APPENDIX - V

The formative and summative test question papers of the Final Tryout conducted in 'The Baroda High School'.

Formative test question papers:

FF - 1 : Unit-1, Test-1.
FF - 2 : Unit-1, Test-2.
FF - 3 : Unit-2, Test-1.
FF - 4 : Unit-2, Test-2.
FF - 5 : Unit-3, Test-1.
FF - 6 : Unit-3, Test-2.
FF - 7 : Units-2 and 3, Test-1.

Summative test question paper:

FS-TEST : Summative test based on all the three units.

FF-1 : Unit-1, Test-1.

Geometry Test

Std. V A Date._____

Name of the School._____

Name of the Student._____

Roll No. _____ Total marks. 20

Teacher's signature _____ Student's score_____

Note: Figures to the right indicate full marks for the corresponding question.

Q.I. What do you mean by a point, a line segment, a ray, a line and a plane? Explain each term with two illustrative examples for each. (5)

Q.II. (A) Answer the following question in the space given below it. (1)

Do the following points lie on the same line ?

(B) Fill in the blanks in the following. (4)

(i) Tip of the pencil represents _____.

(ii) A wall of your class-room represents _____.

(iii) In the following figure the length of the line-segment HT is _____.

H T

(iv) An edge of your notebook represents _____.

Q.III. In the following, insert the number of the correct alternative. (5)

(a) Through any one point _____.

(i) only one line can pass.
(ii) exactly two lines can pass.
(iii) at the most 15 lines can pass.
(iv) infinite number of lines can pass.

(b) Every line goes to infinity in _____

(i) one direction.
(ii) two directions.
(iii) three directions.
(iv) four directions.

(c) Through any two given points _____

(i) exactly one line can pass.
(ii) at the most three lines can pass.
(iii) at least two lines can pass.
(iv) only 50 lines can pass.

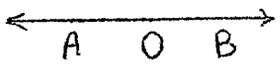
(d) Every plane goes to infinity in _____.

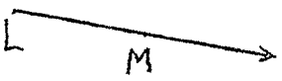
(i) one direction.
(ii) two directions.
(iii) three directions.
(iv) four directions.

(e) A ray OA can be represented in notational form as _____.

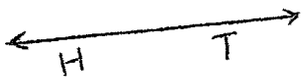
(i) $\overrightarrow{OA}$ (iii) $\overline{OA}$
(ii) $\overleftrightarrow{OA}$ (iv) ray $\overrightarrow{OA}$.

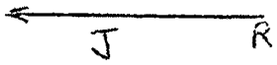
Q.IV. (A) Write the following figures in the notational form. (2.5)

(i) 

(ii) 

(iii) 

(iv) 

(v) 

(B) Draw the figures for the following. (2.5)

(i) $\overrightarrow{HK}$
(ii) $\overleftrightarrow{MJ}$
(iii) vertical line AB
(iv) slant line segment PJ
(v) $\overline{PK}$

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FF - 2 : Unit-1, Test - 2.

Geometry Test

Std. V A Date. _____

Name of the School. _____

Name of the Student _____

Roll No. _____ Total marks. 20

Teacher's signature _____ Student's score_____

Note: Figures to the right indicate full marks for the corresponding question.

Q.I. Match each incomplete statement of 'A' with an appropriate statement of'B'. (5)

	'A'	'B'
(i)	Tip of the pencil represents	(a) a line segment.
(ii)	Surface of the blackboard represents	(b) a point
(iii)	An edge of the note-book represants	(c) a plane.
(iv)	A line goes to infinity in	(d) one direction.
(v)	A ray goes to infinity in	(e) two directions.
		(f) four directions
		(g) a ray.

Q.II. In the following insert the number of the correct alternative. (5)

(1) This figure  represents a _____

(i) horizontal line segment AB

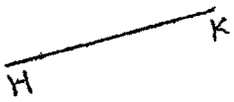
(ii) horizontal line AB

(iii) vertical line AB.

(2) The notational form for vertical line HJ is _____

(i) $\overrightarrow{HJ}$ (iii) HJ

(ii) $\overleftrightarrow{HJ}$

(3) This figure  represents a _____.

(i) vertical line segment.

(ii) slant line segment

(iii) slant line.

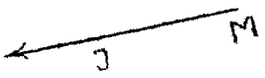
(4) If the length of $\overline{AB}$ is 4 cm. then in the notational form it is written as _____.

(i) $\overline{AB}$ = 4 cm.

(ii) AB = 4 cm.

(iii) AB = 4

(5) $\overrightarrow{MJ}$ can be drawn as _____.

(i) 

(ii) 

(iii) 

Q.III. State whether the following statements are true or false. (10)

(i) Through any one point infinite number of lines can pass.

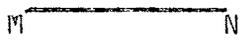
(ii) Through any two points only two lines can pass.

(iii) If 'O' is a point lying between points P and M on $\overleftrightarrow{PM}$ then $\overrightarrow{OP}$ and $\overrightarrow{OM}$ represent opposite rays.

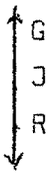
(iv) From the following figure of the line CM it can be said that $\overleftrightarrow{CM}$ is greater than $\overleftrightarrow{TM}$.

(v) Every plane goes to infinity in one direction.

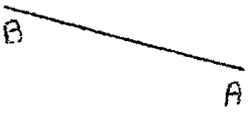
(vi) The length of the following line segment is 2 cm.



(vii) If GJ and JR are vertical opposite rays then they lie on the following line



(viii) Every line goes to infinity in two directions.

(ix) The figure  represents a slant ray.

(x) If P, K and R are points on the line PR then $\overleftrightarrow{PR} = \overleftrightarrow{KR} = \overleftrightarrow{PK}$.

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FF-3 : Unit-2, Test-1.

Geometry Test

Std. V A Date. _____

Name of the School. _____

Name of the Student. _____

Roll No. _____ Total marks. 25

Teacher's signature _____ Student's score ____

Note: Figures to the right indicate full marks for the corresponding question.

Q.1. What do you mean by an angle ? Draw an angle and write it in the notational form. (4)

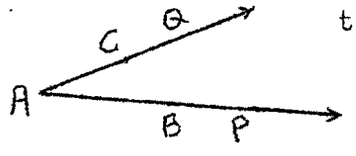
Q.2. State, giving reasons, whether the following statements are true or false. (10)

(i) At 5 P.M. the angle made by two hands of a clock is an acute angle.

(ii) The corner of a square black-board gives an idea of a right angle.

(iii) $\overrightarrow{AB}$ and $\overrightarrow{AC}$ are the rays forming $\angle$ BAC.

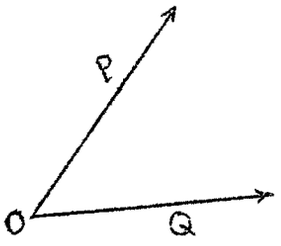
(iv) In the figure given here, $\angle$ PAQ is greater than $\angle$ BAC.



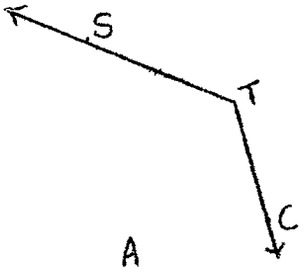
(v) If $\angle MON$ is an angle then M is its vertex and $\overrightarrow{MO}$ and $\overrightarrow{ON}$ are sides of that angle.

Q.III. Write each of the following angles in the notational form. Also mention the vertex and the sides for each of them in the notational form. (6)

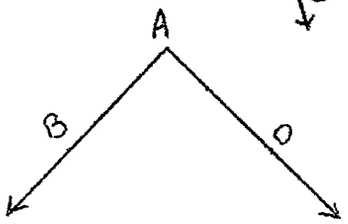
(a)



(b)



(c)



Q.IV. For each of the following tools of the Geometry box, tell how they are used? (5)

(i) A fifteen centimeter scale. (ii) Protractor.

(iii) A pair of compasses. (iv) The Divider

(v) The set-squares.

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FF - 4 : Unit - 2, Test - 2.

Geometry Test

Std. V A Date. _____

Name of the School. _____

Name of the Student. _____

Roll No. _____ Total marks. 15

Teacher's signature _____ Student's score _____

Note: Figures to the right indicate full marks for the corresponding questions.

Q.I. Draw the following angles (3)

(i) An obtuse angle ABC

(ii) An acute angle MNA.

(iii) A right angle XYZ.

Also write them in the notational form stating the name of the vertex and sides for each of these angles.

Q.II. Match each incomplete statement of 'A' with an appropriate statement of 'B'. (6)

'A'		'B'	
(i)	An acute angle is formed by two hands of a clock at	(a)	$\angle ABC$ is the right angle
(ii)	Measure of an obtuse angle is	(b)	$\angle ABC$ is an acute angle
(iii)	Measure of an acute angle is	(c)	greater than the measure of a right angle
(iv)	Use of the pair of compasses is to draw	(d)	a right angle and parallel lines
(v)	The set-squares are used to draw	(e)	a circle or a part of a circle
(vi)	If the horizontal and vertical sides of a set-square coincides with the angle ABC then	(f)	equal to the measure of a right angle
		(g)	less than the measure of a right angle
		(h)	5 O'clock
		(i)	2 O'clock.
		(j)	to measure an angle.

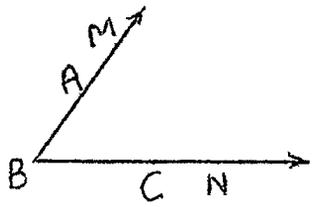
Q.III. What do you mean by a right angle, an obtuse angle and an acute angle ? (3)

Q.IV. Fill in the blanks choosing an appropriate word/symbol from the parentheses. (3)

(1) An angle formed at the corner of a balck-board is a _____(right angle,obtuse angle, acute angle).

(2) If ∠MON is the given angle then the point _____ is the vertex of the ∠MON and the rays _____and _____ are the sides of ∠MON.
(M, O, N, $\overrightarrow{MO}$, $\overrightarrow{ON}$, $\overrightarrow{OM}$, $\overrightarrow{NO}$).

(3) In the adjoining figure ∠ABC is _____ ∠MBN.



(greater than, less than, equal to)

(4) The Protracter is used to measure _____.
(an angle, a ray, a line-segment)

(5) The Divider is used to measure the length of _____ (a line, a ray, a line segment).

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FF - 5 : Unit-3, Test - 1

Geometry Test

Std. V A. Date: _____

Name of the school: _____

Name of the student: _____

Roll No. _____ Total marks: 10

Teacher's signature: _____ Student's score: _____

Note: Figures to the right indicate full marks for the corresponding question.

Q.1 : What do you mean by parallel lines ? Draw the parallel lines and give two examples one of which represents parallel lines and the other represents skew lines. (5)

Q.2 : Draw lines which are not parallel. (2)

Q.3 : Draw $\overleftrightarrow{XY}$ which is horizontal. Take a point A on its upper side and then draw $\overleftrightarrow{AB}$ parallel to $\overleftrightarrow{XY}$ through the point A using set squares. (3)

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FF - 6 : Unit-3, Test-2.

GEOMETRY TEST

Std. V A Date: _____

Total marks: 10

Name of the School . _____ Student's score: _____

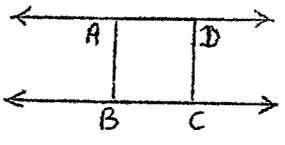
Name of the student. _____

Roll No. _____

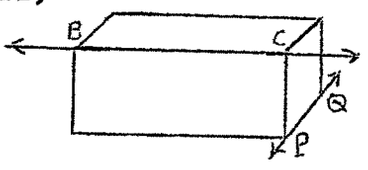
Teacher's signature. _____

Note: Figures to the right indicate full marks for the corresponding question.

Q.1. State whether the following statements are true or false. (4)

(i) 

In the adjascent figure, $\overleftrightarrow{AD}$ and $\overleftrightarrow{BC}$ are parallel lines.

(ii) 

In the adjascent figure, $\overleftrightarrow{BC}$ and $\overleftrightarrow{QP}$ are not skew lines.

(iii) Two lines lying in the same flat surfaces and not meeting each other are known as parallel lines.

(iv) Two lines lying in the different flat surfaces and not meeting each other are parallel lines.

Q.2. What do you mean by parallel lines? Draw parallel lines and give an example of parallel lines. Also draw a pair of lines which are not parallel. (3)

Q.3. Draw $\overleftrightarrow{XY}$ which is vertical. Take a point A on its left side and draw $\overleftrightarrow{AB}$ parallel to $\overleftrightarrow{XY}$. (3)

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FF-7 : Units - 2 and 3, Test-1

Std. V A Geometry Test Date._____

Name of the School._____

Name of the Student._____

Roll No. _____ Total Marks. 20

Teacher's signature:_____ Student's score:_____

Q.I. Fill in the blanks choosing an appropriate word from those given in the bracket. (5)

1) Angle at the corner of the book is _____ angle. (acute, right, obtuse)

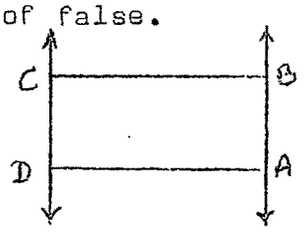
2) If $\angle BAC$ is obtuse then one edge of the setsquare remains along the side $\overrightarrow{AB}$ and the other edge of the setsquare remains in the _____ of $\angle BAC$. (outside, interior, none of these).

3) If $\angle PQR$ is acute then one edge of the setsquare remains along the side $\overrightarrow{QR}$ and the another edge remains _____ of $\angle PQR$. (outside, interior none of these).

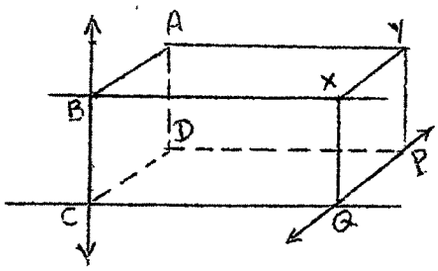
4) Two lines lying on the same flate surface and not meeting each other are known as _____lines. (Parallel, not parallel, none of these)

5) Two lines lying on different flat surface and not meeting each other are _____lines. (Parallel, not parallel, none of these)

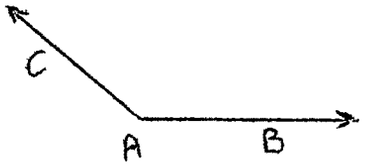
Q.II. State whether the following statements are true of false. (5)

1) 

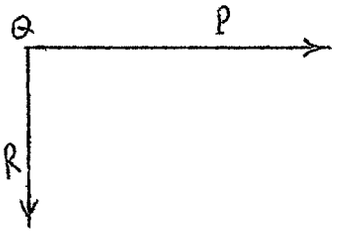
In the adjascent figure $\overleftrightarrow{AB}$ and $\overleftrightarrow{DC}$ are parallel lines.

2) 

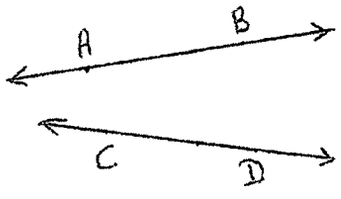
In the adjascent figure $\overleftrightarrow{BC}$ and $\overrightarrow{QP}$ are parallel lines.

3) 

$\angle$ BAC is an acute angle.

4) 

In the adjascent figure $\angle$PQR is a right angle.

5) 

Lines $\overleftrightarrow{AB}$ and $\overleftrightarrow{CD}$ are not parallel lines.

Q.III. (1) Which type of angle will be formed between the two hands of a clock at 3 p.m. ? (2)

(2) Which type of angle will be formed by the two hands of a clock at 5 p.m. ? (2)

(3) Which type of angle will be formed by the two hands of a clock at 10 o'clock ? (2)

Q.IV. What do you mean by parallel lines ? Draw parallel lines and state one example of parallel lines. (2)

Q.V. Draw $\overleftrightarrow{XY}$ which is horizontal, take a point A on its upper side. Draw $\overleftrightarrow{AB}$ parallel to $\overleftrightarrow{XY}$ & through A, using setsquare. (2)

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FS - TEST : Summative test based on all the three units.

Std. V A Geometry Test Date. _____

Name of the School. _____

Name of the student. _____

Roll No. _____ Total Marks. 30

Teacher's signature _____ Student's score. _____

Q.I. Fill in the blanks in the following choosing an appropriate word/symbol from those given in the brackets. (6)

1) An angle of measure smaller than a right angle is known as _____ angle. (right, obtuse, acute)

2) If measure of $\overline{AB}$ is 3 cm., then it is written as _____ = 3 cm. ($\overline{AB}$, AB , $\overleftrightarrow{AB}$)

3) $\overrightarrow{AB}$ has _____ end point points (one, two, no)

4) $\angle ABC$ is formed by the rays _____ and _____. ($\overrightarrow{AB}$, $\overrightarrow{BC}$, $\overrightarrow{BA}$, $\overrightarrow{AC}$)

5) Through a given one point _____ lines pass. (only one, 28, infinite number of)

6) Every plane goes to infinity in _____ sides (one, two, four).

Q.II. Draw the figures representing the following (7)

1) Line AB

2) Ray CD

3) Line segment PQ

4) Obtuse angle XYZ

5) Acute angle ABC

6) Right angle PQR

7) Parallel lines $\overleftrightarrow{AB}$ and $\overleftrightarrow{CD}$

Q.III. What do you mean by parallel lines ? Draw $\overleftrightarrow{AB}$ (2)
horizontal, then taking a point C on its upper part draw a line through C parallel to $\overleftrightarrow{AB}$.

Q.IV. Write the following in the notational form. (5)

1) Line AB

2) Ray AB

3) Line segment AB

4) Angle XYZ

5) Length of $\overline{AB}$

Q.v. State whether the following statements are true or false. (5)

1) If the two straight lines do not intersect each other then they are always parallel.

2) A line always has two end points.

3) At 3 o'clock the angle formed by the two hands of a clock is a right angle.

4) $\overline{AB}$ and $\overline{BA}$ represent different line segments.

5) If the distance between points C and D is 3 cm. then we write it as CD = 3 cm.

Q.VI. Give two examples to represent each of the following. (5)

1) A point

2) A line

3) A right angle

4) A plane

5) Parallel lines