

Florence M. Gaudineer School
Incoming 8th grade Spanish Summer Assignment
2020-2021

Nombre: _____

Dear Incoming Eighth Grade Student,

In order to keep your Spanish skills sharp over the summer, practice is essential. Please follow the directions by selecting and completing **ONLY 1 activity from each chapter** on the Tic-Tac-Toe Choice board. Each horizontal row reflects a specific chapter with its associated themes and vocabulary.

All three of the activities that you select from the list are due the first week of school and they will be collected and graded as a test grade worth **60 points**. Points will be deducted if the summer work is handed in late. You may access your online textbook from your home computer at www.my.hrw.com. Please write down your username and password so you can use your book as a reference over the summer.

Username: _____ Password: _____ **Lunch Code # Avancemos 1A**

Example:

Unidad 2 Lección 1 X	Unidad 2 Lección 1	Unidad 2 Lección 1
Unidad 2 Lección 2	Unidad 2 Lección 2 X	Unidad 2 Lección 2
Unidad 3 Lección 1	Unidad 3 Lección 1	Unidad 2 Lección 1 X

You may collaborate with a classmate over the summer. However, all work must be done independently and each person must submit his or her own work. Please do not use google translate to translate your work. This may result in loss of credit or even a zero.

Note that each unit has a companion vocabulary list to assist you with completing the summer assignment. The vocabulary can be found at the end of this summer assignment. The vocabulary can also be found on the following pages in the student edition: Unidad 2 Lección 1 page 117, Unidad 2 Lección 2 page 145, Unidad 3 Lección 1 page 179.

However, should you need assistance at any point, please contact either Señora Beller at nbirkmann@springfieldschools.com or Señora Cioffi at jcioffi@springfieldschools.com. The World Language Department wishes you an enjoyable, restful summer and we look forward to seeing you in the fall.

<p><u>School Supplies: U2:L1</u> Write a school supply list for September in Spanish. Include 10 classroom items. Also include an illustration for each, or you may also use clip art or magazine clippings.</p>	<p><u>Mi Horario: U2:L1</u> Create an imaginary schedule in Spanish of the classes that you will have next year. Be sure to include core classes, art and music only. Do not include lunch, activity or flex periods. Using complete sentences in Spanish, state whether you find the classes easy, interesting, boring, or difficult. Ex. La clase de matemáticas es difícil.</p>	<p><u>Crossword: U2:L1</u> Create a crossword puzzle Using 15-20 Regular AR VERB CONJUGATIONS. The clues should be in English and the answers in Spanish. Please include both the original puzzle with clues and the completed puzzle. CLUE EX: HE SWIMS=(NADA)</p>	<p>_____/20 Points (PICK ONE ONLY FROM THIS ROW!)</p>
<p><u>La Clase: U2:L2</u> Draw a Spanish classroom. Include 12 classroom objects from the vocabulary list. Label in Spanish and include illustrations. Write a 3-sentences description about the classroom. Include the name of your teacher, the size of the classroom, and list some objects that the classroom has using "En la clase hay + name of objects".</p>	<p><u>Mi Escuela: U2:L2</u> Create a floor plan map of the school and label 5-7 <u>different</u> places in the school in Spanish. Select 3 of these places and state that you are going there using Ir, then use estar + preposition to say where it is located. Ex: Voy a la biblioteca. La biblioteca está en frente del gimnasio. Total of 3-sentences required.</p>	<p><u>Emociones: U2:L2</u> Write 8 original sentences using the verb estar and the emotions vocabulary. Please vary the subjects, conjugate estar & remember adjective agreement! Include images of the emotions.</p>	<p>_____/20 Points (PICK ONE ONLY FROM THIS ROW!)</p>
<p><u>Interview: U3:L1</u> Create a series of questions using any 5 of the interrogative words learned in U3L1 or previous chapters. Then supply the answers in complete sentences in Spanish.</p>	<p><u>Meal Plan: U3:L1</u> Create a meal plan in Spanish with 6 or more illustrations for one day. State what you eat or drink for breakfast, lunch and dinner. Please use the vocabulary in U3L1 and express the meals, as well food and beverage items in Spanish. **Note: It can be real or imaginary. *Para el desayuno yo como+food y yo bebo+beverage. *Para el almuerzo yo como+food y yo bebo+beverage. *Para la cena yo como+food y yo bebo+beverage</p>	<p><u>Menu: U3L1</u> You are in charge of creating the FMG cafeteria menu with illustrations and prices. Use the food and beverage items in the chapter. In addition, state what you want to eat and drink using Quiero (I want) beber+beverage Quiero comer+food choice</p>	<p>_____/20 Points (PICK ONE ONLY FROM THIS ROW!)</p>

Rubric:

Unidad 2 Lección 1:

Follows directions and meets criteria: _____/4

Completes on time _____/4

Good use of vocabulary _____/4

Good use of grammar _____/4

Overall appearance _____/4

_____/20

Unidad 2 Lección 2:

Follows directions and meets criteria: _____/4

Completes on time _____/4

Good use of vocabulary _____/4

Good use of grammar _____/4

Overall appearance _____/4

_____/20

Unidad 3 Lección 1:

Follows directions and meets criteria: _____/4

Completes on time _____/4

Good use of vocabulary _____/4

Good use of grammar _____/4

Overall appearance _____/4

_____/20

Total: _____/60

Vocabulario from previous lecciones :

Lección Preliminar - p. 25

Unidad 1 Lección 1 - p. 55

Unidad 1 Lección 2 - p. 83

Unidad 2 Lección 1

Vocabulario

Discuss Daily Schedules

<u>¿A qué hora es...?</u>	<i>At what time is . . . ?</i>	<u>la hora</u>	<i>hour; time</i>
<u>¿Qué hora es?</u>	<i>What time is it?</i>	<u>el horario</u>	<i>schedule</i>
<u>A la(s)...</u>	<i>At . . . o'clock.</i>	<u>menos</u>	<i>to, before (telling time)</i>
<u>Es la... / Son las...</u>	<i>It is . . . o'clock.</i>		
<u>de la mañana</u>	<i>in the morning (with a time)</i>	<u>el minuto</u>	<i>minute</i>
		<u>...y cuarto</u>	<i>quarter past</i>
<u>de la tarde</u>	<i>in the afternoon (with a time)</i>	<u>...y (diez)</u>	<i>(ten) past</i>
		<u>...y media</u>	<i>half past</i>
<u>de la noche</u>	<i>at night (with a time)</i>		

Describe Frequency

<u>de vez en cuando</u>	<i>once in a while</i>
<u>muchas veces</u>	<i>often, many times</i>
<u>mucho</u>	<i>a lot</i>
<u>nunca</u>	<i>never</i>
<u>siempre</u>	<i>always</i>
<u>todos los días</u>	<i>every day</i>

Describe Classes

School Subjects

<u>el arte</u>	<i>art</i>
<u>las ciencias</u>	<i>science</i>
<u>el español</u>	<i>Spanish</i>
<u>la historia</u>	<i>history</i>
<u>el inglés</u>	<i>English</i>

Classroom Activities

<u>contestar</u>	<i>to answer</i>
<u>enseñar</u>	<i>to teach</i>
<u>llegar</u>	<i>to arrive</i>
<u>necesitar</u>	<i>to need</i>
<u>sacar una buena /</u>	<i>to get a good /</i>

<u>las matemáticas</u>	<i>math</i>	<u>mala nota</u>	<i>bad grade</i>
		<u>tomar apuntes</u>	<i>to take notes</i>
		<u>usar la computadora</u>	<i>to use the computer</i>

Other Words and Phrases

<u>casi</u>	<i>almost</i>	<u>muchos</u>	<i>many</i>
	<i>How many . . .</i>	<u>tarde</u>	<i>late</i>
<u>¿Cuántos(as)...? . ?</u>			
<u>difícil</u>	<i>difficult</i>	<u>temprano</u>	<i>early</i>
<u>en</u>	<i>in</i>	<u>tener</u>	<i>to have to</i>
<u>el examen (pl. los exámenes)</u>	<i>exam, test</i>	<u>que</u>	
<u>fácil hay...</u>	<i>easy there is, there are</i>		
	. . .		

Unidad 2 Lección 2

Vocabulario

Describe Classroom Objects

<u>el borrador</u>	eraser	<u>el pizarrón</u> (pl. los pizarrones)	board, chalkboard
<u>la calculadora</u>	calculator		
<u>el cuaderno</u>	notebook	<u>la pluma</u>	pen
<u>el escritorio</u>	desk	<u>la puerta</u>	door
<u>el lápiz (pl. los lápices)</u>	pencil	<u>el reloj</u>	clock; watch
<u>la silla</u>	chair		
<u>el mapa</u>	map	<u>la tiza</u>	chalk
<u>la mochila</u>	backpack	<u>la ventana</u>	window
<u>el papel</u>	paper		

Describe Classes

<u>aburrido(a)</u>	boring
<u>divertido(a)</u>	fun

interesante interesting

Say Where Things Are Located

<u>al lado (de)</u>	next to	<u>dentro (de)</u>	inside (of)
<u>cerca (de)</u>	near (to)	<u>detrás (de)</u>	behind
<u>debajo (de)</u>	underneath, under	<u>encima (de)</u>	on top (of)
<u>delante (de)</u>	in front (of)	<u>lejos (de)</u>	far (from)

Places in School

<u>el baño</u>	bathroom
<u>la biblioteca</u>	library
<u>la cafetería</u>	cafeteria
<u>el gimnasio</u>	gymnasium
<u>la oficina del (de la) director(a)</u>	principal's office
<u>el pasillo</u>	hall

Talk About How You Feel

<u>cansado(a)</u>	tired	<u>nervioso(a)</u>	nervous
<u>contento(a)</u>	content, happy	<u>ocupado(a)</u>	busy
<u>deprimido(a)</u>	depressed	<u>tranquilo(a)</u>	calm
<u>emocionado(a)</u>	excited	<u>triste</u>	sad
<u>enojado(a)</u>	angry		

Other Words and Phrases

<u>¿(A)dónde?</u>	(To) Where?
<u>¿Cuándo?</u>	When?
<u>cuando</u>	when
<u>el problema</u>	problem

Unidad 3 Lección 1

Vocabulario

Talk About Foods and Beverages

Meals

el almuerzo lunch

For Breakfast

el café coffee

For Lunch

la hamburguesa hamburger

<u>la bebida</u>	beverage, drink	<u>el cereal</u>	cereal	<u>el sándwich de</u>	ham and cheese
<u>la cena</u>	dinner	<u>el huevo</u>	egg	<u>jamón y queso</u>	sandwich
<u>compartir</u>	to share	<u>el jugo de naranja</u>	orange juice	<u>la sopa</u>	soup
<u>la comida</u>	food; meal	<u>la leche</u>	milk		
<u>el desayuno</u>	breakfast				
<u>vender</u>	to sell				
<u>el pan</u>	bread				
<u>el yogur</u>	yogurt				
	Fruit				
<u>la banana</u>	banana				
<u>la manzana</u>	apple				
<u>las uvas</u>	grapes				

Describe Feelings

<u>tener ganas de...</u>	to feel like
<u>tener hambre</u>	to be hungry
<u>tener sed</u>	to be thirsty

Ask Questions

<u>¿Cómo?</u>	How?
<u>¿Cuál(es)?</u>	Which?; What?
<u>¿Por qué?</u>	Why?
<u>¿Qué?</u>	What?
<u>¿Quién(es)?</u>	Who?

Other Words and Phrases

<u>ahora</u>	now
<u>Es importante.</u>	It's important.
<u>horrible</u>	horrible
<u>nutritivo(a)</u>	nutritious
<u>otro(a)</u>	other
<u>para</u>	for; in order to
<u>rico(a)</u>	tasty, delicious

