

2

Keeping healthy

Coverage of Literacy Curriculum

Practise listening and speaking

- Listen for the gist of short explanations SLlr/E1.1
- Listen for detail using key words to extract some information SLlr/E1.2
- Speak and listen in simple exchanges and everyday contexts SLd/E1.1

Practise reading and writing

- Recognise the different purposes of text at this level Rt/E1.2
- Read and recognise simple sentence structures Rs/E1.1
- Possess a meaningful limited sight vocabulary of words, signs and symbols Rw/E1.1
- Decode simple regular words Rw/E1.2
- Use written words and phrases to record information Wt/E1.1
- Construct a simple sentence Ws/E1.1
- Spell correctly some personal key words and familiar words Ww/E1.1
- Use basic sound / symbol association to help spelling as appropriate for the needs of the learner Ww/E1.3

Key functions

- Listening for information
- Reading and decoding simple words and sentences
- Using written words and sentences to present information

Key grammar

- Writing complete sentences

Resources to support this unit

- Stereo system and headphones
- Word bank notebooks
- A class set of basic dictionaries
- A computer with word-processing facilities

Materials preparation

- Audio clips
- Highlighter pens
- Pre-prepared word cards
- Enlarged list of signposts (see page 2 of the learner's material)
- Blank word cards
- Poster-making materials
- Examples of adverts for blood donors
- Pre-prepared word banks and simple dictionaries
- Copies of amusing rhymes or limericks (optional)
- Additional notices from a doctor's waiting room (extension)
- Pre-prepared spelling and reading exercises (help and extension)
- Additional audio clips, flashcards and exercises (help and extension)

Reading strategy: The texts in this unit are written for adults. They therefore contain words and structures which may prove challenging for learners at Entry 1. It is essential that a mix of reading strategies are employed to decode and decipher adult language in context.

Spelling strategy: In this unit, learners will be introduced to a range of spelling patterns and will be encouraged to build a personal word bank. See examples in the learner's material.

Reading strategies

- Use reading strategies such as:
 - whole word recognition (e.g. use cue cards, play recognition games)
 - phonic knowledge, especially for opening and closing sounds
 - working out from the context
 - breaking words into smaller parts
 - finding words within words
 - relating words to other similar known words.
- Talk about the problem of spelling new words.
- Stress that improved spelling makes for improved reading.
- Introduce spelling strategies and demonstrate how to apply them to examples.

Spelling strategies

- Spelling strategies include:
 - playing word recognition games
 - using prepared cue cards bearing simple words
 - helping learners to make connection between the sound of the word and its appearance (e.g. pain)
 - practising the 'Look, Say, Cover, Write, Check' method
 - practising spellings repeatedly
 - recognising spelling patterns (e.g. glass, grass, class, pass)
 - seeing words within words (e.g. s-or-e thr-oat)
 - developing a personal word bank
 - using an alphabet ruler.
- Ensure that learners develop the habit of compiling a word bank.

Compiling a word bank

- Ensure learners have individual notebooks.
- Ensure learners have access to an alphabet ruler (Photocopy 1).
- Encourage learners to record new words alphabetically or under topic headings.
- Ensure learners include new words in terms of word recognition, meaning or spelling.

Using a word bank:

- Decode each new word using reading strategies.
- Establish meaning and use of the word.
- Commit the spelling of the word to memory using spelling strategies.
- Copy the word accurately into the word bank under a topic heading (e.g. health).
- Copy non-topic words like 'because' or 'walking' into a section labelled 'general words'.
- Arrange the 'general words' section alphabetically.
- At the end of a unit and at key points, direct learners to their word banks for revision and practice.

Pages 1 Unit aims

To begin

- Clarify the content, objectives and outcomes of the unit: to listen to and read texts to extract key words and information, and to construct sentences and use sentences in their own writing.
- Show how the core curriculum skills for each page are itemised in the learner's material.
- Demonstrate how the core curriculum skills represent progression from pre-entry and reflect the ILP.

Specific to this unit

- Introduce the subject of personal health and emphasise its importance.
- Elicit learners' experiences of health services. These can be shared with the group.
- Talk about available health services in the area.
- Talk about skills needed to use health services.
- Discuss the importance of privacy in medical matters.
- Emphasise the importance of reading as a means of gaining information for personal use.

Pages 2 and 3 Not sure what to do?

Materials

- Audio clip 1
- Enlarged list of signposts (help)
- Highlighter pens
- Pre-prepared word cards
- Pre-prepared spelling exercises (help and extension)
- Pre-prepared reading exercises (help and extension)

Rationale

- To work out the meaning of relevant words
- To listen for information
- To read and spell topic related words, using reading and spelling strategies
- To establish order and meaning of sentences
- To complete sentences in writing

Activity A *Reading and speaking*

Pre-task

- Encourage learners to volunteer possible courses of action if they have a health problem.
- Elicit suggestions of places learners might visit, such as the doctor's surgery or the casualty department of a hospital.

Task

- Ask learners to look at Activity A and work out from the words and the graphics which places are signposted.
- Discuss the answers as a group and encourage suggestions about what happens in the places named.
- Ask learners to grade seriousness of illness with the places provided on the signpost.

Activity B *Listening and writing*

Task

- Play audio clip 1.
- Direct learners to the pictures.
- Divide learners into pairs.
- Ask learners to discuss and agree where each person should go with their problem.
- Use the signpost to consider where each person might go.
- When learners have agreed on each answer, ask them to write it in the space provided, concentrating on legible and accurate writing and spelling.
- Replay the audio clip and direct learners to audio script 1 to confirm their answers. Discuss their findings, checking on the clues given in the spoken text.

Help

- Play the audio clip, one speaker at a time.
- Discuss the information learners have been given by the first speaker.
- Encourage learners to share experiences of colds with the group and to volunteer ways of relieving symptoms, cures etc.
- Display an enlarged list of the places / contacts shown on the signposts.
- Ask learners to rule out the places that would not deal with colds. They should end up with the obvious answers of 'home' and 'doctor'.

- Proceed to the second speaker. Discuss as before.
- Eliminate the wrong places from the displayed list.
- Check the answer as given in the learner's material.
- Continue with the remaining speakers, discussing as necessary.
- Ask learners to practise writing the words on a separate sheet of paper until they feel confident to write in the spaces provided.

Activity C

Pre-task

- Help learners to pick out, from the activities so far, some topic-related words that are new to them or which they find difficult.
- Discuss the problems learners find with new words.
- Introduce ideas for decoding strategies, emphasising the importance of the context for working out the likely meaning of a word. (See reading strategies in this unit for ideas.)

Task

- Direct learners to the sentences given.
- Talk about where these words have already appeared in the learner's material.
- Direct learners to find and highlight the words in the tasks or the audio script.
- Re-read any extract of text (i.e. audio script) which relates to, or which contains, the words given.
- Record on the board learners' definitions of the key words, e.g. check-up, clinic, hospital, doctor etc.
- Direct learners to write the definitions in their word banks.
- Discuss the spelling of the words. Play spelling games, e.g. show six word cards, one of which shows the word 'clinic' and one of which shows a word like it. The words on the other cards should be partly like 'clinic' in terms of length or with the initial letter 'c'.
- Establish recognition of the word.
- Ask learners to practise ways of remembering the spelling of key words.
- Ask learners to write down the word.
- Ask learners to swap with another person to check the spelling against the word in the learner's material.

Reading Help

- Discuss with the group any strategies used by learners who got the spelling right.
- Ask those who got it wrong to check and rewrite misspelt words.
- Come back to the word later in the lesson or in the unit and ask learners to use their strategies to spell the word again.
- Proceed to the remaining words and repeat the application of spelling strategies and spelling practice.

- Revise letter / sound correlation as necessary.
- Practise simple, regular spellings using words from the text.
- Encourage learners to explore strategies for remembering. Ask learners to test themselves in pairs as above.
- Aim at instilling confidence with spelling.
- Ensure learners realise that spelling can be mastered and is governed by rules and conventions that can be learnt.

Extension

- Repeat the spelling activity with a longer list of topic-related words, some of which may already have come up in discussion about medical experiences.
- Ask learners to use strategies to remember a number of words in a list.
- Give a full group test on the spellings they have learnt, e.g. five or six spellings at once.

Activity D

Reading

Pre-task

- Ensure learners are clear that speaking and writing use groups of words known as sentences.
- Stress that reading means not only decoding words but also getting the sense of a whole sentence.

Task

- Read with learners the sentences given.
- Give out enlarged copies of the jumbled sentences and cards displaying each word (one per card).

- Using the correct sentences as models, ask learners to lay out the cards in the correct order on the desk.

Help

- Provide more examples of sentences with similar patterns for reading consolidation, e.g. **When I ... We go ... I had to go ... In summer / winter** etc. Provide similar reading practice to instil confidence.

Extension

- Provide further examples of sentences with endings to be completed, using the other signpost words or sentences from the audio text.

Activity E

Task

- Read with learners the sentence openings given.
- Ask learners to complete the sentences using their word cards and word bank.

Pages 4 and 5 Key words for keeping healthy

Materials

- Highlighter pens
- Pre-prepared key word lists (help)
- Audio script 2
- Blank word cards

Rationale

- To work out the meaning of relevant words within a sentence
- To listen for information
- To establish order and meaning of sentences
- To complete sentences in writing

Activity A

Pre-task

- Explain that speaking and writing use groups of words known as sentences.

Writing



Activity B

Pre-task

- Ask learners to look at the pictures of Edna, Frank, Malik and his mother. What kind of check-ups might they go for? Write learners' ideas on the whiteboard.

Task

- Play audio clip 2.
- Ask learners to pencil in the key information about each person (using key words) if they think they know the answers.
- Replay the audio clip and direct learners to the audio script to confirm their answers. Discuss their findings, checking on what gave them clues in the spoken text.

Help

- Play the audio clip, one speaker at a time.
- Discuss the information learners have obtained from the first speaker.
- Encourage learners to share experiences of flu with the group and to volunteer ways of relieving symptoms, cures etc.
- Display a pre-prepared list key words. Learners choose which words are key words.
- Learners write these words in the table.
- Proceed to the second speaker. Discuss as before.

- Stress again that reading means not only decoding words but also getting the sense of a whole sentence.
- Exemplify on the whiteboard how using key words can help us read and write sentences (kernel sentences). Use the model given in the learner's material.

Task

- Write the sentences on the whiteboard.
- As a group, underline the key words.
- Check that these are the key words by rubbing out the other words in the sentence. Is the key information in the original sentence still there?

Extension

- Ask the group to add the rubbed-out words back to make full sentences again.

Listening and writing

- If learners are confident, allow them to attempt the remaining answer by themselves.
- If not, eliminate the wrong key words from the displayed list.
- Check the answers as given in the learner's material.

Activity C

Writing

Task

- Write the key words from Activity B on the whiteboard.
- Ask learners to write two sentences about Edna and Frank and two sentences about Malik.
- Ask learners to check their answers with the audio script.
- As a group, draw up all the possible correct answers.
- Ask learners to write down any new words they want to remember.
- Give out the blank word cards.
- Ask learners to write their sentences onto the word cards.
- Ask learners to jumble the word cards up and pass them onto another learner to make into sentences.

Activity D *Speaking and listening*

Task

- This is a chance for learners to reflect on their own experiences (or of someone they know) and their use of the health service.
- Ask learners to write down any new key words. Help them with the spellings. They might want to add these words to their word bank.

Pages 6 and 7 At the surgery

Materials

- Audio script 3
- Highlighter pens
- Word cards and enlarged notices (help)
- Pre-prepared sentences (help)
- Additional notices from a doctor's waiting room (extension)
- Additional questions (extension)
- Poster-making materials

Rationale

- To read and understand notices
- To recognise key words
- To produce a notice for the doctor's surgery

Activity A *Reading and speaking*

Pre-task

- Direct learners to the notices in the learner's material.
- Ask learners to highlight words that they know and recognise.
- Help learners to pick out words already encountered in the unit, such as 'blood tests'.
- Ensure that learners recognise that these are examples of notices that might appear in a doctor's waiting room.
- Discuss the types of notices they have seen at their own doctor's surgery.
- Study each notice individually.
- Read each one aloud to the learners. Ask them to read through in pairs and to identify the words they recognise.
- Help them, still in their pairs, to decide what each notice is about and then to use reading strategies to decipher the difficult words.
- Hand out pre-prepared cards showing some of the words that they are likely to find difficult.
- Ask learners to read the cards in pairs, using the full notices to help them.
- When they are confident ask learners to read each notice aloud with another person, either in unison or by taking turns.
- Change the pairings.
- Give out enlarged copies of the notices to individual learners.
- Ask learners to read each enlarged copy aloud to another person. Get them to practise reading notices on sight until they are confident, changing pairings and giving out the notices in a different order so that they do not know which one to expect.

Extension

- Provide further examples of doctors' notices.
- Ask learners to pick out the words they recognise and to get a sense of what the notice is about by using reading strategies to decipher the headings and key words.

Activity B *Listening*

Task

- Discuss the meaning of 'key words' again. Ensure learners know that these are the words that give the main clues to the content.
- Ask learners to highlight the key words from the notices, using the audio script as support.
- Discuss the answers.
- Use the key words to build up the sentences 1–3.
- Put learners into pairs to role-play the different scenarios.

Help

- Display the sentence 'When can I have a **flu jab?**' as an example on the board.
- Show how the replacement of the key words changes the meaning of a sentence, e.g. Change the key word 'flu jab' for 'blood test'. When can I have a **blood test?** Talk about the different possible answers to these two questions.
- Provide pre-prepared sentences with clear key words related to medical matters.
- Provide a list of possible replacement key words on the board and ensure learners recognise them.
- Ask learners to replace words in the pre-prepared sentences with words from the list on the board.
- Discuss the results as a group.
- Record the new sentences on the board.
- Ensure learners understand that the words replaced are the key words because they indicate the main subject of the sentence.

Extension

- Provide a series of questions based on further examples of doctors' notices. Ask learners to discuss and agree the answers.

Activity C

Task

- Divide learners into groups of three or four.
- Help learners to agree on the subject for a notice at the doctor's.

Writing

- Encourage them to create a poster using examples in the unit and visual stimuli to help.
- If they wish and resources are available, encourage learners to produce a poster on the computer.

Page 9

Making an appointment

Materials

- Audio clip 4
- Pre-prepared audio clip (extension) with text and questions
- Flashcards (help)

Rationale

- To listen for information
- To read using essential reading strategies (especially using pictures)

Activity A

Reading

Pre-task

- Check that all learners are registered with a doctor.
- Discuss and compare appointment systems at different surgeries.

Task

- Direct learners to the task, using the pictures to support their understanding of the short sentences.
- Can they piece together Sam's telephone call to the doctor's receptionist?
- Ask learners to use reading strategies to decipher new words.

Activity B

Listening and writing

Task

- Play audio clip 4.
- Direct learners to audio script and ask them to follow the text while listening to the clip.
- Replay the audio clip.
- Focus on the questions.
- Encourage learners to use reading strategies to decipher new words.

- Encourage learners to pencil in answers from memory if they can.
- Replay the audio clip.
- Ask learners to check or confirm their answers and to correct any that are wrong.

Help

- Play the audio clip, stopping after each speech and discussing as necessary.
- Read the questions aloud.
- Ask learners to read the questions to each other in pairs and to discuss the possible answers.
- Share responses with the whole group.
- Record key words and phrases on the board.
- Ask learners to write their answers, conferring in pairs and using the words on the board.

Extension

- Ask learners to read the text again while listening to the audio clip.
- Divide into pairs.
- Ask learners to read the parts of Sam and the receptionist aloud.
- Talk about the questions and the way in which Sam answers them.
- When learners have finished and are confident reading the script, ask them to pick out words that are or were difficult and record them in their word banks.
- Draw their attention to the word bank in the learner's material and focus on reading strategies, especially splitting the word into parts as in the example given.
- Ask learners to practise splitting other difficult words so that they can remember them.

Pages 10 and 11 Taking the medicine

Materials

- Pre-prepared word cards and simple dictionaries
- Pre-prepared audio clips

Rationale

- To understand the main points of a story from pictures



Activity A

Listening and speaking

Activity B

Writing

Pre-task

- Play audio clip 5.
- Answer the questions as a group.
- Write the key vocabulary on the whiteboard.

Task

- Focus on the pictures and discuss their content.
- Recap on the key words on the board from the discussion.
- Ensure that learners recognise the progression of the pictures as a story about the doctor coming to see Sandra.
- Give out the prepared word cards to the learners.
- Ask learners to identify what is happening in each picture and then to complete the phrase underneath, using the word cards to help them. Check their phrases and highlight any problems encountered with the group.
- Ask learners to add new words to their word banks.

Activity C

Listening and speaking

Task

- Give out the flashcards. One set contains question words and the other the answers.
- Tell learners to remember the shape of the question words.
- Replay the audio clip.
- Learners take turns to pick out questions and answers from the selection of flashcards.
- Ask learners to focus on the word bank.
- Play the audio clip again.
- Ask learners to tick, underline or highlight each word in the list as they hear it.
- Review the ticked words.
- Ensure recognition of the remaining words.
- Replay the audio clip until learners have heard and ticked every word in the list.
- Direct learners to the incomplete sentences.
- Encourage learners to use reading strategies to decipher words.
- Allow learners to pencil in any answers they think they know or can remember.

Help

- Play the audio clip, stopping after each speech and discussing as necessary.
- Read the questions aloud.
- Ask learners to read the questions to each other in pairs as a test.
- Share responses with the whole group.

Activity D

Reading, writing and listening

Task

- Divide learners into pairs.
- Ask learners to read the medicine labels.
- Draw learners' attention to the word bank in the learner's material and focus on reading strategies.
- Ask learners to answer the questions by completing the sentences.
- Ask learners to write their own sentences to explain how Ben and Maria should take their medication.

Page 12

Tips for reading

Rationale

- To use reading strategies to work out unfamiliar words

Activity A

Reading

Task

- Revise the reading and spelling strategies, especially splitting word into parts (as in the example given in the learner's material).
- Ask learners to practise splitting the other difficult words so they can remember them.
- Recap on ways of checking work for accuracy.
- Ask learners to read their work to each other and to give / receive comments on how easy it is to understand.
- Ask learners to say words aloud to each other to check that the spelling contains all the sounds.
- Play games where one person says aloud a word from the writing and the other tries to spell it.
- Ask learners to compare notes on the spelling. Practise spelling strategies.

Extension

- When learners have finished and are confident with splitting up words, ask them to pick out from the unit words that are or were difficult and record them in their word banks.

Pages 13, 14 and 15

Spelling

Material

- Words with different letter patterns in short prepared texts (extension)
- Copies of amusing rhymes or limericks (optional)
- New words for spelling (extension)
- Letter cards

Rationale

- To use letter patterns in spelling
- To practise a variety of spelling strategies

Activity A

Pre-task

- Recap on spelling strategies used in the previous exercise.
- Check what learners have found useful in remembering spellings.
- Pool ideas with the whole group. Ask learners to concentrate on the shape of the words and their letter patterns.

Task

- Focus learners on the shape of the letters.
- Ask them to practise writing 'ake' so that the shape becomes familiar.
- Talk about the sounds of the words ending in 'ake'.
- Ask learners to complete the task by circling the words with 'ake' in the text.
- Help learners to focus on the shape of the words.
- Practice words with '-ad', '-ell', '-old'. Write them on the whiteboard.

Help

- Practise the letter formation of 'a' 'k' and 'e' and practise joining them together to make 'ake'.
- Give learners a set number of words containing 'ake' to find in the text, if necessary asking them to begin by finding the letter 'k'.
- Repeat, writing individual letters for 'c' and 'b'.

Extension

- Choose other letter patterns and give out pre-prepared texts for learners to circle the appropriate words, such as 'ea' or 'ee'.

Activity B

Pre-task

- Show how the sound of words can be comical by reading a few funny rhymes or limericks.
- Pick out one or two rhyming words and display them on the board.
- Ask learners to identify what has been changed in the pairs of rhyming words.
- Help learners to recognise that when only one or two letters change, the spelling pattern may stay the same.

Task

- Read the verse with the group and circle the words that rhyme.
- Talk about some of the words that might come up in a rhyme about a medical centre, such as 'blood', 'flu', 'test', 'bump', 'nurse' etc.
- Steer learners to words that will be easy to match to patterns.
- Allow learners to work individually, in pairs or as a whole group.
- Pool the rhyming words used and record them on the board.
- Ask learners to record them in their word banks.
- Focus on words learners want to be able to spell from the unit.
- Encourage learners to check back in their word banks and to practise spelling strategies to remember them.
- Play spelling games with the group in teams.

Help

- Review individual word banks with the learners.
- Encourage learners to pick out additional relevant words from the unit and to enter them in their word banks.
- Recap on spelling strategies and practise spelling the words learners have recorded.

Extension

- Introduce ten new words that have not been used in the unit. Ask learners to work out the spelling, using all strategies.
- Discuss the answers.
- Help learners to memorise the new spellings.

Activity C

Task

- Ask learners to pick out words from the word banks that they want to learn.
- Go through the 'Look, Say, Cover, Write, Check' method as depicted in the learner's material:
 - **Look** at the word. Think about how you will remember it.
 - **Say** it to yourself.
 - **Cover** the word.
 - **Write** it from memory.
 - **Check** it carefully letter by letter.
 - If it is correct go on to the next word. If it is not, cross it out and write it correctly above the word.
 - **Repeat** the 'Look, Say, Cover, Write, Check' method.
- Encourage learners to check if they can spell the word a week later.

Pages 16 and 17 Integrated skills

Materials

- Audio clip 6
- Pre-prepared audio clip (extension)
- Examples of adverts for blood donors
- Pre-prepared word bank and sentences for completion (extension)

Rationale

- To read and understand an advert for blood donors
- To listen for information
- To write sentences expressing a point of view about giving blood

Read key words

Task

- Using the same strategies as in the last section, ask learners to read the advert for blood donors and to identify key words.
- Ask learners to consider the questions and to discuss the answers.

Complete the sentences

Task

- Play audio clip 6.
- Ensure understanding of what has been heard.
- Direct learners to the sentences to be completed.
- Read sentence 1 aloud and demonstrate how the answer can be found in the audio clip.
- Ask learners to check / confirm answers.
- Replay again as necessary until all sentences are complete.
- Encourage learners to check spellings in the word bank.

Help

- Play the audio clip paragraph by paragraph. Stop and discuss the content.
- Write up any difficult words which do not appear in the word bank but which the learners will need to complete the sentences.
- Read the incomplete sentences aloud.
- Give out the jumbled sentences on cards. Put the sentences in the right order using strategies practised earlier in this unit.
- Ask learners to read them aloud in pairs and to pencil in likely answers.
- Replay the audio clip paragraph by paragraph, stopping for learners to check their completed sentences.
- Continue and replay until all sentences are complete.

Speaking and writing

Pre-task

- Discuss the pros and cons of giving blood.
- Elicit learners' experience of being a blood donor.
- Encourage learners to decide whether they would give blood and to think of reasons.

Task

- Focus on the task.
- If possible, provide real examples of advertising for blood donors.
- Ensure understanding of the postbag.
- Discuss the kinds of words and expressions that might be used in favour of giving blood.
- Record the most useful ones on the board.
- Discuss words and expressions that might be used against giving blood. Record them on the board.
- Ask learners to write their point of view to the postbag, using the word bank and the words on the board, as well as in other parts of the unit, to help them.
- Ensure learners write in sentences.

Help

- Discuss possible sentence patterns that learners can use when writing to the postbag, such as: 'It is easy to give blood because ...' 'People should give blood because ...' 'I would not give blood because ...' Record these sentence patterns on the board.
- Ask learners to complete the task using all available models.

Extension

- Ask learners to write a similar letter to the postbag, putting their views about becoming a hospital porter or volunteer, or about offering themselves as volunteers in a controlled experiment.
- Discuss and provide word banks / model phrases as necessary.

Page 18

Check it

Rationale

- To check and consolidate learning
- to ensure learners can complete the *Check it* page

Help

- Prepare additional tasks for learners who are still unsure. Recap as necessary.

Review

Refer the learner back to page 1 of the learner's material. What objectives have been covered? How has the work of the unit reflected the needs identified in the ILP?

What new knowledge and skills have been acquired by the learner? What makes the learner feel more confident?

What skills still need to be practised? What needs clarification? What should the learner do next?

There are four other units at this level. There are five more units at Entry 2. Direct the learner to the next stage.

Photocopiable resources

Photocopy 1

Alphabet rulers

a	A
b	B
c	C
d	D
e	E
f	F
g	G
h	H
i	I
j	J
k	K
l	L
m	M
n	N
o	O
p	P
q	Q
r	R
s	S
t	T
u	U
v	V
w	W
x	X
y	Y
z	Z

Photocopy 2

Put onto card to make flashcards for learners.

Who is ill?

What is the matter with Sandra?

Which part of Sandra does the doctor look at?

What colour are her throat and ears?

What did the doctor give Maria?

Sandra and Maria are ill.

She is hot and she has been crying all night.

The doctor looks at her throat and ears.

Her throat and ears are red.

He gave her some medicine.

Photocopy 3

1

cold	I	after	look	When
myself	I	have	a	.

2

a	check	up	I	go	When
need	I	to	the	clinic	.

3

I	hospital	When	my	leg
I	broke	to	went	.

4

see	had	went	to	I	doctor
the	When	I	was	sick	.

Blank cards to use for your word bank

Photocopy 4

1

your	takes	The	a	blood
nurse	sample	from	thumb	.

2

blood	nurse	your
takes	The	.

3

blood	give	your	minutes
You	in	ten	.

4

of	tea	Lie	down
and	a	cup	have

5

you	are	ready	minutes	.
After	ten	to	go	

Photocopy 5

Alphabet letters for making new words.

a	b	c	d	e	f	g	h
i	j	k	l	m	n	o	p
q	r	s	t	u	v	w	x
y	z	a	b	c	d	e	f
g	h	i	j	k	l	m	n
o	p	q	r	s	t	u	v
w	x	y	z				

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y	Z	A	B	C	D	E	F
G	H	I	J	K	L	M	N
O	P	Q	R	S	T	U	V
W	X	Y	Z				