

Spa 1102 – S18  
Guide for the Final Exam

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1. Accents and Punctuation: Do you remember how to divide a word into its basic syllables? Where does the natural accent fall in Spanish? Why are the "sticky" vowels so important? ([Review](#))
2. Alphabet: If you listened to someone spell a word out, could you write the correct word down on a piece of paper?
3. Survival Sentences and Basic Conversation: What are the most important [oral survival questions/phrases](#) you have learned at this point in your Spanish studies? Does your list of questions/phrases include the one we [generated in class](#)? How long of a conversation/paragraph can you write? Do you know how to introduce and talk about your friends and family? Can you share their daily activities and hobbies with someone?
4. Question words: How many question words have we learned ([1](#), [2](#))? What is the question word for "do" in Spanish? Can you create a question with each word? When do you use "qué" versus "cuál"? Can you create a question with "yo" as the subject? Which verb conjugation accompanies "quién" or "quiénes"?
5. Numbers: Can you count and spell the numbers between 0 and 1.000.000+? Can you use these numbers as descriptive adjectives like "Vendemos doscientas una plumas por año"? What are the rules of agreement for numbers when they are used as adjectives?
6. Personal "a": What happens in a Spanish sentence, when a person becomes the direct object? How does our ideological/psychological perception influence the grammar of the sentence? In what types of sentences should you overlook the "[personal a](#)" (exceptions to the rule)?
7. Verbs:
  - a. Have you been reviewing your [AR, ER, IR verbs](#) from Spa 1101?
  - b. How many irregular verbs should you know (ser, estar, ir, tener, etc.)?
  - c. How many compound verb structures can you create (for example, "tener ganas de", "tener que", "ir a", "poder", "deber", and "necesitar"?)
  - d. *Tener Idioms*: Given a [contextual situation](#), can you answer questions using the "[tener idioms](#)"?
  - e. *Gustar*: Why is the [GUSTAR](#) verb so special? What does the verb really mean? How does it work "backward"? What are the indirect object pronouns that we use with it? What [other verbs](#) have we learned that work like "gustar"?
  - f. *Irregular "yo"*: How many verbs have we studied that have irregular "yo" forms (recall 4:3:2)? Can you conjugate these verbs and use them in context ([1,2](#))? Can you fill-in the blanks in a cloze paragraph? What are your best strategies for completing this type of exercise?
  - g. *Saber versus Conocer*: What is the difference between SABER and CONOCER? Do these verbs have any irregular forms?
  - h. *Ser and Estar*: When do you use SER versus ESTAR? How many different adjectives have you learned that are used with "estar" to express emotion? Do you recall that many of these adjectives change in meaning when they are used with the verb SER? For example, "aburrido", "nervioso", "enfermo" and "triste". What vocabulary have we learned expresses the "states of being"? Do these adjectives also change in meaning when they are used with the verb SER? For example, "desordenado", "sucio", or "vago".
  - i. *Stem-Changing Verbs*: Have you studied and drilled all of the stem-changing verbs-- that is, as both vocabulary and verb conjugations (Review [1,2,3](#))? Could you use them to solve a *cloze* paragraph?
  - j. *Commands*: How do you form the imperative tense? How do formal and informal commands differ in form or conjugation? How do the positive informal commands differ from the negative informal commands? Do you recall the acrostic that helps

remember the irregular forms of the TÚ commands? Did you remember to review the VOSOTROS commands? Do we need to do anything special with commands when using reflexive or object pronouns? That is, where do you place pronouns in positive commands versus in negative commands?

- k. *Progressive tense*: How do you construct the progressive tense? When does a native Speaker of Spanish use it? That is, how does the progressive tense differ in meaning from the three meanings an English speaker can give to a verb conjugated in the present tense in Spanish (for example, “yo hablo”)? Can you use the progressive to express the future in Spanish like you can in English? For example, “I’m going to Panama next March?” If not, how is this idea expressed in Spanish? Do you recall that the progressive tense has the same pronoun placement relationships as any compound verb structure? What are the few progressive tense verbs that are irregular? “¿No estás durmiendo?”?
  - l. *Acabar de*: Have you added ACABAR DE to your list of helping verbs (verbs that create compound verb structures)? What does this verb mean by itself? For instance, “Acabo mi tarea a las cinco” or “La película acaba a las nueve”. How does this helping verb change the meaning of other verbs when combined with them? For instance, “Acabo de llegar” or “Acabamos de regresar del cine”. What expression is it equivalent to ACABAR in English?
  - m. *Reflexive Verbs*: Why is the verb “llamarse” so important? Can you use a reflexive verb without a reflexive pronoun? Could you create a reflexive verb by adding a reflexive pronoun to a normal verb? How many reflexive verbs stem change? Can you describe your daily routine using all of the reflexive verbs?
8. Vocabulary:
- a. *Review*: Have you studied our list of the [Toughest Vocabulary from Last Semester](#)?
  - b. *The Family*: Can you identify the members of your extended family ([1](#), [2](#), [3](#))?
  - c. *Appearance and Personality*: Have you studied enough adjectives to describe your family members both in terms of physical appearance as well as personality ([1](#), [2](#))?
  - d. *Nationalities*: Do you recognize the patterns of suffixes used to create the [adjectives of nationality](#)?
  - e. *Free Time*: What type of [free time activities](#) do you engage in?
  - f. *Town*: How many place in [town](#) can you identify?
  - g. *Months and Seasons*: Can you identify the [months](#) and corresponding [seasons](#) both here and in Latin America?
  - h. *The Weather*: Are you able to describe the various [weather conditions](#)?
  - i. *House and Furniture*: How many household objects or furniture can you associate with all the rooms of the house?
  - j. *Chores and Household Tasks*: How many different verbs and nouns have we learned that you be associated with domestic chores?
  - k. *Human body*: How many different body parts have we learned? Have you learned to associate these parts with different activities or place them in groups according to their location on the body? For instance, which body parts are externally visible, as opposed to internal or invisible to the naked eye?