

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.

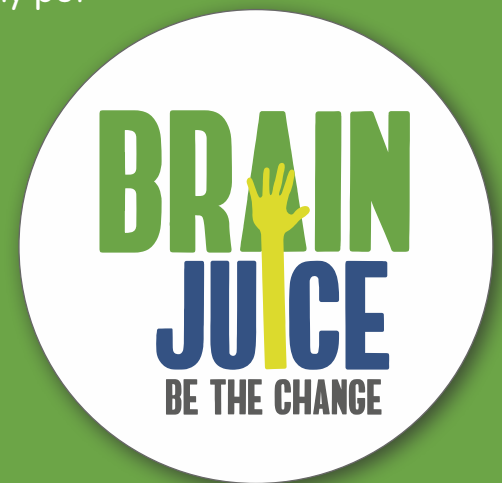
Because we want to give you everything you need to be a healthy, happy, and responsible world citizen, **BRAIN JUICE** takes inspiration from *UNICEF's Global Framework on Transferable Skills and the United Nations Sustainable Development Goals*.

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.



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Unit	Topic Presentation	Language Arts
<b>1</b> Environmental Awareness <b>How can we protect Earth's ecosystems?</b>	<b>Input</b> Protecting wildlife <b>21st Century Skills</b> Collaboration: River Cleanup	<b>Input</b> Drama story: <i>Local Hero</i> <b>Grammar</b> Subject Questions <b>Writing</b> Opinion Essay
<b>2</b> Community Life <b>How can we work together to solve problems?</b>	<b>Input</b> Participating in society <b>21st Century Skills</b> Communication: Start a Community Workshop	<b>Input</b> Short story: <i>Making Movies</i> <b>Grammar</b> Language of Negotiation <b>Writing</b> How-to Essay
<b>3</b> Artistic Expression <b>How can we express ourselves through painting?</b>	<b>Input</b> Expressing emotions through art <b>21st Century Skills</b> Creativity: Innovative Art	<b>Input</b> Realistic fiction story: <i>The Mother of Modernism</i> <b>Grammar</b> <i>Unless</i> Clauses <b>Writing</b> Response to Literature Essay
<b>4</b> Social Justice <b>How can we reduce inequality?</b>	<b>Input</b> Human rights <b>21st Century Skills</b> Critical Thinking: Creating a Brighter Future	<b>Input</b> Historical fiction: <i>The Story of Rosa Parks</i> <b>Grammar</b> Non-defining Relative Clauses <b>Writing</b> Opinion Speech
<b>5</b> Financial Education <b>How can we live more sustainably?</b>	<b>Input</b> Sustainable practices <b>21st Century Skills</b> Communication: Hosting a Clothes Swap	<b>Input</b> Modern fiction: <i>Family Business</i> <b>Grammar</b> Reported Speech <b>Writing</b> Compare-and-Contrast Essay
<b>6</b> Health <b>How should we use water to stay healthy?</b>	<b>Input</b> Water-related health issues <b>21st Century Skills</b> Critical Thinking: Saving Water	<b>Input</b> Historical anecdote: <i>The Village that Chose Quarantine</i> <b>Grammar</b> Third Conditional <b>Writing</b> Research Report
<b>7</b> Self-Awareness <b>How do we feel about ourselves?</b>	<b>Input</b> Self-esteem <b>21st Century Skills</b> Communication: The Benefits of High Self-esteem	<b>Input</b> Interview: <i>Beauty</i> <b>Grammar</b> Phrasal Verbs <b>Writing</b> Interview
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<b>9</b> Global Awareness <b>How can we become better global citizens?</b>	<b>Input</b> Being a citizen of the world <b>21st Century Skills</b> Collaboration: Planning a Cross-Cultural Celebration	<b>Input</b> Realistic fiction: <i>Cultural Differences</i> <b>Grammar</b> Past Modals <b>Writing</b> Sketch

# Everyday English

# SEE THE CHANGE Page

<p><b>Input</b> How to maintain a balanced ecosystem  <b>Grammar</b> Subject and Object Questions  <b>Speaking</b> Interview about a balanced environment  <b>Vocabulary</b> <i>biodiversity, deforestation, ecosystem, endangered, extinct, pesticide</i></p>	<p><b>UN Sustainable Development Goal 13: Climate action</b>          Leaflet and Activity: Plant a Tree Day</p>	<p>9</p>
<p><b>Input</b> Making decisions together  <b>Grammar</b> Agreeing and Disagreeing  <b>Speaking</b> Debate about rights and responsibilities  <b>Vocabulary</b> <i>authority, collaborate, compromise, democratic, politician, vote</i></p>	<p><b>UN Sustainable Development Goal 4: Quality education</b>          A Brochure: Working Together for a Better Future</p>	<p>23</p>
<p><b>Input</b> How to be creative  <b>Grammar</b> <i>When</i> Clauses  <b>Speaking</b> Presentation about study habits  <b>Vocabulary</b> <i>conceptualism, consumerism, expressionism, impressionism, modernism</i></p>	<p><b>UNICEF Transferable Skills: Social skills</b>          A Painting: Show Your Feelings</p>	<p>37</p>
<p><b>Input</b> Discrimination in schools  <b>Grammar</b> Defining Relative Clauses  <b>Speaking</b> Discuss ways to treat people as equals in our daily lives  <b>Vocabulary</b> <i>apartheid, boycott, discrimination, segregation, slavery, unjust</i></p>	<p><b>UN Sustainable Development Goal 10: Reduced inequalities</b>          A Presentation: Civil Rights</p>	<p>51</p>
<p><b>Input</b> Sustainable practices in school  <b>Grammar</b> Present Perfect Continuous  <b>Speaking</b> Discuss healthy habits  <b>Vocabulary</b> <i>canvas, crop, free-range, habits, herbicide, organic, sustainable</i></p>	<p><b>UN Sustainable Development Goal 11: Sustainable cities and communities</b>          A Poll: Changing Habits</p>	<p>65</p>
<p><b>Input</b> Saving water at home  <b>Grammar</b> First Conditional  <b>Speaking</b> Share ideas to save water at school and at home  <b>Vocabulary</b> <i>consumption, contaminated, drought, flood, poverty, sanitation</i></p>	<p><b>UN Sustainable Development Goal 6: Clean water and sanitation</b>          A Public Campaign: Save Water</p>	<p>79</p>
<p><b>Input</b> Positive thinking can help our self-esteem  <b>Grammar</b> Phrasal Verbs  <b>Speaking</b> Talk about self-esteem and positive thinking  <b>Vocabulary</b> <i>body image, diet, exercise, self-confidence, self-esteem, well-being</i></p>	<p><b>UNICEF Transferable Skills: Emotional skills</b>          A Poster: Our Bodies and Stress</p>	<p>93</p>
<p><b>Input</b> Managing difficult situations  <b>Grammar</b> <i>I wish + could/would</i>  <b>Speaking</b> Talk about overcoming challenges  <b>Vocabulary</b> <i>academic, adversity, discipline, interpersonal, priority, reframe, strategy</i></p>	<p><b>UNICEF Transferable Skills: Cognitive skills</b>          An Advice Seminar: I Really Met that Challenge!</p>	<p>107</p>
<p><b>Input</b> Being respectful when experiencing a new culture  <b>Grammar</b> Modal Verbs  <b>Speaking</b> Discuss <i>dos</i> and <i>don'ts</i> of your own culture  <b>Vocabulary</b> <i>belief, cultural, custom, diversity, ethnicity, open-minded, tolerant</i></p>	<p><b>UN Sustainable Development Goal 16: Peace, justice and strong institutions</b>          A Video: Table Manners Around the World</p>	<p>121</p>

# This Is Your Book

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

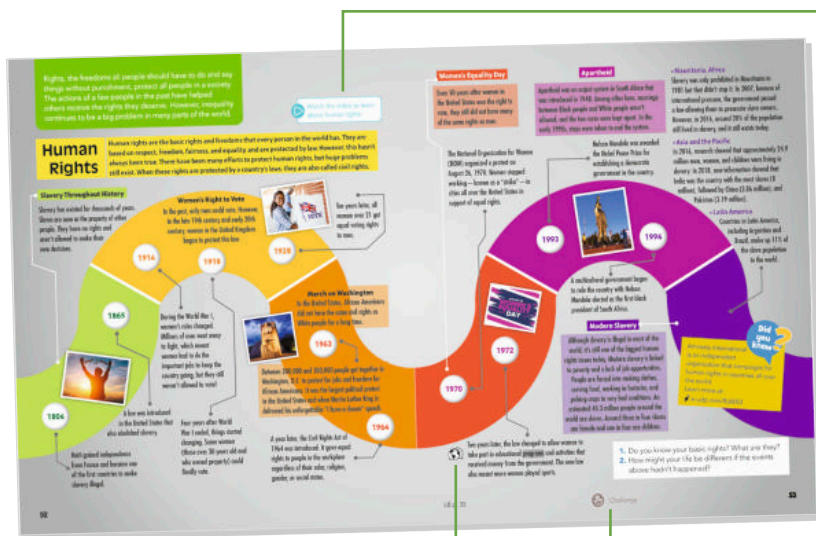
On the first page of every unit, you will see a photo that will begin your discussions about the theme of the unit you are about to read and work with.



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.



Click here in your digital book to watch a video.

The Challenges are digital activities to test your knowledge.

**Value the Difference** between types of English.

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.



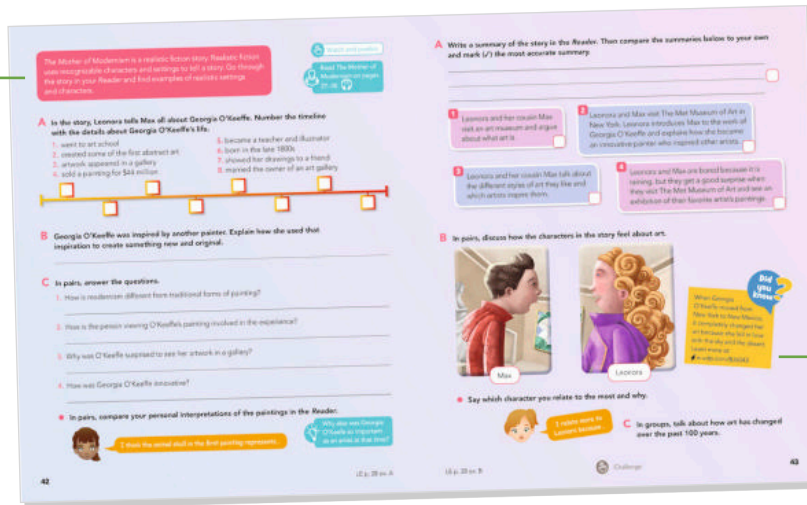
Then, in the **Language Arts** section, you will use the *Reader*, a book specially written for you, with a variety of literary genres and texts that will help you keep analyzing and discussing the unit theme.



The audios will help you improve your listening skill.



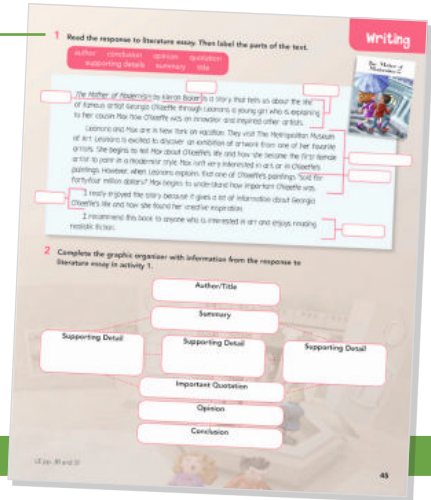
You will also have analytical activities related to the *Reader* to keep practicing your reading strategies and continue the conversation with your partners.



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

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 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.

On the final page of the unit, you will **SEE THE CHANGE**. In this section, you will find out 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 can we protect Earth's ecosystems?



Environmental Awareness





All living things rely on each other to survive. Some species are in danger, and we all have a responsibility to protect them. Do you know any places that protect and preserve wildlife, such as nature reserves?



Watch the video to learn more about protecting wildlife.

# Maintaining a Balanced Ecosystem

## Ecosystems and Food Chains

**A**n ecosystem is a community of different plants and animals that live together in the same area. All living things in an ecosystem are important to keep it balanced.

An ecosystem can be as small as a pond in your backyard, or as big as a rainforest, desert, or ocean.

There are different relationships between plants and animals in all ecosystems.

This sometimes means that one species benefits while others suffer. Some animals eat plants, and some animals eat other animals. There are even plants that eat insects and small animals.

They are all part of a natural food chain. Some food chains contain hundreds of species—if one plant or animal becomes extinct in that food chain, it can have an effect on hundreds of other species in that particular ecosystem.

The reduced bee population is an example of this. If bees didn't exist, the plants they pollinate might not survive, and the animals that eat those plants might not survive either. This means animals that eat those animals might also become endangered or even extinct.

The balance of ecosystems can be affected by natural events, like floods, hurricanes, and changes in climate. It is also affected by the actions of humans.



## Protecting Environments

We need to help protect environments from natural events through responsible actions, such as keeping the land free from garbage and reducing pollution in the atmosphere. We also need to stop natural habitats from being destroyed by actions that benefit humans but damage wildlife.

Did you know?

There are many actions families and communities can do to help the environment.

Learn more at:

[e-udp.com/BJ6011](http://e-udp.com/BJ6011)



## Pesticides

Agriculture also causes a threat to ecosystems in another way. Chemicals, like pesticides, are sprayed on crops to kill insects. These chemicals act as poison and affect other species that are essential to maintaining a balanced ecosystem. They kill bees, for example, which help to pollinate plants and flowers. If bees disappear, so will more than half the produce we buy to survive. This is just one example of how our actions can have a negative effect on hundreds of other species, including humans.

## Organic Farming

Organic farming uses biological pesticides, which are safer for plants, animals, and humans. Also, farmers grow crops in different areas each year, which is called crop rotation. This practice causes less damage to the soil and increases biodiversity. Organic farming does not make use of any genetically modified crops.

## Deforestation

Deforestation is when large areas of forest are destroyed for new roads, urban areas, and agriculture. When this happens, animals lose their natural habitats and plants are destroyed, which results in forest ecosystems becoming imbalanced.

## Reforestation

Forests maintain the balance of carbon dioxide and oxygen in Earth's atmosphere, so reforestation—planting new trees and plants in areas where forests were destroyed—is important if we want to restore the natural balance in ecosystems.



In groups, discuss the questions.

1. What types of ecosystems exist where you live?
2. What are some of the issues that put those ecosystems at risk?



**A** Look and guess what the pictures show. Then listen and check. 

 Do the online activity.



**B** In groups, discuss the questions about the audio in activity A.

1. What human factors affect bees?
2. How can we change agricultural methods to protect bees?
3. How does climate change affect bees and the plants they pollinate?
4. What can we do to help reduce the impact of climate change?

**C** Look and label other effects humans have on the environment.



**1** Waste disposal pollutes the soil and water, and it can be dangerous to birds and other animals.

**2** Burning fossil fuels uses up natural resources and pollutes the atmosphere.

**3** Overfishing can cause the extinction of sea animals and change the biodiversity in oceans by interfering with the food chain.

- In pairs, choose one of the issues and discuss actions that can restore balance to the ecosystem.

## River Cleanup

1

Look at the list of problems that affect a local river. Then, in pairs, discuss the questions.



- Trash on the riverbank goes into the river when it rains.
  - Waste from factories flows directly into the river.
  - Signs about not littering have fallen down.
  - People dump their garbage in the river.
  - Fish are dying because of algae growing on the surface of the water.
- a. How do weather conditions affect the river?
  - b. How much of the pollution in the river is caused by tourists?
  - c. What other types of waste pollute the river?
  - d. What can you do to stop people from polluting the river in the future?
  - e. What immediate action can you take?



2

Join another pair and discuss the steps you will take to clean up the river. Decide how you will work together to raise awareness in the community and keep the river clean.



I think the first thing we need to do is...

Yes, I can fix the signs while...

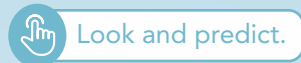


3

In your new group, present your ideas to the rest of the class. Try to raise awareness of the problems affecting the wildlife and how others in the community can help the ecosystem.



We want to produce leaflets which people can help us distribute.



Look and predict.



Read *Local Hero*

on pages 5–14.



*Local Hero* is a drama story. Drama includes fictional characters who face difficult and often dangerous situations. Go through the story in your *Reader* and find examples of dramatic elements.

**A Character, setting, and plot are important elements in a drama story. Classify the elements. Write C (character), S (setting), or P (plot).**

1. The fields looked like lakes, and cows were standing under trees for shelter. \_\_\_\_
2. The car went into the water with the road and started to sink. \_\_\_\_
3. Jack's younger sisters were not laughing anymore. \_\_\_\_
4. The town had a new hero. \_\_\_\_
5. As they were driving down the long, winding road, it started to rain. \_\_\_\_
6. Jack Osbourne lived in the small town of Roma in Queensland, Australia. \_\_\_\_

**B The characters in a drama story need to resolve conflicts to reach a resolution. Match the sentences to describe how the characters reacted in the situations below.**

1. Jack's sisters felt nervous because of the storm.
2. The fields began to flood.
3. The water level rose around the family's car.
4. Jack's sister was stuck in the back of the car.
5. The water level reached Jack's neck.

- Jack's dad slowed the car down to twenty miles per hour.
- Jack carried her to the front.
- Jack stayed calm and released the seatbelts.
- Jack's mom told them not to worry and that they would be home soon.
- Jack pulled himself to the front of the car and swam out of the window.

**C Using the story and your own ideas, number the events in order to show the causes and effects of flooding.**

- |                        |                        |                           |
|------------------------|------------------------|---------------------------|
| ___ Water levels rise. | ___ People drop trash. | ___ Roads collapse.       |
| ___ Land is flooded.   | ___ Heavy rains begin. | ___ Riverbanks fall down. |

**● In pairs, discuss the question.**

What actions could be taken to make the roads safer to prevent more floods?



Do you think flooding is becoming more common around the world?

**A** Number the pictures in the correct order. Use your *Reader* to help you.



**B** Complete the sentences using the words and phrases in the box to show the sequence of events.

As the water rose    At the same time    Finally    First    Suddenly    Then

1. \_\_\_\_\_, the sky went dark and it started to rain.
2. \_\_\_\_\_, the rain began to fall more heavily, and Jack saw animals looking for shelter under the trees.
3. \_\_\_\_\_, they heard a loud crash as part of the road collapsed.
4. \_\_\_\_\_, the car began to fill with water.
5. \_\_\_\_\_, Jack saw plastic bottles and empty food wrappers floating down the river.
6. \_\_\_\_\_, Jack escaped from the car before it disappeared.

**C** In groups, discuss the questions.

1. How can flooding damage an ecosystem?
2. How can people work together to prevent flooding?




Flooding damages plants and...

Yes, people should protect riverbanks by...



**A** Find these questions in your *Reader* and complete them.

 Look and remember the story.

1. \_\_\_\_\_ wants hot chocolate when we get home?
2. \_\_\_\_\_ was that?
3. \_\_\_\_\_ saved the girls?

**B** Underline the correct option to complete each question.

- |  |   |
|--|---|
| 1. Who <b>drove</b> / <b>did drive</b> the family home?    | 5. <b>Where</b> / <b>Who</b> collapsed at the side of the road? |
| 2. <b>Who</b> / <b>What</b> had collapsed into the water?  | 6. <b>What</b> / <b>How</b> illuminated the river?              |
| 3. Who <b>pass</b> / <b>passed</b> Erin to her mother?     | 7. Who <b>take</b> / <b>took</b> the family to the hospital?    |
| 4. Who <b>was</b> / <b>did</b> screaming at Jack to hurry? | 8. Who <b>are</b> / <b>was</b> proud of Jack?                   |

**C** In pairs, use the prompts to ask and answer questions about the pictures.



slow car down



try to open window



swim between seats



comfort children

explain situation to police officer

pass Erin through window

shelter under trees



Who slowed the car down?

What was looking for shelter under the trees?



Who comforted the children?



**Grammar: Subject Questions**

**What** is happening?

**What** were you thinking when the car filled up with water?

**Who** saved the girls?

1 Read the opinion essay.

## How can we help the planet?

In my opinion, the damage we are doing to our environment is getting worse.

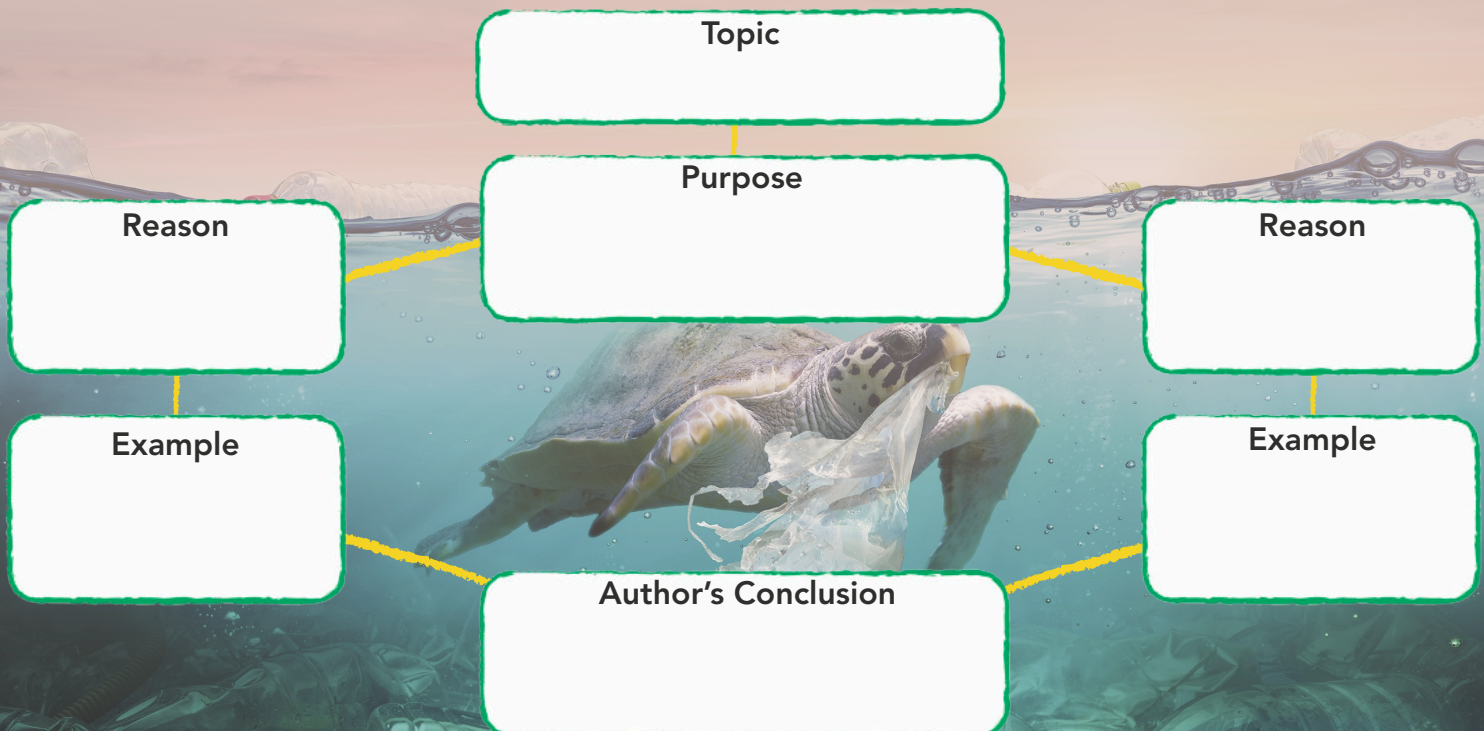
There is more pollution now than ever before and not just on land. Around 8 million tons of plastic enters our oceans every year. It poisons the oceans and kills wildlife.

We also need to stop cutting down trees to build new roads and cities. We are destroying the homes of thousands of plants and animals, so more species are becoming extinct each year.

We need to work together to start protecting our environment, or we won't have a world left to save. The future of the planet is in our hands.



2 Complete the graphic organizer using the information from the essay.





**A** In pairs, discuss which photos in the magazine article below relate to a positive situation and which relate to a negative one.

Watch a presentation on how to maintain a balanced ecosystem.

**B** Listen and write what students have done as part of their school eco-project. 

# Sixth-Graders Clean Up School!


**A** group of sixth-grade students want their school to be a place they can be proud of. That's why they started an eco-project to clean up the school. They did the following:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



- **In groups, discuss the questions.**
  1. Why has a lot of the wildlife left the area?
  2. How do you think the flood affected plants and animals around the school?

**C** In groups, discuss what your school could do to help the environment.

 What more could the children do to make people join their eco-project?

**A** Look and describe the problems in the pictures.



**B** Read the descriptions and match them with the photos in activity A.

**A** It's terrible! Kids come around here and hang out after school. I don't mind that, but I wish they'd take their trash with them when they leave!

**B** It's sad when I walk around and see the trees and plants. The weather's been so hot lately. It hasn't rained for weeks, and all the plants are dying.

**C** There was a terrible storm last night. I saw the damage while I was going to work. I'm worried about the effect it will have on the local wildlife. If the natural habitat is destroyed, animals in the area might leave. That would be such a shame!

**D** The park behind of my house is flooded. It used to be a really beautiful place to walk around and relax. But now people come here to play soccer on weekends and damage the grass. There are parts where the grass doesn't grow anymore.

● In groups, discuss possible solutions for the problems.

**C** Mark (✓) the actions you could do to help maintain a healthy environment. Then discuss your plans with a partner.

- pick up trash
- cut down trees
- plant seeds
- paint the fences
- hang bird feeders
- water the plants
- cut overgrown grass
- spray the plants with chemicals
- use the field to play soccer

**A Complete the questions.**

1. \_\_\_\_\_ had the idea to start the project?
2. What \_\_\_\_\_ you find?
3. What \_\_\_\_\_ the project involve?
4. \_\_\_\_\_ was responsible for getting those items?

**B Match the questions and answers.**

- |   |                          |   |
|---|--------------------------|---|
| 1. What caused the damage to the trees? | <input type="checkbox"/> | I put it back in its nest.                |
| 2. What did Jenny do to help?           | <input type="checkbox"/> | the men from the local conservation group |
| 3. Who fixed the fence?                 | <input type="checkbox"/> | She watered the plants.                   |
| 4. How did you help the bird?           | <input type="checkbox"/> | the storm that happened on the weekend    |

**C Write questions for the answers.**

1. \_\_\_\_\_  
Juan did. He helped me to put a fence around the area.
2. \_\_\_\_\_  
We separated the trash into different recycling containers.
3. \_\_\_\_\_  
The chemicals that they sprayed on the plants caused the damage.
4. \_\_\_\_\_  
Geese and ducks swim in the river.

● **Write questions about a recent group project. Then ask and answer them in pairs.**

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**Grammar: Subject and Object Questions**

**Who had** the idea to start the project?  
**What did** you **find**?

1 Listen to an interview about a balanced environment. Mark (✓) what Ivette thinks is the biggest problem for the environment.  05

pollution from factories

trash in the streets

plastic in the ocean



2 Complete the questions using the phrases in the box.

How do we stop    What can    What causes damage    What else affects    What is

1. \_\_\_\_\_ to our local environment?
2. \_\_\_\_\_ the environment?
3. \_\_\_\_\_ the public do to help the local environment?
4. \_\_\_\_\_ factories from polluting the environment?
5. \_\_\_\_\_ the biggest problem for the environment?

3 Write your own questions about how people can help protect the local environment. Use the questions in activity 2 as examples.

- In pairs, take turns interviewing each other.



What causes...?



I think the main cause is...

**Did you know?**

Scientists and environmental experts think that by 2050 there might be more plastic in our oceans than fish. Learn more at: [e-udp.com/BJ6021](http://e-udp.com/BJ6021)

# SEE THE CHANGE

## Leaflet and Activity: Plant a Tree Day

### Step 1

Discuss where you want to plant trees at your school. Think about the type of soil you need, the space that may be available, and who you need to speak to for permission to plant the trees.

### Step 3

In groups, discuss the findings of your research. Decide what equipment you will need to plant the trees and what other important factors you need to consider on the day, such as the weather, what the volunteers need to bring, and how you will organize the volunteers' jobs.

### Step 5

Present your leaflet to the class and get volunteers. Make them aware of the importance of what they are going to do and how it will help the school and the local ecosystem.

### Step 6

On the day, organize the area where you are going to plant the trees in advance. Make sure that you have everything you need, including all the necessary tools. Do this before the volunteers arrive.

### Step 8

After planting the trees, check the quality of the work. Make sure the area looks attractive and that everything has been cleaned up.

### Step 2

Research the topic. Use the internet to find out about the equipment you will need. Speak to people who work at your school, groundskeepers for example, and ask them for advice about what you will need and what you should consider on the day you plant your trees.

### Step 4

Think of ways to find volunteers for your Plant a Tree Day. Discuss the best way to draw people's attention to the importance of what you will be doing. Make a leaflet with the details and requirements for volunteers, as discussed in your group, so that volunteers will have all the information they will need. Remember to advise people to bring sunscreen and to wear suitable clothing and gloves.

### Step 7

Organize your volunteers. Split them into teams and assign a group member to supervise and help each team. Encourage teamwork, so that one team digs holes while another team carries the soil, and another team plants and then waters the trees.



SUSTAINABLE  
DEVELOPMENT  
GOALS





Unit 2  
How can we work together to solve problems?

Community Life



Living in a society means living together with a lot of different people. To make a society work, everybody needs to be involved. That means working together and helping each other. How can people contribute to society? Do you participate in activities in your community?



Watch the video to learn more about participating in society.

# Living and Working Together

In a society, people live in organized communities, with laws, traditions, and values. Some people need more help than others within a society, and we all have a responsibility to help where we can. Everyone can contribute to society. Here's how!



Volunteering

Volunteers give their time for free to help out with a project or cause.

It could be something like assisting families who have lost their homes after a natural disaster, like a hurricane or earthquake, or it could be something that helps you too, like improving a public space in the community. You can volunteer for any cause that you care about: helping children or an elderly neighbor, or protecting animals and the environment.



Community Organizations

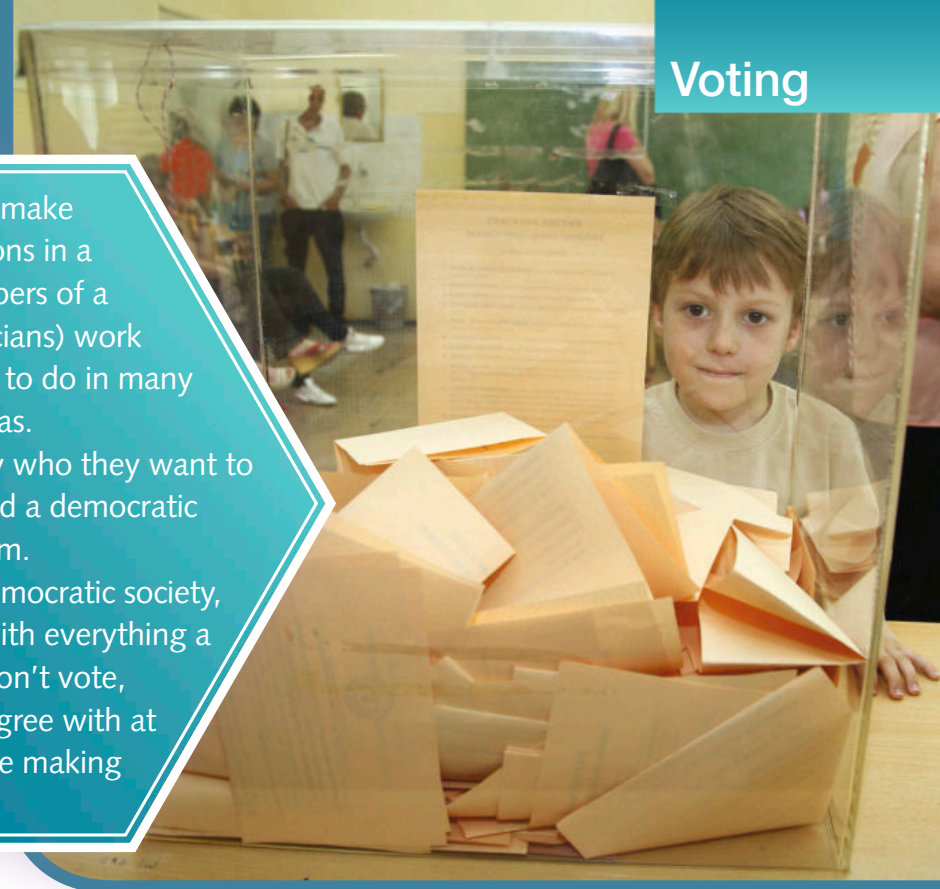
A community organization is a group of people who work together to improve conditions in the community.

There can be many different types of organizations in a community. They can be parent-teacher groups, sports clubs, community workshops, neighborhood associations, or support groups. Community organizations often organize local events to tell people about important issues, or to help raise money for a cause. These events are a good way to improve relationships in the community by bringing people together.

Political parties make important decisions in a society. The members of a political party (politicians) work together to decide what to do in many different areas.

Every person over 18 can say who they want to be in charge. This is called a democratic voting system.

Voting is important in a democratic society, even if you don't agree with everything a party says. If you don't vote, the party you don't agree with at all might be the one making the rules.



People who live in the same apartment block, street, or neighborhood may experience problems that affect them all. Organizing a meeting between neighbors is a good way to solve these problems. If they can't solve these problems themselves, local authorities need to get involved. When this happens, neighbors have a stronger case if they work together as a group with the same aim.

## Neighbor Meetings



### Did you know?

Almost anyone can apply to become a member of the government in the United Kingdom, as long as they're over 18, have 10 official supporters, and have £500 to pay the registration fee.

**In groups, discuss the questions.**

1. What problems are there in your community?
2. What have community organizations done where you live?
3. What can you do to help?