

2nd edition



master Mind

Student's Book Pack

**Mickey Rogers
Joanne Taylore-Knowles
Steve Taylore-Knowles
with Ingrid Wisniewska**

Concept development:
Mariela Gil Vierma

Level 1


MACMILLAN

 access to the Student's Resource Center


Big tree

2nd edition

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| PRONUNCIATION | GRAMMAR | VOCABULARY | LIFESKILLS |
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3 It's _____ embarrassed about things like that (yet),

4 You _____ a personal email at work. (send)

Grammar review

1 Correct the mistakes in each sentence.

- 1 I've taken all my vacation days yet.
- 2 He didn't used to be a troublemaker at school.
- 3 Did you use give presentations in your old job?
- 4 You should help your mother, should not you?
- 5 The happiness is important in life.
- 6 By the time I arrived, he left the office already.

2 Complete the sentences with one word.

- 1 How long has it _____ raining?
- 2 Why haven't you gone home _____? It's 5 p.m.
- 3 I _____ to have long hair when I was a child, but now it's short.
- 4 You're going to develop the marketing strategy, _____ you?
- 5 Only a few colleagues _____ signed up for the seminar when I spoke to them.
- 6 You registered online, _____ you?

3 Complete the sentences with the verb in parentheses in the present perfect or present perfect progressive. In one case, both are possible.

- 1 Emily _____ (*retrain*) as a teacher. She's almost finished her training program.
- 2 She _____ (*study*) part-time for her master's degree for six months.
- 3 I feel a little nervous. I think it's because I _____ (*step out*) of my comfort zone.
- 4 My brother _____ (*apply*) to lots of graduate schools recently.
- 5 Is Tom OK? He _____ (*push*) himself really hard lately in his new job.

4 Complete each sentence so that it has the same meaning as the first one.

- 1 Do you give refunds without a receipt?
Could you tell me _____?
- 2 What other models do you have?
Do you know _____?
- 3 I would like someone to create a website for me.
I would like to have _____.
- 4 My hair is too long.
I need to get _____.
- 5 Mark doesn't like that his friend always talks through movies.
Mark wishes _____.

5 Choose the correct options to complete the sentences.

- 1 The interview was *too long* / *long enough*. It was over an hour and a half!
- 2 Sophia felt *dissatisfied* / *dissatisfying* with the poor-quality service.
- 3 It's a great book, but kind of *frustrated* / *frustrating* at times.
- 4 I really enjoyed the movie. It was *such* / *so* entertaining.
- 5 James was always *such* / *so* a troublemaker at school.

6 Complete the statements and questions to report the direct speech.

- 1 "I've worked on this project for a long time."
Mark said _____.
- 2 "We'll give you a loan when the business plan is accepted."
The bank's business advisor told Harry _____.
- 3 "This song reminds me of my high school days."
My aunt told me _____.
- 4 "Did you have time to chat with the students yesterday?"
Mr. Todd asked _____.
- 5 "Where are you going to take us for lunch tomorrow?"
Mike and Naomi asked me _____.

7 Complete the sentences with a modal verb: *must, might, could, or can't*.

Amy: Have you seen Joe? He was supposed to be here an hour ago.

James: I can see his car outside. This (1) _____ be him now.

Amy: No, Joe left his car here last night.

James: He (2) _____ be at soccer club. He sometimes has practice on Sundays.

Amy: I already called Tom and he told me he didn't go today. I guess he (3) _____ be sick.

James: No, Joe's never sick. Wait! Do you think he (4) _____ be at Sara's place?

Amy: He (5) _____ be at Sara's—she's on vacation. I'm really worried!

8 Complete the sentences with the correct form of the verb in parentheses.

1 If only I _____ (*buy*) that dress when I saw it. Now it's sold out.

2 If I _____ (*not feel*) so tired, I would have remembered everyone's names.

3 I think more people would have found out about the product if the company _____ (*advertise*) it better.

4 I _____ (*not show up*) late if you had given me better directions.

5 I wish I _____ (*study*) Portuguese, so I could understand my colleagues in São Paulo.

9 Choose the correct options to complete the sentences.

1 I usually try to avoid *using / use* the internet late at night before I go to bed.

2 My colleague had to admit *send / sending* an embarrassing text to the wrong person.

3 I refuse *to read / reading* articles that have pointless arguments.

4 We finally persuaded Dad to go to the doctor when he admitted *feel / feeling* dizzy.

5 The magazine has denied *start / starting* the rumor and spreading gossip about the singer.

6 When you finish *register / registering* online, log in and check out the pictures I uploaded.

10 Complete the sentences with a defining or non-defining relative clause. Remember to use correct punctuation.

1 *The Grapes of Wrath* is a famous American novel. It is set during the Great Depression.

The Grapes of Wrath, *which is a famous American novel, is set during the Great Depression* _____.

2 There is a great restaurant in Brooklyn. You can eat the best matzo ball soup there.

There is a great restaurant in Brooklyn _____.

3 The Burj Khalifa is the world's tallest building. It is over 2,716 feet high.

The Burj Khalifa _____.

4 Jennifer Lawrence won Best Actress at the 2013 Oscar Award Ceremony. She had wanted to be a doctor.

Jennifer Lawrence _____.

11 What advice or criticism would you give in these situations? Complete the sentences with the words from the box and the correct form of the verb in parentheses. There may be more than one possible answer.

advisable good should have shouldn't have understandable

Your friend is coughing and sneezing after walking all day in the country without warm clothes.

1 It's _____ the weather before you go out. (*check*)

2 You _____ a coat and scarf. (*wear*)

She hit the "reply to all" button when sending a friend a personal email at work.

3 It's _____ embarrassed about things like that. (*feel*)

4 You _____ a personal email at work. (*send*)

I feel really lonely and depressed lately.

5 It's _____ friends. (*see*)

6 You _____ me sooner. (*tell*)

12 Find the four incorrect sentences and correct the mistakes.

1 Dan called. Did you call back him? _____

2 I promise to copy everyone in this time. _____

3 What about your essay? Did you hand in it? _____

4 Did you run Jonas into at the café this afternoon? _____

5 My parents like Susie. She gets along with them. _____

6 That music is too loud. Can you turn down it? _____

UNIT 1 WHO DO YOU THINK YOU ARE?

IN THIS UNIT YOU

- learn language to talk about identity
- read about identity when speaking a second language
- talk about personal identity
- listen to an immigrant talking about how his identity has changed
- write a comment about peer pressure
- learn about stereotypes
- watch a video about personal identity

READING

for different purposes
Do you read different types of texts in different ways? How? Think about a novel, a dictionary, a magazine, etc.

SPEAKING

agreeing and disagreeing
In what situations might you need to disagree with someone politely?




LIFE
SKILLS




SELF
& SOCIETY

understanding stereotypes A stereotype is an idea we have about what someone, or a group of people, is like when we don't know them. What common stereotypes do people have about teenagers? Or about elderly people?



A  Work in pairs. Identify each type of group in the pictures and say which similar groups you belong to.




B  Think about each group you belong to and how important that group is to your identity. Choose the two groups you think have the biggest influence on your identity. Then compare with your partner and explain your choice.




1 LISTENING: to a podcast interview

A The following factors can all influence our personal identity. Number them 1–8 in order of importance to your identity. Number 1 is the most important.

clothes friends values language
 studies interests family job

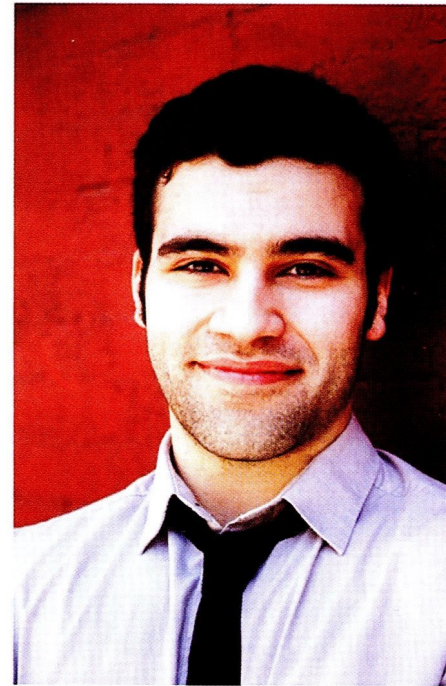
B  **1.01** Listen to the first part of a podcast interview with a Mexican man who has moved to the U.S.A. Choose the things in the list in Exercise A that he says were important for his sense of identity in the past. Does he mention anything not on the list?

C  **1.02** Listen to the second part of the interview and answer the questions.

- In general, how does Armando say he has changed since moving to Miami?
- Which specific factors in his sense of identity have changed? Why?

D VOCABULARY: PERSONAL IDENTITY Match the phrases (1–6) with the definitions (a–f).


- | | |
|---------------------|---|
| 1 family values | a) the kind of family you come from |
| 2 sense of identity | b) the things you hope to achieve in the future |
| 3 social status | c) beliefs that you learn from your family |
| 4 family background | d) position in society; class |
| 5 life goals | e) your friends |
| 6 social group | f) the feeling of who you are |





E  **VOCABULARY: PERSONAL IDENTITY** Work in groups. Ask and answer the questions.


- Is your family background an important part of your sense of identity? Which family values are important to you?
- What's the difference between family background and social status? How might they be related to each other?
- Do you and the people in your social group share the same life goals? Is that important?

2 SPEAKING: agreeing and disagreeing

 There is a variety of words and phrases that you can use to express agreement, partial agreement, or disagreement. In more formal situations, we often apologize as we disagree.

A  Work in pairs. What phrases do you know already for agreeing, partially agreeing, and disagreeing? Make a list.

B  **1.03** Listen to part of a seminar on identity. What does Sean think about expressing personal identity?

C  Work in pairs. Listen again and complete the phrases from the conversation. Compare your answers with another pair. Which phrases are used to agree, partially agree, or disagree?

- | | |
|--|-------------------------------------|
| 1 Well, yes, to a _____ extent ... | 4 I'm _____ I can't agree. |
| 2 _____ and no. | 5 In a _____, you're right, but ... |
| 3 I'm _____, but I just don't think that's true. | 6 I _____ agree more. |

D  Work in small groups. Discuss the question.

Do you think it is important to "be yourself" at all times, even if sometimes it may upset people?

3 GRAMMAR: review of past tenses

A LANGUAGE IN CONTEXT Read the blog extract. What was difficult for Akna when she moved to the city?

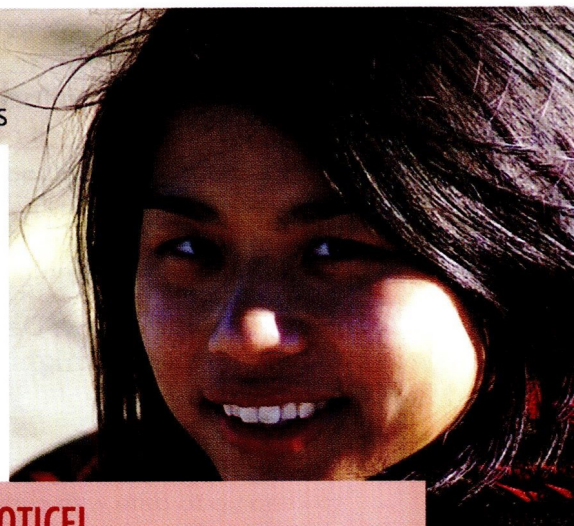
IDENTITY CRISIS

the blog of a woman living in two worlds

HOME ABOUT ME ARCHIVE LINKS

ABOUT ME

Hi, I'm Akna! I grew up in remote northern Canada, as a member of an indigenous community. My people are Inuit, and up to the age of 18 I spent my days in a very traditional way: fishing and cooking, as well as attending a local school. And then my life changed completely when I met Jordan. Jordan had arrived in my area as an anthropologist a year before I met him, and he was studying our language and traditions. We fell in love and eventually we got married and moved to Montreal. I did try to fit in, but I really suffered from culture shock and felt out of place. I was scared of losing my identity and didn't know who I was anymore. After a long struggle I finally realized that my family background and community had made me who I was, but that my choices have made me who I am today.



NOTICE!

Underline all the verbs in the text in a past tense. Which past tenses appear in the text? What auxiliary verb is sometimes used for emphasis?

B ANALYZE Read the extract in Exercise A again.

Form Complete the table with examples from the text.

| Tense | Form | Example |
|--|--|---|
| simple past | -ed, irregular forms (<i>was, had, etc.</i>) | I (1) _____ up in remote northern Canada ... |
| simple past with <i>did</i> for emphasis | <i>did</i> + base form | ... my life (2) _____ completely ... I (3) _____ to fit in ... |
| past progressive | <i>was/were</i> + -ing form | ... he (4) _____ our language ... |
| past perfect | <i>had</i> + past participle | ... my family background and community (5) _____ me who I was ... |

WATCH OUT!


- ✓ When I was young, I went fishing almost every day.
- ✗ When I was young, I was going fishing almost every day.

Function Write the names of the correct tenses to match the explanations.

- 1 _____: This tense describes a completed event, action, or state that took place before another past event, action, or state. It is used to talk about things that happened before the main action.
- 2 _____: This tense describes a completed event, action, or state in the past. It is usually the main tense used to talk about the past.
- 3 _____: This tense describes actions or states in progress at a particular time in the past. It is often used to describe background action (e.g., the weather).

C PRACTICE Complete the entry from Akna's blog with the correct form of the verbs in parentheses.

This (1) _____ (*happen*) soon after Jordan and I (2) _____ (*move*) here. That day, it (3) _____ (*snow*) and the wind (4) _____ (*blow*) really hard. I (5) _____ (*be*) in Montreal for just two months, and I (6) _____ (*miss*) my family really badly. The St. Lawrence River (7) _____ (*freeze*) over a month before, and I (8) _____ (*decide*) to go ice fishing. Some of the local men (9) _____ (*fish*) out on the ice, and they (10) _____ (*look*) a bit strangely at this young Inuit woman with her traditional equipment. Anyway, I (11) _____ (*start*) catching fish, and pretty soon people (12) _____ (*notice*) that I (13) _____ (*catch*) more than the men with their high-tech equipment! People (14) _____ (*applaud*) every time I caught a fish and soon everyone (15) _____ (*laugh*) and congratulating me! It really (16) _____ (*help*) me feel just a little more at home!

D  **NOW YOU DO IT** Work in groups. Think of a time when you felt out of place or like you didn't fit in. Describe what happened. Did you all have similar experiences?



4 READING: for different purposes

We read different texts for different purposes and in different ways. Before you read a text, think about why you are going to read it.

A Work in pairs. Look at the purposes for reading. For each one, think of types of texts you might read for that purpose. Write as many as you can. Remember to include electronic texts as well as print texts.

- 1 for pleasure *a novel, a story, a poem* _____
- 2 to find out about a product you are interested in _____
- 3 to find out news or opinions _____
- 4 to learn information for school or work _____
- 5 to find information you need in order to do something _____

B Look at the text below. Decide what kind of text it is. Then choose the reasons why someone might read a text like this. More than one answer is possible.

- 1 Text type: _____
- 2 Possible reasons for reading the text:

| | |
|---|---|
| <ol style="list-style-type: none"> a) to keep up to date with current developments b) to prepare for a meeting at work c) to decide whether to watch something | <ol style="list-style-type: none"> d) to compare your opinion with someone else's e) to decide whether to travel to a place f) to research becoming an English teacher |
|---|---|

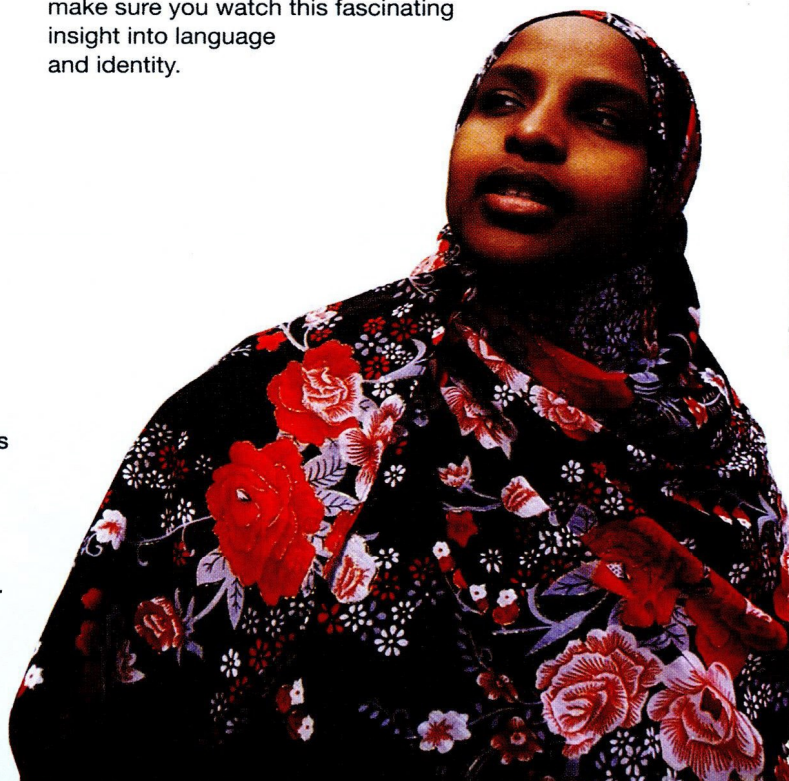
New country, new language, ... new identity?

¹Take four recent immigrants in an English-speaking country and place them with host families for a month. Ask the families to teach them English and film the results. That's the idea behind *Lost in Translation*, the new show from ABTV, which you sense is going to be a hit. In the first episode broadcast last night, we met a young woman, Amaal, 22, from Somalia, who was staying with the Wilson family. Mr. Wilson, a businessman, decided to take Amaal with him to work. The resulting clash of cultures, though predictable, made for fascinating viewing. Back in Somalia, Amaal lived a nomadic life where she tended goats, sheep, and cattle, and where she knew everyone around her. Though Mr. Wilson did try, in his clumsy way, to teach her, and though Amaal is clearly a very intelligent, sensible young woman, she struggled to make sense of much of what goes on in the anonymous business world. Fortunately, her common sense and ready sense of humor got her through.

²The most interesting, and unexpected, aspect of the show, though, was the insight we gain into learning a foreign language. In a mix of English and Somali, Amaal explained that she feels like a different person when she speaks in English. It seems that using another language makes it easier for her to talk about certain things. For example, dating and relationships can be sensitive subjects in her country, parts of which are very conservative. As a result, she finds it easier to talk about relationships between men and women in English. Also, her country has been affected by war. Amaal, who is clearly a very sensitive person, can talk about that more easily in English. It appears to give her some distance from a difficult topic.

³However, Amaal also talked about some aspects of speaking English that make her uncomfortable. She worries that as she learns more and more about the world beyond Somalia, she may lose contact with her background. She finds herself being defensive about her identity as a Somali and Somali traditions as she encounters the English-speaking world of business, travel, and culture.

⁴The show is available on demand, so if you missed it, make sure you watch this fascinating insight into language and identity.




C Read the text on page 12 and choose the correct answers.

- 1 Why was there a “clash of cultures”?
 - a) Amaal wasn't interested in Mr. Wilson's business.
 - b) The Western workplace was new to Amaal.
 - c) Mr. Wilson didn't understand anything about farming.
- 2 How did Amaal's sense of humor help her?
 - a) It helped her learn English more quickly.
 - b) It helped her deal with a difficult situation.
 - c) People liked her because she made them laugh.
- 3 Why does Amaal find it easier to talk about relationships in English?
 - a) The subject is more sensitive in her own country and language.
 - b) English-speaking people know more about that kind of thing.
 - c) Mr. Wilson teaches her the right vocabulary to use.
- 4 Why does Amaal find it easier to talk about her country's past in English?
 - a) In a foreign language, the topic is less emotional.
 - b) English has more ways of talking about war than Somali.
 - c) She doesn't like speaking Somali when she is so far from home.




D VOCABULARY: SENSE Find and underline words and phrases in the text that include or are derived from the word *sense* and complete the sentences (1–7). Use the definitions in parentheses to help.

- 1 I couldn't _____ what she was saying to me. (*understand*)
- 2 We can usually _____ when a family member has a problem. (*feel*)
- 3 You have to have a _____ to work in this crazy place!
(*ability to see the funny side*)
- 4 My sister is very _____ and cares about other people's feelings.
(*understanding of others' emotions*)
- 5 Try to think before you act and be a little more _____ next time.
(*reasonable, practical*)
- 6 Religion can be a very _____ topic of conversation in my country.
(*needing to be dealt with carefully*)
- 7 He's very intelligent, but he doesn't have much _____!
(*ability to use good judgment*)



E  **VOCABULARY: SENSE** Work in groups. Discuss the questions.

- 1 Is your sense of identity connected to your language? Is your identity in your first language the same as your identity when you speak English?
- 2 What topics do you think are sensitive in the classroom? Should there be classroom discussions of sensitive issues, or is it more sensible for schools to avoid those topics?
- 3 Which do you think is most important in life—a sense of humor, a sense of responsibility, common sense, or a sense of loyalty?

5 PRONUNCIATION: emphatic do/did for contrast

A  **1.04** Listen to the conversations. For each “B” response, notice that the words in *italics* are stressed.

- A:** Do you think it's important for friends to share the same values and life goals?
B: No, but I *do* think it's important to share the same sense of humor.
A: You went to Somalia last year, didn't you?
B: No. I *did* go to Africa, but I didn't go to Somalia.

B  **1.05**  Work in pairs. Listen and practice the conversation below. Make sure you stress the words in *italics*.

- A:** I don't have a big social group, but I *do* have a few close friends.
B: Did you meet your friends at school?
A: No. I *did* make some friends there, but we've lost touch now.

6 GRAMMAR: *would, used to, be + always + -ing*

A LANGUAGE IN CONTEXT Read the magazine excerpt. Which person remembers an annoying habit that a family member had? What was it?



FAMILY IDENTITY

Family memories are one of the things that help a family bond as a unit and create a sense of family identity. Even things that used to annoy us sometimes become favorite memories!

Kyle:

My dad always used to throw a softball for me so I could practice my batting. He would never say he was too tired, even after working all day. He was sensitive and really understood how I felt. I try to remember that now when my little boy wants me to play with him!

Sandy:

My little sister was always sneaking into my room and trying on my clothes. I used to get mad at her because she would leave my nice clothes all over the floor! Now we're the same size, and we're always borrowing each other's clothes!

B ANALYZE Read the excerpt in Exercise A again.

Form Complete the table with examples from the text.

| Form | Example |
|--|------------------------|
| a <i>would (always/never) + base form</i> | (1) _____ |
| b <i>(always/never) used to + base form</i> | (2) _____ |
| c <i>be + always + -ing form (present or past progressive)</i> | (3) _____ (4) _____ |

Function Match the structure (a–c) to the rule (1–2).

- We use these two structures to talk about habits or customs which are only in the past.
- We use this structure to talk about present or past habits and customs.

C PRACTICE Complete the family story with one of the structures used to talk about habits. In some cases, more than one answer is possible.

My brother is six years younger than me, and when he was little, he (1) _____ (ask) me to read him stories. He (2) _____ always _____ (make) me read the same story about four times, and he (3) _____ never _____ (get) bored! He (4) _____ (carry) his favorite book around with him. I (5) _____ (hide) it so he couldn't find me and make me read it to him! And then he (6) _____ (cry) and I (7) _____ (feel) bad. Now I'm always (8) _____ (ask) him if he wants me to read him a story! It's a family joke.

D **NOW YOU DO IT** Work in groups. Think of a past habit of yours or of someone in your family. Tell your group. Ask each other questions about the effects of the habit and report back to the whole class on what you discussed.

I remember that my cousin Laura always used to ...
I used to think it was ... but now I think ...

NOTICE!

Find and underline all the examples of **always** and **never** in the text. Which structures are they used with?

WATCH OUT!

- ✓ You are always interrupting me.
- ✗ You always are interrupting me.

7 WRITING: contributing to a question-and-answer page

A Read the contributions to the question-and-answer page. What do you think “peer pressure” means?



Gina: I live in a small town, and I feel like there's so much pressure on everyone to fit in and have the same identity. Everyone seems to do the same things and go to the same places. People are always criticizing what other people do. It's hard because I feel like an outsider, both at work and socially. I feel like my interests are different from everyone else's, and it's only my online life that keeps me sane! Have other people experienced something similar or is it just me?

Maura: I feel sorry for you, Gina, but remember that it's not true of all small towns. I live in a small town where people are very happy to let you be yourself. Maybe it's more to do with your country or culture, rather than the size of the town. Here, the only place where peer pressure is a problem is in high school.





Len: Peer pressure can certainly be a problem at work. I work in finance, and there's so much pressure to wear the right clothes, drive the right car, you know, keep up the high-flyer image. People are always going on about all that stuff. It doesn't make any sense to me.

GaryG: It's important to remember that peer pressure can have positive effects, too. When all my friends were doing well at school, the pressure forced me to work hard. The same thing is true at work. I know everyone else is working hard and I don't want to let them down. Being yourself doesn't mean you shouldn't think about other people!



Aran: I'm from Thailand, and I'm interested in hearing from people in other countries. Does peer pressure exist in every culture? There is definitely peer pressure in my country, but sometimes it can be positive, like when there's pressure to work hard or get good grades in school.

B  Work in groups. Read Aran's comment. Make a list of positive and negative examples of peer pressure that you know about in your social or professional group. Decide whether each item on your list usually has more positive or negative effects.

C  With your group, use your list to write an answer to Aran. Include the following information.

- information about your social or professional group—country, city, age, occupation(s)
- examples of peer pressure
- whether you think peer pressure is positive or negative

D “Post” your answer in your classroom. Read the other answers to see if other groups have similar ideas to yours.

HOW TO SAY IT

In my social group, there's a lot of pressure to ..., and I think that's ...

People in my town/college/office are always saying that ...

In my last school/job, people were always ... They would ...



UNDERSTANDING STEREOTYPES

- Be aware of different kinds of stereotypes.
- Consider the stereotypes you hold and what they are based on.
- Think about the negative impact of certain stereotypes.

A Read the joke in the first paragraph of the article below. What positive and negative stereotypes does the joke imply about each of the nationalities?

B In your opinion, are national stereotypes based on real characteristics? Read the article to find out if the study supports your opinion or not.

“HEAVEN IS WHERE THE POLICE ARE ENGLISH, the cooks are French, the mechanics are German, the romantic poets are Italian, and everything is organized by the Swiss. Hell is where the police are German, the cooks are English, the mechanics are French, the romantic poets are Swiss, and everything is organized by the Italians.”

Obviously, the national stereotypes in this old joke are generalizations, but such stereotypes are often said “to exist for a reason.” Is there actually a sliver of truth in them? Not likely, an international research team now says.

The study, which compares “typical” personalities in many cultures with the personalities of real individuals from those cultures, appears in Friday’s issue of the journal *Science*, published by AAAS, the nonprofit science society.

Generalizations about cultures or nationalities can be a source of identity, pride, ... and bad jokes. But they can also cause a great deal of harm. Both history and current events are full of examples in which unfavorable stereotypes contribute to prejudice, discrimination, persecution, or even genocide.

“National and cultural stereotypes do play an important role in how people perceive themselves and others, and being aware that these are not trustworthy is a useful thing,” said study author Robert McCrae of the National Institute on Aging.

The new findings also call into question other stereotypes, such as age stereotypes, according to McCrae.

The researchers tested the possibility that cultural stereotypes might be based, at least partly, on real experiences that people have interacting with each other. If this were true, then such stereotypes would reflect the average personality of real members of that culture.

But McCrae and his colleagues studied real and perceived personalities in roughly 50 countries, and found this wasn’t the case.

“These are, in fact, unfounded stereotypes. They don’t come from looking around you and doing your own averaging of people’s personality traits,” McCrae said.

