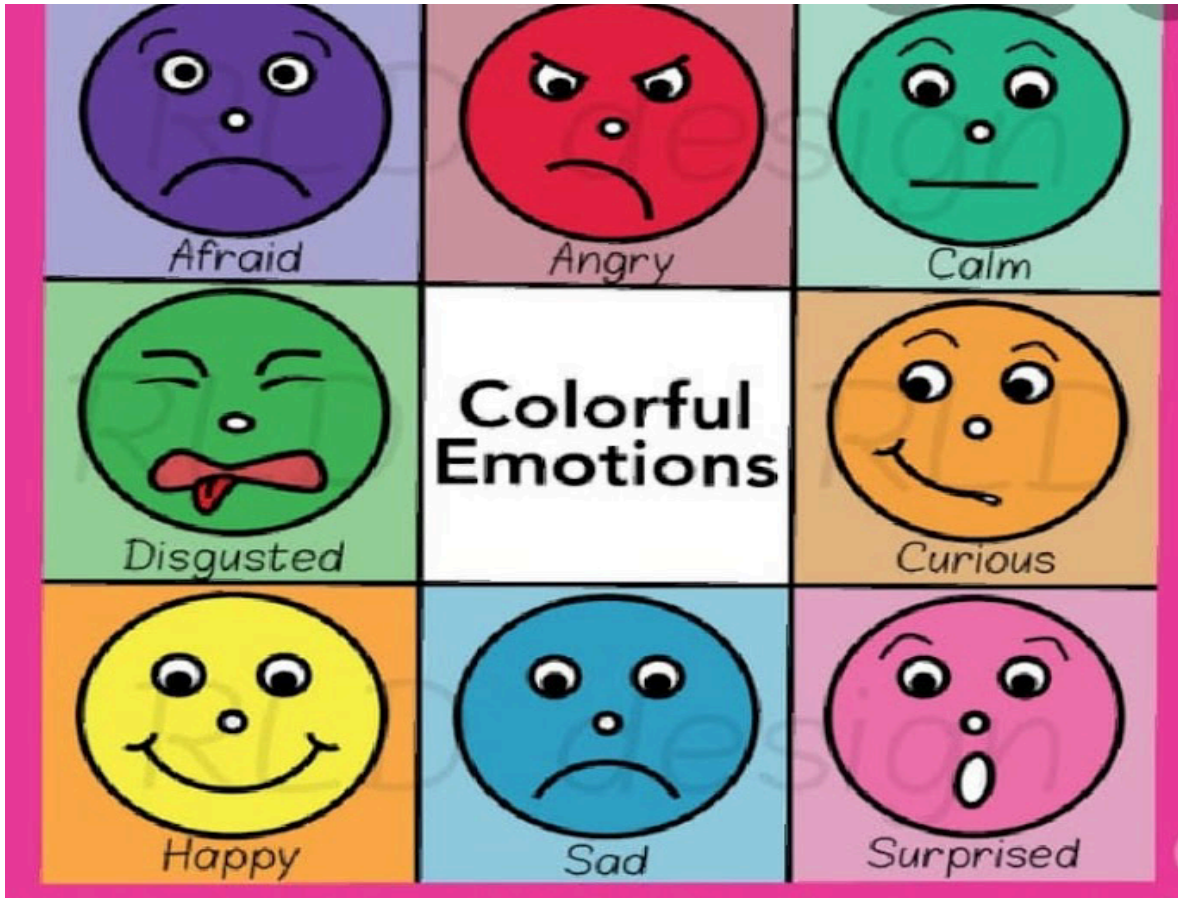


BOOKLET 1<sup>ST</sup> YEAR.

Prof. Verónica Garrote

HELLO!! MY NAME IS **MISS VERÓNICA** AND I AM VERY HAPPY TODAY! MY FACE IS COLOUR **YELLOW**. WHAT ABOUT YOU?

HOW ARE YOU FEELING TODAY?



1) I AM \_\_\_\_\_ TODAY. MY FACE IS COLOUR  
\_\_\_\_\_.

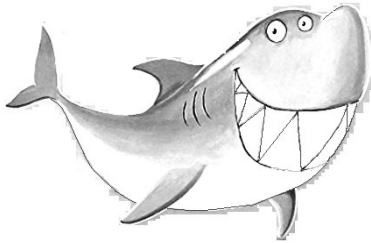
## “SMILEY SHARK”

THE CHARACTERS

## Task 1

1 Paint the pictures according to the description

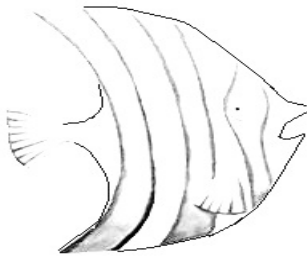
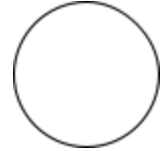
2 Colour the circles in accordance to the emotions of each character.



MY NAME IS SMILEY SHARK.

I'M BLUE

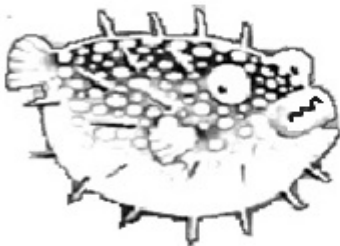
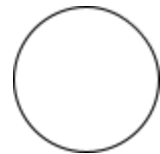
I'M HAPPY.



MY NAME IS ANGEL FISH.

I'M PURPLE AND YELLOW.

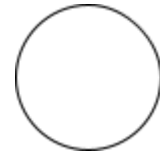
I'M SCARED.



MY NAME IS PUFFERFISH

I'M GREEN AND YELLOW.

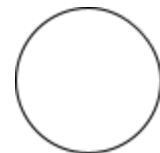
I'M ANGRY.



MY NAME IS JELLYFISH

I'M PINK.

I'M SCARED.



This framework emphasizes three main stages in reading: **Pre-reading, While-reading, and Post-reading**, focusing on **language, content, and learner involvement**.

---

### **Story Summary:**

*Smiley Shark* by Ruth Galloway is a story about a friendly shark who struggles to make friends due to his big, toothy smile. Eventually, he becomes a hero and is accepted for who he is.

---

## ◆ **Activity 1: Before Reading – “Judge the Smile”**

### **(Pre-reading)**

**Objective:** Activate students’ schemata and prompt prediction.

**Focus:** Content & Learner Involvement

#### **Instructions:**

1. **(Teacher) Visual Stimulus:** Show students a picture of a smiling shark (can be the cover of *Smiley Shark*).  
  
(Students) Look at Smiley Shark
2. (teacher) Ask:  
(Students) Answer:
  - “What do you think this story will be about?”
  - “Would you be friends with this shark? Why or why not?”
3. Create a class mind map titled **“Sharks: Facts and Feelings”**, dividing into two sections: *What we know about sharks* and *How sharks are seen in stories*.
4. Have students write a short prediction: “I think this story will be about...”

**Materials:** Picture of the book cover or shark, board, worksheet.

---

## ◆ Activity 2: While Reading – “Character Compass”

**Objective:** Develop reading comprehension and empathy.

**Focus:** Language & Content

### Instructions:

1. (teacher) Divide the story into 3 parts. After each section, pause and discuss:
  - What is happening to Smiley Shark?
  - How does he feel now?
  - What would *you* do if you were Smiley?
2. (teacher) Students fill out a **Character Compass Chart** with columns:
  - *Event, Smiley’s Emotion, Reason, My Reaction.*
3. Encourage students to identify descriptive language (e.g., “grinned a big toothy grin”) and what it reveals about the character.  
(students)

**Materials:** Storybook or text excerpts, printed Compass Charts.

### Smiley Shark

Smiley Shark is big.

He is friendly.

He is happy.

He wants to play.

The fish are scared.

They are not happy.

They are afraid of Smiley Shark.

Smiley Shark is sad.

He is alone.

One day, a net is in the sea.  
The fish are in the net.  
They are not happy.

Smiley Shark is brave.  
He is fast.  
He is strong.  
He bites the net.

The fish are free!  
They are happy.  
They are not scared.

Smiley Shark is a hero!  
He is happy.  
He is not alone.

---

### ◆ Activity 3: After Reading – “The Friendship Campaign” (Post-reading)

**Objective:** Encourage creativity, values education, and group collaboration.

**Focus:** Learner Involvement & Language Use

#### **Instructions:**

1. In small groups, students create a **Friendship Campaign Poster** for Smiley Shark.
  - Title: “Why Smiley Should Be Your Friend!”
  - Include: slogans, adjectives to describe Smiley, quotes from the story, and advice on accepting differences.
2. Each group presents their poster in a “Friendship Fair” format.
3. Final reflection (individual): “What can we learn from Smiley Shark about being kind?”

**Materials:** Paper, markers, glue, magazines for collage, story quotes.



## BEFORE READING

MY NAME IS **COLOUR MONSTER** AND  
I AM **CONFUSED!!**

THE COLOURS ARE MIXED!

NOW, I AM **RED, GREEN, YELLOW,**  
**BLUE, BLACK** AND **PINK.**



## BEFORE READING...

WHEN THE COLOUR MONSTER IS...

... **YELLOW**, HE IS HAPPY.

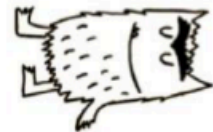
... **BLUE**, HE IS SAD.

... **RED**, HE IS ANGRY.

... **GREEN**, HE IS CALM.

... **BLACK**, HE IS AFRAID.

... **PINK**, HE IS IN LOVE.



[https://youtu.be/W6wIEp-M4tg?si=oiXUhSHIC\\_9nulsj](https://youtu.be/W6wIEp-M4tg?si=oiXUhSHIC_9nulsj)

[https://youtu.be/aBPFplfLvZo?si=gsHClHAZ7B\\_kXNbH](https://youtu.be/aBPFplfLvZo?si=gsHClHAZ7B_kXNbH) animated

**Listening: Song – The days of the week**

## Friday I'm In Love – The Cure

I don't care if Monday's blue  
Tuesday's grey and \_\_\_\_\_ too  
Thursday I don't care about you  
It's Friday I'm in love

\_\_\_\_\_ you can fall apart  
Tuesday, Wednesday break my heart  
Thursday doesn't even start  
It's Friday I'm in love

\_\_\_\_\_ wait  
And Sunday always comes too late  
But Friday never hesitate

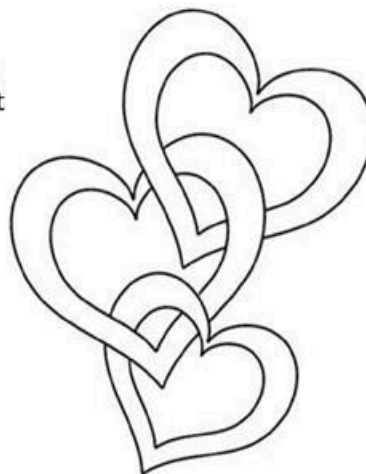
I don't care if Monday's black  
Tuesday, Wednesday heart attack  
\_\_\_\_\_ never looking back  
It's Friday I'm in love

Monday you can hold your head  
\_\_\_\_\_, Wednesday stay in bed  
Or Thursday watch the walls instead  
It's Friday I'm in love

Saturday wait  
And \_\_\_\_\_ always comes too late  
But Friday never hesitate...

Dressed up to the eyes  
It's a wonderful surprise  
To see your shoes and your spirits rise  
Throwing out your frown  
And just smiling at the sound  
And as sleek as a shriek  
Spinning round and round  
Always take a big bite  
It's such a gorgeous sight  
To see you in the middle of the night  
You can never get enough  
Enough of this stuff  
It's \_\_\_\_\_  
I'm in love

**Chorus**



**MONDAY**  
**TUESDAY**  
**WEDNESDAY**  
**THURSDAY**  
**FRIDAY**  
**SATURDAY**  
**SUNDAY**



# Personal Pronouns and BE

1. I am

2. You are

3. He }  
She } is  
It }

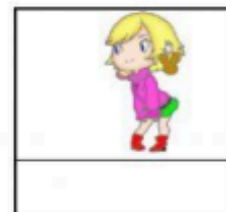
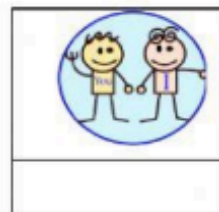
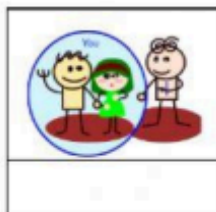
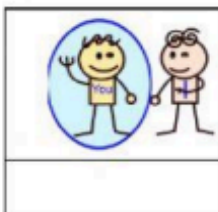
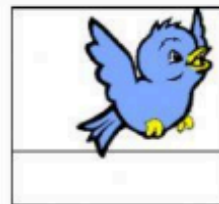
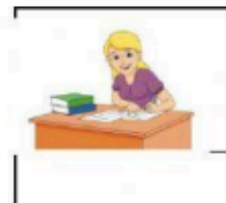
1. We are

2. You are

3. They are

1. Drag the appropriate personal pronoun.

I      you      she      it      we      they  
you      he      it      they      we      she



## 2. Choose the right pronoun.

Peter and I	<input type="text"/>	Tom	<input type="text"/>
Emma	<input type="text"/>	That bird	<input type="text"/>
My sisters	<input type="text"/>	His friends	<input type="text"/>
Cats and dogs	<input type="text"/>	My house	<input type="text"/>

Answer the questions according to the pictures:

1. Is it a sunny day? Yes, it is.

2. Is the bag heavy? \_\_\_\_\_.

3. Are the trees short? \_\_\_\_\_.

4. Is the car purple? \_\_\_\_\_.

5. Are they at a restaurant? \_\_\_\_\_.

6. Are the glasses empty? \_\_\_\_\_.

7. Is the coffee hot? \_\_\_\_\_.

8. Is the snake long? \_\_\_\_\_.

9. Are the puppies cute? \_\_\_\_\_.



# Am, is, are



They \_\_\_\_\_ twins.



It \_\_\_\_\_ very hot!



They \_\_\_\_\_ in love.



I \_\_\_\_\_ happy.



It \_\_\_\_\_ windy.



My brother \_\_\_\_\_ ill.



You \_\_\_\_\_ very tall.



We \_\_\_\_\_ friends.



Today \_\_\_\_\_ my birthday!



My car \_\_\_\_\_ new.



The pizza \_\_\_\_\_ delicious!



They \_\_\_\_\_ tired.



The computer \_\_\_\_\_ broken.



I \_\_\_\_\_ angry!



She \_\_\_\_\_ sad.



You \_\_\_\_\_ good singers!

3. Choose the correct answer.

Peter and I are friends. \_\_\_\_\_ are very happy together.

My grandmother is at home. \_\_\_\_\_ is 58.

This is my brother Tim. \_\_\_\_\_ is very fast.

My teacher's pencil is red. \_\_\_\_\_ is big.

These dogs are happy. \_\_\_\_\_ are in the house.

4. Choose the correct answer.

Al's sisters \_\_\_\_\_ young.

The cat \_\_\_\_\_ on the sofa.

His books \_\_\_\_\_ under the chair.

Our dog \_\_\_\_\_ good.

You \_\_\_\_\_ my friend.

5. Choose the right word to finish sentences.

My friends

My mother

My books

I

You

Al and I

\_\_\_\_\_ are in my bag.

\_\_\_\_\_ is 35.

\_\_\_\_\_ are at my birthday party.

\_\_\_\_\_ are my best friend.

\_\_\_\_\_ am seven years old.

\_\_\_\_\_ are at the football match.

SENTENCE BUILDING				
a	am	.	I	student
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
are	my	.	brother	You
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
.	father	is	He	my
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
She	my	is	sister	.
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
tall	is	.	She	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
They	short	are	.	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
.	elephant	The	big	is
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
small	The	.	is	bird
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



HI. MY \_\_\_\_\_ IS TOMMY AND MY  
 \_\_\_\_\_ LOPEZ. I AM 14  
 \_\_\_\_\_ AND I \_\_\_\_\_ IN  
 MUNRO \_\_\_\_\_.

MY \_\_\_\_\_ SPORT IS \_\_\_\_\_, MY  
 FAVOURITE \_\_\_\_\_ IS PASTA AND MY  
 FAVOURITE COLOUR IS \_\_\_\_\_.

MY HOBBY IS \_\_\_\_\_

### CLASSIFY THE FOLLOWING WORDS

RED- HOT DOG- BLUE- PINK- SALAD- BASKETBALL- FOOTBALL- CHEESE- ORANGE- RUGBY- BURGER- HOCKEY

COLOURS	FOOD	SPORTS

### COMPLETE THE SENTENCES

MY FAVOURITE FOOD IS \_\_\_\_\_

MY FAVOURITE SPORT IS \_\_\_\_\_

MY FAVOURITE COLOUR IS \_\_\_\_\_

### COMPLETE THE TEXT WITH YOUR PERSONAL INFORMATION

My name is \_\_\_\_\_ and my surname is \_\_\_\_\_. I am \_\_\_\_\_  
 years old. I live in \_\_\_\_\_ city.

My hobby is \_\_\_\_\_.

My favourite food is \_\_\_\_\_, my favourite sport is  
 \_\_\_\_\_ and my favourite colour is  
 \_\_\_\_\_.



## Project N°1: SUPERHEROES

Reading a comic: **Super Sam**



THESE ARE **TODD** AND **EMMA**.

THEY ARE GOOD FRIENDS.  
THEY ARE AT TODD'S HOUSE.  
THEY ARE READING A COMIC BOOK.  
EMMA **HAS GOT** **LONG STRAIGHT BROWN**  
**HAIR** AND **GREEN** EYES.  
SHE **IS** BEAUTIFUL!  
TODD **HAS GOT** **SHORT CURLY BLACK**  
**HAIR** AND **BROWN** EYES.

2) NOW LOOK AT THE PICTURE AND DESCRIBE YOURSELF: (MIRÁ LOS DIBUJOS Y DESCRIBÍ TU PELO – RECORDÁ QUE EL ORDEN ERA *LONGITUD, FORMA Y COLOR* - Y TUS OJOS)

I **HAVE GOT** \_\_\_\_\_ HAIR and  
\_\_\_\_\_ EYES.

I **AM** \_\_\_\_\_ (TALL/SHORT) AND \_\_\_\_\_ (THIN/FAT).

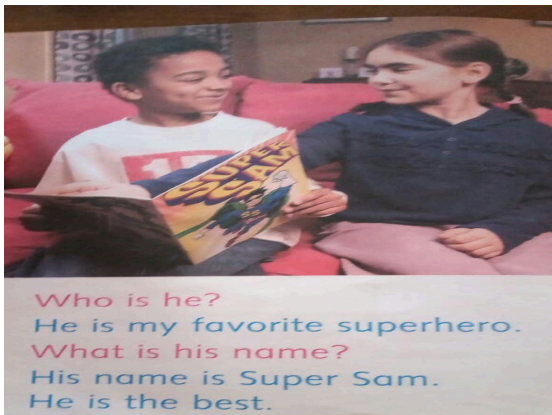


IT IS SATURDAY. ON WEEKENDS, EMMA AND TODD MEET AND SHARE MANY EXPERIENCES. THEY **PLAY, READ, USE THE COMPUTER, COOK, ETC.**

HERE THEY ARE TALKING ABOUT ***SUPER SAM!!***

TODD IS TELLING EMMA ABOUT HIS FAVOURITE SUPERHERO:

- HIS NAME IS **SUPER SAM**
- HE IS **20 (TWENTY)** YEARS OLD
- HE LIVES IN **LONDON**
- HE CAN **FLY** AND **JUMP** VERY HIGH, AND HE CAN **RUN** VERY FAST
- HE CANNOT **READ** A BOOK, AND HE CANNOT **WRITE** STORIES.
- HIS SPECIAL POWER IS TO **SEE** THROUGH DOORS AND WALLS



3) NOW, WRITE ABOUT YOU:



My name is \_\_\_\_\_

I am \_\_\_\_\_ years old

I live in \_\_\_\_\_

I can \_\_\_\_\_ but I

Can't \_\_\_\_\_

My favorite superhero

Is \_\_\_\_\_

--

## SUPERMAN

What can **SUPERMAN** do?

- Can he stop missiles and bullets?

-----

- Can he make people tell the truth?

-----

- Can he see through doors and walls?

-----

- Can he go to the space?

-----

What can **YOU** do?

- Can you blow extremely strong?

- 
- Can you read a book?
- 

- Can you hear from a very long distance?
- 

- 
- Can he lift buildings?
- 

- Can he run faster than a train?
- 

- Can he cling to most surfaces?
- 

- Can he swing from building to building?

- Can you write stories?
- 


- Can you fly faster than a plane?
- 

- Can you jump very high?

### *Spider-Man's profile*




### *Spider-Man's powers*

Spider- Man has got **spider- like**  abilities including

superhuman **strength**  and the ability to **cling**  to most surfaces. He is also extremely

agile and has amazing reflexes. Spider- Man has got a spider

**sense** that warns him of **danger**  . He can **swing** from

building to building 

and he can **see** in the dark. 

*Find the following words in the word search:*

**REFLEXES – DANGER – SWING – SPIDER – STRENGTH – CLING – SENSES**



A	R	T	I	S	W	I	N	G	L
O	R	R	E	F	L	E	X	E	S
T	X	E	W	Z	C	F	T	T	P
D	A	N	T	P	I	J	M	C	I
D	S	T	R	E	N	G	T	H	D
R	O	D	A	N	G	E	R	V	E
S	E	N	S	E	S	M	P	S	R
C	M	H	N	T	M	S	L	D	V

Answer these

questions:

- 1) What can Spiderman do?
- 2) Has he got supernatural STRENGTH?
- 3) What is he like?
- 4) Where can he SWING from?
- 5) Where can he SEE?

# WONDER WOMAN

*Before she was Wonder Woman, she was Diana, Princess of the Amazons, trained to be a warrior. She GREW UP on an island paradise. One day, an American pilot CRASHES the airplane on their shores and tells of a terrible conflict in the outside world. Diana LEAVES her home, convinced that she can STOP the conflict. She FIGHTS for the good*

*people helping them and discovers her full powers...and her true destiny.*



- Match the phrases with the words:

- |                                |                   |
|--------------------------------|-------------------|
| 1) She grew up                 | a) For the people |
| 2) She lives                   | b) On the shores  |
| 3) She fights                  | c) Her home       |
| 4) She discovers               | d) Her destiny    |
| 5) The pilot crashes the plane | e) On an island   |

# WONDER WOMAN WORD SEARCH



D B R A C E L E T S O F S U B M I S S I O N  
 C I M D W T O Q M Q B W O L T P Z D I N T V  
 C N L T I V W O Y N A Q A P J O L E P J G L  
 O Z K X S Z A C S E S L T R H S D G U U R A  
 M G Z O D V H S S T E V E T R E V O R S E S  
 I V R D O H Z Q B K H F K R C I C S V T A S  
 C O E L M F B H P J C Y S D O D O N H I T O  
 S Q U E E N H I P P O L Y T A Q A R T C S O  
 W O N D E R W O M A N A J C I N R L V E T F  
 C Q X K J A M A Z O N S X B O M E C D L R T  
 K V G O D K I L L E R S W O R D S L X E E R  
 W O B J V S W A B O L Y M P U S Z W D A N U  
 S A N D A L S O F H E R M E S P S O N G G T  
 H H O S H T H E M Y S C I R A R K D C U T H  
 I Y S E M N P R I N C E S S D I A N A E H Y  
 E W P A R A D I S E I S L A N D O G K V T O  
 L I C F B O S T O N O X M B E A U T Y Y A A  
 D W O D A Z G R E E K P A N T H E O N E R O

BEAUTY  
 PARADISE ISLAND  
 QUEEN HIPPOLYTA  
 JUSTICE LEAGUE  
 ZEUS  
 GOD KILLER SWORD

WISDOM  
 WONDER WOMAN  
 LASSO OF TRUTH  
 STEVE TREVOR  
 AMAZONS  
 GREAT STRENGTH

BOSTON  
 DC COMICS  
 PRINCESS DIANA  
 THEMYSKIRA  
 POSEIDON  
 ARES

GREEK PANTHEON  
 BRACELETS OF SUBMISSION  
 SHIELD  
 OLYMPUS  
 WARRIOR  
 SANDALS OF HERMES

## WHAT CAN **THEY** DO?

HE IS SPIDERMAN



He can \_\_\_\_\_

---

---

---

---

SHE IS WONDER WOMAN



She can \_\_\_\_\_

---

---

---

HE IS BATMAN



He can \_\_\_\_\_

---

---

He can \_\_\_\_\_

---

---

---

HE IS SUPERMAN



## Project N°2: The Earth

The BIOSPHERE is the space near the surface of the Earth that contains all the living beings. It is called the zone of life on Earth.

Activity 1: puzzle. Resolver el crucigrama















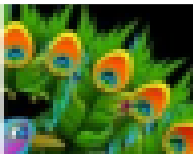




Activity n° 2: Animal parts: copiar el nombre de cada parte del animal en sus respectivos casilleros.

A HEAD – EYES – EARS – A NOSE – PAWS – WHISKERS – A MOUTH – LEGS – CLAWS – SCALES – FUR  
A TAIL – A BEAK – FINS – FEATHERS

Match the pictures with the words.

			
<input type="text"/>	<input type="text"/>	<input type="text"/>	
			
<input type="text"/>	<input type="text"/>		
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	

Activity n°3: marcar con una cruz la respuesta correcta.

PUEDE CAN'T = NO PUEDE

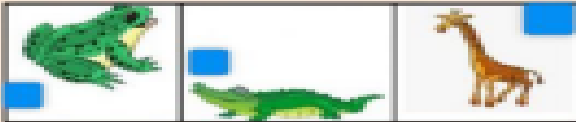
1. Which animal can fly?



2. Which animal can run fast?



3. Which animal can jump?



4. Which animal can swim?

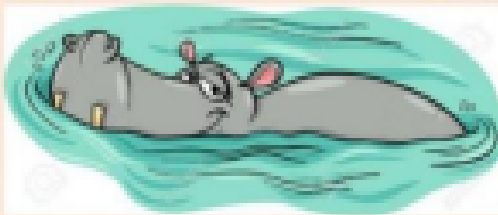


Activity n° 4: hacer un circulo alrededor de la respuesta correcta y en el siguiente ejercicio completar con la palabra que corresponda:

D. Read and circle.

1. An elephant   drink water with its trunk.
2. A monkey   fly.
3. A lion   run fast.
4. A giraffe   eat leaves in tall trees.
5. A frog   jump.
6. A crocodile   swim.

E. Read and complete the sentences.



1. A monkey  fly.
2. A hippo  swim.
3. A lion  run.
4. A gorilla  talk.

Activity n° 5: marcar con un circulo alrededor la respuesta correcta: HAS GOT = TIENE HASN'T GOT= NO TIENE

# ANIMALS

Choose HAS GOT or HASN'T GOT.



It has got / hasn't got a long neck.  
It has got / hasn't got whiskers.  
It has got / hasn't got small ears.  
It has got / hasn't got sharp teeth.



It has got / hasn't got a long tail.  
It has got / hasn't got paws.  
It has got / hasn't got a big head.  
It has got / hasn't got wings.



It has got / hasn't got a small body.  
It has got / hasn't got a big head.  
It has got / hasn't got claws.  
It has got / hasn't got wings.



It has got / hasn't got big ears.  
It has got / hasn't got paws.  
It has got / hasn't got a tail.  
It has got / hasn't got whiskers.

by copyrighting ideas 1

Activity nº 6: Completar las descripciones:

Look at the pictures and complete the descriptions.

1)

This is a .

It's  and .

It has two , two , a

and a .

It has four  and a .



TAIL	BLACK	NOSE	LEGS	EYES	WHITE	ZEBRA	EARS	MOUTH
------	-------	------	------	------	-------	-------	------	-------

2)



This is a .

It's .

It has a , two  and a big .

It has four  and .

It has  and a long .

GREEN	LEGS	HEAD	SCALES	LIZARD	CLAWS	TAIL	MOUTH	EYES
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Activity nº 7: DESCRIBE AN ANIMAL. hacer un circulo alrededor de la respuesta correcta y en el siguiente ejercicio completar con la palabra que corresponda:

1. READ AND CHOOSE THE CORRECT WORD.

It is  big /  small.

It's  grey /  black.

It's got  two /  four legs. It's got  big /  small ears.

It's got  / It hasn't got  scales.

It's got  / It hasn't got  feathers.

It's got  / It hasn't got  a short tail.

It  can /  can't run fast. It  can /  can't climb.

It's a  rhino /  elephant.



2. PUT THE WORDS IN THE CORRECT PLACE.



can't  fly  big  long  feathers  It's

legs  pink  hasn't got  two  wings

It's . It's .

It's got  legs.

It's got a  neck and long .

It's got pink .

It  whiskers.

It's got two . It can .

It  swim.

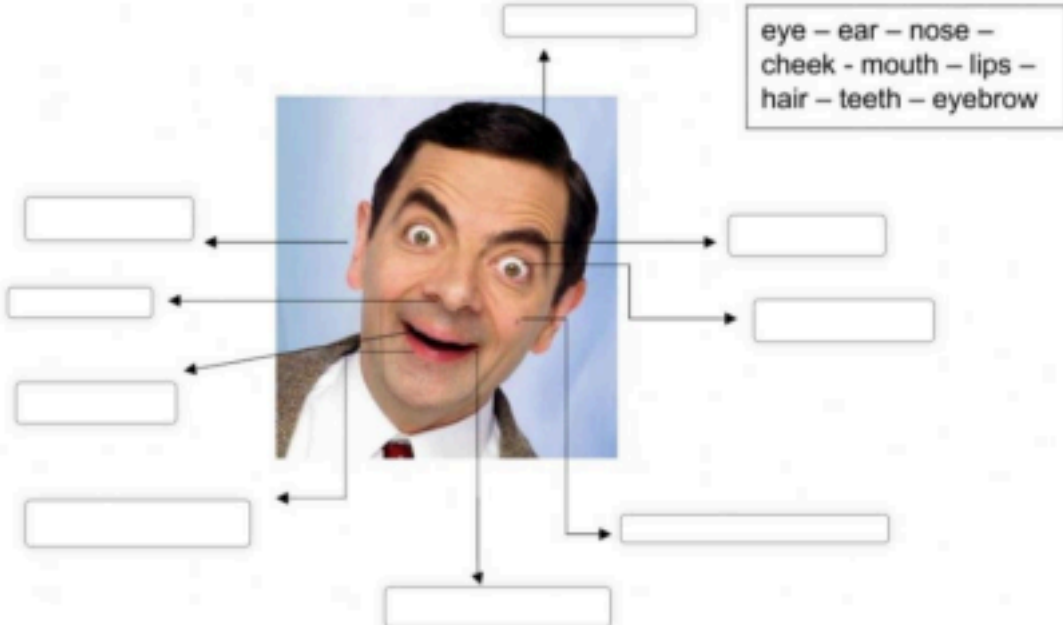
Activity nº 8: Adivinanzas: Adiviná que animal es y poné el número correcto:



Activity nº8: PARTS OF THE BODY. Completa con la palabra correcta.

Mr Bean's face

1. Label Mr Bean's face with the words from the box.



Mr Bean's body

2. Label Mr Bean's body with the words from the box.

