

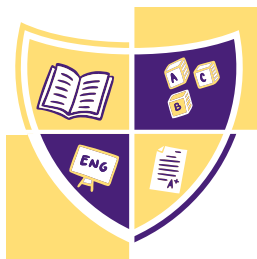


QUESTION BOOKLET 2024

**International FSP
ENGLISH**

LINGUISTICS

**CONTEST
Volume-17**



GRADE 5 & 6

VIBRANT YOUNGSTERS

Time Allowed : 90 Minutes
Maximum Marks : 90

WRITTEN DIRECTIONS FOR THE CONTEST

- 1) Wait till the invigilator gives the all-clear before beginning the contest.
- 2) Examine your name, father's name, school name, address, and other details one last time on the bubble sheet and answer page.
- 3) Only record your responses on the bubble sheet. Choose the best response from the four alternatives provided, and only one option should be marked per question.
- 4) Fill in the circles on the bubble sheet with blue or black ink; lead pencils are not permitted.
- 5) It is completely forbidden to use any kind of assistance, including cell phones and technological devices.
- 6) Three points are awarded for each right response. Negative marking would occur. A single point would be subtracted for each wrong response.
- 7) No justification may be given for an unaccompanied candidate to leave the examination room, including to use the restroom.
- 8) No objects, including electrical devices, are allowed within the room.
- 9) The competition is divided into the following five categories:
 - A) Vibrant youngsters Grade **1 & 2**
 - B) Vibrant youngsters Grade **3 & 4**
 - C) Vibrant youngsters Grade **5 & 6**
 - D) Vibrant youngsters Grade **7 & 8**
 - E) Vibrant youngsters Grade **9 & 10** / 0-levels
- 10) The contest is only open to enrolled students.
- 11) No candidate may remove any provided materials, including answer books, from the hall, even if they are partially filled in or utilized.
- 12) Neither the examiner nor the invigilator may respond if a participant does not understand a word or phrase on the exam paper.
- 13) Please visit www.fspcompetitions.org to learn about future competitions or to offer insightful comments.
- 14) Vibrant youngsters FSP must receive reports of any academic misconduct or malpractice at info@fspcompetitions.org.

Read the following **DIALOGUE** and answer the questions **1** through **10**.

BUILD CONFIDENCE AND SELF-ESTEEM

Person A: "Hey, I noticed you've been struggling with self-doubt lately. Want to talk about it?"

"Yeah...I just feel like I'm not good enough at anything.

Person B: "My friends are all better at sports, and my grades aren't as good as theirs."

"I totally get it. It sounds like you're comparing yourself to others a lot. Remember, everyone has their own strengths and weaknesses. What are some things you enjoy doing or are good at?"

Person B: "Hmm...I like drawing and making videos."

"That's awesome! Those are great skills to have. Why don't we focus on building your confidence in those areas? We can even start a fun project together. And remember, it's okay to make mistakes – that's how we learn!"

Person B: "Okay...yeah, that sounds cool!"

"Also, let's work on positive self-talk. Instead of saying

Person A: 'I'm not good enough,' try saying 'I'm learning and growing every day.' You got this!"

Person B: "I'll try! Thanks for talking with me!"

Q 1. What was Person B struggling with?

- A** Self-doubt
- B** Procrastination
- C** Perfectionism
- D** Overconfidence

Q-2. What was Person B comparing themselves to?

- A** Their own goals
- B** Their friends' strengths
- C** Their past performance
- D** Their parents' expectations

Q-3. What are two things Person B enjoys doing?

- A** Drawing and writing
- B** Sports and music
- C** Drawing and making videos
- D** Reading and dancing

Q-4. What did Person A suggest to help build Person B's confidence?

- A** Focusing on sports and grades
- B** Starting a fun project together
- C** Comparing themselves to others
- D** Giving up on their strengths

Q-5. What is the importance of making mistakes, according to Person A?

- A** It leads to failure
- B** It's a sign of weakness
- C** It's how we learn
- D** It's unnecessary

Q-6. What technique did Person A suggest to help with positive self-talk?

- A** Focusing on weaknesses
- B** Comparing oneself to others
- C** Replacing negative thoughts with positive ones
- D** Ignoring one's strengths

Q-7. What specific phrase did Person A suggest Person B repeat?

- A** "I'm not good enough"
- B** "I'm learning and growing every day"
- C** "I'm perfect just the way I am"
- D** "I'll never make mistakes"

Q-8. How did Person B respond to Person A's suggestions?

- A** With skepticism
- B** With enthusiasm
- C** With indifference
- D** With hostility

Q-9. What was the overall tone of the conversation?

- A** Critical
- B** Supportive
- C** Neutral
- D** Confrontational

Q-10. What was the main goal of Person A's advice?

- A** To help Person B become better at sports and grades
- B** To help Person B build confidence and self-esteem
- C** To help Person B give up on their strengths
- D** To help Person B compare themselves to others

Look at these details from a paragraph about Uinta and answer the questions 11 through 13.

- Tall, snowy mountains: The Rocky Mountains, specifically the Uinta Mountains or the Wasatch Range.
- High lands that are flat and rocky: The Colorado Plateau, which covers much of eastern and southern Utah, featuring places like Canyonlands National Park and Dead Horse Point State Park.
- Flat desert made of salt: The Great Salt Lake Desert, specifically the Bonneville Salt Flats.

Q 11: Which mountain range is described as "tall, snowy mountains"?

- A** Rocky Mountains
- B** Uinta Mountains
- C** Wasatch Range
- D** All of the above

Q 12: Which region is described as "high lands that are flat and rocky"?

- A** Colorado Plateau
- B** Canyonlands National Park
- C** Dead Horse Point State Park
- D** Great Salt Lake Desert

Q 13: Which location is described as a "flat desert made of salt"?

- A** Bonneville Salt Flats
- B** Great Salt Lake Desert
- C** Canyonlands National Park
- D** Dead Horse Point State Park

Read the following story and answer the questions
14 through 19.

SOPHIA'S BIRTHDAY

Once upon a time, there was a young girl named Sophia who was eagerly waiting for her birthday party. She had been looking forward to it for weeks and had invited all her friends.

As the big day arrived, Sophia was super EXCITED! She put on her favorite dress and ran downstairs to see the decorations and the cake. But, to her surprise, she saw that the cake was burnt and the decorations were not what she had asked for. She felt SAD and FRUSTRATED.

Just then, her best friend Emma called to say she couldn't make it to the party. Sophia felt even more SAD and ANGRY. She had been so looking forward to sharing her special day with Emma.

But then, something unexpected happened. Her family and friends surprised her with a new cake and a fun game. They all worked together to make the party special again. Sophia started to feel HAPPY and EXCITED once more.

As the party went on, Sophia realized that even when things don't go as planned, happiness can still be found in the love and support of those around her. And that's the story of Sophia's rollercoaster of emotions on her birthday!

Q 14: How did Sophia feel at the beginning of the story?

- A** Sad and frustrated
- B** Excited and happy
- C** Angry and disappointed
- D** Surprised and shocked

Q 15: What was wrong with the cake when Sophia saw it?

- A** It was too small
- B** It was burnt
- C** It was the wrong flavor
- D** It was too expensive

Q 16: Who called Sophia to say they couldn't make it to the party?

- A** Her best friend Emma
- B** Her family member
- C** Her neighbor
- D** Her teacher

Q 17: How did Sophia feel when Emma called to say she couldn't make it?

- A** Happy and excited
- B** Sad and angry
- C** Surprised and shocked
- D** Frustrated and disappointed

Q 18: What did Sophia's family and friends do to make the party special again?

- A** They ordered takeout
- B** They played a game
- C** They surprised her with a new cake and a fun game
- D** They went to a different venue

Q 19: What did Sophia learn from her birthday experience?

- A** That things always go as planned
- B** That happiness can be found in the love and support of those around her
- C** That birthdays are overrated
- D** That she should always expect the worst

Look at these details from a paragraph about Physical appearance.

Physical appearance encompasses various characteristics such as height, weight, and hair. Height refers to the measure of a person's stature, with average heights varying across populations and cultures. Weight, on the other hand, is a measure of body mass, influenced by factors like muscle, bone, and body composition. Hair is a distinctive physical feature that comes in diverse textures, colors, and styles, and can greatly impact a person's overall appearance and identity. Together, these physical attributes contribute to a person's unique visual presence, but it's important to remember that they only scratch the surface of who a person truly is.

Q-20: What is the primary focus of the text?

- A** The importance of physical appearance in defining a person's identity
- B** The various characteristics that make up a person's physical appearance
- C** How to change one's physical appearance
- D** The relationship between physical appearance and personality traits

Read the following passage and answer the questions 21 through 25.

Reading and interpreting schedules is a vital skill in today's fast-paced world. A schedule is a plan or timetable that outlines tasks, appointments, or events that need to be completed at specific times. To effectively read and interpret a schedule, start by identifying the time frame, which can be hourly, daily, weekly, or monthly. Next, look for key details such as dates, times, locations, and task descriptions. Pay attention to any symbols, abbreviations, or color-coding used to categorize or prioritize tasks. Finally, use this information to plan and organize your time accordingly, making sure to leave some buffer time for unexpected tasks or emergencies. By accurately reading and interpreting schedules, you can stay on top of your commitments, manage your time efficiently, and reduce stress.

Q-21: What is the primary purpose of a schedule?

- A** To list tasks in alphabetical order
- B** To plan and organize time
- C** To record past events
- D** To create a to-do list

Q-22. When reading a schedule, what should you look for first?

- A** Task descriptions
- B** Time frame (hourly, daily, weekly, etc.)
- C** Symbols and abbreviations
- D** Location details

Q-23. What is the importance of identifying symbols, abbreviations, or color-coding on a schedule?

- A** To decorate the schedule
- B** To categorize or prioritize tasks
- C** To indicate time zones
- D** To show deadlines

Q-24. Why is it essential to leave some buffer time when planning and organizing your time according to a schedule?

- A** To accommodate unexpected tasks or emergencies
- B** To take breaks
- C** To procrastinate
- D** To multitask

Q-25. What is the benefit of accurately reading and interpreting schedules?

- A** Increased stress
- B** Poor time management
- C** Reduced stress and efficient time management
- D** Increased workload

Q-26. Look at these details from a paragraph about expressions.

Fixed expressions, also known as idioms, are phrases whose meanings are not predictable from the meanings of their individual words. They are often used in informal language and can add flavor and interest to our communication. For example, "break a leg" means "good luck," especially in the context of performing arts, while "cost an arm and a leg" means something is very expensive. Other examples of fixed expressions include "bend over backwards" (go out of one's way to help), "beat around the bush" (avoid talking directly or plainly), and "cut to the chase" (get to the point or the most interesting part). Using fixed expressions can make our language more vivid and engaging, but can also be confusing for non-native speakers or those who are not familiar with them!

The main focus of the text is:

- A** The definition of fixed expressions
- B** The importance of using fixed expressions in communication
- C** The potential confusion caused by fixed expressions for non-native speakers
- D** The various examples of fixed expressions and their meanings

Read the following passage and answer the questions 27 through 30.

When it comes to obligation, there are subtle differences in the words we use to express degrees of necessity. "Must" implies a strong and absolute requirement, often related to rules, laws, or urgent needs. For instance, "You must wear a seatbelt while driving." On the other hand, "should" suggests a recommendation or a moral obligation, but leaves room for discretion. For example, "You should try to arrive on time." Lastly, "ought to" falls somewhere in between, implying a sense of duty or moral obligation, but with a slightly gentler tone. For instance, "You ought to consider the consequences of your actions." Understanding these distinctions can help us communicate our intentions and expectations more effectively.

Q-27. Which phrase suggests a recommendation or moral obligation, but leaves room for discretion?

- A** You must wear a seatbelt
- B** You should try to arrive on time
- C** You ought to consider the consequences
- D** You could try to help

Q-28. Which phrase implies a sense of duty or moral obligation, but with a slightly gentler tone?

- A** You must wear a seatbelt
- B** You should try to arrive on time
- C** You ought to consider the consequences
- D** You could try to help

Q-29. Which word is often related to rules, laws, or urgent needs?

- A** Should
- B** Must
- C** Ought to
- D** Could

Q30. Which phrase leaves room for discretion?

- A** You must wear a seatbelt
- B** You should try to arrive on time
- C** You ought to consider the consequences
- D** You could try to help

ANSWER SHEET

GRADE 5 & 6

Q.NO ANSWER

- 1 ● (B) (C) (D)
2 (A) ● (C) (D)
3 (A) (B) ● (D)
4 (A) ● (C) (D)
5 (A) (B) ● (D)
6 (A) (B) ● (D)
7 (A) ● (C) (D)
8 (A) ● (C) (D)
9 (A) ● (C) (D)
10 (A) ● (C) (D)
11 (A) (B) (C) ●
12 ● (B) (C) (D)
13 (A) ● (C) (D)
14 (A) ● (C) (D)
15 (A) ● (C) (D)

Q.NO ANSWER

- 16 ● (B) (C) (D)
17 (A) ● (C) (D)
18 (A) (B) ● (D)
19 (A) ● (C) (D)
20 (A) ● (C) (D)
21 (A) ● (C) (D)
22 (A) ● (C) (D)
23 (A) ● (C) (D)
24 ● (B) (C) (D)
25 (A) (B) ● (D)
26 (A) (B) (C) ●
27 (A) ● (C) (D)
28 (A) (B) ● (D)
29 (A) ● (C) (D)
30 (A) ● (C) (D)



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