



Spanish Grammar

THE ALPHABET

There are thirty letters in the Spanish alphabet:

a	one	o	one
b	two	q	two
c	three	r	three
ch	four	s	four
d	five	t	five
e	six	u	six
f	seven	v	seven
g	eight	w	eight
h	nine	x	nine
i	ten	y	ten
j	eleven	z	eleven
k	twelve		
l	thirteen		
m	fourteen		
n	fifteen		
ñ	sixteen		
o	seventeen		
p	eighteen		
q	nineteen		
r	twenty		
s	twenty-one		
t	twenty-two		
u	twenty-three		
v	twenty-four		
w	twenty-five		
x	twenty-six		
y	twenty-seven		
z	twenty-eight		

NUMERALS

0	cero	11	once
1	uno	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	noventa		
10	diez		

Use, or any number ending in zero, drops the final *n* when followed by a masculine noun: *son libros, veinticinco profesores.*

CARDINALS

20	veinte	200	doscientos/as
21	veintiuno	300	trescientos/as
22	veintidós	400	cuatrocientos/as
30	treinta	500	quientos/as
31	treinta y uno	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/ones
90	noventa	2,000,000	dos millones/ones
100	cien (es)		

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

- When a word ends in a vowel, *n* or *s*, the stress falls on the next to the last syllable: *ca-ba-lle (horse), e-ja-men (exam), a-ba-ty (city).*
- When a word ends in a consonant, except *n* or *s*, the stress falls on the last syllable: *es-pa-ñol (Spanish), e-ña-l (leaf).*
- 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-ba-lle (horse), a-ba-ty (city).*
- Sometimes written accents are used to distinguish the function or the meaning between two words with the same spelling:
 - el* (pron. familiar, subject pronoun) and *el* (pron. possessive adjective)
 - de* (verb to give) and *de* (preposition)
 - de* (yes) and *de* (no)
- Certain pronouns such as *yo, usted, nosotros, vosotros, vosotros, vosotros* and certain adverbs such as *ahí, allá, desde, cómo* when used as interrogatives, have a written accent: *¿Cómo vas a estudiar? ¿Quién viene?*

SYLLABIFICATION

- A vowel or a vowel combination can constitute a syllable.
- Diphthongs and triphthongs are considered single vowels and cannot be divided: *es-ta-dia-nte (student), a-ba-ta (grand-mother).*
- Two strong vowels (*a, e, o*) do not form a diphthong and are separated into two syllables: *es-pa-ñol (Spanish), es-ta-dia-nte (student).*
- A written accent on a weak vowel (*i, u*) breaks the diphthong:
 - Then the vowels are separated into two syllables: *es-ta-dia-nte (student), es-ta-dia-nte (student).*
- A single consonant forms a syllable with the vowel that follows it: *es-ta-dia-nte (student), es-pa-ñol (Spanish).*
- When two consonants appear between two vowels, they are separated into syllables: *ma-rtes (Tuesday), ca-ba-lle (horse).*
- Exceptions: if *b, c, d, f, g, p* or *t* are followed by *i* or *u* (*chico (child), a-pa-ri-er (to have)*).
- When three consonants appear between two vowels, only the last one is included in the following syllable: *es-ta-dia-nte (student), es-ta-dia-nte (student).*
- Exceptions: if *b, c, d, f, g, p*, or *t* are followed by *i* or *u* (*chico (child), a-pa-ri-er (to have)*).

CAPITALIZATION

- Only the first word in a sentence and proper nouns are capitalized.
- El señor García viajó a los Estados Unidos el día de mayo de 1990.* (Mr. García traveled to the United States.

- on May 2, 1990).
- Nouns and adjectives
 - Denoting nationality, religious affiliation, names of languages, months of the year, and days of the week are generally not capitalized.
- Nouns
 - Commons, 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.
- Most nouns ending in *-a* are masculine: *el libro (the book), la mesa (the table), el coche (the car), la casa (the house), el perro (the dog), la mujer (the woman), el niño (the boy), la niña (the girl), el gato (the cat), la ratona (the mouse), el pez (the fish), la flor (the flower), el árbol (the tree), la hoja (the leaf), el viento (the wind), la lluvia (the rain), el sol (the sun), la luna (the moon), el cielo (the sky), la tierra (the earth), el agua (the water), el fuego (the fire), el hielo (the ice), el viento (the wind), la lluvia (the rain), el sol (the sun), la luna (the moon), el cielo (the sky), la tierra (the earth), el agua (the water), el fuego (the fire), el hielo (the ice).*
 - Some nouns ending in *-a* which refer to non-concrete things are masculine: *el amor (the love), el dolor (the pain), el miedo (the fear), el odio (the hate), el amor (the love), el dolor (the pain), el miedo (the fear), el odio (the hate).*
 - Most nouns ending in *-o* are feminine: *la mesa (the table), la casa (the house), la mujer (the woman), la niña (the girl), la flor (the flower), la hoja (the leaf), la lluvia (the rain), la luna (the moon), la tierra (the earth), la agua (the water), la fuego (the fire), la hielo (the ice).*
 - Nouns ending in *-e, -id, -ad, -dad, -ción* are feminine: *la estación (the station), la expresión (the expression), la ciudad (the city), la libertad (the freedom), la parentela (the family), la muchedumbre (the crowd).*

PLURAL

- If the noun ends in:
 - a vowel, add *-s*: *libros/libros, países/países.*
 - a consonant, add *-es*: *profesores/profesores.*
 - z*, change it to *-s* or add *-es*: *hijos/hijos, hombres/hombres.*

ARTICLES

- Agree in gender and number with the noun that they accompany.
- Definite articles (*el, la, los, las* [the]) are:
 - With infinitives used as nouns, particularly at beginning of a sentence: *El estudiar es bueno.* (Studying is good.)
 - With nouns linked in a series: *Frutas de libro, el profesor, el y la planta sobre la mesa, el pato en la table.*
 - With certain nouns such as *escuela, corte, cárcel* where English omits the article: *Los profesores van a la cárcel.* (The teachers go to jail.) *Los niños aprenden mucho en la escuela.* (Children learn a lot in school.)
 - To identify an intangible concept: *La bondad es una virtud.* (Kindness is a virtue.)
 - To identify something specific that precedes a demonstrative adjective: *El muchacho que me trae flores.*

- With nouns of weight or measure: *Los marcos pesan un dólar la libra.* (The marcos are one dollar per pound.)
- With cities, states, and professions when used with a proper name: *Los doctores García Barón.* (Dr. García called a doctor.)
- With names of subjects: *Estudio la historia (I study history).*
- With days of the week to indicate when something occurs: *where we use "we" in English: A veces voy a la casa de mis padres.* (Sometimes we go to the house on Saturday.)
- With parts of the body or articles of clothing, especially if the possessor is clearly indicated as in the case of reflexive verbs: *Me pongo el abrigo.* (I put on my coat.)
- With the seasons of the year: *En la primavera florcen muchas.* (In spring, it rains a lot.)
- To show possession: *El abrigo de mi hermano está en el armario.* (My brother's coat is in the closet.)
- With names of certain cities, countries, and continents: *Argentina, los Estados Unidos, la Habana, la América del Sur.*
- With a proper noun modified by an adjective: *el pequeño José* (Little Joseph).
- With a noun in apposition with a pronoun: *Nosotros los americanos.* (We North Americans.)
- Proverbs when telling time: *En la zona, (it is one o'clock.)*
- Note: The masculine singular form of the definite article, *el*, is used before certain feminine nouns that begin with stressed *al* or *ag* (*agosto*, *agosto*, *agosto*).
- Indefinite articles:
 - un, una, uno, uno* (*a, an, one*) normally precede a noun that specifies an article in its word.
 - Un* is used before the verb *ser* when the noun following is not modified: *Un profesor es.* (A teacher is a teacher.)

ADVERBS

- Modify a verb, an adjective or another adverb.
 - To form an adverb add *-mente* to feminine singular form of adjective: *serenamente* (serenely).
- 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 practican bien.* (They practice well.)

COMPARATIVES AND SUPERLATIVES

- Inequality
 - Formed by placing *más* or *menos* before and after the adjective, adverb or noun: *Nébeda es más helia que el sol.* (Nébeda is hotter than Helia.) *Ellos son más inteligentes que yo.* (They are more intelligent than I.)
 - Irregular forms: *bueno, mejor* (good, better); *mal, peor* (bad, worse); *grande, mayor* (big, bigger or older)
- Equality
 - Formed by using *tan* followed by an adjective or adverb plus *como*: *Isabel es tan inteligente como Lucía.* (Isabel is as intelligent as Lucía.)
 - Irregular: *tan* is used with a noun: *Tengo tanta dinero como tú.* (I have as much money as you.)

Spanish Grammar In Review

John Koppenhaver, Lynn W. Winget



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