Latin American Educational Services

STRATEGIES

Oportunidad Especial para Adquirir un Programa Completo para la Enseñanza de Inglés como Segundo Idioma

Resumen

- Adquiere los derechos de un programa completo de enseñanza del inglés (ELT) de 4 niveles, nuevo y orientado a estudiantes de 15 a 21 años (bachillerato, post-secundaria, universidades y jóvenes adultos) en un ambiente de educación público o privado.
- **Listo para publicarse inmediatamente.**
- El programa lleva a estudiantes del nivel A1 (principiante) al B1 (intermedio) de acuerdo al Marco Común Europeo de Referencia (MCER) durante 2 años (4 niveles).
- Todos los materiales están completamente terminados y listos para imprimirse con su sello editorial y publicarse, incluyendo los libros del estudiante, guías del maestro, grabaciones (con inglés Americano), cuaderno y libro de lectura.
- Esta es una oportunidad “llave en mano.”
- Podemos hacer cambios leves sin costo, o adaptaciones mayores con costo adicional.
- Buscamos una venta en firme y sin regalías, a cambio de los derechos perpetuos e ilimitados en su país o región, incluyendo los derechos digitales, permitiendo cargar los libros en su plataforma o LMS.

El Producto: *Strategies*

Strategies es un programa de enseñanza del inglés (ELT) de 4 niveles (con textos adicionales de apoyo) orientado a estudiantes de bachillerato o universidad, en un curso de 3 a 5 horas por semana.

Strategies es apropiado para jóvenes adultos, contiene material de alto interés para este grupo de edad, pero asume que tienen un nivel bajo de competencia del idioma inglés.

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

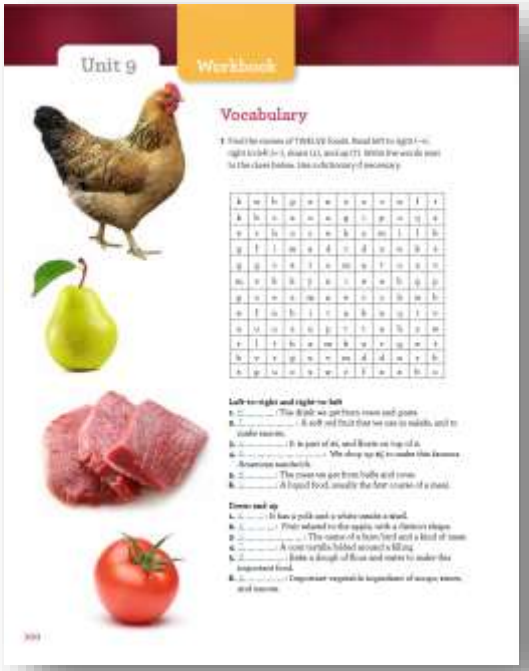
- Libro del estudiante (140-160 pgs)
- Libro de trabajo (30 pgs)
- Guía del maestro (280 pgs)
- Programa de audio (más de 100 grabaciones en formato mp3)

Detalles del Programa

Strategies 1

- ***Strategies*** es un programa integral de ELT. Es una serie de inglés Americano diseñado para motivar a los estudiantes a superar las competencias promedio de la adquisición del idioma inglés y cumplir con sus propios objetivos de aprendizaje.
- Esto implica, adquirir la competencia para expresarse dentro del marco académico y/o profesional, así como poder interactuar en inglés en redes sociales.

Detalles del Programa



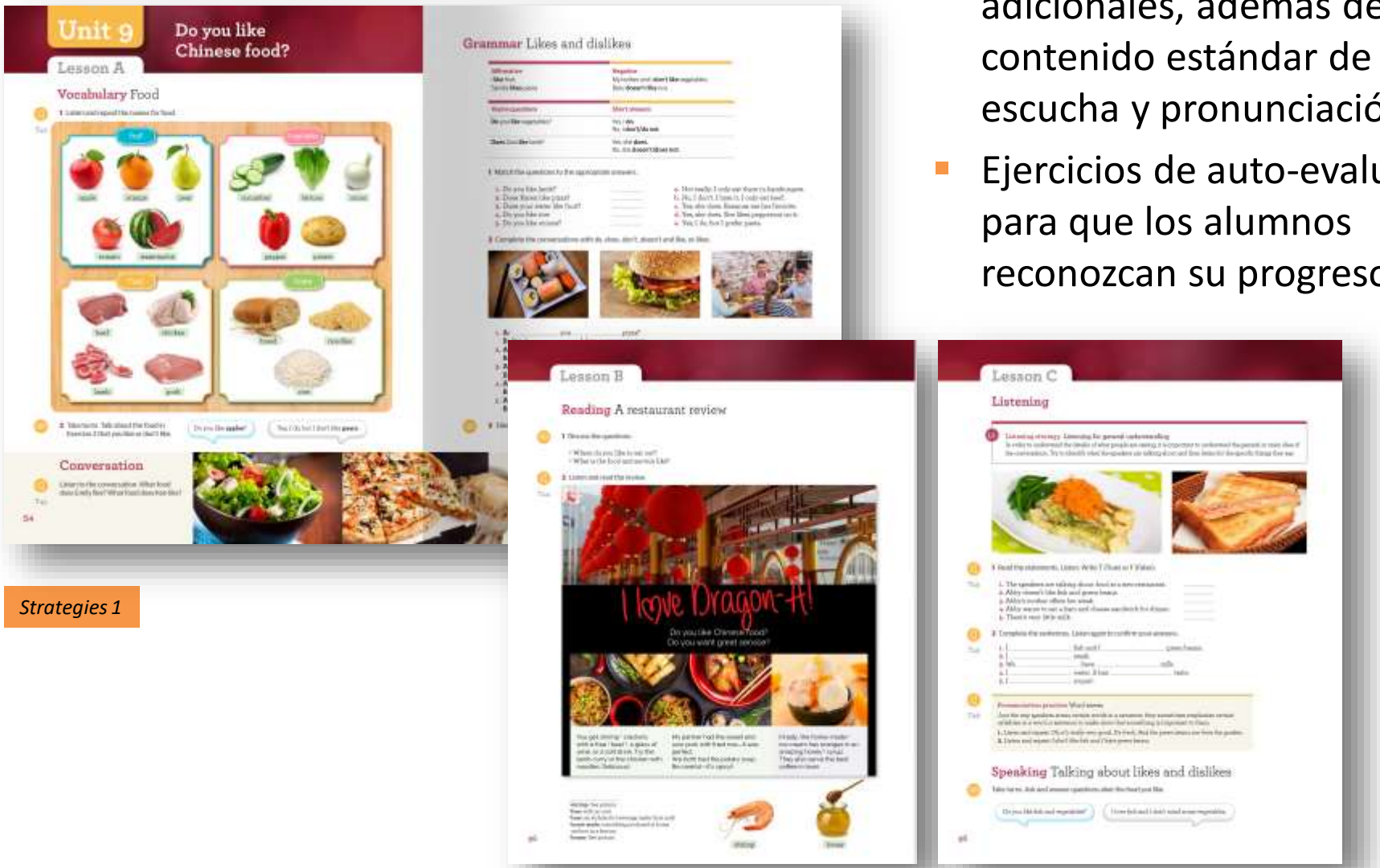
Strategies 1

El **libro para el estudiante** de la serie *Strategies* contiene:

- Un libro de trabajo completo que ofrece vocabulario adicional, gramática y practica de lectura.
- Lecturas integradas- *Reader*- que ofrecen a los estudiantes textos no obligatorios y sumamente interesantes.

Detalles del programa

- Programa de audio, que incluye todos los textos de las lecturas académicas y las adicionales, además del contenido estándar de escucha y pronunciación.
- Ejercicios de auto-evaluación para que los alumnos reconozcan su progreso.



Strategies 1

Detalles del programa

La **Guía del maestro** de *Strategies* contiene:

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

Especificaciones del programa

- Cuatro niveles: cada nivel ofrece contenido para **60 horas de instrucción**, mas actividades opcionales para el aprendizaje colaborativo (por ejemplo, 3 horas/semana durante 16-20 semanas).
- **Inglés Americano**
- Apoya en el cumplimiento de los objetivos de aprendizaje del estudiante y los objetivos de la escuela
- Temas de alto interés, para el nivel principiante
- Enfoque moderno que incluye la practica de habilidades del siglo XXI:
  - Creatividad e innovación
  - Pensamiento crítico y resolución de problemas
  - Comunicación y colaboración
  - Estrategias para la vida, por ejemplo, para el éxito personal, consejos profesionales, cómo navegar en redes sociales, etc.

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

Tabla de contenidos y programa disponibles.

Operación y temas legales

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- ✓ Los archivos serán entregados en formato InDesign sin candados y/o en formato PDF.
- ✓ ISBNs no han sido asignados.
- ✓ Con todo gusto podemos cotizar adaptaciones al contenido para personalizarlo, incluyendo imágenes.
- ✓ Se factura en dólares americanos.
- ✓ No se contemplan regalías; se busca la venta en firme.

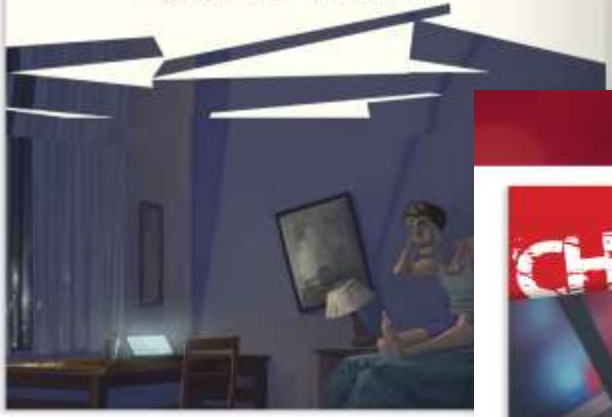
CHAPTER 1

Suddenly, I wake up—my bed is moving. It moves just a little at first. And then it moves a lot more. It starts to shake. I am trying to stay awake, but I am so tired after the long flight. I still have jet lag. I am confused and frightened.

I think someone is in the room, but I can't see anything. It's too dark.

I reach out to turn on my bedside lamp, but it's not there. Where is it? In the darkness, I can feel my bedside table shaking. I can hear my dresser shaking. What's happening? Am I dreaming?

I sit up in bed and realize what's going on. I am not dreaming. This is real. This is an earthquake.



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CHAPTER 2

I get dressed quickly, in the dark, and go out into the corridor. Other people are coming out of their rooms. They are looking around. They look confused and sleepy. It's the middle of the night. Some people are

It lasts for about twenty or thirty seconds. It's impossible to stay on my feet. I fall to the floor and everything around me starts falling, too.

CHAPTER 3

Now I can smell smoke. I can see it under my door. It's coming from the brightly lit corridor. It terrifies me. We're in an earthquake, and now the hotel is on fire. I can hear people screaming outside, and I can hear a child crying. Where are her parents?

My balcony is the only escape. I'm only three floors up. I can jump. When the shaking stops, I go toward the balcony. But I can't stop thinking about the child in the corridor. I climb across the rubble and broken furniture to reach the door of my room. When I open it, I see fire to my left and right. There is so much smoke. I look down, and the child is standing right next to me.

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CHAPTER 4

"Where are your parents?" I ask.

But she's frightened and confused. She's only about three or four years old. She's coughing. She can't speak. I start coughing, too. The fire is getting closer. I can't breathe. So I pick her up, and run back to my room.

I feel panic inside me now. But I have to stay calm. I am holding a child! She isn't crying now. She feels safe. But we are not safe. Not at all.

I move out onto the balcony. I see nothing but chairs. People are running and screaming. I see police and firefighters. It's a long way down to street level. "Throw her, sir. Throw the child!" The building is collapsing. I feel the balcony move. There is no time. But there is no choice. We are going to fall. Two firefighters are looking up at me. So I throw the little girl to them as the balcony starts to fall.

I wake up. I'm in bed. "Earthquake!" I shout. "Help!"

"Yes, sir. You're OK now. You're in the hospital. You survived your fall. We're moving you to another ward. You're going to be fine. Some TV reporters want to talk to you. Congratulations. You're a hero."

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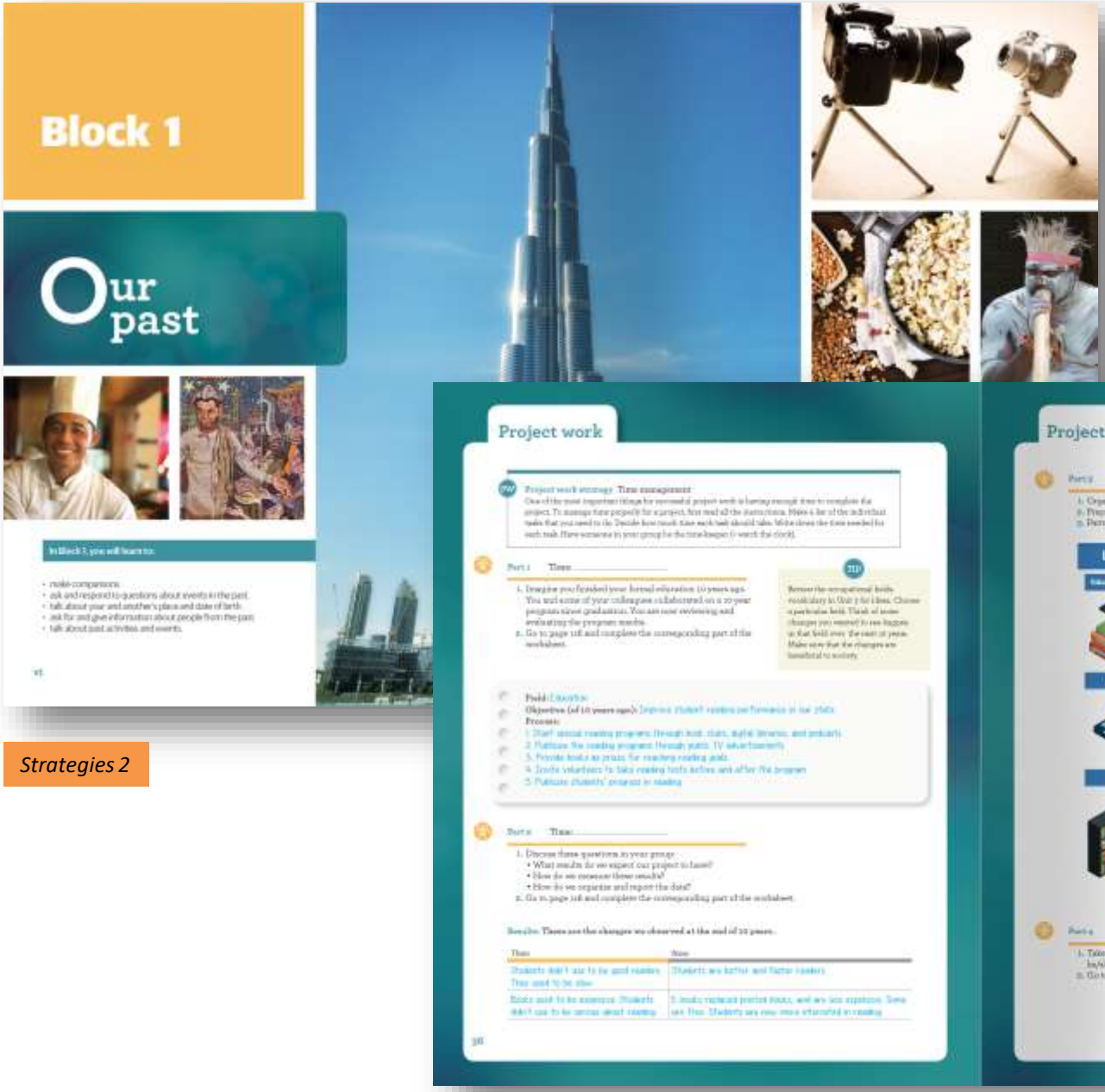
Strategies 1



Strategies 2

Self-check 1

Units 1–6

Make comparisons

Complete the conversation with the correct comparative and superlative forms of the adjectives in parentheses. Add *than* **and the article** *the***, where necessary. Careful! There is one case when you need to use** *less***.**

A: What's your favorite festival?
B: For me, _____ (good) festival is Christmas. I think it's also _____ (happy) time of the year.
A: I don't agree, actually. I think Carnival is _____ (good) Christmas. In fact, I think Carnival is _____ (enjoyable) of all the festivals. The music is _____ (stimulating) and the dancing _____ (exciting) than during other festivals. People also wear _____ (friendly), free-er other times. The streets are also _____ (crowded) than usual.
B: Well, I'm not so sure about that. During Carnival, the noise rate is often _____ (145) than usual. At Christmas, people are _____ (generous). It's a nice, quiet time.
A: I have to agree that Christmas is _____ (peaceful) and maybe _____ (colorful) the Carnival festivities, but, personally, I prefer the noise, vibrant colors, and excitement of Carnival.
B: Well, that's it, I suppose. Do you have a _____ (good) liking for fun and excitement, or do you have a _____ (strong) attraction for peace and quiet?

Ask and respond to questions about events in the past

These sentences all contain simple past errors. Underline the errors and rewrite the sentences.

A: What you do yesterday? You did anything exciting?
What did you do yesterday? Did you do anything exciting?
B: Not exciting, exactly. I go to the mall.
A: The mall, huh? Did you wanted to buy anything in particular?
B: I actually need to buy a pair of soccer boots, but I don't find my size.
A: You buy anything at all? Any other sports equipment?
B: Yes, I do. I buy a pair of shorts and a pair of red-and-white socks.

Talk about your and other people's place and date of birth

Answer the questions about you and your family with true and complete sentences.

1. Was your mother born in the United States? No, she wasn't. She was born in
2. In which country were you born?
3. Were you born in a city?
4. What was your father from?
5. Did your father work in the town where he was born?

Ask for and give information about people from the past

1. Circle the correct words in italics to complete the answers to the questions.

1. Q: Who was Albert Einstein?
   A: He was/ worked a theoretical physicist.
2. Q: Where was he from?
   A: He born / was born in Ulm, Germany.
3. Q: Did he win a Nobel Prize?
   A: Yes, he did / was, in 1921.
4. Q: When did he settle in the US?
   A: He went there in 1933 and become / became a U.S. citizen in 1940.
5. Q: Did he get married?
   A: Yes, he was / did. He is married / was married twice, actually.
6. Q: When did Einstein die?
   A: He was die / died on April 18, 1955.

3. Circle the correct words in italics to complete the answers to the questions.

1. Q: Who was / were Octavio Paz?
   A: A Mexican poet, novelist, and diplomat.
2. Q: Where he was born / was he born?
   A: On March 31, 1914.
3. Q: When did / When does Paz receive / received the Nobel prize?
   A: In 1990.
4. Q: What was / were his wives' names?
   A: Marie-José Tramini, Elena Garro
5. Q: How many books of poetry did he write / he wrote?
   A: 25.

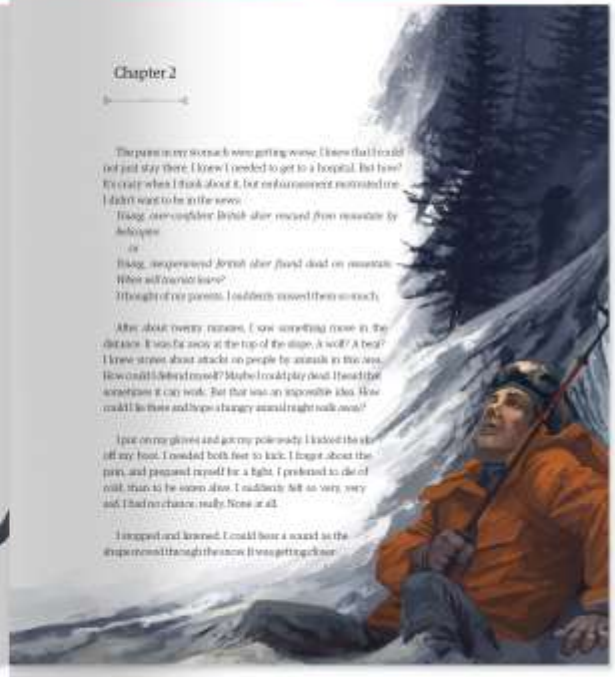
Strategies 2

Chapter 1

It was the day I almost died. I lay in deep snow on the side of a mountain in Germany. I was cold, lonely, and lost, and it was getting dark. I looked around, but there was no one anywhere. There was so much space and so much snow. I usually loved the scenery and the Alps, but now I hated it all.

I was mid-way down the slope, and it was quite steep. The snow was too deep for me to get up and walk. My face and hands were bleeding. I also had terrible stomach pains from when I hit the rock. I tried to stay calm, but I was frightened. I felt so stupid. What was I doing on the slope? I knew it was too difficult for me. I looked down, and my jacket was torn. One of my skis was missing. I only had one pole, too. Where were they? Every time I tried to move, I sank deeper into the snow.

I attempted to shout for help, but when I tried, I could not make a sound. It was the shock, I guess, but it made me feel so much worse. I felt incredible pain. I took off my gloves and reached into my pocket for my phone. There was some battery left, but there was no signal. I felt so helpless. I lay back in the snow and looked up at the empty sky. I knew I was in a serious situation. I simply couldn't believe it.



Chapter 2

The pain in my stomach was getting worse. I knew that I could not just stay there. I knew I needed to get to a hospital. But how? It's crazy when I think about it, but embarrassment motivated me. I didn't want to be in the news.

Young, over-confident British skier rescued from mountain by helicopter

or

Young, inexperienced German skier found dead on mountain. Where will tourists leave?

I thought of my parents. I suddenly missed them so much.

After about twenty minutes, I saw something move in the distance. It was far away at the top of the slope. A wolf? A bear? I knew stories about attacks on people by animals in this area. How could I defend myself? Maybe I could play dead. I heard that sometimes it can work. But that was an impossible idea. How could I lie there and hope a hungry animal might walk away?

I put on my gloves and got my pole ready. I kicked the ski off my boot. I needed both feet to kick. I forgot about the pain, and prepared myself for a fight. I preferred to die of cold, than to be eaten alive. I suddenly felt so very, very sad. I had no chance, really. None at all.

I stopped and listened. I could hear a sound as the shape moved through the snow. It was getting closer.

Lesson B

Reading A nature magazine editorial

1 Look at the infograph below the article. What are the three threats to African lions?

2 Listen and read the article.

TROPHY HUNTERS

The African lion threatened by hunters

Reading strategy Interpreting an infograph

An infograph is a visual representation of information. Where an interpret infographic, we analyse the data and use it to give us information. Explain the information in the infograph on page 26 to a partner.

Reading comprehension

3 Choose the best answer.

1. Which of these statements is NOT true about Walter Palmer?
   a. Palmer is an American doctor.
   b. Palmer is a trophy hunter.
   c. Palmer was well-known before he killed Cecil.
   d. Palmer killed a lion in 2015.
2. The expression went viral in the first paragraph means _____
   a. that something was found online
   b. that something was posted to social media
   c. that something was tweeted
   d. that something was shared very quickly online with many people
3. Why do trophy hunters kill animals?
   a. They need the money.
   b. They want to feel important.
   c. They want to control the animal species.
   d. They want the animals for food.
4. The pronoun they (in bold) in the third paragraph refers to _____
   a. hunters
   b. conservation groups
   c. people
   d. local economies
5. The writer thinks that animal populations would _____ if countries prohibited trophy hunting.

Project work

Project work strategy Integrating the contributions of team members

Every member of a team must feel a sense of accomplishment or achievement at the end of a project. The physical outcome of the project will provide this if the contributions of everyone on the team are evident in the work.

Part 1 Time: _____

1. You are going to create a poster to teach high school students good presentation skills.
2. Go to page 118 and complete the corresponding part of the worksheet.

TIP

Review the excerpt on page 34. Discuss the writer's recommendations in your group. Have each team member give at least two recommendations for how to prepare and deliver a good presentation, based on his/her personal experience. List the best of each team member's ideas.

Objective: Teach good presentation skills
Outcome: A teaching poster
Team recommendations:
1. Choose a topic that really interests you.
2. Always prepare well. Research your topic. Make and keep detailed notes.
3.
4.
5.
6.

Part 2 Time: _____

1. Consider the steps toward giving a good presentation. Use the ones below, or the ones your team prefers.
   Step 1: Choosing a topic (when possible)
   Step 2: Research and note taking
   Step 3: Preparation of outline
   Step 4: Preparation of visuals and/or handouts
   Step 5: Rehearsing the presentation
2. Organize your team's recommendations according to the presentation steps they correspond to. Make sure that there is at least one recommendation for each step.
3. Go to page 118 and complete the corresponding part of the worksheet.

Presentation preparation	Recommendations
Step 1: Choosing a topic Step 2: Research and note taking Step 3: Preparation of outline Step 4: Preparation of visuals and/or handouts Step 5: Rehearsing the presentation	• Choose a topic that really interests you. • Always prepare well. Research your topic. Make and keep detailed notes.

Project report

Part 1 Time: _____

1. Prepare a poster for your presentation.
2. Practice your poster presentation.

Part 2 Time: _____

1. Join another group and present your presentation to the other group.
2. Listen to the other group's presentation. Give them feedback.

	Very good	Good	Need practice to improve
Presenter(s) spoke clearly and naturally.			
Presenter(s) referred to the poster at appropriate times in their presentation.			
The poster was a good learning aid. a. It illustrated the main points of the presentation. b. The artwork supported the points well.			
Presenter(s) used the words to describe feelings and state of mind.			
Presenter(s) used first and second conditionals correctly.			

Part 3 Time: _____

1. Take turns to talk about your project work. Each member of your team should mention something they thought was well done and something they think the team could improve on as a group.
2. Go to page 118. Use the form to evaluate your project work.

Lesson B

Reading A business textbook excerpt

1 Discuss these questions.

- Which do you think is more important for a business, reducing costs or increasing sales? Why?
- What expenses does an average business usually have?
- Where does the investment money for an average business come from?

2 Listen and read the textbook excerpt.

Tip

The economics of running a business

Successful companies provide valuable products or services at the right price, while keeping costs down, and are driven by the demand for the company's services or products, as well as the efficiency of supply. Companies maximize profits by managing their spending, which is crucial. This means planning a sensible budget for costs of the day-to-day running of the business. The most common large expenditure, which all companies have to manage, is labor. This is because companies need to pay wages as well as premiums. Most companies also have competition in their market, which can affect pricing and performance.

Other costs have to be taken into account, which could include research and development. There are also plans, office and equipment overheads, and also manufacturing and delivery. The hardest costs to manage are often those related to the materials required, because these are often not within the direct control of the company. The company's buyers have to negotiate to get the best prices, which is sometimes dependent on quantity or contract, for example.

Expenditure can be affected by the value of currencies, which impacts companies trading internationally. Also to be considered are common charges for import and export. If the company suffers a loss or goes too far into debt, it might have to seek a loan or overdraft from the bank, or a loan from its investors in order to maintain a good cashflow. For loans and overdrafts look at/into interest, as a rule.

Reading strategy Identifying supporting details

Each paragraph in a text has a main idea. The supporting details describe the main idea further and make it stronger. When you read a textbook, you should always try to identify and understand the details as well as the main idea.

Reading comprehension

1 Answer the questions with information from the text.

1. What do successful companies need to do besides providing attractively priced valuable goods and/or services?
2. What drives sales?
3. What maintains profits?
4. What determines pricing?
5. What other costs do companies have besides wages and premiums?
6. What cost is often outside a company's control?
7. What other expenses do global companies need to consider?
8. What kind of cost usually results from taking out a loan or an overdraft?

Vocabulary builder Expressions with cost

Vocabulary in context

4 Use the expressions with cost to complete the sentences.

1. Felicia's new dress is beautiful, but it must have ...
2. Successful business people are often those who are willing to make ...
3. Is the company really going to all of these paper supplies ... to pay at least a little?
4. So many voters choose a candidate for the wrong reasons. After the ...
5. The company is closing. They are selling all their products ... get rid of their inventory as quickly as possible.

Unit 1 Workbook

Vocabulary

Match the underlined verbs in Column A to the base form verbs in Column B that have similar meanings.

A	B
1. The scientists are going to perform an important experiment. ... g	a. put
2. Japanese scientists believe they are able to create a thinking robot. ...	b. increase
3. Angel is not well. He requires medical attention. ...	c. employ
4. The war started in 1939 and continued until the ceasefire in 1945. ...	d. get back
5. By cutting down on carbohydrates, I managed to reduce my weight by five kilos in three weeks. ...	e. use up
6. For poor people, basic food items can consume as much as two-thirds of their income. ...	f. carry on
7. Ethan, could you please place the dishes and silverware on the table for dinner? ...	g. do, carry out
8. Did you ever recover that watch of yours that was stolen? ...	h. add
9. Including Felicia, that makes five of us. ...	i. need
10. Emiliano, please use the knife and fork in the way you have been taught! ...	j. make

Grammar

1 Complete the text with the simple present passive form of the verbs in parentheses. Use a dictionary if necessary.

Making guacamole

Two avocados (1) ... (peel) and then (2) ... (mash) in a medium bowl. One small onion and a ripe tomato (3) ... (chop) finely, and these, along with the juice of one lime, (4) ... (stir) into the mashed avocado. Chopped cilantro (5) ... (add). The mixture (6) ... (season) with salt and more lime juice. Finely chopped green chiles (7) ... (mix) in, using a fork. Finally, the guacamole (8) ... (serve) with fried tortilla chips.

Strategies 4

Cuadro comparativo de las series en venta

JUMP-START	***STRATEGIES***
Pone más enfasis en las habilidades de escucha y habla para alcanzar una comunicación interpersonal más rápida	Enseñanza basada en las habilidades del siglo XXI, metología moderna y eficaz.
Para alumnos de bachillerato y secundaria; también universidad	Para alumnos de bachillerato y universidad; también para secundaria
Incluye diversos “tips” de lenguaje para ayudar a los alumnos a adoptar el contexto y el uso moderno del Inglés	Incluye ‘estrategias’ para el éxito personal, es decir, utilizar el idioma inglés en ambientes profesionales, redes sociales y en situaciones de carácter social de un adulto.
Originalmente desarrollado para preparatorias tradicionales y universidades.	Originalmente desarrollado para bachillerato técnico y universidades.

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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