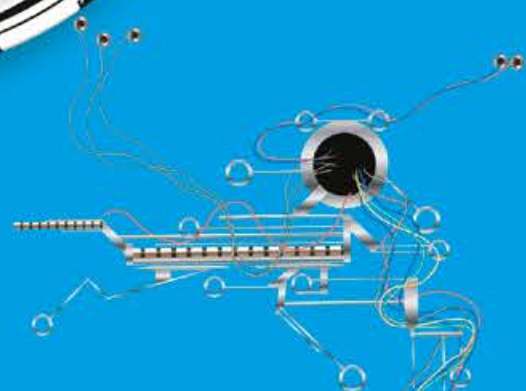
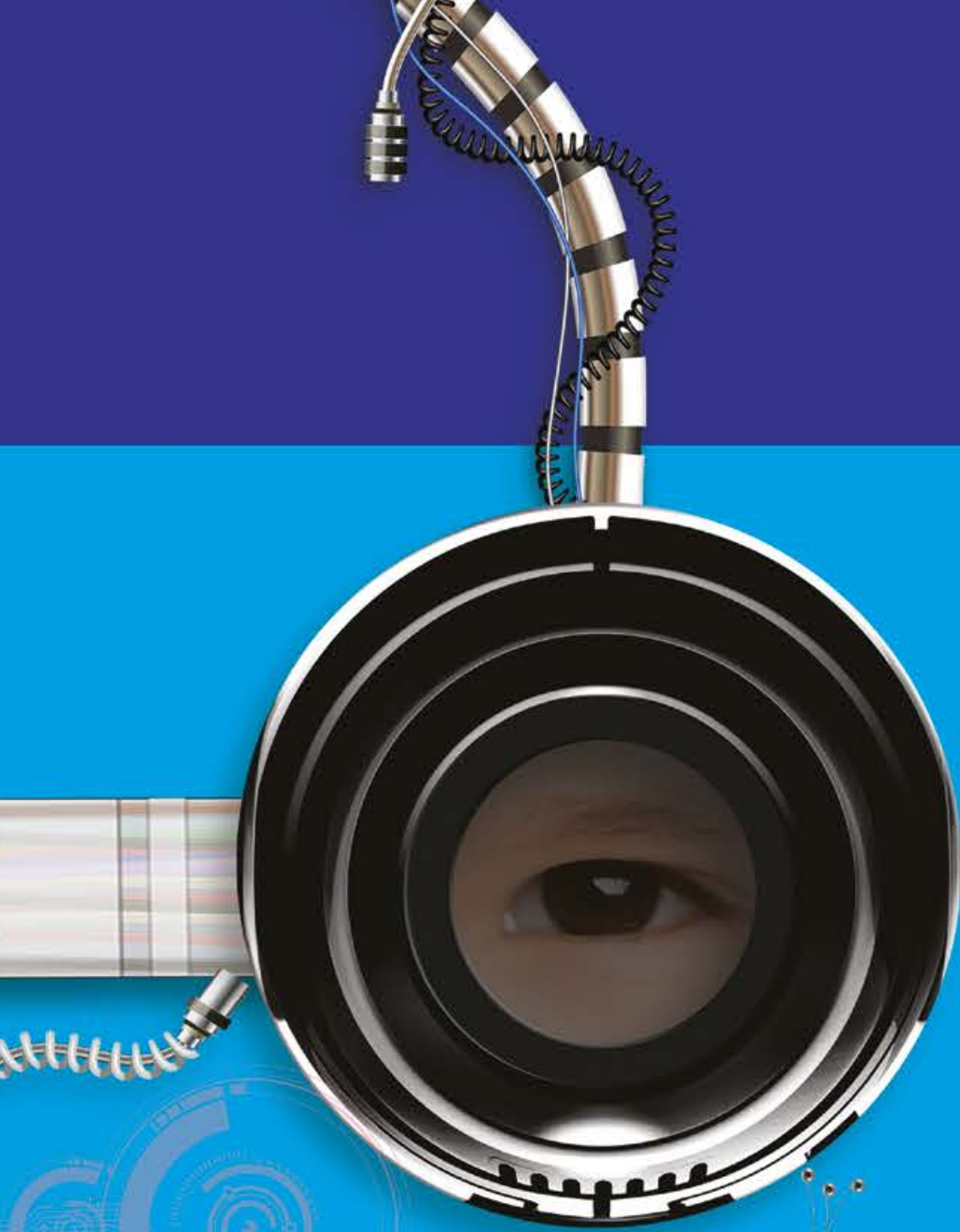


# Solidarity

I Care About You



► Inglés del futuro

# CREDITS

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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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## UNIT 1:

# I care about You

I WANT TO  
**HELP YOU!!!**

### Communication Objectives:

- ⊙ To name people children can help.
- ⊙ To talk about things you can do to help around.
- ⊙ To name chores children can do.
- ⊙ To identify some objects in the house.
- ⊙ To identify some objects in the school.
- ⊙ To recognize some places in the neighborhood.



“ The best way to find yourself is to lose yourself in the service of others. ”

**Mahatma Gandhi**

**Unit 1**

**Helping  
People**

**BEFORE STARTING,**

**LET'S  
REVIEW**



**THIS IS ME. !**

Complete this form with information about you.  
**THEN PASTE A PHOTO  
OF YOURSELF!**



1. My name is \_\_\_\_\_.
2. I am \_\_\_\_\_ (age).
3. My friends are \_\_\_\_\_.
4. My father is \_\_\_\_\_.
5. My mother is \_\_\_\_\_.
6. I have a \_\_\_\_\_ (pet).

Paste  
your photo  
here





READ  
AND LISTEN

Unit 1

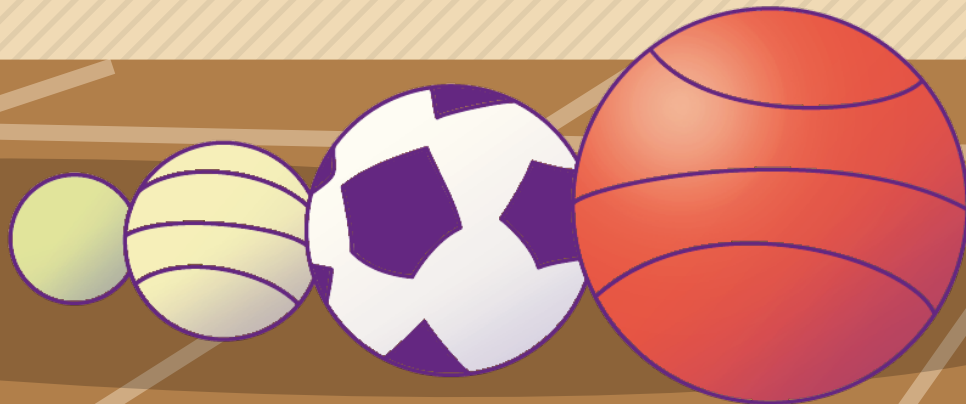
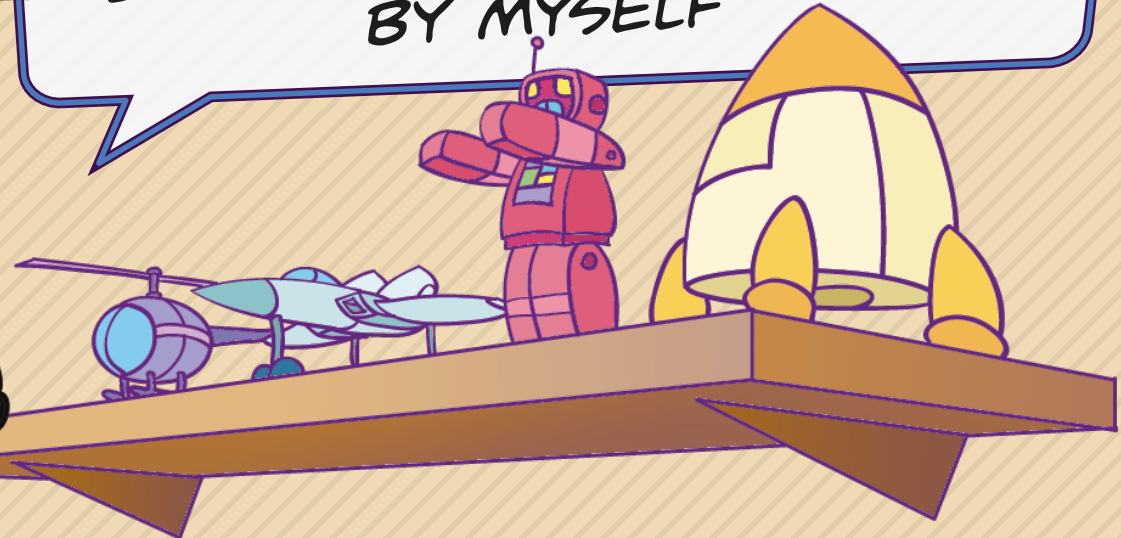
# Lesson 1

## Helping in the House

I'M A **GOOD HELPER**. I CAN  
MAKE MY BED ALL BY  
MYSELF!

TODAY IS **CLEANING DAY** AT  
FLYNN'S HOUSE. HE IS HAPPY  
**TO HELP** HIS PARENTS.

**I'M A GOOD HELPER.**  
I CAN **PICK UP MY TOYS** ALL  
BY MYSELF



2

**I'M A GOOD HELPER,**  
I CAN PUT AWAY MY  
CLOTHES ALL BY MYSELF



**3**

**I'M A GOOD HELPER,**  
I CAN SET THE TABLE ALL  
BY MYSELF



**4**

**I'M A GOOD HELPER.**  
I CAN RECYCLE ALL BY MYSELF



**5**

**I'M A GOOD HELPER.**

I CAN WATER THE  
FLOWERS ALL BY MYSELF

6



**THANK YOU FLYNN!!**  
YOU ARE A **GREAT HELPER**

**SAYS HIS  
MOM.**

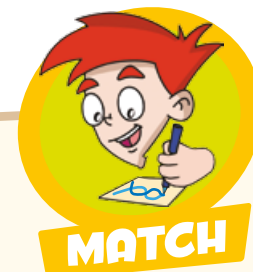
**THE END...**

**7**

**13**

**BIONIC**  
MIND

# Helping in my House



Match the phrases  
with the corresponding picture:

1. water the flowers

2. Put away your clothes

3. Make your bed

4. Set the table

5. Pick up your toys

6. Recycle.

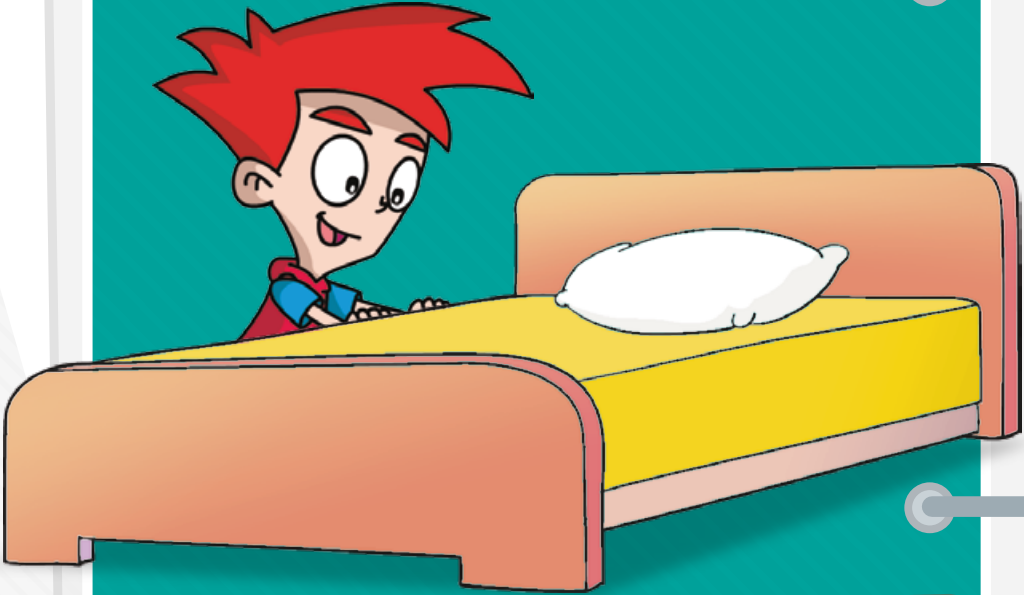


# I HELP in my **House**



**COMPLETE AND DRAW**

**I can do this...** What about you?



**I am a good helper  
I can make my bed all by myself.**

**Draw** what you can do to **help**.

A large, empty rectangular box with a light blue border, intended for the student to draw an illustration of themselves performing a helpful task.

**I am a good helper  
I can  all by myself.**

# You can Help TOO

Re-read Flynn's story. Tick (✓) **ONLY** the activities that Flynn can do and those that you can do to help around the house.



**COMPLETE**

**Chores**

Water the flowers



Wash the dishes



Cook



Make the bed



Sweep



**Flynn**



**You**

Now, complete the sentences about you:

1. I CAN

to help around the house.

2. I CAN

to help around the house.

3. I CAN

to help around the house.



## Unit 1

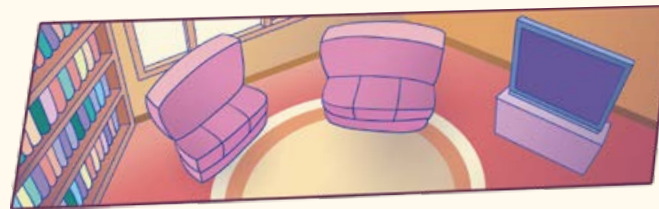
# Lesson 2 Objects in the House

Now my house is clean!  
I'll describe it to you.



There is **one bed**.  
There is **one closet**.  
There is **one toy box**.  
There are **two night tables**.

There is **one toilet**.  
There is **one shower**.  
There is **one sink**.  
There are **two towels**.



There is **one bookcase**.  
There is **one TV set**.  
There is **one rug**.  
There are **two sofas**.

There is **a table**.  
There are **six chairs**.  
There are **five spoons**,  
five forks **and five knives**.



There is **one fridge**.  
There is **one stove**.  
There is **one sink**.  
There are **six cups**.

# True or False

Circle **T (True)** or **F (False)** according to what you see in Flynn's house.



1. There is **one night table** in the bedroom.
2. There is **one toy box** in the bedroom.
3. There are **two towels** in the bathroom.
4. There is **one toilet** in the bathroom.
5. There are **two rugs** in the living room.
6. There is **one TV** set in the living room.
7. There are **four spoons** in the dining room.
8. There is **one table** in the dining room.
9. There is **one fridge** in the kitchen.
10. There are **three cups** in the kitchen.

**T**

**F**



**T**

**F**



**T**

**F**

**T**

**F**



**T**

**F**

**T**

**F**



**T**

**F**

**T**

**F**

**T**

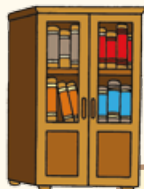
**F**

**T**

**F**



# CROSSWORD



**B O O K C A S E**



**COMPLETE**

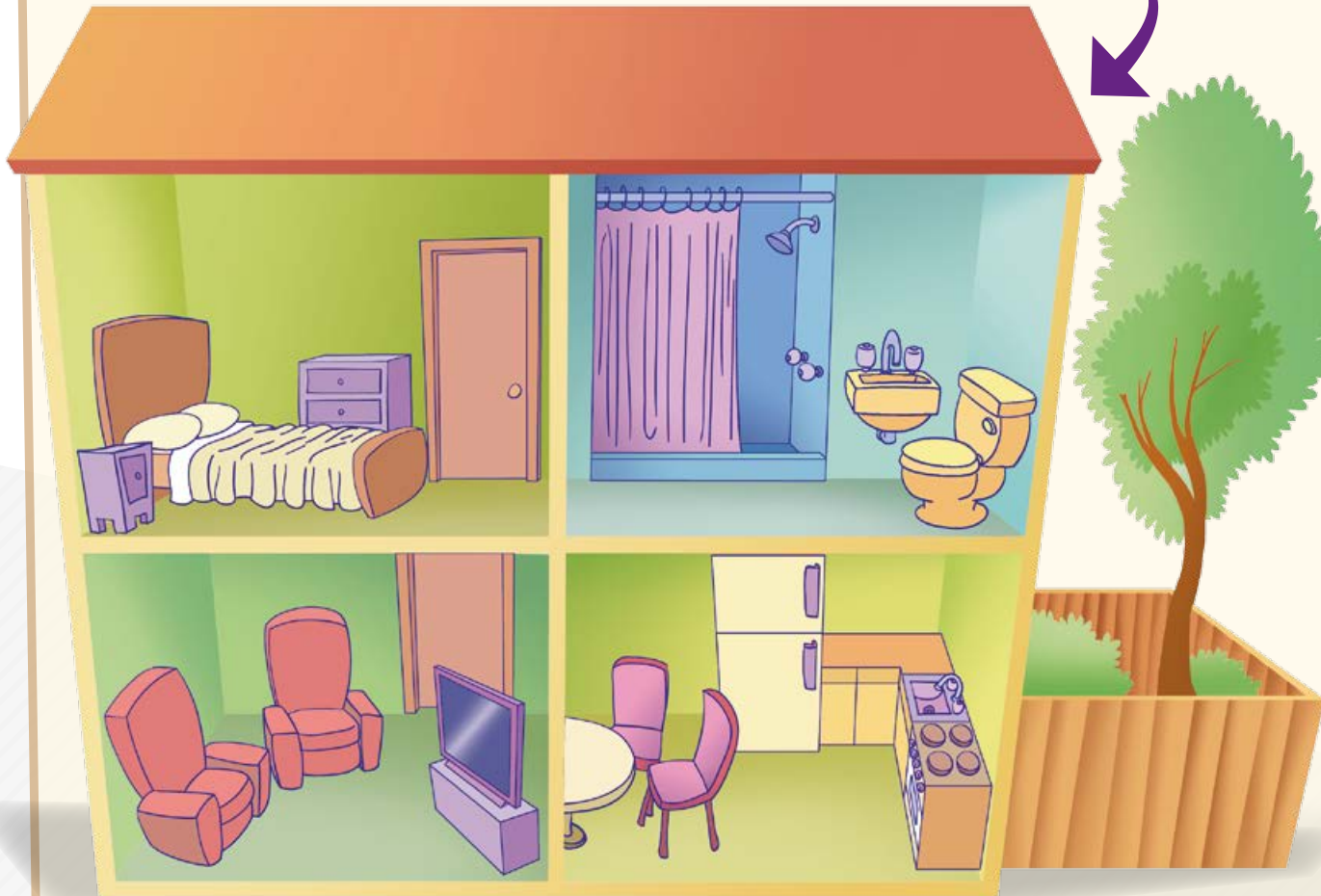
**Write the name**  
of the object you see.

**There is... There are !**

Use **there is** and **there are** to describe this house....



**COMPLETE**



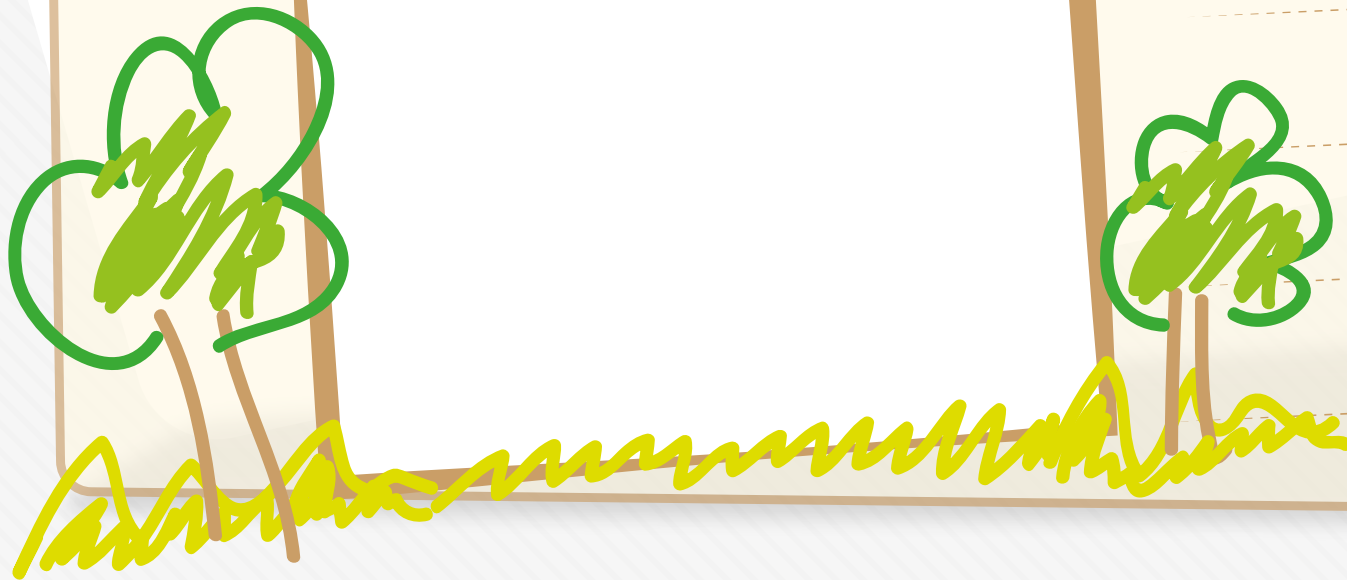
Handwriting practice area with five horizontal dashed lines for writing.

# This is My House

Draw your house and write sentences with **there is** and **there are** to describe it!!



My House



# Lesson 3 MY Neighborhood



**My friends and I help our parents.**



**Irvin** IS AT THE GROCERY STORE. HE HELPS HIS MOM TO PICK THE APPLES.



**Odin** IS AT THE STATIONER'S STORE. HE HELPS HIS DAD TO HANDLE THE MONEY



**Amy** IS AT THE BAKERY. SHE HELPS HER MOM ASK FOR THE BREAD



**Eaton** IS AT THE BUTCHER'S SHOP. HE HELPS HIS DAD TO CARRY THE BAGS.



**Uri** IS AT THE LAUNDRY. HE HELPS HIS MOM TO RECEIVE THE CHANGE.



# WE HELP!

Use your **Stickers-Worksheet 1 - MY NEIGHBORHOOD** -  
to complete these sentences:



1.

Odin  
is at the



He helps his dad

2.

Irvin  
is at the



He helps his mom

3.

Amy  
is at the



She helps her mom

4.

Uri  
is at the



He helps his mom

5.

Eaton  
is at the



He helps his dad

# My Neighborhood

Tick the places there are in your neighborhood.  
Then draw them in the square



**DRAW!**

- Grocery store
- Bakery
- Butcher's shop
- Park
- School
- Drugstore
- Police station
- Stationer's store
- Laundry



# People in Need

## UNIT 2:

### Communication Objectives:

- To identify people in need.
- To mention parts of the body.
- To learn some social expressions to offer help.
- To understand commands
- To name numbers from 21-50



“The first step in the evolution of ethics is a sense of solidarity with other human beings.”

**Albert Schweitzer**

FLYNN AND HIS MOM ARE  
**waiting for the bus.**  
HIS MOM SEES MR. SMITH WHO IS  
A **blind person.**

CAN I HELP YOU TO **cross**  
**the street** MR. SMITH?  
OFFERS FLYNN'S MOM.





**Hi Mr. Smith!**  
SAYS FLYNN.

**Yes, please**  
SAYS MR. SMITH.

**2**



WHAT IS WRONG  
WITH MR. SMITH, MOM?  
FLYNN ASKS DONNA.

**Close your eyes  
and walk**  
SAYS DONNA



3



I AM NERVOUS...  
**I cannot see**

OH MOM, NOW I  
UNDERSTAND  
how important eyes are.  
**THANKS MOM!**

YES SON, IT IS DIFFICULT  
TO WALK WHEN YOU  
CANNOT SEE.  
THAT IS WHY WE SHOULD  
**help people who  
cannot see**

**4**

# The Five Senses

Write the sense word in the left column and then draw a line to the correct body part.



TRACE AND MATCH

Let's learn a little bit more about the human body.

The **five senses** are sight, hearing, smell, touch, and taste.

**Senses are very important.** They help us perceive our surroundings and gather information about the world.

hearing ○

sight ○

smell ○

taste ○

touch ○

○ skin

○ eye

○ nose

○ ear

○ mouth

# My Five Senses

Complete the sentences with the corresponding word.

nose

hands

ears

mouth

eyes



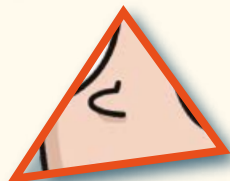
COMPLETE



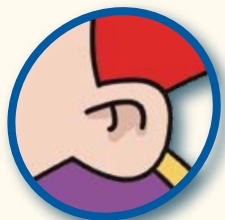
**I touch** with my: .....



**I see** with my: .....



**I smell** with my: .....



**I hear** with my: .....



**I taste** with my: .....

# Ourselves



TRACE AND LEARN

We have other parts of the body that are also important.

Look at the boy and **draw a line** from the word to the part of the body that it indicates.

Hair

Nose

Ear

Eye

Neck

Chest

Wrist

Hand

Knee

Foot

● Head

● Eyebrow

● Mouth

● Chin

● Shoulder

● Elbow

● Arm

● Tummy

● Leg

● Ankle





# Parts of My Body

Cut the cards out and sort them in alphabetical order, then read them out loud.



**Foot**



**Arm**



**Head**



**Nose**



**Finger**



**Leg**



**Elbow**



**Chin**



**Ear**



**Hip**



**Shoulder**



**Hand**





## Unit 2

# Lesson 2

# Offering Help

**Flynn**



MY DAD SAYS IT IS GOOD TO HELP **BLIND PEOPLE** TO CROSS THE STREET.

**Eaton**



MY MOM SAYS IT IS GOOD TO GIVE YOUR SEAT TO **PREGNANT WOMEN**

**Uri**



MY GRANDAD SAYS IT IS GOOD TO LEAVE YOUR SEAT TO **OLD PEOPLE** TOO.

**Irvin**



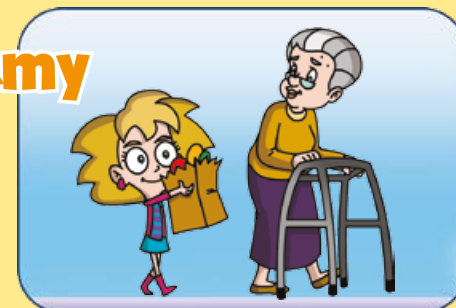
MY GRANNY SAYS IT IS GOOD TO HELP **HANDICAPPED PEOPLE** MOVE THEIR WHEELCHAIR.

**Odin**



MY UNCLE SAYS IT IS GOOD TO HELP **LAME PEOPLE** GET ON A BUS.

**Amy**



IT FEELS WONDERFUL TO **help around...**



# Helping People

Match the people with all the possible actions to help them...



**Blind person**



**Old person**



**Pregnant woman**



**Handicapped person**



**Lame person**

**cross the street**

**give the seat to them**

**move the wheelchair**

**help him/her get on the bus.**



# SING ALONG!

**Flynn:** Can I help you?  
Can I help you?

**Mr Ted:** Yes, yes, please,  
Yes, yes, please

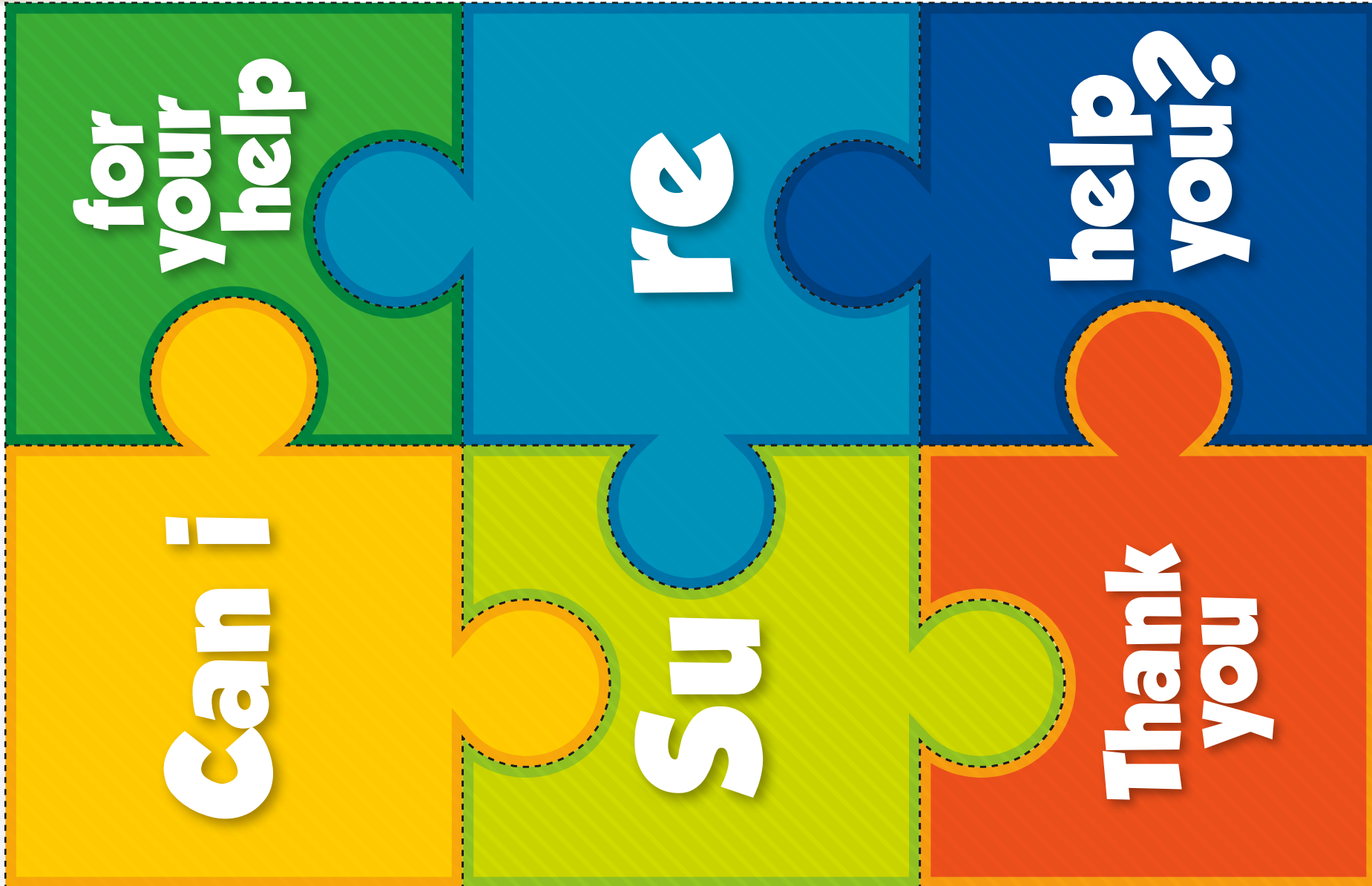
**Mr. Ted:** Help me cross the street  
Help me cross the street

**Flynn:** Sure, sure, sure  
Sure, sure, sure

**Mr. Ted:** Thank you for your help  
Thank you for your help

# Social Expressions

Cut these **jigsaw pieces** out,  
paste them on cardboard and  
**put them together...**



# 1 to 50

## Unit 2

# Lesson 3 Counting



**COUNT!**

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen

14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
21	twenty one
22	twenty two
23	twenty three
24	twenty four
25	twenty five
26	twenty six

27	twenty seven
28	twenty eight
29	twenty nine
30	thirty
31	thirty one
32	thirty two
33	thirty three
34	thirty four
35	thirty five
36	thirty six
37	thirty seven
38	thirty eight
39	thirty nine

40	forty
41	forty one
42	forty two
43	forty three
44	forty four
45	forty five
46	forty six
47	forty seven
48	forty eight
49	forty nine
50	fifty

# Matching Numbers

Cut the numbers and words and paste them together.



10	26	34
45	23	17
12	28	33
37	14	21
18	36	11
44		

Thirty four	Forty five
Twenty eight	Thirty seven
Thirty six	Seventeen
Twenty three	Fourty Four
Fourteen	Eighteen
Ten	Eleven
Twenty one	Twenty six
Thirty three	Twelve

# Number Sequence

Complete the sequence  
with the corresponding **number**

1 2 3

1. **Thirty four**, \_\_\_\_\_, **thirty six**.
2. **Twenty six**, \_\_\_\_\_, **Twenty eight**.
3. **Forty three**, \_\_\_\_\_, **forty five**.
4. **Eight**, \_\_\_\_\_, **ten**.
5. **Fifteen**, \_\_\_\_\_, **seventeen**.
6. **Forty eight**, \_\_\_\_\_, **fifty**.
7. **One**, \_\_\_\_\_, **three**.
8. **Twenty**, \_\_\_\_\_, **twenty-two**.
9. **Thirty seven**, \_\_\_\_\_, **Thirty nine**.
10. **Seventeen**, \_\_\_\_\_, **nineteen**.



COMPLETE

# I HELP in my House

LET'S REVIEW



Flynn is at the playground. Color the slides of the chores you do to help around your house.



COLOR

Set the table



Pick up the toys



Recycle



Put away the clothes



Make the bed



Water the flowers

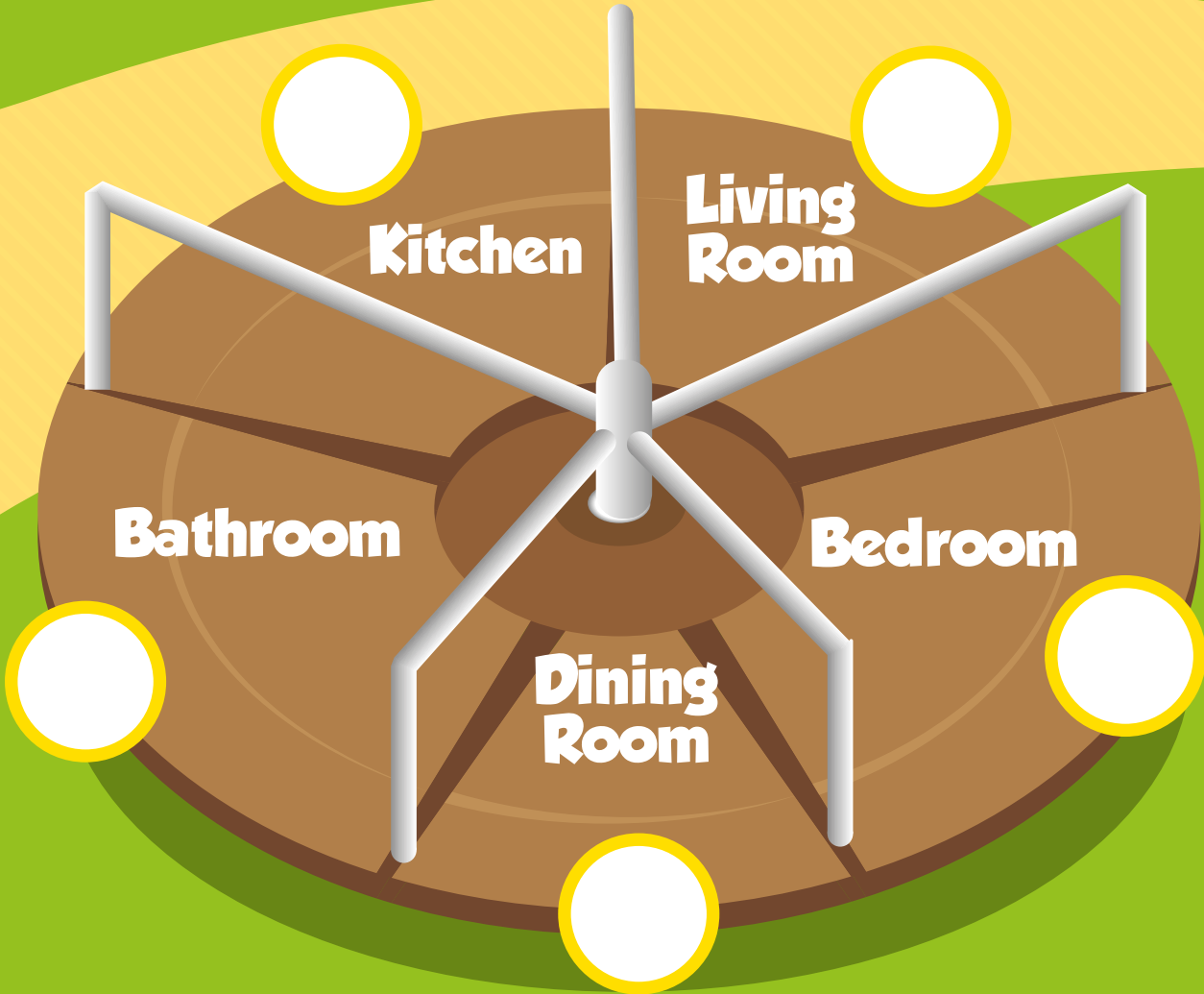


# Parts of the House

Match the objects with the room in the house where you find them.



- Bed ●
- Closet ●
- Toy Box ●
- Night Table ●
- Toilet ●
- Shower ●
- Sink ●
- Towel ●
- Bookcase ●
- Tv Set ●
- Rug ●



- Sofa ●
- Table ●
- Chair ●
- Spoon ●
- Fork ●
- Knife ●
- Fridge ●
- Stove ●
- Sink ●
- Cup ●

# My Neighborhood

LET'S REVIEW



COMPLETE

Label the places with the corresponding word.

Stationery Store

Butcher's

Bakery

Grocery Store

Laundry

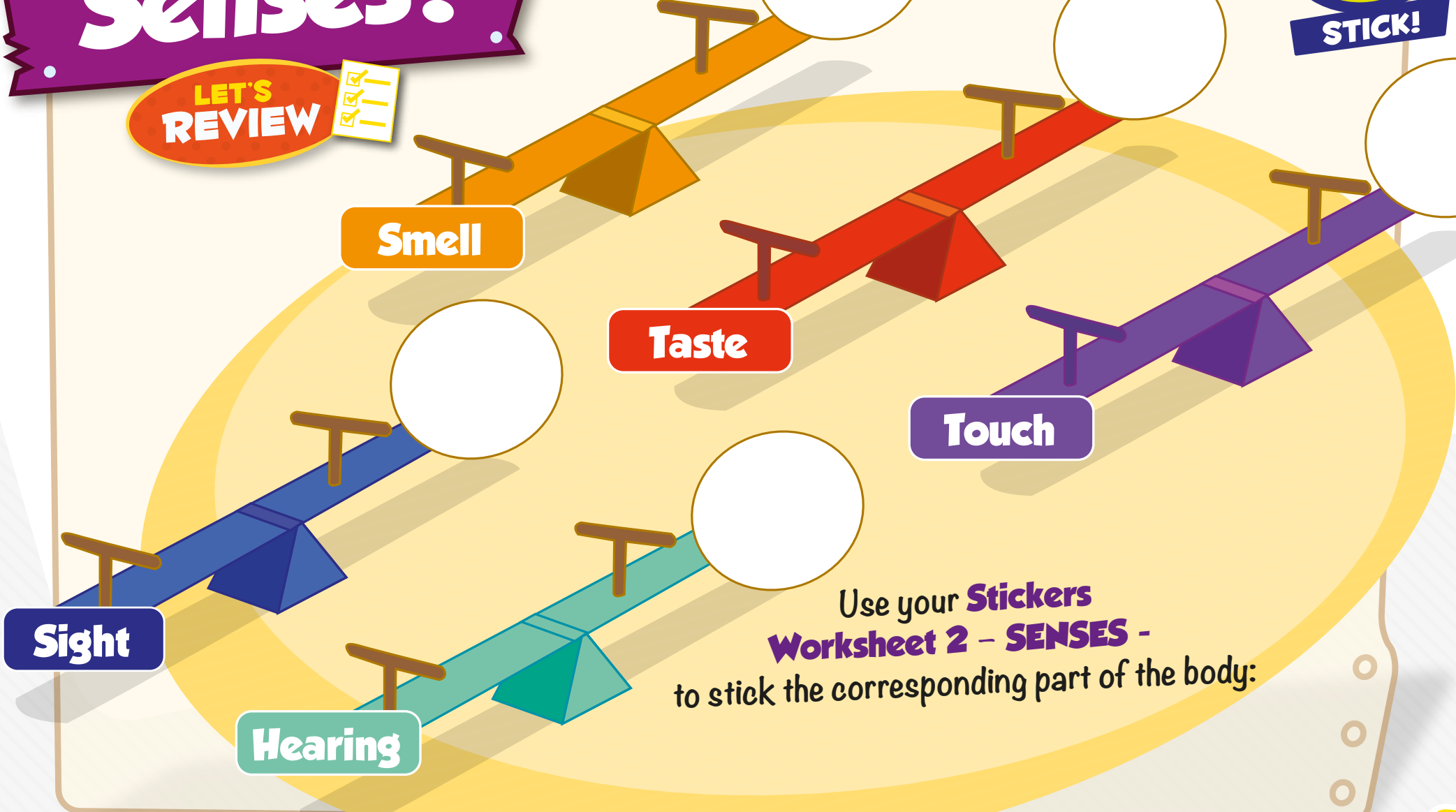


# The Senses!

LET'S REVIEW



STICK!



Use your **Stickers**  
**Worksheet 2 - SENSES -**  
to stick the corresponding part of the body:

# Parts of the Body

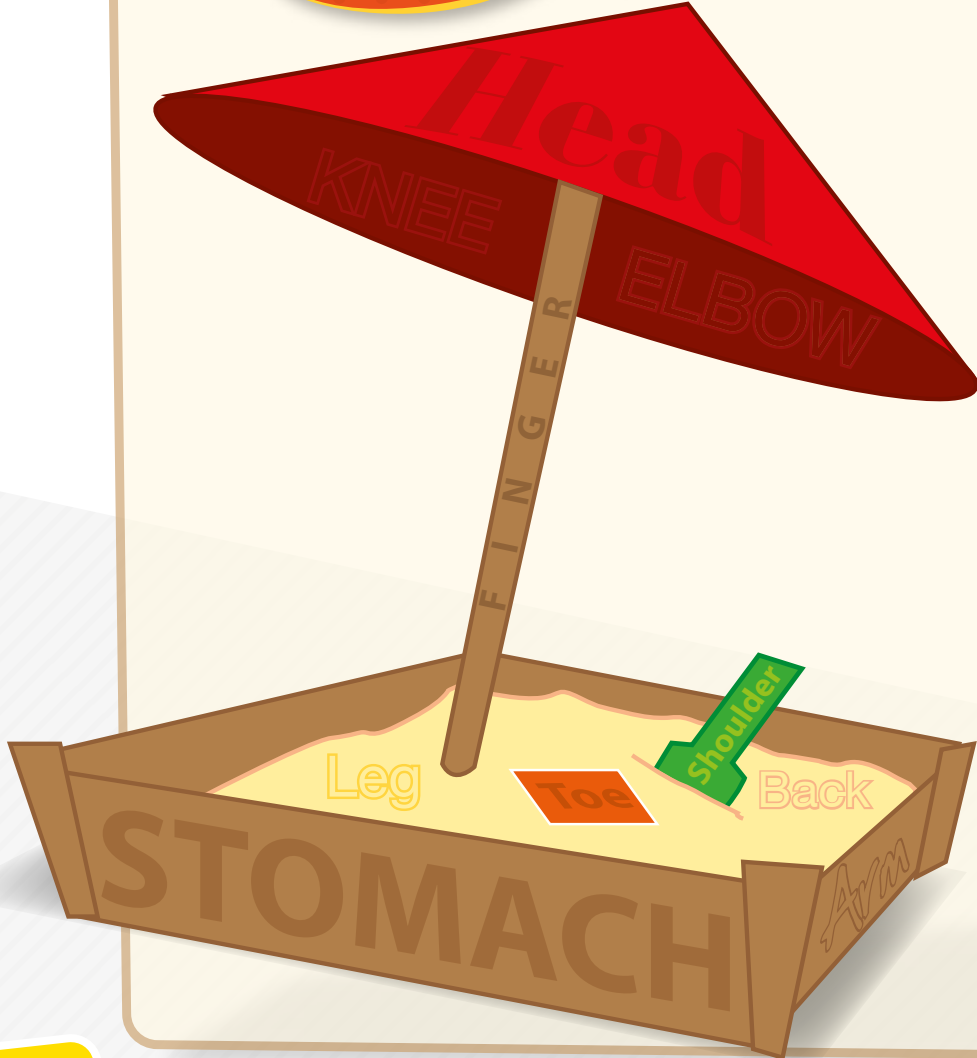
LET'S REVIEW



Find the words that are hidden in the sand box.  
Draw the corresponding part of the body on the chart.



DRAW!






# 1-50 Numbers

LET'S REVIEW



Color the bars according to what you hear.



LISTEN AND COLOR

