

Students enrolled in the [Advanced Placement Spanish Language and Culture](#) course are required to complete a summer assignment prior to the start of class in September. This assignment helps students maintain their interaction with the language during the summer while also serving as a 'lead-in' to the various things they will see and study throughout the school year. The summer activities below have been selected to continue the development of more advanced communication skills in listening, speaking, reading, and writing. Each of the individual assignments should be completed.

For each of the activities completed, the student must turn it in physically on the first day of school or email it to Señor Helwig before the start of school. Anything that needs to be physically completed, along with specified required information for certain activities, should be compiled in the form of a binder/scrapbook. As stated below, 10 points from the overall grade are for the binder/scrapbook's appearance, captions, organization and style.

ESCUCHAR	HABLAR	LEER	ESCRIBIR	ESTUDIOS CULTURALES
<p><b>Reacción:</b> Use the handout provided to react to a video from one of the following sites:</p> <p><a href="http://www.bbc.co.uk/mundo">http://www.bbc.co.uk/mundo</a></p> <p><a href="http://elpais.com/elpais/portada_america.html">http://elpais.com/elpais/portada_america.html</a></p> <p><a href="http://cnnespanol.cnn.com/">http://cnnespanol.cnn.com/</a></p>	<p><b>La tertulia y entrevista:</b> Host or attend a gathering to socialize and speak only Spanish. Before attending the event, you should write 10 interview questions to ask another attendee. The interview should take place during the event and all answers should be written down. Have the person who answers the questions sign your sheet. Don't forget to invite Señor Helwig! (<a href="mailto:rahelwig@henrico.k12.va.us">rahelwig@henrico.k12.va.us</a>)</p>	<p><b>Lectura en español:</b> Visit <a href="http://cvc.cervantes.es/aula/lecturas/">http://cvc.cervantes.es/aula/lecturas/</a> Choose one reading from the intermediate or advanced level. Complete the handout for that reading.</p>	<p><b>De vacaciones:</b> Tell the story of your vacation in pictures by creating a slideshow with the captions in Spanish. Your slideshow should include at least 6 slides/pictures with at least 3 sentences per slide/picture.</p>	<p><b>Comparación cultural:</b> Using the attached Venn Diagram, compare/contrast the way Independence Day is celebrated in your own community with an area of the Spanish-speaking world. Be sure to research a specific culture / country to compare with which to compare your own community. Escribe en español.</p>
<p><b>La música:</b> Listen to and analyze a song of your choice (en español) as if it were a poem. (See handout)</p>	<p><b>Conversación simulada:</b> Using the prompt (handout) provided and audio file from the School Counseling AP website, participate in a simulated phone conversation. This should be recorded and submitted digitally.</p>	<p><b>Eventos actuales:</b> Using an online newspaper, describe what you think was the most significant event of the summer. Use the provided handout.</p>	<p><b>Repaso de gramática:</b> Review some of the grammar learned in your other Spanish classes. Take a snip of the completed activities and email them with the other digital work. <a href="http://www.phschool.com">www.phschool.com</a> el presente: JKD-0002 el pretérito: JKD-0003 el imperfecto: JKD-0006 presente de subjuntivo: JKD-0014 el futuro: JED-0603 el condicional: JED-0803</p>	<p><b>Un lugar:</b> Select a famous landmark / monument / tourist attraction in Spain. En español, in the form of a paragraph, compare and contrast this with a landmark / monument / tourist attraction here in Richmond. Be sure to include how they are similar and different, their history, their relevance today and what they represent to their communities.</p>

Each individual activity is worth up to **9 points**. The following scoring guidelines will be used: effective treatment of the topic, ease and clarity of expression, accuracy and variety in grammar structures and vocabulary, and provides required information and/or evidence.

The binder/scrapbook is worth up to **10 points**. Points will be earned based on professional appearance, clear captions, style & organization.

The AP Spanish Language and Culture Summer Assignment counts as 2 quiz grades. In order to maintain or improve your current level of proficiency, I encourage you to spread the activities over the summer and to put forth your best effort. Feel free to contact me at any time.

-Señor Helwig: [rahelwig@henrico.k12.va.us](mailto:rahelwig@henrico.k12.va.us)

Nombre: \_\_\_\_\_

## ESCUCHAR – Reacción

ESCUCHAR: Busca un video o audio en español de al menos **3 minutos**. (Mira/escucha más de una vez si es necesario.) Escúchalo, resume las ideas principales, anota vocabulario nuevo que aprendiste y escribe una reacción.

Usa uno de estos sitios: <http://www.bbc.co.uk/mundo>  
<http://cnnespanol.cnn.com/>

[http://elpais.com/elpais/portada\\_américa.html](http://elpais.com/elpais/portada_américa.html)

La fuente: \_\_\_\_\_ Duración: \_\_\_\_\_

La(s) idea(s) principal(es): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Vocabulario nuevo:

Tu reacción: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Análisis: ¿Parece que el locutor (speaker) omitió información o se nota que es parcial (biased)? ¿Qué preguntas tienes después de haber escuchado?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## *La música*

### *Song Analysis Assignment*



You will analyze the lyrics of a song as poetry. You will look for the use of the poetic and literary devices that you have learned in your English classes.

- ¶ Choose a Spanish song that you enjoy listening to.
- ¶ Provide a copy of the lyrics.
- ¶ Write a two-paragraph essay (in Spanish) that addresses the following aspects of the song you chose. The two paragraphs should focus on:
  1. *Choice*—Identify the song and performer/composer. Why do you like this song? Out of all the songs you listen to, what is it about *this* song that made you choose it for analysis? Do you admire the performer? Do you like other songs by the same performer?
  2. *Meaning*—What is the song's *deeper* meaning (not just the surface meaning)? What is the songwriter trying to tell the audience? What is the author's purpose for writing it? Does the song tell a story? Does it address certain emotions or issues?
  3. *Music and Lyrics*—How does the instrumental music reinforce the meaning of the lyrics? How does the music affect the overall tone or mood of the song? Is it angry and loud? Sad and subdued? What instruments are used? Why these instruments?
  4. *Devices and Terms*—What poetic devices are used within the lyrics? Look for the devices such as similes, repetition, alliteration, etc. On the copy of the song lyrics underline, circle, or somehow note each device that is used. In your essay, refer to each of the devices by naming the line number in which they appear. Your goal is to find 6 of these poetic devices in the song you chose.

## Hablar: La conversación simulada

**\*(El audio está en la página web de DRHS Counseling)**

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response.

You should participate in the conversation as fully and appropriately as possible.

Vas a participar en una conversación. Primero, vas a tener 1 minuto para leer la introducción y el esquema de la conversación. Después, comenzará la conversación, siguiendo el esquema. Cada vez que te corresponda participar en la conversación, vas a tener 20 segundos para grabar tu respuesta.

Debes participar de la manera más completa y apropiada posible.

### ACTIVIDAD 13

#### Tema curricular: La vida contemporánea

 Tienes 1 minuto para leer la introducción.

##### **Introducción**

Imagina que esta es una conversación con tu padre. Hablas con él sobre los planes que él tiene para las vacaciones de verano.

**Tu padre: Inicia la conversación con una noticia.**

Tú: Reacciona negativamente y ofrece una alternativa.

**Tu padre: Trata de convencerte.**

Tú: Explica por qué te parece mejor tu idea.

**Tu padre: Continúa la conversación.**

Tú: Expresa tu reacción y explica por qué.

**Tu padre: Continúa la conversación.**

Tú: Reacciona y trata de convencerlo.

**Tu padre: Continúa la conversación.**

Tú: Responde y termina la conversación.

## Lectura en español:

Visit <http://cvc.cervantes.es/aula/lecturas/>



Choose one reading from the intermediate or advanced level. Complete this handout for that reading.

### Parte I. Before reading:

-Using the title of the story you selected and anything from the 'Antes de Leer' section (you don't need to see or complete the Java activities for this), draw and color a picture that you think represents what you will read. Use 3-4 sentences to describe what you think the story (and your drawing) is about.

Nombre del cuento: \_\_\_\_\_

**Basado en el título del cuento y la parte de 'antes de leer' en el sitio, ¿Qué es el tema del cuento? ¿Qué representa tu dibujo?**

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## Lectura en español (continuada):

## **Parte II. After reading:**

In ~150-200 words, review the story you read like a critic. Did you enjoy it? Why/why not? Were there any themes? What was the main plot point(s)? Do you suggest it to other readers and why/why not? Responde en español.

## **Leer: Eventos actuales**

Find an online newspaper article, in Spanish, which you think describes the most significant event of the summer. Read the article thoroughly, then plan the argument you will make to the class to convince them that this was, indeed, the most significant event of the summer. You must have at least three logical and coherent arguments. You must also cite the article to support your arguments. Please don't pick an article/event that you can't thoughtfully support with evidence from your article. Responde en español.

El evento: \_\_\_\_\_

El artículo: \_\_\_\_\_  
(el título y la dirección)

<b>Los argumentos</b>	<b>La evidencia del artículo</b>
1.	
2.	
3.	

**Venn Diagram – El día de independencia: Mi comunidad y una comunidad hispanohablante**  
**(Compara en español)**

