

CLASS: XII

SUBJECT: ENGLISH

TIME ALLOWED: 3 HOURS

MAX. MARKS: 80

GENERAL INSTRUCTIONS: -

1. This paper is divided into three sections:
Section A Reading (22 marks)
Section B Writing Skills (18 marks)
Section C Literature (40 marks)
2. The paper consists of 13 main questions in total.
3. Attempt all the questions in proper sequence.
4. Read all the related instructions carefully.
5. Do not exceed the given word limits.

Section A (Reading)

22

Q1. Read the given extract carefully and answer the questions that follow: 12

1. In the labyrinthine landscape of artificial intelligence (AI), the intersection of innovation and ethics has become an intellectual battleground. As humanity hurtles towards an era dominated by intelligent machines, the ethical implications of AI are a complex web that demands our unwavering attention.

2. At the heart of this discourse lies the enigma of algorithmic bias. As AI systems evolve, they inherit the biases embedded in their training data, inadvertently perpetuating societal prejudices. Unravelling this ethical conundrum requires a nuanced understanding of how these biases infiltrate decision-making processes, shaping outcomes that may inadvertently mirror and reinforce existing disparities. The struggle to mitigate these biases, often deeply ingrained in historical data, underscores the necessity for ethical frameworks that guide the development and deployment of AI.

3. Yet, as we grapple with bias, the ethical dimensions of AI extend beyond algorithmic considerations. The exponential growth of AI technologies raises profound questions about the very nature of work and employment. Automation, driven by AI, threatens to reshape industries, rendering certain professions obsolete while creating new opportunities. Navigating this shifting employment landscape requires a delicate balance between fostering innovation and safeguarding livelihoods, demanding ethical frameworks that prioritize societal well-being over unchecked technological advancement.

4. Moreover, the spectre of privacy looms large in the age of AI. As algorithms sift through vast datasets to extract meaningful insights, the boundary between

surveillance and convenience becomes increasingly blurred. Striking the right balance between harnessing the power of data for societal benefit and safeguarding individual privacy emerges as a formidable challenge. Ethical considerations must guide the development of AI systems that respect and protect the autonomy of individuals in an era where personal data is a coveted currency.

5. The ethical labyrinth deepens when contemplating the existential implications of AI. As machines acquire cognitive capabilities that approach human intelligence, questions of moral agency and accountability come to the forefront. How should we navigate the ethical terrain when confronted with machines capable of autonomous decision-making? Establishing a framework that assigns responsibility and accountability for the actions of AI systems becomes imperative to ensure ethical governance in a world increasingly shaped by intelligent machines.

6. In conclusion, the ethical challenges posed by AI weave a complex tapestry that demands careful consideration. From algorithmic biases to the redefinition of employment and the preservation of privacy, navigating the ethical abyss of AI requires a collective commitment to crafting frameworks that prioritize societal well-being. As we stand at the precipice of an AI-dominated future, the choices we make today will shape the ethical landscape for generations to come.

On the basis of your understanding of the above passage, answer the following questions.

(i) Comment on the significance of describing the landscape of artificial intelligence as labyrinthine in the context of the ethical challenges discussed in about 40 words. 2

(ii) How does AI challenge the balance between societal benefit and privacy? 1

(iii) According to the passage, what is the key challenge in the age of AI with regards to data usage? 1

(a) Exploiting Personal Information

(b) Balancing Surveillance and Convenience

(c) Emphasizing Algorithmic Power

(d) Fostering Individual Autonomy

(iv) How can societies strike a balance between fostering technological innovation through AI and ensuring the protection of jobs and livelihoods, as suggested in the passage? Share your insights in about 40 words. 2

(v) Choose the option that correctly labels the following statements as Facts (F) and Opinions (O). 1

1. Algorithmic bias may lead to distorted and unfair decisions.

2. Striking the right balance between harnessing the power of data for societal benefit and safeguarding individual privacy emerges as a formidable challenge.

3. The choices we make today will shape the ethical landscape for generations to come.

4. The exponential growth of AI technologies threatens to reshape industries, rendering certain professions obsolete while creating new opportunities.

- (a) (F) – 1 and 2; (O) – 3 and 4 (b) (F) – 1 and 3; (O) – 2 and 4
 (c) (F) – 1 and 4; (O) – 2 and 3 (d) (F) – 2 and 4; (O) – 1 and 3

(vi) If ensuring ethical governance in an AI-dominated world is analogous to steering a ship through turbulent waters, what would be the equivalent of the guiding principles or policies? 1

- (a) Ethical Lighthouse (b) Technological Anchor
 (c) Policy Rudder (d) Innovation Sail

(vii) What is highlighted as imperative in the passage for ensuring ethical governance in a world shaped by intelligent machines? 1

(viii) From the concluding statement, what can be inferred about the author's perspective on the long-term impact of ethical decision-making in the current era of AI development? 2

(ix) Select an option that correctly matches the paragraph numbers with their titles. 1

Paragraph No.	Title
1	(a) Navigating the Blurred Boundary
2	(b) The Ethical battlefield of AI
3	(c) Crafting the Ethical Future of AI
4	(d) Balancing Progress and Livelihoods
5	(e) Unravelling the Ethical conundrum
6	(f) Moral Agency in the Age of Machines

- (a) 1-(a), 2-(b), 3-(c), 4-(d), 5-(e), 6-(f)
 (b) 1-(b), 2-(e), 3-(d), 4-(a), 5-(f), 6-(c)
 (c) 1-(b), 2-(e), 3-(d), 4-(a), 5-(c), 6-(f)
 (d) 1-(c), 2-(e), 3-(d), 4-(a), 5-(b), 6-(c)

Q2. Read the given extract carefully and answer the questions that follow: 10

1. It is generally accepted that leadership development should be a part of the education system's responsibility for preparing individuals to participate in a democratic and progressive society. Many schools, colleges and universities, across nations, provide their students with leadership courses, curricular programs and co-curricular programs that are designed to develop students' formal knowledge about leadership as well as opportunities and experiences to develop students as leaders and actually practice leadership. Yet, only a handful of studies have sought to understand leader development from the students' point of view, with students describing their own experiences and what they learned from them in their own words.

2. A 2014 descriptive study sought to understand student leadership with research through key events via the following research questions:

Research Question 1: What key events do student leaders in college, report as significantly impacting their development as a leader?

Research Question 2: What lessons do student leaders in college, report learning as a result of the key events they have experienced?

Research Question 3: Are certain key events more likely to be linked to particular lessons?

Approximately 130 students were contacted and the 72 interested, were interviewed. Two members of the research team were present for each 15-45-minute interview. One member served as the primary interviewer while the second ran the audio equipment. The results for lessons learned (Table 1), were varied, but there were a few that were frequently quoted.

Table 1	
Lessons learned	Responses
Identity	58
Self Identity	54
Leadership Identity	30
Balancing Roles	19
Individual Competencies	
Delegation	17
Decision Making	15
Adaptability/Flexibility	38
Resilience/Persistence/Hard Work	18
Taking Initiative	36
Accountability/Responsibility	29
Big Picture	27
Learning to Teach/Learn	18
Supports System	
Developing and Using Support Systems	36
Being a Support System	28
Working with Others	
Communication	59
Teamwork	26
Conflict	21
Diversity	32
Inspiring and motivating others	17
Other working with others	30
Getting the job done	
Task skills	55
Environment	54

3. This study described the rich array of leadership lessons that students are learning through their experiences. It revealed that student leaders are learning foundational leadership skills and competencies that have positively impacted how to accomplish work, how to work with others and how to be both supported by and support others.

On the basis of your understanding of the above passage, answer the following questions.

(i) Does the following statement agree with the information given in paragraph 1? 1

The researcher believes that educational institutions have ideal resources to study impact of leadership skills on young adults. Select from the following:

True - if the statement agrees with the information

False - if the statement contradicts the information

Not Given - if there is no information on this

(ii) Do you think the researchers of the study aimed to change the students' outlook towards the development of leadership skills, directly or indirectly? Support your answer with reference to the text. 2

(iii) Select the option that displays the most likely reason for including Research Question 3 in the 2014 study. In order to find out if _____ 1

- (a) learning opportunities shape students' overall personality.
- (b) leadership lessons are the result of the designed learning opportunities.
- (c) all learning opportunities cater to a specific lesson.
- (d) certain lessons are common in more than one learning opportunity.

(iv) Complete the sentence based on the following statement.

More than 50% of the identified student respondents were keen to participate in the 2014 study. We can say this because _____ 2

(v) Select the option that displays the key event designed with "Balancing Roles" (Table 1) as the objective. 1

- (a) Students will be able to debate the issue at hand, with different teams.
- (b) Students will be able to manage the responsibilities of a mentor, planner researcher and presenter.
- (c) Students will be able to surmount minor problems and focus on the final goal.
- (d) Students will be able to explain concepts and clarify them for peers.

(vi) Complete the given sentence by selecting the most appropriate option. 1

The 2014 study attempts to understand student leadership by focusing on _____

- (a) experiences that shaped students' overall personality.
- (b) lessons gained by students as they grew up.
- (c) relationship of key events with particular lessons.
- (d) students in leadership roles.

(vii) The lessons for 'Individual competencies' had a range of responses. Give one reason why having the least number of responses for **Decision Making**, is a matter that needs attention. 1

(viii) Complete the given sentence by selecting the most appropriate option. The concluding sentence of the text makes a clear case for _____ by listing it as a core competency for student leadership. 1

Section B (Writing Skills)

Q3. You are Smitha / Sunil, Secretary AVM Housing Society. You are organizing a Blood Donation Camp. Write a notice in not more than 50 words urging the members of your Society to come in large numbers for this noble cause. Invent all the necessary details. 4

OR

You are Saheb/Sheeba, the President of the RWA of Subhash Nagar, Indore. The association in collaboration with Sara Hospital is organizing a free health check up camp. Write a notice in about 50 words informing the residents about the camp in which sugar, BP and general check - ups will be done. Mention the day, date, time and venue.

Q4. Send a formal letter of invitation in 50 words to Dr. Mehra, noted novelist and educationist, to speak on 'The Importance of Books'. You are Lena/Sanjay, Secretary Literary Club, S.S. Public School. Mention day, date, time and venue. 4

OR

You are Rajneesh/Rajee Mehta, an eminent educationist. You have been invited to Nav Nirmaan School, Sucheta Vihar, Kolkata to attend and speak at a workshop on the topic **The Importance of Time Management** on 5 November 2024 at 10:00 a.m. Draft a letter of acceptance to the Cultural In - Charge, Piyush, in about 50 words.

Q5. Despite all the incentives the government is providing to encourage education of the girl child, the number of girls in the rural schools is not rising to the desired level. Write a letter to the Editor of a national daily, in 120-150 words, giving your views on the problem. List a few suggestions on how the situation can be improved. You are Rani/Raj, 121 Main Street, Kanpur. 5



Only 1 in 2 girls complete school education in the country.



Girls face discrimination in accessing proper nutrition and healthcare during childhood, adolescence, and pregnancy.



Over 18 lakh girls under 14 are married and more than a quarter of them (4.2 lakh) have children.



More than 44 lakh girls under 14 work, usually at poorly paid jobs.



OR

You are Chetan Sharma, a commerce graduate from Delhi University. You are seeking for a suitable job. You came across an advertisement in 'The Times of India', inviting young and dynamic fresh graduates as sales executives in a reputed company. Apply for the said job to Box No. 8365, C/o The Times of India, New Delhi, in 120-150 words.

	National Solar Energy Group
NSEG Pvt. Ltd.	WE ARE HIRING!
AUSTRALIA'S NO. 1 SOLAR COMPANY (MNC) REQUIRES FOLLOWING	
POSITION	Sales Executives (Energy Consultant)
<ul style="list-style-type: none">■ 100% Australia based customers (No domestic)■ English fluency mandatory■ Strong customer service focus required■ Self motivated, enthusiastic & proactive candidate■ Excellent telephone etiquettes required■ 2 years of international customer service experience preferred	
	<ul style="list-style-type: none">▶ No night shift & No cold calling▶ Competitive salary package▶ Monthly incentives▶ Best work environment
Please walk in for a personal interview from 8:00am to 2:00pm Monday to Friday and Saturday 8:00am to 12:00pm.	
NSEG Pvt. Ltd.	
Second Floor, C-209, Ozone Solitaire, Science City Road, Sola, Ahmedabad-60	

Q6.

Children tend to become tense and nervous before the board exams. This affects their health and performance in the examination. Good counselling is, therefore, needed to help them overcome exam fear. Write an article in 120 -150 words on 'Need for counselling before board exams.' You are Gobind/ Geeta. 5

OR

Your school, Kanpur Secondary School, Kanpur celebrated 'No Tobacco Day' on 4th September. Write a report in 120-150 words on the activities performed for your school newsletter. You are Shobhita/Sameer, Cultural Secretary of your school. Invent the necessary details.

Section--C (Literature)

40

Q7. Read the given extracts carefully. Attempt ANY ONE extract out of the two and answer the questions that follow, by choosing the correct option: (6x1=6)

- A. A thing of beauty is a joy forever
Its loveliness increases, it will never
Pass into nothingness; but will keep A
bower quiet for us, and a sleep Full of
sweet dreams, and health, and quiet
breathing." Therefore, on every
morrow, are we wreathing

A flowery band to bind us to the earth.

- (i) How does a thing of beauty give us everlasting joy?
- (a) It gives good memories.
 - (b) It increases in loveliness.
 - (c) It never detaches us from nature.
 - (d) It provides unwanted comfort.

- (ii) What is the effect of the everlasting beauty?
- (a) It gives a peaceful sleep.
 - (b) It provides good health.
 - (c) It allows quiet breathing.
 - (d) All of these

(iii) Mention one example of the beauty of nature which the poet has given in these lines?

- (a) A sound sleep
- (b) Trees and gardens
- (c) A shady place
- (d) Mental peace

- (iv) The expression *pass into nothingness* implies that, beautiful things _____.
- (a) never increase
 - (b) create unhappiness among friends
 - (c) always bring unhappiness
 - (d) never fade away

(v) Answer in one word.

The extract highlights the healing quality of the _____.

(vi) On the basis of the extract, choose the correct option with reference to the two statements given below.

1. We are surrounded by beautiful things.
2. Beautiful things provide us joy.

- (a) 1 can be inferred from the extract but 2 cannot.
- (b) 2 can be inferred from the extract but 1 cannot.
- (c) Both 1 and 2 can be inferred from the extract.
- (d) 2 is the reason for 1 and can be inferred from the extract

B. Driving from my parent's home to Cochin last Friday morning, I saw my mother, beside me, doze, open mouthed, her face ashen like that of a corpse and realized with pain that she was as old as she looked but soon put that thought away...

(i) Choose the option that displays the same literary device as in the given lines of the extract, 'her face ashen like that of a corpse.....'

- (a) Just as I had this thought, she appeared and ...
(b) My thoughts were as heavy as lead that evening when ...
(c) I think like everyone else who ...
(d) I like to think aloud when ...

(ii) What thought did she put away?

- (a) She put away her fear that her mother would live long.
(b) She put away her fear of travel.
(c) She put away her fear of losing her mother.
(d) None of these

(iii) Choose the option that best applies to the given extract.

1. A conversation
2. An argument
3. A piece of advice
4. A strategy
5. A recollection

- (a) 1, 3 & 5
(b) 2, 4 & 5
(c) Only 5
(d) Only 1

(iv) Choose the book title that perfectly describes the condition of the poet's mother.

Title 1: You're Only Old Once! by (Dr. Seuss)

Title 2: The Gift of Years (by Joan Chittister)

Title 3: Somewhere Towards the End (by Diana Athill)

Title 4: The Book You Wish Your Parents Had Read (by Philippa Perry)

- (a) Title 1 (b) Title 2 (c) Title 3 (d) Title 4

(v) On the basis of the extract, choose the correct option with reference to the two statements given below.

1. The poet wards off the thought of her mother getting old quickly.
2. The poet didn't want to confront the inevitability of fate that was to dawn upon her mother.

- (a) 1 can be inferred from the extract but 2 cannot.
(b) 2 can be inferred from the extract but 1 cannot.
(c) Both 1 and 2 can be inferred from the extract.
(d) 2 is the reason for 1 and can be inferred from the extract.

(vi) The mother was _____ with her open mouth.

08. Read the given extracts carefully and answer the questions that follow. Attempt ANY ONE extract out of the two: (4x1=4)

A. "The presidents of the New York Central and the New York, New Haven and Hartford railroads will swear on a stack of timetables that there are only two. But I say there are three, because I've been on the third level of the Grand Central Station. Yes, I've taken the obvious step: I talked to a psychiatrist friend of mine, among others. I told him about the third level at Grand Central Station, and he said it was a

- (a) Just as I had this thought, she appeared and ...
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08. Read the given extracts carefully and answer the questions that follow. Attempt ANY ONE extract out of the two: (4x1=4)

A. "The presidents of the New York Central and the New York, New Haven and Hartford railroads will swear on a stack of timetables that there are only two. But I say there are three, because I've been on the third level of the Grand Central Station. Yes, I've taken the obvious step: I talked to a psychiatrist friend of mine, among others. I told him about the third level at Grand Central Station, and he said it was a

waking dream wish fulfillment. He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. Well, who doesn't? Everybody I know wants to escape, but they don't wander down into any third level at Grand Central Station."

- (i) The narrator was sure that there were three levels because _____
- (a) he had been on the third level of the Grand Central Station.
 - (b) the Presidents of railroads would swear on a stack of timetables.
 - (c) he had taken the obvious step to visit his psychiatrist friend.
 - (d) he was not unhappy.

- (ii) What was/were the narrator's psychiatrist friend's opinion/s?
- (a) The narrator was unhappy.
 - (b) The modern world is full of insecurity, fear, war and worry.
 - (c) Option a only
 - (d) Both options a & b

(iii) "That made my wife kind of mad..." Pick up the option that carries the meaning of 'mad' same as in the given context.

1. Insane 2. Annoyed 3. Angry 4. Crazy
- (a) Option 3 (b) Option 1 and 3 (c) Option 2 and 3 (d) Option 2

(iv) What was the 'obvious step' in the extract?

- (a) Going to the third level.
- (b) Consulting the psychiatrist friend.
- (c) Escape from the modern world.
- (d) Both a & c

B. "Very good. Let this be your offering to the crown prince on his birthday," said the king and took it away with him. On that day father and son played with that tiny little wooden tiger. It had been carved by an unskilled carpenter. Its surface was rough; tiny slivers of wood stood up like quills all over it. One of those slivers pierced the Maharaja's right hand. He pulled it out with his left hand and continued to play with the prince. The next day, infection flared in the Maharaja's right hand. In four days, it developed into a suppurating sore which spread all over the arm. Three famous surgeons were brought in from Madras. After holding a consultation they decided to operate. The operation took place. The three surgeons who performed it came out of the theatre and announced, "The operation was successful. The Maharaja is dead."

(i) Complete the following sentence.

The tiny slivers of wood on the wooden tiger stood up like quills all over resulted in _____

- (a) Outrage of the king
- (b) Reward for the craftsman

- (c) Maharaja's unfortunate and unprecedented demise
(d) None of the above

(ii) The proverb 'penny wise and pound foolish' aptly justifies the extract.

- (a) True
(b) False

(iii) The word 'suppurating', as used in the above extract, means the same as _____.

- (a) saturating (b) blowing up (c) rampaging (d) swelling up

(iv) What would you NOT choose from the following if you are to justify the ending of the story 'The Tiger King'?

- (a) Tame (b) Spontaneous (c) Unconstrained (d) Unpremeditated

Q9. Read the given extracts carefully. Attempt ANY ONE extract out of the two and answer the questions that follow: (6x1=6)

A. M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world — the clearest, the most logical; that we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. Then he opened a grammar book and read us our lesson. I was amazed to see how well I understood it. All he said seemed so easy, so easy.

(i) Which of the following can be attributed to M. Hamel's declaration about the French language?

- (a) Subject expertise
(b) Nostalgic pride
(c) Factual accuracy
(d) Patriotic magnification

(ii) Based on the above extract, choose the statement that is a NOT TRUE explanation as to why Franz found the grammar lesson "easy".

- (a) Franz was paying careful attention in class this time
(b) M. Hamel was being extremely patient and calm in his teaching.
(c) Franz was inspired and had found a new meaning and purpose in learning.
(d) Franz realized that French was the clearest and most logical language.

(iii) Identify the textual clue that allows the reader to infer that Franz was receptive that day. (Clue: a sentence)

(iv) Replace the underlined phrase with its antonym (phrase) from the extract. It was advised to disassociate from their mother tongue.

(v) Language is like the _____ to the prison of enslavement.

(vi) Which of the following feature is not ascribed to the French language by M. Hamel?

- (a) It was the most beautiful language in the world.
- (b) It was a widely spoken language in the world.
- (c) It was the clearest language in the world.
- (d) It was the most logical language in the world.

B. And then in the midst of the terror came a touch of reason. I must remember to jump when I hit the bottom. At last, I felt the tiles under me. My toes reached out as if to grab them. I jumped with everything I had.

(i) The terror mentioned in the above lines refers to the terror of _____.

- (a) drowning
- (b) losing faith
- (c) losing sense
- (d) losing grip over himself

(ii) The phrase 'touch of reason' means _____.

- (a) he touched the bottom of the pool
- (b) an idea had struck him
- (c) he was able to find the reason
- (d) he could recollect his past experience

(iii) Which character trait has been highlighted by the narrator in the last line?

- (a) Smartness
- (b) Over confidence
- (c) Presence of mind
- (d) Shrewdness

(iv) Feeling the tiles under his feet made Douglas _____.

- (a) confident
- (b) over confident
- (c) satisfied
- (d) nervous

(v) Why was it important to remember to jump?

- (a) To save himself from drowning.
- (b) To save himself from the attack of the bully.
- (c) To make sure if he still retained his senses.
- (d) To practise the strokes taught by the trainer.

(vi) The mood of the narrator reflected in the above extract is that of _____.

- (a) nostalgia
- (b) being pensive
- (c) repentance
- (d) trepidation

Q10. Answer ANY FIVE out of the six given questions in 40-50 words each: (5x2=10)

(i) "You realise the true value of a thing only after losing it." Comment on this statement in the light of the story, 'The Last Lesson'.

(ii) There is a saying 'Kindness pays, rudeness doesn't'. In the story, 'The Rattrap' Edla's attitude towards life differed from her father's. How do the values of kindness and compassion help her transform the peddler?

(iii) What are the different kinds of wars mentioned in the poem 'Keeping Quiet'? What is Neruda's attitude towards these wars?

(iv) How did the people of Madras and those at Gemini Studios respond to the plays staged by the Moral Re-Armament Army?

(v) "Listening to them I see two different worlds." In the context of Mukesh, which two worlds is Anees Jung referring to?

(vi) What qualities turned the diffident Douglas into a confident swimmer?

Q11. Answer ANY TWO out of the three given questions in 40-50 words each: (2x2=4)

(i) The Maharaja was desperate to kill the hundredth tiger. What do we understand about his nature from this desperation?

(ii) How does Charley make his description of the third level very realistic?

(iii) The astrologer's prediction about the manner of death of the king proved to be true. How?

Q12. Answer ANY ONE out of the two given questions in 120-150 words each: (1x5=5)

(i) The lesson 'Indigo' records how Gandhi showed patriotism as not merely proclaiming love for the nation in slogans and songs; it entails respect for the values and laws of a nation and above all love for its people in deeds. Express your views regarding the need for inculcating patriotism in youth today and how it has changed in its essence.

(ii) Author has used gentle and subtle humor to point out human foibles and idiosyncrasies in the lesson 'Poets and Pancakes'. Elucidate.

Q13. Answer ANY ONE out of the two given questions in 120-150 words each: (1x5=5)

(i) Imagine that Charley has mentioned in a letter, addressed to you, about his friend Sam's visit to Galesburg. Respond to his letter by making him aware that he has gone beyond the limits while hallucinating and that he should accept the reality and try to cope up.

(ii) As a concerned activist you work intensely towards the protection of the animals. Reading about the Tiger King and his insensitive attitude towards animals you feel deeply pained. Express your views through an article.