

2nd edition



open Mind

**Student's Book
Premium Pack**

**Mickey Rogers
Joanne Taylore-Knowles
Steve Taylore-Knowles**

Concept development:
Mariela Gil Vierma

Level 2


MACMILLAN

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Big tree

2nd edition

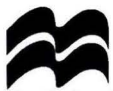
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Grammar review

1 Complete the sentences with the correct form of the verb *be*.

- 1 What _____ their names?
- 2 How old _____ he?
- 3 I _____ interested in taking guitar lessons.
- 4 Jane and I _____ not going out this weekend.
- 5 My brothers' names _____ Jack and Toby.
- 6 _____ we cooking dinner tonight?

2 Put the questions in the correct tense using the prompts. Then match the questions to the correct answers.

- 1 Who / your parents / meet yesterday?

- 2 Where / he / go last night?

- 3 When / you / start your new job?

- 4 What / Ella / do / on weekends?

- 5 Why / Ryan and Jake / like action movies?

- 6 Paulina / go to the gym every day?

- a) I started it last month.
- b) No, only on Saturday mornings.
- c) She plays tennis and meets her friends.
- d) Because they're exciting.
- e) My aunt and her new boyfriend.
- f) To the new movie theater on Cross Street.

3 Complete the sentences with *a*, *an*, *the*, or *–* (nothing).

- 1 I'm _____ teacher at _____ Saint Martin's Academy. _____ school specializes in language education.
- 2 I would like to be _____ pilot because _____ pilots travel all the time.
- 3 Do you think _____ nurses work long hours?
- 4 Rob Lawley is _____ actor in _____ TV program *Case Files*.
- 5 Sophie wants to be _____ writer or _____ artist.

4 Circle the correct option to complete the sentences.

- 1 *Jack's* / *Jacks'* eyes are blue and his hair is blond.
- 2 *Who* / *Whose* laptop is on the table?
- 3 Jenny doesn't have Martin's keys, but she found *hers* / *her*.
- 4 What are your *sisters'* / *sister's* names?
- 5 My father's mother is *my* / *mine* grandmother.
- 6 Carla doesn't have a book. She can borrow *my* / *mine*.

5 Rewrite the sentences using the word in parentheses. Use the correct punctuation.

1 I change my clothes and put on my gym shoes. Then, I play badminton. (*before*)

2 The basketball team wins an important game. Then they celebrate with a party. (*after*)

3 I stay in the office. I leave when I finish my work. (*until*)

4 Valeria goes to the gym about twice a year. (*rarely*)

5 They have no free time. They are busy all day, every day. (*always*)

6 Andrew got the job. He was happy. (*when*)

6 Circle the correct option to complete the sentences.

1 There are *several* / *any* rock concerts in California this summer.

2 *Are* / *Is* there a restaurant near here?

3 There is *a* / *some* bread in the cupboard.

4 There *aren't* / *isn't* any ice cream.

5 There *is* / *are* a lot of museums in Washington D.C.

6 My mom doesn't want *any* / *some* vegetables.

7 I don't eat *much* / *many* cake.

8 There *aren't* / *isn't* any tomatoes.

7 Correct the mistakes with the imperatives in four sentences. Check the two correct sentences.

1 Sitting down and being quiet!

2 Please turn off your phones.

3 Don't forget to take your passport.

4 Please not to use my computer right now.

5 Not talk so loudly.

6 Please to open your books at page three.

8 Complete the sentences with the words in parentheses using the simple present or the present progressive.

1 _____ to go to New York this year. (*we* / *want*)

2 What classes _____ now? (*you* / *take*)

3 _____ tennis three times a week. (*he* / *play*)

4 _____ horror movies. (*she* / *not like*)

5 _____ Spanish and Russian at university this year. (*he* / *take*)

6 Right now, _____ (*he* / *not work*) in a school.

9 Check the correct sentence. Correct the incorrect sentences.

1 Shelly is more funny than Martin.

2 The new smartphone is user-friendly than the old one.

3 She can play the piano good.

4 An e-reader isn't cheaper than a laptop.

5 Johanna can't speak French easy.

6 Louisa and Caroline cook wonderful.

10 Choose the correct option.

1 a) This pants really suit you.

b) These pants really suit you.

2 a) Let's have some chocolate ice cream for dessert.

b) Let's to have some chocolate ice cream for dessert.

3 a) Would you like to try the soup of the day?

b) Would you like try soup of the day?

4 a) I prefer this blue shirt over there.

b) I prefer that blue shirt over there.

11 Complete the sentences with the verbs in parentheses. Use the correct tense.

A: Hi, Rosanna! How (1) _____ (be) your weekend?

B: It was great, thanks. On Sunday, I (2) _____ (go) for lunch with some friends.

When I (3) _____ (get) home I watched some DVDs. What about you?

A: I (4) _____ (not do) much. But next weekend, I'm going to see Daft Punk in concert.

I (5) _____ (love) them! I'm so excited. I (6) _____ (buy) the tickets last year.

What (7) _____ (you / do) next weekend?

B: I'm going to study because I (8) _____ (take) my university entrance exams next month.

12 Rewrite the sentences. Replace the underlined words with object pronouns.

1 I told Mary that I liked Jack.

2 Abby gave Jenna and me some ice cream.

3 A: Who wrote A Hundred Years of Solitude?

B: Gabriel García Márquez wrote A Hundred Years of Solitude.

4 She gave her brother a gift.

5 Sally told her parents she would be home late.

6 A: Who is making dinner?

B: Sasha is making dinner for you and me.

UNIT 3 TICKETS, MONEY, PASSPORT!

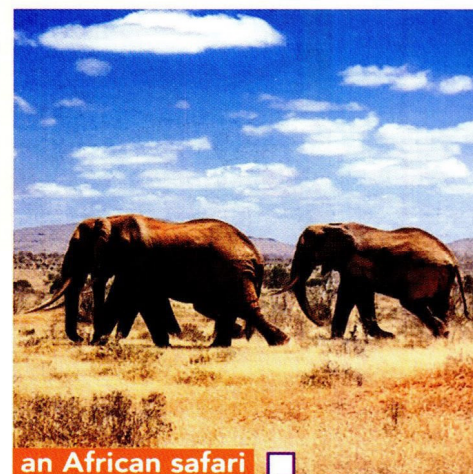
IN THIS UNIT YOU

- ⚙️ learn language for talking about travel and making requests
- ⚙️ read a text with advice for Americans traveling to the U.K.: pronoun reference
- ⚙️ ask for permission and make requests, and respond to them: responding appropriately
- ⚙️ listen to someone talking about his/her travel plans
- ⚙️ write a blog about a travel experience
- ▶️ watch a video about people discussing different vacation destinations

A Where would you like to go on vacation?
Number the pictures in order of preference.



a diving vacation in Australia



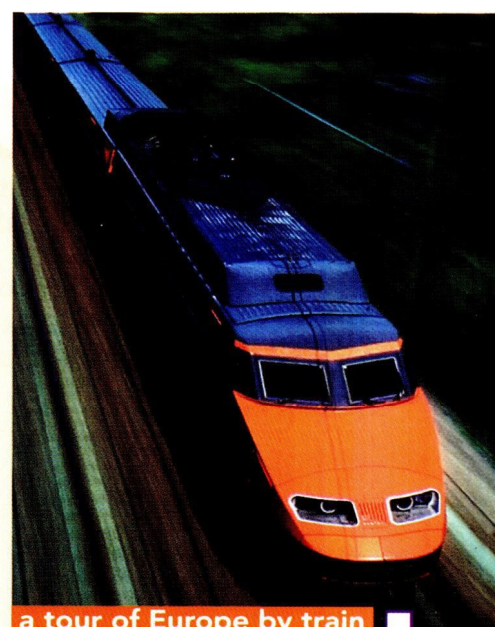
an African safari



a hiking vacation in the U.S.A.



a skiing trip in Canada



a tour of Europe by train

B Work in pairs or small groups. Talk about which vacation you would like to go on and why.

A: I'd like to go on an African safari because I love animals.

B: Really? I think safaris are scary!

LIFE SKILLS

Learning ways to estimate or guess

STUDY & LEARNING

1 VOCABULARY: travel essentials

A **10** Listen and match the words to the pictures.

- | | | | | |
|------------------------------------|-------------------------------------|-------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> a map | <input type="checkbox"/> a suitcase | <input type="checkbox"/> a passport | <input type="checkbox"/> a driver's license | <input type="checkbox"/> tickets |
| <input type="checkbox"/> sunscreen | <input type="checkbox"/> sunglasses | <input type="checkbox"/> a wallet | <input type="checkbox"/> a guidebook | <input type="checkbox"/> a toothbrush |



B Choose the top five essential things in Exercise A to take on a summer vacation. Then compare your answers in pairs.

A: I think a toothbrush is essential.

B: Well, you can buy a toothbrush, but your passport is essential if you want to go to a different country!

2 LISTENING: travel plans

A **11** Listen to the first part of a conversation. Check the place where Alison is going on vacation.

B Listen to the rest of the conversation. Write Alison's travel essentials in two lists below. Compare your answers in pairs.

Things she already has	Things she needs to buy



Vietnam

C Answer these questions about the conversation. Then listen to the whole conversation again and check your answers.

- Is Alison going on vacation with a tour group? _____
- What two short tours is she going to do? _____
- Who organized Alison's trip? How? _____
- How did she pay for the trip? _____

D Work in pairs. Talk about a vacation or trip you are planning. Tell your partner what things you need to take. What things do you already have and what things do you need to buy?



3 GRAMMAR: reflexive pronouns

A  **12 LANGUAGE IN CONTEXT** Listen to the conversation below. Where do you think the men are?

- Paul:** I guess we have to carry our suitcases **ourselves**. There isn't anyone to help.
- Lucas:** Yeah, I guess so. I can carry the bags, but can you go up the stairs by **yourself**, or do you need help? I can take the bags up and then come back to help you.
- Paul:** No, don't worry. I can do it, and I can carry my backpack **myself**. It isn't very heavy.
- Lucas:** OK, but don't hurt **yourself**!
- Paul:** Don't worry, I'm fine.

NOTICE!

Look at the words in bold. What words come before *-self* or *-selves*?



B ANALYZE Read the conversation in Exercise A again.

Form Complete the table with examples from Exercise A.

Subject pronouns	Reflexive pronouns
Singular	
<i>I</i>	(1) _____
<i>you</i>	(2) _____
<i>he</i>	<i>himself</i>
<i>she</i>	<i>herself</i>
<i>it</i>	<i>itself</i>
Plural	
<i>we</i>	(3) _____
<i>you</i>	<i>yourselves</i>
<i>they</i>	<i>themselves</i>

Function Match the functions 1 and 2 with the examples A and B.

We use reflexive pronouns ...

- 1 when the subject and the object of the sentence are the same.
 - 2 to indicate *without help from another person*.
- a) *I can carry my suitcase myself.*
 b) *I bought myself a birthday gift.*


We also use reflexive pronouns in the expression *by myself/himself/ourselves*, etc, to mean *alone*.
I like traveling by myself.

C PRACTICE Circle the correct pronoun to complete the sentences.

- 1 I made *me* / *myself* a cake!
- 2 Do you want me to help *you* / *yourself*?
- 3 My brother is going to camp by *him* / *himself*.
- 4 Sometimes people hurt *them* / *themselves* on adventure trips.
- 5 Please call *us* / *ourselves* when you arrive.
- 6 Look. I painted this picture *I* / *myself*.
- 7 My sister wants to buy her ticket *her* / *herself*.
- 8 This computer program automatically updates *it* / *itself*.

WATCH OUT!

- ✓ I burned myself.
- ✗ I burned me.

D  **NOW YOU DO IT** Work in groups. Discuss these questions.

- 1 What things can you do yourself when you travel, and what things do you ask other people to do for you?
- 2 Do you like traveling by yourself? Why or why not?
- 3 What is something that you were recently able to do yourself, without help from another person?

4 READING: pronoun reference page 13

Pronouns, and words like *this*, *that*, *here*, *there*, *these*, and *those* can replace noun phrases and even entire sentences. Read the sentences that come before a pronoun to help you identify what the pronoun refers to.

A Read this article and check the sentence that best expresses the main idea.

- Americans are very interested in British culture.
- There are some differences between the U.S.A. and the U.K.

BLOG AROUND THE WORLD

The United Kingdom




- 1** Many people from the U.S.A., and all over the world, are fascinated with the U.K. **They** dream of traveling **there**, so here are some tips, dreamers!
- 2** Bring comfortable walking shoes. Believe me, you are going to need **them**. In London, when you ask people how far something is, the answer is always "about a five-minute walk." Do not believe **them**. The British are all world-class speed walkers.
- 3** Americans, a subway is not a subway. If you go down some stairs next to a sign that says SUBWAY, you are simply going to go under a street and back up to the other side of **it**. You are not going to catch the next train to Piccadilly Circus. If you want to get a train to go **there**, look for the London Underground sign. Of course, subway tunnels under streets are a very good idea because the British drive on the wrong side of the road!
- 4** When you check into a hotel, ask for a short lesson about the bathroom. No two of **these** in Britain are the same. I usually have to look around for several minutes before I can figure out how to flush the toilet. And I can almost never operate the shower without instructions. I once had to get out of a shower in Oxford and go downstairs to ask the hotel receptionist how to turn **it** off. There is actually a postcard called *The British Bathroom*, with everything on **it** labeled to help tourists!

Seriously, though, if you are going to travel to the U.K., or to any other foreign country, spend some time learning about **it** before you go. Your trip will be much more fun and less stressful!

B Find the pronouns listed below in the text. Who or what does each one refer to? Choose the correct option.

- | | | | | | | | |
|---|------------------------------|----|--------------------|----|------------------------|----|------------|
| 1 | there (paragraph 1, line 3) | a) | all over the world | b) | the U.K. | c) | the U.S.A. |
| 2 | them (paragraph 2, line 5) | a) | the shoes | b) | people | c) | walkers |
| 3 | it (paragraph 3, line 11) | a) | the subway | b) | the underground | c) | the street |
| 4 | these (paragraph 4, line 17) | a) | hotels | b) | lessons | c) | bathrooms |
| 5 | it (paragraph 4, line 21) | a) | downstairs | b) | the hotel receptionist | c) | the shower |

C  Work in pairs. Find the pronouns below in the text. Read the sentence containing the pronoun and the previous sentence. Say who or what the pronoun refers to.

- 1 They (paragraph 1, line 2): _____
- 2 them (paragraph 2, line 7): _____
- 3 there (paragraph 3, line 13): _____
- 4 it (paragraph 4, line 23): _____

D Circle the correct completion for each statement. Then look back at the text to check your answers.


- 1 According to the writer, the British walk very *fast* / *slowly*.
- 2 The American word for trains that go under streets is *underground* / *subway*.
- 3 In the U.K., a subway is a *train* / *tunnel*.
- 4 The writer thinks British bathrooms are *similar to* / *different from* bathrooms in other countries.

5 VOCABULARY: travel

A Complete the phrases with the correct words in the box.

change check in find make pack rent take (x2)

- | | |
|-----------------------|--|
| 1 _____ a reservation | 5 _____ a car |
| 2 _____ money | 6 _____ a restaurant / a museum |
| 3 _____ your suitcase | 7 _____ a train / a bus to the airport |
| 4 _____ a tour | 8 _____ at a hotel / at an airport |

B  Work in pairs. Discuss which activities from Exercise A you should do before you travel and which activities you should do after you arrive.

- A: I think it's a good idea to rent a car before you travel.
 B: Why? You can do it when you arrive.
 A: Yes, but it's often cheaper to rent before you travel.

6 WRITING: a travel blog

A Read the blog. What was unusual about this travel experience?

BLOG AROUND THE WORLD

Thailand



I recently spent two weeks in beautiful Thailand. The capital, Bangkok, has several amazing markets, such as the enormous Chatuchak weekend market, where you can buy traditional Thai clothes and handicrafts. One day, I was looking at silk blouses in one of the thousands of stalls in the market, and I wanted to try on a blouse. The vendor spoke only a little English, and of course, I don't speak Thai at all! I indicated that I wanted to try on the blouse, but she said no. At that moment, a Thai woman was walking past the stall. She stopped and said to me, "I'll help you." She convinced the vendor to let me try on the blouse, and I bought it. But here's the amazing part! We started talking, and it turned out that we both live in a very small community near San Antonio, Texas. That was a big coincidence, but that's not all. It also turned out that she owns my favorite Thai restaurant! So that is how I met the owner of Thai Spice in San Antonio, Texas, in the middle of the city of Bangkok (population 9 million), in the middle of a market with thousands of stalls and thousands of people!

To get to the Chatuchak market in Bangkok: take the Skytrain (BTS) to the Mochit station (five-minute walk from there).

B Choose a place you visited or that you know well and make some notes for a blog entry like the one in Exercise A. Use the questions below to help you.

- 1 Where did you go? When did you go there?
- 2 What experiences or places were especially memorable? Why?
- 3 What information do you want to include for other travelers?

C Now write your blog entry. "Post" it on the wall in the classroom.

7 GRAMMAR: modals of permission, request, and offer

A  **13 LANGUAGE IN CONTEXT** Listen to the conversations below. Where do you think each one takes place?

Conversation 1

- Man:** Can we check in, please?
Woman: Certainly. May I see your passports, please, sir?
Man: Yes. Here you are.
Woman: Thank you. Shall I order you a meal for the flight?
Man: Yes, vegetarian, please. Oh, and could I have a window seat?
Woman: I'm sorry, sir, I'm afraid you can't change seats now. The flight is full.
Man: Oh, well. Never mind.

Conversation 2

- Man:** Can I help you with your bags? They look heavy.
Woman: Oh, thank you. That's very kind. May I have the bill, please?
Man: Certainly, madam.
Woman: And could I ask you something?
Man: Of course.
Woman: Can you call me a taxi to the airport?
Man: No problem. I'll call one now and ask the driver to wait outside.
Woman: That would be great. Thank you.

B ANALYZE Read the conversations in Exercise A again.

Form Choose the correct option to complete the sentence.

We always use ... with modal verbs.

- a) the base form of a verb b) the infinitive with to

Function Choose the correct option(s) to complete the sentences. Then complete the grammar table with examples from Exercise A.

- We use *can*, *could*, and *may* with *I* or *we* to
 - ask permission.
 - make a request.
 - make an offer.
- We use *can* and *could* with *you* to
 - ask permission.
 - make a request.
 - make an offer.
- We use *I* or *we* with *can* and *will* to
 - ask permission.
 - make a request.
 - make an offer.
- We use _____ to deny permission and refuse requests.
 - can't*
 - couldn't*
 - wouldn't*

NOTICE!

Find and underline *could*, *may*, and *can* in the conversations. What form is the main verb of the sentence in?


Permission	Requests	Offers
(5) _____ check in, please?	(8) _____ call me a taxi?	(11) _____ help you with your bags?
(6) _____ ask you something?	(9) _____ have a window seat, please?	(12) _____ call one now and ask the driver to wait outside.
(7) _____ see your passport?	(10) _____ have the bill, please?	

C PRACTICE Complete this conversation using modals of permission, request, and offer. In some cases, there is more than one correct answer.

- Hazel:** Good morning. (1) _____ I see some information about trips to Japan, please?
Lara: Yes, of course. We have several brochures, but (2) _____ you complete this questionnaire first?
Hazel: OK. (3) _____ I sit here?
Lara: Yes, of course. I (4) _____ move these books for you.
Hazel: Oh, and (5) _____ I use your pen, please? I don't have one.
Lara: Of course. Now, (6) _____ I get you a drink? Tea? Coffee?
Hazel: No, I'm fine, thanks.


WATCH OUT!

- ✓ Can you give us another room key?
- ✓ Excuse me. May I use your phone?
- ✗ May you help me with my suitcase?
- ✗ Will we please have some more towels?

D  **NOW YOU DO IT** Work in pairs. Look at the situations below. Ask and answer questions for these situations using modals of permission, request, and offer.

- You are at the train station and would like help with your suitcase.
- Your friend is thirsty, and you want to get them a drink.
- You are in a taxi and want to go downtown.
- Your friends are having a party and you can bring some snacks.
- You are in a café and would like to see the menu.

8 SPEAKING: responding appropriately

 Choose a few positive and negative short responses that you can use when people make requests or ask permission to do something. Memorize and practice them so that you're ready to use them at the right moment.


A Look at these pictures and match them to the correct questions.

- 1 May I sit here, please?
- 2 Can I close the window, please?
- 3 Could you tell me where the gas station is, please?
- 4 Could you turn down your music, please?




B Look at these responses for each question above. Check the responses that are possible.

- | | | |
|---------------------------------------|---|--|
| 1 <input type="checkbox"/> Sure. | <input type="checkbox"/> I'm sorry, I can't. | <input type="checkbox"/> Certainly. |
| 2 <input type="checkbox"/> Go ahead. | <input type="checkbox"/> Yes, of course. | <input type="checkbox"/> Sorry, but I'd rather you didn't. |
| 3 <input type="checkbox"/> Go ahead. | <input type="checkbox"/> Sorry, I don't know. | <input type="checkbox"/> Yes, sure. |
| 4 <input type="checkbox"/> Of course. | <input type="checkbox"/> No problem. | <input type="checkbox"/> I'm sorry, you can't. |



C  **Work in pairs. Take turns making requests and answering them.**

- A:** *Could I use your pen, please?*
B: *Sure, go ahead.*

9 PRONUNCIATION: /s/ vs. /ʃ/

A  **14** Listen and choose the word you hear each time. Then practice saying the words.

- 1 *self / shelf*
- 2 *sort / short*
- 3 *see / she*
- 4 *sip / ship*
- 5 *sign / shine*
- 6 *sock / shock*
- 7 *so / show*

B  **15**  **Work in pairs. Practice the tongue twister. Listen and check.**
She sells seashells on the seashore.

ESTIMATING AND GUESSING

- Understand what you need to estimate or guess.
- Do some simple calculations.
- Compare your estimate to other data.

A Read this extract from an environmental textbook. Follow the instructions.

Carbon footprint

Your carbon footprint is how much carbon dioxide (CO₂) gas you produce in your everyday life. This comes from things such as traveling, cooking, and heating your home. Your carbon footprint is bigger, for example, when you drive your car a lot, especially if you usually drive to school or work by yourself. It's also bigger if you take a lot of flights, or when you

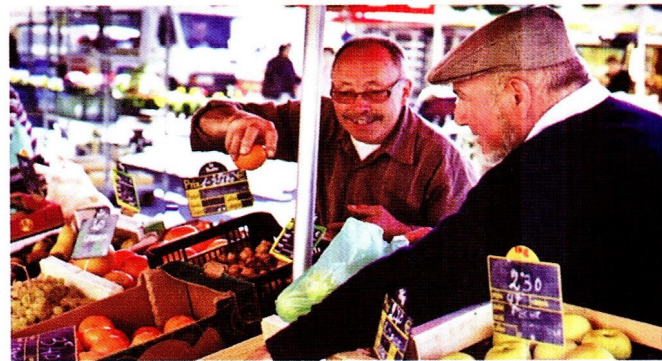
live in a big house. It's smaller when you use public transportation (like buses and trains) to get around, when you use a bike, or when you recycle clothes and furniture. Travel of any kind makes up the largest part of a person's carbon footprint. To get a basic idea of the size of your own carbon footprint, check the activities that you do below.

Bigger carbon footprint

- go on a lot of foreign vacations
- travel by car/taxi
- cook with gas/oil
- buy food from large supermarkets
- live in a large house

Smaller carbon footprint

- go on vacation close to home
- travel by bus/train/bicycle
- cook with electricity
- buy food from local markets
- live in a small house or apartment



B In order to estimate your carbon footprint, you need to do some simple math. Follow these instructions from the *Be Greener* website.

BE GREENER



MEGAN WATKINS, 25, OFFICE MANAGER

Megan estimated how much she used cars and taxis in a week: **210 KM**

Then she calculated her total for a year: $210 \times 52 = 10,920 \text{ KM}$

Then she estimated how much she traveled by plane last year: **1 TRIP FROM SAN FRANCISCO TO LONDON = 8,641 KM**

Then she estimated how much she used buses and trains in a week: **40 KM**

Then she calculated her total for a year and divided it by two, because you produce less carbon dioxide when you use public transportation. $40 \times 52 \div 2 = 1,040 \text{ KM}$

Megan's total estimated travel for last year:

20,601 KM

Do you want to get an idea of how big your carbon footprint is? You can get a pretty good idea just by analyzing your travel and transportation habits. You need to estimate how many kilometers you travel per year using different forms of transportation. Here are some examples to help you:



Self and Society

Work and Career

Study and Learning

BE GREENER

Now do similar calculations to estimate how many kilometers you travel per year using these different forms of transportation:

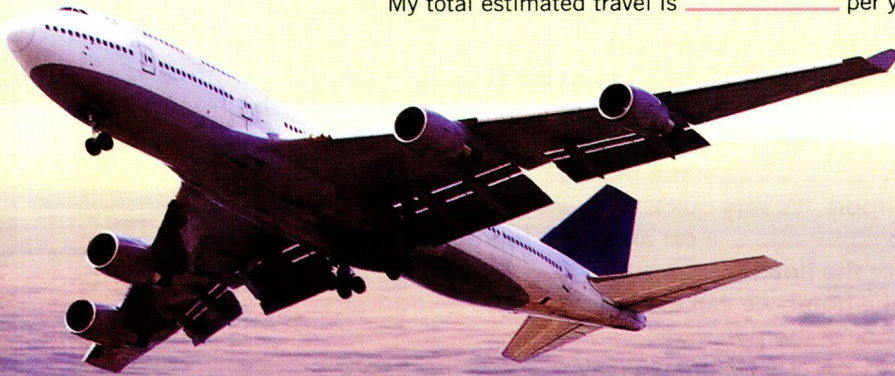
- 1 My total estimated car and taxi kilometers are _____ this year.
- 2 My total estimated air kilometers are _____ this year.
- 3 My total estimated bus and train kilometers are _____ this year.

Remember to divide the total by two.

Finally, add your estimates 1–3 together to obtain a total estimate.

My total estimated travel is _____ per year.

*THIS CALCULATION IS A VERY SIMPLE ESTIMATE OF ONE ASPECT OF THE CARBON FOOTPRINT. FOR A MORE COMPLETE CALCULATION, PLEASE LOOK FOR A CARBON FOOTPRINT CALCULATOR ONLINE.



C Work in groups. Compare the estimates you made in Exercise B. Based on transportation use, who has a large carbon footprint? Who has a small carbon footprint?

- A:** *I think I have a small carbon footprint. I only drive about 3,200 kilometers per year. I almost never fly, so maybe 1,000 kilometers for that. What about you?*
- B:** *I also think mine is small. I almost always ...*

D Everyone can do something to reduce their carbon footprint. Match the topics (1–5) to the things you can do (a–e), and tell your group what you could do to reduce your carbon footprint.

- | | |
|------------------|---|
| 1 Vacations | a) Use buses and trains. |
| 2 Food | b) Don't go by plane. |
| 3 Getting around | c) Don't drive by yourself. Share a ride. |
| 4 Electricity | d) Always turn off the lights. |
| 5 Driving | e) Don't buy things that arrive in your country by plane. |

I could use buses and trains more.



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



tickets, money, passport!

Language wrap-up

1 VOCABULARY

A Complete this conversation with words in the box. (8 points)

backpack driver's license guidebook map passport sunscreen tickets wallet

- Lisa:** The (1) _____ for our vacation in Morocco arrived yesterday. I'm so excited!
Sara: Me, too! But I'm not ready yet. What do I need to bring?
Lisa: Well, you definitely need (2) _____. Morocco is really sunny!
Sara: OK. And what should I pack my clothes in?
Lisa: Well, I'm taking a (3) _____ to carry everything in because it's easier than a suitcase.
Sara: Good idea. I'm going to bring a (4) _____, too, so we will know what to see.
Lisa: Great! And I have a (5) _____ so we know where to go when we're driving around.
Sara: Oh, yes, I forgot we were renting a car. I guess I need my (6) _____. What else?
My money is in my (7) _____, so I won't forget that.
Lisa: Don't forget your (8) _____! You'll need it to get out of the country.

B Complete the phrases with the correct verb. (7 points)

- 1 Is there a bank near here where I can _____ some money?
- 2 We can _____ a train to the airport. It's very quick.
- 3 When we get to Italy, we're going to _____ a car and drive to Rome.
- 4 Did you _____ a reservation for the hotel?
- 5 After we arrive and _____ at the hotel, we can explore the city!
- 6 In Egypt, it's nice to _____ a tour of the pyramids.
- 7 We need to _____ our suitcases the day before we leave.

11–15 correct: I can talk about travel essentials and travel.

0–10 correct: Look again at Sections 1 and 5 on pages 30 and 33.

SCORE: /15

2 GRAMMAR

A Complete the sentences with the correct pronoun in the box. (8 points)

her herself him himself myself them themselves yourself

- 1 My dad burned _____ while he was cooking, and we had to take _____ to the hospital.
- 2 Do you ever buy _____ a birthday gift? I do. I love shopping for _____ on my birthday!
- 3 My grandparents are getting old, and they can't really take care of _____ now, so my brother and I help _____ on weekends.
- 4 Can you help my sister with that suitcase? It's too heavy for _____, and she can't carry it by _____.

B Choose the correct option to complete the questions and sentences. (7 points)

- 1 *Could / May* you pass me the salt, please?
- 2 *Will / Can* I help you with something?
- 3 Please *will / may* I use your bathroom?
- 4 Can *you / I* move these chairs for me, please?
- 5 Could *you / we* have some more cake, please?
No, I'm afraid you *couldn't / can't*.
- 6 *May / Can* I give you a lift home after work?

11–15 correct: I can use reflexive pronouns and modals of permission, offer, and request.

0–10 correct: Look again at Sections 3 and 7 on pages 31 and 34.

SCORE: /15

open Mind

Level 2

is part of the ground-breaking *Mind* series, a general English course for adults that targets their language needs and provides them with the professional, academic, and personal skills they need for success in the 21st century. The key features of the series are:

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- **Language sub-skills** with tips to support the development of the four language skills.
- **Step-by-step approach to grammar** with grammar sections that provide a clear focus on the meaning, form, and function of the language.
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- **Independent learning** features throughout the course such as *Notice!*, *Reflect* and *How are you doing?* boxes that encourage learners to analyze their own progress.
- A range of **video material** and related worksheets that support the themes and key language from the Student's Book.

Student's Components

- **Student's Book Pack:** Print Student's Book; webcode access to Student's Resource Center; DVD with video
- **Student's Book Premium Pack:** Print Student's Book; webcode access to Student's Resource Center and Online Workbook
- **Workbook Pack:** Print Workbook (available with or without key); Audio CD
- **Online Workbook:** Webcode access to the Online Workbook

Teacher's Components

- **Teacher's Book Premium Pack:** Print Teacher's Book; Class Audio CD; DVD with video; webcode access to Teacher's Resource Center, Online Workbook and Presentation Kit

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- **Teacher's Resource Center:** includes everything from the Student's Resource Center, plus: Downloadable class video worksheets; Extra Life Skills lesson plans; Unit, Mid-course, End-of course and Placement tests

COMMON EUROPEAN FRAMEWORK



Level indicator is an exit level.



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System requirements for online components

Windows

	Windows 7 & 8
CPU Speed (equivalent)	Any 2 GHz dual core processor or above.
Browser	IE 9, 10, 11 / Firefox / Chrome

Apple Macintosh OS

	10.7	10.8	10.9
CPU Speed (equivalent)	Any 2 GHz dual core processor or above.		
Browser	Safari 6		

Internet connection required
RAM: 1GB (32-bit), 2GB (64-bit), Display: 1024 x 768 pixels, 32-bit colour, Audio sound card

While the online components may work for other browsers, we encourage using the browsers specified in the system requirements.

For customer support please contact help@macmillan.com