3.3 Grammar

AS and A-level students will be expected to have studied the grammatical system and structures of

the language during their course. Knowledge of the grammar and structures specified for GCSE is

assumed.

In the exam students will be required to use, actively and accurately, grammar and structures

appropriate to the tasks set, drawn from the following lists. The mention of an item in these lists implies

knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

The lists are divided into AS and A-level. The examples in italics in parentheses are indicative; they

serve to illustrate the part of speech or structure that the student must know and do not represent

an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive

knowledge only is required.

A-level students will be expected to have studied all grammar and structures that appear in the lists for

both AS and A-level.

3.3.1 AS grammar

**3.3.1.1 Nouns**

Gender

Singular and plural forms

Plural of male/female pairs (eg *los Reyes*)

Affective suffixes (R)

**3.3.1.2 Articles**

Definite and indefinite

*El* with feminine nouns beginning with stressed *a* (*el agua*)

*Lo* + adjective

**3.3.1.3 Adjectives**

Agreement

Position

Apocopation (eg *gran, buen, mal, primer*)

Comparative and superlative (eg *más fuerte; mejor, peor, mayor, menor*)

Use of adjectives as nouns (eg *una triste, la roja, las norteamericanas*)

Demonstrative (eg *este, ese, aquel*)

Indefinite (eg *alguno, cualquiera, otro*)

Possessive (weak and strong forms) (eg *mi/mío*)

Interrogative and exclamatory (eg *¿cuánto?/¡cuánto!*, etc, including use of *¿qué?/¡qué!*)

Relative (*cuyo*) (R)

**3.3.1.4 Numerals**

Cardinal (eg *uno, dos*)

Ordinal 1 – 10 (eg *primero, segundo*)

Agreement (eg *cuatrocientas chicas*)

Expression of time and date

**3.3.1.5 Adverbs**

Formation of adverbs in *-mente*

Comparative and superlative (eg *más despacio*)

Use of adjectives as adverbs (eg *rápido, claro*)

Adjectives as equivalents of English adverbs (eg *Salió contenta*)

Interrogative (eg *¿cómo?, ¿cuándo?, ¿dónde?*)

**3.3.1.6 Quantifiers/intensifiers**

(eg *muy, bastante, poco, mucho*)

**3.3.1.7 Pronouns**

Subject

Object: direct and indirect; use of *se* for *le(s)*; ‘redundant’ use of indirect object (eg *Dale un beso a tu*

*papá*)

Reflexive

Unstressed/stressed forms (eg *me/mí*)

Position and order

Relative (*que, quien, el que, el cual*)

Demonstrative (*este, ese, aquel; esto, eso, aquello*)

Indefinite (eg *algo, alguien*)

Possessive (eg *el mío, la mía*). Expression of possession by the use of the indirect object pronoun (*Le*

*rompió el brazo*) must also be included.

Interrogative

**3.3.1.8 Verbs**

Regular conjugations of *-ar, -er* and *-ir* verbs, including radical-changing (eg *recordar/recuerdo,*

*pedir/pido*) and orthographic-changing (eg *abrazar*/*abracé*) verbs in all tenses and moods, finite and

non-finite forms

Regular and irregular verbs, in all tenses and moods, finite and non-finite forms

Agreement of verb and subject

Use of *hay que* in all tenses

Use of tenses:

•• present

•• preterite

•• imperfect

•• future

•• conditional

•• perfect

•• future perfect

•• conditional perfect

•• pluperfect.

Use of the infinitive, the gerund and the past participle

Verbal paraphrases and their uses. These include but are not limited to the following:

•• *ir a* + gerund

•• *estar* + gerund

•• *acabar de* + infinitive

•• *estar para* + infinitive

•• *llevar* + gerund

•• *ir* + gerund (R)

•• *venir* + gerund (R).

Use of the subjunctive

Commands

Conditional sentences

After conjunctions of time

After *para que, sin que*

In relative clauses (R)

After other subordinating conjunctions (R)

With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt,

denial, possibility, probability (R)

Sequence of tense in indirect speech and other subordinate clauses

Voice

Use of the reflexive as a passive (eg *El puente se construyó para unir a las comunidades*)

Use of the reflexive to express an impersonal subject (eg *¿Cómo se llega a la estación?*)

Use of *ser* + past participle

Use of *estar* + past participle

‘Nuance’ reflexive verbs (eg *caerse, pararse*)

Modes of address (*tú, usted; vos* (R))

Constructions with verbs

Verbs followed directly by an infinitive (eg *querer, poder*)

Verbs followed by a preposition plus an infinitive or noun phrase (eg *insistir en, negarse a*)

Verbs followed by a gerund (eg *seguir*)

Verbs of perception (eg *Vi asfaltar la calle*)

Uses of *ser* and *estar*

**3.3.1.9 Prepositions**

All prepositions, both simple (eg *bajo*) and complex (eg *encima de*)

‘Personal’ a

Discrimination of *por* and *para*

**3.3.1.10 Conjunctions**

Coordinating conjunctions (eg *y, o, pero*)

Subordinating conjunctions. These include but are not limited to the following:

•• cause (*porque*)

•• purpose (*para que*)

•• proviso (*con tal que*)

•• supposition (*a no ser que*)

•• time (*cuando*)

•• concession (*aunque*).

Use of *que* to introduce a clause (eg *¡Cuidado, que se va a quemar la tortilla!*) (R)

**3.3.1.11 Negation**

**3.3.1.12 Questions**

**3.3.1.13 Commands**

**3.3.1.14 Word order**

Subject following verb (*Ha llegado el profesor; Me gustan las patatas*)

Focalisation (*Tú ¿qué opinas?; A Cristiano lo odian*) (R)

**3.3.1.15 Other constructions**

Time expressions with *hace/hacía* and *desde hace/hacía*

Cleft sentences (*Fue en Madrid donde nos conocimos*)

Comparative constructions. These include but are not limited to the following:

•• *tan... como*..., etc

•• *más... que*..., etc.

*Tiene más dinero de lo que creía* (R)

Indirect speech

**3.3.1.16 Discourse markers**

(eg *Es que..., Por ejemplo, Ahora bien*...)

**3.3.1.17 Fillers**

(eg *pues, bueno*)

3.3.2 A-level grammar

In addition to the vocabulary listed in the AS grammar list, students of A-level will also be expected to

study the following:

**Adjectives**

Relative (*cuyo*)

**3.3.2.2 Verbs**

Use of the subjunctive:

•• in relative clauses

•• after other subordinating conjunctions

•• with verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt,

denial, possibility, probability.

**3.3.2.3 Conjunctions**

Use of *que* to introduce a clause (*¡Cuidado, que se va a quemar la tortilla!*)

**3.3.2.4 Other constructions**

Comparative constructions

*Tiene más dinero de lo que creía*

Expression of concession other than by aunque (*por muy* adjective *que, por mucho que*) (R)