



Upper School Modern and Classical Languages Summer Engagement – 2026

UPPER SCHOOL CHINESE:

Required work listed by level:

CHINESE I

- Watch [A Mindset for Success with Learning Chinese](#); write a short reflection in English via Google Doc and share the doc with ylee@haverford.org.
- Preview [Integrated Chinese Level 1 Part I Textbook](#) Introduction p. 1-15 (PDF p. 35-51)
- Learn the [Pinyin system](#) and [Tones](#) via YouTube. Use this [website](#) to test your understanding and complete the practices for each lesson. **Upon completion, take a screenshot, paste it on a Google Doc, and share the doc with ylee@haverford.org as evidence of completion.**
- Join THS Chinese Quizlet Groups: [Chinese I](#)
- Listen to Mandarin songs (Search for Top Mandarin Hits or by artist name, e.g. Jay Chou, JJ Lin, Joker Xu, Lala Hsu) and/or watch Chinese TV shows and dramas with English subtitles. ***Be ready to share who your favorite singer is and which song or TV show is your favorite and why.***

CHINESE II

- Read [The nine principles of learning \(and the mistakes from failing to follow them\)](#); write a short reflection in English via Google Doc and share the doc with ylee@haverford.org.
- Review Quizlet [Summer Work Lesson 1-5](#). Complete the "Learn" mode **and** take the test until you achieve 100%. **Incoming 3rd-form students, please join [Chinese II](#) first.*
- Complete [Kahoot Typing Practice](#) for Lesson 1-5; make sure you use your full name, and you may redo as many times (e.g. LeeY1, LeeY2, LeeY 3) as needed (80% accuracy for full credit).
- Workbook p.99-101
- [IC Chinese Grammar](#). Please use this as a checklist and review all the grammar patterns from Lesson 1-5. If you cannot explain or form a sentence with the grammar structures, click the links and review. **There will be a quiz during the first week of class, you may have one-page double-sided handwritten (not typed) notes for this quiz.**



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- Completing pages 46-98 of the Integrated Chinese Level 1 Workbook is *highly recommended* for incoming third-form students but not required.

CHINESE III/III*

- Last summer, you read “[The Nine Principles of Learning](#)” and wrote a reflection on how you planned to apply them. You shared your response with me via Google Doc. This year, I want you to re-read your reflection and add a short update below it in the same doc: Which principles did you actually use? Which ones did you struggle with? What would you do differently next year? Be honest and thoughtful. Make sure to share the updated doc with ylee@haverford.org.
- Review [Quizlet Summer Work Lesson 1-10](#). Complete the "Learn" mode **or take the test** until you achieve 100%. *New students, please join [Chinese III](#) first.*
- Complete [Kahoot Typing Practice](#) for Lesson 6-10; make sure you use your real name. You may redo it as many times (e.g. Lee1, Lee2, Lee 3) as needed (III* 90% accuracy for full credit / III—80% accuracy for full credit).
- Workbook p.193-198
- [IC Chinese Grammar](#). Please use this as a checklist and review all the grammar patterns from Lesson 6-10. If you cannot explain or form a sentence with the grammar structures, click the links and review. **There will be a quiz during the first week of class, you may have one-page double-sided handwritten (not typed) notes for this quiz.**

CHINESE IV/IV*

- Review [Quizlet Summer Work Lesson 1-13](#). Complete the "Learn" mode **or take the test** until you achieve 100%.
- Complete [Kahoot Typing Practice](#) for Lesson 10-14 Dialogue I; make sure you use your real name, and you may redo as many times (e.g. LeeY1, LeeY2, LeeY3) as needed (IV* 90% accuracy for full credit / IV - 80% accuracy for full credit).
- [HSK Grammar Exercises](#) Complete HSK 1-3 Grammar Exercises, screenshot your results and paste it on a Google Doc and share it with ylee@haverford.org.
- [IC Chinese Grammar](#): Please use this as a checklist and review all the grammar patterns. If you cannot explain or form a sentence with the grammar structures, click the links and review. **There will be a quiz during the first week of class.**



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CHINESE V/V*

- Review [Quizlet Summer Work Lesson 1-17](#). Complete the "Learn" mode **or** take the test until you achieve 100%.
- Complete [Kahoot Typing Practice](#) for Lesson 13-17; make sure you use your real name, and you may redo as many times (e.g. LeeY1, LeeY2, LeeY3) as needed (V* 90% accuracy for full credit / V - 80% accuracy for full credit).
- [HSK Grammar Exercises](#) Complete HSK 1-3 Grammar Exercises, screenshot your results and paste it on a Google Doc and share it with ylee@haverford.org.
- [IC Chinese Grammar](#): Please use this as a checklist and review all the grammar patterns. If you cannot explain or form a sentence with the grammar structures, click the links and review. **There will be a quiz during the first week of class.**

For extra engagement with the Chinese language, take note of the following curated resources. This is not required work.

What to play:

<https://gohuayu.huayuworld.org/home/>

This website offers a lot of mini-activities that will test your Chinese ability.

What to Watch:

For extra credit, keep a movie journal, write down the date and time that you watched the show, the title of the show (e.g. All is Well, episode 1), and write down your favorite quotes/lines from the show in Chinese and its English translation (pause the show and copy from the subtitles) or try to act out scenes or dialogues from the show (record and share the video with ylee@haverford.org).

YouTube:

- [A Mindset for Success with Learning Chinese](#)
- [A Better Life](#)
- [All is Well](#)
- [Ode to Joy](#)
- [Nothing Gold Can Stay](#) ★



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- [Sniper Butterfly](#) NEW
- [Love Ambition](#) NEW
- [Nothing But 30](#)
- [Love Like Galaxy](#)
- [A Dream of Splendor](#)
- [Yanxi Palace](#)
- [The Story of Ming Lan](#) ★
- [The Romance of Tiger and Rose](#)
- [The Epoch of Miyu](#) NEW
- [Go Ahead](#)
- [The Long Ballad](#)
- [TGOP](#) (Taiwan comedy group)
- [Hailey](#) (Taiwan and USA comparison)
- [Bilingual Story Train](#) NEW

Netflix:

- Pursuit of Jade (Rating 8.5/10) ★
- A Love So Beautiful (Rating 8.4/10)
- American Girl
- Ashes of Love (Rating 8.7/10)
- Hidden Love
- Meteor Garden (Rating 8/10)
- The Princess Weiyoung (Rating 8.4/10)
- The Untamed (Rating 9.1/10)
- The Eternal Love (Rating 8.9/10)
- Zero to Hero

Disney Plus:

Try watching all the classical Disney/Marvel movies in Chinese dubbed and subtitled!

What to Study:

- <https://mandarinbean.com/chinese-grammar-test/> HSK Sample exams, reading and listening comprehension materials, grammar assessments.



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- [IC Chinese Grammar](#) Please use this as a checklist and review all the grammar patterns. If you cannot explain or form a sentence with the grammar structures, click the links and review.
- [Chinese Grammar Wiki](#) - use it to review grammar patterns we learned.
- [Duolingo Chinese](#) - try to earn 200 XP per week
- [The Chairman's Bao](#) - Newspaper articles in Chinese with dictionary, grammar, and vocab support. Articles are ranked for difficulty, so you can choose one that fits your level.
- Integrated Chinese Workbook: The workbook has review sections that help you recap all of the grammar and vocabulary from the units you've covered.

🎵 What to Listen to:

Listen to Chinese songs via Spotify - Search for Top Mandarin Hits or by artist name.

- **Jacky Cheung 张学友**: One of the most influential singers in Hong Kong, known for his smooth vocals and romantic ballads.
- **Wang Leehom 王力宏**: A singer, songwriter, record producer, and actor. Leehom is known for his blend of R&B, hip hop, and Mandopop, and his sophisticated image.
- **Jay Chou 周杰伦**: One of the biggest names in Mandopop, known for his unique style that blends pop, R&B, and Chinese opera influences.
- **G.E.M. 邓紫棋**: A young and successful singer known for her powerful voice and strong stage presence.
- **Faye Wong 王菲**: A legendary singer known for her ethereal voice and introspective lyrics.
- **A-Mei 张惠妹**: A Taiwanese singer known for her powerful vocals and energetic performances. She is a major influence in Mandopop and is often referred to as the "Queen of Mandopop".
- **Stefanie Sun 孙燕姿**: A Singaporean singer known for her distinctive and breathy vocals. Her music is often described as sentimental ballads and pop rock.

* 🎤 For extra credit, learn to sing the songs. ([Rubric](#))

📖 What to Read:

- [Bilingual Story Train](#)
- [Better Chinese Story Club](#) (Audiobooks)



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- [Stories for Teaching Chinese](#)
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UPPER SCHOOL LATIN:

Required work by level:

LATIN I

Choose from this selection of documentaries, YouTube channels and podcasts to find one or more topics that you're interested in. You should spend at least 3-4 hours watching or listening. Summarize what you learned, what you found interesting, and what you'd like to learn more about on a Google doc and share it with tnaqvi@haverford.org

DOCUMENTARIES

- [Rome: Empire without Limit with Mary Beard](#) (on Amazon Prime) discusses what it meant to be Roman, featuring the unique and entertaining voice of historian Mary Beard.

YOUTUBE CHANNELS

History

- [Extra Credit](#) - this link brings you to their series of videos on Rome's wars against Carthage (with Hannibal), but they cover other history, too
- Check out [Invicta](#) for short videos on daily life in ancient Rome (and the rest of the Mediterranean)
- [Historia Civilis](#) uses simple graphics to give great, in-depth explanations for important moments in Roman political and military history
- TED-ED has many good videos about [Roman history and culture](#) and [Greek history and culture](#). Why not learn about [what democracy meant in ancient Athens](#), the [origin of robots in ancient Greece](#), or [teenage life in ancient Rome](#)?

Mythology



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- [Extra Mythology](#) features a wide variety of world myths, including lots of Greek and Roman material.
- TED-ED has a ton of videos about [mythology](#), including videos on [Prometheus](#), [Jason and the Argonauts](#), the [science behind Homer's Odyssey](#), and the truly epic [8-bit Labors of Hercules!](#)

PODCASTS

- [The History of Rome \(Mike Duncan\)](#). One of the most influential history podcasts of all time. Goes from the legendary founding of Rome all the way to the collapse of the empire.
- [Hardcore History \(Dan Carlin\)](#). Another very popular podcast. Episode 60 (on Julius Caesar in Gaul) and episodes 56-58 (on the Persian Empire) are especially worthwhile.
- [Emperors of Rome](#)
- [Myths and Legends](#). Not all Greek and Roman, but a great listen.
- [History on Fire](#) covers interesting events and people from world history

LATIN II

- 1) Review vocabulary from **Latin for the New Millennium** vol. 1, chapters 1-10. Expect a vocabulary assessment within the first week of classes. [A Quizlet is available here](#). (If you can't access the Quizlet, here is a [Google doc](#) with that vocabulary.)
 - 2) Required book: [Edith Hamilton, Mythology](#).
 - Read Part Two, chapter IV ("Four Great Adventures", pp. 180-194), Part Three (entire, pp. 197-251).
 - You are expected to already be familiar with the Olympian gods (in both their Greek and Roman versions). Not required, but recommended, especially if you aren't confident or want to review these stories, read Part One, chapter I ("The Gods", p. 21-52) and II ("The Two Great Gods of Earth", pp. 53-76).
 - There will be a quiz on this material in the first week of classes.
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LATIN II*

- 1) Review vocabulary from **Latin for the New Millennium** vol. 1, chapters 1-10. Expect a vocabulary assessment within the first week of classes. [A Quizlet is available here.](#) (If you can't access the Quizlet, here is a [Google doc](#) with that vocabulary.)
 - 2) Required book: [Edith Hamilton, *Mythology*](#).
 - Read Part Two, chapter IV (“Four Great Adventures”, pp. 180-194), Part Three (entire, pp. 197-251), Part Six, chapter I (“Midas– and Others”, pp. 411-423).
 - You are expected to already be familiar with the Olympian gods (in both their Greek and Roman versions). Not required, but recommended, especially if you aren't confident or want to review these stories, read Part One, chapter I (“The Gods”, p. 21-52) and II (“The Two Great Gods of Earth”, pp. 53-76).
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LATIN III

- 1) Review vocabulary from Latin for the New Millennium, vol 1 (chapters 1-18)
A [Quizlet](#) is available here.
 - 2) Expect a quiz on this vocabulary during the first week of classes.
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LATIN III*

- 1) Review vocabulary from Latin for the New Millennium, vol 1 (chapters 1-21)
A [Quizlet](#) is available here.
 - 2) Read [p.32-39 and p.89-93](#) of Paul A Zoch's *Ancient Rome: An Introductory History*
Expect a vocabulary quiz and a reading quiz during the first week of classes.
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LATIN IV

- 1) Review vocabulary from **Latin for the New Millennium**, vol 1 (chapters 1-21). [Quizlet link](#) and [Google Sheets link](#). Be ready for a vocabulary quiz in the first week of classes.
- 2) Read Rosemary Sutcliff, [Black Ships Before Troy: The Story of 'The Iliad'](#). Be ready for a quiz in the first week of classes.



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- 3) Required book: acquire a copy of the [Iliad, translated by Stanley Lombardo](#), by the first day of class.
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LATIN IV*

- 1) Learn the vocabulary from Clyde Pharr's *Aeneid* General Word list. Be ready for an assessment in the first week of classes. [A PDF of the word list can be found here](#). It is recommended you create your own Quizlet but [you can also find one here](#), and here is a [Google doc](#) with the vocabulary.
 - 2) You need to be familiar with the story of the Trojan War. Read Rosemary Sutcliff, *Black Ships Before Troy*. There will be a quiz on these in the first week of classes.
 - 3) Also read books 1 and 2 of the *Aeneid* (using [Robert Fagles's English translation](#)). There will be an assessment on them in the first week of classes. Questions will all be taken from [this list](#).
 - 4) Acquire these required books:
 - a) [Vergil's *Aeneid*, edited and with commentary by Clyde Pharr](#)
 - b) Vergil's [Aeneid, translated by Robert Fagles](#)
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LATIN V* Prose [Fall]

Read **Imperium** by Robert Harris. Be prepared for class discussion and essay.
ISBN 9780743498661 available from [Powell's Books](#) or [Amazon](#)

For extra engagement with the Latin language, take note of the following curated resources. This is not required work.

Level II/II*:

Grammar Review - Magistrula exercises:



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[Noun Charts - 3rd Declension Regular \(all genders\)](#)

[Noun Charts - 3rd Declension I-Stem \(all genders\)](#)

[Verb Charts - 3rd Conjugation \(active + passive\)](#)

[Verb Charts - 3rd IO \(active + passive\)](#)

[Verb Charts - 4th Conjugation \(active + passive\)](#)

[Verb Charts -Imperfect Tense \(all conjugations, active + passive\)](#)

[Verb Charts - Imperfect Tense \(irregular\)](#)

[Sentence Translation - Indirect Statements](#)

Level III/III*

Grammar Review - Magistrula exercises:

[Noun Charts - 1st-5th Declension](#)

[Noun + Adjective Charts - all nouns, all adjectives](#)

[Verb forms - present, imperfect, future tenses](#)

[Verb forms - perfect, pluperfect, future perfect tenses ACTIVE \(Latin III\)](#)

[Verb forms - perfect, pluperfect, future perfect tenses, ACTIVE/PASSIVE \(Latin III*\)](#)

[All verb forms \(Latin III\)](#)

[All verb forms \(Latin III*\)](#)

ONLINE RESOURCES

- [Ancient Rome Live](#) offers materials and videos about Roman monuments, history, and culture. It has some good [seminars](#) about topics including [diversity and peoples of the Roman Empire](#), and [jokes and pranks in ancient Rome](#).
- [The Uffizi Gallery in Florence](#): a virtual tour of one of the world's great art museums, loaded with classical and classically-influenced art.
- [The National Archaeological Museum in Naples](#): a virtual tour of the museum where material excavated from Pompeii ended up.
- [The Ancient History Encyclopedia](#) is well-documented, lavishly illustrated, and fun to browse.



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YOUTUBE CHANNELS

Roman and Greek History

- [Extra Credit](#) - this link is to their series of 3 entertaining videos on Rome's wars against Carthage (with Hannibal), but they cover other history, too
- [Invicta](#) - great short videos on Roman life, many videos about specific battles (also looks at other ancient civilizations like ancient Greece, new series on Carthage is in the works...)
- [Historia Civilis](#) - simple graphics but great explanations of important moments in Roman political and military history (this is more in depth)
- TED-ED has many good videos about [Roman history and culture](#) and [Greek history and culture](#). Why not learn about [what democracy meant in ancient Athens](#), the [origin of robots in ancient Greece](#), or [teenage life in ancient Rome](#)?

Mythology

- [Extra Mythology](#) - features a wide variety of world myths, including lots of Greek and Roman material.
- TED-ED has a ton of videos about [mythology](#), including videos on [Prometheus](#), [Jason and the Argonauts](#), the [science behind Homer's Odyssey](#), and the truly epic [8-bit Labors of Hercules!](#)

Language

- [videos illustrating oddities of the English language using white board art](#) (we have watched a few of these in class)

PODCASTS

- [The History of Rome \(Mike Duncan\)](#). One of the most influential history podcasts of all time. Goes from the legendary founding of Rome all the way to the collapse of the empire.
- [Hardcore History \(Dan Carlin\)](#). Another very popular podcast. Episode 60 (on Julius Caesar in Gaul) and episodes 56-58 (on the Persian Empire) are especially worthwhile.



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- [Emperors of Rome](#)
- [Myths and Legends](#). Not all Greek and Roman, but a great listen.
- [History on Fire](#) (not just Rome, but covers world history)

UPPER SCHOOL SPANISH:

Required work by level:

SPANISH I

- **Click here: [Join Mr. White's Quizlet class.](#)**
- [Study this Quizlet list on basic expressions and common verbs.](#) There will be a quiz during the first week of school.
- Study Spanish pronunciation by going through topics 1-10 [here](#).
- Record yourself reading the first chapter of *Las Aventuras de Isabella*, which you can find in [THIS FOLDER](#).
- Then complete the [Summer Reading activities - Aventuras de Isabella - capítulo 1](#)

SPANISH II

- Review the verbs from the following [Quizlet - Verbos que utilizamos a diario](#) or Google Doc [Verbos que utilizamos a diario](#)
 - There will be quizzes on these verbs within the first few days of class.
- Copy and paste the questions on [this document](#) to a new Google document. Answer each question using a complete sentence.
- Record a short video (one minute or less) of yourself introducing yourself in Spanish. (name, how old you are, where you live, if you have siblings or pets, what you like to do, etc)

SPANISH II*

- Study this Quizlet of common Spanish verbs.



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- <https://quizlet.com/151909815/kenna-2h-summer-verb-list-flash-cards/>
 - Come prepared to use these verbs from the first day of classes.
 - There will be a quiz during the first week of school.
 - Make a short video introducing yourself.
 - Possible things to include: your name, where you're from, what you like to do, what you did this summer, etc.
 - You can use any platform you'd like, as long as it's shareable. Your teacher will give you directions to turn it in.
 - Do not write a script or use a translator. Try to express your thoughts as naturally as possible.
 - Watch the video *Viaje a Marte*. [CLICK ON THIS LINK TO WATCH THE SHORT FILM](#).
 - In your own words, using as much appropriate grammar and vocabulary as possible, write a paragraph describing the video in Spanish without the use of a translator.
 - Please write your paragraph **BY HAND** and bring it to class on the first day.
 - Use one of the following reputable news sites to find an article of interest ([People en Español](#), [ESPN Deportes](#), [Telemundo Local](#), [El País EEUU](#), [BBC Mundo](#)).
 - After reading this article, write a brief summary of what happened in Spanish. Do not use a translator.
 - Please write your paragraph **BY HAND** and bring it to class on the first day.
 - Please bring a copy of the article to class as well.
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SPANISH III

- Review/learn the "Spanish verbs" list in the Quizlet linked here:
 - <https://quizlet.com/405131636/spanish-iii-verbs-flash-cards/>
 - We recommend you quiz yourself on 20 words at a time until you familiarize yourself with ALL of the words on the list.
 - Choose 20 verbs from the Quizlet and **create a story in the past tense** using the verbs. Be creative and **highlight** all the verbs.
 - **There will be a quiz on the Quizlet verbs during the first week of class.**



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- Choose a song **in Spanish** to learn and present to the class.
 - Presenting your song should include a 1-2 minute lesson on the song to teach the class. The entire presentation should be about 4 minutes long.
 - What can you share about the singer/songwriter?
 - What can you say about the country they are from?
 - What is the song about? (*Don't repeat a verse, give us a summary in your own words)
 - Can you teach your classmates a verse?
-

SPANISH III*

- Listen to the following podcast and read the transcript: [El estudiante rebelde - Radio Ambulante](#). Transcript: [Transcripción: El estudiante rebelde - Radio Ambulante](#)
 - To prepare for an assessment, write a paragraph in Spanish **on paper** about the podcast, answering the questions below. **Do not use translators - Use vocab you know** and [THIS QUIZLET](#).
 - ¿Quién es Benjamín González? ¿Por qué es famoso?
 - ¿Qué similitudes y diferencias hay entre el Instituto Nacional y Haverford?
 - Go on [THIS QUIZLET](#). It has vocabulary from the podcast.
 - The first week of school, you will take a written assessment on the podcast. You will get:
 - A piece of lined paper with the questions above and another question.
 - A shorter version of the podcast transcript with vocabulary help.
-

SPANISH IV

- Vocabulario y gramática - Review this list of verbs in [QUIZLET](#). If you have trouble with the Quizlet, you can find the list [HERE](#). Your goal should be to know the meaning of all these verbs. You should also be able to conjugate them in the present and past (preterite and imperfect).



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- Resumen de una película o serie - Watch a movie or three episodes of a series in Spanish. Pick a movie or show that is produced in Spanish. Netflix, Amazon and other streaming platforms allow you to search for content by language. After watching, record yourself answering the following questions about it orally in Spanish.
 - ¿Qué película o serie miraste? ¿En qué plataforma?
 - ¿Quiénes son los personajes?
 - ¿Cuál es el tema principal? ¿Qué pasa en la película/en la serie?
 - ¿Te gusta la película/la serie? Explica.
 - Do **NOT** memorize a script or use translators, but rather try to express your thoughts as naturally as possible. Make sure you speak clearly and add as much detail as you can with the Spanish that you know. Your video should be **at least 2 minutes long**
 - Bring the video file on your device on the first day of class. Your Spanish 4 teacher will give you instructions on how to turn it in. This will be your first speaking grade.
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SPANISH IV*

- **Writing:** This year, we will explore the similarities and differences that exist between our reality and that of Latin American/Spanish-speaking countries. We will explore themes like immigration, entertainment, education, gender inequality, and social justice. Pick one of these general topics. Write an opinion piece (300 palabras en español) on why you think it is important to learn about this topic and ***offer specific questions you have about how this is different for people who live in Latin America.*** Please remember to double-check your grammar. This assignment should be **written by hand** on lined paper and brought to class on the first day of school.
- **Reading:** Please buy the Spanish Edition of **Cajas de Cartón** (Publisher: Houghton Mifflin (2000), ISBN-10: 0618226168, ISBN-13: 978-0618226160) by Francisco Jiménez. ***Please bring the book with you on the first day of school.*** Study the [quizlet for the first chapter](#). If you have trouble with the Quizlet, you can see the list [HERE](#). Read the first chapter “Bajo la alambrada” (Pg 1-8). Be prepared to discuss the story **the first week of class**. If you find words in the story that you need to look up, use



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www.wordreference.com or a Spanish-English dictionary. Make sure you are able to define/explain the words in Spanish.

*** Please join the class [QUIZLET](#) ***

- **Speaking:** Record yourself telling me about what you like or enjoy about learning Spanish. (*What made you choose Spanish? How do you think you will use it in your life or in the future?*)
 - You must speak for a minimum of 2 minutes and have the video ready to be shared with your teacher on the first day of school.
 - Remember to “think” in Spanish and not just translate what you would say in English word by word. Strive for complex, interesting sentences and use a variety of verbs and vocabulary.
 - This will be your first oral grade.

SPANISH V

- Watch the movie "También la Lluvia". We will use this film to begin our studies. Ask a Spanish teacher or a librarian for a copy if you can't get one, or it is on Amazon. You should watch the movie **IN SPANISH**, but you can use English subtitles if you'd like.
- Write a description of the movie using the best "[film vocabulary](#)" that you can find in Spanish.
- Study [this list of vocabulary](#) related to the movie.
- **Additionally, you are responsible for the vocabulary and grammar you have learned in previous Spanish classes, especially the present, preterite, imperfect and future tenses. If you need a refresher on grammar, particularly conjugations, please use Conjuguemos.com to review.**

SPANISH V*

- **Watch:**



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-  **El mito de la creación de los mayas**
- Record yourself speaking in Spanish for at least 3 minutes
- Describe what you saw in the works of art and how they related to what the narrator was saying
- You should be prepared to submit your recording on Canvas
- **Write:**
 - Look at this illustration, [Popol Vuh by Diego Rivera](#)
 - Write at least 200 words total in Spanish **by hand**
 - First, write about 70 words “What you see”
 - Then, write about 70 words “What you think”
 - Finally, write about 70 words “What you wonder”
 - Take a picture of your hand-written work and be prepared to submit via Canvas.
- **Listen:**
 - Listen to the Radio Ambulante podcast, “[Donde nadie más llega](#)”
 - You can listen at this link or on another podcast provider
 - This link also has the transcription if you prefer to listen with that
 - Write 100 words by hand in Spanish summarizing the podcast episode
- **Read:**
 - Read “[Genesis](#)” by Marco Denevi
 - Answer the questions “Preguntas sobre la lectura”

For each Spanish class, the required summer work for the first week of school is listed above. In addition, the Spanish teachers have curated optional language practice and resources to enhance engagement with the language. The following list includes gamified language practice, level-appropriate books to read, Spanish podcasts and other listening resources, and engaging video content. We hope this helps you continue to seek the joy in learning Spanish.

Optional language practice and curated resources for extra engagement with Spanish at all levels:



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- [Duolingo Spanish](#) - try to earn 200 XP per week
- [Spanishlistening.org](#) - listen to one conversation per week and answer the corresponding comprehension questions.
- [Duolingo Podcasts in Spanish](#)
- [Netflix content in Spanish](#)
- [Folder of level-appropriate books](#)
- [Radio Ambulante Podcasts \(Advanced levels\)](#)
- [El Hilo podcasts \(Advanced levels\)](#)
- [Prensa Escrita](#) - online news sources from the Spanish-speaking world