Language Department, Summer of 2019 Assignments:

Chinese 3 Summer Work

1. Read a Chinese book “Can I dance with you?”

Please order it on Amazon under Chinese Breeze Reader

1. Present a part of the book verbally in Chinese in September.

Chinese 2 Summer Work

1. Write a story about your summer vocation. Type minimum 200 characters using PPT with pictures.
2. Create 3 sets of quiz on what you have learned this year using Kahoot! We will review them when we come back in September.

Chinese 1 Summer Work

1. Write a story about your hobby. Type minimum 120 characters using PPT with pictures.
2. Create 2 sets of quizzes on what you have learned this year using Kahoot! We will review them when we come back in September.

**French 3/ 3H:**

Flipgrid access: <https://flipgrid.com/ete3>

Code: ete3

1. **Oral Expression:** Create 1 Flipgrid for each of the weekends of August 10th, August 17th, and August 24th with the following material. You should record 5 minutes each of non-stop speaking without any pausing. Absolutely no reading allowed.

* August 10th: Parlez de vos vacances d'été.
* August 17th: Parlez de toutes les choses qui *se sont passées* la semaine dernière.
* August 24th: Parlez de l’année prochaine- Utilisez le *futur simple.*

1. ***Honors ONLY:*** *Watch two French films on Netflix.* Compare the two films in a 1 page (front and back), double-spaced, **handwritten** paper. \*DO NOT use any translation materials or dictionaries. Imperfection is expected.

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**French 4/ 4H**

**Flip grid:**

[**https://flipgrid.com/8nxbyeo**](https://flipgrid.com/8nxbyeo)

Flip Code: 8nxbyeo

1. Create 1 Flipgrid for each of the weekends of August 10th, August 17th, and August 24th with the following material.

* August 10th: Parlez de vos vacances d'été.
* August 17th: Parlez de toutes les choses qui se sont passées la semaine dernière.
* August 24th: Parlez de l’année prochaine - vos espoirs et vos buts pour l'année scolaire.

2) Written work to be turned in the first day of class: Écrivez une lettre pour introduire vous-même à votre professeur. La lettre doit être une page minimum, police de caractère *Times New Roman*, taille 12, double éspace.

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**French 5/ 5H**

Flipgrid access: <https://flipgrid.com/ete5>

Code: ete5

1. **Oral Expression:** Create 1 Flipgrid (5 minutes each- no pausing) for each of the weekends of August 10th, August 17th, and August 24th with the following material. Absolutely no pausing or reading is allowed.

* August 10th: Décrivez vous et votre famille (ou vos ami(e)s) et expliquez un moment inoubliable que vous avez passé cet été.
* August 17th: Parlez de toutes les choses qui *se sont passées* la semaine dernière. Soyez spécifique et les décrivez soigneusement.
* August 24th: Parlez de ce que vous auriez fait cet été si vous aviez eu plus de temps, plus d’argent, ou un endroit idéal.

1. **Email hebdomadaire (le 10, 17, et 24 août)**

**A. Média et réflection:**

* Allez au site-web apprendre.tv5monde.com/fr
* **Chaque semaine:**
  + Choisissez un thème de B1 ou B2 et faites tous les exercices qui vont avec.
  + Écrivez un email à [emcbride@lacademy.edu](mailto:emcbride@lacademy.edu) qui explique ce que vous avez vu et les exercices que vous avez faits.

**B. Vidéo et Musique**

* Un film**:**
  + Regardez un film français avec sous titres (en français) et écrivez un résumé du film.
  + Écrivez un email à [emcbride@lacademy.edu](mailto:emcbride@lacademy.edu) qui explique ce que vous avez vu et les exercices que vous avez faits.
* La musique:
  + Écoutez 30 minutes de musique français par semaine.
  + Écrivez un email à [emcbride@lacademy.edu](mailto:emcbride@lacademy.edu) qui explique ce que vous avez écouté et l’intrigue d’une des chansons de la semaine.

Latin:

Incoming Latin II Students:

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?

Incoming Latin III Students:

Students will be assigned chapters from Ovid’s Metamorphoses. Each student must prepare an outline and a 15 minute presentation based on those two chapters.

Books 1 and 2 (pages 15-87.  72 pages):  Ethan Paek

Books 3 and 4 (pages 91-156.  65 pages):  Mary Kim

Books 5 and 6 (pages 159-220.  61 pages): Sebastian Sepulveda

Books 7 and 8 (pages 223 – 300.  77 pages): Jake Magee

Incoming Latin IV Students:

You are to read the first six (6) chapters of Vergil’s “Aeneid.” You are then to prepare an outline of each of the six chapters. Each outline must be at least one full page in length. Be detailed; this will help you to remember this extremely important work over the course of the term.

Spanish

For students entering Spanish 3:

***Auténtico*** *Level 3* (Auténtico Digital Course 1 Year License Level 3 . . . 9780328936915)

If you need to look up words as you do the following assignment, you may use 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.  The assignment will be located in your digital course of ***Auténtico*** *Level 3*. Please follow the instructions below in order to access the assignment and then to see the work that you will need to complete for the first day of class.

1. Click on Pearson realize.

2. Click on Programs > Auténtico Level 3.

3. At the top of the page, you will see Capítulo 1 Días inolvidables. Scroll down to the box titled Aplicación. Click on that box.

4. You will then see Integración. Scroll down to the section labeled Lectura: El Iztaccíhuatl y el Popocatépetl. Click on that section.

5. Read the entire Mexican legend under *Al leer* (*El Iztaccíhuatl y el Popocatépetl*)*.*

6. 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 . . . in the target language of course!

For students entering Spanish 3 honors:

***Auténtico*** *Level 3* (Auténtico Digital Course 1 Year License Level 3 . . . 9780328936915)

If you need to look up words as you do the following assignment, you may use 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.  The assignment will be located in your digital course of ***Auténtico Level*** *3*. Please follow the instructions below in order to access the assignment and then to see the work that you will need to complete for the first day of class.

1. Click on Pearson realize.

2. Click on Programs > Auténtico Level 3.

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5. Read the entire Mexican legend under *Al leer* (*El Iztaccíhuatl y el Popocatépetl*)*.*

6. 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.

7. Once you have finished the reading and the questions, exit out and return back to Integración. Scroll down to the section labeled Cultura: México. Read the section under *Cultura México (Los* ***indígenas*** *americanos).* At the end of the reading, there is a photo of the Popocatépetl volcano and a question involving ***leyendas*** and then a comparison to complete.  Answer the question and do the comparison in Spanish. Be prepared (in the target language) to discuss both of the readings and questions in class the first day. Your work will be collected on that day as well.

***Español 4/ 4 Honores***

Lectura veraniega:

**Santana**

por Ben Lev

(ISBN: 978-1-945956-44-7; Copyrite 2017 Fluency Matters)

* Español 4: Capitulos 1-7, p. 1-30
* Español 4 Honores: Capitulos 1-18, p. 1-100

\*\*septiembre: hacemos preguntas de comprensión en clase.\*\*

**Summer Reading:**

**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’).

Y para terminar:

* Queremos que escribas un cuento corto original de 150 palabras o más con un tema parecido a ***Un día de estos*** (el poder, la venganza, la injusticia, la corrupción, etc.). Debes tener personajes con nombres, una locacion que apoya al cuento, y un poco de creatividad.