# AP Spanish Language Exam Quick Reference Guide

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## AP Spanish Language Exam Format

<table>
<thead>
<tr>
<th>Section</th>
<th>Item Type</th>
<th>Number of Questions and % Weight of Final Score</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I</td>
<td>Multiple Choice</td>
<td>70-75 questions 50%</td>
<td>85-90 min.</td>
</tr>
<tr>
<td>Part A: Listening</td>
<td>Short and Long Dialogues and Narratives</td>
<td>30-35 questions 20%</td>
<td>30-35 min.</td>
</tr>
<tr>
<td>Part B: Reading</td>
<td>Reading Comprehension</td>
<td>35-40 questions 30%</td>
<td>50-60 min.</td>
</tr>
<tr>
<td><strong>Section II</strong></td>
<td><strong>Free Response</strong></td>
<td></td>
<td><strong>Approx. 85 min.</strong></td>
</tr>
<tr>
<td>Part A: Writing</td>
<td>Informal Writing</td>
<td>1 prompt (10%) 10 minutes</td>
<td>30% Approx. 65 min.</td>
</tr>
<tr>
<td></td>
<td>Formal Writing (Integrated Skills)</td>
<td>1 prompt (20%) 55 minutes</td>
<td></td>
</tr>
<tr>
<td>Part B: Speaking</td>
<td>Informal Speaking (Simulated Conversation)</td>
<td>5-6 response prompts (10%) 20 seconds to respond to each</td>
<td>20% Approx. 20 min.</td>
</tr>
<tr>
<td></td>
<td>Formal Oral Presentation (Integrated Skills)</td>
<td>1 prompt (10%) 2 minutes to respond</td>
<td></td>
</tr>
</tbody>
</table>
**AP Exam – Spanish Language**

The exam is approximately three hours long and consists of two sections:

- **Section I** (the multiple-choice section) consists of two parts that assess the students' understanding of spoken Spanish (listening) and of literary and non-literary prose selections (reading).

- **Section II** (the free-response section) has two parts, which are designed to measure a student's writing and speaking skills in Spanish.

The **four skills are tested** as follows:

- **The listening part of the exam begins with several short dialogues and narratives.** For these exercises, the **questions are spoken** on the master recording but are not printed in the exam book, while the **answer choices are printed** but not spoken.

  After these short pieces, there are **two longer selections each lasting about five minutes**. During the recording, students may take notes and **can see the printed questions**; these **questions are not spoken** on the master recording. Students' notes will not affect their scores.

- **For the reading comprehension portion of the exam, the student must read several passages**, each of which is followed by multiple-choice comprehension questions. The passages are typically prose fiction, journalistic articles, or essays.

- **The writing part of the exam has the following sections:**

  The **first part** of the writing section will be an **informal writing task**. Students will be have 10 minutes to read a prompt and write their response. Examples may include writing an email message, a letter, a journal entry, or a postcard.

  The **second writing exercise** reflects an integration of the following skills: listening, reading, and writing (an example of the interpretive and presentational modes). Students will be required to **read two documents, listen to a related source/recording, and respond to a written prompt**. All sources, both written and aural, will be authentic -- either in their original format or rerecorded. Students will be encouraged to **make reference to and cite all of the sources**. Students will have 7 minutes to read the printed sources and then will listen to a stimulus of approximately 3 minutes long. After listening to the sound file, students will have 5 minutes to plan their responses and 40 minutes to write their essays. The total time allotted to this section will be approximately 55 minutes.

- **The speaking part of the exam has the following sections:**

  The **first speaking task** is an example of the **interpersonal** mode of communication. It integrates listening and speaking in an informal setting of a conversation role-play. Students will be asked to interact with a recorded conversation. There will be five or six opportunities for the student to answer. Each response will be 20 seconds in length. Students will have time to read an outline of the stimulus conversation and the instructions before participating in the simulated conversation.

  The **second part** of the **speaking** section is an example of the **interpretive and presentational modes**. It integrates three skills: reading, listening and speaking. Students need to give an oral presentation in a formal and/or academic setting. They will be asked to **read one document and listen to a recording**, after which they will have two minutes to prepare for the presentation and two minutes to answer the related question **making reference to both sources**.
What can the AP Spanish Language student do?

In **Listening Comprehension**, (s)he can:
- Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the Spanish-speaking world.
- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture, on an academic or cultural topic related to the Spanish-speaking world.
- Recognize cultural elements implicit in oral texts.
- Interpret linguistic cues to infer social relationships.

In **Reading Comprehension**, (s)he can:
- Identify and summarize main points and important details and make appropriate inferences and predictions from a written text, such as a newspaper or magazine article or a contemporary literary excerpt.
- Recognize cultural elements implicit in written texts.
- Interpret linguistic cues to infer social relationships.

In **Writing**, (s)he can:
- Use language that is semantically and grammatically accurate according to a given context.
- Recognize cultural elements implicit in written texts.
- Interpret linguistic cues to infer social relationships.

In **Informal Writing**, (s)he can:
- Communicate via formal and informal written correspondence.
- Recognize cultural elements implicit in written texts.
- Interpret linguistic cues to infer social relationships.
- Use language that is semantically and grammatically accurate according to a given context.

In **Formal Writing with integrated skills** (i.e. min. 250-word essay), (s)he can:
- Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural, or social issue, with control of grammar and syntax.
- Use information from sources provided to present a synthesis and express an opinion.
- Recognize cultural elements implicit in written texts.
- Interpret linguistic cues to infer social relationships.
- Identify and summarize the main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or a contemporary literary excerpt.
- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture, on an academic or cultural topic related to the Spanish-speaking world.
- Use language that is semantically and grammatically accurate according to a given context.
In **Informal Speaking** (i.e. simulated conversation), (s)he can:
- Initiate, maintain, and close a conversation on a familiar topic.
- Formulate questions to seek clarification or additional information.
- Recognize cultural elements implicit in oral texts.
- Interpret linguistic cues to infer social relationships.
- Use language that is semantically and grammatically accurate according to a given context.

In **Formal Speaking with integrated skills** (i.e. oral presentation), (s)he can:
- Describe, narrate, and present information and/or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two or three minutes.
- Use information from sources provided to present a synthesis and express an opinion.
- Recognize cultural elements implicit in written texts.
- Interpret linguistic cues to infer social relationships.
- Identify and summarize the main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or a contemporary literary excerpt.
- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture, on an academic or cultural topic related to the Spanish-speaking world.
- Use language that is semantically and grammatically accurate according to a given context.

See sample rubrics for Speaking and Writing in separate .pdf file from the College Board.
Skills Development – Listening & Reading

<table>
<thead>
<tr>
<th>Listening Strategies:</th>
<th>Reading Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen and take notes.</td>
<td>• Read and take notes.</td>
</tr>
<tr>
<td>• Separate main ideas from details.</td>
<td>• Underline/highlight.</td>
</tr>
<tr>
<td>• Filter out extraneous information.</td>
<td>• Separate main ideas from details.</td>
</tr>
<tr>
<td></td>
<td>• Filter out extraneous information.</td>
</tr>
</tbody>
</table>

Some activities to prepare yourself:

• Listening to radio broadcasts and listening/watching to television programs frequently.
• Reading magazine/newspaper articles, short stories, etc. frequently.
• Using DVD’s (audio and video).
• Conduct live interviews with Spanish-speakers.
• Talk to Spanish-speakers exclusively in Spanish.
• Information gap activities, i.e. pair-work in class exclusively in Spanish.
• Making simulated phone calls and soliciting information.
(Note: Several of these types of activities may be represented in the AP Spanish Language Exam.)

Some ideas to take and/or organize notes when listening and/or reading:

1. Categorizing

<table>
<thead>
<tr>
<th>Personas famosas</th>
<th>Origen</th>
<th>Logros/aportes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sammy Sosa</td>
<td>República Dominicana</td>
<td>???</td>
</tr>
<tr>
<td>???</td>
<td>Colombia</td>
<td>Cantante</td>
</tr>
<tr>
<td>Salma Hayek</td>
<td>???</td>
<td>Actriz</td>
</tr>
</tbody>
</table>

2. List of Pros vs. Cons or Advantages vs. Disadvantages, etc.

3. Diagrama/Mapping/Venn

Los bailes (center circle in diagram)

- Flamenco/España/Andrés Segovia/Castañuelas (extended from center circle)
- Tango/Argentina/Gardel/Bandoneón (extended from center circle)
- Salsa/New York/Celia Cruz/Güiro (extended from center circle) etc.

4. Bosquejo – Outlining

Las comidas

I. México
   A. Mole poblano
      1. Chile
      2. Cacao
   B. Tamales
      1. Maíz
      2. Hoja de plátano
II. El Caribe
   C. Ceviche
      1. Pescado
      2. Limón

Etc.
Skills Development – Informal Speaking

Strategies:
- Read and understand the shaded conversation and figure out how to fill in the gaps.
- Steps:
  1. Define the task (what are they asking you to do?)
  2. Listen for key information
  3. Re-read and address the task. Write a couple of key phrases.
- Address all parts of the prompt.
- Don’t spend time on a word that you are unfamiliar with.
- Focus on what you know.
- Use all the response time allocated (speak to the end, even if it cuts you off).
- Pay attention to register.

Activities:
- Role-play
- Situations
- Pair-work activities in class
- Impromptu speaking
- Impromptu topics/pictures

Recursos léxicos para la conversación informal (“key phrases”):

<table>
<thead>
<tr>
<th>Iniciar conversación</th>
<th>Reacciones</th>
<th>Extensiones</th>
<th>Despedidas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hola</td>
<td>¡Qué ______! (i.e. sorpresa, lástima, bueno, etc.)</td>
<td>¿Qué opinas?</td>
<td>Hasta pronto</td>
</tr>
<tr>
<td>Digame</td>
<td></td>
<td></td>
<td>Hasta mañana</td>
</tr>
<tr>
<td>Oiga</td>
<td>¡No me digas!</td>
<td>¿Te parece?</td>
<td>Hasta luego</td>
</tr>
<tr>
<td>Bueno</td>
<td>¡Vaya pues!</td>
<td>¿Tienen ganas de…?</td>
<td>Adiós</td>
</tr>
<tr>
<td>Acompáñame a…</td>
<td>¡Felicidades!</td>
<td>Es decir,…</td>
<td>Gracias por llamar</td>
</tr>
<tr>
<td>Vamos juntos a…</td>
<td>¡Menos mal!</td>
<td>¿Pudieras …</td>
<td></td>
</tr>
<tr>
<td>¿Te gustaría…?</td>
<td>¡Me alegro!</td>
<td>…acalarar…?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>¡Claro que sí (o no)!</td>
<td>…elaborar…?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>…ayudar…?</td>
<td></td>
</tr>
</tbody>
</table>
Skills Development – Formal Speaking

Strategies:
- Taking notes on the text.
- Taking notes during the audio portion.
- Making connections.

Activities:
- Listen/summarize orally with a partner, individually (i.e. in the lab).
- Read and summarize orally with a partner, individually.
- Use journal topics/find an article that agrees or disagrees with your opinion and report to another student or to the class.

Sample Organizers / Visuals to assist in note-taking:

<table>
<thead>
<tr>
<th>Audio notes/identify &amp; summarize</th>
<th>Text notes/ identify &amp; summarize</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Synthesis of sources**
- Point 1 (i.e. Characters’ names)
- Point 2 (i.e. Location)
- Point 3 (i.e. Action)
- Point 4 (etc.)
Skills Development – Essay Writing

How to synthesize sources to write a good essay

What is a synthesis?
A synthesis allows the students to support a point of view with information from different sources, by examining them and identifying how they are related to a thesis statement. In the AP exam, the different sources are two readings and an aural sample related by topic. The synthesis allows the students to develop, compare, contrast, classify, and order the idea that connects the set of sources. One way to synthesize source is to Observe, Cite, Interpret, and Evaluate the sources.

Examples of synthesis:
- **Similarity**: shows how sources support the same idea.
- **Contrast**: shows how sources support different sides of an issue.
- **Accumulation**: shows how sources build on one another.

The Synthesis Essay
In the Formal Writing section of the AP Spanish Language Exam, the students need to synthesize several sources related by a thesis statement, by drawing together particular themes or traits that observed in those sources and organizing the material from each text according to the theme provided by the prompt. The essay students should write will:
- accurately report information from the sources;
- organize it so that readers can perceive where the information from the sources overlaps;
- make sense of the sources so that the reader can relate them to the thesis statement.

Tips for effective synthesis.
The students should
- read carefully the prompt (thesis statement),
- use the time allowed to become familiar with the sources given,
- discuss them in relation to the thesis,
- use all the sources by relating them to what they have in common. The more sources students can use to back up a particular point, the more likely readers will agree with the argument.

After quoting sources, students need to explain how the quotes not only relate to the main ideas but also how the quotes related to each other.

Writing the essay
Students’ preparation for the synthesis may involve **comparison, contrast** and **analysis**, along with a solid **organization**. The assignment’s prompt will direct students to the theme they should look for in the essay.

Introduction (one paragraph)
1. It contains a one-sentence statement that summarizes the focus of the essay.
2. It introduces the sources to be discussed.
Body of the essay
Organized by theme, point, similarity, or aspect of the topic, the body of the essay should contain the following information, organized according to the prompt and the patterns discerned in the sources.

Summary
In order to effectively compare sources, the students may need to briefly summarize the main points the sources have in common as they relate to the thesis. The student may want to use summary notes, by taking notes in two columns. In one, let’s say the right hand one, students write the main points they take from the sources. In the other column, students summarize those main points in a few sentences. This will help them develop an overall picture of the argument the sources have in common in order to compare them more effectively. The summary should be organized so that readers can understand the sources and evaluate the students’ comprehension of it.

The Summary may consist of a one-sentence statement summing up the main point of each of the sources. This statement is not the essay’s main point, but that of the source. It is better to write this statement rather than quote it directly from the source, but the source needs to be identified, be it by its title, by its author(s). The summary statement does not need to offer the students’ opinions or evaluation of the sources being summarized. Once students have summarized the source, they can compare them.

Tips for the Summary:
• Begin with a sentence that informs readers of the topic of the paragraph;
• Include information from at least one source;
• Indicate which material comes from which source. Please, beware of plagiarism, which may occur if students synthesize sources but do not indicate where they synthesis end and their own ideas begin;
• Represent the sources fairly, accurately reflecting the information they provide.

Comparison
A comparison of the sources’ main ideas just summarized is very helpful so that the reader can understand the ways in which the sources are related to the thesis statement. The comparison shows similarities and/or differences between the different sources.

Analysis
After summarizing and comparing the sources, students are ready to analyze them as they relate to the thesis statement; this is the time for the students to offer their interpretations and personal opinions on the issue being discussed.

Conclusion
After summarizing the sources, comparing their ideas as related to the thesis statement, and offering their personal insights, students are ready to write a conclusion reminding readers of the most significant themes found in the sources and of the ways in which the essay connected them to the overall topic from the prompt. It is always possible to attract the reader’s attention to further research on the matter.

AP_Exam_Quik_Ref
Self and Peer Assessment
The following questions may be helpful in assessing the quality of the students’ essay, and to work with those produced by their peers.

- What do you like best about the essay synthesis? Why?
- Are the ideas being synthesized clear?
- Is it always possible to discern which source is being discussed at any given moment?
- Are the ideas of the sources clear in the synthesis?
- Did you identify the same theses as your peer? (If not, how do they differ?)
- Were there times when you were lost?
- Was the organizational structure clear? Could you draw a diagram if asked?
- Were there mechanical, grammatical, or spelling errors?
- What advice would you give the writer of the paper?

EXAM TIPS FOR WRITING THE ESSAY
There is more to an exam than sitting down and writing everything you know or can think of before you forget it. Following these simple steps will make you a better test taker.

1. Read the entire exercise directions and prompts before you begin.
   Although this may seem obvious, many students begin writing before they have read what is expected of them.
2. Underline important words, and note where there is a choice of questions.
   While reading text sources you can underline key words and take quick notes.
3. Make an outline of your essay.
   By making a quick outline of the main ideas to write about would allow students to better organize the essay.
4. Plan your time.
   One of the biggest problems students have is running out of time. Practice writing within a set time and stick to it. Budget the time so that you are able to revise and edit the essay or to work more on a part of the essay that may have given you problems.
Grammar topics that have frequently shown up in
AP Spanish Language Exam
(Which points do you need to review? – Let me know!)

Formas irregulares del pretérito (i.e. supe; sintieron; cupo; produjeron, etc.)
Concordancias difíciles (cuyos programas; los ensayos compuestos; estos días)
Concordancia de pronombres (le dije que se sentara)
Concordancias verbales (sali sin que me oyera; dudo que venga)
Mandatos irregulares (no recojas; dime; no llegues)
Participios irregulares en formas verbales o adjetivales (piezas rotas; has devuelto; por haber dicho)
Modismos confusos (hacer un viaje – en vez de tomarlo; darse cuenta de – en vez de realizar)
El gerundio después de ciertos verbos (seguí contando, iba persiguiendo)
Gerundios irregulares (viniendo; cayendo)
Las preposiciones después de ciertos verbos (consistir en; despedirse de)
Los verbos irregulares del imperfecto (era, veía, íbamos)
Uso del subjuntivo después de expresiones impersonales (Era urgente que leyera; Es dudoso que haya llegado)
Uso del subjuntivo (normalmente irregular) en cláusulas adverbiales (para que pudiera; sin que dijera)
Uso del indicativo (y no subjuntivo) en cláusulas temporales (en cuanto llegué – en vez de “en cuanto llegue”)
Uso del subjuntivo (normalmente irregular) en cláusulas nominales (le dije que hiciera; quiero que salga)
Uso de subjuntivo en cláusulas condicionales (si pudiera decírmelo; si hubiera dicho)
Uso del subjuntivo en cláusulas adjetivales (ningún signo que me indicara; no veo a nadie que conozca)
Uso del futuro perfecto, sobre todo en expresiones de probabilidad (¿Habrá llegado ya?)
Cambios ortográficos de todos tipos (las veces; encoja; busqué; traduzca; construya)
Imperativo plural – normalmente irregular (entremos, busquemos, comencemos)
Uso del infinitivo después de las preposiciones (al llegar; después de dejar)
Uso del infinitivo como forma nominal (fumar es un placer; lo oí cantar)
Acortamiento de vocales en ciertos adjetivos (cualquier razón; ningún programa; tercer día)
Distinguir entre el adverbio y el adjetivo (la sala medio alumbrada; pronunciar bien)
Helpful IT Sites

AP Central  http://apcentral.collegeboard.com 

Authentic Materials 
Digital Media Archive  http://larcnet.sdsu.edu/tech.php?page=dma 
Spanish Radio Nuevos Horizontes  http://www.nuevoshorizontes.org/ 
Live TV International  http://tv4all.com/portal.htm 
http://tv4all.com/broadband/index.html 

Broadcast options from the Spanish-speaking world 
http://www2.jonction.net/~kairvv/radio/index.htm 
Broadcasts from Mexico  http://www.mexicoradiotv.com/live.htm 
Yabla  http://clic.yabla.com; 
GENE Audio Materials  http://wps.prenhall.com/hss_martin_gente_1 
BBC Languages  http://www.bbc.co.uk/languages/ 
Nuevos horizontes  www.nuevoshorizontes.org 
SCOLA  www.scola.org 
Español en vivo  http://delta-systems.com/ 
Think Spanish  www.thingsspanish.com 
Las voces de las mujeres de Xelajú  http://nflrc.hawaii.edu/voces/ 
Authentik en español  http://www.authentik.com/ 
Puerta del Sol  www.puerta-del-sol.com 
Technology and language use  http://calper.la.psu.edu/tech_workshop_2005/cmc.html# 

Podcasts 
http://www.podcast.net/cat/93 
http://necc.dmit.asu.edu/ 
http://www.podcast-es.org/index.php/Portada 
http://www.batiz.org/hablemos/hablemos.cgi 
http://www.podcast.net/show/31958 
http://www.techpodcasts.com/ 
How to…  http://www.odeo.com/ 

Videos 
http://www.realiaproject.org 
http://ola.yabla.com 

Spanish Language 
Real Academia de la Lengua Española  www.rae.es 
Study Spanish  http://www.studyspanish.com; 
Portfolio Assessment  http://nclrc.org/readings/hottopics/portfolioassmt.html
Gramática
http://www.spanishstudyguide.com/
El castellano  http://www.elcastellano.org/gramatic.html
http://www.spaleon.com/index.php
http://www.conjuguemos.com/
Spanish Grammar (at Indiana)  http://www.indiana.edu/~call/lengua.html
Spanish Exercises (Ursinus)  http://mld.ursinus.edu/~jarana/Ejercicios/
More Exercises (Colby)  http://www.colby.edu/personal/b/bknelson/exercises/
Spanish at Trinity College  http://www.trinity.edu/mstroud/grammar/index.html
Grammar Glossary  http://spanish.about.com/cs/grammar/a/glossary_index.htm
Learn Spanish Grammar  http://spanish.about.com/od/learnspanishgrammar/
http://spanish.about.com;
http://www.quia.com

Acentos
http://spanish.typeit.org/
http://www.mapsnet.org/pages/preilly/guide.htm

Spanish flashcards and other resources
http://www.spanishflashcards.us/

Cultura
Argentina  http://dir.yahoo.com/Regional/countries/argentina
Mexico  http://dir.yahoo.com/Regional/countries/mexico
Museos de Buenos Aires  http://www.museos.buenosaires.gov.ar/
Tango  http://www.todotango.com.ar/
Google or Yahoo searches for any Spanish name, city, country, etc. will yield many sites.
Sample organizers and visuals

La trama ("the plot")

Alguien…

quería…

Por eso…

pero…

Por eso…

Al fin…
<table>
<thead>
<tr>
<th>Informe del cuento</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Título:</strong></td>
</tr>
<tr>
<td><strong>Colección:</strong></td>
</tr>
<tr>
<td><strong>Argumento:</strong></td>
</tr>
<tr>
<td><strong>Tema central:</strong></td>
</tr>
<tr>
<td><strong>Temas secundarios:</strong></td>
</tr>
<tr>
<td><strong>Personajes:</strong></td>
</tr>
<tr>
<td><strong>Ambiente:</strong></td>
</tr>
<tr>
<td><strong>Técnica narrativa:</strong></td>
</tr>
</tbody>
</table>