

# Introduction

The Teacher's Resource Bank contains photocopiable worksheets which provide extra language practice for those teachers and students following *Super Minds* Second Edition Level 2. The worksheets include festival cut-outs, which present the concept of several festivals, and practise speaking, listening and reading skills. In addition, there are teacher's notes, parent's notes and answer keys for the Super Practice Book.

## What do the photocopiable worksheets provide?

The photocopiable worksheets have been carefully designed to reinforce and provide extra practice of the work done in class. They focus on the language introduced in each unit of Level 2 of the course and do not introduce or use any additional or unfamiliar language.

Each worksheet has accompanying teacher's notes with suggestions for exploitation in the classroom, together with suggested Optional follow-up activities.

There are four worksheets for each main unit in Level 2:

**Worksheet 1:** This worksheet focuses on the key vocabulary presented on the opening page of each unit in the Student's Book. The vocabulary area is identified at the foot of the worksheet and items are listed in detail in the teacher's notes.

**Worksheet 2:** This worksheet focuses on the language presented and practised on the second page of each unit in the Student's Book. The target language is detailed in the teacher's notes.

**Worksheet 3:** This worksheet focuses on the language presented and practised on the fourth page of each unit in the Student's Book. Once again, the target language is detailed in the teacher's notes.

**Worksheet 4:** This worksheet is based on the *Think and learn* focus of each unit (covered on pages nine and ten in each unit of the Student's Book).

In addition, there are three worksheets provided for use with the Welcome unit.

## How can the worksheets be used?

The worksheets can be used in a number of ways:

- **The first three worksheets in each unit** have been designed so that students can work on them either individually or as part of pair or class activities. For individual work, the worksheets could be used by those students who finish class activities more quickly than others. Alternatively, they can be set for homework. For pair or class activities, the worksheets can be used when additional practice is necessary, for revision or as an alternative activity when there is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes. You may find it useful to keep a record of the worksheets each student has completed.

- **The fourth worksheet in each unit** (the *Think and learn* worksheet) is intended to be used communicatively, for pair, small-group or class activities. These worksheets include games and craft activities. Suggestions on how to use these worksheets are also included in the accompanying teacher's notes.

## What activity types do the worksheets provide?

The worksheets provide a range of games and puzzles and, at this level, activities which require the students to read and write words, phrases, sentences and questions.

All activities on the worksheets are designed to be used without an audio accompaniment.

The teacher's notes and Optional follow-up activities contain references to some well-known traditional games and activities. These include:

**Simon says!** This game requires students to follow instructions. Call out instructions for students to follow. If you say an instruction with *Simon says* at the beginning of it, e.g. *Simon says, stand up*, students should do as you say. Without the instruction *Simon says* at the beginning, e.g. *Stand up*, students should do nothing. If they follow an instruction wrongly, they are 'out' and have to sit down. They can also play this game in small groups.

**Bingo** This game reviews lexis. Students choose words or pictures from a vocabulary group or groups, e.g. animals and colours. They write or draw the items. Call out words, or descriptions of the pictures, e.g. *a blue parrot*. When students hear you call out something that they have chosen, they cross it out. The first one to cross out all the words or pictures they have chosen calls out *Bingo!*

**I-Spy** This is an alphabet game, useful for reviewing vocabulary. Say a sentence, e.g. *I spy with my little eye something beginning with R*. Students look around and guess what you are thinking of, e.g. *a ruler*. Students put their hand up when they think they have the answer. Ask the first student who puts their hand up, or, if several put their hand up at the same time, choose one of them. The first student to guess the word correctly has the next turn. In smaller classes, or if appropriate, you can ask students to call out their answers without putting their hand up.

**Kim's game** This is a memory game, useful for reviewing vocabulary. Put several different objects on a desk. Ask students to name them. Students then cover their eyes or turn their backs while you remove one or more of the objects. They then have to say what is missing. Students can also play this game in pairs or small groups.

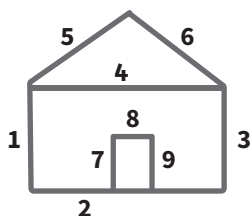
**Time race** This game helps students to relate what they hear to the written word. It can be played with any lexical set, e.g. times. Write on the board some times that students know, e.g. *three o'clock*, in random order. Put students into two teams and ask

both teams to line up on either side of the board. Give the first student in each team a board pen. Say one of the times. The two students race to find and circle it. The first player to circle the correct time wins a point for their team. The game continues with the next pair of students.

**What's the time, Mr Wolf?** This stirring activity practises numbers and needs a lot of space. Choose a student to be the wolf. You are the reporter. Get the rest of the students to stand at one end of the room or playground (they are the runners); the wolf stands with his or her back to them at the other end. The runners all ask *What's the time, Mr Wolf?* The wolf says the time, e.g. *It's seven o'clock*. The runners take seven steps towards the wolf. You say what the wolf does at that time, e.g. *At seven o'clock, the wolf gets up*. The game continues. When you say an eating action, e.g. *At 12 o'clock, the wolf has lunch*, the wolf turns and runs after the other students until one of them is caught. That student then becomes the wolf and the game starts again.

**Pictionary** This game reviews vocabulary. Ask a volunteer to begin drawing, e.g. an animal, on the board, slowly, line by line. The first student to guess what he/she is drawing takes the next turn. Students can also play this in small groups. The object of the game is to be the first to guess what is being drawn before the drawing is complete.

**House** This game revises vocabulary and practises spelling. It is also sometimes known as Hangman. Write on the board dashes ( \_ \_ \_ \_ \_ ), one for each of the letters of a word you are thinking of. You can give the students a clue if you think they need it. Students take it in turns to guess what letters are in the word. If they guess a letter correctly, write the letter in the word. If the guess is incorrect, write the incorrect letter on the board and start to draw a house. This house should be drawn line by line for each incorrect guess. It has four straight lines for the walls, floor and ceiling, two diagonal lines for the roof and three lines for the door.



If the house is complete before all the letters of the word have been guessed, you win. Students can play the game in small groups.

**Musical chairs** This is a stirring game to practise sentences. Make some space in the classroom. Arrange one chair for each student in two rows, back to back. Play some music. Students walk/dance around the chairs. Take one chair away, then stop the music. Students run to sit on a chair. The one who is left standing has to say a sentence with the language you are practising, e.g. *I like playing football*. If they make a correct sentence, they can continue with the game. If they make a mistake, they are out. Each time a student is out, remove one

more chair while the music is playing, so there is always one student who must make a sentence when the music stops.

**Musical statues** This game practises 'action' vocabulary and the present continuous. Blindfold a volunteer and write an action on the board, e.g. *You're playing tennis*. Students act out the action while you play some music. Stop the music. Students freeze. Clean the board and remove the blindfold. The volunteer must guess what the class are doing. If any students move during the process, they are out. The game continues with a new volunteer and a new action until only one person is left.

**Matching pairs** Students play this game in pairs or small groups. They lay cards face down on a table in jumbled order, then take turns to turn up two cards at a time, and name them. If the two cards match, they say *Pair!* and keep them. If they don't, they replace the cards in their original places on the table. As the game continues, students begin to remember where the cards are and start matching pairs from memory. The winner is the student who has the most matching pairs at the end of the game.

**Chinese whispers** To practise pronunciation and grammar, put students in teams and get them to stand in lines or sit in a circle. Whisper a word, phrase or sentence to the first student in each team. This student then whispers it to the next one, and so on. The last student in the group says what they heard out loud. If it is correct, the team gets a point.

**Spinners** As an alternative to using dice in board games, students can make and use a spinner. The spinner is made by drawing a circle and then dividing it into six equal segments by drawing lines. Students should then cut off the 'arc' of each segment on the outside of the circle so that there is a straight edge going across the widest part of each segment. They then write the numbers 1 to 6, one in each segment. Finally, a hole is made in the centre of the circle and a pencil pushed through. Students can then spin the pencil with their thumb and first two fingers. The number the spinner rests on each time is used to play the game.

**NOTE:** Many of the activities on the worksheets require students to cut out cards or objects such as spinners. We recommend that, if possible, you stick these worksheets onto card before the students cut them out. This makes them easier to pick up and also provides more durability.