

1ST PUC

English Examination
Grammar

Subject and Verb agreement

The teaching staff of Anand Shiksha Nikethan _____ (are/Is) made up of high school student volunteers. They _____ (is/are) helping Babar Ali in making a difference. Among them, Debarita Bhattacharya _____ (go/goes) to college in Behrampur.

It is easier to enroll kids who .----- (is/are) not old enough. Class I and II _____ (has/ have) over 200 students. They _____ (studies/study) 10 subjects

There _____ (is/are) 800 students in Anand Shiksha Nikethan. Babar Ali _____ (glve/ gives) the lessons just the way he has heard them from his teachers. The students _____ (enjoys/enjoy) his way of teaching.

A man _____ (have/has) a little hut at the edge of the forest. An elephant _____ (makes/make) friendship with him. One day during heavy rain, the elephant _____ (request/ requests) him to allow to put his trunk inside the hut

The commission of enquiry _____ (give/gives) judgment in favour of Mr. Elephant. Then the man _____ (builds/build) a new hut. But, Mr. Rhinoceros _____ (occupy/occupies) the new hut and drives the man away.

The man goes (goes/go) on building new huts one by one. Every time he loses (lose/loses) his hut to one or the other animal. Finally, he gathers (gathers/gather) all the animals in the bigger hut and burns them to ashes.

Mara said, “the medicinal creeper has (have/has) been cursed by a sage. The curse is (are/ls) that when somebody needs it, they shall not find it. So, when you find (finds/find) it, you must tie it to a nearby tree”.

The medicinal creeper has (has/have) small leaves resembling betel leaves. It bears (bear/bears) fruits in a bunch like grapes. The plant comes (comes/come) up only in the rainy season.

Now, the forest is (is/are) disappearing and the people who know (know/knows) about the medicinal creeper are leaving us one by one. One must realize that If one disappears (disappears/disappear), the other becomes useless.

The native doctor believes (believes/believe) that if they tell others about their medicines, the medicines will lose (lose/loses) their potency. As a result, India’s native medicinal systems are (are/ls) on the verge of extinction.

The narrator stays (stay/stays) in a small, dingy room in the big city. Some migrant labourers are (are/is) also staying there. He teaches (teach/teaches) English to them to earn money.

The narrator said, I sleep (sleeps/sleep) all day and wake up in the evening. This is (is/are) to save the expense of eating the noon meal. So far, I have (has/have) saved fourteen rupees”.

The narrator gets (get/gets) ready to go to the restaurant. He puts (puts/put) his wallet in the coat pocket. He has (have/has) fourteen rupees in his wallet.

Babar Ali starts (start/starts) his day by doing some household chores. Then he takes (takes/take) an auto rickshaw first and later walks (walk/walks) five kilometers to his school where he is a class XII student.

After the classes, other students go (goes/go) to the playground. But, Babar Ali makes (make/makes) his way to an afternoon school where he is (are/Is) the headmaster.

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Mara springs (spring/springs) like a buck and runs (runs/run) up a hill. The village headman orders (order/orders) his men to catch Mard.

Mara said, I will sit (sits/sit) in the temple and pray (pray/prays) to God. If the God in the temple thinks (thinks/think) I have work to do, he will take me out”.

The Goddess has (has/have) come in Mara’s dream. She says Veda is (are/Is) her plaything. She wants (wants/want) the king to construct a tank to Veda.

Mara sees (see/sees) a man fishing in the lake. He warns (warns/warn) him not to fish in the lake again. He feels (feels/feel) proud in discharging his duties of a watchman.

Frederick Douglass is (Is/are) born in Maryland. He does (do/does) not remember to have ever met a slave who can tell of his birthday. The slaves remember (remember/ remembers) them nearer to spring time or harvest time.

Douglas5' mother walks (walk/walks) about 12 miles to meet him. She is (is/are) hired by Mr. Stewart. She has (has/have) to return at sunrise to the farm after meeting her son.

I have (has/have) had two masters. My first master's name was (was/were) Anthony. He was (was/were) not considered a rich slave holder.

The master is (Is/are) compelled to sell the mulatto children. If he does (do/does) not do this, he has (has/have) to stand and see his white son whip his brother who is a few shades darker.

The two boys were (was/were) selling wild strawberries. Our driver Luigi said, Don't (don't/doesn't) buy them. You can get (get/gets) better fruits in Verona".

The two boys were (was/were) sitting in a deserted square. A bundle of unsold papers was (was/were) at their feet. Jacopo was (was/were) asleep on his brother's shoulder.

The two boys were (was/were) seated at the bedside of a beautiful girl. She was (was/were) listening to their chatter. She was (was/were) wearing a pretty lace jacket.

The two boys have (has/have) accepted the responsibility with dignity and courage. This selfless action of the boys gives (give/gives) us a hope that there still exists (exist/exists) nobility in human society.

The nurse takes (take/takes) the narrator through the vestibule into the hospital.

The hospital was (was/were) a villa. The floors were (was/were) waxed and polished. takes, was, were.