SPANISH (Code: 196)
CLASS XI and XII
(2022-23)

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

(2022-23)

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 an unseen passage of about 200 words.

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

A short composition of about 150-200 words in Spanish 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, 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*
- *hablar de acciones habituales en el presente y el pasado*
- *hablar de hábitos y costumbres*
- *comparar situaciones entre el pasado y el presente*
- *expresar acuerdo y desacuerdo*
- *expresar necesidad, deseo y finalidad*
- *contar experiencias*
- *narrar en pasado*
- *hablar del futuro*
- *hacer hipótesis sobre el presente*
- *expresar grados de certeza respecto al futuro*
- *dar consejos y recomendaciones de forma personal e impersonal*
- *expresar buenos deseos a otras personas*
- *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