

English for Spanish Speakers

Teacher's Resource Book



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Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and pupils following *Quick Minds* Level 4. There are, in addition, term tests at two levels of difficulty (Standard and High).

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. They also allow the teacher to extend and personalise work on the basic competences for lifelong learning introduced in the Pupil's Book, as well as suggesting ways to further develop these basic competences.

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 use with each main unit in Level 4:

Reinforcement worksheet 1: This worksheet focuses on the key vocabulary presented on the opening page of each unit in the Pupil's Book. The vocabulary area is identified at the foot of the worksheet and items are listed in detail in the teacher's notes.

Reinforcement 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 Pupil's Book). The target language is shown at the foot of the worksheet and detailed in the teacher's notes.

Reinforcement 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 Pupil's Book). Once again, the target language is indicated on the worksheet and is detailed in the teacher's notes.

Extension worksheet 4: This worksheet is based either on the Skills focus or on the CLIL focus of the corresponding Pupil's Book unit (pages seven and eight in each unit of the Pupil's Book).

In addition, there are three worksheets provided for use with the *Well done, Explorers!* unit.

How can the worksheets be used?

The worksheets have been developed following the main unit structure in the Pupil's Book and Activity Book. They have been designed to provide flexibility and to cater for different needs: in different classes or at different moments of the year. These worksheets can be used in a number of ways:

The first three worksheets in each unit (reinforcement) have been designed to reinforce the core content (vocabulary and grammar) presented on the first, second and fourth pages of each unit of the Pupil's Book. Pupils can either work on them individually or as part of pair or class activities. For individual work, the worksheets can be used by those pupils 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.

The fourth worksheet in each unit (extension) provides additional practice of material on the final two pages of a unit, which are either CLIL or skills-based. This worksheet is usually 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 and listening and speaking tasks and activities which require the pupils to practise reading and writing (reading sentences and paragraphs, and writing words, sentences and short texts based on models).

In addition, many of the activities in both the worksheets and the tests introduce pupils to the task types required by the Cambridge English: Young Learners Tests, such as 'Listen and colour', 'Look and read', 'Write yes or no', 'Find six differences', etc. These are marked with the symbol  where they occur.

The Teacher's notes and Optional follow-up activities contain references to some well-known traditional games and activities. These include:

House This game is also known as 'Hangman'. Write dashes to represent the letters of a word you want to practise on the board, e.g. _____ (*street*). Pupils take it in turns to guess the letters. If they guess a letter correctly, write the letter in the word. If the guess is incorrect, start to draw a house. (This house should be drawn line by line with four lines for the walls, two lines for the roof and three lines for the door.) The first person to guess the word takes the next turn at the board. If the house is complete before all of the letters have been guessed, you win. Pupils can also play the game in groups.

Bingo! Get each pupil to draw a grid with six cells. Revise the grammar or vocabulary that you want to practise with the class and make a list on the board. Pupils 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 in some way. For example, if you want to practise the past simple ask pupils to write three regular and three irregular infinitives from the verbs you have revised in the cells on their grid. Then read out a list of regular and irregular past simple verb forms, rather than the infinitive. If you call out the past simple form and the pupil has the infinitive form of it in their table, they can cross off the word. The first pupil to cross off all their verbs correctly calls out *Bingo!* and wins the game.

Picture dictation Dictate a sentence for all of the pupils to draw, e.g. *In our town there's a sweet shop.* Pause while pupils draw. Continue with *There's a fruit shop next to the sweet shop. There's a park behind the shops.* Ask a volunteer to dictate the next sentence. The dictation continues, with pupils drawing a new element for each sentence. Pupils compare their drawings at the end.

Board race Write a selection of words, numbers or times that pupils know on the board. Put pupils into two teams and ask both teams to line up on either side of the board. Give the first pupil in each team a board pen. Say one of the items on the board, e.g. *ten o'clock*. The two pupils race to find and circle it. The first player to circle the correct time wins a point. Play continues with the next pair of pupils.

Last man standing Pupils stand up. Ask a question, e.g. *Do you play computer games at the weekend?* Pupils who answer *Yes, (I do)* remain standing. Pupils who answer *No, (I don't)* sit down. Repeat with other questions until only one pupil is left standing. This pupil can then ask the questions. This game can also be used to practise questions with *Can you touch your toes?; Are you...? e.g. Are you happy today?; Have you got ...? e.g. Have you got a brother? and Is there ... ? e.g. Is there an 'e' in your name?*

How can the worksheets be used with mixed-ability classes?

Since the worksheets are photocopiable, teachers can add or remove elements before making copies, thus creating two or more different versions of the worksheet to distribute to different members of the class, according to ability. The teacher's notes provide suggestions on how to do this. For example, under the heading **Reinforcement**, a sentence writing task can be changed into a less challenging gap-fill activity by adding some words to the writing lines on the worksheet before photocopying. In a similar way, additional reading or writing for stronger pupils or fast finishers can be added to a worksheet before photocopying, thus turning it into an **Extension** activity.

All the worksheets are in both PDF and Word format in the Test Generator, which is available online and on DVD-ROM, so you can use these to adapt and personalise the activities.

How do the worksheets help develop the basic competences?

Wherever there is a genuine link between the worksheet material and one of the basic competences for lifelong learning, as outlined by the European Commission, you will find a box highlighting this connection in the teaching notes. The box contains ideas for classroom activities which relate to the particular basic competence and help pupils to link the material on the worksheet to their own lives and to the world around them. For example, there is a box entitled *Social and civic competences* for Worksheet 2 in unit 1.

Using the tests

There are six tests in the Level 4 Teacher's Resource Book, one for each term at two different levels (Standard and High). They assess language skills (Listening, Reading, Writing and Speaking) through task-based activities.

These worksheets can also be found in PDF and Word format, both online and on the DVD-ROM in the Test Generator.

Introductory notes for the tests, teacher's notes, tapescripts and keys can be found at the back of the book from page 50 onwards.

Well done, Explorers!

Worksheet 1: At town events

Using the worksheet

- This worksheet practises town events words: *mayor*, *photographer*, *journalist*, *band*, *statue* and numbers from 20 to 100.
- Pupils read the descriptions and look at the pictures. They write the correct words on the lines. **YLE**
- Pupils look at the pictures and read the sentences. They decide who lives in each house and complete the sentences with the correct house number.

KEY: Activity 1: 2 journalist, 3 mayor, 4 band, 5 photographer; Activity 2: 2 seventy-one, 3 forty-eight, 4 thirty-nine, 5 ninety-five, 6 eighty-two.

Reinforcement: Activity 2: Number the houses as follows 1 (house number 53), 2 (house number 71), 3 (house number 48), 4 (house number 39), 5 (house number 95), 6 (house number 82)

Extension: Activity 1: Erase the sentences from under the pictures before photocopying the worksheet.

Optional follow-up activity: Pupils each write a list of six numbers between 20 and 100. Pupils work in pairs. Pupil A reads the list of numbers. Pupil B writes them, as figures or words (depending on ability). Then they swap roles. They compare lists to check.

Worksheet 2: What does he / she do?

Using the worksheet

- This worksheet practises simple present questions, short answers and positive sentences.
- Pupils look at the pictures and answer the questions accordingly.
- Then they read the answers and complete the missing words in the questions.

KEY: Activity 1: 2 He has breakfast. 3 No, he doesn't. 4 He eats grapes and watermelon. 5 Yes, he does. 6 No, they don't; Activity 2: 2 does she play, 3 Does she visit, 4 does she like, 5 Does she get up, 6 Does she help,

Reinforcement: Activity 2: Write the first letter of each word in the answers on the lines. Pupils complete the words.

Extension: Activity 1: Pupils write three more questions with *Does* about Charlie based on the pictures, e.g. *Does he like pop music?* Then they take turns to ask and answer their questions with a partner. **Activity 2:** Delete the words from the questions so that pupils write the complete questions.

Optional follow-up activity: Pupils work in pairs. They say something they do in their free time, e.g. *I play basketball on Saturday mornings.* Pupils listen, respond and ask a follow-up question, e.g. *Great. And do you play basketball on Sundays?*

Worksheet 3: The mayor is talking

Using the worksheet

- This worksheet practises present continuous forms.
- Pupils look at the picture and complete the sentences using the words in brackets.
- Then they answer the questions about the picture. For negative answers they write a follow-up positive sentence.

KEY: Activity 1: 2 is listening, 3 are taking, 4 is sleeping, 5 are drinking, 6 is driving; Activity 2: 2 Yes, he is. 3 No, she isn't. She's talking to Paul. 4 Yes, she is. 5 No, they aren't. They're throwing a ball. 6 No, he isn't. He's writing.

Extension: Activity 1: Pupils talk about the people and animals in the picture with their partner. They take it in turns to make sentences, e.g. *He's sleeping* and guess, e.g. *It's the grey dog.* **Activity 2:** Pupils work in pairs. They write two more questions about the picture using different forms which have negative answers, e.g. *Is the old woman dancing? Are the cats singing?* On a separate paper they write the answers to their questions, e.g. *No, she isn't. She's reading. / No, they aren't. They're jumping.* Then they swap answers with another pair. Pairs have a few minutes to write as many possible questions as they can for each answer. Pairs get together and read their questions. Pairs reveal their original questions when the other pair guesses, or after they have given all their suggestions.

Optional follow-up activity: Pupils work in small groups of three or four. Pupil A chooses to be a person or animal from the picture. The other pupils ask questions to guess who Pupil A is, e.g. *Are you cleaning your ears?* Pupil A answers, *Yes, I am* or *No, I'm not.* The pupil who guesses correctly answers the questions next.