SPANISH (Code: 196)
CLASS XI and XII
(2023-24)

The following learning objectives apply for classes XI and XII.

General Objectives: The general objective of this course is to enable the learner at the end of class XII to acquire the corresponding knowledge of Spanish that will allow him/her to communicate fluently in daily activities of complex nature and deal with problems encountered in everyday life. At this stage, the teacher should not only value the efficiency of the communication but also the production of the perfect construction of the message.

The learners must continue acquiring the linguistic knowledge (pronunciation, grammar, vocabulary and socio-cultural information) imparted and learnt in Class IX and X and strengthen the systematic knowledge of the language. The aim is to develop further the acquired skills to communicate at an advance level and to apply such knowledge in oral expression and interaction through practical exercises. The learner is expected to respond in Spanish to verbal and visual stimuli as well as a written registry by producing simple and coherent texts on themes that are familiar or are of their interest. It should be ensured that the learning of the language component is closely associated with the learning of the cultural component of the Hispanic areas.

Value-based didactic exercises may be incorporated into the teaching-learning process.

Specific Objectives: It is expected that at the end of Class XII, the learner shall acquire the following knowledge in Spanish through a communicative approach (with an emphasis on using Spanish as the sole medium of class instruction) that will allow the learner to:

Reading comprehension:

- comprehend the major points of Spanish texts (literary and non-literary) in standard language; and
- interpret efficiently written texts to negotiate meanings and answer the questions based on the text.

Written expression:

- produce short written messages; and
- write guided essays and informal letters, reports, e-mails, blogs, advertisements, etc.

Oral comprehension & oral expression:

- understand audio recordings/TV shows/movies and give an opinion about it, discussing with classmates;
- produce basic oral messages to express basic needs;
- describe verbally experiences, happenings, desires and aspirations;
- argue superficially about a given topic and express reasons and discuss issues; and
- perform role-plays and dialogues with classmates.

Socio-cultural understanding:

- have a better understanding of Hispanic cultures through shorter narrative texts/poems selected from Spanish and Latin-American Literature; and
- acquire basic knowledge about some specific issues of Hispanic geography, history and art.

Class XI

(2023-24)

Time: 3 hours **Marks: 80**

Marks

Section - A: Applied Grammar
(Based on the prescribed textbooks) **35**

(i) Revision of elementary grammatical categories like articles, nouns, pronouns (personal, demonstrative and interrogative), gender, number, adjectives, adverbs, conjunctions of verbs, auxiliary verbs, possessive, prepositions etc.

(ii) Revision of uses of present tense: "*Ser + adjetivo", "Estar + adjetivo", "Gustar, molestar + infinitivo", Preferir*.

(iii) Revision of uses of *Se*: *Se + 3ª persona singular*.

(iv) Verbs with prepositions: *acostumbrarse a, interesarse por, pensar en, ir a, acordarse de*, etc.

(v) Verbal parafrases: *"Empezar a + infinitivo", "Seguir + gerundio", "Me parece/resulta + adjetivo + infinitivo", "Creo que /pienso que + presente de indicativo", "Me hace falta/lo que necesito es /me gustaría + infinitivo", "Hace falta /Es necesario /Es importante /Se necesita /hay que /lo que hay que hacer + infinitivo", "a lo mejor/quizá (s) + infinitivo", "Se puede + infinitivo", "Es posible + infinitivo".*

(vi) Different forms of past tense (*pretérito indefinido/imperfecto*), including the perfect tense with the auxiliary verb '*haber*' (*pretérito perfecto /pluscuamperfecto).*

(vii) Imperative verbal mood -command and entreaties: revision of affirmative and negative commands.

(viii) Direct and Indirect speech

(ix) Use of very common idiomatic expressions (as contained in the prescribed book)

(x) Future *("Supongo que/ creo que + futuro", "seguro que + futuro"*) and Conditional tenses *("yo en tu lugar + conditional"*)

(xi) Present Subjunctive mood and the difference between the indicative mood and the subjunctive mood.

Section - B: Reading Comprehension **15**

Learners will be expected to read and answer short questions from unseen passages.

Section - C: Composition and Writing **15**

Two short compositions in Spanish (one of 90-10 words and another of 150-180 words) based on a topic related to life and its surroundings.

Section - D: Culture/Civilization/Literature **15**

- Besides the cultural and civilizational information relating to Spanish-speaking countries acquired in Class IX and X, learners are expected to have basic information on some aspects of Spanish history like the Roman Empire, the Moorish domination, the consolidation of the Spanish kingdom after the reconquest (*la reconquista*), the Civil War, and transition to democracy. Learners are expected to know simple facts about dates, reason and consequences.
- Learners will also explore different aspects of Spanish customs and traditions.
- The teacher is expected to make choices of texts as per the general competence of the class.
- Learners will learn about some important literary figures from Spain. The following additional choice of authors is added in addition to the ones prescribed in Classes IX and X:
    a) Pedro Calderón de la Barca, works such as *El príncipe constante* and *La vida es sueño*
    b) Antonio Buero Vallejo, works such as *Historia de una escalera* and *Hoy es fiesta.*

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:

<u>Functional competencies</u>:

• *describir algo o alguien*	• *narrar en pasado*
• *hablar de acciones habituales en el presente y el pasado*	• *hablar del futuro*
• *hablar de hábitos y costumbres*	• *hacer hipótesis sobre el presente*
• *comparar situaciones entre el pasado y el presente*	• *expresar grados de certeza respecto al futuro*
• *expresar acuerdo y desacuerdo*	• *dar consejos y recomendaciones de forma personal e impersonal*
• *expresar necesidad, deseo y finalidad*	• *expresar buenos deseos a otras personas*
• *contar experiencias*	• *conceder permiso y denegarlo*

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 with special emphasis on the aural comprehension and oral expression: *saludos* y *presentaciones, adjetivos de descripción física* y *de carácter, profesiones, actividades de ocio, costumbres, informática, medios de prensa (la radio, la prensa* y *la tele), el deporte, las dietas* y *la salud, restaurante, la medicina, enfermedades* y *remedios, expresiones de deseo, recetas de cocina, alimentos, etc.*

3. Efforts should be made to provide **socio-cultural information** of Spanish-speaking countries: *costumbres de los países hispánicos, el español en Internet, noticias de periódico, revistas, radio, lugares públicos e importantes* y *famosos en los países hispánicos, comidas típicas del mundo hispánico (ingredientes típicos), autores importantes de los países hispánicos, etc.*

4. 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 to facilitate the teaching and learning process.

Prescribed textbook: Relevant chapters may be referred to for use as per the prescribed syllabus.

- *Aula international 3* (CD+ workbook), by Jaime Corpas et.al, Difusión.

Reference textbook:

- *Collins Gem Spanish School Dictionary,* Collins.
- *en acción Curso de español* 2, (CD +workbook) by Elena Verdia, Marisa González, et. al., enclave ELE
- *Compañeros 3* (CD+workbook) by Francísca 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

Class XII
(2023-24)

Time: 3 hours **Marks: 80**

Marks

Section - A: Applied Grammar **35**

(i) Revision of all Morphological and Syntactic elements prescribed for Class XI.

(ii) "Quiero /voy a intentar / pienso / tengo la intención de + infinitvo", "Ir + a + infinitivo", "Pensar + infinitivo", "Le importaría + infinitivo?", "Podría/podrá + infinitivo?", "Yo creo que / opino / pienso que + indicativo".

(iii) The subjunctive mood (present), its use as an independent clause and with conditional clauses:

- "*Quiero/necesito* in present / condicional tense + infinitivo".
- "*Quieres que* + present tense of subjunctive, "*Que* + presente tense of subjunctive", "*Es necesario/ importante /esencial /mejor que* + subjunctive", "*¡Qué lástima/rabia/pena/suerte/ maravilla que* + present tense of subjunctive", "*Es mejor/ Lo mejor es que* + subjunctive", *"(No) (me, te,) gusta que* + subjunctive", "*Es una pena/lástima que* + subjunctive", "*Siempre que* + subjunctive", "*En caso de que* + subjunctive", "*Estar seguro de que, "dudo (de) que*+ subjunctive", "*Temo/ me preocupa que* + subjunctive".
- "*A lo mejor, igual, seguramente* + adjective", "*Puede que, es posible que* + subjunctive".

(iv) Use of the gerund and the participle.

(v) Active and passive voice and the uses of "Se"

Section - B: Reading Comprehension **15**

Unseen passages with questions to be answered in Spanish from the passages.

Section - C: Composition and Writing **15**

Short compositions in Spanish (one of 90-10 words and another of 150-180 words) on a topic related to the life and its surrounding. (200 words)

Section - D: Culture/Civilization/Literature **15**

- Basic information on history and culture of pre-colonial and postcolonial Latin America, besides the cultural and civilizational information acquired in Class XI.
- Learners are expected to know about the three most important pre-colonial cultures- the Aztecs, the Mayas, and the Incas. Learners are also expected to receive simple facts about the postcolonial history of Latin America like the war of Independence, the Mexican revolution, the Cuban revolution. Learners are expected to know simple facts about dates, reason and consequences.
- Learners will also explore different aspects of Latin American customs and traditions.
- The teacher is expected to make choices of texts as per the general competence of the class.

- Learners will learn about some important literary figures from Latin America. The following additional choice of authors is added in addition to the ones prescribed in Class XI:

  a) Octavio Paz, works such as *Vislumbres de la India* and *Cuento de dos jardines*

  b) Rubén Darío, works such as *Azul* and *La isla de oro*.

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:

• *preguntar por la existencia de algo o alguien* y *expresar desconocimiento de algo o alguien*	• *expresar duda* y *formular hipótesis*
• *pedir* y *ofrecer ayuda/información*	• *expresar deseos*
• *expresar la intención de hacer algo*	• *opinar, justificar* y *argumentar una opinión*
• *expresar dudas* y *tomar una decisión*	• *expresar probabilidad* y *condiciones*
• *sugerir actividades* y *planes*	• *expresar sentimientos, temor, preocupación o grado de seguridad*
• *expresar* y *preguntar por planes futuros* y *de las situaciones futuras no seguras*	

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: *ir de compras, los viajes, el clima, paisajes naturales, las vacaciones, servicios de un hotel* y *agencias de viaje, monumentos históricos, géneros literarios, la música, el cine, la prensa, la Internet, el teléfono móvil, la moda, la publicidad, electrodomésticos, etc.*
3. Efforts should be made to provide **socio-cultural information** of Spanish-speaking countries: *ferias* y *festivales de los países hispánicos, lugares de interés turístico* y *monumentos en los países de habla hispana, modos de viajar* y *medios de transporte, escritores* y *poetas importantes de la literatura hispánica, la música* y *películas hispánicas, etc.*
4. 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 to facilitate the teaching and learning process.

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SPANISH (CODE: 196)
Internal Assessment for Class XI and XII

In consonance with the template suggested in classes IX – X, the following model is suggested. The weightage of internal assessment is 20 Marks and is divided into the following components:

A. <u>Periodic Tests</u> (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. <u>Notebook submission</u> –Total weightage 05 out of 20.
- Learners are expected to maintain a notebook 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. <u>Subject enrichment activity</u> – 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.