Dear future Pre-AICE Spanish 2 student,

Attached are links to lessons, guides, and practice to three grammar concepts (present progressive, preterit tense and informal commands) that will make your transition to Pre-AICE Spanish easier. There is no grade value associated with these online lessons but it is highly recommended that you become familiar with the material by August 13th.

See you next school year,

Barron Collier High School Spanish Department

**Reflexive Verbs**

*See attachment

YouTube link:

https://www.youtube.com/watch?v=l2ZTZziZog

**Present progressive**

YouTube instruction link:

https://www.youtube.com/watch?v=RbyY-hG9xUQ

Resource link:

https://studyspanish.com/grammar/lessons/presprog

**Preterit**

YouTube AR-verbs:
https://www.youtube.com/watch?v=Jf7yFus4FwA

YouTube ER/IR-verbs:
https://www.youtube.com/watch?v=2iT2Tj0DkFc
https://www.youtube.com/watch?v=L8kMz3FBrWl

YouTube Irregular preterit:
https://www.youtube.com/watch?v=5A7ul3hQWeE

Resource link:
https://studyspanish.com/grammar/lessons/pret1
https://studyspanish.com/grammar/lessons/pret2
https://studyspanish.com/grammar/lessons/pret3
https://studyspanish.com/grammar/lessons/pret4
https://studyspanish.com/grammar/lessons/pret5
https://studyspanish.com/grammar/lessons/pret6

Informal Commands

YouTube Affirmative Informal commands:
https://www.youtube.com/watch?v=UnsuX-pIfQ

YouTube Negative Informal Commands:
https://www.youtube.com/watch?v=cnGnwwKIV1o

Resource link:
https://studyspanish.com/grammar/lessons/informcomm1
https://studyspanish.com/grammar/lessons/irregtucomm
Spanish 1 - Autoevaluación
Santillana 1 - review
Do these activities to evaluate how well you can manage in Spanish.

Unidad 1

a. Can you identify yourself and others?
   • Introduce yourself and say your first and last names.
b. Can you describe people?
   • Describe a classmate’s physical appearance and personality.
   • Say how old you and your best friend are.
c. Can you talk about your family?
   • Say how many siblings and relatives you have.
d. Can you express feelings and sensations?
   • Say how you usually feel, and if you are tired, hungry, or sleepy today.

Unidad 2

a. Can you identify and describe places?
   • Describe your house, a room, or some furniture.
   • Can you say where people or things are?
   • Talk about your kitchen: say where the appliances are.
   • Ask a friend to describe his or her room and to draw a floor plan of it.
c. Can you talk about household chores?
   • Say what chores you and your siblings have to do, and how often you do them.
d. Can you talk about your free-time activities?
   • Ask two classmates what they do at home on the weekend.

Unidad 3

a. Can you talk about store hours and shopping?
   • Ask what time the gift shop opens and closes.
• Say what you want to buy there.

b. Can you say where someone is going?
• Tell your partner where you go after school.

c. Can you say that you like something?
• Ask a classmate if he or she likes your shoes.

d. Can you direct attention to things around you?
• Tell a classmate which book is yours: the one next to you or the one ten feet away.

e. Can you compare things?
• Compare the price of two articles of clothing.
• Ask a classmate to compare the quality of two pairs of jeans.

**Unidad 4**

a. Can you talk about your food preferences?
• Ask your partner what he or she prefers for lunch or dinner.
• Say what you have for breakfast and how much you like each food.
• Ask your partner how he or she likes three foods: refer to the taste and/or the temperature.

b. Can you say where to buy food?
• Tell your partner in which stores you can buy fruit, bread, and meat.

c. Can you explain how to prepare a dish?
• Say how you prepare a dish you know. Use words like *cortar*, *mezclar*, and *probar*.
• Draw a picture of the table setting you need to eat your lunch. Say where each item goes: *Pones el tenedor a la izquierda*.

d. Can you talk about Peruvian restaurants?
• Name three Peruvian cities and say one dish that restaurants serve there.

**Unidad 5**

a. Can you talk about your body?
• Ask your partner what part of the body he or she uses to smell a flower, hear a CD, or touch a pet.
• Ask your partner to say what body parts are used to eat a sandwich and to get dressed.

b. Can you talk about healthy habits?
• Ask your partner how often he or she takes a shower and goes to bed at midnight.
• Tell your partner three things he or she should do to stay healthy.
c. Can you report a pain or an ailment?
• Role-play with a partner. Pretend to be sick or have a pain in a part of your body.
• Look at your partner and ask how he or she feels. Ask what pain(s) or what ailment he or she has.
d. Can you suggest a remedy for common pains or ailments?
• Discuss with your partner what you usually do when you have a health problem.
e. Can you tell someone what to do using verbs like decir, salir, venir, and poner?
• Write four tú commands using the verbs decir, salir, venir, and poner.
  o Ask your partner to act them out.
Spanish 1 Grammar

Subject Pronouns

<table>
<thead>
<tr>
<th>yo</th>
<th>nosotros (as)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tú</td>
<td>vosotros (as)</td>
</tr>
<tr>
<td>usted</td>
<td>ustedes</td>
</tr>
<tr>
<td>él</td>
<td>ellos</td>
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<tr>
<td>ella</td>
<td>ellas</td>
</tr>
</tbody>
</table>

Plural of nouns

- Nouns that end in a vowel form the plural by adding -s.
  - el chico → los chicos
  - el diario → los diarios
  - la palabra → las palabras
  - el problema → los problemas

- Nouns that end in a consonant add -es.
  - el país → los países
  - el profesor → los profesores

- Nouns that end in -z change the -z to -cz, then add -es.
  - el lápiz → los lápices

Regular verbs

<table>
<thead>
<tr>
<th>o</th>
<th>-ar</th>
<th>-er</th>
<th>-ir</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>amos</td>
<td>o</td>
<td>imos</td>
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<tr>
<td>a</td>
<td>aís</td>
<td>e</td>
<td>en</td>
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<tr>
<td>a</td>
<td>an</td>
<td>e</td>
<td>en</td>
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</tbody>
</table>

Irregular “yo”

Hacer → Hago (To do)
Poner → Pongo (To put/place)
Traer → Traigo (To bring)
Sair → Salgo (To exit)
Conocer → Conozco (To know people & things)
Saber → Sé (To know [facts/how to])
Ver → Veo (To see)

Stem-Changing Verbs

<table>
<thead>
<tr>
<th>E1e</th>
<th>E2e</th>
<th>E3i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerrar → to close</td>
<td>Poder → to be able to</td>
<td>Pedir → to ask for</td>
</tr>
<tr>
<td>Empezar → to begin</td>
<td>Contar → to count</td>
<td>Competir → to compete</td>
</tr>
<tr>
<td>Pensar → to think</td>
<td>Recordar → to remember</td>
<td>Medir → to measure</td>
</tr>
<tr>
<td>Entender → to understand</td>
<td>Volar → to fly</td>
<td>Repetir → to repeat</td>
</tr>
<tr>
<td>Preferir → to prefer</td>
<td>Volver → to return</td>
<td>Servir → to serve</td>
</tr>
<tr>
<td>Querer → to want</td>
<td>Almorzar → to eat lunch</td>
<td></td>
</tr>
</tbody>
</table>

Irregular Verbs

Ser → to be
  - soy
  - eres
  - es
  - soy

Estar → to be
  - estoy
  - estás
  - está

Tener → to have
  - tengo
  - tienes
  - tiene

Ir → to go
  - voy
  - vas
  - va

Other irregular verbs:

Oir → to hear
  - oí
  - oíste
  - oye

Oler → to smell
  - olimo
  - oles
  - ol

Ver → to see
  - ve
  - ves
  - ve

Masculine | Feminine
---|---
1,0,1,er,1,s | -ión
-ma | -pa
ta |

I.O.P.

<table>
<thead>
<tr>
<th>ME</th>
<th>NOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE</td>
<td>OS</td>
</tr>
<tr>
<td>LO, LA</td>
<td>LOS, LAS</td>
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</table>

• Answers to the verb: “to whom” or “whom” is the subject doing something.

Recuerdá!

- El verbo “hacer” se cambia al verbo “hecho”.
- El verbo “tener” se cambia al verbo “tenido”.

Irregular commands

- Ven, di, sal, haz, ten, ve, pon, sé

Reflexive verbs

<table>
<thead>
<tr>
<th>LEVANTARSE</th>
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<tbody>
<tr>
<td>PRONOMBRE PERSONAL</td>
</tr>
<tr>
<td>YO</td>
</tr>
<tr>
<td>TU</td>
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<tr>
<td>EL/Ella</td>
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<tr>
<td>NOSOTROS/AS</td>
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<tr>
<td>VOSOTROS/AS</td>
</tr>
<tr>
<td>ELLOS/AS</td>
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</tbody>
</table>