

ROOSEVELT HIGH SCHOOL
EARLY COLLEGE STUDIES

Summer Assignment for Students

Entering Spanish CpB2 – Level 3

Student Name: _____

This assignment consists of a series of activities related to the three modes of communication: Interpretative, Interpersonal, and Presentational. The activities will help you strengthen your proficiency in Spanish. You will earn extra credit towards your first marking period grade.

Parte 1: Comprensión de lectura/Reading Comprehension - Interpretative Mode

Below each of the following selections, there is either a question or an incomplete statement. For each, choose the word or expression that best answers the question or completes the statement according to the meaning of the selection. (Source: FLACS Checkpoint B Exam June 2015)

Suggested Strategy:

1. Read the possible responses first.
2. Identify any key words that you think are important.
3. Write the word in Spanish alongside the question/statement.
4. Read the ad.
5. Select the appropriate response.
6. Underline/Highlight where you found the information that helped you select the appropriate response.

LA TORRE DE LA LIBERTAD ABRE SUS PUERTAS

La “Torre de la Libertad”, el principal rascacielos del Nuevo World Trade Center de Nueva York, comenzará a recibir este lunes a sus primeros inquilinos. Algunas de las oficinas de la empresa, Condé Nast que publica varias revistas populares van a abrir sus puertas en este edificio famoso.

La gigante compañía editorial tiene previsto instalar a unos 3.400 empleados en la torre para trabajar en su empresa. Ha alquilado todos los pisos entre el 20 y el 44.

Aunque Condé Nast será el principal inquilino del edificio, compartirá espacio con otras organizaciones y empresas que ocuparán la imponente torre.

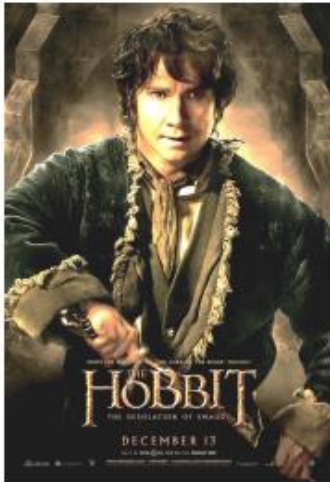
Con 104 pisos y 542 metros de altura, el edificio número uno del World Trade Center domina el perfil del Bajo Manhattan y ha ocupado el vacío dejado por las Torres Gemelas, destruidas en los atentados del 11 de septiembre de 2001.

La Voz Hispana — del 6 de noviembre 2014

19. This article relates information about...

- (1) the plans for rebuilding this tower
- (2) the cost of rent in this building
- (3) a company relocating their offices
- (4) an architect's vision for the sight

20.



La Voz Hispana

Te invita a participar para ganar una entrada válido para dos personas al pre-estreno de

HOBBIT

The Hobbit: La Batalla de los Cinco Ejércitos termina la trilogía de la precuela a El Señor de los Anillos. Es una película que busca dar su toque épico de batallas gigantescas, como ocurrió en la trilogía de anterior, agregando historias paralelas que agregan emoción a la relación de sus personajes. Esta película es para la familia. PG-13

¡Visita las oficinas de Las Voz Hispana
159 East 116 Street, NY, NY 10029
el martes 9 de diciembre de 10:00am
hasta 5:00 pm para la oportunidad de ganar!

20. The above advertisement is for...

- (1) actors who wish to audition for "The Hobbit"
- (2) two free tickets to see "The Hobbit"
- (3) a chance to meet the actors from "The Hobbit"
- (4) a chance to visit the set of "The Hobbit"

21.

La corrida de toros es uno de los espectáculos más populares en Madrid. Los toros son además una de las costumbres más antiguas en España. Los orígenes del toreo se remontan al siglo XVII. La Plaza de Toros de las Ventas de Madrid celebra corridas de toros todos los domingos desde principios de marzo hasta finales de octubre. Las ferias taurinas principales de Madrid son la Feria de San Isidro y la Feria de Otoño. Las corridas comienzan por la tarde y pueden llegar a durar hasta tres horas, según el tipo de toro. El precio de las entradas a una corrida de toros puede variar entre 10€ y 100€, según el asiento y la popularidad del torero.

<http://www.madridinfosite.com/sp/entretenimiento/madrid-toros.aspx>



21. Who would enjoy this event? Someone who...

- (1) appreciates regional culture.
- (2) loves Spanish dances.
- (3) likes to shop at markets.
- (4) prefers classical music.

22.

¿Quieres ayudar a la comunidad?



Para ser bombero es necesario haber cumplido 18 años, no tener problemas legales y tener buena salud compatible con el servicio. Es fácil empezar el proceso: debe ir a la compañía a la que se desea participar (usualmente, la más cercana al domicilio o trabajo). Una vez aceptado por la compañía a la que desees ingresar, deberás participar en los cursos que te prepararán para el servicio activo. Si aún no tienes 18 años, no te desanimes: en muchas compañías existen brigadas que agrupan a quienes que desean ser bomberos para entrenarlos. En las brigadas los participantes aprenden a actuar en situaciones de emergencias, pero no participan en los llamados. Sólo al cumplir 18 años, pueden ingresar formalmente a la institución como voluntarios. Las brigadas son muy importantes para bomberos. Muchos de los bomberos de hoy en compañías y cuerpos se iniciaron en ellas. Ellos aprendieron los métodos necesarios para apagar un fuego o ayudar a la gente que sufren un accidente de automóvil.

¡Te esperamos!

22. This announcement would be for someone who is interested in...

- (1) becoming a policeman
- (2) joining the fire department
- (3) serving in the military
- (4) volunteering at a homeless shelter.

23.

¿Qué han mostrado las investigaciones sobre aprender a leer y escribir?

Habitualmente se cree que leer y escribir son habilidades elementales y generales que pueden aprenderse al empezar sus estudios de una vez y para siempre. Pero esto es falso. Las investigaciones demuestran lo contrario. Leer y escribir son prácticas culturales complicadas y diversas, no se lee ni se escribe de una misma manera al leer un periódico, una novela o cuando buscamos información en el Internet. Estas diferentes instancias se aprenden no solo al inicio de la escolaridad, sino cuando una persona está en varias situaciones de lectura y escritura específica. Es un aprendizaje que no termina nunca. La manera de leer o escribir el correo electrónico es distinta de la de leer una novela o escribir un artículo para un periódico.

Por: elcolombiano.com



23. What is the conclusion of this study?

- (1) Reading and writing skills continue to develop throughout one's life.
- (2) The Internet has affected the rate of literacy.
- (3) Attending lectures improves reading comprehension.
- (4) Schools have eliminated novels to teach reading skills.

Parte 2: Repaso de gramática

Los verbos reflexivos/Reflexive Verbs

A) Match the following images with the corresponding reflexive verb. Write the reflexive verb under the image in the space provided.

despertarse

ducharse

dormirse

afeitarse

peinarse

cepillarse el pelo

pintarse los labios

bañarse

levantarse



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____



7) _____



8) _____



9) _____

Notes:

- Remember there are three categories of infinitives (of verbs): -ar, -er, -ir.
- A verb is reflexive when the subject and the direct object are the same. (Me lavo las manos./I wash my hands.

- Reflexive verbs have “se” added to the infinitive, e.g, despertarse, acostarse, lavarse.
- Reflexive verbs are conjugated along with a reflexive pronoun. The pronoun is placed in front of the conjugated verb: **Me** acuesto a las 10 de la noche.
- Reflexive pronouns are: me, te, se, nos, se. Note that “se” is used with both the Ud. (third person singular) and Uds. (third person plural) forms of the verb.

B) Complete each sentence with the correct form of the reflexive verb in parenthesis. (You can use the link provided to complete this activity online.) Remember you must include both the reflexive pronoun and conjugated verb for each response. The first example has been completed for you.

1. Cada mes mi hijo (cortarse) el cabello.
2. Mi hija (vestirse) muy elegante para su baile.
3. Con alegría todos los días.
4. (acostarse, tú) demasiado tarde todos los días.
5. Mi hermanita (vestirse, ella) en su habitación cada mañana.
6. Mi padre (afeitarse) cada mañana.
7. Nunca (peinarse, nosotros) antes de ducharnos.
8. ¿A qué hora (acostarse, Uds.) los domingos?
10. Después de levantarme siempre (ducharse)
11. El niño (cortarse, él) la mano muy seguido con la tijera.
12. (lavarse, ella) la cara todos los días.
13. (despedirse, yo) de mis amigos en el aeropuerto.
14. ¿Nunca (ducharse, tú) antes de salir de casa?
15. ¿Por qué no (lavarse, ustedes) las manos al llegar a casa?
16. Muchas chicas (maquillarse, ellas) para salir.
17. Cuando llego a casa (quitarse, yo) los zapatos.

Fuente: <https://www.spanishunicorn.com/verbos-reflexivos/>

Los verbos con cambios de raíz/Stem-changing verbs

Notes:

- Remember there are three categories of infinitives (of verbs): -ar, -er, -ir.
- Infinitives are made up of two parts: the ending and the stem. In the following examples, the stem is underlined and the ending is in **bold**: hablar, **correr**, **vivir**.
- With some verbs, the stem also changes when you conjugate them. These are called stem-changing verbs.

- In the present tense, there are three groups of stem-changing verbs: e to ie, o to ue, e to i. The stem changes (spelling change) for all forms of the verb except for nosotros and vosotros.
 - Stem-changing verbs are also called “boot” verbs.
- The spelling or stem change takes place in the next to last syllable.

A) Categorize the following verbs according to their stem-change. Write the verbs in the appropriate column.

querer poder cerrar entender dormir acostar
 despertar servir pedir comenzar morir medir
 costar empezar repetir preferir vestirse

Stem change from e to ie	Stem change from o to ue	Stem change from e to i

B) Write the correct form of the stem-changing verb in parenthesis.

- 1) Mi amigo _____ (querer) estudiar medicina.
- 2) Los adolescentes _____ (dormir) mucho.
- 3) Yo _____ (preferir) ir al cine el domingo.
- 4) Los estudiantes _____ (poder) ayudar a su comunidad.
- 5) ¿Cuánto _____ (costar) los tenis?
- 6) Las clases _____ (empezar) temprano.
- 7) El mesero _____ (servir) la comida a los clientes.
- 8) Cuando tú no _____ (entender), necesitas pedir ayuda.
- 9) La madre _____ (despertar) a su hijo a las siete de la mañana.
- 10) La niña _____ (vestirse) a la moda.

Parte 3: Interpersonal Mode

The Interpersonal Mode is two-way communication between people. This can take the form of a dialogue or an exchange of text messages, e-mails, or letters.

Write a text message in Spanish to a friend to make plans for the weekend. You may include the following:

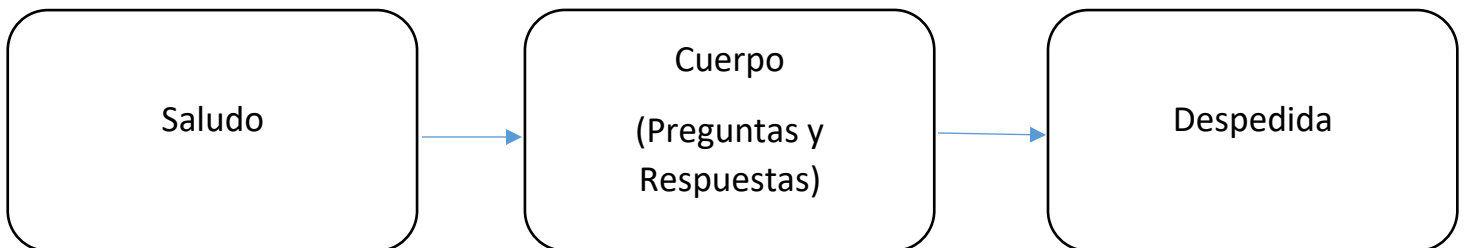
- What the activity will be
- When and where you will meet
- At what time you will meet
- What you will need to bring with you
- If you are inviting other friends to join you

There should be an exchange of 12 text messages in Spanish between you and your friend (6 messages each). A greeting (¡Hola!) and goodbye (Hasta mañana) do not count as a text message. The text messages should be written in complete sentences.

For a speaking or interpersonal activity, please use the following checklist:

- 1) Registro: Formal o informal/Register: Formal or informal
- 2) Saludo/Greeting
- 3) Cuerpo/Body
- 4) Despedida/Good-bye.

(Note: The register will determine the greetings and good-byes you will use as well as the form of the verbs.)

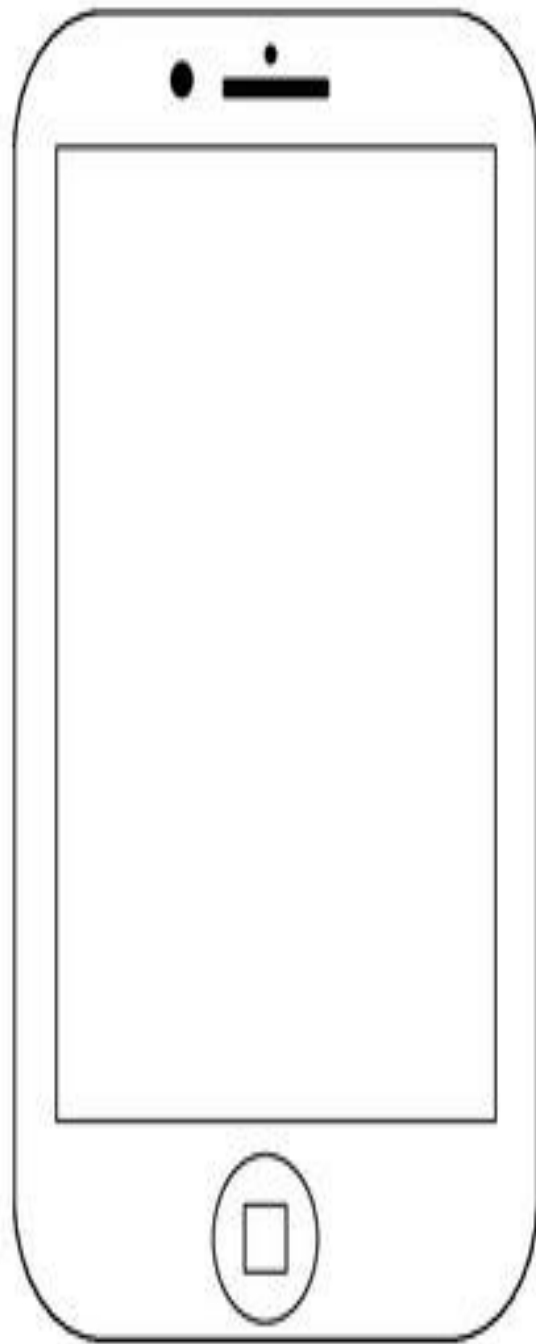
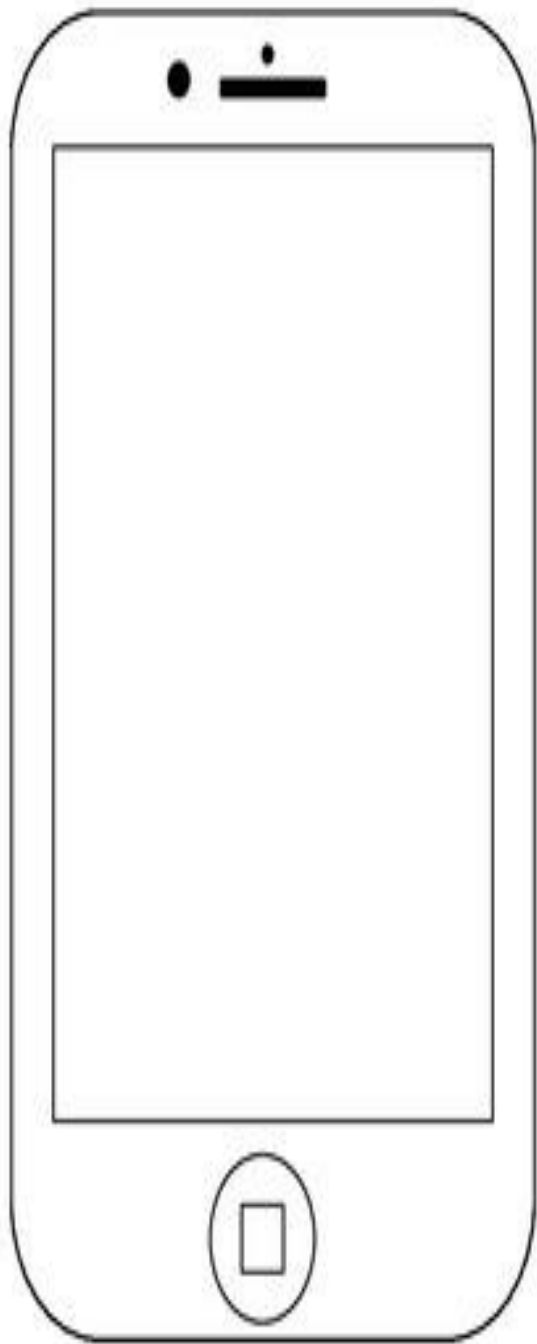


You can use the following link to create fake text messages: <https://ifaketextmessage.com/>.

Once completed, copy and paste the exchange on a separate page. You can also write the message on cell phone template on the next page.

Suggested Strategy:

1. Read the writing prompt first.
2. Determine if the register is formal or informal.
3. For each bullet point, write a Spanish phrase or words that can be used to address each bullet.
4. Write your journal entry.
5. Optional: Use transition words to help transition from one sentence or paragraph to another. Some transition words are: también, luego, entonces, antes, después.



Part 4: Presentational Mode

The Presentational Mode is one-way communication between people. This can take the form of a presentation, speech, report, journal entry, poster, flyer, etc.

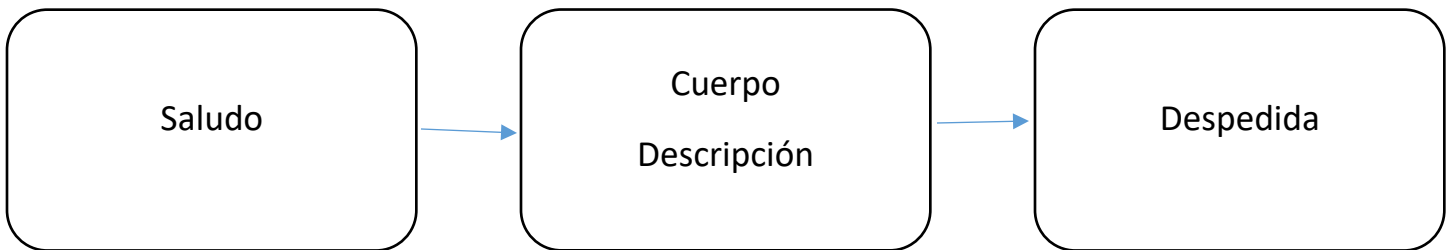
Write a journal entry of **125** words in Spanish describing what you did over the summer. You can focus on what you did one day or over a course of days. You can use either the present or past tense depending on the timeframe you are using. You may wish to include:

- The activity/activities
- When and where the activity took place
- Why this activity interests you
- Who participated in this activity with you
- Would you participate in this activity again?
- What you learned from this experience

For a writing activity, please use the following checklist:

- 1) Registro: Formal o informal/Register: Formal or informal
- 2) Fecha/Date
- 3) Saludo/Greeting
- 4) Cuerpo/Body
- 5) Despedida/Good-bye.

(Note: The register will determine the greetings and good-byes you will use as well as the form of the verbs.)



Suggested Strategy:

1. Read the writing prompt first.
2. Determine if the register is formal or informal.
3. For each bullet point, write a Spanish phrase or words that can be used to address each bullet.
4. Write your journal entry.
5. Use transition words to help transition from one sentence or paragraph to another. Some transition words are: también, luego, entonces, antes, después.

Scoring Rubric for Part 4B: Presentational Writing ♦ Checkpoint B

A score of zero (0) must be given for Part 4B if any of the following conditions apply to the student response:

- 1) It does not meet the minimum criteria (1) for the Completion of the Task category.
- 2) The response is written in a language other than the target language.
- 3) The student response is vague, e.g. "I don't know" or "I don't understand".

Category	Performance Levels			
	4	3	2	1
Development and Completion of the Task	The student response is clearly appropriate to the prompt. The ideas expressed are connected to the prompt but may include minimal unrelated statements or phrases. The student includes many details that develop the response.	The student response is generally appropriate to the prompt. The ideas expressed are connected to the prompt, but there may be some unrelated statements or phrases. The student includes some details that develop the response.	The student response is partially appropriate to the prompt. The ideas expressed are somewhat connected to the prompt, but there may be several unrelated statements or phrases. The student includes few details that develop the response.	The student response is minimally appropriate to the prompt. The ideas expressed are minimally connected to the prompt; however, there is at least one statement or phrase that is connected to the prompt. The student includes very few or no details that develop the response.
Organization	The response exhibits a clear sense of organization: beginning, body, conclusion. The ideas follow a logical sequence and the use of effective transitions supports coherence.	The response exhibits a general sense of organization: beginning, body, conclusion. The ideas generally follow a logical sequence and some use of effective transitions supports coherence.	The response exhibits some sense of organization. There may be a beginning and/or conclusion that are unclear. The ideas generally do not follow a logical sequence and there is minimal use of transitions that support coherence.	The response exhibits little to no sense of organization. The ideas do not follow in a logical sequence. There is no use of transitions to support coherence.
Usage, Variety, and Level of Vocabulary	The response exhibits a wide range of Checkpoint B vocabulary that enhances the response and is appropriate to the task. Vocabulary is used with accuracy, although there may be minimal inaccuracies.	The response exhibits a good range of Checkpoint B vocabulary that enhances the response and is appropriate to the task. Vocabulary is used with general accuracy, although there may be some inaccuracies.	The response exhibits a basic range of Checkpoint B vocabulary or relies on Checkpoint A vocabulary that is somewhat appropriate to the task. Vocabulary inaccuracies may be present as well as some use of words outside the target language.	The response exhibits a minimal range of Checkpoint B vocabulary or extensive reliance on Checkpoint A vocabulary. Vocabulary is used with little or no accuracy. Many words outside of the target language may be present.
Control of Language <ul style="list-style-type: none"> • Subject/Verb Agreement • Variety/Accuracy of Tense • Complex/Compound Sentences • Syntax/Word Order • Spelling/Diagrammatic Marks • Adjectives/Adverbs 	The student response demonstrates strong control of Checkpoint B structures and conventions. The response is fully comprehensible. There may be minimal errors which do not impede comprehensibility.	The student response demonstrates moderate control of Checkpoint B structures and conventions. The response is generally comprehensible. There may be a few errors which do not impede overall comprehensibility.	The student response demonstrates some control of Checkpoint B structures and conventions or strong control of only Checkpoint A structure and conventions. The response may be somewhat incomprehensible. Errors may force interpretation.	The student response demonstrates little ability to control Checkpoint A or B structures and conventions. The response is mostly incomprehensible. Frequent errors obstruct comprehensibility and force interpretation.
Word/Character Count	X	X		Uses less than 125 comprehensible and appropriate words/characters that contribute to the development of the response.

Conversion Chart for Part 4B: Presentational Writing

Total Raw Score	18-17	16-15	14-13	12-11	10-9	8-7	6	5	0
Total Converted Credits	8	7	6	5	4	3	2	1	0

If the student response is deemed scoreable, it must receive at least a one (1) point in every category.



Parte 5 – Extra Practice

For additional practice and review complete the flashcards, graded practice, and games on the websites below. Write down your score.

Vocabulary (routines)

<https://conjuguemos.com/vocabulary/15905>

Graded Practice: _____

Vocabulary (including “YoGo” verbs)

<https://conjuguemos.com/vocabulary/15906>

Graded Practice: _____

Reflexive verbs

<https://conjuguemos.com/verb/132>

Graded Practice: _____

Stem-changing verbs

<https://conjuguemos.com/verb/135>

Graded Practice: _____