

SPA 201

Chapter 12

Gramática

Informal (Familiar) or “Tú” Commands. Commands go by many different names, *informal commands*, “*tú*” *commands*, or *the imperative tense* are all ways to tell someone with whom you would use the pronoun *tú*, “do this or that” or “don’t do this or that”. For this topic, it might help to refresh your memory by looking back at Ch.6 and reviewing the *formal commands*. Unlike the formal commands, informal commands are conjugated differently for a *positive* (or *affirmative*) command than they are for a *negative* command. The negative commands follow the same mnemonic used for the formal commands + “s”. As seen below:

yo, “o”, opposite, + “s” (yoos)

As in, *yoos got to remember the “s”*. This means that verbs are first conjugated in the “yo form”; then the “o” is removed, then the opposite ending of the verb is appended (**-ar verbs add an e and -er/-ir verbs add an a**), then you add an “s”. Remember, this conjugation is only used when commanding someone you know well to NOT do something. Here are a few examples:

Negative Tú Commands					
-ar verbs			-er/-ir verbs		
cantar:	no cant es	don’t sing	vivir:	no viv as	don’t live
bailar:	no bail es	don’t dance	comer:	no com as	don’t eat
llegar:	*no lleg ues	don’t arrive	volver:	no vuelv as	don’t return
cerrar:	no cierr es	don’t close	salir:	no salg as	don’t go out

*Remember, the “u” is added to retain the hard “g” sound from “llego”.

There are no irregular negative *tú* commands. All verbs follow the *yoos* rule.

Positive (or *affirmative*) *tú* commands are very different. However, you have already learned their conjugation. To form a positive *tú* command conjugation, simply conjugate in the “*usted*” (third person singular) of the regular present tense. Here are the token examples:

Positive Tú Commands					
-ar verbs			-er/-ir verbs		
cantar:	cant a	sing	vivir:	viv e	live
bailar:	bail a	dance	comer:	come e	eat
llegar:	lleg a	arrive	volver:	vuelve e	return

cerrar:	cierra a	close	servir:	sir ve	serve
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Note, there are a few verbs that you know that do not follow this rule. There is no reason for this and they must be memorized:

venir:	ven	tener:	ten
ser:	sé	salir:	sal
poner:	pon	decir	di
hacer:	haz	ir:	ve
ver:	ve		

Note: *ir* and *ver* both use *ve* in the positive command form. Context will be key to distinguish meaning.

Some command forms add an accent mark to distinguish them from other words. We saw this with the *formal* command form of *dar* → *dé*. The accent mark was added in this case to avoid confusion with the preposition *de*. With these informal commands, notice: *ser* → *sé* to avoid confusion with the reflexive pronoun “*se*”.

Also notice that reflexive and object pronouns are connected to the end of a positive command’s conjugated form. Usually, this will require that an accent mark be added to maintain the original stress of the conjugated command verb (notice that this is not the case when adding just one pronoun to the end of one syllable word). {Review accent mark rules from Ch.3 ([Rule 1](http://www.tinyurl.com/ice476) www.tinyurl.com/ice476; [Rule 2](http://www.tinyurl.com/prayer223) www.tinyurl.com/prayer223)}

Ponlo en la mesa. → Put it on the table.

Estúdiala. → Study it.

Mándaselas. → Send them to her.

When a command is negative, any extra information is brought out before the verb:

No **lo pongas** en la mesa. → Don’t put it on the table.

No **la estudies**. → Don’t study it.

No **se las mandes**. → Don’t send them to her.

Actividades

A Few Commands. Fill in the blank at left with the correct verb from the options at right. All words are used only once.

1. Ahora, ____ nos qué buscas.	a. enseñes
2. Hola Paco, ____ a mi casa esta noche; hay una fiesta.	b. ven
3. No le ____ nada. Un abogado (<i>lawyer</i>) viene pronto.	c. di
4. No se la _____. Ella no va a entender la historia de Chile.	d. digas
5. Carla, ____ de mi casa. Ya no somos amigas.	e. espera
6. Jorge, _____. Necesito encontrar mi bolsa.	f. llegues
7. No ____ antes de las 9 porque la tienda abre a las 9.	g. sal

Un Vecino Malo. Imagine that you have an annoying neighbor. Create complete sentences with the commands he might give you.

1. manejar / despacio / porque / hay / niños / barrio
2. cambiar / color / casa / porque / feo
3. no / alquilar / casa / esquina / ; / ser / muy viejo
4. no / hablar / con / vecinos / a lado / ser / criminales
5. No / abrir / las ventanas / noche / yo / cantar / muy fuerte
6. Servir / en la / comunidad / más
7. No / lavar / tu carro / ; / no hay / agua / en este / barrio
8. No / permitir / que / tu perro / corra / calle

Consejos. For each situation, give advice in the form of informal commands regarding what your friends *should do* and *should NOT* do.

1. A Jorge le gusta salir a bailar en la noche, pero a su novia, Clarisa, no le gusta bailar. Clarisa queda en casa y lee mucho. Jorge quiere divertirse, pero Clarisa no quiere acompañarle. Jorge quiere casarse con Clarisa, pero no está seguro.
2. Ana trabaja en una compañía muy importante. Trabaja casi siempre. No tiene tiempo para buscar una pareja. Trabaja en su teléfono celular en el carro, a veces. Toma mucho café porque casi nunca duerme. No tiene tiempo para hacer ejercicios.
3. Leandra quiere vivir con su novio durante los años universitarios. Es un lugar perfecto; está cerca de la universidad, es un apartamento barato, y ella ama a su novio. Pero, los padres de Leandra son muy tradicionales. No están de acuerdo con la situación.
4. Marta es una estudiante excelente. Trabaja de tiempo parcial y recibe notas perfectas. Pero, su beca (*scholarship*) se acaba este semestre. No tiene el dinero suficiente para el próximo semestre y todavía tiene tres semestres antes de la graduación.

Gramática

The Subjunctive. In Spanish, we often talk about *tense* (*present, past, future*); however, within these tenses we also must talk about *mood*. Mood takes into account our level of doubt about a subject and the emotional reactions that may influence our utterances. Up to now we have primarily discussed only the *indicative* mood. Now we will take a look at the *subjunctive* mood.

Introduction to the Subjunctive Mood		
1.The <i>indicative</i> is used to express facts and to ask questions. It is also used when giving a description of actions or states of being that the speaker thinks to be <i>true</i> . Used for <i>objective</i> statements. Up to now, we have used only the indicative mood in all of our tenses.	Indicative Mood:	
	Necesito llegar a mi casa a las 9. <i>I need to arrive at my house at nine.</i>	
	¿Cuándo vienen para mi cumpleaños? <i>When are you all coming for my birthday?</i>	
	Jorge compró el carro ayer. <i>Jorge bought the car yesterday.</i>	
2. The <i>subjunctive</i> mood is a system of verb conjugation that is used to express <i>subjective</i> statements. These utterances can be things that the speaker wants others to do (but they might not do), actions to which the speaker reacts emotionally, things that are uncertain or unknown up to now, and abstract or conceptualized actions or states of being.	Subjunctive Mood:	
	Yo espero que ellas compren mi casa. <i>I hope that they buy my house.</i>	
	Necesito que vengan a tiempo a la clase. <i>I need that you come to class on time.</i>	
	Es dudable que ellas entiendan la lección. <i>It's doubtful that they understand the lesson.</i>	
3. The subjunctive mood is typically required when three linguistic elements are present: (a) complex sentence ; (b) subjunctive trigger ; and (c) change of subject .		
3a. A <i>simple sentence</i> has just one conjugated verb. A complex sentence typically has two or more conjugated verbs, each of which forms a <i>clause</i> . There are two types of clauses, <i>independent clauses</i> (complete thoughts that can stand alone as sentences in their own right, also known as <i>main clauses</i>), and <i>dependent clauses</i> (incomplete thoughts that cannot stand alone, also known as	Indicative Mood:	
	Main Clause	Subordinate Clause
	Ella dice	que (conjunction)
	She says	that you come on fridays

<i>subordinate clauses</i>). In complex sentences, <i>dependent clauses</i> are joined to an <i>independent clause</i> by a conjunction (often a <i>que</i> - which usually means <i>that</i> in English) in order to form a complete sentence. The <i>que</i> conjunction is often omitted in English, but it is always included in Spanish.	Subjunctive Mood: <table><tr><th>Main Clause</th><th colspan="2">Subordinate Clause</th></tr><tr><td>Yo quiero</td><td>que</td><td>vayas al concierto.</td></tr><tr><td><i>I want</i></td><td><i>that</i></td><td><i>you go to the concert.</i></td></tr></table>	Main Clause	Subordinate Clause		Yo quiero	que	vayas al concierto.	<i>I want</i>	<i>that</i>	<i>you go to the concert.</i>																
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3b. As seen in 3a above, not all complex sentences employ the subjunctive. In order to use the subjunctive in the dependent clause, a subjunctive trigger must be employed in the independent clause (and a change of subject must occur, see 3c below). A subjunctive trigger is most often a clause that denotes that a speaker is trying to <i>manipulate</i> or <i>influence</i> someone's will, <i>react emotionally</i>, or demonstrate <i>doubt</i> or <i>uncertainty</i> about something/someone. Often a particular verb can be a big giveaway that these topics are present. The examples at right show some of the most common subjunctive trigger verbs.	Subjunctive Mood with Triggers: <table><tr><th></th><th>Main Clause</th><th colspan="2">Subordinate Clause</th></tr><tr><td rowspan="2">Manipulation</td><td>Yo quiero</td><td>que</td><td>hables conmigo en español</td></tr><tr><td><i>I want</i></td><td><i>that</i></td><td><i>you speak with me in Spanish.</i></td></tr><tr><td rowspan="2">Emotion</td><td>Carlos espera</td><td>que</td><td>vengas a la fiesta.</td></tr><tr><td><i>Carlos hopes</i></td><td><i>that</i></td><td><i>you come to the party.</i></td></tr><tr><td rowspan="2">Doubt</td><td>Ella duda</td><td>que</td><td>Jorge pase el examen.</td></tr><tr><td><i>She doubts</i></td><td><i>that</i></td><td><i>Jorge passes the exam.</i></td></tr></table>		Main Clause	Subordinate Clause		Manipulation	Yo quiero	que	hables conmigo en español	<i>I want</i>	<i>that</i>	<i>you speak with me in Spanish.</i>	Emotion	Carlos espera	que	vengas a la fiesta.	<i>Carlos hopes</i>	<i>that</i>	<i>you come to the party.</i>	Doubt	Ella duda	que	Jorge pase el examen.	<i>She doubts</i>	<i>that</i>	<i>Jorge passes the exam.</i>
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3c. In addition to a subjunctive trigger and complexity, usually, a sentence must also have a change of subject in order to employ the subjunctive. This means that the subject that is used in the main clause should be different than the subject used in the subordinate clause. If the subject is the same in the two clauses, then a much simpler indicative sentence can usually be employed (often with the second verb used as an infinitive, or non-conjugated verb).	Subjunctive Mood with Change of Subject: <table><tr><th>Main Clause</th><th colspan="2">Subordinate Clause</th></tr><tr><td>Yo necesito</td><td>que</td><td>ustedes trabajen más horas</td></tr><tr><td><i>I need</i></td><td><i>that</i></td><td><i>you all work more hours.</i></td></tr><tr><td>Subject: yo</td><td></td><td>Subject: ustedes</td></tr></table> Indicative Mood with No Change of Subject:	Main Clause	Subordinate Clause		Yo necesito	que	ustedes trabajen más horas	<i>I need</i>	<i>that</i>	<i>you all work more hours.</i>	Subject: yo		Subject: ustedes													
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<i>I need</i>	<i>that</i>	<i>you all work more hours.</i>																								
Subject: yo		Subject: ustedes																								

Main Clause	Subordinate Clause	
Yo necesito	que	yo trabaje más horas.
<i>I need</i>	<i>that</i>	<i>I work more hours.</i>
Subject: yo		Subject: yo
In this case, no change of subject occurs, so the sentence is written in the simple indicative format:		
Yo necesito		trabajar más horas.
<i>I need</i>		<i>to work more hours.</i>

Actividad

Subjunctive or Indicative? Consider the sentences below. The verb has not been conjugated. Does the sentence have what it takes to conjugate the verb in the subjunctive? Remember that the subjunctive needs complexity, a subjunctive trigger (typically showing manipulation, emotion, or doubt), and a change of subject.

1. Ellos desean que las muchachas les _____ (hablar).
2. Jorge sabe que su empleado _____ (tener) otro trabajo.
3. Necesito que yo _____ (leer) más.
4. Leandro duda que su perro _____ (poder) entender sus instrucciones.
5. Patricio quiere _____ (estudiar) en la biblioteca.
6. Los estudiantes escuchan que el president _____ (ser) de Nueva York.

Gramática

Forming the Subjunctive Conjugation. In Spani Up to now, we have used the infinitive form of the verb as the jumping off point for conjugation. We typically remove the -ar, -er, or -ir from the end of the verb and we add new endings, sometimes we even have to be aware of stem changing in the middle of the word. The subjunctive is different in that we no longer use the infinitive form of the verb as the jumping off point, we use the first person singular of the present tense. You'll notice that we do the same thing for the formal commands (see Chapter 6).

In fact the fastest and easiest way to conceptualize the subjunctive conjugation is to *conjugate in the formal command form and then carry this conjugation through all of the persons*. What does that mean? First we have to remember the steps to arrive at the formal command form. Remember the mnemonic, “yo”, “o”, “opposite”?

First we conjugate the verb in the “yo” form, then we remove the “o”, then we add the opposite ending (-ar verbs add an “e” and -er/-ir verbs add an “a”). Then we carry this conjugation through all the persons: -ar → e, es, e, **emos**, **éis**, en | -er/-ir → a, as, a, **amos**, **áis**, an

Here are some examples:

	bailar	aprender	vivir	cerrar	salir
Singular	baile	aprenda	viva	cierre	salga
	bailes	aprendas	vivas	cierres	salgas
	baile	aprenda	viva	cierre	salga
Plural	bai emos	aprend amos	viv amos	cer remos	salg amos
	bail éis	aprend áis	viv áis	cerr éis	salg áis
	bailen	aprendan	vivan	cierren	salgan

Notice that verbs that show an irregularity in the “yo” form will carry this irregularity through all the persons in the subjunctive as seen with *salir* above and *conocer* below:

conocer	conoz ca	conoz camos
	conoz cas	conoz cáis
	conoz ca	conoz can

Many other verbs behave this same way. Here are a few examples:

decir	ver	hacer	venir	oír	traer	poner	tener
diga	vea	haga	venga	oiga	traiga	ponga	tenga
digas	veas	hagas	vengas	oigas	traigas	pongas	tengas
diga	vea	haga	venga	oiga	traiga	ponga	tenga
digamos	veamos	hagamos	vengamo	oigamos	traigamos	pongamos	tengamos
digais	veáis	hagáis	s	oigáis	traigáis	pongáis	tengáis
digan	vean	hagan	vengáis	oigan	traigan	pongan	tengan
			venga				

Verbs that end in *-car*, *-gar*, and *-zar* have a spelling change to maintain the sound of the original non-conjugated verb. Without these changes, adding the subjunctive's opposite ending would significantly change the sound of the verb.

-car: *c* → *qu*

-gar: *g* → *gu*

-zar: *z* → *c*

Here are a few examples:

pescar		llegar		comenzar	
pes que	pes qu emos	lleg ue	lleg u emos	comi ence	comen ce mos
pes ques	pes qu éis	lleg ues	lleg u éis	comi ences	comen ce ís
pes que	pes quen	lleg ue	lleg uen	comi ence	comien ce nen

Notice that *-ar* and *-er* stem changers in the subjunctive, like *comenzar* and *cerrar*, as seen above, do not stem change in the *nosotros* and *vosotros* forms. Here are a few more examples:

pensar		poder	
pi ense	pensemos	pueda	podamos
pi enses	penseis	puedas	podáis
pi ense	pi ensen	pueda	puedan

One exception to the rule is that *-ir* stem changing verbs will retain this stem change, but only in the *nosotros* and *vosotros* forms of the subjunctive. However, keep in mind that they will only change in one letter. For example, if an “o” is found in the stem, it will change to “u” in the *nosotros* and *vosotros* forms and if an “e” is found in stem it will change to an “i”.

dormir(ue, u)

duerma	du rm amos
duermas	du rm áis
duerma	duerman

servir(i, i)

sirva	sir v amos
sirvas	sir v áis
sirva	sirvan

preferir(ie, i)

prefiera	prefi r amos
prefieras	prefi r áis
prefiera	prefieran

Finally, verbs that are irregular in the formal command form (“yo”, “o”, “opposite” form) will also be irregular in the present subjunctive:

dar	estar	haber (hay)	ir	ser	saber
		haya			

Actividad

Subjunctive Formation Practice. Practice conjugating the following verbs in the present subjunctive tense.

	yo	tú	usted (Ud.) él Ella (singular)	nosotros/as, Carlos y yo	ustedes (Uds.) ellos Ellas (plural)
1. trabajar	trabaje				
2. comer		comas			
3. abrir			abra		
4. encontrar			encuentre		
5. pensar		pienses			
6. empezar	empiece				

7. leer					
8. saber					
9. pagar					
10. traducir					
11. perder					
12. poner					
13. vestir					
14. divertir					
15. volver					

Gramática

The Subjunctive in Manipulation and Influence. One of the most important triggers of the subjunctive is *influence* or *manipulation*. These are main clauses that employ verbs that try to influence or manipulate another party in the subordinate clause. Manipulation, together with *emotional reactions* and *doubt* are often referred to as *subjunctive in noun clauses*.

When the speaker wants something to happen (but it might not) or wants to influence or manipulate the behavior of someone else (but they might resist), an element of uncertainty exists and subjunctive must be employed.

The verb in the main clause expresses what is right or true to the speaker or what is a fact to the speaker (that the speaker wants something). The subjunctive then occurs in the subordinate clause.

Main Clause	Subordinate Clause	
Lola y Leandra quieren <i>Lola and Leandra want</i>	que <i>that</i>	Jorge pague la matrícula. <i>Jorge pay the bill. (But Jorge might not!)</i>
El profesor de historia desea <i>The history professor prefers</i>	que <i>that</i>	los estudiantes lleguen a tiempo. <i>the students arrive on time. (They might not!)</i>

Beyond *querer* and *desea*, many verbs can be used in the main clause to trigger the use of the subjunctive conjugation in the subordinate clause. Here are a few:

Soft Influence	Hard Influence
desear (to desire) sugerir(ie, i) (to suggest) pedir(i, i) (to ask for) recomendar(ie) (to recommend) permitir (to permit) aconsejar (to give counsel/advice)	prohibir (to prohibit) mandar (to command) insistir en (to insist on) exigir (to demand) rogar(ue) (to beg)

Impersonal expressions (expressions without a subject) often trigger the subjunctive when these expressions assert influence or manipulation. Here are a few common triggers:

es necesario que . . . (it's necessary that . . .)	es importante que . . . (it's important that . . .)
es urgente que . . . (it's urgent that . . .)	es mejor que . . . (it's better that . . .)

Actividad

Subjunctive or Indicative? Consider Fill in the blank with a statement that makes sense from your perspective.

1. Mis amigos desean que yo _____.
2. Los padres de mi novio/a o esposo/a prefieren que yo _____.
3. Prohíbo que mi madre _____.
4. El jefe exige que sus empleados _____.
5. Escucho que Jorge _____.
6. Es esencial que los hombres _____.
7. Mis padres insisten en que yo _____.
8. Es urgente que los profesores _____.

Vocabulario

La vida lujosa. In this chapter we will tackle vocabulary topics related to *la vida lujosa*. You will find your list of important terms to know below. Practice these vocabulary items for about 30 minutes per day to ensure mastery. A good place to practice these terms with fun games and flashcards is on [Quizlet](https://www.tinyurl.com/dribble389) (tinyurl.com/dribble389).

alegrarse	to be happy (about)
arreglar	to straighten (up); to fix, repair
cambiar	to change
copiar	to copy

dudar	to doubt
esperar	to hope
fallar	to "crash" (a computer)
funcionar	to work, function; to run (machines)
grabar	to record; to tape
guardar	to keep; to save (documents)
haber (infinitive form of "hay")	there is, there are
hacer copia	to copy
imprimir	to print
insistir (en)	to insist (on)
mandar	to order
manejar	to drive; to operate (a machine)
navegar (gu) la Red	to surf the Net
obtener	to get, obtain
permitir	to permit, allow
prohibir (prohibido)	to prohibit, forbid
la bicicleta (de montaña)	(mountain) bike
el carro (descapotable)	(convertible) car
el monopatín	skateboard
la moto(cicleta)	motorcycle, moped
los patines	roller skates
el archivo	(computer) file
el canal	channel
el contestador automático	answering machine
el correo electrónico	e-mail
el disco duro	hard drive
el equipo estereofónico/fotográfico	stereo/photography equipment
la grabadora	(tape) recorder/player
la impresora	printer
el lector de DVD	DVD player

el ordenador (Sp.)	computer
el ratón	mouse
la Red	Net
el teléfono celular	cellular phone
la videocasetera	videocassette recorder (VCR)
el aumento	raise
el/la jefe/a	boss
el sueldo	salary
alquilar	to rent
las afueras	outskirts; suburbs
el alquiler	rent
el área	area
la avenida	avenue
el barrio	neighborhood
la calle	street
el campo	countryside
el campus	(university) campus
la casa (el bloque) de apartamentos	apartment building
la comunidad	community
el/la dueño/a	landlord, landlady
el gas	gas; heat
el/la inquilino/a	tenant, renter
el piso	floor (of a building)
el primer piso	second floor
el segundo piso	third floor
la planta baja	ground floor
el/la portero/a	building manager; doorman
la vecindad	neighborhood
el/la vecino/a	neighborhood
la vista	view
el gasto	expense

el lujo	luxury
la mentira	lie
los/las demás	others

Chapter 13

Gramática

The Subjunctive in Emotional Reactions. Another important trigger of the subjunctive occurs when the speaker is reacting emotionally to a stimulus. As always, in addition to this trigger, in order to use the subjunctive in the subordinate clause, there must be complexity (main clause and subordinate clause), and a change of subject (the subordinate clause should house a different subject than does the main clause).

Main (Independent) Clause	que	Subordinate (Dependant) Clause
Subject 1 + indicative (emotional expression)	que	Subject 2 + <u>subjunctive</u>
Ex: Yo estoy feliz	que	usted venga a mi fiesta.

When the speaker expresses her/his feelings in the main clause, (and all of the other important elements of the subjunctive are present), then the subjunctive should be employed in the subordinate clause. Statements like: <i>She's pleased that you're here</i> and <i>It's good that you came</i> , in English will employ the subjunctive in Spanish. At right, you'll see a few examples.	Jorge tiene miedo que su perro se muera. <i>Jorge is afraid that his dog might die.</i> Carla espera que el trabajo pague bien. <i>Carla hopes that the job pays well.</i> Es triste que ella no cante los jueves. <i>It's sad that she doesn't sing on Thursdays.</i> Me alegro de que entiendas las lecciones. <i>I'm happy that you understand the lessons.</i>
Many verbs in the main clause employ emotion and will trigger the use of the subjunctive in the subordinate clause. At right you'll see just a few.	esperar - <i>to hope</i> sentir(ie, i) - <i>to feel (sorry)/regret</i> temer - <i>to fear</i> tener miedo (de) - <i>to be afraid (of)</i> alegrarse de - <i>to be happy about</i>
When a sentence does not have a specific subject, this is called a <i>generalization</i> or an <i>impersonal expression</i> . In English we say, for example, <i>It's sad that . . .</i> Statements like these are sometimes known as <i>impersonal expressions</i> because no <i>person</i> is performing an action in the main clause. When an impersonal expression employs emotion in	es una lastima que . . . <i>it's a shame that . . .</i> es loco que . . . <i>it's crazy that . . .</i> es bueno/malo/mejor que . . . <i>it's good/bad/better that . . .</i> es fantástico que . . . <i>it's fantastic that . . .</i> es increíble que . . . <i>it's incredible that . . .</i> es extraño que . . . <i>it's strange that . . .</i> es ridículo que . . . <i>it's ridiculous that . . .</i>

the main clause, the subjunctive is used in the subordinate clause. Here are a few examples:	es horrible que . . . <i>it's horrible that . . .</i> iqué loco que . . . ! <i>how crazy that . . .</i> iqué ridículo que . . . ! <i>how ridiculous that . . .</i> <i>etc.</i>
The verb <i>gustar</i> and many verbs that work like <i>gustar</i> , when used in the main clause, will trigger the subjunctive in the subordinate clause.	Nos sorprende que no juegues bien; tu hermano es fantástico. <i>It surprises us that you don't play well; your brother is fantastic.</i> Me gusta que lleguen a tiempo. <i>I like that they arrive on time.</i> Le fascina que los hermanos no tengan mejores notas. <i>It fascinates him that the brothers don't have better grades.</i> Me molesta que tú fumes tanto. <i>It bothers me that you smoke so much.</i>

Actividades

Las películas de hoy. Decide how you feel about the movie industry by either agreeing (*cierto*) with the statement or disagreeing with it (*falso*). If you disagree, express how you really feel.

1. No me gusta que los actores hagan comentarios políticos.
2. Es ridículo que cueste tanto dinero para mirar una película en Harkins.
3. Me molesta que personas me pregunten cosas durante la película.
4. Es extraño que Leonardo Dicaprio no tenga más Oscars.
5. Es loco que gasten millones de dólares en la creación de una película.
6. Espero que pronto los actores ganen más dinero (no los pagan bien).
7. No me gusta que tantas películas sean tan vulgares.

Galería de Paco. You're headed to your friend Paco's art gallery for the first time. Make complete sentences from the provided information about this much anticipated event.

1. Esperar / que / Paco / estar / en / galería / para / saludar.
2. Temer / que / no / ir a / conocer / otro / personas / galería.
3. Paco / esperar / que / yo / venir / a las 9.
4. Yo / alegrarse / que / Paco / pintar / estilo / impresionismo.
5. Yo / temer / que / la galería / demostrar / pinturas del realismo.
6. Es urgente / que / yo / llegar / a tiempo.

Galería de Paco. Consider the following situations. How do these people react given the situation.

Lordes's younger cousin, Marcos, is in the hospital. Things are looking serious.

1. ¿Qué siente Lordes? ¿Qué teme Lordes? ¿Qué espera Lordes? Para Lordes, ¿qué es urgente? ¿Qué es una lástima? ¿Qué es ridículo?

Ana is about to go on a vacation with her new boyfriend Andrés. It's a big step!

2. Ana tiene miedo de que . . . Ana espera que el tiempo en Hawaii . . . Para Ana, es urgente que . . . Para Andrés, es importante que . . . En la playa, es mejor que Ana . . .

Jorge wants to impress Carla. Jorge takes her to a five star restaurant.

3. Jorge teme que los precios . . . A Jorge, le sorprende que . . . Carla espera que Jorge . . . Para Jorge, es ridículo que . . . En el restaurante, le molesta a Carla que . . . A Jorge, le gusta que . . .

La Escuela Universitaria. React to these phrases about college life:

1. Muchas veces, los libros de texto cuestan mucho dinero.
2. Los atletas reciben atención especial.
3. El precio de la matrícula es alto.
4. Es necesario estudiar matemáticas para graduarse.
5. Es importante tomar clases de educación general antes de tomar clases en su especialización.
6. Los profesores son ridículos en muchos sentidos.

Gramática

The Subjunctive in Ojalá. Another way to show emotion is with the word *ojalá* which means *I hope* or *I wish*. *Ojalá* is sometimes used without *que*. Many surmise that it derived from the arabic term for deity, *Ala*, perhaps in expressions like “*May God grant . . .*” *Ojalá* can also be used as a one word answer to questions, such as: *¿Vas a pasar el examen? Ojalá.* Students often think that this term is quite easy to use because it always triggers the use of the subjunctive and does not require any change of subject. Examples:

Ojalá que tengamos tiempo para bailar esta noche. I hope that we have time to dance tonight.

Ojalá que mis primos vengan. I hope that my cousins come.

Actividad

Ojalá que . . . Fill in the blanks with a phrase that makes sense, given the context. Remember that *ojalá* always triggers the use of the subjunctive.

1. *Ojalá que mi compañero de cuarto . . .*
2. *Ojalá que mi teléfono celular . . .*
3. *Ojalá que el gobierno . . .*
4. *Ojalá que mi grupo de música favorito . . .*
5. *Ojalá que mi mejor amigo . . .*
6. *Ojalá que mi familia . . .*
7. *En la universidad, ojalá que yo . . .*
8. *Después de graduarme de la universidad, ojalá que . . .*
9. *Ojalá que mi novio/a (esposo/a) . . .*
10. *En mi trabajo, ojalá que . . .*

Gramática

The Subjunctive in Doubt. Just behind the use of the subjunctive in *manipulation* and *influence*, the use of the subjunctive in *doubt* is probably the most common in Spanish.

When a speaker wants to express doubt or uncertainty in the main clause, the subjunctive is employed in the subordinate clause.

A few verbs that trigger the use of subjunctive and doubt:

No creo que tus amigos vayan a venir.
I don't believe that your friends are going to come.

Luisa duda que Leandro la ame.
Luisa doubts that Leandro loves her.

Es imposible que los Soles ganen el partido.

no creer - <i>to not believe</i> dudar - <i>to doubt</i> no pensar - <i>to not (or don't) think</i> no estar seguro - <i>to not be sure</i>	<i>It's impossible that the Suns win the game.</i>
Keep in mind that verbs and phrases in the main clause that express what is thought to be true or certain to the speaker will, likewise, NOT trigger the subjunctive in the subordinate clause, rather the indicative will be used.	Yo creo que el equipo viene esta noche. <i>I believe that the team comes tonight.</i> Estoy seguro que ella me ama. <i>I'm sure that she loves me.</i> Paco piensa que los perros atacan en la noche. <i>Paco thinks that the dogs attack at night.</i> Es cierto que el teatro es hoy. <i>It's certain that the play is today.</i>
When a speaker denies the validity of something/someone often the stem changing verb (<i>e → ie</i>) <i>negar</i> (to deny or reject) is used, followed by the subjunctive in the subordinate clause.	Niego que tu vengas a mi teatro. <i>I deny that you come to my play.</i> Ellos niegan que otros toquen su canción. <i>They deny that others play his song.</i>
There are many main clause generalizations of doubt that will trigger the use of the subjunctive in the subordinate clause.	no es cierto que . . . <i>it's not certain that . . .</i> no es verdad que . . . <i>it's not true that . . .</i> no es seguro que . . . <i>it's not a sure thing that</i> es probable que . . . <i>it's probable that . . .</i> es improbable que . . . <i>it's improbable that . . .</i> es posible que . . . <i>it's possible that . . .</i> es imposible que . . . <i>it's impossible that . . .</i>

Actividad

Leandra y Jorge, Dos Artistas. Fill in the blank with the correct form of the indicated verb, based on the context.

1. Leandra duda que la gente _____ (comprar) sus cuadros.
2. Leandra y Jorge no creen que los clientes _____ (ir) a viajar para ver su galería.
3. Es cierto que tú _____ (ser) un de los artesanos más talentosos de los Estados Unidos.
4. Es imposible que _____ (vender) toda su arte.
5. Es posible que ellos _____ (empezar) a vender en el Internet.
6. Yo no dudo que estos dos artistas _____ (encontrar) mucho éxito.
7. Jorge está seguro que Leandra _____ (pintar) mejor que él.

Gramática

The Past Subjunctive. Think back to all of the ways in which you have used the subjunctive up to now. There's subjunctive when you are trying to *influence* or *manipulate* someone (e.g., *Yo quiero que ellas vengan a mi fiesta*). There's the use of subjunctive in emotion-filled sentences, especially when reacting emotionally to a stimulus (e.g., *Leandro tiene miedo que su perro escape*). And when you are expressing doubt or denial (e.g., *Tú dudas mucho que ella pase el examen*). Now, let's throw the *past subjunctive* into the mix.

Uses of the Past Subjunctive	
We use the past subjunctive whenever we find ourselves in a context in which the subjunctive must be used (complex sentence + change of subject + subjunctive trigger) AND the main clause is written in the past tense (any past tense).	Yo quería que ellas vinieran a mi fiesta. (<i>I wanted that they came to my party (literal) or I wanted for them to come to my party.</i>)
Keep in mind, you will also learn more uses of the subjunctive. When these uses employ a past context (i.e., verbs written in the past tense in the main clause) the past subjunctive will also be employed in the subordinate clause. In short, the past subjunctive is always used when you find yourself in an environment that requires the subjunctive and this environment is written in the past.	Leandro tenía miedo que su perro escapara. (<i>Leandro was scared that his dog escaped.</i>) Tú dudaste mucho que ella pasara el examen. (<i>You doubted that she passed the exam.</i>)
The word <i>ojalá</i> is often used with the past subjunctive to express sentiments such as, <i>I wish I studied more</i> (Ojalá que yo estudiara más). Remember, when <i>ojalá</i> is present, it always triggers the subjunctive, no change of subject is required.	Ojalá que Paola enseñara la clase. (<i>I wish that Paola taught the class.</i>) Ojalá que yo tuviera músculos más grandes. (<i>I wish that I had bigger muscles.</i>)
The verb <i>querer</i> used in the past subjunctive is often used to soften commands or requests and sounds very polite.	Quisiéramos pedir el salmón, por favor. (<i>We wanted (or, we were wanting) to order the salmon, please.</i>) Ella quisiera cantar con usted esta noche. (<i>She wanted (or was wanting) to sing with you tonight.</i>)

Formation of the Past Subjunctive		
To conjugate all verbs (-ar, -er, and -ir) in the past subjunctive: (1) conjugate each verb in the “ellos form” (third person plural) of the preterite tense; (2) remove the -ron from the end of the verb; (3) add the new endings: -ra, -ras, -ra, [´]-ramos, -rais, -ran. Notice that whatever letter comes before the “r” in ramos will be accented. See examples at right:	estuvier ra	estuvi éramos
	estuvier ras	estuvier rais
	estuvier ra	estuvier ran
hablarara hablararas hablarara	habla ráramos	habla ráramos
	habla rárais	habla rárais
	habla ráran	habla ráran
Keep in mind that there are no irregular verbs in the past subjunctive. All verbs follow the above conjugation rules. However, many verbs are irregular in the third person plural form of the preterite tense. You may want to review these preterite forms in order to be successful in your use of the past subjunctive.	preferir - prefiriera, prefirieras . . . tener - tuviera, tuvieras . . . poder - pudiera, pudieras . . . traer - trajera, trajeras . . . leer - leyera, leyeras . . . decir - dijera, dijeras . . . hacer - hiciera, hicieras . . .	
Note: Just FYI, there is an alternative form of the past subjunctive conjugation that is used rarely in the Spanish speaking world, but somewhat more frequently in Spain. Simply substitute the “se” endings for the “ra” endings. See examples at right:	hablar - hablase, hablases, hablase, hablásemos, hablasen comer - comiese, comieses, comiese, comiésemos, comiesen vivir - viviese, vivieses, viviese, viviésemos, viviesen	

Actividades

Fill-in-the-Blank. Fill in the blanks with the correctly conjugated form of the verb indicated.

Infinitive Verb	Present (Indicative) “ella form”	Present Subjunctive “ella form”	Preterite “ellos form”	Past Subjunctive “ellos form”
0. creer	cree	crea	creyeron	<u>creyeran</u>
1. dar	da	de	dieron	_____

2. empezar	empieza	_____	_____	empezaran
3. poner	_____	ponga	pusieron	_____
4. saber	_____	sepa	_____	supieran
5. querer	quiere	quiera	_____	quisieran
6. ser	_____	_____	fueron	_____
7. decir	dice	_____	_____	_____
8. estar	está	esté	_____	_____
9. ir	_____	vaya	_____	_____
10. venir	viene	_____	vinieron	_____

Subjunctive or Not? For each sentence, decide whether to use the past subjunctive and how to conjugate the indicated verb in the blank provided.

1. Mi amigo quería que yo le _____ (acompañar) al baile.
2. Carlita dudaba que su estudiante, Jorge, _____ (sacar) una buena nota en el examen.
3. Leo y Paco decían que Carlitos les _____ (dar) la carta.
4. Javier necesitaba que Jorge le _____ (escuchar) más durante el trabajo.
5. Leandro quiso que su novia no se _____ (mudar), pero ella fue a Chicago para estudiar medicina.
6. Yo creía que Mirta _____ (ser) la mujer más guapa del mundo.
7. Era triste que tantas personas no _____ (poder) entender la canción.
8. Me gustaba que los estudiantes _____ (llegar) a la clase a tiempo.
9. Yo pensé que ella se _____ (divertir) en la cita.
10. Los trabajadores deseaban que _____ (poder) encontrar un trabajo con un sueldo más alto.

Vocabulario

El arte. In this chapter we will tackle vocabulary topics related to *el arte*. You will find your list of important terms to know below. Practice these vocabulary items for about 30 minutes per day to ensure mastery. A good place to practice these terms with fun games and flashcards is on [Quizlet](https://www.tinyurl.com/captain437) (tinyurl.com/captain437).

aburrir	to bore
agradar	to please
apreciar	to appreciate
intentar	to try
negar	to deny
parecer	to seem
representar	to represent
sentir	to regret/feel sorry
temer	to fear
tratar de + inf.	to try to (do something)
la arquitectura	architecture
el arte	art
el baile	dance
el ballet	ballet
la danza	dance
el drama	drama
la escultura	sculpture
la música	music
la ópera	opera
la pintura	painting
crear	to create
desempeñar	to play/perform (a part)
dibujar	to draw
esculpir	to sculpt
tejer	to weave
el actor	actor
la actriz	actress
el/la arquitecto/a	architect
el/la artista	artist
el bailarín/la bailarina	dancer
el/la cantante	singer

el/la compositor(a)	composer
el/la director(a)	director
el/la dramaturgo/a	playwright
el/la escritor(a)	writer
el/la músico	musician
el/la pintor(a)	painter
el/la poeta	poet
la artesanía	arts and crafts
la cerámica	pottery; ceramics
las ruinas	ruins
los tejidos	woven goods
la canción	song
el cuadro/la pintura	painting (piece of art); painting (the art form)
el escenario	stage
la gente	people
el/la guía	guide
el guión	script
la obra (de arte)	work (of art)
la obra maestra	masterpiece
el papel	role
clásico/a	classical
folklórico/a	folkloric
moderno/a	modern
es extraño que	it's strange that
qué extraño que...	how strange that...
es cierto que	it's certain that
es (im)probable que	it's (un)likely that
es increíble que	it's incredible that
es preferible que	it's preferable that
es ridículo que	it's ridiculous that
es seguro que	it's a sure thing that

es terrible que	it's terrible that
es urgente que	it's urgent that
es una lástima que	it's a shame that
qué lástima que	what a shame that
hay que + inf.	it is necessary to (do something)
me (te, le...) molesta que	It bothers me (you, him...) that
me (te, le...) sorprende que	It surprises me (you, him...) that
ojalá (que)	I hope/wish (that)
primer(o/a)	first
segundo/a	second
tercer(o/a)	third
cuarto/a	fourth
quinto/a	fifth
sexto/a	sixth
séptimo/a	seventh
octavo/a	eighth
noveno/a	ninth
décimo/a	tenth

Chapter 14

Gramática

Past Participles as Adjectives. You may have already realized this, but verbs are kind of the big deal of every sentence. In fact, you've already seen how verbs can be morphed into nouns, such as *trabajar* (verb) used as *el trabajo* (noun). Now we'll see how verbs can be used as adjectives by first being converted into their past participle form.

In English the past participle is usually shown by adding <i>-ed</i> to the end of verbs: <i>to talk</i> → <i>talked</i>; <i>to purchase</i> → <i>purchased</i>. However, there are many irregular verbs: <i>to write</i> → <i>written</i>; <i>to steal</i> → <i>stolen</i>. In Spanish, the past participle is formed by adding -ado or -ido to the stem of <i>-ar verbs</i> and <i>-er/-ir verbs</i> respectively. Remove the ending of each verb and add <i>-ado</i> and <i>-ido</i> respectively.	hablar → hablado comer → comido vivir → vivido
If an <i>-er/-ir verb's</i> stem (the syllable just before the <i>-er/-ir</i> ending) ends in <i>a</i>, <i>e</i>, or <i>o</i> then we must add an accent to the -ido ending.	caer → caído leer → leído traer → traído poseer → poseído
Just as in English, in Spanish there are many many irregular past participles. These must be memorized:	abrir → abierto volver → vuelto cubrir (<i>to cover</i>) → cubierto ver → visto decir → dicho romper → roto descubrir (<i>to discover</i>) → descubierto resolver (<i>to resolve</i>) → resuelto escribir → escrito poner → puesto hacer → hecho morir → muerto
Past participles can be used as adjectives. Like all adjectives, they must agree in number and gender with the noun that they modify.	Esta flor es una de las plantas más adoradas de esta región. (<i>This flower is one of the most adored plants of this region.</i>)

	Una novelaa escrita es mejor que cien novelas imaginadas. <i>(One written novel is worth 100 imagined novels.)</i>
Past participles are often used with the verb <i>estar</i> to describe conditions that are a direct result of a past action.	Los problemas ya están resueltos. <i>(The problem is already resolved.)</i> El océano está contaminado. <i>(The ocean is contaminated.)</i>
It is interesting to note that in English, often a verb conjugated in the past tense is identical to the past participle: <i>They purchased the backpack.</i> (past tense) <i>The purchased backpack weighed 8 pounds.</i> (past participle) In Spanish, the past tense verb conjugation and the past participle are vastly different.	Jorge cerró la puerta. (past tense) <i>(Jorge closed the door.)</i> La puerta cerrada es muy grande. (past participle) <i>(The closed door is very big.)</i>

Actividades

Think Fast. As quickly as you can, think of something that matches the indicated description.

1. Algo roto
2. Algo escrito
3. Algo abierto
4. Algo cerrado
5. Alguien desorganizado
6. Un edificio bien diseñado
7. Un restaurante con comida muy mal preparada.
8. Algo necesitado por muchos estudiantes.

En tu Casa. In your house right now, are the following statements true or false?

1. La puerta está abierta.
2. La televisión está apagada.
3. El refrigerador está enchufado.
4. La comida está preparada en la mesa.
5. Los papeles y plásticos están reciclados.
6. Las camas están hechas.
7. La mesa está puesta.
8. Las ventanas están cerradas
9. Agua en el baño está desperdiciada.

Gramática

The Passive Voice. Your English teachers will tell you to never use the passive voice, but this construction can be very useful, especially when you want to conceal the identity of a sentence's subject or if the subject (agent) of the sentence is simply not known. The passive voice always employs the verb *ser* and a past participle. In this case we will use the passive voice to say that something *is done, was done, or has been done*, but please note that you can use any conjugation of *ser* to form different constructions of the passive voice. For example, you could use the future tense with *ser* and the passive voice construction to form the construction: something *will be done*.

The passive voice simply states that an action has taken place but it does not specify who has completed the action. In these cases, the direct object acts like the subject and object of the sentence.	Active Voice: Jorge cosió la blusa en Perú. (<i>Jorge sewed the blouse in Peru.</i>) Passive Voice: La blusa fue cosida en Perú (por Jorge). (<i>The blouse was sewn in Peru (by Jorge).</i>)
Use of the passive voice in the present tense:	La blusa es cosida en Perú. (<i>The blouses are sewn in Peru.</i>)
Use of the passive voice in the past (preterite) tense:	Los pantalones fueron cosidos en Italia. (<i>The pants were sewn in Italy.</i>)
Use of the passive voice in the present perfect tense:	Las medias han sido cosidas en Venezuela. (<i>The stockings have been sewn in Venezuela.</i>)
Notice that the past participle always agrees in number and gender with the sentence's direct object/subject. The verb <i>ser</i> also agrees.	La casa es construida con cemento. Las casas son construidas con cemento. El carro es pintado con el color rojo. Los carros son pintados con el color rojo.

	La casa fue construida con cemento. Las casas fueron construidas con cemento. El carro fue pintado con el color rojo. Los carros fueron pintados con el color rojo. La casa ha sido construida con cemento. Las casas han sido construidas con cemento. El carro ha sido pintado con el color rojo. Los carros han sido pintados con el color rojo.
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Actividad

Who Dunnit? Use the information provided to fill in the blanks for each sentence, according to the context.

1. El banco _____ (*is robbed*) en este barrio cada semana. Es muy peligroso aquí.
2. La escuela _____ (*has been*) infiltrada por tramposos (*cheaters*).
3. Los dueños (*owners*) del restaurante _____ (*were tricked*) por el estudiante joven y carismático.
4. El último pedazo de pastel _____ (*has been eaten*).
5. La tienda _____ (*is closed*) los viernes por Jorge, a las siete, pero está abierta los sábados. La tienda está cerrada todo el día los domingos.
6. Todos los carros _____ (*were sold*). Jorge va a ser “vendedor del año”.

Gramática

The Perfect Tenses. The perfect tenses allow you to discuss what *has been* or *had been* done. These tenses employ a conjugation of the verb *haber* plus the past participle.

The present perfect tense uses the present tense to refer to past actions. In English, the present perfect tense employs the verb <i>to have</i> , in its conjugated form, together with the past participle.	<i>They have written a book.</i> <i>She has purchased a car.</i>
In Spanish, the present perfect tense uses a conjugation of the verb <i>haber</i> together with the past participle to express actions that have been completed.	Conjugation of <i>haber</i> in the present: he hemos has habéis ha han

	Nosotros hemos trabajado por 11 horas. <i>We have worked for 11 hours.</i> Ellos han estudiado el libro. <i>They have studied the book.</i>
Note that in the present perfect form, the past participle is always written in the masculine singular form. Also notice that <i>haber</i> and the past participle are never separated and that <i>no</i> and object pronouns are placed before <i>haber</i> 's conjugated form.	Tú has terminado la tarea. <i>You have finished the homework.</i> Ella ha comido los pasteles. <i>She has eaten the cakes.</i> Ellos no lo han tocado. <i>They have not touched it.</i>
<i>Ha habido</i> is the present perfect form of <i>hay</i> .	Ha habido un accidente en el autopista. <i>There has been an accident on the highway.</i>
Note that <i>haber</i> can be conjugated in nearly every tense, including the present subjunctive.	haya hayamos hayas hayáis haya hayan
When you find yourself in a subjunctive environment and you want to say someone <i>has done something</i> , use the present perfect subjunctive construction:	Ellos dudan que Carlitos haya terminado la escuela. <i>They doubt that Carlitos has finished school.</i>
The verb <i>haber</i> can be conjugated in nearly every tense, and when it is linked with the past participle we are able to create many useful and nuanced constructions, such as “I have done,” “I will have done,” “I would have done,” “I had done,” etc. For our purposes, we’ll focus on “I had done,” or, the past perfect tense (aka: plu-perfect, or <i>pluscuamperfecto</i> in Spanish).	había habíamos habías habíais había habían Yo había cambiado mis planes. <i>I had changed my plans.</i> Para los 4 años, yo ya había aprendido usar una computadora. <i>By 4 years old, I had already learned to use a computer.</i>

Actividades

Cierto o Falso. Have you done this lately? For each statement decide *cierto* or *falso*. If *falso*, have you ever done it?

1. Este mes, yo no he apagado las luces en la noche, antes de dormir.
2. Este mes, yo he reciclado plástico.
3. Esta semana, yo he desperdiciado (*wasted*) agua.
4. Este mes, una persona en mi familia ha tenido una llanta desinflada.
5. Este año, yo he arreglado mis frenos en mi carro.
6. Este mes, he visitado el mecánico.
7. Esta semana, he llenado mi tanque de gasolina.

Make Your Selection. Think about your classmates. Has anyone done the following things? Make your selection.

- 1a. Yo creo que alguien ha escalado el Monte Everest.
- 1b. No creo que nadie haya escalado el Monte Everest.
- 2a. Es cierto que alguien ha visitado las pirámides en Egipto
- 2b. Es dudable que alguien haya visitado las pirámides de Egipto.
- 3a. Estoy seguro que uno de mis compañeros ha manejado un Corvette.
- 3b. Dudo que uno de mis compañeros haya manejado un Corvette.
- 4a. Yo pienso que alguien en la clase ha hecho algo que estuvo muy popular en la media social.
- 4b. No pienso que nuestros estudiantes hayan hecho cosas populares en la media social.
- 5a. Yo creo que alguien ha estado en Nueva York este año.
- 5b. No creo que nadie haya estado en Nueva York este año.
- 6a. Es cierto que alguien ha saltado de un avión.
- 6b. Es improbable que alguien haya saltado de un avión.

Conversation. Talk to your partner using the provided prompts. Ask if he or she has done some of the indicated things. Ask questions and give responses using the present perfect tense.

1. ver una película buena últimamente
2. Leer un libro bueno este año
3. Probar comida india
4. Estar en Chicago
5. Estudiar español esta semana. ¿Vocabulario o gramática?
6. Actuar en una obra de teatro
7. Escribir una novela
8. Ganar un campeonato.

Conversation Dos. Think about your life and the lives of your loved ones. Complete each sentence with a past perfect construction.

1. Para los 5 años, yo ya . . .
2. Para los 8 años, yo ya . . .
3. Para los 16 años, yo ya . . .
4. Para los 17 años, mi mejor amigo/a ya . . .
5. Antes de su boda, mi hermano . . .
6. Antes de jubilarse (*retire*) mi padre . . .
7. Antes de morir, mi abuelo . . .

Vocabulario

Aire Libre. In this chapter we will tackle vocabulary topics related to *el aire libre*. You will find your list of important terms to know below. Practice these vocabulary items for about 30 minutes per day to ensure mastery. A good place to practice these terms with fun games and flashcards is on [Quizlet](https://www.tinyurl.com/reverse844) (tinyurl.com/reverse844).

acabar	to run out of/use up completely
conservar	to save/conserve
construir	to build
contaminar	to pollute
cubrir	to cover
desarrollar	to develop
descubrir	to discover
destruir	to destroy
evitar	to avoid
proteger	to protect
reciclar	to recycle
resolver	to solve/resolve
el aire	air
la energía	energy
eléctrica	electric
nuclear	nuclear
solar	solar
la escasez	lack, shortage
la fábrica	factory

la falta	lack, absence
el gobierno	government
la naturaleza	nature
la población	population
los recursos naturales	natural resources
el/la agricultor(a)	farmer
el/la campesino/a	farm worker, peasant
el campo	countryside, field
la finca	farm
el rascacielos	skyscraper
el ritmo	rhythm, pace
el servicio	service
el transporte	(means of) transportation
la violencia	violence
el animal doméstico	domesticated animal, pet
el animal salvaje	wild animal
la ballena	whale
el caballo	horse
la especie (en peligro de extinción)	(endangered) species
el pez	fish
el toro	bull
la vaca	cow
el árbol	tree
el bosque	forest
el lago	lake
el río	river
arrancar	to start up (a car)
gastar	to use/expend
llenar	to fill (up)
revisar	to check
el aceite	oil
la batería	battery
la estación de gasolina	gas station
los frenos	brakes

la gasolina	gasoline
la gasolinera	gas station
la llanta (desinflada)	(flat) tire
el/la mecánico/a	mechanic
el nivel	level
el parabrisas	windshield
el taller	(repair) shop
el tanque	tank
chocar	to run into/collide
conducir	to drive
doblar	to turn
obedecer	to obey
parar	to stop
seguir	to keep on going/go/continue
la autopista	freeway
la calle	street
el camino	street, road
la carretera	highway
la circulación	traffic
el/la conductor	driver
la esquina	(street) corner
la licencia de manejar/conducir	driver's license
el límite de velocidad	speed limit
el/la policía	police officer
el semáforo	traffic signal
el tránsito	traffic
todo derecho	straight ahead
acelerado/a	fast, accelerated
bello/a	beautiful
denso/a	dense
público/a	public
puro/a	pure

Chapter 15

Gramática

Subjunctive with Nonexistent and Indefinite Antecedents. This use of the subjunctive is tied to the idea that we use the subjunctive in the presence of uncertainty or doubt (even a shadow of a doubt).

Sometimes an entire subordinate clause acts like one big adjective and it describes a noun or pronoun in the main clause. The described noun or pronoun in the main clause is called the antecedent. In these cases, the subordinate clause could also be labeled an <i>adjective clause</i>. Notice in 1) that the subordinate clause gives information about the antecedent. What type of cousin was he? He was a newly wed cousin. In 2), what type of dog do they want? One that doesn't bark.	1) I have a cousin <i>that just got married</i>. 2) They want a dog <i>that doesn't bark</i>.
Indefinite Antecedent: These are antecedents that, according to the speaker, may not exist or whose existence may be uncertain or indefinite.	I am looking for a computer <i>that is cheap and that will last a long time.</i> (Here we see that the speaker is looking for a computer with special attributes.) Is there a tablet <i>that has a data plan?</i> (Here we see that the speaker is questioning the existence of not just any tablet, but one with specific capabilities.)
Nonexistent Antecedents: These are antecedents that, according to the speaker, do not exist (whether this assumption is correct or not).	There isn't any teacher <i>that understands students our age.</i> (Here the speaker doubts the existence of a specific type of teacher.)
In Spanish, the subjunctive is employed when, from the point of view of the speaker, the antecedent is indefinite or nonexistent.	Existent Antecedent: Hay algunas personas que saben álgebra. Nonexistent Antecedent: No hay nada que me interese en la librería. Definite Antecedent: Hay tres hombres que hablan portugués. Indefinite Antecedents: ¿Hay alguien aquí que cante en italiano? Busco una secretaria que escriba bien.

Here's a good rule to live by. If the matrix clause has: -<i>No hay</i> . . . -<i>¿Hay</i> . . . -<i>Necesito un/una</i> . . . (indefinite articles) Then you are very likely to employ the subjunctive in the subordinate clause.	No hay nadie que me entienda en mi trabajo. <i>There isn't anyone who understands me at work.</i> ¿Hay algo que te guste? <i>Is there anything that you like?</i> Necesitamos una mujer que corra rápido. <i>We need a woman who runs fast.</i>
When a person is the direct object of a sentence, we usually use the <i>personal a</i>, as in: <i>Yo enseño a muchos estudiantes.</i> But when the direct object refers to hypothetical persons, such as with indefinite antecedents that refer to persons, the <i>personal a</i> is not used. At right, notice the use of the <i>personal a</i> with definite antecedent and the lack of the <i>personal a</i> with indefinite antecedent.	Indefinite Antecedent: Busco una persona que hable chino. <i>(Indefinite as to whether this person may exist.)</i> Definite Antecedent: Busco a la persona alta que habla chino. <i>(The person who speaks chinese definitely exists and is tall. The tall chinese speaker is real and is known to the person uttering the sentence.)</i>

Actividades

En Nuestra Clase. Think about our class. Do you think there is anyone in our class that does these things?

1. hablar portuges
2. esquiar frecuentemente
3. mirar telenovelas
4. leer mucho
5. escribir libros
6. pescar frecuentemente
7. saber surfear
8. trabajar más de 40 horas por semana
9. manejar un carro con transmisión manual
10. saltar de aviones

Mis Amigos. Think about your friends, then choose a column that best represents the people in your friend circle in order to complete each statement.

Tengo un amigo que . . .	No tengo ningun amigo que . . .
1. bebe demasiado (<i>to much</i>).	1. beba demasiado (<i>to much</i>).
2. toca el chelo.	2. toque el chelo
3. tiene una tarjeta para marihuana medicinal	3. tenga una tarjeta para marihuana medicinal
4. hace las compras en Costco.	4. haga las compras en Costco
5. Es dueño de un restaurante.	5. Sea dueño de un restaurante
6. trabaja en un hospital.	6. trabaje en un hospital
7. se enfoca mucho en las políticas.	7. se enfoque en las políticas.
8. se va a casar este ano.	8. se vaya a casa este ano.
9. vive en el extranjero	9. viva en el extranjero.

Gramática

Subjunctive with Conjunctions (Contingency - CAAPESA). Conjunctions are words or phrases that link one clause to another. Up to now we have used *que* to link the main clause to the subordinate clause. However, there are many conjunctions. In this section we will take a look at conjunctions of contingency and purpose. á é í ó ú ñ Á É Í Ó Ú ¡ ¿

Contingency means that there is a “catch”. One action is dependent upon or determined by another linked action. Certain contingency conjunctions link one phrase that is dependent upon another. These contingency conjunctions always trigger the use of the subjunctive in the subordinate clause (we will see other conjunctions that do not always trigger the subjunctive). Here are the most common examples:

Con tal (de) que - provided (that)
A menos que - unless
Antes (de) que - before
Para que - so that
En caso de que - in case
Sin que - without (unless)
A fin de que - so that

Notice the mnemonic CAAPESA. When you go to the doctor because you are “loco en la cabeza” (think: <i>caapesa</i>) you will always struggle. Mental illness is something that can last a lifetime (as opposed to a cold that can be easily remedied). So, just as you are <i>always</i> ill, so to are we required to <i>always</i> employ the subjunctive with these CAAPESA conjunctions. Notice that these events have not yet occurred. They are, as yet, abstract conceptualizations that have not yet come to fruition in the real world (another big giveaway that we should employ the subjunctive).	Yo estudio con tal de que ella me ayude. <i>I (will) study provided that she help me.</i> Ellos preparan la comida en caso de que el chef no venga. <i>They prepare the food in case the chef doesn't come.</i> Lisa no va a menos que Tito nos acompañe. <i>Lisa is not going unless Tito accompanies us.</i> Ellos trabajan mucho para que sus hijos puedan asistir a la universidad. <i>They work a lot so that their kids are able to attend the university.</i>
Beware that these conjunctions generally must employ a change of subject, otherwise, a much simpler version of the sentence can be used (typically one that involves a preposition and an infinitive instead of a conjunction, two clauses, and the subjunctive in the subordinate clause). Strikethrough indicates an agrammatical sentence.	Yo estudio para que sea doctor. Yo estudio para ser doctor. Yo estudio para que ellos me ofrezcan el trabajo en el hospital. Ellos estudian antes de que lleguen. Ellos estudian antes de llegar. Ellos van a estudiar antes de que el profesor llegue. Lola no lee sin que lleve sus anteojos. Lola no lee sin llevar sus anteojos. Lola no lee sin que Raúl le traiga los anteojos.

Actividades

Matchmaker. Match the conjunction of contingency in the middle column with a main clause (left column) and a subordinate clause (right column). Add/change information and conjugate verbs in order to form complete sentences.

1. Javier / no ir 2. Beto /no pensar / asistir a / la boda 3. Él / querer / casarse / con ella 4. Tú /no ir / boda 5. Yo / tener / cita / mejor /restaurante 6. Traer / anillo 7. Carlos / necesitar / usar / dinero	en caso de que sin que para que con tal de que a fin de que a menos que antes de que	Esposa / malgastar / ropa Haber / momento / perfecto Mirta / casarse con / Pablo Laura / enamorarse / conmigo Julia / estar / fiesta / tambien ellos / te / mandar / invitación el dinero / caer/ en / sus manos
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Contingencies For My Life. Think of your own life. Now, complete sentences based on what's true for you. Some sentences might not currently apply to you, in such cases pretend that they do and complete the sentences anyway. Think what you might say if you were in these situations currently.

1. No puedo casarme con mi novio/a a menos que . . .
2. No voy a pasar mi clase de matemáticas sin que . . .
3. Yo frecuento los bares para que . . .
4. Necesito pagar mi alquiler antes de que . . .
5. Yo voy a poder evitar (*avoid*) el divorcio con tal de que . . .
6. Estoy seguro/a que mi pareja futura va a ser perfecta con tal de que . . .
7. Siempre ahorro dinero en caso de que . . .
8. Nunca voy a encontrar amor sin que . . .

My Main, Your Subordinate. Write three sentences using a CAAPESA conjunction. Here's the catch though, each main clause must contain the name of a member of our class. Your partner will do the same. Then share your main clause and your partner will share his/her subordinate clause. Sometimes matching your main clause with the subordinate clause of your partner can create some interesting and true sentences. All of your sentences must be kind to the members of our class.

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-
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Vocabulario

Vida Social. In this chapter we will tackle vocabulary topics related to *la vida social*. You will find your list of important terms to know below. Practice these vocabulary items for about 30 minutes per day to ensure mastery. A good place to practice these terms with fun games and flashcards is on [Quizlet](https://www.quizlet.com/join/blowout432) ([tinyurl.com/blowout432](https://www.tinyurl.com/blowout432)).

amar	to love
casarse	to marry
divorciarse (de)	to get divorced (from)
enamorarse (de)	to fall in love (with)
llevarse bien/mal (con)	to get along well/poorly (with)
pasar tiempo (con)	to spend time (with)
querer	to love

romper (con)	to break up (with)
separarse (de)	to separate (from)
la amistad	friendship
el amor	love
la boda	wedding (ceremony)
la cita	date
la luna de miel	honeymoon
el marido	husband
el matrimonio	marriage/married couple
la mujer	wife
la novia	bride
el noviazgo	engagement
el novio	groom
la pareja	married couple/partner
el/la viudo/a	widower/widow
amistoso/a	friendly
divorciado/a (de)	divorced (from)
enamorado/a (de)	in love (with)
recién casado/a (con)	newlywed (to)
la adolescencia	adolescence
la infancia	infancy
la juventud	youth
la madurez	middle age
la muerte	death
el nacimiento	birth
la vejez	old age
crecer	to grow
nacer	to be born
a primera vista	at first sight
bastante	rather/sufficiently/enough
juntos/as	together

propio/a	own
a menos que	unless
antes (de) que	before
con tal (de) que	provided (that)
en caso de que	in case
para que	so that

Chapter 16

Gramática

Future and Conditional. The future and conditional tenses are related, easy to form, and mean *will do* and *would do* respectively.

The formation of the future tense is accomplished by adding the following endings to an infinitive.

-é	-emos
-ás	-éis
-á	-án

All verb types (-ar, -er, and -ir) will employ these endings:

hablar		comer		vivir	
hablaré	hablaremos	comeré	comeremos	viviré	viviremos
hablarás		comerás		vivirás	
hablará	hablarán	comerá	comerán	vivirá	vivirán

Despite the simplicity of this verb conjugation, there are multiple irregular verbs that still employ these endings but utilize, not the verb's infinitive, but an alternative verb stem form. Although there are other irregulars in the future (and conditional) tense, these are the most common:

querer	querr-	-é -ás -á -emos -éis -án
saber	sabr-	
salir	saldr-	
poner	pondr-	
poder	podr-	
hacer	har-	
tener	tendr-	
venir	vendr-	

decir	dir-	
*haber (from hay):	habr-	

*Note: Future of *hay* (there is/are) is *habrá*, (there will be).

In addition to employing the future tense, there are many ways to express a future action.	Yo debo estudiar. (<i>I should study.</i>) Llego al aeropuerto a las 2 de la tarde. ¿Vienes a buscarme? (<i>I arrive {will arrive} at 2 in the afternoon.</i> {Will} You pick me up?) No creo que terminen el trabajo para el lunes. (<i>I don't think they {will} finish the job for Monday.</i>)
In fact, some linguists believe that the primary use of the future tense is to make promises.	Yo lo terminaré para el lunes. (<i>I will finish it by Monday.</i>) Yo estaré en tu fiesta. (<i>I will be in your party.</i>)

The conditional tense is very similar to the future tense in it's conjugation and meaning. Where the future tense equates to *will do*, the conditional equates to *would do* something.

Conditional conjugation:

-ía	-íamos
-ías	-íais
-ía	-ían

As with the future tense, all verb types (-ar, -er, and -ir) will employ these endings:

hablar		comer		vivir	
hablar ía	hablar íamos	comer ía	comer íamos	vivir ía	vivir íamos
hablar ías		comer ías		vivir ías	
hablar ía	hablar ían	comer ía	comer ían	vivir ía	vivir ían

The same irregulars that apply to the future tense also apply to the conditional:

querer	querr-	-ía -ías -ía -íamos -íais -ían
saber	sabr-	
salir	saldr-	
poner	pondr-	
poder	podr-	
hacer	har-	
tener	tendr-	
venir	vendr-	
decir	dir-	
haber (from hay):	habr-	

*Note: Future of *hay* (there is/are) is *habría* , (there would be).

If/then statements are perhaps the most frequent application of the conditional tense, but aside from this use, sometimes it is difficult to conceive of a common use of the conditional, but here are a few examples:

Yo planeaba que para los 35 años, yo tendría dos casas, pero ya tengo 37 y solamente tengo *una* casa.

(I planned that by 35, I would have two homes, but I'm already 37 and I only have one house.)

Con mas dinero, yo compraría un barco grande.

(With more money, I would buy a big boat.)

Gramática

Future in Contexts of Conjecture. If you're like me, you probably often say to yourself, "I wonder . . ." as in, "I wonder when el profesor will tell me where he finds all his fancy shirts that he wears for class". Wondering is an important skill, linguistically. We can use the future tense to show this "I wonder" conjecture. For example:

¿Podré graduarme este año? (Literally: *Will I be able to graduate this year?*) or *(I wonder if I will be able to graduate this year?)*

¿Tendré una esposa? ¿Tendré hijos? (Literally: *Will I have a wife? Will I have kids?*) or (*I wonder if I will have a wife? I wonder if I will have kids?*)

Of course we can use the future to ponder about the distant future. Where will I be? What will I be doing? Etc. Which, for me, admittedly looks pretty bleak. BUT, we can also use the future to postulate about everyday things:

¿Los chicos ya estarán en casa? (*Will the children already be home, (I wonder)?*)

Actividades

15 Years from Now. Think about your life 15 years from now. What will you be doing? Where will you live? With whom will you spend your time? Etc. Answer the questions below. En quince años, . . .

1. ¿dónde vivirás?
2. ¿en qué trabajarás? ¿Por qué trabajarás en esto?
3. ¿con quién pasarás tu tiempo?
4. ¿estarás feliz?
5. ¿tendrás hijos? ¿un perro? ¿una casa? ¿muchos juguetes?

The WONDER Years. What are you wondering about right now? Part of being human is NOT having all the answers. If we always knew everything from the beginning to the end, life would be boring. That being said, you are probably wondering/worrying about any number of things as we speak! *Will I pass my classes? Will my dog ever start to like me? Will I ever find a deodorant that both reduces sweat and smells great?* State some of your everyday wonders and worries in the future tense form below. An example has been provided.

o. ¿Tendrá mi tanque la gasolina suficiente para llegar a Chevron?

- 1.
- 2.
- 3.
- 4.
- 5.

Gramática

If then Statements. The conditional is perhaps most often used in “if/then” statements. These statements, most often, use the past subjunctive and the conditional tenses to form highly abstract statements.

The <i>if</i> statement is always followed by the past subjunctive. It is important to not that “if” = “si” (no accent mark) in Spanish. Then comes a comma, then comes a statement written in the conditional tense. Also notice that “then” in Spanish (<i>entonces</i>) is often omitted.	Si yo fuera rico, (entonces) yo tendría muchos amigos. (<i>If I were rich, then I would have lots of friends.</i>) Si Carlita hiciera más ejercicios, no sufriría de la obesidad. (<i>If Carlita exercised more, she would not suffer from obesity.</i>)
The order of the <i>if</i> and <i>then</i> statements can change without altering the meaning of the sentence.	Yo tendría muchos amigos, si yo fuera rico. No sufriría de la obesidad, si Carlita hiciera más ejercicios.
A mnemonic to help remember that the past subjunctive is linked to the “si” clause, and that the conditional is linked to the “then” clause is the name of the soft drink company that I started and later went belly up (one of my many failed Internet startups). Think: <i>La Croix</i> meets <i>Tab</i>. It was going to be the soda for the masses and health nuts! Anyway, my company was called: <i>SiPS, Co</i> Si = si (<i>if</i>) PS = Past Subjunctive , = , (duh) Co = Conditional	
Less common is an if/then statement that employs the present subjunctive and the future tense. (<i>SiPS, Fu</i>)	Si Carlos nos ayude con la tarea, tendremos tiempo para ir al cine. (<i>If Carlos helps us with the homework, we will have time to go to the movie.</i>)

Actividades

Think Fast. What would you do if you had more time, better health, more money, better looks? Answer as quickly as you can.

1. Si yo tuviera mucho dinero, . . .
2. Si encontrara más tiempo en el día, . . .
3. Si me viera más guapo, . . .
4. Si más amigos me quisieran, . . .
5. Si fuera famoso, . . .
6. _____, yo me mudaría de Prescott.

Gramática

Como si. Statements with “como si” (*as if*) always trigger the use of the past subjunctive. I know, I know, you need more uses of the past subjunctive like you need a hole in the head, but, nevertheless, I thought I should let you know. When you see “como si” brace yourself, because past subjunctive will be lurking close by. Here are some examples.

Leandro es un abogado nuevo. El está trabajando muy fuerte. De hecho, él está trabajando **como si quisiera** adueñar la compañía. (*Leandro is a new lawyer. He is working very hard. In fact, he is working as if he wanted to own the company.*)

Actividades

Complete the Sentence. Try to fill in the blanks for these *como si* sentences. Try to challenge yourself and not use the same verb twice, much the way I have to challenge myself in the weight room to reach the records set by the 65-and-older girls P.E. class. *Always reppin’* Agnus!

1. Tito tiene mucha paciencia con los clientes. Es como si Tito . . .
2. Javier estudia siempre. De hecho, Javier estudia como si . . .
3. La matrícula es muy cara. Es como si YC . . .
4. No tengo energía; es como si . . .
5. Lucio tiene un bigote muy hermoso. En realidad es como si . . .
6. _____ como si _____.

Gramática

Subjunctive in Time Clauses (DE MATCH). Our final use of the subjunctive employs a choice between the subjunctive or indicative after certain conjunctions. In this case, these conjunctions give rise to the “time clause” or “adverbial clauses” in the subordinate clause. An adverb is a word that describes a verb, an adjective, or another adverb, much the same way an adjective describes a noun.

For example:

Esta noche, nosotros comemos *cuando el profesor llegue*.

In this sentence, the clause: *cuando el profesor llegue*, is an adverbial clause that functions like one large adverb which describes, in this case, ***when*** we eat.

Adverbial clauses are introduced by the set of conjunctions at right.	Después (de) que - after En cuanto - as soon as Mientras que - while A pesar de que - despite Tan pronto como - as soon as Cuando que - when Hasta que - until
After these conjunctions, the subjunctive is often used in the subordinate clause. The subjunctive is employed when the described action has yet to occur. In these cases, typically the main clause will be written in the present tense, a command, or the future tense and will refer to actions that are still pending.	Necesito estudiar hasta que la clase termine. <i>(I need to study until the class ends.)</i> Llámenme cuando ustedes lleguen a la ciudad. <i>(Call me when you all arrive to the city.)</i> Trabajaremos en cuanto la doctora vuelva. <i>(We will work as soon as the doctor returns.)</i>
The regular present tense will be employed after the DE MATCH conjunction when actions described in the main clause are habitual or “the norm”.	Siempre estudiamos cuando mi padre llega. <i>(We always study when my father arrives.)</i> No comemos hasta que nuestra madre está en la mesa, es nuestra costumbre. <i>(We don't eat until our mother is at the table, it's our tradition).</i>
When the main clause is written in the past tenses and a DE MATCH conjunction is	Siempre enseñaba los verbos cuando los estudiantes venían a la clase.

employed, the sentence is referring to a completed action, so the subordinate clause likewise employs a verb written in the past.

(I always taught the verbs when the students came to class.)

La semana pasada yo deposité mi cheque tan pronto como me lo dieron.

(Last week I deposited my check as soon as they gave it to me.)

Think back to the CAAPESA conjunctions. We said that these conjunctions always trigger the use of the subjunctive. The mnemonic employed was: If you are “enfermo en la cabeza” this is a condition that you will *ALWAYS* have. On the other hand, if you are sick with the flu, you will likely need to go to a doctor for some medication. A doctor, like Dr E. MATCH should be able to make you well. You will not *ALWAYS* be ill if you’ve contracted the flu. In the same way, cabeza or CAAPESA illness may always be with you, so these conjunctions always trigger the subjunctive. An illness for which you will see Dr. E MATCH is an illness you will have with you only sometimes, so DE MATCH conjunctions will only sometimes trigger the subjunctive.

Vocabulario

El Trabajo. In this chapter we will tackle vocabulary topics related to *el trabajo*. You will find your list of important terms to know below. Practice these vocabulary items for about 30 minutes per day to ensure mastery. A good place to practice these terms with fun games and flashcards is on [Quizlet](https://www.quizlet.com/join/bleacher832) (tinyurl.com/bleacher832).

jubilarse	to retire
mudarse	to move
el/la abogado/a	lawyer
el/la cajero/a	cashier, teller
el/la cocinero/a	cook, chef
el/la comerciante	merchant, shopkeeper
el/la contador(a)	accountant
el/la criado/a	servant
el hombre/la mujer de negocios	business person
el/la ingeniero/a	engineer
el/la maestro/a	schoolteacher
el/la obrero/a	worker, laborer

el/la peluquero/a	hairstylist
el/la periodista	journalist
el/la plomero/a	plumber
el soldado/la mujer soldado	soldier
el/la trabajador social	social worker
el/la traductor(a)	translator
el/la vendedor(a)	salesperson
el/la aspirante	candidate, applicant
el currículum	resumé
la dirección de personal	personnel office, employment office
el/la director de personal	personnel director
la empresa	corporation, business
la entrevista	interview
el/la entrevistador(a)	interviewer
el/la gerente	manager
el puesto	job, position
el salario	salary
la solicitud	application (form)
la sucursal	branch (office)
caerle bien/mal a alguien	to make a good/bad impression on someone
dejar	to quit
entrevistar	to interview
escribir a computadora	to key in (type)
graduarse	to graduate
llenar	to fill out (a form)
renunciar	to resign (from)
el aumento de sueldo	raise
el banco	bank
la caja	cashier window
el cajero automático	atm

el cheque	check
la chequera	checkbook
la cuenta corriente	checking account
la cuenta de ahorros	savings account
el efectivo	cash
la factura	bill
la identificación	ID
el interés	interest
el préstamo	loan
el presupuesto	budget
ahorrar	to save (money)
cargar	to charge (to an account)
cobrar	to cash (a check); to charge (someone for an item or service)
depositar	to deposit
devolver	to return (something)
economizar	to economize
ganar	to earn
pedir prestado/a	to borrow
sacar	to withdraw/take out
sacar el saldo	to balance a checkbook
a plazos	in installments
al contado/en efectivo	in cash
con cheque	by check
después (de) que	after
en cuanto	as soon as
hasta que	until
tan pronto como	as soon as
al principio de	at the beginning of
en vez de	instead of