

**SPANISH – CODE NO. 096**  
**CLASSES IX AND X**  
**(2021-22)**

The following learning objectives apply for classes IX and X.

**General objectives:** The general objective 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

### TERM-I

#### Topics

**(A) Reading Section:** A learner should be able to:

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

**Note:** For this purpose, simple -short passages related to everyday real life situations should be selected by the teacher.

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

- (i) write dialogue or short composition using simple sentences on topics of everyday life situation.

**(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* etc.
- Regular Verbs: *-ar, -er, and -ir* ending verbs
- Gender / Number / Article (definite & indefinite) – concordance of article – noun & adjective
- Interrogatives: *cómo, qué, cuándo, qué, cuánto, cuál, quién, de dónde...*
- Introduction to Present Tense uses of some of the Irregular/Radical-Changing Verbs: *querer, preferir, conocer, saber, traer, tener, decir, entender, venir, ir*, etc.
- Contrast: *Hay* (descripción) and *Estar* (localización con usos de preposición y locuciones de lugar para expresar posición, cercanía, lejanía)
- Introduction to the idea of comparison (equality, superiority, inferiority)
- Tener que* + Infinitivo
- Demonstrative Adjective and Pronoun
- Negation
- Possessive adjectives: *mi(s), tu(s), su(s)*
- Concordance: *cuánto/-a/-os/-as, muy, mucho/mucha/muchos/muchas*
- Ordinal and cardinal numbers
- Prepositions used with expressions of time and adverbs of place
- Gerund: <<*estar + gerundio*>>

**(D) Culture/Civilization/Literature:**

- (i) Elementary familiarity with cultural information relating to Spanish-speaking countries.
- (ii) Selected authors from Spanish-speaking countries (and their most well-known works in Spanish) namely Miguel de Cervantes, Benito Pérez Galdós, Pablo Neruda.
- (ii) The learner is expected to identify one or two important works and the subject matter.  
The learner should be able to write very short note using simple sentence structures.

## (E) Internal Assessment

- Periodic Assessment
- Multiple Assessment
- Portfolio Assessment
- Listening & Speaking

### 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:**

- |   |   |
|---|---|
| <input type="checkbox"/> <i>Saludar y despedirse</i>  | <input type="checkbox"/> <i>Hablar de los amigos y de las actividades con ellos</i> |
| <input type="checkbox"/> <i>Pedir y dar datos personales: información personal, sobre la ocupación, sobre la familia...</i> | <input type="checkbox"/> <i>Expresar intenciones y necesidad</i>                    |
| <input type="checkbox"/> <i>Presentar formalmente / informalmente a otras personas</i>                                      | <input type="checkbox"/> <i>Describir lugares</i>                                   |
| <input type="checkbox"/> <i>Hablar de la familia</i>  | <input type="checkbox"/> <i>Hablar del clima</i>                                    |
| <input type="checkbox"/> <i>Hablar por teléfono</i>   | <input type="checkbox"/> <i>Comprar en tiendas: pedir en una tienda</i>             |
| <input type="checkbox"/> <i>Preguntar por la existencia de un lugar (clase/ escuela/ colegio, etc.)</i>                     | <input type="checkbox"/> <i>Hablar de preferencias</i>                              |

#### **Phonetical and orthographical competencies:**

- |   |   |
|---|---|
| <input type="checkbox"/> <i>el abecedario</i>                                     | <input type="checkbox"/> <i>sonidos [y] y sus grafías (y) y (ll)</i>      |
| <input type="checkbox"/> <i>deletrear</i>   | <input type="checkbox"/> <i>sonidos [g] y sus grafías (g) y (gu)</i>      |
| <input type="checkbox"/> <i>acentuación de las palabras</i>                       | <input type="checkbox"/> <i>sonidos [x] y [g] y sus grafías (j) y (g)</i> |
| <input type="checkbox"/> <i>letras 'ce', 'zeta', 'cu' y los sonidos [K] y [Q]</i> | <input type="checkbox"/> <i>diptongos 'IE' y 'UE' y la HACHE</i>          |
|   | <input type="checkbox"/> <i>exclamativos e interrogativos</i>             |

2. The following suggested lexicon to be integrated into materials and communicative activities in such a way that the student practices the target language in real context:

- |   |  |
|---|--|
| <input type="checkbox"/> <i>saludos y despedidas</i>                                | <input type="checkbox"/> <i>adjetivos de descripción física y carácter</i>   |
| <input type="checkbox"/> <i>datos personales</i>                                    | <input type="checkbox"/> <i>actividades de ocio</i>  |
| <input type="checkbox"/> <i>número 1 – 100</i>                                      | <input type="checkbox"/> <i>colores y prendas de vestir</i>  |
| <input type="checkbox"/> <i>profesiones y nacionalidades</i>                        | <input type="checkbox"/> <i>el tiempo</i>  |
| <input type="checkbox"/> <i>interrogativos</i>                                      | <input type="checkbox"/> <i>la geografía: nombres de países, capitales, nacionalidades y moneda de España e Hispanoamérica</i> |
| <input type="checkbox"/> <i>adjetivos de carácter</i>                               |  |
| <input type="checkbox"/> <i>actividades de la clase/ escuela</i>                    |  |
| <input type="checkbox"/> <i>familia: relaciones de parentesco y estados civiles</i> |  |

3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries:

- |   |   |
|---|---|
| <input type="checkbox"/> <i>usos de tú y usted</i>                        | <input type="checkbox"/> <i>usos de señor, señora, don y doña</i>                                     |
| <input type="checkbox"/> <i>formas no verbales de saludo</i>              | <input type="checkbox"/> <i>principales capitales y hechos geográficos de España e Hispanoamérica</i> |
| <input type="checkbox"/> <i>usos de los apellidos en el mundo hispano</i> |   |

□ *la familia, las relaciones familiares, el hogar*

□ *la gestualidad*

4. 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.

5. In Section D which is related to Culture/Civilization/Literature, the teacher is expected to provide very basic features about the cultural and civilizational aspects of the Spanish-speaking areas. The same for very famous literary texts of authors cited.

**Prescribed book:**

Relevant Chapters may be referred to for use as per the prescribed syllabus:

- *Aula International 1* (CD+Workbook) by Jaime Corpas et.al, Difusión, Madrid

**Reference books:**

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

**e-Resources:** Centro Virtual Cervantes

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

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## SYLLABUS FOR SPANISH (CODE: 096)

### CLASS IX - TERM-II

#### Topics

**(A) Reading Section:** A learner should be able to

- (i) read and understand simple short passages.

**Note:** Efforts should be made to develop the following comprehension skills in the students:

- (i) deduce the meaning from the context.
- (ii) identify the main points.
- (iii) extract or scan specific information or details.

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

- (i) write short compositions
- (ii) write dialogue /dialogue completion on matters related to everyday life (based on visual or verbal stimulus).

**(C) Grammar Section :**

- Uses of *Ser* and *Estar*: <<*ser + adjetivos de carácter*>>, <<*estar + adjetivos de estado físico o anímico*>>.
- Present tense of *Gustar* (*me gusta/no me gusta*) and such similar verbs (*Parecer, Encantar, Doler*, etc.)
- Present tense of Irregular and Radical changing verbs (e>ie, o>ue, e>i) [for example, *seguir, hacer, quedar, verse, soler, parecer, creer, pensar, poner, traer* etc.]
- Usages of the verbs *Tener* and *Hacer*.
- Reflexive Verbs.
- Uses of <<*saber + infinitivo*>>, <<*poder + infinitivo*>>, <<*ir a + infinitivo*>>, <<*empezar a + infinitivo*>>, <<*terminar de + infinitivo*>>, <<*antes de + infinitivo*>>, <<*después de + infinitivo*>>
- Indefinite pronouns: *unos, bastantes, algunos, alguien, nadie*
- Direct Object Pronouns (*lo, la, los, las*)
- Affirmative Command (Singular)
- Present Perfect Tense and Introduction to Past Indefinite Tense

**(D) Culture/Civilization/Literature:**

- (i) Elementary familiarity with cultural information relating to Spanish-speaking countries.
- (ii) Selected authors from Spanish-speaking countries (and their most well-known works in Spanish) namely Garcia Lorca, José María Arguedas, Juan Rulfo.
- (iii) The learner is expected to identify one or two important works and the subject matter. The learner should be able to write very short note using simple sentence structures.

## (E) Internal Assessment

- Periodic Assessment
- Multiple Assessment
- Portfolio Assessment
- Listening & Speaking

**Note for the teacher:** (Some recommendations)

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

### Functional competencies:

- |   |  |
|---|--|
| <input type="checkbox"/> <i>Hablar del aspecto y del carácter</i>   | <input type="checkbox"/> <i>Pedir y dar información sobre el transporte (taxi, metro, autobús, tren)</i> |
| <input type="checkbox"/> <i>Hablar de gustos y preferencias</i>   | <input type="checkbox"/> <i>Hablar de la comida: dar y pedir información sobre comida</i>                |
| <input type="checkbox"/> <i>Hablar de hábitos y su frecuencia – pedir y dar opinión sobre hábitos y acciones habituales de otras personas</i> | <input type="checkbox"/> <i>Hablar sobre costumbres y hábitos gastronómicos</i>                          |
| <input type="checkbox"/> <i>Preguntar y decir la hora – hablar de horarios</i>  | <input type="checkbox"/> <i>Expresar acuerdo y desacuerdo</i>  |
| <input type="checkbox"/> <i>Preguntar por un lugar y dar instrucciones para ir a un lugar</i>   | <input type="checkbox"/> <i>Proponer actividades y reaccionar: aceptar o rechazar</i>                    |
| <input type="checkbox"/> <i>Describir ciudades, la vivienda y el barrio</i>   | <input type="checkbox"/> <i>Concertar citas</i>  |
|   | <input type="checkbox"/> <i>Hablar de experiencias pasadas</i>   |

2. The following suggested lexicon to be integrated into materials and communicative activities in such a way that the student practices the target language in real context:

- |  |   |
|--|---|
| <input type="checkbox"/> <i>Adjetivos de carácter</i>  | <input type="checkbox"/> <i>Actividades de tiempo libre/ ocio: lugares de ocio y tiempo libre, espectáculos, música, cine</i> |
| <input type="checkbox"/> <i>Típos de vivienda, partes de la casa, muebles y electrodomésticos</i>                    | <input type="checkbox"/> <i>Establecimientos públicos y comerciales.</i>  |
| <input type="checkbox"/> <i>Medios de transporte</i>   | <input type="checkbox"/> <i>Comidas y alimentos</i>   |
| <input type="checkbox"/> <i>Acciones habituales: expresiones de frecuencia</i>                                       | <input type="checkbox"/> <i>Fórmulas sociales: ofrecimientos, aceptaciones, rechazos, excusas</i>                             |
| <input type="checkbox"/> <i>Día de la semana, los meses del año, las estaciones del año y expresiones de la hora</i> | <input type="checkbox"/> <i>Felicitaciones: expresiones y gestos</i>  |

3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries:

- |  |  |
|--|--|
| <input type="checkbox"/> <i>La calle y sus elementos</i>   | <i>públicos: horarios laborables y días festivos en España e Hispanoamérica</i>                    |
| <input type="checkbox"/> <i>Comportamiento social: las visitas</i>   |  |
| <input type="checkbox"/> <i>Informaciones sobre las ciudades más importantes de los países de habla española</i> | <input type="checkbox"/> <i>La vida nocturna: teatros, cines, bares, cafeterías, discotecas...</i> |
| <input type="checkbox"/> <i>Horario de apertura y cierre de los comercios, las oficinas y otros lugares</i>      | <input type="checkbox"/> <i>Platos habituales en España y platos típicos del mundo hispano</i>     |

4. 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.

5. In Section D which is related to Culture/Civilization/Literature, the teacher is expected to provide very basic features about the cultural and civilizational aspects of the Spanish-speaking areas. The same for very famous literary texts of authors cited.

**Prescribed book:**

Relevant Chapters may be referred to for use as per the prescribed syllabus:

- *Aula International 1* (CD+Workbook) by Jaime Corpas et.al, Difusión, Madrid

**Reference books:**

- *Collins Gem Spanish School Dictionary, Collins*
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## SYLLABUS FOR SPANISH (CODE: 096)

### CLASS X - TERM-I

**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) comprehend the grammatical components identified in the syllabus in simple prescribed texts.
- (ii) understand some details of the text.

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

- (i) reproduce the grammatical components identified in the syllabus through written exercises.
- (ii) convey some information and concepts clearly.

**(C) Grammar Section:**

- |   |  |
|---|--|
| <input type="checkbox"/> Regular and irregular verbs in present tense       | <input type="checkbox"/> <i>Tener doler de + sustantivo</i>  |
| <input type="checkbox"/> Reflexive tense and impersonal 'se'                | <input type="checkbox"/> Expressions such as: <i>deber + infinitivo / tener que + infinitivo / lo mejor es + infinitivo / hay que + infinitivo / ¿puedo + infinitivo? / ¿se puede + infinitivo? / ¿me das +...? / llevar + gerundio + tiempo</i> |
| <input type="checkbox"/> Expressions of doubt – 'seguramente, posiblemente' | <input type="checkbox"/> Affirmative command (singular) + Direct Object Pronoun  |
| <input type="checkbox"/> Double negation                                    | <input type="checkbox"/> Usos de Pretérito perfecto: marcadores temporales   |
| <input type="checkbox"/> Conjunction – 'además, es que, etc.'               |  |
| <input type="checkbox"/> <i>Estar + gerundio</i>                            |  |
| <input type="checkbox"/> Prepositions 'por / para'                          |  |
| <input type="checkbox"/> Adverbs: <i>ya, todavía no, aún</i> , etc.         |  |

**(D) Culture/Civilization/Literature:**

- (i) Build on the idea of familiarity with basic cultural and civilizational information relating to Spanish-speaking countries.
- (ii) Besides the ones prescribed in Class-IX, the following authors may be added: Lope de Vega, Camilo José Cela, Jorge Luis Borges.
- (iii) The learner is expected to identify one or two important works and the subject matter. The learner should be able to write short note using simple sentence structures.

#### Internal Assessment

- Periodic Assessment
- Multiple Assessment
- Portfolio Assessment
- Listening & Speaking

**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:**

- |  |   |
|--|---|
| <input type="checkbox"/> <i>Hablar de hábitos</i>                                  | <input type="checkbox"/> <i>Pedir permiso, conceder o denegar el permiso</i>                      |
| <input type="checkbox"/> <i>Hablar de recomendaciones</i>                          | <input type="checkbox"/> <i>Pedir algo / un favor y responder afirmativamente o negativamente</i> |
| <input type="checkbox"/> <i>Hablar de gustos y preferencias</i>                    | <input type="checkbox"/> <i>Expresar dolor – hablar de síntomas y enfermedades</i>                |
| <input type="checkbox"/> <i>Identificar y describir físicamente a las personas</i> | <input type="checkbox"/> <i>Hablar de planes y proyectos</i>                                      |
| <input type="checkbox"/> <i>Expresar hipótesis y expresar coincidencia</i>         | <input type="checkbox"/> <i>Relatar experiencias pasadas</i>                                      |
| <input type="checkbox"/> <i>Añadir información y describir y valorar una cosa</i>  |   |
| <input type="checkbox"/> <i>Expresar obligación y necesidad</i>                    |   |

**Phonetical and orthographical competencies:**

- |   |  |
|---|--|
| <input type="checkbox"/> <i>Entonación</i>  | <input type="checkbox"/> <i>La sílaba fuerte</i>                             |
| <input type="checkbox"/> <i>Entonación de frases afirmativas e interrogativas</i> | <input type="checkbox"/> <i>Entonación de frases usadas para disculparse</i> |

2. The following suggested lexicon to be integrated into materials and communicative activities in such a way that the student practices the target language in real context:

- |   |   |
|---|---|
| <input type="checkbox"/> <i>Los viajes: tipos de turismo</i>  | <input type="checkbox"/> <i>Señales de tráfico</i>                          |
| <input type="checkbox"/> <i>Establecimientos comerciales</i>  | <input type="checkbox"/> <i>Servicios de la calle</i>                       |
| <input type="checkbox"/> <i>Prendas de vestir, tejidos, materiales y formas, vocabulario de la moda</i> | <input type="checkbox"/> <i>Mobiliario urbano</i>                           |
| <input type="checkbox"/> <i>Artículos de regalo, ropa, calzado y complementos</i>                       | <input type="checkbox"/> <i>Problemas de salud y medicamentos</i>           |
|   | <input type="checkbox"/> <i>Obligaciones</i>                                |
|   | <input type="checkbox"/> <i>Expresiones y frases hechas para reaccionar</i> |

3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries: *lugares de interés turístico en el mundo hispano, signos específicos de algunos establecimientos (correos, estancos, etc.), actos sociales: bodas, nacimientos, etc.*

4. In Section D which is related to Culture/Civilization/Literature, the teacher is expected to provide basic information about the cultural and civilizational aspects of the Spanish-speaking areas. The same for very famous literary texts of 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:**

**Note:** Relevant chapters may be referred to for use as per the prescribed syllabus.

- *Aula Internacional 2* (CD+Workbook) by Jaime Corpas et.al, Difusión, 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

**e-Resources:** Centro Virtual Cervantes

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

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## SYLLABUS FOR SPANISH (CODE: 096)

### CLASS X - TERM-II

#### 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) use language appropriate to purpose and audience

**(C) Grammar Section:**

- Uses of verbs *ser* and *estar*
- Uses of verbs *pensar* and *creer* to express opinion
- Adjectiv <<*mismo*>>
- Paraphrase: <<*pensar + infinitive*>>, <<*haber que + infinitivo*>>
- *Parecer, caer bien/mal*
- *me/te/le/nos/os/les gustaría + infinitivo*
- Consecutive conjunction – ‘por eso’
- Uses of past tense and contrast between Past Indefinite, Present Perfect and Past Imperfect
- Direct and Indirect Object Pronouns
- Negative Command (Singular/Plural) + Direct Object Pronouns
- Simple Conditional: *si* + present

**(D) Culture/Civilization/Literature:**

- (i) Build on the idea of familiarity with basic cultural and civilizational information relating to Spanish-speaking countries.
- (ii) Besides the ones prescribed in Class-IX, the following authors may be added: Gustavo Adolfo Bécquer, Gabriel García Márquez, Mario Vargas Llosa.
- (iii) The learner is expected to identify one or two important works and the subject matter. The learner should be able to write short note using simple sentence structures.

#### Internal Assessment

- Periodic Assessment
- Multiple Assessment
- Portfolio Assessment
- Listening & Speaking

**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:**

- |   |   |
|---|---|
| <input type="checkbox"/> <i>Hablar de experiencias</i>                                      | <i>pasado: secuenciar acciones</i>  |
| <input type="checkbox"/> <i>Expresar el deseo de hacer algo</i>                             | <input type="checkbox"/> <i>Describir una escena en pasado y en presente: comparar algo ahora y antes</i> |
| <input type="checkbox"/> <i>Dar instrucciones y consejos</i>                                | <input type="checkbox"/> <i>Argumentar y debatir: presentar una causa y una consecuencia</i>              |
| <input type="checkbox"/> <i>Describir dolores, molestias y síntomas</i>                     | <input type="checkbox"/> <i>Hablar de planes y proyectos futuras</i>                                      |
| <input type="checkbox"/> <i>Hablar de hábitos, costumbres y circunstancias en el pasado</i> | <input type="checkbox"/> <i>Expresar condiciones</i>  |
| <input type="checkbox"/> <i>Relacionar diferentes acontecimientos del</i>                   |   |

**Phonetical and orthographical competencies:**

- La acentuación de diptongos, triptongos e hiato*
- Acentuación de interrogativas y exclamativas*

2. The following suggested lexicon to be integrated into materials and communicative activities in such a way that the student practices the target language in real context:

- Los paisajes, léxico del tiempo meteorológico*
- Lugares de interés turístico en una ciudad, categoría de instalaciones turísticas, servicios en un hotel*
- Las celebraciones*
- Descripción física de personas – carácter y personalidad*
- Léxico relacionado con permisos y prohibiciones*
- Estados de ánimo, sentimientos*
- Campaña publicitaria*
- Época de la historia más importante*

3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries: *estrategias para participar en una conversación: interrumpir, tomar la palabra, el silencio, el lenguaje no verbal, la proximidad y la distancia en el mundo hispano, museos y pintores importantes del mundo hispano, la expresión de los sentimientos, la sociedad hispánica actual.*

4. In Section D which is related to Culture/Civilization/Literature, the teacher is expected to provide basic information about the cultural and civilizational aspects of the Spanish-speaking areas. The same for very famous literary texts of 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:**

**Note:** Relevant chapters may be referred to for use as per the prescribed syllabus.

- *Aula Internacional 2* (CD+Workbook) by Jaime Corpas et.al, Difusión, Madrid

**Reference books:**

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

**e-Resources:** Centro Virtual Cervantes

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

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**SPANISH (CODE: 096)****TERM-WISE EXAMINATION STRUCTURE FOR CLASSES IX and X****TERM I: (MCQ): (50% Weightage)  
marks****50**

The Question Paper will be of maximum 40 marks and will be divided into four sections:

Section A: Reading Comprehension 10 marks

Section B: Written Expression 10 marks

Section C: Applied Grammar 15 marks

Section D: Culture/Civilization/Literature 05 marks

Section E: Internal Assessment 10 marks

<b>Section</b>	<b>Details of Topics/Sections</b>	<b>Type of Questions</b>	<b>Marks</b>
<b>Section A</b>	Short texts/messages/dialogues	MCQ	2 x 5 = 10
<b>Section B</b>	Complete the text using appropriate words, verbs, prepositions, etc.	MCQ	1 x 10 = 10
<b>Section C</b>	Complete the sentences with the correct option	MCQ	1 x 15 = 15
<b>Section D</b>	Questions on authors/works or questions related to basic aspects of culture and civilization	MCQ	1 X 5 = 05
<b>Section E</b>	Internal Assessment		10
	• Periodic Assessment		2.5
	• Multiple Assessment		2.5
	• Portfolio Assessment		2.5
	• Listening & Speaking		2.5
		<b>Total Marks</b>	<b>50</b>

**Note:** All questions and answers will be in the target language. The Question Paper has to include 33% internal choice.

**TERM II: (SUBJECTIVE): (50% Weightage)****50 marks**

The Question Paper (MCQ type) will be of maximum 40 marks and will be divided into four sections:

Section A: Reading Comprehension 10 marks

Section B: Written Expression 10 marks

Section C: Applied Grammar 15 marks

Section D: Culture/Civilization/Literature 05 marks

Section E: Internal Assessment 10 marks

Section	Details of Topics/Sections	Type of Questions	Marks
<b>Section A</b>	Short texts/messages/dialogues	True/False SAQ	2 x 5 = 10
<b>Section B</b>	Writing composition from a choice of two based on visual/verbal stimulus. (approx. 100 words)	Short-text	1 x 10 = 10
<b>Section C</b>	Complete the sentences with the correct option / Fill in the blanks / Match the column / Synonyms & Antonyms or definition	Objective-type questions /MCQ	1 x 15 = 15
<b>Section D</b>	Questions on authors/works Questions related to basic aspects of culture and civilization	SAQ  Objective-type / MCQ	1 X 5 = 05
<b>Section E</b>	Internal Assessment		10
	• Periodic Assessment		2.5
	• Multiple Assessment		2.5
	• Portfolio Assessment		2.5
	• Listening & Speaking		2.5
		<b>Total Marks</b>	<b>50</b>

**Note:** All questions and answers will be in the target language. The Question Paper has to include 33% internal choice.