

Spa 1102 – S17
Guide for the Midterm

(New Areas since Quiz 1 Are in Red)

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? 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. Subject Pronouns and the Verb SER: Do you remember all the subject pronouns? How do the gestures we learned in class help us recall the communication cycle? How do we conjugate the verb [SER](#) using these gestures or within the communication cycle?
5. 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"?
6. Time: 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 similar to those in Spanish? How do you say "midday", "midnight", "half past", "quarter till", and "rush hour" in Spanish? What is the difference between "**a** las seis" and "**son** las seis"?
7. 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)?
8. 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. 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?
 - e. 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?
 - f. What is the difference between "saber" and "conocer" ([1](#))? Do these verbs have any irregular forms?
 - g. **Have you studied all of the [stem-changing verbs](#)? As vocabulary and conjugations?**
9. Vocabulary:
 - a. How many classroom objects can you identify? ([1](#), [2](#), [3](#))
 - b. Do you remember all the [colors](#) of the rainbow?
 - c. How much vocabulary have you [forgotten](#) from last semester?
 - d. What type of [free time activities](#) do you engage in?
 - e. Can you identify the members of your extended family ([1](#), [2](#), [3](#))?
 - f. Have you studied enough adjectives to describe your family members both in terms of physical appearance as well as personality ([1](#), [2](#))?
 - g. How many place in [town](#) can you identify?
 - h. **Can you identify the [months](#) and corresponding [seasons](#) both here and in Latin America?**
 - i. **Are you able to describe the various [weather conditions](#)?**
 - j. **How many household objects or furniture can you associate with all the [rooms of the house](#)?**