

New!

Open Mind



Open Mind is ideal for young adult learners who want a course to develop the skills they need for success in the 21st century.

These life skills include having a better awareness of self and society, handling the demands of study and learning, and dealing with challenges in their work and career.

- Open Mind offers integrated and flexible online components including the Online Workbook for self study and assessment, a classroom presentation tool and Student's and Teacher's Resource Centres
- Life Skills syllabus recycles language while giving students an opportunity to learn transferable skills which are vital in today's world
- Focus on functional language to help learners with fluency and to improve their speaking

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

UNIT 9 OUR PLANET

IN THIS UNIT YOU

- learn language to talk about the weather, climate change and the natural world
- read an article about climate change
- learn how to interrupt politely
- listen to a weather forecast
- write a description of a place
- learn to evaluate different plans
- watch a video about climates in two locations

READING
understanding meaning from context
What do you do when you find words you don't know in a text? How do you work out the meaning of new words?

SPEAKING
interrupting
When is it OK to interrupt people? How could you do it politely?

LIFE SKILLS
WORK & CAREER
evaluating different plans
When was the last time you chose between different plans? Did you make the right choice? What happened?

HOW TO SAY IT
Talking about ideal destinations
I'd love to go to ...
One place I've always wanted to visit is ...
... looks like an interesting place, and ...

A How do you feel about these places as holiday destinations? Work in pairs and say what you like and dislike about each one.

B What place in the world would you most like to visit? Why? Tell your partner.

A I'd most like to go to India. It looks amazing.
B Yes, it does. I'd love to go to South Africa as well. I've always wanted to visit Cape Town.

Our planet **UNIT 9** 105

Open Mind (British English edition)



Beginner

Student's Book with Webcode (incl. MP3) + Online-Workbook € 25,99 (D) / € 26,80 (A) • ISBN 978-3-19-002983-9

Student's Book with Webcode (incl. MP3) and Print-Workbook with Audio-CD and Key € 26,99 (D) / € 27,80 (A) • ISBN 978-3-19-022983-3

Teacher's Book with Class-Audio-CD, DVD and Webcode € 55,- (D) / € 56,60 (A) ISBN 978-3-19-012983-6



Elementary

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Student's Book with Webcode (incl. MP3) and Print-Workbook with Audio-CD and Key € 26,99 (D) / € 27,80 (A) • ISBN 978-3-19-052983-4

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Pre-intermediate

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Student's Book with Webcode (incl. MP3) and Print-Workbook with Audio-CD and Key € 26,99 (D) / € 27,80 (A) • ISBN 978-3-19-082983-5

Teacher's Book with Class-Audio-CD, DVD and Webcode € 55,- (D) / € 56,60 (A) ISBN 978-3-19-072983-8



Intermediate

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Teacher's Book with Class-Audio-CD, DVD and Webcode € 55,- (D) / € 56,60 (A) ISBN 978-3-19-102983-8

Upper Intermediate and Advanced level are available 2015.

Teacher's book available free to teachers who adopt Open Mind.



Open Mind on the web: www.hueber.de/open-mind

- Word lists (for Beginner and Elementary level)
- Sample pages
- CEF Mapping

Digital features:

- Suitable for any device that can access the internet, including tablets and mobiles
- Downloadable options so that most materials can be used offline
- Online Workbook**
Provides instant feedback on student progress and performance to teachers and students
- Student's Resource Centre**
Accessible through the Student's Book Pack and the Student's Premium Pack, the Student's Resource Centre includes the class audio as an MP3, online videos and downloadable video worksheets and workbook audio.
- Teacher's Resource Centre**
Accessible through the Teacher's Book, the Teacher's Resource Centre includes class and workbook audio, streamable video and video worksheets with teacher's notes, additional *Life Skills* lessons, communicative wrap-ups, CEFR checklists, and PDF and Word progress tests, as well as placement tests.

LifeSkills

EVALUATING DIFFERENT PLANS

- Establish which factors are important.
- Evaluate how each plan affects these factors.
- Put the plans in order of preference.

- A** Work in groups. Think about the people who live in your town or city. Which of these factors do you think are most important to them? Tick four.
- | | | | |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> jobs | <input type="checkbox"/> good roads | <input type="checkbox"/> good schools | <input type="checkbox"/> good public transport |
| <input type="checkbox"/> places to enjoy nature | <input type="checkbox"/> cheap houses/flats | <input type="checkbox"/> clean air | <input type="checkbox"/> places to shop |
- B** You work for your local town/city council. The council is considering three development plans for the green area in the picture. Read the information about each plan. Choose T (true) or F (false) about each plan.



Plan A The council is planning to use this area for urban development. They are going to build a large number of new houses as well as other facilities, such as schools and a shopping centre. They are also going to create more roads and provide public transport to the area. They will allow a few companies to build facilities near the new development.

- This plan means ...
- a lot of people will come to live in this area. T / F
 - there will be more jobs in the area. T / F
 - local people will be able to enjoy nature. T / F

Self and Society Work and Career Study and Learning

Plan B The council is going to create a large park for people to enjoy. They plan to clean up the area and provide facilities such as picnic tables, barbecues and a playground for children. They are going to build several new roads to the park, but they won't allow the construction of houses, schools or shops in the green area.

- This plan means ...
- local people will have a place to relax. T / F
 - there will be lots of new jobs in the area. T / F
 - people will be able to enjoy clean air. T / F

Plan C The council is planning to sell the green area to private developers. The developers want to build a small number of large, expensive houses. They are going to build new streets and a small park. The park will be exclusively for residents. The council is going to provide a bus service to the area for people who work in the houses.

- This plan means ...
- there will be some new jobs in the area. T / F
 - everyone in the town/city will enjoy the new park. T / F
 - a lot of people will come to live in the area. T / F

C Write the four factors you ticked in Exercise A in the first column of this table. Then look at plans A-C again and follow these steps.

- Consider Plan A. Give it a score for each factor:
+2 = the plan will have a very good effect on this
0 = the plan will have no effect on this
-2 = the plan will have a very bad effect on this
- Write your scores in the 'Plan A' column of the table.
- Repeat steps 1-2 for Plans B and C.

Factor	Plan A	Plan B	Plan C
1			
2			
3			
4			

D Add up the total score for each plan and write it in the highest score. Complete this list.

First choice: Plan _____
Second choice: Plan _____
Third choice: Plan _____

E Work with another group. Compare your answers in Exercise D. Did you put the plans in the same order? What is different?

HOW TO SAY IT
Talking about effects and consequences
What effect will Plan A have on ...?
With Plan A, there will be a lot of ... / they will create ...
Plan A will have a (very) bad/ good effect, so let's give it minus one/ plus two.

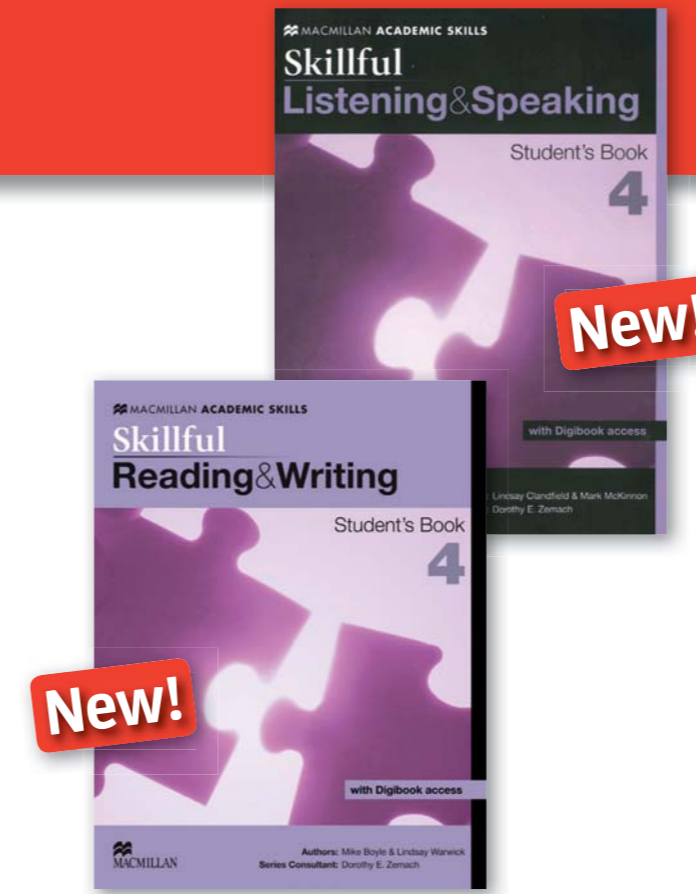
REFLECT ... How can the skill of evaluating different plans be useful to you in Study and Learning and Self and Society?

Skillful

Every student needs top-class reading, writing, listening and speaking skills to succeed at higher-level academic study. **Skillful** focuses on each of these skills to present, practise and immerse the learner in that area of language.

The comprehensive digital component includes an online Digibook and practice area with interactive activities and video material. The teacher has access to even more material, including tests and supplementary worksheets

- Each unit provides opportunities to engage critically with issues raised in the texts and to consider concepts beyond their surface meaning, helping to develop skills such as evaluating and synthesising information.
- Practical study Skills are systematically developed through realistic scenarios and materials.
- Each Student's Book is divided into Reading & Writing skills and Listening & Speaking skills.



Level 4 Reading and Writing

Student's Book with Digibook (ebook with additional practice area and video material)
112 pages
€ 27,99 (D) / € 28,80 (A) •
ISBN 978-3-19-422576-3

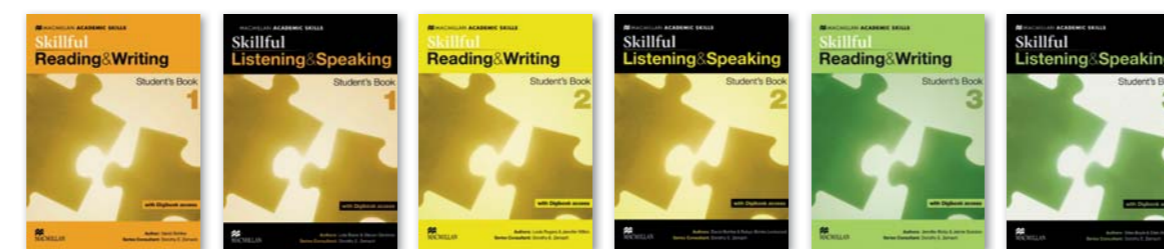
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Teacher's Book with Digibook access, Key and 2 Class Audio-CDs
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Levels 1 – 3 are already available. For further information please visit our website www.hueber.de



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MACMILLAN LIFE SKILLS

LANGUAGE IS A LIFE SKILL

What are "Life Skills" and why are they important for the ELT classroom?

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

Educators need to broaden their view of "skills" to include these life skills and develop areas such as learner autonomy; planning and organisational skills; collaboration and teamwork; as well as creative and critical thinking and problem-solving skills.

Open Mind recognises that students do not learn in a vacuum and that language is one of many skills that will support their learning and their future. The "Life Skills" element in Open Mind helps students develop their soft skills (such as negotiation and time management) as well

as gain an awareness of their position within society. Each unit has a section that uses the language learnt to explore life skills.

The "Life Skills" strand is presented in three "domains" within the course:



Each unit introduces a life skill in one of these domains, although it can be transferable to all three. The same life skill is presented in the other two domains in the Teacher's Online Resources, as an additional or alternative activity.



Open Mind opens doors!

