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English in Mind

* Student's Book 4



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Module 1

The wonders of the mind

Unit	Grammar	Vocabulary	Pronunciation
1 Super brains	Tense revision: present tense forms Tense revision: past tense forms	Expressions with <i>mind</i> Expressions with <i>brain</i>	/ð/ <u>th</u> e and /θ/ <u>th</u> ing
2 Mind over matter	Passives review Passive continuous tenses	Health and medicine Feelings Everyday English	Consonant clusters
3 Brainwaves	Relative clauses review: defining/non-defining	Sports equipment / places	Intonation in questions
4 Time travellers	Reported speech review Reporting verbs review	Expressions with <i>time</i>	Schwa /ə/ <i>teach<u>e</u>r</i>

Module 1 Check your progress

Module 2

The way we are

5 Personalities	<i>what</i> clauses Verbs + gerund/infinitive review <i>Try</i> + infinitive v. <i>try</i> + gerund	Personality adjectives	Sentence stress and rhythm
6 In and out of fashion	<i>used to</i> (review) + <i>would</i> Adverbs and adverbial phrases	Common adverbial phrases Everyday English	/æ/ <i>app<u>l</u>e</i> and /e/ <i>le<u>m</u>on</i>
7 Kindness matters	Dummy <i>it</i> Modal verbs review	Making an effort	Connecting sounds (intrusive /w/ and /j/)
8 Peacemakers	Past perfect passive Past perfect continuous	Conflicts and solutions	Linking sounds

Module 2 Check your progress

Module 3

Making a difference

9 Get involved	Conditionals review Mixed conditionals	Ways of getting involved	Contractions in 3rd conditionals
10 SOS Earth	Future continuous Future perfect Future time expressions	Global issues Conserving energy Everyday English	Contracted forms of <i>will have</i>
11 When stars step in	Reduced relative clauses (omission of relative pronouns) Question tags review	Fame Expressing opinions	Intonation in question tags
12 The global village	Phrasal verbs review	Phrasal verbs	Shifting stress

Module 3 Check your progress

Module 4

Around the world

13 Language	Passive report structures	Understanding language	Words ending in <i>-ough</i>
14 The wonders of the world	Participle clauses <i>didn't need to</i> / <i>needn't have</i>	Geographical features Travel verbs Everyday English	/ɪ/ <i>s<u>i</u>t</i> and /i:/ <i>s<u>ee</u></i>
15 Movie magic	Clauses of purpose with <i>to</i> / <i>in order to</i> / <i>so as to</i> Result clauses with <i>so</i> / <i>such</i> (<i>that</i>)	Reacting to films	Word stress in multi-syllabic words
16 Music in the air	Indirect questions	Making comparisons stronger Listening to Music	Word stress affecting meaning: <i>record</i> (noun) vs. <i>record</i> (verb)

Module 4 Check your progress

Speaking & functions	Listening	Reading	Writing
Talking about special talents	Interview with a psychologist about autistic savants	Blind Tom and Stephen Wiltshire Literature: <i>The Curious Incident of the Dog in the Night-time</i>	Narrative (1)
Talking about people's problems and feelings	Discussion about flower remedies	Placebos Prove Powerful Remedies from the Rainforest Story: Eyes open	Article for a school magazine
Talking about the way our brains work Discussing sport Discussing the nature of intelligence	Interview with two sportswomen	They Just Can't Help It Culture: Intelligence Across Cultures	Discursive essay (1)
Talking about time	Interview about Doctor Who Song: <i>If I Could Turn Back Time</i>	Quiz about Doctor Who Letter giving advice	Informal letter
Discussing shyness Talking about personal qualities	Interview with an expert on shyness	Questionnaire: How confident are you? Literature: <i>Pride and Prejudice</i>	Description of a person
Organising a flash mob	Interview with someone who organises flash mobs	Text about crazes from the past Story: Sorry!	Letter to a newspaper
Talking about acts of kindness Asking questions using modals Talking about birthdays	People talking about special objects they have inherited	Hit-and-Run Kindness Culture: Birthday Traditions	A summary
Resolving conflicts	Interview about Wangari Maathai Song: <i>Peace, Love and Understanding</i>	Alfred Nobel Rests in Peace	Appreciation of a Nobel Prize winner
Discussing age limits in the UK / your country	A radio phone-in programme about giving the vote to 16-year-olds	Weblog about a trip to Mount Everest Literature: <i>Lord of the Flies</i>	Letter raising money for charity
Discussing global issues Discussing ways of conserving energy	Radio programme about alternative energy	Time's Running Out Story: The factory	Write a magazine article about the future
Expressing opinions Discussing the role of music concerts in raising awareness of global issues	People's views on famous people getting involved in politics	Celebrity Ambassadors Culture: Can Music Make a Difference?	Discursive essay (2)
Discussing Fair Trade products	The Village Earth Song: <i>I'd Like to Teach the World to Sing</i>	Young People Leading the Way on Fair Trade	Report on a class survey
Discussing language and accents	TV programme about regional accents	Near-Extinct Language Returns Literature: <i>The World According to Garp</i>	Narrative (2)
Describing an interesting trip	Account of a trip to the Grand Canyon	Three texts about wonderful places in the world Story: Round the world	Description of a place
Discussing films and 'film therapy'	Conversation about films	Movie Therapy Culture: Planet Bollywood	Film synopsis
Discussing the effect music has on you Discussing which music you like/dislike	Radio programme about musical instruments from round the world Song: <i>Lost in Music</i>	A World of Music	Haikus/limericks/mini-sagas

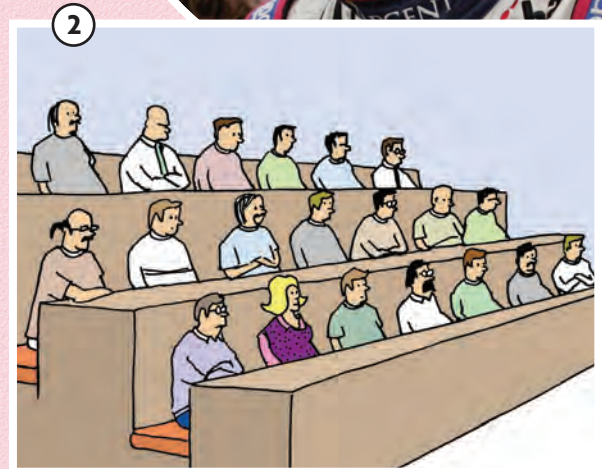
Module 1

The wonders of the mind

YOU WILL LEARN ABOUT ...

- 'Autistic savants' – people of unique talent
- The powerful healing effects of the human mind
- Plants from the Amazon used for medical purposes
- Differences in male and female brains
- Women in 'male' sports
- A cult BBC TV programme called Doctor Who

* Can you match each picture with a topic?



YOU WILL LEARN HOW TO ...

Speak

- Talk about special talents
- Discuss mind matters
- Talk about medicines
- Talk about psychological problems
- Discuss a theory about different brain types
- Talk about sports
- Talk about a piece of advice or a recommendation

Write

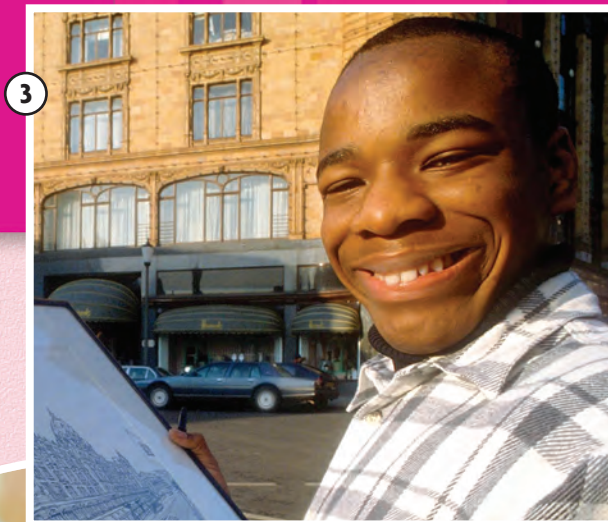
- A story that begins or ends with a given sentence
- An article for a school magazine
- A composition about a sport
- An informal letter

Read

- An article about people with outstanding brain capacities
- Placebos prove powerful
- An article about the secret knowledge of tribal medicine men
- A newspaper article about the human brain
- A worried teenager's letter to her dad

Listen

- A radio interview with a psychologist
- A conversation about flower remedies
- Interviews with sports professionals about their jobs
- A radio show on a cult TV programme



Use grammar

Can you match the names of the grammar points with the examples?

Past tense

Biological mechanisms **have been discovered** through new techniques.

Present Perfect tense

I love reading, **which is why** I buy so many books.

Passive

He **said that** his health was getting worse.

Passive continuous

He **began** to realise that Stephen **was communicating** through drawings.

Relative clauses

A new generation of painkillers **is being developed**.

Reported speech

Since then he **has published** a number of books.

Use vocabulary

Can you think of two more examples for each topic?

Expressions with *mind*

make up (your) mind

change (your) mind

.....
.....

Operations
and illness

doctor

give an injection

.....
.....

Sports

tennis

racket

.....
.....

Expressions
with *time*

waste time

run out of time

.....
.....

Super brains

- * Tense revision
- * Vocabulary: expressions with *mind*
- * Vocabulary: expressions with *brain*

1 Read and listen

- a What do you think the two boys in the pictures have in common? Read the texts to check your ideas.

In 1850 an American lawyer, James N. Bethune, bought a slave to work in his home. The slave, a woman, had a small child called Tom, who was blind and autistic.

One day, Bethune was walking around his garden when he heard music coming from the house. He went inside to investigate and found young Tom playing on the family piano. Bethune realised that the boy, who was only four, had special abilities. He hired a band of musicians to come to the house and play in front of him. Tom reproduced perfectly the music he had heard. This confirmed Bethune's suspicion – Tom had the ability to memorise and repeat pieces of music after hearing them just once.

In 1857 'Blind Tom', as he was called from then on, took part in his first public performance. The reviews were so good that Bethune took him on a tour of the US. Three years later, Blind

Tom was invited to the White House, where he performed for the president. Over the next forty years, Tom performed shows all over the US, as well as visiting Canada, the UK and several South American countries. His concerts were a mixture of classical music and his own compositions. They also featured a section called the 'challenge' when members of the audience played a piece of music on the piano which Tom then had to reproduce. He never failed. Blind Tom died in 1908.




Stephen Wiltshire was born in 1974 in London. He was mute (unable to speak) and, at the age of three, was diagnosed with autism, a developmental disorder causing difficulty with social relationships and learning. However, Stephen has a remarkable talent. Since the age of three, he has been creating the most amazing drawings. He is an 'autistic savant' – a person who, in spite of his autism, has an extraordinary ability in a certain area.

When his mother sent him to Queensmill School in London, his teacher, Chris Marris, began to realise that Stephen was 'communicating' through his drawings. At the age of eight, he was drawing detailed pictures of architecture, cars and imaginary post-earthquake cities. By the age of nine, with Marris' help, Stephen started talking. At the age of ten, he produced a series of pictures which he called 'London Alphabet'. Each drawing featured a London landmark – one for each letter of the alphabet.

After Stephen and his work were the subject of a BBC programme called 'The Foolish Wise Ones' in 1987, many viewers phoned the BBC. They were fascinated by Stephen's ability to look at a building once and reproduce it in incredible detail, and wanted to know where they could buy his drawings. As a result, Stephen published his first book, *Drawings*. Since then, Stephen has become an extremely popular artist, and has published a number of other books of his drawings and paintings.

Stephen is quite famous these days. Because of Stephen and others like him, people are starting to take autism more seriously.

- b  Read the texts again and listen. Complete the table.

	Blind Tom	Stephen Wiltshire
1 What is/was his special ability?
2 Who helped him develop this ability?
3 How did he become famous?
4 What examples are given of his success?

2 Speak

Work in groups. Look at the list below and discuss the following:

- Do you have a special talent for any of these things? At what age did you realise you were good at it/them?
- Can you name a well-known person who has (or had) a special talent in each area?
- Which two areas would you most like to have a special talent for? Say why.

language	music
memory	sport
mathematics	dance/movement
art	cooking

3 Grammar

Present tense review

- a** Look at the text about Stephen Wiltshire again. Underline:

one example of the *present simple* tense.

one example of the *present continuous* tense.

two examples of the *present perfect* tense.

one example of the *present perfect continuous* tense.

Why do you think each tense is used?

- b** Complete the sentences about Stephen Wiltshire with the verbs in brackets. Use the correct form of the tenses in Exercise 3a.

- 1 Stephen lives (live) in West London with his mother.
- 2 Some of the books that Stephen write (write) include *Cities*, *Floating Cities* and *Stephen Wiltshire's American Dream*.
- 3 I'm not sure what Stephen Wiltshire is doing at the moment, but he draw (draw) something.
- 4 Since 1993, Stephen develop (develop) his musical skills, which are also quite amazing.
- 5 Since Stephen first met the famous neurologist, Oliver Sachs, in 1988, the two men become (become) good friends.
- 6 Stephen have (have) a sister, Annette, who is two years older than him.

Past tense review

- c** Look back at the text about Blind Tom and underline:

two examples of the *past simple* tense.

one example of the *past continuous* tense.

one example of the *past perfect* tense.

Why do you think each tense is used?

- d** Circle the correct option to complete the sentences.

- 1 As well as the piano, Tom also *learned* / *was learning* to play the flute and the French horn.
- 2 One day Tom *was playing* / *played* the piano when a man ran onto the stage and tried to stop him.
- 3 Two songs that Blind Tom *wrote* / *had written* are *The Rainstorm* and *Battle of Manassas*.
- 4 Tom always *was saying* / *said* that his songs came from the river, the trees and the birds.
- 5 By the time he died in 1908, Tom *learned* / *had learned* to play more than 7,000 pieces of music.

- e** Complete the text using the correct form of the verbs in brackets. Use the tenses in Exercises 3a and 3c.



When Brittany Maier was born she was blind and autistic. By the time she was five, she still ¹ (not learn) to speak, but she suddenly ² (begin) to sing while she ³ (listen) to a song on her parents' stereo. Brittany is now a young adult. Over the years, she ⁴ (learn) to talk a little, but she still ⁵ (find) it difficult to communicate through language. Her music teacher, a professor at the university of South Carolina, ⁶ (work) with Brittany for five years now. He says that she is unique. She ⁷ (play) with only six fingers, but she has the musical qualities of Beethoven, Mozart and Chopin.

4 Vocabulary

Expressions with *mind*

- a**  Match the definitions 1–10 with the expressions a–j. Use a dictionary if you need to. Then listen, check and repeat.

- | | |
|---|---------------------------------------|
| 1 make a new and different decision | a make up (your) mind |
| 2 help you not to think about a problem | b change (your) mind |
| 3 try not to forget about something | c be in two minds |
| 4 decide | d be out of (your) mind |
| 5 forget | e have got (something) on (your) mind |
| 6 be crazy | f keep (something) in mind |
| 7 find it hard to decide | g speak (your) mind |
| 8 say what you think | h read (someone's) mind |
| 9 try to know what another person is thinking | i take (your) mind off (something) |
| 10 be worried | j slip (your) mind |

- b** Complete the sentences with the expressions from Exercise 4a. (Make sure you use the correct verb form.)

- A: 'You look worried.'
B: 'Yes, I am a little. I've got something on my mind at the moment.'
- A: 'I'm not sure ... should I buy the red one or the blue one?'
B: 'I don't care! But please,!'
- A: 'But you said you'd come with me!'
B: 'I know. I'm sorry, but now I don't want to come. I've'
- A: 'So ... do you still want to go out tonight?'
B: 'Well, maybe. I about it.'
- A: 'But you promised to do it.'
B: 'I'm sorry, I forgot. It just'
- A: 'Aren't you worried about the exam?'
B: 'Yes, a little bit. So I'm going to relax and watch a good film. That will off it.'
- A: 'Well, that's what I think you should do.'
B: 'OK, thanks, it's good advice. I'll'
- A: 'I'm really angry with him, but I don't want to tell him.'
B: 'I think you should. Sometimes it's important to'
- A: 'If you don't tell me, I won't know. I can't'
- A: 'I'm going rock climbing tomorrow.'
B: 'What? Are you? It's really dangerous!'





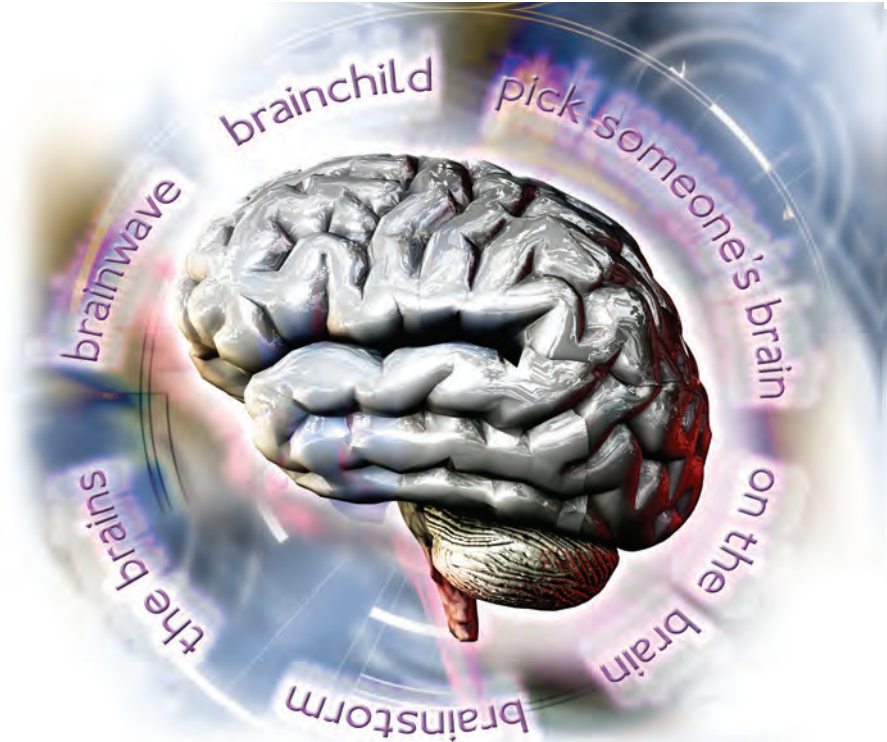
5 Speak

Work with a partner. Ask and answer questions.

- In which situations do you find it difficult to make up your mind?
- In which situations do you usually find it easy/difficult to speak your mind?
- If you are worried about something, what do you do to take your mind off the problem?
- Are you good at reading other people's minds? If so, what helps you?

6 Listen

- a** Work with a partner. Complete the number sequences.
- A 2, 3, 5, 7, 11, 13, 17, 19, 23,,,
- B 2-4, 3-9, 4-16, 7-49,-100,-144,-625
- b** Are they *square roots* or *prime numbers*?
- c** You are going to listen to an interview with a psychologist about *autistic savants*. What things do you think *autistic savants* might be good at remembering?
- d**  Listen and check your ideas.
- e**  Listen again and answer the questions.
- What are the most common forms of autistic abilities?
 - What does the psychologist say about square roots and prime numbers?
 - What is the ratio of boys to girls who are diagnosed to be *autistic savants*?
 - What is the percentage of autistic people who are also *savants*?
 - 'The brains of *autistic savants* are just like ours.' What is the significance of this, according to Dr Sellers?



- A: Mum, I'm stuck with my English homework.

B: Why don't you pick your sister's brains? She's good at English.
- A: What's up, Jane? You're day-dreaming again.

B: I'm thinking about Simon

A: You've got boys on the brain. Yesterday, it was Chris!
- A: I can't think of anything to write.

B: Let's brainstorm some ideas together then.
- A: You did well in the maths test, Ali.

B: Not as well as Gill, she got 90%. She's the brains in our class!
- A: I'm bored. What are we going to do? It's still pouring with rain.

B: I've had a brainwave! Why don't we give Steve a ring and see if he wants to go to the cinema?
- A: The recycling project is doing fantastically well.

B: Yes, it is, thanks to Michelle. It was her brainchild.

7 Vocabulary

Expressions with *brain*

- a** Read the dialogues. Match the underlined expressions with definitions 1-6.
- think of as many ideas as you can brainstorm
 - get ideas from someone
 - brilliant idea
 - original idea or invention
 - the (most) intelligent person
 - to always think about the same thing

- b** Use the expressions in Exercise 7a to complete these sentences.

- Music! That's all you ever think about. You've music
- If you don't know the answer, don't ask my father! Ask my mother. She's in the family.
- I've just had a – and I think I've got the answer to my problem!
- I built the machine. But it was Steve who had the idea and designed it. So it's his
- Joe – I need help with this. Can I your for a moment?
- We really need to get some new ideas. Let's all sit down and for a while.

8 Pronunciation

/ð/ the and /θ/ thing



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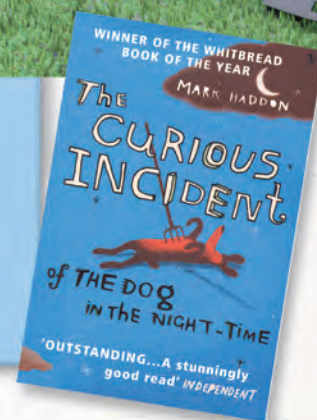
Literature in mind

9 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 great deal about maths and very little about human beings. He loves lists, patterns and the truth. He hates the colours yellow and brown and being touched. He has never gone further than the end of the road on his own, but when he finds a neighbour's dog murdered he sets out on a terrifying journey which 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 which 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 got 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 tune 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?