



# 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 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.
- 'Try This!' boxes, which offer tips to help your child do the grammar exercises and the reading and writing tasks successfully.
- 'Home Study Help!' boxes, which offer 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

## The Science lesson

## THE THEMES OF THE UNIT

The main theme of the Starter Unit of *Super Minds Level 5* is experiments.

## WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is revising the simple past. They are also learning the following vocabulary related to laboratories: *shelf, goggles, instructions, apron, explosion, bubbles, test tube, liquid, gloves, powder*.

### PAGES 4 AND 5

#### SUPER GRAMMAR: Simple past revision

Question: What is it for?

Answer: We use the simple past to talk about things that happened at a specific time in the past, e.g. *We did an interesting experiment in Science yesterday*. Regular verbs are formed by adding *ed* to the infinitive, e.g. *start – started*.

Question: How do you use it in a sentence?

Answer: We often use the simple past with time expressions to make it clear that the action happened in the past, e.g. *I went to the cinema twice last week*. Common time expressions include: *yesterday, last week/month/year*, and expressions with *ago*, e.g. *an hour ago, three days' ago, two months' ago*.

Question: Do I need to know anything else?

Answer: Remember that not all verbs are regular. Many verbs have irregular past forms and these need to be learned. Many of the most common verbs are irregular, e.g. *go – went, do – did, have – had, buy – bought, read – read* (the pronunciation of the simple past form is /red/), *write – wrote, get – got*.

#### EXTRA PRACTICE

Your child can write a short description of what they did yesterday, stating the time or the part of the day when the action happened, e.g. *I got up at eight o'clock. I had my breakfast, then I went to school. In the afternoon, I played football for the school team*.

#### TRY THIS!

Encourage your child to look for patterns in English grammar. For example, notice how the simple past sentence is similar to the present simple sentence, e.g. *I play tennis – I played tennis; I don't go swimming; I didn't go swimming*.

### PAGES 6 and 7

#### SUPER GRAMMAR: Simple past questions revision

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 go swimming at the weekend?*

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 play table tennis yesterday?*

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. *Who did you play with?*

Question: Do I need to know anything else?

Answer: We often begin a conversation by asking someone a Yes/No question, e.g. *Did you go to the cinema on Saturday?* We then follow it up with a 'wh' question, e.g. *What film did you see?*

#### EXTRA PRACTICE

Your child can write a short dialogue using simple past questions and answers. They can use the examples in Exercises 2 and 3 on page 7 to help them.

### PAGE 8

#### READING: A biography

Question: What is a biography?

Answer: A biography is the story of a person's life written by a different person.

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

Answer: Your child might not know some of the vocabulary in the biography. Help them with their understanding of the following words:

**DNA** /di:.en'eɪ/: a chemical in cells that contains genetic information.

**Gene** /dʒi:n/: the part of the cell that controls particular characteristics in a person. Genes are passed from parents to children.

**X-ray** /'eks.reɪ/: a photograph that shows the inside of someone's body.

Ask your child to tell you about the text: *Who is it a biography of?* (An English chemist called Rosalind Franklin.) *What did she do?* (She helped to discover the structure of DNA.) *How old was she when she died?* (38.) *Which two scientists are more famous than her?* (Francis Crick and James Watson.)

#### EXTRA PRACTICE

Your child can go on online to research more about DNA and genes. (If you do a search for 'DNA for children' or 'genetics for kids', you will find lots of websites.) Or your child could find out about other famous chemists like Antoine Lavoisier, Humphry Davy or Marie Curie.

### PAGE 9

#### WRITING: Write a biography

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

Answer: Before your child does Exercise 1, make sure they understand the meaning of *computer programmer*. This is someone who writes computer programmes. A *programme* is a set of instructions in code to make a computer do particular things. Help your child understand the information in the Help with Writing box, which tells us that biographies can teach us about the time and the place that person lived in.

Your child could do some more research online about Ada Lovelace, before they write the biography about her.

### EXTRA PRACTICE

Your child could find out about other famous computer programmers like Alan Turing (one of the inventors of computer programming) or Sir Tim Berners-Lee (the creator of the World Wide Web).

# 1 Disaster!

## THE THEMES OF THE UNIT

The main theme of Unit 1 of *Super Minds* Level 5 is natural disasters.

## WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is revising the past continuous and learning how to talk about two simultaneous actions with *while*. They are also learning the following vocabulary: *smoke, volcano, temple, columns, fountain, theatre, horse and cart, servant, statue, vase*.

## PAGES 10 AND 11

### SUPER GRAMMAR: Past continuous revision

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 doing a History test on Pompeii yesterday morning at nine o'clock*. We can also use the past continuous with the simple past to say that one action was interrupted by another, e.g. *When my grandparents arrived, I was sleeping*. The action described by the simple past interrupts the action described by the past continuous.

Question: How do you use it in a sentence?

Answer: We form the past continuous with *was/were + verb + ing*. When we use the past continuous to talk about a particular moment in the past, we often include a time phrase, e.g. *I was watching a film about earthquakes yesterday evening at eight o'clock*.

Question: Do I need to know anything else?

Answer: The following verbs are not normally used in the past continuous form: *like, hate, want, have to, know, mean, understand, think, smell, taste*.

### EXTRA PRACTICE

Your child can write four sentences using both the past continuous and the simple past, e.g. *When the phone rang, I was playing a computer game*.

### HOME STUDY HELP!

Suggest that your child studies for a little bit each day. The most important thing is to be consistent.

## PAGES 12 and 13

### SUPER GRAMMAR: Two simultaneous actions with *while*

Question: What is it for?

Answer: We use *while* to describe two actions that were happening simultaneously (i.e. at the same time), e.g. *While I was cutting the bread, Dad was slicing the cheese*.

Question: How do you use it in a sentence?

Answer: We put *while* either at the beginning or in the middle of the sentence, e.g. *While I was watching a video, Mum was reading a book. / I was watching a video while Mum was reading a book*.

Question: Do I need to know anything else?

Answer: *While* is a conjunction. Conjunctions join words, phrases or sentences. The words *and, but, if, because* and *when* are commonly-used conjunctions.

### EXTRA PRACTICE

Your child can draw a picture showing people doing different things in a particular place, e.g. in a garden. They can then write sentences with *while* to describe what the picture shows, e.g. *While the girl was sleeping on the grass, the boy was listening to music*.

## PAGE 14

### 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: Make sure your child understands what a volcano is before they read the story. Then ask your child to tell you about the story: *What is the story about?* (A family that escapes from the eruption of a volcano.) You could then ask your child to highlight the use of *while* and the past continuous in the story.

### EXTRA PRACTICE

Your child can go online to research examples of famous volcanic eruptions, e.g. the eruption of Krakatoa in 1883. (See the Extra Practice section for page 15 for the second part of this task.)

## PAGE 15

### WRITING: Write a story

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

Answer: First check that your child understands the meaning of the expressions in Exercise 1. Provide translations of the expressions, if necessary. Help your child understand the information in the Help with Writing box, which focuses on how a writer often makes their readers wait for important information in a story. You can talk to your child about ways to begin the story.

e.g. by focusing on the emotions of the characters, by describing the volcano, by describing leaving the town.

### EXTRA PRACTICE

Your child could write a short description of the volcanic eruptions they researched in the Reading Extra Practice section. They should include the following information in their descriptions: the name of the volcano, when it erupted, what happened after the eruption.

## 2 In the rainforest

### THE THEMES OF THE UNIT

The main theme of Unit 2 of *Super Minds* Level 5 is life in the rainforest.

### WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning numbers 100–5,000,000 and revising *have to* / *had to*. They are also learning the following vocabulary for describing life in a rainforest: *creeper, beak, toucan, sloth, branch, anaconda, pool, jaguar, anteater*.

### PAGES 16 AND 17

#### SUPER GRAMMAR: Numbers 100–5,000,000

Question: What are they for?

Answer: We use numbers to show the position, order or amount of something, e.g. *Three million people live in my city*.

Question: How do you use them in a sentence?

Answer: We can write a number as either a numeral or a word, e.g. *My friend's got 550 computer games.* / *My friend's got five hundred and fifty computer games.*

Question: Do I need to know anything else?

Answer: We use commas to divide large numbers into groups of three, but we don't use full stops, e.g. we write 6,500 but **not** 6.500. We don't always use commas when numbers have only four digits, e.g. we can write 6,500 or 6500.

### EXTRA PRACTICE

Your child can write five sentences with numbers that are important to them, e.g. *We live at Flat 320.* / *My great-grandmother is 102.* / *There are 3,400 students at my school.* They can then practise reading these sentences.

### PAGES 18 and 19

#### SUPER GRAMMAR: *Have to* / *Had to* revision

Question: What are they for?

Answer: We use *have to* to talk about the things that other people tell us to do, e.g. *I have to do lots of homework tonight.* We use *had to* to talk about

something someone told us to do in the past, e.g. *I had to tidy my room, make my bed and wash the dishes yesterday.*

Question: How do you use them in a sentence?

Answer: After *have to/had to* we can only use the infinitive, e.g. *We have to turn our smartphones off in class.* / *I had to help Mum and Dad in the kitchen on Saturday.*

Question: Do I need to know anything else?

Answer: *Had to* is the past form of both *had to* and *must*. *Must* doesn't have its own past form.

### EXTRA PRACTICE

Encourage your child to read you the sentences that they have written in Exercises 3 and 4. Can you write your own sentences and compare them with your child's?!

### PAGE 20

#### READING: A tourism advertisement

Question: What is an advertisement?

Answer: A notice, short film or song which tries to make people buy a particular product. A tourism advertisement tries to persuade people to go on a particular holiday.

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

Answer: Ask your child to tell you about it: *What is the advertisement for?* (A river tour of the Amazon.) *What can you see and do on the tour?* (You can see animals like monkeys, anteaters and toucans. You can stay in a log cabin.)

### EXTRA PRACTICE

Your child can look online for advertisements for other tours. They can then use what they find as inspiration for writing their own advertisement in the writing task on page 21. Encourage your child to think about what makes one advertisement better than another: is it the image, the slogan (the phrase that sells the product) or the design?

### TRY THIS!

Encourage your child to read texts aloud. Focus on rhythm, stress and pronunciation.

### PAGE 21

#### WRITING: Write a tourism 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 use certain phrases to try to make people buy products. You could encourage your



child to think of phrases an advertisement might use to make people buy something, e.g. *This is the best holiday ever!* / *Welcome to your dream holiday!* / *This is the perfect holiday!*

### EXTRA PRACTICE

Your child can look online for tourism advertisements for their city or country. What do they think of the advertisements they find? Could they think of a way to improve them?

## 3 The rock 'n' roll show

### THE THEMES OF THE UNIT

The main theme of Unit 3 of *Super Minds* Level 5 is music.

### WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is revising *going to* and learning *past* and *to the hour*. They are also learning the following vocabulary for rock concerts: *spotlight*, *bodyguards*, *fans*, *electric guitar*, *bass guitar*, *backing singers*, *dancer*, *drum kit*, *stage*.

### PAGES 22 AND 23

#### SUPER GRAMMAR: *Going to* revision

Question: What is it for?

Answer: We use *going to* to talk about plans, e.g. *My sister is going to study in Berlin*. We also use *going to* to make a prediction, e.g. *Watch out! You're going to drop that cup*.

Question: How do you use it in a sentence?

Answer: After *going to* we use the infinitive, e.g. *I'm going to see my friends*.

Question: Do I need to know anything else?

Answer: In informal spoken and written English, we often omit *go* after *going to*, e.g. we say *Jack's going to the park* rather than *Jack's going to go to the park*.

### EXTRA PRACTICE

Ask and answer the questions in Exercise 3 on page 23 with your child. You can use Exercise 4 for the answers.

### TRY THIS!

Encourage your child to keep a vocabulary dictionary. Suggest that they organise new vocabulary by theme, e.g. *music*, *sport*, *school*.

### PAGES 24 and 25

#### SUPER GRAMMAR: Time: *past* and *to the hour*

Question: What are they for?

Answer: We use *past* to talk about a particular number of minutes after an hour, e.g. *It's ten past five*. We use *to* to talk about a particular number of minutes before an hour, e.g. *It's twenty to six*.

Question: How do you use them in a sentence?

Answer: After *past* and *to* we usually say what hour we are referring to, e.g. *It's ten past ten*. / *It's twenty to five*.

Question: Do I need to know anything else?

Answer: We don't use *o'clock* with *past* and *to*, e.g. We say *It's ten past seven* **not** *It's ten past seven o'clock*.

### EXTRA PRACTICE

Your child can draw a series of clocks showing times that are *past* and *to the hour*. Alongside the clocks, they can write the times shown or read them out to you.

### PAGE 26

#### READING: An email

Question: What does the word *email* mean?

Answer: It is an abbreviation of *electronic mail* and, as we know, refers to messages sent between computers or smartphones.

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 concert that Noelia is going to.) *What does Noelia ask Chen in the email?* (If she wants to go to the concert.)

### EXTRA PRACTICE

Encourage your child to look at Noelia's use of the following set phrases in her email: *How are you?*, *Let me know*, *I hope you are well*, *Best wishes*. Encourage your child to make use of these phrases in their own emails on page 27.

### PAGE 27

#### WRITING: Write an email

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

Answer: Ask your child to think of ways of beginning a reply to Noelia's email, e.g. *Thanks for your email*, *Noelia!* Also make sure your child uses one of the ways of accepting an invitation which are introduced in Exercise 1 on page 27. Encourage them to follow the advice in the Help with Writing box, which is about the need to check emails for errors before sending them.

### EXTRA PRACTICE

Encourage your child to practise writing emails in English to their friends in school. They could set up a special email account that they use for writing in English.

# 4 Space restaurant

## THE THEMES OF THE UNIT

The main theme of Unit 4 of *Super Minds* Level 5 is food and restaurants.

## WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning ordinal numbers and the zero conditional. They are also learning the following restaurant-related vocabulary: *waiter, biscuits, salt, pepper, napkin, chopsticks, fork, spoon, knife*.

## PAGES 28 AND 29

### SUPER GRAMMAR: Ordinal numbers

Question: What are they for?

Answer: Ordinal numbers are *first, second, third, fourth*, etc. We use them to talk about the position of someone or something in a series, e.g. *My birthday is on the sixth of January*.

Question: How do you use them in a sentence?

Answer: We use ordinal numbers before nouns or after verbs, e.g. *This was the first computer game I played. / My sister was second in the race. / I came third in the competition*. We say dates with *the* and *of*, e.g. *The ninth of May*.

Question: Do I need to know anything else?

Answer: We can abbreviate ordinal numbers: first – 1st; second – 2nd; third – 3rd; fourth – 4th. We can write the abbreviation in two ways: 1st or 1<sup>st</sup>.

### EXTRA PRACTICE

Your child can write down a few dates that are important to them, then write sentences using those dates, e.g. *The tenth of April is Mum's birthday*.

## PAGES 30 and 31

### SUPER GRAMMAR: Zero conditional

Question: What is it for?

Answer: We use conditional sentences (also called *if* clauses) to say that one action happens as a result of another action. The zero conditional is for things that are always true, such as scientific truths. E.g. *If you heat ice, it melts*. This means 'every time you heat ice, it melts'.

Question: How do you use it in a sentence?

Answer: We form zero conditional sentences with two clauses: the *if* clause and the main clause. The *if* clause is for the condition, the main clause is for the result. We form the zero conditional by using the present simple in both the *if* clause and the main clause.

Question: Do I need to know anything else?

Answer: We can use *when* instead of *if* in the zero conditional. The meaning of the sentence is the same. e.g. We can say *If it rains, the grass gets wet* or *When it rains, the grass gets wet*.

### EXTRA PRACTICE

Your child can write four sentences describing things that are true about their life using the zero conditional, e.g. *If Dad doesn't get enough sleep, he feels miserable*.

## PAGE 32

### READING: An invitation

Question: What is an invitation?

Answer: A written or spoken request to someone, asking them to do something or go somewhere, e.g. to a birthday party or wedding.

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

Answer: Ask your child to tell you about it: *Whose party is it? (Jana's.) How old will she be? (12.) Who sent the invitation? (Jana's mum.)* See the Help with Writing box on page 33 for information on the use of 'RSVP' in invitations.

### EXTRA PRACTICE

Your child can look online for more examples of invitations to birthday parties. They can then use what they find as inspiration for writing their own invitation in the writing task on page 33.

## PAGE 33

### WRITING: Write an invitation

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

Answer: Help them understand the information in the Help with Writing box, which focuses on the use of RSVP in written invitations. Encourage your child to think of what to put at the top of their invitation to make it stand out, e.g. *Come to my party! / Party this Saturday!*, and remind them to make use of ordinal numbers in their invitations, e.g. *Party on Saturday 11th June. Come to my 13th birthday party*.

### EXTRA PRACTICE

The Hong Kong Space Restaurant mentioned on page 32 is unusual because the waiters are robots. Your child can go online to research unusual restaurants from around the world. They can then write a short description of the one they find most interesting.

# 5 The Wild West

## THE THEMES OF THE UNIT

The main theme of Unit 5 of *Super Minds* Level 5 is the American West of the nineteenth century.

## WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *made of ... / used for ...* and possessive apostrophes. They are also learning the

following vocabulary associated with the Wild West: *jail, sheriff, robbers, wagon, handcuffs, barrel, pistol, saddle, rope.*

## PAGES 34 AND 35

### SUPER GRAMMAR: *Made of ... / Used for ...*

Question: What are they for?

Answer: We use *made of ...* to talk about the material used to make an object, e.g. *My shirt is made of cotton.* We use *used for ...* to talk about the function of an object, e.g. *Knives are used for cutting food.*

Question: How do you use them in a sentence?

Answer: We use a noun after *made of*, e.g. *made of leather/plastic/glass.* We use an *ing* form after *used for*, e.g. *used for keeping things warm/cleaning things/heating water.*

Question: Do I need to know anything else?

Answer: If a material is changed in the process of making something, we use *made from*, e.g. *Paper is made from trees.* If a material is not changed in the process of making something, we use *made of*, e.g. *This knife and fork are made of metal.*

### EXTRA PRACTICE

Your child can write five sentences describing objects in the room using *made of ... / used for ...*, e.g. *My pencil case is made of plastic. It is used for keeping pens and pencils in.*

## PAGES 36 and 37

### SUPER GRAMMAR: Possessive apostrophes

Question: What are they for?

Answer: We use the possessive apostrophe ('s) to say that one person is related to another person or that something belongs to someone, e.g. *Ben's shoes are made of leather.*

Question: How do you use them in a sentence?

Answer: The person or thing that belongs to someone comes after the possessive apostrophe. E.g. *Mum's scarf, Dad's hat.*

Question: Do I need to know anything else?

Answer: If we talk about something that belongs to two people, we put the possessive apostrophe after the name of the second person in the sentence, e.g. *John and Mary's History project was brilliant.*

### EXTRA PRACTICE

Your child can describe pictures in *Super Minds* Level 5 using the possessive apostrophe, e.g. *The children's goggles are grey. The boy's T-shirt is orange.*

## HOME STUDY HELP!

Help your child to download a language app onto their smartphone. They can use it whenever they're waiting for dinner, waiting to go out, travelling on the bus, etc.

## PAGE 38

### READING: Classified advertisements

Question: What is a classified advertisement?

Answer: For sale, or classified, advertisements are found in newspapers, magazines and on websites. They are usually arranged into categories, e.g. clothes, furniture.

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

Answer: Ask your child to tell you about it: *What objects are for sale?* (A pair of boots, an acoustic guitar, a sheriff's costume, an electric guitar, a wagon, a saddle.) *Are all the objects cheap?* (No, they're not. The electric guitar is very expensive.)

### EXTRA PRACTICE

Your child can decide which of the objects in the advertisement on page 38 they would like to buy and why. They write a sentence explaining their choice, e.g. *I would like to buy the acoustic guitar because I want to learn to play that instrument.*

## PAGE 39

### WRITING: Write a classified 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 the particular style of these advertisements. You can then look back at the ads on page 38 and look at the way this kind of abbreviation has been used. For example, in the first ad the following words in brackets have been cut: *(A) pair of boots. (They are) made of fake leather! (They are) in very good condition. (They have a) beautiful design. (They have) only been worn a few times.* Your child can then do Exercise 1 on page 39.

### EXTRA PRACTICE

Your child can go online to find more examples of classified advertisements. They can then try writing a few more ads of their own, in which they advertise a few things you have in the house that you might be happy to sell!

# 6 In Istanbul

### THE THEMES OF THE UNIT

The main theme of Unit 6 of *Super Minds* Level 5 is tourism.

## WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *should* / *shouldn't* and *Could I ...* / *Do you mind if I ...?* They are also learning the following vocabulary for objects we might buy as souvenirs: *flag, sunglasses, earrings, carpet, basket, rings, cup and saucer, cushion, plate, soap, comb.*

## PAGES 40 AND 41

### SUPER GRAMMAR: *Should* / *Shouldn't*

Question: What are they for?

Answer: We use *should* / *shouldn't* to give someone advice or to make a suggestion, e.g. *You should visit Istanbul. It's a beautiful city.*

Question: How do you use them in a sentence?

Answer: After *should* / *shouldn't* we use the infinitive, e.g. *You should put some more sun cream on. It's very hot today.*

Question: Do I need to know anything else?

Answer: We can also use *should* to talk about what is ideal or the best thing to do in a situation, e.g. *There should be more toilets in the city centre.*

### EXTRA PRACTICE

Your child can write a short description of what a visitor to your city or country should and shouldn't do, e.g. *You should visit the art museum in my city. It's really interesting. / You should stay in your hotel in the middle of the day because it's too hot to go out.*

## PAGES 42 and 43

### SUPER GRAMMAR: *Could I ...* / *Do you mind if I ...?*

Question: What are they for?

Answer: We use *Could I ...* / *Do you mind if I ...?* to ask someone politely if we can do something.

Question: How do you use them in a sentence?

Answer: After *Could I ... ?* we use the infinitive, e.g. *Could I try on these shoes, please?* After *Do you mind if I ...?* we use a verb, e.g. *Do you mind if I open the door?*

Question: Do I need to know anything else?

Answer: We can also use *Can I* and *please* to ask someone politely if we can do something, e.g. *Can I try on these jeans, please?*

### EXTRA PRACTICE

Your child can write some short dialogues using the example questions and answers in Exercises 2 and 3 on page 43 to help them.

## PAGE 44

### READING: A travel diary

Question: What is a travel diary?

Answer: A travel diary is a record of experiences that someone has on a particular trip.

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

Answer: Ask your child to tell you about it: *Where did Joe and his family go?* (Seville.) *Did they enjoy themselves there?* (Yes, they did.) *What did they do?* (They visited a park, walked around the old parts of the city, went on a boat trip and bought souvenirs.)

### EXTRA PRACTICE

Your child can go online to research Seville (and other places in Spain) and then write about where they would like to visit and why, e.g. *I would like to go to the city of Cordoba to visit La Mezquita.*

## PAGE 45

### WRITING: Write a travel 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 travel diaries should give the reader an impression of an event, but not all of its details. For example, a boring diary entry might look like this: *We went to a museum this morning. We arrived at exactly nine o'clock and then we waited in the queue for fifteen minutes. When we got inside, we bought our tickets. Our tickets cost ten Euros.* A more interesting diary entry describing the same event might look like this: *We went to the Natural History Museum this morning. We saw dinosaurs and pages from Charles Darwin's famous books. Mum took a photo of Dad standing next to a T-Rex! What a day!*

Your child should do some research online into the cities in the list in Exercise 2, before they decide which of them to write their diary entry about.

### EXTRA PRACTICE

Your child can write about which cities in the list in Exercise 2 they would like most to visit and why.

### TRY THIS!

Help your child to organise their writing into paragraphs. It makes it easy for the reader to read it.

# 7 The story teller

### THE THEMES OF THE UNIT

The main theme of Unit 7 of *Super Minds* Level 5 is literature.

## WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *will* for offers and promises, and the present perfect with *just*. They are also learning the following vocabulary associated with the theatre: *audience, candles, mask, lute, actor, wig, costume, tights.*



## PAGES 46 AND 47

### SUPER GRAMMAR: *Will* for offers and promises

Question: What is it for?

Answer: We use *will* to make offers, e.g. A: *I'm really cold.* B: *I'll close the window.* We also use it to make promises, e.g. *I'll work hard and pass all my exams!*

Question: How do you use it in a sentence?

Answer: After *will* we use the infinitive, e.g. *will do, will go, will see.*

Question: Do I need to know anything else?

Answer: We usually use the contracted form with *will*, e.g. *I'll make a drink.*

### EXTRA PRACTICE

Your child can write five promises for the week ahead using *will*, e.g. *I'll do my homework before I watch YouTube. / I'll wash the dishes every night. / I'll tidy my room every morning.*

## PAGES 48 and 49

### SUPER GRAMMAR: Present perfect with *just*

Question: What is it for?

Answer: We use the present perfect with *just* to talk about something that happened a very short time ago, e.g. *I've just seen Jon.* *Just* is usually used to refer to something that happened within the last few minutes.

Question: How do you use it in a sentence?

Answer: We form the present perfect with *has/have + past participle (seen, been, done)*. We put *just* between *has/have* and the past participle.

Question: Do I need to know anything else?

Answer: In American English, *just* is often used with the simple past, e.g. *I just saw Jon.* This is less common in British English.

### EXTRA PRACTICE

Your child can write four sentences describing things they have done in the last few minutes, e.g. *I've just completed Exercise 4. / I've just had a glass of water. / I've just spoken to my dad.*

## PAGE 50

### 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 did Ciaran and his parents do before they went to the theatre?* (They went to a restaurant.) *What play did Ciaran and his parents see?* (Shakespeare's *A Midsummer Night's Dream*\*) *What did Ciaran think of the play?* (He thought it was brilliant.)

\* Your child might like to begin reading *Tales From Shakespeare* by Charles and Mary Lamb. Published at the beginning of the nineteenth century, the book retells Shakespeare's plays in a simplified form for children.

### EXTRA PRACTICE

Encourage your child to find a penfriend (there are several penfriend services online). This will give them the chance to practise writing letters.

### TRY THIS!

Bring your child's attention to the way a text is organised, e.g. the title, the use of paragraphs, the lengths of the sentences. The organisation of a text affects the way we read it.

## PAGE 51

### WRITING: Write a 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 fact that we can write more in a letter than we can in a text message, email or social media post. Make sure they understand that writing using a pen is an important skill that young people, in this digital age, need to practise.

Check that your child has completed Exercise 1 correctly. The alternative phrases for *How are you?* which are introduced in that exercise, are common in informal spoken and written English. You could then help your child think of a way of beginning their letter, e.g. *Dear Uncle Ed, thank you for your letter! I enjoyed reading it.*

### EXTRA PRACTICE

If a member of your family speaks English, your child can write to them and explain what they have been learning in *Super Minds*.

# 8 Museum of the future

### THE THEMES OF THE UNIT

The main theme of Unit 8 of *Super Minds* Level 5 is jobs.

### WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *if* clauses and *what if ... ?* They are also learning the following vocabulary for jobs: *businessman, cleaner, engineer, dentist, businesswoman, artist, farmer, mechanic, computer programmer.*

## PAGES 52 AND 53

### SUPER GRAMMAR: *If* clauses

Question: What are they for?

Answer: We use *if* clauses to say that one action happens as a result of another action. *If* clauses are also called conditional sentences. In Unit 8 your child is introduced to the first conditional. We use this to talk about a present or future possibility, e.g. *If it's hot at the weekend, we'll go to the beach.*

Question: How do you use them in a sentence?

Answer: We form conditional sentences with two clauses: the *if* clause and the main clause. The *if* clause is for the condition, the main clause is for the result. We form the first conditional by using the present simple in the *if* clause and *will* + infinitive in the main clause.

Question: Do I need to know anything else?

Answer: We can put the *if* clause first or second in the sentence, e.g. we can say *If you're thirsty, I'll make you a drink* or *I'll make you a drink if you're thirsty*. Note that if the main clause goes first, we don't put a comma in the middle of the sentence.

### EXTRA PRACTICE

Your child can write five sentences with the first conditional describing possibilities for the next week, e.g. *If Tom's free on Sunday, we'll go to the park.* / *We'll go to the cinema if it's wet.*

## PAGES 54 and 55

### SUPER GRAMMAR: *What if ... ?*

Question: What is it for?

Answer: We use *what if ... ?* to ask someone about the consequence of a particular action, e.g. A: *Let's go to the outdoor pool on Sunday.* B: *But what if it rains?* A: *We'll go to the indoor pool!*

Question: How do you use it in a sentence?

Answer: After *What if ... ?* we use a person plus a verb in the present simple, e.g. *What if it rains?* *What if Sally doesn't come?*

Question: Do I need to know anything else?

Answer: It is common to respond to a *What if ... ?* question with *Then* and an alternative suggestion, e.g. A: *What if we burn the cake?* B: *Then we'll make another one!*

### EXTRA PRACTICE

Read the short dialogues in Exercise 3 with your child. Then read the prompts in Exercise 4, encouraging your child to read their responses.

### HOME STUDY HELP!

Encourage your child to write down their study goals at the beginning of the week, e.g. *This week I want to learn jobs vocabulary and the first conditional.*

## PAGE 56

### READING: A newspaper article

Question: What is a newspaper article?

Answer: A newspaper article is a piece of writing on a particular theme, e.g. *I read an article about jobs in the future*. As well as newspapers, articles are found in magazines and online.

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

Answer: Ask your child to tell you about it: *What is the newspaper article about?* (A factory that makes robots for the car industry.) *Where is the factory based?* (Berlin.) *Does Helga Weber think robots will take people's jobs in the future?* (She doesn't know, but thinks it's a possibility.)

### EXTRA PRACTICE

Encourage your child to find articles online to read in English. There are several online newspapers and magazines containing articles for children to read, e.g. *FirstNews*.

## PAGE 57

### 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 the need for the subject matter of a newspaper article to be clear from the beginning. Check that your child has completed Exercise I correctly and then help them find a title for their article and an opening sentence. Possibilities for opening sentences include the following: *Who needs painters when you've got robots?* / *Would you like to meet the robots that paint?* / *In Tokyo, there is a company that makes robot painters.*

### EXTRA PRACTICE

Your child can design their own robot. They should draw a picture of it, give it a name and write a description of what it can do.

# 9 Mystery at sea

### THE THEMES OF THE UNIT

The main theme of Unit 9 of *Super Minds* Level 5 is the sea.

### WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning present perfect with *already* and *yet* and *Have you ... yet?* They are also learning the following vocabulary associated with ships: *sail, mast, captain, lifeboat, porthole, cabin, barometer, rat, sailor.*

## PAGES 58 AND 59

### SUPER GRAMMAR: Present perfect with *already* and *yet*

Question: What are they for?

Answer: We use the present perfect to connect the past to the present. We use *already* to talk about actions which have happened before now, e.g. *What a busy morning! I've already tidied my room, packed my bag for school tomorrow and finished my English project.* We often use *already* to say that something has happened sooner than we expected, e.g. *My brother is only eight years old, but he's already learned French, Spanish and Arabic!*

We use *yet* to talk about actions which haven't happened up to now. E.g. *I haven't finished my Science project yet.*

Question: How do you use them in a sentence?

Answer: We form the present perfect with *has/have* + past participle (*played, written, gone*). We put *already* between *has/have* and the past participle. We put *yet* at the end of the sentence.

Question: Do I need to know anything else?

Answer: We can also put *already* at the end of the sentence, e.g. *I've finished my homework already.* We use *yet* in negatives to ask about things which haven't happened, but which we expect to happen soon, e.g. *I haven't seen the new Superman film yet. I hope to see it at the weekend.*

### EXTRA PRACTICE

Your child can use the present perfect with *already* and *yet* to write five sentences about what family members have or haven't done, e.g. *My Mum's already worked in ten countries. / My brother hasn't started university yet.*

### HOME STUDY HELP!

Make sure your child takes regular breaks if they are using a computer or other electronic device, to give their eyes a rest.

## PAGES 60 and 61

### SUPER GRAMMAR: *Have you ... yet?*

Question: What are they for?

Answer: We use *Have you ... yet?* to ask someone if they have done something at some point up to now, e.g. A: *Have you washed the dishes yet?* B: *No, I haven't.*

Question: How do you use them in a sentence?

Answer: After *have* and before *yet* we use person + the past participle (e.g. *eaten, swum, had*), e.g. *Have you finished your homework yet?*

Question: Do I need to know anything else?

Answer: We use *yet* in questions to ask about things we expect to have happened, but which haven't happened so far, e.g. A: *Have you made your bed yet?* B: *No, I haven't. I'll do it soon.*

### EXTRA PRACTICE

Your child can write questions using *Have you ... yet?* similar to the ones in Exercise 2. They can then write answers to those questions, using the examples in Exercise 3 as a model to follow.

### TRY THIS!

Help your child to record themselves reading their writing aloud. You can record on most smartphones. They can then listen to the recording and try to spot any errors.

## PAGE 62

### 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?* (Gareth.) *Where has Gareth been in London?* (Buckingham Palace, Tower Bridge and the British Museum.) *Where did he go yesterday?* (The National Maritime Museum.) *Where is he going tomorrow?* (On the London Eye.)

### EXTRA PRACTICE

The National Maritime Museum tells the story of Britain's relationship with the sea. Your child can go online to research the museum's website and choose which exhibitions they would most like to see.

## PAGE 63

### 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 focuses on the usual structure of information in a postcard. Encourage your child to do some research into places of interest for visitors to London. They can then use this information when writing their postcards.

### EXTRA PRACTICE

Your child can go online to research famous museums in the UK. They could write a top-five list of museums they would most like to visit, explaining what they would like to see in each museum and why.