

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 5. 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 5 of the course and do not introduce 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 5:

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 of each unit in 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, quizzes and research 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 games which can be used again and again to practise different areas of language. They are described below.

The sticker game Choose words that you want to practise and write them on sticky notes. Stick these notes on students' backs and ask the students not to tell each other the words. Students mingle, asking each other *Yes/No* questions to find out what the words are, e.g. *Do I wear this thing? Is this thing dangerous?*

Bingo Get each student to draw a grid with six or eight cells. Revise the grammar or vocabulary that you want to practise with the class and make a list on the board. Get students to choose a word from the list to copy into each cell and adapt it in some way. For example, if you want to practise past simple verb forms, write a list of infinitives on the board, and ask the students to write three or four regular and three or four irregular verbs from the list in the past simple in the cells. Clean the board. Then read out your list of verbs in random order, but in the present simple rather than the past simple. If you call out a verb and the student has the past tense form of it in their table, they can cross off the word. The first student to cross off all their verbs correctly calls out *Bingo!* and wins the game. You can play this game with any vocabulary set.

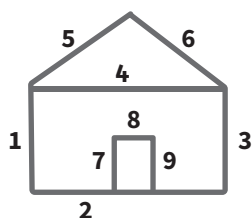
Spelling bee Divide the class into two teams. Make a list of an even number of words from a vocabulary set, e.g. the ancient world. Say a word, e.g. *fountain*, and ask a student from one team to spell it out loud or write it on the board. If the spelling is correct, the student scores two points for their team. If it is 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.

Sentence memory game This game practises complex sentences. Students work in groups of four or five. If possible, they should sit in a circle. The first student starts to make the first half of a sentence, e.g. *While I was watching TV, ...* The next student in the circle repeats and adds to the sentence, e.g. *While Lola was watching TV, I was reading a book.* The next student repeats the sentence and adds their own activity, e.g. *While Lola was watching TV, Christian was reading a book, and I was playing football.* The game continues in this way with students repeating and adding to the sentence. If a student cannot add to the sentence or makes a mistake, he or she drops out.

Find new words Write a long word or phrase, e.g. *rainforest*, on the board and ask students to work in pairs and use the letters to make new words, e.g. *ran, in, for*. The pair of students who find the most new words win. Ask this pair to choose another word or phrase from the unit and write it on the board for the class to play again.

Hit the word Before starting this game, write about 20 words on the board in random places. Put students into two teams. Invite the teams to come up to the front of the class near the board. Give the first student in each team a rolled-up newspaper. Say one of the words on the board or give a definition. The first student to hit that word with their newspaper wins a point for their team. Continue until you have said all the words. The team with the most points at the end of the game wins.

House Choose one student to come to the front of the class and draw dashes on the board to represent a word or phrase. The other students call out letters to try to guess the word. Every correctly guessed letter is inserted above the relevant dash in the word. For every incorrect letter, draw one line of a simple house on the board. First draw the walls of the house, then the roof, then the door, as shown below.



Write the incorrect letters on the board too. The first student who guesses the whole word comes up to the board and chooses the next word. If no-one guesses the word before the house is complete, the original student chooses the next word.

Double drawing Draw a line down the middle of the board. Put the class into two teams. Ask a student from each team to come to the front of the class. Show them a word. Make sure the rest of the class do not see the word. The students at the board then each draw the word for their team to guess. Continue in this way, with different students coming to the board in turn. Teams win a point for each word they guess correctly.

Three things Put students into two groups. Write a category on the board, e.g. *Things made of wood*. The first group to think of three things made of wood wins a point. Then continue the game using other categories. The team with the most points at the end of the game wins. Bonus points can also be won for the most surprising objects chosen.

What comes next? This game practises spelling. You need a piece of paper screwed up into a ball. Ask the class to stand in a circle or stand at their desks or tables. Say a word and the first letter, e.g. *engineer*, *e*. Throw the paper to a student, who has to say the next letter, i.e. *n*, and then throw the paper to another student. This continues until the complete word has been spelled correctly. The student who completes the word chooses a new word and the process begins again.

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

NOTE: Many of the activities on the worksheets require students to cut out cards. 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.