

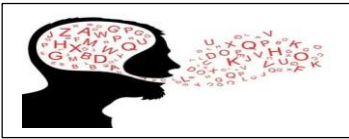



# AP SPANISH LANGUAGE AND CULTURE

## Summer Assignments

(10% 2019-2020 School Year's Grade)

What? ¿Qué?	How? ¿Cómo?	Where? ¿Dónde?
Google Classroom and remind access key	Use code <b>ti06k6</b> or click and go! Text <b>@20192020es</b> to <b>81010</b> or click and go!	 
Advanced Spanish Grammar Book	Online. Click on the image and learn! Or use the link below.	
<i>La casa en Mango Street</i> by Sandra Cisneros	Pdf version of the book online. Click on the image and read!	

### Libro digital *Herramientas de español* Online Advanced Spanish Book

A concise outline of essential grammar structures based on John Turner's *All the Spanish Grammar You Really Need to Know*

<http://languagebox.ac.uk/594/1/index.html>

63 points review of Spanish grammar with review or practice activities!

Genius is one percent inspiration, ninety-nine percent perspiration

Thomas Alva Edison

Genius is largely the result of hard work, rather than an inspired flash of insight.

Other useful/recommended websites: click and go!

Más recursos en línea-Pinche ¡y ya!

[Muchos verbos-más verbos](#)



Spanish Lang.  
& Culture



SpanishD!ct



I like to tell stories.  
I am going to tell you a story about a girl who didn't want to belong.  
- Sandra Cisneros

Querid@s estudiantes de Español Avanzado (AP):

Thank you for joining the 2<sup>nd</sup> cohort of the AP Spanish Language and Culture at FCHS. I look forward to a fun, engaging, intellectually challenging but rewarding and successful year in this Advanced Course. I can't wait to meet you on Monday, August 6.

As you know, the AP Spanish Language and Culture includes two important components: the **Gap or Bridge Program** (during the school year) and the **Summer Work Program**. For the Gap/Bridge Program, you should have been reading and practicing with the *Libro digital Herramientas de español (Online Advanced Spanish Book)* and other related resources to build the necessary foundation you need for a successful experience and result in AP Spanish. If you have not been able to do so, it's not (too) late. I encourage you to start it now and to complete the following assignments during the summer:

1. Use the *Libro digital Herramientas de español (Online Advanced Spanish Book)* to review the essential grammar structures you need to know. The link is on the previous page. There are 63 chapters. You should carefully read each chapter and use the "Práctica" to practice each of the concepts taught. I will suggest that you cover 5 chapter every day and, if need be, come back and review the one you have not mastered or might still have some difficulty with.
2. Complete two tests which will be assigned on Google Classroom. The due dates are below:

**Grammar Review Test 1** (will cover points 1-30): **June 30** (25% summer grade)

**Grammar Review Test 2** (will cover points 31-63): **July 30** (25% summer grade)

These tests will be posted on Google Classroom approximately 5 to 7 days before their due dates. I will send a message via **remind.com** once each assignment is posted. It's your responsibility to check both your remind and Google Classroom and complete these assignments. Please let me know if you have any problem viewing or completing the assignments.

3. Read the Spanish version of *La casa en Mango Street* by Sandra Cisneros (easy to read, 50 pages or less) and answer (contesten en español correcto por favor), the related question below. A copy of the book (English and Spanish versions) is posted on Google Classroom. Please copy and paste the questions on a Word document and type your answers. Review, proofread, save your final work and upload it on Google Classroom. You should submit your answer by **July 30**. (50% summer grade)
4. Use the **additional resources** given to you on the previous page to:
  - Review key concepts like verb conjugation or other grammar notions,
  - Enrich your vocabulary on different topics,
  - Increase your listening proficiency and speaking fluency and
  - Read short stories in Spanish for pleasure.

Make sure you click on each icon and item to familiarize yourself with the contents. At home or on the go, access these resources and keep learning. The more you use these tools and practice, the better you will set yourself for a successful year and for a **5 (A+)** on your AP Spanish Language and Culture exam. It's my highest desire to coach you and help you succeed on this exam but like with the first cohort, the success of the second FCHS AP Spanish Lang. & Cult. cohort depends largely on your investment, especially what you will do during the summer to bridge the gap you might have and reinforce the prerequisites before we start class next August. Please feel free to contact me should you have any question or concern. I might be out of state or abroad but I'll be checking my emails and messages regularly.

**How to contact me:** email ([nana.georges@mail.fcboe.org](mailto:nana.georges@mail.fcboe.org)), remind, 716-537-6262 (716-5DR-NANA),

## ***La Casa en Mango Street***

### **Study Guide Questions 1/2**

For the first reading and so that you can familiarize yourself with the text, I suggest that you use these questions to check comprehension as you read the novel. After you have finished the first reading (English version), please read the Spanish version and answer the questions on pages 5- (graded). Please pay attention to the instructions!

#### **Parte A. The House on Mango Street - Laughter**

1. Name the members of the narrator's family.
2. How was the house on Mango Street different than the other houses the family had lived in?
3. Describe the house on Mango Street.
4. Why does the narrator say Nenny is not her friend?
5. What does the narrator want to have someday? (Boys & Girls)
6. What is the narrator's name? What does it mean in English and in Spanish? After whom is she named? (My Name)
7. What did Esperanza buy? How did she go about buying it? (Our Good Day)

#### **Parte B. Gil's Furniture Bought & Sold - There Was an Old Woman**

1. What did the girls discover in the furniture store that made Esperanza feel stupid? (Gil's)
2. What is special about the tree in Meme's yard? (Meme Ortiz)
3. What happened when Louie's other cousin visited? (Louie, His Cousin & His Other Cousin)
4. Where is Marin going in a year? Why? (Marin)
5. What matters, according to Marin? (Marin)
6. What scares the people who come into Esperanza's neighborhood? What does Esperanza think of them? (Those Who Don't)
7. What does Esperanza say the Vargas kids don't have? (There Was an Old Woman)

#### **Parte C. Alicia Who Sees Mice - A Rice Sandwich**

1. What does Esperanza say about Alicia? (Alicia Who Sees Mice)
2. What wise thing did Darius say? (Darius & the Clouds)
3. What happened while the girls were looking at the clouds? (And Some More)
4. Where did the girls get the shoes? What did they do with them? (The Family of Little Feet)
5. What happened when Esperanza took the note asking if she could stay for lunch? (A Rice Sandwich)

## **Parte D. Chanclas - Born Bad**

1. Why doesn't Esperanza want to dance? (Chanclas)
2. How does Esperanza describe her feet? (Chanclas)
3. To what does Esperanza compare her hips? (Hips)
4. What information about hips does Esperanza have? (Hips)
5. Why does Esperanza want to work? (The First Job)
6. What happened to her at her job? (The First Job)
7. What news had Papa received? What does Esperanza do? (Papa . . .)
8. What did the girls do to Aunt Lupe? Why did they do it? What happened to Aunt Lupe that day? What did Esperanza's mother say about it? (Born Bad)

## **Study Guide Questions 2/2**

### **Parte E. Elenita, Cards, Palm, Water - No Speak English**

1. How does Esperanza describe Elenita? (Elenita, Cards ...)
2. Esperanza asked about a house. What was Elenita's response? (Elenita, Cards ...)
3. Who was Geraldo? What happened to him? How did Marin feel about it?
4. What is different about Ruthie? (Edna's Ruthie)
5. What does Esperanza think about Ruthie? (Edna's Ruthie)
6. What do all of the children in the neighborhood disagree on regarding Earl? About what do they agree? (The Earl of Tennessee)
7. Who are Sire and Lois? What did Esperanza notice about Sire? (Sire)
8. What does Esperanza say about the trees? (Four Skinny Trees)
9. What broke Mamacita's heart? (No Speak English)

### **Parte F. Rafaela Who Drinks Coconut . . . - What Sally Said**

1. Why does Rafaela's husband lock her in the apartment? (Rafaela Who Drinks Coconut ...)
2. What does Rafaela like to drink? (Rafaela ...)
3. According to Esperanza, what does Sally want? (Sally)
4. Describe Minerva's life. (Minerva Write Poems)
5. Why doesn't Esperanza go out with her family on Sundays anymore? (Bums in the Attic)
6. What does Esperanza say she will do when she is older? (Bums in the Attic)
7. What does Esperanza decide about growing up? (Beautiful & Cruel)
8. What does Esperanza's mother say about herself? What does she tell Esperanza? (Smart Cookie)
9. What happened to Sally? (What Sally Said)

### **Parte G. The Monkey Garden - Mango Says Goodbye Sometimes**

1. How did Esperanza feel when Sally went into the garden with the boys? What did she do? (The Monkey Garden)
2. Why does Esperanza think Sally got married? (Linoleum Roses)
3. What does Sally do all day? Why? (Linoleum Roses)
4. What did the three sisters tell Esperanza? (The Three Sisters)
5. How does Esperanza feel about Mango Street? (Alicia & I)
6. How does Esperanza describe the house she wants? (A House of My Own)
7. What does Esperanza say she likes to do? (Mango Says Goodbye)

Listen to La Casa en Mango Street online (audiobook, YouTube):  
First chapter [here](#)

FCHS-World Languages-Dr. Nana  
AP Spanish Language and Culture  
**2017 Summer Work**  
***La Casa en Mango Street***  
**Due date: July 30, 2018**  
**(Via Google Classroom)**

Date: \_\_\_\_/\_\_\_\_/2018

Name: \_\_\_\_\_

### **Preguntas de Comprensión à la carte**

**(please choose accordingly!)**

#### **Note (nótese):**

As stated on the study guide above, I suggest that you start with the English version. After the first reading, I encourage you to carefully read each vignette/chapter in the Spanish version several times before answering the following questions.

Please note that the pages here refer to where the chapter starts in the Spanish version (Periolibro, traducción de Elena Poniatovska, 2018). Please read and translate the questions in Spanish then answer them in Spanish. Check and proofread your answers before you submit them.

#### **Remember (acuérdense):**

You do not have to answer all the questions. For each section, answer the mandatory question (preceded with and “\*”) and/or the “optional” question. Read the instructions and the questions carefully then answer the mandatory question and the “optional” questions you want to answer from each section.

Copy and paste your questions on a Word document and type in your answers using a different font and size. Please use the numbers corresponding to the questions in this document.

Review, proofread, save your final work and upload it on Google Classroom.

Please include a running head with the information at the beginning of this page (first 8 lines).

You should submit your answers on Google Classroom by **July 30**. (50% summer grade)

**Parte A: (Secciones A.1.-A.8.): Please answer in Spanish the eight (08) mandatory questions and the eight (08) questions of your choice.**

**For Parte A, answer the (one=01) mandatory question and answer one (01) question of your choice from each section. The mandatory questions are preceded by “\*”**

**Sección A.1. (1-5)**

**1. "The House on Mango Street"-“La casa en Mango Street” (6)**

In describing her house, or where she lives, what does Esperanza convey about her self-identity? How is the description of her house different from other information about her and her family’s identity, such as a name, an occupation, or a physical description?

**2. "Hairs"-“Pelos” (7)**

What binds the family together in *The House on Mango Street*?

**3. \*"My Name"-“Mi nombre” (8)**

What does Esperanza find shameful or burdensome about her name? Why might Cisneros have chosen this name for her protagonist?

**4. "Cathy Queen of Cats"-“Cathy, reina de gatos” (9)**

Why is Cathy’s family about to move, and what does this mean to Esperanza?

**5. "Our Good Day"-“Nuestro día bueno” (9)**

At this stage of her life, what are Esperanza’s friendships based on, and what do her friends mean to her? Does she fit in with an older or younger crowd, and how does she feel about her place in the social hierarchy?

**Sección A.2. (6-11)**

**6. "Laughter"-“Risa” (11)**

What common traits does Esperanza share with Nenny, and how does she distinguish herself from Nenny?

**7. "Gil’s Furniture Bought & Sold"-“Gil. Compraventa de muebles” (11)**

What makes Esperanza want the music box, and why is she ashamed of wanting it? How does her reaction to the box differ from Nenny’s reaction, and what does this difference tell the reader about the difference between the two girls? As in "Hairs" and "Laughter," how does Esperanza separate herself from her family?

**8. "Meme Ortiz" (12)**

How do the residents of Mango Street interact with one another?

**9. "Louie, His Cousin & His Other Cousin"-“Louie, su prima y su primo” (13)**

How do Esperanza’s vivid similes such as those in this story (“the nose of that yellow Cadillac was all pleated like an alligator’s” [p. 25]) or those in "Laughter" ("ice cream bells’ giggle" or laughter "like a pile of dishes breaking" [p. 17]) set the tone throughout the novel? As Esperanza matures, does her use of simile change?

**10. "Marin"-“Marín” (14)**

Does Marin dream of sex, romance or love, or all three? What are her goals? How does Esperanza

position herself vis-à-vis Marin, and what is her opinion of Marin? Can she identify with Marin, and how might Marin be or not be a role model for Esperanza?

**11. \*"Those Who Don't"-“Los que no” (15)**

How does Esperanza's view of herself compare to her perception of how others view her? What is the picture of the neighborhood that Esperanza paints for the reader? Does this picture change the reader's perception of the neighborhood from this point on in the book?

**Sección A.3. (12-17)**

**12. "There Was an Old Woman..."-“Había una viejita que tenía tantos niños que no sabía qué hacer” (15)**

Like "Rafaela Who Drinks Coconut & Papaya Juice on Tuesdays," the title of this story is long and filled with detail. What do these and other titles in the book convey about the people and the life surrounding Esperanza? What kind of tone do these longer titles set for the story? What do they suggest about Esperanza's character? How are children regarded in Esperanza's community?

**13. "Alicia Who Sees Mice"-“Alicia que ve ratones” (16)**

How has Esperanza's relationships with Alicia changed since "Cathy Queen of Cats"? How does Esperanza's portrait of Alicia compare to her portrait of Marin? What do these portraits indicate about the differences between the two girls, and about Esperanza herself?

**14. "Darius & the Clouds"-“Darius y las nubes”**

How does Esperanza keep her dreams alive? Does she hold any religious beliefs?

**15. \*"And Some More"-“Y alguna más” (17)**

What is the importance of names? How does Esperanza portray names in this story in comparison to her own name in "My Name"? How has her narrative voice changed from that earlier story?

**16. "The Family of Little Feet"-“La familia de pies menuditos” (19)**

To what degree is Esperanza aware of sex and sexuality? What does this indicate to the reader about her age?

**17. "A Rice Sandwich"-“Un sandwich de arroz” (21)**

What kind of person is Esperanza? What does the reader learn from this story about her strengths and weaknesses?

**Sección A.4. (18-23)**

**18. "Chanclas" (23)**

What stage in Esperanza's life does this story capture, and how is this stage portrayed? How has Esperanza's voice changed from the previous stories "And Some More" and "The Family of Little Feet," and in what ways is her voice still the same?

**19. "Hips"-“Caderas” (24)**

How does Esperanza distinguish herself from Nenny in this story? Does this distinction echo the one in "Gil's Furniture Bought and Sold"? How does Esperanza distinguish herself from the other girls she plays with, and has her relationship with them changed since the earlier stories such as "And Some More" or "Our Good Day"? Has Esperanza's comprehension of her own sexuality changed since "Marin," and, if so, how?

**20. "The First Job"-“El primer empleo” (26)**

What range of emotions does Esperanza experience in this story, and how does Cisneros convey these emotions to the reader without naming them? How does Esperanza express her emotions in this story differently than those she experienced in "A Rice Sandwich" or "Chanclas" and, if so, why?

**21. "Papa Who Wakes Up Tired in the Dark"-“Papá que se despierta cansado en la oscuridad” (28)**  
What is Esperanza’s relationship with her father? How does this story develop Esperanza’s character?

**22. \*"Born Bad"-“Mal nacida” (28)**

What clues does this story provide about the roles of women and men in Esperanza’s community? How does this story, like "Papa Who Wakes Up Tired in the Dark," evidence Esperanza’s character development?

**23. "Elenita, Cards, Palm, Water"-“Elenita, baraja, palma, agua” (30)**

Does the superstition expressed in this story conflict or coexist with any religious beliefs Esperanza may hold? With what tone does Esperanza describe her visit to Elenita?

## **Sección A.5. (24-31)**

**24. "Geraldo No Last Name"-Geraldo sin apellido” (32)**

What is the significance of this being the last story in the book in which Marin is mentioned?

**25. "Edna’s Ruthie"-“Ruthie la de Edna” (33)**

What does Esperanza learn from Ruthie’s experience that helps her formulate goals?

**26. "The Earl of Tennessee"-“El Earl de Tennessee” (34)**

What does Esperanza learn from Earl that might help her formulate goals?

**27. "Sire" (35)**

How has Esperanza’s awareness of her own sexuality evolved from "Hips" to this story? How have her imagination and her desires moved away from her negative sexual experience in "My First Job"?

**28. "Four Skinny Trees"-“Cuatro árboles flaquecitos” (36)**

What do the trees symbolize? What does Esperanza impose of her own character on the trees, and what does she take from the trees? How do the trees compare to the clouds in "Darius & the Clouds"?

**29. \*"No Speak English" (37)**

What does Esperanza tell us about her community’s attitude towards non-Mexican Americans? What about the image that the non-Latinos have of the Latinos? How do these views help or hinder Esperanza in the formulation of her own personal identity?

**30. "Rafaela Who Drinks Coconut..."-“Rafaela que los martes toma jugo de coco y papaya...” (38)**

What conflicting needs or desires of Esperanza’s does her description of Rafaela’s situation convey?

**31. At this point in your reading, what general impression does this novel give you?**

## **Sección A.6. (32-36)**

**32. "Sally" (39)**

Compare the portrait of Sally to that of Marin in "Marin." How is Esperanza’s relationship with Sally different?

**33. "Minerva Writes Poems"-“Minerva escribe poemas”(40)**

With what tone is Esperanza’s plaintive "There is nothing I can do" conveyed? [p. 85]

**34. "Bums in the Attic"-“Vagabundos en el ático” (41)**

Why does Esperanza wish to house “bums” in her attic?

**35. \*"Beautiful & Cruel"-“Bella y cruel” (41)**

Does Esperanza reconcile the images of herself as "ugly" [p. 88] and "beautiful and cruel," and what does each self-image imply about her future?



**36. "A Smart Cookie"-“Bien águila” (42)**

What does Esperanza learn from her mother in this story, and how might their relationship be characterized?

**Sección A.7. (37-40)**

**37. "What Sally Said"-“Lo que Sally decía” (42)**

With what tone does Esperanza convey the violence Sally suffers? How does this tone convey her attitude toward abuse? Has Esperanza’s attitude changed from the earlier stories? Compare Esperanza’s family’s response toward this abuse with how the community reacts toward domestic violence and abuse in general.

**38. \*"The Monkey Garden"-“El jardín del mono” (43)**

What is the nature of Sally’s and Esperanza’s friendship? Can Esperanza ever recover what she lost in the monkey garden? What does the monkey garden symbolize?

**39. "Red Clowns"-“Payasos rojos” (56)**

What does Esperanza lose in "Red Clowns," and how does it compare to her loss in "The Monkey Garden"? What clues does Cisneros provide the reader about the precise nature of the assault on Esperanza?

**40. "Linoleum Roses"-“Rosas de linóleo” (46)**

How and why has Esperanza’s tone toward Sally changed?

**Sección A.8. (41-44)**

**41. "The Three Sisters"-“Las tres hermanas” (47)**

In what way do the Sisters provide the decisive turning point for Esperanza? How does Esperanza’s community fit into her vision of her own future?

**42. "Alicia & I Talking on Edna’s Steps"-“Alicia y yo charlamos en los escalones de Edna” (48)**

What is the significance of the fact that the only lasting friendship Esperanza seems to have is with Alicia?

**43. \*"A House of My Own"-“Una casa propia” (49)**

How does Esperanza’s dream house in this story and in "Bums in the Attic" differ from Sally’s dream house in "Linoleum Roses"? How does Cisneros utilize the recurring image of a house as a metaphor to tie her stories together thematically and structurally? Is the house a positive or negative image? What does it alternatively preserve or imprison within its walls, and what does it keep out? How is Esperanza’s house on Mango Street alike or different from the other houses portrayed in the stories? [See, e.g., “Meme Ortiz”]

**44. "Mango Says Goodbye Sometimes"-“A veces Mango dice adiós” (49)**

Why must Mango say goodbye to Esperanza, and not vice versa? Why is Mango Street personified as a "she"? Might Esperanza’s view of her own name have changed at this point, and, if so, how might she describe it? (*Questions issued by the publisher.*)

**Total questions answered in Parte A = 16 (8 mandatory and 8 optional questions)**

**Parte B: (Secciones B.1.-B.4. 45-57): Please answer in Spanish the four (04) mandatory questions and the four (04) questions of your choice.**

**For Parte B, answer the (one=01) mandatory question and answer one (01) question of your choice from each section. The mandatory questions are preceded by “\*”**

**Sección B.1. Gustos (45-48)**

**45.** ¿Qué viñeta o capítulo te gusto más? ¿Cuál te gustó menos? Explica tus respuestas.

**46.** ¿Qué cambiarías si tuvieras que volver a escribir este libro?

**47.** \*Elige un capítulo y escríbelo de nuevo usando tu creatividad o imaginación. Toma en consideración la historia y lo que se cuenta antes y después de tu capítulo en la novela. Sé lógico.

**48.** ¿Qué información nueva y qué información anecdótica sobre la vida de los chicanos (hispanos en los EE.UU.) aprendiste? Sé preciso/a, da detalles y referencias.

**Sección B.2. Gustos (49-51)**

**49. Loomis.** En el cuento se hace una minuciosa descripción de todo lo que está mal en el departamento de Loomis. De los siguientes inconvenientes, explique cuál le parece más grave y por qué.

- |  |                            |
|--|----------------------------|
| a. tubos de agua rotos                         | c. usar el baño del vecino |
| b. acarrear agua en botes lecheros de un galón | d. casa vieja              |

**50. \*Mango Street.** Escriba aquí las ventajas de vivir en la casa de Mango Street, comparándola con el departamento de Loomis.

**51. c. Casas de la tele.** ¿Qué se imagina Ud. que la protagonista quiere decir con la frase «las casas de la tele»? Busque (copy and paste) en el Internet una casa que Ud. cree que refleja el significado de la frase.

**Sección B.3. Lugares (52-54)**

**52. Barrios.** ¿Cómo es el barrio donde estaba el departamento de Loomis?

**53. Allí.** ¿Por qué está escrita la palabra «allí» en itálicas en el cuento? Escriba su opinión y apunte palabras y expresiones en inglés que se pueden usar de esa manera.

**54. \*Nada.** Describa las emociones que expresa la protagonista cuando dice «me hizo sentirme nada». Explique por qué es importante el lugar donde se vive.

**Sección B.4. Compartir (55-57)**

**55. \*Optativo.** En las familias hispanas es común compartir cuartos de la casa. Cuénteles a un compañero / una compañera si Ud. tuvo que compartir alguna recámara o el baño con su familia y las ventajas y desventajas de hacerlo.

**56. Un solo baño.** Escriba brevemente qué habría hecho Ud. si hubiera tenido que compartir un sólo baño sin tener agua corriente en su casa.

**57. Dejar de compartir.** ¿Con qué soñaba Ud. cuando era niño/a? ¿Cómo era la casa de sus sueños? ¿Por qué deseaba esas características en particular? Escriba una respuesta breve a las preguntas anteriores.

**Total questions answered in Parte B = 08 (4 mandatory and 4 optional questions)**

**Parte C: Questions 58-63: Please answer in English one (01) question of your choice (150-300 words).**

**58.** From the beginning, Esperanza senses she does not want to end up inheriting her great-grandmother's "place by the window . . . the way so many women sit their sadness on an elbow" ["My Name" p. 11]. How does Esperanza emotionally and physically separate herself from the other women: Marin, Sally, Rafaela, Minerva, or Ruthie? Will her solution in "Beautiful & Cruel" ["I am one who leaves the table like a man, without putting back the chair or picking up the plate" p. 89] be an effective one? How is her self-esteem formed, and how does it evolve over the course of the novel? What obstacles will Esperanza have to overcome, and what battles will she have to fight as she carves a future for herself?

**59.** Can or should *The House on Mango Street* be categorized as a coming-of-age novel, or is it more complex than that?

**60.** How do the children who inhabit Mango Street become the men and women portrayed in the novel? For instance, what circumstances explain how the Vargas children, Meme Ortiz, the girls Esperanza plays with, and her own sisters grow into the adults of Mango street such as Esperanza's parents, the husbands and fathers in the neighborhood, the young wives, and the older single adults such as Earl and Ruthie? Is the children's fate inevitable? How does Esperanza set an example for how they can shape their own futures?

**61.** If you have some knowledge of the history of Chicanos in America—how they arrived here and their place in society, how does *The House on Mango Street* reflect this history? How is the Chicanos' treatment in society—i.e., their systematic exclusion—alike or different from that of other minority groups?

**62.** Given that the narrator is a young female, how does Cisneros make Esperanza and her stories accessible to older and/or male readers? Does Esperanza's youth affect her telling of the story and her reliability as a narrator? Is there a universal message about one's identity that transcends Esperanza's individual experience?

**63.** Cisneros's prose has been described as "poetic" and "lyrical." What characteristics of the stories made these critics choose these descriptive words? What other words might be used to describe the selections in *The House on Mango Street* and why? Are the selections in *The House on Mango Street* most aptly labeled (a) stories, (b) sketches, (c) vignettes, or (d) poems, and what characteristics make them one or the other? How does Cisneros make the collection of sketches or stories work together as a book structurally and thematically?

**Total questions answered in Parte C = 01 question of your choice**

**Parte D: Question 64: Please read the direction and complete the chart below in Spanish. You should fill out the S and SA columns before you start the reading of La casa en Mango Street.**

**KWL-SASA**

**K** What I Know **W** What I Want to Find Out **L** What I Learned

SASA Directions: Before reading, think about what you already know about Sandra Cisneros and/or The House on Mango Street. Write the information in the **S** column. Think about what you would like to find out from reading the book. Write your questions in the **AS** column. After you have read the book, use the **A** column to write the answers to your questions from the **AS** column, and anything else you remember from the book.

<b>S: Lo que Sé</b>	<b>AS: Lo que quise Saber</b>	<b>A: Lo que Aprendí</b>

## **Total questions answered in Parte D = 1 (chart)**

**Parte E: Discussion. (Secciones E.1.-E.3.) Questions 65-80: No question is mandatory. Please answer one (01) question of your choice from each section.**

**For Parte E, answer one (01) question of your choice from each section. Use the rest of the question to think about your reading.**

### **Sección E.1. Interpretive (65-68)**

65. What does Esperanza mean when she says she does not want to inherit her greatgrandmother's place by the window? (My Name)
66. Why does Esperanza want to baptize herself under a new name? (My Name)
67. Explain the way Esperanza says she and Nenny look like sisters. (Laughter)
68. Why is a house so important to Esperanza? (A House of My Own)

### **Sección E.2. Critical (69-71)**

69. What is Cisneros saying about women in general, and Hispanic women in particular?
70. What does the book show about gender-class-race relations?
71. How did Esperanza change over the course of the novel? Were these changes for the better?

### **Sección E.3. Personal Opinion (72-80)**

72. Why do you think the author included a chapter describing the hair of all of the family?
73. If you were Esperanza, what would you do about living on Mango Street?
74. Will you read more of Sandra Cisneros's books? Why or why not?
75. Would you recommend this book to another student? Why or why not?
76. What makes Sandra Cisneros a unique and different author?
77. What questions would you like to ask the author?
78. What do you remember most about the story?
79. What picture did the author leave in your mind?
80. What did the book make you think about?

**Total questions answered in Parte E = 03 optional questions**

**Parte F: Project. Topic 81-91: No question is mandatory. Please choose one (01) topic from the list below.**

**For Parte F, do one (01) topic/project of your choice**

81. Draw a book jacket that summarizes the story.
82. Make a time line showing the important events from the story.
83. Make a diorama showing one of the scenes from the book.
84. Make puppets and write a puppet show to illustrate one scene from the story.
85. Write a radio or television commercial to advertise the book.
86. Design a poster to advertise the book.
87. Make a comic book version of four or five scenes of the story to share with younger readers.
88. Make a mobile showing the main character, secondary characters and setting.
89. Create a poster describing a scene or a character. 11.
90. Create a poster summarizing one of the chapters.
91. Make a collage based on scenes from the book.

**Total project completed in Parte F = 1 topic/project of your choice**

**Parte G: Individual. Topic 92-100. Please complete the (one = 01) topic from the list below assigned to you. Be creative and help us explore further!**

**For Parte G, do one (01) topic/project specifically assigned to you (First syllable of your first and first syllable of your last name. i.e.: María Martínez = **Mar. Mar.**). Please submit your assignment and your answer key in the master document and a separate copy including only your topic with its corresponding answer key. There are tone of websites that can help you create a good wordsearch, crosswords... Your words, definitions... should be in Spanish and taken from the Spanish version of the book. Make sure your words, definitions...are taken from different chapters of the book. If you prefer, you can create two or three versions or levels of the same game: Novice-Advance...**

**92. Zoe. Fit. WORD SEARCH - House on Mango Street**

Create a list of key words/concepts/people associated with The House on Mango Street. The words should be placed backwards, forward, diagonally, up and down. The included words should be listed below the word search.

20+ Spanish words with answer key

### 93. Jen. Rey. MATCHING WORKSHEET - House on Mango Street

Create a worksheet with 25 key words and their matching definition. See example below.

- |                 |   |
|-----------------|---|
| ___ 1. Mango    | A. La marca de un tipo de carro caro que el sobrino de Loie roba  |
| ___ 2. Mexican  | B. El nombre de una calle donde vive la protagonista de la novela |
| ___ 3. Cadillac | C. La nacionalidad de Esperanza                                   |

25 Spanish words with answer key

### 94. Emi. Moo. FILL IN THE BLANKS - House on Mango Street

Create a worksheet with 25 fill in the blanks questions based on names and other key information you learned from the book. See examples and format below.

- |       |   |
|-------|---|
| _____ | 1. La hermanita de Esperanza.                     |
| _____ | 2. Muere cuando un carro le tropieza y se escapa. |
| _____ | 3. Allí quiere comer Esperanza.                   |
| _____ | 4. La madre de Ruthie                             |
| _____ | 5 Una columna vertical que sirve de soporte       |
| _____ | 6 Reír de forma incontrolable.                    |

25 Spanish words, definitions... and with answer key

### 95 Ala. Mir. CROSSWORD - House on Mango Street

Use a website to create a crossword with at least 10 Across and 10 Down key words in Spanish. Here are some examples.

ACROSS/DOWN 5 Esperanza's nationality; \_\_\_-American 1 Esperanza chipped in to buy it 6 Tried to fly and dropped from the sky 2 Sits by the window and plays the Spanish radio 7 Kids don't agree on what his wife looked like 3 Esperanza wants to eat there 8 Dies in a hit and run accident 4 Esperanza noticed him looking at her 10 Esperanza compares her hips to one 5. Nenny's real name 11 Says the neighborhood is getting bad 7 Ruthie's mother 13 Tells fortunes with cards 9 Owner of the used furniture store 14 Says a cloud was God 11 Type of car Louie's cousin steals 16 Sire's girlfriend 12 Chinese year of Esperanza's birth 17 Died the day the girls made fun of her 13 Likes to tell stories 18 Won the contest and broke both arms 14 His brother has a crooked eye 20 She is afraid of mice 15 Louie's cousin who sells Avon 21 The little sister, born in Chicago 17 Home between Mango and Keeler 22 Kind of box that made Esperanza feel stupid 18 The family owns the house on this street 23 sings Pepsi commercials; the baby \_\_\_ 19 A woman gives some to the girls to play with; high-heeled \_\_\_

20 Spanish words, definitions... and with answer key

**96. Xim. Her. MAGIC SQUARES - House on Mango Street**

Translate the instructions and definition... in Spanish, complete the activities yourself. Create this activity and submit both the activity and the answer key with the rest of the assignments (A-G). Submit both the activity with the corresponding answer key on a separate worksheet.

Match the definition with the vocabulary word. Put your answers in the magic squares below. When your answers are correct, all columns and rows will add to the same number.

- |           |           |            |            |             |          |
|-----------|-----------|------------|------------|-------------|----------|
| A. Cathy  | B. Lupe   | C. Canteen | D. Boy     | E. Lois     |          |
| F. Loomis | G. Music  | H. Minerva | I. Benny   | J. Mamacita |          |
| K. Shoes  | L. Keeler | M. Gil     | N. Cordero | O. Lucy     | P. Buick |

- |   |   |
|---|---|
| 1. Writes poems at night  | 9. The big sister, born in Texas                |
| 2. Owner of the used furniture store                              | 10. Home between Mango and Keeler               |
| 3. Died the day the girls made fun of store her; Aunt ____        | 11. Grocery store owner; Mr. ____               |
| 4. A woman gives some to the girls to play with; high-heeled ____ | 12. Sings Pepsi commercials; the baby_          |
| 5. Sits by the window and plays the Spanish radio                 | 13. Says the neighborhood is getting bad        |
| 6. Esperanza wants to eat there                                   | 14. Home street between Paulina and Loomis      |
| 7. Esperanza compares her hips to one                             | 15. Kind of box that made Esperanza feel stupid |
| 8. Sire's girlfriend  | 16. Esperanza's last name                       |

A=	B=	C=	E=
E=	F=	G=	H=
I=	J=	K=	L=
M=	N=	O=	P=



**97. Rob. Alc. JUGGLE LETTER REVIEW GAME - House on Mango Street**

Create a juggle letter review game including at least 25 words. See expel below.

1. AASENPZRE 1. E\_\_\_\_\_

Answer = Esperanza

25 Spanish words, definitions... with answer key.

**98. Man. Mol. VOCABULARY WORD SEARCH - House on Mango Street**

Create a word search based uniquely on key vocabulary of the novel

Example: Bautizar – pilar – Esperanza...

25 Spanish words, definitions... with answer key.

**99. Alb. Alc. VOCABULARY MATCHING WORKSHEET - House on Mango Street**

Create a vocabulary matching worksheet based uniquely of key vocabulary/concepts of the novel

Example:

\_\_\_\_\_ 1. ANUAL \_\_\_\_\_ Dar un nombre o un nombre de santo (cristiano) por primera vez.  
\_\_\_\_\_ 2. BAUTIZAR \_\_\_\_\_ Que se hace todos los años

30 Spanish words with matching definitions... and answer key.

**100. Ang. Per. VOCABULARY CLOZE PASSAGE - House on Mango Street**

Create a list of key words that will be used to complete passages taken from different chapters of the book. Give the list of words and the passages in different order.

30 Spanish words with matching definitions... and answer key.

**Total assignment/project completed in Parte G = 1 topic/project specifically assigned to you (please only complete the topic assigned to you!)**

**Parte H: Recording. Topic 101. Please complete the only (one = 01) topic below**

**For Parte H: Listen to this excerpt on YouTube: [https://youtu.be/z\\_-9OHxRLXs](https://youtu.be/z_-9OHxRLXs). Choose one of your preferred passages from the novel. Indicate the title and page from which you are reading. Read, record (your phone, computer...) and submit a 2:00 minute recording of your passage with**

the rest of your assignments. You can either submit your work in the document or separately under your name on Google Classroom. Please read “dramatically” expressing the ideas of the passage. Pay attention to the pronunciation, fluidity and linking...

## Total Questions for La Casa en Mango Street Summer Work

Page	Title/Parte/Grade	Secciones	Preguntas	Total Due	Notas
01	Overview/Links	01 page	X	X	Hyperlinks
02	Gen. Instructions	01 page	04	X	Read carefully
03-04	Study Guide	07: A-G	52	X	Useful questions
05	Notes/Remember	02 = 01 page	X	X	Read carefully
06-09	Parte A (40)	8: A1-A8	44	$1+1 = 2 \times 8 = 16$	16 answers/Spanish
10	Parte B (10)	04: B1-B4	13	$2 \times 4 = 04$	04 answers in Spanish
11	Parte C (05)	01	05 topics	01 essay	01 essay in English
12	Parte D (05)	01	01 Chart	01 chart	01 before and after
13	Parte E (10)	03: E1-E3	16 topics	$1 \times 3 = 03$	03 answers in Spanish
14	Parte F (10)	01	11 projects	01 project	01 creative project
14-18	Parte G (10)	01	09 indiv. topics	01 topic/student	01 your assigned topic!
18	Parte H (10)	01	01 choice	01 fragment	01 recording (02 mins.)
18	18/18/100 points	31	101	28	Please follow instructions!

Each student should complete the 28 questions. This assignment will be graded according to the chart above.

## Other Recommended Resources (Very Cool: Check Them Out!)

[www.ver-taal.com/](http://www.ver-taal.com/) (lot of listening activities)

[www.elpais.es](http://www.elpais.es) (read news)

[www.rtve.es](http://www.rtve.es) (podcast/videos)

<http://www.rfi.fr/langues> (news in Spanish)

[www.bbc.co.uk/languages/spanish/](http://www.bbc.co.uk/languages/spanish/) (read/listen to the news)

[www.videoele.com](http://www.videoele.com) (lot of great Spanish videos)

<https://apstudent.collegeboard.org/apcourse/ap-spanish-language> (create and account and see what AP Spanish Language and Culture is all about)