

ISC EXAMINATION PAPER - 2024
ENGLISH PAPER-1
[LANGUAGE]
Class-12th
(Solved)

Maximum Marks: 80
Time allowed: Three hours

(Candidates are allowed Additional 15 minutes for only reading the paper. They must NOT start during this time)

Attempt all four Questions.
The intended marks for Questions or parts of questions are given in brackets[.].
(You are advised to spend not more than 45 minutes on Question 1,55 minutes on Question 2,30 minutes on
Question 3 and 50 minutes in Question 4.)
(You should begin each answer on a fresh page.)

Question 1

Write a composition (in approximately 400— 450 words) on any one of the following subjects. [20]

(You are reminded that you will be rewarded for the orderly and coherent presentation of the matter, use of appropriate style and general accuracy of spelling, punctuation and grammar.)

- (i) Recently you attended the wedding of a close relative. It was the first family gathering after the pandemic. Describe the excitement of meeting all the family members, the venue of the wedding, the food that was served and the celebrations that followed.
- (ii) During the summer break, you joined a group of young people who read to the elderly at a senior citizens' home. Narrate your experience of reading to the elderly and the interactions you had with them. How did this experience impact you?
- (iii) Cooking should be made a compulsory subject in the higher classes. Argue either **FOR** or **AGAINST** the given statement.
- (iv) Music
- (v) A person should be judged by the way they treat their subordinates. Present your reflections on this statement.
- (vi) Write an original short story that begins with the following words; She was still on the phone giving out instructions when...

Question 2

- (i) Write a review of a film that you watched recently, using the points given below. The review is to be published in your school newsletter and should not exceed 300 words.
Name of the film and director—lead actors and their performances — plot- setting - description

of a scene that you particularly liked—rating and recommendation. [15]

- (ii) As a Member of the Student Council of ABC School, you wish to start a Laughter Club to develop the appreciation for humour among students. Write a proposal in not more than 150 words, outlining the steps you would take to make this club a success. [10]

Question 3

Answer sections (i), (ii) and (iii). [5]

- (i) In each of the following items, sentence **I** is complete, while sentence **II** is not. Complete sentence **II** in each case.

Example:

(I) The heavy showers of rain revived the plants.

(II) The plants

Answer: The plants were revived by the heavy showers of rain.

- (a) (I) P G. Wodehouse is the funniest author I have ever read.
(II) No other
- (b) (I) Michelangelo was an architect and a poet.
(II) Not only
- (c) (I) Sara said that she would come to my house the following day.
(II) Sara said to me, ""
- (d) (I) As soon as the students enter their classroom, the teacher welcomes them.
(II) No sooner
- (e) (I) Only the wearer knows where the shoe pinches.
(II) None

- (ii) Fill in each blanks with a suitable word. (Do not write the sentences.) [5]
- (a) We must carry _____ despite the challenges we come across.
- (b) The police promised to carry _____ a thorough investigation.
- (c) He is sure to appeal _____ the judgement, since it was unfavourable to him.
- (d) The leader appealed _____ the public to maintain law and order.
- (e) The experienced doctor found it easy to deal _____ young patients.
- (f) This particular shop deals _____ organic food.
- (g) The fresh college graduate jumped _____ the first offer of a job.
- (h) My mother advised me never to jump _____ the lawn.
- (i) The signboard in the park read ' keep _____ the lawn'.
- (j) It is not easy to keep _____ with the rapidly changing fashions.

- (iii) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage but write the verbs in the correct order. [5]

A young man had a beautiful garden in his mansion. As he loved flowers, shrubs and trees, he tended to the garden himself. Next to his mansion, there was a small house in which _____ (1) (live) an old man. One day, when the young man was _____ (2) (expect) some special guests, he took extra care in _____ (3) (tend) to the garden. He pulled the weeds, _____ (4) (trim) the shrubs, combed the moss and spend a long time meticulously _____ (5) (rake) up and carefully arranging all the dry autumn leaves. As he worked, the old man (6) (watch) him with interest from across the wall that _____ (7) (separate) their houses.

When he had finished, the young man stood back to _____ (8) (admire) his work. "Isn't it beautiful?", he called out to the old man. "Yes", replied the old man, "but there is something missing. Help me over this wall and I'll put it right for you."

After a slight hesitation, the young man _____ (9) (lift) the old fellow over and set him down. Slowly the old man walked to the tree near the centre of the garden, grabbed it by the trunk, and shook it. Leaves _____ (10)

(shower) down all over the garden and formed a beautiful carpet.

"There", said the old man, "now it is perfect!"

Question 4

Read the passage given below and answer the questions (i), (ii) and (iii) that follows:

- (1) The Police Superintendent is walking across the market square followed by a constable. Suddenly he hears a loud shout, "So you bite, you damned brute? Lads, don't let the dog go! Biting is prohibited nowadays!"

There is the sound of yelping and the Superintendent sees a dog running out of a timber-yard. A man runs after it and tries to seize the dog by its hind legs. Sleepy countenances protrude from the shops and soon a crowd gathers.

- (2) "It looks like a row, your honour", says the constable.

The Superintendent turns to his left and strides towards the crowd. He sees the aforementioned man standing close by the gate of the timber-yard, holding his right hand in the air and displaying a bleeding finger to the crowd. He was the town's goldsmith. The culprit who has caused the sensation, a white puppy with a sharp muzzle and a yellow patch on its back, is sitting on the ground.

"What's it all about?", the Superintendent inquires; pushing his way through the crowd, "Who was it that shouted?"

- (3) The goldsmith answers, "I was walking along here not interfering with anyone when this low brute, for no rhyme or reason, bit my finger. I am a working man. Mine is fine work. I must have damages, for I shan't be able to use this finger for a week."
- (4) "I won't let this pass! Find out whose dog it is and draw up a report." The Superintendent commands the constable.
- (5) "I fancy it's General Zhigalov's dog", says someone in the crowd.

Suddenly indignant, the Superintendent turns to the goldsmith and asks. "There is one thing I can't make out. How it could have bitten you? Surely it couldn't reach your finger. It's a little dog, and you are a great hulking fellow! You must scratched your finger with a nail, and then the idea struck you to get damages for it. I know your sort!"

- (6) "No, that's not the General's dog", says the constable, with profound conviction, "the

General has valuable dogs, and goodness knows what this is! No coat, no shape a low creature."

The superintendent says, "You have been injured, goldsmith and we can't let the matter drop. You must be compensated for the damage."

- (7) "It is the General's, that's certain!", says a voice in the crowd.

"Oh! Constable, take the dog to the General's and inquire there. Say I found it and sent it. And tell them not to let it out into the street. A dog is a delicate animal. And you, you goldsmith, put your hand down, It's your own fault,"

On seeing the General's cook approaching, the Superintendent asks him, "Is it one of yours?"

"We have never had one like this" "says the cook.

"There's no need to waste time asking," decides the Superintendent, "it's a stray dog. Chase it away!"

- (8) "It's not our dog", the cook goes on, "it belongs to the General's brother who arrived the other day."

"Is his Excellency's brother here? Delighted to hear it," says the Superintendent, and his whole face beams with an ecstatic smile, "it's not a bad pup. A lively creature, indeed. Come, why are you shivering, you nice little pup?"

- (9) The cook calls the dog and walks away timber-yard.
- (10) The crowd laughs at goldsmith.

Adapted from: A Chameleon by Anton Chekov

- (i) (a) Given below; are three words and phrases. Find the words which have a similar meaning in the passage [3]

- (1) faces
(2) walks purposefully
(3) precious

- (b) For each of the words given below, choose the sentence that uses the same word unchanged in form but with a different meaning from that which it carries in the passage. [3]

(1) row (line 12)

- (A) We sat in a row at the back of the room.
(B) The vegetables were planted in neat rows.
(C) A row has broken out amongst the vendors.
(D) The fisherman rowed us back to the shore.

(2) left (line 14)

- (A) I instructed the driver to take a left turn at the intersection,
(B) The bank is situated to the left of the library.
(C) They left the house at six o' clock in the morning to reach the airport on time.
(D) He is giving away money left, right and centre.

(3) fancy (line 35)

- (A) He fancies himself as a serious actor.
(B) I was foot-loose and fancy-free in those days.
(C) He had some fanciful notion about crossing the Atlantic in a barrel.
(D) He sells poor goods, but charges fancy prices.

- (ii) **Answer the following questions in your own words as briefly as possible.**

- (a) How does power play an important role in the Superintendent's decisions? [2]
(b) Why does the goldsmith ask for damages? [2]
(c) Who does the dog belong to? How do we know it? [2]

- (iii) Trace the Superintendent's reactions from the time the initial voice in the crowd is heard till the cook takes the dog away (paragraphs 5 to 9). You are required to write the summary in the form of a connected passage in about 100 words. Failure to keep within the word limit will be penalized.

[8]



ANSWERS

1. (i) The air was buzzing with anticipation and joy as I attended the long-awaited wedding of a close relative, marking the first family gathering after the prolonged pause brought about by the pandemic. The excitement was palpable, and the atmosphere was charged with happiness and love.

The venue itself was a picturesque setting, nestled amidst lush greenery and adorned with vibrant flowers, creating a serene backdrop for the union of two souls. As I entered the venue, I was greeted by the familiar faces of family members whom I had not seen in what felt like an eternity. The hugs and laughter that ensued were a testament to the deep bonds that had endured the challenges of the past year.

The wedding ceremony took place in a beautifully decorated hall, where the couple exchanged vows surrounded by close family and friends. The love radiating from the newlyweds was infectious, and it filled the air with warmth and a sense of renewed hope. Witnessing the union of two people in love was a poignant reminder of the resilience of the human spirit and the enduring power of relationships.

The feast that followed the ceremony was a culinary extravaganza, a testament to the meticulous planning and attention to detail. The aroma of various delicacies wafted through the air, teasing our taste buds and adding to the overall festive ambience. The menu featured a diverse array of dishes, from traditional favorites to modern twists, catering to the varied tastes of the attendees. Each bite was a symphony of flavors, leaving everyone savoring the culinary delights.

The celebrations that ensued were nothing short of spectacular. The dance floor became a lively stage where family members of all ages showcased their moves, letting loose and reveling in the joyous occasion. The music echoed through the venue, creating an infectious rhythm that invited even the most reserved individuals to join in the merriment. Laughter and joy echoed in every corner as we celebrated not only the union of the couple but also the rekindling of familial connections.

As the night unfolded, the camaraderie among family members became the highlight of the event. The anecdotes shared, the memories revisited, and the shared laughter created a tapestry of connection that transcended the physical distance of the past months. It was a reunion of hearts, a celebration of love and togetherness that had been sorely missed during the challenging times of the pandemic.

In conclusion, attending the wedding of a close relative after the pandemic-induced hiatus was a poignant and joyous experience. The venue, the food, and the celebrations all contributed to creating a memorable event that not only marked the union of two individuals but also the rekindling of familial bonds. It was a reminder of the enduring strength

of family ties and the resilience of the human spirit in the face of adversity.

(ii) The summer break presented an opportunity for me to engage in a meaningful and heartwarming activity – joining a group of young people who volunteered to read to the elderly at a local senior citizens' home. Little did I know that this experience would be profoundly impactful, leaving an indelible mark on my perspective and fostering a deeper appreciation for the stories etched in the lives of the elderly.

As I entered the senior citizens' home, there was an air of tranquility that enveloped the surroundings. The residents, with their wrinkled yet expressive faces, exuded a certain wisdom and experience that instantly intrigued me. The group of young volunteers and I were given the task of spending time with the elderly, sharing stories, and reading to them.

I was paired with Ms. Thompson, a gentle soul with silver hair and a warm smile. As I started reading, her eyes lit up, and her face transformed into a canvas reflecting the emotions stirred by the words. The story became a bridge that connected our worlds, transcending the generational gap. It wasn't just about the narrative; it was about the shared experience of immersing ourselves in the magic of storytelling.

Throughout the reading sessions, I discovered that each resident had a unique story to tell – tales of love, adventure, hardship, and triumph. The room echoed with the rich tapestry of their life experiences, and I found myself captivated by the wealth of knowledge and insight they possessed. The interactions went beyond the pages of the books and became a medium for exchanging wisdom and forging connections.

As the weeks passed, I developed a special bond with Ms. Thompson. Our reading sessions evolved into heartfelt conversations, and she generously shared snippets of her life – the challenges she overcame, the joys she experienced, and the lessons she learned. It was a reciprocal exchange of stories, creating a tapestry of shared experiences that transcended age and time.

This experience had a profound impact on me. It taught me the importance of acknowledging and honoring the elderly, whose lives are often overlooked in the fast-paced world we live in. It reminded me that every individual carries a unique story worth listening to, regardless of their age or background. The resilience and wisdom of the elderly became a source of inspiration, prompting me to reflect on the value of human connections and the wealth of knowledge that comes with age.

In conclusion, the summer spent reading to the elderly at the senior citizens' home was a transformative experience. It opened my eyes to the richness of human stories and the profound impact

that simple acts of kindness, such as reading, can help in fostering connections and bridging the gap between generations. This endeavor not only enriched the lives of the elderly residents but also left an enduring imprint on my own heart, shaping my perspective on the value of compassion and understanding in our interactions with others.

(iii) For the Statement

In the rapidly changing landscape of education, there is a growing consensus that cooking should be made a compulsory subject in higher classes. Beyond the traditional academic subjects, culinary education offers a range of benefits that are not only practical but also contribute significantly to personal development and well-rounded education.

Firstly, introducing cooking as a compulsory subject in higher classes fosters essential life skills. As students transition into adulthood, the ability to prepare nutritious and balanced meals is a fundamental skill that equips them for independent living. Cooking education provides a practical knowledge about nutrition, meal planning, and food safety, empowering individuals to make healthier dietary choices. In a world where processed and fast foods dominate, instilling these skills early on is crucial for promoting a healthier lifestyle and preventing diet-related health issues. Moreover, cooking as a compulsory subject encourages creativity and innovation. It serves as a unique outlet for self-expression, allowing students to experiment with flavors, textures, and cultural influences. This not only enhances their culinary skills but also nurtures a creative mindset that can be applied to various aspects of life. Cooking involves problem-solving, adaptability, and the ability to think on one's feet. These skills are valuable in any professional or personal endeavor.

Additionally, culinary education promotes cultural awareness and appreciation. Cooking is an art form that transcends borders, and by learning about diverse cuisines, students gain a deeper understanding of different cultures. This exposure fosters tolerance, respect, and an appreciation for diversity, contributing to the holistic development of well-rounded individuals who can navigate an increasingly globalized world with cultural sensitivity.

Furthermore, making cooking compulsory in higher classes addresses the issue of food waste. With a better understanding of cooking techniques and meal planning, individuals are less likely to waste food. This not only has economic implications but also aligns with the growing emphasis on sustainability and responsible consumption. Teaching students to be mindful of their food choices and reduce waste has long-term benefits for both individuals and the environment.

In conclusion, making cooking a compulsory subject in higher classes is a progressive step towards holistic education. Beyond the confines of academic knowledge, it equips students with essential life skills, fosters creativity, promotes cultural understanding, and addresses pertinent issues

like food waste. By integrating cooking into the curriculum, educational institutions can contribute to the development of well-rounded individuals who are not only academically proficient but also equipped to lead healthy, sustainable, and culturally enriched lives.

Against the Statement

While cooking is undoubtedly a valuable skill with numerous benefits, arguing against making it a compulsory subject in higher classes can be rooted in considerations of individual preferences, the diverse range of skills, and the practical constraints within the education system.

Firstly, the diversity of student interests and career paths should be acknowledged. Not every student may have an inclination or passion for cooking. Forcing them to take cooking as a compulsory subject could lead to disinterest, boredom, and a lack of engagement. Education should strive to cater to the varied talents and interests of students, offering a range of subjects that align with their individual aspirations and aptitudes.

Moreover, the educational system already faces challenges in fitting an extensive curriculum into the limited time available. Compulsory subjects are often seen as essential components of a well-rounded education, and introducing cooking might put additional strain on an already packed schedule. This could potentially compromise the depth and quality of instruction in other core subjects that are traditionally associated with academic success and future career prospects.

Additionally, it is important to recognize that practical life skills, including cooking, can be effectively taught through optional or extracurricular programs. Making cooking compulsory might lead to a situation where students feel burdened by yet another mandatory subject, diminishing the joy of learning associated with elective activities. By offering cooking as an optional subject or as part of a broader life skills curriculum, students who are genuinely interested can choose to engage with it without imposing it on everyone.

Furthermore, there is the practical consideration of available resources and facilities for cooking classes. Not all educational institutions may have the necessary infrastructure, equipment, and qualified instructors to conduct cooking classes effectively. Introducing a compulsory subject without ensuring uniform access to adequate resources might create disparities among schools, disadvantaging some students in their pursuit of a well-rounded education.

In conclusion, while cooking is undeniably a valuable skill, making it a compulsory subject in higher classes may not be the most practical or equitable solution. Acknowledging the diverse interests of students, the existing constraints on the education system, and the availability of resources, it is more reasonable to provide cooking education as an optional or extracurricular activity. This allows students to pursue it if they are genuinely interested, without imposing it universally on a

student body with varied preferences and career goals.

- (iv) Music, with its universal language, has the remarkable ability to transcend barriers and evoke emotions that words alone often fail to express. It is a powerful force that resonates with individuals across cultures, ages, and backgrounds, enriching our lives in myriad ways.

At its core, music is an art form that encompasses a vast spectrum of genres, styles, and expressions. From the soul-stirring melodies of classical compositions to the energetic beats of contemporary pop, music caters to a diverse range of tastes and preferences. Its versatility is one of its most enchanting qualities, allowing people to find solace, inspiration, or sheer joy in the vast tapestry of musical expressions.

Beyond its entertainment value, music plays a pivotal role in shaping and reflecting societal trends, attitudes, and emotions. It has the power to inspire movements, capture historical moments, and serve as a catalyst for social change. Icons like Bob Dylan and Nina Simone used their music as a vehicle for activism, proving that melodies and lyrics have the potential to ignite revolutions and challenge the status quo.

Music also holds a unique place in personal and cultural identity. From traditional folk tunes that weave the fabric of cultural heritage to the anthems that define generations, music contributes to the formation of individual and collective identities. It serves as a soundtrack to our lives, accompanying us through moments of celebration, heartbreak, and self-discovery. The songs that resonate with us become a part of our personal narratives, forever etched in the memories they evoke.

Moreover, the impact of music on emotional well-being is undeniable. It has therapeutic qualities, capable of soothing the mind, alleviating stress, and elevating mood. Whether through the meditative strains of classical compositions or the upbeat rhythms of dance music, music has the power to create a profound emotional connection, offering solace and inspiration in times of need.

In the realm of education, music contributes to cognitive development and academic success. Numerous studies have demonstrated the positive effects of music education on a range of skills, including language acquisition, spatial-temporal abilities, and mathematical proficiency. The discipline and focus required to learn and master a musical instrument translate into valuable life skills that extend beyond the realm of music itself.

In conclusion, music is a sublime and multifaceted art form that enriches our lives in profound ways. Its ability to transcend cultural, linguistic, and emotional barriers makes it a universal language that speaks to the depths of the human experience. Whether as a form of personal expression, a tool for social change, or a source of joy and solace, music holds a unique place in our hearts and minds, weaving its melodies into the very fabric of our existence.

- (v) The way an individual treats their subordinates is a revealing and significant measure of their character and leadership style. It is a reflection not only of their professional demeanor but also of their values, empathy, and overall approach to human relationships. Evaluating a person based on how they interact with those under their authority provides valuable insights into their leadership abilities, emotional intelligence, and ethical standards.

One of the key aspects of this statement is the recognition that leadership is not merely about giving orders or making decisions; it involves fostering a positive and collaborative work environment. A person who treats their subordinates with respect, kindness, and fairness is likely to create a conducive atmosphere where creativity, productivity, and job satisfaction thrive. This, in turn, contributes to the overall success of a team or organization.

Moreover, the way someone treats their subordinates reflects their emotional intelligence – their ability to understand and manage their emotions and those of others. Leaders who exhibit empathy, active listening, and a genuine concern for the well-being of their team members are more likely to build strong, trusting relationships. This emotional connection fosters a sense of loyalty and commitment among subordinates, ultimately leading to a more harmonious and effective working dynamic.

The treatment of subordinates also sheds light on a person's ethical standards and integrity. Leaders who demonstrate fairness, transparency, and consistency in their interactions with those they oversee are likely to be perceived as trustworthy and reliable. Conversely, those who resort to favoritism, micromanagement, or disrespectful behavior erode trust and risk damaging the organizational culture. Furthermore, the statement implies an understanding of the power dynamics within a professional setting. A person in a position of authority wields influence over the careers, growth, and well-being of their subordinates. Judging someone based on how they handle this responsibility speaks to their awareness of the impact their actions can have on the lives of those they lead. A responsible leader acknowledges the importance of mentorship, guidance, and creating opportunities for the development of their team members.

In conclusion, the way a person treats their subordinates is a nuanced but crucial aspect of evaluating their character and leadership qualities. It goes beyond the superficial measures of success and delves into the realm of interpersonal relationships, emotional intelligence, and ethical standards. Leaders who prioritize respect, fairness, and empathy in their interactions with subordinates are not only more likely to build successful and cohesive teams but also to leave a positive and lasting impact on the organizational culture and the lives of those they lead.

(vi) She was still on the phone giving out instructions when the storm hit. The day had started like any other, but as dark clouds gathered on the horizon, an unexpected urgency crept into her voice. Jenna, a project manager for a construction company, found herself at the mercy of nature's sudden wrath.

She had been overseeing a critical phase of a new building project when weather reports hinted at an impending storm. Her phone buzzed with alerts, and she found herself pacing on the construction site, making urgent calls to the on-site team. Safety protocols were activated, and workers were instructed to secure equipment and evacuate the premises.

As Jenna continued her rapid-fire instructions, raindrops began to fall, gradually escalating into a torrential downpour. The wind howled, and the atmosphere crackled with the distant rumble of thunder. She glanced around at the skeletal structure of the half-built building, an incomplete fortress against the approaching tempest.

Amidst the chaos, her attention was drawn to a lone figure in the distance – an elderly security guard named Mr. Patel. He stood by the entrance, steadfast and resolute. Jenna frowned, realizing he hadn't received her evacuation directive. Still on the phone, she rushed toward him, battling the wind and rain.

"Mr. Patel, we need to get you inside! It's not safe out here!" she yelled over the increasing fury of the storm.

The old man smiled, his eyes reflecting a lifetime of experiences. "I've weathered worse storms, Miss Jenna. I can't abandon my post."

Jenna felt a sense of admiration for Mr. Patel's unwavering commitment. However, safety protocols were non-negotiable. She persuaded him to seek shelter, assuring him that the project could wait.

As they hurried toward the designated evacuation area, the storm intensified, unleashing its full force. The wind whipped through the construction site, sending loose debris flying. The rain beat down mercilessly, and thunder roared overhead. The evacuation area offered minimal protection, but it was better than the exposed construction site.

Huddled with the on-site team and Mr. Patel, Jenna watched as the storm battered the construction site. In the midst of adversity, a camaraderie formed among the diverse group of workers. Laughter and shared stories emerged, creating a bond that transcended job titles and roles.

As the storm eventually subsided, leaving behind a transformed landscape, Jenna couldn't help but marvel at the resilience of her team. The incomplete building stood tall against the elements, a testament to both human determination and the unpredictable forces of nature. In that moment, Jenna realized that sometimes, unexpected challenges could forge the strongest bonds and reveal the true strength of those facing the storm together.

2. (i) Film Review: "Echoes of Eternity" by Director Michael Harrison

"Echoes of Eternity," directed by Michael Harrison, is a cinematic masterpiece that seamlessly combines heartfelt storytelling and breathtaking visuals, graphics. Starring Emily Watson and James McAvoy in lead roles, the film boasts performances that elevate it to a realm of cinematic brilliance.

The plot revolves around the discovery of a mysterious journal that unlocks the secrets of an ancient civilization. Emily Watson delivers a powerhouse performance as Dr. Sarah Turner, an archaeologist determined to unravel the enigma behind the journal. James McAvoy complements her skillfully, portraying a passionate historian, David Reynolds, with depth and conviction. Their chemistry brings an emotional resonance to the film, grounding the fantastical narrative in relatable human experiences.

Set against the backdrop of lush landscapes and archaeological sites, the film's setting is a visual feast. The cinematography captures the grandeur of historical locations and seamlessly transitions between the ancient and contemporary worlds. The juxtaposition of past and present enhances the film's overarching theme of timelessness.

One particularly enchanting scene involves Sarah and David discovering an ancient artifact in a hidden chamber. The delicate interplay of light and shadow, coupled with a haunting musical score, creates a cinematic moment that transcends the screen. This scene encapsulates the film's ability to evoke wonder and curiosity, pulling the audience deeper into the narrative.

On a scale of 1 to 5, "Echoes of Eternity" deserves a resounding 5. The film's captivating plot, stellar performances, and visually stunning settings make it a must-watch for cinephiles. Michael Harrison's direction brings the story to life with finesse, leaving the audience with a profound sense of awe. I wholeheartedly recommend "Echoes of Eternity" for its ability to transport viewers on an emotional and visual journey that lingers long after the credits roll.

(ii) Subject: Proposal for Establishing a Laughter Club at ABC School

Dear [Principal's Name],

I hope this letter finds you well. As a Member of the Student Council, I propose the establishment of a Laughter Club at ABC School to foster a positive and joyful environment among students. Laughter has numerous health benefits, and helps in cultivating an appreciation for humor that contribute to overall well-being.

Key Steps:

Promotion: Create awareness through posters, announcements, and social media platforms to encourage student participation.

Schedule: Designate a convenient time each week for Laughter Club sessions, ensuring minimal disruption to academic schedules.

Activities: Plan laughter-inducing activities, including joke-sharing, humorous games, and light-hearted discussions.

Guest Speakers: Invite comedians or mental health professionals to share insights on the importance of laughter.

Feedback Mechanism: Establish a feedback system to gauge the club's impact and make necessary adjustments.

I believe the Laughter Club will contribute positively to our school's culture. Your support in implementing this initiative is highly appreciated.

Sincerely,

[Your Name]

Member, Student Council

ABC School

3. (i) (a) (II) No other author has made me laugh as much as P G. Wodehouse.
- (b) (II) Not only was he an architect, but he was also a poet.
- (c) (II) Sara said to me, I shall come to your house the next day.
- (d) (II) No sooner do the students enter their classroom than the teacher welcomes them.
- (e) (II) None but the wearer knows where the shoe pinches.
- (ii) (a) on
(b) out
(c) against
(d) to
(e) with
(f) in
(g) at
(h) onto
(i) off
(j) up
- (iii) (1) lived
(2) expecting
(3) tending
(4) trimmed
(5) raking
(6) watched
(7) separated
(8) admire
(9) lifted
(10) showered

4. (i) (a) (1) faces:

The word "faces" is not explicitly used in the passage. However, the term "looks" might be related to expressions or faces.

(2) **walks purposefully:** The phrase "strides towards" in the passage indicates walking purposefully.

(3) **precious:** The word "valuable" in the passage is synonymous with "precious." It is used in the context of describing the General's valuable dogs.

(b) (1) row (line 7):

(B) The vegetables were planted in neat rows.

(2) left (line 8):

(A) I instructed the driver to take a left turn at the intersection.

(3) fancy (line 21):

(A) He fancies himself as a serious actor.

(ii) (a) The Superintendent's decisions are influenced by his authority and power. He commands the constable to find out whose dog it is and draw up a report, demonstrating how his position allows him to take charge and make decisions.

(b) The goldsmith asks for damages because he claims the dog bit his finger, causing an injury that will prevent him from using his finger for a week. He believes he deserves compensation for this harm.

(c) The dog is initially thought to belong to General Zhigalov. However, later it is revealed by the cook that the dog belongs to the General's brother, who arrived recently. The Superintendent confirms this information, and allows the cook to take the dog with him.

(iii) The Superintendent, upon hearing the commotion, investigates the goldsmith's claim about the dog bite. He questions the goldsmith's story, suspecting deception. As suggestions arise about the dog's owner, the Superintendent initially thinks it's General Zhigalov's but later discovers it belongs to the General's brother. His demeanor changes positively, expressing delight. The cook confirms the ownership, and the Superintendent beaming, appreciates the lively dog. Instructing the constable to send the dog to the General's brother, he ensures it's not released on the street. The crowd, initially mocking the goldsmith, witnesses the Superintendent's dynamic reactions in resolving the situation.