

SUBJUNCTIVE STORY IDEAS

These stories set up the use of the subjunctive just by their story lines

Tarea: Es importante que leas y oigas el subjuntivo mucho. Quiero que inventes tu propio cuento basado en las ideas escritas abajo. No quiero que escribas tu cuento. Quiero que lo dibujes, y que lo digas a tus compañeros de clase. El propósito es que empieces a usar el subjuntivo, y que pienses en español. Quiero que vengas preparado a la próxima clase listo para compartir tu cuento con tus compañeros de clase. Obviamente, es necesario que uses el subjuntivo mucho en este ejercicio.

Quiero que uses el subjuntivo mínimo de diez (10) veces cuando digas tu cuento.

The goal is to give students so many interesting repetitions that the subjunctive sound and meaning begins to “sound right” to everyone. Students will read one another’s stories and we will vote on the best story in each class.

STORY IDEAS

* **EI MUCHACHO Y LAS DOS MUCHACHAS** *A girl wants a boy to go to a movie with her; another girl wants him to go to a game on the same night. The boy wants to go out with both girls, but he wants one girl to go on one night and the other girl to go on a different night. Work in lots of repetitions of **quiere que vaya**. This story is expanded into an extensive lesson [here](#).*

* **EL EMPLEADO NUEVO** (*The New Employee*) *It is teenager’s first day at his job. He is working for Sr. Más-y-más. The boss calls him in and says... I want you to _____. The boy tries to do what he is asked, but the boss keeps calling him back with more and more tasks! Think up all kinds of strange details for what the boss asks him to do. **See examples of this story idea below.***

* **POBRE CENICIENTA** (*Poor Cinderella*) *This is the story of a Cinderella-type character whose evil family members try to outdo each other with outlandish requests that she do all kinds of favors and work for them around the house.*

* **LA MADRE EXIGENTE** (*The Demanding Mother*) *The mother of a teenager keeps on asking her kid do more and more chores.*

* **LA NOVIA CELOSA** (*The Jealous Girlfriend*) *A girlfriend keeps seeing her boyfriend around a new girl. She tells him that she doesn’t want him to have anything with her: she doesn’t want him to talk to her, she doesn’t want him to look at her, sit by her, eat with her, say anything about her, etc.*

* **LA HADA MADRINA** (*The Fairy Godmother*) *A kid has a fairy godmother that keeps asking him questions. The kid makes a fairly simple request, but the fairy godmother doesn’t seem to understand so she keeps asking more and more specific questions (like, “Do you want me to make it... or do you want me to make it...? Do you want me to bring it here? Do you want me to... etc.). All of her detailed questions drive the kid crazy!*

* **QUERIDO SANTA CLAUS** (*Dear Santa Claus*) *A kid writes a series of letters (or emails) to Santa and the elves go crazy trying to fulfill his bizarre, outrageous and highly detailed requests. I want you to bring me..., I want you to make..., I want you to fix..., I want you to take...*

* **SU PROPIA IDEA** (*Your Own Idea*) *If the aforementioned ideas do not appeal to you, go ahead and make up your own story that follows a similar pattern of someone wanting another person to do many, many things.*

↓ **See two examples from actual class constructed stories below** ↓

EL TRABAJO NUEVO DE MARCOS ***Class story based on the story idea EL EMPLEADO NUEVO*** (English translation follows)



Marcos es un empleado nuevo. Trabaja en el Gimnasio Gold's. Delaney (la niña freca) es su jefa. Pero Delaney no es una jefa normal. Es una jefa muy exigente. Delaney es la jefa de todo el gimnasio. Ella necesita ser exigente porque los empleados nuevos, como Marcos, siempre dicen que sí saben hacer todo perfectamente, pero en realidad, ellos no saben hacer nada. Y Marcos es igual. No sabe hacer casi nada. Parece incompetente.

Marcos necesita trabajar porque no tiene casa. Vive en una caja detrás de la escuela. Pasa todos los días sentado en el cajón y hablando a las personas que pasan cerca de la escuela.



Delaney es la jefa número uno de todos los gimnasios Gold's en el mundo porque trabaja mucho y es tan exigente. Ella ha ganado muchos premios porque es una jefa tan fantástica y excelente. Cada año en la convención del Gimnasio Gold's, Delaney gana muchos premios. Delaney ha ganado noventa y ocho y medio premios en las convenciones de los Gimnasios Gold's en los últimos tres años. Ganó el medio premio porque un año, Delaney compartió el premio con su amiga,

Taylor. En ese año, Taylor ganó la mitad de un premio, y Delaney ganó la otra mitad. Taylor es la jefa del Gimnasio Gold's en San Diego. Señor Hedstrom ha levantado pesas en ese gimnasio dos veces... ¡Qué casualidad! Pero él nunca vio a Taylor cuando estuvo allí. ¡Qué triste!



Delaney es una jefa fabulosa, pero ella nunca ha tenido un empleado como Marcos. Parece que Marcos no sabe hacer nada menos tocar el cajón y hablar.



Delaney quiere que Marcos limpie todos los baños del gimnasio. Quiere que él los limpie cada hora de cada día. Pero Marcos no puede hacerlo bien.

Ella quiere que Marcos le haga té a ella, pero quiere que se lo haga sin azúcar. A ella no le gusta el azúcar en su té. Ella cree que las personas que piden dieciséis paquetes de azúcar para su té o café son locas. Pero Marcos pone treinta y siete paquetes de azúcar en la taza de té por accidente.



Delaney también quiere que Marcos le prepare la comida. Quiere que le prepare las alas picantes. Marcos prepara las alas, pero no pone la salsa picante, y por eso a Delaney no le gustan.

Marcos no puede hacer ningún de esos trabajos bien. No puede limpiar los baños. No puede preparar las alas picantes. Y aún no puede preparar el té.



Delaney piensa en otro trabajo. Quiere que Marcos arregle todas las pesas en el gimnasio. Pero Marcos empieza a hablar con los clientes y por eso no tiene tiempo para arreglarlas. Parece que Marcos no puede hacer ningún trabajo en el gimnasio que Delaney quiere que él haga.

Así que Delaney está un poco frustrada, pero ella es una jefa muy buena. Delaney quiere que Marcos haga otra cosa. Pero, ¿qué puede hacer Marcos? Ella trata de pensar en otro trabajo, un trabajo que Marcos puede hacer. Un día Delaney oye a Marcos hablando con otra empleada que se llama Sydney. Sydney le pregunta a Delaney:

—Si Marcos no puede limpiar ni arreglar nada, ¿qué puede hacer?



Por fin Delaney tiene una idea. Es una idea fantástica. Ella sabe que Marcos puede tocar el cajón bien y puede hablar muy bien. Así que le habla con Marcos y le dice que ella quiere que él haga una clase de ejercicio. Quiere que él toque el cajón y quiere que hable a la clase.

La clase es un éxito. Marcos toca el cajón y habla todo el día. La clase es super popular. Miles de clientes llegan al gimnasio para hacer ejercicios con Marcos.

Delaney está muy contenta, pero tiene otra idea: quiere que Marcos haga un video de ejercicio para todos los gimnasios Gold's. Quiere que toque el cajón y quiere que hable en el video. Así que hacen un video y lo ponen en YouTube.

El video es un gran éxito. Cuenta con más de sesenta y nueve millones de visitas en YouTube. Marcos es famoso en YouTube y Delaney gana veintiuno más premios y es más rica.

(693 total words)

English Translation

Marcos is a new employee. He works at Gold's Gym. Delaney (the cool girl) is his boss. But Delaney is not a normal boss. She is a very demanding boss. Delaney is the boss of the entire gym. She needs to be demanding because new employees, like Marcos, always say that they know how to do everything perfectly, but in reality, they don't know how to do anything. And Marcos is the same. He doesn't know how to do almost anything. He seems incompetent.

Marcos needs to work because he is homeless. He lives in a box behind the school. He spends every day sitting on the crate and talking to people who pass near the school.

Delaney is the number one boss of all the Gold's gyms in the world because she works so hard and she's so demanding. She has won many awards because she is such a fantastic and excellent boss. Every year at the Gold's Gym convention, Delaney wins many awards. Delaney has won ninety-eight and a half awards at Gold's Gyms conventions in the last three years. She won the half prize because one year, Delaney shared the award with her friend, Taylor. In that year, Taylor won half an award, and Delaney won the other half. Taylor is the boss of Gold's Gym in San Diego. Mr. Hedstrom has lifted weights in that gym twice... What a coincidence! But he never saw Taylor when she was there. So sad!

Delaney is a fabulous boss, but she has never had an employee like Marcos. It seems that Marcos doesn't know how to do anything except play the cajon and talk.

Delaney wants Marcos to clean all the bathrooms in the gym. She wants him to clean them every hour of every day. But Marcos can't do it right.

She wants Marcos to make her tea, but she wants him to make it without sugar. She doesn't like sugar in her tea. She thinks people who ask for sixteen packets of sugar for her tea or coffee are crazy. But Mark puts thirty-seven packets of sugar in the cup of tea by accident.

Delaney also wants Marcos to prepare her food. She wants me to make her the spicy wings. Marcos prepares the wings, but he doesn't add the hot sauce, which is why Delaney doesn't like them.

Marcos can't do any of those jobs well. He can't clean the bathrooms. He can't make the spicy wings. And he still can't make the tea.

Delaney thinks about another job. She wants Marcos to fix all the weights in the gym. But Marcos starts talking to the clients and that's why he doesn't have time to fix them. It seems that Marcos can't do any work at the gym that Delaney wants him to do.

So Delaney is a little frustrated, but she's a very good boss. Delaney wants Marcos to do something else. But what can Mark do? She tries to think of another job, a job that Marcos can do. One day Delaney overhears Marcos talking to another employee named Sydney. Sydney asks Delaney:

—If Marcos can't clean or fix anything, what can he do?

Delaney finally has an idea. It's a fantastic idea. She knows that Marcos can play the cajon well and can speak very well. She so she talks to Marcos and tells him that she wants him to do an exercise class. She wants him to play the cajon and she wants him to speak to the class.

The class is a success. Marcos plays the cajon and talks all day. The class is super popular. Thousands of clients come to the gym to exercise with Marcos.

Delaney is very happy, but she has another idea: she wants Marcos to make an exercise video for all the Gold's gyms. She wants him to play the cajon and she wants him to talk in the video. So they make a video and put it on YouTube.

The video is a huge success. It has more than sixty-nine million views on YouTube. Marcos is famous on YouTube and Delaney wins twenty-one more awards and she's richer.

PELO LOCO

Class story based on the story idea EL EMPLEADO NUEVO (The New Employee)

Hay un muchacho de la clase de español que se llama Jacobo. Tiene pelo loco.

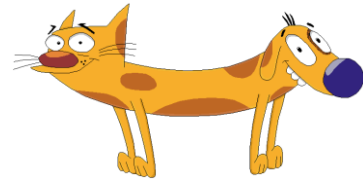


Jacobo tiene un trabajo nuevo. Es el empleado nuevo en un salón de belleza que se llama Pelo Loco. Jacobo tiene una jefa exigente que se llama Aspen.

Jacobo pudo conseguir el trabajo a causa de su pelo. Tiene pelo loco. No sabe hacer nada, pero tiene mucho pelo loco. Aspen quiere que Jacobo trabaje en su salón de belleza porque tiene mucho pelo loco.

Aspen es la dueña de una cadena exitosa de salones de belleza que se llama Pelo Loco. Es la dueña de

setenta y ocho y medio salones. Es la dueña de medio salón con Jackson. Una mitad de este salón pertenece a Aspen y la otra mitad pertenece a Jackson. Este salón de belleza se llama Salón Gatoperro.



En el Salón Pelo Loco Aspen quiere que Jacobo haga muchas cosas. Ella quiere que él limpie los pisos y quiere que limpie los baños. Quiere que hable con los clientes y quiere que cante a los clientes. También quiere que tire la basura.

Pero hay un problema porque Jacobo no sabe hacer nada. Sólo sabe sonreír y peinarse el pelo. Jacobo no puede limpiar nada, solamente sonríe y se peina el pelo todo el día. Aspen está frustrada porque hay mucho trabajo que ella quiere que Jacobo haga y él no puede hacer casi nada.

Jacobo no puede hacer ningún de los trabajos necesarios en el salón de belleza. Pero Aspen no solamente es exigente, también es creativa. Así que ella piensa de otro trabajo para Jacobo.

Ella quiere que Jacobo se sienta en la ventana del salón. Jacobo se sienta en la ventana de la tienda. Se peina el pelo todo el día y sonríe a los clientes cuando entra en la tienda. Muchísimos clientes nuevos vienen al salón para ver a Jacobo y su pelo loco. ¡Jacobo tiene éxito en su trabajo nuevo! Y Aspen está muy contenta porque es rica.

(332 total words)

Discussion with Susan Gross that explains and supports this technique:

My preferred story is based on Blaine Ray's cat story. The kids know it well since it was their very first chapter in level one. Introduce the subjunctive like this:

Put the overhead of the cat story on the projector. Discuss each frame of the story by asking questions.

Why does the boy take the cat from the girl?

Students: He's mean

Yes, you are right. He is mean. Does he want the girl to be happy or does he want the girl to be sad?

Students: Sad

Right. He wants her to be sad.

Same thing is repeated with, "Why does he throw the cat?" Then when he is laughing, the cat is running and the girl is crying, embellish like this:

Does the CAT want the girl to be happy or does the cat want her to be sad?

Students: Happy

Yes, the cat wants her to be happy. Is she happy?

Students: No

That's right. The cat wants her to be happy, but she is sad. Does the boy want her to be happy or does he want her to be sad?

Students: Sad

Yes, he wants her to be sad and she is sad.

The example I used contrasted "está" and "está" in a perfectly natural way. The next day I would do the same thing with another story, sticking with **volition** as the trigger for subjunctive. In other words, say things like "he wants," "in order," so that they can see that **one person wanting to influence another is the subjunctive trigger in this example.** In this second story, use several different verbs in the subjunctive, sticking with volition as the subjunctive trigger.

The goal is not to TEACH the rule, but to model the use of it and to give the students enough repetitions that it sounds right to them.

Subjunctive should "sound right" already since you have been using it in a natural manner in Spanish I and Spanish II. However, it sounds right only in a sort of generalized way, in that they know what you mean when you say things like "**Que le vaya bien.**"

Now you are getting them ready to output the subjunctive.

Now you need to circle it (use it over and over in interesting and comprehensible ways) and make them notice it.

Now you are getting them to see how the mood in "tenga" is different from when I say "tiene."

Eventually you will give them the rules. Remember how we first focused on one point of view at a time to get through the present and past tenses? After that, the conjugating paradigm made sense and summarized what they already did with the language. You will get there in subjunctive, also.

But for now, you need to **focus on one subjunctive trigger concept at a time.**

This is NOT an "official" way to do subjunctive! It is just one way of doing it.

The point is to use the grammatical structures in context and in meaningful, interesting and comprehensible ways.