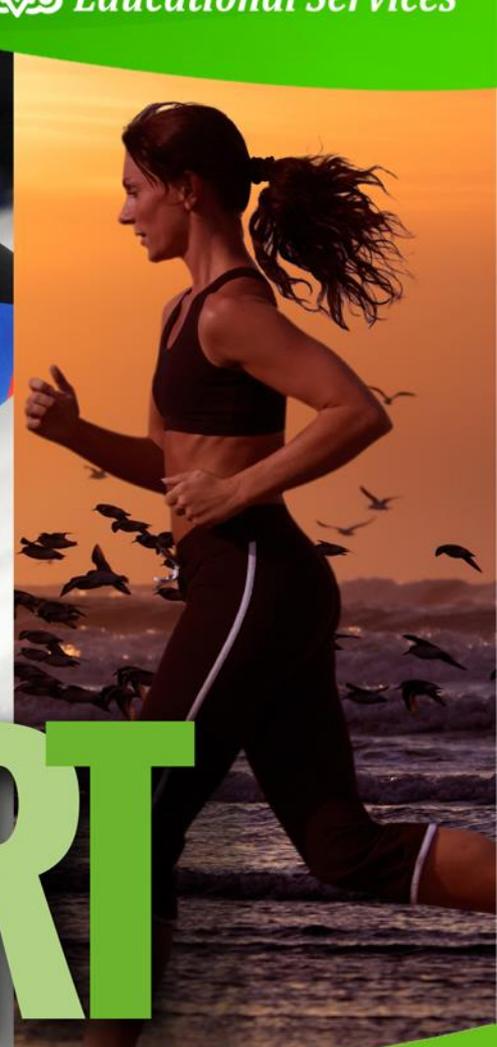
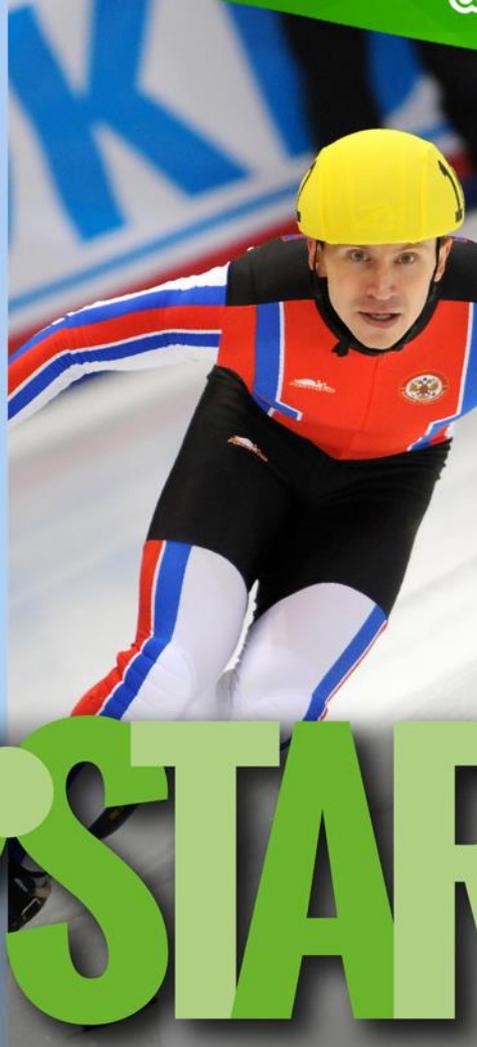
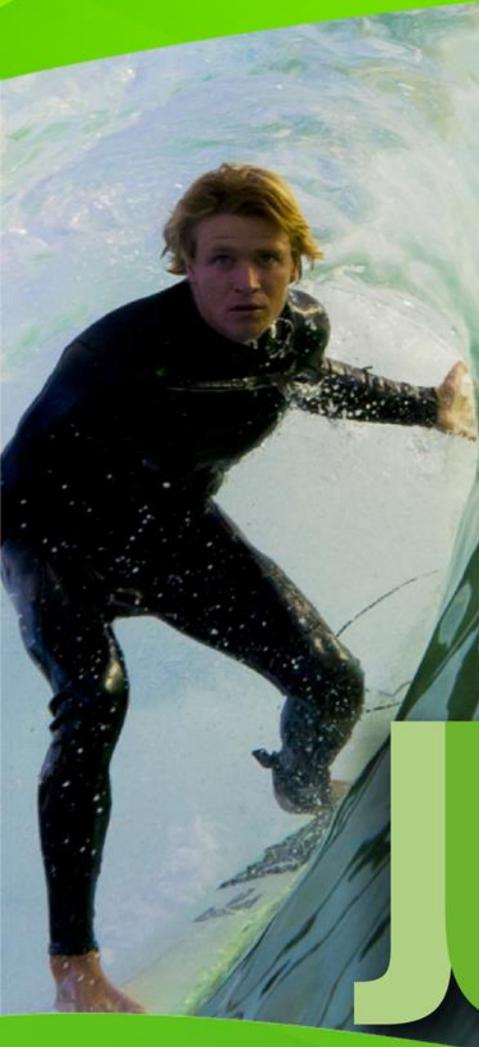


September 15th, 2018

 Latin American
Educational Services



JUMPSTART

Special Opportunity to Acquire the Full Rights to
Finished Textbooks for English Language Teaching

Overview

- This is a unique opportunity to acquire for your country or company the unlimited and exclusive rights to an outstanding new, completely developed four-level, English Language Teaching (ELT) program appropriate for students aged 14–19 ('high school' or post-secondary, university and young adult).
 - This license will permit your unlimited use of the materials in your country, without restriction, and without royalties.
 - All the materials are completely finished and ready for printing and distribution; this is a turnkey opportunity. We are seeking a flat fee for the printing license. Adaptations may be made to the materials at an extra cost.
 - Suitable for young adult and adult students in a public or private education setting.
- 

The Opportunity

The unlimited licenses to these educational materials are available on a country-by-country basis, such that a company, ministry of education or educational foundation may acquire the right to print, distribute and provide these materials without restriction in that country.

The materials may also be adapted to order, and can be matched to your curriculum, for an additional fee.

There are no second-party rights; we own all the images.



The Product: *Jump·Start*



Our partner **Mantis ELT** in Mexico has completely developed *Jump·Start*, a four-level (or grade) English language teaching program (textbooks with ancillaries) aimed at the upper secondary or “high school” student aged 14–19 who is learning English in a class 3 to 5 hours per week.

Jump·Start is a “**high-interest, low-level**” program—it is appropriate for young adults, contains material of high interest to this age group, but assumes they have a low level of English proficiency.

The program includes, for each of the 4 levels:

- Student Book
- Teacher’s Edition
- Audio Program

Program details

10 Food

In this unit you will learn to

- use knowledge of count and noncount nouns to quantify different foods.

Reading

1 Discuss the questions with a classmate.

- Do you like to eat pizza?
- What toppings do you like on your pizza?



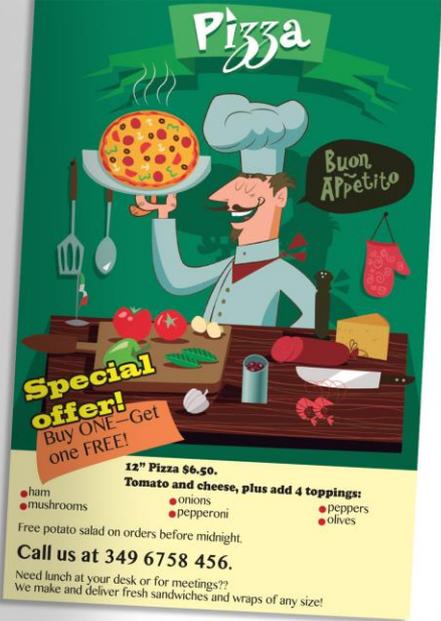
2 Read the ad. Then listen and complete the phone conversation.

A: _____ Luigi's Pizza.
B: I want to order a _____.
A: We have a _____ offer, today.
Buy _____ get one _____.
B: Great! How _____ is the pizza?
A: It's \$6.50 for a _____ pizza.
B: How _____ toppings do I get?
A: _____
B: OK. I want two pizzas with pepperoni, mushrooms, _____.



3 Practice the conversation with a classmate.

Jumpstart
Tell a classmate what you drink when you eat pizza.



Pizza

Buon Appetito

Special offer!
Buy ONE—Get one FREE!

12" Pizza \$6.50.
Tomato and cheese, plus add 4 toppings:
● ham ● onions ● peppers
● mushrooms ● pepperoni ● olives

Free potato salad on orders before midnight.
Call us at 349 6758 456.
Need lunch at your desk or for meetings??
We make and deliver fresh sandwiches and wraps of any size!

Jump·Start Student Book, Level 1

- **Jump·Start** is a four-level basic American English series designed to motivate students to progress beyond an average testing competence.
- **Jump·Start's** robust oral skills program will support students in meeting their personal language-learning expectations to comprehend and express themselves in English within the scope of their everyday life and social media interactions.

Program details

5

Vocabulary
Work activities

1 Write the words from the box to complete the work activities you hear. Listen again to confirm your answers.

drive look after open (u-p) prepare repair sell start talk teach

1 to customers 2 a truck 3 adults
4 food 5 work 6 computers
7 patients 8 products 9 the store

Transportation

2 Read the text. Circle the words for transportation. Underline the verbs we use with different modes of transportation.

In my city people use all types of transportation. In the morning, I see children go to school. Some children ride their bicycles; others take the school bus. At night I see people go home from work. Some take the subway and others drive their cars. I usually walk to work every day. On Fridays I visit customers, so I catch a taxi. Once a month, I visit my company's head office. I take a plane or ride the train.

Jumpstart
Tell a classmate what transportation you use to get to school or work.

Conversation

1 Listen and practice the conversation.

2 Practice the conversation again and change the words in blue to talk about other jobs.

Professions and occupations

accountant	bus driver	dentist	designer	electrician	engineer
firefighter	gardener	lawyer	pharmacist	plumber	police officer
receptionist	soldier	taxi driver	waiter		

Work activities

gives fiscal / legal advice	drives a bus / a taxi	looks after people's teeth
solves technical problems	puts out fires	plants trees and flowers
dispenses medicines	meets and greets customers	
serves food	works for the police force / the army	
designs things	repairs machines / electrical circuits / water systems	

pharmacist electrician receptionist dry cleaner doctor

The *Jump-Start Student Books* contain:

- ample opportunities for students to listen to natural English,
- a simple approach to language instruction,
- step-by-step guidelines for writing activities,
- projects to develop collaborative learning skills.

Jump-Start Student Book, Level 1

Program details

10

Communication

Language in use Conversations about food

1 Listen to the conversations. Who is talking in each conversation? Number the pictures in the order you hear the conversations.





2 Listen again and write a list of the food items you hear.







3 Complete the conversations.

Max: Do we have _____ eggs?
 Sox: No, we don't.
 Max: Do we have _____ cheese?
 Sox: Yes, we have _____ cheese.
 How _____ cheese do you need?
 Max: About a _____.

Cer: Do we have _____ tomatoes?
 Assesw: Yes, there are a _____ tomatoes. How _____ do you need?

Basz: I'm hungry! Shall I make us _____ sandwiches?
 Awz: Sorry, there isn't _____ bread. But there are _____ eggs in the refrigerator.

4 Practice the conversations with a classmate.

Real World English Stressed words In English, speakers stress important words.

5 Listen and repeat the exchanges. Make sure you say the stressed word with more emphasis.

- A: Do we have any **potatoes**?
B: No, we don't.
- A: Do we have any **milk**?
B: Yes, we have some **milk**. How much **milk** do you need?
- A: Do we have any **onions**?
B: Yes, there are a **few** onions. How many do you **need**?

Sounds of English short e and short i sounds In English, there is a big difference between the sound of e at the start of any and the i sound in the middle of swim.

6 Look at the words. Listen and repeat.

any	lid
egg	in
hen	sit
check	swim
bad	miss
head	fill
ten	pen
bill	




7 Listen and repeat the sentences. Pay attention to the pronunciation of the short e and short i sounds.

- Are there any **pens** on the table?
- Put the **eggs** in the saucepan and **fill** it with water.
- Is it OK if I sit **here**?
- Remember to **check** the **bill**.
- If you're tired, go to **bed**.
- It's great value. It's only **ten** dollars a **head**.
- I **miss** **swimming** in the ocean.

English and you Talking about ingredients and quantities

8 Write some of the food items you have in your kitchen at home in the correct column.

Count	Noncount

9 With a classmate, decide on a traditional Mexican dish you want to make. Discuss what ingredients you need and how much / how many of each ingredient you need.

- An audio program, which includes a conversation, the structured listening program, and pronunciation content;
- Review exercises, so that students can track their progress;
- An optional integrated Workbook, and Collaborative Learning strand.

Program details

The *Jump-Start Teacher's Editions* contain:

- Interleaved procedural notes for all unit material;
- Suggestions for extension exercises;
- Answer keys for all Student Book activities;
- Language notes for common expressions;
- Teaching tips to promote development of best classroom practices,
- Possible answers for all open-ended activities.

Reading

1 Discuss the questions with a classmate.

- Where do you go on vacation? Where do you stay?
- What information do you give friends when they visit your town?

2 Michael and Jeremy are exchanging houses for vacation. Listen and read the letter Jeremy leaves for Michael.



3 Where can Michael find these things and places? Write the locations.

1. maps	On the table.
2. City Hall	In the main square.
3. the new mall	Behind City Hall.
4. an art center	Inside the mall.
5. Museums and...	Across the square from City Hall.

Welcome, Michael!

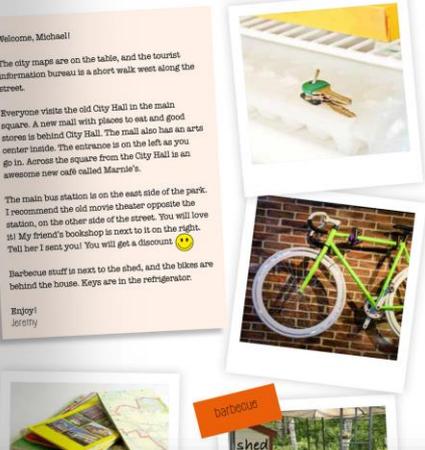
The city maps are on the table, and the tourist information bureau is a short walk west along the street.

Everyone visits the old City Hall in the main square. A new mall with places to eat and good stores is behind City Hall. The mall also has an art center inside. The entrance is on the left as you go in. Across the square from the City Hall is an awesome new café called Marnie's.

The main bus station is on the east side of the park. I recommend the old movie theater opposite the station, on the other side of the street. You will love it! My friend's bookshop is next to it on the right. 'Till here I sent you! You will get a discount 😊

Barbecue stuff is next to the shed, and the bikes are behind the house. Keys are in the refrigerator.

Enjoy!
Jeremy



3

- Read the directions to the class.
- Direct Ss' attention to the items and the locations.
- Tell Ss to refer to the reading on page 55 to find and check their answers.
- Ask Ss to work independently.
- Walk around the classroom and monitor Ss' work.
- Go over the answers as a class.

Language note **Movie theater**

- Tell Ss that people in the United States often call the cinema "movie theater".
- Mention that often people say "go to the movies" rather than movie theater.
- Point out that some movie theaters in the U.S. may use "cinema" in their names; others may use theater or theatre (an English spelling).
- Write the names of some movie theaters in the city of Chicago on the board:
 - Regal Cinemas
 - Davis Theater
 - Century Centre Cinema
 - The Chicago Theatre
 - The Logan Theatre
 - Marcus Chicago Heights Cinemas

Culture note **Exchanging houses**

- Tell Ss that exchanging houses is becoming more popular around the world.
- Point out that exchanging houses for vacations is nothing new and has been going on for many years.
- Mention that a large number of websites are dedicated to helping people find vacation locations and arranging home exchanges.
- Tell Ss that a couple of well-established examples are HomeLink.org and HomeExchange.com.

Jump-start

- Direct Ss' attention to the Jump-start box.
- Read the directions aloud while Ss follow.
- Ask Ss to circulate around the class and introduce themselves as many people as possible.
- Write the names of some movie theaters on the board.
- Walk around the class and monitor Ss' conversations.

4

- Read the directions to the class.
- Direct Ss' attention to the speech bubbles.
- Read the speech bubbles aloud while Ss follow.
- Ask Ss to use the speech bubbles as a model.
- Have Ss form pairs.
- Ask: *Why do you want this job?*
- Walk around the class and monitor Ss' conversations.

Reading

Learning objectives to read, listen, and talk about vacation places and places of interest in towns or communities

1

- Read the directions and the questions aloud while Ss follow.
- Have Ss form pairs.
- Walk around the classroom and monitor Ss' conversations.
- Have volunteers share their answers with the class.

Possible answers

- Answers will vary. Well known beaches and resorts; overseas such as New York, Miami, London, Paris. We stay in hotels or with family members.
- Answers will vary: Museums, historical buildings and monuments; the airport, bus stations and other modes of transportation; local restaurants; places for shopping.

2

- Read the directions aloud.
- Direct Ss' attention to Jeremy's letter to Michael on page 55.
- Ask Ss to look at the pictures on page 55.
- Point out that these are some of the things that Jeremy mentions in his letter.
- Ask Ss to work independently.
- Play the audio more than once.

Extension activity

- Have Ss work in small groups.
- Ask Ss to make a list of things they would leave for a visiting guest.
- Walk around the classroom and monitor Ss' conversations.
- Have Ss exchange and compare lists with other groups.

Language notes **Information Bureau**

- Tell Ss that a "bureau" means office or department.
- Explain that a bureau generally collects and distributes news or information.
- Point out that a bureau may be in charge of special government duties.
- Tell Ss that well-known examples are the FBI (Federal Bureau of Investigation) or a travel bureau, news bureau, travel bureau.

City Hall

- Tell Ss that the "City Hall" is a term used for the main administrative building of a city.
- Explain that the City Hall is where a town's mayor may have his or her office.
- Mention that the City Hall is the place people may go to get a marriage license, a birth certificate, or other copies of other official documents.

The Mall

- Tell Ss that "the Mall" is a large building or a series of connect buildings that contain a number of stores and restaurants.
- Point out that the Mall may also be a large public area with trees and benches for sitting much like a park.

Barbecue

- Tell Ss that "barbecue" is the term used for roasted meats that are usually prepared outside over an open fire or hot coals.
- Point out that in the English language barbecue is sometimes written as barbeque or BBQ.

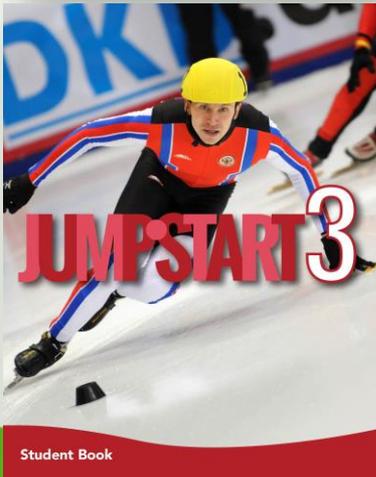
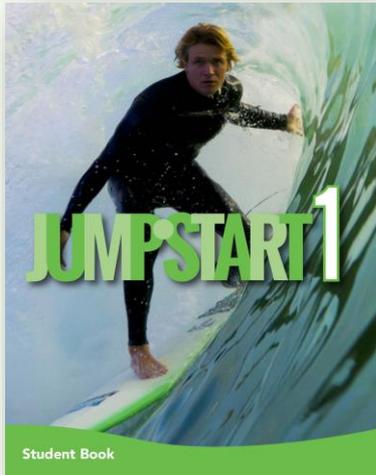
Jump-Start Teacher' Edition, Level 1

Program Specifications

- Four-levels: Each level provides content for **48–60 hours of instruction**, plus optional activities for collaborative learning (for example, 3 hours/week x 16–20 weeks).
- **American English**
- A **competence-based course**, which will ensure that students successfully achieve their oral and written communicative performance goals.
- Focus on **listening and speaking** for rapid success in communication.
- A **singular and tested approach** which makes the crucial distinction between **learning English through listening** and **learning to listen in English**.

Scope and Sequence available upon request

Program Specifications



Correlation to the Common European Framework of Reference (CEFR)

Level 1	Low Beginner	A1
Level 2	High Beginner	A2
Level 3	Pre-Intermediate	A2+
Level 4	Intermediate	B1

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Grammar

How much / How many

Count nouns	Noncount nouns
Q: How many eggs shall I buy? A: A dozen.	Q: How much butter is in the fridge? A: Half a pound.
Q: How many bananas are there? A: Just three.	Q: How much rice do we need? A: Two kilos.
Q: How many cars are there? A: Six.	Q: How much gasoline do we have? A: Less than two gallons.

1 Complete the questions with **How much** or **How many**.

- _____ cans of soda are there?
- _____ orange juice do we have left?
- _____ water is in the world's oceans?
- _____ oceans are there?
- _____ cash do you have on you?
- _____ pesos are there to a dollar?
- _____ exams do you have this semester?
- _____ homework does your math teacher give you?
- _____ unemployment is there in your hometown?
- _____ jobs did the government create last year?

2 Decide if the nouns in the box are count only, noncount only, or if they can be both count and noncount. Write them in the correct columns.

advice	air	apple	bicycle	cake	candy	coffee	eggs
gravity	house	information	juice	key	luggage	teacher	

Count only	Noncount only	Both

3 Complete the sentences with nouns that can be both count and noncount.

- Children shouldn't eat a lot of _____ because it's bad for their teeth.
- Would you like apple or orange _____?
- Don't eat that _____. Eat an _____.
- I don't drink tea. May I have a _____?
- This cake is very good. Does it have _____ in it?

Quantifiers

Count nouns	Noncount nouns
Q: How many carrots and onions do we have? A: We don't have many carrots, and we only have a few onions.	Q: How much bread and flour is there? A: Well, there isn't much bread, and there's only a little flour.
Both count and noncount nouns	
Q: Do we need to go to the supermarket? A: I think so. We've used up a lot of the cooking oil, most of the butter, and all the potatoes. Also, we need some coffee, and we have no eggs at all.	



4 Circle the correct quantifier to complete the sentence.

- I noticed several / a small amount of people standing at the bus stop.
- He doesn't have many / much patience.
- Can you lend me a few / a little dollars for the bus fare?
- I'm sorry. I don't have any / some cash.
- We study little / a little grammar every day.
- They ate all / no the meat and all / some the potatoes.

5 Complete the sentences with **a few**, **a little**, **some**, **all**, and **no**. There can be more than one answer.

- We need _____ bananas.
- Do you need _____ eggs?
- Harry ate _____ the pizza.
- There's _____ salt on the table.
- My teacher gives us _____ homework every day.



Block 4 Review

Grammar

1 Complete the sentences with the correct forms of *there is / there are*.

1. There's a snake in the yard!
2. There aren't (not) any clouds in the sky.
3. _____ 100 senators in the U.S. Senate.
4. _____ an Olmec head in the museum.
5. _____ (not) any orange juice.
6. _____ (not) any apples or bananas.
7. _____ a fire alarm in this building?
8. _____ many good restaurants in your hometown?

9. Q: _____ any gluten in this cake?

A: No, _____.

10. Q: _____ any restrooms in this

supermarket?

A: Yes, _____.

3 Complete the statements, questions, and negatives with the subject and correct form of the verb.

1. I / be

I'm late for my appointment.

Am I late for my appointment?

I'm not late for my appointment.

2. You / be

_____ the first to arrive.

_____ the first to arrive?

_____ the first to arrive.

3. Dominic / be

_____ Julia's brother.

_____ Julia's brother?

_____ Julia's brother.

4. Danny / have

_____ long, dark hair.

_____ long, dark hair?

_____ long, dark hair.

2 Choose the correct quantifier to complete each sentence.

1. There's _____ milk in the fridge.

- a. some b. any c. many

2. We don't have _____ beans.

- a. some b. any c. much

3. I don't buy _____ diet drinks.

- a. some b. much c. many

4. Are you getting _____ rice?

- a. a b. any c. many

5. Would you like _____ vegetables?

- a. some b. much c. many

6. There are _____ students in my school.

- a. any b. much c. a lot of

7. How _____ work is there around here?

- a. a lot of b. much c. many

5. Ian and Sylvia / drive

_____ to college every day.

_____ to college every day?

_____ to college every day.

6. Sandra / catch

_____ the bus most days.

_____ the bus most days?

_____ the bus most days.

7. I / go

_____ in the right direction.

_____ in the right direction?

_____ in the right direction.

8. The mechanic / fix

_____ the car now.

_____ the car now?

_____ the car now.



Daily Routines

Reading



Catalina is a hospital technician. She always starts work at 7 A.M., and finishes at 5 P.M. She gets up around six, and listens to the radio while she brushes her teeth and gets dressed. She shares an apartment with two friends. Her roommates get up later, so the shower is usually free.

Catalina's roommates love to eat a big breakfast, but she never has time. She walks to work, and often gets a coffee on the way. The hospital is always busy in the morning. Catalina is ready for lunch when she takes her break from one to two. The food in the hospital cafeteria is good and cheap!

After work on Mondays and Thursdays, Catalina works out at the gym. Sometimes she has to work weekends, but if not, she usually goes clubbing. Sometimes she goes to the movies on Saturday night. Sundays? She doesn't get up until 10 A.M. In the afternoon, she takes the bus to see her parents.

1 Read about Catalina's daily routine. Write T (True) or F (False).

1. Catalina finishes work at 5 P.M. _____
2. Her friends have a light breakfast. _____
3. Catalina catches the bus to the hospital. _____
4. Catalina never has time for a big breakfast. _____
5. She gets coffee on the way to work. _____
6. She always has to work weekends. _____
7. Catalina goes to the gym on weekends. _____
8. Catalina doesn't go home for lunch. _____

Vocabulary

2 Unscramble the letters to find the names of a sport or free-time activity.

- | | |
|----------------------|----------------------|
| 1. clabloylevl _____ | 5. deovi megas _____ |
| 2. tareka _____ | 6. nikiBg _____ |
| 3. sicarebo _____ | 7. mwisgimm _____ |
| 4. ocerSo _____ | 8. cadginn _____ |



A dialog



- 1 Work with a classmate and choose one of the topics below to write a dialog:
- (1) an imaginary athlete and his/her coach talking about the athlete's performance in a recent event
 - (2) you speaking to each other about the sports you played in your previous school

Guidelines:

- Write at least THREE exchanges.
- Use the simple past of regular and irregular verbs.
- Include things the speakers did and didn't do.

2 Review your dialog.

- Your dialog contains sentences in the simple past.
- Your dialog contains both affirmative and negative sentences.
- Your dialog includes the names of sports.
- Your grammar is correct.
- Your spelling is correct.

3 Practice your dialog.

4 Perform your dialog for the class.

B. Presenting research report conclusions

1 Choose a presentation format.

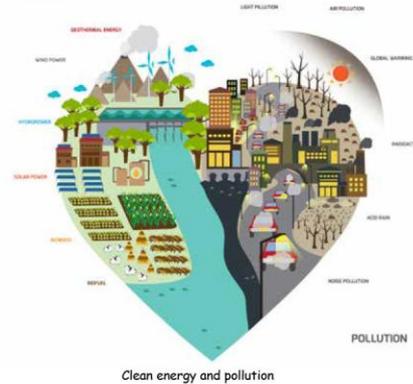
- Recording?
- Video?
- Posters?
- Blog?



Olkaria II, geothermal power plant in Kenya

2 Practice your presentation with a small group. Give each other feedback. Prepare for a class presentation.

CLEAN ENERGY



May, might for possibility

Examples

I **might** go.
 He **may** change his mind.
 You **may** not like it.
 We **might** take our vacation next week.
 They **may/might** be allergic to shellfish.

Use **may/might** to talk about events that are possible but not certain.



shellfish

Grammar reference page 129

1 Order the words to write sentences with may or might.

1. might / seeing this / Renata / her opinion / after / change /

2. may / The weather / tomorrow / warmer / be

3. after all / buy / John and I / not / might / a new car

4. Our / may / spicy food / guests / not / like

5. If / gets lost / he / call / Harry / might / you.

2 Rewrite the sentences using the modals may or might.

1. There is a possibility of snow in the mountains.
It may snow in the mountains.
2. It's possible that John will join us on the trip.

3. There is a possibility that Leo is already home by now.

4. It's quite possible that I won't have time to go to the shops for you today.

5. There is a chance that it won't happen at all.



Should for advice

Affirmative	You should go.
Negative	He shouldn't change his mind.
Questions	Should I apologize to him? Why should we take our vacation now?

3 Complete the sentences with the correct form of should and the verbs in parentheses.

1. Your dad _____ (make) sure you do your homework.
2. You _____ (not drink) so much coffee.
3. Rain is forecast. _____ (we, take) our umbrellas?
4. What _____ (they, do) about their noisy neighbor?
5. You _____ (watch) less TV.
6. You _____ (not stay up) so late on a school night.



4 For each situation, write a sentence with should or shouldn't and an expression from the box.

drive so much	make sure he is well prepared
go to bed so late	place so much reliance on fossil fuels
recycle as much as possible	tell him about the problem

1. Situation: Oliver has to give a presentation on renewable energy.
 Advice: He should make sure he is well prepared.
2. Situation: The teacher talks too fast. The students can't understand him.

Reading



1 Discuss the following questions with a classmate.

- Answers will vary.**
- Do you like to try new foods? Why or why not?
 - What is the most unusual food you have ever eaten?
 - What regional food would you like to try?

2 Read the interview on page 45. Decide if the statements are true or false. Write T (True) or F (False).

1. Miguel visited Pennsylvania, Kentucky, Louisiana, and Texas. T
2. The worst food Miguel tried was Burgoo. F
3. Miguel said that fried alligator was revolting. F
4. Miguel said that frogs' legs taste like fried chicken. T
5. Rattlesnake stew is served with fried potatoes and maple syrup. F
6. Miguel had s'mores in Pennsylvania. T
7. S'mores were Miguel's least favorite food. T
8. Miguel didn't get to try scrapple. F

3 Would you try any of the foods that Miguel ate on his food tour? Explain to a partner why or why not.

I would try s'mores because I like marshmallows.



scrapple



s'mores



frog legs

Strangest Foods in the United States



grilled alligator

Interviewer: So, Miguel, you just returned from a food tour of the United States. How was it?

Miguel: It was wonderful, but exhausting!

Interviewer: Where did you travel?

Miguel: I visited Pennsylvania, Kentucky, Louisiana, and Texas.

Interviewer: What was the best food you had on your trip?

Miguel: Surprisingly, it was a sausage called scrapple. It's a traditional dish in Pennsylvania. They cook it in a pan and serve it with fried potatoes and maple syrup.

Interviewer: What was the strangest food you had?

Miguel: Oh, I had many strange foods! In Louisiana, I tried grilled alligator and fried frog legs. . .

Interviewer: That sounds revolting!

Miguel: Actually, they both tasted a lot like fried chicken.

Interviewer: How amazing! What other unusual dishes did you try?

Miguel: Well, in Texas, I had rattlesnake stew, which is a thick soup made from potatoes, carrots, onions, and, well, rattlesnake meat.

Interviewer: That's incredible! Did you try anything you didn't like?

Miguel: Yes, I didn't care for s'mores. I had those in Pennsylvania. They are made with graham crackers, melted marshmallow, and chocolate.

Interviewer: That sounds very sweet.

Miguel: Yes! Too sweet!

Interviewer: Was there anything you didn't get to try that you wanted to?

Miguel: Yes. There is a famous squirrel stew in Kentucky called burgoo, but we ran out of time.

Interviewer: Thank you for your time.

Jump-start
 Tell a classmate what the strangest food you have ever eaten is.

3 When you have completed your research, complete the outline you started in Unit 11. Then use your outline to write your report.

- I. (Summary of main points) _____
- II. (main point) _____
 - A. (explanation) _____
 - B. (example) _____
 - C. (example) _____
- III. (main point) _____
 - A. (explanation) _____
 - B. (example) _____
 - C. (example) _____
- IV. (main point) _____
 - A. (explanation) _____
 - B. (example) _____
 - C. (example) _____
- V. (Concluding Opinion) _____

Report on changing roles in the workplace

- 1 You are going to do some online research into changing roles in the workplace.
- 2 Choose a country from the list below. Work with a partner to research the changing roles in the workplace in that country.



- | | | | |
|----------|---------------|---------|-------------------|
| Algeria | Cuba | India | Saudi Arabia |
| Bolivia | Egypt | Japan | South Africa |
| Brazil | France | Mexico | South Korea |
| China | Great Britain | Nigeria | The United States |
| Colombia | Greece | Russia | Ukraine |



Reading

1 Discuss the following questions with a classmate. **Answers will vary.**

- Name a sport that interests you.
- What are some of the challenges of that sport?
- Would you like to try an extreme sport? Why or why not?

2 Complete the statements with information from the profile on page 54.

1. Dan Edwards has been interested in extreme sports since he was eight years old.
2. Parkour is also called freerunning.
3. The aim of parkour is to move through an urban environment in the fastest and most efficient way possible.
4. Dan Edwards started a company called Parkour Generations.
5. Dan's company provides stuntmen for television shows and commercials.
6. Dan Edwards has provided security reviews for prisons.
7. Dan's company is able to make improvements on prison security measures 70% of the time.
8. Dan gives speeches about the benefits of managing fear and risk.

3 Would you be interested in learning parkour? Explain to a classmate why or why not. **Answers will vary.**



Parkour



Life on the Edge

Dan Edwards has been interested in extreme sports since he was just eight years old. He studied martial arts for many years. He became interested in parkour, or freerunning, in 2002. Parkour is an activity in which participants run, climb walls, jump from one building to the next, and crawl under obstacles in an urban environment in the fastest and most efficient way possible without using equipment.

After training for many years with the French athletes who started this sport, Dan Edwards started a company called Parkour Generations. In addition to teaching the skills of the sport, Dan's company provides stuntmen for television shows and commercials. More recently, Dan has provided security reviews for prisons. Dan and his colleagues go into a prison yard and try to escape, using only their strength and skill as freerunners.

Dan says that 70% of the time they are able to make improvements on prison security measures. The first time he and his team reviewed a prison's security, they were able to climb the walls and escape the prison in just 15 seconds. He says that he and his team simply have a different view of the architecture of the buildings.

Dan's company has branches all over the world, so he travels frequently. Dan gives workshops, presentations, and speeches about parkour and the benefits of managing fear and risk.



About us

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