

ROLE PLAY: VISITING A DOCTOR

B1-B2 | Teens / Adults | Speaking + Functional Language | 45-55 minutes

1. USEFUL PHRASES

Patient

It hasn't improved since ...
It's affecting my sleep.
I've noticed it happens when ...
I've brought a list of my medicines.
Could you explain that in simpler terms?
What would the next step involve?
Could I have the details in writing?
Who should I contact if things change?

Doctor

Tell me how it has changed.
How is it affecting your usual activities?
May I examine you?
We need to assess that first.
Let's go through your questions.
What have you understood so far?
I'll write down the next steps.
Let's check that the plan is clear.

2. MODEL CONVERSATIONS

A. SYMPTOMS THAT CONTINUE

Doctor: Hello again. I see you came in last week. **Tell me how it has changed.**

Patient: The cough **hasn't improved since** then. **It's affecting my sleep**, which makes work difficult.

Doctor: Has anything else changed, or have you noticed a particular pattern?

Patient: It's worse at night. I've kept some notes because I couldn't remember the details last time.

Doctor: That's helpful. Have you taken any medicines since your last visit?

Patient: Yes. **I've brought a list of my medicines**, including the cough mixture I bought.

Doctor: Thank you. We'll review those. **May I examine you** before we discuss the next step?

Patient: Of course. I'm worried you'll send me away without explaining what's happening.

Doctor: I understand. We'll discuss what we find and any questions you have.

Patient: Thanks. **Could I have the details in writing?** I forget things when I'm tired.

Doctor: Yes. **I'll write down the next steps** and who to contact with further concerns.

Patient: That would help. I'll show you my notes before the examination.

B. A QUESTION ABOUT MEDICINE

Patient: I've felt dizzy a few times since starting this medicine. I'm worried it might be connected.

Doctor: Thank you for telling me. When did you start taking it, and when did the dizziness begin?

Patient: On Monday. It first happened on Tuesday afternoon. I've brought the packet and written down the times.

Doctor: That's useful. Are you taking anything else, including medicines you've bought yourself?

Patient: Just the two on this list. Should I change how I'm taking the new one?

Doctor: **We need to assess that first.** Let's review the medicines and what you've experienced.

Patient: All right. **What would the next step involve?**

Doctor: We'll go through your symptoms and decide what assessment is appropriate before changing the plan.

Patient: Thanks. **Could you explain that in simpler terms** if there are words I don't understand?

Doctor: Absolutely. **Let's go through your questions**, and I'll check that my explanations are clear.

Patient: I'd also like to know who to contact if it happens again after I leave.

Doctor: We'll include that in the written plan before you go.

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: PREPARING FOR A REVIEW

Student A - Patient

Your cough is continuing and disrupting sleep. You've kept notes about when it happens and brought a medicine list. Explain changes since your last visit and how daily life is affected. Ask what happens next and how to get written information.

Student B - Doctor

Ask about changes, daily activities and medicines. Request permission before discussing an examination. Practise listening and explaining an assessment process, not diagnosing or selecting treatment. Invite questions and check what the patient has understood. Agree how further information will be provided.

ROLE PLAY 2: A MEDICINE CONCERN

Student A - Patient

You've noticed dizziness since starting a medicine and wonder whether it's related. You have the packet and a record of the timing. Explain what you know without claiming a definite cause. Ask how the concern will be assessed and who to contact afterwards.

Student B - Doctor

Ask about timing, symptoms and other medicines. Explain that the concern needs clinical assessment before decisions about treatment. Don't invent a dose change or tell the patient to stop or continue a medicine. Practise clear questions, written next steps and checking understanding.

ROLE PLAY 3: UNDERSTANDING THE NEXT STEP

Student A - Patient

At the end of an appointment, you don't understand why another assessment was mentioned. You worry it means something is seriously wrong. Ask for plain language, clarify what is known and check how you will hear about the next appointment.

Student B - Doctor

Explain that an assessment gathers information; don't guarantee a diagnosis or result. Ask which part was unclear and explain the process in plain language. In this fictional clinic, appointment details will be sent after scheduling. Offer written information and ask the patient to explain the next step back.

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 concerns and checking understanding.