

A Note on the revised II PUC English Question Paper

The revised question paper has retained the pattern of questions employed in the previous question papers without any changes except one-mark questions (from Q1 to Q12) of section I. These twelve questions are converted into MCQs in the interest of the students. The MCQs carry one mark each and are based on the course book. Four questions that were part of language sections V and VII in the previous question papers are shifted to section I but there are no changes either in their pattern or in the marks allotted to them. In the revised question paper, 'section I' has sixteen questions. The details of the revised question paper pattern are as follows:

1. Section I contains 12 MCQ questions (Q No. 1 to 12). These questions are framed in the following way:
 - They are based on the lessons from the course book.
 - They test knowledge area of the learner/learning (memory/recall).
 - They are mainly focused on below average/average students and fall under 'Very Short Answer' category.
2. Questions on Passive Voice, Expressions/Idioms, Linkers and Jumbled segments are shifted to section I. Now these questions form the Q.13, Q.14, Q.15 and Q.16 of section I. There are no changes in the pattern or marks allotted except that they are shifted to section I.
3. Total number of questions have remained the same at 35.
4. Four-mark questions remain in section II and there no changes either in their pattern or marks allotted to them.
5. Six-mark questions remain in section III. Though the earlier pattern of choosing one question from three questions remains the same, the questions are restricted to specific lessons. In the revised question paper, these questions are selected from lesson 1, 3 and 14 for poetry section and lesson 2,4,7,9 and 13 for prose section.
6. The questions in the language sections remain the same except shifting of four questions as indicated in serial number 2 above.
7. A detailed guidelines for the preparation of the question paper are provided in the following tables:

General Guidelines for the preparation of Question Paper

I. The lesson wise allocation of questions (From the Course Book):

| Sl. No | Name of the Lesson | One Mark | Four Marks | Six Marks | Language Component |
|--------|------------------------------|----------|------------|-----------|---|
| 1 | Romeo and Juliet | Yes | Yes | Yes | None |
| 2 | Too Dear | Yes | Yes | Yes | None |
| 3 | On Children | Yes | Yes | Yes | None |
| 4 | Everything I Need to Know... | Yes | Yes | Yes | Expressions Linkers |
| 5 | A Sunny Morning | Yes | Yes | None | Reported Speech Expressions |
| 6 | When You Are Old | Yes | Yes | None | None |
| 7 | The Gardener | Yes | Yes | Yes | Passive Voice Expressions Linkers |
| 8 | To The Foot... | Yes | Yes | None | None |
| 9 | I Believe Books... | Yes | Yes | Yes | Passive Voice Reported Speech Linkers |
| 10 | Heaven, If you ... | Yes | Yes | None | None |
| 11 | Japan and Brazil.. | Yes | Yes | None | None |
| 12 | The Voter | Yes | Yes | None | Passive Voice Reported Speech Expressions |
| 13 | Where There is... | Yes | Yes | Yes | Passive Voice Linkers |
| 14 | Water | Yes | Yes | Yes | None |

II. Unit wise guidelines for framing questions on language section (From the Work Book):

| Sl. No | Name of the Lesson | Nature of the Question/Questions |
|--------|--------------------|--|
| 1 | Prose Passage | 1. Should be of moderate length. 2. Questions set shall be factual and few inferential ones. (The first question shall not be based on the first line of the paragraph – it shall be chosen from other part of the passage – idea is to test comprehension ability of the learner) 3. One question on synonym/antonym shall be |

| | | |
|----|-------------------------|--|
| | | there. |
| 2 | Poem Comprehension | Shall be selected from the poems given in the Work Book. |
| 3 | Passive Voice | Shall be selected from the following lessons: 1. The Gardner 2. I Believe 3. The Voter 4. Where There is ... |
| 4 | Reported Speech | Shall be selected from the following lessons: 1. A Sunny Morning 2. I Believe Books... 3. The Voter |
| 5 | Dialogue Writing | Shall follow the format used in the Work Book |
| 6 | Expressions | Shall be selected from the following lessons: 1. Everything I Need To Know... 2. A Sunny Morning 3. The Gardner 4. The Voter |
| 7 | Linkers | Shall be selected from the following lessons: 1. Everything I Need To Know... 2. The Gardner 3. I Believe Books... 4. Where There is a Wheel |
| 8 | Note Making | Shall follow the format used in Work Book |
| 9 | Letter Writing | Shall the follow the format indicated in the revised Model Question Paper |
| 10 | Speech Writing | Shall follow the format indicated in the Work Book |
| 11 | Report Writing | Shall follow the format indicated in the Work Book |
| 12 | Pronouns and References | The paragraph shall be from the comprehension passage used in the Question Paper |
| 13 | Jumbled Segments | Shall follow the pattern indicated in the Work Book |

Blue print for revised II PUC English Model Question Paper with MCQs

Subject Code- 02

Maximum Marks – 100

Duration: 3 hours 15 minutes

| Q. No | Sub Q No | Unit No | Name of the Unit | Marks allotted | Knowledge | | | | | | Comprehension | | | | | | Expression | | | | | | Appreciation | | | | | | Total Marks |
|----------------|----------------|-------------|-------------------------|----------------|-----------|----|---|---|---|----|---------------|----|---|---|---|---|------------|----|---|---|---|---|--------------|----|---|---|---|----|-------------|
| | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | |
| On Course Book | I 1 to 12 | 1 | Romeo and Juliet | 1+4+6 | Y | | | | | | | | | | | | | | | Y | | Y | | | | | | | 11 |
| | | 2 | Too Dear | 1+4 | Y | | | Y | | | | | | | | | | | | | | | | | | | | | 5 |
| | | 3 | On Children | 4 | | | | | | | | | | | | | | | | Y | | | | | | | | | 4 |
| | | 4 | Everything I Need . | 1+4 | Y | | | Y | | | | | | | | | | | | | | | | | | | | | 5 |
| | II 17 to 26 | 5 | A Sunny Morning | 1+4 | | | | | | | | | | Y | | | | | | | | | | | | | | | 5 |
| | | 6 | When You Are Old | 1 | Y | | | | | | | | | | | | | | | | | | | | | | | | 1 |
| | | 7 | The Gardener | 1+4 | Y | | | | | | | | | Y | | | | | | | | | | | | | | | 5 |
| | | 8 | To The Foot | 4 | | | | Y | | | | | | | | | | | | | | | | | | | | | 4 |
| | III 27 | 9 | I Believe | 1+6 | Y | | | | | | | | | | | | | | | | | | | | | | Y | | 7 |
| | | 10 | Heaven If You... | 1 | Y | | | | | | | | | | | | | | | | | | | | | | | | 1 |
| | | 11 | Japan and Brazil | 1+4 | Y | | | Y | | | | | | | | | | | | | | | | | | | | | 5 |
| | | 12 | The Voter | 1+4 | Y | | | Y | | | | | | | | | | | | | | | | | | | | | 5 |
| | | 13 | Where There is | 1+4+6 | Y | | | | | | | | | Y | | Y | | | | | | | | | | | | | 11 |
| | | 14 | Water | 1 | Y | | | | | | | | | | | | | | | | | | | | | | | | 1 |
| On Course Book | I 13 to 16 | 13 | Passive Voice | 03 | | | | | | | | | Y | | | | | | | | | | | | | | | 3 | |
| | | 14 | Expressions | 02 | | | | | | | Y | | | | | | | | | | | | | | | | | 2 | |
| | | 15 | Linkers | 04 | | | | | | | | | | | | | | | Y | | | | | | | | | 4 | |
| | | 16 | Jumbled | 01 | | | | | | Y | | | | | | | | | | | | | | | | | | 1 | |
| | IV 28 to 29 | 28 a to J | Passage | 10 | | | | | | 10 | | | | | | | | | | | | | | | | | | 10 | |
| | | 29 i to iii | Poem | 03 | | | | | | 03 | | | | | | | | | | | | | | | | | | 03 | |
| | V 30 to 31 | 30 | Reported Speech | 05 | | | | | | | | | | Y | | | | | | | | | | | | | | 5 | |
| | | 31 | Dialogue Writing | 04 | | | | | | | | | | | | | | | Y | | | | | | | | | 4 | |
| | VI 32 to 34 | 32 | Note making | 04 | | | | | | | | | Y | | | | | | | | | | | | | | | 4 | |
| | | 33 | Letter Writing | 05 | | | | | | | | | | | | | | | | Y | | | | | | | | 5 | |
| | | 34 | Speech Writing | 05 | | | | | | | | | | | | | | | | Y | | | | | | | | 5 | |
| | | | Report Writing | 05 | | | | | | | | | | | | | | | | Y | | | | | | | | 5 | |
| | VII 35 | 35 | Pronouns and References | 04 | | | | | | | | | Y | | | | | | | | | | | | | | | 4 | |
| | Total | | | | 125 | 32 | | | | | | 50 | | | | | | 37 | | | | | | 06 | | | | | |

11. _____ sanctioned fifty mopeds for Arivoli women activists according to P. Sainath.

a. WHO

b. UNESCO

c. WTO

d. UNICEF

12. _____ is the new name acquired by water as mentioned in the poem 'Water'.

a. Sparkling Water

b. Mineral Water

c. Clean Water

d. Healthy Water

13. **Complete the following by filling the blanks using the right forms of verb given in the brackets.** **3x1=3**

In no time cycling became a way of life in Pudukkottai. It _____ (introduce) as a tool of social change. Mobility, facilitated by cycling _____ (include) as a part of literacy drive. The idea _____ (propose) by Sheela Rani Chunkath, the district collector.

14. **Fill in the blanks by choosing appropriate expressions given in the brackets.** **2x1=2**

It was the time of election. The campaign in Umuofia was _____. All knew that the honourable minister would have a _____.

(in a soup, landslide victory, in full swing)

15. Fill in the blanks with the right linker given in the brackets. 4x1=4

(because, finally, gradually, that)

Rivalry between Tammanna and Basavaiah looked like healthy competition in the beginning. _____ it rose to such a pitch _____ they started competing in buying each acre of land in the village. _____ no land in the village was left for buying. Even then Basavaiah was not happy _____ he had 200 acres less than Tammanna.

16. Rearrange the jumbled segments to form a meaningful sentence. 1x1= 1

Don Gonzalo/ handkerchief / his / used / as a shoe brush

II Answer any eight of the following choosing at least two from the poems in a paragraph of 80-100 words each. 8x4=32

17. Why does Juliet want Romeo to be cut out in little stars?
18. How does the narrator describe the 'Toy Kingdom' in 'Too Dear!'?
19. What attitude should parents have towards their children according to the poem, 'On Children'?
20. Write a note on 'Navdanya Farm' and 'Navdanya Movement'.
21. How does Dona Laura describe her best friend's death to Don Gonzalo in 'A Sunny Morning'?

22. The rivalry between Tammanna and Basavaiah started moving from the visible to the invisible domain. Explain.
23. How does the foot become imprisoned in the shoe in 'To The Foot From Its Child'?
24. Explain how the people of Japan respect each other's privacy according to George Mikes.
25. Why was Roof in a fix while casting his vote in 'The Voter'?
26. Explain the role played by Sheela Rani Chunkath in the cycling movement in 'Where There Is A Wheel'.

III Answer the following in about 200 words.

1x6=6

27. Both Romeo and Juliet employ contrasting images in their expression of appreciation and admiration for each other. Elaborate.

Or

The function of books is irreplaceable. Explain with reference to 'I Believe that Books will Never Disappear'.

Or

P Sainath says, 'A humble vehicle can be a tool for women's empowerment' in 'Where There is a Wheel'. Discuss.

IV. Read the following passage and answer the questions set on it. 10x1=10

The story of the domestic cat's relationship with humans is an interesting tale. The cat has been the object of adoration, reverence, hatred and even persecution by humans throughout time.

Cats were first domesticated by the ancient Egyptians as early as 3000 BC. African wild cats started preying upon the mice and rats that filled the Egyptian grain stores and it didn't take long for the Egyptians to become appreciative of the cats' help in eliminating the rodent population. Killing a cat, even when accidental, was punishable by death. Egyptians shaved away their eyebrows as a symbol of grief when their pet passed away; they would even mummify the cat and bury it in a special cemetery, with supplies of mummified rats for the afterlife. From Egypt, cats spread to other parts of the world. They were great success in the East, where they were again thought to have magical and mystical qualities. Artists in China and Japan celebrated these animals in their art. In Japan, cats are seen as lucky. One of the most known is the beckoning cat, often regarded as good luck charm for both households and businesses.

The cat spread across Europe during the Roman Empire. The Romans kept the animals to be petted and for companionship, as well as for controlling the rat and mice population. Cats were represented mainly as working animals in Roman art, and there is little indication of reverence or mystical powers given to them.

During the Middle Ages, however, cats became an object of superstition and were associated with evil. They were often believed to be endowed with powers of black

magic and suspected of being owned and used by witches. As a result, cats were beaten, killed and driven away from towns and villages. The destruction of cats was so extensive that disease carrying rats flourished, contributing greatly to the wide spread of epidemics and plagues throughout Europe.

Not surprisingly, the Europeans once again began to realize the value of cats in eliminating rodents and cats gradually regained acceptance as household pets.

In 1871, the very first 'cat show' was held in London. The cat association was formed in 1887 in Britain called 'the National Cat Club of Great Britain'.

28.

- a. Mention any one of the feelings of a man towards cat.
- b. When were cats first domesticated?
- c. What did the cats eliminate to win the appreciation of Egyptians?
- d. Egyptians shaved away their eye-brows when a cat
- e. Mention one of the qualities that the East attributed to cats.
- f. Who celebrated cats in their art?
- g. In which art were cats represented as working animals?
- h. Disease carrying rats flourished..... (contributing/contributed) to wide spread epidemics.
- i. Name the cat association formed in Britain.
- j. Add prefix to the word 'lucky' to form its antonym.

29. Read the following lines and answer the questions set on it.

3x1=3

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveller, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

i) What colour is the wood?

ii) The speaker sees before him

a) a dense forest. b) two roads diverging in a forest. c) a crossing.

iii) How many travellers are there?

V.

30. Report the following conversation.

5x1=5

Don Gonzalo : I want a bench to myself.

Juanito : There is none.

Don Gonzalo : That one over there is mine.

Juanito : There are three priests sitting there.

Don Gonzalo : Rout them out.

31. Complete the following dialogue.

4x1=4

(Two friends at college)

Mohan : Hi Ramesh. Good morning.

Ramesh : _____ (Responding to greeting)

Mohan : _____ your cell phone for a moment? (Requesting)

Ramesh : Sure, no problem. _____ (Offering)

Mohan : It will only be a minute or two.

Ramesh : Take your time. No rush.

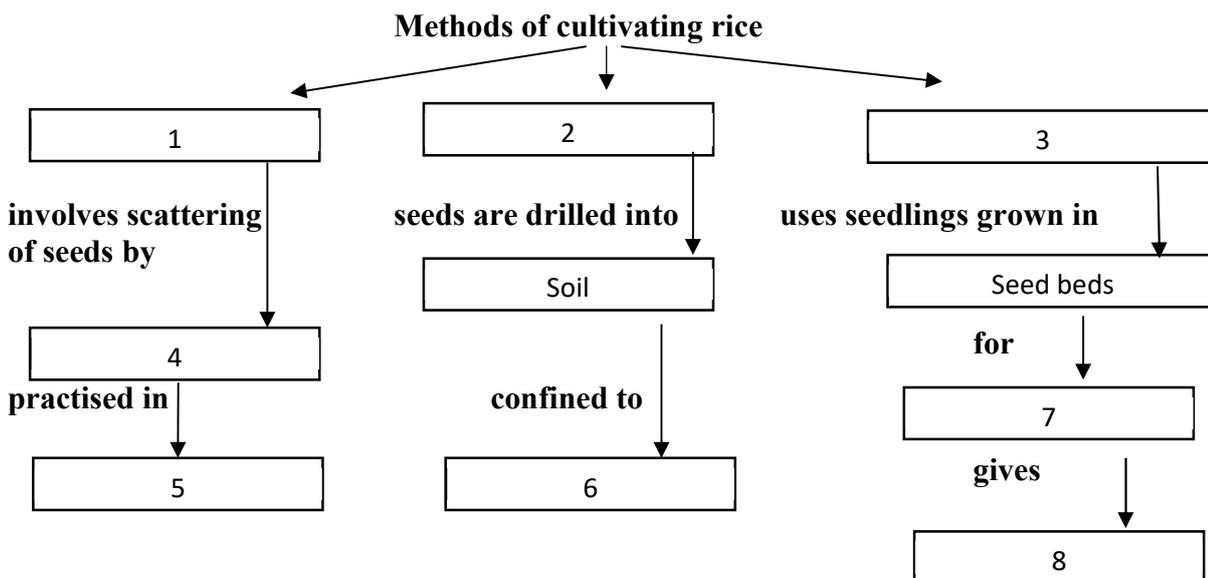
Mohan : _____ (Expressing gratitude)

VI.

32. Read the following passage and make notes by drawing and filling the boxes given below.

8x½=4

There are three methods of rice cultivation. They are broadcasting, drilling and transplanting. The broadcasting method involves scattering of seeds by hand and it is practised in less fertile hilly areas. In drilling method, seeds are drilled into the soil. This method is confined to peninsular India. The transplanting method uses seedlings grown in seed beds for four weeks. It requires abundant supply of labour and water but gives higher yields.



33. Write a letter of application in response to the following advertisement which appeared in 'Deccan Herald' dated 3rd September 2022. 5x1=5

Wanted

Office Assistants

Qualification: II PUC pass. Computer Knowledge must.

Apply within fifteen days to: The Manager

Pushpa Industries

Mysore Road, Mandya 571403

(Write XXX for your name, YYY for your address)

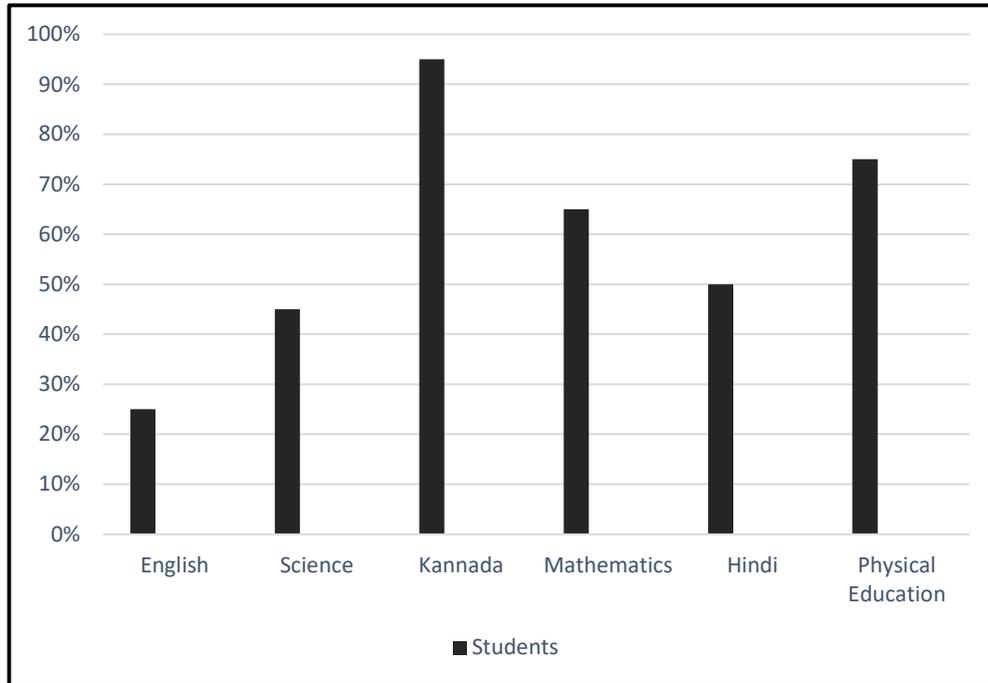
34. Imagine that you are the secretary of your college's 'Eco Club' and you are required to deliver a speech on the importance of ecological balance. Prepare a speech of about one hundred words based on the points mentioned below:

5x1=5

- What is ecological balance – why is ecological balance important?
- Impact of global warming on Earth
- Imbalance resulting in floods and droughts etc.
- Shortage of food grains – rise in diseases like Covid19 etc.
- The need for immediate response to address this issue

Or

Following bar graph represents data regarding X standard students' preference of subjects. Based on the information, write a report in 120 words.



VII

35. What do the underlined words in the following paragraph refer to? 4x1=4

In Egypt, wild cats preyed upon rats that were destroying grains (i) which were stored in granaries. In Rome, cats were treated as working animals and not much respect was given to (ii) them. The Europeans owned cats for fancy. (iii) They started breeding them at home. In Japan, the beckoning cats were seen as lucky since (iv) their charm was believed to protect households.

(i) which:.....

(ii) them :.....

(iii) They :.....

(iv) their :.....

XXX