



Oportunidad Especial para Adquirir los Derechos de un
Programa Completo de Inglés como Segundo Idioma

Resumen

- Adquiere los derechos de un programa completo para la enseñanza del inglés (ELT) de 4 niveles, nuevo y orientado a estudiantes de 15 a 21 años (bachillerato, post-secundaria, universidades y jóvenes adultos de educación pública o privada).
- **La serie está lista para publicarse inmediatamente**, incluyendo los libros del estudiante, guías del maestro, grabaciones (de inglés Americano), cuaderno y libro de lectura.
- El programa lleva a estudiantes del nivel A1 (principiante) al B1 (intermedio) de acuerdo al Marco Común Europeo (MCER), durante 2 años y 4 niveles.
- Esta es una oportunidad “llave en mano.”
- Podemos hacer cambios leves sin costo, o adaptaciones mayores con costo adicional.
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El Producto: ***Jump-Start***



Jump-Start es un programa de inglés (ELT) de 4 niveles (con textos de apoyo) orientado a estudiantes de bachillerato o universidad, para un curso de 3 a 5 horas por semana.

Jump-Start está enfocado en las habilidades de escucha y habla, permite una comunicación interpersonal efectiva y abre paso a la gramática y la lectura.

El programa incluye, para cada uno de los 4 niveles:

- Libro del estudiante (140-160 paginas)
- Guía del maestro (280 paginas)
- Programa de audio (mas de 100 grabaciones MP3)

Detalles del programa



Jump-Start libro del estudiante, Nivel 1

- **Jump-Start** es un programa de 4 niveles de inglés básico, de inglés Americano, basado en un modelo pedagógico que ha sido diseñado para motivar a estudiantes de 15 a 25 años.
- **Jump-Start** ofrece una presentación muy amena, completa y moderna, con ejercicios, prácticas y actividades para facilitar y enriquecer el aprendizaje del inglés.

Detalles del programa



Jump-Start libro del estudiante, Nivel 1

Los libros del estudiante de **Jump-Start** incluyen:

- Diversas oportunidades para que el estudiante escuche inglés nativo;
- Una metodología fácil e intuitiva;
- Guiones paso-a-paso para actividades de escritura;
- Proyectos para desarrollar habilidades de aprendizaje colaborativo.

Detalles del programa



Jump Start libro del estudiante, Nivel 1

- Un programa de audio que incluye conversaciones;
- Un programa de comprensión auditiva estructurada y contenidos de apoyo a la pronunciación;
- Ejercicios de repaso que permiten a los estudiantes monitorear sus avances;
- Un cuaderno integrado opcional, con proyectos de aprendizaje colaborativo.

Detalles del programa

La **Guía del Maestro** de *Jump·Start* contiene:

- Notas sobre la planeación para todas las unidades;
- Sugerencias para actividades adicionales;
- Claves de respuestas para todas las actividades del libro del estudiante;
- Notas para maestros acerca de las expresiones más comunes;
- Tips para el maestro acerca de las mejores prácticas en el salón de clases;
- Posibles respuestas para las preguntas abiertas.



Jump·Start , guía del maestro, Nivel 1

Especificaciones del programa

- Cuatro niveles: cada nivel ofrece contenido para **48 a 60 horas de instrucción**, más actividades opcionales para la enseñanza colaborativa (por ejemplo, 3 horas/semana durante 16-20 semanas, suman 2 años).
- **Inglés Americano**
- **Un curso basado en competencias**, que a su vez asegura que los estudiantes lograrán sus objetivos de comunicación oral y escrita.
- Enfoque en las habilidades de **escucha y habla** para comunicarse más rápido en el idioma inglés.
- Una metodología **singular y probada** que utiliza la pedagogía e investigación mas moderna.
- Tabla de contenidos y programa.

Especificaciones del programa



Correlación con el Marco Común Europeo de Referencia (MCER)

Nivel 1	Principiante bajo	A1
Nivel 2	Principiante alto	A2
Nivel 3	Pre-Intermedio	A2+
Nivel 4	Intermedio	B1

Grammar

How much / How many

Count nouns	Noncount nouns
Q: How many eggs shall I buy?	Q: How much butter is in the fridge?
A: A dozen.	A: Half a pound.
Q: How many bananas are there?	Q: How much rice do we need?
A: Just three.	A: Two kilos.
Q: How many cars are there?	Q: How much gasoline do we have?
A: Six.	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?
- _____ rooms 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?	Q: How much bread and flour is there?
A: We don't have many carrots, and we only have a few onions.	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. There are 100 senators in the U.S. Senate.
4. There is an Olympic head in the museum.
5. There isn't (not) any orange juice.
6. There are (not) any apples or bananas.
7. There is a fire alarm in this building?
8. There are many good restaurants in your hometown?

9. Q: Is there any gluten in this cake?

A: No, there isn't.

10. Q: Are there any restrooms in this supermarket?

A: Yes, there are.

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?

Isn't I late for my appointment?

2. You / be

Are you the first to arrive.

Are you the first to arrive?

Are you the first to arrive.

3. Dominic / be

Is Julia's brother.

Is Julia's brother?

Is Julia's brother.

4. Danny / have

Does long, dark hair.

Does long, dark hair?

Does long, dark hair.

2 Choose the correct quantifier to complete each sentence.

1. There's some milk in the fridge.

a. some b. any c. many

2. We don't have any beans.

a. some b. any c. much

3. I don't buy any diet drinks.

a. some b. much c. many

4. Are you getting any rice?

a. a b. any c. many

5. Would you like any vegetables?

a. some b. much c. many

6. There are many students in my school.

a. any b. much c. a lot of

7. How much work is there around here?

a. a lot of b. much c. many



Workbook Block 2

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

Vocabulary

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

- | | | | |
|----------------|-------|----------------|-------|
| 1. diabloylevi | _____ | 5. doovi mogas | _____ |
| 2. tarika | _____ | 6. nikbig | _____ |
| 3. sicarebo | _____ | 7. mwisgimm | _____ |
| 4. oceraso | _____ | 8. cadginn | _____ |



Writing

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.

Block 1: Collaborative Learning

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.

Grammar reference page 329

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

1. **might / having this / / Benito / her opinion / about / change /**

2. **may / The audience / tomorrow / interest / in**

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

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

5. **I / get lost, / he / call / Mary / might / you**

Rewrite the sentences using the modals **may** or **might**.

- There is a possibility of snow in the mountains.
It may snow in the mountains.
- It's possible that John will join us on the trip.
- There is a possibility that Leo is already home by now.
- It's quite possible that I won't have time to go to the airport for you today.
- There is a chance that it won't happen at all.



fruits



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?

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

- Your dad _____ (make) sure you do your homework.
- You _____ (not drink) so much coffee.
- Ran is nervous. _____ (you, take) our umbrella?
- What _____ (they, do) about their noisy neighbor?
- You _____ (turn) down the TV.
- Sai _____ (not stay) up so late on a school night.

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

Oliver is much
 late to school so late
 maybe as much as possible

make sure he is well prepared
 please as much as possible on food kids
 tell him about the problem

- Situation:** Oliver has to give a presentation on renewable energy.
Advice: He should make sure he is well prepared.
- 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 48. Decide if the statements are true or false. Write T (True) or F (False).

- Miguel visited Pennsylvania, Kentucky, Louisiana, and Texas. **T**
- The worst food Miguel tried was Burgers. **F**
- Miguel said that fried alligator was revolting. **F**
- Miguel said that frog's legs taste like fried chicken. **T**
- Katsumake stew is served with fried potatoes and maple syrup. **F**
- Miguel had chicken in Pennsylvania. **T**
- Stew was Miguel's least favorite food. **F**
- Miguel didn't get to try a soup. **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 TO TRY BURRITOS
 THEY'RE DELICIOUS!



example



example



frog legs



Strangest Foods in the United States

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

Miguel: It was wonderful, but not without!

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 strange called scraggle. It's a traditional dish in Pennsylvania. They cook it in a pot 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 fried alligator and frog legs.

Interviewer: That sounds disgusting!

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 tried katsumake stew, which is a thick soup made from potatoes, carrots, onions, and beef, katsumake meat.

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

Miguel: Yes, I didn't care for chicken. That was in Pennsylvania. They are made with quail or chicken, and served with mushrooms and potatoes.

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.



roasted alligator

STORY REPORT
 Tell a classmate what
 the strangest food you
 have ever eaten is.

1. 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. (exemplification)

B. (exemplification)

C. (exemplification)

III. (main point)

A. (exemplification)

B. (exemplification)

C. (exemplification)

IV. (main point)

A. (exemplification)

B. (exemplification)

C. (exemplification)

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
Bahia	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.**

- Have 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.

- Dan Edwards has been interested in extreme sports since he was **eight** years old.
- Parkour is also called **freerunning**.
- The aim of parkour is to move through an urban environment in the **fastest and most efficient** way possible.
- Dan Edwards started a company called **Parkour Generation**.
- Dan's company provides **stuntmen** for television shows and commercials.
- Dan Edwards has provided **security reviews** for prisons.
- Dan's company is able to make improvements on prison security measures **20%** of the time.
- Dan gives speeches about the benefits of managing **fast** 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 started training with his friends in his hometown of Paris, France. The training is now called parkour. In 2000, Parkour is an activity in which participants use, climb walls, jump from one building to the next, and avoid other obstacles in an environment in the fastest and most efficient way possible without using equipment.

After training for many years with the French national elite team, Dan Edwards started a company called Parkour Generation. In addition to teaching the skills of this sport, the company provides stuntmen for television shows and commercials. More recently, Dan has provided security reviews for prisons. Dan and his colleagues go into prisons and look for weak spots, using only their strength and skills as freerunners.

One year, 77% of the time, they were able to make improvements on prison security measures. The first time he was in the prison, he found a guard's security. They were able to climb the walls at a height of 10 meters 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 at all parties and the benefits of managing fast and risk.

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- No se contemplan regalías; se busca la venta en firme.

Quienes Somos

Mantis ELT (www.MantisELT.com) es un desarrollador de contenidos educativos en México, especializado en el aprendizaje del inglés (ELT). Mantis ha desarrollado diversos proyectos editoriales para clientes nacionales e internacionales. La fundadora y directora editorial Berta De Llano cuenta con vasta experiencia y talento inigualable en la industria de los libros de texto para la enseñanza del inglés- ELT.

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