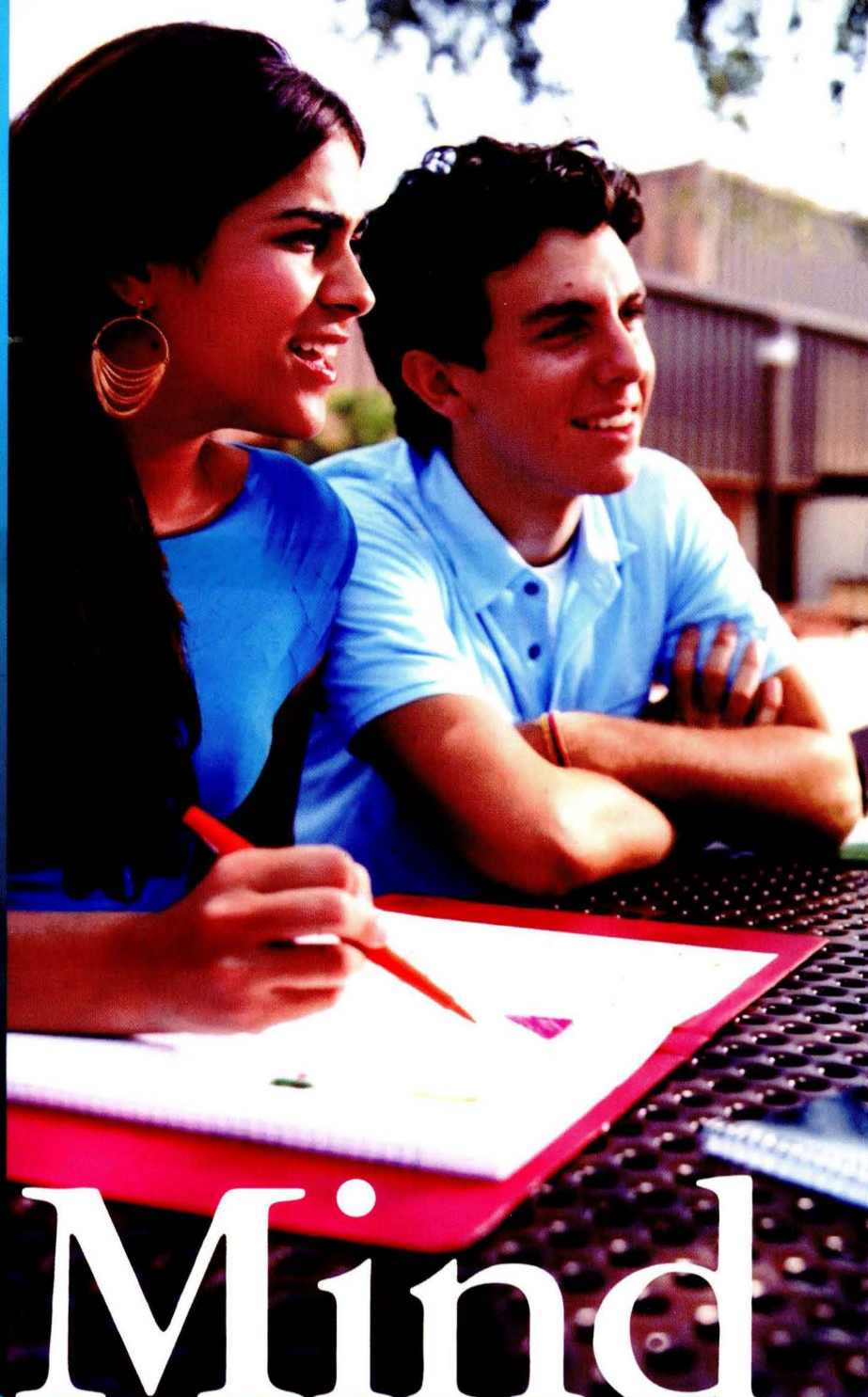


2nd edition



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**Student's Book and
Workbook Pack**

**Dorothy E. Zemach
Ingrid Wisniewska**

Concept development:
Mariela Gil Vierma

Starter Level


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Student's Book

Mickey Rogers
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Concept development:
Mariela Gil Vierma


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3

Contents


Classroom language 4–6



	READING	LISTENING	SPEAKING	WRITING
UNIT 1 HIGH FIVE! page 1	FINDING THE TOPIC: short descriptions	Listening to greetings FUNCTION understanding greetings	COMMUNICATION STRATEGY: using polite language and informal language	Completing a form FUNCTION understanding and giving personal information
UNIT 2 A WORLD OF THINGS page 17	Reading ads FUNCTION talking about everyday items, personal information, and prices	LISTENING FOR NUMERICAL INFORMATION: an ad	Describing a room FUNCTION talking about everyday items and furniture	UNDERSTANDING THE MECHANICS: combining sentences with <i>and</i>
UNIT 3 INTERNATIONAL RELATIONS page 21	SCANNING FOR SPECIFIC INFORMATION: a description	Listening to introductions FUNCTION understanding personal information and family descriptions	COMMUNICATION STRATEGY: making introductions	Writing an introduction FUNCTION giving information about a friend
UNIT 4 YES, WE CAN page 31	Reading a biography FUNCTION understanding information about a person's abilities and personal details	LISTENING FOR SPECIFIC INFORMATION: a conversation	Talking about abilities FUNCTIONS <ul style="list-style-type: none"> describing activities that you do well talking about hobbies and interests 	UNDERSTANDING THE MECHANICS: using correct punctuation
UNIT 5 ON THE JOB page 41	ORGANIZING INFORMATION: an article	Listening to a telephone conversation FUNCTION understanding times and facts in relation to job applications	COMMUNICATION STRATEGY: getting someone's attention	Writing a job-seeker profile FUNCTION giving personal information
UNIT 6 AN APPLE A DAY page 51	Reading a magazine article FUNCTIONS <ul style="list-style-type: none"> identifying common fruits and vegetables describing personal diet and healthy lifestyles 	LISTENING FOR SPECIFIC INFORMATION: an interview	Talking about food around the world FUNCTIONS <ul style="list-style-type: none"> talking about different kinds of food describing food customs 	UNDERSTANDING THE MECHANICS: using correct word order

PRONUNCIATION	GRAMMAR	VOCABULARY	STUDY SKILLS
WORDS: contractions	SUBJECT PRONOUNS AND BE—STATEMENTS FUNCTION using subject pronouns and <i>be</i> to give personal information such as names POSSESSIVE ADJECTIVES FUNCTION using possessive adjectives to talk about the names and nicknames of other people	GREETINGS FUNCTION learning how to greet people at different times of day THE ALPHABET FUNCTION learning to spell names NUMBERS 0–10 FUNCTION identifying numbers and using them to give personal information such as telephone numbers	SPEAKING AND PRONUNCIATION FUNCTION learning ways to study and practice speaking and pronunciation
LANGUAGE WRAP-UP			
SOUNDS: plural -s	PLURAL NOUNS, A/AN, THERE IS / THERE ARE FUNCTION using <i>there is / there are</i> to say what things are in the classroom BE—YES/NO QUESTIONS FUNCTION using <i>yes/no</i> questions to ask about everyday objects and personal information	EVERYDAY OBJECTS FUNCTION identifying everyday objects and furniture NUMBERS 11–101 FUNCTION identifying numbers above ten and using them to talk about prices of everyday objects PREPOSITIONS OF PLACE FUNCTION using prepositions of place to talk about where things are	VOCABULARY FUNCTION learning ways to practice vocabulary
LANGUAGE WRAP-UP			
WORDS: stressed syllables	BE—INFORMATION QUESTIONS FUNCTION using information questions with <i>be</i> to ask for personal information, such as names, ages, and nationalities POSSESSIVE APOSTROPHE FUNCTION using the apostrophe to show family relationships and to talk about peoples' names	COUNTRIES FUNCTION identifying countries and landmarks around the world NATIONALITIES AND LANGUAGES FUNCTION learning to say where people are from and the languages they speak FAMILY FUNCTION identifying family members and describing their relationships to one another	READING FUNCTION learning ways to study and practice reading
LANGUAGE WRAP-UP			
WORDS: <i>the</i> /ðə/ vs. /ði/	CAN/CAN'T FOR ABILITY FUNCTION using <i>can</i> and <i>can't</i> to talk about what people are able to do A/AN VS. THE FUNCTION using the definite article to talk about things we have already mentioned	ACTIVITIES FUNCTION learning to talk about common hobbies and activities THE BODY FUNCTION identifying parts of the face and body DAYS OF THE WEEK AND MONTHS OF THE YEAR FUNCTION identifying the days of the week and the months of the year	GRAMMAR FUNCTION learning ways to study and practice grammar
LANGUAGE WRAP-UP			
WORDS: one-, two-, and three-syllable words	SIMPLE PRESENT—STATEMENTS FUNCTION using the simple present to talk about work routines SIMPLE PRESENT—YES/NO QUESTIONS FUNCTION using the simple present to ask about work routines	PLACES IN A TOWN FUNCTION identifying common places in a town JOBS FUNCTION identifying common jobs and talking about where people work TELLING TIME FUNCTION learning to tell time	LISTENING FUNCTION learning ways to study and practice listening
LANGUAGE WRAP-UP			
SOUNDS: silent letters	SIMPLE PRESENT—INFORMATION QUESTIONS FUNCTION using the simple present to ask about daily routines FREQUENCY ADVERBS FUNCTION using adverbs of frequency to talk about healthy lifestyles	FOOD AND MEALS FUNCTION identifying common foods and meals COLORS FUNCTION identifying common colors DAILY ACTIVITIES FUNCTION describing daily routine	WRITING FUNCTION learning ways to study and practice writing
LANGUAGE WRAP-UP			

CLASSROOM LANGUAGE

A  01 Listen and repeat.





How do you spell that?


I don't know what to do.

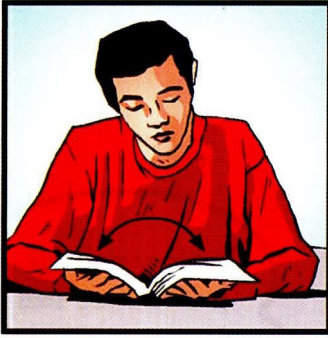
How do you pronounce this?

What does this mean?

Please, say it again.

I don't know.

B  **02** Listen and number the phrases in the order that you hear them.



Open your book.



Close your book.



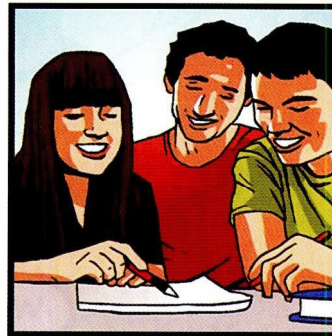
Turn to page ...



Work alone.



Work in pairs.



Work in groups.



Listen and repeat.



Write ...



Ask and answer.



Check your answers with a partner.

UNIT 1 HIGH FIVE!

IN THIS UNIT YOU:

- learn language to introduce yourself and others, and give personal information
- read short texts to introduce people: finding the topic
- practice saying *hello* and *goodbye* in different ways: using polite language and informal language
- listen to greetings and everyday conversations
- complete a form with personal information
- ▶ watch a video about greetings and introductions

A  **03** Listen to the conversations. Match them to the pictures.

1 In class

Judy: Hi, I'm Judy. What's your name?

Emma: My name's Emma. Nice to meet you, Judy.

Judy: Nice to meet you, too.

2 At school

Andre: Lucy, this is Nick. Nick, this is Lucy.

Lucy: Hello, Nick.

Nick: Hi, Lucy. How are you?

3 At work

David: Jim, this is Alice Fletcher.

Jim: Nice to meet you, Alice. I'm Jim Burton.

Alice: Nice to meet you, too, Jim.

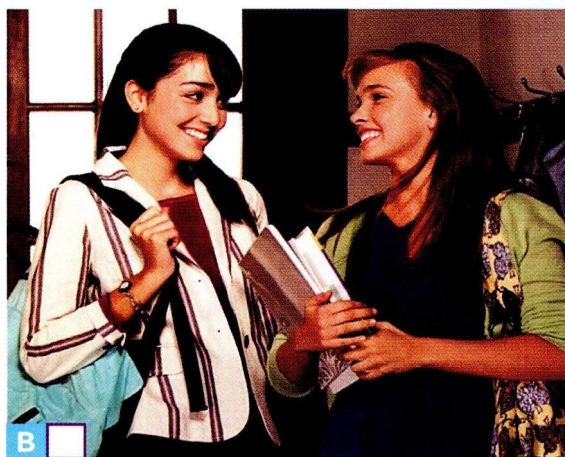
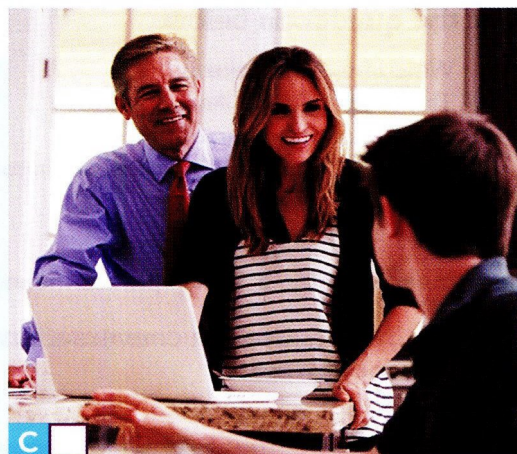
4 At home

Tom: Hi, Mom.

Ms. Anderson: Hi, Tom. This is Mr. Carter.

Tom: Nice to meet you, Mr. Carter.

Mr. Carter: Nice to meet you, Tom.



B  Work in groups. Practice the conversations in Exercise A. Use your real names.

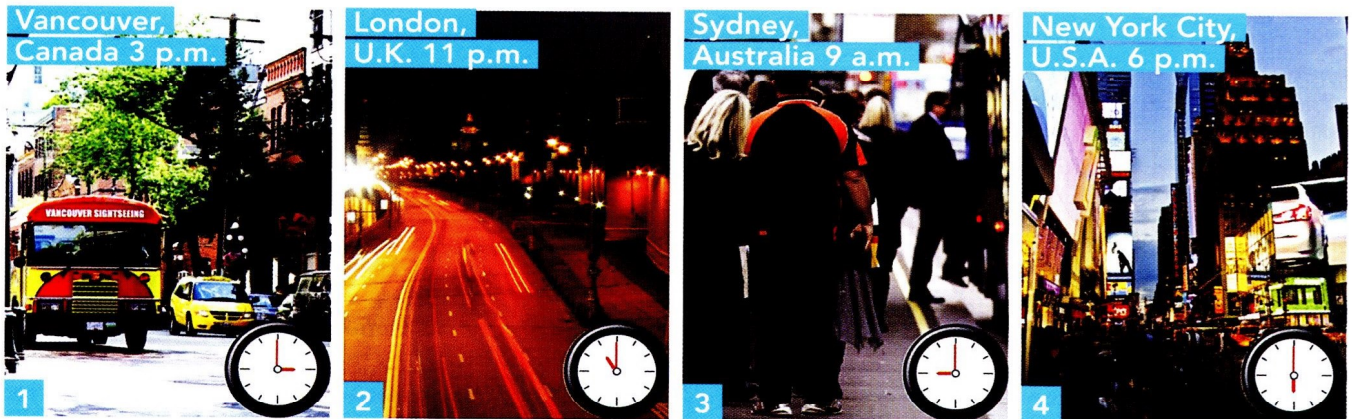
STUDY SKILLS

Learn ways to practice speaking and pronunciation

SPEAKING & PRONUNCIATION

1 LISTENING: to greetings

A  Work in pairs. Label the pictures *morning*, *afternoon*, *evening*, or *night*.




B  **04** Listen and complete the conversations with the words from Exercise A. Then answer the questions below.

- 1 **Cathy:** Welcome, Mr. Drake. **3 Dan:** Good _____, Emily. See you soon.
Mr. Drake: Thank you, Cathy. And good _____ everyone. **Emily:** Bye, Dan. See you.
- 2 **Jenny:** Good _____, Professor Dalton. **4 Ms. Chen:** Good _____, Mr. Hancock.
Professor Dalton: Hi, Jenny. How are you? **Mr. Hancock:** Hello, Ms. Chen.
Jenny: Fine, thanks.


1 Which phrases mean *hello*? 2 Which phrase means *goodbye*?

C  Work in pairs. Practice the conversations in Exercise B. Then practice the conversations again using your real names.

2 VOCABULARY: the alphabet

A  **05** Listen and repeat the letters of the alphabet.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

B  Work in pairs. Introduce yourself and spell your name.

- A:** Good morning. I'm Joanne.
B: Nice to meet you, Joanne. How do you spell your name?
A: J-O-A-N-N-E.
B: Thank you.

HOW TO SAY IT

J = capital "j"
nn = double "n"

3 GRAMMAR: subject pronouns and *be*—statements

A  **06 LANGUAGE IN CONTEXT** Listen to the conversations on the next page. Where are the people? Circle the correct place.

- a) at home
b) at work
c) at school

NOTICE!

Look at the words in **bold**. What do these words refer to?

1
Anna: Good morning. I'm sorry! I'm late for school!
Mr. Black: No, **you** aren't. It's OK.
Anna: I'm Anna. Anna Becker. I'm a student at this school.
Mr. Black: I'm Mr. Black. I'm the teacher. Good morning.

2
Mr. Black: Good morning.
Lucas: Good morning. I'm Lucas Bonnay, and this is Daniel. **We're** brothers.
Mr. Black: How do you spell your last name?
Lucas: B-O-N-N-A-Y.
Mr. Black: Yes, **you're** in my class. Welcome.

3
Mr. Black: Good morning, Inga.
Kirsten: I'm not Inga. I'm Kirsten.
Mr. Black: Oh, I'm sorry, Kirsten.
Kirsten: It's OK. Inga isn't here. **She's** sick.

4
Anna: Excuse me, Mr. Black. Erik isn't here today. And Petra isn't here. **They're** at work.
Mr. Black: Thank you, Anna.

B ANALYZE: subject pronouns Read the conversations in Exercise A again.

Function

We use subject pronouns in place of names and nouns to avoid repetition.
Inga isn't here. She's sick.

Form Complete the table with the correct subject pronouns.

	1 st person	2 nd person	3 rd person		
			m.	f.	n.
Singular	(1) _____	You	He	(2) _____	It
Plural	We		They		

C ANALYZE: be

Form Read and complete the table with the correct contracted forms of the verb **be**.

There are three forms of the verb *be*: *am*, *are*, *is*. To form the negative, add *not*.


Affirmative full form	Contraction	Negative full form	Contraction
I am late.	(1) _____ late.	I am not Inga.	(7) I _____ Inga.
You are in my class.	(2) _____ in my class.	You are not late.	(8) You _____ late.
It is OK.	(3) _____ OK.	It is not OK.	It isn't OK.
He/She is sick.	(4) He's/ _____ sick.	He/She is not here.	(9) He/She _____ here.
We are brothers.	(5) _____ brothers.	We are not late.	We aren't late.
They are at work.	(6) _____ at work.	They are not sick.	They aren't sick.

Function

We use the verb *be* to talk about name, age, and where people are.

D PRACTICE Circle the correct option.

- I'm Luisa Gil. I *'m / 're* a student.
- You *is / are* late.
- He *am / is* not here.
- We *am / are* at home. We *am not / are not* at school.
- Carolina *isn't / aren't* a teacher. She *'s / 're* a student.
- Giulia and Tomas *is / are* at home. They *isn't / aren't* at work.

E  **NOW YOU DO IT** Work in pairs. Write one true sentence and one false sentence, using the verb *be*. Guess the true and false sentences with your partner.

A: I'm a student.

A: Alice is here.

B: True! You're a good student.

B: False! She isn't here.

WATCH OUT!

- I'm Anna.
- I Anna.

WATCH OUT!

- He isn't here.
- He not here.

4 PRONUNCIATION: contractions

A **07** Listen and repeat. Notice that contractions are pronounced as one word.

- | | | |
|---|---------|-------------|
| 1 | I'm | I'm not |
| 2 | You're | You aren't |
| 3 | He's | He isn't |
| 4 | She's | She isn't |
| 5 | It's | It isn't |
| 6 | We're | We aren't |
| 7 | They're | They aren't |

B **08** Listen and practice saying the sentences.

- | | | |
|--------------------|-------------------------|---------------------|
| 1 I'm late. | 3 We're here. | 5 It isn't OK. |
| 2 She's a teacher. | 4 You aren't a teacher. | 6 They're brothers. |

5 VOCABULARY: numbers 0–10

A **09** Listen and repeat the numbers.



B **10** Listen and circle the number you hear.

- | | |
|------------------|----------------|
| 1 a) 324 | b) 329 |
| 2 a) 9974 | b) 9874 |
| 3 a) 8390 | b) 8391 |
| 4 a) 59218 | b) 59268 |
| 5 a) 238,849,171 | b) 238,841,979 |

C Label the pictures with the words in the box.

address phone number student ID number



1 _____

2 _____

3 _____

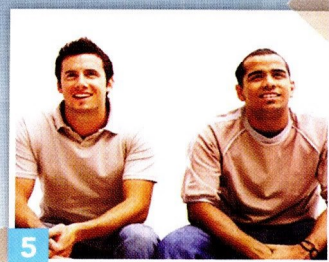
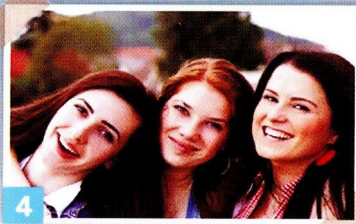
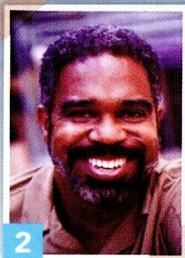
D Work in pairs. Ask and answer about your phone number, address, and student ID number.

A: What's your phone number?

B: It's two eight three ...

6 GRAMMAR: possessive adjectives

A LANGUAGE IN CONTEXT Match the names to the nicknames.



- 1 Her first name is Katherine.
 2 His full name is Jefferson Derrick Moore.
 3 I'm Jonathon.
 4 We're Becky, Barbie, and Betsy Brown.
 5 Their names are Richard and Enrique.
- a) My nickname is Jon.
 b) She's Kathy.
 c) Their nicknames are Ricky—and Ricky.
 d) He's J.D. Moore. "J.D." are his initials.
 e) Our nickname is the Busy Bees!

B ANALYZE Read the sentences in Exercise A again.

Function We use possessive adjectives to show who something belongs to.

This is my friend. Her name is Maria. = The name of my friend is Maria.

Form Complete the table with the correct possessive adjectives.

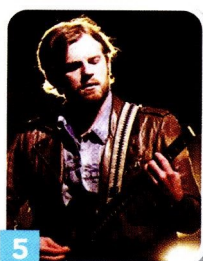
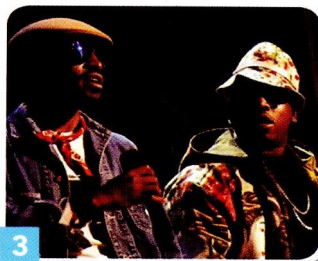
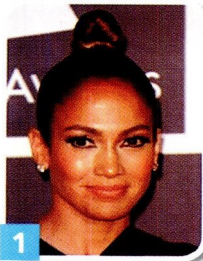
Subject pronouns	Possessive adjectives
I'm Michael.	(1) _____ name is Michael.
You're Samira.	Your name is Samira.
He's Jean-Pierre.	(2) _____ name is Jean-Pierre.
She's Katy.	Her name is Katy.
We're David and Debbie Donnelly.	(3) _____ last name is Donnelly.
They're Joshua and Heather Wilson.	(4) _____ last name is Wilson.

NOTICE!

Circle the correct answers.

- 1 What words refer to a woman?
she / his / her
- 2 What words refer to two or more people?
our / my / their

C PRACTICE Look at the pictures. Circle the correct option to complete the sentences.



- 1 I'm Jennifer Lopez. *I'm / My* nickname is J-Lo.
 2 *He's / His* Johnny Depp. *He's / His* full name is John Christopher Depp II.
 3 *Our / We* names are André and Antwan. *Our / We* are OutKast!
 4 She's Stefani Germanotta. *She's / Her* nickname is Lady Gaga.
 5 *They're / Their* the Kings of Leon. *They / Their* first names are Caleb, Jared, Matthew, and Nathan.
 6 Hello. I'm *my / your* teacher. *I'm / My* name's Mrs. Rowland.

D NOW YOU DO IT Work in pairs. Take turns talking about your classmates' nicknames.

A: Her nickname is Sunny. B: She's Sun Yee!

WATCH OUT!

- Their names are Nick and Nora.
 They're names are Nick and Nora.

7 READING: finding the topic

A paragraph in English describes one topic. All the sentences in the paragraph usually refer to that topic. To find the topic, ask yourself who or what each sentence refers to.

A Read the paragraphs. Check (✓) the main topic.

1

This is my brother Kenneth. His nickname is Ken. He's at school, but he isn't a student. He's a teacher now.



my school my brother

2

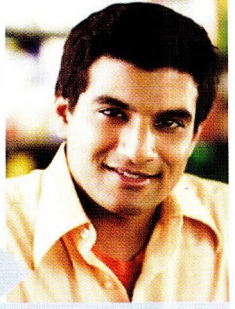
This is Ceci Arellano. Ceci's her nickname. It's short for Cecilia. She's from Mexico. She's in my English class. She's very nice. And she's a good student!



my friend my English class

3

It's nice to meet you, class! I'm Mr. Patel. I'm from Santa Monica, in California. I'm your new teacher. My office is 12B. Come say hello!




California a new teacher

B Match the names to the sentences.

- | | |
|-------------|-------------------------------|
| 1 Ken | a) Her last name is Arellano. |
| 2 Ceci | b) He's from California. |
| 3 Mr. Patel | c) He's a teacher. |

8 SPEAKING: using polite language and informal language

It's polite to use *hello*, *goodbye*, *good morning*, *good evening*, *please*, and *thank you* when we talk to other people. With friends, family, and people we know well, we can also use more informal language like *hey*, *hi*, and *thanks*.

A  **11** Listen to two conversations and match them to the pictures. Which is a conversation between friends? Which is a conversation between strangers?

1

Paul: (1) _____, RedBlue Telecom, Paul speaking. What's your cell phone number, (2) _____?

David: It's 798-555-2789.

Paul: What's your name, please?

David: It's David Brown.

Paul: And your middle name?

David: Michael.

Paul: (3) _____, Mr. Brown. How can I help you?

2

Mark: (4) _____, Jonas.

Jonas: (5) _____, Mark.

Mark: What's your last name?

Jonas: It's Parker.

Mark: (6) _____. And what's your email address?

Jonas: It's jonas8@musicmail.net.

Mark: And what's your phone number?

Jonas: My home number is 541-555-8426, and my cell phone number is 503-555-1330.

Mark: (7) _____. (8) _____. Let's stay in touch!



B **11** Listen again and complete the conversations in Exercise A with the formal and informal phrases in the box.


Good evening Great Hey Hi OK please Thanks Thank you

C **Work in pairs. Are you friends or strangers? Ask each other about:**
 • first name • last name • middle name • cell phone number • email address

9 WRITING: completing a form

A **12** Listen to the conversation. Circle the correct information on the concert ticket.

		SECTION	ROW	SEAT
NAME:	(1) Anya / Tanya K. Harrison	C	3	(3) 7 / 9
EMAIL ADDRESS:	tkharrison@mind.net			
CONFIRMATION NUMBER:	(2) L43395G / L43395J			
REGGAE POP MARTIN		Face value: \$20.00		
H2O Academy Atlanta		Ticket code: WKHHRAAJ		
1800 University Avenue, GA 30052		Event code: 357376		
March 12, 2014 7 p.m.		Purchase date: FEB 12, 2014		
		Credit card number: *****8005		



B Look at the ticket in Exercise A again. Complete the information.

- 1 Her first name is _____ . 3 Her last name is _____ .
 2 Her middle initial is _____ . 4 Her email address is _____ .

C Complete the online ticket form with your information.

Ticket BOX

Home

Concerts

BUY TICKETS

Contact us

1 Mr. Mrs. Miss Ms.

2 First name

3 Middle initial

4 Last name

5 Email address

6 Cell phone number

HOW TO SAY IT

For email addresses, say:

@ = at

. = dot

_ = underscore

D **Work in pairs. Copy the online ticket form into your notebook, and interview your partner to complete the information.**

- A:** What's your first name?
B: It's Zach.

studySkills

ASKING THE TEACHER FOR HELP

A Write the words in the correct order to make questions to ask for help.

1 say this / How / in English / do you / ?

2 you / How do / this / pronounce / ?

3 that / What / mean / does / ?

B Who says these things? Write T (teacher) or S (student).

1 Excuse me, I have a question. _____

4 I don't understand. _____

2 Work in pairs. _____

5 Can you write it on the board? _____

3 Close your books. _____

6 Turn to page 9. _____

USING THE DICTIONARY FOR HELP

Long words in English have stressed syllables. Say these stressed syllables higher, longer, and a little louder. Your dictionary shows you which syllables are stressed. For example:

MACMILLAN DICTIONARY

address - definition ★★★

phonetic transcription

NOUN [COUNTABLE]



Pronunciation

/ə'dres/

Word Forms

stress

/ə'dres/

stressed syllable

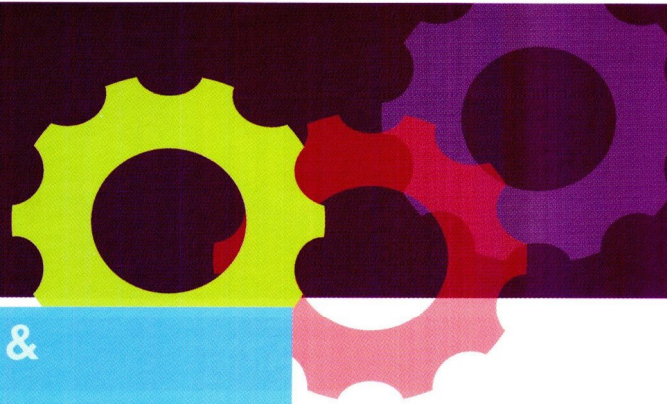
A **13** Look at the transcriptions and read the words. Which syllable is stressed? Listen and repeat.

- 1 /'ɪŋɡlɪʃ/ English
- 2 /'kwɛstʃ(ə)n/ question
- 3 /prə'naʊns/ pronounce
- 4 /'nɪk,neɪm/ nickname
- 5 /'nʌmbər/ number

B Look at these words. Which syllable is stressed? Check your dictionary. Then underline the stressed syllable.

- 1 introduction 2 introduce 3 evening 4 conversation

C **14** Now listen and check your answers. Then listen again and repeat.

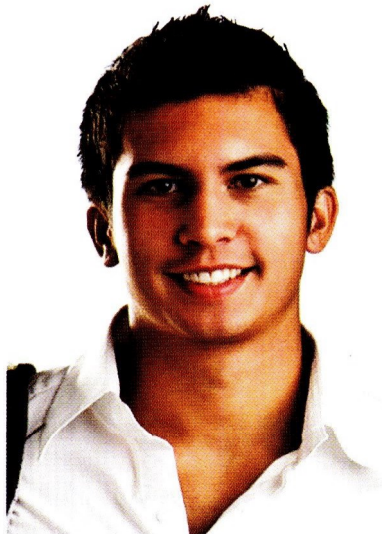


MY WAY TO PRACTICE ... SPEAKING & PRONUNCIATION

A Read about how these students practice speaking. Which student is like you?



Karin: I practice everything in class. I finish an exercise and then I do it again. And again. And then again! I work with different partners. I speak English at home.




Esteban: I practice at home with the class CD. First I listen and repeat what I hear. I try to use the correct stress, intonation, and pronunciation. I also sing my favorite English songs!



Sandra: My friend and I meet other English speakers online and have conversations. We meet people from all over the world!

B Check (✓) the things you do to practice speaking and pronunciation.

- I speak English at home.
- I practice exercises in class.
- I work with different partners.
- I speak with other English speakers online.
- I practice with other students after class.
- I practice every day.
- I sing English songs.
- I speak with the class CD.

C  **Work in pairs or groups. Share your answers from Exercises A and B. Talk about more ideas to practice speaking and pronunciation.**

A: *I practice pronouncing new words again and again.*

B: *That's good. I do conversation exchanges with native speakers.*

SET A GOAL:

Write one new way you plan to practice speaking and pronunciation.

Language wrap-up

1 VOCABULARY

A Complete the conversations with words in the box. (5 points)

Good afternoon Hey last meet This

1

Rachel: (1) _____, Alan. (2) _____ is Samir.

Alan: Hi, Samir. Nice to (3) _____ you.

Samir: Hi. Nice to meet you, too.

2

Mr. Matthews: (4) _____, class. I'm Mr. Matthews.

Class: Hello, Mr. Matthews.

Student: How do you spell your (5) _____ name, Mr. Matthews?

Mr. Matthews: It's M-A-T-T-H-E-W-S.

B Match the words to the numbers. (5 points)

- | | |
|------|----------|
| 1 3 | a) five |
| 2 5 | b) ten |
| 3 6 | c) seven |
| 4 7 | d) six |
| 5 10 | e) three |

8–10 correct: I can understand greetings, the alphabet, and numbers from 0 to 10.

0–7 correct: Look again at the Opener and Sections 2 and 5 on pages 7, 8 and 10.

SCORE: /10

2 GRAMMAR

A Complete the sentences with the correct form of *be*. Use contractions where possible. (5 points)

1 You _____ a great singer. (*not*)

2 It _____ a new class.

3 He _____ a teacher. (*not*)

4 They _____ in my class.

5 I _____ Daniel. (*not*)

B **Circle** the correct option. (5 points)

1 How do you spell *you* / *your* name?

2 *He* / *She* is a student. His first name is Jay.

3 *They're* / *Their* friends aren't here.

4 *We* / *Our* names are Ben and Jerry.

5 *You* / *I* am Jack. My last name is White.

8–10 correct: I can use the verb *be* in affirmative and negative statements, subject pronouns, and possessive adjectives.

0–7 correct: Look again at Sections 3 and 6 on pages 8, 9 and 11.

SCORE: /10

open Mind

Starter Level

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:

- **Life Skills:** Higher-order skills such as critical thinking, organizational, and learning skills that students need in order to be successful in their professional, academic, and everyday lives. (The Starter level features study skills rather than life skills.)
- **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.
- **Focus on functional language** that helps learners improve their fluency and speaking skills.
- **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
- **Student's Book Premium Pack:** Print Student's Book; webcode access to Student's Resource Center and Online Workbook
- **Workbook Pack:** Webcode access to the Online Workbook
- **Online Workbook:** Booklet with webcode access to the Online Workbook

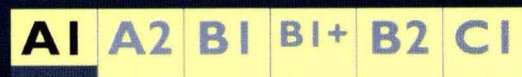
Teacher's Components

- **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

Resource Centers

- **Student's Resource Center:** Class Audio MP3s; Video; Downloadable self-study video worksheets; Downloadable wordlists; and more...!
- **Teacher's Resource Center:** includes everything from the Student's Resource Center, plus: Downloadable class video worksheets; Extra lifeSkills lesson plans; Unit, Mid-course, End-of course, and Placement tests

COMMON EUROPEAN FRAMEWORK



Level indicator is an exit level.



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

DVD Player (for DVD-Videos or enhanced DVD ROMs)

Minimum system requirements for the Presentation Kit

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