

CTET L1 English L2 Mizo P1

Topic:- CDP_P1_CTET

1) Recent theories in the field of child development suggest that development gets influenced by

- (i) genetics
- (ii) education
- (iii) culture
- (iv) social policies

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

बाल विकास के क्षेत्र में हाल ही के सिद्धान्त यह सुझावित करते हैं कि विकास प्रभावित होता है

- (i) आनुवंशिकता से
- (ii) शिक्षा से
- (iii) संस्कृति से
- (iv) सामाजिक नीतियों से

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

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_102_Q1]

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

2) Development of children occurs

- (1) in an orderly manner but is individualistic in nature.
- (2) in a disorderly manner suddenly at a particular moment.
- (3) at the same rate for all children across the world.
- (4) as a result of schooling only.

बच्चों का विकास किस प्रकार से होता है ?

- (1) व्यवस्थित रूप से होता है परन्तु स्वाभाविक रूप से वैयक्तिक होता है ।
- (2) अव्यवस्थित रूप में, किसी विशिष्ट पल में अचानक से उभर आता है ।
- (3) पूरे विश्व में सभी बच्चों में एकसमान दर से होता है ।
- (4) केवल विद्यालयीकरण के परिणाम से होता है ।

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_102_Q2]

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

3) _____ is a primary agent/agency of socialisation and _____ is a secondary agent/agency of socialisation among young children.

- (1) Family; library
- (2) Parents' workplace; neighbourhood
- (3) Mass media; family
- (4) Law; religious organisation

छोटे बच्चों में समाजीकरण का _____ प्राथमिक कारक/संस्था है और _____ द्वितीयक कारक/संस्था है ।

- (1) परिवार; पुस्तकालय
- (2) अभिभावकों का कार्यस्थल; आस-पड़ोस
- (3) संचार माध्यम; परिवार
- (4) कानून; धार्मिक संगठन

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_102_Q3]

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

4) As per Jean Piaget's theory of cognitive development, at which stage do most children clearly understand Past, Present and Future ?

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

जीन पियाज़े के संज्ञानात्मक विकास के सिद्धान्त के अनुसार, अधिकांश बच्चे किस अवस्था में बीते हुए समय, वर्तमान और भविष्य के बारे में स्पष्ट रूप से समझ बना लेते हैं ?

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_102_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, the basic building blocks of thinking are referred to as

- (1) Reflexes
- (2) Schemas
- (3) Codes
- (4) Concepts

जीन पियाज़े के सिद्धान्त में, चिन्तन की बुनियादी निर्मितियों को किस रूप में जाना जाता है ?

- (1) सहज क्रियाएँ
- (2) स्कीमा
- (3) संकेत
- (4) अवधारणाएँ

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_102_Q5]

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

6) According to Lev Vygotsky's theory, _____ shape(s) _____ development.

- (1) Genes; Social
- (2) Culture; Cognitive
- (3) Nature; Emotional
- (4) Emotions; Physical

लेव वायगोत्स्की के सिद्धान्त के अनुसार, _____ विकास को _____ आकार देता/देते हैं/हैं।

- (1) सामाजिक; आनुवंशिक कारक
- (2) संज्ञानात्मक; संस्कृति
- (3) भावात्मक; प्राकृतिक कारक
- (4) शारीरिक; संवेग

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_102_Q6]

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

7) Lev Vygotsky emphasised upon the role of _____ in the process of cognitive development.

- (1) Language
- (2) Cognitive conflict
- (3) Reflexes
- (4) Schemas

लेव वायगोत्स्की ने संज्ञानात्मक विकास की प्रक्रिया में किसकी भूमिका पर बल दिया है ?

- (1) भाषा
- (2) संज्ञानात्मक द्वंद्व
- (3) सहज क्रियाएँ
- (4) स्कीमा

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_102_Q7]

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

8) Both Lawrence Kohlberg and _____ have given theories of moral development.

- (1) Lev Vygotsky
- (2) Jerome Bruner
- (3) Jean Piaget
- (4) B. F. Skinner

नैतिक विकास का सिद्धान्त लॉरेंस कोहलबर्ग के साथ-साथ और किसके द्वारा प्रतिपादित किया गया है ?

- (1) लेव वायगोत्स्की
- (2) जेरोम ब्रुनर
- (3) जीन पियाजे
- (4) बी. एफ. स्किनर

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_102_Q8]

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

9) A teacher should be _____ about his pedagogies.

- (1) rigid
- (2) inflexible
- (3) flexible
- (4) ignorant

एक अध्यापक को अपनी शिक्षणशास्त्रीय प्रविधियों के बारे में किस प्रकृति का होना चाहिए ?

- (1) दृढ़ (जड़)
- (2) गैर-लचीला
- (3) लचीला (सुनम्य)
- (4) अनजान

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_102_Q9]

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

10) Intelligence Quotient (IQ) tests are often critiqued for

- (1) their ability to measure a broad range of skills
- (2) having an implicit western culture bias
- (3) considering social influence on intelligence
- (4) overestimating the influence of emotions of cognition

बुद्धि लब्धि (IQ) परीक्षणों की आलोचना प्रायः क्यों की जाती है ?

- (1) कौशलों की विस्तृत श्रृंखला को मापने की उनकी क्षमता
- (2) प्रत्यक्ष रूप से पाश्चात्य संस्कृति के प्रभाव से ग्रसित
- (3) बुद्धि पर सामाजिक प्रभाव का अवबोधन
- (4) संज्ञान पर भावनाओं के प्रभाव का अतिशय प्राक्कलन

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_102_Q10]

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

11) **Assertion (A) :**

When a student is struggling to find solution for a given problem, the teacher should encourage the student to verbalise her thoughts.

Reason (R) :

Learning is more effective when teachers keep minimal expectation of success from students.

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) :

जब कोई विद्यार्थी किसी दिए गए प्रश्न का हल ढूँढने की प्रक्रिया से जूझ रहा है, तो अध्यापक को उसे अपने विचार मौखिक तौर पर अभिव्यक्त करने के लिए प्रोत्साहित करना चाहिए।

तर्क (R) :

अधिगम तब अधिक प्रभावशाली होता है जब अध्यापक विद्यार्थियों से सफलता की कम-से-कम अपेक्षा रखते हैं।

सही विकल्प चुनिए :

- (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 = 11][Question Description = CTET_P1_PART_1_CDP_SET_102_Q11]

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

12) Gender is a _____ construct while sex is a _____ construct.

- (1) social, biological
- (2) social, moral
- (3) moral, social
- (4) biological, social

जेंडर _____ निर्मिति है जबकि लिंग _____ निर्मिति है ।

- (1) सामाजिक, जैविक
- (2) सामाजिक, नैतिक
- (3) नैतिक, सामाजिक
- (4) जैविक, सामाजिक

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_102_Q12]

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

13) A teacher should _____ individual differences in learning preferences to facilitate learning for all.

- (1) consider
- (2) ignore
- (3) remove
- (4) downplay

एक अध्यापक को सभी के लिए अधिगम सहज-सुगम बनाने के लिए अधिगम प्राथमिकताओं में वैयक्तिक भिन्नताओं के प्रति क्या करना चाहिए ?

- (1) उन्हें महत्वपूर्ण मानना चाहिए
- (2) उनको अनदेखा करना चाहिए
- (3) उनको मिटा देना चाहिए
- (4) दमन करना चाहिए

[Question ID = 13][Question Description = CTET_P1_PART_1_CDP_SET_102_Q13]

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

14) The main purpose of assessments should be to

- (1) find ranges in students' scores
- (2) understand students' learning progress
- (3) identify potential failures and achievers
- (4) assign grades to the students

आकलन का मुख्य उद्देश्य क्या होना चाहिए ?

- (1) विद्यार्थियों के अंकों की व्यापकता का पता लगाना
- (2) विद्यार्थियों के सीखने की प्रगति के प्रति समझ बनाना
- (3) संभाव्य असफल और सफल विद्यार्थियों की पहचान करना
- (4) विद्यार्थियों को ग्रेड मान देना

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_102_Q14]

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

15) Which of the following technique is likely to encourage critical thinking among students ?

- (1) Asking for immediate response on questions
- (2) Allowing reflection time to students
- (3) Asking close-ended questions to students
- (4) Discouraging interaction among students

निम्नलिखित में से कौन-सी प्रविधि विद्यार्थियों में समालोचनात्मक चिन्तन को प्रोत्साहित कर सकती है ?

- (1) प्रश्न का तुरन्त उत्तर देने के लिए कहना
- (2) विद्यार्थियों को विमर्श हेतु समय देना
- (3) विद्यार्थियों से बंद-अंत वाले प्रश्न पूछना
- (4) विद्यार्थियों में परस्पर अन्तःक्रिया को निरुत्साहित करना

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_102_Q15]

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

16) Which of the following hinders inclusion of students belonging to disadvantaged groups ?

- (1) Stereotypes and set beliefs
- (2) Child-centric approaches
- (3) Formative assessment
- (4) Consideration of individual differences

सुविधा वंचित समूहों से संबंध रखने वाले विद्यार्थियों के समावेशन में निम्नलिखित में से किसके द्वारा अवरोध उत्पन्न होता है ?

- (1) रूढ़िबद्ध और स्थापित धारणाएँ
- (2) बाल-केन्द्रित उपागम
- (3) रचनात्मक आकलन
- (4) वैयक्तिक भिन्नताओं का ध्यान रखना

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_102_Q16]

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

17) Dysgraphia poses direct challenges in

- (1) Sketching
- (2) Speaking
- (3) Seeing
- (4) Hearing

पठनवैकल्य प्रत्यक्ष रूप से किस कौशल में चुनौती का कारण बनता है/दिता है ?

- (1) स्केच बनाना
- (2) वाचन
- (3) देखना
- (4) सुनना

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_102_Q17]

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

18) In order to successfully include students with visual impairment, a teacher should

- (1) write as much information as possible on the board
- (2) restrict the use of assistive devices in class
- (3) verbalise the written information
- (4) give very easy tasks only to these students

दृष्टिबाधित विद्यार्थियों को सहजता के साथ शामिल करने के लिए अध्यापक को क्या करना चाहिए ?

- (1) जितनी अधिक संभव हो सके, अधिक से अधिक सूचनाएँ श्यामपट्ट पर लिखनी चाहिए
- (2) कक्षा में समर्थक उपकरणों का प्रयोग बाधित करना चाहिए
- (3) लिखित सूचनाओं को मौखिक रूप से सम्प्रेषित करना चाहिए
- (4) इन विद्यार्थियों को केवल बहुत ही सरल से कार्य देने चाहिए

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_102_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 following is a typical identifying characteristic of students with Autism ?

- (1) Highly developed social skills
- (2) Impulsivity
- (3) Impaired communication skills
- (4) Above-average IQ levels

स्वलीनता विकार से जूझते विद्यार्थियों की प्रतिनिधिक पहचान विशेषता निम्नलिखित में से क्या है ?

- (1) उच्च रूप से विकसित सामाजिक कौशल
- (2) आवेगशीलता
- (3) अवरुद्ध सम्प्रेषण कौशल
- (4) औसत से ऊपर बुद्धि लब्धि स्तर

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_102_Q19]

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

20) Giftedness in children is characterised by

- (1) low levels of intelligence
- (2) high levels of comprehension
- (3) easily giving up on tasks
- (4) inability to perform simple tasks with focussed attention

बच्चों में प्रतिभाशीलता किस प्रकार से परिलक्षित होती है ?

- (1) बुद्धि का निम्न स्तर
- (2) बोधगम्यता का उच्च स्तर
- (3) कार्यों को आसानी से छोड़ देना
- (4) छोटे-छोटे कार्यों को ध्यान केन्द्रित करके कर पाने की अक्षमता

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_102_Q20]

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

21) *Assertion (A) :*

Schools should emphasize on curriculum aimed at constructing new knowledge.

Reason (R) :

Children are capable of constructing and interpreting new knowledge with support of teacher.

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) :

विद्यालयों को नवीन ज्ञान के सृजन की ओर लक्षित पाठ्यचर्या पर बल देना चाहिए ।

तर्क (R) :

बच्चों में अध्यापक के सहयोग से नवीन ज्ञान के सृजन और उसकी व्याख्या करने की क्षमता होती है ।

सही विकल्प चुनिए :

- (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 = 21][Question Description = CTET_P1_PART_1_CDP_SET_102_Q21]

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

22) Schools should emphasise on

- (1) reproduction of materials learnt
- (2) textbook learning
- (3) decontextualised learning
- (4) constructive learning

विद्यालयों को किस पर बल देना चाहिए ?

- (1) सीखी गई सामग्रियों को ज्यों का त्यों कह देना
- (2) पाठ्यपुस्तक से सीखना
- (3) संदर्भरहित अधिगम
- (4) रचनात्मक अधिगम

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_102_Q22]

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

23) In order to create a conducive learning environment, it is important to

- (1) minimise opportunities for self-learning
- (2) give chances for self-assessment
- (3) promote competition among students
- (4) follow standardised curriculum

प्रेरक अधिगम परिवेश सृजित करने के लिए क्या महत्वपूर्ण है ?

- (1) स्व-अधिगम के लिए अवसरों को कम कर देना
- (2) स्व-आकलन हेतु अवसर देना
- (3) विद्यार्थियों में प्रतियोगी भावना को बढ़ावा देना
- (4) मानकीकृत पाठ्यचर्या का अनुसरण करना

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_102_Q23]

- 1. 1 [Option ID = 89]
- 2. 2 [Option ID = 90]
- 3. 3 [Option ID = 91]
- 4. 4 [Option ID = 92]

24) *Assertion (A) :*

A teacher should encourage students to develop entity view of ability.

Reason (R) :

Entity view of ability motivates students to learn more effectively.

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) :

अध्यापक को चाहिए कि वह विद्यार्थियों को योग्यता का सत्त्व संबंधी परिप्रेक्ष्य विकसित करने के लिए प्रोत्साहित करें।

तर्क (R) :

योग्यता का अस्तित्व संबंधी परिप्रेक्ष्य विद्यार्थियों को अधिक प्रभावशाली तरीके से सीखने के लिए अभिप्रेरित करता है।

सही विकल्प चुनिए :

- (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 = 24][Question Description = CTET_P1_PART_1_CDP_SET_102_Q24]

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

25) Which of the following is likely to hinder problem solving ?

- (1) Functional fixedness
- (2) Cognitive flexibility
- (3) Divergent thinking
- (4) Reflective writing

निम्नलिखित में से किसके द्वारा समस्या समाधान में अवरोध पैदा होने की संभावना है ?

- (1) कार्यात्मक स्थिरता
- (2) संज्ञानात्मक सुनम्यता (लचीलापन)
- (3) अपसारी चिंतन
- (4) विमर्शात्मक लेखन

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_102_Q25]

- 1. 1 [Option ID = 97]

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

26) **Assertion (A) :**

Teachers should identify the misconceptions carried by students and discuss those instead of ignoring them.

Reason (R) :

These misconceptions are a form of alternative conceptions which students often form based on their interaction with environment and these are meaningful in process of 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) :

अध्यापकों को चाहिए कि वे विद्यार्थियों की भ्रांतियों की पहचान करें और उनको अनदेखी करने के बजाय उन पर चर्चा करें।

तर्क (R) :

ये भ्रांतियाँ वैकल्पिक अवधारणाओं के रूप हैं, जो अक्सर विद्यार्थी अपने परिवेश के साथ अन्तःक्रिया करके आधार बना लेते हैं और ये अधिगम की प्रक्रिया में अर्थपूर्ण हैं।

सही विकल्प चुनिए :

- (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 = 26][Question Description = CTET_P1_PART_1_CDP_SET_102_Q26]

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

27) **Emotions _____.**

- (1) significantly influence learning but don't have any influence on memory
- (2) have no influence on learning but significantly influence memory
- (3) significantly influence learning as well as memory
- (4) have no influence either on learning or on memory

भावनाएँ

- (1) अधिगम को महत्वपूर्ण रूप से प्रभावित करती हैं परन्तु स्मृति पर इनका कोई प्रभाव नहीं पड़ता है ।
- (2) अधिगम पर किसी प्रकार का प्रभाव नहीं डालती लेकिन स्मृति को महत्वपूर्ण रूप से प्रभावित करती हैं ।
- (3) अधिगम को महत्वपूर्ण रूप से प्रभावित करती हैं साथ ही साथ स्मृति को भी ।
- (4) न तो अधिगम को प्रभावित करती हैं और न ही स्मृति को प्रभावित करती हैं ।

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_102_Q27]

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

28) Students feel motivated to learn if the task is

- (1) Irrelevant
- (2) Unchallenging
- (3) Related to their life
- (4) Very abstract

विद्यार्थी सीखने के प्रति अभिप्रेरित होते हैं यदि कार्य

- (1) अप्रासंगिक हो ।
- (2) बिना किसी चुनौती वाला हो ।
- (3) उनके जीवन से संबंधित हो ।
- (4) बहुत ही अमूर्त हो ।

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_102_Q28]

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

29) To facilitate students' learning, a teacher should

- (1) ignore previous knowledge of students
- (2) not clarify syntax and structure
- (3) minimise generalisation and transfer of learning
- (4) avoid use of subject-jargons

विद्यार्थियों के अधिगम को सहज-सुगम बनाने के लिए अध्यापक को क्या करना चाहिए ?

- (1) विद्यार्थियों के पूर्व ज्ञान की अनदेखी करनी चाहिए
- (2) वाक्य-विन्यास और संरचना स्पष्ट नहीं करनी चाहिए
- (3) अधिगम के अति सामान्यीकरण और निस्तारण को कम करना चाहिए
- (4) विषय से संबंधित शब्द-जाल के प्रयोग से बचना चाहिए

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_102_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 hinders learning ?

- (1) Relating previous knowledge with topic to be taught
- (2) Sense of alienation with school culture
- (3) Implementation of multisensory approach
- (4) Pedagogy based on constructivism

निम्नलिखित में से किसके द्वारा अधिगम में बाधा उत्पन्न होती है ?

- (1) पहले पढ़ाए गए विषय से ज्ञान को सम्बद्ध करना
- (2) विद्यालयी संस्कृति से विमुखता का भाव
- (3) बहुसंवेदी उपागम का क्रियान्वयन
- (4) रचनावाद पर आधारित शिक्षणशास्त्रीय प्रविधियाँ

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_102_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) Ten crore twenty thousand two hundred three is written in figures as

- (1) 100002203
- (2) 1020203
- (3) 1002203
- (4) 100020203

दस करोड़ बीस हजार दो सौ तीन को अंकों में लिखा जाता है

- (1) 100002203
- (2) 1020203
- (3) 1002203
- (4) 100020203

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q31]

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

2) Which of the following fractions is less than $\frac{4}{5}$ and greater than $\frac{1}{2}$?

- (1) $\frac{8}{9}$
- (2) $\frac{7}{9}$
- (3) $\frac{1}{3}$
- (4) $\frac{2}{5}$

निम्न में से कौन-सी भिन्न $\frac{4}{5}$ से छोटी है और $\frac{1}{2}$ से बड़ी है ?

- (1) $\frac{8}{9}$
- (2) $\frac{7}{9}$
- (3) $\frac{1}{3}$
- (4) $\frac{2}{5}$

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q32]

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

3) What will be the value of K in the six digit number 56234K, if the number is divisible by 6 ?

- (1) 0
- (2) 1
- (3) 4
- (4) 6

छः अंकों की संख्या 56234K, में K का क्या मान होगा, यदि यह संख्या 6 से विभाज्य हो ?

- (1) 0
- (2) 1
- (3) 4
- (4) 6

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q33]

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

- 4) In a class of 28 students, 15 are girls. If 21 students clean their teeth daily and $\frac{3}{5}$ of the girls clean their teeth daily, then state which fraction of boys are doing the same work daily.

- (1) $\frac{2}{5}$
- (2) $\frac{4}{7}$
- (3) $\frac{4}{9}$
- (4) $\frac{12}{13}$

28 विद्यार्थियों की एक कक्षा में 15 लड़कियाँ हैं। यदि 21 विद्यार्थी प्रतिदिन अपने दाँत साफ करते हैं तथा लड़कियों का $\frac{3}{5}$ भाग प्रतिदिन अपने दाँत साफ करती हैं, तो बताइए कि लड़कों का कितना भाग प्रतिदिन यही काम करता है।

- (1) $\frac{2}{5}$
- (2) $\frac{4}{7}$
- (3) $\frac{4}{9}$
- (4) $\frac{12}{13}$

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q34]

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

- 5) Which of the following statements are true ?

- (i) Every number is always more than its additive inverse.
- (ii) Sum of any two integers is always more than each of the integers.
- (iii) Successor of -2 is -1.
- (iv) Product of a number and its additive inverse is always negative.

Options :

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

निम्न में से कौन-से कथन सत्य हैं ?

- (i) प्रत्येक संख्या अपने योज्य प्रतिलोम से सदैव बड़ी होती है।
- (ii) किन्हीं भी दो पूर्णाकों का योग उन पूर्णाकों में से प्रत्येक से बड़ा होता है।
- (iii) -2 का परवर्ती -1 है।
- (iv) एक संख्या और उसके योज्य प्रतिलोम का गुणनफल सदैव ऋणात्मक होता है।

विकल्प :

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

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q35]

- 1. 1 [Option ID = 137]
- 2. 2 [Option ID = 138]
- 3. 3 [Option ID = 139]
- 4. 4 [Option ID = 140]

6) A shopkeeper bought 138 boxes of apples each containing 24 apples. He could sell only $117\frac{3}{4}$ boxes of apples on the first day. How many apples are left with him ?

- (1) 486
- (2) 498
- (3) 510
- (4) 522

एक दुकानदार ने सेबों के 138 डिब्बे, जिनमें से प्रत्येक में 24 सेब हैं, खरीदे। पहले दिन वह सेबों के केवल $117\frac{3}{4}$ डिब्बे ही बेच पाया। उसके पास कितने सेब शेष बचे हैं ?

- (1) 486
- (2) 498
- (3) 510
- (4) 522

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q36]

- 1. 1 [Option ID = 141]
- 2. 2 [Option ID = 142]
- 3. 3 [Option ID = 143]
- 4. 4 [Option ID = 144]

7) Two angles having their sum 180° are always known as

- (1) Adjacent angles
- (2) Complementary angles
- (3) Supplementary angles
- (4) Linear pair

दो कोण जिनका योग 180° है, सदैव कहलाते हैं

- (1) आसन्न कोण
- (2) पूरक कोण
- (3) सम्पूरक कोण
- (4) रैखिक युग्म

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q37]

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

8) Which of the following statements is *not* true ?

- (1) Sum of an acute angle and a right angle is always an obtuse angle.
- (2) Sum of two acute angles is always less than a right angle.
- (3) Sum of two right angles is equal to a straight angle.
- (4) Sum of two obtuse angles is always a reflex angle.

निम्नलिखित में से कौन-सा कथन सत्य *नहीं* है ?

- (1) एक न्यूनकोण और एक समकोण का योग सदैव एक अधिक कोण होता है।
- (2) दो न्यूनकोणों का योग सदैव एक समकोण से कम होता है।
- (3) दो समकोणों का योग एक ऋजु कोण के बराबर होता है।
- (4) दो अधिक कोणों का योग सदैव एक प्रतिवर्ती कोण होता है।

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q38]

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

9) Which one of the following groups of letters have only one line of symmetry ?

- (1) B, I, H
- (2) C, G, U
- (3) D, E, M
- (4) N, A, B

निम्न अक्षर-समूहों में से किस एक में केवल एक सममित रेखा है ?

- (1) B, I, H
- (2) C, G, U
- (3) D, E, M
- (4) N, A, B

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q39]

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

10) Yogesh runs with a speed of 30 km/h and completes a race in 5 minutes. What is the length of the race (in m) ?

- (1) 2050
- (2) 2500
- (3) 2550
- (4) 2600

योगेश 30 km/h की चाल से दौड़ता है और किसी दौड़ को 5 मिनट में पूरा करता है। उस दौड़ की कितनी लंबाई (m में) है ?

- (1) 2050
- (2) 2500
- (3) 2550
- (4) 2600

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q40]

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

11) Shalu reached her sister's house on 18th January, 2020 in the morning and left her house on 2nd April, 2020 at night. For how many days did she stay there ?

- (1) 74
- (2) 75
- (3) 76
- (4) 77

शालू प्रातः 18 जनवरी, 2020 को अपनी बहन के घर पहुँची और 2 अप्रैल, 2020 की रात को वापस चल पड़ी। वह वहाँ कितने दिन ठहरी ?

(1) 74

(2) 75

(3) 76

(4) 77

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q41]

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

12) The side of a square is 48 cm. The length and breadth of a rectangle are $1\frac{1}{2}$ and $\frac{2}{3}$ respectively of the side of the square. The difference in their perimeters (in cm) is

(1) 10

(2) 12

(3) 14

(4) 16

एक वर्ग की भुजा 48 cm है। एक आयत की लम्बाई और चौड़ाई उस वर्ग की भुजा की क्रमशः $1\frac{1}{2}$ तथा $\frac{2}{3}$ गुनी हैं। इनके परिमापों में अन्तर (cm में) है

(1) 10

(2) 12

(3) 14

(4) 16

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q42]

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

13) What will be the next number in the pattern $\frac{1}{4}, \frac{3}{16}, \frac{5}{64}, \frac{7}{256}, \dots$?

(1) $\frac{8}{125}$

(2) $\frac{9}{284}$

(3) $\frac{9}{1024}$

(4) $\frac{11}{4096}$

पैटर्न $\frac{1}{4}, \frac{3}{16}, \frac{5}{64}, \frac{7}{256}, \dots$ में अगली संख्या क्या आएगी ?

(1) $\frac{8}{125}$

(2) $\frac{9}{284}$

(3) $\frac{9}{1024}$

(4) $\frac{11}{4096}$

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q43]

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

14) 540 persons were asked to vote for their favourite season from the three seasons – Winter, Summer, Rainy. Data so obtained was represented in a pie chart. If the central angle for winter season is 150° , then how many persons had voted for winter season ? (Assume that each person has voted for one season only)

(1) 100

(2) 150

(3) 225

(4) 300

540 व्यक्तियों से शीत, ग्रीष्म और वर्षा ऋतुओं में से उनकी पसन्द की ऋतु पूछी गई। प्राप्त आंकड़ों को पाई चार्ट पर दर्शाया गया। यदि शीत ऋतु का केन्द्रीय कोण 150° आया, तो कितने व्यक्तियों ने शीत ऋतु को पसन्द किया ? (कल्पना कीजिए कि प्रत्येक व्यक्ति ने केवल एक ऋतु को ही पसंद किया है)

(1) 100

(2) 150

(3) 225

(4) 300

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q44]

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

15) Rahul saved some money every month from his pocket money as given below :

End of the month	Total Savings (in ₹) up to that month
------------------	--

January	80
February	140
March	210
April	285
May	375
June	480

Which of the following statements is correct ?

- (1) Savings in May is maximum.
- (2) Sum of savings in January and February is equal to the sum of savings in March and May.
- (3) Least savings is in the month of February.
- (4) Total savings up to end of June is ₹ 375.

राहुल ने अपने जेब खर्च में से प्रति माह कुछ बचत की, जैसा नीचे दिया है :

माह का अन्त	उस माह तक कुल बचत (₹ में)
-------------	---------------------------

जनवरी	80
फरवरी	140
मार्च	210
अप्रैल	285
मई	375
जून	480

निम्न में से कौन-सा कथन सही है ?

- (1) मई में अधिकतम बचत हुई ।
- (2) जनवरी और फरवरी में हुई बचत का योग मार्च तथा मई में हुई बचत के योग के बराबर है ।
- (3) सबसे कम बचत फरवरी माह में हुई ।
- (4) जून माह के अन्त तक की कुल बचत ₹ 375 है ।

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_102_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) According to National Curriculum Framework, 2005 discussions in a primary grade mathematics classroom should be
- (1) didactic in nature.
 - (2) based on mathematical concepts learnt inside the classroom only.
 - (3) contextual and based on life-experiences of children.
 - (4) focused on solving problems given in mathematics textbook.

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, प्राथमिक स्तर की गणित की कक्षा में परिचर्चा _____ होनी चाहिए।

- (1) प्रकृति में उपदेशात्मक
- (2) केवल कक्षा में सीखी हुई गणितीय अवधारणाओं पर आधारित
- (3) संदर्भात्मक एवं बच्चों के जीवन के अनुभवों पर आधारित
- (4) गणित की पाठ्यपुस्तक में दी गई समस्याओं के समाधान पर केन्द्रित

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q46]

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

- 2) Which of the following is the most appropriate characteristic of mathematical language at primary level ?
- (1) It must be highly focused, specific and technical.
 - (2) It must be ambiguous and open-ended so as to make learning joyful.
 - (3) It should be reinforced through the language used by the child in everyday life.
 - (4) It should not include mathematical vocabulary at all.

निम्नलिखित में से कौन-सी प्राथमिक स्तर पर गणितीय भाषा की सर्वाधिक उपयुक्त विशिष्टताएँ हैं ?

- (1) यह अत्यधिक एकाग्रचित, सुस्पष्ट और प्राविधिक होनी चाहिए।
- (2) अधिगम को आनन्दमयी बनाने के लिए इसे अस्पष्ट और आम दिनचर्या वाली भाषा की तरह होना चाहिए।
- (3) दैनिक जीवन में बच्चों द्वारा उपयोग की जाने वाली भाषा के माध्यम से इसे प्रबलित करना चाहिए।
- (4) इसमें गणितीय शब्दसंग्रह को बिल्कुल भी सम्मिलित नहीं किया जाना चाहिए।

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_102_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 is/are the most appropriate purpose of classroom assessment in mathematics at primary level ?

- (A) To inform and guide teaching-learning process.
- (B) To provide opportunities to the learner to reflect on their learning.
- (C) To create competition among learners to improve their performance.

Choose the correct option :

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

निम्नलिखित में से प्राथमिक स्तर पर गणित के कक्षायी आकलन के सर्वाधिक उपयुक्त उद्देश्य क्या है/हैं ?

- (A) शिक्षण-अधिगम प्रक्रिया को निर्देशित करना एवं मार्गदर्शन देना ।
- (B) शिक्षार्थियों को उनके अधिगम पर विचार करने के अवसर प्रदान करना ।
- (C) शिक्षार्थियों में उनके निष्पादन में सुधार के लिए प्रतिस्पर्धा की भावना विकसित करना ।

सही विकल्प का चयन कीजिए :

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

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q48]

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

4) Which of the following is **not** a pre-number concept ?

- (1) Matching
- (2) Hierarchical inclusion
- (3) Seriating
- (4) Approximation

निम्नलिखित में से कौन-सी संख्या-पूर्व अवधारणा **नहीं** है ?

- (1) मिलान
- (2) पदानुक्रमित समावेशन
- (3) क्रमबद्ध लगाना
- (4) सन्निकटन

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q49]

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

5) The children in a mathematics class are arranging the given numbers in the following order :
28, 48, 57, 92

Which of the following concepts is being used by the children in arranging the numbers ?

- (1) Proportion
- (2) Place value
- (3) Regrouping
- (4) Approximation

गणित की कक्षा में बच्चे दी गई संख्याओं को निम्नलिखित क्रम में व्यवस्थित कर रहे हैं :

28, 48, 57, 92

बच्चों द्वारा निम्नलिखित में से कौन-सी अवधारणा का उपयोग संख्याओं को व्यवस्थित करने में किया गया है ?

- (1) समानुपात
- (2) स्थानीय मान
- (3) पुनः समूहीकरण
- (4) सन्निकटन

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q50]

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

6) Which among the following is the most appropriate strategy for introducing the concept of place value to grade I learners ?

- (1) Write the place value of numbers on the blackboard and explain.
- (2) Write expanded form of numbers.
- (3) Use manipulatives to explain 10 as a bundle of ones.
- (4) Draw place value columns on a chart paper.

स्तर I के शिक्षार्थियों को स्थानीय मान की अवधारणा प्रस्तावित करने के लिए निम्नलिखित में से कौन-सी सबसे उपयुक्त योजना है ?

- (1) श्यामपट्ट पर संख्याओं का स्थानीय मान लिखिए और समझाइए ।
- (2) संख्याओं के विस्तारित रूप को लिखिए ।
- (3) हस्त कौशल सामग्री का उपयोग करते हुए 10 को एकक के गट्टे के रूप में समझाइये ।
- (4) स्थानीय मान के स्तंभों को चार्ट पेपर पर चित्रित कीजिए ।

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q51]

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

7) "Communication is an important process skill required in mathematics." What do you mean by mathematical communication ?

- (1) Ability of the child to read the word problems quickly and correctly
- (2) Ability of the child to participate in mathematics quiz
- (3) Ability of the child to consolidate, organise and express mathematical thinking
- (4) Ability of the child to write mathematical essays

"गणित में संप्रेषण एक महत्वपूर्ण वांछित प्रक्रिया कौशल है।" गणितीय संप्रेषण से आप क्या समझते हैं ?

- (1) ईबारती सवालों को शीघ्र तथा सही तरीके से पढ़ने की बच्चे की क्षमता
- (2) गणितीय प्रश्नोत्तरी में भाग लेने की बच्चे की क्षमता
- (3) गणितीय चिंतन को समेकित, संघटित एवं अभिव्यक्त करने की बच्चे की क्षमता
- (4) गणितीय निबंध लिखने की बच्चे की क्षमता

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q52]

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

8) When asked to find out $354 + 99$, a primary grade student, solves it in the following way :

$$354 + 99 = 354 + 99 + 1 - 1 = 354 + 100 - 1 = 454 - 1 = 453$$

The strategy used by the student to find the sum is known as

- (1) Substitution
- (2) Addition-Subtraction
- (3) Compensation
- (4) Partition

जब $354 + 99$ का जोड़ ज्ञात करने के लिए कहा गया, तब प्राथमिक स्तर के विद्यार्थी ने निम्न प्रकार से उसे हल किया :

$$354 + 99 = 354 + 99 + 1 - 1 = 354 + 100 - 1 = 454 - 1 = 453$$

जोड़ ज्ञात करने के लिए विद्यार्थी द्वारा प्रयुक्त विधि/कार्यनीति कहलाती है

- (1) विस्थापन
- (2) योजन-व्यवकलन
- (3) प्रतिकरण
- (4) वितरण/विभाजन

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_102_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 about mathematics ?

- (1) It is based on empirical evidences to prove different mathematical truths.
- (2) It is based on deductive reasoning.
- (3) It is a creative discipline and has aesthetic value.
- (4) It is validated by reasoning.

निम्नलिखित में से कौन-सा गणित के संबंध में सही **नहीं** है ?

- (1) विभिन्न गणितीय तथ्यों को प्रमाणित करने के लिए यह अनुभवजन्य/अनुभवसिद्ध साक्ष्यों पर आधारित है।
- (2) यह निगमनात्मक विवेचन पर आधारित है।
- (3) यह एक सृजनात्मक विषय-क्षेत्र है और इसका सौंदर्यपरक मूल्य है।
- (4) इसे तर्क द्वारा वैधीकृत/अभिपुष्ट किया जाता है।

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q54]

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

10) 'NIPUN' Bharat scheme that ensures every child in India gains foundational numeracy and literacy was launched by the Education Ministry of India under National Education Policy (NEP) 2020. 'NIPUN' stands for

- (1) National Initiative for Proficiency in Reading with Understanding and Numeracy
- (2) National Initiative for Proficiency in Writing with Understanding and Numeracy
- (3) National Initiative for Perfection in Understanding and Numeracy
- (4) National Initiative for Improved Pedagogy in Understanding and Numeracy

राष्ट्रीय शिक्षा नीति 2020 (NEP 2020) के अंतर्गत, भारतीय शिक्षा मंत्रालय द्वारा 'निपुण' भारत योजना की शुरुआत की गई थी जो प्रत्येक छात्र में आधारभूत संख्यात्मकता एवं साक्षरता को सुनिश्चित करती है। 'निपुण' भारत का पूरा नाम है

- (1) नेशनल इनीशिएटिव फॉर प्रोफिशिएंसी इन रीडिंग विद अंडरस्टैंडिंग एंड न्यूमेरेसी
- (2) नेशनल इनीशिएटिव फॉर प्रोफिशिएंसी इन राइटिंग विद अंडरस्टैंडिंग एंड न्यूमेरेसी
- (3) नेशनल इनीशिएटिव फॉर परफेक्शन इन अंडरस्टैंडिंग एंड न्यूमेरेसी
- (4) नेशनल इनीशिएटिव फॉर इम्प्रूव्ड पैडागोजी इन अंडरस्टैंडिंग एंड न्यूमेरेसी

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q55]

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

- 11) Class I and Class II NCERT books have chapters based on listing out daily activities in a child's routine; the days of a week, days of months, change of weather etc. Such chapters :
- (1) Convey no meaning in a mathematics classroom.
 - (2) Make mathematics textbook colourful and fun to read.
 - (3) Help students learn the standard units of measurement.
 - (4) Help students to learn the concept of time contextually.

NCERT की कक्षा I और कक्षा II की पाठ्यपुस्तकों में ऐसे पाठ हैं जो कि बच्चे की दैनिक गतिविधियों को सूचीबद्ध करने पर; सप्ताह के दिनों पर, महीनों के दिनों पर, मौसम के परिवर्तन, आदि पर आधारित हैं। ऐसे पाठ :

- (1) गणित की कक्षा में किसी अर्थ को संप्रेषित नहीं करते हैं।
- (2) गणित की पाठ्यपुस्तक को रंग-बिरंगा एवं आनंददायक बनाते हैं।
- (3) विद्यार्थियों को मापन की मानक इकाइयों को सीखने में सहयोग करते हैं।
- (4) विद्यार्थियों को समय की अवधारणा को संदर्भात्मक रूप से सीखने में सहयोग करते हैं।

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q56]

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

- 12) Which among the following is/are part of the key processes required for developing creative thinking in mathematics ?
- A. Recognising patterns and relationships
 - B. Formulating hypotheses
 - C. Using a given formula to solve problems
- (1) A and B
 - (2) A and C
 - (3) B and C
 - (4) Only B

निम्नलिखित में से कौन-सा/से गणित में सृजनात्मक चिंतन के विकास के लिए मुख्य प्रक्रमों का एक भाग है/हैं ?

- A. पैटर्न तथा संबंधों को पहचानना
 - B. परिकल्पनाएँ बनाना
 - C. दिए गए सूत्र का उपयोग कर समस्याओं का समाधान करना
- (1) A और B
 - (2) A और C
 - (3) B और C
 - (4) केवल B

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q57]

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

- 13) According to National Curriculum Framework 2005, the most appropriate way to develop a positive attitude towards mathematics and a liking for it in primary grade children is to
- (1) provide opportunities to enhance cognitive skills for learning mathematics
 - (2) use mathematical games, puzzles and stories to make connections between mathematics and children's life experiences
 - (3) use an aptitude scale to find out children's score on it and provide remedial measures
 - (4) frequently organise sessions by experts on importance of mathematics in everyday life

राष्ट्रीय पाठ्यचर्या रूपरेखा 2005 के अनुसार, प्राथमिक स्तर के बच्चों में गणित के प्रति रुचि एवं एक सकारात्मक दृष्टिकोण का विकास करने का सबसे उपयुक्त मार्ग है

- (1) गणित के अधिगम हेतु संज्ञानात्मक कौशलों में वृद्धि के लिए अवसर प्रदान करना
- (2) गणित एवं बच्चों के जीवन के अनुभवों में, गणितीय खेलों, पहेलियों और कहानियों का उपयोग कर, संबंध बनाना
- (3) अभिक्षमता स्केल का उपयोग कर बच्चों का परिणाम जानना एवं उपचारी विधियाँ प्रदान करना
- (4) दैनिक जीवन में गणित के महत्त्व पर विशेषज्ञों द्वारा सत्रों का निरंतर आयोजन करना

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q58]

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

- 14) When asked to solve 12×25 , a child uses the following method :
- $$12 \times 25 = 3 \times 4 \times 25 = 3 \times 100 = 300$$
- As a constructivist mathematics teacher what will be your reaction to the strategy used by the child ?
- (1) Accept the answer but tell the child that it is not the right way to do multiplication.
 - (2) Instruct the child to seek help from other students to solve the problem using correct algorithm.
 - (3) Appreciate the child and encourage other students to come up with different ways to solve the problem.
 - (4) Appreciate the child's answer but advice him/her not to use this method in examination to solve the problem.

जब किसी बच्चे को 12×25 का हल निकालने के लिए कहा गया, तब उसने निम्नलिखित विधि अपनाई :

$$12 \times 25 = 3 \times 4 \times 25 = 3 \times 100 = 300$$

गणित के एक रचनावादी शिक्षक के रूप में, बच्चे द्वारा प्रयुक्त विधि पर आपकी क्या प्रतिक्रिया होगी ?

- (1) उत्तर स्वीकारें किन्तु बच्चे को बताएँ कि गुणन करने की यह सही विधि नहीं है।
- (2) सही कलन विधि का उपयोग कर प्रश्न हल करने के लिए बच्चे को अन्य विद्यार्थियों की सहायता लेने का निर्देश दें।
- (3) बच्चे की सराहना करें और अन्य विद्यार्थियों को भी प्रश्न हल करने के लिए विभिन्न तरीकों को ढूँढने के लिए कहें।
- (4) बच्चे के उत्तर की सराहना करें किन्तु उसे सलाह दें कि परीक्षा में प्रश्न हल करने के लिए इस विधि का उपयोग न करे।

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q59]

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

15) Which of the following statements is least likely to be one of the characteristics of levels in Van Hiele's theory of geometric thinking ?

- (1) They are age dependent
- (2) They are sequential
- (3) They are experience dependent
- (4) They are developmental

निम्नलिखित कथनों में से कौन-सा कथन वैन हैले की ज्यामितीय चिंतन के सिद्धांत (थ्योरी) में स्तरों की न्यून रूप से संभावनीय विशिष्टता है ?

- (1) ये आयु पर निर्भर हैं
- (2) ये आनुक्रमिक हैं
- (3) ये अनुभव पर निर्भर हैं
- (4) ये विकासात्मक हैं

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q60]

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

- 1) With respect to the location of the capital of India the directions of Lucknow (Capital of Uttar Pradesh) and Jaipur (Capital of Rajasthan) respectively are
- (1) North-East, North-West
 - (2) South-East, South-West
 - (3) South-West, South-East
 - (4) North-West, North-East

भारत की राजधानी की स्थिति के सापेक्ष लखनऊ (उत्तर प्रदेश की राजधानी) और जयपुर (राजस्थान की राजधानी) की दिशाएँ क्रमशः हैं

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

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_102_Q61]

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

- 2) A teacher is recruited in a school in Maharashtra. She is teaching about food and she gives an example of 'bharli vangi', which is a dish made of
- (1) stuffed baby eggplant preparation
 - (2) plain lentil stew
 - (3) creamy dish of fresh pomfret fishes
 - (4) curry made of potatoes, cauliflower and tomatoes

एक अध्यापिका की नियुक्ति महाराष्ट्र के एक विद्यालय में हुई है। वह भोजन के विषय में पढ़ा रही है तथा वह 'भरली वांगी' का उदाहरण देती है जो कि एक व्यंजन है जो बना है

- (1) छोटे-छोटे भरवाँ बैंगन से
- (2) सादा दाल का दमपुख्त (स्टू)
- (3) ताजी पोमफ्रेट मछलियों का मलाईदार व्यंजन
- (4) आलू, फूलगोभी तथा टमाटर की करी

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_102_Q62]

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

- 3) The feathers of the birds are of different colours, shapes and sizes. Their feathers help them to fly and
- A. eat different types of food
 - B. keep them warm
 - C. walk in different ways
 - D. keep them waterproof
- (1) B and C
(2) B and D
(3) B, C and D
(4) A, B, C and D

पक्षियों के पंख विभिन्न रंगों, आकारों एवं माप के होते हैं। इनके पंख उन्हें उड़ने में सहायता करते हैं तथा

- A. विभिन्न प्रकार का भोजन खाने में
 - B. उन्हें गर्म रखते हैं
 - C. विभिन्न तरीकों से चलने में
 - D. उन्हें जलसह बनाते हैं
- (1) B और C
(2) B और D
(3) B, C और D
(4) A, B, C और D

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_102_Q63]

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

4) Animals that lay eggs have following characteristics :

- (1) external ears and hair on their bodies
- (2) internal ears and no hair on their bodies
- (3) external ears and no hair on their bodies
- (4) internal ears and have hair on their bodies

जो पशु अण्डे देते हैं, उनकी निम्नलिखित विशेषताएँ होती हैं :

- (1) उनके बाहरी कान एवं शरीर पर बाल होते हैं।
- (2) उनके आंतरिक कान होते हैं एवं शरीर पर बाल नहीं होते हैं।
- (3) उनके बाहरी कान होते हैं एवं शरीर पर बाल नहीं होते हैं।
- (4) उनके आंतरिक कान एवं शरीर पर बाल होते हैं।

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_102_Q64]

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

5) The name of the first Indian women who reached the peak of the Mount Everest and pitched the national flag and took photographs of the event is

- (1) Karnam Malleswari
- (2) Sunita Williams
- (3) Suryamani
- (4) Bacchhendri Pal

उस पहली भारतीय महिला का नाम, जिन्होंने एवरेस्ट पर्वत की चोटी पर कदम रखा और राष्ट्रीय ध्वज (तिरंगा) गाड़ा तथा कई फोटो भी खींचीं, है

- (1) कर्णम मल्लेश्वरी
- (2) सुनीता विलियम्स
- (3) सूर्यमणि
- (4) बछेन्द्री पाल

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_102_Q65]

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

6) Which of the following statement(s) is/are true regarding Manipur ?

- A. Manipur means 'Land of Jewels'.
- B. Lavani is the folk dance of Manipur.
- C. Loktak lake is known for circular floating swamps called phumdis.
- D. Manipur is the largest producer of bamboo products.

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

निम्नलिखित में से कौन-सा/से कथन मणिपुर के सम्बन्ध में सही है/हैं ?

- A. मणिपुर का अर्थ है 'जेवरों का देश' ।
- B. लावनी मणिपुर का लोक नृत्य है ।
- C. लोकटक ताल जाना जाता है फुमदी नामक गोलाकार तैरते हुए दलदलों के लिए ।
- D. मणिपुर बाँस के उत्पादों का सबसे बड़ा उत्पादक है ।

(1) केवल A

(2) A, C और D

(3) A, B और C

(4) A और C

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_102_Q66]

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

7) Work is something we do to

- A. earn fame
- B. have fun
- C. support oneself and others
- D. save energy

(1) A and B

(2) B and C

(3) C only

(4) C and D

कार्य ऐसी चीज़ है जो हम करते हैं

- A. यश कमाने के लिए
- B. मनोरंजन के लिए
- C. अपने को व अन्य लोगों को सहारा/भरण-पोषण के लिए
- D. ऊर्जा बचाने के लिए

(1) A और B

(2) B और C

(3) केवल C

(4) C और D

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_102_Q67]

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

- 8) Which of the following is true about an elephant herd ?
- A. Their herd always has two or more old male elephants in it.
 - B. Their herd has all male elephants and baby elephants living with female elephants.
 - C. Male elephants live in the herd till they are 14-15 years old.
 - D. Their herd has only female and baby elephants.

Choose the correct option :

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

हाथियों के झुंड के बारे में निम्नलिखित में से कौन-सा सही है ?

- A. उनके झुंड में हमेशा दो या उससे अधिक नर हाथी होते हैं।
- B. उनके झुंड में सारे नर हाथी होते हैं तथा हाथी के बच्चे मादा हाथियों के साथ रहते हैं।
- C. नर हाथी झुंड के साथ 14-15 वर्ष की आयु तक रहते हैं।
- D. उनके झुंड में केवल मादाएँ तथा हाथियों के बच्चे रहते हैं।

सही विकल्प का चयन कीजिए :

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

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_102_Q68]

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

- 9) In the textbook for class V a map of Golconda Fort is given. On the right bottom of the map following scale is printed.

Scale 1 cm = 110 metre

If on the map the distance between the Fateh Darwaza and Patancheru Darwaza is 15.2 cm, the actual distance between these two places is

- (1) 1.520 km
- (2) 1.652 km
- (3) 1.672 km
- (4) 16.72 km

कक्षा V की पाठ्यपुस्तक में गोलकोंडा किले का मानचित्र दिया गया है। इस पर दाहिने नीचे की ओर पैमाना छपा है।

पैमाना 1 सेमी = 110 मीटर

यदि इस मानचित्र पर फतेह दरवाजा और पटनचेरु दरवाजा के बीच की दूरी 15.2 सेमी है, तो इन दोनों स्थानों के बीच की वास्तविक दूरी है

- (1) 1.520 किलोमीटर
- (2) 1.652 किलोमीटर
- (3) 1.672 किलोमीटर
- (4) 16.72 किलोमीटर

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_102_Q69]

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

10) Sona's friend Tara is from Mizoram. Tara has difficulty in speaking Hindi because in Mizoram the main languages spoken are

- (1) Khasi, Assamese
- (2) Mizo, Lusei, Kuki
- (3) Meiteilon, English
- (4) Mao, Bengali

सोना की सहेली तारा मिज़ोरम से है। तारा को हिन्दी बोलने में परेशानी होती है क्योंकि मिज़ोरम में बोली जाने वाली प्रमुख भाषाएँ हैं

- (1) खासी, असमी
- (2) मिज़ो, लूसेई, कुकी
- (3) मेतेलॉन, अंग्रेजी
- (4) माओ, बंगाली

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_102_Q70]

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

11) Petroleum and Coal are known as non-renewable fuels because they

- (1) cause pollution
- (2) are expensive
- (3) are obtained through fractional distillation
- (4) take many years to form

पेट्रोलियम तथा कोयले को अनवीकरणीय ईंधन कहा जाता है क्योंकि ये

- (1) प्रदूषण फैलाते हैं
- (2) महँगे होते हैं
- (3) प्रभाजी आसवन के द्वारा प्राप्त किए जाते हैं
- (4) बनने में कई साल लगते हैं

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_102_Q71]

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

12) Mountaineers carry oxygen cylinders with them because they need it for

- (1) Cooking food as availability of fuel is less in mountains.
- (2) Keeping them warm by burning oxygen in it.
- (3) breathing as less oxygen is available at high altitudes.
- (4) Putting up support for tents.

पर्वतारोही अपने साथ ऑक्सीजन सिलिंडर ले जाते हैं क्योंकि उन्हें इसकी जरूरत होती है

- (1) खाना पकाने के लिए क्योंकि पर्वतों में ईंधन की उपलब्धता कम होती है।
- (2) अपने को गर्म रखने के लिए उसमें उपस्थित ऑक्सीजन को जला कर।
- (3) साँस लेने के लिए क्योंकि अधिक ऊँचाइयों पर ऑक्सीजन की मात्रा कम मिलती है।
- (4) टेंट लगाने के लिए सहारे के रूप में।

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_102_Q72]

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

13) Three Indian states having coast on the Arabian Sea are

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

अरब सागर के तीन भारतीय तटवर्ती प्रदेश (राज्य) हैं

- (1) कर्नाटक, तमिलनाडु, आंध्र प्रदेश
- (2) महाराष्ट्र, कर्नाटक, पुदुचेरी
- (3) गोआ, महाराष्ट्र, केरल
- (4) तेलंगाना, केरल, कर्नाटक

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_102_Q73]

1. 1 [Option ID = 289]

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

14) The traditional dance of Rajasthan where veiled women dancers balance seven to nine brass pots on their head is known as

- (1) Kalbelia
- (2) Kathak
- (3) Terah Taali
- (4) Bhavai

राजस्थान का पारम्परिक नृत्य जिसमें घूँघट वाली महिला नृत्यांगनाएँ सिर पर सात से नौ पीतल के घड़ों को संभालती हैं, कहलाता है

- (1) कालबेलिया
- (2) कथक
- (3) तेरह ताली
- (4) भवाई

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_102_Q74]

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

15) Madhubani is a famous

- A. Lake in Rajasthan
- B. Shawl from Bihar
- C. Woven saree from Andhra Pradesh
- D. Form of folk art Paintings from Bihar
- E. Place in Bihar

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

मधुबनी एक प्रसिद्ध

- A. झील है राजस्थान में
- B. बिहार की शॉल है
- C. आंध्र प्रदेश की बुनी हुई साड़ी है
- D. बिहार की एक प्रकार की लोक-कला चित्रकारी है
- E. बिहार का एक स्थान है

(1) A और B

(2) B और C

(3) B, D और E

(4) D और E

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_102_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) Shobhit observes a picture in a book where girls are shown playing with pebbles and boys are shown playing cricket. He asks his teacher that why are boys and girls playing separately ? Why are boys not playing pebbles ? Why are girls not playing cricket ? Which of the following EVS teaching objectives are included in this event ?

- A. Development of higher level critical thinking.
- B. Development of broad cultural attitude and aesthetic sensitivity.
- C. Development of an understanding based on observation and picturization.
- D. Development of cognitive ability for generating curiosity about a social event.

(1) A, B and C

(2) B, C and D

(3) A, B and D

(4) A, C and D

शोभित किताब में एक चित्र देखता है, जिसमें लड़कियों को गोटियाँ खेलते तथा लड़कों को क्रिकेट खेलते हुए दिखाया गया है। वह अपने अध्यापक से पूछता है कि लड़के और लड़कियाँ अलग-अलग क्यों खेल रहे हैं ? लड़के गोटियाँ क्यों नहीं खेल रहे हैं ? लड़कियाँ क्रिकेट क्यों नहीं खेल रही हैं ?

निम्नलिखित में से कौन-से पर्यावरण अध्ययन शिक्षण उद्देश्य इस घटना में सम्मिलित हैं ?

- A. उच्च स्तरीय आलोचनात्मक सोच विकसित करना।
- B. व्यापक सांस्कृतिक नज़रिया एवं सौन्दर्य के प्रति संवेदना विकसित करना।
- C. अवलोकन और चित्रण के आधार पर समझ विकसित करना।
- D. सामाजिक घटना के बारे में जिज्ञासु बनाने के लिए संज्ञानात्मक क्षमता विकसित करना।

(1) A, B और C

(2) B, C और D

(3) A, B और D

(4) A, C और D

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_102_Q76]

- 1. 1 [Option ID = 301]
- 2. 2 [Option ID = 302]
- 3. 3 [Option ID = 303]
- 4. 4 [Option ID = 304]

2) As an EVS teacher, you want to introduce the theme of 'Seasons' to your learners of class II. Which one of the following would be the best pedagogic strategy ?

- (1) Use charts and books to explain the concept of seasons
- (2) Use videos of seasons to later explain seasons on blackboard
- (3) Use newspapers to read about articles on seasons
- (4) Use food habits, clothes worn and relevant local literature to develop interest in seasons

पर्यावरण अध्ययन के एक शिक्षक के रूप में, आप कक्षा II के अपने विद्यार्थियों के समक्ष विषय 'ऋतुएँ' प्रस्तावित करना चाहते हैं। निम्नलिखित में से कौन एक उत्तम शिक्षणशास्त्रीय युक्ति होगी ?

- (1) संप्रत्यय ऋतुएँ समझाने के लिए चार्ट एवं पुस्तकों का उपयोग
- (2) श्यामपट्ट पर लिखे विषय ऋतुएँ को बाद में समझाने के लिए ऋतुओं के वीडियो का उपयोग
- (3) ऋतुओं पर लिखे लेख पढ़ने के लिए समाचार-पत्रों का उपयोग
- (4) ऋतुओं के विषय में रुचि का विकास करने के लिए भोजन की आदतों, पहनने के वस्त्रों और संदर्भित स्थानीय साहित्य का उपयोग

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_102_Q77]

- 1. 1 [Option ID = 305]
- 2. 2 [Option ID = 306]

3. 3 [Option ID = 307]

4. 4 [Option ID = 308]

3) Which of the following statements are the correct description of the nature of assessment ?

- A. It is a part of teaching-learning process, that is continuous.
- B. It acquaints about the achievement level of students and what they don't know.
- C. It diagnoses the hindrances in learning and helps in their removal.
- D. It acquaints about the tendency to learn, interests and prior experiences of students.

(1) A, B and C

(2) B, C and D

(3) A, C and D

(4) A, B and D

निम्नलिखित में से कौन-से कथन आकलन की प्रकृति की सही व्याख्या करते हैं ?

- A. शिक्षण-अधिगम की प्रक्रिया का एक अंग है, जो सतत चलता रहता है।
- B. विद्यार्थियों के उपलब्धि स्तर तथा उन्हें क्या नहीं आता है, के बारे में अवगत कराता है।
- C. सीखने में आई बाधाओं का पता लगाकर उन्हें दूर करने में सहायक है।
- D. विद्यार्थियों की सीखने की प्रवृत्ति, रुचि एवं पूर्व अनुभवों के बारे में अवगत कराता है।

(1) A, B और C

(2) B, C और D

(3) A, C और D

(4) A, B और D

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_102_Q78]

1. 1 [Option ID = 309]

2. 2 [Option ID = 310]

3. 3 [Option ID = 311]

4. 4 [Option ID = 312]

4) As EVS teacher of class V, in the chapter 'Walls Tell Stories' you need to introduce learners to historical monuments, which method you think will suit best ?

- (1) Virtual tours, online games and quiz related to historical monuments
- (2) Passage reading on historical monuments
- (3) Visits to local historical monuments followed by discussion
- (4) Lecture discussion method to explain the past of historical monuments

कक्षा V के पर्यावरण अध्ययन शिक्षक के रूप में, पाठ 'बोलती इमारतें' के लिए आपको विद्यार्थियों को ऐतिहासिक इमारतों को प्रस्तुत करने की आवश्यकता है, आप क्या सोचते हैं कि कौन-सी विधि सर्वथा उत्तम होगी ?

- (1) ऐतिहासिक इमारतों से संबंधित आभासी सैर, ऑन-लाइन खेल और पहेली
- (2) ऐतिहासिक इमारतों पर परिच्छेद पठन
- (3) स्थानीय ऐतिहासिक इमारतों का भ्रमण और तत्पश्चात् उन पर चर्चा
- (4) ऐतिहासिक इमारतों का भूतकाल समझाने के लिए व्याख्यान-चर्चा विधि

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_102_Q79]

1. 1 [Option ID = 313]
2. 2 [Option ID = 314]
3. 3 [Option ID = 315]
4. 4 [Option ID = 316]

5) A teacher asked students to draw an ant. Some students made 4 legs of ant while some made 6 and some 8 legs. What should the teacher do ?

- (1) Tell them that ants have 6 legs and not 4 or 8 legs
- (2) Tell them that students who made 6 legs are correct and all other students are wrong
- (3) Show them a picture of an ant and ask them to observe the number of legs
- (4) Give them a magnifying lens and ask to them observe the number of legs in an ant

अध्यापक विद्यार्थियों से एक चींटी का चित्र बनाने को कहते हैं। कुछ विद्यार्थी चींटी के चार पैर बनाते हैं, जबकि कुछ छह और कुछ आठ पैर बनाते हैं। अध्यापक को क्या करना चाहिए ?

- (1) यह कहना चाहिए कि चींटी के छह पैर होते हैं, चार या आठ नहीं होते
- (2) यह कहना चाहिए कि जिन विद्यार्थियों ने छह पैर बनाए हैं, वे सही हैं और बाकी सभी विद्यार्थी गलत हैं
- (3) उन्हें चींटी का चित्र दिखाकर पैरों की संख्या देखने के लिए कहना चाहिए
- (4) उन्हें आवर्धक लेंस देकर, चींटी के पैरों की संख्या को देखने के लिए कहना चाहिए

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_102_Q80]

1. 1 [Option ID = 317]
2. 2 [Option ID = 318]
3. 3 [Option ID = 319]
4. 4 [Option ID = 320]

6) As an EVS teacher of class IV, you have to introduce the concept of astronauts to learners. Which method will you follow ?

- (1) Explain the definition of astronaut and ask students to memorise
- (2) Deliver a lecture on astronauts
- (3) Share biographies of astronauts of India and then highlight main features
- (4) Share stories on astronauts to help students understand the concept

कक्षा IV के पर्यावरण अध्ययन के शिक्षक के रूप में, आपको विद्यार्थियों को अंतरिक्षयात्रियों का संप्रत्यय प्रस्तावित करना है। इसलिए आप कौन-से प्रक्रम का अनुसरण करेंगे ?

- (1) विद्यार्थियों को अंतरिक्षयात्रियों की परिभाषा समझाइए और याद करने के लिए कहिए
- (2) अंतरिक्षयात्रियों पर एक व्याख्यान दीजिए
- (3) भारत के अंतरिक्षयात्रियों की आत्मकथाएँ साझा कीजिए और उनकी मुख्य विशेषताओं को इंगित कीजिए
- (4) अंतरिक्षयात्रियों की कहानियाँ साझा कीजिए और विद्यार्थियों को विषय को समझने में सहायता कीजिए

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_102_Q81]

1. 1 [Option ID = 321]
2. 2 [Option ID = 322]
3. 3 [Option ID = 323]
4. 4 [Option ID = 324]

7) Yash asked his teacher, "Why some food-product packets are labelled with red while some food-product packets are labelled with green dot ?". Teacher explained that green dot indicates vegetarian food while red dot indicates non-vegetarian food. She asked students to observe various food-product packets and enlist them as vegetarian and non-vegetarian. Which of the following processes are involved in this activity ?

- A. Identification
- B. Imagination
- C. Bias
- D. Classification

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

यश ने अपने अध्यापक से पूछा, “कुछ भोजन उत्पादों के पैकेट पर हरे गोले क्यों हैं, जबकि कुछ भोजन उत्पादों के पैकेट पर लाल गोले बने हैं ?” । अध्यापक समझाते हैं कि हरे गोले शाकाहारी खाने तथा लाल गोले मांसाहारी खाने को सूचित करते हैं । अध्यापक ने विद्यार्थियों को विभिन्न भोजन उत्पादों के पैकेट देखकर उन्हें शाकाहारी अथवा मांसाहारी में सूचीबद्ध करने को कहा । इस गतिविधि में निम्नलिखित में से कौन-सी प्रक्रियाएँ शामिल हैं ?

- A. पहचान
- B. कल्पना
- C. पूर्वाग्रह
- D. वर्गीकरण

(1) A और B

(2) B और C

(3) C और D

(4) A और D

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_102_Q82]

- 1. 1 [Option ID = 325]
- 2. 2 [Option ID = 326]
- 3. 3 [Option ID = 327]
- 4. 4 [Option ID = 328]

8) As an EVS teacher, you decide to familiarise students with contemporary issues related to environment. Which one of the following would you prefer ?

- (1) Ask students to watch news channels
- (2) Ask students to subscribe to newspapers at home
- (3) Relate relevant articles in class and also share them
- (4) Talk to parents to ensure newspaper reading at home

एक पर्यावरण अध्ययन शिक्षक के रूप में, अपने विद्यार्थियों को पर्यावरण से संबंधित समकालीन मुद्दों से परिचित करवाना है । निम्नलिखित में से आप किसे प्राथमिकता देंगे ?

- (1) विद्यार्थियों को समाचार चैनल देखने के लिए कहेंगे
- (2) विद्यार्थियों को घर पर समाचार-पत्रों का ग्राहक बनने के लिए कहेंगे
- (3) कक्षा में संबंधित लेखों का उल्लेख करेंगे एवं उनको साझा भी करेंगे
- (4) घर पर समाचार-पत्र पठन को सुनिश्चित करने के लिए माता-पिता से बात करेंगे

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_102_Q83]

- 1. 1 [Option ID = 329]
- 2. 2 [Option ID = 330]
- 3. 3 [Option ID = 331]
- 4. 4 [Option ID = 332]

9) John is forming animal shadows with the help of his hands and asks students to guess which animal is being formed in the shadow. Which of the following processes are involved in this activity ?

- A. Prediction
- B. Observation
- C. Inference
- D. Description

(1) A, B and D

(2) A, B and C

(3) C and D

(4) A and D

जॉन अपने हाथों की सहायता से जंतुओं की परछाई बना रहा है और वह विद्यार्थियों से यह अंदाजा लगाने को कहता है कि परछाई में कौन-सा जानवर बन रहा है। इस गतिविधि में निम्नलिखित में से कौन-सी प्रक्रियाएँ शामिल हैं ?

- A. अनुमान
- B. अवलोकन
- C. निष्कर्ष
- D. वर्णन

(1) A, B और D

(2) A, B और C

(3) C और D

(4) A और D

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_102_Q84]

- 1. 1 [Option ID = 333]
- 2. 2 [Option ID = 334]
- 3. 3 [Option ID = 335]
- 4. 4 [Option ID = 336]

10) Integrated perspective in EVS denotes which of the following ?

- (1) Draw insights from science and social studies
- (2) Draw insights from social studies and environment education
- (3) Draw insights from science and environment education
- (4) Draw insights from science, social studies and environment education

पर्यावरण अध्ययन में एकीकृत/संगठित परिप्रेक्ष्य, निम्नलिखित में से किसे निर्दिष्ट करता है ?

- (1) विज्ञान एवं सामाजिक अध्ययन से पूरी जानकारी
- (2) सामाजिक अध्ययन एवं पर्यावरण शिक्षा से पूरी जानकारी
- (3) विज्ञान एवं पर्यावरण शिक्षा से पूरी जानकारी
- (4) विज्ञान, सामाजिक अध्ययन एवं पर्यावरण शिक्षा से पूरी जानकारी

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_102_Q85]

- 1. 1 [Option ID = 337]
- 2. 2 [Option ID = 338]
- 3. 3 [Option ID = 339]
- 4. 4 [Option ID = 340]

11) Rini asked his teacher, "Why are the stems of plants round and not square shaped ?" What should the teacher do ?

- A. Teacher should tell students that they will learn about this in higher classes.
- B. Teacher should explain students that the reason of round stems is the gravity.
- C. Teacher should ask students to think about the reason for the round shape of stem.
- D. Teacher should take students for a garden visit and ask to observe the shape of various stems.

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

रिनी ने अध्यापक से पूछा, "पौधों के तने गोल क्यों होते हैं, चौकोर क्यों नहीं" ? अध्यापक को क्या करना चाहिए ?

- A. अध्यापक को विद्यार्थियों से कहना चाहिए कि वे इस बारे में उच्च कक्षाओं में सीखेंगे ।
- B. अध्यापक को विद्यार्थियों को समझाना चाहिए कि गोल तने का कारण गुरुत्वाकर्षण है ।
- C. अध्यापक को विद्यार्थियों से तने के गोल आकार होने के कारण सोचने के बारे में कहना चाहिए ।
- D. अध्यापक को विद्यार्थियों को बाग में घूमने ले जाना चाहिए तथा विभिन्न तनों के आकार देखने के लिए कहना चाहिए ।

(1) A और B

(2) B और C

(3) C और D

(4) A और D

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_102_Q86]

- 1. 1 [Option ID = 341]
- 2. 2 [Option ID = 342]
- 3. 3 [Option ID = 343]
- 4. 4 [Option ID = 344]

12) Which of the following methods can be effective in transaction of EVS ?

- A. Chalk and Talk method
- B. Lecture method
- C. Role play
- D. Story telling

(1) A and B

(2) B and C

(3) C and D

(4) A, B, C and D

निम्नलिखित में से कौन-सी विधियाँ पर्यावरण अध्ययन के सम्पादन में प्रभावी हो सकती हैं ?

- A. चॉक एवं टॉक विधि
- B. व्याख्यान विधि
- C. भूमिका निर्वहन
- D. कहानी सुनाना

(1) A और B

(2) B और C

(3) C और D

(4) A, B, C और D

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_102_Q87]

- 1. 1 [Option ID = 345]
- 2. 2 [Option ID = 346]
- 3. 3 [Option ID = 347]
- 4. 4 [Option ID = 348]

13) An EVS teacher asked students to write a poem describing their mother. Pammi read her poem, "My mother is sweet like sugar and honey". Some students don't know the meaning of sugar and honey.

What will you do if you are Pammi's teacher ?

- (1) Bring sugar and honey and make the students eat
- (2) Tell students meaning of sugar and honey in local language
- (3) Bring sugar and honey and show them to students
- (4) Explain students how sugar and honey are made

एक पर्यावरण अध्ययन अध्यापक विद्यार्थियों को उनकी मम्मी का वर्णन करने वाली कविता लिखने को कहती है। पम्मी अपनी कविता पढ़ती है, "मेरी मम्मी मीठी है, जैसे मिष्टी दोई"। कुछ विद्यार्थी मिष्टी दोई का अर्थ नहीं जानते हैं।

यदि आप पम्मी के अध्यापक हैं, तो आप क्या करेंगे ?

- (1) विद्यार्थियों को मिष्टी दोई लाकर खिलाएँगे
- (2) विद्यार्थियों को मिष्टी दोई का अर्थ स्थानीय भाषा में बताएँगे
- (3) विद्यार्थियों को मिष्टी दोई लाकर दिखाएँगे
- (4) विद्यार्थियों को मिष्टी दोई कैसे बनता है समझाएँगे

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_102_Q88]

- 1. 1 [Option ID = 349]
- 2. 2 [Option ID = 350]
- 3. 3 [Option ID = 351]
- 4. 4 [Option ID = 352]

14) Characteristic of a good EVS curriculum at primary level is to

- (1) engage learners in inventing new products
- (2) focus on acquiring knowledge
- (3) develop socio-emotional skills learners
- (4) help learners to earn their livelihood

प्राथमिक स्तर पर एक अच्छे पर्यावरण अध्ययन के पाठ्यचर्या की विशेषता है

- (1) विद्यार्थियों को नए उत्पादों के आविष्कार में लगाना
- (2) ज्ञान अर्जित करने पर केन्द्रित होना
- (3) विद्यार्थियों में सामाजिक-भावनात्मक कौशलों को विकसित करना
- (4) विद्यार्थियों को जीविकोपार्जन में सहायता करना

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_102_Q89]

- 1. 1 [Option ID = 353]
- 2. 2 [Option ID = 354]
- 3. 3 [Option ID = 355]
- 4. 4 [Option ID = 356]

15) In EVS group discussion should be conducted, this creates meaningful knowledge. Which of the following statement best describes this fact ?

- (1) Learning is facilitated due to social contact.
- (2) Thoughts and experiences are shared with others.
- (3) Every child is free to express his/her view.
- (4) Every response is accepted without criticism.

पर्यावरण अध्ययन में समूह-चर्चा कराना चाहिए, इससे सार्थक ज्ञान का निर्माण होता है।

निम्नलिखित में से कौन-सा कथन इस तथ्य की सर्वोत्तम व्याख्या है ?

- (1) सामाजिक संपर्क के माध्यम से अधिगम सरल हो जाता है।
- (2) विचार और अनुभव दूसरों के साथ साझा किए जाते हैं।
- (3) प्रत्येक बच्चा अपनी राय व्यक्त करने हेतु स्वतंत्र है।
- (4) प्रत्येक प्रतिक्रिया को बिना आलोचना स्वीकार किया जाता है।

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_102_Q90]

- 1. 1 [Option ID = 357]
- 2. 2 [Option ID = 358]
- 3. 3 [Option ID = 359]
- 4. 4 [Option ID = 360]

Topic:- ENG_Q91-99_L1_P1_CTET

1) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate options.

1. Mankind's relationship with nature has always been interdependent because both nurture each other. Despite our urge to dominate our environment through barbaric acts of destroying ecological balance, nature has always honoured this bond with man. Exhaling oxygen, providing food, fodder, shelter and hope to mankind, albeit in a diminished way. We have ruined the environment at a rapid pace in the past few decades. It took a pandemic and the resultant health crisis to remind us about our unpardonable acts. Many of us have for the first time started thinking about the quality of air, water, the dying rivers and ponds, vanishing coastal ecosystems, and in the process discovered new birds that apparently had disappeared long ago.

2. The mystery is not about these birds suddenly reappearing into our lives, but whether they had gone in hiding fearing our invasion into their territory? Is the reappearance of these species an announcement of nature reclaiming itself when most of mankind is locked inside their homes? The answer is an absolute 'Yes'.

3. We have killed nature, uprooted forests, and squeezed the animal habitat in order to grow as an advanced economy. Our inner being stops getting nourishment when trees in our surroundings are chopped. It happens because man and nature are deeply connected. Life is one whole, which includes people, hills, rivers, trees, birds, and all animal life. Life, therefore, is not one-dimensional. The deterioration of nature was, in fact, a reflection of our own descent into misery.

4. In ancient scriptures, trees were always considered a part of the family, but rampant ecological destruction has threatened the very fabric of our lives.

5. The energy in our surroundings exists today not because of high-rise buildings but because of trees, plants and animals. It is said that when someone touches a flower or hugs a tree, suddenly there is a flow of warmth, life and energy of consciousness. This communion with nature directly communicates with the very soul. When nature is destroyed, it is bound to affect our inner ecology, and without proper balance between inner and outer ecology, our spiritual odyssey is not possible.

6. Nurturing the environment simply means nurturing our own soul.

Find the incorrect statement.

- (1) Man has an urge to dominate nature.
- (2) Man is destroying the ecological balance.
- (3) Nature has reclaimed itself during lockdown.
- (4) Our inner being gets nourished when trees are chopped.

[Question ID = 91][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q91]

- 1. 1 [Option ID = 361]
- 2. 2 [Option ID = 362]
- 3. 3 [Option ID = 363]
- 4. 4 [Option ID = 364]

2) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate options.

1. Mankind's relationship with nature has always been interdependent because both nurture each other. Despite our urge to dominate our environment through barbaric acts of destroying ecological balance, nature has always honoured this bond with man. Exhaling oxygen, providing food, fodder, shelter and hope to mankind, albeit in a diminished way. We have ruined the environment at a rapid pace in the past few decades. It took a pandemic and the resultant health crisis to remind us about our unpardonable acts. Many of us have for the first time started thinking about the quality of air, water, the dying rivers and ponds, vanishing coastal ecosystems, and in the process discovered new birds that apparently had disappeared long ago.

2. The mystery is not about these birds suddenly reappearing into our lives, but whether they had gone in hiding fearing our invasion into their territory? Is the reappearance of these species an announcement of nature reclaiming itself when most of mankind is locked inside their homes? The answer is an absolute 'Yes'.

3. We have killed nature, uprooted forests, and squeezed the animal habitat in order to grow as an advanced economy. Our inner being stops getting nourishment when trees in our surroundings are chopped. It happens because man and nature are deeply connected. Life is one whole, which includes people, hills, rivers, trees, birds, and all animal life. Life, therefore, is not one-dimensional. The deterioration of nature was, in fact, a reflection of our own descent into misery.

4. In ancient scriptures, trees were always considered a part of the family, but rampant ecological destruction has threatened the very fabric of our lives.

5. The energy in our surroundings exists today not because of high-rise buildings but because of trees, plants and animals. It is said that when someone touches a flower or hugs a tree, suddenly there is a flow of warmth, life and energy of consciousness. This communion with nature directly communicates with the very soul. When nature is destroyed, it is bound to affect our inner ecology, and without proper balance between inner and outer ecology, our spiritual odyssey is not possible.

6. Nurturing the environment simply means nurturing our own soul.

Which one of the following phrases does **not** match the theme of the passage?

- (1) Balance of inner and outer ecology is essential.
- (2) Nature and human beings are interdependent.
- (3) Exploitation of nature is a must for growth.
- (4) Rampant ecological destruction has threatened our lives.

[Question ID = 92][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q92]

- 1. 1 [Option ID = 365]
- 2. 2 [Option ID = 366]
- 3. 3 [Option ID = 367]
- 4. 4 [Option ID = 368]

3) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate options.

1. Mankind's relationship with nature has always been interdependent because both nurture each other. Despite our urge to dominate our environment through barbaric acts of destroying ecological balance, nature has always honoured this bond with man. Exhaling oxygen, providing food, fodder, shelter and hope to mankind, albeit in a diminished way. We have ruined the environment at a rapid pace in the past few decades. It took a pandemic and the resultant health crisis to remind us about our unpardonable acts. Many of us have for the first time started thinking about the quality of air, water, the dying rivers and ponds, vanishing coastal ecosystems, and in the process discovered new birds that apparently had disappeared long ago.

2. The mystery is not about these birds suddenly reappearing into our lives, but whether they had gone in hiding fearing our invasion into their territory? Is the reappearance of these species an announcement of nature reclaiming itself when most of mankind is locked inside their homes? The answer is an absolute 'Yes'.

3. We have killed nature, uprooted forests, and squeezed the animal habitat in order to grow as an advanced economy. Our inner being stops getting nourishment when trees in our surroundings are chopped. It happens because man and nature are deeply connected. Life is one whole, which includes people, hills, rivers, trees, birds, and all animal life. Life, therefore, is not one-dimensional. The deterioration of nature was, in fact, a reflection of our own descent into misery.

4. In ancient scriptures, trees were always considered a part of the family, but rampant ecological destruction has threatened the very fabric of our lives.

5. The energy in our surroundings exists today not because of high-rise buildings but because of trees, plants and animals. It is said that when someone touches a flower or hugs a tree, suddenly there is a flow of warmth, life and energy of consciousness. This communion with nature directly communicates with the very soul. When nature is destroyed, it is bound to affect our inner ecology, and without proper balance between inner and outer ecology, our spiritual odyssey is not possible.

6. Nurturing the environment simply means nurturing our own soul.

Read the following statements:

Assertion (A) :

We have killed nature.

Reason (R) :

The deterioration of nature is a reflection of our own descent into misery.

- (1) A is correct and R is the correct reason of A.
- (2) Both A and R are not correct.
- (3) A is correct but R is not the correct reason for A.
- (4) A is wrong and R is correct.

[Question ID = 93][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q93]

- 1. 1 [Option ID = 369]
- 2. 2 [Option ID = 370]
- 3. 3 [Option ID = 371]
- 4. 4 [Option ID = 372]

4) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate options.

1. Mankind's relationship with nature has always been interdependent because both nurture each other. Despite our urge to dominate our environment through barbaric acts of destroying ecological balance, nature has always honoured this bond with man. Exhaling oxygen, providing food, fodder, shelter and hope to mankind, albeit in a diminished way. We have ruined the environment at a rapid pace in the past few decades. It took a pandemic and the resultant health crisis to remind us about our unpardonable acts. Many of us have for the first time started thinking about the quality of air, water, the dying rivers and ponds, vanishing coastal ecosystems, and in the process discovered new birds that apparently had disappeared long ago.

2. The mystery is not about these birds suddenly reappearing into our lives, but whether they had gone in hiding fearing our invasion into their territory? Is the reappearance of these species an announcement of nature reclaiming itself when most of mankind is locked inside their homes? The answer is an absolute 'Yes'.

3. We have killed nature, uprooted forests, and squeezed the animal habitat in order to grow as an advanced economy. Our inner being stops getting nourishment when trees in our surroundings are chopped. It happens because man and nature are deeply connected. Life is one whole, which includes people, hills, rivers, trees, birds, and all animal life. Life, therefore, is not one-dimensional. The deterioration of nature was, in fact, a reflection of our own descent into misery.

4. In ancient scriptures, trees were always considered a part of the family, but rampant ecological destruction has threatened the very fabric of our lives.

5. The energy in our surroundings exists today not because of high-rise buildings but because of trees, plants and animals. It is said that when someone touches a flower or hugs a tree, suddenly there is a flow of warmth, life and energy of consciousness. This communion with nature directly communicates with the very soul. When nature is destroyed, it is bound to affect our inner ecology, and without proper balance between inner and outer ecology, our spiritual odyssey is not possible.

6. Nurturing the environment simply means nurturing our own soul.

Identify the correct combination.

CAUSE	EFFECT
1. Domination of nature by man	5. Heal the spiritual crisis
2. Rampant ecological destruction	6. Growth of every living being
3. Pandemic and man locked inside	7. Fabric of life strengthened
4. Over-exploitation of natural resources	8. Birds reappeared, nature reclaimed

(1) 4 and 5

(2) 1 and 6

(3) 3 and 8

(4) 2 and 5

[Question ID = 94][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q94]

- 1 [Option ID = 373]
- 2 [Option ID = 374]
- 3 [Option ID = 375]
- 4 [Option ID = 376]

5) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate options.

1. Mankind's relationship with nature has always been interdependent because both nurture each other. Despite our urge to dominate our environment through barbaric acts of destroying ecological balance, nature has always honoured this bond with man. Exhaling oxygen, providing food, fodder, shelter and hope to mankind, albeit in a diminished way. We have ruined the environment at a rapid pace in the past few decades. It took a pandemic and the resultant health crisis to remind us about our unpardonable acts. Many of us have for the first time started thinking about the quality of air, water, the dying rivers and ponds, vanishing coastal ecosystems, and in the process discovered new birds that apparently had disappeared long ago.

2. The mystery is not about these birds suddenly reappearing into our lives, but whether they had gone in hiding fearing our invasion into their territory? Is the reappearance of these species an announcement of nature reclaiming itself when most of mankind is locked inside their homes? The answer is an absolute 'Yes'.

3. We have killed nature, uprooted forests, and squeezed the animal habitat in order to grow as an advanced economy. Our inner being stops getting nourishment when trees in our surroundings are chopped. It happens because man and nature are deeply connected. Life is one whole, which includes people, hills, rivers, trees, birds, and all animal life. Life, therefore, is not one-dimensional. The deterioration of nature was, in fact, a reflection of our own descent into misery.

4. In ancient scriptures, trees were always considered a part of the family, but rampant ecological destruction has threatened the very fabric of our lives.

5. The energy in our surroundings exists today not because of high-rise buildings but because of trees, plants and animals. It is said that when someone touches a flower or hugs a tree, suddenly there is a flow of warmth, life and energy of consciousness. This communion with nature directly communicates with the very soul. When nature is destroyed, it is bound to affect our inner ecology, and without proper balance between inner and outer ecology, our spiritual odyssey is not possible.

6. Nurturing the environment simply means nurturing our own soul.

The interaction with plants results in _____.

- (1) immediate understanding of self
- (2) ecological destruction
- (3) warmth, life, and energy
- (4) descent into misery

[Question ID = 95][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q95]

- 1. 1 [Option ID = 377]
- 2. 2 [Option ID = 378]
- 3. 3 [Option ID = 379]
- 4. 4 [Option ID = 380]

6) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate options.

1. Mankind's relationship with nature has always been interdependent because both nurture each other. Despite our urge to dominate our environment through barbaric acts of destroying ecological balance, nature has always honoured this bond with man. Exhaling oxygen, providing food, fodder, shelter and hope to mankind, albeit in a diminished way. We have ruined the environment at a rapid pace in the past few decades. It took a pandemic and the resultant health crisis to remind us about our unpardonable acts. Many of us have for the first time started thinking about the quality of air, water, the dying rivers and ponds, vanishing coastal ecosystems, and in the process discovered new birds that apparently had disappeared long ago.

2. The mystery is not about these birds suddenly reappearing into our lives, but whether they had gone in hiding fearing our invasion into their territory? Is the reappearance of these species an announcement of nature reclaiming itself when most of mankind is locked inside their homes? The answer is an absolute 'Yes'.

3. We have killed nature, uprooted forests, and squeezed the animal habitat in order to grow as an advanced economy. Our inner being stops getting nourishment when trees in our surroundings are chopped. It happens because man and nature are deeply connected. Life is one whole, which includes people, hills, rivers, trees, birds, and all animal life. Life, therefore, is not one-dimensional. The deterioration of nature was, in fact, a reflection of our own descent into misery.

4. In ancient scriptures, trees were always considered a part of the family, but rampant ecological destruction has threatened the very fabric of our lives.

5. The energy in our surroundings exists today not because of high-rise buildings but because of trees, plants and animals. It is said that when someone touches a flower or hugs a tree, suddenly there is a flow of warmth, life and energy of consciousness. This communion with nature directly communicates with the very soul. When nature is destroyed, it is bound to affect our inner ecology, and without proper balance between inner and outer ecology, our spiritual odyssey is not possible.

6. Nurturing the environment simply means nurturing our own soul.

Which part of speech does the underlined word belong to in the following sentence?

We have ruined the environment at a rapid pace in the past few decades.

(1) Adjective

(2) Adverb

(3) Noun

(4) Verb

[Question ID = 96][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q96]

1. 1 [Option ID = 381]
2. 2 [Option ID = 382]
3. 3 [Option ID = 383]
4. 4 [Option ID = 384]

7) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate options.

1. Mankind's relationship with nature has always been interdependent because both nurture each other. Despite our urge to dominate our environment through barbaric acts of destroying ecological balance, nature has always honoured this bond with man. Exhaling oxygen, providing food, fodder, shelter and hope to mankind, albeit in a diminished way. We have ruined the environment at a rapid pace in the past few decades. It took a pandemic and the resultant health crisis to remind us about our unpardonable acts. Many of us have for the first time started thinking about the quality of air, water, the dying rivers and ponds, vanishing coastal ecosystems, and in the process discovered new birds that apparently had disappeared long ago.

2. The mystery is not about these birds suddenly reappearing into our lives, but whether they had gone in hiding fearing our invasion into their territory? Is the reappearance of these species an announcement of nature reclaiming itself when most of mankind is locked inside their homes? The answer is an absolute 'Yes'.

3. We have killed nature, uprooted forests, and squeezed the animal habitat in order to grow as an advanced economy. Our inner being stops getting nourishment when trees in our surroundings are chopped. It happens because man and nature are deeply connected. Life is one whole, which includes people, hills, rivers, trees, birds, and all animal life. Life, therefore, is not one-dimensional. The deterioration of nature was, in fact, a reflection of our own descent into misery.

4. In ancient scriptures, trees were always considered a part of the family, but rampant ecological destruction has threatened the very fabric of our lives.

5. The energy in our surroundings exists today not because of high-rise buildings but because of trees, plants and animals. It is said that when someone touches a flower or hugs a tree, suddenly there is a flow of warmth, life and energy of consciousness. This communion with nature directly communicates with the very soul. When nature is destroyed, it is bound to affect our inner ecology, and without proper balance between inner and outer ecology, our spiritual odyssey is not possible.

6. Nurturing the environment simply means nurturing our own soul.

In para 1 which unpardonable act is being referred to?

- (1) Spread of pandemic
- (2) Ruining the environment
- (3) Nature helping man in only a diminished way
- (4) Thinking about quality of air and water

[Question ID = 97][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q97]

- 1. 1 [Option ID = 385]
- 2. 2 [Option ID = 386]
- 3. 3 [Option ID = 387]
- 4. 4 [Option ID = 388]

8) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate options.

1. Mankind's relationship with nature has always been interdependent because both nurture each other. Despite our urge to dominate our environment through barbaric acts of destroying ecological balance, nature has always honoured this bond with man. Exhaling oxygen, providing food, fodder, shelter and hope to mankind, albeit in a diminished way. We have ruined the environment at a rapid pace in the past few decades. It took a pandemic and the resultant health crisis to remind us about our unpardonable acts. Many of us have for the first time started thinking about the quality of air, water, the dying rivers and ponds, vanishing coastal ecosystems, and in the process discovered new birds that apparently had disappeared long ago.

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4. In ancient scriptures, trees were always considered a part of the family, but rampant ecological destruction has threatened the very fabric of our lives.

5. The energy in our surroundings exists today not because of high-rise buildings but because of trees, plants and animals. It is said that when someone touches a flower or hugs a tree, suddenly there is a flow of warmth, life and energy of consciousness. This communion with nature directly communicates with the very soul. When nature is destroyed, it is bound to affect our inner ecology, and without proper balance between inner and outer ecology, our spiritual odyssey is not possible.

6. Nurturing the environment simply means nurturing our own soul.

'..our spiritual odyssey is not possible'. Find the meaning of the underlined word. (Para 5)

(1) immaturity

(2) a Greek poem

(3) domination

(4) journey

[Question ID = 98][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q98]

1. 1 [Option ID = 389]
2. 2 [Option ID = 390]
3. 3 [Option ID = 391]
4. 4 [Option ID = 392]

9) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate options.

1. Mankind's relationship with nature has always been interdependent because both nurture each other. Despite our urge to dominate our environment through barbaric acts of destroying ecological balance, nature has always honoured this bond with man. Exhaling oxygen, providing food, fodder, shelter and hope to mankind, albeit in a diminished way. We have ruined the environment at a rapid pace in the past few decades. It took a pandemic and the resultant health crisis to remind us about our unpardonable acts. Many of us have for the first time started thinking about the quality of air, water, the dying rivers and ponds, vanishing coastal ecosystems, and in the process discovered new birds that apparently had disappeared long ago.

2. The mystery is not about these birds suddenly reappearing into our lives, but whether they had gone in hiding fearing our invasion into their territory? Is the reappearance of these species an announcement of nature reclaiming itself when most of mankind is locked inside their homes? The answer is an absolute 'Yes'.

3. We have killed nature, uprooted forests, and squeezed the animal habitat in order to grow as an advanced economy. Our inner being stops getting nourishment when trees in our surroundings are chopped. It happens because man and nature are deeply connected. Life is one whole, which includes people, hills, rivers, trees, birds, and all animal life. Life, therefore, is not one-dimensional. The deterioration of nature was, in fact, a reflection of our own descent into misery.

4. In ancient scriptures, trees were always considered a part of the family, but rampant ecological destruction has threatened the very fabric of our lives.

5. The energy in our surroundings exists today not because of high-rise buildings but because of trees, plants and animals. It is said that when someone touches a flower or hugs a tree, suddenly there is a flow of warmth, life and energy of consciousness. This communion with nature directly communicates with the very soul. When nature is destroyed, it is bound to affect our inner ecology, and without proper balance between inner and outer ecology, our spiritual odyssey is not possible.

6. Nurturing the environment simply means nurturing our own soul.

'Invasion' in para 2 is used as a/an

(1) noun

(2) verb

(3) adverb

(4) adjective

[Question ID = 99][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q99]

1. 1 [Option ID = 393]
2. 2 [Option ID = 394]
3. 3 [Option ID = 395]
4. 4 [Option ID = 396]

Topic:- ENG_Q100-105_L1_P1_CTET

- 1) **Directions :** Read the extract given below and answer the questions that follow by selecting the correct / most appropriate options.

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;4
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,8
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'er-brimm'd their clammy cells.
Who hath not seen thee oft amid thy store?12
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind; 15

'The conspiracy' has resulted into

- (1) Making everything dry and barren
- (2) Overloading fruits with ripeness
- (3) Making gourd swell with beautiful fragrance
- (4) Beautification of earth hampered with dryness and dullness

[Question ID = 100][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q100]

- 1. 1 [Option ID = 397]
- 2. 2 [Option ID = 398]
- 3. 3 [Option ID = 399]
- 4. 4 [Option ID = 400]

- 2) **Directions :** Read the extract given below and answer the questions that follow by selecting the correct / most appropriate options.

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;4
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,8
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'er-brimm'd their clammy cells.
Who hath not seen thee oft amid thy store?12
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind; 15
Who are 'they' in line 10 of the poem?

- (1) Villagers
- (2) Bees
- (3) Flowers
- (4) Hazel shells

[Question ID = 101][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q101]

- 1. 1 [Option ID = 401]
- 2. 2 [Option ID = 402]
- 3. 3 [Option ID = 403]
- 4. 4 [Option ID = 404]

- 3) **Directions :** Read the extract given below and answer the questions that follow by selecting the correct / most appropriate options.

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;4
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,8
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'er-brimm'd their clammy cells.
Who hath not seen thee oft amid thy store?12
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind; 15

Identify the figure of speech in line 3.

- (1) Alliteration
- (2) Personification
- (3) Metaphor
- (4) Hyperbole

[Question ID = 102][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q102]

- 1. 1 [Option ID = 405]
- 2. 2 [Option ID = 406]
- 3. 3 [Option ID = 407]
- 4. 4 [Option ID = 408]

- 4) **Directions :** Read the extract given below and answer the questions that follow by selecting the correct / most appropriate options.

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;4
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,8
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'er-brimm'd their clammy cells.
Who hath not seen thee oft amid thy store?12
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind; 15
Identify the poetic device in 'with fruitrun'

- (1) Alliteration
- (2) Simile
- (3) Imagery
- (4) Oxymoron

[Question ID = 103][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q103]

- 1. 1 [Option ID = 409]
- 2. 2 [Option ID = 410]
- 3. 3 [Option ID = 411]
- 4. 4 [Option ID = 412]

- 5) **Directions :** Read the extract given below and answer the questions that follow by selecting the correct / most appropriate options.

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;4
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,8
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'er-brimm'd their clammy cells.
Who hath not seen thee oft amid thy store?12
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind; 15
What are the bees anticipating?

- (1) Warm days will end soon.
- (2) Warm days will end much later.
- (3) Warm days will be unending.
- (4) Warm days will be followed by cold days.

[Question ID = 104][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q104]

- 1. 1 [Option ID = 413]
- 2. 2 [Option ID = 414]
- 3. 3 [Option ID = 415]
- 4. 4 [Option ID = 416]

- 6) **Directions :** Read the extract given below and answer the questions that follow by selecting the correct / most appropriate options.

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;4
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,8
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'er-brimm'd their clammy cells.
Who hath not seen thee oft amid thy store?12
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind;15

What is the rhyme scheme in the first four lines of the poem?

- (1) abab
- (2) abba
- (3) abbb
- (4) aabb

[Question ID = 105][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q105]

- 1. 1 [Option ID = 417]
- 2. 2 [Option ID = 418]
- 3. 3 [Option ID = 419]
- 4. 4 [Option ID = 420]

Topic:- ENG_Q106-120_L1_P1_CTET

- 1) Which one of the following is **not** a foundational reading skill?

- (1) Decoding
- (2) Word recognition
- (3) Morphology
- (4) Reading vocabulary

[Question ID = 106][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q106]

- 1. 1 [Option ID = 421]
- 2. 2 [Option ID = 422]
- 3. 3 [Option ID = 423]
- 4. 4 [Option ID = 424]

2) A teacher is making young children acquire their language in their initial years in the form of commands or encouragement and asks them to act accordingly. She is following

- (1) Do it Yourself strategy
- (2) Total Physical Response approach
- (3) Learning by Doing approach
- (4) Storytelling Method

[Question ID = 107][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q107]

- 1. 1 [Option ID = 425]
- 2. 2 [Option ID = 426]
- 3. 3 [Option ID = 427]
- 4. 4 [Option ID = 428]

3) Language is a social tool of _____.

- (1) interpretation
- (2) interaction
- (3) intimation
- (4) interference

[Question ID = 108][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q108]

- 1. 1 [Option ID = 429]
- 2. 2 [Option ID = 430]
- 3. 3 [Option ID = 431]
- 4. 4 [Option ID = 432]

4) While reading a text the ability to locate details, places, names, dates/times etc. is

- (1) global comprehension
- (2) local comprehension
- (3) drawing inference
- (4) interpretation of the text

[Question ID = 109][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q109]

- 1. 1 [Option ID = 433]
- 2. 2 [Option ID = 434]
- 3. 3 [Option ID = 435]
- 4. 4 [Option ID = 436]

5) A teacher asks learners of Class 5 to read a long text to enjoy reading and gain a better understanding of concept. She is practising

- (1) Extensive reading
- (2) Intensive reading
- (3) Jigsaw reading
- (4) Partner reading

[Question ID = 110][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q110]

- 1. 1 [Option ID = 437]
- 2. 2 [Option ID = 438]
- 3. 3 [Option ID = 439]
- 4. 4 [Option ID = 440]

6) A teacher uses real objects to teach young learners new words because

- (1) it helps in teaching the correct spelling of words.
- (2) we can teach vocabulary only through objects.
- (3) young learners are not capable of abstract thinking.
- (4) it helps learners associate words with objects they see in real life.

[Question ID = 111][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q111]

- 1. 1 [Option ID = 441]
- 2. 2 [Option ID = 442]
- 3. 3 [Option ID = 443]
- 4. 4 [Option ID = 444]

7) When the student learns in the new language but does not speak it for some time, this period is called the _____ period.

- (1) speech emergent
- (2) silent
- (3) early production
- (4) emergent

[Question ID = 112][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q112]

- 1. 1 [Option ID = 445]
- 2. 2 [Option ID = 446]
- 3. 3 [Option ID = 447]
- 4. 4 [Option ID = 448]

8) An effective language teacher will

- (1) make children learn all the answers to the questions given in the textbooks.
- (2) use the text as well as other resources for teaching.
- (3) prepare question papers using only the questions given in the textbook.
- (4) rely entirely on the prescribed book.

[Question ID = 113][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q113]

- 1. 1 [Option ID = 449]
- 2. 2 [Option ID = 450]
- 3. 3 [Option ID = 451]
- 4. 4 [Option ID = 452]

9) A teacher keeps the students' work of language in a folder and later uses it for assessing the learners' achievement of language. What is this strategy for assessment known as?

- (1) Diagnostic test
- (2) Anecdotal record
- (3) Summative assessment
- (4) Portfolio assessment

[Question ID = 114][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q114]

- 1. 1 [Option ID = 453]
- 2. 2 [Option ID = 454]
- 3. 3 [Option ID = 455]
- 4. 4 [Option ID = 456]

10) The method of teaching that does **not** allow the interference of the learner's mother tongue in learning a target language is the _____.

- (1) Direct method
- (2) Grammar Translation method
- (3) Bilingual method
- (4) Situational method

[Question ID = 115][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q115]

- 1. 1 [Option ID = 457]
- 2. 2 [Option ID = 458]
- 3. 3 [Option ID = 459]
- 4. 4 [Option ID = 460]

11) Which one of the following is **not** based on a Top-down approach?

- (1) The learner utilises his previous knowledge to figure out the meaning of language.
- (2) The learner predicts what is going to happen next when they read or listen to it.
- (3) The learner understands language by concentrating on individual words and phrases.
- (4) The learners start with poems and stories and then come to the alphabet.

[Question ID = 116][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q116]

- 1. 1 [Option ID = 461]
- 2. 2 [Option ID = 462]
- 3. 3 [Option ID = 463]
- 4. 4 [Option ID = 464]

12) Remedial teaching

- (1) fills the gap that creeps into a pupil's learning.
- (2) rectifies the concepts which have been misunderstood.
- (3) helps in retaining homogeneity in the class.
- (4) is to introduce new language items.

[Question ID = 117][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q117]

- 1. 1 [Option ID = 465]
- 2. 2 [Option ID = 466]
- 3. 3 [Option ID = 467]
- 4. 4 [Option ID = 468]

13) The learning disability that affects the ability to read, interpret and understand letters, words and symbols is

- (1) Dyslexia
- (2) Dyscalculia
- (3) Dysphasia
- (4) Dyspraxia

[Question ID = 118][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q118]

- 1. 1 [Option ID = 469]
- 2. 2 [Option ID = 470]
- 3. 3 [Option ID = 471]
- 4. 4 [Option ID = 472]

14) Which one of the following falls in print-rich environment in language classroom?

- (1) Charts, posters, classroom agreements displayed in the class.
- (2) Signboards, placards, labels, wrappers, etc. in the environment.
- (3) Books kept in the almirahs of the class library.
- (4) Electronic media such as TV, computers, smartphones, etc.

[Question ID = 119][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q119]

- 1. 1 [Option ID = 473]
- 2. 2 [Option ID = 474]
- 3. 3 [Option ID = 475]
- 4. 4 [Option ID = 476]

15) The first generation learners are those who are

- (1) the first from their family to come to school.
- (2) coming to school for the first time to take admission.
- (3) attending school preparedness programme in school.
- (4) learning the language for the first time in school.

[Question ID = 120][Question Description = CTET_P1_PART_4_L1_SET_102_ENGLISH_Q120]

- 1. 1 [Option ID = 477]
- 2. 2 [Option ID = 478]
- 3. 3 [Option ID = 479]
- 4. 4 [Option ID = 480]

Topic:- Mizo_Q121-128_L2_P1_CTET

1) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Nipui lai a ni a. Rama leh Ngheta te chuan lui kal an rawt a, an thiante Rova leh Zara te an sawm a, lui lam panin an kal ta a. Ni chu a sa vawl vawl a, "Lui thlen a va chakawm tawh êm!" an ti a. An kal thuai thuai a, lui an va thleng ta a. Tui a luang ri her her a. A bul velah te chuan thing lian pui pui a ding khup mai a. Rama chuan, "A va nuam em, khawlum pawh a dai sawng sawng a lawm," a ti a. Ngheta chuan, "Saw, tui a tlem a, i cheng nghal ang u," a ti a. Zara chuan, "Ni e, fûrah chuan tui a lo lian ang a, kan cheng thei âwm si lo," a lo ti ve a. Tuiah chuan an cheng ta a. Tuia an chen zawh chuan an ril a lo tam a, an chawfûn chu an ei ta a.

Lui kal rawttu te chu

- (1) Rova leh Zara
- (2) Rama leh Ngheta
- (3) Rova leh Ngheta
- (4) Zara leh Rama

[Question ID = 991][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q121]

- 1. 1 [Option ID = 3961]
- 2. 2 [Option ID = 3962]
- 3. 3 [Option ID = 3963]
- 4. 4 [Option ID = 3964]

- 2) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Nipui lai a ni a. Rama leh Ngheta te chuan lui kal an rawt a, an thiante Rova leh Zara te an sawm a, lui lam panin an kal ta a. Ni chu a sa vawl vawl a, "Lui thlen a va chakawm tawh êm!" an ti a. An kal thuai thuai a, lui an va thleng ta a. Tui a luang ri her her a. A bul velah te chuan thing lian pui pui a ding khup mai a. Rama chuan, "A va nuam em, khawlum pawh a dai sawng sawng a lawm," a ti a. Ngheta chuan, "Saw, tui a tlem a, i cheng nghal ang u," a ti a. Zara chuan, "Ni e, fûrah chuan tui a lo lian ang a, kan cheng thei âwm si lo," a lo ti ve a. Tuiah chuan an cheng ta a. Tuia an chen zawh chuan an ril a lo tam a, an chawfûn chu an ei ta a.

Eng hun laiin nge lui an kal ?

- (1) Nipui laiin
- (2) Thlasik laiin
- (3) Favang laiin
- (4) Chapchar kût laiin

[Question ID = 992][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q122]

- 1. 1 [Option ID = 3965]
- 2. 2 [Option ID = 3966]
- 3. 3 [Option ID = 3967]
- 4. 4 [Option ID = 3968]

- 3) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Nipui lai a ni a. Rama leh Ngheta te chuan lui kal an rawt a, an thiante Rova leh Zara te an sawm a, lui lam panin an kal ta a. Ni chu a sa vawl vawl a, "Lui thlen a va chakawm tawh êm!" an ti a. An kal thuai thuai a, lui an va thleng ta a. Tui a luang ri her her a. A bul velah te chuan thing lian pui pui a ding khup mai a. Rama chuan, "A va nuam em, khawlum pawh a dai sawng sawng a lawm," a ti a. Ngheta chuan, "Saw, tui a tlem a, i cheng nghal ang u," a ti a. Zara chuan, "Ni e, fûrah chuan tui a lo lian ang a, kan cheng thei âwm si lo," a lo ti ve a. Tuiah chuan an cheng ta a. Tuia an chen zawh chuan an ril a lo tam a, an chawfûn chu an ei ta a.

Lui kam velah khan engnge awm ?

- (1) Thing lian pui pui
- (2) Mau hmun
- (3) Changel hmun
- (4) Pangpar hmun

[Question ID = 993][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q123]

- 1. 1 [Option ID = 3969]
- 2. 2 [Option ID = 3970]
- 3. 3 [Option ID = 3971]
- 4. 4 [Option ID = 3972]

- 4) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Nipui lai a ni a. Rama leh Ngheta te chuan lui kal an rawt a, an thiante Rova leh Zara te an sawm a, lui lam panin an kal ta a. Ni chu a sa vawl vawl a, "Lui thlen a va chakawm tawh êm!" an ti a. An kal thuai thuai a, lui an va thleng ta a. Tui a luang ri her her a. A bul velah te chuan thing lian pui pui a ding khup mai a. Rama chuan, "A va nuam em, khawlum pawh a dai sawng sawng a lawm," a ti a. Ngheta chuan, "Saw, tui a tlem a, i cheng nghal ang u," a ti a. Zara chuan, "Ni e, fûrah chuan tui a lo lian ang a, kan cheng thei âwm si lo," a lo ti ve a. Tuiah chuan an cheng ta a. Tuia an chen zawh chuan an ril a lo tam a, an chawfûn chu an ei ta a.

Tuia chen rawt tu chu

- (1) Rova
- (2) Zara
- (3) Ngheta
- (4) Rama

[Question ID = 994][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q124]

- 1. 1 [Option ID = 3973]
- 2. 2 [Option ID = 3974]
- 3. 3 [Option ID = 3975]
- 4. 4 [Option ID = 3976]

- 5) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Nipui lai a ni a. Rama leh Ngheta te chuan lui kal an rawt a, an thiante Rova leh Zara te an sawm a, lui lam panin an kal ta a. Ni chu a sa vawl vawl a, "Lui thlen a va chakawm tawh êm!" an ti a. An kal thuai thuai a, lui an va thleng ta a. Tui a luang ri her her a. A bul velah te chuan thing lian pui pui a ding khup mai a. Rama chuan, "A va nuam em, khawlum pawh a dai sawng sawng a lawm," a ti a. Ngheta chuan, "Saw, tui a tlem a, i cheng nghal ang u," a ti a. Zara chuan, "Ni e, fûrah chuan tui a lo lian ang a, kan cheng thei âwm si lo," a lo ti ve a. Tuiah chuan an cheng ta a. Tuia an chen zawh chuan an ril a lo tam a, an chawfûn chu an ei ta a.

Tuia an chen zawhin engnge an tih ?

- (1) Sangha an man
- (2) Chaw an ei
- (3) Theihai an ei
- (4) Chawfun an ei

[Question ID = 995][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q125]

- 1. 1 [Option ID = 3977]
- 2. 2 [Option ID = 3978]
- 3. 3 [Option ID = 3979]
- 4. 4 [Option ID = 3980]

- 6) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Nipui lai a ni a. Rama leh Ngheta te chuan lui kal an rawt a, an thiante Rova leh Zara te an sawm a, lui lam panin an kal ta a. Ni chu a sa vawl vawl a, "Lui thlen a va chakawm tawh êm!" an ti a. An kal thuai thuai a, lui an va thleng ta a. Tui a luang ri her her a. A bul velah te chuan thing lian pui pui a ding khup mai a. Rama chuan, "A va nuam em, khawlum pawh a dai sawng sawng a lawm," a ti a. Ngheta chuan, "Saw, tui a tlem a, i cheng nghal ang u," a ti a. Zara chuan, "Ni e, fûrah chuan tui a lo lian ang a, kan cheng thei âwm si lo," a lo ti ve a. Tuiah chuan an cheng ta a. Tuia an chen zawh chuan an ril a lo tam a, an chawfûn chu an ei ta a.

Eng hunah nge tui a len thin ?

- (1) Ruahtui tlem laiin
- (2) Thâl hunah
- (3) Fûr hunah
- (4) Thlasik laiin

[Question ID = 996][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q126]

- 1. 1 [Option ID = 3981]
- 2. 2 [Option ID = 3982]
- 3. 3 [Option ID = 3983]
- 4. 4 [Option ID = 3984]

- 7) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Nipui lai a ni a. Rama leh Ngheta te chuan lui kal an rawt a, an thiante Rova leh Zara te an sawm a, lui lam panin an kal ta a. Ni chu a sa vawl vawl a, "Lui thlen a va chakawm tawh êm!" an ti a. An kal thuai thuai a, lui an va thleng ta a. Tui a luang ri her her a. A bul velah te chuan thing lian pui pui a ding khup mai a. Rama chuan, "A va nuam em, khawlum pawh a dai sawng sawng a lawm," a ti a. Ngheta chuan, "Saw, tui a tlem a, i cheng nghal ang u," a ti a. Zara chuan, "Ni e, fûrah chuan tui a lo lian ang a, kan cheng thei âwm si lo," a lo ti ve a. Tuiah chuan an cheng ta a. Tuia an chen zawh chuan an ril a lo tam a, an chawfûn chu an ei ta a.

'Nisa vawl vawl' tih awmzia chu

- (1) Khawdur
- (2) Ni sa êm êm
- (3) Ni leh ruah indo laiin
- (4) Khaw duai laiin

[Question ID = 997][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q127]

- 1. 1 [Option ID = 3985]
- 2. 2 [Option ID = 3986]
- 3. 3 [Option ID = 3987]
- 4. 4 [Option ID = 3988]

- 8) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Nipui lai a ni a. Rama leh Ngheta te chuan lui kal an rawt a, an thiante Rova leh Zara te an sawm a, lui lam panin an kal ta a. Ni chu a sa vawl vawl a, "Lui thlen a va chakawm tawh em!" an ti a. An kal thuai thuai a, lui an va thleng ta a. Tui a luang ri her her a. A bul velah te chuan thing lian pui pui a ding khup mai a. Rama chuan, "A va nuam em, khawlum pawh a dai sawng sawng a lawm," a ti a. Ngheta chuan, "Saw, tui a tlem a, i cheng nghal ang u," a ti a. Zara chuan, "Ni e, fûrah chuan tui a lo lian ang a, kan cheng thei âwm si lo," a lo ti ve a. Tuiah chuan an cheng ta a. Tuia an chen zawh chuan an ril a lo tam a, an chawfûn chu an ei ta a.

Tui chu a luang ri

- (1) Her her
- (2) Buah buah
- (3) Ri hum hum
- (4) Ri rum rum

[Question ID = 998][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q128]

- 1. 1 [Option ID = 3989]
- 2. 2 [Option ID = 3990]
- 3. 3 [Option ID = 3991]
- 4. 4 [Option ID = 3992]

Topic:- Mizo_Q129-135_L2_P1_CTET

- 1) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Zirtirtu :

Mawii te, Dika te leh Rinawma te kha lo kal teh u. Thil hrih tur che u ka nei a nia, thu teh u. Hei in lo lian ve ta hle mai. Nakin lawkah chuan in puitling ve mai ang a, chhungkua leh khawtlangah mi pawimawh tak in la ni dawn a ni. Pathian thu chuan, "Sum tam tak aiin hming that hi thlan zawk tur a ni," a ti a. Mi hming tha ni tur chuan dik leh rinawm a ngai a. Mi dik leh nun tha chu miten an ngaisang thin.

Mawii :

Lh maw, ka pu, Pu Duhâma te chhung saw, in tha deuh an nei a; mahse, an inhau reng mai a, an hlim ve ngai lo. Hmanah an ina ka kal laiin an inhau va, ka chhuak leh vat a, Rinawma te inah ka kal diah. Anni chhungkua hi a nawm hmel ka ti, Rinawma hi a vannei ngawt mai.

Zirtirtu :

A ni ngawt mai. Rinawma pa hi mi rinawm leh dik tak mai a ni. Hman deuh lawk pawh khan pawisa tam tham deuh a chhar a, a neitu a zawng chhuak a, a pe kir leh a sin. Rinawma pa ang hi ni theuh ila kan ram hi a nuam ngawt ang.

Mi hming tha ni turin _____ a ngai.

- (1) Din leh rinawm
- (2) Taimak leh rinawm
- (3) Mi dik leh fel
- (4) Mi biak thiam

[Question ID = 999][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q129]

- 1. 1 [Option ID = 3993]

2. 2 [Option ID = 3994]
3. 3 [Option ID = 3995]
4. 4 [Option ID = 3996]

2) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Zirtirtu :

Mawii te, Dika te leh Rinawma te kha lo kal teh u. Thil hrilh tur che u ka nei a nia, thu teh u. Hei in lo lian ve ta hle mai. Nakin lawkah chuan in puitling ve mai ang a, chhungkua leh khawtlangah mi pawimawh tak in la ni dawn a ni. Pathian thu chuan, "Sum tam tak aiin hming that hi thlan zawk tur a ni," a ti a. Mi hming tha ni tur chuan dik leh rinawm a ngai a. Mi dik leh nun tha chu miten an ngaisang thin.

Mawii :

Ih maw, ka pu, Pu Duhâma te chhung saw, in tha deuh an nei a; mahse, an inhau reng mai a, an hlim ve ngai lo. Hmanah an ina ka kal laiin an inhau va, ka chhuak leh vat a, Rinawma te inah ka kal diah. Anni chhungkua hi a nawm hmel ka ti, Rinawma hi a vannei ngawt mai.

Zirtirtu :

A ni ngawt mai. Rinawma pa hi mi rinawm leh dik tak mai a ni. Hman deuh lawk pawh khan pawisa tam tham deuh a chhar a, a neitu a zawng chhuak a, a pe kir leh a sin. Rinawma pa ang hi ni theuh ila kan ram hi a nuam ngawt ang.

Zirtirtuin tute nge a koh ?

- (1) Duhawma, Rinawma leh Lala
- (2) Mawii, Dika leh Rinawma
- (3) Mawii, Rinawma leh Thanga
- (4) Naupang pathum

[Question ID = 1000][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q130]

1. 1 [Option ID = 3997]
2. 2 [Option ID = 3998]
3. 3 [Option ID = 3999]
4. 4 [Option ID = 4000]

- 3) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Zirtirtu :

Mawii te, Dika te leh Rinawma te kha lo kal teh u. Thil hrih tur che u ka nei a nia, thu teh u. Hei in lo lian ve ta hle mai. Nakin lawkah chuan in puitling ve mai ang a, chhungkua leh khawtlangah mi pawimawh tak in la ni dawn a ni. Pathian thu chuan, "Sum tam tak aiin hming that hi thlan zawk tur a ni," a ti a. Mi hming tha ni tur chuan dik leh rinawm a ngai a. Mi dik leh nun tha chu miten an ngaisang thin.

Mawii :

Lh maw, ka pu, Pu Duhâma te chhung saw, in tha deuh an nei a; mahse, an inhau reng mai a, an hlim ve ngai lo. Hmanah an ina ka kal laiin an inhau va, ka chhuak leh vat a, Rinawma te inah ka kal diah. Anni chhungkua hi a nawm hmel ka ti, Rinawma hi a vannei ngawt mai.

Zirtirtu :

A ni ngawt mai. Rinawma pa hi mi rinawm leh dik tak mai a ni. Hman deuh lawk pawh khan pawisa tam tham deuh a chhar a, a neitu a zawng chhuak a, a pe kir leh a sin. Rinawma pa ang hi ni theuh ila kan ram hi a nuam ngawt ang.

Tute chhungkua nge in hau thin ?

- (1) Rinawma te chhungkua
- (2) Duhawma te chhungkua
- (3) Mawitei te chhungkua
- (4) Dika te chhungkua

[Question ID = 1001][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q131]

- 1. 1 [Option ID = 4001]
- 2. 2 [Option ID = 4002]
- 3. 3 [Option ID = 4003]
- 4. 4 [Option ID = 4004]

- 4) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Zirtirtu :

Mawii te, Dika te leh Rinawma te kha lo kal teh u. Thil hrih tur che u ka nei a nia, thu teh u. Hei in lo lian ve ta hle mai. Nakin lawkah chuan in puitling ve mai ang a, chhungkua leh khawtlangah mi pawimawh tak in la ni dawn a ni. Pathian thu chuan, "Sum tam tak aiin hming that hi thlan zawk tur a ni," a ti a. Mi hming tha ni tur chuan dik leh rinawm a ngai a. Mi dik leh nun tha chu miten an ngaisang thin.

Mawii :

Lh maw, ka pu, Pu Duhâma te chhung saw, in tha deuh an nei a; mahse, an inhau reng mai a, an hlim ve ngai lo. Hmanah an ina ka kal laiin an inhau va, ka chhuak leh vat a, Rinawma te inah ka kal diah. Anni chhungkua hi a nawm hmel ka ti, Rinawma hi a vannei ngawt mai.

Zirtirtu :

A ni ngawt mai. Rinawma pa hi mi rinawm leh dik tak mai a ni. Hman deuh lawk pawh khan pawisa tam tham deuh a chhar a, a neitu a zawng chhuak a, a pe kir leh a sin. Rinawma pa ang hi ni theuh ila kan ram hi a nuam ngawt ang.

'Rinawma pa hi mi rinawm leh dik tak a ni' ti tu chu

(1) Duhawma

(2) Zirlai

(3) Dika

(4) Zirtirtu

[Question ID = 1002][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q132]

1. 1 [Option ID = 4005]
2. 2 [Option ID = 4006]
3. 3 [Option ID = 4007]
4. 4 [Option ID = 4008]

- 5) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Zirtirtu :

Mawii te, Dika te leh Rinawma te kha lo kal teh u. Thil hrih tur che u ka nei a nia, thu teh u. Hei in lo lian ve ta hle mai. Nakin lawkah chuan in puitling ve mai ang a, chhungkua leh khawtlangah mi pawimawh tak in la ni dawn a ni. Pathian thu chuan, "Sum tam tak aiin hming that hi thlan zawk tur a ni," a ti a. Mi hming tha ni tur chuan dik leh rinawm a ngai a. Mi dik leh nun tha chu miten an ngaisang thin.

Mawii :

Lh maw, ka pu, Pu Duhâma te chhung saw, in tha deuh an nei a; mahse, an inhau reng mai a, an hlim ve ngai lo. Hmanah an ina ka kal laiin an inhau va, ka chhuak leh vat a, Rinawma te inah ka kal diah. Anni chhungkua hi a nawm hmel ka ti, Rinawma hi a vannei ngawt mai.

Zirtirtu :

A ni ngawt mai. Rinawma pa hi mi rinawm leh dik tak mai a ni. Hman deuh lawk pawh khan pawisa tam tham deuh a chhar a, a neitu a zawng chhuak a, a pe kir leh a sin. Rinawma pa ang hi ni theuh ila kan ram hi a nuam ngawt ang.

'Sum tam tak aiin hmingthat hi thlan zawk tûr' ti tu chu

(1) Pastor in

(2) Zirtirtu in

(3) Pathian thu in

(4) Chief Minister in

[Question ID = 1003][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q133]

1. 1 [Option ID = 4009]
2. 2 [Option ID = 4010]
3. 3 [Option ID = 4011]
4. 4 [Option ID = 4012]

- 6) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Zirtirtu :

Mawii te, Dika te leh Rinawma te kha lo kal teh u. Thil hrih tur che u ka nei a nia, thu teh u. Hei in lo lian ve ta hle mai. Nakin lawkah chuan in puitling ve mai ang a, chhungkua leh khawtlangah mi pawimawh tak in la ni dawn a ni. Pathian thu chuan, "Sum tam tak aiin hming that hi thlan zawk tur a ni," a ti a. Mi hming tha ni tur chuan dik leh rinawm a ngai a. Mi dik leh nun tha chu miten an ngaisang thin.

Mawii :

Lh maw, ka pu, Pu Duhâma te chhung saw, in tha deuh an nei a; mahse, an inhau reng mai a, an hlim ve ngai lo. Hmanah an ina ka kal laiin an inhau va, ka chhuak leh vat a, Rinawma te inah ka kal diah. Anni chhungkua hi a nawm hmel ka ti, Rinawma hi a vannei ngawt mai.

Zirtirtu :

A ni ngawt mai. Rinawma pa hi mi rinawm leh dik tak mai a ni. Hman deuh lawk pawh khan pawisa tam tham deuh a chhar a, a neitu a zawng chhuak a, a pe kir leh a sin. Rinawma pa ang hi ni theuh ila kan ram hi a nuam ngawt ang.

Nakin lawka puitling ve mai tur te chu

- (1) Zirtirtuho
- (2) Sikul naupangho
- (3) Mawii, Dika leh Rinawma
- (4) Thenawm naupangho

[Question ID = 1004][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q134]

- 1. 1 [Option ID = 4013]
- 2. 2 [Option ID = 4014]
- 3. 3 [Option ID = 4015]
- 4. 4 [Option ID = 4016]

7) **Hriattirna** : Heng thute hi ngun takin chhiar chhuak la, a hnuaia chhanna dik ber hi thlang chhuak rawh.

Zirtirtu :

Mawii te, Dika te leh Rinawma te kha lo kal teh u. Thil hrilh tur che u ka nei a nia, thu teh u. Hei in lo lian ve ta hle mai. Nakin lawkah chuan in puitling ve mai ang a, chhungkua leh khawtlangah mi pawimawh tak in la ni dawn a ni. Pathian thu chuan, "Sum tam tak aiin hming that hi thlan zawk tur a ni," a ti a. Mi hming tha ni tur chuan dik leh rinawm a ngai a. Mi dik leh nun tha chu miten an ngaisang thin.

Mawii :

Lh maw, ka pu, Pu Duhâma te chhung saw, in tha deuh an nei a; mahse, an inhau reng mai a, an hlim ve ngai lo. Hmanah an ina ka kal laiin an inhau va, ka chhuak leh vat a, Rinawma te inah ka kal diah. Anni chhungkua hi a nawm hmel ka ti, Rinawma hi a vannei ngawt mai.

Zirtirtu :

A ni ngawt mai. Rinawma pa hi mi rinawm leh dik tak mai a ni. Hman deuh lawk pawh khan pawisa tam tham deuh a chhar a, a neitu a zawng chhuak a, a pe kir leh a sin. Rinawma pa ang hi ni theuh ila kan ram hi a nuam ngawt ang.

Mi pawisa tam tham deuh chhara pe kir leh tu chu

(1) Rinawma pa

(2) Dika pa

(3) Duhawma pa

(4) Zirtirtu pa

[Question ID = 1005][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q135]

1. 1 [Option ID = 4017]
2. 2 [Option ID = 4018]
3. 3 [Option ID = 4019]
4. 4 [Option ID = 4020]

Topic:- Mizo_Q136-150_L2_P1_CTET

1) Zirlaiten hun eng emaw ti chhunga an zir tur an zir zawh a, an thiam tur ang an thiam hnu sawina tawngkam chu

(1) Learning outcomes

(2) Learning styles

(3) Learning levels

(4) Learning disability

[Question ID = 1006][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q136]

1. 1 [Option ID = 4021]
2. 2 [Option ID = 4022]
3. 3 [Option ID = 4023]
4. 4 [Option ID = 4024]

2) Zirtirtuin a zirlaiten an zirlai an thiam ngei a ni tih hriat nan experiment eng emaw a tih tir a. Hetianga a thil tih hi

- (1) Total Physical Response
- (2) Task-based Language Teaching
- (3) Textbook Based Language Teaching
- (4) Lexical Approach of Teaching

[Question ID = 1007][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q137]

- 1. 1 [Option ID = 4025]
- 2. 2 [Option ID = 4026]
- 3. 3 [Option ID = 4027]
- 4. 4 [Option ID = 4028]

3) Pawl 1 zirtirtu chuan a zirlaite nêh infiamin, kal te, tlan te, thut te, bawkvaka kal te a tihpui a. Hei hian zirtir a tum chu

- (1) gross motor skills
- (2) fine motor skills
- (3) total physical response
- (4) physical education activities

[Question ID = 1008][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q138]

- 1. 1 [Option ID = 4029]
- 2. 2 [Option ID = 4030]
- 3. 3 [Option ID = 4031]
- 4. 4 [Option ID = 4032]

4) Zirlaite thiamna-thumal hriatthiamna leh a sawi chhuah leh theihna hi

- (1) reading fluency
- (2) decoding
- (3) dictation
- (4) reading comprehension

[Question ID = 1009][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q139]

- 1. 1 [Option ID = 4033]
- 2. 2 [Option ID = 4034]
- 3. 3 [Option ID = 4035]
- 4. 4 [Option ID = 4036]

5) Thluak lam harsatna in a nghawng hmui leh lei hmanga ri chhuah harsatna chu

- (1) Dyscalculia
- (2) Dysphasia
- (3) Dyspraxia
- (4) Dyslexia

[Question ID = 1010][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q140]

- 1. 1 [Option ID = 4037]
- 2. 2 [Option ID = 4038]
- 3. 3 [Option ID = 4039]
- 4. 4 [Option ID = 4040]

6) Tawng zirna kawnga Vygotsky theory a innghat chu a khawi ber hi nge ?

- (1) Naupang a lo pian hian tawng zir thiam theihna leh theih lohna kawnga inngahna tak tak a awm lo.
- (2) Tawng thiamna chu kan general cognitive development thang chho zela innghat a ni.
- (3) Tawng chu khawtlanga kan inbiak tawna atanga lo awm a ni.
- (4) Naupangten tawng an zirna ber chu an positive reinforcement hrin chhuah a ni.

[Question ID = 1011][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q141]

1. 1 [Option ID = 4041]
2. 2 [Option ID = 4042]
3. 3 [Option ID = 4043]
4. 4 [Option ID = 4044]

7) Task-Based Language Teaching an tih principles a innghat ve lo chu a eng ber hi nge ?

- (1) Scaffolding
- (2) Active learning
- (3) Reproduction to creation
- (4) Reflection on translation

[Question ID = 1012][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q142]

1. 1 [Option ID = 4045]
2. 2 [Option ID = 4046]
3. 3 [Option ID = 4047]
4. 4 [Option ID = 4048]

8) Tawng zirna a constructivist approach an tihin zirtirtu ti tura a beisei chu

- (1) Zirlaite hnena pre-constructed knowledge pek
- (2) An zirtur curriculum siam tir
- (3) Zirlaite anmahni zirtur textbook siam chawp tir
- (4) Zirlaite an tawnhriat hmanga finna ziah chhuah tir

[Question ID = 1013][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q143]

1. 1 [Option ID = 4049]
2. 2 [Option ID = 4050]
3. 3 [Option ID = 4051]
4. 4 [Option ID = 4052]

9) *Assertion (A) :*

Remedial teaching-ah chuan zirtirtuin zirlaite harsatna a hmu chhuak a, a chinfel dan tur method fel takin a kalpui a.

Reason (R) :

Zirtirtu chuan remedial teaching a kalpui hmain a zirlaite chakna leh chak lohna lai a hre hle tur a ni.

A chhanna dik ber thlang chhuak rawh :

- (1) (A) leh (R) a dik ve ve a, (A) hrilhfiat nan (R) hi a dik ber chu a ni.
- (2) (A) leh (R) hi a dik ve ve a, mahse, (A) hrilhfiat nan (R) hi a dik lo a ni.
- (3) (A) hi a dik a, mahse (R) hi a dik lo.
- (4) (A) hi a dik lova, mahse (R) hi a dik.

[Question ID = 1014][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q144]

1. 1 [Option ID = 4053]
2. 2 [Option ID = 4054]

3. 3 [Option ID = 4055]

4. 4 [Option ID = 4056]

10) **Assertion (A) :**

I naupang poh leh tawng dang zir i awlsam a ni mai.

Reason (R) :

Zir tantir te tana thu lam dan dik tak phut hi awmze neilo an ni.

A chhanna dik ber thlang chhuak rawh :

(1) (A) leh (R) te hi an dik ve ve a, (A) hrilhfiat nan (R) hi a dik a ni.

(2) (A) leh (R) te hi an dik ve ve a, mahse, (A) hrilhfiat nan (R) hi a dik lo a ni.

(3) (A) hi a dik a, mahse (R) hi a dik lo.

(4) (A) hi a dik lova, mahse (R) hi a dik.

[Question ID = 1015][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q145]

1. 1 [Option ID = 4057]

2. 2 [Option ID = 4058]

3. 3 [Option ID = 4059]

4. 4 [Option ID = 4060]

11) Zirlai naupang zual ten standard grammar an han zir tan tirhin an zuam sual thin a. Hei hi a chhan ber chu

(1) Fimkhur takin tawng kalhbmang hman dik tumin an zir

(2) Common syntax rules an tih hi a dang zawng zawngah hman theih emaw an ti

(3) Tawng zirnaah grammar hman hi thiam nâlna emaw an ti

(4) Naupangten tawng zirna dan bul chu an nu leh pate hnen atanga zir an ni

[Question ID = 1016][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q146]

1. 1 [Option ID = 4061]

2. 2 [Option ID = 4062]

3. 3 [Option ID = 4063]

4. 4 [Option ID = 4064]

12) An zirlai text chu thu hriatna bul atana hmangin an thiamna baka sawi chhawn an tum hi _____ an ti.

(1) predicting

(2) comparing

(3) skimming

(4) inferring

[Question ID = 1017][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q147]

1. 1 [Option ID = 4065]

2. 2 [Option ID = 4066]

3. 3 [Option ID = 4067]

4. 4 [Option ID = 4068]

13) Pawl 5 zirlai naupang chuan a thianin Punjabi tawnga thu a sawiin hriat thiam harsa ka ti lova, mahse, chhiar erawh harsa a ti a. A hnuaia mi a tih hian amah leh amah a in assess thei.

(1) assessment of learning

(2) assessment for learning

(3) assessment as learning

(4) assessment in learning

[Question ID = 1018][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q148]

1. 1 [Option ID = 4069]
2. 2 [Option ID = 4070]
3. 3 [Option ID = 4071]
4. 4 [Option ID = 4072]

14) Ṭawng thiam teh chhuahin a tum ber chu

- (1) a zirpurte nena khaikhinin zirlai tinte thiam a hriat
- (2) an zavaia thiamna emaw, an summative achievement hriat
- (3) zirlaite ṭawng thiam dan hriat
- (4) zirlaite ṭawng hman thiam na hriat

[Question ID = 1019][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q149]

1. 1 [Option ID = 4073]
2. 2 [Option ID = 4074]
3. 3 [Option ID = 4075]
4. 4 [Option ID = 4076]

15) Stephen Krashen an 'comprehensive input' a tih in a beisei chu

- (1) Zirlaite an mil tawka ṭawng zir tur buatsaih sak.
- (2) Zirlaiten an thu hriatna ber chu an textbook leh an zirtirtu hnen aṭangin a ni.
- (3) Zirlaite an level aia sang hret-a ṭawng an zir tur pek.
- (4) Text leh materials an phak tawk aia sang hret zir tur pek.

[Question ID = 1020][Question Description = CTET_P1_PART_5_L2_SET_102_MIZO_Q150]

1. 1 [Option ID = 4077]
2. 2 [Option ID = 4078]
3. 3 [Option ID = 4079]
4. 4 [Option ID = 4080]

