

Mind

series

Open your world
Course brochure and
unit walk-through

2nd edition



macmillan
education



MACMILLAN
LIFE SKILLS
LANGUAGE IS A LIFE SKILL

Mind series

2nd edition

About the 2nd edition of the *Mind* series

Building on the phenomenal success of the original *Mind* series, *Mind* series 2nd edition is devised to help students become confident independent learners who can succeed in this dynamic, global, and increasingly competitive world.

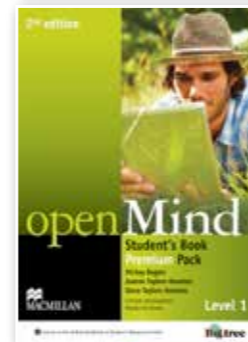
The philosophy behind the *Mind* series recognizes that 21st century students need a language course to engage them on many levels and also develops their higher-order skills, at the same time as developing their English. The *Mind* series targets students' language needs but also provides the professional, academic, and personal skills they need for all-round success in other spheres of their life.

Significantly updated content and layout changes, new photos and artwork, along with a brand-new design across the series, make this new edition of the *Mind* series a course that really gets students talking. The flexible options for digital delivery provide further motivation to adult and young adult learners. Packed with high-quality authentic video material, compelling images, and absorbing topics, the course is underpinned by a strong life skills strand. You can find out more about life skills and how they are developed in the new edition of the *Mind* series over the next few pages.

Key features

- ⚙️ **NEW** integrated and flexible online components give users access to everything they need in one place. The interactive **Online Workbook** contains full gradebook functionality with student and teacher access. The **Presentation Kit**, engages students and teachers with its heads-up delivery options via an interactive whiteboard or computer with projector. Both the **Student's** and **Teacher's Resource Centers**, contain downloadable audio, online streamable video with related worksheets, and lots more material, adding to the range of dynamic components.
- ⚙️ Life skills remain a prominent feature in the series, with the different skills revised and re-organized into three key domains: *Self and Society*, *Work and Career*, *Study and Learning*. (The Starter level features new language study skills.)
- ⚙️ Authentic and engaging videos and related video worksheets are suitable for class or home use.
- ⚙️ A revised grammar syllabus and inductive grammar presentations focus on meaning, form, and function.
- ⚙️ An enhanced grammar reference section provides clear grammar explanations and exercises.
- ⚙️ A strong focus on clearly labeled functional language helps learners with their fluency and their speaking skills.
- ⚙️ Unit objectives are clearly signposted in the opening page of each unit.
- ⚙️ Language sub-skills sections with tips support the development and recycling of the four language skills.
- ⚙️ Downloadable Speaking and Writing workshops offer self- and peer-assessment features and are available via the Resource Centers in **openMind** and in the Student's Book in **masterMind**.

Turn to the full unit walk-through from **openMind** Level 3 on pages 9–18 of this brochure to see all these features in action. Or go online to see Scope and Sequence documents for each level and full sample units from Student's Books, Teacher's Books and the related audio: www.macmillanmind.com/sample-print-content.



Meet the *Mind* series authors

Steve Taylore-Knowles

Steve has been involved in ELT for over 20 years as a teacher, examiner, trainer, and author. Apart from the highly successful original *Mind* series, and the new British English version **Open Mind**, Steve has also written a number of other international courses including **Laser** and **Destination**.



Steve has served on the Executive Board of TESOL Greece, and regularly speaks on various aspects of English Language Teaching at conferences and events around the world.

*"A student's experience of learning English has to be seen in the wider context of their whole education. In developing the **Mind** series, we have carefully integrated two aspects of this: 1) learning English needs to be personalized; and 2) the student needs to develop life skills in preparation for using English in the real world beyond the classroom."*

Mickey Rogers

Mickey graduated from the university of Texas and went on to teach there after gaining a Master's Degree in TEFL. Since then, she has taught in Colombia, Spain, America, and Mexico. Mickey has worked as a teacher trainer, a sales rep, an editor, a managing editor, and an academic services manager. Her other titles include **Style**, **Skyline**, and **Attitude**, all published by Macmillan.



*"In today's world, you will succeed only if your mind is open to new ideas and ways of doing things. The **Mind** series is about learning more about the world and your place in it, as well as learning English."*

Joanne Taylore-Knowles

After completing her Master's Degree in English, Joanne's teaching career took her to Greece, where she worked as an English language teacher. She taught a range of students there, from young learners to adults, specializing in exam preparation classes. Joanne now focuses on writing classroom materials.



*"It's not always easy to engage adults in learning English. The trick is to find the right topics and ways of making them accessible. The topics in the **Mind** series range from the familiar to the more thought-provoking, and learners get lots of opportunities to express their opinions and relate them to their own lives."*

Dorothy E. Zemach

Dorothy specializes in writing and editing ELT materials and conducting teacher-training workshops. Her areas of interest are teaching reading and writing, business English, academic English, and testing.



*"What's exciting to me about the **Mind** series is that students can not only see how language skills apply to their learning of English, but how learning English applies to life skills, and how those life skills then apply to their broader education, work and career, and their personal and social lives. Their studies then are not only interesting but relevant."*

Other authors:

Tim Bowen
Robyn Brinks Lockwood
Yvonne Maruniak
Vinodini Murugesan

Jaimie Scanlon
Ingrid Wisniewska
Adam Worcester

To see interviews with our authors, visit:
www.macmillanmind.com



What do you get with the *Mind* series 2nd edition?

The flexible range of components makes it easier than ever to choose the combination of material for your teaching situation. New packs for both students and teachers help you access everything you need in one place.

For students

Student's Book Premium Pack

- print Student's Book
- webcode access to Online Workbook and Student's Resource Center



Workbook Pack

- print Workbook (available with or without key)
- Workbook audio CD



Student's Book Pack

- print Student's Book
- webcode access to Student's Resource Center



Online Workbook

- webcode access to Online Workbook



Student's Book Pack Split edition (A/B)

- print Student's Book A/B
- webcode access to Student's Resource Center



Workbook Pack Split edition (A/B)

- print Workbook with answer key A/B
- Workbook audio CD



For teachers

Teacher's Book Premium Pack

- print Teacher's Book
- webcode access to the Teacher's and Student's Resource Centers
- webcode access to the Online Workbook
- Presentation Kit
- Class audio CD
- DVD



Over to the experts: What teachers say about the *Mind* series

The first edition of the *Mind* series was a phenomenal success. Here are some comments from teachers, who share what they loved about the first series.

"The layout and topics are appealing to my photography, advertising, and design students. Besides, it's great to have a textbook that helps me teach grammar inductively! I feel glad we made the right decision choosing the *Mind* series."

Hames Forero

Teacher, Colombia



"The life skills section of each unit of the *Mind* series is unique and enriches the student's experience with the textbook. It's also incredibly useful helping students to develop essential skills such as thinking, problem-solving, organization, and planning."

Neil Miller

Teacher, Mexico



"It is a great series for today's students. The content is fresh and engaging."

J. Scott Wigenton

Academic Director, South Korea

"You have a lot of material on the internet that makes everything easier."

Beatriz Arellano

Teacher, Mexico



"The *Mind* series has been a great experience for the teachers as well as the students and a lot of fun as well. The book really fits the Brazilian reality and we've been having a great time."

Luis Dantas

Teacher, Brazil



<i>Mind</i> series CEFR levels	A1	A2	B1	B2	C1
<i>openMind</i> 2nd edition Starter					
<i>openMind</i> 2nd edition Level 1					
<i>openMind</i> 2nd edition Level 2					
<i>openMind</i> 2nd edition Level 3					
<i>masterMind</i> 2nd edition Level 1					
<i>masterMind</i> 2nd edition Level 2					

Open your mind to a wealth of flexible online resources

The **Mind series** 2nd edition components are packaged to provide the best combinations of print and digital—a truly flexible solution to ensure every classroom and self-study situation is covered.

Teachers and students alike will enjoy working with the fresh and rich online material, which also helps free up teachers' time, allowing them to focus classroom time on the communicative aspects of their students' learning, and providing the best balance between preparation, teaching and marking.

Including:

- **Online Workbook** and the related automatic gradebooks for students with full teacher access, and accessible on any device that can view the internet, including mobile devices
- downloadable options so that the majority of materials can be used offline
- high-quality video matched to the Student's Book themes and language areas
- full support for testing through the **Teacher's Resource Center**
- additional lessons and activities all linked to the themes of the course

Online Workbook

Available as part of the Student's Book Premium Pack, Teacher's Book Premium Pack or as a stand-alone component, the **Online Workbook** provides interactive workbook activities that support the Student's Book material and provide instant feedback.

An integrated gradebook captures the scores and can also be viewed by the teacher, who can create virtual classes to see reports and data on their students' progress and performance.



Teacher's Resource Center

Accessible through the Teacher's Book Premium Pack, the **Teacher's Resource Center** includes downloadable class and workbook audio, online videos and video worksheets with extensive teacher's notes, additional life skills lessons, CEFR checklists and Writing and Speaking Workshops.

Teachers can access a wide variety of testing materials including unit, mid-course and end-of-course tests in PDF and editable Word formats, as well as a course placement test.

As part of their Teacher's Book Premium Pack, teachers also get access to the **Student's Resource Center**, which helps them to plan lessons more effectively using these additional resources.

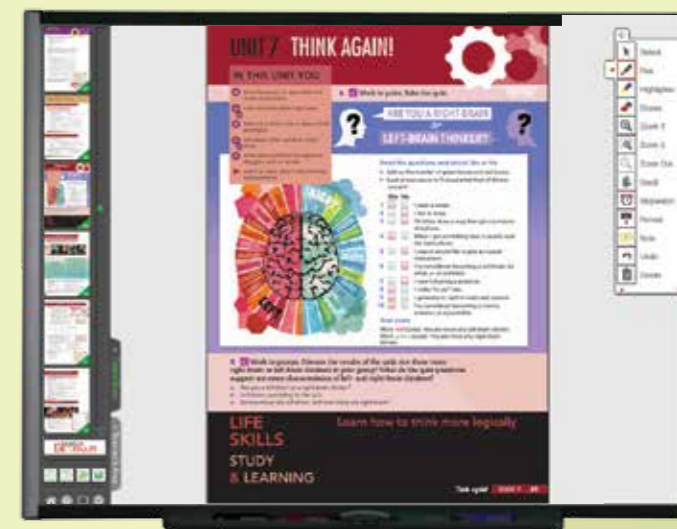
Student's Resource Center

The **Student's Resource Center** includes the Class and Workbook audio as MP3 files. High-quality video, matched to themes and language areas of the Student's Book, is available online with downloadable video worksheets. Additional resources such as CEFR checklists, wordlists, and audio scripts are also available. It is accessible through the Student's Book Pack, the Student's Book Premium Pack and the Teacher's Book Premium Pack.



Presentation Kit

Included with the Teacher's Book Premium Pack, the **Presentation Kit** offers a page-faithful digital version of the Student's Book with embedded audio, video, pop-up answers, and interactive tools. This makes it perfect as a class presentation tool and ideal for heads-up teaching. It can be used through an Interactive Whiteboard or on a laptop with a projector.



What are life skills and why are they important in the ELT classroom?

There are various names used for what we call 'life skills': 'competencies', 'soft skills', 'personal development' – but whatever they are called, they are recognized as being the key skills you need for 21st century success.

Employers and educational experts have long noticed in graduates and employees a widening gap between academic results and the ability to interact successfully in modern society. Modern students lack these crucial transferable skills or life skills required for individuals to be successful in their academic, social, and professional lives. So what does this mean for language teaching and learning?

As educators we need to broaden our view of 'skills' to include these life skills in the classroom, developing areas such as learner autonomy, planning and organizational skills, collaboration, and teamwork, as well as creative and critical thinking and problem-solving skills.

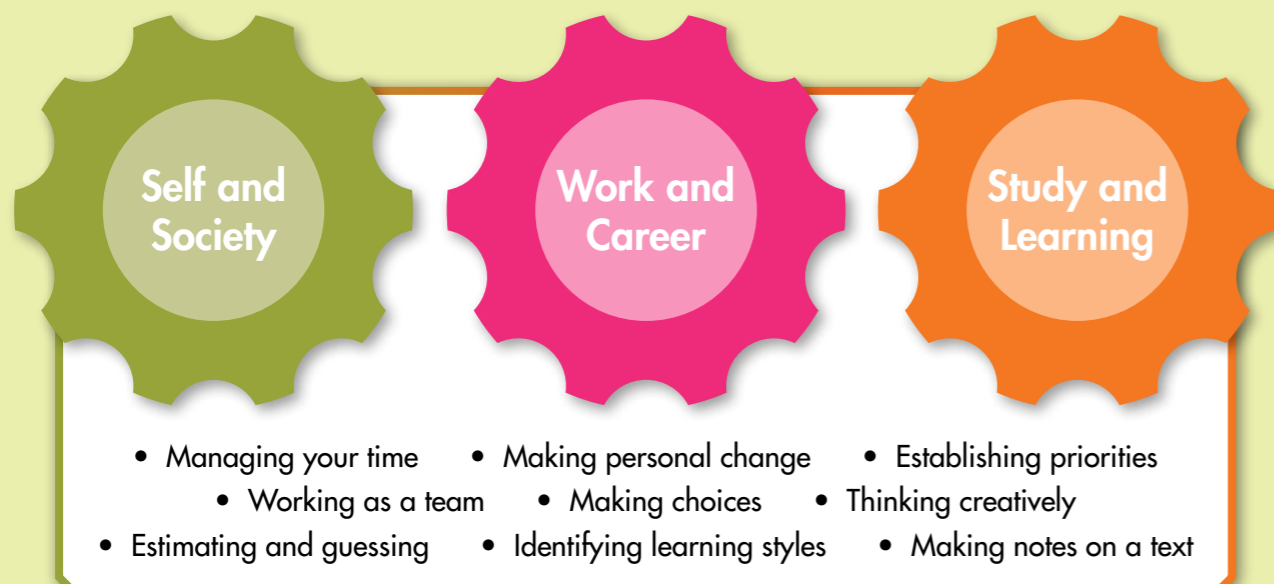
Read more at www.macmillanenglish.com/life-skills



How do life skills work in the *Mind* series?

The *Mind* series recognizes that students do not learn language in a vacuum and that language is one of many skills that will support their learning and their future.

The life skills element in the new edition of the *Mind* series has been updated and enhanced by presenting the skills in three domains. This helps to contextualize the skill in a particular area of life.



Each unit presents a life skill in one of these domains for example, time management, although it is applicable to all three. The same life skill is presented in each of the other two domains through additional material in the Teacher's Resource Center. The diagram above shows some examples of the life skills from the *Mind* series 2nd edition. (The Starter level focuses instead on study skills and tools for language learning.)

UNIT 7 THINK AGAIN!

IN THIS UNIT YOU

- learn language to speculate and make deductions
- read an article about geniuses
- listen to a short lecture about child prodigies
- talk about what a picture might show
- write about whether we agree or disagree with an article
- watch a video about extraordinary achievements

Clear, vibrant, and engaging visual unit openers set out the objectives for the unit.



ARE YOU A RIGHT-BRAIN

OR

LEFT-BRAIN THINKER?



Read the questions and check **Yes** or **No**.

- Add up the number of green boxes and red boxes.
- Look at your score to find out what kind of thinker you are!

	Yes	No	
1	<input type="checkbox"/>	<input type="checkbox"/>	I wear a watch.
2	<input type="checkbox"/>	<input type="checkbox"/>	I like to draw.
3	<input type="checkbox"/>	<input type="checkbox"/>	I'd rather draw a map than give someone directions.
4	<input type="checkbox"/>	<input type="checkbox"/>	When I get something new, I usually read the instructions.
5	<input type="checkbox"/>	<input type="checkbox"/>	I play or would like to play a musical instrument.
6	<input type="checkbox"/>	<input type="checkbox"/>	I've considered becoming a politician, an artist, or an architect.
7	<input type="checkbox"/>	<input type="checkbox"/>	I hate following a schedule.
8	<input type="checkbox"/>	<input type="checkbox"/>	I make "to-do" lists.
9	<input type="checkbox"/>	<input type="checkbox"/>	I generally do well in math and science.
10	<input type="checkbox"/>	<input type="checkbox"/>	I've considered becoming a lawyer, a doctor, or a journalist.

Your score

More **red** boxes: You are more of a left-brain thinker.
More **green** boxes: You are more of a right-brain thinker.

B Work in groups. Discuss the results of the quiz. Are there more right-brain or left-brain thinkers in your group? What do the quiz questions suggest are some characteristics of left- and right-brain thinkers?

- A:** Are you a left-brain or a right-brain thinker?
B: Left-brain, according to the quiz.
A: So how many are left-brain, and how many are right-brain?

LIFE SKILLS STUDY & LEARNING

Learn how to think more logically

The life skills lesson for the unit is clearly introduced.

1 READING: distinguishing fact and opinion page 50

Writers often use specific phrases to let the reader know whether something is a fact or an opinion. In addition, opinions are also often expressed through the use of adjectives like *good*, *bad*, *great*, etc. Look for specific phrases, as well as positive and negative adjectives, to identify opinions in a text.

A Look at these people. Do you recognize any of them? What do you think they have in common?



B Read this article and check your ideas.

BEYOND THE ORDINARY

Everyone agrees that the scientists Albert Einstein and Marie Curie were geniuses, and so was Leonardo da Vinci, who was a scientist, an inventor, a writer, and an artist. Mozart was clearly a genius and what about the incredibly talented scientist Stephen Hawking? Or Helen Keller, the amazing woman who became a writer, even though she was deaf and blind? Are they geniuses? What makes a genius?

According to one definition, a genius has a high IQ. Studies show that normal IQs range from 85 to 115, and a genius has an IQ over 140. However, this seems to me to be a poor definition. "Genius" is a complicated concept, involving many different factors, and intelligence tests usually measure only logical thinking. A better definition of "genius" would include other things, like creativity. The artist Picasso produced thousands of beautiful works of art. Was he a genius?

One very useful definition of "genius" states that originality is the defining factor. A genius puts things together in new ways—ways that ordinary people have never thought of—and creates something new. It might be a new idea, a new work of art, or a new way of working. Geniuses change the world they are born into. That raises another question: Are geniuses born that way?

The writer Malcolm Gladwell has written about geniuses in his book *Outliers: The Story of Success*, and he feels that there is an important factor we often overlook: hard work. "The people at the very top don't just work much harder than everyone else," he says. "They work much, much harder." You have to be born with talent, but then you have to develop that talent. According to research, the minimum for this is 10,000 hours, about three hours a day for ten years. By studying examples ranging from Mozart to Bill Gates, Gladwell shows that they all did an enormous amount of work before becoming successful. So, while talent and IQ are crucial, it seems that geniuses work very hard to achieve their success.

C Read these sentences and phrases from the article in Exercise B. For each one, decide if it expresses a fact or an opinion. Underline the word(s) or phrase(s) in the article that helped you decide.

- | | |
|---|--|
| 1 the incredibly talented scientist Stephen Hawking | 5 a better definition of "genius" would include other things |
| 2 Helen Keller, the amazing woman who ... | 6 one very useful definition of genius |
| 3 Studies show that normal IQs range from 85 to 115 | 7 he feels that there is an important factor we often overlook: hard work |
| 4 this seems to me to be a poor definition | 8 According to research, the minimum for this is 10,000 hours |
| | 9 By studying examples ranging from Mozart to Bill Gates, Gladwell shows ... |

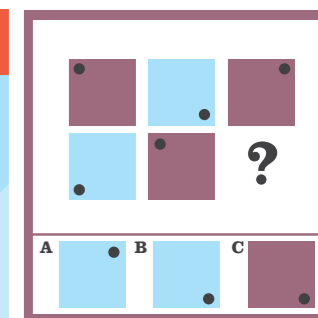
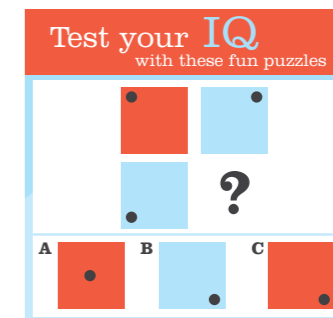
D Work in pairs. Think of other geniuses you know of. Which one do you admire the most? Why?

Language sub-skills sections for skills development are indicated with a cog on the left-hand side, and a description of the skill being developed. If the skill is being recycled from earlier in the book, this is indicated with a 'recycling' cog next to the name of the skill being developed.

2 GRAMMAR: modals of deduction: *must*, *can't*, *might/may/could*

A **36** LANGUAGE IN CONTEXT Listen to the conversation below. Do Ben and Carson get the right answer?

Carson: Hi, Ben. What are you doing?
Ben: Oh, hi, Carson. I'm just doing some logic puzzles in this magazine. I'm not doing very well, though!
Carson: Let me see. Which symbol is missing? Hmm ... OK. Well, the missing square **must** be red.
Ben: Yes, that's what I think. So the answer **can't** be B. It **could** be A, though.



Grammar is presented using an inductive approach and employs a step-by-step structure to understanding and learning.

Ben: ... A. Look where the dot is. It **must** be the bottom. The answer **must** be C. ... right. Hey, you're good at these things!
Carson: ... question. Oh, this one is different. I think ... but it **could** be A ...

... the conversation in Exercise A again.

NOTICE!

Look at the modal verbs in bold. What form of the verb always follows a modal?

Form Complete the table with examples from Exercise A.

Function	
subject + modal + base form	<input type="checkbox"/> The missing square (1) _____ be red. It (2) _____ be on the right at the bottom.
	<input type="checkbox"/> The answer (3) _____ be C. The answer (4) _____ be B. No, it (5) _____ be A.
	<input type="checkbox"/> It (6) _____ be A. I think it (7) _____ be B.

Common errors are highlighted through 'Watch out!' boxes.

Function Read the rules below and write the number of each function in the correct place in the table.

- We use this to say that it's impossible that something is true.
- We use this to say that we are sure that something is true.
- We use this to say that something is possibly true.

WATCH OUT!

- ✓ It might be the last one.
- ✓ It could be the last one.
- ✗ It can be the last one.

C PRACTICE Read the first sentence in each pair. Write an appropriate modal to complete the second sentence.

- | | |
|--|--|
| 1 You're expecting Nicole to call. The phone rings. That _____ Nicole. | 4 You don't think it's possible that John is sick. John _____ sick. |
| 2 You are certain the answer isn't D. The answer _____ D. | 5 You are sure this is Emma's house. Emma _____ live here. |
| 3 It's possible your cell phone is at home. My cell phone _____ at home. | 6 It's the middle of summer. You don't believe it when someone says it's snowing. It _____ be snowing! |

D **NOW YOU DO IT** Work in pairs. For each puzzle, decide what comes next.

- red, orange, yellow, green, ?
- 1, 4, 9, 16, ?
- M, T, W, T, ?
- January, March, May, July, ?
- 0, 1, 1, 2, 3, 5, 8, ?
- M, V, E, M, J, ?

HOW TO SAY IT

What does "V" stand for?
 I think it stands for ...
 What do they all have in common?
 They're all ...
 The answer might be ...
 No, it can't be ... because ...
 I think it must be ...

3 VOCABULARY: adjective suffixes *-ful*, *-less*

We often use a noun (e.g., *pain*) + a suffix (e.g., *-less*) to make an adjective (e.g., *painless*). We often use *-ful* to form adjectives that mean "with" or "full of" and *-less* to form adjectives that mean "without."

A Complete each sentence with the correct adjective formed from the noun in parentheses.

- I was never very good at math because I was _____ (*care*)
- Some kids get into trouble because they are _____ and they take too many risks. (*fear*)
- Intelligence is _____ on its own – you need to understand people, too. (*use*)
- Very intelligent people are often lonely and this can be _____ for them. (*pain*)
- Einstein had a very _____ brain. (*power*)
- I feel _____ about the future. I think good things will happen! (*hope*)
- Nadine is very _____ and always considers her friends' feelings. (*thought*)
- Most people believe that without government, we would have a very _____ society. (*law*)

B Choose Agree or Disagree for each statement.

- Logic is useless for understanding other people and their emotions. *Agree / Disagree*
- Highly intelligent people are often thoughtless. *Agree / Disagree*
- We shouldn't be fearful of the future. *Agree / Disagree*
- Life shouldn't be painless. We learn from difficult experiences. *Agree / Disagree*

C Work in pairs. Compare your answers with your partner's. Explain your choices.

4 LISTENING: a short lecture

A You are going to listen to a lecture. Before you listen, look at the picture and try to guess what the lecture is going to be about.



Clear signposting of the unit structure is used throughout.

B Now listen to the lecture and check your ideas.

C Listen again and complete the notes.

D Work in pairs. Discuss these questions.

- Do you think young people today are under a lot of pressure to be successful?
- Do you know someone who had an exceptional talent as a child? What happened to him/her?
- What do you think a child prodigy's life must be like?

Characteristics of child prodigies

Have (1) _____

Show (2) _____

Alma Deutscher

Age 3: (3) _____

Age 7: (4) _____

Aelita Andre

Age 9 months: (5) _____

Age 4: (6) _____

Tanishq Abraham

At age 7, was (7) _____

Now: (8) _____

Difficulties for child prodigies

Have (9) _____

(10) _____

5 GRAMMAR: tag questions

A LANGUAGE IN CONTEXT Listen to the conversation below. What job does Justin want to do?

Penny: Justin, I just read an interesting article about brain hemispheres. You're left-handed, aren't you?

Justin: Yeah, why?

Penny: Well, apparently left-handed people are usually good at math and music. Do you think that's true?

Justin: Hmm, interesting ... I guess I am good at math. And I love music! But that can't be true for everyone, can it? I mean, you play in a band, don't you? So you must be good at music. But you aren't left-handed, are you?

Penny: You're right. I don't think it's a hard and fast rule. The article says there are some links between handedness and certain talents, but not everyone has them. In fact, you said you were playing the guitar until recently, did you? I know you've always wanted to. And I've been playing the guitar since I was really little. I would really like to have a band, but my dad doesn't like that idea. I should just go to college. I mean, if I was born to be a rock star, shouldn't I?



NOTICE! Underline the question phrases at the ends of sentences in the conversation above. Are they yes/no or information questions?

Students learn grammar through the clear step-by-step approach with plenty of chances to practice in the 'Now you do it' stage.

B ANALYZE Read the conversation in Exercise A.

Function Choose the completions for the rule that are true.

We use tag questions to ...

- confirm information that we are almost certain about.
- check information we're not sure about.
- ask for further information.

Form Complete the table with tag questions from Exercise A.

	Affirmative main verb, negative tag question	Negative main verb, affirmative tag question
main verb be	You're left-handed, (1) _____?	You aren't left-handed, (2) _____?
simple tenses	You play in a band, (3) _____?	You didn't start playing the guitar recently, (4) _____?
modals	I should just tell him that I was born to be a rock star, (5) _____?	That can't be true for everyone, (6) _____?

For tag questions in other verb tenses, see the Grammar reference on p.152.

C PRACTICE Complete the tag questions.

- You didn't do well on the exam, _____?
- Tomás is really smart, _____?
- We aren't late for the exam, _____?
- Nathan could read when he was three, _____?
- I won't see you tomorrow, _____?
- The bus leaves at 5:30 p.m., _____?
- Claudia got a new car, _____?
- I shouldn't do it like this, _____?

D NOW YOU DO IT Work in pairs. Use tag questions to check your knowledge about these areas of your partner's life. Ask other questions to find out more.

- family
- interests
- ambitions
- experiences

You have three brothers, don't you? What are their names?

'Notice!' boxes encourage independent learning as part of the course's inductive approach.

WATCH OUT!

- ✗ It starts at nine, isn't it?
- ✓ It starts at nine, doesn't it?
- ✓ They don't study chemistry, do they?
- ✗ They don't study chemistry, don't they?

6 PRONUNCIATION: tag questions

A **39** Listen to these sentences. In which sentences does the speaker sound certain? In which sentences does the speaker sound less certain?

	Certain	Less certain
1 I'm not late, am I?	<input type="checkbox"/>	<input type="checkbox"/>
2 I'm not late, am I?	<input type="checkbox"/>	<input type="checkbox"/>
3 Today's the 27th, isn't it?	<input type="checkbox"/>	<input type="checkbox"/>
4 Today's the 27th, isn't it?	<input type="checkbox"/>	<input type="checkbox"/>

B **40** Listen to these sentences and answer the questions.

- In which two sentences does the speaker sound certain? Does the voice go up or down on the tag questions?
- In which two sentences does the speaker sound less certain? Does the voice go up or down on the tag questions?

- We did this wrong, didn't we? ↓
- You're Brazilian, aren't you? ↑
- You didn't work on that project, did you? ↑
- You studied art, didn't you? ↓

C Work in pairs. Practice saying the tag questions in Exercises A and B.

There is a focus on pronunciation throughout the course, with particular emphasis on problem areas, such as stress, intonation, etc.

7 SPEAKING: speculating

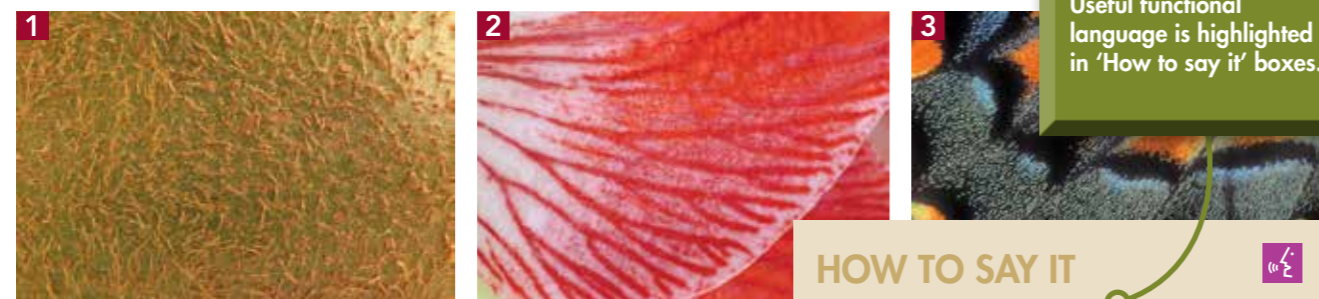
We speculate when we aren't sure about something and have to guess or make a deduction. In order to speculate, we can use modals of deduction and tag questions. We can also use phrases such as *Maybe it's a ...*, *If you ask me, it could be a ...*, and *It looks like a ...* to show we are uncertain.

A **41** Listen to the conversation. Underline the phrases that the speakers use to speculate about the picture.

- Eli:** Look at this picture. What do you think it is?
Ally: Well, if you ask me, it could be a dry river bed.
Eli: I don't think it can be a river bed. It's the wrong shape. It looks like a tree trunk to me.
Charlie: Let me see. It's part of an animal, isn't it?
Ally: Hmm ... It could be, I guess. Hey, I know! Maybe it's a lizard.
Charlie: No, I don't think so. What about a rhinoceros?
Eli: Of course! It must be a rhino. It's obvious now!



B Work in pairs. Look at these pictures of everyday things. Speculate about what each picture might be.



Useful functional language is highlighted in 'How to say it' boxes.

HOW TO SAY IT

Speculating

- It could be a ..., couldn't it?
- Maybe. It looks to me like it might be a ...
- It can't be a ..., can it? What about ...?

C Compare your ideas with another pair. Who has the best ideas?

8 VOCABULARY: improving your brain

A Match the verbs 1–6 with the nouns a–f to make collocations.

- | | |
|-------------|----------------------------|
| 1 explore | a) a solution |
| 2 find | b) (all) the possibilities |
| 3 develop | c) a problem |
| 4 solve | d) myself |
| 5 challenge | e) your abilities |
| 6 learn | f) new skills |

B Complete these sentences with the correct form of the phrases in Exercise A.

- You need to practice regularly to _____ in a new skill.
- I try to _____ to do something new and different every day.
- You should always _____ and consider making a decision.
- When I have to _____, I try to look for a solution.
- I think it's important to _____ to yourself.
- When I have a problem, my friends usually _____ for me.

C Work in pairs. Say which statements in Exercise B you agree with and explain why.

Each section provides extensive opportunities for personalization.

9 WRITING: a for-and-against text

A Read the text. What are the main arguments in favor of varying your study environment? What are the main arguments against it? Which side do you agree with more?



Should you vary your study environment?

Some scientists and neurologists say that to improve your thinking skills, you should vary where and how you work or study. For example, don't always work at your desk. Instead sit in your favorite chair or lie on the sofa, with your family talking around you or even with the TV on! There are several reasons for this theory.

First, the brain works better if it has variety. A variety of stimuli causes the brain to be more alert, so more learning takes place. Another reason is that if you are studying and listening to music at the same time, you are multi-tasking. Asking your brain to do

more than one thing at a time is a bad idea. It's better to have a quiet place to study. Finally, a boring place is boring, and your level of concentration is lower.

On the other hand, many educators recommend always studying at the same time in the same place for several reasons. First, this creates a routine, and if you have a routine, it is easier to develop the habit of studying for a certain amount of time every day. Second, you have all your books close by and organized in one area. Finally, you can be away from distractions like TV or other people, and many educators believe this is necessary for good concentration.

There is a strong writing syllabus in every unit with additional support from the Writing Workshop, available to download from the Resource Centers.

B Look at this list of arguments for and against the argument "Are video games good for brain training?" Put a check next to the arguments for using video games and an X next to the arguments against it.

C "Are video games good for brain training?" Use these notes to write your for-and-against text:

There is disagreement about whether or not playing video games is a good way to train your brain.

- arguments for (at least three)
- arguments against (at least three)

- Antisocial activity - little interaction with friends or family
- Develops problem-solving skills - players have to think of creative ways to solve puzzles or problems
- Improves hand-eye coordination - in visual games, eyes see images and hands have to react quickly
- Not enough physical activity - leads to obesity and other physical problems
- Possible addiction - not enough sleep; poor school work
- Improves memory - in many games, players have to remember words or images
- Unbalanced skills development - players don't learn other things such as sports or hobbies
- Reduces stress - games are fun; playing releases aggression and frustration

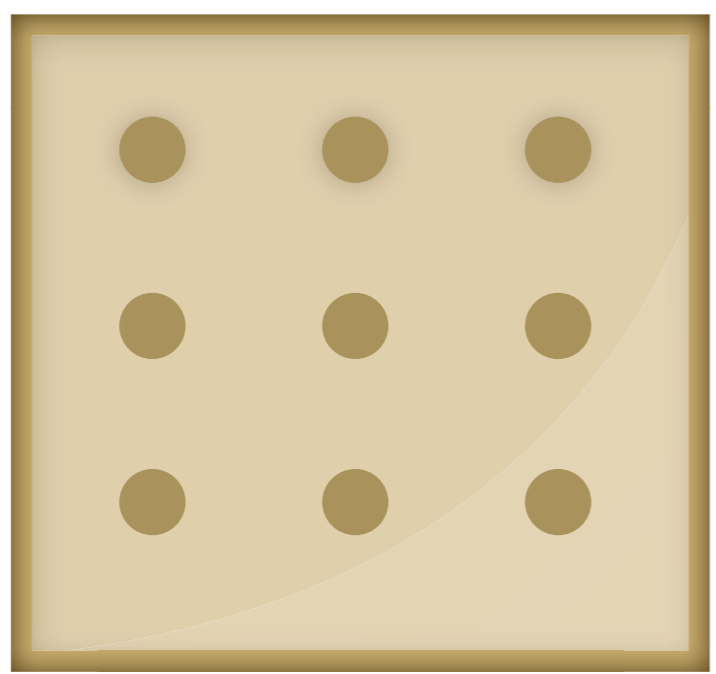
The life skills pages form an integral part of the unit using language the students have just been developing.

THINKING LOGICALLY

- Question your assumptions.
- Approach the problem differently.
- Think of new ideas and test them.

A three-step summary outlines the approach to the life skill in the lesson.

A Do this puzzle. Connect these dots by drawing four straight lines, without lifting your pencil off the paper, and without going back over a line. You have two minutes.

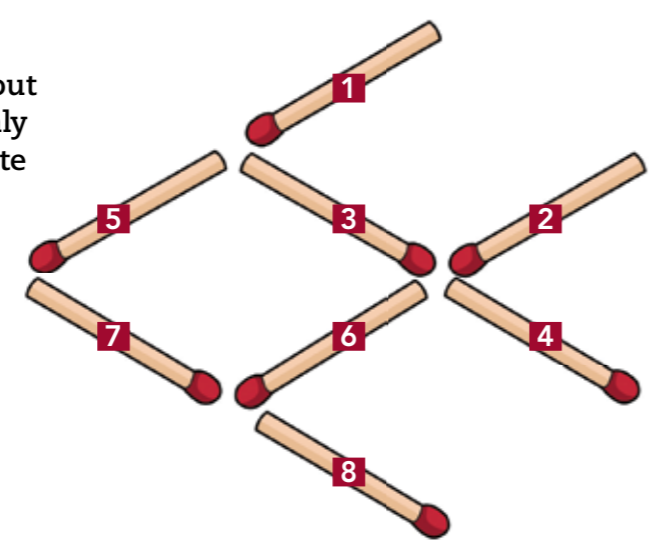


B If you solved the puzzle, great job! If you didn't, it might help you to question your assumptions. To do this, decide whether these sentences about the puzzle are T (true) or F (false).

- | | |
|---|-------|
| 1 The instructions say each line has to start and end on a dot. | T / F |
| 2 Your lines can go further than the rows of dots. | T / F |
| 3 Each line has to go through three dots. | T / F |

C Now try the puzzle in Exercise A again. If you still can't figure out the answer, find someone who has the answer and ask them to show you how to do it.

D Do this puzzle. Look at this fish made out of matchsticks. Move three matchsticks only so that the fish is swimming in the opposite direction. You have one minute.



Each unit presents a life skill within one of the three domains (in this example, Study and Learning). However, the life skills are transferable across all domains and the same life skill is presented within the other two domains in the Teacher's Resource Center.

E If you solved the puzzle in Exercise D, read the text and decide if it describes how you think. If you didn't, read the text and think about how you should think. Do this for Exercise D differently.

Logical thinking

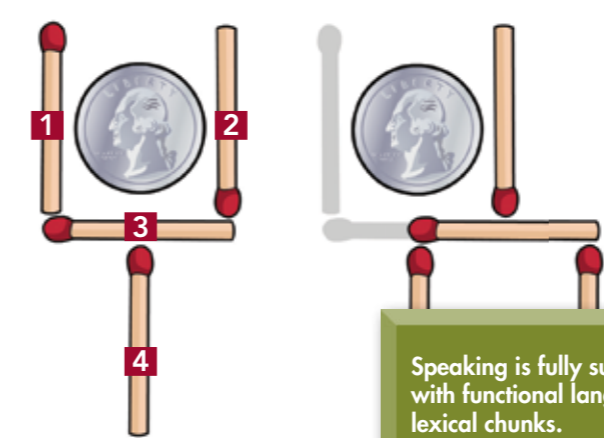
There are times in all our lives when we need to think more logically. It might be in a real-life situation, such as making a business decision. Or it might be when we are taking a test or doing a puzzle of some kind. The problem some of us have when it comes to thinking logically is that we think certain limits exist, when in fact they don't. It's all about our assumptions.

We all have a lot of assumptions – things we think are correct, even if there's no reason to. To illustrate, take a look at this well-known puzzle using matchsticks. The coin looks as if it is inside a "glass" formed by

four matchsticks. You have to move just two matchsticks to get the coin outside the glass. You cannot move the coin! It seems impossible ... and it is impossible, as long as you assume that the glass has to stay the same way up. However, the puzzle becomes very easy if you think about making an "upside-down" glass. To do this, all you have to do is move matchstick 3 to the right a little and move matchstick 1 down.

The key to solving this problem is to question your assumptions. And questioning your assumptions is a big part of logical thinking.

Logical thinking is not just about the artificial world of puzzles. This same kind of thinking can be very useful in real life, too. If we aren't careful, we can assume things about ourselves, other people, and the world around us that limit our thinking. By analyzing and questioning our assumptions, we can think more logically and systematically about a problem, and perhaps find solutions that we simply couldn't see before.



Speaking is fully supported with functional language and lexical chunks.

F Now try the puzzle in Exercise D again. Use what you learned in the article to help you.

G Work in pairs. Brainstorm a list of real-life problems and how logical thinking might help solve them. Then explain your ideas to the rest of the class.

Problem: How to get a ...
How logical thinking might help: ... different ways, e.g., through ...

Key reflection boxes get students to think about the transferability of the life skill and how it can be effectively applied in the other two domains.

HOW TO SAY IT

Discussing logical thinking
One problem that could be solved using logical thinking is ...
Do you think logical thinking would help if ...?
How would logical thinking help in that situation?
If ..., logical thinking could help you ...

REFLECT ... How can the skill of logical thinking be useful to you in **Self and Society** and **Work and Career**?

Language wrap-up

The Language wrap-up pages provide a review of the grammar and vocabulary of the unit.

1 VOCABULARY

Choose the correct words. (15 points)

One of the most (1) *powerful* / *powerless* and (2) *useful* / *useless* techniques for training your brain is visualization. Whether you're trying to (3) *develop* / *learn* abilities you already have, or trying to (4) *develop* / *learn* a new skill, visualization can help you. It can also help you (5) *find* / *solve* a solution to stopping unhealthy habits, such as smoking, when you think you've (6) *explored* / *challenged* all the possibilities and you're feeling (7) *hopeful* / *hopeless*. In fact, visualization can work in any situation where you are trying to (8) *challenge* / *solve* yourself to improve, or if you are trying to (9) *find* / *solve* a difficult problem. The technique involves forming a picture in your mind, like a picture on a movie screen. You have to be (10) *careful* / *careless* to create a really vivid picture of what you want to achieve. Imagine yourself feeling (11) *fearful* / *fearless* and strong. Then add sound and make it come to life. Then, make a small black and white picture of yourself feeling (12) *fearful* / *fearless* and failing. Quickly replace that (13) *painful* / *painless* image with your bright, happy image. Do that five or six times. Now, every time you feel (14) *powerful* / *powerless* and think you are going to fail, the positive image will come to mind. Difficult situations become much less (15) *painful* / *painless* and you are more likely to succeed. Why not give it a try?

11–15 correct: I can use adjectives with *-ful* and *-less* and use collocations connected to improving your brain.

0–10 correct: Look again at the vocabulary sections on pages 72 and 75.

SCORE: /15

2 GRAMMAR

A Complete the conversation with *must*, *can't*, or *might/may/could*. (7 points)

Andy: I can't finish this crossword puzzle. I have one more word left. Do you know a country with a five-letter name?

Kelly: There (1) _____ be hundreds! It (2) _____ be "China."

Andy: No, it (3) _____ be "China" because it begins with the letter I.

Kelly: Why didn't you say that? Well, it (4) _____ be "Iran." That only has four letters. It (5) _____ be "Italy."

Andy: No. It (6) _____ be Italy because it ends with the letter a.

Kelly: Oh! It (7) _____ be "India" then.

Andy: Awesome! Thanks.

B Complete the tag questions. (8 points)

- | | |
|---------------------------------------|--|
| 1 They can't solve the puzzle, _____? | 5 She doesn't have an exam today, _____? |
| 2 She's very good at puzzles, _____? | 6 We shouldn't buy that car, _____? |
| 3 You'll help me, _____? | 7 You don't have a motorcycle, _____? |
| 4 We didn't pass the test, _____? | 8 Paula doesn't like dogs, _____? |

11–15 correct: I can use modals of deduction to express degrees of certainty. I can use tag questions to check information.

0–10 correct: Look again at the grammar sections on pages 71 and 73.

SCORE: /15

The *masterMind* levels in the 2nd edition

The two *masterMind* levels have been enhanced and updated to make them even more appealing to adult and young adult students and to better suit their higher level. The units in *masterMind* 2nd edition feature a double-page unit opener and a Speaking or Writing Workshop at the end of each unit.



UNIT 3 FAME AND FORTUNE

IN THIS UNIT YOU

- learn language to talk about positive qualities and different ways of becoming famous
- read about the drawbacks of wanting to be famous
- talk about the pros and cons of being famous
- listen to a group columnist's opinions about different levels of fame
- write a blog post about a hero
- evaluate arguments in a discussion about a newspaper article
- watch the video *Clay and Olsson*

READING
Reading for different purposes
Why do you think we read different types of texts in different ways?

SPEAKING
Speaking for different purposes
What kinds of phrases do you use to express your opinion? Are you able to understand your partner's opinion?

LIFE SKILLS
WORK & CAREER
evaluating arguments The word "argument" has two meanings. It can be a disagreement, or it can be ideas and evidence that someone presents to convince other people to agree. Think of a time when you argued for or against something. Were you able to convince other people to agree with you?

A Work in pairs. Who do you think are five of the most famous people in the world? Try to think of a variety of famous people, not just entertainers. Share your ideas with the class.

B Work in groups. Do you think the famous people you chose in Exercise A are different or special compared to ordinary people? If so, how?

Simple lead-in questions give students the opportunity to preview the unit and familiarize themselves with the topic.

masterMind 2nd edition contains highly visual double-spread unit openers which set out the objectives and goals of the unit.

Writing or Speaking Workshops alternate every unit and use the 'model, analysis, and production' structure.

Self- or peer-assessment helps students to check progress and understanding throughout the course.

WRITING WORKSHOP writing a short essay

Read the essay and choose T (true) or F (false) for each statement below.

In general, all celebrities have a positive influence on society.
It is true that some celebrities are not a positive influence on young people. They constantly seek attention and get into trouble. However, many celebrities use their power in the positive way to give money and help to charity.
The important thing celebrities do is donate money. They use their money to help people who are in need. They also use their money to help people who are in need. They also use their money to help people who are in need.

1 The writer thinks that many celebrities have a positive influence on society. T/F

2 People tend to give money to charity if a celebrity donates money. T/F

3 Being given many benefits convinces us to support environmental changes. T/F

Look back at the essay and complete each statement.

The purpose of the first paragraph is to ...

1 present the writer's general opinion 2 give reasons for the opinion 3 explain who the writer is

4 In the first paragraph, the topic sentence is the ... sentence

5 The topic sentence ...

6 summarizes the main point of the paragraph 7 gives additional details 8 gives an example

9 The last sentence of the essay ...

10 gives an example 11 gives a reason for the writer's opinion 12 restates the writer's general opinion

You are going to write a short essay giving your opinion about the question in Exercise A. If you agree with the writer of the sample essay, you must give different reasons in your essay. Write notes for your essay.

HOW ARE YOU DOING?
Look back at your writing and check the statements that are true.

- My opening paragraph states my general opinion.
- I have given enough reasons to support my opinion.
- My paragraphs include a topic sentence summarizing the main point of the paragraph.

Now ask a partner to look at your writing and check. Check the essay and give reasons for the writer's opinion!

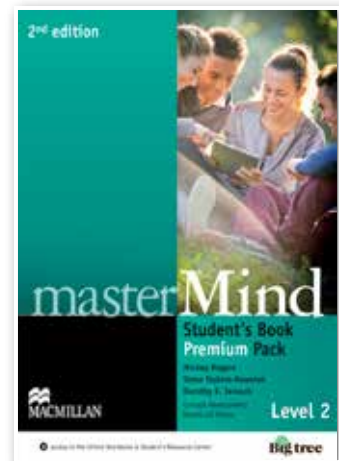
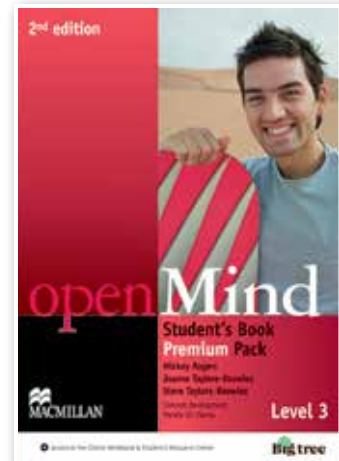
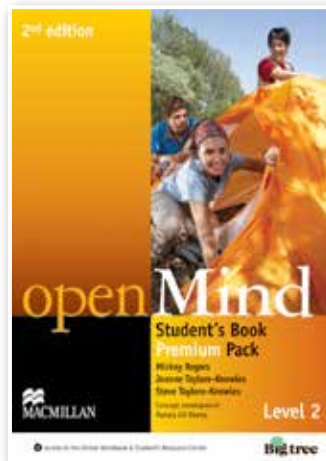
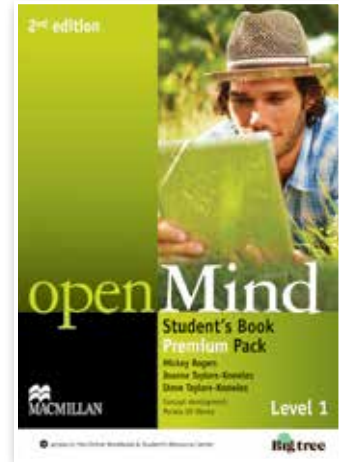
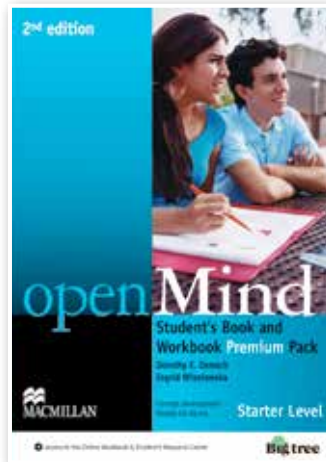
Peer-review: Really! Look at the example in Exercise A again. There, again! Ask your teacher for help.

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2nd edition

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