

**ISC EXAMINATION PAPER - 2025**  
**ENGLISH PAPER-1**  
**[LANGUAGE]**  
**Class-12<sup>th</sup>**  
**(Solved)**

*Maximum Marks: 80*

*Time Allotted: Three Hours*

*Reading Time: Additional Fifteen Minutes*

**Instructions to Candidates:**

1. You are allowed *an additional fifteen minutes* for *only* reading the question paper.
2. You must **NOT** start writing during reading time.
3. It has **four questions** in all.
4. Answer **all** questions.
5. 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**.
6. While answering **Multiple Choice Questions** in **Question 4**, you are required to **write only one option** as the answer.
7. You should begin each answer on a fresh page.
8. The intended marks for questions are given in brackets [ ].

**Question 1**

[20]

Write a composition (in approximately 400 - 450 words) on **any one** of the following subjects.

(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) The children's library in your locality was in a neglected condition. You and your friends visited it recently and decided to do something about it. What did you see there and how did you bring about a significant change? Describe the excitement on the reopening of the library and how you felt when many children began to visit it eventually.
- (ii) You depended on technology to complete an important task. However, it failed you at a crucial moment. Narrate what happened, your attempts to fix it and the lessons you learnt from this experience.
- (iii) Film stars are good role models for youngsters. Argue either **FOR** or **AGAINST** the given statement.
- (iv) Friendship
- (v) Clothes define a person. Present your reflections on this statement.
- (vi) Write an original short story which **ends** with the following words:  
He stood looking out of the window, with a smile on his face.

**Question 2**

- (i) Write a feature article in about 300 words, to be published in your school magazine on the topic "The Importance of Sports". Your article must use the guidelines given below: [15]  
Inculcates discipline – builds teamwork – has health benefits – develops leadership qualities – leads to character building – provides career options
- (ii) You are the President of The Nature Club of your school. You want to organise 'Tree Plantation Day' in order to celebrate its tenth anniversary. Write a proposal in about 150 words stating the steps you would take to organise the programme and make it a success. [10]

**Question 3**

Answer subparts (i), (ii) and (iii).

- (i) Rewrite the following sentences according to the instructions given after each of them in brackets. [5]
  - (a) As soon as Mira found her lost diamond pendant, she ran to her mother in excitement.  
(Begin: No sooner .....)
  - (b) The doctor said to the elderly lady, "Will you be able to follow the schedule for taking medicines every day?"  
(Begin: The doctor asked .....)

- (c) Heavy rains have caused several landslides.  
(End: ..... heavy rains.)
- (d) Sunita is the best debater in our team.  
(Begin: No other .....)
- (e) The news is too good to be true.  
(Use: ..... so ..... that .....)
- (ii) Replace the **INCORRECT** underlined words to make the following sentences meaningful and grammatically correct. Do not copy the sentences. [5]
- (a) Never put out until tomorrow what you can do today.  
(b) Put by your best dress. We are going to attend a party.  
(c) She is so friendly that she gets away with everyone.  
(d) I must get up to writing this assignment as it is due tomorrow.  
(e) The engagement was called through at the last moment.  
(f) This situation calls about necessary action.  
(g) Saloni chose to stand up her friend in times of crisis.  
(h) IPL stands of Indian Premier League.  
(i) Neha turned out the job offer as she wanted to continue her higher studies.  
(j) I did not expect so many people to turn over for the conference.
- (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]
- Once upon a time, there \_\_\_\_\_ (1) (live) three old monks. They \_\_\_\_\_ (2) (be) poor and without any worldly goods. They would travel from village to village and, in every village they \_\_\_\_\_ (3) (stop), they would sit in the center of the marketplace and start laughing.
- At first, everyone just \_\_\_\_\_ (4) (pass) by without giving them any attention. But slowly, a small crowd formed that would linger around every day and laugh with them. The laughter was so addictive that eventually, the whole marketplace had tears running down their cheeks.
- This was when the monks would finally get up and \_\_\_\_\_ (5) (move) on to the next village. Their fame \_\_\_\_\_ (6) (grow) with time. Nobody ever \_\_\_\_\_ (7) (preach) the way they did with laughter and nothing else. They never laughed at anything in particular, but it was as if they \_\_\_\_\_ (8) (understand) a cosmic joke.
- Just \_\_\_\_\_ (9) (imagine)! Three monks \_\_\_\_\_ (10) (spread) joy and laughter without saying a single word.

#### Question 4

Read the passage given below and answer the questions (i), (ii) and (iii) that follow.

- (1) On an ice-crusted ridge, 3000 feet above the sea level, Emma Nicholson takes a deep breath behind her respirator. She checks her climbing harness, and steps inside the gaping mouth of an active volcano. 5
- (2) It is a little after 4 p.m. on the wind-whipped summit rim of Mount Michael. Located in the uninhabited South Sandwich archipelago, the island is one of the most isolated places a person can travel to on Earth. It is roughly 500 miles from the closest permanent station on South Georgia and more than a thousand miles from the nearest shipping traffic. 5
- (3) After years of planning and enduring a torturous 1,400 miles voyage through turbulence in iceberg-infested seas, the thirty-three year old volcanologist is on the verge of becoming the first scientist to lead an exploration inside Mount Michael's crater, where she hopes to collect new clues about active volcanoes and to find the lava lake. 10
- (4) But Mount Michael is not a volcano that easily reveals its secrets.
- (5) The weather being unpredictable, Emma's team estimates that they have only sixteen days to unearth its mysteries. 15
- (6) At first glance, the inner part of the volcano seems harmless, giving way to a gentle snow slope. Emma cautiously descends using the rope which is her only connection to the outside world. She understands that somewhere below, she can encounter danger. The seemingly harmless terrain might end in an unstable ice cliff overhanging the inner rim of the volcano. 20
- (7) As she inches her way down, carrying a computer and a heat-sensing camera, conditions improve - the wind subsides and patches of blue sky appear overhead. Beyond her face shield, Emma can see a circle of vertical walls of ash covered rock and ice. 25

- (8) As she goes deeper into the mountain crater, she looks around, slightly wide-eyed. She understands she is standing inside the Earth's chimney - a place that bears the scars of one of nature's greatest displays of power.
- (9) It dawns on her, "I am the first person to peer down the insides of the Earth."
- (10) A reassuring tug pulls against her harness. The rope, Emma knows, is connected to a most trustworthy anchor, Carla, the mountain guide. Without a line of sight to Emma, Carla knows that an overhanging cliff could fall without warning, sweeping her friend down the throat of the volcano. 30
- Carla calls out, "Emma, are you alright?" Her voice echoes in the hollow crater acting as a reminder to Emma not to forget herself and go too far. She had to get back up. 35
- (11) As she is pulled up, she realises that only one thing eludes her, the thing that brought her to this remote place-where is the lava lake?
- (12) Sixteen futile days pass looking for the lava lake. On the last day, during repacking, the photographer lets out an unexpected cry, "Will you have a look at that?" she says, pointing upwards. 40
- (13) Everyone drops what they are doing and stare. A shimmering cloud appears in the night sky above Mount Michael. At first, their eyes register deep reds and violets against the starry black night. It resembles the last light from the sun, except that the sun had set two hours ago. Emma slowly realises that the light is coming from inside the volcano. As they stare at the cloud, the colours seem to gently shift, the red becoming scarlet then orange, the deep violet softening to purple. 45
- (14) She shivers from the excitement. The display they witness, projected onto the underside of the cloud, is the first real sign of what Emma has journeyed halfway around the world for - the lava lake! 50

*(Adapted from: Ice and Fire, National Geographic, November 2023)*

- (i) (a) Find a single word from the passage that will **exactly replace the underlined word or words** in the following sentences. [3]
- (1) The aircraft was designed to overcome sudden and violent changes in weather conditions.
- (2) The doctor has advised the patient to continue taking the medicines till the fever comes down.
- (3) The thief escapes the police every time.
- (b) For each of the words given below, choose the correct sentence that uses the same word **unchanged in spelling, but with a different meaning** from that which it carries in the passage. [3]
- (1) steps (line 2)
- (A) What steps have you taken to rectify the situation?
- (B) One should tackle every problem step by step.
- (C) The math teacher steps into the classroom with authority.
- (D) She stepped forward to help without being asked.
- (2) light (line 44)
- (A) She could see very well by the light of the candle.
- (B) My mother asked me to switch the lights on.
- (C) Although the bag was full, it felt light and easy to carry.
- (D) The light was burning in the room late into the night.
- (3) set (line 44)
- (A) A complete set of her novels was displayed in the library.
- (B) We should reach home before the sun sets.
- (C) The glorious sunset was a sight to behold.
- (D) He sets the pace for future discoveries.
- (ii) Answer the following questions as briefly as possible in your own words.
- (a) Why was the expedition important to Emma? [2]
- (b) With reference to the role of the mountain guide in the passage, explain how trust plays an important role in Emma's safety. [2]
- (c) Why is Mount Michael considered a remote place? [2]
- (iii) Summarise Emma's search for the lava lake and her joy at witnessing it finally (paragraphs 8 to 14). You are required to write the summary in the form of a connected passage in about 100 words. [8]

## Answers

1. (i) The children's library in our locality had fallen into disrepair. Dust lay thick on the shelves, some books were torn, and the reading room was gloomy. My friends and I, all avid readers, felt a pang of sadness seeing its condition. We decided we had to do something.

Our first visit was disheartening. The librarian, an old man named Mr. Sharma, seemed resigned to the library's fate. He told us that funds were scarce and no one seemed interested in helping. We saw cobwebs clinging to the windows, and the few chairs were broken. The once vibrant posters were faded and peeling. Many books were missing, and those that remained were jumbled and disorganised. The children's section, which was once our favourite, was particularly neglected. It looked like no one had visited it in ages.

We knew we couldn't let it remain like this. We formed a small group, Friends of the Library, and started by cleaning the place ourselves. We spent a few weekends dusting, sweeping and arranging the books. We even brought old newspapers and cleaned the windows, letting in much-needed sunlight. We collected some money from our families and bought a few colourful charts and decorations for the children's section. One of my friends, whose father is a carpenter, repaired the broken chairs.

Our next step was to get more books. We organised a small book drive in our neighbourhood. We went door to door, explaining our mission and requesting people to donate any books they no longer needed. We were surprised by the overwhelming response. Many families happily donated books, and some even gave us small contributions of money. We also wrote a letter to the local newspaper about the library's condition and our efforts. The newspaper published our letter, which helped raise awareness about our initiative.

Finally, the day arrived for the reopening of the library. We made simple invitations and distributed them in our school and neighbourhood. We baked some cookies and prepared small snacks. We were a little nervous, wondering if anyone would come. But our worries were unfounded. A large number of children, along with their parents, turned up. The librarian was beaming with happiness. He said he hadn't seen so many children in the library in years. Children were thrilled to have their library back. They were excited to see the new books and the colourful decorations. It was a truly heartwarming experience.

In the weeks that followed, the library became a hub of activity. Children started visiting regularly, borrowing books and participating in the activities we organised. We started a story-telling session every Saturday, and my friend's mother, who is a teacher, volunteered to help children with their reading. The library was alive again.

Seeing the children engrossed in books, their faces lit up with joy, was the most rewarding feeling. We had brought about a small but significant change, and it felt wonderful to have made a difference in our community.

(ii) My English project on Shakespeare's Hamlet was due on Tuesday. Mr. Dasgupta is very particular about presentations, and I knew I needed to create something really good to get a decent grade. I had read the play, taken notes and had some ideas, but making the actual presentation always takes me a long time. That's when I remembered my friend Rohan telling me about these AI presentation makers. He said they could create entire slideshows from just a few keywords. It sounded like a dream come true, especially since I had left everything to the last minute.

So, on Sunday night, with the deadline fast approaching, I decided to give it a try. I found a free AI presentation website and typed in 'Hamlet', 'tragedy', 'revenge', 'madness'. The AI went to work, and in a few minutes, it had generated a whole presentation. It looked impressive at first glance, with nice layouts and images. But as I started going through the slides, I realised it was a mess.

The AI had pulled information from random websites, and some of it was completely inaccurate. It had mixed up characters, misquoted lines and even made some bizarre interpretations of the play. It was clear that the AI didn't actually understand 'Hamlet' at all. It had just scraped together some words and pictures without any real thought or analysis.

I was horrified. I had trusted this AI to do the work for me, and it had completely failed. Now I was in an even worse situation than before, with even less time to create a presentation. I couldn't possibly submit this garbage to Mr. Dasgupta. I spent the rest of Sunday night and all of Monday frantically trying to fix the AI-generated mess. I had to double-check every single piece of information, correct the errors and add my own analysis. It took way longer than if I had just made the presentation myself from scratch. I learnt a valuable lesson that night: technology isn't a magic solution.

On Tuesday, I gave my presentation. It wasn't perfect, but it was accurate and showed that I had actually read and understood the play. Mr. Dasgupta gave me a decent grade, and more importantly, he appreciated the effort I had put in.

I learnt a few important things from this experience. First, AI tools can be helpful for brainstorming or getting ideas, but they can't replace actual work and understanding. Second, relying on technology to do everything for you is a recipe for disaster. And third, procrastination is never a good idea, especially when

combined with blind faith in technology. Next time, I'm starting my projects early and doing my own work, no AI shortcuts for me!

### **(iii) For the Statement**

Film stars often occupy a unique space in the hearts and minds of young people, serving as sources of inspiration and aspiration. Their journeys, frequently marked by hard work, resilience and creativity can profoundly influence youngsters, encouraging them to pursue their dreams and overcome the inevitable challenges that life throws their way. Many actors and actresses have shared compelling stories of struggle and perseverance that resonate deeply with young audiences. For instance, global icons like Dwayne "The Rock" Johnson and Viola Davis have openly discussed their battles with poverty, rejection and self-doubt before achieving the remarkable success they enjoy today. These narratives, often raw and honest, can motivate young people to remain steadfast in the face of adversity, to believe in their own potential, and to understand that setbacks are not failures, but rather opportunities for growth. They learn that even their idols have faced similar hurdles and emerged stronger.

Beyond their personal achievements, film stars frequently leverage their significant platforms to advocate for meaningful causes, demonstrating that fame can be a powerful tool for positive change. Leonardo DiCaprio, for example, has dedicated years to environmental activism, raising awareness about the urgent issue of climate change and inspiring young people to take action to protect our planet. Similarly, Emma Watson's impactful work with the United Nations on gender equality has encouraged countless young fans to engage with crucial issues of social justice. When film stars align themselves with such important causes, they send a clear message: success is not just about personal glory, but also about contributing to the betterment of society and making a real difference in the world. They show that influence comes with responsibility.

The inherently creative nature of the film industry also encourages young people to explore their own latent talents and embrace their individuality. Actors like Timothée Chalamet and Florence Pugh, known for their unwavering dedication to their craft and their commitment to artistic integrity, inspire youngsters to pursue their own passions with authenticity and commitment. The industry's increasingly important celebration of diversity and inclusivity further helps young people appreciate different perspectives, challenge outdated societal norms, and understand the richness that comes from embracing differences. By portraying complex and multifaceted characters and telling diverse and compelling stories, film stars can foster empathy, broaden their young fans' horizons, and help them better understand the world with nuance and compassion.

While the world of film can sometimes be associated with glamour and excess, many stars actively promote positive values such as hard work, kindness and self-belief. Their influence, when channelled constructively and responsibly, can guide young people towards becoming confident, empathetic and driven individuals. In this way, film stars can indeed serve as valuable role models for youngsters, inspiring them to dream big, work hard and make a positive impact on the world around them. They can show that success is built on a foundation of solid values.

### **Against the Statement**

While film stars may captivate audiences with their undeniable talent and charisma, they are not always the most suitable role models for young people. The entertainment industry often glorifies superficial values such as excessive wealth, fleeting physical appearance and fame, which can distort young people's understanding of true success. Many celebrities lead lifestyles that are far removed from the realities of everyday life, frequently flaunting luxury and excess. This can create unrealistic expectations among youngsters, leading them to prioritise material success over personal growth, meaningful relationships and genuine happiness. The constant exposure to such carefully curated imagery can foster a sense of inadequacy and dissatisfaction, as young people may feel pressured to measure up to these ultimately unattainable standards.

The personal lives of film stars are frequently under intense scrutiny, and their mistakes or controversies are often amplified by the ever-present media. Young fans, who may idolise these figures, can be negatively influenced by their questionable behaviour. For instance, the normalisation of substance abuse, reckless behaviour and toxic relationships in celebrity culture can send harmful messages to impressionable minds. Instead of promoting responsibility, integrity and ethical conduct, some stars inadvertently encourage a culture of instant gratification and a dangerous disregard for consequences. This can have a detrimental effect on young people's moral and ethical development, blurring the lines between right and wrong.

Moreover, the relentless pressure to conform to unrealistic industry standards often leads film stars to undergo extreme physical transformations or promote unhealthy and often unattainable beauty ideals. This can have a damaging impact on young people's self-esteem, fostering body image issues, insecurities and a distorted sense of self. The relentless pursuit of an often-manufactured perfection, as portrayed by some celebrities, can make youngsters feel inadequate and disconnected from their own identities. The over-emphasis on appearance over substance can undermine the importance of inner qualities such as kindness, intelligence, resilience and compassion.

While there are certainly exceptions, the entertainment industry as a whole tends to prioritise profit over authenticity. This can result in the promotion of shallow values, sensationalism and a focus on generating headlines, which do little to inspire young people to develop empathy, resilience, or a genuine sense of purpose. Instead of solely looking up to film stars, youngsters may benefit more from seeking role models in their everyday lives—teachers, family members, community leaders, mentors—who embody integrity, humility and a genuine commitment to positive change. These are the individuals who demonstrate real-world values in action.

It is crucial for youngsters to look beyond the glitz and glamour, the carefully constructed personas, and the often-manufactured narratives, and instead seek inspiration from individuals who exemplify enduring values, genuine character and a commitment to making a positive difference in the world. True role models are those who demonstrate integrity and live their values every day.

#### **(iv) Friendship**

Friendship, a universal language spoken through shared laughter, whispered secrets and unwavering support, is a bond that enriches our lives in countless ways. It is a connection that transcends geographical boundaries, cultural differences and the passage of time. From childhood playmates to lifelong confidantes, friends shape who we are and how we navigate the world. It blossoms through the shared experiences of life. Whether it is building forts in the backyard as children, navigating the awkwardness of adolescence together, or supporting each other through career changes and family milestones as adults, these shared moments create a tapestry of memories that bind us together. These experiences, both big and small, form the bedrock of lasting friendships.

One of the most valuable aspects of friendship is the sense of belonging it provides. Knowing that there are people who accept us for who we are, is incredibly comforting. Friends offer a safe space where we can be vulnerable, share our true selves and know that we will be met with understanding and compassion, not judgment. This feeling of acceptance is essential for our emotional well-being. It also teaches us valuable lessons about empathy and understanding. By listening to our friends' perspectives, even when they differ from our own, we learn to appreciate diverse viewpoints and broaden our understanding of the world. Friends challenge us to grow, to see things from different angles and to become more open-minded and accepting individuals.

True friends are there for us through thick and thin, during both the joyous celebrations and the difficult times. They are the ones who celebrate our successes with us, offering genuine congratulations and sharing in our joy. And they are the ones who offer a shoulder to cry on when we are struggling, providing comfort and

support when we need it most. This unwavering support is invaluable, especially during challenging life events.

Friendship is not always smooth sailing. Disagreements and misunderstandings can arise, even in the strongest of friendships. However, it is how we navigate these conflicts that truly defines the strength of the bond. Open communication, a willingness to compromise, and the ability to forgive are essential for overcoming these challenges and emerging stronger on the other side. In today's interconnected world, maintaining friendships across distances can be a challenge. However, technology has made it easier than ever to stay connected with friends who live far away. Video calls, social media and messaging apps allow us to bridge the gap and maintain meaningful relationships, even when separated by miles.

Friendship is a gift, a precious bond that enriches our lives in countless ways. It is a source of joy, comfort, support and understanding. It is a connection that makes life's journey a little easier, a little brighter and a lot more meaningful. Nurturing our friendships and cherishing the people who stand by us through thick and thin is one of the most important things we can do.

**(v)** Do clothes define a person? It is a question that has been debated for ages. On the one hand, we are told not to judge a book by its cover. But on the other hand, our clothes often make a first impression before we even speak. So, where does the truth lie? I think it is more complicated than a simple yes or no.

Clothes definitely play a role in how we present ourselves to the world. They can be a form of self-expression, a way to show our personality, our interests and even our mood. Someone who wears bright colours and funky patterns is likely to be seen as more outgoing and creative than someone who prefers muted tones and classic styles. Our clothes can also signal our profession or social status. A person wearing a crisp suit is often perceived differently than someone in casual clothes.

They also provide a sense of belonging. Think about school uniforms, for example. They might not be the most fashionable, but they create a sense of unity and equality among students. Similarly, people who share a common interest, like a sports team or a hobby, often wear clothing that identifies them as part of that group. This can create a sense of camaraderie and shared identity.

However, it is important to remember that clothes are just one piece of the puzzle. They can tell us something about a person's taste or style, but they cannot tell us everything about who they are on the inside. Someone might wear expensive clothes but be unkind or dishonest. Someone else might dress simply but be incredibly generous and compassionate. Judging someone solely based on their clothes is never fair or accurate. In fact, sometimes clothes can be misleading. People can use clothes to project an image that does not match their true selves. Someone might dress in a way that they think is

expected of them, even if it does not reflect their personal style. Or they might try to hide their insecurities by wearing clothes that make them feel more confident, even if it is just a facade.

I believe that true character shines through regardless of what someone is wearing. Kindness, intelligence, humour and empathy are qualities that cannot be disguised by clothes. These inner qualities are what truly define a person, not their outward appearance. While clothes can make a first impression, it is our actions, our words and our interactions with others that ultimately reveal who we are.

So, do clothes define a person? In a superficial way, perhaps. They can offer clues about a person's style and maybe even some aspects of their personality. But they do not tell the whole story. We should be careful not to make snap judgments based on appearances alone. Instead, we should try to look beyond the clothes and get to know the person underneath. Because at the end of the day, it is what is on the inside that truly counts. Our clothes are just one small part of who we are, not the definition of it.

**(vi)** The old trunk up in the attic was a proper treasure trove of forgotten memories. Dust motes danced about in the single beam of sunlight that poked through the grime on the window, shining on faded photos, yellowed letters, and bits and bobs from a life well lived. A young lad, Rohan, rummaged through it, drawn in by the mystery of the unknown. He unearthed a small, beautifully carved wooden bird, its wings stretched out as if it was always flying. He turned it over in his hands, tracing the delicate carvings with his fingertips. It felt smooth, warm, as if it held a secret waiting to be discovered. He wondered who had owned it, what stories it could tell. A picture flashed in his mind, a busy market, the smell of spices thick in the air, the bright colours of silks and bangles. He pictured the bird being sold there, a prized possession, a sign of hope.

Rohan was a quiet child, often lost in his own little world of make-believe. He loved listening to the stories his grandma told him, tales of brave warriors and cheeky gods, of faraway lands and magical creatures. The wooden bird sparked a new story inside him, a tale of a young boy who dreams of flying, of escaping the boundaries of his small village and soaring above the clouds.

He spent hours sketching the bird from different angles, trying to capture its essence on paper. He pictured its journey, the places it had seen, the adventures it had been on. He started writing, filling notebooks with his thoughts and ideas, weaving a story around the small wooden bird. His grandma, noticing his new-found passion, encouraged him to explore his creativity. She told him stories of her own childhood, of her dreams and what she wanted to achieve, of the challenges she had faced and the lessons she had learnt. She reminded him that everyone has a story to tell, and that his story was just as important as any other.

Rohan poured his heart and soul into his writing. He wrote about the boy who yearned for freedom, who built wings of his own and took to the skies, inspired by the little wooden bird. He wrote about courage, resilience and the power of dreams. He wrote about how important it is to believe in yourself, even when no one else does.

The school's annual storytelling competition was announced, and Rohan, a bit unsure at first, decided to take part. He practised his story loads of times, his voice getting stronger, his delivery more confident. He poured all his emotions, all his dreams, all his hopes into his words. The day of the competition arrived, and Rohan stood nervously before the audience. He took a deep breath, closed his eyes for a moment and began to speak. He told the story of the wooden bird, of the boy who dared to fly, of the power of imagination and the strength of the human spirit. His voice was full of feeling, captivating the audience, transporting them to the world he had created.

When he finished, a hush fell over the room. Then, slowly, applause broke out, filling the silence with warmth and appreciation. Rohan opened his eyes, surprised by the enthusiastic response. He had shared his story, his dream, and it had touched the hearts of others.

He didn't win the competition, but something more important had happened. He had found his voice, his passion, his purpose. He had discovered the power of storytelling, the ability to connect with others through words, through imagination, through the shared human experience.

He walked back home, the setting sun painting the sky in shades of orange and purple. He climbed the creaking stairs to the attic, the little wooden bird clutched tightly in his hand. He stood looking out of the window, with a smile on his face.

## **2. (i) The Importance of Sports**

Sports are more than just games; they are a vital part of our growth and development. From inculcating discipline to building teamwork, sports play a crucial role in shaping well-rounded individuals. Regular practice, adherence to rules and commitment to improvement teach students the value of hard work and perseverance. This discipline often translates into other areas of life, including academics and personal relationships. Team sports, in particular, foster collaboration and communication, as players learn to trust their teammates and work towards a common goal. These skills are essential not only on the field but also in future careers and everyday life.

Health is another area where sports make a profound impact. Regular physical activity improves cardiovascular health, builds strength and enhances mental well-being. In an age where sedentary lifestyles are becoming the norm, sports provide a fun and engaging way to stay fit. Beyond physical health, sports also nurture leadership qualities. Captains and team leaders learn to make quick decisions, motivate others and take responsibility, building confidence and preparing them for future leadership roles.

Moreover, sports contribute to character building and open up diverse career opportunities. Facing wins and losses teaches resilience, humility and sportsmanship, shaping emotionally intelligent individuals. For those passionate about sports, careers as professional athletes, coaches, sports journalists, or physiotherapists offer exciting paths. In conclusion, sports are not just about physical activity; they are a foundation for lifelong skills, values and opportunities. By participating in sports, students can build a healthier, more disciplined and well-rounded future. Let us embrace the power of sports and unlock our full potential!

(ii)

### Proposal for organising Tree Plantation Day

#### Introduction:

To celebrate the tenth anniversary of The Nature Club and promote environmental awareness, we propose organising a Tree Plantation Day in our school. This event will encourage students to contribute to a greener planet.

#### Objectives:

To commemorate the club's legacy and inspire students to take responsibility for environmental conservation.

To create a lasting impact by planting trees and ensuring their care for future generations.

#### List of Measures:

1. A suitable location within or near the school premises will be identified for the plantation drive, and necessary permissions will be obtained from school authorities.
2. Saplings, tools and watering cans will be arranged through collaborations with local nurseries or environmental organizations.
3. An awareness campaign will be launched using posters, announcements and social media to inform students and staff about the event.
4. Volunteers will be recruited for planting, watering, and post-event maintenance, and a brief inauguration ceremony will be held with a guest speaker.

#### Conclusion:

We hope this proposal is accepted, and the Tree Plantation Day becomes a successful and memorable event for the school community.

3. (i) (a) No sooner did Mira find her lost diamond pendant than she ran to her mother in excitement.
- (b) The doctor asked the elderly lady if she would be able to follow the schedule for taking medicines every day.
- (c) Several landslides have been caused by heavy rains.
- (d) No other debater in our team is as good as Sunita.
- (e) The news is so good that it cannot be true.

- |              |         |           |          |
|--------------|---------|-----------|----------|
| (ii) (a) off | (b) on  | (c) along | (d) down |
| (e) off      | (f) for | (g) by    | (h) for  |
| (i) down     | (j) out |           |          |

- (iii) 1. lived
2. were
3. stopped
4. passed
5. move
6. grew
7. preached
8. understood
9. imagine
10. spreading

4. (i) (a)

1. turbulence
2. subsides
3. eludes

(i) (b)

1. Option (A) is correct.

*Explanation:* In the passage, "steps" refers to physical movement (Emma stepping inside the volcano). In sentence (A), "steps" refers to actions or measures taken to solve a problem, which is a completely different meaning.

2. Option (C) is correct.

*Explanation:* In the passage, "light" refers to the illumination coming from inside the volcano. In sentence (C), "light" refers to something that has little weight, which is a different meaning.

3. Option (A) is correct.

*Explanation:* In the passage, "set" refers to the sun setting, meaning going down below the horizon. In sentence (A), "set" refers to a collection of things that belong together, which is a different meaning.

(ii) (a) The expedition was important to Emma because she aimed to be the first scientist to explore inside Mount Michael's crater, collect clues about active volcanoes, and find the lava lake.

(b) Carla, the mountain guide, is Emma's anchor and ensures her safety. Trusting Carla's expertise is crucial, as Carla's vigilance in monitoring the rope and surrounding conditions protects Emma from potential dangers like falling ice cliffs.

(c) Mount Michael is considered remote due to its isolated location in the uninhabited South Sandwich archipelago, far from the nearest permanent station and shipping traffic.

(iii) Emma's arduous journey to Mount Michael, driven by her quest to find its elusive lava lake, leads her into the volcano's depths. She cautiously navigates icy slopes and ash-covered rock, aware of the hidden dangers. The vast crater showcases nature's raw power, yet after sixteen days, the lava lake remains undiscovered. On their final night, as the team prepares to leave, a shimmering cloud appears above the volcano, glowing in shifting hues of red, orange and purple. Emma realises the light is coming from within—confirming the lava lake's presence. Overcome with excitement, she knows her perseverance has finally been rewarded.