

SPANISH II GRAMMAR REVIEW GUIDE FOR FINAL EXAM

Here are the major grammar topics for the final exam. For some topics I have included herein a substantial amount of information; for others I give a brief description and refer you to the relevant pages in your text and/or to hand-out materials that you have received previously. Remember, this is just a guide. You will still need to review the appropriate sections of the text and workbook as well as your handouts, quizzes and the activities at www.quia.com/pages/sp2cmc.html.

PRESENT INDICATIVE TENSE

Even though we've focused on learning various new tenses this year, you can't forget about the plain, old present tense. As you know, it's used to talk about actions and events that occur generally or are occurring now (and, in some cases, that will occur in the future). Here are the present indicative endings for REGULAR verbs:

<u>Subject</u>	<u>Endings for -AR verbs</u>	<u>Endings for -ER verbs</u>	<u>Endings for -IR verbs</u>
yo	-o	-o	-o
tú	-as	-es	-es
él / ella / usted	-a	-e	-e
nosotros	-amos	-emos	-imos
ellos / ellas / ustedes	-an	-en	-en

Remember, many verbs have irregularities in the present tense, especially in the *yo* form. You should know the main "yo-go" verbs (verbs whose present indicative *yo* forms end in -go), common verbs whose *yo* forms end in -y (*dar*, *ir*, *estar*, *ser*) and verbs like *saber* and *conocer*.

<u>Common "yo-go" verbs</u>	<u>Verbs with yo forms in -y</u>	<u>Other common verbs with irregular yo forms</u>
decir – digo	dar – doy	conocer – conozco
hacer – hago	estar – estoy	saber – sé
oír – oigo	ir – voy	ver – veo
poner – pongo	ser – soy	
salir – salgo		
seguir – sigo		
tener – tengo		
traer – traigo		
venir – vengo		

Also note that Spanish has many stem-changing or "boot" verbs in which there is a stem change in every present-tense conjugation EXCEPT the *nosotros* form (and the *vosotros* form, but we're not focusing on that form in this course). Here are some of the more common boot verbs – you should know the meaning and conjugations of ALL of these:

Spanish Advanced Grammar Final Exam Review Guide

Anthony S. Fauci



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TOEFL Prep for Spanish Speakers Greg Britt, 2009-05-22 An effective program for preparing to take the TOEFL Test of English as a Foreign Language exam written especially for Spanish speakers Ideal for group or self study Answer key is included in this updated second edition Appropriate for pre iBT ITP PBT TOEFL and English Teacher Training Here for the first time a unique approach to preparing to take the TOEFL exam written especially for Spanish speakers Focused on the Grammar section with five steps this program also includes strategies for the Listening Comprehension section guidelines for success in the Reading section and expert tips and sample topics for the Written Essay Includes useful appendices for reference There is an on demand video course available to accompany this book It includes classes taught by the author Greg Britt See www.etoeflprep.com for details

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REA's Authoritative Guide to the Top 100 Careers to Year 2005 Research and Education Association,1997-01-01

This book provides current information on the top 100 careers Each career is described in detail including job duties training and education requirements salary projected job availability and related occupations It includes a special section on how to find a job write a resume and cover letter and provides tips for effective job interviews Annual Schoolmen's Week

Proceedings ,1920 **Proceedings** ,1920 Annual Schoolmen's Week Proceedings University of Pennsylvania,1918

Proceedings Pennsylvania State University. Schoolmen's Week,1920 The National Guide to Educational Credit for Training Programs 2002 (Ace) American Council on Education,American Council on Education,2005 For over 25 years this guide has been the trusted source of information on over 6 000 educational programs offered by business labor unions schools training suppliers professional and voluntary associations and government agencies These programs provide educational credit to students for learning acquired in noncollegiate settings Each entry in the comprehensive National Guide provides BL Course title as assigned by the participating organization BL Location of all sites where the course is offered BLDuration in contact hours and days or weeks BL The period during which the credit recommendation applies BL The purpose for which the course was designed BL The abilities or competencies acquired by the student upon successful completion of the course BL The teaching methods materials equipment and major subject areas covered BL College credit recommendations offered in four categories by level of degrees and expressed in semester hours and subject area s in which credit is applicable The introductory section includes the Registry of Credit Recommendations an ACE College Credit Recommendation Service transcript system **U.S. Naval Training Bulletin** ,1949 *Heritage Speakers of Spanish and Study Abroad* Rebecca Pozzi,Tracy Quan,Chelsea Escalante,2021-04-19 *Heritage Speakers of Spanish and Study Abroad* is an edited volume that provides emerging research on heritage speakers of Spanish in immersion contexts in theoretical empirical and programmatic terms This edited collection seeks to expand our understanding of heritage speakers of Spanish by incorporating research on their linguistic sociolinguistic and pragmatic development during and after a sojourn abroad by discussing the complexities of their identity formation and negotiation during immersive stays and by highlighting programmatic innovations that could be leveraged to better serve diverse learners in study abroad contexts This volume advances the fields of both heritage language education and research on immersion study in a variety of ways and will be of interest to scholars of applied linguistics sociolinguistics second language acquisition and educational linguistics especially those interested in study abroad programming and Spanish for heritage speakers

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