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# In the hospital

## Worksheet 1: Fingerspelling

### Using the worksheet

- This worksheet practises health-related vocabulary: *doctor, nurse, cold, cough, headache, toothache, earache and stomach-ache*. It uses sign language and so makes students aware of the way deaf and/or mute children may have to communicate.
- Explain to students that people who have difficulty hearing or speaking can use sign language. Although there are signs for whole words, there is also a fingerspelling alphabet so that people can spell names or words if they do not know the sign for a word. In this activity, students use the British Sign Language Fingerspelling Alphabet to work out which health-related words are being spelled.
- Students work individually or in pairs. They work out the words that are being fingerspelled and write the letters.
- They then draw a picture to illustrate each of the words.
- Students then practise spelling out two of the ‘health’ words using their hands and fingers.

**KEY:** Activity 1: **2** doctor, **3** cough, **4** cold, **5** stomach-ache, **6** earache, **7** headache, **8** toothache; Activity 2: Students’ own answers.

**Optional follow-up activity:** Students learn to fingerspell their names.

## Worksheet 2: What happened yesterday?

### Using the worksheet

- This worksheet practises the past simple of the regular verbs: *shouted, landed, jumped, looked at, watched, listened to, visited, phoned, played and walked*.
- Students use the words from the word box to complete the sentences.
- They number the pictures to match the sentences.

**KEY:** Activity 1: **2** walked, **3** visited, **4** played, **5** landed, **6** looked at / watched, **7** shouted, **8** listened to, **9** jumped, **10** watched / looked at, **11** jumped; Activity 2: First row (from left to right): 10, 6, 2, 4, 3, 9; Second row (from left to right): 7, 11, 12, (1), 8, 5

**Optional follow-up activity:** Remind students that *ed* can be pronounced in one of three ways, depending on the sound that comes before it. Write the verbs from the unit on the board or on flashcards. Tell a third of the class that they must listen for /t/, another third /d/ and the final third /Id/. Point to one of the verbs as you say it. The students who have that phoneme stand up. As play continues, stop saying the verb and just point to the word.

**KEY:** /t/ walked, looked, jumped, watched; /d/ phoned, played, listened; /Id/ visited, landed, shouted

## Worksheet 3: Letter code

### Using the worksheet

- This worksheet practises the past simple of the irregular verbs: *go, feel, say, wake up, have and give*.
- Students work individually or in pairs. They use the code to work out and write the present or past forms of the verbs.
- They look at the pictures and write the verbs from Activity 1 in the correct part of the chart. They then complete the chart.

**KEY:** Activity 1: **2** wake up, **3** went, **4** give, **5** said, **6** have; Activity 2: **2** give, gave; **3** wake up, woke up; **4** go, went; **5** say, said; **6** have, had

**Optional follow-up activity:** Students use the code to write a secret message to a friend.

## Worksheet 4: How healthy are you?

### Using the worksheet

- This worksheet practises items of key *Think and learn* vocabulary used to describe a healthy lifestyle.
- Students read the quiz questions. Then they write one more question of their own. Students answer all six questions. They colour the block in the score grid that corresponds to their answer each time.
- Students look at the completed score grid to see whether they answered mostly As, Bs or Cs, and read the corresponding advice. They compare scores with their classmates.

**Optional follow-up activity:** Students work in small groups to make a bar chart with their results from the above activity. They show their work to the class.

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# Worksheet 1

## Fingerspelling

Name: .....

Class: .....

### 1 Look and write the words. Then draw pictures.



1 This is a



5 I've got



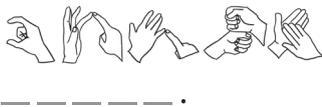
2 This is a



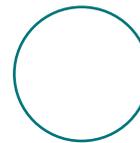
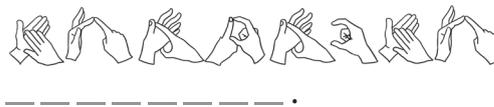
6 I've got



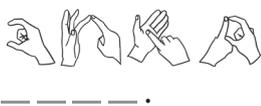
3 I've got a



7 I've got a



4 I've got a



8 I've got



### 2 Fingerspell two of the 'health' words for a partner.

**Vocabulary: Health**

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# Worksheet 2

## What happened yesterday?

Name: .....

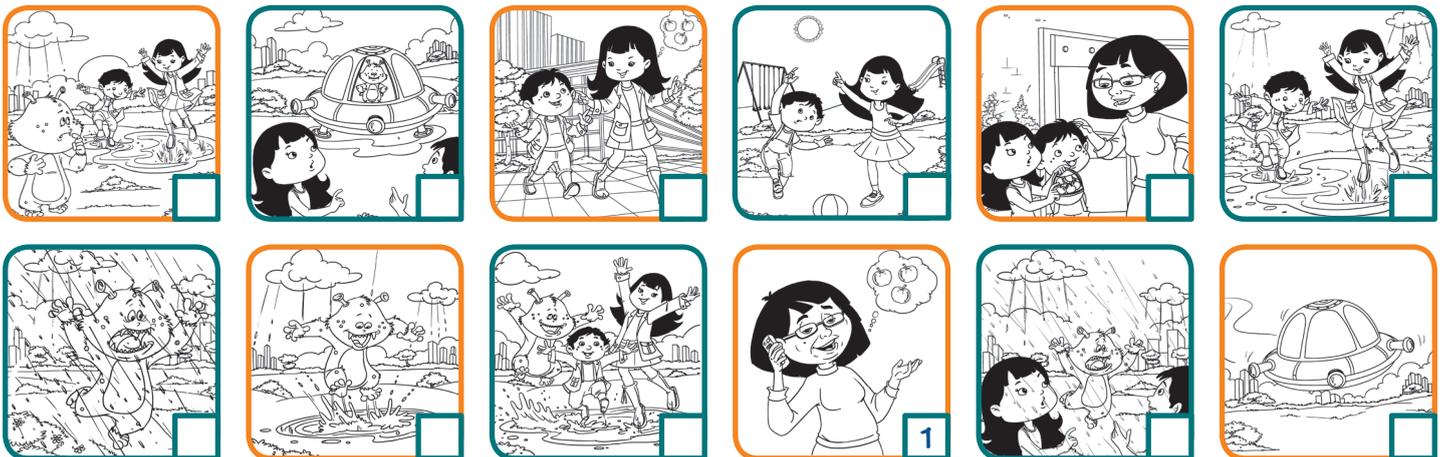
Class: .....

### 1 Write the words in the story.

~~phoned~~ jumped shouted visited played listened to  
 watched landed looked at walked jumped

- 1 Yesterday, Daisy phoned Clara and Oliver. 'I need some apples,' she said.
- 2 Clara and Oliver \_\_\_\_\_ to the market square to buy the apples.
- 3 They \_\_\_\_\_ their grandmother to give her the apples.
- 4 Then they \_\_\_\_\_ in the park. It was sunny.
- 5 Suddenly, a spaceship \_\_\_\_\_.
- 6 A little monster was in the spaceship. Clara and Oliver \_\_\_\_\_ him.
- 7 It rained. The monster \_\_\_\_\_, 'Rain! Help!'
- 8 The children \_\_\_\_\_ him shout, 'Help!'
- 9 Clara and Oliver \_\_\_\_\_ in the puddles. They were happy.
- 10 The monster \_\_\_\_\_ them.
- 11 The monster \_\_\_\_\_ in the puddles too.
- 12 Everyone was happy!

### 2 Look and write the numbers of the sentences from Activity 1.



Language focus 1: Past simple: regular verbs

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# Worksheet 3

## Letter code

Name: .....

Class: .....

### 1 Use the code to find the verbs.

6	c	o	d	e	a
5	b	c	d	e	f
4	g	h	i	j	k
3	l	m	n	o	p
2	q	r	s	t	u
1	v	w	x	y	z
	A	B	C	D	E

1 E5-D5-A3-D2

felt

2 B1-E6-E4-D6 E2-E3

3 B1-D6-C3-D2

4 A4-C4-A1-D5

5 C2-E6-C4-C6

6 B4-E6-A1-D6

### 2 Write the verbs from Activity 1 in the chart.

						
<b>Present</b>	feel					
<b>Past</b>	felt					

Language focus 2: Past simple: irregular verbs

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# Worksheet 4

## How healthy are you?

Name: .....

Class: .....

1 Read, answer and colour the chart. Then check your score.

### Quiz: How healthy are you? How often do you ...



#### 1 Do exercise?

- A Always. I play sport every day and I always walk or ride my bike.
- B Sometimes. I play a few times a week and I usually walk or ride my bike too.
- C Never. I think exercise is boring.

#### 2 Eat fruit and vegetables?

- A Always. I always have fruit and vegetables with my lunch and dinner.
- B Sometimes. I don't really like fruit and vegetables but eat them because I have to.
- C Never. I prefer chocolate and pizza.

#### 3 Go out and get fresh air?

- A Always. I always sit outside or go for a walk in the fresh air.
- B Sometimes. I go outside a few times in the week.
- C Never. I don't like going outside.

#### 4 Go to sleep early?

- A Always. Sleep helps us grow stronger and healthier. We feel better in the morning too.
- B Sometimes. Sleep is important but I like to stay up late and watch TV or do something else.
- C Never. I've got too many things to do at night!

#### 5 Rest?

- A Always. I always rest after school. I read a book or magazine, watch TV or just lie down a little.
- B Sometimes. I try to rest during the week and on the weekends but not every day.
- C Never. I can't sit still.

#### 6 \_\_\_\_\_

- A Always.
- B Sometimes.
- C Never.

#### Your score:

	A	B	C
1			
2			
3			
4			
5			
6			

#### Mostly As:

Wow! You are a health freak!  
Good for you! Keep it up.

#### Mostly Bs:

This is great. But is there anything you can do to be a little healthier?

#### Mostly Cs:

You should try to keep healthy because you can get ill. What can you do today to start?