

Introduction

THE CONTENT OF SUPER GRAMMAR

The *Super Grammar Practice Book* provides your child with extra practice of the language introduced in the *Super Minds Student's Book*. There are six pages in each unit and ten units in total. The first four pages in a unit introduce and practise grammar. The final two pages feature reading and writing tasks which put that grammar into context.

THE PARENT'S NOTES

The following notes are designed to help you support your child when they are using the *Super Grammar Practice Book* at home. The notes for each unit include the following:

- A description of the themes in each *Super Minds* unit.
- A description of the grammar and vocabulary your child is learning in each *Super Minds* unit.
- Help with understanding the two main grammar points.
- Help with understanding the reading and writing tasks.
- A 'Try This!' box, which offers tips to help your child do the grammar exercises and the reading and writing tasks successfully.
- A 'Home Study Help!' box, which offers tips to help your child work well at home.
- Extra practice activities.

THE SUPER GRAMMAR PAGES

The first four pages of each unit in the *Super Grammar Practice Book* are the Super Grammar pages. The two grammar points from the relevant unit of the *Super Minds Student's Book* are presented in Super Grammar boxes. The grammar is then practised in a series of exercises.

The types of exercises used include: completing the gaps in sentences; correcting sentences; changing the form of words; ordering words to make sentences; matching two parts of a sentence; and writing sentences about what can be seen in a picture.

Ask your child to read the information in the Super Grammar boxes: *Can your child explain the grammar to you?* Your child can work through the exercises on their own. You can then check the answers with them and do the extra practice activities together.

THE READING PAGE

The fifth page of each unit is the Reading page. It features a text which puts the two grammar points from the Super Grammar pages into context. After reading the text, your child completes a comprehension activity to show that they have understood it.

Many types of text are seen on this page, including: postcards; emails; diaries; letters; stories; blog posts; poems; adverts; factual descriptions; biographies; newspaper articles.

Ask your child to look at the photo or illustration as well as the title of the text: *Can your child explain the subject of the text to you?* Ask them to read the text and complete the comprehension exercise on their own. You can then check the answers with them and do the extra practice activities together.

THE WRITING PAGE

The sixth page of each unit is the Writing page. This begins with a pre-writing task. These tasks are usually one of the following: doing a short vocabulary exercise; completing a table with information; or completing gaps in words.

For the main writing task your child is asked to write a text similar to the one seen on the Reading page. There is space on the Writing page for your child to write their text.

Ask your child to complete the pre-writing task. Check the answers to it with them. Then ask them to read the writing task to you: *What kind of text does your child have to write? What subject does your child have to write about?* Give your child between 15 and 20 minutes to complete the writing task. Ask them to read their text to you. See if either of you can spot any mistakes or think of ways to improve their writing.

THE INTERNET

There are suggestions throughout the Parent's Notes for ways in which your child can use the Internet to find interesting information or research specific styles of writing. You may need to help or oversee your child to guide them to appropriate websites. You could also point out that it's often good to check factual information on a variety of websites to check that it is correct.

STARTER UNIT

Friends

THE THEMES OF THE UNIT

The main theme of the Starter Unit of *Super Minds Level 1* is making friends.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *How old are you?*, *I'm ...* and colours to describe objects. They are also learning numbers 1–10.

PAGES 4 AND 5

SUPER GRAMMAR: *How old are you?* and *I'm ...*

Question: What are they for?

Answer: We use *How old are you?* to ask someone about their age. We use *I'm ...* to answer the question, e.g. A: *How old are you?* B: *I'm nine.*

Question: How do you use them in a sentence?

Answer: We answer the question *How old are you?* by putting a number after *I'm ...*, e.g. *I'm ten*. When we write this answer, we can use either a numeral (e.g. 7, 8, 9) or a word (seven, eight, nine).

Question: Do I need to know anything else?

Answer: We can also use the phrase *years old* when we say how old we are, e.g. *I'm eight years old*.

TRY THIS!

Help your child to revise numbers 1 to 10 by asking them to say your telephone number in English.

EXTRA PRACTICE

Ask your child to write a short dialogue like the one seen on page 4.

PAGES 6 and 7

SUPER GRAMMAR: Colours to describe objects

Question: What are they for?

Answer: We use the colours as adjectives to describe objects, e.g. *My ball is blue*.

Question: How do you use them in a sentence?

Answer: We use colour words before a noun, e.g. *A yellow balloon*. We also use them after the verb *be*, e.g. *My hat is purple*.

Question: Do I need to know anything else?

Answer: Remember that you can't put a colour word after the noun, e.g. we say *a red hat* **not** *a hat red*.

EXTRA PRACTICE

Your child can draw some pictures of different objects, e.g. balls, balloons, hat, then colour them in and describe each object to you, e.g. *My balloon is orange*.

HOME STUDY HELP!

Tell your child to turn their smartphone off before they start studying.

PAGE 8

READING: A chat

Question: What is a chat?

Answer: An informal and friendly conversation between friends and family members. We use it to describe offline conversations, e.g. *I have a chat to my parents every day*. We also use it to describe digital conversations such as a chat by text message.

Question: How can I help my child with this text?

Answer: Ask your child to tell you about the chat: *What is the chat about?* (Introducing yourself to someone by asking them *What's your name?* and *How old are you?*).

EXTRA PRACTICE

Encourage your child to practise reading the chat aloud. You could read one of the parts in the chat or your child could read both parts.

PAGE 9

WRITING: Write a chat

Question: How can I help my child write the chat?

Answer: First check that your child has written the words in Exercise 2 in the correct order to make two questions. Then help your child decide how to begin the chat, e.g. one of the two people can introduce themselves by saying, *Hi! I'm ...*

EXTRA PRACTICE

Encourage your child to write another chat, this time with the two characters describing objects, e.g. A: *Hi, I'm Matt. My hat is black*. B: *Hi, Matt. I'm Sally. My hat is yellow*. A: *Wow!*

1 At school

THE THEMES OF THE UNIT

The main theme of Unit 1 of *Super Minds* Level 1 is school.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *What's this ... ? It's a ... Is it ... ? Yes, it is. / No, it isn't* and imperatives. They are also learning the following vocabulary for classroom objects: *pen, rubber, pencil, book, notebook, bag, desk, ruler, pencil case*.

PAGES 10 AND 11

SUPER GRAMMAR: Questions and short answers

Question: What are they for?

Answer: We use questions and short answers to talk about objects, e.g. A: *What's this?* B: *It's a ruler*. A: *Is it a blue ruler?* B: *Yes, it is*.

Question: How do you use them in a sentence?

Answer: We use *What's this?* on its own to ask someone to identify an object for us. After *Is it ... ?* we use a noun, e.g. *Is it a pen?*

Question: Do I need to know anything else?

Answer: Before vowels (a, e, i, o, u) we use *an*, e.g. *It's an orange bag*. (See Unit 2 notes for more on this.)

EXTRA PRACTICE

Ask your child to write some questions and answers like the ones in Exercises 1, 2 and 3 on pages 10 and 11.

PAGES 12 and 13

SUPER GRAMMAR: Imperatives

Question: What are they for?

Answer: We use imperatives to give people an instruction, e.g. *Pass me a pen, please.*

Question: How do you use them in a sentence?

Answer: The imperative form of the verb comes at the beginning of the sentence. To make the instruction more polite, we often put the word *please* at the end of the sentence, e.g. *Close the door, please.*

Question: Do I need to know anything else?

Answer: The form of the imperative is the same for every person (*I, you, he, she, it, we, you, they*).

EXTRA PRACTICE

You and your child can take it in turns to give each other instructions to follow, e.g. *Pass me the ruler, please. Open your book, please.*

TRY THIS!

Encourage your child to read through a text once first before you look at the questions together.

PAGE 14

READING: A comic strip

Question: What is a comic strip?

Answer: A story told in drawings and sentences in boxes. Comic strips are usually found in magazines or newspapers.

Question: How can I help my child with this text?

Answer: Ask your child to tell you about the comic strip: *What is the comic strip about?* (Boys and girls talking about objects.)

EXTRA PRACTICE

Encourage your child to look online for more examples of simple comic strips for children in English.

PAGE 15

WRITING: Write a comic strip

Question: How can I help my child write the comic strip?

Answer: First check that your child has completed Exercise 2. Then ask them to decide how many characters they want in their comic strip and encourage them to use the example comic strip on page 14 as a model to follow.

EXTRA PRACTICE

Encourage your child to write another comic strip in English, this time using the questions and answers introduced in the Starter Unit.

HOME STUDY HELP!

Make a designated study area for your child to do homework. It could be their room or the dining table – but make sure it's away from distractions!

2 Let's play!

THE THEMES OF THE UNIT

The main theme of Unit 2 of *Super Minds* Level 1 is toys.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *What's his/her ...? How old is he/she?* and adjectives. They are also learning the following vocabulary for toys: *kite, doll, monster, plane, computer game, train, car, ball, bike, go-kart.*

PAGES 16 AND 17

SUPER GRAMMAR: *What's his/her ... ? How old is he/she?*

Question: What are they for?

Answer: We use *What's his/her ... ?* to ask questions about names and favourite things, e.g. A: *What's his favourite colour?* B: *His favourite colour's red.* We use *How old is he/she?* to ask how old people are.

Question: How do you use them in a sentence?

Answer: After *What's his/her ... ?* we use nouns, e.g. *What's his name?* Or we can use *favourite + noun*, e.g. *What's his favourite song? What's her favourite sport?*

Question: Do I need to know anything else?

Answer: Remember that the 's in these questions and answers is a contraction of *is*, e.g. A: *What is her name?* B: *Her name is Julia.*

EXTRA PRACTICE

Ask your child to write questions and answers like the ones in Exercise 3 on page 17. They can use the names of friends or family members in these mini dialogues.

TRY THIS!

When doing the grammar exercises, your child should use the examples in the Super Grammar box to help them.

PAGES 18 and 19

SUPER GRAMMAR: Adjectives

Question: What are they for?

Answer: We use adjectives to describe nouns, e.g. *It's a red ball*. We often use adjectives after *a* and *an*. We use *an* before words beginning with vowels (*a, e, i, o, u*), e.g. *an ugly car*, and *a* before words beginning with consonants, e.g. *a big bike*.

Question: How do you use them in a sentence?

Answer: We use adjectives before a noun, e.g. *This is my green train*, or after the verb *be*, e.g. *My train is green*.

Question: Do I need to know anything else?

Answer: We put adjectives describing appearance (e.g. *ugly*), age (e.g. *old*) and size (e.g. *big*) before those describing colour, e.g. *An ugly red monster*. / *An old green bike*. / *A big pink balloon*.

EXTRA PRACTICE

Your child can draw five pictures of objects (e.g. a ball, a train, a bike, etc.), colour the objects in, then describe them, e.g. *It's a big red ball*.

PAGE 20

READING: An email

Question: What is an email?

Answer: A message sent from one computer to another. 'Email' is short for 'electronic mail'.

Question: How can I help my child with this text?

Answer: Ask your child to tell you about the emails: *What are the emails about?* (Favourite toys and colours.)

EXTRA PRACTICE

Your child can draw a picture of a go-kart and a bike and describe them, e.g. *This is my go-kart. It's very old*. / *This is my new red bike. It's my favourite thing!*

HOME STUDY HELP!

Encourage your child not to rush through their homework. Set realistic time limits.

PAGE 21

WRITING: Write an email

Question: How can I help my child write the email?

Answer: First check that your child has answered the questions in Exercise 2, then help them decide how to begin their email, e.g. *Hi Ana / Hello Tom. My favourite toy's my ...* We often use exclamation marks (e.g. *This is my go-kart!*) at the end of sentences in informal emails to our friends, so ask your child to use exclamation marks in their email.

Encourage your child to use the example emails on page 20 as a model to follow.

EXTRA PRACTICE

Your child can write another email to Tom or Ana, this time describing objects for school, e.g. *My bag is orange and green. My ruler is red. It's old! My notebook is blue. It's new! My pencil case is my favourite thing. It's a long yellow pencil case*.

3 Pet show

THE THEMES OF THE UNIT

The main theme of Unit 3 of *Super Minds* Level I is animals.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *in, on, under* and *I like/I don't like ...* They are also learning the following vocabulary for animals: *elephant, rat, lizard, frog, spider, duck, dog, cat*.

PAGES 22 AND 23

SUPER GRAMMAR: *In, on, under*

Question: What are they for?

Answer: *In, on* and *under* are prepositions. We use these words to talk about where things are, e.g. *The spider is in the bag*.

Question: How do you use them in a sentence?

Answer: We use prepositions before a noun, e.g. *under the table, on the desk, in the pencil case*.

Question: Do I need to know anything else?

Answer: Prepositions in one language do not always translate directly into another language. Your child must learn how prepositions are used in English!

EXTRA PRACTICE

Ask your child to draw pictures, e.g. a spider on a book, a lizard in a bag, a frog on a desk. They can then write a sentence to describe each picture, e.g. *The spider is on the book*. / *The lizard is in the bag*. / *The frog is on the desk*.

PAGES 24 and 25

SUPER GRAMMAR: *I like / I don't like ...*

Question: What are they for?

Answer: We use *I like / I don't like ...* to talk about the things we like and dislike, e.g. *I like ducks, but I don't like frogs*.

Question: How do you use them in a sentence?

Answer: After *I like / I don't like ...* we use a noun, e.g. *I like dogs*. / *I don't like rats*.

Question: Do I need to know anything else?

Answer: Remember that we can use *too* to say that we agree with someone, e.g. A: *I like elephants*. B: *I like elephants too!* If we disagree with someone we can say *I do* or *I don't*, e.g. A: *I like rats*. B: *I don't!* / A: *I don't like cats*. B: *I do!*

EXTRA PRACTICE

Your child can write a dialogue similar to the one in Exercise 2 on page 25. They can then practise reading out their dialogue.

HOME STUDY HELP!

Your child can write a study diary for the next week, e.g. *Monday – imperatives*. *Tuesday – prepositions*.

PAGE 26

READING: A project

Question: What is a project?

Answer: A piece of work about one subject that students do in school, e.g. *A project about pets*.

Question: How can I help my child with this text?

Answer: Ask your child to tell you about it: *What are the projects about?* (Sophie's project is about her cat. Max's project is about his rat).

EXTRA PRACTICE

Encourage your child to practise reading aloud the descriptions of Felix the cat and Rita the rat.

PAGE 27

WRITING: Write about a dog

Question: How can I help my child write about the dog?

Answer: First check that your child has ordered the words in Exercise 2 to make correct sentences. Highlight the question that Sophie and Max use at the end of their projects: *What about you?* This is a common way of asking someone what they think, e.g. *I like cats*. *What about you?* Encourage your child to use the example projects on page 26 as a model to follow.

EXTRA PRACTICE

If your child has a pet, they can write a description of it. If they don't have a pet, they can write a description of an animal that a friend has.

TRY THIS!

Your child can brainstorm key words before they start writing.

4 Lunchtime

THE THEMES OF THE UNIT

The main theme of Unit 4 of *Super Minds* Level 1 is food.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *I've got / I haven't got ...* and *Have ... got any ... ?* They are also learning the following vocabulary for food: *banana, cake, cheese sandwich, apple, pizza, sausage, chicken, steak, peas, carrots*.

PAGES 28 AND 29

SUPER GRAMMAR: *I've got / I haven't got ...*

Question: What are they for?

Answer: We use *I've got / I haven't got ...* to talk about possessions, e.g. *I've got a cheese sandwich and an apple*.

Question: How do you use them in a sentence?

Answer: After *I've got / I haven't got ...* we use nouns, e.g. *a computer, a banana, a sister*.

Question: Do I need to know anything else?

Answer: We can also use *have* to talk about our possessions, e.g. *I have a pizza*. *Have* for possession is more common in American English than *have got*.

EXTRA PRACTICE

Your child can describe what is in the fridge using *I've got / I haven't got ...*, e.g. *I've got orange juice*. *I haven't got carrots*.

PAGES 30 and 31

SUPER GRAMMAR: *Have ... got any ... ?*

Question: What is it for?

Answer: We use *Have ... got any ... ?* to ask questions about possessions, e.g. *Have you got any orange juice?*

Question: How do you use it in a sentence?

Answer: After *Have ... got any ... ?* we use a plural or uncountable noun, e.g. *books, bananas, cheese*.

Question: Do I need to know anything else?

Answer: Remember that we don't use *any* in a statement, e.g. we ask *Have you got any sausages?* but we **don't** say *I've got any sausages*.

EXTRA PRACTICE

Your child can write a list of items to ask and answer questions about your fridge at home. They ask, *Have we got any ... ?* and you answer *Yes, we have* or *No, we haven't*. Your child ticks or crosses the items on their list.

HOME STUDY HELP!

Ask your child what their favourite part of the class or their homework was, and why. This will help them feel more motivated.

PAGE 32

READING: A text message

Question: What is a text message?

Answer: An electronic message sent and received by mobile phone.

Question: How can I help my child with this text?

Answer: Ask your child to tell you about the text message conversation: *What is the conversation about?* (Things to buy at the supermarket.)

EXTRA PRACTICE

Encourage your child to practise reading the conversation aloud. You could read one of the parts in the conversation or your child could read both parts.

PAGE 33

WRITING: Write a text message dialogue

Question: How can I help my child write the dialogue?

Answer: First check that your child has written the food in the fridge in Exercise 3. Then help your child decide how to begin the conversation, e.g. *Dad! I'm in the supermarket. I haven't got the shopping list. Help!*

EXTRA PRACTICE

Encourage your child to write another text message dialogue, this time with the two characters describing objects that they own, e.g. A: *I've got a computer, but I haven't got a tablet.* B: *I've got a tablet, but I haven't got a computer! Have you got a smartphone?*

TRY THIS!

Encourage your child to check their writing for mistakes.

5 Free time

THE THEMES OF THE UNIT

The main theme of Unit 5 of *Super Minds* Level 1 is free-time activities.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *go* and *play* with free-time activities, and *Do you ... ? Yes, I do. / No, I don't.* They are also learning the days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*

PAGES 34 AND 35

SUPER GRAMMAR: Free-time activities: *go* and *play*

Question: What are they for?

Answer: We use *go* and *play* to talk about free-time activities, e.g. *I go swimming every evening and play football every Sunday morning.*

Question: How do you use them in a sentence?

Answer: After *play* we use a noun, e.g. *volleyball, football.* After *go* we use an *ing* form (also called a gerund), e.g. *running, swimming.*

Question: Do I need to know anything else?

Answer: We use *play* with competitive activities, e.g. *computer games, chess,* whereas we use *go* with general activities, e.g. *climbing, jogging.* We also use *play* with musical instruments, e.g. *play the piano, play the guitar.*

EXTRA PRACTICE

Ask your child to describe activities they do as part of their weekly routine, e.g. *I go swimming on Wednesdays. I play tennis on Saturdays.*

TRY THIS!

Ask your child to think about how to say sentences in their own language. How is the language different/the same?

PAGES 36 and 37

SUPER GRAMMAR: *Do you ... ? Yes, I do. / No, I don't.*

Question: What are they for?

Answer: We use *Do you ... ?* to ask people questions about activities. We answer these questions with *Yes, I do. / No, I don't,* e.g. A: *Do you play basketball at the weekend?* B: *Yes, I do.*

Question: How do you use them in a sentence?

Answer: After *Do you ... ?* we use an infinitive, e.g. *ride, walk, watch.*

Question: Do I need to know anything else?

Answer: Remember that we use questions with *Do you ... ?* to ask people about their routine, not about what they are doing at the moment. E.g. we **don't** say *Do you watching TV?*

EXTRA PRACTICE

Your child can write five questions and answers similar to those in Exercise 2 on page 37. You can ask and answer them together for further speaking practice.

PAGE 38

READING: A blog

Question: What is a blog?

Answer: A website or web page in which someone writes a diary of events or comments on subjects they are interested in.

Question: How can I help my child with this text?

Answer: Ask your child to tell you about Sam Brown's blog? *What is it about?* (Sam's week). *Does Sam have a busy week?* (Yes, he does.) *What activities does he do?* (He plays tennis, swims, watches TV, reads, rides his bike, goes to the park, plays football with his friends, plays computer games.)

EXTRA PRACTICE

Encourage your child to practise reading Sam Brown's blog aloud.

HOME STUDY HELP!

Make sure your child is organised before doing their homework: have they got the right stationery to complete the work? Is there anything else they need?

PAGE 39

WRITING: Write a blog post

Question: How can I help my child write the blog post?

Answer: First check that your child has completed the diary in Exercise 2. Then help your child decide how to begin their blog post, e.g. *I'm busy this week!* / *Are you busy this week? Me too!* Encourage your child to use Sam Brown's blog post on page 38 as a model to follow.

EXTRA PRACTICE

Encourage your child to write another diary, describing the weekly routine of another member of the family.

6 The old house

THE THEMES OF THE UNIT

The main theme of Unit 6 of *Super Minds* Level 1 is the home.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *There's/There are ...* and *Is there/Are there ... ? / How many ... ?* They are also learning the following home-related vocabulary: *bathroom, bedroom, living room, hall, dining room, kitchen, stairs, cellar.*

PAGES 40 AND 41

SUPER GRAMMAR: *There's / There are ...*

Question: What are they for?

Answer: We use *There's / There are ...* to talk about something we can see, e.g. *There's a red monster in the kitchen.*

Question: How do you use them in a sentence?

Answer: After *There is / There are* we use a noun, e.g. *There is a cat. / There are three dogs.*

Question: Do I need to know anything else?

Answer: *There's* is very common in informal spoken and written English. We use the full form *There is* in more formal situations.

EXTRA PRACTICE

Ask your child to draw pictures of objects, food or animals. They can describe what can be seen in each picture using *There is / There are*, e.g. *There are two apples on the plate.*

PAGES 42 and 43

SUPER GRAMMAR: *Is there / Are there ... ? / How many ... ?*

Question: What are they for?

Answer: We use *Is there / Are there ... ?* to ask questions about what can be seen, e.g. *Are there any cakes in the cupboard?* We use *How many ... ?* to ask about quantity, e.g. *How many bananas are there?*

Question: How do you use them in a sentence?

Answer: After *Are there ...?* we use *any* and a plural noun, e.g. *Are there any cats?* After *How many ...?* we use a plural noun, e.g. *How many bikes are there?*

Question: Do I need to know anything else?

Answer: Remember that we only use *How many ... ?* with plural nouns, e.g. *How many chairs / dogs / sausages are there?* We don't use *How many ...?* with singular or uncountable nouns.

EXTRA PRACTICE

Your child can write questions and answers using *Is there / Are there ... ? / How many ... ?* similar to the ones in Exercises 2 and 3 on page 43.

PAGE 44

READING: A project

Question: What is a project?

Answer: A piece of work about one subject that students do in school, e.g. *A project about your favourite toys.*

Question: How can I help my child with this text?

Answer: Ask your child to tell you about it: *What is the project about?* (The project is about a house and bedroom; there's a picture of a bedroom and a description of it.)

EXTRA PRACTICE

Encourage your child to practise reading the description of the house and bedroom aloud. They can also write additional sentences about the bedroom using *There is/are* and *There isn't/aren't*, e.g. *There's a red toy box. There isn't a toy plane.*

TRY THIS!

Encourage your child to practise scanning a text (reading through quickly) to find a specific piece of information.

PAGE 45

WRITING: Write about your house and bedroom

Question: How can I help my child write about their house and bedroom?

Answer: First check that your child has completed Exercise 2. They can look back at the description on page 44 to help them find vocabulary for each of the three categories. Highlight the sentence at the end of the description (*I play with my toys at the weekend*) and encourage your child to write such a sentence in their own description, e.g. *I use my computer every day. I play with my toy cars every afternoon.*

EXTRA PRACTICE

Your child can write a description of other rooms in the house.

HOME STUDY HELP!

Your child can write a checklist of all the things they need to do for homework, and tick each item off as they complete it.

7 Get dressed!

THE THEMES OF THE UNIT

The main theme of Unit 7 of *Super Minds* Level 1 is clothes.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *Do you like this / these ... ?* and *Is he / she + -ing?* They are also learning the following vocabulary for clothes: *jeans, sweater, jacket, skirt, shorts, cap, shoes, socks, T-shirt, trousers.*

PAGES 46 AND 47

SUPER GRAMMAR: *Do you like this / these ... ?*

Question: What are they for?

Answer: We use *Do you like this / these ... ?* to ask someone what they think of particular objects, e.g. *Do you like this cap? Do you like these jeans?*

Question: How do you use them in a sentence?

Answer: After *Do you like this ... ?* we use a singular noun, e.g. *Do you like this hat?* After *Do you like these ... ?* we use a plural noun, e.g. *Do you like these socks?*

Question: Do I need to know anything else?

Answer: We can also ask someone for their opinion using the question *What do you think of this/these?* E.g. *What do you think of these shorts?* We can respond to the question by saying *I like it/them. / I don't like it/them. / I'm not sure.*

EXTRA PRACTICE

Your child can ask you questions using *Do you like this / these ... ?*, similar to the ones in Exercises 2 and 3 on page 47, about objects and clothing items around your house. You can answer, *Yes, I do* or *No, I don't*.

TRY THIS!

Ask your child's friends to test them on new grammar.

PAGES 48 and 49

SUPER GRAMMAR: *Is he / she + -ing?*

Question: What is it for?

Answer: We use *Is he / she + -ing?* to ask a question about what someone else is doing, e.g. *Is she playing volleyball?*

Question: How do you use it in a sentence?

Answer: After *Is he / she + -ing?* we often use a noun, e.g. *Is he playing computer games? / Is she making a cake?*

Question: Do I need to know anything else?

Answer: We use the *ing* form of the verb when we talk about what someone is doing at the moment, e.g. *Is she watching TV (now)?* If we want to ask about someone's daily routine, we use the present simple, e.g. *Does she watch TV every evening?*

EXTRA PRACTICE

Your child can ask questions about family members and pets, e.g. *Is Dad watching TV?* You can answer the questions, *Yes, he is / No, he isn't*.

PAGE 50

READING: A chat

Question: What is a chat?

Answer: An informal and friendly conversation between friends and family members. We use it to describe offline conversations, e.g. *I have a chat to my best friends every day.* We also use it to describe digital conversations such as a chat by text message.

Question: How can I help my child with this text?

Answer: Ask your child to tell you about the chat: *What is the chat about?* (What members of James's family (and his cat!) are doing.)

EXTRA PRACTICE

Encourage your child to practise reading the chat aloud. You could read one of the parts in the chat or your child could read both parts.

HOME STUDY HELP!

It is always good practice to take notes while reading a text.

PAGE 51

WRITING: Write a chat

Question: How can I help my child write the chat?

Answer: First check that your child has written notes in response to the questions in Exercise 2. If your child doesn't know what members of your family are doing at the moment, they can choose different activities. If they don't have a cat or dog, they can either pretend they have one, or invent a pet. Then help your child decide how to begin the chat, e.g. one of the two people can introduce themselves by saying *Hello!*, *Hi!* or *How are you?*

EXTRA PRACTICE

Encourage your child to practise reading their chat aloud. You could read one of the parts in the chat or your child could read both parts.

8 The robot

THE THEMES OF THE UNIT

The main theme of Unit 8 of *Super Minds* Level 1 is the body.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *can/can't* for ability and questions with *can*. They are also learning the following vocabulary for parts of the body: *head, arm, fingers, hand, knee, leg, toes, foot.*

PAGES 52 AND 53

SUPER GRAMMAR: *Can/Can't* for ability

Question: What are they for?

Answer: We use *can/can't* to talk about our own or other people's abilities, e.g. *I can play the piano but I can't play the guitar.*

Question: How do you use them in a sentence?

Answer: After *can/can't* we use the infinitive (e.g. *sing, swim, write*), e.g. *She can run fast.*

Question: Do I need to know anything else?

Answer: After *can/can't* we don't use the 's' in the third person, e.g. we say *He can play the guitar* **not** *He can plays the guitar.*

EXTRA PRACTICE

Ask your child to write sentences about what he or she, and members of your family, can and can't do.

PAGES 54 and 55

SUPER GRAMMAR: Questions with *can*

Question: What is it for?

Answer: We use *can* to ask people about their abilities, e.g. *Can you speak Chinese?*

Question: How do you use it in a sentence?

Answer: We put the word *Can* at the beginning of the sentence, followed by the subject and a verb, e.g.

A: *Can you dance?* B: *Yes, I can.*

Question: Do I need to know anything else?

Answer: Remember that the short answers are not always used in informal spoken English, especially between close friends and family members. Informally, we often prefer to say *yes* (or *yeah*, pronounced /jeə/) and *no*.

EXTRA PRACTICE

Your child can ask you and other members of your family questions using *can* (similar to the ones in Exercise 1 on page 54).

HOME STUDY HELP!

Look on the Internet for videos of English songs that your child can sing along to – they can watch them as a treat for finishing their work!

PAGE 56

READING: A forum

Question: What is a forum?

Answer: A website where people can post comments about a particular subject, e.g. *A forum about robots.* A comment left on a forum is called a 'post'.

Question: How can I help my child with this text?

Answer: Ask your child to tell you about it: *What is the forum about?* (The forum is about what people's pets can and can't do.) Your child may need help with understanding the phrase *No way!* (used by Harry in his post), which means 'I don't believe it!'.

EXTRA PRACTICE

Encourage your child to find some examples online of forums about children's pets.

PAGE 57

WRITING: Write a forum post

Question: How can I help my child write the forum post?

Answer: First check that your child has written notes in response to the questions and prompts in Exercise 2. Your child can either write about their own pet, someone else's, or invent one. Then help your child decide how to begin the post, e.g. *Can I tell you about my dog? / I love my cat. She can do lots of things.*

EXTRA PRACTICE

Encourage your child to practise reading their forum post aloud.

TRY THIS!

Suggest that your child writes about pets belonging to family members or friends. This makes their writing more personal and more enjoyable to do.

9 At the beach

THE THEMES OF THE UNIT

The main theme of Unit 9 of *Super Minds* Level 1 is holidays.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning suggestions and *Where's/Where are ... ?* They are also learning the following holiday-related vocabulary: *catch a fish, paint a picture, eat ice cream, take a photo, listen to music, look for shells, read a book, make a sandcastle.*

PAGES 58 AND 59

SUPER GRAMMAR: Suggestions

Question: What are they for?

Answer: We use *Let's + verb* to make a suggestion (i.e. an idea or plan that you put forward for others to think about.)

Question: How do you use it in a sentence?

Answer: After *Let's* we use the infinitive (e.g. *play, see, do*), e.g. *Let's go home.*

Question: Do I need to know anything else?

Answer: The full form of the phrase is *Let us*, but we usually use the contraction, *Let's*.

EXTRA PRACTICE

Ask your child to write a conversation with *Let's + verb* similar to the one in Exercise 2 on page 59.

PAGES 60 and 61

SUPER GRAMMAR: *Where's / Where are ... ?*

Question: What are they for?

Answer: We use *Where's ... ?* to ask about the position of a single object, person or animal, e.g. *Where's the dog?* We use *Where are ... ?* to ask about more than one object, person or animal, e.g. *Where are the bags?*

Question: How do you use them in a sentence?

Answer: After *Where's/Where are ... ?* we use nouns, e.g. *Where is the sandcastle and where are the shells?*

Question: Do I need to know anything else?

Answer: After *Where's/Where are ... ?* we often use a possessive adjective (i.e. *my, your, his, her, our, their*), e.g. *Where is my T-shirt and where are my jeans?*

EXTRA PRACTICE

Your child can ask questions with *Where's/Where are ... ?* about objects in your house, e.g. *Where is the red bag?* You can answer the questions, e.g. *It's on the table in the kitchen.*

PAGE 62

READING: A magazine

Question: What is a magazine?

Answer: A magazine is a publication on a particular subject (e.g. sport, music, films). An article is a piece of writing in a magazine.

Question: How can I help my child with this text?

Answer: Tell them that Wales is a part of the United Kingdom. There are four parts to the UK (England, Scotland, Northern Ireland and Wales.) Wales is the smallest part.

Ask your child to tell you about the magazine article: *What is it about?* (It is about the things you can do and see in Wales.)

EXTRA PRACTICE

Encourage your child to look online for more information about Wales. They can find out about famous people and places, the food, the weather and the language (the Welsh language is called *Cymraeg*).

TRY THIS!

Encourage your child to read a text once and underline new words. Get them to try to understand the new words from the context. They could look up the words in a dictionary and then read the text again.

PAGE 63

WRITING: Write a magazine article

Question: How can I help my child write the magazine article?

Answer: First check that your child has completed Exercise 2. Then ask them to research Scotland online. They can find out about the names of the biggest cities (Edinburgh, Glasgow, Aberdeen), what the weather is like (often cold and wet), and the names of some famous mountains (Ben Nevis, Ben Lomond).

Encourage your child to use the example magazine article on page 62 as a model to follow. You could point out the use of adjectives in the article on Wales (e.g. *beautiful, high, famous, old, fantastic*).

EXTRA PRACTICE

Encourage your child to write another magazine article, this time about your country or another country that interests them.

HOME STUDY HELP!

Ask your child to give a short presentation of all the things they have learned this year, and all of their achievements.