

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 of 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; 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; 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.

In the *Super Grammar Practice Book Levels 3, 4, 5 and 6*, the Writing page also includes a 'Help with Writing' box, which focuses on the style of types of text (e.g. postcards, emails, letters), how information is organised and specific phrases that can be used.

Ask your child to complete the pre-writing task. Check the answers to it with them. Then ask them to read the information in the 'Help with Writing' box and explain 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 out 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

Well done, Ben and Lucy!

THE THEMES OF THE UNIT

The main theme of the Starter Unit of *Super Minds Level 4* is events, fairs and adventures.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning simple present questions and simple past questions. They are also learning the following vocabulary: *big wheel, rollercoaster, roundabout, mayor, dodgem cars, microphone, band, photographer, journalist.*

PAGES 4 AND 5

SUPER GRAMMAR: Simple present questions

Question: What are they for?

Answer: We use simple present questions to ask people about their habits, routines, likes and dislikes, general truths and facts, e.g. *Do you live in Spain?*

Question: How do you use them in a sentence?

Answer: There are two types of question. We form *Yes/No* questions by putting *Am/Is/Are* at the beginning of the question, e.g. A: *Are you from Shanghai?* B: *Yes, I am.* We also form questions with question words, e.g. *why, where, when.* We put the question word at the beginning of the question, e.g. *What do you usually do after school?*

Question: Do I need to know anything else?

Answer: We often begin a conversation by asking a *Yes/No* question and then follow it up with a question with a question word, e.g. A: *Do you like music?* B: *Yes, I do.* A: *What kind of music do you like?*

EXTRA PRACTICE

Your child can write five questions using the present simple. They should also write the answers to those questions. Your child can use the questions and answers in Exercise 1 on page 4 to help them write their own.

PAGES 6 and 7

SUPER GRAMMAR: Simple past questions

Question: What are they for?

Answer: We use simple past questions to ask people about what they did at a particular moment in the past, e.g. *Did you like the film?*

Question: How do you use them in a sentence?

Answer: There are two types of question. We form *Yes/No* questions by putting *Did* at the beginning of the question, e.g. A: *Did you go to the park on Sunday?* B: *Yes, I did.* We also form questions with question words, e.g. *why, where, when.* We put question words at the beginning of the question, e.g. *What did you do there?*

Question: Do I need to know anything else?

Answer: Remember that *did* is not used with *was / were*, e.g. we say *Were you at the beach yesterday?* **not** *Did you were at the beach yesterday?*

PAGE 8

READING: A poem

Question: What is a poem?

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

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

Answer: Tell them that 'a questioner' is someone who asks questions, often in an official context. Ask your child to tell you about the poem. *What is the poem about?* (How our lives change over time).

EXTRA PRACTICE

Encourage your child to practise reading *The Questioner* aloud and to find the rhythm within it and to notice the use of rhyme (e.g. *life* and *knife*, *small* and *all*, *do* and *blue*).

HOME STUDY HELP!

Your child can try working with music on in the background. Which is better: silence or music?

PAGE 9

WRITING: Write a poem

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

Answer: Check your child understands the meaning of the words in Exercise 1. Use a dictionary to find translations of the five words, if necessary. Help them understand the information in the Help with Writing box, which is about rhyme (words that have the same sound – e.g. *blue* and *you*). You can then point out that finding words in the poem that rhyme with the words in the box is the key to doing the writing exercise.

EXTRA PRACTICE

Your child can practise reading *The Treasure Hunt* aloud.

1 In the museum

THE THEMES OF THE UNIT

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

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *must / mustn't* and direct and indirect objects. They are also learning vocabulary connected to kings and queens: *queen, knight, crown, helmet, necklace, bracelet, belt, shield, bow and arrow, sword.*

PAGES 10 AND 11

SUPER GRAMMAR: *Must / Mustn't*

Question: What are they for?

Answer: We use the modal verbs *must / mustn't* to talk about things it is necessary to do and things we are not allowed to do, e.g. *My mum says that I mustn't use my smartphone before I go to bed. I think she's right. I must turn my phone off and go to bed at the right time.*

Question: How do you use them in a sentence?

Answer: After *must* and *mustn't* we use the infinitive, e.g. *must go / mustn't do*.

Question: Do I need to know anything else?

Answer: *Must* doesn't have a past form. We use *had to* when talking about the past, e.g. *I had to study for my English test*. See the section on *had to* in Unit 5.

EXTRA PRACTICE

Your child can write four sentences about what it is necessary for them to do next week, e.g. *I must tidy my room. I must buy Mum a birthday present*.

TRY THIS!

Your child can write an example of a common error for each grammatical form.

PAGES 12 and 13

SUPER GRAMMAR: Direct and indirect objects

Question: What are they for?

Answer: We use direct and indirect objects to talk about the people, animals or things which are affected by the action of a verb, e.g. in the sentence *I gave Mark a DVD*, 'Mark' is the indirect object and 'DVD' is the direct object. The indirect object is usually a person or animal.

Question: How do you use them in a sentence?

Answer: There are two common ways of making the sentence. We can either put the indirect object first, followed by the direct object, e.g. *I made Alex a cup of tea. / I gave Sam a book*, or we can put the direct object first, followed by the indirect object e.g. *I made a cup of tea for Alex. / I gave a book to Sam*.

Question: Do I need to know anything else?

Answer: When the indirect object goes at the end of the sentence we usually put the prepositions *for* or *to* before it, e.g. *I made a cup of tea for Alex. / I gave a book to Sam*.

EXTRA PRACTICE

Your child can write four sentences using indirect and direct objects. They can use the sentences in Exercise 1 on page 12 and Exercise 2 on page 13 as models to help them write their own sentences.

PAGE 14

READING: A postcard

Question: What is a postcard?

Answer: A card for sending messages by post without an envelope.

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 postcard?* (Li Yan.) *What does she write about?* (The Chocolate Museum that she visited with

her family.) *What did everyone think of the museum?* (They liked it.)

EXTRA PRACTICE

Your child can go online to research unusual museums.

HOME STUDY HELP!

Set a timer on your or your child's phone so that they know how long to study for.

PAGE 15

WRITING: Write a postcard

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

Answer: Help them understand the information in the Help with Writing box, which is that we write postcards to tell our friends and family about the fact that we are enjoying ourselves somewhere. You can then help them choose which of the three museums in Exercise 1 to write about, by asking them which they find most interesting and why.

EXTRA PRACTICE

Your child can research museums in your country. Which ones would your child like to visit and why?

2 The world around us

THE THEMES OF THE UNIT

The main theme of Unit 2 of *Super Minds* Level 4 is the outdoors.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning connectors and *could / couldn't*. They are also learning the following vocabulary for the countryside: *mountain, forest, village, lake, island, field, river, path*.

PAGES 16 AND 17

SUPER GRAMMAR: Connectors

Question: What are they for?

Answer: We use connectors to join parts of a sentence.

Question: How do you use them in a sentence?

Answer: We use *and* to join two statements, e.g. *We went to the cinema and had a meal in a restaurant afterwards*. We use *but* to introduce an idea that is different to one that we introduced in the first part of a sentence, e.g. *Mum liked the film, but I didn't think it was very good*. We use *so* and *because* to talk about the reason for an action, e.g. *Dad was tired, so he stayed at home. / Dad didn't come to the cinema because he was tired*.

Question: Do I need to know anything else?

Answer: Remember that there is a difference between the way we use *so* and *because* in a sentence. The reason for the action comes **before** *so* in the sentence, e.g. *I was really hungry, so I ate another sandwich*, but it comes **after** *because*, e.g. *I ate another sandwich because I was really hungry*.

EXTRA PRACTICE

Your child can write four sentences about what they did at the weekend or at school last week using connectors. Encourage them to use the sentences in Exercise 1 on page 16 as models to follow.

HOME STUDY HELP!

Make sure your child studies in a quiet room without any electronic distractions.

PAGES 18 and 19

SUPER GRAMMAR: *could* / *couldn't*

Question: What are they for?

Answer: We use *could* / *couldn't* to talk about general abilities we had or didn't have in the past, e.g. *I could play chess when I was young, but I couldn't win*.

Question: How do you use them in a sentence?

Answer: After *could* / *couldn't* we use the infinitive, e.g. *could do*, *couldn't go*.

Question: Do I need to know anything else?

Answer: We often use *could* / *couldn't* with phrases such as *when I was young*, e.g. *I couldn't swim very well when I was young, but I'm good at swimming now*.

EXTRA PRACTICE

Your child can write five sentences about what they could and couldn't do when they were very young.

PAGE 20

READING: A story

Question: What is a story?

Answer: A description of imaginary people and events that we read for entertainment.

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

Answer: Explain that the story is fantasy, i.e. it describes events which can't happen in real life, e.g. a mountain cannot simply disappear. Ask your child to tell you about *The Strange Tale of Jim Garry's Mountain*. *What is the story about?* (Mountains, forests, fields, lakes and islands disappearing without the people of the village realising that their world is changing. The story is about how human beings do not look after the natural world.)

EXTRA PRACTICE

Ask your child to go online to research fantasy stories. What stories can they find out about? E.g. *The Lord of the Rings*, *Harry Potter*, *The Hobbit* or the *Percy Jackson* series.

TRY THIS!

Your child should practise reading for gist (i.e. the general meaning). Tell your child to read through a text quickly to get the general idea of what it is about, before reading it again in more detail.

PAGE 21

WRITING: Write a short story

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

Answer: Check your child understands the meaning of the words in Exercise 1. Use a dictionary to find translations of the five story types if necessary. Help them understand the information in the Help with Writing box, which focuses on one way writers make readers interested in stories: by giving the reader a mystery to find out about. You can then help your child to plan their story, by asking them to think of the type of story, character and plot they usually enjoy.

EXTRA PRACTICE

Your child can practise writing another short story of a different type to the one they chose to do for the writing task in Exercise 3.

3 Danger!

THE THEMES OF THE UNIT

The main theme of Unit 3 of *Super Minds* Level 4 is the emergency services.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning past continuous and past continuous questions. They are also learning the following vocabulary for emergencies: *fire*, *flood*, *emergency services*, *police car*, *police officer*, *fire engine*, *firefighter*, *ambulance*, *paramedic*.

PAGES 22 AND 23

SUPER GRAMMAR: Past continuous

Question: What is it for?

Answer: We use the past continuous to talk about events that were taking place at a particular moment in the past, e.g. *I was swimming yesterday afternoon*.

Question: How do you use it in a sentence?

Answer: As we use the past continuous to talk about a particular moment in the past, we often include a time phrase, e.g. *I was playing football at ten o'clock this morning*.

Question: Do I need to know anything else?

Answer: Note the important difference between the past continuous and the past simple. *I was watching a film* describes an unfinished action in the past. *I watched a film* describes a finished action in the past.

EXTRA PRACTICE

Your child can write four sentences describing what various members of the family were doing at a particular moment in the past, e.g. *On Saturday morning at ten o'clock, Dad was reading a book and Mum was drinking a cup of coffee.*

HOME STUDY HELP!

If your child is struggling with an exercise, write a model answer for them to use as a guide.

PAGES 24 and 25

SUPER GRAMMAR: Past continuous questions

Question: What are they for?

Answer: We use past continuous questions to ask questions about what someone was doing at a particular moment in the past, e.g. *What were you doing at three o'clock on Friday afternoon?*

Question: How do you use them in a sentence?

Answer: There are two types of question. We form Yes/No questions by putting *was / were* at the beginning of the question, e.g. A: *Were you watching TV at seven o'clock last night?* B: *Yes, I was.* We also form questions with question words, e.g. *why, where, when.* We put question words at the beginning of the question, e.g. *What were you doing at two o'clock on Saturday?*

Question: Do I need to know anything else?

Answer: If it is clear from the context of a conversation what time in the past is being talked about, we don't need to include a reference to the time in the past continuous question.

EXTRA PRACTICE

Your child can write four questions and answers using the past continuous. Encourage them to use the examples in Exercise 3 on page 25 as a model to follow.

PAGE 26

READING: An email

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

Answer: Ask your child to tell you about it. *What is the email about?* (A flood.) Check your child's understanding of the word 'flood' by asking them to explain what it means (a large amount of water that covers an area of land after very heavy rain).

EXTRA PRACTICE

Your child can go online to research the causes of floods and what we can do to prevent them.

TRY THIS!

Ask your child to translate one of the Super Grammar texts into their language.

PAGE 27

WRITING: Write an email

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

Answer: Help them understand the information in the Help with Writing box, which focuses on the need for emails to be short. You can then help your child think of how fires start, e.g. a cigarette, electrical wires not working properly. They can then use this information in their email to Valentina.

EXTRA PRACTICE

Your child can go online to research fire safety.

4 Two return tickets

THE THEMES OF THE UNIT

The main theme of Unit 4 of *Super Minds* Level 4 is train stations.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *at/in/on* and past continuous and simple past. They are also learning the following vocabulary for train stations: *station, platform, escalator, ticket office, train driver, stairs, rucksack, suitcase, a cup of coffee, a cup of tea.*

PAGES 28 AND 29

SUPER GRAMMAR: At/in/on

Question: What are they for?

Answer: *At/in/on* are prepositions. We use them to talk about days, dates, months and periods of time, e.g. *I was born on a Monday in December in 2005.*

Question: How do you use them in a sentence?

Answer: We use *at/in/on* before time words and phrases, e.g. *at six o'clock, in June, on Monday.*

Question: Do I need to know anything else?

Answer: We don't use prepositions with the following time words: *today, tomorrow, yesterday, next* and *last.*

EXTRA PRACTICE

Your child can write sentences about their life using the three prepositions of time, e.g. *I was born in June. I always play table tennis on Saturday mornings. I go to school at seven o'clock in the morning.*

TRY THIS!

Suggest that your child translates new words into your language, but do not use translation as a substitute for learning the meaning and use of a word.

PAGES 30 and 31

SUPER GRAMMAR: Past continuous and simple past

Question: What are they for?

Answer: We use the past continuous and simple past together to talk about one action interrupting another action, e.g. *I was making a cake when I dropped a spoon on my foot.*

Question: How do you use them in a sentence?

Answer: We can put the past continuous first or second in the sentence, e.g. *I dropped a spoon on my foot when I was making a cake.*

Question: Do I need to know anything else?

Answer: When we tell stories, we use the simple past to describe the main event and the past continuous to give some background information. E.g. in the sentence *It was raining the night I met Mr Darke* the main event is the narrator meeting Mr Darke, whereas the information about the rain only adds interest to the story.

EXTRA PRACTICE

Your child can write four sentences of their own using the past continuous and the simple past. Encourage them to use the example sentences in Exercise 1 on page 30 to help them.

PAGE 32

READING: A newspaper article

Question: What is an article?

Answer: An article is a piece of writing on a particular theme, e.g. *a really funny article about computer games*. The word is used to refer to writing in a newspaper, a magazine or on a website.

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

Answer: Ask your child to tell you about it. What is the article about? Ask: *Who was at the train station with her dog?* (Mrs Cynthia Bolton.) *What did the dog roll down?* (An escalator.) *What did the dog fall into?* (A rucksack.) *What did other passengers say about what happened?* (They were surprised and amazed.) You could then point out that headlines to newspaper articles usually miss about words such as *a*, *an*, and *the*, and also use the present tense, e.g. instead of *A dog rolled down an escalator* we have *Dog rolls down escalator*.

EXTRA PRACTICE

Encourage your child to look online to find examples of similar stories to the one told in the newspaper article.

HOME STUDY HELP!

Save or bookmark some of your favourite and informative websites for your child to navigate to easily.

PAGE 33

WRITING: Write a newspaper article

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

Answer: Help them understand the information in the Help with Writing box, which focuses on how newspaper articles can be made more interesting by including quotes (i.e. things that people have said).

You can then help your child think of a title for their article, e.g. *Boys Take Train Without Tickets*, and think of a way of beginning the article, e.g. *Two boys got on a train at Kings Cross Station yesterday without a ticket*. Your child should use the example article on page 32 as a model to follow.

EXTRA PRACTICE

As further practice, your child could write a newspaper article about something that has happened recently in your town or country.

5 Police!

THE THEMES OF THE UNIT

The main theme of Unit 5 of *Super Minds* Level 4 is the police and crime.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *used to* and *had to*. They are also learning the following words for hair and faces: *dark, blonde, fair, moustache, curly, beard, scar, straight*.

PAGES 34 AND 35

SUPER GRAMMAR: *Used to*

Question: What is it for?

Answer: We use *used to* to talk about something we did as a habit in the past, but which we don't do any more. e.g. *I used to play football every Sunday morning (I don't play football now).* / *I used to be a good football player (I'm not a good player now).*

Question: How do you use it in a sentence?

Answer: After *used to* we use the infinitive, e.g. *used to go, used to play*.

Question: Do I need to know anything else?

Answer: *Used to* does not have a present form. We use the present simple to talk about our current routine, e.g. *I go to the cinema every Saturday afternoon*.

EXTRA PRACTICE

Your child can write five sentences describing members of your family using *used to*. E.g. *Dad used to work in New York. My brother used to have very short hair.*

TRY THIS!

Suggest that your child learns complete phrases in English (e.g. *I used to live in London.*) and thinks about which words commonly go together.

PAGES 36 and 37

SUPER GRAMMAR: *had to*

Question: What is it for?

Answer: We use *had to* to talk about something someone told us to do in the past, e.g. *I had to do the washing up after dinner.*

Question: How do you use it in a sentence?

Answer: After *had to* we use the infinitive, e.g. *I had to study all day for my exams next week.*

Question: Do I need to know anything else?

Answer: Remember that *had to* is the past form of both *have to* and *must*.

EXTRA PRACTICE

Your child can write five sentences describing what they had to do at school or at home last week. They can use the examples in Exercise 1 on page 36 as a model to follow.

PAGE 38

READING: A description

Question: What is a description?

Answer: Something that tells you what someone looks like, e.g. *The man is short and has brown hair.* It also tells us what someone's character is like, e.g. *She is intelligent, sociable and very funny.*

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

Answer: Ask your child to tell you about it. *Who is described in the blog? (A detective.) What is the name of the detective? (Inspector Bach.) Is this man real? (No, he isn't. Lou invented him as part of an activity in class.)*

EXTRA PRACTICE

Encourage your child to find stories about detectives online or in the school library. When your child reads a story about a detective, ask them to note down the descriptions of that detective. How does the writer bring the detective alive for the reader?

HOME STUDY HELP!

Keep some books in English at home, and encourage your child to re-read the ones they like.

PAGE 39

WRITING: Write a description

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

Answer: Help them understand the information in the Help with Writing box, which focuses on how to make a description of a person interesting for someone to read, e.g. by including details which the reader will remember.

Your child could find some inspiration for their description by going online and researching images of famous fictional detectives. Ask them to make notes about clothes, glasses, hats, the shape of the face, the length of hair, etc. Your child can then use these notes to help them write their description of a detective.

EXTRA PRACTICE

As further practice, your child could write a description of a detective they know from a TV programme, book or film.

6 Mythical beasts

THE THEMES OF THE UNIT

The main theme of Unit 6 of *Super Minds* Level 4 is animals.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning comparatives and superlatives and *It looks like ...*. They are also learning the following vocabulary for animal bodies: *tail, horn, back, scales, wing, neck, feathers, tongue.*

PAGES 40 AND 41

SUPER GRAMMAR: Comparatives and superlatives

Question: What are they for?

Answer: We use comparatives and superlatives to compare people, places and things, e.g. *My brother is a better tennis player than I am, but my sister is the best player in the family.*

Question: How do you use them in a sentence?

Answer: We form comparatives in the following ways: We add 'er' to adjectives of one syllable, e.g. *fast – faster*. When an adjective ends in 'y', we change the 'y' to an 'i' and add 'er', e.g. *lucky – luckier*. We put 'more' before adjectives with three or more syllables, e.g. *beautiful – more beautiful*. After the comparative adjective we use *than*, e.g. *I am older than my sister*.

We form superlatives in the following ways: We add 'est' to adjectives of one syllable, e.g. *fast – fastest*. When an adjective ends in 'y', we change the 'y' to an 'i' and add 'est', e.g. *happy – happiest*. We put 'the most' before adjectives with three or more syllables, e.g. *beautiful – the most beautiful*. Before the superlative adjective we use *the*, e.g. *My grandfather is the oldest member of our family*.

Question: Do I need to know anything else?

Answer: We often use superlative adjectives with phrases such as *in my class/school/family/country/the world*, e.g. *I am the youngest person in my class. / India is one of the biggest countries in the world.*

HOME STUDY HELP!

Get your child to take short breaks when they are studying. For example, go for a short walk around the garden.

EXTRA PRACTICE

Your child can write five sentences (using both comparatives and superlatives) comparing animals. Encourage them to use the sentences in Exercise 2 on page 41 as a model to follow.

PAGES 42 and 43

SUPER GRAMMAR: *It looks like ...*

Question: What is it for?

Answer: We use *it looks like ...* to talk about the similarity of one person, animal or thing to another person, animal or thing, e.g. *My mum looks like my grandmother.* We also use it to ask about the appearance of someone or something, e.g. A: *What does your English teacher look like?* B: *He's short, wears glasses and has short blonde hair.*

Question: How do you use it in a sentence?

Answer: After *it looks like ...* we use a noun, e.g. *That pig looks like a dog. / She looks like my sister.*

Question: Do I need to know anything else?

Answer: *Be like* refers to someone's personality, e.g. A: *What's she like?* B: *She's friendly and kind.* *What does your sister look like?* means 'can you describe her appearance?', e.g. *She's tall, has black hair and always wears a hat.*

EXTRA PRACTICE

Your child can write questions and answers about members of their family using *look like ...*, e.g. *What does your dad look like? He's tall and has red hair.*

PAGE 44

READING: A description of an animal

Question: What information does a description of an animal include?

Answer: It usually tells us what the animal is and where it lives, what it looks like, its size, and what it eats.

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

Answer: Ask your child to tell you about it. *What is the name of the animal?* (A babirusa.) *Where do these animals live?* (In the forests of Indonesia.) *What do they*

look like? (Their name means 'pig-deer', but they look more like pigs than deer.)

EXTRA PRACTICE

Your child can go online to research other unusual animals. If you have a printer at home, your child could print out some photographs of the animals they find.

PAGE 45

WRITING: Write a description of an animal

Question: How can I help my child write the description of an animal?

Answer: Help them understand the information in the Help with Writing box, which focuses on the need for a description of an animal to be informative.

Your child could find some inspiration for their description by going online and researching descriptions of animals. They could look at the National Geographic Kids website, which includes these sorts of descriptions.

EXTRA PRACTICE

Your child can use the information they found for the Reading Extra Practice section, to write a description of the unusual animal.

TRY THIS!

Tell your child to read their writing aloud. This will help them to decide whether or not the writing sounds right.

7 Orchestra practice

THE THEMES OF THE UNIT

The main theme of Unit 7 of *Super Minds* Level 4 is instruments.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning possessive pronouns and *who/which/were*. They are also learning the following vocabulary for musical instruments: *tambourine, triangle, trumpet, trombone, drums, harp, saxophone, keyboard, violin.*

PAGES 46 AND 47

SUPER GRAMMAR: Possessive pronouns

Question: What are they for?

Answer: We use possessive pronouns to talk about what belongs to people, e.g. *That guitar is mine. Yours is over there.*

Question: How do you use them in a sentence?

Answer: We use a possessive pronoun as an alternative to using a possessive adjective and noun, e.g. we can say *That's yours* as well as *That's your chair*.

Question: Do I need to know anything else?

Answer: Possessive pronouns are used on their own rather than with a noun, e.g. we say *This is mine* **not** *This is mine book*.

EXTRA PRACTICE

Your child can write pairs of sentences like those seen in Exercise 2 on page 47, one using a positive adjective and a noun e.g. *That's my mum's car*, the other using a possessive pronoun, e.g. *That's hers*.

TRY THIS!

Tell your child to learn how to say a new word, as well as learning the meaning.

PAGES 48 and 49

SUPER GRAMMAR: *Who/which/where*

Question: What are they for?

Answer: *Who/which/where* are relative pronouns. We use them to give more information about people, places or things, e.g. *Harry's the boy who won the competition*.

Question: How do you use them in a sentence?

Answer: We use *who* when we are talking about people, *which* for things and *where* for places. We use relative pronouns after the noun to make it clear what or who we are talking about.

Question: Do I need to know anything else?

Answer: We can also use *that* to talk about people or things, e.g. *Sally's the girl that plays six musical instruments*. *The piano that Sally plays is a hundred years old*.

EXTRA PRACTICE

Your child can write four sentences about your family or their friends using *who/which/where*, similar to the ones in Exercise 1 on page 48.

PAGE 50

READING: An advertisement

Question: What is an advertisement?

Answer: A notice, short film, song, etc., which tries to make people buy a particular product. *Advert* and *ad* are common abbreviations of the word *advertisement*.

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

Answer: Ask your child to tell you about it: *What product is shown in the advertisement?* (An electric guitar.) *What is the name of the product?* (The Fretocaster.) *Does it always cost £350?* (No, it doesn't. It usually costs £700.)

EXTRA PRACTICE

Your child could look online for advertisements for musical instruments. They can then use the advertisements that they find as inspiration for writing their own advert in the writing task on page 51.

HOME STUDY HELP!

If there's an English-language film your child likes, encourage them to watch it again with English subtitles, or without any subtitles!

PAGE 51

WRITING: Write an advertisement

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

Answer: Help them understand the information in the Help with Writing box, which focuses on how advertisements try to persuade people to buy products by making them feel a particular emotion.

EXTRA PRACTICE

Your child can research famous advertisements online. They could look up advertisements for computers, smartphones, and computer games. *Which is their favourite advertisement? Why?*

8 In the planetarium

THE THEMES OF THE UNIT

The main theme of Unit 8 of *Super Minds* Level 4 is space.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *will* and adverbs. They are also learning the following space-related vocabulary: *planet, rocket, UFO, star, comet, telescope, astronaut, moon, space station*.

PAGES 52 AND 53

SUPER GRAMMAR: *Will*

Question: What is it for?

Answer: We use *will* to talk about the future. We use it to make predictions, e.g. *I think Alba will become a film director because she makes great videos on her phone*. We also use *will* for the future to talk about something that is certain to happen, e.g. *It will be difficult to sleep tonight because it's so hot!*

Question: How do you use it in a sentence?

Answer: After *will* we use the infinitive, e.g. *will travel, will sing*.

Question: Do I need to know anything else?

Answer: We use *going to not will* for predictions when we have clear evidence of what is going to happen, e.g. *Look! That cat's going to jump off that wall!*

EXTRA PRACTICE

Your child can write five predictions about what life will be like in 2050, e.g. *I think we will travel easily to the moon.*

TRY THIS!

Tell your child to read a gapped text or sentence for general understanding before trying to complete the gap.

PAGES 54 and 55

SUPER GRAMMAR: Adverbs

Question: What are they for?

Answer: We use adverbs to talk about how people perform actions, e.g. *Jack speaks very quietly.* Many adverbs are formed by adding the suffix 'ly' to an adjective.

Question: How do you use them in a sentence?

Answer: We put adverbs after verbs, e.g. *She ran quickly. / He walked slowly.*

Question: Do I need to know anything else?

Answer: Some adverbs are irregular and have the same form as the adjective, e.g. *hard – hard, fast – fast.*

EXTRA PRACTICE

Your child can write sentences using some of the adverbs in Exercise 1 on page 54, e.g. *My brother always cleans his guitar carefully.*

PAGE 56

READING: A diary entry

Question: What is a diary?

Answer: A private book in which we write about the events and experiences in our lives and our feelings about them. An 'entry' is something written in a diary on a particular day.

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

Answer: Ask your child to tell you about it: *What does Jana write about in her diary entry? (A film she saw.) Did she want to watch the film? (No, she didn't.) Did she enjoy the film? (Yes, she did.)*

EXTRA PRACTICE

Encourage your child to find some fictional diaries to read in English, e.g. *The Diary of a Wimpy Kid* series.

PAGE 57

WRITING: Write a diary entry

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

Answer: Help them understand the information in the Help with Writing box, which focuses on how people use diaries as a way to record the most memorable events in their lives, e.g. birthdays, special celebrations, holidays, success in school. Help your child find an opening to their diary entry, e.g. *What a brilliant day: I went to the cinema! / Today wasn't a great day. We went to the cinema, but the film was rubbish!*

EXTRA PRACTICE

Your child can try writing their own fictional diary. They can create a character and invent situations for that character to write about.

HOME STUDY HELP!

Make your child proud of their work. Put their homework up on the wall.

9 At the campsite

THE THEMES OF THE UNIT

The main theme of Unit 9 of *Super Minds* Level 4 is camping.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *a bottle/can/loaf/packet/piece of ...* and *How much? / How many?* They are also learning the following phrases for outdoor activities: *sail a boat, swing on a rope, dive into the water, row a boat, dry your clothes, make a raft, put up a tent, make a fire, collect wood.*

PAGES 58 AND 59

SUPER GRAMMAR: A bottle/can/loaf/packet/piece of ...

Question: What are they for?

Answer: We use *a bottle/can/loaf/packet/piece of ...* to talk about quantities of something or what something is contained in.

Question: How do you use them in a sentence?

Answer: We use these words and phrases before nouns for food and drink, e.g. *a bottle of water, a loaf of bread, a packet of sausages.*

Question: Do I need to know anything else?

Answer: If we talk about uncountable nouns, e.g. *milk*, *rice* we can use the word *some* instead of *a bottle of* or *a packet of*, e.g. *I'm going buy some milk and rice.*

EXTRA PRACTICE

Your child can write a description of the contents of your fridge and a cupboard using *a bottle/can/loaf/ packet/piece of ...*

HOME STUDY HELP!

Suggest that your child invites one or two friends to your house so that they can study together. They can also practise their spoken English together.

PAGES 60 and 61

SUPER GRAMMAR: *How much?* / *How many?*

Question: What are they for?

Answer: We use *How much?* / *How many?* to ask questions about the quantity of something.

Question: How do you use them in a sentence?

Answer: After *How much ...?* we use an uncountable noun, e.g. *How much **bread** have we got?* After *How many ...?* we use a countable noun, e.g. *How many **sandwiches** would you like?*

Question: Do I need to know anything else?

Answer: If a noun is uncountable it means that it doesn't have a plural form, e.g. we say *How much juice would you like?* **not** *How much juices would you like?*

EXTRA PRACTICE

You can ask and answer questions with your child about items of food in your fridge and cupboards. E.g. Child: *How many packets of crisps are there?* You: *There are six.*

PAGE 62

READING: A letter

Question: What is a formal letter?

Answer: A written message sent to or from a company, school, bank, etc.

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

Answer: Ask your child to tell you about it: *Who is the letter from?* (A woman from the office of a school.) *What is the letter about?* (The plans for a camping trip.) *What information does the letter provide?* (How they are going to get to the campsite, where they are going to stay, what they are going to do there.)

EXTRA PRACTICE

Encourage your child to find more examples of formal letters. They should notice the differences between such letters and more informal ways of communicating such as Facebook posts, tweets, text messages and emails. Formal letters include addresses, dates, use formal phrases and are organised into paragraphs.

PAGE 63

WRITING: Write a formal letter

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

Answer: Help them understand the information in the Help with Writing box, which focuses on the use of certain words and phrases in formal letters. *Yours sincerely* is a formal phrase to finish a letter. We use it when we know the name of the person we are writing to.

Encourage your child to study the example letter on page 62. Your child should use the example letter as a model to follow. Their letter needs to be clear and written in paragraphs.

EXTRA PRACTICE

Once your child has researched examples of formal letters online (see the Reading page Extra Practice suggestion), they can practise writing more formal letters of their own, e.g. from a school principal to students on the subject of exams, an end-of-year show, the plans for the next academic year, etc.

TRY THIS!

Tell your child to look for ways to make their writing more interesting by using adjectives or by organising information in a surprising way.