

Nombre _____

WHS 2015 Spanish III & Honors Spanish III Summer Preparation for Learning

This *Summer Preparation for Learning* packet is available on-line on the Spanish III/Honors Spanish III page of Sra. Chinn's WHS website.

Carefully read pages 1—4 and see Sra. Chinn BEFORE LEAVING FOR THE SUMMER if you have *any* questions. Keep them in your notebook.

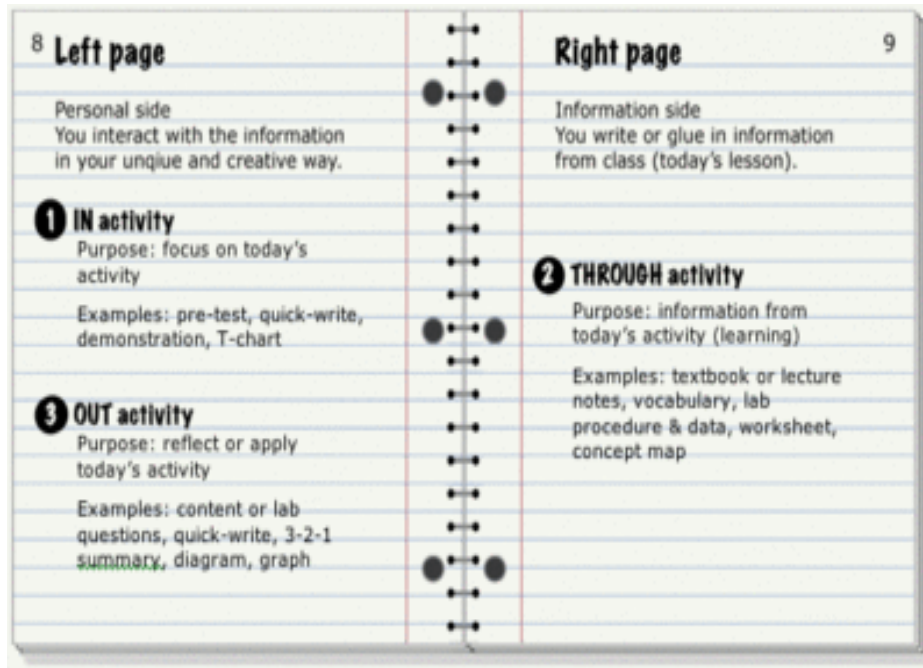
Students *new* to Woodland High School may view a model of the Summer Preparation for Learning assignment in the WHS Counseling Office after June 1, 2015.

How wonderful that you are continuing your Spanish studies next year! In Spanish III and Honors Spanish III, you can anticipate practicing what you have been learning in Spanish so far and learning more about the Spanish language and Spanish-speaking cultures. To start the process, this summer you will begin <<*Mi cuadernito de español*>>. This is your *Spanish Interactive Notebook*! It will help you become a more successful note taker, organize your studies, and create a portfolio of your learning. It will facilitate you becoming a creative thinker and writer and offer you avenues to process the information presented in class and express your own ideas in Spanish. ¡Olé!

Instrucciones, I (Directions, part 1)

Part II is found on page 3 of this packet.

- 1.) Obtain a bound, **100-page composition** book that will be dedicated to *Mi cuaderno de español*.
- 2.) On the outside of the front cover of the composition book, using a dark-colored permanent marker, write your full name, Sra. Chinn and ***Mi cuadernito de español***. Decorate your *cuadernito*, making it represent you. ¡*Diviértete!*
- 3.) Skip the first 5 pages of the composition book, leaving them blank. They will be used for your *cuadernito*'s table of contents (***El índice***).
- 4.) On the 6th page, start numbering the front pages only in the upper right-hand corner. Continue this manner, up to page 10.
- 5.) You will work with the back (LEFT) sides of the pages once school starts. LEAVE THEM BLANK FOR NOW. You will work with the front (RIGHT) pages this summer.



de Google
Images

Starting in August, you will work with the LEFT PAGES!

What WILL go on the left side / the back sides of the pages?

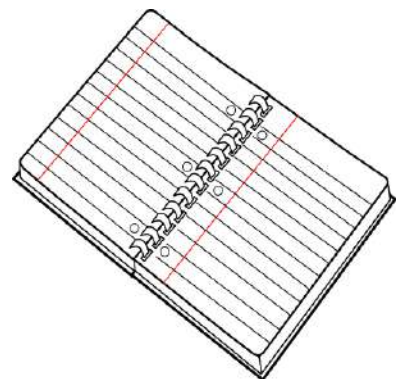
OUTPUT! Your demonstration of mastery of the material!

You will demonstrate understanding of the information from the right side of the page. You will work with the input and interact with the information in creative, unique, and individual ways.

The left side will not only reflect *what* you learn in Spanish, but *how* you learn Spanish.

Some examples of left-side items:

- Brainstorming
- Warm-ups
- Poetry and songs that YOU compose
- *Quick-writes*
- Summaries
- Crosswords
- Venn diagrams, charts, and other graphic organizers
- Cartoons, drawings, pictures you take of something you made
- Writing prompt responses
- Summaries of stories read in or out of class
- Your questions, reflections, and other reactions to the input
- Other creative avenues for processing information



Some keys to successful LEFT sides:

- Every left side gets thoughtfully used.
- Write a *title* for your output on the top line.
- Use the pages to apply the lesson to your life—make it meaningful to you!

Making the content yours will help you internalize it and truly learn it!

- Always use *color* because it helps the brain learn and organize information.
- Listen to directions and suggestions from the teacher to guide your practice of the information.
- Never hesitate to ask about new ways to practice the INPUT. 😊

- Bring your *cuadernito* to class every day so that you obtain all of the input. If you ever forget it, use notebook paper and then copy the information into *cuadernito*.

- If you ever miss the INPUT (right-side), due to absence from class (for ANY reason), get the notes from either a classmate or Sra. Chinn. **You are accountable for every single page of your *cuadernito*.**



Starting NOW you will work on the right sides of the pages!



The right sides of the pages are the INPUT (teacher-generated). Now that you have your notebook correctly labeled, have skipped the first 5 pages, and have numbered the next 10 pages sequentially, you are ready to get the right side RIGHT!

Instrucciones, II (Directions, part II):

- 1.) The following 10 topics comprise important *foundational information* essential for success in Spanish III and Honors Spanish III.. For each topic, review your notes from (Honors) Spanish I and/or (Honors) Spanish II. If there is information that is new to you, **review and / or learn about it on-line** using studyspanish.com, quia.com, and conjuguemos.com. **Complete on-line practice!**
- 2.) Then, neatly cut out each topic and **paste** it in the *middle* of the page so that you have room for further explanation and examples around the given information. Do not staple!
- 3.) Use highlighting and color to mark important information and make it stand out.
- 4.) Jot down any thoughts/questions you have on sticky notes. Place them in your *cuadernito* with the corresponding INPUT for discussion at school!

Your interactive notebook is due the first



day of class! Learn how to earn an...

***Mi cuadernito de español* will count as your first Summative Assessment grade.**

Basically, I am checking that you have prepared your interactive Spanish notebook and have studied the first 10 topics. Make sure to provide evidence that you have spent quality time with both the notebook and the information. See the following rubric to see how your first interactive notebook grade will be determined:

How to get an  :

RUBRIC for the FIRST Interactive Spanish Notebook:

- /5 Bound 100-page composition book
- /5 Front labeled with dark permanent marker
- /5 Full name and ***Mi cuadernito de español*** on the front cover
- /5 Notebook is neatly and uniquely decorated
- /5 First 5 pages have been skipped
- /5 Next 10 pages numbered 1—10 in the upper right-hand corner with blue or black ink
- /10 The correct information pasted on each of the first 10 pages
- /5 No writing appears on the backs of the pages (except with the use of sticky notes...)
- /5 Pasting is *neatly* done in the center of the pages...no staples!
- /50 Evidence of having spent *quality time* with the input (*highlighting, illustrating, starring/underlining, sticky notes...*)
(5 points/page)

=100 points

SUMMATIVE ASSESSMENT!

¿BONO? Want to earn extra credit?

Give Sra. Chinn creative ideas for OUTPUT/LEFT SIDES of the notebook to earn from **+1 —to +5** extra credit points. How would YOU like to demonstrate your understanding of the 10 assigned topics? How would you enjoy USING the information given?

¿Trabajo tarde? How does turning in the summer assignment late affect my grade?

-10 points/day: 10 points per day will be deducted for each day late.

¡Uf! Don't go there. The Interactive Notebook counts as a Summative Assessment grade. Turn it in on time. **Ask questions *prior to July*...before leaving for summer!**
To cut and paste on PAGE 1 (for the front of the 6th page of your notebook)

Rules of pronunciation and accent marks:

de <http://www.drlemon.com>

- Rule #1: Words that end in S, N or a vowel are stressed (the voice rises) on the next to last syllable. For example:

es-tu-di- <u>AN</u> -te	<u>PE</u> -rros	pro-fe- <u>SO</u> -ra	re- <u>Pi</u> -tan
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- Rule #2: Words that end in all other consonants (not S or N) are stressed on the last syllable. For example:

bo-rra- <u>DOR</u>	re- <u>LOJ</u>	pa- <u>RED</u>	es-pa- <u>ÑOL</u>
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- Rule #3: Words that do not obey the first two rules require an written accent mark on the stressed syllable. For example:

ca-mi- <u>NÉ</u>	es-DRÚ-ju-la	ra-T <u>ÓN</u>	<u>LÁ</u> -piz
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-----To cut and paste on **PAGE 2:** -----

Gender of nouns in Spanish

de <http://www.fluentu.com>

Nouns that end in *-sión, -ción, -dad, -tud* and *-umbre* are feminine. **Examples:**

la exposición → the exhibition

la habitación → the room

la felicidad → the happiness

la solicitud → the application

la costumbre → the custom

Nouns that end in *-ma* are masculine. **Examples:**

el problema → the problem

el emblema → the emblem

el enigma → the mystery

Exceptions to gender rules (that *-a* words are feminine and *-o* words are masculine):

el día → the day *el mapa* → the map *el cura* → the priest *el planeta* → the planet

la foto (picture) *la mano* (hand) *la radio* → the radio *la moto* → the motorcycle

To cut and paste on **PAGE 3**:

The personal a

de www.spanish411.net

Él visitó la montaña.

Él visitó a Isabella.

How should they be translated? The first one is easy, "He visited the mountain." The second one is a bit more difficult. It looks like, "He visited Isabel," but what is the "a" there for? The reason is a small but important rule in Spanish known as the personal *a*...

While it may not appear to be necessary, the second sentence needs to have an *a* before Isabel. Why? Because two conditions are true:

- One, Isabel is a person. OK, that's easy enough.
- Two, Isabel is a direct object. OK, what's a direct object?

A direct object answers "whom?" or "what?" receives the action of the verb in the sentence. To figure that out, simply read the sentence, stop after the verb, and ask yourself "whom?" or "what?" He visited... whom? He visited Isabel. "Isabel" answers the question, "whom?"

Place an "a," known as *the personal a*, in front of a direct object if that direct object is a person. The *a* does not translate into English. Compare these examples:

Andrés conoce bien a mi prima.
Andrés knows my cousin well.

Andrés conoce bien la ciudad.
Andrés knows the city well.

Hernando vio a Ronaldo.
Hernando saw Ronaldo.

Hernando vio la película.
Hernando saw the movie.

****Use the personal a for KNOWN people and things personified (such as pets!).**

Page 4:

SER y ESTAR

de <http://www.drlemon.com>

Use *SER* with...

- Elements pertinent to your or others' identity physical description, personality and character, nationality, race, gender, profession, origin, what things are made of
- Things which "Take Place" or "Occur" in Time: Dates, days, seasons, time, events, concerts, parties
- Possession

ESTAR is used for states of being

Emotional, physical & mental states of (our bodies') being:

- Feelings/moods/emotions, physical conditions or appearances, civil state (married, single, divorced, dead)

Placement State of Being:

- Location of things and people (but not events)

Motion State of Being

- Present Progressive tense (the "-ing" form)

Page 5:

Stem Changing Verbs

de www.spanishdict.com

In all three conjugations of verbs (-ar, -er, and -ir) there are some verbs whose vowels change within the stem. These stem-changes occur in all persons except nosotros and vosotros. These two persons maintain the regular stem. There are six varieties of stem-changes: o->ue, e -> ie, e -> i, i -> ie, u -> ue, o -> hue. Each of these is described below with examples.

1. e to ie

This is the most common stem change for Spanish verbs.

Conjugation Example

querer - to want

quiero queremos

quieres queréis

quiere quieren

Some Common e → ie Verbs

acertar	<i>to guess</i>	divertirse	<i>to have fun</i>	pensar (en)	<i>to think (about)</i>
atender	<i>to attend to</i>	empezar	<i>to begin</i>	perder	<i>to lose</i>
atravesar	<i>to cross</i>	encender	<i>to light/ignite, to turn on</i>	preferir	<i>to prefer</i>
calentar	<i>to warm</i>	encerrar	<i>to enclose</i>	querer	<i>to want</i>
cerrar	<i>to close</i>	entender	<i>to understand</i>	recomendar	<i>to recommend</i>
comenzar	<i>to begin</i>	fregar	<i>to scrub/wash</i>	remendar	<i>to mend/patch</i>
confesar	<i>to confess</i>	gobernar	<i>to govern</i>	sentar (se)	<i>to sit down</i>
helar	<i>to freeze</i>	sentir	<i>to feel</i>	sugerir	<i>to suggest</i>
defender	<i>to defend</i>	mentir	<i>to lie</i>	tropezar (con)	<i>to stumble (into, across)</i>
descender	<i>to descend</i>	negar	<i>to deny</i>		
despertar	<i>to wake</i>	nevar	<i>to snow</i>		

(se) up

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Some Common o→ue Verbs

de spanishdict.com

2. o to ue

This is the 2nd most common stem change after e→ie.

Conjugation Example

soñar (con) - to dream (about)

sueño	soñamos
sueñas	soñáis
sueña	sueñan

Some Common o -> ue Verbs

absolver	<i>to absolve</i>	doler	<i>to hurt</i>	recordar	<i>to remember</i>
acordarse (de)	<i>to agree on</i>	dormir	<i>to sleep</i>	remover	<i>to remove</i>
almorzar	<i>to have lunch</i>	encontrar	<i>to find</i>	resolver	<i>to resolve</i>
aprobar	<i>to approve</i>	envolver	<i>to wrap</i>	retorcer	<i>to twist</i>
cocer	<i>to boil/bake</i>	llover	<i>to rain</i>	revolver	<i>to mix/shake</i>
colgar	<i>to hang (up)</i>	morder	<i>to bite</i>	rogar	<i>to beg</i>
conmover	<i>to move (emotionally)</i>	moler	<i>to grind</i>	soler	<i>to be accustomed to</i>
contar	<i>to count</i>	morir	<i>to die</i>	sonar	<i>to sound</i>
costar	<i>to cost</i>	mostrar	<i>to show</i>	soñar	<i>to dream</i>
demoler	<i>to demolish</i>	mover	<i>to move</i>	torcer	<i>to twist</i>
demostrar	<i>to demonstrate/prove</i>	poder	<i>to be able to</i>	tronar	<i>to thunder</i>
devolver	<i>to return (something)</i>	probar	<i>to taste, to prove</i>	volar	<i>to fly</i>
disolver	<i>to dissolve</i>	promover	<i>to promote</i>		

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Some Common e→i Verbs

de spanishdict.com

Notice they are all *–ir* verbs.

3. e to i

Conjugation Example

repetir - to repeat

repito repetimos

repites repetís

repite repiten

Some Common e → i Verbs

conseguir *to get*

repetir *to repeat*

corregir *to correct*

**reírse
(de)** *to laugh/to make fun of*

despedir *to fire/to say goodbye*

seguir *to follow*

elegir *to elect*

servir *to serve*

impedir *to impede*

sonreírse *to smile*

medir *to measure*

vestirse *to get dressed*

perseguir *to follow*

4. i to ie

There are only two commonly used verbs whose stem changes from i to ie:

Conjugation Examples

adquirir - to acquire inquirir - to inquire

adquiero adquirimos inquiero inquirimos

adquieres adquirís inquieres inquirís

adquiere adquieren inquiere inquieren

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Interrogative Words

How to Form Spanish Questions

How do you make a question in Spanish? How do you say "do" or "does" in a Spanish question? What's with the upside down question mark? If you've ever asked yourself these questions, then you need to read this lesson!

There are two kinds of questions in Spanish. There are questions that use a true question word or interrogative word such as Who?, What?, Where?, When?, Why?, or How? Then there are Spanish questions that use a verb as the asking part of the sentence as in "Is he eating?", "Are they leaving?", or "Does she dance?" We will study how to form each of these Spanish questions separately, starting with the question words.

Spanish Question Words

¿Quién? ¿Quiénes?	Who? Who? (plural)
¿Qué?	What?
¿Cuándo?	When?
¿Dónde?	Where?
¿Adónde?	To where? (used with the verb <i>to go</i>)
¿Cómo?	How?
¿Cuál? ¿Cuáles?	Which? Which? (plural)
¿Por qué?	Why?

Notice that all Spanish questions begin with an upside down question mark to signal the start of a question. Also note that all Spanish question words have a written accent

mark. In order to really **Learn Spanish Better**, we suggest that as you learn a new word, study the spelling and accent mark that may go with it.

When forming any kind of question in Spanish, remember that **the verb always comes before the subject** of the question. An example using an interrogative word would be the question "Who is she?" In Spanish it goes "¿Quién es ella?" This is the same as English word order, but looking at the question "When are they arriving?" shows different syntax. In Spanish it reads: "¿Cuándo llegan ellos?"

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Present Progressive

The present progressive tense combines the present indicative of the verb **estar** (to be) with the present participle of another verb to indicate an action in progress. The present progressive tells what a person "is doing" right now.

- **Estoy hablando** con mi madre. (*I am speaking with my mother (right now).*)
- Los niños **están jugando** en el patio. (*The children are playing in the yard (right now).*)

Present Progressive Forms

The present progressive is a verb phrase consisting of both *estar* (the "is" part which indicates the tense) and the present participle (the "-ing" part which indicates what the action is). To form the present progressive, conjugate *estar* to the present indicative tense and add the present participle form of the verb that the person is actually doing.

Present Progressive Formula: **estar + present participle** (verb stem + -ando for -ar verbs/-iendo for -er and -ir verbs)

Estoy hablando	<i>I am speaking</i>	Estamos hablando	<i>We are speaking</i>
Estás hablando	<i>You are speaking</i>	Estáis hablando	<i>You (all) are speaking</i>
	<i>You (formal) are speaking</i>		<i>You (all, formal) are speaking</i>
Está hablando	<i>He/she is speaking</i>	Están hablando	<i>They are speaking</i>

Uses:

Simply, what a person is doing right now, and action they are currently participating in.

- **Está escribiendo** un ensayo para su clase de español. (*He is writing an essay for his Spanish class.*)
- **Estamos cocinando** la cena. (*We are cooking dinner (right now).*)

- **Están durmiendo** en el dormitorio pequeño. (*They are sleeping in the small bedroom (right now).*)

In English and Spanish, this is usually expressed using the **present progressive**, but it is possible to use the present tense in Spanish as well.

- ¿Qué **haces**? (*What are you doing?*)
- **Limpio** la cocina. (*I'm cleaning the kitchen.*)
- ¿Cómo **estás**? (*How are you doing?*)
- **Estoy** bien, gracias. (*I'm doing well, thank you.*)

Page 10 (and page 11 if you need more space!)

The Imperfect Tense <http://users.ipfw.edu/jehle/courses/imperf.htm>

1. **Forms: Verb Stems:** Take the infinitive, and remove the infinitive ending):
hablar > habl-; comer > com-; vivir > viv-.

Imperfect Endings: -ar verbs: -aba, -abas, -aba, -ábamos, -abais, -aban.
-er and -ir verbs: -ía, -ías, -ía, -íamos, -íais, -ían.

<u>hablar</u>	<u>comer</u>	<u>vivir</u>
hablaba hablábamos	comía comíamos	vivía vivíamos
hablabas hablabais	comías comíais	vivías vivíais
hablaba hablaban	comía comían	vivía vivían

2. **Irregular verbs:** There are only 3 irregulars! ser, ir, and ver:

<u>ser</u>	<u>ir</u>	<u>ver</u>
era éramos	iba íbamos	veía veíamos
eras erais	ibas ibais	veías veíais
era eran	iba iban	veía veían

3. **Meaning and usage.** The imperfect is one of two simple (that is, “non-compound”) past tenses in the indicative. It is used:

A. To indicate an action or state viewed as being **in progress** in the past.

Yo cantaba mi canción favorita. *I was singing my favorite song.*
Estábamos muy cansados. *We were (feeling) very tired.*

B. To indicate a customary or **repeated action or state** in the past.

Cada domingo íbamos al parque. *Every Sunday we used to go to the park.*
De vez en cuando me miraban. *They would look at me from time to time.*

C. To indicate the time of day (and ordinarily the day of the week, date, etc.) when talking about the past.

Eran las seis de la mañana. *It was six o'clock a.m.*
Era lunes, el cinco de junio. *It was Monday, June 5th.*

D. To **give descriptions** in the past or **paint the background** (the imperfect **sets the stage** on which another action —typically given in the preterit— was performed).

Ella tenía hambre, y no había nada en la refrigeradora. *She was hungry, and there was nothing in the refrigerator.*

Por eso fue a comprar algo. *So she went [preterite] to buy something.*