

SYLLABUS OF GRADE XII

SPANISH

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 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 XII

Time: 3 Hrs.

M.M: 80 Marks

Section – A: Applied Grammar (35 Marks)

- (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) The subjunctive mood (present and past), its use as an independent clause and with conditional clauses:
- “Quiero/necesito in present / condicional tense+ infinitive”;
 - “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”.
- (iv) Use of the gerund and the participle.
- (v) Active and Passive voice and the uses of ‘Se’.
- (vi) Use of expressions like: en realidad, en el fondo, de hecho, la verdad es que, encambio, por el contrario, no obstante, etc.

Section - B: Reading Comprehension

(15 Marks)

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

(15 Marks)

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

(15 Marks)

- 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 one prescribed in Classes XII.

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:

• 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 student practice 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, generos 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 in nature and the teacher depending on the needs of the students may improvise the same within the frame work of the prescribed syllabus to facilitate the teaching and learning process.