

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

Meet the explorers

THE THEMES OF THE UNIT

The main theme of the Starter Unit of *Super Minds Level 3* is exploring.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *good at + ing* and the possessive apostrophe. They are also revising numbers 21–100 and the words *upstairs*, *downstairs* and *cellar*.

PAGES 4 AND 5

SUPER GRAMMAR: *Good at + ing*

Question: What is it for?

Answer: We use this phrase to talk about the things that people can do well, e.g. *Alice is good at singing*. We use *not good at + ing* to talk about the things that people can't do well, e.g. *Matt is not good at getting up in the morning*.

Question: How do you use it in a sentence?

Answer: After *good at* we use the *ing* form of the verb (e.g. *playing*, *going*, *doing*). E.g. we say, *Sima's good at climbing*.

Question: Do I need to know anything else?

Answer: After *good at* we do not use the infinitive (e.g. *play*, *go*, *do*). E.g. we don't say *Sima's good at climb*.

EXTRA PRACTICE

Ask your child to write four sentences describing a member of your family: two sentences about what this family member is good at and two sentences about what they are not good at. Your child can read the description out for you to guess who the person is.

TRY THIS!

Encourage your child to revise regularly the new grammar that they learn.

PAGES 6 and 7

SUPER GRAMMAR: Possessive apostrophe

Question: What is it for?

Answer: We use the possessive apostrophe ('s) to say that one person is related to another person or that something belongs to someone.

Question: How do you use it in a sentence?

Answer: The person or thing that belongs to someone comes after the possessive apostrophe. E.g. we say *This is Andy's book*. *Sam's sister is tall*.

Question: Do I need to know anything else?

Answer: Be careful with the order of the words in the sentence. We say *Tilly is Anita's daughter*. We don't say *Tilly is daughter's Anita*.

EXTRA PRACTICE

Ask your child to draw a family tree for your family. They can use the one in Exercise 3 on page 7 as a model to follow. They can then describe the relationship between the people in the family tree. Make sure they

use the possessive apostrophe. E.g. *Claudia is Pablo's sister*. *Marta is Juanita's cousin*.

PAGE 8

READING: A diary

Question: What is a diary?

Answer: A private book in which we write about the events and experiences of our lives and our feelings about them.

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 diary?* (Clara.) *What does this person write about?* (The things her friends are good at.) *What does this person feel?* (Sad that she is not good at anything, until she remembers she is good at writing her diary!)

EXTRA PRACTICE

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

HOME STUDY HELP!

Encourage your child to try different ways of writing answers, e.g. using a pen and paper or on a computer.

PAGE 9

WRITING: Write a diary entry

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

Answer: Help them decide which members of the family to write about.

EXTRA PRACTICE

Your child can write three sentences about what they are good at and three sentences about what they are not good at. They can read these sentences to you.

1 Our school

THE THEMES OF THE UNIT

The main theme of Unit 1 of *Super Minds* Level 3 is school.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *like / don't like + ing* and *have to + infinitive*. They are also learning the vocabulary for school subjects: *English, Geography, Music, I.T., History, Maths, Science, Art, P.E.*

PAGES 10 AND 11

SUPER GRAMMAR: *Like / don't like + ing*

Question: What are they for?

Answer: We use *like / don't like + ing* to talk about the activities we like and dislike doing, e.g. *I like reading, but I don't like playing computer games*.

Question: How do you use them in a sentence?

Answer: After *like / don't like* we use the gerund, i.e. the *ing* form of the verb, e.g. *playing, going, doing, watching*.

Question: Do I need to know anything else?

Answer: We can also use the infinitive after *like / don't like*, e.g. *I don't like to swim in the sea*.

EXTRA PRACTICE

Your child can write four sentences describing what their family members like or don't like doing. e.g. *My brother likes playing basketball*.

TRY THIS!

Your child should try to practise new grammar by speaking English as much as they can. Ask a friend or a brother/sister to practise with them.

PAGES 12 and 13

SUPER GRAMMAR: *have to + infinitive*

Question: What is it for?

Answer: We use *have to + infinitive* to talk about the things that other people tell us to do, e.g. *My History teacher says we have to do a test this week*.

Question: How do you use it in a sentence?

Answer: After *have to* we can only use the infinitive, e.g. *We have to wear uniform to school* **not** *We have to wearing uniform to school*.

Question: Do I need to know anything else?

Answer: We can also use *have got to* to talk about the things that other people tell us to do, e.g. *Mum says I've got to go to bed early tonight*.

EXTRA PRACTICE

Your child can write about what it is they have to do at school, e.g. *We have to listen in class. We have to walk in school*.

PAGE 14

READING: An email

Question: What does the word 'email' mean?

Answer: Email is short for 'electronic mail'.

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

Answer: Ask your child to tell you about it. *What is the email about?* (The things Cathy likes and dislikes doing in school.) *How many questions does Cathy ask Simona?* (Three.)

EXTRA PRACTICE

If your child has an email address, encourage them to write their emails in English to their friends. If not, could they use your email address with your support?

PAGE 15

WRITING: Write an email

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

Answer: Encourage them to follow the advice in the Help with Writing box. You should also help them think about organising information in an email. Emails are an informal way of communicating, but they need to be written well. Your child should write in paragraphs. This makes an email easier for someone to read.

HOME STUDY HELP!

Ask your child to add one sentence in English in the next email they send to someone.

EXTRA PRACTICE

Encourage your child to practise writing emails in English. Look online for services which help you find email penfriends for your children.

2 The picnic

THE THEMES OF THE UNIT

The main theme of Unit 2 of *Super Minds* Level 3 is food.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning questions and answers with *some* and *any*. They are also learning the following vocabulary for food: *rolls, lemonade, cheese, apple juice, water, soup, vegetables, salad*.

PAGES 16 AND 17

SUPER GRAMMAR: Questions and answers with *some* and *any*

Question: What are they for?

Answer: We use *some* and *any* to talk about an amount of something, e.g. *Is there any bread? There's some cheese, but there isn't any bread*.

Question: How do you use them in a sentence?

Answer: We use *some* in positive sentences, e.g. *There is some water*. We use *any* in questions and negatives, e.g. *Is there any juice in the fridge?*

Question: Do I need to know anything else?

Answer: We can use *have we/you got any ...?* as an alternative to *is there/are there any ...?* The former phrase is common when people know each other well, e.g. *Have we got any chocolate biscuits, Dad?*

EXTRA PRACTICE

Your child can write questions and answers with *some* and *any* describing things in the kitchen, e.g. *Is there any water in the fridge? Yes, there is (some water in the fridge)*.

TRY THIS!

Your child can make their own Grammar Reference notebook to write down the information that you think is most important.

PAGES 18 and 19

SUPER GRAMMAR: Suggestions

Question: What are they for?

Answer: A 'suggestion' is an idea or plan. We use phrases such as *Shall we ...?* and *How about ...?* to make suggestions.

Question: How do you use them in a sentence?

Answer: After *Shall we ...?* we use the infinitive without *to*, e.g. *Shall we make lunch?* After *How about ...?* we use a noun, e.g. *How about a salad?*

Question: Do I need to know anything else?

Answer: We can also use a verb after *How about ...?* We use the gerund, e.g. *How about making a cake?*

EXTRA PRACTICE

Your child can write a short dialogue similar to the one in Exercise 3 on page 19. They change the food words.

PAGE 20

READING: A blog post

Question: What are people who write blog posts called?

Answer: People who write blog posts 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?* (A restaurant that Luka likes.) *Who does Luka go to the restaurant with?* (His parents.) *When does Luka go to the restaurant?* (Every Friday evening.)

EXTRA PRACTICE

Encourage your child to find blogs written in English by other children learning English around the world.

PAGE 21

WRITING: Write a blog post about food

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 friendly and conversational way. Blogs are similar to emails and text messages in that they are usually informal in style. Help your child find the right style by telling them to write their blog post as if they are talking to a good friend.

HOME STUDY HELP!

After writing something, your child should put it to one side for a few hours. When they look at it again they will find it easier to spot mistakes.

EXTRA PRACTICE

Your child could start their own blog in English. It could be about food, or another topic of interest to them.

3 Daily tasks

THE THEMES OF THE UNIT

The main theme of Unit 3 of *Super Minds* Level 3 is activities we do every day.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning how to tell the time, and adverbs for time. They are also learning the following vocabulary for everyday activities: *tidy up, do the shopping, take the dog for a walk, sweep, cook, dry the dishes, wash up, feed the dog.*

PAGES 22 AND 23

SUPER GRAMMAR: Telling the time

Question: What does it mean?

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

Question: How do you use phrases for telling the time in a sentence?

Answer: We put the phrase 'o'clock' after the hour in the sentence, e.g. *It's five o'clock.* We put the phrases 'quarter past', 'half past' and 'quarter to' before the hour in the sentence, e.g. *It's quarter past three, It's half past three, It's quarter to three.*

Question: Do I need to know anything else?

Answer: We don't use 'o'clock' with 'quarter past', 'half past' or 'quarter to', e.g. we say *It's quarter past three.* **not** *It's quarter past three o'clock.*

Also notice the important difference between the word 'past' (which is used to refer to minutes after a particular hour, e.g. *It's quarter past two.* means '2:15') and 'to' (which is used to refer to minutes before a particular hour, e.g. *It's quarter to two.* means '1:45').

EXTRA PRACTICE

Your child can draw clocks showing the different times. Alongside the clocks, they can write what time is shown on each of the clocks or tell you what the clock says.

PAGES 24 and 25

SUPER GRAMMAR: Adverbs for time

Question: What are they for?

Answer: We use adverbs for time to talk about how often we do things, e.g. *I always go for a run in the morning.*

Question: How do you use them in a sentence?

Answer: We put adverbs for time after the subject (I, she, my friends, Mr Smith, etc.) and before the main verb in the sentence, e.g. *I usually go to bed at half past nine.*

Question: Do I need to know anything else?

Answer: Adverbs for time come after the verb *be* in the sentence, e.g. *I'm always late. He's sometimes busy at the weekend.*

EXTRA PRACTICE

Your child can write five sentences describing their routine, e.g. *I sometimes have toast for breakfast, but I always have a glass of orange juice.*

HOME STUDY HELP!

Encourage your child to check for spelling mistakes. If there are any misspelled words, ask them to write the words five times correctly.

PAGE 26

READING: A newspaper article

Question: What is a newspaper article?

Answer: An article is a piece of writing on a particular theme, e.g. an interesting article about the World Cup. The word *article* 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 newspaper article about? (A busy family.) Where is the family from? (Spain.) How many members of the family are there? (Six).*

EXTRA PRACTICE

Encourage your child to find articles online to read in English. There are online newspapers and magazines containing articles for children to read.

PAGE 27

WRITING: Write a newspaper article

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

Answer: Encourage them to follow the advice in the Help with Writing box. Help them think about how an article needs to be written: clearly, giving readers the important information, but not too much detail.

TRY THIS!

Tell your child to read through their writing. Is any of it confusing? Does any of it need to be rewritten?

EXTRA PRACTICE

Encourage your child to practise writing other articles on topics of interest. They should concentrate on organising information and making the article clear for readers.

4 Around town

THE THEMES OF THE UNIT

The main theme of Unit 4 of *Super Minds* Level 3 is places in town.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning prepositions and *going to* + infinitive of purpose. They are also learning the following town-related vocabulary: *bank, tower, library, market square, supermarket, bus station, sports centre, map.*

PAGES 28 AND 29

SUPER GRAMMAR: Prepositions

Question: What are they for?

Answer: We use prepositions to talk about where something is, e.g. *The castle is opposite the park.*

Question: How do you use them in a sentence?

Answer: We use a preposition before a noun, e.g. *next to the cinema, between the theatre and the café, next to the sports centre.*

Question: Do I need to know anything else?

Answer: There are different types of prepositions. Prepositions such as *behind, in front of, near*, etc., are often called 'prepositions of place'.

EXTRA PRACTICE

Your child can write five sentences about your town, e.g. *In my town, the cinema is near the tower.*

TRY THIS!

Learn grammatical terms such as 'preposition', 'adverb', 'pronoun', etc. Knowing how to talk about language helps your child to learn it.

PAGES 30 and 31

SUPER GRAMMAR: *going to* + infinitive of purpose

Question: What is it for?

Answer: We use *going to* + infinitive of purpose to talk about where we are going and why we are going there.

Question: How do you use it in a sentence?

Answer: After *going to* we refer to a place (e.g. cinema, park, beach) and then a reason for going there, e.g. *I'm going to the beach to play volleyball.*

Question: Do I need to know anything else?

Answer: We don't need to use a complete sentence when we answer a question, e.g. A: *Where are you going?* B: (I'm going) *to the cinema* (to see a film).

EXTRA PRACTICE

Your child can write about their plans for the next few weeks, e.g. *I'm going to the cinema to watch the new Pixar film.*

PAGE 32

READING: A postcard

Question: What is a postcard?

Answer: A card, usually with a picture, 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. *Where is Ali?* (He is on a school trip.) *Is he enjoying himself?* (Yes, he is.) *What is he going to do when he finishes writing the postcard?* (He is going to a museum.)

EXTRA PRACTICE

Your child can go online to find more examples of postcards written by children in English.

HOME STUDY HELP!

Make sure that your child has a snack and something to drink before they study. They need to keep their brain working!

PAGE 33

WRITING: Write a postcard

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

Answer: Encourage them to follow the advice in the Help with Writing box. Help them think about how a postcard sent from a holiday needs to be written: we usually say where we are and what we are doing. We use adjectives such as *great*, *lovely* and *brilliant* to describe the good time we are having.

EXTRA PRACTICE

Encourage your child to make their own postcard. They can cut a piece of card into a rectangular shape, draw or stick a picture on the front and write a message on the back. They can then send the card to a family member or friend.

5 Under the sea

THE THEMES OF THE UNIT

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

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning *was / were* and questions and answers with *was / were*. They are also learning the following vocabulary for things you find in the sea: *dolphin*, *turtle*, *anchor*, *octopus*, *seahorse*, *seal*, *starfish*, *shell*.

PAGES 34 AND 35

SUPER GRAMMAR: Was / were

Question: What are they for?

Answer: *Was / were* are the simple past forms of *be*. We use the words to talk about people, places and feelings in the past, e.g. *My uncle was a football player. We were at a birthday party on Saturday. My sister was tired last night.*

Question: How do you use them in a sentence?

Answer: We use *was* with *I/He/She/It*. We use *were* with *We/They*.

Question: Do I need to know anything else?

Answer: We usually use the contracted form in negative sentences, e.g. *He wasn't happy not He was not happy; They weren't at school not They were not at school.*

EXTRA PRACTICE

Your child can write four sentences about where they were at the weekend. E.g. *On Friday I was at home. On Saturday morning I was at the swimming pool.*

HOME STUDY HELP!

Give your child timed tests: how many words/sentences can they write/say in 60 seconds?

PAGES 36 and 37

SUPER GRAMMAR: Questions and answers with was / were

Question: What are they for?

Answer: We use *was / were* with questions to ask about people, places and feelings in the past, e.g. *Where were you on Sunday 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. *Were you at the sports centre yesterday? Yes, I was.* We also form questions

6 Gadgets

with question words, e.g. *why, where, when*. We put question words at the beginning of the question, e.g. *Where was Andrea on Monday? She was at home.*

Question: Do I need to know anything else?

Answer: Remember, when we use *was / were* we often use a time expression, e.g. *Where were you last Friday? Was it hot at the beach yesterday?*

EXTRA PRACTICE

Your child can write questions and answers with *was / were* similar to those in Exercise 2 on page 37. They can change the people and places.

PAGE 38

READING: A factual description

Question: What is a factual description?

Answer: A description of someone or something, based on facts, i.e. things that we know are true.

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

Answer: Ask your child to tell you about it. *What type of animal was the megalodon? (A shark.) What word tells us that megalodons aren't living in the sea today? (The word 'extinct' – the word can be found in sentence three: 'Another extinct animal is the megalodon.')*

EXTRA PRACTICE

Your child can go online to research other extinct animals. A useful website is National Geographic Kids.

TRY THIS!

Tell your child not to worry if they don't understand every word in a text. What is most important is that they understand the general meaning.

PAGE 39

WRITING: Write a factual description

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

Answer: Encourage them to follow the advice in the Help with Writing box. They could look online to find out some really interesting information about the archelon to include in their factual description. Also ask your child to tell you about the archelon. *What type of animal was it? (A turtle.) Was it big or small? (Big.)*

EXTRA PRACTICE

Your child can write a short description of one of the extinct animals that they researched online in the Extra Practice section for the Reading page.

THE THEMES OF THE UNIT

The main theme of Unit 6 of *Super Minds* Level 3 is gadgets (i.e. electronic devices such as mobile phones).

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning comparative and superlative adjectives. They are also learning the following vocabulary for gadgets: *lift, walkie-talkie, torch, CD player, mp3 player, mobile phone, electric fan, laptop, electric toothbrush, games console.*

PAGES 40 AND 41

SUPER GRAMMAR: Comparatives

Question: What are they for?

Answer: We use comparatives to compare people or things, e.g. *Elephants are bigger than hippos.*

Question: How do you use them in a sentence?

Answer: Comparatives are adjectives. Comparative adjectives have a special form. We add 'er' to adjectives of one syllable, e.g. *small – smaller*. When an adjective ends in 'y', we change the 'y' to an 'i' and add 'er', e.g. *happy – happier*. We put 'more' before adjectives with three or more syllables, e.g. *beautiful – more beautiful*.

Question: Do I need to know anything else?

Answer: Sometimes the final letter of a comparative adjective is doubled, e.g. *hot – hotter, big – bigger, sad – sadder*.

EXTRA PRACTICE

Your child writes five comparative sentences about people, places or things they know, e.g. *My sister is taller than my brother. My dad is older than my mum.*

TRY THIS!

When your child writes example sentences in their notebook, they can use different coloured pens or pencils to highlight the grammatical form they are learning.

PAGES 42 and 43

SUPER GRAMMAR: Superlatives

Question: What are they for?

Answer: We use superlatives to compare a person, place or thing with the whole group that he/she/it belongs to, e.g. *Gareth Bale is the best football player in Wales.*

Question: How do you use them in a sentence?

Answer: Superlatives are adjectives. Superlative adjectives have a special form. We add 'est' to adjectives of one syllable, e.g. *small – smallest*. 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*.

Question: Do I need to know anything else?

Answer: Sometimes the final letter of a superlative adjective is doubled, e.g. *hot – hottest, big – biggest, sad – saddest*.

EXTRA PRACTICE

Your child can write sentences about your family using superlatives, e.g. *My grandmother is the oldest person in our family. My cousin Mira is the youngest person in our family.*

PAGE 44

READING: An advertisement

Question: What is an advertisement, or advert?

Answer: A notice, short film, 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 product is shown in the advertisement? (An electric toothbrush.) What is the name of the product? (The Pearly White X300.) Does it have a special price? (Yes, it does. It is twenty pounds cheaper than usual.)*

EXTRA PRACTICE

Encourage your child to go online to research famous adverts for gadgets such as smartphones, desktop computers, laptops and games consoles.

PAGE 45

WRITING: Write an advertisement

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

Answer: Encourage them to follow the advice in the Help with Writing box. Then ask them to think about how they organise the information in their advertisement: *Where will they put the name of the product? Where will they put a photo or illustration of it?*

HOME STUDY HELP!

One of the best things your child can do to help with their studying is to get a good night's sleep.

EXTRA PRACTICE

Your child can write another advert, but this time for a gadget they have got. How can they sell it to someone? Can they think of a slogan (a memorable phrase) to advertise the object?

7 In the hospital

THE THEMES OF THE UNIT

The main theme of Unit 7 of *Super Minds* Level 3 is health and illness.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning simple past: regular verbs and simple past: irregular verbs. They are also learning the following vocabulary for health and illness: *earache, headache, cold, doctor, toothache, nurse, stomach-ache, cough*.

PAGES 46 AND 47

SUPER GRAMMAR: Simple past: regular verbs

Question: What is it for?

Answer: We use the simple past to talk about things that happened in the past at a specific time, e.g. *We went to the park last week*. Regular verbs are formed by adding 'ed' to the infinitive, e.g. *play – played*.

Question: How do you use the simple past: regular verbs in a sentence?

Answer: We often use the simple past with time expressions, e.g. *Yesterday, I played with my friends in the park. We worked hard in school last week*.

Question: Do I need to know anything else?

Answer: We don't use a time expression when people know from the context when something happened, e.g. in a conversation about what we did at the weekend, someone might say *I went to the cinema* **not** *I went to the cinema at the weekend*.

EXTRA PRACTICE

Your child can write five sentences about what they did at school last week, e.g. *I had a History test on Monday. On Wednesday we played football*.

PAGES 48 and 49

SUPER GRAMMAR: Simple past: irregular verbs

Question: What is it for?

Answer: We use the simple past to talk about things that happened in the past at a specific time, e.g. *Yesterday, we bought Dad a computer for his birthday*. Irregular verbs are those which do not follow the -ed pattern, e.g. *go – went, do – did, have – had*.

Question: How do you use simple past: irregular verbs in a sentence?

Answer: Irregular verbs are used in the same way as regular verbs, but each individual form has to be learned!

Question: Do I need to know anything else?

Answer: Some verbs have regular and irregular forms, e.g. *learned/learnt*.

TRY THIS!

Your child can make a list in their notebook of common irregular verbs in the simple past. They could try to learn five new irregular verbs each week.

8 Around the world

EXTRA PRACTICE

Your child can write a short description of the last time they were unwell, e.g. *I had a bad cold three weeks ago. I stayed off school.*

PAGE 50

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: *Who are the main characters in the story?* (Sally and Mira.) *What is the story about?* (Sally works very hard, but doesn't want to take any breaks.)

EXTRA PRACTICE

Your child can do some research online about the importance of taking regular breaks.

PAGE 51

WRITING: Write a short story

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

Answer: Encourage them to follow the advice in the Help with Writing box. Help them understand the different parts of a story referred to in Exercise I. Then help them come up with ideas for their own story. You could do this by encouraging them to think of stories they have enjoyed reading. They could use their favourite stories as a model when writing their own story.

EXTRA PRACTICE

Your child can practise reading and writing further simple short stories. Use the Internet to find examples of simple short stories in English.

HOME STUDY HELP!

Ask your child to tell you about their favourite story from a book or film, but in English!

THE THEMES OF THE UNIT

The main theme of Unit 8 of *Super Minds* Level 3 is visiting other countries.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning negatives with simple past and questions and answers with simple past. They are also learning the following vocabulary for countries: *Egypt, Chile, Mexico, China, Spain, Argentina, India, Australia, Turkey, Brazil.*

PAGES 52 AND 53

SUPER GRAMMAR: Negatives with simple past

Question: What are they for?

Answer: We use the negative form of simple past verbs to talk about things that didn't happen in the past at a specific time, e.g. *I didn't go to the park at the weekend.* To form the negative we put *didn't* before the infinitive, e.g. *She didn't go to the cinema.*

Question: How do you use them in a sentence?

Answer: As with positive sentences in the simple past, we often use the negative form of the simple-past verb with time expressions, e.g. *two days ago, in June, last month.*

Question: Do I need to know anything else?

Answer: Remember the negatives of *was / were* are not formed with *did*, e.g. we say *I wasn't at home at the weekend* **not** *I didn't was at home at the weekend.*

EXTRA PRACTICE

Your child can write four sentences describing what they didn't do at school last week, e.g. *We didn't have a History test. We didn't go on a trip.*

TRY THIS!

Your child should look at the words before and after each space in a gapped text or sentence to help them decide how best to complete the gaps

PAGES 54 and 55

SUPER GRAMMAR: Questions and answers with simple past

Question: What are they for?

Answer: We use *did* to ask questions about what happened in the past at a specific time, e.g. *What did you do on Saturday afternoon?*

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. *Did you go swimming? 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. *Where did you go on holiday last year?*

Question: Do I need to know anything else?

Answer: Remember, we don't use *Did* when we form questions with *was / were*, e.g. we ask *Were you at the cinema?* **not** *Did you were at the cinema?*

EXTRA PRACTICE

Your child can write a short dialogue similar to the one in Exercise 4 on page 55. They can change the names and information.

PAGE 56

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: Ask your child to tell you about it: *Who is it a biography of?* (A Moroccan man called Ibn Battuta.) *What is he famous for?* (Travelling.) How old was he when he died? (Nobody knows, but he was probably in his sixties or seventies.)

EXTRA PRACTICE

Your child can go online to research the life of Marco Polo, another great traveller of the Medieval period.

PAGE 57

WRITING: Write a biography

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

Answer: Encourage them to follow the advice in the Help with Writing box. Help them understand that a biography is a kind of story and that the best biographies bring to life the person being described. You could then help them to research Nellie Bly online to find out some more interesting facts about her life.

HOME STUDY HELP!

Your child can compare their ideas with a friend.

EXTRA PRACTICE

Your child can write a short biography of Marco Polo using the information that they researched online in the Extra Practice section for the Reading page.

9 Holiday plans

THE THEMES OF THE UNIT

The main theme of Unit 9 of *Super Minds* Level 3 is planning a holiday.

WHAT YOUR CHILD IS LEARNING IN THE UNIT

In this unit your child is learning future with *going to + infinitive*, and questions and answers with *going to + infinitive*. They are also learning the following weather-related vocabulary: *thunderstorm, lightning, cloud(y), rain(y), wind(y), umbrella, raincoat, fog(gy), boots.*

PAGES 58 AND 59

SUPER GRAMMAR: Future with *going to + infinitive*

Question: What is it for?

Answer: We use future with *going to + infinitive* to talk about plans, e.g. *We're going to have a big party for my mum's fortieth birthday!* We also use it to talk about predictions, e.g. *There's going to be a thunderstorm later.*

Question: How do you use it in a sentence?

Answer: After *going to* we use the infinitive; we never use the gerund, e.g. We say *My friends are going to swim in the sea* **not** *My friends are going to swimming in the sea.*

Question: Do I need to know anything else?

Answer: When we speak at normal speed, *going to* is often pronounced 'gonna' e.g. *After school I'm gonna play basketball with my friends.*

EXTRA PRACTICE

Your child can write four sentences describing their plans for the next few weeks, e.g. *On Friday I'm going to the park with Pablo and Jorge. On Saturday, I'm going to the cinema with my brother.*

TRY THIS!

Ask your child to keep two diaries: one in their first language, the other in English.

PAGES 60 and 61

SUPER GRAMMAR: Questions and answers with *going to + infinitive*

Question: What are they for?

Answer: We use *going to* to ask questions about plans and predictions, e.g. *Are you going to go to Eliot's birthday party tomorrow? No, I'm not; Is it going to rain today? Yes, it is.*

Question: How do you use questions with *going to + infinitive* in a sentence?

Answer: There are two types of question. We form *Yes/No* questions by putting *be going to* at the beginning of the question, e.g. *Are you going to play tennis tomorrow? Yes, I am.* We also form questions with question words, e.g. *why, where, when.* We put question words at the beginning of the question, e.g. *When are you going to do your homework?*

Question: Do I need to know anything else?

Answer: We don't always use the verb 'go' after *going to*, e.g. we might say *Are you going to Istanbul?* rather than *Are you going to go to Istanbul?*

EXTRA PRACTICE

Your child can write questions and answers with *going to* + infinitive, similar to those in Exercise 1 on page 60.

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?* (The Principal of a language school.) *What is the letter about?* (The plans for a trip to Athens.) *What information does the letter provide?* (How they are going to get to Athens, where they are going to stay in the city, what they are going to do there.)

EXTRA PRACTICE

Your child can look online for more examples of formal letters. Encourage them to look at the style and format of such letters. How do the letters begin and end? What special phrases are used (e.g. *Dear Sir/Madam, Best wishes*).

PAGE 63

WRITING: Write a formal letter

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

Answer: Encourage them to follow the advice in the Help with Writing box. Help them understand that a formal letter is very different from an email. Formal letters are not conversational in the way that emails often are. They are usually written in a different style, e.g. We write *Dear Miss Smith* instead of a greeting such as *Hi!*

HOME STUDY HELP!

Your child can write down the things they learn on flashcards. They can put a question on one side and an answer on the other. They can then use these cards to test themselves on what they have learned. Or you can use them yourself to test your child.

EXTRA PRACTICE

Your child can practise writing other short formal letters. For example, a letter to a bank manager asking about opening a children's bank account or a letter to a new school asking about which foreign languages are taught there.