

Name _____ Date _____ Time taken _____

What this sheet trains

Divided attention - holding a second rule in mind while your main attention is busy elsewhere. This is the skill behind listening to a teacher while taking notes, or checking your working while solving the next step.

Strategy: anchor and sweep. Give the main task your focus and let the second task run as a quick, automatic check - do not swap your full attention back and forth.

1 Read and tally

Main task: read the passage once. Second task: the counting rule below.

Counting rule

Every time you read the word phage or phages, make one tally mark in the box at the foot of the page. Do not go back and re-read. One pass only.

In Tbilisi, in the country of Georgia, a laboratory has been collecting viruses since the 1920s. The viruses it keeps are bacteriophages, or phages: viruses that infect bacteria and nothing else. A phage lands on a bacterial cell, injects its genes, forces the cell to build copies of the invader and then bursts it open. Using phages as medicine is an idea older than penicillin, but once antibiotics arrived most of the world set it aside, and the work carried on chiefly in Georgia and Poland.

Interest has returned because bacteria are learning to survive our antibiotics faster than we can invent new ones. Phages have one great advantage and one great difficulty, and they are the same thing: extreme fussiness. A phage that destroys one strain of a bacterium may ignore a close relative, so the useful bacteria in a patient's gut are left alone, but the right phage has to be hunted out of a library, or out of a sewer, for each individual infection. Phages can also be met by the body's own immune system, which may clear them before they have finished the job.

This is why phage therapy sits awkwardly in modern medicine. Drug approval was designed around a fixed chemical given to thousands of patients, not a living treatment matched to one person and liable to change as the bacteria it attacks change. Reports from Tbilisi of cases saved are striking, and they are also hard to compare with each other. The lesson is not that phages are a miracle or a fraud, but that our system for proving a medicine works may be the thing holding us back.

Tally here - one mark per phage or phages

Make the marks as you read, then write your total before turning the page.

Total

1 Questions - cover the passage first

Answer from memory. Do not look back at the passage.

My tally total

From page 1

Q1. What exactly is a bacteriophage, and what does it attack?

Q2. Why is a phage's fussiness both an advantage and a problem for doctors?

Q3. Why is a treatment matched to one patient hard to test in a normal drug trial?

Q4. What does the writer conclude about why phage therapy has not spread widely?

2 Grid sweep with a running count

Main task: cross out targets. Second task: keep a count in your head.

Rules - read both before you start, then start the timer

Main: cross out every number that is a multiple of 7.

Second: count - silently, no marks - how many numbers end in 8. Write the total in the box only when you have finished the whole grid.

12	95	75	56	27	97	22	69	47	59	22	36	47	58	16	29
92	21	11	40	25	70	32	40	45	58	88	34	45	93	60	54
12	18	67	27	48	91	46	70	29	66	19	75	56	67	86	32
63	99	18	17	64	86	32	52	91	60	76	89	55	54	81	63
97	43	45	57	63	70	97	68	50	53	99	29	47	46	16	33
56	40	46	63	34	65	19	31	13	40	88	21	93	57	67	43
99	40	87	19	30	83	85	39	48	67	41	22	94	68	18	22
30	58	15	79	57	22	20	64	51	84	48	44	87	12	87	81

Stop the timer when the grid is finished, not when you write the total.

Numbers ending in 8

Write it once the grid is done

3 Copy and total

Main task: copy each row of digits. Second task: keep a running total.

Rules

Main: copy each three-digit group into the box beside it, in order.

Second: add the middle digit of every row to a running total as you go.

Write the running total in the box at the end of each row - from memory, not by going back and adding up at the end.

	Copy here	Running total
6 2 1		
8 8 4		
3 7 1		
8 1 1		
4 7 6		
6 1 5		
4 9 9		
8 7 2		
8 3 7		
9 5 8		
1 4 9		
9 9 8		

4 Bridging - answer in a sentence each

Where this shows up outside the sheet.

Q1. Which of the two tasks slipped first this time, and what do you think caused it?

Q2. Does your reading speed change when you are also keeping a count? Describe how.

Q3. Name one lesson this week where splitting your attention cost you something real.

Answer key

Task 1 · tally
phage or phages

9

Task 2 · crossed out
multiples of 7

15

Task 2 · counted
ending in 8

13

Task 3 · final total
middle digits

63

Task 1 - suggested answers

Q1. A virus that infects bacteria only, breaking the cell open after forcing it to make copies of the virus.

Q2. It spares useful bacteria, but a matching phage must be found for every individual infection.

Q3. Trials are built for one fixed chemical given to many people, so results from single cases cannot be compared.

Q4. The obstacle is less the treatment than an approval system designed for fixed chemical drugs.

Notes for the parent or teacher

- Mark the two tasks separately. A student who scores well on the main task and loses the count has not failed - that is the normal pattern, and it is the thing worth discussing.
- Do not prompt or remind during a task. The reminder is the skill.
- An untimed run is a valid run. Record the time only if the student wants to beat it next week.
- Repeat the sheet after a week rather than straight away. Spacing is what makes the gain stick.
- This is attention practice, not an assessment. It does not diagnose anything, and no sheet of this kind should be read as a measure of ability.