

**2013**



*For HSLC/AHM Regular Candidates and Unsuccessful HSLC/AHM Regular Candidates of 2011, 2012.*

*The figures in the margin indicate full marks for the questions.*

*The candidates are required to write the answers  
in their own words as far as practicable.*

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**(OLD COURSE)**

**[From Page 12]**

## SECTION-A

1. What was the name of Swami's School? 1
2. When did Gandhi pass his matriculation examination? 1
3. Do ants play games? 1
4. Who accompanied Gandhi in his journey from Rajkot to Bombay? 1
5. What is *The Englishman* known as to-day? 1
6. "And then Swami gave a lurid account of Samuel's Violence."  
What lurid account of Samuel's Violence did Swami give? 2
7. Why does Bismark choose to be sent back to the earth as an ant? 2
8. How do ants repair their nests? 2
9. What are holes in Ozone and what causes them? 2
10. Choose the meaning of the words in *italics* in the following sentences from the alternatives given in brackets :  $\frac{1}{2} \times 4 = 2$   
(i) .... they could not live there without *liquor*  
(water / drink / tea)

(ii) ... my whole *frame* shook as I stood up.

(body / wooden bar / shape)

(iii) All that would not be in keeping with our family *tradition*.

(Practice / Custom / Old things)

(iv) I am *dazed* and know not what to do.

(puzzled / shocked / confused)

11. Choose the correct statements from the following :

1

(i) Mavji Dave was a Modh Bania.

(ii) Mavji Dave was a learned Brahman.

(iii) Mavji was a young barrister.

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

Of course, an ant's cow is not like a real cow. The ant's cows are greenflies or aphides such as are found on rose trees in the garden. The milk of these tiny creatures is honey-dew, and an ant at work on a greenfly will stroke it with its antennae, first on one side, then on the other, until the drops of honey are exuded through two pores in the back of the greenfly and carried away by the ant.

(i) Where would you find an ant's cow ?

1

(ii) How is an ant's cow different from a real cow ?

1

(iii) How are the ant's cows milked ?

2



## SECTION-B

13. Choose a word each from the following words that rhymes with "night" and "eye". 1/2 × 2 = 1

(here, light, die, sky, kite)

14. What does the poet compare Lucy with? 2

15. What were the things made by the goldsmiths and the flower-girls? 2

16. Give, after Thomas Moore, a pen picture of the deserted banquet hall. 2

17. What was Professor Seth's subject? 1

18. Who does Professor Seth refer to as "black sheep" and why? 2

19. Fill in the blanks with the appropriate word from among those given in brackets : 1 + 1 = 2

(i) The friends so \_\_\_\_\_ together. (played, linked, lived)

(ii) Frail as a dragon-fly's \_\_\_\_\_ (eye, tail, wing)

## SECTION-C

20. (a) What impression do you gather of Persome as a person from your reading of the play? 5



OR

(b) Describe how the convict was transformed in his heart. 5

21. (a) Give an account of the first meeting of the Cabuliwallah and Mini's father. 5

OR

(b) Why and how did the author's feeling towards the Cabuliwallah change? 5

## SECTION-D

22. Choose the right determiners from those given in brackets and fill in the blanks :  
 $\frac{1}{2} \times 4 = 2$

(a) He will come back within \_\_\_\_\_ hour.

(a / an / the)

(b) \_\_\_\_\_ men are free from faults.

(few / a few / the few)

(c) Leap year falls in \_\_\_\_\_ fourth year.

(any / every / each)

(d) \_\_\_\_\_ learning is a dangerous thing.

(little / a little / the little)

23. Use correct tense forms of the verbs given in brackets in the following : 1×2=2
- (a) I wish I (be) a king.
- (b) The boy (sleep), don't disturb him.
24. Change the forms of narration of the following : 1+1=2
- (a) She said, "The water is boiling".
- (b) Mira said that her mother had been suffering from fever.
25. Frame sentences using **any one** pair of the following to show their difference in meaning : 2
- (a) diary                      dairy
- (b) effect                      affect
- (c) site                        cite
26. Correct the errors in the following sentences : (**any three**) 1×3=3
- (a) Money isn't the solution for every problem.
- (b) This hotel provides fooding and lodging.
- (c) Mr. Das deals with tea.
- (d) She came back with bag and baggage.
- (e) We spent the evening listening music.
27. Combine each of the following pairs of sentences into a single sentence : 1+1=2
- (a) I have some duties. I must perform them.

(b) This is my friend. His name is John.

28. Make sentences to show the use of **any two** of the following phrases :

1+1=2

null and void, by dint of, with flying colours, all in all.

29. Make a sentence in the pattern of **either (a) or (b)**

1

(a) Painting is an art.

**Or**

(b) S+V+O+O

### SECTION-E

30. Translate **any one group** of the following into English :

1×6=6

(a) **Assamese**

(i) গছৰ পাতবোৰ সেউজীয়া। (ii) গছে আমাক ফুল, ফল আৰু ছাঁ দিয়ে। (iii) জ্ঞানীলোকে কয়, “এজোপা গছ দহজন পুতেকৰ সমান।” (iv) তুমি গছৰ যতন কৰানে? (v) পৃথিৱীখন সেউজীয়া কৰি ৰাখিবলৈ আমি গছৰ যতন লবই লাগিব। (vi) গছ আৰু প্ৰাণীবোৰ ইটোৱে সিটোৰ ওপৰত নিৰ্ভৰশীল।

(b) **Bengali**

(i) গাছৰ পাতাগুলো সবুজ। (ii) গাছ আমাদেৰ ফুল, ফল এবং ছায়া দেয়। (iii) জ্ঞানীলোকেৰা বলেন, “একটি গাছ দশজন পুত্ৰেৰ সমান।” (iv) তুমি গাছৰে যত্ন কৰো কী? (v) পৃথিৱীকে সবুজ কৰে ৰাখাৰ জন্য আমাদেৰ গাছৰে যত্ন নিতেই হবে। (vi) গাছ এবং প্ৰাণী এক অপৰেৰে ওপৰ নিৰ্ভৰশীল।

(c) **Hindi**

(i) पेड़ के पत्ते हरे हैं। (ii) पेड़ हमें फूल, फल और छाँड़ देते हैं। (iii) ज्ञानीलोग कहते हैं, “एक पेड़ दस बेटोंके बराबर है”। (iv) तुम क्या पेड़ की सेवा करते हो? (v) धरती को हरा रखने के लिए हमें पेड़ की सेवा करनी ही होगी (vi) पेड़ और प्राणी एक दूसरे पर निर्भरशील हैं।



(d) **Bodo**

- (i) বিফাঁনি বিলাইফোরা গোথা। (ii) বিফাঁফোরা জাঁনো বিবার, ফিথাই আরো সাযজ্জুম হোয়ো। (iii) গিয়ানিফোরা বুডো “ফাঁসে বিফাডা সাজি ফিসাজ্জলানি সমান”। (iv) নোঁ বিফাঁনি জোথোন লায়োনা? (v) বুহুমখৌ গোথা খালামনা লাখিনো জোঁ বিফাঁনি জোথোন লাথারনাংগোন। (vi) বিফাঁ আরো জিউনাংফোরা মোনসেয়া মোনসেনি সায়াব সোনারসুলা।

(e) **Manipuri**

- (i) উনা (উগী) সি মচু শংই। (ii) উপাস্বীনা ঐখোয়দা মপাল, উইহে অমদি উরুম পী। (iii) অশিংবা মীওইনা (মী) হায়, “উ অমা হায়বসি মচানুপা তরাগা মাম্লে”। (iv) নং উশিংবু ঙাক শেনবা? (v) পৃথিবীবু (মালেম) শংনা থম্ববগীদমজ্জা ঐখোয়না উশিংবু ঙাক শেনবা তই। (vi) উ অমসুং শাশিংনা অমনা অমদা তাংজৈনৈ।

(f) **Khasi**

- (i) Ki sla jong ki dieng ki long ki bajyrngam. (ii) Ki dieng ki ai ia ngi ki syntiew, ki soh bat jaka rieh tngen. (iii) Ki riewstad ki ong, “Uwei u dieng u ia ryngkat bat shiphew ngut ki khun shynrang.” (iv) Phi ju sumar ia ki dieng? (v) Ban pynjyrngam ia ka mariang ngi dei ban sumar ia ki dieng. (vi) Ki dieng bat ki mrad ki ia shaniah iwei ha iwei pat.

(g) **Garo**

- (i) Bolrangni bijakrang tangseka. (ii) Bolrang an-chingna bibalrang, biterang aro salakkimko oña. (iii) Seng-gipa manderang aganna “pangsa bolan depante sakchikung baksa apsan onga.” (iv) Naa bolrangko simsake rakkima? (v) Agilsakko tangseke rakkina gita anching bolrangko simsake rakkina nanggen. (vi) Bolrang aro matburungrang mingsa minggipin-o pangchakgrika.

(h) **Hmar**

- (i) Thingkung hna hai chu a hring an nih. (ii) Thingkung in parte, thei ra le deihlim a mi pek. (iii) Mivar hai chun hieng hin an tih “Thingkung chu naupasal sawm le an in tluk pui.” (iv) Thingkung hai i enkawl tha hlak am? (v) Leihnuoi hring zinga a um ding chun thingkung tha taka enkawl a ngai. (vi) Thingkung le rannung hai inlaichinna tha tak an nei anih.

(i) **Mizo**

- (i) Thingkung hnahte chu a hring a ni. (ii) Thingkung chuan pangparte, thei-te leh daihlim min pe. (iii) Mifingte chuan, “Thingkung chu fapa sawm neih tluk a ni.” an ti. (iv) Thingkungte hi i enkawl tha em? (v) He khawvel hi tihring tur chuan thingkungte kan enkawl uluk a ngai. (vi) Thingkungte leh nungchate hi inring tawn vek an ni.



(j) Urdu

- (الف) پیڑ کے پتے ہرے ہیں ۔  
(ب) پیڑ ہمیں بھول، بھل اور چھایہ دیتے ہیں ۔  
(ج) عقلمند لوگ کہتے ہیں، "ایک پیڑ دس دیٹوں کے برابر ہے۔"  
(د) کیا تم پیڑ کی خدمت کرتے ہو ؟  
(ه) دنیا کو ہر بنانے کے لیے ہمیں پیڑ کی خدمت کرنی ہے، ہوگی،  
یا دنیا کی ہر مائی کے لیے ہمیں پیڑ کی خدمت کرنی ہے، ہوگی ۔  
(و) پیڑ اور جانور مخلوق ایک دوسرے پر درمدمدار ہیں ۔

(k) Nepali

- (i) रूखका पातहरू हरिया हुन्छन्। (ii) रूखले हामीलाई फुल, फल छाया दिन्छन्। (iii) ज्ञानी मानिस भन्छन्- "एउटा रूख दश जना छोराको समान हुन्छ।" (iv) तिमी रूखको हेरचाह गर्छौ ? (v) पृथिवीलाई हरियाली बनाई राख्नलाई हामीले रूखहरूको हेरचाह गर्ने पर्छ। (vi) रूख र प्राणीहरू एक-आपसमा भर पर्नुपर्छ।

OR

Give the substance of **either** (a) **or** (b) :

6

- (a) The great advantage of early rising is the good start it gives us in our day's work. The early riser does a large amount of hard work before others get up. In the early morning the mind remains fresh, and there are few sounds or other distractions, so that the work done at that time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and such exercise supplies him with a lot of energy that lasts till evening. By beginning the day so early, he knows that he has plenty of time to do thoroughly all the works he can be expected to do, and is not tempted to hurry on any part of it. All his work being finished in good time, he has a long interval of rest in the evening before he goes to bed.



- (b) I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host of golden daffodils,  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.  
  
Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay ;  
Ten thousand saw I at a glance  
Tossing their heads in sprightly dance.

31. (a) Write an essay on **either** of the following topics in about **200** words : 10

(i) Physical Exercise

(ii) Floods in Assam.

**OR**

(b) Write a story in about **200** words, using the outline given below and add a title to it. 10

(Outline : A king distressed — his people lazy — wanted to teach them a lesson — put a big stone in the middle of the road — people went around the stone, blamed the government for not removing it — king had it removed — beneath it was an iron box marked "For the man who removes the stone" — inside a purse full of money — the people were ashamed.)

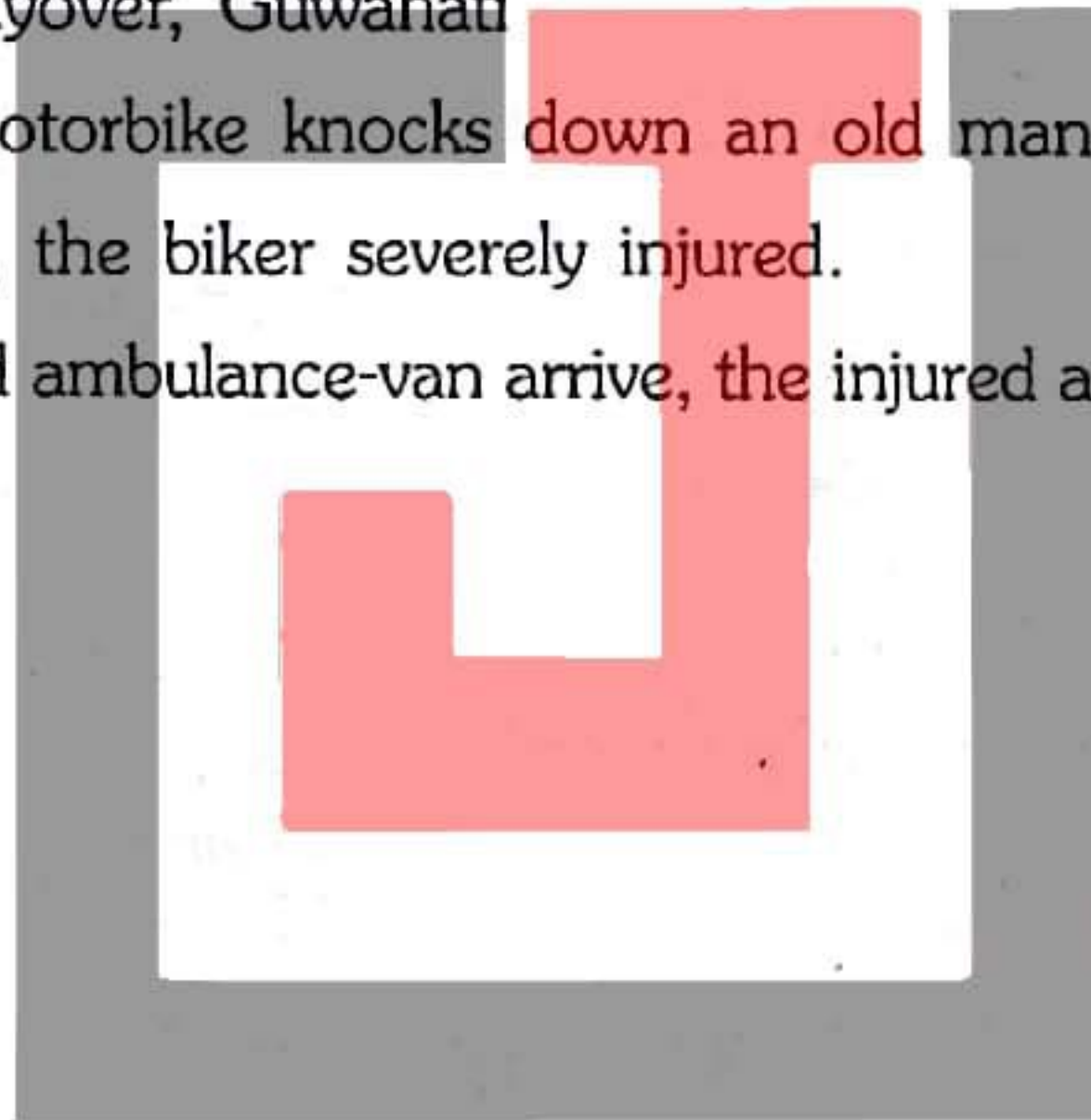
32. (a) Write a letter to your friend asking him / her to join you for a picnic. 6



**OR**

(b) Prepare a newspaper report using the information given below. Do not add any new information. 6

- road accident
- December 31st, 2012 — 9.30 pm
- Ganeshguri Flyover, Guwahati
- a speeding motorbike knocks down an old man on the road.
- the man dies, the biker severely injured.
- policemen and ambulance-van arrive, the injured and the dead sent to G.M.C.



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## ENGLISH

Full Marks : 100

Pass Marks : 30

Time : Three hours

**(OLD COURSE)**

*For unsuccessful Old Course Private candidates of HSLC/AHM Examination 2012 and earlier.*

*The figures in the margin indicate full marks  
for the questions.*

*The candidates are required to write the answers  
in their own words as far as practicable.*

### SECTION-I

1. Who was Kepler? 1
2. How many years ago did Socrates live? 1
3. Who is the author of 'A Piece of String'? 1
4. What was Hauchecome accused of? 2
5. What sign did Hauchecome make to indicate that he was telling the truth? 2
6. What did Socrates study at school? 2
7. What is the author's first consideration in choosing a great book? 2



8. Choose the meaning of the words in *italics* in the following sentences from the alternatives given in the brackets :  $\frac{1}{2} \times 4 = 2$

- (a) There are *genuine* mysteries in the world that mark the limits of human knowing and thinking.  
( real / mind / horrible)
- (b) He made a powerful, *dignified* speech answering every question.  
(humourous / respectable / rude)
- (c) Socrates *paused* with the draught still unfinished.  
(began / laughed / stopped)
- (d) They are *enduring* best sellers.  
(lasting / interesting / dear)
9. (a) What things were being sold in the market at Goderville? Write in brief the behaviour of the buyers and sellers.  $2+3=5$

OR

- (b) Read the passage and answer the questions that follow :

Hauchecome, a peasant who had just arrived at Goderville, was directing his steps toward the public square when he noticed on the ground a little piece of string. Hauchecome, economical like a true Norman, thought that everything useful ought to be picked up. He bent painfully, for he suffered from rheumatism, and took the piece of string from the ground.

- (i) Who was Hauchecome? 1
- (ii) Where did he arrive at? 1
- (iii) Where was he directing his steps to? 1
- (iv) What did Hauchecome notice on the ground? 1
- (v) What did Hauchecome suffer from? 1



10. (a) "The stone-cutter's son was becoming well known as a teacher. He used to wander about the roads or stand in the market place all day long and talk to anyone who cared to greet him."

(i) Who was the stone-cutter's son? 1

(ii) In which place did he live? 1

(iii) How did his listeners react on hearing him? 2

(iv) Why did they react in that way? 1

**OR**

(b) "This seemed to some people a new and wicked idea. He said that there were higher and nobler deeds than making sacrifices to Athene and the other Gods of Greece."

(i) Who is the 'he' referred to here? 1

(ii) Who was Athene? 1

(iii) How did the Greeks worship her? 1

(iv) What was it that seemed to some people a new and wicked idea? 2

11. (a) "Great books are the most readable."

Why does Mortineer Adler say so? 5

**OR**

(b) State in brief *at least five* signs of a great book. 5

## SECTION-II

12. Choose the meaning of the words in *italics* from the alternatives given in brackets :  $\frac{1}{2} + \frac{1}{2} = 1$

(i) The budding *twigs* spread out their fan ...  
(flowers / small branches / little birds)



- (ii) Alack! it was I who *leaped* at the sun ;  
(jumped / looked / laughed)

13. Give rhyming word for each of the following :  $\frac{1}{2} + \frac{1}{2} = 1$   
link, look.
14. "And 'tis my faith that every flower  
Enjoys ... "  
What does every flower enjoy? 1
15. They had answered, "And afterwards what else?" — Who are 'they' referred to here? 1
16. Why should the horse think it queer on the part of the traveller to stop for a while? 2
17. What does the poet think about the budding twigs? 2
18. How was the poet welcomed by the people of Brescia a year ago? 2
19. How does a man behave when he reaches the 'Autumn' of his life? 2

### SECTION-III

20. Choose the appropriate determiner from those given in brackets and fill in the blanks:  $\frac{1}{2} \times 6 = 3$
- (a) \_\_\_\_\_ apple a day keeps the doctor away.  
(a / an / the)
- (b) \_\_\_\_\_ tiger has been living in this area.  
(a / an / the)
- (c) There isn't \_\_\_\_\_ water in this well.  
(many / more / much)

(d) Is there \_\_\_\_\_ man who will not die?

(any / some / more)

(e) \_\_\_\_\_ of the students will be given a pen.

(every / each / any)

(f) Have you been to \_\_\_\_\_ post office?

(a / an / the)

21. Use the correct tense forms of the verbs given in brackets :

1×3=3

(a) He (come) here every Monday.

(b) It (rain) since morning.

(c) He behaved as though he (be) mad.

22. Change the form of narration :

1+1=2

(a) The son told his father that he wanted that box.

(b) The boy said to the teacher, "May I go out?"

23. Fill in the blanks with the right alternatives :

1+1=2

(a) Some fishes (breathe / breed) air.

(b) They are going to the (fare / fair).

24. Change the voice of the following :

1+1=2

(a) A hunter shot the tiger.

(b) The gate was opened by the peon.

25. Correct the errors in the following sentences (**any three**) :

1×3=3

(a) These mangoes are ripe almost.



- (b) Some one should look at the matter.
- (c) He wanted neither food and money.
- (d) They have some furnitures.
- (e) She prefers tea than coffee.
- (f) She was sitting besides her friend.

26. Combine the following pairs of sentences into a single sentence each :

1+1=2

- (a) He is intelligent. He is strong.
- (b) He is very weak. He cannot walk.

27. Fill in the blanks with the right choice :

$\frac{1}{2} \times 6 = 3$

- (a) The police ran \_\_\_\_\_ the thief.  
(for/at/after)
- (b) She is blind \_\_\_\_\_ her son's fault.  
(at/to/in)
- (c) I shall do it \_\_\_\_\_ pleasure.  
(in/on/with)
- (d) Ram is fond \_\_\_\_\_ music.  
(on/of/in)
- (e) Assam is rich \_\_\_\_\_ minerals.  
(of/in/at)
- (f) Death is preferable \_\_\_\_\_ disgrace.  
(to/by/with)

28. Make sentences to show the use of **any two** of the following phrases :

1+1=2

bag and baggage, look into, in spite of, put up.



29. Complete the following sentences with the most appropriate choice : 1+1=2

(a) He is a \_\_\_\_\_ man.  
(descent/decent/dissent)

(b) Please don't \_\_\_\_\_ the small boy with the stick.  
(bit/bite/beat)

30. Make a sentence in the pattern of **either** (a) **or** (b) :

(a) Children like playing.

**Or**

(b) S+V+O

#### SECTION-IV

31. Translate **any one group** of the following into **English** :

(a) **Assamese**

(i) ৰাম দশম শ্ৰেণীৰ ছাত্ৰ। (ii) আজি বৰষুণ হব পাৰে। (iii) তোমাৰ দেউতাই কি কাম কৰে?  
(iv) পৰীক্ষাৰ পাছত মই গুৱাহাটীলৈ যাম। (v) অসমত বহুতো গাঁও আছে। (vi) ব্ৰহ্মপুত্ৰ এখন বিশাল  
নৈ। (vii) পৃথিৱী সূৰ্যৰ চাৰিওফালে ঘূৰে। (viii) ৰামধেনুত সাতটা ৰং আছে।  
(ix) তাই ক'লে "আজি বৰ গৰম।" (x) ভাৰতবৰ্ষ এখন স্বাধীন দেশ।

(b) **Bengali**

(i) ৰাম দশম শ্ৰেণীৰ ছাত্ৰ। (ii) আজি বৃষ্টি হ'তে পাৰে। (iii) তোমাৰ বাবা কী কাম কৰেন?  
(iv) পৰীক্ষাৰ পৰা আমি গুৱাহাটী যাব। (v) অসমে অনেক গ্ৰাম আছে। (vi) ব্ৰহ্মপুত্ৰ একটা বিশাল  
নদী। (vii) পৃথিৱী সূৰ্যৰ চাৰিওফালে ঘূৰে। (viii) ৰামধেনুত সাতটা ৰঙা আছে। (ix) সে বুলিলে, "আজ  
খুব গৰম।" (x) ভাৰতবৰ্ষ একটা স্বাধীন দেশ।

(c) **Hindi**

(i) ৰाम दसवीं कक्षा का विद्यार्थी है। (ii) आज वर्षा हो सकती है। (iii) तुम्हारे पिताजी क्या काम करते  
हैं? (iv) परीक्षा के बाद मैं गुवाहाटी जाऊंगा। (v) असम में अनेक गाँव हैं। (vi) ब्रह्मपुत्र एक बड़ा  
नद है। (vii) पृथ्वी सूर्य के चारों ओर घुमती है। (viii) इन्द्रधनुष (रामधेनु) में सात रंग हैं। (ix) उसने  
कहा, "आज बहुत गर्मी है"। (x) भारतवर्ष एक स्वाधीन देश है।



(d) **Bodo**

(i) রামা জি থাখোনি ফরায়সা। (ii) দিনৈ অখা হানো হাগৌ। (iii) নোম্ফায়া মা হাবা মাবো? (iv) আনজাদনি উনাব আং গুৱাহাটীয়াব থাংগোন। (v) আসামাব গোবাং গামি দং। (vi) বুরলুংবুথুরা দৌসে গুৱাৰ দৈমা। (vii) ব্ৰহ্মা সাননি সোৱগিদিং গিদিডো। (viii) জায়খলডাব মৌনসি গাব দং। (ix) বিয়ো বুংবায়, “দিনৈ জোবোদ গৰম”। (x) ভাৰতা গংসে উদাংসি হাদৰ।

(e) **Manipuri**

(i) ৰাম ক্লাস টেনগী মইহেৰৌই অমনি। (ii) ঙসি নোং চুৱা যাই। (iii) নংগী নপা কৰি থবক তৌই? (iv) ঐ পৰিক্ষা লোইৰবা মতুংদা গুৱাহাটীয়া চংকনি। (v) অসামদা খুঙ্গং য়ান্না লৈ। (vi) ব্ৰহ্মপুত্ৰসি য়ান্না চাউবা তুৱেলনি। (vii) পৃথিৱীনা নুমিৎকী অকৌইবদা কৌইদুনা চংলি। (viii) চুমথাংসি মচু তৰেৎনা শেম্মী। (ix) মহাক্লা হায়থি, “ঙসি য়ান্না শাই”। (x) ভাৰত মনিংত্সা লৈবাক অমনি।

(f) **Khasi**

(i) u Ram u dei u khynnah class ten. (ii) Ka lah ban slap, mynta ka sngi. (iii) I pa jong phi i trei aiu? (iv) Ngan sa leit sha Guwahati hadien ka eksamin. (v) Don bun ki norgkyndong ha Assam. (vi) Ka Brahmaputra ka long ka Wahbah. (vii) Ka pyrthei ka shad tawiar ia ka sngi. (viii) U Simpyllieng u don hynniew tylli ki rong. (ix) Ka Ong, “Ka shit bha mynta ka sngi”. (x) Ka India ka dei ka ri ba lait luid.

(g) **Garo**

(i) Ramara saksa Class X-ni chatro onga. (ii) Daaalde mikka wanaba donga. (iii) Nangui pagipara mai kamko kaa? (iv) Anga porika matchote Guwahatichi reanggen. (v) Assamo bangbea songrang gnang. (vi) Brahmaputra dalbegipa Chibima dilsa onga. (vii) A-gilsak salko redula. (viii) Sundareni rongrang mingsni gnang. (ix) Meehile bisa agana “Daaalde namen dinga.” (x) India jakgitelgipa asong damsa onga.

(h) **Hmar**

(i) Ram chu pawlsawm naupang a nih. (ii) Vawisun ruo a sur thei. (iii) I pa'n iem a thaw hlak a? (iv) Exam zo a Guwahati a feng ka tih. (v) Assam rama khuo a tam. (vi) Brahmaputra chu vadung lien tak anih. (vii) Hnuoi in nisa a hel. (viii) Sumrisang in rawng chi sari a nei. (ix) Amanu in a tih, “vawisun chu a lum ngei.” (x) India hi makhat a ngir rambung anih.



(i) **Mizo**

(i) Ram-a chu pawl sawm zirlai a ni. (ii) Vawiin chu ruah a sur mai thei a ni. (iii) I pa chu eng hnathawk nge? (iv) Kan exam zawhah Guwahati ka kal ang. (v) Assam-ah chuan thingtlang khua a tam mai. (vi) Brahmaputra chu lui lian tak a ni. (vii) Khawvel hian ni a hel a ni. (viii) Chhimbai hian rawng chi sarih a nei. (ix) "Vawiin chu a lum hle mai," a ti. (x) India chu mahni a ro inrel ram a ni.

(j) **Urdu**

- (۱) رام دسویں درجے کا طالب علم ہے -
- (۲) آج بارش ہو سکتا ہے -
- (۳) آپ کے والد کیا کام کرتے ہیں؟
- (۴) امتحان کے بعد میں گواہاٹی جاؤنگا۔
- (۵) آسام میں بہت سارے گاؤں ہیں -
- (۶) برہمپوترا ایک بڑا نہر ہے -
- (۷) زمین سورج کے چاروں اور گھومتی ہے -
- (۸) اندر دھنوش ہیں سات رنگ ہیں -
- (۹) اس نے کہا، "آج بہت گرمی ہے -
- (۱۰) بھارت ایک آزاد ملک ہے -

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(k) **Nepali**

(i) राम कक्षा दशको छात्र हो। (ii) आज पानी पर्न सक्छ। (iii) तिम्रा बुबा काम गर्नुहुन्छ? (iv) परीक्षाको पछाडि म गुवाहाटी जान्हु। (v) असममा धेरैवटा गाउँ छन्। (vi) ब्रह्मपुत्र एउटा ठुलो नदी हो। (vii) पृथिवी सूर्यको चारैतिर घुम्छ। (viii) इन्द्रेणीमा सातवटा रङ छन्। (ix) असले भनी - "आज धेरै गर्मीछ।" (x) भारत एउटा स्वतन्त्र देश हो।