



W.C. 11.5.20th May

English

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

After watching the videos and having a go at the practise activities, have a go at these activities..

Extensions – You may wish to deepen your learning by looking at the suggested worksheets (In addition, there is also work on **Purple Mash**).

There is a spelling quiz SUM1 WK 1

Just finished reading a book? Why not share your thoughts and feelings with this book review template.

Also check out Story Snaps on brackets, dashes and commas to show parenthesis.

Spelling activities



Use a dictionary to define the word **accommodate**.

Which word classes does the word **accommodate** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **accommodate** to these sentences.

Can you _____ us tomorrow?

This hotel can only _____ 100 guests.

How many pupils can the room
_____?

We can _____ a group in this room.

Write the syllables of the word **accommodate** inside the hands.



Which letter from the word **accommodate** is missing below?

o m e a d
c a m t c

Trace the word **accommodate**.

accommodate

Complete the word **accommodate**.

accom_____

_____odate

_____o_____

ac_____da_____

Write a synonym and an antonym for the word **accommodate**.

Synonym: _____

Antonym: _____

Write your own question containing the word **accommodate** as a verb.

Edit and improve these words so that they correctly spell the word **accommodate**.

acomodate

acomidate

acommerdate

Use a dictionary to define the word **accompany**.

Which word classes does the word **accompany** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **accompany** to these sentences.

Will you _____ me?

Mr Jones will _____ you on the trip.

I will _____ you home.

Suki, please _____ Fred to see the headteacher.

Write the syllables of the word **accompany** inside the hands.



Which letter from the word **accompany** is missing below?

o m p a n
c a m c

□

Trace the word **accompany**.

accompany

Complete the word **accompany**.

accom_____

_____pany

_____o_____

ac_____pa_____

Write your own statement containing the word **accompany** as a verb.

Write a synonym and an antonym for the word **accompany**.

Synonym: _____

Antonym: _____

Edit and improve these words so that they correctly spell the word **accompany**.

accompny

acompany

accumperny

Statutory Spelling Word Activity Mat: according

(3)

Use a dictionary to define the word **according**.

Which word classes does the word **according** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **according** to these sentences.

_____ to Will, Hamza won't come.

I think everything will go _____ to plan.

_____ to the weather report, it will rain today.

I did it _____ to your instructions.

Write the syllables of the word **according** inside the hands.



Which letter from the word **according** is missing below?

o r d a
c n g c

□

Trace the word **according**.

according

Complete the word **according**.

accor_____

_____ing

_____o_____

ac_____di_____

Write your own statement containing the word **according** as an adverb.

Write a synonym and an antonym for the word **according**.

Synonym: _____

Antonym: _____

Edit and improve these words so that they correctly spell the word **according**.

acordding

accoardding

accordang

Statutory Spelling Word Activity Mat: achieve

4

Use a dictionary to define the word **achieve**.

Which word classes does the word **achieve** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **achieve**.

achieve

Write a synonym and an antonym for the word **achieve**.

Synonym: _____

Antonym: _____

Add the word **achieve** to these sentences.

I will _____ my goals.

You will _____ a lot if you work hard.

Do you think Rob will _____ success?

No one can _____ anything without effort.

Write the syllables of the word **achieve** inside the hands.



Which letter from the word **achieve** is missing below?

h i v
c e a

□

Complete the word **achieve**.

ach _____

_____ eve

_____ h

ac _____ v

Write your own statement containing the word **achieve** as a verb.

Edit and improve these words so that they correctly spell the word **achieve**.

acchieve

acheve

acheeve

Statutory Spelling Word Activity Mat: aggressive

5

Use a dictionary to define the word **aggressive**.

Which word classes does the word **aggressive** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **aggressive**.

aggressive

Write a synonym and an antonym for the word **aggressive**.

Synonym: _____

Antonym: _____

Add the word **aggressive** to these sentences.

Please don't be _____ with me.

Briony can be an _____ person.

Is he ever _____?

Do not use an _____ attitude towards me.

Write the syllables of the word **aggressive** inside the hands.



Which letter from the word **aggressive** is missing below?

g r s i v
g a s e

□

Complete the word **aggressive**.

aggre _____

_____ sive

_____ e

agg _____ s

Write your own exclamation containing the word **aggressive** as an adjective.

Edit and improve these words so that they correctly spell the word **aggressive**.

agressive

aggesive

agresieve

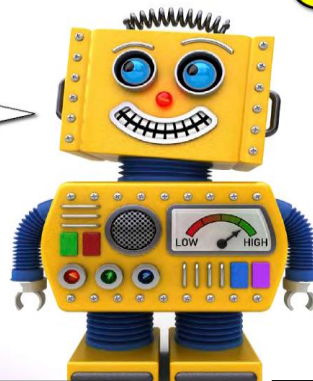
Monday

To write a formal report

Report Writing

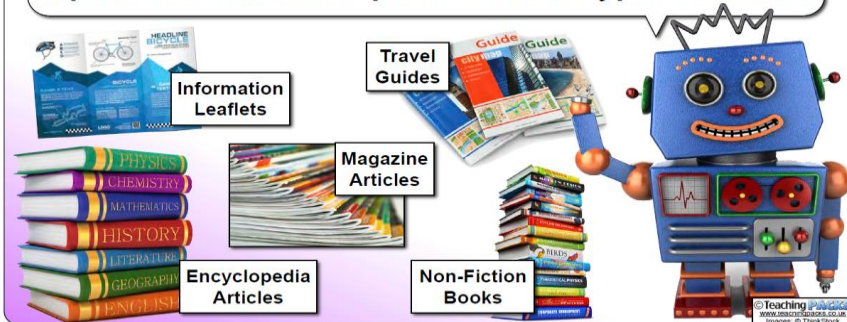
Reports tell us what things are (or were) like.

They are sometimes called **non-chronological reports**. This means that they are not written in time order.



Types of Reports

Reports can describe all kinds of subjects and topics. You can find reports in these types of texts...



Features of a formal report

	Topic title covers the whole subject.		Non-chronological reports use factual language .
	Brief introduction paragraph gives who/what/where overview.		Present tense verbs (unless it is a historical report, then it would be past tense).
	The information is organised into paragraphs .		Technical language may be explained in a glossary.
	Each category has a sub-heading .		Third person makes it impersonal.
	Some information may be in fact boxes or bullet-point lists.		Non-chronological reports have a formal tone .
	Extra details support the main points.		General language , not particular examples.

Mild

Read the report below about Pyramids and
annotate/underline its features

Does this report include the following?

Key

1. Include a title which tells my reader what my report is about.
2. Write an introduction giving the reader some brief information about the topic.
3. Use organisational devices to structure my text e.g. sub-headings, bullet points.
4. Use a formal tone.
5. Use technical or topic language.
6. End with a summary.

The Pyramids of Ancient Egypt¹

The pyramids were tombs that were built for the pharaohs – the kings. The size of the pyramid is believed to signify the level of importance of the person entombed inside.⁴ Due to their belief that a mummified person would live forever, the ancient Egyptians built these tombs to keep their bodies safe when they departed from the world.

It is not known how many men it took to build a pyramid, with estimates ranging from 2000 to 100,000! Pyramid building would always happen when the Nile was flooded which is thought to be because the water was used to transport the stone.

The Tomb³

From the outside, the pyramids⁵ look quite simple but inside were various passages and chambers, some with secret entrances and trapdoors.

The mummified⁵ body of the pharaoh⁵ would be placed in a sarcophagus⁵ (a large stone coffin), which was then surrounded by other chambers containing precious items that were thought to be needed in the afterlife. Other chambers might be used for family members.

Hieroglyphics³

The chambers and passages were intricately decorated with pictures and hieroglyphics⁵. At the Pyramid of Unas, many hieroglyphics were found – they are believed to tell stories of the King, religious tales, requests for help from the gods in the journey to the afterlife and serve as a warning to grave robbers!

The Sphinx³

The sphinx⁵ is a mythical creature with a Pharaoh's head, the body of a lion and sometimes the wings of a large bird. The word means 'father of dread' or 'the terrifying one'. Made of limestone, it sits near the Pyramids of Giza and is the largest stone statue in the world, at over 73m long, 19m wide and 20m high. It was believed to have been built during the reign of Khafra with the face made in his likeness. In mythology, the sphinx is believed to have asked impossible riddles and eaten anyone who answered incorrectly.

Which Is the Oldest Pyramid?³

Over 130 pyramids have been found in Egypt. The oldest, the Pyramid of Djoser, was built over 4000 years ago in Saqqara, south of Cairo. It was designed by the architect, Imhotep, and built during the third dynasty. This is thought to be the oldest monumental structure in the world made from cut stone.

Where Are the Most Famous Pyramids?³

The most famous pyramids are those in Giza. The largest of these pyramids is known as the 'Great Pyramid of Giza' and was built for Pharaoh Khufu. It took over 20 years to build and stood over 140 meters high, with many smaller pyramids surrounding⁴ it. Because the outer layer of stone has worn down, the pyramid now has a rough, rocky surface. However⁴, when the pyramid was originally built, it would have had an outer layer of stone with a smooth appearance. This pyramid is one of the 'Seven Wonders of the Ancient World'; in fact, it is the only one still standing. Built over 4500 years ago, this pyramid was the tallest man-made structure in the world until the 1300s. Approximately 2,300,000 limestone blocks were used, each weighing on average 2.5 tons.

The Khufu pyramid complex included five boat pits containing ships. It is not known whether these vessels ever touched water, were intended for the King's use in the afterlife, or perhaps transferred the King's body along the Nile to his tomb.

Nearby, stands the pyramid of Kafre, who was the son of Khufu and ruled between 2558 and 2532 BC. His pyramid was slightly smaller than that of his father but the two entrances have led some to believe that it was originally planned to be bigger.

Pyramids are fascinating but there is still much that we don't know about them; archaeologists continue their work in an attempt to discover more about the ancient world.

Medium/Spicy

Choose a topic or a significant individual and then write a report about them – you will find lots of information about a variety of topics and significant individuals in the topic section on Purple Mash

You can also use

<https://primaryfacts.com/famous-people/>

<http://primaryhomeworkhelp.co.uk/>

Tuesday

To write a powerful speech

A speech is a formal talk given to an audience.

- The language of a speech should target and interest the listeners.
- There are ranges of language techniques that can help to make your speech more powerful.

Watch

<https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z4w96v4>

Read the information below and then try the quiz

How to write a good speech.

Structuring your speech

Keep the structure simple to help the audience follow your points and ideas. Think about which points are more important and focus on reinforcing them. You may want to put your most important points near the beginning of the speech. Include supporting examples and facts, but do not overload the speech with too much detail

The opening

Start with an opening that hooks your audience. Get their attention and prepare them to focus on the words that will follow. For example, you could use:

- **A powerful image** - 'Imagine a huge clock - the slow, steady tick filling this room. Counting away the seconds and minutes we have left to act.'
- **Humour** - 'You can take my advice ... I am not using it!'
- **A shocking or surprising fact** - 'Did you know that a million species have already vanished from our world?'

Think carefully about how you want your audience to feel. Humour may work well for some topics or audiences but might not with others.

Keep listeners engaged.

Repetition - try repeating a key word or phrase to reinforce a point.

For example, 'We have seen what we need to do. Now we need to do it and do it together.'

Quote an expert or use a statistic - these details can make your speech more convincing and give authority to your

arguments.

For example, '70 per cent of young people say being online helps them understand what is happening in the world.'

Alliteration - repeating a sound in your speech could give your point more impact.

For example, repeating an 's' sound, 'This situation should send shock waves across our society'

The ending

It could be useful to include phrases directed at the audience that highlight you are ending the speech:

'I hope these ideas I've shared today will fill your thoughts on the way home.'

'Thank you all for listening today.'

1.	Why is repetition effective in a speech?
	A. It makes it funny
	B. It supports your point
	C. It reinforces a key point
2.	How can you give authority to your speech?
	A. Give your own opinions
	B. Quote experts or statistics
	C. Use humour

3. What effective speech techniques are being used here?

'You hold our fragile future in your hand's

A. Humour and facts

B. Statistics and repetition

C. Alliteration and imagery

4. What is the main purpose of a speech opening?

A. Getting the listeners attention

B. Giving evidence

C. Linking points together

5. How can you make sure the point of your speech is clear?

A. Using lots of metaphors

B. Using lots of details and facts

C. Repeat and reinforce the point

Medium

Features of Writing to Persuade

Imperative Verbs

Imperative verbs tell the reader what to do. They help to get your message across really clearly.

Buy this floating fence post today!

Improve the places that you love.

Considered Repetition

To make sure that you really get your point across, you'll want to repeat important facts or the name of the product.

Be careful not to make your writing sound too repetitive.

Adverbials

Use adverbials to engage with your reader.

Surely, you can agree...

Unbelievably, this product is on sale at the incredibly low price of...

Rhetorical Questions

Rhetorical questions are questions which don't need an answer.

They can help your reader to feel like you are talking specifically to them.

Are you fed up with...?

Read the speech below and annotate its features

Imperative Verbs

These tell your reader what to do. They help to get the message across clearly.

Considered Repetition

How many times has Badger or their promises been mentioned in this text?

Adverbials

These help to engage your reader and persuade them that what you're saying is true.

Rhetorical Questions

These are questions which make your reader feel like you're talking directly to them.

Vote for Badger

At the next election, you have a vital choice to make. For too long, this area has been ruled by the tyrant, Fox. It's time for a change. Make that change happen by voting for Badger.

Having lived in this constituency since they were a cub, Badger understands the needs of this town better than anyone. They remember the days when animals wouldn't have to scavenge for scraps because food was plentiful and they are determined to return us to those times.

Having worked closely with locals, Badger has set out a plan which will revolutionise the way that we interact with each other and the land around us.

Badger believes in putting you first. Imagine that you have an issue which you feel needs addressing. At the moment, you would need to fill in a form and wait several weeks only for there to be a slim chance of one of Fox's advisors actually opening your letter and replying. With Badger in charge, you will receive regular opportunities to air your concerns with public meetings chaired by Badger themselves.

Remember: a vote for Badger means a vote for a better world for your children; a better way of life and a better tomorrow.



You wouldn't want to vote for anyone else, would you?

Spicy

Use the word mat below to help you write a speech about something that you are passionate about

Writing to Persuade Word Mat

Whether you're writing a letter, a speech or a campaign, you need to persuade your reader that what you're saying is true.

Imperative Verbs	Persuasive Adjectives	Rhetorical Questions	Fronted Adverbials
ask bring buy campaign demand ensure expect get improve listen pick purchase stand switch vote	astounding flawless ideal incredible loyal magnificent never before seen newly-designed one of a kind perfect powerful spectacular splendid unbeatable unique unmissable	Do you really want...? Do you think...? Have you always wanted a solution for...? Have you considered...? Have you tried...? How can you live without...? What are you waiting for? What is better than...? Who better to...? Why not try...?	By tomorrow, Daily, In the future, Incredibly, Just in time, Much admired, Now, Purely practical, Surely, Unbelievably,
			
Subjunctive Mood Examples If I were you, I would buy this product immediately. It is vital that you vote for me on the day of the election. I propose that you buy this product immediately.			

Features of Speech Writing - A Forest

A

Alliteration

F

Facts

O

Opinion

R

Repetition/Rhetorical Language

E

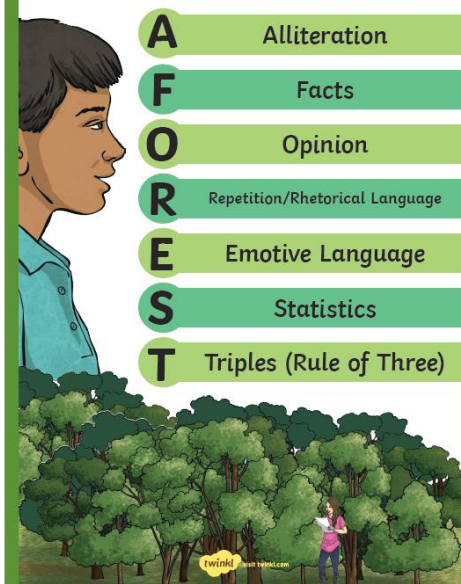
Emotive Language

S

Statistics

T

Triples (Rule of Three)



Use the links below to help

Listen

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-churchill-their-finest-hour/z7nc382>

Wednesday

To write a debate argument

Watch

<https://www.bbc.co.uk/bitesize/topics/zxvv4wx/articles/zt-x8pbk>

What Is a Balanced Argument?

A balanced argument looks at different points of view on an issue, providing arguments for and against. It presents a balanced set of arguments without leaning one way or the other.



When writing a balanced argument, it is important to remember that it doesn't matter whether you are for or against the issue to begin with. You must present both sides of the argument fairly.

Then, in the final paragraph, after balancing both sides of the argument, you can state which side you agree with.

What Makes a Good Balanced Argument?

It needs:

- an introduction;
- opposing views of for and against;
- supporting evidence;
- a concluding paragraph that includes the writer's own opinion; to be interestingly written.

It should have:

- a mixture of causal conjunctions and adverbials.

It has to be:

- written in the third person (except final paragraph);
- written using formal and technical language.

Read this Example argument from the spring term to refresh your memory about how to write a balanced argument

Should Zoos be banned?

Zoos are very popular - and becoming increasingly more so - and have been around, in one form or another, for over 100 years now. Originally, zoos' conditions were poor and animals were treated badly yet they have grown more suitable for both humans and animals, though many people still question if it is right to be doing this to animals. This balanced argument will discuss if zoos should be kept open or banned, consider the benefits to all species and debate whether the potential damage caused is too high.

The most critical reasons as to why zoos should be kept open is that they can prevent extinction of certain animals. In the wild, animals can be hunted and eaten by any predator that could threaten their existence. All animals in Zoos can be cured easily if they fall ill and can be fed healthier food. Now, in the 21st century, the cages can be

modified to suit the animal or animal's needs. Consider Twycross Zoo as an example. Recently, they spent over £20,000 pounds redesigning their monkey and gorilla sanctuary: this investment has enabled the animals there to thrive. Their natural habitats, which are in decline for a variety of reasons, cannot guarantee protection whereas a zoo can ensure a species' survival.

Additionally, Zoos can be great fun for humans and can also teach them more about animals. Some people say that you can learn about animals on TV and the Internet although without actually seeing the animal in real life. However, you can't see their interactions with others of the same species; observe them in habitats that replicate their own; and you can't feel their skin, fur or scales through a screen.

However, one argument against zoos being kept open is that being trapped in one cage can bore an animal. Animals do not normally act naturally around people and that does not teach anyone how they behave. Bright camera flashes can shock animals, and people love to take pictures of anything they find interesting - including animals. Unfortunately, Sea World (in America) is regularly in the news for these negative reasons. They have had to put down several of their Orcas in the past twenty years as the animals have started to display disturbing behaviours such as: head-banging against the glass, harming other orcas within the tanks and finally grievously harming humans during performances. David Attenborough - a famous naturalist - has been quoted to say, "Conservation of animal's natural habitats should be human's focus, not building more zoos to make us feel better for destroying their homes!"

Moreover, animals that are caged up cannot grow well and do not learn how to hunt properly. They cannot experience how it feels to roam

the wild freely. They can only meet other animals in their cage so cannot socialise and this can cause stress, increased anxiety levels and often this leads to self-harming behaviours being displayed, which were mentioned above. Sometimes, animals are removed from their natural habitats and separated from their families. How would you feel if you were seized from everything you know and placed inside a glass cage for the rest of your life?

In conclusion, I personally think Zoos should be kept open. They can keep animals healthy, feed them when they need food and stop their extinction. Animals that live within zoos often have an extended life span compared to animals in the wild. This has to prove how zoos can benefit animals! I would like the next generation to be able to see the animals we see today in zoos and ensure that no other animals have to become extinct. Will we be able to guarantee the preservation of all species for the future in the wild? I feel that zoos are the safest, easiest and supportive way of ensuring the continuation of all animals.

Choose one of the ideas below and write a balanced argument.

1 School uniform should be banned.	9 Winter is better than summer.	17 School pupils should have PE every day.
2 School holidays should be made longer.	10 The school day should start earlier and finish earlier.	18 Fizzy drinks should be banned.
3 Everybody should have a pet.	11 Hard work is more important than talent.	19 Every pupil should learn a second language.
4 Pupils should be allowed to use mobile phones in class.	12 Is social media a positive or negative influence?	20 We should get rid of pencils and jotters and use electronic devices instead.
5 Animal testing should be banned.	13 Should the voting age be lowered?	21 We should be allowed to take an afternoon nap in school.
6 We should have a fast food restaurant in school.	14 Every pupil should learn to play a musical instrument.	22 Pupils should be paid for attending school.
7 School holidays should be made shorter.	15 Pupils should be able to choose how much homework they receive.	23 How much time should we spend watching TV each day?
8 At what age should people be allowed to use social media?	16 All zoos should be closed.	24 Footballers are paid too much money.

1. Think of your ideas for an against

For	Against
------------	----------------

Useful words and phrases

Firstly	Secondly	On the one hand	As a result	Because
Consequently	Due to	For this reason	Hence	Thus
In consequence	In order to	In this way	Otherwise	An outcome of
Since	So that	Subsequently	Therefore	Although
Though	Even though	While	On the other hand	However
Despite this	Nevertheless	Otherwise	On balance	In conclusion

Balanced Argument Checklist



The opening paragraph introduces the argument.	
It contains opposing views of for and against.	
There is evidence to support your arguments.	
There is a concluding paragraph that includes the writer's own opinion.	
It is interestingly written.	
It is written in the third person (except final paragraph).	
The final paragraph is written in the first person.	
It is written using formal and technical language.	
It contains a mixture of causal conjunctions and adverbials that have been used correctly.	



Writing a Balanced Argument

Title of your argument: _____

First of all, you need to introduce your argument.

Top tip!
Write in the
third person:
'they', 'their'...

In this balanced argument, I will be discussing _____

Now use your for and against planning sheet to write the next paragraph. Look at the first 'for' point and write about that.

To begin with _____

Top tip!
Use words from
the 'Useful Words
and Phrases
Sheet'.

Now look at the first 'against' point and write an opposing paragraph.

On the other hand, _____

Thursday

To write a recount

<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zgfhcj6>



Recounts are a way of retelling an important event or describing an experience that you have had to others.

Recounts are written in the past tense because you are writing about something that has already happened.

Types of Recount Writing

Lots of different types of text can recount events and describe things that have happened. Some of these include...



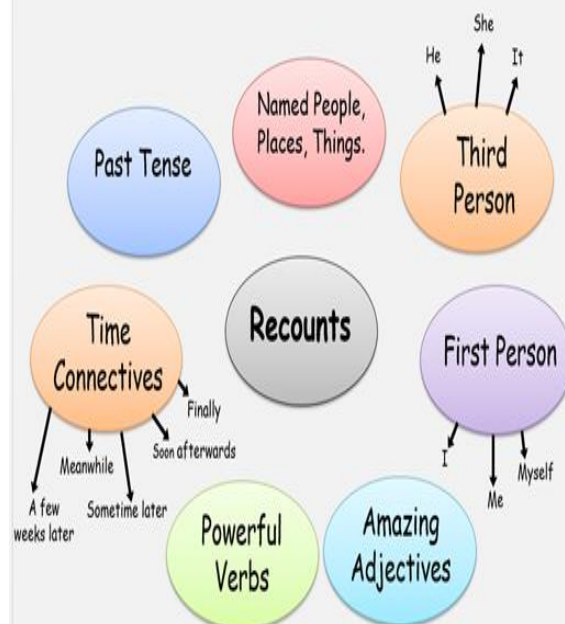
Organisation

Recount texts are usually organised like this.



Introduction <i>Set the scene by telling your audience...</i> • when and where the event(s) took place, • who was involved and how they got there, • what happened and why.
Events <i>Using lots of detail, tell your audience...</i> • about the sequence of events that took place, in the order that they happened. You could use paragraphs to separate each event. As well as describing the facts, you could mention the feelings of the people involved (and use quotes from them).
Conclusion <i>Tell your audience...</i> • what happened in the end. You could also add your own comment about the events.

Language Features



Mild

Read the recount extract and annotate its features using this checklist to help

Introduction paragraph briefly covers who, what, where and when about the event.	Concluding paragraph links back to the introduction.
First or third person , depending on whether the writer was present.	Explanation of why the events were significant and to whom.
Past tense is used (except if links to present/future are made in the conclusion).	Extra details about how and why the event happened in main paragraphs.
Named, specific people , places and things are described.	Personal recount uses stronger language, including description of emotions.
Time conjunctions , usually in chronological order.	Impersonal recount is more factual and direct.
Quotations from witnesses/people who were there.	

Dear Diary,

Yesterday, my very first lesson at Hobworth Primary School was literacy. We were learning about biographies and focusing on famous authors. I'd worked on this genre at my old school so I felt confident with what I'd been asked to do. Mr Mills, my new teacher, seemed pleased with what I'd produced at the end of the lesson.

Next it was assembly and Mrs Clements, the head teacher, was telling everyone about the school fayre and how we could buy raffle tickets to win a gigantic Easter egg. At the end of the assembly, Mrs Clements asked how I was getting on, so I told her that I'd had a funny feeling in my stomach all morning. She reassured me by explaining that she remembered having that same feeling on her first day, too.

After assembly, it was break time. Mr Mills asked Louis and Peter to show me around the absolutely huge playground. The boys told me about the activities on offer and what I should do if I was ever upset about something during break or lunch.

Next, it was the class spelling test and as it was my first day, Mr Mills just told me to have a go. I didn't do too badly when you think I'd not even practised the words! Suddenly the bell rang, signalling that it was lunch time.

I chatted outside in the school garden with Louis, Isma, Peter and Mike during the lunch break. They asked me loads of questions about my old school and I explained that the hardest part was leaving my old friends behind. I told them that my family had moved because my Dad had got a promotion and had to work in a different office. Then we heard the whistle blow and it was our turn for lunch. The canteen was huge with long tables spread out around the room. I chose a cheese and pickle salad sandwich, followed by a peach yoghurt. I sat down on one of the little blue seats with my new friends and ate my lunch. It was quite noisy in there and as I scanned the other tables, it felt strange not to recognise any faces. At this very moment, I missed what was familiar to me.

After lunch, it was science. We were learning about irreversible and reversible changes and conducting experiments with different types of food, it was really cool. Lastly, it was music and we were composing in small groups using a range of percussion instruments. My group worked really hard and we performed our piece at the end of the lesson. Mr Mills was impressed and gave some constructive feedback to help us improve.

Finally, it was home time and I've never been so pleased to see my Dad. Overall, the day had gone well, I'd made new friends and I liked my new teacher. Dad told me that he was really proud of me.

Medium/Spicy

Think of something that you have done recently and write a recount about it

You could choose to write a letter - maybe to your ear 6 teachers

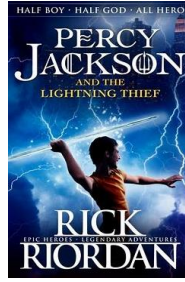


A diary of life in May 2020

A Newspaper report about something that has caught your imagination

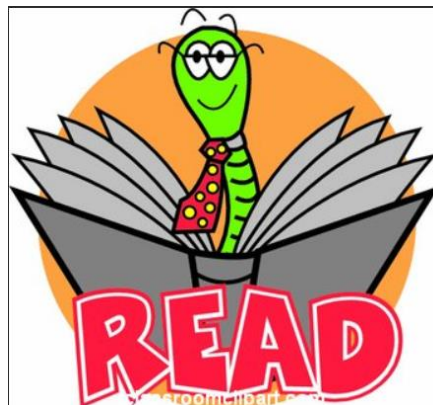
A Magazine article about life in lock down - maybe you have had to cut your own hair or you have become a fantastic chef

Friday



**Reading lesson:
Percy Jackson and
The Lightning Thief
By Rick Riordan**

As an extension, why not try the Comprehension activities below.



Mild

Fact or Opinion?

Snakes can be wondrous and awe-inspiring. Many consider them to be a creature to fear and avoid, whilst some believe them to be full of grace and beauty. As well as being a fearsome predator in the wild, snakes can also be a fun pet to care for at home.

Whatever you think of snakes, there are currently more than 3000 different species and at least one type of snake can be found in every continent – except for Antarctica. This is because, as a reptile, snakes are cold-blooded: they do not produce their own body heat. Any snake living in Antarctica would freeze to death rapidly.

Snakes come in a variety of sizes. The thread snake will only grow to about 3.9 inches long, whereas the reticulated python can grow to longer than 6 metres!

Snakes are carnivorous, meaning that they consume meat. Some people believe that all snakes kill their prey with venom. Only a few species do this, such as the cobra and viper. Most snakes will eat their prey whole. A snake's jaw is capable of unhinging, so that it can swallow prey 75% larger than itself.

Using information from the text, tick one box in each row to show whether each statement is a **FACT** or **OPINION**.

	Fact	Opinion
Snakes can be wondrous and awe-inspiring.		
There are currently more than 3000 different species of snake.		
Snakes are full of grace and beauty.		
Snakes can also be a fun pet to care for at home.		
Snakes are carnivorous, meaning that they consume meat.		
A snake's jaw is capable of unhinging, so that it can swallow prey 75% larger than itself.		

Medium

Fact or Opinion?

Today, I'm here to interview Leicester City goalkeeper, Kasper Schmeichel.

Interviewer: Thank you so much for speaking to me today. May I begin by saying well done for an amazing season? Leicester City are the 15/16 Premier League champions, much to the astonishment of many.

Kasper: Thank you. We had an interesting season, that's for sure. It's all thanks to a great manager and some really talented players.

Interviewer: Your opponents found it difficult to get goals past you. Why do you think this is?

Kasper: Well, I'm over 6 feet tall and weigh 12 stone, which means that I'm tall and agile enough to be an intimidating figure between the posts.

Interviewer: Your father is the former Manchester United goalkeeper, Peter Schmeichel. Many consider him to be a legend, and one of the best goalkeepers of his generation. Has he taught you much?

Kasper: Lots! Many people say I'm lucky enough to share many of my father's qualities. I seem to have inherited his skills in goal.

Interviewer: Many thanks Kasper and good luck with the next season.

Using information from the text, tick one box in each row to show whether each statement is a **FACT** or **OPINION**.

	Fact	Opinion
Kasper Schmeichel is the goalkeeper for Leicester City.		
Leicester City are the 15/16 Premier League champions.		
We had an interesting season, that's for sure.		
Many consider him to be a legend, and one of the best goalkeepers of his generation.		
I'm over 6 feet tall and weigh 12 stone.		
Your father is the former Manchester United goalkeeper, Peter Schmeichel.		
It's all thanks to a great manager and some really talented players.		
Many people say I'm lucky enough to share many of my father's qualities.		

Spicy

Fact or Opinion?

Kind-hearted Scouts Raise Money for Worthy Causes.

A fun day was had by all as local Scouts raise money for charity.

On Saturday 29th April, a local Scout group raised a grand total of £560 by holding a charity fundraising event.

The children, aged between 10 and 14, organised a bake sale, beetle drive, penalty shoot out, face painting, donkey rides and car wash, all in aid of charity.

The Scout Leader, Robert Cartwright (35) said "I'm so proud of everyone involved. The Scouts worked really hard to make the day a success. We all enjoyed a day of fun, whilst raising money for good causes at the same time."

The local residents turned out in force to support the event. Arthur Edwards (75) stated, "My car was in such a bad state. It was covered in mud but the Scouts did an excellent job of getting it clean again. I would happily pay them to clean it every week!"

The money will be divided between two local charities, whose aim is to improve the lives of children in the local community.

After the success of this recent event, the Scouts are now busy planning their next charity fundraiser.

Using information from the text, tick one box in each row to show whether each statement is a **FACT** or **OPINION**.

	Fact	Opinion
A fun day was had by all.		
On Saturday 29 th April, a local Scout group raised a grand total of £560.		
The children, aged between 10 and 14, organised a bake sale.		
I'm so proud of everyone involved.		
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