



# Real HEROES

SMOOTH  
CONTENT

ENGLISH SERIES

maya  
EDUCACIÓN

FULL EDITION

TEACHER'S BOOK



maya ELT

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# Introduction

*Real Heroes* is a six-level English language series designed for middle and high school students in both public and private institutions. Aligned with international standards, the program develops communicative competence, learner autonomy, and critical thinking through purposeful language use.

The series integrates real-world topics, core values, and cross-curricular content, enabling students to relate English to their personal experiences and to other academic disciplines.

This Methodological Guide supports teachers, academic coordinators, and institutions in the effective implementation of the *Real Heroes* program by providing clear pedagogical direction, methodological guidance, and practical classroom strategies. Its purpose is to promote effective teaching practices that foster meaningful language learning, sustained engagement, and the development of higher-order thinking skills.

Recognizing English as a global means of communication, *Real Heroes* addresses the realities of Latin American classrooms, where instructional time may be limited and proficiency levels often vary. The guide promotes instructional coherence while allowing sufficient flexibility for teachers to deliver communicative, engaging, and contextually relevant instruction.



## OBJECTIVES

The **Real Heroes** series aims to:

- Develop students' ability to understand and use English in meaningful, functional contexts.
- Strengthen oral and written communication skills progressively.
- Build confidence and motivation in language use.
- Foster collaboration, reflection, and critical thinking through projects and communicative tasks.
- Integrate values and social awareness into the language learning process.

## FEATURES OF THE SERIES

**Real Heroes** is designed specifically for adolescent learners and focuses on strengthening communicative ability through meaningful and contextualized language use.

The program is grounded in the principle that effective communication takes precedence over grammatical perfection. Students are encouraged to express ideas even when accuracy is still developing, viewing errors as a natural part of learning. **Grammar** is presented as a tool that supports communication rather than as an end in itself.

Active participation is promoted through communicative tasks, collaborative projects, and problem-solving activities. Language learning is consistently linked to real-world topics, academic content, and situations relevant to adolescents, increasing both motivation and engagement.

**UNIT 3**

**Vocabulary & Reading**

**A Discuss with a partner.**

1. What animals are popular as pets in your country? Do you have any pets?
2. What types of wild animals can people see in your area? What animals have you seen in their natural habitat?
3. If you could be any animal, what would you be and why?

**Did you know?**

1. A great white shark can detect a **drop of blood** from 5km away.
2. An ostrich has such **powerful** legs that if it **kicks** a lion, it can kill it.
3. A lion's hair is not **bone**. It's actually made from keratin - the same as our hair and **finger nails**.
4. The sashore is the only known animal in which the **male** becomes **pregnant**. They can **give birth** to up to 2000 babies at a time.
5. The hummingbird **flaps** its **wings** an average of 50 times per second.
6. The world's **deadliest** animal is the mosquito. The **diseases** it transfers when it **bites** kill over 725,000 people each year.

### Real Life Sections

- Authentic conversations: shopping, asking for help, making plans, expressing opinions, resolving everyday situations.

**Real Life**

**A Discuss with a partner.**

1. How many selfies do you take each day?
2. How many do you post to social media?
3. If you don't take selfies, why not?

**B Listen to an influencer giving advice on taking selfies. Which topics are mentioned?**

<input type="checkbox"/> adding comments	<input type="checkbox"/> angle
<input type="checkbox"/> background	<input type="checkbox"/> filters
<input type="checkbox"/> hashtags	<input type="checkbox"/> light
<input type="checkbox"/> smiling	<input type="checkbox"/> swiping

### Integrated CLIL-Inspired Focus

- Cross-curricular sections that connect language use with science, geography, art, and citizenship.

### Critical Thinking

- Projects, debates, analysis, and problem-solving that develop research, argumentation, and effective communication skills.

### Valores

- Recognition of real cases of people who have become everyday heroes, related to:

- Leadership
- Science and innovation
- Sports
- Art
- Community service

**Student Book**

**C Look at these "quotes" about music. Which do you like best and why?**

1. "The world's most famous and popular language is music." - Pye South Korean musician
2. "Where words fail, music speaks." - Hans Christian Andersen, Danish author
3. "The sound and music are 50% of the entertainment in a movie." - George Lucas, American director
4. "I believe that listening to music helps them concentrate. It doesn't. It relieves the boredom that concentration on homework induces." - Marilyn vos Savant, American writer

**D Look at the picture and discuss with a partner.**

1. What type of music do you think the group plays?
2. Where do you think they're from?

## STRUCTURE OF THE BOOKS

*Real Heroes* follows a coherent and pedagogically sound structure that supports the systematic development of communicative competence from beginner to intermediate levels.

The series begins with the *Starter Book*, conceived as a bridging and leveling component that addresses the diverse linguistic profiles typically found in the first year of middle school. It opens with an introduction section designed as a diagnostic tool to help teachers identify students' prior knowledge, strengths, and learning needs. While aligned with A1 CEFR descriptors, the Starter Book prioritizes essential communicative functions, high-frequency vocabulary, and basic interactions rather than isolated grammar instruction. Its purpose is to build learner confidence, consolidate foundational language, and prepare students for progression into Books 1–5. Following the diagnostic section, the Starter Book includes nine units in the Full Version and six units in the Lite Version. Each unit integrates **vocabulary, reading and listening, grammar, and speaking and writing**, providing a balanced foundation for early language development.

Each subsequent Student's Book is organized into three modules. In the Full Version, every module contains three units and one CLIL section, while in the Lite Version each module includes two units, with a single CLIL section presented at the end of the book.

Every unit follows a consistent structure that integrates **vocabulary, reading, grammar, Real Life, listening and speaking, and a writing project**. Language is presented through meaningful contexts connected to adolescents' lives, global issues, and academic themes, ensuring both relevance and engagement.

Overall, *Real Heroes* offers a structured yet flexible framework that supports linguistic growth, promotes learner autonomy, and positions English as a meaningful tool for communication across disciplines.

## FULL AND LITE VERSIONS

*Real Heroes* is available in two complementary formats designed to accommodate diverse institutional needs and instructional time.

- **Full Version:** 9 units organized into three modules (three units per module), 3–8 projects, and one CLIL section per module.
- **Lite Version:** 6 core units organized into three modules (two units per module), 1–4 projects, and a single CLIL section presented at the end of the book.

Both versions follow the same communicative methodology, unit structure, and pedagogical principles, ensuring consistency in teaching and learning. The Lite Version provides a more streamlined pathway while preserving the rigor, content quality, and learning objectives of the Full Version.

### CEFR Progression

- **Full Version:** Starter (A1), Book 1 (A1), Book 2 (A1+), Book 3 (A2), Book 4 (B1), Book 5 (B1+).
- **Lite Version:** Starter (A1), Book 1 (A1), Book 2 (A1), Book 3 (A1+), Book 4 (A1+), Book 5 (A2).

Across both formats, the internal organization of the books remains consistent, facilitating

implementation, supporting instructional coherence, and ensuring a gradual increase in linguistic, cognitive, and academic demands.

## Teacher's Resources

*Real Heroes* provides a comprehensive suite of teaching resources designed to support effective instruction and enhance the learning experience.

### Teacher's Guide with Methodological Support

Provides clear pedagogical guidance on the approaches and methods underpinning the program. It outlines the teaching philosophy, methodological framework, and practical classroom strategies that support effective implementation. The guide functions as both a reference and an orientation tool, allowing teachers to adapt instruction to their contexts while maintaining methodological coherence.

### Digital Student's Book and Workbook

Mirror the structure of the printed materials to ensure consistency and ease of use. Built-in tools such as highlighting and note-taking support daily instruction in both face-to-face and remote settings. All audio and video resources are directly linked to their corresponding pages and activities for seamless access.

### Audio and Video Resources

Fully embedded within the digital materials and connected to each unit and activity, these resources include songs, dialogues, chants, listening tasks, and videos. Their integration supports lesson flow, strengthens comprehension, and eliminates the need for external sources.

### Exams and Evaluation Tools

Promote continuous assessment through activities integrated across the Student's Book and Workbook. Both formative and summative evaluations support systematic monitoring of language development and communicative performance.

### Digital Platform

A centralized environment that provides access to the Digital Student's Book, Teacher's Guide, assessments, and interactive practice. The platform enables teachers to assign tasks, monitor progress, track performance, and provide timely feedback. It also includes self-graded activities that reinforce learning and foster student autonomy.

### Extra Reading and Critical Thinking Activities

Available on the digital platform, these materials are designed to strengthen reading comprehension and promote critical thinking. The resource is intentionally flexible, allowing teachers to select texts according to students' proficiency levels and instructional goals, thereby supporting differentiated learning.

# METHODOLOGICAL GUIDANCE FOR EFFECTIVE TEACHING

*Real Heroes* is grounded in contemporary principles of second language acquisition and communicative language teaching. The program adopts a student-centered approach in which learners actively construct knowledge through meaningful interaction, purposeful language use, and engagement with real-world topics.

This framework recognizes that adolescents acquire a second language more effectively when exposed to comprehensible input, provided with opportunities for interaction, and encouraged to express meaning from the earliest stages. Instruction therefore prioritizes communication, while accuracy develops progressively as learners gain confidence and experience.

Teachers are encouraged to foster a supportive, low-anxiety environment where students feel comfortable experimenting with language, taking risks, and learning from errors. Feedback is positioned as a tool for growth that promotes reflection and continuous improvement.

The methodological guidance in this section serves as a reference for coherent and flexible lesson planning, ensuring alignment among learning objectives, instructional practices, and assessment.

The *Real Heroes* program implements a communicative approach through complementary methodologies, including Communicative Language Teaching (CLT), Task-Based Learning, Project-Based Learning, Content and Language Integrated Learning (CLIL), and principles of the Natural Approach. This integrated perspective supports diverse learning styles, promotes meaningful communication, and facilitates the gradual development of communicative competence.

## COMMUNICATIVE APPROACH AND SKILLS DEVELOPMENT

### Approaches and methods to be used

*Real Heroes* is grounded in a communicative, learner-centered approach that emphasizes meaningful interaction and purposeful language use. Students are encouraged to use English to exchange information, express ideas, and participate in authentic situations rather than to manipulate language forms in isolation.

The program also incorporates principles of the Natural Approach, which emphasize the importance of meaningful exposure to comprehensible input, especially at lower levels. This supports students' gradual transition from comprehension to production.

Listening, speaking, reading, and writing are developed in an integrated and progressive manner throughout the series.

### Listening

Listening plays a central role in language development in *Real Heroes*. Listening activities include dialogues, interviews, short talks, and videos that model authentic language use and pronunciation. Teachers are encouraged to prepare students before listening by activating prior knowledge, introducing key vocabulary, and encouraging predictions. During listening, students focus on general meaning first and then on specific information. Post-listening activities promote discussion and application of new language.

Listening tasks also address suprasegmental features such as stress and intonation, supporting both comprehension and pronunciation development.

## Speaking

Speaking is considered a core skill throughout the *Real Heroes* series. Students are encouraged to communicate from the earliest units through guided interaction, repetition, and simple exchanges. As students progress, speaking tasks become more open-ended and require greater independence. Activities include role-plays, pair and group discussions, interviews, problem-solving tasks, and short presentations.

The emphasis is on expressing meaning and achieving communicative goals. Accuracy is developed gradually through feedback, modeling, and reflection.

## Reading

Reading texts in *Real Heroes* serve multiple purposes: introducing new language, providing information, stimulating discussion, and serving as models for writing.

Texts include informational articles, narratives, profiles of real heroes, and opinion texts. As students advance, texts become longer and more complex.

Teachers are encouraged to use pre-reading, while-reading, and post-reading strategies to support comprehension and critical thinking.

## Writing

Writing in *Real Heroes* is introduced gradually and is used to consolidate language meaningfully. Students move from guided sentence-level writing to short paragraphs, opinion texts, and simple reports.

The writing process in *Real Heroes* includes three main stages:

- **Pre-writing:** Students prepare their ideas using strategies such as brainstorming, word maps, visuals, and guided outlines. This stage helps them activate prior knowledge and reduce anxiety when writing
- **Writing:** Students produce simple texts with teacher support, identifying basic elements such as the main idea and supporting details. Writing tasks are short, structured, and age-appropriate, prioritizing clarity of meaning over grammatical perfection
- **Rewriting and reflection:** Students review their work with guidance from the teacher. Feedback focuses on improving communication and understanding rather than correcting every error. Mistakes are treated as a natural part of the learning process.

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

## TECHNIQUES AND METHODOLOGICAL STRATEGIES

In the *Real Heroes* series, teaching practices draw on established methodologies, instructional strategies, and classroom techniques that support effective language acquisition at the middle and high school levels.

**Technique:** refer to specific, observable classroom procedures used to achieve an immediate learning objective within a lesson.

**Methodological strategies:** refer to broader organizational approaches that guide how learners engage with, process, and use language over time.

Together, these elements provide a flexible and coherent framework that helps teachers address diverse learning styles, promote meaningful communication, and support the gradual development of communicative competence.

## CORE TEACHING AND LEARNING METHODOLOGIES

The *Real Heroes* program integrates complementary methodologies that promote meaningful communication, learner engagement, and the progressive development of communicative competence.

### 1. Natural Approach

The *Natural Approach* emphasizes comprehension and meaningful exposure to the target language before expecting spoken production. Its objective is to create a low-anxiety environment in which students acquire language in a manner similar to first language development.

#### Roles

- **Learners:** Focus initially on listening and understanding, responding through actions, gestures, or brief verbal expressions as confidence grows.
- **The teacher:** Provides rich, comprehensible input using visuals, gestures, repetition, and contextual support without requiring immediate oral production.

Students encounter new vocabulary and structures through songs, stories, visuals, and guided listening activities. Comprehension is prioritized, allowing oral production to emerge gradually as learners gain confidence.

### 2. Communicative Language Teaching (CLT)

**Communicative Language Teaching (CLT)** prioritizes language use for meaningful communication. Its central goal is to develop communicative competence through authentic interaction rather than an exclusive focus on grammatical accuracy.

#### Roles

- **Learners:** Actively express ideas, exchange information, and interact in meaningful contexts.
- **The teacher:** Facilitates communication by designing interactive tasks, modeling language, and creating opportunities for real-life use.

*CLT* is reflected in dialogues, role-plays, pair and group work, and interactive tasks that encourage functional language use. Accuracy develops progressively through practice, feedback, and reflection.

### 3. Task-Based Learning (TBL)

**Task-Based Learning (TBL)** organizes instruction around meaningful tasks that require language use for a clear communicative purpose. It promotes functional communication through interaction and problem-solving.

#### Roles

- **Learners:** Use English individually or collaboratively to complete tasks, focusing primarily on

meaning.

- **The teacher** Acts as a facilitator by designing tasks, providing linguistic support, and offering feedback during and after completion

*TBL* is implemented through activities aligned with unit themes, including role-plays, information-gap tasks, guided dialogues, and problem-solving activities. Grammar and vocabulary function as tools that support successful task completion while integrating the four language skills.

#### 4. Project-Based Work

**Project-Based Work** integrates language skills through extended tasks that culminate in a final product or presentation. It promotes collaboration, creativity, and learner autonomy while encouraging sustained language use.

##### *Roles*

- **Learners:** Plan, develop, and present projects collaboratively, using English to exchange ideas and communicate results
- **The teacher:** Provides structure, guidance, and linguistic support while encouraging independence.

*Projects* are connected to unit themes and real-life contexts and may include posters, short presentations, brief reports, or creative productions. They consolidate target language and foster authentic communication.

#### 5. CLIL (Content and Language Integrated Learning)

**CLIL** integrates English with age-appropriate content from other subject areas, reinforcing language acquisition while supporting conceptual understanding through contextualized instruction.

##### *Roles*

- **Learners:** Use English as a vehicle to explore familiar content, linking language to prior knowledge.
- **The teacher:** Selects and adapts content, ensuring accessibility and providing scaffolding to support comprehension and participation.

*CLIL* is implemented through cross-curricular sections connected to subjects such as Physical Education, Science, Art, and environmental awareness. These experiences expand language use while strengthening critical thinking and interdisciplinary connections.

## TEACHING TECHNIQUES

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

Common techniques used throughout the series include:

- Brainstorming
- Dialogues and dialogue memorization
- Role-playing
- Chain drills

- Question-and-answer activities
- Dictation
- Translation of short passages
- Language games (e.g., Simon Says, Bingo, Memory, 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 are intended to be applied flexibly and combined as needed, allowing teachers to respond to lesson objectives, learner profiles, and the methodological focus of each unit while maintaining an interactive and communicative classroom environment.

## 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.

**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 (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 /	/ ɪ /
eat	it
these	this
feet	fit
peak	pick

/ eɪ /	/ ɛ /
wait	wet
chase	chess
bait	bet
bale	bell

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

/ ə /	/ ʊ /	/ uɪ /
us	who	foot
cup	food	boot
luck	good	lute
puppy	look	

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

**Ejemplos:**

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

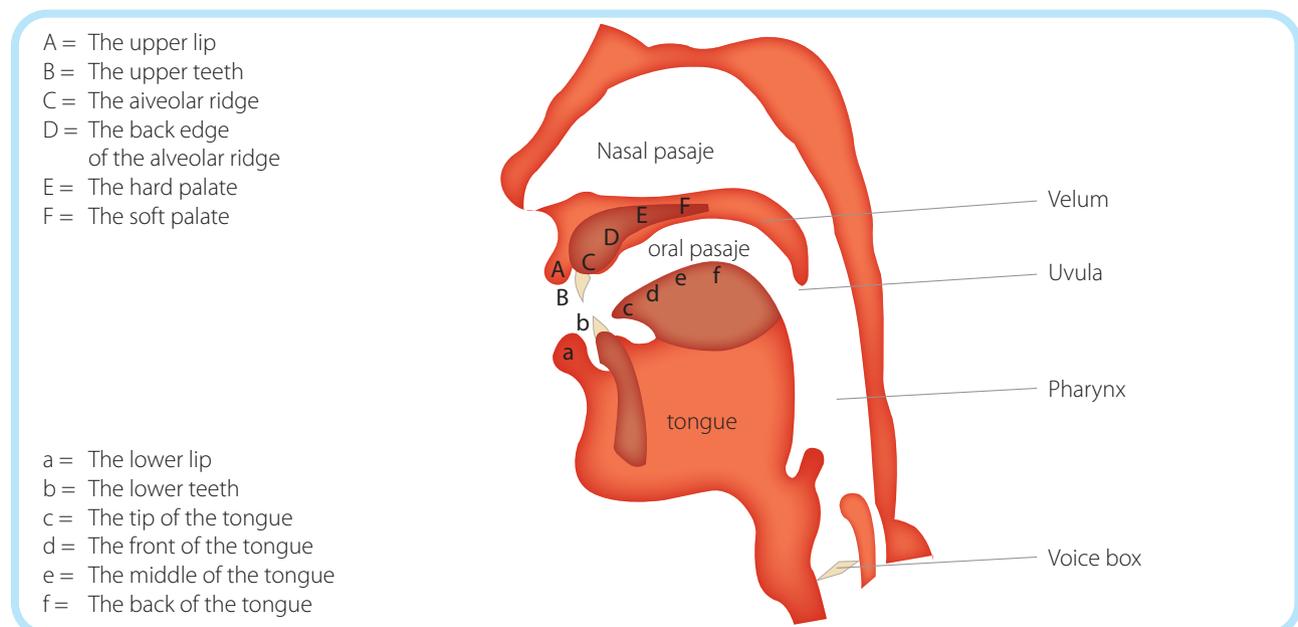
/ eɪ /	/ ɛ /
wait	wet
chase	chess
bait	bet
bale	bell

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

/ ə /	/ ʊ /	/ uɪ /
us	who	foot
cup	food	boot
luck	good	lute
puppy	look	

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

The diagram below shows the organs of speech:



## Consonant sounds

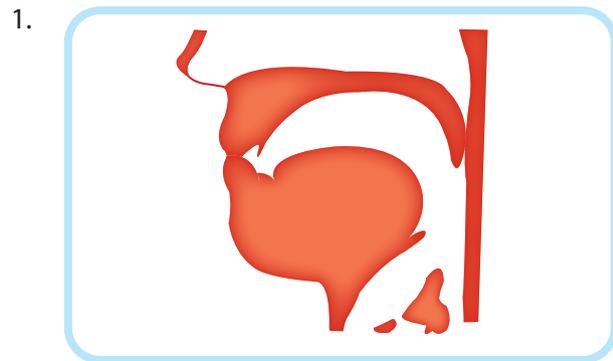
In almost all the consonants the air stream from lungs is stopped by the organs of speech located in mouth and nose.

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

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

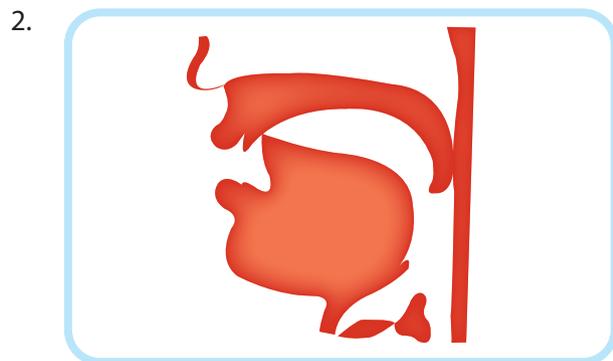
voiced:  
/ b, d, g, v, z, ʒ, dʒ, ð, m, n, ŋ, l, r, w, y /

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

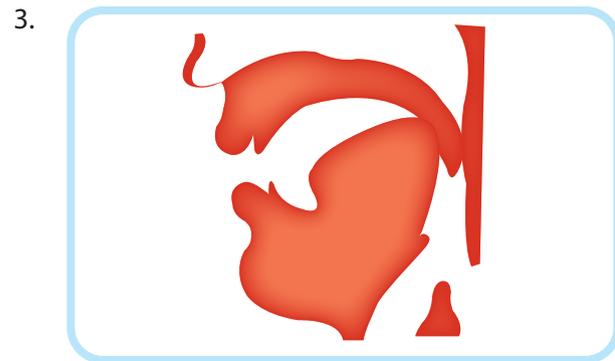
En casi todas las consonantes la corriente de aire que llega de los pulmones es detenida por los órganos del habla localizados en la nariz y boca.

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

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

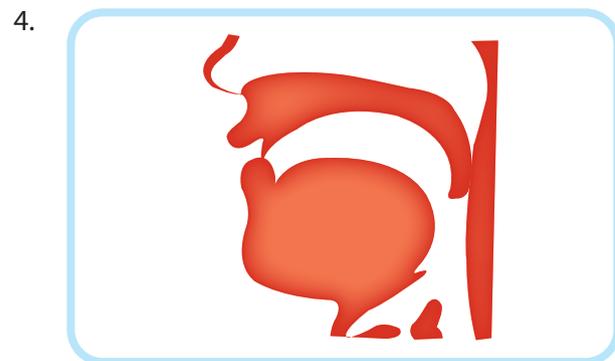
sonoras:  
/ b, d, g, v, z, ʒ, dʒ, ð, m, n, ŋ, l, r, w, y /

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

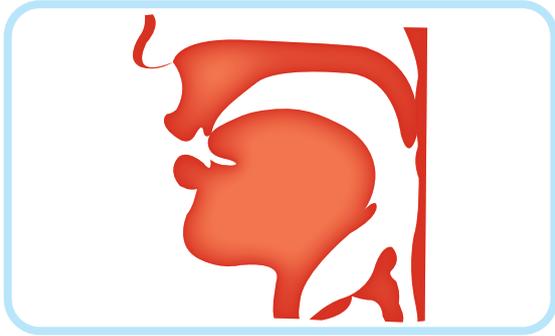
coat cook cooker nickel talk pick



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

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

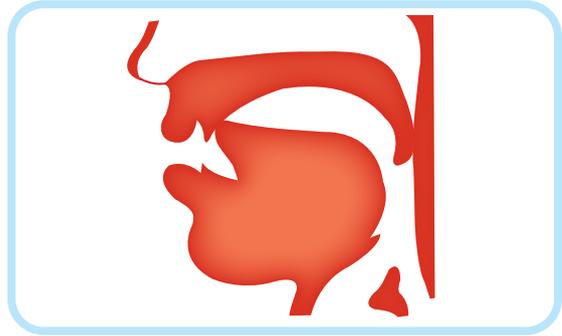
5.



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

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

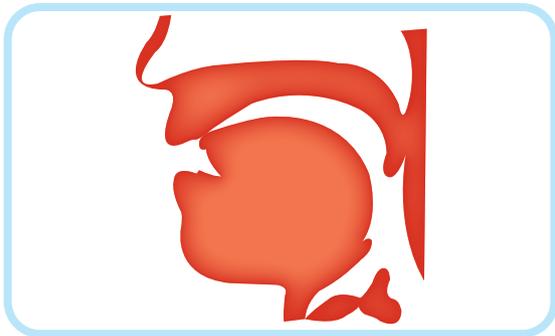
8.



Tongue position for / tʃ /  
Posición de la lengua para

Cheap	pitcher	clutch
Chick	kitchen	church

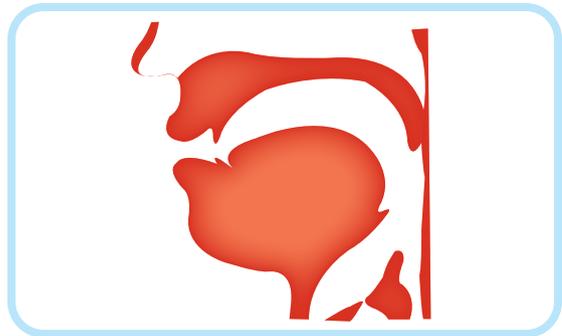
6.



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.



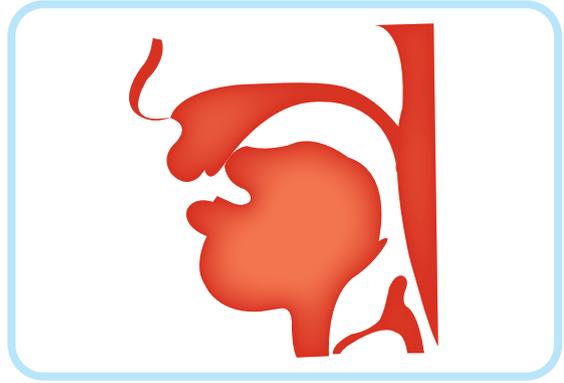
Tongue position for / d /  
Posición de la lengua para

Date  
Desk

model  
needle

sad  
made

14.



Tongue position for / l /  
Posición de la lengua para

Loss  
Late

yellow  
pillow

mall  
tall

12.



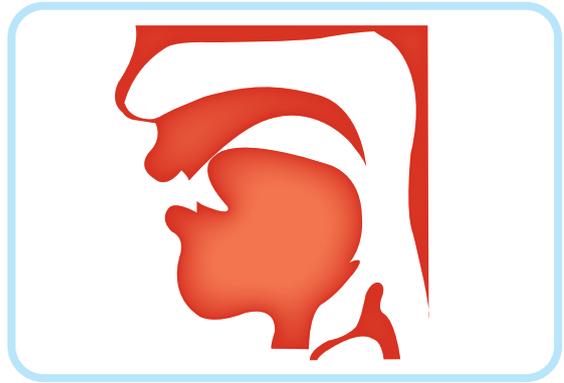
Tongue position for / g /  
Posición de la lengua para

Got  
Gun

wagon  
eggplant

rug  
egg

15.



Tongue position for / n /  
Posición de la lengua para

Name  
Nut

any  
funnel

ten  
hen

13.



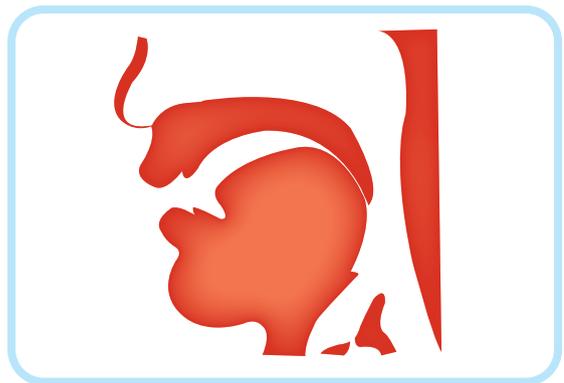
Lip position for / m /  
Posición de la lengua para

My  
Model

limit  
summer

aim  
them

16.

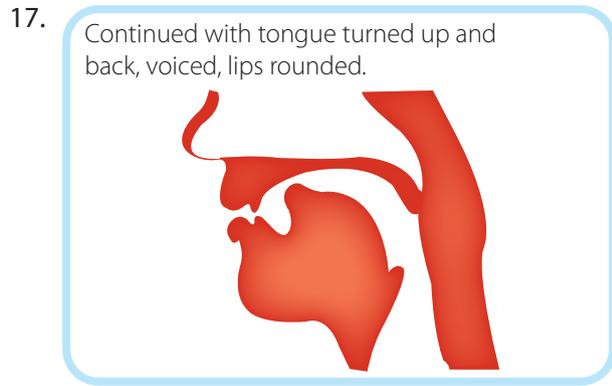


Tongue position for / ŋ /  
Posición de la lengua para

-----  
-----

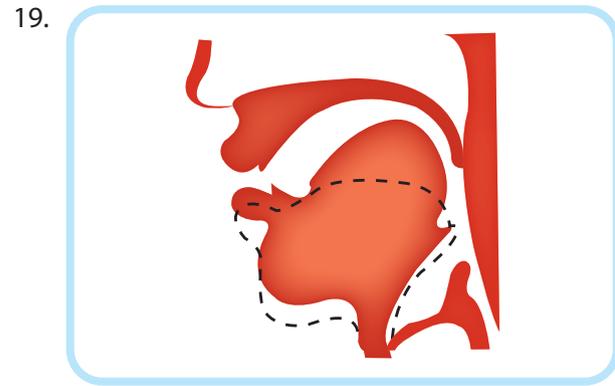
singer  
English

sing  
king



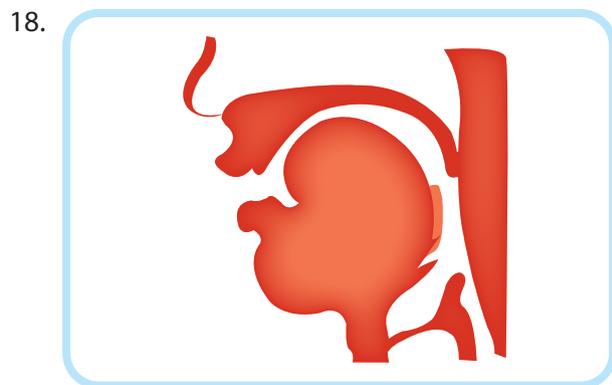
Tongue position for /r/  
Posición de la lengua para

Rest                      carry                      air  
Rock                     borrow                    tar



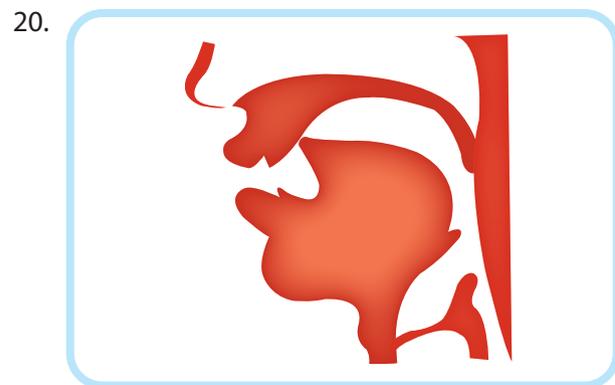
Tongue position for /w/  
Posición de la lengua para

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 ō 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 ō 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 /'dɒktə z /  
boy /'bɔɪ z /

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

**Examples:**

dish /'dɪʃ z /  
sentence /'sɛntənsɪz /  
church /'tʃɜːtʃɪz /

*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 /'wɔːks /

And, to the possessive form: 's

Mary's /'mɛrɪz /  
teacher's /'tiːtʃəz /

**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 /'wɜːkt /  
missed /'mɪst /

- After a /t/ or /d/ sound + /ɪd /

**Examples:**

repeated /rɪ'piːtɪd /  
needed /'niːdɪd /  
wanted /'wɑːntɪd /

- 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 /'dɒktə z /  
boy /'bɔɪ z /

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

**Ejemplos:**

dish /'dɪʃ z /  
sentence /'sɛntənsɪz /  
church /'tʃɜːtʃɪz /

*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 /'wɔːks /

Y a las formas posesivas: 's

Mary's /'mɛrɪz /  
teacher's /'tiːtʃəz /

**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 /'wɜːkt /  
missed /'mɪst /

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

**Ejemplos:**

repeated /rɪ'piːtɪd /  
needed /'niːdɪd /  
wanted /'wɑːntɪd /

### 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.



## Real Heroes Full Version Book STARTER

	Vocabulary	Reading & Listening	Grammar	Speaking & Writing
<b>Module 1</b>	<b>Unit 1</b> greetings countries/nationalities	greeting people countries and people's nationalities	the verb to be subject pronouns	role-play: greeting situations role-play: where are you from?
	<b>Unit 2</b> family members personal belongings	Mike's family talking about personal belongings	possessive adjectives and possessive case	describing a family member talking about your favorite clothing items
	<b>Unit 3</b> furniture days - months - seasons	Becky's house in the city Julie's blog page	demonstratives prepositions of time (in, on, at)	describing your room/house talking about your birthday
	<b>Unit 4</b> daily verbs jobs	an article about daily routines talking about jobs	present simple tense -affirmative present simple tense - negative and questions	writing an informal email about your daily routine discussing different jobs
<b>Module 2</b>	<b>Unit 5</b> leisure activities food and drink	article about Tiffany's hobbies talking about shopping	likes & dislikes expressions Wh- words: how much - how many	talking about your free time activities talking about your favorite dish
	<b>Unit 6</b> sports body parts	Miranda's decision talking about patients and doctors	can, can't should, shouldn't	discussing sports talking about health problems
<b>Module 3</b>	<b>Unit 7</b> parts of a house places in a town	Rebecca's room asking for and giving directions	there is, there are prepositions of place	describing your dream house talking about your town
	<b>Unit 8</b> weather conditions modes of transportation	a letter from Florence odd traffic rules in different countries	must, have to, mustn't present continuous tense	talking about daily activities creating a poster about the rules in your school/traffic rules in your country
	<b>Unit 9</b> electronic devices	read a short text about futuristic electronic devices	simple future tense	discussing futuristic devices

# Real Heroes Full Version Book 1

		Vocabulary	Reading	Grammar	Real Life	Listening & Speaking	Writing Project
Module 1	Unit 1	greetings numbers 1-20 English alphabet classroom language	how are you today?	verb to be: affirmative subject pronouns imperatives	greeting people	spelling words greetings in different countries	writing a blogspot
	Unit 2	countries nationalities languages occupations	multicultural classrooms	verb to be: negative verb to be: questions wh- question words	introducing oneself and others	making new friends	a survey to know about people's occupations
	Unit 3	family members personality adjectives personal objects	Alejandra's family and Hailey's family	possessive pronouns demonstratives	asking for and telling the time	presenting a family tree	description of a family member
<b>Cross-cultural Studies: ICT</b>							
Module 2	Unit 4	school subjects daily routine verbs school objects days of the week/months	the school with no rules: Brooklyn Free School	present simple: affirmative present simple: negative present simple: questions	talking about daily routines and time	talking about daily activities	a diary entry (a typical day in your life)
	Unit 5	food and drinks shopping vocabulary numbers 20-100, 1000	breakfast tables around the world	quantifiers plurals countable – uncountable nouns likes – dislikes	polite requests	number dictation talking about likes and dislikes	a favorite recipe
	Unit 6	sports animals common verbs	unique animals	can – cannot simple conjunctions: and, but, because	talking about skills	comparing your skills to your best friends	description of a favorite animal
<b>Cross-cultural Studies: Chemistry I</b>							
Module 3	Unit 7	weather conditions clothes	what is the weather like around the country today?	present continuous: affirmative present continuous: negative present continuous: questions	describing the weather	the weather in your town today talking about your style	an informal email
	Unit 8	parts of a house furniture places in a city	my dream house	there is – there are prepositions of place object pronouns	giving directions	asking for the directions to the shopping mall	description of a room
	Unit 9	technological devices opposite adjectives	cutting-edge gadgets	definite/indefinite articles comparatives superlatives	shopping phrases	talking about shopping	a blog entry comparing two devices
<b>Cross-cultural Studies: Algebra</b>							

## Real Heroes Full Version Book 2

	Vocabulary	Reading	Grammar	Real Life	Listening & Speaking	Writing Project
<b>Module 1</b>						
<b>Unit 1</b>	Shopping vocabulary	New supermarket plan	Quantifiers	Shopping language	Shopping in a department store	An email
<b>Unit 2</b>	Daily routine verbs (everyday activities)	How is life different now?	Present continuous tense (with adverbs of frequency)	Complaining phrases	How to relax	An argumentative text
<b>Unit 3</b>	Digital communication	The emotional damage of social media	Cause and result conjunctions	Taking selfies	How internet communication is changing language	A personal blog
<b>Cross-cultural Studies: Mathematics: Geometry and Trigonometry</b>						
<b>Module 2</b>						
<b>Unit 4</b>	Phrasal verbs: technology	Internet addiction	Imperatives active vs. non-active verbs	Asking for things	Describing a gadget	Giving instructions
<b>Unit 5</b>	Word-formation: suffixes	Leilia Adzhmetlova, Ukrainian athlete	Simple past tense	How did you feel?	How was school different in the past?	A personal interview
<b>Unit 6</b>	House appliances	Pedal power	Expressions of quantity: countable and uncountable nouns there was/there were	Problems in a hotel	places to go on holiday	A short paragraph
<b>Cross-cultural Studies: Experimental Science: Chemistry II</b>						
<b>Module 3</b>						
<b>Unit 7</b>	Commonly confused words	Speechless at 18	Wh-questions in the past	Easy or difficult?	Learning languages	A biography of a famous person in history
<b>Unit 8</b>	Travel	A funny thing happened...	Past continuous tense	Talking on the phone	Making plans	Describing a movie you recently watched
<b>Unit 9</b>	Word-formation: prefixes	Super series for teens	Used to	Comparing the present and the past	Changing landscapes	A descriptive paragraph (place)
<b>Cross-cultural: Studies: Communication: Reading, Oral, and Written Expression II</b>						

# Real Heroes Full Version Book 3

	Vocabulary	Reading	Grammar	Real Life	Listening & Speaking	Writing & Project
<b>Module 1</b>						
Unit 1	genres of books and movies adjectives ending -ing/-ed	writing with a pseudonym	comparative and superlative adjectives other comparative forms (similarities and differences)	comparing people, things and places	comparing your and your best friend's favorite genres	my favorite genre of books
Unit 2	places in a town weather conditions tourist attractions	the 8th wonder of the world	simple future tense be going to future tense	talking about predictions and plans	different types of vacation	my winter vacation plans
Unit 3	health problems adjectives describing feelings	at the doctor's office	modals of ability modals of possibility modals of obligation	talking about rules	at the doctor's	an online forum
<b>Module Revision</b>						
<b>Cross-cultural Studies: Analytic geometry</b>						
<b>Module 2</b>						
Unit 4	shopping places	the largest shopping malls in the world	want/would like	polite requests	salesperson-customer dialog	a questionnaire
Unit 5	hobbies and leisure time	favorite indoor & outdoor activities	gerunds & infinitives	asking for and giving opinions	two friends at an amusement park	a bar graph
Unit 6	food vocabulary	at the café	adverbial clauses embedded questions	ordering food and drinks	waiter/waitress customer dialog	a restaurant review
<b>Module Revision</b>						
<b>Cross-cultural Studies: Biology</b>						
<b>Module 3</b>						
Unit 7	geographical features	unique tourist attractions of the natural world	zero conditional first conditional	environmental consequences	eco-challenge: the world's toughest race	a brochure
Unit 8	tourist attractions	inspiring young athletes	present perfect tense (with since, for, just, already, yet)	talking about experiences	organizing a charity jump	a survey
Unit 9	games and sports activities	incredible inventions by young scientists	phrasal verbs (separable)	expressing the same ideas with different words	a student giving a presentation in class about his new phone	reply to a friend's postcard
<b>Module Revision</b>						
<b>Cross-cultural Studies: Ethics</b>						

# Real Heroes Full Version Book 4

	Vocabulary	Reading	Grammar	Real Life	Listening & Speaking	Writing Project
Module 1	Unit 1 common adjectives indoor and outdoor activities	best outdoor activity ideas	order of adjectives adverbs of manner	asking for and giving opinions	two friends talking at a summer camp	a poster
	Unit 2 action verbs travel vocabulary	alternative vacations	correlative conjunctions reflexive pronouns	asking for directions	car games	a forum post (comparison)
	Unit 3 event vocabulary	celebrations of culture	revision of comparatives and superlatives	small talk	preparing for a marathon	a biography
<b>Cross-cultural Studies: Math: Differential calculus</b>						
Module 2	Unit 4 types of landscapes	most isolated places on Earth	intensifiers	making choices	facts about chewing gum	an essay
	Unit 5 animals	animal cruelty	tag questions	feeling guilty	helping injured wildlife	a fact file
	Unit 6 space	How do you wash your hair in space?	linking words: cause, effect, contrast	giving directions	space tourism	a diary entry
<b>Cross-cultural Studies: Experimental Sciences: Ecology</b>						
Module 3	Unit 7 collective nouns	teen collectors	relative clauses with who, which, that	responding to news	Keep your room tidy!	a blogpost
	Unit 8 education and career	Is working from home the future?	defining/non-defining relative clauses	talking about the future	at the career fair	an email
	Unit 9 friendship	dealing with friends	prefixes and suffixes	thinking time	my first day at school	a story
<b>Cross-cultural Studies: Experimental Sciences: Physics I</b>						

# Real Heroes Full Version Book 5

		Vocabulary	Reading	Grammar	Real Life	Listening & Speaking	Writing Project
Module 1	Unit 1	success words	unique success stories	modals & semi-modals	lack of understanding and asking for clarification phrases	at a talent show	opinion essay
	Unit 2	literature genres	a short story	past perfect tense past simple vs. past perfect tense	talking about memories	story sequencing	narrative essay
	Unit 3	rumors	Why do we gossip?	conditionals: type 2 conditionals: type 3	talking about dreams and regrets	keeping secrets	a comic strip
<b>Cross-cultural Studies: Math: Integral Calculus</b>							
Module 2	Unit 4	idioms: food	most bizarre diets	inseparable phrasal verbs	agreeing and disagreeing phrases	describing dishes	an interview
	Unit 5	cooking verbs	culinary traditions from around the world	present perfect simple tense vs. present perfect progressive tense	apologies and excuses	reducing your carbon footprint in the kitchen	a report
	Unit 6	collocations: diet	famous food brands in history	past simple tense vs. present perfect tense	guessing phrases	vox pops	a presentation (digital literacy)
<b>Cross-cultural Studies: Experimental Sciences: Physics II: States of Matter</b>							
Module 3	Unit 7	music vocabulary	the success story of a Mariachi band	reported speech reporting questions	phrases to respond	benefits of listening to music	a timeline
	Unit 8	idioms: praise and criticism	Charlie Chaplin and Rowan Atkinson	passive voice	complaining phrases	making plans	a review
	Unit 9	making a difference	major global issues	future tenses review	talking about the future	random acts of kindness	a letter to my future self
<b>Cross-cultural Studies: Human sciences: Science, Technology, Society and Values: Historicity</b>							

# REAL HEROES

## Educational Support and Services

We want you to have the best possible experience with *Real Heroes*. For this reason, we provide a comprehensive ecosystem of resources and services designed to support English teaching in middle and high school, strengthen teachers' practice, and enhance students' learning.

Our environment includes:

