



Year 6 Maths and English Home Learning | Summer Term



W.C. 1st June 2020

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 (work from them not on them)

In addition, there is also work on Purple Mash

Purple Mash spelling quiz: Statutory words, Synonyms and Antonyms game and a Grammar quiz. Also look out for the Haiku poetry.

Spelling activities



Statutory Spelling Word Activity Mat: available

1

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

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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

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



Are you _____ to help me?

The book is only _____ in one shop.

Mr Henry is not _____ at the moment.

Is there a shop assistant _____?

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



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

v e b a
i a a l

Trace the word **available**.

available

Complete the word **available**.

avail_____

_____able

_____i_____

av_____ab_____

Write your own statement containing the word **available** as an adjective.

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

Synonym: _____

Antonym: _____

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

avvailable

available

avaelable

Statutory Spelling Word Activity Mat: average

2

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

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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

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



I sleep 8 hours per night on _____.

The _____ of 10, 12 and 14 is 12.

I am _____ build and height.

What is the _____ age of the team?

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



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

v r e
g a a

Trace the word **average**.

average

Complete the word **average**.

av_____

_____age

_____r_____

av_____a_____

Write your own statement containing the word **average** as an adjective.

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

Synonym: _____

Antonym: _____

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

avverage

avuridge

averige

Statutory Spelling Word Activity Mat: awkward

3

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

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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

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

There was an _____ silence.



My little sister is often shy and _____.

Will it be _____?

I feel _____ about asking again.

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



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

d r a
k w a

Trace the word **awkward**.

awkward

Complete the word **awkward**.

awk _____

_____ ward

_____ w _____

aw _____ ar _____

Write your own statement containing the word **awkward** as an adjective.

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

orkward

awkword

aukward

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

Synonym: _____

Antonym: _____

Statutory Spelling Word Activity Mat: bargain

4

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

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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

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



This top is a great _____.

I thought we'd made a _____.

Can we make a _____?

That shop has a _____ sale on.

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



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

b g i
n a r

Trace the word **bargain**.

bargain

Complete the word **bargain**.

bar _____

_____ gain

_____ g _____

ba _____ a _____

Write your own statement containing the word **bargain** as an adjective.

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

bargin

barrgan

baagain

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

Synonym: _____

Antonym: _____

Statutory Spelling Word Activity Mat: bruise

5

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

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



My apple has a large _____ on it.

Where did that _____ on your knee come from?

Peaches _____ easily so don't drop them.

The _____ on my arm is sore.

Write the syllable of the word **bruise** inside the hand.



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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

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

r e i
u s

Trace the word **bruise**.

bruise

Complete the word **bruise**.

br _____

_____ ise

_____ i _____

br _____ s _____

Write your own exclamation containing the word **bruise** as a noun.

How many words can you find that rhyme with the word **bruise**?

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

brooze

bruize

broose

Monday

To use Antonyms and Synonyms

Synonyms are words that have the same, or almost the same, meaning as each other. For example:

big, enormous, gigantic, huge

Antonyms are words that have the opposite meaning to each other. For example:

fast – slow big – little tall – short

Antonyms are often formed by adding a **prefix** to a root word to change its meaning, but we must remember that different words take different prefixes. For example:

possible – **im**possible

important – **un**important

agree – **dis**agree

Mild

1 Click and drag lines to match the synonyms.

brave	delicate
sign	store
dull	award
laugh	giggle
trophy	gloomy
happiness	courageous
hoard	joy
fragile	symbol

2 Click and drag lines to match the antonyms.

tiny	disappointed
pleased	strange
quickly	ugly
pretty	careful
quietly	slowly
reckless	huge
develop	destroy
familiar	noisily

Medium

Choose a word that is opposite in meaning

Recommend	Oppose	Propose	Suggest
desperate	Hopeful	Eager	Worried
Brief	Short	Steady	Long
Sincere	Honest	Dishonest	True
Ancient	Prehistoric	Antique	Modern
Persuade	Advise	Coax	Discourage

3) Click and drag the correct prefix to these words to form antonyms.

un mis non in dis im

- a) sense
- b) honest
- c) complete
- d) equal
- e) perfect
- f) pronunciation



1. Can you find 2 more **synonyms** for the following words?

Use one of your synonyms to write a sentence.

a) nosey

b) often

c) uncomfortable

2. Now think of an **antonym** for the underlined words in these sentences.

Write your own opposite versions of the sentences using your antonyms.

a) There are sufficient numbers of glue sticks for all the class.

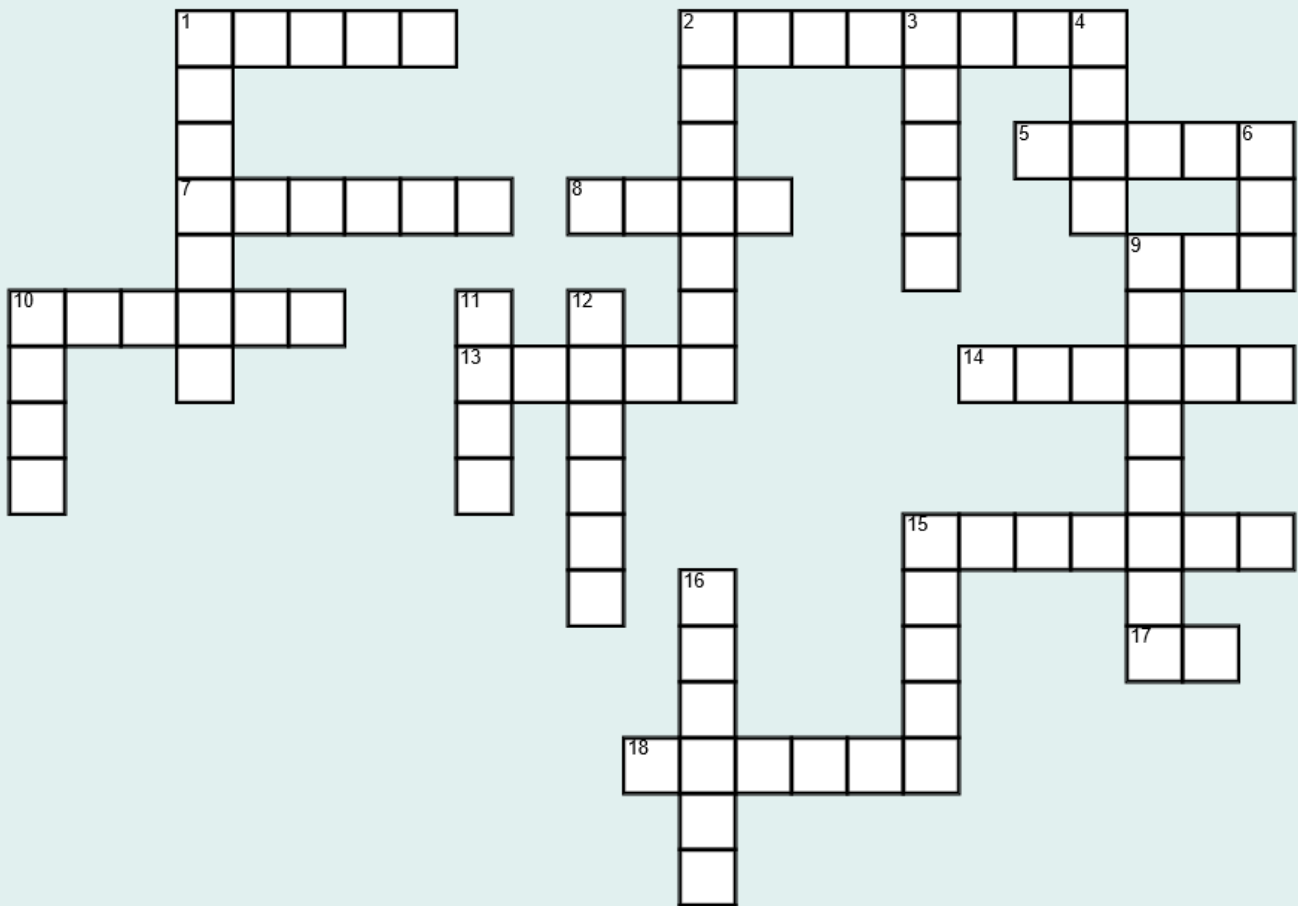
b) The trip to the zoo was successful; nobody got eaten this year.

c) The computer system was familiar to Philip because he had used it in his previous job.

Spicy Try this Crossword

Antonyms and Synonyms

Antonyms and Synonyms



Across**Down**

- 1 Synonym for toddler
- 2 Synonym for birthplace
- 5 Synonym for flower
- 7 Antonym for follower
- 8 Antonym for tame
- 9 Synonym for sleep
- 10 Synonym for pal
- 13 Antonym for full
- 14 Synonym for take
- 15 Antonym for coldest
- 17 Antonym for yes
- 18 Synonym for beautiful

- 1 Synonym for cooled
- 2 Antonym for sick
- 3 Synonym for giggle
- 4 Antonym for sharp
- 6 Antonym for bottom
- 9 Antonym for southern
- 10 Synonym for quick
- 11 Antonym for worst
- 12 Antonym for closed
- 15 Synonym for cheerful
- 16 Synonym for traveler

Tuesday

Character development

When writing a character description remember to do the following.

Ambitious Vocabulary

Try not to use the same words over and over again. Can you think of exciting adjectives to describe your character?

Describe Your Character's Appearance and Personality

Tell your reader what your character looks like and what sort of person they are. Do they give off an air of sophistication? Does their outfit suggest something about their profession?

Describe Your Character's Thoughts and Feelings

Tell your reader what your character is thinking and feeling. Are they excited about upcoming events? Are they haunted by a terrible event from their past?

Describe Your Character's Actions

Tell your reader how your character does things. Do they dawdle everywhere they go? Are they always in such a rush that they often run into things?

Remember to Use...

Parenthesis

Add extra information about your character using parenthesis. Can you show parenthesis using **brackets**, **dashes** and **commas**?

Variety of Sentence Structures

Vary the structure of your sentences to make the description more exciting for your reader. Can you use a range of **complex**, **compound** and **simple sentences**?

Advanced Punctuation

Use a range of punctuation within your character description. Try using **semi-colons**, **colons** and **apostrophes for possession**.

Proofread

When you've finished writing, read through your work to check for any spelling and punctuation errors. There may be more information that you could add.

Mild



Tara peered timidly around the brick wall, her clothes a beautiful kaleidoscope of colour. Vivid beads and a jaunty red trim stood out on a background of emerald green. She watched as the other children laughed and shouted to one another. Her heart ached within her. She put out one foot but then swiftly retreated. She hung her head, several gold earrings clung to the top of her ears as if worried they might slip off. Tara withdrew further behind the wall but her sorrowful, nut-brown eyes continued to linger on the horde of children.

Highlight any powerful adjectives and adverbs used.

Underline how the writer shows not tells how the character is feeling.

Highlight in a different colour where the writer used personification.



He stepped from the shadows, a menacing figure. Dark, greasy hair hung limply around his ears and a wiry moustache sat above his thin lips. Hiding behind circular shadowy glasses were cold, calculating eyes of frosted green. He concealed his deformed hand behind his back; in the other he grasped his latest weapon acquired from one of his earlier victims. The green light emanating from the panel on the weapon gave his face a sickly glow in the increasing darkness. He stiffened as he heard the swish of a cloak, the time had come.

"Show yourself!" he sneered, no louder than a whisper.

Highlight any powerful adjectives used.

Highlight in a different colour where the writer used powerful verbs.

Medium/ Spicy

I would like you to either create a character of your own or choose an idea from the list below and write then write your own character description.

You could choose to create:

A character for your favourite Playstation or X box game (Fortnite or minecraft maybe)

An imaginary animal.

A cross between a human or an animal.

A witch, a dragon the list is endless !

Be creative!!!!!!

This is my idea

Lisnabat (Lion, Snake, Bat) Hybrid



Glistening in the sunlight, a golden mane surrounds the beast's fierce face. Two piercing eyes search the Savannah for its next unknowing victim. Drooling the mammal licks its protruding lips, which hide pearly white teeth like a trap door of terror.

However, unlike normal big cats, its scaly body silently slithers across the rough ground as sneakily as an assassin. Each scale reflects its' surrounding, causing it to become almost invisible to its preys watchful eyes. Even though the carnivore travels on its stomach, it is still as quick as lightning.

Unusually, sprouting from its back lie an enormous pair of wings which glide gracefully through the air. Covering these wings are thick jet black feathers, however some appear blood red in the night sky. It uses these wings to travel long distances and search for unknowing prey. Because of its speed, it is one of the fastest living animals.

Have you ever come face to face with this monster?

Wednesday

Settings and fronted adverbials

Fronted Adverbials

A fronted adverbial is a word or a phrase that goes at the beginning of a sentence.

Fronted adverbials are used to describe the action (verb) that follows.

After school, I played with my friend.

This fronted adverbial describes the time of the action.

Mild

Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	Purely practically,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Somewhat flustered,
Just then,	Rarely,	Far away,	Nervously,	Utterly joyous,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Totally overwhelmed,
Later,	Never before,	North of here,	Carefully,	



Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you place a comma after the fronted adverbial in these sentences? In each of the boxes, decide whether the fronted adverbial adds more detail about the time, place, frequency, possibility or manner of the action in the main clause.

For example: After the storm, the people of the town cleared up the damage from the flooding.

a) Baffled by the mathematical problem the professor felt frustrated.

b) Under the bridge the misunderstood troll waited patiently for his goat friends.

c) Once a year the people put on their costumes and partied at the carnival.

d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.

e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Searching frantically Kian hoped it wasn't too late to save his people. Through the bushes Kian searched and searched. Under rocks and inside caves he scoured although he just couldn't find the ever-life potion. He sat down with his head in his hands. Depressed and disheartened a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Feeling utterly confused he looked up and saw exactly what he was looking for...the ever-life potion! It was dangling from a tree in a potion bottle tied with a golden ribbon. Like a jack-in-the-box Kian leapt up and grabbed the bottle. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands, he held the one thing that could save everyone in his village.

Medium

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Match up the fronted adverbials with the correct main clause making sure you add in the correct punctuation including a comma in the correct place. In the box, write what the fronted adverbial is describing.

several hours later

surely

the boy waited outside the headteacher's office

there was a mountain of books to mark

every single day

on the teacher's table

we arrived at the camp site

my sister ruins my model I have just made

with a nervous look on his face

he wasn't going to take that man's wallet

Sentence	time / place / frequency / possibility / manner?

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places. Then, write a list of what the fronted adverbials are describing in the correct order.

For days now Kian had been praying there was still hope to save his people. Through the bushes Kian searched and searched. Under rocks and inside caves he scoured although he just couldn't find the ever-life potion. With his head in his hands he sat down. Depressed and disheartened a drop of water rolled down his cheek. Reaching up to dry his eyes he

realised the drop was not a tear. Feeling utterly confused he looked up and saw exactly what he was looking for...the ever-life potion! It was dangling from a tree in a potion bottle tied with a golden ribbon. Without delay Kian leapt up and grabbed the bottle. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village. Within a few minutes Kian was nearly at the village excited to tell everyone what he had found. Knowing what this could do to the villagers a small smile began to creep across Kian's face.

Spicy

Look at the image below



Using some of the fronted adverbials in the table below, write a description of this picture. The first sentence has been done for you. Remember to always place a comma after the fronted adverbial to separate it from the main clause.

Time	Place	Manner
On Sunday 23rd April As he was running Whilst the crowd cheered	Behind the metal barriers Below the beating sun On their T-shirts	With a determined look Feeling exhausted Without slowing

On Sunday 23rd of April, thousands of people hit the streets of London to take part in the annual London Marathon.

Thursday
Using Parenthesis
Mild/Medium

- 1** Tick where a set of **brackets** should go in the sentence.

The ostrich ☐ a bird ☐ that cannot fly ☐ lays ☐ some of the biggest eggs ☐ in the world.

- 2** Tick where a pair of **dashes** should go in the sentence.

One day, ☐ Jess ☐ found a surprise ☐ a sealed letter ☐ in the pocket ☐ of her coat.

- 3** Tick the sentence which correctly uses commas for **parenthesis**.

Sammy isn't fond of vegetables, especially broccoli, with his school dinner. ☐
Sammy isn't fond of vegetables, especially, broccoli with his school dinner. ☐
Sammy isn't fond, of vegetables especially, broccoli with his school dinner. ☐
Sammy isn't fond of vegetables especially broccoli, with his school, dinner. ☐

- 4** Tick which option with **brackets** correctly completes the sentence.

We found a variety of wildlife _____ when we went pond-dipping.

(and studied it carefully) ☐
(after lunch) ☐
(dragonflies, water beetles, pond skaters) ☐
(now) ☐

- 5 Tick which types of **punctuation** could be correctly added to the sentence.

There is actually a lot of drawing graphs, diagrams and charts in a maths lesson.

brackets ☐
dashes ☐
full stops ☐
inverted commas ☐

- 6 Tick which of the sentences with **dashes** below is correctly punctuated.

The weather was – cold – freezing, to tell the truth, so I wrapped up with gloves and hat. ☐

The weather was cold – freezing, to tell the truth – so I wrapped up with gloves and hat. ☐

The weather was cold freezing, to tell the truth – so I wrapped up – with gloves and hat. ☐

The weather was cold – freezing to tell the truth so I wrapped up – with gloves and hat. ☐

- 7 Tick one reason why **parentheses** have been used in the sentence.

There is a huge variety of interesting small creatures in Africa (ant lion, rhino beetle, elephant shrew) as well as the well-known big creatures (elephant, lion, tiger).

to add examples ☐
to divide clauses ☐
to show that the information is not important ☐
to correctly present a list ☐

- 8 Tick where **parentheses** should be used in the sentence below.

Despite ☐ the early morning ☐ start ☐ much too early for me ☐ the plane ☐ journey ☐ was a real adventure.

- 9 Add two sets of **brackets** to correctly punctuate the sentence below.

The international ☐ astronaut team ☐ American, British and Canadian ☐ would be conducting ☐ a range of experiments ☐ including those with plants and water ☐ at the space station ☐.

- 10 Tick two sentences that are correctly **punctuated**.

Please consider – recycling your rubbish – before throwing it in a bin. ☐

Many plastic bags – millions, in fact – end up floating in our seas where they are a major danger to sea birds. ☐

Because water pollution, has decreased in some rivers, otters have returned to live there. ☐

There has been an increased interest in renewable energy (solar, wind, water) recently. ☐

Spicy

Use the image below taken from Little Red Riding Hood to write sentences using **Parenthesis**. You may also add **Personification** , **Fronted adverbials**, **Similes** and **Metaphors**. **Hidden among the whispering trees**, **the wolf, who was sly and cunning**, waited patiently for the girl to arrive.



Friday

To plan and write a story

How to Write a Good Story

Characters

Who are the characters in your story?



Setting

Where is your story set? Is it in a forest, a town, in the park or somewhere else?



Opening

Introduce the characters and the location of the story.



Build-Up

Begin to write about what is happening at the start of your story. Don't forget to use the characters you introduced at the beginning of your story.



Dilemma

Write about a problem that is happening in your story. What is it that has gone wrong?

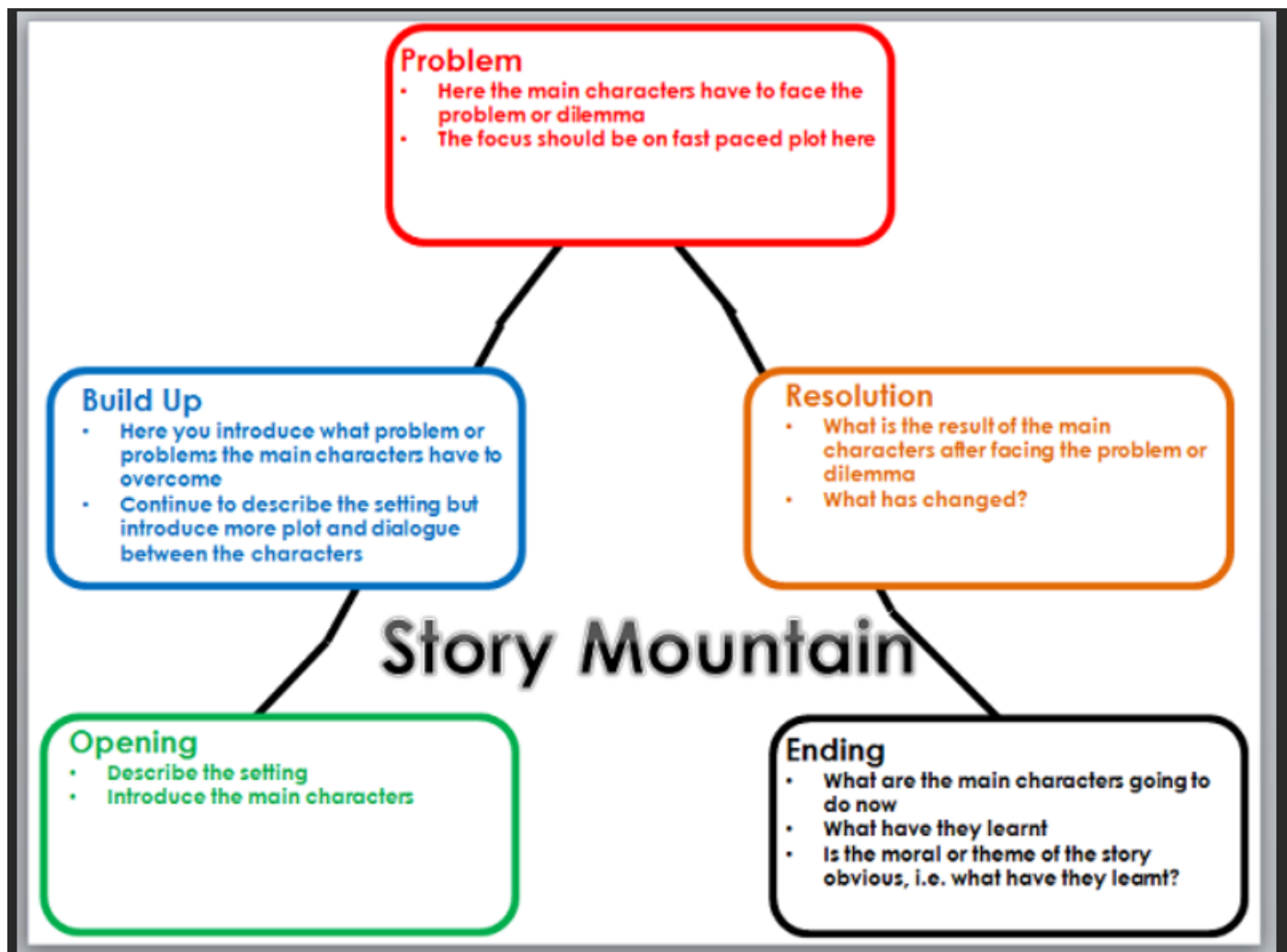


Resolution

Write about how the problem will be fixed. Think about how the characters might work together to solve whatever has gone wrong.

Closing

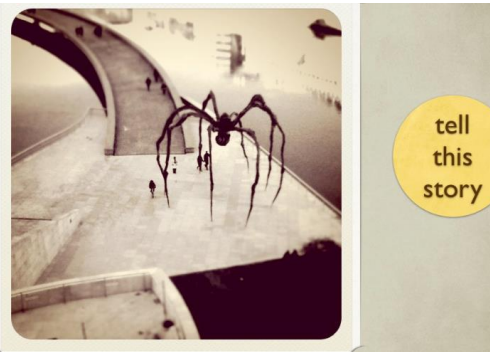
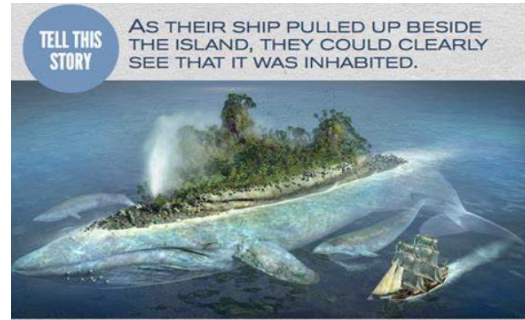
Bring everything in the story to an end and make sure the problem has been fixed.



Try to use

Used direct speech accurately: New line, new speaker Inverted commas Punctuation inside of speech marks e.g. " <u>What are you doing?</u> "	
A range of sentence starters Subordinate opener Double Adjective Fronted Adverbial	
Included adjectives and powerful language to paint an image in the readers mind Use Similes, Metaphors, Personification	
Parenthesis and relative clauses	
A De:De sentence The desert was sweltering :the sun beamed overhead	
Varied punctuation ; : " " ! ?	

Use the images or the story sentences starters below to plan and write a story of your own



1. The air turned black all around me.
2. Icy fingers gripped my arm in the darkness.
3. Wandering through the graveyard, it felt like something was watching me.
4. The eyes in the painting follow him down the corridor.
5. A shrill cry echoed in the mist
6. Icy wind slashed at his face and the rain danced its evil dance upon his head as he tried to
7. My hair stood on end, a shiver raced down my spine and a lump came to my throat. It was him...
8. The gravestones stood silently, row upon row like soldiers long forgotten, a scream shattered the silence...
9. The date was 13th July, my 345th birthday... it would be my last...
10. Three of us. We were the only ones left, the only ones to make it to the island.
11. "Witches don't exist!" My Gran's words echoed around my head as the horrific visage gurned at me through my bedroom window

Reading Comprehension

Mild

True or False Statements

A cold, icy wind chilled her to the bone. She hugged her coat closer to her, in a feeble attempt to feel warmer. Her feet crunched wearily along the icy path as the anger, once again, welled up within her. She had told him to leave the gate shut. She had reminded him time and time again. Brothers can be so annoying! Her anger quickly turned to panic again at the thought of her poor, defenceless boy, out here in the bitterly cold weather. He was only 4 months old, for goodness sake! She just had to find him soon; she dared not think about what would happen if she didn't.

The weak sun was already beginning to sink below the horizon and the temperature was plummeting further. They had forecast snow tonight. She stopped for a moment and listened. She scanned the bushes and fields, looking for any hint of black or white. The fading light was hindering her. Perhaps his red collar might show up better? She shouted his name for the hundredth time that day, "Charlie. Come here boy. Charlie...come on!" She listened carefully. Nothing. No bark or whimper could be heard. She sighed deeply and continued with her seemingly hopeless search.

It was getting dark now. She hated the thought of giving up but she knew her mum would be furious if she stayed out any longer. Tears fell shamelessly down her cold, numb cheeks, as she headed reluctantly towards home. Snow flakes began to float gently from the sky, covering the fields in a light dusting of white. She would normally have been excited by the arrival of snow but not today. Today, the snow signalled a loss of hope. Charlie could never survive a night outside in this weather – not at his age. Suddenly, in front of her, a pheasant crashed noisily through the hedge. It was quickly followed by a bouncing, barking ball of black and white fluff. The ball of fluff seemed quite excited about this game, unlike the pheasant, who took to the skies indignantly, in a bid to escape the annoying creature. Tasha couldn't believe her eyes. Charlie seemed rather pleased by the arrival of his favourite playmate as he was getting rather tired and hungry. Tasha scooped the excited puppy into her arms and vowed never to let him out of her sight again.

- Using information from the text, put a tick in the correct box to show whether each statement is true or false.

	True	False
Tasha's brother was to blame for allowing the puppy to escape.		
The temperature was dropping even further.		
Charlie wore a red collar.		
Tasha was excited about the snow.		
Charlie would be able to survive the cold weather.		
The pheasant appeared suddenly behind her.		
Charlie was pleased to see Tasha.		

Medium

True or False Statements

Pheasants are one of the UK's most colourful birds and have been a common sight in our countryside – except for the far north and west of Scotland – since they were introduced here by the Romans over 2000 years ago. Pheasants are widely distributed across Western Europe, central Asia and China. Pheasants are closely related to wild chickens, quails and partridges.

Habits and Habitats

Pheasants eat a diet of seeds, berries and insects. Their preferred habitat is agricultural land, near woodland edges, copses and hedgerows. In areas where woodlands are not common, marshy grassland and shrubby wetlands also provide a suitable home. Pheasants usually build their nest on the ground and prefer to spend their time hiding in the long grass. Their main predator is the fox, however, the pheasant has excellent eye-sight and hearing which they use to help them sense any approaching danger.

Flight

Pheasants tend only to fly for short distances but they are capable of reaching speeds of up to 48mph. Pheasants do not migrate like many other birds so they are a common sight throughout the winter. When searching for food, they are able to dig through the snow with their long legs and sharp claws.

Rooster and Hens

Male pheasants are called 'roosters' and they are vibrantly coloured with blue-green heads, red eye-patches and bold white neck rings; they have rich golden-brown and black markings on their body. Whereas the females (called 'hens') have a rather plain brown plumage and are much smaller than the male. Both males and females have long, pointed tails. Females can lay up to 12 eggs and it is they who incubate the eggs and rear the chicks alone.

Gamebird

The pheasant is a gamebird; this means that it is hunted in the wild for sport or food. Some people consider pheasant to be a tasty dish and almost any chicken recipe can be adapted to suit. Pheasants are also a prey species that doesn't migrate in the winter, meaning that pheasants rarely reach the age of two.

- Using information from the text, put a tick in the correct box to show whether each statement is true or false.

	True	False
Pheasants are not normally found in the far north of Scotland.		
Pheasants are related to partridges.		
They are rarely found near copses.		
Their excellent hearing helps them avoid danger.		
Pheasants have long legs.		
Males have black markings on their bodies.		
Pheasants are hunted for sport and food.		
Pheasants often reach the age of two.		

Spicy

True or False Statements

How to Look after a Puppy

A puppy can be a truly delightful addition to the family but they can also be exceptionally hard work. Puppies will need be toilet trained, taught basic commands, exercised, fed a healthy balanced diet and given plenty of affection. Patience will be a virtue, as puppies are known to chew favourite shoes, toys and items of furniture.

What you need:

- Collar and lead
- Water and food bowl
- Warm, comfy bed
- Brush
- Safe chew toys
- Patience!

What you need to do:

1. Choose the most appropriate breed of dog to suit your family requirements. How large will the adult dog be? How much exercise will it need? Will you have time to walk the dog everyday?
2. Dogs are not cheap to buy or to look after. They require specific equipment, food and regular visits to the vets – ensure you have available funds to sustain this.
3. Make sure your home is a safe environment for a puppy. Keep electrical cables out of reach. Lock away cleaning/chemical products. Ensure low-level windows are locked.
4. Invest in a child gate to secure your puppy in a safe place whilst it is unsupervised.
5. As soon as possible, take your puppy to the vets for a health check and the necessary vaccinations.
6. Once vaccinated, give your puppy lots of opportunities to visit different places and to socialise with other dogs.
7. It's worth taking your puppy to dog training classes; here you will both receive plenty of help and support.
8. Take your puppy out into the garden routinely to encourage it to eliminate waste outside. It can take as long as 4 to 6 months before a puppy is fully house trained. There will be many catastrophes along the way – be prepared!
9. Don't forget to play with your puppy as it helps establish a bond between the two of you. Puppies also require unlimited amounts of love and attention.

Top tip:

If handled correctly, the rewards can be great as puppies soon grow into loving, loyal, obedient and lifelong companions.

- Using information from the text, put a tick in the correct box to show whether each statement is true or false.

	True	False
It is important to have patience when looking after a puppy.		
Dogs require specific equipment.		
Puppies will know how to behave in your home.		
Dogs are inexpensive pets.		
Dog training classes will teach you as well as your dog.		
It takes time to house train a puppy.		
A bond will automatically form between you and your dog.		
Dogs need to be handled correctly.		
A dog is a lifelong pet.		