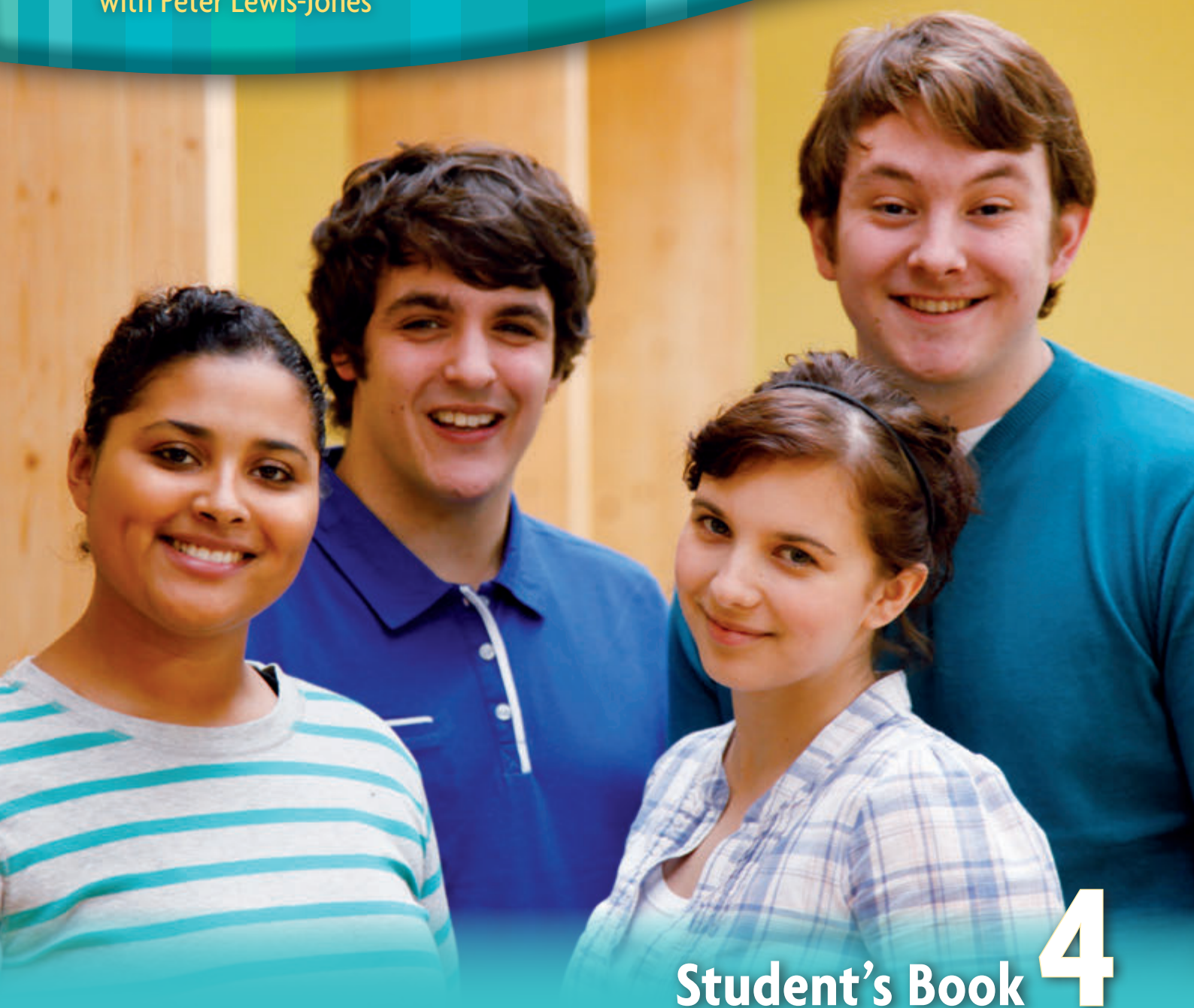


CAMBRIDGE



American English in Mind

Herbert Puchta & Jeff Stranks
with Peter Lewis-Jones



Student's Book **4**

1

Challenging lives

- * Grammar: past tense review; tag questions; *be used to* + gerund vs. *used to* + base form; *should* / *should have*; *wish*
- * Vocabulary: personality adjectives; *make* and *do*; phrasal verbs

1 Read and listen

a ▶ CD1 T02 Read and listen to Laurence Kim Peek's story. How was he special?

The Real "Rain Man"

Laurence Kim Peek was born in Salt Lake City, Utah, on November 11, 1951. It was clear from an early age that he was not like other children. A scan showed that the two halves of his brain were not connected in the usual way. As a result, Laurence developed an amazing memory. He started to read when he was two. He used to read books and put them back on the shelf upside down to show that he had finished them. He remembered everything he had read.

He memorized huge amounts of information on subjects such as history, geography, sports, music and literature. He also had an incredible ability with numbers and dates.

To read more quickly, he read the left page with his left eye and the right page with his right eye. By reading two pages at the same time, it took him less than an hour to read a whole book. By the age of 30, he had memorized the contents of around 12,000 books.

However, in other areas, his development was not as advanced. He did not walk until he was four, and he had problems with motor skills like buttoning a shirt or tying

shoe laces. His social skills were poor, and he was extremely sensitive about meeting new people.

In 1984, Peek and his father met Hollywood film writer

Barry Morrow. Morrow was fascinated by Peek and began to write a new script based on Peek's experiences. The result was *Rain Man*, a movie that won an Oscar for Best Picture in 1988. This changed Peek's life. His fame helped him become more self-confident. He got used to being the center of attention. He appeared on TV and traveled around the country with his father to raise awareness about his condition. Sadly, Peek died of a heart attack in 2009.



b Read the text again. Mark the statements *T* (true) or *F* (false).

- 1 The right and left sides of Peek's brain were not connected at all.
- 2 Peek could read two different pages at the same time.
- 3 Peek couldn't remember numbers or dates very well.
- 4 Peek was never comfortable with his fame.

☐
☐
☐
☐

2 Grammar review

* Past tense review

a Complete the text with the simple past, past continuous or past perfect.

Gilles Trehin was born in France in 1972. When he was eight, his family moved (move) to the U.S. While they ¹ were living (live) there, doctors ² (diagnose) Gilles with autism. Over the years, he ³ (develop) a great talent for music, mental calculation and drawing. In 1984, he ⁴ (begin) to draw an imaginary modern city called Urville. By 1987, he ⁵ (create) many extremely detailed drawings of the city's streets and buildings. While he ⁶ (work) on plans for the city, he also ⁷ (start) creating a culture and history for it. You can learn more about Urville at the Urville website.

* be used to + gerund vs. used to + base form

b Underline the correct words.

I used to / am used to go surfing every morning. That's how I lost my leg to a shark. I ¹ used to / am used to enter competitions. Now I have to watch from the beach. It was tough at first, but I ² 'm used to / used to being a spectator now. At first, it was really weird having only one leg. However, after six months, I ³ used to / was used to going everywhere in a wheelchair. Then the doctor told me I was ready for an artificial leg. In the beginning, I found it very hard to walk, but I ⁴ used to / 'm used to walking on it now. It's so comfortable I sometimes forget it's not my real leg. I ⁵ used to / 'm used to having a really active life. Apart from surfing I ⁶ am used to / used to go mountain biking and hiking. At first I thought I'd lose all that, but it's amazing how much I can still do. Of course, I'm not as quick as I ⁷ used to / 'm used to be, but I can still have fun.



3

Vocabulary review

* Personality

a Match the adjectives with the people.

bossy	<input type="checkbox"/>	determined	<input type="checkbox"/>	sensible	<input type="checkbox"/>	insensitive	<input type="checkbox"/>
considerate	<input type="checkbox"/>	bad-tempered	<input type="checkbox"/>	independent	<input type="checkbox"/>	ambitious	<input type="checkbox"/>
sensitive	<input checked="" type="checkbox"/>	imaginative	<input type="checkbox"/>				

- Whatever you do, don't say anything about her new haircut. She gets upset when people say anything negative about her.
- Everyone says that Tim's not good enough for the school soccer team, but he says he's going to prove they're wrong.
- Paul often visits his elderly aunt. He knows how lonely old people can get.
- Your son makes up the most amazing stories. He has a real talent.
- I love Jim, but he does have a habit of saying the wrong thing at the wrong time.
- Lucy says she's going to be a millionaire before she's 25. Good luck to her.
- My big sister is always telling me what I can and can't do. Who does she think she is?
- Nathan has always liked to do things on his own. Even as a baby, he would never let me feed him. He always wanted the spoon in his own hands.
- You can leave your kids with Maria. She won't let them do anything dangerous.
- I can't ask Jerry anything. He shouts at me every time I open my mouth.

* make and do

b Complete the text with the correct forms of make or do.

My problems at school began when we started to learn to read and write. All those letters of the alphabet! They just didn't make any sense to me. I tried to ¹ my best, but every time I wrote a word, I just ² a mess on the page. The other kids started to ³ fun of me. I started to hate school. I had to ⁴ a real effort just to get out of bed in the mornings. My mom was very worried and took me to an educational psychologist. The psychologist ⁵ some tests and found out that I was dyslexic, which basically means that I have a problem with written language. Finding this out ⁶ a huge difference because, once my teacher knew what the problem was, she could start to help me. Although my writing was still bad, I ⁷ a lot of progress because people understood my problem.

Read and listen

a

▶ CD1 T03

Read and listen to the letter from a magazine's advice column.

Which sentence best describes Annie's problem?

- 1 Annie has had an argument with her father because she wants to quit school and get a job.
- 2 Annie wants to give up her job and go to college, but she doesn't have enough money.
- 3 Annie and her father argued because he says she's spending too much time with her boyfriend.

Dear Annie X,

I understand exactly how you feel. I quit high school at 16 to work in a supermarket. My parents thought it was a bad idea. They told me I should stay in school and then go to college. For a couple of years, it was great. I had more money than my friends, I could spend more time with my boyfriend and, of course, I didn't have to go to school. Two years later my friends all finished school and went to college while I was still at home living with my parents. For five years, I wished I hadn't left school so early. I wished I had done the same as my friends. Then one day I realized that it wasn't too late. I enrolled in night school, and three years later, I proudly went off to college to get a degree in journalism. Since then, I've never had a single regret about my professional life.

There are two reasons for telling this story. First, and most important, you need to realize that it's never too late to change your mind. The choices that you make now don't have to be for the rest of your life. In many ways, going to college when I was 26 was the best thing I ever did. I had more life experience, and I was more motivated because I was older. I certainly knew that I didn't want to spend the rest of my life working in a supermarket.

The second reason is that I want you to know your mom and dad aren't quite the fools you might think they are. My dad wasn't as forceful as yours, but I should have listened to what he had to say, even if I didn't take his advice. Remember, parents want what's best for their children, even if it doesn't always seem that way.

The first thing you need to do is make friends with your dad again. I'm sure if you sit down with him and talk things over, you'll both be able to work things out. You need to let him know that you're willing to listen to him, but that the final decision is yours. This is not about feeling guilty because you don't want to let him down. This is about doing what you think is right for you. I'm sure if he can see that you are serious, he will stand by you and offer you the support you need. And remember, if one day you decide to do things differently, there's nothing stopping you from doing so.



b

Read the letter again. Check the four pieces of advice it offers Annie.

- 1 It's important to realize that you don't have to do the same thing your whole life.
- 2 It's essential to make the right decision about what you want to do when you leave school.
- 3 Listen to your parents. They can be a good source of advice.
- 4 You should understand that parents have their children's interests at heart.
- 5 Ask your mother to talk to your dad for you.
- 6 Don't let the bad feeling between you and your dad get any worse.

☐
☐
☐
☐
☐
☐

5

Grammar review

* should / should have

a Match the sentences.

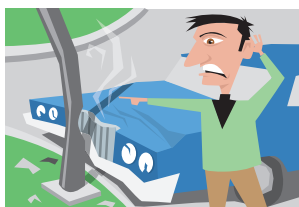
- | | |
|---------------------------------------|---|
| 1 You should go to the doctor. | a You'd be feeling better by now. |
| 2 You should have gone to the doctor. | b That's a very bad cut on your hand. |
| 3 We should leave in five minutes. | c Then we won't have to run to the station. |
| 4 We should have left earlier. | d Now we're going to miss the train. |

* wish

b Do these sentences refer to a present or past situation? Write *present* or *past*.

- | | |
|--|------------------------|
| 1 I wish my parents understood me better. | ... <i>present</i> ... |
| 2 I wish I hadn't shouted at my mom. | ..... |
| 3 I wish I had told her how I was feeling. | ..... |
| 4 I wish I weren't so bad at sports. | ..... |
| 5 I wish I had more time to do things. | ..... |
| 6 I wish I hadn't lied to him. | ..... |

c Write wish sentences for these people.



- 1 I wish
-
-
-



- 2 I wish
-
-
-



- 3 I wish
-
-
-

6

Pronunciation

* Thought groups

► CD1 T04 Turn to page 114.

7

Vocabulary review

* Phrasal verbs

a Choose the correct words to complete the text.

A big problem ¹ b up yesterday. I spent hours thinking it ² and trying to ³ it out. I just couldn't ⁴ my mind up about what to do. I ⁵ it over with friends but no one ⁶ up with a helpful idea. So I tried ignoring it, but it just wouldn't ⁷ away. In the end, I decided to ⁸ on it and ⁹ back to it in the morning. And guess what? When I woke up I'd forgotten all about the problem!

- | | | |
|-------------|-------------|------------|
| 1 a went | b came | c appeared |
| 2 a over | b about | c around |
| 3 a fix | b solve | c sort |
| 4 a make | b do | c decide |
| 5 a talked | b discussed | c spoke |
| 6 a thought | b came | c arrived |
| 7 a go | b disappear | c come |
| 8 a sleep | b rest | c nap |
| 9 a think | b return | c come |

* Friends

b Read the poem and match the underlined phrases with the meanings.

Best friends?

I thought you'd always ¹ stand by me
 And be there by my side,
 But then you went and ² told on me
 And said that I had lied.
 I thought you would ³ stick up for me
 When others called me names,
 But then you went and ⁴ let me down
 And joined in with their games.
 I thought we'd always ⁵ get along,
 I thought you were my friend.
 Now I know that I was wrong,
 And we've ⁶ fallen out again.

- | | |
|----------------------------------|-------|
| a told someone about a bad thing | ..... |
| I did | ..... |
| b disappointed me | ..... |
| c have a good relationship | ..... |
| d support me | ..... |
| e stopped being friends | ..... |
| f defend me | ..... |

Fiction in mind

8 Read

- a** Look at the cover of the book and read the short summary of the story. Would you be interested in reading this book? Why / why not?

THE CURIOUS INCIDENT of THE DOG in THE NIGHT-TIME

By Mark Haddon

This is a murder mystery novel like no other. The detective, and narrator, is Christopher Boone. Christopher has Asperger's syndrome. He knows a lot about math but very little about human beings. He loves lists, patterns and the truth. He hates the colors yellow and brown and doesn't like being touched. He has never gone farther than the end of his street on his own, but when he finds a neighbor's dog murdered, he sets out on a terrifying journey that will turn his whole world upside down.



Then the police arrived. I like the police. They have uniforms and numbers and you know what they are meant to be doing. There was a policewoman and a policeman. The policewoman had a little hole in her tights and a red scratch in the middle of the hole. The policeman had a big orange leaf stuck to the bottom of his shoe that was poking out from one side.

The policewoman put her arms round Mrs. Shears and led her back toward the house.

I lifted my head off the grass.

The policeman squatted down beside me and said, "Would you like to tell me what's going on here, young man?"

I sat up and said, "The dog is dead."

"I'd gotten that far," he said.

I said, "I think someone killed the dog."

"How old are you?" he asked.

I replied, "I am 15 years and 3 months and 2 days."

"And what, precisely, were you doing in the garden?" he asked.

"I was holding the dog," I replied.

"And why were you holding the dog?" he asked.

This was a difficult question. It was something I wanted to do. I like dogs. It made me sad to see that the dog was dead.

I like policemen, too, and I wanted to answer the question properly, but the policeman did not give me enough time to work out the correct answer.

"Why were you holding the dog?" he asked again.

"I like dogs," I said.

"Did you kill the dog?" he asked.

"I did not kill the dog."

"Is this your fork?" he asked.

I said, "No."

"You seem very upset about this," he said.

He was asking too many questions and he was asking them too quickly. They were stacking up in my head like loaves in the factory where Uncle Terry works. The factory is a bakery and he operates the slicing machines. And sometimes a slicer is not working fast enough but the bread keeps coming and there is a blockage. I sometimes think of my mind as a machine, but not always as a bread-slicing machine. It makes it easier to explain to other people what is going on inside it.

The policeman said, "I am going to ask you once again..."

I rolled back onto the lawn and pressed my forehead to the ground again and made the noise that Father calls groaning. I make this noise when there is too much information coming into my head from the outside world. It is like when you are upset and you hold the radio against your ear and you turn it halfway between two stations so that all you get is white noise and then you turn the volume right up so that this is all you can hear and then you know you are safe because you cannot hear anything else.

The policeman took hold of my arm and lifted me onto my feet.

I didn't like him touching me like this.

And this is when I hit him.

- b** Read the text quickly. What have the police come to investigate?