

# STRATEGIES

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

# Overview

- This is a rare opportunity to acquire for your company or country the unlimited and exclusive rights to an excellent new, completely developed four-level, English Language Teaching (ELT) program appropriate for students aged 16–21.
- These rights 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 turn-key opportunity. We are seeking a flat fee for the rights. Adaptations may be made at an extra cost.
- Suitable for young adult and adult students in a public or private education setting.

# The Opportunity

- The publishing and rebranding rights to these educational materials are available on a country-by-country basis, such that a company, ministry of education or educational foundation may acquire them in order to print, distribute and provide the materials without restriction in that country.
- In this way, this innovative ELT course can be made available to large numbers of students in one country at a very low cost and with full flexibility for the company, ministry or educational institution.
- 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 the rights to all content, images and audio.

# The Product: *Strategies*



Our partner **Mantis ELT** in Mexico has developed *Strategies*, a four-level (or grade) English Language Teaching program (textbooks with ancillaries) aimed at the upper secondary or tertiary student aged 16–21 who is learning English in a 3 to 5 hours per week classroom scenario.

*Strategies* is a “**high-interest, low-level**” program— it is appropriate for young adults, contains material of high interest to them, but assumes they have a low level of English proficiency.

The program includes, for each of the 4 levels:

- Student Book, with integrated Workbook and Reader
- Teacher’s Edition
- Audio Program

# Program details

- *Strategies* is a full-scale ELT program with all components. It's an American English series designed to motivate students to progress beyond an average testing competence and meet their personal language-learning goals.
- This means proficiency in expressing themselves within the scope of their academic and/or professional life as well as their social media interactions in English.

**Block 3**

**My activities**

**In Block 3, you will learn to:**

- ask for and provide information about yourself and other people, e.g. your likes and dislikes.
- ask for and provide information about people's activities.
- describe what people do regularly.
- ask for and give information about economic activities.

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Look at the pictures. Discuss the following questions:


1. What do you see in the pictures? What things can you identify?
2. What do you expect to read about in this block?
3. What things would you like to learn to talk about in English?

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Strategies 1

# Program details

Unit 9      Workbook



**Vocabulary**

1 Find the names of TWELVE foods. Read left to right (→), right to left (←), down (↓), and up (↑). Write the words next to the clues below. Use a dictionary if necessary.

k	w	b	g	e	n	o	o	n	f	t	
k	b	c	s	o	u	g	i	p	o	q	x
e	r	h	o	c	e	h	o	m	i	l	k
g	f	i	m	a	d	r	d	x	n	k	s
g	u	c	s	t	o	m	a	t	o	z	v
m	v	k	k	y	n	i	e	a	b	g	p
p	o	e	s	m	a	e	r	c	h	w	b
e	f	n	b	i	t	a	b	n	q	t	v
a	u	u	t	u	p	t	a	h	z	w	
r	l	i	h	a	m	b	u	r	g	e	r
b	v	r	g	u	v	m	d	n	r	b	
a	p	u	o	x	w	e	f	e	e	b	o

**Left-to-right and right-to-left**

1. It is a drink we get from cows and goats.
2. It is a soft red fruit that we use in salads, and to make sauces.
3. It is part of a, and floats on top of it.
4. We chop up *eg* to make this famous American sandwich.
5. The meat we get from bulls and cows.
6. A liquid food, usually the first course of a meal.

**Down and up**

1. It has a yolk and a white inside a shell.
2. Fruit related to the apple, with a distinct shape.
3. The neck of a farm bird and a kind of meat.
4. A corn tortilla folded around a filling.
5. Bake a dough of flour and water to make this important food.
6. Important vegetable ingredient of soups, stews, and sauces.

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Reader



**Earthquake!**

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The *Strategies Student Books* contain:

- An integrated workbook that provides extra vocabulary, grammar and reading practice
- An integrated reader that offers students an opportunity to read extensively for pleasure



# Program details

- Audio program, including all the reading texts and the Reader, plus the standard listening and pronunciation content
- Self-check exercises, so that students can track their progress

**Unit 9** Do you like Chinese food?

**Lesson A**

**Vocabulary Food**

1 Listen and repeat the names for food.



2 Take turns. Talk about the food in Exercise 2 that you like or don't like.

Do you like **apples**? Yes, I do, but I don't like **pears**.

**Conversation**

Listen to the conversation. What food does Emily like? What food does Ken like?



**Grammar Likes and dislikes**


Affirmative	Negative
I like fruit. Sara likes pasta.	My brother and I don't like vegetables. Ben doesn't like rice.

Yes/no questions	Short answers
Do you like vegetables?	Yes, I do. No, I don't do not.
Does Gina like lamb?	Yes, she does. No, she doesn't/does not.

1 Match the questions to the appropriate answers.

- Do you like lamb?  a. Not really, I only eat them in hamburgers.
- Does Karen like pizza?  b. No, I don't. I hate it. I only eat beef.
- Does your sister like fruit?  c. Yes, she does. Bananas are her favourite.
- Do you like rice?  d. Yes, she does. She likes pepperoni on it.
- Do you like onions?  e. Yes, I do, but I prefer pasta.

2 Complete the conversations with do, does, don't, doesn't and like, or likes.



**Strategies 1**

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**Lesson B**

**Reading A restaurant review**

1 Discuss the questions:


- Where do you like to eat out?
- What is the food and service like?

2 Listen and read the review.



**I love Dragon-H!**

Do you like Chinese food?  
Do you want great service?



You get shrimp crackers with a fresh 'baser' a glass of wine or a soft drink. Try the lamb curry or the chicken with noodles. Delicious!

My partner had the sweet and sour pork with fried rice—it was perfect. We both had the potato soup. Be careful—it's spicy!


Finally, the home-made ice cream has oranges in an amazing honey syrup. They also serve the best coffee in town.

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**Lesson C**

**Listening**

15 Listening strategy Listening for general understanding  
In order to understand the details of what people are saying, it is important to understand the general or main idea of the conversation. Try to identify what the speakers are talking about and then listen for the specific things they say.



16 Read the statements. Listen. Write T (True) or F (False).

- The speakers are talking about food at a new restaurant.
- Aby doesn't like fish and green beans.
- Aby's mother offers her steak.
- Aby wants to eat a ham and cheese sandwich for dinner.
- There's very little milk.

2 Complete the sentences. Listen again to confirm your answers.

- I \_\_\_\_\_ fish and I \_\_\_\_\_ green beans.
- I \_\_\_\_\_ steak.
- We \_\_\_\_\_ have \_\_\_\_\_ milk.
- I \_\_\_\_\_ water. It has \_\_\_\_\_ taste.
- I \_\_\_\_\_ yogurt.

Pronunciation practice Word stress  
Just the way speakers stress certain words in a sentence, they sometimes emphasize certain syllables in a word or sentence to make show that something is important to them.

- Listen and repeat. Oh, it's really very good. It's fresh. And the green beans are from the garden.
- Listen and repeat: I don't like fish and I hate green beans.

**Speaking Talking about likes and dislikes**

Take turns. Ask and answer questions about the food you like.

Do you like fish and vegetables? I love fish and I don't mind some vegetables.

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# Program details

The *Strategies Teacher's Editions* contain:

- Interleaved procedural notes for all unit material;
- Suggestions for extension exercises;
- Answer keys for all Student Book, Workbook and Self-check exercises;
- Teaching tips;
- Suggestions for developing better learning strategies.

**Block 1 Me**

- Bring 2x attention to the Block 1 title.
- Say *Me*.
- Point to yourself and say the title aloud.
- Ask 2x to stand to repeat and mimic your actions.

**Block objectives**

- Go over each Block objective.
- Read them aloud or have volunteers read each one to the class.
- Use the suggested activities as time allows.

**Block Discussion Questions**

- Draw 2x attention to the questions and pictures.
- Read the questions aloud while 2x follow.
- Have 2x brainstorm answers in pairs.
- Ask 2x to work in pairs.
- Walk around the classroom and listen to 2x conversations.
- Have volunteers share their information with the class.

**Introduce yourself**

- Introduce yourself.
- Say *I'm [your name]*.
- Write the introduction on the board.
- Ask 2x to turn to the person sitting next to them and introduce themselves using your words as a model.
- Have 2x walk around the classroom and introduce themselves to others in the class.
- Walk around the classroom and monitor 2x introductions.

**Introduce others**

- Choose a volunteer and introduce him/her to the class.
- Say *This is [a name]*.
- Have 2x form small groups.
- Tell 2x to take turns introducing their classmates to other group members.
- Ask 2x to use your introduction as a model.
- Write *This is [a name]* on the board.
- Walk around the classroom and monitor 2x introductions.

**In Block 1, you will learn to:**

- introduce yourself
- introduce other people
- describe your feelings
- identify and talk about objects at home and at school.

Look at the pictures. Discuss the following questions

1. What do you see in the pictures? Who are these people?
2. What do you expect to read about in this block?
3. What things would you like to learn to talk about in English?

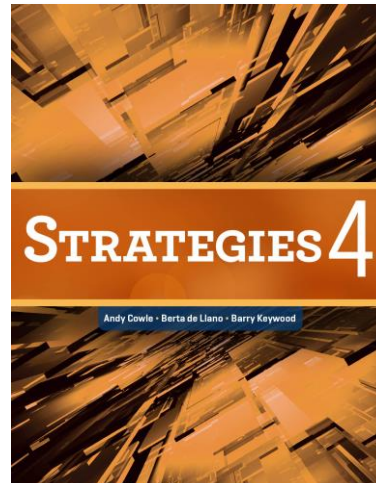
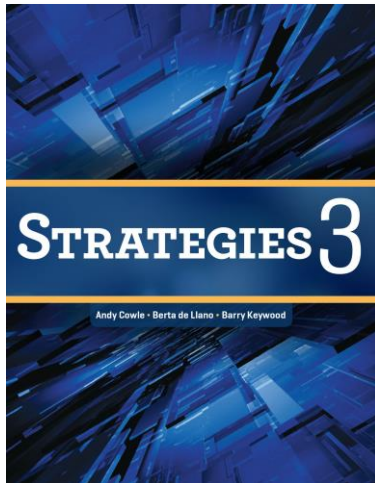
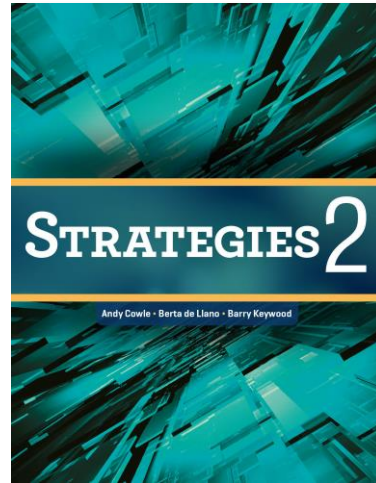
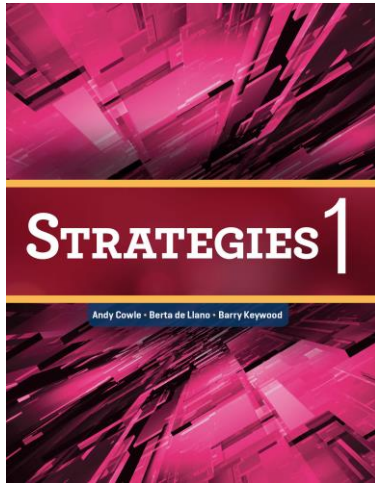
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# Program Specifications

- 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
- Supports achievement of student and school performance objectives
- High-interest, low-level English
- Modern approach, practicing 21<sup>st</sup>-Century Learning Skills:
  - Creativity and innovation
  - Critical thinking and problem solving
  - Communication and collaboration

# 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	Low Intermediate	B1

Scope and Sequence  
available upon request

# Operational and Legal

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# 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.

As I lie there, the ceiling above me

# 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 chaos. 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!" "No, 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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# Block 1

## Our past



In Block 1, you will learn to:

- make comparisons.
- ask and respond to questions about events in the past.
- talk about your and another's place and date of birth.
- ask for and give information about people from the past.
- talk about past activities and events.

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## Strategies 2

### Project work

**PW** **Project work strategy: Time management**  
One of the most important things for successful project work is having enough time to complete the project. To manage time properly for a project, first read all the instructions. Make a list of the individual tasks that you need to do. Decide how much time each task should take. Write down the time needed for each task. Have someone in your group be the time-keeper (= watch the clock).



**Part 1** Time: \_\_\_\_\_

1. Imagine you finished your formal education 10 years ago. You and some of your colleagues collaborated on a 10-year program since graduation. You are now reviewing and evaluating the program results.
2. Go to page 116 and complete the corresponding part of the worksheet.



**TIP**  
Review the occupational fields vocabulary in Unit 2 for ideas. Choose a particular field. Think of some changes you wanted to see happen in that field over the next 10 years. Make sure that the changes are beneficial to society.

- Field: Education**  
**Objective (of 10 years ago):** Improve student reading performance in our state  
**Process:**
1. Start special reading programs through book clubs, digital libraries, and podcasts.
  2. Publicize the reading programs through public TV advertisements.
  3. Provide books as prizes for reaching reading goals.
  4. Invite volunteers to take reading tests before and after the program.
  5. Publicize students' progress in reading.



**Part 2** Time: \_\_\_\_\_

1. Discuss these questions in your group:
  - What results do we expect our project to have?
  - How do we measure these results?
  - How do we organize and report the data?
2. Go to page 116 and complete the corresponding part of the worksheet.

**Results:** These are the changes we observed at the end of 10 years.

Then	Now
Students didn't use to be good readers. They used to be slow.	Students are better and faster readers.
Books used to be expensive. Students didn't use to be serious about reading.	E-books replaced printed books, and are less expensive. Some are free. Students are now more interested in reading.

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### Project report

**Part 3** Time: \_\_\_\_\_

1. Organize the information you will share with another group.
2. Prepare visuals for your presentation.
3. Partner with another group to present your projects to each other.

#### LIBRARY INFOGRAPHICS

**Educational Literature**



**Audio Books**



**Mobile Books**



**Books**



**Libraries**



**Reading People**



**Part 4** Time: \_\_\_\_\_

1. Take turns to talk about your project work. Each member of your team should mention something he/she thought was well done and something that your group could improve on.
2. Go to page 116. Use the form to evaluate your project work.

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# 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 the festivals. The music is \_\_\_\_\_ (enjoyable) of all (stimulating) and the dancing (exciting) than during other festivals. People also seem \_\_\_\_\_ (friendly), than at other times. The streets are also \_\_\_\_\_ (crowded) than usual.  
 B: Well, I'm not so sure about that. During Carnival, the crime rate is often \_\_\_\_\_ (high) 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 \_\_\_\_\_ (great) 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?  
 B: 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 goed 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 i  
 2. In which country were you born?  
 3. Where was your father born?  
 4. When was your father born?  
 5. Did your father work in the town where he was born?

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## Strategies 2

### 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* / won, in 1921.  
 4. Q: When did he settle in the U.S.?  
 A: He went there in 1953 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.

2 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: When 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 1950.  
 4. Q: What was / were his wives' names?  
 A: María José Tramini, Elena Garro.  
 5. Q: How many books of poetry did he write / he wrote?  
 A: 25.

### 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 this 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 panic. 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.

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### Chapter 2

The pains in my stomach were 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 British skier found dead on mountain. When will tourists learn?*

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.

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# Lesson B

## Reading A nature magazine editorial

- 1 Look at the infographic below the article. What are the three threats to African lions?
- 2 Listen and read the article.

### Trophy Hunters

In 2015, Walter Palmer became the world's most hated man when he killed a wild lion called Cecil. His photos with the dead animal went viral on social media. He was in the news all around the world. If he had not killed the lion, he would be just an ordinary, unknown American dentist. But Walter Palmer is a trophy hunter. If he had the chance again, he would still kill Cecil.

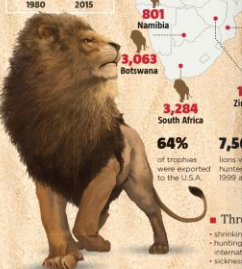
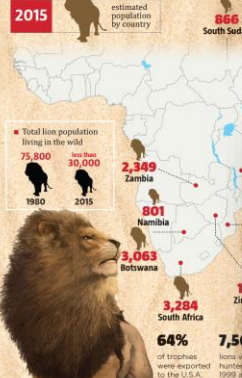
Trophy hunters hunt and kill animals for the sport and for the status. They take or send home the animal's head, and often its hide<sup>1</sup> also. These take-homes are called "trophies". The most popular animals among trophy hunters are lions, leopards, elephants, and rhinos. Hundreds of lions are killed each year for sport. Over 60% of the hunters are from the USA.

Yet, many of the hunters say they do it to protect the species. In Africa they can pay between \$20,000 to \$50,000 dollars to go into the wild<sup>2</sup> to hunt. A 3-week hunting trip can cost up to \$100,000 dollars. If people like Walter Palmer did not come, the local economies of sub-Saharan Africa would not benefit from \$250 million dollars a year from trophy hunters. So, the trophy hunters say, if they didn't pay all these large sums of money, conservation activities could not be supported.

However, if African countries all stopped trophy hunting, endangered animal numbers would certainly grow again. Today, there are less than 30,000 lions in Africa, a reduction of 60% in just the last 30 years. A century<sup>3</sup> ago there were over 200,000 lions. If we treated animals with more care and respect, the world would be a better place.

<sup>1</sup> hide: an animal skin.  
<sup>2</sup> the wild: a free or natural open place.  
<sup>3</sup> century: one hundred years.

#### The African lion threatened by hunters

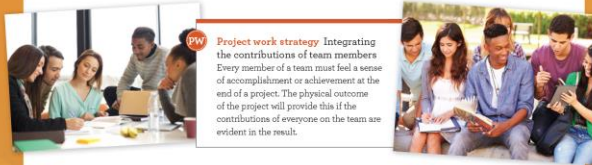


**RS** Reading strategy Interpreting an infographic  
An infographic is a visual representation of information. When we interpret infographics, we analyze the data and use it to give us information. Explain the information in the infographic on page 28 to a partner.

### Reading comprehension

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

### Project work



**PWW** 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 result.

#### Part 1 Time: \_\_\_\_\_

1. You are going to create a poster to teach high school students good presentation skills
2. Go to page 116 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 116 and complete the corresponding part of the worksheet.

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

### Project report

#### Part 3 Time: \_\_\_\_\_

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



#### Part 4 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: <ol style="list-style-type: none"> <li>a. It illustrated the main points of the presentation.</li> <li>b. The art work supported the points well.</li> </ol>			
Presenter(s) used the words to describe feelings and state of mind.			
Presenter(s) used first and second conditionals correctly.			

#### Part 5 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 116. 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.

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### The economics of running a business



Successful companies provide valuable products or services at the right price, while keeping costs down. Sales are driven by the demand for the company's services or products, as well as the efficiency of supply. Companies maintain 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 pensions. Most companies also face competition in their market, which can affect pricing and performance.



Other costs have to be taken into account, which could mean research and development. There are also plant, 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 amount, for example.



Expenditure can be affected by the value of currencies, which impacts companies trading internationally. Also to be considered are customs charges for import and export. If the company suffers a loss or goes too far into debt, it might have to seek a loan<sup>1</sup> or overdraft<sup>2</sup> from the bank, or a loan from its investors in order to maintain a good cashflow. But loans and overdrafts both attract interest, as a rule.

<sup>1</sup>to drive sales to force to increase.

<sup>2</sup>loan money that is borrowed with an interest rate.

<sup>3</sup>overdraft: an amount of money withdrawn from a bank account that is greater than the amount in the account.

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## Strategies 4

#### RS 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

#### 3 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 pensions?
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 or cost: when something is sold or bought at the cost of manufacturing.  
or at no cost: free.  
or at any cost: whatever something takes in terms of work or suffering.  
or count the cost: to consider the effects.  
or cost (someone) out: to exhaust.

### Vocabulary in context

#### 4 Use the expressions with cost to complete the sentences.

1. Felicia's new dress is beautiful, but it must have \_\_\_\_\_ cost.
2. Successful business people are often those who are willing to make \_\_\_\_\_ to pay at least a little?
3. Is the company really giving us all of these paper supplies \_\_\_\_\_?
4. So many voters chose 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 <u>perform</u> an important experiment. _____	a. put
2. Japanese scientists believe they are able to <u>create</u> a thinking robot. _____	b. decrease
3. Ángel is not well. He <u>requires</u> medical attention. _____	c. employ
4. The war started in 1950 and <u>continued</u> until the ceasefire in 1953. _____	d. get back
5. By cutting down on carbohydrates, I managed to <u>reduce</u> my weight by five kilos in three weeks. _____	e. use up
6. For poor people, basic food items can <u>consume</u> as much as two-thirds of their income. _____	f. carry on
7. Ethan, could you please <u>place</u> the dishes and silverware on the table for dinner? _____	g. do, carry out
8. Did you ever <u>recover</u> that watch of yours that was stolen? _____	h. add
9. <u>Including</u> Fabia, that makes five of us. _____	i. need
10. Emiliano, please <u>use</u> 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) \_\_\_\_\_ are peeled \_\_\_\_\_ (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.

# About us

## **Latin American Educational Services**

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