



B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL

MID-APRIL TEST 2026-27
ENGLISH (MS)

Class: XII
Date: 16.04.25
Admission no:

Time: 1hr.
Max Marks: 25
Roll no:

SECTION A: READING SKILLS (7 marks)

1. Read the passage given below.

(i). According to the passage, approximately how many people died in World War I?

Answer: 16–20 million people (including about 9 million soldiers).

(ii). Which initiative was introduced after World War II to rebuild Western European economies?

- A. Treaty of Versailles
- B. Marshall Plan**
- C. League of Nations
- D. Cold War

(iii). Choose the word from the passage that means “intense rivalry or competition between nations.”

- A. Infrastructure
- B. Rivalry**
- C. Reparations
- D. Decolonization

(iv). Complete the analogy based on the passage.

League of Nations : World War I :: United Nations : **World War II**

(v). Identify the correct combination from the information given in the passage.

1. Treaty of Versailles – Imposed reparations on Germany
2. Marshall Plan – Economic reconstruction of Western Europe
3. League of Nations – Formed after World War II
4. Atomic bombs – Used in Japan in 1945

- A. 1 and 2 only
- B. 1, 2 and 4 only**

- C. 2 and 3 only
- D. 1, 3 and 4 only

(vi). Why do some historians believe that the Treaty of Versailles indirectly contributed to the outbreak of World War II? (30–40 words)

Some historians believe that the Treaty of Versailles imposed heavy reparations and strict military restrictions on Germany. These harsh conditions created economic hardship and resentment among Germans, leading to political instability and contributing to the rise of aggressive nationalism.

(vii). How did the aftermath of the World Wars transform the global political and economic landscape? (40–50 words)

The aftermath of the World Wars led to the creation of international organizations such as the United Nations, economic recovery initiatives like the Marshall Plan, and the beginning of the Cold War. It also accelerated decolonization, enabling many Asian and African countries to gain independence.

SECTION B- WRITING (4 marks)

KAILASH COLONY ECO CLUB

NOTICE

Date: 16 March 2026

ANNUAL FLOWER SHOW

The Eco Club of Kailash Colony is organising its **Annual Flower Show on 5 April 2026 in the Community Park at 9:00 a.m.** Residents are invited to contribute their personal flower pots and plants for the exhibition. **Interested participants are requested to register their names with the undersigned by 30 March 2026.**

For further details, please contact the Eco Club office.

Ram

President

Eco Club

SECTION C – LITERATURE (14 marks)

3. Read the following extracts and answer the questions: 1x4=4

(i) 'And now you see where we've come out.' The tone of M. Hamel in the above line is that of:

Answer: (C) regret

(ii) 'We've all a great deal to reproach ourselves with.' Select the option which conveys the meaning of 'reproach'.

Answer: (A) The player received a reprimand for breach of rules.

Reason: *Reproach* means to blame or criticize someone for a fault.

(iii) Complete the sentence appropriately.

Answer: 'You must feel bad enough.' Through these words M. Hamel urges the people to realize their mistake of neglecting the learning of their own language and to feel responsible for it.

(iv) Identify the line from the text that reinforces the theme of patriotism in the story.

Answer: "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."

4. Answer the following two questions in 40 50 words each: 2x2=4

(i). What comparisons does Kamala Das make to describe her mother's face in the poem My Mother at Sixty-Six?

Kamala Das compares her mother's face to "a corpse", describing it as "ashen" to emphasize paleness, weakness, and old age. She also later compares the smile to "a late winter's moon", highlighting fading vitality and the poet's fear of losing her mother.

Key words: *ashen, corpse, late winter's moon, old age, fear of separation*

(ii). Why did M. Hamel write "Vive La France!" on the blackboard at the end of the lesson in the story The Last Lesson?

M. Hamel wrote "Vive La France!" to express his deep patriotism and love for France after the order banning the teaching of French in Alsace and Lorraine. It symbolized resistance, national pride, and emotional farewell to the French language and homeland.

Key words: *patriotism, national pride, French language, resistance, farewell*

(iii). Why was Charlie fascinated with Galesburg, Illinois in the story The Third Level?

Charlie was fascinated with Galesburg because it represented a **peaceful nineteenth-century life** free from the **stress and insecurity of the modern world**. He imagined it as a place of **simplicity, tranquility, and happiness**, which offered him **escape from reality**.

Key words: *nineteenth century, peaceful life, escape, simplicity, tranquility*

5. Answer any one of the following two questions, in about 100-120 word: 1x6=6

A. What does Sam's letter reveal about the circumstances of the time? What advice does he give to Charley in the story The Third Level by Jack Finney?

Sam's letter reveals that life in the **modern world** is full of **stress, insecurity, and anxiety**, which makes people long for an **escape into the past**. In the letter, Sam explains that he has successfully reached **Galesburg, Illinois in 1894**, where life is **peaceful, simple, and relaxed** compared to the hectic twentieth century. He describes enjoying a calm lifestyle and invites Charley to join him there. Sam advises Charley to keep searching for the **third level at Grand Central Station**, assuring him that it really exists. The letter reflects the human desire to escape from the **pressures of modern life** and find **comfort in a simpler past**.

Key words: *stress of modern life, escape, Galesburg 1894, peaceful life, third level*

B. Describe the poet's feelings and emotional conflict during the car journey to the airport. How does the poet balance sadness and hope in the poem My Mother at Sixty-Six by Kamala Das?

During the car journey to the airport, the poet experiences **deep sadness and anxiety** as she notices her mother's **pale, ageing face**, which reminds her of **mortality and separation**. The comparison of her mother's face to "**a corpse**" reflects the poet's **fear of losing her mother**. However, when she sees **young trees and children spilling out of their homes**, she momentarily shifts her attention to **youth and vitality**, balancing her gloomy thoughts. At the airport, she hides her pain by smiling repeatedly, describing it as "**a smile, like a late winter's moon.**" This shows her attempt to **mask sorrow with hope and reassurance**.

Key words: *fear of loss, ageing, separation, young trees and children, late winter's moon*