



**Total Words**

By Achieve Psychology For Learning

# Pre-Teach

## Sentence Study Activities



■ Curriculum Readers: 800 - 1300 Total Words

**Science and Medicine**

# **1. Dr John Snow: The Scientific Thinker of Soho**

## 4. Matching beginnings and endings of sentences

(copy and cut each section of the sentences)



1. Dr John Snow could now show that this was the water pump where	that people could catch by breathing in smelly air.
2. Five hundred people had died in a few days,	every family where they had been getting their drinking water from.
3. He didn't agree with most other people who thought that cholera was a disease	but, without the actions of Dr John Snow, the disease might have killed thousands.
4. He asked	this deadly disease was spreading from.

## 5. Sentences in sequence

(Put the sentences in the order that they happen in the story)

1. He got a map of the streets around Soho and visited every family who had someone suffering from cholera or who had someone who had died from cholera.
2. People were dying every day from cholera in the five or six streets around Broad Street.
3. Within two weeks, all deaths from cholera stopped.
4. Little baby Frances Lewis died on September 2nd, 1854 in her home at 40 Broad St, Soho London.
5. Dr Snow quickly learned that all of them were getting their water from one pump, the water pump on Broad Street.

## 6. Where are the sentences...

<b>Sentences</b>	<b>Page(s)</b>
... explaining how Dr John Snow proved that the disease was spreading through dirty water?	
... describing how quickly the disease spread?	
... describing what made Dr John Snow so good at finding the solution?	
... describing what action stopped the disease?	

## **2. Edward Jenner: Scientist, Doctor, Observer and Experimenter**

## 4. Matching beginnings and endings of sentences

(copy and cut each section of the sentences)



1. People who caught cowpox got sores on their skin,	he became an orphan when both of his parents died.
2. He was the youngest of nine children and, when he was just five years old,	they lived for the rest of their lives with terrible scars on their faces, arms, hands and bodies.
3. For children who survived smallpox,	cowpox protected against smallpox.
4. He needed to test the idea that	but the sores went away quite quickly and left no scars.

## 5. Sentences in sequence

(Put the sentences in the order that they happen in the story)

1. Jenner thought that cowpox might provide a solution.
2. Jenner was confident that James had been infected with cowpox from the pus.
3. Now Jenner tested the second idea. This was a test to see if cowpox could protect someone from getting smallpox.
4. He took some of the cowpox pus and put it into the arm of a small boy called James Phipps.
5. At the age of 14, he became an apprentice to a doctor and, over the next seven years, learned about medicine.

## 6. Where are the sentences...

<b>Sentences</b>	<b>Page(s)</b>
... explaining what vaccinations are and how they work?	
... describing what smallpox was like?	
... explaining why Edward Jenner was a good scientist?	
... describing how Edward Jenner experimented to prove that a vaccination can prevent smallpox?	

# 3. Malaria: The Challenge for Scientists

## 4. Matching beginnings and endings of sentences

(copy and cut each section of the sentences)



<p>1. The most effective known treatment was from the bark of the cinchona tree,</p>	<p>is so polluting.</p>
<p>2. Scientists have tried to find a cure for malaria</p>	<p>scientists started to use genetic engineering to try to control mosquitoes.</p>
<p>3. As you can imagine, it is not a good idea to spray oil over all water as it</p>	<p>as well as ways of preventing the disease.</p>
<p>4. In 2014,</p>	<p>which was chewed by people with malaria because it stopped them shivering so violently.</p>

## 5. Sentences in sequence

(Put the sentences in the order that they happen in the story)

1. Scientists looked at old scientific knowledge to try and find a cure.
2. In 2014, scientists started to use genetic engineering to try to control mosquitoes.
3. He had proven that these parasites could be passed across the blood of humans into mosquitoes.
4. In an effort to control mosquitoes, oil was sprayed on water.
5. Scientists are studying how some people are naturally immune to the disease; they don't get malaria even though they are bitten by mosquitoes.

## 6. Where are the sentences...

<b>Sentences</b>	<b>Page(s)</b>
... explaining how malaria parasites make people so ill that they can die?	
... describing what scientist using genetic engineering know about mosquitoes?	
... explaining what it means if people are 'naturally immune' from malaria?	
... describing the experiments that Ross did?	

## 4. Penicillin: The Drug That Happened by Chance

## 4. Matching beginnings and endings of sentences

(copy and cut each section of the sentences)



<p>1. Once he knew how penicillin worked,</p>	<p>other scientists who had developed penicillin was rewarded and they were awarded the Nobel Prize.</p>
<p>2. It was by chance that it had been that particular mould,</p>	<p>penicillin killed bacteria by making their cell walls burst open, and so they died very quickly.</p>
<p>3. In 1945, the work of Alexander Fleming and two</p>	<p>it was time to test it on real life to see how it worked on real infections.</p>
<p>4. By using a microscope to study what happened to bacteria when penicillin mould was added to them, Alexander Fleming saw that</p>	<p>the penicillin mould, that had accidentally got onto the jelly in the petri dish.</p>

## 5. Sentences in sequence

(Put the sentences in the order that they happen in the story)

1. In 1944, during World War Two, penicillin was finally ready to be used as a common medicine.
2. It was September 1928. Alexander Fleming—scientist, doctor, soldier—returned to his laboratory after his two week holiday in the sunny English countryside in Suffolk.
3. Once he knew how penicillin worked, it was time to test it on real life to see how it worked on real infections.
4. He did experiments to find out how the mould worked to kill bacteria.
5. Fleming noticed an unusual pattern in one dish.

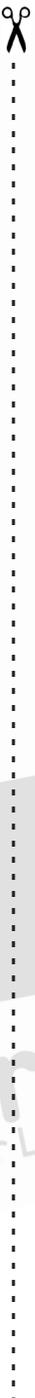
## 6. Where are the sentences...

<b>Sentences</b>	<b>Page(s)</b>
... explaining why it was by chance that penicillin was discovered?	
... describing the experiment that proved penicillin could kill bacteria?	
... describing how bacteria make us sick?	
... describing why Dr Fleming wanted to stop bacteria killing people?	

## 5. Saving Our Smiles, Saving Our Bites

## 4. Matching beginnings and endings of sentences

(copy and cut each section of the sentences)



1. Stem cell science	prove it was a chemical called fluoride in water that had made their teeth look brown, and that the fluoride had also kept their teeth strong and healthy.
2. After 30 years of study, he was able to	show that sugary foods allowed bacteria to grow on teeth.
3. Pierre Fauchard wrote a book in 1723 in which he reported that	is finding ways that the body can make its own new cells to repair damaged teeth.
4. Through his scientific research in 1890, Dr Miller was able to	there was no sign of tooth worms in all the examples of tooth decay that he had studied.

## 5. Sentences in sequence

1. Repairs to holes are faster and better. **The sentence before is:**
2. Through his scientific research in 1890, Dr Miller was able to show that sugary foods allowed bacteria to grow on teeth. **The next sentence is:**
3. One of the main reasons that they were able to understand how bacteria worked was because microscopes had improved. **The next sentence is:**
4. Scientists had to prove that this idea was wrong. **The sentence before is:**
5. Plaque is like a hard crusty layer that builds up on teeth from food that has been chewed. **The sentence before is:**

## 6. Where are the sentences...

<b>Sentences</b>	<b>Page(s)</b>
... describing what important work Pierre Fauchard did?	
... describing what made it easier for dentists to learn more about bacteria on teeth?	
... explaining what Dr Miller noticed?	
... describing how microscopes helped dentists?	