

Spa 1102-01– F21
Guide for the Final Exam

- I. Comparisons and Superlatives: Are you able to construct [comparison sentences](#)? While we are using comparatives, when must we be careful about agreement? Which four comparative adjectives have irregular forms? How do you create "king of the hill" or "bottom of the pile" sentences (superlative comparisons)?
- II. La hora: How do we [tell time in Spanish](#)? How do you express "AM" and "PM"? What type of time expression is typically used in an airport? What British customs for expressing time are like those in Spanish? How do you say "midday", "midnight", "half past", "quarter till", and "rush hour" in Spanish? [Practice](#).
- III. Los números 1-1000+: Can you count and spell the numbers between 0 and 1000*? How would you tell someone your phone number in Spanish? Can you write/solve a mathematical equation?
- IV. 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)?
- V. Prepositions and Conjunctions: When we try to reduce the level of redundancy in a paragraph, what do we look for in the various sentences? What are the three ways we can combine repetitive ideas in multiple sentences? If we use a preposition, what happens to the verb in the sentence we are combining? When you combine ideas using a conjunction (y, o, pero, or sino), do you conjugate the verb on each side of the conjunction? When do you use "sino" versus "pero"?
- VI. Question words: How many questions 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"?
- VII. Relative Pronouns: Is a relative clause a subordinate clause in a complex sentence? How many relative pronouns have we learned? Does the relative pronoun assume any grammatical function in the independent clause? When do you use "que" versus "quien", "el que", or "el cual"? Does "lo que" have a special use? Are "donde" and "cuyo" both relative pronouns? Did you know that you can use this [decision flow chart](#) for relative pronouns?
- VIII. Surnames: When listing your name in a phonebook in a Spanish speaking country would you include both of your parents (paternal and maternal) [last names](#)? Which or your parents' last names comes first? Which last names does a child inherit in the Spanish speaking world?
- IX. Verbs:
 - a. *Verbs in General*: Have you created a compendium of all the verbs learned up to and including Chapter 7? Can you conjugate these verbs in the present, preterit, and imperfect tenses? Can you craft questions with them? How many irregular verbs should you know (ser, estar, ir, tener, etc.)?

- b. How many compound verb structures can you create (for example, “tener ganas de”, “tener que”, “ir a”, “poder”, “deber”, and “necesitar”)?
- c. *Ser vs. Estar*: Do you know how to conjugate (1, 2) as well as determine when to use (1, 2) “ser” and “estar”? How many different adjectives have you learned that are used with “estar” versus “ser”?
- d. *Gustar and other Backwards verbs*: 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? Have you studied all the other verbs that work like **gustar**?
- i. parecer → *El restaurante me parece muy bonito y tranquilo.*
 - ii. interesar → *A mí me interesa visitar los museos y hacer windsurf.*
 - iii. encantar → *A mi mamá le encantan los postres franceses.*
- e. *Compound verbs*: How many compound verb structures can you create (for example: “tener ganas de”, “tener que”, “ir a”, “poder”, “deber”, and “necesitar”)?
- f. *Stem-changing verbs*: How many stem changing verbs have we learned? When do verbs stem change? Do you recall that many of these are common verbs (1, 2) as well as reflexive verbs?
- g. *Reflexive verbs*: How many **reflexive verbs** have we studied? Why is the verb “llamarse” so important? Remember, a reflexive verb uses a reflexive pronoun which must be placed correctly. Do these verbs have any irregular forms? Have you included the stem changing reflexive verbs? Can you describe your daily routine using all of the reflexive verbs? Can you use a reflexive verb without a reflexive pronoun? Can you create a reflexive verb by adding a reflexive pronoun to a normal verb?
- h. *Present progressive tense*: How do you form the present progressive tense? When does a native Speaker use it? How does his/her use of the verb differ with our linguistic patterns in English? Did you forget that the present progressive is a compound verb structure, that it must always be accompanied by the verb “estar”?
- i. *The preterit*: Can you conjugate the list of regular preterit verbs? How many verbs have spelling changes to preserve a sound or to avoid a triple vowel cluster? For example, the hard C or G sounds. Which stem changing verbs in the present remain stem changing verbs in the preterit? Which forms of the stem changing verbs in the preterit have the stem changes? According to the professor’s system of conjugating, how many semi-irregular preterit verbs are there? What base changes do they have? How do you create the zig-zag conjugation chart? How do you conjugate irregular verbs like SER, IR, and DAR?
- j. *The imperfect*: How do we conjugate verbs in the imperfect tense? What three verbs are irregular in the imperfect tense? Do you recall when to use the imperfect (“description”, “habit”, “repetitive description”, and “ongoing but uncompleted action”)? Can you describe both in the present and past tense a few of your pastimes? What did you do/used to do? Where did you go/used to go?
- k. *Preterit vs. Imperfect*: How does a native speaker of Spanish envisage the past when s/he narrates (setting the scene, interrupted activities, action on stage, etc.)? What type of implicit thought goes into his/her choice of past tense verbs? What

are the basic differences in use between the preterit and imperfect tenses? How does the [model of the theater](#) help in this determination?

X. Vocabulary:

- a. *Academic Subjects*: Have you studied and memorized the academic subjects?
- b. *El mundo universitario*: desayunar, comer, jugar, practicar, hacer, tocar, bailar, entrar en internet o en un café, mirar una película, ir de vacaciones o ir en bicicleta, etc.
- c. *The Calendar*: Can you name and spell each day of the [week](#)?
Can you identify the [months](#) and corresponding seasons both here and in Latin America?
- d. *Professions*: Can you recognize and spell the professions listed on p. 51 of your book?
- e. *Adjectives of Place*: Can you describe where something is located? ([adjectives of place](#)) Can you tell someone in Spanish how to locate a country on the map using the [cardinal directions](#) (north, south, east, west, etc.)?
- f. *Places around town*. Can you identify the [local places](#) around you and describe what activity you do there?
- h. *The Weather*: Can you write a weather forecast in Spanish? Which weather expressions use the verb HACER versus ESTAR? Have you studied all the verbs related to weather expressions (llover, nevar)?
- i. *Disfrutar el día* (137): pasear, leer, hacer un picnic, ir en bici, disfrutar de, tomar un vino, ir a cenar, etc.
- j. *Migración* (160): conquistas, estudios, vacaciones, desplazamientos, guerra, catástrofe, persecución ideológica, crisis económica, etc.
- k. *Herencia cultural* (141): cultura originaria, lengua, obras arquitectónicas, esclavitud, descendiente, dominio, historia, expulsión, coexistencia, colonos, emigrante, etc.
- l. *Viajes de placer* (142, 162): selva, parque, avión, paisaje, tienda de campaña, tener ganas de, hostel, pensión, rentar, camioneta, hacer windsurf, viajar, dejar, etc.
- m. *El restaurante* (144, 160): precio, decoración, calidad, cantidad, oferta, servicio, localización, ambiente, bebida, reservación, compartir, precio, parecer, postre, rico, ruido, experiencia, local, tratar, agradable, probar, servir (e>i), recomendar (e>ie), comedor, etc.
- n. *Recomendaciones* (146, 161): perderse (e>ie), caminata, empezar (e>ie), refugio, llevar, aconsejar, desperdicios, alojamiento, senderista, acampar, andar, gorra, lentes, mapa, brújula, etc.
- o. *Connector Words*: porque, como, por eso, por, así que, de manera que, ya no, todavía, es que, a pesar de que, aunque
- p. *Viajes y viajeros*: What vocabulary and verbs would you use to describe restaurants, types of travel, or stays in hotels? (162-3)
- q. *Las diferentes etapas de vida*: Can you name the different stages of the human lifespan? What verbs and experiences do you associate with each? (165, 186)
- r. *Las diferentes generaciones*: What are the most important words or verbs you would use to describe Generation X and Y? (168-9, 186)