

Emergency Care

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) and, if appropriate, they can circle the stressed beat below. Students then repeat the word aloud, putting emphasis on the stressed beat.

emergency e mer gen cy

swallowing swal low ing

poison poi son

losing los ing

breaking break ing

having hav ing

attack at tack

fever fe ver

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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 (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.

If this is an emergency, hang up and dial 911.

Swallowing is difficult for her because the pills are so big.

A poison is something that makes you sick or hurts you if you eat, drink, touch or smell it.

She is losing weight on that diet.

After breaking his legs in a car crash, Jim is learning how to walk again.

My brother died after having a heart attack.

The baby has a fever of 100.4 degrees.

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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: **poison**

Amina has a rash from touching the poison ivy plant. They don't have poison ivy in her country.

A: Can we do something to kill these ants?

B: We can get some ant poison.

A: Is ant poison safe for people and pets?

B: I'm not sure.

Jared ate a hamburger that was not cooked enough. Now he has food poisoning. He is very sick.