

Title of the Role Play Activity

"At the Doctor's / At the Pharmacy: Describing Illnesses and Giving Advice"

Target Level & Duration

Level: Pre-Intermediate (A2–B1)

Class Size / Setup: Pair work (2 students)

Duration: 30–40 minutes

Aims and Objectives

Aim: To enable students to interact fluently and politely in a healthcare/pharmacy context by describing medical symptoms and providing appropriate medical advice.

Objectives:

Students will learn and practice vocabulary related to common medical problems (e.g., *headache, backache, sore throat, runny nose*). They will also learn and practice key phrases for describing health conditions (e.g., *"I don't feel very well", "I've got a..."*) and giving advice (e.g., *"Try drinking..."*, *"You need to take..."*). Learners will then simulate a real-life medical/pharmacy interaction through a structured role play activity.

Target Language or Vocabulary

Medical Problems & Symptoms: *headache, backache, runny nose, earache, stomach ache, temperature, sore throat, bad cough, feel sick.*

Asking & Describing Illnesses: *"I don't feel very well", "I feel sick/ill", "Have you got a temperature?", "How do you feel?"*.

Giving Medical Advice: *"Try drinking hot water with lemon", "You need to take one of these", "Drink lots of water", "Go to bed"*.

Materials

Worksheet/Handout ("At the Doctor's" page - see attached PDF):

Step-by-Step Instructions & Lesson Stages

Warm-up / Engage (5 minutes)

Brainstorming: Write the main keywords ("**Doctor**" or "**Medical problems**") on the board.

Ask students to quickly brainstorm words, symptoms, or associations related to the topic to activate prior knowledge/schemata.

Lead-in & Input Stage (15–20 minutes)

Vocabulary Focus: Explain the prompts clearly. Students complete Exercise 1 by matching the pictures (1–8) with the medical problems (a–h).

Listening & Listening Models:

Play the two listening tracks ("Real life: talking about illness").

Students complete the table and the gap-fill exercises to hear clear native-speaker models in real-life contexts.

Language Focus & Scaffolding:

Direct students' attention to the grey box "**Talking about illness**".

Go over functional language for asking about illnesses and giving advice.

Teacher Support: Monitor, check answers, provide feedback, and correct pronunciation/grammar before moving to the communicative stage.

Role Play Activity (10–15 minutes)

Divide students into pairs (Student A and Student B).

Student A: Selects a medical problem from Exercise 1 and acts as the patient/customer.

Student B: Acts as the pharmacist/doctor, asks how Student A feels, and offers suitable advice using the target structures.

Students perform the dialogue, then **switch roles** and repeat the activity with a different medical problem.

Teacher acts as a facilitator, monitoring for accuracy and taking notes for feedback without interrupting fluency.

Delayed Feedback & Error Elicitation (5 minutes)

Conclude the session with a 5-minute feedback round.

Write a few target language errors observed during the role play on the board.

Do not directly correct the errors: Instead, guide and elicit correct forms directly from the students through targeted questions to encourage self-correction.

At the doctor's

Vocabulary medical problems

Look at the pictures. Match the people (1–8) with the medical problems (a–h).



- a I've got a headache.
- b I've got back ache.
- c I've got a runny nose.
- d I've got earache.
- e I've got stomach ache.
- f I've got a temperature.
- g I've got a sore throat.
- h I've got a bad cough.

Real life talking about illness

Listen to two conversations, one at a pharmacy and the other at a doctor's. Write the number of the conversation (1 or 2) next to the person's medical problems and medical advice they receive.

Medical problem	Medical advice
sore throat 1	take this medicine twice a day 1
bad cough	go to bed
runny nose	drink hot water with honey and lemon
earache	take one pill twice a day
feel sick	buy a box of tissues
temperature	drink lots of water

Listen again and complete the sentences. Then match them with the correct section in the box.

- 1 I _____ a sore throat.
- 2 You _____ take this medicine.
- 3 It's _____ a sore throat.
- 4 You _____ a box of tissues.
- 5 If you still feel ill in a few days, see a _____.
- 6 Let me have a _____.
- 7 Do you _____ sick?
- 8 Let me check your _____.

TALKING ABOUT ILLNESS

Asking and talking about illness

I don't feel very well.
I feel sick / ill.
Have you got a temperature?
How do you feel?

Giving advice

Try drinking hot water with lemon.
You need to take one of these.
Drink lots of water.

Work in pairs. Practise this conversation. Then change roles and repeat the conversation.

Student A: You have a medical problem. (Choose one from Exercise 1.)

Student B: You are a pharmacist. Ask how Student A feels and give advice.