

AP Spanish Language and Culture, 2021-22

Things you need to know before you begin reading about summer learning activities:

1. Welcome to college! Starting now, and through our school year together, **if it's in print, you're responsible for it.** Read every instruction I give you slowly and carefully. **You will never save time reading quickly; careless reading will cost you.**
2. Google Translate will not only give you potentially poor translations, it makes you worse at Spanish every time you use it, by reinforcing the idea that there is an equivalent English or Spanish word for the one you're looking for, independent of context. It deprives you of the opportunity to learn what you learn every time you consult **WordReference.com**. I've made you a video explaining all of this, which I'll have you watch before your first writing assignment.
3. I *know* you can fake some of this work. There are two problems with lying on your summer work log:
 - a. It makes no sense to do *less* of something that will lead you to a goal *you* have chosen. You *chose* AP Spanish because you wanted to get better at Spanish, and/or because you wanted college credit. **Every learning or practice opportunity you skip, or do hastily, will make it less-likely that you will improve your Spanish and maximize your college credit—goals that you have chosen for yourself!**
 - b. The honor system only works on honorable people. **No grade is worth what cheating costs you in character and integrity.**
4. Listening may be the skill that takes the most time to improve. Spend as much time as possible listening to whatever podcasts or other content you find understandable and enjoyable. (People with Spanish-speakers in their immediate families, don't spend time listening to anything you don't find challenging; look for difficult content, or speakers from Spanish-speaking regions with difficult accents. Also, focus on content that is specific to any career(s) you are considering. If nothing is challenging, replace all listening activities with reading activities!)
5. Harder is *not* better! Our brains are wired to learn languages most efficiently by simply listening to and reading things that engage us, and at a level that's only slightly challenging. **Immersion in language that you don't understand is a waste of time, compared with immersion in language that is gently leading you beyond what you're accustomed to.** If this summer work is frustrating, you're doing it wrong!
6. Try to forget that this is school-related. Be open to the possibility that you'll enjoy some of the activities so much that they will feel more like a pastime than work!

Summer Practice Activities

I have three goals for the work I am assigning this summer:

1. To get you started interacting with real-world Spanish
2. To familiarize you with how we do things in AP Spanish at CHS.
3. To begin to correct the most common grammar/vocabulary weaknesses students bring to AP.

Real-world Spanish: are you ready?

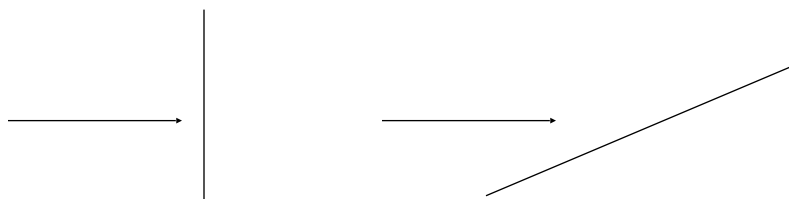
In theory, the change from high school Spanish to an AP-level class would involve a complete transition from learning Spanish to *using* real-world Spanish. The trouble with this idea is that very few students are ready to make this transition. Ready-or-not, however, this Fall we will be interacting entirely with real-world Spanish.

One of the many things I learned in my first year teaching AP was that even though Carmel High School world-language students are among the best-prepared in the state of Indiana, **there remain deficiencies in most students' skill levels that make the transition to AP more difficult than the College Board and AP materials seem to anticipate.** My AP students—even good ones—struggle with some basic Spanish II-level concepts that interfere with their ability to communicate and read in Spanish. Their listening comprehension is far below what is demanded by the real-world activities provided by the College Board and our textbooks. Not to scare you (too much) but **you are probably not ready for AP Spanish.**

Some teachers believe in a sink-or-swim approach: force students to do very intimidating, difficult work from the very beginning, and eventually they'll figure it out. I do *not* believe that harder is better.

A lot of research indicates that the best way to improve your abilities is to spend large amounts of time immersed in Spanish that's not too hard. That is what I want to help you do, starting this summer, and continuing throughout the school year. I do not want to begin by intimidating you or freaking you out!

The line on the left (below) represents a wall, and the line on the right represents a ramp. They are both straight lines, but there's a huge difference between them. Running into a wall over and over again gets you nowhere. With the ramp, you may get out of breath as you run, but at least you're making progress for your efforts! **AP Spanish should feel like a ramp, not a wall!**



I want you to hit the ground running (onto a ramp, not into a wall). If what you're reading or listening to is too hard, drop it and find something easier!

Therefore, much of the work assigned over the summer has the following purpose: **to prepare you to begin the year at the skill level that our AP materials imagine that you have already achieved.**

After my explanation of the three areas of emphasis, you'll find descriptions of the real-world sources I have linked in the sidebar of my website, and what you'll be expected to do with them.

How we do things in AP Spanish Language and Culture

The homework log

The most common homework assigned during the school year will be to log your interaction with real-world Spanish of your choosing. Logging will be done using a Google Form that will make it (relatively) quick for me to assess the quality of your work and offer feedback and answers to any questions you may have. So that you can hit the ground running with the homework log, this summer you will become familiar with a.) the real-world resources linked from [my website](#); b.) writing accent marks with your computer (below), along with the writing-submission procedures and some fixes for typical writing weaknesses (detailed in the *Writing Packet*, found [here](#)), the Google Form, and the use of [SpanishChecker.com](#), which is also referenced in the video mentioned below.

Philosophy

Under “mis principios” on my website, please read about my philosophies regarding grammar and language acquisition.

Correcting weaknesses

Pronunciation

No one should mispronounce a Spanish vowel after the first week of Spanish I. Many of my students mispronounce vowels. Everyone should be able to know by listening whether a word should have an accent mark or not. Most of my students believe that learning accent marks is a question of memorization rather than logic. Click on “mis materiales” on my website, and read about/listen to the materials that I hope will help you to start the school year with an understanding of why pronunciation and spelling (including accent marks) are easier in Spanish than they are in English, and put you on a path to non-cringeworthy Spanish pronunciation!

Vocabulary

Under “mis materiales” on my website, I have provided Quizlets and activities over a fairly small quantity of very commonly confused words, so you can avoid many of the writing errors that plagued students in previous years. If you’re ambitious, try to master the first two Quizlets before school starts!

Grammar

I have provided explanations (in the *Writing Packet*, linked above) and will provide activities to help you with some very practical and commonly missed grammatical items: especially *ser* vs. *estar* and preterite forms.

There are also resources on the “mis materiales” page that can help you with some common areas of weakness in grammar.

So, what am I supposed to do this summer?

#1 of 3. To begin your interactions with real-world materials, and to learn the homework logging system we'll use next year, **by summer's end you'll need to log one entry each from at least *eight* of the ten reading and audiovisual sources/activities below.** Instructions for logging are included below, in both written and video form.

Please contact me if you have a special circumstance this summer that will make it impossible to complete all or part of the summer work.

Reading (these resources are all found in the sidebar on the right side of my site)

1. **@Muy Interesante:** follow the Spanish magazine *Muy Interesante*, @MuyInteresante, or find them among my retweets in the sidebar of my website. The articles that I re-tweet tend to be at just the right level—challenging, but not frustrating. They're not very long, they're well-written, and they cover lots of different topics, so you can choose articles that interest you. As you read, try to **guess words from context** before you go to WordReference.com. Pay attention to the grammar you see. Ask questions like “why is ___ imperfect?” “Why isn't ___ subjunctive? Log your work, questions, and reactions on the Google Form.
2. **@peopleenespanol:** Entries about Latino celebrities you've never heard of will be difficult to understand. But reading in Spanish about *chismes* regarding celebrities you're already familiar with will really improve your Spanish! As you read, try to **guess words from context** before you go to WordReference.com. Pay attention to the grammar you see. Ask questions like “why is ___ imperfect?” “Why isn't ___ subjunctive? Log your work, questions, and reactions on the Google Form.
3. **@CNNEE:** This is news, which may turn some of you off, but this is the type of reading you'll need to be able to do for the class and for the AP Exam. If you try to keep up with the top stories from English-language sources, you'll be able to find some stories you understand in Spanish. As you read, try to **guess words from context** before you go to WordReference.com. Pay attention to the grammar you see. Ask questions like “why is ___ imperfect?” “Why isn't ___ subjunctive? Log your work, questions, and reactions on the Google Form. There is also audiovisual material at this source.

Audiovisual (these resources are all found in the sidebar on the right side of my site)

1. **News in Slow Spanish:** This is the type of material that you will need to be able to understand for our work this year and for the AP Exam, **but this source is probably five-times slower.** If this is what you need to listen to all summer to feel like you understand, do it! Harder is not necessarily better! **You will improve the most listening to things that are just a little above your ability.** Log your work, questions, and reactions on the Google Form.
2. **LyricsTraining.com:** Play for half-an-hour or more, log your work, questions, and reactions on the Google Form. This activity is not very mobile-friendly, but anytime you have some time and a desktop computer, go to www.lyricstraining.com, choose Spanish as your language, “moderate” (unless that's too hard) as your level of difficulty, and play! This game builds your vocabulary, your listening skills, your ability to guess meanings from context, and your ability to gather meaning from grammar found in the songs. Note the buttons that allow you to repeat and skip words, and note the effect that these choices have on your “life” and your score.

3. **Spanish Obsessed:** This podcast is basically a pleasant young couple conversing in Spanish—while purposely slowing down to make it easier to understand—about their travels. These podcasts teach lots of culture along with the listening practice. Log your work, questions, and reactions on the Google Form.
4. **Charlas TEDx:** This site was discovered and recommended highly by a couple of very successful students last year. Choose topics that interest you! If you find one that's boring, or too hard, find another one. Log your work, questions, and reactions on the Google Form. Log your work, questions, and reactions on the Google Form.
5. **Radio Ambulante:** This is probably going to be difficult-to-understand, but it's something to work toward. If you choose the option (in the sidebar of my site) that has subtitles, it should be much easier. Maybe give these a shot toward the end of the summer after you've made progress with easier sources.
6. **Interacción en español:** Spend time speaking or corresponding in writing with a native Spanish-speaker. Log your experience
7. **CuriosaMente:** The videos at this YouTube channel are pretty easy to understand, and they deal with dozens of general-knowledge topics.
8. **Duolingo Podcast:** It includes some English, but the Spanish is authentic (but *slow*) and the cultural content is good. This is excellent for those who struggle with listening comprehension.

How to log your work with Google Forms

[Please watch this video, which demonstrates much of the content below](#)

Log your work in the Google Form in the sidebar of my website entitled "*Diario de lectura y actividades audiovisuales.*"

Your summary paragraph is to be corrected by SpanishChecker.com before you submit your work.

You may choose to first type the work into Word, then paste it into SpanishChecker, or you can type it directly into SpanishChecker.com. (If you're on a Mac, you can use the same keyboard shortcuts for accent marks within SpanishChecker.com that you use in Word. On a PC, you'll have to use a symbol palette, or those kooky character codes (below) unless you use Word.)

Check your spelling and grammar in SpanishChecker.com, then paste your corrected paragraph(s) into the Google Form. Accent marks will be preserved.

Accent Marks and Special Characters

Mac (these shortcuts work no matter what application you're using)

For **é, ó**, etc.: type **opt+e** (nothing happens), then type your letter.

For **ñ**: type **opt+n** (nothing happens), then type the n.

For **ü**, type **ctrl+shift+u** (nothing happens), then type the u.

For **¿**, type **opt+shift+?**

For **¡**, type **opt+1**

Windows Shortcuts (these only work in **Word/Office**. In Google Forms, etc. use codes below)

For **é, ó**, etc.: type **ctrl+'** (nothing happens), then type your letter.

For **ñ**: type **ctrl+shift+~** (nothing happens), then type the n.

For **ü**, type **ctrl+shift+u** (nothing happens), then type the u.

For **¿**, type **ctrl+shift+alt+?**

For **¡**, type **shift+ctrl+alt+1**

Character Codes for Windows (when using Google Forms and SpanishChecker on a non-Mac.)

Á	ALT+0193	á	ALT+0225	¿	ALT+0191
É	ALT+0201	é	ALT+0233	¡	ALT+0161
Í	ALT+0205	í	ALT+0237	º	ALT+0186 (Masculine Ordinal)
Ó	ALT+0211	ó	ALT+0243	ª	ALT+0170 (Feminine Ordinal)
Ú	ALT+0218	ú	ALT+0250	«	ALT+0171 (Left Angle Quote)

#2 of 3. Make Quia and *Conjuguemos* accounts, and **complete any grammar- and orientation-type activities I assign.** (You can work on *Conjuguemos* activities before they are assigned if you think they look helpful—especially anything related to preterite forms.) These activities will help to correct weaknesses, and will also make sure that you have read and absorbed the information about how we do things, and why we do the things we do.

1. *Conjuguemos.com*: Create an account at *Conjuguemos.com* using your school username and school password as your username and password. You will also need a school code, which is 4604. My teacher code is **zbpowv** and select the class G1.
2. Click [here to make a Quia account and enroll in a class](#). When prompted, enter class code to enroll in my G1 class: FCR489
3. *Work on your preterite forms using any Conjuguemos activities whose titles begin with the word “preterite”.*

#3 of 3. Record a sample of your speaking. Then work through the video lessons. **This is not quite ready yet—I’ll let you know when you can start.**

Diez Diariamente

For those of you who really like Spanish (as so many of you indicated in your surveys), here is something that was mandatory in previous years, but is optional (and should not be logged) this year.

The idea is to spend ten minutes each day doing something fun using real-world Spanish.

These are short activities that you can squeeze into short down-time minutes.

1. **DD *Muy Interesante***: A full *Muy Interesante* (see below) entry should take you about half-an-hour, but if you only have ten minutes, here's what you can do with *Muy Interesante*: Try to figure out an unknown word in the *headline* that you don't know *without consulting a dictionary*. Instead, look at the first paragraph of the tweet, and it's more than likely that a synonym will be used early in the piece that will reveal the meaning of the mystery word in the headline. Guessing words from context is an absolutely crucial skill that most students do not begin the year doing effectively, and you really need to practice it. I have plans to post a video that teaches you how to do it, but for now, just try it! Once you've succeeded—or not—with a word from the headline, try it with words in the text of the tweet, until you've spent ten or more minutes, then log your effort.
2. **DD *Chiste, Frase***: Spend ten minutes trying to figure out a joke or the saying in one of my tweets. Try to guess word meanings from context before consulting WordReference.com.
3. **DD *Lyrics Training***: This activity is not very mobile-friendly, but anytime you have ten minutes and a desktop computer, go to www.lyricstraining.com, choose Spanish as your language, "moderate" (unless that's too hard) as your level of difficulty, and play! This game builds your vocabulary, your listening skills, your ability to guess meanings from context, and your ability to gather meaning from grammar found in the songs. Note the buttons that allow you to repeat and skip words, and note the effect that these choices have on your "life" and your score.
4. **DD *Canción***: Spend ten minutes exploring music from the Spanish-speaking world. Try to understand the words. Find music that you will search for later in LyricsTraining. Zachary-Jones.com (linked) has a great selection in his "*Cancionero*" pages. There are educational activities in pdf format under "*Clozeline*". There is a "*mapa musical*" that allows you to search for music from the country you choose.
5. **DD *Doblado Doblado***: On the Zachary-Jones.com site, under "*Cine*", you'll see two trailers for a popular movie: one for the Spanish audience, and the other for the Latin American audience. He provides a mini-lesson to go along with each.

6. **DD Pronunciación:** Spend ten minutes trying to perfect your vowel sounds, your single-*r* sound, or your *rr* sound. Just find something in Spanish to read and read it out loud concentrating on the vowels and the *r*'s. I hope to have a video about pronunciation posted soon, but meanwhile, just remember to pronounce all vowels as you would in *taco*, *Pepe*, and *burrito* (*boo-rito*).
7. **DD CuriosaMente:** Watch one of the videos.

If the grammar activities are difficult, you are not consulting the materials I have made available. Read everything carefully, consult it, and you'll do fine. **Grammar materials will appear on my site later.**

Start the school year with a song you can teach

Make video-based grammar lessons with activities, key errors activities. Make these due x amount of days after start of school.

Class phases

1. get comfortable with real spanish, loosen the tongue, no pressure

1. One of each type of activity logged into AV/LEC log.
2. My videos
 - a. how we do things: philosophy/research, wordreference, Spanishchecker, writing guide, behavioral expectations
 - b. AP Exam
 - c. Pronunciation
 - d. Grammar: ser/estar, preterite, passive voices
 - e. Vocabulary

f. pick a song to teach?