



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

Back to school

THE THEMES OF THE UNIT

The main theme of the Starter Unit of *Super Minds Level 6* is school.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is revising the present perfect with *already/yet* and *which/who/where*. They are also

learning the following vocabulary for outside at school: *basketball hoop, tennis court, net, football pitch, railings, running track, bike rack, litter bin, school bell.*

PAGES 4 AND 5

SUPER GRAMMAR: Present perfect with *already*/ *yet* revision

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 and *yet* to talk about actions which haven't happened up to now. E.g. *I've already been to the Science Museum, but I haven't been to the Natural History Museum yet.*

Question: How do you use them in a sentence?

Answer: We form the present perfect with *has/have* + past participle (*seen, had, bought*). 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 put *already* between *has/have* + past participle or at the end of the sentence, e.g. *I've already washed the dishes* or *I've washed the dishes already.*

EXTRA PRACTICE

Your child can write questions using *Have you ... yet?* to ask other members of your family, similar to the ones in Exercise 2 on page 5, e.g. *Have you had your lunch yet, Dad?* They can then ask the questions and write the answers using the short answers *Yes, he has/ No, he hasn't.*

HOME STUDY HELP!

Get your child to think about what they are going to study before they study it. They should ask themselves: *what do I already know about this?*

PAGES 6 and 7

SUPER GRAMMAR: *who* / *which* / *where* revision

Question: What are they for?

Answer: *Who/which/where* are relative pronouns. We use these words to give more information about people, places or things, e.g. *That park is the place where we saw the strange bird.*

Question: How do you use them in a sentence?

Answer: We use *who* to refer to people, e.g. *The boy who scored the goal is my friend.* We use *which* to refer to things, e.g. *The bike which is near the gate is mine.* We use *where* to refer to places, e.g. *Rome is the city where I was born.*

Question: Do I need to know anything else?

Answer: In informal spoken and written English we don't need to use the relative pronoun when it is the object of the sentence, e.g. We can say *The website which I like the most is YouTube* or *The website I like the most is YouTube.*

EXTRA PRACTICE

Your child can write four sentences using *who/which/where* similar to the ones in Exercise 1 on page 6. These sentences should describe people, things and places in your child's own life.

PAGE 8

READING: A school newsletter

Question: What is a newsletter?

Answer: A newsletter is a regular report which gives people information on a particular organisation or subject. Newsletters are often sent out by email.

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 school?* (The Alan Turing High School.) *What new things has the school got?* (football pitch, running track, bell, bike racks.) *Who is Miss Kulin?* (the new tennis coach.)

EXTRA PRACTICE

Your child can research school newsletters online. They can then use the examples they find as inspiration when writing their own newsletter for the writing task on page 9.

PAGE 9

WRITING: Write a school newsletter

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

Answer: Help them understand the information in the Help with Writing box, which focuses on the type of content that school newsletters usually include. Check your child has completed Exercise 1 and then encourage them to use the sentences in that exercise in their newsletter. Encourage your child to use the example newsletters they found online for the Reading page to help them design their own newsletter. Questions to think about: *Where will they put the heading? Will they use different colours? Will they include a picture?*

EXTRA PRACTICE

Your child can read out their school newsletter and record it. They can then listen to the recording and look for ways to improve their writing (they should think about their grammar, spelling, vocabulary and punctuation).

1 The treasure

THE THEMES OF THE UNIT

The main themes of Unit 1 of *Super Minds* Level 6 are pirates and treasure.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning the present perfect with *for* and *since* and *How long have you ... ?* They are also learning the following vocabulary associated with pirates and treasure: *palm tree, spade, hook, hammock, eye-patch, treasure chest, coins, key, hole, binoculars.*

PAGES 10 AND 11

SUPER GRAMMAR: Present perfect with *for* and *since*

Question: What is it for?

Answer: We use the present perfect with *for* and *since* to talk about actions which began in the past and continue to the present, e.g. *I've lived in London for six years.* We also use them for states which began in the past and continue to the present, e.g. *My dad has been a journalist since he was twenty-one.*

Question: How do you use it in a sentence?

Answer: We form the present perfect with *has/have + past participle (done, known, been).* We use *for* to refer to a period of time, e.g. *I haven't seen John for three days.* We use *since* for a point in time, e.g. *I haven't seen John since last week.*

Question: Do I need to know anything else?

Answer: When we talk about an action which started in the past and continues to the present, we must use the present perfect. We can't use the present simple. This means that we say *I've known my best friend since 2013* **not** *I know my best friend since 2013.*

EXTRA PRACTICE

Your child can write five sentences about members of the family using the present perfect with *for* and *since*, e.g. *My brother has done karate since he was seven years old.*

TRY THIS!

Suggest that when your child writes example sentences in their notebook, they use different colours so that they can identify parts of grammar.

PAGES 12 and 13

SUPER GRAMMAR: *How long have you ... ?*

Question: What is it for?

Answer: We use *How long have you ... ?* to ask someone a question about the length of time they have done or been something, e.g. *How long have you known Sally? / How long have you been a tennis player?*

Question: How do you use it in a sentence?

Answer: After *How long have you ... ?* we use the past participle (*been, done, known*).

Question: Do I need to know anything else?

Answer: In informal spoken and written English, *for* is often used with *How long have you ... ?* E.g. *How long have you lived in Turkey for?*

EXTRA PRACTICE

Your child can write questions with *How long have you ... ?* using the examples in Exercise 2 on page 13 as models to follow. They can then answer the questions using the present perfect with *for* and *since*.

PAGE 14

READING: An email to ask for information

Question: What is an email to ask for information?

Answer: One we write to an organisation or company to ask them questions about the services they provide. E.g. we might write an email to a museum to ask about when an exhibition will be open.

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 theme park?* (Treasure Island Theme Park.) *How many times has Steven written to Fleur Jack?* (A few times.) *What does Steven want to know?* (If there is a discount price for a group, if the rides are safe for everyone, if you can walk from the station.)

EXTRA PRACTICE

Your child can go online to research examples of theme parks around the world. They should choose the one they find the most interesting. (See the Extra Practice section to the Writing page for the second part of this activity.)

PAGE 15

WRITING: Write a formal 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 importance of using a subject line in a formal email. Good subject lines make it easier for someone to notice an email in their inbox. Check that your child has done Exercise 1 correctly and then encourage them to make use of the formal phrases in their email. They should also use Steven's email on page 14 as a model to follow when writing their own.

EXTRA PRACTICE

Your child can write a short description of the theme park they researched in the Extra Practice section for the Reading page. They should say why they chose this theme park and include some information about it, e.g. *I would like to visit LEGOLAND in California. I've liked Lego for a long time, so I think it would be interesting to go to this theme park. LEGOLAND has been open since 1999.*

2 Future transport

THE THEMES OF THE UNIT

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

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *need to* and *will / won't*. They are also learning the following transport-related vocabulary: *monorail, cable car, parachute, solar panel, microlight, hang-glider, jet pack, wind turbine, surfboard, floating skateboard, unicycle, inline skates*.

PAGES 16 AND 17

SUPER GRAMMAR: *need to*

Question: What is it for?

Answer: We use *need to* to talk about something it is necessary to do and *don't need to* to say that it isn't necessary to do something, e.g. *We need to buy tickets for the train, but we don't need to check the train times because I've done it already*.

Question: How do you use it in a sentence?

Answer: After *need to* we use the infinitive, e.g. *I need to help my brother with his Maths homework. He's not sure how to do it*.

Question: Do I need to know anything else?

Answer: We form questions with *need to* in the present with *Do/Does* e.g. *Do you need to study tonight?*

EXTRA PRACTICE

Your child can imagine that they are going on a school trip: What do they need to do before they go and what do they need to pack or buy for the trip? They write five sentences, e.g. *I need to pack a camera. I need to buy some bottles of water and make sandwiches*.

TRY THIS!

Encourage your child to learn the different grammatical forms of the same word, e.g. *need, needed, needing*. Test them on these forms.

PAGES 18 and 19

SUPER GRAMMAR: *will / won't*

Question: What are they for?

Answer: We use *will / won't* to make predictions, e.g. A: *How will we travel in the future?* B: *I think we'll travel in flying cars one day*.

Question: How do you use them in a sentence?

Answer: After *will / won't* we use the infinitive, e.g. *will / won't go, will / won't do, will / won't see*.

Question: Do I need to know anything else?

Answer: The predictions we make with *will* are based more on feelings than evidence. If we have clear evidence for a prediction we use *going to*, e.g. *Look at those clouds. There's going to be a thunderstorm!*

PAGE 20

READING: An advertisement

Question: What is an advertisement?

Answer: A notice, short film or song which tries to make people buy a particular product.

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 flying car.) *Is the flying car cheap or expensive?* (Very expensive!) *Will the flying car go faster in the future?* (The advertisement says that it will.)

EXTRA PRACTICE

Your child can look online for advertisements for cars, motorbikes, boats, planes, or helicopters. They can then use what they find as inspiration for writing their own advertisement in the writing task on page 21.

PAGE 21

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 use slogans. You could encourage your child to think of slogans an advertisement for a car might use, e.g. *Our Car Is Your Car. / A House On Wheels. / The Drive Of Your Life*. Make sure that your child plans the content of their advertisement before they start writing it. They should use the advertisement on page 20 as a model to follow.

EXTRA PRACTICE

Your child can make a video or audio version of their advertisement using a smartphone, tablet or desktop computer.

3 Ancient Egypt

THE THEMES OF THE UNIT

The main theme of Unit 3 of *Super Minds* Level 6 is Ancient Egypt.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning the past passive and *a lot of / lots of / a few / a little*. They are also learning

the following vocabulary to describe Ancient Egypt: *pyramid, Sphinx, pharaoh, chariot, slaves, rock, hieroglyphics, tomb, mummy.*

PAGES 22 AND 23

SUPER GRAMMAR: Past passive

Question: What is it for?

Answer: Verbs can be active or passive. We use the active when we are interested in who or what does an action, e.g. *The Ancient Egyptians wrote hieroglyphics on the wall.* We use the passive when we are interested in who or what is affected by an action, e.g. *The hieroglyphics were written on the wall.*

Question: How do you use it in a sentence?

Answer: We form the past passive with *was/were* + past participle.

Question: Do I need to know anything else?

Answer: When we want to say who or what did an action in a passive sentence we use *by*, e.g. *The pyramids were built by slaves.*

EXTRA PRACTICE

Read the dialogue in Exercise 2 on page 23 with your child. Swap roles so that they can practise both parts.

PAGES 24 and 25

SUPER GRAMMAR: *a lot of / lots of / a few / a little*

Question: What are they for?

Answer: We use *a lot of / lots of / a few / a little* to talk about quantity, e.g. *We've got a lot of apples, but we've only got a few bananas.*

Question: How do you use them in a sentence?

Answer: We use *a lot of / lots of / a few / a little* with nouns, e.g. *a lot of children, lots of people, a few books, a little time.*

Question: Do I need to know anything else?

Answer: A countable noun is one that has both a singular and plural form, e.g. *plate(s), apple(s), bottle(s)*. An uncountable noun does not have a plural form and is not used with *a* or *an*, e.g. *water, time, information*. We use *a lot of / lots of* with countable and uncountable nouns. We use *a few* with countable nouns. We use *a little* with uncountable nouns.

EXTRA PRACTICE

Your child can write a description of what is in your fridge using *a lot of / lots of / a few / a little*. E.g. *There's lots of milk, but there is only a little cheese.*

PAGE 26

READING: An informal email

Question: What is an informal email?

Answer: An informal email is one that we write to people we know well. Informal emails are friendly and conversational in tone.

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 email?* (Amber.) *What is the email about?* (Amber's holiday to Egypt.) *Did everything go well?* (No, it didn't. There were problems with the flight, the hotel and the weather.)

EXTRA PRACTICE

Your child can research the city of Cairo and then write a description of it using the past passive and *a lot of / lots of / a few / a little*, e.g. *Cairo is in Egypt. There are lots of old buildings in the centre of the city.*

PAGE 27

WRITING: Write an informal 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 style and language of informal emails. Your child can research the British Museum online, before they begin writing their email. Encourage your child to use Amber's email on page 26 as a model to follow.

EXTRA PRACTICE

Your child can take another look at the website of the British Museum, then write a short description of it using the grammar from the unit, e.g. *The British Museum was opened in the nineteenth century. There are lots of ancient objects to see at the museum. One of them is the Magna Carta.*

TRY THIS!

Remind your child that their writing will have a reader. They should try to surprise that reader with what they write.

4 Olympic sports

THE THEMES OF THE UNIT

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

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *could* for possibility and the present continuous for the future. They are also learning the following vocabulary for sports: *long jump, gymnastics, rowing, archery, high jump, wrestling, hurdles, weightlifting, fencing, boxing.*

PAGES 28 AND 29

SUPER GRAMMAR: *could* (possibility)

Question: What is it for?

Answer: We use *could* to talk about a possible present or future action, e.g. *I think we could win the match! We've got a great team!*

Question: How do you use it in a sentence?

Answer: After *could* we use the infinitive without *to*, e.g. *could go, could do, could play.*

Question: Do I need to know anything else?

Answer: Remember that *could* is also the past of *can* and that we use it to talk about something we were once able to do, e.g. *I could run really fast when I was a boy.*

EXTRA PRACTICE

Your child can write a short dialogue like the ones in Exercise 2 on page 29.

TRY THIS!

Encourage your child to practise writing sentences with the new grammar structures that they learn.

PAGES 30 and 31

SUPER GRAMMAR: Present continuous (future)

Question: What is it for?

Answer: We use the present continuous to talk about things we have arranged to do, e.g. *I'm meeting my cousins at the park.*

Question: How do you use it in a sentence?

Answer: The present continuous is formed with *am/is/are + verb + ing.*

Question: Do I need to know anything else?

Answer: We use the present continuous for the future with time phrases such as *tonight/tomorrow/next year/on Saturday.*

PAGE 32

READING: A leaflet

Question: What is a leaflet?

Answer: A sheet of paper which contains an advertisement for a particular company, product or service. Leaflets are usually given out for free.

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

Answer: Ask your child to tell you about it: *What is the leaflet advertising? (A sports camp.) When does the camp start? (1st July.) How much is a four-hour class? (£10.)*

EXTRA PRACTICE

Your child can go online to research summer sports camps. They should choose the camp they find the most interesting. (See the Extra Practice for the Writing page, which is a follow-up to this activity.)

PAGE 33

WRITING: Write a leaflet

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

Answer: Help them understand the information in the Help with Writing box, which focuses on the importance of putting information at the top of a leaflet (this is where most people look first). Make sure your child completes Exercise I successfully. Encourage them to use these sentences in their leaflets. Your child should use the example leaflet on page 32 as a model to follow.

EXTRA PRACTICE

Your child can design another leaflet to advertise one of the summer sports camps they researched in the Extra Practice section at the end of the Reading page.

5 In London

THE THEMES OF THE UNIT

The main theme of Unit 5 of *Super Minds* Level 6 is London, past and present.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning present perfect with *ever / never* and present perfect with simple past detail. They are also learning the following vocabulary for shops: *chemist's, tailor's, barber's, baker's, grocer's, butcher's, jeweller's, carpenter's.*

PAGES 34 AND 35

SUPER GRAMMAR: Present perfect with *ever / never*

Question: What is it for?

Answer: We use the present perfect with *ever / never* to talk about experiences, e.g. A: *Have you ever lived in another country?* B: *No, I haven't. I've been to lots of countries on holiday, but I've never lived in another country.*

Question: How do you use it in a sentence?

Answer: We form the present perfect with *has/have + ever + past participle (made, tried, eaten).*

Question: Do I need to know anything else?

Answer: If we want to say when we did something, we use the simple past, not the present perfect, e.g. we say *I went to London in 2012* **not** *I've been to London in 2012.*

EXTRA PRACTICE

Your child can write five questions to ask you (and other family members) using the present perfect with *ever* / *never*, e.g. A: *Have you ever tried Chinese food?* Can you answer their questions?!

PAGES 36 and 37

SUPER GRAMMAR: Present perfect with simple past detail

Question: What is it for?

Answer: We use the present perfect to ask someone about an experience. We then use the simple past to find out more about that experience, e.g. A: *Have you ever been to New York?* B: *Yes, I have.* A: *When did you go?* B: *I went with my family last December. It was great!*

Question: How do you use it in a sentence?

Answer: When we talk about the experience but don't mention when it happened, we use the present perfect, e.g. *I've tried Italian food, but I've never tried French food.* When we talk about when we had an experience, we use the simple past, e.g. *I first tried Italian food last summer in Rome.*

Question: Do I need to know anything else?

Answer: *Been* and *gone* don't have the same meaning. *Clara's been to Scotland.* (This means she went there and came back.) *Clara's gone to Scotland.* (This means she went there, but hasn't come back yet.)

EXTRA PRACTICE

Your child can write three sentences about experiences they have had, e.g. *I've been to France three times. The first time I went was in 2010 and we went to Paris.*

PAGE 38

READING: A book review

Question: What is a review?

Answer: A review is a report in a newspaper, magazine or on a website which gives someone's opinion of a book, film, TV programme, exhibition, etc.

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

Answer: Ask your child to tell you about it: *What is the title of the book the review is about?* (The BFG*.) *What is the book about?* (A friendship between a girl and a friendly giant.) *Did Amanda enjoy the book?* (Yes, she did. She describes it as 'the best book set in London that I have ever read'.)

* *The BFG* was written by Roald Dahl (1916–1990). Dahl was an Anglo-Norwegian author whose stories for children are some of the most well-known and beloved of the twentieth century. Books such as *Charlie and the Chocolate Factory*, *The Witches*, and *James and the Giant Peach* remain very popular. Many of Dahl's stories have been turned into films.

EXTRA PRACTICE

Your child could look online for an extract from *The BFG*. (The opening of the story can be read on Amazon by searching for the book and making use of the 'Look Inside' feature.)

TRY THIS!

If your child doesn't know the answer to a question in a reading comprehension exercise, suggest that they move on to the next one. They can come back to the difficult question at the end.

PAGE 39

WRITING: Write a book review

Question: How can I help my child write the book review?

Answer: Help them understand the information in the Help with Writing box, which focuses on the importance of not giving away important parts of the story when writing a review. Your child should try to describe a story in one or two sentences, e.g. *The BFG is about a giant and a girl who fight some horrible giants.*

Help your child to choose a book to review: *What books have they read and enjoyed recently?* *What books have excited them the most?* As soon as your child has chosen a book to write about, make sure they plan their review before they start writing it. Encourage your child to use Amanda's review on page 38 as a model to follow.

EXTRA PRACTICE

Your child can go to the library and look for a book by Roald Dahl to read, either in English or in their own language. Some of Dahl's books are quite short (e.g. *The Magic Finger*, *Esio Trot*, *The Enormous Crocodile*).

6 Crazy inventions

THE THEMES OF THE UNIT

The main themes of Unit 6 of *Super Minds* Level 6 are tools and machines.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *too many* / *not enough* and *Can you tell me what this is for / does / is?* They are also learning the following vocabulary for tools and machines: *spanner, switch, lever, button, drill, screwdriver, workbench, hammer, nails, saw, paint pot, paintbrush.*

PAGES 40 AND 41

SUPER GRAMMAR: *too many / not enough*

Question: What are they for?

Answer: We use *too many* to say that there is more of something than a person needs, e.g. *I've got too many things to do*. We use *not enough* to say that there is not as much of something as a person needs, e.g. *We haven't got enough time*.

Question: How do you use them in a sentence?

Answer: We usually use *have got* and *there is/are* with *too many / not enough*, e.g. *I've got too many things to carry*. / *There aren't enough eggs for our omelette*.

Question: Do I need to know anything else?

Answer: We use *too many* with countable nouns. We use *not enough* with countable and uncountable nouns. (See Unit 3 for information on the difference between countable and uncountable nouns.)

EXTRA PRACTICE

Your child can write four sentences describing what they have *too many* or *not enough* of. They could write about food in the cupboards, e.g. *We haven't got enough biscuits but there are too many carrots!*

PAGES 42 and 43

SUPER GRAMMAR: *Can you tell me what this is for / does / is?*

Question: What is it for?

Answer: We use *Can you tell me what this is for / does / is?* to ask someone about the function of a tool or machine, e.g. *Can you tell me what this switch does?*

Question: How do you use it in a sentence?

Answer: We use *Can you tell me ...?* questions when we want to be particularly polite. There are more direct forms of these questions: *What is this for?* / *What does this do?* / *What is this?*

Question: Do I need to know anything else?

Answer: We can also use *Can you tell me ...?* to ask questions about things, e.g. *Can you tell me what time it is?* / *Can you tell me where the cinema is?* / *Can you tell me what time the train to London leaves?*

EXTRA PRACTICE

Walk around your house with your child. They can ask questions about tools and appliances in your house, e.g. (the washing machine) *Can you tell me what this does?* (It washes our clothes.).

PAGE 44

READING: A blog post

Question: What is a blog?

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

are interested in. What is written on a blog is called a *blog post* or *blog entry*. People who write blogs are called *bloggers*.

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

Answer: Ask your child to tell you about it. *What is the blog about?* (Arthur's busy life.) *Who asks Arthur questions every day?* (His sister.) *What is Arthur interested in reading about?* (Everything!)

EXTRA PRACTICE

Encourage your child to look online and find blogs written in English by other learners of English around the world.

TRY THIS!

Encourage your child to identify what they like and dislike about the style of a particular text. They can use the things they like in their own writing.

PAGE 45

WRITING: Write a blog post

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

Answer: Encourage them to follow the advice in the Help with Writing box. Help them think about the need to write a blog post in a direct and friendly style. Once your child has completed Exercise I, ask them to choose one of the sentences as the beginning of their blog post. Your child's blog should be organised into paragraphs and have a title at the top. Make sure your child uses Arthur's blog on page 44 as a model to follow when writing their own.

EXTRA PRACTICE

Your child can start their own blog in English. This could be about learning English, or a hobby they enjoy doing.

7 This is Houston

THE THEMES OF THE UNIT

The main theme of Unit 7 of *Super Minds* Level 6 is space.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning gerunds and reported speech. They are also learning the following vocabulary for describing space, the moon landing and mission control: *countdown clock*, *lunar module*, *space capsule*, *spacesuit*, *launch pad*, *crater*, *control panel*, *screen*, *headset*.

PAGES 46 AND 47

SUPER GRAMMAR: Gerunds

Question: What are they for?

Answer: The gerund is the *ing* form of the verb. We use them as nouns, e.g. *Exercising is very important.*

Question: How do you use them in a sentence?

Answer: Gerunds can be both the subject and the object of a sentence, e.g. *Climbing is lots of fun. / I like singing.*

Question: Do I need to know anything else?

Answer: We form the negative form of the gerund with *not*, e.g. *Not studying before an important exam is a bad idea. / I tried not using the Internet for a few days, but it was impossible!*

EXTRA PRACTICE

Your child can write sentences with gerunds to describe the likes and dislikes of family members, e.g. *Sleeping is my sister's favourite thing. / My mum really enjoys meeting friends.*

PAGES 48 and 49

SUPER GRAMMAR: Reported speech

Question: What is it for?

Answer: We use reported speech to report something that someone said, e.g. *Tanya said that she loved films about space travel.*

Question: How do you use it in a sentence?

Answer: In general we report what someone says by using *said that*, e.g. *He said that he liked music. / They said that they lived in Turkey.* If the verb is in the present in direct speech, we usually put it into the past in reported speech, e.g. Direct Speech: *I play tennis every weekend.* Reported speech: *She said that she played tennis every weekend.*

Question: Do I need to know anything else?

Answer: We don't use inverted commas when writing reported speech. We only use inverted commas when we report the exact words that someone said, e.g. *Milly said, 'I am going to be a film director.'* In reported speech, we say: *Milly said that she was going to be a film director.*

EXTRA PRACTICE

Your child can write five sentences reporting what members of the family or teachers in school have said to them recently, e.g. *Mum said that I had to do more studying. / Ms Lowell said that she liked my History project.*

PAGE 50

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 is the astronaut going? (To Mars.) Does he like being in space? (Yes and no. He doesn't like the food, but he likes looking at Earth from space.) How many times a day does he see the sunrise? (16.)*

EXTRA PRACTICE

Your child can go online to research Mars (and any other planets they are interested in). They can then use what they find out in the writing task on page 51.

PAGE 51

WRITING: Write a travel diary

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

Answer: Help them understand the information in the Help with Writing box, which focuses on the importance of time and place in a diary entry. It is easier to remember the events described in a diary entry if you know exactly where you were and what time and date it was when you wrote about them.

Once your child has thought about and written answers to the questions in Exercise I, they can go online to do some research into what life is like for an astronaut in space. They could then use this information in their travel diary. Encourage your child to be imaginative in their diary and to use the diary on page 50 as a model to follow.

TRY THIS!

Encourage your child to make notes and a first draft before doing a final writing piece. The notes should concentrate on ideas. When they've written a draft version, they should check it for errors and think about how it could be improved before they write the final version.

EXTRA PRACTICE

Your child can turn their travel diary into a vlog (an abbreviation of 'video blog'). They can read out their travel diary while you record them on a smartphone. They can then watch their video back and look for ways to improve their writing.

8 A cold place

THE THEMES OF THE UNIT

The main theme of Unit 8 of *Super Minds* Level 6 is life at the poles.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning question tags with *be* and *may / might*. They are also learning the following vocabulary for describing the coldest places on Earth: *northern lights, iceberg, seal, seal pup, ice floe, polar bear, polar bear cub, sledge, mittens, igloo.*

PAGES 52 AND 53

SUPER GRAMMAR: Question tags with *be*

Question: What are they for?

Answer: We use question tags with *be* to check information, e.g. *You're from Helsinki, aren't you?* We also use them to find out if someone has the same opinion as us, e.g. *It's cold today, isn't it?*

Question: How do you use them in a sentence?

Answer: If the verb in the sentence is positive, the verb in the question tag is negative, e.g. *She's tired, isn't she?* If the verb in the sentence is negative, the verb in the question tag is positive, e.g. *He isn't from Turkey, is he?*

Question: Do I need to know anything else?

Answer: We use *aren't I* **not** *amn't I* in the question tag, e.g. *We say I'm going first, aren't I? not I'm going first, amn't I?*

EXTRA PRACTICE

Your child can write four questions with question tags about things they believe to be true about the world, e.g. *Russia is the biggest country in the world, isn't it? / The Matterhorn isn't the highest mountain in the world, is it? / The Nile is the longest river in the world, isn't it?* They could then test your general knowledge – can you answer their questions?!

PAGES 54 and 55

SUPER GRAMMAR: *may / might*

Question: What are they for?

Answer: We use *may / might* to talk about possible future actions, e.g. *I might go to the cinema on Saturday afternoon.*

Question: How do you use them in a sentence?

Answer: After *may / might* we use the infinitive, e.g. *may / might go, do, play.*

Question: Do I need to know anything else?

Answer: We often use *may / might* in response to the question *What are you doing ...?* e.g. A: *What are you doing tomorrow after school?* B: *I'm not sure. I might go to the park. What about you?*

EXTRA PRACTICE

Your child can write a short dialogue in which two people discuss their plans for the weekend. They can use the question *What are you doing ...?* and *may / might* in the answers.

PAGE 56

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: Ask your child to tell you about it. *What is the story about?* (A penguin called Richard who is surprised one day when people ask him questions wherever he goes.)

EXTRA PRACTICE

Encourage your child to read the text aloud. Reading texts aloud helps with pronunciation and provides practice on how to phrase sentences.

PAGE 57

WRITING: Write a story

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

Answer: Help them understand the information in the Help with Writing box, which focuses on the importance of when the action takes place in stories. You can then help your child to plan their story, by asking them to think of the type of story, character and plot.

EXTRA PRACTICE

Your child can read out their story and record it. They can then listen back to it and look for ways to improve their story (focusing on how well the sentences have been written, how easy it is to follow the story, etc.).

TRY THIS!

Encourage your child to use a dictionary. A writing exercise is a good excuse for learning new vocabulary.

9 Jurassic Age

THE THEMES OF THE UNIT

The main theme of Unit 9 of *Super Minds* Level 6 is dinosaurs.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning the 2nd conditional and 2nd conditional questions. They are also learning the following vocabulary to describe the natural world: *sunrise, horizon, valley, pond, grassland, stream, bush, swamp, log.*

PAGES 58 AND 59

SUPER GRAMMAR: 2nd conditional

Question: What is it for?

Answer: We use the 2nd conditional to talk about imaginary situations, e.g. *If I could go anywhere in the universe, I would go to Mars.*

Question: How do you use it in a sentence?

Answer: The 2nd conditional is formed like this: *if* + simple past + *would* + infinitive without *to*. We can put the *if* clause first or second in the sentence, e.g. *If I had lots of money, I'd build a house by the sea. / I'd build a house by the sea if I had lots of money.*

Question: Do I need to know anything else?

Answer: In informal spoken and written English we usually use a contraction of *would* in the 2nd conditional, e.g. *If I could fly, I'd fly around the world.*

EXTRA PRACTICE

Your child can write four sentences describing what family members would do in certain imaginary situations, e.g. *If my sister had lots of money, she would set up her own music company.*

HOME STUDY HELP!

When your child has finished studying, ask them what they have learned today. What are the most important things to remember?

PAGES 60 and 61

SUPER GRAMMAR: 2nd conditional questions

Question: What are they for?

Answer: We use 2nd conditional questions to ask someone about hypothetical situations, e.g. *If you could have a super power, which one would you have?*

Question: How do you use them in a sentence?

Answer: We use a question word (e.g. *What, Where*) + *would* + simple past + infinitive without *to*. We can put the *if* clause first or second in the 2nd conditional question, e.g. *If you were a top footballer, which club would you play for?* / *Which club would you play for if you were a top footballer?*

Question: Do I need to know anything else?

Answer: When we put the *if* clause second in the sentence, we don't use a comma between the clauses. This is true for both statements and questions in the 2nd conditional.

EXTRA PRACTICE

Your child writes four 2nd conditional questions. They can ask you or other family members their questions and make a note of the answers. They could then write a short text about their findings.

PAGE 62

READING: An online message board

Question: What is an online message board?

Answer: An online message board, or forum, is a website where users can post comments on a particular topic or respond to other people's comments.

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

Answer: Ask your child to tell you about it: *What are the users of the forum discussing?* (What they would do if they went back in time to the age of the dinosaurs.) Then ask: *Do all the users of the site have the same idea?* (No, they would all do different things.)

EXTRA PRACTICE

Your child can write a sentence that they would add to the forum on page 62.

PAGE 63

WRITING: Write comments on an online message board

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

Answer: Help them understand the information in the Help with Writing box, which focuses on the use of abbreviations in digital communication. You can then encourage your child to choose the question in Exercise 2 that they find most interesting. Your child should use the forum on page 62 as a model to follow when writing their own comments.

EXTRA PRACTICE

Your child could read their forum to you and other family members and also get their responses. They could then add these to their forum.