Chinese 2 -- Multicultural PowerPoint Project

Students in this class are to create a presentation based on their home country. For example, Vietnam, Korea, United Arab Emirates and Dubai, Japan etc. Each of them will do research and create a presentation. They will write Chinese characters on each slide as many as they can.

                      Create vocabulary list on Quizlet.

Chinese 3 -- Create a map of China and introduce China’s provinces and provincial capitals.

                      Quizlet vocabulary of Lesson 8, Lesson 9 and Lesson 10

Chinese 5 -- Read two Chinese short stories.

                      Write a Chinese essay about the summer vocation.

**Preparing for FR 5/5H**

READ :

1. Within the 10 days before our first class, find an interesting current article from a French newspaper online about something relating to art or literature and print it.
2. Read the article, highlighting three central ideas.
3. Prepare a short 4-minute spoken report to explain your article to the class on the first day of school.

PREPARE :

1. Join my Quizlet class “Summer HW for FR 5 / 5H” here: <https://quizlet.com/join/YkQpED4Fn>

Complete the “Write” activity on each of the card sets in that class before the first day of class. Do all summer Quizlet work from your computer, NOT from the phone app. The phone app does not show me your work, so you can only get credit for the work you do from your computer.

1. Be prepared for a summer vocabulary assessment on the first or second day back. Easy way to start the year with an A! This vocabulary will help you in class discussions and writing and is an important building block for our work in FR 5/5H.

**Preparing for FR 4/4H**

READ :

1. Within the 10 days before our first class, find an interesting news article about human rights from a French newspaper online and print it.
2. Read the article, highlighting three central ideas.
3. Prepare a short 2-minute spoken report to explain your article to the class on the first day of school.

PREPARE :

1. Join my Quizlet class “Summer HW for FR 4 / 4H” here: <https://quizlet.com/join/hTf46c5ST>

Complete the “Write” activity on each of the card sets in that class before the first day of class. Do all summer Quizlet work from your computer, NOT from the phone app. The phone app does not show me your work, so you can only get credit for the work you do from your computer.

1. Be prepared for a summer vocabulary assessment on the first or second day back. Easy way to start the year with an A! This vocabulary will help you in class discussions and writing and is an important building block for our work in FR 4/4H.

**Preparing for FR 3/3H**

PREPARE :

1. Join my Quizlet class “Summer HW for FR 4 / 4H” here: <https://quizlet.com/join/uWvX8jf2X>
   1. Complete the “Write” activity on each of the card sets in that class before the first day of class. Do all summer Quizlet work from your computer, NOT from the phone app. The phone app does not show me your work, so you can only get credit for the work you do from your computer.
   2. Be prepared for a summer vocabulary assessment on the first or second day of class. Easy way to start the year with an A! This vocabulary will help you in class discussions and writing and is an important building block for our work in FR 4/4H.
2. Write a letter to your new teacher about yourself. Tell about what you did during the summer, using the *passé composé* and the *imparfait*. (10-12 sentences. Do not use any help or dictionary other than paper dictionaries or WordReference.com, please!)

**Preparing for FR 2**

1. Join my Quizlet class “Summer HW for FR 2 / 2H” here: https://quizlet.com/join/mnbET9WP2
   1. Complete the “Write” activity on each of the card sets in that class before the first day of class. Please do the Quizlet work FROM YOUR COMPUTER and NOT from the phone app. The phone app does not show me your work, so you can only get credit for the work you do from your computer.
   2. Be prepared for a summer vocabulary assessment on the first or second day of class. Studying well in advance is a great way to start the year with an A!
2. Write a brief (8-10 sentence) letter in French to your new teacher about yourself. This letter should be on a separate piece of paper.

LATIN

Students entering Latin 2

Read

Lord of the Silver Bow

by David Gemmell (ISBN 978-0345494573).  Write a reflective essay on the following topics:

1. What are the elements of heroism?  How do such characters as Helikaon, Gershom, Odysseus, Argurios, and others demonstrate heroism?  Whom do you admire most, and why?  Be detailed, using specific examples from the text.
2. What are the characteristics of Greek society that you find accurate in the text?  What do you think you have learned about life in the Bronze Age of ancient Greece?

Latin 3 or Honors Latin 3

Read the following selections from:

**Mythology: Timeless Tales of Gods and Heroes**

by Edith Hamilton (ISBN 0446574759).

Passages to read:

Part One: The Gods, the Creation, and the Earliest Heroes

Part Two: Stories of Love and Adventure

Part Three: The Great Heroes before the Trojan War

Part Four: The Heroes of the Trojan War

Part Five: The Great Families of Mythology

Latin 4 or Honors Latin 4

Read Aeneid

by Virgil (ISBN 978-0679413356)

Answer the short answer questions emailed to you by Mr. Mucha

**For students entering Spanish 2**:

1. Sign up for a free Quizlet account here: [*https://quizlet.com/*](https://quizlet.com/)

(Please use some part of your name that will make you recognizable to us

as your Quizlet username).

1. Go to Quizlet to practice the class **Spartan Summer Spanish Review 1**.

You can join this class at [*https://quizlet.com/join/jDKvZWQaN*](https://quizlet.com/join/jDKvZWQaN)

For students entering Spanish 3:

***Auténtico 3***

If you need to look up words as you do the following assignment, you may use the vocabulary section at the end of the textbook, a Spanish-English book dictionary, or you may use the online dictionary at [www.wordreference.com](http://www.wordreference.com). You MAY NOT use any translation program. On pages 54-56 in your Spanish textbook, ***Auténtico 3***, read the entire Mexican legend (***El Iztaccíhuatl y el Popocatépetl****).* After completing the story, answer all of the questions in #2 under ***Interacción con la lectura***. Your answers must be in complete sentences and in Spanish. The exercise will instruct you to work with another student, but in this case, you will write the answers on your own. In addition, be prepared to discuss the questions in class the first day.

For students entering Spanish 3 honors:

***Aunténtico 3***

If you need to look up words as you do the following assignments, you may use the vocabulary section at the end of the textbook, a Spanish-English book dictionary, or you may use the online dictionary at [www.wordreference.com](http://www.wordreference.com). You MAY NOT use any translation program.

1. On pages 54-56 in your Spanish textbook, ***Auténtico 3***, read the entire Mexican legend (***El Iztaccíhuatl y el Popocatépetl****).*
2. After completing the story, answer all of the questions in #2 on page 57 under ***Interacción con la lectura***. Your answers must be in complete sentences and in Spanish. The exercise will instruct you to work with another student, but in this case, you will write answers on your own.
3. Once you have finished the questions, read the section under ***CULTURA México (Los indígenas americanos)*** on page 57. At the end of the reading, there is a question involving ***leyendas*** and then a comparison to complete. Answer the question and do the comparison in Spanish. Be prepared (of course in the target language) to discuss both of the readings and questions in class the first day.

For students entering Spanish 4 and Spanish 4 Honors

Album by Joy Renjilian

-Burgy and Rebecca M. Valette – Cuarta Edición (ISBN -13: 978-1- 133-94104-0).

1. Buy the book, Album.

In Album, you are to read the story “Preguntas” on pages 90 through 95. Note

that the words in the margin are vocabulary for the words that are marked with a little circle in

the same line of the text. There are also footnotes at the bottom of the page to explain some of the expressions. You can also use a good Spanish-English dictionary, but you are NOT to use any online translation programs NOR read a copy of the story inEnglish.

2.

After you have read the story, answer the questions on page 96 “Comprensión”, in complete

sentences and do “Resumen”; on page 98 also in complete sentences in Spanish. Type your work, and hand it in the first day of class. Also, be ready to participate verbally in a class discussion about the story in Spanish!

**Summer Reading for Spanish 5 & Spanish 5 Honors:**

**Summer 2018**

**Spanish 5:**

**Para los estudiantes que entran al Español 5 - lectura veraniega**

***Un día de estos*** - Gabriel García Márquez

<https://ciudadseva.com/texto/un-dia-de-estos/>

• Léelo.

• Apunta vocabulario nuevo de español. Tradúzcalo al inglés (30 palabras al mínimo).

• Escribe tres ‘preguntas de comprensión de lectura’ para sus compañeros de clase. Enfoca en algunos detalles.

• Formula una pregunta temática en la que podrías responder con un párrafo. Responde a tu propia pregunta. (considera, por ejemplo, el simbolismo del cuento. O cómo parece ‘el poder’).

**Spanish 5 Honors**

**Para los estudiantes que entran al Español 5 Honores - lectura veraniega**

***Un día de estos*** - Gabriel García Márquez

<https://ciudadseva.com/texto/un-dia-de-estos/>

• Léelo.

• Apunta vocabulario nuevo de español. Tradúzcalo al inglés (30 palabras al mínimo).

• Escribe cinco ‘preguntas de comprensión de lectura’ para sus compañeros de clase. Enfoca en algunos detalles.

• Formula dos preguntas temáticas en las que podrías responder con un párrafo. Responde a tus propias preguntas. (considera, por ejemplo, el simbolismo del cuento. O cómo parece ‘el poder’).