

Mind series

Open your world
Course brochure and
unit walk-through



macmillan
education



**MACMILLAN
LIFE SKILLS**
LANGUAGE IS A LIFE SKILL

Mind series

The Life Skills strand that runs through the course helps learners become well-rounded individuals as well as confident speakers of English.

Mind series targets students' language at the same time as providing them with the professional, academic, and personal skills they require for all-around success. Whether it's for employability, or for study or their personal lives, the **Mind series** delivers it all in an easy-to-use, engaging package with a range of options for teachers and students.

Vibrant, well-rounded and engaging, the course is packed with high-quality video material, strong visuals and topics that really get students talking.

*"I've just adopted your marvellous **Mind series** on a course I've developed for adult professionals in a huge school. They are in love with your material and so are the teachers!"*

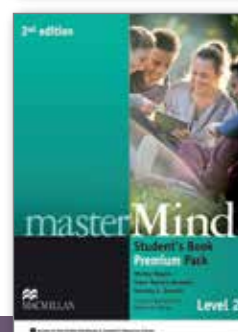
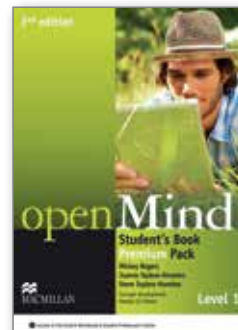
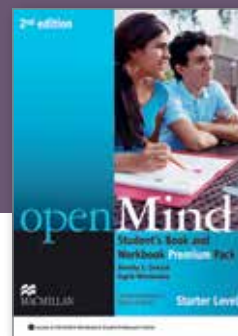
Roseli Serra – Academic Supervisor of International School Bilingual Program Recife, Brazil

Key features

- ❁ **Integrated and flexible online components** give users access to everything they need in one place. A NEW **Digital Student's Book** provides online and offline options, is fully optimized for tablets, and offers a page-faithful version of the course with lots of additional features. The **Online Workbooks** provide practice-at-home with a gradebook and hundreds of activities to help improve learners' skills and language. The **Presentation Kit** is an interactive version of the Student's Book for IWBs, designed to engage students and teachers with its interactive, heads-up delivery options. **Student's** and **Teacher's Resource Centers**, containing downloadable audio and video and lots more material, add to the range of dynamic components.
- ❁ **Life Skills** are a core feature of the syllabus, with the different skills organized into **three key domains**: *Work and Career*, to support students in employability, *Study and Learning* for their academic lives, and *Self and Society* for their social and interpersonal skills.
- ❁ A strong **focus on functional language** helps learners with their fluency and speaking skills.
- ❁ Grammar sections are straightforward to teach and learn from, with **inductive learning** at the heart, and a strong focus on meaning, form, and function.
- ❁ An **additional grammar reference** section provides clear grammar explanations and exercises.
- ❁ **Extensive testing options** with editable versions of tests are available for unit, mid-year, and end-of-year assessment. There is also a **Test Generator** for creating customized tests.
- ❁ **Speaking** and **Writing workshops** offer self- and peer-assessment features are available in the Resource Centers for **openMind** and in the Student's Books for **masterMind**.
- ❁ **Authentic video content** and video worksheets are available as extra practice activities on the Resource Centers.

See pages 9–18 for a full unit walkthrough of the Intermediate level (**openMind** Level 3) to see all these features in action. Or go online to download sample units from other levels at www.macmillanmind.com. Please contact your local Macmillan office if you would like to see a demo demonstration of the new Digital Student's Book.*

*From February 2016



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. He is co-author of the highly successful American English *Mind* series, now published in its second edition, as well as *Mind series*. Steve has also written a number of other successful 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 **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 in TEFL. Since then, she has taught in Colombia, Spain, the USA, 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. **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 moved to Greece where she started working 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 **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 **Mind series** is that students can not only how language skills apply to their learning of English, but how that applies to life skills, and how those life skills apply to their education, career, and personal and social lives. Their studies are both interesting and relevant."*

Other authors:

Tim Bowen
Robyn Brinks Lockwood
Yvonne Maruniak
Vinodini Murugesan

Chris Valvona
Lindsay Warwick
Ingrid Wisniewska
Adam Worcester

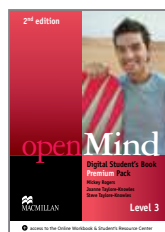
Want to see tips from the *Mind series* authors on different ways to teach language and life skills? Visit www.macmillanmind.com/about-the-authors to find out more about the "Skill up in language and life" video tips.



What do you get with the *Mind* series?

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



Digital Student's Book Premium Pack with webcode access to:

- Digital Student's Book
- Online Workbook
- Student's Resource Center



Digital Student's Book Pack with webcode access to:

- Digital Student's Book
- Student's Resource Center



Student's Book Premium Pack

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



Student's Book Pack

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



Workbook Pack

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



Online Workbook

- Webcode access to Online Workbook with a user guide



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 Plus Pack

- Print Teacher's Book
- Class Audio CD
- DVD
- Webcode access to Digital Student's Book, Online Workbook, and Teacher's and Student's Resource Centers
- Presentation Kit

Teacher's Book Premium Pack

- Print Teacher's Book
- Class Audio CD
- DVD
- Webcode access to Online Workbook, and Teacher's and Student's Resource Centers
- Presentation Kit

Over to the experts

What teachers and reviewers say about the *Mind* series

Tell us what you love about the *Mind* series and have your chance for a video case study to be done at your school. Contact us at help.macmillan.com quoting: MIND CASE STUDY in the subject line.

"The real standout is the choice of topics ... The *Mind* series includes topics that are timely, universal, and thought-provoking."

Dr. Josefina C. Santana

Academic Head
University of Panamericana
Language Center
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



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

J. Scott Wigenton

Academic Director,
South Korea

"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



<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					

Mind series

Open your mind to a wealth of integrated and flexible online components

The **Mind series** components are packaged to provide the best combinations of print and digital – a truly flexible solution to ensure every classroom and self-study homework 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.

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 classes to see reports and data on their students' progress and performance.



Resource Centers for students and teachers

Accessible through the Student's Book Pack, the Student's Book Premium Pack and the Teacher's Book Premium Pack, the **Student's Resource Center** includes the Class and Workbook audio. High-quality video, matched to themes and language areas in the Student's Book, is also available online with downloadable video worksheets, along with resources such as CEFR checklists, wordlists, and audio scripts.

The **Teacher's Resource Center** also includes downloadable class and workbook audio, online videos and video worksheets with extensive teacher's notes, additional life skills lessons, CEFR checklists and Speaking and Writing Workshops. Teachers can access a wide variety of testing materials in PDF and editable Word formats. There is also access to a Test Generator, allowing customization of tests. Teachers also receive all the resources in the Student's Resource Center, helping them to plan lessons more effectively.

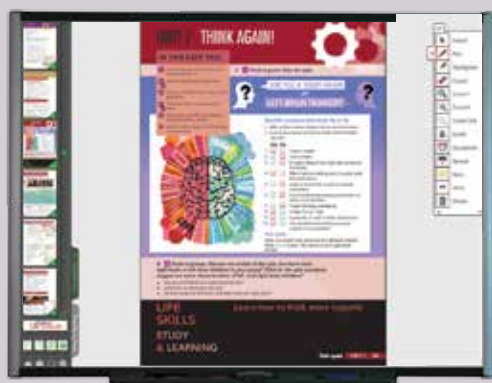


Including:

- **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
- **NEW Digital Student's Book** is tablet-optimized and offers a page-faithful version of the coursebook with interactive exercises and a markbook.
- high-quality video matched to the Student's Book themes and language areas
- full support for testing through the **Test Generator** found in the **Teacher's Resource Center**
- additional lessons and activities all linked to the themes of the course

Digital Student's Book

A page-faithful version of the coursebook with interactive exercises and available online or offline, the **Digital Student's Book** also includes a marking function, where students' scores feed into their gradebook, which shows their results. With zoom annotation and other text tool features, the classroom experience is enhanced for both learners and teachers. Teachers' access to the Digital Student's Book allows them to create and manage classes, message groups or individuals and keep an eye on students' progress throughout the course.



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.

Mind series

Skills for employability, study, and everyday

People refer to life skills as different things – “competencies,” “soft skills,” “people skills,” “personal development,” “interpersonal skills” – but whatever you choose to call them, they are the key skills we need to be effective in our work, academic, and social lives.

The **Mind series** contains a unique Life Skills strand which recognizes that students can’t and don’t learn language in a vacuum, and that language is just one of the many skills that support their learning and their future lives. The **Mind series** helps students develop these crucial skills, such as negotiation, time management, presenting, identifying bias, and being culturally aware, to name a few, along with gaining an awareness of interpersonal skills development.

Each of the units in every level of the **Mind series** includes a double-page feature on Life Skills and teaches the language and process needed to develop these skills. (The Starter level focuses on Study Skills).

The Life Skills are divided into three “domains”



You can also find further lessons exploring the alternate domains in your **Mind series Teacher’s Resource Center** – giving you a huge collection of lessons per level incorporating transferable life skills.

Whether you are already using the **Mind series** or haven’t tried it yet, you can see some examples of the great Life Skills material from the different levels at www.macmillanenglish.com/life-skills/resources.

Click on the different themes to download lesson plans and material.

Introducing skills for work and employability

As well as this year’s unique competition offering three lucky winners the chance to do a work placement in the Macmillan Education London office, the **Mind series** has also introduced new free employability resources for students who want additional support in the crucial life skills and language skills they need to help them get a job, get better at their job – or change jobs.

These short, humorous, and insightful work-themed coaching videos feature staff members in different work-related scenarios and come complete with a commentary feature that will help students recognize and build up essential employability skills. Each video is accompanied by worksheets and teacher’s notes.



- Interview Skills
- Understanding Decision-making Styles
- Team-working Skills
- Presenting and Giving Feedback
- Influencing and Persuading
- Group Discussion Skills

Visit www.macmillanenglish.com/employability-videos and see for yourself how life skills and employability skills can provide the ideal combination for success at work!

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.

quiz.

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?

Are you a left-brain or a right-brain thinker?

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.

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.

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



Leonardo da Vinci



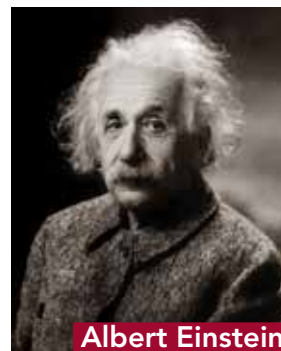
Marie Curie



Stephen Hawking



Helen Keller



Albert Einstein

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.

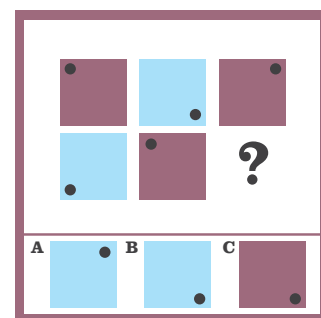
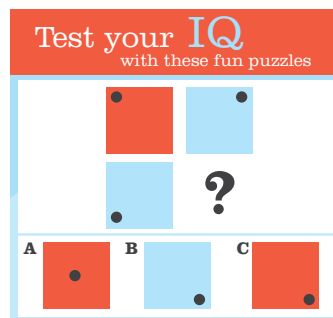
- | | |
|---|--|
| 1 the incredibly talented scientist Stephen Hawking | 5 a better definition of "genius" would include other things |
| 2 Helen Keller, the amazing woman who ... | 6 one very useful definition of genius |
| 3 Studies show that normal IQs range from 85 to 115 | 7 he feels that there 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?

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.

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

Listen to 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. The answer (3) _____ be C.
	<input type="checkbox"/>	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.

- You're expecting Nicole to call.
The phone rings.
That _____ Nicole.
- You are certain the answer isn't D.
The answer _____ D.
- It's possible your cell phone is at home.
My cell phone _____ at home.
- You don't think it's possible that John is sick.
John _____ sick.
- You are sure this is Emma's house.
Emma _____ live here.
- 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.

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

B Choose *Agree* or *Disagree* for each statement.

- 1 Logic is useless for understanding other people and their emotions. *Agree / Disagree*
- 2 Highly intelligent people are often thoughtless. *Agree / Disagree*
- 3 We shouldn’t be fearful of the future. *Agree / Disagree*
- 4 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  **37** Now listen to the lecture and check your ideas.

C Listen again and complete the notes.

D  **Work in pairs. Discuss these questions.**

- 1 Do you think young people today are under a lot of pressure to be successful?
- 2 Do you know someone who had an exceptional talent as a child? What happened to him/her?
- 3 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  **38 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 abilities, but not all people don't always develop them. In fact, you were playing the guitar until recently, did you? I know you though I've always wanted to. And I've been playing guitar since I was really little. I would really like to have a career in music, but my dad doesn't like that idea. I should just go to work. I was born to be a rock star, shouldn't I?

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 ...

- a) confirm information that we are almost certain about.
- b) check information we're not sure about.
- c) 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.

NOTICE!

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


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

C PRACTICE Complete the tag questions.

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

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?

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?

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"/>

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

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?
- | | |
|---|---|
| 1 We did this wrong, didn't we? | ↓ |
| 2 You're Brazilian, aren't you? | ↑ |
| 3 You didn't work on that project, did you? | ↑ |
| 4 You studied art, didn't you? | ↓ |

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

7 SPEAKING: speculating

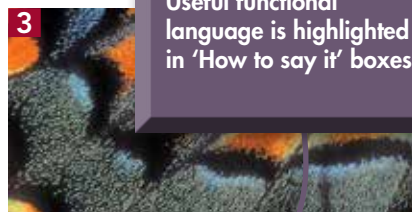
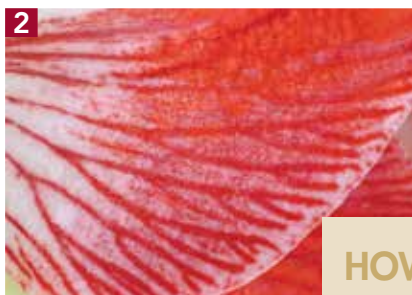
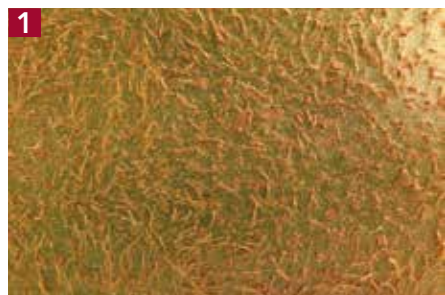
We speculate when we aren't sure about something and have to guess or make a deduction. In order to speculate, we can use modals of deduction and tag questions. We can also use phrases such as *Maybe it's a ...*, *If you ask me, it could be a ...*, and *It looks like a ...* to show we are uncertain.

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 at _____.
- I think it's important to _____ to _____.
- When I have a problem, my friends usually _____.

Each section provides extensive opportunities for personalization.

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

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?

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



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 like training. Finally, if your study place is boring, all your energy goes to keeping a 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.

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

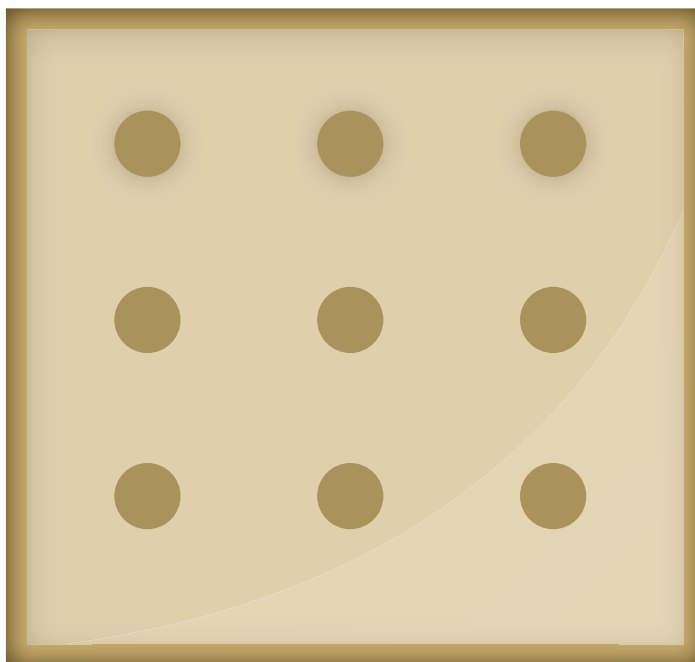
The life skills pages form an integral part of the unit using language the students have just been developing.

THINKING LOGICALLY

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

A 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.

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

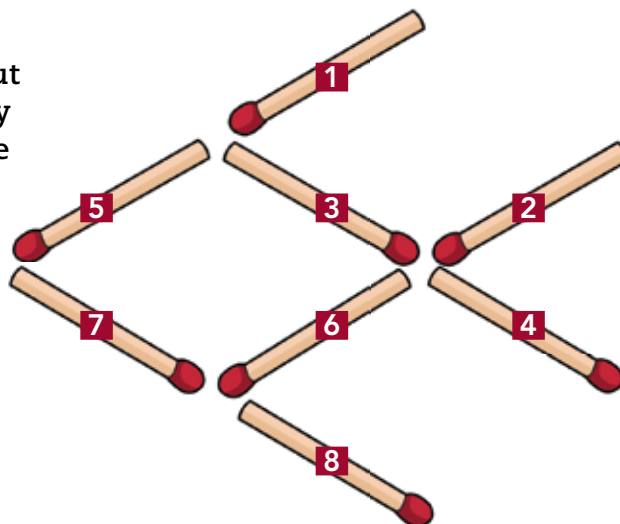


B If you solved the puzzle, great job! If you didn't, it might help you to question your assumptions. To do this, decide whether these sentences about the puzzle are T (true) or F (false).

- | | |
|---|-------|
| 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.



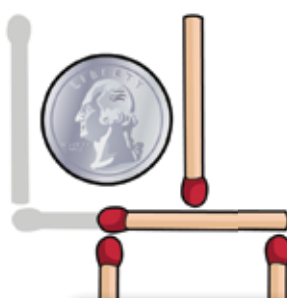
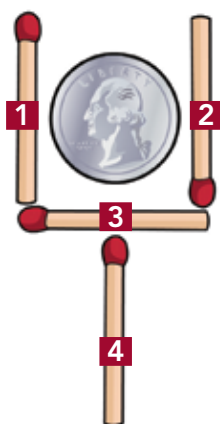
E If you solved the puzzle in Exercise D, read the text and decide if it describes how you think. If you read the text and think about how you should solve Exercise D differently.

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.

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




Speaking is fully supported with functional language and lexical chunks.

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.

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 list of real-life problems and how logical thinking might help solve them.

How logical thinking might help: Brainstorming different ways, e.g., through discussion, writing, or drawing.

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, _____?

2 She's very good at puzzles, _____?

3 You'll help me, _____?

4 We didn't pass the test, _____?

5 She doesn't have an exam today, _____?

6 We shouldn't buy that car, _____?

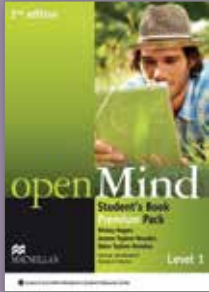
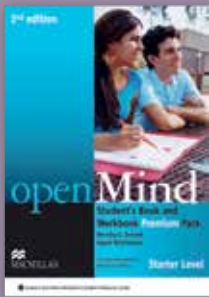
7 You don't have a motorcycle, _____?

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.

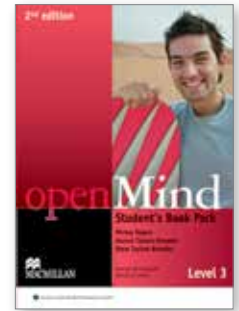
0–10 correct: Look again at the grammar sections on pages 71 and 73.

SCORE: /15



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