

### **1) EI VIERNES POR LA NOCHE EN LA UNIVERSIDAD DE BROWN:**

Have the students (the experts) recommend certain places or events to go to on a Friday night in Providence. Be creative! (Include people, time, why, etc.). At the end, you can survey the class: Wildest Friday night, most boring, etc.

*Recomiendo que...*

*Quiero que*

*Es absolutamente necesario que...*

*Espero que...*

*Es bueno que...*

*Es obvio que...*

### **2) LO QUE QUIERO EN UN NOVIO/UNA NOVIA:**

Students can write mini personal ads explaining what type of guy or girl he/she is looking for. You can also transform this activity into a “Speed dating” game. Divide the class into 2. Have them sit facing each other in 2 lines. They introduce themselves to the person in front of them, and have 2 minutes (depending on the size of the class – if it’s larger, less time) to read off all their requests/wishes. They must use subjunctive. After two minutes, one line rotates so everyone by the end has talked to a different person. At the end of the activity, they have to decide with whom they are most compatible. Heads up: This Speed Dating activity is usually “safer” if you make it just between friends – **LO QUE QUIERO EN UN MEJOR AMIGO/UNA MEJOR AMIGA O COMPAÑERO/A DE CUARTO.**

*Es importante que...*

*Es necesario que...*

*Es bueno que...*

*Es malo que...*

*No creo que...*

*Pienso que...*

### **3) DOS VERDADES Y UNA MENTIRA (Subjunctive to express uncertainty):**

Depending on the size of the class:

If the class is big, have students split into groups of 3.

If it’s a small class, you can probably do it as a large group (or have them work in groups of 3 and then review some in class).

Students write 2 truths and 1 lie on a sheet of paper. Each student reads all 3 sentences to their classmates and those classmates decide which is the lie. **For this to work, the students have to be creative – they can’t be facts that the class already knows: avoid age, brothers and sisters, where they are from, etc.).**

For example:

*No sé encender una cerilla.*

*No puedo comer helado.*

*Me encanta el brócoli.*

Once the students read all three sentences to their classmates, the others respond using SUBJUNCTIVE or INDICATIVE.

“No creo que...”, “Dudo que...”, “Es posible que...”, “No es cierto que...”

Be sure that they use a variety of these expressions (hence, the worksheet below).

*Subjuntivo:*

*no creer*

*dudar*

*negar*  
*no estar seguro/a (de)*  
*es posible que*  
*es probable que*  
*es improbable que*  
*no es cierto que*  
*no es seguro que*  
*no es verdad que*

*Indicativo:*

*creer*  
*estar seguro/a (de)*  
*es verddad, es obvio, es cierto,*  
*está claro, es evidente, es seguro*

You can also play “*corrida de toros*” to review the subjunctive conjugation. Students split into two teams – must have a fun, creative team name. One student from each group comes to the board – teacher calls out the subject pronoun and the infinitive form of the verb – students conjugate as fast as they can and the first one to put down the chalk, wins a point. The rest of the students are either 1) conjugating in their head and/or 2) conjugating the verb too (better option, but not as realistic...). All students should participate.

### **SUBJUNCTIVE REVIEW:**

#### **1) Fortune Teller**

Students write three problems on a sheet of paper. For example: *No tengo dinero.*

If the class is fairly small, you can:

Collect all the problems.

Ask for a volunteer/fortune teller to come up with a solution for each problem, using subjunctive, of course. (You can bring in a prop for the crystal ball – a regular ball?) If there’s a lot of interest to be the fortune teller, one problem each.

If the class is big, you can:

Just have the students work in groups of 3-4 and rotate roles (one person reads a problem, another is the fortune teller – or maybe have more than 1, etc.).

With that example (*No tengo dinero*). Possible solutions: *Recomiendo que busques un trabajo. Quiero que robes un banco.* (They can be funny!)

#### **2) Diablitos y angelitos**

Students write a list of problems (3 each). These problems should be realistic! Teacher assigns students a role: *DIABLITO* or *ANGELITO*. If you really want to get into it, you can add props. Cut out some halos and pitchforks (they love it!). One student reads a problem and the devils and angels offer solutions. The Devils will offer “bad” solutions and the Angels will offer “good” ones. For example: *No tuve tiempo para hacer la tarea de español.*

*ANGELITO: Recomiendo que hables con el/la profesor/a.*

*DIABLITO: Quiero que mientas al/la profesor/a.*

If you have a large group of students, split them into groups of 3. You can also have groups of 4.

**3) Ticket out: To assess their command of subjunctive at the end of the class.**

**Anonymous!**

1. *Espero que mi mejor amigo/a...*
2. *Les recomiendo a mis amigos que ellos...*
3. *Quiero que mi mejor amigo/a...*
4. *Mi profesora de español nos recomienda que...*
5. *Quiero que mis padres...*
6. *Quiero que el presidente...*
7. *Mis padres insisten en que yo...*