



National Association of Language Advisers

Grammar from KS1 and KS2 to GCSE and A Level

Grammar in the National Curriculum



Ofsted and Sats



Standards in English are not high enough and, since 2008, there has been no overall improvement in primary pupil's learning....Above all this means being passionate about high standards of literacy for every single pupil and creating a no-excuses culture both for pupils and staff.

Government believes that pupils should have mastered these important aspects of English by the time they leave primary school, and that recognition should be given to good use of English. It is also suggested that this will help “close the gap” between pupils giving everyone access to the language (Standard English) of the ruling group.

The NEW curriculum for KS1 and KS2 English has a strong emphasis on GPS .

The New Primary Curriculum started in 2014. This means all pupils leaving primary school have learnt the grammar from the New Curriculum for 6 years.

SATs

KS1 SATs Grammar, Punctuation and Spelling test – 2016- optional.

KS2 SATs Grammar, Punctuation and Spelling test – statutory with published results.

Key stage 2

English grammar,
punctuation and spelling

Paper 1: questions

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
Religious name				
Ofsted number				



**Here are some sample SATs questions
from a KS2 Grammar paper**

It gives you a good idea of some of the terminology used.

Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix

re

de

mis

im

il

Word

mature

understood

legible

frost

do

1 mark

Write a **noun phrase** containing at least three words to complete the sentence below.

Remember to punctuate your answer correctly.

_____ was preparing

for an important athletics competition.

1 mark

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

↑	↑	↑	↑
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**.

as a preposition phrase

☐

as a relative clause

☐

as a main clause

☐

as a noun phrase

☐

1 mark

Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play.

☐

Gemma was doing her science homework.

☐

Jamie learnt his spellings every night.

☐

Anna found her history homework difficult.

☐

1 mark

41

Complete the sentence below so that it uses the **subjunctive form**.

If I _____ to have one wish, it would be for good health.

1 mark

What is the **word class** of the underlined words in the sentence below?

The girl brought a sandwich and an apple to eat for lunch.

Tick **one**.

adjectives

☐

adverbs

☐

determiners

☐

nouns

☐

1 mark

Which sentence is punctuated correctly?

Tick **one**.

The town is ten miles (16 kilometres) away.

☐

The town is ten miles (16 kilometres away.)

☐

The town is ten miles (16) kilometres away.

☐

The town is ten miles (16 kilometres away).

☐

1 mark

Which sentence is an **exclamation**?

Tick **one**.

What time did the sun set last night

☐

She said the sunset was particularly beautiful

☐

What a spectacular sunset that is

☐

The sunsets are lovely at this time of year

☐

1 mark

Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk _____ it was a lovely day.

1 mark



Department
for Education

The national curriculum in England

Key stages 1 and 2 framework document

September 2013

Grammatical overview

Terminology used in the Primary English Curriculum - Y1 to Y6



Grammatical Content introduced in **Y1**

Terminology for Year 1

letter

full stop

capital letter

question mark exclamation mark

word

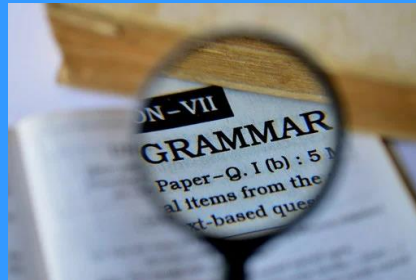
singular

sequencing sentences

plural

sentence

punctuation





Grammatical Content introduced in Y2

Terminology for Year 2

noun noun phrase

statement question exclamation command

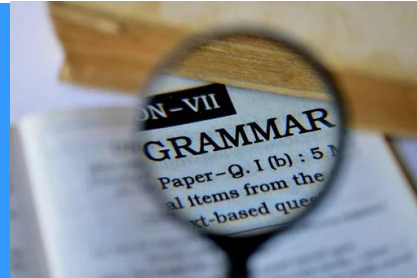
compound adjective verb suffix adverb

comma

subordination and coordination

past and present tense the progressive form of verbs

apostrophe *to mark where letters are missing*
and to mark singular possession in nouns





Grammatical Content introduced in Y3

Terminology for Year 3

adverb preposition conjunction

word family prefix

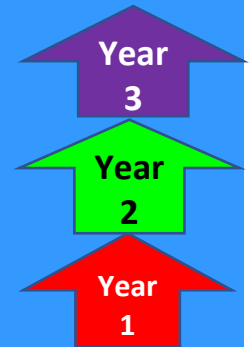
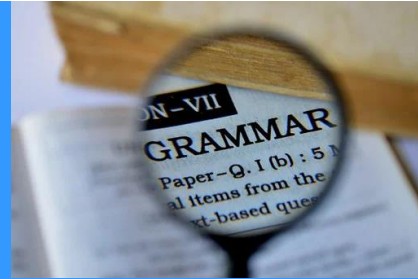
clause subordinate clause

direct speech inverted commas (or 'speech marks')

consonant letter vowel letter

paragraphs headings and sub-headings

perfect form of verbs *instead of the simple past*





Grammatical Content introduced in Y4

Terminology for Year 4

determiner

pronoun possessive pronoun

apostrophes to mark plural possession

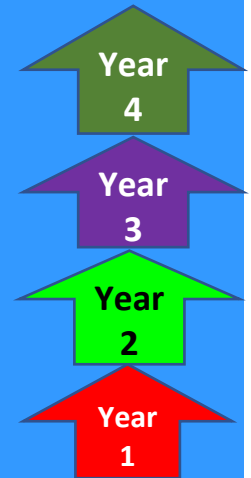
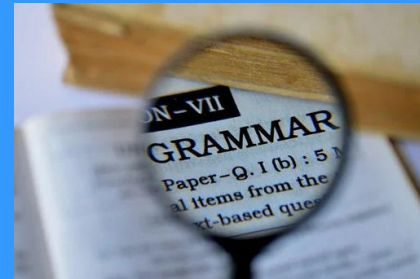
noun phrases *expanded by the addition of modifying adjectives, nouns and preposition phrases*

adverbial fronted adverbials

use of paragraphs

appropriate choice of pronoun or noun

within and across sentences to aid cohesion and avoid repetition





Grammatical Content introduced in Y5

Terminology for Year 5

relative clause relative pronoun modal verb

determiner

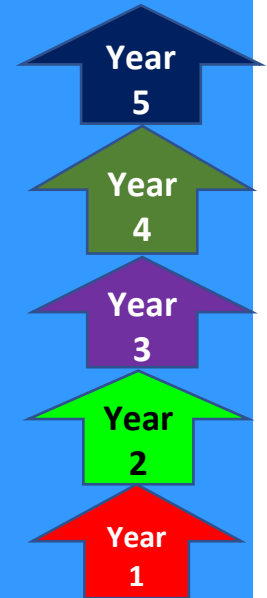
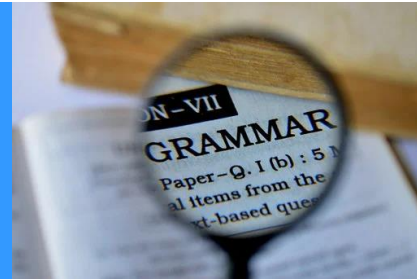
parenthesis bracket dash

cohesion ambiguity

devices to build cohesion within a paragraph

linking ideas across paragraphs using **adverbials of time**

, place and number or tense choice





Grammatical Content introduced in Y6

Terminology for Year 6

active and passive voice

subject and object

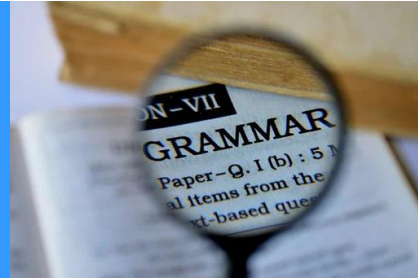
synonym antonym

ellipsis colon semi-colon bullet points hyphen

the difference between formal and informal structures of speech

subjunctive forms

cohesive devices



Year 6

Year
5

Year
4

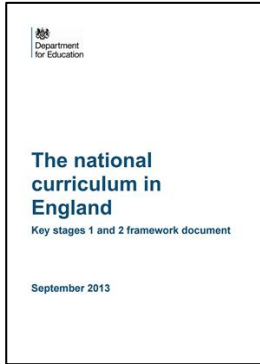
Year
3

Year
2

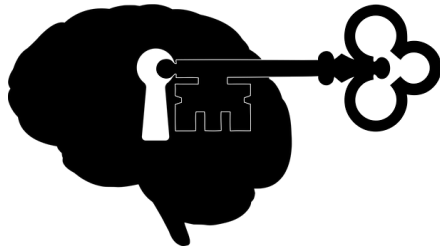
Year
1



Key Message

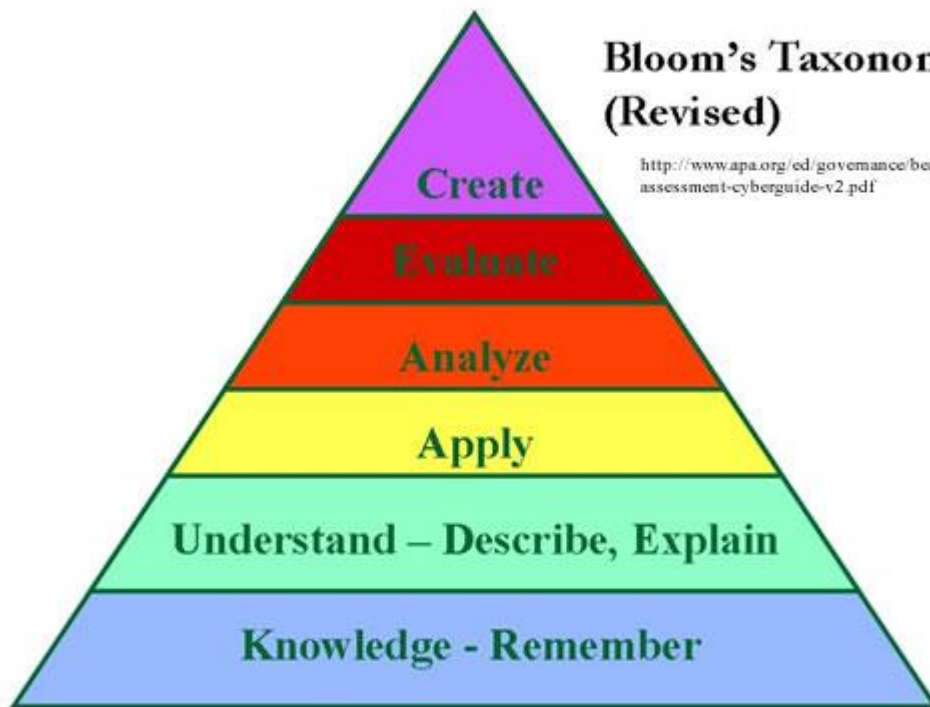


By the end of each **key stage**, pupils are expected to know, apply and **understand** the matters, skills and processes specified in the relevant programme of study.

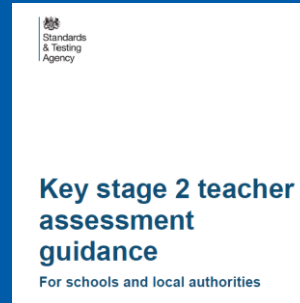


Bloom's Taxonomy (Revised)

<http://www.apa.org/ed/governance/bee/assessment-cyberguide-v2.pdf>



Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)



Application of grammatical understanding

Teacher Assessment of Writing at the end of KS1 and KS2

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.



Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words^{*}
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)^{*}
- use the diagonal and horizontal strokes needed to join some letters.

^{*} These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).



Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²



Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.



In English, grammatical understanding has been taught for 6 years in Primary school



We should use this knowledge base and particularly the terminology learnt, when learning other languages.

Primary Languages KS2

understand basic grammar

appropriate to the language being studied, such as (where relevant):
feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



Modern Languages KS3

- **identify and use tenses** or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a **variety of key grammatical structures** and patterns, **including voices and moods**, as appropriate
- develop and **use a wide-ranging and deepening vocabulary** that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.



Terminology

MFL teachers need to use it.

- Is it grammar for the sake of tests/ grammar exercises?
- Is it grammar for use and effect? = teaching and using it in a context.
- How do we use grammar to deepen understanding?

5 THINGS TO
STOP DOING
TODAY

*to make progress with
foreign languages*

RIGHT AWAY





Users Guide and Terms of use

Linking the Grammar from the KS1 and KS2 Primary Curriculum with French grammar, German grammar and Spanish grammar.

*Please note different people interpret grammar terminology in different ways. The purpose here is to use the KS1 and KS2 terminology to explain grammatical concepts in Modern Languages. Not all aspects are covered and further explanation and investigation will be required.



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How the Grammar resource is structured

There are two main sections:

Lexical	This section covers two areas:	
	Nouns	nouns, adjectives and adverbs
	Verbs	present, past and future tenses modal verbs active and passive verbs contractions auxiliary verbs Indicative, imperative, subjunctive

For each section you will find information for **FOUR** different languages:

- English
- French
- German
- Spanish

NALA would encourage you to explore the Grammar resource for yourself so that you become familiar with relevant sections.

Functional	This part of the resource takes the form of 15 separate sections:	
	<ol style="list-style-type: none">1. conjunctions2. determiners3. prepositions4. possession5. sentences6. negative7. relative clause8. questions and exclamations9. punctuation10. direct and indirect speech11. word use12. formal and informal language13. homophones14. paragraphs15. cohesion	



Important terms of use

The information contained in this interactive presentation is drawn from a number of sources.

The material has been developed to support the teaching of modern languages and can be used by teachers and pupils.

It may be shared with schools and pupils but **it is required that you do not remove the NALA logo or copy the materials and claim them as an original work.**

Materials may be used in part and adapted for use in school.

This is not a commercial product.

Please inform NALA of any errors encountered. Although every effort has been made to check content, there will still be errors and no doubt differences of interpretation.

Please email NALA with any comments or questions communications@nala.org.uk



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Grammar Project

Availability

- Currently the resources are being piloted in Primary, Secondary and ITT settings.
- The resources are available as a free download from the NALA website.
<https://www.nala.org.uk/>
- Users will be required to register before downloading the resources.



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Grammar in the National Curriculum

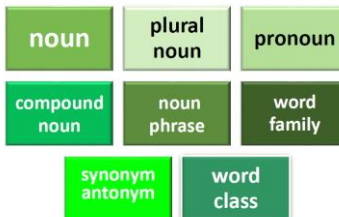
noun



Linking the Grammar from the KS1 and
KS2 Primary Curriculum with French
grammar, German grammar and Spanish
grammar. *Please note different people interpret grammar terminology
a different way. The purpose here is to use the KS1 and KS2 terminology to
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and further exploration and investigation will be required.
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English noun



Click on a panel to access the page in English and the flag to access each language

Click to return to this menu

English

noun phrase

- A noun phrase is a phrase with a noun as its head. Other words are added to it to give additional information or modify the noun.
dog > adult dogs
school > primary school
house > semi-detached house
- An expanded noun phrase is more complex, often preceded by other words such as an article, an adjective, or another noun and followed by a prepositional phrase or by a relative clause
dog > many adult dogs with very long tails
school > the oldest primary school which was opened in 1896
house > a rather odd looking semi-detached house on the corner of the street



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French

noun phrase



- A noun phrase is a phrase with a noun as its head. Other words are added to it to give additional information or modify the noun.
les chiens adultes = adult dogs
une école primaire = primary school
une maison jumelée = semi-detached house
- An expanded noun phrase is more complex, often preceded by other words such as an article, an adjective, or another noun and followed by a prepositional phrase or by a relative clause
de nombreux chiens adultes à très longue queue = many adult dogs with very long tails
la plus ancienne école primaire ouverte en 1896 = the oldest primary school which was opened in 1896
une maison jumelée plutôt étrange au coin de la rue
= a rather odd looking semi-detached house on the corner of the street



German

noun phrase



- A noun phrase is a phrase with a noun as its head. Other words are added to it to give additional information or modify the noun.
kaltes Bier = cold beer
graue Wolken = grey clouds
ein wunderschöner Traum = a wonderful dream
- An expanded noun phrase is more complex, often preceded by other words such as an article, an adjective, or another noun and followed by a prepositional phrase or by a relative clause
das Dorf dort = the village over there
das Wetter im Arktis im Juli = the weather in the arctic in July
der noch zu früh ankommender Zug = the train arriving too early
die Strasse, in der mein Haus steht = the street in which my house is to be found



Spanish

noun phrase



- A noun phrase is a phrase with a noun as its head. Other words are added to it to give additional information or modify the noun.
perros adultos = adult dogs
una escuela primaria = primary school
una casa adosada = semi-detached house
- An expanded noun phrase is more complex, often preceded by other words such as an article, an adjective, or another noun and followed by a prepositional phrase or by a relative clause
muchos perros adultos con colas largas = many adult dogs with very long tails
la escuela primaria más antigua que se abrió en 1896 = the oldest primary school which was opened in 1896
una casa adosada de aspecto bastante extraño en la esquina de la calle
= a rather odd looking semi-detached house on the corner of the street

Grammar in the National Curriculum

adverb



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Linking the Grammar from the KS1 and KS2 Primary Curriculum with French grammar, German grammar and Spanish grammar. *Please note different people interpret grammar terminology in different ways. The purpose here is to use the KS1 and KS2 terminology to explain grammatical concepts in Modern Languages. Not all aspects are covered and further explanations and annotations will be required.

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English

adverb

adverb
adverbial phrase
adverbial clause

adverb of
time

adverb of
manner

adverb of
place

adverb of
reason

fronted adverbial

position of
adverbs



Click on a panel to access the page in English and the flag to access each language

Click to return to this menu

English

fronted adverbial



In the English sentence **adverbs**, can be placed at different points within the sentence. If an **adverb**, **adverbial phrase** or **adverbial clause** is placed at the front of the sentence, this is called a **fronted adverbial**. This gives it more importance and emphasis. They are usually followed by a comma to give clarity.

Time

Now I can do it.
Every day, I go for a walk.
After she had eaten her breakfast, she went to school.

Manner

Slowly, I walk to school.
In silence, I sit and read.
Dropping my feet, I walk to school.

Place

Here is where I go for a walk.
In the north of Scotland, you can see lots of interesting birds.
Playing in the garden, I have lots of fun.

Reason

Because I love sport, I play football.
So everyone could see it, she put up the poster.



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French

fronted adverbial



In French **fronted adverbials** are less common than in English. **Adverbs** can be placed at different points in the sentence. If an **adverb**, **adverbial phrase** or **adverbial clause** is placed at the front of the sentence, this is called a **fronted adverbial**. This gives it more importance and emphasis. Or they might be placed at the front to connect meaning from the previous sentence. They can be followed by a comma to give clarity.

Time

Jeudi je vais à l'école en bus. = On Thursday I am going to school on the bus.

Le jeudi je joue au tennis. = On Thursdays I play tennis.

Après que Nadine a mangé son petit déjeuner, elle est allée à l'école.

= After Nadine had eaten her breakfast, she went to school.

Manner

Lentement, je marche à l'école. = Slowly I walk to school.

En silence, j'aime lire. = In silence, I like to read.

En parlant d'une voix forte, le professeur se promène dans la salle de classe.

= Speaking in a loud voice, the teacher walks around the classroom.

Place

Dedans, j'ai trouvé mon stylo. = Inside I found my pen.

Au nord de l'Ecosse, on peut voir beaucoup d'oiseaux. = In the north of Scotland, you can see lots of birds.

Assis sur une chaise, j'ai ouvert la boîte. = Sitting on a chair, I opened the box.

Reason

Afin que tout le monde puisse le voir, mettez en place le poster au mur.

= So that everyone can see it, put up the poster on the wall.



German

fronted adverbial



In German **fronted adverbials** are **adverbs** which can be placed at the start of the sentence to give an aspect of the sentence more prominence and importance. **Fronted adverbials** might be placed to connect meaning from the previous sentence. They might be followed by a comma to give clarity. A preceding subordinating conjunction phrase (more of elsewhere - see **Conjunctions**) is in effect also a **fronted adverbial**, and strict German word order convention dictates that that counts as the first "idea", which means the main verb in the sentence **must** come next (see especially the starred examples below)

Time

Am Donnerstag fahre ich mit dem Bus zur Schule. = On Thursday I am going to school on the bus.

Donnerstags spiele ich Tennis. = On Thursdays I play tennis.

***Nachdem Gudrun das Frühstück gegessen hat*, ist sie zur Schule gegangen. = After Gudrun had eaten her breakfast, she went to school. (Notice the pattern **VERB, VERB**)

Manner

Langsam gehe ich zur Schule. = Slowly I walk to school.

Ab und zu lese ich gern im Garten. = Now and then I like to read in the garden.

Place

In der Küche war niemand zu sehen. = In the kitchen there was no one to be seen.

Im Norden von Norwegen ist es deutlich kühler als im Süden von Italien.

= In the north of Norway it is noticeably cooler than in the South of Italy.

Reason

***Wenn ihr eine Frage stellen müchtet*, meldet ihr euch. = If you want to ask a question, put your hand up.

***Weil hängende Pflanzen in Wohnräumen beliebt sind*, habe ich viele davon gekauft. = because hanging plants are very popular in living areas, I have bought a lot of them.

(Notice the pattern **VERB, VERB**)



Spanish

fronted adverbial



In Spanish **fronted adverbials** are common, as they are in English. **Adverbs** can be placed at different points in the sentence. If an **adverb**, **adverbial phrase** or **adverbial clause** is placed at the front of the sentence, this is called a **fronted adverbial**. This gives it more importance and emphasis. Or they might be placed at the front to connect meaning from the previous sentence. They can be followed by a comma to give clarity.

Time

El jueves voy al colegio en autobús. = On Thursday I am going to school on the bus.

Los jueves juego al tenis. = On Thursdays I play tennis.

Después de que Lourdes hubo comido el desayuno, se fue al colegio.

= After Lourdes had eaten her breakfast, she went to school.

N.B. It is also possible to use an adverbial phrase: Después de haber comido el desayuno, Lourdes fue al colegio.

Manner

Lentamente, voy caminando al colegio. = Slowly I walk to school.

En silencio, esperamos la llegada del tren. = In silence, we waited for the train to arrive.

Hablando en voz alta, la profesora deambula por el aula.

= Speaking in a loud voice, the teacher walks around the classroom.

Place

Dentro, encontré mi boli. = Inside I found my pen.

En el norte de Escocia, se pueden ver muchos pájaros. = In the north of Scotland, you can see lots of birds.

Sentado en una silla, abrí la caja. = Sitting on a chair, I opened the box.

Reason

Para que todos puedan verlo, cuelgo el cartel en la pared.

= So that everyone can see it, put up the poster on the wall.

Grammar in the National Curriculum

determiners

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National Association of Language Advisers

English

determiners

determiners

articles

numbers

demonstratives

partitives

quantifiers

possessive

difference

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English

articles

- There are two types of article - definite and indefinite. These are parts of speech referring to the terms "the," "a," and "an." Definite articles are determiners that introduce specific nouns and noun phrases.

In English this is the

Examples

definite article	the book	the school	the chair
	the girl	the boy	
	the orange	the elephant	

- Indefinite articles are determiners that introduce nonspecific nouns and noun phrases. In English this is a or an before a vowel

Examples

indefinite article	a book	a school	a chair
	a girl	a boy	
before a vowel	an orange	an elephant	



7



French articles



ESPECIALLY NOTE that all French nouns, whatever they are referring to, are grouped by **gender** - masculine and feminine - (masculine Word Family and feminine Word Family). The terms masculine and feminine are grammatical ones and should not be confused with 'male' and 'female'.

As in English, a plural noun normally has a suffix, adding -s to mean 'more than one'. The word for the also becomes plural **les**. It is the same for **masculine** and **feminine** words.

- As in English, there are two types of article - definite and indefinite. These are parts of speech referring to the terms "the," "a," and "an." Definite articles are determiners that introduce specific nouns and noun phrases.

In French these are **le, la, l', les**

Examples

masculine	le livre	le garçon	le sport	le chat
feminine	la fille	la chaise	la classe	la pizza
before a vowel	l'orange	l'éléphant	l'école	l'oiseau
plural	les livres	les filles	les oranges	les oiseaux

- Indefinite articles are determiners that introduce nonspecific nouns and noun phrases.

In French these are **un, une** (= a or one) and **des** (= some)

Examples

masculine	un livre	un garçon	un sport	un chat
feminine	une fille	une chaise	une classe	une pizza
before a vowel	un orange	un éléphant	une école	un oiseau
plural	des livres	des filles	des oranges	des oiseaux



German articles

articles



ESPECIALLY NOTE that all German nouns, whatever they are referring to, are grouped by **gender** - masculine, feminine and neuter - (masculine Word Family, feminine Word Family, and neuter Word Family). The terms masculine and feminine are grammatical ones and should not be confused with 'male' and 'female'.

As in English, a plural noun normally has a suffix, adding -s to mean 'more than one'. The word for the also becomes plural **die**. It is the same for **masculine**, **feminine** and **neuter** words.

- As in English, there are two types of article - definite and indefinite. They are parts of speech referring to the terms "the," "a," and "an." Definite articles are determiners that introduce specific nouns and noun phrases.

Examples

masculine	der Hund	der Junge	der Stuhl	der Löwe
feminine	die Katze	die Tür	die Klasse	die Maus
neuter	das Kaninchen	das Fenster	das Kino	das Kamel
plural	die Hunde	die Äpfel	die Bücher	die Vögel

Indefinite articles are determiners that introduce nonspecific nouns and noun phrases.

In German these are **ein, eine** (= a or one) and **manch*, mancher*, manche, manches** (= some)

Examples

masculine	ein Hund	ein Junge	ein Stuhl	ein Löwe
feminine	eine Katze	eine Tür	eine Klasse	eine Maus
neuter	ein Kaninchen	ein Fenster	ein Kino	ein Kamel
plural	manche Hunde	manche Äpfel	manche Bücher	manche Vögel

* **manch, mancher, manche** are all used in certain situations.

manche here is a plural form meaning some, several
Consult a good grammar reference book which will go into much greater detail.



Spanish articles

articles



ESPECIALLY NOTE that all Spanish nouns, whatever they are referring to, are grouped by **gender** - masculine and feminine - (masculine Word Family and feminine Word Family). The terms masculine and feminine are grammatical ones and should not be confused with 'male' and 'female'.

As in English, a plural noun normally has a suffix, adding -s to mean 'more than one'. The word for the also becomes plural. Masculine words end in -os or -es in the plural and feminine words end in -as or -es.

- As in English, there are two types of article - definite and indefinite. These are parts of speech referring to the terms "the," "a," and "an." Definite articles are determiners that introduce specific nouns and noun phrases.

In Spanish these are **el, la** in the singular and **los, las** in the plural

Examples

Masculine singular	el libro	el chico	el restaurante	el actor
Feminine singular	la chica	la silla	la madre	la actriz
Masculine plural	los libros	los chicos	los restaurantes	los actores
Feminine plural	las chicas	las sillas	las madres	las actrices

- Indefinite articles are determiners that introduce non-specific nouns and noun phrases.

In Spanish these are **un, una** (= a or one) and **unos, unas** (= some)

Examples

Masculine singular	un libro	un chico	un restaurante	un actor
Feminine singular	una chica	una silla	una madre	una actriz
Masculine plural	unos libros	unos chicos	unos restaurantes	unos actores
Feminine plural	unas chicas	unas sillas	unas madres	unas actrices



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