

Welcome to **BRAIN JUICE**

Dear Student,

Mahatma Gandhi is believed to have said that you should “be the change you want to see in the world,” and that is what we want for you. We want to give you the tools to see, understand, and **change** the world around you to make it a better place.

In **BRAIN JUICE**, you will:

- investigate topics about the world, your community, and yourself;
- read fiction and non-fiction related to culture, history, and modern issues;
- develop everyday English skills you can go out and use the same day; and
- work on projects to **be the change** in your school, town, and family.

Your *Student's Book* is divided into nine units that address important issues inspired by *UNICEF's Global Framework on Transferable Skills* and the *United Nations Sustainable Development Goals*. After that, you can find a **Glossary** where these issues are explained, along with some words you can use to research them on your own.

Because we want to give you everything you need to be a healthy, happy, and responsible world citizen, **BRAIN JUICE** takes inspiration from *UNICEF's Global Framework on Transferable Skills and the United Nations Sustainable Development Goals*.

Units inspired by *UNICEF's Global Framework on Transferable Skills* will help you to grow with an understanding of yourself, your personal responsibilities, and ways to let out your feelings in healthy and creative ways.

Units inspired by *United Nations Sustainable Development Goals* will teach you about the world around you, either right outside your front door or on the other side of the world! They will also talk about what you can do to help make the world a better place for yourself, the people around you, and the people we share the planet with.

You will complete a group project inspired by the issues you have learned about in order to *See the Change* you can make if you really put your mind to it.

We know you can change the world. **BRAIN JUICE** will show you how.



Contents

Unit	Topic Presentation	Language Arts
1 Personal Autonomy How do we feel at school?	Input Schools 21st Century Skills Collaboration: Make a School Model	Input Repetitive Short Story: <i>Kate Follows Instructions</i> Grammar Imperatives Writing Classroom Instructions
2 Identity Awareness Why are we special?	Input Types of families 21st Century Skills Creativity: All Families are Different	Input Rhyming Short Story: <i>My Family is Special</i> Grammar Can for Abilities Writing Photo Essay
3 Community Life How can we work together?	Input School Rules 21st Century Skills Collaboration: We Need Rules	Input Short Story: <i>A Special Day</i> Grammar Present Simple: Third Person Plural Writing Personal Account
4 Global Awareness What is our world like?	Input Customs 21st Century Skills Collaboration: Act out a New Year's Eve Custom	Input Contemporary Fiction: <i>We Dance Together</i> Grammar Present Simple: I, We Writing Book of Facts
5 Environmental Awareness How are living things connected?	Input Living and nonliving things 21st Century Skills Collaboration: Make a Garden!	Input Realistic Fiction: <i>Anything Is Possible</i> Grammar There is/are + Prepositions Writing Place Description
6 Artistic Expression How do books make me feel?	Input Book Genres 21st Century Skills Creativity: Write Your Own Story	Input Poem: <i>What do you like?</i> Grammar Likes and Dislikes Writing Poem
7 Financial Education Why is saving important?	Input Reusing things 21st Century Skills Critical Thinking: Please reuse!	Input Fable: <i>The Ant and the Grasshopper</i> Grammar Have/Not Have Writing Response to Literature
8 Health How can we stay safe and healthy?	Input Good Habits 21st Century Skills Communication: How do you...?	Input Short Story: <i>Watch out, Wally!</i> Grammar Present Continuous Writing Short Story
9 Social Justice Who are our community workers?	Input Community Workers 21st Century Skills Critical Thinking: Equal Job, Equal Pay	Input Short Story: <i>A Birthday Ride</i> Grammar Present Simple Writing Opinion Sketch

Everyday English

SEE THE CHANGE Page

<p>Input Spelling out Grammar Greetings: Hello, what's your name? Speaking Greetings and introductions Vocabulary <i>alphabet, name, spell, teacher</i></p>	<p>UNICEF Transferable Skills: Cognitive skills A Collage: My School and I</p>	<p>9</p>
<p>Input Why people are special Grammar <i>Can</i> and <i>Can't</i> Speaking Children's presentations Vocabulary <i>aunt, brother, dad, mom, sister, uncle</i></p>	<p>UNICEF Transferable Skills: Emotional skills A Booklet: Families Are Special</p>	<p>23</p>
<p>Input Chores Grammar Present Simple: Third Person Singular Speaking Chore chart Vocabulary <i>clean, cook, feed the pet, sweep, wash</i></p>	<p>UN Sustainable Development Goal 4: Quality education A Bulletin: Rules for Everyone</p>	<p>37</p>
<p>Input Family customs Grammar Present Simple: Yes/No Questions Speaking Family customs Vocabulary <i>cake, drink, food, language, turkey</i></p>	<p>UN Sustainable Development Goal 10: Reduced inequalities A Poster: Our Country and its Customs and Traditions</p>	<p>51</p>
<p>Input Gardens Grammar <i>There is/There are</i>, Questions and Negative Answers Speaking Conversation about gardens Vocabulary <i>bush, flowers, grass, herbs, leaves, trees</i></p>	<p>UN Sustainable Development Goal 15: Life on land A Bird Feeder</p>	<p>65</p>
<p>Input Types of books Grammar <i>I like/I don't like... because...</i> Speaking Favorite book Vocabulary <i>angry, excited, happy, sad, serious</i></p>	<p>UNICEF Transferable Skills: Social skills A Collection: Classroom Library</p>	<p>79</p>
<p>Input Toys Grammar <i>Can I have</i> + Demonstrative Adjectives Speaking Conversation about toys Vocabulary <i>buy, exchange, money, recycle, reuse</i></p>	<p>UN Sustainable Development Goal 12: Responsible consumption and production A Campaign: Friendly Exchange!</p>	<p>93</p>
<p>Input Wearing proper clothes Grammar <i>Can</i> for Requests and Imperative Demands Speaking Conversation about the weather Vocabulary <i>cold, jacket, snowing, sunny, sweater, swimsuit, umbrella</i></p>	<p>UN Sustainable Development Goal 1: Good health and well-being A Campaign: Washing Our Hands</p>	<p>107</p>
<p>Input Jobs Grammar Present Simple: <i>Wh-</i> Questions Speaking Jobs of Mom and Dad Vocabulary <i>doctor, mechanic, server, street cleaner, taxi driver, volunteer</i></p>	<p>UN Sustainable Development Goal 5: Gender equality Bulletin Board: Jobs for Everybody</p>	<p>121</p>

This Is Your Book

BRAIN JUICE has nine units where you will find three main sections.

On the first page of every unit, you will see a photo that will begin your discussions about the theme of the unit you are about to read and work with.



Big question

Unit theme

After that, you will find the **Topic Presentation**, which will give you more information about a global issue to discuss with your partners.



Value the Difference between types of English.

The Challenges are digital activities to test your knowledge.

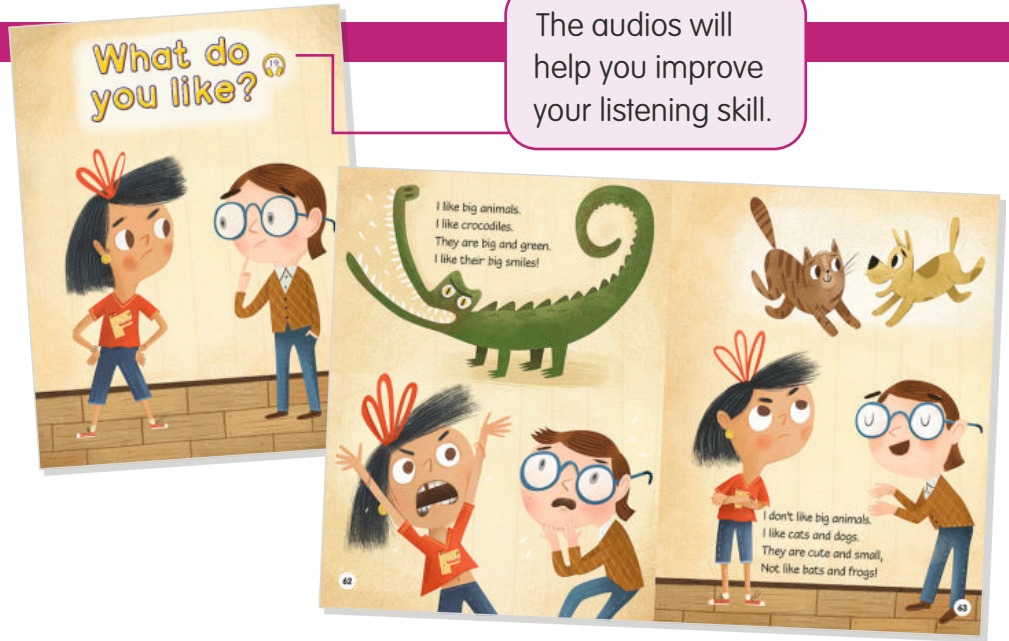
Click here in your digital book to watch a video.

You will finish the section by putting into use one of these skills: collaboration, communication, creativity, or critical thinking to address a problem related to the unit theme.



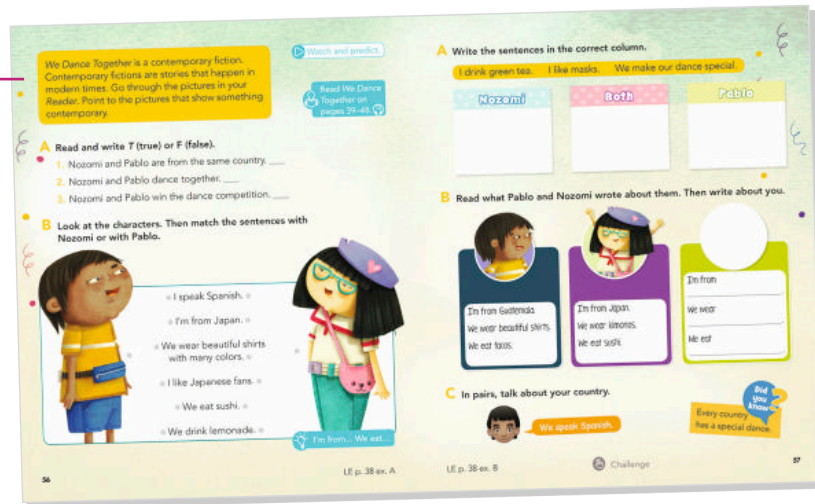
The audios will help you improve your listening skill.

Then, in the **Language Arts** section, you will use the *Reader*, a book specially written for you, with a variety of literary genres and texts that will help you keep analyzing and discussing the unit theme.



You will also have analytical activities related to the *Reader* to keep practicing your reading strategies and continue the conversation with your partners.

The literary genres offer you a wide variety to read.



You will finish this section with a writing activity, where you will work with the elements of a specific literary genre.



The third section focuses on **Everyday English**. Here you will practice English in familiar situations.

Click here in your digital book to do a digital activity.

Think! boxes will make you reflect on certain issues.

You will finish this section with a speaking page, where you will be able to express your opinions about the unit theme.

Did you know? boxes offer you more information related to the unit theme.

On the final page of the unit, you will **SEE THE CHANGE**. In this section, you will see how the problems you identified throughout the unit can really be solved using your brain, your hands, and working in collaboration with your partners.

Unit 1

How do we feel at school?



Personal Autonomy



Schools have different rooms. It's important to know your school so you can feel safe. The first room you need to know is your classroom, then you can move around the rest of your school!

Watch the video to learn about schools.

Know Your School

A school is a big place with many rooms. It's important to know their names and where they are. If you know this, you can feel safe when you are at school.

This is the classroom.

Children work and study in the classroom. Your classmates and teacher are in the classroom.



This is the playground.

Children play games here at recess time!





This is the cafeteria.

Children have lunch in the cafeteria.
You can go with your friends.

This is the computer lab.

Children learn to use computers here. You can learn, too.



Schools are different around the world. Learn more at:
e-udp.com/BJ1011

This is the bathroom.

Children wash their hands here.



In groups, discuss the questions.

1. Why do we need to know our school?
2. Where do you feel safe at school?



A Read about the first day at school and discuss the questions.

 Do the online activity.



My School

My school is big, but I feel safe there because I know all the rooms. There are many classrooms. I like my classroom, and I feel safe when I am there. There is also a playground. I feel happy when I play there with my friends.

1. Why does the kid feel safe at school?
2. How does the kid feel in the classroom?
3. Why is it important to know our school?

B In your notebook, write a similar text. Include the places at your school where you feel safe and happy.

- In pairs, take turns talking about how you feel at school.



I feel... in my classroom.

Make a School Model

Materials

- a shoebox
- a glue stick
- scissors
- colors 
- pieces of paper



1 Read the list of materials. Then, follow the instructions.

A In groups of three, cut the shoebox in two. Ask your teacher for help.



B Choose a school place. With your group, draw and color that area inside the box.



C With your group, color furniture in the pieces of paper and glue them inside the shoebox.



D Draw your group in your favorite school places.



2 In groups, put all the school places together. Say how you feel in each one.

 Look and predict.

 Read *Kate Follows Instructions* on pages 5–16. 

A Read the sentences and look at Kate.
Circle Yes or No.



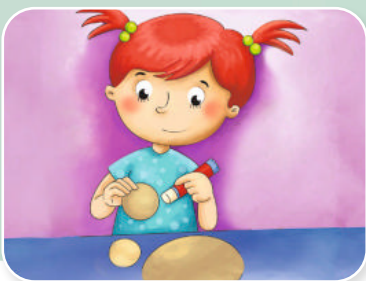
1. The teacher says, "Cut circles."
Kate follows instructions. Yes No



2. The teacher says, "Glue the circles."
Kate follows instructions. Yes No



3. The teacher says, "Draw the eyes."
Kate follows instructions. Yes No



4. The teacher says, "Clean up."
Kate follows instructions. Yes No

 My teacher says, "..."



A Match the instructions to the actions.



1. Draw the eyes. ●

2. Glue the circles. ●

3. Cut circles. ●

4. Clean up. ●



B Mark (✓) what Kate learns when she follows the teacher's instructions.

1. She learns how to make a teddy bear.

2. She learns the classroom rules.

Did you know?
Teddy bears are named after U.S. President Theodore "Teddy" Roosevelt.

C In pairs, say what you need to make a teddy bear.



crayons



scissors



paper

I need paper.



glue stick



A Find more instructions in your *Reader*. Then complete the sentences.

 Look and remember the story.



The teacher says, " _____ the circles."



The teacher says, " _____ the eyes."



The teacher says, " _____ circles."

B In groups, play *Simon Says*.



- 1 Look at and read the classroom instructions. Then mark (✓) the elements of the text.

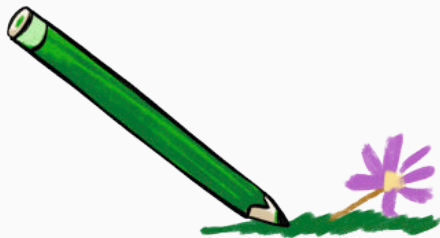
Classroom Instructions



Cut out.



Draw.



Color.



Glue.



Clean up.



Have fun.

1. There is a title.
2. There are instructions.
3. The instructions are for students.
4. The instructions are short.

A Look at the teacher's register. In pairs, spell out each of the names.

 Watch a presentation about spelling out.



Class 1C

Mr. Smith

Dan

Mia

Emma

Sam

Leo

Zoe


The register board features a stack of books with a green apple on top on the left, and a yellow pencil and a white eraser on the right. The names are written on colored labels below each portrait: Mr. Smith (dark blue), Dan (purple), Mia (pink), Emma (orange), Sam (yellow), Leo (green), and Zoe (light blue).


B Listen to the teacher meeting some students. Point to the children. 

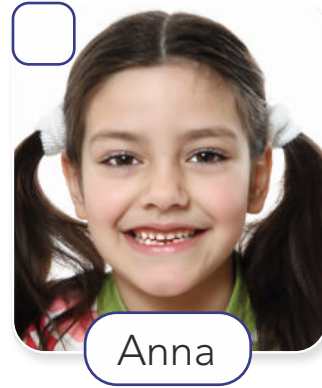
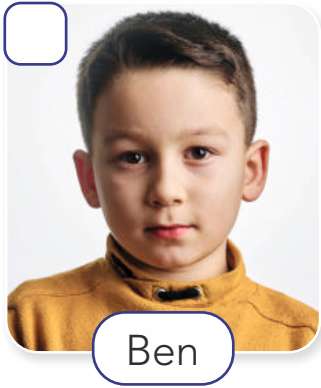
C Play a game: Spelling Names.



Dan, D-A-N, Dan.

 My name is...

A Listen and mark (✓) the correct children. 



- Complete their conversation with the children's names.

GIRL: Hello! What's your name?

BOY: Hi! My name is _____.

What's your name?

GIRL: My name's _____.

BOY: Nice to meet you, _____.

GIRL: Nice to meet you, _____!

B In pairs, practice the conversation. Use your own names.



Hello! What's your name?

Hi! My name is...



C Say the alphabet.

A B C D

E F G

H I J K

L M N O P

Q R S T

U V W

X Y Z

A Complete the conversation.

What's your _____? My _____ is Emma.
 How do you _____ that? It's _____.

- In pairs, greet each other.



B Ask how to spell each other's names.




C Match the parts of the conversation.

- | | |
|--------------------------|--------------------------|
| • What's your name? | • Hello! |
| • How do you spell that? | • Nice to meet you, too! |
| • Nice to meet you! | • My name is Zoe. |
| • Hi! | • It's Z-O-E. |

- In pairs, practice the conversation.

Grammar: Greetings and Introductions

What is your name?
 My name is...
 How do you spell that?

1 Listen to the conversation.
Circle the children's names. 



Jean / Liz



Max / Jack



2 Read the conversation and write your name.

You: Hello! What is your name?

Friend: Hi! My name is...

You: My name is _____.

Friend: How do you spell that?

You: It's _____.
How do you spell your name?

Friend: It's...

You: Nice to meet you!

Friend: Nice to meet you too!

3 Take turns greeting your classmates and introducing yourself.


- Say everybody's name.

SEE THE CHANGE



A Collage: My School and I



Step 1
Collect the materials. You need a sheet of construction paper,  markers, cutouts of school rooms, a photo of yourself, and a glue stick.



Step 2
Glue your photo in the middle of the construction paper.



Step 3
Glue the cutouts around your photo. Put the places where you feel better first.



Step 4
Use the markers to write the title.



Step 5
Share the collage with your classmates. Take turns showing which places make you feel safe or happy.



Unit 2

Why are we special?

Identity Awareness



All families are similar, but they are also different. Some families are big. Other families are small. How big is your family?

Watch the video to learn about types of families.

Share your photos!

Our readers shared photos of their families with us.



New Message

From: Diego diegooo@mymail.com

To: Kids Magazine kids@magazine.com

Subject: My Family

This is a photo of my family. I live with my mom, my dad, my grandma, my grandpa, my three brothers, and my sister. Guess where I am in the photo!



Send

From: Elsa elsie@mail.com
To: Kids Magazine kids@magazine.com
Subject: My Family

Hello, Kids Magazine! This is my family. I live with my mom. We are a small family.



Families are very important for everyone. All families are special and unique, but they have in common the love they share. Families take care of each other no matter what!



Did you know?

On May 15, we celebrate the International Day of Families.

In pairs, complete the sentences.

1. I live with my...
2. My family is...

