



JAIN COLLEGE, J C Road, Bangalore
Mock Paper January - 2017
I PUC – English (02)

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. For multiple choice questions choose the correct answer and rewrite it

I. Answer the following in a word, a phrase or a sentence each.

12 × 1 = 12

1. In the chapter, 'The Gentlemen of the Jungle' who charged in with his horn lowered as soon as the man had built another hut?
2. What does 'spring' in the poem 'The School Boy' stand for?
3. What is the name of the narrator's friend in the story, 'Around a Medicinal Creeper'?
4. At what time did the narrator wake up everyday in the story, 'Oru Manushyan'?
5. What happens if we do not regain our sanity about money in the poem "Money Madness"?
6. Name the illiterate fishmonger who helps Babar Ali's school.
7. What is sheltered inside cow's body in the poem, 'If I was a Tree'?
8. What was the name of the king in the story, "Watchman of the Lake" by R.K Narayan?
9. Who had hired Harriet Bailey in the chapter "Frederick Douglass"?
10. How much money did the old woman in the poem, 'An Old Woman' want?
11. What was Lucia suffering from?
12. What was the beloved's beauty compared to in the poem, 'Do not Ask of Me, My Love'?

II. Answer any eight of the following (out of which Two must be from poetry) in a paragraph of 80-100 words.

8 × 4 = 32

13. Discuss how the story, 'The Gentlemen of the Jungle' can be read as a political satire on colonialism.
14. Do you agree that the formal education curbs a learner's ability in the poem "The School Boy"?
15. What according to the narrator was "cock and bull story" in the chapter, 'Around a Medicinal Creeper'?
16. Describe the transformation that takes places in a person in 'Oru Manushyan'
17. What is the significance of the sacred spot that Mara describes to the king in the play, 'Watchman of the Lake' ?
18. How does the poem, 'Farmer's Wife' highlight the plight of widows after the death of husbands?
19. Explain the life of Frederick Douglass as a slave.
20. How is the helplessness of the old woman brought forth in the poem, 'An Old Woman' by Kolatkar?
21. Describe the condition of women slaves with reference to the chapter Frederick Douglass.
22. What are the efforts of the boys to save their sister in the chapter, 'Two Gentlemen of Verona'?

III. Answer any one in 200 words

1 × 6 = 6

23. a. Discuss Mara's efforts to save the lake and the advice he gave to his son.

or

b. Nature nurtures all its living beings whereas we human beings fail to accept our own kind. How is this idea brought out in the poem, 'If I was a Tree'? Discuss.

or

c. Babar Ali's story proves that "one person can make a difference in this world". Elucidate.

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

10 × 1 = 10

So often these days we hear and speak of the 'conquest of nature', 'the taming of a river', 'the war against insects' and so on. Often these phrases are used without consciously attaching any values to them, but they have underlying in them an attitude of hostility towards Nature and Nature's creatures, a point of view which seems to assume Nature as an enemy that needs to be vanquished. Alternatively, Nature is seen merely as a 'resource' to be 'exploited'- take the

maximum out of it, regardless of what this does to natural processes and to other creatures which depend on these process. It is this altitude which sees fellow humans too as a resource to be exploited or other human communities as enemies to be conquered.

There is a growing lack of sensitivity and respect for our fellow creatures. This attitude is being drilled into a child by social forces, which can only be countered by environmental education. Yet, sadly, in most cases this is not done. What is done is to talk about the food web and the energy cycles and ecological balance and how removal of any element disrupts the whole system, and how this can affect human beings too. What this approach lacks is the essential interaction with nature and other humans. Indeed in many environmental activities the opposite takes place. A classic example of this is making a herbarium, or even worse, an insect collection, as common in formal and non- formal education in India. A child is always encouraged to pluck leaves and flowers and run after butterflies with a net and is part of a large group of children similarly marauding a patch of nature within it. Such a child is not likely to develop any strong feeling of respect for nature, or for the individual 'specimens' passed in the plant file or trapped in a jar. It is even worse when the activity is also competitive; i.e. who collects the maximum. A lot of knowledge may be gained, but it is gained in a value system which emphasizes exploitation and conquest , not sensitivity and respect Learning under a tree, (Santivana) rather than in a classroom, as is indeed the Indian tradition, is far more effective and long lasting.

The alternative is to take up activities where eco-balances, ecological diversity, animal behaviour, human plurality and other such concepts and systems are introduced with the stress on their intrinsic worth. Materials, processes, living being do not exist only for human use, but more importantly they are worthwhile in themselves.

A frog is as much in love with its life as the human child is with its; the feeling of the frog must be respected. The final thrust of environmental education seems to be embodied in the vital question: 'Am I doing something which disrespects or violates some other creature's right to live freely? If I am, what can I do to minimize the damage I am causing?'

Once again, the Indian tradition of ahimsa comes out as infinitely more relevant than much of what we learn in modern education.

24. What attitude is implied in the boast of conquering nature?
25. What is Nature considered to be?
26. What attitude is being drilled into the children's mind by the social forces?
27. What can be used as a countering instrument to remove the wrong notions from the child's mind?
28. What cannot be achieved by pseudo environmental education?
29. What is the Indian tradition of education?
30. Which type of education is considered to be more effective?
31. What is the alternative suggested to counter the abuse of nature?
32. What should environmental education ultimately aim at?
33. Which Indian concept is said to be more relevant to modern education?

V. A. Fill in the blanks with appropriate articles and prepositions given in the brackets. 1X4=4

34. They are, ___ the first place, ___ constant offence to their mistress. She is ever disposed _____ find fault with them. _____ master is frequently compelled to sell this class of his slave.
(a, in, to, the)

B. Fill in the blanks with suitable form of the verbs given in the brackets. 1X4=4

35. Out of sheer curiosity, the narrator also went with them. That is how he _____ (get) to know about this medicinal creeper. When Sannappa _____ (show) the plant, Mara _____ (become) very active. He _____ (catch) hold of one of the tendrils and tied it to a nearby tree.

C. Choose the correct form of verb that agrees with the subject. 1X3=3

36. The whisper that my master _____ (was/were) my father, may or may not be true, and, true or false, it _____ (is/are) of little consequence to my purpose. Whilst the fact _____ (remains/remain), in all its glaring odiousness that slave holders have ordained.

D. Correct the following sentences and re-write them 2X1=2

37. Everyone have seen that movie.

38. He is superior than me.

E. Rewrite as directed.

6X1=6

39. The white children could tell their _____ (age/ages). (fill in the blank with appropriate word in the bracket)

40. A pleasant looking woman with a ruddy _____ (complex) and steel rimmed spectacles appeared. (complete the sentence with a right form of the word given in the bracket)

41. to/ be/ souls/ in/ one/ of/ Babar/ the/ fortunate/happens/ his/ village. (rearrange the segments to form a meaningful sentence.

42. I entered a crowded restaurant. (add a question tag)

43. The whites made us slave. (Change into a question beginning with the right form of "do")

44. Babar Ali started his school at a mere age of nine. (Frame a question so as to get the underlined word as the answer)

VI. Read the schedule and answer the question set on it:

4X1=4

Indian AirLines- Flight 1309

Place	Arrival	Departure
Chennai		11.15hrs
Bangalore	12.15hrs	12.45hrs
Kolkata	16.00hrs	17.15hrs
Mumbai	19.25hrs	

(i) What is the name of the plane?

(ii) At what time does it depart Bangalore?

(iii) How long does the plane halt at Kolkata?

(iv) What time does the flight reach Mumbai?

46. Write a letter to the municipal authorities, Rajajinagar ward, Bangalore, about the unclean and inadequate supply of water in the area. Your letter should include **1X5=5**

(a) irregular supply

(b) Irregular timings

(c) problems faced

(d) request to take suitable measures.

VII. A. Match the expressions under column A to its corresponding language function under B

1X5=5

47. **A**

A

Expressions

1. Rajesh, can you send the address, please?

2. Sir, can I leave the college early today?

3. It is very kind of you

4. I am very upset to hear that

5. I beg your pardon

B

functions

Expressing gratitude

Expressing sympathy

requesting

Apologising

Seeking permission

B. Complete the dialogue:

1X4=4

Student : _____ May I come in Sir?

Principal : Yes _____ ?

Student : Sir, _____

Principal : For the transfer certificate, you can meet the clerk.

Student : _____

C. Dialogue writing:

1X3=3

Write a dialogue between Ram and Shyaam who are having a discussion on co- education system.