

Getting to the hospital

LEARNING OUTCOMES

- To follow instructions to get to a local hospital and to the required department
- To recognise and understand the names of key hospital departments



RESOURCES

- Examples of maps or directions for local hospital (you may want to ask learners to bring these in)
- Copies of Resources 1, 3, 4 and 5
- Copies of Resource 2 (Activity 1 Support)
- Audio equipment [🔊 21-24](#)

RELATED TOPICS

Preparing for hospital (Theme 9, Topic 4)

HEALTH SKILLS

Visiting a hospital can be stressful for anyone. It often means going to an unfamiliar place where the signs use medical terms at a time when we are also worried or concerned about a health issue. For the smooth running of the NHS, and to reduce this stress, it is vital to ensure that patients arrive on time for their hospital or clinic appointments. This topic helps learners focus on the different stages of their journey to hospital and prepares them to ask for and listen to directions and understand where they need to go once they are inside the hospital.

Related health information

Local hospital websites are likely to include information on how to get to the hospital, maps, etc.

FUNCTIONAL SKILLS

In order to find their way to and around the local hospital, learners need to be able to:

- listen and follow detailed directions
- recognise and understand specialist names for hospital departments
- listen and identify which department deals with which medical requirement.

Functional Skills/Core Curriculum

Activities in this topic will contribute to learning in the following curriculum areas:

- listen for detail in instructions **English** E3.2 (E_{Lr}/E3.2c)
- recognise and understand relevant specialist key words **English** E3.8 (E_{Rw}/E3.1a)
- use a map to locate services **Maths** E3.21 (N_{HD1}/E3.1).

- For this session, you may want to invite learners to bring in any maps or instructions they have for getting to a local hospital.
- Check if any of the learners have visited a hospital in the UK, as a patient/ outpatient or as a visitor.
- Encourage them to talk about how they travelled to the hospital and whether they knew how to get there. If not, talk about what they did to find out.
- Discuss how easy it was to get around the hospital and to find the right department.
- Provide examples of maps or written directions for a local hospital to complement learners' own.
- Ask learners to discuss in groups how they would get to the hospital from their home.
- Ask them to estimate how much time they should allow for the journey, taking into account waiting time (for buses, etc.), finding a parking place (if travelling by car) and locating the correct department (allowing for the size of the hospital, whether there are different entrance points, how many floors, etc.).
- Acknowledge the difficulties of getting around complex buildings and of understanding technical words for hospital departments.

Where is your nearest hospital? How do you get there?

How can you find out directions if you don't know how to get there?

Which do you find easier: using a plan, following signs, or asking for directions?

ACTIVITY 1 21

Understand directions to a hospital and the relevant department

- Hand out Resource 1. Establish that the man, Stefan, is on his way to a hospital appointment. Discuss the pictures and Stefan's thoughts. Talk about what he can do and who he can ask for help.
- Draw learners' attention to the board in picture C, displaying the names of the departments and where they are located.
- Ask learners to suggest some questions that Stefan can ask and then encourage learners to practise asking them.
- Play the three audio clips of people answering Stefan's requests for directions. Ask learners to relate the audio clips to the pictures.
- Play the extracts again, pausing to check understanding of key words (e.g. 'Haematology', 'main entrance', 'Brook Street').

Who can you ask for directions when you arrive at the hospital?

Can you name some common hospital departments?

Support

- Follow Resource 1 and the discussion by giving out Resource 2.
- Focus on each picture and ask volunteers to read the words aloud, clarifying any difficult words or expressions.
- Ask them to match the situations on Resource 2 to those on Resource 1.
- Play the audio clips of the three people giving Stefan directions and match them to the pictures.

ESOL

- In order to follow directions learners need to be familiar with instruction words ('go along', 'carry on past', 'go through', 'turn left/right', 'go up to', 'go down'). Encourage learners to devise diagrams/drawings to illustrate the directions.
- If possible, give learners practice in following directions around the building where they are having their class, using instruction words such as 'go down', 'go past', 'carry on', 'turn left', 'keep on going along', etc.

ACTIVITY 2 21–23

Understand directions to a hospital and follow a street map

- Replay the audio clips of the three people giving directions from Activity 1.
- In small groups, ask learners to talk about each set of instructions and to discuss ways of clarifying information that is unclear or comes too fast. For example, 'I'm sorry, could you repeat that, please?' or 'Is that the first or second right?'
- Play the next two audio clips, which include Stefan's questions. Encourage learners to compare them with their own suggestions.
- Suggest learners work in pairs to role-play the conversation in which Stefan asks for directions to the hospital. One person in each pair plays Stefan and the other plays the person on the street giving directions.
- Stefan begins the conversation by asking for directions and should ask questions for clarification. The person on the street gives directions using the information on Resource 3.
- Give out Resource 4 and ask learners to mark the route and reference points (the traffic lights, Brook Street and the hospital) on the map.

What can you say if you are unsure about the directions?

TIP

Discuss strategies learners can use if they don't understand the answers (e.g. asking the speaker to point to a map or plan).

Support

- Work through the two audio clips of the complete conversations one at a time. Ask learners to raise a hand as soon as they hear something they don't understand. Stop the audio and talk about what they can do or say at each point.
- Familiarise learners with the street map (or with one of their own if they have one) by giving some simple short instructions, such as 'Walk up the road. Take the first on your right. Keep straight on.'
- Ask them to act out the instructions and then plot them on the map until they are confident about taking instructions from the audio clip.
- Replay the audio clip as often as needed.

ESOL

- In order to understand spoken directions, learners may need help in understanding the references of words like 'this', 'that', 'here', 'there'. Provide additional examples, such as 'Go to the school. When you get there, turn right.' (What do you understand by 'there'?)
- Play the audio clips, pausing to pick out other examples and discuss what the words refer to. Alternatively, learners can work with the audio script, highlighting and discussing examples.

ACTIVITY 3 24

Understand the names for different hospital departments

- Work through the meanings of the more difficult department names on Resource 5 with the group in advance of the activity. For example, introduce Emergency Department and alternatives Casualty and A & E.
- Encourage learners to practise saying the words aloud.
- In pairs, ask learners to choose the correct department for each scenario on Resource 5, using the glossary and their own knowledge to help them.

What conditions are dealt with in each department?

- Ask them to check their conclusions by listening to the receptionist's instructions on the audio clip.
- Review and confirm answers.
- Refer learners to the department board at the top of Resource 5 again. Replay the audio clips and ask learners to mark the syllable that is stressed (said more strongly) in each word they hear from the list of departments (e.g. 'Dermatology', 'Obstetrics').
- Help them to mark the stressed syllables for the other departments on the sheet.

Support

- Play each conversation individually and as often as necessary.
- Ask learners to listen for key words (e.g. in the first audio clip, 'operation' and 'day surgery').

ESOL

- Learners may need additional help with the pronunciation of hospital departments.
- Devise your own list of departments and say each word slowly so learners can hear and mark the number of syllables (parts of the word) they hear (e.g. 'Pae-di-a-trics').
- Say the word again so they can hear the syllable that is stressed (said more strongly): 'Pae-di-a-trics'.
- Encourage learners to practise saying the words aloud and trying them out in questions.

*Can you name some other hospital departments?
What do they do?*

TIP

Help learners to set up checklists of words and expressions by theme (e.g. getting to the hospital).

Action

- Allow time for reflection on what they have learnt about getting to and around their local hospital.
- Ask learners to identify other medical places they might need to visit in the area (e.g. a doctor's surgery, a specialist clinic such as a family planning or women's clinic, a dentist, a pharmacist, a community health centre).
- Encourage them to find out how to get there by looking at maps and timetables, and asking for directions.
- Hold a feedback session, discussing ease of access to these places and how long to allow to get there.
- Display and record key words and expressions, including those needed for clarification.
- Encourage learners to prepare a checklist of things to do and words/expressions to use when finding their way to and around a local hospital or medical centre.

What other kinds of medical places might you need to get to?

How would you get there from your home?

Getting to the hospital

RESOURCE 1

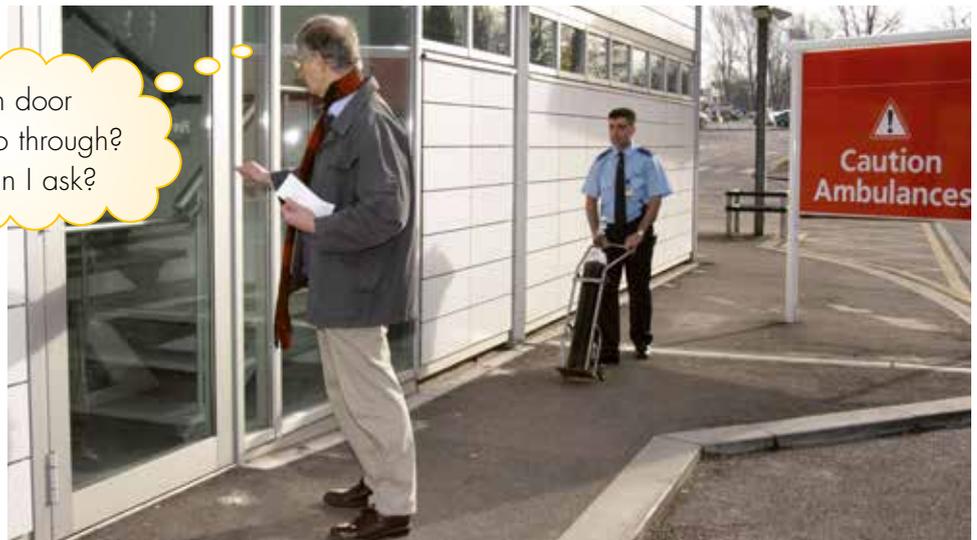
A

Where's the hospital? How do I get there?



B

Which door should I go through?
Who can I ask?



C

Where should I go now?

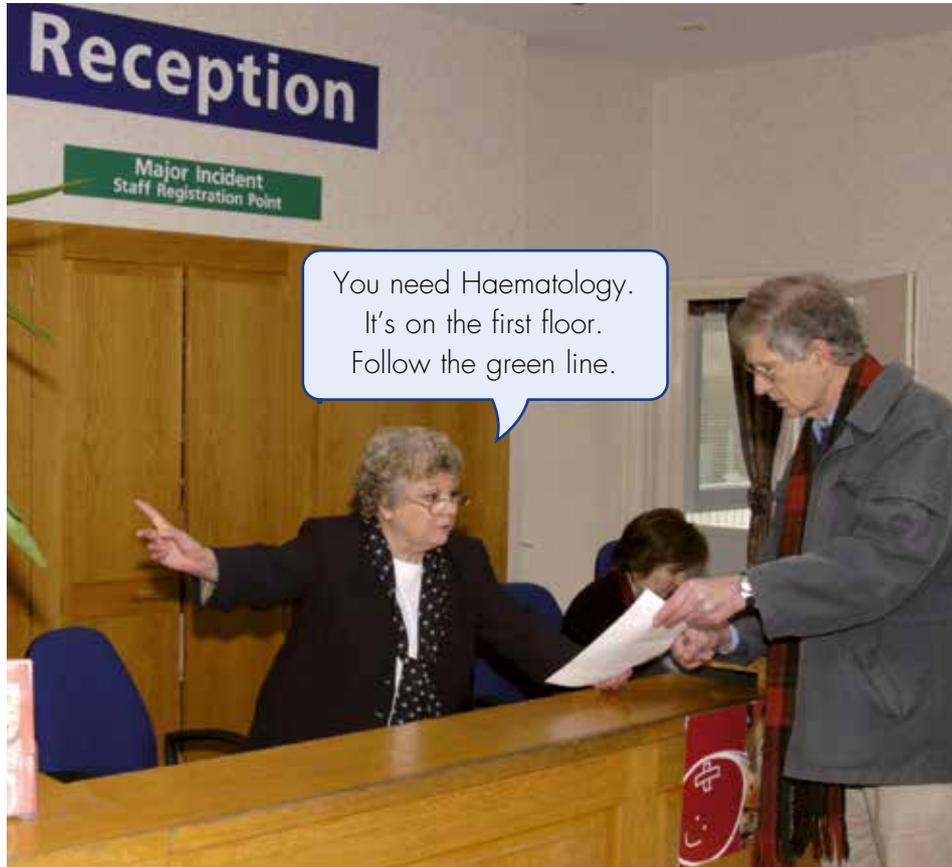


Getting to the hospital

RESOURCE 2

21

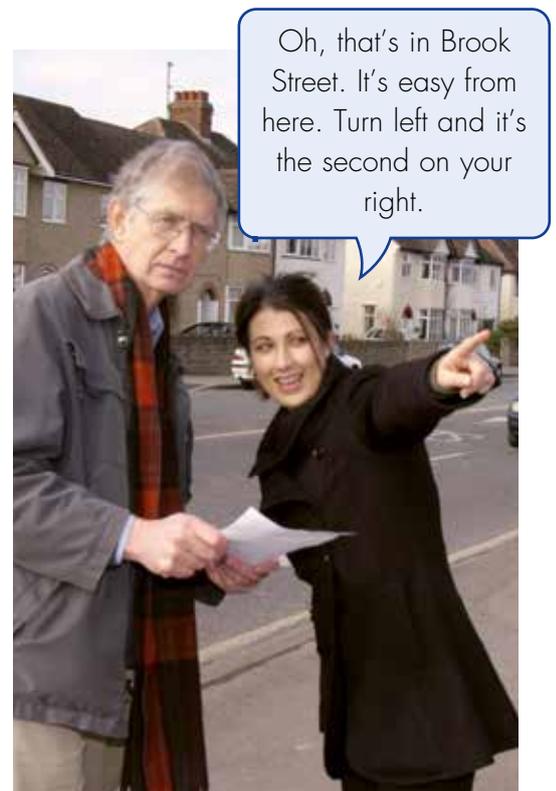
1



2



3



Oh, that's in Brook Street. It's easy from here. Go to the end of this road until you reach the traffic lights. Turn left and it's the second on your right. That's Brook Street. The hospital's at the far end of Brook Street. You can't miss it.

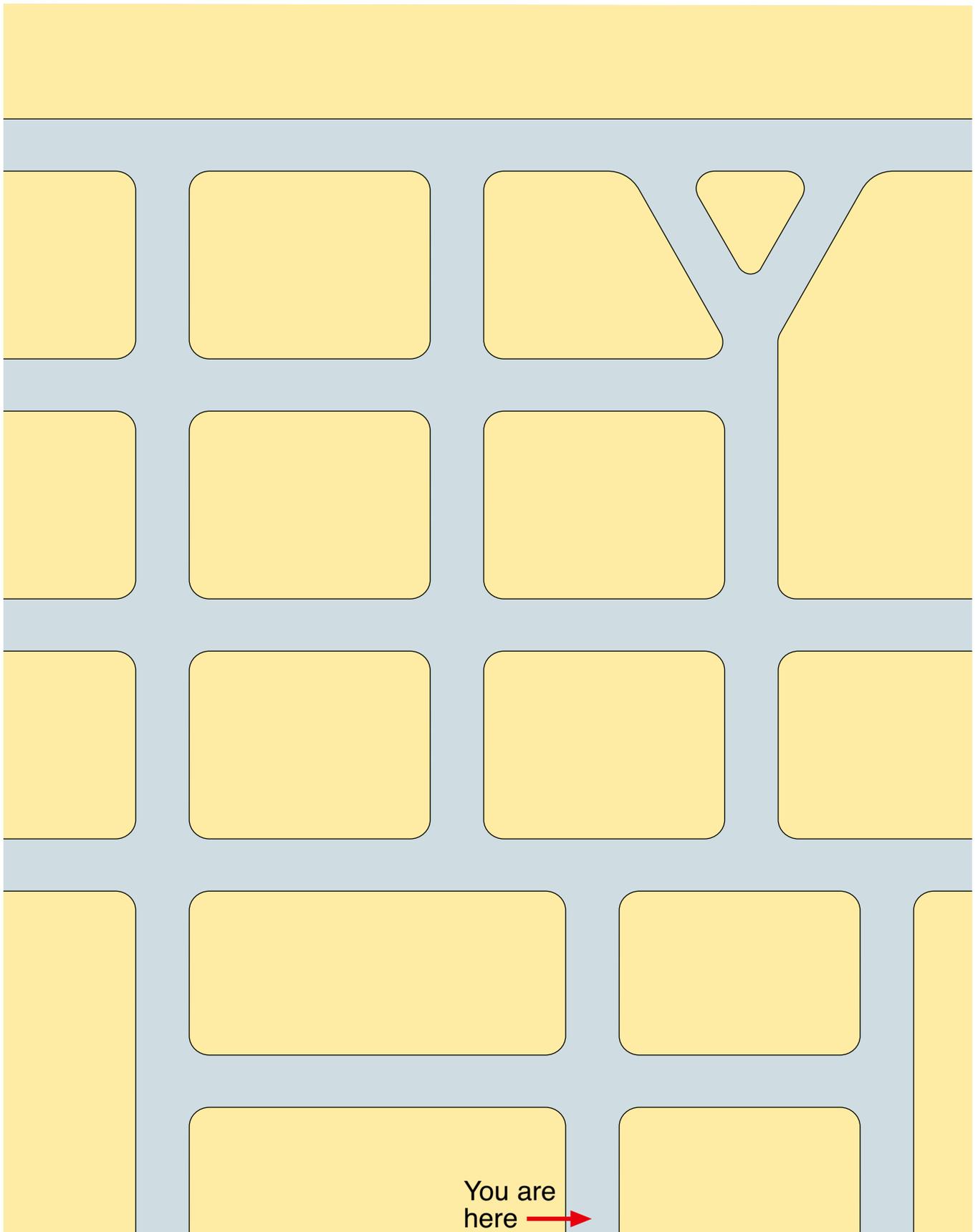
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Getting to the hospital

RESOURCE 4



Getting to the hospital

RESOURCE 5

Emergency Department

Cardiology

Day Surgery Unit

Day Ward

Dermatology

ENT Clinic

Florence Nightingale Ward

Fracture Clinic

GUM Clinic

Haematology

Harry Wheeler Ward

Intensive Care

Labour Ward

Maternity Unit

Neurology

Obstetrics and Gynaecology

Outpatients

Paediatrics

Psychiatry

Rheumatology

Urology

X-Ray



SCENARIO 1

A young man has to have a small operation on his hand.

SCENARIO 2

A young woman is expecting a baby and has come for a check-up.

SCENARIO 3

An elderly man needs a new plaster for his broken ankle.

SCENARIO 4

A teenage girl has a bad rash on her face.

SCENARIO 5

A child is badly hurt in a car accident.

ACTIVITY 1 / Resource 1

Picture A – Extract 3

Picture B – Extract 2

Picture C – Extract 1

ACTIVITY 1 / Resource 2

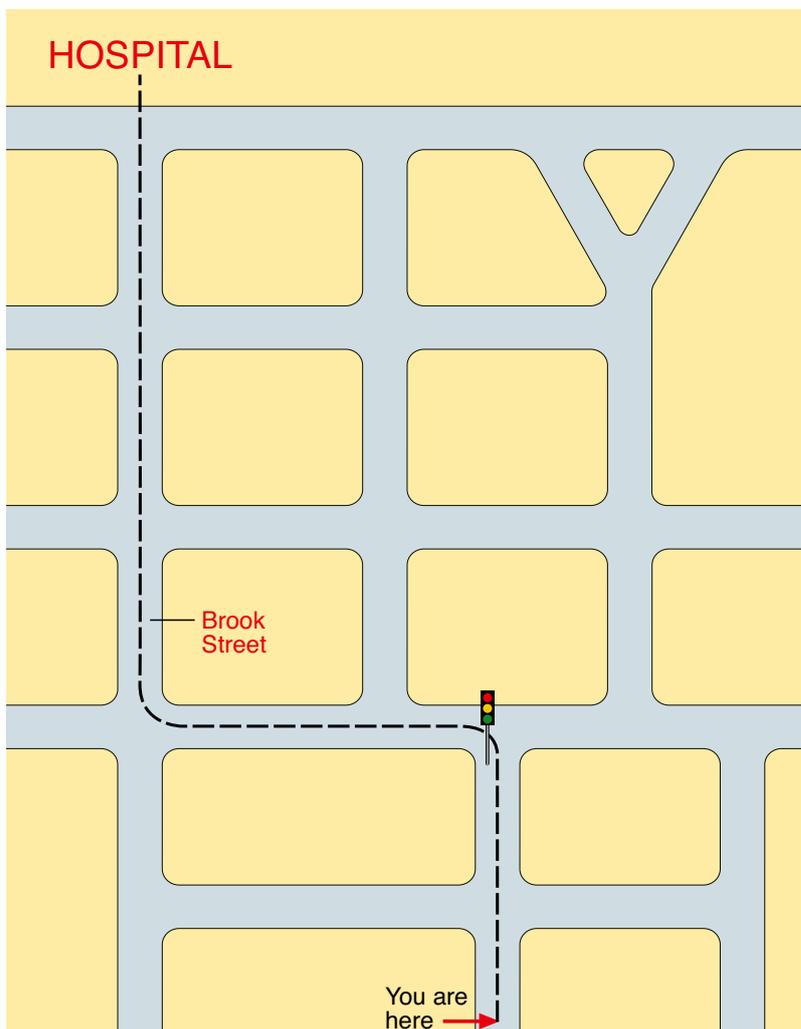
Picture 1 (Resource 2) – Picture C (Resource 1)

Picture 2 (Resource 2) – Picture B (Resource 1)

Picture 3 (Resource 2) – Picture A (Resource 1)

ACTIVITY 2 / Resource 4

Compare the route you've drawn on your map with the one below.



ACTIVITY 3 / Resource 5

- Scenario 1 – Day Surgery Unit
- Scenario 2 – Obstetrics and Gynaecology
- Scenario 3 – Fracture Clinic
- Scenario 4 – Dermatology
- Scenario 5 – Emergency Department

ACTIVITIES 1 AND 2



Extract 1

Hospital receptionist: You need Haematology. It's on the first floor in Block B. Follow the green line down the corridor and through the double doors. Take the lift immediately on your right. Go up to the first floor and follow the signs for Haematology.

Extract 2

Hospital porter: Hey, you're in the wrong place, mate. You need the main entrance ... Keep going along this road. It curves round until you see a bus stop on your left outside the café. Take a right there and you'll see the hospital straight ahead. Don't go in the first door where the ambulances are. That's the Emergency Department. Carry on straight past. The next door's the main entrance and there's an information desk in front of you.

Extract 3

Woman: Oh, that's in Brook Street. It's easy from here. Go to the end of this road until you reach the traffic lights. Turn left and it's the second on your right. That's Brook Street. The hospital's at the far end of Brook Street. You can't miss it.

ACTIVITY 2



Conversation 1

Stefan: Excuse me. Where do I go for a blood test?

Receptionist: You need Haematology. It's on the first floor in Block B.

Stefan: How do I get there?

Receptionist: Follow the green line down the corridor and through the double doors. You'll see the lift immediately on your right.

Stefan: Sorry ... did you say the green line?

Receptionist: Yes. The green line, then through the double doors. Take the lift immediately on your right. Go up to the first floor and follow the signs for Haematology.

Stefan: Thank you ... what was that word again?

Receptionist: Haematology. You'll see a sign for it.

Stefan: Oh ... thanks.



Conversation 2

Stefan: Excuse me ... how do I get into the hospital?

Porter: Hey, you're in the wrong place, mate. You need the main entrance ...

Stefan: Isn't this the main entrance?

Porter: No, mate. Keep going along this road. It curves round until you see a bus stop on your left outside the café. Take a right there ...

Stefan: Hang on, hang on ... could you repeat that? Did you say stay on this road?

Porter: Yeah ... stay on this road till you get to the café ... by the bus stop ... then take a right there and you'll see the hospital straight ahead. Don't go in the first door where the ambulances are. That's the Emergency Department. Carry on straight past.

Stefan: Straight past the Emergency Department. OK.

Porter: Right. The next door's the main entrance and there's an information desk in front of you.

Stefan: Thanks ... I didn't know it would be so difficult ... hope I'm not too late.

Porter: Good luck to you, mate.

ACTIVITY 3



Conversation 1

Man: I've come in for an operation.

Receptionist: You're having an operation, are you? Right ... stay in this block and take the lift to the third floor for day surgery.

Conversation 2

Woman: Excuse me, where's the antenatal clinic?

Receptionist: Go to the Obstetrics and Gynaecology department on Level 2 – that's the first floor.

Conversation 3

Man: Hello. I'm here again!

Receptionist: Hello. How's the leg? Plaster coming off today? ... You need the fracture clinic on the first floor in Block B – you know where it is, don't you?

Conversation 4

Woman: Hi. My daughter has to see the skin doctor.

Receptionist: OK ... take her up to Dermatology. Follow the blue line till you get to the stairs. Then walk up to the first set of doors and go through. The skin doctor will see you there.

Conversation 5

Man: My child's hurt!

Receptionist: Oh, dear. Poor little thing! Go straight to the Emergency Department – it's down that corridor. I'll call and tell them you're coming.