

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 quaint, 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'.

Teacher Training 2013 English Question Paper

Yasemin Bayyurt, Mario Saraceni



Teacher Training 2013 English Question Paper:

English Language Teacher Education Minh Hue Nguyen, 2019-07-16 This book examines a range of complex issues concerning the professional experience i.e. practicum in English language teacher education with regard to curriculum design and implementation as well as professional learning. Drawing on a sociocultural perspective it explores the context of the professional experience preservice teachers as learners of English language teaching and the activity of learning to teach English language in connection with interrelated contextual and personal issues. Contextual issues such as policies, curricula, university-school partnerships and mentoring relations are investigated in relation to personal issues such as the beliefs, expectations, prior educational experiences, previous teaching experiences and cultural/linguistic backgrounds of preservice teachers. In turn, the book addresses professional learning issues including professional identity development, emotional experiences and pedagogical learning in depth. The book delves into the qualitative, fine-grained aspects of the professional experience while also making valuable conceptual contributions through a sociocultural analysis of the professional learning experience which can also be applied to research in other teacher education contexts. The findings presented here hold practical implications for English language teacher education in terms of developing a knowledge base for English language teaching and an effective model of professional experience to prepare English language teachers for working in today's expanded, diverse and dynamic neoliberal contexts.

Handbook of Research on Teachers of Color and Indigenous Teachers Conra D. Gist, Travis J. Bristol, 2022-10-15 Teachers of Color and Indigenous Teachers are underrepresented in public schools across the United States of America with Black Indigenous and People of Color making up roughly 37% of the adult population and 50% of children but just 19% of the teaching force. Yet research over decades has indicated their positive impact on student learning and social and emotional development particularly for Students of Color and Indigenous Students. A first of its kind, the Handbook of Research on Teachers of Color and Indigenous Teachers addresses key issues and obstacles to ethnoracial diversity across the life course of teachers' careers such as recruitment and retention, professional development and the role of minority-serving institutions. Including chapters from leading researchers and policy makers, the Handbook is designed to be an important resource to help bridge the gap between scholars, practitioners and policy makers. In doing so, this research will serve as a launching pad for discussion and change at this critical moment in our country's history. The volume's goal is to drive conversations around the issue of ethnoracial teacher diversity and to provide concrete practices for policy makers and practitioners to enable them to make evidence-based decisions for supporting an ethnoracially diverse educator workforce now and in the future.

Developing Reflective TESOL Practitioners Through Teacher Education Andrzej Cirocki, Mark Wyatt, Xuesong (Andy) Gao, 2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages (TESOL) and English Language Teaching (ELT) teacher education programmes. There is increasing recognition worldwide that given the centrality

of reflective practice to teachers ongoing professional development supporting teachers to become reflective practitioners should be integral to teacher education programmes Consequently tertiary level courses in areas such as TESOL and ELT tend to promote reflective practice supported by theoretical input from the burgeoning literature on reflection much of which is produced in the West Relatively under represented in the literature are global perspectives on reflective practice there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world including Asia Hence this book addresses a gap Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts This textbook showcases how reflective teaching practices are developed supported by frameworks for critical reflection and in interaction with local educational policies These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes This textbook showcases innovative reflective activities and can be used as a principal text or as supplemental reading on a range of TESOL and ELT teacher education courses

Handbook of Research on Language Teacher Identity Karpava, Sviatlana, 2023-03-13 In today's educational world it is crucial for language teachers to continuously evolve in order to best serve language learners Further study on the best practices and challenges in the language classroom is crucial to ensure instructors continue to grow as educators The Handbook of Research on Language Teacher Identity addresses new developments in the field of language education affected by evolving learning environments and the shift from traditional teaching and assessment practices to the digital age teaching learning and assessment Ideal for industry professionals administrators researchers academicians scholars practitioners instructors and students this book aims to raise awareness regarding reflective practice and continuous professional development of educators collaborative teaching and learning innovative ways to foster critical digital literacy student centered instruction and assessment development of authentic teaching materials and engaging classroom activities teaching and assessment tools and strategies cultivation of digital citizenship and inclusive learning environments

International Handbook on Education Development in the Asia-Pacific Wing On Lee, Phillip Brown, A. Lin Goodwin, Andy Green, 2023-11-20 The Springer International Handbook of Educational Development in Asia Pacific breaks new ground with a comprehensive fine grained and diverse perspective on research and education development throughout the Asia Pacific region In 13 sections and 127 chapters the Handbook delves into a wide spectrum of contemporary topics including educational equity and quality language education learning and human development workplace learning teacher education and professionalization higher education organisations citizenship and moral education and high performing education systems The Handbook is grounded in specific Asia Pacific contexts and scholarly traditions using unique country specific narratives for example Vietnam and Melanesia and socio cultural investigations through lenses such as language identity or

colonisation while offering parallel academic discourse and analyses framed by broader policy commentary from around the world

Diversity in Mathematics Education Alan Bishop, Hazel Tan, Tasos N Barkatsas, 2014-09-20 This book presents a research focus on diversity and inclusivity in mathematics education The challenge of diversity largely in terms of student profiles or contextual features is endemic in mathematics education and is often argued to require differentiation as a response Typically different curricula text materials task structures or pedagogies are favoured responses but huge differences in achievement still result If we in mathematics education seek to challenge that status quo more research must be focussed not just on diversity but also on the inclusivity of practices in mathematics education The book is written by a group of experienced collaborating researchers who share this focus It is written for researchers research students teachers and in service professionals who recognise both the challenges but also the opportunities of creating and evaluating new inclusive approaches to curriculum and pedagogy ones that take for granted the positive values of diversity Several chapters report new research in this direction The authors are part of or have visited with the mathematics education staff of the Faculty of Education at Monash University in Melbourne Australia The chapters all focus on the ideas of development in both research and practice recognising that the current need is for new inclusive approaches The studies presented are set in different contexts including Australia China the United States and Singapore

Language Teacher Education and Technology Jeong-Bae Son, Scott Windeatt, 2017-06-29 Language teachers competencies in computer assisted language learning CALL are a crucial factor affecting their own implementation of CALL However there is still a concern that many language teachers are not adequately prepared to make effective use of CALL or to identify and evaluate potential CALL solutions This can be the result of many different factors and raises the question of how to train teachers to develop their CALL knowledge and skills to a greater degree The discussion of approaches to training language teachers in the use of technology adopted in areas of Australia the UK and the US provides valuable insights for those already involved in this area and inspiration for those who have some interest in carrying out this kind of training but as yet have little or no experience This book explores the current status of CALL teacher education and discusses issues and challenges CALL teacher educators face in their own contexts Specifically it looks at postgraduate CALL courses offered at different universities to find ways of improving CALL teacher training It represents the first overview of a topic that is relevant to most postgraduate courses in Applied Linguistics or TESOL across the globe The use of technology for language learning and teaching is increasingly common but as is so often the case training for teachers in how to use that technology remains limited to a large extent by lack of expertise among trainers

Examcart All Subjects Pedagogy Textbook For Teaching Exam in English For 2025 Exam Examcart Experts, Corpus Perspectives on the Spoken Models used by EFL Teachers Angela Farrell, 2019-11-12 Corpus Perspectives on the Spoken Models used by EFL Teachers illustrates the key principles and practical guidelines for the design and exploitation of corpora for classroom based research Focusing on the nature of the

spoken English used by L2 teachers which serves as an implicit target model for learners alongside the curriculum model this book brings an innovative perspective to the on going academic debate concerning the models of spoken English that are taught today Based on research carried out in the EFL classroom in Ireland this book explores issues and challenges that arise from the use of non standard varieties of spoken English by teachers alongside the use of Standard British English and examines the controversies surrounding sociolinguistic approaches to the study of variation in spoken English combines quantitative corpus linguistic investigations with qualitative functional discourse analytic approaches from pragmatics and SLA for classroom based research demonstrates the ways in which changing trends and perspectives surrounding spoken English may be filtering down to the classroom level Drawing on a corpus of 60 000 words and highlighting strategies and techniques that can be applied by researchers and teachers to their own research context this book is key reading for all pre and in service teachers of EFL as well as researchers in this field

Teaching English Language Arts to English Language Learners Luciana de Oliveira, Melanie Shoffner, 2016-09-13 This book focuses on the ways in which English language arts ELA pre service and in service teachers have developed or may develop instructional effectiveness for working with English language learners ELL in the secondary English classroom Chapter topics are grounded in both research and practice addressing a range of timely topics including the current state of ELL education in the ELA classroom and approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms Chapters also offer advice on best practices in teaching ELA to multilingual students and ways to infuse the secondary English teacher preparation curriculum with ELL pedagogy Comprehensive in scope and content and examining topics relevant to all teachers of ELLs teacher educators and researchers this book appeals to an audience beyond ELA teachers and teacher educators

Applying the Flipped Classroom Model to English Language Arts Education Young, Carl A., Moran, Clarice M., 2017-03-31 The flipped classroom method particularly when used with digital video has recently attracted many supporters within the education field Now more than ever language arts educators can benefit tremendously from incorporating flipped classroom techniques into their curriculum Applying the Flipped Classroom Model to English Language Arts Education provides a comprehensive examination of the latest strategies for incorporating the flipped classroom technique into English language courses Highlighting innovative practices and applications in many areas such as curriculum development digital tools and instructional design this book is an ideal reference source for academicians educators students practitioners and researchers who are interested in the advancement of the flipped classroom model in curriculums

Optimizing Elementary Education for English Language Learners Guler, Nilufer, 2018-01-30 Teaching English language learners has long presented challenges for teachers tasked with bringing these students to a level of language comprehension comparable to that of native speakers These challenges and issues can lead to difficulty comprehending core academic topics for those learning the English language Optimizing Elementary Education for English Language Learners is a critical scholarly

publication that explores the importance of English as a Second Language ESL education as well as the challenges that can arise in striving for effective and engaging learning environments for the students involved Featuring a broad scope of topics such as effective lesson plans teacher education and preparation and the education achievement gap this book is geared toward academicians practitioners and researchers seeking current research on effective teaching strategies for teachers of English language learners English-Medium Instruction in European Higher Education Slobodanka Dimova,Anna Kristina

Hultgren,Christian Jensen,2015-07-24 This volume provides a focused account of English Medium Instruction EMI in European higher education considering issues of ideologies policies and practices This is an essential book for academics students policy makers and educators directly or indirectly implicated in the internationalization of European higher education **Bloomsbury World Englishes Volume 3: Pedagogies** Yasemin Bayyurt,Mario Saraceni,2021-05-20

Bloomsbury World Englishes offers a comprehensive and rigorous description of the facts implications and contentious issues regarding the forms and functions of English in the world International experts cover a diverse range of varieties and topics offering a more accurate understanding of English across the globe and the various social contexts in which it plays a significant role With volumes dedicated to research paradigms language ideologies and pedagogies the collection pushes the boundaries of the field to go beyond traditional descriptive paradigms and contribute to moving research agendas forward Volume 3 Pedagogies addresses the teaching of English as a world language Chapters in this volume consider the teaching and learning of English es from a range of perspectives and on the basis of experiences and research from many parts of the world **A Companion to Research in Teacher Education** Michael A. Peters,Bronwen Cowie,Ian Menter,2017-05-31

This state of the art Companion assembles and assesses the extant research available on teacher education and provides clear guidelines on future directions It addresses an important need in a collection that will be of value for teachers teacher educators policymakers and politicians There has been little sustained long term or systematic research to provide empirical support for the broad aspects of teacher education policy largely because such research has been chronically underfunded and based on traditional practitioner knowledge Many of the changes to teacher education are contentious and yet are occurring in rapid succession These policies and movements have important consequences for education teacher quality and the future of the teaching profession At the same time the policies and initiatives that support these changes seem to be based more on ideology business interests and tradition than on research and empirical findings The nature quality and effectiveness of teacher preparation have increasingly become a central focus for education policy worldwide in a fiercely argued debate among governments think tanks world policy agencies education researchers and teacher organisations

Building Teacher Capacity in English Language Teaching in Vietnam Van Canh Le,Hoa Thi Mai Nguyen,Thi Thuy Minh Nguyen,Roger Barnard,2019-08-06 This timely volume opens a window on issues related to English language education in Vietnam The authors consider that teacher quality is the key factor to be considered if the national English language

curriculum outcomes are to be achievable Aiming to shed light on key issues recently observed in the Vietnamese landscape of English language education it examines the complexity of the institutionalization of the standardized English proficiency policy which has been in force since 2008 That policy uses the Common European Framework of References for Languages CEFR as the model to set the standards and levels of proficiency for teachers learners and state employees The book presents both the theoretical and practical aspects of the standardization movement in English language education The contents comprise a series of extended research based chapters written by experts of language in education policy and planning in and about Vietnam from a range of perspectives including teachers English language curriculum developers teacher educators and researchers The rich coverage of the book includes current discussion on English language education in Vietnam ranging from policy to practice making it highly relevant to English teachers teacher educators and scholars in Vietnam and worldwide who aspire to broaden their horizons and professionalism *International Perspectives on Teaching English to Young Learners* S. Rich, 2014-11-20 This volume comprises 11 research led accounts from Teaching English to Young Learner TEYL educators working in a range of diverse settings worldwide The innovative practical and theoretical perspectives offer some important insights into effective TEYL pedagogy for the 21st century **Teacher Expertise in the Global South** Jason Anderson, 2023-06-01 There are many expert teachers working in the global South and we can learn a great deal from them Neither of these claims should be surprising yet to date there has been almost no research conducted on expert teachers working in Southern contexts Instead the huge sums of money invested in attempting to improve teacher quality in the South have frequently been directed towards introducing exogenous practices or interventions that may be culturally inappropriate practically infeasible and ultimately unsustainable often failing as a result In this pioneering book Jason Anderson provides an authoritative overview of the practices cognition and professionalism of expert teachers working in low income contexts By drawing upon both systematic reviews of teacher expertise and effectiveness research and his own fieldwork in India he argues that without an understanding of expert teachers working in all contexts worldwide we cannot truly understand expertise itself *English Language Education Policy in Asia* Robert Kirkpatrick, 2015-11-27 This volume offers comprehensive state of the art overviews of educational policies concerning the teaching of English in a large number of Asian countries Each contribution is written by a leading expert and gives a clear assessment of current policies and future trends Starting with a description of the English education policies in the respective countries the contributors then delve into the nuts and bolts of the English education policies and how they play out in practice in the education system in schools in the curriculum and in teaching Topics covered include the balance between the acquisition of English and the national language political cultural economic and technical factors that strengthen or weaken the learning of English Preparing Teachers to Teach English as an International Language Aya Matsuda, 2017-01-19 This book explores ways to prepare teachers to teach English as an International Language EIL and provides theoretically grounded models for EIL informed

teacher education The volume includes two chapters that present a theoretical approach and principles in EIL teacher education followed by a collection of descriptions of field tested teacher education programs courses units in a course and activities from diverse geographical and institutional contexts which together demonstrate a variety of possible approaches to preparing teachers to teach EIL The book helps create a space for the exploration of EIL teacher education that cuts across English as a Lingua Franca World Englishes and other relevant scholarly communities

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