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Super Minds

Teacher's Resource Book 3



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Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and students following *Super Minds* Level 3. In addition, for each of the ten Student's Book units there are two progress tests, one based on listening and one on reading and writing. They cover the same content as the photocopiable worksheets.

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 three worksheets for use with the Introductory unit: Meet the Explorers. In addition, 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 the items listed at the start of the teacher's notes.

Worksheet 2: This worksheet focuses on the language presented and practised in the first grammar lesson of each unit (on the second page of each unit in the Student's Book). The grammar focus is detailed at the start of the teacher's notes.

Worksheet 3: This worksheet focuses on the language presented and practised in the second grammar lesson of each unit (on the fourth page of each unit in the Student's Book). Once again, the grammar focus is detailed at the start of the teacher's notes.

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

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 CLIL 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 (apart from the progress tests) 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. One student stands outside the circle and walks around the outside of the group, 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. If not caught, the other student becomes the speaker.

Bingo This game reviews vocabulary. Students choose five to six words from a vocabulary group or groups on the board. They write down the words. Call out words. Remember to keep a record of the numbers /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!*

Matching pairs Students play this game in pairs or small groups. They lay out two sets of cards face down on a table, then take turns to turn up two cards at a time, one from each set, and name them. If the two cards match, they 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, get the students to sit in teams in straight lines. 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 student at the end of the line 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 20 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 20 questions have been asked, they can choose the next item. If not, you choose the next word.

Sentence chains: *I went to market* Students play in groups or 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 one to six (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 in this book 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.

Using the end-of-unit progress tests

There are two progress tests for each of the ten units in the Level 3 Student's Book. The first test is a listening test. The second test is a reading and writing test. There are two activities in each test: the first activity usually covers the vocabulary and the second the grammar which are presented on the first, second and fourth pages in each unit of the Student's Book.

There are five questions and an example in each activity, so that each test is marked out of 10 and should take 20 to 30 minutes of class time. The total mark for both progress tests in a unit is, therefore, 20.

You might choose to do one of the two progress tests once students have completed the first part of each unit in the Student's Book and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the two progress tests at the end of each unit and then save the other progress test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

At the back of the book, from page 75 onwards, you will find teacher's notes, tapescripts and answer keys to help you plan and mark the tests.