

SPANISH (CODE: 096)
CLASSES IX AND X

The following learning objectives apply for classes IX and X.

General objectives: The general objectives of this course is to introduce the basic elements of Spanish Language and Culture on the basis of promotion of language acquisition and development of receptive, productive and interactive skills through the study and usage of a range of written and spoken material so that students are able to respond and interact appropriately in a defined range of everyday situations at a basic level. The latter aspect means that the speaking and listening skills are adequately assessed as part of the practical learning. The use of audio-video materials should be incorporated into teaching-learning process to enhance the oral comprehension and oral expressions. Teachers should include group activities such as role-play, dialogues with classmates in order to emphasize the communicative aspects in teaching and learning.

It should be ensured that value-based didactic exercises as well as use of ICTs are incorporated into the teaching-learning process.

SYLLABUS FOR SPANISH (CODE: 096) CLASS – IX

Topics

(A) Reading Section:

A learner should be able to:

- (i) read and understand elementary structures of spoken language,
- (ii) participate in simple conversations of daily life.

Note:

- (i) For this purpose, simple -short passages related to everyday real life situations should selected by the teachers.
- (ii) Efforts should be made to develop the following comprehension skills in the students:
 - (a) deduce the meaning from the context;
 - (b) identify the main points; and
 - (c) extract or scan specific information or details.

(B) Writing Section: A learner should be able to:

- (i) Write short compositions based on visual or verbal stimulus.
- (ii) a) Dialogue writing on matters related to everyday life
- b) Dialogue completion.

(C) Grammar Section:

- Personal pronouns: yo, tú, usted, él, ella, nosotros/as, vosotros/as, ustedes, ellos/as
- Present tense of the verbs SER, LLAMARSE, DEDICARSE, VIVIR, TRABAJAR
- Interrogative Pronouns: cómo, cuándo, qué, cuánto, cuál, quién, de dónde...
- Regular Verbs: -ar, -er, & -ir ending verbs
- Uses of SER & ESTAR: <<SER+adjetivos de carácter>>, <<ESTAR+adjetivos de estado físico o anímico>>
- Uses of TENER and HACER
- Introduction to Present Tense and uses of some of the Irregular Verbs: COMER, ESTUDIAR, QUERER, PREFERIR, CONOCER, SABER, PENSAR, HACER, PONER, TRAER, IR
- TENER+ganas de+ Infinitivo
- Demonstrative Adjective & Pronoun:- este, ese, aquel...
- Negation
- Possessive adjectives: mi(s), tu(s), su(s)....
- Gender / Number / Article (definite & indefinite) – concordance of article – noun & adjective
- Concordance: cuánto/-a/-os/-as
- Ordinal and cardinal numbers
- Prepositions used with expressions of time and adverbs of place
- Gerund: <<ESTAR + Gerundio>>
- Personal pronouns (with or without prepositions)
- Introduction to Impersonal sentences with <<SE + 3rd person of the verb>>
- Simple affirmative commands (Singular)
- Present tense of GUSTAR (me gusta/no me gusta) and such similar verbs (for example, PARECER, ENCANTAR, DOLER, etc.)
- Present & future tense of Irregular and Radical changing verbs (e>ie, o>ue, e>i) [for example, IR, SEGUIR, HACER, QUERER, DECIR, PREFERIR, ENTENDER, VENIR, QUEDAR, VERSE, SOLER, PARECER, CREER, PENSAR, etc.]
- Usages of the verbs TENER and HACER.
- Adjectives and adverbs.
- Contrast: HAY (descripción)/ESTAR (localización con usos de preposiciones y locuciones de lugar para expresar posición, cercanía, lejanía)
- Uses of <<ir a + infinitive>>, <<empezar a + infinitive>>, <<terminar de + infinitive>>, <<antes de+ infinitive>>, <<después de + infinitive>>
- Indefinite pronouns: unos, bastantes, algunos, alguien, nadie
- Present Perfect Tense & Introduction to Past Indefinite Tense
- Affirmative Command (Singular) + Direct Object Pronoun

(D) Literature in Simple Prose:

(i) Selected authors from Spanish-speaking countries (and their most well-known works in Spanish) namely Miguel de Cervantes, Benito Pérez Galdós, García Lorca, José María Arguedas, Juan Rulfo, Pablo Neruda.

(ii) The learner is expected to know their most important work and its subject matter. The learner should be able to write very short paragraph using simple sentence structures.

Note for the teacher: (Some recommendations)

1. The above content should be presented and integrated in didactic materials and communicative activities (related to school environment) inside the classroom in such a way that the learner develops the competencies listed below.

2. Grammatical contents to be presented and integrated in materials and communicative activities inside the classroom.

Functional competencies:

<ul style="list-style-type: none">• Saludar y despedirse• Pedir y dar datos personales: información personal, sobre la ocupación, sobre la familia...• Presentar formalmente / informalmente a otras personas• Hablar de la familia• Describir el físico, carácter, estado civil• Hablar por teléfono• Preguntar por la existencia de un lugar (clase/escuela/colegio, etc.)• Dirigirse a alguien• Preguntar por un lugar• Dar instrucciones para ir a un lugar, ordenar y verificar informaciones• Describir ciudades, la vivienda y el barrio• Ubicar e identificar objetos• Pedir y dar información sobre el transporte (taxi, metro, autobús, tren)• Preguntar y decir la hora – hablar de horarios	<ul style="list-style-type: none">• Hablar de los amigos y de las actividades con ellos• Llamar al camarero, pedir y pagar en un bar/restaurante• Preguntar el precio• Dar y pedir información sobre los platos: hablar de la comida<ul style="list-style-type: none">• Expresar gustos de comida y bebida• Hablar sobre costumbres y hábitos en la comida• Pedir en una tienda• Hablar de hábitos y su frecuencia – pedir y dar opinión sobre hábitos y acciones habituales de otras personas• Hablar de gustos y preferencias• Expresar acuerdo y desacuerdo• Proponer actividades y reaccionar: aceptar (o) rechazar• Concertar citas
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Phonetical and orthographical competencies:

<ul style="list-style-type: none">• el abecedario• deletrear• acentuación de las palabras• letras 'ce', 'zeta', 'cu' y los sonidos [K] y [Q]• sonidos [y] y sus grafías (y) y (ll)	<ul style="list-style-type: none">• sonidos [g] y sus grafías (g) y (gu)• sonidos [x] y [g] y sus grafías (j) y (g)• diptongos 'IE' y 'UE' y la HACHE• exclamativos e interrogativos
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2. The following suggested lexicon to be integrated into materials and communicative activities in such a way that the student practice the target language in real context:

<ul style="list-style-type: none">• saludos y despedidas• datos personales• interrogativos• adjetivos de carácter• instrucciones de la clase/escuela• familia: relaciones de parentesco y estados civiles• adjetivos de descripción física y carácter• casa• Partes de la casa, muebles y electrodomésticos• Tipos de vivienda	<ul style="list-style-type: none">• número 1 – 100• profesión y dirección• actividades de ocio• vocabulario de bares, cafeterías y restaurantes: bebidas, comidas, ingredientes, platos típicos, utensilios de mesa• productos de alimentación, alimentos: frutas y verduras• nombres de países, capitales, nacionalidades y moneda de España e Hispanoamérica• Actividades de tiempo libre/ocio: lugares de(ocio)
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<ul style="list-style-type: none"> • Medios de transporte • Colores • Acciones habituales • día de la semana, los meses del año, las estaciones del año y expresiones de la hora 	<p>y tiempo libre, espectáculos, música, cine</p> <ul style="list-style-type: none"> • Establecimientos públicos y comerciales. • Fórmulas sociales: ofrecimientos, aceptaciones, rechazos, excusas • Felicitaciones: expresiones y gestos
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3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries:

<ul style="list-style-type: none"> • usos de tú y usted • formas no verbales de saludo • usos de los apellidos en el mundo hispano • usos de señor, señora, don y doña • principales capitales y hechos geográficos de España e Hispanoamérica • personajes famosos de España e Hispanoamérica • la familia, las relaciones familiares, el hogar • La calle y sus elementos • Compra – alquiler de casas • Comportamiento social: las visitas • Informaciones sobre las ciudades más importantes de los países de habla española • Horario de apertura y cierre de los comercios, las oficinas y otros lugares 	<ul style="list-style-type: none"> • la gestualidad • el bar, las tapas, el aperitivo, el café, productos típicos en la cultura hispánica • pagar, invitaciones, precios en barra y mesa, propina • mercados y supermercados • horarios de comida y cena • menú del día, platos combinados, platos típicos • públicos: horarios laborables y días festivos en España e Hispanoamérica • La vida nocturna: teatros, cines, bares, cafeterías, discotecas... • Elementos proxémicos: la comunicación verbal y la distancia entre personas en diferentes situaciones de la vida cotidiana (y) en diferentes culturas
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4. In Section D which is related to Literature in simple prose, the teacher is expected to enhance practice of recitation and question answer exercises of the students with short prose and poetic texts referring to the authors cited.

5. The above-mentioned examples are suggestive in nature and the teacher depending on the needs of the students may improvise the same within the framework of the prescribed syllabus.

Prescribed book:

- Relevant chapters may be referred to for use as per the prescribed syllabus.
- Aula Internacional 1 (CD + Workbook) by Jaime Corpas et.al, diffusion, Madrid (GOYAL)

Reference books:

- Collins Gem Spanish School Dictionary, Collins (GOYAL)
- Learn Spanish through games and activities (Level 1), by Pablo Rocío Domínguez, ELI Publishing, (GOYAL Saab)
- en acción A1, (CD + workbook) by Elena Verdía, Marisa González, et. al., enClave ELE [Langers]
- Compañeros 1, (CD+Workbook) by Francisca Castro et.al., SGEL

Centro Virtual Cervantes:

- “Mi mundo en palabras”, <http://cvc.cervantes.es/ensenanza/mimundo/default.htm>
- “Lecturas paso a paso” - <http://cvc.cervantes.es/aula/lecturas/>

SYLLABUS FOR SPANISH (CODE: 096)
CLASS – X

Aims & objectives: The aim is to strengthen the basic knowledge of the language imparted in Class IX and develop further the acquired skills.

Topics

(A) Reading Section:

A learner should be able to:

- (i) identify the logical argument of a simple text; and
- (ii) understand the ideas implicit in the argument and extract key points from text, visual materials and graphics

(B) Writing Section

A learner should be able to:

- (i) write short compositions on everyday life situations on family, friends, festivals, cultural events, city, etc. with emphasis on developing sentences with logical sequences;
- (ii) reproduce the grammatical components identified in the syllabus through written exercises; and
- (iii) use language appropriate to purpose and audience.

(C) Grammar Section:

- Reflexive tense and Impersonal 'SE'
- Neutral <<LO>>
- Expressions of doubt – 'seguramente / posiblemente'
- Double negation
- Comparison of equality, superiority and inferiority
- Direct object pronoun
- Conjunction – 'además, es que, etc.'
- Expressions such as <<Tener+Que/Deber+rinfinitive>>/<<TENER QUE+infinitive>>/<<HAY QUE+infinitive>>/<<SE PUEDE+infinitive?>>/<<MEDAS+...?>>/<<LLEVAR+gerundio+tiempo>>
- TENER DOLER DE + Sustantivo
- Prepositions 'POR / PARA'
- Use of verbs SER, ESTAR, PENSAR y CREER to express opinion
- Adjective with - Psmo
- Contrast muy / mucho 401
- Pretérito perfecto y pretérito indefinido: marcadores temporales del pasado
- Pretérito Imperfecto: morphology and uses – Irregular forms of the verbs ser, ir, Ver
- Contrast between pretérito perfecto, pretérito indefinido y pretérito imperfecto
- Paraphrase <<pensar + infinitive>>, <<haber (que) +infinitive>>
- Consecutive conjunction – 'por eso'
- Affirmative command – affirmative command (singular) + direct object pronoun
- Negative Command (Singular/Plural) + Direct Object Pronoun
- Idea of the subjunctive mood and basic uses of present subjunctive.
- Simple-Conditional (not involving past)
- Direct & Indirect Object Pronoun

(D) Literature in simple Prose & Poetry:

(i) Besides the ones prescribed in Class-IX, the following authors may be added: Lope de Vega, Gustavo Adolfo Bécquer, Camilo José Cela, Gabriel García Márquez, Jorge Luis Borges, Mario Vargas Llosa.

(ii) The learner is expected to know their important work and its subject matter. The learner should be able to write short paragraph using simple sentence structures.

Note for the teacher: (Some recommendations)

1. The above content should be presented and integrated in didactic materials and communicative activities (related to school environment) inside the classroom in such a way that the learner develops the following competencies:

Functional competencies:

<ul style="list-style-type: none">• Expresar hipótesis• Añadir información y describir y valorar una cosa• Expresar obligación• Pedir algo / un favor y responder afirmativamente o negativamente• Pedir permiso, conceder o denegar el permiso• Hablar de planes y proyectos• Hablar de hechos históricos• Relacionar diferentes acontecimientos del pasado• Hablar de recuerdos (eventos de la familia, infancia, etc.)• Comparar algo ahora y antes	<ul style="list-style-type: none">• Expresar dolor – hablar de síntomas y enfermedades• Describir personas/objetos en el pasado• Contar sucesos pasados en relación con el presente, contar experiencias de la vida y las acciones de la semana• Hablar de acciones del pasado que se repiten, acciones habituales en el pasado• Pasado • Hablar de recuerdos (eventos de la familia, infancia, etc.)• Expresar sorpresa y extrañeza• Presentar una causa y una consecuencia• Reaccionar ante una información• Dar instrucciones y consejos• Hacer recomendaciones, expresar prohibiciones
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Phonetical and orthographical competencies:

<ul style="list-style-type: none">• Entonación• Entonación de frases afirmativas e interrogativas• La acentuación de diptongos, triptongos e hiato	<ul style="list-style-type: none">• La sílaba fuerte• Entonación de frases usadas para disculparse• Acentuación de interrogativas y exclamativas
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2. The following suggested lexicon to be integrated into materials and communicative activities in such a way that the learner practice the target language in real context:

<ul style="list-style-type: none">• Vocabulario para narrar experiencias de las vacaciones• Los viajes• Establecimientos comerciales• Prendas de vestir, tejidos, materiales y formas,	<ul style="list-style-type: none">• Señales de tráfico• Servicios de la calle• Mobiliario urbano• Problemas de salud y medicamentos• Obligaciones• Expresiones y frases hechas para reaccionar
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<p>vocabulario de la moda</p> <ul style="list-style-type: none"> • Artículos de regalo, ropa, calzado y complementos • Viajes, tipos de turismo • Los paisajes, léxico del tiempo meteorológico • Lugares de interés turístico en una ciudad, categoría de instalaciones turísticas, servicios en un hotel 	<ul style="list-style-type: none"> • Las celebraciones • Descripción física de personas – carácter y personalidad • Léxico relacionado con permisos y prohibiciones • Estados de ánimo, sentimientos
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3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries: lugares de interés turístico en el mundo hispano, principales premios del mundo de la cultura, teatro, cine, literatura-, horario comercial en el mundo hispano, signos específicos de algunos establecimientos (correos, estancos, etc.), actos sociales: bodas, nacimientos, etc., principales autores de cuentos del mundo hispano, la sociedad española actual: el sistema de gobierno.

4. Learner is also expected to perform recitation exercises with short prose and poetic text as part of the practical exercise.

5. The above-mentioned examples are suggestive in nature and the teacher depending on the needs of the learners may improvise the same within the framework of the prescribed syllabus.

Prescribed book:

- Continuation of Aule 1 textbook with exercises to be framed by the teacher. Relevant chapters may be referred to for use as per the prescribed syllabus
- Aula International 2 (CD + Workbook) ny JaIME Corpas et.al, Difusion, Madrid (GOYAL)

Reference books:

- Collins Gem Spanish School Dictionary, Collins (GOYAL)
- Learn Spanish through games and activities (Level 1), by Pablo Rocío Domínguez, ELI Publishing, (GOYAL)
- en acción A2, (CD + workbook) by Elena Verdía, Marisa González, et. al., enClave ELE [Langers]
- Compañeros 2, (CD+Workbook) by Francisca Castro et.al., SGEL

Centro Virtual Cervantes:

- “Mi mundo en palabras”, <http://cvc.cervantes.es/ensenanza/mimundo/default.htm>
- “Lecturas paso a paso” - <http://cvc.cervantes.es/aula/lecturas/>

SPANISH (CODE: 096)
EXAMINATION STRUCTURE FOR CLASSES IX & X

The Question Paper will be of maximum 80 marks and will be divided into four sections:

Section A: Reading Comprehension	20 marks
Section B: Written Expression	15 marks
Section C: Grammar	35 marks
Section D: Literature in simple prose	10 marks

The typology of questions and weightage should be guided by the Standard Basic Template, as provided by CBSE (pls. refer to Basic Template for Setting Question Paper). As per this template, items no. 1, 2,3 & 5 may be considered feasible but the idea of HOTS is difficult to be applied because in Foreign Language Teaching at School level, the development of acquisition and reproduction skills are of primary importance and less of critical thinking and problem solving which are essential components of HOTS. The weightage of HOTS may be distributed evenly into other categories.

Scheme of Section and Weightage to content:

Section	Details of Topics/Sections	Type of Questions	No. of Questions	Marks
Section A	(03 unseen short texts/ dialogues)			
	A.1 Text 1	MCQ	05	1 x 5 = 5
	A.2 Text 2	True/False	05	1 x 5 = 5
	A.3 Text 3	SAQs	05	2 x 5 = 10
				Total = 20
Section B	B.1–One compulsory writing composition from a choice of two based on visual/verbal stimulus. (approx. 200 words)	Short text Short text	01	1 x 10 = 10
	B.2 – Short writing/dialogue completion (max. 100 words)		01	1 x 5 = 5
				Total = 15
Section C	C.1 – Conjugation of Regular & Irregular verbs in present & future tenses/crosswords to test the lexicon based on picture/description	Objective type question	01	1 x 5 = 5
	C.2 – Match the column			
	C.2.1 – Synonyms & Antonyms or definition	Objective type question	01	1 x 5 = 5
	C.2.2 – Relating pictures with idea/description			
	C.3 – Fill in the blanks	Objective type question	01	1 x 5 = 5
	C.3.1 – Complete the text with the appropriate form of the verb given in the bracket – 1 – 2x5 = 10	SAQ/objective type question	01	2 X 5 = 10
	C.3.2 – Complete the sentences with the correct option 1 x 10 =10	MCQ	01	1 X 10 = 10
				Total = 35
Section D	D.1 Short answer questions on authors/ works	SAQ	05	2 X 5 = 10
		Total Marks		80

Note: All questions and answers will be in the target language.