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**HS/XII/A. Sc. Com/Mz/21**

**2 0 2 1**

**MIZO**

**( Modern Indian Language )**

*Full Marks : 100*

*Time : 3 hours*

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

*General Instructions :*

- (i) Write all the answers in the Answer Script.
- (ii) Attempt Part—A (Objective Questions) serially.
- (iii) Attempt all parts of a question together at one place.

**( PART : A—OBJECTIVE )**

**( Marks : 40 )**

**SECTION—I**

**( Marks : 20 )**

**1. A dik ber chauh thlang chhuakin chhang rawh : 1×10=10**

**(a) Panlai ka ram tuanna hla phuahtu chu**

**(i) Romani**

**(ii) Lalsangzuali Sailo**

**(iii) Damhauhva**

( 2 )

(aw) Zirlaibu-in Mizo nula leh tlangvalte hnungkhirhna  
vai chattu a tih chu

(i) Darpawngi

(ii) Laltheri

(iii) Ropuiliani

(b) Nu man hi hmanlai chuan \_\_\_\_\_ an ti thin.

(i) Tlai-sial

(ii) Man leh mual

(iii) Sumfang

(ch) Hla in zir zawng zawng zat chu

(i) 6

(ii) 8

(iii) 10

(d) Thu (Prose) in zir zawng zawng zat chu

(i) 6

(ii) 8

(iii) 10

(e) Sawmfang lawr tur tuan rel an \_\_\_\_\_ liamna.

(i) Kal

(ii) Her

(iii) Tuan

( 3 )

(f) Babel in sang sak kum chu

(i) Kum 4500 kal ta

(ii) Kum 4000 kal ta

(iii) Kum 5000 kal ta

(g) Nupui nei tur nu leh paten, palai tira nula nu leh pa  
an biak chu

(i) Lungvar

(ii) Insawi

(iii) In leng

(ng) Vanapa hi Sailo lal ropui leh hmingthang \_\_\_\_  
pasaltha a ni.

(i) Lalsavunga

(ii) Vanhnuailiana

(iii) Vuttaia

(h) H. Lallungmuana, lung Ina a tan kum chu

(i) 1966

(ii) 1967

(iii) 1968

2. A thu dik tak hmangin a kar awlte hi dahkhat rawh :

1×10=10

(a) Thar khaw chhuahtlangah \_\_\_\_ an rem.

(aw) Doral lian tui ang a la \_\_\_\_ ngei ang.

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- (b) Dawn har mi hril khua \_\_\_\_\_ a zam thar leh e.
- (ch) Hmanah khanin maw \_\_\_\_\_ zing riai e.
- (d) \_\_\_\_\_ thing par zu kan dawn hunah chuan.
- (e) Lawichhiat zana mo, a pasal ina a lawina tur kawnga vengtu chu \_\_\_\_\_.
- (f) Mizo dana man eitute zawng zawng hi \_\_\_\_\_ chhungte lam vek an ni.
- (g) Pian chhuahpui hrisel lohna leh rualban lohna emaw, naupan tet laia tawn fuh palh emaw a nih ngawt loh chuan damlohna reng reng hi \_\_\_\_\_ a ni.
- (ng) Khawhar ai maha tuar har chu \_\_\_\_\_ a ni.
- (h) Chhungkua leh zirtirtute bakah \_\_\_\_\_ hi nungchang chhertu a ni.

SECTION—II

( Marks : 20 )

3. Tawi fel takin chhang rawh : 2×10=20

- (a) Thihna kotlanga samari nu tha te kha tu te nge? An hming sawi rawh.
- (aw) Kawtchhuah lungdawha thil hmuh theihte kha eng eng te nge?
- (b) Mizo Inneih dana, inneih dan tluangtlam lo te kha sawi rawh.
- (ch) Mizo Inneih dana, lal man, Pachuau man, luisei man leh Awze ho man te kha sial (se) engzat nge a nih sawi rawh.

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- (d) Mizo nula huaissen pahnihte hming kha sawi rawh.
- (e) Val-upa nihnaa bet tlatte kha engte nge sawi rawh.
- (f) Tlangvalte u, nangmahni khawvel a ni e, tih ziaktu'n nungchang aia thil pawimawh awmchhun a tih kha eng nge ni?
- (g) Tlangvalte u, nangmahni khawvel a ni e, tih ziaktu'n engvanga Pathian leh khuanu kha lawmthu hrilh tura min ti nge a nih, a chhan sawi rawh.
- (ng) Zothansangi lemchan ziaktu kha tu nge ni?
- (h) Sumhmahruai kha tu chan nge a nih?

( PART : B—DESCRIPTIVE )

( Marks : 60 )

4. I duh duh *paruk* (6) chhang rawh : 10×6=60

- (a) “Ka aiaawh lal hmaah a ding, ka hming a kutah a chuang e.” He thu hi a ziaktu'n a lakchhuah chhan kimchang takin sawi rawh.
- (aw) Inneihnaa nupui/hmeichhe man sem dan tlangpui, man eitute hnena an pek hming leh a dawngtu/eitu te kha sawi rawh.
- (b) Pi pu chhuahtlang hlui hla in hman lai pi pute khaw awmdan a sawi te chu a hla thu tanchhanin sawi rawh.

( 6 )

- (ch) Zothansangi lemchan aṭanga chhuiin kan thingtlang khua changkan theih loh chhan te chu sawi chhawng rawh.
- (d) Val-upa dinhmun leh nihna kha chipchiar takin han sawi teh.
- (e) V. Thangzama hian khuavel i la chhing ngei ang, a tih hi eng nge? Engvanga khuavel chhing tura duh nge a nih?
- (f) Piallei hmun rem kan bel e, tih hla phuahtu hian engvanga piallei hmun rem chu bel nge an nih, achhan Chiang takin sawi rawh.
- (g) Lung In, malsawmna a nih theih dan kawng hrang hrang te kha sawi rawh.

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