

# Introduction

The Teacher's Resource Bank contains photocopiable worksheets which provide extra language practice for teachers and students following *Super Minds* Second Edition Level 4. 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 4 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 4:

**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* content 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 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. 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.

The teacher's notes and Optional follow-up activities contain references to some well-known traditional games and activities, described below.

**The question game** Give each student a small piece of paper. Ask them to think of a question in a structure that you are currently working on and write it on their paper, e.g. *How old are you?* or *Do you like chocolate?* Invite a student to the board. Check their question. Get the student to write the first word of their question on the board. The other students take turns to try to guess the next word in the question. For every correctly guessed word, the guesser gets one point and the student at the board writes that word on the board. The student who guesses the final word, and so completes the question, gets an extra point. Students can then play the game in small groups. This game can, of course, also be played with sentences.

**Hot potato** Students stand in a circle. Students throw and catch a ball across the circle to some music. Stop the music. The student who has the ball when the music stops has to ask another student a correct question, using the tense you are currently practising. If either the question or answer is incorrect, the speaker is out. The game continues.

**Chinese whispers** Make some space in the classroom. Students sit in lines of equal length. Take the student from the front of each line and whisper a sentence to them, e.g. *The path goes from the village to the forest and up the mountain.* Help students to memorise the sentence. When you say *Whisper!*, the students say the sentence to the next person in their line as quickly and as quietly as they can. The sentence continues down each line until the last student hears it and writes it on the board. Compare the sentences. Are they the same as your sentence? Which team was best?

**Find new words** Write a long word or phrase, e.g. *emergency services*, on the board. Ask students to work in pairs and use the letters to make new words, e.g. *rice, men, yes*. The pair of students who can find the most new words wins. Ask them to choose another word or phrase from the unit of the book that you are working on and write it on the board for the class to play again.

**Freeze** Make some space in the classroom. Ask one student to come to the front of the class and face the board. The other students each secretly think of an activity and a mime to go with it. They then mime their activity until the student at the front says *Freeze!* The other students must stop their mimes immediately and stay completely still in that position. The student at the board turns round and tries to guess what each student was doing, e.g. *Were you playing tennis?* They are only allowed one guess for each student, and get a point for each correct guess.

**Spelling bee** Divide the class into two teams. Make a list of an equal number of words from a vocabulary set. Say a word and ask a student from one team to spell it out loud or write it on the board. If the spelling is correct, the student scores two points for their team. If they are incorrect, a volunteer from the other team can correct the spelling and score a point. Continue, alternating between teams, until all the words have been spelled correctly.

**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 across it. Students should then cut off the 'arc' of each segment on the outside of the circle so that there is a straight line going across the widest part of each segment. They then write the numbers from 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 it rests on each time is used to play the game. We recommend that, if possible, you stick the spinner onto card before the students cut it out.

**Pictionary** Ask a volunteer to slowly draw an object, e.g. a musical instrument, on the board. The first student to guess the instrument takes the next turn. Students can also play the game in groups.

**Musical chairs** This game can be used to practise any language that you have taught. Arrange two lines of chairs, back to back, with one chair for each student. Play some music. Students walk/dance round the outside of the lines of chairs. Take one chair away and then stop the music. Students run to sit on a chair. The one left standing has to say a correct word, phrase or sentence using a word or prompt that you give them. If they make a mistake, they are out and another chair is taken away. If they are correct, they continue to play and the chairs stay as they are. Restart the music.

**The shopping memory game** Say, e.g. *I'm going to the supermarket to buy a loaf of bread*. Ask a volunteer to repeat your sentence and add another item to the shopping list, e.g. *I'm going to the supermarket to buy a loaf of bread and a bottle of water*. If a student makes a mistake, they are out. The game continues, with each student adding one more item, until there is a winner. At the beginning of the next class, ask the students to write down the shopping list to see how much they can still remember.

**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.