

## Filling Out Forms

Directions: Students listen to the instructor pronounce a vocabulary word aloud three times while pairing the word with its picture. Ask students to orally identify the “beat” (syllable) that is the LOUDEST (stressed). If appropriate, they can circle the stressed beat below. Students then repeat the word aloud, putting emphasis on the stressed beat.

medical            med    i    cal

history            his    tor    y

family            fam    i    ly

allergy            al    ler    gy

immunization    im    mu    ni    za    tion

receptionist    re    cep    tion    ist

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Directions: Students listen to the instructor say a sentence aloud in a natural voice and see if they can recognize a vocabulary word/phrase (from the previous list) in the sentence. Do the exercise orally first. Then, if appropriate, ask students to circle the vocabulary word in the printed text below. Students repeat each vocabulary word aloud and point to its picture.

Everyone in that family is overweight.

Jose's medical history shows that he is at risk for getting diabetes.

My son has an allergy to peanuts.

The elementary school will ask to see each child's immunization records.

You check in with the receptionist in the doctor's office before you can see the doctor.

Directions: Students will listen for a target vocabulary word as the instructor reads the text aloud naturally, up to three times. Ask students to count how many times they hear the target word in each section. Then, if appropriate, they can listen again and follow along with the printed text. Ask them to circle the target word.

Target word: **allergy, allergies, allergic**

Susanna has an allergy to milk, so she can't drink it.

A: Do you have any allergies to medication?

B: Yes.

A: What medications are you allergic to?

B: I am allergic to penicillin.

Zuri is allergic to cats. Cats make her sneeze. If a cat goes near Zuri, her eyes will start to itch and water.