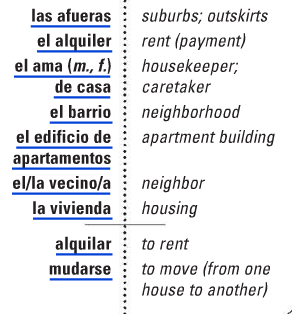
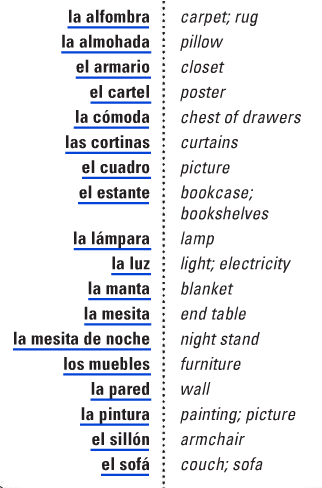
Me llamo\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Descubre 2 Capítulo 3: La vivienda

1. **La vivienda : Housing**

**C. Los muebles** : furniture



**El hogar:** *the home*

 **B.Las partes de una casa**

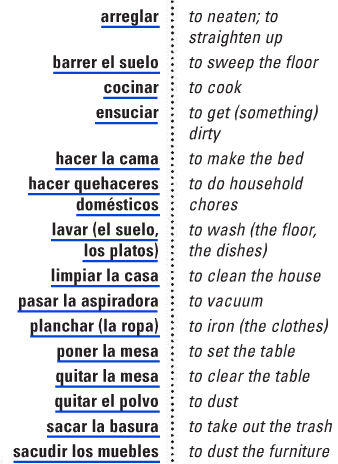
Alternative regional vocab:



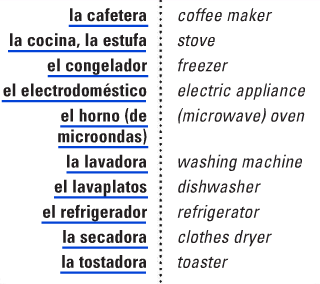


After studying this chapter, I can: Recognize rooms in a house and identify household objects Describe household chores Understand and respond to formal commands Give formal commands

SOON I can: Express my attitude toward something using the subjunctive Express will and influence using the subjunctive

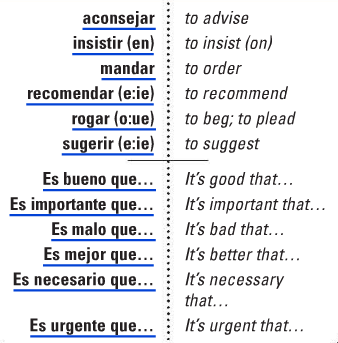
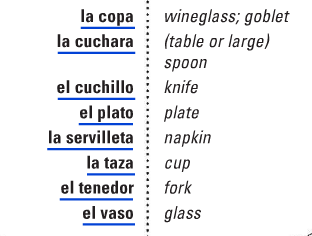
**D.Los Quehaceres domésticos**: household chores

**E.Los electrodomésticos**: electrical home appliances



**Enchufar:** *to plug in*

**F. La mesa : the table** **G. Verbos y expresiones verbales:** verbs and verbal expressions

(especially those used with subjunctive)

Fun phrases:

Cuente/cuenta con nosotros/conmigo/ = You can count on us/me!

¡Te va a encantar! = You’re going to love it!

¡Le va a encantar! He/she’s going to love it!

There are many more verbal expressions that fit into this category: Pedir: to order/ request Prohibir: To prohibit (prohíbo, prohíbes: accent needed)

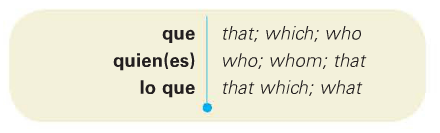
**~~~~~~~~~~~~~~~~~~~~~Relative Pronouns~~~~~~~~~~~~~~~~~~**

In both English and Spanish, relative pronouns are used to combine two sentences or clauses that share a common element (like a noun or a pronoun). See below.



This longer sentence combines both ideas from the shorter sentences above.

This longer sentence combines both ideas from the shorter sentences above.

Spanish has 2 frequently-used relative pronouns. They look like question words. However, when these are used as question words, they have accents. When used as pronouns, they NEVER have accents.

**Que** is the most frequently used relative pronoun, and it can refer to things or to people. In English, we can omit the word “that” in some situations (*The store I went to was closed* vs *The store THAT I went to was closed*) but in Spanish you cannot omit the **que**.

The pronoun **quien** refers only to people. It’s often used after a preposition (a, de, con, en) or the personal a.

**Quien** = singular. **Quienes** = plural.

Ellas son las chicas de **quienes** me hablaste =They are the girls who you talked to me about (of whom you talked to me)

Sometimes we have **who/whom** questions in English. In Spanish, you can generally just use “**que**.”

Lola, **quien** es estudiante, es de Cuba. OR Lola, **que** es estudiante, es de Cuba.

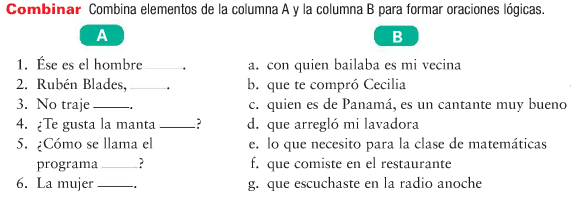
You can use **“lo que”** to refer to an abstract idea, situation, or event. It can mean what, that which, or the thing that.

Ejemplo **Lo que** me molesta es el calor = What bothers me is the heat.

**Lo que** me interesa es el arte = The thing that interests me is art.

Completa con **que**, **quien**, **quienes**, or **lo que**.

1. Voy a usar los libros \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ están en la biblioteca.
2. Ana vive con una chica a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ conocimos el año pasado.
3. ¿Sabes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ creo? Debes descansar.
4. La oficina tiene todo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ necesitamos.
5. Puedes usar los platos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ están a la derecha.
6. Los hombres \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ viven en el apartamento son de Panamá.
7. Los niños a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vimos anoche son de los estados unidos.
8. La comida \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_ hay en la cafetería es saludable.
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ necesitas es una chaqueta nueva.



**~~~~~~~~~~~~~~Formal Commands / Los Mandatos Formales~~~~~~~~~~~~~~~**

**Commands: With respect! ☺**

It is very important to be polite when traveling to other countries. When addressing people, you may need to suggest that they do something, but it needs to sound polite. There is an easy way to do this in Spanish: you **use a formal command.**

**The Usted/ formal command** is formed by taking the YO form of the verb in the PRESENT, dropping the O and adding the opposite ending in the present-tense, third person singular (él/ella/usted ending):

* For –AR verbs, drop the O and add E. Ex: Hablar 🡪 Hablo 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* For –ER / -IR verbs, drop the O and add A. Ex: Comer 🡪 Como 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ejemplo: Señor Chavez, por favor **entre** el museo. Mr. Chavez, please enter the museum.

Ejemplo: No **coma** el pastel. Do not eat the cake.

**To make these negative, just add “no” before the command. Don’t watch tv =** *No vea la television.*

**The Ustedes Command (plural)** is formed by taking the YO form of the verb, dropping the O, and adding the opposite ending in the present-tense, third person plural (they ending):

For –AR verbs, drop the O and add EN. Ex: Hablar 🡪 Hablo 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For –ER / -IR verbs, drop the O and add AN. Ex: Comer 🡪 Como 🡪\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Come in, all of you. *Pasen ustedes.*

Look, everyone! ¡ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, todos!

Do the work! ¡ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ el trabajo!

Remember those irregular yo forms!



Bring the cake! (traer) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Verb** | **Usted Command** | **Ustedes Command** |
| **Estudiar** |  |  |
| **Abrir** |  |  |
| **Aprender** |  |  |
| **Tener** | **Tenga** |  |
| **Hacer** |  |  |
| **Poner** |  |  |
| **Decir** |  |  |
| **Salir** |  |  |
| **Venir** |  |  |

**Obviamente hay irregulares**

|  |  |  |
| --- | --- | --- |
| **Verb** | **Usted Command** | **Ustedes Command** |
| **Ser** | **Sea** |  |
| **Ir** | **Vaya** |  |
| **Dar** | **Dé** |  |
| **Estar** | **Esté** |  |
| **Saber** | **Sepa** |  |

**CAR, GAR, ZAR will apply here too, just NO ACCENTS:**

Jugar becomes JUEGO. Drop O, add E, can’t have Jueg + e because that makes a “hey” sound.

**Keep the GUE = Juegue.**

(usted)Look for the dog = **Busque** el perro.

(ustedes) 1. Start the homework: **\_\_\_\_\_\_\_\_\_\_\_\_\_la tarea.**

(ustedes) 2. Don’t play with those kids: No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_con esos niños.

(ustedes) 3. Don’t take the picture! ¡No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ la foto!

**Escribe el mandato formal positivo y negativo:**

1. ustedes / empezar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Usted / sacar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Usted / escribir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Usted / dar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Ustedes /ser \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Usted / jugar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Ustedes / pagar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Ustedes/ probar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Usted / usar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Ustedes / buscar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Usted / ir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. Ustedes / hacer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Usted / preparar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. Ustedes / practicar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. Ustedes / competir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
16. Usted / servir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
17. Usted / pedir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
18. Ustedes / perder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
19. Ustedes / escuchar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
20. Ustedes / tener \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
21. Usted /decir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
22. Usted / traer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
23. Ustedes/ salir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
24. Usted / cruzar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
25. Ustedes/ sacudir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
26. Usted / doblar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
27. Ustedes/ conseguir (e-i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
28. Ustedes / ir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
29. Usted / mezclar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
30. Ustedes / quitar\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
31. Usted / barrer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
32. Ustedes / arreglar\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
33. Ustedes/ ensuciar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
34. Ustedes /entender\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
35. Usted / oír \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Commands with PRONOUNS**

For positive commands with pronouns

1. form the command as usual,
2. \*then add the person pronoun (IOP), (me te le nos les, **change the le or les to SE**)
3. then the item pronoun (DOP) if there is one. (lo la los las)

NOTES:

\*If you have a le or les with a DOP (lo la los las), **change the le or les to SE**.

\*\*If you have a reflexive, that counts as a person pronoun (ME SE TE NOS SE) so it goes first.

1. If you are **attaching 1 pronoun, the accent goes on the 3rd to last.**
2. Attaching **2 pronouns, the accent goes on the 4th to last.**
3. If attaching a le or les with a DOP, you must change these to “se.”

It’s all about making the **COMMAND SOUND** just like it did before you got all crazy and added things to it.

If a command only has ONE syllable (haz, pon) then an accent is only needed when 2 pronouns are attached. Házmela = do it for me.

Reflexive verbs with pronouns work the same way as an IOP: attach it first. Remember that you will always need the reflexive pronoun for the reflexive commands!

* Javier, look for them (the shoes) = Búscalos.
* Javier, look for the shoes for me. Look for them for me.
* **Javier, búscamelos.**
* Children, look for them for me.
* **Búsquenmelos.**
* Give the fruit to them =
* Dásela (since you can’t have lela, you get sela here)
* REFLEXIVES: Relax! = **Relájate.**
* Rafael, put it on (the shirt ) **Póntela.**

1. Señor, lavar el suelo = Lávelo
2. Chicos, sacudir los muebles = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Estudiantes, cepillarse los dientes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Chicas, ponerse los vestidos\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Chicos, lavarse las manos\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Señor, enseñar la carta a mí\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Chicos, cocinar la cena a nosotros\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Chicos, lavar los platos a ellas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Chicas, sacar la basura \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Señor, mover (o-ue) los muebles \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Chicos, moverse \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. Estudiantes, levantarse \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Chicas, terminar los exámenes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. Señores, tell me it! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. Chicas, bring me them! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
16. Chicos, bring him it! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
17. Chicas, show them it! (enseñar) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
18. Chicos, serve them it! (servir la pizza) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
19. Chicas, translate it! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now use the same phrases and verbs to create the negative versions of the commands. Remember, you cannot attach to negatives. You start with NO, then the IOP (person, me te le nos les) then the it/them item if there is one.

1. Señor, no lavar el suelo = no lo lave.
2. Chicos, no sacudir los muebles = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Estudiantes, no cepillarse los dientes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Chicas, no ponerse los vestidos\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Chicos, no lavarse las manos\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Señor, no enseñar la carta a mí\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Chicos, no cocinar la cena a nosotros\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Chicos, no lavar los platos a ellas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Chicas, no sacar la basura \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Señor, no mover (o-ue) los muebles \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Chicos, no moverse \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. Chicas, no terminar los exámenes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Señores, don’t tell me it! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. Chicas, don’t bring me them! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. Chicos, don’t bring him it! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
16. Chicas, don’t show them it! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
17. Chicos, don’t serve them it! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
18. Chicas, don’t translate it! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Create some commands using the vocabulary listed: use positive or negative. You will need to use your vocabulary list for this.

1. Las camas (the beds) = Chicas, ¡háganlas!
2. La cocina \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. El garaje \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Las cortinas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Los muebles \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Las pinturas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Las almohadas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. La tostadora \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Las copas\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Los tenedores \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Los platos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

~~~~~~~~~~~~~~~~~Gramática~~~~~~~~~~~~~~~~~~~

Read the following letter, paying close attention to the **bolded** word forms and the *underlined/italicized* phrases.

Querid@ amig@,

*1.Es bueno* que tú **vayas** a México para estudiar. ¡*Quiero* que tú **tomes** muchas fotos! 2.También*, es importante* que tú y tus amigos **viajen** mucho y que **conozcan** muchas ciudades nuevas y a personas interesantes. 3.*Espero* que tu familia nueva **sea** muy simpática y que te **incluyan** en todas sus actividades. ¡*Insisto* en que me **traigas** muchos regalos! *Recomiendo* que **pruebes** toda la comida. 4.Siempre *es bueno* explorar las comidas nuevas cuando viajas. 5.*Deseo* que tú **regreses** con una habilidad de hablar muy bien el español. 6.Mientras que estés allí, *es necesario* que **estudies** un poco también. 7.¡*Recomiendo* que **busques** un novio o novia hispanohablante porque es más fácil aprender el español así!

Con un amigo: discuss the following questions.

1. What did you notice about the forms of the **bolded** words?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What patterns or trends do you see in the italicized/underlined phrases, if any? (think about the meanings of the words used, and the structure of the phrases)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Are there any outliers? (look at number 4…)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recipe =

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

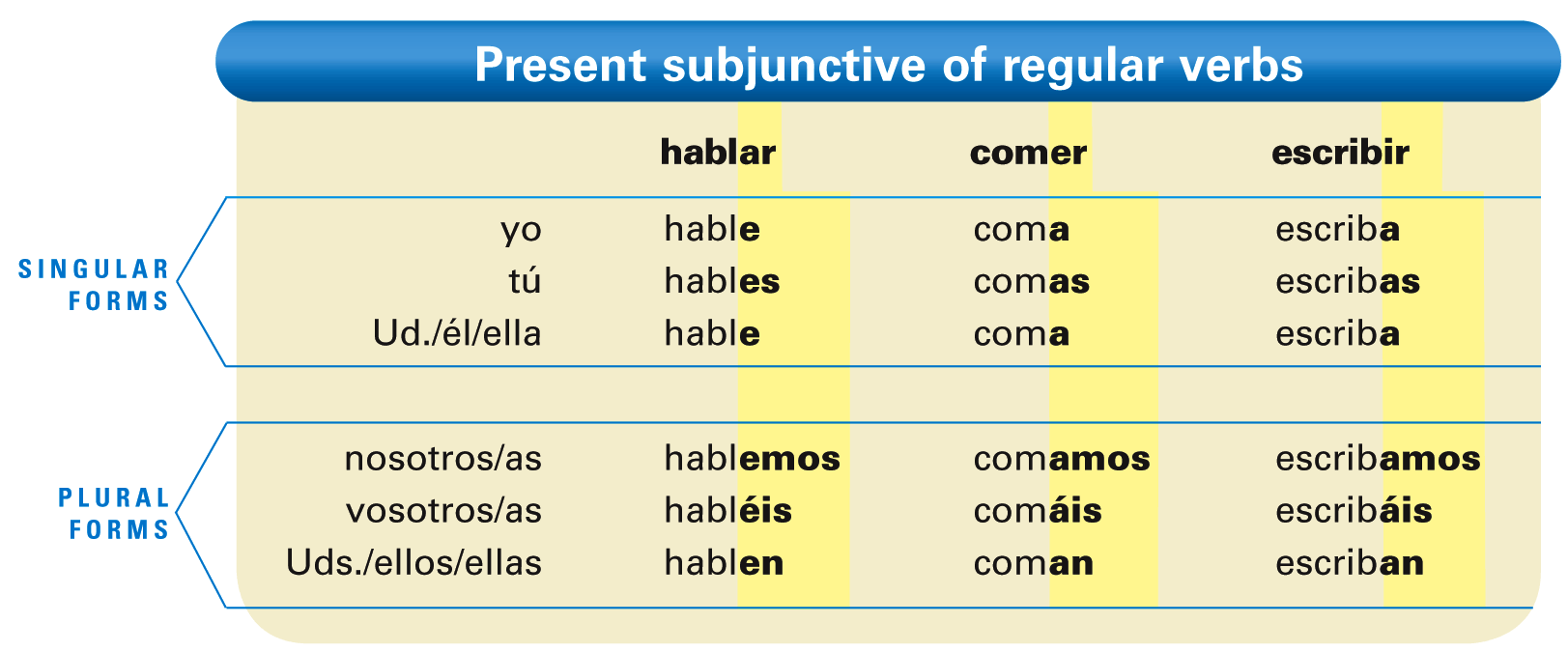
**~~~~~~~~~~~~~~~~~~~~~~~¡El subjuntivo!~~~~~~~~~~~~~~~~~~**

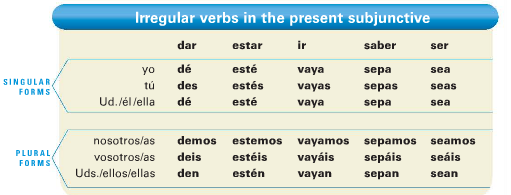
“The subjunctive is not a tense; rather, it is a mood. **Tense** refers to when an action takes place (past, present, future), while **mood** reflects how the speaker feels about the action. The subjunctive mood is rarely used in English, but it is widely used in Spanish” (http://www.studyspanish.com/lessons/subj1.htm)

* With the exception of commands, all the verb forms you have been using have been in the **indicative mood.** Commands were in the **IMPERATIVE** mood. The indicative is used to state facts and to express actions or states that the speaker considers to be real and definite. In contrast, the **subjunctive mood expresses the speaker’s attitudes toward events, as well as actions or states the speaker views as uncertain or hypothetical.**
* The subjunctive is mainly used to express:   
  1) will and influence, 2) emotion, 3) doubt, disbelief, and denial, and 4) indefiniteness and nonexistence

**~~~~~~~~~~~~~~~~~How to form the present subjunctive~~~~~~~~~~~~~**

**Take present yo, drop o, add opposite ending!** Sound familiar? ☺



**Irregular verbs in the present subjunctive:**

**D I S H E S !**

**D**AR = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

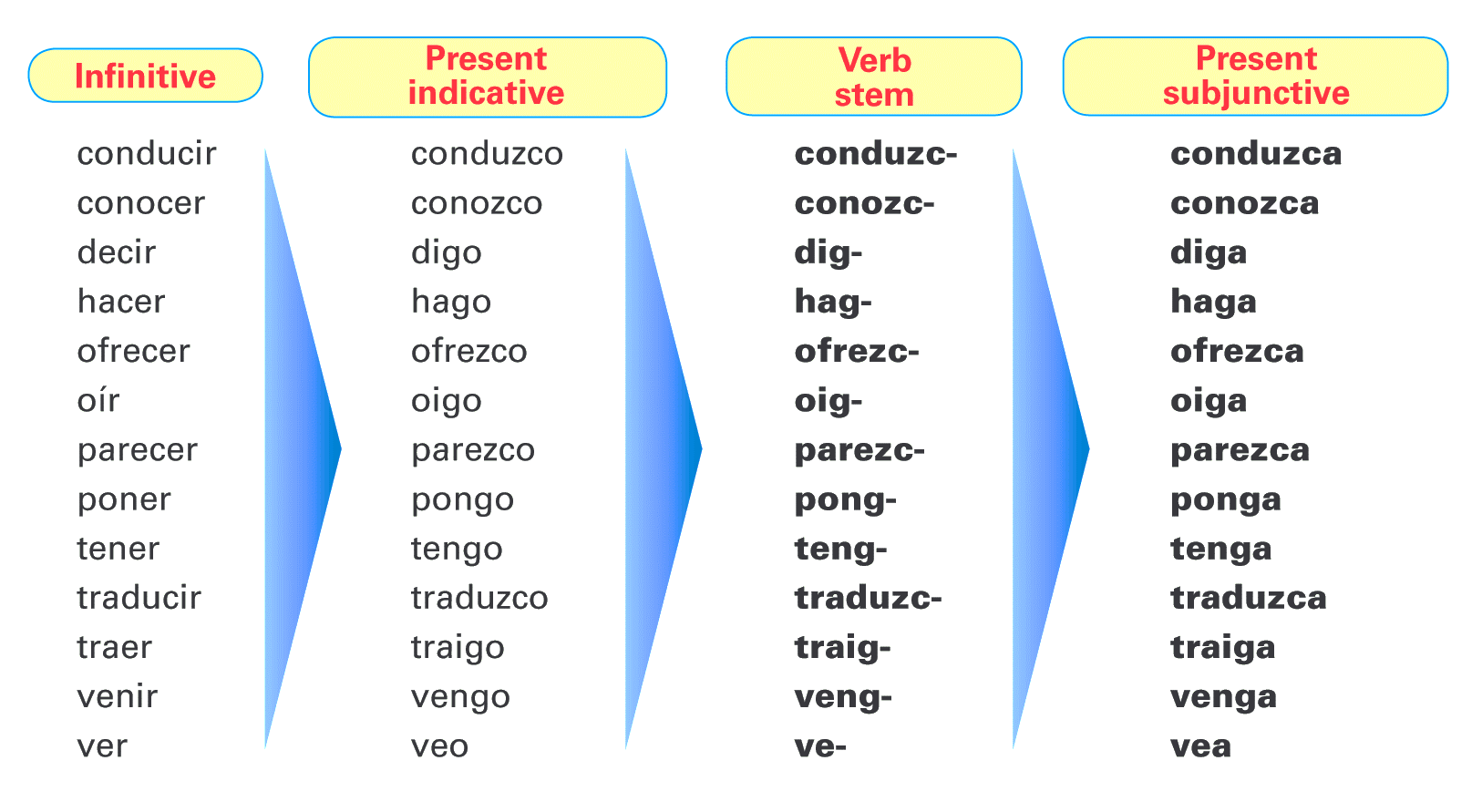
**I**R \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**S**ER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**H**ABER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E**STAR \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**S**ABER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Irregular yo**

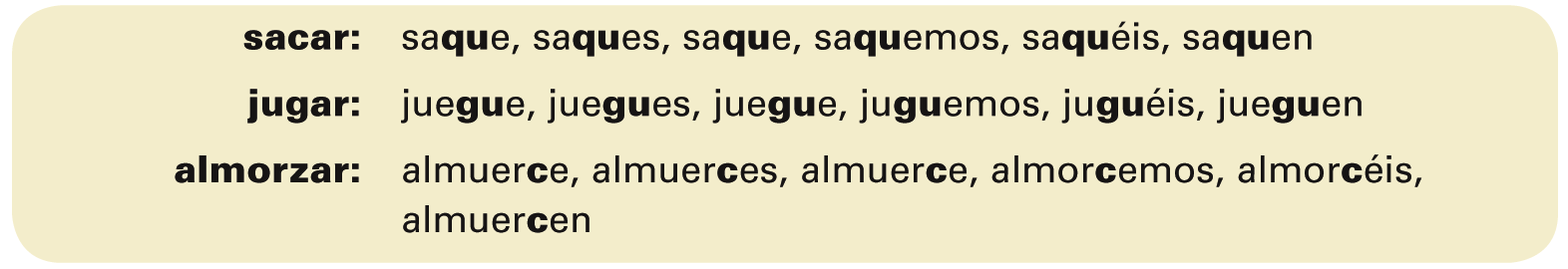
**will follow:**

**CAR GAR ZAR** will apply in all forms!

-CAR 🡪 -QUES,-QUEN,- QUEMOS

-GAR 🡪 -GUES, -GUEN,-GUEMOS

-ZAR 🡪 -CES, -CEN, -CEMOS



**-cer and -cir will often become zca =**

Conozca, traduzcas, produzcamos, conduzcan

**Stem-changing:**

In the present subjunctive, **stem-changing verbs that end with -AR or -ER will stem change in every form but nosotros** (and vosotros)

Ella ustedes nosotros

Jugar = jueguen, juguemos

Entender = Entienda, entendamos

Empezar = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_empiecen\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contar =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mostrar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Perder=\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-IR verbs stem change **in every form of the subjunctive.** The **nosotros form stem changes to only one letter: ( U or I )**

Ella ustedes nosotros

Pedir = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_pida\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

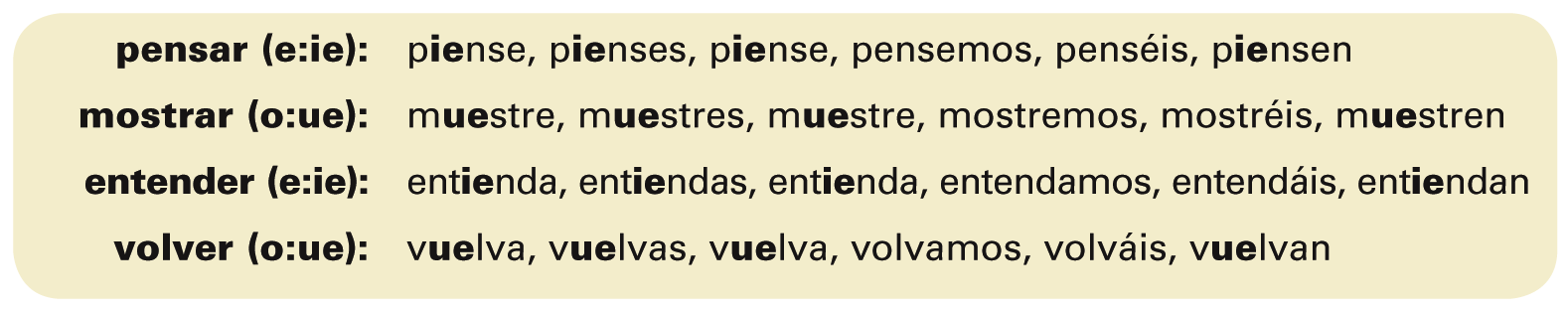
Servir =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

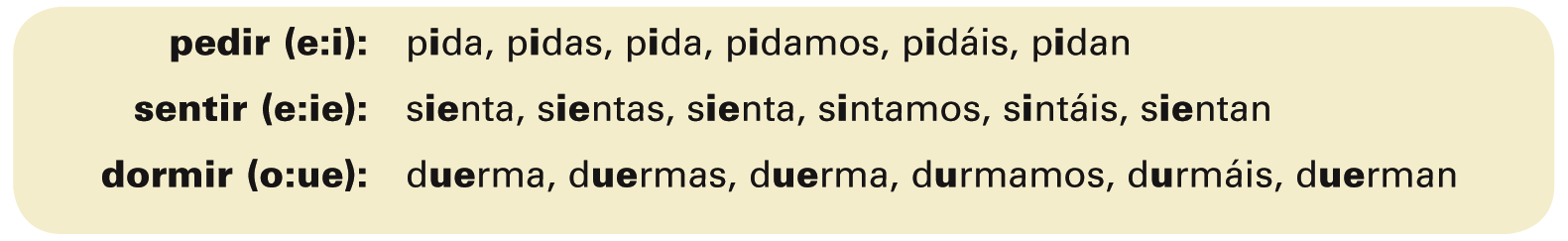
Dormir =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vestir = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferir =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

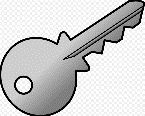
Sentir = =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_





1. Escribe las formas correctas del subjuntivo de los verbos indicados.
2. Alquilar, beber, vivir. Que yo alquile, beba, viva.
3. Estudiar, aprender, asistir. que tú \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Encontrar, poder, dormir. que ellos\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Hacer, tener, venir. que nosotros\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Dar, hablar, escribir. Que nosotros \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Pagar, empezar, buscar. que nosotros\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Entender, dormir, saber. que ustedes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Ser, ir, saber. que tú\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Estar, dar, oír. que yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

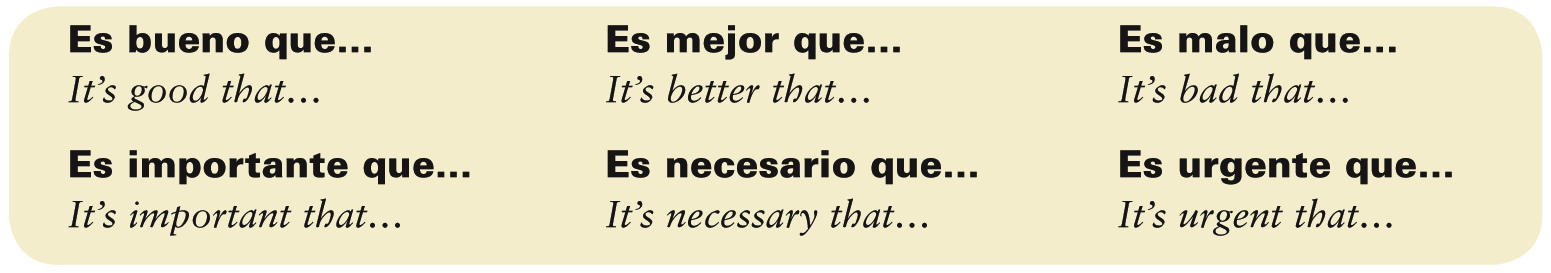
**This is your recipe for the subjunctive:**



**(Key)**

1. **Key: The subjunctive with IMPERSONAL EXPRESSIONS**

* ***These impersonal expressions are always followed by clauses in the subjunctive:***



**You need the subjunctive with impersonal expressions when you have two different subjects:**

* It’s = one subject.
* Then you have the expression like “important” or “interesting”
* and then you have QUE,
* then a new subject like a different person or thing,
* then the subjunctive form of the new verb:

**Subject /expression + QUE + new subject + subjunctive**

It’s bad that that Jacinta is not in school today =

**Es malo QUE *Jacinta* no *esté* en la escuela hoy.**

Impersonal expression (this is the “key/trigger”) +que + new subject + present subjunctive of the verb

**BUT**

**If you don’t have a new subject, then you don’t need a QUE, and you would follow the phrase with an infinitive (not conjugated).**

**It’s important to study= One subject = it.**

***Es importante estudiar (one subject? Just use the infinitive – to study) = estudiar.***

***It’s important* that** *you* **study.** (2 subjects. Also, are you definitely studying? No. This person speaking feels that it’s important, but you can’t say “estudias” because that means you definitely study. The subjunctive is going to open up the idea that there is no guarantee here).

In Spanish: ***Es importante* que** *tú* **estudies. (2 subjects)**

It’s important **that** you study (for you to study)

**The subjunctive is somewhat dying out in English. Instead of “that” we use “for (someone) to.”**

It’s necessary **for you guys** to read more = what you are really saying is

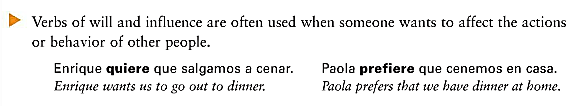
“it is necessary **that you guys** read more”

Es necesario **que ustedes lean** más.

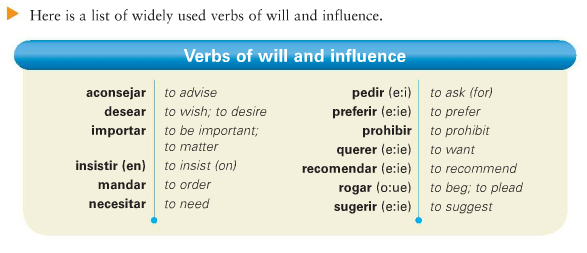
In Spanish, all of these sentences would have to be **reworded with a “that”** (que) and then a new subject and the verb in the subjunctive.

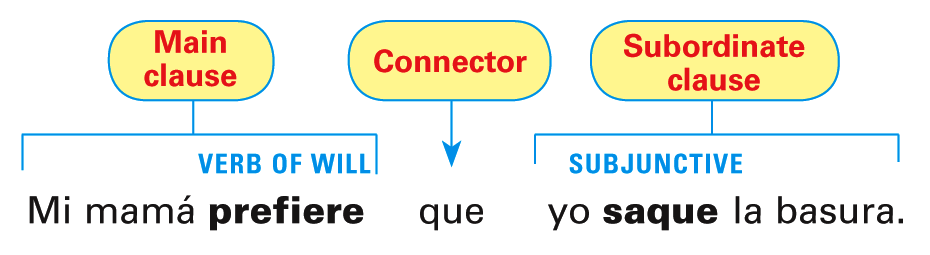
Re-write those sentences with a “that” in English:

1. **It’s good** *for* *you guys* to spend time together. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. It’s not necessary for you to study more. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. It’s possible for my mom to be home by 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Complete the sentences with the verb given. Then create your own ending to the open-ended prompts.
5. Es importante / ustedes / llegar a tiempo *Es importante* ***que ustedes lleguen*** *a tiempo*
6. Es bueno / yo / descansar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Es malo /tú / no comer frutas\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Es terrible / los estudiantes / no /tener tiempo libre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Es necesario / mis padres \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Es malo / tú \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Es terrible/ el maestro \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. **Key: The subjunctive with verbs of WILL AND INFLUENCE**



* **¡Atención! In English, verbs or expressions of will and influence often use the infinitive, such as *I want you to go*. This is not the case in Spanish, where the subjunctive would be used in a subordinate clause.**



* When the main clause contains one subject and an expression of will or influence, and you have a new subject, then the subjunctive is required in the subordinate clause.

My mom prefers that I take out the trash (Prefers for me to take out the trash)

If there is NO change of subject, use the infinitive. Mi mama **prefiere sacar** la basura. = My mom prefers to take out the trash.

A.For the following examples, circle the subjects. If there are 2 subjects, you will need to use the subjunctive in the second clause. If there is only one subject (no subject change), then you will write the infinitive.

1. Yo recomiendo que ustedes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (arreglar) la sala.
2. Yo te sugiero que tú \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ir) con ella al supermercado.
3. Él necesita que yo le \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (prestar) dinero.
4. No queremos que tú \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (hacer) nada especial para nosotros.
5. Mis papás quieren que yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (limpiar) mi cuarto.
6. Ellos nos piden que nosotros \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ayudar) a preparar la comida.
7. Quieren que tú \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (sacar) la basura todos los días.
8. Quiero \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (descansar) esta noche.
9. Es importante que ustedes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (limpiar) los estantes.
10. Su tía les manda que \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (poner) la mesa.
11. Te aconsejo que no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (salir) con él.
12. Mi tío insiste en que mi prima \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (hacer) la cama.
13. Prefiero \_\_\_\_\_\_\_\_\_\_\_\_\_ (ir) al cine.
14. Es necesario \_\_\_\_\_\_\_\_\_\_\_\_\_ (estudiar).
15. Recomiendo que ustedes \_\_\_\_\_\_\_\_\_ (pasar) la aspiradora.
16. **Escribe la forma correcta del verbo.**
17. Es interesante que ustedes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(ir) a España.
18. Necesito que ustedes \_\_\_\_\_\_\_\_\_\_\_\_\_\_(poner) la mesa.
19. Las chicas quieren que yo no les \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(dar) tarea.
20. Mi familia quiere que nosotros les \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(visitar).
21. El maestro pide que nosotros le \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(ayudar) con el proyecto.
22. Mis padres desean que yo les \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (decir) la verdad.
23. Tus amigos recomiendan que tú \_\_\_\_\_\_\_\_\_\_\_\_\_(sacar) la basura.
24. Es importante que los estudiantes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(entender) la información.
25. Yo prefiero que \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(empezar) la fiesta más tarde.
26. **Escoge el verbo correcto y escríbelo en el espacio.**

abramos hagan den comas llegue aprendan tomemos

1. Yo sugiero que ustedes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ la tarea.
2. Recomendamos que tú \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ en la cafetería.
3. Es bueno que las niñas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_muchas lenguas extranjeras.
4. El doctor prefiere que yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ temprano a la cita.
5. La enfermera recomienda que nosotros \_\_\_\_\_\_\_\_\_\_\_\_\_\_ la medicina.
6. Ella insiste en que nosotros \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ la puerta.
7. Crea oraciones nuevas con el subjuntivo.
8. Recomendar / terminar = Ustedes recomiendan **que** nosotros *terminemos el proyecto.*
9. Necesitar / lavar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Pedir / limpiar\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Es malo / planchar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. Es urgente / arreglar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Querer / jugar\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Here are some examples of the subjunctive being used in English:**

The doctor recommends that he take the pills with food.  
Subjunctive conjugation: he take

The law requires that you be 18 years old to vote.  
Subjunctive conjugation: you be

If I were insanely rich, I wouldn't work and I’d travel through the world!  
Subjunctive conjugation: I were

So far, you have studied verb tenses in the **indicative** mood. The indicative mood is used to express factual information, certainty, and objectivity.

**Tú vas al Perú en diciembre.** = You are going to Peru in December.

The above sentence merely reports the fact that you are going to Peru in December, so the indicative mood is used.

**Tus padres quieren ir a Perú en diciembre**: Your parents want to go to Peru in December.

How many subjects do you see in this sentence?

Let’s change the sentence a bit to reflect subjectivity/uncertainty/how someone feels about the situation, and also to add a new subject:

**Tus padres quieren que tú vayas al Perú en diciembre** =

Your parents want *that* you go to Peru in December. / your parents want you to go to Peru in December. How many subjects do you see in this sentence now

Same subject? You can just use the infinitive: Tus padres quieren IR.

Different subject and a verb of influence/impersonal expression? SUBJUNCTIVE.

We can’t say “tú vas” here because that states that you are definitely going. Instead, we know someone wants it to happen, but it’s still not quite certain enough to use the indicative (indicative = everything else you’ve done in Spanish besides commands).

**Many times for the subjunctive, you will see two parts of a sentence**, and these two parts will **form two separate clauses.** You are going to have the **main clause** with one subject (which we will call the **“key/llave**” or “trigger” for the subjunctive) and the **subordinate/dependent clause** with another subject (which depends fully on the main clause).

If there are 2 subjects, circle both. Then underline the “key/trigger.”

The doctor recommends **that he take** the pills with food.  
Subjunctive conjugation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The law requires that you be 18 years old to vote.  
Subjunctive conjugation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My mom wants me to go to the store.  
Subjunctive conjugation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

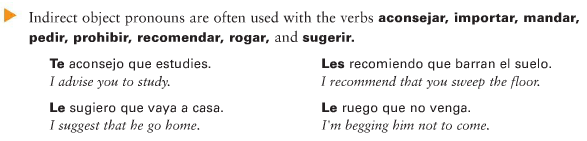
How many subjects do you see in the following sentences?

It’s important to study. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

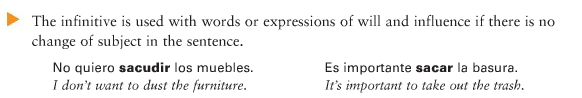
It’s necessary to take a train. \_\_\_\_\_\_\_\_\_\_\_\_

It’s not possible to complete that by Friday. \_\_\_\_\_

It’s not possible for him to complete that by Friday. \_\_\_\_



**How many subjects do you see in the above examples?**



**How many subjects do you see in the above examples?**

**Doubt, denial, desire, demands, impersonal expressions = all subjunctive!**

**Truth and certainty= not subjunctive!**

**Unos ejemplos en inglés:**

**I want John to go to the store.**  
(The clause "I want" tells us that the speaker feels that there is uncertainty as to whether John goes to the store.)

**I hope that John goes to the store.**  
(The clause "I hope" tells us that the speaker feels that there is uncertainty as to whether John goes to the store.)

**It is possible that John will go to the store.**  
(The clause "it is possible" tells us that the speaker feels that there is uncertainty as to whether John goes to the store.)

**It's good that John goes to the store.**  
(The clause "it's good" alerts us that the speaker is about to express a subjective opinion.)

**It's important that John goes to the store.**  
(The clause "it's important" alerts us that the speaker is about to express a subjective opinion.)

**It’s true that John goes to the store = NOT subjunctive!**

**I know that John goes to the store = NOT subjunctive!**

Decide whether the following phrase is a key the subjunctive or the indicative.

1. It’s better that\_\_\_\_
2. It’s urgent that\_\_\_\_
3. It’s necessary that\_\_\_\_
4. It’s important to\_\_\_\_
5. It’s true that\_\_\_\_
6. It’s good that\_\_\_\_
7. I want that\_\_\_\_
8. He demands that \_\_\_\_
9. It’s good that \_\_\_\_
10. I know that \_\_\_\_
11. We insist that\_\_\_\_
12. He needs that\_\_\_\_
13. We recommend that\_\_\_
14. They request that\_\_\_
15. It’s important that \_\_\_\_
16. It’s important to \_\_\_\_\_
17. It’s necessary to \_\_\_\_
18. I want that\_\_\_\_
19. She begs that\_\_\_\_
20. We prefer to\_\_\_\_
21. We prefer for them to\_\_\_\_

22.They prefer that\_\_\_\_

1. I desire to\_\_\_\_
2. We desire for them to\_\_\_\_
3. It’s definitely true that \_\_\_\_
4. It’s necessary that \_\_\_\_
5. It’s sad that \_\_\_\_\_
6. It’s terrible that \_\_\_\_\_\_
7. I need to \_\_\_\_
8. It’s important to spend time with friends \_\_\_
9. It’s good for her to spend time with friends \_\_\_\_
10. It’s sad to lose \_\_\_\_\_\_\_\_\_\_
11. It’s sad that they lose\_\_\_\_\_\_\_\_\_\_
12. Create your own! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_