SPANISH (Code: 096)

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 student 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 student 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 student 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 student 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 and 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

Time: 3 hours **Marks: 80**

Marks

Section - A: Applied Grammar
(Based on the prescribed text books) **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 + 3^{a} persona singular*.

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

(v) Verbal parafrasees: *"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*'.

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

(viii) Direct and Indirect speech

(ix) Use of idiomatic expressions

(x) Future *("Supongo que / creo que + futuro", "seguro que + futuro"*) and Conditional

tenses *("yo en tu lugar + conditional"*)

(xi) Difference between the indicative mood and the subjunctive mood.

(xii) Present Subjunctive mood

Section - B: Reading Comprehension **15**

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

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

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

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

- 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.

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 student develops the following competencies:

   Functional competencies:

• *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 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: *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 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 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.

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

Internal Assessment for Classes XI and XII (Spanish)

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.

- 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. <u>Subject enrichment activity</u> – Total weightage 05 out of 20.

- The teacher should assess students 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 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.

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.