

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

Poor man! It was in honor of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.

i. Why does the narrator refer to M. Hamel as 'Poor man!'?

- He empathizes with M. Hamel as he had to leave the village.
- He believes that M. Hamel's "fine Sunday clothes" clearly reflected that he was not rich.
- He feels sorry for M. Hamel as it was his last French lesson.
- He thinks that M. Hamel's patriotism and sense of duty resulted in his poverty.

ii. Which of the following idioms might describe the villagers' act of attending the last lesson most accurately?

- 'Too good to miss'
- 'Too little, too late'
- 'Too many cooks spoil the broth'
- 'Too cool for school'

iii. Choose the option that might raise a question about M. Hamel's "faithful service".

- When Franz came late, M. Hamel told him that he was about to begin class without him.
- Franz mentioned how cranky M. Hamel was and his "great ruler rapping on the table".
- M. Hamel often sent students to water his flowers and gave them a holiday when he wanted to go fishing.
- M. Hamel permitted villagers put their children "to work on a farm or at the mills" for some extra money.

iv. Choose the option that most appropriately fills in the blanks, for the following description of the given extract.

The villagers and their children sat in class, forging with their old master a (i) _____ togetherness. At that moment, the classroom stood (ii) _____. It was France itself, and the last French lesson a desperate hope to (iii) _____ to the remnants of what they had known and taken for granted. Their own (iv) _____.

- (i) graceful; (ii) still; (iii) hang on; (iv) country
- (i) bygone; (ii) up; (iii) keep on; (iv) education
- (i) beautiful; (ii) mesmerized; (iii) carry on; (iv) unity
- (i) forgotten; (ii) transformed; (iii) hold on; (iv) identity

i. The correct answer is c. He feels sorry for M. Hamel as it was his last French lesson. The narrator refers to M. Hamel as "Poor man!" because he empathizes with him realizing that it was his last lesson and he had put on his fine clothes in honor of it.

ii. The correct answer is b. 'Too little, too late'. This idiom accurately describes the villagers' act of attending the last lesson because they realize the value of education and their language too late, as it's the last lesson before they lose their country.

iii. The correct option that might raise a question about M. Hamel's "faithful service" is c. M. Hamel often sent students to water his flowers and gave them a holiday when he wanted to go fishing. This option suggests that M. Hamel may not have been entirely devoted to his teaching duties, as sending students to skip school for teacher's own work and declaring a holiday at will could be seen as neglectful.

iv. The correct option is d. (i) forgotten; (ii) transformed; (iii) hold on; (iv) identity. This option best fits the description of the given extract, as it reflects the theme of loss, transformation, and the villagers' desperate attempt to hold onto their cultural identity through education.

Q2 Read the extract given below and answer the questions that follow:

Usually, when school began, there was a great bustle, which could be heard out in the street, the opening and closing of desks, lessons repeated in unison, very loud, with our hands over our ears to understand better, and the teacher's great ruler rapping on the table. But now it was all so still! I had counted on the commotion to get to my desk without being seen; but, of course, that day everything had to be as quiet as Sunday morning. Through the window, I saw my classmates, already in their places, and M. Hamel walking up and down with his terrible iron ruler under his arm. I had to open the door and go in before everybody. You can imagine how I blushed and how frightened I was.

Which of the following headlines best suggests the central idea of the extract?

	Option (b) [The extract revolves around the theme of punctuality and the consequences of being late. The protagonist is anxious and embarrassed about being late to school, highlighting the importance of being on time.
Q3.	'The Third Level' refers to the third level at the Grand Central Station. As a metaphor, which of the following would NOT be an appropriate explanation of the title?
	Option (C) does not directly relate to the concept of the Third Level and is thus the inappropriate explanation.
Q4.	Which of the following is a conclusion that can be drawn from the story 'The Third Level'?
	(D) Imagination might be the only great escape. In "The Third Level," the protagonist discovers a mysterious third level of a train station that transports him back to the year 1894. Through this experience, the story explores the theme of escapism and the power of imagination. The protagonist finds solace and freedom in this alternate reality, suggesting that imagination can serve as a means of escape from the pressures and constraints of modern life. Therefore, option d is the most suitable conclusion that can be drawn from the story.
Q5.	Read the passage in the attachment and answer the question/ questions given below: The writer would not agree with the given statements based on paragraph three, EXCEPT ___.
	(c) self-respect has stood its ground come what may. The passage suggests that while character, associated with self-respect, may sometimes lose ground to other virtues, the importance of self-respect itself remains intact. Therefore, the writer would agree with the statement that self-respect has stood its ground come what may.
Q6.	Read the passage in the attachment and answer the question/ questions given below: Select the option that conveys the opposite of 'logical', from words used in paragraph FIVE.
	(B) In the fifth paragraph of the passage, the term "paradoxically" is used to describe the situation of lacking self-respect leading to being locked within oneself, incapable of either love or indifference. Therefore, the opposite of "logical" in this context would be "paradoxical."
Q7.	Read the passage in the attachment and answer the question/ questions given below: Read the five statements (1)-(5) given below. (1) If you don't stand for something, you'll fall for anything. (2) Handsome is as handsome does. (3) Putting backbone into someone. (4) Neither fish, nor fowl. (5) Rolling stone gathers no moss. Identify the option that displays the title/s that DOES/DO correspond with the passage.
	(C) The titles "Handsome is as handsome does" and "Putting backbone into someone" correspond with the themes discussed in the passage. The passage emphasizes the importance of character and actions over superficial appearances (like being "handsome"), which aligns with the idea of "Handsome is as handsome does." Additionally, the passage discusses developing a sense of toughness and moral strength, which relates to "Putting backbone into someone." Therefore, option (c) is correct.

Q8. The Head boy/girl of the school has to draft a notice about a Session to be conducted by the Ministry workers for the students of their school on the precautions required for Covid-19. 1. Select the appropriate title for the notice.

D) Session on precautions required for Covid-19: This option is the most appropriate because it accurately conveys the topic and purpose of the session, which is about the precautions required for Covid-19. It provides clear and specific information to the students about what they can expect from the session. This option is correct because it accurately conveys the topic and purpose of the session.

Q9. The Cultural Secretary of Centre for Environment has to put up a notice inviting the students of classes XI & XII to participate in a workshop to create awareness about environmental concerns.

1. Select the appropriate title for the notice

- a. Environment and its protection
- b. Workshop on awareness about environmental concerns
- c. Be eco-friendly
- d. Save environment and wildlife

2. The most appropriate opening for this notice is:

- a. I herewith submit that -----
- b. I would like to inform that -----
- c. Good morning and welcome you all-----
- d. The students of classes XI-XII are informed that-----

3. The information points to be included in the body of the notice are as follows; 1. Planning of the workshop 2. Purpose of the workshop 3. Date of the workshop 4. Timing of the workshop 5. Venue of the workshop 6. Organizers of the workshop

- a. 1 and 2
- b. 2 and 3
- c. 4, 5 and 6
- d. 2,3,4 and 5

4. Would this notice mention the names of speakers?

- a. Yes , it is essential
- b. No, it is optional
- c. Yes, because it creates interest in people

d. I'm not sure

A) 1 - b, 2 - d, 3 - d, 4 - b

1. Select the appropriate title for the notice:

Correct Answer: b. Workshop on awareness about environmental concerns

Feedback: This title accurately reflects the purpose of the notice, which is to invite students to participate in a workshop focused on creating awareness about environmental concerns. It clearly communicates the theme of the event.

2. The most appropriate opening for this notice is:

Correct Answer: d. The students of classes XI-XII are informed that-----

Feedback: This opening directly addresses the target audience and informs them about the purpose of the notice, which is to inform them about the workshop. It is clear and concise.

3. The information points to be included in the body of the notice are as follows:

Correct Answer: d. 2, 3, 4, and 5

Feedback: These points cover essential information about the workshop, including its purpose, date, timing, and venue. The organizers of the workshop are also important information to include. This ensures that the readers have all the necessary details to participate.

4. Would this notice mention the names of speakers?

Correct Answer: b. No, it is optional

Feedback: While mentioning the names of speakers could enhance the notice, it is not essential. The focus of the notice is to inform students about the workshop itself and its details. Names of speakers may be provided in additional promotional materials or announcements, but they are not necessary for the basic information conveyed in the notice. Therefore, it is optional to include the names of speakers in the notice.

Q10.

"Viva La France!" then he stopped and leaned his head against the wall and without a word he made a gesture to us with his hand- "school is dismissed- you may go."

i) The reason for his stopping and leaning against the wall was

- a) because he was unwell
- b) because he was emotional
- c) because he wanted to teach German too
- d) because the students didn't pay attention in his lecture

ii) What does "Viva La France" mean?

- a) Good bye France
- b) Good living France
- c) Long live France
- d) France is the best

iii) The phrase "Viva La France" indicates the speakers

- a) Enthusiasm
- b) Depression
- c) Nostalgia
- d) Patriotism

iv) Why does M Hamel write Viva La France on the black board

- a) to show his love for French
- b) to show his love for teaching
- c) to show his love for his country
- d) none of the above

i) The correct answer is b) because he was emotional. The text suggests that M Hamel's pause and leaning against the wall were prompted by emotion, not due to being unwell, wanting to teach German, or dissatisfaction with the students.

ii) The correct answer is c) Long live France. "Viva La France" translates to "Long live France" and is an expression of patriotism and support for the country.

iii) The correct answer is d) Patriotism. "Viva La France" is a patriotic expression, indicating love and support for one's country.

iv) The correct answer is c) to show his love for his country. M Hamel writes "Viva La France" on the blackboard to express his love and loyalty towards France, his country. It's not about teaching or his love for French specifically, but rather a display of patriotism.