

## CTET L1 Hindi L2 English P1

Topic:- CDP\_P1\_CTET

1) The progression of development of children in primary years is from

- (1) simple to complex
- (2) abstract to concrete
- (3) global to local
- (4) specific to general

बच्चों के प्राथमिक वर्षों में विकास का क्रम

- (1) सरल से जटिल की तरफ होता है
- (2) अमूर्त से मूर्त की तरफ होता है
- (3) वैश्विक से स्थानिक की ओर होता है
- (4) विशिष्ट से सामान्य की ओर होता है

[Question ID = 1][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q1]

1. 1 [Option ID = 1]
2. 2 [Option ID = 2]
3. 3 [Option ID = 3]
4. 4 [Option ID = 4]

2) Which of the following is a 'sensitive period' for language development ?

- (1) Early childhood
- (2) Middle childhood
- (3) Adolescence
- (4) Pre-natal

भाषा के विकास के लिए 'संवेदनशील काल' कौन-सा है ?

- (1) आरंभिक बाल्यावस्था
- (2) माध्यमिक बाल्यावस्था
- (3) किशोरावस्था
- (4) प्रसवपूर्व अवस्था

[Question ID = 2][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q2]

1. 1 [Option ID = 5]
2. 2 [Option ID = 6]
3. 3 [Option ID = 7]
4. 4 [Option ID = 8]

3) The process by which children learn their societal role is referred to as \_\_\_\_\_ .

- (1) socialisation
- (2) assimilation
- (3) accomodation
- (4) adaptation

वह प्रक्रिया जिसमें बच्चे समाज में अपनी भूमिका को सीखते हैं \_\_\_\_\_ कहलाती है।

- (1) सामाजीकरण
- (2) समायोजन
- (3) समावेशन
- (4) अनुकूलन

[Question ID = 3][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q3]

- 1. 1 [Option ID = 9]
- 2. 2 [Option ID = 10]
- 3. 3 [Option ID = 11]
- 4. 4 [Option ID = 12]

4) At which stage of cognitive development do children begin imitation and achieve object permanence ?

- (1) Sensorimotor
- (2) Preoperational
- (3) Concrete operational
- (4) Formal operational

संज्ञानात्मक विकास के किस चरण में बच्चे अनुकरण करने लगते हैं व उनमें वस्तु स्थायित्व की योग्यता आ जाती है ?

- (1) संवेदी-चालक
- (2) पूर्व-संक्रियात्मक
- (3) मूर्त संक्रियात्मक
- (4) औपचारिक संक्रियात्मक

[Question ID = 4][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q4]

- 1. 1 [Option ID = 13]
- 2. 2 [Option ID = 14]
- 3. 3 [Option ID = 15]
- 4. 4 [Option ID = 16]

5) In Jean Piaget's theory a child who perceives the sun as being alive because it gives out light is demonstrating

- (1) animistic thinking
- (2) centration
- (3) irreversibility
- (4) object permanence

जीन पियाज़े के सिद्धान्त के अनुसार वह बच्ची जो सूरज को सजीव मानती है क्योंकि वो रोशनी देता है अपनी सोच में क्या दर्शाती है ?

- (1) जीववादी चिंतन
- (2) केन्द्रीकरण
- (3) अप्रतिवर्तिता
- (4) वस्तु स्थायित्व

[Question ID = 5][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q5]

1. 1 [Option ID = 17]
2. 2 [Option ID = 18]
3. 3 [Option ID = 19]
4. 4 [Option ID = 20]

6) Which of the following concepts is *not* proposed by Lev Vygotsky ?

- (1) Zone of Proximal Development
- (2) Schema
- (3) Scaffolding
- (4) Social Interaction

निम्न में से कौन-सी संकल्पना लेव वायगोत्स्की द्वारा प्रतिपादित **नहीं** है ?

- (1) समीपस्थ विकास का क्षेत्र
- (2) स्कीमा
- (3) पाइ
- (4) सामाजिक अंतःक्रिया

[Question ID = 6][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q6]

1. 1 [Option ID = 21]
2. 2 [Option ID = 22]
3. 3 [Option ID = 23]
4. 4 [Option ID = 24]

7) Which of the following statements is a correct pedagogical implication of Lev Vygotsky's theory ?

- (1) Encouraging competition among students rather than collaboration
- (2) Encouraging desired behaviour through rewards and reducing undesired behaviour through punishment
- (3) Scaffolding the students by providing appropriate prompts and cues
- (4) Promoting association between stimulus and response

लेव वायगोत्स्की के सिद्धान्तों के निहितार्थ के अनुरूप कौन-सा कथन शैक्षिक प्रणाली के लिए सही है ?

- (1) विद्यार्थियों में सहयोग के बजाए प्रतिस्पर्धा को प्रोत्साहित करना
- (2) वांछनीय व्यवहार को ईनाम द्वारा बढ़ावा देना व अवांछनीय व्यवहार को सज़ा द्वारा घटाना
- (3) उपयुक्त इशारे व संकेत प्रदान कर विद्यार्थियों को पाठ/आलम्बन देना
- (4) उद्दीपन व प्रतिक्रिया के बीच अनुबंधन को प्रोत्साहित करना

[Question ID = 7][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q7]

1. 1 [Option ID = 25]
2. 2 [Option ID = 26]
3. 3 [Option ID = 27]
4. 4 [Option ID = 28]

8) According to Kohlberg the first stage of moral development is characterised by

- (1) Seeing rules as fixed and absolute
- (2) Maintaining affection and approval of others
- (3) A duty to uphold laws and rules for their own sake
- (4) Abstract universal principles that are valid for all humanity

कोहलबर्ग के अनुसार नैतिक विकास की प्रथम अवस्था की क्या विशेषता है ?

- (1) नियमों को निश्चित और निरपेक्ष रूप में देखना
- (2) दूसरों का स्नेह और अनुमोदन बनाए रखना
- (3) कानूनों और नियमों को बनाए रखने के कर्तव्य का पालन करना
- (4) अमूर्त सार्वभौमिक सिद्धांतों को अपनाना जो सभी मानवता के लिए मान्य हैं

[Question ID = 8][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q8]

1. 1 [Option ID = 29]
2. 2 [Option ID = 30]
3. 3 [Option ID = 31]
4. 4 [Option ID = 32]

9) In a progressive classroom

- (1) children are forced to learn according to the prescribed syllabus.
- (2) children engage in activities that realise their potential.
- (3) children are labelled and segregated based on their abilities.
- (4) children work to get rewards and avoid punishments.

एक प्रगतिशील कक्षाकक्ष में

- (1) बच्चों को निश्चित पाठ्यक्रम के अनुसार सीखने के लिए बाध्य किया जाता है।
- (2) बच्चे उन गतिविधियों में संलग्न होते हैं जिससे वह अपनी क्षमताओं को पा लेते हैं।
- (3) बच्चों की योग्यता के अनुसार उनका नामीकरण व पृथक्करण किया जाता है।
- (4) बच्चे ईनाम को पाने के लिए व सज़ा से बचने के लिए कार्य करते हैं।

[Question ID = 9][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q9]

1. 1 [Option ID = 33]
2. 2 [Option ID = 34]
3. 3 [Option ID = 35]
4. 4 [Option ID = 36]

10) Which of the following type of intelligence was described by Howard Gardner ?

- (1) Generic Intelligence
- (2) Linguistic Intelligence
- (3) Physical Intelligence
- (4) Specific Intelligence

निम्न में से किस प्रकार की बुद्धि का वर्णन हॉवर्ड गार्डनर द्वारा किया गया था ?

- (1) सामान्य बुद्धि
- (2) भाषाई बुद्धि
- (3) भौतिक बुद्धि
- (4) विशिष्ट बुद्धि

[Question ID = 10][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q10]

1. 1 [Option ID = 37]
2. 2 [Option ID = 38]
3. 3 [Option ID = 39]
4. 4 [Option ID = 40]

11) In a primary classroom the teachers should \_\_\_\_\_ 'private speech' – self talk that guides thinking and action.

- (1) encourage
- (2) discourage
- (3) ignore
- (4) punish children for

एक प्राथमिक कक्षाकक्ष में शिक्षिकाओं को 'व्यक्तिगत वाक्' – खुद से बातचीत जो हमारी सोच और व्यवहार का मार्गदर्शन करती है

- (1) प्रोत्साहित करना चाहिए।
- (2) हतोत्साहित करना चाहिए।
- (3) नकारना चाहिए।
- (4) के इस्तेमाल के लिए बच्चों को दंडित करना चाहिए।

[Question ID = 11][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q11]

1. 1 [Option ID = 41]
2. 2 [Option ID = 42]
3. 3 [Option ID = 43]
4. 4 [Option ID = 44]

12) Seeing the role of boys at home and in the society, Mohan refused to play the role of a girl in a program organized in the school, saying that because he is a boy, he will not wear a girl's dress. It shows

- (1) Gender role flexibility
- (2) Gender equality
- (3) Gender mobility
- (4) Gender typing

मोहन ने घर व समाज में लड़कों की भूमिका को देखते हुए स्कूल में आयोजित एक कार्यक्रम में लड़की की भूमिका को यह कहकर निभाने से इंकार कर दिया कि वह एक लड़का है, इसलिए वह एक लड़की की ड्रेस नहीं पहनेगा। यह क्या दर्शाता है ?

- (1) जेंडर भूमिका में लचीलापन
- (2) जेंडर समानता
- (3) जेंडर गतिशीलता
- (4) जेंडर प्ररूप

[Question ID = 12][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q12]

1. 1 [Option ID = 45]
2. 2 [Option ID = 46]
3. 3 [Option ID = 47]
4. 4 [Option ID = 48]

13) The process of teaching and learning for students of differing abilities in the same class is referred to as

- (1) differentiated instruction
- (2) standardized instruction
- (3) stimulation
- (4) conditioning

एक ही कक्षा में अलग-अलग क्षमताओं वाले विद्यार्थियों के सीखने-सिखाने की प्रक्रिया क्या कहलाती है ?

- (1) विभेदित निर्देश
- (2) मानकीकृत निर्देश
- (3) उद्दीपन
- (4) अनुबंधन

[Question ID = 13][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q13]

1. 1 [Option ID = 49]
2. 2 [Option ID = 50]
3. 3 [Option ID = 51]
4. 4 [Option ID = 52]

14) In socio-constructivist classroom what is the primary mode of assessment ?

- (1) Recall-based objective type tests
- (2) Collaborative projects
- (3) Standardized tests
- (4) Norm-referenced tests

सामाजिक-रचनावादी कक्षाकक्ष में मूल्यांकन का प्रमुख तरीका क्या होता है ?

- (1) वस्तुनिष्ठ प्रत्याह्वान-आधारित परीक्षाएँ
- (2) सहयोगात्मक परियोजनाएँ
- (3) मानकीकृत परीक्षाएँ
- (4) मानक-संदर्भित परीक्षाएँ

[Question ID = 14][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q14]

1. 1 [Option ID = 53]
2. 2 [Option ID = 54]
3. 3 [Option ID = 55]
4. 4 [Option ID = 56]

15) The most important objective of the assessment of learners is

- (1) To reflect on the effectiveness of the pedagogy and modify it to enhance learning.
- (2) To complete one of the tasks assigned to teachers.
- (3) To complete records and registers.
- (4) To create same ability grouping in class.

शिक्षार्थियों के आकलन का सबसे महत्वपूर्ण उद्देश्य है

- (1) अध्यापन की प्रभावशीलता पर विचार करना और सीखने को बढ़ाने के लिए इसे संशोधित करना ।
- (2) शिक्षकों को सौंपे गए कार्यों में से एक कार्य को पूरा करना ।
- (3) रिकॉर्ड और रजिस्ट्रों को पूरा करना ।
- (4) कक्षा में समान योग्यता वाले समूह बनाने के लिए ।

[Question ID = 15][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q15]

1. 1 [Option ID = 57]
2. 2 [Option ID = 58]
3. 3 [Option ID = 59]
4. 4 [Option ID = 60]

16) Providing choice and options to students from a range of activities and experiences based on their interests, needs and diversity of learner's background, follows the principle of

- (1) inclusion
- (2) labelling and segregation
- (3) competition
- (4) exclusion

विद्यार्थियों को उनकी अभिरुचि, जरूरतों व परिवेश की विभिन्नताओं को ध्यान में रखकर उन्हें विविध प्रकार की गतिविधियों व अनुभवों के विकल्प देना किस सिद्धान्त का पालन करता है ?

- (1) समावेशन
- (2) नामीकरण व पृथक्करण
- (3) प्रतिस्पर्धा
- (4) बहिष्करण

[Question ID = 16][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q16]

1. 1 [Option ID = 61]
2. 2 [Option ID = 62]
3. 3 [Option ID = 63]
4. 4 [Option ID = 64]

17) Which of the following does **not** promote cultural sensitivity in class ?

- (1) Organising activities related to different cultures
- (2) Encouraging sharing of experiences by students about their culture
- (3) Celebrating festivals of dominant cultures only
- (4) Accepting and respecting diverse backgrounds of each student



निम्न में से क्या कक्षाकक्ष में सांस्कृतिक संवेदनशीलता को बढ़ावा **नहीं** देता ?

- (1) विभिन्न संस्कृतियों के अनुकूल गतिविधियों का आयोजन करना
- (2) विद्यार्थियों को उनकी संस्कृति के अनुभवों को साझा करने को बढ़ावा देना
- (3) केवल प्रभावी संस्कृति के त्योहार मनाना
- (4) हर विद्यार्थी की विविध पृष्ठभूमि को स्वीकारना व सम्मान देना

[Question ID = 17][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q17]

1. 1 [Option ID = 65]
2. 2 [Option ID = 66]
3. 3 [Option ID = 67]
4. 4 [Option ID = 68]

18) Challenges in reading texts and comprehending long passages is a challenge for students with

- (1) dyscalculia
- (2) dyslexia
- (3) hearing impairment
- (4) dysgraphia

पाठ पढ़ने व लंबे अंशों को समझने में उन विद्यार्थियों को कठिनाई होती है जो \_\_\_\_\_ से जूझ रहे हैं।

- (1) गुणजवैकल्य
- (2) पठनवैकल्य
- (3) श्रवण बाधिता
- (4) लेखनवैकल्य

[Question ID = 18][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q18]

1. 1 [Option ID = 69]
2. 2 [Option ID = 70]
3. 3 [Option ID = 71]
4. 4 [Option ID = 72]

19) Which of the learning materials is **not** suitable for children with hearing impairment ?

- (1) Audiobooks
- (2) Printed books
- (3) Videos with subtitles
- (4) Three-dimensional charts and maps

श्रवण बाधित बच्चों के लिए कौन-सी शिक्षण सामग्री उपयुक्त **नहीं** है ?

- (1) श्रव्य किताबें
- (2) मुद्रित पुस्तकें
- (3) उपशीर्षक वाले वीडियो
- (4) त्रि-आयामी चार्ट और मानचित्र

[Question ID = 19][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q19]

1. 1 [Option ID = 73]
2. 2 [Option ID = 74]
3. 3 [Option ID = 75]
4. 4 [Option ID = 76]

20) What type of questions should a teacher ask in order to identify creative children in her class ?

- (1) Fill in the blanks
- (2) Multiple choice questions
- (3) Questions with right and wrong options
- (4) Open-ended questions

एक शिक्षिका को अपनी कक्षा में सृजनात्मक बच्चों की पहचान करने के लिए किस प्रकार के प्रश्न पूछने चाहिए ?

- (1) रिक्त स्थान पूर्ति वाले प्रश्न
- (2) सही मिलान करने वाले प्रश्न
- (3) सही और गलत उत्तर विकल्प वाले प्रश्न
- (4) खुले जवाब वाले (मुक्तोत्तर) प्रश्न

[Question ID = 20][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q20]

1. 1 [Option ID = 77]
2. 2 [Option ID = 78]
3. 3 [Option ID = 79]
4. 4 [Option ID = 80]

21) It is important to \_\_\_\_\_ experiences that a child brings to school.

- (1) ignore
- (2) dismiss
- (3) build on
- (4) disregard

यह महत्वपूर्ण है कि बच्चा अपने साथ जो अनुभव स्कूल में लाता है

- (1) उन्हें नज़रअंदाज़ किया जाए
- (2) उन्हें नकारा जाए
- (3) उन्हें आगे बढ़ाया जाए
- (4) उनकी उपेक्षा की जाए

[Question ID = 21][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q21]

1. 1 [Option ID = 81]
2. 2 [Option ID = 82]
3. 3 [Option ID = 83]
4. 4 [Option ID = 84]

22) How do children learn ?

- (i) Making and Doing things
- (ii) Reading and Writing
- (iii) Talking and Listening
- (iv) Thinking and Reflecting

(1) (i), (iv)

(2) (iii), (iv)

(3) (i), (iii), (iv)

(4) (i), (ii), (iii), (iv)

बच्चे कैसे सीखते हैं ?

- (i) चीज़ों को बनाकर व कार्य करके
- (ii) पढ़कर व लिखकर
- (iii) बोलकर व सुनकर
- (iv) सोचकर व मनन करके

(1) (i), (iv)

(2) (iii), (iv)

(3) (i), (iii), (iv)

(4) (i), (ii), (iii), (iv)

[Question ID = 22][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q22]

- 1. 1 [Option ID = 85]
- 2. 2 [Option ID = 86]
- 3. 3 [Option ID = 87]
- 4. 4 [Option ID = 88]

23) In which of the following class are students likely to learn well ?

- (1) Teacher emphasizes passive reception of knowledge.
- (2) Teacher believes only children with high IQ can do well in academics.
- (3) Teacher allows children to follow their own pace of learning.
- (4) Teacher follows standard curriculum for all children.

किस कक्षाकक्ष में विद्यार्थी बेहतर ढंग से सीखेंगे ?

- (1) शिक्षक ज्ञान के निष्क्रिय स्थानांतरण पर बल देता है ।
- (2) शिक्षक मानता है कि केवल उच्च बुद्धि लब्धि वाले बच्चे ही शैक्षिक कार्य में अच्छा कर सकते हैं ।
- (3) शिक्षक बच्चों को उनकी गति के अनुसार सीखने की अनुमति देता है ।
- (4) शिक्षक सभी बच्चों के लिए मानकीकृत पाठ्यचर्या का पालन करता है ।

[Question ID = 23][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q23]

- 1. 1 [Option ID = 89]

2. 2 [Option ID = 90]
3. 3 [Option ID = 91]
4. 4 [Option ID = 92]

24) When teachers include experiences of children and give examples from their socio-cultural context, it fosters a sense of \_\_\_\_\_ in children.

- (1) belonging
- (2) inferiority
- (3) anger
- (4) alienation

जब शिक्षक बच्चों के अनुभवों को कक्षा में शामिल करते हुए उनके सामाजिक-सांस्कृतिक संदर्भ से उदाहरण देता है तब वह बच्चों में किस भावना को प्रोत्साहित करता है ?

- (1) अपनापन
- (2) हीनता
- (3) क्रोध
- (4) अलगाव

[Question ID = 24][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q24]

1. 1 [Option ID = 93]
2. 2 [Option ID = 94]
3. 3 [Option ID = 95]
4. 4 [Option ID = 96]

25) The processes of problem-solving is promoted through

- (1) analogical thinking
- (2) passive imitation
- (3) response set
- (4) functional fixedness

समस्या-समाधान की प्रक्रिया किससे बेहतर होती है ?

- (1) तार्किक सोच
- (2) निष्क्रिय अनुसरण
- (3) प्रतिक्रिया सेट
- (4) कार्यात्मक स्थिरता

[Question ID = 25][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q25]

1. 1 [Option ID = 97]
2. 2 [Option ID = 98]
3. 3 [Option ID = 99]
4. 4 [Option ID = 100]

26) Children's misconceptions and errors

- (1) are extremely detrimental to teaching-learning process
- (2) show their irrational ways of thinking
- (3) serve as significant inroads to childrens' thoughts
- (4) confirm their inferiority to adults

बच्चों की भ्रान्तियाँ व त्रुटियाँ

- (1) सीखने-सिखाने की प्रक्रिया में बेहद हानिकारक हैं।
- (2) बच्चों के अविवेकी चिंतन को दर्शाती हैं।
- (3) बच्चों की सोच में झांकने के अर्थपूर्ण मौके देती हैं।
- (4) वयस्कों से उनकी हीनता को दर्शाती हैं।

[Question ID = 26][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q26]

1. 1 [Option ID = 101]
2. 2 [Option ID = 102]
3. 3 [Option ID = 103]
4. 4 [Option ID = 104]

27) \_\_\_\_\_ is a sign that the learning activities have become mechanically repetitive for the child and are not of interest.

- (1) Joy
- (2) Curiosity
- (3) Excitement
- (4) Boredom

\_\_\_\_\_ इस बात का संकेत है कि शैक्षिक गतिविधियाँ बच्चे के लिए यांत्रिक व दोहराव वाली हो गई हैं तथा उसकी रुचि की नहीं हैं।

- (1) आनंद
- (2) उत्सुकता
- (3) उत्साह
- (4) ऊब

[Question ID = 27][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q27]

1. 1 [Option ID = 105]
2. 2 [Option ID = 106]
3. 3 [Option ID = 107]
4. 4 [Option ID = 108]

28) *Assertion (A)* :

Learning should be facilitated by inducing fear of punishment in children.

*Reason (R)* :

Rewards and punishment are highly effective in ensuring meaningful learning.

Choose the correct option :

- (1) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (2) Both (A) and (R) are true but (R) is not the correct explanation of (A)
- (3) (A) is true but (R) is false
- (4) Both (A) and (R) are false

*अभिकथन (A)* :

बच्चों में सज़ा का डर पैदा करके सीखने को सुसाध्य किया जाना चाहिए।

*कारण (R)* :

ईनाम व सज़ा अर्थपूर्ण सीखने में बेहद प्रभावशाली हैं।

सही विकल्प चुनें :

- (1) (A) और (R) दोनों सही हैं और (R), (A) की सही व्याख्या करता है
- (2) (A) और (R) दोनों सही हैं लेकिन (R), (A) की सही व्याख्या नहीं है
- (3) (A) सही है लेकिन (R) गलत है
- (4) (A) और (R) दोनों गलत हैं

[Question ID = 28][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q28]

1. 1 [Option ID = 109]
2. 2 [Option ID = 110]
3. 3 [Option ID = 111]
4. 4 [Option ID = 112]

29) Which of the following factors affect learning ?

- (i) Interest of the students
- (ii) Perceived relevance of the concept
- (iii) Development level of the students
- (iv) Strategies of teaching-learning

- (1) (i), (iii)
- (2) (i), (iv)
- (3) (ii), (iii)
- (4) (i), (ii), (iii), (iv)

निम्न में से कौन-सा कारक सीखने को प्रभावित करता है ?

- (i) विद्यार्थियों की अभिरुचि
- (ii) संकल्पना की कथित प्रासंगिकता
- (iii) विद्यार्थियों का विकासात्मक स्तर
- (iv) सीखने-सिखाने की पद्धतियाँ

(1) (i), (iii)

(2) (i), (iv)

(3) (ii), (iii)

(4) (i), (ii), (iii), (iv)

[Question ID = 29][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q29]

- 1. 1 [Option ID = 113]
- 2. 2 [Option ID = 114]
- 3. 3 [Option ID = 115]
- 4. 4 [Option ID = 116]

30) Which of the following statements is correct about the interaction of person, environment and behaviour in learning settings ?

- (1) Personal factors have no effect on the elements of environment.
- (2) All three forces – personal, environmental and behavioural are influenced by each other.
- (3) Behaviours seldom affect social environment.
- (4) Feedback from the environment cannot affect self-esteem of the individual.

निम्न में से कौन-सा कथन सीखने की स्थितियों में व्यक्ति, वातावरण व व्यवहार के बीच संबंध को सही दर्शाते हैं ?

- (1) व्यक्तिगत कारकों का परिवेश के तत्वों पर कोई प्रभाव नहीं पड़ता ।
- (2) तीनों कारक – व्यक्ति, वातावरण व व्यवहार एक-दूसरे को प्रभावित करते हैं ।
- (3) व्यवहार से सामाजिक परिवेश पर शायद ही कभी प्रभाव पड़ता है ।
- (4) वातावरण की प्रतिपुष्टि से व्यक्ति के आत्म-सम्मान पर कोई प्रभाव नहीं पड़ता ।

[Question ID = 30][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_125\_Q30]

- 1. 1 [Option ID = 117]
- 2. 2 [Option ID = 118]
- 3. 3 [Option ID = 119]
- 4. 4 [Option ID = 120]

Topic:- MATH\_Q31-45\_P1\_CTET

1) I am a four-digit number less than 2000. My first digit is one-fourth of the third digit (from left) and last digit is 8 times that of first. If the sum of first three-digits is 7, identify me.

- (1) 2481
- (2) 1842
- (3) 1428
- (4) 1248

मैं 2000 से छोटी एक चार अंकों की संख्या हूँ। मेरा पहला अंक (बाएँ से) तीसरे अंक का एक-चौथाई है तथा अंतिम अंक प्रथम अंक का 8 गुना है। यदि प्रथम तीन अंकों का योगफल 7 है, तो मेरी पहचान कीजिए।

- (1) 2481
- (2) 1842
- (3) 1428
- (4) 1248

[Question ID = 31][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q31]

- 1. 1 [Option ID = 121]
- 2. 2 [Option ID = 122]
- 3. 3 [Option ID = 123]
- 4. 4 [Option ID = 124]

2) There were 15 families in a flood relief camp. 300 kg of rice has to be distributed among the families. If it was distributed equally among all families, how much rice will each family get ?

- (1) 20 kg
- (2) 15 kg
- (3) 35 kg
- (4) 30 kg

किसी बाढ़ राहत कैंप में, 15 परिवार थे। इन परिवारों में 300 kg चावल को बाँटा जाना है। यदि इस सामग्री को सभी परिवारों में समान रूप से बाँटा जाता है, तो प्रत्येक परिवार को कितना-कितना चावल मिलेगा ?

- (1) 20 kg
- (2) 15 kg
- (3) 35 kg
- (4) 30 kg

[Question ID = 32][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q32]

- 1. 1 [Option ID = 125]
- 2. 2 [Option ID = 126]
- 3. 3 [Option ID = 127]
- 4. 4 [Option ID = 128]



- 3) Two numbers which are in the ratio 11 : 17 have LCM 4675. These numbers are respectively
- (1) 55 and 85
  - (2) 275 and 425
  - (3) 165 and 255
  - (4) 330 and 510

दो संख्याओं का, जो 11 : 17 के अनुपात में हैं, LCM 4675 है। ये संख्याएँ क्रमशः हैं

- (1) 55 और 85
- (2) 275 और 425
- (3) 165 और 255
- (4) 330 और 510

[Question ID = 33][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q33]

- 1. 1 [Option ID = 129]
- 2. 2 [Option ID = 130]
- 3. 3 [Option ID = 131]
- 4. 4 [Option ID = 132]

- 4) A ten-digit number 774958 N<sub>1</sub> 96 N<sub>2</sub> is divisible by 8 and 9. Then, the values of N<sub>1</sub> and N<sub>2</sub> can be respectively
- (1) 7, 8
  - (2) 0, 8
  - (3) 5, 8
  - (4) 6, 4

दस अंकों की एक संख्या 774958 N<sub>1</sub> 96 N<sub>2</sub>, 8 और 9 से विभाज्य है। तब, N<sub>1</sub> और N<sub>2</sub> के मान क्रमशः ये हो सकते हैं

- (1) 7, 8
- (2) 0, 8
- (3) 5, 8
- (4) 6, 4

[Question ID = 34][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q34]

- 1. 1 [Option ID = 133]
- 2. 2 [Option ID = 134]
- 3. 3 [Option ID = 135]
- 4. 4 [Option ID = 136]

- 5) What is the sum of the place values of digit 4 in the number 5432413 ?
- (1) 400004
  - (2) 400400
  - (3) 404000
  - (4) 400040

संख्या 5432413 में अंक 4 के स्थानीय मानों का योगफल क्या है ?

(1) 400004

(2) 400400

(3) 404000

(4) 400040

[Question ID = 35][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q35]

1. 1 [Option ID = 137]

2. 2 [Option ID = 138]

3. 3 [Option ID = 139]

4. 4 [Option ID = 140]

6) The sum of the smallest five-digit number and the largest four-digit number is

(1) 19099

(2) 29999

(3) 10999

(4) 19999

पाँच अंकों की सबसे छोटी संख्या तथा चार अंकों की सबसे बड़ी संख्या का योगफल है

(1) 19099

(2) 29999

(3) 10999

(4) 19999

[Question ID = 36][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q36]

1. 1 [Option ID = 141]

2. 2 [Option ID = 142]

3. 3 [Option ID = 143]

4. 4 [Option ID = 144]

7) Which direction will you face, if you start facing East and make  $1\frac{1}{2}$  of a revolution clockwise ?

(1) North

(2) South

(3) East

(4) West

यदि आप पूर्व की ओर देख रहे हैं तथा घड़ी की दिशा में  $1\frac{1}{2}$  का घूर्णन करते हैं, तो आप किस दिशा में देख रहे होंगे ?

- (1) उत्तर
- (2) दक्षिण
- (3) पूर्व
- (4) पश्चिम

[Question ID = 37][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q37]

- 1. 1 [Option ID = 145]
- 2. 2 [Option ID = 146]
- 3. 3 [Option ID = 147]
- 4. 4 [Option ID = 148]

8) Value of  $\left(5\frac{1}{3} - 2\frac{2}{3}\right)$  right-angles is equal to

- (1)  $210^\circ$
- (2)  $240^\circ$
- (3)  $270^\circ$
- (4)  $300^\circ$

$\left(5\frac{1}{3} - 2\frac{2}{3}\right)$  समकोणों का मान बराबर है

- (1)  $210^\circ$
- (2)  $240^\circ$
- (3)  $270^\circ$
- (4)  $300^\circ$

[Question ID = 38][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q38]

- 1. 1 [Option ID = 149]
- 2. 2 [Option ID = 150]
- 3. 3 [Option ID = 151]
- 4. 4 [Option ID = 152]

9) The number of lines of symmetry in a kite is/are

- (1) 0
- (2) 1
- (3) 2
- (4) 4

एक पतंग में सममित रेखाओं की संख्या/संख्याएँ है/हैं

(1) 0

(2) 1

(3) 2

(4) 4

[Question ID = 39][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q39]

1. 1 [Option ID = 153]
2. 2 [Option ID = 154]
3. 3 [Option ID = 155]
4. 4 [Option ID = 156]

10) Priya went to a shop with a ₹ 500 note. She purchased one soap, one toothpaste, one hair oil, one shampoo and one comb for ₹ 36, ₹ 85, ₹ 110, ₹ 160 and ₹ 13 respectively. She gave to the shopkeeper ₹ 500 note and he returned her ₹ 95. She checked and found that

- (1) Shopkeeper has returned ₹ 1 less.
- (2) Shopkeeper has returned ₹ 1 more.
- (3) Returned amount is correct.
- (4) Returned amount is ₹ 9 less.

प्रिया एक दुकान पर ₹ 500 का नोट लेकर गई। उसने एक साबुन, एक दूधपेस्ट, एक सिर पर लगाने वाला तेल, एक शैम्पू और एक कंघी क्रमशः ₹ 36, ₹ 85, ₹ 110, ₹ 160 और ₹ 13 का खरीदा। उसने दुकानदार को ₹ 500 का नोट दिया और उसने ₹ 95 उसे वापिस किए। उसने जाँच की और पाया कि

- (1) दुकानदार ने ₹ 1 कम वापिस किया है।
- (2) दुकानदार ने ₹ 1 अधिक वापिस किया है।
- (3) वापिस की गई राशि सही है।
- (4) वापिस की गई राशि ₹ 9 कम है।

[Question ID = 40][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q40]

1. 1 [Option ID = 157]
2. 2 [Option ID = 158]
3. 3 [Option ID = 159]
4. 4 [Option ID = 160]

11) Mr. Hari made a will in which he gave his two children Arya and Bharati plots of sizes 20 m × 90 m and 30 m × 60 m respectively. But the children were not happy. The correct reason can be

- (1) Arya was unhappy as he felt that area of Bharati's plot is more.
- (2) Bharati was unhappy as she felt that perimeter of Arya's plot is more.
- (3) They thought that areas of their plots are not equal.
- (4) Arya was unhappy as he felt perimeter of Bharati's plot is more.

श्रीमान हरि ने एक वसीयत की, जिसमें उन्होंने अपने दो बच्चों आर्य और भारती को क्रमशः 20 m × 90 m और 30 m × 60 m वाले प्लॉट दिए। परन्तु बच्चे इस वसीयत से खुश नहीं थे। सही कारण हो सकता है

- (1) आर्य खुश नहीं था, क्योंकि उसे लगा कि भारती के प्लॉट का क्षेत्रफल अधिक है।
- (2) भारती खुश नहीं थी, क्योंकि उसे लगा कि आर्य के प्लॉट का परिमाण अधिक है।
- (3) उनका विचार था कि उनके प्लॉटों का क्षेत्रफल समान नहीं है।
- (4) आर्य खुश नहीं था, क्योंकि उसे लगा कि भारती के प्लॉट का परिमाण अधिक है।

[Question ID = 41][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q41]

1. 1 [Option ID = 161]
2. 2 [Option ID = 162]
3. 3 [Option ID = 163]
4. 4 [Option ID = 164]

12) Water is filled in a tank, using a pipe such that after each 1 minute water level rises by 2 cm. Keerthi started measuring the height at 9:45 am. At 9:47 am, height of water was 23 cm. What was the height of water level at 9:40 am ?

- (1) 9 cm
- (2) 10 cm
- (3) 11 cm
- (4) 16 cm

किसी टंकी में एक पाइप के उपयोग से पानी इस प्रकार भरा जाता है कि प्रत्येक 1 मिनट में पानी का स्तर 2 cm ऊँचा उठ जाता है। कीर्ति ने इस ऊँचाई को 9:45 am पर मापना प्रारंभ किया। 9:47 am पर पानी की ऊँचाई 23 cm थी। पानी के स्तर की ऊँचाई 9:40 am पर क्या थी ?

- (1) 9 cm
- (2) 10 cm
- (3) 11 cm
- (4) 16 cm

[Question ID = 42][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q42]

1. 1 [Option ID = 165]
2. 2 [Option ID = 166]
3. 3 [Option ID = 167]
4. 4 [Option ID = 168]

13) The blood groups of 25 students of a certain class of a school are as follows :

A, O, A, B, AB, O, A, O, A, B, O, B, A, AB,

AB, A, B, A, B, O, B, AB, A, O, B

What is the difference of the number of students having blood groups A and AB ?

(1) 1

(2) 2

(3) 3

(4) 4

किसी स्कूल की एक कक्षा के 25 विद्यार्थियों के रक्त समूह नीचे दिए अनुसार हैं :

A, O, A, B, AB, O, A, O, A, B, O, B, A, AB,

AB, A, B, A, B, O, B, AB, A, O, B

रक्त समूहों A और AB वाले विद्यार्थियों की संख्याओं का अंतर क्या है ?

(1) 1

(2) 2

(3) 3

(4) 4

[Question ID = 43][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q43]

1. 1 [Option ID = 169]
2. 2 [Option ID = 170]
3. 3 [Option ID = 171]
4. 4 [Option ID = 172]

14) What is the difference between the average and range of the observations

32, 41, 54, 35, 26, 23, 28, 33, 38 and 40 ?

(1) 3

(2) 4

(3) 6

(4) 8

प्रेक्षणों 32, 41, 54, 35, 26, 23, 28, 33, 38 और 40 के औसत और परिसर का अंतर क्या है ?

(1) 3

(2) 4

(3) 6

(4) 8

[Question ID = 44][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q44]

1. 1 [Option ID = 173]
2. 2 [Option ID = 174]
3. 3 [Option ID = 175]
4. 4 [Option ID = 176]

15) Observe the following pattern :

$$5^2 = 12 + 13$$

$$7^2 = 24 + 25$$

$$11^2 = 60 + 61$$

and so on,

Now what should be the missing numbers in the equality

$$17^2 = \underline{\quad} + \underline{\quad} ?$$

- (1) 84, 85
- (2) 104, 105
- (3) 134, 135
- (4) 144, 145

निम्नलिखित पैटर्न का अवलोकन कीजिए :

$$5^2 = 12 + 13$$

$$7^2 = 24 + 25$$

$$11^2 = 60 + 61$$

इत्यादि,

अब, समिका  $17^2 = \underline{\quad} + \underline{\quad}$  में लुप्त संख्याएँ क्या होनी चाहिए ?

- (1) 84, 85
- (2) 104, 105
- (3) 134, 135
- (4) 144, 145

[Question ID = 45][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q45]

- 1. 1 [Option ID = 177]
- 2. 2 [Option ID = 178]
- 3. 3 [Option ID = 179]
- 4. 4 [Option ID = 180]

Topic:- MATH\_Q46-60\_P1\_CTET

1) Faiza says that  $\frac{1}{8}$  is a greater fraction than  $\frac{1}{2}$ .

Which of the following is most appropriate for the error made by Faiza ?

It is a \_\_\_\_\_ .

- (1) Procedural error
- (2) Conceptual error
- (3) Careless error
- (4) Language error

फैज़ा कहती हैं कि  $\frac{1}{8}, \frac{1}{2}$  से बड़ा भिन्न है।

फैज़ा द्वारा की गई इस त्रुटि के लिए निम्नलिखित में से कौन-सा सर्वाधिक उपयुक्त है ?  
यह एक \_\_\_\_\_ है।

- (1) कार्यविधिक त्रुटि
- (2) अवधारणात्मक त्रुटि
- (3) लापरवाही से हुई त्रुटि
- (4) भाषा की त्रुटि

[Question ID = 46][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q46]

1. 1 [Option ID = 181]
2. 2 [Option ID = 182]
3. 3 [Option ID = 183]
4. 4 [Option ID = 184]

2) According to National Curriculum Framework, 2005, the mathematics curriculum should be

- (1) Coherent and Static
- (2) Ambitious and Static
- (3) Static and activity-oriented
- (4) Ambitious and Coherent

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, गणित पाठ्यक्रम \_\_\_\_\_ होना चाहिए।

- (1) सुसंगत और स्थैतिक
- (2) महत्वाकांक्षी और स्थैतिक
- (3) स्थैतिक और गतिविधि पर केंद्रित
- (4) महत्वाकांक्षी और सुसंगत

[Question ID = 47][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q47]

1. 1 [Option ID = 185]
2. 2 [Option ID = 186]
3. 3 [Option ID = 187]
4. 4 [Option ID = 188]

3) Which of the following can be considered as a base to develop "algebraic thinking" among primary grade learners ?

- (1) Starting with simple patterns of repeating shapes and then moving to complex patterns involving numbers.
- (2) Using graphical method to introduce algebraic equations.
- (3) Introducing algebraic identities to solve the problems.
- (4) Emphasizing the use of algebra in daily life.



प्राथमिक कक्षा के अधिगमकर्ताओं में “बीजीय – चिंतन” को विकसित करने के लिए निम्नलिखित में से किसको आधार के रूप में लिया जा सकता है ?

- (1) आकृतियों की पुनरावृत्ति वाले सरल प्रतिमानों से आरंभ करना और फिर ऐसे जटिल प्रतिमानों की ओर बढ़ना जिनमें संख्याएँ भी शामिल हों ।
- (2) बीजीय समीकरणों का परिचय देने के लिए ग्राफी (आलेखी) विधि का उपयोग करना ।
- (3) समस्या को हल करने के लिए बीजीय सर्वसमिकाओं का परिचय देना ।
- (4) दैनिक जीवन में बीजगणित के उपयोग पर बल देना ।

[Question ID = 48][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q48]

1. 1 [Option ID = 189]
2. 2 [Option ID = 190]
3. 3 [Option ID = 191]
4. 4 [Option ID = 192]

4) When asked to multiply 25 by 7, a student adds 25 seven times. Which of the following statements is correct with respect to the given context ?

- (1) The use of formal algorithm needs to be emphasized over informal strategies.
- (2) The strategy used by the student can not be assessed by the teacher.
- (3) The student has creatively extended the knowledge of addition to multiplication.
- (4) The student has no conceptual understanding of both addition and subtraction.

जब 25 को 7 से गुणा करने के लिए कहा गया तब एक विद्यार्थी सात बार 25 को जोड़ता है । निम्नलिखित कथनों में से कौन-सा दिए गए संदर्भ में सही है ?

- (1) अनौपचारिक युक्तियों के बजाय औपचारिक कलन-विधि के उपयोग पर बल देने की आवश्यकता है ।
- (2) विद्यार्थी द्वारा उपयोग की गई युक्ति का शिक्षक द्वारा आकलन नहीं किया जा सकता है ।
- (3) विद्यार्थी ने सृजनात्मक रूप से योग की समझ को गुणन तक विस्तृत किया है ।
- (4) विद्यार्थी के पास योग और व्यवकलन दोनों की अवधारणात्मक समझ नहीं है ।

[Question ID = 49][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q49]

1. 1 [Option ID = 193]
2. 2 [Option ID = 194]
3. 3 [Option ID = 195]
4. 4 [Option ID = 196]

5) Children’s mathematical reasoning abilities at primary level can most appropriately be inferred by

- (1) step-by-step completion of questions given as home task
- (2) achievement in regular MCQ-based tests
- (3) analysing their errors
- (4) memorising of formal algorithms

प्राथमिक स्तर पर बच्चों की गणितीय तर्क-क्षमता का सर्वाधिक उपयुक्तता से \_\_\_\_\_ के द्वारा अनुमान लगाया जा सकता है।

- (1) गृह कार्य के लिए दिए गए प्रश्नों को चरण दर चरण पूरा करने
- (2) बहुविकल्पीय प्रश्नों पर आधारित नियमित परीक्षाओं में सफलता
- (3) उनकी त्रुटियों का विश्लेषण करने
- (4) औपचारिक कलन-विधि को कंठस्थ करने

[Question ID = 50][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q50]

1. 1 [Option ID = 197]
2. 2 [Option ID = 198]
3. 3 [Option ID = 199]
4. 4 [Option ID = 200]

6) Which of the following is/are responsible for fear and failure in mathematics according to National Curriculum Framework, 2005 ?

- (a) Predominance of symbolic language
- (b) Cumulative nature of mathematics
- (c) Gender-Specific abilities
- (d) Formative assessment techniques

Choose the correct option :

- (1) Only (d)
- (2) (a) and (b)
- (3) (b) and (c)
- (4) (a) and (c)

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार निम्नलिखित में से कौन-सा/से गणित में भय और असफलता के लिए उत्तरदायी है/हैं ?

- (a) प्रतीकात्मक भाषा का प्रभुत्व
- (b) गणित की संचयी प्रकृति
- (c) जेंडर-विशिष्ट योग्यताएँ
- (d) रचनात्मक आकलन तकनीकें (प्रणालियाँ)

सही विकल्प का चयन कीजिए :

- (1) केवल (d)
- (2) (a) और (b)
- (3) (b) और (c)
- (4) (a) और (c)

[Question ID = 51][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q51]

1. 1 [Option ID = 201]
2. 2 [Option ID = 202]
3. 3 [Option ID = 203]
4. 4 [Option ID = 204]

7) While deducing the area of a parallelogram from a rectangle, the most common transformation that a teacher does to relate the formula of area of these two shapes is

- (1) Flip
- (2) Rotation
- (3) The transformation is not possible
- (4) Translation

एक आयत से किसी समांतर चतुर्भुज का क्षेत्रफल निकालते हुए, सबसे सामान्य एक रूपांतरण जो शिक्षक इन दोनों आकृतियों के क्षेत्रफल के सूत्रों को संबद्धित करने के लिए करता है, वह है

- (1) पलटना
- (2) घूर्णन
- (3) यह रूपांतरण संभव नहीं है
- (4) स्थानांतरण

[Question ID = 52][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q52]

1. 1 [Option ID = 205]
2. 2 [Option ID = 206]
3. 3 [Option ID = 207]
4. 4 [Option ID = 208]

8) Which of the following statements is true for teaching of Data Handling in primary classes ?

- (1) It should not be introduced as students of primary classes won't be able to handle the data.
- (2) It doesn't relate to mathematical concepts in arithmetic and geometry.
- (3) It can be introduced informally in primary classes as students of primary classes can relate it to their daily life experiences.
- (4) It demands higher cognitive skills which are not possessed by students of primary classes.

निम्नलिखित कथनों में से कौन-सा प्राथमिक कक्षाओं में आँकड़ों का प्रबंधन के शिक्षण के संबंध में सही है ?

- (1) इसका परिचय नहीं देना चाहिए क्योंकि प्राथमिक कक्षाओं के विद्यार्थी आँकड़ों को सँभाल नहीं पाएँगे ।
- (2) यह अंकगणित और ज्यामिति में गणितीय अवधारणाओं से संबद्ध नहीं है ।
- (3) इसका प्राथमिक कक्षाओं में अनौपचारिक रूप से परिचय दिया जा सकता है क्योंकि प्राथमिक कक्षाओं के विद्यार्थी इसे अपने दैनिक जीवन के अनुभवों से जोड़ सकते हैं ।
- (4) यह उच्च संज्ञानात्मक कौशल की अपेक्षा रखता है जो प्राथमिक कक्षाओं के विद्यार्थियों के पास नहीं होती है ।

[Question ID = 53][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q53]

1. 1 [Option ID = 209]
2. 2 [Option ID = 210]
3. 3 [Option ID = 211]
4. 4 [Option ID = 212]

9) Which of the following is **not** true for the use of manipulative aids in mathematics at upper-primary level ?

- (1) They help in understanding complex concepts in mathematics.
- (2) They are used to utilize leisure time in a mathematics classroom.
- (3) They act as a pedagogical resource for assessment.
- (4) They help in concrete representation of abstract concepts in mathematics.

निम्नलिखित में से कौन-सी उच्च प्राथमिक स्तर पर गणित में हस्तकौशल सहायक सामग्री के उपयोग के बारे में सही **नहीं** है ?

- (1) ये गणित की जटिल अवधारणाओं को समझने में मदद करते हैं।
- (2) इनका उपयोग गणित की कक्षा में खाली समय बिताने के लिए किया जाता है।
- (3) इनका उपयोग आकलन के लिए एक शिक्षणशास्त्रीय संसाधन के रूप में किया जाता है।
- (4) ये गणित की अमूर्त अवधारणाओं के मूर्त प्रस्तुतीकरण में मदद करते हैं।

[Question ID = 54][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q54]

1. 1 [Option ID = 213]
2. 2 [Option ID = 214]
3. 3 [Option ID = 215]
4. 4 [Option ID = 216]

10) 'An elastic band of 10 cm length is stretched by 5 cm. What is the new length of the elastic band ?'

Hemlata presents the above word problem to the students in her class. The underlying concept that she is referring to is

- (1) Addition
- (2) Ratio
- (3) Multiplication
- (4) Proportion

'10 cm लंबे लचीले फ़ीते को 5 cm और खींचा जाता है। लचीले फ़ीते की नई लंबाई क्या है ?'

हेमलता अपनी कक्षा में विद्यार्थियों के समक्ष उपर्युक्त इबारती सवाल प्रस्तुत करती है। मूल अवधारणा जिसकी ओर वह संकेत कर रही है, वह है

- (1) योग
- (2) अनुपात
- (3) गुणन
- (4) समानुपात

[Question ID = 55][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q55]

1. 1 [Option ID = 217]
2. 2 [Option ID = 218]
3. 3 [Option ID = 219]
4. 4 [Option ID = 220]

11) Following is the conversation between two students about their mathematics class :

A : Lots of questions were going round in my head but I was too scared to ask them.

B : I feel scared of asking questions in mathematics as I would look stupid if I got it wrong.

The situation depicts :

- (a) A teacher-centered classroom
- (b) Lack of fearless environment in the mathematics class
- (c) Excuses made by most of the students in a mathematics classroom
- (d) Lack of conceptual understanding of the teacher

Choose the correct option :

- (1) (a) and (c)
- (2) (b) and (d)
- (3) Only (c)
- (4) (a) and (b)

नीचे दो विद्यार्थियों के बीच अपनी गणित की कक्षा के बारे में हो रहा संवाद दिया गया है :

A : मेरे मस्तिष्क में बहुत से प्रश्न घूम रहे थे पर मुझे पूछने में डर लग रहा था ।

B : मैं गणित में प्रश्न पूछने में बहुत डरती हूँ क्योंकि मुझे लगता है कि यदि वे गलत हुए तो कहीं मैं बेवकूफ न कहलाई जाऊँ ।

यह संवाद क्या प्रदर्शित करता है ?

- (a) अध्यापक-केन्द्रित कक्षा
- (b) गणित की कक्षा में भयरहित माहौल की कमी
- (c) गणित की कक्षा में अधिकांश विद्यार्थियों द्वारा बनाए गए बहाने
- (d) अध्यापक की अवधारणाओं के प्रति समझ में कमी

सही विकल्प का चयन कीजिए :

- (1) (a) और (c)
- (2) (b) और (d)
- (3) केवल (c)
- (4) (a) और (b)

[Question ID = 56][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q56]

- 1. 1 [Option ID = 221]
- 2. 2 [Option ID = 222]
- 3. 3 [Option ID = 223]
- 4. 4 [Option ID = 224]

- 12) According to the National Education Policy (NEP), 2020, the important principle for imparting quality education and making children self-learners is
- (1) Learning what to learn
  - (2) Learning where to learn from
  - (3) Learning how to learn
  - (4) Learning whom to learn from

राष्ट्रीय शिक्षा नीति (NEP), 2020 के अनुसार, गुणवत्ता शिक्षा प्रदान करने और बच्चों को स्वतः/स्वःअधिगमकर्ता बनाने के लिए महत्वपूर्ण सिद्धांत है

- (1) यह सीखना कि क्या सीखना है
- (2) यह सीखना कि कहाँ से सीखना है
- (3) यह सीखना कि कैसे सीखना है
- (4) यह सीखना कि किससे सीखना है

[Question ID = 57][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q57]

1. 1 [Option ID = 225]
2. 2 [Option ID = 226]
3. 3 [Option ID = 227]
4. 4 [Option ID = 228]

- 13) Which of the following is important for a teacher while teaching "Estimation" ?
- (1) Teacher must explain that there is one best way to estimate.
  - (2) Teacher should neglect the answers of students whose answers are farthest off from the estimated answer.
  - (3) Teacher should motivate the students with the closest estimate.
  - (4) Teacher should give space for a range of reasonable answers followed by a discussion.

एक शिक्षक के लिए "अनुमान" के शिक्षण के समय निम्नलिखित में से क्या महत्वपूर्ण है ?

- (1) शिक्षक को यह समझाना चाहिए कि अनुमान लगाने का एक ही श्रेष्ठ मार्ग है।
- (2) शिक्षक को उन विद्यार्थी के उत्तरों की उपेक्षा करनी चाहिए जिनके उत्तर अनुमानित उत्तर से काफी दूर हैं।
- (3) शिक्षक को उन विद्यार्थियों को प्रोत्साहित करना चाहिए जिनका अनुमान सबसे निकट है।
- (4) शिक्षक को विभिन्न यथोचित उत्तरों के परास (रेंज) के लिए अवसर प्रदान करने चाहिए तत्पश्चात् उन पर चर्चा करनी चाहिए।

[Question ID = 58][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q58]

1. 1 [Option ID = 229]
2. 2 [Option ID = 230]
3. 3 [Option ID = 231]
4. 4 [Option ID = 232]

- 14) The primary objective of a diagnostic test in mathematics is
- (1) To emphasize parents to keep home tuitions for the child
  - (2) To prepare report-cards of the children
  - (3) To understand the child's learning gaps in mathematics
  - (4) To distribute children in different sections of a class

गणित में नैदानिक परीक्षा का प्राथमिक उद्देश्य है

- (1) माता-पिता को बच्चे के लिए घर पर ट्यूशन रखने के लिए बल देना
- (2) बच्चों की रिपोर्ट-कार्ड बनाना
- (3) गणित में बच्चे की सीखने में रह गई कमियों को समझना
- (4) बच्चों को कक्षा के विभिन्न खंडों (सेक्शन्स) में बाँटना

[Question ID = 59][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q59]

1. 1 [Option ID = 233]
2. 2 [Option ID = 234]
3. 3 [Option ID = 235]
4. 4 [Option ID = 236]

- 15) A student in a mathematics class says that a square is both a parallelogram and a rectangle. He further says all rectangles are also parallelograms. According to Van Hiele's theory of geometric thinking, the student is at which level of geometric thinking ?

- (1) Relationships
- (2) Analysis
- (3) Visualization
- (4) Axiomatic

गणित की कक्षा में एक विद्यार्थी कहता है कि एक वर्ग, एक समांतर चतुर्भुज और एक आयत दोनों है। वह आगे कहता है सारे आयत भी समांतर चतुर्भुज होते हैं। वैन हिले की ज्यामितीय चिंतन के सिद्धांत के अनुसार, विद्यार्थी, ज्यामितीय चिंतन के किस स्तर पर है ?

- (1) संबद्धता
- (2) विश्लेषण
- (3) दृश्यीकरण
- (4) स्वयंसिद्धीय

[Question ID = 60][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_125\_Q60]

1. 1 [Option ID = 237]
2. 2 [Option ID = 238]
3. 3 [Option ID = 239]
4. 4 [Option ID = 240]

1) The Edible part of tapioca plant is  A  and this is grown abundantly in  B . A and B respectively are

- (1) Leaf, Meghalaya
- (2) Stem, Kashmir
- (3) Root, Kerala
- (4) Flower, Tamil Nadu

टैपियोका (कसावा) पौधे का खाने-योग्य हिस्सा  A  है और यह  B  में प्रचुर मात्रा में उगाया जाता है। A और B क्रमशः क्या हैं ?

- (1) पत्ती, मेघालय
- (2) डंठल, कश्मीर
- (3) जड़, केरल
- (4) फूल, तमिलनाडु

[Question ID = 61][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q61]

1. 1 [Option ID = 241]
2. 2 [Option ID = 242]
3. 3 [Option ID = 243]
4. 4 [Option ID = 244]

2) Deficiency of  A  causes anaemia.  B  and  C  are rich sources of A. A, B and C respectively are

- (1) Calcium, Milk, Eggs
- (2) Iron, Milk, Eggs
- (3) Iron, Spinach, Dates
- (4) Calcium, Spinach, Dates

A  की कमी से रक्त-अल्पता (एनीमिया) होता है और  B  तथा  C , A के उत्तम स्रोत हैं। A, B और C क्रमशः क्या हैं ?

- (1) कैल्शियम, दूध, अंडे
- (2) लोहा (आयरन), दूध, अंडे
- (3) लोहा (आयरन), पालक, खजूर
- (4) कैल्शियम, पालक, खजूर

[Question ID = 62][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q62]

1. 1 [Option ID = 245]
2. 2 [Option ID = 246]
3. 3 [Option ID = 247]
4. 4 [Option ID = 248]



3) Anjali travels from New Delhi to Thiruvananthapuram in a train. Which of the following rivers will she be crossing during her train journey ?

- (1) Narmada, Godavari, Ganga
- (2) Yamuna, Damodar, Krishna
- (3) Narmada, Krishna, Godavari
- (4) Yamuna, Mahanadi, Godavari

अंजलि नई दिल्ली से तिरुवनंतपुरम रेल द्वारा यात्रा कर रही है। अपनी रेल यात्रा के दौरान वह निम्नलिखित में से किन नदियों से गुजरेंगी ?

- (1) नर्मदा, गोदावरी, गंगा
- (2) यमुना, दामोदर, कृष्णा
- (3) नर्मदा, कृष्णा, गोदावरी
- (4) यमुना, महानदी, गोदावरी

[Question ID = 63][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q63]

- 1. 1 [Option ID = 249]
- 2. 2 [Option ID = 250]
- 3. 3 [Option ID = 251]
- 4. 4 [Option ID = 252]

4) Crows make nests on a tree using pieces of wood but  X  which does not make its own nest lays eggs in the crow's nest. X is

- (1) Indian Robin
- (2) Weaver Bird
- (3) Koel
- (4) Sparrow

कौए लकड़ी के छोटे-छोटे टुकड़ों का इस्तेमाल करके वृक्षों पर अपना घोंसला बनाते हैं लेकिन  X  अपना घोंसला नहीं बनाती है और अपने अंडे कौए के घोंसले में देती है। X कौन है ?

- (1) भारतीय राॅबिन
- (2) जुलाहा चिड़िया (बया)
- (3) कोयल
- (4) गौरैया

[Question ID = 64][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q64]

- 1. 1 [Option ID = 253]
- 2. 2 [Option ID = 254]
- 3. 3 [Option ID = 255]
- 4. 4 [Option ID = 256]

5) In  X  district of  Y , ltr, rosewater and kewra water are prepared on large scale. X and Y are

- (1) Madhubani, Bihar
- (2) Kannauj, Uttar Pradesh
- (3) Worli, Maharashtra
- (4) Solan, Himachal Pradesh

Y  के ज़िले  X  में, इत्र, गुलाब जल और केवड़ा जल बहुत बड़े पैमाने पर तैयार किए जाते हैं। X और Y क्या हैं ?

- (1) मधुबनी, बिहार
- (2) कन्नौज, उत्तर प्रदेश
- (3) वरली, महाराष्ट्र
- (4) सोलन, हिमाचल प्रदेश

[Question ID = 65][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q65]

1. 1 [Option ID = 257]
2. 2 [Option ID = 258]
3. 3 [Option ID = 259]
4. 4 [Option ID = 260]

6) *Assertion (A) :*

A boiled egg put in a mug of water sinks whereas it floats when put in salt water.

*Reason (R) :*

The density of egg increases on boiling.

Choose the correct option :

- (1) Both (A) and (R) are correct and (R) is correct explanation of (A)
- (2) Both (A) and (R) are correct but (R) is not correct explanation of (A)
- (3) (A) is correct and (R) is incorrect
- (4) Both (A) and (R) are incorrect

*दावा (A) :*

उबला हुआ अंडा पानी से भरे मग में डाला जाए, तो यह डूब जाता है जबकि नमक वाले पानी में डाला जाए तो यह ऊपर तैरता है।

*तर्क (R) :*

अंडे को उबाले जाने पर उसका घनत्व बढ़ जाता है।

सही विकल्प चुनें :

- (1) (A) और (R) दोनों सही हैं और (R), (A) की सही व्याख्या है
- (2) (A) और (R) दोनों सही हैं लेकिन (R), (A) की सही व्याख्या नहीं है
- (3) (A) सही है और (R) गलत है
- (4) (A) और (R) दोनों ही गलत हैं

[Question ID = 66][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q66]

1. 1 [Option ID = 261]
2. 2 [Option ID = 262]
3. 3 [Option ID = 263]
4. 4 [Option ID = 264]

7) Nowadays we see many wells which are completely dried up. What could be the main reason for this ?

- A. People have started installing boring pumps in the nearby areas of the wells.
- B. The soil in the nearby areas of the wells are concretised.
- C. Water from wells is not used as it is contaminated.

- (1) A and B
- (2) A and C
- (3) Only B
- (4) Only C

आजकल हम देखते हैं कि बहुत से कुएँ पूरी तरह से सूख चुके हैं। इस स्थिति का मुख्य कारण क्या हो सकता है ?

- A. लोगों ने कुएँ के समीपस्थ क्षेत्रों में बोरिंग पम्प लगाने शुरू कर दिए हैं।
- B. कुओं के आस-पास के क्षेत्र में मिट्टी कंकरीट की हो गयी है।
- C. कुओं का पानी दूषित होने के कारण उपयोग में नहीं लाया जाता है।

- (1) A और B
- (2) A और C
- (3) केवल B
- (4) केवल C

[Question ID = 67][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q67]

1. 1 [Option ID = 265]
2. 2 [Option ID = 266]
3. 3 [Option ID = 267]
4. 4 [Option ID = 268]

8) One of the common methods to prevent mosquitoes breeding in rainy season is to put kerosene on stagnant water. The reason for this is

- (1) Kerosene cuts off oxygen supply to mosquitoes
- (2) Mosquitoes are trapped in kerosene
- (3) Kerosene contains substance which kills mosquitoes
- (4) The smell of kerosene repels the mosquitoes

ठहरे हुए जल पर मिट्टी का तेल डालना बरसात के दिनों में मच्छरों के प्रजनन को रोकने का एक सामान्य तरीका है। इसका क्या कारण है ?

- (1) मिट्टी के तेल से मच्छरों को ऑक्सीजन की आपूर्ति बाधित हो जाती है
- (2) मच्छर मिट्टी के तेल में फँस जाते हैं
- (3) मिट्टी के तेल में एक ऐसा पदार्थ होता है जो मच्छरों को मार देता है
- (4) मिट्टी के तेल की गंध मच्छरों को विकर्षित करती है

[Question ID = 68][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q68]

1. 1 [Option ID = 269]
2. 2 [Option ID = 270]
3. 3 [Option ID = 271]
4. 4 [Option ID = 272]

9) Which of the following States/Union Territories have coastline on Bay of Bengal ?

- (1) Karnataka, Maharashtra, Kerala
- (2) Odisha, Tamil Nadu, Andhra Pradesh
- (3) Puducherry, Karnataka, Goa
- (4) Daman, Puducherry, Telangana

निम्नलिखित में से कौन-से राज्य/केन्द्र शासित प्रदेश बंगाल की खाड़ी की तटरेखा पर हैं ?

- (1) कर्नाटक, महाराष्ट्र, केरल
- (2) ओडिशा, तमिलनाडु, आंध्र प्रदेश
- (3) पुडुचेरी, कर्नाटक, गोवा
- (4) दमन, पुडुचेरी, तेलंगाना

[Question ID = 69][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q69]

1. 1 [Option ID = 273]
2. 2 [Option ID = 274]
3. 3 [Option ID = 275]
4. 4 [Option ID = 276]

10) In a village in India, houses are made up of thick walls and are plastered with mud. The roofs of the houses are made of thorny bushes. This village is likely to be in a

- (1) desert region
- (2) snowy region
- (3) high rainfall region
- (4) forest region in the plains

भारत के एक गाँव में घरों की दीवारें आमतौर पर मोटी होती हैं और मिट्टी से पुती होती हैं। इन घरों की छतें काँटिदार झाड़ियों से बनाई जाती हैं। इस प्रकार के गाँव आमतौर पर किस क्षेत्र में हैं ?

- (1) मरुस्थल क्षेत्र
- (2) बर्फीले क्षेत्र
- (3) अधिक वर्षा वाले क्षेत्र
- (4) मैदानी इलाकों के वनीय क्षेत्र

[Question ID = 70][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q70]

1. 1 [Option ID = 277]
2. 2 [Option ID = 278]
3. 3 [Option ID = 279]
4. 4 [Option ID = 280]

11) *Assertion (A)* :

Sweet Potato is a root.

*Reason (R)* :

It stores food.

Choose the correct option :

- (1) Both (A) and (R) are correct and (R) is correct explanation of (A)
- (2) Both (A) and (R) are correct but (R) is not correct explanation of (A)
- (3) (A) is correct and (R) is incorrect
- (4) Both (A) and (R) are incorrect

*दावा (A)* :

शकरकंदी एक जड़ है।

*तर्क (R)* :

यह भोजन (खाद्य पदार्थ) संग्रहित करती है।

सही विकल्प चुनें :

- (1) (A) और (R) दोनों सही हैं और (R), (A) की सही व्याख्या है
- (2) (A) और (R) दोनों सही हैं लेकिन (R), (A) की सही व्याख्या नहीं है
- (3) (A) सही है लेकिन (R) गलत है
- (4) (A) और (R) दोनों ही गलत हैं

[Question ID = 71][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q71]

1. 1 [Option ID = 281]
2. 2 [Option ID = 282]
3. 3 [Option ID = 283]
4. 4 [Option ID = 284]

12) *Assertion (A)* :

In Jhoom farming, weeds are cut and burnt instead of pulling out.

*Reason (R)* :

Ash mixes with soil which increases soil fertility.

- (1) Both (A) and (R) are correct and (R) is correct explanation of (A)
- (2) Both (A) and (R) are correct but (R) is not correct explanation of (A)
- (3) (A) is correct and (R) is incorrect
- (4) Both (A) and (R) are incorrect

*दावा (A)* :

झूम की खेती में, खरपतवारों को उखाड़ने के स्थान पर काट और जला दिया जाता है।

*तर्क (R)* :

राख मिट्टी में मिल जाती है जिससे कि मिट्टी की उर्वरता बढ़ जाती है।

- (1) (A) और (R) दोनों सही हैं और (R), (A) की सही व्याख्या है
- (2) (A) और (R) दोनों सही हैं लेकिन (R), (A) की सही व्याख्या नहीं है
- (3) (A) सही है और (R) गलत है
- (4) (A) और (R) दोनों गलत हैं

[Question ID = 72][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q72]

1. 1 [Option ID = 285]
2. 2 [Option ID = 286]
3. 3 [Option ID = 287]
4. 4 [Option ID = 288]

13) *Assertion (A)* :

Earthworm is referred to as a farmer's best friend.

*Reason (R)* :

Earthworms destroy the weeds.

Choose the correct option :

- (1) Both (A) and (R) are true and (R) is correct explanation of (A)
- (2) Both (A) and (R) are true but (R) is not correct explanation of (A)
- (3) (A) is true but (R) is false
- (4) Both (A) and (R) are false

दावा (A) :

केंचुआ किसानों का सबसे अच्छा मित्र माना जाता है।

तर्क (R) :

केंचुए खरपतवारों को नष्ट करते हैं।

सही विकल्प चुनें :

- (1) (A) और (R) दोनों सही हैं और (R), (A) की सही व्याख्या है
- (2) (A) और (R) दोनों सही हैं लेकिन (R), (A) की सही व्याख्या नहीं है
- (3) (A) सही है लेकिन (R) गलत है
- (4) (A) और (R) दोनों गलत हैं

[Question ID = 73][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q73]

1. 1 [Option ID = 289]
2. 2 [Option ID = 290]
3. 3 [Option ID = 291]
4. 4 [Option ID = 292]

14) Rajiv wants to make compost in his home. Which of the following type of waste should be put in the compost pit ?

- (1) Aluminium foil, Vegetable peels, Egg shells
- (2) Vegetable peels, Filtered tea leaves, Paper
- (3) Vegetable peels, Polythene, Paper
- (4) Aluminium foil, Milk packets, Newspaper

राजीव अपने घर में कम्पोस्ट (वानस्पतिक खाद) बनाना चाहता है। निम्नलिखित में से कौन-से अपशिष्ट पदार्थ उसको कम्पोस्ट पिट में डालने चाहिए ?

- (1) ऐलुमिनियम पत्ती, वनस्पति छिलके, अंडों के छिलके
- (2) वनस्पति छिलके, छनी हुई चाय की पत्तियाँ, कागज़
- (3) वनस्पति छिलके, पॉलिथीन, कागज़
- (4) ऐलुमिनियम पत्ती, दूध के पैकेट, अखबार

[Question ID = 74][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q74]

1. 1 [Option ID = 293]
2. 2 [Option ID = 294]
3. 3 [Option ID = 295]
4. 4 [Option ID = 296]

15) A seed is

- (1) living as it is product of plant
- (2) non-living as we can cook it
- (3) living as it can grow into plant
- (4) non-living as it does not respire

## बीज

- (1) सजीव है क्योंकि वह पौधे का भाग है
- (2) निर्जीव है, क्योंकि हम इसको पका सकते हैं
- (3) सजीव है, क्योंकि यह एक पौधे में वृद्धि कर सकता है
- (4) निर्जीव है, जैसा कि यह श्वसन नहीं करता है

[Question ID = 75][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q75]

1. 1 [Option ID = 297]
2. 2 [Option ID = 298]
3. 3 [Option ID = 299]
4. 4 [Option ID = 300]

Topic:- EVS\_Q76-90\_P1\_CTET

- 1) Which of the following should be done by EVS teacher while assessing students ?
- A. Write qualitative statements about students.
  - B. Focus only on a few aspects of students.
  - C. Make record of information with focus on learning potential of students.
  - D. Compare previous record of students

Choose the correct option :

- (1) A, B, C
- (2) A, B, D
- (3) A, C, D
- (4) B, C, D

एक पर्यावरण अध्ययन शिक्षक के द्वारा बच्चों के आकलन में निम्न में से क्या किया जाना चाहिए ?

- A. बच्चों के बारे में गुणात्मक कथन लिखना ।
- B. बच्चों के सिर्फ कुछ ही पक्षों पर केंद्रित होना ।
- C. बच्चों की सीखने की क्षमता पर ध्यान केन्द्रित करते हुए जानकारी अभिलिखित करना ।
- D. बच्चों के पूर्व अभिलेखों की तुलना करना ।

सही विकल्प चुनिए :

- (1) A, B, C
- (2) A, B, D
- (3) A, C, D
- (4) B, C, D

[Question ID = 211][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q76]

1. 1 [Option ID = 841]
2. 2 [Option ID = 842]
3. 3 [Option ID = 843]
4. 4 [Option ID = 844]



- 2) Which of the following is an important feature in school field trip in EVS teaching ?
- (1) Awakens students' interest to learn and get new learning information.
  - (2) Both teacher and students get a break from regular teaching-learning practice.
  - (3) The funds for teaching-learning are properly utilized.
  - (4) Parents feel happy to see their children going on picnic.

निम्न में से कौन-सा पर्यावरण अध्ययन शिक्षण में विद्यालयी क्षेत्र भ्रमण का महत्वपूर्ण लक्षण है ?

- (1) विद्यार्थियों में नयी अधिगम जानकारी लेने की और सीखने की रुचि जगाना ।
- (2) विद्यार्थियों और शिक्षक, दोनों को नियमित सीखने-सिखाने की प्रक्रिया से मुक्ति मिलती है ।
- (3) शिक्षण अधिगम के लिए निधि का सही उपयोग करना ।
- (4) अपने बच्चों को पिकनिक पर जाते हुए देख अभिभावकों का प्रसन्न होना ।

[Question ID = 212][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q77]

1. 1 [Option ID = 845]
2. 2 [Option ID = 846]
3. 3 [Option ID = 847]
4. 4 [Option ID = 848]

- 3) EVS curriculum has followed a theme-based approach to
- (1) cover wide range of concepts in one go.
  - (2) save resources.
  - (3) help in assessing knowledge of children holistically.
  - (4) enable students to be concerned about society and nature both.

पर्यावरण अध्ययन पाठ्यचर्या में विषय-आधारित उपागम का पालन क्यों किया गया है ?

- (1) एक ही बार में अधिक से अधिक संकल्पनाओं को पूरा करना ।
- (2) संसाधनों को बचाना ।
- (3) बच्चों के अर्जित ज्ञान का संपूर्ण आकलन करना ।
- (4) विद्यार्थियों को समाज और प्रकृति दोनों के बारे में संवेदनशील बनाना ।

[Question ID = 213][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q78]

1. 1 [Option ID = 849]
2. 2 [Option ID = 850]
3. 3 [Option ID = 851]
4. 4 [Option ID = 852]

- 4) In the context of EVS teaching, NCF 2005 does *not* propose
- (1) Hands-on-activities
  - (2) Thematic approach
  - (3) Linking students' experience and context
  - (4) Knowing technical terms

पर्यावरण अध्ययन शिक्षण के संबंध में, NCF 2005 की प्रस्तावना **नहीं है**

- (1) करके सीखने वाली गतिविधियाँ
- (2) विषय-संबंधी उपागम
- (3) विद्यार्थियों के अनुभव व संदर्भ को जोड़ना
- (4) तकनीकी शब्दावली को जानना

[Question ID = 214][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q79]

1. 1 [Option ID = 853]
2. 2 [Option ID = 854]
3. 3 [Option ID = 855]
4. 4 [Option ID = 856]

5) In the teaching-learning of EVS, poems and stories are effective because they can

- A. nurture curiosity in children.
- B. nurture aesthetic sense in children.
- C. provide contextual learning environment.
- D. explain various abstract environment.

Choose the correct option :

- (1) A, B and D
- (2) B, C and D
- (3) A, B and C
- (4) A and B

पर्यावरण अध्ययन शिक्षण-अधिगम में कविताओं और कहानियों का महत्त्व है क्योंकि

- A. बच्चों में जिज्ञासा विकसित होती है।
- B. बच्चों में सौंदर्य बोध विकसित होता है।
- C. बच्चों को संदर्भित अधिगम वातावरण प्रदान होता है।
- D. विभिन्न अमूर्त वातावरण की व्याख्या होती है।

सही विकल्प चुनें :

- (1) A, B और D
- (2) B, C और D
- (3) A, B और C
- (4) A और B

[Question ID = 215][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q80]

1. 1 [Option ID = 857]
2. 2 [Option ID = 858]
3. 3 [Option ID = 859]
4. 4 [Option ID = 860]

6) Environmental studies education for primary students intends that

- (1) Students become less inquisitive.
- (2) Students become more inquisitive.
- (3) Students make fewer mistakes.
- (4) Students develop good drawing and writing skills.

प्राथमिक विद्यार्थियों के लिए पर्यावरण अध्ययन शिक्षण अभिप्राय रखता है कि

- (1) विद्यार्थी कम जिज्ञासु हों ।
- (2) विद्यार्थी ज्यादा जिज्ञासु हों ।
- (3) विद्यार्थी कम गलतियाँ करें ।
- (4) विद्यार्थी अच्छे रेखाचित्र बनाने व लेखन कौशल विकसित करें ।

[Question ID = 216][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q81]

1. 1 [Option ID = 861]
2. 2 [Option ID = 862]
3. 3 [Option ID = 863]
4. 4 [Option ID = 864]

7) EVS pedagogy advocates the following practices *except*

- (1) Capacitating students for critical thinking and problem solving.
- (2) Acknowledging textbooks are superior over actual life experiences.
- (3) Promoting collaboration amongst students.
- (4) Nurturing the creativity and curiosity of students.

पर्यावरण अध्ययन में शिक्षणशास्त्र निम्न में से सभी चलन का समर्थन करता है सिवाय

- (1) विद्यार्थियों को सक्षम करना कि वे समालोचनात्मक चिंतन एवं समस्या समाधान कर सकें ।
- (2) पाठ्यपुस्तकों को वास्तविक जीवन के अनुभवों से बेहतर मानना ।
- (3) विद्यार्थियों में सहयोग को बढ़ावा देना ।
- (4) विद्यार्थियों की जिज्ञासा और सृजनात्मकता का पोषण करना ।

[Question ID = 217][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q82]

1. 1 [Option ID = 865]
2. 2 [Option ID = 866]
3. 3 [Option ID = 867]
4. 4 [Option ID = 868]

8) What do we call the folder in which students put their worksheets, observation reports and other materials collected during a term ?

- (1) Portfolios
- (2) Anecdotal records
- (3) Project
- (4) File

एक फोल्डर जिसमें विद्यार्थी एक सत्र के अपने कार्यपत्रक, अवलोकन रिपोर्ट एवं अन्य सामग्रियों को इकट्ठा करते हैं, उसे क्या कहते हैं ?

- (1) पोर्टफोलियो
- (2) उपाख्यानात्मक अभिलेख
- (3) परियोजना
- (4) फाइल

[Question ID = 218][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q83]

1. 1 [Option ID = 869]
2. 2 [Option ID = 870]
3. 3 [Option ID = 871]
4. 4 [Option ID = 872]

9) Why is 'Community' important for teaching-learning in EVS at primary level ?

- (1) It is an easily available resource.
- (2) It comprises wise and elderly people.
- (3) It provides learning opportunities in a real setting.
- (4) It does not need any funds for expenditure.

प्राथमिक स्तर पर पर्यावरण अध्ययन में अध्यापन-अधिगम के लिए 'समुदाय' जरूरी क्यों है ?

- (1) यह आसानी से उपलब्ध संसाधन है ।
- (2) इसमें बड़े और समझदार लोग होते हैं ।
- (3) यह वास्तविक परिवेश में सीखने का मौका देता है ।
- (4) इसके लिए किसी कोष के खर्च की आवश्यकता नहीं होती ।

[Question ID = 219][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q84]

1. 1 [Option ID = 873]
2. 2 [Option ID = 874]
3. 3 [Option ID = 875]
4. 4 [Option ID = 876]

10) Which of the following represents characteristics of an EVS textbook ?

- A. It caters to the needs of students from diverse backgrounds.
- B. It contains true stories and incidents.
- C. It presents natural and socio-cultural content in an integrated manner.
- D. It focusses on explanation of abstract concepts.

Choose the correct option :

- (1) A, B and C
- (2) A only
- (3) B, C and D
- (4) A, C and D

एक पर्यावरण अध्ययन की पाठ्यपुस्तक निम्नलिखित में से कौन-सी विशिष्टता दर्शाती है ?

- A. यह विविध पृष्ठभूमि के विद्यार्थियों की ज़रूरतों का ध्यान रखती है।
- B. इसमें वास्तविक कहानियाँ और घटनाएँ हैं।
- C. यह एकीकृत रूप से प्राकृतिक और सामाजिक-सांस्कृतिक विषय प्रस्तुत करती है।
- D. यह अमूर्त संकल्पनाओं की व्याख्या पर केंद्रित है।

सही विकल्प चुनें :

- (1) A, B और C
- (2) केवल A
- (3) B, C और D
- (4) A, C और D

[Question ID = 220][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q85]

- 1. 1 [Option ID = 877]
- 2. 2 [Option ID = 878]
- 3. 3 [Option ID = 879]
- 4. 4 [Option ID = 880]

11) 'Do this and find out' in different topics of EVS book aims at

- (1) keeping students engaged.
- (2) providing hands-on experience to students.
- (3) learning scientific terms.
- (4) attaining learning outcomes through good performance in examination.

पर्यावरण अध्ययन पुस्तकों में विभिन्न प्रकरणों में 'आओ करके सीखें' का उद्देश्य है

- (1) विद्यार्थियों को संलग्न करने में।
- (2) विद्यार्थियों को 'करके-सीखने' का अनुभव प्रदान करना।
- (3) वैज्ञानिक शब्दावली को सीखना।
- (4) परीक्षा में उत्तम परिणाम द्वारा अधिगम प्रतिफलों की प्राप्ति करना।

[Question ID = 221][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q86]

- 1. 1 [Option ID = 881]
- 2. 2 [Option ID = 882]
- 3. 3 [Option ID = 883]
- 4. 4 [Option ID = 884]

12) Which of the following are objectives of studying EVS ?

- A. Enabling students to learn and recall key terms and distinctions.
- B. Enabling students to do questioning.
- C. Enabling students to reject each other's culture.
- D. Enabling students to grow into responsible citizens.

Choose the correct option :

- (1) A, B and C
- (2) B and D
- (3) A, B and D
- (4) A, C and D

निम्न में से कौन-से पर्यावरण अध्ययन के उद्देश्य हैं ?

- A. विद्यार्थियों को मुख्य बिन्दुओं को याद करने और उनमें अंतर करने के लिए तैयार करना ।
- B. विद्यार्थियों को प्रश्न पूछने के लिए प्रेरित करना ।
- C. विद्यार्थियों को एक दूसरे की संस्कृति को अस्वीकार करने के लिए तैयार करना ।
- D. विद्यार्थियों को जिम्मेदार नागरिक बनाना ।

सही विकल्प चुनें :

- (1) A, B और C
- (2) B और D
- (3) A, B और D
- (4) A, C और D

[Question ID = 222][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q87]

- 1. 1 [Option ID = 885]
- 2. 2 [Option ID = 886]
- 3. 3 [Option ID = 887]
- 4. 4 [Option ID = 888]

13) In NCERT textbook of EVS, priority and space has been given to

- (1) Provide opportunities to learners for contemplation and wondering.
- (2) Explain basic concepts of the subject.
- (3) Explain definition of key terms.
- (4) Include large number of practice sheets.

पर्यावरण अध्ययन की NCERT की पाठ्यपुस्तक में खाली स्थान दिया गया है

- (1) विद्यार्थियों को मनन-चिंतन करने के लिए अवसर देने के लिए ।
- (2) विषय की सामान्य संकल्पनाओं की व्याख्या करने के लिए ।
- (3) मुख्य बिंदुओं को परिभाषित करने के लिए ।
- (4) अधिक संख्या में अभ्यास पत्रक शामिल करने के लिए ।

[Question ID = 223][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q88]

1. 1 [Option ID = 889]
2. 2 [Option ID = 890]
3. 3 [Option ID = 891]
4. 4 [Option ID = 892]

14) NCF 2005 has not recommended any textbook for EVS for classes I and II. The most appropriate reason/reasons is/are

- A. to provide contextual learning environment.
- B. as students of class I and II are very young to learn EVS.
- C. EVS is suitable for class III onwards.
- D. to reduce load of curriculum on primary grade children.

- (1) A and D
- (2) A and C
- (3) B and D
- (4) B and C

कक्षा I और II के पर्यावरण अध्ययन में, NCF 2005 ने कोई पाठ्यपुस्तक निर्धारित नहीं की है। इसका सर्वाधिक उपयुक्त कारण है

- A. विद्यार्थी संदर्भित अधिगम परिवेश से सीखते हैं।
- B. कक्षा I और II के विद्यार्थी पर्यावरण अध्ययन सीखने के लिए बहुत छोटे हैं।
- C. पर्यावरण अध्ययन कक्षा-III के उपरांत उपयुक्त है।
- D. प्राथमिक स्तर के बच्चों का पाठ्यचर्या के भार को कम करना है।

- (1) A और D
- (2) A और C
- (3) B और D
- (4) B और C

[Question ID = 224][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q89]

1. 1 [Option ID = 893]
2. 2 [Option ID = 894]
3. 3 [Option ID = 895]
4. 4 [Option ID = 896]

15) A competent EVS teacher uses pedagogical processes which are

- (1) True to child's life.
- (2) True to subject.
- (3) True to school.
- (4) True to child's life and subject.

एक दक्ष पर्यावरण अध्ययन शिक्षक वह है जो ऐसी शिक्षाशास्त्रीय प्रक्रियाओं का उपयोग करता/करती है जो

- (1) बच्चों के वास्तविक जीवन से सम्बन्धित हों।
- (2) वास्तविक विषय से संबंधित हों।
- (3) विद्यालय से वास्तविक तौर पर संबंधित हों।
- (4) वास्तविक तौर पर बच्चों के जीवन और विषय से संबंधित हों।

[Question ID = 225][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_125\_Q90]

1. 1 [Option ID = 897]
2. 2 [Option ID = 898]
3. 3 [Option ID = 899]
4. 4 [Option ID = 900]

Topic:- HIN\_Q91-99\_L1\_P1\_CTET

1) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए।

आजकल बड़े-बड़े कल-कारखाने, उद्योगशालाएँ अपनी धुआँ उगलती चिमनियों से वायुमंडल में प्राणघातक जहरीली हवाएँ प्रसारित कर रही हैं। इन उद्योगशालाओं और कारखानों में प्रयुक्त होने वाला पानी अनेक प्रकार के जहरीले रसायनों से युक्त अवशेष के रूप में नदियों में बेहिकक उँडेला जा रहा है जो नदियों के प्राकृतिक जल को अपेय बना रहा है। इसके अलावा सड़कों पर दौड़ते वाहन, उनका धुआँ और जहरीली गैसें भी इस प्रदूषण में अपना अंशदान कर रही हैं। इस चौतरफ़ा आक्रमण से मानव सभ्यता का बच पाना एक कठिन कार्य लग रहा है क्योंकि प्राणवायु के अभाव में जीवन के संभव रहने की कल्पना भी नहीं की जा सकती।

वायुमंडल में प्राणों को संकट में डालने वाली विषैली हवाएँ कौन फैला रहा है ?

- (1) कारखानों की चिमनियाँ
- (2) कारखानों की नालियाँ
- (3) बड़े-बड़े कल के कारखाने
- (4) कारखाने और प्रयोगशालाएँ

[Question ID = 121][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q91]

1. 1 [Option ID = 481]
2. 2 [Option ID = 482]
3. 3 [Option ID = 483]
4. 4 [Option ID = 484]



- 2) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

आजकल बड़े-बड़े कल-कारखाने, उद्योगशालाएँ अपनी धुआँ उगलती चिमनियों से वायुमंडल में प्राणघातक जहरीली हवाएँ प्रसारित कर रही हैं । इन उद्योगशालाओं और कारखानों में प्रयुक्त होने वाला पानी अनेक प्रकार के जहरीले रसायनों से युक्त अवशेष के रूप में नदियों में बेहिचक उँडेला जा रहा है जो नदियों के प्राकृतिक जल को अपेय बना रहा है । इसके अलावा सड़कों पर दौड़ते वाहन, उनका धुआँ और जहरीली गैसों भी इस प्रदूषण में अपना अंशदान कर रही हैं । इस चौतरफ़ा आक्रमण से मानव सभ्यता का बच पाना एक कठिन कार्य लग रहा है क्योंकि प्राणवायु के अभाव में जीवन के संभव रहने की कल्पना भी नहीं की जा सकती ।

गद्यांश के आधार पर नदियों के जल को प्रदूषित कर रहा है

- (1) कारखानों से निकलने वाली जहरीली वायु
- (2) कारखानों से निकलने वाला धुआँ
- (3) घरों से निकलने वाले अपशिष्ट पदार्थ
- (4) कारखानों से निकलने वाला रसायन युक्त पानी

[Question ID = 122][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q92]

1. 1 [Option ID = 485]
2. 2 [Option ID = 486]
3. 3 [Option ID = 487]
4. 4 [Option ID = 488]

- 3) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

आजकल बड़े-बड़े कल-कारखाने, उद्योगशालाएँ अपनी धुआँ उगलती चिमनियों से वायुमंडल में प्राणघातक जहरीली हवाएँ प्रसारित कर रही हैं । इन उद्योगशालाओं और कारखानों में प्रयुक्त होने वाला पानी अनेक प्रकार के जहरीले रसायनों से युक्त अवशेष के रूप में नदियों में बेहिचक उँडेला जा रहा है जो नदियों के प्राकृतिक जल को अपेय बना रहा है । इसके अलावा सड़कों पर दौड़ते वाहन, उनका धुआँ और जहरीली गैसों भी इस प्रदूषण में अपना अंशदान कर रही हैं । इस चौतरफ़ा आक्रमण से मानव सभ्यता का बच पाना एक कठिन कार्य लग रहा है क्योंकि प्राणवायु के अभाव में जीवन के संभव रहने की कल्पना भी नहीं की जा सकती ।

इनमें से कौन-सा वायु प्रदूषण का कारक **नहीं** है ?

- (1) वाहन
- (2) उद्योग
- (3) कारखाने
- (4) विद्यालय

[Question ID = 123][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q93]

1. 1 [Option ID = 489]

2. 2 [Option ID = 490]
3. 3 [Option ID = 491]
4. 4 [Option ID = 492]

4) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

आजकल बड़े-बड़े कल-कारखाने, उद्योगशालाएँ अपनी धुआँ उगलती चिमनियों से वायुमंडल में प्राणघातक जहरीली हवाएँ प्रसारित कर रही हैं । इन उद्योगशालाओं और कारखानों में प्रयुक्त होने वाला पानी अनेक प्रकार के जहरीले रसायनों से युक्त अवशेष के रूप में नदियों में बेहिचक उँडेला जा रहा है जो नदियों के प्राकृतिक जल को अपेय बना रहा है । इसके अलावा सड़कों पर दौड़ते वाहन, उनका धुआँ और जहरीली गैसों भी इस प्रदूषण में अपना अंशदान कर रही हैं । इस चौतरफ़ा आक्रमण से मानव सभ्यता का बच पाना एक कठिन कार्य लग रहा है क्योंकि प्राणवायु के अभाव में जीवन के संभव रहने की कल्पना भी नहीं की जा सकती ।

‘प्राणवायु के अभाव में जीवन के संभव रहने की कल्पना भी नहीं की जा सकती ।’ वाक्य में रेखांकित पद के स्थान पर प्रयुक्त किया जा सकता है

- (1) अभावपूर्ण
- (2) अनुपस्थिति
- (3) अतिशयता
- (4) अभावग्रस्त

[Question ID = 124][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q94]

1. 1 [Option ID = 493]
2. 2 [Option ID = 494]
3. 3 [Option ID = 495]
4. 4 [Option ID = 496]

- 5) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

आजकल बड़े-बड़े कल-कारखाने, उद्योगशालाएँ अपनी धुआँ उगलती चिमनियों से वायुमंडल में प्राणघातक जहरीली हवाएँ प्रसारित कर रही हैं । इन उद्योगशालाओं और कारखानों में प्रयुक्त होने वाला पानी अनेक प्रकार के जहरीले रसायनों से युक्त अवशेष के रूप में नदियों में बेहिचक उँडेला जा रहा है जो नदियों के प्राकृतिक जल को अपेय बना रहा है । इसके अलावा सड़कों पर दौड़ते वाहन, उनका धुआँ और जहरीली गैसों भी इस प्रदूषण में अपना अंशदान कर रही हैं । इस चौतरफ़ा आक्रमण से मानव सभ्यता का बच पाना एक कठिन कार्य लग रहा है क्योंकि प्राणवायु के अभाव में जीवन के संभव रहने की कल्पना भी नहीं की जा सकती ।

गद्यांश के आधार पर 'चौतरफ़ा आक्रमण से मानव सभ्यता का बचना असंभव है ।' वाक्य से तात्पर्य है

- (1) शत्रुओं द्वारा किए जा रहे आक्रमणों से मानव का अस्तित्व संकट में है ।
- (2) वायुमंडल के प्रदूषित होने से मानव का अस्तित्व संकट में है ।
- (3) पड़ोसी देशों द्वारा किए जा रहे आक्रमणों से मानव सभ्यता संकट में है ।
- (4) अनेक रोगों के कारण मानव सभ्यता पर संकट छाया हुआ है ।

[Question ID = 125][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q95]

1. 1 [Option ID = 497]
2. 2 [Option ID = 498]
3. 3 [Option ID = 499]
4. 4 [Option ID = 500]

- 6) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

आजकल बड़े-बड़े कल-कारखाने, उद्योगशालाएँ अपनी धुआँ उगलती चिमनियों से वायुमंडल में प्राणघातक जहरीली हवाएँ प्रसारित कर रही हैं । इन उद्योगशालाओं और कारखानों में प्रयुक्त होने वाला पानी अनेक प्रकार के जहरीले रसायनों से युक्त अवशेष के रूप में नदियों में बेहिचक उँडेला जा रहा है जो नदियों के प्राकृतिक जल को अपेय बना रहा है । इसके अलावा सड़कों पर दौड़ते वाहन, उनका धुआँ और जहरीली गैसों भी इस प्रदूषण में अपना अंशदान कर रही हैं । इस चौतरफ़ा आक्रमण से मानव सभ्यता का बच पाना एक कठिन कार्य लग रहा है क्योंकि प्राणवायु के अभाव में जीवन के संभव रहने की कल्पना भी नहीं की जा सकती ।

'बड़े-बड़े' शब्द युग्म है

- (1) पुनरुक्त शब्द
- (2) विलोम शब्द
- (3) पर्यायवाची शब्द
- (4) सार्थक-निरर्थक शब्द

[Question ID = 126][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q96]

1. 1 [Option ID = 501]
2. 2 [Option ID = 502]
3. 3 [Option ID = 503]
4. 4 [Option ID = 504]

7) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

आजकल बड़े-बड़े कल-कारखाने, उद्योगशालाएँ अपनी धुआँ उगलती चिमनियों से वायुमंडल में प्राणघातक जहरीली हवाएँ प्रसारित कर रही हैं । इन उद्योगशालाओं और कारखानों में प्रयुक्त होने वाला पानी अनेक प्रकार के जहरीले रसायनों से युक्त अवशेष के रूप में नदियों में बेहिचक उँडेला जा रहा है जो नदियों के प्राकृतिक जल को अपेय बना रहा है । इसके अलावा सड़कों पर दौड़ते वाहन, उनका धुआँ और जहरीली गैसें भी इस प्रदूषण में अपना अंशदान कर रही हैं । इस चौतरफ़ा आक्रमण से मानव सभ्यता का बच पाना एक कठिन कार्य लग रहा है क्योंकि प्राणवायु के अभाव में जीवन के संभव रहने की कल्पना भी नहीं की जा सकती ।

‘चौतरफ़ा’ में समास का भेद है

- (1) द्वंद्व समास
- (2) द्विगु समास
- (3) तत्पुरुष समास
- (4) बहुव्रीहि समास

[Question ID = 127][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q97]

1. 1 [Option ID = 505]
2. 2 [Option ID = 506]
3. 3 [Option ID = 507]
4. 4 [Option ID = 508]

- 8) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

आजकल बड़े-बड़े कल-कारखाने, उद्योगशालाएँ अपनी धुआँ उगलती चिमनियों से वायुमंडल में प्राणघातक जहरीली हवाएँ प्रसारित कर रही हैं । इन उद्योगशालाओं और कारखानों में प्रयुक्त होने वाला पानी अनेक प्रकार के जहरीले रसायनों से युक्त अवशेष के रूप में नदियों में बेहिचक उँडेला जा रहा है जो नदियों के प्राकृतिक जल को अपेय बना रहा है । इसके अलावा सड़कों पर दौड़ते वाहन, उनका धुआँ और जहरीली गैसों भी इस प्रदूषण में अपना अंशदान कर रही हैं । इस चौतरफ़ा आक्रमण से मानव सभ्यता का बच पाना एक कठिन कार्य लग रहा है क्योंकि प्राणवायु के अभाव में जीवन के संभव रहने की कल्पना भी नहीं की जा सकती ।

‘बेहिचक’ शब्द है

- (1) तत्सम
- (2) तद्भव
- (3) आगत
- (4) देशज

[Question ID = 128][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q98]

1. 1 [Option ID = 509]
2. 2 [Option ID = 510]
3. 3 [Option ID = 511]
4. 4 [Option ID = 512]

- 9) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

आजकल बड़े-बड़े कल-कारखाने, उद्योगशालाएँ अपनी धुआँ उगलती चिमनियों से वायुमंडल में प्राणघातक जहरीली हवाएँ प्रसारित कर रही हैं । इन उद्योगशालाओं और कारखानों में प्रयुक्त होने वाला पानी अनेक प्रकार के जहरीले रसायनों से युक्त अवशेष के रूप में नदियों में बेहिचक उँडेला जा रहा है जो नदियों के प्राकृतिक जल को अपेय बना रहा है । इसके अलावा सड़कों पर दौड़ते वाहन, उनका धुआँ और जहरीली गैसों भी इस प्रदूषण में अपना अंशदान कर रही हैं । इस चौतरफ़ा आक्रमण से मानव सभ्यता का बच पाना एक कठिन कार्य लग रहा है क्योंकि प्राणवायु के अभाव में जीवन के संभव रहने की कल्पना भी नहीं की जा सकती ।

‘प्रसारित’ शब्द में प्रत्यय है

- (1) प्र
- (2) रित्
- (3) इत्
- (4) त्

[Question ID = 129][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q99]

1. 1 [Option ID = 513]

2. 2 [Option ID = 514]
3. 3 [Option ID = 515]
4. 4 [Option ID = 516]

Topic:- HIN\_Q100-105\_L1\_P1\_CTET

- 1) **निर्देश :** निम्नलिखित कविता को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

कोई व्यक्ति विशेष नहीं तेरा अपना है,  
जो यह समझे हाय ! देखता वह सपना है ।  
तुझको सारे जीव एक से ही प्यारे हैं  
कर्मों के फल मात्र यहाँ न्यारे-न्यारे हैं  
हे मातृभूमि ! तेरे निकट सबका सम संबंध है,  
जो भेद मानता वह अहो ! लोचनयुक्त भी अन्ध है ।  
कविता में किसे संबोधित किया गया है ?

- (1) समस्त जीवों को
- (2) मातृभूमि को
- (3) लोगों को
- (4) न्यारों को

[Question ID = 130][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q100]

1. 1 [Option ID = 517]
2. 2 [Option ID = 518]
3. 3 [Option ID = 519]
4. 4 [Option ID = 520]

- 2) **निर्देश :** निम्नलिखित कविता को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

कोई व्यक्ति विशेष नहीं तेरा अपना है,  
जो यह समझे हाय ! देखता वह सपना है ।  
तुझको सारे जीव एक से ही प्यारे हैं  
कर्मों के फल मात्र यहाँ न्यारे-न्यारे हैं  
हे मातृभूमि ! तेरे निकट सबका सम संबंध है,  
जो भेद मानता वह अहो ! लोचनयुक्त भी अन्ध है ।  
कवि ने किस नासमझी पर दुख व्यक्त किया है ?

- (1) मातृभूमि द्वारा लोगों में भेद करने को मानना
- (2) मातृभूमि द्वारा लोगों में भेद करने को
- (3) मातृभूमि द्वारा सभी से नज़दीकी रिश्ता बनाना
- (4) मातृभूमि द्वारा अलग-अलग फल देना

[Question ID = 131][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q101]

1. 1 [Option ID = 521]
2. 2 [Option ID = 522]
3. 3 [Option ID = 523]
4. 4 [Option ID = 524]

3) **निर्देश :** निम्नलिखित कविता को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए।

कोई व्यक्ति विशेष नहीं तेरा अपना है,  
जो यह समझे हाय ! देखता वह सपना है।  
तुझको सारे जीव एक से ही प्यारे हैं  
कर्मों के फल मात्र यहाँ न्यारे-न्यारे हैं  
हे मातृभूमि ! तेरे निकट सबका सम संबंध है,  
जो भेद मानता वह अहो ! लोचनयुक्त भी अन्ध है।  
मातृभूमि की किस विशेषता की ओर संकेत किया गया है ?

- (1) सभी को अपना न मानना
- (2) सभी को समान फल देना
- (3) सभी पर समान उपकार करना
- (4) सारे जीवों को स्वप्न दिखाना

[Question ID = 132][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q102]

1. 1 [Option ID = 525]
2. 2 [Option ID = 526]
3. 3 [Option ID = 527]
4. 4 [Option ID = 528]

4) **निर्देश :** निम्नलिखित कविता को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए।

कोई व्यक्ति विशेष नहीं तेरा अपना है,  
जो यह समझे हाय ! देखता वह सपना है।  
तुझको सारे जीव एक से ही प्यारे हैं  
कर्मों के फल मात्र यहाँ न्यारे-न्यारे हैं  
हे मातृभूमि ! तेरे निकट सबका सम संबंध है,  
जो भेद मानता वह अहो ! लोचनयुक्त भी अन्ध है।  
सभी प्राणियों को उनके कार्यों के अनुसार

- (1) भेदभाव पूर्ण व्यवहार मिलता है
- (2) भेदभाव मिलता है
- (3) अलग-अलग जीव मिलते हैं
- (4) अलग-अलग परिणाम मिलते हैं

[Question ID = 133][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q103]

1. 1 [Option ID = 529]
2. 2 [Option ID = 530]
3. 3 [Option ID = 531]
4. 4 [Option ID = 532]

5) **निर्देश :** निम्नलिखित कविता को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए।

कोई व्यक्ति विशेष नहीं तेरा अपना है,  
जो यह समझे हाय ! देखता वह सपना है।  
तुझको सारे जीव एक से ही प्यारे हैं  
कर्मों के फल मात्र यहाँ न्यारे-न्यारे हैं  
हे मातृभूमि ! तेरे निकट सबका सम संबंध है,  
जो भेद मानता वह अहो ! लोचनयुक्त भी अन्ध है।  
'लोचनयुक्त' से तात्पर्य है

- (1) जो लालच करते हैं
- (2) जो देख सकते हैं
- (3) जो साहसी हैं
- (4) जो शक्तिशाली हैं

[Question ID = 134][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q104]

1. 1 [Option ID = 533]
2. 2 [Option ID = 534]
3. 3 [Option ID = 535]
4. 4 [Option ID = 536]

6) **निर्देश :** निम्नलिखित कविता को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए।

कोई व्यक्ति विशेष नहीं तेरा अपना है,  
जो यह समझे हाय ! देखता वह सपना है।  
तुझको सारे जीव एक से ही प्यारे हैं  
कर्मों के फल मात्र यहाँ न्यारे-न्यारे हैं  
हे मातृभूमि ! तेरे निकट सबका सम संबंध है,  
जो भेद मानता वह अहो ! लोचनयुक्त भी अन्ध है।  
विशेषण शब्द **नहीं** है

- (1) प्यारे
- (2) सम
- (3) न्यारे
- (4) संबंध



[Question ID = 135][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q105]

1. 1 [Option ID = 537]
2. 2 [Option ID = 538]
3. 3 [Option ID = 539]
4. 4 [Option ID = 540]

Topic:- HIN\_Q106-120\_L1\_P1\_CTET

- 1) भारत में विद्यालयी शिक्षा के संदर्भ में बहुभाषावाद के लिए कौन-सा कथन सही है ?
- (1) बहुभाषावाद का प्रयोग भाषाओं और विषयों के शिक्षण-अधिगम के लिए एक संसाधन के रूप में होना चाहिए।
  - (2) बहुभाषिक कक्षाओं का यह उद्देश्य है कि सभी विद्यार्थी जहाँ तक संभव हो अधिक से अधिक भाषाएँ सीख सकें।
  - (3) बहुभाषिक कक्षा में प्रत्येक विद्यार्थी को अंग्रेज़ी सीखनी चाहिए और अंग्रेज़ी माध्यम के विद्यालय में पढ़ना चाहिए।
  - (4) बहुभाषिक कक्षा में प्रत्येक बच्चे को मातृभाषा से शुरू करते हुए हिन्दी, फिर अंग्रेज़ी इस तरह से तीन भाषाएँ सीखनी चाहिए।

[Question ID = 136][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q106]

1. 1 [Option ID = 541]
2. 2 [Option ID = 542]
3. 3 [Option ID = 543]
4. 4 [Option ID = 544]

- 2) भाषा शिक्षण के किस उपागम में समूची पाठ्य सामग्री के अर्थ पर ध्यान दिया जाता है बजाय कि एक-एक शब्द के अर्थ पर ?
- (1) विभिन्न दर्शनग्राही उपागम
  - (2) समग्र भाषा उपागम
  - (3) संरचनात्मक उपागम
  - (4) सम्प्रेषणात्मक उपागम

[Question ID = 137][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q107]

1. 1 [Option ID = 545]
2. 2 [Option ID = 546]
3. 3 [Option ID = 547]
4. 4 [Option ID = 548]

- 3) 'वाक् समुदाय' लोगों का वह समूह है जो
- (1) विशिष्ट उद्देश्यों के लिए भाषा के विशिष्ट प्रकार में बात करते हैं
  - (2) भाषा के प्रयोग के संदर्भ में एकसमान मानकों का प्रयोग करते हैं
  - (3) जिनके एकसमान वाक् विकार हैं
  - (4) एकसमान भाषा का शिक्षण करते हैं

[Question ID = 138][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q108]

1. 1 [Option ID = 549]
2. 2 [Option ID = 550]
3. 3 [Option ID = 551]

4. 4 [Option ID = 552]

- 4) कक्षा पाँच की अध्यापिका अपने विद्यार्थियों को कहानी सुनाते समय रचनावादी उपागम का प्रयोग करती है। उसे अपनी कक्षा में किस युक्ति का अनुसरण **नहीं** करना चाहिए ?
- (1) कहानी की थीम से सम्बन्धित शिक्षार्थियों के पूर्व ज्ञान का सहारा लेना चाहिए
  - (2) कहानी के अन्त का अनुमान लगाने के अवसर देने चाहिए
  - (3) कहानी को कंठस्थ करके कक्षा में वर्णन करना चाहिए
  - (4) कहानी के पात्रों पर विमर्श करने के मौके देने चाहिए

[Question ID = 139][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q109]

1. 1 [Option ID = 553]
2. 2 [Option ID = 554]
3. 3 [Option ID = 555]
4. 4 [Option ID = 556]

- 5) निम्नलिखित में से कौन-सा भाषा अर्जन के दौरान आरंभिक शब्द त्रुटि का अतिशय रूप से विस्तार का उदाहरण है ?
- (1) बच्चे उड़ती हुई सभी चिड़ियों को गौरैया कहते हैं
  - (2) बच्चे प्रवाह के साथ नहीं बोल पाते हैं
  - (3) बच्चे किसी बात को अभिव्यक्त करने के लिए केवल मुख्य शब्द का सहारा लेते हैं, जैसे "माँ सेब खाती" है
  - (4) बच्चे अपनी बोली गई बातों को दोहराते हैं

[Question ID = 140][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q110]

1. 1 [Option ID = 557]
2. 2 [Option ID = 558]
3. 3 [Option ID = 559]
4. 4 [Option ID = 560]

- 6) भाषा शिक्षण के किस उपागम में अर्थ के प्रति समझ बनाने की जगह वाक्यों के प्रतिरूपों को याद करने पर बल दिया जाता है ?
- (1) व्याकरण अनुवाद विधि
  - (2) सम्प्रेषणात्मक उपागम
  - (3) प्रत्यक्ष विधि
  - (4) संरचनात्मक उपागम

[Question ID = 141][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q111]

1. 1 [Option ID = 561]
2. 2 [Option ID = 562]
3. 3 [Option ID = 563]
4. 4 [Option ID = 564]

7) गहन पठन क्या है ?

(1) सरसरी तौर पर पठन

(2) गंभीर पठन

(3) पठन से पूर्व

(4) सामूहिक पठन

[Question ID = 142][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q112]

1. 1 [Option ID = 565]

2. 2 [Option ID = 566]

3. 3 [Option ID = 567]

4. 4 [Option ID = 568]

8) निम्नलिखित में से कौन-सा डिसर्थिया का लक्षण है ?

(1) लेखन में कठिनाई

(2) ध्वनि, वर्ण या शब्दों का दोहराव या लंबी तान में बोलना

(3) माँसपेशियों की कमजोरी के कारण ध्वनि निकालने में जीभ और होंठ के समन्वयन में कठिनाई

(4) जिन शब्दों को बच्चे सुनते व पढ़ते हैं, उन्हें समझने में कठिनाई

[Question ID = 143][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q113]

1. 1 [Option ID = 569]

2. 2 [Option ID = 570]

3. 3 [Option ID = 571]

4. 4 [Option ID = 572]

9) निम्नलिखित में से कौन-सा पठन का उपकौशल **नहीं** है ?

(1) सम्बद्धता स्थापित करना

(2) अनुमान लगाना

(3) अन्तःक्रिया करना

(4) विश्लेषण करना

[Question ID = 144][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q114]

1. 1 [Option ID = 573]

2. 2 [Option ID = 574]

3. 3 [Option ID = 575]

4. 4 [Option ID = 576]

10) पठन के बारे में निम्नलिखित कथन पढ़कर सही विकल्प का चयन करें :

- (A) पठन एक ऐसी प्रक्रिया है जिसमें पाठ्य सामग्री से सूचनाएँ और ज्ञान अर्थ निर्माण के साथ-साथ ग्रहण किया जाता है।
- (B) डिकोडिंग लिखे हुए शब्दों को सही तरह से उच्चारित करने के लिए अक्षरों के नमूनों के ज्ञान के साथ-साथ अक्षर-ध्वनि संबंध के ज्ञान का इस्तेमाल करने की क्षमता है।

- (1) (A) और (B) दोनों सही हैं
- (2) (A) सही है लेकिन (B) ग़लत है
- (3) (B) सही है लेकिन (A) ग़लत है
- (4) (A) और (B) दोनों ग़लत हैं

[Question ID = 145][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q115]

1. 1 [Option ID = 577]
2. 2 [Option ID = 578]
3. 3 [Option ID = 579]
4. 4 [Option ID = 580]

11) कक्षा दो की अध्यापिका अपनी कक्षा में मुद्रित समृद्ध परिवेश का सृजन करना चाहती है। वह निम्नलिखित में से कौन-सा कार्य करवा सकती है ?

- (1) दीवार पर उपयुक्त ऊँचाई पर कहानी और पोस्टर लगाना
- (2) बच्चों को कहानियाँ सुनाना
- (3) कक्षा की दीवार को सजाने के लिए दीवार पर फूल और पशुओं के चित्र चिपकाना
- (4) मुद्रित लिपि के अनुसार बच्चों को लिखने के लिए कहना

[Question ID = 146][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q116]

1. 1 [Option ID = 581]
2. 2 [Option ID = 582]
3. 3 [Option ID = 583]
4. 4 [Option ID = 584]

12) नीचे भाषा कौशलों के विकास के लिए कुछ गतिविधियाँ दी गई हैं। निम्नलिखित में से कौन-सी श्रवण कौशल के विकास के लिए प्रयुक्त की जा सकती है ?

- (1) अध्यापक कहानी में आए पात्रों की भौतिक आकृतियों का वर्णन करने और उनका चित्र बनाने के लिए कह सकती है
- (2) बच्चों को कहानी पढ़ने के लिए कहा जाए
- (3) बच्चों को याद रखने योग्य घटना सुनाने के लिए कहा जाए
- (4) बच्चों को अपने से पढ़ी गई कहानी प्रस्तुत करने के लिए कहा जाए

[Question ID = 147][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q117]

1. 1 [Option ID = 585]
2. 2 [Option ID = 586]
3. 3 [Option ID = 587]
4. 4 [Option ID = 588]

13) मनुष्य भाषा उसी प्रकार से सीखते हैं जिस तरह से वयस्कों के अनुकरण व पुनर्बलन के माध्यम से अन्य दूसरे कौशल व क्षमताएँ। भाषा अर्जन का यह विचार किससे सम्बन्धित है ?

- (1) संज्ञानात्मक उपागम
- (2) प्राकृत उपागम
- (3) व्यवहारवादी उपागम
- (4) सामाजिक-सांस्कृतिक उपागम

[Question ID = 148][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q118]

1. 1 [Option ID = 589]
2. 2 [Option ID = 590]
3. 3 [Option ID = 591]
4. 4 [Option ID = 592]

14) नॉम चॉमस्की ने यह विचार दिया था कि मनुष्य सहजात भाषिक क्षमता के साथ पैदा होते हैं। इस क्षमता को किसकी उपस्थिति में परिवेश से जुड़े मौखिक निवेश से समर्थित होने की ज़रूरत है ?

- (1) भाषा अर्जन उपकरण
- (2) भाषा अधिगम उपकरण
- (3) व्याकरण अर्जन उपकरण
- (4) अधिगम भाषा उपकरण

[Question ID = 149][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q119]

1. 1 [Option ID = 593]
2. 2 [Option ID = 594]
3. 3 [Option ID = 595]
4. 4 [Option ID = 596]

15) बच्चों को अवकाश गृहकार्य के रूप में अपनी रुचि की कोई दस कहानियाँ पढ़ने के लिए कहा जाता है। इस तरह से उन्हें क्या करने के लिए प्रोत्साहित किया जा रहा है ?

- (1) गहन पठन
- (2) विस्तृत पठन
- (3) सरसरी तौर पर पठन
- (4) बारीकी से पठन

[Question ID = 150][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_125\_HINDI\_Q120]

1. 1 [Option ID = 597]
2. 2 [Option ID = 598]
3. 3 [Option ID = 599]
4. 4 [Option ID = 600]

Topic:- ENG\_Q121-128\_L2\_P1\_CTET

1) **Directions** : Read the passage given below and answer the questions that follow :

1. If you have time on your hands, a trip to Paithan, a few kilometers from Aurangabad, is recommended before calling it a day. It is famous for the Jaikwadi Dam and even more popular for the exquisitely woven and brightly colored Paithani silk sarees with rich silver or gold borders. Before taking the bus back to Mumbai you must remember to pick one up!

2. The Ajanta caves were our final destination. Located about 104 kilometers away, it is a two-and-a-half-hour drive from Aurangabad. Consisting of 29 rock-cut cave monuments, the Ajanta caves were an outstanding display of craftsmanship, testimony to the perseverance of the artists.

3. Dating back to the 2<sup>nd</sup> century BC, the caves house some of the best paintings and sculptures of this age, considered to be masterpieces of Buddhist religious art. The frescoes on the walls of the caves are breathtakingly beautiful. Stripped of much of its grandeur with the passage of time and due to neglect, the remnants of colour on the frescoes on ceilings and walls live on as a silent witness of its heyday. The Tiger Hill close by, easily reached by car, offers an impressive panoramic view of the horse-shoe-shaped Ajanta caves and the surrounding area.

4. As a student of history, with a special love for historical architecture, the fact that I would be left spellbound by Aurangabad is no wonder. But today when I look back, I realize that it is much more than just history that captured my heart. It is the peaceful co-existence of the past and the present and the simplicity that the city exudes that left an indelible imprint on my mind. Being closely intertwined with history and spared from the excessive ravages of the modern world, Aurangabad and its vicinity has a distinct charming character of its own.

By 'calling it a day' the writer means

- (1) ending/concluding something.
- (2) beginning something.
- (3) deciding to meet someone.
- (4) going off to see someone.

[Question ID = 181][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q121]

1. 1 [Option ID = 721]
2. 2 [Option ID = 722]
3. 3 [Option ID = 723]
4. 4 [Option ID = 724]

2) **Directions** : Read the passage given below and answer the questions that follow :

1. If you have time on your hands, a trip to Paithan, a few kilometers from Aurangabad, is recommended before calling it a day. It is famous for the Jaikwadi Dam and even more popular for the exquisitely woven and brightly colored Paithani silk sarees with rich silver or gold borders. Before taking the bus back to Mumbai you must remember to pick one up!

2. The Ajanta caves were our final destination. Located about 104 kilometers away, it is a two-and-a-half-hour drive from Aurangabad. Consisting of 29 rock-cut cave monuments, the Ajanta caves were an outstanding display of craftsmanship, testimony to the perseverance of the artists.

3. Dating back to the 2<sup>nd</sup> century BC, the caves house some of the best paintings and sculptures of this age, considered to be masterpieces of Buddhist religious art. The frescoes on the walls of the caves are breathtakingly beautiful. Stripped of much of its grandeur with the passage of time and due to neglect, the remnants of colour on the frescoes on ceilings and walls live on as a silent witness of its heyday. The Tiger Hill close by, easily reached by car, offers an impressive panoramic view of the horse-shoe-shaped Ajanta caves and the surrounding area.

4. As a student of history, with a special love for historical architecture, the fact that I would be left spellbound by Aurangabad is no wonder. But today when I look back, I realize that it is much more than just history that captured my heart. It is the peaceful co-existence of the past and the present and the simplicity that the city exudes that left an indelible imprint on my mind. Being closely intertwined with history and spared from the excessive ravages of the modern world, Aurangabad and its vicinity has a distinct charming character of its own.

Paithan is not famous for

- (1) its silk sarees.
- (2) its gold and silver jewellery.
- (3) the Jaikwadi Dam.
- (4) its beautiful, colourful weaves.

[Question ID = 182][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q122]

1. 1 [Option ID = 725]
2. 2 [Option ID = 726]
3. 3 [Option ID = 727]
4. 4 [Option ID = 728]

3) **Directions** : Read the passage given below and answer the questions that follow :

1. If you have time on your hands, a trip to Paithan, a few kilometers from Aurangabad, is recommended before calling it a day. It is famous for the Jaikwadi Dam and even more popular for the exquisitely woven and brightly colored Paithani silk sarees with rich silver or gold borders. Before taking the bus back to Mumbai you must remember to pick one up!

2. The Ajanta caves were our final destination. Located about 104 kilometers away, it is a two-and-a-half-hour drive from Aurangabad. Consisting of 29 rock-cut cave monuments, the Ajanta caves were an outstanding display of craftsmanship, testimony to the perseverance of the artists.

3. Dating back to the 2<sup>nd</sup> century BC, the caves house some of the best paintings and sculptures of this age, considered to be masterpieces of Buddhist religious art. The frescoes on the walls of the caves are breathtakingly beautiful. Stripped of much of its grandeur with the passage of time and due to neglect, the remnants of colour on the frescoes on ceilings and walls live on as a silent witness of its heyday. The Tiger Hill close by, easily reached by car, offers an impressive panoramic view of the horse-shoe-shaped Ajanta caves and the surrounding area.

4. As a student of history, with a special love for historical architecture, the fact that I would be left spellbound by Aurangabad is no wonder. But today when I look back, I realize that it is much more than just history that captured my heart. It is the peaceful co-existence of the past and the present and the simplicity that the city exudes that left an indelible imprint on my mind. Being closely intertwined with history and spared from the excessive ravages of the modern world, Aurangabad and its vicinity has a distinct charming character of its own.

The writer was most impressed with his visit to Aurangabad because of

- (1) its exquisite architecture.
- (2) the large number of monuments that can be visited here.
- (3) its proximity to the Ajanta and Ellora caves.
- (4) the peaceful co-existence of the past and present here.

[Question ID = 183][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q123]

1. 1 [Option ID = 729]
2. 2 [Option ID = 730]
3. 3 [Option ID = 731]
4. 4 [Option ID = 732]



4) **Directions** : Read the passage given below and answer the questions that follow :

1. If you have time on your hands, a trip to Paithan, a few kilometers from Aurangabad, is recommended before calling it a day. It is famous for the Jaikwadi Dam and even more popular for the exquisitely woven and brightly colored Paithani silk sarees with rich silver or gold borders. Before taking the bus back to Mumbai you must remember to pick one up!

2. The Ajanta caves were our final destination. Located about 104 kilometers away, it is a two-and-a-half-hour drive from Aurangabad. Consisting of 29 rock-cut cave monuments, the Ajanta caves were an outstanding display of craftsmanship, testimony to the perseverance of the artists.

3. Dating back to the 2<sup>nd</sup> century BC, the caves house some of the best paintings and sculptures of this age, considered to be masterpieces of Buddhist religious art. The frescoes on the walls of the caves are breathtakingly beautiful. Stripped of much of its grandeur with the passage of time and due to neglect, the remnants of colour on the frescoes on ceilings and walls live on as a silent witness of its heyday. The Tiger Hill close by, easily reached by car, offers an impressive panoramic view of the horse-shoe-shaped Ajanta caves and the surrounding area.

4. As a student of history, with a special love for historical architecture, the fact that I would be left spellbound by Aurangabad is no wonder. But today when I look back, I realize that it is much more than just history that captured my heart. It is the peaceful co-existence of the past and the present and the simplicity that the city exudes that left an indelible imprint on my mind. Being closely intertwined with history and spared from the excessive ravages of the modern world, Augranbagad and its vicinity has a distinct charming character of its own.

The word underlined in the phrase 'excessive ravages of modern life' is an example of

(1) Adjective

(2) Noun

(3) Adverb

(4) Verb

[Question ID = 184][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q124]

1. 1 [Option ID = 733]
2. 2 [Option ID = 734]
3. 3 [Option ID = 735]
4. 4 [Option ID = 736]

5) **Directions** : Read the passage given below and answer the questions that follow :

1. If you have time on your hands, a trip to Paithan, a few kilometers from Aurangabad, is recommended before calling it a day. It is famous for the Jaikwadi Dam and even more popular for the exquisitely woven and brightly colored Paithani silk sarees with rich silver or gold borders. Before taking the bus back to Mumbai you must remember to pick one up!

2. The Ajanta caves were our final destination. Located about 104 kilometers away, it is a two-and-a-half-hour drive from Aurangabad. Consisting of 29 rock-cut cave monuments, the Ajanta caves were an outstanding display of craftsmanship, testimony to the perseverance of the artists.

3. Dating back to the 2<sup>nd</sup> century BC, the caves house some of the best paintings and sculptures of this age, considered to be masterpieces of Buddhist religious art. The frescoes on the walls of the caves are breathtakingly beautiful. Stripped of much of its grandeur with the passage of time and due to neglect, the remnants of colour on the frescoes on ceilings and walls live on as a silent witness of its heyday. The Tiger Hill close by, easily reached by car, offers an impressive panoramic view of the horse-shoe-shaped Ajanta caves and the surrounding area.

4. As a student of history, with a special love for historical architecture, the fact that I would be left spellbound by Aurangabad is no wonder. But today when I look back, I realize that it is much more than just history that captured my heart. It is the peaceful co-existence of the past and the present and the simplicity that the city exudes that left an indelible imprint on my mind. Being closely intertwined with history and spared from the excessive ravages of the modern world, Aurangabad and its vicinity has a distinct charming character of its own.

Ajanta is a popular tourist spot because

- (1) of its Tiger Hill.
- (2) of its frescoes and paintings.
- (3) of its view of the Ajanta caves.
- (4) of its closeness to the historical town of Aurangabad.

[Question ID = 185][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q125]

1. 1 [Option ID = 737]
2. 2 [Option ID = 738]
3. 3 [Option ID = 739]
4. 4 [Option ID = 740]

6) **Directions** : Read the passage given below and answer the questions that follow :

1. If you have time on your hands, a trip to Paithan, a few kilometers from Aurangabad, is recommended before calling it a day. It is famous for the Jaikwadi Dam and even more popular for the exquisitely woven and brightly colored Paithani silk sarees with rich silver or gold borders. Before taking the bus back to Mumbai you must remember to pick one up!

2. The Ajanta caves were our final destination. Located about 104 kilometers away, it is a two-and-a-half-hour drive from Aurangabad. Consisting of 29 rock-cut cave monuments, the Ajanta caves were an outstanding display of craftsmanship, testimony to the perseverance of the artists.

3. Dating back to the 2<sup>nd</sup> century BC, the caves house some of the best paintings and sculptures of this age, considered to be masterpieces of Buddhist religious art. The frescoes on the walls of the caves are breathtakingly beautiful. Stripped of much of its grandeur with the passage of time and due to neglect, the remnants of colour on the frescoes on ceilings and walls live on as a silent witness of its heyday. The Tiger Hill close by, easily reached by car, offers an impressive panoramic view of the horse-shoe-shaped Ajanta caves and the surrounding area.

4. As a student of history, with a special love for historical architecture, the fact that I would be left spellbound by Aurangabad is no wonder. But today when I look back, I realize that it is much more than just history that captured my heart. It is the peaceful co-existence of the past and the present and the simplicity that the city exudes that left an indelible imprint on my mind. Being closely intertwined with history and spared from the excessive ravages of the modern world, Augranbagad and its vicinity has a distinct charming character of its own.

Which of the following words is closest in meaning to the word 'exquisitely'? (para 1)

(1) intricately

(2) delightfully

(3) joyfully

(4) deliberately

[Question ID = 186][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q126]

1. 1 [Option ID = 741]

2. 2 [Option ID = 742]

3. 3 [Option ID = 743]

4. 4 [Option ID = 744]

7) **Directions** : Read the passage given below and answer the questions that follow :

1. If you have time on your hands, a trip to Paithan, a few kilometers from Aurangabad, is recommended before calling it a day. It is famous for the Jaikwadi Dam and even more popular for the exquisitely woven and brightly colored Paithani silk sarees with rich silver or gold borders. Before taking the bus back to Mumbai you must remember to pick one up!

2. The Ajanta caves were our final destination. Located about 104 kilometers away, it is a two-and-a-half-hour drive from Aurangabad. Consisting of 29 rock-cut cave monuments, the Ajanta caves were an outstanding display of craftsmanship, testimony to the perseverance of the artists.

3. Dating back to the 2<sup>nd</sup> century BC, the caves house some of the best paintings and sculptures of this age, considered to be masterpieces of Buddhist religious art. The frescoes on the walls of the caves are breathtakingly beautiful. Stripped of much of its grandeur with the passage of time and due to neglect, the remnants of colour on the frescoes on ceilings and walls live on as a silent witness of its heyday. The Tiger Hill close by, easily reached by car, offers an impressive panoramic view of the horse-shoe-shaped Ajanta caves and the surrounding area.

4. As a student of history, with a special love for historical architecture, the fact that I would be left spellbound by Aurangabad is no wonder. But today when I look back, I realize that it is much more than just history that captured my heart. It is the peaceful co-existence of the past and the present and the simplicity that the city exudes that left an indelible imprint on my mind. Being closely intertwined with history and spared from the excessive ravages of the modern world, Augranbagad and its vicinity has a distinct charming character of its own.

Which of the following words is opposite in meaning to the word 'perseverance'?

- (1) Determination
- (2) Doggedness
- (3) Procrastination
- (4) Grit

[Question ID = 187][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q127]

- 1. 1 [Option ID = 745]
- 2. 2 [Option ID = 746]
- 3. 3 [Option ID = 747]
- 4. 4 [Option ID = 748]

8) **Directions** : Read the passage given below and answer the questions that follow :

1. If you have time on your hands, a trip to Paithan, a few kilometers from Aurangabad, is recommended before calling it a day. It is famous for the Jaikwadi Dam and even more popular for the exquisitely woven and brightly colored Paithani silk sarees with rich silver or gold borders. Before taking the bus back to Mumbai you must remember to pick one up!

2. The Ajanta caves were our final destination. Located about 104 kilometers away, it is a two-and-a-half-hour drive from Aurangabad. Consisting of 29 rock-cut cave monuments, the Ajanta caves were an outstanding display of craftsmanship, testimony to the perseverance of the artists.

3. Dating back to the 2<sup>nd</sup> century BC, the caves house some of the best paintings and sculptures of this age, considered to be masterpieces of Buddhist religious art. The frescoes on the walls of the caves are breathtakingly beautiful. Stripped of much of its grandeur with the passage of time and due to neglect, the remnants of colour on the frescoes on ceilings and walls live on as a silent witness of its heyday. The Tiger Hill close by, easily reached by car, offers an impressive panoramic view of the horse-shoe-shaped Ajanta caves and the surrounding area.

4. As a student of history, with a special love for historical architecture, the fact that I would be left spellbound by Aurangabad is no wonder. But today when I look back, I realize that it is much more than just history that captured my heart. It is the peaceful co-existence of the past and the present and the simplicity that the city exudes that left an indelible imprint on my mind. Being closely intertwined with history and spared from the excessive ravages of the modern world, Augranbagad and its vicinity has a distinct charming character of its own.

From the text it is evident that the writer is most interested in

- (1) politics
- (2) religion
- (3) history
- (4) architecture

[Question ID = 188][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q128]

- 1. 1 [Option ID = 749]
- 2. 2 [Option ID = 750]
- 3. 3 [Option ID = 751]
- 4. 4 [Option ID = 752]

Topic:- ENG\_Q129-135\_L2\_P1\_CTET

1) **Directions** : Read the passage given below and answer the questions that follow :

1. "I think we might have something to eat first," said the grandfather, "what do you think?"

2. Heidi in the excitement of bed-making had forgotten everything else; but now when she began to think about food she felt terribly hungry, for she had had nothing to eat since the piece of bread and little cup of thin coffee that had been her breakfast early that morning before starting on her long, hot journey. So she answered without hesitation, "Yes, I think so too."

3. "Let us go down then, as we both think alike," said the old man, and he followed the child down the ladder. Then he went up to the hearth, pushed the big kettle aside, and drew forward the little one that was hanging on the chain, and seating himself on the round-topped, three-legged stool before the fire, blew it up into a clear bright flame. The kettle soon began to boil, and meanwhile, the old man held a large piece of cheese on a long iron fork over the fire, turning it round and round till it was toasted a nice golden yellow color on each side. Heidi watched all that was going on with eager curiosity. Suddenly some new idea seemed to come into her head, for she turned and ran to the cupboard, and then began going busily backwards and forwards. Presently the grandfather got up and came to the table with a jug and the cheese, and there he saw it already tidily laid with the round loaf and two plates and two knives each in its right place; for Heidi had taken exact note that morning of all that there was in the cupboard, and she knew which things would be wanted for their meal.

4. "Ah, that's right," said the grandfather, "I am glad to see that you have some ideas of your own," and as he spoke he laid the toasted cheese on a layer of bread, "but there is still something missing."

5. Heidi looked at the jug that was steaming away invitingly, and ran quickly back to the cupboard. At first she could only see a small bowl left on the shelf, but she was not long in perplexity, for a moment later she caught sight of two glasses further back, and without an instant's loss of time she returned with these and the bowl and put them down on the table.

Heidi had forgotten about her hunger because she had been

- (1) busy looking around her grandfather's house.
- (2) looking at the beautiful mountain scenery.
- (3) busy talking to her grandfather.
- (4) busy making her bed.

[Question ID = 189][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q129]

1. 1 [Option ID = 753]
2. 2 [Option ID = 754]
3. 3 [Option ID = 755]
4. 4 [Option ID = 756]



2) **Directions** : Read the passage given below and answer the questions that follow :

1. "I think we might have something to eat first," said the grandfather, "what do you think?"

2. Heidi in the excitement of bed-making had forgotten everything else; but now when she began to think about food she felt terribly hungry, for she had had nothing to eat since the piece of bread and little cup of thin coffee that had been her breakfast early that morning before starting on her long, hot journey. So she answered without hesitation, "Yes, I think so too."

3. "Let us go down then, as we both think alike," said the old man, and he followed the child down the ladder. Then he went up to the hearth, pushed the big kettle aside, and drew forward the little one that was hanging on the chain, and seating himself on the round-topped, three-legged stool before the fire, blew it up into a clear bright flame. The kettle soon began to boil, and meanwhile, the old man held a large piece of cheese on a long iron fork over the fire, turning it round and round till it was toasted a nice golden yellow color on each side. Heidi watched all that was going on with eager curiosity. Suddenly some new idea seemed to come into her head, for she turned and ran to the cupboard, and then began going busily backwards and forwards. Presently the grandfather got up and came to the table with a jug and the cheese, and there he saw it already tidily laid with the round loaf and two plates and two knives each in its right place; for Heidi had taken exact note that morning of all that there was in the cupboard, and she knew which things would be wanted for their meal.

4. "Ah, that's right," said the grandfather, "I am glad to see that you have some ideas of your own," and as he spoke he laid the toasted cheese on a layer of bread, "but there is still something missing."

5. Heidi looked at the jug that was steaming away invitingly, and ran quickly back to the cupboard. At first she could only see a small bowl left on the shelf, but she was not long in perplexity, for a moment later she caught sight of two glasses further back, and without an instant's loss of time she returned with these and the bowl and put them down on the table.

Grandfather toasted the cheese by

- (1) putting it directly on the fire.
- (2) putting it on the hearth.
- (3) putting it on a fork.
- (4) putting it inside a kettle.

[Question ID = 190][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q130]

1. 1 [Option ID = 757]
2. 2 [Option ID = 758]
3. 3 [Option ID = 759]
4. 4 [Option ID = 760]

3) **Directions** : Read the passage given below and answer the questions that follow :

1. "I think we might have something to eat first," said the grandfather, "what do you think?"

2. Heidi in the excitement of bed-making had forgotten everything else; but now when she began to think about food she felt terribly hungry, for she had had nothing to eat since the piece of bread and little cup of thin coffee that had been her breakfast early that morning before starting on her long, hot journey. So she answered without hesitation, "Yes, I think so too."

3. "Let us go down then, as we both think alike," said the old man, and he followed the child down the ladder. Then he went up to the hearth, pushed the big kettle aside, and drew forward the little one that was hanging on the chain, and seating himself on the round-topped, three-legged stool before the fire, blew it up into a clear bright flame. The kettle soon began to boil, and meanwhile, the old man held a large piece of cheese on a long iron fork over the fire, turning it round and round till it was toasted a nice golden yellow color on each side. Heidi watched all that was going on with eager curiosity. Suddenly some new idea seemed to come into her head, for she turned and ran to the cupboard, and then began going busily backwards and forwards. Presently the grandfather got up and came to the table with a jug and the cheese, and there he saw it already tidily laid with the round loaf and two plates and two knives each in its right place; for Heidi had taken exact note that morning of all that there was in the cupboard, and she knew which things would be wanted for their meal.

4. "Ah, that's right," said the grandfather, "I am glad to see that you have some ideas of your own," and as he spoke he laid the toasted cheese on a layer of bread, "but there is still something missing."

5. Heidi looked at the jug that was steaming away invitingly, and ran quickly back to the cupboard. At first she could only see a small bowl left on the shelf, but she was not long in perplexity, for a moment later she caught sight of two glasses further back, and without an instant's loss of time she returned with these and the bowl and put them down on the table.

The fact that Heidi was used to housework can be seen from the fact that she had

- (1) helped her grandfather clean his room.
- (2) laid the table perfectly.
- (3) lit the fire in the hearth.
- (4) helped her grandfather cook breakfast.

[Question ID = 191][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q131]

1. 1 [Option ID = 761]
2. 2 [Option ID = 762]
3. 3 [Option ID = 763]
4. 4 [Option ID = 764]



4) **Directions** : Read the passage given below and answer the questions that follow :

1. "I think we might have something to eat first," said the grandfather, "what do you think?"

2. Heidi in the excitement of bed-making had forgotten everything else; but now when she began to think about food she felt terribly hungry, for she had had nothing to eat since the piece of bread and little cup of thin coffee that had been her breakfast early that morning before starting on her long, hot journey. So she answered without hesitation, "Yes, I think so too."

3. "Let us go down then, as we both think alike," said the old man, and he followed the child down the ladder. Then he went up to the hearth, pushed the big kettle aside, and drew forward the little one that was hanging on the chain, and seating himself on the round-topped, three-legged stool before the fire, blew it up into a clear bright flame. The kettle soon began to boil, and meanwhile, the old man held a large piece of cheese on a long iron fork over the fire, turning it round and round till it was toasted a nice golden yellow color on each side. Heidi watched all that was going on with eager curiosity. Suddenly some new idea seemed to come into her head, for she turned and ran to the cupboard, and then began going busily backwards and forwards. Presently the grandfather got up and came to the table with a jug and the cheese, and there he saw it already tidily laid with the round loaf and two plates and two knives each in its right place; for Heidi had taken exact note that morning of all that there was in the cupboard, and she knew which things would be wanted for their meal.

4. "Ah, that's right," said the grandfather, "I am glad to see that you have some ideas of your own," and as he spoke he laid the toasted cheese on a layer of bread, "but there is still something missing."

5. Heidi looked at the jug that was steaming away invitingly, and ran quickly back to the cupboard. At first she could only see a small bowl left on the shelf, but she was not long in perplexity, for a moment later she caught sight of two glasses further back, and without an instant's loss of time she returned with these and the bowl and put them down on the table.

The word 'perplexity' (para 5) used in this text means

- (1) certainty
- (2) confusion
- (3) annoyance
- (4) irritation

[Question ID = 192][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q132]

- 1. 1 [Option ID = 765]
- 2. 2 [Option ID = 766]
- 3. 3 [Option ID = 767]
- 4. 4 [Option ID = 768]

5) **Directions** : Read the passage given below and answer the questions that follow :

1. "I think we might have something to eat first," said the grandfather, "what do you think?"

2. Heidi in the excitement of bed-making had forgotten everything else; but now when she began to think about food she felt terribly hungry, for she had had nothing to eat since the piece of bread and little cup of thin coffee that had been her breakfast early that morning before starting on her long, hot journey. So she answered without hesitation, "Yes, I think so too."

3. "Let us go down then, as we both think alike," said the old man, and he followed the child down the ladder. Then he went up to the hearth, pushed the big kettle aside, and drew forward the little one that was hanging on the chain, and seating himself on the round-topped, three-legged stool before the fire, blew it up into a clear bright flame. The kettle soon began to boil, and meanwhile, the old man held a large piece of cheese on a long iron fork over the fire, turning it round and round till it was toasted a nice golden yellow color on each side. Heidi watched all that was going on with eager curiosity. Suddenly some new idea seemed to come into her head, for she turned and ran to the cupboard, and then began going busily backwards and forwards. Presently the grandfather got up and came to the table with a jug and the cheese, and there he saw it already tidily laid with the round loaf and two plates and two knives each in its right place; for Heidi had taken exact note that morning of all that there was in the cupboard, and she knew which things would be wanted for their meal.

4. "Ah, that's right," said the grandfather, "I am glad to see that you have some ideas of your own," and as he spoke he laid the toasted cheese on a layer of bread, "but there is still something missing."

5. Heidi looked at the jug that was steaming away invitingly, and ran quickly back to the cupboard. At first she could only see a small bowl left on the shelf, but she was not long in perplexity, for a moment later she caught sight of two glasses further back, and without an instant's loss of time she returned with these and the bowl and put them down on the table.

'Without an instant's loss of time', means

- (1) urgently
- (2) immediately
- (3) seriously
- (4) sincerely

[Question ID = 193][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q133]

- 1. 1 [Option ID = 769]
- 2. 2 [Option ID = 770]
- 3. 3 [Option ID = 771]
- 4. 4 [Option ID = 772]

6) **Directions** : Read the passage given below and answer the questions that follow :

1. "I think we might have something to eat first," said the grandfather, "what do you think?"

2. Heidi in the excitement of bed-making had forgotten everything else; but now when she began to think about food she felt terribly hungry, for she had had nothing to eat since the piece of bread and little cup of thin coffee that had been her breakfast early that morning before starting on her long, hot journey. So she answered without hesitation, "Yes, I think so too."

3. "Let us go down then, as we both think alike," said the old man, and he followed the child down the ladder. Then he went up to the hearth, pushed the big kettle aside, and drew forward the little one that was hanging on the chain, and seating himself on the round-topped, three-legged stool before the fire, blew it up into a clear bright flame. The kettle soon began to boil, and meanwhile, the old man held a large piece of cheese on a long iron fork over the fire, turning it round and round till it was toasted a nice golden yellow color on each side. Heidi watched all that was going on with eager curiosity. Suddenly some new idea seemed to come into her head, for she turned and ran to the cupboard, and then began going busily backwards and forwards. Presently the grandfather got up and came to the table with a jug and the cheese, and there he saw it already tidily laid with the round loaf and two plates and two knives each in its right place; for Heidi had taken exact note that morning of all that there was in the cupboard, and she knew which things would be wanted for their meal.

4. "Ah, that's right," said the grandfather, "I am glad to see that you have some ideas of your own," and as he spoke he laid the toasted cheese on a layer of bread, "but there is still something missing."

5. Heidi looked at the jug that was steaming away invitingly, and ran quickly back to the cupboard. At first she could only see a small bowl left on the shelf, but she was not long in perplexity, for a moment later she caught sight of two glasses further back, and without an instant's loss of time she returned with these and the bowl and put them down on the table.

The relationship of the grandfather and the granddaughter as depicted here appears to be one of

(1) surprise and excitement.

(2) surprise and appreciation.

(3) appreciation and respect.

(4) admiration and generosity.

[Question ID = 194][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q134]

1. 1 [Option ID = 773]

2. 2 [Option ID = 774]

3. 3 [Option ID = 775]

4. 4 [Option ID = 776]

7) **Directions** : Read the passage given below and answer the questions that follow :

1. "I think we might have something to eat first," said the grandfather, "what do you think?"

2. Heidi in the excitement of bed-making had forgotten everything else; but now when she began to think about food she felt terribly hungry, for she had had nothing to eat since the piece of bread and little cup of thin coffee that had been her breakfast early that morning before starting on her long, hot journey. So she answered without hesitation, "Yes, I think so too."

3. "Let us go down then, as we both think alike," said the old man, and he followed the child down the ladder. Then he went up to the hearth, pushed the big kettle aside, and drew forward the little one that was hanging on the chain, and seating himself on the round-topped, three-legged stool before the fire, blew it up into a clear bright flame. The kettle soon began to boil, and meanwhile, the old man held a large piece of cheese on a long iron fork over the fire, turning it round and round till it was toasted a nice golden yellow color on each side. Heidi watched all that was going on with eager curiosity. Suddenly some new idea seemed to come into her head, for she turned and ran to the cupboard, and then began going busily backwards and forwards. Presently the grandfather got up and came to the table with a jug and the cheese, and there he saw it already tidily laid with the round loaf and two plates and two knives each in its right place; for Heidi had taken exact note that morning of all that there was in the cupboard, and she knew which things would be wanted for their meal.

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5. Heidi looked at the jug that was steaming away invitingly, and ran quickly back to the cupboard. At first she could only see a small bowl left on the shelf, but she was not long in perplexity, for a moment later she caught sight of two glasses further back, and without an instant's loss of time she returned with these and the bowl and put them down on the table.

Heidi watched all that was going on with eager curiosity. The underlined word is an example of a/an

(1) Noun

(2) Adjective

(3) Adverb

(4) Pronoun

[Question ID = 195][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q135]

1. 1 [Option ID = 777]

2. 2 [Option ID = 778]

3. 3 [Option ID = 779]

4. 4 [Option ID = 780]

Topic: - ENG\_Q136-150\_L2\_P1\_CTET

1) 'Children start out as clean slates and language learning is printing of linguistic habits on these clean slates.'

This idea is supported by

- (1) Piaget
- (2) Vygotsky
- (3) Chomsky
- (4) Skinner

[Question ID = 196][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q136]

- 1. 1 [Option ID = 781]
- 2. 2 [Option ID = 782]
- 3. 3 [Option ID = 783]
- 4. 4 [Option ID = 784]

2) Which one of the parameters is *not* important for assessing paragraph writing ?

- (1) Topic sentence
- (2) Supporting details
- (3) Good Handwriting
- (4) Coherence

[Question ID = 197][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q137]

- 1. 1 [Option ID = 785]
- 2. 2 [Option ID = 786]
- 3. 3 [Option ID = 787]
- 4. 4 [Option ID = 788]

3) For dealing with difficult words in the text, a language teacher first converts the words into mother tongue and then asks the students to memorise it. She is using

- (1) Grammar translation method
- (2) Direct method
- (3) Structural approach
- (4) Communicative approach

[Question ID = 198][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q138]

- 1. 1 [Option ID = 789]
- 2. 2 [Option ID = 790]
- 3. 3 [Option ID = 791]
- 4. 4 [Option ID = 792]

4) The three stages of phonological awareness are

- (1) syllables, words, sentences
- (2) sounds, pitch, tone
- (3) syllables, rhymes, phonemes
- (4) depth, speed, rhythm

[Question ID = 199][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q139]

- 1. 1 [Option ID = 793]
- 2. 2 [Option ID = 794]
- 3. 3 [Option ID = 795]
- 4. 4 [Option ID = 796]

5) A teacher gave a worksheet to the students based on the summary of the chapter read and dropped every fifth word from it. She asked them to fill the missing words. What is this test known as ?

- (1) A cloze test
- (2) Fill in the blanks
- (3) Complete the summary
- (4) Writing test

[Question ID = 200][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q140]

- 1. 1 [Option ID = 797]
- 2. 2 [Option ID = 798]
- 3. 3 [Option ID = 799]
- 4. 4 [Option ID = 800]

6) Which of the following statements is *not* true for reading ?

- (1) Reading is sounding out words and decoding
- (2) Reading is constructive
- (3) Reading is the ability to read, process and understand the text
- (4) Reading is the ability to understand the meaning the author is trying to convey

[Question ID = 201][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q141]

- 1. 1 [Option ID = 801]
- 2. 2 [Option ID = 802]
- 3. 3 [Option ID = 803]
- 4. 4 [Option ID = 804]

7) A language teacher gives a task to identify adjectives used for the main character in the story to her 5<sup>th</sup> Graders. This reading activity is

- (1) Intensive reading
- (2) Extensive reading
- (3) Skimming
- (4) Collaborative reading

[Question ID = 202][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q142]

- 1. 1 [Option ID = 805]
- 2. 2 [Option ID = 806]
- 3. 3 [Option ID = 807]
- 4. 4 [Option ID = 808]

8) Which of the following statements is true for enhancing pronunciation skills in children ?

- (1) Students should practice pronunciation so that they sound exactly like native speakers.
- (2) Students should be made to repeat words many times in a day.
- (3) Students should be helped to have intelligible pronunciation.
- (4) Teacher should conduct pronunciation drills to make them pronounce like native speakers.

[Question ID = 203][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q143]

- 1. 1 [Option ID = 809]
- 2. 2 [Option ID = 810]
- 3. 3 [Option ID = 811]
- 4. 4 [Option ID = 812]



9) In a language class students are asked to write "How they celebrated their birthday". Then they are asked to exchange their writings with their partner and give feedback. This type of assessment is \_\_\_\_\_.

- (1) Summative Assessment
- (2) Group Assessment
- (3) Peer Assessment
- (4) Self-Assessment

[Question ID = 204][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q144]

1. 1 [Option ID = 813]
2. 2 [Option ID = 814]
3. 3 [Option ID = 815]
4. 4 [Option ID = 816]

10) Which of the following is true for 'Dialect' and 'Accent' ?

- (1) Accent relates to the actual language used and dialect refers to the way that language is spoken.
- (2) Accent refers to colloquial words and phrases that often reflect identity and dialect refers to the way the language is spoken.
- (3) Dialect relates to the actual language used and accent refers to the way that language is spoken.
- (4) Dialect refers to colloquial words and phrases that often reflect identity and Accent refers to the technical vocabulary to help people articulate experiences, events and concepts in specialized contexts.

[Question ID = 205][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q145]

1. 1 [Option ID = 817]
2. 2 [Option ID = 818]
3. 3 [Option ID = 819]
4. 4 [Option ID = 820]

11) A teacher can make her students effective speakers by

- (1) Asking them to narrate the stories which they have memorised.
- (2) Making them learn few sentences they need to use during social interaction.
- (3) Providing opportunities to express themselves in class.
- (4) Making them learn and speak the paragraphs they need to reproduce during term-end exams.

[Question ID = 206][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q146]

1. 1 [Option ID = 821]
2. 2 [Option ID = 822]
3. 3 [Option ID = 823]
4. 4 [Option ID = 824]

12) In preparing a fourth class to take a standardized reading test, the teacher is best advised to

- (1) tell the children the test is very important and they should do the best they can.
- (2) coach the below grade level readers, as the rest of the class will do well anyway.
- (3) give the learners practice in answering questions similar to the type that will appear on the test.
- (4) ditto key questions from a previous test and allow the learners to answer them.

[Question ID = 207][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q147]

1. 1 [Option ID = 825]
2. 2 [Option ID = 826]
3. 3 [Option ID = 827]
4. 4 [Option ID = 828]

13) In a class students are asked to compile portfolios of their written work for summative assessment e.g. choosing their best six pieces of writing. This type of assessment is

- (1) of no use
- (2) student friendly
- (3) teacher-centered
- (4) not an assessment

[Question ID = 208][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q148]

1. 1 [Option ID = 829]
2. 2 [Option ID = 830]
3. 3 [Option ID = 831]
4. 4 [Option ID = 832]

14) Given below are two statements about language learning. Read the statements and choose the correct option.

- (A) An individual can learn a language at any age but it is easier to do so at a younger age.
- (B) Language can be learnt through exposure.

- (1) Both (A) and (B) are true
- (2) (A) is true but (B) is false
- (3) (B) is true but (A) is false
- (4) Both (A) and (B) are false

[Question ID = 209][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q149]

1. 1 [Option ID = 833]
2. 2 [Option ID = 834]
3. 3 [Option ID = 835]
4. 4 [Option ID = 836]

15) During a writing activity in class, teacher asks students to brainstorm on the theme of writing given to them. This is a strategy for \_\_\_\_\_ stage of the writing process.

- (1) Prewriting
- (2) Reviewing
- (3) Drafting
- (4) Publishing

[Question ID = 210][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_125\_ENGLISH\_Q150]

1. 1 [Option ID = 837]
2. 2 [Option ID = 838]
3. 3 [Option ID = 839]
4. 4 [Option ID = 840]