

Introduction

The Teacher's Resource Bank contains photocopiable worksheets which provide extra language practice for teachers and students following *Super Minds* Second Edition Level 3. 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 3 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 3:

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 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 of 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 either work on them 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, puzzles and activities which require the students to read and write words, phrases, sentences and questions. They also provide a range of matching activities.

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

In some of the notes, there are references to well-known traditional games and activities which are described in more detail below.

Noughts and crosses Students play in pairs: one is 'noughts' **O** and one is 'crosses' **X**. They draw a 3 x 3 grid and write a topic word in each of the nine squares. They prepare five 'counters' each and take it in turns to place a counter on a square as they read the word. The winner is the first player to place three of their counters in a row, horizontally, vertically or diagonally.

Duck, duck, goose Think of a topic you want to revise and write the vocabulary on the board. Choose one word to be the 'goose'. Students sit in a circle on the floor facing outwards. One student walks around the outside of the circle, touching each student's head in turn and saying one of the topic words. When the student who is speaking says the 'goose' word, the student whose head has been touched must jump up and chase the speaker round the circle. If caught, the speaker must walk around the circle again. But if the speaker gets to the empty place first, the other student becomes the speaker.

Bingo This game reviews vocabulary. Students draw a grid and then write words from a vocabulary group or groups in the cells of their grid. Call out words. Remember to keep a record of the words you say. When students hear you call out something they have written, they cross it out. The first one to cross out all their chosen words calls *Bingo!*

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.

Twenty questions This game helps students to practise asking *Yes/No* questions and can be used with any set of vocabulary. Tell students that the word you are thinking of is a type of, e.g. animal. Students have twenty opportunities to ask you a

question about it, e.g. *Does it live in the rainforest?*, but you can only answer *Yes* or *No*. Ask a student to keep count of the number of questions asked. If a student guesses before the twenty questions have been asked, they can choose the next item. If not, you choose the next word.

Sentence chains Students play in groups or as a whole class. Traditionally, the first player begins the sentence *I went to market and I bought ...*, e.g. *some apples*. The second repeats the first sentence and adds one more item. The third says these two plus a third item. Play continues until a student repeats a word already used, can't go on or forgets an item. The game can be adapted to practise other vocabulary areas.

Spinners As an alternative to using dice, or as part of a game, students may need to make a spinner. To make one (if not already provided on the worksheet), draw a circle and divide it into six equal segments by drawing lines (if you want to be exact and use a protractor, the angle between lines will be 60°). Students 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. Students then write the numbers 1 to 6 (or topic words), 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 (or word) the spinner rests on each time is used to play the game. Note that the spinner works best if made out of card.

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.