



my **Disney**

# STARS AND HEROES



**British English**

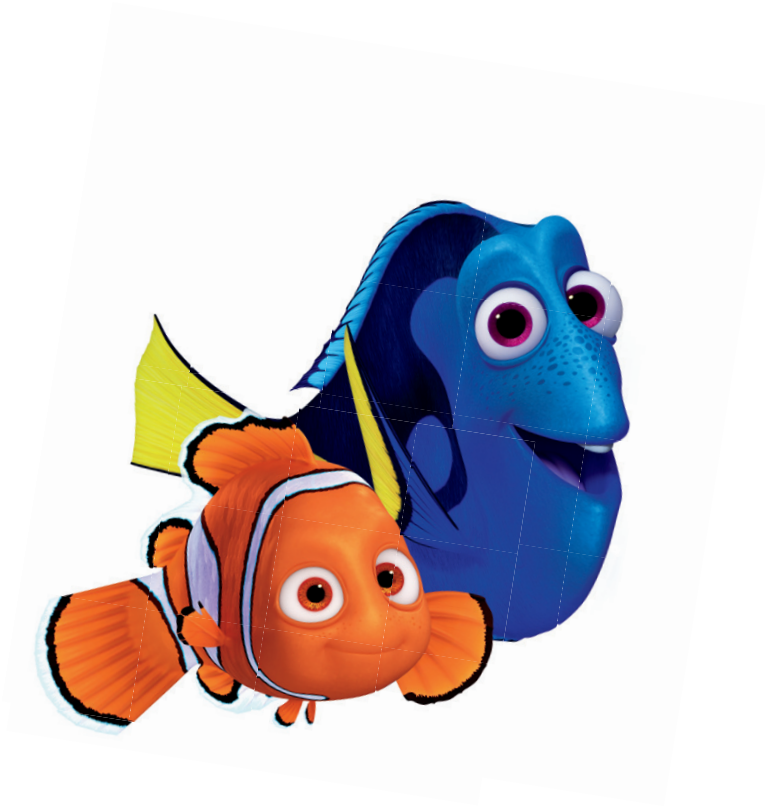
# 1



**Pearson**

**Teacher's Book**  
with Teacher's Portal Access Code  
Tessa Lochowski





my **Disney**

**STARS  
AND  
HEROES** **1**

**Teacher's Book** with Teacher's Portal

Tessa Lochowski

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First published 2022  
ISBN: 978-1-292-44160-3  
Set in Arta Bold 10/12pt

Printed in the United Kingdom by Ashford Press

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First published 2022  
ISBN: 978-1-292-44160-3  
Set in Arta Bold 10/12pt

Printed in the United Kingdom by Ashford Press

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# Scope and Sequence

Say hello!

page 2

Character names

Hello, (Nemo)!

Hello, Stars and Heroes song

	Vocabulary	Grammar	Personal and Social Skills	Cross-curricular
<p><b>1</b></p> <p><b>My family</b> page 8</p> 	<p><b>Family 1</b> Numbers 1–6 Family 2</p>	<p><i>I'm six.</i> <i>Are you five? Yes./No.</i> <i>Who's this? This is my brother.</i></p>	<p> <b>Self-awareness:</b> Identifying my emotions 1 <i>happy, sad</i> <i>Are you happy? I'm sad.</i> <b>Story: A new friend</b></p>	<p> <b>Social Science:</b> Family trees <i>children, grandparents, parents</i></p>
	<p><b>Project</b> My family tree » page 88</p>	<p> <b>Self-management skills:</b> getting ready for project work <i>Listen! Draw!</i></p>	<p><b>Online module-Phonics</b> » <i>Aa, Bb and Cc</i></p>	
<p><b>2</b></p> <p><b>My room</b> page 18</p> 	<p><b>Room</b> Toys 1 Toys 2</p>	<p><i>It's brown. It's a teddy bear.</i> <i>Is it a puppet? Yes./No.</i></p>	<p> <b>Self-awareness:</b> Identifying my emotions 2 <i>grumpy</i> <i>I'm not grumpy.</i> <b>Story: The puppet show</b></p>	<p> <b>Maths:</b> Shapes <i>circle, square, triangle</i></p>
	<p><b>Project</b> My toybox » page 89</p>	<p> <b>Presentation skills:</b> presenting project work <i>Hello, I'm (Mia). It's my toybox. It's blue.</i></p>	<p><b>Online module-Phonics</b> » <i>Dd, Ee and Ff</i></p>	
<p><b>3</b></p> <p><b>My school</b> page 28</p> 	<p><b>School items 1</b> Numbers 7–10 School items 2</p>	<p><i>I've got a pen.</i> <i>I've got two rulers.</i> <i>How many books? I've got...</i></p>	<p> <b>Self-awareness:</b> Identifying my emotions 3 <i>nervous</i> <i>I'm not nervous.</i> <i>It's OK. Don't worry.</i> <b>Story: The surprise</b></p>	<p> <b>Maths:</b> Plus and minus <i>is, minus, plus</i></p>
	<p><b>Project</b> My desk » page 90</p>	<p> <b>Self-management skills:</b> preparing for project work <i>I've got my (pencil). I'm ready!</i></p>	<p><b>Online module-Phonics</b> » <i>Gg, Hh and Ii</i></p>	
<p><b>4</b></p> <p><b>My body</b> page 38</p> 	<p><b>Body</b> Actions Head and face</p>	<p><i>Stamp your feet.</i> <i>Don't touch your head!</i> <i>What's this? It's my nose.</i></p>	<p> <b>Self-awareness:</b> Expressing my emotions <i>cry, smile</i> <i>I'm happy. I smile.</i> <b>Story: Fun with Shelly</b></p>	<p> <b>Technology:</b> Coding <i>up, down, left, right</i> <i>Go left!</i></p>
	<p><b>Project</b> My snowman » page 91</p>	<p> <b>Presentation skills:</b> presenting a project confidently <i>It's OK. Don't worry. Smile!</i></p>	<p><b>Online module-Phonics</b> » <i>Jj, Kk and Ll</i></p>	



**Colours**

black, blue, brown, green, orange, pink, purple, red, white, yellow

Hello. Hi. Goodbye.  
I'm (name).



**Relationship skills:**  
Saying hello

**Vocabulary**

**Grammar**

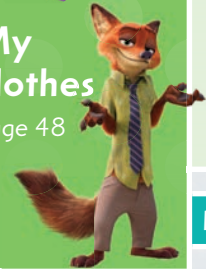
**Personal and Social Skills**

**Cross-curricular**

5

**My clothes**

page 48



**Clothes 1**

Clothes 2  
Clothes 3

My coat is red.  
My trousers are blue.  
I'm wearing my T-shirt.



**Self-management:**

Being brave  
brave  
I'm (not) brave.

**Story: The school trip**



**Science:**

Weather  
cold, hot, wet

**Project**

My clothes  
» page 92



**Self-management skills:** colouring a project  
I've got my (crayons). I colour my picture.

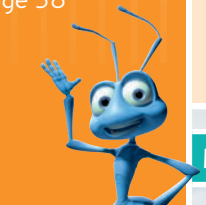
**Online module-Phonics**

Mm, Nn and Oo

6

**Nature**

page 58



**Bugs**

Nature 1  
Nature 2

I can see a beetle.  
What colour is it? It's yellow.



**Social awareness:**

Teamwork  
Let's all help. Good idea!

**Story: A good team**



**Maths and art:**

Symmetry  
spots, stripes

**Project**

My garden  
» page 93



**Presentation skills:** being a good listener  
Thank you! Clap your hands, everyone.

**Online module-Phonics**

Pp, Qq and Rr

7

**Food**

page 68



**Food and drink**

Food 1  
Food 2

I like cake.  
I don't like lemons.



**Social awareness:**

Being kind  
kind  
Let's all share. Thank you.

**Story: Cam's lunch**



**Science:**

How tomatoes grow  
grow, seed, soil

**Project**

My food  
» page 94



**Self-management skills:** being helpful and sharing  
I can help.

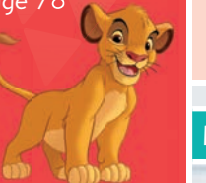
**Online module-Phonics**

Ss, Tt, Uu and Vv

8

**Animals**

page 78



**Animals**

Activities 1  
Activities 2

I can walk.  
Birds can hop.



**Self-awareness:**

Asking for help  
I can do it.  
I need help.

**Story: Sports day**



**Science:**

Animal needs  
food, home, space

**Project**

My animal  
» page 95



**Presentation skills:** showing appreciation  
I like your picture. Well done!

**Online module-Phonics**

Ww, Xx, Yy and Zz

# 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 the stories and even to generate new stories in class.

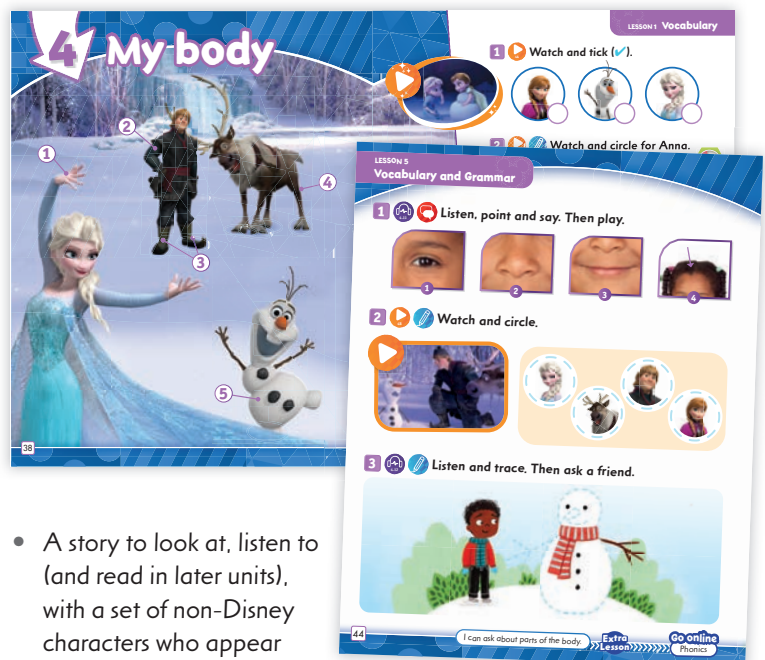
This approach also helps exploit themes related to Personal and Social Skills, which run across both types of stories in every unit.



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 story to look at, listen to (and read in later units), 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, presentation,** and, from Level 3 onwards, **collaboration.** 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.pearsonenglish.com/gse>.

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>.

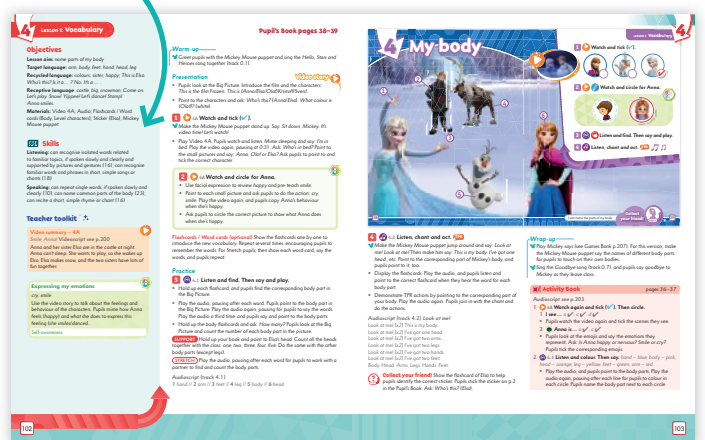
For more information about assessments that can be used to measure progress on the GSE proficiency scale, please go to <https://www.pearson.com/english/assessment.html>. We recommend using English Benchmark Young Learners for pupils studying with this course.

## 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.



## 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 and each lesson, 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 and the characters: This is the film *Frozen*. This is (Anna/Elsa/Olaf/Kristoff/Sven).
- Point to the characters and ask: Who's this? (Anna/Elsa). What colour is (Olaf)? (white).



### 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 ask about parts of the body.

### 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.



## 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 1 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/englishbenchmark-young-learners.html>.

Your pupils may also want to take a test that gives them a proficiency certificate. For Level 1 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-younglearners/test-levels.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.


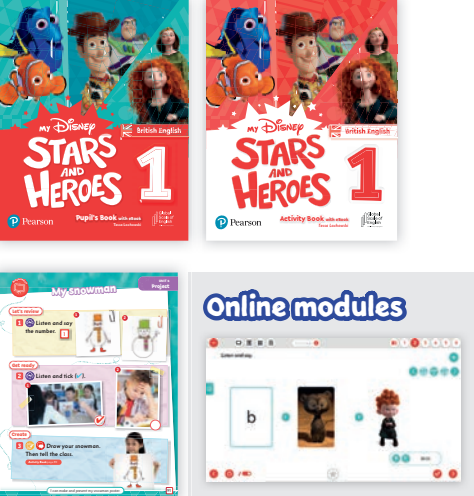
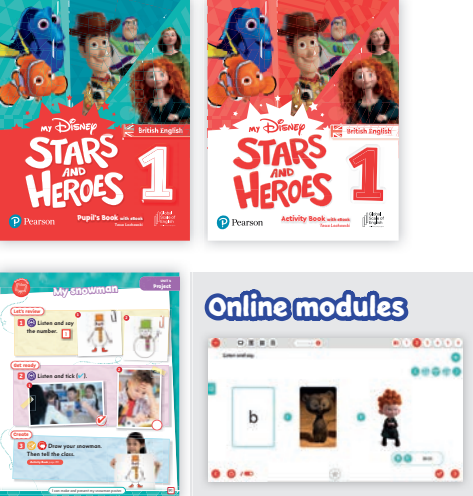
You can extend the core material through extra activities in the Teacher's Book, through digital activities and by using the Activity Book in the class rather than for homework.

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)
Pupil's Book core activities Activity Book activities done mostly at home	Pupil's Book and Activity Book, with all activities done mostly in class, plus some online Phonics and Project lessons	Pupil's Book and Activity Book, with all activities done in class, plus all online Phonics and Project lesson.
		

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.

### 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
	6	Myself and others
4	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** As you name the two actions, hold up the corresponding flashcards for pupils to do the actions.

**STRETCH** Pupils work in pairs, taking turns to say two actions for their partner to do.

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 picture of a snowman, and talk about their snowman's different parts of the face and body. They present their project with confidence.

#### SUPPORT

Pupils recognise words for different parts of the face and body, and they say individual words.

#### STRETCH

Pupils work in pairs, taking turns to ask and answer about their picture of a snowman, e.g. *What's this? It's my nose. It's small.*

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 activities

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, Extra activities have been provided in the lesson plans in the Teacher's Book. Some of these ideas are for fast finishers, and others are ideas for whole class games and activities.

**Extra activity (fast finishers)** Pupils think about the last time their family member or friend was sad. They draw a picture showing what they did to make their family member or friend happy.

### 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** Pupils can play the game in mixed ability pairs. The less confident pupil answers their partner's questions, saying only the name of the part of the body.

**STRETCH** Pupils can play the game in mixed ability pairs. The more confident pupil asks: *What's this?* and says full sentences to name the parts of the body, e.g. *It's my head.*

### 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** At this age, pupils may find it difficult to play games in teams. In the game in activity 1, choose a different pupil to answer each time. Give the pupil time to think before they answer and encourage the other team members to whisper the correct answer to the pupils so they can check their answers. Give a round of applause for each correct answer and say: *Good try!* for any incorrect answers.

### Further tips

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

# Component overview

## 1 Plan

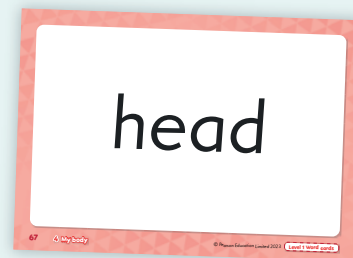
### Teacher's Book

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, optional unit projects and an access code to the Pupil's Book eBook, Activity Book eBook and digital resources.



### 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.



### 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.

### Flashcards and Word cards

The flashcards and word cards help present and practise all key vocabulary for each level. There are 131 flashcards at Level 1, illustrating the three main vocabulary sets for each unit. The lesson notes and the Games Bank on p.206, offer ideas and support for using flashcards to present, practise and consolidate language through games and activities.



## Disney video stories



*My Disney Stars and Heroes* offers two Disney video stories per unit at Levels 1 and 2. The *Teaching with videos* section on p. 15 provides ideas for getting the most out of the video material in class.

## 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.



## Mickey Mouse puppet

The course comes with a Mickey Mouse puppet to bring more engagement to the classroom. Use Mickey to start and end each lesson, to present and practise new language and to play language games.

## 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.

### 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 pre-tests, Unit tests, Progress tests, an 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 and Level 1 is used as preparation towards this.

### 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

## 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

## LESSON 1 Vocabulary

## Pupil's Book

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

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.

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.

**4 My body**

1 Elsa  
2 Kristoff  
3 Sven  
4 Olaf  
5 Anna

1 Watch and tick (✓).  
2 Watch and circle for Anna.  
3 Listen and find. Then say and play.  
4 Listen, chant and act. **TPR**

I can name the parts of my body. **Collect your friend!**

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.

Linking back to the *Say hello!* spread at the start of each level, pupils collect their Disney friends and heroes as they work through the units.

## Activity Book

Pupils watch the video story again, and further engage with their new Disney heroes and the Personal and Social Skills through a fun mini-quiz.

**4 My body**

Video quiz

1 Watch again and tick (✓). Then circle.  
I see...  
2 Anna is...  
3 Listen and colour. Then say.

I can name the parts of my body.

The second activity provides listening and, later, reading practice of Vocabulary 1 at word level.

## 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 two Disney video stories per unit at Levels 1 and 2.

### 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.

### 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 the video. Place the corresponding flashcards on the board, then watch the video together to see if their guesses were correct. Alternatively, give each pupil or small group a flashcard of an item that appears in the video. Pupils stand up with their flashcard 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 flashcards 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.

# 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.

The final activity supports communicative speaking practice of Vocabulary 2 with TPR elements.

The new vocabulary items are introduced at word level through a photographic presentation.

Fun *Sticker time* activities make the new language engaging for young learners.

LESSON 2 Vocabulary

1 Listen, point and say. Then play.

2 Listen and stick. Then say.

3 Listen and do. Then play. TPR

40 I can name actions.

## Activity Book

Activity 1 develops listening skills via a comprehension task.

1 Listen and number.

2 Match. Then act and say.

28 I can name actions.

The second activity focuses on pre-writing skills, which are developed through engaging mark-making tasks.

## LESSON 3 Grammar

# Pupil's Book

## Objectives

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

LESSON 3 Grammar

1 Listen, point and say.



2 Listen and do. Then play. TPR



Elsa says ...



3 Listen, sing and act. TPR



I can follow instructions. 41

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

Pupils are provided with further identification of the target language via a listening activity.

## 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, and each song is supported in the teaching notes by TPR (Total Physical Response) instructions to make the new vocabulary more meaningful.

- 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.

## Activity Book

Activity 1 provides a review of the target structure presented in the Pupil's Book via a listening task.

Carefully-staged activities allow pupils to put the new vocabulary and grammar into productive practice.

1 Listen and tick (✓) or cross (✗).

	✓	✗	
	✗		✓

2 Draw. Then say and do.

✓

✗

42 follow instructions

## LESSON 4 Story

# Pupil's Book

## Objectives

- Development of listening and pre-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

More detailed questions focus on specifics of the story (characters, events) to check comprehension.

In activity 1, pupils listen to the story audio and follow the pictures in their book. A *While Listening* question develops students' listening skills in line with the GSE Learning Outcomes for the level. From Unit 5 onwards, useful language chunks are gradually introduced as text on the page to support the development of reading skills.

The screenshot shows a page from a pupil's book titled 'Fun with Shelly'. It features six numbered illustrations of a family in a garden. Activity 1 is 'Listen to the story. Point to...'. Activity 2 is 'Listen, point and say.' with three character portraits. Activity 3 is 'Look and match. Then show and say.' with two sets of character portraits labeled 'a' and 'b'. Activity 4 is 'Act out the story.' with a photo of two children. A 'Spot!' activity is at the bottom left, and 'The end' is at the bottom right. A 'I can understand a story.' badge is at the bottom center.

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 students' understanding of what they have read. Further comprehension tasks develop listening and pre-reading sub-skills aligned to the GSE Learning Outcomes.

The screenshot shows an activity book page for 'Fun with Shelly'. Activity 1 is 'Listen and number in order.' with four small illustrations of the garden scene. Activity 2 is 'Who's happy? Draw.' with a drawing of a character and a blank space for drawing. A 'I can understand a story.' badge is at the bottom center.

Pupils identify characters' actions and responses through a Personal and Social Skills practice task. They personalise the themes presented in the story through creative mark-making and speaking tasks.

## Teaching with stories and story cards ★

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 the audioscript aloud, 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 and on the story cards. 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.

#### Story card activities

The story cards are greatly versatile and can be used in conjunction with the suggested activities below. On the back of each story card, you will find the audioscript for the corresponding part of the story, as well as comprehension questions to be asked after listening.



- Place the story cards in random order on the board, and pupils put them in the correct order.
- Place the story cards on the board in order. Pupils close their eyes while you remove one card, and then they guess which card is missing.
- Hide the story cards around the classroom. Pupils find the cards and place them on the board in the correct order.
- Pupils invent a new dialogue for one or all of the story cards.
- Read aloud the audioscript printed on the back of the story cards, making deliberate mistakes (e.g. say *red* instead of *yellow*). Pupils correct your mistakes.
- Hand each story card to a different pupil. When you read aloud the audioscript, the pupil with the corresponding story card stands up and shows it to the class.
- Without showing the corresponding story card, recite a line from the story. Pupils try to remember which character said the line and their name. Check answers by showing the correct story card.
- Describe a scene or character from the story. Ask the class to guess which story frame or character you are describing, with books either open or closed.