

HEALTH UNIT: SECTION 9
Talking to Health Professionals

WORD FOCUS

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.

interpret in ter pret

interpreter in ter pret er

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 words: interpret, interpreter

Amina is learning English. Her friend, Ann, goes with her to the doctor so Ann can interpret.

A: Do you understand English?

B: A little.

A: Would you like an interpreter?

B: Yes, I would like to have an interpreter.

Sou Ling's son is going to the hospital with him. If Sou Ling can't understand the doctors and nurses, his son will be his interpreter.