

**SPANISH**  
**Subject Code – 128**  
**Class XII (2026-27)**

**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 + infinitivo*”, “*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:**

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

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.

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

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

**Reference textbook:**

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

**SPANISH (CODE: 128)**  
**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. Periodic Tests (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. Notebook submission** – 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. Subject enrichment activity** – 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.

<b>Comprehension and Weightage</b>	<b>Suggested activities</b>
<b>Listening</b>	Listening to narrations and handling exercises such as True/False, MCQ, gap-filling and SAQ.
<b>Speaking</b>	Conversation and dialogues, presentation on an unseen visual/verbal stimulus (within the prescribed syllabus and relevant to Spanish-speaking countries), spontaneous question answers.