

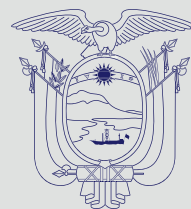
ENGLISH

General Basic Education – Medium Sublevel

6

Student text for curricular transition

Ministerio de Educación



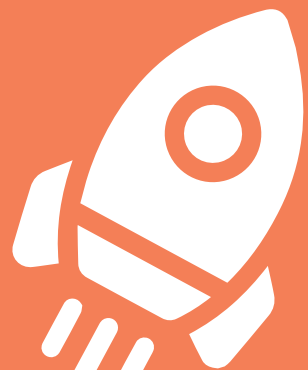
REPÚBLICA
DEL ECUADOR



ENGLISH

**GENERAL BASIC EDUCATION
MEDIUM SUBLEVEL**

STUDENT BOOK FOR CURRICULAR TRANSITION



Equipo técnico MINEDUC

Carla Carolina Carrillo Gortaire
Carolina Elizabeth Pontón Vizuela

Voces y Grabación de Audio

Verónica Vera Albuja
Diego Hernando Coronel Quevedo
Carolina Elizabeth Pontón Vizuela
Tania Ivonne Proaño Garzón
Bryan Harvey López Oña
Luis Alberto Cerón Varela
Jaime Gabriel Galarza Chiriboga

Diseño y diagramación

Estudios y Construcciones Uleam-EP
Universidad Laica Eloy Alfaro de Manabí

Primera edición 2024

ISBN

978-9942-662-40-8

© Ministerio de Educación

Av. Amazonas N34-451 y Av. Atahualpa
Quito-Ecuador
www.educacion.gob.ec

Ministerio de Educación



**DISTRIBUCIÓN GRATUITA
PROHIBIDA SU VENTA**

La reproducción parcial o total de esta publicación, en cualquier forma y por cualquier medio mecánico o electrónico, está permitida siempre y cuando sea autorizada por los editores y se cite correctamente la fuente.

STUDENT'S GUIDE

TABLE OF CONTENTS

WORKSHEET 1
Cultural Diversity

WORKSHEET 2
My favorite holiday or celebration

WORKSHEET 3
Reading and Learning

WORKSHEET 4
Solving the Mystery of Likes and Dislikes

WORKSHEET 5
Building stories

WORKSHEET 6
Mastering Silent Letters in English Pronunciation



<https://n9.cj/w4b5>



Ministerio de Educación



What is My first English book?

It is educational curriculum material for you to use during the teaching-learning process.



How is it organized?

It is organized through worksheets that group topics with various activities to achieve meaningful learning. Additionally, this text includes its own teacher's guide with recommendations for students to meet learning objectives.



What am I going to learn?

To apply the acquired skills in English communication through various practical, individual, and group actions that will be useful for continuing with my life project.



How am I going to learn it?

I will learn through various practices, individual, and group actions that will be useful to continue with my life project.

WORKSHEET 1

COMMUNICATION AND CULTURAL AWARENESS	
General objective	Understand means of communication and use a range of resources for both spoken and written interaction, enabling effective interpersonal communication.
Learning objective	Students will develop an awareness of diverse communication methods and employ both oral and written resources to engage with others effectively.
Descriptor	Understand and use different ways to communicate ideas while promoting a sense of appreciation for diverse methods of expressing thoughts and feelings.
Performance indicators	Learners can use basic written and spoken ways to communicate. Learners recognize different ways of expression.

TITLE: CULTURAL DIVERSITY

Ways people communicate

Talking: This is when you speak with others. You can talk face-to-face on the phone, through video calls, or by leaving voice messages.



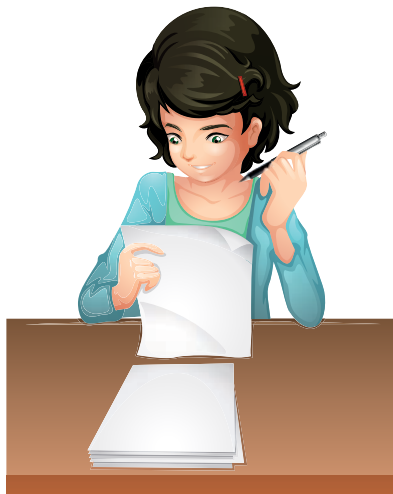
<https://n9.cl/7kvnxt>



<https://n9.cl/bakpvr>

Signs and Faces: Sometimes, you don't need words to talk. You can use your hands, face, body, and eyes to show what you mean. Your expressions often say a lot!

Writing: When you send messages in writing, it's called written communication. This includes emails, text messages, and even letters.



Pictures and Videos: Using pictures, videos, and things you can see helps share your message. This is called visual communication.



Listening: It's not just about talking; listening is important too! It means paying attention when someone else is talking.

SPEAKING:

How do you usually communicate? Get in small groups and answer the following questions:

1. Do you send letters or e-mails to your family or friends?
2. Can you see what people want to say with their gestures?
3. Do you understand drawings or emojis instead of words?
4. Do you listen attentively when people talk to you?

WRITTEN MEANS OF COMMUNICATION.

A letter: Do you know what a letter is?

Imagine a letter is like a special note you write to your friend or family when they're not with you. You write it on a piece of paper, put it in a special paper cover called an envelope, and then put a stamp on it. The letter goes on a little adventure and travels to your friend or family member. When it gets there, they open it and read your message. They might even send you a letter back. It's like talking to them, but with paper and not in person. It's a cool way to stay in touch when you can't see each other!

WRITE A SHORT LETTER TO YOUR BEST FRIEND.

Check the parts of a letter and write one to your best friend on a piece of paper. Use short sentences and express your ideas. When you finish, put it in an envelope and send it to your friend. Wait for the response. Use known structures and familiar vocabulary.

PARTS OF A LETTER

..... Date

Mr./ Ms./Mrs.

Name

Address



.....Introduction

Body.....

Closing.....

Sincerely,

Signature

PICTURES AND IMAGES

Emojis are like little pictures that show feelings, actions, and things. You often use them when you chat on your computer or phone. They help you express your emotions and make your messages more interesting and fun!



FUN ACTIVITY

Emoji Pictionary: Write some sentences about you and draw what they mean using emojis. For example, I am happy. I am . Then, have fun guessing each other's emoji drawings.

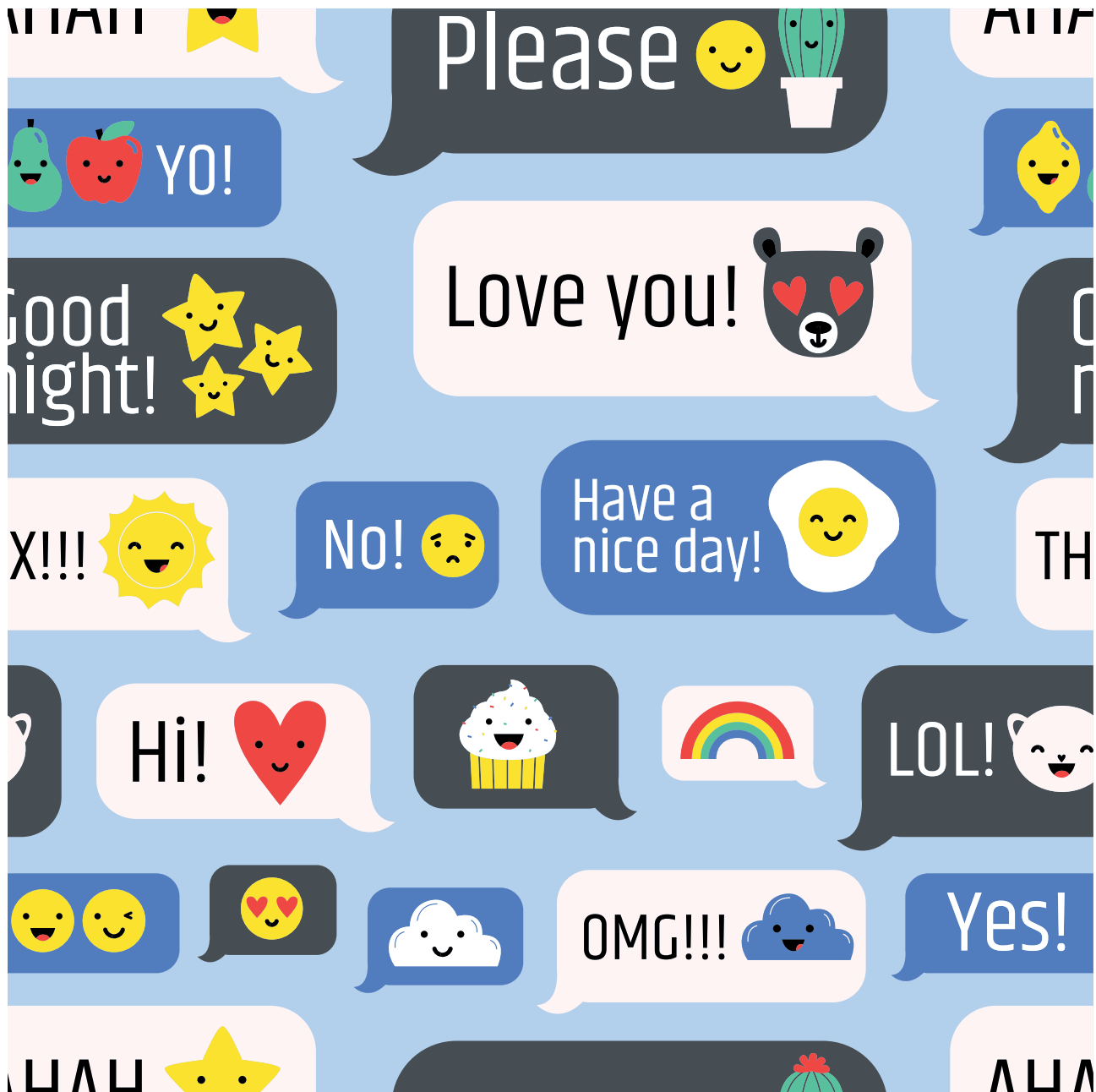


YOU CAN ADD MORE EMOJIS TO YOUR NOTEBOOKS.

Stickers are like big, detailed emojis.

They help show feelings, send messages, or make written words funny.

They can be famous characters, animals, or drawings.



<https://n9.cl/36bkk>



FUN ACTIVITY

Use your imagination to create stickers, draw them, and write messages using them to send messages to your friends. Use a piece of paper and display in your classroom.



OTHER COMMON WAYS OF EXPRESSION.

GIFs are short, looping videos that can express emotions, reactions, or actions. They are often used in social media and instant messaging to add humor or emphasis to written messages.

Visual aids such as images, videos, and infographics can be used to make people understand more complex information more engagingly and memorably. They can be instrumental in education.

Culture is closely related to communication. We show how we think and how we are through the way we communicate.

SPEAKING: GET IN GROUPS AND TRY A SHORT CONVERSATION WITH THESE QUESTIONS.

What is the usual way to communicate with your family?

What is the usual way to communicate with your friends?

Do you use letters?

Do you like emojis and stickers to express your feelings?



WORKSHEET 2

ORAL COMMUNICATION	
General objective	Recognize and extract key information from concise spoken texts related to immediate needs or interests, using familiar vocabulary and visual cues. Communicate effectively in the classroom by asking questions and seeking clarification while applying acquired language skills, including spelling and the use of grammatical structures.
Learning objective	Students will develop the ability to comprehend essential information from brief spoken texts, especially those relevant to immediate requirements or interests, employing familiar vocabulary and visual aids and classroom communication by effectively posing questions, seeking clarification, and applying acquired language skills, including spelling and grammatical structures with clarity.
Descriptor	Identify and interpret crucial details from concise spoken texts that pertain to immediate needs or interests to cultivate effective communication while promoting positive and cooperative attitudes toward language learning.
Performance indicators	Successfully identify and understand key information in short-spoken texts, including their main ideas, speaker, and context. Use familiar vocabulary to extract meaning from spoken texts. Communicate their needs and ask questions clearly in the classroom, showing improved interaction with teachers and peers.

TITLE: MY FAVORITE HOLIDAY OR CELEBRATION

LISTENING HALLOWEEN GIRL

Let's listen to the story of Mary and her favorite celebration. Number the pictures according to what you hear.





<https://n9.cloae0b4>



<https://n9.cloae0b4>



<https://n9.cloae0b4>



<https://n9.cloae0b4>



<https://n9.cloae0b4>



<https://n9.cloae0b4>

CAN YOU SAY WHAT IS TRUE AND WHAT IS FALSE? CIRCLE.

Mary has many friends.

True

False

Mary's favorite celebration is Halloween.

True

False

Mary's favorite costume is a pumpkin.

True

False

Mary's family has a Halloween party every year.

True

False

They decorate the house with spider webs and pumpkins.

True

False

At the party, they make faces on pumpkins.

True

False

Mary wins a costume contest with her monster outfit.

True

False

Halloween is Mary's favorite holiday.

True

False

NOW COMPLETE THE FOLLOWING STATEMENTS:

There is a girl named _____.

Mary's favorite celebration is _____.

Mary's favorite costume is a _____.

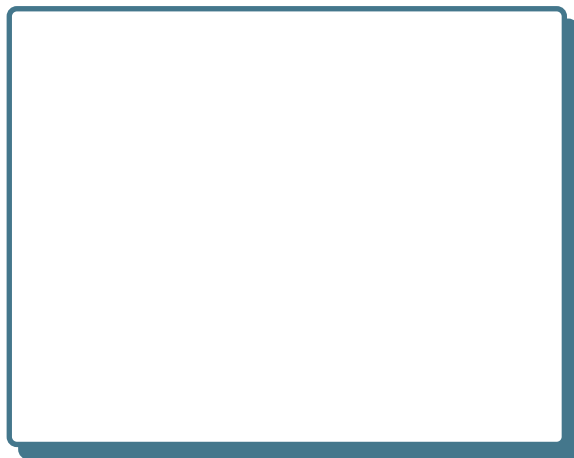
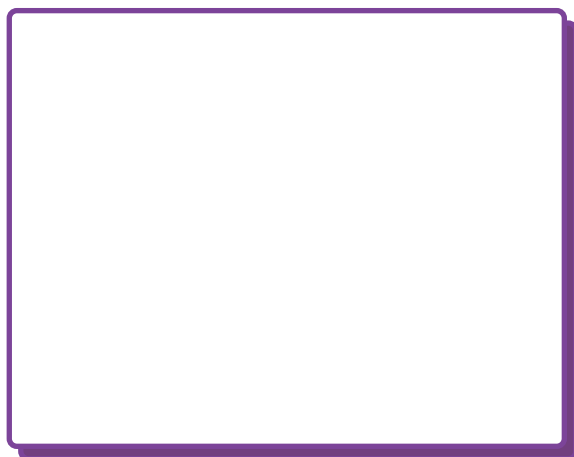
At the party, they play games and make faces on _____.

Halloween is Mary's favorite because she gets to dress up, play games, and collect _____.



MY FAVORITE HOLIDAY OR CELEBRATION. SPEAKING

Let's discuss your favorite celebration or holiday now. Create drawings to represent the key elements of that special day and explain how you enjoy it to a partner using your artwork.



WORLD CELEBRATIONS

TITLE: CHINESE NEW YEAR CELEBRATION

Mike and Lisa are talking about a famous celebration. Listen to the conversation and identify the most important details about the celebration.



<https://n9.cl/rk96w>

DID YOU GET IMPORTANT DETAILS ABOUT IT? CHOOSE THE CORRECT ANSWERS.

1. What are the main decorations for Chinese New Year?

- a) Green
- b) Red
- c) Blue
- d) Yellow

2. Why is “red” a significant color during Chinese New Year?

- a) It's the only color available.
- b) It brings good luck.
- c) It's a tradition from other countries.
- d) It represents sadness.

3. What is a traditional Chinese New Year food mentioned in the conversation?

- a) Pizza
- b) Sushi
- c) Dumplings
- d) Hamburger

4. What do people put inside red envelopes during Chinese New Year?

- a) Letters
- b) Chocolate
- c) Money
- d) Toys

5. What kind of dances do they watch during Chinese New Year?

- a) Ballet
- b) Hip-hop
- c) Dragon and lion
- d) Tap

6. What does Mike want from the Chinese New Year tradition?

- a) A dragon costume
- b) A family dinner
- c) A red envelope with money
- d) To watch TV

7. What color is considered lucky during Chinese New Year?

- a) Black
- b) White
- c) Blue
- d) Red

8. In the end, does Mike want to celebrate Chinese New Year?

- a) Yes
- b) No
- c) Maybe
- d) He's not sure



LISA DESCRIBES SOME INTERESTING FACTS ABOUT THE CELEBRATION. MATCH THE PICTURE WITH THE DESCRIPTION.



<https://n9.cl/7s7do>

They clean their houses and put up red decorations.



<https://n9.cl/775js>

They give red envelopes with money inside.



<https://n9.cl/bjok8>

They give red envelopes with money inside.



<https://n9.cl/ko3m6>

They watch dragon and lion dances in the streets.

Speaking: Is there any special celebration when you decorate your home?

Do you wear special clothes?

Do you eat special food?

Does the family celebrate it together?

Talk to your teacher and find a special day you would like to celebrate in your class together.

WORKSHEET 3

READING	
General Objective	Demonstrate the ability to understand and extract key information from short, cross-curricular texts by answering simple questions, matching content, and using visual aids, identifying relationships between different academic content areas as well as relevant and irrelevant information in informational texts.
Learning objective	Students will be able to read and interpret short cross-curricular texts by answering questions, matching content, and using visual aids. Use this information to identify connections between academic areas and distinguish between relevant and irrelevant information in texts.
Descriptor	Understand, interpret, and uncover short cross-curricular texts and academic content using a variety of reading strategies while showing interest in learning.
Performance indicators	Learners successfully answer simple questions about short cross-curricular texts. Match content from different subjects to show understanding. Use visual aids effectively to help understand texts. Tell what information is important in texts. Use what they read to learn more about different subjects. Understand the importance of having true information in texts.

TITLE: READING AND LEARNING

ANIMALS AND HABITATS

How many animals do you know? Do you know where they live?

HABITATS

A habitat is like a home for animals and plants. It is where they live, and it has everything they need to stay alive, like food, water, and a safe place to live. Habitats can be found in different natural environments, such as forests, oceans, deserts, and grasslands. In a habitat, there are living things like animals and non-living things like air and rocks. All these together make a perfect home for different creatures.



THE EMPEROR PENGUIN

Emperor penguins are special penguins living in very cold Antarctica. They are the biggest penguins, almost as tall as a six-year-old. They have a unique way of taking care of their babies. They lay one egg and let the dad stay with the egg and keep it warm while the mom finds food in the sea.

To keep warm, emperor penguins have lots of feathers and fat. They stay close together in a big group to stay warm. But these penguins are in danger because of climate change, which makes their home and food disappear.

Emperor penguins are also great swimmers. They can dive and stay underwater for a long time. They have special calls to talk to each other.

READ THE INFORMATION AND CHOOSE TRUE OR FALSE.

1. Habitats are places where animals and plants live and provide everything they need to survive. True False



2. Habitats can be found in various natural environments like forests and deserts. True False



3. A habitat includes living and non-living things. True False



4. Emperor penguins are the smallest of all penguin species. True False



5. Emperor penguins lay more than one egg each winter. True False



6. Emperor penguins huddle together to stay warm in the cold Antarctic winter. True False



7. Emperor penguins are not affected by climate change. True False



8. Emperor penguins use special calls to communicate with each other. True False





<https://h9.cl/i4rpu>

CIRCLE THE CORRECT ANSWERS:

1. What are some examples of natural environments where habitats can be found?

House

grasslands

mall

park

2. What does the word “unique” mean in the context of emperor penguins?

unusual or special

difficult

beautiful

strong

3. Why do emperor penguins huddle together in a big group?

They love each other

to keep warm

to be together

to protect babies

1. Why are emperor penguins in danger according to the text?

Hunting

cold

climate change

contamination

Choose the adjectives that best describe Emperor penguins' habitat.

windy

tropical

aquatic

hot

remote

dense

cold

extreme

urban

snowy

sunny



DRAW HOW THE EMPEROR PENGUINS TAKE CARE OF THEIR BABIES.



CAMELS

Camels are fascinating creatures that live in very hot places like deserts. They're super adapted to these environments. Circle the adjectives you find.

Camels have a thick coat of hair that acts like their sunblock and helps them keep water in their bodies. They also have long legs that make them great at running in the sandy desert.

Camels can go a long time without drinking water. They can drink up to 30 gallons at once and store it in their bodies for later. Camels live in groups called herds.

Humans have been using camels for ages. We use them for rides, as a source of food, and for their milk.

There are two types of camels: some with one hump and some with two. One-hump camels are more common in places like the Middle East, and two-hump camels are found in Central Asia.

Camels are famous for their super-long desert treks. They can travel up to 100 miles in a single day!



<https://i9.cdn/82d14s>

WHAT DO YOU KNOW ABOUT CAMELS NOW? CHOOSE THE CORRECT ANSWERS.

1. Where do camels usually live?

- a) Rainforests
- b) Deserts
- c) Mountains
- d) Oceans

2. How does the thick coat of hair on camels help them in the desert?

- a) It keeps them cool.
- b) It acts like sunscreen.
- c) It helps them see better.
- d) It helps them fly.

3. What special features do camels have for running in the desert?

- a) short legs
- b) Strong claws
- c) long legs
- d) wings

4. How much water can camels drink at once?

- a) 5 gallons
- b) 15 gallons
- c) 30 gallons
- d) 50 gallons

5. What is the term for groups of camels living together?

- a) Families
- b) Teams
- c) Herds
- d) Crowds

6. Why have humans been using camels for a long time?

- a) As pets
- b) As a source of entertainment
- c) For transportation, food, and milk
- d) For cooking



7. How many types of camels are there based on the number of humps?

- a) One
- b) Two
- c) Three
- d) Four

8. Where are one-hump camels more commonly found?

- a) Central Asia
- b) The Middle East
- c) North America
- d) South America

9. What is the unique ability of camels regarding desert travel?

- a) Flying
- b) Swimming
- c) Super-long desert treks
- d) Climbing trees

READING SKILLS:

What does the term “adapted” mean in the first sentence? Circle yes or no .

Camels have special characteristics to live in hot places. Yes No

Why do camels need to store water in their bodies? Underline the correct answer.

Because it rains a lot.

Because they like water.

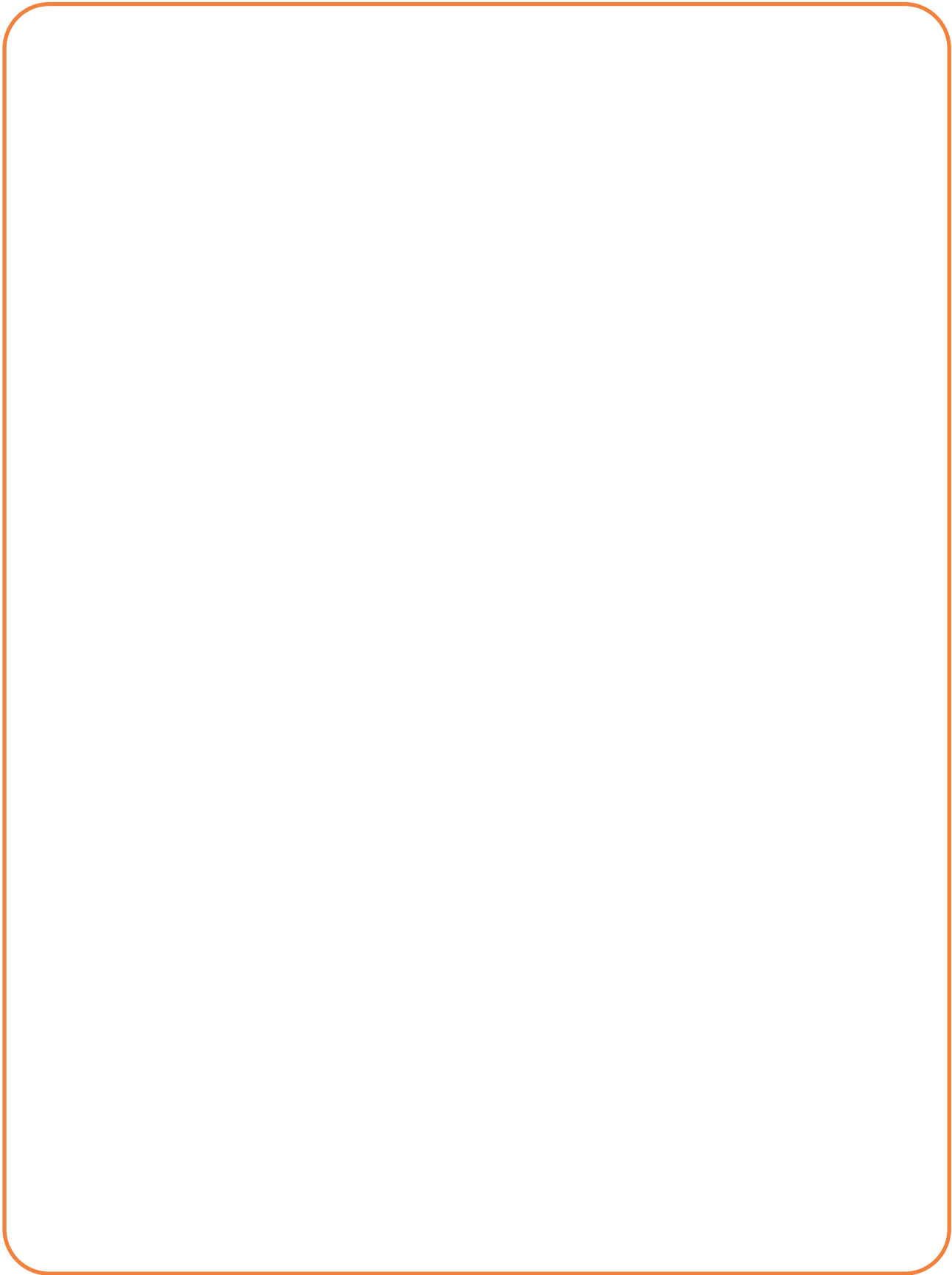
Because it is difficult to find water.

Camels are the most amazing animals on Earth.” Is this a fact or an opinion? Complete.

It is.....



DRAW A CAMEL AND LABEL SOME SPECIAL CHARACTERISTICS.



Compare and contrast. Use the following characteristics to compare and contrast penguins and camels. Complete the Venn Diagram.

big

small

adapted

has humps

has feathers

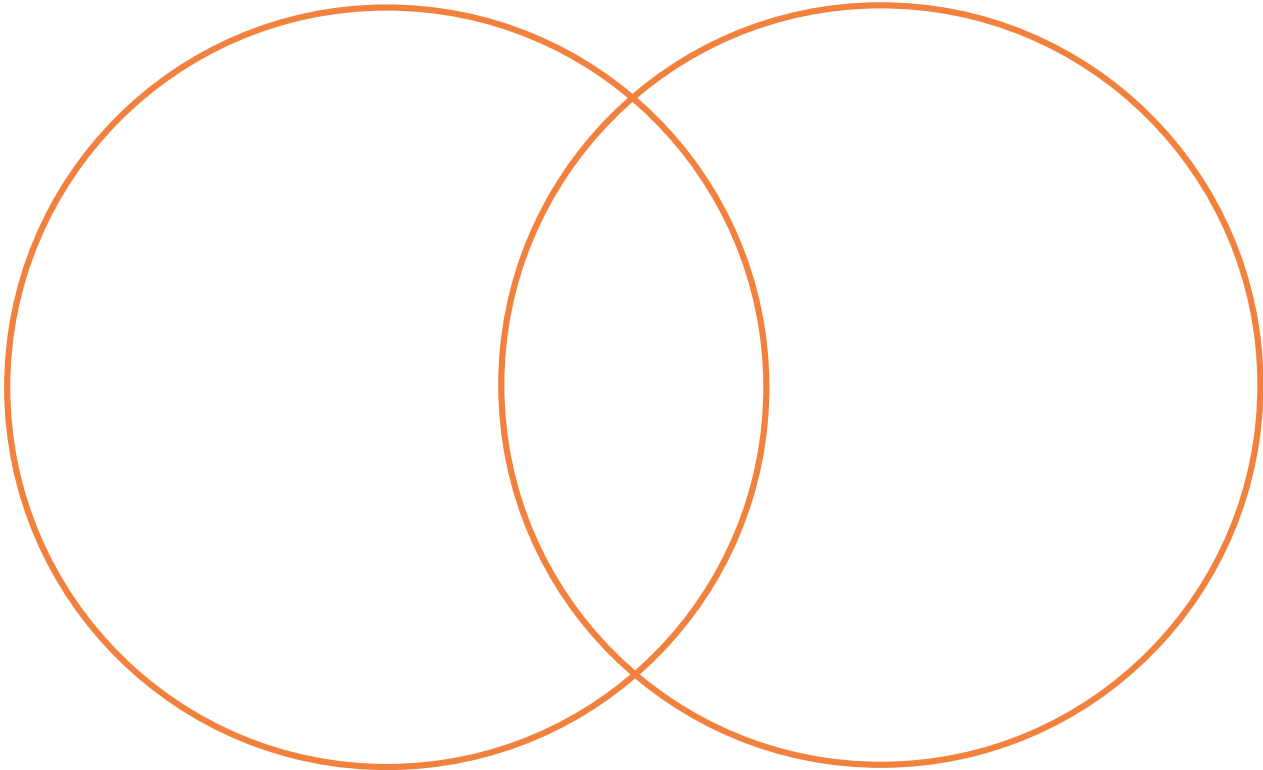
swim

run

have fur

live in extreme conditions

have short wings



Choose the adjectives that best describe the camel's habitat.

windy

tropical

aquatic

hot

remote

dense

cold

extreme

urban

snowy

sunny

dry

WORKSHEET 4

WRITING	
General objective	Create a questionnaire or survey to explore preferences and craft concise, straightforward paragraphs summarizing the gathered information using appropriate language.
Learning objective	Students will be able to produce surveys or questionnaires employing WH-question words to uncover preferences and craft concise, straightforward paragraphs that effectively summarize the collected information, demonstrating appropriate language usage.
Descriptor	Summarize and construct concise paragraphs summarizing gathered information while respecting others' preferences and interests.
Performance indicators	Learners will develop the ability to formulate precise wh-questions for effective information gathering, arrange data with supporting facts and details, and compose concise and clear paragraphs employing appropriate language, with limited support as needed.

TITLE: SOLVING THE MYSTERY OF LIKES AND DISLIKES

Welcome, young detectives! Today, you're about to start an exciting mission as "Preference Detectives." Get ready to uncover your friends' likes and dislikes. Your mission is to create a set of questions using WH words (who, what, where, when, why, whose, how) and gather clues to piece together short paragraphs about each other's preferences.

Are you up for the challenge? Let's solve the mystery of what your friends like and dislike!

WH-questions are a type of question that we use to get information about different things. They are called WH-questions because they all start with the letter "wh." The most common WH questions are who, what, where, when,



<https://m9.cl/cyryd>



why, which, whose, and how. The answer cannot be yes or no. You need to give specific answers.

Who: Used to ask about a person.

What: Used to ask about a thing.

Where: Used to ask about a place.

When: Used to ask about time.

Why: Used to ask about a reason.

Whose: Used to ask about a possession

Which: Used to ask about a choice between options.

How: Used to ask about manner.



<https://n9.cl/243xt>

Complete the following questions with the correct WH-question word.

_____ do you like that movie?

_____ is your best friend?

_____ do you live?

_____ is your favorite color?

_____ is your birthday?

_____ do you play that game?

_____ pencil is this?

_____ book do you want to read?

WH-questions begin with a question word, followed by an auxiliary verb, subject, main verb, and object/other information. For example: What is your favorite color? Where do you live?

Complete the structure:

WH-word +

Now is your turn! Create a set of questions about different topics to know more about your friends.

.....

.....

.....

.....

.....



<https://n9.cl/i09qx>

.....

.....

.....

.....

.....

.....

.....

.....

.....



WHEN YOU FINISH YOUR QUESTIONS, IT IS TIME TO WRITE YOUR FRIEND'S INFORMATION.

A paragraph is a group of sentences that focuses on one main idea.

It is a way of organizing information and presenting it in a clear and organized manner.

Paragraphs can be found in many places, such as books, websites, letters, and more.

There are different parts to a paragraph, just like there are different **parts to a hamburger or a sandwich**.

The first part of a paragraph is the topic sentence, which tells the reader what the paragraph is about.

The other sentences in the paragraph provide details and examples to support the main idea.

The last part of the paragraph is the concluding sentences or conclusion.

Topic sentence

Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

Conclusion



Once you have organized the information, write your paragraph.



<https://n9.cl/8v415>

WORKSHEET 5

LANGUAGE THROUGH THE ARTS	
General objective	Design and produce original works with a creative artistic touch and blend elements from literary texts with imaginative details to craft new, original texts enriched with arts and imagination.
Learning objective	Create original picture books, infographics, posters, illustrations, and comics about personal stories and surroundings by combining literary elements with imaginative artistic details, demonstrating creative expression through art and storytelling.
Descriptor	Construct and illustrate unique art expressions from personal experiences and the environment using literary elements and imaginative artistic expression while promoting the value of creative self-expression.
Performance indicators	Learners can create picture books, infographics, posters, illustrations, and comics, using an imaginative perspective, and language proficiency suitable for their age and level. Incorporate basic literary elements, such as simple plots, characters, and narrative sequences, into visual works to enhance storytelling as well as personal narrative.

TITLE: BUILDING STORIES

“Art for Values: Creating Visual Works to Teach Values to Others”

We can use art and language to express ourselves. There are different ways to connect arts and words.



<https://n9.cl/vaopq>

HERE WE HAVE SOME EXAMPLES:

Picture books are books that use illustrations to tell a story.



Posters are visual displays that are designed to convey a message or promote a product or idea.



Illustrations are drawings or paintings that are used to enhance a text or convey a message.



Comics are stories that are told through a series of sequential art panels. They often use speech bubbles and sound effects to convey dialogue and action.



PROJECT

Values are extremely important to living with other people. They help us build character, define ourselves, differentiate between right and wrong, develop empathy and compassion, and have a positive influence on the world.

We will utilize our creativity to craft artwork and launch a campaign in our class or school, aimed at promoting and celebrating our core values. You can choose to write a short picture book, create a poster, illustrate some example situations where values are important, or create a comic. Just use your imagination.



HERE YOU CAN FIND A LIST OF VALUES THAT CAN HELP YOU.

Honesty: Being truthful and sincere in all interactions with others.

Respect: Treating others with kindness, consideration, and empathy.

Responsibility: Being accountable for one's actions and taking ownership of one's mistakes.

Kindness: Showing compassion and generosity towards others.

Integrity: Doing the right thing even when no one is watching.

Perseverance: Sticking with a task or goal even when it is difficult.

Gratitude: Being thankful for what one has and expressing appreciation towards others.

Courage: Facing challenges and adversity with bravery and determination.

Fairness: Treating others equally and without bias.

Empathy: Understanding and sharing the feelings of others.

Remember, it is important to structure sentences correctly, use the words you know, and ask your teacher for support if needed.

Once you finish, you can display your work.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



WORKSHEET 6

PRONUNCIATION	
General objective	Develop clear and effective English pronunciation skills, enabling learners to communicate confidently and be readily understood in both academic and real-world contexts.
Learning objective	Understand and correctly pronounce words with silent letters in English to communicate clearly.
Descriptor	Recognize and differentiate sounds and letters for correct spelling and pronunciation while appreciating the value of clear and precise communication to understand others.
Performance indicators	Recognize words with silent vowels. Pronounce the sounds correctly. Write some words just by listening to them.

TITLE: MASTERING SILENT LETTERS IN ENGLISH PRONUNCIATION

Silent letters are letters in a word that are not pronounced when the word is spoken. They are often used to indicate the word's origin or to differentiate between homophones. Silent letters can be found in both vowels and consonants.

Some examples of words with silent letters include "knight," "gnome," "honor," "debt," and "subtle."



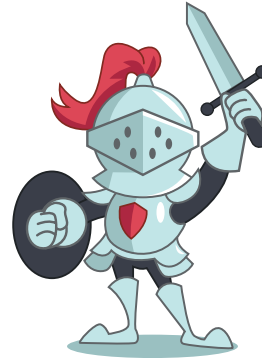
<https://h9.cdn128>

SILENT 'K': REPEAT AND MATCH.



<https://n9.cl/gdxkd>

KNIFE



<https://n9.cl/tcz8k>

KNIGHT



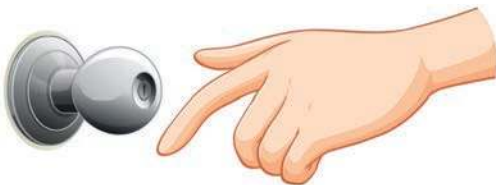
<https://n9.cl/8s5on>

KNIT



<https://n9.cl/6d08g>

KNOT



<https://n9.cl/azoss>

KNOB



<https://n9.cl/bf6ok>

KNEE



<https://n9.cl/vwxf>

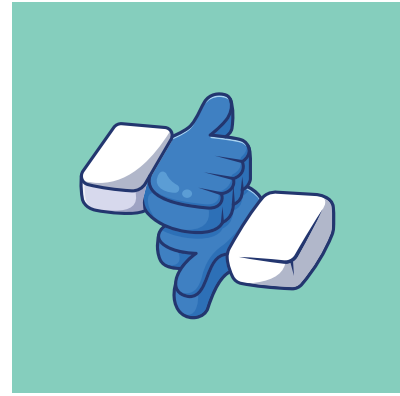
KNOWLEDGE

SILENT 'B': REPEAT AND MATCH.



<https://n9.cl/ta26d>

DOUBT



<https://n9.cl/37pps>

THUMB



<https://n9.cl/boxige>

COMB



<https://n9.cl/vhi86s>

LIMB



<https://n9.cl/f9wfj>

WOMB



<https://n9.cl/7pjf>

PLUMBER



<https://n9.cl/uy02c>

THUMBPRINT

SILENT 'H': REPEAT AND MATCH.



<https://n9.cl/jpk60>

HOUR



<https://n9.cl/048ue>

HONOR





<https://n9.cl/xak94>

HONEST



<https://n9.cl/q59x65>

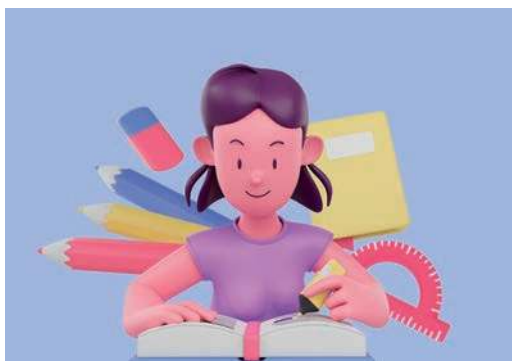
HOURGLASS



<https://n9.cl/q6pte>

VEHICLE

SILENT 'W': REPEAT AND MATCH.



<https://n9.cl/9h6qh>

WRITE



<https://n9.cl/dlmma>

WRIST



<https://n9.d/5yle4>

WRINKLE



<https://n9.d/gc7ln9.d/gc.7is>

WRONG



<https://n9.cl/x9twf>

WRECK



<https://n9.cl/xq7sc>

WRISTBAND

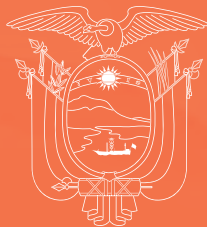


<https://n9.cl/2940w>



[illegible]

ecuador



REPÚBLICA
DEL ECUADOR



@MinisterioEducacionEcuador



@Educacion_Ec

www.educacion.gob.ec