



my Disney



British English

STARS AND HEROES

3



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MY DISNEY
**STARS
AND
HEROES 3**

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Nick Coates

Pearson Education Limited

KAO Two
KAO Park
Hockham Way
Harlow, Essex
CM17 9SR
England
and Associated Companies throughout the world.

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Scope and Sequence

Meet our Stars and Heroes!

page 2

Character introductions
Let's have fun! song

I am... This is...
I like... I can...

	Vocabulary	Grammar	Personal and Social Skills	Cross-curricular
<p>1</p> <p>In the ocean page 8</p> 	<p>Ocean words 1 Ocean words 2 Beach items</p>	<p>What's that? It's a sea lion. What are those? They're sea lions. Is this your/his/her home? Yes, it is. / No, it isn't. Are these their shells? Yes, they are. / No, they aren't.</p>	<p> Self-management: Asking for help alone Can you help me, please? Story: The beach trip</p>	<p> Natural Science: The amazing octopus bones, change colour, skin, suckers</p>
	<p>Project My ocean scene » page 88</p>	<p> Presentation skills: speaking loudly and clearly speak clearly, speak loudly; Can you hear me?</p>		<p>Online module-Phonics >>>> Words with th and th</p>
<p>2</p> <p>We are different page 18</p> 	<p>Adjectives 1 Appearance adjectives and nouns Adjectives 2</p>	<p>Has she got dark hair? Yes, she has. Has he got a beard? No, he hasn't. Is he strong? Yes, he is. Is she slow? No, she isn't.</p>	<p> Social awareness: Understanding others' feelings It's OK. Story: Different is fun!</p>	<p> Art: Drawing faces chin, eyebrows, line, middle</p>
	<p>Project 'My friend' poster » page 89</p>	<p> Self-management skills: getting ready for work Are you...? Have you got...?</p>		<p>Online module-Phonics >>>> Words with ch and sh</p>
<p>3</p> <p>Around town page 28</p> 	<p>Things in the street Places in town 1 Places in town 2</p>	<p>There isn't a hospital. There aren't any lorries. Is there a museum? Yes, there is. / No, there isn't. Are there any trams? Yes, there are. / No, there aren't. Where is he? He's between the bed and the chair. Where are they? They're in the bedroom. Where's the shopping centre? It's opposite the hotel.</p>	<p> Self-management: Keep trying! bored, tired Don't give up. I can't stop now. Story: The treasure hunt</p>	<p> Maths: 3D shapes in a city cube, cuboid, cylinder, pyramid</p>
	<p>Project Our town poster » page 90</p>	<p> Collaboration skills: collaborating in a group to make decisions and share tasks I can draw...</p>		<p>Online module-Phonics >>>> Words with ng and nk</p>
<p>4</p> <p>Let's eat page 38</p> 	<p>Food 1 Food 2 Meals</p>	<p>He likes soup. He loves yoghurt. She doesn't like soup. Does she like tomatoes? Yes, she does. / No, she doesn't. What would you like? I'd like a cupcake, please. Would you like some soup? Yes, please. / No, thank you.</p>	<p> Self-awareness: Recognising strengths I'm good at it! I can... Story: Let's make juice!</p>	<p> Social Science: Shopping and money buy, change, coin, note, pay</p>
	<p>Project My food menu » page 91</p>	<p> Presentation skills: working with others listen, menu, please, take turns, thank you</p>		<p>Online module-Phonics >>>> Words with ai and ee</p>



Free-time activities

Numbers 20–100
Days of the week

Can you... ? Yes, I can. / No, I can't.
What time is it? It's... o'clock.
On Mondays, I...



Self-management:

Time management
late, on time

5
The weather
page 48



Vocabulary	Grammar	Personal and Social Skills	Cross-curricular
Seasons Weather Activities	What's the weather like? It's warm and sunny. It's very warm. What do you do at the weekend? We go to the park. What do you do in winter? In winter, we go sledging.	Relationship skills: Sharing ideas listen to ideas, together Story: The kite	Life Science: Ant life bark, leaves, nest, underground

Project My activity tree >> page 92

Self-management skills: following a plan to create a project check, make, plan, show

Online module-Phonics
Words with igh and oa

6
My day
page 58



Daily routines 1 Daily routines 2 Times of the day	We watch TV. They have dinner. Do you brush your teeth? Yes, we do. Do they pack their backpacks? No, they don't. When do you get up? I get up in the morning. I don't get up at ten o'clock.	Social awareness: Helping at home help at home, help the family / Mum Story: Let's tidy up!	Science: Night and day Earth, Moon, spins, Sun
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Project My activities clock >> page 93

Presentation skills: giving a clear presentation point, say the times, speak fast, speak slowly

Online module-Phonics
Words with oo and oo

7
At work
page 68



Jobs 1 Jobs 2 Work activities	What do you want to be? I want to be a baker. She wants to be a police officer. She doesn't want to be a farmer. What does she do? She's a farmer. She grows vegetables. She doesn't work at the police station.	Self-awareness: Dreaming big dream big, work hard Story: The firefighter	Technology: Machines at work dangerous, heavy, lift, machines
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Project My dream job poster >> page 94

Self-management skills: doing research for a project find out more about

Online module-Phonics
Words with ar, ir, or and ur

8
After school
page 78



Activities 1 Activities 2 Activities 3	They're reading a book. They aren't having a nap. Are they listening to music? Yes, they are. / No, they aren't. He's playing hide and seek. She isn't playing on the swing. Is he playing tag? Yes, he is. / No, he isn't.	Relationship skills: Noticing effects of behaviour kind, mean, sorry Story: The jigsaw puzzle	Engineering: How things fly air, engines, pressure, wings
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Project Our free time poster >> page 95

Collaboration skills: project planning and sharing ideas share the questions, share your ideas

Online module-Phonics
Words with ow and oy

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 rigor 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.

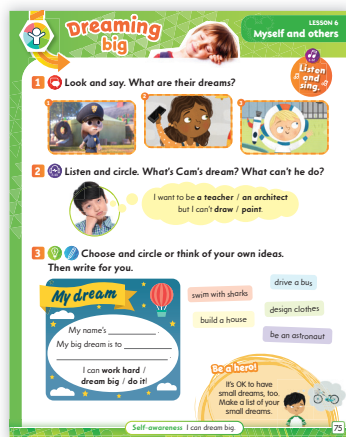
Self-awareness

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, presentation and collaboration**. In the example shown here, the project work is linked to self-management.

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 rigor 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.

Unit objectives
By the end of this unit, pupils can:
• name jobs and what people do in their jobs
• ask and answer about jobs
• ask and answer about what people do in their jobs
• talk about their dreams and what they want to do
• read and understand about how machines help people

Skills development
Listening recognise and understand the names of jobs and what people do in work
Reading read and understand a short simple cartoon story and a short factual text about machines
Speaking ask and answer about jobs, say what people do in work, talk about big dreams
Writing write about jobs and what people do in their jobs, a big dream, and how a machine can help people

Lesson 1 Vocabulary
Vocabulary: office worker, police officer
Vocabulary chart: What do you do?

Lesson 2 Vocabulary
Vocabulary: architect, restaurant, online, builder, bus driver, doctor
Flashcards: see

Lesson 3 Grammar
What do you want to be? I want to be a baker. She wants to be a police officer. She doesn't want to be a farmer.
Song: What do you want to be?

Lesson 4 Story
The firefighter
dream big, work hard!

Lesson 5 Vocabulary and grammar
Vocabulary: design, driver
What does the do? That's a farmer. She grows vegetables. She doesn't talk on the police station.

Lesson 6 Spelling and others
Self-assessment: Dreaming big
dream big, work hard!

Lesson 7 My world
Technology: Machines at work
disappearance: How do I do machines?

Lesson 8 I can do it!
I can do it!

Lesson 9 What do he do?

Project
My dream job poster
Self-management skills: doing research for a project
find out more about

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

Lesson 1 Vocabulary

Objectives
Listen: able to name jobs
Target language: office worker, police officer, teacher, pilot
Spoken language: I'm an office worker. I'm a pilot. I'm a teacher.
Written language: I'm a pilot. I'm a teacher. I'm a pilot. I'm a teacher.

Skills
Listening: can recognise words and clearly phrases related to familiar topics. I can listen and understand what is said in a lesson.
Reading: can recognise simple familiar everyday words. I can read and understand what is said in a lesson.
Speaking: can say when someone jobs, a written familiar sentence with meaning. I can write about my dream job.
Writing: I can write some familiar words.

Teacher toolkit
Video: 10 minutes - 7A
Listening: 10 minutes - 7A
Reading: 10 minutes - 7A
Speaking: 10 minutes - 7A
Writing: 10 minutes - 7A

Activities
1. Listen and write. Write the names of the jobs in the boxes.
2. Listen and write. Write the names of the jobs in the boxes.
3. Listen and write. Write the names of the jobs in the boxes.

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 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.

- Introduce the unit title *At work*. Ask: *Who goes to work in the Incredibles 2 film? (Mum) Who goes to work in your house?* Introduce the word *job* with examples. Say: *My job is a teacher*. Elicit the names of any other jobs pupils know. Then tell pupils they are going to learn about a lot of jobs in this unit.

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 and answer about jobs.

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 3 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 3 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/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)
<p>Pupil's Book core activities</p> <p>Activity Book activities done mostly at home</p>	<p>Pupil's Book and Activity Book, with all activities done mostly in class, plus some online Phonics and Project lessons</p>	<p>Pupil's Book and Activity Book, with all activities done in class, plus all online Phonics and Project lessons, and Extra reading</p>
		
<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
	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 Pupils play the game without using colour words so that they can focus on the question forms and the vocabulary, e.g. *Is this your umbrella?*

STRETCH At the end of the game, pupils hold up each of their cards and talk about them, e.g. *This is a green umbrella. These are blue sunhats.*

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 choose a suitable method to conduct research for their project and they use this method to find out relevant information. They produce a poster that clearly shows their dream job, including at least two sentences about the job. Allow for errors of grammar and spelling.

SUPPORT

Support pupils to find out more information for their dream job. Elicit and write more example sentences on the board for pupils to follow as a model when they write, e.g. *A bus driver drives a bus. A vet works in an animal hospital.* As pupils work on their posters, talk to them about their dream job and provide guidance as they write.

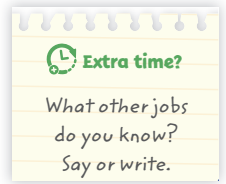
STRETCH

Pupils work independently, using more than one method to find out information about their dream job. They write three or more sentences about their job. They can present their dream job to the class. Write on the board three questions for pupils to answer in their presentations: 1 *What is my dream job?* 2 *Where do I work?* 3 *What do I do?*

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.



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 play a character with fewer lines, e.g. Martina.

STRETCH Pupils play a character with more lines, e.g. Pedro or Amelia.

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 Praise pupils for how hard they work and for their attitude rather than for their abilities. This kind of 'process praise' motivates pupils and helps build their confidence. Say: *Well done! You worked hard today. I'm very happy.*

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.



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 / Word cards

The flashcards / word cards help present and practise all key vocabulary for each level. There are 157 flashcards at Level 3, illustrating the three main vocabulary sets for each unit. The lesson notes, and the Games Bank on p.205, offer ideas and support for using flashcards to present, practise and consolidate language through games and activities.



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

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.

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.

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 *Meet our Stars and Heroes!* 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 an activity.

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

The second 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 ★

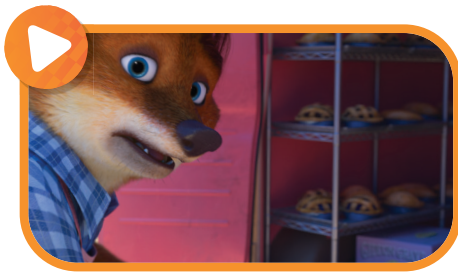
Video is a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language supports learning at all levels. At the same time, video provides an effective vehicle through which to explore Personal and Social Skills. *My Disney Stars and Heroes*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

Lesson 1 video story



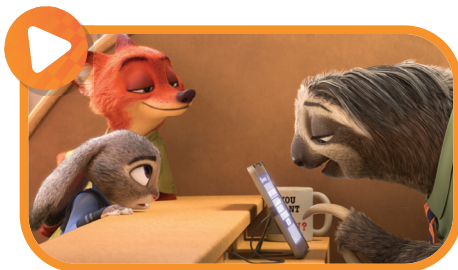
Pupils first meet their Disney heroes for the unit through the Lesson 1 video story – a snippet of the original feature film that brings the recognisable characters on their Pupil's Book page to life! This video links to the topic for the unit, while also illustrating the unit Personal and Social Skills 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. 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.

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.

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

LESSON 2 Vocabulary

1 Listen, point and say. Then play.

2 Look and write. Then listen and number.

a I'm an _____

b I'm a _____

c I'm a _____

d I'm a _____

3 Play the game.

Astronaut.
Astronaut, builder, vet.

Astronaut, builder.

Talk buddies

70 I can name jobs.

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

Activity Book

The first activity develops a balance of listening and reading skills via a fun, puzzle-like task.

LESSON 2 Vocabulary

1 Listen and match.

Thomas Megan Fatima Eliot
Rosa Liam Olivia Connor

2 Look at 1. Choose and write.

Rosa is an _____
Connor is a _____
Megan is an _____
Olivia is a _____
Eliot is a _____
Fatima is a _____
Thomas is a _____
Liam is a _____

architect astronaut athlete
builder bus driver
doctor firefighter vet

Extra time!
Do you know people with these jobs? Write or tell a friend.
My uncle is a police officer.

158 name jobs

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

LESSON 3 Grammar

Pupil's Book

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.

LESSON 3
Grammar

1 **Listen and circle.**



Judy wants to be a
firefighter / police officer.

1 What do you want to be?
I want to be a baker.
She wants to be a police officer.
She doesn't want to be a farmer.

2 **Listen, stick and circle. Then say in pairs.**

1

1 Nick **wants / doesn't want** to be a builder.

2

2 He **wants / doesn't want** to be a police officer.

3

3 The sheep **wants / doesn't want** to be an astronaut.

Sticker time

Sing-along

3 **Listen, sing and act.**

What do you want to be?
What do you want to be?
What do you want to be?

I want to be a doctor.
I want to be a bus driver.
I want to be a vet.



Chorus
Vet, doctor, bus driver?
What do you want to be?
He wants to be a firefighter.
She wants to be an athlete.
He wants to be an astronaut.

Chorus
Athlete, astronaut, firefighter?
What do you want to be?

I can ask and answer about jobs.

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

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 (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

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 **Read and number.**



1 she doesn't want to be a doctor. She wants to be an astronaut.
2 she doesn't want to be an athlete. She wants to be a police officer.
3 He doesn't want to be a firefighter. He wants to be an office worker.

2 **Look and write.**

1 He wants to be a builder.

2 She is a vet.

3 is an office worker.

4 is an athlete.

Extra time!
Ask a friend:
What do you want to be?

I can ask and answer about jobs.

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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

More detailed questions focus 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.

1 Listen and read. Who's a firefighter?

1 What do you want to be?
I want to be an athlete.
I want to be a doctor.

2 I want to be an astronaut.
Dream big, Oscar!

3 Can a girl be a firefighter?
Of course!

4 Laura wants to be a firefighter.
Of course!

5 I can't find a picture of a firefighter.
Think! Find a job beginning with the letter 'b'.
Come with me!

6 That's Aunt Rose.

2 Read and match.

1 Niko wants to be
2 Amelia wants to be
3 Oscar wants to be
4 Laura wants to be

a firefighter.
b an astronaut.
c an athlete.
d a doctor.

3 Read and circle. What do they say?

1 Dream big / small!
Work / Play hard!

4 Act out the story.

What do you want to be?
I want to be an athlete.
I can read and understand a story.

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.

1 Read and number in order.

1 I can't find a picture of a firefighter.
2 I want to be a firefighter, too.
3 I want to be an astronaut.
4 That's Aunt Rose.

2 Read and circle.

1 Laura wants to be a firefighter / doctor.
2 A firefighter works / doesn't work hard.
3 Laura's dream is small / big.

3 Who's your favourite character? Tick (✓).

Extra time!
Draw your favourite character doing their dream job.

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