**Unit 1**

**TASK: Write a new *Just So Story*.**

**STAGE 1** Work in pairs or small groups. Decide on a title for your story.

‘Let’s do *How the giraffe got its neck*.’

‘No, I think *How the dog got its tail would be better*.’

‘Or what about *How the snake lost its legs*?’

**STAGE 2** Brainstorm ideas for your story:

* Which animal characters are involved?
* What are the key events?
* What was the outcome (ie was the animal happy with its new appearance)?

**STAGE 3** Write an initial draft of your story. Remember to include linking phrases and narrative tenses, and to use expressions of joy and disappointment when describing the animals’ reactions.

*Once there was a ...*

*One morning ...*

*Then ...*

*Suddenly ...*

*And that’s how the \_\_\_ got / lost its \_\_\_ .*

**STAGE 4** Swap your story with another pair / group. Proofread the new story, highlighting any errors you spot and noting good use of language.

**STAGE 5** Hand your stories back and produce a final draft.

**STAGE 6** Combine all the stories into a class *Just So* book or publish them online in a class blog or social media group.

**Unit 2**

**TASK: Write a senses poem.**

**STAGE 1** Work in pairs. Decide on a topic for your poem.

‘I’d like to write about nature.’

‘No, writing about a city would be more exciting.’

**STAGE 2** Write the verbs for the five senses and make a list of things linked to your topic for each one.

*See: tall buildings, crowds of people, lots of traffic*

*Hear: people talking, vehicle engines, taxi horns*

*Smell: exhaust fumes, fast-food stalls, fresh bread in a bakery*

*Feel: exhilarated, stressed, vulnerable*

*Taste: coffee, doughnuts*

**STAGE 3** Decide which order you want the sections to appear in and write a line for each one.

*I see tall buildings, reaching to the sky.*

*I hear people talking – who, what, where, why*

*I smell all the cars, fumes everywhere*

*I feel really small – nobody cares*

*Then I taste my coffee ... and I’m ready for the day!*

**STAGE 4** Compile the finished poems into a class book or publish them online in a class blog or social media group.

**Unit 3**

**TASK: Write a letter to Daniel Barenboim.**

**STAGE 1** Work in pairs. Decide what your letter is going to be about.

‘We could say how much we admire the work of the East-West Divan Orchestra, and that we loved their last concert.’

‘Yes, or we could invite the orchestra to come and play in our town.’

‘That would be good. Or how about finding out if we can join the orchestra?’

**STAGE 2** Write a paragraph plan for your letter. Decide how you would start and end it.

**STAGE 3** Write your letter, following your plan. Remember that it’s a formal letter, so you shouldn’t use informal vocabulary or expressions.

**STAGE 4** Swap letters with another pair. Now imagine that you’re Daniel Barenboim and write a brief reply.

**Unit 4**

**TASK: Make a list of the top ten most stressful situations.**

**STAGE 1** Work in pairs. Discuss situations that are stressful and make a list.

‘I think exams are really stressful.’

‘Or losing your job – that would really stress me out.’

‘They say that moving house is one of the most stressful things you can do.’

‘I don’t like getting ready to go on holiday – I find that stressful because I’m worried I’ll forget something!’

**STAGE 2** Work with two more pairs and compare notes. Then agree on your top ten stressful situations and make a list of them. Choose a title for your list.

**STAGE 3** Write one or two short sentences to introduce your list.

**STAGE 4** Work with the whole class. Someone from each group reads out their group’s introduction and list of situations. Have a class discussion about which situations are most stressful.

‘I definitely think that [...] is the most stressful.’

‘I find [...] is more stressful than [...], but I can see why other people think it’s stressful.’

**STAGE 5** Choose two or three of the most stressful situations and suggest three ways of making each one less stressful.

‘You should ...’

‘You could try ...’

**Unit 5**

**TASK: Write an etymological quiz.**

**STAGE 1** Work in groups of three or four. Write a list of ten English words whose origin you would like to find out.

‘I’ve always wanted to know where the word *hippopotamus* comes from, so let’s put that on the list.’

‘OK. And what about *crocodile*?’

**STAGE 2** Research the origin of your chosen words and make notes for each one.

**STAGE 3** For each word, write a question and three possible answers.

‘Hippopotamus’ literally means:

A ‘river elephant’.

B ‘water horse’.

C ‘swamp monster’.

Remember to keep a note of the correct answers separately!

**STAGE 4** Swap your questions with another group’s and try to complete their quiz.

**STAGE 5** Check your answers. The group with the most points is the winner.

**Unit 6**

**TASK: Interview a fairy-tale villain.**

**STAGE 1** Work in pairs. Choose a fairy-tale ‘baddie’ who you think has been misrepresented in the story.

‘I think the stepmother in Cinderella was really quite nice.’

‘Yes, or what about Bluebeard? Maybe he didn’t kill all his wives.’

**STAGE 2** Imagine you’re the character you’ve chosen. Prepare your defence for the police.

‘I was actually away on my pirate ship when my wives disappeared. They all insisted on staying at home because they were fed up of looking for treasure ...’

**STAGE 3** Work with another pair. Find out which character the other pair has chosen and imagine you’re police officers. Write a series of interview questions for the other pair’s character.

*Who did you ... ?*

*Why did you ... ?*

*Did you consider ... ?*

*How did ... happen?*

**STAGE 4** Work with a student from the other pair. Take turns to interview each other.

**STAGE 5** Decide whether the ‘baddie’ is still guilty or whether they’ve provided a believable explanation.

**Unit 7**

**TASK: Create a ‘True or False?’ quiz.**

**STAGE 1** Work in groups of three. Research five facts / stories about things that people have achieved late in life.

*Nelson Mandela became President of South Africa at the age of 75.*

**STAGE 2** For each fact, invent two other related but false statements.

*Nelson Mandela was 80 when he became President of South Africa.*

*Nelson Mandela was released from prison when he was 75.*

**STAGE 3** Work with another group. Take it in turn to read out a set of statements (each member of the group reads out a statement), trying to make each one sound believable. The other group has to identify the correct fact out of the three.

‘I think Maria’s statement is correct – Nelson Mandela was released from prison when he was 75.’

‘No, he wasn’t that old. It must be one of the other ones.’

**STAGE 4** Teams get a point for identifying correct statements and a point for each correct statement that the other team fails to guess. The team with the most points at the end wins.

**Unit 8**

**TASK: Write a guide to modern technology for someone from the past.**

**STAGE 1** Work in pairs and discuss these questions.

* Why do you think the rate of invention has increased so much over the past century?
* What do you think someone from the past would make of the modern-day world? What would be most surprising / alarming?

**STAGE 2** Work with your partner to plan a guide for someone from the past to help them understand modern technology. You can cover several areas or focus on just one.

‘I think communications would be the most surprising – things like computers and phones.’

‘No, someone from the past would be more astonished by modern transport.’

**STAGE 3** Write a short, friendly guide.

*Don’t worry when you see people talking into small, flat boxes. These are called ‘mobile phones’ and they’re used to communicate with people over a distance.*

*Don’t panic when you see metal boxes on wheels moving about. These are called ‘cars’ and they’re used for getting around – we don’t need horses for that anymore!*

**Unit 9**

**TASK: Write a leaflet for immigrants to your country.**

**STAGE 1** Work in small groups. Your town has agreed to take 200 refugees from a war-torn country. You need to prepare some information to help them when they arrive.

Brainstorm a list of four or five topics that you think will be important for them.

‘The first thing they’ll want to know about is accommodation – where they’re going to live.’

‘Yes, but they’ll be hungry, too – what about food?’

‘And work – are they allowed to work here, or do they need a visa?’

‘There’ll be children too. We need to let them know about education – schools and stuff.’

**STAGE 2** For each heading, write a short paragraph or bullet list with essential information.

*EDUCATION*

* *Children between the ages of 5 and 16 must attend school from Monday to Friday, between 9am and 3.30pm.*
* *Younger children (aged 5–11) will go to St Cuthbert’s Primary School.*
* *Older children (aged 12–16) will go to Midtown High School.*
* *Over-16s can choose to go to school (sixth form) or do a vocational course at the local college.*

**STAGE 3** Collect all the leaflets together and decide which is the most informative and welcoming.

**Unit 10**

**TASK: Design a new superhero.**

**STAGE 1** Work in pairs. You are scientists who have developed a new potion which turns normal people into superheroes. Decide what powers your potion gives people.

‘I think invisibility would be really useful.’

‘No, super-human strength is better for a superhero.’

‘I agree, but I also think x-ray vision would be good.’

**STAGE 2** Design a costume for your superhero.

‘Something bright and shiny would look amazing, with a flowing cape – what do you think?’

‘No, we need something that will blend in, be camouflaged.’

**STAGE 3** Think of a name for your superhero.

**STAGE 4** Present your superhero to the rest of the class.

**Unit 11**

**TASK: Design a poster for a beach clean-up.**

**STAGE 1** Work in small groups. Bernie and Abby (see Unit 11, *Everyday English*) have asked you to design a poster to advertise their beach clean-up weekend. Think of the following details to include:

* when? (date and time)
* where? (meeting point)
* what? (any special equipment or clothes needed)

**STAGE 2** Think of a catchy title or slogan for the poster. If possible, find a striking image or logo.

**STAGE 3** Design your poster for maximum impact. Make sure all the essential information is included, but don’t make it too crowded.

**Unit 12**

**TASK: Make a list of ten things to take to Mars.**

**STAGE 1** You’ve won the chance to go and live on Mars for a year. You’re allowed to take ten personal items with you. Make a list of your items, based on the following rules:

* All items must be inanimate (ie no people or animals).
* Only one book is allowed.
* A survival pack containing basic food, blankets, a first-aid kit and an emergency locator signal is provided, so these items don’t count as part of your list.

**STAGE 2** Work in pairs. Compare your lists. You now have to decide on ten items that you both agree on.

‘We should definitely take a laptop. There’s so much you can do on it to stop you getting bored!’

‘But what if there’s no electricity supply? Then it would be useless. I think we should take some really good books.’

‘But we’re only allowed one book.’

**STAGE 3** Write out your final list and pin it up in the classroom. Find out which item was the most popular one on all the lists.

**Unit 13**

**TASK: Write a sports commentary.**

**stage 1** Work in pairs or small groups. Choose a sport that you’re familiar with, but which you think others are less likely to know about.

‘Well, I know lots about football.’

‘But that’s really easy – everyone knows about it!’

‘Well, what about badminton?’

‘OK, but we’ll need to do some research on it.’

**stage 2** Imagine that you’re commentating on an event / match featuring your chosen sport. Work together to write a commentary on it, but without mentioning the name of the sport.

*And as Charlie steps up to the oche, he has tough task ahead of him. He only scored 100 with his first three throws, so he needs a triple top or a bull’s eye to keep him in the game ...*

**stage 3** Act out your commentary to the rest of the class. Remember that you’re a commentary team, so you need to split the task between you.

**stage 4** Guess the other teams’ sports. The team with the most correct guesses wins.

**Unit 14**

**TASK: Write a blog entry for Chico the donkey.**

**STAGE 1** Work in pairs. Look again at the article on pages 154–155 of the Student’s Book, especially the blog extract in lines 32–40.

**STAGE 2** Imagine that you are Chico the donkey and you’re going to write your own blog of the journey. Brainstorm ideas to include:

‘I bet he didn’t like standing at that busy road junction. Let’s say something about that.’

‘Yes, and we should mention what Chico thinks Hannah’s “fury buttons” are.’

‘Definitely! And what about stiles and kissing gates? He didn’t like those either, did he?’

**STAGE 3** Write Chico’s blog. Display the finished blogs around the classroom and vote for the funniest one.

*Day 1: I’m so glad to be rescued from that Donkey Sanctuary, but I’m not sure what to make of this woman. Hannah, she’s called, but she has some very funny ideas ...*