


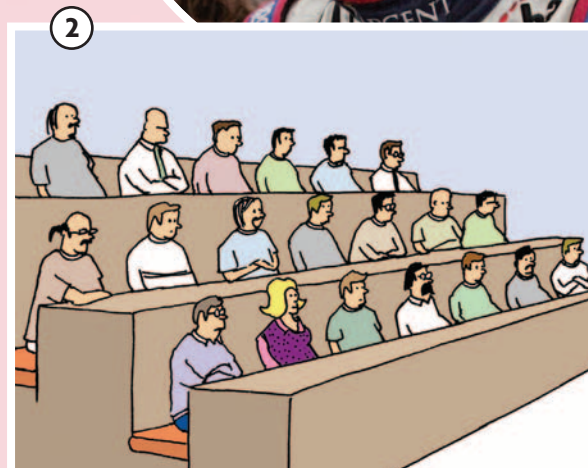
# Module 1

## 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

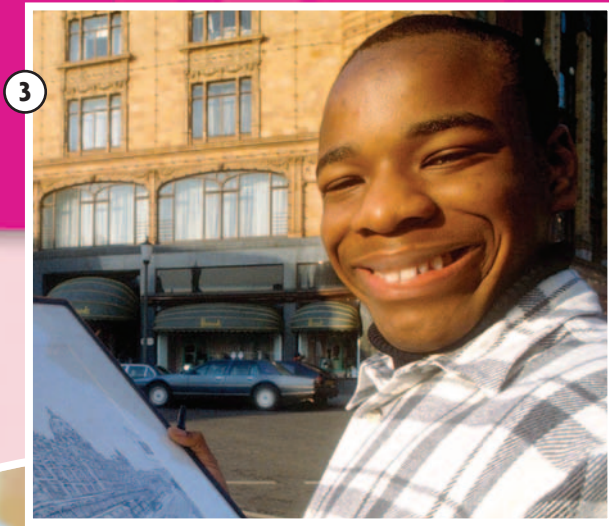
- A story that begins or ends with a given sentence
- An article for a school magazine
- A composition about a sport
- An informal letter

#### 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 <b>have been discovered</b> through new techniques.
Present Perfect tense	I love reading, <b>which</b> is why I buy so many books.
Passive	He <b>said that</b> his health was getting worse.
Passive continuous	He <b>began</b> to realise that Stephen <b>was communicating</b> through drawings.
Relative clauses	A new generation of painkillers <b>is being developed</b> .
Reported speech	Since then he <b>has published</b> a number of books.

**Use vocabulary**

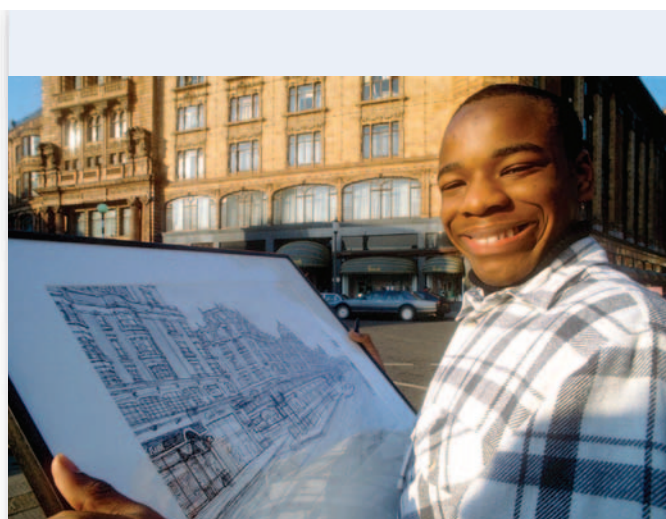
Can you think of two more examples for each topic?

Expressions with <i>mind</i>	Operations and illness	Sports	Expressions with <i>time</i>
make up (your) mind	doctor	tennis	waste time
change (your) mind	give an injection	racket	run out of time
.....	.....	.....	.....
.....	.....	.....	.....



# 1 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.

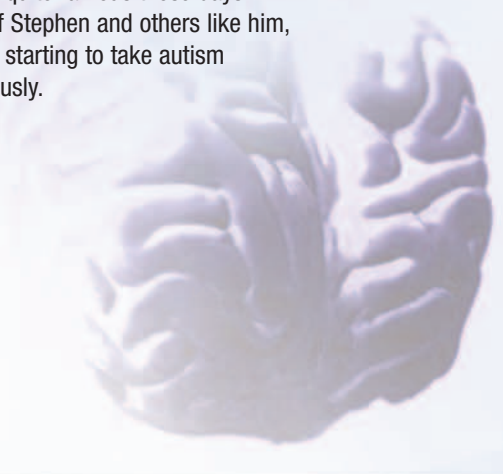
When his mother sent him to Queensmill School in London, his teacher, Chris Marris, began to realise that Stephen was 'communicating' through his drawings. At the age of eight, he was drawing detailed pictures of architecture, cars and imaginary post-earthquake cities. By the age of nine, with Marris' 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 *probably* (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 <sup>1</sup>..... (not learn) to speak, but she suddenly <sup>2</sup>..... (begin) to sing while she <sup>3</sup>..... (listen) to a song on her parents' stereo. Brittany is now a young adult. Over the years, she <sup>4</sup>..... (learn) to talk a little, but she still <sup>5</sup>..... (find) it difficult to communicate through language. Her music teacher, a professor at the university of South Carolina, <sup>6</sup>..... (work) with Brittany for five years now. He says that she is unique. She <sup>7</sup>..... (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.

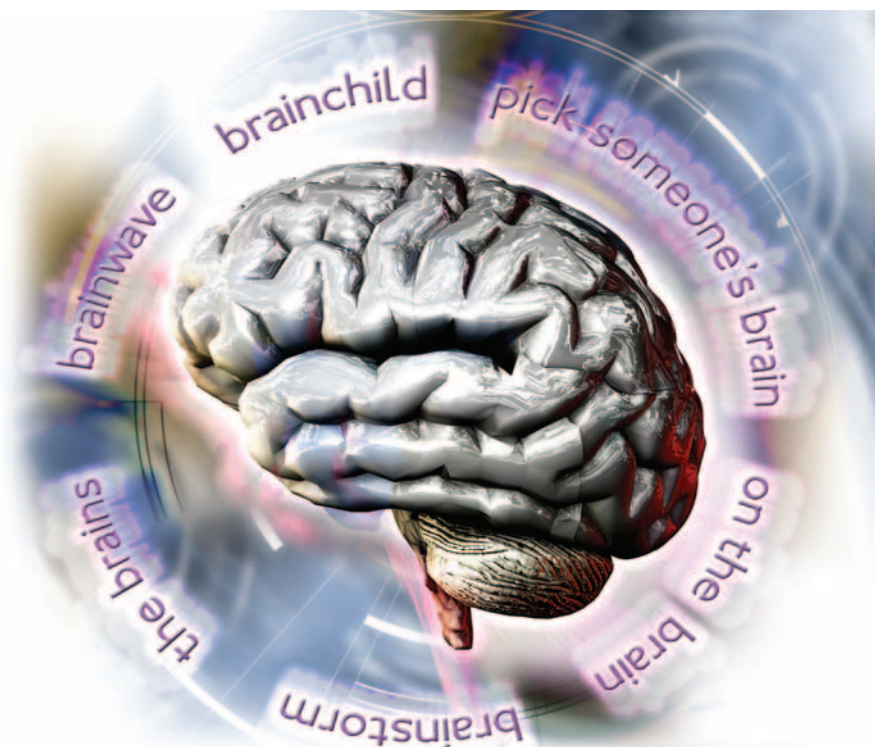
- 1 What are the most common forms of autistic abilities?
- 2 What does the psychologist say about square roots and prime numbers?
- 3 What is the ratio of boys to girls who are diagnosed to be *autistic savants*?
- 4 What is the percentage of autistic people who are also *savants*?
- 5 'The brains of *autistic savants* are just like ours.' What is the significance of this, according to Dr Sellers?

## 7 Vocabulary

### Expressions with *brain*

- a Read the dialogues. Match the underlined expressions with definitions 1-6.

- 1 think of as many ideas as you can  
...*brainstorm*...
- 2 get ideas from someone .....
- 3 brilliant idea .....
- 4 original idea or invention .....
- 5 the (most) intelligent person .....
- 6 to always think about the same thing .....




- 1 A: Mum, I'm stuck with my English homework.  
B: Why don't you pick your sister's brains? She's good at English.
- 2 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!
- 3 A: I can't think of anything to write.  
B: Let's brainstorm some ideas together then.
- 4 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!
- 5 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?
- 6 A: The recycling project is doing fantastically well.  
B: Yes, it is, thanks to Michelle. It was her brainchild.

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

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

## 8 Pronunciation

/ð/ *the* and /θ/ *thing*

-  Turn to page 120.

## Fiction in mind

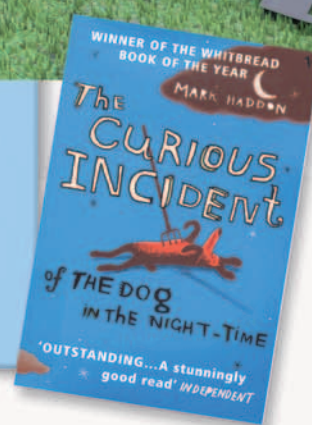
### 9 Read

- 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?

**c** Read the text again and answer the questions.

- 1 Why does Christopher like the police?
- 2 What is special about his ability to notice things about other people?
- 3 How old is Christopher? What is unusual about the way he talks about age?
- 4 How did Christopher feel when the policeman was asking him questions?
- 5 How does Christopher react when he is given too much information?
- 6 How does the author let us see inside Christopher's mind?

### Discussion box

Work in pairs or small groups. Discuss these questions together.

- 1 Christopher hit the policeman. What might have been the reason(s) for his behaviour?
- 2 Should Christopher be punished for hitting the policeman? Why (not)?

## 10 Write

- a** In a writing competition, participants had to write a story beginning with the sentence below. Read the winning entry and answer the questions.

*The worry of losing the money had been at the back of her mind all day.*

- 1 How did Veronica feel at the beginning of the story?
- 2 How did she feel at the end of the story?

- b** Find time expressions in the story telling the reader when things happened.

*All morning,... At first,...*

- c** Write a story beginning with the sentence below. Use the model story to help you.

*A minute after Christina had entered the room, she knew something was wrong.*

Before you start writing your story, think about these questions. Use time expressions. Write 120–180 words.

- Who is Christina? How old is she?
- What is her background?
- How did she know something was wrong?
- What did she see, hear or feel?
- What actions did she take?
- How did the story end?



The worry of losing the money had been at the back of her mind all day. That was why she had not allowed herself for a single moment to let go of the yellow plastic bag that had the envelope in it, the one that her boss had given her. All morning, she had held it tight, and when she suddenly noticed that the bag was gone she was in a state of shock.

At first, Veronica didn't know what to do. She thought about all the people she had seen on the train that morning. There was one face she could not get out of her mind – the face of a tall young man. Suddenly, she was sure. "It was him, that tall young man who bumped into me after I got off the train! I'm going to find you!" Veronica thought, "if it's the last thing I do today!"

Veronica remembered the direction she had seen the young man take. She ran to the end of the platform and up the stairs towards Oxford Street. Two hours later, she was still in Oxford Street, and there was no sign of the young man, nor of the yellow bag. Veronica was looking at herself in a shop window. "Why was I so stupid?" she thought. And suddenly, she saw a reflection of the tall young man. There he was, on the opposite side of the street! He was talking to a young woman, and he was holding a yellow plastic bag in his hand! Without a moment's thought, Veronica dashed over to the two young people. "Give me my money back!" she yelled. By now, she had grabbed the plastic bag and both the young man and Veronica were wrestling with it. Neither of them wanted to let go of it.

A few seconds later, a police officer appeared. Veronica told him what had happened. "I'm afraid you've got it all wrong!" the officer said. "You must have dropped the bag when you were getting off the train. Your money is waiting for you at the police station – thanks to a very honest young person!" Veronica was speechless. She knew immediately what had happened. The man had found the plastic bag, and had taken the envelope with the money to the police! "Why did you keep the plastic bag?" she wanted to shout. But she didn't. The situation was too embarrassing for her!