This review to help you maintain your intermediate Spanish usage during the summer, and prepare you to keep up with the pace in AP Spanish (Spanish is used 90% of the time, of course). The intended purpose is to motivate you to use the language at regular intervals during the summer, while also allowing you enjoy a well-deserved break from the rigor of regular classwork and homework. I look forward to seeing you in August for the first day of school. We are going to have a great year!

Nos vemos,
Sra. Byers

Materials needed
- A composition notebook (an old one from Spanish class, or any other class, is fine)
- Internet access (public libraries have computers if you don’t have access at home)

Instructions
- On 15 separate dates, use Spanish for at least 60 minutes by completing tasks in this packet
- For each 60-minute practice, please log every activity that you completed to fulfill the 60-minute practice
  o Example, if you complete 3 activities in the hour, then you must complete 1 log for each activity. 3 total
- Within your activities completed, you MUST have at least 4 grammar, 4 diarios, 4 listening and 4 reading

How to log activities
For each hour of Spanish used, FOR EACH ACTIVITY YOU COMPLETED must be logged, including minutes spent. Here are sample entries for each category:

Sample GRAMMAR Entry

If more than 1 activity completed to fulfill 1 hour requirement, # of activity here

1. Description of activity

2. Taped/pasted screen shot/printed quiz
   Below, write out the score you received.

3. Write about something/s you learned

4. Write about something/s you know that need to improve upon.

5. Note any vocabulary words you looked up while completing the activity. (not likely to be common for grammar entries)
Sample DIARIO (WRITING) Entry

If more than 1 activity completed to fulfill 1 hour requirement, # of activity here

Topic of Diario

15-minute diario entry (no more, no less). This should be your BEST EFFORT, including but not limited to: grammar, sentence length, cohesive devices and transitional phrases.

*Example is in English, yours will be Spanish*

Note any vocabulary words you looked up while completing the activity. HOWEVER, you should not be stopping every minute to look up a word. Use circumlocution to say things in a similar but different way.

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Actividad 2 – 15 minutos

Diario: Si yo fuera el presidente de los Estados Unidos

If I were the president of the United States, there are many things that I would do. First, I would create a web page to allow for citizen feedback to come directly to me. I would assign a specific advisor to oversee the collection of this feedback so that I could be a better leader for our country.

Second, I would work hard to improve the economy and create more jobs for lower, middle, and upper class people. I would create a National Infrastructure Department that would work on improving and expanding the infrastructure of our country.

Additionally, I would work to provide a free higher education to all citizens. This change would be my most challenging task of my time in office, but I would never give in and work hard until I had achieved this goal for our country.

Vocabulario

Infrastructure - la infraestructura

to give in - rendirse

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Sample LISTENING or READING Entry

If more than 1 activity completed to fulfill 1 hour requirement, # of activity here

1. Name of source: URL and specific article/item


*This should be in your own words*

3. Write a few sentences about your reaction to the article item (can be something you learned, an opinion, a comparison to your life, etc.)

4. Note any vocabulary words you looked up while completing the activity. (not likely to be common for grammar entries)

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Actividad 3 – 20 minutos

1. www.bbcmundo.com

¿Cuál es la mejor manera de proteger tu teléfono celular?

2. Hay muchas maneras de proteger el teléfono celular que incluyen la pantalla y el teléfono en total. Etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera.

3. No sabía que etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera, etcétera.

4. torpe-clumsy, alargar-to extend, prolong, La esquina-the corner
1. **GRAMÁTICA - Grammar review**
Go to StudySpanish.com and click on the Grammar tab at the top to review these concepts. Read the review notes for a lesson, then complete the **basic quiz** and **mini-test** (these are free and you do NOT need an account to take them). Once completed, print the quizzes or take a screen shot of the results and paste to the composition notebook. You can complete one or several sections, but must have a written description of how you did and what you need to improve for each section covered. Please follow the GRAMMAR example entry provided.

### Unit Two
- #19 Negation
- #21 Possessive Adjectives
- #24 Expressions with tener
- #26 Personal “a”

### Unit Three
- #35 Ordinal numbers
- #30 Superlatives

You can also click on the “verb drill” tab at studyspanish.com and create custom drills for all the verb tenses listed here.

### Unit Four
- #40 Pronouns of objects of prepositions
- #47 DO and IO pronouns together
  - (if needed, look at 41-46 first)
- #48 Verbs like gustar

### Unit Five
- #58 Possessive pronouns

### Unit Six
- #73 Pret vs. Imp III
  - (if needed, look at 62-72 first)
- #74 Pret vs Imp review
  - (if needed, look at 62-72 first)

### Unit Seven
- #75 “Hace...” to mean “ago
- #81 Subjunctive V: Desire
  - (if needed, look at 77-80 first)
- #82 Subjunctive VI: Ignorance, doubt
  - (if needed, look at 77-80 first)
- #83 Subjunctive VII: Impersonal expressions
  - (if needed, look at 77-80 first)
- #84 Subjunctive VIII: Actions not yet completed
  - (if needed, look at 77-80 first)

### Unit Eight
- #85 Rel. Pronouns-que
- #86 Rel. Pronouns-quien
- #90 Formal Commands
- #91/#92 Informal Commands/Irregular Commands
- #93 Using Object Pronouns with Commands
- #94 Commands Review I

### Unit Nine
- #99 Future
- #100 Past Participle
- #101 Present Perfect
- #102 Past Perfect
- #103 Future Perfect
- #104 Conditional

2. **DIARIO – Cultural Comparisons**
Copy down the topic you will write about in your journal. Time yourself and only write for 15 minutes (no more, no less) in paragraph form, including advanced grammar and strong transitions. Also, you should write WITHOUT STOPPING TO USE A DICTIONARY OR TRANSLATOR if possible. If you can’t think of a word/phrase, use circumlocution. **You may repeat any of the topics for a second time, but you must compare with a different Spanish-Speaking location.**

1. **AP Global Theme: Global Challenges** - Compara la vida en los Estados Unidos con la vida en un país hispanohablante, basado en el tema global de los desafíos mundiales. Incluyendo:
   - la economía
   - el medio ambiente
   - la filosofía y la religión
   - la población
   - los problemas/desafíos sociales
2. **AP Global Theme: Science and Technology** - Compara la vida en los Estados Unidos con la vida en un país hispanohablante, basado en el tema global de la **ciencias y la tecnología**. Incluyendo:
   - el acceso a la tecnología
   - los efectos de la tecnología en la sociedad y la gente
   - el sistema de salud y medicina
   - las innovaciones tecnológicas
   - los fenómenos naturales
   - la ética de las ciencias

3. **AP Global Theme: Contemporary Life** - Compara la vida en los Estados Unidos con la vida en un país hispanohablante, basado en el tema global de la **vida contemporánea**. Incluyendo:
   - la educación y las carreras
   - el entretenimiento, la diversión, los pasatiempos
   - los viajes y el ocio
   - los estilos de vida
   - las relaciones personales
   - el trabajo voluntario
   - las tradiciones y los valores **(values)**

4. **AP Global Theme: Personal and Public Identities** - Compara la vida en los Estados Unidos con la vida en un país hispanohablante, basado en el tema global de las **identidades personales y públicas**. Incluyendo:
   - la asimilación y la enajenación **(alienation)**
   - los héroes y los personajes históricos
   - la identidad nacional
   - la identidad étnica
   - las creencias personales
   - los intereses personales
   - la autoestima

5. **AP Global Theme: Families and Communities** - Compara la vida en los Estados Unidos con la vida en un país hispanohablante, basado en el tema global de las **familias y las comunidades**. Incluyendo:
   - las tradiciones y los valores **(values)**
   - las comunidades educativas
   - la estructura de la familia
   - la ciudadanía global
   - la geografía humana
   - las redes sociales

6. **AP Global Theme: Beauty and Aesthetics** - Compara la vida en los Estados Unidos con la vida en un país hispanohablante, basado en el tema global de la **belleza y la estética**. Incluyendo:
   - la arquitectura
   - las definiciones de la belleza
   - las definiciones de la creatividad
   - la moda **(fashion)** y el diseño
   - el lenguaje y la literatura
   - las artes visuales y escénica
3. **ESCUCHAR - Listening (video) comprehension**

Go to one of the websites below and listen to or watch one of the options provided, then complete the journal entry following the example at the beginning of this packet. If you want to re-listen or re-watch an activity, that is absolutely encouraged for summer practice. There are a wide variety of difficulty levels included here, so if something is too difficult, try another site/source.

- [letrasparavolar.org/lecturas/](letrasparavolar.org/lecturas/) (Mexican legends to listen AND read as you listen)
- [radio.uchile.cl/senal-en-vivo](radio.uchile.cl/senal-en-vivo) (Radio Chile live stream-no options to re-listen)
- [aprenderespanol.org/videos/video-cuentos.html](aprenderespanol.org/videos/video-cuentos.html) (Classic children’s stories in video form)
- [newsinslowspanish.com/](newsinslowspanish.com/) (Current daily news blog given in slower Castillian Spanish-podcasts free to download from iTunes, too)
- [www.newsinslowspanish.com/latino/](www.newsinslowspanish.com/latino/) (Same as above blog, except Latin American version)
- [spanishlistening.org/](spanishlistening.org/) (300+ video clips of native Spanish speakers from 15 Spanish speaking countries)
- [audiria.com/index.php](audiria.com/index.php) (Spanish podcasts of varying levels-also available for download at Tunes)
- [spanishobsessed.com/](spanishobsessed.com/) (scroll down and choose from beginner, intermediate or advanced audio links)
- [podcastsinspanish.org/index.shtml](podcastsinspanish.org/index.shtml) (choose the level of podcast you want to hear)
- [notesinspanish.com/](notesinspanish.com/) (Beginner, intermediate or advanced level podcasts)
- [rtve.es/directo/la-1/](rtve.es/directo/la-1/) (watch the live stream of TVE, one of Spain’s primary television stations-no options to re-watch)
- [rtve.es](rtve.es) (click on any news story that has an orange square with a white triangle to watch the news video clip)
- [youtube.com/user/orientacionandujar](youtube.com/user/orientacionandujar) (YouTube channel for children’s videos and stories. While a bit basic, these are still great authentic resources)
- [videoele.com/Curso.html](videoele.com/Curso.html) (Choose your level of difficulty-A1 is easiest, B2 is highest-for videos of varying topics)
- [youtube.com/channel/UCRCl4X0tUcRB6ObImxc_11Q](youtube.com/channel/UCRCl4X0tUcRB6ObImxc_11Q) (How-to channel on YouTube)
- [youtube.com/user/euronewses/videos?view=0](youtube.com/user/euronewses/videos?view=0) (Euronews YouTube channel-current news clips)
- [laits.utexas.edu/spe/](laits.utexas.edu/spe/) (University of Texas site with short interview clips of a variety of topics, levels, accents)

4. **LEER -Reading comprehension**

Go to one of the websites below and read a story or news article, then complete the journal entry following the example at the beginning of this packet. There are a wide variety of difficulty levels included here, so if something is too difficult, try another site/source.

- [veintemundos.com/en/library/](veintemundos.com/en/library/) (Online magazine, click on one of the stories to read)
- [elpais.com/elpais/portada_america.html](elpais.com/elpais/portada_america.html) (Spain’s most popular newspaper’s website)
- [bbc.com/mundo](bbc.com/mundo) (BBC’s Spanish language news site)
- [elnuevoherald.com/](elnuevoherald.com/) (Miami Herald Spanish language site)
- [diariosyperiodicos.com/centroamerica/guatemala/diario_de_centroamerica.php](diariosyperiodicos.com/centroamerica/guatemala/diario_de_centroamerica.php) (Central American news site)
- [lanacion.com.ar/](lanacion.com.ar/) (Argentinian news site)
- [web.tiscali.it/cubaitalia/prensa/palink.html](web.tiscali.it/cubaitalia/prensa/palink.html) (Link to many Central and South American news sites. Careful, this list includes countries that don’t speak Spanish!)
- [web.jerichoschools.org/hs/library/spanish_regents/](web.jerichoschools.org/hs/library/spanish_regents/) (Click on any of the Long Reading or Short Reading links)
- [rimasdecolores.blogspot.com.es/](rimasdecolores.blogspot.com.es/) (Blog with a variety of cultural topics geared towards native speaker children-perfect for you!)
- [123teachme.com/learn_spanish/spanish_reading_passages](123teachme.com/learn_spanish/spanish_reading_passages) (Choose your reading level, then chose a reading passage that interests you)