AP Spanish Summer Assignment

Hartland High School

Summer 2015

¡Felicitaciones! It is commendable that you have chosen to continue your study of Spanish through the AP level. As you know, the purpose of this course is to have you ready to excel on the AP Spanish Language Exam, which will be administered in May of 2016.

The AP Spanish Language Exam is designed to test your skills in order to see how well they meet the skill levels that one would expect to find in a third year college class. The exam will test all of the major language skills: reading comprehension, writing skills, speaking ability, and listening comprehension, in addition to general cultural knowledge of the Hispanic world. The summer assignment for this class integrates the use of technology while maintaining the integrity of language acquisition through real-life experiences.

**Required Summer Assignments:**

1. **Speaking:** (Refer to A) There are two requirements for this part of the assignment. You will need to record yourself and save it as a MP3 file or voice memo from your phone. You will need to submit this to me via email.

2. **Informal Writing:** (Refer to B) There are two requirements to this part of the assignment. This part is intended to reinforce advanced grammar structures in the target language. Respond to each of the prompts

in 8-10 sentences. You will need to submit this to me via email.

3. **Listening and Writing:** (Refer to C) There are two requirements to this part of the assignment. You

will need to watch and/or listen to a Spanish program or broadcast. Respond to the broadcast by writing

eight to ten sentences. State your opinion and draw comparisons to your own personal experiences. You

will need to submit this to me via email.

4. **Reading: (Refer to D)** Visit the website: http://cvc.cervantes.es/aula/lecturas/. Select one reading from the intermediate level and one reading from the advanced level. Complete all activities for the reading. Submit all work with the title of the story. You will need to submit this to me via email.

**Honor Code**

College students are required to abide by an honor code that forbids them from cheating, lying and stealing, both within the academic world and as members of the college community. I expect the same commitment to honor from you, as a member of a college-level course. What this means is that you are expected to complete all assignments on your own, ***without consulting native-speakers or translation devices of any kind.*** Your work should represent what you are capable of doing using as resources *your mind, grammar books or notes and a dictionary*. If you are not sure about how to utilize an original source without plagiarizing, please see me and I can give you tips. I do not expect your production of Spanish to be without error at this level. Translation devices are prohibited at all times. No one may EVER proof-read your work, suggest changes to your work or make changes to your work unless I have specified these activities within the parameters of peer evaluation.

**A: Speaking in Spanish:**

**#1**

1. ***Watch*** a broadcast or video in Spanish. Taking notes is a good idea.

2. Research some information (in Spanish) that corresponds to the topic. You may find an article on one of the internet sites listed under resources or from a traditional printed source such as a newspaper or magazine.

3. Reflect and then compare the **video** source with your **written** source.

4. Make a 90 second to 2 minute recording in Spanish telling about what you saw and read. Integrate information from both sources in your recording.

**#2**

1. ***Listen*** to a broadcast in Spanish. Taking notes is a good idea.

2. Research some information (in Spanish) that corresponds to the topic. You may find an article on one of the internet sites listed under resources or from a traditional printed source such as a newspaper or magazine.

3. Reflect and then compare the **broadcast** source with your **written** source.

4. Make a 90 second to 2 minute recording in Spanish telling about what you heard and read. Integrate information from both sources in your recording.

**B: Informal Writing:**

**#1**

Write an email to a friend in Spanish telling him what you did last weekend. Pay attention to the use of the preterite and imperfect. Write 8-10 sentences. Be sure to use appropriate expressions, courtesy, and letter format. Include the appropriate greetings and farewells. Refer to the resource section for sites to help you with the format. Type your letter.

**#2**

Write a letter to the editor of the local newspaper. Imagine that you are responding to an editorial that you read in the local paper that was entitled, “Los jóvenes de hoy no tienen disciplina.” (“Today’s youth have no discipline.”) Write 8-10 sentences. Be sure to use appropriate expressions, courtesy, and letter format. Include the appropriate greetings and farewells. Refer to the resource section for sites to help you with the format. Type your letter.

**C: Listening and Writing:**

Watch or listen to **two** different news programs or TV shows in Spanish. For each program, think about what you saw or heard, and then write 8-10 sentences in good Spanish telling what the broadcast was about. Include your opinion and compare it to one of your personal experiences. You can use the websites listed to find programs. Include the web address of the sites you choose. Type your responses.

**D: Reading:**

**#1**

 Visit the website: http://cvc.cervantes.es/aula/lecturas/ Choose one reading from the intermediate level. Complete all of the activities for that reading (most have 4); you may want to practice by reading from the beginner level; Make a list of any vocabulary words that are new to you with their definitions in Spanish. Turn in the assignment with the title of the story.

**#2**

 Visit the website: http://cvc.cervantes.es/aula/lecturas/ Choose one reading from the advanced level. Complete all of the activities for that reading (most have 4); Make a list of any vocabulary words that are new to you with their definitions in Spanish. Turn in the assignment with the title of the story.

AP Spanish Summer Assignment

Hartland High School

Summer 2015

\_\_\_\_\_ I have read and understand the assigned summer assignments for the AP Spanish Language Course at Hartland High School. I understand the first part of the assignment\* is due to Sra. Szabo on or before **July 30** and the remainder is due on the first day of class.

\_\_\_\_\_ I understand that if I do not turn in the assignment, I will receive a zero for each item that is

missing.

\_\_\_\_\_I understand that Sra. Szabo may be contacted by email at amyszabo@hartlandschools.us if I am in need of assistance and/or clarification of my assignment.

 \_\_\_\_\_ I understand the Honor Policy as described on the Summer Assignment Handout and I agree to abide by its terms for the summer assignments and during the 2015-2016 school years.

\_\_\_\_\_I agree to take the AP Spanish Language Exam in May 2016.

Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Each of the components of the AP Spanish Language assignment has two parts

**\*Assignment Part 1** -- One selection from each of the parts, A, B, C, and D is due on or before 7/30

I prefer that you email all work to me, but you may bring it into the HHS front office and leave it with the secretary if needed.

 \*\*Remember that one of the parts includes an MP3.You may leave a CD recording for part A if needed.

An AP Spanish student should be familiar with the tenses listed below. He/she should know how to form each tense as well as when to use each one. The following web sites may be used to practice these grammar points. This is not a required assignment.

www.quia.com

www.conjuguemos.com

www.studyspanish.com

Grammar Point

1. Present Tense

2. Preterit Tense

3. Imperfect Tense

4. Present Perfect/Pluperfect (past perfect)

5. Ser vs. Estar

6. Progressive Tenses (Present/Imperfect/Future)

7. Present Subjunctive

8. Present Perfect Subjunctive

9. Imperfect Subjunctive

10. Pluperfect (past perfect)Subjunctive

11. Commands

12. Other Uses of Subjunctive

13. Future/Future Perfect

14. Conditional/Conditional Perfect

15. Por vs. Para

16. Words that Confuse

***Other Helpful Websites***

These first three sites are easily accessed from each other. They provide direct links to television, radio, and

newspapers from many locations throughout the Spanish-speaking world.

http://broadcast-live.com/television/spanish.html

http://newspaper-world.com/language/spanish.asp

http://broadcast-live.com/latinamerica.html

These sites offer great support for writing in Spanish. Rules for punctuation, capitalization, etc. are included here along with helpful vocabulary lists.

http://spanish.about.com/od/writtenspanish/Write\_in\_Spanish.htm

http://www.spanish.sbc.edu/writing\_guide.html

http://www.fsu.edu/~modlang/sp-cai/coursesite/LetterVocab.htm

***Success on the AP Spanish Exam***

The AP Spanish Language Exam is a 3 hour skill-based exam testing your abilities and proficiency in Spanish. It is ***not*** a knowledge-based exam like most other AP exams. You will be expected to integrate all four of your skills in listening, speaking, reading and writing. Familiarize yourself with the AP Spanish Language Exam Format included in this packet The exam assumes and demands critical, integrated expression in Spanish.

Now that you have decided to take the course, here are some recommendations for things to do over the summer and during the school year to help prepare you. These are in addition to your assignments and school activities.

1. Subscribe to or borrow a Spanish publication and read it as much as possible. Some possible choices include

People Magazine en Español, Reader’s Digest en Español, Hola, or other such publications. Car magazines, fashion magazines, etc. are all good alternatives. It is essential to do some reading and to be exposed to Spanish publications.

**2**. You can also go on the internet and read articles in Spanish such as on-line newspapers, magazines, and web

sites. Many search engines are available in Spanish (www.google.com.mx). If you click on or type “video” at www.Yahoo.com or www.Google.com, you can find videos in Spanish that will help with visual, audio and gestures in Spanish.

3. Have some regular contact with Univisión or other Spanish programming on television or video. I recommend watching news programs such as “Primer Impacto,” or “Noticiero.” You will see and hear speakers from all of the Spanish-speaking countries. “Tu Desayuno Alegre,” is a morning talk show with music videos. There are soap operas, “Telenovelas,” if that interests you. Be careful! You might become hooked on the telenovelas! ☺ Additionally, there are many different game shows. You will need frequent contact over the summer with Spanish language and cultures.

4. Videos and DVDs are excellent resources, too, for listening to Spanish. While watching your favorite DVD this summer, select to hear or watch your DVD in the Spanish language. Watch the program and jot down some words or things you don’t understand or want to learn then. You probably will not understand everything, but over time your understanding will increase. Another option is to tape a show, then pick a 3-5 minute segment and keep rewinding it, working with it until you get most of what is going on. You might like working with music videos or commercials when you do this at first.

5. Seek out opportunities to listen to “live” Spanish. You can help others while helping yourself. Speak Spanish with family, friends, and coworkers. You may be surprised at how many people in this area speak Spanish.

6. Listen to Spanish music. Visit local music shops, department stores or download songs from the internet. You may even want to consider podcasts available in Spanish. There are some designed to teach Spanish as well as some for entertainment.

¡Qué te diviertas y buena suerte!

By A. Szabo; Adapted from York County Public Schools, 2008

**AP SPANISH LANGUAGE & CULTURE**

The exam is approximately 3 hours long and includes:

* a 95 minute multiple-choice section (50 % of grade)
* an 85 minute free-response section. (50 % of grade)

**Section I: Multiple Choice**

**Part A: Interpretive Communication**: Print Texts — 30 questions; approximately 40 minutes

* This section consists of a variety of authentic print materials (e.g., journalistic and literary texts, announcements, advertisements, letters, charts, maps, and tables). You will respond to questions about these authentic materials that ask for main ideas and supporting details, questions about the meaning of vocabulary words in context, as well as questions that ask you about the author’s point of view or the target audience.

**Part B: Interpretive Communication**: Print and Audio Texts (combined), followed by Audio Texts: 35 questions, approximately 55 minutes.

* This section consists of a variety of authentic audio materials, including interviews, podcasts, public service announcements, conversations, and brief presentations. This section is divided into two subsections. The first subsection includes audio texts that are paired with print materials; the second consists solely of audio texts. You will have time to read a preview of each selection and skim the questions before listening to the audio. All audio texts will be played twice.

You are encouraged to take notes during this part of the exam and are given writing space for that purpose. Your notes will not be graded.

**Total scores on the multiple-choice section are based on the number of questions answered correctly. Points are not deducted for incorrect answers and no points are awarded for unanswered questions.**

**Section II: Free Response** — Approximately 85 minutes

**Interpersonal Writing: Email Reply**

You read an email and write a reply in which you must respond to questions and provide requested information. You have15 minutes to read the email and respond to it. This task is worth 12.5% of the final exam grade.

**Presentational Writing: Persuasive Essay**

You are given an essay prompt and three authentic sources (an article, a chart, graph, or table, and an audio source) which represent different points of view about the topic of the prompt. You then prepare and write a persuasive essay in which you state your point of view and integrate information from the three sources to support your perspective.. You have approximately 55 minutes to interpret the sources and write your essay. You have access to the print sources and your notes from the audio source while you write your essay. This task is worth 12.5% of the final exam grade.

**Interpersonal Speaking: Conversation**

You are given an outline of a conversation. You then engage in the conversation by responding to five prompts. You have 20 seconds for each response. This task is worth 12.5% of the final exam grade.

**Presentational Speaking: Cultural Comparison**

You are given one prompt about a cultural topic. You prepare and then present an oral presentation in which you compare and contrast perspectives or attitudes about this cultural topic in your own community with those in a Spanish-speaking community with which you are familiar. You have 4 minutes to read the prompt and prepare your answer, and 2 minutes to present and record your presentation.. This task is worth 12.5% of the final exam grade.

**The AP Spanish Language and Culture course is structured around six themes:**

1. Global Challenges/Los desafíos mundiales

* Economic Issues / Los temas económicos
* Environmental Issues / Los temas del medio ambiente
* Philosophical Thought and Religion / El pensamiento filosófico y la religión
* Population and Demographics / La población y la demografía
* Social Welfare / El bienestar social
* Social Conscience / La conciencia social

2. Science & Technology/La ciencia y la tecnología

* Access to Technology / El acceso a la tecnología
* Effects of Technology on Self and Society / Los efectos de la tecnología en el individuo y en la sociedad
* Health Care and Medicine / El cuidado de la salud y la medicina
* Innovations / Las innovaciones tecnológicas
* Natural Phenomena / Los fenómenos naturales
* Science and Ethics / La ciencia y la ética

3. Contemporary Life/La vida contemporánea

* Education and Careers / La educación y las carreras profesionales
* Entertainment / El entretenimiento y la diversión
* Travel and Leisure / Los viajes y el ocio
* Lifestyles / Los estilos de vida
* Relationships / Las relaciones personales
* Social Customs and Values / Las tradiciones y los valores sociales
* Volunteerism / El trabajo voluntario

4. Personal & Public Identities/Las identidades personales y públicas

* Alienation and Assimilation / La enajenación y la asimilación
* Heroes and Historical Figures / Los héroes y los personajes históricos
* National and Ethnic Identities / La identidad nacional y la
* identidad étnica
* Personal Beliefs / Las creencias personales
* Self-Image / La autoestima

5. Families and Communities/Las Familias y las comunidades

* Customs and Values / Las tradiciones y los valores
* Education Communities / Las comunidades educativas
* Family Structure / La estructura de la familia
* Global Citizenship / La ciudadanía global
* Human Geography / La geografía humana
* Social Networking / Las redes sociales

6. Beauty & Aesthetics/La belleza y la estética

* Architecture / La arquitectura
* Defining Beauty / Definiciones de la belleza
* Defining Creativity / Definiciones de la creatividad
* Fashion and Design / La moda y el diseño
* Language and Literature / El lenguaje y la literatura
* Visual and Performing Arts / Las artes visuales y escénicas