

LIFE HEROES

maya
EDUCACIÓN

ENGLISH SERIES

SMOOTH
CONTENT

LITE EDITION

TEACHER'S BOOK



maya ELT

Contents

Introduction	3
• Objectives	
• Features of the series	
• Structure of the book	
• Teacher’s Resources	
Methodological guidance for effective teaching	7
• Approaches and methods to be used	
• Techniques And Methodological Strategies	
• Teaching suggestions	
Pronunciation Tips	13
Scope and Sequence for curriculum planning	23

Introduction

Life Heroes is a six-book English language series designed for Primary Education programs in both public and private schools. The series is based on several years of systematic research and sustained classroom practice. During this process, instructional strategies, teaching materials, and classroom techniques were carefully developed, adapted, and tested to respond to real educational contexts. The series follows an integrated syllabus that highlights the role of language learning as a tool for accurate, purposeful, and effective communication. Listening, speaking, reading, and writing are developed in a balanced and progressive manner, allowing students to build meaningful language skills from the earliest stages.

This Methodological Guide is intended to support Primary Education teachers, academic coordinators, and educational institutions in the effective implementation of the **Life Heroes English Program**. It offers clear pedagogical guidance, practical classroom strategies, assessment frameworks, and integrated teaching resources aligned with contemporary principles of second language acquisition and communicative language teaching.

Life Heroes recognizes English as a global language for international communication and acknowledges its growing importance in today's societies. At the same time, the program responds to the specific realities of Latin American classrooms, where instructional time may be limited and student proficiency levels can vary considerably. For this reason, the guide promotes instructional consistency through a clear structure, while allowing pedagogical flexibility so teachers can adapt activities and strategies to their students' needs. This approach supports coherent, engaging, and communicative English instruction in diverse educational contexts.



OBJECTIVES

The main objectives of the **Life Heroes** series are to:

- Develop students' communicative competence in English from Pre-A1 to A2 levels, according to the CEFR.
- Encourage confidence and willingness to communicate in real-life and classroom situations.
- Integrate listening, speaking, reading, and writing skills in a balanced and progressive way.
- Support students' holistic development through cross-curricular and experiential learning.
- Promote values, socioemotional skills, and positive attitudes toward learning and collaboration.

FEATURES OF THE SERIES

Life Heroes is an English language program designed for Primary Education students aged 6 to 12. Its main aim is to develop early communicative competence in English through meaningful, contextualized, and age-appropriate instruction.

The program is grounded in the principle that effective communication comes before grammatical accuracy. From the initial stages, students are encouraged to use English functionally to express meaning, while errors are understood as a natural part of the language learning process. Language is always presented in meaningful contexts, and grammar is introduced progressively as a supportive tool for communication rather than as an isolated objective.

Life Heroes promotes active student participation through structured tasks, experiential learning activities, and guided interaction. In addition, the program integrates values education and socioemotional development through thematic content and recurring characters that foster empathy, responsibility, cooperation, and critical thinking.

The series consists of six carefully graded levels aligned with the Common European Framework of Reference (CEFR), covering proficiency levels from Pre-A1 to A2. It follows a communicative and learner-centered approach and incorporates methodologies such as Task-Based Learning, Total Physical Response (TPR), and cross-curricular (CLIL) components. These elements connect English learning with content from science, art, citizenship, and environmental education, supporting meaningful and interdisciplinary learning experiences.



Fearless Felix:

Courage and responsible decision-making.

Mindful Maya:

Mindfulness and emotional self-regulation.



Kind Kai:

Empathy, respect, and caring for others.



Resilient Sam:

Perseverance and resilience.



Bold Ben:

Creativity, initiative, and confident communication.

Joyful Jaz:

Joy, gratitude, and a positive attitude.



STRUCTURE OF THE BOOKS

Each Life Heroes Student's Book is organized into didactic units that follow a clear and consistent structure across the series, while progressively increasing in linguistic, cognitive, and academic complexity from lower to upper Primary Education. This consistent organization supports effective lesson planning and provides students with continuity and a clear sense of progression throughout the learning process.

Across all books, units integrate **vocabulary, listening, speaking, reading, and writing** in a balanced way. Language is always presented in meaningful and contextualized situations connected to students' real-life experiences. In lower grades, units emphasize oral comprehension and spoken interaction supported by visuals, songs, and games. As students progress, reading texts become longer and more complex, and writing tasks evolve from guided sentence production to short functional and descriptive texts.

Grammar is introduced **progressively and communicatively**, always linked to language use. Early levels focus on basic structures such as am/is/are, simple imperatives, and can/can't. Later levels expand to include present and past tenses, comparatives, conditionals, and functional grammar needed for real-life communication. Accuracy is developed gradually as students gain confidence in expressing meaning.

Each unit includes "**Let's Have Fun**" sections, which consolidate learning through songs, games, puzzles, and interactive activities. These sections promote motivation, multisensory learning, and active participation, remaining a core component throughout the series with age-appropriate adaptations.

Projects and collaborative tasks are included at different levels to encourage practical language use, creativity, cooperation, and problem-solving. These tasks allow students to apply language meaningfully beyond isolated exercises.

The series also integrates **CLIL (Content and Language Integrated Learning)** or **Cross-Curricular sections** that connect English with subjects such as **Science, Mathematics, Geography, Social Studies, Art, Citizenship, and Environmental Education**. CLIL content increases in complexity across grades, supporting holistic development and reinforcing English as a tool for learning across disciplines.

Assessment is embedded throughout the units through **formative classroom activities** and **unit-based summative tasks**. This approach allows teachers to monitor progress in language skills, grammar use, and communicative performance, while providing ongoing feedback to support learning.

FULL AND LITE VERSIONS

Life Heroes is available in two formats:

- **Full Version:** 8 units per book, separate Workbook, and 4 CLIL sections (one every two units).
- **Lite Version:** 6 selected core units per book, Workbook integrated into each unit, and 2 CLIL sections (one every three units).

Both versions share the same methodology, communicative approach, and CEFR alignment (Pre-A1 to A2). The Lite Version offers a condensed structure without simplifying content or learning objectives.

Teacher's Resources

Life Heroes provides a comprehensive and integrated set of teaching resources designed to support effective instruction, facilitate lesson planning, and enhance student learning across different educational contexts.

Teacher's Guide

The Teacher's Guide provides methodological and pedagogical support aligned with the principles of the Life Heroes program. It outlines the teaching philosophy, methodological framework, and key classroom strategies, serving as a reference tool that offers structured guidance while allowing flexibility to adapt lessons to different classroom contexts.

Digital Student's Book and Workbook

The *Digital Student's Book and Workbook* follow the same structure and content as the printed materials, ensuring consistency and ease of use. They include essential digital tools such as highlighting and note-taking, which support daily teaching and learning in both face-to-face and remote environments. All audio and video resources are directly linked to the corresponding pages and activities, allowing seamless access and supporting efficient lesson delivery.

Audio Files and Videos

All audio and video resources are fully embedded within the Digital Student's Book and Workbook and are directly linked to each unit, page, and activity. These resources include songs, dialogues, chants, listening tasks, and videos that model language use and pronunciation. This integrated design supports lesson planning, reinforces language development and comprehension, and helps teachers maintain lesson flow without the need for external materials.

Exams, Quizzes, and Evaluation Tools

Life Heroes promotes continuous assessment through formative activities integrated into the Student's Book and Workbook, allowing teachers to monitor progress regularly. The program also includes summative assessments and additional digital exams and quizzes, all with answer keys to support effective evaluation and instructional decision-making.

Extra Reading Materials

Additional reading resources are available on the digital platform to support the development of reading skills and comprehension. This collection consists of seven graded books aligned with English proficiency levels from Pre-A1 to A2. Designed to accommodate mixed-ability classrooms, these materials offer flexibility, allowing teachers to select texts according to students' needs and to support differentiated instruction and individual progress.

Digital Platform

The *Life Heroes* digital platform functions as a centralized repository that provides access to the Digital Student's Book, Teacher's Guide, and all supporting instructional resources. The platform supports content management, extended practice, and student progress monitoring. Teachers can assign activities, track performance, and provide timely feedback. In addition, self-graded interactive activities are included to promote ongoing practice, reinforce learning, and foster student autonomy.

METHODOLOGICAL GUIDANCE FOR EFFECTIVE TEACHING

Approaches refer to theoretical perspectives on the nature of language and how languages are learned and taught. An approach defines general principles about language learning and teaching. Within a single approach, different teaching methods may be applied.

Methods are systematic plans for the presentation and practice of language content. A method is based on specific principles and procedures and represents a concrete way of teaching a language in the classroom. Different methods can be used to implement the same approach, depending on instructional goals and learning contexts.

COMMUNICATIVE APPROACH AND SKILLS DEVELOPMENT

Life Heroes is grounded in a communicative, student-centered approach that promotes meaningful learning through real-life contexts, active participation, and purposeful language use. The program also draws on principles of the Natural Approach (Terrell, 1977), which emphasizes language acquisition through meaningful exposure to comprehensible input, particularly at beginner levels. This supports the development of personal communication skills across listening, speaking, reading, and writing, while gradually introducing academic language.

Listening

Listening plays a central role in language development in *Life Heroes*, especially in the early stages. Listening activities such as dialogues, readings, and songs focus on **suprasegmental features** (stress and intonation) to support comprehension and pronunciation. Teachers are encouraged to prepare students before listening by activating prior knowledge, encouraging predictions, and pre-teaching key vocabulary.

Speaking

Speaking is developed immediately after listening and is considered a core skill throughout the series. *Life Heroes* encourages students to communicate from the first units through guided interaction, repetition, and simple exchanges. When learners express meaning to others, even with limited language, they are actively communicating. For this reason, speaking opportunities are integrated into every unit.

Reading

Short, age-appropriate reading texts are used to introduce new language, stimulate discussion, and provide models for writing. Reading development is further supported by **Extra Reading materials**, which include graded digital texts available on the platform to strengthen reading comprehension and fluency.

Writing

Writing in *Life Heroes* is introduced gradually and is used to consolidate language meaningfully rather than to emphasize formal accuracy. At the primary level, writing is treated as a **process, where expressing ideas and building confidence are as important as the final product.**

The writing process includes three stages:

- **Pre-writing:** Students prepare ideas using brainstorming, visuals, word maps, and guided outlines.
- **Writing:** Students produce short, structured texts with teacher support, focusing on clarity of meaning.
- **Rewriting and Reflection:** Students review their work with guidance, focusing on improving communication. Errors are treated as a natural part of learning.

Throughout the program, writing is closely connected to listening, speaking, and reading activities, reinforcing **integrated and functional language use.**

TECHNIQUES AND METHODOLOGICAL STRATEGIES

In the *Life Heroes* series, teaching practices are grounded in a combination of well-established methodologies, methodological strategies, and classroom techniques that support effective language acquisition in Primary Education.

Technique: refer to specific and observable classroom procedures or actions used by the teacher to achieve an immediate learning objective within a lesson.

Methodological strategies: re broader processes or organizational approaches—conscious or unconscious—that guide how learners engage with, process, and use the language over time. Together, these elements provide teachers with a flexible and coherent framework to address diverse learning styles, promote meaningful communication, and support students' gradual development of communicative competence.

CORE TEACHING AND LEARNING METHODOLOGIES

1. Natural Approach

The **Natural Approach** is a language teaching methodology that emphasizes comprehension and meaningful exposure to the target language before expecting spoken production. Its primary objective is to create a low-anxiety learning environment in which students acquire language naturally, in a way similar to first language acquisition.

Roles

- **Learners** initially focus on listening and understanding meaning, responding through actions, gestures, or short verbal expressions as confidence develops.
- **The teacher** provides rich and comprehensible input, using visuals, gestures, repetition, and contextual clues to support understanding without forcing immediate oral production.

Application in the *Life Heroes* Series

In *Life Heroes*, the Natural Approach is reflected in the early stages of lessons, where students are exposed to new vocabulary and structures through songs, stories, visuals, and guided listening activities. Students are encouraged to demonstrate comprehension before being required to speak, allowing oral production to emerge gradually and naturally as confidence increases.

2. Total Physical Response (TPR)

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and physical action. Its main objective is to develop oral proficiency at an early stage, when learners' verbal production skills are still emerging. TPR provides intensive listening practice and repeated exposure to language in meaningful contexts.

James Asher (1977) notes that, depending on group size and learning stage, students may assimilate between 12 and 36 new lexical items within an hour.

Roles

- **Learners** act primarily as active listeners and performers, responding physically to oral input before producing spoken language.
- **The teacher** plays a central and directive role, modeling language and actions, and guiding students through structured commands. The teacher functions as the “director” of classroom interaction.

Application in the Life Heroes Series

In *Life Heroes*, TPR is used to introduce and reinforce vocabulary, classroom language, and action-based structures. Teachers give clear oral commands while modeling actions (e.g., Stand up, Sit down, Open your book). Once comprehension is evident, commands are given without modeling to confirm understanding.

As students become familiar with the technique, teachers gradually introduce new vocabulary and structures, including action verbs such as walk, read, wash, and brush. Visual support materials—pictures, realia, and word charts—are used to reinforce meaning. Role reversal is encouraged, allowing students to give commands to peers, which increases participation and confidence.

3. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) prioritizes the use of language for meaningful communication. Its main goal is to develop learners' communicative competence by engaging them in authentic interaction rather than focusing exclusively on grammatical accuracy.

Roles

- **Learners** actively use English to express ideas, exchange information, and interact in meaningful situations.
- **The teacher** facilitates communication by designing interactive activities, providing linguistic models, and creating opportunities for real language use.

Application in the Life Heroes Series

In *Life Heroes*, CLT is applied through dialogues, role-plays, pair and group work, and interactive classroom tasks. Lessons encourage students to communicate about familiar topics using language functionally and purposefully. Accuracy is developed progressively through use, feedback, and reflection.

4. Task-Based Learning (TBL)

Task-Based Learning (TBL) is a methodological strategy in which language learning is organized around the completion of meaningful tasks that require learners to use English for a clear communicative purpose. The primary objective is to promote functional language use through interaction, problem-solving, and purposeful communication.

Roles

- **Learners** actively use English to complete tasks individually or collaboratively, focusing on meaning rather than grammatical accuracy alone.

- **The teacher** acts as a facilitator, designing tasks, providing linguistic support, and offering feedback during and after task completion.

Application in the Life Heroes Series

In **Life Heroes**, TBL is implemented through tasks aligned with unit themes, such as role-plays, information-gap activities, guided dialogues, and problem-solving tasks. Grammar and vocabulary are presented as tools to support task completion, allowing the integration of listening, speaking, reading, and writing skills within each lesson.

5. Project-Based Work

Project-Based Work is a methodological strategy that integrates language skills through extended tasks that lead to a final product or presentation. Projects foster meaningful language use, collaboration, creativity, and learner autonomy.

Roles

- **Learners** collaborate to plan, develop, and present projects, using English to exchange ideas and communicate outcomes.
- **The teacher** provides guidance, structure, and linguistic support while encouraging independence and active participation.

Application in the Life Heroes Series

In **Life Heroes**, projects are connected to unit themes and real-life contexts. Typical projects include posters, short oral presentations, simple reports, or creative tasks. These projects consolidate unit language and promote authentic and purposeful use of English.

6. CLIL (Content and Language Integrated Learning)

CLIL (Content and Language Integrated Learning) integrates English language learning with simple, age-appropriate content from other subject areas. In Primary Education, its objective is to reinforce language acquisition while supporting conceptual understanding through meaningful and contextualized instruction.

Roles

- **Learners** use English as a vehicle to explore familiar content, making connections between language and prior knowledge.
- **The teacher** selects and adapts content, ensuring accessibility and providing scaffolding to support comprehension and participation.

Application in the Life Heroes Series

In **Life Heroes**, CLIL is implemented through cross-curricular sections connected to Physical Education, Science, Art, and Environmental awareness. These activities reinforce concepts previously addressed in the core curriculum while expanding language use and developing critical thinking.

TEACHING TECHNIQUES

To support the methodologies described above, **Life Heroes** incorporates a wide range of teaching techniques. These techniques provide teachers with practical tools to facilitate interaction, reinforce learning, and address specific lesson objectives.

The techniques commonly applied in the series include:

- Brainstorming
- Dialogues and dialogue memorization
- Role-playing

- Chain drills
- Question and answer activities
- Dictation
- Translation of short passages
- Games (e.g., Simon Says, Bingo, Memory Game, I Spy)
- Picture dictation
- Mime and guess
- Reading aloud
- Fill-in-the-blank activities
- Scrambled sentences
- Interviews
- Guided discussions
- Repetition and choral practice
- Word order activities
- Show and tell
- Commands
- Note taking

These techniques may be used flexibly and combined according to lesson objectives, learner needs, and the methodological focus of each unit.

TEACHING SUGGESTIONS

READINGS

Readings are used to expand vocabulary, to increase content knowledge and to improve critical thinking skills. Linguists recommend the usage of the Read Along method to introduce oral reading, as follows:

Write the target word or phrase on the board and sweep your hand under it as you read it aloud. Ask first the class, then a smaller group, and finally an individual to read the word or phrase with you as you sweep your hand under it and read it aloud. Finally, you can sweep your hand under the word or phrase for students to read on their own

Reading procedure

Pre-reading. Before reading a text ask the children to look at the title and be sure they understand any new grammatical structures that appear in the text. Next, focus attention on the pictures. Encourage children to say whatever they can about the drawings and to speculate on what the story is about. Remember that reading comprehension depends upon the reader applying what he or she already knows to the new information or content.

Reading. Read the story aloud as the students follow along silently. Reread any passages your class might find difficult. Then, let the students reread the story silently.

After children have read silently, ask comprehension questions to set a purpose for reading. Start with easy Yes/No questions. If students have difficulty, you may need to reread the story one more time. Only when you are sure that everyone understands the basic information you should go on to ask information questions (who, what, where, when). You also may use true/false sentences about the text.

Post-reading. Ask students to answer questions about the text. Let them to use diagrams, charts, drawings, etc. Have them summarize the text in their own words and illustrate their favorite part of the story.

DIALOGS

To teach a dialogue begin by saying each line of it aloud and motioning for the class to repeat it after you. Concentrate on teaching a part of the dialogue, then go on to another part of it. Later put all the parts

together. Next, divide the class into groups and have each group repeat one character's dialogue after you. Finally, ask volunteers to say the dialogue for the class. Encourage the students' creativity. Help them use the memorized dialogue as a starting point for spontaneous conversation.

To read dialogues use the read and look up technique. This encourages students to look at each other as they speak, rather than merely reading from the book.

In this technique, **student 1** silently reads a sentence or phrase. He or she then looks up to meet **student 2** eyes and says the sentence or phrase aloud. The students continue to take turns until they finish the dialogue. Always try to dramatize a dialogue.

SONGS

To teach a rhyme or song to children, begin by reading or singing it several times while the class is only listening. If the students can read, write the rhyme or song on the board and read aloud some times. Then ask children to read it line by line. If necessary give a short explanation of the rhyme or song.

Before teaching the words of a song, you might play the melody a few times so the children can begin to learn the tune. Then ask children to sing line by line the song. Form groups according to rows, age, friendship. Practice the rhyme or song during a week. Finally ask children to sing the song individually.

Audio. When you work with audios you always have to prepare previously the topic you want to teach. In that way the recorded material (dialogues, readings, songs) will be helpful and you will not waste the time in class searching for it.

Sometimes it is better that you read the text aloud two or three times before children listen the audio. Play the dialogue, reading or song several times until students can join in easily. Play the same track on different days so that children can enjoy the material again.

Video. Video is an extremely effective medium to exposing children to a new language. It provides children with simultaneous aural and visual stimuli, and transports them into the powerful world of imagination that they may forget they are listening to English.

Strategies to apply when using video:

- Silent viewing
- Create a dialogue
- Listen and compare
- Listen and repeat
- Predict what children will see
- Role play
- Write a different dialogue
- Predict the next scene
- Write a summary
- Ordering scenes
- Complete the conversation
- Say it in another way
- Put the conversation in order
- True or false
- Write descriptions
- Draw a scene
- Give opinion

When you use a video or a movie, it is advisable to watch only one section of the video at a time to avoid overloading the children with the new language. We suggest to follow this procedure:

- Previewing activities such as: recognition, identification and prediction. These activities prepare the children for what they are about to see and hear.
- While viewing activities; help to focus the children's attention while they watch the video. They might be asked to look out for something specific, to call out or repeat at certain moment.
- Post viewing activities; consolidate the language and topics you want to teach. Children might make or draw something from the video, do a role-play or do a game.

Pronunciation

It is the way a certain sound or sounds are consciously produced and integrated into phonemes, syllables, words and sentences to get spontaneous communication in a human group.

It is very important that children learn to produce a sound as soon as possible to avoid them from negative transfer (interference of the native language) in the production of new sounds. Remember that pronunciation skills (stress, rhythm, intonation) are acquired through practice over a long period of time.

Vowel sounds

When you pronounce a vowel there is no interruption from the flow of air. The resulting sound is the vibration of the vocal cords. English has 11 vowel sounds:

- / i y / = (strong) sounds like a long /i/ in Spanish
- / ɪ / = (weak) sounds like /e/ in Spanish
- / e y / = sounds like /ey/ (diphthong)
- / ɛ / = sounds like /e/ in Spanish
- / æ / = sounds like /æ/ in Spanish
- / ə / = sounds like a mid /a/ in Spanish
- / a / = sounds like /a/ in Spanish
- / u w / = sounds like a long /u/ in Spanish
- / ʊ / = sounds like normal /u/ in Spanish
- / o w / = sounds like /ou/ (diphthong)
- / ɔ / = sounds like an open /o/ in Spanish

Pronunciation

Es la forma o manera en la que uno o varios sonidos son inconscientemente producidos e integrados a fonemas, sílabas, palabras y oraciones para lograr una comunicación espontánea en un grupo humano.

Es muy importante que los niños aprendan a producir un sonido tan pronto como sea posible para alejarlos de una transferencia negativa la interferencia del idioma nativo) en la producción de los nuevos sonidos. Recuerde que las destrezas de la pronunciación (el acento, el ritmo y la entonación) son adquiridos a través de la práctica en un largo periodo de tiempo.

Sonidos vocálicos

Cuando Ud. pronuncia un sonido vocálico, no hay interrupción en el flujo de aire. El sonido resultante es la vibración de las cuerdas vocales. El Inglés tiene 11 sonidos vocálicos:

- / i y / = (fuerte) suena como una larga /i/ en Español
- / ɪ / = (débil) suena como una /e/ en Español
- / e y / = suena como /ey/ (diptongo)
- / ɛ / = suena como /e/ en Español
- / æ / = suena como /æ/ en Español
- / ə / = suena como una media /a/ en Español
- / a / = suena como /a/ en Español
- / u w / = suena como una larga /u/ en Español
- / ʊ / = suena como una normal /u/ en Español
- / o w / = suena como /ou/ (diptongo)
- / ɔ / = suena como una /o/ abierta en Español



Examples:

/ i /	/ I /
eat	it
these	this
feet	fit
peak	pick

/ ey /	/ ε /
wait	wet
chase	chess
bait	bet
bale	bell

/ æ /	/ a /
battle	bottle
hat	hot
jab	job
Jackie	jockey

/ ə /	/ ʊ /	/ uw /
us	who	foot
cup	food	boot
luck	good	luke
puppy	look	

/ ɔ /	/ ow /
call	coal
cost	coast
law	row
walk	low

Ejemplos:

/ i /	/ I /
eat	it
these	this
feet	fit
peak	pick

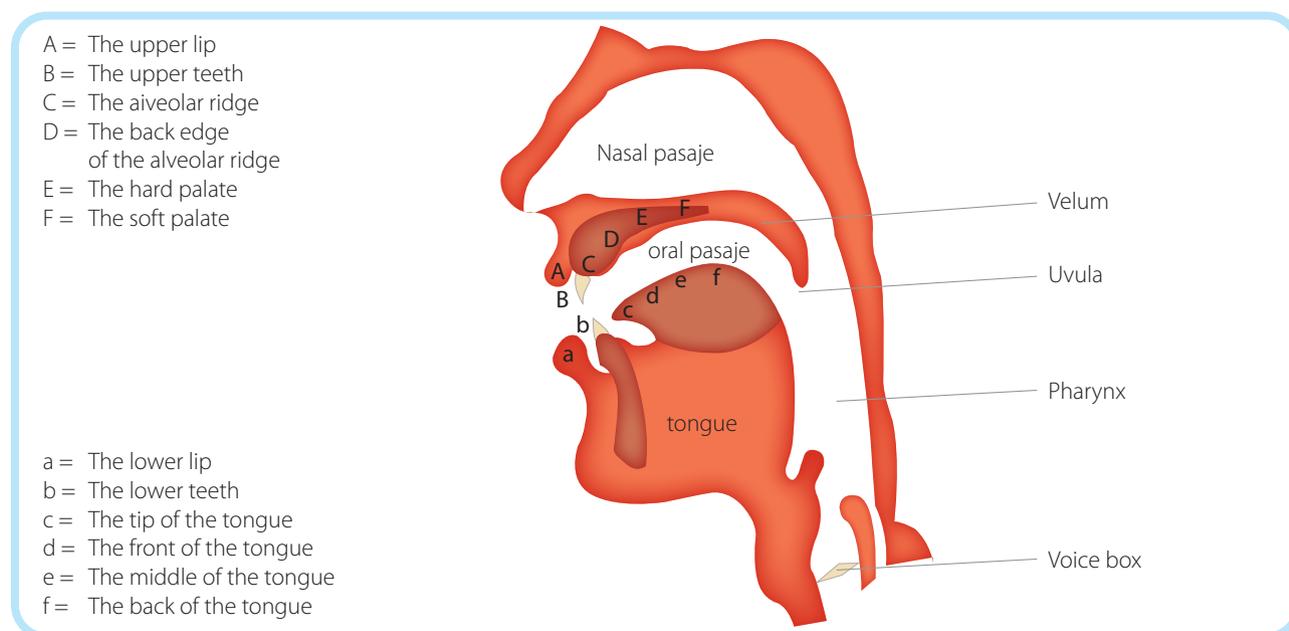
/ ey /	/ ε /
wait	wet
chase	chess
bait	bet
bale	bell

/ æ /	/ a /
battle	bottle
hat	hot
jab	job
Jackie	jockey

/ ə /	/ ʊ /	/ uw /
us	who	foot
cup	food	boot
luck	good	luke
puppy	look	

/ ɔ /	/ ow /
call	coal
cost	coast
law	row
walk	low

The diagram below shows the organs of speech:



Consonant sounds

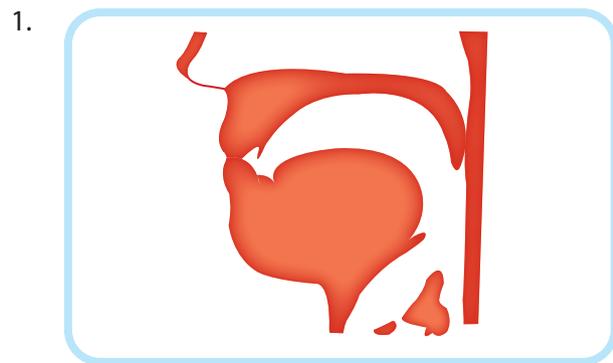
In almost all the consonants the air stream from lungs is stopped by the organs of speech located in mouth and nose.

voiceless = without vibration of vocal cords
voiced = with vibration of vocal cords

voiceless:
/ p, t, k, f, s, ʃ, tʃ, θ, h /

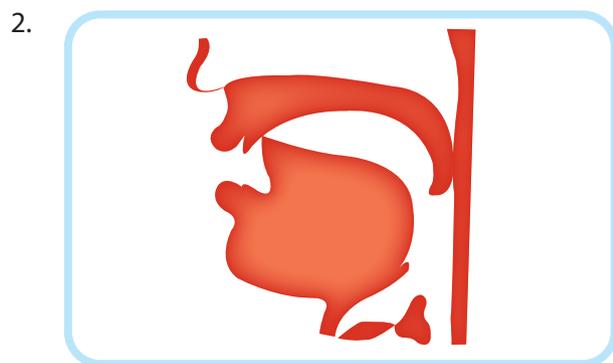
voiced:
/ b, d, g, v, z, ʒ, dʒ, ð, m, n, ŋ, l, r, w, y /

The following drawings show the different tongue positions and the points of articulation used in the production of the consonant sounds.



Lip position for / p /
Posición labial para

Pie Pool happy supper map sip



Tongue position for / t /
Posición de la lengua para

top tip city later pet cat

Sonidos consonánticos

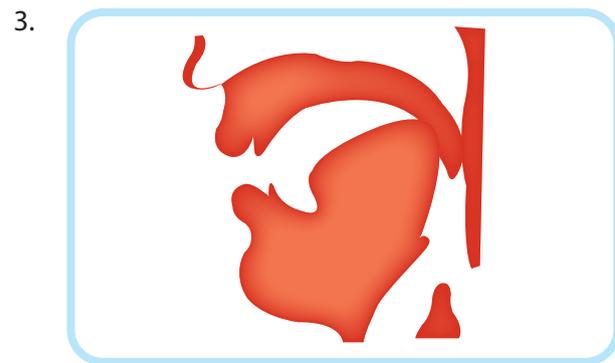
En casi todas las consonantes la corriente de aire que llega de los pulmones es detenida por los órganos del habla localizados en la nariz y boca.

sordas = sin vibración de las cuerdas vocales
sonoras = con vibración de las cuerdas vocales

sordas:
/ p, t, k, f, s, ʃ, tʃ, θ, h /

sonoras:
/ b, d, g, v, z, ʒ, dʒ, ð, m, n, ŋ, l, r, w, y /

Los siguientes dibujos muestran las diferentes posiciones de la lengua y los puntos de articulación usados en la producción de los sonidos consonánticos.



Tongue position for / k /
Posición de la lengua para

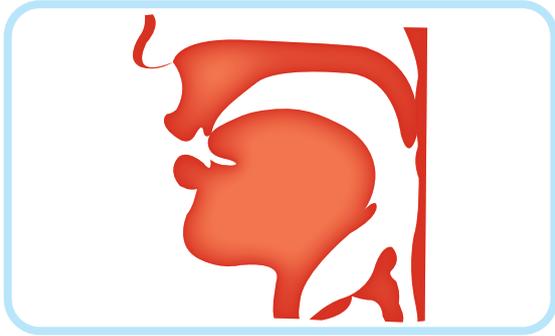
coat cook cooker nickel talk pick



Tongue position for / f / and / v /
Posición de la lengua para

Fat Face coffee safer if knife
Vine Vest heavy novel have give

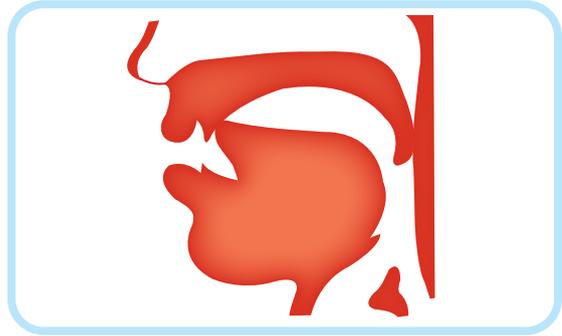
5.



Tongue position for / e / and / d /
Posición de la lengua para

thing	author	path
thick	nothing	mouth
there	other	bathe
this	brother	teethe

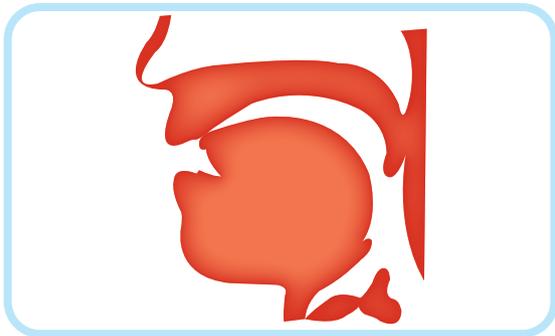
8.



Tongue position for / tʃ /
Posición de la lengua para

Cheap	pitcher	clutch
Chick	kitchen	church

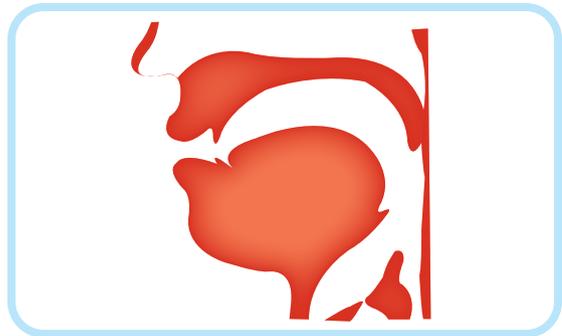
6.



Tongue position for / s / and / z /
Posición de la lengua para

Say	castle	ace
Sad	Alice	kiss
Zero	crazy	as
Zoo	roses	his

9.



Tongue position for / h /
Posición de la lengua para

Hat
Heat

7.



Lip and Tongue position for / ʃ / and / ʒ /
Posición de los labios y lengua para

She	ocean	dish
Shape	nation	fish
-----	Asia	beige
-----	measure	garage

10.



Tongue position for / b /
Posición de la lengua para

Boat	above	pub
Boss	rabbit	crab

11.



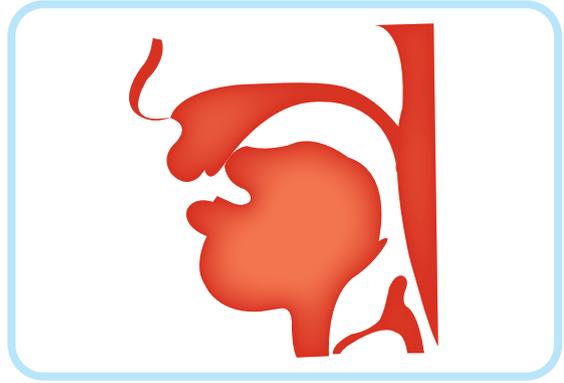
Tongue position for / d /
Posición de la lengua para

Date
Desk

model
needle

sad
made

14.



Tongue position for / l /
Posición de la lengua para

Loss
Late

yellow
pillow

mall
tall

12.



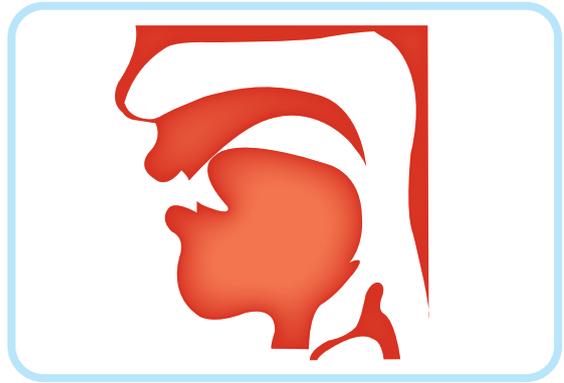
Tongue position for / g /
Posición de la lengua para

Got
Gun

wagon
eggplant

rug
egg

15.



Tongue position for / n /
Posición de la lengua para

Name
Nut

any
funnel

ten
hen

13.



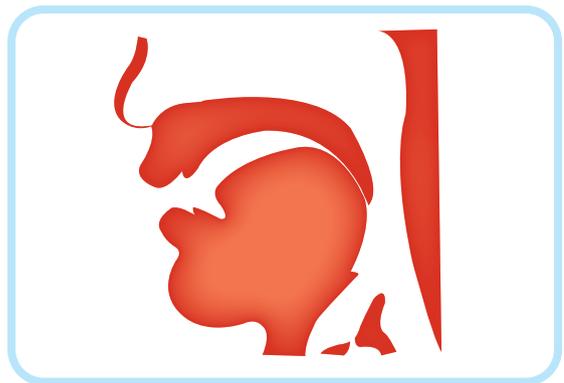
Lip position for / m /
Posición de la lengua para

My
Model

limit
summer

aim
them

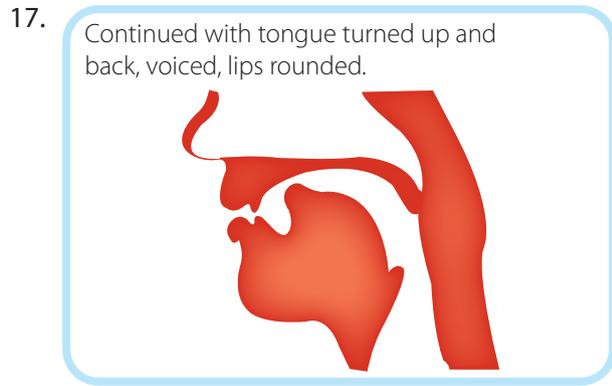
16.



Tongue position for / ŋ /
Posición de la lengua para

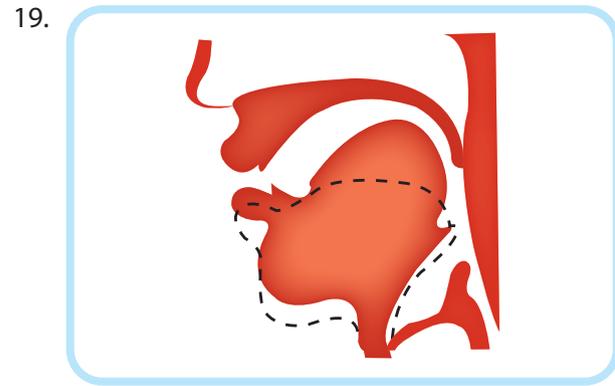
singer
English

sing
king



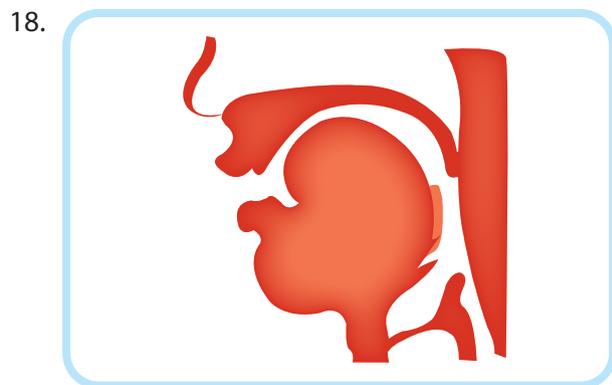
Tongue position for / r /
Posición de la lengua para

Rest carry air
Rock borrow tar



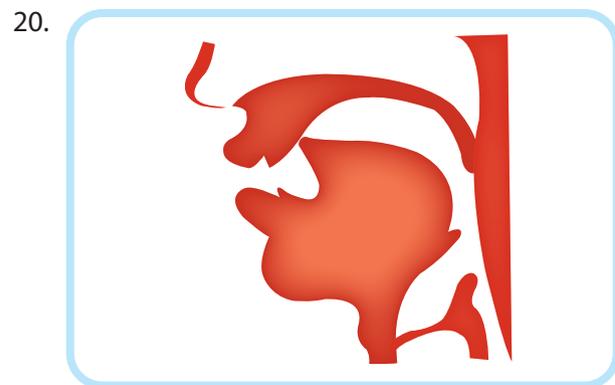
Tongue position for / w /
Posición de la lengua para

Way away window
We cow



Tongue position for / y /
Posición de la lengua para

Yes
you



Tongue position for / dʒ /
Posición de la lengua para

Jeep wages page
Gentle fragile range

Special cases

1. / t / / d / between vowels can be pronounced as [r]

Examples:

pretty / 'p r i y r i /
total / 't o w r ə l /

2. Plurals forms

• After voiceless sounds:

/ p, t, k, tʃ, f, θ, h, / + /s/

Examples:

books / 'b ū k s /
maps / 'm æ p s /
carrots / ' k æ r ə t s /

Casos especiales

1. / t / / d / (Entre vocales puede ser pronunciada como [r])

Ejemplos:

pretty / 'p r i y r i /
total / 't o w r ə l /

2. Formas plurales

• Después de sonidos sordos:

/ p, t, k, tʃ, f, θ, h, / + /s/

Ejemplos:

books / 'b ū k s /
maps / 'm æ p s /
carrots / ' k æ r ə t s /

- After voiced sounds:
/ b, d, g, v, z, ʒ, ʒ, ð, ð, m, n, ŋ, l, r, w, y / + /z/

Examples:

dog /'dɒg z/
doctor /'dɑktəz/
boy /'bɔɪ z/

- After sibilant sounds
/ s, z, ʃ, ʒ, ʒ / + /ɪz/

Examples:

dish /'dɪʃɪz/
sentence /'sɛntənsɪz/
church /'tʃɜ:tʃɪz/

Note: All these rules are applied to the pronunciation of DO verbs, in third person singular (S. Present Tense).

Examples:

opens /'ɒpənz/
drives /'draɪvz/
walks /'wɔ:ks/

And, to the possessive form: 's

Mary's /'mɛɪz/
teacher's /'ti:tʃəz/

Past tense of "do" verbs

- After voiced sounds:
/ b, d, g, v, z, ʒ, ʒ, ð, ð, m, n, ŋ, l, r, w, y / + /d/

Examples:

lived /'lɪvd/
played /'pleɪd/

- After voiceless sounds:
/ p, t, k, f, s, ʃ, ʃ, θ, h / + /t/

Examples:

worked /'wɜ:k t/
missed /'mɪs t/

- After a /t/ or /d/ sound + /ɪd/

Examples:

repeated /rɪ'pi:ɪtɪd/
needed /'ni:ɪdɪd/
wanted /'wɑ:ntɪd/

- Después de sonidos sonoros:
/ b, d, g, v, z, ʒ, ʒ, ð, ð, m, n, ŋ, l, r, w, y / + /z/

Ejemplos:

dog /'dɒg z/
doctor /'dɑktəz/
boy /'bɔɪ z/

- Después de sonidos sibilantes
/ s, z, ʃ, ʒ, ʒ / + /ɪz/

Ejemplos:

dish /'dɪʃɪz/
sentence /'sɛntənsɪz/
church /'tʃɜ:tʃɪz/

Nota: Todas estas reglas se aplican a la pronunciación de los DO verbs en tercera persona de singular (Presente simple).

Ejemplos:

opens /'ɒpənz/
drives /'draɪvz/
walks /'wɔ:ks/

Y a las formas posesivas: 's

Mary's /'mɛɪz/
teacher's /'ti:tʃəz/

Pasado de los "do" verbs

- Después de sonidos sonoros:
/ b, d, g, v, z, ʒ, ʒ, ð, ð, m, n, ŋ, l, r, w, y / + /d/

Ejemplos:

lived /'lɪvd/
played /'pleɪd/

- Después de sonidos sordos:
/ p, t, k, f, s, ʃ, ʃ, θ, h / + /t/

Ejemplos:

worked /'wɜ:k t/
missed /'mɪs t/

- Después de un sonido /t/ o /d/ + /ɪd/

Ejemplos:

repeated /rɪ'pi:ɪtɪd/
needed /'ni:ɪdɪd/
wanted /'wɑ:ntɪd/

Pronunciation of "the"

- The is pronounced as / ð ə / before a consonant sound.

Examples:

the man / ð ə m æ n /
the word / ð ə w ɜ r d /
the boy / ð ə b o y /

- The is pronounced as / ð i / before a vowel sound.

Examples:

the examples / ð i ɪ g ' z æ m p ə l /
the apple / ð i ' æ p ə l /
the alphabet / ð i ' æ l f ə b ɛ t /

Pronunciation of "a / an"

- A is pronounced as / ə / before a consonant sound.

Examples:

a man / ə m æ n /
the word / ə w ɜ r d /
the boy / ə b o y /

- AN is pronounced as / ən / before a vowel sound.

Examples:

an example / ən ɪ g ' z æ m p ə l /
an apple / ən ' æ p ə l /
an alphabet / ən ' æ l f ə b ɛ t /

Intonation

Pitch level changes the sense of sentences in English. The following intonation is used to emphasize "one word". It is used in declarative sentences, informative questions and commands.

The pitch level changes within a syllable.

He's a student.

I am a teacher.

The pitch level changes between syllables.

It's a question.

Pronunciación de "the"

- "The" se pronuncia como / ð ə / antes de un sonido consonante.

Ejemplos:

the man / ð ə m æ n /
the word / ð ə w ɜ r d /
the boy / ð ə b o y /

- "The" se pronuncia como / ð i / antes de un sonido vocálico.

Ejemplos:

the examples / ð i ɪ g ' z æ m p ə l /
the apple / ð i ' æ p ə l /
the alphabet / ð i ' æ l f ə b ɛ t /

Pronunciación de "a / an"

- "A" se pronuncia como / ə / antes de un sonido consonante.

Ejemplos:

a man / ə m æ n /
the word / ə w ɜ r d /
the boy / ə b o y /

- "AN" se pronuncia como / ən / antes de un sonido vocálico.

Ejemplos:

an example / ən ɪ g ' z æ m p ə l /
an apple / ən ' æ p ə l /
an alphabet / ən ' æ l f ə b ɛ t /

Entonación

El tono cambia el sentido de las oraciones en Inglés. La entonación siguiente se utiliza para destacar "una palabra". Se usa en oraciones declarativas, preguntas informativas y órdenes.

Los cambios del nivel del tono dentro de una sílaba.

He's a student.

I am a teacher.

El tono cambia entre sílabas.

He isn't a doctor.

How are you?

Just fine. Thank you.

What are you doing?

I'm reading.

Does the teacher know her?

Yes, he knows her.

The following pitch is used in YES/NO questions.

Are you hungry ?

When you teach pronunciation take into consideration the following:

- Begin with simple sounds, then switch to words and finish with long phrases and sentences.
- Use the vocabulary that students already know.
- Practice pronunciation 2 or 3 minutes each lesson.
- Consider student's individual differences to produce a sound, and
- Remember that learning a new language is a hard process.

It's a question.

He isn't a doctor.

How are you?

Just fine. Thank you.

What are you doing?

I'm reading.

Does the teacher know her?

Yes, he knows her.

El siguiente tono se usa en preguntas del tipo Si / No

Are you hungry ?

Cuando enseñe Pronunciación tome en cuenta lo siguiente:

- Comience con sonidos simples, a continuación, cambie a palabras y termine con frases largas y oraciones.
- Utilice el vocabulario que los alumnos ya saben.
- Practique Pronunciación 2 o 3 minutos en cada lección.
- Tenga en cuenta las diferencias individuales del estudiante para producir un sonido, y
- Recuerde que aprender un nuevo idioma es un proceso difícil.

adult teacher
generation
interface
confidence
friendly
call
university
visual
cheerful
adults only
video
research
ideas
practice
course
future
motivation
futuristic
projection
optical
school
academic
conference
engagement
graduation
flames
invention
team
note
talk
leadership
resource
studying
office
remote
collage
interactive
bible
TEACHER'S BOOK
sustainability
employee
communication
playful
three-dimensional
laptop
innovation
talking
textbook
friends
neon
innovative
language
males
lamp

CONTENTS

UNIT 1 The Alphabet

Page 6

Vocabulary and Listening The Alphabet Song
Grammar Alphabet recognition
Demonstratives: This is...
Speaking Talking about familiar objects
Let's Have Fun Tracing letters and words, singing the alphabet song
CLIL/Project Arts: Picture dictionary



UNIT 2 Greetings!

Page 18

Vocabulary and Listening Parts of a day, greetings
Grammar Subject pronouns (I, you), verb to be (I am, You are)
Speaking Asking and answering names
Let's Have Fun Drawing, coloring, writing names and greetings
CLIL/Project Interview friends (Socioemotional Learning)



UNIT 3 At school!

Page 34

Vocabulary and Listening Simple Commands
Grammar Imperatives (Sit down, Be quiet), basic requests
Speaking Making simple commands
Let's Have Fun Game: Follow the commands
CLIL/Project Arts: Drawing a classroom and its objects



UNIT 4 Let's count!

Page 50

Vocabulary and Listening Classroom objects and numbers from 1 to 10
Grammar Numbers and quantifiers (How many...?, There are...)
Speaking Inquiries about quantity and age
Let's Have Fun Ten Little Fingers! song
CLIL/Project Math: Addition / Subtraction



UNIT 5 Let's color!

Page 70

Vocabulary and Listening Colors and quantifiers
Grammar Questions with 'What color is it?', basic adjectival agreement
Speaking Asking simple questions
Let's Have Fun Mask making, spot differences
CLIL/Project Arts: Warm and cool colors



UNIT 7 Our body

Page 106

Vocabulary and Listening Body parts
Grammar Body parts identification, imperatives (Point to..., Show me...)
Speaking Asking and telling actions related to body
Let's Have Fun 'You are out' game
CLIL/Project Arts: Body poster



UNIT 6 Let's do it!

Page 89

Vocabulary and Listening Actions, suggestions and inquiries
Grammar Suggestions with 'Let's...!', Present simple for routines
Speaking Suggestions and talking about habits
Let's Have Fun Crossword puzzle, writing suggestions and habits
CLIL/Project Arts: Poster about habits



UNIT 8 Pets

Page 122

Vocabulary and Listening Pets and animals and locations
Grammar Prepositions of place (in, on, under, over there), demonstratives
Speaking Questions about pet locations
Let's Have Fun Find the Differences game
CLIL/Project Science: Farm animals poster



CONTENTS

UNIT 1 Fruits

Page 6

Vocabulary and Listening Fruits. Following simple instructions.
Grammar Imperatives, present simple (like/don't like) / Describing fruits.
Speaking Ask and answer about likes and dislikes.
Reading Fruit lists and dialogues.
Let's Have Fun Playing the "telephone game"
CLIL/Project Collaborative learning / Friends' interview to ask about their likes and dislikes.



UNIT 2 Zoo

Page 22

Vocabulary and Listening Animals actions. Identifying common expressions of abilities.
Grammar Can / can't; there is / are; how many
Speaking Abilities and preferences using can/can't
Reading Short facts and puzzles about animals
Let's Have Fun Animal posters.
CLIL/Project Science/ animals



UNIT 5 People I Love

Page 68

Vocabulary and Listening Adjectives / Identifying heroes and animals / Descriptions
Grammar Adjectives with be, can / can't / Descriptive sentences
Speaking Describing people and animals
Reading Descriptions and opposites
Let's Have Fun Making masks
CLIL/Project Arts / Act it out!



UNIT 7 Toys And Games

Page 98

Vocabulary and Listening Toys, shapes, colors
Grammar How many, there is / are, have/has
Speaking Describing and asking about toys
Reading Descriptions and toy names
Let's Have Fun Find the differences game
CLIL/Project Math / Counting and describing



UNIT 6 Feelings

Page 84

Vocabulary and Listening Feelings and actions
Grammar Present continuous: am / is / are + V-ing
Speaking What is he/she doing?
Reading Feelings-related actions and descriptions
Let's Have Fun Roleplay
CLIL/Project Social and emotional Learning / Expressing emotions



UNIT 8 Home Sweet Home

Page 114

Vocabulary and Listening Rooms and items of a house
Grammar Prepositions of place (in, on, under).
Speaking Where is it? Describing house layout
Reading Descriptions using prepositions
Let's Have Fun Drawing homes
CLIL/Project Math / Tangram; Drawing home



UNIT 3 My Family

Page 42

Vocabulary and listening Family member names.
Grammar Am / is / are
Speaking Talking about family members
Reading Family labels and dialogues
Let's Have Fun Handcraft: family tree
CLIL/Project Social Studies / Family tree



UNIT 4 Wheel Of Fortune

Page 54

Vocabulary and Listening Game actions, numbers, questions
Grammar Am / is / are, questions and modals
Speaking Playing game and answering questions
Reading Instructions and patterns
Let's Have Fun Wheel of Fortune game
CLIL/Project Math / Patterns



CONTENTS



UNIT 1 In My City

Page 6

Vocabulary and Listening Public Buildings
Speaking Asking and telling location of buildings
Grammar Prepositions of place
Reading Reading about location-based dialogues
Let's Have Fun Where are the people?
Project/CLIL Social Studies.
City-building activity

UNIT 2 Transportation

Page 20

Vocabulary and Listening Vehicles and transportation
Speaking Making transportation questions
Grammar How can I go / get to...?
Reading Understanding transportation-related sentences
Let's Have Fun Sentence puzzle
Project/CLIL Geography

UNIT 5 In the Classroom

Page 64

Vocabulary and Listening School objects
Speaking Using classroom language
Grammar Asking for permission
Reading Dialogues about school activities
Let's Have Fun Cha Cha song
Project/CLIL Arts. Roleplay

UNIT 6 My International School

Page 76

Vocabulary and Listening Countries and cultures
Speaking Meeting someone from another country
Grammar Verb to be (am, is, are)
Reading Short cultural texts
Let's Have Fun Cultural Guessing game
Project/CLIL Geography

UNIT 3 Weather

Page 36

Vocabulary and Listening Weather conditions
Speaking Participating in weather conversations
Grammar Present continuous tense
Reading Reading about weather-related actions
Let's Have Fun Weather song
Project/CLIL Social studies

UNIT 4 Nature

Page 48

Vocabulary and Listening Animals / likes and dislikes
Speaking Talking about animals and numbers
Grammar How many / there is/are / can/can't
Reading Texts regarding animal facts
Let's Have Fun Draw Animals
Project/CLIL Science

UNIT 7 Free Time

Page 96

Vocabulary and Listening Free time activities / Daily routines
Speaking Expressing preferences
Grammar Expressing likes / dislikes
Reading Likes / dislikes texts
Let's Have Fun Game Time
Project/CLIL Social Studies

UNIT 8 Cartoon Characters

Page 108

Vocabulary and Listening Cartoon character traits
Speaking Expressing abilities
Grammar Can and can't
Reading Favorite character descriptions
Let's Have Fun "I Can" Song
Project/CLIL Arts

CONTENTS



UNIT 1 My Day

Page 6

Vocabulary Daily Routines
Reading One Day in My Life
Grammar Simple Present Tense for Daily Routines
Listening Daily Schedules
Speaking What are your routines?
Writing My Day
Let's Have Fun How many people?



UNIT 3 Jobs

Page 36

Vocabulary Some Jobs
Reading My Family and Their Jobs
Grammar Asking About Somebody's Job
Listening Job and Interests
Speaking It is a Pretty Boring Workplace
Writing Writing About Some Jobs
Let's Have Fun Jobs Song



UNIT 2 Doing Experiments

Page 22

Vocabulary Words about Experiments
Reading Fun Experiments
Grammar Positive and Negative Imperatives
Listening Stephanie's Belongings
Speaking Where Are David's Things?
Writing The Books are on the Desk
Let's Have Fun Fun Prepositions Song
CLIL Science



UNIT 4 My Clothes

Page 50

Vocabulary Seasons, Months, Weather and Clothes
Reading Seasonal Fashion
Grammar Asking About the Weather
Listening His Shirt is Green
Speaking It's Really Cold
Writing What are you wearing?
Let's Have Fun The Four Seasons
CLIL Geography

UNIT 5 My Friends

Page 68

Vocabulary Physical and Personality Adjectives
Reading My Best Friends
Grammar Talking About Somebody's Appearance and Character
Listening Who's That?
Speaking He's Cute
Writing My Friends
Let's Have Fun Guessing Game



UNIT 7 Yesterday was fun!

Page 100

Vocabulary Past activities
Reading What Do Tina and Her Sister Do Every Day?
Grammar Past Simple: regular and irregular verbs
Listening What Time Is It?
Speaking My Friend's Daily Routine
Writing My Daily Routine
Let's Have Fun Class Activity



UNIT 6 Food and Drinks

Page 82

Vocabulary Some Food and Drinks
Reading The Chef's Tips
Grammar Using a/am/some/any, Making an offer
Listening Really? Never?
Speaking Would You Like Some Sandwiches?
Writing Foods You Like
Let's Have Fun What Would You Like?
CLIL Science

UNIT 8 My Town

Page 114

Vocabulary Places and Things, Prepositions of Place; in, on, at
Reading Top Tourist Attractions: New York
Grammar Directions with Imperatives
Listening Where am I?
Speaking Find It; Find the Items in the Maze
Writing About My City
Let's Have Fun Where Is the Thief?
CLIL Geography

Life Heroes Lite Version Book 5

CONTENTS



UNIT 1 Global Village

Page 6

Vocabulary School Subjects and Countries
Reading Schools
Grammar Asking Questions
Listening Eric and Adam
Speaking Interview Your Friends
Writing School Subjects
Let's Have Fun World Tour



UNIT 3 Health

Page 32

Vocabulary Body Parts & Illnesses
Reading Take Good Care of Yourself
Grammar Should
Listening What is the Matter with Him / Her?
Speaking Do You Need Anything?
Writing Body Pains
Let's Have Fun Role Play

UNIT 5 Party Time

Page 60

Vocabulary Months of a Year - Ordinal Numbers - Days of a Week
Reading Birthdays in World Cultures!
Grammar Permission, Obligation, Offer, May - Can - Must
Listening What Can Leonard Do?
Speaking Ask for Permission
Writing Birthday Card
Let's Have Fun Planning a Party



UNIT 7 The Animal Shelter

Page 90

Vocabulary Animals
Reading Zoe and Lucas
Grammar Present Continuous; To be + V-ing
Listening What Are They Doing?
Speaking My Dream Place
Writing My Pet Lily
Let's Have Fun Name It



UNIT 6 Fitness

Page 76

Vocabulary Sport & Activities
Reading Shawn Johnson the Artistic Gymnast!
Grammar Suggestions
Listening Who Likes What?
Speaking Let's Work Out!
Writing My Favorite Sports
Let's Have Fun "Simon says"
CLIL Math



UNIT 8 Festivals / Holidays

Page 104

Vocabulary Festivals
Reading Halloween
Grammar Prepositions & Numbers
Listening Time To Celebrate!
Speaking What Day Is It?
Writing Special Days
Let's Have Fun Tic-Tac-Toe
CLIL Art

CONTENTS



UNIT 1 After School

Page 6

Vocabulary After School Activities
 Reading Eric's After School Activities
 Grammar Simple Present Tense & Telling the Dates, Days and Time
 Listening Daily Schedules
 Speaking Household Chores
 Writing Fact or Fiction
 Let's Have Fun What do you do after school?



UNIT 3 A Day in My City

Page 34

Vocabulary My Town!
 Reading City & Countryside
 Grammar Present Continuous Tense & Comparatives
 Listening My Hometown
 Speaking Interesting Places
 Writing My City!
 Let's Have Fun Your Dream City



UNIT 2 Yummy Breakfast

Page 20

Vocabulary My Breakfast
 Reading Meal Times
 Grammar Frequency Adverbs & Suggestions
 Listening Yummy!
 Speaking Fish for Breakfast?
 Writing Mealtime habits
 Let's Have Fun Let's eat out!
 CLIL Science



UNIT 4 Weather and Emotions

Page 48

Vocabulary Weather and Mood
 Reading What Does the Weather Do?
 Grammar Simple present tense & Present continuous tense
 Listening Weather
 Speaking Chain Drill
 Writing Feelings & Emotions
 Let's Have Fun Tommy on the Way
 CLIL Geography



UNIT 6 Vacation

Page 76

Vocabulary Vacation in Nature
 Reading My Last Holiday
 Grammar Simple Past Tense
 Listening Welcome Back
 Speaking Did You Like It?
 Writing An Online Post
 Let's Have Fun What Did You Do on Vacation Last Summer?
 CLIL Science

UNIT 5 At the Fair

Page 62

Vocabulary Amusement Equipments
 Reading The Great New York State Fair
 Grammar Like & Dislike & Hate
 Listening Emotions
 Speaking Feelings & Emotions
 Writing A Postcard
 Let's Have Fun Fun Activities



UNIT 7 Occupations

Page 92

Vocabulary Jobs
 Reading My Occupation
 Grammar Can & Can't & Telling the Dates
 Listening Guess My Job!
 Speaking Please Be Careful
 Writing Occupations
 Let's Have Fun Who Am I?



UNIT 8 Technology in Our Lives

Page 106

Vocabulary Technology Everywhere
 Reading Maya's Tech Rules
 Grammar Zero Conditional & Past Simple Review
 Listening Tech Safety Tips
 Speaking If... then we will...
 Writing Technology and Me
 Let's Have Fun Conditional Dice
 CLIL Science

LIFE HEROES

Educational Support and Services

We want you to have the best possible experience with Life Heroes. For this reason, we provide a comprehensive ecosystem of resources and services designed to enrich teachers' work and enhance students' learning.

Our environment includes:

