

**Medication Warnings**

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.

container            con    tain    er

label                la        bel

warning            warn    ing

**Medication Warnings**

Directions: Students listen to the instructor say a sentence aloud in a natural voice and see if they can recognize a vocabulary word (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.

Most medication containers are small bottles.

The label tells you what is in the bottle.

The pharmacist gave Tina a warning to finish all the medication.

When you are driving you have to look out for warnings that tell you to slow down.

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: **label**

Read the label to see what is in the box.

A: What size is this shirt?

B: Check the label.

A: The label says 'M.'

B: That means it is a medium.

To help you remember the names of things in your house, put a label on them. Write the English word on the label.