

Year 4

Activity Book

Discover, listen and try.



12 units · classroom edition

Learn with the matching lesson, recorded dialogue and interactive practice at learnspanishwithfrancis.com.

Name: _____

Class: _____

España y la cultura española

Name: _____ Date: _____

1. Read and understand

Hola, soy Leo. Miro un mapa de España. Madrid es la capital. Veo una bandera roja y amarilla. Me gusta la música.

1. ¿Qué mira Leo?

2. ¿De qué colores es la bandera?

3. ¿Qué le gusta a Leo?

2. Build an accurate sentence

1. España es un ____.

Spain is a country.

2. Madrid es una ____.

Madrid is a city.

3. La ____ es roja y amarilla.

The flag is red and yellow.

3. Repair the mistake

El bandera es roja.

España y la cultura española

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Point to Spain and tell a partner its capital.

Useful pattern: Learn a noun with its article: el mapa, la capital. Place names normally stand alone: España, Madrid.

5. Write your own message

Label a map with país, capital and bandera.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Describe another Spanish-speaking country using a map; say which facts you checked.

Teacher feedback

Saludos y mi nombre

Name: _____ Date: _____

1. Read and understand

Es por la tarde. Ana dice: «Buenas tardes. Me llamo Ana». Leo dice: «Hola, Ana. ¿Qué tal?». Ana dice: «Muy bien, gracias».

1. ¿Cómo se llama la niña?

2. ¿Cuándo hablan?

3. ¿Cómo está Ana?

2. Build an accurate sentence

1. ____ tardes.

Good afternoon.

2. Me ____ Inés.

My name is Inés.

3. Hasta ____.

See you later.

3. Repair the mistake

Me llamas Leo.

Saludos y mi nombre

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Greet a partner, exchange names and say goodbye.

Useful pattern: Me llamo introduces your name. ¿Cómo te llamas? asks one person their name.

5. Write your own message

Write a name badge and one greeting.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Write a four-line dialogue with two different greetings.

Teacher feedback

Instrucciones del aula

Name: _____ Date: _____

1. Read and understand

La profesora dice: «Abre el libro. Mira la página. Escucha y repite. Después, escribe tu nombre». Leo escucha y escribe.

1. ¿Qué abre Leo?

2. ¿Qué hace después de escuchar?

3. ¿Qué escribe?

2. Build an accurate sentence

1. ____ el libro.

Read the book.

2. ____ la puerta.

Close the door.

3. ____ tu nombre.

Write your name.

3. Repair the mistake

Escribe tú nombre.

Instrucciones del aula

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Give three safe classroom instructions for a partner to act out.

Useful pattern: An instruction tells one person what to do. Add por favor to make it polite.

5. Write your own message

Write two classroom signs with por favor.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Explain the difference between escucha and escucho with one example of each.

Teacher feedback

El alfabeto español

Name: _____ Date: _____

1. Read and understand

Me llamo Sol. Mi nombre tiene tres letras: ese, o, ele. Mi amigo se llama Iván. En España hay una letra especial: la ñe.

1. ¿Cuántas letras tiene Sol?

2. ¿Cómo se llama su amigo?

3. ¿Qué letra aparece en España?

2. Build an accurate sentence

1. Mi nombre empieza por ____.

My name starts with L.

2. La letra de España es la ____.

The special letter in España is ñ.

3. Sol se escribe ese, o, ____.

Sol is spelt S, O, L.

3. Repair the mistake

Espana tiene eñe.

El alfabeto español

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Spell your first name slowly for a partner.

Useful pattern: Letters have Spanish names. Ñ is a separate letter; it is not the same as n.

5. Write your own message

Write your name and the Spanish names of its letters.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Compare n and ñ in año and piano; explain why removing the tilde changes a word.

Teacher feedback

Números y edad

Name: _____ Date: _____

1. Read and understand

Me llamo Sara y tengo nueve años. Mi hermano tiene cinco años. En mi mochila hay dos libros y tres lápices.

1. ¿Cuántos años tiene Sara?

2. ¿Cuántos años tiene su hermano?

3. ¿Cuántos libros hay?

2. Build an accurate sentence

1. Tengo ____ años.

I am eight years old.

2. Dos más tres son ____.

Two plus three is five.

3. Tengo ____ años.

I am twelve years old.

3. Repair the mistake

Soy nueve años.

Números y edad

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Ask a partner their age and repeat their answer.

Useful pattern: Spanish says tengo nueve años, literally I have nine years. Ask ¿Cuántos años tienes?

5. Write your own message

Write your age and two number sums in Spanish.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Describe the ages of three imaginary people using tengo and tiene.

Teacher feedback

Los colores

Name: _____ Date: _____

1. Read and understand

Tengo una mochila azul. Dentro hay un libro rojo y una regla verde. Mi camiseta es amarilla. Me gusta el arcoíris.

1. ¿De qué color es la mochila?

2. ¿Qué es rojo?

3. ¿De qué color es la camiseta?

2. Build an accurate sentence

1. La casa es ____.

The house is red.

2. El libro es ____.

The book is green.

3. La mochila es ____.

The schoolbag is purple.

3. Repair the mistake

La camiseta es rojo.

Los colores

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Point to three classroom objects and say their colours.

Useful pattern: Some colours change to match a noun: rojo/roja. Azul and verde do not change for gender.

5. Write your own message

Label three drawn objects with a noun and a colour.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Describe one object and then several: un libro rojo, dos libros rojos.

Teacher feedback

Números del 20 al 50

Name: _____ Date: _____

1. Read and understand

En la clase hay veintidós sillas y treinta libros. Tenemos cuarenta lápices. Hoy usamos veinte lápices.

1. ¿Cuántas sillas hay?

2. ¿Cuántos libros hay?

3. ¿Cuántos lápices usamos hoy?

2. Build an accurate sentence

1. Treinta más dos son ____.

Thirty plus two is thirty-two.

2. Cuarenta menos uno son ____.

Forty minus one is thirty-nine.

3. Cincuenta menos uno son ____.

Fifty minus one is forty-nine.

3. Repair the mistake

Hay treinta dos libros.

Números del 20 al 50

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Play number bingo with a partner from 20 to 50.

Useful pattern: Join tens and units with y after thirty: treinta y dos. Veintiuno to veintinueve are one word.

5. Write your own message

Write four classroom quantities in words.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Write a number riddle using más and menos and explain your answer.

Teacher feedback

La fecha y los cumpleaños

Name: _____ Date: _____

1. Read and understand

Hoy es lunes, tres de mayo. El cumpleaños de Ana es el cinco de mayo. Su fiesta es por la tarde. Ana tiene nueve años.

1. ¿Qué día es hoy?

2. ¿Cuándo es el cumpleaños de Ana?

3. ¿Cuándo es la fiesta?

2. Build an accurate sentence

1. Mi cumpleaños es el dos de ____.

My birthday is on the second of June.

2. Hoy es ____.

Today is Tuesday.

3. El mes después de abril es ____.

The month after April is May.

3. Repair the mistake

Mi cumpleaños es cinco mayo.

La fecha y los cumpleaños

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Ask and answer when your birthday is.

Useful pattern: Use el + number + de + month. Days and months start with a lower-case letter in Spanish.

5. Write your own message

Make a birthday invitation with a date.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Write three dates, then explain why mayo has a lower-case initial.

Teacher feedback

La pequeña oruga glotona

Name: _____ Date: _____

1. Read and understand

Una oruga pequeña tiene hambre. Hay una manzana y dos peras. La oruga come la manzana. Después descansa. Ahora vemos una mariposa grande.

1. ¿Quién tiene hambre?

2. ¿Cuántas peras hay?

3. ¿Qué vemos al final?

2. Build an accurate sentence

1. Hay dos ____.

There are two pears.

2. La oruga ____ fruta.

The caterpillar eats fruit.

3. La mariposa es ____.

The butterfly is big.

3. Repair the mistake

Hay dos pera.

La pequeña oruga glotona

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Retell the mini-story with gestures and three key words.

Useful pattern: Hay means there is or there are. Use a number before a plural noun: dos peras.

5. Write your own message

Draw and label three moments in the mini-story.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Write a new four-sentence insect story with primero and después.

Teacher feedback

Mi familia

Name: _____ Date: _____

1. Read and understand

Esta es mi familia imaginaria. Mi hermana se llama Lola y tiene seis años. Mi abuelo se llama Paco. Mis primos viven en Madrid.

1. ¿Cómo se llama la hermana?

2. ¿Cuántos años tiene Lola?

3. ¿Dónde viven los primos?

2. Build an accurate sentence

1. ___ prima se llama Eva.

My cousin is called Eva.

2. ___ abuelos viven en Madrid.

My grandparents live in Madrid.

3. Mi hermano se ___ Leo.

My brother is called Leo.

3. Repair the mistake

Mi abuelos viven en Madrid.

Mi familia

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Introduce two people from a real or imaginary family.

Useful pattern: Mi describes one thing or person; mis describes more than one. You may describe an imaginary family.

5. Write your own message

Draw a family of your choice and label three people.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Describe two relatives using mis and add one detail about each.

Teacher feedback

En la granja

Name: _____ Date: _____

1. Read and understand

En la granja hay una vaca, dos cerdos y tres gallinas. La vaca es blanca. Un perro negro corre. Las gallinas ponen huevos.

1. ¿Cuántos cerdos hay?

2. ¿De qué color es la vaca?

3. ¿Qué animal corre?

2. Build an accurate sentence

1. Hay ___ vaca.

There is a cow.

2. Hay dos ___.

There are two rabbits.

3. Hay ___ gallinas.

There are some hens.

3. Repair the mistake

Hay un vaca.

En la granja

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Describe a farm picture for your partner to draw.

Useful pattern: Use un or una for one animal and unos or unas for some. Learn the article with the animal.

5. Write your own message

Draw a farm and write three hay sentences.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Use un, una, unos and unas with four different animals.

Teacher feedback

El verano y las vacaciones

Name: _____ Date: _____

1. Read and understand

En verano voy a la playa con mi familia. Hace sol. Nado en el mar y como un helado. Mi hermana juega en la arena.

1. ¿Adónde va la familia?

2. ¿Qué tiempo hace?

3. ¿Qué hace la hermana?

2. Build an accurate sentence

1. Me gusta ____.

I like swimming.

2. Voy a la ____.

I go to the mountains.

3. Me gusta ____.

I like travelling.

3. Repair the mistake

Me gusta nado.

El verano y las vacaciones

4. Listen, then speak

Open this unit's Listen & speak activity for the recorded dialogue. Listen twice, then try it with a partner.

Tell a partner two things you like doing in summer.

Useful pattern: Use a verb to say what you do: nado. Me gusta + infinitive says what you like doing.

5. Write your own message

Write a postcard with a place, a weather phrase and an activity.

Check your work

- ☐ My message answers the task.
- ☐ My nouns and verbs agree.
- ☐ I checked accents, ñ and punctuation.

6. Extra challenge

Expand your postcard with y, pero and an extra detail.

Teacher feedback
