

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 6. 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 6 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 6:

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 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 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.

Spelling bee Divide the class into two teams. Make a list of an even number of words from a vocabulary set, e.g. outside at school. Say a word, e.g. *litter bin*, 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.

Expanding sentences Write the beginning of a sentence on the board, e.g. *I haven't ...* Students work in teams. Tell them that they have to add one or more words to the sentence. One member of each team comes to the board in turn to add words to the sentence, e.g.

I haven't

I haven't seen

I haven't seen that film

I haven't seen that film yet.

They get a point if the word or words they add are correct.

Musical chairs Make some space in the classroom. Arrange chairs back to back in two rows. There should be one chair for each student. Play some music. Students walk/dance around the chairs. Take one chair away and then stop the music. Students run to sit on a chair. The student who is left standing has to say a sentence in a particular tense (for example, in the present perfect with *for* or *since*, e.g. *I've known my best friend for five years*). 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.

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

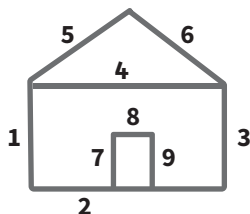
The sticker game Choose words that you want to practise and write them on sticky notes. Stick these notes on students' backs and ask the students not to tell each other the words. Students mingle, asking each other *Yes/No* questions to find out what the words are, e.g. *Can I see animals here? Can you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

Bingo Get each student to draw a grid with a number of cells (e.g. six or nine). Revise the grammar or vocabulary that you want to practise with the class and make a list on the board. Students choose a different item from the list to go in each cell of their grid. Make it more challenging by making the words in the cells slightly different from those that you call out. For example, if you want to practise past participle verb forms, ask the students to write some regular and irregular infinitives from the verbs you have revised, in the cells on their grid. Then read out a list of regular and irregular past participle verb forms, rather than the infinitive. If you call out a past participle and the student has the infinitive form of it in their grid, they can cross off the word. The first student to cross off all their words correctly calls out *Bingo!* and wins the game.

What's it for? Put students into small teams. Say the name of an object, e.g. *a chair, a button, a paintbrush*. Students then have one minute in their teams to think of all the things that the object can be used for. Teams win a point for each idea. When students have run out of ideas, the game begins again with a different object. The team with the most points wins the game.

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 the number of letters in 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 word or phrase 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.

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

The second conditional game Students work in groups of four. They can either sit or stand in a circle. One student starts the game by asking a question in the second conditional, e.g. *If you were a sports star, who would you be?* The next student in the circle answers the first student's question and then asks the next student in the circle a new question, e.g. *If I were a sports star, I would be Lionel Messi. If you could live anywhere, where would you live?* If a student can't think of a question or can't answer a question, they drop out of the game. The winner is the student who is left in at the end of the game.

NOTE: Some 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.