

SPANISH (Code: 196)

CLASSES - XI and XII

(2021-22)

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 perfect construction of the message.

It is important that the students 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 written registry by producing simple and coherent texts on themes that are familiar or are of their personal 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 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 communicative approach (with an emphasis on using Spanish as the sole medium of instruction in class) 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 opinion about it, discussing with classmates;
- produce basic oral messages in order 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 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

Term-I

Section - A: Applied Grammar

(Based on the prescribed textbook)

- (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) Different forms of past tense (*pretérito indefinido / imperfecto*), including the perfect tense with the auxiliary verb '*haber*'.
- (iv) Revision of uses of *Se*: *Se*+3rd personal singular.
- (v) Verbs with prepositions: *acostumbrarse a, interesarse por, pensar en, ir a, acordarse de, etc.*
- (vi) Verbal paraphrases: “*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*”.

Section - B: Reading Comprehension

Students will be expected to read and answer simple questions from an unseen passage of about 150-200 words.

Section - C: Composition and Writing

A short composition of about 150 words in Spanish based on a topic related to the life around.

Section - D: Culture/Civilization/Literature

- Simple questions of famous works, authors, customs, festivals etc. related to the Spanish-speaking countries.
- The teacher is expected to make choices of texts from the prescribed textbook as per the general competence of the class.
- Additional choice of author may be added by the teacher in addition to the ones prescribed in Classes IX and X.

Section E : Internal Assessment

- Periodic Assessment
- Note Book Submission
- Subject Enrichment

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 all communicative competencies.

Functional competencies:

- *hablar de hábitos en el presente y el pasado*
- *relatar experiencias pasadas*
- *expresar prohibición, obligatoriedad, impersonalidad*
- *contar anécdotas*
- *hablar de causas y consecuencias*
- *comparar situaciones entre el pasado y el presente*

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 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: *el español en Internet, noticias de periódico, revistas, radio, comidas típicas del mundo hispánico (ingredientes típicos), etc.*
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 to facilitate the teaching and learning process.

Prescribed textbook:

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

- *Aula internacional 3* Textbook (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 Francisca Castro et. al., SGEL.

Class XI

Term-II

Section - A: Applied Grammar

(Based on the prescribed textbook)

- (i) Revision of the Direct and Indirect Object Pronouns
- (ii) Imperative verbal mood - command and entreaties - revision of affirmative and negative commands.
- (iii) Direct and Indirect speech
- (iv) Use of Idiomatic expressions
- (v) Future (“*Supongo que*”, “*creo que + futuro*”, “*seguro que + futuro*”) and Conditional tenses (“*yo en tu lugar + condicional*”)
- (vi) Introduction to the idea of present Subjunctive.
- (vii) Difference between the indicative mood and the subjunctive mood.

Section - B: Reading Comprehension

Students will be expected to read and answer simple questions from an unseen passage of about 150-200 words.

Section - C: Composition and Writing

A short composition of about 150 words in Spanish based on a topic related to the life around.

Section - D: Culture/Civilization/Literature

- Simple questions of famous works, authors, customs, festivals etc. related to the Spanish-speaking countries.
- The teacher is expected to make choices of texts from the prescribed textbook as per the general competence of the class.
- Additional choice of author may be added by the teacher in addition to the ones prescribed in Classes IX and X.

Section- E

- Periodic Assessment
- Note Book Submission
- Subject Enrichment

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 all communicative competencies.

Functional competencies:

- *usar conectores para relatar*
- *expresar acuerdo y desacuerdo*
- *hacer hipótesis sobre el presente*
- *expresar necesidad, deseo y finalidad*
- *dar consejos y recomendaciones de forma personal e impersonal*
- *expresar buenos deseos a otras personas*
- *expresar grados de certeza respecto al futuro*
- *conceder permiso y denegarlo*

2. Relevant lexicon should be integrated into materials and communicative activities in such a way that the student practices the target language in real context with special emphasis on the aural comprehension and oral expression.

3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries: *costumbres de los países hispánicos, lugares públicos e importantes y famosos en los países hispánicos, autores importantes de los países hispánicos, etc.*

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 to facilitate the teaching and learning process.

Prescribed textbook:

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

- *Aula internacional 3* Textbook (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 Francisca Castro et. al., SGEL.

Class XII

Term-I

Section – A: Applied Grammar

- (i) Revision of all morphological and syntactic elements prescribed for class XI.
- (ii) “*Quiero / voy a intentar / pienso / tengo la intención de + infinitivo*”, “*Ir + a + infinitivo*”, “*Pensar + infinitivo*”, “*Le importaría + infinitivo?*”, “*Podría / podrá + infinitivo?*”, “*Yo creo que / opino / pienso que + indicativo*”.
- (iii) Active and Passive voice and the uses of ‘*Se*’.
- (iv) (ii) Use of the gerund and the participle.
- (v) Uses of Past tense and introduction to ‘*pretérito pluscuamperfecto*’
- (vi) Uses of present subjunctive: *querer/pedir/exigir/necesitar que + Presente de Subjuntivo; Cuando + Subjuntivo*

Section - B: Reading Comprehension

An unseen passage of about 200 words with 4 to 5 questions to be answered in Spanish from the passage.

Section - C: Composition and Writing

A short composition (using the subjunctive mood also) in Spanish on a topic related to the life around (150 words)

Section - D: Culture/Civilization/Literature

- Simple questions of famous works, authors, customs, festivals etc. related to the Spanish-speaking countries.
- The teacher is expected to make choices of texts from the prescribed textbook as per the general competence of the class.
- Additional choice of author may be added by the teacher in addition to the ones prescribed in Classes IX and X.

E: Internal Assessment

- Periodic Assessment
- Note Book Submission
- Subject Enrichment

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:

- relatar en el pasado y en el presente

- | | |
|---|--|
| <input type="checkbox"/> expresar deseos, reclamaciones y necesidad | <input type="checkbox"/> expresar intereses y sentimientos |
| <input type="checkbox"/> valorar situaciones y hechos | <input type="checkbox"/> opinar sobre algo |
| <input type="checkbox"/> proponer soluciones | <input type="checkbox"/> recursos para contar anécdotas |
| <input type="checkbox"/> hablar de las relaciones entre personas | <input type="checkbox"/> recursos para mostrar interés al escuchar un relato |
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: *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, etc.*
 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 to facilitate the teaching and learning process.

Prescribed textbook:

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

- *Aula internacional 3* Textbook (CD+workbook), by Jaime Corpas, Difusión (Goyal)

Reference textbook:

- *Collins Gem Spanish School Dictionary*, Collins, (Goyal)
- *en acción Curso de español 2*, (CD +workbook) by Elena Verdia, Marisa Gonzalez et. al., enClave ELE [Langers]
- *Compañeros 3* (CD+workbook) by Francisca Castro et. al., SGEL.

Class XII

Term-II

Section – A: Applied Grammar

- (i) The subjunctive mood (present and past), its use as an independent clause and with conditional clauses:
- “*Quieres que + present tense of subjunctive*”, “*Que + presente tense of subjunctive*”; “*Es necesario / importante / esencial / mejor que + subjunctive*”, “*Que lástima / rabia / pena / suerte / maravilla que + present tense of subjunctive*”, “*Es mejor / Lo mejor es que + subjunctive*”, “*Cuando / en cuanto / tan pronto como + present tense of subjunctive + future/present tense*”, “*(No) (me, te,) gustar 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*”, “*Quizás, probablemente + indicative or subjunctive*”, “*Puede que, es posible que+ subjunctive*”.
- (ii) *Si fuera / estuviera.... + Condicional*
- (iii) Use of expressions like: *en realidad, en el fondo, de hecho, la verdad es que, en cambio, por el contrario, no obstante*, etc.
- (iv) Some usages of future tense.

Section - B: Reading Comprehension

An unseen passage of about 200 words with 4 to 5 questions to be answered in Spanish from the passage.

Section - C: Composition and Writing

A short composition (using the subjunctive mood also) in Spanish on a topic related to the life around (150 words)

Section - D: Culture/Civilization/Literature

- Simple questions of famous works, authors, customs, festivals etc. related to the Spanish-speaking countries.
- The teacher is expected to make choices of texts from the prescribed textbook as per the general competence of the class.
- Additional choice of author may be added by the teacher in addition to the ones prescribed in Classes IX and X.

Section – E:

- Periodic Assessment
- Note Book Submission
- Subject Enrichment

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>expresar y preguntar por planes futuros y de las situaciones futuras no seguras</i> | <input type="checkbox"/> <i>expresar duda y formular hipótesis</i> |
| <input type="checkbox"/> <i>pedir y ofrecer ayuda/información</i> | <input type="checkbox"/> <i>evocar situaciones imaginarias</i> |
| <input type="checkbox"/> <i>expresar la intención de hacer algo</i> | <input type="checkbox"/> <i>opinar, justificar y argumentar una opinión</i> |
| <input type="checkbox"/> <i>expresar dudas y tomar una decisión</i> | <input type="checkbox"/> <i>expresar probabilidad y condiciones</i> |
| <input type="checkbox"/> <i>mostrar desacuerdo en diversos registros</i> | <input type="checkbox"/> <i>expresar sentimientos, temor, preocupación o grado de seguridad</i> |

2. Relevant lexicon should be integrated into materials and communicative activities in such a way that the student practices the target language in real context.

3. Efforts should be made to provide socio-cultural information of Spanish-speaking countries: *escritores y poetas importantes de la literatura hispánica, la música y películas hispánicas, etc.*

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 to facilitate the teaching and learning process.

Prescribed textbook:

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SPANISH (CODE: 096)
EXAMINATION STRUCTURE FOR CLASSES XI and XII

TERM I: (MCQ): (50% weightage)
50 marks

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

Section A: Applied Grammar	15 marks
Section B: Reading Comprehension	10 marks
Section C: Composition and Writing	10 marks
Section D: Culture/Civilization/Literature	05 marks
Section E: Internal Assessment	10 marks

Section	Details of Topics/Sections	Type of Questions	Marks
Section A	Complete the sentences with the correct option	MCQ	1 x 15 = 15
Section B	Short texts/messages/dialogues	MCQ	2 x 5 = 10
Section C	Complete the text using appropriate words, verbs, prepositions, etc.	MCQ	1 x 10 = 10
Section D	Questions on authors/works or questions related to basic aspects of culture and civilization	MCQ	1 X 5 = 05
Section E	Internal Assessment		10
	<ul style="list-style-type: none"> • Periodic Assessment • Note Book Submission • Subject Enrichment 		5 2.5 2.5
		Total Marks	50

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

Section A: Applied Grammar	15 marks
Section B: Reading Comprehension	10 marks
Section C: Composition and Writing	10 marks
Section D: Culture/Civilization/Literature	05 marks
Section E: Internal Assessment	10 marks

Section	Details of Topics/Sections	Type of Questions	Marks
Section A	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
Section B	Text/messages/dialogues	True/False SAQ	2 x 5 = 10
Section C	Writing composition from a choice of two based on visual/verbal stimulus. (approx. 100 words)	Short-text	1 x 10 = 10
Section D	Questions on authors/works or questions related to basic aspects of culture and civilization	SAQ Objective-type/ MCQ	1 X 5 = 05
Section E	<ul style="list-style-type: none"> • Periodic Assessment • Note Book Submission • Subject Enrichment 	-	5 2.5 2.5
		Total Marks	50

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

Internal Assessment

- A. Periodic Tests (2 best out of 3 to be counted) – Total weightage 5 out of 10. –
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 2.5 out of 10. –
Students 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 students and identify student’s strengths and weakness.
- C. Subject enrichment activity – Total weightage 2.5 out of 10. –
The teacher should assess students on the skills of language learning namely, listening and speaking. The assessment should be done on 2.5 marks, 10 marks each for listening and speaking.
Two out of three tests shall be counted. The teacher should assess the student’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.