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A Textbook of Colloquial Spanish

Brian Steel

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**An electronic re-issue of an advanced textbook and reference work on
Colloquial Spanish**

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Preface

This textbook, with its copious textual and supplementary examples, is designed to serve as an ancillary coursebook for advanced students of Spanish and as a reference work for them and for Spanish teachers and translators.

The material is an essential part of the Spanish that advanced students and teachers need to understand (and sometimes to translate): *colloquial Spanish*; its classification and presentation in this textbook is an attempt to speed up and render more efficient the processes of recognition and comprehension. Both the explanatory examples in the text and the 1560 supplementary examples for study and translation have been carefully selected to illustrate the colloquial points and to offer a great deal of additional lexical and cultural information of interest and use to potential readers.

The inspiration for this textbook has been my concern over many years to contribute to the improvement of the advanced teaching of Spanish. Although the selection, classification and presentation of this material are entirely my own, I have been greatly aided in my task by a large number of books and articles which are listed in the second part of the Bibliography. Rather than encumber the textbook with footnotes, additional to the large number of language notes that I have felt necessary to add in the body of the text, I have preferred to incorporate in the text examples from my major academic sources where these were **short** enough and not too obscure in isolation from their accompanying text. Such examples, as distinct from all others, which are drawn mainly from my reading and study of modern Spanish and Latin American literature, are acknowledged both in the text and in the supplementary exercises, by the scholar's name (rather than that of his / her source, where this is different), the year of publication, where relevant, and the page number.

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[For details of a much briefer and less analytic survey of Colloquial English for Students of English as a Second Language, see: www.briansteel.net/writings/collenglishsample.pdf](http://www.briansteel.net/writings/collenglishsample.pdf)

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To give a clear picture of the type of analysis, explanation and detail covered in this e-book, the whole of Chapter 2 is offered here for readers' individual study – except for 220 of the 240 Supplementary Examples for further study and practice contained in 3 Exercises strategically placed in the text. The 1,500 examples in these Supplementary Exercises are an important revision feature of Chapters 1-6. In the analysis of this chapter, a further 260 explanatory examples are offered (see below), many accompanied by suggested translations into English. In the text of Chapters 1-5, a total of 1,800 of these illustrative examples are given.

A short extract from Chapter 4 is also included below, as well as a Sample page from the Index.

The e-book is approximately 250 pages in length, A4 or Letter size. Two-sided printing will halve the bulk of the book, which can be commercially bound at very low cost. (The original printed version was 383 pages long.)

Chapter 2

Emotional Comment Sentence Patterns

2.0

Colloquial Spanish possesses a number of non-standard sentence *patterns* which may be used for the spontaneous and concise expression of the following types of emotional reactions and comments: surprise, admiration, pleasure, scorn, sarcasm, regret, indignation, impatience, strong affirmation or denial, rebuke, resignation, wishes and hopes. One of the identifying characteristics of such patterns is a syntactical or semantic component which, unlike the *adjuncts* to be described in Chapter 3, is an *integral* part of the sentence. A further relevant feature of sentences made up from these patterns is that, although they are not usually analysable in terms of standard syntax (i.e. into main clause and subordinate clause, etc.) or in terms of standard (i.e. literal) semantics, they are clearly *equivalent in meaning* to longer or more 'literal' standard sentences, for which they may be considered colloquial variants or replacements.

Because of their structure of because they have a non-literal meaning (see, for example, sections 2.12-2.15), these emotional comment patterns, like all ritual elements of colloquial Spanish, offer particular comprehension and translation difficulties for non-native students of the language, who are accustomed to the familiar structures of standard sentences and to the more or less literal interpretation of sentence components. However, since these sentences are constructed from productive sentence patterns, a familiarity with their characteristic form and functions is desirable and should be achieved more quickly, more accurately and more permanently by systematic study than by recourse to the dictionary alone. Given the wide range of functions covered and also the peculiar syntactical or semantic characteristics of these emotional comment sentence patterns, they have been grouped partly according to form and partly according to content under the following headings:

2.1 – 2.4 ¡*Qué!* / ¡*Cuánto!* / ¡*Cómo!* exclamations and equivalents
2.5 – 2.8 Patterns with other initial exclamatory components
2.9 Focussing patterns
(Supplementary Examples: **Exercise 1**)

2.10 – 2.11 Affirmative and negative response patterns
2.12 – 2.15 Irony
(Supplementary Examples: **Exercise 2**)

2.16 Regret and surprise
2.17 – 2.21 Indignation
2.22 – 2.23 Rejection, rebuke and protest
2.24 Resignation
2.25 – 2.26 Wishes and regret
(Supplementary Examples: **Exercise 3**)

¡*Qué!* / ¡*Cuánto!* / ¡*Cómo!* Exclamations and Equivalents

2.1 The basic patterns for general emotional exclamations covering a wide range of feelings are as follows:

2.1.1 For the exclamatory equivalent of *muy* + adjective or adverb.
(English: *What a ...!*; *How ...!*):

¡*Qué* mujer!
¡*Qué* mujer más / tan guapa!
¡*Qué* bonito!
¡*Qué* bonito es ese vestido!
¡*Qué* bien!
¡*Qué* tonto eres!
¡*Qué* bien trabajas!
¡*Cómo* vuela el tiempo!

In addition to the common patterns listed above, there exists a verbless pattern consisting of *qué* + noun or noun phrase followed by either a demonstrative or a possessive component. To translate this pattern into English, it will usually be necessary to use an exclamatory sentence which includes a verb:

-¡*Qué* linda aquella flor! (M. Cecchini, 130)
Isn't that a pretty flower! / How pretty that flower is! / What a pretty flower that is!
-¿Y qué interés puede tener en ocultarlo si no ha pasado nada malo?
-¡Ah! Y qué don Lotario éste. Y yo qué sé. (FGP, 1981: 24)
What a one you are, Lotario! How should I know?
-¡*Qué* desgracia la que me ha caído! (GC, 209) *What a terrible blow I've received!*
-¡*Qué* amigos los tuyos, tío Pepablo! (Keniston, 80) *You've got some fine friends, Pepablo!*

2.1.2 For the exclamatory equivalent of *mucho* + noun or verb or of *muchos*:

- ¡Cuánta gente hay aquí!
- ¡Qué miedo me da!
- ¡Cuántos vinieron!
- ¡Cuánto tiempo sin verte!
- ¡Cuánto sabe (este chico)!
- ¡Cuánto trabajan!

2.2 The following minor variations occur.

Note: For other variations in the intensifying elements *muy*, *tan* and *mucho*, see 5.5 - 5.16.

2.2.1 *Qué* omitted: -¡Cosa más dulce! (Keniston, 145)

2.2.2 Additional *que*:

- ¡Qué palidez que tiene! (RA, 1968 a: 270)
- Qué bien que se está aquí! (Seco, 284: 'habla popular')

Note

This variant is possibly more frequent in American Spanish. A similar pattern also occurs with ellipsis of *Qué* and is labelled by M. Seco (1967, p. 284) as an *americanismo*:

- Flojita que te estás volviendo. (Seco, 284)
- Imbécil que soy. (JG, 1963: 66)

2.2.3 *Qué* replaced:

a) by *Vaya (un)*:

- ¡Vaya coche (que tiene)!
- ¡Vaya (una) pregunta!
- ¡Luis? Vaya un nombre más raro. (MD, 1969: 101)

b) by *Cómo ... de* in the pattern *¡Cómo + verb + de + adjective!*:

- ¡Cómo se puso de contento cuando lo vio! (overheard in Madrid)

Note For the use of *bonito*, *lindo*, *menudo*, and *valiente* as replacements for *Qué*, see 2.15.

2.2.4 Very occasionally *más* or *tan* may be omitted:

- ¡Vea usted, don Diego, qué escritura endiablada! (FA, 1969: 613)
- ¡Qué días incomparables! (CL, 140)

Even more occasionally, the pattern may be *¡Qué + adjective + noun!*:

- Qué linda carta me mandaste ... (MP, 103)
- ¡Qué buen amigo! (SG, 124)

2.2.5 Alternative pattern: *¡Qué + noun + de + noun!*:

- ¡Qué lástima de hombre! (Keniston, 43) *That poor man!*
- ¡Qué asco de casa! *What a disgusting house!*

2.2.6 The patterns (*y / que*) *bien* (+ adjective) + *que* + verb seem to have a similar meaning to exclamations with *¡Qué bien + verb!* or *¡Cuánto + verb!* In translation, an emphatic *very* (*well*, etc.) should suffice:

- Y tenía detalles, que bien que me fijé ... (MD, 1967: 120)
- ... luego a los tres meses, cuando Elvira murió, bien que la [*sic*] pesaría. (MD, 1967: 43)
- Pues llovió y bien que llovió, y subió el río ... (JLP, 98)
- Pues bien entretenida que la dejé con su caja de cintas. (AG, 1970: 232)

Note The possible interpretation of *bien que* in the *above pattern* as an equivalent of *aunque* should be avoided.

2.2.7 The exclamation pattern *Este / Estos + noun* may also be used for criticism or admiration:

-¡Estos niños! [*¡Qué malos!* / *¡Qué ricos!* / *¡Qué niños!*]

2.3 *Major variant patterns*

2.3.1 Equivalent to *¡qué!* = *muy* patterns is the occasional use of *lo + adjective or adverb* followed by *que + verb*:

-¡Lo fuertes que eran! (E. Alarcos Llorach, 178) *How strong they were!*

-¡Lo indignado que se pone! (RSF, 1965: 191)

-¡Lo bien que me viene! (E. Alarcos Llorach, 190) *How well that suits me!*

-Y lo cariñosos que son los gatos. ¿Usted se ha fijado en lo cariñosos que son?
(CJC, 1963: 34-35)

2.3.2 Equivalent to the *¡cuánto!* and *¡qué!* patterns which imply *mucho* or *muy + adjective* is the exclamatory pattern: definite article + noun + relative clause:

-¡El miedo que está pasando! (Seco, 142) *How frightened he is!*

-El disgusto que se va a llevar cuando lo sepa.

How upset (s)he is going to be when (s)he finds out!

-¡El plomo que aquel hombre llevaba en el cuerpo! (Keniston, 130)

What a lot of bullets that man had in his body! / The lead that man had in him!

¡Los billetes que vendieron!

What a lot of tickets they sold! / The tickets they sold!

If understandable in the context, the noun may be omitted:

-Me dieron dos mil pesetas. ¡La (borrachera) que cogí! ... *I got really drunk!*

Note

The variants *la de + noun + relative clause* and *¡qué de + noun!* involve the ellipsis of a noun like *cantidad*. Compare with English *What a lot of...!* and *The (number of) ...!*

-¡La de veces que me ha pedido diez duros para comer! (FDP, 1971: 246)

The (number of) times he's asked me for fifty pesetas to buy food!

-¡La de trabajos que he tenido que hacer para pagarte el seminario! (AG, 1973: 31)

The jobs I've had to do to pay for you to go to the Seminary!

-¡Qué de cosas te diría! (Moliner, II: 900)

2.3.3 Alternative to the basic patterns *¡Cómo + verb!* and *¡Cuánto + verb!* is the exclamatory pattern *¡Lo que + verb!*

-¡Lo que vale la influencia política! (Ramsey, 124) *Political influence is so useful!*

-Un día hasta me pegó. ¡Lo que lloré! (Keniston, 88)

One day he even hit me. How I cried!

-¡Chiquillo, lo que nos vamos a reír! (Seco, 217)

Hey, we're going to have a really good laugh!

-Tus hermanas, ¡qué traviesas eran! ... Señor, Señor, lo que ha cambiado tu casa.

-¡Lo que han cambiado los tiempos! (CL, 107)

2.4 The three patterns described in 2.3, although found alone, are more frequently used in reported exclamatory comments, especially as object clauses of verbs of perception and

- saying, or after verbs governing a prepositional object. (See also 5.15 and 5.16.)
- Ya ves lo formalitos y obedientes que han estado todo el día.
You can see how well behaved and obedient they've been all day.
 - Abra los ojos y mire bien lo fea y vieja que soy. (Keniston, 92)
Open your eyes and just see how ugly and old I am.
 - Ya lo decía yo, en cuanto vi lo limpios que tenía los vidrios de las ventanas: usted es un caballero. (EW, 140)
 - Al verte me acordé de lo compenetrados que estuvimos entonces. (ABV, 1964: 57)
When I saw you, I remembered how close we were then.
 - Si te dieras cuenta de lo equivocado que estás. (JMG, 1972: II, 47)
 - Ya me han contado lo bien que lo pasasteis. (Moliner, II: 278)
 - Se lamenta de lo mal que andan las cosas en nuestro país. (Keniston, 88)
 - Figúrate lo lejos que vivimos. (Seco, 217)
 - Lo dices como si te molestara lo viento en popa que van. (JAZ, 1973: 466)
You say it as though you were annoyed because they're doing so well.
 - ¡No te puedes imaginar la bronca que ha habido en casa! (LO, 1968: 86)
You've no idea what a row there's been at home!
 - No sabes lo que me satisface poderte dar esa alegría. (JAZ, 1972: 459)

Patterns with Other Initial Exclamatory Components

2.5 The emotional use of certain exclamatory words (most of them described in Chapter 1) as integral parts of colloquial sentence patterns rather than as separate 'sentences' or parenthetical additions produces a number of characteristic syntactical and semantic patterns for which the ritual content of the exclamatory element rather than a literal interpretation provides the clue to an adequate translation into English. Three types of these exclamatory patterns are described below in sections 2.6-2.8.

Note: See also 2.10.2.

2.6 A number of exclamatory words listed in Chapter 1 may combine with *con* and nouns, noun phrases or infinitives to form exclamatory sentences.

2.6.1

- ¡Vaya con ... !*
- ¡Caramba con ... !*
- ¡Caray con ... !*
- ¡Cuidado con ... !*
- ¡(Y) Dale con ... !*

All of these (and indeed other expletives, like some of those listed in 1.28) may be followed by a noun or noun phrase to indicate degrees of annoyance, surprise (usually unpleasant) or sarcasm caused by the reference conveyed by the mentioned noun. In English, translation will vary according to context, but general equivalents are:

- What a ... !*
- Some ... !*
- How ... !*
- Isn't (s)he ... !*
- Damn the ... !*
- Just look at the ... !*
- Get a load of ... !*

Si el día estaba bueno, salían a dar un paseo por las calles. Las vecinas le saludaban:

-¡Vaya con el señor Santiago, que no quiere morirse...!

... *Just look at Santiago, would you! He simply refuses to die.* (IA, 232)

Aunque puedan parecerte lobos, la mayoría de esas gentes son corderos.

-¡Vaya con los corderos! -rezongó. (MS, 1968: 21)

'Some sheep!' he muttered.

-¡Vaya con el indio suertudo! Ahora iba a ver. (CAL, 71)

That damn Indian! He'd show him!

-Resultó ser el asesino de la chica ... y Carlos lo ha matado.

-Caray con el mocito. (ABV, 1966: 129) *Well, would you believe it!*

-¡Cuidado con las veces que se lo he dicho! (Beinhauer, 235)

How many times I've told him! / The times I've told him!

With (*Y*) *Dale con*, which is mainly used to express exasperation caused by something just mentioned, the effect is similar to English *There he goes / you go, etc., again (with ...)!* or *Damn the ... !*

-...Del mismo modo prefiero no comprender tus rollos más que a medías.

-¡Y dale con el rollo! (JM, 1970 a: 68)

There you go again, calling my speeches boring!

-A tu edad puede afectarte cualquier cosa ...

-¡Y dale con la edad! (JLMV, 1981: 36)

2.6.2 *Cuidado con* and *Ojo con* (and the diminutive forms *Cuidadito* and *Ojito*) may be used to form two different patterns with imperative force. When followed by a noun or noun phrase, they have a positive imperative meaning (*Careful with ... !*); when followed by an infinitive, they indicate a negative imperative (*Mind you don't ...!*)

-¡Nino! ¡Cuidado con las tijeras!

- ... Ojo con ese perro, porque puede hacernos más daño que todos los hombres juntos. (HQ, 75)

-Estos cien pesos son para que no te olvides de mí. Y cuidadito con gastártelos con otra mujer, ¿eh? (LS, 1970: 31)

2.7 Certain (mainly verbal) exclamations may be used in initial position to add emotional intensity to a sentence of which they form an integral syntactical part.

2.7.1 Exclamatory *Mira*, *Mire usted*, *Anda* and *Cuidado* may be grafted on to a standard sentence type or to an exclamatory pattern by the addition of the link *que*, for various purposes of emotional emphasis (e.g. to express surprise, indignation, lament, entreaty or a threat). In English these sorts of emphasis are more normally rendered by means of voice stress, exclamatory sentences, the use of the emphatic word *really*, or even by standard sentences beginning with *Remember* or *Believe me*, etc. With the less frequent *Cuidado que* pattern, the equivalence with *¡Qué!* and other exclamation types is particularly noticeable.

Mira que, también, os metéis en unos líos. (DS, 1961: 169)

You really DO get yourselves into some fine messes, don't you?

-No me juzgues mal, Blanco. Esperemos un tiempo. Mire que lo que usted piense de mí me importa mucho. (EB, 288)

Believe me, what you think of me really matters to me.

-Mira que se lo he dicho veces.

The times I've told him / her / them!

-Mire que si me mato [*en el avión*], usted sale perdiendo. (MVL, 1973: 127)

-Mira que andar ahorrando para esto.

Fancy saving up all this time just for this!

-Anda que si se entera tu padre ...

If your father finds out, just look out!

-Cuidado que sois gansos. (RSF, 1965: 44)

You really are funny! / What clowns you are!

-... pero no daba una perra a nadie, y eso que tenía millones ...

-Cuidado que era ronosa -observó Miguel. (AML, 1965: 790)

'But she wouldn't give a cent to anyone, and yet she was loaded.' *'She wasn't half mean / tight / stingy!'* remarked Miguel.

-¡Qué tío más raro! Cuidado que hace cosas difíciles con la cara. (RSF, 1965: 16)

The reinforcement of both of these patterns by a preceding *Y* (see 3.3) most commonly seems to express a regret provoked by something in the context and to imply a need for an intensifier in the English version: *And (yet) ...so ; But ... so*.

-¡Y mira que me levanté temprano!

And (yet) I got up so early!

Se encontraban en la situación del matrimonio que no tiene ya nada que decirse ... Y ella pensaba: "Y cuidado que le quiero y me ha hecho y soy feliz con él."

(JAZ, 1973: 334)

... *'And yet I love him so much and he has made me so happy.'*

-A ver quién puede poner junto al mío un nombre de hombre. Y cuidado que este pueblo vive de calumniar. (AG, 1970: 235)

I defy anyone to name a man I'm supposed to have been with, even though this town thrives so much on gossip.

Notes:

1. The idiomatic *¡Mira que es / eres!* usually refers to some omitted quality made obvious by the context and tone of voice. The translation will normally be something like: *'You are naughty / difficult / wicked, etc.!'*
2. Although not deriving from any exclamation, the contrastive connector *y eso que* described in 5.26.3 also indicates regret.

2.7.2 Other exclamations which can occur as integral parts of colloquial sentence patterns are *¡Hay que ver!*, *¡No vea(s)!*, *¡No vean!* (see 1.25.1) and *¡No quiera(s) saber!* Their use seems to be restricted to the further intensification of sentences of an exclamatory nature like those listed in sections 2.1 - 2.3. In translation, *really* or *It's incredible...* may be useful. (All examples collected come from Spain.)

-Y también lo has pasado bien, ¿verdad? ¡Hay que ver cómo te reías!

(JMG, 1966: 79) ...*You were really laughing your head off!*

-Hay que ver las enemistades que te has ganado por eso.

It's incredible how many enemies you've made because of that.

-Hay que ver qué gente tan amable, y qué cocina tan limpia. (MM, 1967: 344)

You have to admit they're really nice people, and the kitchen's so clean!

-No veas en la de sitios que ha estado ya, con veinticinco años que tiene ...

(CMG, 1974: 91)

You've no idea the number of places he's been to already although he's only twenty

five.

-Y el Paulino ... nos miró uno por uno con unos ojos que echaban chispas, oiga, no vean qué ojos, y dijo ... (MD, 1978: 124)

... que no quieras saber el coraje que me dio ... (MD, 1967: 183)

... *and, gosh!, you made me SO angry!*

Note

Sometimes the exclamation *¡Hay que fastidiarse!* (1.26) may be used in a similar way:

-¡Hay que fastidiarse, el tiempo que hace!

2.8 The emotional patterns consisting of *¡Ay!* (or an adjective) + *de* + -pronoun (or noun phrase) express a lament or a threat. Although often translated as *Alas!*, *Woe is me!* and *Woe betide them!*, etc., a more convincing translation into contemporary English is usually obtained by using more current exclamations of sorrow, regret or intimidation, like *Oh dear!*, *The poor ...!*, *My God!*, *God help ...*, *Heaven help ...!*

-¡Ay de mí! ¿Qué voy a hacer? *Oh dear, oh dear! What am I going to do?*

-¡Ay de aquellos que lo hayan echado en olvido! (N. D. Arutiunova, 1966: 7)

God help those who have forgotten it!

-¡Pobres de nosotros, Generosa, pobres de nosotros! ¿Qué hemos hecho para este castigo? (ABV, 1963: 39)

-¡Miserable de mí, he aspirado a lo que me era tan superior!

(N. D. Arutiunova, 1966: 7)

How stupid of me! I aspired to something quite beyond my reach.

-¡Desgraciado de ti si lo olvidas! (Moliner, I: 58) *You'll be for it if you forget it!*

Note

The more archaic *¡Guay de ...!* may sometimes be met instead of *¡Ay de ...!* (*Heaven help ...!*):

... las leyes mexicanas al respecto son muy estrictas; guay del que pretenda esconder una figurilla azteca ... en su bolso. (CF, 1980: 15)

Focussing Patterns

2.9 A special sort of sentence patterns permits the spontaneous expression, at the beginning of the sentence, of a dominant element (usually, but not necessarily, the sentence element with principal *stress*).

These patterns consist of rearrangements or “dislocations” of the *subject-verb-object* sentence order. Most usually, these sentences occur as emotional reactions or have a high emotional content. In English they may often be translated adequately by voice stress.

2.9.1 *Object (or Complement) Precedes Verb*

This type of word order arrangement allows the spontaneous expression at the beginning of the sentence of the direct object (or complement). This is particularly frequent with pronoun objects like *eso*, *nada*, *algo*, *mucho*, *poco*, *tanto*, and other direct objects or complements denoting quality, quantity or degree.

-Eso dijo. **That's what he said.**

-Algo habrá. **There must be something!**

-Nada conseguirás con esa actitud.

You won't achieve anything with that attitude.

- Mala impresión debimos producir. (G. T. Fish, 1959: 587)
*We must have created a **very bad impression.***
- Veneno les daría yo. (Anna G. Hatcher, 1956 b: 34) *I'd give them **poison!***
- Muy tranquilo estás tú. **You're very calm!**
- Mucha prisa traes tú hoy. **You're in a great hurry today!**
- Hasta tres cuerdas de ropa llenaba yo. (LO, 1968: 28) *I used to fill as many as **three lines** with washing.*
- Demasiado metido dentro de sí le encontré yo la noche que vino por aquí. (JAZ, 1973: 327)
*I found him **far too introverted** the night he came **here.***

Note

Care should be taken to distinguish between this type of word order (i.e. *O-V* or *C-V*) and the similar-looking but much more general arrangement of Object ,+ additional ('resumptive') object pronoun + Verb (+ Subject) (i.e. *O-o-V(S)*), which is common in Spanish and where the stress falls on the *last* item in the sentence:

- La casa la compró mi padre.
*My **father** bought the house. / The house was bought by my father.*
- Eso lo soñaste. **You dreamt / dreamed that.**
- ¡La guerra! ¡La guerra no la gana nadie!
Ya sabemos que ganaste la guerra. (CG, Arg., 1971: 142)
- Entonces ... le digo yo: "Caramba, yo eso tengo que pensarlo ..." (A. Rosenblat, 320)

More colloquial is the arrangement where an Object precedes an explicit or implicit imperative and a 'resumptive' object pronoun referring to the same Object follows: *O-V-o*.

- Los versos, déjalos -dijo Silda. (Keniston, 41)
- El olvido en que nos tuvo, mi hijo, cóbrasele caro. (JR, 1970: 7)
- This pattern is also found with verbs denoting obligation like *haber que* and *deber*:
- Tú eres muy joven todavía. Ya irás aprendiendo que el vino hay que aguarlo. (LO, 1981: 161)

2.9.2 *Subject Precedes Verb in a Question*

Here again standard word order is dislocated by the expression of what is uppermost in the speaker's mind. Where the Subject is a subject pronoun, the tone is usually brusque:

- ¿Tú qué sabes? (Keniston, 41)
- ¿Y eso qué tiene de malo? (GCI, 1969: 109)
- Las chicas del barrio, vuestras amigas, ¿se reúnen también allí con vosotros? (JM, 1970 a: 85)
- ¿Y esa caja qué es? (MM, 1967: 354)
- Cállate y dime una cosa. ¿Vosotros cuándo os vais a casar? (MM, 1967: 343)

Note

The expression of the subject pronoun either before or after the imperative is yet another example of emotional focussing and usually gives the imperative a more peremptory tone:

- Tú cállate.
- Cállate tú.
- Shut UP! / Just shut up!*

2.9.3 A further form of dislocation for emphasis is where the Subject or Object (less frequently the Complement) of a *subordinate* verb precedes the main verb, particularly when the latter is an introductory subjective verb or opinion, judgement, etc. (See 4.14 - 4.19.)

- Yo es posible que no vuelva nunca. (L. C. Harmer and F. J. Norton, 507)
I may never return.
- El reloj parece que se ha parado. *It looks as though the clock has stopped.*
- No me divierten las historias.
- Ésta, estoy segura que te gustará. (IG, 233)
I'm sure you'll like this one.
- Tú mismo has reconocido que algunos compañeros estaban cansados de la lucha.
- Bueno, cansados yo creo que estamos todos -respondió Genaro. (JLCP, 185)
- Nicasio hace mucho tiempo que dejó aquella oficinilla de mala muerte. (RRB, 45)

Note For (Y) *Bien que* + verb, see 2.6.

Supplementary Examples for Study and Translation

Exercise 1. Sections 2.0 - 2.9

1. -¡Qué ser tan odioso es usted! (LJH, 491)
2. -Verá qué tarde tan buena vamos a pasar. (RRB, 60)
3. -Pero, ¡qué cabeza la mía! No te he preguntado por tu marido... ¿Está?
-Sí, en su despacho. (ABV, 1967: 28)
4. -¡Qué niños éstos! Voy a tener que dar muchas quejas a sus papás ahora que regresemos. (FS, 293)
5. -¡Qué ocurrencia esa de Gabriela de pensar que estábamos predestinados el uno para el otro por las iniciales de nuestros nombres! (GC, 178)
6. -¡Pobre hermano! ¡Si alguien le hubiera dicho que iban a olvidarlo tan pronto!... Si te ve desde el cielo, ¡qué disgusto el suyo! (JB, 325-326)
7. ¡Qué lucidez, qué picardía, qué sagacidad y agudeza las de don Santos!
(RC, 1974: 221)
8. -¡Cuántos años sin verle, don Basilio!, ¿qué tal está usted? (CJC, 1971: 30)
9. -Tú has estudiado, trabajas, cuanto has ganado ha sido para nosotros... Pero yo..., ¡eriatura más inútil! (JB, 444)
10. -¡Ay qué gusto que me da verlos! (FGP, 1971a: 52)
11. -Qué nervioso que te ponés. (JC, 1968 a: 423)
12. -Vaya golpe que le atizaron, señor cura.
-Sí, capitán -le respondí, frotándome la mejilla. (FB, 150)
13. -¡Déjame tranquilo de una vez! ¡Pues vaya una mañana! (LO, 1981: 157)
14. -... pero vas a ver qué cosa linda el paisaje que de allí se domina ... (AY, 245)
15. -No sé cómo puedes vivir aquí. ¡Qué asco de calles! (MAU, 175)
16. -Eso me ocurre a mí por traerme un zopenco a casa.
-Pues otras veces bien que te lo pasas. (RAY, 11)
17. ¡Qué iban a saber! ¿Cómo sabían que en las montañas no iba a llover? Pues llovió y bien que llovió, y subió el río, y hubo crecida como nunca. (JLP, 98)
18. -Si a mi hermana le ocurre algo, no se lo podré perdonar nunca a David. Nunca. Y bien que lo he querido siempre... (AS, 1967a: 262)
19. -¡Los billetes que vendieron! (E. Lorenzo, 174)
20. -¡Las cosas que se podrían producir en este país si hubiera personas que conocieran el modo de hacerlo...! (CMA, 122)

[+ 70 other examples in this Exercise and 150 in the other 2 Supplementary Exercises in the rest of the chapter]

.....

Affirmative Response Patterns

2.10 In addition to the ritual affirmative responses described in 1.8 - 1.10, there is a small number of ritual sentence formulae indicating emphatic agreement and involving the repetition of part of the sentence which elicits this agreement.

2.10.1

Claro que

Y tanto que

Y tan (followed by a repeated adjective or adverb)

-¿Crees que me debo quitar el impermeable? Vengo un poco mojado.

-Claro que te lo debes quitar. (MM, 1964: 16)

-Bueno, ya veremos.

-¡Y tanto que lo veremos! (JLR, 1960: 17)

-¿Es posible?

-Y tan posible. *Of course it is!*

-Segurito que va a la catástrofe.

-Y tan seguro. (JAZ, 1973: 118)

2.10.2

Que si

Vaya (que) si

Anda (que) si

-Es valiente ...

-¿Que si lo es? No lo sabe usted bien. (Beinhauer, 202)

Is he! Not half he isn't! / Is he! Of course he is!

-Yo tenía trece años ..., pero ya has oído eso.

-Vaya si lo he oído. (JC, 1968b: 221) *I'll say I have! / Not half I haven't!*

-Es admirable.

-Anda que si es admirable.

Notes

1. *Si* may occasionally be followed by the future or conditional of other verbs besides *saber*. (See 1.10: *¡Si lo sabré yo! ¡Si lo sabría él!*):

-La Ana Portela. ¿Te acuerdas? Hablamos una vez de ella.

-Si la conocería Lucho. Temblaba. (EB, 336)

Did Lucho know her! He was shivering.

2. The patterns consisting of an interrogative word and a form of the verbs *ir a* or *haber de* are dealt with in 2.11.2 and in 2.22. When used with a negative, they may also indicate a vehemently emphatic *affirmative* response:

-¿Lo tienes?

-¡Cómo no voy a tenerlo!

Of course I've got it! / Of course I have!

Negative Response Patterns

2.11 The following negative response formulae and patterns should also be noted.

2.11.1 *¡Qué ... ni (qué) ... !*

In this vehement (and often aggressive) negative response formula, the first of the blank spaces is filled by a repetition of a word from a preceding sentence (i.e. the word or idea that is being rejected) and the second blank is filled either by a further repetition of the same word, by a patently absurd term (e.g. *niño muerto*, *ocho cuartos*, *pamplinas*, *regla de tres*), a euphemism (e.g. *peinetas*), or an expletive or taboo term such as those listed in 1.28.

Possible English translations of this formula include:

..., *my foot!* / ..., *be damned!* / ..., *my eye!*

To hell with...! / *Like hell!*

And for the stronger forms: ..., *my arse!* / *my ass!* / *Balls!* [vulgar]

-Va contra el reglamento.

-¡Qué reglamento ni reglamento! (CM, 120) *To hell with the rules!*

-¡Al casino! ¡Al casino!

-¡Qué casino ni qué casino! (Beinhauer, 214)

-Es que no quiero molestarlo.

-¡Qué molestarlo ni qué molestarlo! (GGM, 1968: 51)

-¡Repórtate, Ginesa! ... ¡Demuestra a todos que eres una señora!

-¡Qué señora ni qué niño muerto! –rugía la Ginesa.

-... ¿Para qué le sirve la inteligencia?

-¡Qué inteligencia ni qué demontre! Lo cierto – y usted no lo creará – es que soy un desgraciado. (JRR, 10)

-Todos sois muy buenos...

-¡Qué bueno ni qué ... peinetas! (ABV, 1963: 46) *Good? My foot!*

-Aquí lo que hacen falta son técnicos.

-¡Qué técnicos ni qué puñetas! (JLCP, 250)

'What we need here are technicians.'

'Technicians? Balls!'

-Es usted un chiquillo.

-¡Qué chiquillo ni qué leches! Es que es la primera vez que ocurre esto.

(FGP, 1973: 169)

'You're reacting just like a kid!'

'My arse! It's just the first time this has happened.'

Note

The rejecting formulae: *No hay ... que valga* and *Venga ya de + noun*

(*Cut out the ...!* / *Rubbish!*):

-¿Te conté lo del telegrama? Toda una historia ...

- Y al final resulta que no había telegrama que valga. (FA, 1969: 620)
- No quiero molestaros. -Venga ya de bobadas. (RSF, 1965: 94)

2.11.2 The very productive patterns consisting of an interrogative word followed by a form of the verb *ir a* or *haber de* are dealt with in detail in 2.22, but since they are often equivalent to a strong negative response, or a contradiction, they may briefly be considered here also. (See also 2.14 Note: *No he de + infinitive / No voy a + infinitive*.)

- ¿Lo tiene él?
- ¡Qué va a tener(lo)!
- ‘Has he got it?’
- ‘Of course not!’ / ‘Of course he hasn’t (got it)!’
- Ahora lo sabe.
- ¡Qué ha de saber, mujer!
- Si lo estoy diciendo. (SE, 62-63)

2.11.3 Two other related formulae are:

De + rejected word(s) + *nada*

Nada de + rejected word(s)

Note See also 4.7.2.

- Chica, pareces tonta.
- De tonta, nada, monada. (FU, 1966: 19) *Not a bit of it, darling!*
- Entonces, bebe.
- De beber, nada. ¡Que tengo que torear, hombre, te digo! (AML, 1965: 381)
- Dos cafetitos, entonces.
- Nada de cafetitos, amigo -saltó Tomás-. Pónganos dos vasos de agua pero con *casalla*. (JLCP, 130)

2.11.4 There remains a special formula by which a hesitant negative response may be conveyed. This formula consists of *Tanto como* followed by a repetition of the part of the preceding sentence that is to be mildly or hesitantly rejected, or by the pronoun *eso*, representing that part. The response sentence may end in this vague way or it may be ‘completed’ by a negative form like *no* or by a negative and a verb (particularly *decir*). English translations are: *Well, not exactly ... Well, I didn’t exactly ... Well, I wouldn’t say that exactly.*

- Tú no has cambiado nada.
- ¡Hombre! Tanto como nada ...
- Pero no mucho.
- Tú sí que estás idéntico ... (AL, 1966: 208)
- No tiene por qué preocuparse. Es usted un hombre feliz.
- ¡Tanto como eso ...!
- ¡Ah! ¿No es usted un hombre feliz ...? (JLR, 1960: 10)
- ¿Y qué me va a hacer? ¿Va a matarme?
- ¡Tanto como matarla, yo no diría! (JFS, 1971: 287)

Note See also 3.19.1.

Irony

2.12 Just as the literal analysis of the components of previously described ready-made sentences and emotional comment sentence patterns may fail to give the real meaning, so a literal semantic analysis of certain standard sentence types used with *ironic intent* will give the opposite meaning to that intended by the speaker and understood by native speakers.

The implicitly accepted convention on the part of both speaker and listener in the sentences that follow in sections 2.13 - 2.15 (usually spontaneous emotional expressions of surprise and indignation) is that what is intended is in some way the **reverse** of what is literally expressed. In other words, a positive sentence is to be interpreted as a negative one, and vice-versa; also, expressions denoting qualities and quantity are to be interpreted as their opposite (e.g. GOOD = BAD; SMALL = BIG, and so on). A few ready-made ironic sentences have already been listed in Chapter 1 because through frequent repetition they have become ritualised. Nevertheless, some of them are repeated here as further illustrations of the simple principles involved. In many cases an English ironic pattern or term may be used to translate the Spanish one.

2.13 *Positive implies negative*

2.13.1 *(Pues) Sí que*

-¡Pues sí que nos hemos lucido!

We've really excelled ourselves this time! [=We've really made a mess of things!]

- ... quiero hacerte un regalo.

-No seas tonto. ¡Pues sí que estás tú para regalos! (CJC, 1963: 88)

... You're in a fine position to give presents!

Frequently this construction combines with the ironic use of *bueno / bien* (= *malo / mal*):

-¡Sí que estamos buenos! (Moliner, II: 1159) *We're in a fine mess!*

-Pues sí que lo tenéis bien educado al niño -se quejó la abuela. (JAZ, 1973: 359)

You've really brought the child up well, haven't you?

2.13.2 In other ironic patterns an exclamatory positive sentence must be interpreted as indicating a *negative* meaning.

-Ahora me va a enseñar a mí cómo la tengo que educar. (RSF, 1965: 9)

He's not going to teach me how I should bring her up!

-¡Hábleme usted de placeres intelectuales! (Spaulding, 63)

-¡Me va a decir usted -tartamudeó el enfermo- lo que es América, cuando la he recorrido desde el estrecho de Bering hasta la Patagonia! (PB, 1954: 153)

-¡Para canciones estoy yo! (Beinhauer, 229) *I'm not in the mood for songs!*

2.14 *Negative implies positive*

With this reverse procedure, or convention, the speaker is able to convey an emphatic positive comment of surprise, indignation, annoyance, etc., by using a negative term, usually *no*. At times the *no* is accompanied by words and expressions like *poco* or *ni nada* (in popular Spanish: *ni na'*), which are also to be interpreted as their opposites (i.e. *mucho*, etc.). Compare this with the English ironic patterns *Why, if it isn't your mother!*, *Why if he isn't smoking!*, etc.

-¡Pues no estaban mirando por el ojo de la llave! ¡Brujas, sayonas!
They were actually peeping through the keyhole! (FGL, 1962: 57)

-¡Madre mía! ¡Pues no está fumando! ¡Tira eso enseguida, cochino! (ABV, 1963: 67)

-Pues no has crecío [=crecido] ni na. (Beinhauer, 232)

Haven't you grown a lot! / My, how you've grown!

In popular Spanish, the following exclamatory reinforcements are also used:

anda que; anda y que; anda y que tampoco [see 1.22.1].

-Pues anda que no eres pesado. *You aren't half boring!*

-Anda y que no da sorpresas la vida. (LO, 1968: 67)

The ironic exclamation *¡Ahí es / era nada!* is equivalent to *Just imagine!*, *Wow!*, *Isn't that something!*, *That's a tall order!*, etc.

-Quiero dos artículos semanales.

-¡Ahí es nada! ¿Y de qué puedo yo hablar en un periódico? (MAU, 160)

El salto cualitativo es considerable y el cambio de imagen tremebundo. Ahí es nada, pasar del [*tabaco*] negro ... al cigarro puro habano más caro del mundo.

(*Cambio* 16, 6-9-82: 77)

It's quite something, changing from black tobacco to the most expensive Havana cigar in the world.

Note

The use of *no voy a*, *no he de*, etc., in sentences of this sort is related to the emphatic patterns consisting of an interrogative word and a form of *ir a* or *haber de* which are described in 2.22. (See also 2.10.2 Note 2 and 2.11.2.)

-No te preocupes ... No es nada.

-¡No me voy a preocupar! Y si yo no me voy a preocupar, ¿te preocupas tú?
(DS, 1961: 121) *Not worry? But if I don't, I suppose you will!*

-Pero no te asombres tanto ...

-¡No he de asombrarme! ¡Cómo, digo yo, has podido tú, un tímido, llegar a tanto con esa rapidez! (EB, 464)

-¿Te acuerdas ... de ese cantar?

-No he de acordarme. Ese es el pasodoble que compuso Manolito Arrieta ...

(FGP, 1969: 101) *Of course I remember! ...*

2.15 A similar ironic effect may be conveyed in emotional sentences which include adjectives of quality or size (e.g. *bonito*, *bueno*, *listo*, *lindo*, *menudo*, *valiente*), the adverb *bien*, the intensifier and pronoun *poco*, and the pronoun *cualquiera* (see also 1.20).

Note that adjectives used in this way frequently precede the noun they qualify or the verb of which they are the complement; adverbs used ironically also often occur in initial position.

In translation, the same effect may be obtained by the ironic use of words like *fine*, *great*, *very*, patterns like *He isn't half ...!* or by the term opposite in literal meaning to the one

expressed in Spanish.

- ¡Estaría bueno! *The nerve!*
- ¡Buena la hemos hecho! *A fine mess we've made!*
- Buena se va a poner madame Plussot cuando sepa que se han marchado sin pagar. (PB, 1954: 56) *What a state Madame Plussot will be in when she finds out they've left without paying the bill.*
- Estás listo si piensas eso. *You're stupid if you think that.*
- ¡Qué rico! *What a nerve!*
- ¡Menuda ganga! *What a bargain!*
- [Depending on context and tone, this may indicate either praise or criticism.]
- Menudo chaparrón nos viene encima. (Keniston, 249)
- ¡Menuda suerte tuvieron éstos!
- Sí, no fue poca. (CJC, 1961: 165)
- ¡Bonita pareja de amargados, Martín y tú! (JM, 1970a: 68)
- ¡Lindo lío hiciste vos!, ¿eh? (CG, Arg., 1971: 199)
- ...¡se ha casado!
- ¡Valiente carcamal se lleva la que haya cargado con él! (MU, 1956: 87)
Whoever's picked him up has got herself a fine specimen!
- ¡Poco orgulloso estaba yo de que fuera mi madre! (Keniston, 166)
I wasn't half proud she was my mother!
- ¡Cualquiera se deja sacar los ojos! (RSF, 1969: 159)

Notes:

1. For accurate translation of the constantly used *menudo*, tone and context are vital. However, the meaning is usually negative in some way.

-Pero, fijese, que si yo no pudiera ir, ¡menuda! [*suerte sería*]. (JLMV, 1971: 155)
...*Wouldn't that be really tough luck!* [See also Beinhauer, 231]

2. The exclamation ¡*Ya está bien!* (*That's enough!* / *Stop it!*) and the sentence formula *Ya está bien de* + infinitive or noun phrase (*That's enough* + *-ing!* / *Stop* + *-ing!*) are further examples of ironic colloquial structures:

- ¡Eh, tú! Ya está bien de dormir. ¿Lo oyes? ¡Levántate ya! (AS, 1967a: 169)
- Y ya está bien de escándalos públicos, ¿me oye usted? (LO, 1981: 222)
- Ya está bien; vámonos de aquí. (JFS, 1982: 124)

Exercise 2. Sections 2.10 - 2.15

[52 revision and study examples. Not included in this Sample.]

Regret and Surprise

2.16 For the simultaneous expression of surprise or regret **and** the reason inspiring this attitude or reaction, the following colloquial sentence patterns are found:

Con lo + adjective (or adverb) + *que* + verb: 2.16.1

Con + definite article + noun + *que* + verb: 2.16.2

- Con la de + noun + que + verb:* 2.16.2
Con lo que + verb: 2.16.3
 (Y) *Tan + adjective (or adverb) + que / como + verb:* 2.16.4

As can be seen, the patterns consist of the exclamatory structures described in 2.3 preceded by *Con*, and of the pattern (Y) *Tan ... que ...* (see also 5.15.3). There is an element of intensification (i.e. *very / so*) implicit in such sentences, and in translation this will normally be made explicit (e.g. *Con lo fácil que es – And yet it's so easy!*).

Notes:

1. The above patterns with *con*, indicating a contrast between the sentiment and the sentence or thought provoking it, are related to the *standard concessive function* of *con* (= *although, in spite of, etc.*) shown in the following sentences:

Con ser tan sencillas las reglas de la concordancia, nuestras gramáticas registran numerosas anomalías en la lengua hablada y literaria ... (S. Gili Gaya, 1969: 27)

-Lleva usted pocos minutos aquí y, con ser yo tan curiosa y preguntona, nada sé de usted y usted ya sabe mucho de mí. (SE, 53)

The concessive origin of these colloquial uses of *con* is more clearly illustrated when the thought provoking the *con* regret pattern follows it in the same sentence:

-Con la de enfermos que hay en este pueblo ..., abandonarlos así. (MS, 1968: 326)

There are so many sick people in this village and they are being left in the lurch.

-A Nicasio, el pobre, con lo simpático que ha sido siempre ..., se le puso un carácter inaguantable. (RRB, 45)

In the following colloquial pattern, however, which includes the colloquial intensifier *todo* (see 4.25.3 Note), there is no implied regret:

-Con todo lo simpático que parece, no me gusta. *He may seem very nice, but I don't like him.*

2. Another major standard function of *con* is to introduce a reason (see also 5.15.2):

-Con el día que hace, ni se podrá estar al aire libre. (JGH, 9)

Because of the bad weather, we won't even be able to stay outside.

2.16.1 *Con lo + adjective (or adverb) + que + verb*

-Con lo creído que yo estaba en que había de sé [= *ser*] ingeniero. (M. Regula, 1862)
And I was so sure he was going to be an engineer!

-Juan no quiere estudiar.

-¡Qué lástima! Con lo listo que es.

2.16.2 *Con + definite article + noun + que + verb*
Con + la de + noun + que + verb

-Que no hay paseo mañana. Eso es lo que debe importarte.

-Con las ganas que tenía de ir. (SV, 21)

And I was looking forward to going so much!

-Le gustaría ser diplomático y conocer así el mundo.

-¡Qué horror! Con la de diplomáticos que raptan en esta era de terrorismo político ...

-se lamentó Paulino. (JAZ, 1973: 414)

Oh dear! When so many diplomats are being kidnapped in this age of political terrorism!

2.16.3 *Con lo que + verb*

-Por lo único que siento no haberme casado ha sido por no tener hijos ... ¡Con lo que a mí me gustan los niños! (MS, 1968: 245) ... *I simply love children!*
-¡Qué lástima, Dios mío! ¡Con lo que a mí me gustaba ese hombre!
Oh dear, what a pity! And I was so fond of that man!

2.16.4 *(Y) Tan + adjective (or adverb) + que / como + verb*

-¡Válgame Dios, y cómo se pierde una casa! ¡Tan bueno que era el tío Barret! ¡Si levantara la cabeza y viese a sus hijas! (VBI, 1958a: 20)
My goodness! It doesn't take long for a family to go downhill, does it? And old Barret was such a good man too! Imagine how he would feel if he could see his daughters now!
-¿Cuándo se acabará la guerra, para irme? Tan bien que estaba yo antes. (AUP, 111)

Note See also 5.15.

Indignation

2.17 The simplest colloquial sentence pattern indicating surprise or indignation is the one introduced by, or consisting entirely of, an infinitive. (In English: *Fancy + -ing ...!* or *The idea of + -ing ...!*)

-¡Maldito sea, llevarse así mi barca! (AMM, 47)
Damn (him)! Fancy taking my boat like that!
-¡Salirme ahora con esas! Todas las embarazadas decís lo mismo. (MS, 1968: 123)
Fancy bringing that up now! All you pregnant women say the same.
-¡Acusarme de que mire las piernas de su novia! (JFDS, 84)
-Y ... ¿quién es Alvarado?
-¡Qué cosa más rara! ¡No conocer a Alvarado! (AMA, 6)

This indignant use of the infinitive can be seen as the emotional reduction of a standard pattern where the infinitive is the Subject of an expression of emotional judgement (e.g. *Es ridículo*):

Hablar así es estúpido.

Hacerse una casa en el campo y no dotarla de un paellero es algo incomprensible en un valenciano. (*Tele/Exprés*, 1-9-73)

Moreover, this use of the infinitive may be further emphasised by the addition of *Mira* / *Mire que* or, less frequently, *Cuidado que* (see 2.7.1). With this sort of reinforcement, the perfect infinitive (see 2.26.2) may also be used. Here the tone may be indignant or regretful:

-¡Mira que hablar de negocios antes de haber desayunado!

-Mira que no habernos enterado. (E. Lorenzo, 128)

Fancy us not finding out! / How stupid of us not to have found out!

-Verdaderamente, hija, tiene usted un marido bien extraño ... Mira que pasarse la noche metido en un armario ... (JS, 1962: 13)

Note

Equally emotional but more context-dependent is the response pattern consisting of an infinitive (and often a subject pronoun) which echoes a verb used in a preceding question or suggestion. The purpose is either to query or to reject the suggestion, and the tone is usually

indignant:

-Mientes.

-¿Mentir yo? (RA, 1968 b: 232)

‘You’re lying!’ ‘*Me, lying?*’

-¿Cómo te has acordado, así, de repente?

-¿Acordarme, de qué? (FU, 1966: 20)

For a related negative ironic pattern, see 2.14 Note. For the unemotional and totally context-dependent use of an infinitive in answer to a question, see 4.3.2.

2.18

Another pattern for expressing indignation equivalent to English *Fancy ... (not) -ing ...!* or *To think that ...!* consists of (Y) *Que (no)* followed by a subjunctive. In this case also one may assume the ellipsis of an expression of emotional judgement.

-¿Que se tengan que leer estas cosas! (overheard in Madrid)

-¿Que le vinieran a él con monsergas ...! (MS, 1968: 62)

The idea! Talking such nonsense to him!

Notes:

1. The following example, given by Harmer and Norton (p. 184) is similar to a longer sentence beginning with *¡Qué pena que ...!*:

¡Que no fuera yo un dios para luchar con los dioses!

If only I were a god, to wrestle with the gods!

2. For other uses of *que* followed by the subjunctive, see 4.36 and 4.37.

2.19

Equivalent to the standard sentence pattern *Y luego dicen que ...* is the colloquial comment pattern *Para que (luego) + subjunctive*. English translations: *And then they ...!*, *That’ll teach us, etc., to ...!* *That’ll show you, etc., that ...!*

-Y luego dicen que las mujeres tardamos en vestimos. Yo estoy arreglada desde hace media hora.

-Parece una mosca muerta, pero los engatusa que da gusto. Para que una se fíe de las pueblerinas. (MS, 1968: 129)

She looks as though butter wouldn’t melt in her mouth, but she really knows how to charm them. You’ve got to keep an eye on these village girls.

-¿No lo dije? ¡Éxito total! Y yo solo, ¡solo! Para que luego digan de la iniciativa privada. (ACS, 34) ... *That’ll teach them to criticise private enterprise!*

-Para que luego digan que los hombres de iglesia son agradecidos. (Keniston, 163)

-¿Es posible?

-Para que veas que no soy yo quien asusta a la gente. (JB, 995)

-Toma castaña. Para que andes rompiéndote los cuernos en el campo ...

(AP, 1973: 58)

Just imagine that, will you? It certainly beats working your guts out on the land.

2.20

2.20.1

Como si + subjunctive

Como que + indicative (English: *As if ...*)

-¡Imbéciles, como si no supiéramos todos que lo han guardado en una mesa.
(PB, 1954: 187)

The fools! As if we didn't all know that they've put it away in a table drawer!

-Trabajar! ¡Como si yo no tuviese otra cosa que hacer!

(La Vanguardia Española, 1-9-73)

-Pero bueno es mi padre. Como que me va a dejar ahora como antes, sabiendo que está él allí. (Seco, 369)

But my father's a sharp one! As if he's going to let me go now, knowing that he's there!

-¡Como que te lo va a dar! (J. Polo, 1969: 49)

Note For other uses of *como que*, see 3.26, 4.9.1., 5.25 and 5.26.1.

2.20.2 *Como si* and *Igual que si* may also be used in responses of indifference usually following a request or a question and often following other initial expressions of indifference (see 1.16). The verb in such sentences is in the *indicative*.

Suitable English translation patterns for such sentences would be:

(Or) You can ... if you like. I don't mind / care if (you) ...

-Puedes quedarte mañana en casa ... Igual que si no quieres venir hasta el lunes.
(Moliner, II: 87)

-¿Importa si no llegamos hasta las siete?

-Como si queréis venir a las ocho. (overheard in Madrid)

-Un domingo se lo digo a mi madre, y hasta el martes no vuelvo. ¿Eh, don José?

-¡Lo que es por mí! ¡Como si no quieres volver en un mes! (JFS, 1957: 94-95)

-Entonces, ¿tú dejas que se la lleve el Negro así, sin más? -le preguntaron.

-Como si es un gitano o el rey del Perú -contestó Isabelo. (AML, 1965: 696)

2.21 A further indication of indignation is by the use of patterns including *si* and the future, conditional and future perfect tenses.

2.21.1 The future and related tenses, with or without initial *si*, are occasionally used in exclamations of surprise, indignation, etc. The reinforcements *fijese / fijate* and *mire / mira (que)* may precede the *si*.

English versions: How...! *What a ...! He must be ...!*, etc.

-¿Devolver "El Tomillar" ...? ¡Será insensato! (JCS, 1962: 43)

Give back 'El Tomillar'? He must be crazy!

Una niña brotó a su lado, lo miró con ojos grandes y le pidió chocolate ... "No tengo, pequeña. Lo siento." La niña siguió mirándole. ¡Sería impertinente!

(JMG, 1972: I, 11-12)

-¡Si será tonto! (Esbozo, 471) *How silly he is!*

-¡Si habré tenido paciencia! (Esbozo, 472)

-¡Si estará bonito aquello! *How nice!* [sarcastic]

Note See also 1.10, 2.10.2 Note 1, 3.2.3 and 4.25.1 Note.

2.21.2 A more complex colloquial sentence pattern consists of the above pattern (with *si*) followed by a result clause. [In English: *I am (etc.) so... that...*]

-Si estaré aburrido que creo que voy a aprobar el primer curso completo.

(AP, 1972a: 269)

I'm so bored that I think I'm going to pass in all my subjects for the first time ever!

-Si será fácil dejar de fumar -decía Oscar Wilde-, que he dejado de fumar

cuatrocientas veces en mi vida. (*Cambio 16*, 18-4-83: 106)
It's so simple to give up smoking ... that I've given it up four hundred times in my life.
 -Mire si seré tonto que no me acuerdo. (JFS, 1967: 49)
 -¡Fíjate si tus obras serán geniales, que no las entiende ni tu padre! (AL, 1961: 203)

Rejection, Rebuke and Protest

2.22 A common colloquial pattern for the expression of impatience with, and / or rejection of, a preceding statement, imperative or question consists of an interrogative word followed by a finite form of *ir a* or *haber de* (usually a present or imperfect tense form, but also occasionally a conditional tense form of *haber de*), followed by a repetition of the word or words which have provoked this brusque reaction (if they are not already covered by the interrogative word itself).

By using these verbal periphrases, which are most often associated with references to the future, the speaker is able to project an unwelcome statement, imperative or question into the future and thereby convert it into a mere hypothesis, which the interrogative form of the sentence then rejects as unlikely, impossible or irrelevant. Very often, as shown in 2.11.2, the English translation will be an energetic negative response (e.g. *Of course not!*), but the pattern is, in fact, much more versatile than this and, in different contexts, [the following equivalent English patterns are also possible](#):

a) Interrogative word + *can, could, would* or *should* (e.g. *How could ...? Why should ...?*)

-¿Lo crees?

-¿Cómo lo voy a creer?

-¿Por qué lo he de creer?

-¿Por qué lo iba a creer?

-¿Cómo lo había de creer?

-¿Cómo lo habría de creer?

Why should I believe it? / How can I believe it? / How could I...?

-¿Lo creías?

-¿Cómo lo había de creer? / ¿Por qué lo iba a creer?

Why should I (have) believe(d) it?

b) *Of course* +

(*not*)

I do / I did / I could, etc.

I don't / I didn't / I couldn't, etc.

-¿Es ella?

-¡Qué va a ser ella! *Of course it's not her!*

c) *What do you think he did (etc.)? How do you think he did it (etc.)? How do you expect me to know (etc.)?*

Notes:

1. For the ironic exclamatory use of *¡No voy a ...!* and *¡No he de ...!*, see 2.14 Note.

2. In these patterns, *¿Qué?* may be a variant of *¿Por qué?*

3. The standard sentence pattern consisting of an interrogative word followed by *quiere(s) que* is also used in a similarly brusque or dismissive type of answer:

-¿Quién es ése?

- ¿Cómo quieres que sepamos quién es? (ABV, 1970: 29)
- ... no dices palabra.
- ¿Qué quieres que diga? Ya me lo has contado todo. (FGP, 1981: 23)

2.22.1 Examples with *ir a*:

- ¿Es aquél?
- ¡Qué va a ser aquél! (Keniston, 203)
- De eso ya se alivió.
- ¡Qué se va a aliviar! (VL, 44)
- 'He's recovered from that.'*
- 'Of course he hasn't recovered!'*
- ¿Le conoces? ¡Ay, qué tontería! ¡Cómo no le vas a conocer!
- (Televisión Española, 1973)
- Do you know him? Oh, how silly of me! Of course you do!*
- ¿Qué te pasa con el chico?
- Nada, ¿qué me va a pasar? (CG, Arg., 1971: 155)
- 'What's the matter between you and the boy?'*
- 'Nothing. Why should there be?'*
- ¿Y qué tal tus negocios?
- ¿Cuáles?
- ¿Cuáles van a ser? Las casas, los grandes hoteles. (ACS, 100)
- Tú conocías a mi papá mejor que yo...
- Cómo lo iba a conocer mejor que usted. (MVL, 1972: 115)
- How could I have known him better than you did?*
- Pero ¿estás conforme?
- ¡Cómo no voy a estarlo! (JLCP, 185)
- Of course I am! / How could I not be? / How could I be otherwise?*
- ¿Y qué hizo?
- ¿Qué iba a hacer? Estaba en una posición falsa. (JGH, 157)
- What **could** he do? / What do you **think** he did?*
- ¿Vos? ¿Y por qué te iban a llevar, a vos?
- ¿Cómo por qué? ¡Por envenenador! ¿Te parece poco? (CG, Arg., 1971: 208)
- No cambió nada ...
- ¿Y por qué iba a cambiar en tres meses? (OD, 92)
- Of course not! / Why should it (change) ...? / How could it ...?*
- ¿No había visto él a Luisito?
- Ay, mamá, ¿dónde iba él a verlo? (WC, 33)
- Oh, mother! Where could he have seen him?*

2.22.2 Examples with *haber de*:

- No me defenderé.
- ¿Qué te has de defender tú ...? (Keniston, 87) *Why should you defend yourself?*
- Ellos a lo mejor sí saben.
- Qué han de saber.
- 'Perhaps they **do** know.'*
- 'Of course they don't! / How can they know?'*
- ¡Calla, idiota!
- ¿Por qué he de callarme? ¿Es que no es verdad? (MM, 1967: 186)
- ¿Puede saberse a quién te refieres?

- Pues, quién ha de ser ... Tú y el chico, cogidos de la mano ... (JG, 1964: 96)
Who do you think I mean? You and the boy, holding hands.
- ¿No se ofende si le pregunto una cosa, don Pepe?
- ¿Por qué había de ofenderme? (LGB, 283) *Why should I get offended?*
- El otro día soñé que te habían detenido otra vez.
- Pero ¿por qué habían de detenerme? (JLCP, 227)
- Él habla muy bien de usted.
- No veo por qué había de hablar mal. (LS, 1973: 313)
- ¿Alguna mala noticia, Hermano? ...
- No; todo lo contrario ... ¿Cómo habría el Señor de enviarnos una noticia desagradable en un día como hoy? (JFS, 1971: 198)

2.23 *Ni que + subjunctive*

Also used to reject a suggestion, or an inference just made and to rebuke the person who made it, is the pattern consisting of *Ni que* followed by a verb in the subjunctive (normally in the *imperfect* tense). Although the tone is indignant, responses made from this pattern may **also** carry overtones of mockery or jocularity. Such comments can usually be translated into English by sentences beginning with *Anyone would think (that) ...* or with *It's not as if ...*

- Ya voy, ya voy; ni que estuviese cruzando el desierto. (EBU, 265)
I'm bringing the water! Anyone would think you were going through the desert!
- La madre (*y vuelve a abrazar a su hijo*): -... ¡Vicentito!
- Vicente (*Riendo*): -¡Vamos, madre! ¡Ni que volviese de la luna! (ABV, 1970: 28)
- Pero, papá, a tus años ...
- Ni que fuese un anciano. (JAZ, 1973: 110-111)
- ¿Diez pesetas por una "foto" de ese montón de basura? ¡Ni que fuera la Brigitte Bardot! (JFDS, 61)

Note

This *ni que* pattern presumably derives from the colloquial use of a subordinate clause introduced by *ni aunque* (see 4.34.4), which may also be used to form a colloquial sentence pattern (i.e. without a standard main clause):

- El padre de Eugenia se suicidó después de una operación bursátil desgraciadísima y dejándola con una hipoteca que se lleva sus rentas todas. Y la pobre chica se ha empeñado en ir ahorrando de su trabajo hasta reunir con qué levantar la hipoteca. Figúrese usted, ni aunque esté dando lecciones de piano sesenta años. (MU, 1956: 56-57)

Imagine! She wouldn't manage to pay it off even if she were to go on giving piano lessons for sixty years!

M. Seco (1967, p. 54) gives the following alternative pattern which shows ellipsis of *ni*:

- ¡Mía [= Mira] que montar yo esta maquinaria! ¡Aunque me dieran cinco duros!
I wouldn't do it even if they offered me twenty five pesetas. / ... even if I was offered...

Resignation

2.24 Sentences introduced by *Para* followed by the definite article, a noun and a relative clause, or by *lo que* and a verb (i.e. *Para el... que...*; *Para lo que...*) indicate that something does not matter in view of the circumstances mentioned in the sentence. A note of indignation

may also be present [cf. 2.19: *¡Para que (luego) ...!*]. The pattern is more or less equivalent to the standard pattern *No importa porque ...* and to English *For all the good (etc.) that ...!*

- ¡Que aquí no llega la música!
- Para la falta que os hace ... (FU, 1966: 154)
For all you need it! / But you don't need it at all!
- Los dueños vendieron sus haciendas a las compañías, dicen que por un dineral ...
- Bueno, allá ellos. Para lo que hacían con esas tierras. (CR, 114)
Well, that's their concern. They hardly used their land anyway.
- Y uno no debería preocuparse. Para lo que uno vive. (DM, 1967: 19)
One shouldn't worry. Life is so short.

Note

The following example shows the derivation of this pattern:

- Para la falta que hace en este palacio un Ayudante Militar, bien podrías estar todo el santo día de Dios jugando al tenis. (RM, 1964: 323)

Wishes and Regret

2.25 The most common colloquial patterns for wishes and hopes are those introduced by *¡Ojalá (que)!* and *¡Si!*

Less frequent and more archaic are those introduced by *¡Así!* and *¡Quién!*

Translation into English is as follows:

- (i)** *¡Ojalá (que)!* and *¡Así!*:
 - a)** When followed by the present or perfect subjunctive: *I hope ...*
 - b)** When followed by the imperfect or pluperfect subjunctive: *I wish ...*
- (ii)** *¡Si!* and *¡Quién!* (which are usually followed by the imperfect or pluperfect subjunctive): *I wish ...!*
- (iii)** Other general translation equivalents are:
If only ... May ...! and the archaic *Would that ...!*

- ¡Ojalá vuelva pronto!
- ¡Ojalá volviera pronto!
- No sé por qué, pero tengo la seguridad de que algo va a ocurrir aquí.
- Voy a preparar la cena. Ojalá no te equivoques, César. (RU, 1965: 19)
- ¡Así Dios me castigue si le miento! (Ramsey, 443)
- ¡Así te mueras! (Seco, 48)
- Así nos hubiéramos muerto el día en que puso los pies en mi casa. (Spaulding, 62)
- ¿Cómo sigues?
- Muy malo. Federico. Estoy que no me tengo.
- ¡Así reventaras de una vez! (MM, 1967: 181) *I wish you'd just drop dead!*
- ¡Si pudiera volver ahora! *I wish I could go back now. / If only ...*
- Tengo veinticinco años, señor cura.
- ¡Quién volviera a tenerlos! (ECC, 1967: 91) *I wish I could be twenty-five again!*
- ¡Quién pudiera vivir contigo! (Keniston, 160)

Note For *¡Ojalá!* as a verbless response, see 4.3.4.

2.26 Two other colloquial sentence patterns which convey a wish or a regret (and sometimes a rebuke) do not have any introductory grammatical words but are still characteristic of emotional usage.

2.26.1

The first of these must be assumed to derive from a *si*-pattern (similar to that described in the preceding section) from which the *si* has been omitted. The pattern, which is found in the imperfect or pluperfect tenses of the subjunctive, seems to be more common in American Spanish than in Castilian. In Mexican usage, the pattern is particularly frequent with the imperfect subjunctive of *ver*.

Suitable English translations are:

If only ...; You should have ...; Why didn't you ...?

-Vieras cómo impresioné a los de Ovando, Federico. (CF, 1958: 153)

-El Padre Azócar me estuvo mostrando los proyectos de la ciudad del Niño. ¡Son preciosos! ¡Viera qué ventanales! (JDO, 14)

-Dijéranlo de una vez. (Ramsey, 440)

If only they had said so! / Why didn't they just say so?

-¡Hubieras venido antes! (Moliner, II: 1475)

-Viejo -exclamó el Fiero-, hubieras visto ese asaltito de Umay que hicimos hace varios meses. (CAL, 94)

-¡Qué barbaridad! ¡Me hubieras dicho! Yo te las hubiera comprado por la quinta parte. (J. M. Lope Blanch, 1971: 184)

Notes:

1. See also 4.35.2.

2. Note also the following examples given by Ramsey (p. 446). They express regret, almost as if an initial *¡Qué pena que...!* has been omitted:

-¡Allá van! ¡Allá van! ¡No les llevarán los demonios!

Why didn't the devil carry them off? / What a pity the devil ...!

-Buscaba gentes que lo hicieran por mí ... ¡No las buscara hoy ..., ya que he roto a hablar!

2.26.2 The second of these patterns consists of the use of the perfect infinitive (e.g. *haber hecho, haber dicho*) to indicate to the listener a brusque reproach and/or a regret. Again one may assume this to be a reduction of a standard structure from which a finite verb form, such as *debería(s)*, has been omitted.

The pattern is most characteristically found with the verbs *decir* and *hacer*. In English: *You should have ... Why didn't you ...?*

-Creo que, efectivamente, los toros son demasiado pequeños.

-¡Pues haberlo dicho al principio! (AL, 1966: 187)

-Haberlo hecho con cuidado y no tendrías que repetirlo. (Moliner, II: 8)

-¡Cómo erré la vocación!

-¡Pues haberlo pensado antes! (Ramsey, 354)

-¡Una limosna, por Dios, señorito, que tengo siete hijos.

-¡No haberlos hecho! –le contestó malhumorado Augusto. (MU, 1956: 115)

Note

María Moliner (II: 8) also lists examples which refer to the speaker and to a third person not present:

-¡Haberlo sabido! *I wish I'd known!*

-Ha tenido que pagar: haber sido más listo. ... *He should have been smarter.*

Chapter 2 Exercise 3. Sections 2.16 - 2.26
[Not included in this Sample: 76 Examples]
End of Chapter 2

[Brief sample from Chapter 4]

Replacement of Introductory Verbs

4.14 Also common as colloquial sentence structures and serving to reflect the speaker's feelings, are those in which an introductory standard 'personal' verb of belief, judgement or emotion (e.g. *Supongo que, No sé si, Espero que, Me alegro de que*, etc.) or a so-called impersonal verb (e.g. *Es posible que, Parece que*, etc.) is replaced by other elements. The replacement of such introductory verbs by adverbial and other expressions, although resulting in a different shape to such sentences, can be seen as offering further colloquial alternatives for the expression of such subjective needs as tenuous or qualified belief, hope, doubt, certainty, relief, advising and warning.

Some of these replacements, which take the form of detachable colloquial *adjuncts* have already been dealt with in 3.20-3.22 (e.g. *a lo mejor, afortunadamente*). The remainder are listed here because they are clausal in form and/or are an integral part of the sentence in which they occur.

Note

For other colloquial alternative for introductory verbs of belief and emotion, see 4.25-4.28.

4.15

A ver si

Apart from other more literal uses of *a ver si* (i.e. as a variant for *vamos a ver si* and *para ver si*), the construction is very commonly used to introduce speculations on the part of the speaker. Many nuances of meaning are possible but all of them are connected with some form or combination of hoping, wondering, doubting, fearing and, particularly if the following verb is addressed directly to the listener, suggesting or even ordering. In view of the extremely wide scope covered by this construction, a variety of English translations are possible, including:

I wonder; I hope; May I suggest ...? Why don't you ...? I doubt whether.

For convenience, the examples that follow are grouped according to the ending of the accompanying verb.

First person forms:

-A ver si llegamos a tiempo. *I wonder if we'll arrive in time.*

-Entonces mañana daremos otra vuelta a ver si encontramos otra cosa que te gusta más. (MM, 1967: 524)

[This is very close to the literal meaning of 'in order to see if', but there is still an implied 'perhaps']

-¡Vamos, ¡a ver si nos quedamos aquí todo el día! (FDP, 1972: 62)
[Here the speaker is a driver impatiently waiting for the traffic lights to change to green.]
Really! I hope we're not going to be stuck here all day! / Hurry up and change, lights!

Third person forms:

-A ver si es verdad que sabe tanto como quiere saber. (RSF, 1965: 67)
-A ver si llueve de una vez.
-¡Ya es hora! (AML, 1965: 947)
'Perhaps it'll hurry up and rain.' 'It's about time!'
-A ver si te oye alguien.
-Me tiene sin cuidado. (JLCP, 224)
'Careful, someone may hear you.' 'I don't care if they do.'
-Díselo a tus padres cuando vayas a tu casa, a ver si la quieren cambiar ...
(JAZ, 1973: 163)
... they may want to change it. / ... perhaps they'll change it.

Second person forms:

-A ver si esta tarde te dejas caer un rato por aquí. (RSF, 1965: 12)
Why don't you come round here for a while this afternoon?
-A ver si escribes pronto. (E. Lorenzo, 128) *Write soon. / I hope you'll write soon.*
-A ver si os hacéis daño. (overheard in Madrid)
Mind you don't get hurt. / You'll get hurt if you aren't careful.
-¡A ver si se cree que yo no tengo tanta prisa como usted por llegar a casa antes de que empiece ...! (Ya, 23-3-73)
I suppose you think ... / I hope you don't think ... / You surely don't think ...

Note

Similar in function are sentences beginning with *a ver* + interrogative word (especially *qué* and *cuándo*). (See also 4.8.2 Note 4):

-A ver qué dice ese señor inglés sobre la merienda. Requirieron el libro.
(JAZ, 1973: 377-378)

I wonder what... / Let's see what...

-Vas al pueblo, ¿no? A ver qué dicen por allí.

-¿De la mujer muerta?

-Pregunta a Raimundo. (JGH, 7)

-Desde la última huelga de metalúrgicos la gente se syndica a toda prisa. A ver cuándo nos imitáis los dependientes. (ABV, 1963: 27)

Since the last strike by the metalworkers, people have been rushing to join the unions. When are you white collar workers going to follow our example? / Why don't you follow ...?

4.16

As equivalents for the verbal expression *es posible que*, standard Spanish has *quizá*, *quizás*, *tal vez* and *acaso*. Particularly colloquial, however, are the forms *a lo mejor*, *igual* and *lo mismo*. Moreover, unlike the standard equivalents, which are either followed by an indicative or a subjunctive verb form, these three colloquial variants are ONLY followed by the indicative. For examples of these variants, which are used as adjuncts, see 3.21.1.

Less frequently the following *verbal* equivalents of *es posible que* are found: *puede que*, *pueda ser que* and *pudiera ser que*. (As ritual responses, *pueda ser* and *pudiera ser*; less often, *pueda* and *pudiera*.)

-Puede que la acompañe. (ABV, 1964: 100)

-¿Cuándo vinimos?

- Serían las tres..., o puede que las cuatro. (AS, 1967a: 952)
- Sé bien que mi nombre, en las historias de estas tierras segovianas, ocupará no más que un minúsculo rinconcillo, pudiera ser incluso en letra pequeña y a pie de página. (CJC, 1971: 347)
- Quizá venga mañana. -Pueda ser. *Maybe*.
- No hay nada serio ahora?
- Pudiera ser. (ABV, 1963: 30)
- Y tú qué crees?, ¿que Fernando va detrás de Mely?
- Pudiera. (RSF, 1965: 77)

4.17

Other clausal colloquial equivalents of standard introductory verbal expressions of assumption, deduction and qualified belief (e.g. *Parece que*, *(No) Es probable que*, *(No) Creo que*) are as follows. (For non-verbal independent adjuncts see 3.21.2 and 3.21.3.)

<i>Se conoce que / Está visto que</i>	<i>Apparently / Obviously [deduction] / Presumably</i>
<i>Es fácil que / (Es) Capaz (que) [Am Sp]</i>	<i>Probably / It's likely that</i>
<i>Es difícil que / Difícilmente</i>	<i>It's unlikely that</i>
<i>Malo será / sería que no + subjunctive</i>	<i>I'd be surprised if ... / It would be very bad luck, if + negative verb</i>

- El fotógrafo no está en casa.
- Se conoce que no. (PB, 1954: 196)
- Está visto que, tal como está el mundo, uno no puede vivir su vida. (MD, 1972: 30)
- Como ya dije anteriormente, es muy fácil que ambos cónyuges sean de la misma edad. (FDP, 1971: 170)
- Capaz que llueva en seguida. (C. E. Kany, 421)
- Entendernos no podemos, amigo. Pero si es asunto de negocios, podemos, capaz, acordar algo. (JMR, 195)
- ¿No nos hemos visto en ningún otro lado?
- Es difícil que lo hayas visto, Mariví. Sebastián no va al cine, no va al teatro, no va a cafés, no va a bailar. (MM, 1967: 112)
- Según ella, agrada como peina, y como fija unos precios arreglados, malo sería que no se haga una parroquia. (MD, 1966: 304)
- According to her, women like the way she does their hair and since prices here are reasonable, I'd be surprised if she doesn't get a nice lot of customers.*

4.18

Common colloquial equivalents for introductory verbs indicating certainty or near certainty are *Claro que* (see also 1.9 and 1.12), *Seguro que* and *Seguramente (que)*. In addition, there is the introductory expression *¿A que?*, which corresponds to English *I bet ...* or *How much do you bet that ...?* The verbless responses *¿A que sí?* (3.24) and *¿A que no?* refer back to the verb in the preceding sentences and are best translated by stressed auxiliary or modal verbs (e.g. *I bet he did / is / could*, etc.; *I bet she didn't / isn't / couldn't*, etc.).

- Claro que te daré lo que pueda, pero tendrás que ahorrar mucho.
Naturally, I'll give you what I can, but you'll have to save hard.
- Seguro que su hija lo habría hecho muchas veces en el mar. (FGP, 1981: 9-10)
- Pero ¿quién dijo eso? Seguramente que fue Valentina. (GC, 214)

- ¿A que sé cómo te llamas? Lo he soñado esta noche ... (AML, 1965:771)
- ¿A que no sabéis cuántos resultados?
- ¿Trece?
- ¡Catorce! (LO, 1968: 87)
- No lo sabes. -¿A que sí? 'I bet I do.'

Notes

1. The interrogative punctuation which always accompanies written versions of *¿A que?* [not *qué*] seems to reflect the origins of this structure, whether it comes from the standard question pattern *¿Cuánto va a que ...?* (Beinhauer, 394) or from the pattern *¿Qué te apuestas a que ...?* (Moliner, I: 2).

2. For *¿a que sí?* as an adjunct, see 3.24.

3. For the use of *claro* and *seguro* as adjuncts, see 3.21.3.

4.19 Two other colloquial types of alternatives for introductory verbs of emotion and judgement are worth noting. Those of the first group, consisting of or deriving from exclamations, express happiness, relief or sorrow (4.19.1), while those of the second group, mainly used in American Spanish, indicate the advisability of a course of action and may also function as variants for the imperative (4.19.2). An additional feature of interest is that after these expressions, the indicative is either required or optionally possible. (See 4.31.)

4.19.1

.....

----- *Sample Page of Index* -----

la / las: 5.1.6 Note 2; *pues la hemos hecho buena / buena la hemos hecho / pues la hemos liado*, 1.26; *la de* + noun, 2.3.2 Note
¡largo (de aquí)!, 1.23.1
lástima: *¡qué – que!*, 4.31
leche: *¡(qué) leche(s)!*, 1.28; 3.10.3
¡leñe!, 1.28
ley: *Allá van leyes do quieren reyes*, 1.30.1; *Hecha la –*, *hecha la trampa*, 1.30.2
liar: *¡pues la hemos liado!*, 1.26
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END OF SAMPLE

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