

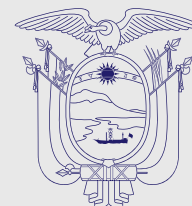
ENGLISH

General Basic Education – Elementary Sublevel

4

Student text for curricular transition

Ministerio de Educación



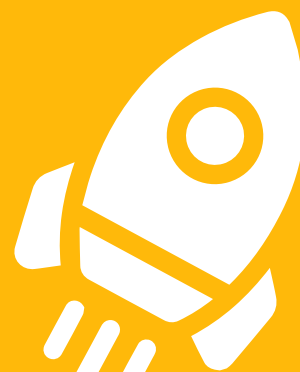
REPÚBLICA
DEL ECUADOR



ENGLISH

**GENERAL BASIC EDUCATION
ELEMENTARY SUBLEVEL**

STUDENT BOOK FOR CURRICULAR TRANSITION



Equipo técnico MINEDUC

Carla Carolina Carrillo Gortaire
Carolina Elizabeth Pontón Vizuela

Voces y Grabación de Audio

Tania Ivonne Proaño Garzón
Carolina Elizabeth Pontón Vizuela
Verónica Vera Albuja
Diego Hernando Coronel Quevedo
Jaime Gabriel Galarza Chiriboga

Diseño y diagramación

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

Primera edición 2024

ISBN

978-9942-662-39-2

© Ministerio de Educación

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

Ministerio de Educación



REPÚBLICA
DEL ECUADOR

**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
Let's Talk! Our Lovely Pets

WORKSHEET 3
Reading Adventures

WORKSHEET 4
Myself

WORKSHEET 5
Arts expressions

WORKSHEET 6
The alphabet



<https://n9.cl/rm2kb>



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.

COMMUNICATION AND CULTURAL AWARENESS

General objective	To develop communication skills and cultural awareness through fun and interactive activities.
Learning objective	Students will be able to recognize and appreciate the cultural diversity around them by acknowledging their cultural expressions, identifying various clothing styles, and recognizing cultural elements in their surroundings.
Descriptor	Identify and describe elements of own and other cultures by asking simple WH- questions in class recognizing and accepting cultural diversity.
Performance indicators	<p>Learners can identify elements and characteristics of their own and different cultures such as clothing, housing, food, etc.</p> <p>Learners can ask and answer simple WH- questions.</p>

Title: Cultural Diversity
Clothing Around the World

Let's talk about clothing! People wear different clothes all over the world. These clothes show where they come from and what they like.

Clothing is fun and interesting. It tells us about cultures and people.

When we learn about clothing from around the world, we learn how everyone is unique. We should always be kind and understanding of how others dress.

In India, many women wear pretty saris. Saris are long, colorful pieces of cloth that they wrap around themselves. They come in many colors and have cool designs.



Let's talk about Native Americans! They have special clothes too. They make comfortable shoes called moccasins. And for special times, they wear headdresses with feathers.



Let's learn about Japan! People there like to wear kimonos. Kimonos are long dresses. Some are simple, and some are beautiful and colorful. They wear kimonos for big celebrations.



Let's talk about Africa! People there wear many kinds of clothes. Some wear colorful shirts called dashikis for fun parties. The Maasai people love bright clothes. They also wear bead necklaces and earrings. Everything is so colorful!



<https://i9.d/uo98u>

In Europe, people wear all sorts of clothes. Men wear pants and shirts, while women love colorful skirts and dresses. Their clothes have many layers to keep them warm when it's cold.



<https://i9.d/q5x6t>

Let's learn about South America! People wear different clothes. People wear ponchos. Ponchos keep them warm in the mountains. They also wear long white and colorful skirts, many types of hats, shirts, and light clothes when it's warm.



<https://n9.cl/huobfo>



<https://n9.cl/f47qt>

¿What is traditional clothing in my community or city?
Draw it and describe it.

A large, empty rectangular box with rounded corners and a light blue border, intended for drawing and describing traditional clothing.

Vocabulary: Connect the clothes to their names. Say the names aloud.



shoes



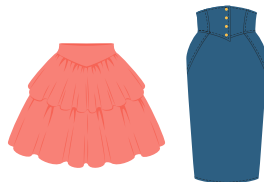
blouse



jacket



poncho



dress



t-shirt



shirt



pants



sweater

<https://tinyurl.com/23rs7aa5>



Practice questions and answers about clothing

Practice questions and answers about clothing



Homes All Around the World

People live in different kinds of homes all over the world. Let's explore some of them!

In many countries, people live in houses with bedrooms, living rooms, and kitchens. Some even have big yards to play in.

What do people wear in your community or city for special celebrations?

When do people wear their traditional clothes?

How are traditional clothes different from everyday clothing?

How do traditional clothes make you feel when you wear them?





In Africa, some people have houses with roofs made of straw and walls from mud. These houses help people stay cool when it's really hot outside.



In Japan, there are tiny houses called “tiny homes.” They are like little cabins and are perfect for small families.



In India, you'll see colorful houses with flat roofs. Some houses are so bright and beautiful, they look like rainbows!



No matter where we live, our homes are special to us. They keep us safe and warm. What kind of home do you like?

Remember, homes come in all shapes and sizes, and they're all unique and wonderful!



What is your home like? What is in it? Draw it!

What is your home like? What is in it? Draw it!

Answer the questions:

- Where do you eat?
- Where do you sleep?
- Where do you cook?
- Where do you spend time with your family?
- Where do you wash your hands?
- Where do you have plants and can play?

Use the words from the box and label the pictures.

bedroom living room bathroom dining room kitchen yard





Exploring Delicious Foods from Around the World

Let's explore tasty foods from different countries and cultures! Food is a yummy way to learn about people from around the world.

In Italy, they have a tasty treat called **pizza**. It's like a yummy sandwich with a thin crust, delicious tomato sauce, and lots of cheese on top. Pizza comes in many flavors, and kids everywhere love it!



In Japan, they have something special called sushi. It's like a yummy sandwich made with rice, fresh fish, and veggies, all wrapped up in seaweed. Some kids use chopsticks to eat it!"

<https://n9.cl/y5lyn>



Mexico is a place of delicious happiness. They have a special food called tacos. Tacos have tasty things like meat, cheese, and salsa. You get to choose what you want inside, just like making your special snack!

<https://n9.cl/r3aeh>



India: Indian food has curry. It's a spicy, tasty sauce made with spices and herbs. People enjoy it with rice or bread. Some curry is not so spicy, but some can be hot!

<https://n9.cl/h2m9t>



In Cuba, there's a delicious dish called Ropa Vieja. It's a bit like shredded beef stew with colorful bell peppers and tomatoes.

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



**What is a traditional food in your community or city? What are its ingredients?
Draw it and describe it!**

Ask and answer:

- What is your favorite traditional food?
- Can you say two important ingredients?

Let's cook!



Find an easy traditional recipe from your community and prepare it together.

- 1.- List the ingredients
- 2.- List the steps to prepare the chosen food.
3. Explain two or three steps.
4. Share and enjoy.



WORKSHEET 2

ORAL COMMUNICATION

General objective	To develop communication skills: listening and speaking in young learners through fun and interactive activities.
Learning objective	Students will be able to comprehend meaning from short dialogues on familiar topics, spoken instructions, and simple questions, especially when spoken slowly and clearly and they will develop an enjoyment for listening to extensive English content, including stories, short movies, song lyrics, and poetry.
Descriptor	Communicate and engage on familiar topics and dialogues, and actively enjoy English songs and stories. promoting a positive emotional connection to language learning.
Performance indicators	Exhibits the ability to comprehend spoken English by following and understanding spoken instructions and basic questions when spoken slowly and clearly. Demonstrates an increasing interest in English songs, stories, short movies, and poetry, suggesting a developing emotional connection to language learning.

Title: Let's Talk! Our Lovely Pets

Listening

The Lost Kitten

Meet Sarah's cute yellow kitten, Mittens! Sarah wants to tell us a story about Mittens. Listen to her. Can you put the pictures in the right order from 1 to 5 to show how the story goes?



Speaking

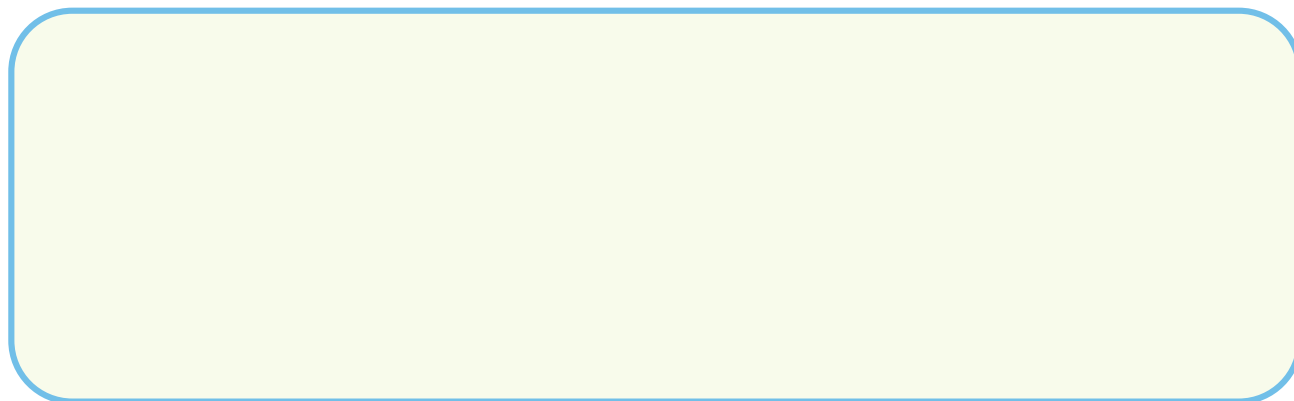
Talk to your classmates. Try to ask and answer some questions about pets.



<https://n9.cl/8tbq0>

1. Do you have a pet? If yes, what kind of pet do you have?
2. What is your pet's name? Can you describe your pet?
3. What does your pet eat?
4. Do you play with your pet?
5. Do you like other animals? What animals do you like?

Draw your pet and try to describe it with simple words.



Here we have a short poem for our pets. Read it with your teacher.

My pet is my best friend,
Always by my side until the end.
With fur so soft and eyes so bright
My pet is a wonderful sight.
My pet loves to play and run
and always knows how to have fun.
My pet is always there for me.
My pet can make any bad day erase.
So, here's to my pet, my loyal friend.

Vocabulary



<https://n9.cl/tolmv9>



What animals can be pets?

People have pets of different kinds. Which one do you have? Which one do you like?

Write or say the names of the animals that people usually have as pets. Do you have one?

chicken

dog

cat

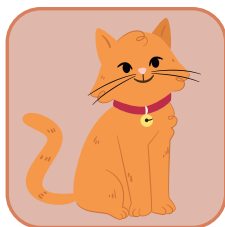
guinea pig

hamster

bird

rabbit

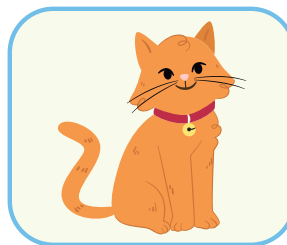
fish



Exotic pets

Our friend Sarah is talking about exotic pets. Do you know what it is?

1.- Listen to their conversation and circle the exotic animal they are talking about.



2.- Circle true or false.

Alex has a cute dog as a pet.

Sarah's pet can say many things.

Exotic pets should live in their habitats.

True	False
True	False
True	False

Speaking:

Have a short conversation about pets in your community.

- Does everybody have pets?
- Does anyone have an exotic pet?
- What exotic pet would you like to have?



READING

General objective	Enhance reading skills for young learners by engaging in enjoyable and interactive activities that focus on understanding English through sight words, picture stories, and the use of present tense forms.
Learning objective	Students will be able to engage in different interactive activities that emphasize English comprehension using sight words, picture stories, and the application of present tense forms.
Descriptor	Recognize and comprehend various forms of written expressions, connecting them to personal experiences and valuing the importance of meaning and storytelling.
Performance indicators	Learners understand the main ideas from different kinds of short fiction and nonfiction passages. Learners identify the present forms.

Title: Reading Adventures
Finding a cute treasure

These friends always go to the jungle to discover new places. One sunny day, they decide to go to the jungle. They are looking for a treasure.



<https://n9.cl/y6iqh>





The friends start their adventure, with a map. They are feeling happy and curious. They walk through the woods, following the map and searching for clues.



As they walk, they find many obstacles, including a river they must cross and a steep hill they have to climb. But they don't give up. They work together and help each other overcome the obstacles.



Finally, they find a special place in the jungle. They are really surprised. They see a group of extremely beautiful birds. It is the first time they see something so wonderful.



The friends are overjoyed. The real treasure is seeing these bright feathered birds that nobody else can. They are taking some pictures to remember the adventure, but the beautiful birds are their secret.



Story taken and adapted from <https://learnenglishkids.britishcouncil.org/listen-watch/short-stories>

As they walk back home, they talk about their adventure and how much fun they have had. They know that they will always remember the treasure and the memories they have made together.

Reading comprehension activity. Choose the correct answer about the story.

1. What are the friends looking for in the jungle?

- a) Friends
- b) Treasures
- c) Food
- d) Toys

2. How do the friends feel at the beginning of their adventure?

- a) Sad
- b) Curious and happy
- c) Scared
- d) Tired



3. What obstacles do the friends encounter in the jungle?

- a) Desert and caves
- b) River and steep hill
- c) Candy and toys
- d) Robots and monsters

4. How do the friends overcome the obstacles?

- a) They give up and go home.
- b) They work together and help each other.
- c) They get lost in the jungle.
- d) They find a shortcut.

5. What is the special surprise the friends find in the jungle?

- a) A hidden treasure chest
- b) Colorful flowers
- c) beautiful birds
- d) Wild animals

6. How do the friends feel when they see the beautiful birds?

- a) Angry
- b) Surprised and overjoyed
- c) Bored
- d) Sad

7. What do the friends do to remember the adventure?

- a) Nothing, they forget it.
- b) Write a long story.
- c) Take pictures of the beautiful birds.
- d) Share the secret with everyone.

8. Circle

When is the story happening?

Today

tomorrow

yesterday

Language use

Discuss the verbs in bold shown in the story. Are they present? Are they talking about the past? Are they the future?

Check this:

These friends always **go** to the jungle to discover new places.
They **work** together and **help** each other overcome the obstacles.



This shows a habit or general activity.

Check this:

They **are feeling** happy and curious.

They **are taking** pictures.

This shows they are doing something at the moment of speaking.

Simple Present:

We use the simple present when we talk about things that happen regularly or all the time. It's like a habit.

For example: "I play with my toys every day." This means playing with toys is something you do regularly.

Present Continuous:

We use the present continuous when we talk about things happening right now or around now. It's like a snapshot of what's going on.

For example: "I am playing with my toys." This means you are playing with your toys at this very moment.

Exercises:

Simple Present:

I _____ (like) to eat ice cream.

She _____ (read) a book every night.

Present Continuous:

He _____ (play) with his toys right now.

They _____ (run) in the park at the moment.

Simple Present or Present Continuous:

My dog always _____ (bark) loudly.

Look! The birds _____ (sing) in the trees.

Simple Present:

Cats _____ (sleep) a lot during the day.

We _____ (go) to school from Monday to Friday.

Present Continuous:

I _____ (draw) a picture for my mom today.

The kids _____ (dance) in the living room now.



The Jungle is a Special Forest

The jungle is a very dense and green forest.

It's in warm places like South America, Africa, and Asia.

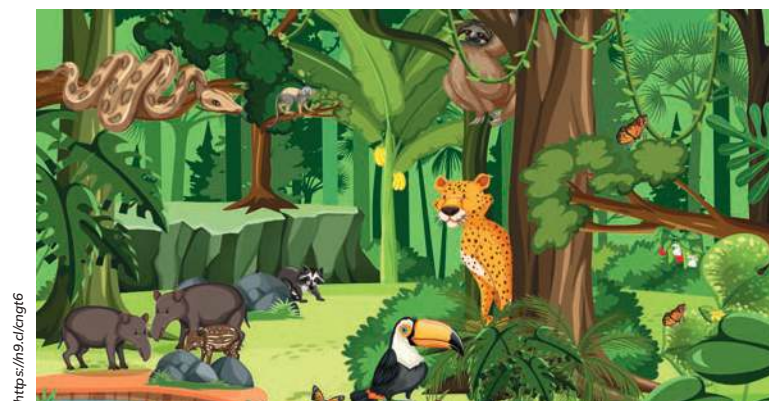


Jungle Friends

In the jungle, lots of animals and plants live.

There are monkeys, tigers, snakes, and colorful birds.

The plants are different, too, like tall trees and vines.



A Bit Tricky:

The jungle can be a little tricky because some animals like to eat other animals.

So, jungle animals need to be careful.



Jungle Beauty:

Even though it's tricky, the jungle is so beautiful and full of life. People go there to see the amazing animals and learn about the plants.



Adventure Time:

If you ever visit the jungle, bring a camera and your sense of adventure. You might discover something incredible!



Reading comprehension activities:

Circle either true or false according to the reading passage.

True or False: The jungle can be found in cold regions like Antarctica.

True or False: Monkeys, tigers, snakes, and birds are animals that live in the jungle.

True or False: Jungle animals never have to be careful.

True or False: People visit the jungle to see the amazing wildlife.

True or False: You should bring a sense of adventure if you ever visit the jungle.

Fill in the Gaps:

The jungle is a dense and green forest located in _____ regions.

Some animals in the jungle have developed special _____ to survive.

People go to the jungle to see the amazing animals and learn about the different _____ and animals.

If you ever visit the jungle, bring a camera and your sense of _____.

In the jungle, you might discover something _____!

Draw and color a jungle and some of the animals you can find there.



WORKSHEET 4

WRITING

General objective	Produce written content with accuracy in spelling, punctuation, and capitalization for basic language items, utilizing provided models for guidance.
Learning objective	Students will be able to produce simple words, phrases, sentences, and paragraphs with proper spelling, punctuation, and capitalization, following the provided models for support.
Descriptor	Recognize and practice basic written forms of expression, fostering an appreciation for writing as a means of personal expression.
Performance indicators	Learners can create short and straightforward sentences and paragraphs on a range of subjects, while some may require minimal assistance.

Title: Myself

Draw and color yourself.



Complete the sentences with your information.

My name is _____

I am _____ years _____.

I live in _____

My favorite color is _____

_____ favorite food _____

My school's name _____

I have _____ (brothers or sisters)

I have _____. It is my pet.

My favorite activity is _____

_____ favorite books or movies are _____

My best friends are _____

Writing: Parts of a sentence

To write something we need to form a sentence. A sentence is a group of words that tell a complete idea or story.

A sentence has some parts, and all are important to have a complete idea.

The parts of a sentence are:



<https://tinyurl.com/24ru3a4q>

These parts are always together and follow the order of the train.

Examples:

I am a child. I → subject am → verb a child → object

We love English. We → subject love → verb English → object

My mom cooks delicious food. My mom → subject cooks → verb delicious food → object

At the end of a sentence, you always use a period, and you always start with capital letters.

capital letter → My mom cooks delicious food. → period

Now you try to form sentences about a classmate using the previous information. I am a

Her/His name is _____

He/ She is _____ years _____.

He/She lives in _____

Her/His favorite color is _____

_____ favorite food _____

_____ has _____ (brothers or sisters)

_____ has _____. It is his /her pet.

_____ favorite activity is _____

_____ favorite books or movies are _____

_____ best friends are _____

Controlled writing

In the park. Describe the scene. Use the words in the box to complete the short paragraph.



warm sky sun trees like park butterflies friends playing

It is a _____. It has many _____. They are tall and _____. I can see _____ flying all around. The _____ is blue and the _____ is shining. My _____ are _____ and enjoying. They _____ to play in the park when it is sunny and _____.



At school. Describe the scene. Use the words in the box to complete the paragraph.



has books like class enjoy trees is windows clock
enjoy posters

This ____my _____. It ____tables and _____. My classmates and I _____
studying. Our class _____ big _____. There are _____ on the wall. We can see
the _____ outside. I _____ the _____ on the wall.

Vocabulary: My turn. Write a list of the new words you learned in this section.

-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----

LANGUAGE THROUGH THE ARTS

General objective	Identify and describe key information such as events, characters, and objects in stories, other age-appropriate literary texts, and art expressions.
Learning objective	Students will develop the ability to recognize and explain essential details with simple vocabulary in art expressions.
Descriptor	Identify and label unique attributes in art expressions, cultivating an appreciation for art as a form of expression and culture.
Performance indicators	Learners will be able to point to and describe key elements in art, such as colors, shapes, and objects, using basic adjectives.

Title: Arts expressions

The Starry Night

The Starry Night is a famous painting by Vincent van Gogh. This painting shows the nighttime sky with lots of stars and a curved moon. The artist used strong, bright colors.



<https://n9.cl/8y8b8>

Identifying and labeling

What objects can you see in the painting? List.

Can you write all the colors you see?

What shapes can you identify?

Adjectives

Adjectives are words that help describe or give more information people, places, things, or ideas. Adjectives make sentences more interesting by telling us what something is like. They can describe the color, size, shape, or even how something feels. For example, in the sentence “The big, red balloon floated in the sky,” “big” and “red” are adjectives that tell us more about the balloon.



big, red baloon

Adjectives make our sentences colorful and help us paint pictures with words.



Recognizing adjectives

Look at the painting and match the possible adjectives with the nouns. Many options are possible. Check the example.

famous	tree
bright	houses
yellow	night
vibrant	artist
mysterious	city
colorful	painting
old	artist
tall	moon
unique	stars
small	mountains

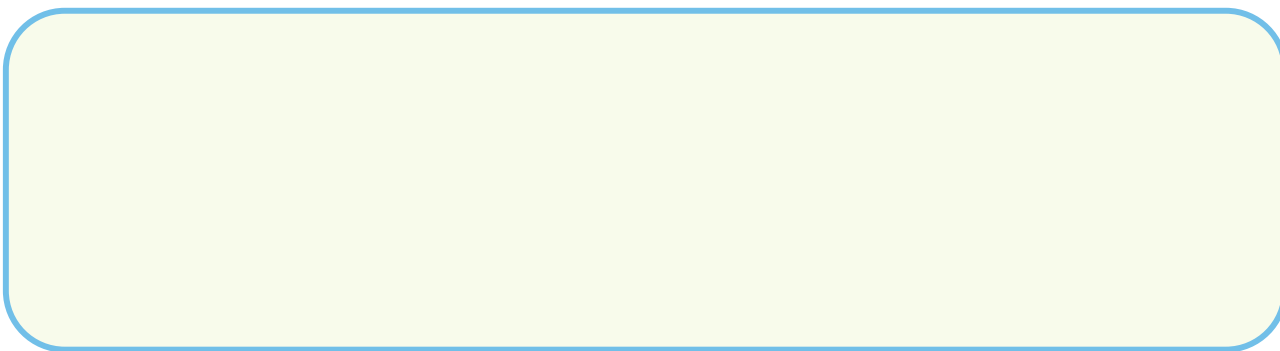
Now, choose three adjectives and nouns to write sentences.

Example:

The artist is mysterious.

You are an artist!

Create your painting. Use different colors, shapes, and objects. Use adjectives to describe its main characteristics.



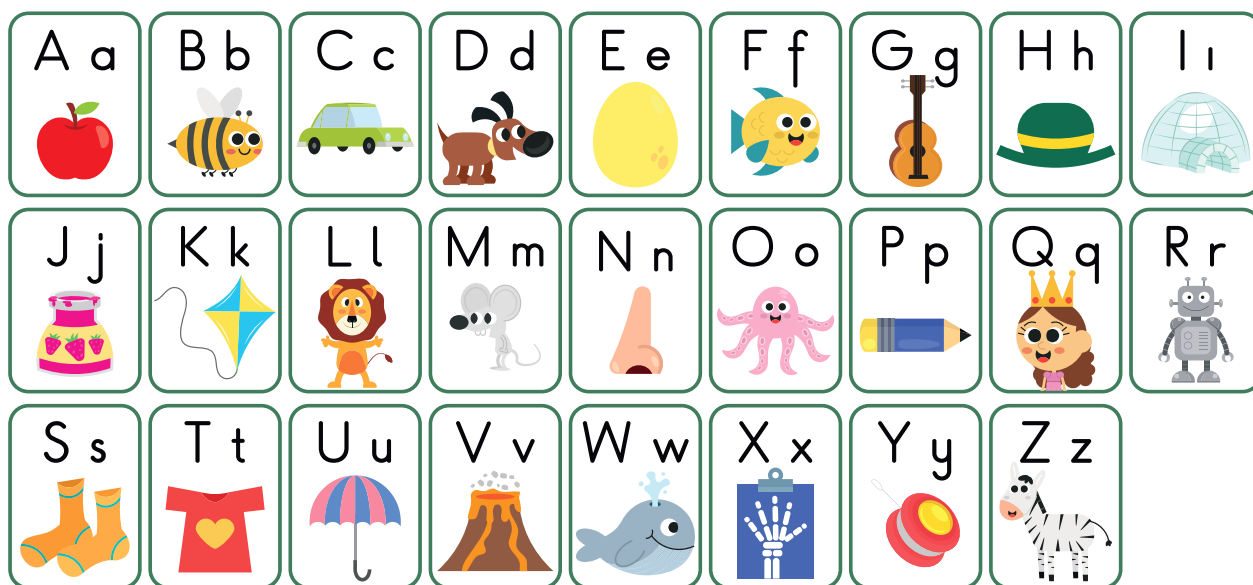


PHONICS AND PHONEMIC AWARENESS

General objective	Recognize, practice, and write English letter sounds.
Learning objective	Students will be able to recognize, practice, and write English letter sounds, demonstrating the ability to associate the sounds with their corresponding letters and reproduce them accurately in both spoken and written form.
Descriptor	Understand and use the connection between sounds and letters is key in communication, appreciating the value of clear and precise communication as essential.
Performance indicators	Recognize basic sounds in words. Pronounce the sounds correctly. Write some words just by listening to them.

The alphabet:

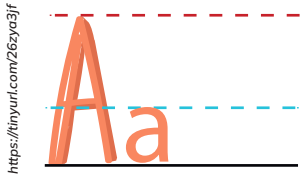
Practice the letters with your teacher.



<https://tinyurl.com/293zsd4>

Letter A

The letter A has different sounds in different words. Here are some examples.

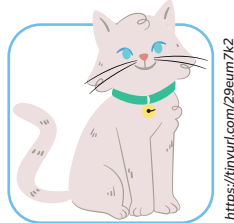


Letter A

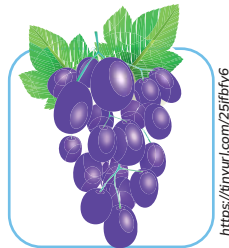
The letter A has different sounds in different words. Here are some examples.

rat
tape
ambulance
apple
ant
animals
snake
paper

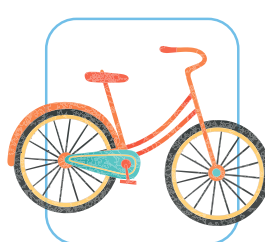
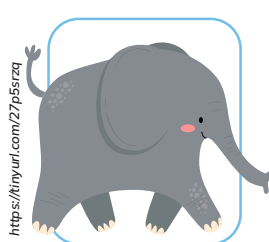
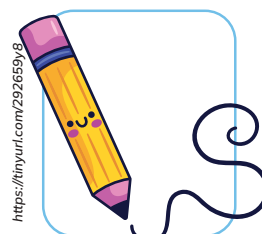
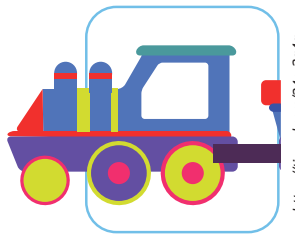
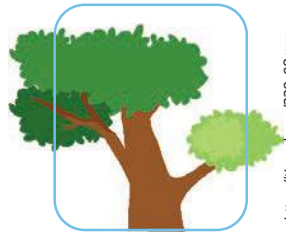
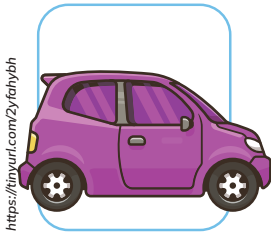
a as in cat



a as in grape

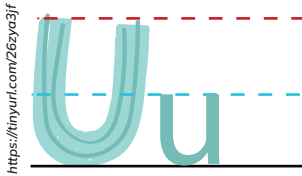


Pronounce and circle the images that have "a" letter. Write the words.



Letter U

The letter U has different sounds in different words. Here are some examples.



Letter A

The letter A has different sounds in different words. Here are some examples.

tube

cup

Universe

glue

dull

blue

flute

music

umbrella

moon

food

cube

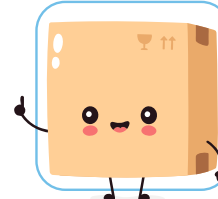
up



<https://tinyurl.com/29lf5geo>

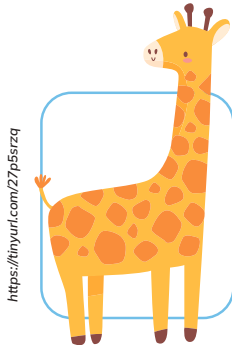


<https://tinyurl.com/2y2lobmm>



<https://tinyurl.com/2afko5ff>

Pronounce and circle the images that have "u" letter. Write the words.



<https://tinyurl.com/27p5srzq>



<https://tinyurl.com/23na6zln>



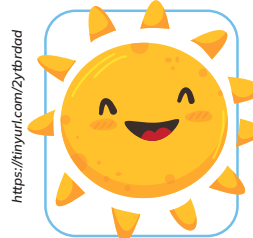
<https://tinyurl.com/255l8wlc>



<https://tinyurl.com/yk5xxre>



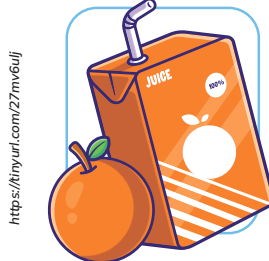
<https://tinyurl.com/2bz183bx>



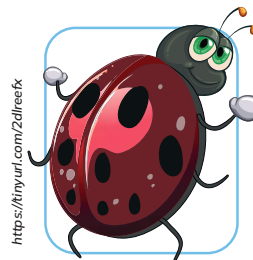
<https://tinyurl.com/2y4brdad>



<https://tinyurl.com/27wdoxo5>



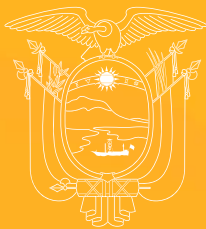
<https://tinyurl.com/27mv6ulj>



<https://tinyurl.com/2dfreefx>

ecuador

cu



REPÚBLICA
DEL ECUADOR



@MinisterioEducacionEcuador



@Educacion_Ec

www.educacion.gob.ec