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FOR MANIPUR CLASS 11 PREPARATION

Manipur Board Class 11 Syllabus 2027 English

EXAM	YEAR	TYPE	SUBJECT
Manipur Class 11	2027	Syllabus	English

ENGLISH
CLASS-XI

One Paper ***3 Hours*** **80 *Marks***

Section	Unit	Marks
A.	**Reading:** Unseen Passage (1) (Comprehension) Unseen Passage (2) (Note making & Summarising)	10 5+3=8
B.	**Writing:** Classified Advertisement/Message Writing Amplification Report Writing (Newspaper / Magazine) Letter writing (Complaint/Business) Speech/Debate Grammar	3 4 5 5 5 4
C.	**Text**: Prose Poetry Supplementary reader	16 10 10

SECTION-A

Unit-I **READING UNSEEN PASSAGES (TWO)** **18 Marks**

1. One Unseen Passage of 400-450 words
   - (a) Short answer-III type questions to test local, global and inferential comprehension. 2x3=6
   - (b) Vocabulary 1x2=2
   - (c) MCQ 1x2=2

2. One Unseen Passage of about 300 words
   - (a) Note making in an appropriate format 5
   - (b) Summarising 3

Note: The passages could be any of the following types:
- (a) Factual passages e.g. instructions, descriptions, reports.
- (b) Discursive passages involving opinion, e.g., argumentative, persuasive.
- (c) Descriptive or literary

SECTION-B

Unit-II **ADVANCED WRITING SKILLS** **26 Marks**

a) Notice/Advertisement/Message 3

b) Amplification 4

c)	Report (Newspaper/Megazine)	**5**
d)	Letter (Complaint/Business)	**5**
e)	Speech/Debate	**5**
f)	Grammar	**4**

SECTION-C

Unit-III **PROSE** **16 Marks**

Selected Pieces:

(i)	Relative Duties of Young men	- Henry Ward Beecher
(ii)	The Image	- R.K. Narayan
(iii)	No Time For Fear	- Phillip Yancey
(iv)	Paul Julius Reuter	- Harry Menicol
(v)	Life Skills	- K. Kalidas Singh

Note:

a)	One critical question out of two questions.	**5**
b)	One Short Answer-I Type out of two questions based on text.	**4**
c)	One SA-II Type Question out of two	**3**
d)	One SA-III Type Question out of two given questions	**2**
e)	Two MCQ	**2**

POETRY **10 Marks**

Selected Pieces :

(i)	Seven Ages of Man	- W. Shakespeare
(ii)	Stopping by Woods on a Snowy Evening	- Robert Frost
(iii)	No Men are Foreign	- James Kirkup
(iv)	La Belle Dame Sans Merci	- John Keats
(v)	Ozymandias of Egypt	- P.B. Shelley
(vi)	Death the Leveller	- James Shirley

Note:

a)	One out of two extracts from poems from the text to test comprehension and appreciation.	**4**
b)	Two out of three Sort Answer-III questions from the poems to test local and global comprehension of text (about 40 words each)	**2x2=4**
c)	Two MCQ	**1x2=2**

SUPPLEMENTARY READER

Selected pieces : **10 Marks**

(i) The Man with the Scar
(ii) A Scene from Abraham Lincoln
(iii) God is Near
(iv) Human Rights & Their Evolution

Note:

a) One out of two long answer type questions based on Supplementary Reader to test comprehension of theme, character and incidents, etc. of 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-I for Class-XI.
   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 Hanuba Maning Leirak, Imphal for the Council of Higher Secondary Education, Manipur.

REFERENCE BOOKS:

1. *Writing with a Purpose* by Champa Tickoo and Jaya Sasikumar (Oxford University Press)
2. *Oxford English Grammar for Class XI* (Oxford University Press)
3. *Communicative English for Class XI* by Renu Anand and Gayatri Khanna (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

ENGLISH

CLASS-XI

SECTION-A

MARKS –18

I. READING SKILLS

1. One unseen passage to assess comprehension, interpretation, analysis and vocabulary.

   The passage may be factual, descriptive or literary, length about 400-450 words.

Type of questions:

- Short Answer-III: - 6(3)
- Very Short Answer: - 2(2)
- Multiple Choice Question: - 2(2)

2. One unseen passage for Note-making and Summarization (about 300 words)

I. Note-making:

(i) Title: - 01

(ii) Numbering and Indenting: - 01

(iii) Notes: - 03

II. Summary (upto 50 words)

(i) Content: - 02

(ii) Expression: -01

SECTION-B

MARKS – 26

II. HIGHER LEVEL WRITING SKILLS AND GRAMMAR

3. Notice/Classified Advertisement/Message:

(i)	Format	- 01
(ii)	Content	- 01
(iii)	Expression	- 01

4. Amplification (one out of two/three questions):

(i)	Content/Understanding Idea/ Concept	- 01
(ii)	Expression	- 03

5. Report Writing: (Newspaper/Magazine)

To be answered in about 120 words: (one out of two given questions) **5 Marks**

(i)	Format	- 01
(ii)	Content relevance	- 02
(iii)	Expression	- 02

6. Letter Writing: (Complaint/Business) one out of two questions, to be written in about 120 words: **5 Marks**

(i)	Format	- 01
(ii)	Content relevance	- 02
(iii)	Expression	- 02

7. Speech/Debate in about 150 words on a contemporary age appropriate topic: 5 Marks

(i)	Organisation of ideas	- 01
(ii)	Content	- 02
(iii)	Expression	- 02

8. Grammar (Two VSA + two MCQ) 4 Marks

Questions on Gap-filling/sentence completion (Tense, preposition, clauses) Speech, Voice, transformation, etc.

SECTION-C (TEXT)

Marks – 36

III. PROSE

To assess competency, comprehension, interpretation, analysis, evaluation and extrapolation beyond the text. There shall have long Answer Type Questions, Short Answer type questions including Multiple Choice Questions.

9. One out of two long answer type questions based on the chapters/lessons from the prescribed text to be answered in about 100 words. 5x1=5marks

10. One SA-I Question out of the two given questions from the text in about 60 words. **4x1=4marks**

11. One out of two SA-II type Questions in about 50 words each to be answered. 3x1=3 marks

12. One SA-III type Question out of the two given questions to be answered in about 40 words.s 2x1=2marks

13. Two MCQ Type Questions. 1x2=2marks

IV. POETRY

14. One poetry extract out of two given extracts to be answered. **1x4=4marks**

15. Two SA-III type questions in about 40 words each out of three given questions. **2x2=4marks**

16. Two MCQ type questions. **1x2=2marks**

V. SUPPLEMENTARY READER

17. One LA/E Type Question to be answered out of two given questions in about 100 words. **5x1=5marks**
18. One SA-II Type Question out of the two given questions in about 50 words. **3x1=3marks**
19. Two MCQ type questions. **1x2=2marks**

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DESIGN OF QUESTION PAPER

Subject : **English**
Class : XI
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)	06	65	30	38
Short Answer (SA-I)	02	35	08	10
Short Answer (SA-II)	04	30	12	15
Short Answer (SA-III)	06	20	12	15
Very Short Answer (VSA)	08	14	08	10
MCQ	10	16	10	12
Total:	**36**	**180**	**80**	**100**

III — WEIGHTAGE TO CONTENT:

UNIT	CONTENTS	Marks	Percentage
A (READING)	Unseen Passage (Comprehension) 6(3) + 2(2) VSA + 2(2) MCQ	10(7)	18(9)
	Note Making + Summarizing 5(1) + 3(1)	8(2)	
B (WRITING)	Notice/ Classified Advertisement/ Message	3(1)	26(9)
	Amplification	4(1)	
	Report (Newspaper/ Magazine)	5(1)	
	Letter (Complaint/ Business)	5(1)	
	Speech/ Debate	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 (36)**	**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: (5marks) 1. Introduction: 1 mark 2. Profile/Content: 3marks 3. Conclusion: 1 mark	Viva-Voce: (5 marks)

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