

Advanced Spanish Language Summer Assignment 2011

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**ADVANCED PLACEMENT SPANISH LANGUAGE
SUMMER ASSIGNMENT 2011**

SRA. Sein

Klsein@mail.clay.k12.fl.us

**Please log on my web page and print the AP Spanish
Language Summer Assignment Packet
Read all instructions carefully.**

Congratulations! It is commendable that you have chosen to continue your Spanish studies through the AP Spanish course. This summer assignment will solidify what you already know but may also challenge your language skills. Go beyond your "comfort level" with the language and use the more complex grammatical constructions such as the varied uses of the Spanish subjunctive, advanced use of vocabulary, and advanced grammatical syntax!! The more you practice using your Spanish, the 'easier' it will be to handle the unpredictable Advanced Placement situations.

Summer assignments have been selected to continue the development of more advanced communication skills in listening, speaking, reading, and writing. These areas are tested on the AP Spanish Language Exam. Your summer assignment includes practice in all areas of language development; reading, writing, speaking and listening.

General Directions

Read the assignment descriptions carefully. Your assignment is MANDATORY and it is due the first day of school with the exception of speaking prompts. You will earn your summer assignment grade during the first weeks of school.

Honor Code

It is expected that you will adhere to the Oakleaf High School way of life and demonstrate C.L.A.S.S. in all of your activities. You will neither receive nor give assistance to your peers as you complete the Summer Assignment. The use of electronic translators is prohibited and is considered cheating.

ADVANCED PLACEMENT SPANISH LANGUAGE

SUMMER ACTIVITIES 2011

Assignments activity sheets and forms are at the end of this document

The following assignments will be graded and issued credit.

Speaking (10 minutes total)

You will be required to call my voice mail four times during the summer. When you call, you will hear a speaking prompt which you will respond to using your best spoken Spanish. The prompt will change each week. Please call my voicemail (904) 213-5151 on the below mentioned dates. It is preferable that you call on Monday, Tuesday or Wednesday **as grading will be completed on Friday of each week.** If you are unable to call due to an extended vacation or other circumstance, you are required to contact me before hand via email me and explain the situation. We will discuss alternatives at that time.

1. Call the week of July 4
2. Call the week of July 11
3. Call the week of July 18
4. Call the week of July 25

You will need to time your response to two minutes. **Be sure to state your full name first so I know who to give credit to.** If my voice messages mailbox is full try again the next day. If you have any problems please email me but don't wait until the last minute. My email is: klsein@mail.clay.k12.fl.us

Reading (2 hours total)

Read the story "Un día de estos" by Gabriel García Márquez. Complete the comprehension questions following the story. Be sure to respond in Spanish using correct spelling and grammar. The story and questions are enclosed in this packet.

Writing (2 ¼ hours total)

You will complete at least SEVEN journals and ONE essay.

Journal: Each journal should include 10-12 sentences. It is highly suggested that you complete these on a daily basis. Trying to complete them all at once will not benefit your language development throughout the summer. Please note that completing more than 15 journal entries is encouraged in order to further develop your writing skills. Please **handwrite** your journal. No typed journals will be accepted.

Essay: The composition topic is enclosed in this packet. Please refer below.

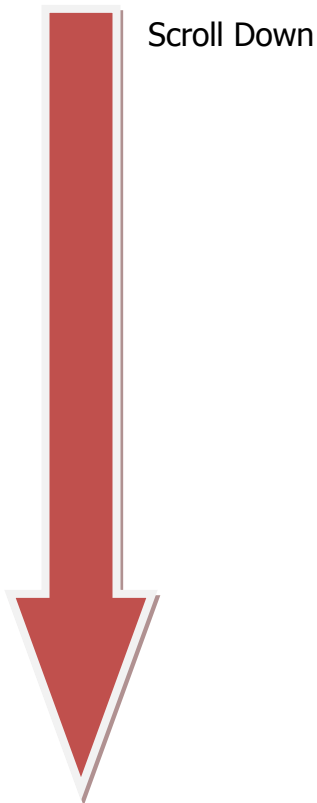
Listening (3 hours +)

Complete at least 3 hours of listening to Spanish outside the classroom. This may include television programs as well as radio broadcasts. The internet is an excellent source as well refer to my webpage for more links (myteacherpages.com/webpages/ksein). Be sure to get parent/guardian approval before logging in. It is very important that you log your time and complete a Listening Log for each listening session. *On the AP Exam you will be required to respond to interviews that represent a wide array of Spanish-Speaker's accents.* Step out of your comfort zone!

EXCELLENT SOURCE:

<http://www.radialistas.net>

Be sure to present all your work completely organized in a folder!!!!



Hola queridos alumnos,

Mi nombre es Katherine Sein y seré su profesora de Español Avanzado. Nací en la ciudad de San Bernardino en el año 'del caldo'. Aunque he vivido en los Estados Unidos toda mi vida, viajé y estudié en España. Teniendo una familia hispanohablante de Puerto Rico, tuve la oportunidad de conocer más a la familia así como familiarizarme y apreciar las costumbres y tradiciones de un país Hispanohablante y tan bonito como lo es Puerto Rico. Mi papá estaba en el ejercito, entonces tuve la oportunidad de viajar a varios lugares en los estados unidos. Aprecio mucho las diferentes culturas y me fascina aprender sobre ellas.

Después de terminar la secundaria, asistí a un colegio comunitario en Niceville, Fl. Luego, asistí a la universidad para graduarme con una licenciatura en Multilingüe y multicultural en el área de educación. Con el apoyo incondicional de mis padres, hermano y familiares, seguí estudiando para obtener una *Credencial de Profesora*. En Diciembre de 2010 terminé mi maestría en Administración. En un futuro cercano me encantaría continuar mis estudios superiores y seguir aprendiendo y prepararme más para mis alumnos. Algún día me gustaría ser profesora en la universidad. ¡Me encanta trabajar con nuestros alumnos!

Tengo una bella familia; mi esposo Joe, y mis tres hijas Andrea de trece años y Naomi de diez años y Rebekah de seis años. Nuestro pasatiempo favorito es pasar tiempo con la familia porque pensamos que la familia es lo más importante que existe y nos agrada estar juntos.

Ahora que sabes un poco de mi, me encantaría saber de ti durante el transcurso del año escolar y aprender juntos. Diviértete mucho este verano pero siempre recuerda que podrán despojarte de tu ropa, tu casa u otras pertenencias, pero nunca te podrán robar lo que está en tu mente y en tu corazón. Sigue adelante.

Sinceramente,

Sra. Sein

AP Spanish Language

Course Outline

Course Overview

This course meets District graduation requirements and is designed to be comparable to advanced level (third year) college/university Spanish language courses. The Advanced Placement Spanish language course seeks to develop language skills -listening, speaking, reading and writing- that apply in many subject areas rather than any single subject matter. In this course students develop a strong command of the Spanish language, with proficiency in integrating language skills and synthesizing written and aural materials, the formal writing process, extensive interpersonal and presentational speaking and writing practice, and aural comprehension skills through quality, authentic, and level-appropriate audio and video recordings. Additionally, this course includes the study of the Spanish-speaking countries, people, and culture through authentic written texts, including newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading and comprehension abilities. Furthermore, the course will include a systematic review of the basic points of grammar and verb conjugations with emphasis on areas where Spanish and English conflict. The finer grammatical points that contribute to an increased ability to write and speak correctly, with minimal interference from the English language, will also be addressed in the course.

Goals

The study will:

- Cover the equivalent of a third-year college course in advance Spanish writing and conversation
- Emphasize the use of Spanish for active communication in the **interpersonal**, **presentational**, and **interpretive** modes evidenced by:
 - responding appropriately and quickly to oral questions in Spanish on a number of topics (*Interpretive*)
 - speaking extemporaneously and/or involving others on a given topic using appropriate vocabulary and accurate grammar (*Interpersonal*)
 - identifying and summarizing the main points and significant details in various written forms and/or spoken source(s), making presentations to class in formal and informal contexts and turning in written reports in Spanish (*Presentational*)
- Emphasize the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century*: **Communication**, **Cultures**, **Connections**, **Comparisons**, and **Communities** (National Standards in Foreign Language Education Project, Lawrence, Kan.: Allen Press, 1999)
- Enhance the ability to comprehend formal and informal spoken Spanish in a variety of settings, types of discourse, topics, and styles (*Interpretive and Interpersonal*)
- Continue with the acquisition of vocabulary and a grasp of structure to allow for easy, accurate reading and summarization of newspaper articles, magazines, non-technical writings, and modern literature in Spanish (*Interpretive*)
- Increase the ability to compose informal and formal writing passages in a variety of settings that will demonstrate skills in organization, synthesis, grammatical accuracy,

use of appropriate vocabulary and idioms, and stylistic quality (*Interpretive and Presentational*)

Teaching Strategies

Informal and Formal Speaking: All formal and informal class communications take place in Spanish in order to build students' speaking and listening abilities. Students are expected to use Spanish 100% of class time. Speaking skills are practiced on a daily basis through one or more of the following activities: informal class discussions, partner activities, dialogues, skits, role-plays, debates, literature circles, telephone conversations, simulated conversations and formal presentations

Informal Writing: Informal writing is practiced on a daily basis in Spanish using topics taken from authentic sources such as newspapers, the Internet, songs and AP prompts and are kept in a dialogue journal which is graded periodically. Scoring considerations focus on improvement, word choice and control of grammatical structures and is based from the AP writing rubric.

Formal writing: Formal writing assignments are done in class to simulate the AP exam conditions. Topics are unannounced and no outside resources can be utilized. These assignments are then peer-edited and scored once by the instructor. Students make revisions based on feedback. A final version is then turned in and scored using the AP writing rubric. One writing assignment/essay per three weeks is average.

Reading: Reading skills are practiced on a daily basis in a variety of formats. Students read various authentic sources to include literary works, newspaper and magazine articles, internet websites, peer writing samples, music lyrics and AP exam practice passages. A variety of reading strategies are introduced and practiced throughout the year in order to build reading comprehension such as those designed for vocabulary development, pre/post-reading activities, graphic organizing, and literature circles.

Listening: Listening skills are practiced on a daily basis through the use of the target language 100% of class time. In addition, listening skills are incorporated into all other components of the class in order to model the AP exam format. Students listen to authentic sources in order to synthesize information from sources when practicing formal writing and speaking. Other activities that enhance listening skills include partner activities, group discussions, formal presentations, movies, guest speakers, music, internet sources, newscasts, web casts and AP exam practice activities.

Accountability Determinants

Students are assessed and receive grades based on the following determinants:

- Teacher observation of daily classroom participation, effort, behavior and achievement
- Informal/formal oral responses to questions
- Projects and presentations
- Instructor generated tests
- Practice AP exams
- In class discussions and assignments
- Homework each class meeting
- Formal/informal written essays

- Time spent in Spanish Language: 100%

Required Texts

Hiller, Janet F., *Spanish Four Years: Advanced Spanish with AP Component*. New York, New York: AMSCO School Publications, Inc., 2001

Supplementary materials

Additional resources utilized beyond the required text books will include:

- Magazines
- Periodicals
- Movies
- Music
- Internet
- Short Stories
- Guest Speakers

Why should students take this AP course?

There is an increasing emphasis of excellence in education as well as recognition that learning a foreign language at the high school and college level is important. A solid grounding in foreign language provides students with many valuable skills: the ability to communicate with people, the opportunity to understand a new body of printed material, and a way to interpret experience. Knowledge of a second language can also prove invaluable in a variety of professional activities, such as law, business, journalism, social work, and medicine.

In addition to the specific benefits of advanced study of the Spanish language, future AP students can also appreciate the general benefits of AP courses:

1. Students are more likely to be accepted by the college of their choice when they have demonstrated an ability to do college-level work in an AP course.
2. AP students may receive credit and/or advanced placement in college for the AP work done in high school. This can save money by enabling students to graduate from college earlier, and it can provide an opportunity for students to take additional courses in college—either to broaden a major or to explore a new field.
3. Even though students do not receive credit or advanced placement in college, they will have experienced a rigorous course similar to those they will meet in college. They will have a head start in college-level material and can proceed with greater confidence.

What will a student HAVE to do to be successful in this AP level class?

- Speak Spanish in and out of class.
- Watch Spanish television regularly
- Practice listening activities at home from different sources
- Attend previously scheduled before/after school practice sessions

The Exam

Put your exploration of Spanish to the test—and gain some college credit in the process—with the AP Spanish Language Exam. The exam evaluates your understanding of written and spoken Spanish and your ability to speak and write in correct and idiomatic Spanish.

About the Exam

The exam, which lasts about three-four hours, includes multiple-choice and free-response sections. During the multiple-choice section, you'll demonstrate your listening and reading comprehension skills. The free-response sections test your productive skills of speaking and writing, and specifically your ability to integrate language skills in the interpretive, interpersonal and presentational modes of communication.

All the directions printed inside the exam books are in both English and Spanish. Remember to respond only in Spanish. You may not use dictionaries or other reference works during the exam.

Since recording equipment is used during the test, you need to make sure you're familiar with the equipment before the test date. Ask your teacher to prepare a trial run of the equipment and procedures used during the test.

Section I: Multiple-Choice

The multiple-choice section tests two skills: listening and reading:

Listening

The listening portion begins with several short dialogues and narratives. For these exercises, the questions are spoken on the master recording but not printed in the exam book, while the answer choices are printed but not spoken.

The listening part continues with two longer selections that may be interviews, cultural communications, broadcasts, or other appropriate spoken materials. You are encouraged to take notes during this part of the exam and are given writing space for that purpose. Your notes will not affect your scores. You can see the printed multiple-choice questions while you listen; the questions for the longer selections are not spoken on the master recording; they are printed in the test booklet.

The oral stimuli for the listening portion of the exam may be authentic, unabridged sources or rerecorded versions.

Reading

The reading part comprises several passages, each followed by comprehension questions. Passages typically are prose fiction, journalistic articles, or essays. Some of the written texts may include a visual component or a Web page. Students are asked to identify the main points and significant details and make inferences and predictions from the written texts. Some questions may require making cultural inferences or inserting an additional sentence in the appropriate place in the reading passage.

Unlike other multiple-choice tests, random guessing can hurt your final score. While you don't lose anything for leaving a question blank, one third of a point is subtracted for each incorrect answer on the test. But if you have some knowledge of the question and can eliminate one or more answers, it's usually to your advantage to choose what you believe is the best answer from the remaining choices.

Section II: Free-Response

Writing

There are two types of questions on the writing portion:

- The first exercise is a simulated interpersonal writing task. This task consists of one question that will ask you to write an e-mail message, a letter or a postcard, for example. You'll have 10 minutes to read the question and write your response.
- The final, formal essay writing exercise is a document-based question that integrates listening, reading, and speaking skills (an example of the interpretive and presentational modes of communication). You will read documents (7 minutes), listen to a related audio source (approx. 3 minutes), plan your response (5 minutes), and then write your essay in response to the written prompt (40 minutes). All sources, both written and aural, are authentic, either in their original format or rerecorded. You are encouraged to make reference to and cite all of the sources in your essay.

Speaking

There are two different types of speaking exercises, integrating reading, listening, and speaking skills in both informal and formal contexts.

- The informal speaking exercise is a role-play situation where you will be asked to interact with a recorded conversation. There will be five or six opportunities for you to answer, and each response can be up to 20 seconds in length. You will have time to read an outline of the conversation and the instructions for responding before participating in the exercise.
- In the formal speaking exercise, you will give an oral presentation in a formal or academic setting. You will read one document and listen to a recording, after which you will have 2 minutes to prepare for your presentation and 2 minutes to give your presentation on the topic given. You are encouraged to make reference to and cite both sources.

Scoring the Exam

The multiple-choice section counts for 50 percent of your grade

Listening, 20%

Reading, 30%

The free-response section contributes the remaining 50 percent

Writing, 30%

Speaking, 20%).

Journal Topics

(minimum 7 journals)

Choose ONE topic and write at least 7 different journals.

Recuerda que debes escribir en Español.

1) My life's Journey: in which you will write about who you are and what you are becoming. You may include descriptions of yourself, your family, the activities you enjoy, the incidences that have shaped your character. **(Make a video of yourself telling the class all about you. Videos will be presented on the first Friday we return from summer break. Bring your video on DVD, thumbdrive or upload it to youtube...email me for the login and password for youtube)**

2) Reaction/Response journal: this type of journal may appeal to you if you are interested in current events and popular culture. You may describe current social/political/international situations and then give your reactions to them.

3) Fantasy Journal: you may wish to pretend that you are another person in another time or place.—a Mayan warrior, Don Quijote, etc. Napoleon's

4) The Episodic novel: you may write a continuing saga, a "mini novel" or novela, a chapter at a time in your journals.

5) The Myths and Legends journal...use your journal to create stories that explain why things are the way they are in this world...you could explain natural or man-made phenomena. These could even have the tone of children's stories.

6) The "Action Hero" journal: You could create an action hero and spend each journal developing adventures. This journal could possibly be made into a comic book format, or into a video as an end of the year project.

7) The Smorgasbord journal: Can't decide which kind of journal you wish to select? Then you may do some select from any of the above and change from assignment to assignment.

EXTRA CREDIT: Make your journal entry into a movie...use any except for #1.

Advanced Spanish Language

Listening Log (Print as many copies as necessary. You need one log per listening session until you reach a minimum of three hours.)

Log # _____

Date _____ Time: _____ to _____

Total minutes: _____

TV Channel/Station _____

Source/Program Name _____

Escribe un resumen (summary) general en español de lo que escuchaste en la televisión o radio.

Ahora, escribe una reacción y comentario personal de lo que escuchaste en la televisión o radio.

Preguntas para mí. Hay algo que no comprendiste?

Un día de estos (One of these days...)

Por Gabriel García Márquez

1.	amanecer: <i>to dawn</i>	12.	la mandíbula: <i>jaw</i>
2.	el gabinete: <i>office</i>	13.	la muela: <i>tooth</i>
3.	el gatillo: <i>forceps</i>	14.	las pinzas: <i>pliers</i>
4.	el la misma vaina: <i>its all the same</i>	15.	marchito: <i>withered</i>
5.	el suspiro: <i>sigh</i>	16.	pasar la cuenta: <i>send the bill</i>
6.	hacer buches: <i>gargle</i>	17.	pedalear: <i>to pedal</i>
7.	hinchado: <i>swollen</i>	18.	pomos de loza: <i>porcelain flasks</i>
8.	la cacerola: <i>cooking pan</i>	19.	pulir: <i>polish</i>
9.	la dentadura: <i>denture</i>	20.	rodar (algo) con: <i>to move</i>
10.	la fresa: <i>drill</i>	21.	sacar una muela: <i>pull a tooth</i>
11.	la gaveta: <i>drawer</i>	22.	vaina: <i>branch</i>

El lunes amaneció tibio y sin lluvia. Don Aurelio Escovar, dentista sin título y buen madrugador, abrió su gabinete a las seis. Sacó de la vidriera una dentadura postiza montada aún en el molde de yeso y puso sobre la mesa un puñado de instrumentos que ordenó de mayor a menor, como en una exposición. Llevaba una camisa a rayas, sin cuello, cerrada arriba con un botón dorado, y los pantalones sostenidos con cargadores elásticos. Era rígido, enjuto, con una mirada que raras veces correspondía a la situación, como la mirada de los sordos.

Cuando tuvo las cosas dispuestas sobre la mesa rodó la fresa hacia el sillón de resortes y se sentó a pulir la dentadura postiza. Parecía no pensar en lo que hacía, pero trabajaba con obstinación, pedaleando en la fresa incluso cuando no se servía de ella.

Después de las ocho hizo una pausa para mirar el cielo por la ventana y vio dos gallinazos pensativos que se secaban al sol en el caballete de la casa vecina. Siguió trabajando con la idea de que antes del almuerzo volvería a llover. La voz destemplada de su hijo de once años lo sacó de su abstracción.

-Papá.

-Qué.

-Dice el alcalde que si le sacas una muela.

-Dile que no estoy aquí.

Estaba puliendo un diente de oro. Lo retiró a la distancia del brazo y lo examinó con los ojos a medio cerrar. En la salita de espera volvió a gritar su hijo.

-Dice que sí estás porque te está oyendo.

El dentista siguió examinando el diente. Sólo cuando lo puso en la mesa con los trabajos terminados, dijo:

-Mejor.

Volvió a operar la fresa. De una cajita de cartón donde guardaba las cosas por hacer, sacó un puente de varias piezas y empezó a pulir el oro.

-Papá.

-Qué.

Aún no había cambiado de expresión.

-Dice que si no le sacas la muela te pega un tiro.

Sin apresurarse, con un movimiento extremadamente tranquilo, dejó de pedalear en la fresa, la retiró del sillón y abrió por completo la gaveta inferior de la mesa. Allí estaba el revólver.

-Bueno -dijo-. Dile que venga a pegármelo.

Hizo girar el sillón hasta quedar de frente a la puerta, la mano apoyada en el borde de la gaveta. El alcalde apareció en el umbral. Se había afeitado la mejilla izquierda, pero en la otra, hinchada y dolorida, tenía una barba de cinco días. El dentista vio en sus ojos marchitos muchas noches de desesperación. Cerró la gaveta con la punta de los dedos y dijo suavemente:

-Siéntese.

-Buenos días -dijo el alcalde.

-Buenos -dijo el dentista.

Mientras hervían los instrumentos, el alcalde apoyó el cráneo en el cabezal de la silla y se sintió mejor. Respiraba un olor glacial. Era un gabinete pobre: una vieja silla de madera, la fresa de pedal, y una vidriera con pomos de loza. Frente a la silla, una ventana con un cancel de tela hasta la altura de un hombre. Cuando sintió que el dentista se acercaba, el alcalde afirmó los talones y abrió la boca.

Don Aurelio Escovar le movió la cara hacia la luz. Después de observar la muela dañada, ajustó la mandíbula con una cautelosa presión de los dedos.

-Tiene que ser sin anestesia -dijo.

-¿Por qué?

-Porque tiene un absceso.

El alcalde lo miró en los ojos.

-Está bien -dijo, y trató de sonreír. El dentista no le correspondió. Llevó a la mesa de trabajo la cacerola con los instrumentos hervidos y los sacó del agua con unas pinzas frías, todavía sin apresurarse. Después rodó la escupidera con la punta del zapato y fue a lavarse las manos en el aguamanil. Hizo todo sin mirar al alcalde. Pero el alcalde no lo perdió de vista.

Era una cordal inferior. El dentista abrió las piernas y apretó la muela con el gatillo caliente. El alcalde se aferró a las barras de la silla, descargó toda su fuerza en los pies y sintió un vacío helado en los riñones, pero no soltó un suspiro. El dentista sólo movió la muñeca. Sin rencor, más bien con una amarga ternura, dijo:

-Aquí nos paga veinte muertos, teniente.

El alcalde sintió un crujido de huesos en la mandíbula y sus ojos se llenaron de lágrimas. Pero no suspiró hasta que no sintió salir la muela. Entonces la vio a través de las lágrimas. Le pareció tan

extraña a su dolor, que no pudo entender la tortura de sus cinco noches anteriores. Inclinado sobre la escupidera, sudoroso, jadeante, se desabotonó la guerrera y buscó a tientas el pañuelo en el bolsillo del pantalón. El dentista le dio un trapo limpio.

-Séquese las lágrimas -dijo.

El alcalde lo hizo. Estaba temblando. Mientras el dentista se lavaba las manos, vio el cielorraso desfondado y una telaraña polvorienta con huevos de araña e insectos muertos. El dentista regresó secándose las manos. "Acuéstese -dijo- y haga buchec de agua de sal." El alcalde se puso de pie, se despidió con un displicente saludo militar, y se dirigió a la puerta estirando las piernas, sin abotonarse la guerrera.

-Me pasa la cuenta -dijo.

-¿A usted o al municipio?

El alcalde no lo miró. Cerró la puerta, y dijo, a través de la red metálica.

-Es la misma vaina.

FIN

Preguntas de comprensión. Explica tus respuesta EN GRAN DETALLE Y USANDO ORACIONES COMPLETAS.

1. Por la descripción del texto y su comportamiento en el relato, ¿cómo crees que es el carácter de Don Aurelio Escovar?

2. Y el alcalde, ¿cómo definirías su carácter? ¿Por qué?.

3. ¿Qué relación existe entre el alcalde y Don Aurelio? ¿Crees que son amigos? ¿Por qué sí o por qué no?.

4. ¿Piensas que Don Aurelio tiene miedo del alcalde? Busca en el texto la justificación a tu respuesta.

5. El dentista le dice al alcalde "Aquí nos paga veinte muertos, teniente". ¿Crees que Don Aurelio se está vengando del alcalde al sacarle la muela sin anestesia? Explica tu respuesta.

6. ¿Por qué dice el alcalde que él y el municipio "es la misma vaina"?

7. ¿Qué tipo de alcalde es el personaje del cuento? ¿Existe o han existido este tipo de alcaldes en tu país? ¿Y en otros países? Explica.

REPASO DE VERBOS

YOU WILL BE TESTED ON ALL VERBS THE SECOND WEEK OF SCHOOL

-AR

abordar- to board	dañar- to damage	informar(se)- to inform (oneself)
acabar- to finish	dejar- to leave	interesar- to interest
acampar- to camp	depositar- to deposit	investigar- to investigate
acelerar- to accelerate	derramar- to spill	juzgar- to judge
aconsejar- to advise	desarrollar- to develop	limpiar- to clean
acusar- to accuse	desayunar- to eat breakfast	luchar- to fight, to struggle
admirar- to admire	descansar- to rest	llamar- to call
ahorrar- to save (money)	desempeñar- to perform	llegar- to arrive
alcanzar- to attain/reach (a goal)	despegar- to take off	llevar- to wear, to carry
aliviar- to relieve	detestar- to hate	malgastar- to waste
almorzar- to eat lunch	dibujar- to draw	mandar- to send
alquilar- to rent	discriminar- to discriminate	mirar- to watch, to look
amenazar- to threaten	disfrutar- to enjoy	molestar- to bother
andar- to ride, to walk	doblar- to turn	nadar- to swim
animar- to animate	dudar- to doubt	observar- to observe
apagar- to turn off	echar- to throw (out)	ocultar- to hide
apoyar- to support	elogiar- to praise	pagar- to pay for
aprovechar- to take advantage of	encantar- to like a lot / love	participar- to participate
arreglar- to arrange	engañar- to deceive, to trick	pasar- to spend time, to pass
aterrizar- to land	entrar- to enter	pasear (por)- to walk
aumentar- to add	entrevistar- to interview	patinar- to skate
ayudar- to help	escalar- to climb (mountain)	pescar- to fish
bailar- to dance	escuchar- to listen to	pelear- to fight
besar- to kiss	esperar- to wait for, to hope	pintar- to paint
bucear- to scuba dive	esquiar- to ski	practicar- to practice
buscar- to look for	estacionar- to park	preparar- to prepare
cambiar- to change	estimar- to estimate	preservar- to preserve
caminar- to walk	estrenar- to premiere	promocionar- to promote
cantar- to sing	estudiar- to study	purificar- to purify
cazar- to hunt	evaluar- to evaluate	realizar- to reach a dream
celebrar- to celebrate	evitar- to avoid	reciclar- to recycle
cenar- to eat dinner	explicar- to explain	rechazar- to reject
cocinar- to cook	explotar- to explode	regresar- to return
coleccionar- to collect	facturar- to check (luggage)	reparar- to repair
comprar- to buy	fallar- to fail	reparar- to review
confiar (en)- to confide (in)	fascinar- to fascinate	rescatar- to rescue
confrontar- to confront	firmar- to sign	respetar (a)- to respect
conservar- to conserve	fracasar- to fail	respirar- to breathe
consultar- to consult	frenar- to brake	robar- to rob
coquetear- to flirt	garantizar- to guarantee	sacar- to take out, to get grades
criticar- to criticize	gastar- to spend (money)	saltar- to jump
cruzar- to cross	guardar- to keep	sembrar- to sow, to plant
cuidar- to care for / take care of	guiar- to guide	solicitar- to solicit
cultivar- to grow /to cultivate	gustar- to like	superar- to overcome
charlar- to chat	hablar- to talk, to speak	tirar- to throw
chismear- to gossip	imitar- to imitate	tocar- to play(instrument), touch
chocar- to crash	importar- to matter	tomar- to take

-AR

trabajar- **to work**
trasmochar- **to spend the night**
tratar (de)- **to try (to)**
trepar- **to climb (tree)**
triunfar- **to triumph**
usar- **to use**
viajar- **to travel**

-ER

aprender- **to learn**
beber- **to drink**
comer- **to eat**
comprender- **to understand**
conceder- **to grant**
correr- **to run**
coser- **to sew**
creer- **to think, to believe**
deber- **must, should**
ejercer- **to practice**
escoger- **to choose**
esconder- **to hide**
exceder- **to exceed**
leer- **to read**
prometer- **to promise**
proteger- **to protect**
recoger- **to pick up, to collect**
sorprender- **to surprise**
suceder- **to happen**
tejer- **to knit**
temer- **to fear**
vender- **to sell**

-IR

abrir- **to open**
aplaudir- **to applaud**
asistir a- **to attend**
compartir- **to share**
construir- **to build**
compartir- **to share**
cubrir- **to cover**
cumplir- **to complete**
describir- **to describe**
dirigir- **to direct, to manage**
escribir- **to write**
influir (en)- **to influence**
lucir- **to shine**
persuadir- **to persuade**
prohibir- **to prohibit**
recibir- **to receive**
reducir- **to reduce**
subir- **to go up, get on/in**

IRREGULARES

dar- **to give**
decir- **to say, to tell**
estar- **to be (feelings, location)**
ir- **to go**
oír- **to hear**
saber – **to know (info, how to)**
ser- **to be**
tener- **to have**
mantener- **to maintain**
venir- **to come**
ver- **to see**

VERBOS DE -GO

caer- **to fall**
hacer- **to do, to make**
poner- **to put**
salir- **to leave, to go out**
traer- **to bring**
valer- **to be worth**

VERBOS DE -ZCO

conducir- **to drive**
conocer- **to know (nouns)**
crecer- **to grow**
nacer- **to be born**
obedecer- **to obey**
parecer(se)- **to seem like**
pertenecer- **to belong to**
producir- **to produce**

VERBOS DE E-IE

advertir- **to warn**
atender- **to care for**
comenzar- **to start**
despertarse- **to wake up**
divertirse- **to have a good time**
empezar- **to begin**
encender- **to turn on**
entender- **to understand**
enterrar- **to bury**
mentir- **to lie**
negar- **to deny**
pensar- **to think**
perder- **to lose**
preferir- **to prefer**
querer- **to want**
recomendar- **to recommend**
requerir- **to require**
sentirse- **to feel**

VERBOS DE O-UE / U-UE

acostarse- **to go to bed**
almorzar- **to eat lunch**
contar- **to count, to tell**
costar- **to cost**
devolver- **to return (something)**
dormir- **to sleep**
encontrar- **to find**
jugar- **to play**
morir- **to die**
poder- **to be able to, can**
probar- **to try, to test**
promover- **to promote**
recordar- **to remember**
resolver- **to resolve**
soler- **to usually (do something)**
volar- **to fly**
volver- **to return**

VERBOS DE E-I

conseguir- **to get, to obtain**
impedir- **to impede, to hinder**
pedir- **to ask for, to order**
reírse- **to laugh**
repetir- **to repeat**
seguir- **to follow**
servir- **to serve**
sugerir- **to suggest**
vestirse- **to get dressed**

REFLEXIVOS

abrocharse- **to fasten**
alegrarse (de)- **to get happy**
arriesgarse- **to risk**
bañarse- **to take a bath**
casarse- **to get married**
cepillarse- **to brush**
comprometerse (con)- **to get engaged**
cortarse- **to cut oneself**
creerse- **to believe in oneself**
definirse- **to define oneself**
despedirse (de)- **to say goodbye to**
divorciarse- **to divorce**
dormirse- **to fall asleep**
ducharse- **to shower**
echarse- **to throw oneself into
doing something**
enfadarse- **to get mad**

transmitir- **to transmit**
vivir- **to live**

sugerir- **to suggest**

REFLEXIVOS (cont)

enfocarse (en)- **to focus on**
enojarse- **to get mad**
entretenerse- **to entertain oneself**
esforzarse- **to make an effort**
especializarse (en)- **to major (in)**
graduarse- **to graduate**
hacerse- **to become**
identificarse- **to identify oneself**
impacientarse- **to get impatient**
inscribirse- **to enroll, register**
jubilarse- **to retire**
lavarse- **to wash**
levantarse- **to get up**
llevarse bien / mal- **to get along well / badly**
maquillarse- **to put on makeup**
marearse- **to get seasick /dizzy**
matricularse- **to register**
mudarse- **to move**
olvidarse- **to forget**
parecerse (a)- **to resemble**
peinarse- **to comb**
pelearse- **to fight**
pintarse- **to paint (fingernails), to put on makeup**
ponerse- **to put on**
preocuparse- **to worry**
quedarse- **to stay**
quejarse- **to complain**
quitarse- **to take off**
relajarse- **to relax**
reunirse (con)- **to get together (with)**
sacrificarse- **to sacrifice**
secarse- **to dry**
trasladarse- **to move**

Create an account on Quizlet.com and become friends with each other and share these words to learn these words...the biggest battle is vocabulary...practice...

ADVANCED PLACEMENT
SPANISH LANGUAGE

SUMMER ASSIGNMENT

2011

Email me if you have questions

Buena Suerte

Diviertete!