

is trying to get the hearer to do. It is not, as textbooks frequently say, the change of subject which cues the use of the Subjunctive. There can be no influence unless there is something to be influenced.

The patterns just discussed should not be confused with those in which the main and the subordinate clause may have the same subject (*Espero que tenga yo el tiempo*). This may contrast with either *Espero que tendré el tiempo* or *Espero tener el tiempo*. There is no cause and effect relationship in these examples. The difference is based on the contrast between a reasonably certain prediction (Infinitive or Indicative) and uncertainty about anticipated action. The facts can be made more apparent by comparing the positive and negative attitude toward the anticipated event.

Positive prediction:	<i>Tendré el tiempo.</i>
Positive anticipation:	<i>Espero tener el tiempo.</i>
Uncertain but positive anticipation:	<i>Espero que tenga el tiempo.</i>
Negative prediction:	<i>No tendré el tiempo.</i>
Negative anticipation:	<i>Dudo que tenga el tiempo.</i>

It is customary in virtually all textbooks to treat the use of the Indicative and Subjunctive in impersonal constructions separately. This is unnecessarily confusing to the student. The separation implies that different ways of expressing cause and effect (influence) require different rules. This is not so.

The problem can be simplified by first observing that "personal" is an ambiguous term. It does not mean that the subject of the main verb is a person. It means only that the verb has an overt subject. Compare:

<i>Yo mando que se haga.</i>	<i>La ley manda que se haga.</i>
<i>Pedro quería que se hiciera.</i>	<i>La iglesia quería que se hiciera.</i>

When the main verb has no overt subject, the construction is said to be impersonal. This does not alter the basic cause and effect relationship. It is simply expressed abstractly. One can convert *La ley manda que se haga* into *Es necesario que se haga* or *Es importante que se haga*. It should be noted, finally, that an objective situation may be such that an evaluation of it leads to the conclusion that some event must take place. This may be expressed in a personal construction (*La situación demanda que se peleen*) or impersonally (*Es necesario que se peleen*).

In the contact lesson dealing with cause and effect English examples may be used as a profitable point of departure. There are numerous

patterns in which the student is already trained to use the Indicative and Subjunctive in precisely the same way as the Spaniard. For example:

Mother insists that Pepe takes the medicine.	<i>Mamá insiste en que Pepe toma la medicina.</i>
Mother insists that Pepe take the medicine.	<i>Mamá insiste en que Pepe tome la medicina.</i>
I know that she is here.	<i>Sé que está aquí.</i>
I demand that she be here.	<i>Demando que esté aquí.</i>
It is obvious that she uses it.	<i>Es claro que lo usa.</i>
It is important that she use it.	<i>Es importante que lo use.</i>

English does not, however, provide cues for choice in all the possible patterns and it is more effective, once the idea is grasped, to work with transformations in Spanish.

Cause and Effect Versus Stimulus and Response

One of the major sub-sets of events is composed of those which only take place inside the nervous systems, that is, the psychological events. These are the responses to stimuli. The fact that the response is psychological, rather than physical, does not mean that the relationship between stimulus and response differs in reality from the relationship between cause and effect. The stimulus is the cause; the response is the effect. The Spaniard, consequently, may deal with this relationship in the same fashion as any cause-effect relationship. The Indicative is used in coordinate clauses:

<i>Papá vuelve y mamá se alegra.</i>
<i>La ha descubierto y lo celebro.</i>
<i>Se ha dañado y lo siento.</i>
<i>Lo dice, pero me extraña.</i>
<i>Se desprecia y es una lástima.</i>

The Subjunctive is used when there is a subordinate clause:

<i>Mamá se alegra de que papá vuelva.</i>
<i>Celebro que la haya descubierto.</i>
<i>Siento que se haya dañado.</i>
<i>Me extraña que lo diga.</i>
<i>Es una lástima que se desprecie.</i>

It is important, at this point, to observe that these examples differ in one significant detail from those just discussed above. The person who

is reacting to the stimulus can be the speaker. This reintroduces the relationship between the speaker and the event which was discussed in the first section on the Indicative and Subjunctive. There are, consequently, two possible ways of organizing the same reality. The speaker may consider only the relationship between the two events (cause and effect) and, therefore, use the Subjunctive in the subordinate clause:

Me alegro de que esté aquí.
Es una lástima que haya ido.

On the contrary, the speaker may organize the same reality in terms of experience and anticipation (non-experience) and disregard the cause-effect relationship. Since the stimulus must precede the response, he reports both as part of his experience and uses the Indicative:

Me alegro de que está aquí.
Es una lástima que ha ido.

There is as the result of this dual possibility of organizing the same reality considerable fluctuation in usage. Some speakers, apparently, are firmly committed to one alternative, others to the opposite. The Subjunctive pattern appears to be more common in literary standard; the Indicative seems to be gaining ground in educated speech. New research is needed to set up useful guides for the teacher. Until this is available, there is only one practical solution: when in doubt, use the Subjunctive.

Special attention needs to be given, now, to the tradition of using the verb as a cue for choice. This procedure is not only linguistically inaccurate but highly deceptive. A verb may have several meanings and choice, as a consequence, cannot be tied to the form. For example, when *esperar* means *to expect*, the speaker is dealing with a reasonable prediction (*Espero que tú estarás allí*). When the same form means *to hope*, the speaker is most likely trying to influence someone's behavior (*Espero que tú estés allí*). The verb *temer* exhibits similar ambiguities. It may mean "I am reluctantly led to believe" or "I am responding with fear." The first meaning takes the Indicative (*Temo con motivo que ha llegado*); the second may take the Subjunctive (*Temo que haya llegado*).

SUMMARY OF INDICATIVE AND SUBJUNCTIVE USAGE

The difference between the Indicative and the Subjunctive cannot be stated in one comprehensive generalization. The two modes differ, first, in form; second, in the kinds of syntactic structures in which they appear, and, third, in function. Two factors determine the choice of

the appropriate mode: meaning and linguistic pattern. When the choice between modes is determined primarily by the difference in syntactic structures, usage is the product of arbitrary convention and the modal suffixes perform no significant role in message sending. The difference is essentially of the same kind as that of the two forms of the plural noun suffix. Choice is cued by the mechanical features of the environment. The modal suffixes can have a significant function only when both may appear in the same syntactic pattern. There are, as a result, two steps for the student to take in learning to use the two modes. The first is to discover the conditions in which the two forms are mutually exclusive. These conditions are:

1. The Indicative is used in principal clauses; the Subjunctive, with only minor exceptions, is not (*Juan lo hará; Yo sé; Canta y juega*).

2. When the occurrence of one event is assumed to be dependent on the occurrence of another (in either a positive or negative sense), and two coordinate clauses are used, the Indicative is required. When the relationship is expressed by a principal and a subordinate clause, the Subjunctive is used. There are two basic types of relationship. In one, speech is used to cause, produce, prevent, hinder, etc. the second event. The main clause regularly describes the speech event, the subordinate clause the potential result (*Mando, quiero, propongo, permito, prefiero, prohibo que se haga*). Impersonal substitutes exhibit the same pattern (*Es importante que se haga*). In the other, a physical event causes or leads to the potential result. Which event happens to be in the principal or subordinate clause depends exclusively on the logic used in formulating the relationship (*Abre la llave para que salga el agua; El agua no sale a menos que abra la llave*). The Indicative and Subjunctive do not contrast in these patterns. Usage is the product of arbitrary conventions. The cue to choice is the nature of the relationship plus the syntactic pattern.

3. The main clause describes an act of observation or perception and the subordinate clause the event, state, etc. being observed. The Indicative is used in both clauses (*Veo que está allí; Noto que lloras mucho*).

The second step for the student is to learn the conditions in which the two modes are in contrastive relation to each other, and the significance of the contrast. These conditions are:

1. In direct discourse the Indicative contrasts with the Imperative (*¡Se va! ¡Váyase!*). This contrast is duplicated in indirect discourse by a contrast between Indicative and Subjunctive:

Dice, —¡Se va!
Dice, —¡Váyase!

Dice que se va.
Dice que se vaya.

The Indicative remains Indicative; the Imperative becomes Subjunctive.

When the main verb is semantically ambivalent the only clue to meaning is the contrast between Indicative and Subjunctive:

Grita que salta. Grita que salte.
Dice que salta. Dice que salte.

2. Reality is organized strictly from the speaker's relationship to it. The speaker divides all reality (events and entities) into two grand sets: those experienced, known, inferred, and those anticipated or not experienced, not known, not inferred. The Indicative is associated with what has been experienced; the Subjunctive with what has not been experienced. These facts are pertinent in three patterns, all of which have a subordinate clause:

a. The principal clause states the speaker's position *vis-à-vis* the event (or state) of the subordinate clause. Actual experience, positive knowledge, valid inference, or belief cue the Indicative (*Veo, sé, es evidente, creo que está allí*). The opposite cues the Subjunctive (*Dudo, no creo, es imposible que esté allí*).

b. The subordinate clause describes an experienced (known, inferred) entity (Indicative) or a non-existent, unknown, or non-inferred entity (Subjunctive):

Hay por aquí un hombre ¿Hay por aquí un hombre
que puede hacerlo. que pueda hacerlo?

c. Two events are set in an order relation to each other (anterior, simultaneous, posterior). When both are anticipated, the subordinate clause takes the Subjunctive; when they have been experienced, the Indicative (except after *antes*):

Lo hacemos cuando llega. Lo haremos cuando llegue.

The non-systemic functions of the Imperfect and Pluperfect must be treated separately. The student should be made to understand that expressions of irrealty (contrary to fact) depend on the non-systemic use of the tense form, not on the difference between Indicative and Subjunctive. Compare:

Si lo tengo, se lo doy.
Si lo tengo, se lo daré.
Si lo tenía, se lo daba.
Si lo tuviera, se lo diera.
Si lo tuviera, se lo daría.

In all of the examples given above the differences between the Indicative and Subjunctive have been exemplified primarily by examples in which the verb forms are selected from the present set. If it is remembered that the present and past set of tense forms are duplicates of the same system, then it is obvious that the rules for usage will be the same for events oriented to either PP or RP. All patterns can be taught by simple back-shifts. Compare:

Es evidente que está allí. Era evidente que estaba allí.
No creo que esté allí. No creía que estuviera allí.
Lo hacemos cuando llega. Lo hacíamos cuando llegaba.
Lo haremos cuando llegue. Lo haríamos cuando llegara.

It is important to observe, at this juncture, that no mention has been made in this summary of noun, adjectival, or adverbial clauses. It is evident that the student can be taught to choose between the Indicative and the Subjunctive without being required to label the different types of subordinate clauses. What is important to the grammarian as a taxonomist is not necessarily significant to the person trying to learn to send a message in Spanish. Much of the objection to teaching and learning grammar is aimed at the learning of classifications which, as such, have no bearing whatsoever on how reality is organized or how messages get sent. There is a fundamental difference between learning when to use the Indicative and the Subjunctive and learning the names for the various types of clauses in which each appears. The second step is an intellectual luxury with which millions of natives regularly dispense.

REVIEW

1. Can you explain the difference between Indicative and Subjunctive as tense and modal forms?
2. Why is the principle of contrast significant in understanding and teaching the modes?
3. What factors determine the use of a form?
4. Must a form have a semantic function?
5. What arbitrary factors govern the use of the Indicative and the Subjunctive?
6. What does *subjunctive* mean? *Mode*?
7. What are the seven formulae for speaking of all reality?
8. In what three formulae are modal contrasts possible?
9. How may the relationship between two events be shown?
10. How does the speaker classify events? By what criteria?

11. Can events and entities be classified by the same criteria?
12. Precisely what is the difference between experience and anticipation? Can experience be considered as recall?
13. What mode is used in coordinate clauses? Why?
14. Does experience versus anticipation determine the mode when two coordinate clauses are used?
15. What forces the use of the Subjunctive in these cases?
16. What does the adverb modify in *Estarás encantado después que la oigas*?
17. Does the Subjunctive, in the example above, give some overtone of doubt or uncertainty?
18. The Future plus Subjunctive contrasts with what?
19. How are simultaneity and posteriority linked to the choice of mode?
20. Can you write transformation drills to teach when the two modes are used?
21. What are the functions and meaning of *cuando*?
22. Can you explain each of the nine logical relationships between two events being recalled or anticipated?
23. What is the precise difference between *cuando* and *mientras*?
24. Does the speaker organize entities in the same way as events?
25. Can an event describe an entity?
26. What is a copula?
27. When must Spanish and English use a subordinate clause to describe an entity?
28. How does the contrast of experience versus non-experience affect the choice of mode?
29. How are inference and belief (disbelief) related to experience or non-experience?
30. In what three ways may non-experience be accounted for?
31. What is the difference between a casual and a significant relationship between two events?
32. In what way is effect different from result?
33. What is meant by cause and effect?
34. Does the contrast between experience and anticipation have any bearing on the modes used to express cause and effect?
35. In what syntactic patterns may the relationship between two events be expressed?
36. When cause and effect are given, what cues the choice of mode?
37. What are the logical patterns showing a significant relationship between two events?
38. How is *sin* related to *para*?
39. How is *con tal* related to *aun*?
40. Is *de modo* a synonym of *para*? Explain.
41. What kinds of drills are needed to teach discrimination?

42. Both physical events and speech may cause other events to take place. Can you explain this?
43. How are modes related to modes in direct and indirect discourse?
44. Observation, reporting, and prediction require which mode?
45. What is the basic difference between *gritar* and *mandar*?
46. Why does *gritar* not cue the choice of mode?
47. Why does *pedir* cue the choice of mode?
48. What are the milder ways of influencing action by speech?
49. What is the difference between a personal and impersonal construction? Do these require special rules for the choice of mode?
50. In what ways are Spanish and English alike in the use of the modes?
51. Can you show how stimulus and response are like cause and effect?
52. Can you explain why verbs of emotion may be followed by either the Indicative or the Subjunctive?
53. Can you write a brief summary of the contrasts between Indicative and Subjunctive? How many basic rules are there?
54. There are two basic relationships involved in the choice between Indicative and Subjunctive: reality to reality, and speaker to reality. Can you explain this?
55. Why must the non-systemic functions be treated separately?
56. What is the most effective way to teach the use of the modes in the past set of tense forms?
57. Must the student know how to classify clauses in order to learn when to use the Indicative and the Subjunctive? What, precisely, does he have to know?