



Gobierno de Reconciliación  
y Unidad Nacional

*El Pueblo, Presidente!*

**MINED**  
Un Ministerio en la Comunidad

**MINISTERIO DE EDUCACIÓN**

# ACTIVITY BOOK 4



**FOURTH  
GRADE**

**DIRECCIÓN DE EDUCACIÓN  
PRIMARIA REGULAR Y EXTRA-EDAD**

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# PRESENTACIÓN

El Ministerio de Educación, de conformidad con la Estrategia Nacional de Educación “Bendiciones y Victorias 2024-2026” en todas sus modalidades, concretamente con el Eje 1 Educación para la Vida, el Lineamiento 8 Fortaleceremos el Aprendizaje del Inglés como Segundo Idioma para Estudiantes y Docentes, en todos los niveles educativos, como herramienta para el desarrollo profesional y personal, y en coherencia con el Plan de Educación 2022-2026, Objetivo 1, Tema Estratégico 2, Línea de Acción 2.1: Consolidación del Aprendizaje del Inglés como Segundo Idioma en estudiantes de Educación Primaria, en los que se establece la incorporación del inglés como segundo idioma en planes de estudio de todas las modalidades educativas, para el desarrollo y certificación de habilidades lingüísticas con estándares internacionales de acuerdo a las normas del Marco Común Europeo de Referencias para las Lenguas, presenta el **Cuaderno de Trabajo Activity Book for 4th Grade**, a fin de reforzar el aprendizaje del idioma inglés en Educación Primaria.

Este recurso didáctico incluye diversas actividades formativas, dirigidas a niñas y niños de primer grado en los centros educativos públicos de Primaria Regular, para desarrollar procesos de aprendizaje adecuados y la apropiación del idioma inglés.

Estas actividades han sido concebidas y diseñadas para fomentar las habilidades lingüísticas de este idioma de manera didáctica, contando con el compromiso de la maestra y el maestro, el protagonismo de los estudiantes y el invaluable apoyo de madres y padres de familia.

# 1

## Unit

## Special Days

## Vocabulary and Grammar

**Activity 1:** Listen and check the vocabulary mentioned.



Christmas



Easter



Halloween



Mother's day



Independence Day



Valentine's Day



Father's day



Birthday

**Activity 2:**

Complete the sentences with the correct word.

Mother's Day - Halloween - Birthday - Christmas - Independence Day - Easter - Valentine's Day - Father's Day

1. \_\_\_\_\_ Some people celebrate the date of his/her born.
2. \_\_\_\_\_ is on February 14th. February is the second month of the year.  
\_\_\_\_\_ is in March or April. It is fun to celebrate it. It can be in the third or fourth month of the year.
3. \_\_\_\_\_ is in May, the fifth month of the year.
4. \_\_\_\_\_ is in June, the sixth month of the year.
5. \_\_\_\_\_ is in September, the ninth month of the year.
6. \_\_\_\_\_ is on October 31st. October is the tenth month of the year.
7. \_\_\_\_\_ is on December 25th. December is the twelfth month of the year.

**Listening****Activity 1:**

Listen to the audio and circle the correct answer.

**When is Independence Day in Nicaragua?**

- a) June 1st
- b) December 25th
- c) September 15th

**How do Nicaraguans celebrate Independence Day?**

- a) By singing Christmas songs.
- b) With parades and dances.
- c) By visiting relatives.

**When is Christmas in Nicaragua?**

- a) December
- b) August
- c) November

### What do families do during Christmas in Nicaragua?

- a) Go to the beach.
- b) Go to church and pray.
- c) Option a and b

### When is Mother's Day in Nicaragua?

- a) May 1st
- b) May 15th
- c) May 30th

### How do people celebrate Mother's Day in Nicaragua?

- a) By giving gifts and preparing special food.
- b) By going to the beach.
- c) By having parades.

### What celebrations does Ana mention?

- a) Easter and Halloween
- b) La Purísima, Independence Day, Christmas, and Mother's Day
- c) New Year's Eve and Thanksgiving

## Reading

Read the text. Then, complete the exercises below.

### Special Celebrations in Nicaragua



Hello! My name is Sofía, and I want to share more about the traditions we have in Nicaragua. One of my favorite is **easter** in March or April, depending on the calendar. During this time, many people go to church or join processions on the streets. Some families visit the beach because it is also vacation time.



In May, the fifth month, we celebrate **Mother's Day**. It is a special day to honor mothers. Children make cards, sing songs, and give small gifts to his/her mom. It's a day full of love and happiness.

We also celebrate **Christmas** in December. Families have dinner together, and children open presents at midnight on December 24th. Everyone is happy spending time with families and friends.

**Activity 1:** Read and Write T for true and F for false.

1. Easter happens in December\_\_\_\_\_.
2. Many families visit the beach during easter\_\_\_\_\_.
3. Mother's Day is celebrated in May in Nicaragua\_\_\_\_\_.
4. Christmas in Nicaragua is celebrated on December 23rd\_\_\_\_\_.
5. Children open their presents in the morning on Christmas Day \_\_\_\_\_.
6. Fireworks are a part of Christmas celebrations in Nicaragua\_\_\_\_\_.
7. Mother's Day is a time to honor fathers in Nicaragua\_\_\_\_\_.
8. Easter is only a vacation time for many families\_\_\_\_\_.

**Activity 2:** Put the events in order by writing 1-5 according to the reading.



- \_\_\_ Families celebrate Christmas in December.
- \_\_\_ Children make gifts for their mothers in May.
- \_\_\_ Some families go to the beach during Easter.
- \_\_\_ People join processions on the streets during Easter.
- \_\_\_ Children open presents at midnight in December 24th.
- \_\_\_ Families gather to celebrate special holidays.

## Writing

**Activity 1:** Write about your favorite celebration.



Hello, my name's \_\_\_\_\_.  
I am \_\_\_\_\_ years old. My  
birthday is on \_\_\_\_\_  
(month/date), one of my favorite  
special days is the \_\_\_\_\_  
because I can \_\_\_\_\_  
and \_\_\_\_\_  
\_\_\_\_\_.

**Activity 2:** Complete this invitation email with the words in the box

Birthday

10th

Pizza

House

New message

To \_\_\_\_\_

Subject Join My Celebration!

Hi Mark,  
I am having a special \_\_\_\_\_ celebration! It will be on March \_\_\_\_\_. The party will be at my \_\_\_\_\_.  
We will have \_\_\_\_\_, and cake to celebrate. I hope you can come!  
Please let me know if you can join us!  
Your friend,  
Lucas

SEND

📎 📷 📢 🌈 🗑️ ⋮

### Activity 3

Now, write an email to your friend.

New message

To

Subject

SEND

## Speaking

### Activity 1:

"Speaking Time" Ask questions:



- What is your favorite celebration?"
- When is it celebrated?"
- What do you do?"

Example: "My favorite celebration is christmas. People wear new clothes and have time with families and friends.



## My Project time



### Step 1. Introduce the Activity:

Create a poster or mini-book showing different celebrations during the year. Include months, ordinal numbers, and celebration vocabulary.

### Step 2. Plan the Project: Divide the poster or mini-book into four sections:

Winter, Spring, Summer, and Fall. Choose one celebration for each season. Example:  
Winter: Christmas (December 25th)  
Spring: Easter (March or April)

### Step 3. Create the Poster/Mini-Book:

Write the month and the ordinal date for each celebration (e.g., "Independence Day is on September 15th").

Draw or paste a picture according to the celebration.

Write two or three sentences about what people do for each celebration.

Example: "On September 15th, we celebrate the Independence Day in Nicaragua. People go to the street and sing songs."

### Step 4. Present the Project:

Present your poster or mini-book to the class, and explain the months, dates, and details about the celebrations.

# 2

## Unit

## The Weather

## Vocabulary and Grammar

**Activity 1:** Find the words in the word search puzzle about the weather and clothes.

s u n n y r u s w e a t e r k j f c  
x y s c a r f u r a i n v e m l v s  
i f a w s k i r t r o u s e r s s h  
r o m s u n w i n d y w j e a n s o  
j t w e a t h e r c l o u d y w j e  
a w i n d c l o t h e s s p w e d q  
c r a i n b o w r o g s s s o a r h  
k p g l a s s e s a w h n o c t e a  
e u v k z m q c o a t i o c v h s t  
t c l o t h e s b a g r w k q e s x  
e d i h a n d b a g k t t c j r b q  
q p m a b k d w d g m a b i m s e b

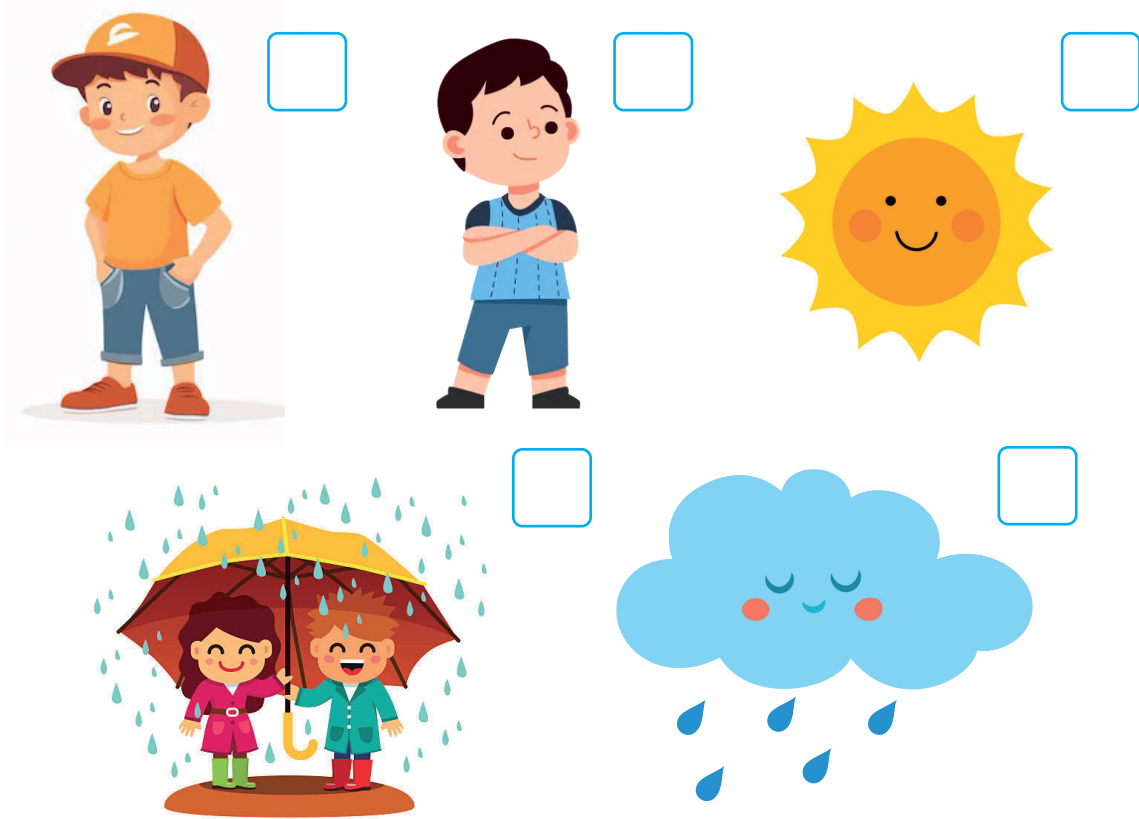
Write ten words you found.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Listening

**Activity 1:** Listen to the audio and the number the pictures.



## Reading

**Activity 1:** Read the text. Then, complete the exercises below.

### A Windy Day

Today, the weather is windy and cloudy. Emma is wearing a red coat, a scarf, and black boots. Her brother, Tom, is wearing a blue sweater and jeans.

As they walk to the park, Emma says, "I think it will rain." Tom shuts and opens his umbrella.

Soon, it starts to rain. After the rain stops, the sun comes out. "Look, a rainbow!" Tom says.

Emma smiles. "The weather keeps changing!"



**Activity 2:** Write True or False.

1. The weather is sunny and hot \_\_\_\_\_.
2. Emma is wearing a red coat \_\_\_\_\_.
3. Tom is wearing a scarf. \_\_\_\_\_.
4. Tom brings an umbrella \_\_\_\_\_.
5. They see a rainbow after the rain stops. \_\_\_\_\_.

**Activity 3:** Read again and circle the correct answer.

**1. What is Emma wearing?**

- a) She is wearing a red coat, a scarf, and black boots.
- b) She is wearing a blue sweater and jeans.
- c) She is wearing a T-shirt and shorts.

**2. What is Tom wearing?**

- a) He is wearing a red coat and a scarf.
- b) He is wearing a blue sweater and jeans.
- c) He is wearing a jacket and a hat.

**3. Which sentence is correct?**

- a) Emma is wearing a scarf and holding an umbrella.
- b) Tom is wearing a red coat and black boots.
- c) He is wearing a blue sweater and holding an umbrella.

**4. Who is wearing boots?**

- a) He is wearing boots.
- b) She is wearing boots.
- c) They are wearing boots.

## Writing

### Activity 1

Unscramble the sentences and number the picture.



1. wearing / I / am / a / red / shirt.

2. is / rainy / It / today.

3. 3. wearing / They / shoes / are / black.

4. wearing / scarf / a / she / is.

5. is / sunny / today / The / weather.

6. wearing / hat / not / She / is / a.

## Activity 2

Complete the weather report using the prompts below.

weather / wear / t-shirts / coat / wear / shorts / umbrella / sandals  
jacket / wearing / hat



### Weather Report in Nicaragua

Good morning! Today in Nicaragua, the \_\_\_\_\_ is sunny and windy.  
In the Pacific region, it is very hot. People here often wear \_\_\_\_\_ and  
\_\_\_\_\_ to stay cool.

In the central region, it is cloudy in the morning, and the air feels cool. Many  
people are \_\_\_\_\_ sweater to keep warm.

On the Caribbean coast, the weather is sunny but can get windy \_\_\_\_\_.  
People are wearing \_\_\_\_\_ for comfort.

Wherever you are, it's important to dress according to the weather. Stay  
prepared and enjoy your day!

## Activity 3

Look at the picture and color. Then write sentences about  
what is She/he wearing.



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## Speaking

### Activity 1

**Speaking Time “Fashion show”**, Describe what your classmates are wearing using ordinal numbers.

**Example:** Welcome to the fashion show this is the first student: Mario. He is wearing a green jacket, and the second student is: Martha. She is wearing blue pants. The third student is: Lucy. She is wearing a pink dress.





## My Project time



### Step 1: Research the Weather in Nicaragua

In groups. Choose a department of Nicaragua (e.g., Matagalpa, Managua, Bluefields).

Research typical weather conditions for a day in that department (morning, afternoon, evening, and night).

### Step 2: Plan Your Weather Report

Write a short weather report describing the conditions for a day in the chosen department.

Describe the weather conditions (cloudy, sunny, rainy, etc.) and suggest appropriate clothing.

Explain how the weather changes and what people can wear.

### Step 3: Add Pictures

Create a poster showing:

A map of Nicaragua highlighting the department.

Drawings or pictures of people wearing clothes for different weather conditions in the department.

Symbols for weather (e.g., sun, clouds, rain, wind).

### Step 4: Present the Weather Report

Take turns presenting the weather report to the class.

Use sentences like:

"Today is raining in Estelí and people are wearing jackets and boots."

People use umbrellas and coats.

# 3

## Unit

### Leisure time

## Vocabulary and Grammar

**Activity 1:** Draw according to the word given in each chart.

Play soccer

skate

sing

talk

laugh

cry

**eat**

**drink**

**Paste**

**count**

**cut**

**write**

**Activity 2:**

Circle the correct sentence according to the picture.



- a. He is painting.  
b. He isn't painting.



- a. She isn't eating.  
b. She is eating.



- a. He is skating.  
b. He isn't skating.



- a. They are laughing.  
b. They aren't laughing.



- a. He isn't writing.  
b. He is writing.



- a. She is riding a bike.  
b. She isn't riding a bike.

**Listening****Activity 1:**

Listen and check

Activities	Emma	Sophia and Noah	Tatiana	Lucas	Liam
She is cutting the tree.					
He is drawing a big sun with his yellow marker.					
He is pasting pictures onto his project.					
She is writing a short story about her family.					
He is counting the glue sticks.					
They are coloring a giant poster.					

## Reading

**Activity 1:** Read about Tom's Afternoon at the Park.

Tom is having a fun afternoon at the park. He is playing with his ball and running around with his dog, also he is talking with his friend, Alex. They are planning to play a game of tag. "I am ready," Tom says. Alex is counting to ten, while Tom is hiding behind a tree.

After, Tom and Alex are sitting on the grass, eating snacks. They are sharing chips and juice. Tom is laughing because his dog is running in circles around them. They are happy because they are sharing together.



**Activity 2:** Write True if the statement is correct and False if it is not.

- Tom is playing with his cat.
- Tom and Alex are planning to play a game of tag.
- Alex is hiding behind a tree while Tom counts.
- Tom and Alex are sitting on the grass after playing.
- They are sharing chips and juice.
- Tom is sad because his dog is sleeping.
- Tom and Alex are happy because they are sharing together.

**Activity 3:** Put the events in order by writing the numbers 1-6.

- Tom and Alex sit on the grass and eat snacks.
- Tom and Alex plan to play tag.
- Tom is playing with his ball and running with his dog.
- Alex is counting while Tom hides behind a tree.
- Tom laughs because his dog is running in circles.
- They are happy because they are sharing together.

**Activity 4:** Use the words from the box to complete the sentences.

(dog - tree - hiding - juice - grass - game - laughing - snacks)

1. Tom is \_\_\_\_\_ behind a \_\_\_\_\_.
2. Alex is counting to ten before the \_\_\_\_\_ starts.
3. After playing, Tom and Alex sit on the \_\_\_\_\_.
4. They eat \_\_\_\_\_ and drink \_\_\_\_\_.
5. Tom is \_\_\_\_\_ because his \_\_\_\_\_ is running in circles.

## Writing

**Activity 1** Look at your classmates and write sentences about what they are doing.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## Speaking

### Activity 1

Describe what children are doing.

Example:  
Marcos is skating.





## My Project time

### Step 1: Plan your day

Think about the things you do in your day.

Choose five actions you do.  
Example: eating, playing, reading, talking, or running.

Write down each action in the present continuous form (e.g., "I am eating," "I am playing," etc.)

### Step 2: Draw pictures of the actions

For each of the five actions, draw a picture that shows what you are doing. For example, draw yourself eating breakfast, playing soccer, or reading a book.

### Step 3: Write sentences

Below each picture, write sentences describing the action using the present continuous tense.

Example:

Sentence: "I am eating breakfast."

Sentence: "I am playing soccer."

Include at least five activities you do during the day.



### Step 4: Add color and present

- Color your pictures and make your storybook colorful.
- Review your sentences to make sure they are correct.
- Present your storybook to the class, describing what you do during the day using the sentences you've written.

# 4

## Unit

### On vacation time

## Vocabulary and Grammar

### Activity 1

Match the word to the picture.



Swim



ocean



sandcastle



sleep



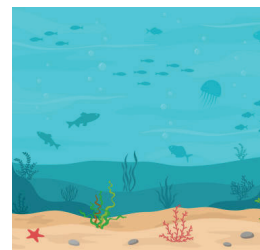
buy



feed



kiss



hold



trumpet



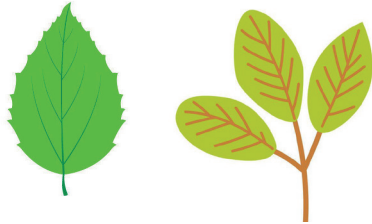
rope



island



jungle



lake



leaf/leaves



moon



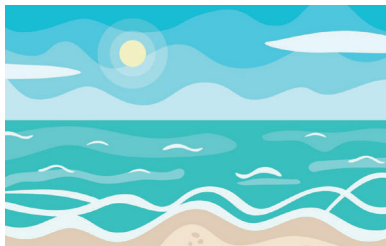
mountain



plant



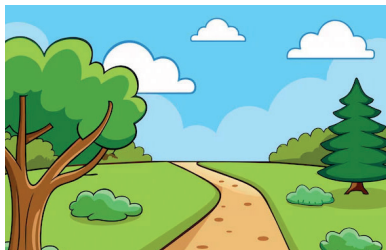
river



road



rock



sand



sea

## Listening

**Activity 1:** Listen to the audio and write T for true and F for false.

1. Anna and Tom are swimming in the ocean\_\_\_\_\_.
2. The parents are eating sandwiches\_\_\_\_\_.
3. A man is selling ice cream at the beach\_\_\_\_\_.
4. The ocean waves are not moving\_\_\_\_\_.
5. Tom is making a sandcastle\_\_\_\_\_.
6. People are buying snacks at the beach\_\_\_\_\_.
7. The weather is cloudy and rainy\_\_\_\_\_.

## Reading

**Activity 1:** Read the text “A Day at the Beach”

Lucía and her family are at Las Peñitas beach. The sky is blue, and the weather is hot. Lucía is swimming and her little brother, Mateo, is running and jumping on the beach. Their parents are sitting under a palm tree, drinking juice, and reading books.

Some children are making a big sandcastle, other ones are playing soccer on the sand. Others are eating vigorón and walking on the beach. A man with a cart is selling coconut water and ice cream. People are laughing and having fun.

Everyone is enjoying on the beach



**Activity 2:**

Draw a line to match each person with what they are doing.



1. The man is selling ice cream.
2. Mateo is running and jumping in the waves.
3. The parents are sitting under a palm tree.
4. Some children are making a sandcastle.
5. Lucía is swimming.

**Activity 3:**

Write T for true and F for false.

1. \_\_\_ Lucía is swimming.
2. \_\_\_ Mateo is playing soccer.
3. \_\_\_ Their parents are drinking soda.
4. \_\_\_ Some children are eating vigorón.
5. \_\_\_ A man is selling coconut water and ice cream.

## Writing

**Activity 1:** Complete the sentences with the correct words from the text "A Day at the Beach".

1. The sky is \_\_\_\_\_, and the weather is \_\_\_\_\_.
2. Lucía is \_\_\_\_\_ in the sea.
3. Mateo is \_\_\_\_\_ and \_\_\_\_\_ in the waves.
4. Some children are making a big \_\_\_\_\_.
5. A man with a cart is selling \_\_\_\_\_ water and \_\_\_\_\_

**Activity 2:** Imagine you are at the beach. Draw and write a postcard describing what you are doing at the beach.



### Vocabulary:

Beach words (swim, sand, ocean, sandcastle, make, sleep, buy, ice-cream) hold, kiss, feed, trumpet, trainer, seal, rope, etc.)

### Grammatical Structures:

Present continuous (they are ....)

They are swimming. They are not making sandcastles.

### Connectors:

So, but, because

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**Speaking**

**Activity 1**

Describe what people are doing.

**Example:** Mary is on the beach. She is with Ben. They are making a sandcastle.





## My Project time

### Create a Storybook – "A Day in My Life"

#### Step 1: Plan Your Trip

Choose a beach in Nicaragua (e.g., Las Peñitas, San Juan del Sur, Poneloya).

Think about who is going with you and what activities you will do.



#### Step 2: Prepare materials

- Draw or print pictures of the beach and activities.
- Write at least five sentences using the present continuous tense.
- Example: "My family is swimming in the ocean. My sister is collecting shells. I am eating ice cream."

#### Step 3: Decorate your storybook:

Stick the pictures on your storybook and decorate it.

#### Step 4: Present your story book:

- Present their project to the class, describing their trip using complete sentences.

# 5

## Unit

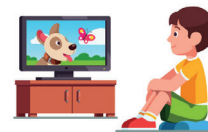
### On vacation time

## Vocabulary and Grammar

### Activity 1

Read and label.

1. Do homework
2. Watch televisión
3. Listen to music
4. Clean your room
5. Call a friend
6. Water a plant
7. Make a snack
8. Ride a bicycle



### Activity 2

Fill in the blanks with the correct form of the verb.



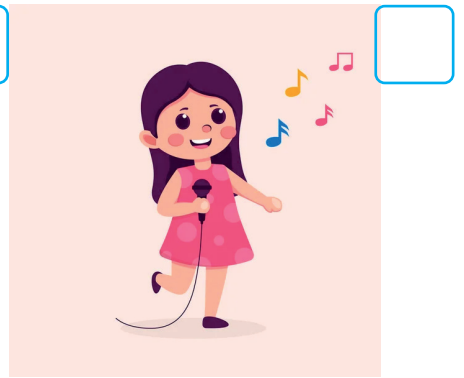
1. I'm \_\_\_\_\_ television.
2. She's \_\_\_\_\_ homework.
3. He's \_\_\_\_\_ to music.
4. Ana is \_\_\_\_\_ a friend.
5. Peter is \_\_\_\_\_ a bicycle.
6. Lucy is \_\_\_\_\_ a plant.



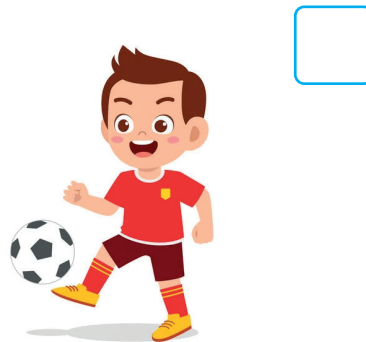
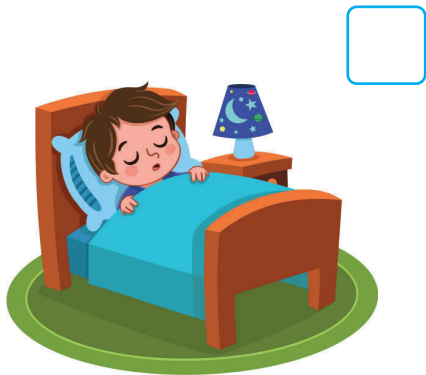
## Listening

**Activity 1:** Listen and check the correct answer.

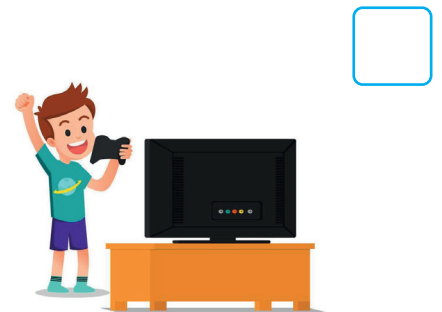
1. What is Olivia doing?



2. What does Liam do?



3. What is Ethan doing?



4 Where Sophia is?



5. What is Noah doing?



6. What is Mia doing?



## Reading

**Activity 1:** Read the text “Free-Time Fun”

Emma and Jake are enjoying their free time.

Emma is painting a picture. She is using many colors, and she is smiling. She is also listening to music while she paints.

Jake is playing soccer with his friends. They are running and kicking the ball. After the game, Jake is watching a movie at home. He is enjoying a movie about animals.

Sometimes, Emma and Jake are riding their bikes together. They are having a lot of fun!



**Activity 2:** Read the text again and write True or False.

1. Emma is not painting a picture \_\_\_\_.
2. Jake is playing soccer with his friends \_\_\_\_.
3. Emma is listening to music \_\_\_\_.
4. Jake is watching a movie about cars \_\_\_\_.
5. Emma and Jake are riding their bikes \_\_\_\_.

**Activity 3:** Read the text again and circle the right answer.

1. **What is Emma doing in her free time?**
  - a) Playing soccer
  - b) Painting a picture
  - c) Watching a movie
2. **What is Emma listening to while she paints?**
  - a) The radio
  - b) A podcast
  - c) Music

3. **Who is Jake playing soccer with?**

- a) His friends
- b) His sister
- c) His teacher

4. **What kind of movie is Jake watching?**

- a) A scary movie
- b) A movie about animals
- c) A science fiction film

5. **What are Emma and Jake doing together?**

- a) Riding their bikes
- b) Playing a video game
- c) Cleaning their room

## Writing

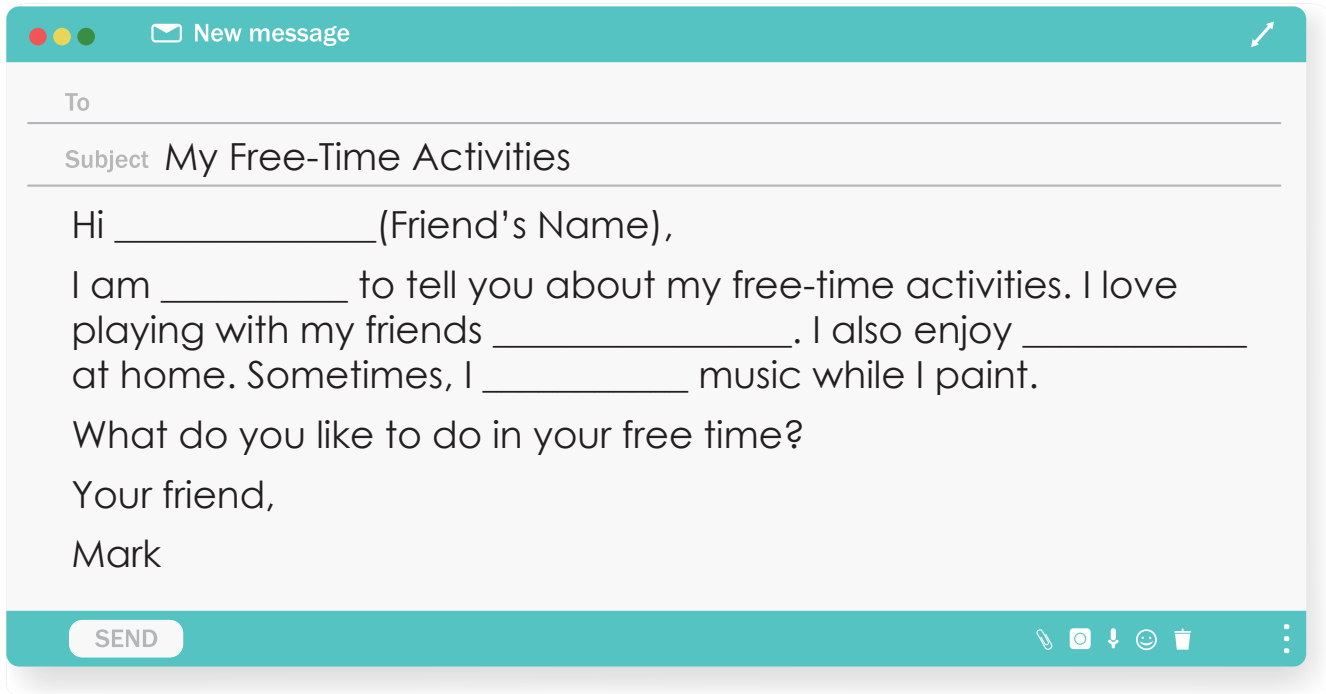
**Activity 1:** Read and write the number word.

45      51      27  
39      52      69

1. I am the number that comes after forty-four but before forty-six. \_\_\_\_\_.
2. I am greater than fifty but less than fifty-two \_\_\_\_\_.
3. I am the number that comes between twenty-six and twenty-eight \_\_\_\_\_.
4. I am the number that comes after thirty-eight but before forty \_\_\_\_\_.
5. I am greater than fifty-three but less than fifty-one \_\_\_\_\_.
6. I am the number that comes after sixty-eight but before seventy \_\_\_\_\_.

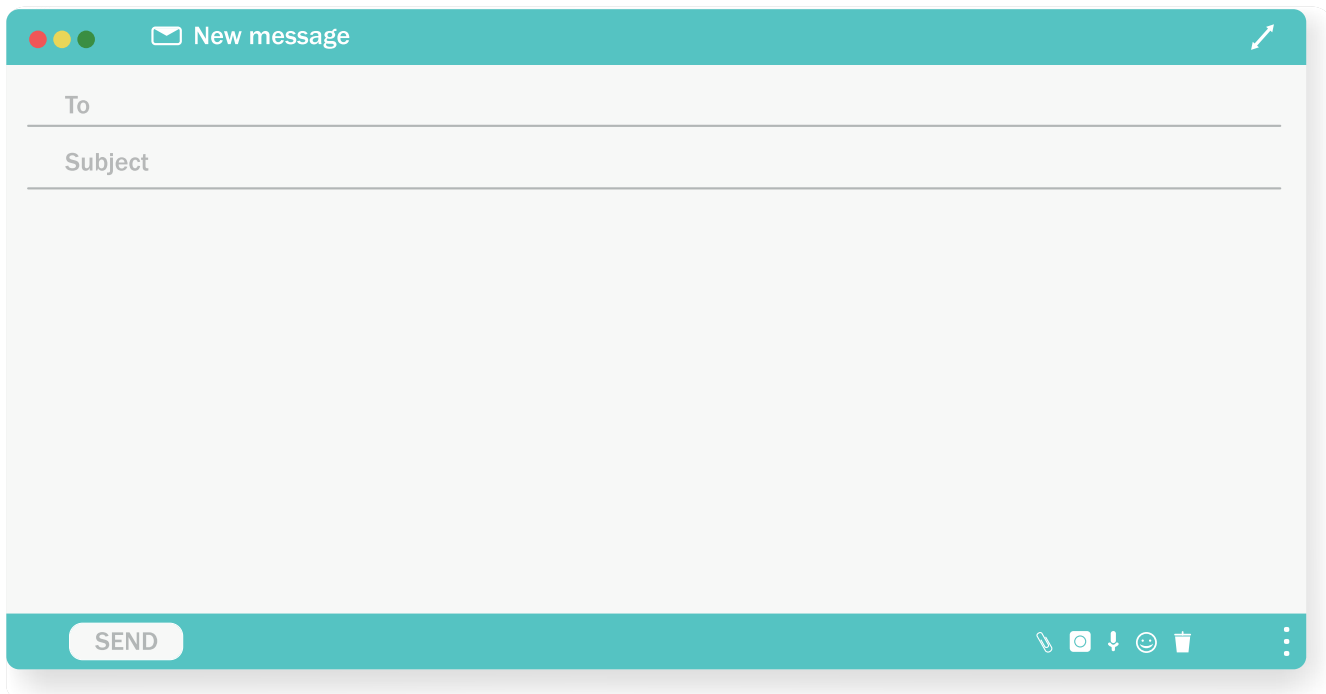
**Activity 2:** Complete the email with the missing words.

Writing / painting / pictures / on the weekends / listen to



The screenshot shows an email composition window with a teal header bar containing the text 'New message' and a pencil icon. Below the header, there are two horizontal lines for 'To' and 'Subject'. The subject line is filled with 'My Free-Time Activities'. The main body of the email contains the following text: 'Hi \_\_\_\_\_ (Friend's Name), I am \_\_\_\_\_ to tell you about my free-time activities. I love playing with my friends \_\_\_\_\_. I also enjoy \_\_\_\_\_ at home. Sometimes, I \_\_\_\_\_ music while I paint. What do you like to do in your free time? Your friend, Mark'. At the bottom, there is a teal bar with a 'SEND' button on the left and icons for attachments, gallery, download, emojis, and delete on the right.

**Activity 3:** Respond to your friend's email.

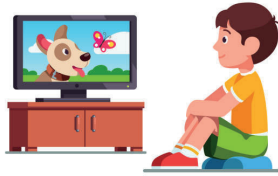


The screenshot shows an empty email composition window with a teal header bar containing the text 'New message' and a pencil icon. Below the header, there are two horizontal lines for 'To' and 'Subject', both of which are empty. The main body of the email is also empty. At the bottom, there is a teal bar with a 'SEND' button on the left and icons for attachments, gallery, download, emojis, and delete on the right.

## Speaking

### Activity 1

Look at the pictures and say sentences in negative and affirmative using the present progressive. At least five sentences.



Example: I'm not calling my friend. I am watching TV.





## My Project time

### Project time: "Free-Time Activity Poster"

#### Step 1: Choose 4-5 free-time activities

Select 6-7 activities that you enjoy doing in your free time (e.g., playing soccer, listening to music, painting, reading a book, riding a bike).

#### Step 2: Create a poster

Divide your poster into sections, each one dedicated to a different activity. For each activity, you will:

- Draw or paste a picture related to the activity.
- Write a short description using the present progressive and number words. For example:  
"I am playing soccer with three friends."  
"I am painting a picture with four colors."  
"I am reading a book for thirty minutes."



#### Step 3: Prepare a short presentation

Practice your presentation with your classmates.

Example Presentation:

"This poster is about my free time activities. I like to play soccer. I am playing soccer with four friends. I also enjoy painting. I am painting a picture with five colors. In my free time, I'm also listening to music and reading books."

#### Step 4: Display the posters

- Display your posters in the classroom or share them with your family and friends.

# 6

## Unit

### Taking Care

## Vocabulary and Grammar

### Activity 1

Find and circle the words in the puzzle about taking care and health.

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

Write ten words you found.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Activity 2:**

Read the sentences and write the name of the character.



**Mary**



**Mark**



**Lucas**



**José**



**Pedro**



**Lucy**



**Jack**

1. Is he taking care of his cat? No, he isn't. He's climbing.

\_\_\_\_\_

2. Is he rescuing a bird? No, he isn't. He's rescuing his dog.

\_\_\_\_\_

3. Is he riding a bike? Yes, he is.

\_\_\_\_\_

4. Is she taking care of his rabbit? No, she isn't. She is carrying her books.

\_\_\_\_\_

5. Is she answering a call? No, she isn't. She is running after.

\_\_\_\_\_

6. Is he riding a truck? No, he isn't. He is calling a friend.

\_\_\_\_\_

7. Is helping to his friend? No, he isn't. He's fixing his bicycle.

\_\_\_\_\_

## Listening

### Activity 1:

Listen to the story and write the numbers (1-4) in the correct order.

1. The police officer is coming. He is talking to Tom. He is using his radio to find Tom's mother.
2. A woman is helping him. She is calling a police officer.
3. Tom's mother is running to him. She is hugging him. Tom is happy!
4. Tom is in the park. He is looking for his mother. He is crying because he cannot find her.

## Reading

### Activity 1:

Read the text "Firefighters in Nicaragua"

It is a hot day in Managua. A small house is on fire. A family is running outside, but their dog is inside. The firefighters are coming fast. They are helping the family. One firefighter is rescuing the dog. Another firefighter is taking care of a little boy.

A firefighter is fixing a door. The team is checking the house. Now, the fire is out.

The family is happy. They are hugging the firefighters. "Thank you for your help!" they say.



**Activity 2:**

Complete the sentences with the correct words. Rescuing, helping, taking care of, fixing, examining, driving.

1. The firefighters are \_\_\_\_\_ the family.
2. One firefighter is \_\_\_\_\_ the dog.
3. Another firefighter is \_\_\_\_\_ a little boy.
4. A firefighter is \_\_\_\_\_ a door.
5. The firefighters \_\_\_\_\_ a big red truck.

**Activity 3:**

Circle the correct answer according to the text.

**Yes, he is / No, he isn't.**



**1. Is the firefighter rescuing the dog?**

- Yes, he is.  
 No, he isn't.



**2. Is the girl driving the fire truck?**

- Yes, she is.  
 No, she isn't.



**3. Is the nurse taking care of the patient?**

- Yes, she is.  
 No, she isn't.



**4. Is the firefighter fixing the door?**

- Yes, he is.  
 No, he isn't.



5. Is the doctor examining the child?

- Yes, he is.  
 No, he isn't.



6. Is the cat driving the ambulance?

- Yes, it is.  
 No, it isn't.

## Writing

**Activity 1:** Read and fill in the blanks.



**He isn't- Operating- taking care.**

Hello, Am I calling Baptist Hospital?  
Is the doctor Perez there? No,  
\_\_\_\_\_. He is \_\_\_\_\_  
a person. Aww, what a surprise and  
the doctor Anna is there? No, she  
isn't. She is \_\_\_\_\_  
of a patient, Oooh thank you,  
Goodbye.

**Activity 2:**

Look at the picture and write the correct answer.



What is she doing?

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What is he doing?

---



What are they doing?

---



What is he doing?

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**Activity 3:** Write sentences considering the following pictures.



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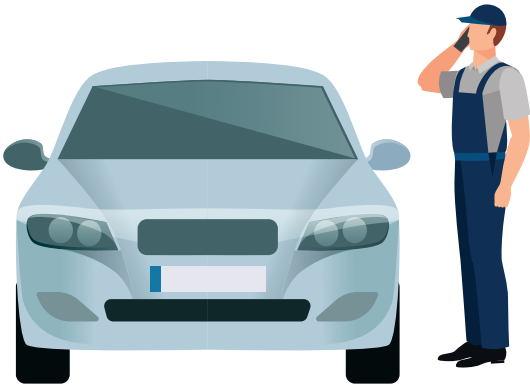


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## Speaking

### Activity 1

Say sentences according to the prompts.

A cat  
Fixing



I am rescuing my  
cat. It is under a  
rock.

I am fixing my car.





## My Project time

Project Time: "Be a Hero!"

### Step 1. Think of a rescue story

Imagine a real or funny rescue.

Who is in the story? (A firefighter, doctor, police officer, etc.)

What is happening? (A firefighter is rescuing a dog, a doctor is examining the dog)



### Step 2. Write your story

- Use at least 5 sentences using the present progressive.
- Example:
- "The firefighter is climbing the ladder. He is rescuing a cat. The cat is scared. The family is watching and the cat is happy now!"

### Step 3: Draw your story

Draw and color at least one picture that shows the rescue

### Step 4: Present your story

- Share your story in class.

# 7

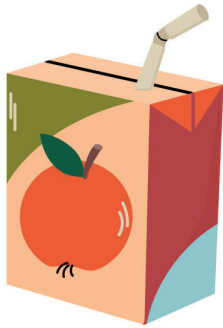
## Unit

### At The Restaurant

## Vocabulary and Grammar

#### Activity 1

Match the sentence to the picture.

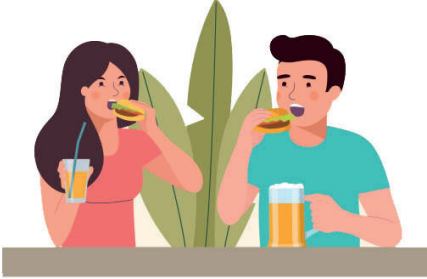


1. I am white and come from a cow. You can drink me. What am I?
2. I am sweet and made from lemons. What am I?
3. I am sweet and made from apples. What am I?
4. I am green and healthy. What am I?
5. I am a bread with meat and cheese. What am I?
6. I am a chocolate dessert. What am I?



## Activity 2

Look at the pictures and circle the right answer.



**Are they eating Salad?**

- a) Yes, they are.
- b) No, they aren't



**Are they drinking water?**

- a) Yes, they are.
- b) No, they aren't



**Is he washing the dishes?**

- a) Yes, he is.
- b) No, he isn't.



**Is she serving the food?**

- a) Yes, she is.
- b) No, she isn't.



**Is she making an apple pie?**

- a) Yes, she is.
- b) No, she isn't.



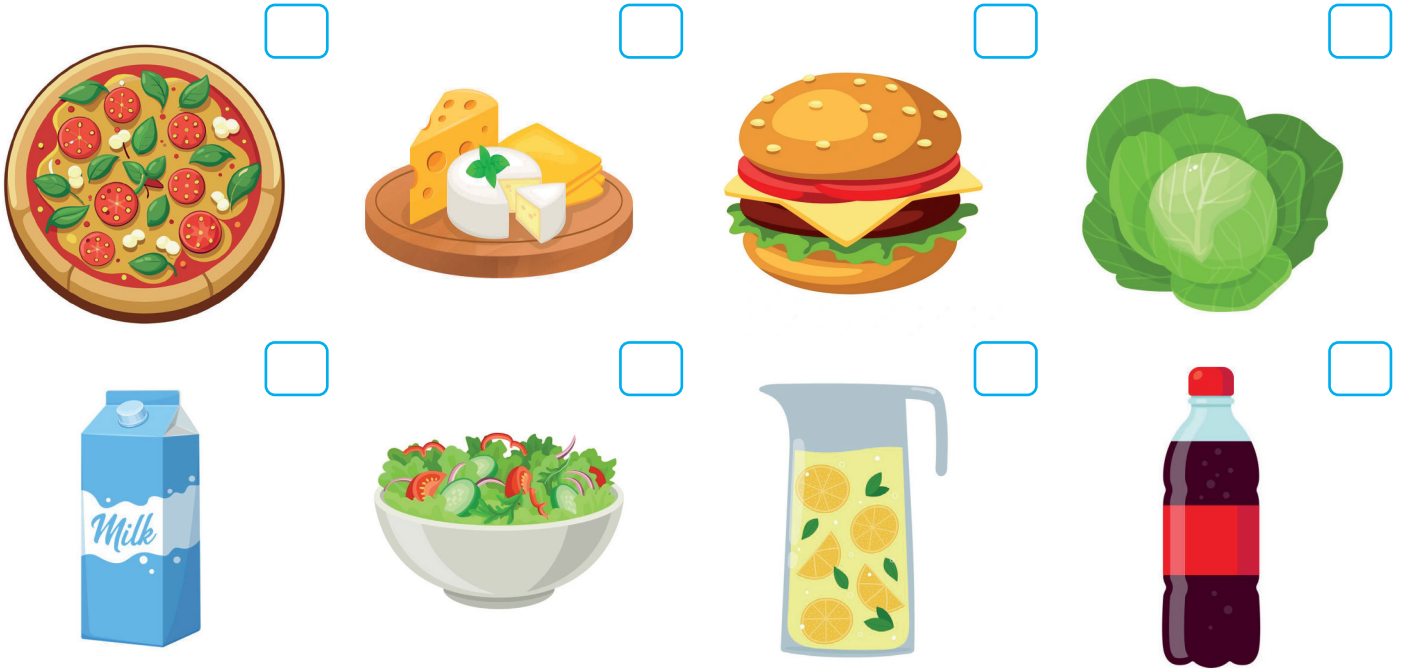
**Is she making brownies?**

- a) Yes, she is.
- b) No, she isn't.

## Listening

### Activity 1:

Listen to the story and write the numbers (1-4) in the correct order.



## Reading

### Activity 1: Read about A Healthy Lunch.

Sarah loves eating healthy food. Every day, she takes her lunch to school. Today, she is eating a sandwich with lettuce, tomato, and cheese. She is also drinking a glass of milk and eating a small apple pie. Her friend Jake is eating a hamburger, and French fries, and drinking a soda. Sarah tells Jake that fruits and vegetables help her stay strong. Jake says he will try to eat healthier food tomorrow.



**Activity 2:** Read the short passage and write true or false.

1. Sarah is drinking soda\_\_\_\_\_.
2. Jake is eating a salad\_\_\_\_\_.
3. Sarah is eating a sandwich\_\_\_\_\_.
4. Sara is eating apple pie\_\_\_\_\_.

**Activity 3:** Read the text again and select the correct answer.

1. **What is Sarah eating for lunch?**
  - a) Pizza
  - b) A sandwich, an apple pie, and milk
2. **What is Jake eating?**
  - a) French fries, a hamburger, and soda
  - b) Salad and fruit
  - c) Pasta and juice
3. **Why does Sarah eat fruits and vegetables?**
  - a) Because they are tasty
  - b) Because they help her stay strong
  - c) Because her teacher told her to

## Writing

**Activity 1:** Classify the healthy and unhealthy food through pictures.

**Healthy Food**

**Unhealthy Food**

**Activity 2:**

Write a short recipe about your favorite food.

Example: "First, cut tomatoes, lettuce, onion, add lemon and salt. Finally, mix the salad and eat."

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**Activity 3:**

Think about your birthday party and write a short paragraph considering the prompts given.



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**Vocabulary**

breakfast, dinner, coconut, coffee, cup, drink, eat, egg, fish, fries, glass, grape, hungry, juice, lunch, mango, meat, milk, pasta, rice, salad, sandwich, sausage, supper, tea, tomato, vegetable, water, watermelon, cake, pizza, soda.

**Grammatical structure:**

1. They are...
2. They are not
3. Are they?

**2. I like bananas**

**Verbs:** Prepare, make, drink, eat,

**Phrasal:** set the table, wash the dishes, pour the drinks, serve the food

**Connectors:** and, but, so

## Speaking

### Activity 1

Follow the food store chain. Use your imagination.

Are Lucas and  
Pedro eating  
pizza?

No, they aren't.  
They are eating  
hamburgers.



Follow the story with other foods words.



## My Project time

**Project time: Follow the instructions to create the "My Favorite Food Poster"**

### Step 1:

Create a poster about your family's favorite foods.

Choose 3-4 foods they like.

Pick foods that they love to eat such as: pizza, milk, french fries, salad, etc.

### Step 2:

Write sentences about each food.

For each food, write a sentence using the present progressive. For example:

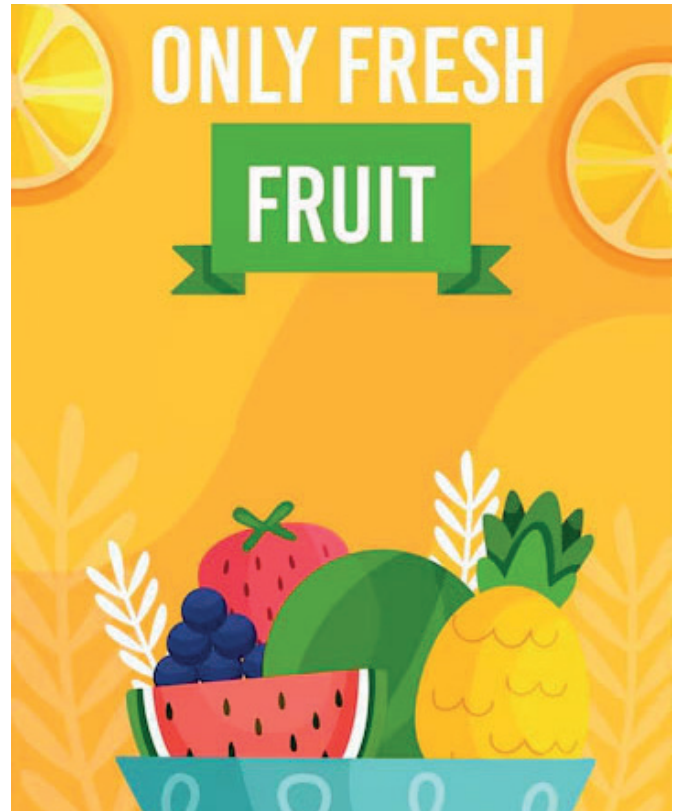
"They are eating pizza."

"They are drinking milk."

"They are not eating salad."

### Step 3:

Add a picture of each food item next to the sentences. You can draw the food or use printed pictures.



### Step 4: Display the posters

Practice asking and answering questions.

"Are they eating pizza?"

"Are they drinking milk?"

"Are they eating french fries?"

"Are they eating a salad?"

Your classmate will answer.

"Yes, they eating pizza."

"No, they are not eating salad."

# 8

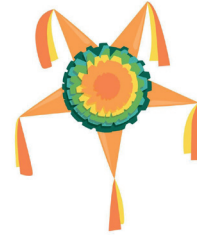
## Unit

### THE CONCERT

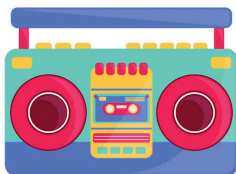
## Vocabulary and Grammar

### Activity 1

Match the word to the picture.



Poster  
band  
invitation  
decoration  
balloon  
fireworks  
presents  
food  
piñata  
candy  
cake  
candles  
stereo



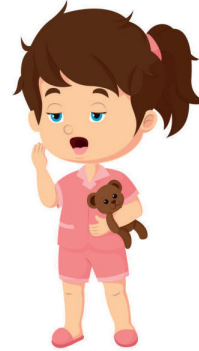
**Activity 2**

Look at the pictures and circle the right answer.



**Are you touching your ears?**

- a) Yes, I am.
- b) No, I'm not.



**Are you panting your eyebrows?**

- a) Yes, I am.
- b) No, I'm not.



**Are you touching your cheeks?**

- a) Yes, I am.
- b) No, I'm not.



**Are you coloring your eyebrows?**

- a) Yes, I am.
- b) No, I'm not.



**Are you touching your nose?**

- a) Yes, I am.
- b) No, I'm not.



**Are you touching your mouth?**

- a) Yes, I am.
- b) No, I'm not.

## Listening

**Activity 1:** Listen to the audio and complete the chart.

Person	Activity
Juan	
Mom	
Dad	
Friends	

## Reading

**Activity 1:** Read the text "Mia's Birthday Party"



Mia is preparing for her birthday party. She is decorating with balloons the dining room. Mia's mom is setting the table with plates, forks, and cups. Mia's little brother is decorating the wall with a "Happy Birthday" banner. Mia is very excited because her friends are coming to the party soon.

Mia is looking in the mirror. She is checking her hair and smiling. Her hair is beautiful, and her eyes are shining with excitement. She is also looking at her mouth and teeth. Mia is ready to have fun at the party with her friends and eat cake and candy.

**Activity 2:**

Read the questions and circle the correct answer according to the text.

**1. What is Mia doing for her birthday?**

- a) She is preparing for her birthday party.
- b) She is reading a book.

**2. What is Mia's mom doing??**

- a) She is setting the table with plates and cups.
- b) She is eating cake.

**3. What is Mia's little brother doing?**

- a) He is playing outside.
- b) He is decorating the wall.

**4. How does Mia feel?**

- a) She is angry.
- b) She is excited for the party.

**5. What is Mia checking in the mirror?**

- a) Her hair, mouth, and teeth.
- b) Her shoes

**6. What decorations are in the room?**

- a) Balloons and banners.
- b) Flowers and candles.

**Activity 3:**

Read the text and check the right character according to the activity.

Julio's birthday is coming soon, and everyone is helping to prepare for the party. Mary is decorating the house, while Juan and Richard are making a big, colorful poster. Julia is busy preparing delicious food, and Cesar is making fun masks with eyes, noses, and mouths for everyone to wear. Julio is practicing his dance with a big smile on his face. It will be a great celebration.

Activity	Julio	Cesar	Julia	Juan & Richard	Mary
Decorating the house					
Making a big, colorful poster					
Preparing delicious food					
Making fun masks with eyes, noses, and mouths					
Practicing his dance with a big smile					

## Writing

**Activity 1:** Read the e-mail invitation to Kenny.

**Dear Kenny,**

We are excited to invite you to Luca's Birthday Party! Everyone is working hard to make it special. We are designing beautiful posters and sending invitations to friends and family. The band is getting ready, and we are practicing some dance moves! Anna is preparing the decoration in the dining room.

At the party, we can wear colorful masks with eyes, ears, and eyebrows. Don't forget to show your best smile and enjoy some delicious cake!

We need your help to set the table and serve the food, so let's make this a fun celebration together!

**Activity 2:**

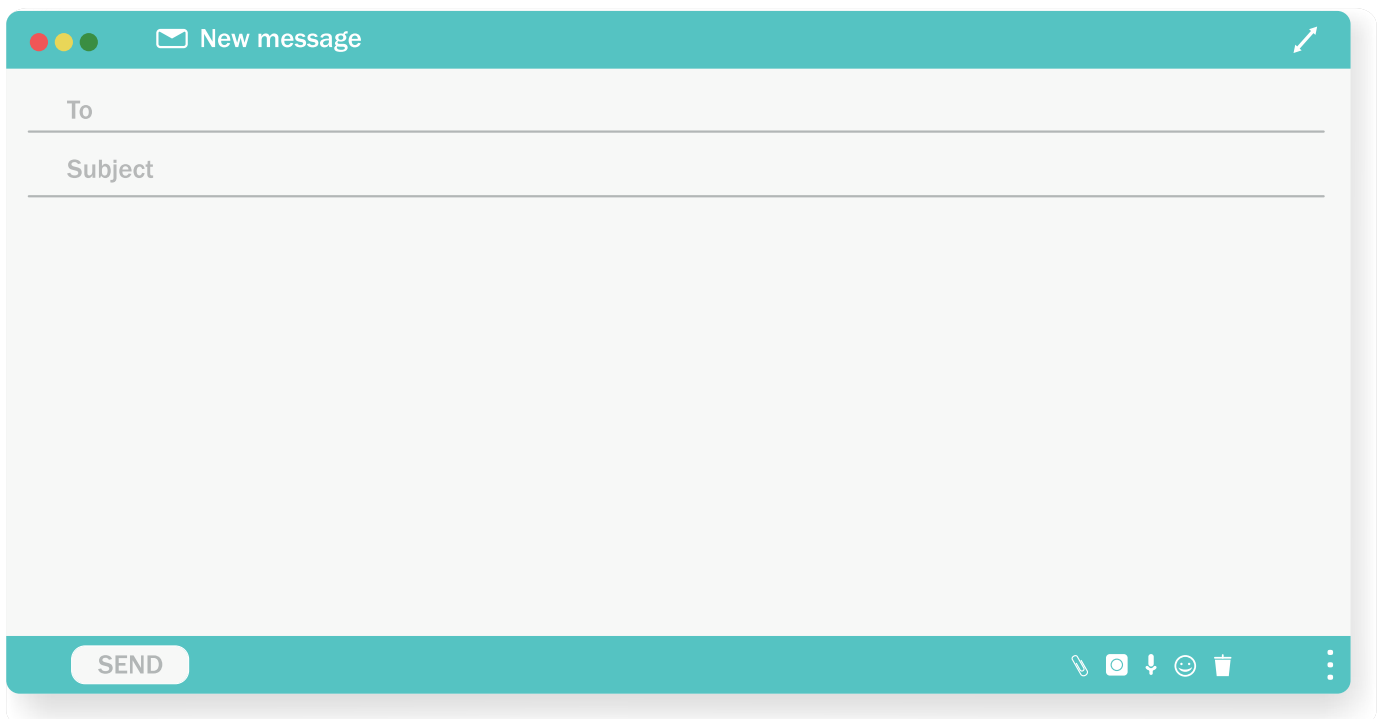
Read the email again and complete the sentences using the correct words:

Poster – invitation – band – decoration - masks – table - food

1. We are designing a beautiful \_\_\_\_\_ for the party.
2. The \_\_\_\_\_ is getting ready to play music.
3. Anna is preparing the \_\_\_\_\_ in the dining room.
4. We are sending an \_\_\_\_\_ to friends and family.
5. We are designing colorful \_\_\_\_\_ with eyes, ears, and eyebrows.
6. Don't forget to show your best smile and enjoy some delicious \_\_\_\_\_!
7. We need your help to set the \_\_\_\_\_ for the party.

**Activity 3:**

Write an e-mail invitation to a friend for your birthday.



The image shows a screenshot of an email composition window. At the top, there is a teal header bar with the text "New message" and a pencil icon on the right. Below the header, there are two input fields: "To" and "Subject". The main body of the email is a large, empty white area. At the bottom, there is a teal footer bar containing a "SEND" button on the left and several icons (paperclip, camera, microphone, smiley face, trash) on the right, along with a vertical ellipsis menu icon.

## Speaking

### Activity 1

Follow the food store chain. Use your imagination.



Ask other questions using the vocabulary and the grammatical structure of the unit.



## My Project time

### Step 1. Make a project

In groups

Think about most popular celebrations in the Nicaraguan country or in the world.

Choose one of them.



### Step 2. Write a Short Description:

Make a list of:

- Activities
- Clothes
- Food

You can use in the celebration.

Then, write a short description.  
Example: It's Brazil's festival. I am designing colorful masks.

You can use the grammatical structure of the unit or previous units.

### Step 3. Make a dialogue with the classmates in your group

Ask questions:

What are you doing?

I'm preparing for the Mayo Ya festival. I am practicing for the dance.

### Step 4. Present your project

Present your project and plenary.  
Then, you can show it to your family.

# 9

## Unit

### THE TIME

### Vocabulary and Grammar

#### Activity 1

Label the times of the day.

In the morning/ in the afternoon/ at noon/ in the evening/ at night/ at noon /early late /at midnight

\_\_\_\_\_

From 6 a.m to noon

\_\_\_\_\_

12 o'clock in the day

\_\_\_\_\_

From 9 p.m. to 6 a.m.

\_\_\_\_\_

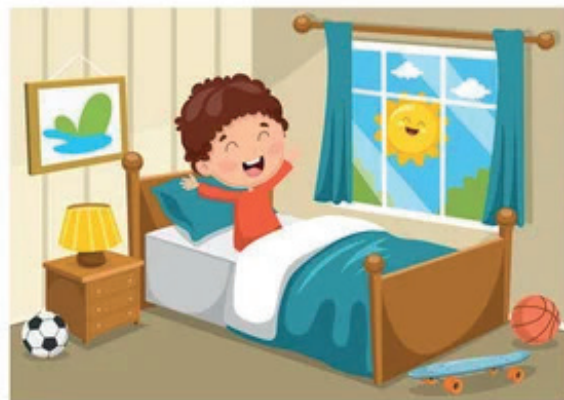
From noon to 6 p.m

\_\_\_\_\_

From 6 p.m. to 9 p.m.

\_\_\_\_\_

12 o'clock at night



**Activity 2**

Look at the clocks and write the correct time in words.



## Listening

**Activity 1:** Listen and order the Sentences from 1 to 5.

1. It's 9 o'clock. It's time to go to bed\_\_\_\_\_.
2. It's 8 o'clock. It's time to have breakfast\_\_\_\_\_.
3. It's 3 o'clock. It's time to do homework\_\_\_\_\_.
4. It's 7 o'clock. It's time for dinner\_\_\_\_\_.
5. It's 12 o'clock. It's time for lunch \_\_\_\_\_.

## Reading

**Activity 1:** Read the text "A Day in Leo's Life"



In the morning, at 6 o'clock, it's time to get up. Leo washes his face and gets dressed. At 7 o'clock, it's time for breakfast. He eats eggs and drinks orange juice.

At noon, at 12 o'clock, it's time for lunch. Leo eats a sandwich and drinks water. In the afternoon, at 3 o'clock, it's time to read. He practices numbers from 1 to 100 and writes in his notebook.

In the evening, at 7 o'clock, it's time for dinner. He eats spaghetti and salad with his family. At night, at 9 o'clock, it's time to go to bed. Leo is tired but excited for a new day.

**Activity 2:** Read the sentences and write True (T) or False (F).

1. \_\_\_ Leo wakes up at 7 o'clock.
2. \_\_\_ Leo drinks orange juice for breakfast.
3. \_\_\_ Leo eats a sandwich for lunch at noon.
4. \_\_\_ Leo practices writing numbers at 3 o'clock.
5. \_\_\_ Leo eats spaghetti for dinner with his friends.
6. \_\_\_ Leo goes to bed at 9 o'clock.

**Activity 3:** Complete the sentences using the correct time.

1. It's 6 o'clock. It's time to \_\_\_\_\_ .
2. It's 7 o'clock. It's time for \_\_\_\_\_ .
3. It's 12 o'clock. It's time for \_\_\_\_\_ .
4. It's 3 o'clock. It's time to \_\_\_\_\_ .
5. It's 9 o'clock. It's time to \_\_\_\_\_ .

## Writing

**Activity 1:** Put the words in the correct order to make sentences.

1. O'clock / 8 / It's / breakfast / time / for.

---

2. for / It's / 12 / lunch / time / o'clock / It's.

---

3. 3/ do / o'clock / It's / homework / It's / to / time.

---

4. to/ bed / It's / 9 / to / go / o'clock / time/ It's.

---

5. It's/ 7 / dinner / It's / for / time / o'clock.

---

**Activity 2:** Write sentences according to the time of the day.

Day	Morning	Afternoon	Evening	Night
Monday	It's time to wake up at _____.			
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

**Activity 3**

Write sentences using some of the words below.

Have lunch/ have breakfast/ have dinner/ get up/ do the chores/  
recess/ read a story/ go to the bed.

**Example:**



I have breakfast at  
seven o'clock.

---



I \_\_\_\_\_ at noon.

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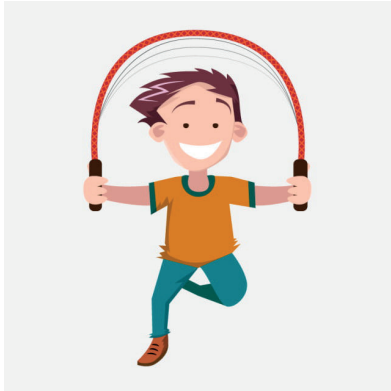


I \_\_\_\_\_ at six o'clock.

---

**Activity 3**

Complete the sentences using times of the day.



I have recess at \_\_\_\_\_.



I read a story at \_\_\_\_\_.



I get up at \_\_\_\_\_.



I go to bed at \_\_\_\_\_.

**Speaking**

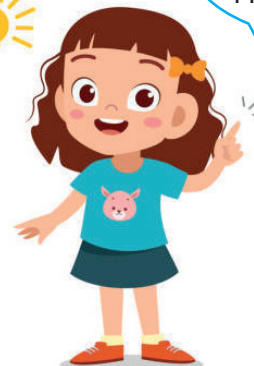
**Activity 1**

Follow the food store chain. Use your imagination.

What time is it?



It's time to have lunch.





## My Project time

Create a poster about a famous person's daily life.

### Step 1: Choose a famous person

Think of a celebrity or and athlete.

### Step 2: Organize his/her daily routine

- Write about what he/she does in the morning, noon, afternoon, evening, and night.

### Step 3: Draw your story

Add pictures to your poster and organize your ideas.

### Step 4: Present your poster

- Present your poster in class.



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