

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**ISO 9001 : 2008**

**KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGOẠI NGỮ**

**HẢI PHÒNG - 2010**

**HAIPHONG PRIVATE UNIVERSITY  
FOREIGN LANGUAGES DEPARTMENT**

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**GRADUATION PAPER**

**A STUDY ON SUBJUNCTIVE AND ERRORS MADE  
BY VIETNAMESE LEARNERS**

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**Class:  
NA 1001**

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**HAI PHONG – 2010**

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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## **Nhiệm vụ đề tài tốt nghiệp**

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Ngành: Ngoại Ngữ

Tên đề tài : A study on Subjunctive Mood and some errors made by  
Vietnamese learners

## Nhiệm vụ đề tài

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp ( về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI

### Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

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Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày 12 tháng 04 năm 2010

Yêu cầu phải hoàn thành xong trước ngày 10 tháng 07 năm 2010

Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

*Hải Phòng, ngày tháng năm 2010*

**HIỆU TRƯỞNG**

**GS.TS. NGUYỄN *Trần Hữu Nghị***

## PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN

**1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:**

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**2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):**

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**3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):**

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.....

*Hải Phòng, ngày ..... tháng ..... năm 2010*

**Cán bộ hướng dẫn**  
*(họ tên và chữ ký)*

**NHẬN XÉT ĐÁNH GIÁ**  
**CỦA NGƯỜI CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP**

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

2. Cho điểm của người chăm phản biện :

*(Điểm ghi bằng số và chữ)*

Ngày..... tháng..... năm 2010

**Người chăm phản biện**

**ACKNOWLEDGEMENTS**

Firstly, I would like to give my deepest thanks to all teachers in Foreign Language Department for their help and advice. I am extremely grateful to my supervisor – Ms Pham Thi Thu Hang who always guided and encouraged me during the time I did my research. Furthermore, she also gave me her documents and knowledge to complete this paper. I am sure that my graduation paper will not be succeeded without her help and correction.

Secondly, I also thank all members in my family. They are always beside me, enthuse and support me.

Finally, my thanks are given to my friends who gave me some good ideas and information to do this research. I truthfully appreciate all their help and encouragement.

Hai Phong, June 2010.

**Pham Thi Linh**

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## **PART II: INTRODUCTION**

## **I – Rationale**

There are so many spoken languages all over the world, but English language is the most popular and common. More than billions of people are speaking and using English language everyday in their life. So, English plays an important role in our modern life because it is one of the vital demands of almost English learners.

However, it is not easy for learners to get success in learning English because of many difficulties in its grammar, vocabulary and pronunciation... Grammar is one of the most difficult part which English learners usually meet and make mistakes. In English grammar, mood is a small and special part. Although mood is not used as much as other parts, for instance: verb tense, sentences or passive..., it is also important for English learners to get.

People often use Mood in normal dialogues and communication. In the process of using mood, they rarely use subjunctive mood – one kind of mood and sometimes make some unnecessary mistakes because they are not common and difficult. Moreover, subjunctive mood is very interesting and attractive. Those reasons make me try to study more on subjunctive mood. I hope that my study is useful for every English learner to understand more about subjunctive mood and avoid making mistakes in using it.

## **II – Aims of the study**

My study is aimed at:

- Introducing definitions and kinds of mood.
- Showing definitions and kinds of subjunctive mood.
- Detecting how every kind of subjunctive mood is.
- Analyzing some errors made by Vietnamese learners.
- Mentioning some suggested solutions for the errors.

### **III – Methods of the study**

I got many examples and definitions from reference books and websites which related to my study: ‘A study on subjunctive mood and some errors made by Vietnamese learners’. Those make my study richer and more attractive.

After collecting information from varied sources of materials, I used interpretative analysis to get the main points for the theories of my topic. Then, in the next step of seeking errors made by Vietnamese learners, I carried out survey exercises to confirm my hypothesis of the matter.

Furthermore, with the students at Hai Phong Private University, I got some advice and correction from my supervisor who guided me to finish this graduation paper. I also received my friends’ document which they selected from their source of books.

These are methods I did my research.

### **IV – Scope of the study**

Because of the limitation of time and the range of study, I just concentrate on subjunctive mood – one kind of mood, and some errors made by Vietnamese learners, and how to solve these errors.

Due to lack of knowledge and experience, my graduation paper surely makes some mistakes. So, I am highly appreciated your correction and recommendations. They are very useful for me to complete this research.

### **V – Design of the study**

My study contains three main parts:

**Part I** – Introduction that consists of rationale, aims, methods, scope and design of the study.

**Part II** – Development – the main of the study – is divided into four chapters :

**Chapter I** is an over view on mood.

**Chapter II** is the theoretical background of subjunctive mood.

**Chapter III** talks about some errors of subjunctive mood made by Vietnamese learners.

**Chapter IV** is some suggested solution for the errors.

**Part III** – Conclusion that gives reviews, limitation and some suggestions for the study.

**Appendix**

**References**

## PART II: DEVELOPMENT

### Chapter I: An over view on mood

#### 1. Definitions of mood

There are some definitions of mood :

Mood shows the attitude of the speaker or the writer to the action or state described by the verb.

By <http://www.usingenglish.com/glossary/mood.html>

Mood is a characteristic of verbs that involves the speaker's attitude toward the action expressed.

By <http://www.yourdictionary.com/mood>

Mood of a verb expressing wishes, stipulating demands, or making statements contrary to fact...

By <http://grammar.about.com/od/rs/g/subjuncterm05.htm>

In grammar, Mood is category that reflects the speaker's view of an event's reality, likelihood or urgency.

By <http://www.answers.com/topic/mood>

#### 2. Kinds of mood

In English, mood includes in three types. They are **indicative mood**, **imperative mood** and **subjunctive mood**.

##### *2.1. The indicative mood*

*The indicative mood* is the verb used in ordinary statements and pose question. It is regarded as a factual or neutral situations, as something which has occurred or is occurring at the moment of speaking or will occur in the future. It may denote actions with different time-reference and different

aspective characteristics. Therefore the Indicative Mood has a wide variety of tense and aspect forms in the active and passive voice.

By <http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>

**The indicative mood** has three forms : the affirmative, the negative, and the interrogative.

E.g.

- She went home late yesterday.
- Has he called her yet ?
- I do not want to go out with him.
- The cat was bitten by the dog.

## **2.2. The imperative mood**

**The imperative mood** expresses a command or a request to perform an action addressed to somebody, but not the action itself. As it does not actually denote a specific action it has no tense category ; the action always refers to the future.

By <http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>

**The imperative mood** is used to give orders and instructions :

E.g.

- Go home!
- Come and see me!
- Forget it!
- Come here !
- Sit down !
- Don't be a fool !

(<http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>)



Notice that there is no subject in these imperative sentences. The pronoun *you* (singular or plural, depending on context) is the "understood subject" in imperative sentences. Virtually all imperative sentences, then, have a second person (singular or plural) subject.

In commands and requests addressed to a third person or persons, the analytical form **let... + infinitive** is used. The sole exception is the first person construction, which includes an objective form as subject: "**Let's (or Let us)**". When the person addressed is denoted by a personal pronoun, it is used in the objective case.

The analytical forms differ in meaning from the synthetic forms, because their meaning is closely connected with the meaning of the pronoun included in the form. Thus, *let us do smth* denotes an invitation or a joint action, not an order or a request.

By [http://giaoan.violet.vn/present/show?entry\\_id=588961](http://giaoan.violet.vn/present/show?entry_id=588961)

E.g.

- Let us go together!
- Let him finish his dinner first.
- Let's go to the cinema.

([http://giaoan.violet.vn/present/show?entry\\_id=588961](http://giaoan.violet.vn/present/show?entry_id=588961))

In negative sentences, the analytical forms take the particle **not** after **Let**, without an auxiliary.

E.g.

- Let us not argue on the matter.
- Let her not go any further.
- Let him not know the truth.
- Let him not overestimate his chances.

(<http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>)

The **imperative mood** is used only in imperative sentences and cannot be used in questions.

### *2.3. The subjunctive mood*

*The subjunctive mood* shows that the action or state expressed by the verb is presented as doubts, possibility, wishes, desire or anything else contrary to fact.

The **subjunctive mood** has synthetic and analytical attitude of the speaker to real fact. It is not used much on English any more and exists in a few phrases.

By <http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>

E.g.

- I wish I were ten years younger.
- If you taught me, I would learn quickly. [(Quirk, (1973 :50)]
- If only he did not smoke! [Thomson and Martinet, (1986 :204)]
- It is necessary that you learn by heart this lesson now.
- God save the Queen! [Quirk, (1973 :50)]

## Chapter II: Theoretical background of subjunctive mood

### 1. Definitions of subjunctive mood

In many reference books or websites, the definitions of subjunctive mood have the same meaning.

These are some definitions of subjunctive mood:

The Subjunctive Mood is used not to indicate that something is being asserted but that it is contrary to fact, supposed, doubted, feared or desired.

By <http://www.answers.com/topic/subjunctive>

The Subjunctive Mood is the mood of a verb used to show hopes, doubts, wishes....

By <http://www.usingenglish.com/glossary/subjunctive.html>

The subjunctive mood is used more in writing than in speech. It is not used very much in modern British English. The synthetic forms of the subjunctive mood can be traced to the Old English period, when the subjunctive mood was chiefly expressed by synthetic forms. In Old English, the subjunctive mood had a special set of inflections, different from those of the indicative mood.

By <http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>

“The old subjunctive is disappearing as language usage becomes modified and simplified. Current business usage recognizes it only as a wish mood.”

[Val Dumond, (1993) *Grammar for Grownups*, HarperCollins]

### 2. Kinds of subjunctive mood

The subjunctive mood is divided in **three types**. They are present subjunctive mood, past subjunctive mood and past perfect subjunctive mood.

To study more about every kind of subjunctive mood, we together study on it carefully.

## 2.1. The present subjunctive mood

In the present subjunctive mood, the verb **to be** has the form **be** for all the persons - singular and plural, which differs from the corresponding forms of the indicative mood (the present indefinite). Sentences in which normally have used the verbs: “is”, “are”, “was”, “were” or “will be” should have the root word “**be**” if they are used in the present subjunctive mood.

In all other verbs, the forms of the present subjunctive mood differ from the corresponding forms of the indicative mood only in the third person singular, which in the present subjunctive has no ending **–s**.

[Thomson and Martinet, (1986:253)]

E.g.

- The Queen lives here. (simple present tense)
- Long live the queen! (present subjunctive)

The present subjunctive denotes an action referring to the present or future. This form is but seldom used in Modern English. It may be found in poetry and in elevated prose, where these forms are archaisms used with a certain stylistic aim. It is also used in scientific language and in the language of official documents, where it is a living form.

There are **four ways** in which sentences are formed in the present subjunctive mood:

### 2.1.1. The present subjunctive mood expresses a wish, a prayer, a hope or a cause.... in certain fixed phrases

These expressions are fixed. There is no change in every part in the phrase. So, the verbs in the fixed expressions are not put. I think the learners should remember and learn by heart their meaning and usages.

E.g.

- Long live the Queen!
- God, save the motherland!
- Heaven forbid!
- Truth be told,
- Be that as it may...
- Come what may...
- Suffice it to say that...
- If need be...

[Quirk, (1973:50)]

(<http://www.tranphu.com/51/viewtopic.php?f=218&t=22688>)

A wish can also be expressed by “**may + infinitive**” (in the present) and “**might + infinitive**” (in the past):

E.g.

- May you be happy all your life.
- They prayed that she might soon be well again.
- May heaven help you!

### 2.1.2. The present subjunctive mood in object clauses

It formed as the object a verb indicating a desire, intension, request, resolution, command, recommendation...

*2.1.2.1. The present subjunctive mood is used in object clause after verbs and word-groups*

It expresses a will, or a wish for the future, or a desire, intention .... Some verbs are normally used in this case:

**to advise (that)**

**to ask (that)**

**to command (that)**

**to demand (that)**

**to desire (that)**

**to insist (that)**

**to propose (that)**

**to recommend (that)**

**to request (that)**

**to suggest (that)**

**to urge (that)**

By <http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>

The form of this use:

**S + [insist, command, advise...] + that + present subjunctive clause]**

The present subjunctive mood looks like the infinitive form of the verb, and all persons (including the third person singular) are written or spoken without an “s”. It takes the same form whether we are referring to the present, the past or the future.

E.g.

- She urged that he write and accept the post.
- I demand that I be allowed to call my lawyer.
- He demanded that he be given the right to express his opinion.
- I ask that I be given him to consider the matter further.
- The public have demanded that a flyover be constructed at the traffic junction.
- The court ordered that the defendant pay the plaintiff a sum of ten thousand dollars.

*([http://giaoan.violet.vn/present/show?entry\\_id=588961](http://giaoan.violet.vn/present/show?entry_id=588961))*

In the **negative form**, the subjunctive does not take the word “do”/”does”:

We only add “not” after the verb in the subjunctive clause.

E.g.

- They insisted that we not stay behind.
- It is vital that children not leave the school grounds until their parents arrive.
- We recommend that they not build this company near our resident.

*2.1.2.2. The present subjunctive mood is also used in **object clauses** after impersonal expressions with the same meaning as the above verbs*

The adjectives that fit into this formula include the followings:

**It is best (that)**

**It is crucial (that)**

**It is desirable (that)**

**It is essential (that)**

**It is imperative (that)**

**It is important (that)**

**It is recommended (that)**

**It is urgent (that)**

**It is vital (that)**

**It is a good idea (that)**

**It is a bad idea (that)**

By <http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>

The form of this use:

**It + be + [advised, odd, vital....] + that + present subjunctive clause.**

E.g.

- It is necessary that he take an examination.
- It was urgent that she leave at once.
- It has been proposed that we change the topic.
- It is important that he remember this question.

*(<http://www.englishpage.com/mini-tutorials/subjunctive.html>)*

In fact, we commonly avoid using the subjunctive mood (especially in British English). The present subjunctive mood is often replaced by using the structure: **should + infinitive**.

E.g.

- It is our wish that he **should do** what he pleases.
- It is necessary that we **should go** home early.
- My father orders that I **should get** married late.
- It is vital that children **should remain** in the school grounds until their parents arrive.



*They claimed it was essential that the security system **should be** checked.*

**2.1.2.3.** *The present subjunctive mood is used when the subject of the principal clause is expressed by an abstract noun such as **wish, suggestion, aim, idea ...***

*In this case, the analytical subjunctive with the mood auxiliary **should** for all persons is used.*

*By <http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>*

*E.g.*

*Mary's wish was that our mother should come and live with her.*

*One of the conditions was that I should go abroad.*

*My suggestion is that this work should be done immediately.*

### **2.1.3. Occasionally, the present subjunctive mood is used in some adverbial clauses**

**2.1.3.1.** *The present subjunctive mood is used in **adverbial clauses of concession or condition** (to express a doubt).*

Adverbial clauses of concession are introduced by the conjunctions and connectives: “**though, although, however, no matter, whatever, whoever ...**” The analytical subjunctive with the mood auxiliary **may (might)** is general used.

*E.g.*

- Though the whole world condemns him, I will still believe in him.
- Whatever obstacles may arise, we shall not give in.
- I must return to the city, no matter what dangers may lurk there.
- I should like to do some good to you and your husband, whoever he may be.

- Remember, the truth, however ashamed of it you may be, is better than any lie.
- No matter how tired he may be, he will go to the concert.
- Whoever you may be, Sir, I am deeply grateful to you.

(<http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>)

However, the indicative mood is used in adverbial clauses of concession when the action or state is considered as an actual fact and not as something supposed. Compare in these examples:

- Cold though it **may be**, we shall go to the skating-rink. (subjunctive mood)
- Cold as **it is**, we shall go to the skating-rink. (indicative mood).

**2.1.3.2. The present subjunctive mood is used in adverbial clauses of time and place after conjunctions “whenever” and “wherever”**

In these cases, the clauses have an additional concessive meaning.

E.g.

- Whenever you may come, you are welcome.
- Wherever she may live, she will always find friends.
- Of course, I shall come for your marriage, whenever that may be fixed.

(<http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>)

**2.1.3.3. The present subjunctive mood is also used in adverbial clauses of purpose**

When a clause of purpose is introduced by the conjunctions “**that, as, so that, in order that, lest...**”. We find the analytical subjunctive with the mood auxiliary **may/might** if the principal clause refers to the present or future; if the principal clause refers to the past, only the form **might** is used.

E.g.

- She opens the window that she may get a breath of fresh air.
- He got up, cautiously, so that he might not wake the sleeping boy.
- Ms Linh impresses the names of streets, in order that I may find my way back easily.

If a clause of purpose is introduced by **lest**, the mood auxiliary **should** (for all persons) is generally used. **Lest** has a negative meaning.

*(<http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>)*

E.g.

- She opens the window lest it should be stuffy in the room.
- She looked steadily at her coffee lest she also should begin to cry, as Anna was doing already.

#### **2.1.4. The present subjunctive mood is used in inversion of first conditional sentences**

Adverbial clauses of first condition containing the verbs **could/should** in the **If** clause are often introduced without any conjunction. It denotes an unsure fact.

E.g.

- Should he come this way, I will speak to him.
- Should you see Tom, tell him to come to my office.

[Thomson A.J and Martinet A.V, (1986:202)]

## **2.2. The past subjunctive mood**

We have been taught the normal conjugation of the verb “**to be**” in the past tense as “I was”, “he was”, “they were”, “you were”... But in the past subjunctive mood, the verb **to be** has the form **were** for all the persons singular and plural, which in the singular differs from the corresponding form of the indicative mood ( the past indicative ). When the **V** is different from **be**, it has the form the past indefinite of Indicative mood (V-ed). The subordinate clause, if any, in such sentences must also be expressed with verb in the past tenses.

The past subjunctive is used in modern English and occurs not only in literature but also in colloquial language. The term “past subjunctive” is merely traditional as in modern English.

It does not necessarily express a past action. In adverbial clauses of condition, it denotes an unreal condition referring to the present or future. In other types of subordinate clauses, it denotes an action simultaneous with the action expressed in the principal clause; thus, it may refer to the present and to the past.

By <http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>

The past subjunctive mood is used in the following circumstances:

### **2.2.1. The past subjunctive mood is used in conditional clauses implying a negative or in clauses in which the condition is combined with reality**

#### ***2.2.1.1. The past subjunctive mood is used in second conditional sentences***

It expresses an unreal condition (in the subordinate clause) and an unreal consequence (in the principal clause).

In sentences of unreal condition referring to the present or future, the past of the verb **to be** is used in the subordinate clause; with other verbs, the same meaning is expressed by the past indefinite of the indicative mood. In the principal clause, we find the analytical subjunctive consisting of the mood

auxiliary **should** or **would** and the indefinite infinitive. **Should** is used with the first person singular and plural, **would** is used with the second and third persons singular and plural.

E.g.

- The world would be healthier if every chemist's shop in England were demolished.
- If the earth were to rotate in the opposite direction, the sun would rise in the west.
- If we started now and travel at the speed of light, it would take us eight minutes to reach SUN.
- If I were you, I should accept the offer.
- What would you say if I asked you to join us for a holiday.
- I should kill myself today if I did not believe that tyranny and injustice must end.

*([http://giaoan.violet.vn/present/show?entry\\_id=588961](http://giaoan.violet.vn/present/show?entry_id=588961))*

**Would**, when used in the subordinate clause of a sentence of unreal condition, is also a modal verb forming with the infinitive a compound verbal modal predicate.

E.g.

- If you would come and see us, we would be happy to welcome you.
- If my mother would be as proud of your company as I should be!

*2.2.1.2. The past subjunctive mood is also used in **mixed conditional type**.*

It refers to no particular time and the consequence to the past. It has the form:

**[If simple past tense, S + would have + PII].**

E.g.

- He is not a good student so he did not study for the exam yesterday.
- ⇒ If he were a good student, he would have studied for the exam yesterday.
- If he were not so absent-minded, he would not have mistaken you for your sister.

[Azar, *Understanding and using English*, (1989:353)]

### *2.2.1.3. The past subjunctive mood is used in inversion of second conditional sentences*

Adverbial clauses of second condition containing **were** in subordinate clause is often introduced without any conjunction. It refers to a difficult fact.

E.g.

- Were I you, I would not do that.
- Were I once again among the heather in those hills, I should be myself.

[Thomson A.J and Martinet A.V, (1986:202)]

### *2.2.1.4. The conjunctions introducing adverbial clauses of condition are: if, in case, provided, suppose, and some others*

“**If**” is the most common conjunction used in sentences of real and unreal conjunction.

\* **In case** and **Provided/Providing** are chiefly used in sentences of real condition.

E.g.

- In case I do not find her at home, I shall leave her a note.
- I shall go there provided you consent to accompany me.
- In case you get hungry on the train, you should take some sandwiches.
- Providing, you drive carefully, I will lend you my car.

\* **Suppose/Supposing** is more common in sentences of unreal condition.

E.g.

- Suppose he wrote to you, would you answer?
- Suppose you were in the house which was on fire, what should you do?
- Supposing I had a day off yesterday, I would go to Do Son Beach.

*([http://giaoan.violet.vn/present/show?entry\\_id=588961](http://giaoan.violet.vn/present/show?entry_id=588961))*

**2.2.2. The past subjunctive mood is used in object clauses when the predicate of the principal clause is expressed by “wish”/ “If only”**

It refers to an unreal fact. If the action expressed in the object clause is simultaneous with that of the principal clause, the past subjunctive of the verb **to be** is used; with other verbs the same meaning is expressed by the past indefinite of the indicative mood.

The form [**S + wish/wished + (that) + past subjunctive clause**] expresses a regret or a wish about a present situation.

E.g.

- I wish I were the Prime Minister of India for a year.
- How I wish Harvard University gave me admission in MBA.
- I wish my brother were here now so that he could teach me algebra.

**Wish** can be put into the past without changing the kind of subjunctive.

E.g.

- He wished he knew her address.
- I wished you could drive the car.

[Thomson A.J and Martinet A.V, (1986:261)]

“**If only**” can be used in the same way. It has the same meaning as **wish** but is more dramatic.

E.g.

- If only he did not smoke!
- If only you drove slowly!
- If only she were the beauty queen now.

[Thomson A.J and Martinet A.V, (1986:204,205)]

**2.2.3.** The past subjunctive mood is used in **adverbial clauses of comparison (or manner)** introduced by the conjunctions **as if / as though**

The past subjunctive can be used after **as if / as though** to indicate unreality or improbability or doubt in the present. There is no different meaning between **as if** and **as though**.

If the action of the subordinate clause is simultaneous with that of the principal clause the past subjunctive of the verb to be is used; with other verbs the same meaning is expressed by the past indefinite of the indicative mood. It has form:

**[S + verb + as if/as though + past subjunctive clause]**

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E.g.

- George tries to order me about as if I were his wife.
- Do you notice Robert walking as though he were drunk?
- William spends money as if he won a lottery.

[Thomson A.J and Martinet A.V, (1986:254)]

The verb preceding **as if/as though** can be put into a past tense without changing the tense of the Subjunctive.



E.g.

- He talked as though he knew where she was.
- She ran as if her life depended on it.
- They treated me as if I were their children.

[Thomson A.J and Martinet A.V, (1986:254)]

However the past subjunctive mood is **not** used in **predicative clauses** introduced by the conjunctions **as if/as though** when we find the linking verbs **to be, to feel, to look, to seem, to sound....** in the principal clause.

[Azar, *Understanding and using English Grammar*, (1989:366)]

E.g.

- The house looked as if nobody was living in it.
- Ann sounds as if she has got a cold, doesn't she?
- I feel as if we were back seven years, John.

**2.2.4.** The past subjunctive mood is also used in **attributive clauses** modifying the noun time in the principal clause **“It is time” or “It is high time”**

It indicates that it is already late for taking the indicated action. **High** is added to emphasize this idea. In this case, the past subjunctive of the verb **to be** is used; with other verbs the same meaning is expressed by the Past Indefinite of the indicative mood. It has form:

**[It is time + past subjunctive clause].**

E.g.

- It is time we went home.
- It is high time something was done to improve this road.
- The match will commence at 10o'clock and it is time you got ready.

**It is time/ It is high time** can be followed by (the object) infinitive in these cases:

**It is time/It is high time + infinitive.**

**It is time/It is high time + for object + infinitive**

Actually, there is a slight difference in meaning between the forms.

[**It is time + infinitive**] merely states that the correct time has arrived;

[**It is time + past subjunctive mood clause**] implies that it is a little late and the speaker complains about something should be done.

E.g.

- It is already half past midnight, and it is time we returned home.
- It is time for us to go home on time.
- It is high time to start the lesson.

[Thomson A.J and Martinet A.V, (1986:254)]

**2.2.5.** Sentences starting with “**would rather**” indicate one’s preferences and are also expressed **in past subjunctive mood**

Sometimes **would sooner** can be used instead of **would rather**. There is no difference of meaning between them.

When the subject of **would rather/would sooner** is the same, the past subjunctive mood is not used. It is followed by the bare infinitive. It has the form:

**[S + would rather + bare infinitive].**

By <http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>

E.g.

- I would rather go to a movie tonight than study grammar.

[Azar, Understanding and using English Grammar, (1989:366)]

- My grandmother would rather live abroad.

In the negative form of **would rather**, we only place **not** before the verb.

[Azar, *Understanding and using English Grammar*, (1989:366)]

E.g.

- I would rather not go out to night. I would rather stay at home than go out because I am busy.
- John would rather not go to class tomorrow.

When the subjects of **would rather** are different, we use the past subjunctive mood after **would rather** to express the present contrary to fact.

It has the form:

**[S + would rather + past subjunctive mood clause]**

E.g.

- Henry would rather that Jane worked in the same department as he does (but Jane doesn't work in the same department).
- Linda would rather that it were winter now (but it is not winter now).
- I would rather you took up the job.
- His mother would rather he applied to the engineering college.

(By <http://tailieu.vn/xem-tai-lieu/subjunctive-mood.39337.html>)

### **2.3. Past perfect subjunctive mood**

The verb **to be** in the past perfect subjunctive mood has form **had been** for all persons singular and plural. When the **V** is different from **be**, it has the form the past perfect indefinite of indicative mood (**had + PII**). The subordinate clause, if any, in such sentences must also be expressed with verb in the past perfect tenses.

The past perfect subjunctive expresses the unreal past event. It can be considered the past form of the past subjunctive mood which was explained in

the previous subsection. It is certain that the event was not occurred. It often co-occur with **if** clause.

### **2.3.1. The past perfect subjunctive is mainly used in the third condition**

In sentences of unreal condition referring to the past perfect of the indicative mood is used in the subordinate clauses; in the principal clause we find the analytical subjunctive consisting of the mood auxiliary **should** ( with the first person ) or **would** ( with the second person ) and the **perfect infinitive**. It has form:

**[If past perfect tense, S + should/would + have PII]**

[Azar, *Understanding and using English Grammar*, (1989:349)]

E.g.

- If I had known you were in hospital, I would have visited you.
- The soccer game might have been played if the hurricane had not been approaching us.
- If I had arrived 10 minutes earlier, I would have been able to see her before leaving.
- If I had known you were so bus, I would not have called on you.

The past perfect subjunctive mood is also used in **mixed type** of sentence of unreal condition refers to the past and the consequence refers to the present or the future. It has form:

**[If past perfect tense, S + should + bare infinitive]**

E.g.

- If I had had a good sleep last night, I would not feel tired.
- If you had taken your medicine yesterday, you would be well now.
- If I had worked harder at school, I would be sitting in a comfortable office now.

- The plane I intended to catch crashed and everyone was killed. If I had caught that plane, I would be dead now.

### 2.3.2. The past perfect subjunctive mood expresses **an unreal fact or unreal event in the past**

It can be considered that past form of the past subjunctive mood. It is used after these structures:

*2.3.2.1. The past perfect subjunctive mood is used in adverbial clauses of concession with conjunctions and connectives: **though, although, however, no matter, whatever, whoever...***

The analytical subjunctive with the mood auxiliary **may/might**. The action of the subordinate clause is prior to that of the principal clause, the perfect infinitive (**may have + PII**) is generally used.

([http://giaoan.violet.vn/present/show?entry\\_id=588961](http://giaoan.violet.vn/present/show?entry_id=588961))

E.g.

- However badly he may have behaved to you in the past, he is still your father.
- Although you may have worked well, you should not look down on the others.

*2.3.2.2. The past perfect subjunctive mood is used in adverbial of comparison (or manner) introduced by the conjunctions: **as if/ as though***

It indicates the action in the past. If the action of the subordinate clause is prior to that of the principal clause, the past perfect (**had + PII**) of the indicative mood is used.

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E.g.

- She spoke about him as if she had known him for many years.
- She flushes as though he had struck her.
- He has never been to America but he talks as if he had been there.
- I felt as if the visit had diminished the separation between David and me.

**2.3.2.3.** *The past perfect subjunctive mood is also used in **object clauses** when the predicate of the principal clause is expressed by “wish”/ “If only”*

It refers to an unreal past. If the action expressed in the object clause is prior to that of the principal clause, the past perfect of the Indicative mood (**had + PII**) is used.

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E.g.

- I wish John had come on time.
- Our children wish they had not told a lie to their teachers.
- If only I had not forgotten his birthday.
- If only my friend had learned by heart the lesson.

### **3. Passive forms of subjunctive mood**

The passive voice tenses discussed so far have all been in the Indicative mood. However, verbs in the passive voice can also be put into the **subjunctive mood**.

In this part, I mainly refer to the website <http://www.fortunecity.com/bally/durrus/153/gramch12.html> to search the document which relates to passive form of subjunctive.

It has been seen that all of the tenses in the passive voice are formed using auxiliaries. As has already been explained, the subjunctive mood of tenses

using auxiliaries is formed by putting the first auxiliary into the subjunctive mood.

The normal form passive subjunctive:

**[Auxiliary + Past Participle]**

The following table summarizes the formation of the subjunctive tenses of the passive voice:

### **The formation of the subjunctive mood of the passive voice**

<b><u>Tense</u></b>	<b><u>Auxiliary</u></b>	<b><u>Verb Form</u></b>
Simple Present	be	past participle
Present Continuous	be being	past participle
Present Perfect	have been	past participle
Present Perfect Continuous	have been being	past participle
Simple Past	were	past participle
Past Continuous	were being	past participle
Past Perfect	had been	past participle
Past Perfect Continuous	had been being	past participle

#### **3.1. Use of the present forms of the subjunctive mood**

Like the present subjunctive of the active voice, the present subjunctive of the passive voice is often used in subordinate clauses beginning with **that** in sentences which contain formal commands, or requests.

As can be seen from the preceding table, the present subjunctive of the passive voice is formed from the invariable auxiliary **be**, followed by the past

participle of the verb. The following sentences are examples of the use of the present subjunctive of the passive voice.

E.g.

- I request that he be invited to speak.
- We asked that our suggestions be considered.
- They will insist that their colleague be admitted to the association.

### 3.2. Use of the past forms of the subjunctive mood

Like the past forms of the subjunctive of the active voice, the past forms of the subjunctive of the passive voice are used in **wishes**, and in **statements** containing false or **improbable conditions**.

E.g.

- I wish he were allowed to come.
- It would have been better if they had been invited.

In the first example, the past subjunctive of the passive voice, **were allowed**, is used in expressing a wish. In the second example, the Past Perfect subjunctive of the passive voice, **had been invited**, is used in expressing the false condition **they had been invited**.

The past subjunctive mood of the Passive Voice has the form of the past tense of the passive voice: [S + **were/was** + **Past Participle**] but in the past subjunctive, the form “**was**” is not used, we just only use the form “**were**” for all persons.

And the past perfect subjunctive mood of the passive voice has the form of the past perfect tense of the passive voice: [S + **had been** + **Past participle**]. It indicates the unreal event in the past or false condition.

By <http://www.fortunecity.com/bally/durrus/153/gramch12.htm>



## Chapter III: Some errors of subjunctive mood made by Vietnamese learners

Although the students in High school and the University have learned the subjunctive mood but it is a difficult and strange grammar for Vietnamese learners to study on. So, they easily make some errors when use it. The main part in my study, I focus on giving some mistakes that Vietnamese learners usually meet and giving some ideas to correct them.

By my survey exercises, I got many kinds of mistakes from both non-major students and major students in Hai Phong Private University. I have studied on these mistakes for a long time and I decided to divide them into two kinds of errors.

### 1. Recognizing the subjunctive mood

In my survey, non-major students in Hai Phong Private University did not recognize where the subjunctive mood clause is. The first exercise in my survey, the students have to underline the subjunctive mood clause.

E.g.

1. I would rather you did not play football today.
2. She acted as if she had not known him before.
3. If only she were here, she would speak up.
4. We suggested that she take an early train.
5. It is important that you should get to the air port on time.

Almost non-major students underline **“would”**, **“as if”**, **“If only”**, **“suggested”**, **“is important”**. Actually, these are conjunctions, connectives, verbs or adjectives.... They thought that these are subjunctive mood, but they are only ones of signs to realize the subjunctive mood clause. In fact,

the subjunctive mood clause is after these. They should underline like this way:

1. I would rather you did not play football today.
2. She acted as if she had not known him before.
3. If only she were here, she would speak up.
4. We suggested that she take an early train.
5. It is important that you should get to the air port on time.

In these sentences, the part is underlined is divided into three kinds of mood: “she take an early train” and “should get to the air port on time” are **present subjunctive mood** clause. “you did not play football today” and “she were here” are **past subjunctive mood** clause. “she had not known him before” is **past perfect subjunctive mood** clause.

In this exercise, 95% the major students did not make mistakes. They did very well. However some major students also made mistake like the non-major students. I hope that my explanation will be helpful for them to more understand about subjunctive mood.

## **2. The verbs form in the subjunctive mood**

This is the most important part that both non-major students and major students made mistakes. I found some errors made by them in my survey. To study more clearly on subjunctive mood, I think recognizing and correcting the errors will help them very much.

### **2.1. In present subjunctive mood clause**

#### **2.1.1. In some certain fixed expressions**

These certain fixed expressions indicate wishes, expressions .... There is no change to the verb in these phrases, but in my survey, the students still put the verb into tense.

E.g.

- “God saves him!”
- “Long lives the Queen!”
- “Curse, is on him!”

Normally, “God” is singular, so the verb in this sentence must be put. But these are fixed expressions, every word in phrase is certain, no change, the verb is not put. The same rule is also used in the second and the third example. Thus, these phrases should write in correct form like this:

- “God save him!”
- “Long live the Queen!”
- “Curse, be on him!”

This kind of mistake is common in using, thus, the learners should remember and learn by heart their form, mean and usage. It will be helpful for them not to make mistakes again.

### **2.1.2. In an object clause**

The present subjunctive mood is after some verbs and adjectives in the form:

**[S + verb + that + present subjunctive mood clause]**

**[It + be + adjective + that + present subjunctive mood clause]**

It indicates a request, command or intension... The verbs and adjectives in these forms are signs to recognize subjunctive mood clause. The most common mistakes that the learners usually meet are the verb forms in the

present subjunctive mood. In their mind, they think the verb in this form have to be put in the correct tense.

In my survey, the major students rarely made mistakes in this situation, but almost the non-major students did. There are up to 93% the non-major students and 18% the major students had mistakes. I would like to introduce some common errors in these sentences:

- We suggested that **she takes** an early train.
- It's important that he gets that **he gets** to the air port on time.
- The doctor advised that **he took** a rest for a few days.

You can see that the verbs in the present subjunctive mood are all put in tense. Actually, the present subjunctive mood clause in this case has form:

[**S + should + bare infinitive**], we can omit the auxiliary mood **should** in using, so the shorten form we have [**S + bare infinitive**]. If the learners do not study on subjunctive mood, they will misunderstand and easily make mistakes when they use. Thus, we should rewrite these sentences in this way:

- We suggested that **she (should) take** an early train.
- It's important that he gets that **he (should) get** to the air port on time.
- The doctor advised that **he (should) take** a rest for a few days.

In passive subjunctive mood, the learners also made mistakes like the way they did. They put the verb "to be" in correct tenses. We together see some following examples:

- It is necessary that **the report is handed** on my table now.
- They request that **our house is rebuilt** because it is too old.
- My boy friend said that **our wedding was held** last month.

In this case, both the major and non-major students put the verb “to be” in correct tenses. I asked some people: “Why do you choose this answer?” they reply: “I put the verb ‘to be’ because it is passive.” Maybe they did not know that the form of the passive present subjunctive mood is: **[S + (should) + be + Past Participle]**. So, we should rewrite these sentences in the following way:

- It is necessary that **the report (should) be handed** on my table now.
- They request that **our house (should) be rebuilt** because it is too old.
- My boy friend said that **our wedding (should) be held** last month.

## **2.2. In the past and past perfect subjunctive mood**

### **2.2.1. In the second type conditional**

In the second type conditional, the past subjunctive mood appears in **If** clause. When the verb in the subordinate clause is “**to be**”, it has the form “**were**” for all persons – singular and plural. For example: “**I were**”, “**he were**”, “**she were**”, “**they were**”, “**you were**”, “**we were**”. But in fact, many students whom I surveyed still misunderstood this. In these sentences:

- If I **was** a bird, I would be a white pigeon.
- If he **was** me, what would he do?

Normally, in the past tense, the verb “**to be**” has two forms: “**were**” for “they, you, we” and “**was**” for “I, he, she, it”. The learners are sure that the verb “**was**” in this situation must be suitable with subject “**I**”. Remember that the clause after **If** conjunction in the second type conditional is Past subjunctive mood. We use the form “**were**” for all persons. So, we rewrite these sentences in the following way:

- If I **were** a bird, I would be a white pigeon.
- If he **were** me, what would he do?

Furthermore, the students also had trouble when they use the mixed type conditional. There are two mixed types of sentences of unreal condition. In the first of these, the condition refers to the past and the consequence refers to the present or future. It has form: **[If past perfect tense, S + would/should + bare infinitive]**. In the second type, the condition refers to no particular time and the consequence to the past. It has form: **[If past tense, S + would/should + have + PII]**. The meaning of these types is very difficult for the learners to remember, so that they often make mistakes when they do exercises.

In my survey, I had some mixed types of sentences of unreal condition because I want to distinguish between the non-major students and the major students. As a result, the non-major had errors are approximately 90% and the major students are 58%. This result is unbelievable.

I hope some following examples help you more:

- If you **had taken** your medicine yesterday, you **would be** well now.
- If he **were not** so absent-minded, he **would not have mistaken** you for your sister.

### 2.2.2. In clause beginning with “If only” and “Only if”

The clause after “If only” and “wish” is past or past perfect subjunctive mood. If the action in the object clause is simultaneous with that of the principal clause, the past subjunctive of verb is used and if the action in the object clause is prior to that of the principal clause, the past perfect of the indicative mood is used. There is no different meaning between ‘If only’ and “wish”.

In this form, the students did very well because this grammar is popular and they met so many times in their test and in the exercises. However, I recommend some common errors in my survey:

- If only I **did not drink** so much last night.
- I wish I **am** good at English now.

In these sentences, the tenses in the subjunctive mood clause do not depend on the adverb of time in the sentence. However, the adverb of time is one of the sign for the learners to realize the kinds of subjunctive mood. So, the right sentences are:

- If only I **had not drunk** so much last night.
- I wish I **were** good at English now.

In my survey, many students misunderstood between “**If only**” and “**Only if**”. Actually, their meaning and usages are different. “**If only**” has meaning of subjunctive mood. It is used in past and past perfect subjunctive mood. But “**Only if**” has negative meaning and it is used in inversion sentence. “**Only if**” can be replaced by “**Only when**”. Almost students – both non-major and major – usually had errors when they met them. They believed that both of them have the same meaning and usage. I give some examples for you to distinguish between “**Only if**” and “**If only**”:

- Only if it rains, **will our picnic be postponed**.
- Only if I have finished my graduation paper, do **I go out** with my friends.
- If only **I had** much money, I would have gone travelling to abroad.
- If only **I had done** my exercises yesterday.

### 2.2.3. In clauses with conjunctions “as if”/“as though”

There are two types of clause after “as if”/“as though”: the adverbial of comparison (manner) and the predicative clause. Almost students misunderstood these. They thought that the clause after these conjunctions is past or past perfect subjunctive mood, but it not true for all. If the verbs before “as if”/“as though” are linking verbs such as : **to look, to feel, to sound, to seem...** , the main clause is **not** subjunctive mood. We will put the verbs in correct tenses.

I hope the information I give will help the students and the learners to understand more about subjunctive mood so that they do not make any mistake. Look at the errors in the sentences:

- The house looked as if nobody **lived** in it.
- Anna sounds as if she **had got** a cold, hadn't she?
- I feel tired, I do not feel as if I **had** a good holiday.

The correct sentences are:

- The house looked as if nobody **was living** in it.
- Anna sounds as if she **has got** a cold, hasn't she?
- I feel tired, I do not feel as if I **have had** a good holiday.

### 2.2.4. In clause after “would rather”

The clause after “would rather” is past subjunctive mood. Many students forgot to put the verb in correct form. They may misunderstand the form: [**would rather + bare infinitive + than + bare infinitive**]. Some errors they made in my survey are:

- I would rather you **do not behave** like that way. I do not like!
- I would rather you **will stay** at home tonight.



- She would rather her father **buys** for her a beautiful dog.

As we discussed, the clause after “**would rather**” is past subjunctive mood, so the verb in this clause must be put into the past tense (**V-ed**). However, the verb “**to be**” has form “**were**” for all persons – singular and plural. We make correction to these sentences:

- I would rather you **did not behave** like that way. I do not like!
- I would rather you **stayed** at home tonight.
- She would rather her father **bought** for her a beautiful dog.

I hope these above errors that I surveyed will be useful for all people who studied, are studying or will study the subjunctive mood. Because this grammar is not common in Modern English, the readers and the learners have trouble when they learn and use it. I am sure that the students will not meet the errors like this if they read carefully my graduation paper.

These suggested solutions and corrections may not be exact, so I recommend the best version.

## CHAPTER IV: SOME SUGGESTED SOLUTIONS TO SOLVE THE ERRORS

When the Vietnamese learners study and do exercises, they usually meet and make many kinds of mistakes. English grammar is not only difficult but also wide, thus, it is not strange for the learners to have errors. Especially, the subjunctive mood is little used and very strange to them. The goal I want to reach in this chapter is: “giving some suggested solutions for learners to solve the errors in using subjunctive mood”. I hope that my following suggested solutions will be certainly useful for them to avoid making mistakes.

Firstly, every learner had better study on Subjunctive Mood more clearly. After school, in my opinion, they should research themselves and find out how subjunctive mood is. I believe that learning by themselves is very useful way. If they mention and care about it, they will not make any mistake.

Secondly, during the time the learners study, I think they should do many kinds of exercises. By this method, the learners get more information about subjunctive mood as well as other subjects. However, in process of doing exercises, they can realize their errors that they made. An idiom: “**Practice makes perfect**” is very suitable for all the learners to learn English grammar.

Besides, the Vietnamese learners also ask their teachers or their friends who learn better than them. This way makes progress in their studies effectively. Even if they can ask the native people because the information they give is standard. I reckon that these methods are very good for learners to improve their knowledge of subjunctive mood.

Lastly, the learners can find the information in websites or reference books. Nowadays, there are many ways to learn by themselves. We can share anything we want on internet. We may get much knowledge from both the familiar and the strange people. Moreover, reference books are also plentiful. These ways are valuable and necessary for them to get much knowledge.

## **PART III: CONCLUSION**

### **1. Summary of the study**

In this part, a brief summary of what was discussed in the previous part and some conclusion remarks are presented.

However, subjunctive mood is not used widely in modern English, it is still necessary for learners – both in Viet Nam and in other countries to study on it. There are a lot of interesting matters related to Subjunctive Mood because of limitation of time and knowledge, in this paper, I only focus one of parts in mood – subjunctive mood. My graduation consists of three parts: Introduction, Development and Conclusion. The Development is the main part. In Development part, there are four chapters in which general knowledge about mood, parts of speech is introduced in the first chapter – An over view on mood.

In the second chapter, I mainly focus on subjunctive mood – one kind of mood. Although subjunctive mood is not popular, it is also important to learn it. I give some kinds of subjunctive mood and their uses and examples. In this way, the learners and the readers easily understand use subjunctive mood properly.

Furthermore, based on some related problems and suggested recommendations, learners can know how subjunctive mood is used in communication as well as in literature. From that, I point out some common errors made by Vietnamese learners in the third chapter.

Finally, with a view to help learners to have a thorough understanding and usage of this topic, some suggested solutions and exercises are introduced in the last chapter. I hope these will be helpful and useful for learners to achieve.

### **2. Suggestion for further study**

For the reason of limitation time and knowledge drawbacks, grammatical mistakes are unavoidable in my graduation paper. But I hope that readers and learners will pay attention to my research and contribute valuable mark.

Hopefully, I as well as my friends will find another approach to do a second research on this interesting topic. I sincerely thank to all the people who help me finish my graduation paper.

## APPENDIX

Please do these following suggested exercises with the aim of helping me with my survey exercises. Do it yourself, it is very useful for you to improve your knowledge about subjunctive mood.

I would be very grateful to all your helpful contribution! Thank you very much!

### **Exercise 1: Underline the subjunctive mood**

1. May Heaven help you!
2. I'd rather you didn't play football today.
3. If I were you, I couldn't do that.
4. It is as though they were here.
5. He wishes he were not here.
6. If only she were here, she would speak up.
7. Whether it be true, we will proceed.
8. It is time this room were redecorated.
9. We suggested that she take an early train.
10. It's important that you should get to the airport on time.

### **Exercise 2: Rewrite these following sentences with the same meaning**

1. No, please don't tell him.  
I'd rather .....
2. It's necessary for the train to be on time.  
It's necessary that .....
3. Tim said to Mike "You ought to see a doctor".  
Tim advised that .....
4. It regrets that I am so bad at English now.

If only .....

5. I was sick yesterday, so I did not go to class.

If.....

**Exercise 3: Correct the mistake in the sentences**

1. Longly live the Queen!
2. The doctor advised that he took a rest for a few days.
3. She recommended that he goes and see a doctor.
4. Mai proposed that Hoa stops this rally.
5. His father prefers that he attends a different university.
6. The workers are demanding that their wages were increased.
7. God saves you!
8. He spent his money as if he was a billionaire.
9. If I was a bird, I would be a pigeon.
10. I'd rather you didn't write that letter yesterday.

**Exercise 4: Choose the best answer**

1. The local council has proposed that a new shopping center ..... built.  
A. be                                      B. is                                      C. has been
2. You were not invited to the party. I demand that you .....my house immediately.  
A. left                                      B. leave                                      C. will leave
3. I didn't want her to come to the party, but Jack insisted that she ..... invited.  
A. was                                      B. were                                      C. should be
4. If only I ..... so bad at English now.  
A. am not                                      B. were not                                      C. was not
5. It is crucial that we .....it successful.

- A. make                      B. made                      C. would make
6. It's high time you ..... something about it.  
A. do                      B. should                      C. did
7. She acted as if she ..... me before.  
A. hadn't known      B. didn't know      C. don't know
8. If only I ..... so much last night.  
A. don't drink      B. hadn't drunk      C. didn't drink
9. It was important that everyone ..... calm in times of danger.  
A. is                      B. can be                      C. be
10. He'd sooner everyone ..... him while he's speaking.  
A. didn't interrupt      B. shouldn't interrupt      C. not interrupt

## The suggested key

### Exercise 1

1. May heaven help you!
2. I'd rather you didn't play football today.
3. If I were you, I couldn't do that.
4. It is as though they were here.
5. He wishes he were not here.
6. If only she were here, she would speak up.
7. Whether it be true, we will proceed.
8. It's time this room were redecorated.
9. We suggested that she take an early train.
10. It's important that you should get to the airport on time.

### Exercise 2

1. I would rather you did not tell him.
2. It is necessary that the train (should) be on time.
3. Tim advised that Tim (should) see a doctor.
4. If only I were good at English now.
5. If I had not been sick yesterday, I would have gone to class.

### Exercise 3

1. Longly \_ Long
2. took \_ take
3. goes \_ go



4. stops \_ stops
5. attends \_ attended
6. were \_ be
7. saves \_ save
8. was \_ were
9. was \_ were
10. did not write \_ had not written

**Exercise 4**

1. A
2. B
3. C
4. B
5. A
6. C
7. A
8. B
9. C
10. A

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