Quick Study ACADEMIC — Spanish Grammar

THE ALPHABET

There are thirty letters in the Spanish alphabet:

a	a	n	ene
b	be	ñ	eñe
c	ce	o	o
ch	che	p	pe
d	de	q	cu
e	e	r	ere
f	efe	rr	erre
g	ge	s	ese
h	hache	t	te
i	i	u	u
j	jota	v	ve
k	ka	w	doble ve
l	ele	x	equis
ll	elle	y	i griega
m	eme	z	zeta

NUMERALS

0	cero	11	once
1	un(o)	12	doce
2	dos	13	trece
3	tres	14	catorce
4	cuatro	15	quince
5	cinco	16	dieciséis
6	seis	17	diecisiete
7	siete	18	dieciocho
8	ocho	19	diecinueve
9	nueve		
10	diez		

Uno, or any number ending in **uno**, drops the final **o** when followed by a masculine noun: **un libro, veintiún profesores**.

CARDINALS

20	veinte	200	doscientos,-as
21	veintiún(o)	300	trescientos,-as
22	veintidós	400	cuatrocientos,-as
30	treinta	500	quinientos,-as
31	treinta y un(o)	600	seiscientos,-as
32	treinta y dos	700	setecientos,-as
40	cuarenta	800	ochocientos,-as
50	cincuenta	900	novecientos,-as
60	sesenta	1000	mil
70	setenta	2000	dos mil
80	ochenta	1,000,000	un millón(de)
90	noventa	2,000,000	dos millones(de)
100	cien (to)		

ORDINALS

1st	primero
2nd	segundo
3rd	tercero
4th	cuarto
5th	quinto
6th	sexto
7th	séptimo
8th	octavo
9th	noveno
10th	décimo
11th	undécimo
20th	vigésimo

RULES OF STRESS

A. When a word ends in a vowel, **n** or **s**, the stress falls on the next to the last syllable: **ca·ba·llo** (horse), **e·xa·men** (exam), **e·llos** (they).

B. When a word ends in a consonant, except **n** or **s**, the stress falls on the last syllable: **es·pa·ñol** (Spanish), **ciu·dad** (city).

C. When the pronunciation of a word does not conform to any of the above rules, a written accent is required to indicate which syllable to stress: **ca·fé** (coffee), **ár·bol** (tree).

D. Sometimes written accents are used to distinguish the function or the meaning between two words with the same spelling:
1. **tú** (you, familiar, subject pronoun) and **tu** (your, possessive adjective)
2. **dé** (verb to give) and **de** (preposition)
3. **él** (he) and **el** (the)
4. Certain pronouns such as **qué, quién(es), cuál(es), cuánto(s), cuándo(s)** and certain adverbs such as **cuándo** and **dónde**, when used as interrogatives, have a written accent: **¿Cuándo vas a estudiar? ¿Quiénes vienen?**

SYLLABIFICATION

A. A vowel or a vowel combination can constitute a syllable.
1. Diphthongs and triphthongs are considered single vowels and cannot be divided: **es·ta·ble·ce·rán** (establish); **a·bue·la** (grand-mother).

B. Two strong vowels (a, e, o) do not form a diphthong and are separated into two syllables: **em·ple·o** (job); **re·a·li·dad** (reality).

C. A written accent on a weak vowel (i, u) breaks the diphthong.
1. Thus the vowels are separated into two syllables: **re·í·no** (reign); **dí·a** (day).

D. A single consonant forms a syllable with the vowel that follows it: **mu·ñe·ca** (doll); **za·pa·tos** (shoes).
1. Note: **rr** is considered a single consonant: **pe·rro** (dog).

E. When two consonants appear between two vowels, they are separated into syllables: **mar·tes** (Tuesday); **car·ta** (letter).
1. Exception: if **b, c, d, f, g, p** or **t** are followed by **l** or **r**: **cla·ro** (clear); **a·pren·der** (to learn).

F. When three consonants appear between two vowels, only the last one is included in the following syllable: **ins·ti·tu·to** (institute); **trans·fe·rir** (to transfer).
1. Exception: if **b, c, d, f, g, p** or **t** are followed by **l** or **r**: **siem·bra** (seed); **in·glés** (English).

CAPITALIZATION

A. Only the first word in a sentence and proper nouns are capitalized.
1. **El señor García viajó a los Estados Unidos el dos de mayo de 1992.** (Mr. García traveled to the United States on May 2, 1992.)

B. Nouns and adjectives
1. Denoting nationality, religious affiliation, names of languages, months of the year, and days of the week are generally not capitalized.

C. Names
1. Countries, persons, continents, and the first word of a title are normally capitalized.

NOUNS
GENDER

Nouns are either feminine or masculine, whether they refer to a person, place, thing or quality, and are usually accompanied by an article.

A. Most nouns ending in **-o** are masculine: **el libro** (the book), but there are exceptions such as **la mano** (the hand), **la moto** (the motorcycle).
1. Some nouns ending in **-ma** which refer to non-concrete things are masculine: **el clima** (the climate), **el drama** (the drama), **el idioma** (the language), **el poeta** (the poet), **el problema** (the problem), **el programa** (the program), **el sistema** (the system), **el tema** (the theme).

B. Most nouns ending in **-a** are feminine: **la mesa** (the table), with exceptions such as **el mapa** (the map), **el día** (the day).
1. Nouns ending **-ión, -dad, -tad, -tud, -umbre** are feminine: **la estación** (the season), **la opinión** (the opinion), **la ciudad** (the city), **la libertad** (the freedom), **la juventud** (the youth), **la muchedumbre** (the crowd).

PLURAL

A. If the noun ends in:
1. a vowel, add **-s**: **libro/libros, puerta/puertas**
2. a consonant, add **-es**: **pared/paredes, profesor/profesores**
3. **-z**, change it to **c** and add **-es**: **lápiz/lápices, luz/luces**

ARTICLES

Agree in gender and number with the noun that they accompany.

A. Definite articles [**el, la, los, las** (the)] are:
1. With inanimate used as nouns, particularly at beginning of a sentence: **El estudiar es bueno.** (Studying is good.)
2. With nouns listed in a series: **Pongo el libro, el cuaderno y la pluma sobre la mesa.** (I put the book, the notebook and the pen on the table.)
3. With certain nouns such as **escuela, corte, cárcel** where English omits the article: **Los ladrones van a la cárcel.** (Thieves go to jail.) **Los chicos aprenden mucho en la escuela.** (Children learn a lot in school.)
4. To identify an intangible concept: **La bondad es una virtud.** (Goodness is a virtue.)
5. To identify something specific that precedes a demonstrative adjective: **El muchacho éste no tiene dinero.**

ADVERBS

A. Modify a verb, an adjective or another adverb.
1. To form an adverb add **-mente** to feminine singular form of adjective: **correcta → correctamente** (correctly).
2. An adverb precedes the adjective it modifies but normally follows the verb it modifies: **La profesora es muy inteligente.** (The professor is very intelligent.) **Ellos pronuncian bien.** (They pronounce well.)

COMPARATIVES AND SUPERLATIVES

A. Inequality
1. Formed by placing **más** or **menos** before and **que** after the adjective, adverb or noun: **Nélida es más baja que Elena.** (Nélida is shorter than Elena.) **Rosa canta menos frecuentemente que su hermana.** (Rosa sings less frequently than her sister.) **El chico tiene menos dinero que yo.** (The boy has less money than I.)
2. Irregular forms: **bueno, mejor** (good, better); **malo, peor** (bad, worse); **grande, mayor** (big, bigger or older)

B. Equality
1. Formed by using **tan** followed by an adjective or adverb plus **como**: **Isabel es tan inteligente como Lucía.** (Isabel is as intelligent as Lucía.)
   a. **Tanto,-a,-os,-as** is used with a noun: **Tengo tanto dinero como tú.** (I have as much money as you.)

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Minjie Lin

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