

Hello. May I speak to Gary, please?

Hello?

Hi, Gary. This is Jim.
You didn't come to school today.
What's the matter with you?

I have a broken arm.
The doctor told me to
get an X-ray of my arm.

Oh, no. I'm sorry to hear that. Get well soon.

Speaking.

Take care. Goodbye.

Thank you.

STUDENT A ~ You're sick and couldn't go out today.
Find out what you couldn't do and who you couldn't meet.

Write your friend's name on the line.



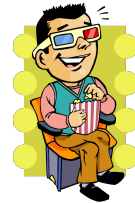
go jogging with _____



go to piano class with _____



play football with _____



go to the cinema with _____



go to John's birthday party with _____



go fishing with _____



eat dim sum with _____



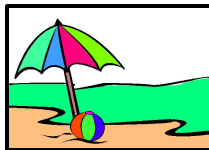
go to school with _____



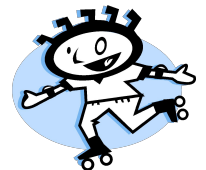
go to the library with _____



go cycling with _____



go to the beach with _____



go skating with _____



go swimming with _____



go to KFC with _____



go hiking with _____



play chess with _____



play tennis with _____



surf the net with _____



Hello. May I speak to Gary, please?

Hi, Gary. This is Jim.
You didn't come to school today.
What's the matter with you?

Oh, no. I'm sorry to hear that. Get well soon.

Take care. Goodbye.



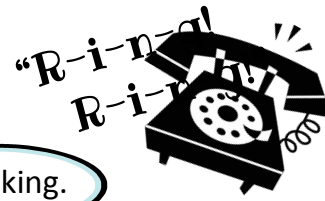
Hello?

Speaking.

I have a broken arm.
The doctor told me to
get an X-ray of my arm.

Thank you.

Bye.



STUDENT B ~ Your friends are sick & couldn't meet you today.
Find out what is the matter with them.

Write your friend's name on the line.



_____ has a broken arm



_____ has a cough



_____ has a bloody nose



_____ has a runny nose



_____ has pink eye



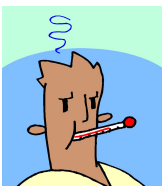
_____ has a toothache



_____ has a stomachache



_____ has a cut



_____ has a fever



_____ has a sore throat



_____ has a stuffy nose



_____ has diarrhea



_____ has a bruise



_____ has a cold



_____ has a headache



_____ has a sunburn



_____ has a cat allergy



_____ has a backache

Health – Telephone Role Play

A role play dialogue that gives students practice with health vocabulary while reviewing everyday activities like going cycling and playing tennis.

Contents -

Page one – Student A worksheet

Page two – Student B worksheet

Page three – Instructions

Pages four through nine – These are the ailment/treatment cards. Cut the paper in thirds, with the ailment and its treatment attached. For example, “a broken arm” and “get an X-ray of my arm” should be attached, then folded over to make a square card with the ailment on one side and the treatment on the other. Do this with all 18 cards. They may then be laminated or just taped together.

Pages ten through twelve – These are the activity cards. Each square needs to be cut out and laminated (if possible) to make 18 cards.

Instructions -

Divide the class in half. I designed this activity for a class of 36 students. Give the first half the Student A worksheet. Give each student a treatment/ailment card.

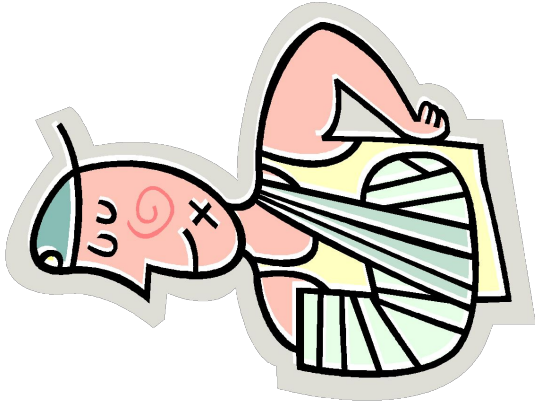
Give the other half the Student B worksheet. Give each student an activity card.

Review the dialogue and vocabulary. Make sure students understand how to do substitute their own names and the info on their cards into the dialogue.

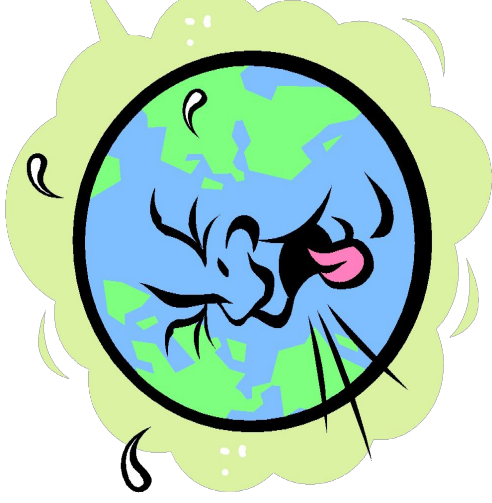
Have all the “A” students line their chairs against the walls (facing the wall) or out in the hallway if there isn’t enough room in the classroom. They should sit and face the wall. All “B” students should line their chairs up behind the “A” students (one “B” behind each “A”) and sit down facing “A’s” back. If there really isn’t room to move the chairs, they can just stand instead.

“B” calls “A” by tapping “A” on the shoulder and making a telephone ringing sound. “A” pretends to pick up the phone and begins the conversation. Students can not show each other their cards or look at each other. When the conversation is finished, students should fill in the name of the other person in the correct blank on their worksheet.

When the phone conversation is over, “B” stands up and looks around the room for an empty chair behind another “A”. “B” sits down and begins another phone chat. If there aren’t any available chairs at the moment, they should stand in the middle of the room or against the opposite wall and wait until a seat becomes available. Continue until students have filled in all the blanks on their worksheet or until time runs out.



a broken arm



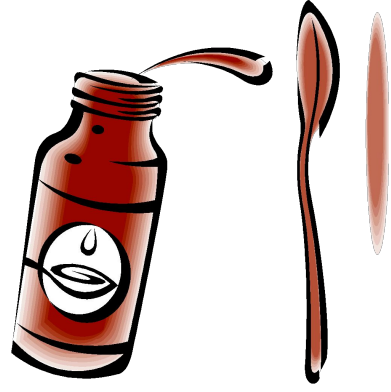
a cough



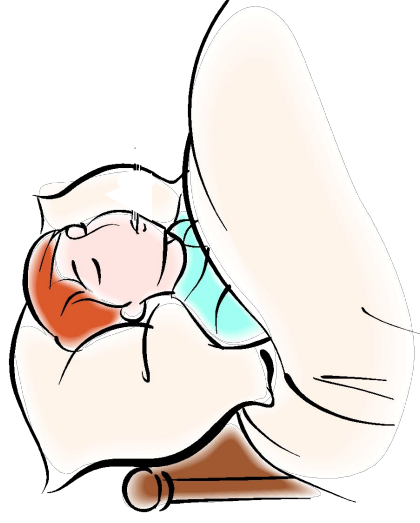
a headache



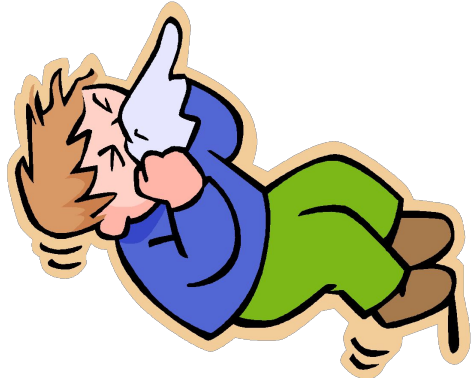
get an X-ray of my arm



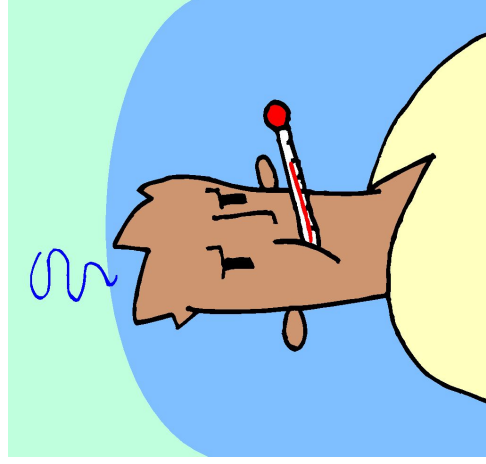
take some cough syrup



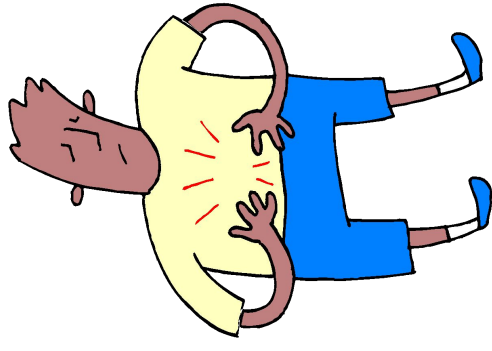
rest in bed



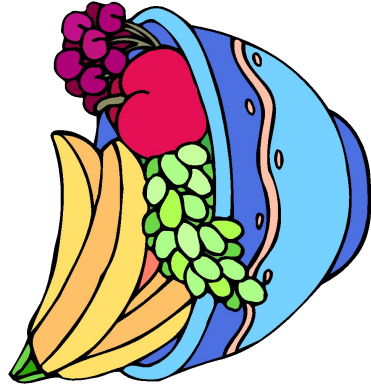
a cold



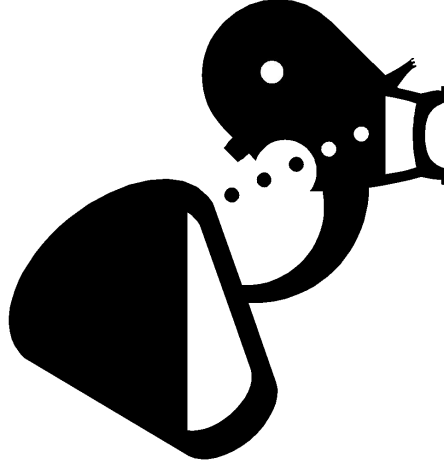
a fever



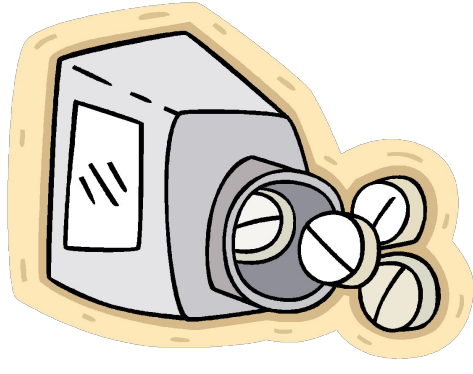
a stomachache



eat more fruit



drink more water



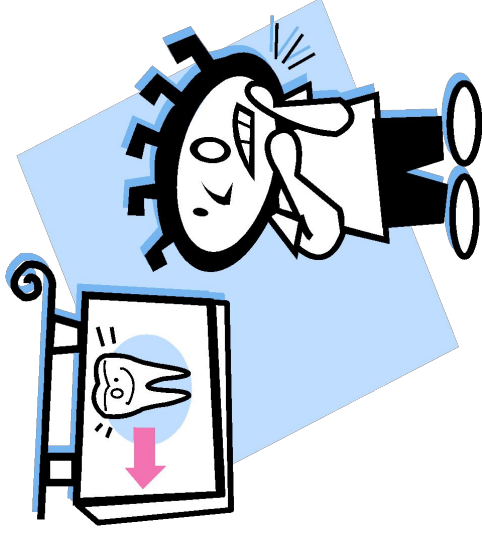
take some medicine



a sore throat



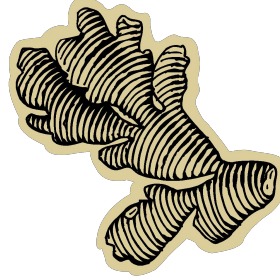
gargle with salt water



a toothache



chew on some ginger



a bloody nose



pinch my nose
for 20 minutes



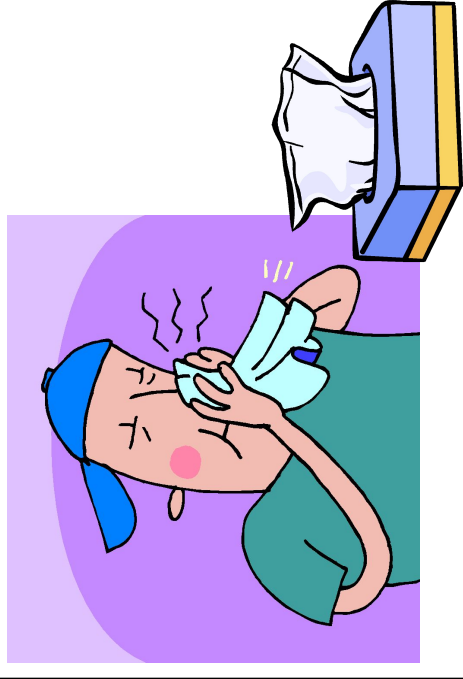
a runny nose



a stuffy nose



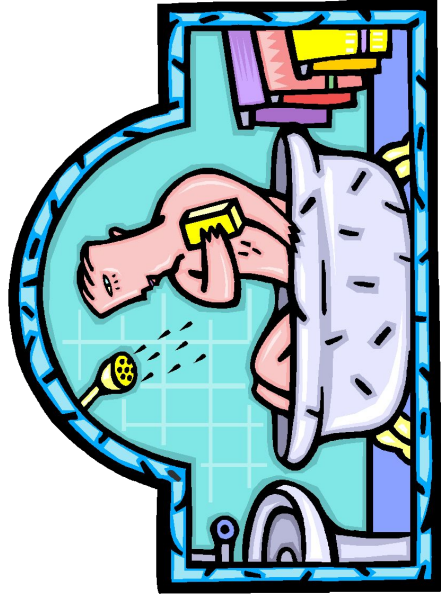
a sunburn



blow my nose
with soft tissues



get more sleep and
use more pillows



take a cool bath



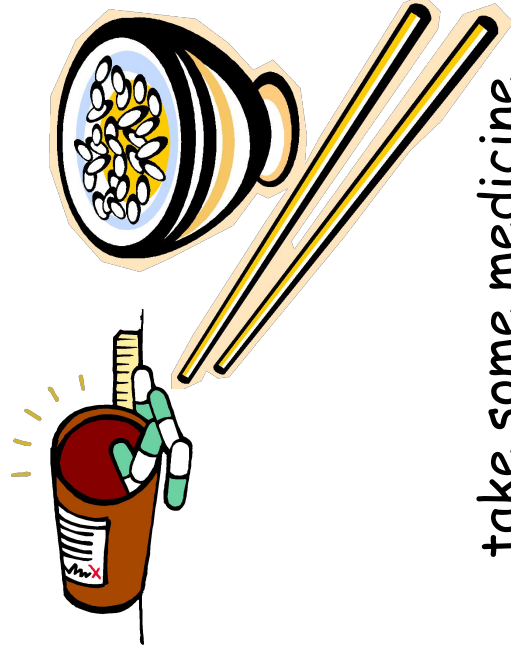
a cut



put some cream on it
and use a bandage



diarrhea



take some medicine
and eat more congee



a bruise



put some ice on it



a backache



get a massage



a cat allergy



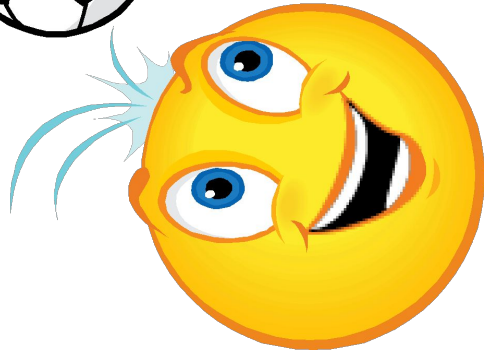
stay away from cats



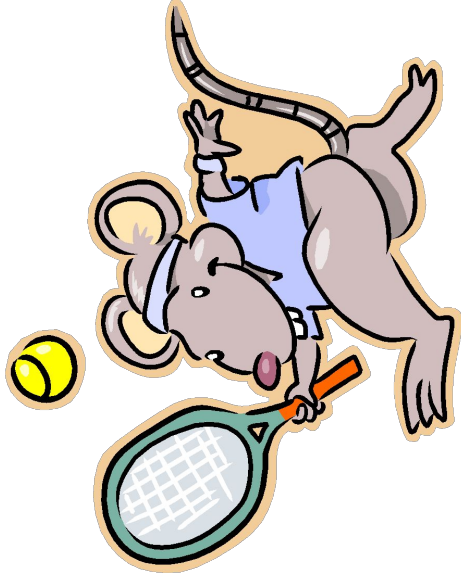
pink eye



use some eye drops



play football



play tennis



go for dim sum



come to John's
birthday party



go skating



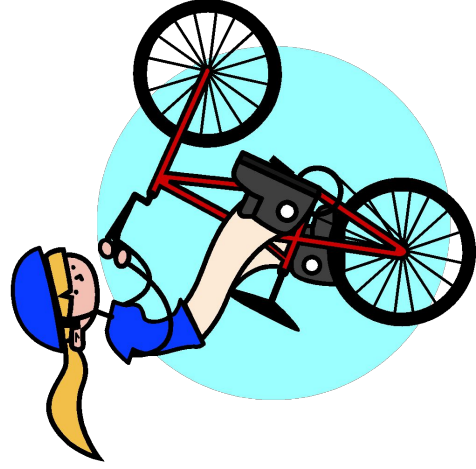
come to school



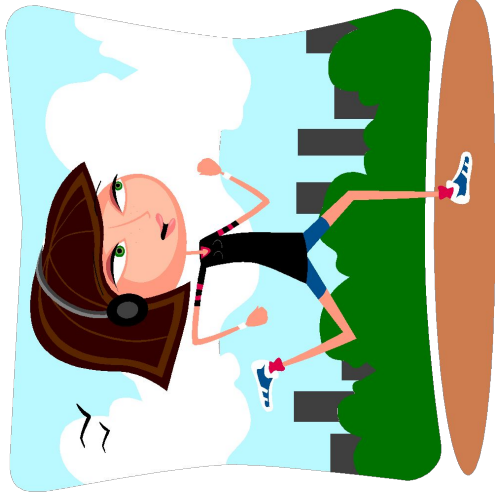
go swimming



go hiking



go cycling



go jogging



come to the library



surf the net



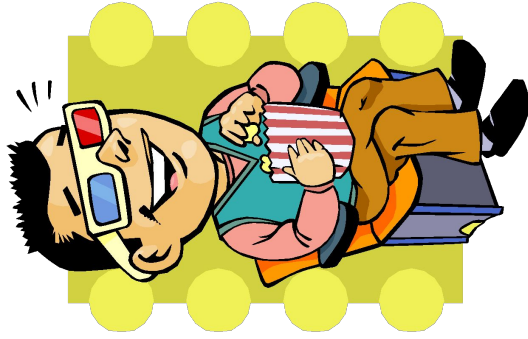
come to the beach



come to piano class



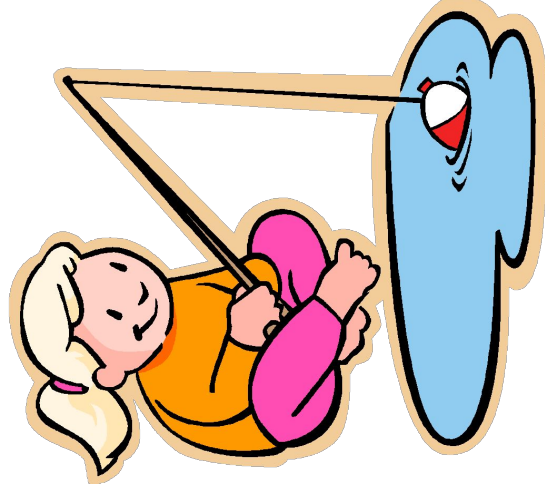
come to KFC



come to the cinema



play chess



go fishing