

CTET L1 English L2 Urdu P1

Topic:- CDP_P1_CTET

1) Concept of critical period assumes :

- (1) irreversible damage in course of development.
- (2) no impact of environment on development.
- (3) very minimal impact of heredity on development.
- (4) negative impact of rewards on course of development.

क्रांतिक अवधि के संप्रत्यय की क्या अवधारणा है ?

- (1) विकास के दौरान अपरिवर्तनीय क्षति ।
- (2) वातावरण का विकास पर कोई प्रभाव ना होना ।
- (3) आनुवंशिकता का विकास पर बहुत कम प्रभाव होना ।
- (4) पुरस्कारों का विकास के दौर पर नकारात्मक प्रभाव होना ।

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_108_Q1]

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

2) Which point of view is supported by the theorists believing in 'Plasticity of Development' ?

- (1) Only nature determines development.
- (2) Nurture influences development.
- (3) Development is always continuous.
- (4) Development is always discontinuous.

'विकास की नमनीयता' में विश्वास रखने वाले सिद्धांतकारी निम्न में से किस दृष्टिकोण को मानते हैं ?

- (1) केवल स्वभाव ही विकास निर्धारित करता है ।
- (2) पालन-पोषण विकास को प्रभावित करता है ।
- (3) विकास हमेशा निरन्तर होता है ।
- (4) विकास हमेशा अनिरन्तर होता है ।

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_108_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 for very young children.

- (1) Print media
- (2) Religious organisation
- (3) School
- (4) Immediate family

बहुत छोटे बालकों के लिए _____ समाजीकरण की प्राथमिक संस्था है।

- (1) मुद्रक संचार
- (2) धार्मिक संस्था
- (3) विद्यालय
- (4) तत्कालीन परिवार

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_108_Q3]

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

4) In Jean Piaget's theory, _____ refer to the organised systems of actions and thoughts that allow individuals to mentally represent or think about the objects and events in their world.

- (1) advance organizers
- (2) codes
- (3) tools
- (4) schemes

जीन पियाजे के सिद्धांत में, क्रियाओं और विचारों की संगठित प्रणाली जो व्यक्तियों को उनके जीवन से संबंधित वस्तुओं और घटनाओं को मानसिक रूप से प्रस्तुत करने और सोचने की स्वीकृति देती है, क्या कहलाती है ?

- (1) उन्नत आयोजक
- (2) संहिता
- (3) उपकरण
- (4) स्कीमें

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_108_Q4]

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

5) According to Jean Piaget's theory of cognitive development, at which stage do most children particularly face difficulty in understanding the point of view of another person ?

- (1) Post-conventional
- (2) Pre-operational
- (3) Concrete operational
- (4) Formal operational

जीन पियाजे के संज्ञानात्मक विकास के सिद्धांत के अनुसार, किस चरण पर अधिकतर बच्चे दूसरों के दृष्टिकोण को समझने में विशेषतः कठिनाई महसूस करते हैं ?

- (1) उत्तर-पारंपरिक
- (2) पूर्व-संक्रियात्मक
- (3) मूर्त संक्रियात्मक
- (4) औपचारिक संक्रियात्मक

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_108_Q5]

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

6) Lev Vygotsky suggested that cognitive development is a product of _____.

- (1) Genetic predispositions
- (2) Mere observation and Imitation
- (3) Social interactions
- (4) Identity formation

लेव वायगोत्स्की के अनुसार, संज्ञानात्मक विकास _____ का उत्पाद है।

- (1) आनुवंशिक स्वभाव
- (2) केवल अवलोकन और अनुकरण
- (3) सामाजिक संपर्कता
- (4) अस्मिता निर्माण

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_108_Q6]

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

7) Who among the following believed that 'human activities take place in cultural settings and they cannot be understood apart from those settings' ?

- (1) Jerome Bruner
- (2) David Ausubel
- (3) Jean Piaget
- (4) Lev Vygotsky

निम्न में से किसका मानना है कि 'मानवीय गतिविधियाँ सांस्कृतिक परिप्रेक्ष्य में विकसित होती हैं और उन परिप्रेक्ष्यों से हटकर उन्हें समझा नहीं जा सकता है' ?

- (1) जीरोम ब्रुनर
- (2) डेविड ओसोबेल
- (3) जीन पियाज़े
- (4) लेव वायगोत्स्की

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_108_Q7]

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

8) The moral reasoning of children based on 'being obedient for avoiding punishment' characterises _____ of the Lawrence Kohlberg's theory of moral development.

- (1) Pre-conventional level
- (2) Conventional level
- (3) Post-conventional level
- (4) Formal conventional level

लॉरेंस कोह्लबर्ग के नैतिक विकास के सिद्धांत के किस चरण पर बच्चों के नैतिक तर्क 'दण्ड से बचने हेतु आज्ञाकारी' होने पर आधारित होते हैं ?

- (1) पूर्व-परंपरागत स्तर
- (2) परंपरागत स्तर
- (3) उत्तर-परंपरागत स्तर
- (4) औपचारिक परंपरागत स्तर

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_108_Q8]

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

9) Which of the following is a characteristic of constructivist teacher ?

- (1) Building lessons around very abstract ideas.
- (2) Posing a lot of problems to be solved independently.
- (3) Assessing learning based on mid-term exams.
- (4) Conducting activities that challenge students' assumptions.

निम्न में से कौन-सी एक संरचनावादी अध्यापक की विशेषता है ?

- (1) बहुत अमूर्त विचारों पर आधारित पाठ तैयार करना ।
- (2) अकेले हल करने के लिए बहुत सारी समस्याएँ देना ।
- (3) अधिगम का मूल्यांकन अर्धकालीन परीक्षाओं के आधार पर करना ।
- (4) ऐसी गतिविधियाँ आयोजित करना जिससे विद्यार्थियों की अवधारणाओं को चुनौती मिले ।

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_108_Q9]

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

10) Which of the following intelligence type is **not** proposed by Howard Gardner in his theory of multiple intelligences ?

- (1) Naturalistic intelligence
- (2) Spatial intelligence
- (3) Comprehension intelligence
- (4) Interpersonal intelligence

हावर्ड गार्डनर ने अपने बहुबुद्धि सिद्धांत में निम्न में से किस बुद्धि प्रकार को शामिल **नहीं** किया है ?

- (1) प्राकृतिक बुद्धि
- (2) स्थानीय बुद्धि
- (3) बोधन बुद्धि
- (4) अंतर्वैयक्तिक बुद्धि

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_108_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 not able to solve a problem initially, he/she should be encouraged to think aloud.

Reason (R) :

Verbalisation and thinking aloud help in organisation of thoughts and hence finding the solution of given problem.

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 शुरुआत में कोई विद्यार्थी किसी समस्या को हल नहीं कर पा रहा हो, तो अध्यापिका को उसे बोल-बोल कर सोचने के लिए प्रोत्साहित करना चाहिए।

तर्क (R) :

मौखिकीकरण और बोल-बोल कर सोचना विचारों को क्रमित करता है और दी गई समस्या का हल ढूँढने में मदद 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 = 11][Question Description = CTET_P1_PART_1_CDP_SET_108_Q11]

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

12) In order to address gender stereotypes in the classroom, it is important to

- (1) make cross-gender interactions restricted.
- (2) avoid discussions around gender discrimination.
- (3) present examples that challenge those stereotypes.
- (4) practise gender bias through everyday practices.

कक्षा में जेंडर रूढ़िवादिता को रोकने के लिए, यह महत्वपूर्ण है कि

- (1) अंतर-जेंडर पारस्परिकता को प्रतिबंधित किया जाए।
- (2) जेंडर भेद-भाव पर चर्चा करने से बचा जाए।
- (3) ऐसे उदाहरण प्रस्तुत किए जाएँ जो उन रूढ़िवादों को चुनौती दे।
- (4) रोजमर्रा की गतिविधियों द्वारा जेंडर पक्षपात किया जाए।

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_108_Q12]

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

13) As a teacher which of the following step would you consider to meet individual differences in your classroom ?

- I. Mix-ability grouping
- II. Enrichment of curriculum
- III. Adopting child-centered methods of teaching
- IV. Labelling of students

(1) (I), (II) only

(2) (I), (II) and (III) only

(3) (II), (III) and (IV) only

(4) (II) and (IV) only

एक अध्यापक के तौर पर आप अपनी कक्षा में मौजूद व्यक्तिगत विभिन्नताओं को अपनाने के लिए निम्न में से क्या करेंगे ?

- I. मिश्रित-योग्यता समूह बनाना
- II. पाठ्यक्रम को समृद्ध करना
- III. अध्यापन के बाल-केंद्रित तरीके अपनाना
- IV. विद्यार्थियों का नामकरण करना

(1) केवल(I), (II)

(2) केवल(I), (II) और (III)

(3) केवल (II), (III) और (IV)

(4) केवल (II) और (IV)

[Question ID = 13][Question Description = CTET_P1_PART_1_CDP_SET_108_Q13]

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

14) To promote critical thinking among students, it is important to

- (1) avoid discussion and debate in classroom.
- (2) provide reflection time to students.
- (3) emphasise on rote memorisation.
- (4) avoid assigning collaborative work to students.

विद्यार्थियों में समालोचनात्मक सोच को बढ़ावा देने के लिए जरूरी है कि

- (1) कक्षा में चर्चा और बहस को टाला जाए
- (2) विद्यार्थियों को चिंतन का समय दिया जाए
- (3) रट कर याद करने पर बल दिया जाए
- (4) विद्यार्थियों को सहयोगात्मक कार्य देने से बचा जाए

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_108_Q14]

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

15) 'Assessment for learning' should be :

- (1) exam-centric
- (2) norm-referenced
- (3) formative
- (4) standardised

‘अधिगम हेतु मूल्यांकन’ किस प्रकार का होना चाहिए ?

- (1) परीक्षा-केन्द्रित
- (2) मानदंड संदर्भित
- (3) रचनात्मक
- (4) मानकीकृत

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_108_Q15]

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

16) In a class comprising students from different ethnic groups, it is important to

- (1) divide students in groups of same ethnic identity.
- (2) facilitate discussions which yield to acceptance and respect for diversity.
- (3) teach using a standardised curriculum based on dominant culture.
- (4) avoid paying any attention to individual differences among students.

विभिन्न संजातीय समूहों से संबंधित विद्यार्थियों से युक्त कक्षा में एक अध्यापिका को क्या करना चाहिए ?

- (1) विद्यार्थियों को समान संजातियों के आधार पर वर्गीकृत कर देना चाहिए ।
- (2) ऐसी चर्चाएँ सुसाधित करनी चाहिए जिनसे विविधता के प्रति स्वीकृति और सम्मान पैदा हो ।
- (3) प्रभुत्ववादी संस्कृति पर आधारित मानकीकृत पाठ्यक्रम के आधार पर पढ़ाना चाहिए ।
- (4) विद्यार्थियों के बीच व्यक्तिगत विभिन्नताओं पर कोई ध्यान नहीं देना चाहिए ।

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_108_Q16]

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

17) Your school is modifying its infrastructure by removing physical barriers posed by stairs, doorways and other architectural aspects imperative to accessing facilities in the school. By doing so, what is being fostered by your school ?

- (1) Mainstreaming
- (2) Exclusion
- (3) Integration
- (4) Inclusion

आपका स्कूल विभिन्न सुविधाओं की पहुँच पाने के लिए सीढ़ियों, दरवाजों और दूसरे वास्तुकला संबंधित स्वरूपों द्वारा पैदा की गई बाधाओं को दूर करने के लिए अपनी आधारभूत संरचनाओं में सुधार कर रहा है। ऐसा करके स्कूल क्या प्रोत्साहित कर रहा है ?

- (1) मुख्यधारा
- (2) बहिष्करण
- (3) एकीकरण/समाकलन
- (4) समावेशन

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_108_Q17]

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

18) To accommodate students with low vision, a teacher should avoid :

- (1) giving visually cluttered notes
- (2) providing magnifying glass
- (3) giving large font text books
- (4) providing tactile maps and diagrams

क्षीण दृष्टि से जूझते विद्यार्थियों के समायोजन हेतु, एक अध्यापक को क्या देने से बचना चाहिए ?

- (1) दृश्य अव्यवस्थित नोट्स
- (2) आवर्धक लेंस
- (3) बड़े आकार में छपी पाठ्य पुस्तकें
- (4) स्पर्शनीय मानचित्र और आलेख

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_108_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 statement is **not** correct in context of students having Attention Deficit Hyperactivity Disorder (ADHD) ?

- (1) They often face difficulties in staying focussed for long on a task.
- (2) They often fidget with objects and appear restless.
- (3) They often get easily distracted whilst on task.
- (4) They have long and sustained attention span.

अवधान न्यूनता अतिक्रियाशीलता विकार से जूझते विद्यार्थियों के संदर्भ में निम्न में से कौन-सा कथन सही **नहीं** है ?

- (1) उन्हें किसी एक कार्य में लम्बे समय तक एकाग्र रहने में अक्सर मुश्किलें होती हैं।
- (2) वे अक्सर वस्तुओं को कुलबुलाते रहते हैं और बेचैन दिखते हैं।
- (3) वे किसी कार्य पर काम करते हुए बहुत आसानी से विचलित हो जाते हैं।
- (4) उनकी काफी लंबी और स्थिर अवधान अवधि होती है।

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_108_Q19]

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

20) In a school, a child having giftedness has been made to skip a few grades and has been directly moved to a higher grade. Which approach to teaching gifted students is being used by your school ?

- (1) Acceleration
- (2) Enrichment
- (3) Encouragement
- (4) Synthesis

एक स्कूल में एक प्रतिभावान विद्यार्थी को कुछ श्रेणियाँ छोड़कर सीधे उच्च श्रेणी में पदोन्नत कर दिया जाता है। प्रतिभावान विद्यार्थियों को पढ़ाने के लिए इस स्कूल में किस उपागम का इस्तेमाल किया गया है ?

- (1) त्वरण
- (2) समृद्धिकरण
- (3) प्रोत्साहन
- (4) संश्लेषण

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_108_Q20]

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

21) For meaningful learning, it is important to create a classroom culture where students get ample opportunities to _____.

- (1) compete with each other
- (2) construct knowledge
- (3) rote memorise the facts
- (4) listen passively

अर्थपूर्ण अधिगम हेतु, कक्षा में ऐसी संस्कृति विकसित करनी चाहिए, जहाँ विद्यार्थियों को _____ के अत्यधिक अवसर मिलें।

- (1) एक-दूसरे से प्रतिस्पर्धा करने
- (2) ज्ञान का निर्माण करने
- (3) तथ्यों को रट कर याद करने
- (4) निष्क्रिय होकर सुनने

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_108_Q21]

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

22) Students should be facilitated to be _____.

- (1) independent thinkers
- (2) dependent learners
- (3) passive imitators
- (4) high competitors

विद्यार्थियों को _____ बनने के लिए सुसाधित करना चाहिए।

- (1) स्वतंत्र विचारक
- (2) आश्रित अधिगमकर्ता
- (3) निष्क्रिय अनुकरणकर्ता
- (4) उच्च श्रेणी के प्रतिद्वंद्वी

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_108_Q22]

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

23) **Assertion (A) :**

From early age itself, our brain is good at learning content related to real world contexts.

Reason (R) :

School should emphasize on abstract content and textbook learning in primary grades.

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) :

शुरुआती उम्र से ही, हमारा मस्तिष्क वास्तविक सांसारिक परिवेशों से जुड़ी विषयवस्तु को सीखने में सक्षम होता है।

तर्क (R) :

प्राथमिक स्तर पर, विद्यालयों को अमूर्त विषयवस्तु और पुस्तकीय अधिगम पर बल देना चाहिए।

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 = 23][Question Description = CTET_P1_PART_1_CDP_SET_108_Q23]

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

24) **Learning is more effective when :**

- (1) content is highly complex.
- (2) teacher's pedagogy is behaviouristic.
- (3) learning goals are exam-centric.
- (4) it is experiential in nature.

अधिगम अधिक प्रभावशाली होता है, जब :

- (1) विषयवस्तु अत्यधिक जटिल हो।
- (2) अध्यापक का शिक्षाशास्त्र व्यवहारात्मक हो।
- (3) अधिगम लक्ष्य परीक्षा-केंद्रित हो।
- (4) अधिगम का स्वभाव प्रयोगात्मक हो।

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_108_Q24]

- 1. 1 [Option ID = 93]

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

25) Reena is referring to similar kind of problems to find the solution for a given problem. She is employing the problem-solving strategy referred as _____.

- (1) hypothesis-testing
- (2) analogical thinking
- (3) functional fixedness
- (4) mnemonics

रीना एक दी गई समस्या के समाधान हेतु उस समस्या से मिलती-जुलती समस्याओं को उद्धृत कर रही है। वह निम्न में से किस समस्या-समाधान युक्ति का इस्तेमाल कर रही है ?

- (1) निगमन-परीक्षण
- (2) अनुरूपक सोच
- (3) प्रकार्यात्मक स्थिरता
- (4) स्मृति सहायक विधियाँ

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_108_Q25]

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

26) **Assertion (A) :**

A teacher should avoid paying any attention to the errors made by students.

Reason (R) :

Errors have no significance in the 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) :

एक अध्यापिका को विद्यार्थियों द्वारा की गई त्रुटियों पर कोई ध्यान नहीं देना चाहिए ।

तर्क (R) :

त्रुटियों का अधिगम प्रक्रिया में कोई महत्त्व नहीं होता 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 = 26][Question Description = CTET_P1_PART_1_CDP_SET_108_Q26]

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

27) School should :

- (1) ignore emotional state of students and focus on reproduction of already learnt knowledge.
- (2) ignore social context of students and focus on reproduction of already learnt knowledge.
- (3) consider social context of students and ignore the construction of new knowledge.
- (4) consider emotional state of students and focus on construction of new knowledge.

विद्यालयों को :

- (1) विद्यार्थियों की भावनात्मक स्थिति को अनदेखा करना चाहिए और पहले से सीखे ज्ञान को पुनरुत्पादित करने पर ध्यान देना चाहिए ।
- (2) विद्यार्थियों के सामाजिक संदर्भ को अनदेखा करना चाहिए और पहले से सीखे ज्ञान को पुनरुत्पादित करना चाहिए ।
- (3) विद्यार्थियों के सामाजिक संदर्भ के प्रति विचारशील होना चाहिए और नए ज्ञान के निर्माण को अनदेखा करना चाहिए ।
- (4) विद्यार्थियों की भावनात्मक स्थिति के प्रति विचारशील होना चाहिए और नए ज्ञान के निर्माण पर ध्यान देना चाहिए ।

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_108_Q27]

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

28) Students with 'Learned Helplessness' hold a view of ability wherein ability can not be improved by trying hard. What is this view of ability called ?

- (1) Entity view
- (2) Incremental view
- (3) Mastery-oriented view
- (4) Learning optimist view

अधिगम असहायता से जूझते विद्यार्थी योग्यता का ऐसा दृष्टिकोण रखते हैं जिसमें मेहनत करके योग्यता में बढ़ावा नहीं किया जा सकता। योग्यता के प्रति ऐसा दृष्टिकोण क्या कहलाता है ?

- (1) एकल/सत्त्व दृष्टिकोण
- (2) वार्धिक दृष्टिकोण
- (3) प्रवीणता-उन्मुखी दृष्टिकोण
- (4) अधिगम आशावादी दृष्टिकोण

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_108_Q28]

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

29) To create a conducive culture for learning, it is important to :

- (1) ignore students' interests.
- (2) foster communication among different stakeholders such as parents, teachers and students.
- (3) employ very rigid and authoritarian teachers.
- (4) implement standardised curriculum for teaching.

अधिगम के लिए एक सहायक वातावरण पैदा करने हेतु, यह महत्वपूर्ण है कि :

- (1) विद्यार्थियों की रुचियों को अनदेखा करें।
- (2) विभिन्न हिस्सेदारों जैसे कि माता-पिता, अध्यापकों और विद्यार्थियों के बीच संप्रेषण पोषित करें।
- (3) बहुत सख्त/कठोर एवं सत्तावादी अध्यापकों को नियुक्त करें।
- (4) पढ़ाने के लिए मानकीकृत पाठ्यक्रम को लागू करें।

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_108_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 factor does **not** contribute to effective and meaningful learning for students ?

- (1) Child-centered pedagogy
- (2) Universal design for learning
- (3) Standardised curriculum
- (4) Constructivist approach of teaching

निम्न में से कौन-सा कारक विद्यार्थियों के प्रभावशाली और अर्थपूर्ण अधिगम में सहयोग **नहीं** करता है ?

- (1) बाल-केंद्रित शिक्षाशास्त्र
- (2) अधिगम की सार्वभौमिक रूपरेखा
- (3) मानकीकृत पाठ्यक्रम
- (4) अध्यापन का संरचनावादी उपागम

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_108_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) If sum of 2·027 and 4·450 is subtracted from the sum of 4·004 and 6·121, then obtained result will be

- (1) 3·801
- (2) 3·648
- (3) 3·441
- (4) 4·044

यदि 4·004 और 6·121 के योगफल में से 2·027 और 4·450 के योगफल को घटाया जाए, तो प्राप्त परिणाम होगा

- (1) 3·801
- (2) 3·648
- (3) 3·441
- (4) 4·044

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q31]

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

2) In a four-digit number 3465, digits at first and fourth places are interchanged and the digits at second and third places are also interchanged to get a new number. What is the sum of new and old numbers ?

- (1) 8928
- (2) 7110
- (3) 9999
- (4) 9108

चार अंकों की एक संख्या 3465 में, पहले और चौथे स्थानों के अंकों को आपस में बदला गया तथा दूसरे और तीसरे स्थानों के अंकों को भी आपस में बदला गया। इस प्रकार एक नई संख्या प्राप्त हुई। नई और पुरानी संख्याओं का योगफल क्या होगा ?

- (1) 8928
- (2) 7110
- (3) 9999
- (4) 9108

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q32]

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

3) How many number of zeroes are there in the product of numbers 25, 34, 22, 15 and 30 ?

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

संख्याओं 25, 34, 22, 15 और 30 के गुणनफल में कितने शून्य होंगे ?

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

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q33]

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

- 4) During recess, Radha's 4 friends observed that she has not brought any chapatis. So three of her friends gave her one-quarter of a chapati each and the rest gave her half chapati. How many chapatis did she get ?

(1) $1\frac{1}{2}$

(2) $\frac{3}{4}$

(3) $\frac{5}{4}$

(4) $1\frac{3}{4}$

मध्यावकाश के समय, राधा की 4 सखियों ने देखा कि वह कोई चपातियाँ नहीं लाई है। इसलिए उसकी तीन सखियों में से प्रत्येक ने उसे एक-चौथाई चपाती और शेष सखी ने आधी चपाती उसे दी। उसके पास कितनी चपाती हो गई ?

(1) $1\frac{1}{2}$

(2) $\frac{3}{4}$

(3) $\frac{5}{4}$

(4) $1\frac{3}{4}$

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q34]

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

- 5) A teacher asked her class students to add one number of single digit, one number of two digits, one number of three digits, one number of four digits and one number of five digits. She further told them that they have to use only digit 1 in the above numbers.

Expected result is :

(1) 21342

(2) 12345

(3) 41235

(4) 12354

एक अध्यापिका ने अपनी कक्षा के विद्यार्थियों को एक अंक की एक संख्या, दो अंकों की एक संख्या, तीन अंकों की एक संख्या, चार अंकों की एक संख्या और पाँच अंकों की एक संख्या को जोड़ने के लिए कहा। उसने उन्हें यह भी कहा कि उपर्युक्त संख्याओं में केवल अंक 1 का ही प्रयोग करना है।

अपेक्षित उत्तर है :

(1) 21342

(2) 12345

(3) 41235

(4) 12354

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q35]

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

6) The numbers written in decreasing order are :

(1) 443, 434, 424, 419, 408, 401

(2) 443, 434, 419, 424, 401, 408

(3) 401, 408, 419, 424, 434, 443

(4) 434, 419, 424, 443, 408, 401

घटते हुए क्रम में लिखी संख्याएँ हैं :

(1) 443, 434, 424, 419, 408, 401

(2) 443, 434, 419, 424, 401, 408

(3) 401, 408, 419, 424, 434, 443

(4) 434, 419, 424, 443, 408, 401

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q36]

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

7) How many number of line/lines of symmetry is/are there in a rectangle ?

(1) 4

(2) 3

(3) 2

(4) 1

एक आयत में कितनी सममित रेखा/रेखाएँ है/हैं ?

(1) 4

(2) 3

(3) 2

(4) 1

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q37]

1. 1 [Option ID = 145]

2. 2 [Option ID = 146]

3. 3 [Option ID = 147]

4. 4 [Option ID = 148]

8) The perimeter of one face of a cube is 40 cm. What is the sum of lengths of all its edges (in cm) ?

(1) 120

(2) 60

(3) 480

(4) 240

एक घन के एक फलक का परिमाप 40 cm है। इसके सभी किनारों की लंबाइयों का योगफल (cm में) क्या होगा ?

(1) 120

(2) 60

(3) 480

(4) 240

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q38]

1. 1 [Option ID = 149]

2. 2 [Option ID = 150]

3. 3 [Option ID = 151]

4. 4 [Option ID = 152]

9) Value of $3\frac{1}{3}$ right-angles is equal to

(1) 270°

(2) 300°

(3) 310°

(4) 330°

$3\frac{1}{3}$ समकोणों का मान बराबर है

(1) 270°

(2) 300°

(3) 310°

(4) 330°

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q39]

1. 1 [Option ID = 153]

2. 2 [Option ID = 154]

3. 3 [Option ID = 155]

4. 4 [Option ID = 156]

10) Rahul purchased three liquid detergent cans of 25 L capacity each and transferred the contents into 750 mL sized bottles. How many such bottles will he be able to fill ?

(1) 33

(2) 80

(3) 100

(4) 110

राहुल ने 25 L धारिता वाले तीन द्रव डिटर्जेंट के डिब्बे खरीदे और इस पदार्थ को 750 mL माप वाली बोतलों में स्थानांतरित किया। वह इससे ऐसी कितनी बोतलों को भर सकता है ?

(1) 33

(2) 80

(3) 100

(4) 110

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q40]

1. 1 [Option ID = 157]

2. 2 [Option ID = 158]

3. 3 [Option ID = 159]

4. 4 [Option ID = 160]

11) A carpenter has to cut a 12 m long plank into 10 equal sections. If it takes 2 minutes 15 seconds per cut, then how long will it take for him to get 10 equal pieces of the plank ?

(1) 18 minutes 45 seconds

(2) 20 minutes 15 seconds

(3) 20 minutes 5 seconds

(4) 19 minutes 35 seconds

एक बड़ई को 12 m लंबे एक फट्टे को 10 बराबर भागों में काटना है। यदि एक बार काटने के लिए 2 मिनट 15 सेकण्ड का समय लगता है, तो इस फट्टे के 10 समान टुकड़ों को प्राप्त करने के लिए कितना समय लगेगा ?

- (1) 18 मिनट 45 सेकण्ड
- (2) 20 मिनट 15 सेकण्ड
- (3) 20 मिनट 5 सेकण्ड
- (4) 19 मिनट 35 सेकण्ड

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q41]

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

12) A fruit-seller was selling fruits as per rate list given below :

<i>Fruit</i>	<i>Rate</i>
Mango	₹ 100 per kg
Orange	₹ 160 per kg
Coconut	₹ 40 per piece
Apple	₹ 250 per kg

Zain purchased 2 kg of mangoes, 500 g of oranges, 500 g of apples and 2 coconuts. How much money (in ₹) will he have to pay ?

- (1) 485
- (2) 385
- (3) 550
- (4) 430

एक फल-विक्रेता फलों को नीचे दी गई मूल्य सूची से बेच रहा है :

फल	मूल्य
आम	₹ 100 प्रति kg
संतरा	₹ 160 प्रति kg
नारियल	₹ 40 का एक
सेब	₹ 250 प्रति kg

जैन ने 2 kg आम, 500 g संतरे, 500 g सेब और 2 नारियल खरीदे। उसे कितने रुपए देने पड़ेंगे ?

- (1) 485
- (2) 385
- (3) 550
- (4) 430

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q42]

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

13) The missing numbers in the pattern 21, 41, 31, 51, 41, 61, _____, _____, are respectively

- (1) 61, 71
- (2) 51, 61
- (3) 61, 81
- (4) 51, 71

पैटर्न 21, 41, 31, 51, 41, 61, _____, _____ में लुप्त संख्याएँ क्रमशः हैं :

- (1) 61, 71
- (2) 51, 61
- (3) 61, 81
- (4) 51, 71

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q43]

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

- 14) Roopak sowed some seeds in his garden and recorded the development of these seeds into form of plants according to the number of days as shown in the following chart :

Number of days	Length of plant (in cm)
0	0
3	1.4
6	5.3
9	9.5
12	10.3
15	10.9

During which three days duration, were growth of the plants maximum and minimum respectively ?

- (1) 3 – 6 , 9 – 12
(2) 6 – 9 , 0 – 3
(3) 3 – 6 , 6 – 9
(4) 6 – 9 , 12 – 15

रूपक ने कुछ बीजों को अपने बगीचे में बोया और इन बीजों से पौधे बनने के विकास को दिनों की संख्या के अनुसार निम्नलिखित चार्ट में दर्शाए अनुसार रिकॉर्ड किया :

दिनों की संख्या	पौधे की लंबाई (cm में)
0	0
3	1.4
6	5.3
9	9.5
12	10.3
15	10.9

किन तीन दिनों की अवधियों में, पौधों की लंबाई में वृद्धि क्रमशः अधिकतम और न्यूनतम थी ?

- (1) 3 – 6 , 9 – 12
(2) 6 – 9 , 0 – 3
(3) 3 – 6 , 6 – 9
(4) 6 – 9 , 12 – 15

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q44]

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

15) Value of 101.01×0.001 is

- (1) 0.01011
- (2) 1.0101
- (3) 0.10101
- (4) 0.11001

101.01×0.001 का मान है

- (1) 0.01011
- (2) 1.0101
- (3) 0.10101
- (4) 0.11001

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_108_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) A teacher has given some objects to class I children and asked them to identify which objects roll and which objects slide. Which of the following is **not** an objective of the above activity ?

- (1) To classify the objects into two groups
- (2) To make them understand the concept of rolling and sliding
- (3) To discuss about the properties of various 3-D shapes
- (4) To maintain the discipline in class by engaging children in an activity

एक शिक्षक ने कक्षा I के बच्चों को कुछ वस्तुएँ दी और पूछा कि कौन-सी वस्तुएँ लुढ़केंगी और कौन-सी वस्तुएँ सरकेंगी। निम्नलिखित में से कौन-सा उपर्युक्त गतिविधि का उद्देश्य **नहीं** है ?

- (1) वस्तुओं को दो समूहों में वर्गीकृत करना
- (2) उन्हें लुढ़कने (रोलिंग) और सरकने (स्लाइडिंग) की अवधारणा को समझाना
- (3) विभिन्न त्रिविम (3-D) आकृतियों के गुणों के बारे में चर्चा करना
- (4) किसी गतिविधि में बच्चों को संलग्न रखकर कक्षा में अनुशासन बनाए रखना

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q46]

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

2) "Learning without Burden", for the first time, received some attention in

- (1) Kothari Commission (1964-1966)
- (2) National Policy on Education (1986)
- (3) Yashpal Committee (1993)
- (4) Right to Education Act (2009)

“बोझ रहित अधिगम” को सर्वप्रथम किसमें अवधान मिला ?

- (1) कोठारी कमीशन (1964-1966)
- (2) राष्ट्रीय शिक्षा नीति (1986)
- (3) यशपाल समिति (1993)
- (4) शिक्षा का अधिकार अधिनियम (2009)

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q47]

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

3) What is the relevance of including tessellation as an activity in primary class mathematics ?

- (1) It entertains and engages learners when the teacher is busy doing his/her work
- (2) It is helpful for building the base for higher level computational skills in mathematics
- (3) It helps the learners develop idea about ratio and proportion
- (4) It helps the learners understand the concept of area of plane surfaces

प्राथमिक कक्षा के गणित में टाइल पैटर्न/टाइलिंग (टैसीलेशन) की गतिविधि को शामिल करने की क्या प्रासंगिकता है ?

- (1) यह बच्चों का मनोरंजन करता है और व्यस्त रखता है जब शिक्षक/शिक्षिका अपना कार्य कर रहे होते हैं
- (2) उच्च स्तरीय गणित में परिकलन की योग्यता के निर्माण में मदद करता है
- (3) यह अधिगमकर्ताओं को अनुपात एवं समानुपात के विचारों को विकसित करने में मदद करता है
- (4) यह अधिगमकर्ताओं में समतल पृष्ठों के क्षेत्रफल की अवधारणा को समझने में मदद करता है

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q48]

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

4) According to Van Hiele's levels of geometric thinking, at which level will students be able to identify squares as regular quadrilaterals ?

- (1) Visualization
- (2) Analysis
- (3) Informal Deduction
- (4) Formal Deduction

वैन हिले के ज्यामितीय चिंतन के स्तर के अनुसार, विद्यार्थी किस स्तर पर वर्गों को नियमित चतुर्भुज के रूप में पहचानने में सक्षम होंगे ?

- (1) दृश्यीकरण
- (2) विश्लेषण
- (3) अनौपचारिक निगमन
- (4) औपचारिक निगमन

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q49]

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

5) Which of the following is most emphasized upon in primary stage mathematics curriculum ?

- (1) Formal problem solving
- (2) Nurturing curiosity
- (3) Oral learning
- (4) Product oriented learning

निम्नलिखित में से किस पर प्राथमिक स्तर की गणित पाठ्यचर्या में सबसे अधिक बल दिया गया है ?

- (1) औपचारिक समस्या समाधान पर
- (2) जिज्ञासा के पोषण पर
- (3) मौखिक अधिगम पर
- (4) उत्पाद अभिमुख अधिगम पर

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q50]

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

- 6) A person wants to become a good mathematics teacher. To be a good mathematics teacher he/she must have
- (1) Ability to solve the problems in less time
 - (2) Good knowledge of number system, algebra and geometry
 - (3) Conceptual knowledge and ability to relate the content of mathematics with real life
 - (4) Knowledge of only facts and formulae of mathematics

एक व्यक्ति गणित का उत्तम शिक्षक बनना चाहता है। एक उत्तम गणित शिक्षक बनने के लिए उसमें होना चाहिए

- (1) अल्प समय में समस्याओं को हल करने की क्षमता
- (2) संख्या पद्धति, बीजगणित एवं ज्यामिति का अच्छा ज्ञान
- (3) अवधारणात्मक ज्ञान एवं गणितीय विषय-वस्तु को वास्तविक जीवन से जोड़ने की क्षमता
- (4) केवल गणित के तथ्यों और सूत्रों का ज्ञान

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q51]

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

- 7) Which of the following statements are true for algorithms ?
- A. Algorithms have been developed very recently after the development of computers.
 - B. It comprises of a step by step set of instructions in logical order.
 - C. When we use algorithms, we can break the problems into smaller steps.
 - D. It is an infinite sequence of rigorous instructions, typically used to solve a class of specific problems.

Choose the correct option :

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

निम्नलिखित कथनों में से कौन-से कथन कलन-विधि के लिए सही हैं ?

- A. कलन-विधि को हाल ही में कम्प्यूटरों के विकास के बाद विकसित किया गया है।
- B. इसमें तार्किक क्रम से निर्देशों के चरण दर चरण के समुच्चय समाविष्ट हैं।
- C. जब हम कलन-विधि का उपयोग करते हैं, तब हम समस्याओं को छोटे-छोटे चरणों में तोड़ सकते हैं।
- D. यह गहन निर्देशों का असंख्य अनुक्रम है, जो ठेठ रूप से विशिष्ट समस्याओं के एक वर्ग को हल करने के लिए उपयोग में लाया जाता है।

सही विकल्प का चयन कीजिए :

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

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q52]

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

8) Which of the following factors does **not** contribute in developing mathematics fear among students ?

- (1) Examination system
- (2) Abstract nature of mathematics
- (3) Gender specific abilities
- (4) Focus on standard procedures

निम्नलिखित में से कौन-सा घटक विद्यार्थियों में गणित के भय को बढ़ाने में योगदान **नहीं** करता ?

- (1) परीक्षा प्रणाली (व्यवस्था)
- (2) गणित का अमूर्त स्वरूप
- (3) जेंडर संबंधी विशिष्ट क्षमताएँ
- (4) मानक प्रक्रियाओं पर बल

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q53]

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

9) According to NIPUN Bharat document, which of the following are important mathematical skills for children at foundational stage ?

- A. Observation
- B. Reasoning
- C. Visualisation
- D. Communication
- E. Abstraction

(1) A, B and E

(2) A, B, C and D

(3) D and E

(4) B and E

NIPUN भारत दस्तावेज़ के अनुसार, आधारभूत स्तर पर बच्चों के लिए निम्नलिखित में से कौन-से महत्वपूर्ण गणितीय कौशल आवश्यक हैं ?

- A. अवलोकन
- B. तर्क
- C. दृश्यीकरण
- D. सम्प्रेषण
- E. अमूर्त विचार

(1) A, B और E

(2) A, B, C और D

(3) D और E

(4) B और E

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q54]

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

10) Subitization is an important aspect of development of number sense. Subitization means _____.

- (1) Counting the objects in a given set to find the total number of objects
- (2) Skip counting
- (3) Identifying the number of objects in a set simply by quickly looking at them
- (4) Making different groups of objects based on similar characteristics

संख्या बोध के विकास के लिए सबिटाइज़ेशन एक महत्वपूर्ण पहलू (पक्ष) है। सबिटाइज़ेशन का अर्थ है _____।

- (1) वस्तुओं की कुल संख्या ज्ञात करने के लिए दिए गए समुच्चय में वस्तुओं को गिनना
- (2) संप्लाव गिनती (स्किप गिनती)
- (3) सामान्यतः शीघ्रता से देखकर एक समुच्चय में वस्तुओं की संख्या ज्ञात करना
- (4) वस्तुओं की मिलती-जुलती विशेषताओं के आधार पर भिन्न-भिन्न समूह बनाना

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q55]

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

11) Which of the following is **not** an objective of project work in mathematics ?

- (1) To engage children meaningfully in group work
- (2) To assess children's understanding about the concept
- (3) To make children utilize their free time at home
- (4) To understand the real-life application of a concept

निम्नलिखित में से कौन-सा गणित में परियोजना कार्य का उद्देश्य **नहीं** है ?

- (1) बच्चों को अर्थपूर्ण रूप से सामूहिक कार्य में संलग्न रखना
- (2) बच्चों की अवधारणात्मक समझ को आँकना
- (3) बच्चों को घर पर उनके खाली समय का उपयोग कराना
- (4) अवधारणा के वास्तविक जीवन का अनुप्रयोग समझना

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q56]

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

12) At primary stage, a lot of emphasis should be given to pattern recognition and prediction, because

- (1) such exercises promote reasoning skills in mathematics
- (2) it helps in engaging students in creative art
- (3) it prepares children for competitive exams
- (4) patterns are easy to learn

प्राथमिक स्तर पर, प्रतिरूप पहचान एवं पूर्वानुमान पर विशेष बल दिया जाना चाहिए, क्योंकि

- (1) ऐसे अभ्यास गणित में विवेचन कौशल को प्रोत्साहित करते हैं
- (2) बच्चों को सृजन कला में व्यस्त रखते हैं
- (3) यह बच्चों को प्रतियोगात्मक परीक्षाओं के लिए तैयार करते हैं
- (4) प्रतिरूपों को सीखना आसान है

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q57]

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

13) Which of the following is **not** true about mathematical thinking and computational thinking ?

- (1) Computational thinking is limited to solving problems in mathematics with mathematical components
- (2) Both are problem-solving methodologies
- (3) Both methods involve processes such as decomposition and algorithm design
- (4) Mathematical thinking and computational thinking may help in handling abstraction

निम्नलिखित में से कौन-सा गणितीय चिंतन और अभिकलनीय (कम्प्यूटेशनल) चिंतन के बारे में सही **नहीं** है ?

- (1) अभिकलनीय (कम्प्यूटेशनल) चिंतन गणितीय घटकों के साथ गणित में समस्या को हल करने तक सीमित है
- (2) दोनों समस्या-समाधान के तरीके हैं
- (3) दोनों विधियों में अपघटन और एल्गोरिथ्म डिज़ाइन जैसी प्रक्रियाएँ भी शामिल हैं
- (4) गणितीय चिंतन और अभिकलनीय (कम्प्यूटेशनल) चिंतन अमूर्त विचारों के साथ काम करने की क्षमता में सहायक हो सकते हैं

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q58]

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

14) Which of the following assessment method is used by a mathematics teacher to assess learning progress during instruction ?

- (1) Placement Assessment
- (2) Formative Assessment
- (3) Summative Assessment
- (4) Diagnostic Assessment

निर्देश के दौरान अधिगम की प्रगति को आँकने के लिए गणित शिक्षक द्वारा निम्नलिखित में से किस आकलन विधि का उपयोग किया जाता है ?

- (1) प्लेसमेंट आकलन
- (2) रचनात्मक आकलन
- (3) योगात्मक आकलन
- (4) निदानात्मक आकलन

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q59]

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

15) When asked to add two fractions $\frac{3}{4}$ and $\frac{2}{5}$, many of the class V students solved it in the following way :

$$\frac{3}{4} + \frac{2}{5} = \frac{5}{9}$$

As a mathematics teacher, how will you support the students to rectify the error ?

- (1) Giving the students a worksheet with similar problems to practice
- (2) Asking the students to copy the answer from their peers who have solved the problem correctly
- (3) Representing the fractions using circular paper cut-outs and explaining how to add them
- (4) Explaining the algorithm to solve the problem once again on blackboard and asking the students to copy it

जब कक्षा V के विद्यार्थियों से दो भिन्न $\frac{3}{4}$ और $\frac{2}{5}$ को जोड़ने के लिए कहा गया, तब कई विद्यार्थियों ने उन्हें निम्नलिखित प्रकार से जोड़ा :

$$\frac{3}{4} + \frac{2}{5} = \frac{5}{9}$$

त्रुटि सुधारने के लिए, गणित के एक शिक्षक के रूप में आप विद्यार्थियों का किस प्रकार समर्थन करेंगे ?

- (1) समान समस्याओं का एक कार्यपत्रक विद्यार्थियों को अभ्यास के लिए देकर
- (2) विद्यार्थियों को अपने उन सहपाठियों से उत्तर नकल करने के लिए कह कर, जिन्होंने इस प्रश्न का सही उत्तर दिया है
- (3) भिन्नों को कागज़ के वृत्ताकार कट-आउट द्वारा दर्शा कर यह समझाना कि उन्हें कैसे जोड़ा जाता है
- (4) श्यामपट्ट पर प्रश्न को हल करने की कलन-विधि को पुनः समझा कर विद्यार्थियों को उसकी नकल करने के लिए कहना

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q60]

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

1) Solve the following riddle :

"Koo-hu-koo-hu is my sound
Everywhere I am found
My sweet voice give me fame
Just tell what is my name"
The solution is :

- (1) Mynah
- (2) Parrot
- (3) Dove
- (4) Koel

नीचे दी गयी पहेली को हल कीजिए :

"कुहू-कुहू आवाज लगाती,
मधुर-मधुर मैं गीत सुनाती,
सबके मन को हूँ मैं भाती,
बोलो मैं हूँ क्या कहलाती"
इसका हल है :

- (1) मैना
- (2) तोता
- (3) फाखता
- (4) कोयल

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_108_Q61]

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

2) With the increase in poaching of deers in the following food chain :

Grass → Deer → Tiger

what will happen to the food chain after a few years ?

- (1) Grass will start to decrease
- (2) Tigers will increase their population
- (3) Population of tigers will decrease
- (4) Tigers will change their feeding habit

निम्नलिखित खाद्य श्रृंखला में हिरणों के अनाधिकृत शिकार बढ़ने के साथ :

घास → हिरण → बाघ

कुछ वर्षों बाद खाद्य श्रृंखला पर क्या प्रभाव पड़ेगा ?

- (1) घास कम होना शुरू हो जाएगी
- (2) बाघों की संख्या बढ़ जाएगी
- (3) बाघों की संख्या घट जाएगी
- (4) बाघ अपनी खाने की आदतों को बदलेंगे

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_108_Q62]

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

3) The AQI of Delhi in December 2020 was 331. AQI denotes which of the following ?

- (1) Air Quantity Index
- (2) Air Quantum Index
- (3) Air Quality Index
- (4) Air Quadratic Index

दिसम्बर 2020 में दिल्ली का AQI 331 था। निम्नलिखित में से AQI किसे चिन्हित करता है ?

- (1) वायु मात्रा सूचकांक
- (2) वायु प्रमात्रा सूचकांक
- (3) वायु गुणवत्ता सूचकांक
- (4) वायु द्विघाती सूचकांक

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_108_Q63]

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

4) Which of the following belongs to mammal family ?

- (1) Whales
- (2) Frogs
- (3) Pigeons
- (4) Lizards

निम्नलिखित में से कौन सा स्तनधारी परिवार का है ?

- (1) व्हेल
- (2) मेंढक
- (3) कबूतर
- (4) छिपकली

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_108_Q64]

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

5) The practice of 'Langar' connotes

- (1) Mid-day meal
- (2) Free community kitchen
- (3) Congregated offering
- (4) Sacred food

'लंगर' की प्रथा संकेत करती है

- (1) मध्याह्न भोजन
- (2) मुफ्त समुदाय रसोई
- (3) एकत्रित दान
- (4) पवित्र भोजन

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_108_Q65]

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

6) The groundwater stored between layers of hard rocks below the water table is known as :

- (1) Underground water
- (2) Aquifer
- (3) Perched water
- (4) Secret water

भूमिजल स्तर के नीचे कठोर चट्टानों की परतों के बीच भंडारित भूमिजल को कहते हैं :

- (1) भूमिगत जल
- (2) जलभर
- (3) दुःस्थित जल
- (4) गुप्त जल

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_108_Q66]

- 1. 1 [Option ID = 261]

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

7) Consider the following statements about elephants :

- A. The weight of a three month-old baby elephant is about 2 quintals.
- B. Elephants do not rest very much. They sleep only for two to four hours.
- C. An adult elephant can eat more than two quintals of leaves and twigs in 24 hours.
- D. An elephant herd comprises members of two-three families and the oldest male is the leader of the herd.

The correct statements are :

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

हाथियों के बारे में नीचे दिए गए कथनों पर विचार कीजिए :

- A. तीन माह के हाथी के बच्चे का भार लगभग दो क्विंटल होता है ।
- B. हाथी अत्यधिक आराम नहीं करते हैं । वे केवल दो से चार घण्टे सोते हैं ।
- C. कोई वयस्क हाथी 24 घण्टे में दो क्विंटल से अधिक पत्तियाँ और झाड़ियाँ खा सकता है ।
- D. किसी हाथियों के झुण्ड में दो-तीन परिवारों के सदस्य ही होते हैं और उनमें सबसे बुजुर्ग नर हाथी झुण्ड का नेता होता है ।

सही कथन हैं :

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

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_108_Q67]

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

8) Rita pointed to a bird and said, "Look! This bird's eyes are in front of its head just like mine". Which bird do you think she was pointing to ?

- (1) Pigeon
- (2) Sparrow
- (3) Owl
- (4) Crow

रीता ने एक पक्षी की ओर इशारा किया और कहा, "देखो ! इस पक्षी की आँखें इसके सिर के सामने हैं बिल्कुल मेरे समान ।" आपके अनुसार वह किस पक्षी की ओर इशारा कर रही थी ?

- (1) कबूतर
- (2) गौरैया
- (3) उल्लू
- (4) कौआ

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_108_Q68]

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

9) Loktak lake is the only place for which kind of endangered deers ?

- (1) Chital
- (2) Barasingha
- (3) Sambar
- (4) Sangai

संकटापन्न हिरणों के किस प्रकार के लिए केवल लोकटक झील एक स्थान है ?

- (1) चीतल
- (2) बारासिंगा
- (3) सांभर
- (4) संगई

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_108_Q69]

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

10) Venus flytrap and Pitcher plant are called as insectivorous plants as they trap insects using specialized leaves or parts of leaves. These plants derive _____ from insects.

- (1) Nutrients
- (2) Air
- (3) Water
- (4) Soil

वीनस फ्लाई ट्रेप तथा पिचर प्लांट को कीटभक्षी पौधे कहा जाता है क्योंकि ये विशिष्ट पत्तियों या पत्तियों के भागों का प्रयोग करके कीटों को फँसाते हैं। कीटों से ये पौधे _____ प्राप्त करते हैं।

- (1) पोषक तत्व
- (2) वायु
- (3) जल
- (4) मृदा

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_108_Q70]

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

11) World Water Day is being celebrated on

- (1) 22nd March
- (2) 5th June
- (3) 11th July
- (4) 22nd April

विश्व जल दिवस मनाया जाता है

- (1) 22 मार्च को
- (2) 5 जून को
- (3) 11 जुलाई को
- (4) 22 अप्रैल को

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_108_Q71]

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

12) RTE Act 2009 ensures

- (1) Free and compulsory education to children from birth to 6 years
- (2) Free and compulsory education to children till the age of 14 years
- (3) Free and compulsory education to children from 6 – 18 years
- (4) Free and compulsory education to children from 6 – 14 years

RTE एक्ट 2009 सुनिश्चित करता है :

- (1) जन्म से 6 वर्ष तक के बच्चों की मुफ्त एवं अनिवार्य शिक्षा
- (2) 14 वर्ष की आयु तक के बच्चों को मुफ्त एवं अनिवार्य शिक्षा
- (3) 6 – 18 वर्ष तक के बच्चों की मुफ्त एवं अनिवार्य शिक्षा
- (4) 6 – 14 वर्ष तक के बच्चों की मुफ्त एवं अनिवार्य शिक्षा

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_108_Q72]

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

13) Below are given steps of the process of growing onion crop. These steps are not in proper sequence.

- A. Digging to loosen the soil
- B. Weeding
- C. Cutting the dried leaves from the top of onion
- D. Plucking the onion out
- E. Sowing of seeds

The correct sequence is :

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

नीचे प्याज़ की खेती की प्रक्रिया के चरण दिए गए हैं। ये चरण उचित क्रम में नहीं हैं।

- A. मिट्टी गुड़ाई करना
- B. खरपतवार हटाना
- C. प्याज़ के ऊपर की सूखी पत्तियों को काटना
- D. प्याज़ को उखाड़कर बाहर निकालना
- E. बीज बोना

सही क्रम है :

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

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_108_Q73]

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

14) Birds move their head very often. This is because

- (1) Muscle twitching is common in neck
- (2) Eyes are fixed and cannot move
- (3) It is an involuntary action
- (4) To attract mate

पक्षी अपना सिर कई बार हिलाते हैं। ऐसा इसलिए है क्योंकि

- (1) गर्दन में मांसपेशियों का फड़कना आम होता है
- (2) आँखें स्थिर होती हैं तथा हिल नहीं सकतीं
- (3) यह एक अनैच्छिक क्रिया है
- (4) साथी को आकर्षित करने के लिए

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_108_Q74]

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

15) Highest rainfall in India is recorded in :

- (1) Cherrapunji
- (2) Agumbe
- (3) Mahabaleshwar
- (4) Mawsynram

भारत में उच्चतम वर्षा रिकॉर्ड की गई :

- (1) चेरापूँजी में
- (2) अगुंबे में
- (3) महाबलेश्वर में
- (4) माँसिनराम में

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_108_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) Kalyani shows experiment using globe and explains her class 5 students that part of the Earth facing the Sun has day and the part of the Earth away from the Sun has night. Ayesha was fascinated by this. She asked, "If we start walking and keep on moving in that direction can we find night ? In which direction will we meet night ?" All the students laughed. What should be the response of Kalyani ?

- (1) She should instruct the class to stop laughing and maintain discipline
- (2) She should explain that this is not possible since that part of Earth will be very far
- (3) She should encourage students to find out the answer to this question
- (4) She should tell that today they will study only the occurrence of day and night and discuss this in next class

कल्याणी अपनी कक्षा पाँचवीं के बच्चों को ग्लोब की सहायता से एक प्रयोग दिखाती है और समझाती है कि पृथ्वी के उस भाग पर जो सूरज की ओर होता है, दिन होता है और उस भाग की ओर जो सूरज से दूर होता है, रात होती है। आयशा इससे प्रभावित हुई। उसने पूछा, "अगर हम उस दिशा में चलना शुरू करें और चलते रहें, तो क्या हमें रात मिलेगी ? किस दिशा में हमें रात मिलेगी ?" कक्षा के सभी विद्यार्थी हँसने लगे। कल्याणी की प्रतिक्रिया क्या होनी चाहिए ?

- (1) उसे कक्षा को हँसना बंद करने और अनुशासन बनाए रखने का निर्देश देना चाहिए
- (2) उसे यह समझाना चाहिए कि ऐसा संभव नहीं है क्योंकि पृथ्वी का वह भाग बहुत दूर होगा
- (3) उसे विद्यार्थियों से इस प्रश्न का उत्तर खोजने को कहना चाहिए
- (4) उसे यह कहना चाहिए कि आज वो दिन और रात का होना ही पढ़ेंगे और इसकी चर्चा अगली कक्षा में करेंगे

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_108_Q76]

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

2) Nida is punished for coming late to school daily. Her teacher asks why she came late while her brother comes on time. She says that her mother tells her that sweeping, mopping, looking after household and other home-chores are the responsibility of girls. Hence, she completes all her house-work due to which she gets late. What will you do if you are Nida's class teacher ?

- (1) Tell Nida to rise early so that she can complete all her work and come school on time
- (2) Talk to Nida's mother and tell her to help her come to school on time
- (3) Tell Nida that looking after household and home-chores are the responsibility of all family members
- (4) Arrange a classroom discussion and ask students about whose responsibility it is to look after household

निदा को रोज स्कूल देर से आने के लिए सजा मिलती। उसकी अध्यापिका ने पूछा कि वह देर से क्यों आती है, जबकि उसका भाई तो समय से आता है। उसने कहा कि उसकी मम्मी कहती है कि झाड़ू लगाना, पौछा लगाना, घर की देखभाल करना और अन्य घर के काम करना लड़कियों की जिम्मेदारी होती है। इसलिए वह अपना सारा घर का काम करके फिर आती है जिसकी वजह से उसे देर हो जाती है। अगर आप निदा की अध्यापिका है, तो क्या करेंगे ?

- (1) निदा से कहेंगे कि वह जल्दी उठे जिससे सारा काम करके वह समय पर स्कूल आ सके
- (2) निदा की मम्मी से बात करेंगे और कहेंगे कि उसे समय पर स्कूल आने में सहायता करें
- (3) निदा से कहेंगे कि घर की देखभाल करना और घर के काम करना परिवार के सभी सदस्यों की जिम्मेदारी है
- (4) कक्षा में चर्चा का आयोजन कर, विद्यार्थियों से पूछेंगे कि घर की देखभाल करना और घर के काम करना किसकी जिम्मेदारी है

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_108_Q77]

1. 1 [Option ID = 305]
2. 2 [Option ID = 306]
3. 3 [Option ID = 307]
4. 4 [Option ID = 308]

- 3) In an EVS classroom, teaching aids should be :
- A. easily available and from the surroundings
 - B. high definition three-dimensional movies only
 - C. always based on using one of the senses of learners
 - D. always experiment based
- (1) A only
(2) B only
(3) A and C
(4) C and D

एक पर्यावरण-अध्ययन की कक्षा में, शिक्षण साधनों को कैसा होना चाहिए ?

- A. आसानी से उपलब्ध तथा अपने आस-पास से प्राप्त
 - B. केवल हाई डेफिनेशन तीन-आयामी चलचित्र
 - C. सदैव शिक्षार्थी की इन्द्रियों में से किसी एक के उपयोग पर आधारित
 - D. सदैव प्रयोगों पर आधारित
- (1) केवल A
(2) केवल B
(3) A तथा C
(4) C तथा D

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_108_Q78]

1. 1 [Option ID = 309]
2. 2 [Option ID = 310]

3. 3 [Option ID = 311]

4. 4 [Option ID = 312]

4) Which of the following is the most important component of Environmental Studies in primary classes ?

- (1) Concept formation
- (2) Habit formation
- (3) Joy of exploring
- (4) Information

निम्नलिखित में से कौन-सा प्राथमिक कक्षा में पर्यावरण अध्ययन का सर्वाधिक महत्वपूर्ण घटक है ?

- (1) अवधारणा निर्माण
- (2) आदत निर्माण
- (3) खोजने का आनंद
- (4) सूचना

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_108_Q79]

1. 1 [Option ID = 313]

2. 2 [Option ID = 314]

3. 3 [Option ID = 315]

4. 4 [Option ID = 316]

5) Which of the following statements are the correct explanation of an activity ?

- A. An activity is a physical, social and mental act.
- B. Activity is suitable for primary classes and difficult for higher classes.
- C. By activity the syllabus cannot be completed on time.
- D. Activity is the process to learn from experience and helps in learning.

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

निम्नलिखित में से कौन-से कथन, गतिविधि की उपयुक्त व्याख्या करते हैं ?

- A. गतिविधि एक शारीरिक, सामाजिक और मानसिक क्रियाकलाप है।
- B. गतिविधि प्राथमिक कक्षाओं के लिए उपयुक्त है और बड़ी कक्षाओं में मुश्किल है।
- C. गतिविधि द्वारा पाठ्यक्रम नियत समय पर पूर्ण नहीं करवाया जा सकता है।
- D. गतिविधि अनुभवों से सीखने की प्रक्रिया है और सीखने में सहायक होती है।

(1) केवल A और B

(2) केवल A और C

(3) केवल A और D

(4) केवल B और C

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_108_Q80]

1. 1 [Option ID = 317]

2. 2 [Option ID = 318]

3. 3 [Option ID = 319]

4. 4 [Option ID = 320]

6) Which of the following statements are correct about experimentation ?

- A. Results of the experiments must be given in the textbook so that students can verify.
- B. Results of the experiments must not be given in the textbook so that students themselves can observe, enquire and generalise.
- C. Results of the experiments must be provided by teachers so that students can verify.
- D. Results of the experiments must not be provided by teacher since experimentation is about observation, enquiry and generalisation.

(1) A and C only

(2) B and D only

(3) A and D only

(4) B and C only

निम्नलिखित में से कौन-से कथन प्रयोग के बारे में सही हैं ?

- A. प्रयोगों के परिणाम पाठ्यपुस्तक में दिए जाने चाहिए जिससे सभी विद्यार्थी पुष्टि कर सकें।
- B. प्रयोगों के परिणाम पाठ्यपुस्तक में नहीं दिए जाने चाहिए जिससे विद्यार्थी स्वयं अवलोकन, जाँच-पड़ताल तथा सामान्यीकरण कर सकें।
- C. प्रयोगों के परिणाम शिक्षकों द्वारा बताए जाने चाहिए, जिससे विद्यार्थी पुष्टि कर सकें।
- D. प्रयोगों के परिणाम शिक्षकों द्वारा नहीं बताए जाने चाहिए क्योंकि प्रयोग, अवलोकन, जाँच-पड़ताल तथा सामान्यीकरण के बारे में है।

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

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_108_Q81]

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

7) Most appropriate method for determining shapes and colours of leaves and flowers in an EVS classroom can be

- (1) providing different colourful pictures of leaves and flowers to students
- (2) involving them in drawing and using their creative skills
- (3) designing a task involving learners to explore plants and trees
- (4) thoroughly repeating the concepts related to leaves and flowers

एक पर्यावरण-अध्ययन की कक्षा में पत्तियों एवं फूलों के आकारों एवं रंगों को निर्धारित करने की सबसे उपयुक्त विधि होगी

- (1) छात्रों को पत्तियों एवं फूलों की विभिन्न रंगीन तस्वीरें उपलब्ध कराना
- (2) छात्रों को रेखा-चित्र बनाने में संलग्न करना और उनके सृजनात्मक कौशलों का उपयोग करना
- (3) शिक्षार्थियों को पौधों एवं पेड़ों के अन्वेषण हेतु किसी कार्य की रूपरेखा बनाना
- (4) पत्तियों तथा फूलों से संबंधित प्रत्ययों को भली प्रकार दोहराना

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_108_Q82]

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

8) Bheem asks his gardener, "why flowers and fruits are coloured when the leaves of the plants are green ?" Which process skills are exhibited by Bheem ?

- A. Observation
- B. Experiment
- C. Raising questions
- D. Interaction with environment

(1) A and B only

(2) B and C only

(3) C and D only

(4) A and C only

भीम अपने बागवान को पूछता है, "फूल और फल रंगीन क्यों होते हैं, जबकि पौधों के पत्ते हरे होते हैं ?" भीम के द्वारा किन प्रक्रिया कौशलों को प्रदर्शित किया जा रहा है ?

- A. अवलोकन
- B. प्रयोग
- C. प्रश्न पूछना
- D. परिवेश के साथ अन्तःक्रिया

(1) केवल A और B

(2) केवल B और C

(3) केवल C और D

(4) केवल A और C

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_108_Q83]

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

9) In the chapter "The Plant Fairy" of EVS class 3. Didi is sitting in a garden. Shabnam said that Didi is sitting on little plants. Taplu asked his teacher, "do we kill grass by walking and sitting on it, like we kill ants by walking over them ?" What should the teacher do ?

- (1) Discuss that grass plant can survive even if leaves are damaged
- (2) Describe that the part of grass responsible for growth is safely located at base
- (3) Take the students to garden, make them walk and sit on grass and see what happens
- (4) Explain that grass in the garden grows back even after it is been cut

कक्षा तीसरी की पर्यावरण अध्ययन के पाठ "पौधों की परी" में, दीदी एक बगीचे में बैठी है। शबनम कहती है कि दीदी छोटे-छोटे पौधों पर बैठी है। टपलु अपने शिक्षक से पूछता है, "जब हम चींटियों पर चलते हैं तो चींटियाँ मर जाती हैं, तो क्या हम घास को भी उसी तरह उस पर चलकर और बैठकर मार नहीं रहे हैं?" शिक्षक को क्या करना चाहिए?

- (1) चर्चा करनी चाहिए कि घास के पौधे पत्तियों के क्षतिग्रस्त होने पर भी जिंदा रह सकते हैं
- (2) वर्णन करना चाहिए कि घास के पौधे का वह भाग जो वृद्धि से संबंधित है वह आधार पर सुरक्षित रहता है
- (3) विद्यार्थियों को बगीचे में ले जाएँ, उन्हें घास पर बैठकर तथा चलकर देखने को कहें कि क्या होता है
- (4) व्याख्या करनी चाहिए कि बगीचे की घास कटने के बाद भी फिर से वृद्धि करती है

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_108_Q84]

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

10) Kavish, an EVS teacher of class V, insists on teaching about concept of 'space travel' using creative essay writing. He is trying to :

- A. deviate students from questioning
- B. encourage imagination and divergent thinking
- C. promote behaviouristic approach to learning
- D. avoid experimentation and activity based learning

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

कविश, एक कक्षा V का पर्यावरण-अध्ययन शिक्षक, 'अंतरिक्ष यात्रा' का प्रत्यय पढ़ाने के लिए सृजनात्मक निबंध लेखन पर बल देता है। वह प्रयास कर रहा है :

- A. छात्रों को प्रश्न पूछने से हटाने का
- B. कल्पनाशीलता तथा भिन्न सोच को प्रोत्साहित करने का
- C. शिक्षण के प्रति व्यावहारिक पद्धति को बढ़ावा देने का
- D. प्रयोगात्मक एवं क्रियाकलापों पर आधारित शिक्षण से बचने का

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

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_108_Q85]

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

11) While presenting chapter 3 "Water O' Water", Seema correlated the lines of poem, "when the water breaks in flood" with the recent floods in Gujarat. Chhutki asked that why is there flood in Gujarat and not in her city ?

Which of the following will be the most appropriate to solve this question ?

- (1) Classroom discussion
- (2) Photographs
- (3) Working model
- (4) Visit to the flood area

पाठ 3 "पानी रे पानी" प्रस्तुत करते समय, सीमा ने कविता की पंक्ति, "पर जब जल बाढ़ें लाता है" को गुजरात में आई बाढ़ से संबंधित चर्चा की। छुटकी ने पूछा कि गुजरात में बाढ़ क्यों आई है और उसके शहर में क्यों नहीं आई है ?

निम्नलिखित में से कौन-सा इस प्रश्न का सर्वाधिक उपयुक्त हल होगा ?

- (1) कक्षा चर्चा
- (2) चित्र
- (3) क्रियाशील मॉडल
- (4) बाढ़ग्रस्त क्षेत्र का भ्रमण

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_108_Q86]

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

12) In the chapter "Water O' Water" of EVS class III, Uncle gave Hiren and Chhutki mango panna in steel tumblers. Chhutki asked for panna only in a glass tumbler. Uncle poured the panna in a glass tumbler. Chhutki complained, "Uncle you have given me less panna".

Chhutki is in which of the following stages according to Piaget's learning theory of cognitive development ?

- (1) Sensori motor stage
- (2) Preoperational stage
- (3) Concrete operational stage
- (4) Formal operational stage

कक्षा तीसरी के पर्यावरण अध्ययन के पाठ "पानी रे पानी" में, अंकल ने हिरेन और छुटकी को स्टील के गिलास में आम का पन्ना दिया। छुटकी ने काँच के गिलास में पन्ना माँगा। अंकल ने पन्ना काँच के गिलास में पलट दिया। छुटकी बोली, "अंकल आपने मुझे कम पन्ना दिया है।" पियाजे के सीखने के संज्ञानात्मक विकास के सिद्धांत के अनुसार छुटकी निम्नलिखित में से कौन-सी अवस्था में है ?

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

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_108_Q87]

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

- 13) For an EVS teacher at primary level, including students with individual differences is possible.
- A. by giving individual home assignments
 - B. as it is an easy task
 - C. by making students work in heterogenous groups
 - D. by teaching all chapters in a similar manner

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

प्राथमिक स्तर पर एक पर्यावरण-अध्ययन शिक्षक को वैयक्तिक भिन्नताओं वाले विद्यार्थियों को शामिल करना संभव है।

- A. प्रत्येक को घर के लिए नियत कार्य देकर
- B. क्योंकि यह एक आसान कार्य है
- C. विद्यार्थियों को विषम समूहों में कार्य करा कर
- D. सभी अध्यायों को समान तरीके से पढ़ा कर

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

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_108_Q88]

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

- 14) Shama cannot see. Her mother brings her to school daily, but she does not like coming to school. She tells her mother that she has no friends and she also does not understand what is being taught in the class.

Which of the following will be most appropriate for Shama's teacher to do ?

- A. Talk with Shama and explain that studying is important for her
- B. Talk with students and ask them to be friends with Shama
- C. Plan a play with all the students of the class, with an important role for Shama in it
- D. Talk with teachers and make sure that Shama understands what is being taught in the class

(1) B and C only

(2) A and B only

(3) C and D only

(4) A and D only

शमा देख नहीं सकती। उसकी मम्मी उसे रोज स्कूल लेकर आती है, लेकिन उसे स्कूल आना अच्छा नहीं लगता। वह अपनी मम्मी को कहती है कि उसका कोई दोस्त नहीं है और उसे कक्षा में जो पढ़ाया जाता है, वह समझ में नहीं आता।

शमा के शिक्षक को उसके लिए निम्नलिखित में से क्या करना सबसे उपयुक्त होगा ?

- A. शमा से बात करके समझाएँ कि उसके लिए पढ़ना महत्वपूर्ण है
- B. विद्यार्थियों से बात करके, उन्हें शमा से दोस्ती करने को कहें
- C. कक्षा के सभी विद्यार्थियों के साथ मिलकर, शमा के लिए महत्वपूर्ण भूमिका वाले एक नाटक की योजना बनाएँ
- D. शिक्षकों के साथ बात करके सुनिश्चित करें कि जो कक्षा में पढ़ाया जाए वह शमा को समझ में आए

(1) केवल B और C

(2) केवल A और B

(3) केवल C और D

(4) केवल A और D

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_108_Q89]

1. 1 [Option ID = 353]

2. 2 [Option ID = 354]

3. 3 [Option ID = 355]

4. 4 [Option ID = 356]

- 15) Using textbooks as a resource in EVS teaching learning :

- (1) is less effective in development of process skills
- (2) provides an opportunity to include everyone
- (3) promotes cooperation amongst learners
- (4) is absolutely necessary

पर्यावरण-अध्ययन के शिक्षण अधिगम में संसाधन के रूप में पाठ्य-पुस्तकों का प्रयोग :

- (1) प्रक्रिया कौशलों के विकास में कम प्रभावी है
- (2) सबको सम्मिलित करने का अवसर प्रदान करता है
- (3) विद्यार्थियों में सहयोग को प्रोत्साहित करता है
- (4) नितांत आवश्यक है

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_108_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.

Once upon a time there was a woman who had reached the age of thirty-seven without ever having had a suitor, for she was so foolish that no one wanted to marry her.

One day, however, a young man arrived to pay court to her, and her mother beaming with joy, sent the girl down to the cellar to draw a jug of beer.

As her daughter did not come back, the mother went down to see what had become of her and found her sitting on the stairs, her head in her hands, while by her side the beer was running all over the floor, for she had forgotten to close the tap.

'What are you doing?' asked the mother.

'I was thinking what I shall call my first child after I am married to that young man. All the saints' names in the calendar are already taken.'

The mother sat down on the staircase beside her daughter and said, 'I will think about it with you, my dear.'

The father, who had stayed upstairs with the young man, was surprised that neither his daughter nor his wife had come back, and he in turn decided to go down to look for them.

He found them both sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was wide open.

'What are you doing there?' He asked. 'The beer is running all over the cellar.'

His wife replied, 'We were thinking about what we should call the children that our daughter will have when she marries that young man. All the names in the calendar are already taken.'

"Well," said the father, "I will think about it with the two of you". When the daughter, the mother and the father did not come upstairs again, the suitor grew impatient waiting for them and went down into the cellar to see what they could all be doing.

He found the three sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was still wide open.

'What in the world are you all doing that you don't come upstairs and that you allow the beer to run all over the cellar?' he asked.

'Yes, I know the beer is flowing, my boy,' said the father "but if you marry our daughter, what shall you call your children? All the names in the calendar are already taken.'

When the young man heard this answer he replied, 'Well goodbye, I am going away. When I have found three people sillier than you, I will come back and marry your daughter.'

The woman failed to get married because

- (1) she was already thirty-seven.
- (2) no young man came forward to marry her.
- (3) she did not like any suitor who proposed to her.
- (4) she was very foolish.

[Question ID = 91][Question Description = CTET_P1_PART_4_L1_SET_108_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.

Once upon a time there was a woman who had reached the age of thirty-seven without ever having had a suitor, for she was so foolish that no one wanted to marry her.

One day, however, a young man arrived to pay court to her, and her mother beaming with joy, sent the girl down to the cellar to draw a jug of beer.

As her daughter did not come back, the mother went down to see what had become of her and found her sitting on the stairs, her head in her hands, while by her side the beer was running all over the floor, for she had forgotten to close the tap.

'What are you doing?' asked the mother.

'I was thinking what I shall call my first child after I am married to that young man. All the saints' names in the calendar are already taken.'

The mother sat down on the staircase beside her daughter and said, 'I will think about it with you, my dear.'

The father, who had stayed upstairs with the young man, was surprised that neither his daughter nor his wife had come back, and he in turn decided to go down to look for them.

He found them both sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was wide open.

'What are you doing there?' He asked. 'The beer is running all over the cellar.'

His wife replied, 'We were thinking about what we should call the children that our daughter will have when she marries that young man. All the names in the calendar are already taken.'

"Well," said the father, "I will think about it with the two of you". When the daughter, the mother and the father did not come upstairs again, the suitor grew impatient waiting for them and went down into the cellar to see what they could all be doing.

He found the three sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was still wide open.

'What in the world are you all doing that you don't come upstairs and that you allow the beer to run all over the cellar?' he asked.

'Yes, I know the beer is flowing, my boy,' said the father "but if you marry our daughter, what shall you call your children? All the names in the calendar are already taken.'

When the young man heard this answer he replied, 'Well goodbye, I am going away. When I have found three people sillier than you, I will come back and marry your daughter.'

At last a young man came

- (1) to meet her family.
- (2) to express his willingness to court her.
- (3) as he liked their house.
- (4) as he did not know that the woman was foolish.

[Question ID = 92][Question Description = CTET_P1_PART_4_L1_SET_108_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.

Once upon a time there was a woman who had reached the age of thirty-seven without ever having had a suitor, for she was so foolish that no one wanted to marry her.

One day, however, a young man arrived to pay court to her, and her mother beaming with joy, sent the girl down to the cellar to draw a jug of beer.

As her daughter did not come back, the mother went down to see what had become of her and found her sitting on the stairs, her head in her hands, while by her side the beer was running all over the floor, for she had forgotten to close the tap.

'What are you doing?' asked the mother.

'I was thinking what I shall call my first child after I am married to that young man. All the saints' names in the calendar are already taken.'

The mother sat down on the staircase beside her daughter and said, 'I will think about it with you, my dear.'

The father, who had stayed upstairs with the young man, was surprised that neither his daughter nor his wife had come back, and he in turn decided to go down to look for them.

He found them both sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was wide open.

'What are you doing there?' He asked. 'The beer is running all over the cellar.'

His wife replied, 'We were thinking about what we should call the children that our daughter will have when she marries that young man. All the names in the calendar are already taken.'

"Well," said the father, "I will think about it with the two of you". When the daughter, the mother and the father did not come upstairs again, the suitor grew impatient waiting for them and went down into the cellar to see what they could all be doing.

He found the three sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was still wide open.

'What in the world are you all doing that you don't come upstairs and that you allow the beer to run all over the cellar?' he asked.

'Yes, I know the beer is flowing, my boy,' said the father "but if you marry our daughter, what shall you call your children? All the names in the calendar are already taken.'

When the young man heard this answer he replied, 'Well goodbye, I am going away. When I have found three people sillier than you, I will come back and marry your daughter.'

The beer was running all over the floor because

- (1) the girl forgot to close the tap.
- (2) the girl slipped on the stairs.
- (3) the girl failed to notice the spillage.
- (4) it was dark in the cellar.

[Question ID = 93][Question Description = CTET_P1_PART_4_L1_SET_108_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.

Once upon a time there was a woman who had reached the age of thirty-seven without ever having had a suitor, for she was so foolish that no one wanted to marry her.

One day, however, a young man arrived to pay court to her, and her mother beaming with joy, sent the girl down to the cellar to draw a jug of beer.

As her daughter did not come back, the mother went down to see what had become of her and found her sitting on the stairs, her head in her hands, while by her side the beer was running all over the floor, for she had forgotten to close the tap.

'What are you doing?' asked the mother.

'I was thinking what I shall call my first child after I am married to that young man. All the saints' names in the calendar are already taken.'

The mother sat down on the staircase beside her daughter and said, 'I will think about it with you, my dear.'

The father, who had stayed upstairs with the young man, was surprised that neither his daughter nor his wife had come back, and he in turn decided to go down to look for them.

He found them both sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was wide open.

'What are you doing there?' He asked. 'The beer is running all over the cellar.'

His wife replied, 'We were thinking about what we should call the children that our daughter will have when she marries that young man. All the names in the calendar are already taken.'

"Well," said the father, "I will think about it with the two of you". When the daughter, the mother and the father did not come upstairs again, the suitor grew impatient waiting for them and went down into the cellar to see what they could all be doing.

He found the three sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was still wide open.

'What in the world are you all doing that you don't come upstairs and that you allow the beer to run all over the cellar?' he asked.

'Yes, I know the beer is flowing, my boy,' said the father "but if you marry our daughter, what shall you call your children? All the names in the calendar are already taken.'

When the young man heard this answer he replied, 'Well goodbye, I am going away. When I have found three people sillier than you, I will come back and marry your daughter.'

The father was surprised

- (1) to find his daughter crying.
- (2) to find his wife beating their daughter.
- (3) to see the impatience of the young man.
- (4) when both his daughter and his wife failed to come upstairs.

[Question ID = 94][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q94]

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

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

Once upon a time there was a woman who had reached the age of thirty-seven without ever having had a suitor, for she was so foolish that no one wanted to marry her.

One day, however, a young man arrived to pay court to her, and her mother beaming with joy, sent the girl down to the cellar to draw a jug of beer.

As her daughter did not come back, the mother went down to see what had become of her and found her sitting on the stairs, her head in her hands, while by her side the beer was running all over the floor, for she had forgotten to close the tap.

'What are you doing?' asked the mother.

'I was thinking what I shall call my first child after I am married to that young man. All the saints' names in the calendar are already taken.'

The mother sat down on the staircase beside her daughter and said, 'I will think about it with you, my dear.'

The father, who had stayed upstairs with the young man, was surprised that neither his daughter nor his wife had come back, and he in turn decided to go down to look for them.

He found them both sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was wide open.

'What are you doing there?' He asked. 'The beer is running all over the cellar.'

His wife replied, 'We were thinking about what we should call the children that our daughter will have when she marries that young man. All the names in the calendar are already taken.'

"Well," said the father, "I will think about it with the two of you". When the daughter, the mother and the father did not come upstairs again, the suitor grew impatient waiting for them and went down into the cellar to see what they could all be doing.

He found the three sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was still wide open.

'What in the world are you all doing that you don't come upstairs and that you allow the beer to run all over the cellar?' he asked.

'Yes, I know the beer is flowing, my boy,' said the father "but if you marry our daughter, what shall you call your children? All the names in the calendar are already taken.'

When the young man heard this answer he replied, 'Well goodbye, I am going away. When I have found three people sillier than you, I will come back and marry your daughter.'

The expression 'to pay court' means :

- (1) to take the girl to court.
- (2) to propose to marry a person.
- (3) the father was unable to pay the court fee.
- (4) to take legal action against the girl.

[Question ID = 95][Question Description = CTET_P1_PART_4_L1_SET_108_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.

Once upon a time there was a woman who had reached the age of thirty-seven without ever having had a suitor, for she was so foolish that no one wanted to marry her.

One day, however, a young man arrived to pay court to her, and her mother beaming with joy, sent the girl down to the cellar to draw a jug of beer.

As her daughter did not come back, the mother went down to see what had become of her and found her sitting on the stairs, her head in her hands, while by her side the beer was running all over the floor, for she had forgotten to close the tap.

'What are you doing?' asked the mother.

'I was thinking what I shall call my first child after I am married to that young man. All the saints' names in the calendar are already taken.'

The mother sat down on the staircase beside her daughter and said, 'I will think about it with you, my dear.'

The father, who had stayed upstairs with the young man, was surprised that neither his daughter nor his wife had come back, and he in turn decided to go down to look for them.

He found them both sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was wide open.

'What are you doing there?' He asked. 'The beer is running all over the cellar.'

His wife replied, 'We were thinking about what we should call the children that our daughter will have when she marries that young man. All the names in the calendar are already taken.'

"Well," said the father, "I will think about it with the two of you". When the daughter, the mother and the father did not come upstairs again, the suitor grew impatient waiting for them and went down into the cellar to see what they could all be doing.

He found the three sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was still wide open.

'What in the world are you all doing that you don't come upstairs and that you allow the beer to run all over the cellar?' he asked.

'Yes, I know the beer is flowing, my boy,' said the father "but if you marry our daughter, what shall you call your children? All the names in the calendar are already taken.'

When the young man heard this answer he replied, 'Well goodbye, I am going away. When I have found three people sillier than you, I will come back and marry your daughter.'

When the father asked his wife the reason for not coming out, she gave _____ reply.

- (1) a similar
- (2) a strange
- (3) a foolish
- (4) an unsatisfactory

[Question ID = 96][Question Description = CTET_P1_PART_4_L1_SET_108_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.

Once upon a time there was a woman who had reached the age of thirty-seven without ever having had a suitor, for she was so foolish that no one wanted to marry her.

One day, however, a young man arrived to pay court to her, and her mother beaming with joy, sent the girl down to the cellar to draw a jug of beer.

As her daughter did not come back, the mother went down to see what had become of her and found her sitting on the stairs, her head in her hands, while by her side the beer was running all over the floor, for she had forgotten to close the tap.

'What are you doing?' asked the mother.

'I was thinking what I shall call my first child after I am married to that young man. All the saints' names in the calendar are already taken.'

The mother sat down on the staircase beside her daughter and said, 'I will think about it with you, my dear.'

The father, who had stayed upstairs with the young man, was surprised that neither his daughter nor his wife had come back, and he in turn decided to go down to look for them.

He found them both sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was wide open.

'What are you doing there?' He asked. 'The beer is running all over the cellar.'

His wife replied, 'We were thinking about what we should call the children that our daughter will have when she marries that young man. All the names in the calendar are already taken.'

"Well," said the father, "I will think about it with the two of you". When the daughter, the mother and the father did not come upstairs again, the suitor grew impatient waiting for them and went down into the cellar to see what they could all be doing.

He found the three sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was still wide open.

'What in the world are you all doing that you don't come upstairs and that you allow the beer to run all over the cellar?' he asked.

'Yes, I know the beer is flowing, my boy,' said the father "but if you marry our daughter, what shall you call your children? All the names in the calendar are already taken.'

When the young man heard this answer he replied, 'Well goodbye, I am going away. When I have found three people sillier than you, I will come back and marry your daughter.'

Which one of the following words is opposite in meaning to 'impatient'?

- (1) patient
- (2) modest
- (3) restless
- (4) balanced

[Question ID = 97][Question Description = CTET_P1_PART_4_L1_SET_108_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.

Once upon a time there was a woman who had reached the age of thirty-seven without ever having had a suitor, for she was so foolish that no one wanted to marry her.

One day, however, a young man arrived to pay court to her, and her mother beaming with joy, sent the girl down to the cellar to draw a jug of beer.

As her daughter did not come back, the mother went down to see what had become of her and found her sitting on the stairs, her head in her hands, while by her side the beer was running all over the floor, for she had forgotten to close the tap.

'What are you doing?' asked the mother.

'I was thinking what I shall call my first child after I am married to that young man. All the saints' names in the calendar are already taken.'

The mother sat down on the staircase beside her daughter and said, 'I will think about it with you, my dear.'

The father, who had stayed upstairs with the young man, was surprised that neither his daughter nor his wife had come back, and he in turn decided to go down to look for them.

He found them both sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was wide open.

'What are you doing there?' He asked. 'The beer is running all over the cellar.'

His wife replied, 'We were thinking about what we should call the children that our daughter will have when she marries that young man. All the names in the calendar are already taken.'

"Well," said the father, "I will think about it with the two of you". When the daughter, the mother and the father did not come upstairs again, the suitor grew impatient waiting for them and went down into the cellar to see what they could all be doing.

He found the three sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was still wide open.

'What in the world are you all doing that you don't come upstairs and that you allow the beer to run all over the cellar?' he asked.

'Yes, I know the beer is flowing, my boy,' said the father "but if you marry our daughter, what shall you call your children? All the names in the calendar are already taken.'

When the young man heard this answer he replied, 'Well goodbye, I am going away. When I have found three people sillier than you, I will come back and marry your daughter.'

The word 'beside' means :

- (1) between
- (2) away
- (3) by the side of
- (4) closed

[Question ID = 98][Question Description = CTET_P1_PART_4_L1_SET_108_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.

Once upon a time there was a woman who had reached the age of thirty-seven without ever having had a suitor, for she was so foolish that no one wanted to marry her.

One day, however, a young man arrived to pay court to her, and her mother beaming with joy, sent the girl down to the cellar to draw a jug of beer.

As her daughter did not come back, the mother went down to see what had become of her and found her sitting on the stairs, her head in her hands, while by her side the beer was running all over the floor, for she had forgotten to close the tap.

'What are you doing?' asked the mother.

'I was thinking what I shall call my first child after I am married to that young man. All the saints' names in the calendar are already taken.'

The mother sat down on the staircase beside her daughter and said, 'I will think about it with you, my dear.'

The father, who had stayed upstairs with the young man, was surprised that neither his daughter nor his wife had come back, and he in turn decided to go down to look for them.

He found them both sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was wide open.

'What are you doing there?' He asked. 'The beer is running all over the cellar.'

His wife replied, 'We were thinking about what we should call the children that our daughter will have when she marries that young man. All the names in the calendar are already taken.'

"Well," said the father, "I will think about it with the two of you". When the daughter, the mother and the father did not come upstairs again, the suitor grew impatient waiting for them and went down into the cellar to see what they could all be doing.

He found the three sitting on the stairs, while beside them the beer was running all over the ground from the tap, which was still wide open.

'What in the world are you all doing that you don't come upstairs and that you allow the beer to run all over the cellar?' he asked.

'Yes, I know the beer is flowing, my boy,' said the father "but if you marry our daughter, what shall you call your children? All the names in the calendar are already taken.'

When the young man heard this answer he replied, 'Well goodbye, I am going away. When I have found three people sillier than you, I will come back and marry your daughter.'

The word 'court' has been used as a/an :

- (1) Noun
- (2) Verb
- (3) Adjective
- (4) Adverb

[Question ID = 99][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q99]

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

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

The waves are rolling

The bells are tolling

The voice of another world is calling

Another another another world

Is rolling tolling calling on

Forward march

Oh onward forge

Ahead ahead let's always surge.

: : : : : :

Our blood in floods

Shall drench all roads

We leap the deep and sweep all shores

Reshaping geography amain

Remaking history again

Nor deserts nor forests nor hills nor rivers

East and West and North and South.

Symbolically the poem seems to be an address of a

(1) teacher to his students

(2) general to his soldiers

(3) singer to his audience

(4) demagogue to his fans

[Question ID = 100][Question Description = CTET_P1_PART_4_L1_SET_108_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.*

The waves are rolling

The bells are tolling

The voice of another world is calling

Another another another world

Is rolling tolling calling on

Forward march

Oh onward forge

Ahead ahead let's always surge.

: : : : : :

Our blood in floods

Shall drench all roads

We leap the deep and sweep all shores

Reshaping geography amain

Remaking history again

Nor deserts nor forests nor hills nor rivers

East and West and North and South.

In the expression 'rolling, tolling, calling', the figure of speech used is

(1) Assonance

(2) Metaphor

(3) Personification

(4) Parallelism

[Question ID = 101][Question Description = CTET_P1_PART_4_L1_SET_108_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.*

The waves are rolling

The bells are tolling

The voice of another world is calling

Another another another world

Is rolling tolling calling on

Forward march

Oh onward forge

Ahead ahead let's always surge.

: : : : : :

Our blood in floods

Shall drench all roads

We leap the deep and sweep all shores

Reshaping geography amain

Remaking history again

Nor deserts nor forests nor hills nor rivers

East and West and North and South.

The speaker wants to create a new political order by/through :

(1) destroying the outmoded social system

(2) establishing Ram Rajya

(3) peaceful means

(4) reshaping the geographical frontiers

[Question ID = 102][Question Description = CTET_P1_PART_4_L1_SET_108_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.*

The waves are rolling

The bells are tolling

The voice of another world is calling

Another another another world

Is rolling tolling calling on

Forward march

Oh onward forge

Ahead ahead let's always surge.

: : : : : :

Our blood in floods

Shall drench all roads

We leap the deep and sweep all shores

Reshaping geography amain

Remaking history again

Nor deserts nor forests nor hills nor rivers

East and West and North and South.

The expression 'East and West and North and South' points out to

(1) an all-pervasive social philosophy

(2) a never-ending revolution

(3) a new historical domain

(4) length and breadth

[Question ID = 103][Question Description = CTET_P1_PART_4_L1_SET_108_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.*

The waves are rolling

The bells are tolling

The voice of another world is calling

Another another another world

Is rolling tolling calling on

Forward march

Oh onward forge

Ahead ahead let's always surge.

: : : : : :

Our blood in floods

Shall drench all roads

We leap the deep and sweep all shores

Reshaping geography amain

Remaking history again

Nor deserts nor forests nor hills nor rivers

East and West and North and South.

The poem seems to suggest that

(1) the new geographical order cannot be established without enemy's bloodshed.

(2) sacrifices are of no avail.

(3) the march forward is impossible.

(4) another world is easy to achieve.

[Question ID = 104][Question Description = CTET_P1_PART_4_L1_SET_108_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.*

The waves are rolling

The bells are tolling

The voice of another world is calling

Another another another world

Is rolling tolling calling on

Forward march

Oh onward forge

Ahead ahead let's always surge.

: : : : : :

Our blood in floods

Shall drench all roads

We leap the deep and sweep all shores

Reshaping geography amain

Remaking history again

Nor deserts nor forests nor hills nor rivers

East and West and North and South.

The expression, 'another world' which has been repeatedly used in this poem is

(1) Expansionism

(2) Fascism

(3) Despotism

(4) Nazism

[Question ID = 105][Question Description = CTET_P1_PART_4_L1_SET_108_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) The idea that language predominates thought is supported by

(1) Benjamin Whorf

(2) Piaget

(3) Vygotsky

(4) Skinner

[Question ID = 106][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q106]

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

2) In Krashen's theory 'i+1' means

- (1) learners must be capable of identifying their strengths and weaknesses.
- (2) language is learnt when the learners are paired with other persons.
- (3) level of the material should be slightly above the learner's current level of ability.
- (4) classwork must be practised at home.

[Question ID = 107][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q107]

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

3) "Speaks with hesitation which sometimes interferes with communication" can be a rubric for assessing

- (1) pronunciation
- (2) grammar
- (3) fluency
- (4) vocabulary

[Question ID = 108][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q108]

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

4) A grade-1 teacher has labelled the objects in class. She has placed posters of stories and poems of learners' home language on the class walls. By this the teacher is

- (1) helping the child to learn English
- (2) creating print rich environment
- (3) decorating her class
- (4) trying to show her creativity

[Question ID = 109][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q109]

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

5) A grade-3 teacher has to assess the speaking skill of her students. Which activity should she **not** conduct for the same?

- (1) Ask children to tell the meanings of the words from the text read
- (2) Talking about the food they like most
- (3) Asking each child to introduce himself/herself in 4 – 5 sentences
- (4) Describe the picture shown to him/her in three sentences

[Question ID = 110][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q110]

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

6) Which of the following statements is true for language skills?

- (1) Listening and reading are productive skills
- (2) Listening and speaking are receptive skills
- (3) Listening is a productive skill but reading is a receptive skill
- (4) Listening is receptive but speaking is a productive skill

[Question ID = 111][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q111]

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

7) In a language class a teacher conducts an activity in which students run to the text and then come back to convey the content of the text to the partner. This activity is called

- (1) Running text
- (2) Running dictation
- (3) Dumb charades
- (4) Jigsaw dictation

[Question ID = 112][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q112]

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

8) A motor disorder that affects the coordination of tongue and lips to produce sounds is called

- (1) Dyspraxia
- (2) Dysphrasia
- (3) Dysarthria
- (4) Dyscalculia

[Question ID = 113][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q113]

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

9) NIPUN, the national initiative for achieving foundational skills, focuses on

- (1) Reading, speaking, writing, listening and numeracy
- (2) Reading and writing
- (3) Reading, writing and arithmetic
- (4) Reading with understanding and numeracy

[Question ID = 114][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q114]

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

10) _____ is a type of language test which measures a student's achievement concerning a specific task which he will later be required to perform.

- (1) Objective test
- (2) Efficiency test
- (3) Proficiency test
- (4) Productive test

[Question ID = 115][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q115]

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

11) To evaluate writing skill of learners in grade 4, the test item developed must assess whether the learner is able to

- (1) take dictation
- (2) write the answers in good handwriting
- (3) express ideas coherently and systematically
- (4) comprehend the questions and write their answers

[Question ID = 116][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q116]

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

12) A group of people who share a set of linguistic norms regarding the use of language is called a

- (1) Language register
- (2) Speech community
- (3) Dialect community
- (4) Speech register

[Question ID = 117][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q117]

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

13) Which writing task should be given by the teacher to enhance reading comprehension ?

- (1) Giving dictation of the words that they read in the text
- (2) Ask students to summarise about what they have read
- (3) Ask students to memorize and write the meanings of difficult words that they came across while reading a text
- (4) Ask students to make sentences of the new words that they came across while reading the text

[Question ID = 118][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q118]

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

14) Reading rapidly to get a general view of the material is

- (1) Scanning
- (2) Intensive reading
- (3) Skimming
- (4) Meaningful reading

[Question ID = 119][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q119]

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

15) Which of the following can be a good pre-writing strategy while process writing ?

- (1) Mind mapping
- (2) Reviewing
- (3) Editing
- (4) Revising

[Question ID = 120][Question Description = CTET_P1_PART_4_L1_SET_108_ENGLISH_Q120]

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

Topic:- Urdu_Q121-128_L2_P1_CTET

- 1) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- آنکھیں قدرت کی طرف سے ہمارے لیے بے مثال اور قیمتی تحفہ ہیں۔ نامناسب غذا آنکھوں کو بہت نقصان پہنچاتی ہے۔ جسم کی صحت اور آنکھوں کی صحت کے لیے ضروری ہے کہ ہم اپنی خوراک سے زیادہ نہ کھائیں۔ کھٹی مرچ مسالے والی اور تلی ہوئی چیزیں بھی آنکھوں کو نقصان پہنچاتی ہیں۔ کھانے کے فوراً بعد پڑھنے سے بھی آنکھوں کو نقصان کا خطرہ ہے۔ عینک لگانے والوں کو چاہیے کہ شیشوں کو بروقت صاف رکھیں۔ آنکھوں کی صحت اور طاقت کے لیے وٹامن 'اے' بہت مفید ہوتا ہے۔ اس لیے ہمیں تازہ سبزیوں، پھل، دودھ اور مکھن کا استعمال خاص طور پر کرنا چاہیے۔ آنکھوں کی حفاظت اور صحت کے لیے سورج کی روشنی بہت ضروری ہے، سورج کی کرنوں میں آنکھوں کو بیماری سے بچانے کی طاقت ہوتی ہے۔
- آنکھیں قدرت کی طرف سے ہمارے لیے کیا ہیں ؟

(1) بے مثال اور قیمتی تحفہ ہیں

(2) بہت ہی انمول ہیں

(3) بہت ہی لاجواب تحفہ ہیں

(4) بہت ہی خوبصورت تحفہ ہیں

[Question ID = 331][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q121]

- 1. 1 [Option ID = 1321]
- 2. 2 [Option ID = 1322]
- 3. 3 [Option ID = 1323]
- 4. 4 [Option ID = 1324]

- 2) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- آنکھیں قدرت کی طرف سے ہمارے لیے بے مثال اور قیمتی تحفہ ہیں۔ نامناسب غذا آنکھوں کو بہت نقصان پہنچاتی ہے۔ جسم کی صحت اور آنکھوں کی صحت کے لیے ضروری ہے کہ ہم اپنی خوراک سے زیادہ نہ کھائیں۔ کھٹی مرچ مسالے والی اور تلی ہوئی چیزیں بھی آنکھوں کو نقصان پہنچاتی ہیں۔ کھانے کے فوراً بعد پڑھنے سے بھی آنکھوں کو نقصان کا خطرہ ہے۔ عینک لگانے والوں کو چاہیے کہ شیشوں کو بروقت صاف رکھیں۔ آنکھوں کی صحت اور طاقت کے لیے وٹامن 'اے' بہت مفید ہوتا ہے۔ اس لیے ہمیں تازہ سبزیوں، پھل، دودھ اور مکھن کا استعمال خاص طور پر کرنا چاہیے۔ آنکھوں کی حفاظت اور صحت کے لیے سورج کی روشنی بہت ضروری ہے، سورج کی کرنوں میں آنکھوں کو بیماری سے بچانے کی طاقت ہوتی ہے۔
- کون سی غذا آنکھوں کو بہت نقصان پہنچاتی ہے ؟

- (1) غیر متوازن غذا
- (2) نامناسب غذا
- (3) مسالہ دار غذا
- (4) جراثیم والی غذا

[Question ID = 332][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q122]

1. 1 [Option ID = 1325]
2. 2 [Option ID = 1326]
3. 3 [Option ID = 1327]
4. 4 [Option ID = 1328]

- 3) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- آنکھیں قدرت کی طرف سے ہمارے لیے بے مثال اور قیمتی تحفہ ہیں۔ نامناسب غذا آنکھوں کو بہت نقصان پہنچاتی ہے۔ جسم کی صحت اور آنکھوں کی صحت کے لیے ضروری ہے کہ ہم اپنی خوراک سے زیادہ نہ کھائیں۔ کھٹی مرچ مسالے والی اور تلی ہوئی چیزیں بھی آنکھوں کو نقصان پہنچاتی ہیں۔ کھانے کے فوراً بعد پڑھنے سے بھی آنکھوں کو نقصان کا خطرہ ہے۔ عینک لگانے والوں کو چاہیے کہ شیشوں کو بروقت صاف رکھیں۔ آنکھوں کی صحت اور طاقت کے لیے وٹامن 'اے' بہت مفید ہوتا ہے۔ اس لیے ہمیں تازہ سبزیوں، پھل، دودھ اور مکھن کا استعمال خاص طور پر کرنا چاہیے۔ آنکھوں کی حفاظت اور صحت کے لیے سورج کی روشنی بہت ضروری ہے، سورج کی کرنوں میں آنکھوں کو بیماری سے بچانے کی طاقت ہوتی ہے۔
- آنکھوں کی صحت کے لیے اور کیا ضروری ہے ؟

- (1) ہم اپنی خوراک سے زیادہ نہ کھائیں
- (2) تلی ہوئی غذا نہ کھائیں
- (3) پروٹین والی غذا نہ کھائیں
- (4) مٹھائی اور فروٹ نہ کھائیں

[Question ID = 333][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q123]

1. 1 [Option ID = 1329]
2. 2 [Option ID = 1330]
3. 3 [Option ID = 1331]
4. 4 [Option ID = 1332]

- 4) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- آنکھیں قدرت کی طرف سے ہمارے لیے بے مثال اور قیمتی تحفہ ہیں۔ نامناسب غذا آنکھوں کو بہت نقصان پہنچاتی ہے۔ جسم کی صحت اور آنکھوں کی صحت کے لیے ضروری ہے کہ ہم اپنی خوراک سے زیادہ نہ کھائیں۔ کھٹی مرچ مسالے والی اور تلی ہوئی چیزیں بھی آنکھوں کو نقصان پہنچاتی ہیں۔ کھانے کے فوراً بعد پڑھنے سے بھی آنکھوں کو نقصان کا خطرہ ہے۔ عینک لگانے والوں کو چاہیے کہ شیشوں کو بروقت صاف رکھیں۔ آنکھوں کی صحت اور طاقت کے لیے وٹامن 'اے' بہت مفید ہوتا ہے۔ اس لیے ہمیں تازہ سبزیوں، پھل، دودھ اور مکھن کا استعمال خاص طور پر کرنا چاہیے۔ آنکھوں کی حفاظت اور صحت کے لیے سورج کی روشنی بہت ضروری ہے، سورج کی کرنوں میں آنکھوں کو بیماری سے بچانے کی طاقت ہوتی ہے۔
- عینک لگانے والوں کو کیا کرنا چاہیے ؟

- (1) عینک بروقت لگائے رکھیں
- (2) عینک کے شیشوں کو بروقت صاف رکھیں
- (3) عینک کو سنبھال کر رکھنا چاہیے
- (4) عینک کا صحیح استعمال کرنا چاہیے

[Question ID = 334][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q124]

1. 1 [Option ID = 1333]
2. 2 [Option ID = 1334]
3. 3 [Option ID = 1335]
4. 4 [Option ID = 1336]

- 5) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- آنکھیں قدرت کی طرف سے ہمارے لیے بے مثال اور قیمتی تحفہ ہیں۔ نامناسب غذا آنکھوں کو بہت نقصان پہنچاتی ہے۔ جسم کی صحت اور آنکھوں کی صحت کے لیے ضروری ہے کہ ہم اپنی خوراک سے زیادہ نہ کھائیں۔ کھٹی مرچ مسالے والی اور تلی ہوئی چیزیں بھی آنکھوں کو نقصان پہنچاتی ہیں۔ کھانے کے فوراً بعد پڑھنے سے بھی آنکھوں کو نقصان کا خطرہ ہے۔ عینک لگانے والوں کو چاہیے کہ شیشوں کو بروقت صاف رکھیں۔ آنکھوں کی صحت اور طاقت کے لیے وٹامن 'اے' بہت مفید ہوتا ہے۔ اس لیے ہمیں تازہ سبزیوں، پھل، دودھ اور مکھن کا استعمال خاص طور پر کرنا چاہیے۔ آنکھوں کی حفاظت اور صحت کے لیے سورج کی روشنی بہت ضروری ہے، سورج کی کرنوں میں آنکھوں کو بیماری سے بچانے کی طاقت ہوتی ہے۔
- آنکھوں کی صحت کے لیے کون سا وٹامن بہت مفید ہے ؟

- (1) وٹامن اے
- (2) وٹامن ڈی
- (3) وٹامن بی
- (4) وٹامن سی

[Question ID = 335][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q125]

1. 1 [Option ID = 1337]
2. 2 [Option ID = 1338]
3. 3 [Option ID = 1339]
4. 4 [Option ID = 1340]

- 6) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- آنکھیں قدرت کی طرف سے ہمارے لیے بے مثال اور قیمتی تحفہ ہیں۔ نامناسب غذا آنکھوں کو بہت نقصان پہنچاتی ہے۔ جسم کی صحت اور آنکھوں کی صحت کے لیے ضروری ہے کہ ہم اپنی خوراک سے زیادہ نہ کھائیں۔ کھٹی مرچ مسالے والی اور تلی ہوئی چیزیں بھی آنکھوں کو نقصان پہنچاتی ہیں۔ کھانے کے فوراً بعد پڑھنے سے بھی آنکھوں کو نقصان کا خطرہ ہے۔ عینک لگانے والوں کو چاہیے کہ شیشوں کو بروقت صاف رکھیں۔ آنکھوں کی صحت اور طاقت کے لیے وٹامن 'اے' بہت مفید ہوتا ہے۔ اس لیے ہمیں تازہ سبزیوں، پھل، دودھ اور مکھن کا استعمال خاص طور پر کرنا چاہیے۔ آنکھوں کی حفاظت اور صحت کے لیے سورج کی روشنی بہت ضروری ہے، سورج کی کرنوں میں آنکھوں کو بیماری سے بچانے کی طاقت ہوتی ہے۔
- آنکھوں کی صحت اور حفاظت کے لیے کس کی روشنی بہت ضروری ہے ؟

- (1) چاند کی روشنی
- (2) بلب کی روشنی
- (3) سورج کی روشنی
- (4) دھیمی روشنی

[Question ID = 336][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q126]

1. 1 [Option ID = 1341]
2. 2 [Option ID = 1342]
3. 3 [Option ID = 1343]
4. 4 [Option ID = 1344]

- 7) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- آنکھیں قدرت کی طرف سے ہمارے لیے بے مثال اور قیمتی تحفہ ہیں۔ نامناسب غذا آنکھوں کو بہت نقصان پہنچاتی ہے۔ جسم کی صحت اور آنکھوں کی صحت کے لیے ضروری ہے کہ ہم اپنی خوراک سے زیادہ نہ کھائیں۔ کھٹی مرچ مسالے والی اور تلی ہوئی چیزیں بھی آنکھوں کو نقصان پہنچاتی ہیں۔ کھانے کے فوراً بعد پڑھنے سے بھی آنکھوں کو نقصان کا خطرہ ہے۔ عینک لگانے والوں کو چاہیے کہ شیشوں کو بروقت صاف رکھیں۔ آنکھوں کی صحت اور طاقت کے لیے وٹامن 'اے' بہت مفید ہوتا ہے۔ اس لیے ہمیں تازہ سبزیوں، پھل، دودھ اور مکھن کا استعمال خاص طور پر کرنا چاہیے۔ آنکھوں کی حفاظت اور صحت کے لیے سورج کی روشنی بہت ضروری ہے، سورج کی کرنوں میں آنکھوں کو بیماری سے بچانے کی طاقت ہوتی ہے۔
- تحفہ کی جمع ہے ؟

- (1) تحفوں
- (2) تحائفوں
- (3) تحائفات
- (4) تحائفاتیں

[Question ID = 337][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q127]

1. 1 [Option ID = 1345]
2. 2 [Option ID = 1346]
3. 3 [Option ID = 1347]
4. 4 [Option ID = 1348]

- 8) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- آنکھیں قدرت کی طرف سے ہمارے لیے بے مثال اور قیمتی تحفہ ہیں۔ نامناسب غذا آنکھوں کو بہت نقصان پہنچاتی ہے۔ جسم کی صحت اور آنکھوں کی صحت کے لیے ضروری ہے کہ ہم اپنی خوراک سے زیادہ نہ کھائیں۔ کھٹی مرچ مسالے والی اور تلی ہوئی چیزیں بھی آنکھوں کو نقصان پہنچاتی ہیں۔ کھانے کے فوراً بعد پڑھنے سے بھی آنکھوں کو نقصان کا خطرہ ہے۔ عینک لگانے والوں کو چاہیے کہ شیشوں کو بروقت صاف رکھیں۔ آنکھوں کی صحت اور طاقت کے لیے وٹامن 'اے' بہت مفید ہوتا ہے۔ اس لیے ہمیں تازہ سبزیوں، پھل، دودھ اور مکھن کا استعمال خاص طور پر کرنا چاہیے۔ آنکھوں کی حفاظت اور صحت کے لیے سورج کی روشنی بہت ضروری ہے، سورج کی کرنوں میں آنکھوں کو بیماری سے بچانے کی طاقت ہوتی ہے۔
- مفید کا متضاد ہے ؟

(1) مضر

(2) فائدہ مند

(3) ضرر رساں

(4) نقصان دہ

[Question ID = 338][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q128]

1. 1 [Option ID = 1349]
2. 2 [Option ID = 1350]
3. 3 [Option ID = 1351]
4. 4 [Option ID = 1352]

Topic:- Urdu_Q129-135_L2_P1_CTET

- 1) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- صبح سویرے داداجان کے ساتھ ارشد، مئی اور جاوید کپاس کے کھیتوں کی سیر کے لیے نکلے۔ کھیت شہر سے دور تھے اس لیے انہیں بس سے سفر کرنا پڑا۔ ایک جگہ بس رُکی تو داداجان بچوں کو لے کر بس سے اترے۔ پھر کچے راستے سے گزر کر ایک پگڈنڈی پر چلنے لگے۔ اب کھیتوں کا سلسلہ شروع ہو چکا تھا۔ ایک کھیت کے قریب داداجان رُک گئے، دیکھو بچو ! دادا جان نے ہاتھ سے اشارہ کرتے ہوئے کہا "یہی کپاس کے پودے ہیں"۔ مگر داداجان "مئی بولی" ان میں کپاس تو کہیں دکھائی نہیں دیتی۔ "داداجان نے پیار سے کہا، پگلی، یہ جو پیلے رنگ کے پھول ہیں نا، یہی کپاس کے پھول ہیں۔ جب کپاس کے پودے میں ڈوڑے آنے لگتے ہیں تو پھول جھڑ جاتے ہیں،"
- داداجان بچوں کو لے کر صبح سویرے کہاں کی سیر کو نکلے ؟

(1) کپاس کے کھیتوں کی سیر کے لیے

(2) باغ کی سیر کے لیے

(3) جنگل کی سیر کے لیے

(4) تالاب کی سیر کے لیے

[Question ID = 339][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q129]

1. 1 [Option ID = 1353]
2. 2 [Option ID = 1354]
3. 3 [Option ID = 1355]
4. 4 [Option ID = 1356]

- 2) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- صبح سویرے داداجان کے ساتھ ارشد، مئی اور جاوید کپاس کے کھیتوں کی سیر کے لیے نکلے۔ کھیت شہر سے دُور تھے اس لیے انہیں بس سے سفر کرنا پڑا۔ ایک جگہ بس رُکی تو داداجان بچوں کو لے کر بس سے اُترے۔ پھر کچے راستے سے گزر کر ایک پگڈنڈی پر چلنے لگے۔ اب کھیتوں کا سلسلہ شروع ہو چکا تھا۔ ایک کھیت کے قریب داداجان رُک گئے، دیکھو بچو! دادا جان نے ہاتھ سے اشارہ کرتے ہوئے کہا "یہی کپاس کے پودے ہیں"۔ "مگر داداجان" مئی بولی "ان میں کپاس تو کہیں دکھائی نہیں دیتی"۔ داداجان نے پیار سے کہا، بگلی، یہ جو پیلے رنگ کے پھول ہیں نا، یہی کپاس کے پھول ہیں۔ جب کپاس کے پودے میں ڈوڈے آنے لگتے ہیں تو پھول جھڑ جاتے ہیں،"
- انہیں کپاس کے کھیت تک پہنچنے کے لیے کس کا سفر کرنا پڑا؟

(1) کار سے سفر کرنا پڑا

(2) بس سے سفر کرنا پڑا

(3) بیل گاڑی سے سفر کرنا پڑا

(4) تانگے سے سفر کرنا پڑا

[Question ID = 340][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q130]

1. 1 [Option ID = 1357]
2. 2 [Option ID = 1358]
3. 3 [Option ID = 1359]
4. 4 [Option ID = 1360]

- 3) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- صبح سویرے داداجان کے ساتھ ارشد، مئی اور جاوید کپاس کے کھیتوں کی سیر کے لیے نکلے۔ کھیت شہر سے دُور تھے اس لیے انہیں بس سے سفر کرنا پڑا۔ ایک جگہ بس رُکی تو داداجان بچوں کو لے کر بس سے اُترے۔ پھر کچے راستے سے گزر کر ایک پگڈنڈی پر چلنے لگے۔ اب کھیتوں کا سلسلہ شروع ہو چکا تھا۔ ایک کھیت کے قریب داداجان رُک گئے، دیکھو بچو! دادا جان نے ہاتھ سے اشارہ کرتے ہوئے کہا "یہی کپاس کے پودے ہیں"۔ "مگر داداجان" مئی بولی "ان میں کپاس تو کہیں دکھائی نہیں دیتی"۔ داداجان نے پیار سے کہا، بگلی، یہ جو پیلے رنگ کے پھول ہیں نا، یہی کپاس کے پھول ہیں۔ جب کپاس کے پودے میں ڈوڈے آنے لگتے ہیں تو پھول جھڑ جاتے ہیں،"
- داداجان بچوں کو لے کر کس راستے سے گزر کر پگڈنڈی پر چلنے لگے؟

(1) پگے راستے سے گزر کر

(2) ٹوٹے پھوٹے راستے سے گزر کر

(3) کچے راستے سے گزر کر

(4) کھیت کے راستے سے گزر کر

[Question ID = 341][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q131]

1. 1 [Option ID = 1361]
2. 2 [Option ID = 1362]
3. 3 [Option ID = 1363]
4. 4 [Option ID = 1364]

- 4) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- صبح سویرے داداجان کے ساتھ ارشد، مئی اور جاوید کپاس کے کھیتوں کی سیر کے لیے نکلے۔ کھیت شہر سے دُور تھے اس لیے انہیں بس سے سفر کرنا پڑا۔ ایک جگہ بس رُکی تو داداجان بچوں کو لے کر بس سے اُترے۔ پھر کچے راستے سے گزر کر ایک پگڈنڈی پر چلنے لگے۔ اب کھیتوں کا سلسلہ شروع ہو چکا تھا۔ ایک کھیت کے قریب داداجان رُک گئے، دیکھو بچو! دادا جان نے ہاتھ سے اشارہ کرتے ہوئے کہا "یہی کپاس کے پودے ہیں"۔ "مگر داداجان" مئی بولی "ان میں کپاس تو کہیں دکھائی نہیں دیتی"۔ داداجان نے پیار سے کہا، بگلی، یہ جو پیلے رنگ کے پھول ہیں نا، یہی کپاس کے پھول ہیں۔ جب کپاس کے پودے میں ڈوڈے آنے لگتے ہیں تو پھول جھڑ جاتے ہیں،"
- داداجان نے بچوں کو ایک کھیت کی طرف اشارہ کر کے کیا کہا؟

- (1) یہی کپاس کے پودے ہیں
- (2) یہی وہ کھیت ہے
- (3) یہی کپاس کا کھیت ہے
- (4) یہ بھی ایک کھیت ہے

[Question ID = 342][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q132]

1. 1 [Option ID = 1365]
2. 2 [Option ID = 1366]
3. 3 [Option ID = 1367]
4. 4 [Option ID = 1368]

- 5) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- صبح سویرے داداجان کے ساتھ ارشد، مئی اور جاوید کپاس کے کھیتوں کی سیر کے لیے نکلے۔ کھیت شہر سے دُور تھے اس لیے انہیں بس سے سفر کرنا پڑا۔ ایک جگہ بس رُکی تو داداجان بچوں کو لے کر بس سے اُترے۔ پھر کچے راستے سے گزر کر ایک پگڈنڈی پر چلنے لگے۔ اب کھیتوں کا سلسلہ شروع ہو چکا تھا۔ ایک کھیت کے قریب داداجان رُک گئے، دیکھو بچو! دادا جان نے ہاتھ سے اشارہ کرتے ہوئے کہا "یہی کپاس کے پودے ہیں"۔ "مگر داداجان" مئی بولی "ان میں کپاس تو کہیں دکھائی نہیں دیتی"۔ داداجان نے پیار سے کہا، بگلی، یہ جو پیلے رنگ کے پھول ہیں نا، یہی کپاس کے پھول ہیں۔ جب کپاس کے پودے میں ڈوڈے آنے لگتے ہیں تو پھول جھڑ جاتے ہیں،"
- مئی نے کھیت کو دیکھ کر داداجان سے کیا کہا؟

- (1) ان میں تو پھول لگے ہیں
- (2) یہ تو ابھی بہت چھوٹے ہیں
- (3) یہ تو بڑا کھیت ہے
- (4) ان میں کپاس تو کہیں دکھائی نہیں دیتی

[Question ID = 343][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q133]

1. 1 [Option ID = 1369]
2. 2 [Option ID = 1370]
3. 3 [Option ID = 1371]
4. 4 [Option ID = 1372]

- 6) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- صبح سویرے داداجان کے ساتھ ارشد، مئی اور جاوید کپاس کے کھیتوں کی سیر کے لیے نکلے۔ کھیت شہر سے دُور تھے اس لیے انہیں بس سے سفر کرنا پڑا۔ ایک جگہ بس رُکی تو داداجان بچوں کو لے کر بس سے اُترے۔ پھر کچے راستے سے گزر کر ایک پگڈنڈی پر چلنے لگے۔ اب کھیتوں کا سلسلہ شروع ہو چکا تھا۔ ایک کھیت کے قریب داداجان رُک گئے، دیکھو بچو! دادا جان نے ہاتھ سے اشارہ کرتے ہوئے کہا "یہی کپاس کے پودے ہیں"۔ "مگر داداجان" مئی بولی "ان میں کپاس تو کہیں دکھائی نہیں دیتی"۔ داداجان نے پیار سے کہا، بگلی، یہ جو پیلے رنگ کے پھول ہیں نا، یہی کپاس کے پھول ہیں۔ جب کپاس کے پودے میں ڈوڈے آنے لگتے ہیں تو پھول جھڑ جاتے ہیں،
- کیا کا متضاد ہے ؟

(1) پگا

(2) پتھریلا

(3) سخت

(4) نرم

[Question ID = 344][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q134]

1. 1 [Option ID = 1373]
2. 2 [Option ID = 1374]
3. 3 [Option ID = 1375]
4. 4 [Option ID = 1376]

- 7) ہدایات: نیچے دی ہوئی عبارت کو پڑھیے اور دیے گئے متبادل میں سے کسی ایک مناسب ترین متبادل کا انتخاب کیجیے۔
- صبح سویرے داداجان کے ساتھ ارشد، مئی اور جاوید کپاس کے کھیتوں کی سیر کے لیے نکلے۔ کھیت شہر سے دُور تھے اس لیے انہیں بس سے سفر کرنا پڑا۔ ایک جگہ بس رُکی تو داداجان بچوں کو لے کر بس سے اُترے۔ پھر کچے راستے سے گزر کر ایک پگڈنڈی پر چلنے لگے۔ اب کھیتوں کا سلسلہ شروع ہو چکا تھا۔ ایک کھیت کے قریب داداجان رُک گئے، دیکھو بچو! دادا جان نے ہاتھ سے اشارہ کرتے ہوئے کہا "یہی کپاس کے پودے ہیں"۔ "مگر داداجان" مئی بولی "ان میں کپاس تو کہیں دکھائی نہیں دیتی"۔ داداجان نے پیار سے کہا، بگلی، یہ جو پیلے رنگ کے پھول ہیں نا، یہی کپاس کے پھول ہیں۔ جب کپاس کے پودے میں ڈوڈے آنے لگتے ہیں تو پھول جھڑ جاتے ہیں،
- کھیت کی جمع ہے ؟

(1) کھلیانوں

(2) کھیتوں

(3) کھیتانوں

(4) کھیتانیات

[Question ID = 345][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q135]

1. 1 [Option ID = 1377]
2. 2 [Option ID = 1378]
3. 3 [Option ID = 1379]
4. 4 [Option ID = 1380]

- 1) ایک استاد تیسری جماعت کے طلباء کو حرکات و سکنات اور چہرے کے اُتار چڑھاؤ کی مدد سے کہانی سناتا ہے، اور پھر طلباء سے اپنی مادری زبان میں کہانی کو دوبارہ بیان کرنے کے لیے کہتا ہے۔ وہ اندازہً قدر کر رہا ہے

(1) سوچنے مہارت کا

(2) سننے کی مہارت کا

(3) پڑھنے کی مہارت کا

(4) تخلیقی مہارت کا

[Question ID = 346][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q136]

1. 1 [Option ID = 1381]
2. 2 [Option ID = 1382]
3. 3 [Option ID = 1383]
4. 4 [Option ID = 1384]

- 2) ایک استاد طلباء کی عندیوں (تصویری وضاحتوں، عنوان، ذیلی عنوان وغیرہ) کی مدد سے متن کے بارے میں پیش گوئی کی حوصلہ افزائی کرتا ہے۔ وہ کس کی ذیلی مہارت پر عمل کر رہا ہے

(1) سننے

(2) بولنے

(3) پڑھنے

(4) لکھنے

[Question ID = 347][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q137]

1. 1 [Option ID = 1385]
2. 2 [Option ID = 1386]
3. 3 [Option ID = 1387]
4. 4 [Option ID = 1388]

- 3) بچے تصویریں دیکھنا اور انہیں اپنے لفظوں میں بیان کرنا پسند کرتے ہیں۔ استاد کی حیثیت سے آپ کو تصویروں والی کتابیں استعمال کرنا چاہیے کیونکہ

(1) آپ کے آموزگاروں کو مصروف رکھتی ہیں

(2) آموزگاروں کو اس طرح کی تصویریں بنانے کے لیے آمادہ کرتی ہیں

(3) تصویروں کو سمجھنے اور ان کا تجزیہ کرنے میں آموزگاروں کی مدد کرتی ہیں

(4) یہ آموزگاروں کو مختلف رنگوں سے متعارف کراتی ہیں

[Question ID = 348][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q138]

1. 1 [Option ID = 1389]
2. 2 [Option ID = 1390]
3. 3 [Option ID = 1391]
4. 4 [Option ID = 1392]

4) بیچہ اپنے گرد و نواح میں لوگوں کو انگریزی بولتے ہوئے سنتا ہے اور اکثر انگریزی کے لفظوں کو اپنی پہلی زبان (L I) میں استعمال کرتا ہے۔ یہ ہے

(1) کوڈ ملانا

(2) کوڈ بدلنا

(3) کثیر لسانییت

(4) بولی

[Question ID = 349][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q139]

1. 1 [Option ID = 1393]
2. 2 [Option ID = 1394]
3. 3 [Option ID = 1395]
4. 4 [Option ID = 1396]

5) پہلی جماعت کے کلاس روم کی دیوار پر چارٹ، پوسٹر، نوٹس، نام کی پرچیاں اور طلباء وغیرہ کے کام نظر آ رہے ہیں، یہ تمام چیزیں طلباء کو فراہم کرتی ہیں

(1) ڈرائنگ اور پینٹنگ سے ثروت مند ماحول

(2) پرنٹ سے ثروت مند ماحول

(3) لطف سے پُر ماحول

(4) رنگ برنگے ماحول

[Question ID = 350][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q140]

1. 1 [Option ID = 1397]
2. 2 [Option ID = 1398]
3. 3 [Option ID = 1399]
4. 4 [Option ID = 1400]

6) استاد پانچویں جماعت کے طلباء کو "ایک منٹ کے لیے آزادانہ تحریر" کی سرگرمی دیتا ہے۔ لکھنے کے اس کام کا مقصد طلباء کو

(1) طلباء کو لکھنے یا نہ لکھنے کی آزادی

(2) تخلیقی ہونے کی آزادی

(3) اپنی زبان کی مہارت کا اندازہ قدر

(4) زیادہ لکھنے کی ضرورت محسوس نہ کرنا اور کام کے بعد آزادی محسوس کرنا

[Question ID = 351][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q141]

1. 1 [Option ID = 1401]
2. 2 [Option ID = 1402]
3. 3 [Option ID = 1403]
4. 4 [Option ID = 1404]

7)

زبان کی آموزش کو بہتر بنایا جاسکتا ہے اگر

(1) استاد تدریسی اشیاء کا استعمال زیادہ سے زیادہ کرے

(2) طلبا کی پیش رفت کو جاننے کے لیے استاد ہفتہ واری کاغذ۔قلم والی جانچ منعقد کرے

(3) استاد کلاس روم میں اصل زندگی جیسے حالات بنائے جس میں طلبا ایک دوسرے سے بات چیت کرسکیں

(4) استاد طلبا کو مکالمے یاد کرنے کے لیے دیتا ہے اور پھر اس پر اداکاری کرنے کے لیے کہتا ہے

[Question ID = 352][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q142]

1. 1 [Option ID = 1405]
2. 2 [Option ID = 1406]
3. 3 [Option ID = 1407]
4. 4 [Option ID = 1408]

8) چوتھی جماعت کا استاد رول پلے کاکام دیتا ہے جس میں طلبا کو مخصوص حالات میں تبادلۂ خیالات کے لیے کہاجاتا ہے۔ وہ کس مہارت کو فروغ دینے کی کوشش کرتا ہے

(1) اداکاری

(2) لفظیات

(3) بولنا

(4) پڑھنا

[Question ID = 353][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q143]

1. 1 [Option ID = 1409]
2. 2 [Option ID = 1410]
3. 3 [Option ID = 1411]
4. 4 [Option ID = 1412]

9) ایک استاد طلبا کے اپنی مادری زبان میں دیے ہوئے ردعمل کو تسلیم کرتا اور ہدف زبان کی تدریس کے دوران ان کی زبان کو سمجھنے کی کوشش کرتا ہے۔ اس کا ماننا ہے کہ

(1) ہر طالب علم یکساں رفتار سے سیکھتا ہے

(2) اس طرح وہ کلاس روم میں کثیر لسانیٹ کو فروغ دے سکتا ہے

(3) بچوں کی زبان کو سمجھنا ممکن نہیں ہے اس لیے ان کی زبانوں کو نظر انداز کریں

(4) اس عمل کے ذریعہ بچے کلاس میں خاموش رہیں گے

[Question ID = 354][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q144]

1. 1 [Option ID = 1413]
2. 2 [Option ID = 1414]
3. 3 [Option ID = 1415]
4. 4 [Option ID = 1416]

10) زبان کی آموزش کے لیے کہانی سننے کی حکمت عملی کا مقصد

- (1) آموزگاروں کو کہانی کی اخلاقیات کی تدریس
- (2) آموزگاروں کو کہانی زبانی یاد کرنے کے قابل بنانا
- (3) آموزگاروں کو زبان کے ساتھ مصروف رکھنا
- (4) آموزگاروں کو کہانی پڑھنے کے قابل بنانا

[Question ID = 355][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q145]

1. 1 [Option ID = 1417]
2. 2 [Option ID = 1418]
3. 3 [Option ID = 1419]
4. 4 [Option ID = 1420]

11) زبان کا استاد مجوزہ معاون درسی کتابوں سے کہانی یا دوسرے بیانیوں کو پڑھنے کی افزائی کرتا ہے۔ معاون درسی کتابوں سے پڑھنے کے لیے طلباء کو آمادہ کرنے کا اہم مقصد کیا ہے

- (1) تفصیلی مطالعے کا فروغ
- (2) زبانی آموزش کی مہارتوں کو فروغ
- (3) توسیعی مطالعہ کو فروغ
- (4) اکادمک مہارتوں کو فروغ

[Question ID = 356][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q146]

1. 1 [Option ID = 1421]
2. 2 [Option ID = 1422]
3. 3 [Option ID = 1423]
4. 4 [Option ID = 1424]

12) ایک استاد چوتھی جماعت کے طلباء کو ایک نظم بعنوان "ہمارے تہوار" پڑھا رہا ہے۔ نظم پوری کر لینے کے بعد کس پر گفتگو کرنے کی ضرورت نہیں ہے؟

- (1) نظم کے موضوعات اور مرکزی خیال پر
- (2) نظم کے مقفی الفاظ پر
- (3) نظم کے سباق کے حوالے پر
- (4) نظم میں قواعدی اصولوں پر

[Question ID = 357][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q147]

1. 1 [Option ID = 1425]
2. 2 [Option ID = 1426]
3. 3 [Option ID = 1427]
4. 4 [Option ID = 1428]

13) پانچویں جماعت کا استاد دیکھتا ہے کہ اس کے طلبا پڑھائی جانے والی دوسری زبان کے ساتھ اپنے گھر کی زبان کے الفاظ اور جملے استعمال کر رہے ہیں۔ اسے کیا کہا جاتا ہے

(1) نئی نسل کے آموزگار

(2) سماجی لسانیاتی کردار

(3) کوڈ بدلنا اور ملانا

(4) زبان کی منتقلی

[Question ID = 358][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q148]

1. 1 [Option ID = 1429]
2. 2 [Option ID = 1430]
3. 3 [Option ID = 1431]
4. 4 [Option ID = 1432]

14) ایک استاد کی نظر اسٹاف روم میں پڑے ہوئے کووڈ-۱۹ کے پوسٹروں پر پڑتی ہے۔ وہ انہیں کلاس روم میں لے کر جاتا ہے اور زبان کی سرگرمی کے لیے ان کا استعمال کرتا ہے۔ یہ پوسٹر ہیں

(1) زبان کی آموزش کے لیے مستند مواد

(2) زبان کی کلاس میں اسے لیکر نہیں جانا چاہیے بلکہ نصابی کتاب کو مکمل کرنا چاہیے

(3) یہ کووڈ کے مریضوں کے لیے بے طلبا کے لیے نہیں

(4) زبان کی کلاس کے لیے موزوں مواد نہیں ہے

[Question ID = 359][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q149]

1. 1 [Option ID = 1433]
2. 2 [Option ID = 1434]
3. 3 [Option ID = 1435]
4. 4 [Option ID = 1436]

15) دوسری جماعت کا استاد تدریسی۔ آموزشی عمل کے دوران طلبا کا اندازہ قدر کرنا چاہتا ہے۔ درج ذیل میں کون سی حکمت عملی بیچے کی آموزش کے اندازہ قدر کے لیے مناسب ہوگی

(1) میعاد کے اختتام پر ہونے والا تکمیلی امتحان

(2) ہر سوموار کو مقررہ وقت پر اکائی کی جانچ

(3) بیچوں کی مختلف سرگرمیوں کا مشاہدہ

(4) کسی ٹیسٹ کے بجائے روزمرہ کی سرگرمیوں کو انجام دینا

[Question ID = 360][Question Description = CTET_P1_PART_5_L2_SET_108_URDU_Q150]

1. 1 [Option ID = 1437]
2. 2 [Option ID = 1438]
3. 3 [Option ID = 1439]
4. 4 [Option ID = 1440]