Reading a letter from hospital

Topic: Hospitals
Level: SfL E1/ Access 2 / CEFR A1
Time: 90 mins

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.

Introduction
This lesson 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.

You will need:
- Access to an interactive whiteboard or data projector to display the online module
- Worksheet 1: one per learner
- Worksheet 2: one per learner
- Worksheet 3: one per group (scissors to cut up)
- Worksheet 4: one per pair

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.
- 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.
Task 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 the following six slides (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.

Task 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.

Task 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.
She does not need to do anything now.

- 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 slides (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.
Task 4 – Multiple choice – Reading for specific information (15 minutes)

- Set up the next task 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 (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?

Task 6 – 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 Task 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 to feedback correct answers to the group.

Task 7 – Hotspot – Reading a hospital site map (15 minutes)

- Display the Hotspot slide (question slide 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.

Task 7 – Cooler – Can you remember the words? (10 mins)

- Display the question slide 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.
• 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.

Homework

• Tell the learners to imagine they are going to hospital to have a small operation.
• Ask them make a list of things they will take to the hospital with them.

Answer key

Task 3  The letter tells Mrs Osman where to go for her operation. Yes (Ward B)
Mrs Osman can find information in the letter about what to take to hospital. (Yes – slippers and dressing gown)
Mrs Osman can eat a big breakfast in the morning. (No – a light breakfast)
She does not need to do anything now. (No – she needs to confirm by ringing the number)

Task 4  1. Monday 2. 14th January 3. 12.30 p.m. 4. 7.30 a.m. 5. 10.15 a.m.

Task 6  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 or body.