**General teacher’s notes**

1. You can either read the task instructions to students, or photocopy the task notes and give them to students.
2. For some tasks, students can produce a printed document if they have access to computers. Decide if you want them to do this and organise the task accordingly.
3. Make sure students understand each stage of the task. As you go through the stages, check students understand the example language and elicit more where necessary. Remember that when students are in their pairs or groups, they’ll need language for suggestions, agreement, etc. Where there are dialogues, interviews or conversations, it’s often a good idea to model them first with confident students.
4. Tell students that when they need new language, they can use a dictionary, or ask each other or you for help.
5. As students do the task, monitor them and help them with language. Check their written work so they have a correct final version.
6. You can do the unit task as revision after you’ve finished the unit, or at any other point during the unit that you feel is appropriate.
7. Students will need a certain amount of help to do the tasks, but at the same time encourage them to be as independent as possible, as this promotes learner autonomy.

**Specific task notes**

**Unit 1**

**STAGE 1:** Remind students of the text in Lesson 2 Reading 2 and elicit the pattern of the *Just* *So Story* titles (ie *How the \_\_\_\_ got / lost its* *\_\_\_\_*). If necessary, encourage students to look online and read a few of the stories to get the idea. Ideally, each pair / group should work on a different title, so monitor to ensure there’s no duplication.

**STAGE 3:** Give students a guideline as to length. For a short task, 200 words should be sufficient, but if students want to produce a longer piece of writing to develop the story more, they could aim for 500.

**STAGE 4:** Remind them that this is constructive criticism, and they should praise good points as well as highlighting mistakes.

**STAGE 6:** If they want to, students could also illustrate their stories.

**Unit 2**

**STAGE 1:** Remind students that their chosen topic should have links to the five senses. Give them a list of topics to choose from if you like (eg *Home*, *School*, *Holidays*).

**STAGE 2:** Students can add verbs such as *remember* and *want* if they like.

**STAGE 3:** Students can use a variety of structures for this: present simple (*I see* ...), modals (*I can see* ...), imperatives (*See* ...). However, their poems are likely to be more effective if they use the same structure for each line. They can use first person singular or plural (or even the generic *you*).

**STAGE 4:** Pairs could also recite their poem (perhaps reading alternate lines) to the rest of the class.

**Unit 3**

**STAGE 1:** Encourage students to be inventive in their reasons for writing to Daniel Barenboim.

**STAGE 3:** Give students a word count to help them, eg 200 words.

**STAGE 4:** Keep this stage short – it could be an email.

**Unit 4**

**STAGE 1:** Write a list on the board of useful phrases, eg *I find ... stressful, ... stresses* *me out, ... makes me really stressed.* Elicit that they should use the gerund (eg *losing your job*, *going to the* *dentist*, *flying*).

**STAGE 3:** Elicit suggestions, eg *Some situations can be really stressful. Here are the ten situations that would stress us the most.*

**STAGE 4:** If you want, add a final stage, where the class has to agree on the top ten situations*.*

**Unit 5**

**STAGE 1:** If necessary, explain that *etymology* is the study of where words come from. This task will involve quite a bit of research, so ensure you allow enough time for this, and help students with ideas if necessary. You might like to suggest that they choose a theme for their list of words (eg animals, food).

**STAGE 2:** Students may need some help in locating useful reference material, so give them some ideas of what to type into the search engine (eg *interesting etymology*) or titles of useful books. Students can do this as a group or they can divide the list amongst them and do a few words each.

**STAGE 3:** Remind students that the questions can relate to country of origin (as in Lesson 1) or the actual meaning of the word.

**STAGE 4:** In smaller classes, groups could take turns to read out their quizzes for the rest of the class, giving more oral / aural practice.

**Unit 6**

**STAGE 1:** Students need to choose a character whose story they are familiar with. You may need to give them a few suggestions (eg the stepmother from *Cinderella*, the wolf from *Little Red Riding Hood*). If necessary, explain the meaning of *misrepresented* (= shown in the story as worse than they are).

**STAGE 2:** Encourage students to write just notes rather than full sentences at this stage. The focus should be on encouraging them to think of a different perspective of traditional events, or to come up with reasons for the character’s behaviour that shows them in a better light.

**STAGE 3:** If possible, try to ensure that pairs working together haven’t chosen the same character.

**STAGE 4:** Monitor this stage with a view to having the best / funniest interviews acted in front of the whole class.

**STAGE 5:** Have a class vote on the interviews that are acted out. Otherwise find out how many ‘baddies’ managed to convince the police of their innocence.

**Unit 7**

**STAGE 1:** It doesn’t have to be five facts – you can amend the number to suit the size of class and time available. Ensure you have an even number of groups of three, as they will play in pairs of teams later.

**STAGE 4:** This quiz can be adapted to other topics or even grammar points.

**Unit 8**

**STAGE 1:** Check students understand the questions.

**STAGE 2:** Students should specify which year / era the person they’re addressing comes from. The further back in time they go, the more surprising modern-day life is going to be, and the more inventions they’ll have to choose from.

**STAGE 3:** You could write a list of suggested sentence starters on the board, eg *Don’t worry if ... / Don’t panic when ... / Don’t be alarmed by ...* and review structures such as ... *is / are used for + -ing* form */ to* + infinitive ...

**Unit 9**

**STAGE 1:** Students can choose the town they live in now or their home town.

**STAGE 2:** If possible, allow students to do this on computers so that they can produce a real leaflet.

**Unit 10**

**STAGE 1:** If they prefer, students can design a new supervillain instead. You can choose whether to limit the number of ‘powers’ the superhero / villain has or to allow them unlimited scope.

**STAGE 2:** Reassure students that they don’t have to be great artists for this. If they prefer, they can produce a written description in the form of notes. Help with any vocabulary they need (eg *cape*, *tights*, *utility belt*, *mask*).

**STAGE 3:** Students could do a quick online search of existing superhero names to give them ideas, but encourage them to be inventive and come up with something new.

**STAGE 4:** Have a vote to find the class’s favourite new superhero.

**Unit 11**

**STAGE 3:** If possible, allow students access to computers to design their posters. Display the finished posters around the classroom and vote on the best one.

**Unit 12**

**STAGE 1:** Amend the rules if you feel they’re too restrictive / not restrictive enough. You could also vary it by making the time period shorter or longer, or by making it a one-way trip. Students work alone on this initial stage.

**STAGE 2:** If students are focusing too much on the practical side of things, encourage them to think about luxuries that they’d miss the most.

**Unit 13**

**STAGE 1:** If it proves difficult for pairs / groups to find a sport that they all know something about or feel comfortable researching, allocate an unusual sport to each pair / group (eg tossing the caber, bed racing, zorbing, extreme ironing).

**STAGE 2:** Students will probably need specific vocabulary for the equipment and terminology, so help out with this where necessary. Remind students to avoid using well-known stars of the sport, as this may give the game away.

**STAGE 3:** If necessary, allow students to watch / listen to some sample commentaries so they can see how the task is passed from one commentator to another.

**STAGE 4:** If nobody guesses correctly, the commentating team wins the point, provided you think their commentary was accurate.

**Unit 14**

**STAGE 2:** Encourage students to use their imagination here – they don’t have to stick to the information in the article.

**STAGE 3:** Remind students that the blog is from the donkey’s point of view, so they need to write in the first person. Give them a word limit to focus them if necessary.