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FOR MANIPUR CLASS 12 PREPARATION

# Manipur Board Class 12 Syllabus 2027 English

| EXAM | YEAR | TYPE | SUBJECT |
| --- | --- | --- | --- |
| Manipur Class 12 | 2027 | Syllabus | English |

# ENGLISH
## CLASS-XII

**One Paper** **3 Hours** **80 marks**

| Section | Unit | | Mark |
|---|---|---|---|
| **A.** | Reading : | Unseen passage (1) Comprehension | 12 |
| | | Unseen passage (2) Case based Factual | 6 |
| **B.** | Writing : | Invitation (Formal/Informal)/Reply to Invitation (Acceptance /refusal) / email | 3 |
| | | Poster/Dairy Entry | 4 |
| | | Report (Newspaper/Magazine)/Factual Description | 5 |
| | | Letter Writing (Official/Editor/Job Application) | 5 |
| | | Essay/Article | 5 |
| | | Grammar | 4 |
| **C.** | Text | Prose | 16 |
| | | Poetry | 10 |
| | | Supplementary reader | 10 |

## SECTION –A
## READING
## UNSEEN PASSAGES (TWO)

**Unit-I** **Marks 18**

Selected Pieces:

1. One Unseen passage of 400-450 words
   a) Short Answer-III type questions to test local global and inferential comprehension. 2x4=8
   b) Vocabulary 1x2=2
   c) MCQ 1x2=2
2. One unseen passage of about 300 words.
   a) One short answer type question 2
   b) Two VSA 1x2=2
   c) Two MCQ 1x2=2

**Note:** The passage will be of the following types:

a) Factual passages e.g. instructions, description, reports/Discursive passage involving opinion e.g. argument, persuasive or interpretation.

b) Case based factual passage with data, facts, figures etc.

c) Descriptive & Literary

## SECTION – B

## ADVANCED WRITING SKILLS

**Unit-II** **Marks 26**

a) One out of two (short compositions of not more than 50 words each) e.g. writing formal and informal invitation, reply writing or email writing. 3

b) One out of two (short compositions of not more than 60 words) e.g. Poster or Dairy Entry. 4

c) Letter Writing (about 100 – 125 words): 5

i) Official letters (for making enquires, registering complaints, asking for and giving information, placing orders and sending replies).

ii) Letter to the editor (giving suggestions on an issue)

iii) Application for a job.

d) Report (Newspaper/magazine)/Factual Description (100 – 125 words). 5

e) Essay/Articles (120-150 words) 5

f) Grammar Two VSA + Two MCQ 1 x 4 =4

## SECTION – C

## PROSE

**Unit-III** **Marks 36**

Selected Pieces

i) On the Conduct of Life - William Hazlitt

ii) Sinking of the Titanic - M. Geelan

iii) The Kite Maker - Ruskin Bond

iv) The Dear Departed - Stanley Houghton

v) The Scourge of HIV - L. Kamakhya Kumar Singh

*Note:*

a) One critical question out of two questions. (100 words) 5

b) One out of two Short Answer-I type questions based on text. 4

c) One out of two SA-II Type Question. 3

d) One out of two SA-III Type Question 2

e) Two MCQ 1x2=2

**POETRY** **Marks 10**

Selected Pieces:

| | | | |
|---|---|---|---|
| (i) | To the Skylark | - | W. Wordsworth |
| (ii) | Youth and Age | - | S.T. Coleridge |
| (iii) | O Captain! My Captain! | - | Walt Whitman |
| (iv) | The Listeners | - | Walter de la Mare |
| (v) | The Seekers | - | John Masefield |
| (vi) | Snake | - | D.H. Lawrence |

Note:

a) One out of two extracts from poems from the text to test comprehension and appreciation. 4

b) Two out of three Short Answer-III type questions from the poems to test local and global comprehension of text (upto 30-40 words each). 2x2=4

c) Two MCQ 1x2=2

**SUPPLEMENTARY** **Marks 10**

Selected Pieces:

| | | | |
|---|---|---|---|
| (i) | Love Across the Salt Desert | - | Keki, N. Daruwalla |
| (ii) | The Gift of the Magi | - | O. Henry |
| (iii) | The Judgement of Paris | - | Leonard Merrick |
| (iv) | Human Rights in India | - | L. Kamakhya Kumar Singh,<br>M. Suresh Kumar,<br>Kh. Somola |

Note:

a) One out of two long answer type questions based on Supplementary Reader to test comprehension of theme, character and incidents, etc. in about 100 words. 5

b) One out of two SA-II Type Questions 3

c) Two MCQ 1x2=2

**PRESCRIBED TEXTBOOKS:**

1. An Anthology of English Prose and Poetry, Book-II for Class-XII.
   Printed at: Samadon Press, Sagolband Moirang Hanuba Maning Leirak, Imphal for the Council of Higher Secondary Education, Manipur.

2. Supplementary Reader for Classes XI & XII.
   Printed at: Samadon Press, Sagolband Moirang HanubaManing Leirak, Imphal for the Council of Higher Secondary Education, Manipur.

**REFERENCE BOOKS:**

1. Writing with a Purpose
   By: Champa Tickoo and Jaya Sasikumar
   Published by: Oxford University Press
2. Oxford English Grammar for Class XII
   Published by: Oxford University Press
3. Communicative English for Class XII
   By: Renu Anand and Gayatri Khanna
   Published by: Oxford University Press
4. A Remedial English Grammar for Foreign Students by F.T. Wood.
5. A Practical English Grammar by A.J. Thomson and A. V. Martinet.
6. Oxford Advanced Learners Dictionary of Current English by A.S.

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## CLASS-XII

## SECTION-A

## Reading Skills

I. Reading Comprehensive through unseen passage. **12+6=18 marks**

1. One unseen passage to assess comprehensive, interpretation, analysis and inference. Vocabulary will also be assessed. The passage may be factutal, descriptive or literary (About 400-450) words. Forms of questions: 8(4), 2(2)/Vocabulary, 2(2) MCQ.

2. One unseen case-based factual passages with verbal/visual inputs like statistical data, charts etc. to assess comprehension, interpretation, analysis, evaluation etc. (about 300 words) Forms of question : 2(1) + 2(2) VSA + 2(2) MCQ

## SECTION-B

## Writing Skills

II. Writing Skills

3. Invitation (formal/informal)/Reply (Acceptance/refusal) / e-mail (50 words)

   One out of two given questions to be answered.

   (3 marks) format : 1 Content: 1, Expression : 1

4. Poster (Thematic) / Dairy Entry (60 words). One out of the two given questions to be answered. (4 marks) format:1, Content:2, Expression:1

5. Letter Writing : Application for a job/to the Editor giving suggestions/Official.

   One out of the two given questions to be answered in about 120 words (5 marks) Format:1, Content 2, Expression:2

6. Report Writing: (News Report/ Magazine report) / Factual Description in about 120 words. One out of the two given questions to be answered. (5 marks) Format: 1, Content: 2, Expression:2.

7. Essay/Article – descriptive/analytical, contemporary, age appropriate topics in about 150 words. (5 marks) Format, 1 Content, 2 Expression: 2

8. Grammar-Antonyms/Synonyms, idioms/phrases, re-ordering/structure of sentence, one word substitution, error correction and replace.

   (4 marks) 2(2) VSA + 2(2) MCQ.

## III. SECTION – C (TEXT)

### PROSE

This section will have variety of competency assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehensive, interpretation, analysis, evaluation and extrapolation.

| | | |
|---|---|---|
| 9. | One Long Answer Type Question (Critical) to be answered out of the two given questions from the text in about 100 words to assess comprehension, interpretation, analysis, evaluation and appreciation. | **5x1 = 5 marks** |
| 10. | One Short Answer I Type Question out of the two given from the text in about 60 words questions elicit inferential responses through critical thinking. | **4x1 = 4 marks** |
| 11. | One Short Answer II Type Question in about 50 words each to be answered out of the two given questions. | **3x1 = 3 marks** |
| 12. | One Short Answer III Type Question out of the two given questions to be answered in about 40 words. | **2x1 = 2 marks** |
| 13. | Two Multiple choice Questions | **1x2 = 2marks** |

## IV. POETRY

| | | |
|---|---|---|
| 14. | One poetry extract out of two to be answered to assess comprehension, interpretation, analysis, evaluation and appreciation. | 1x4 = 4 marks |
| 14. | Two Short Answer III Type Questions in about 40 words each out of three given questions. | 2x2 = 4 marks |
| 15. | Two Multiple Choice Questions. | 1x2 = 2 marks |

## V. SUPPLEMENTARY READERS

| | | |
|---|---|---|
| 16. | One Long Answer Type Question to be answered in about 100 words out of the two given questions. Questions to provide analytical and evaluative, responses, using incidents, events, themes, as reference points. | 5x1 = 5marks |
| 17. | One Short Answer II Type Question out of the two given questions in about 50 words. | 3x1 = 3marks |
| 17. | Two Multiple Choice Questions | 1x2 = 2marks |

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# DESIGN OF QUESTION PAPER

Subject : **English**
Class : XII
Full Mark: 100 (80 marks Written Examination+20 marks Internal assessment)
Time: 3 Hours (80 MARKS WRITTEN EXAMINATION)

**I — WEIGHTAGE TO OBJECTIVES**

| Objectives | Marks | Percentage |
|---|---|---|
| Knowledge (K) | 16 | 20% |
| Understanding/Comprehension (U/C) | 40 | 50% |
| Application (A)/ Expression | 24 | 30% |
| **Total:** | **80** | **100%** |

**II — WEIGHTAGE TO FORMS OF QUESTIONS:**

| Form of Questions | No. of Question | Time (in minute) | Marks | Percentage |
|---|---|---|---|---|
| Essay/Long Answer (E/LA) | 05 | 65 | 25 | 32 |
| Short Answer (SA-I) | 02 | 35 | 08 | 10 |
| Short Answer (SA-II) | 03 | 25 | 09 | 11 |
| Short Answer (SA-III) | 08 | 20 | 16 | 20 |
| Very Short Answer (VSA) | 10 | 18 | 10 | 12 |
| MCQ | 12 | 17 | 12 | 15 |
| **Total:** | **40** | **180** | **80** | **100** |

**III — WEIGHTAGE TO CONTENT:**

| UNIT | CONTENTS | Marks | Percentage |
|---|---|---|---|
| **A (READING)** | Unseen Passage (Comprehension) 8(4) + 2(2) VSA + 2(2) MCQ | 12(8) | 18(13) |
| | Unseen Passage (case based factual) 2(1) + 2(2) VSA + 2(2) MCQ | 6(5) | |
| **B (WRITING)** | Invitation (Formal/Informal) / Reply to Invitation (Acceptance/Refusal) / Email Writing | 3(1) | 26(9) |
| | Poster/ Diary Entry | 4(1) | |
| | Letter Writing (Official/Editor/ Job Application) | 5(1) | |
| | Report (Newspaper/ Magazine)/ Factual Description | 5(1) | |
| | Essay/ Article | 5(1) | |
| | Grammar- 2(2) VSA + 2(2) MCQ | 4(4) | |
| **C (TEXT)** | Prose 5(1) + 4(1) + 3(1) + 2(1) + 2(2) MCQ | 16 (6) | 36(18) |
| | Poetry 4(2) + Extract 4(4) VSA + 2(2) MCQ | 10(8) | |
| | Supplementary 5(1) + 3(1) + 2(2) MCQ | 10(4) | |
| | **Total :** | **80 (40)** | **80** |

**IV — SCHEME OF SECTIONS : A, B, & C**

**V — SCHEME OF OPTIONS : LA/E, SA-I, SA-II, SA-III**

**VI — DIFFICULTY LEVEL :**

Difficult : 30% of total mark
Average : 50% of total mark
Easy : 20% of total mark

**VII**

| 20 Marks for Internal Assessment | Periodic tests (10 marks) | Project Work (7marks) : 1. Selection & Relevance of the Topic: 1 mark 2. Content: 2 marks 3. Language use: 2 marks 4. Creativity & Originality: 2marks | Viva-Voce (3 marks) |
|---|---|---|---|

**Special Instruction:** 1) Two questions of MCQ will be assertion-reason type question from prescribed texts based on a comparative study of the lessons.

**Abbreviation :** K(Knowledge),U(Understanding),C(Comprehension), Exp.(Expression), Skill(S), E(Essay Type), SA (Short Answer Type), VSA (Very Short Answer Type), MCQ(Multiple Choice Question)

## GUIDELINES FOR INTERNAL ASSESSMENT

### Classes XI-XII

### Total Marks: 20

For Class XI-XII (English) Internal Assessment, activities should be aligned with the objective of the NEP 2020, emphasizing communication skills, critical thinking, creativity ,collaboration, and real-life language use. Suggested activities, therefore, take into consideration an integration of the four language skills i.e Listening, Speaking, Reading, Writing, and Project work with Viva.

### Assessment of Listening and Speaking Skills

1. **Listening Activities**:
   * Listening to a speech and summarizing
   * Note-taking from audio lecture
   * Listening to poetry recitation, song and interpretation
2. **Speaking Activities**:
   * Group Discussion on current issues
   * Debate ( formal/informal)
   * Extempore Speech
   * Seminar Presentation
   * News Reading and Analysis
   * Story Telling

-For the above activities subject teachers may refer to books prescribed in the syllabus.

- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

**Parameters for Assessment**: The listening and speaking skills are to be assessed on the following parameters:

a. Interactive competence (Initiation & turn taking, relevance to the topic)

b. Fluency (cohesion, coherence and speed of delivery)

c. Pronunciation

d. Language (grammar and vocabulary)

## SUGGESTIVE RUBRICS FOR LISTENING AND SPEAKING ASSESSMENT

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **Interaction** | Contributions are mainly unrelated to those of other speakers. Shows hardly any initiative in the development of conversation. Very limited interaction. | Contributions are often Unrelated to those of the other speaker. Generally passive in the development of conversation. | Develops interaction adequately, makes however minimal effort to initiate conversation. Needs constant prompting to take turns. | Interaction is adequately initiated and developed. Takes turn but needs some prompting. | Initiates & logically develops simple conversation on familiar topics. Takes turns appropriately. |
| **Fluency and coherence** | Noticeably/ long pauses; rate of speech slow. Frequent repetition and/or self-correction this is all right informal in conversation. Links Only basic sentences; breakdown of coherence evident. | Usually fluent; produces Simple speech fluently, but loses coherence in complex communication. Often hesitates and/or resorts to slow speech. Topics partly developed; not always concluded logically. | Is willing to speak at length, however repetition is noticeable. Hesitates and/or corrects; self occasionally loses coherence. Topics developed, but usually not logically concluded. | Speaks without noticeable effort, with a little repetition. Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction. Topics not fully developed to merit. | Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently |
| **Pronunciation** | Frequent inaccurate pronunciation. Communication is severely affected. | Frequently unintelligible articulation. Frequent phonological errors. Major Communication problems. | Largely correct pronunciation & clear articulation except occasional errors. | Mostly correct pronunciation & clear articulation. Is clearly understood most of the time; very few phonological errors. | Pronounces correctly & articulates clearly. Is always comprehensible appropriate intonation. |

| | | | | | |
|---|---|---|---|---|---|
| **Vocabulary and Grammar** | Demonstrate grammars almost no flexibility, and mostly struggles for appropriate words. Many grammatical errors impacting communication. | Is able to communicate on some of the topics, with limited vocabulary. Frequent errors, but self- corrects. | Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors. | Is able to communicate on most of the topics with appropriate vocabulary. Minor errors that do not hamper communication. | Is able to communicate on most of the topics using a wide range of appropriate vocabulary, words new words and expression. No grammatical errors. |

**Assessment of Reading and Writing**

**3. Reading Activities**

* Reading unseen passages.
* critical review of newspaper editorials.
* Comparative study of two texts .
* Literary appreciation of poems and prose prescribed in syllabus.
* Reading journal.
* Character analysis from prescribed texts.

**4.Writing Activities**

* Article Writing.
* Report Writing.
* Letter Writing.
* Speech/Debate/Essay Writing.
* Creative/Script Writing.
* Notice/Diary Writing etc.

**Parameters for Assessment**: The Reading and writing skills are to be assessed on the following parameters:

* Reading Fluency ( pronunciation, pace, expression )
* Reading Comprehension and understanding.
* Identification of main ideas, details, and inference.
* Content relevance and Creativity in writing.
* Organisation and Coherence of Ideas.
* Language Accuracy.

**SUGGESTIVE RUBRICS FOR READING AND WRITING ASSESSMENT**

**Descriptor**

**Level**

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Unable to demonstrates the expected reading and writing competencies. | Limited reading fluency and comprehension; difficulty indentifying key ideas; writing lacks coherence and contains frequent errors. | Demonstrates basic reading comprehension; identifies some key ideas; writing conveys meaning but contains noticeable organisational and language errors. | Demonstrates good reading skills and understanding; identifies most key ideas; writing is coherent with minor language errors. | Demonstrates excellent reading fluency and comprehension; accurately identifies key ideas and inferences; writing is well organised, creative, and accurate. |

## Project Work + Viva: 10 Marks

### Note:- Components of the Project Work and Viva:

### For Class XI:

- **i) Introduction-1 Mark ii) Profile/Content/Component-3 Marks iii) Conclusion-1 Mark = 5 Marks**
- **Viva - 5 Marks.**

### For Class XII:

- **i) Selection & Relevance of the Topic: 1 mark. ii) Content: 2 marks. iii) Language use: 2 marks. iv) Creativity & Originality: 2marks = 7 Marks**
- **Viva – 3 Marks**

**5) The following points must be kept for consideration while assessing the project work/Project-Portfolio**

* Preparation/submission of Project Report (800-1000 words).
* Process and Methodology.
* Quality of the content of the Project.
* Accuracy of information.

* Clarity of thoughts and ideas.
* Creativity and Originality.
* Knowledge and experience gained.
* Presentation.

**Suggestions for Project Work:**

- **For Class XI more emphasis shall be given to listening and speaking skills.**
- **For Class XII more emphasis shall be given to reading and writing skills.**
  * The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme.
  * Students listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers.
  * Report on a visit to public places- Historical Sites, Zoological Parks, Museum, Market Places etc.
  * Language use in social media.
  * Local language and dialect survey.
  * Documentation of folk tales and oral tradition.
  * Translation project (Local language to English)
  * Study of advertisement and persuasive language etc.

**6) Steps of Assessment by Viva Voce :**

* Introduction: Ask the student to briefly introduce the project/topic. Assess clarity, confidence, and communication skills.
* Understanding of the project/topic: Ask 3-4 questions related to the project's objectives, theme, or content. Assess the student's comprehension and depth of knowledge.
* Analysis and Interpretation: Ask the student to explain key findings, observations, or conclusions. Assess critical thinking and analytical ability.
* Personal Learning and Reflection: Ask what the student learned from the project and how it was useful. Assess reflection, insight, and application of learning.
* Research and Methodology: Ask the student how information was collected and organised. Assess originality, effort, and research skills.

**Instructions for the Teachers: -**

1. Properly orient students about the Project work.
2. Facilitate the students in the selection of theme and topic.

3. Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment.

**Parameters for Overall Assessment: -**

**1. Pronunciation:**

* When evaluating the pronunciation of the students, teachers must listen for clearly articulated words, pronunciation of unusual spellings and intonation.
* Assess the students for the pronunciation skills and determine at which level the student needs improvement.

**2. Vocabulary:**

After noting their pronunciation levels, evaluate the students on the use of extensive and appropriate vocabulary during the viva. Check if students are using vocabulary appropriate to the context about which they are speaking.

**3. Accuracy:**

Grammar has always been an important component of language skills. As students speak/answer the questions during the viva, listen to their grammatical structures. Are they competent enough to use multiple tenses? Is their word order correct in a given sentence? An effective speaker will automatically use the correct grammatical structures of his language.

**4. Communication:**

Assessing the communication skills of the students means looking at more than language. Look at how creatively students use the language to make their points understood. Students with a low level of vocabulary and grammar may still have good communication skills if they are able to make the teacher understand their point of view.

**5. Interaction:**

* During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students.
* It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions.
* Teachers need to observe how students answer the questions that are posed to them: Are they able to understand and answer questions independently or can they answer only when the questions are translated into simpler words or repeated? Are they able to give appropriate responses in a conversation?
* These elements of interaction are necessary for clear and effective communication. A student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.

**6. Fluency:**

* Fluency may be the easiest quality to judge in the students' speech: How comfortable are they as they speak and express themselves? How easily do the words come out? Are there inappropriate pauses and gaps in the way a student speaks?

* Fluency is a judgment of this communication and is an important criterion when evaluating speaking skills. These criteria: pronunciation, vocabulary, accuracy, interaction and fluency are all the hallmarks of a student's overall speaking abilities.

* Teachers must also remember that some students may excel in one area and struggle in another. Helping the students understand these issues will enable them to become effective speakers in future. Let your students know that you will be assessing them in these various areas when you evaluate their progress and encourage them to work and improve in these areas.

* Finally, teachers must remember that a proper evaluation of the students will take into consideration more than just one oral interview on the final ASL project. Teachers must take note of a student's progress throughout the academic year

**N.B-**

1. **Three (3) Periodic Test shall be conducted during an academic session.**
2. **Contents of the Periodic Test should be Listening, Speaking, Reading, Writing, and Project work with Viva .**
3. **The best two of three Periodic Test scores shall be considered and scaled down to 10 marks for the final periodic assessment i.e 10 marks shall be allotted to the periodic test, while the remaining 10 marks shall be allotted for Project Work with Viva.**
4. **All materials/records for the conduct of Internal Assessment should be retained by the school until the end of the academic session.**
5. **For Internal Assessment, students may be provided with audio-visual aids to assess their listening and speaking skills.**
6. **External Examiners may be appointed to conduct and evaluate the Internal Assessment as per CoHSEM regulations and norms. However, Internal Examiners shall be appointed by the respective Institution.**

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