Here is your review to help you maintain your intermediate Spanish usage during the summer, as well as prepare you to keep up with the pace in PAP Spanish IV (Spanish will be used 90% of class time). 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. We look forward to seeing you in the end of August for the first day of school. We are going to have a great year!

Nos vemos,
Sra. Byers y Sr. Peña Pinzón

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 7 separate dates, spread out during the entire summer, use Spanish for at least 1 hour (60 minutes) by completing a variety of tasks in this packet. For each 60-minute practice, please log each activity you completed to fulfill the 60-minute practice into your composition book/spiral notebook.

How to log activities
For each hour of Spanish used, you must log an entry in your notebook FOR EACH ACTIVITY YOU COMPLETED during the hour. Here are sample entries for each category:

Sample GRAMMAR Entry

<table>
<thead>
<tr>
<th>date</th>
<th>26 de junio, 2017</th>
</tr>
</thead>
</table>

Actividad 1
1. Visité la página web, StudySpanish.com, Leí la sección de Completé una prueba de repaso de mandatos II (Commands Review II)

2. Saqué 60 %.

3. Aprendí cómo formar un mandato de vosotros, que nunca había aprendido antes.

4. Necesito practicar más con los irregulares y los mandatos de vosotros porque hice muy mal en esa sección.

5. No había

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)
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.

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.

Example: Infrastructure-la infraestructura to give in-rendirse

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
2. Well-written paragraph summary of what you read/heard. Remember grammar, sentence length, cohesive devices and transitional phrases. *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)

Actividad 1
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.

3. No sabía que 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

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 - Journal Topics

Copy the topic you choose to write about. Time yourself and only write for 15 minutes (no more, no less). 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. Check off below when done so you don’t repeat any.

_____1. Si yo fuera un animal, sería...
_____2. Si yo pudiera cumplir tres deseos, serían...porque...
_____3. Si pudiera cambiar un aspecto físico de mí mismo/a, cambiaría...porque...
_____4. Una máquina imaginaria que haría mi vida más fácil sería...(Describela)
_____5. La estación del año que más me gusta es...porque...
_____6. Cinco cosas por las cuales mi familia debe sentirse orgullosos de mí son... porque...
_____7. Imagina que tu cumpleaños se haya convertido en una festividad nacional. Explica cómo celebraría la gente del país tu día.
_____8. Describe el mejor día de tu vida.
_____9. La palabra ÉXITO (success) en la vida significa... porque...
_____10. Escribe sobre lo que temes más en la vida y porqué. (temer = to fear)
_____11. Describe una memoria que tienes conectada con la música (una canción favorita, un concierto memorable, una canción de tu niñez, una clase de música...)
_____12. ¿Qué es un sonido que te gusta? ¿Por qué te gusta? ¿Qué es un sonido que NO te gusta y por qué?
_____13. Si yo fuera el Presidente de los Estados Unidos...
_____14. Compara tu vida con la vida de una persona famosa. ¿Cómo son sus vidas similares y cómo son diferentes?
_____15. Mi profesor/a favorita de toda mi vida es...porque...
_____16. En doscientos años, ¿cómo será el mundo y la sociedad?
_____17. Si pudieras cambiar una cosa en tu vida, ¿Qué sería? ¿Por qué?
_____18. Describe tu película, programa, o novela favorita.
_____19. Describe varias maneras en las que buscas y encuentras la felicidad en tu vida.
_____20. ¿Crees que es más difícil ser un adolescente o ser un padre? Explica tu opinión.

3. ESCUCCHAR - 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/ (Mexican legends to listen AND read as you listen) radio.uchile.cl/senal-en-vivo
(Radio Chile live stream-no options to re-listen)
aprenderespanol.org/videos/video-cuentos.html (Classic children’s stories in video form)
newsinslowspanish.com/ (Current daily news blog given in slower Castillian Spanish-podcasts free to download from iTunes, too)
www.newslowspanish.com/latino/ (Same as above blog, except Latin American version)
spanishlistening.org/ (300+ video clips of native Spanish speakers from 15 Spanish speaking countries)
audiria.com/index.php (Spanish podcasts of varying levels-also available for download at Tunes)
spanishobsessed.com/ (scroll down and choose from beginner, intermediate or advanced audio links)
podcastsinspanish.org/index.shtml (choose the level of podcast you want to hear) notesinspanish.com/ (Beginner, intermediate or advanced level podcasts)
rtve.es/directo/la-1/ (watch the live stream of TVE, one of Spain’s primary television stations-no options to rewatch) 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 channel for children’s videos and stories. While a bit basic, these are still great authentic resources)
videoele.com/Curso.html (Choose your level of difficulty-A1 is easiest, B2 is highest-for videos of varying topics)
youtube.com/channel/UCRCl4X0tUcRB6Oblmxc_11Q (How-to channel on YouTube
youtube.com/user/euronewses/videos?view=0 (Euronews YouTube channel-current news clips)
lait.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/ (Online magazine, click on one of the stories to read)
elpais.com/elpais/portada_america.html (Spain’s most popular newspaper’s website)
bbc.com/mundo (BBC’s Spanish language news site) elnuevoherald.com/ (Miami Herald Spanish language site)
diariosyperiodicos.com/centroamerica/guatemala/diario_de_centroamerica.php (Central American news site)
lanacion.com.ar/ (Argentinian news site)
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!)
mx.tuhistory.com/hoy-en-la-historia/2015-05-31 (today in History articles)
web.jerichoschools.org/hs/library/spanish_regents/ (Click on any of the Long Reading or Short Reading links)
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 (Choose your reading level, then chose a reading passage that interests you) educapeques.com/cuentos-infantiles-cortos/leyendas-y-fabulas-para-ninos/ (Legends and fables for children)
zona33preescolar.com/cuenhttp://www.diariosyperiodicos.com/centroamerica/guatemala/diario_de_centroamerica.phphtos-en-powerpoint/ (Children’s stories on power point)