



my Disney



British English

STARS AND HEROES

5

 Pearson

Teacher's Book
with Teacher's Portal Access Code
Mary Roulston

 Global
Scale of
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Fast-track your programme



MY DISNEY
STARS
AND
HEROES 5

Teacher's Book with Teacher's Portal

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Scope and Sequence

Meet our Stars and Heroes!

page 2

Character introductions I've got...
 Questions: What, Where, I love...
 How, Why, Who, I am...
 Are you... ?

	Vocabulary	Grammar	Personal and Social Skills	Cross-curricular
1 Animals in danger page 8 	Animals 1 Adjectives Animals 2	<i>Tigers are louder than humans.</i> <i>good > better</i> <i>bad > worse</i> <i>Blue whales are the largest animals on Earth.</i> <i>good > the best</i> <i>bad > the worst</i>	 Social awareness: Helping animals <i>I want to... We can...</i> <i>The best/worst things for wild animals are...</i> Story: Poems about our natural world	 Science: Biomes <i>aquatic, climate, rainforest, tundra</i> Mini-project: Create a fact sheet about biomes
	Project An animal display >> page 88	 Self-management skills: researching and organising information <i>main heading, picture, subheading</i>		Online module-Phonics >>>> <i>all and aw</i>
2 Healthy lives page 18 	Parts of the body Illnesses Health advice	<i>What's the matter?</i> <i>My ankle hurts. I have a headache.</i> <i>I don't feel well.</i> <i>How often do you do exercise?</i> <i>I do exercise three times a week.</i> <i>Do you drink enough water?</i> <i>I drink eight glasses of water a day.</i>	 Self-awareness: Advice I can trust <i>I talk to...</i> <i>I think I can trust... because...</i> Story: The lion and the fox	 Science: Healthy brains <i>brain, good diet, healthy routine, screen time</i> Mini-project: Design a healthy routine
	Project An advice column >> page 89	 Collaboration skills: problem solving with others <i>What can I do?</i>		Online module-Phonics >>>> <i>ie and ue</i>
3 One planet page 28 	Things that are rubbish Actions to help the planet 1 Actions to help the planet 2	<i>I always reuse plastic bags.</i> <i>He's turning off the tap now.</i> <i>She usually recycles paper.</i> <i>Look – they're planting trees!</i> <i>Why do you recycle?</i> <i>Because I want to reduce waste.</i> <i>Why are they picking up rubbish?</i> <i>Because it keeps the planet clean.</i>	 Responsible decision-making: Making a difference <i>I think we can...</i> <i>I want to...</i> Story: Carla's penpal	 Technology: Rubbish <i>factories, ground, landfill, packaging</i> Mini-project: Create something out of rubbish
	Project A picture diary >> page 90	 Presentation skills: using presentation cards <i>In this picture, I'm...</i>		Online module-Phonics >>>> <i>bl, fl, gl, pl, sl</i>
4 Fun days out! page 38 	Things at the circus Places for a day out Adjectives	<i>There was a big wheel.</i> <i>There wasn't a theatre.</i> <i>There were two bowling alleys.</i> <i>There weren't any amusement parks.</i> <i>Was it terrible? Yes, it was.</i> <i>Were they noisy? No, they weren't.</i>	 Self-management: Managing your fears <i>Relax each part of your body.</i> <i>Think about how much you like...</i> Story: The secret at the theatre	 Engineering: Big wheels <i>force, gravity, pull, push, round</i> Mini-project: Design a big wheel
	Project A fun day out blog >> page 91	 Self-management skills: using vocabulary-building strategies <i>What was there? What words describe it?</i>		Online module-Phonics >>>> <i>ph and wh</i>

Welcome

page 4



Ordinal numbers

Months and dates
Birthdays

first, second... tenth

What's the date today / on (Thursday)? It's (3rd May).
When's your birthday? It's on (30th November).

Relationship skills:

Be brave
Now I feel brave.

5

We love music!

page 48



Vocabulary

Musical instruments

Types of music
Concerts

Grammar

I prefer jazz to classical music.
She prefers playing the trombone to playing the violin. They prefer singing to playing an instrument.

How long is the concert?
How many singers are there?
How much is a ticket?

Personal and Social Skills

Self-awareness:

Finding happiness
A small thing that makes me happy is...
I feel happy/amazing when...

Story: The concert

Cross-curricular

Science:

Physics and music
blow, messages, sound waves, volume

Mini-project: Research a musical instrument

Project

A review
» page 92



Presentation skills: reviewing and improving my presentation skills
What was good? What can I do better?

Online module-Phonics

ou and ow

6

Life in the past

page 58



Objects from the past

Everyday actions
Objects that people use

He sailed by boat.
They lived in a small house.
She shopped at the market.
I carried heavy pots.

We didn't cook in an oven.
They didn't hunt with a bow and arrow. I didn't carry a basket.

Social awareness:

Understanding different people
We are the same/ different because...
I can understand people because...
I'm kind when I...

Story: Grandma's story

Social Science:

Amazing archaeology
archaeologists, archaeology, dig, objects, ruins

Mini-project: Create a guide to a ruin

Project

A class history book
» page 93



Collaboration skills: working together to brainstorm ideas and divide up tasks
Do you want to... ?

Online module-Phonics

le and y

7

Outdoor adventures

page 68



Outdoor activities 1

Outdoor activities 2
Places to explore

I went stargazing. He built a den.
They saw the sunset.
She didn't swim outdoors. We didn't do archery.

Did you go across a field? Yes, I did. Did you go through a gate? No, we didn't.

Relationship skills:

Building relationships
I'm sorry we argued/I didn't listen.
Let's talk about it.

Story: Petra's Camp Blog

Science:

Living and non-living things
breathe, lay eggs, living things, non-living things, reproduce

Mini-project: Poster about living/non-living things

Project

An outdoors scrapbook
» page 94



Presentation skills: good presenter skills
I'd like to tell you about... Have you got any questions?

Online module-Phonics

soft c: ce, ci, cir

8

Summer plans

page 78



Summer activities 1

Summer activities 2
Holiday places

I'm going to join a club.
We're going to win a prize.
I'm not going to go snorkelling.
She isn't going to learn to surf.

Are you going to visit an island? Yes, I am. / No, I'm not.
Is he going to walk across the bridge? Yes, he is. / No, he isn't.

Self-awareness:

Stop negative voices
I stop negative voices by...
I'm good at...
I'm not good at... yet.

Story: A summer adventure

Science:

Waves and tides
fall, high tide, low tide, rise, wave

Mini-project: Research the tides of a beach

Project

A holiday collage
» page 95



Self-management skills: making a group list to create something
What are you going to have/do... ?

Online module-Phonics

ge and dge

Welcome to My Disney Stars and Heroes!

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

We have based the course on the following principles:

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

Engaged children will learn better ★★

Disney characters

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

Stories

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

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

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



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

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

A video in the first lesson of the unit introduces the characters and the main topic of the unit. A second video follows later in the unit, with the aim of helping pupils focus on the new language and concepts they are learning.



- A story to read, from a different genre in each unit, exposes pupils to a greater scope of storytelling. A variety of story types showcase characters that bring their own useful life experiences that learners can relate to. These stories help consolidate new language and the themes of the unit, while also further exploring the Personal and Social Skills and developing pupils' understanding of the characteristics of different genres.

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.

Building relationships *Myself and others*

1 Listen and read. How did the characters in the unit build relationships?

2 Listen and read. Then answer.

1 Why is Adriana angry? 3 What does Sadie want Adriana to do?
2 Do you think she's a good friend to Lucy? 4 Does Sadie think Lucy is a good friend?

Dear Sadie,
I argued with my friend, Lucy yesterday. I wanted her help but she didn't listen to me. She knows I always want help with maths but she went out and had fun with friends. I did my homework but I'm not very good at it. I'm very angry with her.
From
Adriana

Dear Adriana,
It's good to work together but it's not good for friends to do your work for you! Ask your teacher for more help and let Lucy have fun. It's your homework. Sit to long and listen to her. Then say sorry. She's a good friend to you!
From
Sadie

Useful Language

I'm sorry we argued.
I'm sorry I didn't listen.
Let's talk about it.

Act out the conversation between Adriana and Lucy.



I'm sorry I didn't help you but I always do your maths for you.
It's OK. I'm sorry I was angry and didn't listen to you.
Think of one thing you want to say sorry about for your friend. Then tell them.

Relationship skills I can learn to build relationships.

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 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 and projects provide pupils with opportunities to develop their creativity skills. The dedicated *Let's talk!* activity  in the Review lesson specifically aims to facilitate pupils' communication skills.

Project *An outdoors scrapbook*

1 Listen, read and write.

A day outdoors:
I went to _____ with my mum, dad and sister. We _____ fish and we _____ in the river because it was cold.

My favourite things:
• I like _____ in campfires.
• We saw _____ outdoors.
• We saw the _____.

2 Think about your outdoor adventures. Tell a friend about:
Where you went Activities you did Things you saw Did you swim outdoors?

3 Create your scrapbook and plan your presentation. *Activity Book page 97*
Present your scrapbook.

Tips

Presentation

Start your presentation with 'Hello, I'd like to tell you about...'
Talk about all your pictures.
Let your friends ask questions.

I can create and present an outdoors scrapbook.



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.

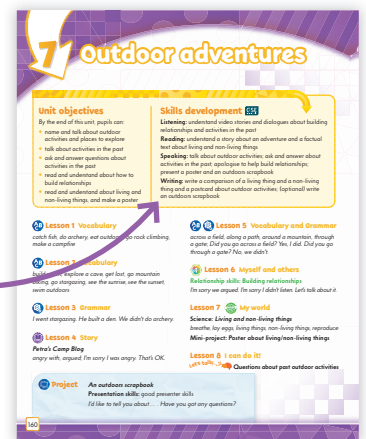
For more information about how the GSE can support your planning and teaching, your assessment of your learners and the selection or creation of additional materials to supplement your core program, please go to <https://www.pearsonenglish.com/gse>.

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>.

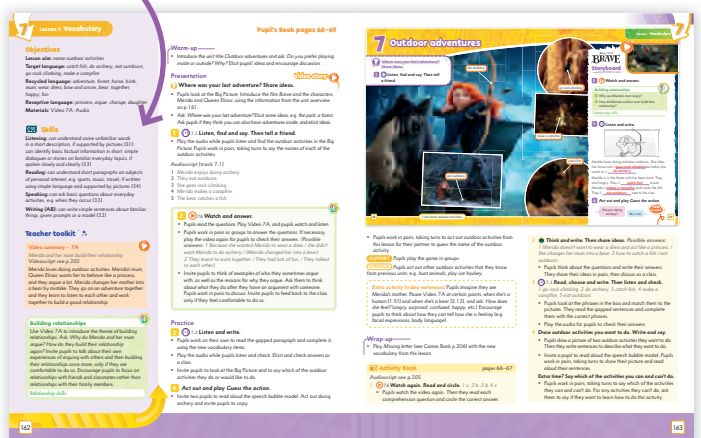
For more information about assessments that can be used to measure progress on the GSE proficiency scale, please go to <https://www.pearson.com/english/assessment.html>. We recommend using English Benchmark Young Learners for pupils studying with this course.

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.



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

Measuring progress

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

Assessment for learning

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

Activating prior knowledge

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

- Introduce the unit title *Outdoor adventures* and ask: *Do you prefer playing inside or outside? Why?* Elicit pupils' ideas and encourage discussion.

Clear goals for every lesson

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

I can talk about activities in the past.

Self-assessment

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

3 Complete the postcard. Read it to a friend.

Hi _____,

I'm having fun at adventure camp.

On the first day, I went _____.

Yesterday, I saw _____.

I didn't _____ but I wanted to!

See you soon, _____

I can...

- name outdoor activities
- talk about past activities
- build relationships
- understand about living and non-living things

Star learner

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

I completed Unit 7!

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 5 of *My Disney Stars and Heroes*, we recommend *English Benchmark Young Learners* Level 2. 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 5 of *My Disney Stars and Heroes*, we recommend preparation for International Certificate Young Learners Level 2 *Springboard*. Find out more about this test at <https://qualifications.pearson.com/en/qualifications/international-certificate/young-learners.html>.

English
Benchmark
Young Learners



Teachers need flexibility ★

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

Different numbers of teaching hours

To help you plan, we estimate that teaching materials for the Pupil's Book and related practice in the Activity Book may take around 40 minutes of classroom time per lesson. The actual time it may take you to complete a unit with your class depends on many factors, such as the makeup and needs of your class, as well as how well pupils cooperate as a group. You may also consider how much time is needed for review or for language presentation, as well as how many times features such as 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 the optional unit Projects	Pupil's Book and Activity Book, with all activities done in class, plus all online Phonics and the optional unit Projects, and Extra reading
		
Additional practice can be added by focusing more on the 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 and Spelling
	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 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 Elicit and write on the board example questions for pupils to ask.

STRETCH Challenge pupils to ask their partner at least five questions.

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 write six sentences describing their outdoor adventure and they draw pictures or find photos to illustrate what they have written. They start their presentation with a suitable introduction, talk about all of their pictures and answer follow-up questions by providing more information as possible.

SUPPORT

Pupils can write four or five sentences. They present their scrapbook to their group and they answer follow-up questions with short answers: *Yes, I did. / No, I didn't.*

STRETCH

Pupils can write seven or more sentences. They start and end their presentation effectively, give detail about each of the pictures in their scrapbook and answer follow-up questions with fluency.

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 can work with a more confident partner to act out the conversation. They recognise there may be differences of opinion, and they consider their partner's viewpoint.

STRETCH Pupils can work with a less confident partner to act out the conversation. They take the lead in applying the **Teaching star** strategy for conflict resolution.

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 Pupils need someone to believe in them, to help them to believe in themselves. Set different success criteria for each individual pupil and create a learning environment where it's OK not to achieve the first time of doing something. This will motivate your pupils to keep trying until they reach the expectation you've set for them.

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

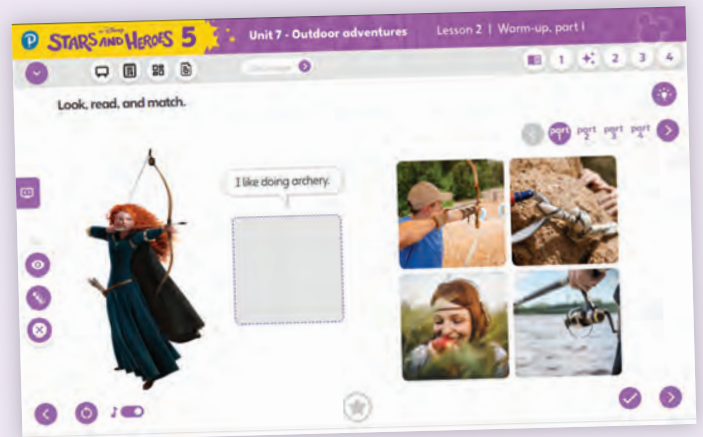


Class audio

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

Teacher's Digital Resources

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



eBooks

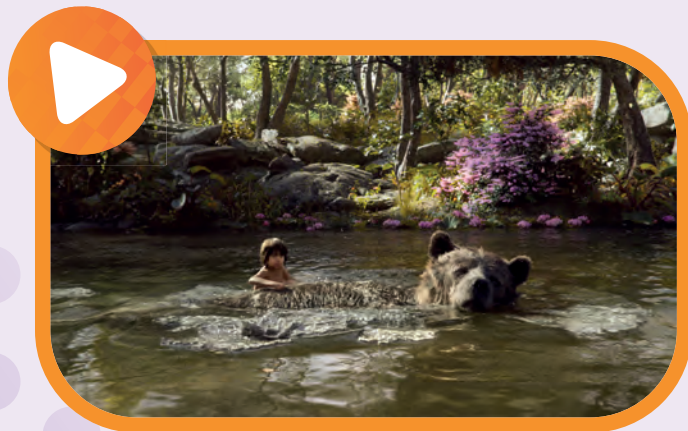
Digital versions of the Pupil's Book and Activity Book are available for all levels.

Presentation Tool

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

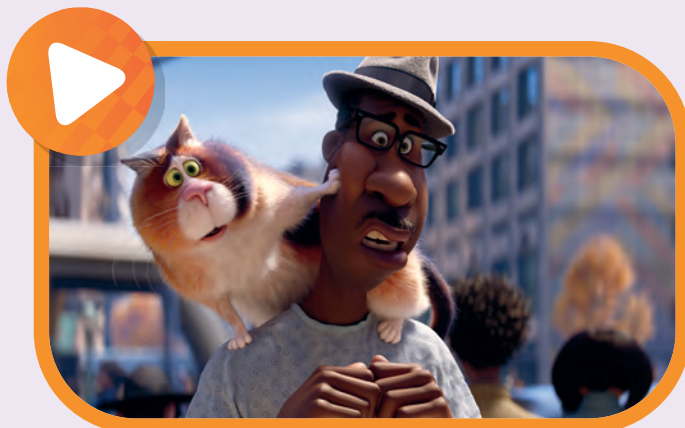


Disney video stories



My Disney Stars and Heroes offers two Disney video stories per unit at Level 5. The *Teaching with the videos* section on p. 15 provides ideas for getting the most out of the video material in class.

Levels 5 and 6 also feature the live-action films which re-imagine the animated classics. Units featuring the live-action films offer 'motion graphic' video stories with accompanying narration.



3 Practise

Activity Book

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

Pupil's Digital Resources

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

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



4 Assess

Assessment

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

Teachers can use the English Benchmark Young Learners test to measure pupils' progress. We suggest this test is taken once a year in Level 5.

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

An assessment for learning activity sparks the topic and engagement with the Big Picture.

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 vocabulary in the Big Picture presentation and via an audio-based task.

7 Outdoor adventures

Where was your last adventure? Share ideas.

1 Listen, find and say. Then tell a friend.

do archery

go rock climbing

make a campfire

catch fish

eat outdoors

I can name outdoor activities.

Disney PIXAR **Brave** Storyboard

2 Watch and answer.

Building relationships

1 Why was Merida's mum angry?

2 How did Merida and her mum build their relationship?

Relationship skills

3 Listen and write.

Merida loves doing activities outdoors. She rides her horse and 1 _____ but today she wants to 2 _____.

Merida is in the forest with her bear mum. They are hungry. They 3 _____ to eat. Merida 4 _____ and cooks the fish. They 5 _____ next to the river.

4 Act out and play Guess the action.

Are you doing archery? Yes, I am.

talk buddies

New vocabulary is practised in context via a short summary of the video story, accompanied by a storyboard frame using concept art from the film.

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.

Pupils have an opportunity to practise new vocabulary in conjunction with known structures in a communicative speaking task.

Activity Book

Pupils watch the video story again and engage with their new Disney friends through a fun mini-quiz.

Pupils explore the Personal and Social Skills in the context of the video story.

7 Outdoor adventures

Video quiz

1 Watch again. Read and circle.

Who was Merida? a bear a queen a princess

What doesn't Merida like doing? going rock climbing wearing a dress doing archery

What does Merida change her mum into? a horse a bear a tiger

What does Merida use to catch fish? her hands her mouth a bow and arrow

2 Think and write. Then share ideas.

Why do Merida and her mum have problems? Building relationships

What does Merida teach her bear mum?

3 Read, choose and write. Then listen and check.

1 Merida loves outdoor adventures. She wants to go rock climbing.

2 Merida doesn't want to wear a dress, she wants to _____.

3 The bear can _____.

4 Merida and her mum _____.

5 They _____.

Merida can't go back and eat in the castle with a bear!

4 Draw outdoor activities you want to do. Write and say.

I want to go rock climbing and do archery.

Let's go outdoors and _____.

Extra time?

Say which of the activities you can and can't do.

I can't. I can't.

Written practice of Vocabulary 1 in the context of sentences.

A personalisation activity makes the new language meaningful for pupils.

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

Teaching with videos ★*

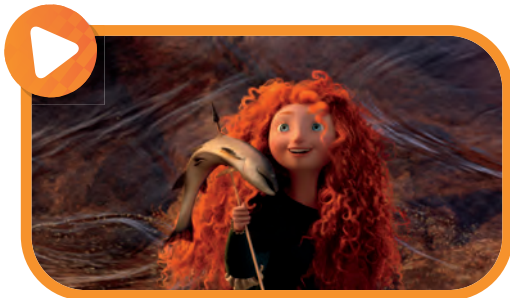
Video is a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language supports learning at all levels. At the same time, video provides an effective vehicle through which to explore Personal and Social Skills. *My Disney Stars and Heroes* offers two Disney video stories per unit at Levels 5 and 6.

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, or a live-action 'motion graphic' story, 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.

Lesson 3 grammar video



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

Animated and live-action videos

Levels 5 and 6 feature Disney live-action films alongside the animated feature films. The live-action 'motion graphics' are a montage of scenes with narration that each present a mini-story.



When to use the videos

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

Video activities

- Ask pupils to guess which items of vocabulary are in a video. Write their ideas on the board, then watch the video together to see if their guesses were correct. Alternatively, give each pupil or small group a paper with the name of an item that appears in the video. Pupils stand up and show this word 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, write a selection of words 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 within the text, accompanied by audio. Audio can be played several times to support pupils' understanding of the words in context: play first for gist, a second time for specific details and a final time to check answers.

LESSON 2 Vocabulary

1 **Read and listen. What can you do at night?**

WILD FOREST ADVENTURE CAMP!

Do you want to go on an adventure? There are lots of activities to do!

- Build a den and explore a cave.
- Don't get lost – learn to read a map and go mountain biking in the forest.
- Swim outdoors in the lake.
- Make a campfire and see the sunset.
- Sleep outdoors and go stargazing. Then see the sunrise in the morning.

There are big and small adventures at this adventure camp, so come for a morning, a day or all weekend!

I love doing outdoor activities. I want to go to this adventure camp!

1 build a den 2 explore a cave 3 get lost 4 go mountain biking 5 swim outdoors 6 see the sunset 7 go stargazing 8 see the sunrise

2 **Listen and repeat the words in 1.**

3 **Look, read and number. Then write.**

1 It's the morning. The sun is coming up. 3 I think this is the wrong path. Oh, no! Where are we?

2 I'm in the river. Brrrr! It's very cold!

a b c

4 **Order the activities for you. Then share ideas.**

I don't like getting lost. I love going stargazing. I can name outdoor activities.

Review I (don't) like/love + -ing.

70

The eight new vocabulary items are presented via a short reading text covering a variety of text types from the perspective of the real-world course characters.

The new vocabulary items are also presented through pictures.

The final activity is freer communicative spoken practice of the target vocabulary. The Review feature supports the communicative aims by recycling known language in a systematic way.

Pupils put vocabulary into practice via a reading and writing activity.

Activity Book

The eight new vocabulary items are reviewed at word-level in isolation.

A second activity provides practice of the new vocabulary in combination with known structures.

LESSON 2 Vocabulary

1 **Look, read and match. What's missing?**

1 see the sunset 5 build a den
2 get lost 6 swim outdoors
3 go mountain biking 7 go stargazing
4 explore a cave 8

2 **What do the signs say? Look and write.**

3 **Write for your town park. Compare with a friend.**

In my park, you can... In my park, you can't...
In my town park, you can build a den. You can't make a campfire.

Extra Time! Think of more signs for outdoor activities in the countryside.

48

The Find out! activity relates the new vocabulary to a real-world context.

The final activity allows for freer written practice of the target vocabulary.

LESSON 3 Grammar


Pupil's Book


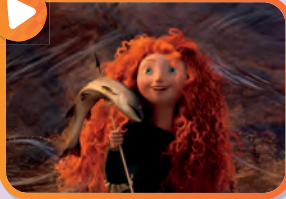
Objectives

- Presentation of Grammar 1 via a Disney-themed context
- Identification of new grammar via listening and reading
- Written and communicative spoken practice of the target language

A Disney video clip provides examples of the new grammar in context.

LESSON 3
Grammar








1 Watch and write T (True) or F (False).

- Merida and her mum got lost in the forest. _____
- Merida didn't eat the fruit. _____
- Merida didn't explore a cave. _____
- Merida saw the sunrise. _____

2 Listen and tick (✓) or cross (X). Then circle.

					
Zach	✓				
Martina					

3 Listen and follow. Then say.


Grammar Heroes

I	went stargazing.
He	built a den.
They	saw the sunset.
She	didn't swim outdoors.
We	didn't do archery.

4 Think of outdoor activities. Then play **Sentence chain**.

I swam outdoors.

I didn't swim outdoors.
I did archery.



I can talk about activities in the past.

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Pupils engage initially with the target structures via video comprehension questions, with a focus on the meaning and function of the grammar.

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

The *Grammar Heroes* box provides a clear model of the new target language. The language patterns are highlighted and pupils have the opportunity to practise the structure.

The target structure is internalised through a communicative task, allowing for controlled spoken practice of the new grammar.

Activity Book

Activity 1 provides a review of the target structure presented in the Pupil's Book 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 Look, read and circle T (True) or F (False).



Merida's activities

- Merida went swimming outdoors. T / F
- She didn't go stargazing. T / F
- She didn't see the sunset. T / F
- She made a campfire. T / F
- She built a den. T / F
- She didn't get lost. T / F

Grammar Heroes

Look and write the correct past forms of the words in bold.

- Merida **does** → _____ archery.
- They **go** → _____ rock climbing.
- I **don't swim** → _____ outdoors.
- We **don't go** → _____ mountain biking.

2 Look at 1. Correct the false sentences.

- Merida **didn't** go swimming outdoors.
- _____
- _____
- _____

Extra Class!

Think about the last time you went to a forest or a park. What did you **do**?

Pupils are encouraged to notice the form of the language and build the target structure themselves via an interactive grammar box.

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 story from different genres
- Internalisation of unit language through acting out the story

A *Before Reading* activity develops thinking and reading strategies by engaging pupils with the story visuals.

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

In activity 2, pupils listen to the story audio and follow the text and pictures in their book. A *While Reading* question develops pupils' reading skills in line with the GSE Learning Outcomes for the level.

Pupils re-engage with the Personal and Social Skills focus for the unit introduced in Lesson 1. The tasks encourage them to recognise behaviours, skills or strategies being expressed and to 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 *Think!* 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 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.

Pupils identify characters' actions and responses through a Personal and Social Skills practice task. Here they may also express their own opinions on the Personal and Social Skills through varied personalised response tasks.

The *Storytellers Club* section gives pupils an opportunity to express what they think about the story.

Teaching with stories ★★

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

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

Stage 1

Anticipating the story

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

Stage 2

Hearing and seeing the story

At this stage, pupils listen to the story and work through it to find answers to your questions. Audio can be accessed in the online resources and played directly in the eBook. Hearing the new vocabulary and recycled language in a rich story narrative provides learners with an important opportunity to practise recognising larger language outputs and lexical building blocks of English.

Stage 3

Checking the story

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

Stage 4

Acting out the story

After listening to and reading the story several times, pupils could read the story aloud or act out elements of it 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 texts in the Pupil's Book while pupils act out key moments or recite parts of the story 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.

Exploring genre

The Level 5 and 6 stories depart from the real-world contexts of the course characters and the fantastical worlds of the Disney films to immerse pupils in new and exciting adventures. Each unit has a different set of characters and storyline, and a rich variety of different genres are explored: from fables, to contemporary fiction, to biographies.

The story genres in *My Disney Stars and Heroes* have been chosen specifically to appeal to the diverse interests and imagination of learners of this age group. By introducing pupils to a wide range of genres there is an increased chance of each individual discovering stories that appeal to them, and becoming avid readers. The following are simple tips on how to teach reading genres:

- Give pupils practice in identifying genres. Bring in different examples of genres covered and have pupils identify the genre by looking at the covers, titles, artwork and opening sentences.
- Ask pupils to create genre charts for each new genre they discover through the units. These could cover key characteristics and examples of stories they know in the same genre.
- Challenge pupils to read a variety of genres both in English and L1. Once they identify a genre they like in their Pupil's Book, have them read another story in the same genre. Also encourage them to notice similarities across genres, for example science fiction and contemporary stories may follow a similar plot structure but be set in different times.
- Ask pupils to classify the Disney films in the unit as a way of paying attention to genre. This is a good routine also for helping pupils realise that some stories may have attributes of several different genres.