

Going to hospital – Teacher's pack



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## Introduction

***Going to hospital*** aims to give beginner ESOL learners practice of all four skills: speaking, listening, reading and writing, along with vocabulary related to hospitals.

This teacher's pack consists of teacher's notes and classroom resources and makes use of some of the online quizzes also available at <http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/beginners>. These quizzes can also be used as a self-access resource.

The pack provides a minimum of 4.5 hours of learning through a series of three linked units which can each be used as a standalone. Each unit provides approximately 90 minutes of classroom time, but extension activities are suggested which provide learners with further practice.

The resource is suitable for community ESOL and ESOL delivered in adult learning or FE, although internet access and projection equipment is needed.

**Level:** Entry 1 / National 2 in Scotland / CEFR A1

The materials have been differentiated so that they are accessible to pre-Entry 1 learners through to emerging E2 learners.

## Overview

The three units in ***Going to hospital*** are:

**Unit 1 Reading a letter from hospital** which builds learners' confidence in reading a letter from hospital and understanding key information about the place, date and time of an operation.

**Unit 2 Finding your way around hospital** which gives learners practice of asking for, understanding and giving directions, within the context of finding their way to a hospital ward. It also builds confidence in reading and understanding common signs.

**Unit 3 A hospital visit** which develops reading skills using three thematically linked texts: hospital visiting times, a poster about using a hand sanitizer and a poster about visiting rules. An extension activity gives learners the opportunity to develop their writing skills through writing a Get Well Soon card.

**Units 2 and 3 feature a short animation.** These films have been scripted specifically for the project and feature the same characters.



## Unit 1 Reading a letter from hospital - teacher's notes

### Introduction

This unit develops learners' ability to read and understand a letter about going into hospital for an operation. They will learn important new vocabulary related to hospitals, then use a range of reading strategies to elicit the main points and then specific information from the letter. They will use the letter to identify places on a site map of a hospital. They will also practise using 'can' and 'can't' to express permission.

**Time:** Approximately 90 minutes. Timings are flexible and teachers can cut activities and add extension activities as required.

### Aims

- To develop learners' reading skills in the context of reading a letter from hospital, in order to understand the general message and to obtain specific information, such as dates and times
- To build learners' vocabulary related to hospitals
- To develop learners' understanding of what happens when you have an operation
- To build learners' confidence in reading site maps of hospitals in order to find their way around.

### Objectives

Learners will be able to:

- read a letter from a hospital
- find days, times and important information in a letter
- read a map of a hospital
- learn new words about hospitals.

### Preparation

#### You will need:

- Internet access and an interactive whiteboard or data projector to display the online module, *'Reading a letter from hospital'*.
- **Worksheet 1** (vocabulary): 1 per learner
- **Worksheet 2** (letter): 1 per learner
- **Worksheet 3**: 1 per group, cut into cards
- **Worksheet 4** (map): 1 per pair.

### Suggested Procedure

#### Warmer (10 minutes)

- Display the photo of the hospital scene on the cover slide.
- Elicit where the people are and ask learners to brainstorm any words they know connected to hospitals. Put these on the board.
- Read through the aims with the class.

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- Invite individual learners to read aloud the **Information slide** about Mrs Osman.
- Elicit what might be in her letter.
- Use direct questioning to concept check the context of the lesson, e.g. *When is her operation? What part of her body is she having an operation on?* etc.

### Activity 1 – Multiple choice - Introducing new vocabulary (10 minutes)

- Hand out **Worksheet 1**.
- Set up learners in similar ability pairs to see if they know the words for the photos on their worksheet. This should just be speaking at this stage.
- Display **questions 1-6**, one by one, with pairs taking it in turns to choose the correct word. Learners write the words under the photos.

#### Differentiation

Stretch and challenge stronger learners with extension questions, e.g. ask about adjectives to describe the nouns in the photos, opposites, etc.

Display the multiple choice options to support weaker learners. Challenge stronger learners to guess the answer first.

### Activity 2 – Reading – Understanding the main message (5 minutes)

- Focus learners' attention on the letter on **Worksheet 2**.
- Ask them to read the letter quickly on their own. Tell them not to worry about anything they don't understand at this stage and that they are just reading for the main message.

#### Differentiation

Play the audio on the information slide so that learners can listen as they read.

### Activity 3 – Yes or No - Reading for main ideas (20 minutes)

- Set up the learners into small groups.
- Hand out a card with a statement about the letter on it from **Worksheet 3**.

*The letter tells Mrs Osman where to go for her operation.*

*Mrs Osman can find information in the letter about what to take to hospital.*

*Mrs Osman can eat a big breakfast in the morning.*

*Mrs Osman needs to phone the hospital.*

- Ask the groups to match the sentence with one of the corresponding Yes and No cards.
- Give feedback, working through the following four **Yes or No** questions (**questions 7-10**).
- Follow up discussion. You might want to use the statements as a springboard for a short discussion about going into hospital. *What other things might they want to take? What can they eat as a light breakfast? Is it good to go to hospital with someone?*

**Differentiation:** Use differentiated questioning to check understanding e.g. *Where does she need to go?* Use extension questions to challenge stronger learners, eg. find the adjective that means 'small' breakfast. Weaker learners can then scan for these answers and underline them.

#### Activity 4 – Multiple choice – Reading for specific information (15 minutes)

- Set up the next activity as a game, with each group working as a team. Nominate someone to keep score as you work through the slides.
- Work through the following five multiple choice slides (**questions 11-15**) one by one, giving the groups time to choose an answer. They get one point per correct answer which will appear on the slides.

**Differentiation:** Use differentiated questioning to check understanding, eg. *Does July come before June? Is a.m. morning or night?*

#### Activity 5 – Matching – Can or can't to express permission (5 minutes)

- Use a sign on the wall or poster of classroom rules to elicit the words 'can' and 'can't.'
- Hand out the cards from **Activity 6** on **Worksheet 3** and ask learners to work individually to match the sentence halves, before checking their answers in pairs.
- Use the **Matching** jigsaw slide (**question 16**) to feedback correct answers to the group.

#### Activity 6 – Hotspot – Reading a hospital site map (15 minutes)

- Display the **Hotspot** slide (**question 17**) and hand out the site map of a hospital on **Worksheet 4** to pairs of learners.
- Ask them to find out from the letter where Mrs Osman needs to go and to circle it on the map.
- Invite a learner to click on the Hotspot.

#### Extension

- Use the map to elicit and teach vocabulary for other parts of a hospital and prepositions.
- Put the learners into pairs and they practise asking for and describing the location of a department using prepositions of place, eg. Where is Accident and Emergency? It is next to the main car park.

#### Cooler – Can you remember the words? (10 mins)

- Display **question 18** and if possible conceal the answers at the bottom.
- Ask learners in teams, or individually, how many words they can remember from the lesson. Nominate learners to come to the front and drag the correct answer to the gap.

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- Display the screen with the self-evaluation survey and ask learners to use this to record their progress in the class in their learning records.

**Extension**

- Tell the learners to imagine they are going to hospital to have a small operation and ask them to work in pairs to make a list of things they will take to the hospital with them. Access to picture dictionaries might help with this. Then ask them to compare their list with another pair and add anything they forgot.

**Homework / Follow-up activities**

- Ask the learners to complete the online module at home for reinforcement.



Unit 1 Reading a letter from hospital - classroom resources

Worksheet 1

Activity 1: New words

Look at the photos. Write the words.

		
1 .....	2 .....	3 .....
		
4 .....	5 .....	6 .....



**Worksheet 2 Read the letter from the hospital**

NHS Hospital

Tel: 01222 44443

Dear Mrs Osman,

Your operation is on Monday 14<sup>th</sup> January. Please go to B Ward at 12.30 pm. Your consultant is Mr Hamilton.

You can have a light breakfast at 7.30 am and have water up to 10.15 am. Please do not wear jewellery or make-up. You will need to bring your slippers and a dressing gown.

Please contact the above number to confirm your bed for this date as soon as possible.

Yours sincerely,

J Manning

Jane Manning

Secretary

**Worksheet 3**
**Activity 3:**

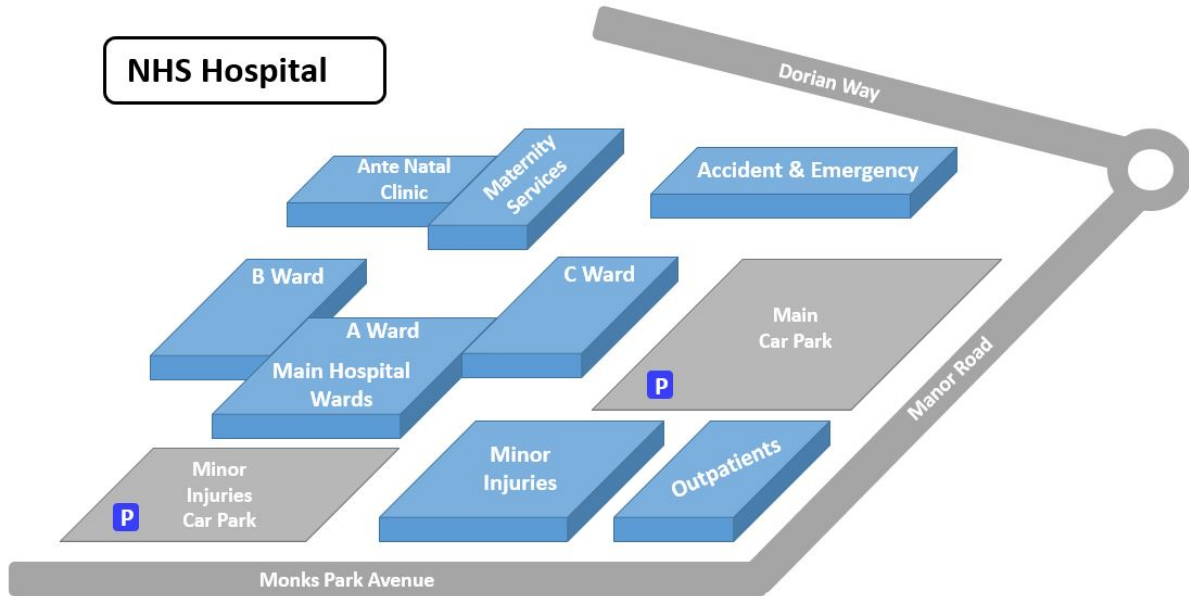
<b>The letter tells Mrs Osman where to go for her operation.</b>	yes	no
<b>Mrs Osman can find information in the letter about what to take to hospital.</b>	yes	no
<b>Mrs Osman can eat a big breakfast in the morning.</b>	yes	no
<b>Mrs Osman needs to phone the hospital.</b>	yes	no

**Activity 5:**

She can drink	She can't eat	water in the morning.	make-up on her face.
She can't wear	She can't have	her wedding ring.	lunch.

Worksheet 4

Look at the map of the hospital



**Unit 1 Reading a letter from hospital - answers**

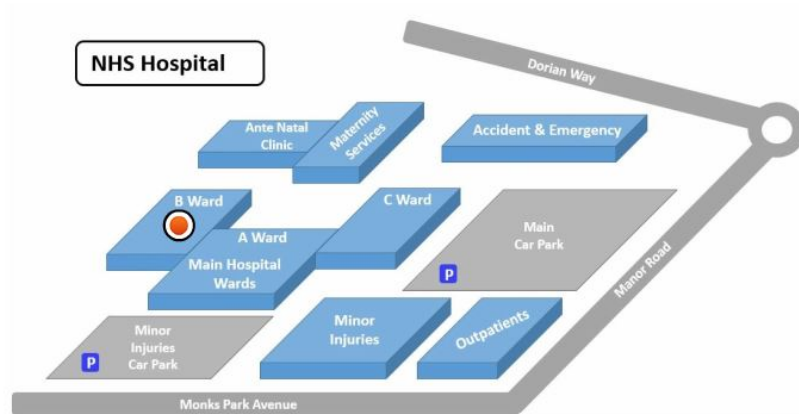
Activity 1:            1. operation   2. make-up   3. ward            4. consultant            5. slippers  
                                  6. dressing gown

Activity 3: 7. yes   8. yes            9. no   10. no

Activity 4: 11. Monday   12. 14<sup>th</sup> January   13. 12.30 p.m.            14. 7.30 a.m.  
                                  15. 10.15 a.m.

Activity 5:            She can drink water in the morning.  
                                  She can’t wear her wedding ring.  
                                  She can’t eat lunch.  
                                  She can’t have make-up on her face.

Activity 6:



Cooler (q18):            A hospital room full of beds is called a **ward**.  
                                  Mr Hamilton is Mrs Osman’s **consultant**.  
                                  A **light** breakfast is very small.  
                                  **Confirm** means say you can do something.  
                                  Your wedding ring is a piece of **jewellery**.  
                                  **Slippers** are house shoes.

## Unit 2 Finding your way around hospital – teacher's notes

This unit uses a short video of Mrs Osman finding her way to a hospital ward to introduce asking for and giving directions. There is also the opportunity to practise reading common signs.

**Time:** Approximately 90 minutes. Timings are flexible and teachers can cut activities and add extension activities as required.

### Aims:

- To build learners' confidence in asking for and giving directions
- To develop learners' ability to understand directions
- To develop learners' social sight vocabulary and the ability to read and understand common signs
- To develop learners' visual literacy.

### Objectives:

Learners will be able to:

- Ask for and give directions
- Understand directions
- Read and understand signs.

### Preparation

#### You will need:

- Internet access and an interactive whiteboard or data projector to display the online module '*Finding your way around hospital*'.
- **Worksheet 1** (*Where's / Where are* cards for **Activity 4**), one set per team, so 1 copy of the worksheet, cut up
- **Worksheet 2** (signs and images cards for **Activity 5 alternative**), one set per pair
- **Worksheet 3** (map for **Activity 7**), one per pair at least, and each learner if possible
- **Worksheet 4** (map for **Activity 8**), one per pair at least, and each learner if possible
- Directions flashcards, one set, or displayed on whiteboard
- **Worksheet 5** places to ask directions for, one per pair, so 1 sheet every 4 learners
- **Worksheet 6** (upper lower case cards for **Extension 3**), one set per pair or learner
- Mini whiteboards, pens and rubbers, 1 for each team
- Pictures of places in the centre where you teach such as reception, toilets, lift, stairs etc, one set, or displayed on Whiteboard.

### Suggested Procedure

#### Warmer (5 mins)

- Display the online module '*Finding your way around hospital*'.
- Display the picture on the title slide and elicit any words the learners know (or remember from Unit 1) connected with hospitals and write them on the board.



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- Read through the aims with the class.
- Show the introduction slide and invite a learner to read the information. Use directed questioning to check understanding of the scenario (e.g. *Who is the woman? What is the problem? Where is she going? Why?*).

### Activity 1 – Matching – Vocab check / pre-teach (5 mins)

- Show **question 1** and ask a volunteer to come to the board and drag and drop the pictures to match the words, with the support of the class.
- On the next slide, use the audio, or model the pronunciation yourself and ask the learners to repeat, chorally and individually.

### Activity 2 – Video (5 mins)

- Explain you are going to play a video about Mrs Osman going to hospital.
- Ask the learners to watch and count how many questions Mrs Osman asks (3).

### Activity 3 – Multiple choice – comprehension (5 mins)

- Put the learners into three teams and ask them to choose a name for their team.
- Show **questions 2 – 4** and ask the teams to take it in turns to agree an answer.
- Give teams a point for a correct answer and keep a score on the board or flip-chart.

<b>Differentiation:</b> Put weaker and stronger learners together for support.
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### Activity 4 – Multiple choice – Asking for directions and *is / are* practice (15 mins)

- Ask the learners if anyone can remember how Mrs Osman asks for directions to B Ward when she first enters the hospital (She asks: *'Where's B Ward?'*).
- If a learner gives the correct answer, ask them to model for the other learners to repeat. Alternatively, use the video clip on the next slide for a model.
- Repeat with how she asks for directions to the lifts and B Ward again once she's upstairs (She asks *Where are the lifts?* and *I'm looking for B Ward*).
- Show **questions 5 – 7** and ask the teams to take it in turn to agree an answer to get a point for their team, but ask a different team to answer first this time
- Show **question 8** and hand out the *Where's / Where are* cards from **Worksheet 1**.
- For each question, ask teams to decide whether *Where's* or *Where are* goes in the gap and hold up the appropriate card to gain a point for their team.

**Differentiation:** When drilling, use finger highlighting<sup>1</sup> to support weaker learners. Challenge stronger learners to explain the difference between the two structures in their own words.

**Activity 5 – Matching – signs (5 mins)**

- Show **questions 9 – 10** and ask the class to work together to match the signs and images.
- Use the completed slides to elicit and drill pronunciation of the words and give further explanations if needed.

**Alternative:** Ask pairs to match the cards from **Worksheet 2** before inviting a volunteer to complete the quiz questions for everyone to check.

**Extension:** Elicit different ways of saying some of the signs, e.g. *Exit / Way Out*

**Activity 6 – Hotspot – Directions (5 mins)**

- Show **question 11** and play the video.
- Ask a volunteer to come to the board and select the correct picture.
- Repeat with **questions 12 – 14**, but asking a volunteer from each team to come and choose the answer to get a point for their team.

**Activity 7 – Hotspot – Listening to directions (10 mins)**

- Show **question 15** and explain that it shows a plan of the hospital.
- Hand out the maps from **Worksheet 3**.
- Read the question and show the learners that the toilets aren’t marked on the map, but are represented by one of the question marks.
- Show learners where to start by asking them to place their fingers on ‘Start here’.
- Play the audio, stopping after each direction and showing the learners how to follow the directions on the map.
- Show **question 16** and play the audio for learners to follow the directions.
- Ask pairs to see if they ended up in the same place and play the video again if necessary.
- Invite a volunteer to click on their destination question mark on the map on the board, to check.
- Repeat with **question 17**.

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<sup>1</sup> **Finger Highlighting:** Hold up your left hand with fingers spread out. Touch each finger with your right hand, starting with the thumb, saying one word per finger. Stop on the word where there’s an error to indicate an error, draw two fingers together to show a contraction or point to the space between fingers to show something is missing.

**Extension:** Give directions to other places on the map for learners to follow. You could do this competitively with a point for every team which ends up in the right place.

### Activity 8 – Role-play (10 mins)

- Elicit the phrases for giving directions using the flashcards in the Additional resources section, or displayed on the whiteboard.
- Model the pronunciation and drill chorally and individually.

**Extension:** If you feel your learners need more work learning these, you could use the flashcards to play ‘Newspaper bash’<sup>2</sup>.

- Put the learners into pairs, giving them letters A and B.
- Give the As the maps from **Worksheet 3** (with just question marks) and the list of places from **Worksheet 5**. Give the Bs the maps from **Worksheet 4** (with the places marked).
- Model the role-play with a strong learner B. Ask for directions to one of the places on the list. As the learner gives the directions, follow with a finger on the map with question marks. Take care to go exactly where the learner tells you and let them correct themselves if they see you’ve gone the wrong way.
- Monitor and support while pairs practise the role-play then ask As and Bs to change roles.

**Differentiation:** Give weaker learners a copy of the questions and directions written down to refer to if needed. Alternatively, ask weaker learners to be As and stronger learners Bs and don’t ask them to change roles.

### Activity 9 – Spelling (10 mins)

- Show the next slide and draw the learners’ attention to spelling features, e.g. *igh*, *th* and *ur*.
- Give the learners a few minutes to study the spellings, encouraging them to trace the letters with a finger on the table.
- Show **questions 21 – 23** and for each one, ask the teams to write the word(s) which go(es) in the gap on a mini whiteboard and hold it up for you to see.
- Award a point for each team who writes the correct spelling.

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<sup>2</sup> **Newspaper bash:** Learners stand in a circle with you in the middle. Give each learner a flashcard which they hold in front of them, visible to the rest of the circle. Say one of the directions. The learner who is holding that picture must quickly say the direction represented by a different picture. The learner who is holding that picture must quickly say the direction represented by a different picture, and so on. If any learner is too slow, tap them lightly on the shoulder with a rolled up piece of paper. That learner then takes the rolled-up paper and takes your role in the middle of the circle. Take their picture, and take their place in the circle. The learner in the middle says one direction to start off, and the game begins again.



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- Add up the total points for each team and give the winners a round of applause.

### Cooler – Class discussion (10 mins)

- Initiate a class discussion about finding your way around hospital, leading into a general discussion about learners' experiences of asking for and giving directions. Don't worry about accuracy. Let the discussion go where the learners take it, but some questions you might like to ask are:

*Do you ever go to [name of local hospital]?*

*Is it easy to find places there?*

*What do you do if you can't find a place?*

*What other things do people say when they give directions?*

- Display the screen with the self-evaluation survey and ask learners to use this to record their progress in the class in their learning records.

### Extension 1 – Treasure hunt (20 mins)

- Put the class into teams of 4 or 5 people with an even number of teams.
- Give each team a small object such as an item of stationery – the 'treasure'.
- Explain that they have ten minutes to hide the treasure somewhere in the building and have to give another team directions to it. They could go and hide it, then write the directions once they get back to the class, but it might be more successful if they write the directions as they go along. Alternatively, they could record the directions on a mobile, tablet, dictaphone or video recorder.
- If you teach in a small building, teams might need to leave the classroom one by one to hide their treasure with the others working on a different extension task such as practising spelling using 'Look, Say, Cover, Write, Check'.
- Once all the treasure is hidden, teams swap directions with another team and have to go and find it.

**Differentiation:** Group stronger and weaker learners separately so that you can support the weaker group. If the learners don't work well as a group, give individuals specific roles, e.g. 1 person is in charge of hiding the treasure, another dictates the directions for another to write down, and another keeps time with a stopwatch or smart device.

### Extension 2 – More practise asking for and giving directions (10 mins)

- Show the pictures of places in the centre where you teach.
- Elicit what all the places are.
- Ask how to get to one of the places from the classroom and ask a volunteer to model the answer.
- Pairs role-play asking for and giving directions to the other places.
- Monitor and support as needed.



**Extension 3 – Basic literacy work – matching upper and lower case (10 mins)**

- Beginner readers and writers can match the upper and lower case signs on **Worksheet 6**.
- They can then do other basic literacy exercises such as tracing the letters with a pen with the lid on, copying the words using handwriting paper and practising spelling using Look, Say, Cover, Write, Check.

**Homework**

- Ask learners to complete the online module 'Finding your way around hospital' at home, for reinforcement.
- Tell the learners a new student is joining the class next week and needs directions to the classroom from the way into the building. Ask them to write a letter or email with directions.



**Unit 2 Finding your way around hospital**

**Worksheet 1 – Activity 4**

Where's	Where are
Where's	Where are
Where's	Where are



Worksheet 2 – Activity 5 Alternative

STAIRS



TELEPHONE



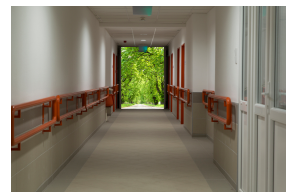
TOILETS



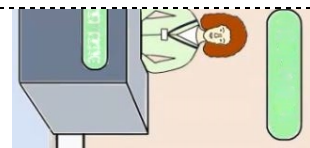
CAFE



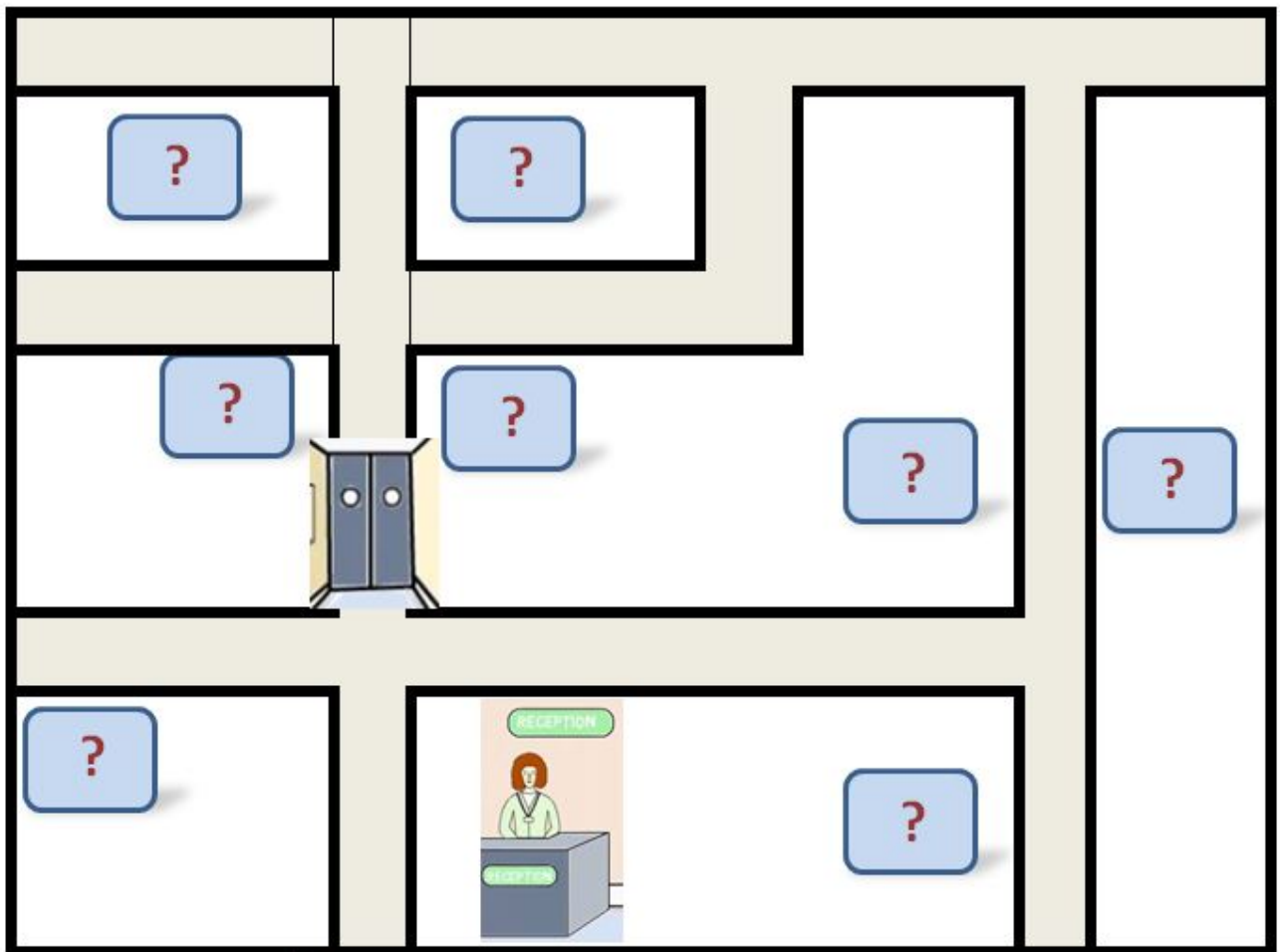
EXIT



RECEPTION

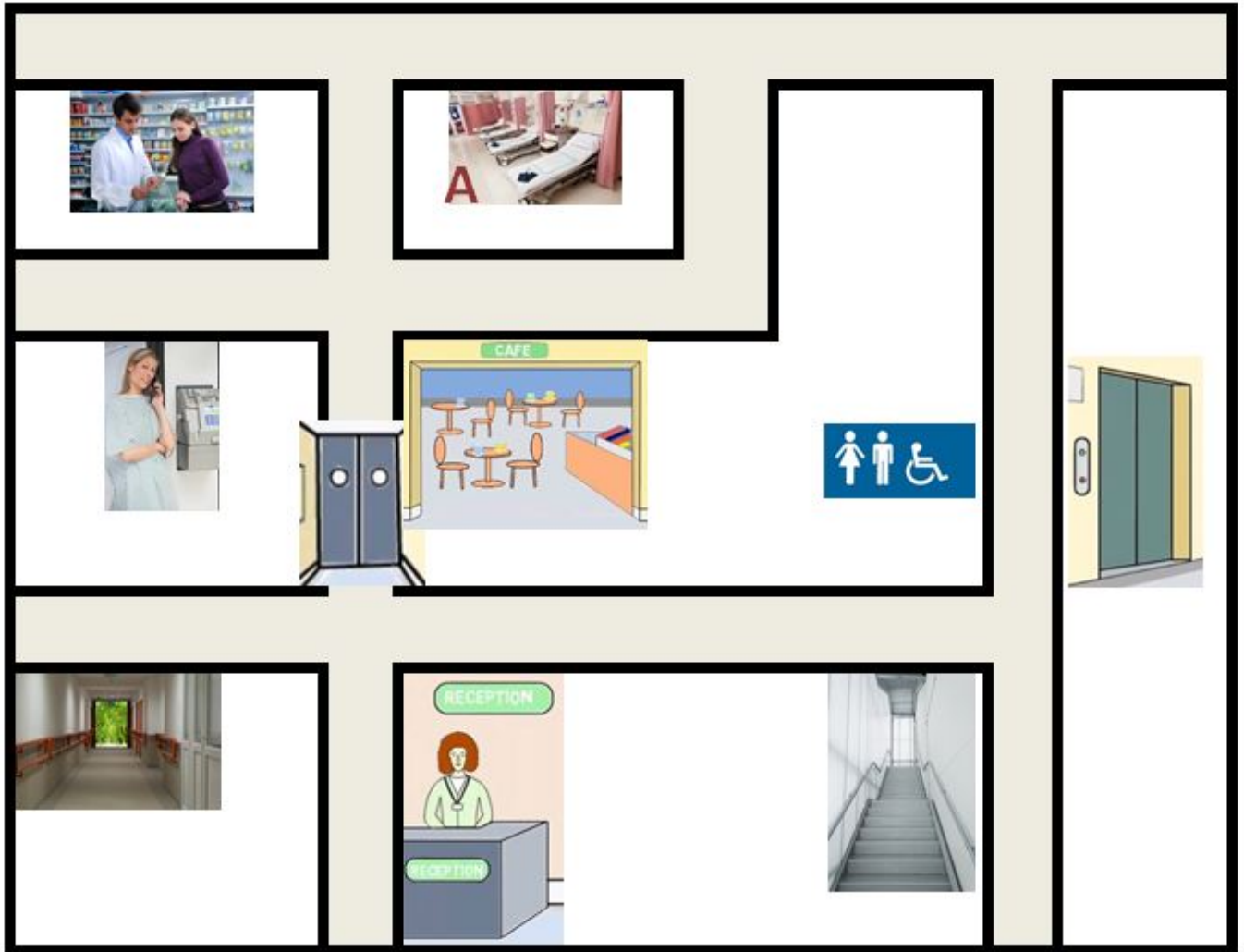


Worksheet 3 – Activity 7



Start here



Worksheet 4 – Activity 8



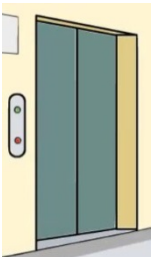


Start here



Worksheet 5 – Activity 9

	Pharmacy	
	A Ward	
	Exit	
	Stairs	
	Lift	

	Pharmacy	
	A Ward	
	Exit	
	Stairs	
	Lift	

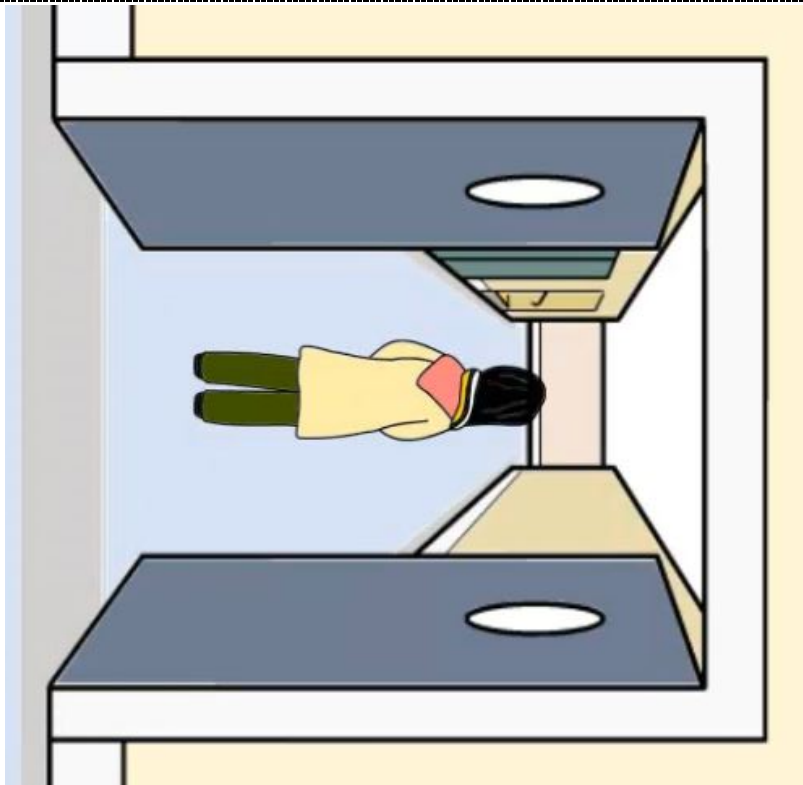
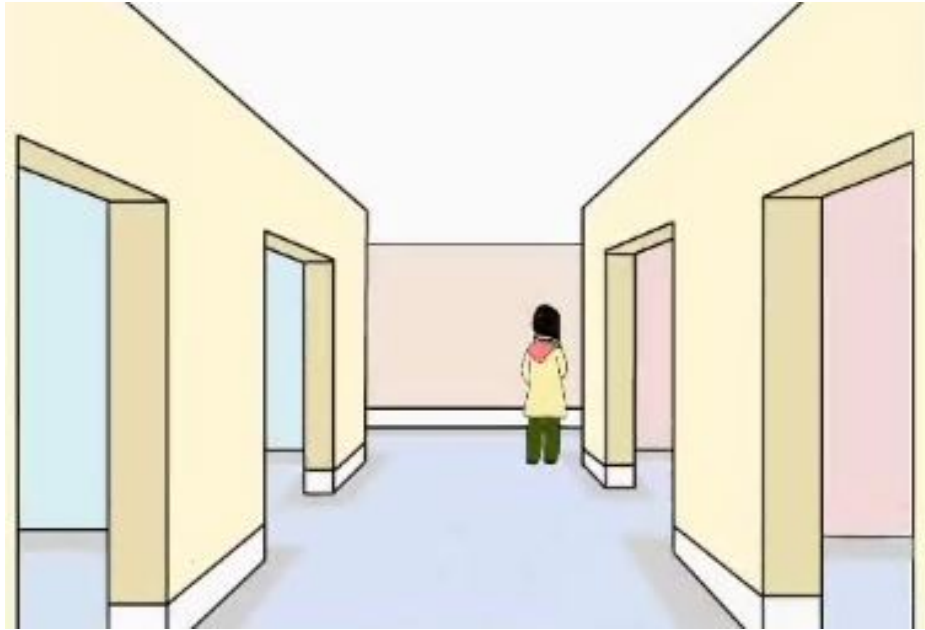
Worksheet 6 – Extension Activity 3

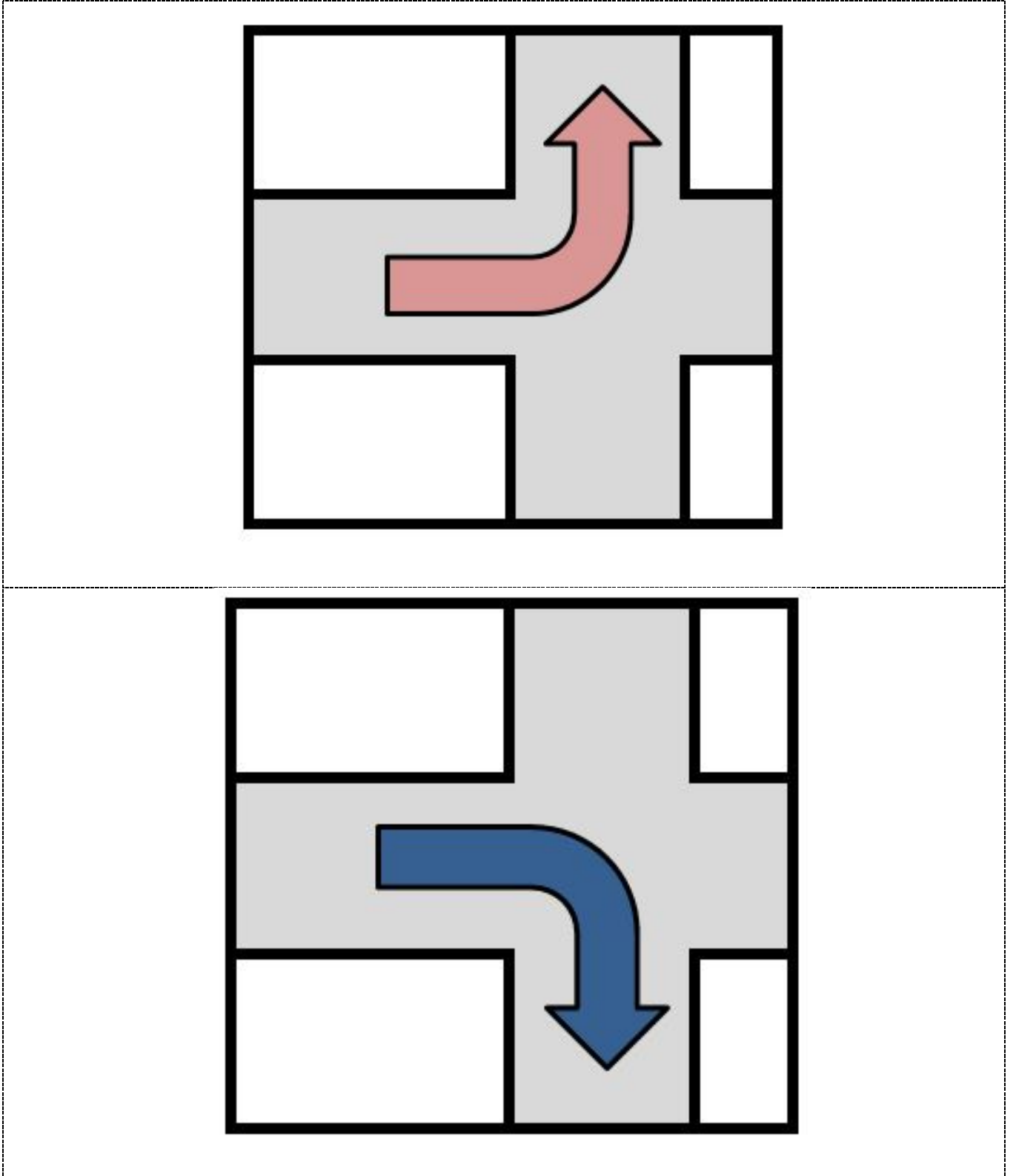
	Stairs
	Telephone
	Toilets
	Café
	Car Park
	Exit
	Reception



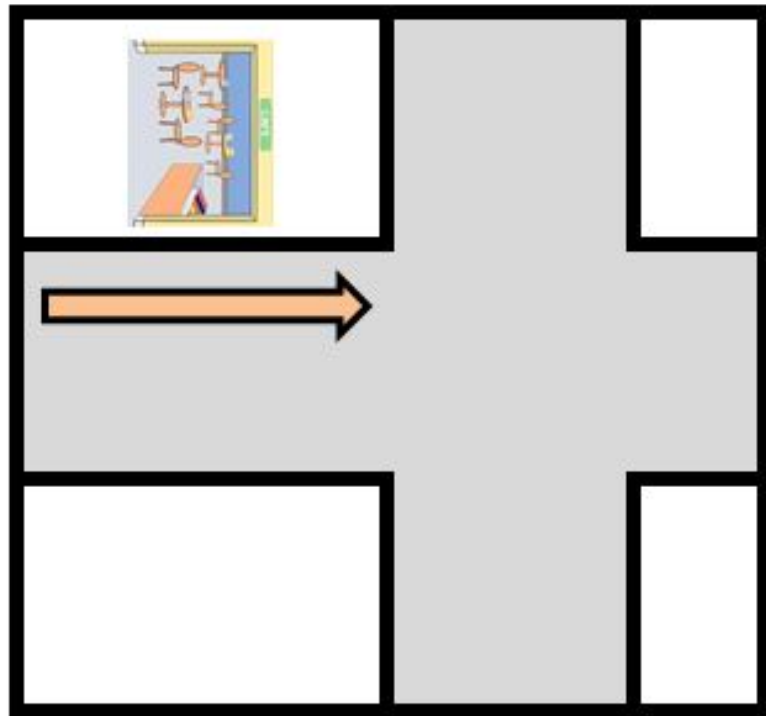
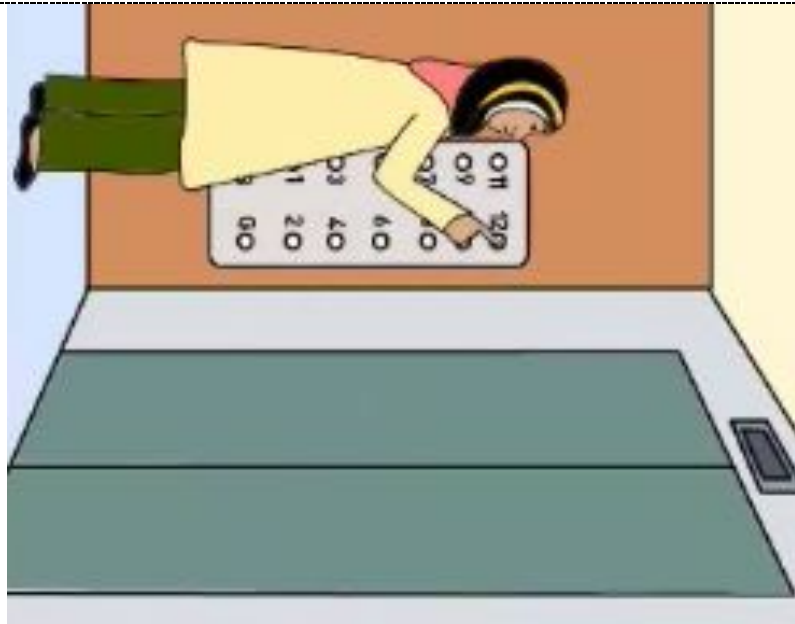
Unit 2 Finding your way around hospital - additional resources for teachers

Activity 9 - flashcards





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**Unit 2 Finding your way around hospital – video transcript**

*It's the day of Mrs Osman's operation.*

*Her husband takes her to the hospital and goes to park the car.*

*Mrs Osman looks for B Ward but doesn't know where to go.*

*She goes to Reception and asks the receptionist:*

**Mrs Osman:** Excuse me, where's B Ward?

**Receptionist:** Take the lift to the 12<sup>th</sup> floor, go down the corridor and turn right.

**Mrs Osman:** Thanks. Where are the lifts?

**Receptionist:** Go through the double doors and past the cafe. The lifts are on your left.

*Mrs Osman goes past the café.*

*She goes through the double doors.*

*The lifts are on her left.*

*She takes the lift to the 12<sup>th</sup> floor.*

*But she can't remember where to go and she can't see any signs for B ward.*

*She asks a nurse:*

**Mrs Osman:** Excuse me, I'm looking for B Ward.

**Nurse:** Go straight on to the end of the corridor and turn right. B Ward is the first door on the right.

*Mrs Osman goes straight on to the end of the corridor.*

*She turns right.*

*B Ward is the first door on the right.*

**Mrs Osman:** I hope my husband can find his way here. He's got my bag.

**Mr Osman:** Excuse me, where's B Ward?

**Unit 2 Finding your way around hospital – answers**

Activity 3: 2. B Ward 3. on the left 4. the first door on the left

Activity 4: 5. where is 6. one thing 7. many things  
8. Where are; Where's; Where are; Where's; Where's



### Unit 3 A hospital visit – teacher’s notes

This unit is based around a short video which shows Mrs Osman’s husband visiting her in hospital. The focus of the unit is reading and the three texts – a website and two posters are presented in the video.

**Time:** Approximately 90 minutes. Timings are flexible and teachers can cut activities and add extension activities as required.

#### Aims:

- To build learners’ confidence in reading websites and posters to obtain information
- To introduce important vocabulary related to hospitals
- To develop learners’ visual literacy.

#### Objectives:

Learners will be able to:

- Read and understand a website about hospital visiting times
- Read and understand a poster about hospital hygiene
- Read and understand a poster about visiting rules.

#### Preparation

##### You will need:

- Interactive whiteboard or projector to display the online module ‘A hospital visit’.
- Traffic light cards, one set per team
- **Worksheet 1** - Visiting times, one per learner (there are two on each page)
- **Worksheet 2** - Hand sanitizer poster, one per learner (there are two on each page)
- **Worksheet 3** - Visiting rules poster, one per learner
- Examples of Get Well Soon cards (optional)
- Examples of other cards, e.g. birthday, Christmas, congratulations (optional)
- **Worksheet 4** Webquest task sheet, 1 per pair, for **Extension 1**
- Internet access for each pair (computer / tablet / mobile phone), for **Extension 1**
- Flipchart paper and pens, for **Extension 2**.

#### Suggested Procedure

##### Warmer (5 mins)

- If the learners have done **Units 1** or **2**, or both, play a vocabulary game to review hospital vocabulary. For example, you could play ‘Back to the board’.<sup>3</sup>
- Elicit what they can remember about Mrs Osman’s operation from the previous unit (e.g. *it’s on her hand, she’s on B Ward*).

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<sup>3</sup> **Back to the board:** Split the class into teams. The first member of the first team comes to the front of the class and sits with their back to the board. Write a word on the board behind them and draw an illustration / stick a picture if needed. The team needs to describe the word without saying the word. If the learner at the front gets the word, their team gets a point. Continue with the next learner from the next team and so on.

## Going to hospital – Teacher’s pack

- Display the online module ‘A hospital visit’.
- If doing this unit in isolation, show the image on the title slide and elicit vocabulary related to hospitals and write on the board.
- Show the aims slide and read through the aims with the class.
- Show the next slide and invite a learner to read the scenario.
- Initiate a class discussion about visiting people in hospital. Questions you could ask might include:

*What time can you visit people at [local hospital name]?*

*Do you know any rules for visitors to hospital?*

*Is this the same in your country?*

### Activity 1 – Vocabulary pre-teaching (5 mins)

- Show **question 1** and invite a volunteer to match the words and meanings, with the help of the class.
- Drill the pronunciation of the words chorally and individually.

### Activity 2 – Video (5 mins)

- Explain that the learners will watch a video about Mr Osman visiting his wife in hospital but that he breaks some hospital rules.
- Ask the learners to predict what rules he breaks and make a note of their answers on a flipchart. Don’t worry if they don’t have any ideas as the purpose of this task is to establish a reason for watching the video.
- Play the video on the next slide.
- Ask the learners which of their predictions were correct and tick them. (*He forgets to wash his hands; he’s not allowed to sit on the bed; he’s not allowed to give his wife some flowers*).

### Activity 3 – True / false comprehension (5 mins)

- Put the learners into three teams and ask them to choose a name for their team.
- Give each team a set of traffic light cards.
- Show **questions 2 – 4** and ask the teams to hold up the green card for ‘yes’ and the red card for ‘no’.
- Give teams a point for a correct answer and keep a score on the board or flip-chart.

### Activity 4 – Reading visiting times (10 mins)

- Display the next slide and hand out **Worksheet 1** for the learners to read.

**Differentiation:** Pair weaker readers with stronger readers. Weaker readers follow the text while stronger readers read out loud.

- Show **question 5** and ask a volunteer from each team to drag one word to its definition.
- Award a point to the team if they get it right, and drag the final word into position yourself.
- Show **questions 6 – 8** and for each one, ask teams to write the correct answer(s) on their mini whiteboards.

## Going to hospital – Teacher's pack

- Emphasise that more than one answer might be correct.
- Award a point to each team for each correct answer.

**Extension:** If your learners need more practice reading times, you could give further scenarios and ask when you can visit.

**Differentiation:** During this extension, direct specific questions at individuals according to ability, for them to answer to earn a point for their team.

### Activity 5 – Reading a hand sanitizer poster – Multiple choice (10 mins)

- Show **question 9** and hand out **Worksheet 2** and give the learners some time to read the information on the poster.
- Read the question and ask teams to hold up a traffic light card to show their answer – red for the first answer, orange for the middle and green for the final answer.
- Award a point to each team which chooses the correct answer.
- Repeat with **questions 10** and **11**.

### Activity 6 – Reading visiting rules – True / False (10 mins)

- Show the next slide and elicit what it is (a poster about visiting rules) and where you might see it (next to a hospital bed).
- Hand out **Worksheet 3** and give the learners time to read the poster.
- Show **question 12**, read the question and ask teams to hold up a traffic light card – red for 'no', green for 'yes'.
- Award a point to each team which chooses the correct answer.
- Repeat with **questions 12** and **13**.
- Add up the total points for each team and give the winners a round of applause.

**Extension:** Ask more questions about the poster, e.g. *My sister's in hospital. When can I visit? (3 pm); My husband is in hospital. I've got a new baby. When can I visit? (3 pm); My son is in hospital. When can I visit? (8 am, 3 pm and 8 pm).*

**Differentiation:** During this extension, direct specific questions at individuals according to ability, for them to answer to earn a point for their team.

### Activity 7 – Get well soon card – Multiple choice / hotspot (10 mins)

- If you have brought some example 'Get Well Soon' cards, pass them round the class for the learners to look at.
- Show **question 14** and discuss the answer together.
- Ask learners who we might send a 'Get Well Soon' card to (e.g. *a colleague, neighbour or classmate* etc.).
- Initiate a discussion about learners' experiences of sending / receiving such cards, and whether they send them in their countries.
- Show **question 15** and discuss as a class the most appropriate message.



## Going to hospital – Teacher's pack

- Elicit other possible messages and write valid ones on the board, for example 'I'm sorry you're not feeling well'
- Decide as a group 3 or 4 of the sentences you'd like to memorise. For each one, drill the sentence, pointing to each word as you say it. Then erase one word and replace it with a symbol such as a star, circle or triangle. Drill again, pointing to the symbol as if the word were still written there. Repeat until the entire sentence has been replaced by symbols. Point to individual symbols and see if the learners can remember the individual words, as well as the whole sentence.
- Ask the learners to write the sentences and check with a partner.
- If a learner is absent due to illness, ask the learners to write a message inside one of the blank examples you brought and post it to them.

**Extension:** If you have brought other examples of cards, pass them round and ask when we might send them. Ask whether learners have received or sent such cards in the UK and whether they send them in their countries. Elicit different messages we can write in the different cards and memorise using the technique described above.

### Cooler

Play 'smiley face'<sup>4</sup> (a version of hangman) with words covered in the session.

### Extension 1 – Local hospital webquest (20 mins)

- Put learners into pairs and give each pair a copy of **Worksheet 4**.
- Ask if anyone knows the answers to the questions for the local hospital.
- Write any suggestions on the board.
- Ask the learners to go online to find the answers to the questions. Give them the address of the website if necessary.
- Return to the original suggestions on the board and ask whether any were correct, eliciting the correct answers to the questions.

**Differentiation:** Depending on the digital literacy of your individual learners, you might want to pair less computer literate learners together if there are only one or two, so you can work with them. Alternatively, you could pair weak with strong so the more computer literate learner can operate the technology while their partner completes the worksheet.

**Tip:** Check the website yourself and see if it is possible to answer all the questions or whether any need modifying or removing.

<sup>4</sup> **'Smiley face':** This can be a class or team game. If playing in teams, first draw a line of dashes on the board with a dash for each letter of a word. Teams take it in turns to suggest a letter. If the letter is in the word, write it on the dash, if not, add to the team's smiley face, in the order: face, eye, eye, nose, mouth, ear, ear, hair, hair, hair. If their face is drawn before the word is guessed, that team is out. The winning team is the first to guess the word.

**Extension 2: - Class / College rules (20 mins)**

This might be a good opportunity to agree some class rules if not done so already, or renegotiate them if you have.

- Put learners into small groups and give each group some flipchart paper and a pen.
- Give them ten minutes to discuss and agree some class rules and write them on the paper.
- Working as a class, take an idea from each group and ask a volunteer to write it on a flipchart at the front of the class.
- Guide the volunteer to correct any errors, with the help of the class.
- Ask the volunteer to copy out a neat version of the rules to display on the wall.

**Homework**

- Ask learners to complete the online module at home, for reinforcement.

Unit 3 A hospital visit – classroom resources

Worksheet 1 – Activity 4



**Hospital Visiting Times**

**Daily Visiting: 2pm–4pm and 6pm–8pm**

**Extra Visiting Times:**

**Children's Ward:**

Parents	Anytime
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**Maternity Department:**

Partners	1pm – 9pm
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**Hospital Visiting Times**

**Daily Visiting: 2pm–4pm and 6pm–8pm**

**Extra Visiting Times:**

**Children's Ward:**

Parents	Anytime
---------	---------

**Maternity Department:**

Partners	1pm – 9pm
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Worksheet 2 – Activity 5

**STOP!**

USE THE HAND SANITIZER  
TO WASH YOUR HANDS  
BEFORE YOU ENTER THE WARD.

HELP US KEEP THE  
HOSPITAL CLEAN AND  
FREE FROM INFECTION.



**STOP!**

USE THE HAND SANITIZER  
TO WASH YOUR HANDS  
BEFORE YOU ENTER THE WARD.

HELP US KEEP THE  
HOSPITAL CLEAN AND  
FREE FROM INFECTION.



**Worksheet 3 – Activity 6****VISITING RULES**

Do not sit on the bed

No flowers please

No more than 2 visitors at once

No children under 12

Do not use the patients' toilets



**Worksheet 4 – Extension 1**

**Hospital information**

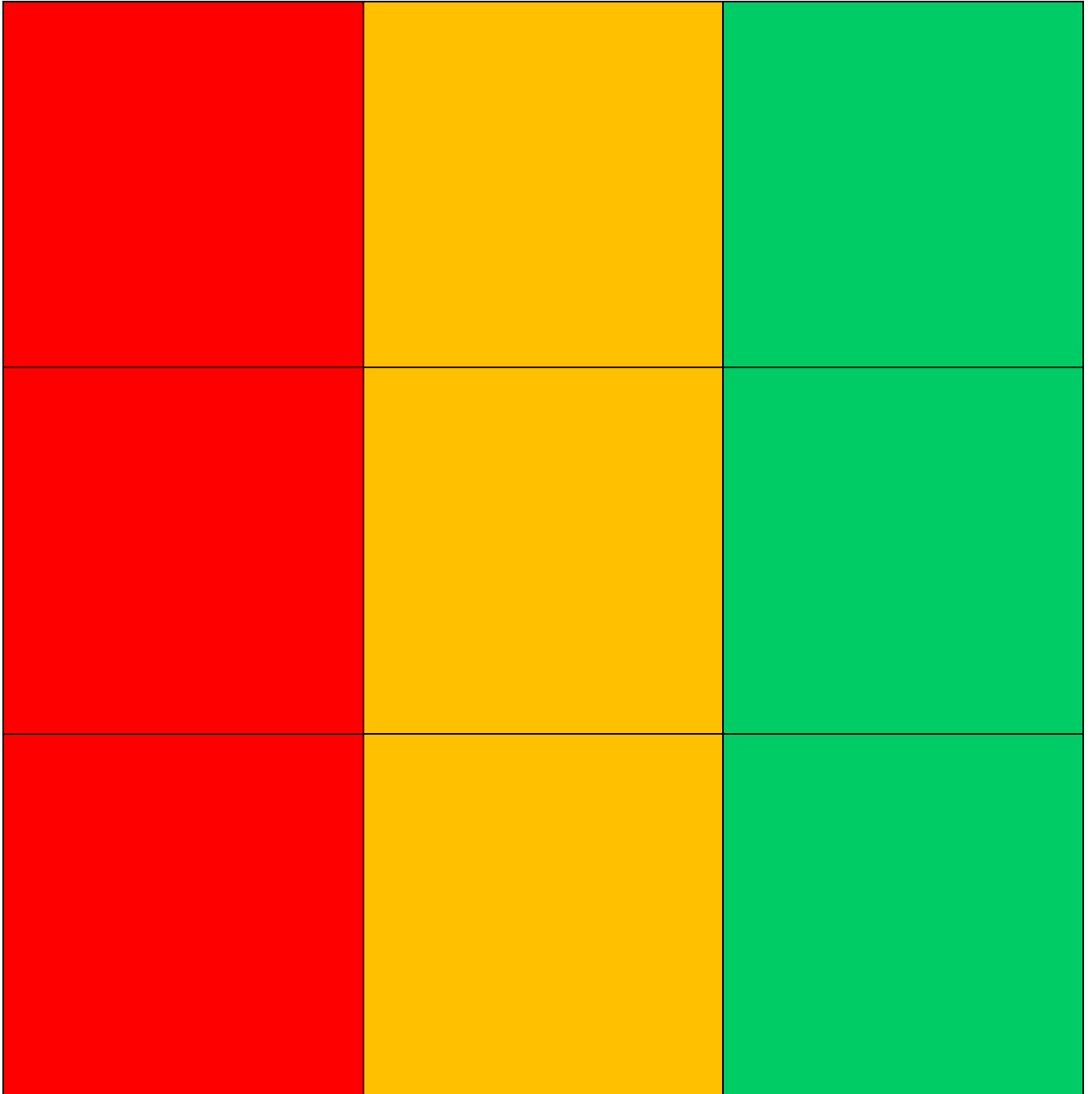
*Look on the Internet for information about your local hospital.*



1. Hospital name: \_\_\_\_\_
2. General visiting times: \_\_\_\_\_
3. Maternity ward visiting times: \_\_\_\_\_
4. Children's ward visiting times: \_\_\_\_\_
5. How many people can visit? \_\_\_\_\_
6. Can children visit? \_\_\_\_\_
7. Can you bring flowers? \_\_\_\_\_
8. Can you park at the hospital? \_\_\_\_\_
9. How much does the car park cost? \_\_\_\_\_
10. Which bus can you take to the hospital? \_\_\_\_\_

**Unit 3 A hospital visit – additional resources for teachers**

**Traffic light cards**





**Unit 3 A hospital visit – Video transcript**

*Mrs Osman is in hospital. She's having an operation on her hand.*

*Her husband wants to visit her. He goes on the Internet to find the visiting times.*

**Hospital Visiting Times****Daily Visiting: 2pm – 4pm and 6pm – 8pm**

*He's working this afternoon. He can visit her after work.*

*It's 7 o'clock. Mrs Osman's husband arrives at B Ward but a nurse stops him. She points to a sign next to the door. He reads it.*

STOP!

USE THE HAND SANITIZER TO WASH YOUR HANDS BEFORE YOU ENTER THE WARD.

HELP US KEEP THE HOSPITAL CLEAN AND FREE FROM INFECTION.

*Mr Osman's husband washes his hands. He does not want to bring an infection into the ward.*

*He goes to see his wife.*

*Mrs Osman is very happy to see her husband but the nurse is not very happy. She points to the sign on the wall and says, "Please do not sit on the bed."*

*Mr Osman stands up and gets his bag. He has some presents for his wife. He wants to make his wife feel better.*

*He gives her some flowers. The nurse points at the sign, "Sorry. No flowers please."*

*He puts the flowers back in the bag. Then he gives Mrs Osman a bunch of grapes and a Get Well Soon card.*

*He looks at the nurse, "Is that OK?"*

*The nurse smiles and says, "Yes. Grapes and cards are OK."*

*Mrs Osman is feeling better already.*



**Unit 3 – answers**

- Activity 1:     visiting times – when you can see someone in hospital  
                  operation – surgery – when doctors cut into your body in hospital  
                  hand sanitizer – box of soap for washing your hands  
                  ward – hospital room with beds in  
                  infection – sickness passed between people
- Activity 3:     2. yes           3. no           4. yes
- Activity 4:     5. Maternity Department – where you have a baby; parents – mother and  
                  father; partners – wife, husband, girlfriend or boyfriend; daily – every day  
                  6. 3 pm, 8 am and 8 pm  
                  7. 3 pm  
                  8. 3 pm and 8 pm
- Activity 5:     9. wash his hands with the hand sanitizer  
                  10. when he goes in  
                  11. it stops visitors bringing sickness into the hospital
- Activity 6:     12. no           13. yes        14. yes
- Activity 7:     15. She's in hospital

