



my Disney
**STARS
AND
HEROES**

4

 **Pearson**

Teacher's Book
with Teacher's Portal Access Code
Anna Osborn

 Global
Scale of
English
Fast-track your progress



my Disney
**STARS
AND
HEROES 4**

Teacher's Book with Teacher's Portal

Anna Osborn

Pearson Education Limited

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Scope and Sequence

Meet our Stars and Heroes!

page 2

Character introductions I am... I've got... I can...
Hello, Disney friends! I like... He's/She's...
He's/She's got...
He's/She can... He/She likes...

	Vocabulary	Grammar	Personal and Social Skills	Cross-curricular
1 Party time page 8 	Party things 1 Party preparations Party things 2	What are you doing? We're getting ready. What are they doing? They're singing. It's Anna's dress. They're Lucas's books.	 Responsible decision-making: Sharing tasks We're getting ready for our party. (Eva) is in charge. Story: The street party	 Art: Rosemaling patterns curvy, lines, pattern, symmetry
	Project My cake design >> page 88	 Collaboration skills: sharing tasks Let's all think about different things. I can think about...	Online module-Phonics sc, sk, sm, sn, sp, squ, st, sw	
2 Animal friends page 18 	Animals Animal body parts Animal habitats	The meerkat uses its legs to jump. Hyenas use their claws to catch food. What does a lion eat? A lion eats meat. Where do birds live? Birds live in the forest.	 Social awareness: Helping your friends Are you OK? Can I help you? Do you want to play? Story: Let's be animals!	 Science: The food chain grass, insect, leaf, meat
	Project A food chain poster >> page 89	 Presentation skills: starting/finishing a presentation Hello, this is my food chain. Are there any questions?	Online module-Phonics ea and oi	
3 Student life page 28 	School clubs School subjects Places in a school	What time does maths finish? It finishes at half past eleven. What time do the children leave school? They leave at quarter to three. How do you get to the cafeteria? Go straight, then turn left. How do you get to the library? Turn right, then go straight.	 Relationship skills: Working as a team Why don't we (find water first)? Let's (build a den after that)! Story: Our amazing den	 Technology: Green energy coal, dirty, energy, oil
	Project An 'ideal school' brochure >> page 90	 Collaboration skills: sharing ideas How about... ? Let's... Good idea. Sounds great!	Online module-Phonics ay and er	
4 Busy days page 38 	Chores at home 1 Chores at home 2 Transport	How often do you set the table? I always set the table. How often does he cook a meal? He never cooks a meal. usually, often, sometimes, never How do you go to school? I go by taxi. How does he go to school? He goes on foot.	 Self-management: Doing new things I want to learn the piano. I don't know how to do it. I can practise / ask for help. Story: A birthday surprise	 Science: Useful technology electricity, fridge, mobile phones, sat nav
	Project A class survey >> page 91	 Self-management skills: using web diagrams web diagram; organise vocabulary	Online module-Phonics air and ear	

Welcome

page 4



Places

Countries

Where do you live? I live in a town / in a house.

Ava lives in a city / in a flat.

He's/She's from ... I'm from ... Where are you from?



Social awareness:

Celebrating differences
the same, different

5

Our hobbies

page 48



Vocabulary

Hobbies 1

Hobbies 2

Adjectives

Grammar

I like singing in a choir.

She doesn't like reading comics.

Do you like making models?

Yes, I do. / No, I don't.

What do you like doing in your free time? I like cycling.

Why? Because it's exciting!

Personal and Social Skills



Self-awareness:

Following your dream!

My dream is to (play football for my country)! Keep trying!

Follow your dreams!

Story: Sato's dream

Cross-curricular



Music:

Musical instruments

brass, percussion, string, wind

Project

A film storyboard
» page 92



Presentation skills: giving a clear presentation
Hi! I'm... and this my film storyboard. It's about...

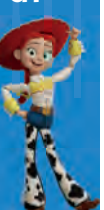
Online module Phonics

a_e, i_e, o_e

6

Things at home

page 58



Things at home 1

Things at home 2

Furniture at home

Whose key is this?

It's mine.

Whose scissors are these?

They're yours.

The mirror is above the shelf.

The keys are inside the cupboard.



Responsible decision-making:

Using things again

I can fix it! I can give (it) away!

It's good to use things again.

Story: Use it again!



Science:

Electrical circuits

batteries, circuit, switch, wire

Project

My ideal bedroom
» page 93



Self-management skills: using pictures to plan a project and to remember vocabulary

Online module Phonics

br, cr, dr, fr, gr, pr, tr

7

On a journey

page 68



Things in nature 1

Things in nature 2

Weather

There's some water.

There isn't any sand.

There are some mountains.

There aren't any volcanoes.

Is there any lightning?

Yes, there is. / No there isn't.

Are there any stars?

Yes, there are. / No, there aren't.



Self-management:

Managing your fears

Breathe in and out. Count to five. I feel calm!

Story: An exciting day



Earth Science:

Dinosaurs

footprints, fossils, layers, mud

Project

A comic book story
» page 94



Collaboration skills: taking turns to speak and asking for others' opinions What do you think?

Online module Phonics

ft, mp, nd, nt

8

Let's get active!

page 78



Sports activities 1

Sports activities 2

Adverbs

He's good at trampolining.

I'm not good at skateboarding yet.

I want to learn!

She's playing table tennis well.

They're snowboarding badly.



Self-awareness:

Motivating myself

I'm not good at (roller skating) yet. I can learn and try again. I can get better. I can work hard and do this!

Story: Uma's story



Science:

Blood and circulation

blood, heart, oxygen, pump

Project

A sports journal
» page 95



Presentation skills: describing what is happening in pictures and looking at the audience

Online module Phonics

ew, y, ey



Welcome to My Disney Stars and Heroes!

My Disney Stars and Heroes is a primary course for children aged 6 to 12 that brings together the engagement of Disney stories, a focus on Future Skills, the Global Scale of English and classroom tools that make teaching easy.

We have based the course on the following principles:

- ★ Engaged children will learn better.
- ★ Future Skills are key to children's development.
- ★ Pupils and teachers need to see pedagogical rigour and progress.
- ★ Teachers need flexibility.

Engaged children will learn better ★

Disney characters

Working with Disney, we have created a course that will engage pupils and help them build a solid foundation for learning English.

Disney characters are instantly recognisable to young learners, making them feel at ease and motivated to learn. Engagement with the characters will help pupils enjoy their lessons and develop a positive attitude to language learning. It will also help them focus on the lesson, stay on task longer and retain more of what they have learnt. The context of Disney stories is often familiar to learners, which means they can relate the new language they are learning to the realities of the Disney universe.

Stories

Children of primary school age love listening to stories. Stories and storytelling provide a natural and engaging context for language learning. They encourage young learners to use their imagination to explore the world. Listening to, watching and acting out stories help develop a wide range of linguistic, cognitive, social and emotional skills, while also promoting cultural understanding.

My Disney Stars and Heroes takes a dual approach to stories – a story to watch and a story to read. We believe that this will help pupils develop a love of reading and storytelling, with plenty of opportunities for the teacher to retell and easily exploit the stories, and also opportunities for pupils to act out stories and even to generate new stories in class.

This approach also helps exploit themes related to Personal and Social Skills, which run across both types of stories in every unit.

Each unit of the course has two stories at its core:

- A story to watch, with Disney characters, that runs through the whole unit. Each unit is dedicated to a different Disney feature film, so learners can meet their favourite Disney heroes as well as enjoy stories from a variety of different films.

A video in the first lesson of the unit introduces the characters and the main topic of the unit. A second video follows later in the unit, with the aim of helping pupils focus on the new language and concepts they are learning. A third video towards the end of the unit presents a cross-curricular topic in a real-world context.



- A story to read, with a set of non-Disney characters who appear across every unit of the level. The characters are school children, like the pupils, and bring with them the usual everyday life experiences that learners will be able to relate to. These stories help consolidate the unit's themes and new language, and cover a variety of everyday experiences that pupils are familiar with.

Future Skills are key to children's development ★*

Future Skills in My Disney Stars and Heroes

My Disney Stars and Heroes helps develop Future Skills alongside language learning. These are skills that pupils will need to function well in the world, both individually and with others, in order to become responsible citizens. Future Skills extend beyond the classroom and are essential for personal development, social inclusion, active citizenship and, in later life, successful employment.

The *My Disney Stars and Heroes* course methodology weaves Future Skills across the course activities throughout the unit: in the Disney video clips, in the stories, in the dedicated *Myself and others* lessons, via optional project work and in the Reviews. Clearly signposted sections in the teaching notes provide extra support for teachers through tips and ideas to help further enhance Future Skills learning and practice.

In the *Myself and others* lesson

Drawing on Pearson's Framework for Personal and Social Capabilities and other internationally-recognised frameworks, we have developed a Personal and Social Skills syllabus specific to *My Disney Stars and Heroes*. The syllabus comprises five overarching areas of competence, with the dedicated *Myself and others* lesson in each unit focusing on one skill area within each of these five competences.

Social awareness

The ability to understand the perspectives of others and empathise with them, including those from diverse backgrounds, cultures and contexts. This includes showing concern and respect for others, expressing thanks and appreciating different viewpoints.

Self-management

Managing one's emotions, thoughts and behaviours effectively in different situations, and using self-management tools to achieve goals and aspirations. Specific areas of focus include impulse control, stress-management, self-discipline and motivation, taking initiative and setting goals.

Responsible decision-making

The ability to make good, safe and ethical choices about personal behaviour and social interactions across diverse situations. This includes learning to make reasoned judgements, evaluating the benefits and consequences of actions, and applying critical thinking to solve personal and social problems.

Relationship skills

The ability to establish and maintain healthy relationships and navigate friendships with diverse individuals and groups. This includes a focus on effective communication, social engagement, building relationships, working collaboratively and problem solving, and conflict resolution.

Self-awareness

The ability to identify and understand thoughts, values and emotions, and link them to behaviours, as well as to recognise strengths and interests in order to develop a well-rounded sense of self.

Developing the Personal and Social Skills

Lessons and activities that explore Personal and Social Skills are clearly signposted with an icon and a green background.



Pupils build their skills as they work through each unit, gradually collecting a 'piece' of their Personal and Social Skills badge in Lessons 1 and 4, before reaching Lesson 6 (*Myself and others*) where the badge is complete.



Elsewhere in the unit

The optional unit projects at the back of the Pupil's Book additionally develop Future Skills by focusing on the soft skills of **self-management, collaboration and presentation**. In the example shown here, the project work is linked to presentation.

The course also develops **21st Century skills: communication and creativity**, as well as **critical thinking**. The *Think!*

icon  denotes activities that encourage pupils to think critically or employ HOTS (higher order thinking skills). Stories, songs and projects provide pupils with opportunities to develop their creativity skills. The dedicated *Let's talk!* cut-outs activity  in the Review lesson specifically aims to facilitate pupils' communication skills.



Pupils and teachers need to see pedagogical rigour and progress ★★

The Global Scale of English

The Global Scale of English (GSE) is a numerical scale that measures English language proficiency. It is also a framework of learning objectives that describe what a learner can do at each level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. The GSE enables teachers and pupils to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

The GSE is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they are able to see specific evidence of progress.

The GSE helps teachers to find the right course materials for the exact level and learning goals of their pupils. The chart on the back of each level's Pupil's Book shows the range of objectives that are covered within the content. Knowing this range helps teachers select course materials with the right level of support and challenge for their pupils to help them make progress.

My Disney Stars and Heroes	
Level	GSE
Level 1	10–21
Level 2	14–24
Level 3	17–27
Level 4	20–30
Level 5	23–33
Level 6	26–36

My Disney Stars and Heroes has been created using the GSE Learning Objectives for Young Learners. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each unit.

In My Disney Stars and Heroes, the skills syllabus has been developed using the GSE Learning Objectives as well as the GSE Skill Development Framework for Young Learners, which provides structured scaffolding to support teachers and pupils. Within each of the four language skills, the sets of learning objectives are grouped into sub-skills relating to accuracy and appropriacy, complexity and organisation, and interaction and strategies, and they are systematically developed within each level and across the course as a whole.

In addition to the GSE alignment, the vocabulary syllabus is mapped to Pearson International Certificate Young Learners and Cambridge Young Learners exams, for those pupils taking international exams at the end of primary.



GSE Teacher Resources

You can find a full list of all the GSE Learning Objectives covered in this coursebook in the Global Scale of English Teacher Booklet, available online as part of the Teacher's Resources.

For more information about how the GSE can support your planning and teaching, your assessment of your learners and the selection or creation of additional materials to supplement your core program, please go to <https://www.pearson.com/languages/why-pearson/the-global-scale-of-english.html>.

For easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyser (to estimate the GSE level of a written text), use the GSE Teacher Toolkit, which is freely available online at <https://www.english.com/gse/teacher-toolkit/user/lo>.

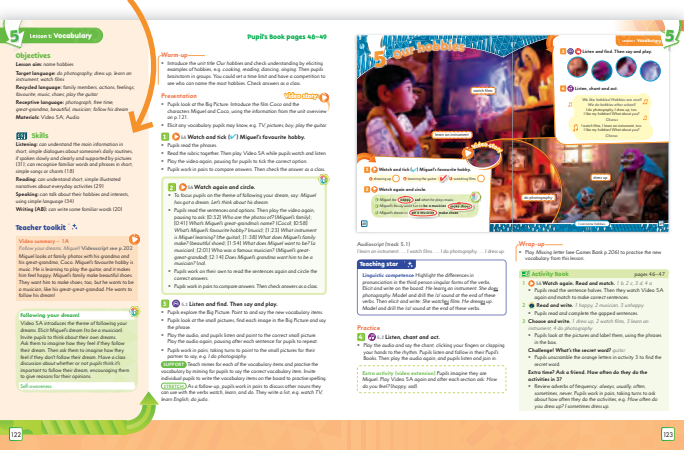
For more information about assessments that can be used to measure progress on the GSE proficiency scale, please go to <https://www.pearson.com/english/assessment.html>. We recommend using English Benchmark Young Learners for pupils studying with this course.

Global Scale of English in My Disney Stars and Heroes

Every unit of the Teacher's Book starts with an overview of the areas of skills development for reading, listening, speaking and writing, so you can see what is expected of pupils.



Each lesson of the Teacher's Book lists the GSE Learning Objectives for that lesson.



To see the full range of GSE Learning Objectives for the course, with their specific ratings, please refer to the GSE Teacher Mapping Books available online.

Measuring progress

In *My Disney Stars and Heroes*, we encourage both formal and informal assessment.

Assessment for learning

My Disney Stars and Heroes includes assessment for learning methodology, aiming to help pupils take responsibility for their own learning right from the beginning. Assessment for learning lets pupils understand where they are on their learning journey, identify gaps in their understanding and plan how to seek the help they need. It also encourages continuous reflection and self-assessment. Elements of assessment for learning include:

Activating prior knowledge

At the start of each unit, the teaching notes include suggestions for encouraging pupils to consider what they already know in relation to the topic. This activates their prior knowledge and helps them focus on and engage with the topic.

Presentation

- Pupils look at the Big Picture. Introduce the film *Coco* and the characters Miguel and Coco, using the information from the unit overview on p.121.
- Elicit any vocabulary pupils may know, e.g. TV, pictures, boy, play the guitar.

Video story

Clear goals for every lesson

Throughout the unit, pupils always have visibility of the lesson objective on the Pupil's Book page, so they can see their goals.

I can talk about hobbies I like and don't like doing.

Self-assessment

At the end of the unit, pupils assess what they have learnt, reflect on their progress and are rewarded for their effort. This develops their understanding of the learning process.

3 Draw in your notebook. Then ask a friend.

Do you like playing in a band?
Why?

I can...

- name hobbies and adjectives
- talk about things I like doing and why
- follow my dreams
- read about types of musical instruments

I completed Unit 5!

Star learner

- This unit was ☆☆☆☆☆
- My favourite lesson is _____ because _____
- I can now _____

Assessment pack

The assessment pack, available online, is designed for more formal in-course assessment. It includes:

- Diagnostic test
- Unit tests
- Progress tests
- End-of-level test

The assessment pack evaluates pupils' mastery of the learning objectives presented in the Pupil's Book and Activity Book.

The diagnostic test helps teachers evaluate pupils' language level at the start of the year. It will provide an overall picture of where the class is, and also identify where individual pupils or a whole class may need more support as they work through the course.

Unit tests correspond to each unit's content material and learning objectives. These tests provide feedback to teachers and pupils about their level of achievement against the unit learning objectives. The results of these tests can also help teachers to adjust plans for the next unit and identify any areas requiring additional practice.

Progress tests provide two review 'checkpoints' across the level, to measure pupils' mastery of the key learning outcomes.

The End-of-level test provides teachers with a tool to assess progress against all the key development indicators for the level and to assess class readiness for the next level.

English Benchmark Young Learners

The GSE underpins everything we create at Pearson English, including coursebooks and assessments. We recommend using the English Benchmark Young Learners test for pupils studying with *My Disney Stars and Heroes*.

By using our Benchmark assessments alongside *My Disney Stars and Heroes*, you will be able to see the progress being made by pupils during their course of study, and you will receive rich score reports that identify strengths and weaknesses, along with recommendations on how to address any weaknesses using the course. For Level 4 of *My Disney Stars and Heroes*, we recommend *English Benchmark Young Learners* Level 1. Find out more about this test at <https://www.pearson.com/english/assessment/english-benchmark-young-learners.html>.

Your pupils may also want to take a test that gives them a proficiency certificate. For Level 4 of *My Disney Stars and Heroes*, we recommend preparation for International Certificate Young Learners Level 1 *Firstwords*. Find out more about this test at <https://qualifications.pearson.com/en/qualifications/international-certificate/young-learners.html>.

English Benchmark Young Learners



Teachers need flexibility ★★

My Disney Stars and Heroes provides a variety of options and pathways through the material, so you can tailor your approach to both your pupils' needs and your particular teaching context.

Different numbers of teaching hours

To help you plan, we estimate that teaching materials for the Pupil's Book and related practice in the Activity Book may take around 40 minutes of classroom time per lesson. The actual time it may take you to complete a unit with your class depends on many factors, such as the makeup and needs of your class, as well as how well pupils cooperate as a group. You may also consider how much time is needed for review or for language presentation, as well as how many times features such as songs, stories or games are to be revisited.

You can extend the core material through extra activities in the Teacher's Book, through digital activities and by using the Activity Book in the class rather than for homework.

Every unit includes an optional project at the back of the Pupil's Book and an additional online Phonics module so that you can tailor the course to your requirements.

The Pupil's Book and Teacher's Book include an access code to digital resources, which means teaching can be done either using only paper components or using a blended approach. The digital resources include the Presentation Tool for the teacher, as well as eBooks for pupils.

In the table below, we suggest options for adjusting the material to suit different teaching situations.

Possible pathways through the content material

Option 1 (1 lesson a week)	Option 2 (2 lessons a week)	Option 3 (3 lessons a week)
<p>Pupil's Book core activities</p> <p>Activity Book activities done mostly at home</p> <div></div>	<p>Pupil's Book and Activity Book, with all activities done mostly in class, plus some online Phonics and the optional unit Projects</p> <div><div></div><div></div></div>	<p>Pupil's Book and Activity Book, with all activities done in class, plus all online Phonics and the optional unit Projects, and Extra reading</p> <div><div></div><div></div></div>
<p>Additional practice can be added by focusing more on the songs, chants, stories, videos, games, digital activities and extra activities given in the teaching notes.</p>		

Example unit plan

There are eight units in the course, and we suggest the following approach to cover one unit every four weeks.

Week	Lesson	Focus
1	1	Vocabulary
	2	Vocabulary
2	3	Grammar
	4	Story

Week	Lesson	Focus
3	5	Vocabulary and Grammar
		Phonics
4	6	Myself and others
	7	My world
	8	Review
		Project
		Unit test

Inclusion and differentiation

Another aspect in which teachers need flexibility is adjusting lessons to the needs of different pupils. Learners make progress at different rates and vary widely in terms of their strengths and how they learn most effectively. *My Disney Stars and Heroes* aims to support teachers with managing inclusive classrooms and creating an environment in which all pupils can progress in the following ways:

Systematic review and recycling

Recycling of all core language and key GSE-aligned learning outcomes has been carefully built into the course material. Language is systematically developed and built up over the course of each unit, and clear review opportunities are provided in the *I can do it!* Review lessons. The recycling and review of language from previous units and levels is also prioritised in the Lesson 1s, the stories and videos, and in the *My world* texts.

Variety of activities

Including a variety of different activities aiming at different skills and learning styles is key for young learners, who need a frequent change of focus within a lesson. This approach is also beneficial in inclusive teaching, where different learners might respond to some approaches better than others. *My Disney Stars and Heroes* recycles new language across different contexts, focusing on different modes of input, as well as including songs, movement, artwork, games and digital interactive activities.

Differentiated instruction

Naturally, in classes where there is a wide range of abilities, some pupils will require extra support and reinforcement, while others will benefit from extension and additional practice. Teaching notes include suggestions for Support and Stretch activities that help organise the lesson in such a way that pupils can work at the level that is right for their skills and abilities. Activities marked SUPPORT are designed for pupils who may need slightly simpler goals. Activities marked STRETCH are aimed at pupils who can try to perform above expectations for the class.

SUPPORT Brainstorm with pupils what people do in different hobbies and write these on the board, e.g. draw with a paintbrush (paint pictures), look at stories with pictures (read comics), ride a bike (go cycling).

STRETCH Pupils write sentences to describe three or more hobbies. Then they swap their sentences with their partner and try to guess their partner's hobby.

In mixed ability classes, it is vital that everyone can take part in activities whatever their abilities, and this can present challenges for teachers. Special attention is paid to differentiated instruction in the optional unit project lessons, where teachers can also find suggestions for remediation activities. These focus pupils on the core language and skills they need to master in the unit.

ACHIEVE

Pupils draw a film storyboard containing three pictures showing friends doing their hobbies, with two sentences for each picture to say what hobby their friend likes doing and why they like it, using *because*. They present their film storyboards, speaking loudly and slowly, and smiling and looking at their classmates as they talk.

SUPPORT

In pupils' film storyboard, they write one sentence for each picture to say what hobby their friend likes doing. They present their film storyboards sufficiently clearly.

STRETCH

Pupils write three or more sentences for each picture to say two hobbies their friend likes doing and why they like them, using *because*. They present their film storyboards with confidence, speaking loudly and slowly, and smiling and looking at their classmates as they talk.

In cases where pupils are producing a larger piece of work, like a poster or a presentation, recommendations for adjustments regarding the expectations of the project output are also provided, depending on what pupils can manage.

Extra tasks

Some pupils will benefit from having a little bit more time to complete activities, while others may be ready to move on. To keep the fast finishers actively engaged, special *Extra time?* tasks in the Activity Book provide an extension of the lesson content, so pupils can expand on what they have learnt while the rest of the class focuses on completing the core activities.

Extra-time?

Imagine a different ending to the story. Write and draw.

Peer support

Working in mixed ability pairs or groups allows pupils not only to learn from each other, but also to appreciate one another's differences. It is also an important social skill for pupils to recognise and praise other learners' work, highlight their achievements, and gently suggest ways for improvement. The collaborative speaking tasks throughout the Pupil's Book and Activity Book naturally encourage this type of cooperation, and allow pupils to feel less pressure in participating. Peer support is often suggested in teaching notes, with ideas for pairing more confident and less confident pupils together to complete tasks.

SUPPORT Pair less-confident pupils with more-confident pupils, for support and encouragement.

STRETCH Remind pupils of useful expressions they can use to support one another, e.g. Well done! Keep trying! Great work! Try again!

Assessment for learning

Assessment for learning methodology is more than testing. It involves ongoing engagement with learners, focusing them on key outcomes for each lesson, and helping them reflect on how well they have achieved goals. Having clear goals makes it easier for all pupils to follow what is happening in the lesson, and shows how what they know now helps to inform what they learn next. As pupils grow older, they will be able to increasingly see what gaps they might have, and this should help them understand how they can take an active role in their education and seek out the help they need to meet their goals.

Praise for effort

Praising for effort rather than ability is an important aspect of working with all young learners, but is key with pupils with special educational needs. It encourages learners to keep trying despite difficulties, which is very important for their future educational success. It is also very motivating for all pupils.

Teaching star

Growth mindset Remember to praise pupils for putting in effort and having a good attitude towards learning and developing skills. Regular praise will motivate your pupils and help them build resilience.

Further tips

→ Tips for supporting inclusive classrooms can be found on p.29.

Component overview

1 Plan

Teacher's Book

In this Teacher's Book, you can find everything you need to teach with *My Disney Stars and Heroes*. It includes comprehensive and easy-to-follow teaching notes, answer keys, extra activities and ideas, suggestions and tips, audioscripts and videoscripts, plus information on how to take full advantage of all the course material.



Teacher's Digital Resources

The digital resources that accompany the Teacher's Book provide you with all the tools you need to run a blended or hybrid lesson – all in one place.



2 Teach

Pupil's Book

The Pupil's Book is designed for use in class, with the teacher. It contains eight units of eight lessons each that present and practise the core learning material, as well as the optional unit projects provided at the end of the Pupil's Book. It includes stickers, cut-outs and an access code to the Pupil's Book eBook, Activity Book eBook and digital resources.



Class audio

The class audio contains all the recordings for the Pupil's Book and Activity Book. All tracks are correspondingly numbered on the pages of both components, and the audio for the series can be found in the Teacher's Digital Resources.

Teacher's Digital Resources

Additional resources are available online to support your teaching, including class games and worksheets.



eBooks

Digital versions of the Pupil's Book and Activity Book are available for all levels.

Presentation Tool

Using the Presentation Tool, teachers can present the pupil's components on screen, and access interactive games, audio and video with a simple click of a button. Access to the Presentation Tool is provided with every Teacher's Book.



Disney video stories



My Disney Stars and Heroes offers three Disney video stories per unit at Levels 3 and 4. The *Teaching with videos* section on p.15 provides ideas for getting the most out of the video material in class.

In Levels 3 and 4, the third Disney video in each unit is in the My world lesson, which links with cross-curricular content. The Disney videos provide a jump off to the lesson content and show the real-world relevance of the Disney feature films.

Posters

The posters designed for My Disney Stars and Heroes are a great visual aid for presenting or consolidating vocabulary, reviewing the Personal and Social Skills and measuring progress through the level.



3 Practise

Activity Book

The Activity Book provides additional practice for all the language and content introduced in the Pupil's Book. While the activities can be done in the classroom, teachers may ask pupils to complete certain activities at home, depending on the situation. *Extra time?* activities are designed to stretch pupils at their own level, and provide choice and flexibility.

Pupil's Digital Resources

Pupils can access songs, videos and additional practice materials to revisit the course material at home. Access to digital resources is provided via an access code included in every Pupil's Book.

Fun, auto-graded interactive exercises can be assigned as homework or extra practice, and accessed on the pupil site. Also included are *Speak and Record* activities to help monitor and develop pupils' speaking skills.



4 Assess

Assessment

A comprehensive suite of assessment materials is included, with Diagnostic tests, Unit tests, Progress tests, End-of-level test and materials for oral assessment, all built on the GSE.

Teachers can use the English Benchmark Young Learners test to measure pupils' progress. We suggest this test is taken once a year from Level 3 onwards.

Teacher Gradebook

Teachers and pupils can view class progress at a glance online, to help inform teaching and support pupils.

English
Benchmark
Young Learners



Unit tour

LESSON 1 Vocabulary

Pupil's Book

Objectives

- Immersion into the world of Disney and familiarisation with the Disney characters for the unit
- Introduction to the unit Personal and Social Skills focus via a Disney video
- Presentation and spoken practice of Vocabulary 1 with audio support

The magic of Disney is brought to life via a storytelling video that links to the unit topic and target vocabulary. The video also illustrates the Personal and Social Skills focus that pupils will explore throughout the unit.

A video gist activity draws attention to the theme and the Disney characters, and lightly engages pupils with the new vocabulary.

5 our hobbies

1 Watch and tick (✓) Miguel's favourite hobby.

1 dressing up ☐ 2 learning the guitar ☐ 3 watching films ☐

2 Watch again and circle.

1 Miguel feels happy / sad when he plays music.
2 Miguel's family want him to be a musician / make shoes.
3 Miguel's dream is to be a musician / make shoes.

3 Listen and find. Then say and play.

4 Listen, chant and act.

We like hobbies! Hobbies are cool!
We do hobbies after school!
I do photography, I dress up, too.
I like my hobbies! What about you?
Chorus
I watch films, I learn an instrument, too.
I like my hobbies! What about you?
Chorus

5 Choose and write.

dress up learn an instrument do photography watch films

6 Read and write.

musician happy unhappy

1 Miguel feels _____ when he plays the guitar.
2 His dream is to be a _____ about _____
3 His family is _____ about _____

7 What's the secret word?

Miguel's grandma is _____ when she sees his _____

8 Extra time?

Ask a friend. How often do they do the activities in 1?

Pupils engage with the vocabulary contextualised in the Big Picture, listening to and saying the words.

Vocabulary 1 is put into practice via a fun chant.

The Personal and Social Skills activity draws pupils' attention to the unit focus for the first time, and supports them in recognising the behaviours and strategies shown by the Disney characters in the video.

Activity Book

Pupils watch the video story again, and further engage with their new Disney heroes and the Personal and Social Skills through practice activities.

The *Challenge!* activity brings added engagement to learning.

5 our hobbies

1 Watch again. Read and match.

1 Miguel looks at photographs with _____
2 Miguel's favourite hobby is _____
3 Miguel is learning to _____
4 Miguel's great-great-grandad was _____

1 a famous musician.
2 his grandma.
3 playing music.
4 play the guitar.

2 Read and write.

musician happy unhappy

1 Miguel feels _____ when he plays the guitar.
2 His dream is to be a _____ about _____
3 His family is _____ about _____

3 Choose and write.

dress up learn an instrument do photography watch films

4 What's the secret word?

Miguel's grandma is _____ when she sees his _____

5 Extra time?

Ask a friend. How often do they do the activities in 1?

The third activity provides reading and writing practice of Vocabulary 1 at word level.

The *Extra time?* feature supports mixed ability classes and fast finishers.

Teaching with videos ★

Video is a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language supports learning at all levels. At the same time, video provides an effective vehicle through which to explore Personal and Social Skills. *My Disney Stars and Heroes* offers three Disney video stories per unit at Levels 3 and 4.

Lesson 1 video story



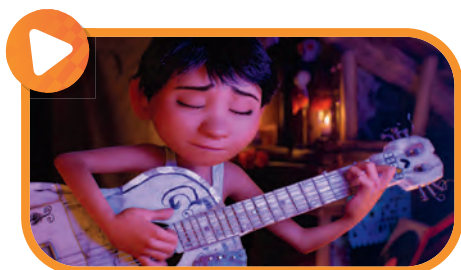
Pupils first meet their Disney heroes for the unit through the Lesson 1 video story – a snippet of the original feature film that brings the recognisable characters on their Pupil's Book page to life! This video links to the topic for the unit, while also illustrating the unit Personal and Social Skills focus. As well as supporting the Lesson 1 vocabulary presentation, it also provides exposure to other target language for the unit receptively in context. If time allows, the video can be revisited at the end of the unit to wrap up the topic and give pupils a chance to reflect on how much more language they now understand.

Lesson 5 grammar video



A second Disney video snippet from the original feature film for the unit presents the target grammar in context, in a fun and relatable way for pupils. Learners see their favourite Disney heroes on screen, and understand the meaning and use of the new structures in animated scenarios, before practising the language through activities in their Pupil's Book and Activity Book.

Lesson 7 Disney in the real world video



In the third video in the unit, the original Disney feature film provides the jump off to the real-world concepts of the *My world* lesson.

When to use the videos

- **To present new material.** Pupils will not understand all the language presented in the video, but they will get the meaning of the pictures, the sounds and the rhythm of the spoken language. They will remember some phrases, especially those that are repeated often.
- **To review the material.** Children have good short-term memories, but watching the same episode again, two months after new material was introduced, will considerably stimulate their memorising ability.
- **To consolidate the covered material.** The videos include vocabulary and grammar structures introduced previously and practised during lessons with the Pupil's Book.

Video activities

- Ask pupils to guess which items of vocabulary are in a video. Write their ideas on the board, then watch the video together to see if their guesses were correct. Alternatively, give each pupil or small group a prepared word card of an item that appears in the video. Pupils stand up with their word card when they see the item in the video.
- Watch the video with pupils from the beginning to the end. Then invite pupils to say aloud the English words that they can remember from the video.
- Watch the video again, pausing after each scene so that you can ask pupils questions about the things they can see on screen.
- Listen to the video with the screen covered (blind listening), and ask pupils about what they have heard, to support listening skills development.
- Watch the video with the sound muted (silent viewing), and ask pupils to name objects, describe the scene or imagine what is being said, to review key language and support critical thinking skills.
- After watching the video, place a selection of prepared word cards on the board. Ask pupils to remember which of the vocabulary items were in the video. Watch again and check their ideas.
- Write a sentence from part of the videoscript on the board. Then delete a word and ask the class to say the sentence with the missing word. Continue deleting words until the whole sentence has been deleted and pupils can chant the sentence.
- Pause the video at intervals for pupils to guess what happens next.

LESSON 2 Vocabulary

Pupil's Book

Objectives

- Presentation of Vocabulary 2 with audio support
- Identification of new vocabulary in context via listening and reading
- Spoken and written practice of Vocabulary 2

Pupils identify the new vocabulary in the context of a listening. Audio can be played several times to support pupils' understanding of the words in context: play first for gist, a second time for specific details and a final time to check answers.

LESSON 2 Vocabulary

1 **Listen, point and say. Then play.**

1 play in a band 2 make models 3 paint pictures 4 read comics
5 go cycling 6 sing in a choir 7 write a diary 8 make films

2 **Listen and number.**

a b c d

3 **Look at 1 and number. Then write the hobby.**

a I ride my bike with my friends. 5 I go cycling.
b I write about what I do every day.
c I like stories with lots of pictures.
d I use old things to make new things.

4 **Play Guess my hobby!**

We play music with our instruments. What's my hobby? Do you play in a band?

Talk buddies

50 I can name hobbies.

The eight new vocabulary items are introduced at word level through a photographic presentation, bringing the real world into the classroom.

The final activity supports communicative speaking practice of Vocabulary 2 in combination with known language chunks.

Activity Book

The first activity practises the new vocabulary items via a fun, puzzle-like task.

LESSON 2 Vocabulary

1 Look and match.

1 play in a band
2 make models
3 paint pictures
4 read comics
5 go cycling
6 sing in a choir
7 write a diary
8 make films

2 Follow and write.

1 sing They _____
2 make He _____
3 paint She _____
4 read He _____
5 go _____

Extra time!
Write about your hobbies.

The second activity supports writing skills at word level, in combination with simple known language chunks.

LESSON 3 Grammar

Pupil's Book

LESSON 3 Grammar

1 Listen and circle.

Miguel likes / doesn't like listening to the band.

Miguel likes / doesn't like making shoes.

I like singing in a choir. Do you like making models?

She doesn't like reading comics. Yes, I do. / No, I don't.

2 Listen and stick. Then ask a friend.

Does Matt like making models?

Sticker time

Sing-along

3 Listen and sing. Then draw 😊 **or** ☹️.

We like doing hobbies!
Hobbies are fun!
There are lots of different hobbies for everyone!

1 Do you like reading comics?
Oh yes, I do.
I like reading comics!
What about you?

2 Does she like making models?
Oh yes, she does.
She likes making models.
What about you?

Chorus

3 Do they like painting pictures?
No, they don't.
They don't like painting pictures.
What about you?

Chorus

I can talk about hobbies I like and don't like doing.

Pupils are provided with further identification of the target language via a listening activity, often including stickering.

Activity Book

The target structures are reviewed via a Disney-themed task.

Carefully-staged reading and writing activities provide practice of the new grammar in combination with known vocabulary from Lessons 1 and 2.

LESSON 3 Grammar

1 Listen and circle T (True) or F (False).

- Miguel's family likes doing photography. T / F
- Miguel doesn't like dressing up. T / F
- Miguel doesn't like playing the guitar. T / F
- Miguel and his dog like watching films. T / F
- Miguel's family likes making shoes. T / F

2 Draw for you. Then write.

	Paula	Me
watching films	😊	😊
reading comics	😊	😊
singing in a choir	😊	😊
painting pictures	😊	😊

1 Paula likes watching films.

2 She doesn't like reading comics.

3 She likes singing in a choir.

4 She likes painting pictures.

5 I like watching films.

6 I like reading comics.

7

8

Extra time!
Look at 2.
Ask a friend.

Objectives

- Presentation of Grammar 1 via a Disney-themed context
- Identification of new grammar via listening and reading
- Practice of Grammar 1 via a song

A Disney-themed listening provides examples of the new grammar in context.

The *Grammar Heroes* box shows a clear model of the new target language. With audio support, pupils practise and recognise the structures.

Teaching with songs and chants ★

The songs in Lesson 3 cover a variety of appealing musical genres that pupils are familiar with outside of the classroom.

- First, allow pupils to listen to the song/chant two or three times.
- Show pupils how they should clap to the rhythm of the song/chant.
- Focus on the most important words that are repeated in the song/chant, as pupils will remember these first.
- Read aloud particular lines of the song/chant clearly (to the rhythm of the song). Pupils repeat after you in the same rhythm.
- During the lessons that follow, establish the habit of singing a song/chant as a language warm-up or during breaks between tasks.
- Use songs/chants and the key words included within them to help pupils remember language from previous units.

Song/Chant activities

- Once pupils are familiar with a song/chant, encourage them to create their own new verses with language they know.
- Provide pupils with a word from the song/chant that they have to listen for. Play the recording, and when pupils hear the word, they stand up and sing/chant, or they sit down.
- Sing a verse of a song/chant pupils know well, but leave out a key word. Pupils try to remember the missing word.
- Divide the class into groups, and give each group a section of the song/chant to remember. Play the song/chant, and each group stands up and joins in when they hear their section.

LESSON 4 Story

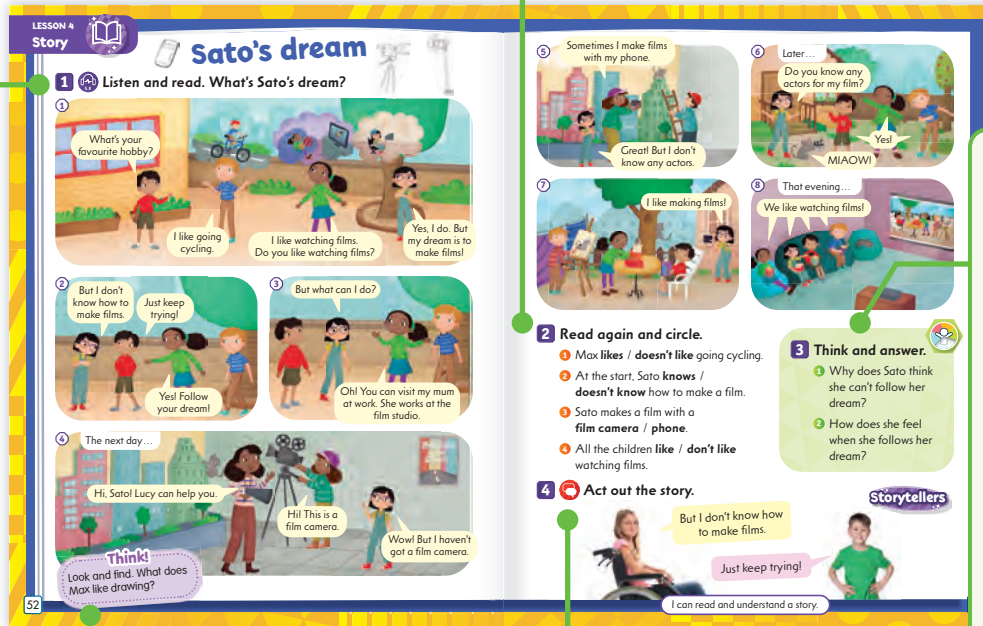
Pupil's Book

Objectives

- Development of reading skills and strategies
- Re-engagement with the unit Personal and Social Skills focus via a course character story
- Internalisation of unit language through acting out the story

Activity 2 provides more detailed questions focusing on specifics of the story (characters, events) to check comprehension.

In activity 1, pupils listen to the story and follow the text and pictures in their book. A *While Reading* question develops pupils' reading skills in line with the GSE Learning Outcomes for the level.



Pupils re-engage with the Personal and Social Skills focus for the unit which was introduced in Lesson 1. The tasks encourage them to recognise behaviours, skills or strategies being expressed in the story, and notice aspects about how the characters deal with situations they are presented with. Here, pupils collect the second 'piece' of their Personal and Social Skills badge.

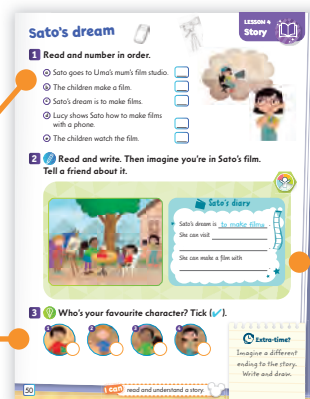
A fun search-and-find activity further promotes the magic of storytelling, as well as aspects of critical thinking. Pupils look for details in the artwork to solve a visual puzzle.

Pupils act out the story, allowing them to internalise the language and reflect on the behaviours of the characters in a fun, memorable way.

Activity Book

Activity 1 provides a review of the key points in the story and deepens pupils' understanding of what they have read. Further comprehension tasks develop reading sub-skills aligned to the GSE Learning Outcomes.

In activity 3, pupils express their opinion of the story through a personalised response task.



Pupils identify characters' actions and responses through a Personal and Social Skills practice task.

Teaching with stories ★

Stories are an essential part of language learning because they allow pupils to absorb information in a fun and stimulating way. Using stories in the classroom greatly enhances pupils' motivation and encourages less confident pupils to contribute their ideas and opinions because they are not confined to the limits of a certain structure. Stories provide larger chunks of language in context as well as an opportunity for pupils to produce language, while also providing a springboard for the Personal and Social Skills focus.

Below is a four-stage method for using stories in the classroom that starts with story anticipation and ends with language production.

Stage 1

Anticipating the story

Before listening to the audio, ask pupils questions or have a simple discussion in English or L1 to get them thinking about the story. This will enable pupils to begin forming an idea of the theme of the story and how the story might develop. It also provides an opportunity to introduce any new vocabulary or to review previously learnt language. Don't provide any answers at this stage, but rather allow pupils to think for themselves.

Stage 2

Hearing and seeing the story

At this stage, pupils listen to the story and work through it to find answers to your questions. Audio can be accessed in the online resources and played directly in the eBook. If you want to read aloud the audioscript, you can find it in the lesson plan and on the story cards, but the audio can help bring the story to life via the sound effects and professional actors.

Stage 3

Checking the story

Some suggested questions to be asked after listening to the story are provided in the teaching notes. This gives you the possibility to further assess the depth of pupils' comprehension of the story and of the language used. It also sparks pupils' creativity and imagination by encouraging them to engage with how the story develops.



Stage 4

Acting out the story

After listening to the story several times, pupils are ready to act it out in groups, providing them with the opportunity to reproduce chunks of language. Props can be brought to class and used to make the experience even more stimulating. Play the audio or read the audioscript from the lesson plan or the story cards, while pupils act out the story or recite it from memory. Try to ensure that, as far as possible, every pupil has an opportunity to be involved in the role-play.

Here are some suggestions for extra work with stories:

- While pupils listen to the story, they perform a specific action for target vocabulary (e.g. clap their hands when they hear the word *purple* or stamp their feet when they hear the word *blue*).
- Pupils draw a new picture for any frame of the story.
- Pupils create a new ending for the story.
- Pupils draw or describe their favourite character.
- Pupils comment on how they would feel or behave if they were in a similar situation to one of the story characters.
- You might like to give pupils feedback, e.g. *Fantastic actions! Great teamwork! Talk a little louder next time.* This feedback could be given in L1, if necessary.
- Select a story for which you can prepare simple costumes and props. Invite parents or carers to a mini-performance.

