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FOR CBSE SECONDARY SYLLABUS EXAM PREPARATION

CBSE Secondary Syllabus 2027 Question Paper

EXAM	YEAR	TYPE	DETAILS
CBSE Secondary Syllabus	2027	Question Paper	Spanish

SPANISH
Subject Code - 096
Class IX-X (2026-27)

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 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 – 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 learners:

(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.

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(C) Applied Grammar:

- Personal pronouns: *yo, tú, usted, él, ella, nosotros/as, vosotros/as, ustedes, ellos/as*
- Present tense of the verbs such as: *Ser, Llamarse, Dedicarse, Vivir, Trabajar…*
- Interrogative pronouns: *cómo, cuándo, qué, cuánto, cuál, quién, de dónde…*
- Regular verbs: *-ar*, *-er*, and *-ir* ending verbs
- 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 (stem-changing) verbs: *Creer, Entender, Preferir, Querer, Conocer, Saber, Pensar, Hacer, Poner, Traer, Ir, Decir, Entender, Venir, Seguir…*
- *Tener + ganas de + infinitivo*
- Demonstrative adjective and pronoun: *este, ese, aquel…*
- Negation
- Possessive adjectives: *mi(s), tu(s), su(s)…*
- Gender/Number/Article (definite and indefinite) – concordance of article – noun and 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 the use of direct and indirect object pronouns
- Present tense of *Gustar* and such similar verbs (for example, *Encantar, Interesar, Importar,* etc.)
- 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 such as important events and days, monuments, festivals, cuisines, touristic spots, famous personalities, political and geographical aspects relating to Spain and the following Latin American countries: México, Costa Rica, El Salvador, Panamá, Cuba, Argentina, Bolivia, Chile, Ecuador, Paraguay.

(ii) Selected authors from Spanish-speaking countries (biography and two most well-known works in Spanish) namely:

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a) Miguel de Cervantes, works such as *El ingenioso hidalgo Don Quijote de la Mancha* and *La Galatea*,

b) Benito Pérez Galdós, works such as *Fortunata y Jacinta* and *Doña Perfecta*,

c) García Lorca, works such as *El primer romancero gitano* and *Bodas de Sangre*,

d) Juan Rulfo, works such as *El llano en llama*s and *Pedro Páramo*,

e) Pablo Neruda, works such as *Veinte poemas de amor y una canción desesperada* and *Canto general.*

f) José Martí, works such as *Versos sencillos* and *Ismaelillo*.

Note for the teacher:

1. The above content should be presented and integrated into didactic materials and communicative activities (related to the 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 into materials and communicative activities inside the classroom.

Functional competencies:

• *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)*	• *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* • *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* • *preguntar y decir la hora – hablar de horarios*

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Phonetical and orthographical competencies:

• *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)*	• *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*

3. 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:

• *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* • *medios de transporte* • *colores* • *acciones habituales* • *día de la semana, los meses del año, las estaciones del año y expresiones de la hora* • *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 y tiempo libre, espectáculos, música, cine* • *establecimientos públicos y comerciales.* • *fórmulas sociales: ofrecimientos, aceptaciones, rechazos, excusas* • *felicitaciones: expresiones y gestos*

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

• *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*	• *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*

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• *personajes famosos de España e Hispanoamérica* • *la familia, las relaciones familiares, el hogar* • *la calle y sus elementos* • *comprar – 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*	• *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*

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 the very famous literary texts of authors cited.

6. 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: 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
- *En directo, nivel elemental* (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

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*

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- 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 Dominica, 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:

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Functional competencies

• *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*	• *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* • *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*

Phonetical and orthographical competencies:

• *entonación* • *entonación de frases afirmativas e interrogativas* • *la acentuación de diptongos, triptongos e hiato*	• *la sílaba fuerte* • *entonación de frases usadas para disculparse* • *acentuación de interrogativas y exclamativas*

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:

• *vocabulario para narrar experiencias de las vacaciones* • *los viajes* • *establecimientos comerciales* • *prendas de vestir, tejidos, materiales y formas, vocabulario de la moda* • *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*	• *señales de tráfico* • *servicios de la calle* • *mobiliario urbano* • *problemas de salud y medicamentos* • *obligaciones* • *expresiones y frases hechas para reaccionar* • *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. 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 International 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 IX and 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 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	Objective type question	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 type question	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.

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SPANISH (CODE: 096)
Internal Assessment for Class IX and 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.

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