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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	uno(a)	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(una)	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-lle** (horse), **e-xa-men** (exam), **e-lles** (they).

B. When a word ends in a consonant, except **n** or **s**, the stress falls in 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: **co-ñé** (coñac), **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** (you) and **el** (il)
4. Certain pronouns such as **que, quien(es), cuál(es), cuánto(s, a, as)** and certain adverbs such as **cuando** and **donde**, when used in interrogatives, have a written accent: **¿Cuándo van 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-tu-dian-te** (student); **a-bue-la** (grandmother).

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-ú-ne** (reunite); **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); **mu-rmu-llo** (brown).

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**: **ca-ble** (cable); **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**: **Ingla-te-rra** (England).

CAPITALIZATION

A. Only the first word in a sentence and proper nouns are capitalized.

1. **El señor García viajó a los Estados Unidos el diez de mayo de 1993.** (Mr. García traveled to the United States on May 2, 1993).

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 opresión** (the oppression), **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 **z** to **c** + 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)]** used:

1. With infinitives 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.** (Kindness is a virtue.)
5. To identify something specific that precedes a descriptive adjective: **El muchacho cree en tener dinero.** (The young man does not have [any] money.)
6. With nouns of weight or measure: **Los naranjas cuestan un dólar la libra.** (The oranges cost one dollar per pound.)
7. With titles, ranks, and professions when used with a proper name: **La doctora García llamó.** (Dr. García called.)
8. With name of a subject: **Estudio la historia.** (I study history.)
9. With days of the week to indicate when something occurs, where we say "on" in English: **A veces vamos al cine el sábado.** (Sometimes we go to the movies on Saturday.)
10. 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.)
11. With the seasons of the year: **En la primavera llueve mucho.** (In spring it rains a lot.)
12. To show possession: **El abrigo de mi hermano está en el armario.** (My brother's coat is in the closet.)
13. With names of certain cities, countries, and continents: **la Argentina, la Ciudad Condal, la Habana, la América del Sur.**
14. With a proper noun modified by an adjective: **el pequeño José** (Little Joseph).
15. With a noun in appositions with a pronoun: **Nosotros los norteamericanos** (We North Americans).
16. Precedes hour when telling time: **Es la una.** (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 **a: el águila** (eagle), **el agua** (water).

B. Indefinite articles

1. **un, una, unos, unas** (a, some) normally precede a noun.
2. In specific cases an article is or is not used
   a. After a form of the verb **ser** (to be) when the noun following it is not modified: **Yo soy profesora.** vs. **Yo soy una buena profesora.**

ADVERBS

A. Modify a verb, an adjective or another adverb.

1. To form an adverb add **–mente** to feminine singular form of adjective: **correcto - 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: **Nilda es más baja que Elena** (Nelda is shorter than Helen); **Ross canta menos frecuentemente que su hermana.** (Ross 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(s,a,as)** is used with a noun: **Tengo tanto dinero como tú.** (I have as much money as you.)

Spanish Language Cheat Sheet

Meg Booker

Spanish Language Cheat Sheet:

Spanish Language Cheat Sheet Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has be more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Spanish Language Cheat Sheet**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Table of Contents Spanish Language Cheat Sheet

1. Understanding the eBook Spanish Language Cheat Sheet
    - The Rise of Digital Reading Spanish Language Cheat Sheet
    - Advantages of eBooks Over Traditional Books
2. Identifying Spanish Language Cheat Sheet
    - Exploring Different Genres
    - Considering Fiction vs. Non-Fiction
    - Determining Your Reading Goals
3. Choosing the Right eBook Platform
    - Popular eBook Platforms
    - Features to Look for in an Spanish Language Cheat Sheet
    - User-Friendly Interface
4. Exploring eBook Recommendations from Spanish Language Cheat Sheet
    - Personalized Recommendations
    - Spanish Language Cheat Sheet User Reviews and Ratings
    - Spanish Language Cheat Sheet and Bestseller Lists

5. Accessing Spanish Language Cheat Sheet Free and Paid eBooks
    - Spanish Language Cheat Sheet Public Domain eBooks
    - Spanish Language Cheat Sheet eBook Subscription Services
    - Spanish Language Cheat Sheet Budget-Friendly Options
6. Navigating Spanish Language Cheat Sheet eBook Formats
    - ePub, PDF, MOBI, and More
    - Spanish Language Cheat Sheet Compatibility with Devices
    - Spanish Language Cheat Sheet Enhanced eBook Features
7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Spanish Language Cheat Sheet
    - Highlighting and Note-Taking Spanish Language Cheat Sheet
    - Interactive Elements Spanish Language Cheat Sheet
8. Staying Engaged with Spanish Language Cheat Sheet
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Spanish Language Cheat Sheet
9. Balancing eBooks and Physical Books Spanish Language Cheat Sheet
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Spanish Language Cheat Sheet
10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
11. Cultivating a Reading Routine Spanish Language Cheat Sheet
    - Setting Reading Goals Spanish Language Cheat Sheet
    - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Spanish Language Cheat Sheet
    - Fact-Checking eBook Content of Spanish Language Cheat Sheet
    - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends
    - Integration of Multimedia Elements
    - Interactive and Gamified eBooks

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The Glass Menagerie Amanda Wingfield is a faded, tragic remnant of Southern gentility who lives in poverty in a dingy St. Louis apartment with her son, Tom, and her daughter, ... The Glass Menagerie When Amanda convinces Tom to bring home from his workplace a “gentleman caller” for Laura, the illusions that Tom, Amanda, and Laura have each created in order ... The Glass Menagerie Text Scene 1: The Wingfield apartment is in the rear of the building, one of those vast hive-like conglomerations of cellular living-units that flower as. Tennessee Williams – The Glass Menagerie (Scene 3) LEGEND ON SCREEN: 'AFTER THE FIASCO' [TOM speaks from the fire-escape landing.] TOM: After the fiasco at Rubicam's Business College, the idea of getting a ... "The Glass Menagerie," Scene One and Scene Two, by ... 41 Scene 1. 352 The Wingfield apartment is in the rear of the building, one of those vast hive-like conglomerations of cellular living-units that flower as ... Tennessee Williams – The Glass Menagerie (Scene 7) A moment after the curtain rises, the lights in both rooms flicker and go out.] JIM: Hey, there, Mr Light Bulb ! [AMANDA laughs nervously. LEGEND: 'SUSPENSION ... The Glass Menagerie: Acting Edition: Tennessee Williams A new introduction by the editor of The Tennessee Williams Annual Review, Robert Bray, reappraises the play more than half a century after it won the New York ...