# THE MIND

### LOOK AT THE PHOTO. ANSWER THE QUESTIONS.

1. Why is the woman putting her photo on the wall? 2. What do you take photos of? Why?

# **WARM-UP VIDEO**

**A** Look up the verbs in a dictionary. Then read about the video. Choose the correct answer.

forget recognize remember

The video is about Jennifer Jarett. She never forgets a face. This means she always remembers / never recognizes people's faces.

- B Read the sentences. Then watch the video. Choose the correct answers. One sentence has two answers.
  - 1. Jennifer says she can recognize \_
  - a. people she knew as a child
  - b. a store clerk from 10 years ago
  - c. teachers from first grade
  - 2. Jennifer met some people in college. Later, she met them again at a party. She remembered the people but, \_\_\_\_\_.
  - a. she didn't talk to them
  - b. they didn't remember her
  - c. not their names
  - 3. At her college reunion, Jennifer \_
    - a. was famous
    - b. made some new friends
    - c. helped her friends remember people

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**C** What can Jennifer do? Can you do it? Tell a partner.



### GOALS Lesson A

/ Talk about important memories / Express degrees of certainty

## Lesson B

- / Describe sleep habits
- / Ask and answer questions about a past experience

## MEMORY **6A**

# VOCABULARY

**A** Read the shopping list. Then complete the task with a partner.

apples	a carton of eggs
chicken	coffee
rice	a loaf of bread
milk	butter
a bunch of bananas	orange juice

- 1. The words in the box were in Unit 3. Which ones do you recognize?
- 2. It is easy to forget a long list of words. Imagine you can't write them down or use your phone. How can you remember them?
- **B** Look at the list in **A** for one minute. Then close your book and write as many items in your notebook as you can.
- **C** How did you do in **B**? Complete the sentences.
  - 1. I remembered all / some / none of the words.
  - 2. I didn't remember these words:
  - 3. For me, it was easy to / hard to remember the words.
  - 4. I think I have a good / have a bad memory.
- **D** Compare your answers in **C** with a partner. Then take turns asking and answering the questions.
  - 1. How did you remember the words from the list in A?
  - 2. Are there words you always forget in English? Which words are easy to remember?

**66** To remember the words, I put similar ones together, like apples and bananas.

**WORD BANK** 

remember to keep

the past

information in your mind

easy to / hard to ~ forget to not remember easy to / hard to ~ recognize to see and remember something from

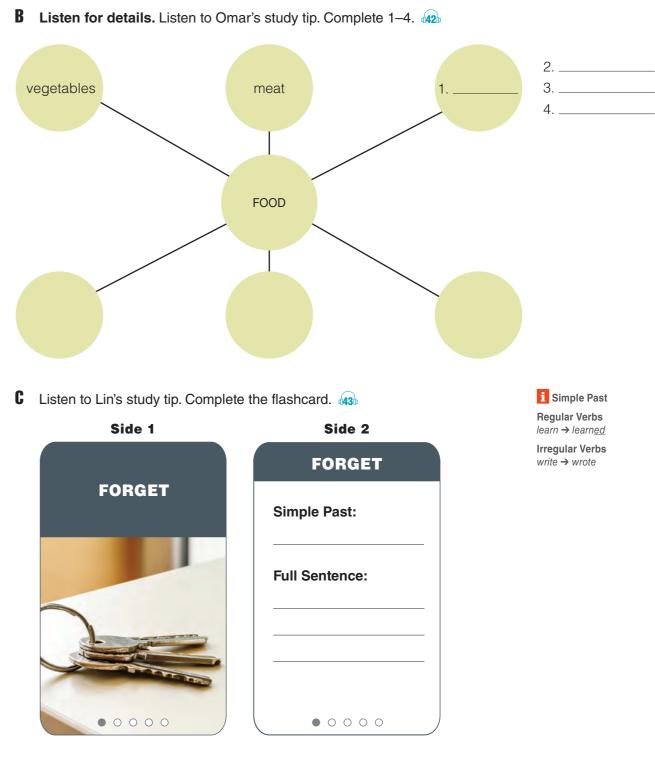
memory the ability to

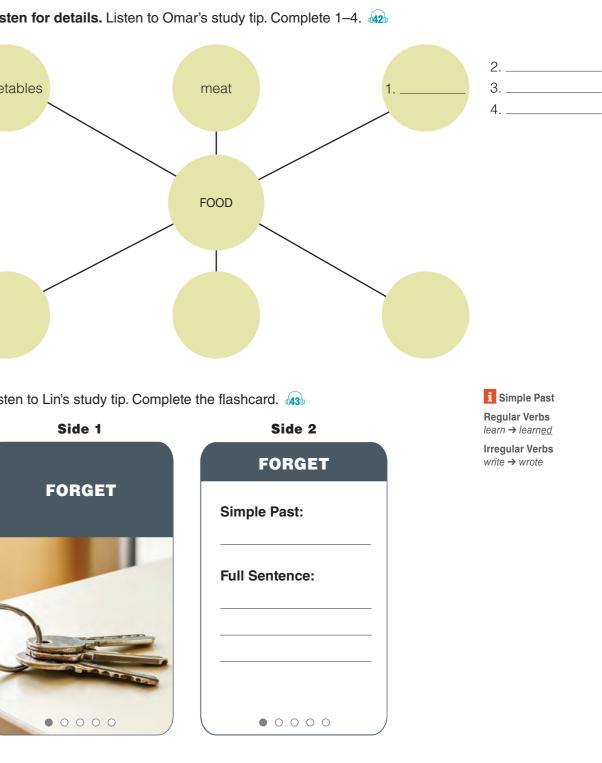
have a good / have a

remember things

bad ~

LISTENING





- **D** Work with a partner. Complete the task.
  - 1. Add more food vocabulary to the word web in A. Think about Omar's study tip and explain why you chose those words.
  - 2. Use Lin's instructions to make a flashcard for the verb write.
- **E** What do you do to remember vocabulary? How does this help you?

Students practice remembering cards for a memory competition. One useful way to do this is to think about them in smaller groups.

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Berbe Jack 11

## A People use word webs and flashcard apps on their smartphones to study and remember new vocabulary. Do you think they are helpful? Why?

# **SPEAKING**

- **A** Read the conversation and listen. Then answer the questions. 44
  - Mia: I'm so excited! Are you ready to go to the concert?
  - Justin: Um . . . just a minute. I can't find my phone, and the tickets are on it.
  - Mia: You're kidding!
  - Justin: No, I'm not.
  - Mia: Well, is your phone in your backpack?
  - Justin: I don't think so.
  - Mia: Maybe you forgot it at school today.
  - Justin: Maybe, I'm not sure.
  - Mia: Oh, Justin. Try to remember!
  - Justin: Wait . . . I found it. It was on the sofa, under some pillows. Come on, let's go!
  - **1.** What is Justin looking for?
  - **2.** Does he find it?
- **B** Practice the conversation in **A** with a partner.
- **C** Work with a new partner. Read your questions. Write one more question for each category.

Student A	Student B
The Teacher	Our School
1. Is the teacher married?	7. Is there a bus stop near school?
2. Does the teacher like coffee?	8. Does our school have ten classrooms?
3	9
Our Classmate:	Schools in the United States
4. Is a college student?	10. Do students wear uniforms?
5. Does live near school?	11. Do students have a lot of homework?
6	12

**D** Ask your questions from **C**. Use the expressions in the Speaking Strategy to answer your partner.

66	Is the teacher married?		
		Maybe, I'm	
		not sure.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,

SPEAKING STRATEGY	450
Expressing Degrees of Cer	tainty
	1.0

Where do you look for things

you can't find?

Is your phone in your backpack?		
Very Certain	Yes, it is. No, it isn't.	
	l think so. I don't think so.	
Maybe, I'm not sure.		
Not Certain	I don't know. / I have no idea.	

# GRAMMAR

the exercises below.

THE SIMPLE PAST: AFFIRMATIVE AND NEGATIVE STATEMENTS (IRREGULAR VERBS)				
Subject	Did + Not	Verb		
/ Vou / Llo / Sho / Wo / Thou		found	the phone	
I / You / He / She / We / They	didn't	find	the phone.	

**B PRONUNCIATION: Irregular Simple Past** Listen and say the verb pairs in Row A. Then guess the pronunciation of the verbs in Row B. 46

Row A	forget / forgot	tell / told	ring / rang	keep / kept	understand / understood
Row B	get / got	sell / sold	sing / sang	sleep / slept	stand / stood

- **C** Listen and check your pronunciation of the verbs in Row B.
- **D** Work with a partner. Use the gameboard to play Tic-tac-toe. Student A: You are X. Student B: You are O.
  - put an X on the square. If not, leave it blank.
  - 2. Student B: Do Step 1. If you are correct, put an O on the square.
  - 3. Continue playing. The first person with three Xs or Os in a row wins the game.
  - 4. Use the gameboard in your partner's book. Repeat steps 1-3 to play again.

come	go	make
eat	have	speak
get	know	think

- **E** Work with your partner. In five minutes, write as many sentences as you can with the simple past verb forms on the completed gameboard.
- **F** With your partner, compare your sentences with another pair of students. Who wrote more? Are they correct?
- **G** Create your own gameboard in your notebook. Choose nine other irregular verbs from the Grammar Reference in the appendix. Repeat D-F.

A Read the Unit 6, Lesson A Grammar Reference in the appendix. Complete the exercises. Then do

1. Student A: Choose a square. Write and say the simple past form of the verb. If you are correct,

People gather in Times Square, New York City to watch a vehicle land on the planet Mars.

# ACTIVE ENGLISH Try it out!

- **A** Write the simple past form of each verb in parentheses. Check your answers with a partner.
  - 1. I remember the first time I \_\_\_\_\_ (eat) . . .
  - 2. I remember when I \_\_\_\_\_ (buy) . . .
  - **3.** I remember the time I \_\_\_\_\_ (go) to . . .
  - 4. I remember the first time I \_\_\_\_\_ (see) . . .
  - 5. I remember the day I \_\_\_\_\_ (meet) . . .
  - 6. I remember when I \_\_\_\_\_ (get) my first job at . . .

## **B** What are some of your memories? Complete the sentences in **A** in your notebook. Make notes so that you can talk about each memory.

- I remember the first time I ate katsu curry. I think I was seven, but I'm not sure. Anyway, my grandmother . . .
- **C** Work in a group of three and complete the task. One person should be the timekeeper.
  - 1. Choose a sentence from **A** for the group to talk about.
  - 2. Each student has one minute to tell the group their story.
  - 3. After everyone speaks, answer the questions.
  - a. What is something you learned about the people in your group?
  - b. Were your three stories similar? If yes, how?
- **D** In the same group of three students, repeat the task in **C** with four other sentences from A.
- **E** Share one story from your group with the class.

### 6A GOALS Now I can . . .

Talk about important memories \_\_\_\_\_ 1. Yes. I can. 2. Mostly, yes. Express degrees of certainty \_\_\_\_\_ 3. Not yet.

### **WORD BANK**

memory something you remember

a happy / sad ~

Ruben bought a motorcycle last year. I didn't know that.

> Our stories were similar. We all had happy memories!



# VOCABULARY

- A Say the verbs in the Word Bank with your teacher. Which ones do you know? Look up new words in a dictionary. Then discuss the meanings with your class.
- **B** Read the sentences with a partner. Then choose **T** for *true* or **F** for *false*. Explain your answers.
  - 1. Adults need to **sleep** more than teenagers.
  - 2. It's good to go to bed and wake up at the s each day.
  - 3. When you can't fall asleep, it helps to read something on your phone.
  - 4. When you exercise before bed, you sleep we
  - 5. Most people do not dream when they sleep
  - 6. When you're sleeping, your body rests, but brain is very busy.
- **C** Check your answers for **B** in the Information Gap Activities appendix. How many were correct?
- **D** With your partner, use the words in **blue** to write a discussion question about sleep. Post your question for the class.
- **E** Choose three of your classmates' questions from **D**. Answer them with your partner.

During a long car ride, is it hard for



WORD BANK sleep  $\leftrightarrow$  wake up fall asleep  $\leftrightarrow$  stay awake

same time	T T	F F	
	т	F	
vell. o. your	T T T	<ul> <li>F</li> <li>F</li> <li>F</li> <li>Really? I think</li> <li>F</li> <li>teenagers need to sleep more.</li> </ul>	9

# A STUDY OF SLEEP

It's 3:30 in the morning. You went to bed at 10:00 p.m., but then you woke up at 3:00. Now it's 3:30, and you're still awake. It's so strange. You're not hungry or thirsty or worried about anything. You try to rest, but you can't fall asleep. Why? There may be a surprising answer.

Dr. Thomas Wehr did an experiment to research sleep. During the winter, he put people in a room with no light from lamps, TVs, or computers. Then, during the night, he studied the people's sleep patterns.<sup>1</sup>

What happened? The people went to bed, but they didn't fall asleep right away. Most stayed awake for two hours. Next, the people slept for four to five hours. Then they woke up, and they stayed awake and were active<sup>2</sup> for one to three hours. Finally, the people slept again for four to five hours.

Dr. Wehr discovered a new sleep pattern. But maybe it's not new. In the past, before electric light, many people slept this way, say scientists. Nowadays, we sleep in a different way.

So, the next time you wake up in the middle of the night and can't sleep, relax! Your sleep patterns may be normal after all.

<sup>1</sup>A **pattern** is a repeated or regular way something happens.

<sup>2</sup>When you are **active**, you move around and don't feel tired.

- A The article is about a sleep study. Read the first paragraph. What was the aim of the study? Guess.
- **B** Identify the main idea. Read the article. Then choose the main point.
  - 1. Today, people have healthier sleep patterns.
  - 2. Waking up at night is not good for you.
  - 3. It's normal to wake up at night.
  - 4. Sleep research has a lot of problems.

C	Read the article quickly to find an complete the chart.	swers to
	Activity	Time

, lotivity	TITIO
People were in bed but were awake.	2 hours
People slept.	
	1–3 hours
	4–5 hours

**D** Answer the questions with a partner.

- 1. In your opinion, is the sleep pattern in the article healthy? Why or why not?
- 2. Do you ever wake up at night? When it happens, what do you do?

Wehr's study shows how electric light changes sleep patterns, but electric light can also make us tired during the day. Here, a person takes a nap inside a sleeping pod at work.

# LISTENING

- **A** Answer the questions. Then tell a partner.
  - 1. What time do you usually wake up?
  - 2. What time do you usually go to bed?
  - **3.** Are you most energetic in the morning, in the afternoon, or at night?
- **B** Read the information. Which animal are you? Tell your partner.

Michael Breus is a sleep doctor. He wrote a book about four different sleep and energy patterns. He gave each one an animal's name.



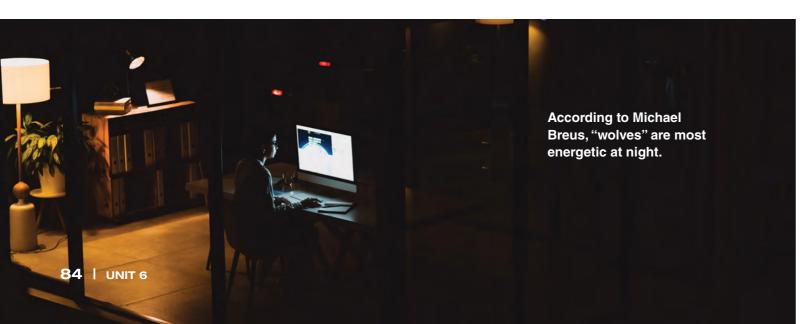
**C** Write the information from **B** in the chart. Then listen and complete the chart.

	Wake Up	Most Energetic	Go to Bed
Bears	a.m.	late morning	p.m.
Lions	a.m.	morning	p.m.
Wolves	late	at	(or later)
Dolphins	morning	times	at night

**D** Listen again. Match the animals and the characteristics. One animal has two characteristics.

1.	Bears	a.	emotiona
2.	Lions	b.	smart

- 3. Wolves 4. Dolphins
- c. friendly d. nervous
  - e. hardworking
- **E** Which animal are you? Did your answer in **B** change or stay the same? Why?



WORD BANK

energy the ability to think and do things energetic full of energy and able to do many things

# GRAMMAR

A Read the Unit 6, Lesson B Grammar Reference in the appendix. Complete the exercises. Then do the exercises below.

THE SIMPLE PAST: YES			T: YES /
Did	Subject	Verb	
Did	you he they	rest wake up	last nigł

THE			MPLE PAST: WH
Wh- word	Did	Subject	Verb
When	did	you she they	study?
when			wake up?
What			happened?

**B** Complete the conversation with simple past qu in parentheses. Then practice the conversation

<b>A:</b> (1.)	Did you go out	(you
A: Really? (	5.)	
B: An old zo	ombie movie.	
<b>A:</b> (6.)		(you
<b>B:</b> Yes, (7.) a bad dre	eam.	, k
<b>A:</b> (9.)		(why
B: Because last night	it was a very scary movi ?	e! (10.)
<b>A:</b>   (11.)		(g
<b>B:</b> (12.)		(wh
A: Margo.		
<b>B:</b> (13.)		(yo
	(14.) g strange happened.	

- **C** What strange thing happened to Speaker A in **B**? Continue the conversation with a partner. Ask and answer four more simple past questions.
- **D** With your partner, role-play your conversation for another pair of students. Whose story is the best?

	NO G	UESTIONS		
		Short Answers		
յh	ıt?	Yes, I did. / No, I didn't. Yes, he did. / No, he didn't. Yes, they did. / No, they didn't		
1-	QU	ESTIONS		
		Answers		
	(1 /	She / They studied) last night		
	(  /	She / They woke up) at seven		
	l wo	oke up late this morning.		
1	with	ns and answers using the wo a partner. out) last night?	ords	
			(atav) ba	mo
	. ,	 ch) a movie.	(stay) hc	ine
`		vhat / you / watch)?		
	(.			
	/ like	e) it?		
		er I (8.)	(ha	ive)
				,
y	/ yoı	u / have) a bad dream?		
			(what / you / do	)
go	o) to	a party.		
าด	5 / y	ou / go) with?		
)U	ı / ha	ave) fun?		
(have) a great time at first. But then,				
			,	



# ACTIVE ENGLISH Try it out!

A Think about your sleep patterns for the last three days. Complete the chart.

	Yesterday	Two Days Ago	Three Days Ago
Time I woke up			
Time I went to bed			

- **B** Use the words to write simple past Yes / No or Wh- questions in your notebook. Then ask a partner the questions and take notes.
  - 1. what time / you / get up?
- 4. you / exercise or look at your phone / before bed?
  - 2. when / you / go to bed? 5. how many / hours / you / sleep?
  - 3. you / fall asleep / right away? 6. what / you / dream / about?
- **C** Reread the six sleep facts in the Information Gap Activities appendix. Then answer the questions with your partner.
  - 1. Do you and your partner have good sleep habits? Why or why not? Use your notes from **B** to explain.
  - 2. What are two things you can do to sleep better?
- **D** Share your answers from **C** with the class.
- **E** WRITING Read the paragraph in the Writing appendix. Then answer the questions.
  - 1. When did the writer stay up late?
  - 2. Why did the writer stay up late?
  - 3. What happened that night? Use the words to explain.
  - at six in the evening at midnight at 3:00 a.m.
  - 4. How did the writer feel at the end? Why?
- **F** Answer the questions in **E** about yourself. Then use your answers to write a paragraph.

## GOALS Now I can . . .

## Describe sleep habits \_\_\_\_\_

Ask and answer questions about a past experience \_

1. Yes, I can. 2. Mostly, yes.

three hours later

3. Not yet.

**GLOBAL VOICES** A Watch the video. Then choose T for true and F 1. Neil deGrasse Tyson sleeps for five and a ha hours a day. 2. On the weekends, he sleeps for seven hours 3. He likes to take naps. 4. He thinks sleep is a good use of time. **B** Read. Then watch the video again and complete the sentences. Neil: Imagine explaining sleep to an alien. Alien: What are you going to do now? Neil: Well, I'm going to lay down and be semi-comatose for a  $(1.)_{-}$ Alien: What?! Why? Neil: (2.) . My body (3.) Alien: Why? Neil: (4.) \_\_\_\_ **C** In Neil deGrasse Tyson's opinion, is sleep easy to explain? Why or why not? **D** Answer the questions in your notebook. 1. How many hours do you sleep per day? 2. Do you sleep in on the weekends? Why or why not? **3.** Do you ever take a nap? When? **E** Explain your answers in **D** to a partner. Are you similar or different? **Neil deGrasse Tyson** is a scientist who studies space.

WORD BANK

stay up to stay awake

for false.			
alf	т	F	
S.	т	F	
	т	F	
	т	F	

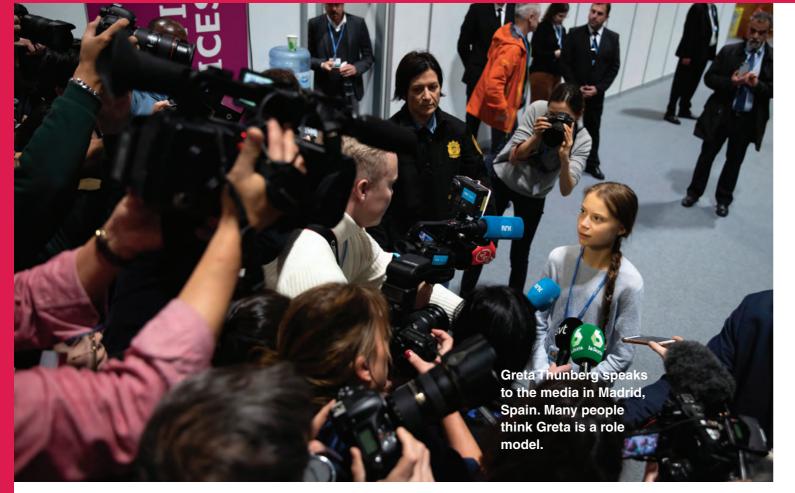
WORD BANK sleep in to wake up later than usual

take a nap to sleep for a short time during the day a waste of time not a good use of time

of a day. Check back with me later.

# **REAL WORLD LINK** PROFILE A ROLE MODEL





A Read the information. Then look at the person in the photo. What do you know about her?

**Role models** are people we admire. They . . .

- do good things and help people.
- are good teachers. We can learn from them.
- can be world leaders, scientists, artists, and many other things.

**B** Now read about the person in the photo. Complete the sentences with the simple past forms of the verbs in parentheses.

Greta Thunberg is a young Swedish climate champion. In high school, Greta (1.) \_\_\_\_\_ was (be) very worried about climate change.\* She (2.) \_\_\_\_\_ (decide) to do something about it. (leave) school, and she (4.) (talk) to politicians and business She (3.) \_\_\_\_\_ leaders. In 2019, she (5.) \_\_\_\_\_ (take) a trip: She (6.) \_\_\_\_\_ (travel) from the UK to the US on a boat. In the US, she (7.) \_\_\_\_\_ (speak) at the United Nations, and she (8.) \_\_\_\_\_ (go) to a big meeting on climate change.

\*Climate change is the warming of the Earth.

**C** Work with a partner. Unscramble the words to make questions. Then ask and answer the questions. Do you think Greta is a good role model?

1. worried about / in high school / was / what / Greta

- What was Greta worried about in high school?
- 2. did / leave / why / school / she

3. about / who / talk to / did / climate change / she

4. she / take / in 2019 / did / a trip

5. go / where / did / she

6. did / speak / she / where

7. she / by airplane / did / in 2019 / travel

8. what / she / did / meeting / kind of / go to

## **D** You are going to introduce a role model. Complete the task.

- 1. Choose a role model. This should be a famous person (who other people know-not a parent, friend, or teacher).
- 2. Answer the questions.
  - What is the person's name?
  - Where and when was the person born?
  - What is the person's job now?
  - Why did you choose this person as a role model? What did he or she do?
- E You Choose Choose an option to tell others about your role model. Use your notes from **D**.

Option 1 Write a paragraph about the person.

**Option 2** Make a short video or audio presentation. Record yourself talking about your role model.

**Option 3** Create a photo or video collage about your role model. Use sentences to explain each image.

**F** Work in a small group. Complete the task. One student: Present your profile.

Other students: Listen. Then answer the question. Is the person a good role model? Why or why not?