the words that best match your opinion about each character. Complete each sentence, giving reasons for your choice.

1. I think Matt and Milly were clever/were not clever because \_\_\_\_\_  
\_\_\_\_\_
2. I think Milly was caring/was not caring because \_\_\_\_\_  
\_\_\_\_\_
3. I think the family was prepared/wasn't prepared for their sailing trip because \_\_\_\_\_  
\_\_\_\_\_
4. I think Matt and Milly were brave/were not brave because \_\_\_\_\_  
\_\_\_\_\_

# Fast Forward – Level 24

## Shipwreck

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



 Change the word in brackets so that it makes sense in the sentence. Remember to check if you need to change the base word when you add a suffix.

1. As night fell, the yacht started to roll \_\_\_\_\_. (wild)
2. There were some \_\_\_\_\_ in the life raft. (supply)
3. Milly used her Girl Scout \_\_\_\_\_ to catch fish. (train)
4. Milly thought that someone had \_\_\_\_\_ their food. (stole)
5. "Just wait until we get a bit \_\_\_\_\_." (close)
6. Matt and Milly saw a piece of their Dad's shirt \_\_\_\_\_ to a branch. (tie)
7. Matt could see a \_\_\_\_\_ in the trees. (clear)
8. Milly thinks that someone has been \_\_\_\_\_ their food. (steal)
9. Dad and Mum had hoped that Matt and Milly had \_\_\_\_\_ (survive)
10. Milly couldn't believe that they had \_\_\_\_\_ a new yacht. (bought)

 Write each word in a sentence to show you understand its meaning.

adventure \_\_\_\_\_

adventurous \_\_\_\_\_

imagining \_\_\_\_\_

imagination \_\_\_\_\_

# Fast Forward – Level 24

## Shipwreck



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



Read the word at the top of each column. Listen to the sound made by the underlined letters. Write words from the story that contain the same sound on each line. Remember: different combinations of letters can make the same sound.

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shipwreck

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# Fast Forward – Level 24

## Discovering Chemistry

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



What do you know about chemistry?

Recall facts from your reading to complete these tasks.

1. Write a definition of chemistry. \_\_\_\_\_

\_\_\_\_\_

2. Explain why gold is called an element. \_\_\_\_\_

\_\_\_\_\_

3. Explain why water is called a substance. \_\_\_\_\_

\_\_\_\_\_

4. Explain why air is called a mixture. \_\_\_\_\_

\_\_\_\_\_

5. List the discoveries made by each of these scientists.

Henry Cavendish: \_\_\_\_\_

Antoine Lavoisier: \_\_\_\_\_

Humphrey Davey: \_\_\_\_\_

John Dalton: \_\_\_\_\_

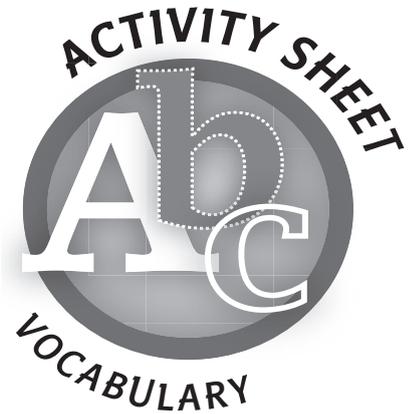
6. Describe the Periodic Table \_\_\_\_\_

\_\_\_\_\_

# Fast Forward – Level 24

## Discovering Chemistry

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



 Change the word in brackets so that it makes sense in the sentence. Remember to check if you need to change the base word when you add a suffix.

1. Scientists have made many \_\_\_\_\_ about the makeup of materials and substances. (discover)
2. Scientists who study \_\_\_\_\_ are called chemists. (chemist)
3. Ancient people in China believed there were \_\_\_\_\_ five elements. (actual)
4. Other people \_\_\_\_\_ with turning ordinary metals into gold. (experiment)
5. Scientists started to understand more about materials and substances by using \_\_\_\_\_ methods. (science)
6. An element is a substance in its \_\_\_\_\_ form. (pure)
7. Lavoisier started the system of \_\_\_\_\_ elements. (name)
8. A compound is a substance that is made up of more than one element joined together \_\_\_\_\_ (chemical)
9. Each element has an \_\_\_\_\_ number. (atom)
10. The world would be a very different place today if chemists had not \_\_\_\_\_ and created new substances. (investigate)

 Write each word in a sentence to show you understand its meaning.

experimentation \_\_\_\_\_

experimenting \_\_\_\_\_

observations \_\_\_\_\_

observing \_\_\_\_\_

# Fast Forward – Level 24

## Discovering Chemistry

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



Read the word at the top of each column. Listen to the sound made by the underlined letters. Write words from the story that contain the same sound on each line. Remember: different combinations of letters can make the same sound.

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# Fast Forward – Level 24

## Discovering Chemistry



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



Rewrite these sentences, adding commas to separate nouns in a list, beginning phrases and conjunctions, and to separate phrases in longer sentences. Read the sentences again to check your work.

1. Everyday things all kinds of materials as well as plant animal and human life are made up of substances. \_\_\_\_\_  
\_\_\_\_\_
2. Ancient people in China believed there were actually five elements – air earth fire and water plus metal. \_\_\_\_\_  
\_\_\_\_\_
3. They also invented tools such as funnels strainers and scales which were later used in chemistry. \_\_\_\_\_  
\_\_\_\_\_
4. Around the same time John Dalton put forward the idea that everything is made of atoms and that each element contains only one kind of atom. \_\_\_\_\_  
\_\_\_\_\_
5. In addition Mendelejev discovered a number of elements which he added to the table. \_\_\_\_\_  
\_\_\_\_\_
6. Chemists have been able to work out how to make thousands of new and useful products such as synthetic fabrics paints sunscreen cosmetics and medicines. \_\_\_\_\_  
\_\_\_\_\_

# Fast Forward – Level 24

## Living in Space

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



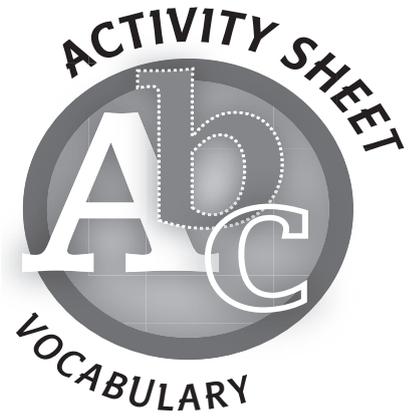
▶▶ What do you know about living in space?  
Recall facts from your reading to complete these tasks.

1. Retell the main events in the history of space travel between 1961 and 2001. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. List the tasks that need to be done before the astronauts set off for space.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
3. List the tasks that need to be done on board the space craft.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
4. Write what you know about food in space.  
\_\_\_\_\_  
\_\_\_\_\_
5. Write what you know about sleeping in space.  
\_\_\_\_\_  
\_\_\_\_\_
6. Write what you know about keeping clean in space.  
\_\_\_\_\_  
\_\_\_\_\_
7. Give reasons to explain why it is important for astronauts to exercise when they return to Earth. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Fast Forward – Level 24

## Living in Space

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



 Change the word in brackets so that it makes sense in the sentence. Remember to check if you need to change the base word when you add a suffix.

1. People have been living in space for \_\_\_\_\_ periods of time since 1961. (extend)
2. 'Cosmonauts' is the \_\_\_\_\_ term for astronauts. (Russia)
3. The first crew of cosmonauts arrived \_\_\_\_\_ in a spacecraft and docked with the space station. (separate)
4. Mir was \_\_\_\_\_ continuously from 1989 until 2001. (habit)
5. Astronauts have to prepare themselves \_\_\_\_\_ and mentally for the trip into space. (physical)
6. The space station does not have a \_\_\_\_\_ but it does have a cool room. (freeze)
7. Food sent to the space station has to be preserved by \_\_\_\_\_ or canning. (hydrate)
8. The space station is \_\_\_\_\_ moving due to the lack of gravity. (constant)
9. Moisture that evaporates into the air when the clothes are washed is \_\_\_\_\_. (cycle)
10. Astronauts \_\_\_\_\_ are to do exercises to protect their bones and muscles. (encourage)

 Write each word in a sentence to show you understand its meaning.

prepare \_\_\_\_\_

preparation \_\_\_\_\_

preserve \_\_\_\_\_

preservation \_\_\_\_\_

# Fast Forward – Level 24

## Living in Space

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



Read the word at the top of each column. Listen to the sound made by the underlined letters. Write words from the story that contain the same sound on each line. Remember: different combinations of letters can make the same sound.

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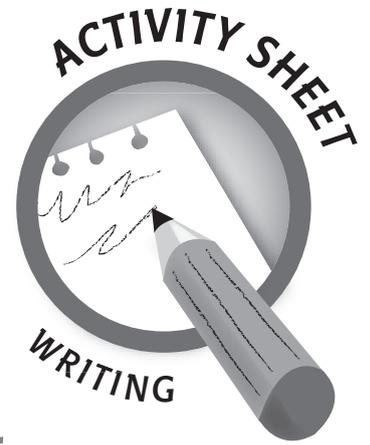
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# Fast Forward – Level 24

## Living in Space



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



Imagine you are an astronaut living in space. Use the information in the text and photographs to describe a day in your life, working on the space station. Use the writing prompts to help you.

Opening statement  
(who, where, when).

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Describe your work.

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Describe your food and eating habits.

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Describe what you do for rest.

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Describe what you do for hygiene.

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Describe what you do for exercise.

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Final comment.

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# Fast Forward – Level 24

## The Antarctic Treaty

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



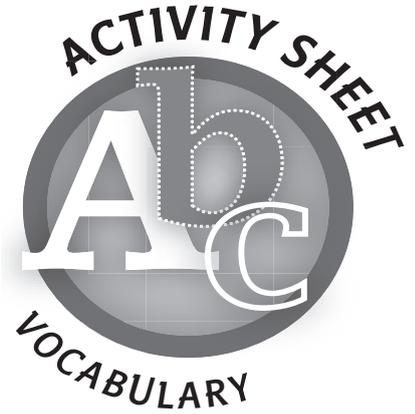
▶▶ What do you know about the Antarctic Treaty? Recall facts from your reading to complete these tasks.

1. Describe Antarctica. \_\_\_\_\_  
\_\_\_\_\_
2. Explain why the Antarctic Treaty was written. \_\_\_\_\_  
\_\_\_\_\_
3. Explain how the Antarctic Treaty promotes peace. \_\_\_\_\_  
\_\_\_\_\_
4. Explain how the Antarctic Treaty helps scientists do their research.  
\_\_\_\_\_
5. Explain how the Madrid protocol protects the Antarctic environment. \_\_\_\_\_  
\_\_\_\_\_
6. Explain why you think these groups of people visit Antarctica.  
Chefs: \_\_\_\_\_  
\_\_\_\_\_  
Mechanics: \_\_\_\_\_  
\_\_\_\_\_  
Doctors: \_\_\_\_\_  
\_\_\_\_\_  
Tourists: \_\_\_\_\_  
\_\_\_\_\_

# Fast Forward – Level 24

## The Antarctic Treaty

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



 Change the word in brackets so that it makes sense in the sentence. Remember to check if you need to change the base word when you add a suffix.

1. The first \_\_\_\_\_ landing in Antarctica was in the mid 1890s. (confirm)
2. A treaty is a \_\_\_\_\_ agreement signed by two or more nations. (write)
3. People from the Treaty nations agreed to co-exist \_\_\_\_\_ while in Antarctica. (peace)
4. Another aim was to promote international scientific \_\_\_\_\_. (cooperate)
5. The nations agreed that scientific information and \_\_\_\_\_ shall be exchanged between countries. (person)
6. The Treaty contains details about the \_\_\_\_\_ of Antarctica's plants and animals. (conserve)
7. One \_\_\_\_\_ is that it may be possible to mine minerals in Antarctica while still protecting the environment. (argue)
8. The Madrid Protocol set strict rules for the \_\_\_\_\_ of waste. (dispose)
9. \_\_\_\_\_ also work at the space stations. (electric)
10. \_\_\_\_\_ study the Southern Ocean. (oceanography)

 Write each word in a sentence to show you understand its meaning.

glaciologists \_\_\_\_\_

glaciology \_\_\_\_\_

biologists \_\_\_\_\_

biology \_\_\_\_\_

# Fast Forward – Level 24

## The Antarctic Treaty

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



 Read the word at the top of each column. Listen to the sound made by the underlined letters. Write words from the story that contain the same sound on each line. Remember: different combinations of letters can make the same sound.

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certain

reduce

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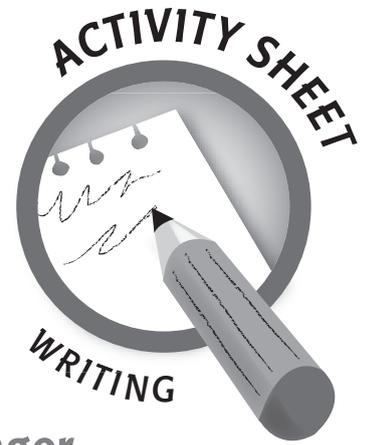
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# Fast Forward – Level 24

## The Antarctic Treaty



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



Rewrite these sentences, adding commas to separate nouns in a list, beginning phrases and conjunctions, and to separate phrases in longer sentences. Read the sentences again to check your work.

1. Antarctica is the coldest windiest driest and highest continent.  
\_\_\_\_\_
2. It is an ice-covered place where no plants grow and no land mammals reptiles or amphibians live. \_\_\_\_\_  
\_\_\_\_\_
3. Finally a team led by Norwegian Roald Amundsen reached it in 1911.  
\_\_\_\_\_
4. There has never been a war in Antarctica nations cooperate while doing scientific research and there are rules in place to protect Antarctica's environment. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Today 45 countries have signed the Antarctic Treaty.  
\_\_\_\_\_
6. Engineers mechanics carpenters plumbers electricians doctors chefs and station leaders also work at the stations.  
\_\_\_\_\_
7. Meteorologists study the atmosphere and weather glaciologists study Antarctica's ice and geologists study the Earth's crust in Antarctica and beneath the Southern ocean. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Fast Forward – Level 24

## The European Union

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

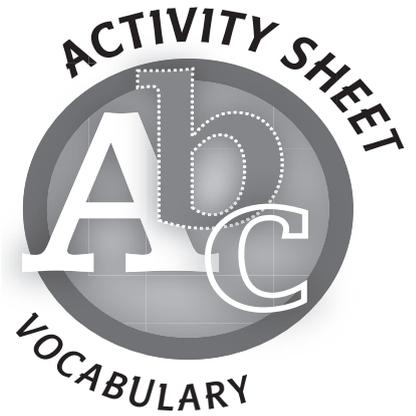


▶▶ What do you know about the European Union? Recall facts from your reading to complete these tasks.

1. What is the European Union? \_\_\_\_\_  
\_\_\_\_\_
2. Explain why the European Union was created. \_\_\_\_\_  
\_\_\_\_\_
3. Explain how a country becomes a member of the European Union.  
\_\_\_\_\_
4. Describe the responsibilities of these institutions in the EU.  
The Council of the European Union:  
\_\_\_\_\_  
The European Parliament:  
\_\_\_\_\_  
The European Commission:  
\_\_\_\_\_
5. Give five reasons why the European Union has created a better way of life for people living in Europe.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
6. Explain the meaning behind the European Union's motto 'United in Diversity'.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Fast Forward – Level 24

## The European Union



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

 Change the word in brackets so that it makes sense in the sentence. Remember to check if you need to change the base word when you add a suffix.

1. The European Union is an \_\_\_\_\_ made up of democratic European countries. (organise)
2. The first move towards the \_\_\_\_\_ of the EU began after World War II. (create)
3. A treaty is a written \_\_\_\_\_ signed by two or more nations. (agree)
4. The ECSC set up a common market in the hope of \_\_\_\_\_ peace and cooperation between countries. (promote)
5. The Council of the European Union is the EU's main decision-making \_\_\_\_\_. (institute)
6. Over time, other \_\_\_\_\_ were written and more European countries signed them. (treaty)
7. The Parliament and Council share responsibility for \_\_\_\_\_ EU's budget. (approve)
8. Before a candidate country can join the EU, it must meet the entry \_\_\_\_\_. (require)
9. It can take up to ten years from the time a candidate country applies to join the EU to it \_\_\_\_\_ a member. (become)
10. The EU celebrates the \_\_\_\_\_ that exists in Europe. (diverse)

 Write each word in a sentence to show you understand its meaning.

politician \_\_\_\_\_

political \_\_\_\_\_

united \_\_\_\_\_

unity \_\_\_\_\_

# Fast Forward – Level 24

## The European Union

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



 Read the word at the top of each column. Listen to the sound made by the underlined letters. Write words from the story that contain the same sound on each line. Remember: different combinations of letters can make the same sound.

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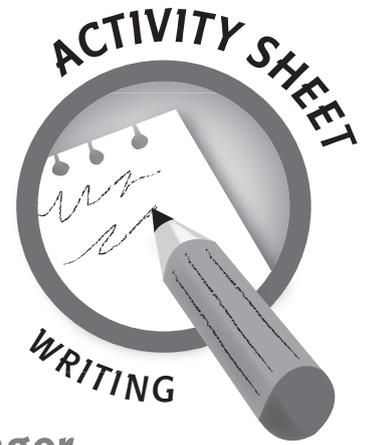
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# Fast Forward – Level 24

## The European Union



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



Rewrite these sentences, adding commas to separate nouns in a list, beginning phrases and conjunctions, and to separate phrases in longer sentences. Read the sentences again to check your work.

1. In a democracy the people decide how their country is run by voting for the representatives they want in government.  
\_\_\_\_\_
2. People in a democracy have rights such as the right to an education the right to vote and the right to speak freely.  
\_\_\_\_\_
3. In 1951 Belgium France Germany Italy Luxembourg and the Netherlands signed a treaty that set up the ECSC.  
\_\_\_\_\_
4. Over time other treaties were written and more European countries signed them.  
\_\_\_\_\_
5. The Treaty also called the Treaty of Maastricht came into force in November 1993.  
\_\_\_\_\_
6. Along with the Council of the European Union the Parliament passes EU laws.  
\_\_\_\_\_
7. Currently twelve EU countries use the same currency the euro.  
\_\_\_\_\_
8. The EU created a single market which means that people goods and services can move freely between EU countries.  
\_\_\_\_\_

# Fast Forward – Level 24

## The House of Wisdom

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



▶▶ What do you know about the House of Wisdom? Recall facts from your reading to complete these tasks.

1. Describe the House of Wisdom by writing brief facts to answer what, where, when, why and who.

What?: \_\_\_\_\_ When? \_\_\_\_\_

Where?: \_\_\_\_\_ Who? \_\_\_\_\_

Why? \_\_\_\_\_

2. Next to the dot points, write two of the most important facts about the work of these people at the House of Wisdom.

Al-Khwarizmi

- \_\_\_\_\_
- \_\_\_\_\_

Al-Kindi

- \_\_\_\_\_
- \_\_\_\_\_

Banu Masa brothers

- \_\_\_\_\_
- \_\_\_\_\_

Hunayn ibn Ishaqbest

- \_\_\_\_\_
- \_\_\_\_\_

3. Explain what happened to the House of Wisdom.

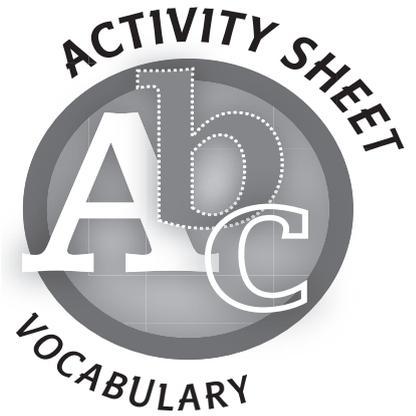
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# Fast Forward – Level 24

## The House of Wisdom

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



 Change the word in brackets so that it makes sense in the sentence. Remember to check if you need to change the base word when you add a suffix.

1. In the 1400s and 1500s great scientific thinkers changed the way people looked at the world by \_\_\_\_\_ the idea that the Earth was at the centre of the universe. (challenge)
2. Many of their breakthroughs had their \_\_\_\_\_ much earlier. (begin)
3. In the early 800s AD, the \_\_\_\_\_ Empire was ruled by a caliph called al-Ma'mun. (Islam)
4. He thought it was important to create places where people could work, study and pass on \_\_\_\_\_. (know)
5. Al-Khwarizimi was a \_\_\_\_\_ and astronomer. (mathematic)
6. Calculus is a special way of understanding \_\_\_\_\_ problems by using algebra. (practice)
7. The Banu Musa brothers developed new mathematical ideas that were \_\_\_\_\_ passed onto the rest of the world. (eventual)
8. These include using numbers, rather than \_\_\_\_\_ to show areas and angles. (explain)
9. The work that was done at the House of Wisdom was always seen as \_\_\_\_\_. (use)
10. These books were used for centuries in Islamic and European \_\_\_\_\_ (universe)

 Write each word in a sentence to show you understand its meaning.

astronomer \_\_\_\_\_

astonomy \_\_\_\_\_

medicine \_\_\_\_\_

medical \_\_\_\_\_

# Fast Forward - Level 24

## The House of Wisdom

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



Read the word at the top of each column. Listen to the sound made by the underlined letters. Write words from the story that contain the same sound on each line. Remember: different combinations of letters can make the same sound.



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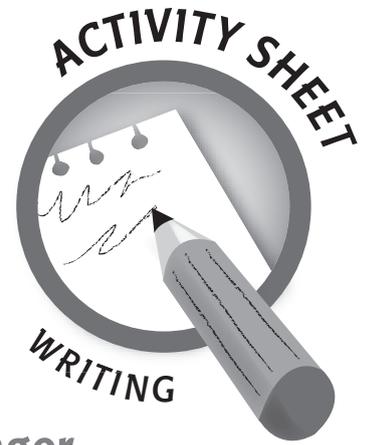
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# Fast Forward – Level 24

## The House of Wisdom



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



Rewrite these sentences, adding commas to separate nouns in a list, beginning phrases and conjunctions, and to separate phrases in longer sentences. Read the sentences again to check your work.

1. In the 1400s and 1500s great scientific thinkers such as Copernicus and Galileo changed the way people looked at the world.  
\_\_\_\_\_
2. In ancient times the Egyptians, Romans and Greeks had all made important advances in science.  
\_\_\_\_\_
3. Al-Ma'mun thought it was important to create places where people could work study and pass on knowledge.  
\_\_\_\_\_
4. Because of this al-Ma'mun decided to build a large library and a place of learning in Baghdad.  
\_\_\_\_\_
5. Al-Kindi was a philosopher scientist mathematician and medical doctor and he wrote more than 200 books on these subjects.  
\_\_\_\_\_
6. Using the mathematics developed at the House of Wisdom Islamic engineers were able to design and build many things.  
\_\_\_\_\_
7. Many Islamic scholars studied soils weather and water.  
\_\_\_\_\_
8. Although many of its treasures were lost forever a lot of the work there had already been translated into other languages.  
\_\_\_\_\_

# Fast Forward – Level 24

## Underground Rescue

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

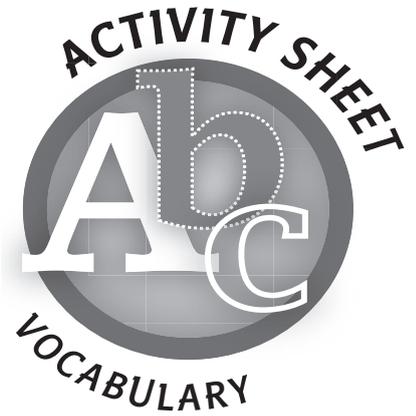


▶▶ What do you know about the underground rescue in Tasmania? Recall facts from your reading to complete these tasks.

1. Where and when did the rock fall occur? \_\_\_\_\_  
\_\_\_\_\_
2. What do people believe caused the rock fall? \_\_\_\_\_  
\_\_\_\_\_
3. Explain what is meant by the term 'a tight-knit community'.  
\_\_\_\_\_
4. Describe the conditions in which the miners were trapped.  
\_\_\_\_\_  
\_\_\_\_\_
5. List the equipment used to rescue the miners and explain how each was used. \_\_\_\_\_  
\_\_\_\_\_
6. What problems did the rescuers face when trying to rescue the miners? \_\_\_\_\_  
\_\_\_\_\_
7. For how long were the miners trapped before they were rescued?  
\_\_\_\_\_
8. Write three words to describe how the miners would have felt when they were rescued.  
\_\_\_\_\_

# Fast Forward – Level 24

## Underground Rescue



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

 Change the word in brackets so that it makes sense in the sentence. Remember to check if you need to change the base word when you add a suffix.

1. Three miners are trapped underground in a gold mine in \_\_\_\_\_ Tasmania. (north)
2. The news of the discovery caused \_\_\_\_\_ in the town of Beaconsfield. (sad)
3. It is believed they were found by thermal \_\_\_\_\_ cameras and a microphone. (image)
4. The rescuers have been working around the clock, excavating slowly, \_\_\_\_\_ but safely. (steady)
5. The rescue of Todd Russell and Brant Webb was \_\_\_\_\_ yesterday. (halt)
6. Focus has turned on a machine called a raise \_\_\_\_\_. (bore)
7. How are the people of Beaconsfield coping with the \_\_\_\_\_? (tense)
8. \_\_\_\_\_ rescuers were going to grind out a three-metre wide tunnel. (origin)
9. The cage was part of the machine they were working in when the rock fall \_\_\_\_\_. (occur)
10. The rescue is going more slowly than expected because a belt of hard rock is \_\_\_\_\_ very hard to drill through. (prove)

 Write each word in a sentence to show you understand its meaning.

freed \_\_\_\_\_

freedom \_\_\_\_\_

they're \_\_\_\_\_

their \_\_\_\_\_

# Fast Forward – Level 24

## Underground Rescue

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



Read the word at the top of each column. Listen to the sound made by the underlined letters. Write words from the story that contain the same sound on each line. Remember: different combinations of letters can make the same sound.



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# Fast Forward – Level 24

## Underground Rescue



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



Use this writing guide to write a brief recount of the rescue. Remember to use past tense verbs. Record the most important facts about the rescue.

Opening statement  
(who, what,  
where, when).

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Describe in order the events that led to the miners being rescued.

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Final statement.

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