

II PUC ENGLISH
Model Question Paper 2022

Time : 3 Hours 15 Minutes

Max. Marks : 100

Instructions:

- a. Follow the prescribed limit while answering the questions.
- b. Write the correct question number as it appears on the question paper.
- c. One-mark questions attempted more than once will be awarded zero.
- d. Answers to question number 34 (a – j) and 35 or 36 (i – iii) should be in sequence and at one place.
- e. For multiple choice questions choose the correct answer and rewrite it.

I. Answer any TWELVE of the following in a word, a phrase or in a sentence each. 2X1= 12

1. Whose beauty is too rich for use according to Romeo?
2. Who is whiter than new snow according to Juliet?
3. Mention the source of the kinglet's special revenue in Monaco.
4. The new item of expenditure noticed by the king in 'Too Dear!' amounted to
a) 200 francs. b) 600 francs. c) 16000 francs.
5. According to the speaker in 'On Children', the souls of children live in the house of _____.
a. yesterday b. today c. tomorrow
6. What cannot be visited by parents even in their dreams according to the speaker in 'On Children'?
7. What according to Dona Laura had made peace between Don Gonzalo and herself?
8. How old was Don Gonzalo, when he first went to America?
9. Where according to the speaker in 'When You Are Old' does love hide his face?
10. What did Basavaiah and his people forcibly acquire in 'The Gardener'?
11. When did Tammanna forget all his songs and ballads in 'The Gardener'?
12. Where according to the poet does the tender sunshine lean on, in 'Heaven, If You Are Not Here On Earth'?
13. When do the bowing gentlemen transform themselves into savages in 'Japan and Brazil Through A Traveler's Eye'?
14. Which place in Brazil is called 'the worst place of all' by George Mikes?
15. Expand PAP mentioned in 'The Voter'.
16. Name Marcus Ibe's most trusted campaigner in 'The Voter'.
17. Name the organization that sanctioned mopeds for Arivoli activists in 'Where There is a Wheel'.
18. Name the humble vehicle that is called metaphor for freedom in 'Where There is a Wheel'.

II. Answer any eight of the following questions (choosing at least two from poetry) in a paragraph of 80 – 100 words.

8X4=32

19. Bring out Juliet's expression of love for Romeo.
20. Why was the council forced to alter the execution of the criminal in 'Too Dear'?
21. Why does the criminal refuse to go away from prison? Give reasons.
22. How does the speaker describe the characteristics of children in 'On Children'? Explain.
23. What makes Dona Laura call Don Gonzalo an ill-natured old man in 'A Sunny Morning'? Give reasons.
24. Give an account of Don Gonzalo's cousin's glorious death as narrated by Don Gonzalo in 'A Sunny Morning'.
25. Narrate how the speaker portrays his beloved's future in 'When You Are Old'.
26. Comment on the changes that were seen in the life of the plantation owner after the arrival of the old man in 'The Gardener'.
27. How did Basavaiah react to Tammanna's popularity in 'The Gardener'?
28. Why is bowing in Japan quainter, more formal and also infectious according to George Mikes?
29. Give an account of the 'war' between the drivers and pedestrians in 'Japan and Brazil Through A Traveler's Eye'.

English Modelquestions 2015

JG Myers

English Modelquestions 2015:

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[The Routledge Handbook of English-Medium Instruction in Higher Education](#) Kingsley Bolton,Werner Botha,Benedict Lin,2024-03-21 This Handbook discusses the theoretical and disciplinary background to the study of English medium instruction EMI in higher education worldwide It highlights issues relating to EMI pedagogy varying motivations for EMI education and the delivery of EMI in diverse contexts across the world The spread of English as a teaching medium and the lingua franca of the academic world has been the subject of various debates in recent years on the perceived hegemony of the English language and the domain loss of non English languages in academic communication Encompassing a wide range of contributions to the field of EMI the chapters of this Handbook are arranged in four distinct parts Part I provides an overview of English medium instruction in higher education worldwide Part II focusses on EMI in Europe Part III on EMI in the Middle East North Africa and Sub Saharan Africa and Part IV on EMI in the Asian region The overall scope and level of expertise of this Handbook provides an unrivalled overview of this field of

education It serves as an essential reference for many courses dealing with applied linguistics English language education multilingualism sociolinguistics and related subjects at many levels of education including Master s and PhD level studies This Handbook serves as a valuable edition for university libraries across the world and an essential read for many faculty undergraduate and postgraduate students educators and policymakers Moroccan EFL Learners' Attitudes towards World Englishes and Native and Non-Native English-Speaking Teachers: Towards a Global Englishes-Informed Pedagogy Mustapha Mourchid,2025-07-17 Doctoral Thesis Dissertation from the year 2025 in the subject English Language and Literature Studies Linguistics Ibn Tofail University Faculty of Languages Letters and Arts course World Englishes and Global Englishes Language Teaching language English abstract Today s changing sociolinguistic reality of English calls for a shift in paradigm in the field of English language teaching Therefore this study aims to examine Moroccan EFL learners MEFLLs attitudes towards World Englishes WE and native and non native English speaking teachers NESTs non NESTs Firstly building on the assumption that Kachru s three Concentric Circles have been treated unequally and that less scholarly research has been published on expanding circle countries this study seeks to examine the attitudes of MEFLLs towards WE Overall although the study s findings show that MEFLLs tend to prefer inner circle Englishes the participants surveyed are aware of English language variation and are willing to learn more about varieties of English speech Secondly departing from the assumption that EFL learners tend to show a preference for NESTs over non NESTs and that there is a short supply of research into this phenomenon in Morocco this study intervenes to explore the applicability of this assumption to MEFLLs In this regard the study s findings show that the participants attitudes towards NESTs and non NESTs are positive The results also reveal that the Moroccan context seems to be a fertile setting for discussing WE and NEST non NEST related issues On the one hand the participants recognise and appreciate the sociolinguistic variation exhibited in the English language On the other hand the participants judge NESTs and non NESTs in positive ways Finally the study concludes with several pedagogical implications for the choice of linguistic model s to be employed in EFL classrooms inside and outside Morocco *Ilankait Tēciya Nūrpaṭṭiyal* ,2016 Digest of the Cases Reported in Annotated Cases (American and English) 1916C to 1918B. ,1918

Educational Research Quarterly ,2017 **Critical Literacy in an English as a Foreign Language Secondary Class in Berlin** ,2023-10-19 Scientific Essay from the year 2022 in the subject Didactics for the subject English Grammar Style Working Technique grade 1 0 Humboldt University of Berlin Institut f r Anglistik und Amerikanistik course Criticality in English Language Education language English abstract This work deals with the topic of critical literacy in the context of English teaching analyzing the curriculum for secondary school level II in Berlin and textbooks for teaching English in Berlin Reading the Word and the World is one of Paulo Freire s most famous quotes By this he means that only after reading the word and even knowing how to read the word one can afterwards read and understand the world The world is full of information according to Luke there is even a domination of disinformation Every single day we are overwhelmed with

various news texts images different information and representation of a phenomenon Hence we have to learn how to deal with texts and different representations in order to find out what is really going on in the world Luke stresses the point that one needs to learn to weigh up which of that information is trustworthy and even valuable The school is one of the places where students have the ability to learn especially this technique mentioned above Thus it is important for students to learn to question the received knowledge and to move beyond just accepting the text s message This is exactly what Critical Literacy demands and what students should be taught in English Language Teaching EFL allows us to talk about important topics in another language motivating students to communicate more in class and hopefully having an impact on students through engaging and appealing lessons that consider context and social dynamics One can now already see the importance of knowing about Critical Literacy at school when teaching EFL This is where this paper comes in by trying to relate this relevant topic of Critical Literacy to school practice by answering the specific question How can the beginning of a unit from the Camden Town textbook be adapted for high school students in terms of Critical Literacy

Lado English Series, 1 : Teacher's Manual Robert Lado,Roger Tremblay,1977 Visualisation and Languaging for English Language Teaching and Learning in an Online Primary School Classroom in China Dandan Chen,2023-08-10 Doctoral Thesis Dissertation from the year 2023 in the subject Pedagogy Intercultural Pedagogy grade pass without corrections University of Edinburgh Moray

House School of Education and Sport course PhD Education language English abstract This study investigates the role of visualisation in language education to explore a visual strategy for learning that is driven by the goal of deeper learning for all learners built on theoretical principles of pluriliteracies development learner agency and multimodality The integration of these concepts has significantly impacted the rationale of the research foci and therefore lies at the heart of this pioneering study that connects pluriliteracies with English language teaching and learning in a primary school in China In order to investigate the potential role of visuals in English language learning classrooms this study was conducted by designing and teaching visual related thematic content to three small groups of English younger learners in China and interviewing them using their own preferred online platform Participants were encouraged to create visuals for example drawings to demonstrate their thinking of abstract conceptual knowledge and scaffold their communication with peers and the teacher researcher Such integration of visual creation with language learning is facilitated by learner teacher Learning Conversations constructing a shared learning space owned and led by learners which may offer a clear steer in the direction of promoting learner agency and achieving the quality of learning thereby complementing traditional ways of teaching in China and beyond Emphasised by research and studies regarding pedagogies for quality and successful learning Coyle Meyer 2017 the long established means of measuring learning using tests and examinations may not be sufficient for building learners sense of achievement and agentic mindset to direct their own learning Given the importance attached to PISA league tables on a global basis the quality of education is at the core of socio political concerns offering alternative pedagogic

thinking to education systems that define passing examinations as the main criterion of academic success Note from the editor The PowerPoint presentation in the appendix had to be edited due to copyright concerns

The English Reports: Rolls Court (1829-1865) ,1905 A Corpus-Based Analysis of Using Function Words in English Forensic

Authorship Attribution Khalid Shakir Hussein,Eman Abdul Kareem,2018-02-14 Case Study from the year 2017 in the subject English Language and Literature Studies Linguistics language English abstract The advancement in computational linguistics and statistics has made an explicit impact on the emergence of corpus linguistics and the sophistication of its applications and studies involving not only pure linguistic issues but also areas related to real life problems One of these areas is authorship attribution studies Authorship attribution is a domain of a study concerned with identifying the most likely author of a particular anonymous or disputed document from a set of suspected authors To this end several methodologies techniques and approaches have been devised and so often assessed on various sets of data to make sure of their effectiveness Although the literature shows no consensus as to which methodology is the best among others there is an overwhelming fact that all authorship attribution studies are grounded on the assumption that each author has a particular linguistic fingerprint which can be captured through detecting and measuring the linguistic clues hidden in their authorial styles Taking an experimental framework this study is an attempt to gauge the discriminating and clustering power of the selected methodology against a particular type of data covering samples of political journal articles The corpus compiled is a special purpose one strictly controlled for genre register and date of publication It comprises eleven samples extracted from eleven articles with their lengths ranging between 1 101 to 1 113 words long three ones are taken as test hypothetically questioned samples and the rest as training samples The corpus represents the journalistic writings of four authors

English Mechanic and Mirror of Science ,1871 *The English Reports: Rolls Court ,1905* V 1 11 House of Lords 1677 1865 v 12 20 Privy Council including Indian Appeals 1809 1865 v 21 47 Chancery including Collateral reports 1557 1865 v 48 55 Rolls Court 1829 1865 v 56 71 Vice Chancellors Courts 1815 1865 v 72 122 King s Bench 1378 1865 v 123 144 Common Pleas 1486 1865 v 145 160 Exchequer 1220 1865 v 161 167 Ecclesiastical 1752 1857 Admiralty 1776 1840 and Probate and Divorce 1858 1865 v 168 169 Crown Cases 1743 1865 v 170 176 Nisi Prius 1688 1867 *Integrated English: Gateways: 2: Teacher's Book* Irene Frankel,1997-10-30 Core vocabulary is explicitly presented practiced and applied so beginners can start communicating immediately A logical carefully structured grammar syllabus provides a firm foundation for communicative exchanges Task based pair and small group activities give maximum practice and ample opportunities for personalization Realistic task based speaking listening reading and writing activities reinforce grammar and vocabulary High interest cross cultural topics provide a context for meaningful language learning Conversation management strategies in each unit give students the tools they need to handle real life English Strategy Session review units present and practice important learning strategies that help students learn how to learn *The English Sentence in Literature and in College*

Freshman Composition Rosewell Graves Lowrey, 1928

English Mechanic and World of Science, 1871

English

Language Teaching in General Teacher Training Colleges and Development of Teachers' Competences in

Teaching Language Systems Clovis Mbeudeu, 2020-08-07 Master's Thesis from the year 2019 in the subject Didactics for the subject English Grammar Style Working Technique grade 16 University of Yaounde 1 Faculty of Education language English abstract This work set out to investigate English language teaching in General Teacher Training Colleges GTTCs with focus on strategies that can enhance trainees oral competences in the teaching of oral aspects of English during micro teaching and beyond The study was motivated by our observation that pronunciation is hardly taught in primary schools in the Francophone sub system of education in Cameroon It was hypothesized that the initial training received by French speaking student teachers in Government Bilingual Teacher Training GBTTTC College Nlongkak does not equip them with adequate skills to teach English pronunciation activities effectively The data for this qualitative study was collected through lesson observation and document analysis The typical sampling method was applied in order to come up with the sample population This population consisted of trainers and trainees of GBTTTC Yaounde Nlongkak The data collected were analysed following the content analysis method and against the back drop of the research questions that guided the study The following findings were obtained First the frequency of lessons on English pronunciation pedagogy was not the same in all classes Second schemes of work found in most logbooks studied pay little attention to the oral aspects of English Third methods and techniques that trainers used to teach English pronunciation pedagogy were not informed by current methodologies in pronunciation pedagogy Fourth it was revealed that most trainees taught very few lessons in the domain of oral language Fifth most of the trainees had difficulties preparing lessons on English pronunciation according to the exigencies of the Competence Based Approach Sixth all student teachers showed no mastery of the subject matter and the teaching of the oral domain of English Language during micro teaching These findings imply that the input received by trainees does not build their competences in teaching activities of the domain of oral language It is therefore suggested that initial training of teacher trainers at GTTC should be revisited School administrators policymakers trainers and trainees should reconsider the importance of teaching activities of the domain of oral language and the building of trainees and trainers competences

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Table of Contents English Modelquestions 2015

1. Understanding the eBook English Modelquestions 2015
 - The Rise of Digital Reading English Modelquestions 2015
 - Advantages of eBooks Over Traditional Books
2. Identifying English Modelquestions 2015
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an English Modelquestions 2015
 - User-Friendly Interface
4. Exploring eBook Recommendations from English Modelquestions 2015
 - Personalized Recommendations
 - English Modelquestions 2015 User Reviews and Ratings
 - English Modelquestions 2015 and Bestseller Lists
5. Accessing English Modelquestions 2015 Free and Paid eBooks
 - English Modelquestions 2015 Public Domain eBooks
 - English Modelquestions 2015 eBook Subscription Services

- English Modelquestions 2015 Budget-Friendly Options
- 6. Navigating English Modelquestions 2015 eBook Formats
 - ePUB, PDF, MOBI, and More
 - English Modelquestions 2015 Compatibility with Devices
 - English Modelquestions 2015 Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of English Modelquestions 2015
 - Highlighting and Note-Taking English Modelquestions 2015
 - Interactive Elements English Modelquestions 2015
- 8. Staying Engaged with English Modelquestions 2015
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers English Modelquestions 2015
- 9. Balancing eBooks and Physical Books English Modelquestions 2015
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection English Modelquestions 2015
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine English Modelquestions 2015
 - Setting Reading Goals English Modelquestions 2015
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of English Modelquestions 2015
 - Fact-Checking eBook Content of English Modelquestions 2015
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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