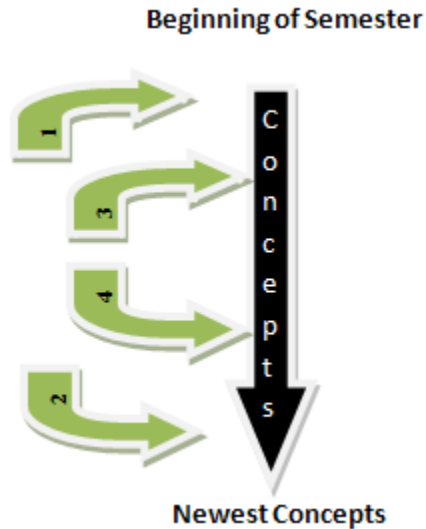


Spa 1102 – S09  
Guide for the Final Exam

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**Hint:** Try to study in a *pincer movement*, starting with concepts at the beginning of the semester and alternating them with concepts at the end of the semester.



1. **Basics:** What are the rules for dividing a word into syllables? How do you find the naturally accented syllable of a word? ([Review](#)) Have you been honing in your ability to recognize and guess the meaning of cognates? Are you able to generate a number of life-functional questions for each verb we have learned? Have you forgotten any Survival sentences? Have you studied any "special" words like "conmigo", "contigo", "del", or "al"?
2. **Question Words:** How many [questions words](#) have we learned? Could you guess which question word to use given the answer to a question? What common questions or command phrases do you use to help fill-in information gaps in a conversation ([survival questions](#))? When do you use "qué" versus "cuál"? Do all question words have a plural form? How many of the question words must agree in gender and number with the noun they describe?
3. **Verbs:**
  - a. Have you made all the present tense AR, ER, and IR verb cards and have you been practicing their conjugation and pronunciation (See the "¿Qué haces?" flashcard for a list of [these verbs](#))
  - b. How many irregular verbs should you know (ser, estar, ir, tener, etc.)? Can you create a question and answer sequence for each verb?
  - c. Why is the "gustar" verb so special? What are indirect object pronouns and how do you use them with the "gustar" verb? What [other verbs](#) function like "gustar" ([1](#), [1.1](#), [1.2](#), [2](#))?
  - d. Have you studied all of the [idiomatic expressions](#) you can create with the verb "tener"? How many compound verb structures can you create (for example, "tener ganas de", "tener que", "ir a", "poder", "deber", and "necesitar")?
  - e. Have you studied the [initial list](#) of stem changing verbs? When do verbs stem change? Have you created verb cards and practiced generating a question/answer sequence for each stem-changing verb in the [second list of verbs](#)?
  - f. Have you studied all of the [GO verbs](#)?
  - g. What is the difference between "saber" and "conocer" ([1](#))?

- h. 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?
  - i. 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? Which two types of verbs create irregular present participle? Did you forget that the present progressive is a compound verb structure, must always be accompanied by the verb “estar”, and establishes the same pronoun placement relationships as other compound verb structures? Can the present participle be used with other verbs than “estar”? When it is used this way, what does it express?
  - j. Have you studied the verbs [Dar](#) and [decir](#)?
4. **Direct Object Pronouns:** What are “transitive verbs” and how do they limit when you can use a “[direct object pronoun](#)”? When and why do we use “direct object pronouns”? What are the “direct object pronouns” in Spanish and where do we place them? Which questions can we use so as not to mistake which object in a sentence is the direct object?
5. **Indirect Object Pronouns:** What is an indirect object pronoun? ([1,2,3](#)) When do we use it? What question do we ask to identify it? Which indirect object pronouns and direct object pronouns are the same? Which ones are different? Do you know how to use both a direct object pronoun and an indirect object pronoun in the same sentence? Which one do you place nearest to the verb ([review](#))? When do you replace “le” or “les” with “se”? What should you know about the indirect object pronouns “le” and “les” and verbs like “gustar” ([Gustar, Review](#))?
6. **Demonstratives:** Did you review the use of demonstrative adjectives? What is their relationship to the indicators of space (aquí, ahí, allá)? Did you remember that demonstratives can function as adjectives and therefore must agree in number and gender with the noun they describe? What is the difference between “ese” and “eso”? How can a demonstrative adjective turn into a demonstrative pronoun? Where do you place the demonstrative pronoun's accent?
7. **Comparison Sentences:** Are you able to construct comparison sentences ([1](#))? 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)?
8. **Vocabulary:**
  - a. Are you able to name all of the family relationships we have studied, including the in-laws? Can you describe a family members “[características](#)” and “[personalidad](#)”?
  - b. Are you able to use the vocabulary of “Ocio” ([1, 2](#)) in a conversation?
  - c. Have you studied all your vocabulary for this chapter (leisure places and activities, phrases for accepting or rejecting an invitation, personal care items or parts of the body related to reflexive verbs (157), household chores and the household furniture/accessories related to the chores (169), the word "vez" (171), prepositions of place(170))?
  - d. How many “foods” can you recall? What are the three meals of the day? Do you remember the special expressions used to negotiate a conversation in a restaurant (both as client and as waiter)?