

## Module 1

*Aim:* To practise completing and sequencing paragraphs in a letter, using the skills of reading (silently and aloud), writing, listening and speaking.

*Grouping:* Groups of four (weaker students sharing a part if necessary).

### *Procedure:*

- Tell the class that each student in each group of four has an incomplete paragraph of a letter from Lucy to her aunt and uncle.
- Divide the class into groups of four and distribute the cards. Working individually, each student completes their paragraph using their own ideas.
- Each student then reads out their paragraph to their group and the group decides the correct order of the paragraphs (C, A, D, B). Monitor the activity as students are working.

As a follow-up activity, have some of the groups read out their complete letters so that the class can compare the content.

## Examples

### Stage 1

Complete the sections of the letter from Lucy to her aunt and uncle.

### Stage 2

Put the four sections in the correct order.

A. *This is my second day at college. Mum and dad drove me here at the weekend – we had a terrible journey because..... . Anyway, eventually we arrived. Our first impression of Durham was..... . I'm living in a college house – it's..... . I'm sharing a room with Fiona. She is..... . Our room is..... . There are three other students in the house.*

B. *I hope you are all well and the twins have settled into their new school. I expect they..... . I wonder if you have ..... yet? Mum says we'll be visiting you at Christmas so I ..... . Please write soon and tell me..... .*



### **Module 3**

*Aim:* To make sentences containing multi-part verbs.

*Grouping:* Groups of three or four.

*Procedure:*

- Give each group a card. Explain that students take turns to say a sentence using one of the four verbs in the middle of the circle and one of the prepositions round the outside of the circle.
- Elicit one or two examples from the class before students continue working in their groups.
- The groups write down the sentences they make. Go round and monitor the activity, checking that students use the multi part verbs correctly.
- As a follow-up activity, the groups take turns to read out their sentences to see how many multi-part verbs they made.

### **Module 4**

*Aim:* To practise using vocabulary and expressions from the module.

*Grouping:* Groups of four or five.

*Procedure:*

- Cut up the cards and give each group of students a set of twenty cards.
- Explain that each group puts its set of cards face down (so they cannot see the words) on their table/desk.
- In turn, each student takes a card from the top of the pile and makes a sentence using the word or expression on the card.

- The group gives a mark for a correct sentence and asks you if they are not sure about the sentence.
- As a follow-up activity, take a set of cards yourself. Read out some of the cards and have students say their sentences.

### **MODULE 4**

<b>1</b> <b>take drugs</b>	<b>6</b> <b>get down to</b>	<b>11</b> <b>work at</b>	<b>16</b> <b>heart disease</b>
<b>2</b> <b>put off</b>	<b>7</b> <b>do exercise</b>	<b>12</b> <b>work out</b>	<b>17</b> <b>immunity</b>
<b>3</b> <b>ankle</b>	<b>8</b> <b>rare</b>	<b>13</b> <b>AIDS</b>	<b>18</b> <b>find out</b>
<b>4</b> <b>from the word go</b>	<b>9</b> <b>go through</b>	<b>14</b> <b>get through</b>	<b>19</b> <b>gene therapy</b>
<b>5</b> <b>atom</b>	<b>10</b> <b>lungs</b>	<b>15</b> <b>get out of</b>	<b>20</b> <b>heart disease</b>

## • **Module 5**

*Aim:* To make sentences containing words with prefixes.

*Grouping:* Groups of three or four.

*Procedure:*

- Give each group a card. Explain that students take turns to say a sentence using one of the prefixes in the middle of the circle and one of the words round the outside of the circle.
- Elicit one or two examples from the class before students continue working in their groups.
- The groups write down the sentences they make. Go round and monitor the activity, checking that students use the prefixes correctly.
- As a follow-up activity, take each word on the outside of the circle and elicit sentences containing the words with prefixes.

## **Module 6**

*Aim:* To practise fluency by asking for and giving information about an imaginary context.

*Grouping:* Pairs (weaker students sharing a part if necessary).

*Procedure:*

- Distribute the cards to Students A and B in each pair.
- Explain that students first think about their own situation and their own answers to the questions.
- Students then work in pairs, interviewing each other using the given questions.
- As a follow-up activity, have some of the students tell the class about their partner's experiences.

## **MODULE 6**

**Student A**

You have been working with a medical team in a developing country for two years. You have now returned to the UK and are being interviewed about your experiences. Think about:

- 1 Which country? What area of the country?
- 2 What was the situation like when you arrived?
- 3 What did the team decide were the most important issues to deal with first?

How did they tackle these issues?

- 4 What were the reactions of the local community?
- 5 How did the work develop in the second year?
- 6 How will the work continue now that you have left the project?
- 7 What will you always remember about your time in that country?

Your partner has been working with an educational team in a developing country for two years and has now returned to the UK. Ask your partner about his/her experiences, using the same questions.

### *Student B*

You have been working with an educational team in a developing country for two years. You have now returned to the UK and are being interviewed about your experiences. Think about:

Which country? What area of the country?

What was the situation like when you arrived?

What did the team decide were the most important issues to deal with first?

How did they tackle these issues?

What were the reactions of the local community?

**How did the work develop in the second year?**

How will the work continue now that you have left the project?

What will you always remember about your time in that country?

Your partner has been working with a medical team in a developing country for two years and has now returned to the UK. Ask your partner about his/her experiences, using the same qu

### MODULE 3

down on

over

forward to

after

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off

take

in for

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out with

MODULE 5

legal

sensitive

correct

appear

possible

spoilt

dis il  
ir im in

qualify

efficient

responsible

sim

mis un

believe

F

do

reliable

wrap

lucky





