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TEACHER'S GUIDE

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BOOK CLUB



Level 3

SpongeBob Gets a Cold

Level 3 SpongeBob Gets a Cold

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Title	SpongeBob Gets a Cold
Synopsis	SpongeBob is sick! He gets a bad cold. But he doesn't want to miss work! Patrick and Sandy help their friend and take him to see the doctor.
Written by	Therese Condit
Level	Level 3: Confidence Building
Text Type	Story
Word Count	315

Scope and Sequence

Text Type	Story	
Vocabulary	<ul style="list-style-type: none"> • sick • healthy • better • cold 	<ul style="list-style-type: none"> • doctor • jelly • medicine • plaster
Language Functions and Focus	<ul style="list-style-type: none"> • Use the connective 'first' and 'then' to express sequences 	<p>First, let's fix your red nose.</p> <p>Then, let's make you warm.</p>
	<ul style="list-style-type: none"> • Use the introductory 'there' to express something exists 	<p>This plaster can help your nose.</p> <p>And the jelly can make your feet warm.</p>
	<ul style="list-style-type: none"> • Use the present tense to describe actions 	<p>I am practising to be a doctor someday.</p> <p>I don't think the plaster or the jelly are helping.</p>
Reading Strategies	<ul style="list-style-type: none"> • Predicting <input checked="" type="checkbox"/> • Scanning <input type="checkbox"/> • Sequencing <input checked="" type="checkbox"/> • Summarising <input type="checkbox"/> • Vocabulary in Context <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> • Storytelling <input type="checkbox"/> • Shared Reading <input checked="" type="checkbox"/> • Guided Reading <input type="checkbox"/> • Independent Reading <input checked="" type="checkbox"/> • Grammar in Context <input checked="" type="checkbox"/>
Reading Skills and Activities: Book and Story Awareness	<ul style="list-style-type: none"> • Identify parts of a book and their functions — front cover, book title, title page, back cover, page numbers <input checked="" type="checkbox"/> • Identify information in different parts of a book — title, author, illustrator <input checked="" type="checkbox"/> • Understanding basic print conventions — front to back of book, top to bottom of page, left to right on line <input type="checkbox"/> 	

	<ul style="list-style-type: none"> • Understand the meaning of basic punctuation – quotation mark, apostrophe, capital letter, comma, question mark, exclamation mark and full stop <input type="checkbox"/> • Scan cover and text for information <input checked="" type="checkbox"/> • Summarise and retell story <input checked="" type="checkbox"/> • Answer text-dependent questions <input checked="" type="checkbox"/> • Make, modify and confirm predictions about a story <input checked="" type="checkbox"/> • Ask and answer clarifying questions, including 'who', 'what', 'where', 'when', 'how', and 'why' <input checked="" type="checkbox"/> • Demonstrate basic understanding of story characters and sequences of events <input checked="" type="checkbox"/> • Make connection between personal experience and story characters <input checked="" type="checkbox"/> • Discuss personality and behaviour of story characters, and their actions in story <input type="checkbox"/> • Understand and respond to the ideas, feelings and attitudes expressed in story <input checked="" type="checkbox"/>
<p>Reading Skills and Activities: Comprehension, Phonemic Awareness, Vocabulary and Grammar</p>	<ul style="list-style-type: none"> • Join in reading with accuracy, comprehension, proper intonation, appropriate pace/rate; with attention to punctuation <input checked="" type="checkbox"/> • Use picture clues to help determine word meanings <input checked="" type="checkbox"/> • Identify consonant and vowel sounds <input type="checkbox"/> • Identify syllables in words, and regular and irregular patterns <input type="checkbox"/> • Awareness of rhyme, alliteration and sounds of language <input type="checkbox"/> • Relate pictures to words <input checked="" type="checkbox"/>

<p>Game Sheet and Worksheet Activities</p>	<ul style="list-style-type: none"> • Use correct word order for simple sentences <input checked="" type="checkbox"/> • Construct simple sentences and some compound sentences using conjunctions <input checked="" type="checkbox"/> • Use correct subject-verb agreement and noun-pronoun agreement <input checked="" type="checkbox"/> • Use new words in a variety of contexts <input type="checkbox"/> • Develop expressive language <input type="checkbox"/> • Rearrange letters or words to form proper words or sentences <input type="checkbox"/> • Share, draw and express imaginative ideas in response to visual cues <input type="checkbox"/>
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Sample for Review



Pre-Reading Activities

Activity 1A: (**For less able learners*)

Choose one of the following questions:

1. Think about the last time you were sick or ill. How did you feel? What were your symptoms? Share this information with a partner. (2-3 minutes)
2. Think about the last time you saw a doctor. What did you tell them about your sickness? What questions did they ask you? What did they tell you to do? What medicine did they give you? Share this with a partner (2-3 minutes)

Steps:

1. Ask learners to discuss one of the questions in pairs for 2-3 minutes.
2. Ask a few pairs to give the class some feedback on their discussion.

Activity 1: (**For more able learners*)

Steps:

1. Draw a table on the board with the columns 'Can do' and 'Can't do': Ask: 'What can you do if you are sick?' 'What can't you do if you are sick?'
2. Ask learners to draw the table in their notebooks and to complete the table on their own with as much information as they can think of.
3. Elicit some responses from the learners and write them in the table on the board.
4. Ask learners 'Have you ever been so sick you couldn't do something you wanted to do?' Elicit what it was they couldn't do.



Activity 2: Look at the cover and title page

Steps:

1. Show learners the cover of the book.
2. Ask learners what they can see on the cover.
3. Invite a learner to come out and point to the title of the book.
4. Read the title aloud and ask learners to repeat after you.
5. Ask learners to look at the cover and guess how SpongeBob is feeling and what he will do.
6. Turn to the title page.
7. Ask learners what they can see.
8. Read out the sentences.
9. Ask learners to guess if SpongeBob will go to work and if he will get better.

Sample for Review

Level 3 SpongeBob Gets a Cold

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Reading Activities

Activity 1: Storytelling

Steps:

1. Look at the pictures and talk about the illustrations. Encourage learners to guess what is happening.
2. Use exaggerated intonation and facial expressions when reading the story aloud.

Page 2, 3

- Ask: *Where is SpongeBob? How does he feel?*
- Read out the sentences and ask learners to read them aloud after you.
- Ask learners if they have ever had a bad cold and invite one or two to describe what it was like.
- Ask learners why they think SpongeBob's nose is red.
- Ask learners what they think SpongeBob should do.

Page 4, 5

- Ask: *Where do you think Sandy is? Who is she calling?*
- Read out the sentences and ask learners to read them aloud after you.
- Ask: *Do you think SpongeBob will go look for seashells with Sandy?*

Page 6, 7

- Ask: *'How do you think SpongeBob will respond?' 'What do you think he wants to do?'*
- Read out the sentences and ask learners to read them aloud after you.
- Ask: *'Do you think SpongeBob should go to work today?'*
- Ask learners if they have ever wanted to go to school or go out to play while they were sick.

Page 8, 9

- Ask: *'What is SpongeBob doing?' 'Where is he going?'*
- Read the sentences aloud and ask learners to read them aloud after you.
- Ask: *'How do you think Patrick can help?'*

Page 10, 11

- Ask: *What is Patrick doing? What can you see on SpongeBob?*
- Read out the sentences and ask learners to read them aloud after you.
- Ask learners if they think Patrick can really help SpongeBob.
- Ask: *'How do you think he can fix SpongeBob's nose and make him warm?'* *'Would you trust Patrick if you were SpongeBob?'*

Page 12, 13

- Ask: *'What can you see on SpongeBob?'* *'Does he feel better?'*
- Read out the sentences and ask learners to read them aloud after you.
- Ask: *'Why aren't the plaster and jelly helping SpongeBob?'*

Page 14, 15

- Ask: *'How do you think Patrick feels?'* *'Do you think he will make a good doctor?'* *'How do you think SpongeBob feels?'*
- Read out the sentences and ask learners to read them aloud after you.
- Ask: *'Who is Mr Krabs?'*

Page 16, 17

- Ask: *'Where are they?'* *'What is SpongeBob's job?'* *'How do you think the customers feel?'*
- Read out the sentences and ask learners to read them aloud after you.
- Ask: *'If you were a customer at this restaurant, would you want to eat here?'*

Page 18, 19

- Ask: *'Where is SpongeBob?'* *'What does he do?'*
- Read out the sentences and ask learners to read them aloud after you.
- Ask: *'What should SpongeBob do?'* *'What should Mr Krabs do now?'*

Page 20, 21

- Ask: *'What can you see?'* *'Who are here to see SpongeBob?'*
- Read out the sentences and ask learners to read them aloud after you.
- Ask: *'Are Patrick and Sandy good friends?'*

Page 22, 23

- Ask: *'Where are they?'* *'Who is the doctor?'* *'What does he look like?'*
- Read out the sentences and ask learners to read them aloud after you.
- Ask: *'What does the doctor tell SpongeBob to do?'* *'Will SpongeBob feel better?'*

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Post-Reading Activities

Activity 1: Matching and Sequencing (Make a flap book)

Steps:

1. Ask learners to read the story again on their own or with a partner.
2. Ask learners to close their books and to take it in turns to try and retell the story in their own words to their partner.
3. Give learners Game Sheet 1 and read the sentences together.
4. Ask learners to cut along all the dotted lines. (They should not cut along the solid lines; the pictures should remain attached to the page.)
5. Tell learners they are now going to match the sentences with the pictures.
6. Tell them to spread a little bit of glue along the left side of each picture, in the box where it says 'Glue here'. (They should be careful not to put glue on the pictures themselves.)
7. Tell them to fold the paper along the thin line on the right-hand side of the sentence cards. The small rectangle with the words 'Fold here' should be folded under the large rectangle with the sentence on it. (Demonstrate.)
8. Tell them to stick each sentence to the correct picture, blank side up with the sentences and words facing each other. (Again, demonstrate.)
9. Learners can then flip the flaps over to see the sentences and the pictures together.
10. Finally, ask learners to decide on the correct order of the sentences. They should write the number, from 1 to 6, next to each sentence.

Activity 2: Let's read a rhyme

Steps:

1. Give learners Game Sheet 2 and read Part 1 together once.
2. Ask learners how many speakers there are in this rhyme. (Mother, Son, Doctor)
3. Ask learners to mark on the sheet who they think is saying each line using M, S, D at the beginning of the line.
4. Divide the class into three groups; assign a speaker to each group.
5. Ask groups to practise their lines and how to say them with appropriate tone, voice, volume, expression etc.

6. Perform the rhyme together as a class, each group reading their part.
7. Ask learners to think of what the doctor might find in the son's stomach.
8. In the case of more able learners, you could also introduce the full unabridged version of the book with pictures by Remy Charlip and Burton Supree for them to read.

Activity 3: Going to the doctor (Role-play)

Steps:

1. Give out Game Sheet 3 to learners.
2. Go through the sample conversation with a volunteer. Read the lines with exaggerated actions and emotions.
Divide the class in half. One half are A (Doctors) and the other half are B (Patients). Group A should stand on the opposite side of the classroom from Group B
3. Ask learners to study the Patient and Doctor cards according to their assigned roles.
4. Arrange desks along the sides of the room. Place a chair on either side of the desk... Leave the centre of the classroom empty so the patients can walk freely. Ask the Doctors to sit at a desk.
5. Ask 'Patients' to stand in the centre of the classroom. Explain the activity:
 - a. 'Patients' find a 'Doctor' they would like to visit and sit down at their desk
 - b. Patients choose a card from the list and describe their symptoms to the Doctor.
 - c. The doctor listens and responds.
 - d. After the conversation, the Patient gets up and finds a new Doctor.
 - e. Now, the Patient chooses a different symptom to describe to the Doctor.
 - f. Patients should visit at least three Doctors.
6. If time allows: Swap the roles and do the activity again; ask volunteers to present in front of the class.

Activity 4: A Doctor's Note

Steps:

1. Give learners Game Sheet 4 and explain the activity. Tell them:
 - a. You are going to write Doctor's notes, one for SpongeBob and one for another 'Patient' from Activity 3.
 - b. Fill in the note with the appropriate information, then sign your name.

Activity 5: What's the correct order?

Steps:

1. Write the following sentences on the board in random order and ask students to match the pairs of sentences to show the correct sequence:
 - a. First, let's fix your red nose.
 - b. Then, let's make you warm.
 - c. First, take this medicine.
 - d. Then, go home and rest.
2. Explain the words 'first' and 'then' are used to express sequences.
3. Give learners Game Sheet 5 and explain the activity. Tell them:
 - a. Look at the pictures and read the sentences.
 - b. Cut out the boxes and stick them in the correct column - (First - Then) on the next page.

* In the case of more able learners: ask if they know any other words that may be used to express sequences. (i.e. After that, Second, Next, Finally, etc.)

Activity 6: What can it do? (Advertisement)

Steps:

1. Write the following sentences on the board:
 - a. This plaster can help heal your nose.
 - b. And the jelly can make your feet warm.
2. Explain that 'can' is a modal to indicate what something is able to do. The verb

- that follows 'can' is always in the infinitive form (without 'to').
3. Ask: *Can the plaster really help heal SpongeBob's nose? Can the jelly really make his feet warm?*
 4. Ask learners to suggest what else the plaster and the jelly can do and to then write the sentences in their notebooks. They can be more realistic or as silly or creative as they like. Encourage learners to think creatively.
 5. Follow the structure of the example sentences. (E.g. This plaster can protect your wounds. This jelly can turn into a pudding.)
 6. Ask learners to design an advertisement for the plaster or the jelly and use some of the sentences they have written and draw how they can do those things.

Activity 7: Sorry, I can't... (Making excuses)

Steps:

1. Draw learners' attention to p. 7 and 8. Read the sentences together again.
2. Ask:
What can't SpongeBob do on p. 7? (He can't look for seashells today.)
Why not? (He is sick.)
What can't SpongeBob do on p. 8? (He can't walk to work.)
Why not? (He feels too sick.)
3. Explain 'can't' (cannot) is the opposite of 'can'.
4. Tell students you are going to ask them if they can do something and they need to come up with excuses to explain why they can't do that. (The questions may or may not begin with 'can', but they must answer with 'Sorry, I can't...' and give a reason.)
E.g. T: Do you want to go to the movies with me on Saturday?
S: Sorry, I can't go to the movies with you on Saturday. I have football practice.
 - a. Can you come with me to the library?
 - b. Will you help me with my homework?
 - c. Can you come to work early tomorrow?
 - d. Can you lend me your phone?
 - e. Will you attend the concert tonight?



Game Sheets, Bonus Worksheets and Answer Keys

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Game Sheet 1 (for Post-Reading Activity 1)

<p>He feels too sick to walk to work so he goes to find Patrick to help him.</p>	<p>2 Fold here</p>	<p>Glue here</p>	
<p>SpongeBob still feels sick, but he goes to work at the restaurant anyway. He sneezes on the hamburgers.</p>	<p>4 Fold here</p>	<p>Glue here</p>	
<p>SpongeBob wakes up with a bad cold. He wants to go to work.</p>	<p>1 Fold here</p>	<p>Glue here</p>	
<p>Patrick is practising to be a doctor someday and helps SpongeBob. He puts a plaster on his nose, jelly on his feet, and sings him a song.</p>	<p>3 Fold here</p>	<p>Glue here</p>	
<p>Sandy and Patrick visit SpongeBob at work and see that he is very sick, so they decide to take him to the doctor.</p>	<p>5 Fold here</p>	<p>Glue here</p>	
<p>The doctor gives SpongeBob some medicine and tells him to go home and rest and to drink plenty of water.</p>	<p>6 Fold here</p>	<p>Glue here</p>	

Game Sheet 2 (for Post-Reading Activity 2)

Mother, Mother, I Feel Sick! Send for the Doctor, Quick, Quick, Quick!

By Remy Charlip & Burton Supree (an abridged, shortened version)

- S** Mother, Mother, I feel sick.
Send for the doctor, quick, quick, quick.
- M** Doctor, Doctor, hurry, hurry!
- D** I'll come right over. Don't you worry,
I've got lotions and potions and powders and pills.
I've got all kinds of tonics for all kinds of ills.
Whether itches or sneezes
or twitches or wheezes
Here I am. Now what's the matter?
- M** Well, he's gotten so much fatter.
And he has a stomach ache.
Is there some medicine he can take?
Look at him now, he's all red in the face.
- D** I've never seen such a terrible case.
Let's rush him to the hospital this very minute.
I'll look in his stomach and see what's in it.

Game Sheet 3 (for Post-Reading Activity 3)

Going to the Doctor's Role-play Sample Conversation

Below is a sample conversation between a doctor and a patient:

A = Doctor B= Patient

A: Hi, (patient's name). Come on in and have a seat. Now, what seems to be the problem?

B: Hi, Doctor. I have been sneezing quite a lot and have a runny nose and a headache.

A: How long have you had these symptoms?

B: It's been about one week.

A: Are you taking anything for it?

B: I had some Panadol, but it doesn't seem to be helping.

A: You have the flu. I'm going to give you a prescription for some antiviral medication. First, take the medicine three times a day for five of days. Then, drink lots of fluids and have plenty of rest. You can go back to work in a few days when you are feeling better.

B: Thank you, Dr. (doctor's name).

A: You're welcome. Please take a seat outside and wait for your prescription.

Patients: Refer to the Patient Symptom cards and replace the underlined words and phrases from the conversation with your own information.


Doctors: Refer to the Doctor Treatment cards and replace the underlined phrases with your own information.

Patient Symptom Cards

Symptoms: pain inside the ear; muffled sounds and feeling blocked

Duration: About 2 weeks


Previous Medication:
Extra Strong Panadol



Symptoms: sneezing; runny nose; fever; headache

Duration: 2 days


Previous Medication:
Over the counter cold medicine



Symptoms: cut hand with a knife; small wound on the palm

Duration: 2 hours ago


Previous Medication:
None



Symptoms: sore throat

Duration: 3 days

Previous Medication:
Strepsil Lozenges



Symptoms: itchy rash; large red spots on skin on the arms and legs

Duration: 2 days


Previous Medication:
Ice pack and some cream



Symptoms: swollen ankle after falling off bike

Duration: 5 hours

Previous Medication:
Ice pack




Doctor Treatment Cards

Diagnosis: inner ear infection

Prescribe: antibiotics and drops. Take both twice daily. (Apply drops inside ear)


Extra Advice:
(a) Avoid touching inside the ear.
(b) Keep ear clean and dry.



Diagnosis: flu

Prescribe: antiviral medication. Take three times daily after meals.


Extra Advice:
(a) Get lots of rest.
(b) Drink plenty of fluids



Diagnosis: cuts

Prescribe: an antibacterial ointment. Apply three times daily.


Extra Advice:
(a) Wrap bandage after applying ointment; change bandage regularly
(b) Keep wound dry and wipe gently



Diagnosis: sore throat

Prescribe: ibuprofen pills. Take every six hours.


Extra Advice:
(a) Drink plenty of fluids.
(b) Drink warm tea with honey and lemon.



Diagnosis: rash caused by allergic reaction

Prescribe: an ointment and antihistamine. Apply ointment and take antihistamine three times daily.


Extra Advice:
(a) Avoid scratching.
(b) Use as little soap as possible.



Diagnosis: sprained ankle

Prescribe: some pain killers. Take whenever you have pain. (maximum five times daily)

Extra Advice:
(a) Keep your foot elevated.
(b) Keep ice on it for 24 hours.



Game Sheet 4 (for Post-Reading Activity 4)

Doctor's Note

<p>_____ Clinic</p> <p>This is to certify that _____ had an appointment at this clinic at _____ a.m. / p.m. on ____/____/____.</p> <p>He / She has been diagnosed with _____ and is recommended to take sick leave for _____ days from ____/____/____ to ____/____/____ (inclusive).</p> <p>Doctor's Name: _____ Signature: _____</p> <p>Date: ____/____/____</p>
<p>_____ Clinic</p> <p>This is to certify that _____ had an appointment at this clinic at _____ a.m. / p.m. on ____/____/____.</p> <p>He / She has been diagnosed with _____ and is recommended to take sick leave for _____ days from ____/____/____ to ____/____/____ (inclusive).</p> <p>Doctor's Name: _____ Signature: _____</p> <p>Date: ____/____/____</p>

Game Sheet 5 (for Post-Reading Activity 5)

What's the correct order?

Cut along the dotted lines. Can you guess which action comes first, and then what follows? Match up the pairs (first, then) and stick them in the suitable columns on the next page.



wash your hands



get the medicine



see a doctor



take a shower



get dressed



dry your hands



boil some water



make hot tea

FIRST...	THEN...
wash your hands	dry your hands
take a shower	get dressed
boil some water	make hot tea

Name		Class	
Date		Score	

<p>see a doctor</p>	<p>get the medicine</p>
---------------------	-------------------------

Sample for Review



Name		Class	
Date		Score	

Bonus Worksheet 1: Reading Comprehension Skills

Circle the correct answer.

1. SpongeBob has a red nose because...
 - a. he has a nose bleed.
 - b. Gary hit his nose.
 - c. he has a bad cold.
 - d. he squeezed his nose.

2. The plaster and jelly aren't helping SpongeBob because...
 - a. the plaster is too big, and the jelly is too cold.
 - b. SpongeBob is sick on the inside.
 - c. Patrick put them on the wrong places.
 - d. the plaster fell off and the jelly is melting.

3. The customers look worried about SpongeBob because...
 - a. SpongeBob looks too sick to serve food.
 - b. Mr Krab is mean to SpongeBob.
 - c. SpongeBob looks sad.
 - d. SpongeBob is late to work.

4. Which of the following did the doctor NOT tell SpongeBob to do?
 - a. Drink plenty of water.
 - b. Take medicine.
 - c. Eat fruit.
 - d. Go home and rest.

Name		Class	
Date		Score	

Bonus Worksheet 2: Reading Comprehension Skills

Fill in the blanks with a suitable phrase from the box. Some phrases may not be used.

am practising	these customers	sneezes on	see the
want to go	can help	are feeling	your nose

1. You can go back to work in a few days when you _____ healthy.
2. I am sick but I _____ to work.
3. I _____ to be a doctor someday!
4. This plaster can help _____.
5. We don't want to lose _____, do we?
6. SpongeBob _____ his hamburgers.

Name		Class	
Date		Score	

Bonus Worksheet 3: Vocabulary Skills

Look at the words in the box and fill in the missing letters. Read the sentences below and complete the sentences with a suitable word from the box with the correct spelling. You may need to change the form of the words.

h__lthy	s__ck	d__ctor	s__sh__lls
b__tter	j__lly	m__d__cine	sn__ze
c__ld	pl__ster	c__st__mers	pr__ct__se

1. You shouldn't go to school if you feel _____.
2. You should cover your mouth if you need to _____!
3. I enjoy picking _____ at beach.
4. Don't forget to take your _____ every six hours!
5. I feel much _____ today. I think I can go back to school.
6. We should remember to drink enough water take enough rest if we want to stay _____.
7. Mum makes _____ for dessert every weekend.
8. My brother is _____ to be a lawyer.
9. I think you should see a _____ for that cough.
10. The nurse put a _____ on my arm after she stopped the bleeding.

Name		Class	
Date		Score	

11. Remember to put on your sweater or you will catch a _____.
12. There are many _____ lining up today. Please serve them quickly.

Sample for Review



Name		Class	
Date		Score	

Bonus Worksheet 4: Grammar/Language Function Skills

Complete the sentences using the present continuous tense of the verbs in brackets.

1. Daniel _____ (play) the violin beautifully!
2. Jill and Mandy _____ (do) their homework right now.
3. Grandpa _____ (watch) television in the living room.
4. Joey and I _____ (help) Mr Choy set up the decorations for Halloween.
5. We _____ (practise) shooting at basketball training.
1. I _____ (ride) my bicycle in the park.

Bonus Worksheet
Answer Key

Answer Key for Bonus Worksheet 1:
Reading Comprehension Skills

Circle the correct answer.

1. SpongeBob has a red nose because...
 - a. he has a nose bleed.
 - b. Gary hit his nose.
 - c. he has a bad cold.
 - d. he squeezed his nose.

2. The plaster and jelly aren't helping SpongeBob because...
 - a. the plaster is too big, and the jelly is too cold.
 - b. SpongeBob is sick on the inside.
 - c. Patrick put them on the wrong places.
 - d. the plaster fell off and the jelly is melting.

3. The customers look worried about SpongeBob because...
 - a. SpongeBob looks too sick to serve food.
 - b. Mr Krab is mean to SpongeBob.
 - c. SpongeBob looks sad.
 - d. SpongeBob is late to work.

4. Which of the following did the doctor NOT tell SpongeBob to do?
 - a. Drink plenty of water.
 - b. Take medicine.
 - c. Eat fruit.
 - d. Go home and rest.



Answer Key for Bonus Worksheet 2: Reading Comprehension Skills

Bonus Worksheet Answer Key

1. You can go back to work in a few days when you are feeling healthy.
2. I am sick but I want to go to work.
3. I am practising to be a doctor someday!
4. This plaster can help your nose.
5. We don't want to lose these customers, do we?
6. SpongeBob sneezes on his hamburgers.

Bonus Worksheet
Answer Key

Answer Key for Bonus Worksheet 3:
Vocabulary Skills

1. You shouldn't go to school if you feel sick.
2. You should cover your mouth if you need to sneeze!
3. I enjoy picking seashells at beach.
4. Don't forget to take your medicine every six hours!
5. I feel much better today. I think I can go back to school.
6. We should remember to drink enough water take enough rest if we want to stay healthy.
7. Mum makes jelly for dessert every weekend.
8. My brother is practising to be a lawyer.
9. I think you should see a doctor for that cough.
10. The nurse put a plaster on my arm after she stopped the bleeding.

**Bonus
Worksheet
Answer Key**

**Answer Key for Bonus Worksheet 4:
Grammar/Language Function Skills**

Complete the sentences using the present continuous tense of the verbs in brackets.

1. Daniel is playing (play) the violin beautifully!
2. Jill and Mandy are doing (do) their homework right now.
3. Grandpa is watching (watch) television in the living room.
4. Joey and I are helping (help) Mr Choy set up the decorations for Halloween.
5. We are practising (practise) shooting at basketball training.
6. I am riding (ride) my bicycle in the park.



Appendix

Level 3 SpongeBob Gets a Cold

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Online Question Answer Key:

Learners will see a total of 5 questions in the online version of this book, randomly generated from the following set of questions. For your reference and information, we provide the full set of questions and answers here.

Questions

1. Who lives in China?
 - YeYe
 - Kai-lan
 - Kai-lan's aunt
 - Kai-lan's mum

2. Who is Kai-lan's new friend?
 - the giant panda
 - the baby panda
 - the baby cat
 - Lulu

3. What colours are the pandas?
 - black and blue
 - blue and white
 - yellow and black
 - black and white

4. Why does the baby panda say 'You are a kind friend!?'
 - because Kai-lan gives the baby panda a present
 - because Kai-lan wears yellow shoes
 - because Kai-lan looks cute
 - because Kai-lan loves her aunt

5. What do we say after someone thanks us for something?

- Hello!
- You are welcome!
- Goodbye!
- nothing

6. What do we say when someone gives us a present?

- Thank you.
- Hello.
- Goodbye.
- You are welcome.

7. Kai-lan likes the yellow shoes. They are _____.

- ugly
- happy
- boring
- cute

Sample for Review





Sample