



Meeting 100% of the TEKS with EMC School

At EMC, we want to engage your students in the language learning process as well as ensure that they have the opportunity to meet all the TEKS as part of that process. Therefore, we are creating a set of supplemental lessons to bridge any missing TEKS in our French and Spanish programs.

The following lesson is available for immediate use, with additional similar supplemental lessons available by August 2017.

Please visit www.emcp.com/Texas for a complete list of available lessons.



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¡Qué chévere!

Supplemental Lesson

TEKS 1.B.ii

Knowledge & Skills Statement	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(ii) express personal opinions or preferences with simple supporting statements in written conversation

¡Qué chévere! 2, Unidad 6, Lección A

Gramática (p. 275)

- Narrative: Grammar Presentation:
El subjuntivo para expresar opiniones y preferencias
- Activity: E-mail Correspondence: *Querida Abby*

El subjuntivo para expresar opiniones y preferencias

- You have learned to use various tenses in the indicative mood (e.g., present tense, preterite tense, imperfect tense) to express certainty and to state facts. The subjunctive mood (**el subjuntivo**) allows you to convey subjectivity (your opinion) or express uncertainty and emotion. In particular, the subjunctive mood can be useful when suggesting, requesting, or ordering someone to do something. Compare the following sentences.

Indicative mood: *Abuela siempre **usa** una escoba vieja para barrer.*

Subjunctive mood: *Mamá quiere que abuela **use** una escoba nueva.*

- To form the present-tense subjunctive, drop the final -o from the yo form of the present-tense verb and add the following subjunctive endings.

el presente del subjuntivo					
-ar		-er		-ir	
hable e	habl emos	coma a	com amos	viva a	viv amos
hable s	habl éis	com as	com áis	viv as	viv áis
hable e	habl en	coma a	com an	viva a	viv an

- Stem-changing verbs in the subjunctive follow the same change as in the present-tense indicative. However, stem-changing -ir verbs require a second change in the *vosotros* and *nosotros* forms; this second change is shown in parentheses after infinitives: *preferir* (ie, i) → *nosotros prefiramos*.
- The subjunctive has the same spelling changes as the *Ud.* command form you already learned:
 -car (c → qu), -cer (c → zc), -cir (c → zc), -gar (g → gu), -ger (g → j),
 -guir (gu → g), and -zar (z → c)

- The subjunctive is often used when one person is trying to influence the action of another person. When a sentence is expressing influence, it will have two clauses, a main clause and a subordinate clause. The main clause contains an influencing verb which will be conjugated in the indicative. Examples include *aconsejar*, *decidir*, *decir*, *insistir (en)*, *necesitar*, *pedir*, *permitir*, *querer*, or *preferir*. These verbs trigger the use of the subjunctive when there is a change of subject in the subordinate clause. The two clauses are connected by *que*.

(indicative verb) + *que* + (subjunctive)

Papá quiere que (yo) barra el patio.

Dad **wants** me **to sweep** the patio.

Tania insiste en que Raúl limpie el ático.

Tania **insists that** Raúl **clean** the attic.

Raúl prefiere que Felipe lo haga.

Raúl **prefers that** Felipe **do** it.

Note: If there is no change of subject in the sentence, use the infinitive in place of the word *que* and a subjunctive verb: *Yo no quiero limpiar el ático.*

- When expressing opinions or preferences, you may need to add supporting statements to clarify or intensify your position. You may choose to extend your sentences by using *pero* or *porque*.

Papá quiere que (yo) barra el patio porque él quiere almorzar al aire libre.

Dad wants me to sweep the patio **because** he wants to eat lunch outside.

Tania insiste en que Raúl limpie el ático, pero Raúl tiene que estudiar primero.

Tania insists that Raúl clean the attic, **but** Raúl has to study first.

Actividad: Querida Abby

El periódico de tu colegio tiene una columna de consejos (*advice column*) que se llama “Querida Abby” y quieres pedirle ayuda con un problema que tienes. Piensa en una dificultad que tengas con algú**ñ** miembro de tu familia, con algú**ñ**(a) amigo/a, con tus estudios, etc. Explícale a Abby en un e-mail tu problema e incluye las opiniones de tus amigos y familia y las tuyas también. Tu e-mail debe consistir como mínimo de cinco oraciones completas y debe incluir tantos detalles como puedas.

Querida Abby,

Tengo un gran problema y no sé qué hacer. _____

Gracias por su ayuda. Espero sus recomendaciones.

Saludo cordial,

Extensión

Have students exchange emails and read about each other's problems. Then have them act as "*Querida Abby*" and give their partners advice in 1 or 2 sentences.

Provide example structures for students to craft their responses and remind them about the use of the subjunctive.

Te aconsejo que _____ (subjuntivo) _____ porque _____.

Necesitas _____ (infinitivo) _____ porque _____.

Necesitas que _____ (subjuntivo) _____ porque _____.