

# SYLLABUS OF GRADE IX

## SPANISH

**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 CLASS – IX

#### **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:**

(i) For this purpose, simple -short passages related to everyday real life situations should be 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; and

(ii) dialogue writing on matters related to everyday life.

### (C) Applied Grammar:

- 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, dedónde...*
- Regular verbs: *-ar, -er, and -ir* ending verbs
- Adjectives and adverbs.
- Uses of *ser* and *estar*: *ser + adjetivos de carácter; estar + adjetivos de estado físico o anímico*
- Introduction to the idea of comparison (equality/superiority/inferiority)
- Uses of *tener* and *hacer*
- Introduction to present tense uses of some of the irregular (radical changing) verbs: *querer, preferir, conocer, saber, pensar, hacer, poner, traer, ir, decir, entender, venir, seguir, preferir*
- *Tener + ganas de + infinitivo*
- Demonstrative adjective and 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)
- Simple affirmative commands (singular) along with use of direct and indirect object pronouns
- Present tense of *Gustar* and such similar verbs (for example, *encantar*)
- Contrast: *Hay (descripción)/Estar (localización con usos de preposiciones y locuciones de lugar para expresar posición, cercanía, lejanía)*
- Uses of *ir a + infinitivo, empezar a + infinitivo, terminar de + infinitivo, antes de + infinitivo, después de + infinitivo*
- Indefinite pronouns: *unos, bastantes, algunos, alguien, nadie*
- Introduction to past indefinite tense (*pretérito indefinido*)

## **(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, García Lorca, José María Arguedas, Juan Rulfo, Pablo Neruda.
- (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.

### **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:**

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

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| <ul style="list-style-type: none"> <li>• elabecedario</li> <li>• deletrear</li> <li>• acentuación de las palabras</li> <li>• letras 'ce', 'zeta', 'cu' y los sonidos [K] y [Q]</li> <li>• sonidos [y] y sus grafías (y) y (ll)</li> </ul> | <ul style="list-style-type: none"> <li>• sonidos [g] y sus grafías (g) y (gu)</li> <li>• sonidos [x] y [g] y sus grafías (j) y (g)</li> <li>• diptongos 'IE' y 'UE' y la HACHE</li> <li>• exclamativos e interrogativos</li> </ul> |
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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:

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

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| <ul style="list-style-type: none"> <li>• usos de tú y usted</li> <li>• formas no verbales de saludo</li> <li>• usos de los apellidos en el mundo hispano</li> <li>• usos de señor, señora, don y doña</li> <li>• principales capitales y hechos geográficos de España e Hispanoamérica</li> <li>• personajes famosos de España e Hispanoamérica</li> <li>• la familia, las relaciones familiares, el hogar</li> <li>• la calle y sus elementos</li> <li>• comprar - alquilar de casas</li> <li>• comportamiento social: las visitas</li> <li>• informaciones sobre las ciudades más importantes de los países de habla española</li> </ul> | <ul style="list-style-type: none"> <li>• la gestualidad</li> <li>• el bar, las tapas, el aperitivo, el café, productos típicos en la cultura hispánica</li> <li>• pagar, invitaciones, precios en barra y mesa, propina</li> <li>• mercados y supermercados</li> <li>• horarios de comida y cena</li> <li>• menú del día, platos combinados, platos típicos</li> <li>• públicos: horarios laborales y días festivos en España e Hispanoamérica</li> <li>• la vida nocturna: teatros, cines, bares, cafeterías, discotecas...</li> <li>• elementos proxémicos: la comunicación verbal y la distancia entre personas indiferentes</li> </ul> |
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| <ul style="list-style-type: none"> <li>• <i>horario de apertura y cierre de los</i></li> <li>• <i>comercios, las oficinas y otros lugares</i></li> </ul> | <i>situaciones de la vida cotidiana y en diferentes culturas</i> |
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4. In Section D which is related to Culture/Civilization/Literature, the teacher is expected to provide basic information about the cultural and civilization 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 learners may improvise the same within the framework of the prescribed syllabus.

### 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 A1, (CD+Workbook) by Elena Verdía, Marisa González, et. al., enClave ELE[Langers]*
- *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.htm>
- "Lecturas paso a paso" -<http://cvc.cervantes.es/aula/lecturas/>

## SPANISH EXAMINATION STRUCTURE FOR CLASS IX

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

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

Scheme of Section and Weightage to content:

| Section | Details of Topics/Sections | Type of Questions | No. of Questions | Marks |
|---------|----------------------------|-------------------|------------------|-------|
|         |                            |                   |                  |       |

|                    |  |   |  |   |
|--------------------|--|---|--|---|
| <b>Section A</b>   | (02 unseen short texts/<br>dialogues)<br>A.1 Text 1<br>A.2 text 2  | True / False<br>or MCQ<br>SAQs  | 05<br>05                                   | 1 X 5 = 5<br>2 X 5 = 10<br><b>Total =15</b>   |
| <b>Section B</b>   | B.1–One compulsory<br>writing composition from a<br>choice of two based on<br>visual/verbal stimulus.<br>(approx.100 words)<br>B.2– Short writing/dialogue<br>composition (approx. 50<br>words)  | Short text<br><br>Short text  | 01<br><br>01                               | 1 x 10 = 10<br><br>1 x 5 = 5<br><b>Total =15</b>  |
| <b>Section C</b>   | C.1 – Conjugation of<br>Regular & Irregular verbs<br>in present & future tenses/<br>crosswords to test the<br>lexicon based on picture/<br>description.<br>C.2 - Match the column<br>C.2.1- Synonyms &<br>Antonyms or definition.<br>C.2.2-Relating pictures<br>with inde/ description.<br>C.3- Fill in the blanks.<br>C. 3.1-Complete the text<br>with the appropriate form<br>of verb given in the bracket.<br>C.3.2-Complete the<br>sentences with the correct<br>option. | Objective<br>type<br>questions<br><br>Objective<br>type question<br><br>Objective<br>type question<br><br>SAQ/<br>objective<br><br>Type<br>questions<br>MCQ | 01<br><br>01<br><br>01<br><br>01<br><br>01 | 1 x 5 = 5<br><br>1 x 5 = 5<br><br>1 x 5 = 5<br><br>2 x 5 = 10<br><br>1 x 10 = 10<br><b>Total = 35</b> |
| <b>Section D</b>   | D.1 Short answer questions<br>on authors/<br>Works<br>D.2 Questions related to<br>basic aspects of culture and<br>civilization   | SAQ<br><br>True/False   | 05<br><br>05                               | 2 X 5 = 10<br><br>1x5 = 5<br><b>Total = 15</b>  |
| <b>Total Marks</b> |  | <b>80</b>   |  |   |

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

## Internal Assessment for Class – IX (Spanish)

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 notebook for class work and other home-based enrichment exercises.

- Assessment may be done on the basis of regularity on:

- assignment completion
- neatness and upkeep of notebook

- Teacher is expected to provide regular feedback to the learners and identify learner's strengths and weakness.

**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 SQPs.  |
| Speaking                    | Conversation and dialogues, presentation on an unseen visual/verbal stimulus (within the prescribed syllabus and relevant to Spanish – speaking language and culture), spontaneous question answers, recitation and narration. |