

 Institut Xifra Girona	CFGM FARMÀCIA I PARAFARMÀCIA M012 Anglès tècnic Model d'examen de compleció	DEPARTAMENT SANITAT PCC CFGM SA20
Nom i Cognoms:		Qualificació: /100 /10

1. Listening

**Listen to a conversation between different patients and the pharmacist.
Fill in the blanks with the appropriate word (20 points)**

<https://www.youtube.com/watch?v=qyU18XCTKq>

Buying medicine from a pharmacist

Hello there. Do you have something for _____ pain?

Humm.... When did your pain _____?

Oh. It's not me. It's my granny. It just started after she had _____.

Is it in the lower abdomen? Any idea?

No, sorry. I don't know exactly.

You _____ have asked her. Is the pain severe?

Can you just give me some medicine for now? The _____ is not so severe.

That's fine. Let me pack some. But if the pain doesn't stop, call the doctor.

Buying medicine for headache and dizziness

Hello Hector. Do you something for _____?

Hi June, is it your granny again?

No, it's me this _____.

Oh! Since _____?

It started last night.

Humm.... I can only give you and _____ painkiller.

Yes, please, that's all I need.

Sure! Do _____ a doctor if the pain persists.

Checking the medicine

Excuse me, do you _____ this?

Umm.... yeah! I have the first three of them.

Please give me a complete _____ for a month

Here it is. The price would be

Wait! I think this one has _____.

It can't be! Let me check.

Sure. I think it expired last month.

No, it didn't, the year printed is 2015.

Oh! I thought it was _____.

Asking for generics

This medicine is too _____. I don't think I can afford it.

This is what your doctor _____, but I can give you a generic one if you want.

It's the same formulation, but different _____.

Yes, I think that's a good idea. Should I check with my doctor?

It's the _____ formula and it's FDA approved medicine, but you can check, sure.

Alright! _____ me two days' worth of the dose. I will check back with him and see about the rest.

That's a good idea

2. Reading (20 points)

2.1 Read the text and answer the questions (10 points: 2p each question)

Gastrolyte® Fruit Sachet 4.9 g pack of 19. Gastrolyte® sachets – fruit flavour

To treat and prevent dehydration to diarrhoea and traveller's gastroenteritis in all age groups.

Directions

Fill plastic measure to the line (200 ml) with fresh, cold drinking water. For infants use freshly boiled and cool water. Empty contents of Gastrolyte® sachet into the water in measure. Stir well before drinking. Gastrolyte® solution should be drunk freshly and frequently while diarrhoea lasts.

Ingredients

When made up the resulting solution contains: glucose 90 mmol/l; sodium 60 mmol/l; potassium 20 mmol/l; chloride 60 mmol/l. Total osmolality 240 mOsm/l.

Warning

Seek medical advice if diarrhoea persists for more than 12 hours in children under 3 years of age and 48 hours in children over 6 years of age.

Vocabulary: Sachet = "bosseta"

- 1. What is Gastrolyte® Fruit used for?**
- 2. Which measure does the line of the plastic measuring device indicate?**
- 3. What amount of glucose and sodium does the resulting solution contain when made up?**
- 4. What should you use when the solution must be administered to a child?**
- 5. When should you call to the doctor if diarrhoea persists?**

2.2. Read the directions on the Fougera packet and answer the questions (10p: 2p each question)

- 1. What is the cream for?**
- 2. Is this a prescription medicine or an 'over the counter' medicine?**
- 3. How often can you use this medicine a day?**
- 4. Is it for ophthalmic use?**
- 5. How should you keep the medicine?**

3. Professional English

3.1. Match each drug type (A–J) with the correct definition (1–10). Write the correct letter in the space provided (10 points: 1 point each)

Drugs

A. Antacid	E. Anti-itching drug (Antipruritic)	H. Antidepressant
B. Antiflatulent	F. Antiseptic	I. Antibiotic
C. Anorexygen	G. Antipyretic	J. Laxative
D. Emollient		

Definitions

_____ A drug used to treat constipation.

_____ A drug used to treat depression.

_____ A substance used to destroy or inhibit harmful organisms on the skin surface.

_____ A drug that reduces fever.

_____ A drug that neutralizes stomach acidity and is used to relieve heartburn.

_____ A drug that helps prevent or relieve intestinal gas.

_____ A drug that suppresses appetite and is used to treat obesity.

_____ A preparation that softens, protects, and moisturizes the skin.

_____ A drug that kills or inhibits the growth of bacteria.

_____ A medication that relieves itching caused by allergic reactions, insect bites, or skin conditions.

3.2. Name the images (10 points)



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4. Writing (20 points)

Imagine you work as a pharmacy assistant in a pharmacy and a patient asks you advice. Write a dialog between you two using the following information about the patient. You have to choose one of the following cases.

Clinical Case 1 – Acne-Prone Teenager

Patient: Daniel, 17 years old

Skin Type: Oily, prone to acne

Concerns: Breakouts on forehead and cheeks, blackheads, occasional redness

Current Routine: Uses bar soap, no specific acne treatment

Goal: Wants to reduce acne and avoid irritation

Clinical Case 2 – Common Cold (“Caught”)

Patient: Alex, 24 years old

Health Concern: Has caught a cold with runny nose, sneezing, mild sore throat, and fatigue

Current Routine: Drinks water, no medications yet

Goal: Wants advice for relieving cold symptoms

Clinical Case 3 – Headache

Patient: Laura, 36 years old

Health Concern: Has a tension headache for the last 3 hours

Current Routine: Drinks coffee and has tried resting but pain persists

Goal: Wants advice for quick pain relief and prevention of future headaches

Writing Rubric

Student Name:

Criteria	Excellent (4 pts)	Good (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)
1. Use of Patient Information	All patient information (age, health concern, routine, goal) is correctly included and addressed in the dialogue.	Most patient information is included; minor omissions.	Some patient information is included; key details missing.	Very little or incorrect patient information; does not match chosen case.
2. Dialogue Structure & Coherence	Dialogue flows naturally; PA and patient lines are balanced; conversation is realistic and easy to follow.	Mostly clear dialogue; minor awkward phrasing or imbalance.	Some coherence, but dialogue may feel disjointed or confusing.	Dialogue is unclear, illogical, or hard to follow.
3. Pharmacy Vocabulary & Accuracy	Correct and appropriate use of pharmacy/medical terms relevant to the case.	Some correct terminology; minor misuse of terms.	Limited use of relevant terms; occasional misuse.	Pharmacy/medical vocabulary mostly absent or incorrect.
4. Grammar, Spelling, and Language	Sentences are grammatically correct; spelling and punctuation are accurate; professional English used throughout.	Minor grammar, spelling, or punctuation errors; meaning still clear.	Noticeable errors that occasionally affect understanding.	Frequent errors that impede understanding or make the dialogue unprofessional.
5. Communication & Patient-Centered Approach	Dialogue shows empathy, clear explanations, reassurance, and professional tone; PA asks questions and gives advice tailored to patient needs.	Dialogue mostly professional and patient-focused; minor lapses in empathy or clarity.	Dialogue somewhat professional; limited empathy or patient focus; advice may be generic.	Dialogue lacks professionalism, empathy, or patient-centered communication.

5. Speaking

You will have a conversation about advantages and disadvantages of working as a pharmacy assistant. You can write down some ideas before you start the speaking exam.

Notes:

Speaking Rubric

Student Name:

Criteria	Excellent (4 pts)	Good (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)
1. Content & Relevance	Clear, thorough understanding with well-organized, relevant points.	Good understanding; most points are clear and relevant.	Basic understanding; some points unclear or underdeveloped.	Limited understanding; points are unclear or irrelevant.
2. Clarity & Organization	Well-structured, logical flow, easy to follow.	Mostly clear and organized; minor issues.	Some disorganization or unclear points.	Poor organization; hard to follow.
3. Professional Language	Consistently uses professional terminology correctly.	Mostly professional language, a few inaccuracies.	Some professional terms, but often informal or inaccurate.	Rarely uses professional language; informal or incorrect.
4. Pronunciation & Fluency	Clear, fluent, minimal hesitation.	Mostly clear, occasional hesitation.	Pronunciation unclear, frequent pauses.	Difficult to understand, hesitant or unclear speech.
5. Engagement & Professionalism	Confident, professional tone; fully engaged.	Professional tone; good engagement.	Some engagement; tone may lack professionalism.	Minimal engagement; unprofessional tone.