

SPANISH (CODE: 096)
CLASS - X
(2024-25)

The following learning objectives apply for classes X.

General objectives: The general objective of this course is to introduce the basic elements of Spanish Language and Culture based on the 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 can 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 the teaching-learning process to enhance oral comprehension and oral expressions. Teachers should include group activities such as role-play, dialogues with classmates to emphasize the communicative aspects in teaching and learning.

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

SYLLABUS FOR SPANISH (CODE: 096)
CLASS – X

Aims and 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) Applied Grammar:

- Reflexive tense and impersonal ‘*Se*’
- Revision of the concept of comparison of equality, superiority and inferiority
- The direct and indirect object pronoun
- Conjunction: *además, es que*, etc.
- Expressions such as: *Deber + infinitivo / Tener que + infinitivo / Hay que + infinitivo / Se puede + infinitivo? / ¿Me das + ...?*
- Use of the verb *Doler* and expressions with *Tener dolor de + sustantivo*
- Prepositions: *Por / Para*
- Use of verbs *Pensar* and *Creer* to express an opinion
- Contrast *muy / mucho*
- Present perfect tense (*pretérito perfecto*) and past indefinite tense (*pretérito indefinido*)
- Past imperfect tense (*pretérito imperfecto*)
- Contrast between *pretérito perfecto, pretérito indefinido* and *pretérito imperfecto*
- Paraphrase: *Pensar + infinitivo, Haber que + infinitivo*



- Consecutive conjunction: *por eso*
- Revision of the concept of direct and indirect object pronouns
- Negative command (singular/plural) + direct/indirect object pronoun
- Idea of the subjunctive mood
- Simple conditional (not involving the past tense)

(D) Culture/Civilization/Literature:

- (i) Elementary familiarity with cultural information such as important events and days, monuments, festivals, cuisines, touristic spots, famous personalities, political and geographical aspects relating to Spain and rest of the Latin American countries, besides the ones prescribed in Class IX: Guatemala, Honduras, Nicaragua, República Dominicana, Puerto Rico, Colombia, Perú, Uruguay, and Venezuela.
- (ii) Besides the ones prescribed in Class IX, the following authors may be added (biography and two of their most well-known works):
- a) Félix Lope de Vega, such as *La Dorotea* and *Fuenteovejuna*,
 - b) Camilo José Cela, such as *La familia de Pascual Duarte* and *La Colmena*,
 - c) Gabriel García Márquez, such as *Cien años de soledad* and *La increíble y triste historia de Eréndira y se su abuela desalmada*,
 - d) Jorge Luis Borges, works such as *Ficciones* and *El Aleph*,
 - e) Mario Vargas Llosa, works such as *Los jefes* and *La ciudad y los perros*,
 - f) Nicolás Guillén, works such as *Motivos de son* and *Poemas mulatos*.

Note for the teacher:

1. The above content should be presented and integrated into 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"> • <i>expresar hipótesis</i> • <i>añadir información y describir y valorar una cosa</i> • <i>expresar obligación</i> • <i>pedir algo / un favor y responder afirmativamente o negativamente</i> • <i>pedir permiso, conceder o denegar el permiso</i> • <i>hablar de planes y proyectos</i> • <i>hablar de hechos históricos</i> • <i>relacionar diferentes acontecimientos del pasado</i> • <i>hablar de recuerdos (eventos de la familia, infancia, etc.)</i> • <i>comparar algo ahora y antes</i> 	<ul style="list-style-type: none"> • <i>expresar dolor – hablar de síntomas y enfermedades</i> • <i>describir personas/ objetos en el pasado</i> • <i>contar sucesos pasados en relación con</i> • <i>el presente, contar experiencias de la vida y las acciones de la semana</i> • <i>hablar de acciones del pasado que se repiten, acciones habituales en el pasado</i> • <i>hablar de recuerdos (eventos de la familia, infancia, etc.)</i> • <i>expresar sorpresa y extrañeza</i> • <i>presentar una causa y una consecuencia</i> • <i>reaccionar ante una información</i> • <i>dar instrucciones y consejos</i> • <i>hacer recomendaciones, expresar prohibiciones</i>
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Phonetical and orthographical competencies:

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

<ul style="list-style-type: none"> • <i>vocabulario para narrar experiencias de las vacaciones</i> • <i>los viajes</i> • <i>establecimientos comerciales</i> • <i>prendas de vestir, tejidos, materiales y formas, vocabulario de la moda</i> • <i>artículos de regalo, ropa, calzado y complementos</i> • <i>viajes, tipos de turismo</i> • <i>los paisajes, léxico del tiempo meteorológico</i> • <i>lugares de interés turístico en una ciudad, categoría de instalaciones turísticas, servicios en un hotel</i> 	<ul style="list-style-type: none"> • <i>señales de tráfico</i> • <i>servicios de la calle</i> • <i>mobiliario urbano</i> • <i>problemas de salud y medicamentos</i> • <i>obligaciones</i> • <i>expresiones y frases hechas para reaccionar</i> • <i>las celebraciones</i> • <i>descripción física de personas – carácter y personalidad</i> • <i>léxico relacionado con permisos y prohibiciones</i> • <i>estados de ánimo, sentimientos</i>
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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. 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 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 *Aula Internacional 1* textbook with new exercises to be framed by the teacher. Relevant chapters from the following textbook 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
- *En directo nivel elemental & nivel medio* (CD + Workbook) by Aquilino Sánchez Pérez

e-Resources:

- “Mi mundo en palabras”: <https://cvc.cervantes.es/ensenanza/mimundo/default.htm>
- “Lecturas paso a paso” (lecturas adaptadas con actividades interactivas): <https://cvc.cervantes.es/aula/lecturas/>
- “Pasatiempos de Rayuela” (actividades interactivas): <https://cvc.cervantes.es/ensenanza/pasatiempos/default.php>
- “En sintonía con el español” (podcast en español): <https://cvc.cervantes.es/ensenanza/ese/default.htm>



SPANISH (CODE: 096)
EXAMINATION STRUCTURE FOR CLASS X

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

Section A: Reading Comprehension	15 marks
Section B: Written Expression	15 marks
Section C: Applied Grammar	35 marks
Section D: Culture/Civilization/Literature	15 marks

Scheme of section and weightage to content:

Section	Details of Topics/Sections	Type of Questions	No. of Questions	Marks
Section A	(02 unseen short texts/ dialogues)			
	A.1 Text 1	MCQ or True/False	05	1 x 5 = 5
	A.2 Text 2	SAQ	05	2 x 5 = 10
				Total = 15
Section B	B.1–One compulsory writing composition from a choice of two based on visual/verbal stimulus. (approx. 100-120 words)	Short text	01	1 x 10 = 10
	B.2–Short writing/dialogue composition (max. 50 words)	Short text	01	1 x 5 = 5
				Total = 15
Section C	C.1 – Conjugation of Regular & Irregular verbs	Objective question type	01	1 x 5 = 5
	C.2 – Match the column			
	C.2.1 – Synonyms & Antonyms or definition	Objective question type	01	1 x 5 = 5
	C.2.2 – Relating pictures with idea/description	Objective question type	01	1 x 5 = 5
	C.3 – Fill in the blanks			
	C.3.1 – Complete the text with the appropriate form of the verb given in the bracket	Objective question type	01	1 x 10 = 10
	C.3.2 – Complete the sentences with the correct option	MCQ	01	1 x 10 = 10
				Total = 35
Section D	D.1 Short answer questions on authors/works	SAQ	05	2 x 5 = 10
	D.2 Questions related to basic aspects of culture and civilization	MCQ or True/False	05	1 x 5 = 5
				Total = 15
Total Marks				80

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

SPANISH (CODE: 096)
Internal Assessment for Class X

The weightage of internal assessment is 20 Marks and is divided into the following components:

A. Periodic Tests (2 best out of 3 to be counted) – Total weightage 10 out of 20.

- Test to be based on grammar and reading comprehensions being taught. The effort should be to monitor the progress of the learner towards meeting the course aims and objectives.

B. Notebook submission–Total weightage 05 out of 20.

- Learners are expected to maintain notebooks for classwork and other home-based enrichment exercises.

- Assessment may be done based on regularity on:

- assignment completion
- neatness and upkeep of notebook

- Teacher is expected to provide regular feedback to the learners and identify learners' strengths and weaknesses.

C. Subject enrichment activity – Total weightage 05 out of 20.

- The teacher should assess learners on the skills of language learning namely, listening and speaking. The assessment should be done on 20 marks, 10 marks each for listening and speaking.

- Two out of three tests shall be counted. The teacher should assess the learner's ability to communicate and use the basic structure of the language with appropriate vocabulary. The teacher should also ensure that the interactive skills are assessed at each stage.

Comprehension and Weightage	Suggested activities
Listening	Listening to narrations and handling exercises such as True/False, MCQ, gap-filling and SAQ.
Speaking	Conversation and dialogues, presentation on an unseen visual/verbal stimulus (within the prescribed syllabus and relevant to Spanish-speaking countries), spontaneous question answers, recitation and narration.

