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Transferring the Spanish Subjunctive Mood into English: The Case of Dependent Clauses Introduced by "que"

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ABSTRACT

English and Spanish do not behave in the same way with respect to the subjunctive mood. This empirical study investigates the transfer of the Spanish subjunctive into English by 20 L2 university learners of English in their first year of the B.A. in English Studies at the University of Valladolid and whose native language is Spanish. We have designed two translation tasks. The first translation task aims to observe if the transfer of the Spanish subjunctive into English poses problems for Spanish L2 learners of English. The second translation task aims to observe if there is an improvement in the results of the translation task when students are provided information on how to translate the Spanish subjunctive into English. The analysis of the data shows (1) that there are some structures that are difficult to translate and (2) that the information that participants were given on how to translate the Spanish subjunctive into English helps to improve the results in the second translation task.

KEYWORDS: subjunctive, translation, English learners, Spanish natives, problems.

El inglés y el español no se comportan de igual manera con respecto al modo subjuntivo. Este estudio empírico investiga la transferencia del subjuntivo en español al inglés por 20 estudiantes universitarios de inglés como L2 en su primer año del Grado en Estudios Ingleses de la Universidad de Valladolid y cuya lengua materna es el español. Hemos diseñado dos tareas de traducción. La primera está diseñada para observar si la transferencia del subjuntivo del español al inglés plantea problemas a los españoles estudiantes de inglés como L2. La segunda tarea de traducción está diseñada para observar si los resultados en la tarea de traducción mejoran cuando a los participantes se les da información de cómo traducir el subjuntivo del español al inglés. Los análisis de los resultados demuestran (1) que hay algunas estructuras que son difíciles a la hora de traducirlas y (2) que la información que se les dio a los participantes sobre cómo traducir el subjuntivo español al inglés ayuda a mejorar los resultados de la segunda tarea de traducción.

PALABRAS CLAVES: subjuntivo, traducción, estudiantes de inglés, nativos españoles, problemas.

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1. INTRODUCTION

Mood continues to represent a domain where little investigation has been done on second language (L2) research, especially when compared to other domains like tense and aspect. There is a great interest in the domain of mood regarding L2 acquisition of the Spanish subjunctive (see e.g. Collentine 2014 for an overview), but investigations of mood in English as L2 are limited for a number of reasons (Jespersen 1959; Palmer 1986; Stanley 1986). Although the subjunctive is a specific marker of mood, in English the subjunctive is infrequent as well as it lacks of its own morphology (Jespersen, 1959). Only one form of the present subjunctive in English is morphologically different from the present indicative and it only exists in the singular which is *were* (indicative was), and consequently, the rest of the forms of the English subjunctive are not distinct from the indicative. The subjunctive in Spanish is used more frequently than in English and also contrasts with it in having its own morphology, making it clearly identifiable and more noticeable in comparison. With this information about the English and Spanish subjunctive, it seems evident that these two languages do not behave in the same way with respect to the subjunctive mood but to date this has not been extensively investigated.

This research paper investigates if the Spanish subjunctive is a challenge for Spanish university learners of English as their second language (L2) when it has to be translated into English. More specifically, our study focuses on how the subjunctive in dependent *que*-clauses is transferred into English in an attempt to convey the same meaning. This transfer of the Spanish subjunctive into English may be a problem for learners since there is not real correspondence between Spanish and English. In order to throw some light on how the Spanish subjunctive is transferred into English by Spanish-speaking university learners of English, we will carry out an empirical study. We will analyze the different examples produced by the participants in two translation tasks in order to answer the following research questions:

- Do learners have a problem when transferring the Spanish subjunctive into English in dependent *que*-clauses? Our hypothesis is that the transfer may pose a problem since English and Spanish do not behave in the same way with respect its use.

- If students are provided with information on how to translate the Spanish subjunctive into English, does this help to improve their results in the translation task? Our hypothesis is that providing this type of information may help L2 learners of English in the translation task.

This research paper is organized in three parts. The first part of our study consists of a theoretical description of the subjunctive mood in English and in Spanish. Then, we will present the methodology used for our empirical study in which we have described the participants that took part in the study, the translation tasks that we have designed to obtain the data from the participants, and the procedure followed. The third part of our work covers the analysis of the results obtained. This analysis has been divided in two sections which are the results of the first translation task and the results of the second translation task. Finally, we will present our conclusions according to the data obtained.

2. THE SUBJUNCTIVE MOOD

In this section, we will provide a theoretical background of the subjunctive mood in English and Spanish. First, we will analyze English and Spanish independently regarding this mood. Second, we will compare the subjunctive mood in these two languages.

2.1. The subjunctive in Spanish

It has always been a difficult task to define the Spanish subjunctive mood and a lot of literature had been written in order to give a unique and accurate definition. A case in point is the commented bibliography written by Navas Ruiz (1990) in which we can find all the works written about the Spanish subjunctive until 1987. Following the previous idea, we find other interesting works dealing with the topic of the Spanish subjunctive mood such as those by Bosque (1990), Sastre (1997), Fente (1971), and Gili Gaya (1994) as the most noteworthy. In fact, as Zamorano states "la variedad de criterios y la pluralidad de enfoques [sobre el subjuntivo] es directamente proporcional a la cantidad de estudios dedicados al subjuntivo." (Zamorano, 2005:19)

Many writers analyze different implications in the use of the indicative and the subjunctive mood. For example, Sastre (1997:15) defines the indicative as "el modo de la factualidad y de la imposición objetiva de los fenómenos" and the subjunctive as "el modo de la virtualidad, de lo hipotético, de la valoración subjetiva de la realidad". Similarly, Bustos (1986:32) explains that with the use of the indicative the speaker commits himself/herself to the truth about what he/she is saying, one thing that does not happen when the speaker uses the subjunctive.

Volition, wish, doubt and negation verbs are the verbs which better fit with the category of non-reality, future and virtuality because they indicate something that has not yet occurred. For example, let's take a look at these sentences:

[1] Yo quiero que vayas al parque conmigo

[2] Dudo que Pablo vaya al parque con Pedro

The action of going to the park has not yet occurred in the moment when *[1]* and *[2]* were being pronounced, in fact, the action is expected to occur after *[1]* and *[2]* take place.

There are several authors like Fente (1971) who are against the idea that the subjunctive mood is a relative mood that only appears in subordinate clauses. However, Busch (2009) shows that in imperative and exclamatory sentences as well as idiomatic expressions such as:

[3] ¡Que viva el rey!

[4] ¡No vayas con él!,

We can find that the verb of the main clause is in the subjunctive mood. Nevertheless, sentences *[3]* and *[4]* are just cases where there is an omission of the main clause. Therefore, sentences *[3]* and *[4]* are the result of an omission, being the non-omitted sentences:

[5] Queremos que viva el rey

[6] No quiero que vayas con él.

Considerable research has been done on the acquisition and teaching of the Spanish subjunctive in the field of Spanish as a foreign language from different perspectives and points of view. Here, we will only mention a few of the great amount of works that exist related to this topic. The Spanish subjunctive has been the subject of many studies due to the difficulty that it always supposes for students of Spanish. Terrell (1987) carried out an empirical study with students of Spanish who were in their third semester and whose native language was English. The results showed that after two years of studying Spanish at the university, students were not able to select mood properly neither in oral nor in written production thus indicating that this structure is acquired late.

In the field of Spanish L2, Varela (2005) indicates that Spanish grammar teaching as a foreign language still follows traditional methods that consist in describing the material explicitly and giving rules that students have to follow. She criticizes that this process doesn't help students to understand how the Spanish grammar functions. Varela rejects traditional focus-on-meaning activities that ignore the linguistic forms and proposes a new method of introducing the Spanish subjunctive by using focus-on-form activities combined with recent explanations of the uses of the subjunctive. Varela proposes focus-on-form activities that aim first to direct students to the comprehension of the meaning of a word and then to its linguistic comprehension.

2.1.1. The Spanish subjunctive in dependent *que*-clauses and its equivalent in English.

We have compiled a series of common characteristics that help us understand the Spanish subjunctive based on the contributions of the different authors analyzed in the previous section. Those characteristics will help us systematize the Spanish subjunctive. Here, we will deal with Spanish dependent *que*-clauses and the English equivalent structure for these Spanish constructions in which the verb of the dependent clause is in the subjunctive mood. We have divided this part into small subsections in which we will talk about the Spanish subjunctive mood from a more general point of view to a more specific one.

a) What are the indicative and the subjunctive moods and when should they be used?

The moods express the attitude of the speaker. The indicative mood is used to make a declarative statement, expressing a fact or an opinion while the subjunctive mood is used to convey a wish, a possibility or a state of existence contrary to reality. The subjunctive mood is also used to talk about a hypothetical situation that expresses a statement that is different or opposite to what is actually real.

The indicative mood can be used in simple sentences (those that only have one predicate) as in example [7] or in complex sentences as in example [8].

[7] Mañana *lloverá.*

[8] *Sé que mañana lloverá.*

The subjunctive mood is only used in complex sentences such as [8] and it is dependent to a main clause.

b) How is the subjunctive formed in Spanish?

The subjunctive tense system in Spanish is less elaborated than the Spanish indicative tense system. Consequently, the ten verb tense categories existing in the indicative are reduced to only four verb tenses in the subjunctive as shown in Table 1.

Table 1. *Correspondence of tenses between the indicative and the subjunctive moods.*

	INDICATIVE MOOD	SUBJUNCTIVE MOOD
PRESENT	Vienen	Vengan
FUTURE	Vendrán	
PRESENT PERFECT	Han venido	Hayan venido
FUTURE PERFECT	Habrán venido	
IMPERFECT	Venían	Vinieran (viniesen)
PRETERITE	Vinieron	
CONDITIONAL	Vendrían	
PAST PERFECT (IMP.)	Habían venido	
PAST PERFECT (PRET.)	Hubieron venido	Hubieran (hubiesen) venido
CONDITIONAL PRESENT	Habrían venido	

c) What are independent and dependent clauses.

An independent clause only has a subject and a predicate:

[9] *Juan* (subject) *juega al fútbol* (predicate).

A dependent clause is used to complete the main clause. The dependent clause and the main clause have their own subject and inflected verb:

[10] *Juan* (subject 1) *quiere* (predicate 1) *que su hermano* (subject 2) *juegue al fútbol* (predicate 2).

d) Types of dependent clauses

There are three types of dependent clauses: noun clauses, adjective clauses and adverbial clauses. Noun clauses are introduced by conjunctions such as *que.* Adjective clauses are introduced by the relative pronouns *que, el/la los/las que, quien(es).* Adverb clauses are those introduced by different conjunctions such as *cuando, para que, sin que, antes de que, aunque,* etc. In all the previously mentioned types of dependent clauses, the subjunctive is always used in the dependent clause and never in the main clause.

There are certain types of verbs in Spanish used in the main clause that require the use of the subjunctive mood in the verb of the dependent clause. In this paper we have followed Sastre Ruano (1997) classification in which she organizes the structures that require the use of the subjunctive mood. Sastre Ruano establishes two large groups. Group 1 includes those verbs that the speaker uses to state a fact. Group 1 is at the same time divided into three subgroups.

The first subgroup includes the verbs of mental or physical action that do not express volition or wish. Some examples of these are: *acordarse de, adivinar, comprender, creer, endender, pensar, reconocer, saber, verificar,* etc.

The second subgroup contains verbs of communication that make reference to the transmission of the message issued by the speaker through all the codes and channels. They are the so-called *dicendi* verbs that make reference to the different ways of "decir", providing all of them different nuances. Some examples of this subgroup of

verbs are: *asegurar, confesar, contra, decir, exponer, expresar, inisistir (en), manifestar, negar, referir, señalar,* etc.

The last subgroup consists of verbs of perception. They are used to make reference to something that is perceived through the senses. Some examples are: *notar, observer, oír, percibir, ver,* etc.

Group 2 refers to those verbs characterized by wanting someone to do something. The use of these types of verbs is also intended to influence on someone's behavior or over any situation, and they make reference to the moods or feelings that facts, actions or situations produce in the speaker (fear, doubt, surprise, etc.). There are volition verbs such as *desear, frustrar,intentar, negarse a, querer, oponerse a, preferir,* etc; verbs of influence such as *pedir, solicitor, aconsejar, recomendar, decir, dictaminar, ordenar, imponer, consentir, permitir, dejar, prohibir, obligor a,* etc.; and verbs of emotion, doubt or jugdment such as *admirar, asgradar, alegrar, asustar, digustar, diverter, encantar, gustar, molestar,* etc. In this Group 2 of verbs, there are also expressions that indicate a feeling or judgment. Those expressions are made up with the verbs *ser* and *estar* in the third person singular + a noun, an adjective or an adverb (depending on the type) + *que*. We find constructions like *es necesario que, es una sorpresa que,* and *está bien que.*

e) English equivalent structures

Even though it is possible to find constructions with a literal translation in English, those cases are only common in the literary style:

[11] *Es necesario que venga* → *It is necessary that he come*.

But it is usually normal to have an indicative in the dependent clause:

[12] *No es que no te quiera* → *It doesn't mean that I don't love you.*

In English, Spanish dependent *que*-clauses are usually substituted by these constructions:

➢ To + infinitive:
[13] *Dile que venga* → *Tell her to come.*

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[14] Me dijo que me fuera → He told me to leave

➢ For + subject + to + infinitive:
[15] Estaba esperando a que vinieras → I was waiting for you to come.

➢ That clause (verb of the dependent clause inflected)
[16] Confío en que venga → I hope that she'll come.
[17] No me dijo que tu jugaras al baloncesto → He didn't tell me that you played basketball

➢ Constructions were *that* cannot be used:.
[18] Me alegra que hayan venido → I am glad they came.

➢ That + subject + to + infinitive:
[19] Quiero que aprendas → I want you to learn
[20] Les ruego que presten atención → I beg you to pay attention.

2.2. The subjunctive in English

The subjunctive mood is very unusual in present-day English and it doesn't have its own morphology. The present has the same form as the infinitive, and the simple present is the same as the indicative. There is only one verb that has a different desinence but it only appears in the singular and usually tends not to be used:

> In the preterit only one verb has a subjunctive form that is distinct from the indicative and that only in the singular: **were** (indicative **was**). This form is to a great extent being displaced by **was**, so that the tendency is to get rid of the preterit subjunctive form in all cases. (Jespersen, 1959:293)

Palmer points out that the subjunctive in English has almost disappeared and it has been substituted by the modal verbs:

> There is no need to be much concerned with the subjunctive in English (…) This has largely disappeared from English, and can well be argued that it has been replaced by the modal verbs, though traditional scholars may still argue for its use. (Palmer, 1986:43)

Hoye (1997) says that the English subjunctive only exists with a small group of verbs in subordinate clauses and in wish expressions in independent clauses:

> In English the subjunctive occurs in subordinate clauses in association with a very small class of verbs like demand, insist, require; and in main clauses it is restricted to an archaic or formulaic utterances such as so be it! (Hoye, 1997:39)

Stockwell (1965) gives us a few instances where a subjunctive may be found in English:

> *If he <u>were </u>a little older, he'd understand.*
>
> *I suggest that his name <u>be</u> deleted.*
>
> *Thy kingdom come, Thy will <u>be</u> done.*
>
> *<u>Be</u> he alive or <u>be</u> he dead, I'll grind his bones to make my bread.* (Stockwell, 1965:242)

Following Quirk (1998), there are three categories of subjunctive that may be found in English. The first one is the mandative subjunctive. We can find this type of subjunctive in that-clauses. This type of subjunctive is not inflected and it has the base form of the verb. This subjunctive may appear with any verb in subordinate that-clauses only when the main clause expresses recommendation, resolution, demand, etc. E.g.: we demand/require/insist/ suggest/ask/etc. that ... This subjunctive is used mainly in formal styles (especially in American English). In less formal styles there is a tendency to use structures such as to-infinitive or should + infinitive as in:

> *It is necessary that every member inform himself of these rules.*
>
> *It is necessary that every member should inform himself of these rules.*
>
> *It is necessary for every member to inform himself of these rules.*

The second category is the formulaic subjunctive. This type of subjunctive, as the previous one, is not infected and it has the base form of the verb. It normally appears in fixed expressions such as:

> *Come what may, we will go ahead*
>
> *God save the Queen*
>
> *Be that as it may...*

Heaven forbid that…

The third and last category is the subjunctive *were.* This subjunctive is used for hypothetical situations and it can be found in conditional and concessive clauses inside subordinate clauses after verbs like wish. It can only be found in the 1st and 3rd person singular past of the verb be. *Were* corresponds to the indicative *was*, which is normally used in less formal style:

If she was/were to do something like that, …

He spoke to me as if I was/were deaf

2.3. Differences in the expression of the English and Spanish subjunctive.

English and Spanish are two languages that do not behave in the same way in many grammatical aspects like verb tenses where there is no correspondence between them in the use of tenses. Also, word order Spanish is more flexible than English. Stockwell (1965) explains that the difference between English and Spanish verb systems produces an inevitable conflict between these two languages:

> The Spanish verb system is the most complex of the morphologically distinct classes. Verbs are inflected for FINITY (finite and non-finite), TENSE (or more accurately for a combination of Tense and Aspect), MOOD, PERSON and NUMBER. These five categories produce a total of forty-six or forty-seven distinct forms. This compares with only four of five distinctive forms for English verbs, with categories of tense, person-number, and two participles imperfective and perfective – traditionally called present and past participles. The conflict is immediately obvious: many forms in Spanish equate with a single form in English. Also, the Spanish verb carries more information than the English verb. (Stockwell, 1965:187)

Within verb grammar, the subjunctive mood seems to be a complicated grammatical point since there are many differences between these two languages. As we have seen before despite the subjunctive exists in English, it is not as frequent as it is in Spanish. In English if you want to add an element of uncertainty this is achieved with the use of modals:

Perhaps he is coming → *Perhaps he may come.*

Stanley (1986: 85) says that "the English subjunctive is moribund, and current usage relies more on modals and infinitival constructions to convey nuances expressed by the Spanish subjunctive"

Some English modals are matched not with a Spanish auxiliary but with a tense category. Stanley (1986) explains that *shall go* and *will go* are said to represent future tense corresponding to *iré* and *irá*, and *should go* and *would go* are said to represent conditional tense, corresponding to *iría*. In terms of morphological systems, modals verbs are auxiliaries, not tenses, but it is true that they can supply tense-like information.

In this paper we will deal with the analysis of the transfer of the Spanish subjunctive into English by Spanish university learners of English since we have found that there are no similar works in this field. We believe that the reason why this has not been studied before is because it is harder to acquire the Spanish subjunctive when English is your L1 than to translate complex sentences with a dependent *que*-clause from Spanish into English by participants.

3. METHODOLOGY

In order to test our hypotheses a study has been carried out with 20 Spanish university learners of English. Participants took two translation tasks where they had to transfer the meaning of 18 sentences, from Spanish into English, in which the verb of the dependent *que*-clause was in the subjunctive mood. This section includes a description of the participants that took part in this experiment, the tasks that we have designed to obtain the data from the participants, and the procedure followed.

Participants

A group of 20 L2 university learners of English whose native language is Spanish participated in our empirical study. The participants (mean age 18.4) were all born and raised in different cities and villages of Spain, being Castilla y León the autonomous community where the majority of participants come from. They are all undergraduate students in the first year of the B.A. in English Studies at the University of Valladolid, where the study took place. The majority of the participants in this study

are female (85 %). The reason why this percentage of females is so high is because most of the students enrolled in the first year of the B.A. in English Studies at the University of Valladolid are females. Participants' data are illustrated in Table 1.

Table 2. *Information about the L2- English learner participants.*

		Participants (20)
Mean age		18.4 (18-22)
Female		17
Male		3
Participants' hometown	Valladolid	14
	Torrelavega	2
	Guardo	1
	Palencia	2
	Madrid	1

In order to select the participants, we relied on a level test that participants had taken at the beginning of the semester in the subject *Lengua Inglesa: Gramática Descriptiva II*. The teacher, Dr. Esther Álvarez de la Fuente, wanted to measure students' English language skills to have a general idea of their proficiency. Students kindly gave their permission to use these scores which we employed to select the participants for the empirical study. The test Dr. Álvarez de la Fuente used was the Quick Placement Test – Version 1 developed by Oxford University Press and University of Cambridge Local Examinations Syndicate (see Appendix). The maximum score on this test is 60, and the selected participants scored in the range of 30–39 (lower intermediate level) corresponding to a B1 level according to the Common European Framework of Reference for Languages (CEFR). The reason why we selected participants with a B1 level is because it was the predominant level among the students in group B of the first year of the B.A. in English Studies at the University of Valladolid.

Materials and Procedure

The participants took two translation tasks in two different sessions. They first took the first translation task and one week later the second translation task. One day before participants took the second translation task, they were given information on how to translate the Spanish subjunctive into English. This information was given for them to look at and assimilate. It included the structures that should have been used in English in the first translation task and also included some of the mistakes that participants usually made. The aim of given them that information was to observe if the information helps participants to translate the Spanish subjunctive into English.

The two translation tasks consisted of 18 sentences in Spanish which participants had to translate into English. The structure of the Spanish sentences was:

Main clause (verb in the indicative mood) + que + dependent clause (verb in the subjunctive mood)

Sentences were grouped according to Sastre's classification (1997:46). This author divides sentences according to the verb of the main clause, hence we find six different types of verbs that imply the use of the subjunctive in the verb of the dependent verb: mental or physical action verbs, verbs of communication, verbs of perception, verbs of volition, verbs of influence, and verbs that express doubt, emotion or judgment. Three verbs from each category were selected to create the tests resulting in a total number of 18 sentences. Those verbs were taken from a list of verbs included in Sastre (1997). Participants were asked to translate the sentences into English making any changes they thought necessary but trying to keep the meaning of the Spanish sentence.

The first translation task was designed to check if the transfer of Spanish subjunctive into English poses a problem for participants. The second translation task was similar to the first one. We designed a similar translation task with different sentences but using the same verbs in the main clause as in the first translation task and with the verb of the dependent clause also in the subjunctive mood. This new translation task was made in order to check if the mistakes that had been made in the first translation task were caused by a lack of understanding of the Spanish sentence or

because participants were unaware of the equivalent structure to express the same meaning into English.

Although participants are not supposed to commit errors in their written productions in the translation tasks, we found that there were frequent errors produced by the participants. Those errors (listed below) will not be taken into account in this study since our main interest was how do participants manage to translate the Spanish subjunctive mood into English. These are the frequent errors produced by participants:

- The wrong use of the pronouns when this did not affect the inflection of the verb as for example in:

  *Me alegro que hayan venido (ellos) → I am glad **you** came.*

- The wrong conjugation of the verb 'to be' as in:

  *Primero, él verificó que todo estuviera bien → First, he verified that everything **were** ok.*

- The wrong use of some verbs as regards their meaning as in:

  *Me dijo que me fuera → He told me to **go out** (leave).*

- Elision of *the* third person singular -s of the present simple as in:

  El mal tiempo hace que la gente se quede en casa → Bad weather make_ people stay at home.

  Esperamos que ella se mejore pronto → We hope she get_ better soon.

- Wrong conjugation of the verb in the past simple as in:

  *No me contaron que tuvieras problemas legales → they didn't **told** me that you had legal problems.*

- Wrong conjugation of the some verbs in the present simple as in:

  *No veo que la infección mejore → I **don't saw** that the infection is getting better.*

In some cases where we doubted about the grammaticality of the student's production, we asked an English native speaker for advice.

4. RESULTS

This section includes the analysis of the data obtained. It will be divided into two subsections. The first one, called Results of Translation Task 1, includes the analysis of the results of the first translation task. The second subsection, called Results of Translation Task 2, includes the analysis of the results of the second translation task.

The results have been classified in terms of expected and non-expected answers. Expected answers correspond to the first option that we thought as a correct translation when the translation tasks were designed. Non-expected answers are those translations from participants that are different from what we first expected when the test was designed. Non-expected answers are divided into correct answers and incorrect answers. Correct answers correspond to those translations which were not expected but are grammatical, and in which the transfer of meaning of the Spanish subjunctive into English has been correctly performed. Incorrect answers correspond to those translations in which there is not a correct transfer of the meaning of the subjunctive mood into English and/or are ungrammatical.

4.1. Results of Translation Task 1

Table 3 shows the results of the first translation task. The answers will be explained below.

Table 3. *Results of Translation Task 1.*

CATEGORY	STRUCTURES	EXPECTED ANSWERS	NON-EXPECTED ANSWERS	
			CORRECT	INCORRECT
Mental or physical action	*hacer que + subj.*	13	0	7
	no creer que + subj.	16	1	3
	comprender que + subj.	15	3	2
Communication	*no decir que + subj.*	9	4	7
	no contar que +	11	5	4

	subj.			
	no confesar que + subj.	12	1	7
Perception	*no notar que + subj.*	6	4	10
	no ver que + subj.	8	2	10
	verificar que + subj.	16	1	3
Volition	*querer que + subj.*	18	0	2
	esperar que + subj.	15	2	3
	intentar que + subj.	3	11	6
Influence	*decir que + subj.*	17	0	3
	dejar que + subj.	13	3	4
	obligar a que + subj.	8	9	3
Emotion, doubt or judgment	*no creer que + subj.*	13	2	5
	alegrar que + subj.	11	5	4
	hacer que + subj.	18	0	2

4.1.1. Verbs of mental or physical action

i.   Hacer que + subj.

The sentence participants had to translate was *El mal tiempo hace que la gente se quede en casa.* 13 of the 20 participants produced the expected answer for this sentence which was *Bad weather makes people stay at home.* There were 7 participants who produced non-expected answers. Those 7 non-expected answers are ungrammatical in English:

- *The bad weather has that people stay at home.*
- *Bad weather makes people that stay at home.*
- *Bad weather makes that people have to stay at home.*
- *Bad weather makes people to stay at home.* (Two participants produced this sentence).
- *Bad weather makes people staying at home.* (Two participants produced this sentence).

ii.   *No creer que + subj.*

The sentence chosen with this verb structure was *No creo que ella tenga tiempo.* 16 participants produced the expected answer for this sentence which was *I don't think that she has time.* There were 4 participants who produced non-expected answers. From those non-expected answers 1 is correct:

- I don't believe she has time.

And 3 sentences that are incorrect. One is ungrammatical in English:

- I don't think her to have time.

And the problem of the other 2 is that the verbal tense in the subordinate clause is incorrect since *tenga* makes reference to the present, and not to the part or to the future:

- I don't think she had time.
- I don't think she'll got time.

iii.   *Comprender que + subj.*

The sentence participants had to translate was *Comprendo que no viniera a la fiesta.* A number of 15 participants produced the expected answer for this sentence which was *I understand that he/she didn't come to the party.* 5 participants produced non-expected answers. There were 3 participants who produced non-expected answers that are correct:

- I get that she didn't come to the party.

–   I comprehend that he did not come to the party.

–   I understand that she didn't go to the party.

2 participants produced the same non-expected answers in which the verbal tense in the subordinate clause is incorrect:

–   I understand that he hasn't come to the party.

4.1.2. Verbs of communication

i.   *No decir que + subj.*

The sentence participants had to translate was *Marta no me dijo que fueras médico.* 9 of the 20 participants produced the expected answer for this sentence which was *Marta didn't tell me that you were a doctor.* There were 11 participants who produced non-expected answers. There were 4 non-expected answers that are correct:

–   Marta didn't tell me that you are a doctor. (3x)
–   Marta didn't mention you were a doctor.

From those 11 non-expected answers, 7 are incorrect:

–   Marta didn't tell me you were going to the doctor. (2x)
–   Marta didn't say me that you were doctor. This sentence is ungrammatical
–   Marta didn't tell me that you go to the doctor.
–   Marta didn't tell me that you will go to the doctor.
–   Marta didn't tell me you to go to the doctor.
–   Marta didn't tell me you went to the doctor

The rest of incorrect productions performed by the participants are characterized by the fact that they did not understood the sentence in which *fueras medico* means that a person has a certificate as medical doctor and practises as a doctor and not that someone went to the doctor.

ii.   No contar que + subj.

The sentence participants had to translate was *No me contaron que tuvieras problemas legales.* 11 of the 20 participants produced the expected answer for this sentence which was *They didn't tell me that you had legal problems.* There were 9 participants who produced non-expected answers. Out of these, there are 5 non-expected answers that are correct:

- I wasn't told that you had legal issues. (3x)
- Nobody told me you had legal problems.
- They didn't tell me that you were having legal problems.

From those 9 non-expected answers, 4 are incorrect:

- They didn't tell me that you has legal problems.
- They didn't tell me that you will have legal problems.
- They didn't tell me that you have legal problems. (2x)

In the last four sentences, verbal tense in the subordinate clause is incorrectly transferred into English.

iii.   No confesar que + subj.

The sentence participants had to translate was *No me confesó que tuvieras problemas legales.* 12 of the 20 participants produced the expected answer for this sentence which was *He/she didn't confess to me that he/she was in love with him.* There were 8 participants who produced non-expected answers. There is 1 non-expected answer that is correct:

- She did not confess to me that she fell in love with him.

From those 8 non-expected answers, 7 are incorrect because again the verb tense is not correctly transferred in the subordinate clause in English:

- She did not confess to me that she were in love with him.
- She did not confess to me that she would be in love with him. (2x)
- She didn't confess me to be in love with him. (3x)
- She didn't tell me she had fallen in love with him.

4.1.3. Verbs of perception

i.   No notar que + subj.

The sentence participants had to translate was *No noto que estés cansada.* 6 of the 20 participants produced the expected answer for this sentence which was *I don't see that you are tired*. There were 14 participants who produced non-expected answers. There are 4 non-expected answers that are correct:

- I don't notice that you are tired. (4x)

From those 14 non-expected answers, 10 were incorrect due to the fact that they are ungrammatical in English:

- I don't feel you are tired (7x).
- I don't appreciate that you are tired.
- I can't see you are tired. (2x)

ii.   No ver que + subj.

The sentence participants had to translate was *No veo que la infección mejore.* 8 of the 20 participants produced the expected answer for this sentence which was *I don't see that the infection is getting better*. There were 12 participants who produced non-expected answers. There are 2 non-expected answers that are correct:

- I don't think that the infection has improved.
- I can't see the infection improving.

From those 14 non-expected answers, 10 are incorrect because of the use of the wrong verb tense in the subordinate clause in English:

- I don't see the infection gets better. (5x)
- I don't see that the infection goes well.
- I don't think the infection improves.(4x)

iii. *Verificar que + subj.*

The sentence participants had to translate was *Primero, él verificó que todo estuviera bien.* 16 of the 20 participants produced the expected answer for this sentence which was *First, he verified that everything was correct*. There were 4 participants who produced non-expected answers. There is 1 non-expected answer that is correct:

- First, he verified that everything went well.

From those 4 non-expected answers, 3 are incorrect since the verb tense in English in the subordinate clause is again incorrectly chosen:

- Firstly, he verified that everything were correct. (2x)
- First, he verified that everything will be good.

4.1.4. Verbs of volition
i. *Querer que + subj.*

The sentence participants had to translate was *Quiero que aprendas.* 18 of the 20 participants produced the expected answer for this sentence which was *I want you to learn*. There were 2 participants who produced the same non-expected answer that is incorrect due to the fact that the sentence is ungrammatical in English:

- I want that you learn.

ii. *Esperar que + subj.*

The sentence participants had to translate was *Esperamos que ella se mejore pronto.* 15 of the 20 participants produced the expected answer for this sentence which was *We hope she gets better soon*. There were 5 participants who produced non-expected answers. There are 2 non-expected answers that are correct:

- We wish that she improves soon (2x).

From those 5 non-expected answers, 3 are incorrect because of the wrong verb tense selection in the subordinate clause in English:

- We hope she will get better soon.

- We hope her to get better soon.
- We wish she felt better soon.

iii. *Intentar que + subj.*

The sentence participants had to translate was *Intento que suene bien.* 3 of the 20 participants produced the expected answer for this sentence which was *I try to make it sound good.* There were 17 participants who produced non-expected answers. There are 11 non-expected answers that are correct:

- I try to make it sound good. (5x)
- I am trying it to sound good. (5x)
- I intend it to sound well.

From those 17 non-expected answers, 6 participants produced the same sentence that is incorrect since it is ungrammatical in English:

- I try that it sounds good. (6x)

4.1.5. Verbs of influence
i. *Decir que + subj.*

The sentence participants had to translate was *Me dijo que me fuera.* 17 of the 20 participants produced the expected answer for this sentence which was *He told me to leave.* There were 3 participants who produced non-expected answers that are incorrect and ungrammatical in English:

- He asked me for leave.
- He told me that I go out.
- He said me that I go out.

ii. *Dejar que + subj.*

The sentence participants had to translate was *Me deja que te llame.* 13 of the 20 participants produced the expected answer for this sentence which was *He lets me call you.* There were 7 participants who produced non-expected answers. There are 3 non-expected answers that are correct:

- He permits me to call you.
- He allows me to call you.
- He allows me to phone you.

From those 7 non-expected answers, 4 are incorrect because of the wrong verb tense selection in the subordinate clause in English:

- She lets me to call you.
- She lets me calling you.
- She lets me that I phone you.
- He lets me that I call you.

iii.   Obligar a que + subj.

The sentence participants had to translate was *Nos obligó a que le leyeramos la novela.* 8 of the 20 participants produced the expected answer for this sentence which was *He forced us to read the novel to him*. There were 12 participants who produced non-expected answers. There are 9 non-expected answers that are correct:

- He told us to read the novel. (2x)
- She obligated us to read him the novel. (4x)
- He ordered us to read the novel to him.
- She made us read the novel to him.
- We were obliged to read the novel to him.

From those 12 non-expected answers, 3 are incorrect because they are ungrammatical in English:

- She made us to read the novel to him.
- She made us reading the novel to him.
- He compelled us to read the novel to him.

4.1.6. Verbs of emotion, doubt or judgment

i.   No creer que + subj.

The sentence participants had to translate was *No creo que llueva.* 13 of the 20 participants produced the expected answer for this sentence which was *I don't think that it is going to rain.* There were 7 participants who produced non-expected answers. There are 2 non-expected answers that are correct:

  - I don't believe it'll rain
  - I think it won't rain.

From those 7 non-expected answers, 5 are incorrect because of the wrong verb tense selection in the subordinate clause in English:

  - I don't think that it rains (3x).
  - I don't think that it is raining (2x).

ii.   Alegrar que + subj.

The sentence participants had to translate was *Me alegra que hayan venido.* 11 of the 20 participants produced the expected answer for this sentence which was *I am glad they came.* There were 9 participants who produced non-expected answers. There are 5 non-expected answers that are correct:

  - It makes me happy that they have come. (4x)
  - I am happy that they came.

From those 9 non-expected answers, 4 are incorrect:

  - I am glad they had come. (2x)
  - I am happy of they have come. (2x).

The first sentence is incorrect because of the wrong verb tense selection in the subordinate clause in English and the second one is incorrect because it is ungrammatical in English.

iii.   Hacer que + subj.

The sentence participants had to translate was *Eso hace que me sienta triste.* 18 of the 20 participants produced the expected answer for this sentence which was *That makes me feel sad*. There were 2 participants who produced non-expected answers that are incorrect because they are ungrammatical in English:

- It has that make me sad.
- That makes that I feel sad.

4.2. Results of Translation Task 2

Table 4 illustrates the results of the second translation task. Non-expected answers will be explained below.

Table 4. *Results of Translation Task 2*

CATEGORY	STRUCTURE	EXPECTED ANSWERS	NON-EXPECTED ANSWERS	
			CORRECT	INCORRECT
Mental or physical action	*hacer que + subj.*	13	4	3
	no creer que + subj.	11	8	1
	comprender que + subj.	17	1	2
Communication	*no decir que + subj.*	12	3	5
	no contar que + subj.	11	3	6
	no confesar que + subj.	13	4	3
Perception	*no notar que + subj.*	3	14	3
	no ver que + subj.	1	18	1

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	verificar que + subj.	8	11	1
Volition	*querer que + subj.*	5	12	3
	esperar que + subj.	19	0	1
	intentar que + subj.	11	0	9
Influence	*decir que + subj.*	4	15	1
	dejar que + subj.	13	2	5
	obligar a que + subj.	6	14	0
Emotion, doubt or judgment	*no creer que + subj.*	17	0	3
	alegrar que + subj.	14	4	2
	hacer que + subj.	18	0	2

4.2.1. Verbs of mental or physical action

    i.   *Hacer que + subj.*

The sentence participants had to translate was *Ver la televisión hace que seas menos inteligente.* 13 of the 20 participants produced the expected answer for this sentence which was *Watching television makes you less intelligent.* There were 7 participants who produced non-expected answers. There are 4 non-expected answers that are correct:

– Watching television makes you be less intelligent. (4x)

From those 7 non-expected answers, 3 are incorrect because they are ungrammatical in English:

– Watching television makes that you are less intelligent.
– Watching television makes you to be less intelligent.

– Watch TV makes you are less intelligent.

ii.   No creer que + subj.

The sentence participants had to translate was *Juan no creía que ellos fueran criminales.* 11 of the 20 participants produced the expected answer for this sentence which was *Juan didn't believe that they were criminals*. There were 9 participants who produced non-expected answers. There are 8 non-expected answers that are correct:

– Juan didn't think that they were criminals.

From those 9 non-expected answers, 1 is incorrect because it is ungrammatical in English:

– Juan didn't think them to be criminals.

iii.   Comprender que + subj.

The sentence participants had to translate was *Comprendo que estés enfadado.* 17 of the 20 participants produced the expected answer for this sentence which was *I understand that you are angry*. There were 3 participants who produced non-expected answers. There is 1 non-expected answer that is correct:

– I get that you are angry.

From those 3 non-expected answers, 2 are incorrect because they are ungrammatical in English:

– I understand you to be angry.
– I understand that you were angry.

4.2.2. Verbs of communication
iv.   No decir que + subj.

The sentence participants had to translate was *No me dijeron que pudieras cantar ópera.* 12 of the 20 participants produced the expected answer for this sentence

which was *They didn't tell me that you could sing opera*. There were 8 participants who produced non-expected answers. There are 3 non-expected answers that are correct:

- I wasn't told that you could sing opera. (2x)
- I wasn't told that you were able to sing opera.

From those 8 non-expected answers, 5 are incorrect:

- They didn't tell me that you can sing opera.

This sentence is incorrect because the modal *can* implies an ability in the present and, in the Spanish sentence, we cannot find that this person still has the ability to sing opera, this was something that person could do in the past and not nowadays.

v. *No contar que + subj.*

The sentence participants had to translate was *No le contaron que Rosa fuera homosexual.* 11 of the 20 participants produced the expected answer for this sentence which was *They didn't tell him that Rosa was homosexual*. There were 9 participants who produced non-expected answers. There are 3 non-expected answers that are correct:

- He wasn`t told that Rosa was homosexual. (2x)
- Nobody told him that Rosa was homosexual.

From those 9 non-expected answers, 6 were incorrect because the verbal tense in the subordinate clause is incorrectly transferred into English:

- They didn't tell him that Rosa is homosexual (2x).
- They didn't tell him that Rosa be homosexual.
- They didn't tell him that Rosa were homosexual. (3x)

vi. *No confesar que + subj.*

The sentence participants had to translate was *No nos confesó que hubiera matado a su perro.* 13 of the 20 participants produced the expected answer for this sentence which was *He/she didn't confess to us that he/she had killed his dog*. There

were 7 participants who produced non-expected answers. There are 4 non-expected answers that are correct:

- He didn't confess to us that he had murdered his dog.
- She didn't confess to us about killing his dog.
- She didn't confess having killed his dog.
- She didn't confess to kill his dog.

From those 7 non-expected answers, 3 are incorrect because the verbal tense in the subordinate clause is incorrectly transferred into English:

- She didn't tell us she has killed her dog.
- He didn't confess to us that he has killed his dog.
- He didn't confess to us he killed his dog.

4.2.3. Verbs of perception
i.   *No notar que + subj.*

The sentence participants had to translate was *No notamos que estén estresados.* 3 of the 20 participants produced the expected answer for this sentence which was *We don't see that they are stressed*. There were 17 participants who produced non-expected answers. There are 14 non-expected answers that are correct:

- We don't feel that they are stressed (4x).
- We don't notice that they are stressed (9x)
- We don't see them stressed.

From those 17 non-expected answers, 3 are incorrect because the verbal tense in the subordinate clause is incorrectly transferred into English:

- We didn't notice that they were stressed. (3x)

ii.   *No ver que + subj.*

The sentence participants had to translate was *No veo que ella esté preocupada.* 1 of the 20 participants produced the expected answer for this sentence which was *I*

don't think that she is worried. There were 19 participants who produced non-expected answers. There are 18 non-expected answers that are correct:

- I don't see that she is worried. (13x)
- I don't see her worried (5x)

From those 18 non-expected answers, 1 is incorrect because it doesn't have the same meaning as in Spanish, in this case it implies ability more than perception:

- I can't see she is worried.

iii. *Verificar que + subj.*

The sentence participants had to translate was *Verifiqué que todos los pasajeros estuvieran bien.* 8 of the 20 participants produced the expected answer for this sentence which was *I verified that all the passengers were fine*. There were 12 participants who produced non-expected answers. There are 11 non-expected answers that are correct:

- I checked that all the passengers were well. (10x)
- I made sure that all passengers were fine.

From those 12 non-expected answers, 1 is incorrect because the verbal tense in the subordinate clause is incorrectly transferred into English:

- I checked that all passengers are well.

4.2.4. Verbs of volition
i. *Querer que + subj.*

The sentence participants had to translate was *Queremos que vuelvan.* 5 of the 20 participants produced the expected answer for this sentence which was *We want them back*. There were 15 participants who produced non-expected answers. There are 12 non-expected answers that are correct:

- We want them to come back (12x).

From those 15 non-expected answers, 3 are incorrect because they are ungrammatical in English:

– We want that they come back (3x).

    ii.   *Esperar que + subj.*

The sentence participants had to translate was *Espero que Pedro esté durmiendo.* 19 of the 20 participants produced the expected answer for this sentence which was *We hope that Pedro is sleeping*. There was 1 participant who produced a non-expected answer that was incorrect because the verbal tense in the subordinate clause is incorrectly transferred into English:

– We hope that Pedro was sleeping.

    iii.   *Intentar que + subj.*

The sentence participants had to translate was *Intentaron que ella llorase.* 11 of the 20 participants produced the expected answer for this sentence which was *They tried to make her cry*. There were 9 participants who produced non-expected answers that are incorrect because they are ungrammatical:

– They try that she cry. (4x)
– They tried her to cry (4x)
– They tried she to cry

4.2.5. Verbs of influence
    i.   *Decir que + subj.*

The sentence participants had to translate was *Me dijeron que tocase la guitarra.* 4 of the 20 participants produced the expected answer for this sentence which was *They asked me to play the guitar*. There were 16 participants who produced non-expected answers. There are 15 non-expected answers that are correct:

– I was told to play the guitar (3x)
– They told me to play the guitar (12x)

From those 16 non-expected answers, 1 is incorrect because it is ungrammatical:

– They told me I play the guitar.

ii. Dejar que + subj.

The sentence participants had to translate was *Déjale que duerma allí.* 13 of the 20 participants produced the expected answer for this sentence which was *Let him sleep there*. There were 7 participants who produced non-expected answers. There are 2 non-expected answers that are correct:

- Leave him sleep there.
- Allow him to sleep there.

From those 7 non-expected answers, 5 were incorrect because they are ungrammatical in English:

- Let him to sleep there.(2x)
- Let him sleeping there.(2x)
- Let him that he sleep there.

iii. Obligar a que + subj.

The sentence participants had to translate was *Me obligó a que estuviera con él.* 6 of the 20 participants produced the expected answer for this sentence which was *He/she forced me to be with him*. There were 14 participants who produced non-expected answers that are all correct:

- He forced me to stay with him. (3x)
- He obligated me to be with him. (7x)
- He made me stay with him (2x)
- He obliged me to stay with him (2x)

4.2.6. Verbs of emotion, doubt or judgment
i. No creer que + subj.

The sentence participants had to translate was *No creo que sea fea.* 17 of the 20 participants produced the expected answer for this sentence which was *I don't think that she is ugly*. There were 3 participants who produced non-expected answers that are incorrect because they are ungrammatical in English:

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- I don't see her ugly.
- I don't think that she were ugly.
- I don't believe that she was ugly.

  ii. *Alegrar que + subj.*

The sentence participants had to translate was *Me alegra que dijeras eso.* 14 of the 20 participants produced the expected answer for this sentence which was *I am glad you said that*. There were 6 participants who produced non-expected answers. There are 4 non-expected answers that are correct:

- It makes me happy you said that (2x)
- It makes me happy you told me that.
- I am happy you said that.

From those 6 non-expected answers, 2 are incorrect because they are ungrammatical in English:

- I am happy to told that.
- I am glad you to say that.

  iii. *Hacer que + subj.*

The sentence participants had to translate was *Escuchar música hace que te sientas feliz.* 18 of the 20 participants produced the expected answer for this sentence which was *Listening to music makes you feel happy*. There were 2 participants who produced non-expected answers that are incorrect because they are ungrammatical:

- Listening to music makes us feeling good.
- Listen to music makes that you feel happier.

5. CONCLUSION AND DISCUSSION

The empirical study carried out in this paper about the transfer of the Spanish subjunctive into English allowed us to obtain a series of conclusions which are based on two fundamental premises. The first premise is that Spanish university learners of English have problems when they have to translate from Spanish into English the verb in the subjunctive mood of subordinate *que*-clauses. This problem lays on the fact that English and Spanish behave in a different way with respect to the subjunctive mood. The second premise is that giving participants information on how to translate the Spanish subjunctive into English helps them translating this grammatical feature into English.

These two premises are the base for our conclusions which we present in the following table. Those conclusions will be briefly commented below.

Table 5. *Percentage of correct answers per construction before and after using the instructions for translating the Spanish subjunctive into English.*

SENTENCE	Translation task 1	Translation task 2	IMPROVEMENT PER SENTENCE
1 (hacer que + subj.)	65% (13/20)	85% (17/20)	20%
2 (no contar que + subj.)	80% (16/20)	70% (14/20)	-10%
3 (verificar que + subj.)	85% (17/20)	95% (19/20)	10%
4 (esperar que + subj.)	85% (17/20)	95% (19/20)	10%
5 (decir que + subj.)	85% (17/20)	95% (19/20)	10%
6 (alegrar que + subj.)	80% (16/20)	90% (18/20)	10%
7 (no creer que + subj.)	85% (17/20)	95% (19/20)	10%
8 (no decir que + subj.)	65% (13/20)	75% (15/20)	10%
9 (no ver que + subj.)	50% (10/20)	95% (19/20)	45%
10 (querer que + subj.)	90% (18/20)	85% (17/20)	-5%
11 (dejar que + subj.)	80% (16/20)	75% (15/20)	-5%
12 (no creer que + subj.)	75% (15/20)	85% (17/20)	10%
13 (comprender que + subj.)	90% (18/20)	90% (18/20)	0%
14 (no confesar que + subj.)	65% (13/20)	85% (17/20)	20%
15 (no notar que + subj.)	50% (10/20)	85% (17/20)	35%
16 (intentar que + subj.)	70% (14/20)	55% (11/20)	-15%

17 (obligar a que + subj.)	85% (17/20)	100% (20/20)	15%
18 (hacer que + subj.)	90% (18/20)	90% (18/20)	0%
TOTAL IMPROVEMENT	*76,3%*	*85,8%*	*9,5%*

Firstly, the analysis of the results of the first translation task shows that there are two structures that clearly pose a problem for participants. These structures are *No ver que + subj.* and *No notar que + subj.* The verb of the main clause in both constructions is a verb of perception.

These two constructions have the lowest percentage of correct answer (50%). However, in the second translation task, the structures *No ver que + subj.* and *No notar que + subj.* demonstrate a percentage of 95% and 85% of correct answers. Comparing the first and the second translation task, there is an improvement of 45 % and 35% percentage respectively which demonstrates that the information on how to translate the Spanish subjunctive into English has been successful.

There are three constructions in the first translation task that pose problems for Spanish university learners of English, even though with not such low levels as in the above mentioned constructions. These three constructions, with a percentage of 65% of correct answer, are: *Hacer que + subj., No decir que + subj.* and *No confesar que + subj.* Nevertheless, the results of the second translation task show an improvement of 20% in the constructions *Hacer que + subj* and *No confesar que + subj.,* and a 10% of improvement in the construction *No decir que + subj.* Even though data show that there is a smaller improvement between the first and the second translation task in comparison with the above mentioned constructions, we can see that again the systemization was also helpful.

As a counterpoint to the previous examples, we find that there are results in which there are not an improvement after using the systemization of the subjunctive mood as a help. On one hand, there are constructions in which there is no improvement. These constructions are *Comprender que + subj.* and *Hacer que + subj.* The two constructions show a high percentage of correct answers in the first translation task (90%) in both cases and this percentage was maintained in the second translation task. This result shows that systemization was not useful in these constructions. On the other

hand, there are some constructions in which the percentage of correct answers has decreased between the first and the second translation task. In this group, we have the four constructions which are: *No contar que + subj., Querer que + subj., Dejar que + subj.* and *Intentar que + subj.* The decrease in the percentage of correct answers from the first to the second translation task ranges from -5% to -15%. These results lead us to believe that either the information was not clear enough or that the information on how to translate the Spanish subjunctive into English was difficult to understand.

As a conclusion, the results show that between the first and second translation task, except for minor cases, there is an improvement of 9,5% in the translations produced by the participants. However, in this paper, we have only initiated the study of the subjunctive in Spanish in subordinate *que*-clauses and its equivalence structures in English. We believe that more research is needed on this subject in order to help Spanish learners of English improve their English language proficiency with respect to the translation of the Spanish subjunctive since it posed a challenge for the participants that took part in this empirical study.

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Student ID…………………………..Name……………………………………………Faculty……………………………………………..

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Oxford Placement Test

Version 1.1

This test is divided into two parts:

Part One (Questions 1 – 40)

Part Two (Questions 41 – 60)

Part 1

- Where can you see these notices?
- For questions **1** to **5**, mark **one** letter **A**, **B** or **C** on your Answer Sheet.

1 **A**
| CROSS BRIDGE FOR
TRAINS TO EDINBURGH |

in a bank
B in a garage
C in a station

2
| Please leave your room
key at Reception. |

A in a shop
B in a hotel
C in a taxi

3
| You can look, but don't
touch the pictures. |

A in an office
B in a cinema
C in a museum

4
| CLOSED FOR HOLIDAYS

Lessons start again on
the 8 th January |

A at a restaurant
B at a travel agent's
C at a music school

5
| Price per night:

£10 a tent
£5 a person |

A in a hotel
B at a cinema
C on a camp-site

Questions 6 – 10

- In this section you must choose the word which best fits each space in the text below.
- For questions **6** to **10**, mark **one** letter **A**, **B** or **C** on your Answer Sheet.

Scotland

Scotland is the north part of the island of Great Britain. The Atlantic Ocean is on the west and the

North Sea on the east. Some people **(6)** .... Scotland speak a different language called Gaelic.

There are **(7)** .... five million people in Scotland, and Edinburgh is **(8)** .... most

famous city.

Scotland has many mountains; the highest one is called 'Ben Nevis'. In the south of Scotland, there are

a lot of sheep. A long time ago, there **(9)** .... many forests, but now there are only a

(10) ....

Scotland is only a small country, but it is quite beautiful.

6	**A**	in	**B**	on	**C**	at
7	**A**	among	**B**	between	**C**	about
8	**A**	your	**B**	his	**C**	its
9	**A**	is	**B**	was	**C**	were
10	**A**	little	**B**	few	**C**	lot

- In this section you must choose the word which best fits each space in the texts.
- For questions **11** to **20**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

Alice Guy Blaché

Alice Guy Blaché was the first female film director. She first became involved in cinema whilst

working for the Gaumont Film Company in the late 1890s. This was a period of great change in

the cinema and Alice was the first to use many new inventions, **(11)** .... sound and colour.

In 1907 Alice **(12)** .... to New York where she started her own film company. She was

(13) .... successful, but, when Hollywood became the centre of the film world, the best

days of the independent New York film companies were **(14)** .... When Alice died in

1968, hardly anybody **(15)** .... her name.

---

11 A including   **B** bringing   **C** containing   **D** supporting

12 A ran   **B** moved   **C** entered   **D** transported

13 A next   **B** immediately   **C** once   **D** recently

14 A after   **B** down   **C** over   **D** behind

15 A realised   **B** remembered   **C** reminded   **D** repeated

Christopher Columbus and the New World

On August 3, 1492, Christopher Columbus set sail from Spain to find a new route to India,

China and Japan. At this time most people thought you would fall off the edge of the world if

you sailed too far. Yet sailors such as Columbus had seen how a ship appeared to get lower and

lower on the horizon as it sailed away. For Columbus this **(16)** .... that the world was

round. He **(17)** .... to his men about the distance travelled each day. He did not want them

to think that he did not **(18)** .... exactly where they were going. **(19)** .... , on
October

12, 1492, Columbus and his men landed on a small island he named San Salvador. Columbus

believed he was in Asia, **(20)** .... he was actually in the Caribbean.

16	**A**	was	**B**	pointed	**C**	made	**D**	proved
17	**A**	asked	**B**	told	**C**	cheated	**D**	lied
18	**A**	find	**B**	know	**C**	expect	**D**	think
19	**A**	Once	**B**	Secondly	**C**	Finally	**D**	Next
20	**A**	as	**B**	but	**C**	because	**D**	if

Questions 21 – 40

- In this section you must choose the word or phrase which best completes each sentence.
- For questions **21** to **40**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

21   I suggest we .... outside the stadium tomorrow at 8.30.

    A   meeting   **B**   meet   **C**   met   **D**   will meet

22   They spent a lot of time .... at the pictures in the museum.

    A   looking   **B**   for looking   **C**   to look   **D**   to looking

23   He spent a long time looking for a tie which .... with his new shirt.

    A   fixed   **B**   made   **C**   went   **D**   wore

24   Fortunately, ... from a bump on the head, she suffered no serious injuries from her fall.

    A   other   **B**   except   **C**   besides   **D**   apart

25   I've always .... you as my best friend.

    A   regarded   **B**   thought   **C**   meant   **D**   supposed

26   The singer ended the concert .... her most popular song.

    A   by   **B**   with   **C**   in   **D**   as

27   Whether she's a good actress or not is a .... of opinion.

    A   matter   **B**   subject   **C**   point   **D**   case

28   The decorated roof of the ancient palace was .... up by four thin columns.

    A   built   **B**   carried   **C**   held   **D**   supported

29   Don't make such a ....! The dentist is only going to look at your teeth.

    A   fuss   **B**   trouble   **C**   worry   **D**   reaction

30   This form .... be handed in until the end of the week.

    A   doesn't need   **B**   doesn't have   **C**   needn't   **D**   hasn't got

31   The newspaper report contained .... important information.

A many **B** another **C** an **D** a lot of

32 Although our opinions on many things .... , we're good friends.

A differ **B** oppose **C** disagree **D** divide

33 She came to live here .... a month ago.

A quite **B** beyond **C** already **D** almost

34 If you make a mistake when you are writing, just .... it out with your pen.

A cross **B** clear **C** do **D** wipe

35 Have you considered .... to London?

A move **B** to move **C** to be moving **D** moving

36 It can be a good idea for people who lead an active life to increase their .... of vitamins.

A upturn **B** input **C** upkeep **D** intake

37 You ought to take up swimming for the .... of your health.

A concern **B** relief **C** sake **D** cause

38 James was not sure exactly where his best interests ....

A stood **B** rested **C** lay **D** centred

39 Why didn't you .... that you were feeling ill?

A advise **B** mention **C** remark **D** tell

40 He's still getting .... the shock of losing his job.

A across **B** by **C** over **D** through

Part 2

Questions 41 – 50

- In this section you must choose the word or phrase which best fits each space in the texts.
- For questions **41** to **50**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

The tallest buildings - SKYSCRAPERS

Nowadays, skyscrapers can be found in most major cities of the world. A building which was many

(41) ……………….. high was first called a skyscraper in the United States at the end of the 19th

century, and New York has perhaps the **(42)** ……………….. skyscraper of them all, the Empire

State Building. The **(43)** ……………….. beneath the streets of New York is rock,

(44) ……………….. enough to take the heaviest load without sinking, and is therefore well-suited

to bearing the **(45)** ……………….. of tall buildings.

---

41 A stages   **B** storeys   **C** levels   **D** steps

42 A best-known   **B** well-built   **C** top-class   **D** first-rate

43 A dirt   **B** soil   **C** ground   **D** field

44 A stiff   **B** hard   **C** forceful   **D** powerful

45 A scale   **B** size   **C** height   **D** weight

Dublin City Walks

What better way of getting to know a new city than by walking around it?

Whether you choose the Medieval Walk, which will **(46)** ……………….. you to the Dublin of 1000 years ago, find out about the more **(47)** ……………….. history of the city on the Eighteenth Century Walk, or meet the ghosts of Dublin's many writers on the Literary Walk, we know you will enjoy the experience.

Dublin City Walks **(48)** ……………….. twice daily. Meet your guide at 10.30 a.m. or 2.30 p.m. at the Tourist Information Office. No advance **(49)** ……………….. is necessary. Special **(50)** ……………….. are available for families, children and parties of more than ten people.

46 **A** introduce   **B** present   **C** move   **D** show

47 **A** recent   **B** late   **C** near   **D** close

48 **A** occur   **B** take place   **C** function   **D** work

49 **A** warning   **B** reserving   **C** paying   **D** booking

50 **A** funds   **B** costs   **C** fees   **D** rates

Questions 51 – 60

- In this section you must choose the word or phrase which best completes each sentence.
- For questions **51** to **60**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

51 By the time he has finished his week's work, John has hardly .... energy left for the weekend.

    A no   **B** much   **C** any   **D** same

52 Roger's manager .... to make him stay late if he hadn't finished the work.

    A insisted   **B** warned   **C** announced   **D** threatened

53 As the game .... to a close, disappointed spectators started to leave.

  A led   **B** drew   **C** approached   **D** neared

54 Go on, finish the dessert. It needs .... up because it won't stay fresh until tomorrow.

    A eat   **B** eating   **C** to eat   **D** eaten

55 I .... to other people borrowing my books: they always forget to return them.

  A disagree   **B** avoid   **C** dislike   **D** object

56 This new magazine is .... with interesting stories and useful information.

    A full   **B** packed   **C** thick   **D** compiled

57 She obviously didn't want to discuss the matter so I didn't .... the point.

  A maintain   **B** chase   **C** follow   **D** pursue

58 A lot of the views put forward in the documentary were open to ....

    A enquiry   **B** query   **C** question   **D** wonder

59 The new college .... for the needs of students with a variety of learning backgrounds.

    A caters   **B** supplies   **C** furnishes   **D** deals

60   We're not used to .... invited to very formal occasions.

  A be   **B** have   **C** being   **D**
                                having

TRANSLATION TASK 1

Nombre y apellidos:

Edad:

Sexo:

Ciudad de procedencia:

Lengua materna:

Traduce estas frases al inglés intentando mantener el significado original. Realiza los

cambios que creas necesarios.

1. Entiendo que estés triste.

    _____

2. No me contaron que tuvieras problemas legales.

    _____

3. Primero verificó que todo estuviera bien.

    _____

4. Esperamos que ella mejore se pronto.

    _____

5. Me dijo que me fuera.

_____

6. Me alegra que hayan venido.

_____

7. No creo que ella tenga tiempo.

_____

8. Marta no me dijo que fueras médico.

_____

9. No veo que la infección mejore.

_____

10. Quiero que aprendas.

_____

11. No permite que su hijo hable así.

_____

12. No creo que llueva.

_____

13. Comprendo que no viniera a la fiesta.

_____

14. No me confesó que estuviera enamorada de él.

_____

15. No noto que estés cansado.

_____

16. Intento que suene bien.

_____

17. Nos obligó a que le leyéramos la novela.

_____

18. Nos gusta que pidas ayuda.

_____

INFORMATION ON HOW TO TRANSLATE THE SPANISH SUBJUNCTIVE MOOD INTO ENGLISH

1) Mental or physical action verbs: *hacer, creer, comprender, entender, recordar ...*

STRUCTURE: clause 1 + that + complement + clause 2 (inflected verb[1])

No creo que ella tenga tiempo → I don't think that she has time.

EXCEPTION: HACER (to make)

STRUCTURE: clause 1 + **that** + complement + clause 2 (inflected verb)

El mal tiempo hace que la gente se quede en casa:

Bad weather makes **that** people stay at home. ✗

---

[1] "Inflected" means *conjugado*

Bad weather makes people stay at home. ✔

2) **Verbs of communication**: *decir, contar, confesar, afirmar, comentar ...*

> STRUCTURE: clause 1 + (that) + complement + clause 2 (inflected verb)

Marta no me dijo que fueras médico → Marta didn't tell me that you were a doctor.

3) **Verbs of perception**: *notar, observar, oír, percibir, sentir, oler, ver ...*

> STRUCTURE: clause 1 + that + complement + clause 2 (inflected verb)

No noto que estés cansado → I don't see that you are tired.

4) **Verbs of volition***: esperar, desear, intentar, negarse a, querer, preferir ...*

> STRUCTURE: clause 1 + that + complement + clause 2 (inflected verb)

Esperamos que ella se mejore pronto → We hope that she gets better soon.

EXCEPTION: QUERER (to want)

> STRUCTURE: clause 1 + that + complement + clause 2 (verb in infinitive form)

Quiero que aprendas:

I want **that** you to learn. ✗

I want you to learn. ✔

5) **Verbs of influence***: pedir, decir, permitir, dejar, prohibir, obligar ...*

> STRUCTURE: clause 1 + complement + clause 2 (verb in infinitive form)

Me dijo que me fuera → He told me to leave.

Me obligó a que le leyera la novel → He forced me to read the novel to him.

EXCEPTION: DEJAR (to let)

> <u>STRUCTURE</u>: clause 1 + complement + clause 2 (verb in infinitive without "to")

Te dejo llamarle:

I let you **to** call him. ✗

I let you call him. ✔

6) **Verbs of emotion, doubt or judgment**: *alegrar, doler, encantar, creer, dudar…*

> <u>STRUCTURE</u>: clause 1 + complement + clause 2 (inflected verb)

No creo que llueva → I don't think it is going to rain.

Eso hace que me sienta triste → That makes me feel sad.

<u>EXCEPTION</u>: ALEGRAR (to be glad)

> <u>STRUCTURE</u>: clause 1 + clause 2 (inflected verb)

Me alegra que hayan venido:

I am glad **that** they came. ✗

I am glad they came. ✔

TRANSLATION TASK 2

Nombre y apellidos:

Traduce estas frases al inglés. Realiza los cambios que creas necesarios.

1. Ver la televisión hace que seas menos inteligente.

_____

2. No le contaron que Rosa fuera homosexual.

_____

3. Verifiqué que todos los pasajeros estuvieran bien.

_____

4. Espero que Pedro esté durmiendo.

_____

5. Me dijeron que tocase la guitarra.

_____

6. Me alegra que dijeras eso.

_____

7. Juan no creía que ellos fueran criminales.

_____

8. No me dijeron que pudieras cantar ópera.

_____

9. No veo que ella esté preocupada.

_____

10. Queremos que ellos vuelvan.

_____

11. Déjale que duerma allí.

_____

12. No creo que sea fea.

_____

13. Comprendo que estés enfadado.

_____

14. No nos confesó que hubiera matado a su perro.

_____

15. No notamos que estén estresados.

_____

16. Intentaron que ella llorase.

_____

17. Me obligó a que estuviera con él.

_____

18. Escuchar música hace que te sientas más feliz.

_____