**Part A**

**Interpretive Communication:**

**Print Texts**

In this portion of the AP Spanish Language and Culture Examination, you will be tested on your ability to comprehend and interpret an authentic reading passage selected for its linguistic, cultural, or literary value as well as for its very themes and topics. These type of readings consist of literary passages, journalistic articles, letters, and promotional pieces. In some cases, a journalistic selection is combined with a second source- a chart, table, or graph that is somehow related to the content of the reading passage. The content of these reading selections and visuals relates the the circular themes as set forth in the Curriculum Framework for the AP Spanish Language and Culture Examination.

In the multiple choice questions that follow the passages (and, in some cases, visuals), you will be asked not only to identify the written texts’ main points and significant details, but also read critically, recognize vocabulary in context, identify the point of view of the author, and to make inferences and predictions.

When taking this portion of the exam, you will have forty minutes to read a fixed number of passages and answer the questions that follow. Once you see the number of passages you will be reading, you can budget your time accordingly.

Because the AP exam emphasizes honing your reading skills, take time to study and apply thee following reading strategies. This will also be useful when taking several other parts of the exam: Part B-1, Part C, and Part D.

**Strategies**

1. **As you read, make connections to what you already know and to other subjects and content areas.**

The more you know about a subject and the richer your vocabulary is, the better you will understand the passage. As you practice your reading skills, try to determine how the main idea, the purpose of the passage, and specific key words connect to the knowledge you have learned in other classes: “knowledge is power”, and this power will make you a more successful reader. Fiction writers and newspaper journalists write for an educational audience. You are a member of that audience.

2. **Look for the main Idea and activate background knowledge of it.** All reading will have and introduction with information about the source. This introduction usually includes the author's name and some brief information about the passage. It sometimes includes other facts, such as the novel or short story from which it comes and the nationality of its author. Get as much information as you can from this introduction. This will trigger ideas you already know about the subject matter and similar situations you have already heard about. Use this to make connections to what you expect to read in the passage.

3. **Use context to derive meaning.** In some cases you may not be sure of a word or expression. In those cases look at the context of the entire sentence and paragraph in order to help you figure out its meaning. Avoid the bilingual dictionary and remember that you don't need to know every word to understand the passage. Use your ability to make inferences, recognize cognates and words of the same family, break up prefixes and suffixes and, if necessary, make educated guesses.

4. **Study the visuals.** Some of the passages are paired with a second source that is an informational graphic, such as a chart, table, or graph. In these cases, establish the relationship between these visuals and the ideas or objects mentioned in the passage. Then look at the visual to see what other information it provides.you will answer miltiple-choice questions that relate to both the reading passage and the visual, so it will help you if you highlight, circle, or underline the sentance of the question (**fuente escrita, artículo, gráfico,** etc.). This way you will know exactly the source you need to consult in order to answer the questions.

Keep in mind that these visual elements present information in a way that combines text with images. You must analyze the parts and see how they work together as a whole in order to understand all the information they are presenting.

* Read carefully any titles or captions in order to understand exactly what type of information is being shown.
* With charts and tables, pay close attention to the column and row heads. Note any use of extra rules, spacing, or shading that helps to group items into subcategories.
* With line and bar graphs, note that there are normally two axes (at the left and the bottom). Make sure you understand what information is being presented on each axes. Then look to see how the point on the line or on the top of the bar shows the intersection of these two types of information. Analyzing that intersection will help you interpret the information being presented
* Pie charts show percentages of a whole. (“slices” of a “pie”). These percentages add up to 100%, or the whole “pie”. Usually the percentages are listed on each “slice”, but sometimes they are not, in those cases, look at the relative size of the “slices” to determine rough percentages.
* For further support, review Appendix A: Vocabulary for reading Tables and Graphs.

**5. Make inferences, compare facts, and ideas, and draw conclusions.** Some questions in this portion of the exam will test your ability to make cultural references. For example, suppose you are asked to read an article printed in a paper from Columbia. If the article describes a tradition, a custom, or a holiday celebrated in that country, that is a **cultural practice** in that culture that might be different from yours. If the article discusses a type of food, peice of art, or some other object that is well known to the audience for whom the passage was intended, that is a **cultural product** that you may not be familiar with. If, as you read, you come to the conclusion (you infer) that the passage reflects the ideas are viewed in that culture, that is a **cultural perspective,** a view different from your own.

Your ability to make inferences will be tested in several ways.

* Some questions may require that you interpret linguistics cues to infer social relationships. Does the article talk about a specific sociocultural group? Does it discuss different cultural groups and their contributions to society? Does it present ideas about religion, government, or education? Does it include a dialogue that allows you to focus on how people use formal or informal languages to address each other.
* At times you may be asked to identify the tone of a selection.look for cues that will help you to identify if the passage is funny, romantic, pessimistic, nostalgic, objective, etc. what point of view is the author expressing and how does the tone contribute to that point of view?

6. **Follow a three-step reading process.** As you start practicing for the exam, use the following the reading process: pre-reading, reading, and post-reading. As you become more proficient in the language and reading, you will be able to go through the process more quickly.

* **pre- reading:** Organize yourself before you start to read.

-look at the circular theme associated with the reading to preview its content. As noted above there are, six curricular themes used throughout the exam: **los desafios mundiales, la ciencia y la tecnología, la vida contemporánea, las identidades personales y públicas, Las familias y las comunidades,** and **la belleza y estética.**

**-** read the title and any other information that precedes the selections and make predictions about what it might contain.

**-** it is always a good idea to read the questions before you read the passage; that way you will know what information you will need to find.

* **Reading:** start connecting the passage’s content and the main ideas to what you already know about the subject.
* Read the first paragraph and continue to make predictions.
* Focus on details and language
* Visualize the passage content as you read
* Focus on association and connections (background knowledge)triggered by the text.
* Watch out for false cognates
* Check the tense in which the passage is written.
* Pay attention to word order. Sometimes the sentences may not have the order you are used to seeing for example, a subject followed by a verb.
* Take notes and mark the key words or ideas. circle , underline, or place checks or other marks next to facts or keywords you noticed when you previewed the questions before reading. Although you will not be able to use a highlighter the day of the exam, you should use a different colored pen to underline the main idea of each paragraph.
* Post-reading: After reading the entire passage, make sure you do the following:
* Synthesize what you have learned from the text. Were you able to make successful connections with what you already know and to the different kinds of information included in the reading (and visual)?
* Be strategic when answering the questions. In some exams, you lose ⅓ of a point for incorrect answers. On the AP exam you do not, so you can guess anytime you are not sure about an answer.