

# Tolerance

I Think you are Great

BOOK

05

Activate English

**BIONIC**  
mind

► Inglés del futuro

Mint

Refresh your knowledge

# CREDITS

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BIONIC Mind

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The logo for BIONIC mind features a stylized lightning bolt icon to the left of the word "BIONIC" in a bold, sans-serif font. Below "BIONIC" is the word "mind" in a smaller, lowercase sans-serif font, followed by a registered trademark symbol (®).



es un programa de Inglés para niños. El programa ha sido creado y diseñado para aprender mediante la navegación a través de ideas y conceptos mentales de la cultura universal inglesa

de todos los tiempos. Es el método más avanzado de enseñanza, el cual a través de escenarios vivenciales del pasado y del futuro y la aplicación de programación neurolingüística, diversifica el aprendizaje y potencia el conocimiento con experiencias racionales sensoriales y emocionales en el idioma inglés, en un viaje a través del tiempo.

El programa se basa en una novedosa pedagogía ágil y agradable donde el niño adquiere al final de cada libro las competencias necesarias para expresarse adecuadamente en el idioma inglés, utilizando cuatro habilidades básicas en el aprendizaje de un idioma como son el escuchar, el hablar, el leer y el saber escribir. En este proceso el niño recibe conocimientos sobre temas culturales de gran interés como son el arte, la salud, el entretenimiento, los deportes, los hobbies, la cocina y el desarrollo personal entre muchos otros.

La ingeniería biónica comprende múltiples disciplinas, las cuales unidas, buscan integrar sistemas biológicos y electrónicos. Derivado de esto, la pedagogía de aprendizaje desarrollada por Mint Enjoy garantiza que el niño adquiera progresivamente, vocabulario, pronunciación y fluidez que le permitan interactuar en cualquier tipo de situación cotidiana que demanda la globalización de las comunicaciones en el idioma inglés, lengua dominante en el mundo de hoy y del futuro.

**Bienvenido a Bionic Mind, El Inglés del futuro.**



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READ

## My Friend Peter

Read about Peter. **Circle in red the countries,**  
**in yellow the nationalities and in blue the languages.**

My friend's name is Peter. Peter is from Amsterdam, in Holland. He is Dutch. He is married and has two children. His wife, Jane, is American. She is from Boston in The United States. Her family is still in Boston, but she now works and lives with Peter in Milan. They speak English, Dutch, German and Italian! Their children are pupils at a local primary school. The children go to school with other children from all over the world. Flora, their daughter, has friends from France, Switzerland, Austria and Sweden. Hans, their son, goes to school with students from South Africa, Portugal, Spain and Canada. Of course, there are many children from Italy. Imagine French, Swiss, Austrian, Swedish, South African, American, Italian, Spanish and Canadian children all learning together in Italy!



# THE CONTINENTS



FIND!

Find the name  
of the **SEVEN** continents.



MWAYWEWFVECAFHAAX  
SYJATCKKFAUCWICDUL  
IUUXLZXARAVWISMSV  
WKDFTVWLHNCTRYNATH  
QAIFGJZGKITEEPRYRH  
NFQTDUURFEMAAAIRAF  
PHYESOUTHAMERICCALQ  
TDHMBEQKMHFBPFPIZ  
LTUZYCITPOFLHRTPAR  
PQKBHERBRYWKIOWISI  
NUNEPORUEIUCPWEMCY  
TAUQNVPDYKASKEMEA

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

# SING

Sing the song "We've got the whole world in our hands" using the following lyrics!



SING!!!

We've got **ASIA** and **EUROPE** in our hands,  
We've got **AFRICA** and **AUSTRALIA** in our hands,  
We've got **NORTH** and **SOUTH AMERICA** in our hands.  
We've got the whole **WORLD** in our hands.

We've got six huge continents in our hands.  
We've got six huge continents in our hands.  
We've got six huge continents in our hands.  
But where is number seven?

It's at the south point of the globe -- yes, it is.  
It's at the south point of the globe -- yes, it is.  
It's at the south point of the globe -- yes, it is.  
And it's called **ANTARCTICA**.

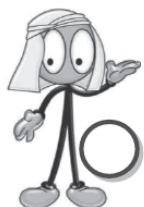


# THE NATIONALITIES

Match the nationalities and people.



**MATCH!**



African

Saudi Arabian

French

Alaskan

Indian

Chinese

American

Egyptian

Scottish

English

Spanish

Italian

Austrian

Japanese

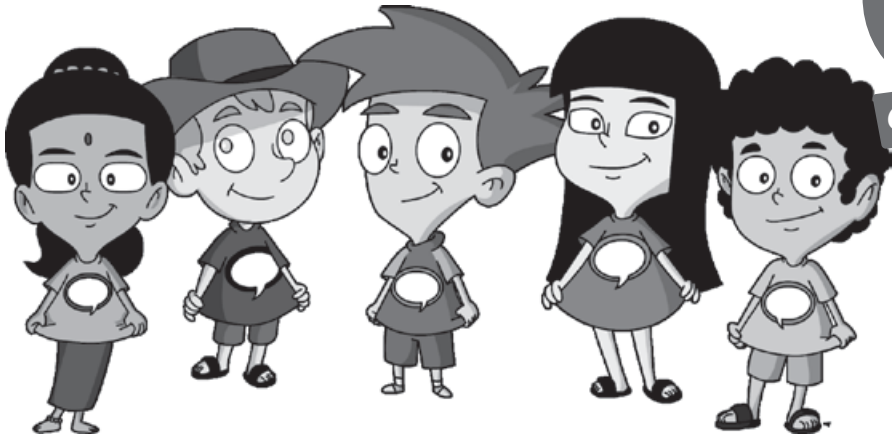
Mexican

Russian

# World Languages!

Answer the following questions:  
Ex: People in Colombia speak Spanish.

- What language is spoken in **Brazil**?
- What language is spoken in **China**?
- What language is spoken in **Greece**?
- What language is spoken in **Israel**?
- What language is spoken in **Mexico**?



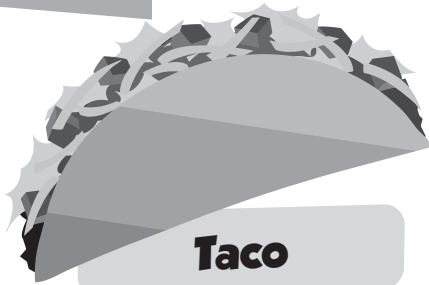
- What language is spoken in **Saudi Arabia**?
- What language is spoken in **France**?
- What language do **Koreans** speak?
- In what country is **German** spoken?
- What country in South America speaks **portuguese**?



# Lesson 2 CULTURES



**MATCH**



**Taco**



**Sushi**



**Chicken Curry**

Match the **Countries** and the **international food**.

**Mexico**

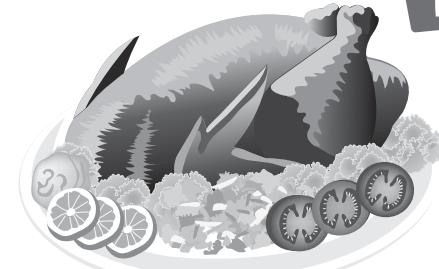
**Germany**

**India**

**China**

**Japan**

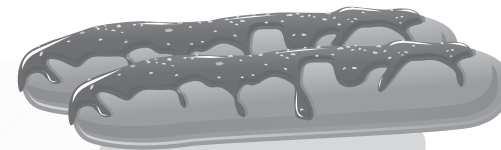
**Italy**



**Beijing duck**



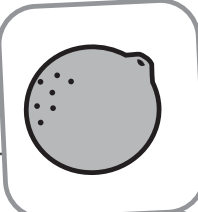
**Pizza**



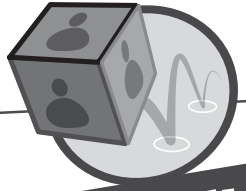
**Sausages**



# Food



Start



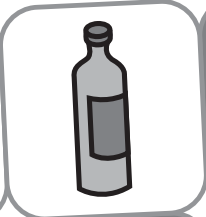
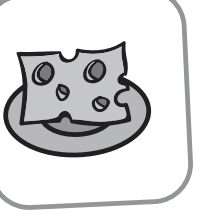
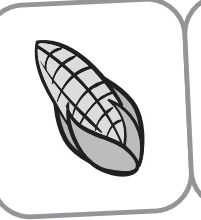
PLAY!



SUPER SKIP  
*Move Ahead*



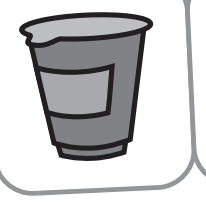
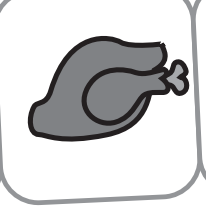
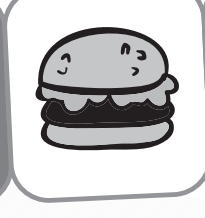
MOVE AHEAD  
3 SPACES



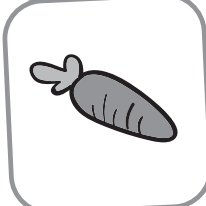
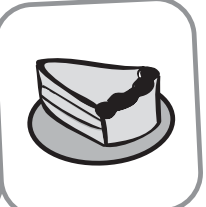
MOVE BACK  
3 SPACES



SKIP ONE TURN

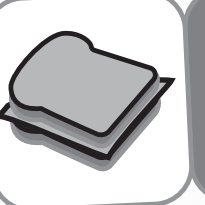
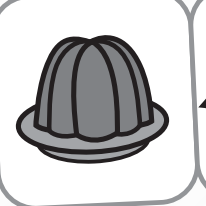


OH NO!  
GO BACK

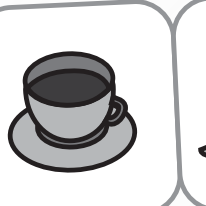


Play and say the name of food.

FINISH



OH NO!  
GO BACK TO START



MOVE AHEAD  
2 SPACES



My Favourite

# International FOOD

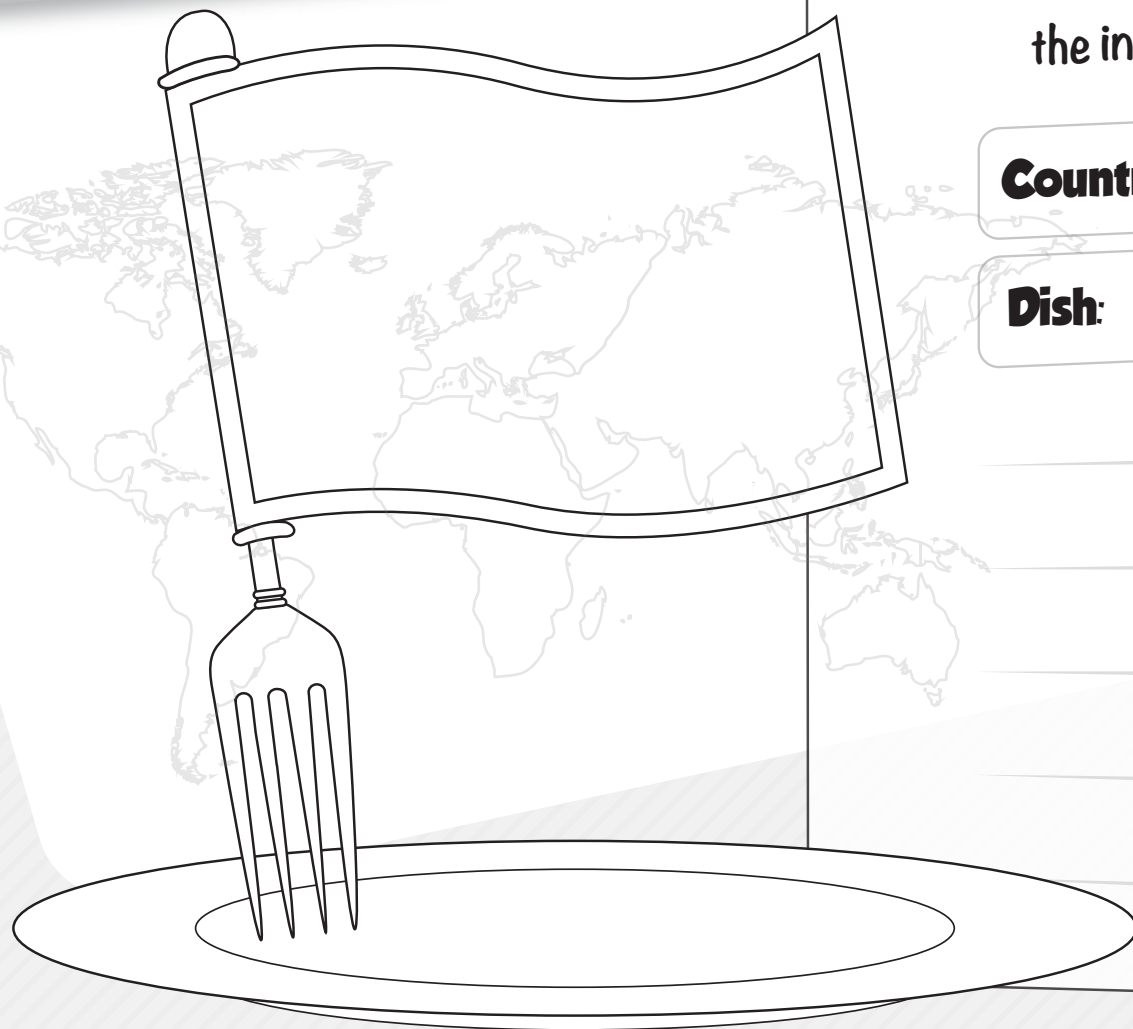


**COLOR &  
WRITE!**

**Color the flag of your country  
and describe  
the ingredients of your favourite dish.**

**Country:**

**Dish:**

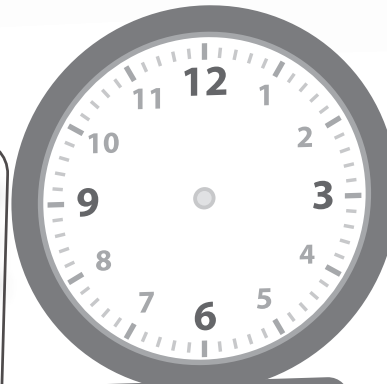


IT IS 8 AM.  
FLYNN IS HAVING  
BREAKFAST

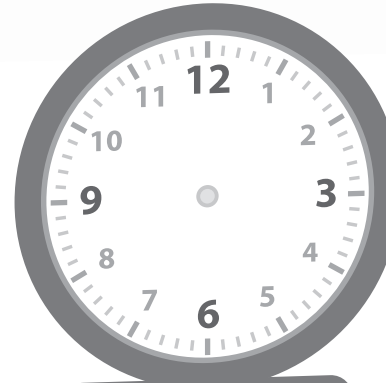


## Clocks

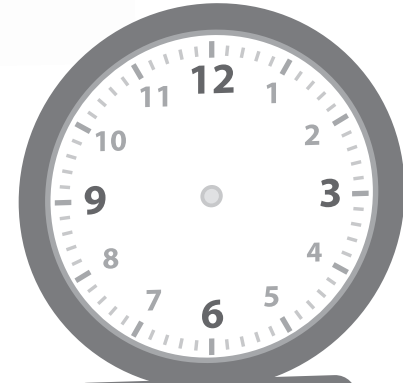
Draw the hands  
on the clocks  
to show the time  
below them:



**5:20**



**3:40**



**7:30**



**8:45**



**1:15**



**11:35**

# Time!

Practice telling the time with these activities:



COMPLETE

Write the time shown on the clocks:



:



:



:

Choose the correct time shown on each clock:



■ 8:20 ■ 4:45  
■ 3:20 ■ 7:20

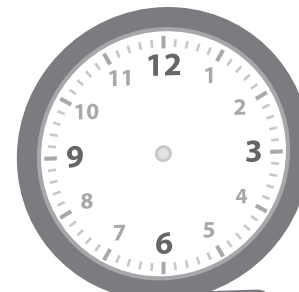


■ 10:05 ■ 9:20  
■ 4:15 ■ 9:40

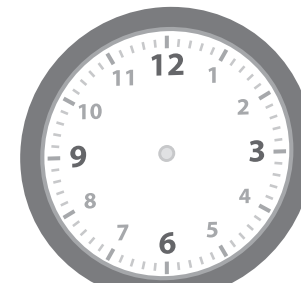


■ 2:10 ■ 11:10  
■ 2:00 ■ 11:20

Draw the hands on the clocks to show the time:



2:25



8:15



3:45

# Beautiful Clocks

Look at these beautiful clocks and write the time they show.  
Don't forget to use to and past.



1



2



3



7



4



5



6

1 It's one o'clock.

2 \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

1 \_\_\_\_\_

3 \_\_\_\_\_

# Actions

Match the animal with the corresponding action.  
Then write sentences.



**MATCH**



Singing

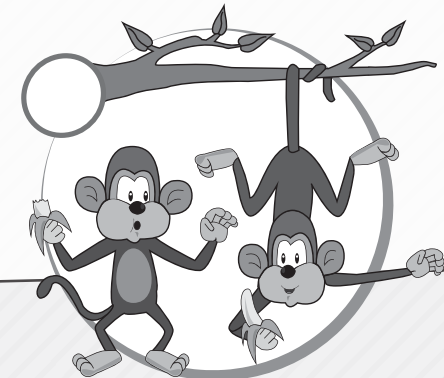
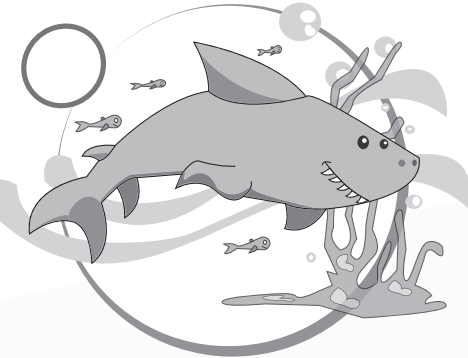
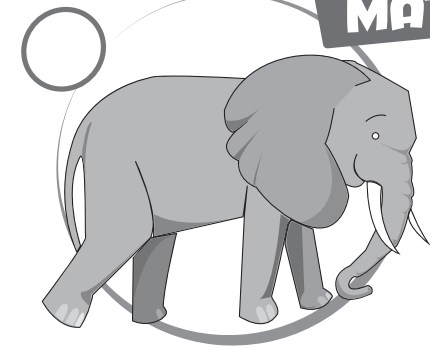
Eating

Drinking

Flying

Swimming

Sleeping

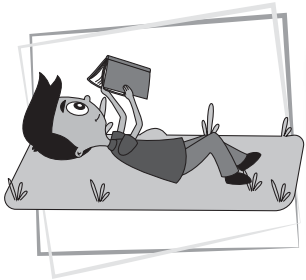


# What are they Doing?



TRACE & COMPLETE

**Remember!** You can use the verb **to be** and **ing** to say what someone is doing right now. Trace the sentence in the example and write what people are doing.



He is reading  
a book

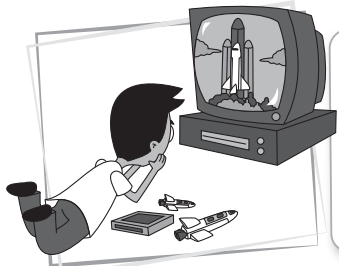


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

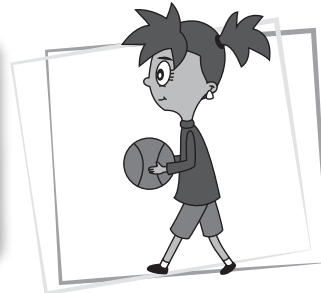


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# The Park



Look at this picture and write sentences about what people are doing with the verbs in the box. Use any extra-words if you need them.



**WRITE!**

**Run    Cycle    Buy    Walk    Sit**  
**Play    Read    Eat    Listen    Feed**

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# What are they Doing? The Game



**Start**  
**Roll Dice**

**Buy / ice cream**  
**Play baseball**  
**Clean the window**  
**Cry**  
**Do / homework**  
**Drive a car**  
**Dig a hole**  
**Have dinner**  
**Fish**  
**Sing a nice song**  
**Sleep**  
**Watch TV**  
**Fight**  
**Build a house**

**Arrived you WON!**

**Roll the dice!**

The game cards are arranged in a circular path around a central 'WON!' card. The activities shown on the cards are: buying ice cream, playing baseball, cleaning a window, crying, doing homework, driving a car, digging a hole, having dinner, fishing, singing a song, sleeping, watching TV, and fighting. A large 'WON!' card is in the center, and a 'Roll the dice!' instruction is also present.

# Lesson 1

## Describing people



### Adjectives

Circle and write the 16 adjectives

O	S	M	Y	U	W	N	H	R	P	B	R
O	O	H	Y	L	M	E	F	A	S	T	M
L	L	L	O	E	I	N	A	F	E	B	H
D	C	O	K	R	V	G	I	K	A	R	O
X	J	N	P	M	T	W	H	N	H	T	P
J	U	G	Y	Y	V	B	P	T	N	A	R
S	T	R	O	N	G	T	O	C	Z	L	E
F	H	N	K	L	P	B	S	R	O	L	T
L	I	T	T	L	E	A	I	N	I	X	T
H	E	A	V	Y	B	F	M	G	Y	N	Y
O	B	L	L	O	S	U	D	A	R	K	G
J	F	U	N	D	I	R	T	Y	Q	T	E

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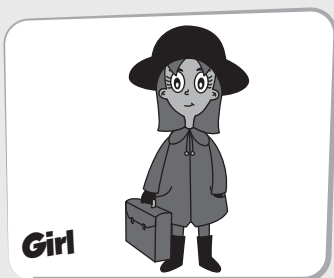
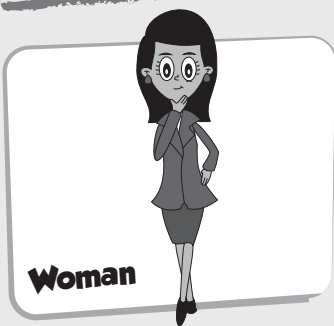
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# Who is?

Circle the correct answer



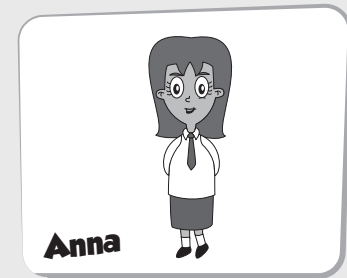
## Who is older?



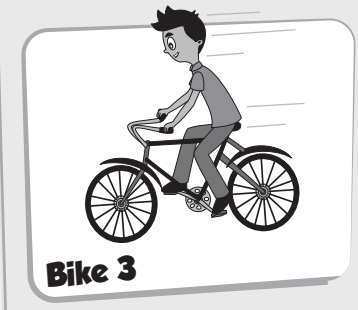
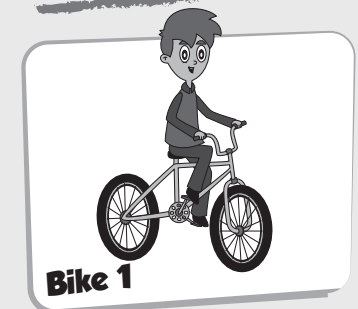
## Who is younger?



## Who is bigger?

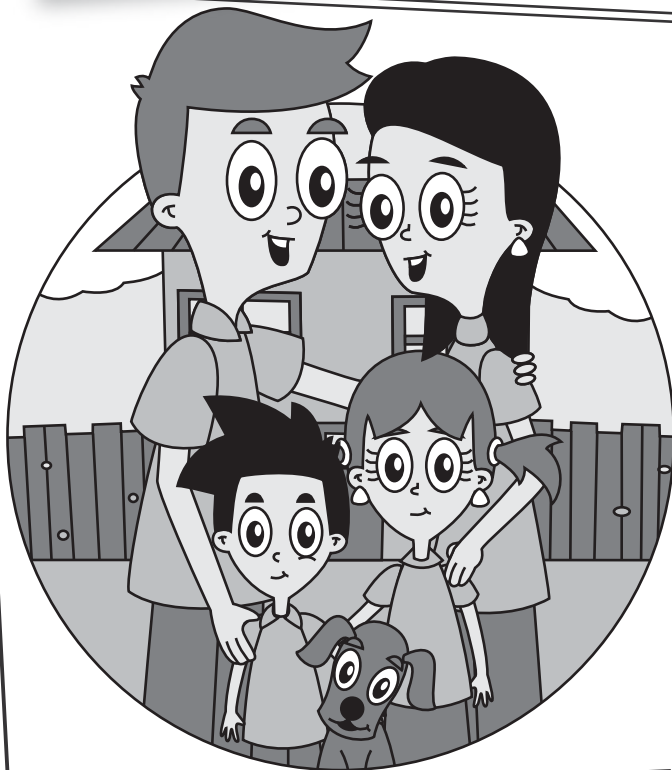


## Which is faster?



# Happy

# Family



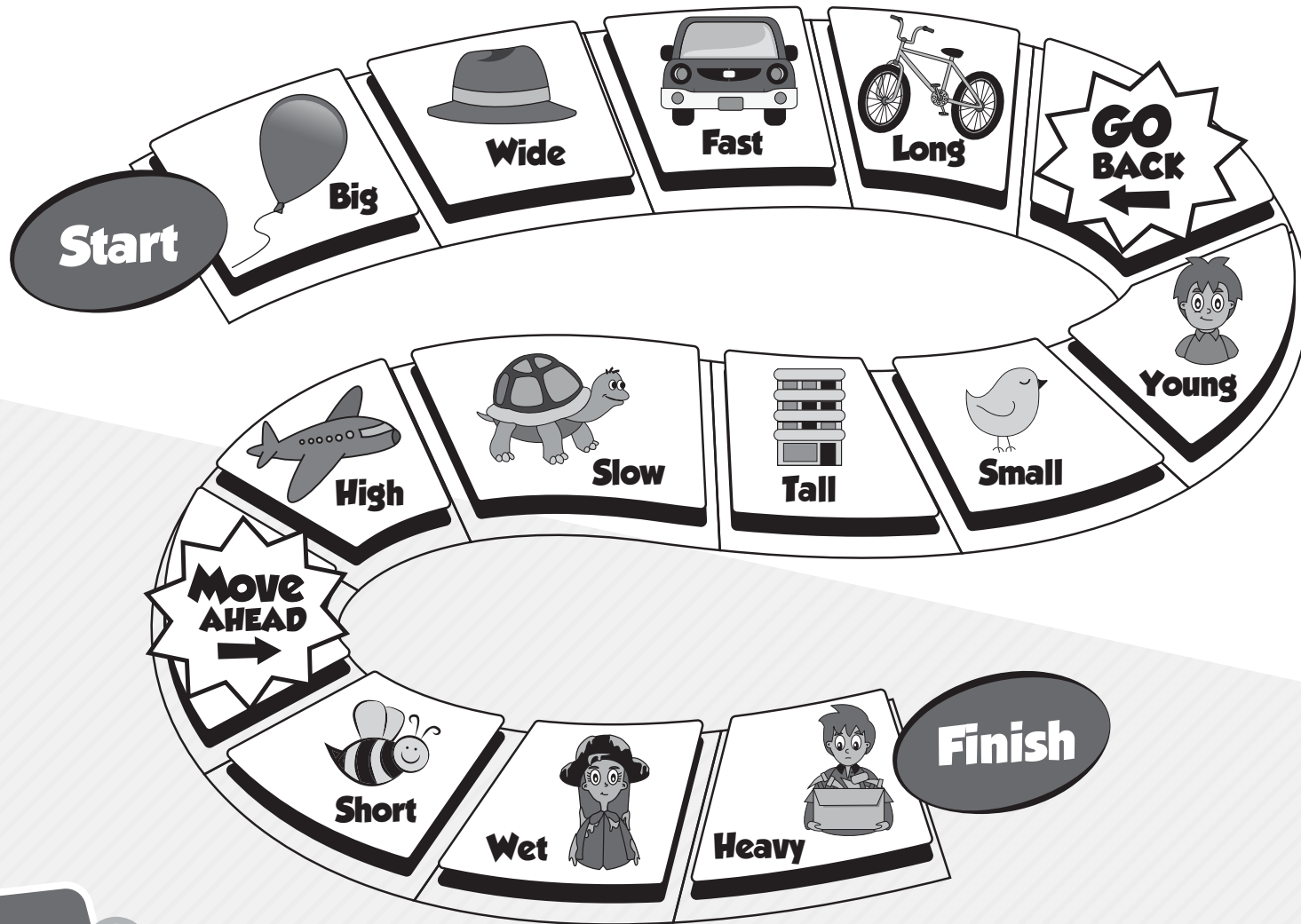
OUR FAMILY

Read this small text and then **compare** the people from this happy family:



**Mark** is the father. He is 45 years old.  
**Mel** is the mother. She is 39 years old.  
They have two children: **Dan** and **Liza**.  
**Dan** is 9 years old and **Liza** is 12.

- a. Mark is \_\_\_\_\_ his wife.
- b. Mel is \_\_\_\_\_ her children.
- c. Dan is \_\_\_\_\_ than his sister.
- d. Dan's sister is \_\_\_\_\_ than him.
- e. The kids are \_\_\_\_\_ their parents.
- f. Dan is \_\_\_\_\_ than his sister.
- g. Dan's mother is \_\_\_\_\_ than Liza.



1. Place the token on the start.
2. Roll a die.
3. Move the token as the die shows.
4. Say a sentence using the superlative form of the adjective you land on.

# Comparatives

Complete the table with the missing form of the adjective:



COMPLETE

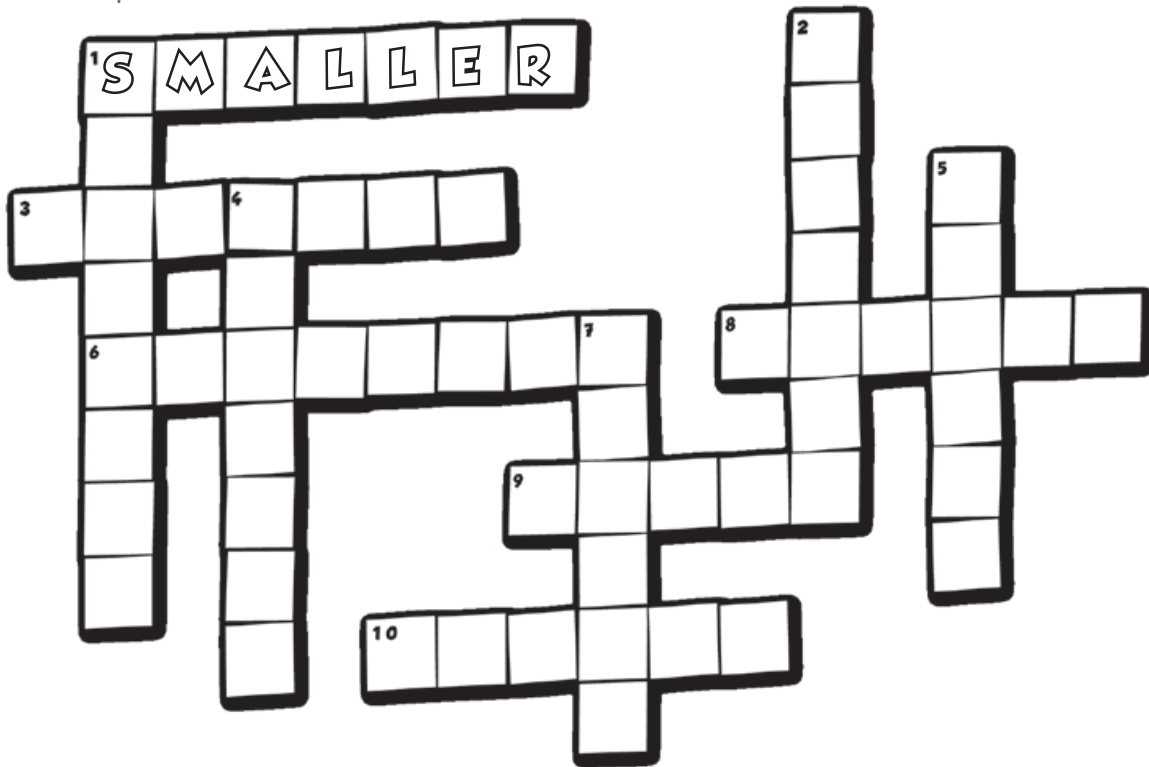
Adjective	Comparison	Superlative
Short	Shorter	
Long		Longest
Tall		Tallest
Big	Bigger	
Small		Smallest
Happy	Happier	
Lazy		Laziest
Generous	More Generous	Meanest
Mean		
Funny		Funniest
Smart	Smarter	

# Comparatives Crossword



COMPLETE

Use the words in the **Word Bank** to complete the sentences and the crossword puzzle.

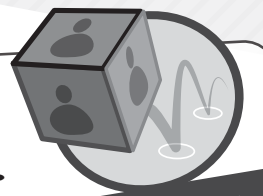


- ① The cat is Smaller than the camel
- ② Santa is the \_\_\_\_\_ of the three people
- ③ The bee is \_\_\_\_\_ than the bird
- ④ The giraffe is the \_\_\_\_\_ of the three animals
- ⑤ The giraffe is \_\_\_\_\_ than the horse
- ⑥ The mouse is the \_\_\_\_\_ of the three animals
- ⑦ The mouse is \_\_\_\_\_ than the cat
- ⑧ The elephant is \_\_\_\_\_ than the cow
- ⑨ Santa is \_\_\_\_\_ than my father
- ⑩ The bee is the \_\_\_\_\_ of all three
- ⑪ The whale is \_\_\_\_\_ than the dolphin

- **Smaller**   **Bigger**   **Smallest**   **Bigger**
- **Tallest**   **Older**   **Heavier**   **Taller**
- **Lightest**   **Oldest**   **Lighter**   **Taller**

# Tic-Tac-Toe

Play tic-tac-toe saying sentences with the **comparative** and **superlative forms** of the adjectives under the pictures.



**PLAY!**

