

**Government of Karnataka**  
**Karnataka School Evaluation & Assessment Board (KSEAB)**  
**Model Question Paper Blue Print -1**

II PUC English

Academic year 2024-25

Subject Code: 2

Max Marks: 80

(From Course Book)

| Sl No | Unit  | Teaching Hours | Marks Allotted | Lower Order Thinking Skills (LOTS)* |           |           |           | Higher Order Thinking Skills (HOTS)* |   |           |           |
|-------|---|----------------|----------------|-------------------------------------|-----------|-----------|-----------|--------------------------------------|---|-----------|-----------|
|       |   |                |                | 1                                   | 2         | 3         | 4         | 1                                    | 2 | 3         | 4         |
| 1     | Romeo and Juliet                                  | 3              | 3              | 1E                                  | 1E        |           |           |                                      |   |           |           |
| 2     | Too Dear  | 5              | 4              | 1E                                  |           | 1E        |           |                                      |   |           |           |
| 3     | On Children                                       | 3              | 5              | 1E                                  |           |           |           |                                      |   |           | 1D        |
| 4     | Everything I Need to Know I Learned in the Forest | 5              | 4              | 1M                                  |           | 1E        |           |                                      |   |           |           |
| 5     | A Sunny Morning                                   | 8              | 8              | 1M                                  |           | 1M        | 1M        |                                      |   |           |           |
| 6     | When you Are Old                                  | 3              | 3              | 1E                                  | 1E        |           |           |                                      |   |           |           |
| 7     | The Gardener                                      | 5              | 4              |                                     |           |           | 1M        |                                      |   |           |           |
| 8     | To the Foot from its Child                        | 3              | 3              | 1M                                  | 1E        |           |           |                                      |   |           |           |
| 9     | I Believe Books Will Never Disappear              | 5              | 4              |                                     |           | 1E        |           | 1D                                   |   |           |           |
| 10    | Heaven If You Are Not Here on Earth               | 3              | 4              |                                     |           |           | 1M        |                                      |   |           |           |
| 11    | Japan and Brazil Through a Traveler's Eye         | 4              | 4              | 1E                                  |           | 1E        |           |                                      |   |           |           |
| 12    | The Voter   | 5              | 6              |                                     | 1M        |           |           |                                      |   |           | 1D        |
| 13    | Where There is a Wheel                            | 5              | 5              | 1M                                  |           |           | 1M        |                                      |   |           |           |
| 14    | Water   | 3              | 3              |                                     |           |           |           |                                      |   | 1D        |           |
|       | <b>Total</b>                                      | <b>60 hrs</b>  | <b>60</b>      | <b>09</b>                           | <b>08</b> | <b>15</b> | <b>16</b> | <b>01</b>                            |   | <b>03</b> | <b>08</b> |
|       |   |                |                | <b>48</b>                           |           |           |           | <b>12</b>                            |   |           |           |

\*LOTS: Remember, Understand

HOTS: Analyse, Apply, Evaluate and Create

(As per Revised Bloom's Taxonomy)

|             |     |
|-------------|-----|
| E: Easy     | 40% |
| M-Moderate  | 40% |
| D-Difficult | 20% |

## (From Work Book / Language Items)

| Sl No | Unit                   | Teaching Hours | Marks Allotted | LOTS | HOTS |
|-------|------------------------|----------------|----------------|------|------|
| 1     | Articles / Preposition | 1              | 1              | 1    |      |
| 2     | Jumbled Segments       | 1              | 1              | 1    |      |
| 3     | Subject-Verb Agreement | 1              | 1              | 1    |      |
| 4     | Tense                  | 2              | 1              | 1    |      |
| 5     | Framing Questions      | 2              | 2              | 1    |      |
| 6     | Error Identification   | 2              | 2              | 1    |      |
| 7     | Expressions (Idioms)   | 2              | 2              |      | 1    |
| 8     | Passive Verbs          | 3              | 3              |      | 1    |
| 9     | Reported Speech        | 5              | 5              |      | 1    |
| 10    | Passage Prose          | 6              | 9              |      | 1    |
| 11    | Passage Poem           | 12             | 9              |      | 1    |
| 12    | Pronouns               | 4              | 5              |      | 1    |
| 13    | Linkers                | 4              | 4              |      | 1    |
| 14    | Note making            | 2              | 2              | 1    |      |
| 15    | Dialogue Writing       | 3              | 3              |      | 1    |
| 16    | Job Application        | 5              | 5              |      | 1    |
| 17    | Speech Writing         | 5              | 5              |      | 1    |
|       |                        | <b>60</b>      | <b>60</b>      |      |      |

### General Instructions

1. The question paper is set for **120 marks** whereas the student is expected to answer for **80 marks in three hours**.
2. The Weightage of marks is proportionate to the number of teaching hours allotted in an academic year. That is, for 120 teaching hours, questions for 120 marks need to be framed. So, weightage for one teaching hour is one mark.

|                          |                |                  |
|--------------------------|----------------|------------------|
| Springs<br>(Course book) | 60 hrs         | 60 Marks         |
| Streams<br>(Work book)   | 60 hrs         | 60 Marks         |
| <b>Total</b>             | <b>120 hrs</b> | <b>120 Marks</b> |

2. The weightage of each lesson (unit) needs to be maintained in the question paper as indicated in weightage framework given below. There can be minor changes as per the requirement of each blue print in the questions based on the course book. But weightage in the language is fixed and shall be adhered to.
3. The level of difficulty of the question paper shall be as follows:

| <b>Level</b> | <b>Percentage</b> |
|--------------|-------------------|
| Easy         | 40%               |
| Moderate     | 40%               |
| Difficult    | 20%               |

4. The question paper shall adhere to the principles of Revised Bloom's Taxonomy as indicated below:

| <b>Skills</b> | <b>Percentage</b> |
|---------------|-------------------|
| LOTS          | 80%               |
| HOTS          | 20%               |

Note: (i) LOTS – Lower Order Thinking Skills: Remember, Understand.

(ii) HOTS – Higher Order Thinking Skills: Analyse, Apply, Evaluate and Create.

(iii) Easy questions come under Remember whereas Moderate questions come under Understand of LOTS group. Difficult questions come under HOTS group.

(iv) HOTS / LOTS ratio can vary depending on the blue print design on a minor scale.

5. Questions on Language items/grammar can be chosen from any lesson/unit of the course book/work book. But, two grammar questions shall not be set from one unit / lesson.
6. Questions on Passive Voice/ Expressions / Pronouns / Linkers / Reported speech / Framing Questions / Error identification can either be textual or non-textual. Questions on expression and linkers should test only those expressions / linkers used in the course / work book.
7. **The internal choices indicated here are mandatory.**

**A. Course Book**

| Sl. No. | Type of question | Part / Main      | No of questions to be framed | No of questions to be answered | Remarks   |
|---------|------------------|------------------|------------------------------|--------------------------------|---|
| 1       | 1 mark           | Part A / I Main  | 10                           | All 10                         | Questions from all units / lessons                            |
| 2       | 2 marks          | Part B / II Main | 4                            | Any 3                          | At least one question shall be framed from poetry             |
| 3       | 3 marks          | Part B/ III Main | 6                            | Any 4                          | At least one question shall be framed from poetry             |
| 4       | 4 marks          | Part B / IV Main | 6                            | Any 3                          | One question from drama and at least one question from poetry |

**B. Work Book / Language Items:**

| Sl. No | Part   | Main | Question Number | Internal Choice between                                   | Marks Allotted           |
|--------|--------|------|-----------------|---|--------------------------|
| 1      | Part C | V    | 30              | A. Unseen Passage<br>B. Poetry chosen from the work book. | A. 9 Marks<br>B. 9 Marks |
| 2      | Part D | VI   | 31              | A. Rewrite as directed<br>B. Linkers                      | A. 4 Marks<br>B. 4 Marks |
| 3      | Part D | VI   | 32              | A. Framing Questions<br>B. Error Identification           | A. 2 Marks<br>B. 2 Marks |
| 4      | Part E | VII  | 36              | A. Job Application<br>B. Speech Writing                   | A. 5 Marks<br>B. 5 Marks |

**The Weightage Framework:****Course Book**

| Sl No | Lesson/ Unit                                      | Teaching Hrs  | Marks allotted |
|-------|---|---------------|----------------|
| 1     | Romeo and Juliet                                  | 3             | 3              |
| 2     | Too Dear!   | 5             | 5              |
| 3     | On Children                                       | 3             | 3              |
| 4     | Everything I Need to Know I Learned in the Forest | 5             | 5              |
| 5     | A Sunny Morning                                   | 8             | 8              |
| 6     | When you Are Old                                  | 3             | 3              |
| 7     | The Gardener                                      | 5             | 5              |
| 8     | To the Foot from its Child                        | 3             | 3              |
| 9     | I Believe that Books Will Never Disappear         | 5             | 5              |
| 10    | Heaven, If You Are Not Here On Earth              | 3             | 3              |
| 11    | Japan and Brazil Through a Traveler's Eye         | 4             | 4              |
| 12    | The Voter   | 5             | 5              |
| 13    | Where There is a Wheel                            | 5             | 5              |
| 14    | Water   | 3             | 3              |
|       | <b>Total</b>                                      | <b>60 hrs</b> | <b>60</b>      |

**Work Book**

| Sl No | Unit                     | Teaching Hours | Marks Allotted |
|-------|--------------------------|----------------|----------------|
| 1     | Articles or Prepositions | 1              | 1              |
| 2     | Jumbled Segments         | 1              | 1              |
| 3     | Subject-Verb Agreement   | 1              | 1              |
| 4     | Tense                    | 2              | 1              |
| 5     | Framing Questions        | 2              | 2              |
| 6     | Error Identification     | 2              | 2              |
| 7     | Expressions (Idioms)     | 2              | 2              |
| 8     | Passive verbs            | 3              | 3              |
| 9     | Reported Speech          | 5              | 5              |
| 10    | Comprehension - Prose    | 6              | 9              |
| 11    | Comprehension - Poetry   | 12             | 9              |
| 12    | Pronouns                 | 4              | 5              |
| 13    | Linkers                  | 4              | 4              |
| 14    | Note making              | 2              | 2              |
| 15    | Dialogue Writing         | 3              | 3              |
| 16    | Job Application          | 5              | 5              |
| 17    | Speech Writing           | 5              | 5              |
|       | <b>Total</b>             | <b>60 hrs</b>  | <b>60</b>      |

**GOVERNMENT OF KARNATAKA**  
**KARNATAKA SCHOOL EXAMINATION & ASSESSMENT BOARD**  
**MODEL QUESTION PAPER – 1**

**Class: II Year PUC**  
**Subject: ENGLISH 02**  
**Time: 3.00 hours**

**Academic Year: 2024-25**  
**Maximum Marks: 80**  
**Number of questions: 36**

**Instructions**

1. Answer the questions in all the sections.
2. Follow the prescribed limit while answering the questions.
3. Write the correct question number as it appears on the question paper.
4. For multiple choice questions (MCQ's), choose the correct answer and rewrite it.
5. Answers to the question number 30A (a-i) or 30 B (a-i) should be in sequence and at one place.
6. For question numbers 30, 31, 32 and 36, internal choices are there. Hence, answer either A or B.
7. For Part - A questions, only the first written answers will be considered for evaluation.

**PART- A**

**I. Answer the following questions by choosing the right option.**

**10x1=10**

1. The expression '*day in night*' in '*Romeo and Juliet*' refers to \_\_\_\_\_.  
a) Roseline                      b) Romeo                      c) Juliet                      d) Ethiope
2. What was the initial hitch in executing the criminal in '*Too Dear*'?  
a) The King prohibited execution  
b) They didn't have a guillotine and an executioner  
c) There was only an executioner but no guillotine  
d) There was a guillotine but no executioner
3. The metaphor '*bows and arrows*' in '*On Children*' stands for \_\_\_\_\_.  
a) Parents and Prophets    b) Parents and Children    c) Parents and Teachers    d) Parents and God
4. According to Vandana Shiva, the failure to understand bio-diversity and its many functions is at the root of \_\_\_\_\_.  
a) Impoverishment of nature and culture                      b) Improvement of nature and culture  
c) Reconnecting with nature and culture                      d) Transformation of nature and culture
5. In '*A Sunny Morning*', Dona Laura used to carry a \_\_\_\_\_ in her free hand.  
a) Hand kerchief                      b) Snuff box                      c) Parasol                      d) packet of Bread Crumbs
6. Complete the following line that appears in poem '*When You Are Old*', the line  
"*And hid his face amid* \_\_\_\_\_".  
a) a crowd of stars                      b) a crowd of people                      c) a group of people                      d) a group of trees
7. In the poem '*To the Foot from it Child*', while descending underground the foot finds everything  
\_\_\_\_\_.  
a) dark                      b) rough                      c) light                      d) coarse
8. Match the writers from column A with their works in column B with reference to 'I Believe that Books will Never Disappear'  

|                     |   |
|---------------------|---|
| A                   | B   |
| (A) Homer           | (i) The Decline of the West.  |
| (B) Spengler        | (ii) Fairy Tales  |
| (C) Grimms'         | (iii) The Odessey   |
| a) A-iii, B-i, C-ii | b) A-ii, B-iii, C-i                      c) A-i, B-ii, C-iii                      d) A-iii, B-ii, C-i |

9. The famous and fast Tokaido Line connect \_\_\_\_\_ of Japan.  
a) Tokyo and Nara b) Tokyo and Osaka c) Osaka and Nara d) Tokyo and Kyoto
10. Identify the right sequence of activities by Sheela Rani Chunkath in promoting literary drive of Pudukottai district in 'Where There Is a Wheel'.  
a) got the female activists trained - included mobility as a part of literacy drive - pushed banks to give loans - monitored personally  
b) monitored personally – pushed banks to give loans – got the female activists trained – included mobility as a part of literacy drive  
c) pushed banks to give loans – monitored personally – got the female activists trained – included mobility as a part of literacy drive  
d) included mobility as a part of literacy drive – pushed banks to give loans – monitored personally – got the female activists trained

**11. Fill in the blanks with the passive form of the verb given in the brackets. 3x1=3**

Pudukkottai \_\_\_\_\_ (take) by storm by 1500 female cyclists. The town's inhabitants \_\_\_\_\_ (stun) by the All Women Cycle Rally. The craze for cycling \_\_\_\_\_ (observe) everywhere.

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

(getting out of hand, went along, shied away)

The plantation improved drastically with the arrival of the gardener. The owner became lazy and \_\_\_\_\_ from hard work. He indulged himself in all sorts of vices. The owner's wife was worried that their life was gradually \_\_\_\_\_.

**13. Read the following paragraph and match the pronouns in side A with the nouns / noun phrases in side B they refer to 5x1=5**

It was late evening. Everything was getting dark. I, Joesph, was going home and had rarely gone a furlong or two when **I** (a) saw a huge glare **which** (b) was high above the roofs of the houses. I saw that Anna's house was on fire. The fire was huge and tremendous. People **who** (c) were moving here and there, were throwing sand and water on **it** (d). **Their** (e) faces looked ghastly in the yellow flames.

| A (Pronouns) | B (Nouns/Noun Phrases) |
|--------------|------------------------|
| a) I         | i) huge glare          |
| b) which     | ii) people             |
| c) who       | iii) Joseph            |
| d) it        | iv) people's           |
| e) their     | v) fire                |
|              | vi) sand and water     |

**PART – B**

**II. Answer any three of the following questions in one or two sentences each 3x2=6**

14. Mention any two expressions that Juliet uses to glorify Romeo's charm in 'Romeo and Juliet'.  
15. In 'When You Are Old', how does the poet want his beloved to read the book of poems?  
16. Name the two wishes of the child's foot in the poem 'To the Foot from its Child'.  
17. Name any two benefits that Roof avails from Marcus Ibe in the short story 'The Voter'.

**III. Answer any four of the following questions in about 60 words each 4x3=12**

18. Why was the criminal reluctant to go away from the prison in 'Too Dear'?  
19. Write a note on Navdanya Farm.  
20. Dona Laura accuses Don Gonzalo as an 'ill natured man' in the beginning of the play 'A Sunny Morning'. Give reasons.  
21. What are Borges' views on his mother?  
22. Describe the complicated hierarchy of 'bowing' in Japan?

23. The agony of the Panchamas is effectively brought out in the poem 'Water'. Explain.

**IV. Answer any three of the following questions in about 100 words each**

**3x4=12**

24. Kahlil Gibran's 'On Children' does not focus merely on the lives of children but also talks about the responsibilities of parents. Discuss.
25. Describe the story of Gonzalo as narrated by himself in 'A Sunny Morning'.
26. How did Tammanna avenge himself in the story 'The Gardener'?
27. 'The beauty in nature makes earth a heavenly place'. Illustrate this statement with reference to 'Heaven, if you are not here on Earth'.
28. 'Roof's breach of trust has no excuse'. Justify this statement with reference to the story 'The Voter'.
29. How did cycling help to improve the economic status of women in 'Where There is a Wheel'?

**PART – C**

**V. 30. A. Read the following passage and answer the questions set on it**

**9 x 1 = 9**

This story is about a wedding feast and an elderly cook. My wife and I were attending my school-mate's wedding. The wedding is a grand affair with music, dance and a lavish feast.

While the food is being served on the plantain leaf, I have this habit of asking only food items that I want to eat to be served, while politely refusing other food items. So generally, when the meal is over, my leaf will be the cleanest (as if no food has been served or eaten), as good as a new leaf.

While the wedding dinner was in progress and I was thoroughly relishing the feast, from the corner of my eye, I could see and hear some whispers among the serving staff. As I continued with the delicious meal, I could see and hear some whispers among the serving staff and clearing staff looking at my plantain leaf and commenting internally, much to the obvious discomfort of my spouse. When I finished my meal, my leaf was as clean as it was at the beginning of the meal.

As I walked up to wash my hand, an elderly man walked up to me with his hands folded, his eyes filled with tears, and thanked me. I was a bit startled, and I asked him why he thanked me. He mentioned that he was the head cook and had been cooking for the last five decades, and he had never seen anyone's leaf after meal so clear, not wasting anything, and also who relished his meal so well. He mentioned that he had attained the fulfilment or success of his life's purpose and a meaning to his decades of cooking. It had a profound effect on me, as I am also a trained chef. God resides in food; the one who eats is God, and what you are eating is also a god.

According to the United Nations, about 25000 people, including more than 10000 children, die from hunger and related cause daily across the globes that is, approximately 17 people die from hunger each minute. It is important to teach our children and the next generation the importance of food and how not to waste it, even though we can afford it.

Today I am very happy that my kids and wife follow mindful eating at social functions, and after the meal, we proudly flaunt our leaves, not closed but open, to show that we haven't wasted a single morsel of food. Let's start the open leaf policy!

- a. What is the profession of narrator in this story?
- b. Mention any one of the habits the narrator have while the food is being served.
- c. What happened while the wedding dinner was in progress?
- d. Why did the elderly man thank the narrator?
- e. The elderly man who thanked the narrator was \_\_\_\_\_
  - i. a rich man
  - ii. a serving staff
  - iii. a head cook
  - iv. an officer of UN



- f. How many people die from hunger each minute in a day across the globe?
- g. According to narrator, we have to teach our children about \_\_\_\_\_
  - i. not to waste plantain leaf
  - ii. not to disrespect food
  - iii. types of food
  - iv. maintain quality in food
- h. Which word in the passage means '*a period of ten years*'?
- i. Write the antonym of the word 'obvious'.

**OR**

**B. Read the following poem and answer the questions set on it**

**9 x 1 = 9**

**Home They Brought Her Warrior Dead**  
by Alfred Tennyson

Home they brought her warrior dead:  
She nor swoon'd nor utter'd cry:  
All her maidens, watching, said,  
"She must weep or she will die."

Then they praised him, soft and low,  
Call'd him worthy to be loved,  
Truest friend and noblest foe;  
Yet she neither spoke nor moved.

Stole a maiden from her place,  
Lightly to the warrior stepped,  
Took the face-cloth from the face;  
Yet she neither moved nor wept.

Rose a nurse of ninety years,  
Set his child upon her knee—  
Like summer tempest came her tears—  
"Sweet my child, I live for thee."

- a. How did the warrior's wife react when her husband was brought dead?
- b. How did the warrior's wife react when she saw face of her husband?
- c. What did the maidens say looking at the warrior's wife?
- d. Where was the warrior brought dead?
- e. How old was the nurse?
- f. What did the warrior's wife say at last?
- g. What are the warrior's wife's tears compared to?
- h. Which word in the poem is the antonym of 'friend'?
- i. Complete the analogy: low : foe :: cry : \_\_\_\_\_

## PART – D

### 31. A. Rewrite as directed

4×1=4

- i. In an interview \_\_\_\_\_ candidate was asked about his native place.  
(Use proper article)
- ii. plays/ democracy/ an important/ in /role/ the media  
(Rearrange the following segments into a meaningful sentence)
- iii. The number of dropouts \_\_\_\_\_ (was/were) quite large.  
(Choose the right verb that agrees with the subject)
- iv. One day a wolf \_\_\_\_\_ (be, drink) water from a stream to quench its thirst.  
(Use appropriate form of verb)

OR

### B. Fill in the blanks with right linkers

1×4=4

(because, then, thus, after)

Butter-making begins with the cow. \_\_\_\_\_ the milk of Jerseys has a high percentage of milk fat in it, they are sometimes called 'the butter breeds.' \_\_\_\_\_ the milk is obtained, the cream is separated. The cream is \_\_\_\_\_ 'sourced' by letting it stand at room temperature. Souring gives its flavour and makes it easier to churn. The cream is pasteurised to kill all the bacteria and enzymes. \_\_\_\_\_ butter can last longer.

### 32. A. Rewrite as directed

2×1=2

- i. Abhijith sang the song melodiously, \_\_\_\_\_?  
(Add a question tag)
- ii. The book is the most astounding invention of man.  
(Frame a Wh' question to get underlined word as answer)

OR

### B. Rectify the errors in the following sentences and rewrite them.

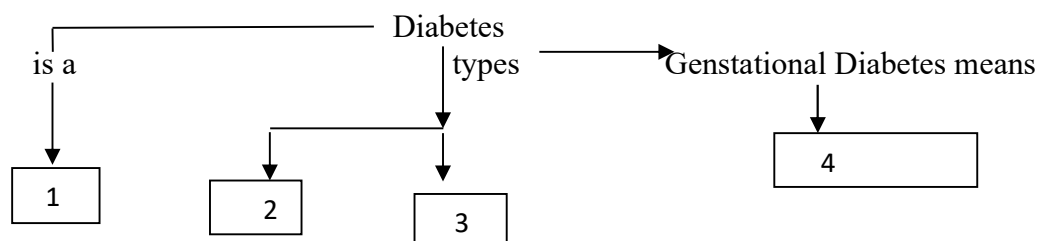
2×1=2

- i. Indian Olympians returned back from Paris.
- ii. Neeradhi worked very hardly to secure a rank.

### 33. Read the following passage and make notes by filling the boxes given below.

4×1/2=2

Diabetes is a chronic disease that affects how our body turns food into energy. There are three main types of diabetes. They are Type-1, Type-2 and Gestational diabetes, means diabetes while pregnant. A huge population of the world are living with diabetes. It usually affects children, teens, adults and aged ones.



### 34. Report the following conversation.

5×1=5

- Roof : What greater honour can a village have?  
Do you know why we are singled out for this recognition?  
Think of the pipe borne water PAP has promised us.
- Ezenwa: We believe every word of you. We shall drop our paper for Marcus.

**35. Complete the following conversation.**

**3X1=3**

( Two friends at the campus )

**Anagha:** Hello Jaswanth, good morning. How are you?

**Jaswanth:** \_\_\_\_\_ (responds to greeting)

**Anagha :** You played very well in the volleyball match yesterday. It was a treat to watch.

**Jaswanth:** Thanks for the complement.

**Anagha :** \_\_\_\_\_ (enquires about the next match)

**Jaswanth:** \_\_\_\_\_ ( gives information)

**Anagha:** Best of luck. Play well. See you later. Bye.

**PART – E**

**36. A. Write a letter of application in response to the following advertisement which appeared in DECCAN CHRONICLE dated 10<sup>th</sup> August 2024.**

**5**

**Fortis Hospitals, Bengaluru invites application for the post of Orthopaedic surgeon.**

**Qualification:** MS in Orthopaedics,

4 to 5 years of experience in any reputed hospital

Knowledge of English and Regional language is desirable

Salary and additional perks: No constraint for extraordinary candidates

Apply within 10 days to: The Chairman (HR),

Fortis Hospitals,

Cunningham road,

Vasanta Nagara,

Bengaluru-560054.

[Use XXXX for your name and YYYY for your address]

**OR**

**B. Imagine you are the president of your college union. You are asked to introduce the chief guest**

**Dr. DEVI PRASAD SHETTY on the occasion of World Health Day. Based on the information given below, write an introductory speech in about 120 words.**

**5**

Full Name : Dr. DEVI PRASAD SHETTY

Profession : Cardiologist

Place of birth : Kinnigoli, Mangalore, Karnataka in 1953.

Education : MBBS, MS in KMC, Mangalore. Cardio Surgery in United Kingdom

Career : Returned to India in 1989. Started Manipal Heart Foundation Bangalore, conducted more than One lakh Cardio surgery, launched Yashaswini scheme.

Established Narayana Hridayalaya.

Awards : Padma Shri (2004)

BC Roy Award (2003)

Karnataka Rathna (2001)

xxx