

## Ma France en classe

### Unité 15 : La pharmacie

Activities based on this unit will help your learners to:

- Explain their symptoms to a pharmacist
- Ask for a remedy
- Understand the instructions given by the chemist
- Revise or learn the vocabulary for parts of the body
- Learn more about the role of the pharmacist in France

Here are some suggestions for using the films and activities in the classroom. There are so many ways of exploiting the material; don't forget to let us know if you think of more.

#### Setting the scene

- Before any introductions, draw a large green cross on the board and ask where in France one might see such a symbol. Many people are likely to know, so then ask for suggestions of vocabulary that might be heard in a pharmacy. From the suggestions given, ask everyone to choose three and note them down. Then, when showing Video A, you can play vocab bingo. The first person to hear all three expressions on his/her list shouts « *Loto* ».
- In this context you might need to revise parts of the body, so show a diagram, perhaps a skeleton (see below) on the board and ask learners to come up in turns and name the various parts they know. Watch Video A again, asking the learners to listen carefully to answer 2 questions: 1. *Quelle partie du corps présente un problème pour la cliente ?* 2. *Quelles autres parties sont mentionnées par Nathalie et la pharmacienne ?*
- Debrief by rerunning the film with just English subtitles. Pause when each part is mentioned and ask members of the group to supply the French word.out for the parts of the body that are mentioned (*i.e. le ventre, la tête, le nez, les yeux, la gorge*).

#### Symptoms and remedies

- Show the Grammar notes that highlight, *J'ai mal à l'oreille, j'ai mal au ventre* etc. Practise the masculine/feminine versions by pointing to other parts of the skeleton's body.
- A game like *Jacques a dit* helps to reinforce the new vocabulary. Instead, say *J'ai mal à la tête, j'ai mal au ventre, j'ai mal aux dents*, etc. and point to the appropriate part of the body. From time to time, just say the body part; if they still point to it, then they are out. It's a silly party game, but adults respond well and it works.
- The advice from a pharmacist or doctor often comes in the form of instructions. From the transcript of Video A, ask the learners if they can find the one imperative form that Bénédicte uses, « *sucez six à huit pastilles par jour* » - give an example first, such as *allez* or *prenez*. Learners can then work in pairs or groups to make up other examples from the dialogue, such as *mettez ces gouttes, prenez un comprimé*. What else might a pharmacist or doctor say? *Ne buvez pas d'alcool. Ne conduisez pas. Reposez-vous. Restez au lit.* In a given time, see which group can compose the most instructions.



- In the Jeu de Rôle, Stéphane poses other questions that the pharmacist is sure to ask, so play that sequence, asking learners to interpret what he is asking. Get everyone to write down Stéphane's part of the conversation, then work in pairs to practise the scenario with a partner.
- For more practice with these expressions and the grammar that underpins them, play Pétanque. Put learners into teams of three or four and name team members, A, B & C etc. Play by giving turns first to all the As, then the Bs etc. It builds up the suspense. Which team gets the most right answers?

#### The role of the pharmacist

- Video B is more challenging so why not give the transcript out first? Blank out the "medical" expressions: *la pharmacie, une ordonnance, un conseil, les pilules, les préservatifs, les suppositoires, un stéthoscope*. Put them and the English equivalents in two columns at the bottom of the page. Invite the group first to match up the French and English expressions. Then, on the first showing simply ask them to tick off the French words as they hear them. When you show the film clip again, ask them to fill in the blanks in the dialogue. Confirm the answers by showing the film with English subtitles. Pause as the English word for the blank is shown and ask learners to supply the right French expression.
- The comprehension quiz is actually an aid to understanding and not a test as it simplifies the key points of the dialogue. Show the questions on-screen and invite learners to pick the answers they feel fit.
- The Challenge in Video C shows another facet of the pharmacist's job but Bénédicte works in the city and doesn't see mushrooms often enough to really know them and it's not easy for us to rise to the challenge either. Show the clip and ask the learners to suggest answers to two questions. 1. *Pourquoi est-ce que l'assistant connaît mieux les champignons ?* 2. *Quel bon conseil offre Bénédicte à la fin ?*

#### Consolidation

- Two of the activities provide an opportunity for differentiated homework. Weaker students will benefit from trying the gap-fill E-mail activity. Afterwards, they might like to try composing their own message along similar lines. Those with a wider vocabulary could try the Quiz Culturel. If they haven't got Internet access at home, print out the page for them to match up the questions and answers.

#### For more support

All the activities are available online:

<http://www.bbc.co.uk/languages/french/mafrance/html/chemists/activity.shtml>

All transcripts are available online:

<http://www.bbc.co.uk/languages/french/mafrance/html/chemists/summary.shtml>

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