Me llamo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Español 2 Mini-Unit ¡El Subjuntivo!

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

Querid@ amig@,

*1.Estoy feliz de*  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 tú y tus amigos **participen** en todas sus actividades. ¡*Necesito* que me **traigas** muchos regalos! *Recomiendo* que **pruebes** toda la comida, porque 4. *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.¡Mis amigos y yo te *recomendamos* que **busques** un novio o novia hispanohablante porque es más fácil aprender el español así! Bueno, me tengo que ir. ¡Mi madre *insiste en* que mi hermano y yo **durmamos** ahora!

**B. Con un(a) amig@: discuss the following questions. Write down your predictions.**

1. What do you notice about the form of the bolded words?

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

2. Did you notice any trends or outliers? If so, which?

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

3. What is the function of the underlined/italicized phrases?

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

In Spanish, the **subjunctive mood** allows us to express our wants and desires for the people and world around us. It also gives us an opportunity to express our doubts and emotions about the world and people around us.

In **English, there is no difference** between the way we conjugate a verb to show that something does happen versus that we want it to happen. Look:

versus

I want you to make me a sandwich.

I want to make a sandwich.

You make me a sandwich.

However, Spanish speakers will conjugate the verb differently when something happens versus it being a want or desire. (This makes the Spanish teachers wonder about what this says about Spanish speakers’ view of their own influence on the world vs. English speakers’ view of their influence.) Look:

versus

Yo quiero que tú me hagas un sándwich.

Yo quiero hacer un sándwich.

Tú me haces un sándwich.

Go back to the letter on the first page of this packet. Can you create a recipe for the type of sentence you see in the shaded box above?

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

A shared learning goal from now til the end of the school year to for you to be able to **express your wants, desires, and emotions for, your doubts about, and generalized comments about the other people and the world around you*.*** To accomplish this, pick a theme of importance in your life. Here are some themes you may like: *relationships (parents, friends, significant others, etc.), the environment, school, sports, jobs, college*.

My theme is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make a list of Spanish words you already know that relate to that theme:

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

Now think about how what we’ve practiced in class with subjunctive keys/triggers might help you to talk about that theme. What subjunctive KEYS would you like to use to express your thoughts about that theme? List some here. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Can you **express your wants and desires for, or doubts and emotions about that theme?**

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

**More about the subjunctive structure…..**

**In English and Spanish, you will often see 2 parts of a sentence**, and these two parts will **form two separate clauses.** You are going to have the **main clause** with **subject #1** (which we will call the “key/llave” or “trigger” for the subjunctive) and the **subordinate/dependent clause** with **subject # 2 (different!)** (which **depends** on the main clause).

Here are some examples of the subjunctive being used in English. In English, we don’t usually use the subjunctive for situations like this. Instead, we add “for” and an infinitive, like this:

1. **It’s good** *for* *you guys* to spend time together.
2. He wants them to study more.
3. It’s possible for my mom to be home by 5.
4. I doubt that you go to Hawaii every 6 months.

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. He wants them to study more. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. It’s possible for my mom to be home by 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For the below sentences, if there are 2 subjects, circle both. Then underline the “key” if there is one.

It’s important to study. It’s important for the students to understand. I need him to take a train.

We need to take a bus. It’s uncertain that they will arrive early.

**Recipe/ la receta**: When there is a KEY, and a QUE, and a NEW subject, use the **subjunctive!**

**Key + que + new subject = subjunctive.**

**Key + no que / no new subject = infinitive (don’t conjugate)**

**NON-key + que + new subject = indicative (no flipped ending)**

**So now, on to USING the subjunctive with impersonal expressions:**

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

***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)**

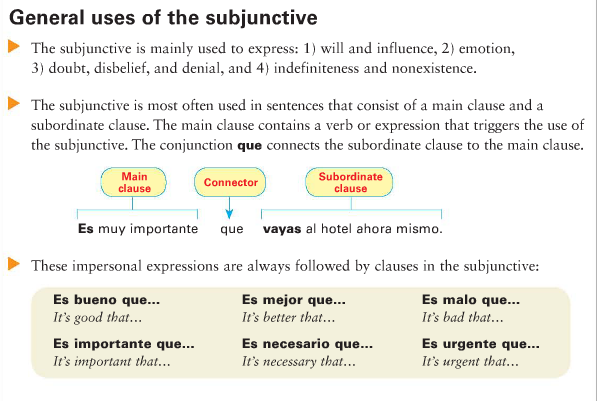
It’s important **that** you study (for you to study)

Sometimes in English we don’t say things exactly grammatically correct, so sometimes instead of “that” we use “for (subject) to.”

It’s necessary **for you guys** to get good grades on this quiz = what you are really saying is…

“it is necessary **that you guys** get good grades on this quiz.”

Es necesario **que ustedes saquen** buenas notas en esta prueba.



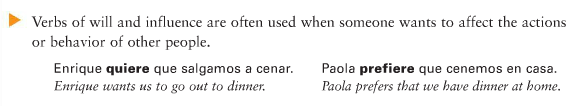
**You need the subjunctive with impersonal expressions when you have two different subjects:**

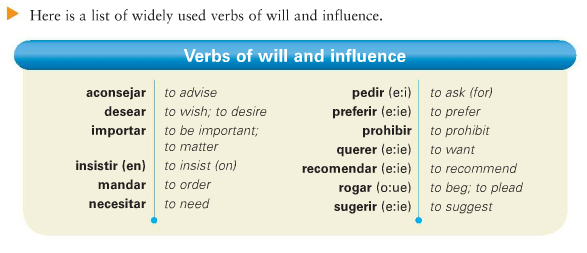
* It’s = one subject.
* Then you have the expression like “important” or “interesting”
* and then you have QUE,
* then a new subject like a different person or thing,
* then the subjunctive form of the new verb:

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

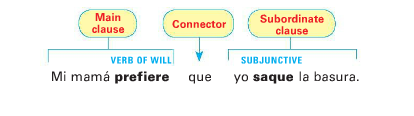
It’s bad that that Jacinta is not in school today =

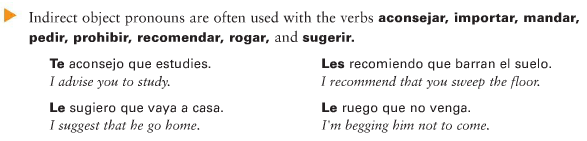
**Es malo QUE *Jacinta* no *esté* en la escuela hoy.**



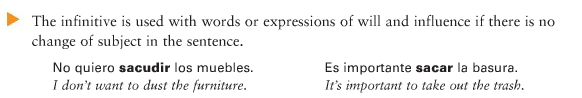


**When the main clause contains an expression of will or influence (trying to get someone to do something/expressing that you want something to happen) then as long as you have 2 different subjects, the subjunctive is required.**





**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!**

21.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\_\_\_\_\_\_\_\_\_\_

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 for\_\_\_\_
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 for \_\_\_\_\_
17. It’s necessary to \_\_\_\_
18. I need for\_\_\_\_
19. She begs that\_\_\_\_
20. We prefer to\_\_\_\_

**~~~~~~~~~~~~~Constructions with the present subjunctive~~~~~~~~~~~~~~~~**

The construction of the present tense subjunctive sentence with impersonal expressions will look like:

**Impersonal expression (this is the “KEY”) *+que + new subject +* present subjunctive *of the verb***

(it’s interesting, it’s good, it’s bad)

***OR***

**Verb of influence (this is the “KEY”) *+que + new subject +* present subjunctive *of the verb***

(He wants, they need, we demand, etc)

**To use subjunctive with *impersonal expressions* or *verbs of influence*, you need to have a different subject than what you started with!**

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

**The present subjunctive:**

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

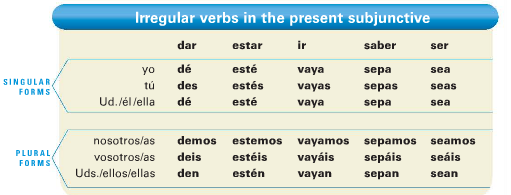
Regular verbs:

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Viajar Venir Correr

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| --- | --- |
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| --- | --- |
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|  |  |
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**Irregular verbs in the present subjunctive:**

**D I S H E S !**

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

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

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

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

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

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

**To Recap:**

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

Conozca, traduzcas, produzcamos, conduzcan

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

-CAR 🡪 QUE(S,N,MOS)

-GAR 🡪 GUE (S,N,MOS)

-ZAR 🡪 CE (S,N,MOS)

**Stem-changing:**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

**Stem change like normal for yo, tú, él, and ellos:**

What about nosotros?

|  |  |  |
| --- | --- | --- |
| Form | Type of verb | Stem-changed? |
| ….que empecemos la prueba |  |  |
| ……que sirvamos la pizza. |  |  |
| ……que Juguemos con los niños. |  |  |
| ……que durmamos ahora. |  |  |
| ……que no perdamos el partido! |  |  |

**Therefore, what is my rule for stem-changing in nosotros for the subjunctive?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

Jugar = Juegue, jueguen, juguemos

Entender = Entienda, entendamos

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

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

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

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

-IR verbs stem change in every form of the subjunctive. The **nosotros form gets one vowel change (I or U)**

Pedir = Pida, pidamos.

Servir =Sirva, nosotros? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dormir = Duerma, nosotros? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recipe:

KEY:

Es importante, Es bueno, Es necesario, Es posible,…etc…

Quiere (Someone wants)…

Necesita (Someone needs)…

Insiste en (Someone demands/insists)…

Desea (Someone wishes)…

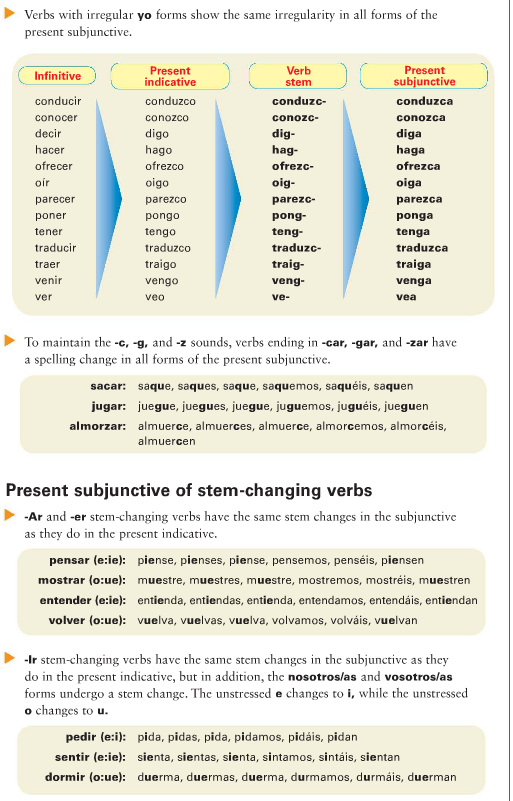
Etc…

**TRIGGER/KEY**

**QUE**

**New subject**

**Present subjunctive verb**

A Recap of the FORMATION:

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Escribe la forma correcta del verbo.
12. Es interesante que ustedes \_\_\_\_\_\_\_\_\_\_\_\_(ir) a España.
13. Necesito que ustedes \_\_\_\_\_\_\_\_\_\_\_\_\_\_(poner) la mesa.
14. Las chicas quieren que yo no les \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(dar) tarea.
15. Mi familia quiere que nosotros les \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(visitar).
16. El maestro te pide que le \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(ayudar) tú con el proyecto.
17. Mis padres desean que yo les \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (decir) la verdad.
18. Tus amigos recomiendan que tú \_\_\_\_\_\_\_\_\_\_\_\_\_(sacar) la basura.
19. Es importante que los estudiantes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(entender) la información.
20. Yo prefiero que \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(empezar) **la fiesta** más tarde.
21. Escoge el verbo correcto y escríbelo en el espacio.

abramos hagan den hagamos comas llegue aprendan conozcamos 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. Remember, you will need 2 different subjects for each.
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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. **Crea DOS oraciones: A = NO subjuntivo, B = subjuntivo. Use a KEY for each.**
15. It’s rare…strange / comer

A. \_\_\_\_Es extraño **comer** las papas en un sándwich.

B. \_\_\_Es extraño que las chicas **coman** las papas todos los días.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. It’s necessary / dormir

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. It’s a shame(a pity) / perder

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. It’s possible / bailar

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. querer / oír

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Recomendar / estar

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Sugerir / llegar

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Dudar /jugar

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Alegrarse de / ver

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. no pensar / empezar

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

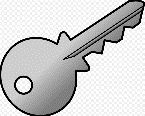
B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Be careful here! What will happen for line B? pensar / tener

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The subjunctive is formed using this sentence structure:**

KEY /TRIGGER VERB + QUE + VERB IN THE SUBJUNCTIVE

(CONJUGATED FOR SUBJECT A) (CONJUGATED FOR SUBJECT B)

**KEYS:**

**WILL AND INFLUENCE**

1. **aconsejar que:** to advise that
2. **desear que:** to desire/wish that
3. **exigir que(exijo):** to demand that
4. **insistir en que**: to insist that
5. **mandar que:** to order that
6. **necesitar que:** to need that
7. **pedir (e:i) que:** to request (ask) that
8. **preferir (e:ie) que:** to prefer that
9. **prohibir que:** to prohibit that
10. **querer (e:ie) que:** to want that
11. **recomendar (e:ie) que**: to recommend that
12. **rogar (o:ue) que:** to beg/plead that
13. **sugerir (e:ie) que:** to suggest that
14. **(me, te, le etc) importa que:** to matter (to someone) that

**DOUBT AND DENIAL**

1. **dudar que:** to doubt that
2. **hay duda que:** there is doubt that
3. **negar (e:ie)que:** to deny that
4. **no creer que:** to not believe that
5. **no estar seguro/a de que:** to not be sure that
6. **Es dudoso que:** it’s doubtful that
7. **No pensar (e-ie) que:** to not think that

**IMPERSONAL EXPRESSIONS:**

1. **es importante que:** it is important that
2. **es necesario que**: it is necessary that
3. **es urgente que:** it is urgent that
4. **es bueno que:** it is good that
5. **es extraño que:** it is strange that
6. **es malo que:** it is bad that
7. **es mejor que:** it is better that
8. **es ridículo que:** it is ridiculous that
9. **es terrible que:** it is terrible that
10. **es una lástima que:** it is a shame that
11. **es una pena que**: it is a pity that
12. **es imposible que**: it is impossible that
13. **es improbable que:** it is improbable that
14. **es posible que:** it is possible that

**EMOTIONS**

1. **alegrarse de que:** to be happy that
2. **esperar que:** to hope/wish/ expect that
3. **(me, te, le etc) gusta que:** it pleases someone that
4. **(me, te, le etc) molesta que:** it bothers someone that
5. **sentir (e:ie) que:** to be sorry (regret) that
6. **(me, te, le etc) sorprende que:** it surprises someone that
7. **temer que:** to fear that
8. **tener miedo de que:** to be afraid that
9. **Ojalá (que) :** Hopefully/God-willing

**NON-KEYS:**

1. **NO *QUE* DUE TO LACK OF 2ND SUBJECT** 🡪 **Use the infinitive (not conjugated form).**
2. **VERBS AND EXPRESSIONS OF CERTAINTY** 🡪 **Use the indicative (not subjunctive).**
3. **no dudar que:** to not doubt that
4. **no negar (e:ie)que:** to not deny that
5. **creer que:** to believe that
6. **estar seguro/a de que:** to be sure that
7. **es cierto que:** it is true/certain that
8. **es obvio que:** it is obvious that

**OJALÁ** (may God will it that; hopefully) will always use the subjunctive but the *que* is optional

**TAL VEZ** y **QUIZÁ(S)**  both mean **maybe** and will use the subjunctive when the speaker is doubtful about the situation

1. **seguro que**: it is sure that
2. **es verdad que:** it is true that
3. **pensar que:** to think that
4. **no hay duda que:** there is no doubt that
5. **No cabe duda que:** there’s no room for doubt that
6. **Pensar que :** to think that