

**INDIAN SCHOOL AL WADI AL KABIR**  
**UNIT TEST - 1 (2023-2024)**  
**ANSWER KEY**

**READING**

**A.**

- (a) 4. all of the above
- (b) 1. a researcher
- (c) 1. the writer's organisational abilities
- (d) 3. Poor self discipline

**B. (a)** scientific analysis and study of handwriting

- (b) Companies use it for executive recruitment and analysis of candidates' temperaments, weaknesses and strengths.
- (c) Baseline: whether writing is straight or slanted.
- (d) angular letters: persistent and decisive nature.

C. a dominant

- b. extravagance

**LITERATURE**

Q3. 1. 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
- 6) a suggestion

- a) 1, 3 & 6
- b) 2, 4 & 5
- c) Only 5**
- d) Only 1

2. Choose the option that applies correctly to the two statements given below.

**Assertion: The poet wards off the thought of her mother getting old quickly.**

**Reason: The poet didn't want to confront the inevitability of fate that was to dawn upon her mother.**

- a) Assertion can be inferred but the Reason cannot be inferred.
- b) Assertion cannot be inferred but the Reason can be inferred.
- c) Both Assertion and Reason can be inferred.**
- d) Both Assertion and Reason cannot be inferred.

3. The poem is in a single sentence punctuated only by commas. Why has the poet done so?

**The poet wants to convey that it is a single thread of thought**

4. The speaker says that she soon “put that thought away”. She did that by
- a) talking to her mother
  - b) contrasting her mother’s age to the little children playing
  - c) by reaching the airport
  - d) by looking out**

Q4.

1. The writer meant that till Saheb was a ragpicker, he was a carefree boy, who would work, have time for himself and enjoy the work he was doing. But from the time he had started working in a stall with others supervising his work, he changed. He had to become responsible and could not be free like earlier. He was no longer his own master.

Answer

2. The booking clerk refuses to accept the money because the notes Charley had given him were of old style. He did not pay in the currency notes that were in circulation in 1894. So the clerk stared at him and told him, “That ain’t money, Mister”. He thought Charley was trying to cheat him and even threatened to get him arrested.

3. M. Hamel did not hold Franz responsible for neglecting the learning of French. Most people of Alsace only pretended to be Frenchmen. But they could neither speak nor write their own language. The parents were not anxious to have them learn. They preferred to put children on a farm or at the mills to earn a little more money. He . even held himself responsible as he often sent his students to water his flowers instead of learning their lessons. He also used to give a holiday whenever he wanted to go fishing.

4. Charley says that the rooms on the third level were smaller than that of the second level. There were fewer ticket windows and train gates and the information booth in the centre was wood and old looking. There were open- flame gaslights and brass spittoons on the floor. Everyone at the station was dressed in nineteenth century dresses.

Q5.

The fears, anxieties and insecurities of the modern world are taking a toll on man’s mind. He feels helpless and frustrated and seeks temporary respite from life’s harsh realities. Charley too was unable to cope up with his fast paced and stressful life so his flight to the third level was undoubtedly a medium of escape for him. It is nothing but a creation of Charley’s own mind. He wants to escape from the modern world’s insecurity, fear, worries and stress and so seeks an exit, a medium to get away into the world of dreams and fancies.

One night Charley worked late at the office. He was in a hurry to get to his apartment. So he decided to take the subway from Grand Central. He ducked into an arched doorway and then he got lost. He walked down the steps to the second level, turned left and kept on walking. He came out on the third level at the Grand Central Station. This was a different, old and romantic world. So he was convinced that he was actually standing at the third level. There were fewer ticket windows there which were made of wood and were old-looking. There were open flame gaslights. He saw people with beards, sideburns and fancy moustaches. Then he caught a glimpse of an old locomotive and also saw an 1894 issue of ‘The World’ newspaper. Perhaps Charley is under pressure to escape from the harsh world of realities. He would like to escape to the peaceful world of 1894.

OR

Carrying pride in one’s language too far leads to ‘linguistic chauvinism’. We can analyse the order from Berlin in this light. It is nothing but a pure example of linguistic chauvinism. The

imposition of German language over the French-speaking population can't be justified at all. It is the worst kind of colonialism.

M. Hamel's love for French is genuine. The shocking order from Berlin arouses patriotic feelings in him. He loves French and feels it to be the most beautiful language in the world. He calls it the clearest and the most logical language too. He regrets that the people of Alsace did not pay much heed to the learning of this great language. He asks the people to safeguard it among themselves.

It is the key to their unity and freedom. The people of Alsace, particularly the village elders, suddenly realise how precious their language is to them. Students like Franz too are not immune to patriotic feelings. Franz feels sorry for neglecting the learning of French. He hates the idea of German language being imposed on them. He remarks sarcastically, "Will they make them sing in German, even the pigeons?" The last lesson was so impactful that it helped to revive the love for the language among the people of Alsace.