



MY DISNEY  
**STARS  
AND  
HEROES**

 Pearson

My Disney  
**STARS  
AND  
HEROES 3**  
Student's Book with disk  
and audio tracks  
 Pearson

# PRIMARY



English type:  
**British English**

Levels:  
**6**

CEFR:  
**<A1-A2**

GSE:  
**10-36**

Hours per week:  
**3-5**



## Scope and Sequence

**Say hello!** page 4  
Character names  
Hello, Stars and Heroes song  
I'm ...  
Hi, Hello



**Welcome**  
page 6

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

**Hello / Hi / Welcome, class!**  
Goodbye  
Hi, I'm (name).

**Relationship skills**  
Welcoming new people to class

	Vocabulary	Grammar and communication	Story	Personal and Social Skills	Cross-curricular
<b>1</b> <b>My family</b> page 10	<b>Family</b> brother, dad, mom, sister <b>Numbers 1</b> one, two, three, four, five, six	<i>I'm six. Are you five? Yes/No.</i> <b>Asking and answering about family</b> Who's this? This is my brother.	<b>A new friend</b> friend, happy, sad, Oh no!	<b>Self-awareness:</b> Identifying my emotions 1 happy, sad Are you happy? I'm sad.	<b>Science:</b> Shadows cloudy, shadows, sunny
<b>2</b> <b>My room</b> page 20	<b>Room</b> bed, chair, desk, poster <b>Toys</b> ball, kite, puppet, scooter, teddy bear, yo-yo	<i>It's a ball. It's small.</i> <b>Asking and answering about toys</b> Is it a kite? Yes. It's a kite.	<b>The puppet show</b> Let's play!	<b>Self-awareness:</b> Identifying my emotions 2 grumpy I'm not grumpy. Let's play!	<b>Math:</b> Shapes circle, rectangle, triangle
<b>3</b> <b>My school</b> page 30	<b>School items</b> backpack, book, crayon, marker, pencil, ruler <b>Numbers 2</b> seven, eight, nine, ten	<i>I have two rulers.</i> <b>Asking and answering about objects</b> How many books? I have one book.	<b>The surprise</b> surprise, tortoise, Wow!	<b>Self-awareness:</b> Identifying my emotions 3 nervous I'm not nervous. It's OK. Don't worry.	<b>Math:</b> Plus and minus is, minus, plus
<b>4</b> <b>My body</b> page 40	<b>Body</b> arm, body, hand, head, leg, nose <b>Actions 1</b> clap, shake, stomp, touch	<i>Stomp your feet. Don't move.</i> <b>Asking and answering about the body</b> What's this? It's my nose.	<b>Fun with Shelly</b> I have an idea. I'm excited! Yippeel!	<b>Self-awareness:</b> Expressing my emotions cry, excited, jump, smile I'm happy. I smile.	<b>Technology:</b> Coding up, down, left, right; Go left!
<b>5</b> <b>My clothes</b> page 50	<b>Clothes 1</b> pants, shoes, skirt, socks <b>Clothes 2</b> coat, dress, hat, scarf, sweater, T-shirt	<i>My coat is red.</i> <b>Talking about clothes</b> I'm wearing my T-shirt.	<b>The yo-yo</b> Come and play!	<b>Self-management:</b> Persistence Good job! Keep trying!	<b>Technology:</b> Materials cotton, leather, wool

	Vocabulary	Grammar and communication	Story	Personal and Social Skills	Cross-curricular
<b>6</b> <b>Nature</b> page 60	<b>Bugs</b> ant, beetle, butterfly, ladybug <b>Nature</b> flower, mushroom, pond, river, rock, tree	<i>I can see a beetle.</i> <b>Asking and answering about nature</b> What color is it? It's red.	<b>A good team</b> Help me! It's a team.	<b>Social awareness:</b> Teamwork Let's all help. Good idea!	<b>Math and art:</b> Symmetry spots, stripes
<b>7</b> <b>Food</b> page 70	<b>Food 1</b> apples, cake, soup, tea <b>Food 2</b> cookies, ice cream, juice, noodles, pizza, sandwiches	<i>I like pizza.</i> <b>Talking about likes and dislikes</b> I like soup. I don't like noodles.	<b>Lunch for Cam</b> hungry, lunchbox, Thanks.	<b>Self-management:</b> Empathy nice I can help. Let's all share. Thank you.	<b>Art:</b> Food prints bell pepper, mushroom, onion; cut, paint
<b>8</b> <b>Animals</b> page 80	<b>Animals</b> bird, elephant, lion, monkey, zebra <b>Actions 2</b> climb, fly, run, swim, walk	<i>I can swim.</i> <b>Describing animal abilities</b> Monkeys can climb.	<b>Sports day</b> glasses, hero, shoes; Now I can run. Here you are.	<b>Self-awareness:</b> Asking for help I can do it. I need help.	<b>Science:</b> Animal needs food, home, water
<b>9</b> <b>In the city</b> page 90	<b>City</b> car, house, street, train <b>Adjectives</b> fast, long, new, old, short, slow	<i>It's a fast car.</i> <b>Describing things in the city</b> It's a train. It's very fast.	<b>A school trip</b> snake; Are you OK? Be nice!	<b>Self-awareness:</b> Being brave That's brave. I'm very brave.	<b>Social Science:</b> Road safety Go. Look left/right. Stop. Wait.

Picture dictionary pages 100–109 Alphabet pages 110–111 Stickers and Cut outs





my Disney  
**STARS  
AND  
HEROES**

British English

1

British English

2

British English

3

British English

4

British English

5

British English

6

Pearson

Pupil's Book with eBook  
Tessa Lechowiki

Global Scale of English

Book

Global Scale of English

Book

Global Scale of English

Book

Global Scale of English

Book

Global Scale of English

Book

Global Scale of English

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Global Scale of English

Book

Global Scale of English



## 2 Healthy lives

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### Video quiz

1 Watch again. Read and write **R** (Rapunzel), **M** (Mother Gothel) or **F** (Flynn).

- 1 She takes the King and Queen's baby.   M
- 2 She never goes outside.
- 3 She says the world outside is scary.
- 4 He wants to find a place to hide.
- 5 She asks her pet, Pascal, for advice.



Rapunzel



Mother Gothel



Flynn

Disney  
**Tangled**

2 Think and write. Then share ideas.

#### Advice I can trust

1 Can Rapunzel trust Mother Gothel's advice? Why? / Why not?



2 Does Pascal think Rapunzel can trust Flynn?



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### LESSON 1 Vocabulary

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

ankle knees neck shoulder wrist

1 Rapunzel does exercise to stay healthy. She touches her   ankle   with her hand.



2 Rapunzel's got a pet called Pascal. He often sits on Rapunzel's \_\_\_\_\_.

3 She likes horses, too. Look, she's hugging Max's \_\_\_\_\_.

4 Rapunzel rests her arms on her \_\_\_\_\_ and listens to Flynn.



5 Rapunzel holds Mother Gothel's \_\_\_\_\_ in her hand.



4 Choose two activities. Write riddles for your friend to guess.

I do this activity with my feet and knees.

Is it playing football?

Yes, it is!

I do this activity with my \_\_\_\_\_.

I do this activity \_\_\_\_\_.

#### Extra time?

Draw and label as many parts of your body as you can.

I can name parts of the body.



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LESSON 2  
**Vocabulary**

1 Read and match.



- 1 Gema feels dizzy.    c
- 2 Nathan's head hurts.
- 3 Joe has a stomach ache.
- 4 Padma feels sick.
- 5 Lois has toothache.
- 6 Lotfi has a sore throat.
- 7 Greta has a cough.
- 8 Conor has a cold.

2 Read and write. Use the words in 1.

Zach doesn't feel well. He has a  
1 cough .  
a 2 c \_\_\_\_\_ and a  
3 s \_\_\_\_\_ t \_\_\_\_\_ .  
He feels 4 d \_\_\_\_\_ .  
too and his 5 h \_\_\_\_\_ .

Lily feels bad, too. She  
has 6 t \_\_\_\_\_ , a  
7 s \_\_\_\_\_ .  
a \_\_\_\_\_ and she feels  
8 s \_\_\_\_\_ .

**Find out!**  
What are the symptoms of a cold?

3 Imagine you aren't well. Describe how you feel.

- 1 I feel \_\_\_\_\_ .
- 2 I have \_\_\_\_\_ .
- 3 My \_\_\_\_\_ hurts.

I feel dizzy.

Extra time?

Create a funny sentence for a word you find difficult to spell. For example, *all children have eggs = ache.*

I can name illnesses.

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LESSON 3  
**Grammar**

1 Read and circle the main verb. Then tick (✓) the correct sentence.

- 1 His neck hurts
- 2 She feels sick.
- 3 I have a stomach ache.
- 4 He doesn't feel dizzy.



**Grammar Heroes**

Order the words to make sentences.

- 1 doesn't / well. / Flynn / feel
- 2 sick. / feel / I
- 3 have / sore / I / a / throat.
- 4 wrist / My / hurts.



2 Look and write.

cold cough dizzy hurts matter well



What's the 1 \_\_\_\_\_ ?

I don't feel 2 \_\_\_\_\_ .  
I have a 3 \_\_\_\_\_ and a  
4 \_\_\_\_\_ .  
My knee 5 \_\_\_\_\_ .  
I feel 6 \_\_\_\_\_ .

Extra time?

Make a list of other health problems you know. Tell a friend.

I can ask and answer about illnesses.





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LESSON 4  
**Story**

1 Read the story again. Colour what Leo says in green. Then number in order.

- a I have toothache.
- b My shoulder hurts.
- c I'm hungry.
- d I have a headache.
- e My tail hurts.
- f I have a cough.



2 Tick (✓) the fox's advice. Then write your own advice.



- Ask a teacher.
- Ask a doctor.
- Don't trust a hungry lion.
- Trust a hungry lion.

Trust \_\_\_\_\_  
Don't trust \_\_\_\_\_



**Storytellers club**

3 Think about the story. Write.

My favourite part of the story is \_\_\_\_\_ because \_\_\_\_\_

**Extra time?**

Imagine and write what happens next to Leo.



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LESSON 5  
**Vocabulary and Grammar**

1 Choose and write. Then listen, follow and write J (Jamal) or L (Lily).



- do exercise
- get enough sleep
- see a doctor
- drink enough water



\_\_\_\_\_

- only when I'm ill
- exercise every day
- four glasses a day
- nine hours a night

Circle for you.

**How healthy are you?**

How often do you do exercise?  
once / twice / three times a week

Do you drink enough water?  
one / four / eight glasses a day

How often do you see a doctor?  
never / sometimes / once a week

Do you get enough sleep?  
seven / eight / nine hours a night

3 Look at 2. Ask a friend and write.

My friend never sees a doctor.

How often do you see a doctor?

I never see a doctor.

**Extra time?**

Write two things you want to do more often. Compare with a friend.



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**Advice I can trust**

LESSON 6  
Myself and others

Self-awareness

1 Read and tick (✓) or cross (X). Which health advice can you trust?

Advice from...

- 1 an advert on a video game.
- 2 a doctor.
- 3 a PE teacher.
- 4 a younger brother or sister.

2 Read. Which website can you trust?

- a Advert
- b Educational website

**Buy an exercise bed!**

Do you want to be healthier? Buy our new exercise bed TODAY! You can stay in bed and be healthy!

health.edu

**Exercise every day**  
by Dr B. Wells

Doing exercise every day is very good for your health. Find out more about healthy exercise at school, at a sports centre or from goodhealth.gov.

My portfolio

3 Find and complete with health advice you can trust.

The best advice!

Exercise

Healthy food

From: \_\_\_\_\_

From: \_\_\_\_\_

School

Feeling unwell

From: \_\_\_\_\_

From: \_\_\_\_\_



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**Healthy brains**

LESSON 7  
My world

1 Read, choose and write. brain good diet healthy routine screen time

- 1 I always get enough sleep, do exercise and drink enough water. I have a healthy routine!
- 2 The part of my body that is inside my head is my \_\_\_\_\_.
- 3 I watch TV and look at my mobile phone and my tablet every day. I have a lot of \_\_\_\_\_.
- 4 I always eat healthy food – vegetables, fruit and healthy carbohydrates. I eat a \_\_\_\_\_.

MINI-PROJECT

2 Write notes for your healthy routine.



3 Now write your healthy routine.

	Activities	Details
Morning	Get up	7.30 (10 hours sleep)
Afternoon	Lunch	Salad, fish and rice + glass of water
Evening		

Design a healthy routine for Rapunzel outside the tower! How is it different from her routine in the tower? How is it the same?





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**My progress journal**

**1** Listen and write. Check your spelling. Then answer with a friend.



Which are illnesses?



**2** Read and complete. Then match. Do get How often

1 \_\_\_\_\_ you drink enough water?

a I do exercise five times a week.

2 \_\_\_\_\_ often do you see a doctor?

b I don't think so. I get seven hours a night.

3 How \_\_\_\_\_ do you do exercise?

c Yes, I drink seven glasses a day.

4 Do you \_\_\_\_\_ enough sleep?

d I see a doctor once a year.

**Grammar Heroes**

**Challenge!**

Write as many different answers as you can to this question in a minute! Then ask and answer with a friend. Who has the most answers?

What's the matter?

Not for Resale for Review Only **UNIT 2 Review**

**3** Read, choose and write. cold cough feel headache neck throat dizzy

**Martina:** Mum, I don't 1 feel well. I have a sore  
2 \_\_\_\_\_ and listen... I have a 3 \_\_\_\_\_.

I don't feel well.

**Mum:** Poor you! I think you have a 4 \_\_\_\_\_.

**Martina:** My 5 \_\_\_\_\_ hurts, and I feel 6 \_\_\_\_\_, too.  
Can I watch TV?

**Mum:** No, you can't, Martina. Too much screen time can give you a 7 \_\_\_\_\_.

**4** Read and write a letter a–e.

1 Teacher: What's the matter?

David: c

2 Teacher: Oh, no. Do you have a stomach ache?

David: \_\_\_\_\_

3 Teacher: Do you have a headache?

David: \_\_\_\_\_

4 Teacher: Do you drink enough water?

David: \_\_\_\_\_

5 Teacher: \_\_\_\_\_

- a No, I don't. My stomach feels OK.
- b I don't know. I drink two glasses a day.
- c I don't feel well.
- d That's not enough. Drink this glass of water.
- e Yes, I do. My head hurts.

**5** Write one healthy thing that you do!

I often \_\_\_\_\_

**Star learner**

• This unit is ☆☆☆☆☆

• My favourite lesson is \_\_\_\_\_

because \_\_\_\_\_

• I can now \_\_\_\_\_



# My Disney Stars and Heroes



Discover what is  
coming for your  
primary learners

## Student components

- Student's Book with eBook and Digital Resources
- Workbook with eBook

## Teacher components

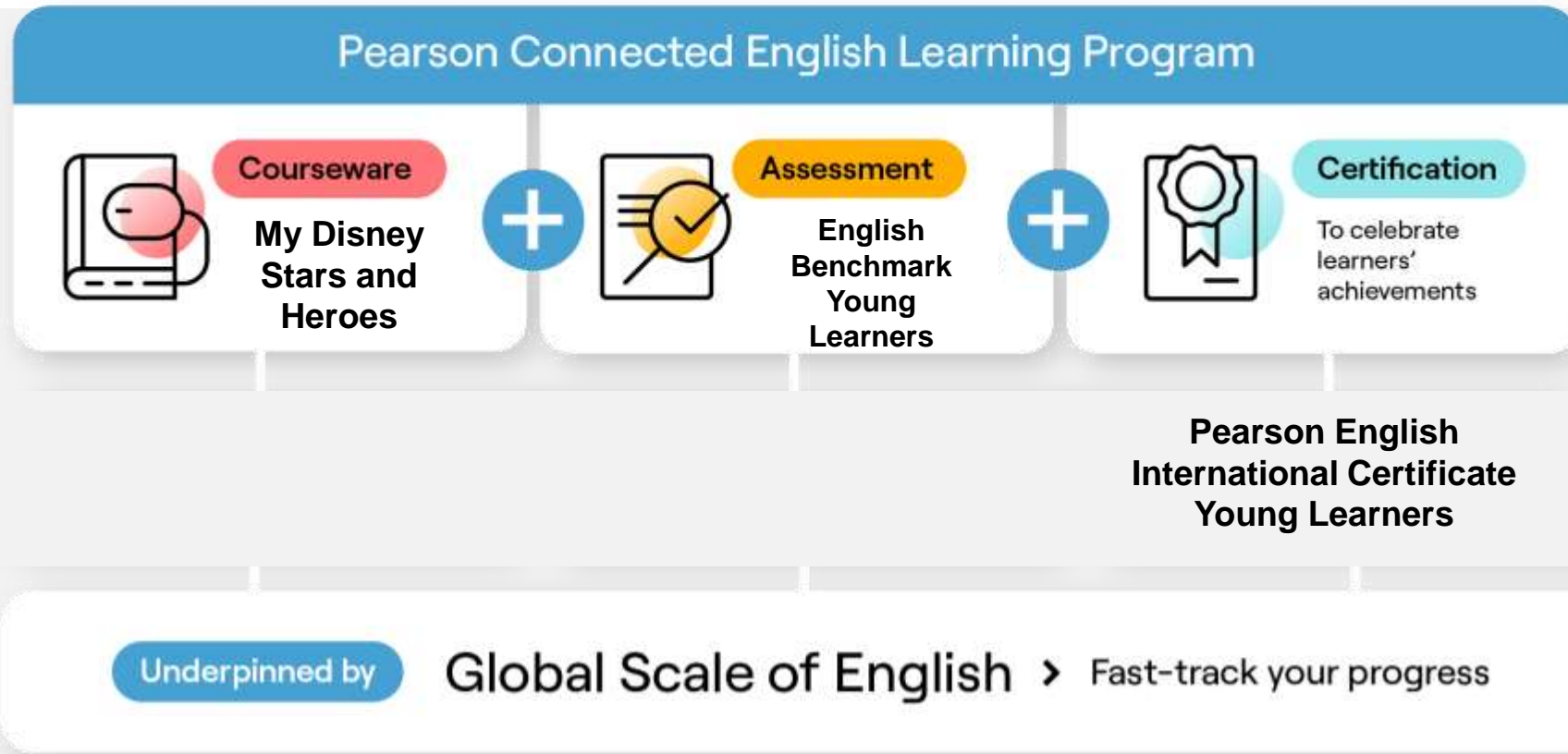
- Teacher's Book
- Presentation Tool
- Class Audio
- Teacher's Digital Resources
- Picture Cards (digital)
- Story cards (digital)
- Disney Video Stories
- Posters (digital)
- Assessment



A blue-tinted photograph of two children blowing bubbles. The child on the left is a boy with glasses and a striped shirt, looking towards the right. The child on the right is a girl in a white t-shirt with a rainbow graphic, blowing into a bubble wand. Several bubbles are floating in the air above her. The background is a blurred outdoor setting.

# Pearson Connected English Learning Program

# Connected English Learning Program: Primary





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