Dear AP Spanish Language Student,

Welcome to AP Spanish Language! Obviously, our goal next year is to become proficient in Spanish and then enjoy success on the AP exam in May. In order to help get us there, I have asked current and past AP Spanish students how to best assist students in making the transition into AP Spanish. The feedback has overwhelmingly been to continue providing opportunities for students to practice and use their Spanish language skills over the summer. Therefore, I have decided to help students prepare for next year by having you complete a portfolio of grammar, reading, listening and writing tasks to be done throughout the summer. It will be your responsibility keep up with the assignments and pace yourself accordingly. If you are serious about AP Spanish and/or achieving fluency, this is the only way to prepare.

Summer practice objectives:

- TO KEEP YOUR VERB USAGE CURRENT AND PRECISE WHILE USING IT IN CONTEXTUALIZED WRITING
- TO IMPROVE YOUR READING SKILLS
- TO INCREASE CONFIDENCE IN UNDERSTANDING SPOKEN SPANISH

There are five installments of summer practice, which will take you approximately 3 hours each to fully and correctly complete. All of the pertinent information can be found on my website. Familiarize yourself with it, as it will be a valuable resource throughout the summer as well as the course.

The assignments will be worth a total of 100 points, which will equal roughly 10% of your first quarter grade. The only one which I will require you to turn in during the summer is your first article reaction so that I may give you feedback on how you did and suggestions for moving forward.

You will also keep a practice log of the verb tense exercises you complete online before writing the journal entries. The first day of school (August 18th), you will turn in the verb tense practice log, all journal entries, article reactions and podcast notes/vocab. You may earn up to 25 points (academic practice) for overall effort (this includes timeliness). For the remaining 75 points (academic achievement), I will randomly choose 2 journal entries, an article reaction and notes/vocab from one podcast and grade them for accuracy.

In this packet you will find: Bi-weekly assignments, how to write an article reaction, how to take notes on a podcast, a list of verb tense exercise websites and practice log, and a list of most common errors in Spanish.

¡Buena suerte! And don't hesitate to get in touch with me via email with any questions.
PORTFOLIO DEL VERANO: Cada dos semanas, completarás varias tareas para repasar y mejorar tu conocimiento de la lengua española. A continuación encontrarás una explicación detallada del trabajo. Es absolutamente necesario que completes las tareas para estar preparado/a para la clase de AP Prep en agosto. Por favor, no uses traductores en línea, solo diccionarios (o wordreference.com) si no sabes una palabra. Usar un traductor no es aceptable de ninguna manera y no te ayuda para prepararte. In other words, I WILL NOT TOLERATE students cheating by using online translators and you WILL RECEIVE A ZERO and possibly BE DROPPED FROM THE COURSE. PLEASE KNOW THIS IS SERIOUS.

Entradas de diario (journal entries): Escribe una respuesta de por lo menos 100 palabras para cada tema (hay 2) usando la forma gramatical indicada. Deberías repasar los tiempos verbales primero (usa los sitios en línea que hay en el registro de práctica [practice log]).

Escuchar: Escucha tres podcasts en el sitio www.notesinspanish.com. Son de aproximadamente 10 minutos cada uno. Deberías escuchar varias veces para entender el mensaje (es buena idea trabajar con un(a) compañero/a de clase). Luego, escribe una lista de 20 de los puntos más importantes del podcast y una lista de 10 palabras nuevas (ve las instrucciones, “Notes in Spanish”).

Leer: Lee los dos artículos indicados. No tienes que entender cada palabra, solo las ideas generales. Usa www.wordreference.com para buscar palabras que no sepas. Luego, escribe una reacción de aproximadamente 200 palabras del artículo (ve las instrucciones “How to write a reaction paper”).

Ahora - June 18
Entradas de diario:
  Presente ¿Por qué tienen algunos adolescentes problemas de comunicación con sus padres?
  Presente perfecto Imagina que tienes 50 años y todavía vives en Green. ¿Cómo ha cambiado todo?


June 19 – July 2
Entradas de diario:
  Pretérito ¿Qué aprendiste en tus clases el año pasado?
  ¿Qué hiciste durante tus últimas vacaciones?

July 3 – 16

Entradas de diario:

**Imperfecto** Entrevista a tus padres. Cuando ellos tenían tu edad, ¿cómo eran? ¿Qué hacían?

**Imperfecto vs. pretérito** Describe la última película que viste o el último libro que leiste.


July 17 – July 30

Entradas de diario:

**Mandatos informales y formales** Escribe un diálogo entre un jefe y un empleado en el cual el jefe le da muchos trabajos al empleado.

**El presente del subjuntivo** ¿Qué son tus deseos y esperanzas para el futuro del mundo?

Reacción: *EEUU tendrá otro rostro en 30 años* [http://www.bbc.co.uk/mundo/noticias/2012/05/120517_euuu_minoria_blanca_jgc.shtml](http://www.bbc.co.uk/mundo/noticias/2012/05/120517_euuu_minoria_blanca_jgc.shtml)

July 31 – August 18 (1er día de clases)

Entradas de diario:

**Condicional** ¿Cuáles serían las ventajas y las desventajas de ser único hijo o única hija en la familia? Empieza con, “Si yo fuera único hijo / única hija, podría…”

**Futuro** ¿Cómo será la educación en 100 años?


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**Keyboard Codes for Spanish Characters**

1) Be sure that “NumLock” is on (top left-hand corner of number pad).
2) Hold down the “Alt” key and type in the corresponding code on the number pad.
3) On a laptop, use the function key (“Fn”) in addition to the “Alt” key.

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<td><strong>July 13 - 26</strong>&lt;br&gt;Imp v. pret. &lt;br&gt;<strong>Preterite and imperfect tenses</strong> Basic pret. vs. imp. practice. Read through explanations, then click on &quot;basic quiz&quot; on your left.</td>
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<td>Formal commands &lt;br&gt;This may be a new (or old and dusty) topic for you. Be sure to read over the explanation before clicking on &quot;basic quiz&quot;</td>
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<td>Nosotros commands Read the explanation to review this Spanish 3 concept, then click on &quot;basic quiz&quot;</td>
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Reaction papers
Approximately 200 words

Objective: Write a reaction to the ideas, issues, and information you encountered in the reading. A reaction is not simply a summary of the content of the readings or a log of your experiences; it is a synthesis of your significant ideas which were generated by the readings. Please note: Reaction papers turned in with only summary and no personal reflection are not satisfactory and will not be accepted. Describe the important, useful or interesting ideas you found. This includes a discussion of any assumptions or trends in the reading with which you disagree or concur.

Questions to consider while reading and before writing your reaction:

1. What is most significant to you about this topic? (This could include new information, new insights, or information you are hesitant to accept.) Why is it significant to you?

2. Do you think the information in the reading will change what you will think or do in the future? (If so, how?) Give your reasons for change (or lack of thereof).

Tips for writing your reaction:
1) Do not merely summarize
   Ideas to avoid this pitfall:
   · Stress topic sentences in your paragraphs—make sure that each paragraph has a point to make, that it's not just summarizing the article.
   · Limit your summary to a single short paragraph in the beginning of your reaction
   · Assume that your reader has already read the article, and that you don't want to waste the reader's time with what he or she already knows.

2) Personal Sharing
   Inclusion of personal "I" messages (e.g., "I think.... I feel.... I like.... I want...."). These messages should be directly related to yourself, rather than concerning others.

3) Coherence
   Clarity, spelling, punctuation, and grammar; the reaction papers do need to be understandable, your points need to be clearly stated.

4) Keep in mind what I’m looking for:
   Insight (how does this fit for how you are feeling and thinking)
   Mechanics (grammar/spelling/clarity/length)
   Evidence (that you read and understand the article)
   References (to the reading or to personal experience)

Important note about writing for accuracy: Some of you are going to be tempted to Google-translate a phrase you don’t know how to say. DON'T. I know what you’ve been taught and I don’t expect you to be able to use complex verb phrasing yet. Work with what you know, and don’t worry about whether it's perfect or not. I'm just expecting you to work to your potential.
**Objective:** Listen to and generally understand intermediate-level podcasts recorded by a native-speaker from Spain (Marina) and her English-born husband (Ben). Notes in Spanish podcasts were recorded by this couple to discuss and present various cultural aspects of Spain and the language to learners of the Spanish language.

**My rationale:** According to past students, this is the most important practice you will do to build your listening comprehension skills all year. While you will not be able to understand every detail, try to get the gist of what’s going on in their conversations. Plan to listen several times—that includes pausing and re-listening to sections which may give you trouble. We will complete podcasts every other week throughout the fall, so it’s a good introduction to this important listening practice!

**Instructions:**

**Important note:** NEVER plan on completing this in one sitting. Listening to and comprehending the podcasts so that it’s a valuable and worthwhile exercise should take place in short segments over several days. I suggest you work each one over a course of 4-5 days and plan on listening to each one 8-10 times. They can be downloaded from the iTunes store.

1) Listen to the podcast completely through the first time (they are about 10 minutes in length). Do not be working on anything else. Simply focus on the thread of the conversation and try to understand the basic idea.

2) Listen to the first minute or so and jot down (in Spanish! Always in Spanish!) what you hear them saying. You can do this word for word or you can paraphrase/summarize. Find what works for you. Do the same with each minute, but do not work on it for long amounts of time. See and follow my important note above!

3) You may be tempted to “Get the worksheets”. Don’t. The whole purpose of this exercise is to build your listening comprehension skills. And while at first it might feel like you’re blindfolded in a corn maze, you will find your way out! But only if you stick with it!

4) **Apuntes.** Try to make as many notes as possible about their conversation. Shoot for 20 items/points to list per podcast. The important thing is that you try your best over several days!

5) **Vocabulario.** Try to figure out new words from context. If you can’t figure out what a word means, do your best to write it down based on your knowledge of Spanish pronunciation, and look it up! This is a great vocabulary-builder for the course. Do not list words you already know or words that are cognates!

**Final words of caution:**

You may work through these podcasts with a friend if you would like. HOWEVER, at no point should I see that you have copied anyone’s notes. This act will not only earn you a zero for the summer work, but it will greatly compromise the trust between teacher and student, therefore leading to my strong recommendation that you drop the course. If you feel overwhelmed by this assignment, go back and read this whole paper, complete the podcast by following my instructions and advice to the letter, and then if you still have problems, call/text/email me. I will help you in any way possible.

**Print and complete the following sheets to use as you take notes on the podcasts.**
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Nuevo vocabulario (no incluyas cognados)

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Most common student errors on AP Summer Assignment:

When you’re referring to a GENERAL noun, in Spanish, you must use the definite article. (For example: Summers are fun! = ¡Los veranos son divertidos!) Beware of this rule, as it is always one of the hardest for learners of Spanish to incorporate into their brains!!!

The ONLY leters which may be doubled in Spanish spell CAROLINE.

Only shorten bueno or malo when followed by a masculine singular noun

A note about "you": In English, we often use "you" to refer to "people in general", or "a person", or "one". In Spanish, they just use the 3rd person singular form of the verb with a "se" preceding it (We learned this in Spanish 3 as “the impersonal se”). For example, to say "you can walk everywhere", you’d say "se puede caminar a todo". (Make a mental note, it will be EXTREMELY helpful to call on when you need it!)

Never use un/a(s) with otro/a(s). Since otro means other or another, you’d be saying an another. Memorize this rule, it’s one of my biggest pet peeves!

why = por qué
because = porque
because of = por; a causa de; debido a (more formal)

Most nouns ending in “-ión” and all ending in “-dad” are FEMININE

es = he/she/it is; hay = there is
son = they are; hay = there are

es = he/she/it is; hay = there is/are (the infinitive is “haber”, so in the imperfect tense, “there were” → “había”, in the future tense, “there will be” → “habrá”)

to realize a goal or a dream = realizar
to realize (to come to a realization) = darse cuenta

what (as in “the thing that” or “that which”) = lo que

preguntar vs. pedir
To ask a question = hacerle una pregunta (a alguien) “¿Por qué me haces tantas preguntas, Miguelito?”
to question = preguntar “Si no entiendes las instrucciones, pregúntame.”
to ask/request permission, etc. = pedir “Es necesario pedirle permiso a la maestra para ir al baño.”

the use of “que” in Spanish to mean “that”: In English, we often omit the word “that” when it introduces a relative clause. For example, it’s perfectly acceptable to say “The last movie I saw was Frozen.” But, couldn’t you also say, “The last movie that I saw was Frozen”? In Spanish, the rule is to include the “que”, it’s actually considered highly incorrect grammar to leave it out. So next time you want to say, “La última película vi fue Frozen”, you’re going to be incorrect. Instead, say, “La última película que vi fue Frozen”. This rule takes some
getting used to, since you have to constantly ask yourself, “could I insert a ‘that’ there?”. And if the answer is yes, you must use the Spanish “que”.

**volver/regresar vs. devolver:**
- volver/regresar = to return (from somewhere)  
  Ej: Yo regresé del lago esta tarde.
- devolver = to return something  
  Ej: Yo devolví el suéter que ella me compró a Kohl’s.

When necessary, use sequencing words. For example, primero, luego, después, por fin, un día, una vez, todos los días, etc.

**the use of “para” in Spanish to mean “in order”:** In English, we often omit the phrase “in order” when it precedes an infinitive. For example, it’s perfectly acceptable to say “I found a job to earn money.” But, couldn’t you also say, “I found a job in order to earn money”?

In Spanish, the rule is to include the “para”, it’s actually considered highly incorrect grammar to leave it out. So next time you want to say, “Conseguí un trabajo ganar dinero”, you’re going to be incorrect. Instead, say, “Conseguí un trabajo para ganar dinero”. This rule takes some getting used to, since you have to constantly ask yourself, “could I insert an ‘in order’ there?”.

And if the answer is yes, you must use the Spanish “para”.

**in or at a place = en + lugar (We are at Sheetz = Estamos en Sheetz.)**

La hora
It’s 1:00 = es la una; It’s 4:00 = son las cuatro
At 1:00 = a la una; At 4:00 = a las cuatro
tiempo específico: at 8:00 in the morning = a las ocho de la mañana
en general: in the morning = en/por la mañana

to have fun = divertirse (NOT “TENER DIVERTIDO”—LEARN THIS AS I FIND IT UNACCEPTABLE AT THIS LEVEL OF SPANISH!)

antes de + inf.; después de + inf. (while we’re on the subject, all verbs which follow a preposition are in the infinitive form!)

**Feminine nouns that begin with a stressed “a” or “ha”** are not preceded by “la” in their singular form, but rather “el” to separate the sounds. For example, “agua” is indeed feminine. But say “la agua” out loud. It could easily be mistaken for “la gua”. To preserve the separate “a” sounds, the masculine definite article is used—but for cosmetic purposes only. The noun remains feminine (the cold water = el agua fría). Other nouns affected by this rule: el águila (eagle), el ave (bird), el arte (art), el hacha (axe), el hambre (hunger).

“One Monday…”, “on the weekends”, “on Fridays”, etc. = El lunes, los fines de semana, los viernes, etc.

When making reference to someone with a title (Dr., Dra., Srta., etc.), you must use the definite article. The only time you don’t use it is when you are addressing the person directly. For example, “Buenos días, Señora Garritano. ¿Sabes dónde está la señora Brown?”.

Use más/menos + **DE** if followed by an exact number or amount
Todo = everything, Todos = everyone

→ If there’s no change of subject between a main clause and a subordinate clause, leave the 2nd verb in its infinitive form: Quiero sacar una buena nota (in other words, you can’t say “Quiero que yo saque…”). If you recall, we learned this at the beginning of the subjunctive in Spanish 3 as one of the three conditions which must be met in order to use the subjunctive.

→ However, if there is a change of subject between the clauses, then the 2nd verb must be conjugated accordingly. Be sure to pay attention to whether or no subjunctive or indicative in necessary: Quiero que Uds. saquen buenas notas.

llevar vs. tomar: use llevar when taking something somewhere, use tomar when taking/having something (like a test, the bus, a cup of coffee)

*A VERY IMPORTANT NOTE: You can’t translate word-for-word with the subjunctive and here’s why. If you want to say "Do you want me to stop and clean the tables?" and you translate it verbatim it is incomprehensible to a native speaker. What you have to think is, "Do you want that I stop and that I clean the tables?" and then you can pretty much word-for-word put it into Spanish: "¿Quieres que yo pare y que limpie las mesas?" The same goes for phrases that start with "necesitar".

Personal ‘a’: When a person receives the action of a verb, thus serving as a direct or indirect object, he/she/they must be preceded by the personal ‘a’. For example, “Este verano vamos a visitar a mis abuelos”.

Sentir = to regret, be sorry
Sentirse + adj. = to feel ...
Se me hace que = I feel that... / It seems that...
Me parece que = “ “ “ “ “
A mi juicio/parecer = “ “ “ “ “

Remember that gustar and verbs like it work differently. The object(s) which are liked (or whatever the verb may be) control the sing./pl. nature of the 3rd person verb. Also, if a clarifier is used, the personal “a” must precede it. Example: A Lola no le gustan los gatos → To Lola cats are not pleasing.

Some country/state names are preceded by an article (who knows why!): la Florida, el Perú, la India

intentar + inf. = to try
tratar de + inf. = to try
probar = to try (a food, clothing, etc.)
To Future AP Spanish Student: _____________________________________

From: Señora Garritano (garritanoangela@greenlocalschools.org)
Re: AP Spanish Language and Culture Summer Work

If possible, please read the enclosed letter and **skim** through the summer work packet before attending the meeting this week (see below).

**All students enrolled must attend a 20-minute meeting in my room (205) on Wednesday, May 25th at 7:00 a.m. or Thursday, the 26th at 2:30 p.m.** See me personally or email me **ASAP** if you have a schedule conflict. I can talk with coaches and allow you to be late to practice.

Please send me an email (see above) letting me know which meeting you plan to attend. Be sure to email me from the account you check the most, as I will use it for correspondence throughout the year.

¡Nos vemos entonces!