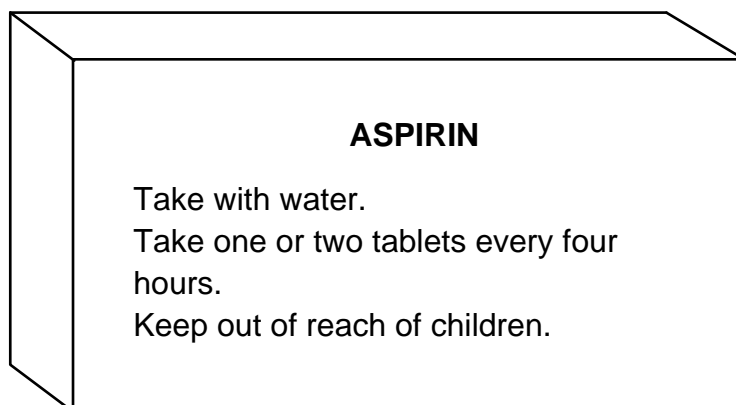
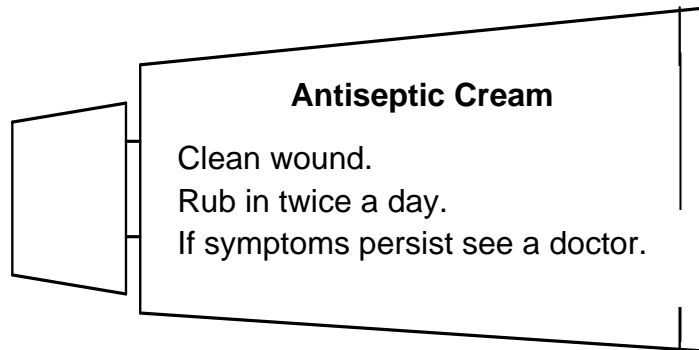


# E2 – Medicine Instructions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Medicine Labels



# E2 – Medicine Instructions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions

1 Which medicine would you use for a headache?

\_\_\_\_\_

2 Which medicine would you use for a cut hand?

\_\_\_\_\_

3 Which medicine would you use for a cough?

\_\_\_\_\_

4 How often should you take Aspirin?

\_\_\_\_\_

5 How often should you use antiseptic cream?

\_\_\_\_\_

# E2 – Medicine Instructions



Name \_\_\_\_\_ Date \_\_\_\_\_

6 How often should you take cough mixture?

\_\_\_\_\_

7 When is it best to take cough mixture?

\_\_\_\_\_

8 How should you take aspirin?

\_\_\_\_\_

9 What should you do **before** taking cough mixture?

\_\_\_\_\_

10 What should you do **before** putting on cream?

\_\_\_\_\_

## E2 – Medicine Instructions

Name \_\_\_\_\_ Date \_\_\_\_\_

Keep in a cool place. Do not drink alcohol.  
Keep away from eyes.

Take every 4 hours. It may cause drowsiness.  
Remove plaster from wrapper.

Keep out of reach of children. Rub in well.  
Take 1 spoonful every 4 hours.

If symptoms persist see a doctor.  
Do not take if pregnant.

Clean wound and surrounding area. Take with food.

Change the dressing daily. 1 to be taken twice a day.

**Choose the right instructions for the medicines in the chart on the next page.**

# E2 – Medicine Instructions



Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Medicine</b>	<b>Instructions</b>
Tablets	<hr/> <hr/> <hr/> <hr/> <hr/>
Cough Mixture	<hr/> <hr/> <hr/> <hr/> <hr/>
Cream	<hr/> <hr/> <hr/> <hr/> <hr/>
Plasters	<hr/> <hr/> <hr/> <hr/> <hr/>

## E2 – Medicine Instructions

Name \_\_\_\_\_ Date \_\_\_\_\_

**Fill in the missing words.**

<b>the</b>	<b>are</b>	<b>to</b>	<b>and</b>
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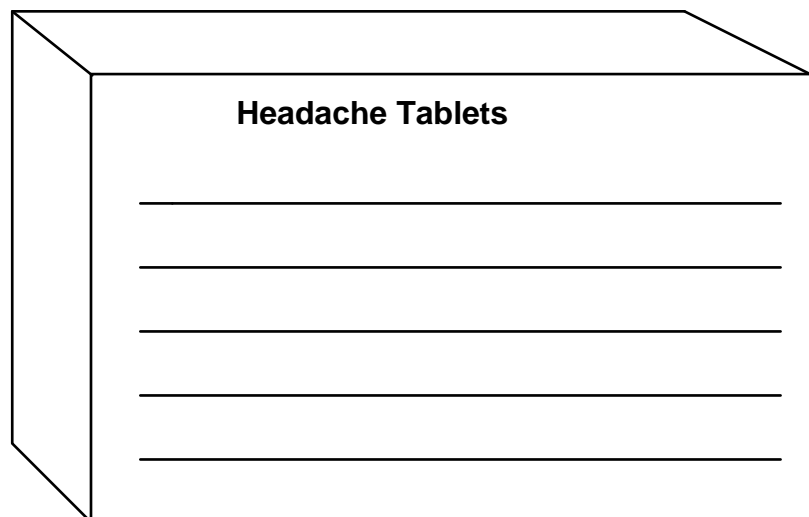
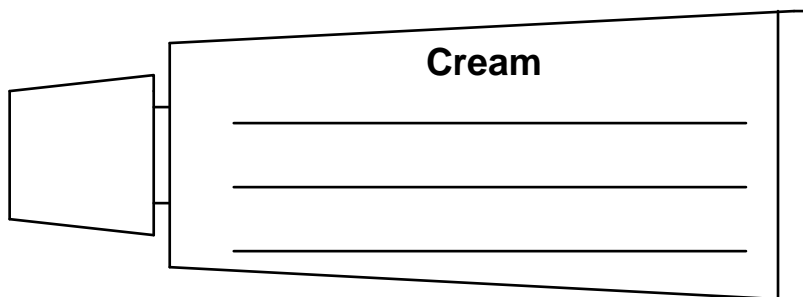
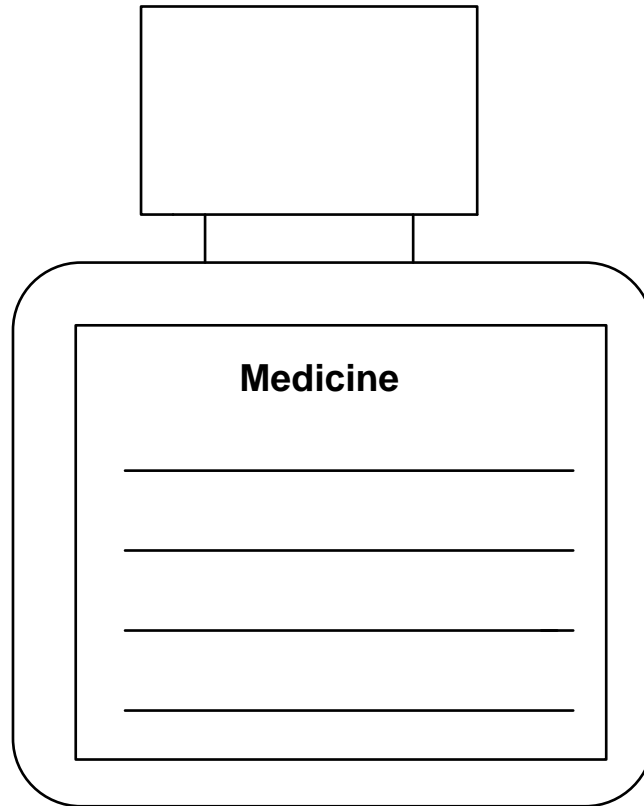
Washproof plasters \_\_\_\_\_ ideal to protect wounds. They help keep \_\_\_\_\_ skin dry but \_\_\_\_\_ breathable \_\_\_\_\_ help the wound heal quicker. They are smooth \_\_\_\_\_ comfortable to wear and \_\_\_\_\_ antiseptic pad helps \_\_\_\_\_ prevent infection.



# E2 – Medicine Instructions

Name \_\_\_\_\_ Date \_\_\_\_\_

**Think of suitable instructions. Write them on the labels.**



# E2 – Medicine Instructions

Name \_\_\_\_\_ Date \_\_\_\_\_

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

**There are 10 words to do with health in the puzzle. Find them and write them here:**

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# E2 – Medicine Instructions

Curriculum mapping, teaching notes and answers

## Functional Skills English mapping

Coverage and range (C&R) statements provide an indication of the type of content candidates is expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

**Highlighting** indicates the main C&R statements that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher.

**Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.* <http://www.ofqual.gov.uk/>

### Entry Level 2

#### Reading Skill Standard

Read and understand straightforward texts that explain, inform or recount information.

#### Coverage and Range statements

- a) Understand the main events in chronological texts
- b) Read and understand simple instructions and directions
- c) Read and understand high frequency words and words with common spelling patterns
- d) Use knowledge of alphabetical order to locate information

#### Writing Skill Standard

Write short texts with some awareness of the intended audience.

#### Coverage and Range statements

- a) Use written words and phrases to record and present information
- b) Construct compound sentences using common conjunctions
- c) Punctuate correctly, using upper and lower case, full stops and question marks
- d) Spell correctly all high frequency words and words with common spelling patterns



#### Skillsworkshop tips

✓ = tip that works particularly well with this resource

**b)** In pairs, students read the instructions from a selection of medicine packets provided by the tutor. Feedback to group . ✓

**c)** Learners to highlight and discuss any words they cannot read or do not understand. Then encourage learner to use context, pictures, phonics, etc. to decode these words independently.

**a)** Covered by page 7. Encourage learners to make up their own (sensible) instructions based on the examples they have read in class (see tip b above). Tutor could model one first on the whiteboard or complete one as a piece of shared, group writing. For example instructions for using shampoo or eye drops.

**c) d)** Discuss the punctuation (Capital letter, full stop) on pages 1 & 4. Look at punctuation on real packets. ✓

After completing the writing task on page 7 encourage learners to swap work and check for spelling and punctuation. ✓

Also covers many **Entry Level 2 adult literacy reading and writing curriculum elements**

<http://www.excellencegateway.org.uk/sflcurriculum>

### Wordsearch answers:

pill, burn, plaster, bandage, drug, cream, doctor, nurse, cut, tablet.