

# Introduction

## THE CONTENT OF SUPER GRAMMAR

The *Super Grammar Practice Book* provides your child with extra practice of the grammar 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

## Back to school

## THE THEMES OF THE UNIT

The main theme of the Starter Unit of *Super Minds Level 2* is going back to school.

## WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *there's / there are* and imperatives. They are also learning the following vocabulary for things in a classroom: *door, bookcase, wall, clock, window, board, cupboard, chair, floor.*

## PAGES 4 AND 5

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

Question: What is it for?

Answer: We use *there's / there are* to talk about what we can see, e.g. *There's a cat in that tree.*

Question: How do you use it in a sentence?

Answer: We use *there's* with singular nouns (e.g. *there is a book on the table*) and *there are* with plural nouns (e.g. *there are some books on the table*).

Question: Do I need to know anything else?

Answer: When we speak or write informally, we also use *there's* with plural nouns (e.g. *there's some books on the table*). However, this is wrong when we are writing.

### EXTRA PRACTICE

Your child can write or say four sentences describing what they can see in the room you are in, e.g. *There are pens on the table.*

#### TRY THIS!

If your child is unsure of something in an exercise, ask them to read the information in the Super Grammar box again.

## PAGES 6 and 7

### SUPER GRAMMAR: Imperatives

Question: What are they for?

Answer: We use imperatives to give other people instructions, e.g. A teacher might say *Stand up, please* to the students in her class.

Question: How do you use them in a sentence?

Answer: Imperatives have the same form, whether you are talking to one person or to thirty people, e.g. A father says *be quiet* to one or all of his children.

Question: Do I need to know anything else?

Answer: The negative is formed with *don't*. e.g. *don't talk, don't run, don't use your phones in class*. Again, the negative imperative has the same form, whether you are talking to one person or to thirty people.

### EXTRA PRACTICE

Give your child some instructions to follow, e.g. *stand up, sit down, pick up the book, put the book down, open the door, open the window, close the door, close the window*. Your child could then give you some instructions to follow!

## PAGE 8

### READING: A poem

Question: What is a poem?

Answer: A piece of writing arranged in lines. A poem sometimes has a particular rhythm and often uses rhyme.

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

Answer: Ask your child to tell you about it: *What is the poem about?* (An untidy classroom and an untidy desk.) *What instructions does the poem include?* (Put the apple in your desk and the clock on the wall; put the sausage in your bag and the pencils in your pencil case.)

### EXTRA PRACTICE

Encourage your child to find simple poems in English to read. Look online, in school or at your local library.

## PAGE 9

### WRITING: Write a poem about your desk

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

Answer: Help them think of words to include in the poem.

#### HOME STUDY HELP!

Ask your child to read aloud what they write. Can they rearrange any words to improve the rhythm of their poem?

### EXTRA PRACTICE

Your child can try writing another poem about a room in your house. Encourage them to use *There's/There are* and imperatives, e.g. *There are clothes on the floor and there's a bag on the door; There's a kite on the chair, and a cat on the bed! A cat on the bed! Come on Mum, come on Dad, Let's get up and tidy this house!*

# 1 My day

### THE THEMES OF THE UNIT

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

### WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning how to ask for and tell the time, and the present simple, 3rd person. They are also learning the following vocabulary for daily routines: *get up, get dressed, have breakfast, brush your teeth, go to school, have lunch, play in the park, have dinner, go to bed.*

## PAGES 10 AND 11

### SUPER GRAMMAR: Telling the time

Question: What is it for?

Answer: 'Telling the time' refers to saying what time it is by looking at a clock or watch.

Question: How do you use it?

Answer: We tell the time by saying *It's ... o'clock*. We ask for someone to tell us the time by using the question, *What time is it?* e.g. *What time is it? It's four o'clock*.

Question: Do I need to know anything else?

Answer: When we speak or write informally, we don't always use *o'clock*, e.g. we can say *It's six* rather than *It's six o'clock*.

### EXTRA PRACTICE

Your child can draw four clocks showing four different times. They can then write down what time each clock shows.

## PAGES 12 and 13

### SUPER GRAMMAR: Present simple, 3rd person

Question: What is it for?

Answer: We use the present simple, 3rd person for talking about another person's daily routine, e.g. *My brother goes to school at eight o'clock. My mum comes home at six o'clock*.

Question: How do you use it?

Answer: We add an *s* to the end of the verb, e.g. *get up – gets up, come – comes*. E.g. *She gets up. He comes home*.

Question: Do I need to know anything else?

Answer: Some present simple 3rd forms are irregular, e.g. *have – has*. E.g. *My sister has breakfast at eight o'clock*. The spelling for some verbs is different in the present simple 3rd person, e.g. *do – does; go – goes; study – studies*.

### EXTRA PRACTICE

Your child can write a description of a dream daily routine. E.g. *Jacob gets up at ten o'clock. He goes to the park with his friends. He has lunch in his favourite café*.

## PAGE 14

### READING: A blog entry

Question: What is a blog?

Answer: A kind of diary which someone puts online on a website or web page.

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

Answer: Ask your child to tell you about it. *Who is the writer of the blog? (Suzy James.) Who is Suzy's blog about? (Her mum's day.) Does Suzy's mum have a busy day? Why? (Yes, very busy! She works, helps the children and cooks.)*

## EXTRA PRACTICE

Encourage your child to set up their own blog in English. They could use it to write posts about learning English.

### TRY THIS!

Ask your child to read a reading text more than once: the first time for a general idea of what the text is about; the second to think about new vocabulary and the meaning of the text.

## PAGE 15

### WRITING: Write a blog entry about your mum or dad

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

Answer: Help them choose who to write about. Make sure your child begins their blog entry with an introduction, e.g. *My mum is a doctor* or *My dad is a teacher*. Your child can also look back at the text in Exercise 3, on page 13, to help them write their blog entry.

### HOME STUDY HELP!

Encourage your child to make notes before they do a writing task.

## EXTRA PRACTICE

Your child can write a different blog entry about another member of the family, e.g. *My sister gets up at six o'clock. She leaves the house at seven o'clock. Then she goes to school on the train*.

# 2 The zoo

## THE THEMES OF THE UNIT

The main theme of Unit 2 of *Super Minds* Level 2 is animals at the zoo.

## WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *likes / doesn't like* and *Does ... like ...?* They are also learning the following vocabulary for animals: *zebra, monkey, hippo, parrot, snake, bear, tiger, crocodile*.

## PAGES 16 AND 17

### SUPER GRAMMAR: Likes / Doesn't like

Question: What is it for?

Answer: We use *likes / doesn't like* to talk about other people's preferences, e.g. *My mum likes apples. My dad doesn't like bananas*.

Question: How do you use it in a sentence?

Answer: After *likes / doesn't like* we use a noun, e.g. *Danny likes chocolate. Sasha likes fruit*.

Question: Do I need to know anything else?

Answer: When using the negative, remember that there is no *s* at the end of the verb, e.g. *we say My sister doesn't like peas, not My sister doesn't likes peas.*

### EXTRA PRACTICE

Your child can write four sentences describing what a member of your family likes and doesn't like.

#### TRY THIS!

Encourage your child to compare English grammar with the grammar in their own language. What is different? What is similar?

## PAGES 18 and 19

### SUPER GRAMMAR: *Does ... like ... ?*

Question: What is it for?

Answer: We use *Does ... like ... ?* to ask questions about what other people like, e.g. *Does your friend like fruit?* We can also use *Does + verb* to ask about other things people do, e.g. *Does your mum work in a school?*

Question: How do you use it in a sentence?

Answer: The structure of the question is: *does + he/she + verb + ... ?*

Question: Do I need to know anything else?

Answer: We answer *Does ... like?* questions with *Yes, he/she does* or *No, he/she doesn't.*

### EXTRA PRACTICE

Your child can write a short conversation similar to the one in Exercise 2 on page 19. They can change the activities, means of travel and food.

## PAGE 20

### READING: A web page

Question: What is a web page?

Answer: A web page is a document connected to the World Wide Web. Web pages can also be called 'pages'. A collection of web pages is called a website. Websites are also called 'sites'.

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

Answer: Ask your child to tell you about it: *What is the web page about? (A hippo.) What is the animal called? (Hugo.) Where does he live? (In a zoo.)*

### EXTRA PRACTICE

Encourage your child to find web pages in English about other animals. A good place to look is National Geographic Kids.

## PAGE 21

### WRITING: Write a web page about a tiger

Question: How can I help my child write the web page?

Answer: Ask them to tell you what they know about tigers. You could also encourage your child to look up information online in English about tigers.

#### HOME STUDY HELP!

Give your child time to take notes on their own before sharing their ideas.

### EXTRA PRACTICE

Ask your child to invent an animal. They can draw a picture of this animal and then write a description of it. Encourage your child to write about what this animal likes and doesn't like.

# 3 Where we live

### THE THEMES OF THE UNIT

The main theme of Unit 3 of *Super Minds* Level 2 is places in town.

### WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *Has ... got ... ?* and prepositions. They are also learning the following vocabulary for places in town: *playground, cinema, swimming pool, park, hospital, bus stop, shop, street, café, train station.*

## PAGES 22 AND 23

### SUPER GRAMMAR: *Has ... got ... ?*

Question: What is it for?

Answer: We use *Has ... got ... ?* to talk about the things that people possess, e.g. *Marie's got a dog.* We also use it to talk about the things that places have, e.g. *My town has got a cinema.*

Question: How do you use it in a sentence?

Answer: We use *has got* with *he* and *she*, e.g. *He's got a cat. She's got a red bike.*

Question: Do I need to know anything else?

Answer: We also use *have* (without *got*) for possession. E.g. *Sam has a cat. My town has a big park.*

### EXTRA PRACTICE

Your child can write four questions about their friends using *Has ... got ... ?* e.g. *Has Rick got a go-kart?* They can then write short answers to these questions, e.g. *Yes, he has; No, he hasn't.*

## PAGES 24 and 25

### SUPER GRAMMAR: Prepositions

Question: What are they for?

Answer: Words and phrases such as *on*, *between* and *next to* are called prepositions. We use prepositions to talk about where objects are, e.g. *The books are on the table*. We also use them to talk about where places are, e.g. *The library is between the café and the cinema*.

Question: How do you use them in a sentence?

Answer: We usually put prepositions before nouns, e.g. *behind the shop*, *near the cinema*, *in front of the bed*.

Question: Do I need to know anything else?

Answer: We also use prepositions to talk about time, e.g. *at one o'clock*, *on Monday*, *in June*.

### EXTRA PRACTICE

You could put objects in different places around the room and ask your child where they are. Your child can say, *it's under the pencil case*, *it's on the floor*, *it's next to the book*, etc.

## PAGE 26

### READING: A letter

Question: What is a letter?

Answer: A written message that we send in an envelope.

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

Answer: Ask your child to tell you about it: *What is the letter about?* (Freddie's favourite days of the week.) *What activities does Freddie write about?* (Swimming, going to a café, playing football, going to the cinema.)

### HOME STUDY HELP!

Encourage your child to work at different times, e.g. in the morning or evening. When is the best time to work?

### EXTRA PRACTICE

Ask your child to identify how we know it's a letter, e.g. it says *Hi ...* at the beginning and *Freddie* at the end. Ask: *What other ways can we start a letter?* (Dear, Hello).

## PAGE 27

### WRITING: Write a letter about your favourite days and where you go in your town

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

Answer: Help them think about the structure of a letter: we begin a letter with *Dear*, *Hello* or *Hi*. (Remember, *Dear* is a more formal word and we must use it with the name of the person we are writing to, e.g. *Dear Sam*.) When writing to people we don't know very well, we finish letters with formal phrases such as *best wishes* or

*regards*. When we write to close friends we use words and phrases such as *love* or *write soon*.

### TRY THIS!

Encourage your child to think about the type of text they have to write, e.g. is it an email, a poem, a blog post?

### EXTRA PRACTICE

Encourage your child to find a penfriend to write letters to in English. There are lots of websites that offer penfriend services.

# 4 The market

### THE THEMES OF THE UNIT

The main theme of Unit 4 of *Super Minds* Level 2 is markets and food.

### WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *Would you like ... ?* and *Are there / Is there any ... ?* They are also learning the following vocabulary for food: *grapes*, *beans*, *bread*, *lemons*, *tomatoes*, *fish*, *eggs*, *mangos*, *watermelons*, *potatoes*.

## PAGES 28 AND 29

### SUPER GRAMMAR: *Would you like ... ?*

Question: What is it for?

Answer: We use *Would you like ... ?* to ask someone if they want something, e.g. *Would you like an apple?*

Question: How do you use it in a sentence?

Answer: After *Would you like ... ?* we use a noun, e.g. a banana, some cake. E.g. *Would you like a cheese sandwich, Sally?*

Question: Do I need to know anything else?

Answer: *Would you like ... ?* is a very polite way of asking someone if they want something. We use it with people we do not know very well, or people who are older than us. With close friends and family, we can also use *want*, e.g. *Do you want some bread?*

### TRY THIS!

Your child can keep a grammar reference notebook. They can write down all the important things in it about new grammar.

### EXTRA PRACTICE

Ask your child to write a short conversation, similar to the one in Exercise 2 on page 29. They use the conversation as a model and choose different food words.

## PAGES 30 and 31

### SUPER GRAMMAR: *Are there / Is there any ... ?*

Question: What is it for?

Answer: We use *Are there / Is there any ... ?* to ask someone about what they can see, e.g. *Is there any bread in the cupboard?*

Question: How do you use it in a sentence?

Answer: After *Are there / Is there any ... ?* we use a noun, e.g. bread, milk. E.g. *Is there any milk in the fridge?*

Question: Do I need to know anything else?

Answer: An alternative to *Are there / Is there any ... ?* is *Have you/we got any ... ?* E.g. *Have you/we got any water in the fridge?* This is used by people who know each other very well.

### EXTRA PRACTICE

Your child can write four questions using *Are there / Is there any ... ?* about things in the kitchen, e.g. *Is there is any bread?* They can answer the questions with short answers (*Yes, there is; No, there isn't/Yes, there are; No, there aren't.*)

## PAGE 32

### READING: A recipe

Question: What is a recipe?

Answer: A set of instructions for making food, e.g. *I've got a recipe for chocolate cake.*

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

Answer: Ask your child to tell you about it: *What is the recipe for?* (Pancakes.) *How many things are in the pancakes?* (Six.) *How do you cook the pancake?* (In a frying pan.)

### EXTRA PRACTICE

Look online with your child for examples of other recipes in English.

## PAGE 33

### WRITING: Write a recipe for baking a cake

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

Answer: Help your child to choose a cake to write a recipe for. What is your child's favourite cake? Do you have any recipes at home that can help you write the recipe? Can you find any recipes for the cake online?

### HOME STUDY HELP!

Ask your child to always check their grammar, spelling and punctuation.

## EXTRA PRACTICE

Your child can write their own recipe. They can choose the ingredients, decide how the cake can be made and give the cake a name.

# 5 My bedroom

## THE THEMES OF THE UNIT

The main theme of Unit 5 of *Super Minds* Level 2 is bedrooms.

## WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *this, that, these, those* and *Whose ... this / these?* They are also learning the following words for items in a room: *lamp, mirror, armchair, wardrobe, sofa, bed, table, mat.*

## PAGES 34 AND 35

### SUPER GRAMMAR: *This, that, these, those*

Question: What are they for?

Answer: We use *this* and *these* to talk about the things that are near to us, e.g. *this chair, these chairs.* We use *that* and *those* to talk about things that are far from us, e.g. *that hat, those shoes.*

Question: How do you use them in a sentence?

Answer: We use *this, that, these* and *those* before nouns, e.g. *this house, that car.*

Question: Do I need to know anything else?

Answer: We can also use *this, that, these* and *those* to talk about people and animals, e.g. *this cat, these dogs, that man, those women.*

### EXTRA PRACTICE

Point to things that are near to and far from your child. They can describe what you point at, e.g. *this desk, that window.*

## PAGES 36 and 37

### SUPER GRAMMAR: *Whose ... this / these?*

Question: What is it for?

Answer: We use *Whose ... this / these?* to ask a question about who objects belong to, e.g. *Whose football is this?*

Question: How do you use it in a sentence?

Answer: *Whose* + noun, e.g. *trousers, shoes, pens* + *this/are these?*

Question: Do I need to know anything else?

Answer: Remember that we use *this* with singular nouns (e.g. *computer*) and *these* with plural nouns (e.g. *computers*).

## EXTRA PRACTICE

Ask your child to write four questions using *Whose ... this / these?* about things in the house, e.g. *Whose shoes are these?* They can answer the questions with short answers using *They're* or *It's*, e.g. *They're Mum's*.

## PAGE 38

### READING: A web page

Question: What is a web page?

Answer: A web page is a document connected to the World Wide Web. People often put pictures and ideas on websites to share with others.

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

Answer: Ask your child to tell you about it: *What is the text about?* (Children's bedrooms.) *What are the names of the children in the text?* (Alice and Ben.) *What do Alice and Ben like?* (Alice likes books and Ben likes climbing trees.)

## EXTRA PRACTICE

Encourage your child to find websites which show descriptions and ideas for bedrooms.

### HOME STUDY HELP!

Work in different places around the house: where is the best place to work?

## PAGE 39

### WRITING: Write a web page article about your bedroom

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

Answer: Ask them to think about their opening sentence. The best articles begin in a way that makes the reader want to read more, e.g. *My bedroom is cool! Why? Well, my bedroom is big and it's got ... ! What do I like about my bedroom? I like all my computer games!*

## EXTRA PRACTICE

Your child can write about other rooms in the house. They can describe the things that are in the rooms, e.g. *I like our living room. It is very big. It has a big window and a TV.*

### TRY THIS!

Ask your child to keep a vocabulary journal and to categorise new words, for example, by topic, or by ordering them alphabetically.

# 6 People

## THE THEMES OF THE UNIT

The main theme of Unit 6 of *Super Minds* Level 2 is describing people.

## WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *am / is / are + adjective*, the months of the year, and *our, their*. They are also learning the following words for parts of the body: *eyes, hair, ears, glasses, nose, cheeks, mouth, chin*.

## PAGES 40 AND 41

### SUPER GRAMMAR: *Am / Is / Are + adjective*

Question: What is it for?

Answer: We use *am / is / are + adjective* to ask people how they are feeling, e.g. *Are you tired?*

Question: How do you use it in a sentence?

Answer: After *am / is / are* we use adjectives, e.g. *happy, unhappy, angry*.

Question: Do I need to know anything else?

Answer: A general question we use to ask someone how they are feeling is *Are you all right?* This is more common in British English than American English.

## EXTRA PRACTICE

Your child can write some short dialogues like the ones in Exercise 3 on page 41 using family members' or friends' names, e.g. Mum: *Are you sad?* Dad: *No, I'm tired.*

## PAGES 42 and 43

### SUPER GRAMMAR: *The months; our, their*

Question: What are they for?

Answer: We use *our* and *their* to talk about what belongs to more than one person, e.g. *Our birthdays are in March. We want to have a party. Their birthdays are in December. They don't like cake.*

Question: How do you use it in a sentence?

Answer: We use nouns after *our* and *their*, e.g. *our birthday, their party*.

Question: Do I need to know anything else?

Answer: Remember that *their* and *they're* are pronounced in the same way, but are different words. *They're* is short for *they are*.

## EXTRA PRACTICE

Ask your child to write five sentences like the ones in Exercise 2 on page 43. The sentences can be about their friends and family.

### TRY THIS!

Ask your child to write sentences again but in the negative form.

## PAGE 44

### READING: An invitation

Question: What is an invitation?

Answer: A written request to ask someone to go somewhere or do something, e.g. an invitation to a birthday party.

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

Answer: Ask your child to tell you about it: *What are the invitations for?* (Birthday parties.) *What is the difference between the invitations?* (Katy's is pink and has got pictures of cakes on it. Dan and Ruby's is blue and has got balloons on it.) *What day is Katy's party?* (Sunday.) *What day is Dan's and Ruby's party?* (Saturday.)

### EXTRA PRACTICE

Ask your child to find more examples of invitations to birthday parties online. This will give them some help with the invitation they have to produce for the writing task.

### HOME STUDY HELP!

Encourage your child to study with a friend.

## PAGE 45

### WRITING: Write an invitation

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

Answer: Invitations need to be interesting to look at. They also need to organise the important information so that it is easy to read. Help your child decide where to put a picture on their invitation and where to write their sentences.

### EXTRA PRACTICE

Your child can design another invitation on their computer. They can use sounds and images they find online to make their invitations interesting and fun to look at.

# 7 Off we go!

### THE THEMES OF THE UNIT

The main theme of Unit 7 of *Super Minds* Level 2 is travel and transport.

### WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *I'd like to ... + verb + ing*. They are also learning the following vocabulary

for transport: *helicopter, boat, lorry, scooter, bus, skateboard, taxi, motorbike*.

## PAGES 46 AND 47

### SUPER GRAMMAR: *I'd like to ...*

Question: What is it for?

Answer: We use *I'd like to ...* to talk about our wishes, i.e. things that we want or hope to do one day, e.g. *I'd like to play football for Barcelona*.

Question: How do you use it in a sentence?

Answer: After *I'd like to ...* we use the infinitive, e.g. *I'd like to swim in the Pacific*. *I'd like to live in Beijing*.

Question: Do I need to know anything else?

Answer: We use *I'd like to* for things that may happen, e.g. *I'd like to live in New York* and for things that are unlikely to happen, e.g. *I'd like to go to the moon*.

### EXTRA PRACTICE

Ask your child to write four sentences describing their wishes, e.g. *I'd like to go down the Amazon River on a boat*.

### TRY THIS!

Encourage your child to write set phrases in their grammar notebook, e.g. *I'd like to ...*

## PAGES 48 and 49

### SUPER GRAMMAR: verb + *ing*

Question: What is it for?

Answer: Verb + *ing* is called the present continuous. We use it to talk about and ask questions about what people are doing at the moment of speaking, e.g. *Are you watching the football match? It's really good!*

Question: How do you use it in a sentence?

Answer: We use *be* before verb + *ing*, e.g. *I'm reading a book*. *She's playing the guitar*. *They're having dinner*.

Question: Do I need to know anything else?

Answer: We also use verb + *ing* for things we are doing around this present moment in time, especially when the action is not permanent, e.g. *I'm having some extra Maths lessons after school this week*. (For an example of this use of verb + *ing* see Dan's postcard on page 50. Dan writes, 'She's even got a swimming pool too, so I'm swimming every day!')

### EXTRA PRACTICE

Your child can write four questions about the family, as well as the answers to those questions, similar to the ones seen in Exercise 3 on page 49. For example: *What's Dad doing? He's watching TV*.



## HOME STUDY HELP!

Role play some of the conversations from your *Super Grammar Practice Book* with your child.

### PAGE 50

#### READING: A postcard

Question: What is a postcard?

Answer: A card for sending messages by post without an envelope. Before digital technology, it was very common to send postcards to our friends and family members from where we were staying on our holidays.

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

Answer: Ask your child to tell you about it: *Where are Hugo and Dan?* (Dan is in Italy. Hugo is at home.) *Who is Dan staying with?* (His grandmother.) *Where does Hugo's grandmother live?* (In Italy.) *What are the boys doing?* (Dan is swimming every day. Hugo is playing football with his friends and skateboarding in the park.)

### PAGE 51

#### WRITING: Write a postcard

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

Answer: Ask your child to make notes about what they enjoy doing in the holidays when they stay at home, as well as what they enjoy doing the most when your family goes away on holidays. You can also ask your child to imagine that they are writing their postcard to Dan from another place, e.g. *Hi Dan, I'm on holiday in Australia! We are playing on the beach every day!*

#### EXTRA PRACTICE

Ask your child to write some sentences describing places they would like to visit on holiday and why, e.g. *I'd like to go to Africa because I'd like to see the beautiful animals.*

# 8 Sports club

#### THE THEMES OF THE UNIT

The main theme of Unit 8 of *Super Minds* Level 2 is playing sports.

#### WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *ing* forms and *like + ing*. They are also learning the following vocabulary for sports: *badminton, baseball, basketball, football, hockey, table tennis, tennis, swimming, athletics, volleyball.*

### PAGES 52 AND 53

#### SUPER GRAMMAR: *ing* forms

Question: What are they for?

Answer: We use *ing* forms to talk about activities.

Question: How do you use them in a sentence?

Answer: When the word is the subject of the sentence, we put it at the front of the sentence, e.g. *Swimming is great.*

Question: Do I need to know anything else?

Answer: We **cannot** use the infinitive at the beginning of a sentence when talking about activities. We don't say *swim is great*.

#### EXTRA PRACTICE

Ask your child to write four sentences describing their favourite activities, e.g. *Reading stories is fun. Playing football is great. Doing homework is difficult.*

### PAGES 54 and 55

#### SUPER GRAMMAR: *like + ing*

Question: What is it for?

Answer: We use *What ... like + ing?* to ask people what they like doing, e.g. *What food do you like eating?* We use *like + ing* to answer the question, e.g. *I like eating pizza.* When we agree with an answer that someone gives, we say *So do I* or *Me too*. When we disagree with an answer that someone gives, we say *I don't*.

Question: How do you use it in a sentence?

Answer: *What + noun* (e.g. sports, books, films) + *like + verb + ing?*

Question: Do I need to know anything else?

Answer: We don't use the infinitive without *to* after *like*, e.g. we say *I like reading* **not** *I like read*.

#### EXTRA PRACTICE

Your child can write a short conversation similar to the one in Exercise 2 on page 55. Students use the conversation as a model and change words to make their own conversation.

### PAGE 56

#### READING: A text message

Question: What is a text message?

Answer: An electronic message sent and received by mobile phone. A text message is also called an SMS (which means 'Short Message Service').

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

Answer: Ask your child to tell you about it: *What is the text-message conversation about?* (Sports and activities.) *How many people are in the conversation?* (Four.) *How do the friends know each other?* (They are school friends.)

#### TRY THIS!

Ask your child to look at the pictures and what the text looks like to help them identify the type of text they are reading: is it an article from a magazine, a blog post, an email, a story or a notice?

## EXTRA PRACTICE

Encourage your child to look online for a dictionary of text-message abbreviations, e.g. LOL, which means 'laughing out loud'.

## PAGE 57

### WRITING: Write a text message conversation

Question: How can I help my child write the text message conversation?

Answer: Ask your child to think about who they usually talk to via text messages and what they usually talk about. Remind them that sentences in text messages are usually short and that they often use a lot of exclamation marks (!).

## EXTRA PRACTICE

Encourage your child to practise writing text messages to their school friends in English.

### HOME STUDY HELP!

Ask your child to look up one new word in the dictionary every day and use it in a sentence.

# 9 Holiday plans

## THE THEMES OF THE UNIT

The main theme of Unit 9 of *Super Minds* Level 2 is going on holiday.

## WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *Can* for requests and revising the grammar from *Super Minds* Level 2 as a whole. They are also learning the following vocabulary for activities: *visit my cousins, go hiking, keep a scrapbook, help in the garden, build a tree house, read a comic, learn to swim, go camping, take riding lessons.*

## PAGES 58 AND 59

### SUPER GRAMMAR: *Can* for requests

Question: What is it for?

Answer: We use *Can I/we + verb* for making requests, e.g. *Can I go to the beach with my friends at the weekend?*

Question: How do you use it in a sentence?

Answer: We use the infinitive without *to* after the subject, e.g. *Can I play computer games?* **not** *Can I to play computer games?*

Question: Do I need to know anything else?

Answer: We can't use an *ing* verb after *can*, e.g. we say *Can I have a sandwich?* **not** *Can I having a sandwich?*

## EXTRA PRACTICE

Your child can write four questions with *can*. They can use the questions in Exercise 3 on page 59 as examples to follow.

## PAGES 60 and 61

### SUPER GRAMMAR: Revision

Question: How can I help my child with the revision?

Answer: Encourage your child to look back through *Super Grammar*. They can read the information in the Super Grammar boxes in each unit as preparation for the exercises on pages 60 and 61.

## EXTRA PRACTICE

Your child can write a question using each question form (see the Super Grammar box on page 60) that is personal to them. E.g. *Can you sing, Mum? Have you got my book?*

## PAGE 62

### READING: A story

Question: What is a fairy story?

Answer: A short story for children. Often there are fairies, dragons or elves and some magic.

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

Answer: Ask your child to think about fairy tales. What fairy tales do they know? Can they think of any other examples, e.g. *The Princess and the Pea, Rapunzel, Rumpelstiltskin*. Ask your child to tell you about the story of *Cinderella*. *What is it about?* (Cinderella can't go to a party at the palace, but her fairy godmother helps her to go. She meets a prince at the party and later marries him.)

### TRY THIS!

Your child can try to think about what a text is going to be about by looking at the images and title to help them.

## EXTRA PRACTICE

Encourage your child to find fairy tales in English to read. They can look online, in school, or at the local library.

## PAGE 63

### WRITING: Write the story of *Sleeping Beauty*

Question: How can I help my child write the story of *Sleeping Beauty*?

Answer: Help them find the correct order for the sentences by encouraging them to look for links between the sentences. The sentences connect to each other in a logical order. Your child's task is to find that order.

#### HOME STUDY HELP!

Tell your child to try working for short periods of time, e.g. for twenty minutes at a time, rather than an hour.

#### EXTRA PRACTICE

Your child can try to write their own fairy tale. They can choose a setting (e.g. a town, a house, a palace), some characters (e.g. princesses, princes, wizards, witches, fairy godmothers) and a plot (e.g. a witch turns a princess into a frog, the fairy godmother helps the princess).