

Study Guide for Spanish 2 – Semester 1 Review 2013

- I. Etapa preliminar & knowledge from Spanish 1 (p.2-25, pay close attention to vocab lists on p.25)
- A. Maps – Countries and capitals of Spanish speaking countries (p. xxiv-xxix)
 - B. Greetings & conversation basics; getting to know people, common phrases responses (p.2-3)
 - C. Expressing likes & dislikes with **gustar**; knowing when to use **gusta** vs. **gustan**; me/te/le/nos/les (p.4-5)
 - D. Adjectives; personality, physical description, colors, etc.; match gender & number of noun (p. 6-8, R25-R27)
 - E. Common verbs in present tense (check verb lists – THERE ARE A LOT OF VERBS YOU SHOULD KNOW)
 - 1. **tener** (p.9-10, R35) conjugation, used with age, common phrases using “tener _____” (p.118, 125)
 - 2. **ser** & **estar** (p.10-11, R33-R34) conjugation, know the difference and what each is used for
“If it’s how you feel & where you are, always use the verb **estar**” vs. Ser = permanent identity, etc.
 - 3. **hacer** (p.23, R33) means to do & to make; used to describe weather (hace frío/calor, etc.)
 - 4. **ir** (p.19), means “to go”; irregular conjugation; “going to _____” ir + a + infinitive (p.334)
 - 5. **saber** vs **conocer** (p.83) both mean to
 - 4. Present tense **-AR/-ER/-IR verb** conjugations, common regular verbs & definitions (p.17, R29)
 - 7. Stem changing verbs; (e→ i) (e→ ie) (o→ ue) (u→ ue), boot verbs, etc. (p. 21, 60, 73, 86, R30-R32)
 - 8. Verbs with irregular yo forms (p.23)
 - F. Interrogatives a.k.a. question words (p.13-14, R27) spelling, meaning, and which change (-o/-a/-os/-as)
 - G. Numbers (refer to notes, online references, etc.)
 - 1. Numbers 0-100; spelling out common numbers as words, dates, telling time (phrases related to time)
 - 2. Numbers 101-999,999,999; how to say & write large numbers, writing out years as words
 - H. School subjects and classes, objects in the classroom, etc. (p.16-29, R20, around the classroom, Spanish 1)
 - I. Basic knowledge about Spanish, both as a language and as culture (things we’ve talked about in class):
 - 1. Nouns (articles **el/la/los/las**, noun gender, etc.) (p.R24-R25)
 - 2. Verbs (conjugations, definition, subject pronouns and making verbs match with subject)
 - 3. Cognates, what languages Spanish comes from and has been influenced by
 - 4. Using context to help understand words you don’t know
 - 5. *La tomatina*, the festival in Buñol, Spain where people throw tomatoes at each other

II. Etapas 1-2

A. Family members (Review from Spanish 1, p.113, 118, 125, yellow handout with names of family members)

B. Airplane & travel vocabulary (p.32-33, 39, 51)

C. Preterite – Past tense of completed past actions, single occurrences, sudden changes, etc. LIGHTNING

1. Regular preterite –AR and –ER/-IR conjugations (p.38, R29, verb charts in class, Katy Perry song)

2. Very common irregular preterites: **ir, ser, hacer, ver, and dar** (p.42, verb charts)

3. Other irregular preterites (p.63, verb charts, Irregular preterite song, R29-R35)

a. Vowel to “u” group (saber → sup-), (haber → hub-), (poder → pud-), (poner → pus-)

b. Vowel to “i” group: (querer → quis-), (venir → vin-), (hacer → hic-)

c. Add “-uv-” to stem group: (andar → anduv-), (tener → tuv-), (estar → estuv-)

d. Add “-j-” to stem group: (traer → traj-), (decir, traducir, conducir → dj- , traduj-, conduuj-)

f. ALL USE THE SAME ENDINGS, no accent marks (-e/-iste/-o/-imos/-isteis/-ieron or -jeron)

D. Imperfect – Past tense of incompleted actions, ongoing/continuous, repeated/habitual, long duration, WAVE

1. Imperfect regular conjugations –AR and –ER/-IR (p.116, R29, verb charts, Waka waka song)

2. Imperfect irregulars: (ser → era), (ir → iba), (ver → veía) That’s it, no others!

E. When to use different past tenses

1. Preterite: Completed actions, happened one time, definite time span in the past, start or end of an action, sudden changes in the past, interrupting an action that was ongoing; certain verbs change meaning slightly: (*saber* → sup-)= “found out”, preterite *conocer* = “met”; vertical on timeline; trigger words: *una vez/dos veces, ayer/anteayer, la semana pasada, el domingo, a las tres, por 2 días, etc.*

2. Imperfect: Actions that are imperfectly complete, no defined time span, ongoing or continuing actions in the past, long duration or repeating occurrences, habitual or cyclical actions, can be interrupted suddenly by a preterite, usually start a story to set the scene, past descriptions of appearance or emotion, usually weather, “used to”, age, date and time; trigger words include *a veces, a menudo, siempre, todos los días, cada día, los domingos, desde niño, cuando era joven, usualmente, en general, etc.* Sometimes *mientras* will indicate two imperfect verbs going on at once.

F. Progressive tenses (p.135) for actions that are going on *right then*, at the time of the sentence

1. Present progressive: (Subject pronoun)+(present tense of estar)+_____ -ando/-iendo/-yendo
2. Past progressive: (Subject pronoun)+(imperfect tense of estar)+_____ -ando/-iendo/-yendo

G. Prepositions of location: izquierda, derecha, delante, detrás, cerca, lejos, afuera, adentro, debajo, encima

H. Demonstrative adjectives and demonstrative pronouns (p.84)

1. Close by: This/these → este/esta/estos/estas
2. Farther away: That/those → ese/esa/esos/esas
3. Way far away over there: (No word in English.... yonder?) → aquel/aquella/aquellos/aquellas
4. Put an accent on them, and they can serve as pronouns

I. All *kinds* of vocabulary – some from the book, some from Spanish 1, some we've just learned as we go

III. Other stuff you should know about, that may not specifically be in the book or in the order shown in the book

A. Cultural topics – Be able to identify the products, perspectives, and practices

1. Día de los muertos – Nov. 1-2, mostly in Mexico, lots of skulls & marigolds, candles, family members spend time in graveyard, clean graves, make an altar with the favorite foods & things of the deceased to remember and honor their loved ones who died, eat sugar skulls & pan de muerto, celebrations
2. Argentina – South American country south of Brazil, capital city is Buenos Aires, other major cities include Cordoba/Rosario/Mendoza/Mar del Plata, cowboys are called gauchos, yerba mate is a common drink with social importance, dance=tango, high population of European immigrants, lots of meat in meals due to cattle industry, wildlife and animal diversity due to geography (Amazon to Antarctica, Andes to Atlantic), speak in “vos” form, las madres de la Plaza de Mayo, Eva Perón, etc.
3. Colombia – South American country on northwest corner that connects to Panama, capital is Bogotá, lots of different music including cumbia, troubled history of conflict, modern issues with landmines & narcotraffic, very ethnically diverse, coffee growth is a major industry, beaches on Caribbean and Pacific, foods like arepas & bandeja paisa
4. Comfort zones, cultural closeness- Kisses when greeting friends, family members living in multigenerational homes