

GREENLAWNS SCHOOL, WORLI

TERMINAL EXAMINATION 2017

ENGLISH LANGUAGE

STD: V

DATE: 22.09.2017

MARKS:80

TIME: 1½ hr

LANGUAGE SECTION (40 marks)

Q.1. Write a composition on **any one** of the following topics (about 150-200 words) using at least five words from those given in the word bank. Underline the words used. [15]

1. Write a narrative essay about a time when you got lost and could not find your way back to your family or friends. Share your emotions during the time you were alone. How did you get lost and how did you find your way back?

Word Bank: adventure, journey, turn of events, thrilling, frightful, unaware, trustworthy, bravery, gesture, merciful

2. Write a descriptive essay about 'A visit to an amusement Park'.

Word Bank: wonderful, thrilling, hopefully, entertain, delightful, arrangement, behaviour, excitement, frightening, uneasy

3. Write a story based on the given outline.

Two school friends- entered a competition together- each wanted to win- competition grew fierce- both started fighting- day of competition- neither won- realised they should have helped each other- at least one could have been the winner- repented- decided never to fight again.

4. Look at the given picture carefully. Now write an original composition based on the picture. Your picture and the composition must have a definite connection.



Q.2. Read the given passage carefully and answer the questions that follow. [25]

Japanese boy teaches lesson in sacrifice

These last few days, everything was in chaos. Each one of us must work 20 hours a day, yet I wish there were 48 hours in the day, so that we could continue helping and rescuing folks. We are without water and electricity, and food rations are near zero. We barely manage to move refugees before there are new orders to move them elsewhere. I am currently in Fukushima, about 25 kilometers away from the nuclear power plant. I have so much to tell you that if I could write it all down, it would surely turn into a novel about human relationships and behaviours during times of crisis.

People here remain calm - their sense of dignity and proper behaviour are very good - so things aren't as bad as they could be. But given another week, I can't guarantee that things won't get to a point where we can no longer provide proper protection and order.

They are humans after all, and when hunger and thirst override dignity, well, they will do whatever they have to do. The government is trying to provide supplies by air, bringing in food and medicine, but it's like dropping a little salt into the ocean.

Last night, I was sent to a little grammar school to help a charity organization distribute food to the refugees. It was a long line that snaked this way and that and I saw a little boy around nine years old. He was wearing a T-shirt and a pair of shorts. It was getting very cold and the boy was at the very end of the line. I was worried that by the time his turn came there wouldn't be any food left. So I spoke to him. He said he was at school when the earthquake happened. His father worked nearby and was driving to the school. The boy was on the third floor balcony when he saw the tsunami sweep his father's car away.

I asked him about his mother. He said his house is right by the beach and that his mother and little sister probably didn't make it. He turned his head and wiped his tears when I asked about his relatives.

The boy was shivering so I took off my police jacket and put it on him. That's when my bag of food ration fell out. I picked it up and gave it to him. "When it comes to your turn, they might run out of food. So here's my portion. I already ate. Why don't you eat it?" The boy took my food and bowed. I thought he would eat it right away, but he didn't. He took the bag of food, went up to where the line ended and put it where all the food was waiting to be distributed. I was shocked. I asked him why he didn't eat it and instead added it to the food pile. He answered, "Because I see a lot of people hungrier than I am. If I put it there, then they will distribute the food equally." When I heard that, I turned away so that people wouldn't see me cry. A society that can produce a 9-year-old who understands the concept of sacrifice for the greater good must be a great society, a great people.

- Q.1. Why does the author wish the day would consist of 48 hours? (1)
Q.2. What were the conditions in Fukushima at this time? (3)
Q.3. Why does the author say 'things are not as bad as they could be'? (2)
Q.4. How could things change in a week according to the author? (3)
Q.5. In what way was the government helping people at this time? (2)

- Q.6. Where had the author gone the previous night and why did he go there? (2)
- Q.7. How has the author described the little boy standing in the line? (1½)
- Q.8. Why was the author worried about the little boy? (2)
- Q.9. How did the boy's father die? (1)
- Q.10. What did the little boy do with the food given to him by the author? What was the reason given by the boy for doing so? (3)
- Q.11. Why was the author impressed with the little boy's behaviour? (1½)
- Q.12. Find words from the passage which mean the following. (1½)
- utter confusion-
 - people who have become homeless-
 - a huge wave-
- Q.13. Find words from the passage which mean the opposite of the following. (1½)
- collect x
 - faraway x
 - began x

GRAMMAR SECTION (40 marks)

- Q.1. Pick out the nouns in the given sentences and state their kind (3)
- A parliament of owls was seen in the Sanjay Gandhi National Park.
 - Happiness cannot be gained with money.
 - She saw the herd grazing nearby.
- Q.2. Fill in the blanks with an appropriate collective or abstract noun (2)
- When the children saw a _____ of puppies, their _____ could not be controlled.
 - A _____ of mountains cannot be a hurdle, if a person has _____.
- Q.3. Replace the underlined nouns with a pronoun (Rewrite the sentence) (3)
- The boys and girls were dressed for the party.
 - I went to the supermarket with my mother.
 - Can you help my sister and me to make the painting.
 - Shalini and I were invited by Mr. And Mrs. Singh.
- Q.4. Fill in the blanks with suitable pronouns from the bracket (2)
- This book was given to _____ (me, I) by my grandmother.
 - I saw _____ (he/him) at the cinema with (him/his) friends.
 - We will write the speech _____ (yourselves/ourselves)
- Q.5. Fill in the blanks with suitable articles (5)
- One day, my father had _____ idea. He wanted to buy _____ new house. We were thrilled to think that we would soon live in _____ big house. He became obsessed with _____ idea till he bought _____ house. It had _____ huge garden, _____ attic, _____ garage and _____ backyard. 'This is _____ house of my dreams', he said.

- Q.6. Choose the correct auxillary verb from those given in the bracket (2)
- The window bars _____(is/are) made of iron.
 - She _____(am/is) helping her aunt.
 - The audience _____(has/will) decide the fate of the movie.
 - My father _____(can/was) cook for us.
- Q.7. Identify the verbs in the given sentences and write the tense of the verb (5)
- It is raining.
 - She was studying all night.
 - We decided to leave early.
 - My friend writes lovely poems.
 - They will be giving him an award.
- Q.8. Pick out the adjectives and state their kind (3)
- There was little damage caused by the storm.
 - These European places are very scenic.
 - That class has forty students.
- Q.9. Write the adjectives given in brackets in the correct order (2)
- He has a _____ and _____ history of violence(painful,long)
 - The tourists saw many _____ , _____(golden, antique) statues.
- Q.10. Pick out the adverbs in the given sentences and state their kind. (5)
- The priests willingly gave their money to the poor.
 - Her husband was away.
 - The police ran towards the plane.
 - We came early.
 - He stood nearby.
- Q.11. Write the meaning of the proverbs given below (4)
- Haste makes waste
 - A bad workman blames his tools
 - One good turn deserves another
 - Two heads are better than one.
- Q.12. Match the given idioms with their meaning (2)
- | | |
|---------------------------------|---|
| a. to take the bull by the horn | i. To fight or argue unfairly |
| b. on the dot | ii. To solve a problem without hesitation |
| c. to hit below the belt | iii. To praise one's own good deeds |
| d. to blow one's own trumpet | iv. To be punctual |
| | v. to change you life for the better |
- Q.13. Make sentences using the given idioms (2)
- catch red handed
 - kill two birds with one stone
