

**ICSE 2025 EXAMINATION**  
**Sample Question Paper – 4**  
**English Paper – 1**

**Time: 2 Hours**

**Max. Marks: 80**

**General Instructions:**

1. Answer to this Paper must be written on the paper provided separately.
2. You will not be allowed to write during the first 15 minutes.
3. This time is to be spent in reading the question paper.
4. The time given at the head of this Paper is the time allowed for writing the answers.
5. Attempt all five questions
6. The intended marks for questions or parts of questions are given in brackets [ ].
7. You are advised to spend not more than 30 minutes in answering Question 1 and 20 minutes in answering Question 2.

**QUESTION 1.**

(Do not spend more than 30 minutes on this question.)

**Read the following story carefully and answer the questions that follows.**

The Lord was the creator of good teachers. It was his sixth day of 'overtime' and he knew that this was a tremendous responsibility, for teachers would touch the lives of so many impressionable young children. An Angel appeared to him and said, "You are taking a long time to figure this one out." "Yes," said the Lord, "but have you read the specifications on this order?"

TEACHER : Teacher must stand above all students to be at their level. He must be able to do 180 additional things which are not related to their taught subject. Teacher must have to run on coffee. He must be able to communicate as per his vital knowledge to all students daily. Teacher must have more time for others than for himself, besides being **supportive**.

**"Six pairs of hands," said the Angel, "that's impossible"**

"Well," said the Lord," it is not the hands that are the problem. It is the three pairs of eyes that are presenting the most difficulty!"

The Angel looked incredulous, "Three pairs of eyes...on a standard model?"

The Lord nodded his head, "One pair is to see whether a student is doing or not what others have labelled them. The second pair is the pair of eyes which is at the back of the teacher's head to watch what should not be seen, but what must be known. The third pair is the eyes in the front which is only to look at the child and 'act out' in order to **reflect**, "I understand and I still believe in you", without so much as saying a word to the child."

"Lord," said the Angel, "this is a very large project and I think you should work on it tomorrow"

"I can't," said the Lord, "for I have come very close to creating something much like myself. I have one that comes to work when he/she is sick, teaches a class of children that do not want to learn, has a special place in his/her heart for children who are not his/her own, understands the struggles of those who have difficulty and never takes the students for granted."

The Angel looked closely at the model the Lord was creating.

"It is too soft-hearted," said the Angel.

"Yes," said the Lord, "but also tough, you cannot imagine what this teacher can endure or do, if necessary." "Can this teacher think?" asked the Angel.

"Not only think," said the Lord, "but reason and compromise." The Angel came closer to have a better look at the model and ran his finger over the teacher's cheek.

"Well, Lord," said the Angel, "Your job looks fine but there is a leak. I told you that you were putting too much into this model. You cannot imagine the stress that will be placed upon the teacher." The Lord moved in closer and lifted the drop of moisture from the teacher's cheek. It shone and glistened in the light. "It is not a leak," He said, "It is a tear."

"A tear? What is that?" asked the Angel, "What is a tear for?" The Lord replied with great thought, "For the joy and pride of watching what a child accomplishes even it's the smallest task to do. It is done for the loneliness of children who have a hard time to fit into the compassionate feelings of their parents. This has been done when a teacher had to leave the class and to say good bye to his students and get ready to welcome a new class."

"My," said the Angel, "The tear thing is a great idea...You are a genius!" The Lord looked sombre, "I didn't put it there."

**(i) For each word given below choose the correct meaning (as used in the passage) from the options provided.**

**1. supportive (line 10)**

- (a) to be encouraging
- (b) to be sympathetic
- (c) to be helpful
- (d) All of these

**Answer:** (d) All of these

**2. reflect (line 18)**

- (a) absorb
- (b) think deeply or carefully
- (c) let something be forgotten
- (d) not take into consideration

**Answer:** (b) think deeply or carefully

**(ii) Which word in the passage means the opposite of the word 'disagreement'?**

- (a) compromise
- (b) reason
- (c) compassionate
- (d) sombre

**Answer:** (a) compromise

**(iii) Answer the following questions briefly in your own words.**

**(a) What is the teacher's tear for?**

**Answer:** The teacher's tear is for the joy and pride of watching what a child accomplishes even if it's the smallest task to do. It is shed for the loneliness of children who have a hard time to fit into the compassionate feelings of their parents. This has been done when a teacher had to leave the class and to say good bye to his students and get ready to welcome a new class.

**(b) What is presenting the most difficulty to God? Why does a teacher need three pairs of eyes?**

**Answer:** Making the three pairs of eyes is presenting the most difficulty to God. A teacher needs three pairs of eyes because one pair is to see whether a student is doing or not what others have labelled them. The second pair is the pair of eyes which is at the back of the teacher's head to watch what should not be seen, but what must be known. The third pair is the eyes in the front which is only to look at



the child and 'act out' in order to reflect, 'I understand and I still believe in you' without saying a word to the child.

**(c) What are special qualities of a teacher according to God?**

**Answer:** According to God, a teacher's special qualities consist of being soft-hearted and caring as well as very tough when it comes to discipline the child. Also, the teacher is able to think, reason well and can be very understanding and compromising. He/she is a blend of soft-heartedness and toughness.

**(d) When did God create teachers? Why is this creation a tremendous responsibility?**

**Answer:** God created teachers as part of His divine plan to guide and shape future generations. Teachers are entrusted with the responsibility to impart knowledge, wisdom, and values that influence students' lives and communities. This role is tremendous because it involves not only academic instruction but also moral and emotional guidance, shaping individuals who will contribute to society. Teachers have the power to inspire, challenge, and uplift, making their work essential for the growth and development of humanity.

**(e) What are the specifications for a teacher?**

**Answer:** A teacher should possess strong communication skills, patience, and a passion for education. They need a deep understanding of the subject matter they teach, along with the ability to explain concepts clearly. Effective classroom management, adaptability, and empathy are essential. Teachers should be organized, skilled in using technology, and able to assess and track student progress. A degree in education or a relevant field, along with certification, is often required. Lifelong learning and professional development are also important for teachers.

**(iv) In not more than 50 words, describe how did God envision 'creating a good teacher'?**

**Answer:** God envisioned creating a good teacher as someone with wisdom, patience, and compassion. A good teacher inspires curiosity, fosters growth, and nurtures both the intellect and character of students. They lead by example, encourage perseverance, and instill values that guide individuals towards their fullest potential.

**QUESTION 2.**

**(i) You are Cultural Secretary of Queen Mary Convent, Lucknow. You want suitable students to represent your school in the Inter-School English Debate Competition to be held shortly.**

**Providing the necessary details and write a notice inviting participation.**

**Answer:**

## **NOTICE**

Inter-School English Debate Competition

Date: [Date of Competition] Time: [Time of Competition] Venue: [Venue of Competition]

Dear Students,

Queen Mary Convent is proud to announce its participation in the upcoming Inter-School English Debate Competition. This prestigious event offers a platform for talented debaters to showcase their skills, articulate their views, and engage in intellectual discourse.

We are seeking bright, articulate, and passionate students to represent our school in this competition. If you possess a flair for public speaking, a strong command of the English language, and a keen interest in current affairs, we encourage you to participate.

Eligibility:

- Students of [Classes] are eligible to participate.
- Participants must have excellent communication skills and a strong command of the English language.
- A keen interest in current affairs and the ability to think critically is essential.

Selection Process:

A selection process will be conducted to identify the most suitable candidates. This may involve:

- A written test to assess language skills and knowledge of current affairs.
- A preliminary round of debates on a specified topic.
- An interview to evaluate confidence, articulation, and overall suitability.

How to Participate:

Interested students may submit their names and contact information to [Your Name/Designation] at [Your Email/Contact Number] by [Deadline Date].

Benefits of Participating:



- Gain valuable experience in public speaking and debate.
- Develop critical thinking and analytical skills.
- Enhance your confidence and self-esteem.
- Represent your school at a prestigious inter-school event.
- Network with other talented students from different schools.

We believe that this competition will be a rewarding experience for all participants. We look forward to receiving a strong response from our talented students.

Let's work together to bring glory to Queen Mary Convent!

Yours sincerely,

[Your Name] Cultural Secretary Queen Mary Convent, Lucknow

**(ii) Write an e-mail to a software firm having mail id: nat\_accounts@hotmail.com to enquire about purchase of an accounting software. Assume yourself to be Vinita Panchal with mail id: [vinita\\_128@yahoo.co.in](mailto:vinita_128@yahoo.co.in).**

**Answer:**

**Subject:** Inquiry About Accounting Software Purchase

Dear Sir/Madam,

I hope this email finds you well. My name is Vinita Panchal, and I am reaching out to inquire about the accounting software solutions offered by your company. As a professional managing accounting tasks for a growing business, I am exploring software options that can help streamline operations, ensure compliance, and enhance productivity.

Could you kindly provide me with detailed information regarding the following:

1. The features and functionalities of your accounting software.
2. Available plans and pricing details, including any discounts for bulk purchases or annual subscriptions.
3. Compatibility with commonly used operating systems and any specific hardware requirements.
4. Scalability options in case of business expansion.
5. Training or support services available for new users.

Additionally, I would appreciate if you could send over any brochures, demo links, or case studies showcasing how your software has benefited other businesses in similar industries.

As I am currently comparing multiple solutions, your prompt response will greatly assist me in making an informed decision. Feel free to reach me via this email or at my phone number, should you require further clarification regarding my requirements.

Looking forward to your reply.

Thank you for your time and assistance.

Best regards,

Vinita Panchal

Email: vinita\_128@yahoo.co.in

### **QUESTION 3.**

(Do not spend more than 20 minutes on this question.)

**Select any one of the following.**

**(i) You are Girish/Seema, the Head Boy/Girl of ABC Public School, Jayanagar, Bengaluru. Your school has planned an overnight excursion of students and teachers to Mysuru and nearby areas. Write a letter to the Secretary, Ace Youth Hostel, Mysuru requesting him to send you a quotation for the costs of providing accommodation for 15 girls, 20 boys and two teachers for two days next month. Specify the dates when you want the accommodation and any other terms and conditions.**

### **Answer:**

ABC Public School, Jayanagar, Bengaluru

[School Address]

[Date]

The Secretary Ace Youth Hostel Mysuru

Subject: Request for Quotation for Accommodation

Dear Sir,

I am writing to you on behalf of ABC Public School, Jayanagar, Bengaluru. Our school has planned an overnight excursion to Mysuru and nearby areas for our students and teachers next month.

We are interested in booking accommodation at your esteemed youth hostel for a period of two days, from [Start Date] to [End Date]. We require accommodation for the following:

- 15 Girls
- 20 Boys
- 2 Teachers

We would be grateful if you could provide us with a detailed quotation for the accommodation, including the following:

- Room Allocation: Please specify the type of rooms available and the number of beds per room.
- Boarding: Please provide details of the meals included in the package, such as breakfast, lunch, and dinner.
- Other Facilities: Please inform us about the other facilities available at the hostel, such as recreational areas, common rooms, and Wi-Fi access.
- Additional Charges: Please specify any additional charges that may apply, such as laundry services, medical facilities, or transportation.

We would also like to know about any specific terms and conditions that we need to be aware of, such as cancellation policies, security deposits, and check-in/check-out times.

We are particularly interested in a safe and secure environment for our students, and we would appreciate it if you could assure us of the necessary security measures in place at the hostel.

We look forward to receiving your prompt response and quotation. Please feel free to contact us if you require any further information.

Thank you for your time and consideration.

Sincerely,

[Your Name] Head Boy/Girl ABC Public School, Jayanagar, Bengaluru [Your Contact Number] [School Email]

**(ii) Write a letter to your friend, Rohan, consoling him on the death of his mother. Assume yourself to be Gaurav.**

**Answer:**



Dear Rohan,

I was deeply shocked and saddened to hear about the passing of your mother. I cannot even begin to imagine the pain and heartbreak you must be going through right now. Please accept my heartfelt condolences. My thoughts and prayers are with you and your family during this incredibly difficult time.

Losing a parent is an indescribable loss, and I know that no words can ever truly ease the sorrow you are feeling. Your mother was a kind and loving person, and I have such fond memories of her whenever I visited your home. She always welcomed me with a warm smile, and I could see the immense love and care she had for you. I know how much she meant to you, and I can only imagine the emptiness you must be feeling in her absence.

During times like this, it's important to remember the beautiful moments you shared with her. Cherish the memories of the love, wisdom, and guidance she provided. I'm sure that her spirit will continue to live on in the lessons she taught you and the strength she instilled in you.

Please know that you are not alone in this. I am here for you, whether you need someone to talk to or just someone to sit with you in silence. Lean on your loved ones and take all the time you need to grieve. Your mother's love will always be a part of you, and in time, the pain will ease, though her memory will never fade.

Rohan, I am sending you all my love and strength. Please take care of yourself and your family, and don't hesitate to reach out if you need anything. Remember that I'm just a call away.

With deepest sympathy,

Gaurav

#### **QUESTION 4.**

**Write a composition (300-350 words) on any one of the following.**

**(i) Recall an important event of social importance in your city. Describe the event as it occurred and its impact on other members of the society**

**Answer:** One significant event of social importance in my city occurred during the "Green City Initiative," a large-scale environmental project aimed at transforming urban spaces into greener, more sustainable areas. The initiative was launched last year by the city's municipal government in collaboration with local environmental groups. The goal was to plant over 50,000 trees and establish more green spaces, such as parks and community gardens, across the city.

The event began with a citywide volunteer campaign where citizens, schools, businesses, and government employees participated in tree planting across various neighborhoods. The initiative culminated in a citywide event where hundreds of volunteers gathered in the central park for a massive planting session. City officials, environmental activists, and local leaders also attended, delivering speeches about the importance of preserving the environment and reducing the urban carbon footprint.

The event had a profound impact on the local community. First, it brought people from diverse backgrounds together for a common cause, fostering a sense of unity and shared responsibility for the environment. Citizens, especially younger generations, took pride in contributing to the city's environmental health, with many expressing a renewed sense of environmental awareness. Local schools became actively involved by organizing educational programs for students about climate change and sustainability.

Additionally, the initiative led to the creation of more green spaces in urban areas, which had long been lacking in many parts of the city. This not only improved the aesthetic appeal of the city but also had positive effects on residents' mental and physical well-being. Studies show that access to green spaces reduces stress and promotes outdoor activity, improving the overall quality of life.

Moreover, the Green City Initiative served as a model for other cities, encouraging neighboring regions to adopt similar programs. The initiative sparked greater community involvement in local environmental efforts and promoted long-term sustainability practices that continue to shape the city's policies. Through this project, the city not only became greener but also built a stronger sense of community, leaving a lasting legacy for future generations.

**(ii) 'Coaching classes are important for better learning.' Express your views for or against this statement.**

**Answer:** In today's competitive world, the importance of education cannot be overstated, and the question of whether coaching classes contribute to better learning has sparked much debate. While some argue that coaching classes provide essential academic support, others believe that they are not always necessary for educational success. I believe that coaching classes can significantly enhance learning, but their effectiveness depends on several factors.

### **For Coaching Classes**

Coaching classes offer a structured learning environment that many students need. For students struggling with school subjects, coaching provides personalized



attention that they might not receive in a crowded classroom. Tutors can identify individual weaknesses, tailor lessons to meet specific needs, and ensure that no student falls behind. This focused approach helps students grasp difficult concepts, boost their understanding, and build confidence in their abilities.

Moreover, coaching classes often provide additional resources and practice materials that are not available in regular school curriculums. Practice tests, mock exams, and extra assignments can help students prepare for competitive exams, fostering better exam performance. This aspect of coaching is especially vital for students aiming for entrance exams, where every mark counts.

Another advantage is the motivation that coaching classes instill. In a classroom with peers who share similar academic goals, students are often more motivated to study and perform well. Tutors also play a significant role in encouraging students to maintain discipline and study regularly, which can lead to a consistent and focused learning process.

### **Against Coaching Classes**

However, coaching classes are not a panacea for all learning problems. Some students may rely too heavily on coaching, neglecting self-study or independent learning. Over-dependence on coaching classes can stifle critical thinking and problem-solving skills, which are essential for academic and personal growth. Additionally, the extra financial burden of coaching can be a barrier for some families, making it an unequal option for many.

Furthermore, coaching classes often focus on exam-oriented learning, which may limit students' understanding of subjects in their broader context. This narrow approach might hinder the development of creativity and a deeper love for learning.

**(iii) Your school participated in 'Say No to Crackers' campaign organised by the municipality in your town one week before Diwali. Write a composition on the activities undertaken during this campaign.**

### **Answer: Say No to Crackers Campaign: A Step Towards a Greener Diwali**

Last week, our school actively participated in the 'Say No to Crackers' campaign organized by the municipality in our town. The initiative aimed to spread awareness about the harmful effects of crackers on the environment and our health, especially during the festive season of Diwali. The campaign involved various activities that encouraged people to celebrate a cleaner, greener Diwali.

The campaign kicked off with an awareness rally in the local community. Our school's students, teachers, and members of the municipality gathered early in the



morning. Holding colorful placards with messages like “Celebrate a Green Diwali,” “Say No to Crackers,” and “Protect Our Environment,” we marched through the streets, engaging with residents and encouraging them to avoid bursting crackers. The enthusiasm in the air was contagious, and many passersby joined in, voicing their support for the cause.

Next, we organized a series of workshops and interactive sessions in our school. Experts from environmental organizations were invited to speak to us about the negative impacts of firecrackers. They explained how the chemicals released during the bursting of crackers contribute to air and noise pollution, which not only harms the environment but also causes respiratory problems, particularly in children and the elderly. The sessions also highlighted how animals, especially pets, get stressed due to the loud noises, and how the toxic smoke affects their health too.

Additionally, we set up booths displaying posters, brochures, and videos that educated people about safer and eco-friendly alternatives to traditional fireworks. The idea of celebrating Diwali with diyas, rangolis, and sweets was promoted as an enjoyable and responsible way to enjoy the festivities without harming nature.

To add a fun element to the campaign, our school organized a “Green Diwali Contest,” where students decorated their homes with eco-friendly materials and created innovative ideas for celebrating Diwali without crackers. The contest was a huge success, with many participants showcasing their creative solutions.

The 'Say No to Crackers' campaign was a wonderful experience, and it instilled in all of us the importance of celebrating Diwali in an environmentally responsible manner. It reminded us that true joy comes not from noise and pollution, but from the warmth of family, community, and nature.

**(iv) Write a short story beginning with the line: “It was a normal evening at the park. Children were playing on the rides, women were sitting and gossiping, two elderly gentlemen were sitting on the corner bench and sharing jokes. Everything was the same as any other evening, except one thing..... .”**

**Answer:** It was a normal evening at the park. Children were playing on the rides, women were sitting and gossiping, two elderly gentlemen were sitting on the corner bench and sharing jokes. Everything was the same as any other evening, except one thing... the shadows.

At first, no one noticed. The sun had dipped below the horizon, casting a warm orange glow across the sky. But as the evening wore on, something was off. The shadows seemed to stretch longer than they should, creeping unnaturally across the

ground. The children, lost in their games, didn't notice, nor did the gossiping women. Only the two elderly gentlemen on the bench exchanged uneasy glances.

"Did you see that?" one of them, Mr. Grey, asked his friend, Mr. Finch.

"What? The shadows? I've been noticing them, too," replied Mr. Finch, his voice tinged with concern.

The shadows were no longer simple, dark imprints of trees and benches. They had begun to twist and shift, like living things, stretching into shapes that seemed to move of their own accord. At first, they simply swirled around the edges of the park, but now they were creeping closer to the people, reaching out as if they had a purpose.

The children giggled as the swings moved on their own, pushed by an invisible force. One little girl stopped and looked up, her wide eyes locking onto the shadows. She pointed.

"Look!" she said. Her voice was small, but the others in the park suddenly turned, following her gaze. The shadows now gathered near the entrance to the park, darkening the air in a way that felt unnatural.

For a moment, the park fell silent. Then, a low hum, like the sound of a distant storm, filled the air. The shadows began to sway, pulling themselves together, as though forming something far larger than the park itself. The ground trembled, and people took a step back, but no one could look away.

The shadows were alive. And they were coming for them.

**(v) Study the picture given below. Write a story or a description or an account of what the picture suggests to you. Your composition may be about the subject of the picture or you may take suggestions from it but there must be a clear connection between the picture and your composition.**





**Answer:** As the picture suggests, a small girl is ready to go to school. Her mother is busy in dressing her up. This is a normal routine at so many households where school going children are sent to school and major help to prepare them comes from children's mother. Elementary education is a Fundamental Right for India's children according to the Right to Education Act. Parents should ensure that their daughters get education as they deserve it. The family should not involve them so much in domestic duties that they neglect their schooling. It is famously said- "If you educate a man, you educate an individual; but if you educate a woman, you educate the entire nation."

If the number of well-educated women in our country equals the number of men, these women will become capable of bringing about fundamental socio-economic changes in the Indian society. Their education will lead to their empowerment which will ultimately make the country prosperous. When girls in Indian society are educated, our society's sustainability and growth is ensured. However, if they remain uneducated and economically dependent on men, they will be helpless. Their economic independence can only come once they get educated and thus become suitable for employment.

Poverty is one of the major problems still existing in India and women education is a prerequisite to alleviate poverty. This would demand a big contribution from the educated women as they will have to motivate the uneducated girls and women to complete their education. An educated and progressive mother, wife, sister or daughter will help to educate the future generation of India. It will lead to a more enlightened and aware population which will fulfill the potential of India's demographic dividend and lead to prosperity for the nation.

#### **QUESTION 5.**

**(i) In the following passage, fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.**

**Example :** The car ..... (0) (slow) down at the curve.

**Answer :** (0) slowed

Gandhiji ..... (1) (be) a prolific writer who ..... (2) (spend) several hours in a day writing. He ..... (3) (write) for the journals that he then ..... (4) (edit). He ..... (5) (use) the print medium for ..... (6) (spread) his message. His personal letters ..... (7) (be) even more powerful. Thus, he ..... (8) (apply) a powerful medium to reinforce his views on life.

**Answer:**



- (1) was
- (2) spent
- (3) wrote
- (4) edited
- (5) used
- (6) spreading
- (7) were
- (8) applied

**(ii) Fill in the blanks with appropriate words.**

- (a) I received this message \_\_\_\_ 7 o'clock \_\_\_\_ the morning.
- (b) \_\_\_\_ Anil and Vinod, there were three other boys present.
- (c) I commenced work \_\_\_\_ the month of May.
- (d) I saw Jagdish felling a big tree \_\_\_\_ an axe.
- (e) We walked \_\_\_\_ the street \_\_\_\_ the end.
- (f) Ravi drove his car 180 ms \_\_\_\_ two hours \_\_\_\_ stopping anywhere.
- (g) The child has been missing \_\_\_\_ his home \_\_\_\_ yesterday.
- (h) An old feud existed \_\_\_\_ the two families.

**Answer:**

- (a) at, in
- (b) Besides
- (c) from
- (d) with
- (e) down, to
- (f) within, without
- (g) from, since
- (h) between

(iii) Join the following sentences to make one complete sentence **without using and, but or so.**

**Choose the correct option.**

**1. Everyone was drenched thoroughly. The rain was coming down in torrents.**

- (a) Everyone was drenched thoroughly yet the rain was coming down in torrents.
- (b) The rain was coming down in torrents since everyone was drenched thoroughly.
- (c) The rain was coming down in torrents; however, everyone was drenched thoroughly.
- (d) Everyone was drenched thoroughly because the rain was coming down in torrents.

**Answer:** (d) Everyone was drenched thoroughly because the rain was coming down in torrents.

**2. Raneer warned her daughter, Poonam, against talking to unknown persons. She told Poonam not to accept gifts from strangers.**

(a) Raneer warned her daughter, Poonam, either to talk to strangers or to accept gifts from them.

(b) Raneer warned her daughter, Poonam, neither to talk to strangers nor to accept gifts from them.

(c) Raneer warned her daughter, Poonam, not only to not talk to strangers but also to accept gifts from them.

(d) Raneer warned her daughter, Poonam, to not talk to strangers yet to accept gifts from them.

**Answer:** (b) Raneer warned her daughter, Poonam, neither to talk to strangers nor to accept gifts from them.

**3. Mr. Sharma's heart attack was severe. He was bedridden for six months.**

(a) Though Mr. Sharma was bedridden for six months, his heart attack was severe.

(b) Though Mr. Sharma's heart attack was severe, he was bedridden for six months.

(c) Mr. Sharma was bedridden for six months after a severe heart attack.

(d) Mr. Sharma's heart attack was severe after he was bedridden.

**Answer:** (c) Mr. Sharma was bedridden for six months after a severe heart attack.

**4. Jagdish went out to see the damage due to the earthquake. Sarita stayed back to look after the baby.**

(a) While Jagdish went out to see the damage due to the earthquake, Sarita stayed back to look after the baby.

(b) Jagdish went out to see the damage due to the earthquake because Sarita stayed back to look after the baby.

(c) Sarita stayed back to look after the baby; nonetheless, Jagdish went out to see the damage due to the earthquake.

(d) Jagdish went out to see the damage due to earthquake; moreover, Sarita stayed back to look after the baby

**Answer:** (a) While Jagdish went out to see the damage due to the earthquake, Sarita stayed back to look after the baby.

**(iv) Choose the correct option to rewrite the following according to instructions given after each sentence.**

**1. I saw the film although I strongly dislike thrillers.**

[Use : spite]

- (a) I saw the film despite of my strong dislike of thrillers.
- (b) I saw the film despite my strong liking of thrillers.
- (c) I saw the film in spite my strong liking of thrillers.
- (d) I saw the film in spite of my strong dislike of thrillers.

**Answer:** (d) I saw the film in spite of my strong dislike of thrillers.

**2. It's not possible to play tennis because of the rain.**

[Use : makes]

- (a) The rain makes tennis impossible.
- (b) The tennis game makes the rain impossible.
- (c) The playing of tennis makes it impossible to rain.
- (d) The rain makes it impossible to play tennis.

**Answer:** (d) The rain makes it impossible to play tennis.

**3. She said, "I don't want to come with you."**

[Begin with : She said that... ]

- (a) She said that she doesn't want to come with me.
- (b) She said that she didn't want to come with me.
- (c) She said that she didn't want to come with you.
- (d) She said that she doesn't want to come with you

**Answer:** (b) She said that she didn't want to come with me.

**4. This was the best drama I had ever enjoyed.**

[Begin with : Never]

- (a) This was the best drama I had never not enjoyed.
- (b) This was the best drama I had never enjoyed.
- (c) Never had I enjoyed a better drama than this.
- (d) Never did I enjoyed a better drama than this.

**Answer:** (c) Never had I enjoyed a better drama than this.

**5. The child disappeared as soon as the bus stopped.**

[Begin : Hardly....]

- (a) Hardly had the bus stopped that the child disappeared.
- (b) Hardly had the bus stopped than the child disappeared.



- (c) Hardly did the bus stop then the child disappeared.
- (d) Hardly had the bus stopped when the child disappeared.

**Answer:** (d) Hardly had the bus stopped when the child disappeared.

**6. Come what may, we will have the match tomorrow**

[Begin with : Whatever]

- (a) Whatever may happen, we will have the match tomorrow
- (b) Whatever will happen, we will have the match tomorrow.
- (c) Whatever could happen, we will have the match tomorrow
- (d) Whatever does happen, we will have the match tomorrow.

**Answer:** (a) Whatever may happen, we will have the match tomorrow

**7. I've never tasted such good food before.**

[Rewrite using : ever]

- (a) It's the best food I've ever tasted.
- (b) Even it's the best food I've tasted.
- (c) Never have I ever not tasted the best food.
- (d) None of these

**Answer:** (a) It's the best food I've ever tasted.

**8. Do your parents allow you to watch TV late at night?**

[Rewrite using : let]

- (a) Do your parents let you watch TV late at night?
- (b) Do you let your parents watch TV late at night?
- (c) Do your parents let TV watch late at night?
- (d) None of the above

**Answer:** (a) Do your parents let you watch TV late at night?