

ESPAÑOL 5 AP



Summer Assignment Rationale:

Students enrolled in Advanced Placement Spanish are required to complete the summer assignments. There are three dates prior to the start of class in which students are asked to submit work to help them have consistency with the language and avoid cramming the work into the two days before school begins. Consistent exposure to the language with authentic resources for listening and reading will help them to prepare and have the greatest success in the future. These summer assignments are chosen in order to encourage and further develop the reading, writing, listening and speaking skills necessary for acquiring the language and for success on the AP Spanish language and culture exam on May 7th, 2019. The AP Spanish language and culture exam is not grammar based. It is half multiple choice listening and reading comprehension and half is performance based where students will need to write and speak.

Summer Assignment Instructions:

- **All assignments must be completed in Google Classroom by the assigned dates in order to receive full credit.**
- **Please see the choice lists for current events, tv programs and podcasts**

Friday, July 13th

1. **Read** about a current event in “your Spanish speaking country”
2. **Listen** to a tv program or podcast in Spanish for 20 minutes or longer.
3. **Write** a review of the article you read and the program you watched or listened to.
-must be written in **SPANISH** in the **comments section of google classroom 150+ words**

August 3rd

1. **Read** a short short story or article from the [choice list](#).
2. **Listen** to a tv program or podcast in Spanish for 20 min. Or longer.
3. **Speak** use the link to **FLIPGRID** and make a video and explain what you read in the short story and what you watched or listened to from the list. Your video should last at least **2 minutes**.

August 24th-

1. **Listen** to a tv program or podcast of 20 min. or more in Spanish
2. **Read** Choose a culture aspect of “your Spanish speaking country” that interests you and research it in Spanish. You will need at least 2 resources in Spanish other than wikipedia for your research.
3. **Write** in Spanish in the comments section in google classroom about the program or podcasts you listened to and what culture aspect you read about. Your explanation of both should be included in a paragraph in Spanish of 150+ or more in the comments section of google classroom. (no translators)

Sept 4th- cultural comparison preparation *please see checklist and description on next pg.

1. **Write** powerpoint and script must both be turned into google classroom before midnight on Tues. Sept 4th

Current Events Resource Choices– must be from “your” Spanish speaking country.

<http://www.telemundo.com/noticias/edicion-noticias-telemundo>

<https://www.univision.com/noticias>

http://www.bbc.com/mundo/america_latina

<http://www.elmundo.es/ultimas-noticias.html>

Listening TV Programs and Podcast options (watch w/ Spanish subtitles)

Radioambulante (podcast) <http://radioambulante.org/> real stories from Latin America in Spanish with scripts.

Isabel (netflix also) <https://www.youtube.com/watch?v=LrD7OMk5hZQ&t=41s>

El tiempo de las costuras https://www.youtube.com/watch?time_continue=1&v=OzR_qCBp_uk

Mi corazon es tuyo (telenovela) https://www.youtube.com/watch?v=abdV5uj_VhA

Velvet (youtube) <https://www.youtube.com/watch?v=crhH-B8Jmn8>

Las chicas de cable (youtube-netflix) <https://www.youtube.com/watch?v=lfIQAnrVPII>

Ingovernable <https://www.youtube.com/watch?v=oo5nnF2Bk4E>

*If you find something you would like to watch or listen to that is not on this list it must be approved. Please email me if you would like to watch or listen to something else. It must be in Spanish with SPANISH subtitles, not English. Watching with English subtitles does not help you learn or acquire Spanish.

Reading Choice List

<https://cvc.cervantes.es/aula/lecturas/intermedio/> Please go to the site and choose one of the short stories from the intermediate list. They have glossaries and pre reading activities to help you.



Cultural Comparison– presentations due first day of school.

1. You will present in class a comparison between a cultural attitude or activity in your Spanish speaking country and the United States for 2-3 minutes using google slides.
2. powerpoint/google slides 3-5 slides with pictures, not writing
3. You will research a cultural aspect of “your” Spanish speaking country that interests you.
 - Examples: attitude toward sports, dance, music, government, school, high school, college, attitude toward meals/junk food, pets or animals, attitude toward the environment, learning other languages, family life, the role of grandparents, dating, typical age to marry and have kids, eating out vs. homemade meals, male and female roles, jobs, education, homes/where and how people live, discrimination, attitude toward the arts or theater, exercise and mental health, lifestyle etc.
4. You will need to compare what you have researched and discovered about your Spanish speaking country and that of the United States.
 - For example you may find that in Spain people tend to eat a light breakfast late in the morning, a large lunch at home mid afternoon, a snack around 6 and dinner at 9:30 or ten. You could then compare similarities and differences with people in the United States. Be sure to also compare the kinds of foods eaten and **WHY** you think the two cultures differ.
5. This is a presentation. You should not **read it**. Please present it like you learned in Spanish 4 honors. Your powerpoint should have some visuals to help you remember and to keep the class engaged. You may have a flash card with no more than 10 words written on it. It is for reference and to help you feel more comfortable.

Cultural comparison checklist

___ introduction

___ Compare and contrast a **specific cultural attitude or activity** in your SS country and the U.S.

___ **visuals 3-5 slides** with pictures and titles or labels but *no bulleted notes or writing*.

___ Use words and expressions to **compare and contrast** and connect. 4-5

- *Por otro lado, aunque, sin embargo, al contrario, a pesar de, no obstante, en contraste,*
- *Por el contrario, además, similarmente, a manera diferente, una semejanza, por eso*

___ **No use of translator** (google, Spanish dict, etc.) you will lose significant points if used

___ May us a **flashcard** with *up to 10 words*.

___ Explain **WHY** you think the two cultures have differences in attitude or practices. Explain.

___ Use **adv grammar** such as the subjunctive, si clauses, verbs like gustar, future, conditional etc.

___ Use **vocabulary** appropriate to the theme- shows research and learned new vocabulary

___ Present for **2 minutes**. It may not be shorter but it can go beyond up (to 3 minutes)

___ Remains consistent with **formal register** (Ud. or Uds. form, not tú)

___ Do not read, **show preparation** in research and practice in pronunciation and presentation.

___ **Conclusion** (briefly sum up your comparison and say thanks and farewell) 15-20 seconds.

This guion (script) and google slides are due Sept 4th before midnight. You can upload them earlier if you would like me to see them and give suggestions. Please be sure to submit/turn them in before they are due. We will begin presenting the first day of school. I will answer questions and allow practice time on your first day as well. You have presented before in 4 honors so you know what to do and what to expect. **Students will ask you questions after you present** so please **be prepared** to respond based on what you have researched and learned. This specific assignment is the very last section of the AP exam. All of your summer work will help prepare you to excel in the class and the exam. In the following page I included the AP exam scoring guidelines that we will use throughout the year. I've tried to give you options so you can choose readings, shows and listening that interest YOU! So please take the time to find something you enjoy or find intriguing.

Presentational Speaking: Cultural Comparison (Task 4)

Clarification Notes:

The term “community” can refer to something as large as a continent or as small as a family unit. The phrase “target culture” can refer to any community, large or small, associated with the target language.

5: STRONG performance in Presentational Speaking

- Effective treatment of topic within the context of the task
- Clearly compares the student’s own community with the target culture, including supporting details and relevant examples
- Demonstrates understanding of the target culture, despite a few minor inaccuracies
- Organized presentation; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the presentation
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) improves comprehensibility

4: GOOD performance in Presentational Speaking

- Generally effective treatment of topic within the context of the task
- Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples
- Demonstrates some understanding of the target culture, despite minor inaccuracies
- Organized presentation; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the presentation, except for occasional shifts
- Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) usually improves comprehensibility

3: FAIR performance in Presentational Speaking

- Suitable treatment of topic within the context of the task
- Compares the student’s own community with the target culture, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the presentation with several shifts
- Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

