

El proyecto de verano español AP consiste en tres tareas que se completarán en varios puntos a lo largo del verano. Es importante mantener al estudiante usando el idioma de destino durante los meses de verano. Al principio de cada mes, las tareas se publicarán en Canvas y los estudiantes tendrán hasta finales de mes para completar y enviar la asignación dada. Las tareas se describen a continuación, junto con las fechas de entrega. Enviaréis vuestras tareas a Canvas. Todo estará publicado en "AP Español Verano 2024" en Canvas. Por favor, enviadme un correo electrónico durante el verano si tenéis algún problema para enviar las asignaciones en Canvas.

The AP Spanish summer project consists of 3 tasks to be completed at various points throughout the summer. This is done in an attempt to keep the student using the target language over the summer months. At the beginning of each month, the assignments will be posted to canvas and the students will have until the end of the month to complete and submit the given assignment. The tasks are outlined below, along with their *due dates*. You will be submitting your assignments to Canvas. Everything will be published in "AP Spanish Summer 2024" on Canvas. Please email me during the summer if you have any trouble submitting the assignments on Canvas.

Task 1: Due Date - June 30th, 2024

- **Reading Comprehension:** You are to read the two given texts (PDFs on Canvas) and answer the associated activities.
 - **Text 1 "Fernando Savater reflexionó sobre el valor de la educación"** (see article and tasks on Canvas)
 - **Text 2 "Facebook: El monstruo de las dos cabezas"** (see article and tasks on Canvas)
- **Listening Comprehension:** You are going to be listening to the Podcast "*Coffee Break Spanish*". To access this podcast, please go to <https://radiolingua.com/tag/cbs-season-3/?order=asc> Along with each lesson/podcast, you will complete a worksheet (attached in Canvas "Coffee Break Spanish Answer Sheet Template").
Season 3/Lesson 1, Lesson 2, Lesson 3 (Intermediate)
***Template for Coffee Break Spanish below. You will use these for every episode. These will also be on Canvas.**

Coffee Break Spanish

Temporada _____ Lección Número: _____ Personajes principales _____

Apuntes del podcast:

_____ / 1

Objetivo principal de este episodio:

_____ / 1

Lo que he aprendido de este podcast:

_____ / 1

Total: _____ / 3

Task 2: Due Date - July 30th, 2024

- **Listening Comprehension:** You are going to be listening to the Podcast “*Coffee Break Spanish – Upper Intermediate*”. To access this podcast, please go to <https://radiolingua.com/tag/cbs-season-3/?order=asc> Along with each lesson, you will complete the worksheet (worksheet will be in Canvas).
 - **Season 3/ Lesson 4, Lesson 5, Lesson 6 (Intermediate)**
- **Grammar Project:** See below

Enlaces útiles: <https://www.spanish411.net>

<https://studyspanish.com/grammar>

Task 3: Due Date - August 20th, 2024

- **Reading Comprehension:** You are to read the two given texts (PDFs) and answer the associated activities.
 - **Text 1 “Los países de Latinoamérica donde más se usan las redes sociales”** (see article and tasks on Canvas)
 - **Text 2 “Comunidad indígena de Costa Rica encuentra en el turismo una herramienta de resistencia”** (see article and tasks on Canvas)
- **Listening Comprehension:** You are going to be listening to the Podcast “*Coffee Break Spanish – Season 4: Advanced*”. To access this podcast, please go to <https://radiolingua.com/tag/cbs-season-4/page/2/> - -
 - **Season4/Lessons/Episodes 1-5 (Advanced)**

Te enviaré una invitación para que te unas a mi página de AP Summer Canvas a través de tu correo electrónico SJC, donde podrás acceder y enviar todas tus tareas de verano. Por favor, presta atención a las fechas de vencimiento, y no dudes en enviarme un correo electrónico durante el verano con cualquier pregunta. Si tu proyecto de verano no está completo y ejecutado con esfuerzo, no serás capaz de continuar en el curso al comienzo del año escolar. Tengo muchas ganas de volver a conectar con los estudiantes que ya me conocen, y espero conocer a aquellos que son nuevos para mí. Me gusta crear un ambiente familiar en mis clases.

Os animo a ver algunas series y películas este verano. Intentad poner el subtítulo en inglés con una y el subtítulo en español con otra. Si eres nativo hablante, intenta ver una película o serie de España para que aprendas nuevo vocabulario. Hay un montón de posibilidades en Netflix, Prime Video y Hulu.

Espero que tengáis un verano relajante y productivo.

I will send you an invite to join my AP Summer Canvas Page via your SJC e-mail, where you will be able to access and submit all your summer assignments. Please pay attention to the *due dates*, and feel free to email me during the summer with any questions. If your summer project is not complete and executed with effort, you will not be able to continue in the course at the beginning of the school year. I look forward to reconnecting with those of you that I already know, and I look forward to getting to know those of you who are new to me. I like to create an ambience of family in my classes.

I encourage you to watch Spanish-speaking series and movies in this summer. Try watching one series or movie with the subtitles with English and another with the subtitles in Spanish. If you are a native speaker, try and watch a movie or series from Spain so that you can learn more vocabulary. There are a ton of possibilities on Netflix, Prime Video and Hulu.

I hope you have a relaxing and productive summer.

¡GRACIAS Y BIENVENIDOS A TODOS!

Señora Kemper-Moore 

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AP Spanish Language & Culture Grammar Project 2024

Este proyecto es para darte la oportunidad de revisar la gramática necesaria para tener éxito en el curso AP. Tus apuntes de clase de Español 2, 3 y HSP4 serán útiles. He incluido enlaces de Quizlet para ayudarte. También puedes utilizar la web para ayudarte a hacer esta guía de estudio. Recomiendo que te unas a AP Spanish Language & Culture Quizlet Class (akemper-moore) at <https://quizlet.com/join/aTYAGvzAW>

This project is to give you an opportunity to review the grammar necessary to succeed in the AP course. Your class notes from Spanish 2, 3 and HSP4 will be useful, too. I have included Quizlet links to help you, too. You can also use the web to assist you in completing this study guide.

Debe enviarse a Canvas como PDF.

It must be submitted to Canvas as a PDF.

Enlaces útiles: <https://www.spanish411.net> <https://studyspanish.com/grammar>

-Ejemplos (Quizlet)

<https://quizlet.com/352217747/ap-spanishclausulas-con-si-akm-flash-cards/>

*****Utilizando el subjuntivo en una oración de dos cláusulas. a.) Cláusulas adverbiales [ESCAPA and MATCHED], b.) Cláusulas adjetivas [existe o no existe], c.) Cláusulas nominales (noun clauses) o [UWEIRDO]*****

-Ejemplos (Quizlet)

<https://quizlet.com/315417080/el-subjuntivo-o-el-indicativo-escapa-and-mcdeath-akm-flash-cards/>

<https://quizlet.com/352313589/subjunctive-with-adjective-clauses-akm-flash-cards/>

<https://quizlet.com/294007353/subjunctive-trigger-words-uweirdo-flash-cards/>

The subjunctive is one of two other moods besides the ‘normal’ Spanish mood (and it *is* a mood, not a tense) that you’re used to, which is called the indicative mood, and the other one is the imperative mood which is solely used to give commands. In Spanish, the subjunctive is used with impersonal expressions and expressions of emotion, opinion, doubt, disagreement, denial, or volition—essentially, it’s used for anything uncertain or emotional. The indicative mood is used for expressing things that are objective, truthful, unemotional, and not in doubt. For example, “I am American.” “We went shopping yesterday.” “I gave you money for dinner last night.” In English, we use the subjunctive without even realizing it. For example, “I suggest that you study for the exam.” “It’s important that you come to class.” “I’m sad that you can’t come on vacation with us.” “Oh, I hope we can win the game!” “I want you to go to the store for me.”

If you wanted to say that the cat is on top of the sofa, you would just use the regular indicative: “El gato está encima del sofá”; however, if you wanted to say that the cat would prefer that you not put him on top of the sofa, you would use the subjunctive and say: “El gato prefiere que no lo **pongas** encima del sofá”, where “pongas” is the present subjunctive form of “[poner](#)”. You’ll notice that the first verb is in the normal indicative tense, whereas it’s the second verb is in the subjunctive, and that’s how it always is, which brings me to...

****Please refer to Spanish411.net for all grammar inquiries; it is a great site.****

How to form present subjunctive:

Step 1: Conjugate the verb into the YO form from regular (indicative) present tense:

Decir → Digo

Step 2: Drop the -o: Dig-

Step 3: Add the "**Opposite** Vowel Ending":

	-AR verbs	-ER and -IR verbs	Por ejemplo:
yo	-e	-a	diga
tú	-es	-as	digas
él, ella, Usted	-e	-a	diga
nosotros/as	-emos	-amos	digamos
vosotros/as	-éis	-áis	digáis
ellos/as, Ustedes	-en	-an	digan

Spelling changes:

- Anything irregular about the (indicative) present tense yo form will carry through into the present subjunctive (for example, -yo-go verbs (like decir),

-zco verbs (like conocer), g→j (like recoger), i→y (like destruir), etc.)

-CAR verbs: C → QU (toque)

-GAR verbs: G → GU (llegue)

-ZAR verbs: Z → C (cruce)

Stem changes:

-If the (indicative) present tense yo form has a stem change, the subjunctive forms will have a stem change, EXCEPT:

- for -AR and -ER verbs, the nosotros form will NOT have a stem change:

ejemplos: pensemos, penséis, entendamos, entendáis

- for -IR verbs, the nosotros form will have a stem change, either E to I or O to U:

ejemplos: durmamos, durmáis, muramos, muráis, sirvamos, sirváis, pidamos, pidáis

Irregulares: Llena los espacios con la conjugación correcta.

*The first person singular (yo) and third person singular (Ud./él/ella) share the same forms in the present subjunctive.

Subject pronoun	DAR	ESTAR	IR	SABER	SER
yo	dé	esté	vaya	sepa	_____
tú	_____	estés	_____	sepas	seas
él, ella, Ud.	dé	_____	vaya	sepa	sea
nosotros/as	_____	estemos	vayamos	_____	seamos
vosotros/as	deis	estéis	_____	_____	seáis
ellos/ellas, Uds.	den	_____	vayan	sepan	_____

Requirements

There are three requirements that must be met for the subjunctive to be needed:

- 1.) two different subjects
- 2.) a [relative pronoun](#) (“que”, “como”, “cual”, “donde”, or “quien”)
- 3.) two different verbs – the first will always be in the indicative and the second will always be in the subjunctive. The first verb will signal that the second verb needs to be in the subjunctive by the very nature of that first verb and the context it’s used in (it expresses emotion, doubt, etc.).

[Clauses](#), there must be two of them (this is an automatic consequence of requiring two subjects).

W.E.I.R.D.O.

Like I said above in the third requirement: the first verb, which is always in the indicative, will tell you if the second verb needs to be in the subjunctive or not. As you already know, you’re looking for verbs that express emotion, uncertainty, desire, etc. Well, there’s a nifty, little acronym you can use to help you remember all of these with ease. **Remember to look for W.E.I.R.D.O. verbs:**

Wishes

Emotions

Impersonal Expressions

Recommendations

Doubt/Denial

Ojalá

Wishes: This includes all wishes, wants, demands, desires, orders, expectations, and preferences. Examples include things like “Espero que me **llame**” which means “I hope that he calls me”, or “Todos quieren que **vengas**” which means “Everyone wants you to come.”

(note: all subjunctive verbs in these example sentences are bolded)

Verbs in this category that commonly indicate the need for the subjunctive to follow include mandar (to order), insistir (to insist), necesitar (to need), preferir (to prefer), querer (to want), desear (to wish or desire), pedir (to request), etc.

Now, let’s try a few!

- 1.) Mi madre quiere que yo _____ (poner) la mesa.
- 2.) Mis profesores insisten en que nosotros _____ (tomar) apuntes.
- 3.) Quiero que Uds. _____ (comer) conmigo.

Emotions: Any time someone is expressing the fact that they’re annoyed, angry, happy, sad, scared, surprised, etc. you will almost always see the subjunctive used due to this being considered an expression of emotion. Examples include the above example I gave with the angry cat, or something like: “A ella no le gusta que su hermano **coma** tan rápido.” which means “She doesn’t like that her brother eats so fast.”

Verbs that commonly fall into this category are alegrarse (to be glad), gustar (to like), encantar (to love in the sense of really liking something), lamentar (to regret), enojar (to be angry), sorprender (to surprise), temer (to fear), quejarse (to complain), and molestar (to annoy). Now, let’s try a few!

- 1.) A mí me molesta que los estudiantes no _____ (hacer) la tarea.
- 2.) A mi padre le encanta que mi madre _____ (bailar) mucho.
- 3.) Me sorprende que tú no _____ (poder) venir con nosotros.

Impersonal expressions: These express someone's opinion or judgment on something and are subjective in nature. Examples include things like "Es extraño que el gato **esté** volando" which means "It's strange that the cat is flying", or "Es bueno que me **puedas** dar tu opinión." which means "It's good that you can give me your opinion."

Common expressions in this category are things like "es agradable" (it's nice), "es necesario" (it's necessary), "es raro" (it's rare), "no es cierto" (it's not certain), "es increíble" (it's incredible), "es malo" (it's bad), etc. Now, let's try a few!

- 1.) Es necesario que Uds. _____ (saber) toda la información.
- 2.) No es cierto que _____ (llover) hoy.
- 3.) Es increíble que vosotros _____ (tener) tanto tiempo libre.

Recommendations: Whenever someone is recommended, suggested, or told to do something, this falls into the recommendation category. Things like: "Mi médico recomienda que no **beba** tanta soda." which means "My doctor recommends that I not drink so much soda.", or "Ellos sugieren que no **juegues** en el tráfico." which means "They suggest that you not play in traffic."

Verbs commonly seen in this category include aconsejar (to advise), sugerir (to suggest), recomendar (to recommend), rogar (to beg), ordenar (to order), and proponer (to suggest or propose). Now, let's try a few!

- 1.) Recomiendo que (tú) _____ (terminar) la composición a tiempo.
- 2.) El médico sugiere que sus pacientes no _____ (fumar).
- 3.) Te aconsejo que no _____ (salir) esta noche.

Doubt/Denial: Whenever someone wants to express doubt or denial, they use the subjunctive. Examples include things like: "Dudo que **tengas** un millón de dólares." which means "I doubt that you have a million dollars." or perhaps "No creo que él **diga** la verdad sobre su colección discos compactos de los noventa." which means "I don't believe he's telling the truth about his 90's CD collection."

Verbs commonly used to express doubt include dudar (to doubt), no creer (to believe), no pensar (to think), negar (to deny), "no estar seguro" (to not be sure), suponer (to assume or suppose), etc. Now, let's try a few!

- 1.) Dudo que ella _____ (estar) en casa.
- 2.) No estamos seguros de que Uds. _____ (haber) _____ (practicar) lo suficiente.
- 3.) No creo que _____ (nevar) este fin de semana.

Ojalá: "Ojalá" is an interesting word you'll hear very frequently in Spanish, particularly Latin American Spanish, that has Arabic origins ("Oh, Allah") and essentially means something like "If only..." or "I hope to God..." or, basically, "I really hope...", so you can see why it requires the subjunctive because it's expressing a desire in a special sort of way. Examples include things like:

Ojalá (que) ganemos el partido. (I really hope we win the game.)

Ojalá (que) saquen buenas notas este semestre. (I really hope they get good grades this semester.)

Note: "que" is optional with the use of "Ojalá" Now, let's try a few!

- 1.) Ojalá (que) nosotros _____ (poder) viajar a España este verano.
- 2.) Ojalá (que) mi madre me _____ (comprar) un vestido para el baile formal.
- 3.) Ojalá (que) vosotros _____ (tener) mucha suerte.

In summary, the subjunctive is a _____, not a tense. The other two moods in Spanish that we have already studied are the _____ mood, which expresses things that are objective and not doubtful. The _____ mood is used to solely give commands.

To use the subjunctive mood, there must be _____ different subjects, a _____, and _____ different verbs.

The acronym that is helpful to remember these rules is ...

W _____
E _____
I _____
R _____
D _____
O _____

EL IMPERFECTO DE SUBJUNTIVO (PASADO DE SUBJUNTIVO)

Everything you have just reviewed and practiced in the present subjunctive also applies to the past. We have emotions in the past, we require things of other people in the past, etc. So, let's review the formation of the past subjunctive.

The past subjunctive of all verbs is formed by changing the ending of the third person plural (**ellos**) of the preterite from **-ron** to **-ra**. Note that the **nosotros** form gets an accent mark.

Since the third person of the preterite of **-ir** stem-changing verbs has a stem change, all forms of the past subjunctive have this change: **durmiera, sintieras, pidiéramos**, etc.

*Past subjunctive forms ending in **-se** exist but are not as frequently used (change **-ron** to **-se**: **soñase, viese, oyese, durmiese**), but it is important to recognize them, even if you do not use them when speaking since some native speakers will use this older form.

The imperfect subjunctive is used in subordinate clauses referring to past events in the cases mentioned previously.

Influence
(indirect commands): **Me pidió que *fuera* a visitarlo.**
He asked me to go visit him.

Emotion
(subjective attitude): **Nos gustaba que *viniera*.**
We liked that he would come.

Doubt or denial: **No es que *estuviera* triste.**
It's not that I was sad.

Uncertain antecedent: **Quería un libro que le *ayudara*.**
He wanted a book to help him.

Following **Ojalá**, the past subjunctive signals a hypothetical situation contrary to current facts: **Ojalá (que) *tuviera un millón de dólares*.** I wish I had a million dollars.

Now, do the same chart but in the past subjunctive. *The first person singular (yo) and third person singular (Ud./él/ella) share the same forms in the past subjunctive.

Subject pronoun	DAR	ESTAR	IR	SABER	SER
yo	diera	estuviera	fuera	supiera	_____
tú	_____	estuvieras	_____	supieras	fueras
él, ella, Ud.	diera	_____	fuera	supiera	fuera
nosotros/as	_____	estuviéramos	fuéramos	_____	fuéramos
vosotros/as	dierais	estuvierais	_____	_____	fuerais
ellos/ellas, Uds.	dieran	_____	fueran	supieran	_____

Now complete the following sentences using the past subjunctive. The same rules for their uses apply as they do for the present subjunctive, but since you are expressing something in the past, your sentences now require the past subjunctive. This set of exercises is a mix of all the triggers for subjunctive.

- 1.) Mi madre quería que nosotros _____ (estudiar) hasta las ocho.
- 2.) El consejero nos recomendó que _____ (mandar) las solicitudes de ingreso para la uni para el mes que viene.
- 3.) Era dudoso que todos vosotros _____ (saber) todas las respuestas.
- 4.) Mi padre me dijo que _____ (sentarse) en el sofá.
- 5.) El gobierno nos recomendó _____ (quedarse) en casa durante la pandemia.
- 6.) Mi profesora me ha pedido que le _____ (entregar) todo a través de Canvas.
- 7.) Ojalá (que) Uds. _____ (estar) en la fiesta; lo pasamos bien.
- 8.) Era necesario que los estudiantes _____ (hacer) la revisión de verano para poder tomar AP.
- 9.) No es que yo _____ (enojarse) contigo, es que te pasaste.
- 10.) Quería unos recursos que me _____. (ayudar)

Subjunctive Conjunctions (aka...Adverbial Clauses)

The following conjunctions **always** introduce **subjunctive** clauses because the actions are uncertain or otherwise dependent on something else: Use the acronym **ESCAPA** to memorize the conjunctions that will always require the subjunctive whether the action in the dependent clause has occurred or has not occurred yet.

Spanish:	English:
e n caso que	<i>in case</i>
s in que	<i>without</i>
c on tal de que	<i>provided that</i>
a menos que	<i>unless</i>
p ara que / a fin de que	<i>so that</i>
a ntes de que	<i>before</i>

For example: (notice that the dependent clauses are all conjugated in the subjunctive)

Su madre siempre ora antes de que él **salga la casa.**

His mother always prays before he leaves the house.

Trabajaré con tal de que me **paguen.**

I will work provided that they pay me.

Me preparo en caso que **haya un desastre.**

I prepare myself in case there is a disaster.

No va a menos que su amigo **vaya también.**

He doesn't go unless his friend goes too.

Nos enseña para que **podamos pasar la prueba.**

She teaches us so that we can pass the test.

Rosa no puede hacer nada sin que sus padres lo **sepan.**

Rosa can't do anything without her parents knowing.

Subjunctive or Indicative Conjunctions

The following conjunctions could introduce either indicative **or** subjunctive clauses depending on whether the situation in the independent clause has occurred yet.

Spanish:	English:
aunque	<i>although</i>
cuando	<i>when</i>
después de que	<i>after</i>
hasta que	<i>until</i>
mientras que	<i>while</i>
siempre que	<i>as long as</i>
tan pronto como / en cuanto	<i>as soon as</i>

Use the indicative if the conjunction introduces an adverbial clause that refers to a *habitual action* or *states a fact*. For example (notice that all verbs are conjugated in the indicative):

Usualmente compra manzanas cuando va al mercado.

He usually buys apples when he goes to the market.

Siempre lloro después de que la película termina.

I always cry after the movie ends.

Generalmente ella practica hasta que se siente mal.

She generally practices until she feels sick.

Usualmente me voy tan pronto como mi madre llega.

I usually leave as soon as my mother arrives.

Use the subjunctive if the conjunction introduces an adverbial clause that is *somewhat uncertain* or *refers to the future*. For example (notice that the dependent clauses are all conjugated in the subjunctive):

Él comprará manzanas cuando vaya al mercado.

He will buy apples when he goes to the market.

Voy a llorar después de que la película termine.

I'm going to cry after the movie ends.

Ella va a practicar hasta que se sienta mal.

She is going to practice until she feels sick.

Me iré tan pronto como mi madre llegue.

I will leave as soon as my mother arrives.

In some cases, the verb conjugation used can change the meaning of the conjunction:

Voy a ir a la fiesta aunque mi bicicleta **está rota.** **aunque = "even though"*

Voy a ir a la fiesta aunque mi bicicleta **esté rota.** **aunque = "even if"*

Necesitas jugar como el entrenador **quiere.** *como = "how"*

No puedes jugar como **quieras.** *como = "however"*

Debes poner la ropa donde te **indico.** *donde = "where"*

No debes poner la ropa donde **quieras.** *donde = "wherever"*

Hago mi tarea mientras que ella **practica.** *mientras que = "while"*

Haré mi tarea mientras que ella **practique.** *mientras que = "as long as"*

Now try out Señora's exercise with conjunctions. Use the rules above to decide if you need subjunctive or indicative. Also, pay attention to if you need the present tense or past tense of the indicative and subjunctive. The first two are done for you as an example.

Vamos al cine *cuando* **lleguen** (llegar) mis padres. (My parents haven't arrived yet)

Fuimos al cine *cuando* **llegaron** (llegar) mis padres. (They arrived, it happened)

1.) Mis futuros estudiantes tienen que hacer estos ejercicios *para que* _____
(estar) preparados el mes que viene.

2.) Mis alumnos tenían que hacer estos ejercicios *para que* _____ (estar)
preparados el año pasado.

- 3.) Vindrás a mi casa *antes de que* yo _____ (estar) listo.
- 4.) Viniste a mi casa *antes de que* yo _____ (estar) listo.
- 5.) No os voy a decir nada *hasta que* me _____ (hacer) caso.
- 6.) No os dije nada *hasta que* me _____ (hacer) caso.
- 7.) Llámame *después de que* _____ (haber) terminado las compras.
- 8.) Me llamaste *después de que* _____ (haber) terminado las compras.
- 9.) Pondré la mesa *tan pronto como* _____ (volver) Papá.
- 10.) Puse la mesa *tan pronto como* _____ (volver) Papá.

Subjunctive with Adjective Clauses

Subjuntivo con cláusulas adjetivas

Adjective clauses are relative clauses: a [relative pronoun](#) (usually *que*) + some description that modifies a noun. Some adjective clauses require the indicative, while others need the [subjunctive](#). What's the difference? Reality and existence of the noun described by the adjective clause.

Verbs related to wanting and needing (e.g., *buscar, comprar, deber, necesitar, querer*) often require the subjunctive – but not always. Whether or not to use it depends on the speaker's perception of reality: in essence, whether the speaker knows the subject exists.

Compare:

Busco el libro que estoy leyendo.

I'm looking for the book I'm reading.
(I know it exists = no doubt = indicative)

Busco un libro que me interese.

I'm looking for a book that interests me.
(It may not exist = doubt = subjunctive)

Quiero el perro que tiene ojos negros.

I want the dog that has black eyes.
(It's sitting right here.)

Quiero un perro que esté domesticado.

I want a dog that is housebroken.
(Does the pet store have one?)

Compramos su coche que cuesta menos de 10.000 dólares.

Let's buy their car that costs less than \$10,000.
(We test-drove it yesterday.)

Compramos un coche que cueste menos de 10.000 dólares.

Let's buy a car that costs less than \$10,000.
(I hope they have one like that.)

When it comes to adjective clauses with the above sorts of verbs, there are some clues that can help you decide between the indicative and subjunctive:

- [Definite articles](#) and [possessive adjectives](#) usually indicate a fact, so the indicative is used.
- [Indefinite articles](#), [indefinite pronouns](#), and [negative pronouns](#) tend to indicate uncertainty about whether the noun exists, so the subjunctive is needed.

These are just indicators, so you can't always count on them. What you can always rely on is the fact or fiction of the statement:

Los estudiantes que han terminado pueden salir.

Students who have finished can leave.
(I'm looking at two who have already finished.)

Los estudiantes que hayan terminado pueden salir.

Students who have finished can leave.
(I'm not in the room and don't know if any have finished.)

More examples

Questions and negations can also call for the subjunctive – see [variable subjunctive](#).

Conozco a alguien que habla italiano.

I know someone who speaks Italian.
(This person definitely exists)

¿Conoces a alguien que hable italiano?

Do you know anyone who speaks Italian?
(I don't know if this person exists)

No conozco a nadie que hable italiano.

I don't know anyone who speaks Italian.
(This person doesn't exist for me)

Now try out Señora's exercise below.

Gabriela va a ir de vacaciones a Valparaíso, Chile, y le escribe un correo electrónico a su agente de viajes explicándole sus planes. Completa el correo electrónico con *el subjuntivo* o *el indicativo*.

De: Gabriela gabriela@micorreo.com

Para: Santiago santiago@micorreo.com

Querido Santiago:

Estoy muy contenta porque el mes que viene voy a viajar a Valparaíso para tomar unas vacaciones.

Quiero ir a un hotel que _____ (ser) de cinco estrellas y que

_____ (tener) vista al mar. Tengo ganas de hacer una ruta que _____

(pasar) por los cerros y que me _____ (permitir) ver los murales y grafitis más populares.

¿Qué te parece?

Mi hermano me dice que en la principal agencia de viajes de Valparaíso hay un guía turístico llamado

Luis Eduardo que _____ (conocer) las mejores playas de la

región y que me _____ (poder) llevar a verlas. Al parecer, Luis Eduardo es muy conocido

en la zona porque _____ (tener) mucha clientela. La gente dice que _____ (ser)

un guía muy simpático y divertido.

¡Tal como a mí me gusta! ¿Crees que lo puedes localizar?

Gracias,

Gabriela

Si Clauses

Si is different from other conjunctions. Here are the different formulas used for “if clauses”.

Las cláusulas condicionales/Las cláusulas con si

Real/Posible

- 1.) Presente de indicativo + Presente de indicativo/Si me *das* \$5, te *compro* un cafecito.
- 2.) Presente de indicativo + Futuro de indicativo/Si me *das* \$5, te *compraré* un cafecito.
- 3.) Presente de indicativo+ Imperativo/Mandato/Si *vas* por café, *cómprame* un cafecito.
- 4.) Imperfecto de indicativo + Imperfecto de indicativo/Si mi padre *iba* al mercado, mi madre *guardaba* todos los comestibles.

Potencial pero improbable

- 1.) Imperfecto de subjuntivo + Condicional/Si me *dijeras* la verdad, *podría* confiar en ti.
(o)
- 2.) Imperfecto de subjuntivo + Imperfecto de subjuntivo/Si me *dijeras* la verdad, *pudiera* confiar en ti.

Irreal/Imposible

- 1.) Pluscuamperfecto de subjuntivo + Condicional perfecto/Si *hubiéramos hecho* todos los quehaceres a tiempo, *habríamos tenido* más tiempo libre.
(o)
- 2.) Pluscuamperfecto de subjuntivo + Pluscuamperfecto de subjuntivo/Si *hubiéramos hecho* todos los quehaceres a tiempo, *hubiéramos tenido* más tiempo libre.

*Please note that the imperfect tense can be used in an *if clause* in the first group as seen in Real/Posible (Indicative #4) when you are indicating a repetitive action in the past.

If my mom went (would go) to the market, my dad (would put) put away the groceries.

Now try out my exercise below following the rules above from the chart. Be careful with irregular past participles!

a.) (Real) Si + ella _____, yo _____ también.
el presente indicativo (marcharse) el presente indicativo (irse)

Si + mi padre _____ a tiempo, nosotros _____.
el presente indicativo (llegar) el futuro (cenar)

Si + tú no _____ bien, ¡ _____!
el presente indicativo(portarse) el imperativo/mandato (irse)

b.) (Potencial pero improbable)

Si + yo _____ tú, no _____ con ese tipo.
el imperfecto de subjuntivo (ser) el condicional (salir)
(o)

Si + yo _____ tú, no _____ con ese tipo.
el imperfecto de subjuntivo (ser) el imperfecto de subjuntivo(salir)

c.) (Irreal) Si + Uds. _____ más esfuerzo,
el pluscuamperfecto de subjuntivo (haber + hacer)

sus profesores los _____ más.
el condicional perfecto (haber + apoyar)

(o)

Si + Uds. _____ más esfuerzo,
el pluscuamperfecto de subjuntivo (haber + hacer)

sus profesores los _____ más.
el pluscuamperfecto de subjuntivo (haber + apoyar)

The Present Subjunctive and Probability

Note: *Probablemente* means "probably." *Quizás* and *tal vez* both mean "perhaps" or "maybe."

When using *probablemente*, *quizás*, or *tal vez*, you can subtly demonstrate your attitude towards the probability through your verb selection. Use the indicative to express likelihood. Use the **subjunctive** to express doubt:

- | | |
|---|---------------------|
| 1.) Probablemente el maestro está enojado. | (Most likely) |
| 2.) Probablemente el maestro esté enojado. | (Just guessing) |
| 1.) Quizás ellos son de Madrid. | (Probably) |
| 2.) Quizás ellos sean de Madrid. | (Not sure at all) |
| 1.) Tal vez necesitamos practicar más. | (Likely) |
| 2.) Tal vez necesitemos practicar más. | (Maybe, don't know) |

¿Por qué se usa **el indicativo** en la primera frase y **el subjuntivo** en la segunda? Explica en español.

¡Ojalá que esta guía haya sido útil y que el subjuntivo sea más fácil! 