Open Mind opens doors

Course brochure and unit walk-through

“Students like the pronunciation and grammar sections... The life skills lessons are interesting and relevant.”
Open Mind

Key features

- Integrated and flexible online components give users access to everything they need in one place. The Online Workbook provides consolidation of the language and skills and includes video and audio activities, as well as full markbook functionality with student and teacher access. The Presentation Kit is an interactive version of the Student’s Book for IWBs, designed to engage students and teachers with its interactive, heads-up delivery options. And the Student’s and Teacher’s Resource Centres, containing downloadable audio and video and lots more material, add to the range of dynamic components.

- ‘Life skills’ are a core feature prominent in the syllabus, with the different skills organised into three key domains: Self and Society, Work and Career, Study and Learning.

- A strong focus on functional language helps learners with their fluency and their speaking skills.

- Grammar sections focus on meaning, form and function.

- A grammar reference section provides clear grammar explanations and exercises.

- Support for speaking tasks with clearly-labelled functional language.

- Speaking and Writing workshops offer self- and peer-assessment features.

- Authentic video content and video worksheets.

See a full unit walk-through from Open Mind Intermediate Level at the end of this brochure to find out more about these features. Download other levels with audio samples at www.macmillanopenmind.com/sample-print-content

What is Open Mind?

Open Mind encourages students to become independent learners and analyse their own progress through the functional language and grammar syllabus built into the course.

This, combined with a unique life skills theme running through the course, helps them become well-rounded individuals as well as confident speakers of English.

The philosophy behind Open Mind is that in order to answer the needs of 21st century students, a language course needs to engage with them on many levels. Open Mind targets students’ language needs but also provides them with the professional, academic and personal skills they need for all-round success.

Vibrant, well-rounded and engaging the course is packed with high-quality authentic video material, strong visuals and topics that get students talking. The course is flexible with options for digital delivery, and the strong life skills strand underpins the course.

You can find out more about life skills and how they are developed in Open Mind over the next pages.

Tell us about your classes and your students.

Our students range from under 20 to over 50 year-olds, and are mixed groups of mostly females. In addition to Algerian students, we have students from other parts of Africa, Syria, and Asia including China and Korea.

We offer weekend and evening classes, as well as our weekday classes, consisting of six hours of study per week. We use the coursebook and the audio CDs and DVDs provided with the Teacher’s Book Premium Pack and Resource Centres. All our classrooms have plasma screens and DVD players.

Most of our students need English for work, and also their studies – in Algeria and abroad. Others are interested in English because it’s the most widely used foreign language in the world. Classes are of mixed ability, but all students are interested in learning and curious. Most of them want to improve their speaking so anything with speaking is popular with them. They also like the pronunciation and grammar sections.

SBL and ELTC Algiers in Algeria

Rabie Oumoussa – School owner and director

At SBL and ELTC Language Schools in Algiers, we’ve been using all levels of Open Mind and the Mind series.

Why does the course work for your classes?

Most of our teachers like the easy-to-use methodology and the instructions, which are well laid out.

What are your favourite parts of the course, and what influenced your decision to use Open Mind with your classes?

My favourite features are the inductive grammar and life skills section from the series. Overall, the course material is very well presented and easy to follow through the short notices, which are very helpful. The books are colourful and visually attractive and pleasant to teach from. Of everything, the life skills and the inductive grammar inspired me the most.
Meet the **Open Mind** authors

**Steve Taylore-Knowles**
Steve has been involved in ELT for over 20 years as a teacher, examiner, trainer and author. Steve is co-author of the highly successful American English Mind series, now published in its second edition, as well as Open Mind. He has also written a number of other successful courses including Laser and Destination.

Steve has served on the Executive Board of TESOL Greece and regularly speaks on various aspects of English Language Teaching at conferences and events around the world.

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**Joanne Taylore-Knowles**

After completing her Master’s Degree in English, Joanne’s teaching career took her to Greece, where she worked as an English language teacher. She taught a range of students there, from young learners to adults, specialising in exam preparation classes. Joanne now focuses on writing classroom materials.

“...it’s not always easy to engage adults in learning English. The trick is to find the right topics and ways of making them accessible. The topics in **Open Mind** range from the familiar to the more thought-provoking, and learners get lots of opportunities to express their opinions and relate them to their own lives...”

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**Mickey Rogers**
Mickey graduated from the university of Texas and went on to teach there after gaining a Masters in TEFL. Since then, she has taught in Colombia, Spain, America and Mexico. Mickey has worked as a teacher trainer, a sales rep, an editor, a managing editor and an academic services manager. Her other titles include Style, Skyline and Attitude, all published by Macmillan.

“In today’s world, you will succeed only if your mind is open to new ideas and ways of doing things. **Open Mind** is about learning more about the world and your place in it, as well as learning English...”

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**Dorothy E. Zemach**
Dorothy specialises in writing and editing ELT materials and conducting teacher training workshops. Her areas of interest are teaching reading and writing, business English, academic English and testing.

“What’s exciting to me about **Open Mind** is that students can not only see how language skills apply to their learning of English, but how that applies to life skills, and how those life skills apply to their education, career, and personal and social lives. Their studies are both interesting and relevant...”

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**Other authors:**

- Tim Bowen
- Robyn Brinks Lockwood
- Yvonne Maruniak
- Vinodini Murugesan
- Anna Osborn
- Chris Valvona
- Lindsay Warwick
- Ingrid Wisniewska
- Adam Worcester
- Chris Valvona
- Lindsay Warwick
- Ingrid Wisniewska
- Adam Worcester

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**What do you get with **Open Mind**?**

The flexible range of component packs makes it easier than ever to choose the combination of material for your teaching situation. Easily accessible packs for both students and teachers give you everything you need in one place.

**For students**

- Student’s Book Premium Pack
  - Print Student’s Book
  - Webcode access to Online Workbook and Student’s Resource Centre

- Student’s Book Pack
  - Print Student’s Book
  - Webcode access to Student’s Resource Centre and Class audio MP3s
  - DVD with video

**For teachers**

- Teacher’s Book Premium Pack
  - Print Teacher’s Book
  - Class Audio CD
  - DVD
  - Webcode access to the Teacher’s Resource Centre, Online Workbook and Student’s Resource Centre
  - Presentation Kit

**Open Mind CEFR levels**

<table>
<thead>
<tr>
<th>Level</th>
<th>CEFR</th>
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<tbody>
<tr>
<td>Open Mind Beginner</td>
<td>A1</td>
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<tr>
<td>Open Mind Elementary</td>
<td>A2</td>
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<tr>
<td>Open Mind Pre-intermediate</td>
<td>B1</td>
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<tr>
<td>Open Mind Intermediate</td>
<td>B1+</td>
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<tr>
<td>Open Mind Upper Intermediate</td>
<td>B2</td>
</tr>
<tr>
<td>Open Mind Advanced</td>
<td>C1</td>
</tr>
</tbody>
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Open your mind to a wealth of flexible online resources

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

Teachers and students will enjoy working with the fresh and rich online material, which also helps free up teaching time, so teachers can focus more time on the students and their needs, instead of spending it all on preparation and marking.

**Online Workbook and Markbook**

Available as part of the Student’s Book Premium Pack, Teacher’s Book Premium Pack or as a stand-alone component, the **Online Workbook** provides interactive workbook activities that support the Student’s Book material and provide instant feedback.

An integrated gradebook captures the scores and can also be viewed by the teacher who can assign targeted exercises and see reports and data on their students’ progress and performance.

**Student’s Resource Centre**

Accessible through the Student’s Book Pack and Student’s Book Premium Pack, the **Student’s Resource Centre** includes the class and Workbook audio as MP3 files. High-quality video, matched to the Student’s Book themes and language areas, is available online with downloadable video worksheets.

**Teacher’s Resource Centre**

Accessible through the Teacher’s Book Premium Pack, the **Teacher’s Resource Centre** includes class and workbook audio, streamable video and video worksheets with extensive teacher’s notes, additional Life Skills lessons, communicative wrap-ups and CEFR checklists.

Teachers can access a wide variety of testing materials including unit, mid-course and end-of-course tests in PDF and editable Word formats, as well as a course placement test.

As part of the Teacher’s Premium Pack, teachers get access to the **Student’s Resource Centre** as well as the Teacher’s Resource Centre, which helps them to plan lessons more effectively using these additional resources.

**Presentation Kit**

Uniquely available with the Teacher’s Book Premium Pack, the **Presentation Kit** offers a page-faithful digital version of the Student’s Book with embedded audio, video, pop-up answers and interactive tools. This makes it perfect as a class presentation tool and is ideal for heads-up teaching. You can use it through an Interactive Whiteboard or by using a laptop with projector.

Including:
- **Online Workbook** for practice, consolidation and progress checks
- Accessible on any device that can view the internet, including tablets and mobile phones
- Downloadable options so that materials can be used offline
- High-quality video matched to the Student’s Book themes and language areas
- Full support for testing through the **Teacher’s Resource Centre**
- Additional lessons and activities all linked to the themes of the course

**Including:**
- **Online Workbook** for practice, consolidation and progress checks
- Accessible on any device that can view the internet, including tablets and mobile phones
- Downloadable options so that materials can be used offline
IN THIS UNIT YOU
- learn language to talk about work and jobs
- read job advertisements
- listen to a lecture about work
- talk about your ideal job
- write a description of a workplace
- learn to prepare for a job interview
- watch a video about careers

LIFE SKILLS
WORK & CAREER

IN THIS UNIT YOU

preparing for a job interview
Think of five things you need to do before going to a job interview. Why is it important to prepare?

The two ‘on’ skills of the unit, which are developed through sub-skills, are highlighted here. The two ‘off’ skills (in this case listening and writing) are only being practised in this unit. The units alternate their ‘on’ and ‘off’ skills.

Clear, vibrant and visual unit openers set out to the CEFR. Simple questions give students the opportunity to leaf through the unit and familiarise themselves with the topic.

A Match the pictures to the unusual jobs.

1. ice cream taster: tastes different ice cream flavours to see which ones people will buy
2. laughter therapist: helps other people become happier by making them laugh
3. golf ball diver: finds the golf balls that have landed in the lakes on golf courses
4. cartoon mascot: wears a cartoon costume at a theme park or fair
5. snake milker: extracts venom from snakes
6. fortune cookie writer: writes the fortunes inside the cookies you get with Chinese food

A B Match the pictures to the unusual jobs.

A: I think the strangest job is golf ball diver.
B: Really? I think it would be fun to be a laughter therapist.
A: Yes, but the most interesting job is ice cream taster!

Useful functional language is highlighted.

HOW TO SAY IT

Talking about unusual jobs
I think it would be fun to be a … because …
The most interesting job is being a …
Another unusual job is being a …
Some people work as …, which is very unusual.

www.macmillanopenmind.com
VOCABULARY: the world of work

A Read the sentences and match the phrases in bold with these phrases.

1. I’d love to work in advertising when I leave university.
   a) to write down
   b) have a career
   c) a good listener
   d) work for a company
   e) apply for a job
   f) be unemployed

2. If you are a lawyer, you can very well paid.
   a) to write well
   b) to answer the questions
   c) have a job
   d) have a good relationship
   e) be unemployed
   f) apply for a job

3. Do you have a good relationship with the people you work with?
   a) is a good listener?
   b) have a good relationship
   c) have a good sense of style?
   d) have a good memory
   e) write a cv
   f) be unemployed

4. John will not have a job if the company closes down.
   a) to write well
   b) to answer the questions
   c) have a job
   d) have a good relationship
   e) be unemployed
   f) apply for a job

B Work in pairs. Ask and answer these questions.

1. Have you ever applied for a job?
2. What career do you hope to have?
3. Which job requires someone who ... a) is a good listener?
   b) can make decisions?
   c) has a good sense of style?
   d) has travelled a lot?
   e) has the ability to write well?

READING: job adverts

A Read these adverts for jobs. Write A or B to answer the questions.

Which job requires someone who …

1. is a good listener?
2. enjoys being alone?
3. has travelled a lot?
4. can make decisions?
5. has a good sense of style?
6. has the ability to write well?

WANTED: ISLAND CARETAKER

We’re looking for someone fit, active and ambitious to do the best job in the world! You’ll live on a tropical island, with just the fish and birds for company!

You’ll blog about your adventures, and keep the world up to date on what a fantastic area the island is in. Apart from informing the public, you’ll also inform us, by keeping an eye on the wildlife and reporting on the levels of fish in the area.

We are offering a great salary and free accommodation, with the best view in the world! The successful applicant will have a CV full of adventure and will be an experienced traveller. He or she will also have an interest in the natural world and the environment, as well as excellent communication skills.

Contact us at bestjob@totaltropics.com and we’ll send you an application form.

B Work in small groups. Discuss these questions.

1. Which things you would like or dislike about each job?
2. Would you be interested in doing one or both jobs?
3. Which job would you prefer, and why?

C PRACTICE Correct the mistakes in the sentences.

1. He’s too young that he works here.
2. You aren’t working enough fast.
3. He’s too young that he works here.
4. I’d love to work in advertising when I leave university.
5. He’s very young that he works here.

D NOW YOU DO IT Roleplay a conversation like the one in Exercise A.

Use the information below to help you.

Student A
You work in an office. You meet Student B during a break. You want to make them feel welcome and find out how the new job is going. Ask questions about their first day on the job and answer any questions they may have about the job, the office or your colleagues.

Student B
This is your first day in your new job. You meet Student A during a break. You want to make friends. Answer their questions about your day so far, and ask Student A questions about the job, the office or your colleagues.
LISTENING: taking notes page 122

When you listen to a lecture, concentrate on understanding the speaker rather than on taking detailed notes. Keep notes short and simple by using abbreviations and symbols like + instead of the word and, or incl instead of the word including. You can also invent your own abbreviations.

A Match these common abbreviations to their meanings.
1. b/c
2. x
3. +
4. e/
5. w/
6. =
7. e.g.
8. >
9. approx
10. approx

The sub-skills sections are an indicator of the unit’s ‘on’ skill. They offer tips and advice, and support students in the development of that particular language skill in addition to practising it.

B 2.35 You are going to listen to the first part of a lecture whose title is ‘No one should ever work’. Listen and complete the notes below.

1. The abolition of work
   a) theory
      • (1) ________ essay – US lawyer, Bob Black
      • we’re not (2) ________ b/c we work
      • only way to be free is (3) ________
   b) workers
      • (4) ________ in control
      • free time isn’t really free b/c (5) ________

C Work in pairs. Use the outline to tell each other the main points of the lecture.

D 2.36 Listen to the final part of the lecture. Take notes under the following headings, using abbreviations where possible. Then compare your notes with a partner and combine them to make them more complete.

E Work in small groups. Read the notes you took and talk about whether you agree or disagree with the key ideas that the speaker mentioned.
A: I agree with the idea that people shouldn’t have to work.
B: I disagree. I think that working is important because …
**GRAMMAR: separable and inseparable phrasal verbs**

**A LANGUAGE IN CONTEXT** Read this review of the reality TV series *Job Swap*. Which of the women enjoyed her experience on the show?

Tuesday's *Job Swap* (8.30pm, Channel 9) was fantastic! Zoe, a hairdresser from Edinburgh, swapped jobs with Jemma, a part-time office secretary from Brighton. Zoe was very positive about the experience and said she had learnt new skills. ‘At the salon, I don’t have to write information down or fill in forms, so that was new for me.’ In contrast, Jemma had problems with some of the other hairdressers. ‘I didn’t get on with them,’ she said. ‘They talked about famous celebrities all the time. I’d never heard of any of them, so I didn’t join in with their conversations.’ She didn’t like the customers, either. ‘Dealing with them was so boring!’ she said. Boring maybe, but it did make great TV!

**B ANALYSE** Read the text in Exercise A again.

Form Choose the correct option to complete the sentences. Then complete the table with examples from Exercise A.

With separable phrasal verbs, you (1) can / can’t put a noun between the verb and the particle. With inseparable phrasal verbs, you (2) can / can’t.

With separable phrasal verbs, we (3) always / never separate the verb and the particle when the object is a pronoun (you, it, them, etc).

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>verb + particle + noun</td>
<td>verb + noun/pronoun + particle</td>
</tr>
<tr>
<td>verb + particle + noun/pronoun</td>
<td>verb + noun/pronoun</td>
</tr>
</tbody>
</table>

**C PRACTISE** Choose the correct answer to complete the sentences. Choose both answers if they are both correct.

A: Did you remember to turn off the lights before you left the office?
B: No, I forgot to turn them off / of them. Sorry.

2. Peter called. I said you’d call him back / back him.
3. The people I work with are really nice. I get along with them / them with.
4. A: What should I do with this form?
   B: Just write your information down / write down your information and sign it.
5. I ran into John Carver / John Carver into at a meeting today.
6. A: Have you heard of the company called Nike?
   B: Yes, of course I’ve heard it / of it!

**D NOW YOU DO IT** Work in pairs. Think of a business that you’d like to set up. Tell your group about the things you’d like and dislike about having your own business.

A: Setting a clothing shop up would be cool.
B: Maybe, but I don’t think I’d like dealing with angry customers.

**PRONUNCIATION:** stress patterns with phrasal verbs

**A 2.38 Listen and repeat these sentences. With each phrasal verb, is the stress on the main verb or on the particle?**

1. When you’ve filled in the form, please hand it in to reception.
2. I’ve fallen behind with my work a bit, but I’m hoping to catch up next week.
3. I copied Helen in when I sent the email but she didn’t get back to me.

**B 2.39 PRACTICE** saying these sentences with the correct stress. Then listen and check.

1. We need to look into the poor sales figures and come up with solutions.
2. When you call Rob back, ask him to come up to my office.
3. I didn’t pick the phone up because I was writing up my notes from the meeting.

**WRITING:** descriptions page 123

To make your descriptions interesting, use adjectives which tell the reader how something feels, sounds, tastes, looks or smells. Try to create a picture in your reader’s mind.

**A** Which of the adjectives in the box can you use to describe these different workplaces? Write four adjectives for each picture. Then compare your answers in pairs.

- bright
- busy
- chaotic
- colourful
- comfortable
- dirty
- fun
- noisy
- repetitive
- smelly
- stressful
- unsatisfying

**B** Read this description of a workplace. Underline the adjectives. What does the writer like and dislike about their workplace?

**C** If you work, write a description of your workplace. If you don’t work, write a description of your ideal workplace. Use a variety of descriptive adjectives.

**D** Work in groups. Read your description to your group. When everyone has finished, vote on the description which created the best picture in your mind.
C Read the careers advice. Which of the questions do you think is the most difficult to answer?

INTERVIEW QUESTIONS

Whatever type of job you’re applying for, it’s always a good idea to be prepared. Here is a list of FAQs in job interviews and advice on how to answer them.

• Tell me about yourself.
  This is your chance to say who you are. Find out about the company to get an idea of the skills, experience and personalities they’re looking for. In the interview, talk about things that show you would be the best person for the job!

• What do you do in your current job?
  Be positive about what you do in your current (or previous) job. Try to link your past experience to the job you are being interviewed for.

• What are your strengths and weaknesses?
  You can talk about your ability to stay calm, your prioritising skills, problem-solving skills, how good you are as a team player, how confident/reliable/motivated, etc. you are. Give real-life examples! Be honest about a weakness, but don’t focus on it. Say what you are doing to change it.

• Why do you want to work for this company?
  Be positive. Find out about the company and explain how what they offer is connected to your ambitions and hopes for the future.

• When can you start?
  Be enthusiastic! Say ‘Immediately’ or ‘I need to give x weeks’ notice to my current employer.’

• Have you got any questions?
  Before the interview, always prepare one or two questions to ask at the end of the interview which show you’re interested in the company, for example:
  How many people work in the department?
  Do you offer training?
  How is performance evaluated and rewarded?

Good luck!

HOW TO SAY IT

Describing work experience
I have experience in …
One of my main strengths is …
I really enjoy …
Working as part of a team interests me because …
I’d like to work for your company because …

Work in pairs. Talk about whether you would give the job to the man or the woman, and why.

Think of a job you would be interested in applying for. Then work on your own to prepare complete and positive answers to the interview questions in Exercise C.

Work in pairs. Take turns roleplaying a job interview. Student A, ask the questions from Exercise C. Student B, give the answers you prepared. Then switch roles.

REFLECT … How can the skill of preparing for an interview be useful to you in Self and Society and Study and Learning?
A Choose the correct phrases. (7 points)

If you’ve (1) been unemployed / applied for a job for some time one of the most important things you should do is (2) earn a good salary / write a good CV. It’s also important to make sure you are (3) applying for a job / having a career that is right for you. There’s no point (4) getting on with your colleagues / working for a company if you want to run your own business. If you need to be at home to look after children, it’s probably more important to (5) get a part-time job / have a career than work all the time. If (6) earning a good salary / applying for a job is important to you, you will need to work hard and be prepared to work long hours, too. Whatever job you get, you should make an effort to (7) work for a company / get on with your colleagues. We can’t choose the people we work with!

B Complete the sentences with the phrasal verbs from the box. (8 points)

call back  catch up  copy in  fall behind  fill in  join in  look into  pick up

1. Could you please (call back) this form with your information?
2. Always be polite when you (catch up) the phone.
3. Please could you (copy in) the customer who left a message?
4. I don’t want to (fall behind) with my work while I’m away on holiday.
5. Don’t worry, Jenny will help you (fill in) with your work when you get back.
6. Can you (join in) the accounts department when you send this message?
7. I need to (look into) the problem in some more detail.
8. Are you going to (pick up) with tomorrow’s meeting or not?

9 – 15 correct: I can talk about the world of work and use phrasal verbs for talking about work. Score: /15
0 – 10 correct: Look again at the grammar sections on pages 143 and 146.

2 GRAMMAR

A Complete the sentences with so, such, too or enough and the adjective in brackets. (7 points)

1. It was ___________ (good) idea to have the meeting in a café.
2. Was my report ___________ (detailed)?
3. This meeting has been going on ___________ (long). It should have finished at three.
4. It’s ___________ (difficult) to get a job in TV. But I’m not going to give up.
5. Ella is ___________ (brilliant) teacher. All her students love her.
6. It’s ___________ (nice) working here. Everyone is very friendly.
7. The room isn’t ___________ (big) for the meeting. We’ll have to find a bigger one.

B Tick the sentences that are correct. Rewrite the incorrect sentences. (8 points)

1. I was listening to my MP3 player, but a colleague asked me to turn it off.
2. John Brown phoned. Can you call back him?
3. Filling in forms is a large part of my job.
4. If you don’t want to forget something, write it down.
5. Some colleagues were having a discussion, but I didn’t join in.
6. I’ve never heard of this new company.
7. As a doctor, I have to be very good at getting on with patients.
8. If you go to the theatre, you might run Mary into.

11 – 15 correct: I can use so, such, too and enough and separable and inseparable phrasal verbs to talk about work. Score: /15
0 – 10 correct: Look again at the grammar sections on pages 143 and 146.

HOW ARE YOU DOING?

Think about your speaking and tick the statements that are true.
I feel confident …

• describing my ideal job
• agreeing and disagreeing with someone
• using questions to ask for more information

How do you feel about your speaking generally?

Very confident  Not sure … Need to practise
All six levels available.

Choose from a wealth of print and digital components.

Student’s Book Pack | Student’s Book Premium Pack | Online Workbook | Workbook + CD (+ Key) | Workbook + CD (– Key) | Teacher’s Book Premium Pack
---|---|---|---|---|---
Beginner A1 | 9780230458277 | 9780230458154 | 9780230458789 | 9780230458389 | 9780230458420 | 9780230469402
Elementary A2 | 9780230458284 | 9780230458109 | 9780230458734 | 9780230458437 | 9780230458420 | 9780230469433
Pre-intermediate B1 | 9780230458291 | 9780230458116 | 9780230458741 | 9780230458383 | 9780230458444 | 9780230469464
Intermediate B1+ | 9780230458307 | 9780230458185 | 9780230458697 | 9780230458451 | 9780230458390 | 9780230469495
Upper Intermediate B2 | 9780230458253 | 9780230458192 | 9780230458703 | 9780230458406 | 9780230458468 | 9780230469525
Advanced C1 | 9780230458260 | 9780230458208 | 9780230458710 | 9780230458413 | 9780230458475 | 9780230469556

The way we teach and learn is changing. Technology is making it possible to create classrooms without walls. Online learning programmes can now take away many of the time-consuming tasks teachers face such as marking, grading and level testing, giving them more time for communicative classroom activities.

Data can be used to accurately monitor student engagement and performance, helping teachers to address their students’ needs in a personalised way. Flexible blended learning models can give teachers much more freedom to choose what they want to do in class and what they want the students to do online outside of the classroom. New ideas abound such as adaptive learning, personalised learning and the flipped classroom.

Macmillan will be engaging in this new world and we want to take you with us on this exciting journey and listen to your ideas, thoughts and concerns. Look out for the Big tree logo over the coming year.

www.macmillanopenmind.com