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Setting a Policy for AP[®] Spanish

The purpose of this guide is to provide college faculty and administrators with research data, participation and performance data of AP[®] Spanish students, curricular content, and sample exam questions to facilitate the establishment of appropriate credit and placement policies for AP Spanish.

The Advanced Placement Program[®] (AP) provides motivated students with the opportunity to take college-level courses while still in high school. Students demonstrate their mastery of the curriculum by taking AP Exams—35 exams, including two in Spanish, are available in 20 subject areas. In 2005, more than 1.2 million students took AP Exams worldwide. Of the 2.1 million AP Exams taken in 2005, about 113,000 were in Spanish (about 99,000 for Spanish Language and about 14,000 for Spanish Literature). More than 3,000 colleges and universities, including many international institutions, accept qualifying AP Exam scores for credit, placement, or both.

Throughout its 50-year history, the AP Program has maintained high standards of rigor in its courses and exams. Since its inception, AP has been a respected force in American education due to the critical involvement of college and university faculty members.

Spanish Faculty Involvement in AP

College and university faculty members play a vital role in every stage of development and scoring of an AP course and exam, helping to ensure their high quality. Each AP discipline has its own Development Committee—composed of college and university professors and experienced AP teachers—that is responsible for creating the course guidelines and exam questions. College and university faculty members also serve as the Chief Readers, responsible for establishing the exam-scoring guidelines and overseeing the annual AP Reading of the free-response section for their academic discipline.

“Spanish Language and Literature courses establish a bridge between the high school and university experience. They foster an environment of understanding and academic rigor, establish high standards, and provide a rewarding experience for all students.”

—Gustavo Fares, AP Spanish Development Committee Chair
Lawrence University

The College Board publication *AP and Higher Education* discusses the following topics at greater length: how to set an AP policy, AP research studies, the development of AP courses and exams, and the AP Exam scoring. For more information or to request a copy of this publication, please go to apcentral.collegeboard.com/highered.

How to Set an AP Policy

The College Board encourages higher education institutions to base their AP policy decisions on data and research, and recognizes that different institutions and departments will set different policies, based upon factors unique to their institution, student body, and academic discipline. The best way for colleges and universities to determine their AP credit and placement policies is to conduct their own research on the performance of AP and non-AP students at their own institution and in their own department.

Research on AP Spanish Student Performance

Research studies show that students who do well on an AP Exam are academically prepared to place out of a corresponding college course and move on to the next higher-level course in the discipline. See Table 1 for data from a research study comparing AP and non-AP student performance in third-, fourth-, and fifth-level college Spanish courses.

Table 1: Student Performance in Third-, Fourth-, and Fifth-Level Spanish Courses

AP Spanish Language Students Versus Non-AP Students

	AP EXAM GRADE	THIRD LEVEL		FOURTH LEVEL		FIFTH LEVEL	
		GPA	PERCENT OF STUDENTS SCORING AN A OR B	GPA	PERCENT OF STUDENTS SCORING AN A OR B	GPA	PERCENT OF STUDENTS SCORING AN A OR B
AP Students Who Place Out of Intro. Course	AP 5	3.46	92	3.64	93	3.64	93
	AP 4	3.67	92	3.68	96	3.68	96
	AP 3	3.65	98	3.53	98	3.53	98
	AP 2	3.59	98	3.43	96	3.43	96
Students Who Complete Intro. Course	Non-AP	3.15	81	3.29	89	3.29	89

Taking the AP course and exam stimulates further interest in the subject area and encourages deeper disciplinary knowledge.

Research studies show that students who take the AP Spanish Exams are significantly more likely to take further course work in Spanish than students who do not take the AP Exam. See Tables 2 and 3 for data from this research study.

AP Credit Policy Info on the Web

Information about AP credit and placement policies at more than 1,000 colleges and universities is available on the College Board's Web site at www.collegeboard.com/ap/creditpolicy.

Table 2: Additional College Spanish Course Work
AP Spanish Language Students Versus Non-AP Students

	AP EXAM GRADE	PERCENT TAKING ADDITIONAL SPANISH COURSES	AVERAGE NUMBER OF COLLEGE SPANISH COURSES TAKEN
AP Spanish Language Students	AP 5	51	1.6
	AP 4	55	1.7
	AP 3	49	1.5
	AP 2	49	1.5
	AP 1	59	1.4
Non-AP Students	Non-AP	23	0.6

Table 3: Additional College Spanish Course Work
AP Spanish Literature Students Versus Non-AP Students

	AP EXAM GRADE	PERCENT TAKING ADDITIONAL SPANISH COURSES	AVERAGE NUMBER OF COLLEGE SPANISH COURSES TAKEN
AP Spanish Literature Students	AP 5	75	2.8
	AP 4	64	1.8
	AP 3	59	1.9
Non-AP Students	Non-AP	27	0.6

PDF copies of these and other research studies can be found at apcentral.collegeboard.com/colleges/research.

In addition to research studies on AP student performance, the College Board conducts college comparability studies to measure the degree to which the AP courses and exams are equivalent in content and difficulty to corresponding college courses. The AP Exam scoring rubric is established so that the lowest composite score that earns an AP grade of 5 is equivalent to the average score earned by college students who received grades of A in a comparable course. The lowest score that earns an AP grade of 4 is equivalent to the average B, and the lowest score that earns an AP grade of 3 is equivalent to the average C.

The research that the College Board conducts is intended to help institutions and academic departments as they establish appropriate AP policies. AP Central® (apcentral.collegeboard.com), the College Board's online home for AP professionals, contains other resources that may assist in this process including the Course Description, released exam questions, and sample student responses at different levels of ability.

For more information go to:
apcentral.collegeboard.com/spanlang/exam
apcentral.collegeboard.com/spanlit/exam

AP Spanish Students, Courses, and Exams

Participation and Performance Data for AP Spanish Students in 2005

Total Number of Schools Offering AP Spanish Language: 6,193
 Total Number of Schools Offering AP Spanish Literature: 1,316

Table 4: AP Spanish Language Exam Score Distribution, 2005

EXAM GRADE	NUMBER OF EXAMINEES	% AT
Score of 5	20,002	20.4%
Score of 4	22,688	23.1%
Score of 3	28,712	29.2%
Score of 2	16,725	17.0%
Score of 1	10,118	10.3%
	98,245	100.0%

STANDARD GROUP*

EXAM GRADE	NUMBER OF EXAMINEES	% AT
Score of 5	3,367	8.3%
Score of 4	6,268	15.4%
Score of 3	12,220	30.0%
Score of 2	10,703	26.3%
Score of 1	8,135	20.0%
	40,693	100.0%

* Standard students generally receive most of their foreign language training in U.S. schools. They did not indicate on their answer sheet that they regularly speak or hear the foreign language of the examination, or that they have lived for one month or more in a country where the language is spoken.

Table 5: AP Spanish Literature Exam Score Distribution, 2005

EXAM GRADE	NUMBER OF EXAMINEES	% AT
Score of 5	1,616	11.8%
Score of 4	2,816	20.5%
Score of 3	4,226	30.8%
Score of 2	1,848	13.5%
Score of 1	3,206	23.4%
	13,712	100.0%

“AP Spanish is the royal road to a successful Spanish major or double major at the college or university level. The national scope of the instrument assures all students and faculty involved that recognized standards are being employed and the successful results are able to stand up to the most professional requirements.”

—Bill Forbes, AP Spanish Development Committee
 University of New Hampshire

Figure 1: AP Spanish Language Examinees by Gender, 2005

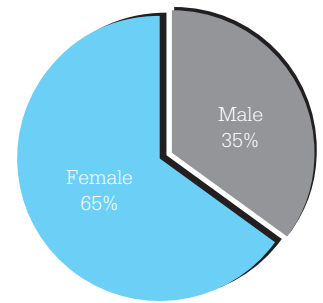


Figure 2: AP Spanish Literature Examinees by Gender, 2005

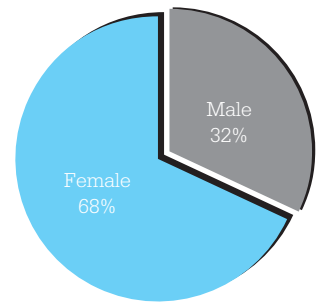


Figure 3: AP Spanish Language Examinees by Race and Ethnicity, 2005

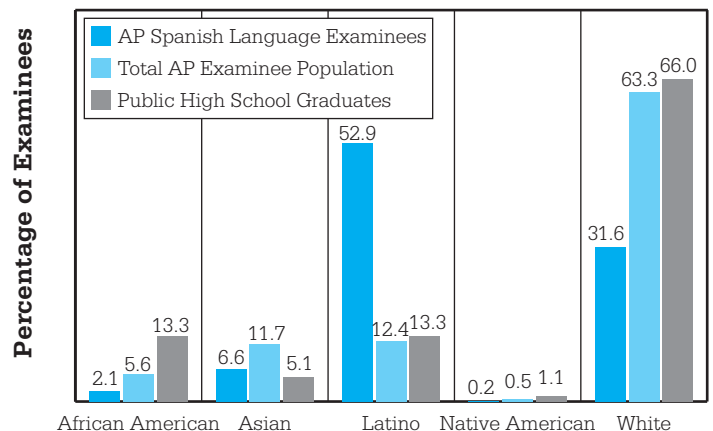
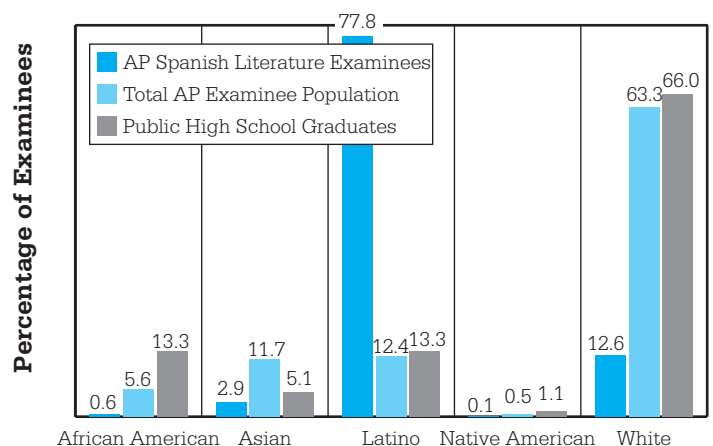


Figure 4: AP Spanish Literature Examinees by Race and Ethnicity, 2005



The AP Spanish Courses

The Development Committee creates the guidelines for the AP Spanish courses and designs the AP Spanish Exams. Periodically the Development Committee conducts curriculum surveys, sent to professors who teach the comparable college-level course, that help ensure that the AP Spanish courses remain current with concepts and themes as taught in college and university classrooms.

AP Spanish Language

The AP Spanish Language course is designed to provide students with a learning experience equivalent to that of an advanced level (fifth- and sixth-semester or the equivalent) college course in Spanish language. In order to maintain this equivalence, the AP Spanish Language Examination has been modified to ensure that the examination and its objectives are consistent with college and university courses at this level. The changes to the exam emphasize authentic sources and the interconnection of the various language skills. The Committee seeks to appropriately incorporate best practices from evolving philosophies of language instruction and language testing within the profession.

The course encompasses aural/oral skills, reading comprehension, grammar, and composition. Students taking the course have the following objectives:

1. the ability to comprehend formal and informal spoken Spanish;
2. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish;
3. the ability to compose expository passages; and
4. the ability to express ideas orally with accuracy and fluency.

The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of the AP Spanish Language course.

AP Spanish Literature

The AP Spanish Literature course is designed to provide students with a learning experience equivalent to a third-year college introduction to Hispanic literature course. The course was recently modified to include a more comprehensive and inclusive reading list. This expanded reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on the many voices and cultures included in the very rich literature. The new reading list exposes students to a wide variety of genres and types of discourse and enables students to trace the history of Spanish prose from Don Juan Manuel to modern times through some of its most brilliant practitioners. The reading list is also intended to acquaint students with significant works that have become sources for literature and art worldwide.

The required reading list for the exam includes the following:

Medieval and Golden Age Literature

- Anónimo, “Romance de la pérdida de Alhama” (“Ay de mi Alhama”)
- Anónimo, “Romance del Conde Arnaldos” (Versión de 26 versos)
- Anónimo, Lazarillo de Tormes: Tratados 1, 2, 3, 7
- Cervantes Saavedra, Miguel de, *El ingenioso hidalgo, don Quijote de la Mancha*: Primera parte, Capítulos I, II, III, IV, V y VIII
- Cruz, Sor Juana Inés de la, “En perseguirme, Mundo, ¿qué interesas?” (Quéjase de la suerte: insinúa su aversión a los vicios, y justifica su divertimento a las Musas)
- “Hombres necios que acusáis” (Sátira filosófica: Arguye de inconsecuentes el gusto y la censura de los hombres que en las mujeres acusan lo que causan)
- Góngora y Argote, Luis de, Soneto CLXVI (“Mientras por competir con tu cabello”)
- Juan Manuel, Infante de Castilla, *Conde Lucanor*: Exemplo XXXV.º (“Lo que sucedió a un mozo que casó con una mujer muy fuerte y muy brava”)
- Núñez Cabeza de Vaca, Álvar, *Naufragios*: Capítulo XII (“Cómo los indios nos trajeron de comer”), Capítulo XX (“De cómo nos huimos”), Capítulo XXI (“De cómo curamos aquí unos dolientes”), Capítulo XXII (“Cómo otro día nos trajeron otros enfermos”)
- Quevedo y Villegas, Francisco de, *Heráclito cristiano*: Salmo XVII (“Miré los muros de la patria mía”)
- Téllez, Gabriel (Tirso de Molina), *El burlador de Sevilla y convidado de piedra*
- Vega, Garcilaso de la, Soneto XXIII (“En tanto que de rosa y de azucena”)

Nineteenth-Century Literature

- Alas, Leopoldo (Clarín), “Adiós, Cordera”
- Bécquer, Gustavo Adolfo, Rima IV (“No digáis que agotado su tesoro”)
- Rima XI (“Yo soy ardiente, yo soy morena”)
- Rima LIII (“Volverán las oscuras golondrinas”)
- Darío, Rubén (Félix Rubén García Sarmiento), *Cantos de vida y esperanza*: Otros poemas, VI (“Canción de otoño en primavera”)
- Cantos de vida y esperanza*: Otros poemas, XLI (“Lo fatal”)
- Cantos de vida y esperanza*, VIII (“A Roosevelt”)
- Espronceda, José de, “Canción del pirata”
- Heredia, José María, “En una tempestad”
- Larra, Mariano José de, “Vuelva Ud. mañana”
- Martí, José, “Dos patrias” (“Dos patrias tengo yo: Cuba y la noche”)
- Versos sencillos*, I (“Yo soy un hombre sincero”)
- Palma, Ricardo, “El alacrán de Fray Gómez”
- Pardo Bazán, Emilia, “Las medias rojas”

Twentieth-Century Literature

- Allende, Isabel, “Dos palabras”
Borges, Jorge Luis, “El sur”
 “La muerte y la brújula”
Burgos, Julia de, “A Julia de Burgos”
Castellanos, Rosario, “Autorretrato”
Cortázar, Julio, “Continuidad de los parques”
 “La noche boca arriba”
Fuentes, Carlos, “Chac Mool”
García Lorca, Federico, *La casa de Bernarda Alba*
 Dos romances del *Romancero gitano*
García Márquez, Gabriel, Tres cuentos, elegidos de la lista siguiente:
 “Un día de éstos”
 “El ahogado más hermoso del mundo”
 “La prodigiosa tarde de Baltazar”
 “Un señor muy viejo con unas alas enormes”
 “La viuda de Montiel”
 “La siesta del martes”
Guillén, Nicolás, “Balada de los dos abuelos”
 “Sensemayá”
Machado, Antonio, “He andado muchos caminos”
 “La primavera besaba”
 “Caminante, son tus huellas”
Martín Gaité, Carmen, “Las ataduras”
Neruda, Pablo (Ricardo Neftalí Reyes Basoalto), “Oda a la alcachofa”
 Residencia en la Tierra 2, “Walking around”
 Veinte poemas de amor y una canción desesperada,
 Poema 15 (“Me gustas cuando callas porque estás como ausente”)
Quiroga, Horacio, “El hijo”
Rulfo, Juan, “No oyes ladrar los perros”
Storni, Alfonsina, “Peso ancestral”
 “Tú me quieres blanca”
Ulibarrí, Sabine R., “Mi caballo mago”
Unamuno y Jugo, Miguel de, San Manuel Bueno, mártir
Vodanovic, Sergio, El delantal blanco

“The AP Spanish Development Committee is very proud of the new AP Spanish Literature Exam. In creating this exam, we made every effort to ensure that the AP course in Spanish Literature would be comparable to college and university courses that introduce advanced students to Hispanic Literature. We are excited about the new reading list and believe that students will find it engaging as well.”

—Martha L. Miller
AP Spanish Development Committee former Chair
University of North Carolina, Charlotte

Beginning in fall 2006, AP Spanish teachers and principals of schools where AP Spanish is taught must certify that their 2007–08 courses follow all the requirements stipulated by the Development Committee, including using college-level materials, in order to ensure that the AP course reflects college-level standards. By completing this AP Course Audit, high schools will receive individual licenses to label their Spanish courses “AP.” In fall 2007, colleges and universities will receive a list of all high schools authorized to use the “AP” designation for their Spanish courses.

The AP Spanish Exams

AP Spanish Language

Each AP Spanish Exam consists of a multiple-choice and a free-response section. The multiple-choice section, lasting 90 minutes, evaluates listening and reading comprehension; the free-response section, lasting 80 minutes, evaluates the productive skills of speaking and writing, including a command of standard grammar. The question types on the exam include short and long dialogues and narratives (Listening); reading comprehension (Reading); paragraph completion, sentence completion, and composition (Writing); and picture sequence and directed responses (Speaking). The portion of the examination devoted to each skill contributes toward the final AP grade as follows: Listening—20 percent, Reading—30 percent, Writing—30 percent, and Speaking—20 percent.

AP Spanish Literature

The multiple-choice section, lasting 80 minutes, contains several texts for students to read and analyze. These texts may or may not come from the required reading list. The questions test interpretive and analytical skills as well as reading comprehension. The free-response section, lasting 1 hour and 50 minutes, consists of three essay questions evaluated for content as well as the degree to which language usage supports that content. The three essay questions include a poetry analysis, a thematic analysis, and a text analysis. The multiple-choice section is weighted at 40 percent of the final score, and the free-response at 60 percent.

AP Spanish free-response questions from recent exam years are listed below.

Spanish Language: Listening

Students are instructed to listen to the recorded dialogue, after which they listen to recorded questions and select the most appropriate answer among those printed in their test booklet.

- | | |
|---------|--|
| (Man A) | [¡Hola, Pedro! ¿Qué haces aquí? |
| (Man B) | Ya ves, Luis, esperando el autobús. |
| (Man A) | Pues no te molestes, porque acabo de enterarme de que los empleados de la compañía de autobuses están en huelga. |
| (Man B) | ¿Y qué es lo que piden? |
| (Man A) | Mejores condiciones de trabajo y aumento de sueldo. |

- (Man B) Pues apoyo sus demandas aunque eso suponga tener que ir a pie a la universidad.
- (Man A) Pero es que vamos a llegar tarde a la clase de historia. Es a las once y sólo nos quedan diez minutos. ¿Tomamos un taxi?
- (Man B) Ni hablar. Nos costaría un ojo de la cara. Mira, Luis, don Ramón siempre hace esperar a la clase. Seamos nosotros los que lleguemos tarde esta vez.
- (Man A) Tal vez tengas razón.
- (Man B) Y, además, ¡qué día más espléndido! Vamos a pie.
- (Man A) Vamos.]

- (Woman) 1. [¿Dónde tiene lugar esta conversación? (12 seconds)]
- En la parada de autobús.
 - En la oficina de transportes.
 - En un taxi.
 - En la universidad.
- (Woman) 2. [¿Qué noticia le da Luis a Pedro? (12 seconds)]
- Que no hay taxis en esos días.
 - Que piensa participar en una manifestación.
 - Que don Ramón empezará la clase temprano.
 - Que los conductores de autobús están en huelga.
- (Woman) 3. [¿Cómo deciden ir Pedro y Luis a la universidad? (12 seconds)]
- En autobús.
 - Caminando.
 - Corriendo.
 - En taxi.

Spanish Language: Reading Comprehension

Recuerdo que una vez, en los comienzos de mi vida literaria, recibí del director de un periódico el encargo de hacer un artículo acerca de la Navidad. Después de largas cavilaciones, escribí unas sensacionales cuartillas a propósito del turrón. El turrón como golosina es viejo, pero como tema lírico constituye un hallazgo de extraordinaria novedad. Escribí mi crónica — lo confieso — rindiéndome a la fuerza del convencionalismo, porque a mí no me gusta el turrón. Ni a nadie. Si el turrón gustase verdaderamente, no se esperaría a la Navidad para comerlo. Esto es de tal evidencia, que no creo precisas otras razones.

Cuando el director leyó mis cuartillas movió tristemente la cabeza.

— Nunca podremos publicar este artículo — opinó —; el mismo día en que apareciese, nuestros suscriptores correrían a darse de baja, y los anunciantes nos retirarían su protección. Es preciso que lo quememos antes de que ocurran semejantes desgracias.

Interrogué, un poco pálido:

— ¿Qué tiene el artículo?

— Podría descubrirle a usted en él muchos defectos; entre otros, la excesiva exactitud en la descripción de los turrones, de su color, de su sabor y de sus efectos, con lo cual todo el mundo creerá haberlo comido al acabar de leer la crónica, y no le perdonarán a usted el ocasionarles un hartazgo antes de probar realmente el dulce. Pero

no es esto lo que me importa. Lo que hace impublicables sus cuartillas es el optimismo que rebosan.

- El autor de esta selección recibió órdenes de
 - probar una novedad extraordinaria
 - saborear un dulce antiguo
 - escribir sobre el turrón
 - componer una crónica navideña
- ¿Qué tema escogió el periodista?
 - Su plato favorito
 - Unos pensamientos navideños
 - Un dulce típico
 - Una novedad sensacional
- ¿Qué le dijo el director al periodista?
 - Que él lo protegería
 - Que no le gustaba el trabajo
 - Que le comprara una golosina
 - Que sentía un gran optimismo
- El director temía que, al publicar el artículo
 - su público se indignara
 - los anunciantes quemaran el artículo
 - los lectores atacaran al cronista
 - hubiera una escasez de turrones en la ciudad

Spanish Language: Paragraph Completion

Subí y llamé al timbre y Deán me (1) la puerta (2) como si (3) estado ansioso mi llegada y espiando (4) viajes del ascensor con el ojo en la mirilla. (5) en mangas de camisa pero con corbata —un poco (6) —, como el marido que ha (7) del trabajo hace poco y sólo le ha dado tiempo a (8) de la chaqueta. Me hizo pasar sin saludarme aunque me ofreció su mano (9) y me dijo: (10) Ud. aquí—señalando el sofá.

- | | |
|-------------------|-----------------------|
| 1. _____ (abrir) | 6. _____ (aflojado) |
| 2. _____ (rápido) | 7. _____ (volver) |
| 3. _____ (haber) | 8. _____ (despojarse) |
| 4. _____ (el) | 9. _____ (izquierdo) |
| 5. _____ (Estar) | 10. _____ (Sentarse) |

Spanish Language: Directed Speaking Response

Students listen to five different questions, each repeated twice. After listening to each question, students are given 20 seconds to record their spoken answer before proceeding to the next question.

- ¿Crees que es importante tener tiempo libre? Explica tu respuesta.
- ¿Cuál es tu pasatiempo favorito? ¿Por qué?
- Convince a un amigo o a una amiga de que utilice mejor su tiempo libre.
- ¿Crees que mirar televisión es un buen pasatiempo para los jóvenes? ¿Por qué sí o por qué no?
- ¿Qué les dirías a los adultos de tu comunidad si pidieran tu opinión sobre actividades para jóvenes?

Spanish Language: Composition

Según tu opinión, ¿quién debe ser responsable por el bienestar de los ciudadanos: el gobierno o el individuo? Explica cuál de las dos influencias debe predominar en una sociedad y por qué.

Spanish Language: Picture Sequence

Students are given two minutes to study the six pictures and two minutes to narrate a story based upon the pictures.



- Según el pasaje, la lectura de un poema por un individuo está influida por
 - el idioma del poema
 - su experiencia íntima
 - una interpretación idéntica a la de otros lectores
 - las circunstancias materiales de su vida
- Según el pasaje, la obra de arte se parece al amor en que ambos
 - florecen con lo que contribuye cada persona
 - suponen lecturas subjetivas
 - brindan experiencias intensas
 - son productos de la comunidad
- El autor compara el sol y sus reflejos a la
 - realidad que nos circunda
 - obra de arte y su eco en nosotros
 - paz contemplativa de nuestras lecturas
 - poesía que se expresa en la creación
- Se ha dado el título *Comunidad e individualidad* a esta selección porque
 - leer un poema es una experiencia intensamente individual
 - vivimos todos juntos en el mismo mundo
 - la experiencia de una obra tiene componentes colectivos y personales
 - un poema está escrito por un individuo pero lo leen muchos

Spanish Literature: Poetry Analysis

Analiza cómo se manifiesta una celebración de la juventud en el siguiente poema. En tu análisis debes comentar el lenguaje poético y los recursos técnicos que usa la poetisa para comunicar este tema. Tu ensayo debe incluir ejemplos del poema que apoyen tus ideas.

Spanish Literature: Reading Comprehension

Comunidad e individualidad

Línea
5
10

Estar con los otros: Cuando leemos un poema leemos todos el mismo poema; pero al hacerlo leemos también otro poema, el poema que añadimos al texto original mediante nuestras lecturas íntimas, personales y subjetivas. Y por lo mismo sujetas a las demás lecturas. La obra de arte, como el amor, exige que la podamos enriquecer mediante los matices que cada persona pueda añadir a una y otro. Y acaso así sea, si procedemos contemplativamente con nuestra lectura del mundo, con nuestra lectura de la realidad. El sol es el mismo, pero varían y se alteran sus reflejos sin que se altere el sol.

- El autor dice que el sentimiento de individualidad consiste en
 - darnos cuenta de que podemos leer un poema sin ayuda de la comunidad
 - darnos cuenta de que no deseamos estar con los otros
 - poder leer el poema en su texto original
 - saber que agregamos algo al texto mediante nuestras lecturas personales

Millonarios

Tómame de la mano. Vámonos a la lluvia
Descalzos y ligeros de ropa, sin paraguas,
Con el cabello al viento y el cuerpo a la caricia
Oblicua, refrescante y menuda del agua.

Verso

5 ¡Que rían los vecinos! Puesto que somos jóvenes
Y los dos nos amamos y nos gusta la lluvia,
Vamos a ser felices con el gozo sencillo
De un casal¹ de gorriones² que en la vía se arrulla³.

10 Más allá están los campos y el camino de acacias
Y la quinta suntuosa de aquel pobre señor
Millonario y obeso que con todo su oro,

No podrá comprarnos ni un gramo del tesoro
Inefable y supremo que nos ha dado Dios:
Ser flexibles, ser jóvenes, estar llenos de amor.

Juana de Ibarbourou © Heirs of Juana de Ibarbourou,
A.G.A.D.U.–Uruguay

¹ casal: una pareja de macho y hembra

² gorrión: un pájaro pequeño

³ arrullar: producir sonidos dulces

Spanish Literature: Thematic Analysis

En algunas de las obras que has leído, parece que el mundo no es igual para los hombres y las mujeres. Escoge DOS de las obras siguientes. Escribe un ensayo que compare el tratamiento de este tema en las dos obras. Tu ensayo debe incluir ejemplos de los textos que apoyen tus ideas.

El burlador de Sevilla y convidado de piedra, Gabriel Téllez (Tirso de Molina)

Conde Lucanor: Exemplo XXXV.^o (“Lo que sucedió a un mozo que casó con una mujer muy fuerte y muy brava”), Infante de Castilla Juan Manuel

“Hombres necios que acusáis”, Sor Juana Inés de la Cruz

“Las medias rojas”, Emilia Pardo Bazán

Spanish Literature: Textual Analysis

Principio principiando;
principiar quiero,
por ver si principiando
principiar puedo.

In diebus illis, digo, cuando yo era muchacho, oía con frecuencia a las viejas exclamar, ponderando el mérito y precio de una alhaja:

—¡Esto vale tanto como el alacrán de fray Gómez!

Tengo una chica, remate de lo bueno, flor de la gracia y espumita de la sal, con unos ojos más pícaros y trapisondistas que un par de escribanos:

chica que se parece
al lucero del alba
cuando amanece.

al cual pimpollo he bautizado, en mi paternal chochera, con el mote de *alacrancito de fray Gómez*. Y explicar el dicho de las viejas y el sentido del piropo con que agasajo a mi Angélica, es lo que me propongo, amigo y camarada Prieto, con esta tradición.

El sastre paga deudas con puntadas, y yo no tengo otra manera de satisfacer la literatura que con usted he contraído que dedicándole estos cuatro palotes.

I

Este era un lego contemporáneo de don Juan de la Pipirindica, el de la valiente pica, y de San Francisco Solano; el cual lego desempeñaba en Lima, en el convento de los padres seráficos las funciones de refitolero en la enfermería u hospital de los devotos frailes. El pueblo lo llamaba fray Gómez, y fray Gómez lo llaman las crónicas conventuales, y la tradición lo conoce por fray Gómez. Creo que hasta en el expediente que para su beatificación y canonización existe en Roma no se le da otro nombre.

“El alacrán de Fray Gómez”
Ricardo Palma, Tradiciones peruanas completas
Aguilar (1952)

- Analiza el papel del narrador en este fragmento de “El alacrán de Fray Gómez”.
- ¿Cómo representa este fragmento el estilo del resto de “El alacrán de Fray Gómez”?

How to Get Involved

There are many ways college and university faculty members can help maintain the high standards of the AP Program:

- Participate in a college comparability study
- Be an AP Reader
- Contribute multiple-choice test items for the AP Exam
- Become an AP Faculty Consultant

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