Chapter 11 can be divided into two parts: sections 11.1, 11.2 and 11.3 form the first part, and sections 11.4 and 11.5 form the second part.

**OVERVIEW OF SECTIONS 11.1, 11.2, 11.3**

In first semester Spanish and up until now, the verb tenses that you’ve learned (simple present, present progressive, present perfect, preterite and imperfect) have all been part of a larger category called the **indicative**. When we use the indicative, we’re presenting an action or state as factual (i.e., as our reality). For example:

- Vivo en Costa Mesa.
- En este momento estoy cenando.
- Este semestre he leído quince novelas.
- Anoche estudié mucho.
- Cuando era niña pasaba los veranos en Washington con mi papá.

Whether what we’ve said is true or not doesn’t matter (in the examples above, only the last statement is true for me); what matters is that we’re presenting what we say as our reality (or, what we want others to perceive as our reality).

In Spanish, when we express an action or state and we don’t just present it as reality but we add in some other element, oftentimes we’re required to express that primary action or state using a verb form from a different category, the **subjunctive**. What might that other element be? It could be that we desire that the action take place (or that the state exist), that we fear that it will take place/exist, that we think that it’s better that it take place/exist, that we doubt that it will take place/exist, that we’re happy that it is taking place/exists, that we like that it takes place/exists, that we think it’s weird that it takes place/exists, that we recommend that it take place/exist, that we deny that it takes place/exists, that we need it to take place/exist, etc. The list goes on and on, but for now, you are not going to be expected to learn the MANY situations in which verb forms from this new category are used— in chapter 11, you’ll see only three:

### 11.1 Introduction to “polite” commands (those used with usted and ustedes)

When you tell a person whom you address as usted or a group of people to do or be something, you are not simply expressing that action or state as a reality that occurs or exists, but rather as something that you want that person(s) to do or be. In other words, you’ve brought in another element, in this case, the element of your desire that something be done or exist. Therefore, Spanish requires that you put the verb in the subjunctive form mentioned above. In section 11.1, you learn how to form the present subjunctive for regular and irregular verbs, but only in the usted and ustedes forms. These are called the polite (or usted and ustedes) commands:

- Señor Cervantes, escriba otra novela, por favor.
- Estudiantes, ¡estudien más!

### 11.2 Softening commands by using querer with the subjunctive

When you order someone to do something (“Study more, students!”), it’s very direct and no frills. You can soften the command by adding in “I want...”; this converts it into a request (or a declaration of what I want), rather than a direct command. The “I want” part is presented as reality, so it’s in the indicative form. However, the action that I want the other person (usted or ustedes, for example) to do is expressed in the subjunctive form, just like in the direct commands described above:

- Señor Cervantes, quiero que usted escriba otra novela.
- Estudiantes, quiero que estudien más.
Since we’re no longer giving direct commands (where I talk directly to someone and tell that person or those persons to do or be something), *I* can say to *you* that I want *her* to do something, and *you* can tell *me* that you want *us* to do something, and *he* can tell *you* that he wants *me* to do something, etc.; so, in section 11.2, all five forms of the present SUBJUNCTIVE of regular verbs are presented.

- Quiero que Juanita y Pablo **estudien** más.
- ¿Quieres que yo **vaya** contigo al concierto?
- Hija, queremos que nos **digas** la verdad.
- Ana quiere que su hija **esté** contenta.

**OJO**: Remember that if there is no change of subject (i.e., if the same person doing the wanting is the same person who may end up doing the desired activity), we have a much simpler construction:

- Quiero **estudiar** más.
- ¿Quieres **ir** contigo al concierto?
- Hija, te queremos **decir** la verdad.
- Ana quiere **estar** contenta.

### 11.3 Using the subjunctive to express the indefinite future

By its very nature, the future is indefinite. When we express a plan for the future, we can’t know for sure that it’s going to happen. Nevertheless, we use the INDICATIVE to express a future plan. In second-year Spanish, you’ll learn a way to express a future action or state with just one word (the simple future); for now, however, you’ve learned to use the *ir a* + infinitive construction:

- Mañana **voy a llegar** a casa a las siete.
- Este verano, **vamos a ir** a México.

Both activities, as presented above, are the “primary” or “main” ideas: we are presenting them as the actions that are going to happen in the future. We can present them in another way, however; they can be expressed to provide a time frame for some other action or state. In this case, they will follow the word **cuando**, and they will be in the SUBJUNCTIVE. The other action or state (which is the “primary” or “main” idea in the new sentence) is in the INDICATIVE:

- Mañana mi esposo **va a preparar** la cena cuando (yo) **llegue** a casa.
- Cuando **vayamos** a México, **vamos a estar** contentos.

Compare the above examples to the following two sentences:

- Todos los días mi esposo **prepara** la cena cuando (yo) **llego** a casa.
- Cuando **vayamos** a México, **vamos a estar** contentos.

Both verbs are “weak” in the sense that they express future actions (and we can’t know that they will actually end up occurring). The verb that follows **cuando**, however, is doubly weak, since it exists primarily to provide a time frame for the other verb. It’s also grammatically weak, because it’s in what’s called a subordinate or dependent clause (i.e., in the part of the sentence that begins with **cuando**—this part doesn’t stand on its own, but rather is part of a larger sentence). Note that this especially “weak” verb is the one that follows the word **cuando**, whether it’s in the first or second part of the sentence.

Section 11.3 presents this third usage of the SUBJUNCTIVE, along with:

- all five forms of the present SUBJUNCTIVE of verbs with irregular yo forms (which are actually regular in the present SUBJUNCTIVE, since they follow the rules: first drop the “o” of the yo form of the present indicative; then, add the specified endings),
- all five forms of irregular verbs (which do not follow the rules of conjugation, since their present indicative yo forms don’t end with an “o”, so you can’t drop it: **doy**, **estoy**, **soy**, **voy**, **sé**), and
- all five forms of stem-changing verbs (which follow patterns similar to those of the present indicative for -ar and -er verbs, but act a little differently with stem-changing -ir verbs; by now, this shouldn’t surprise us).
OVERVIEW OF SECTIONS 11.4, 11.5

The material presented in sections 11.4 and 11.5 is primarily review: although it doesn’t appear in the textbook until now, we actually saw it when we were covering Capítulo 9. If you remember, in class, when we began to learn the imperfect form in Capítulo 9, we also began to compare imperfect and preterite usage. We said that the imperfect was used primarily in three situations:

1. Description of past circumstances or situations
   - Mi primer coche era verde.
   - En la finca de mi papá, teníamos muchos animales y un jardín grande.

2. Habitual actions (over an extended period of time in the past; the exact number of occurrences is not mentioned, and the focus is not on when the habit began or ended)
   - Cuando era niña, pasaba los veranos con mi papá.
   - Cuando asistía a la universidad en Berkeley, iba a San Francisco frecuentemente.

3. Actions in progress (in the process of taking place at some specific, limited time in the past)
   - Anoche a las 8:00, mi familia y yo cenábamos. (the specific time is 8pm last night)
   - En el verano de 2005, daba clases en Madrid. (the specific time is the whole summer)
   - La semana pasada, te caíste cuando salías del trabajo. (the specific time is the moment at which you fell down)

Note in the second example that what’s being expressed is that in Summer of 2005, the person was teaching in Madrid (i.e., at any given moment that summer, you would have found that person teaching in Madrid). This is the type of answer you would get to the question: “So, in Summer of 2005, what were you doing?” No mention is made of when the person began or stopped teaching in Madrid, although, of course, at some point the act of teaching during Summer of 2005 did end (if nothing else, because the Summer of 2005 ended); but, that’s not the focus of the sentence.

Compare:
   - En el verano de 2005, di clases en Madrid.

The preterite makes it clear that all that’s being expressed is that this action occurred, and that it both began and ended within the specified time period

Note that in the third example, the specific time is defined not by an hour, date or season (8pm, last summer), but rather by the moment at which something else happened: you were in the process of leaving work when you fell down.

When we discussed the third usage (actions in progress), I mentioned that you could use the simple imperfect (cenábamos, daba, salías) OR a form that’s called the imperfect progressive. This is just like the present progressive (estamos cenando, estoy dando, estabas saliendo), which expresses an action in progress in the present, except the verb estar is put in the imperfect, because it expresses an action in progress in the past:
   - Anoche a las 8:00, mi familia y yo estábamos cenando.
   - En el verano de 2005, estaba dando clases en Madrid.
   - La semana pasada, te caíste cuando estabas saliendo del trabajo.

11.4 The Imperfect Progressive

This section introduces the verb form itself (and suggests, if necessary, that you review formation of the present progressive, which was presented in section 5.3). It also presents how the imperfect progressive is used to express that an action was in progress at a given moment (8pm, last summer) in the past.

11.5 The Imperfect in Contrast to the Preterite

This section presents how the imperfect progressive and preterite can work together. The imperfect progressive is used to express that a past action was in progress when another action (expressed in the preterite) took place, thereby “interrupting” the action that was in progress.