

ROLE PLAY: VISITING A DOCTOR

A2-B1 | Teens / Adults | Speaking + Functional Language | 35-45 minutes

1. USEFUL PHRASES

Patient

I don't feel well.
I've had this pain for ...
It hurts when I ...
I'd like to book an appointment.
Could you explain that more simply?
What happens next?
Who should I contact if it gets worse?

Doctor / receptionist

What seems to be the problem?
How long have you felt like this?
Has anything changed?
I'd like to examine you.
May I check ...?
What questions would you like to ask?
Let's check that you understand.

2. MODEL CONVERSATIONS

A. DESCRIBING SYMPTOMS

Doctor: Hello. **What seems to be the problem?**

Patient: I don't feel well. My throat hurts, and I've been coughing at night.

Doctor: How long have you felt like this?

Patient: About three days. The cough keeps waking me up.

Doctor: Have you noticed anything else, or taken any medicine?

Patient: I've felt hot sometimes, but I haven't checked my temperature. I brought the medicine packet with me.

Doctor: Thank you. I'd like to examine you before we discuss what to do next. Is that all right?

Patient: Yes. I'm worried because I have an important meeting tomorrow.

Doctor: I understand. Let's check your symptoms first, then talk about that too.

Patient: Could you write down the main advice? I sometimes forget what was said.

Doctor: Of course. **What questions would you like to ask?**

Patient: I'd like to know what happens next and who to contact if things get worse.

Doctor: We'll go through that after the examination, and I'll write down the contact details for you.

B. EXPLAINING AN INJURY

Patient: I hurt my ankle yesterday, and it's still painful today.

Doctor: Can you tell me how it happened?

Patient: I tripped while running in the park. It hurts when I put weight on it.

Doctor: Could you show me exactly where the pain is?

Patient: Here, on the outside. I've also noticed some swelling.

Doctor: Has anything changed since yesterday, apart from the swelling?

Patient: It's harder to walk this morning. I'm not sure whether I should have come sooner.

Doctor: You're here now, so let's assess it. **May I check your ankle?**

Patient: Yes. Will I need an X-ray?

Doctor: I'll examine it first, then explain whether a scan or another next step is needed.

Patient: All right. **Could you explain that more simply** if I don't understand a word?

Doctor: Certainly. Please ask whenever something isn't clear.

Notice how the speakers give details, ask follow-up questions and respond to each other.

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3. ROLE-PLAY CARDS

Work in pairs. Read only your own role. Decide what to say; don't write a full script. Find a solution, then swap roles and change one detail.

ROLE PLAY 1: BOOKING AN APPOINTMENT

Student A - Patient

You want to discuss a cough that is disturbing your sleep. Call the clinic, describe when it started and ask how an appointment can be arranged. You work until three but can take a phone call during lunch.

Student B - Receptionist

Ask for the person's details, when the symptoms started and a contact number. Explain that the clinical team will review the request and advise on the appropriate appointment. Check when they can be contacted; don't diagnose or promise a particular treatment.

ROLE PLAY 2: CHECKING INSTRUCTIONS

Student A - Patient

At the end of a visit, you don't understand part of the doctor's explanation. Ask for simpler wording and written information. Check what should happen next and who to contact with further questions. Don't guess at medicine instructions.

Student B - Doctor

Ask which part is unclear. In this language exercise, practise explaining the next steps and offering written information, not choosing medicine or doses. Ask the patient to explain what they understood, and clarify any remaining question.

ROLE PLAY 3: A FOLLOW-UP VISIT

Student A - Patient

Your cough has improved, but you're still tired. Tell the doctor what has changed and how it affects your daily activities. Ask what information they need and whether another review is necessary.

Student B - Doctor

Ask about changes since the earlier visit and how the person is managing daily activities. Explain that you'll assess the situation before recommending next steps. Invite questions and check understanding; don't invent a diagnosis or a return-to-work date.

After each role play: Say what you agreed and which phrase helped. Repeat with one new detail.

Teacher note: Prepare for 2-3 minutes and speak for 3-4 minutes. Encourage follow-up questions, not memorised scripts. Language practice, not medical advice. Focus on describing symptoms and checking understanding.